

VELLALAR COLLEGE OF EDUCATION FOR WOMEN

Best Practice

2016-2017

Best Practice I :

1. Title of the Practice:

‘Sarva Matha Prathanai’ – Universal Prayer

2. The context that required the initiation of the practice:

Prayer is a conscious effort of human beings to seek divine connect with the almighty. It is the spiritual refreshment of mind and soul before starting a new task or a new day. Prayer enables to start the day in a pleasant way whereby the positive energy is optimized. One means to do this is invocation and it is more beneficial while done in a mass gathering like assembly. Thus, prayer during morning assembly was made mandatory in the college. As student teachers will be handling the school students in future they need to know the prayer conduction and value of all religious prayers. Hence, equal importance was given to all religions and each day one religious prayer was followed.

3. Objectives of the Practice (50 – 60 words)

- i) The student teachers started their academic activities after a prayer which was a good start.
- ii) Student teachers were enabled to value all religions as one.
- iii) Student teachers showed keen interest in understanding the difference in prayer procedures of different religion and valued them.

4. The Practice:

Since the establishment of the college, ‘Sarva Madha Prarthanai’ or ‘Universal Prayer’ had been observed only during the Gandhi Jayanthi Celebration. However, in due course it had become a regular practice and a part of morning assembly. Each day the functioning of the college starts with the prayer to ‘The Almighty’. The prayer timing was 9.45 a.m. to 10.15

a. m. The Prayer begins with a prayer song in invocation of god belonging to any one religion. This is followed in a regular order whereby the prayers from Hindu, Muslim, Christian, and common prayer are sung in a rotational fashion. Also, during the prayer assembly the students used to say a Quote from Holy bible, Holy Quran, Bhagavat Geeta, etc.

Thriukkural is considered as the secular and sacred literature. It addresses the universal principles for living beings that are beyond any religions. It is celebrated as the unbiased wisdom book named as 'poiyamozhi', 'pothumarai', and 'theivanool' and is immortal i. e., suitable for any time and any person beyond religion, caste, creed, race and language. Hence, this uniqueness of thirukkural is represented by the students by saying a kural each day in prayer along with its' reflective meaning.

These practices as a part of the morning prayer enabled all the staff members and students to start their academic activities with a pleasant beginning. Apart from this, the students were able to learn the significance of each and every religion and in turn, they showed keen interest in understanding and accepting the diversity among them and the need to be united.

5. Obstacles faced if any and strategies adopted to overcome them:

Due to peak-hour traffic, some of the student teachers and teacher educators who commute to college using public transport were unable to reach the college on time (well before prayer). Thus, few had to miss the morning assembly and prayer which was a loss for them in strengthening their mental peace and generating positivity. To resolve this issue, the college planned to reschedule the college timing which was later dropped due to practical difficulty. Initially, some of the student teachers were idle and not much enthusiastic towards the universal prayer and assembly. Prioritizing all other academic activities like assignment submission, examination, learning teaching skills, aids preparation and participation in co-curricular activities, the students considered prayer to be secondary. But, in due course of time they realized the importance of this practice and actively involved themselves.

6. Impact of the practice:

The practice of '*Sarva Madha Prarthanai*' or '*Universal Prayer*' had been followed since the establishment of the college. But initially it was only followed during the auspicious days

like Gandhi Jayanthi. Understanding the impact of this practice on students and teachers, the college promoted this practice regularly. This is an evident of the success of this practice. Apart from this the active participation of students in universal prayer and their optimistic attitude and valuing behavior revealed the positive impact of this practice.

7. Resources required:

- There was a need reschedule the college timing to enable all the students and teachers to take part in assembly beyond traffic issues. But was later dropped due to infeasibility.
- Further, the teacher educators were sought after to guide the student teachers on moral values pertaining to all religion and culture irrespective of their own.

Best Practice II:

1. Title of the Practice: Inclusive Education

2. The context that required the initiation of the practice:

Equipping the citizens with ample knowledge and skills is the real accomplishment of any country with regard to education. In accordance with this, India is also striving to minimize the inequality prevailing in social and economical aspects. Inclusive Education is one such aspect that links the children with and without disabilities and enables to meet their personal and educational needs under a single roof. Since this allows breaking the barriers of disparity, the college had always stood in forefront to promote inclusion. The college aimed at empowering female candidates, excluding their disabilities and evolved them into competent teachers to serve the society.

3. Objectives of the Practice:

- i) Providing equal opportunity to all the aspiring students irrespective of their physical and mental abilities.
- ii) Giving preference to women candidates with disability through inclusive practice.
- iii) The difficulties of students with disabilities in learning subjects were identified and bridge course was given to them to adapt to the new system.

4. The Practice:

The institution aims to develop competent teachers without any discrimination. In order to provide equal opportunity to all the aspirant candidates irrespective of their ability, the college gave 5% relaxation for students with disability in their UG or PG degree, hence they were eligible if they had obtained 40 %.

Among the various disabilities, learning disabilities occurred due to genetic or neurobiological causes that may strongly affect the functioning process of brain. These highly intervene with the basic skills of a learner namely reading, writing and/or math and in higher order skills like attention, memory, reasoning and time management.

During the academic year 2016 – 2017, one candidate with dyslexia named B. V. Srinandhini was admitted. Dyslexia is a learning disability that inhibits the language processing and reading skills. The above candidate's pedagogy was English Literature. The extent of difficulty of the candidate with learning disability was identified and accordingly bridge course was given to her to get accustomed to the subjects taught in B. Ed.

A proposal was planned to have a Memorandum of Understanding with Kongu Arivalayam Rehabilitation Centre for Mentally Retarded Children which is situated in Erode District. Apart from this, the student teachers were taken for visit to Kongu Arivalayam Rehabilitation Centre for Mentally Retarded Children and Kongu Vocational Training Centre.

5. Obstacles faced if any and strategies adopted to overcome them:

- Initially, the student was found to be hesitant and less enthusiastic. However, the consistent effort taken by the teacher educators motivated the candidate and was found to participate in various classroom activities.
- Teachers found difficulties in accommodating and bringing a rapport with the student. Teachers admitted some intricacies while handling it and also represented insufficiency of time and experience.

- The student's learning difficulty was a barrier for her to cope up with the regular classroom activities. An attempt was made to identify the student's difficulty in learning and measures were taken to reduce it via bridge course.

6. Impact of the practice:

By opting to educate the students with disability, the college had achieved not only the vision of the institution but also accomplished the nation's endeavor namely 'Inclusion'. It was evidenced that the student named B. V. Srinandhini who entered the course with the learning disability namely dyslexia became efficient. Though there was a provision of providing additional time for the disabled candidates during examination, this student did not avail extra time. In turn, she was capable of finishing the examination within the stipulated time. This also shows the interest and concern of the teacher educators who were the course teachers for her in encouraging and training her to face the examination confidently. Further, the college offered an audio system to record the classes to make the student listen the same to increase her reading ability.

7. Resources required:

- To increase the reading ability, there was a need to enhance the listening ability. Thus, an audio system to record some of the English classes was required and the same was readily provided by the college.
- Teachers addressed that they need some training to handle the inclusive classroom and skills to train the students with disabilities.