

**Janata Shikshan Mandal's
Sane Guruji Vidya Prabodhini
Comprehensive College of Education, Khiroda.
Tq: Raver, Dist: Jalgaon.Pin:425504(M.S.)**

7.2 Best Practices

Describe at least two institutional best practices

Upload details of two best practices successfully implemented by the institution

Activity No.01

Mentoring

➤ **Objectives:**

- To attain the vision of the institution- that of '**Enlightening the Masses through Education**'
- To improve discipline and human interaction on the campus through the mentoring system.
- To help them to cope with their personal problems

➤ **The Context:**

The College had earlier head in charge of their respective methods; they were in charge of handling over the examinations progress reports after every exam. Conducted, wherein, the academic progress of the students was monitored, with not many opportunities to look into the strengths and weaknesses in the personal life of the student and guide them. To overcome this problem, the mentoring system was adopted in the College.

The students being at a vulnerable age tend to be rebellious (be it with regard to dressing, use of cell phones, attendance or relationships). The mentor, with constant counseling helps them to cope with their personal problems. This helps the students to be closer to the teacher in charge.

The mentors also strike a balance between the students coming from different strata of society thus creating an environment of self- respect and respect for others.

➤ **The practice:**

Mentorship is assigned to each faculty member based on the subject/ methods and classes they handle. In the case of the Science / Math's methods, they are assigned according to the Practical's they handle.

Each staff member is allotted 05-06 students and she/he is a mentor for all the two years of their stay in JSM's Sane Guruji Vidya Prabodhini, Comprehensive College of Education, Khiroda. The mentor has maintained the records to make provision to include all academic, co-curricular, and personal details of the candidate including his/ her family during the first-year degree.

The mentor helps the student understand the organizational culture. She /he provides guidance on personal issues and guides her/ him as per her/him requirement

The mentor points out strengths and areas for development in each student. She / he also helps the student to set long-term career goals and short-term learning objectives to enable them to perform effectively.

The mentor meets her / his wards regularly. Parents is reported to make them know how constructively their ward utilizes the time at home. Constructive suggestions are made for the overall development of the student.

Parents of achievers are advised by the mentor to encourage their wards to capitalize on their strengths and pursue higher studies. Slow learners are given and home assignments in their weak subjects by the respective teachers.

Sometimes mentors even address health problems and personal problems of the students.

➤ **Evidences of Success:**

- Mentoring has proved to be the ideal system to have adopted. As tremendous improvements that have been seen in the overall performance of the students.
- There is a significant change and marked improvements in the students' attendance and attitude.
- High self-esteem, appreciation for one-self and respect for others.
- Mentorship was highly appreciated by parents who felt that their children were in safe hands.
- Students felt that they had somebody to turn to in times of trouble.
- Improved discipline and humanizing environment on campus.
- Indiscriminate use of Cell phones reduced.

Activity No.02

Don Shabda Malika (Two Words Series)

➤ **Objectives:**

- To enable student teachers to think independently.
- To enable them to compose their ideas and put it on paper orderly.
- To enable them to read the composed and written matter silently with comprehension.
- To enable them to present the self-composed and written matter before the class.
- To develop their presentation skills.
- To develop self confidence among the student teachers.

➤ **The context:**

Student teachers admitted in our college of education are generally from rural area. They have already inferiority complex that they do not lead themselves in speaking fluently, do not deliver any speech, do not conduct any programme on their own, do not compose their own ideas and do not think independently. Even some of them do not speak at least five minutes on stage.

Our college of Education, taking into account this situation from the last 20 years prepares the subject list for example Gau Tyana Arati, Majhe Adarsh Shikshak, Great Personalities, selected 80 human values and, Majha

Gaon, great educationist, educational commissions etc.

➤ **Practice:**

Subject list on which student teacher has to compose their ideas and present before the class is displayed on the notice board well in advance. As per their Roll Call No. students go through library references and prepare their notes on given topic. Every day one student comes on stage and delivers his /her speech within seven minutes in the form of abstract. Teacher Educator provides feedback on the spot if needed. On the second day, he /she submits the prepared written note in detail to the HoD. Finally at the end of the academic year, all these written notes on the college provided colour papers are binded professionally and kept ready for reference in library for other readers permanently.

➤ **Evidences of success:**

- There is significant change and marked improvement among the student teachers in thinking independently.
- They started to compose their ideas creatively and put it on paper orderly.
- They found eligible to read the composed and written matter silently with comprehension. Improvement is observed in language development.
- They dared and presented their speeches before the class without any hesitation.
- There is significant change and marked improvement in the student teachers in presentation skills before the class.
- They built up their confidence to present themselves anywhere as the situation occurs.

As per NAAC format in your institution website, provide the link:

7.3 Institutional Distinctiveness

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust
Provide the weblink of the institution in not more than 500 words

Institutional Distinctiveness

Dhanaji Nana alias Dadasaheb Chaudhari, the founder of our parent body was a Police Inspector in the British Raj. Inspired by the clarion call of Mahatma Gandhi, he abandoned his service and plunged into the struggle for independence in 1930. He then established a Swaraj Ashram at his native place Khiroda, situated at the foot hills of Saatpuda Ranges of the Jalgaon District with twenty-five young freedom fighters.

This Ashram caught the attention of National leaders like Mahatma Gandhi, Rajendra Prasad, Acharya Vinoba Bhave, Shankarrao Deo etc. Mahatma Gandhi then entrusted to Dhanaji Nana Chaudhari the ownerous

responsibility of organizing the fiftieth session of Indian National Congress at Faizpur which was the ever first session to be held in rural India.

Ashram which was converted it into Janata Shikshan Mandal is an infant emerged out of struggle for independence. It aims to serve classless society those who are poor and needy by enlightening them through education.

Hon'ble Mr. Madhukarrao Chaudhari (ex. Speaker of Maharashtra Legislative Assembly) was of the considered opinion that 'No any education system of any country is more vibrant than its teachers'. Being influenced with this thought he determined to establish teaching training institutions. As a part of this process, Sane Guruji Vidya Prabodhini Comprehensive College of Education (1970) were came into existence for provide qualitative teachers inspired with patriotism, moral value oriented, having scientific attitude at all levels. Just on 15th June 2020 College has completed 50 years.

Vision Priority and Thrust

Vision: Enlightening the Masses through Education

This JSM's, sane Guruji Vidya Prabodhini, Comprehensive College of Education, khiroda Dist.

Jalgaon is known as a one of the reputed colleges in Maharashtra. It has been situated in rural area. In this area, most of the students come from tribal area. As far as tribal area is concerned, most of the people are out of mainstream. They are far away from current stream of education and civil life. Focus of this institution is on educating the mases through education and to make them job opportunities available in their area of operation as well as throughout Maharashtra. Students those who take admission here in this college, they come from divergent areas. Their language, culture and leaving standard is different from other students. As per our mission, we categorise them in advanced group and slow learner group by applying contest test. Those who found in slow learner group, remedial guidance is provided them. Personal counselling and mentoring are undertaken by dividing them into guardian groups and special attention is provided towards such slow learners. They lag behind in communication skill. Focus is given on their communication skill development. While pre-practice teaching programme and practice teaching programme start special feedback is provided them and they are motivated towards quality teacher training programme. Emphasis is given on building their confidence and how they will come into main stream. Such practice is being implemented from last 50 years. We have immense pleasure to note here that within these fifty years, thousands of students have passed out successfully and they have been engaged in jobs from all

corners of Maharashtra. Some them are head-Masters and Education Officers in Maharashtra Education Service Group 'A' and Group 'B'

- To prepare Academic Calendar for the Academic year 2018-2019
- To prepare yearly planning of all subjects to be taught in academic year 2018-2019
- To upgrade the computers in computer lab and office.
- To prepare the examination schedule for the academic year 2018-2019
 To prepare and implement all the curricular, co-curricular, Extra-curricular and extension activities for the academic year (2018-2019)
- To organise National Seminar to promote research culture among staff and students
- To develop overall personality of the students by organising various activities i.e., seminars and workshops in class.
- To develop communication skills of the teacher trainees in Marathi, Hindi & English.
- To organise Curricular, Co-curricular & Extra- curricular activities for all round development of the students
- To organise placement camp for the placement of trainee teachers
- To undertake effective extension activities for the trainee teachers as well as for the school teachers in the area of operation
- To achieve more annual quality result in B.Ed. course.