

Best Practices 2017-2018

A best practice is a standard set to produce good outcomes. A best practice usually presents the optimal way to work. It was the founder Dr. Durgabai Deshmukh's vision to nurture an environment which empowers women towards social, economic, cultural and educational self reliance, to lead an empowered life. To be in tune with the founder's mission the college selected capacity building for women as one of the best practices. Individuals are not always born with the requisite capacities. They have to be built over a period of time to make themselves successful in their personal and professional life.

Best practice I. Capacity Building in Teacher Trainees

Capacity-building is defined as the process of developing and strengthening the skills, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. To begin with, capacity building as a concept is closely related to education, training and human resource development. This conventional concept has changed over recent years towards a broader and more holistic view, covering both institutional and country based initiatives.

Background of Students of the College

The eligibility criteria for students of B.Ed (G) and M.Ed. are to clear Ed.CET and P.G CET. These students are rank holders. The students of B.Ed are either graduates or Post Graduates, while most of the M.Ed. students are Post graduates. In the case of B.Ed. Special Education and Post Graduate Diploma in Early Childhood Education, the students are graduates. They enter the college with a particular schema in their own specializations. However they have no idea of teaching especially in the case of B.Ed, B.Ed Spl (H.I) and P.G diploma students

What does the college do?

At the outset an induction program is conducted by the course lecturers, to offer an insight into the papers offered in the program and the practicum component i.e. practice teaching which involves school observation, micro teaching, reflective teaching and teaching practice Phase I and II. They are also educated on projects and add on certificate courses, attendance etc.

Following which a need analysis is conducted to the students of all the courses.

Objectives of Induction Programme

1. Understand short and long-term program goals
2. Identify the desired performance outcomes.
3. Awareness about the programme structure
4. Understand the need and importance of Add on courses
5. Understand the role of Gandhi Satabdi Bhavan Programmes in the development of value system among prospective teachers

The Students who graduate from Telugu medium suffer from a deficiency i.e. normative need as they fall below the expectations of the standard set by the program. The instruction is in English. Students coming from rural and semi urban areas suffer from this deficiency

How Capacities are built in CTEAMS?

Though the instruction is in English medium in the classroom setting as per the college guidelines, the students are permitted to seek guidance from the faculty to clarify their doubts outside the classroom by meeting faculty in their chambers. Almost all faculty are fluent in Telugu also.

The major problem of the Pre-service trainees is language. Most of the students are either new to cities or they belong to rural and semi urban backgrounds. As the college follows English as medium of instruction, the students from Telugu medium background experience language problem. Hence, the college has introduced a 60 hour program in Proficiency in English course offered to all students of the college as an add

on course. This course strengthens the English language and communication skills of the trainee teachers. This helps them to understand the content of both general and methodology papers. It helps them to handle class room seminars, micro teaching, reflective teaching and macro teaching in the practice teaching schools as B.Ed and B.Ed Spl Edn (H.I) students teach content for secondary classes.

Information Communication Technology

Information Communication Technology is offered at the undergraduate level as a project whereas for M.Ed. students it is offered as a full paper to help them in their Research and submission of dissertation. The expository writing is a paper offered to M.Ed students. It helps them to improve their writing skills.

Other than these curricular aspects which strengthen their cognitive skills, the mentors help and guide the prospective teachers from time to time to strengthen their class room management competencies.

Gandhi Bhavan Programs:

Morality and ethics define an individual's personality. Dr. Durgabai Deshmukh, the founder, was a follower of Gandhian principles. Hence, she made it her mission to inculcate moral, ethical and Gandhian values among the students. The entire college premises reverberate with Gandhian values.

Personality Development:

Students are unique with a lot of individual differences. The Curriculum offers papers in Philosophy, Psychology and Sociology to sculpt their behaviour and strengthen their demeanour. The college organizes several programs like celebrations and observations of National and International days wherein the Pre-service students are trained to take up anchoring, skits, songs and readings from Gandhiji's autobiography. The paper on art and drama in education helps them and trains them to participate in both visual and performing arts. All these activities help students to shed their inhibitions. Consequently by the end of the fourth semester the Pre –Service trainees are capacitated to lead an empowered life.

Best Practice II

Building Better Lives for Women

Padmavibhushan Dr. Durgabai Deshmukh the founder of Andhra Mahila Sabha (1937) was committed to the cause of women empowerment. She was a champion of women's rights. She led the salt satyagraha movement in Madras. She was arrested and imprisoned for three years (1930-33). In fact, she spent one year in solitary confinement. Her time in prison was an eye opener to the circumstances under which many illiterate women were incarcerated for crimes they did not commit, but would confess to, due to the lack of access to education or a social network. This was the spark that inspired her not only to become a criminal lawyer in the future, but also to take up numerous initiatives dedicated to the cause of women empowerment through education.

To quote Durgabai "It was a dream of mine from a very early stage that the whole system of education should be a continuous process providing for a complete chain of opportunity under which a girl joining at the nursery stage of education in the Mahila Sabha should at least end with B.Ed course if not M.Ed, when they become completely empowered to lead a life of self reliance". The founder managed to realize her dream. Durgabai's belief that a woman teacher is closer to her students made her to establish College of Education in 1971.

Today in 2022 the college offers four teacher education programs.

All the students are meritorious and procure good employment. Many alumna of the college have not only entered Central and State Government Services but also gainfully employed in the private sector. Many other students have spread their wings across the Globe.

The Curricular and Co Curricular activities and the general papers like Philosophy, Psychology and Sociology train the Pre –Service trainees to develop self confidence and self respect.

The add on courses like certificate course in Proficiency in English enhances the students employability, whereas the Certificate course in Human Rights and Value

Education and Gandhi Bhavan Programs enhance the ethical values to handle the challenges of their profession.

The celebrations and observations of various Local, National and International days in the college enhance their skill of anchoring and public speaking. In this way the college of teacher education tries to better the lives of women by building their capacities and enhancing their professional growth.