

## ➤ **BEST PRACTICE-1**

### **TITLE OF THE PRACTICE- CONCEPT MAPPING IN LESSON PLAN**

#### **OBJECTIVES**

- To help student teachers organize the topics in their lesson for teaching.
- To help the student teachers use concept mapping to support the learning process.
- To enable the student teachers to identify how different facts and ideas are related.
- To help the student teachers to summarise and refresh information that is taught.

#### **THE CONTEXT**

Student teachers are familiarized with writing lesson plans and including a mind map at the end of each lesson. Mind maps are introduced as they will act as mental triggers, to improve memory of what is taught and helps in faster recall of information when presented visually. This helps student teachers in practice teaching to structure information, organize ideas and communicate more effectively.

#### **THE PRACTICE**

Every student teacher prepares lesson plans with colourful mind maps at the end with topics taught arranged in a two-dimensional structure. This is used in the practice teaching schools for teaching each of the lesson and the school students were able to recall and summarize the concepts easily.

## **ACTIVITIES INVOLVED IN THE PRACTICE**

- Selection of the lesson to be taught
- Preparation of lesson plan
- Organizing the topics in a sequential order for the lesson -branched or linear form
- Preparing mind map for the lesson plan

## **EVIDENCE OF SUCCESS**

Student teachers were able to structure information, organize ideas and communicate more effectively during their practice teaching which was evident from the feedback received from their guide teachers in practice teaching schools. When this concept map was used in schools they found school students could recall information more easily due to visual presentation in a sequential pattern.

## **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

- Few student teachers found difficulty in structuring the ideas.
- Few of them found difficulty in drawing neatly.

## ➤ **BEST PRACTICE-2**

### **TITLE OF THE PRACTICE- SENSITISING THE CHALLENGES OF VISUALLY CHALLENGED PERSONS**

#### **OBJECTIVES:**

- To identify the skills of visually challenged and provide all possible access to their livelihoods.
- To identify individual competencies and provide appropriate skill training for visually challenged.
- To facilitate employment for visually impaired for their livelihood.
- To create awareness among the students about the visually challenged and their commitment to the society.

#### **THE CONTEXT**

People with disabilities like the visually impaired are more likely to be unemployed although they are skilled. They can share their expertise with the community they live in and earn their livelihood if given an opportunity. Hence, the need of sensitizing the access to their livelihoods was considered by the college as an area of immediate concern and focus.

#### **THE PRACTICE:**

Nazareth college of Education support persons with disabilities. The first step was to identify the persons with disability and study their individual needs. They were found to have problems of unemployment although they were skilled in knitting wire chairs. The college took initiative to help them for their livelihood by giving them the opportunity to knit the plastic wire chairs that need to be repaired.

Every year the visually impaired people are invited to knit the chairs and they are paid for it. In this way the college paves a way for their livelihood.

Besides our student teachers were asked to interact with them and learn the dignity of labour as well as the skill to knit the wire chairs. This boosted the self esteem of the visually impaired people and the student teachers appreciated the neat work done with commitment by them. Student teachers volunteered to act as Scribes for examination held at various exam centres for Arts and science colleges.

#### **ACTIVITIES INVOLVED IN THE PRACTICE:**

- Identifying the potential of disabled persons.
- Skill development of student teachers.
- Further employment through job facilitation.

#### **EVIDENCE OF SUCCESS:**

- Visually impaired persons were provided with the Self-employment even in our sister concerns.
- Students who participated in the activities for supporting visually impaired have realized their social commitment.

#### **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

- Students initially hesitated to learn the skill.
- The time allotted for the students to learn the skill was insufficient.
- The mobility of the visually impaired was a matter of concern.