

BEST PRACTICE IN CURRICULUM TRANSACTION: A CASE STUDY

The institution

The Gangajala Vidyapith is a unique kind of institution established by an eminent educationist Shri Dolarbhai Mankad. The institution has adopted core values of Gandhian thoughts. Darbar Gopaldas Shikshan Mahavidyalaya is a part of this institute. The institute is situated in the rural area in the Jamnagar District –Gujarat. The institution is established in 1953. Its distinguished features are:

1. Founded by a true visionary person who also founded Saurashtra University and then become vice chancellor of the same university.
2. The core value of education is in the root of the vision and the process.
3. The educational process has very fruitful traditions.
4. The vision has three major areas-GYANA, SHRAMA and SAMAJSEVA.
5. Student centric traditions.
6. Community concern is developed by educational processes.
7. A perfect blending of old and new aspects.

The institute has a very strong repository of its alumni. The students of this institute have lifelong relations with it. The only reason is the relations naturally created among the teachers and the taught. The atmosphere is truly student centric and so the response of students they get is lasting forever. The practices of the institution are unique in nature.

Objectives of the practice

1. To give a clear concept of the curriculum.
2. To give in-depth understanding.
3. To relate the theory with the practice.
4. To create ideal teachers.
5. Creating ethical society.

Need addressed and the context

It was said by Sam Pitroda, "Nation building is all about people building", the work of education is to build people. In order to create an ethical society we need to create ethical human beings. To develop such citizens, role of education is very core. The teacher is the direct source of molding the society. The teacher educators are backbone of the teacher education institutes. The education and value development are the two sides of the same coin. This fact is accepted since long by our educationists.

After independence the National Commission of Secondary Education (1952-53), The Report of the University Education Commission (1962), The Education Commission of 1964-66, The National Policy on Education (1986), The Government of India's report on Value Based Education (Chavan's Committee Report, 1999), The National Curriculum Framework for School Education (2000), The National Curriculum Framework, 2005, have emphasized the need of value education for the better social life and character building.

It is correctly said by some one that values can be caught and can never be taught. The Institute believing in the same fact tries to inculcate values among teacher trainees by establishing some good, ethical practices in the institutional behavior.

Description of the practice

The institute, since its time of establishment, trying to maintain some traditions. Such traditions have great impact on value inculcation.

1. The faculty, if comes late in the prayer, sits in the last row, including the principal of the college.
2. Not bringing the cell phone into the prayer hall or in the class room.
3. Calling the peon as "SATHI".
4. Cleaning our campus by ourselves.
5. Taking individual care of the student teachers.
6. To involve students in decision making.
7. To take note of positive and negative happenings of the trainees in the assembly.
8. To take great care of the differently abled trainees.
9. Participating in the social activities voluntarily.
10. Maintaining the decorum of the team though having difference of opinion.

The institution at large, try to maintain all above written practice. The practices can be called the healthy practice also. The values are practiced, and imitated by the student trainees.

Resources

The value based practices never need financial resources, it needs committed human resource. The team work of the institute reflects in such practice.

The outcome

The outcome of any educational practice affects society at large. The institution has strong alumni which also spread this learnt values. The outcomes of the healthy practice are listed below.

1. The practice becomes an example of method of value education.
2. The student trainees get healthy environment.
3. The theoretical curricular aspect is practiced.
4. The theory application is the best learnt.
5. The understanding of values in life is cultivated.
6. The life skills can be developed.
7. It helps in creating ideal teachers.
8. The practice ultimately helps in creating ethical society.
9. It proves as an illustration of value education.
10. It develops faith in values among teacher trainees.

Requirements of Adoption and Adaption

The role of teacher education institute is to give pedagogical outcomes. It is also expected to create new approaches to the educational practices. The teacher education institute is the place to give innovative pedagogical theories as well as practice. The institution tries to create healthy practices. The curriculum prescribed and envisioned by the policy makers is implemented by various methods. The value education is a part of the program. The need to develop value based people is the prime aim of the education.

The need of value education is constant. The importance of value education is undoubtedly accepted. The norms and discipline of any society is maintained only because of values. To create a sustainable society and culture one need of inculcating values in the next generation is the most. The role of a school as an agency to introduce and create good conduct is very important. The teacher and the student are the direct source of the same. Thus, the teacher education institute should always take very great care in initiating such practices which ultimately helps society at large. So adaption of such practices is very much in need in such a crucial time.

Adoption of certain practices at the large scale is very much expected to enhance the quality of the institute as well as the society. It is can be taken as just an illustration as local changes can be done. The small steps are the root of the highway. The small and car full actions of an institution will make the qualitative society. People building are done by illustrative practice with participatory approach. So, it is advisable to adopt all such healthy practice to create a healthy and peaceful society.

Best Practice in Human Relations

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10. The educational process has very fruitful traditions.
11. The vision has three major areas-GYANA, SHRAMA and SAMAJSEVA.
12. Student oriented traditions.
13. Community concern is developed by educational processes.
14. A perfect blending of old and new aspects.

The institute has a very strong repository of its alumni. The students of this institute have lifelong relations with it. The only reason is the relations naturally created among the teachers and the taught. The atmosphere is truly student centric and so the response of students they get is lasting forever. This case study tries to share the practices where such relationship develops.

Objective of the Practice

- To develop good relations among trainees.

- To establish a positive attitude towards the educational process.
- To be with the faculty and to know about them.
- To have fun and get introduction of the method group.
- To be aware of qualities of peer group.
- To develop managerial skills.
- To establish good relations with non teaching staff also.

Need Addressed and the Context

This is the era where we are losing interpersonal relations. The people are becoming narrow minded and having selfish attitude. The mindset of the new generation is changing very fast. The techno savvy young generation is happier with the virtual relations. The tolerance level of the people is going low. The role of education is becoming very crucial. One of the pillars of education is to develop healthy living. Learning to live together is the key area to be developed by education. So, the institution tries to practice some processes through which it can cultivate good relations with each other.

ABOUT THE PRACTICE

The institute has a very positive atmosphere. The student relations with the faculty and the inter relations of the students are developed by indirect process. The institute has multi activities and practices through which they develop good human relations. The indirect educational process develops lasting effects. The institution since year of its establishment, arranges a small educational tour called “ PARICHAY PRAVAS” . The

NAAC team also has considered this practice as the best practice of the institution.

Time of arranging the tour is right after a week of the college gets start. The process starts with the help of students. Students become the leader at every stage of planning. They themselves plan the time, place, food, transport and other activities. The principal and the faculty give them freedom of decision and they remain passive and help them by indirect guidance. The monitory responsibility is also given to the students. The faculties give maximum chance to the students to interact with each other. The decision making also becomes more participatory approach. This process makes the PARICHAY more intense.

The Resources

The institution being a financially aided, never ask trainees to spend more money. The places are selected which is nearby the place of the institution. The food and transportation is negotiated and arranged by the students themselves. So, as such no expensive resources are needed. The human resource plays a vital role in the practice. The implementation of the practice dose not cost much.

The Outcome

- A true introduction of students.
- The faculty identifies the qualities of students.
- The student get peer introduction.
- The trainees get chance to interact with each other.
- The tolerance towards each other is enhanced.
- Trainees develop people skills.

- Managerial skills can be developed.
- Unconscious process gives lasting impact in human relations.

Requirements of Adoption and Adaption

The practice unique in nature is considered as the best practice. The practice about which the case study is presented, is also practiced by D.G.S.college, Aliabada, is unique. Sharing such practices always enriches the other teacher education process also. The aim of education is to create a good human being. The development of a human is always collaborative. The society is a group of humans having such positive towards attitude towards each other. The ultimate and impactful outcome of this practice is developing and maintaining healthy human being and society too. The practice of arranging tours is common, but to arrange in starting of the academic year with an objective of establishing good relations will make it more fruitful.