

## Best Practices 2015-16

### Best Practise-I

#### Title: "Instructional Skill Workshop"

#### Objective of the Practice:

The objectives of "Instructional Skill Workshop" are :

- To recognize the importance of positive learning.
- To practice a variety of instructional strategies and techniques in classrooms.
- To increase participatory learning concepts.
- To experience the diversity of contemporary classrooms
- To connect and work closely with colleagues from range of disciplines to improve each other's teaching through Objective Feedback.

#### The Context:

Instructional Skills Workshop (ISW) Programme is a comprehensive three-tiered instructor development program that serves as the foundation for several professional development activities. The Instructional Skills Workshop is offered within a small group setting and is designed to enhance the teaching effectiveness of both new and experienced educators. Our GGSDS College Society has taken a first ever unique initiative offering opportunity to faculty members to participate in 'Instructional Skill Workshops' (ISW). This workshop is an internationally recognized FDP. Several Faculty members from our college have already taken the advantage by participating in these Workshops during recent months.

#### The Practice:

During the 5-6 day workshop, participants design and conduct three "mini-lessons" and receive verbal, written and video feedback from the other participants who have been learners in the mini-lessons. Using an intensive experiential learning approach, participants are provided with information on the theory and practice of teaching adult learners, the selection and writing of useful learning objectives with accompanying lesson plans, techniques for eliciting learner participation, and suggestions for evaluation of learning. The workshop encourages reflection and examination of one's teaching practices with feedback focused on the learning process rather than on the specific content of the lesson. Effective feedback skills, practiced in the workshop, are useful for educators in the classroom and also as they conduct their regular institutional business. The ISW engenders participatory learning and the building of community that can transfer back into the classroom and the institution. Participation in a workshop creates an opportunity for new faculty to learn about the unique culture and value system of the organization and can also be a renewing and revitalizing activity for more seasoned members.



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Added benefits are a sense of collegiality, team building, self-discovery, and learning new approaches to working with others.

During the central days of the workshop, each instructor prepares and conducts three 10-minute "mini-lessons." The instructor then receives written, oral, and video feedback from the other participants on the effectiveness of the lessons, and then sets new performance objectives. Participants are encouraged to engage actively as learners while the other participants teach, and to give and receive honest, helpful, non-judgmental feedback. Participants are strongly supported in their efforts to experiment with different teaching techniques, and to teach from different learning domains, to different learning styles.

### **Workshop Goals**

By the end of the workshop learners will be able to:

- use instructional objectives to inform learners about what they are expected to learn and write a useful, practical lesson plan
- evaluate what has been learned in relation to your instructional objectives use simple techniques during your lessons to test learning conduct a highly participatory classroom session
- use the common instructional aids
- use good questioning techniques during a classroom session
- give objective feedback
- feel more competent and confident as an instructor

### **Evidence of success:**

Faculty from various departments have already attended these workshops to enhance their teaching-learning skills. In this workshop, each participant takes on the roles of both 'Instructor and Trainer'. During 'Ten-minute Mini-lesson', every participant acted as Instructor and get positive feedback from learners about the effectiveness of the lesson at the end of the lecture. Faculty members are enthusiastically using 'BOPPPS' model and other models in their classrooms to improve and strengthen their classroom environment and make their lectures more innovative and participative.

### **Best Practise-II**

**Title: "Altruism Drive: Adoption of Three Villages"**

#### **Objective:**

The objective "Altruism drive of the college is to inculcate the spirit of Volunteerism among the students through the community interaction. "Be the Change you want to see in the world", said Mahatma Gandhi, the preminent leader of the Indian Independence Movement and the father of the Nation. And we are

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proud to say that Pt. Mohan Lal SD College for Women, Gurdaspur is a private degree college promoting Public service.

**The Context:**

The college has three units of NSS comprising 300 volunteers. Advising them to form a living contact with the community, students are suggested to do "Something positive so that the life of the villagers might be raised to a higher material and moral level. **Ergo, three villages 'Babowal, Kothe and Zafarwal' have been adopted by Pt. Mohan Lal SD College for Women over the past ten years.**

**The Practice:**

The units have been organizing activities related to social problems of these villages widely.

Specific programmes relate to:

- A. Environment:
  - i. Plantation Activities
  - ii. Cleanliness Drives.
  - iii. Plastic Elimination Campaign.
- B. Health and Hygiene: Workshop and Seminars by prestigious personage on various issues of Society such as:
  - i. Seminar on 'Personality Development'.
  - ii. 'Each One Teach One' Programme about Infectious disease.
  - iii. AIDS
  - iv. Drug abuse
  - v. Maintenance of Personal Hygiene
- C. Education: Instillation through programs such as
  - i. Importance of Girls and women Education.
  - ii. Awareness of Fundamental Rights and Duties.
  - iii. Perspicacity of Government Policies.
  - iv. Preponderance of Voting.
- D. Small scale Enterprise: Villagers are drilled to organize and operate a business venture through camps in which rustics/churls are learned:
  - i. Various Recipes
  - ii. To Make Products from waste materials.
- E. Camps: One Day camps and one week camps are organized time to time in the college campus. In relation to these camps, NSS Units usually render in respective villages to donate
  - i. Woollen Clothes
  - ii. Eatables
  - iii. Stationery to needy children
- F. Cavalcade: NSS Units organize Periodic marches on various issues and events.
  - i. Deter Copying
  - ii. Beti Bachao Beti Padhao
  - iii. Swacchhta Abhiyaan



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### **Evidence of Success:**

Our student volunteers are highly active to organize various activities to aware villagers about several social and economical issues. They are able to:

- Understand the community in which they work.
- Understand themselves in relation to their community.
- Identify the needs and problems of the community and involve them in Problem Solving.
- Develop a sense of social and civic responsibility
- Gain skills in mobilizing community participation.
- Practice national integration and social harmony.



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