

Academic Year 2017-18

Innovative / Best Practice - I

**Title of the Practice: Nurture
Reading Culture - A Movement**

Innovative / Best Practice - II

**Environmentally Safe Cracker
Free Diwali**

Rayat Shikshan Sanstha's
Azad College of Education, Satara

**Best Practice
2017-18**

Best Practice - I

Title of the Practice: Nurture Reading Culture - A Movement

1. Goal:

1. To inspire a sense of reading culture in student teachers.
2. To engage the student teachers in meaningful reading that develops personality and thinking ability.
3. To help a student to develop the accountability as a teacher.

2. The Context

It is said that the new generation does not take interest in reading. Students enrolling in ACOES are going to become teachers in future. To inculcate the habit of reading we have initiated the movement '**Nurture Reading Culture**'

3. The Practice

Sr. No.	Activity	Nature
1	Introduction of Teachers accountability through Brain Storming	Group Discussion
2	Exercise for 'Better Health'	Exercise, Yoga, Meditation etc.
3	SWOT Analysis	Orientation about SWOT Analysis and Its application at Individual Level

4	Discussion about Selected articles and poems	Selected articles and poems of eminent Marathi authors like – Dr. Abhay Bung, Dr. R. A. Kumbhar, <i>Kusumagraj</i> etc.
5	Development of Attitude through Learning from Environment	Learning from personalities, Institutions, Books, Films, Events, Incidents etc.
6	Discussion about Selected Books	Selected Books of eminent Marathi authors like – <i>Shala Bhet, Viveki Palakatva, Na Petalele Dive, Dnyanrachanavad, He Uttardayitva Apale Nahi Kay ?, Shikshasathi Adarsh Acharsanhita</i>
7	Lectures	<p>Lecture and Discussion like-</p> <ol style="list-style-type: none"> 1. Reading : Why, How and How much?- Dr. Gajanan Apine 2. Exercise , Yoga, Meditation and Health : Dr. Umesh Pingale 3. Accountability of Teacher towards Students : Dr. R. A. Kumbhar 4. Accountability of Teacher towards Parents and Society : Shri Kishor Bedakihal 5. Growing Up : Dr. Shaila

		<p>Dabholkar</p> <p>6. Accountability of Teacher towards Seniors, Institution and Organisation : Shri Vijay Landage</p> <p>7. Accountability of Teacher towards Teaching Profession : Dr. Krishna Patil</p>
8	Symposium	<p>1. Development of Accountable Teacher in Me : Krishna Patole</p> <p>2. Why I become a Teacher ? : Dr. N.R. Sapre</p> <p>3. Being a Teacher : Mrs Sandhya Chougule</p>
9	Films and Short Films : Observation and Group Discussion	<p>1. Shala</p> <p>2. 10th F</p> <p>3. Shala Bhet</p> <p>4. Mulgami</p> <p>5. Pratidnya</p>
10	Interviews of Accountable Teacher	<p>Discipline wise and Subject wise Interviews of Accountable Teacher – Report Writing and Discussion</p>
11	Participation in Social activities and activities related to Literature	<p>Active participation in <i>One Day Satara Sahitya Sammelan</i> in memory of respected Dr. Baba</p>

		Amate and Reflection on experiences
12	Participation in activities related to Social Accountability	<ul style="list-style-type: none"> • Implementation of Cracker Free Diwali – Student teachers and Pupils Involvement • Participation in Eco Friendly <i>Holi</i> and <i>Rangoli</i>
13	Various Activities in Internship Programme	Writing of Experiences based on selected activities in internship Schools
14	Reading of selected Books	<p>Reading and Discussion of following Books</p> <ul style="list-style-type: none"> • <i>Shala Bhet</i> • <i>Viveki Palakatva</i> • <i>Khali Jamin var Akash</i> • <i>Aaple Kam Aaple Jivan Sarvaswa</i>
15	Debating	Debating on – Whether it is appropriate or inappropriate to consider a teacher responsible for students’ success or failure?
16	As a teacher : My aims, my plans and my ways	Personal Writing

17	Essay Writing from Student teacher	What I got from the nurturing the Teacher Accountability Programme?
18	Doubts, Clarification , Questions, Discussion and Guidance related to Whole Programme	With Accountability and Without Accountability : Dr. R. A. Kumbhar, Shri B. A. Shinde and Student teachers

4. Evidence:

Photos, Hand bills, Letters, Articles, Questions, Letters of Commitment, Research Articles etc. are the evidences of our efforts.

5. Problem Encountered and Resources Required;

The concerned faculty received the reactions from student teachers and school pupils appreciating our efforts.

- Plan of Action was executed by student teachers for improving the accountability.
- Plan of Action was drawn by student teachers for acquiring the reading skill, debating, group discussion and SWOT analysis.
- Student teachers appreciated the practice as they felt free to express their suggestions without any fear.
- Determining the activities that need to be sustained, modified or discarded

The problems encountered in the practice were as follows;

- Availability of time
- Individual analysis of accountability is difficult task.
- Evaluation process

Best Practice - II

Title of the Practice

Environmentally Safe Cracker Free Diwali

1. Goals:

1. To reduce the adverse effect of explosion of crackers on our Environment.
2. To make aware of How to celebrate an Environmentally Safe Cracker Free Diwali?
3. To check the effectiveness of the celebration of an Environmentally Safe Cracker Free Diwali.

2. The Context:

Pollution through Crackers:

While enjoying burning fire crackers these people fail to empathize with those who are not able to enjoy Diwali festival because of blasting sounds and floating poisonous air. The elderly people, new born babies and peasants are the worst affected especially on Diwali Day when the whole city go crazy with hundreds and thousands of people exploding firecrackers simultaneously. It is also a nightmare for birds, dogs, cats and other animals who have to hide themselves for survival till our so-called festival of celebrations are over.

But little do people realize that in our increasingly populated and polluted cities, the temporary joy of watching the firecrackers is soon replaced by the intense air pollution caused by these. The toxic substances used in the firecrackers release toxic gases that are harmful to the health of all living beings. The high level of noise is generated by the crackers cause immense suffering to birds and animals. Besides, Diwali crackers are dreaded by the sick and the ailing.

Harmful effects of Chemicals used in crackers

Let's do a little analysis of crackers and list out in actual terms the harmful effects posed by each of its chemicals.

Chemical	Impact
Copper:	Irritation of respiratory tract
Cadmium:	Anemia and damage to kidney
Lead:	Affects the nervous system
Magnesium:	Its dust and fumes cause metal fume fever
Sodium:	Reacts violently with moisture and can attack the skin.
Zinc:	Leads to vomiting
Nitrate:	Could lead to mental impairment
Nitrite:	Could lead to coma

Noise Pollution caused by Fire Crackers

Crackers that make a noise of more than 125 decibels at four metres distance from the point of bursting are banned by the law. Given here are the hazards posed by excessive noise pollution caused by crackers:

1. Hearing loss, high blood pressure, heart attack and sleeping disturbances.
2. Sudden exposure to loud noise could cause temporary deafness or permanent relative deafness.
3. The noise also causes extreme stress and fear in animals.

Five Principles of Nature conservation

To be able to conserve our natural environment it is important to keep in the following principles -

1. **Reduce** : the amount of things we use
2. **Reuse** : the things we have in different forms until we have absolutely no use for them
3. **Recycle** : items that are no longer functional.
4. **Rethink**: the choices we make when deciding to buy something and
5. **Refuse** : things that we do not need at all.

So this Diwali, before you buy something new apply the above five principles and only then pay at the counter!

3. The Practice:

“Vivek Vahini” of our college organized an **Environmentally Safe Cracker Free Diwali** Campaign

1. Our B. Ed. student teachers were motivated to actively participate in an **Environmentally Safe Cracker Free Diwali** Campaign before Diwali vacation.
2. Distribution of **Volition Letter** to student teachers.
3. Development and implementation of opinionnaire for school students and parents.
4. Collection of **Volition Letters** from 10 school students by each student teacher.
5. To give message about this activity to the society through newspaper.

6. To submit the collected the volition letters to *Andhasradha Nirmulan Sammittee*.
7. To inspire the students to use money they waste to buy firecrackers can be used to help at least one poor and needy child's education.

4. Evidence:

Letters of Commitment, Evaluation charts, Newspaper cuttings, Photos, Action Research, and Practical Reports are preserved.

5. Problem Encountered and Resources Required;

Our efforts had a high impact and we received reactions from people appreciating our efforts. Many of them pledged that they will not buy crackers for their children from this year onwards. In addition to the positive feedback we received a lot of support from the newspaper who covered our campaign.

