

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

BEST PRACTICES 2018-'19

Best Practice 1

1. Title of the Practice

Skill acquisition programme through Vedic Mathematics

2. Objectives of the Practice

1. To conduct awareness classes on Vedic Mathematics applications and its contemporary relevance in various educational institutions all over the State
2. To propagate Indian Intellectual Traditions through signifying their contemporary relevance all over the State
3. To equip the youth in securing the appropriate career by attaining employability skills through the knowledge of Indian intellectual tradition of Vedic Mathematics
4. To equip the prospective teachers with self-confidence by attaining skills of Computational Speed and Critical Thinking Ability through Indian intellectual tradition of Vedic Mathematics
5. To equip the Fishermen Community with self-confidence by attaining skills of Numerical Ability, Problem Solving Ability and Computational Speed through Indian intellectual tradition of Vedic Mathematics
6. To stimulate the Working Memory Capacity of adults, especially women through Vedic Mathematics

3. The Context

The purpose of education has been to develop well moded, well informed and well equipped citizens with a view to contribute to physically and technically embodied human capital. In our society, in reality, they cannot expect to realize their career only in the teaching profession. As they are degree holders and qualified enough, they can try for other professions also. Not only that in order to become qualified for the teaching profession itself, they have to clear one of the competitive examinations such as TET, SET, and NET. It is a sad situation that student teachers even after completing their degree courses, go to coaching centers for getting further prepared in order to get into a job. It is true that young people with a bachelor's degree are more likely to find a job than their less-educated peers, but graduates today suffer from high

unemployment rates, declining wages, lower-quality jobs, and reduced opportunities for advancement. If Skill attainment is one of the main obstacles of employment, it is to be wiped out at any cost. Research (Asha & Smitha, 2013) has proved that Vedic Mathematics Sutras are effective enough in enhancing Computational Speed, Critical Thinking Ability, Numerical Ability, Problem Solving Ability etc. of students. Acquisition of our intellectual treasure of Vedic Mathematics can be a suitable solution to this alarming problem of skill deficiency among students.

“It is tempting to think of them (Indians) as counter scientists..... Let us not forget that among the great accomplishments of the Indian thinkers were the invention of Zero, and of the Binary number system a thousand years before the West”

Indian intellectual traditions of Vedic Mathematics provides very easy, one line, mental and superfast methods along with magic speed cross checking system (Puri & Weinless, 1988).The complete Vedic Maths System provides multiple choice of working in all operations and we can carry out combined operations of arithmetic (Hope, 1987, 1986; Williams, 1991, 1984; Trafton, 1978; Beberman as cited in Sister Josephina, 1960). Therefore, study of complete Vedic Maths develops multi- dimensional thinking capacity of the human brains (Williams, 1991). The System systematically develops and trains the two hemispheres of the human brain. Using Vedic Mathematics, even a ten year old can calculate 999×991 or $20111 \div 975$ in less than five seconds, and that too in a method of his own choice. This may look like an exaggeration but it is the Truth. More than ‘Techniques’ this subject facilitates ‘Thinking’, which today’s educational system in India unfortunately does not allow. Many school students are afraid of Mathematics and they have no option but to learn it. Using Vedic Mathematics we can enjoy the subject and experiment & discover different methods.

Calculations using Vedic Mathematics can be done with less mental energy and in less time. But, at the same time there is full involvement. This is very important. Calculators do give answers in less time and with still less mental energy. But our involvement in the process of calculation is nil. This is highly dangerous in the long run, as we lose our ability to calculate. Vedic maths, on the contrary, helps us sharpen our calculating ability.

With the view of spreading Vedic Mathematics, the intellectual contribution of India, to the world, the Sree Narayana Training College, Nedunganda has done the popularization extension activities

4. **The Practice**

Student teachers of Sree Narayana Training College do get regular training in employment skills. Every Saturday, the college organizes these types of capacity enhancement activities in the Institution. We regularly conduct Vedic Mathematics classes with the help of a trained instructor who is serving as Assistant Professor in the institution itself. Vedic Mathematics Research team of the college takes initiative in conducting the classes free of cost

as per the prescribed schedule with a prepared Module (Multimedia and Print) on Vedic Sutras with complete devotion and dedication. Student teachers do attend the classes with utmost enthusiasm and interest.



Before starting the popularization activities, initiatives were taken to strengthen the Computational Speed and Critical Thinking Ability of prospective teachers. Student teachers of the college were given training on the knowledge and teaching of Vedic Sutras and were equipped enough to implement the programme during their teaching practice internship at various Secondary schools. Vedic Mathematics Research team of the college prepared Thirty Modules (Multimedia and Print) on Vedic Sutras with complete devotion and dedication. Certain tools as tests on Computational Speed, Critical Thinking Ability, Numerical Ability, Problem Solving Ability and Working Memory Capacity were prepared. For conducting the popularization and awareness activities, the Team approached various organizations and educational institutions including High Schools, Higher Secondary Schools, Engineering Colleges, Arts & Science Colleges, Women Self Help Groups and Skill Development Centres all over the State under Government and Private Sector. All the organizations and institutions welcomed the venture and agreed whole-heartedly to the proposal to conduct classes on the rich treasure of Indian intellectual tradition. The Team members were highly enthusiastic and motivated and that they were received by all concern with great respect and admiration. The field work had given plenty of rich experiences and immense satisfaction to the members. Being the prospective teachers, the student teachers could attain the specific objectives of the intension, since they were not only practicing the skills of their own, but teaching and helping others also to attain the skills.



5. Evidence of Success

Outcome/Impact/Evidence of Success:

The skill enhancement activities including acquisition of Vedic mathematics help the student teachers to involve fruitfully in their placement and employment processes. The present practice helps the propagation of the rich cultural treasure of India among students, who are prospective teachers and are supposed to share the knowledge with the coming generations. The learning package is prepared based on India's traditional wealth of Vedic Mathematics. In this age of over dominating Western civilization, we are totally neglecting our own rich heritage, which leads to the complete avoidance of our cultural values and the spirit of love for the nation. Inculcation of knowledge on Vedic Mathematics reminds the learners that Indian culture was of the highest standard, and mathematics today owes a huge debt to the outstanding contributions made by Indian mathematicians over many hundreds of years. The practice of Vedic Mathematics enormously enriched the students in their computational and problem solving skills. The number of students who were qualified in Competitive examinations including NET, SET, and TET has comparatively increased. Majority of the students were shortlisted and secured employment in various organizations.

The skill enhancement activities including acquisition of Vedic mathematics helped the student teachers to involve fruitfully in their placement and employment processes. In the year 2017-'18, the number of students who were qualified in Competitive examinations including NET, SET, and TET was comparatively increased. Majority of the students were shortlisted and secured employment in various organizations. It was a proud and happy achievement to the college.

Achievement Holders 2018-19



6. Problems Encountered and Resources Required

The major problem encountered was the management of time. Majority of activities were carried out during holidays and vacation. Without affecting the daily academic schedule, the college could successfully attain these objectives. Not only those, Students are usually reluctant to accept jobs in the unaided sector due to low returns. Moreover opportunities in the unaided

sector inside and outside are not transparent and the employees are facing many challenges regarding their working conditions. This often results in curtailing the efforts of the college. In spite of all these hurdles, the college has managed efficiently all its academic and social activities.

Best Practice No. 2

1. Title of the Practice

Personality development through Public Speaking.

2. Objectives of the Practice

To enhance the Communication Power of student teachers

To develop a sense of Social Responsibility among the students

To cultivate among the students the art of public speaking

3. The Context

Teachers are considered as Social Engineers. Teachers should have a high sense of Social Commitment and it is the responsibility of the teachers to respond to various social contexts, especially, social evils. The programme intends to set an opportunity to student teachers to speak out on certain social issues so that they can enrich their knowledge depth on the specific area and improve their communication ability. The context for the best practice has been the aim of the university to provide certain specific values and skills among student teachers.

General Objectives of the B. Ed. course

The curriculum is designed to enable the student-teacher:

- 1. To acquire various teacher competencies and development of professionalism through qualitative multi-level strategies and practices.*
- 2. To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.*
- 3. To develop a proper value system based on the cultural, social, political and moral bases of*

Indian society.

4. To develop teacher-identity required of a professional through theoretical discourses, school / community- based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.

5. To understand the central concepts, tools of inquiry, and structures of individual disciplines and develop the ability to evolve meaningful learning experiences.

6. To imbibe knowledge and develop understanding of the various psychological, sociological and philosophical principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.

7. To make use of the knowledge of effective verbal, nonverbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.

8. To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.

9. To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.

10. To develop his/her managerial capacities in human relations for promoting human resources for national development.

11. To internalize appropriate theoretical and practical inputs in order to render an integrated holistic

understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for current and future lifestyles among student teachers.

12. To develop the aesthetic quality of the prospective teachers through Art Education. modern

construction and infrastructure of international standards, excellent academic facilities and congenial learning environment. Also, to create stock of learning resources to facilitate academic and research pursuits of the university supported by latest IT resources and technology.

4. The Practice

As the aim of the programme reflects, this is meant for all students. Each and every individual student teacher gets equal chance for participating in the programme. Thus the democracy and justice for all are maintained throughout.

There are six optional subjects in the college and in each optional nearly 20 students are there. The starter is selected by taking lot. Thus the order of topic declaration and presentation is finalized. After that the first team declares their topic of presentation followed by a theme presentation. Then three or four members from the same optional subject express their opinion and share their arguments with concrete reasonable standpoints. The individual's opinion will be treated as most valid and will be respected by all. Since, it is not a face to face discussion, counter arguments can be raised whenever the person gets chances to respond. Here, the respondents are learning the values like discipline, respect of other's opinion, social responsibility, attitude to change one's own knowledge depth etc. Not only that, the individual acquires certain skills of powerful presentation of ideas, communication ability, concretizing the abstractness of ideas, power of public speaking etc. After the presentation of selected members from each optional, the topic will take for open discussion. Here anybody can present their idea. After the completion of discussion of one topic for one or two weeks, next topic will be started. At the completion of one cycle by all the six optional subjects, majority of student teachers, it is experienced that they could attain much better confidence with regard to the objectives of the programme.

5. Evidence of Success

Being prospective teachers, the programme enabled them to change their attitude towards social problems. They started taking initiative to involve in socially relevant, value oriented activities and implemented various extension activities among community members. The major initiatives taken were

1. Drug abuse prevention programmes among school students
2. Awareness programmes on Traffic Rules among public
3. Sharing of knowledge on preparation of Swadeshi products like soaps and lotion

among Kudumbasree members

4. Value addition programmes such as cleaning of public places and wiping out of plastic from the premises.

5. Skill acquisition programmes of teaching Vedic Mathematics among Visually

Challenged students, Self Help Groups, Tribal population, Fishermen Community etc..

6. Awareness on Life style diseases among secondary school students

7. Class on 'Effective parenting' among public and parents of school students etc...

All the activities were carried out with the initiative of student teachers with the whole hearted support and direction from teachers.

6. Problems Encountered and Resources Required

The greatest problem encountered has been in finding and managing time in the midst of hectic schedule of academic semester activities. But, even then, the college has managed efficiently all its academic infrastructure, schedule of programmes and successful coordination of all activities including academic and social.
