

# **Best Practices**

**2020-21**

## **Best Practice 1**

### **Title**

Self-Development Programme (SDP) on 'Biodiversity Conservation and Natural Resource Management'

### **Objectives**

1. To explore the adventures of Biological Diversity and evaluate the services of it in terms of its values and benefits
2. To identify ways that individuals and groups of individuals can begin to act on their own right and help create ecological change and increase biodiversity
3. To analyze the issues and challenges around achieving and suggest solutions to find the most effective solution, or combination of solutions, for a given area
4. To find practical and workable ways to increase biological diversity in our locality

### **The Context**

Biodiversity has become an important issue on the global arena. It is increasingly being recognized as of vital concern on the local, national and international levels. Aspects of biodiversity education form an integral part of Teacher Education as well. Keeping this view in mind an exploratory workshop was conducted in a participatory mode to develop competencies in prospective teachers and teacher educators to explore the adventures of Biological Diversity and evaluate their services in terms of its values and benefits.

### **The practice**

This two week long exploratory exercise was conducted as part of International Day of Biological Diversity and World Environment Day 2021 by the Biodiversity Club 'Bhoomitra' of our college. It included aspects of the controversial nature of biodiversity conservation in relation to economical, ethical, social and political concerns and methodological approaches on how to deal with the intricate issues of Biodiversity Conservation and Natural Resource Management. The following themes were included:

- Agro Biodiversity Conservation
- Social Forestry
- Homestead Biodiversity
- Forest ecosystem
- Amphibians of Kerala and their Conservation
- Ecosystem services and benefits

Highlights of the programme were:

- Coaching Sessions
- Exploratory activities
- Field observation
- Creative work
- Aesthetic appreciation
- Self-development exercises

### **Evidence of success**

The SDP was fruitful in terms of the output generated in the form of products and services from the part of the participants. Students were able to locate, identify and establish relationship between oneself with the environment. It created an opportunity to become part of the biodiversity concern and extrapolate on its awesome services. Also, it paved way to appreciate the wonders of the biodiversity around and determining to work for biodiversity conservation and for the management of natural resources of varied kinds in whatever possible ways they can. The presentations shown by the guest speakers were received with great interest, joy, applause and wonder. The reviews and feedback obtained is a sufficient proof of success.

### **Problems encountered**

The programme was conducted online due to the outbreak of COVID 19 pandemic and lockdown. Hence the activities and their intended outcomes were discussed, analyzed and evaluated online. Collaborative works among students were very difficult to manage through online mode. Yet the participants gained interest and motivation by executing tasks in their home and locality.



  
Principal  
N.S.S Training College  
Pandalam

## **Best Practice II**

### **Title**

Vocational Education NaiTalim Experiential Learning (VENTEL)

### **Objective**

The objective of this practice is to understand the vision and philosophy of NEP 2020, Gandhiji NaiTalim and their links to VENTEL and to realize the importance of Vocational education.

### **Context**

Gandhiji's Nai talim curriculum focuses on understanding the vision and philosophy of experiential learning by participating in vocational and experiential learning activities. This will help the future teachers to be self-reliant and community oriented.

### **Practice**

As part of the VENTEL plan we have introduced a VENTEL Cell in our college and carried out various activities as per the directions given from MGNCRE (Mahatma Gandhi National Council of Rural Education,) Dept. Of Higher Education, Ministry of Education, Govt. of India. The proposed action plan consists of various sections like Vocational Education (Productive work with economic value to build entrepreneurship/Employability), Self-Reliance (Food, Clothing and Shelter) Swachhta and Health, Community Engagement/Field Engagement. Every section has a group of sub activities related to the main area. Students who were selected for various sections organized different activities with the support and guidance of the teachers in charge for each section.

### **Success**

After implementing the activities, documentation was prepared by the students related to their assigned section. It includes aim of the particular activity, process of execution, impact of the programme that they have selected implementation etc. They also distributed the product of the particular activity which they have chosen (Mask, cloth bags, books) to the needy ones.

## Problems occurred

While implementing the programme a few of the students have faced some difficulties with respect to the promotion of rural social entrepreneurship and community engagement. Conducting surveys and door to door meetings with respect to making behavioural change on sanitation practices were some among them. They have cleared the problems which they had faced through seeking the support of aha workers.



  
Principal  
N.S.S Training College  
Pandalam