

### **Practice 1- Social- Emotional Learning (SEL) with Entrepreneurial Skill Development**

#### **Objectives :**

The core objectives of the practice are:

- ✓ To make the students ascertain the individual's personal distinctiveness among
- ✓ the others
- ✓ To identify the hidden talents and merits of every student
- ✓ To understand the level of their learning process
- ✓ To facilitate the students to develop their life-skills
- ✓ To make them understand their responsibility as a member of the family, a part
- ✓ of the Educational Institution and the citizen of the Nation
- ✓ To promote the entrepreneurial skills of the students
- ✓ To provide them various opportunities to prove their ability as a student and a better human being.

**Context :** In the present times, education alone can't make a student to achieve a better place in the society. The students need to gain experience in several situations which would insulate them to encounter the outside world. Basically, the majority of the students are from the family of garment company workers and from the database collected at the time of the admission, it is noticed that many students originate from the family of single parents. Initially, there were many drop -outs, because of the conflict between the parents or from some other members. Additionally, the students, especially the girls are deprived of financial and emotional support from their families which immediately reflected in their studies.

#### **Practice :**

- The reasons of underperformance of the students who do not perform well in the Internal assessment tests are identified.
- Personal counselling is offered by the tutor. In the next level, Yoga gurus are requested
- to give them counselling along with the faculty.
- If the student is absent for a long time, the parents are contacted over phone. If there is
- no response, the peer group will be approached for contacting the students.
- Many faculty members support such students by paying fees on their own.

- Peer -team support is rendered to the low-level learner on and off the college hours.
- The grievances of such students are addressed by the grievance redressal committee.
- For those who have hidden talents such as painting, cooking, tailoring, artificial jewelry- making and handicraft work, they are asked to participate the in the college level exhibition to showcase their talents.

**Evidence of success:** The emotional and moral support offered by the Institution is based on the humanistic instinct rather than a formal one. Hence, the students tend to continue their upward movement either in higher education or in getting a placement opportunity to work. The drop-out ratio in the last two academic years is the monitory evidence. The students who have hidden talents become entrepreneurs with the support of the faculty members.

**Problem Encountered and resources required:** Specific counselling need to be given to the parents also. There should be full-time counselling centres to be set up in the campus and the entrepreneurial skills should be recognized by the outside world.

### **Practice 2 - Education beyond the classroom - Learning with Nature**

**Objectives :** The enhanced classrooms along with the ICT enabled high-fi environment might be the landmark of one of the Modern teaching innovation. Yet, academic learning amidst nature takes education out of the classroom and in the natural environment, treating the existing natural objects as exceptional tools to acquire wisdom and develop various life-skills. The intended outcome of this practice is primarily to learn the environmental ethics along with the regular curriculum. Mother Nature is the best teacher while the academic teachers merely facilitate the process of learning. The students are provided with the opportunities to develop various skills such as problem-solving, adaptability, care for the entire humanity and nurturing the Nature.

**The Context:** After the outbreak of the covid-19, the entire humanity has been yearning to be in contact with the outside world. After a long period of lock down that had its adverse influence upon every single human being did not leave the student community too. mental instability was very much prevalent among the students who found it difficult to sit continuously for a long period of time, listening to the lectures or looking at the monitor or screen of the electronic gadgets. To sustain the interest of the students, Natural environment in and around the college was utilized.

**The Practice :** Linking the students with Nature is not something new in our Institution. Most often, the students gain knowledge about nature through:

- ✓ field visits (in the VI semester)
- ✓ visiting nearby agricultural lands in villages
- ✓ nearby waterfalls
- ✓ Extinction of tigers and elephants
- ✓ bird watching in Avinashi pond and
- ✓ To take part in cleaning the Noyyal river (a tributary of Kaveri river) of Tirupur.

The entire process of this practice is divided into three specific segments.

1. strolling
2. teaching
3. Shooting questions

**Time period :** Post-lunch sessions – three days in a week.

**Strolling :** The students of a particular class were taken for a stroll in the post-lunch sessions around the campus in turns.

**Teaching:** After a brief stroll, the teacher takes the time to enlighten the students on the topic for that day from the syllabus (the text or material could be carried in their hands). Both the teacher and the students position themselves under the tree while the learning process takes place.

**Shooting questions :** In the third segment, the students (in groups) should ask the teacher a question either from the topic taught previously or anything related to the environment around them. This practice is based on the Gurukula method of teaching which existed in the ancient times which includes the physical, mental and spiritual development of the students along with the academic learning.

**Evidence of Success :** The practice initially started as a remedy for the students' inactiveness and disinterest during the post-lunch , especially when a dry subject had to be taught by the teacher. After a long stretch of shutting oneself inside the closed doors during covid-19 lock down, this practice had given both the students as well as the teachers not only a ray of sunlight, but also a ray of hope too. It was obvious that the students were benefiting from this kind of participatory learning.

**Problems Encountered and Resources Required :** T

1. Extreme weather conditions (rainy day or hottest day)
2. The teachers who handle these classes should be thoroughly prepared and should have extra energy and interest.
3. ICT tools except mobile or tabs could not be used.

**Notes:** This practice, in a way, had solved many short-term problems of the college such as the lack of classrooms (when the Institution was started in 2017, it was functioning in a limited set of classrooms permitted by the adjacent Government Boys High school, in their campus). Hence, this practice aided in the solving of this problem..

Encl: Pictures

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Water in Mud pot for birds kept in the campus



Bird watchers guided by the environmentalist Rotarian Ravindran



Field visit to Vagamaon, Kerala by III B.A English students (13<sup>th</sup> & 14<sup>th</sup> Feb. 2020)

