

SRI RANGAPOOPATHI COLLEGE OF EDUCATION

Alampoondi Village, Gingee - Tk, Villupuram Dist, Tamilnadu - 604151

2018-2019

Best Practice I:

1. Title of the Practice: SKILL DEVELOPMENT - Tailoring Course

2. The context that required the initiation of the practice: The college consistently takes measures towards women empowerment by incorporating various skill development courses. In this connection, tailoring course is being offered to the prospective teachers as an alternative vocational practice or hobby since 2014. Food, shelter and clothing are vital needs for human being and tailoring is one of the significant and perennial art works that is ever existing need for us. Thus, learning tailoring will always equipped and supports the students financially. Apart from this, it is an imperative part of the fashion world that constantly works to meet the needs of people who have creative and innovative dressing sense.

3. Objectives of the Practice:

- i) The Prospective teachers learnt all the theoretical and practical aspects of tailoring.
- ii) Prospective teachers became skilled in customizing and stitching various outfits for women and children.
- iii) This creates an opportunity for the prospective teachers to become vocational or art and craft teachers.
- iv) In addition, it allowed the prospective teachers to become entrepreneurs that may enable self-sufficiency and income generation beyond their profession.

4. The Practice: The prospective teachers were guided to utilize their time efficiently and usefully by offering 'Tailoring' course as a value added course, since 2016. There were 53 students who did not know tailoring and volunteered to learn it during the academic year 2018-2019. The training focused on both theoretical and practical aspects of tailoring, and was taught by Mrs. S.GEETHAi from geetha Magazhir Thaalagam. The classes were conducted only on Saturdays from 13.09.2018 to 13.01.2019.

The course included drafting and cutting, sewing process, alterations in fittings, handling tailoring tools, and knowledge on types of fabrics. There students were also given demonstration on different forms of stitching. During the sessions, the students were taught how to measure different fabrics, various patterns for blouse, frocks for children, set lehengas, petticoats, and chudidhars, handling the machine efficiently and colour combination sense. The students were asked to bring their own cloth material and were able to practice what was taught in that class. They customized and designed various outfits that were creative and were appreciated by teacher educators. This course also made the students to feel introduced as an initiative to enable the student teachers to understand the importance of organic farming and agriculture. Also, 50 parents of the student teachers participated in this and ten of them donated vegetable seeds and saplings. Rain water harvesting and Sewage treatment process is being followed inside the campus. Apart from this, the student teachers were also encouraged to adapt and follow the energy saving practices with respect to water and electricity. In order to strictly follow these in practices, rules and regulations were formulated and followed in the institution.

5. Obstacles faced if any and strategies adopted to overcome them (150 – 200 words): While introducing any new process or practice it needs some time to adapt to it. Similar difficulties were found while attempting to adapt to the eco-friendly practices like food waste management. In order to reduce the food waste, some regulations had to be made to equalize the food production and consumption. Apart from this, the food waste had to be transfer to the waste management pits and then to the biogas plant on a regular basis. Bring this into practice had difficulty initially. There was only one chamber constructed during the establishment of Vermi compost pit. When the pit was filled and composting was under process, there was no alternative chamber to fill the plant litter collected on a daily basis. At first, the students were uncertain in taking part in 'Enviro Club' activities but later they gained momentum and actively participated. There were some difficulties faced by the teacher educators in making the parents volunteer and participate in the 'Enviro Club' activities.

6. Impact of the practice (100 – 120 words): Since the plant litter like leaves, twigs and barks were segregated in the Vermicompost pit, this enabled in clearing the large amount of bio-degradable waste materials from the campus in an easy and effective manner. On the other end, the litter was effectively converted into organic manure in 60 to 90 days that was used in the campus' garden. The biogas plant established had significantly saved the energy consumption and recycling of the food waste had been feasible. The activities carried out via 'Enviro Club' created awareness and interest among the student teachers and was evident in their active participation in gardening practices.

7. Resources required Infrastructure of biogas plant needed upgrading and new biogas plants were required. Alternate pits for Vermicompost i. e., chambers/ compost beds were essential for continual functioning of the process. To build and maintain the units for waste management, financial assistance is sought after.