

SRI RANGAPOOPATHI COLLEGE OF EDUCATION

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

2019-2020

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 2019-2020. The training focused on both theoretical and practical aspects of tailoring, and was taught by Mrs. G. GEETHA from GEETHA Magazhir Thaalagam. The classes were conducted only on Saturdays from 13.10.2019 to 13.04.2020. 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 satisfactory and skilled in tailoring.
5. Obstacles faced if any and strategies adopted to overcome them: The students' strength was more and there was only one teacher to handle the entire class which led to difficulties in handling them. It would be appreciated if additional trainers could be provided. As there were 76 students in tailoring course, to facilitate all the students who get training, additional sewing machines and tailoring equipment are needed. Though students were passionate about learning tailoring, some of them faced financial difficulties in buying cloth materials for practicing. This could be supported by providing material resources from the college or other funding agencies. However, some of the staff members voluntarily offered cloth materials in order to support the students. Based on the feedback of the student teachers, it is found that they need additional time and resource person to learn further.
6. Impact of the practice: Tailoring has always been in demand as a commercial business and will always support the students financially. Being a part of fashion world will always give the learner greater scope to earn. The Prospective teachers who volunteered to learn tailoring became self-confident and skilled in tailoring. They can earn money by utilizing tailoring as a part-time job and by becoming self-employed. The prospective teachers learnt all the theoretical and practical aspects of tailoring they became skilled in customizing creative designs and stitching various outfits for women and children. This was an initiative to push the student teachers to become entrepreneurs in future.
7. Resources required: Additional trainers were needed as there was only one tailoring teacher. More sewing machines and other equipments related to tailoring (bobbins, bobbins case needles, scissors, measuring tapes and thread) were required. Financial support from the management was needed as most of the students were from rural background and the same provided.

Best Practice II:

1. Title of the Practice: Eco-friendly Environment

2. The context that required the initiation of the practice: Presently, the concept of preserving the nature and following ecofriendly practices are gaining momentum. The practices towards green living which enable to conserve all the natural resources are collectively referred as the eco-friendly practices. The importance of eco-friendly practices is prioritized by the college and hence, the same is well-established. Numerous measures had been taken to create awareness on energy conservation and paperless communication among the student teachers in the previous academic year. Following this, various activities had been carried out during 2019-2020 to encourage the stake holders namely student teachers and teacher educators to adapt to the eco-friendly practices and to maintain pollution free campus.

3. Objectives of the Practice:

i) Affirmative contributions were made to maintain the campus pollution free.

ii) Recycling of organic wastes obtained from hostel was followed.

iii) Bio-degradable waste materials were converted in to manure via Vermicompost.

iv) Protocol to be adopted for eco-friendly practices was formulated and the same was practiced by student teachers and teacher educators.

4. The Practice (250 – 300 words): In order to manage the food wastage, the students were primarily advised to take food as per their need and not to throw it in garbage. To reduce food wastage, posters were placed nearby dustbins and in dine area. Beyond this, food waste recycling is done in the college campus as one of the waste management practice. The food waste materials are collected in a pit and periodically transferred to the biogas plant established by the SRI RANGAPOOPATHI Educational Trust. The biogas obtained through this is completely used for the cooking purpose in the hostels of the institutions. Within the campus, a vermicompost pit was constructed to convert the bio-degradable waste into organic fertilizer. The plant litter like dry leaves, twigs and barks from the garden areas within the campus and the kitchen waste from hostel are chopped and layered in the compost bed. In regular intervals, the obtained high nutrient biofertilizer is utilized as manure for gardening within the campus. The 'Enviro Club' of the college organized the Tree Plantation Programme on 29.08.2019. Apart from this, "Kitchen Garden" was 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 Vermicompost 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.