



Shri A. P. D. Jain Pathshala's  
(Jain Minority)

## **Kasturbai College of Education**

Walchand Hirachand Marg,  
Ashok Chowk, Solapur  
Maharashtra – 413006

**Best Practices  
2018-19**

## **Title: Library as an augmented resource of learning**

**1. The context that required initiation of the practice:** Library is the heart of any institute. The institution Library is enriched with the e-resources including internet, OPAC facility and INFLIBNET N-LIST facility and its own Google site for the student teachers and research scholars and for faculty. Library helps the student teachers to get updated with current developments. Faculty is engaged in research & other activities so they used new library resources very often. The institution runs 09 different courses so variety of students needs various type of information from the library.

### **2. Objectives of the practice:**

- To enable the student teachers to know about the printed and non printed resources and working of library, stack rooms through orientation programmes.
- To enable the student teachers for optimum use of various e-resources in the library.
- To enable the student teachers to develop the reading habit among themselves.
- To enable the student teachers and faculty members get updated with the current information and developments.

**3. The Practice:** The following programmes are arranged under the library as augmented resource of learning: At the beginning of the course library orientation lecture is arranged for student teachers.

- Actual visit to library and stack room for introduction of the library for student teachers.
- Display of new arrivals on the board
- Open Access System
- Computerization of library through library software Libman
- Bar code for all reference books for online circulation
- Internet for student teachers and faculty and OPAC facility
- INFLIBNET-NLIST e-resources for student teachers and faculty
- Google site of the library.
- Best reader award for inculcating reading habits of student teachers Book exhibition for introduction of new books
- Membership of other libraries and membership to external members on deposit facility.

**4. Obstacles faced if any and strategies adopted to overcome them:** No obstacles are faced by the institution.

**5. Impact of the practice:** Student teachers became aware about various resources in the library Student teachers became confident in using e-resources like Internet, OPAC, e-books and e-journals Student teachers increased their reading habit by using various books Student teachers got aware about new arrivals through book exhibition Cultural awareness through various Days Celebration in the library Student teachers get aware to use online books for their practice teaching purposes through Google site of the library

**6. Resources required:** Internet, Computers, Printers, Books, thesis and e-resources (e-books and e- journals)

**7. Contact Person for further details:**

Mr. R. G. Gosavi

Librarian

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## **Title of the practice: Curriculum Orientation Programme**

**1. The context that required initiation of the practice:** The students taking admission to B.Ed. course are from various faculties and subject backgrounds. The B.Ed. curriculum is totally different from the other graduation & post graduation level curriculum. It has major linkage with various aspects of schools and school subjects. The institution has taken this initiative keeping the perspective of making the students aware of the major distinction of B.Ed. curriculum from other UG and PG courses. After the principal address immediately the institution arranges curriculum orientation programme. In this programme the students are made aware of all the theory and practicum components of different foundation courses and the pedagogy subjects. Once the students realize the exactness and overall expectations he/she gets prepared in advance for the startup of the course.

### **2. Objectives of the practice:**

- 1) To enable the student teachers to get acquainted with the major distinction of the B.Ed. course curriculum with other courses.
- 2) To enable the student teachers to understand the linkages of the course with school issues and pedagogical significance of the course.
- 3) To enable the student teachers to understand the availability of various resources for curriculum transaction.
- 4) To enable the student teachers to get idea of the overall potential of the course.
- 5) To ensure the overall preparedness of the student teachers for the course.

### **3. The Practice: Following activities are arranged under Curriculum Orientation**

**Programme:** Orientation about the objectives of the courses  
Orientation about various theory courses with UA and CA components  
Orientation about various practicum including practice teaching and internship along with UA and CA components  
Orientation of curriculum laboratories.  
Orientation & demonstration (if required) of each and every activity before commencement.  
Orientation about library facility.  
Orientation about diary, observation book, various journals

**4. Obstacles faced if any and strategies adopted to overcome them:** The activity is arranged in well planned manner hence no obstacles are faced by the institution as such but after getting realized about the distinction of the course, very few times the students get

anxious.

**5. Impact of the practice:** Student teachers become well prepared mentally for this course. They become more careful & confident to handle situation. Student teachers get aware of the expectations of the institute. Student teachers become more sensible towards the diverse needs of the course. It helped the student teachers to become desirous and keen for doing various activities. The student teachers got notice of the available resources and its usefulness for curriculum transaction.

**6. Resources required:** Arrangement of time slots for various orientations, LCD, Computer Laptop, internet

**7. Contact person for further details:**

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**PHOTO GALLERY**



**READING ROOM**