

7.2.1: Describe at least two institutional best practices:

Best Practices : 1

1. TITLE OF THE PRACTICE: INTEGRAL PEDAGOGICAL PARADIGM

THE CONTEXT

The present day educational scenario has its obvious limitations with regard to the content as well as proves in its approach. This mainly due to the so called preference for 'academic excellence' which insists on a heavy curriculum aiming at the intellectual grasp depending on memorization or recall of the content. Added to this is the trend for economic advancement reducing education to pragmatic aspects such as job training etc.

This is very much evident from the fact that preference is being given by students to physical and biological sciences and business and engineering. The danger lies in the fact that as a result of this unfortunate trend, although our students advance intellectually and technically, they remain emotionally undeveloped and morally immature.

So far as the process is concerned we have experienced the fact that it is nothing but teacher-centred, having left very little for the student who remains as a passive recipient.

It is in this context that the Society of Jesus, with its vast experience of educational service in various parts of the world for the last five centuries, proposes an alternative model of education with regard to content and process. The content goes beyond mere academic excellence but human excellence comprising competence, conscience and compassionate commitment. This calls for the all round growth of the students.

OBJECTIVES:

The objective of IPP is integral development calling for a process towards radical transformation not only of the way in which people habitually think and act but the very way in which they live in the world. This means a constant interplay of one's experience, and reflection resulting in meaningful and fruitful action.


THE PRACTICE:

The Pedagogical Paradigm comprises five steps: (Context, Experience, Reflection, Action and Evaluation)

1. Context

Our human experience never occurs in a vacuum. Hence it is very much necessary that we get to know as much as we can about the context within which teaching and learning take place. This means that teachers get full information about their students including their family background, social life, friends, politics, social pressures, media, and so on.

By this knowledge the teachers will be in a position to guide the students to come to grips with their actual experiences and make them reflect on them and make use of them in actions.


Principal
St. Xavier's College of Education
(Autonomous)
Digha Ghat, Patna-11

2. Experience

Experience is a very comprehensive term for a process which can be direct or vicarious. Thus direct experience takes place in conversations, discussions, laboratory works, field trips, project works etc. The vicarious experience occurs through reading or listening to a lecture and so on. In all this we use our imagination and feelings as well as the mind. In this process both the cognitive and effective dimensions are involved. Hence we see that our entire human experience, namely intellect, imagination, feeling and will are at work.

3. Reflection

Experience by itself has no significance in our life unless it is fully integrated into our day to day life. This calls for a thoughtful consideration of the matter experienced in order to capture the essential value it contains. The teacher has a very important role at this stage especially to formulate questions that will broaden the students' awareness and impel them to consider the viewpoints of others. Sharing reflection among teacher and students will reinforce, challenge, encourage and ultimately give greater assurance for the students to an action or actions to be taken.

4. Action


"Action" here refers to interiorized choices by which in the light of meanings perceived and judged, the student decides that a truth is to be his or her personal point of reference, attitude or predisposition which will affect any number of decisions. These interiorized choices may lead to external manifestations and consequently to act in consonance with his or her convictions.

5. Evaluation

The purpose of Evaluation is to provide an effective feedback that will make the teacher explore alternative methods of teaching and offer encouragement and advice for improvement. This evaluation work can be periodic and take the form of "mentoring", review of student journals, student self evaluation in the light of personal growth profiles.

OBSTACLES FACED:

1. As has been mentioned in the beginning IPP is a difficult idea to sell when educational institutions are going in for 'fragmented' approach through narrow specializations ignoring the important concern for the human person.
2. Another obstacle is the confusion and conflict of values among students and teachers. It is a challenge for us to instill in the students of today true values.
3. Many countries strictly prescribe the course for all levels thus impeding curriculum development according to formational priorities envisaged in IPP.


Principal
St. Xavier's College of Education
(Autonomous)
Digha Ghat, Patna-11

IMPACT OF IPP

IPP had its humble beginnings from the spiritual experiences of St. Ignatius, the founder of the Society of Jesus. In 1593 the 'Ratio Studiorum' was published which gave the general procedure of IPP. It was widely used all over the world in the educational institutions of the Society of Jesus. As time passed the impact of this approach was felt in other institutions as the

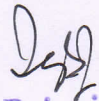
right trend especially in the light of the reasons we have mentioned in the beginning of this paper. In order not to prejudice people the name "Ignatian Pedagogical Paradigm" was changed to "Integral Pedagogical Paradigm" while everything else was kept essentially the same.

IPP now is a worldwide approach for the growth of the total human person in its entire vicissitudes.

We have also noticed a great change in the teacher-trainees of our college after the introduction of IPP as part of our training programmes as evidenced by the alumni and the heads of the institutions they are serving.

RESOURCES

- "Ratio Studiorum" 1593, Society of Jesus, Rome
- International Commission on the Apostolate of Jesuit Education (ICAJE) 1993
- "Ignatian Pedagogy: A Practical Approach" Villa Cavallati, 1993
- "The Characteristics of Jesuit Education" 1986
- "Influence of Ignatian Pedagogical Paradigm" McAvoy et al
- "History and Evolution of Using the IPP" Maureen Mc Avoy
- "Overview of Ignatian Pedagogy" Darina Sargeant, Ph.D. Asst. Prog.
- IPP: Marianne F. Gallagher, Peter A. Musso


Principal
St. Xavier's College of Education
(Autonomous)
Digha Ghat, Patna-11

Best Practices : 2

TITLE OF THE PRACTICE: Movement for a Green Earth

Context:

In today's world, Environment Pollution is one of the most serious global challenges. It is the inauspicious variation of our surroundings, entirely or largely as a byproduct of man's action, through direct or indirect effects of the changes in the energy pattern, radiation levels, chemical and physical constitution and abundance of organisms. Environmental Pollution is a global problem and is common to both developed as well as developing countries, which attracts the attention of human beings for its severe long term consequences. The decline in environmental quality as a consequence of pollution is evidenced by loss of vegetation, organic multiplicity, excess use of harmful chemicals in the ambient atmosphere and in food grains and growing risks of environmental accidents and threats to life support systems. Over the past two decades, different sources of pollution were identified that changed the composition of water, air and soil of the environment. Such undesirable consequences may be directly or indirectly affecting human, being mediated via resource organisms or climate change.

Objectives

To provide solutions to problems that now concern the entire inhabitants, to create a society based on humanistic values in the service of life that respect people's rights as much as their duties and responsibilities.

To raise awareness and teach sustainable development to the students

To promote sustainable activities with other organisation

To help the students to understand and appreciate the beauties and the limits of the world in which they live and encourage them to make necessary changes


The Practice

Our students are made aware of adopting a greener approach to life. There are small changes we can implement into our daily life that take no time or effort and can actually save money. The world is now digitally focused and studies can also be digital. Take class notes electronically and stop wasting paper, purchasing notebooks and flashcards. Use reusable shopping bags and water bottles instead of plastic. Turn off lights and other electronics while not in use.

Periodically we conduct environment themed Seminars, campaigns, street cleaning, tree planting towards the protection of ecology.

Obstacles

The environmental protection has expanded beyond local effects and to increasingly recognize the global impacts of human activity on ecological and human health. Energy demands have increased, and sources and approaches to developing energy are changing, raising questions about environmental and human health impacts. Land use patterns are evolving, and land use decisions can impact air, land, and water quality, and consequently, human health. Agriculture and manufacturing are also changing as technology advances.


Principal
St. Xavier's College of Education
(Autonomous)
Digha Ghat, Patna-11

Impact of Practice

Movement for a green earth can help people to live in a more environment friendly way and to reduce environment pollution. Green earth has several positive side effects for the environment that contribute to cleaner water and air, preserve natural resources and reduce the impact of global warming. It also encourages people to reduce their consumption, recycle as often as possible and reuse things in an attempt to reduce waste and thus end-up landfills, where we can biodegrade and release carbon dioxide which contribute to the green house gas effect. By using eco-friendly materials, alternative energy sources and avoiding burning of fuels. By having natural food and an organic garden at home where they can grow plants, vegetables or fruits that can be used for preparing healthy food. Using energy-efficient electronic materials at home, lowering the air conditioners in higher degrees, travelling by public transport or using bicycle as conveyance also decrees pollution

Resource Required


Organization more seminars/awareness programmes connected to environment protection. Expand classes/lessons on the environment protection, Research on natural resources. Information about including methods for reducing waste and product consumption, recycling tips, facts about pollution and its effect on environment, global warming data, database on different eco-systems and more projects for students to complete inside and outside classroom on greening the earth. Build a permanent habit that could possibly make a theatrical difference in the outlook of the earth.

Contact Person

Director
Taru Mitra Ashram (Bio-reserve centre)
Digha Ghat
Patna - 800 011
Bihar

C/o

Name of the Institution : St. Xavier's College of Education
Address : Digha Ghat P.O., Patna - 800 011, Bihar
Year of Accreditation : 2016
Grade awarded by NAAC : A (3rd Cycle)
E-mail : sxcepatna@gmail.com
Contact person for further : Principal
details
Website : www.sxcepatna.edu.in


Principal
St. Xavier's College of Education
(Autonomous)
Digha Ghat, Patna-11