



# SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION

(An Autonomous College Affiliated to the Tamil Nadu Teachers Education University and  
Re-accredited with A++ Grade by NAAC with CGPA 3.82)

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## Best Practice: 1

### Title of the Practice:

Developing Problem-solving Skills in Mathematics through Stimulation of Analytical Thinking

### Objectives of the Practice:

- To impart and develop problem-solving skills in mathematics among school students.
- To improve the proficiency and competency of high school students in specific areas of mathematics.
- To enable student-teachers with multiple modes of teaching strategies so as to enhance their teaching competency by integrating appropriate technology, improving knowledge and skills in preparing and standardizing teacher-made tests for better assessment of teaching-learning.

### The Context:

Having realized the problems faced by the mathematics teachers at the secondary level viz. over-crowded classrooms, paucity of time to complete the syllabus and lack of varied learning activities, attempts have been made to bring in innovative methods of teaching as propagated by many research studies conducted in the area of learning mathematics. Most of such studies highlight the fact that divergent thinking ability of students can easily be enhanced through the method of analytical thinking. (Brown. S. 2001)

### The Practice:

#### Phase I - Content Integration and Resource Mobilization

- The core team comprising experienced subject teachers, academicians and teacher educators has been involved in the process of content selection. To begin with, a brain storming session was conducted to select appropriate content from the textbooks of VI Std. to IX Std.
- From the selected content, specific topics are generated by arranging abstract Mathematical concepts in a logical sequence. These selected concepts are mapped in order to transact them by using analytical method of teaching.

## **Phase II - Training Phase**

- Workshops are conducted for Teacher Educators, Research Scholars and Student-teachers of Mathematics on analytical thinking methods. The process of applying analytical thinking to solve problems effectively is explained in detail.
- Question & answer sessions are conducted to deal with anticipated problems that may arise during teaching-learning process.
- Separate sessions are also arranged for preparing MCQs and conducting online examinations.

## **Phase III - Implementation and Assessment**

- Two sessions per week for Standards VI to IX are conducted throughout the academic year with dedicated time slots. The subject teacher observes the sessions.
- Formative assessment is conducted in every fortnight to identify and address the learning gaps among students.
- Students who required additional support in understanding specific mathematical concepts are provided with remedial teaching by the subject teacher concerned.
- Throughout the process of applying analytical teaching methods, the subject teachers, student-teachers and subject experts are free to intervene at any stage of learning as and when the students are in need of any academic guidance.

## **Evidence of Success:**

- School students have demonstrated improved analytical thinking skills. They have become more proficient in approaching mathematical problems with ease.
- Their scholastic performance has improved which is evident from the improved scores of students in mathematics.
- Student-teachers have become proficient in preparing questions, content delivery, technology integration and students' assessment.
- Positive feedback from stakeholders involved in the programme substantiates the benefits and effectiveness of the programme.

## **Problems Encountered and Resources:**

- Ensuring access to adequate technological resources and relevant educational software.
- Sustainability over long term implementation of the programme requires dedicated resources, ongoing teacher training and quality student-teachers.

## **Best Practice: 2**

### **Title of the Practice:**

Empowering underprivileged Rural Students with Academic Skills and Vulnerable Youth with Employability Skills through Outreach Activities

### **Duration:**

Organized throughout the year.

### **Objectives of the Practice:**

- To conduct free coaching classes to school children of economically disadvantaged families in the neighbourhood.
- To foster technical, vocational, drawing and life skills among vulnerable children at Government Observation Home (GOH) by mobilizing expertise from aforesaid domains.
- To address societal needs and contribute to community development through rural developmental programmes.

### **The Practice:**

The College epitomizes Ramakrishna Mission's principles, prioritizing social welfare and promoting inclusive education. The Extension Services department of the College organizes various extension services and outreach activities catering to the needs of students, teachers and local community. The key initiatives undertaken by the department include:

1. Adhyapana - Coaching Classes for underprivileged school children.
2. Personality and Skill Development Programme at GOH.
3. Rural Development Programme through Unnat Bharat Abhiyan.

#### ***Adhyapana - Coaching Classes for underprivileged school children.***

The college provides free coaching classes to the underprivileged children at two nearby villages Naickenpalayam and Vivekanandapuram. The coaching classes are handled by our student-teachers. This initiative is aimed at addressing the education gap and the barriers in accessing quality education among the children in the two villages. Support is given to reinforce the understanding of subject matter learnt and enabling independent school assignment completion. Adhyapana coaching programme not only benefits school students but also enhances the competency level of student-teachers, fostering valuable experience and skill development.

#### ***Personality and Skill Development Programme at GOH.***

College conducts various Personality and Skill Development programmes for the benefit of the children at GOH. The training sessions include

- Personality Development Programme - Motivational and Spiritual discourses.
- Skill Development Programme - Drawing and Painting.

- Vocational Skill Training Programme - Plumbing, Electrical Wiring, Home Appliances Servicing, Mobile Phone Servicing and Two-Wheeler Maintenance.
- Digital Entrepreneurship Training Programme - Desk Top Publishing (DTP).

The programme focuses on rehabilitating the children by imparting life skills, enhancing their employability prospects, and boosting their self-confidence. The number of programmes conducted at GOH is an attempt to provide essential life skills to vulnerable children and empower them to integrate into society.

### ***Rural Development Programme through Unnat Bharat Abhiyan.***

Our College of Education has been sanctioned with Seed Money Grant of Rs.50000/- under Rural Development Programme through Unnat Bharat Abhiyan Scheme. The task assigned by UBA Project involves to study, assess and to extend versatile services based on the needs of the villages. The five villages chosen are:

1. Keeranatham
2. Marudur
3. Belladhi
4. Agrahasamakulam and
5. Tholampalayam

The objective of this programme is to address the multifaceted needs of rural areas, promote sustainable development, and foster community participation. Student- teachers engage in household and village surveys, promote central govt schemes, and organize camps to support rural development programmes effectively.

### **Evidence of Success:**

- A substantial improvement in the educational interest and academic performance of underprivileged school children through the coaching programme.
- A noticeable positive behavioural changes and increased opportunities among the children at GOH.
- Student-teachers get experiential insights and community connections by participating in rural development programmes.

### **Problems Encountered and Resources:**

- Overcoming societal stigma and resistance toward individuals with a history of legal issues at GOH may pose challenges in ensuring the successful reintegration of the participants.
- Seeking permission from officials to have access in approaching children at GOH.
- Managing time schedule for student-teachers in conducting coaching classes out of college hours.
- Inadequate funding for extension of rural development programmes to villages in vicinity.