

YMCA COLLEGE OF PHYSICAL EDUCATION, NANDANAM, CHENNAI-35
TWO INSTITUTIONAL BEST PRACTICES 2019-20
TWO INSTITUTIONAL BEST PRACTICES
Best Practice-I

1. Title of the Practice: ADAPTED PHYSICAL EDUCATION FOR THE DIFFERENTIALLY ABLED "A DIRECT SERVICE INITIATION OF THE PRACTICE"

The project came into existence in the year 1978, when the college authorities felt the need to take care of the differentially abled community. Initially the Christoffel Blinden Mission (West Germany) came forward to financially assist the Project for the Blind to strengthen the services of the college to the Blind Community.

- 2. Goal:** Adapted Physical Education programmes were introduced at the college through the Invention of Adapted games by the college which caters to all the groups of differentially abled people. The Management came forward wholeheartedly, to accept the very idea of starting a Special School as a project of the Institution and to start the services to these special children under the concept, 'Charity Starts At Home'. The school is benefitted by using the infrastructure, human capital and the expertise of our Faculty Members, the Sports Physician, Physiotherapist and Special Educators; it has taken a lead in serving the Differentially Abled Population in India.

- 3. The Context:** Now Adapted Physical Education Paper is a part of the M.P.Ed., and B.P.Ed., syllabus and made it as a core paper.

Objectives of the practice

- Programmes offered by the project improve the Physical Fitness of the differentially abled people.
- It offers O & M training to the clients.
- This makes possible to integrate the special children with the normal school
- It leads to training teachers of special schools and rehabilitation centres to be of more service to the differentially abled children.

- 4. The Practice:** The entire project of differentially abled was gloriously growing when Prof. Dr.S.Jaimitra, (the project director, teaching faculty and the founder of the Adapted Games) promoted the Adapted Physical Education programmes giving impetus to 'EQUITABLE ACCESS' to Physical Education for the differentially abled. This programme was further made effective, valuable and incredible as the course for the M.P.Ed., and B.P.Ed., students.

- 5. Evidence of Success:** This Best Practice not only has educative values but greatly influenced by the Social Values to be imbibed by the teachers. The benefits are manifold and cover various aspects of Human Life. The programme offered under the Project of the Differentially Abled encompasses the main objective of the institution, "A service to the community" - The programme trains leaders who can handle special children and children with other disabilities and to provide them with a Remedial Program. Serving such population includes,

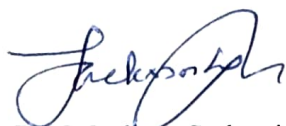
- Integrated Recreational Activities - The Children with the help of the students, are given group activities which influence the behavior of the children towards positive direction/perceptive of life.

- Based on the disability, they are given therapy at the college Clinic by the Physiotherapist, under the headship of our college Medical Officer.
- Seminars and workshops are conducted for the teachers of special schools on implementing special activities.
- The students are given an opportunity to learn the 'Adapted Physical Education' at the Masters' Degree level.

6. Problems encountered and Resources required

- The differentially abled are assisted in all their competitions by the college students, particularly by those who have learnt Adapted Physical Education.
- The Adapted games are popularized only through the College to various institutions by the Students. The NGO and other sponsors, Media should extend their hands for the promotion.

7. **Note:** Knowing the fact that, unless the physical fitness of the blind was improved, the O & M (Orientation and Mobility) techniques cannot be taught to the blind successfully. This was done through the students of Bachelor of Mobility Science (BMS) , a one year degree programme, recognized by RCI and affiliated to Tamil Nadu Physical Education and Sports University. Later the service was extended to all differentially abled, though the financial support was not extended.



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Best Practice-II

- 1. Title of the Practice: SERVICE LEARNING- AN EXPERIMENTAL AND EXPERIENTIAL EDUCATION INITIATION OF THE PRACTICE:** The college since its very inception has been providing Community Based Service, Service learning Programme, directly and indirectly, is practiced by the students of the College with their active involvement in all the out-reach programmes. Service-learning becomes a method of teaching, learning and reflecting, youth service for the entire community through the activities of the College. As a teaching method, it falls under experimental education. More specifically, the sports programmes organized in and out of the campus integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common cause of health, fitness and wellness.
- 2. Goal:** The Extra-Curricular, the Co-curricular and even the curricular activities always have a stint of Community orientation in all their programmes. One of the objectives of the college of Physical Education is to serve the community with the physical education leadership and providing the Overall Development of each domain of an Individual such as Physical, Mental, Moral, Spiritual and Social.
- 3. The Context:** It enables 'learning in action'.
 - Service-learning actively engages the students in meaningful and personally relevant service activities.
 - Service-learning projects work best, when they grow in the developmental abilities of the participants, by engaging in interesting service activities and exploring the context of the underlying societal issues.
 - The outreach programmes extended to the Rural Population causes the growth opportunities.
 - The learning in action meets the curricular objectives.
- 4. The Practice:** Service learning is practiced by offering community based programmes by the College. The calendar of the college carries larger activities in which the students practice the curricular aspects learnt as the theory. The knowledge of transferring the theoretical conceptual understanding is practiced in the perspective and framework of community service. The subjects namely 'Methods, Organization and Supervision' include the course material which deals with the guidelines of marking the track for competition. The students who take up a Project Meet at the Rural Village, converts the practical knowledge into action and that forms the flexible tool to learn the art of 'marking the track'. At the same time it forms the service for the school and the community. Thus, service learning meets both ends of Curricular Goals and Community Needs.
- 5. Evidence of Success:** The impact of this 'Service Learning' is listed with the background of the work done by the students and the staff.
 - The students take up Project Work at the rural areas, where there is very less awareness of sports related activities. Project meets are organized in schools in the

rural areas. This act of helping the school/community gives the strong foundation on the specific knowledge which is part of their curriculum.

- The M.Phil. Scholars and BPES Final Year students adopt a village every year to materialize the Village Placement Programme (VPP). They have to stay in the village to continue the programme. The activity carried out is normally in the form of health awareness through, Conducting Sports Competitions at the Village. The Class Registrar of the M.Phil and BPES Final Year takes special care of the programmes.
- Rallies are organized by the College in which the students take up demonstrations of the activities learned at the College; say Asanas, Aerobics and Stretching Exercises. There were occasions where the Demonstration of Physical Activities was done at Parks and Beach. The crowd, attracted by the demonstration will be motivated to understand the concept of 'Functional Fitness and Health'.
- The summer coaching camp is an annual feature of the college. The camp organized by the college is targeted for the orphans and financially poor students from various schools. The teachers and the students train them in the morning and evening.
- The students take up Professional Services in various Schools and Colleges in officiating the tournaments. This is encouraged during the holidays as it gives a lot of new experience of officiating the matches. It is a rare opportunity with preparatory learning experience towards State level and National level officiating examinations.

6. Problems encountered and Resources required: The students take up different Extension Activities to give out their services. It's very difficult to gather the women and children from the remote area. It's very difficult to identify the remote area and to teach the Sports and Games to them. The teachers and students face lots of problem to go to those specific areas, to prepare the playfield, collect the obese women and teach the game. To achieve these service goals and academic goals there should be perfect coordination among the co-ordinators, teachers, students, and community partners. They should all have a sense of engagement, commitment, investment, and ownership. To develop this, participants evaluate what they bring to the experience and set goals, laying a sustainable foundation on which they can effectively build.

7. Note: The other modes of 'Service Learning' accomplished are,

- N.S.S programme
- Remedial programme at the Special School
- Play Day
- Coastal Clean up
- Tree Planting
- White Cane day
- Activities for the Project of Disabled



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