SWAYAM SIDDHI MITRA SANGH'S
COLLEGE OF EDUCATION (B.Ed.)

Affiliated to S.N.D.T. Women's University, Recognised by N.C.T.E. & Govt. of Maharashtra (Code No. WRC/123169)

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Swayam Siddhi Mitra Sangh College of Education

BHIWANDI

Best practice1

PITS Programs for Improving Talent and Skill

"Everybody is talented because everybody who is human has something to express."
—
Brenda Ueland

Objectives:

- Benchmarking of sufficient quality using globally acceptable qualification standards
- To teach student teachers to comprehend using a practical approach and experiential learning.
- To improve student teachers' abilities to use their knowledge to face and solve real-world problems.
- To enhance student teachers' decision-making skill.

Context:

The support of quality education is talent, competency and skills of teachers. In today's global context, it is important for student teachers at any teacher education institute to acquire additional knowledge in addition to the curriculum's standard course of teacher's training. Each student teacher must further develop their talent and skills. In order to prepare for the job , student teachers must acquire a variety of skills and strategies for dealing with everyday challenges in classroom as part of this improvement process. Therefore, we have decided to proceed with the PITSs.

Practice:

To bridge the gap between the curriculum and requirements of in school education various activities have been designed by the faculty members. The students gain additional knowledge from this. In addition, in order to provide student teachers with the necessary platform, college organizes a variety of events at the college levels. To maintaining harmony with the institution's goals and objectives, these events are planned in accordance with the college's vision and mission. These events are planned and carried out so that students at all levels can actively participate and learn from real-world situations. Along with a group of student teachers who are taking part in the activities, there is an academic committee made up of teachers and students who are working under the competent direction of the Head of the department. Activities of all kinds, including Invited Talks, Role Play, Quiz, exhibitions, Cultural representations, various competitions Essay Writing, Elocution,

Innovative Concept Presentation, and action research, among other things. The event's public relations activities aim to reach the intended audience both within and outside the College. During the activities, the participating students are well-informed about the format, conduct, and assessment methods.

Evidence of success:

Enhanced personality and self-confidence, improved communication skills, and improved academic performance The number of student teachers placements in various schools is rising. The student teachers salary packages are getting better.

Problems Encountered and Resources required:

Preparation of rubric and reorganization to keep up with new ideas and creativity. Also Keeping standards and levels the same. To sustain student teachers and teaching staff's motivation was difficult task.

List of the activities conducted

	ACTIVITY	DATES	PARTICIPANTS
	Role play	13/05/21	B.Ed students
	Quiz	23/05/21	B.Ed students
	Discussion on gender issues	26/05/21	B.Ed students
	Counseling interview	29.05.21	B.Ed students
	Case study presentation	08/06/21	B.Ed students
	Teaching aid exibition	18/06/21	B.Ed students
	Rangoli competition	04.09.21	B.Ed students
	Mehndi competition	06.09.21	B.Ed students
	Poster making competition	07.09.21	B.Ed students
	Multiculturism	12/10/21	B.Ed students
	Career guidance exhibition	26.03.22	B.Ed students
	Field visit	02.07.22	B.Ed students

Best practice 2

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action."   By **Albert Bandura 1977**

Objective:

Student teachers will become a better teacher if they model effectively. Models are enablers because they assist student teachers in envisioning possible and desirable outcomes. Because common misconceptions are addressed as soon as they arise, it will reduces their workload and enables them to engage and succeed. It will enable student teachers to improve the effectiveness and purpose of various school subjects and achieve their specific goals.
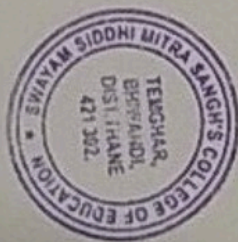
Practice:

Teacher educators used this technic to develop skill and competency of student teachers. This was introduced during course work. This practice was introduced in regular time table and method masters conducted the sessions. Initially orientation was given by the teacher educators. Following steps were used while practicing modelling in the classroom. Explicit what it is they are going to be modelling and why it is important and exactly what the student teachers will be able to do as a result. They broke the skill down into steps various steps. They presented them how to do each step by physically doing it, or getting student teachers to do it with them. As they did it, they questioned student teachers about why they are doing it that way, so they develop an understanding of the 'why' as well as the 'what' common mistakes and misconceptions were pointed out sand clarified. Examples of excellent work were demonstrated. This was done by using exemplar work. After this session student teachers presented the skill independently.

Evidence of success:

Their presentation skills improved. It give them better understanding of pedagogical competencies and skills. It focused on developing the teacher competencies among the student teacher enabling them to deliberate upon the strategies. The number of student teachers placements in various schools is rising. The student teachers salary packages are getting better.

Problems Encountered and Resources required:

Initially student teachers were reluctant to participate and they were not free to participate in discussion. Writing lesson plan was difficult task for them but when faculty members scaffolding by concern faculty they acquired the skill.

PRINCIPAL
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