



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)

Sonadevi Compound, Near Octori Naka, Kalyan-Bhiwandi Road, Temghar, Bhiwandi - 421 302. CONTACT NO.: 02522-249191

Best Practices 2018-19

Best practice 1

Title of the Practice: know your self

'Knowing others is intelligence, knowing yourself is true wisdom' -by Laozi self-awareness is your ability to perceive and understand the things that make you who you are as an individual, including your personality, actions, values, beliefs, emotions, and thoughts. Emotionally unaware teachers, as a result, find themselves stressed, anxious, overwhelmed, fatigued, and quite possibly burned out. Teacher stress can adversely affect the teachers, their students, and the classroom climate, hence it is important to develop student- teacher's self-awareness.

Objective:

- Student teachers will be able to understand and develop awareness of one's own emotions.
- Student – teachers will be aware of personal assets in terms of culture, linguistics, and the community as well as one's own challenges and goals.
- Student teachers will be able to show consciousness of individual freedoms as well as expectations
- Student teachers will be able to empathise with others.

Context:

Our college mission is to empower student- teachers by educating them and by creating in them the social, political and cultural awareness. Building generation of empowered teachers is our vision. Women empowerment is a motto of S.N.D.T Women's university. College decided to implement self awareness programme to enhance student teacher's self-awareness and to prepare emotionally sound teachers for the future generation.

Practice:

Two months programme was structured. 15 activities were planned. Expert faculty was invited for implementation of programme. Activity schedule was prepared by the Head of the department. All activities were structures around understanding self, Activities based on the following questions:

- Who am I?
- What do I want now or in the future?
- What should I do next?
- What do I think about a particular topic/situation?
- How do I feel (physically and emotionally) right now?



The activities planned were group activities as well as individual activities. Trainer conducted the activities. Worksheets and other activity sheets were provided to participant. Student -teachers worked on the activities and they noted down their reflections. Trainer also used videos stories articles and autobiographies. There was lot of sharing in the with the student teachers. Some of the activities included were as follows:

- Exploring the self
- Physical awareness
- Understand yourself
- Know your emotions
- Meditation and deep breathing
- Write your story
- Role plays
- Complete the situation

Evidence of success:

Student teachers were motivated, they were able to deliver their school lessons with confidence. They started taking initiative planning and organizing college activities. Their decision-making skill increased. Team activities, helped the group become aware of common goals. Team strengths and weaknesses can then be identified and transformed into action steps for team growth this helped them to work in a group.

Strategies used to overcome any obstacles encountered:

The only obstacle was the student teachers' initial apprehension was regarding student teachers low confidence level . It took some time to overcome the initial hesitation to ask the faculty questions and have a discussion about them. Participants were motivated to participate more actively in the process for mutual benefit. As a result, interactions became livelier and more vigorous.

Impact

Student teachers develop Self- awareness and decision-making abilities. The student teacher gain self-assurance and leadership abilities through experiential learning. They use their ability to think critically to complete tasks. And use their skills to carry them out. They gained control over their emotions and that helped them to increase decision making skill in the classroom. Success is evident in both qualitative and quantitative ways. The subjective pointers are a more uplifting perspective towards life, improvement in behaviours furthermore, want to comprehend things as opposed to advancing by the decay. The outcomes reveal some significant aspects. One of the factors is that student -teachers can achieve their goals if they are given the right guidance and encouragement. Instead of focusing solely on academic success, holistic development fosters socially sensitive individuals, which is an essential requirement for any educational establishment. It assisted them with turning out to be better teachers, It gives us more fearlessness in this way, accordingly, hey could speak with clearness and expectation. It permitted them to figure out things according to numerous viewpoints. It put an end to their preconceptions and biases.



Best practice 2

7E'S base lesson plans:

The philosophy known as constructivist learning theory helps students develop their logical and conceptual thinking. Within the framework of the Constructivist Learning Theory, educators play a crucial role. Instead of lecturing, teachers serve as facilitators, assisting students in developing their own understanding. This removes the concentration from the educator and talk and puts it upon the understudies and their learning. This learning theory's resources and lesson plans must also take very different approach from traditional learning. Constructivist classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and are student-cantered, teachers have a dialogue with students to help them construct their own knowledge, they root in negotiation, and students work primarily in groups. 7Es to construct new knowledge from existing knowledge for future learners so that innovations help learning process for easy or less time- consuming activity.

Objectives:

- To develop skill of construction of Knowledge of student teachers
- Student teachers will be able to apply 7 Es in their lesson plan
- Student teachers will be able to teach concepts in school lessons based on blooms taxonomy.
- Student teachers will apply concept of 7 E's in classroom teaching in their professional life.

Context:

With 7E elicit, engage, explore, explain, elaborate, evaluate, and extend, the 7E learning cycle model can help student- teachers actively acquire new knowledge. The 7E learning cycle can be used in teaching materials to help students to comprehend environmental phenomena and issues. Picking up utilizing 7E learning cycle can investigate understudies' thoughts with the goal that they are spurred to develop new information. The 7E learning cycle can assist understudies with thinking, think fundamentally and innovatively. National curriculum frame work gives importance to knowledge construction and meaningful learning activities. Hence if student teachers are trained to develop lesson plans based on constructivist approach.

Practice:

Our faculty members were oriented about constructivist lesson plans. The teaching of student-teachers at all methods was distributed among method masters. Schedule was prepared by the method masters and the conducted activities according to time table. Each method master oriented the students about the 7ESConstructivist 7E approach consists of seven stage such as Elicit, Engage, Explore, Explain, Elaborate and Extend and gradually presented the concern skill. During the development phase, an inductive-based 7E learning cycle was used to create a prototype syllabus, lesson plan, module, students' worksheet, and assessment. The observation sheet, questionnaire, and learning outcomes test were the instruments used. It was sorted as substantial to learn cycle. Based on responses from teachers and students, the practicality of teaching materials was divided into very practical categories. Based on student activities and learning outcomes, effective categories for teaching materials were included. Understudy exercises in learning incorporate extremely high classifications. Learning results most understudies accomplish least culmination models. Introduction



teaching materials utilized to facilitate learning. Student teachers were made to work in a group and gradually to work on individual guidance. Following steps were used to develop a lesson: Step 1 elicit, the activity observed was visual activities, namely students observed each direction from the teacher, and emotional activities, namely assessing students' interest in learning. Step 2 is engaging, the activity observed is emotional activities that are students interested and interested in participating in learning. Step 3 is exploring, the activity observed is motor activities, namely students conduct experiments according to the material and instructions contained in the worksheet. Step 4 is explained, the activity observed is oral activities, namely student conduct group discussion activities, and ask questions. according to activities. Step 5 is elaborate, the activity observed is mental activities, namely students recall the material that has been studied. Step is 6 is evaluate, the activities observed are writing activities i.e. students write answers on each question sheet. Step 7 is extend, the activity observed is mental activities, namely students connect material that has been studied with new concept. Mock presentation was given in the classroom situation. Method masters gave them feed- back. Throughout the process support was provide by method masters.

Strategies used to overcome any obstacles encountered:

The only obstacle was the student-teachers initial apprehension about preparing lesson plan as this was new approach for them. They were also sceptical about analysing the concept and planning activities. But gradually they understood the concept and strategies to be used. Method masters facilitated during lesson planning and mock presentation.

Impact:

The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are a more positive outlook towards planning and implementing lessons during internship programme, improvement in presentation of lessons and desire to plan innovative activities rather than teaching by the traditional approach. This practice helped to promote social and communication skills of student teachers by creating a classroom environment that emphasizes collaboration and exchange of ideas.

for *[Signature]*
PRINCIPAL
SWAYAM SIDDHI MITRA SANGH'S
COLLEGE OF EDUCATION
TEMGHAR, BHIWANDI, DIST. THANE - 421 302.

