



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

2019-2020

BEST PRACTICE 1

Communication skill

“Communication is a way that one organisation member shares meaning and understanding with another.” -Koontz and O'Donnell

Objectives:

- Set clear goals, objectives, and expectations for each class period in a methodical plan.
- Engage student teachers sufficiently by including them in extracurricular activities and experiences.
- Be enthusiastic about the classroom activities that teachers organize.
- Impart the significance of their teaching profession as an instructor and good examples to their students.
- Student teachers will be able to demonstrate Positive behavior, language, and instructional methods .
- Remind students that they are all learners and help them succeed in school.

Context:

Communicating effectively with students and parents is essential for teachers. Any profession in which you work as a teacher requires you to have strong communication skills. Teachers need to be good communicators and some other ways they can be better at teaching and educating students. Hence if communication skills of student teachers are developed in teacher Education College, they will be more confident about their planning organizing and implementing lesson plan effectively.

Practice:

Two months programme was designed programme was planned and implemented by Ms. Bhavana Khairnar from SSMS senior college, Total activities conducted were based on verbal and non verbal skills. All the activities were spread around the period of two months for first year students. Activities were co-opted in the time table. Student teachers participated in the activities. They had new experience in every session.

Some of the activities were as follows;

1. Remember and whisper
2. Who am I ?
3. Positive gossiping
4. Hear out loud
5. Think and draw





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6. Skip the number
7. Positive communication
8. Remember and create
9. Passing the gestures
10. Action & reaction
- 11 Think pair Share
12. Watch video and express etc.

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 social 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. They were more confident while interacting with students and teachers during internship programme.

Strategies used to overcome any obstacles encountered

Student teachers were shy and hesitant to participate in oral communication activities. It took a lot of time for everyone to open up. Initially it was a bit difficult because participants were not co-operating with each other but later it went smooth. Trainer supported and encouraged the participants.

Impact

Student teachers develop Self- awareness and social skills. Student teaches were more interactive in classrooms .This interaction lead to better clarity in understanding the subjects being taught and developed better understanding about pedagogical skills. Their presentation skills improved. They had good class control during internship programme. They were more confident and were more motivated Majority of students got job placement during internship programme.

BEST PRACTICE 2

BUILDING MENTOR MENTEE RELATIONSHIP

At all phases of teacher education, coaching is a recognized part of acquiring and growing new abilities. In the induction program, teacher educators with more experience teach newly qualified teachers professional strategies and skills. Mentoring is also a good way for experienced teachers and managers to learn how to manage and lead others, which can help them advance to positions with more responsibility.

Objectives





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- College started a Mentorship program in 2012 that has been extremely successful. Its purpose is to assist new student teachers in settling in to the teacher education programme and their fellow students, as well as in resolving any other issues they may be having.
- This program is especially helpful for the student teachers, who frequently experience tremendous changes in their current circumstance and assumptions from them.

Context

In response to the pandemic, educational institutions around the world immediately went online. Students quickly transitioned from being seated in front of a screen for countless hours to physical spaces that provided them with much-needed social interactions. Even use of online platform was new for them for their practice teaching lessons. They needed emotional as well as academic support. These student teachers need dynamic assistance, particularly in their beginning of settling down, to hold over the difficulties of their new presence. Furthermore, our mentorship program satisfies that

Practice


Practice Mentorship days starting off the college's academic year. Every new student teacher has a teacher mentor on the assigned day, who stays the same for that year. There are approximately 7-8 mentees for each teacher. The student teachers meet their mentors and learn about the intricacies of the program on orientation days. Mentors interact with the mentees constantly. Counseling students about their academic, emotional, and other needs is part of mentorship, in which we take on a greater stake in their holistic development and well-being. The student, who is the most important stakeholder, is encouraged to discuss any learning issues they are having with the tutorial systems or online classes. Mentors frequently go about as the sounding board to the student teachers, by which while sharing their difficulties, student teachers are directed to think of arrangements as well. During the evaluation of the specialized method interest and utility, these personal interactions and student feedback also provide valuable input.

Strategies to encounter obstacles encountered

This program depends on the responsibility of instructors to make a special effort to mollify the getting teething issues for the approaching student teachers on line. Their goal is to assist the student teachers in gaining self-assurance as they navigate their new environment.

Impact

Student teachers have called their mentors at extremely late hours to discuss their problems. Occasionally, those stresses may even be caused by difficulties communicating with their parents. On a few events, mentors have participated in advising both the students and their folks to reduce the issues debilitated the students. In the ongoing Corona virus pandemic, the laid out mentorship program made a difference tremendously in directing the mentees through the different difficulties of remote learning.


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