

Annexure IX : Best Practices – 2018-2019

BEST PRACTICE III

1. Title of the practice:-

SPEAK WELL CLUB

2. The context that required initiation of the practice:-

Communication skills are very essential for success in teaching. Every year from the enrolled student teachers, there are 10-15% students who are weak in their speaking and writing skills. Students weak in speaking, experience low self-esteem during micro teaching and simulated lessons and in spite of content mastery are unable to deliver their lessons effectively and with confidence. On the other hand, poor written skills affect their performance in essays and exams.

3. Objectives of the practice:-

The objectives of the Speak Well Club are as follows:-

- To develop listening, speaking, and writing skills of students with weak communication skills, so that they are confident teachers who are able to deliver effective lessons.

4. The Practice:-

- In the beginning of the year during presentation of micro teaching lessons the students weak in communication skills are identified on the basis of the feedback received from all the teachers. For around 15 days the students weak in communication, teacher in charge of the Speak well club and students who are good in the communication skills posing as volunteers, meet for one hour before college, i.e. from 10-11 a.m.
- The speak Well Club activities; include activities to develop listening, speaking, reading and writing skills.
- Activities of listening are carried out in the Language Laboratory, where students listen to good models of that helps them improve their usage of language structures, vocabulary and pronunciation.
- The practice in speaking is provided in the face to face classroom interaction mode for about ten sessions. A topic is taken up for instance, greeting the students and classroom etiquettes; ‘Good Morning’, ‘How are you today?’, ‘Please sit down’, ‘some rules for my class; raise your hand to answer, do not answer out of turn or in chorus’ and similar courtesies are written on the board. Students are provided with practice time in pairs, and later they present the learnt models in front of the whole group. Feedback from peers and teacher is provided. The next day is followed by further drilling and practice in the learnt structures and formulas.

- Similarly, introducing a lesson, explanation of a concept with and without a teaching aid questioning and concluding a lesson is also practised in a similar fashion. The practice sessions are specifically targeted to develop those skills that will help in effective lesson delivery and classroom management.
- This is followed by listening sessions in the Language Laboratory to reinforce and reiterate the learnt formulas, their pronunciation and enunciation.
- Apart from the practice sessions in the same face to face mode, students are also helped to improve their writing skills. Student's essays are checked through the lens of language by the peers on the basis of a rubrics provided. The student teachers on the basis of the feedback provided re write their essays that helps them improve their writing skills.

5. Obstacles faced if any and strategies adopted to overcome them:-

- In spite of planning the time slots and materials to be used, well ahead in time and identifying student volunteers, certain unforeseen problems are encountered. Students have to miss their Computer Class that is arranged as an extra class too before college begins. Students find it difficult to contribute at times as volunteers due to their personal assignments of the programme.
- Regularity, commitment and practice is essential for student success. Sometimes due to proximity of the residence from the college, heavy rains, bus and train strike and other unavoidable reasons, the student teachers may miss the class. This is made up by the students and their mentoring teacher and buddies meeting later during the day or staying back after college.

6. Impact of the practice:-

- The students are able to deliver their lessons with confidence and also have certain language formulas and vocabulary as tool as tools during their lessons. The fluency in speech helps in delivering effective lessons which raises the student teacher self-esteem. This further motivates them to work harder and deliver other lessons effectively.
- Similarly there is a marked improvement in students writing skills and their performance in the essays, class tests and other written exams.

7. Resources required:-

The college arranges for the resources; human, infrastructural, material and time. Extra class of one-hour duration is arranged before the college timing on the time table. A classroom is allotted to conduct the sessions. The college has a language laboratory which is utilized for the same purpose. The students are provided time in the Language Laboratory in the last lecture of the day on pre-ordained days, to listen to good models of speaking and vocabulary. Staff in charge and student volunteers help in tutoring and mentoring these students weak in communication.

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BEST PRACTICE IV

1. Title of the practice:-

TECHNO PEDAGOGY

2. The context that required initiation of the practice:-

The innovations in educational technology has prompted a fundamental shift in our understanding of pedagogy and its related practices. This pedagogy is supported by constructivist and cognitive theories. The contemporary students' society is using technology voraciously to search for the information. If the teacher in such scenario struggle while using the educational technology in classroom situation, students' faith on the teachers abilities will degenerate. Also it is very obvious that it makes teaching learning process very enjoyable for the students. So teach the generation who born with different devices and application in hand, it is most required that the teachers should have techno pedagogical skills and competencies among themselves. The best way to develop it is the institution training teachers should use it. Keeping this in mind our institution use techno pedagogy.

3. Objectives of the practice:-

The main objective of the practice is to incorporate Information and Communication Technology to provide enriched learning experiences to student teachers and to develop techno pedagogical competencies among future teachers. This shift from traditional teaching learning process to modern and innovative strategy helps in bringing in change in the current education system. All the students and even the future generation will be benefitted by this pedagogy as our student teachers are utilizing and will follow using these competencies while dealing with the school curriculum.

4. The Practice:-

Training Programmes for the Staff:

- The institution provides opportunities to develop techno pedagogical skills among the staff by organizing workshops on skills like use of Moodle, Apple Apps, and Smart board. The staff members also share the technological knowledge with the colleagues through intellectual sharing programme. The sessions which are conducted in-house are use of social networking in teaching learning process, Cloud storage, Concept mapping, and use of Filamentality techniques. The details of above mentioned methodologies are provided in Criteria II and Criteria III, Criteria IV. All these programmes help staff members in effective handling of techno pedagogy.

Instructional Techniques:

- The teaching staff takes initiative and use various techniques in dealing with the content of B.Ed. programme. All the staff members make use of LCD projectors, Presentation softwares and smart board technology in the class. The Flipped Classroom, blended learning approach, social networking, blogs and many other web based strategies are used by the staff. The details of the same are provide in criteria II & Criteria IV.
- The research guidance, lesson guidance is done by using Google Docs, Emails, whatsapp. All the subject students are part of content enrichment groups of their respective subject on whastapp wherein they share and exchange the information related to their subjects and the queries in their subjects are solved by the method teacher. The college timetable is uploaded on the whatsapp group for easy access.
- It is a practice to record the micro teaching skill lessons of the students on their own to reflect on their skill development.
- The institution follows of E- delivery of question papers during university examination and well equipped with essential hardware and software facilities.

Instructional Material:

- The college campus is Wi-Fi enabled. The free internet facility is provided to the staff and the students. The well-equipped ICT Laboratory is used by the students. All the classrooms are equipped with computer, LCD projector, internet facility, smart board technology.
- The college website has repository of university question papers, college magazine, newsletter and also e-journals. The College library is fully computerized. The students can avail institutional repository of Computer assisted training packages prepared by our students, Educational CDs, Educational Movies from college library.
- All the staff members, B.Ed. student- teachers and Ph.D. scholars enrolled in our research centre are provided with the membership of N List [INFLIBNET].
- **Training Programmes for Student-Teachers:**
- Apart from the content included in the B.Ed. Curriculum, the institution provides special training in ICT skills to student teachers.
- The institution in collaboration with IIT, Mumbai, Department of Educational Technology, SNDT University and Apple, India provides special training in use of educational technology to the student teachers.
- The students are also trained in use of smart board technology as many schools has that facility. The college also runs an Advance course in Computer Technology to train students in the use of different softwares. The staff members also train students in use of social networking site in education, concept mapping, blended learning, Prezi, Wiki through various workshops to make teaching learning process more effective.
- The student-tecahers are trained in language skills with help of language Laboratory software. The student teachers are updated about the day today happenings in the world by broad casting news channels during break time.

Use of Technology by the Student-Teachers:

- The student teachers use smart board technology, presentation softwares, and videos very comfortably during practice teaching sessions. They utilize computers and internet facility provided by institution to prepare for presentations on academic topics, lessons, and other practicum aspects mentioned in Criteria II.

5. Obstacles faced if any and strategies adopted to overcome them:-

It is always a big task to keep pace with the technological development in the field of education. The institutions takes all the steps to update the technological aids in the available funding / annual budget and also motivates all the stake holders to use it effectively. The maintenance of the aids is also taken care of. The institution time to time provide opportunity to staff and student teachers to learning new technological skills.

6. Impact of the practice:-

All our student teachers use educational technology comfortably. It has become a part of our success story in the field of education .The schools who appoint our student teachers in their schools after completion of course are very satisfied by the Techno Pedagogical skills among them.

7. Resources required:-

- Infrastructural facility to keep technological aids
- Different technological aids namely:Computers, Laptops, LCD projectors, smart boards, acoustic system, Library software, Institutional Repository of CAI packages, Educational CDs and Educational Movies, Language Laboratory Software, Infilbnet, Internet Connectivity, Printers, Copiers, Scanner, Camera, Video Recorder, CD player, Television, Acoustic system.
- Resource persons

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