

## Best Practices 2018-19

### Best Practice-I

**Title:-** Personality Development Programme for B.Ed Students

**Objective:-** To equip B.Ed students with effective communication skills and to develop and groom their personality.

**The Context:-** As most of the students are from rural background, they have less exposure and communication skills. Therefore, a well framed PDP was needed.

**The Practice:-** PDP was introduced for B.Ed Semester-I students. The curriculum included eight modules:-

<b>Modules</b>	<b>Program</b>
I	Listening Skills
II	Reading Skills
III	Conversation
IV	Language Lab usage
V	Speaking Skills
VI	Writing Skills
VII	Self Grooming
VIII	Interview Skills

Throughout the session one period daily (six period weeks) is being devoted for this activity beside the regular time table.

**Evidence of Success:-** The following changes have been noticed.

- Better Communication Skills
- Enhanced personality and self confidence
- Better Academic outcomes

**Problem Encountered:-** Initially students were not confident to use Language Lab/Software and were reluctant in using it. But after regular exposure they became competent enough to use Language Lab software in their internship program.

### **Best Practice-II**

**Title:-** professional growth programme for in-service school teachers.

**Objective:-** To equip in-service school teachers with latest methods and skills.

**The Context:-** In context with professional growth programmes for in-service school teachers, this year our college has acted as study centre for 6 month PDPET (Professional Development Programme for Elementary Teachers) of National Institute of Open Schooling.

**The Practice:-** It was a bridge course of six month duration consisting of theory, school based activities, workshop based activities and practice teaching. 78 school teachers attended personal contact programme in December, 2018 and workshop based activities in January, 2019.

**Evidence of Success:-** All the 78 candidates completed and qualified PDPET Bridge course with good grades.

**Problem Encountered:-** It was felt that theoretical aspect was over emphasized. As school teachers are already equipped with theoretical knowledge, they studied theoretical aspects in their B.Ed. course also. So, in this bridge course emphasis should be on practical aspect.