

Best Practices (2017-18)

Best Practice: I Star-Batch Guidance

1. Title of the practice: Star-Batch Guidance

2. The context that required initiation of the practice:

It is guidance and counseling programme for the senior student-teachers known as, Star batch guidance means exam-oriented guidance provided to senior star student-teachers for better result in university examinations belonging to second year fourth semester.

Firstly, B.D. Shah College of Education is one of the oldest colleges in Gujarat state and also affiliated to Hemchandracharya North Gujarat University, Patan and has been running since 1968. This college was adjudged for the award of the best B.Ed. among the colleges in Gujarat in 1983. In the past, many student-teachers the college has achieved Gold Medal in B.Ed. University Examinations. Therefore to keep on to this tradition and to improve the result remarkably the star-batch guidance is originated.

Secondly, it has been observed that the student-teachers even having proper knowledge to answer the questions in the internal or University level examinations, they do not express their answers of questions in proper systematically way. They just reply the answer in whatever manner they feel suit to reply them. In the B.Ed. examination the instructions to give the answer of the questions are clearly expresses in question paper of each question paper of the subject before the question that in how many words student-teachers are expected to answer particular question or sub-questions. They just vomit out whatever they know about or related to questions without strictly following the instructions indicated in the heading of the questions and sub-questions. They do not understand that their hand writing, neat and clean consistent expression of the answer is very important and in the given time all required questions/sub-questions need to be answered without missing the single. It was the need aroused out of these traditions of answering the questions by the student-teachers to have some mechanism to make them understand that to express the answer in the examination is mechanism which requires art and science of expression, therefore this practice of “Star-batch guidance” came into existence in this institution for scoring very good result.

3. Objectives of the practice:

1. Student-teachers be taught and prepared for university level Examinations with pre-planning.
2. It is to explain the Student-teachers to acquire knowledge to maintain mental/physical balance before and during the examinations.
3. Student-teachers acquire logical skills to read and understand all the questions of the question papers and write the answer after proper understanding of the questions and sub-questions.
4. Student-teachers acquire appropriate knowledge to decide to choose the questions of the paper out of given questions to write answer to give the justice to the question in given definite time.

5. To make them understand to get aesthetic sense to reply questions in beautiful, meaningful and in legible and attractive hand writing.
6. Student-teachers acquire skills and techniques to learn, memorize and recall answers of the questions.

4. The Practice:

This activity helps student-teacher score more marks by presenting answers in proper way in university examinations. All the star student-teachers secured first ten rank position in the college in gross marks in preliminary examination are collectively given very high level of guidance in star-batch guidance workshop to secure more marks. Generally the workshop of star-batch guidance is organized after declaration of result of preliminary examination and before their university examinations begins. This activity is arranged for the student-teachers in which principal and all the teacher educators provide them special guidance in various necessary sphere of scoring more marks paying attention to important points, hence attempts are made to get first rank at university exam. All the ranker students base on preliminary examination results are called on the pre-determined date and college staff collectively make endeavours to provide them deep guidance about following important dimensions to appear in the examinations:

- (1) Pre-preparation of examination
- (2) To keep mental Balance in the examination hall
- (3) To understand questions in the question paper
- (4) Art of presenting answers
- (5) Time management
- (6) Answer books in view of evaluators
- (7) Sharing of experience of preparation & examination by one/two TEs
- (8) My experiences to score in examination by one/two ranker students

They are shown some samples of written answer books of some other previous year's ranker students of preliminary examination for their practical understanding. The material prepared for each of above topic by all the teacher educators is prepared as pamphlet after the workshop is over by "Dr.Manahar Kachhia sponsored Human Potential Development Centre" of Alumni Association of the college and distributed/posted to remaining all the student-teachers of the college for understanding techniques and art of expressing answers in the examination to score higher marks.

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

-Sometimes ranker student-teachers don't remain present in star-batch guidance workshop by thinking about short of time before the examinations.

-It is difficult to provide these facilities to all the student-teachers together.

Strategies adopted:

-College encourages these ranker students to remain present in star-batch guidance by arranging it in their convenience.

-Pamphlets are useful to provide necessary information discussed in the star-batch guidance programme to all the remaining trainees to improve their result.

6. Impact of the Practice:

- Student-teachers' performance in the University examination is improved.
- Most of the student-teachers get first class with distinction in University examination in the year 2017-18.

7. Resources Required:

- Seminar Hall
- Presentation & co-ordination by Principal
- Presentation by all teacher-educators
- Motivation for various useful books by Librarian
- Reference books
- Internet resources
- Presence & presentation by ranker student-teachers
- Pamphlets

8. Contact person for further details:

- Principal (Tel No.02774-246484, Mob.9687537848)
- Star-batch guidance in-charge teacher educator
- Administrative office of the college (Tel No.02774-246484)
- Librarian

Best Practice: II Prayer Assembly

1. Title of the practice: Prayer Assembly

2. The context that required initiation of the practice:

1. The study of B.Ed. curriculum is lengthy and required full concentration from the part of student-teachers in learning them all, therefore to equip with spiritual strength Prayer Assembly plays vital role.
2. Student-teachers feel shy and reluctant to assume roles requiring initiative.
3. Communication skills and urge to land are found to be inadequate because of a peculiar socio-cultural background of student-teachers hailing from tribal, semi-tribal and rural areas and weaker section of the society.
4. Student-teachers and faculty members too preoccupied with routine assignment, they find time for the Training session of prayer assembly.
5. Presentation of various items in the prayer assembly gives freshness and change of work.

3. Objective of the practice:

1. To develop the potential of social leadership among the student teachers.
2. To develop man power management skill in them
3. To develop resource- management skill in them.
4. To develop effective oral-communication skill in them.
5. To develop personality of each and all student-teachers by various presentation activities.
6. To teach them skill of organizing Prayer Assembly.
7. Presentation of Quiz competition is designed in such a way that it becomes useful to them in Competitive examinations at large and increase their general knowledge.

4. The Practice:

The first thirty minutes of the college time-table are earmarked for prayer assembly from Monday to Saturday. Alternative models of activities have been developed for this purpose. Student-teachers are grouped into teams of six to eight. Each group is trained in executing one model of thirty minutes by turns, every student-teacher is involved in executing a part of the model, and every model offers roles of a programme organizer, a conductor, an announcer and multilevel participation. The processes involved in a model include planning, management, monitoring and evaluating the overall leadership requires in a leader whose role also rotates day by day according to prepared schedule. In short, a model is a miniature community – based activity offering ample scope for development of leadership, decision making and

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

1. Before launching the programme in practice, the demonstrations are given by faculty members motivating participation of student-teachers to work out practically.

2. Regular training sessions are held by staggering the college time for commuters, recess time is utilized for training the sessions
3. Quality participation is instantly rewarded through appreciation in the assembly itself and a bonus grade.
4. Tape-recorder models have been prepared to impart training in specific areas of communication.
5. Role-playing is used to give training in verbal and verbal-communication.

6. Impact of the practice:

1. Student-teachers' social development takes place in an environment of challenge and freedom.
2. Student-teachers develop valuable traits of effective leadership of their social personality.
3. Student-teachers realize self-equalization in terms of the growth their-social personality.
4. They derive a sense of satisfaction through involvement in challenging tasks completed as per plan.
5. There is remarkable transfer of leadership training in the performance of the student-teachers in the college activities as well as practice teaching.
6. The student-teachers show a high sense of discipline initiative and accountability in their day work.

7. Resources required:

1. Various websites and books from library like stories, good thought, lectures of great personalities.
2. Matters of life development and skill development presented by Teacher-Educators.
3. Critical, rational, instructional and practical matters.
4. Various events presented by student-teachers.

8. Contact person for further details:

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