

Best Practice-I: 2019-20

1. Title of the Practice:

Daily diary of the student

2. The context that required initiation of the practice:

Students-teachers have to perform many activities during B.Ed. course. By experience it is felt that each & every trainee keeps their day-to-day activity record and for that specially made diary is provided to each student-teacher from the very beginning of the academic year. All student-teachers keep records of academic, co-curricular, extra-curricular, activities in the diary. Various information is put in the diary like Birth & death anniversary of great persons, vivid notional-international days, Anecdote, note of special days of the year at celebrated national-international level. Moreover list of experts and their advises are noted in the diary so that they can invite to deliver lectures at the time of celebration of various days. Student-teachers also have to keep the record of reading books-journals during the year in this diary. Thus, this diary is a collection of refinements to become a perfect teacher and it is also called the mirror of yearly activities done by students-teachers.

3. Objectives:

1. To develop the habit of keeping the records of daily activities in student-teachers.
2. To provide the opportunity for pre-planning of celebrating special days.
3. Student-teacher will be ready as planned teacher
4. Orderly history can be recorded by daily diary.
5. Individual orderly development growth can be known of student-teachers by daily diary.

4. Practice:

In the very beginning of the academic term all the student-teachers are oriented with daily diary and taught them about how to use and to note the content matter in the diary. Time to time it checked also and at the end of the year competition is arranged and best three dairies are selected for prize and certificate. The collection of the activities during whole the year is manifested / appeared in the diary. Variety of writing is seen due to the personal attitude of writing the diary.

5. Obstacles:

- Load of curriculum on student-teachers.
- Load of school-experience & assignment submissions.
- Load of extracurricular activities.

- Some student-teachers are not serious to write it regularly.

6. Strategies to overcome them:

- Instead of checking their dairy every, option is given to write dairy not dairy but once in a week or once in a fortnight.
- The importance of writing dairy is presented time to time rich examples and encouraged students to dairy regularly.

Impact:

- Trainees habituated to time punctuality & discipline.
- Habit of writing dairy becomes best side of personality development.
- Orderly and as it is history creates due to good and bad daily experiences.
- Dairy becomes invaluable ornament for trainee whole life.
- Dairy is useful for the case study of on any student-teacher.

7. Resources Required:

- Principal
- All Teacher-Educators
- Non-teaching staff

8. Contact persons:

- Principal
- All Teacher-Educators

1. Title of the Practice:

Symposium with Head Masters of Practice Teaching Schools

2. The context that required initiation of the practice:

After completing micro teaching in college, Student-teachers go to school first time for internship lessons so they feel uneasiness. But if they know the principal in advance, students feel free to work in schools. Principal also provides information about physical & human resources of the schools and it helps the students very much in adjective in the school.

This is the training college for B.Ed. students, and it is their compulsory work to go & teach to students in school practically. So this programme establish bond between Student-teachers and principals of schools and increases intimacy among them.

Student-teachers would know about the teachers of the schools and might not feel shyness in receiving the guidance from school teachers and for that this programme is very useful.

This symposium programme is also helpful for the Student-teachers so that they will be familiar with educational new trends and new changes in the school.

3. Objectives:

- To establish rapport between school & college.
- Students will know the strength & weaknesses of school.
- Students will know about infrastructural facilities of the school.
- Students will know about teachers of the school.
- To know expectations of principals from student-teachers.

4. The Practice:

Every year college visits 17 to 20 schools for practicing lessons and from that schools 6 to 7 principal are called in the college for the symposium programme. SRC in-charge and principal decide the name of principals and date of programme and after that & selected principal are invited for programme by phone or by letter.

The programme starts with welcome address of SRC In-charge the chairman of whole programme. After introduction of principal, one by one they are invited to provide information about their school and their educational views. Principal also talk about their own expectations from the Student-teachers. After that open forum is arranged so that any trainee can also confused question to any principal. It last vote of thanks is presented by SRC In-charge.

5. Obstacles:

- Due to accidental outing some invited principals remained absent in the programme.
- From all the 17-18 practicing schools, it is not possible to call all the principal in programme.

Outcome:

- At a time other school principal is contacted and invited for programme.
- Each year principal are called from different schools in so manner that each school principal comprised in it.

6. Impact of the Practice:

- This programme is arranged in college before the student-teachers go to practice teaching schools for stray lesson so that they feel less difficulty in the school and they do not feel difficulty in school teaching works and other co-curricular activities.
- Intimacy is established between school and college.

7. Resources:

- Principal of practice-teaching schools
- SRC In-charge
- Principal and teacher-educators of B.Ed. college
- Each & Every student-teachers

8. Contact:

- Principal of B.Ed. college
- SRC In-charge