

GHG KHLASA COLLEGE OF EDUCATION, GURUSAR SADHAR, LUDHIANA

2019-20

BEST PRACTICE I

1. **Title of the Practice-** *Organization of Weekly Morning Assembly by mentor groups every week and its publication in a form of booklet*

2. **Objectives of the Practice-** The intended outcomes of this best practice are-

- Harmonious development of students
- To inculcate the moral and spiritual values among the student teachers through morning assembly
- Emphasis on Indian Value System
- Discussions on various societal and current issues

3. **The Context-** Since Morning Assembly is a regular and compulsory feature of the college so special timings are incorporated into the timetable so that students do not miss regular lectures. Mentor groups are allocated to mentor teachers and mentor periods are allocated to incharges weekly for preparation of morning assembly.

4. **The Practice -** Organization of Weekly Morning Assembly by mentor groups every week and its publication in a form of booklet. A contribution of all the students in the morning assembly is published in a book form under title "Morning Prayers" helps in harmonious development of students. On every Wednesday this committee organizes morning assembly in the Assembly hall of the college where students recite prayers, discuss current news, thoughts and talks on various societal and current issues and publication of Morning Assembly Booklet. The institution tries its best to inculcate the moral and spiritual values among the student teachers through morning assembly. It is compulsory for every student teacher to participate in the morning assembly. Main motive is emphasis on Indian Value System through morning assembly, clubs societies and curricular activities. Morning Assembly by each mentor group starts with religious prayer, then 4-6 speeches by students, news, thought of the day, important facts, stories, power point presentations, a teacher's address ends with National Anthem, all students attend in college uniform. In morning assembly videos and presentations related to diversity are highlighted. All the mentor in charges prepare a cumulative record profile of the students to keep a track of their development

5. **Evidence of Success-** There was a perceptible positive change seen in attitude and mind frame of Student teachers by the end of the session. We could observe inculcation of moral and spiritual values among student teachers, Imbibe Indian Value System, Awareness of societal and current issues which was observable during the organization of co-curricular activities during their internship in teaching practice schools during their third semester (Internship Phase).

2019-20

BEST PRACTICE II

1. Title of the Practice- Finishing School Programme

2. Objectives of the Practice -The intended outcomes of this best practice are:

To upgrade the teacher education programme a unique concept of Finishing School Programme has been incorporated in the college curriculum.

Modules covered under this programme are-

- Soft Skill development
- Effective communication Skills
- Interpersonal Skill
- Resume Writing
- Mock Interviews
- Continuous and Comprehensive Evaluation

3. The Context- Finishing School Programme has been incorporated in the college curriculum which is designed by the faculty to transform the personalities and boost confidence among the M Ed. & B.Ed, students. The programme is endeavored to bring attitudinal changes and transformation in the future teachers. - Soft Skill Development: - Effective Communication Skills - Interpersonal Skills - Resume writing - Appearing in Interview - Etiquettes & Manners - Continuous Comprehensive Evaluation, Body Language, Dressing Sense.

Finishing School Programme has been introduced to increase employability skills and over all personality development of the students.

4. The Practice - It caters to the need and demands of both advanced learners as well as Slow Learners.

Advanced Learners-

- Participation in discussion sessions.
- Power Point presentations.
- Extra reading material is made available.
- Involving them in team projects.
- Encouraging them to participate in brain storming sessions.
- Suggesting reference books & extra reading material.
- Engage them in online learning at advanced levels.
- Encourage them to participate in seminars and conferences.
- Encourage them to participate in Youth Festivals and Skill in teaching Competitions.
- Peer tutoring, Membership of central students council and editors of various sections and magazines of 'Miri-Piri'.

- Tips for resume writing, appearing for an interview and preparing presentations are given during finishing school programme.

Slow Learners

- By solving language problems especially English communication
- Arranging remedial teaching.
- Provisions of extra time for submissions of assignments and tasks.
- Special notes and handouts to make understanding easier.
- Peer- assistance and cooperation provided in class room situations.
- Problems discussed with parents and feasible solutions found for improvement.
- Assistance in mentor groups
- Re-examination of low scorers
- Extra care by the faculty by giving special attention.
- Personality development program through finishing school program

5. Evidence of Success- There was a perceptible positive change in employability, communication, social skills of the student teachers resulting in harmonious development of student teachers.

6. Problems Encountered and Resources required- The expenditure and other miscellaneous charges are borne by the college authorities and the workshop was free for students.