V.O.C. COLLEGE OF EDUCATION

THOOTHUKUDI

BEST PRACTICES

BEST PRACTICE: 1

TITLE OF THE PRACTICE: BRIDGE COURSE ON COMMUNICATIVE SKILLS

CONTEXT

As society becomes increasingly globalized, it is imperative to include communicative and basic knowledge about all subjects perspectives in the teaching profession. In order to achieve personnel and professional goals, and to sustain one's living conditions in an appropriate manner, it is essential for the individuals to bring about improvements in LSRW skills. One needs to pay attention on a continuous basis in bringing about progression in these skills. Development in these skills would help in enriching the overall quality of the prospective teachers. So the institution has decided to give more practice on communicative skills in this regard. Bridge Course on Communicative Skills has been conceived and organized.

GOAL

- To bridge the gap between the subjects studied at Degree level and the subjects they should know as a teacher.
- To develop greater confidence and proficiency in the use of communicative skills necessary for social and academic process.
- To promote language skills with an aim to develop the skills of reasoning, drawing inferences through meaningful activities.
- To provide the prospective teachers a platform for expression and to promote autonomy to think.
- To equip the prospective teachers with basic knowledge in each discipline.
- To enable the student teachers to correct common errors committed by them in English and Tamil
- To prepare them for public speaking.
- To develop the LSRW skills for prospective teachers in English as well as in Tamil.
- To provide various experiences for the prospective teachers in generating various friendly topics.

THE PRACTICE:

Every year Bridge Course has been conducted for the new student-teachers to identify the gap between graduation and the professional skills. All the faculty of our college discussed various aspects of communicative skills. Dr.S.Prema Latha, Associate Professor of Education gave lecture on public speaking, nonverbal communication and calligraphy. Mrs.M.Sasikala, Assistant Professor of Education of our college discussed about the

rudiments of grammar and gave tips for report writing. Dr.G.Rajadhurai, Assistant Professor of History explained psychology of language development. Dr.A.Antony Arockia Anufia Mel, Assistant Professor of English taught about letter writing and question tag. Mrs.P.Priya, Assistant Professor of English discussed about articles and homonyms. Dr.G.Amutha Ranjini, Assistant Professor of Biological Science gave a lecture on classroom communication and communication barriers. Dr.C.Thanavathi, Assistant Professor of History gave a lecture on social media, cybercrime. Dr.S.Guru Vasuki gave practice to the students to write resume. Mrs.R.Rufina Thana sudha Assistant Professor of Biological Science gave a clear picture of wellbeing in the modern society. Mrs.C.Girija, Assistant Professor of Tamil discussed about how to identify the errors of grammatical structures and syllabification in Tamil language. Dr.S.Davasuba, Assistant Professor of Mathematics discussed the SWOT Analysis. Mrs.M.Kavitha, Assistant Professor of Physical Science discussed about the science in everyday life.

Dr.S.Rasul Mohaideen, Dr.A.Antony Arockia Anufia Mel, Mrs.P.Priya conducted quiz on English proficiency. Dr.S Premalatha and Mrs.C.Girija conducted a debate on **CHILDREN ARE MOULDED BETTER BY PARENTS? OR TEACHERS?** Mrs.C.Girija conducted Tamil quiz. Dr.G.Rajadhurai, Dr.A.Antony Arockia Anufia Mel, Mrs.P.Priya and Mrs. Girija organized talent show.

The programme started with Pre-test both in written and oral communicative skills Student teachers were provided with a platform to extempore their speech both in English and Tamil through which their entry behavior was assessed. A post - test both in written and oral communicative skills was given for the student teachers. The programme came to an end with valedictory function.

EVIDENCE OF SUCCESS:

1. Students developed their self-confidence.
2. Promoted basic teaching skills
3. Developed better proficiency in communicative skills
4. Improve social skills and make social contacts that will assist them in future academic and professional pursuits.

OBSTACLES FACED:

1. In the beginning prospective teachers could not cope-up with the programmes.
2. They do not come forward.
3. They were having stage fear.

RESOURCES:

1. Human Resources
2. A.V. aids like mike, LCD, White Board and web resources
3. The books on communicative skills
4. The well-furnished halls.

BEST PRACTICE: 2

TITLE OF THE PRACTICE: MICROTEACHING

CONTEXT

Microteaching is a concept in teacher training that gives teachers the opportunity to review their own performance and receive feedback on their ability and developing skill as a teacher. It is very important for the professional development because it plays a vital roles in developing their knowledge, skills and professional attitudes as an educator. It focuses on sharpening and developing specific teaching skills and eliminating errors. It enables understanding of behaviors important in classroom teaching. It increases the confidence of the learner teacher. It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers. It enables projection of model instructional skills. It provides expert supervision and a constructive feedback. So the institution has decided to give more practice on teaching skills in this regard.

GOAL

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
2. To enable teacher trainees to master a number of teaching skills.
3. To enable teacher trainees to gain confidence in teaching.
4. To familiarize prospective teachers about the importance of micro teaching in instruction
5. To analyse the different components of micro teaching skills and its applications
6. To gain self-confidence among prospective teachers by scaling down all complexities of actual classroom situation
7. To practice micro teaching to develop core teaching skills for effective classroom teaching
8. To make use of the academic potential of the teacher trainee by providing much needed feedback.
9. To acquire the ability to integrate the micro teaching skills in normal classroom teaching

THE PRACTICE:

By understanding the importance of Micro-Teaching, the teacher can prepare his/herself in taking this compulsory course in developing their professional career as a teacher. Being a professional teachers he/she must have teaching skills, knowledge and attitudes as a teacher.

Microteaching orientation was organized in V.O.C.College of Education on 21.10.19.The orientation session was handled by Dr.G.Rajadhurai, Assistant Professor of History. Following this orientation student teachers were given training in different microteaching skills like skill of stimulus, Skill of Reinforcement, Probing Questions, Blackboard skill, Introduction and integration skill by pedagogy teachers from 22.10.19 to

30.10.19 in their pedagogy classes. After this training student were divided into ten groups and microteaching practice was given to them from 04.11.19 to 09.11.19 in various skills.

EVIDENCE OF SUCCESS:

1. It focuses on sharpening and developing specific teaching skills and eliminating errors.
2. It enables understanding of behaviors important in classroom teaching.
3. It increases the confidence of the learner teacher.
4. It is a useful innovation in teacher education.
5. It develops greater awareness of individual differences.
6. It helps the teacher trainee of many problems such as indiscipline and anxiety.
7. It helps the teacher to prepare in better way.

OBSTACLES FACED:

1. Lack of proper planning conveys an undesired and unrelated concept
2. The teaching strategy utilized in the microteaching session to teach a small group of students fails in some situations while handling a large group of students
3. The training program is time-consuming and sometimes costly
4. The skill doesn't emphasize personalized learning
5. The program usually concentrates on teachers development and sometimes disregards social-emotional development of students

RESOURCES:

1. Human Resources
2. Textbook
3. Teaching Aid – Blackboard, Chart, Flashcard, Rotating Disc, Tree chart, Working models and real models.
4. Well-furnished Halls
5. Teaching and Re - teaching coding sheets
6. Stop clock

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