

# BHAGWATI SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA

Gangapurcity

## FIRST BEST PRACTICE

### Title:

Communication skill Improvement in Student-teachers using "Dialogue Method"

### Goal

To develop the communication skill in students with special focus on student teachers with rural background and coming from remote areas of Rajasthan.

### The Context:

The institution is committed to its aims, vision and goals with which it was started. The management committee, college staff members, all its stakeholders know well that the institution is dedicated to produce student-teachers who can compete, present and express themselves well in the society.

To inculcate this quality in student teachers the institution has adopted Dialogue method. The institution senses that better teachers are those who can express themselves, present themselves, are able to transfer knowledge to their students in an impressive manner. A better teacher can transform the whole society. Institution hopes this adopted practice will generate better upcoming generation and ultimately the society will be benefitted with it.

### Objective

The institution has an objective to produce student teachers who can compete globally. After passing out from the institution, student teachers have to face various interviews. A good communication skill is the basic requirement of qualifying any interview. During interviews they must be expressive and able to present themselves and their knowledge in an effective manner. Lack of good communication skill in student teachers coming from rural area hampers their job opportunities. This practice is beneficial in overcoming this barrier.

### The Practice

This practice involves language laboratory, all teaching staff and students. First and foremost requirement of this practice is to remove all kinds of hesitation in student teachers. Student teachers are sent to language laboratory where the teachers have a facility in which they have an option to contact individual student teacher as well as all students at once. When any student teacher makes a mistake, the teacher contacts him/ her immediately contacting individually so that no other student comes to know what has been advised to that student teacher. This encourages the student teachers and builds confidence in them.



प्राचार्य

भगवती शिक्षक प्रशिक्षण महाविद्यालय  
गंगपुर सिटी (स० मा०)

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The institution has adopted a practice of active research in the campus. On completion of a topic, teachers ask questions related to that topic in the class. As the student teachers have to reply immediately, it helps in removing their hesitation.

The student teachers are also given practise for giving seminars before small group of student teachers. This removes public hesitation, stage fear etc. After that the institution starts using **dialogue method**.

In this teaching method, a teacher acts as a **facilitator**, and students hold discussion sessions on different topics. Now the student teacher has to present his views and beliefs and then justify them. This can be possible only with a good communication skill. When student teachers try to express themselves, the communication skill is improved. The quality to express themselves spontaneously is enhanced.

### Evidence of success

Student teachers coming from rural background have shown a great improvement in their confidence level during their stay in this institution. It has been observed that the student teachers passing out from this institution have not only qualified various entrance examinations conducted by state government but got selected in interviews also.

The student teachers have also been seen motivating their newly admitted junior student teachers.

### Problems encountered

At initial stage due to hesitation of participation in activities it was difficult to make student teachers participate.

### Resources Required

Language laboratory and dedicated teachers

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## Second Practice

### Title:

**To enhance decision making power, leadership quality in student teachers.**

### Goal

*To inculcate administrative and leadership qualities in student teachers.*

### The Context

The institution has the vision to inculcate discipline, administrative and leadership qualities in the student teachers passing out. These qualities will help them in day to day working and establish them as efficient and self-confident teachers in the working field. The management committee of the institution is of the view that all student teachers admitted should participate in some or the other co-curricular activities of their choice. To develop these qualities in the student teachers, institution organizes various co-curricular activities through houses. When students become a part of this activity they learn to be disciplined, learn to organize the event, learn to cooperate each other, help each other, to accommodate others, they understand to respect others and being a sports person decision making ability is increased. In case they face a controversy they also learn how to resolve any adverse situation spontaneously.

### Practice

The institution develops the leadership and organizing qualities in them by involving in organizational process. We have four houses namely 1. Vivekanand sadan 2. Laxmi Bai Sadan 3. Radhakrishnan sadan 4. Tagore Sadan.. Newly admitted student teachers are distributed to these houses. The student teachers from senior classes are nominated as captain and vice-captain of the houses. The captain and vice-captain explore the potential of student teachers to participate in various sports and cultural activities. If the number of participants is more than required, the captain and vice-captain select best of them by arranging internal trials of the house. This helps improving their management skill. The teacher-in-charges of the houses supervise all their activities and intervene if they find it necessary.

### Evidence of Success

The teacher in charges of various activities have observed a vast difference in the behaviour and working of student teachers, when they were admitted and when they passed out from the institution. An increase in the self-confidence of the passing out student teachers was observed.

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### Obstacle faced

In some of the activities, more than required participants are interested in taking part in the activity for their house.

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