

Best practices

1. Online feed back mechanism

- **Title of the practice-** to develop online feedback mechanism along with analysis.
- **Contexts-** For quality sustenance and enhancement feedback is the back bone. It was very much essential to collect the feedback and do its analysis. Manually this process becomes very time consuming and tedious. Institute also has CTE centre and well functioning IQAC. To collect data from the various stakeholders and record keeping use to become a herculean task.
- **Objectives- Following objective were decided for the practice.**
 - To integrate ICT in feedback mechanism.
 - To encourage prospective teachers in using ICT.
 - To create archives of feedback obtained from various stake holders.
- **Practice-** Feedback form is created with the help of Google forms through college mail id. It is then sent to the target group. Institution has a well equipped DELL lab. At the end of the preliminary exams each trainee has to fill up the feedback forms. Analysis of the feedback is generated by Google itself. Print out is taken and filed properly. Principal and IQAC coordinator held the staff meeting based on the analysis.
- **Obstacles and strategies adopted-** Net connectivity and ICT literacy are very big obstacles. Language barrier is also an obstacle faced. Institution overcame these obstacles by creating feedback forms in vernacular language (Gujarati). DELL instructor remains present when trainees come to fill up the forms so he does the require assistance.
- **Impact of the practice-** very easy and hassle free feedback mechanism is developed. Year wise, program wise achieves are generated which are very effectives as MIS. Analysis is done by Google and so it saves time.

- **Resources required-**
 - network connection
 - ICT literate teacher educators
 - Infrastructural facility

2. Preparing for competitive exams

- **Title of practice-** To prepare prospective teachers for competitive exams like TET, TAT, HTAT and CTET.
- **Context-** As per the new government recruitment policy, student teachers have to pass out competitive exams like TET, TAT, HTAT and CTET after completing their B.Ed. course. This scenario created lot of stress for student teachers. From the feedback of student teachers it was decided to run a continuous preparatory program for the preparation of these exams.
- **Practice-** College assembly was selected for this practice. B.Ed. program has a structure where student teachers are majorly divided into groups. Prayer assembly is the only session where all student teachers are present. A group was identified. Format of these examinations and question papers was explained. The common subjects of these papers were identified and question bank was prepared by student teachers in the guidance of teacher educator. Each day in assembly five to seven minutes were allotted to ask the questions. Difficult questions were repeated after some time.
- **Obstacles and strategies adopted-** Trainees preparation and readiness to answer was a big obstacle. But slowly as time passed student teachers started involving. Due to practice teaching continuity in this process was difficult.
- **Impact-** Student teachers started getting familiar with this type of competitive exams. They could succeed well in the examinations.
- **Resources required-**
 - Proper collection of questions as per the subjects.
 - Motivated enthusiastic group to handle this activity.

