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BHAGWAN PRASAD SHEONATH PRASAD B.ED. COLLEGE

Daudnagar, Aurangabad (Bihar) - 824113

Recognized by N.C.T.E. (E.R.C.) Bhubaneswar Orissa (Govt. of India)

&

Affiliated to Magadh University, Bodh Gaya (B.Ed.) & Bihar School Examination Board, Patna (D.El.Ed.)

Ref. :

Date :

2.4.3: Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback


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Workshop sessions for effective communication

WORKSHOP SESSIONS FOR EFFECTIVE Communication and interpersonal skills are fundamental to success. The college organised various workshops to improve communication skills among the students using games, contemporary media, thought-provoking discussions and fun techniques. The faculty/mentors lead students from idea development to idea presentation in multi-stage workshops that utilize innovative techniques to teach effective communication skills to participants. Beyond the thinking skills that are developed with improved communication, students will learn how to debate and share their views with their peers in a positive way and with control over their strong feelings, thus improving and strengthening interpersonal relationships. Some of the workshops organised by the college are as follows.

Workshop on Folk Culture and festivals of India

18/08/2018




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Workshop on Proof of Reflection of Light

13/09/2019



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Workshop on Reaserch Report Writting

07/10/2022





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SIMULATED SITUATIONS FOR PRACTICING COMMUNICATION SKILLS IN DIFFERENT SITUATIONS

High fidelity simulation environments provide students with the opportunity to generate, develop and enhance their communication skills and confidence in their own abilities without worrying about compromising patient safety: they also provide students with the chance to practice and correct their mistakes in real time. It has also been clearly shown to improve team behaviours in a wide variety of teaching learning contexts associated with improved team performance in crisis situations

Session of Just a minute on “ME AS A TEACHER”





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Session of Just a minute on "BENEFITS OF YOGA"

21/06/2023





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Participating in institutional activities as 'anchor, discussant' or 'rapporteur'

As the development of the well-rounded individual is a principal goal of all the curricular as well as extracurricular activities in the college. The numerous experiences these activities afford positively impact students emotional, intellectual, social, and inter-personal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. Taking active part in these activities helps students to understand the importance of critical thinking skill, time management and academic and intellectual competence. Students also develop leadership skills where they anchor the activities and lead the event organised in the institution. Almost all the events held in the college are compered/anchor by the students. Events organised by the students are guided by the faculty/mentors. Thus, students learn to plan, organise and conduct events at institutional, inter-institutional levels.





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CLASSROOM TEACHING LEARNING SITUATIONS ALONG WITH TEACHER AND PEER FEEDBACK

The knowledge, advice, and resources a teacher faculty mentor shares depend on the format and goals of a specific mentoring relationship. A faculty shares with a mentee information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modelling. The faculty also help the students with exploring careers, setting goals, developing contacts, and identifying resources. The role of the mentor changes as the needs of the mentee change. Some mentoring relationships are part of structured programs that have specific expectations and guidelines others are more informal. Methodology lecturers guide the students in classroom activities through formative assessments as well as summative They give feedback to the teacher trainees in enhancing their skills whereby the re-teach present refined skills.




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