

Ref. No. 7848/B.C.M./B.Ed

Date.. 23/1/25.....

Best Practice-I Session – 2023-24

1. Title of the Practice

Flipped Teaching

2. Objectives

1. To encourage active participation by shifting from passive listening to interactive learning.
2. To create a dynamic classroom environment where students can be engaged in discussions, problem-solving and collaborative tasks.
3. To foster independent learning skills and critical thinking.
4. To shift the focus from rote memorization to applying, analyzing and synthesizing information through classroom activities and discussions.
5. To provide real-time feedback during class activities.
6. To learn how to effectively use technology in the classroom

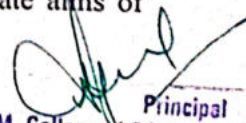
3. The Context

Flipped teaching is increasingly recognized as a transformative educational approach. It shifts the traditional teaching by moving content delivery outside the classroom (typically through videos or online resources) and using class time for active learning activities like concept clarity, classroom discussions and collaborative work. It explores various tools and techniques of educational technology to enhance learning outcomes in the classroom. Flipped classrooms empower students to take ownership of their learning. They can review content on their own time, at their own pace, which encourages self-directed learning. This fosters skills like time management, research and critical thinking which are valuable competencies for lifelong learning. In a flipped classroom, students watch online lectures, collaborate in online discussions, participate in quizzes or carry out research at home and engage in concepts in the classroom with the guidance of a mentor.

4. The Practice

The process of Flipped Teaching was done in two Phases:

(I) Orientation: The faculty members were oriented about Flipped Teaching techniques through the Faculty development programme where. Dr. Amita Khosla, Asst. Prof. of the college deliberated on the Flipped Teaching approach from July 28 to July 31, 2023. She emphasized that paradigm shift can be seen in the field of education with flipped Teaching. Traditional methods of teaching will not serve the purpose of achieving ultimate aims of



Principal
B.C.M. College of Education
Sec-32 A, Urban Estate, Chd. Road,
Ludhiana-141010

Sector 32 - A, Urban Estate, Chandigarh Road, Ludhiana.

Ph. : 0161-2223252 | website : www.bcminstitutes.org | e-mail : bcmcollegeedu@gmail.com

education in the neoteric times. She acquainted the teachers with the main steps involved in flipping the classroom.

(II) Implementation: For the paradigm shift from traditional teaching to Flipped Teaching, students were oriented by teachers in their respective classrooms. The Flipped Teaching was started from July, 2023 and became a regular feature of the college. The students of Sem.-I were selected for this purpose. Following steps were followed:


1. **Pre-Class Content Delivery:** The content was presented to students before class through videos, readings and other materials. Then links of Online lectures, videos and PPTs were shared by the teachers
2. **Active Learning in Class:** Classroom time was spent in applying, analyzing, discussing, and synthesizing the material, with a focus on student-centered activities.
3. **Assessment and Feedback:** Formative and summative assessments, along with real-time feedback was provided to guide students' learning and improve understanding.
4. **Reflection and Adjustment:** Continuous reflection by both students and teachers ensured the effectiveness of the process and response to students' needs.

5. Impact of practice

- Flipped Teaching improved the content knowledge of the student teachers.
- Active learning techniques helped students to understand concepts.
- It also made them resourceful as they started exploring content apart from the material provided by in the books.
- Recorded lectures and resources were available anytime which accommodated diverse learning schedules and helped students who missed class due to participation in various co-curricular activities.
- Group activities during class enriched the communication skills of the future teachers.
- Since, the pedagogy is the blend of both content and activity, it encouraged maximum student participation because they felt highly involved in the entire process.

6. Problems Encountered

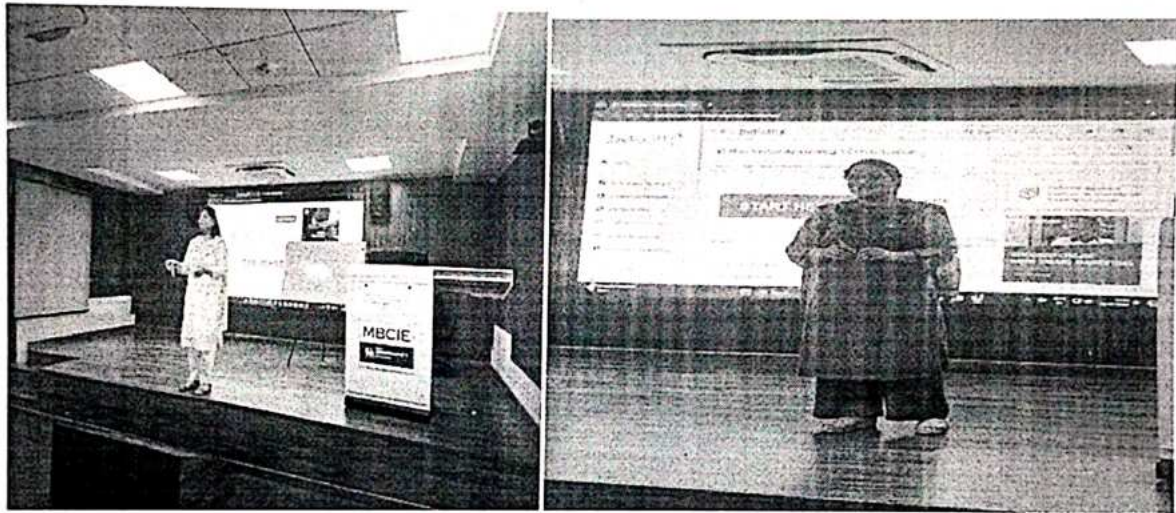
- The major problem for the successful implementation of Flipped Teaching was the careless behaviour of few students who did not watch videos and PPTs when assigned as Homework leading to gaps in class participation.
- Paucity of time was another problem encountered in the process.
- Students without reliable internet struggled to access pre-class materials and do not respond.
- Teachers felt short of significant time to create or curate quality pre-class materials.


Principal
B.C.M. College of Education
Sec-32-A, Urban Estate, Chd. Road,
Ludhiana-141010

July 28 -31, 2023 -Orientation of Teacher Educators in Flipped Teaching Method




Implementation : Teacher Educators using flipped Teaching in Classrooms



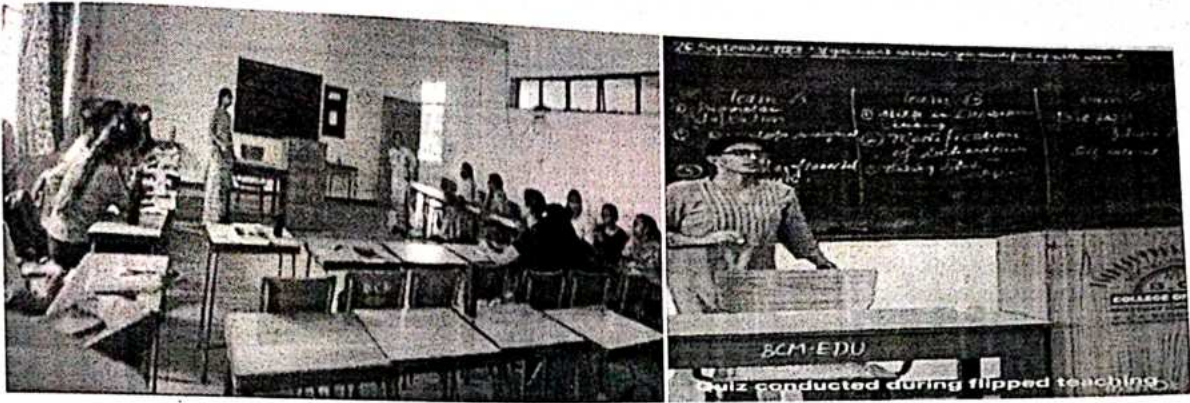
Classroom Discussions



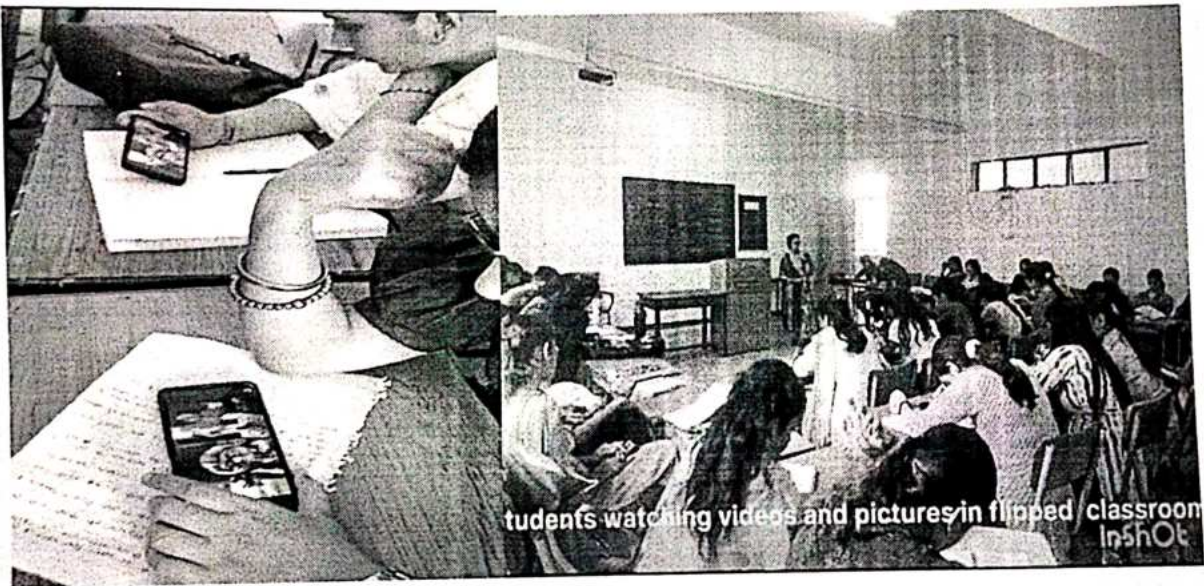
Students discussing during flipped teaching



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Quizzes



Online Video




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Best Practice-II Session – 2023-24

1. Title of the Practice

SKILL ENHANCEMENT PROGRAMME

2. Objectives

- 1) To enhance the Communication Skills of the student teachers.
- 2) To help the students identify their strengths, weaknesses, opportunities and challenges.
- 3) To polish the Pedagogical Skills of teacher trainees so that they can navigate the complexities of 21st century classrooms.
- 4) To hone the IT skills of the would teachers so that they can judiciously integrate technology in their pedagogical practices.
- 5) To chisel the Employability Skills of student teachers ensuring them success in the present dynamic educational landscape.
- 6) To nurture creative, empathetic teachers who are techno savvy and critical thinkers.

3. The Context


The advent of Artificial Intelligence (AI) has necessitated a profound shift in the skillset of B.Ed. teacher trainees. To effectively navigate the transformative era, the aspiring educators of today ought to be knowledgeable, skilled, technologically proficient, adaptable and empathetic. This calls for a comprehensive Skill Enhancement Programme through which B.Ed. Trainees are equipped with the necessary 21st century skills viz. Communication Skills, Life Skills, Employability Skills, ICT Skills etc. The key purpose of this Skill Enhancement Programme is to prepare future teachers for the evolving demands of the modern classroom.

4. The Practice

The Skill Enhancement Programme was implemented in two Phases:

(I) **Orientation:** The faculty members were oriented about the sole objectives of the aforementioned Programme. The entire Programme primarily focused on following five skill sets namely


- 1) Communication Skills
- 2) Employability Skills
- 3) Life Skills
- 4) Pedagogical Skills
- 5) ICT Skills


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Different techniques for fostering these skills were discussed during the Faculty Development Programme, where Dr. Jasdeep Kaur, Asst. Prof. of the college deliberated on the Skill Enhancement Programme from July 28 to July 31, 2023. She emphasized on the need to upskill teachers who are prudent to navigate the digital classroom, leverage AI effectively and provide students with a high-quality learning experience. The next step was to orient the students about the chief aim of the programme.

(II) Execution: To realise the objectives of the Skill Enhancement Programme, the following schedule was implemented

Sr. No.	Session and Name of the Activity	Resource Persons
Feb. 6, 2024		
1.	Inauguration of Skill Enhancement Week 10:00 am-10:30 am <ul style="list-style-type: none"> Words of Welcome Introduction of Skill Enhancement Cell Session-I- 'Workshop on Public Speaking' 10:30am-11:30 am Motivational Words	Principal Dr. Monika Dua Dr. Jasdeep Kaur, Asst. Prof. <ul style="list-style-type: none"> Dr. Ashoo Toor, Asst. Prof., Dept. of Agricultural Journalism, Languages & Culture, PAU, Ludhiana Dr. Prem Kumar, Secretary, College Managing Committee
2.	Session II- 'Workshop on Resume Writing' 12:00 noon-1:00 pm	Dr. Jasdeep Kaur, Asst. Prof., B.C.M. College of Education, Ludhiana
Feb. 7, 2024		
1.	Session I- 'Extension Lecture on Innovative Teaching Strategies' 9:00am-10:30 am	Ms. Amita Khosla, Asst. Prof., B.C.M. College of Education, Ludhiana.
2.	Session II- Extension Lecture on '21st Century Skills' 10:30 am-11:30 am	Mr. D.P. Guleria, Principal B.C.M. Sr. Sec. School, Sec-32, Ludhiana
3.	Session III- 'Workshop on ICT Skills' 1:00pm-2:30pm	Dr. Ramandeep Arora, Asst. Prof., B.C.M. College of Education, Ludhiana.
Feb. 8, 2024		
Visit to DBEE, Ludhiana		
Feb. 9, 2024		
1.	Session I- Extension Lecture on 'Art of Living' 10:30 am-11:30 am	Mr. Abhey Khosla, Art of Living, Ludhiana
2.	Session II- 'Workshop on ICT Skills' 12:00noon-1:30pm	Ms. Gagandeep Kaur, Asst. Prof., Ludhiana


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Feb. 12, 2024		
1.	Session I- Extension Lecture on 'Swami Dayanand Saraswati' 10:30 am-11: 30 am	Dr. Suprerna Khanna, Asst. Prof., B.C.M. College of Education, Ludhiana
2.	Session II- Showcasing of video message by honr. Prime Minister 12:00 noon-1: 00pm	Skill Enhancement Cell of B.C.M. College of Education, Ludhiana
Feb. 15, 2024		
1.	Session I- 'Tips to Face Interview Successfully' 9:00 am-10:30 am	Dr. Jasdeep Kaur, Asst. Prof., B.C.M. College of Education, Ludhiana
2.	Session II-Movie Session 11:00am-2:00pm	Skill Enhancement Cell of B.C.M. College of Education, Ludhiana
Feb. 16, 2024		
1.	Mock Interview Session (Sharpening Interview Skills) 10:30 am -11:30 am Valedictory Function 11.30am-12.30 pm	<ul style="list-style-type: none"> • Col. Amarjeet Singh, Former Principal Sr. Sec. Residential School for Meritorious Students, Ludhiana • Ms. Sunita Kumari, Deputy Director, H.M.V. Convent School, Ludhiana

5. Impact of Practice

It was revealed that the Skill Development for teacher trainees significantly enhanced their teaching effectiveness by equipping them with the necessary abilities to manage classrooms, engage students, deliver curriculum effectively and adapt to diverse learning styles. It also ultimately led to improved student learning outcomes, increased teacher confidence and gratifying job satisfaction.

6. Problems Encountered

The major problem for the successful implementation of the Skill Enhancement Programme was the careless behaviour of few students who had subpar grammar proficiency and low language competence. Sometimes, lack of motivation among trainees and a disconnect between the training content and real classroom needs; hindered the effectiveness of the programme in developing necessary skills for future teachers.


 Principal
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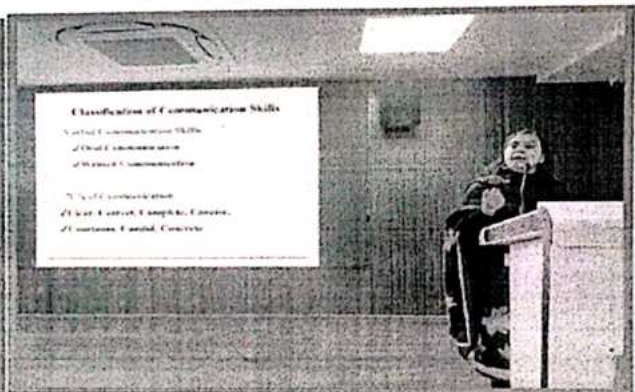
Glimpses of Skill Enhancement Programme:

- Orientation

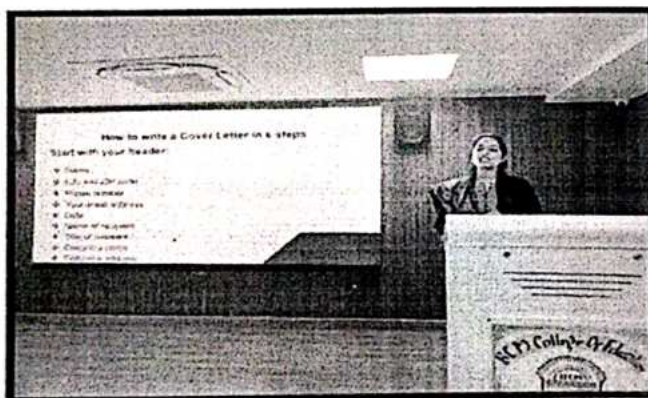



Execution

- Inauguration of Skill Enhancement Programme

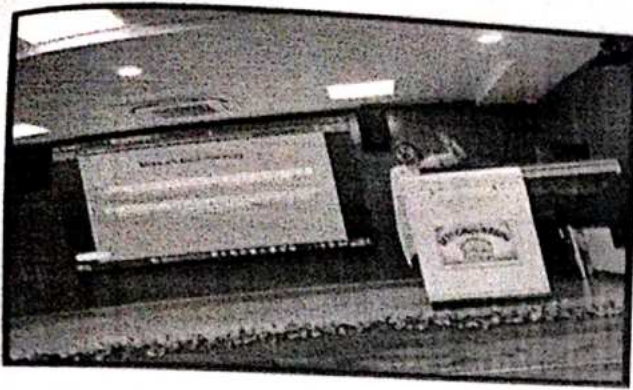


- Workshop on Resume writing




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Lecture on 'Innovative Teaching Strategies'



- Extension lecture on 21st century skills



- Workshop on ICT Skills



- Visit to District Bureau of Employment and Enterprises, Ludhiana




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B.C.M. College of Education
Sec-32-A, Urban Estate, Chd. Road,
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