

Best Practice I

1. Title

Series of Research and EDU talks.

2. Objective

To enhance the research acumen and enrich the research culture within the College and beyond by harnessing the human resources that each Staff member brings with him/her to the academic platform.

- To provide insights into the research landscape.
- To seek guidance of experts in the field.
- To find about the current developments in research.
- To be acquainted with a range of topics across subjects.
- To spark institutional innovation.

3. Context.

Goa Vidya Prasarak Mandal's Dr. Dada Vaidya College of Education offers B.Ed, M.Ed, Diploma in Pre-primary Teacher Education, M. A Education (IGNOU) Program and Ph.D in Education. The Research Centre of the College has been recognized and affiliated to the Goa University and provides an opportunity for those desirous of doing a Ph. D in Education both in regular and part time mode. The goal of our Research Centre is to enable interaction between faculty, scholars, and students to enhance research opportunities, academic excellence, real-world problem solving, knowledge creation and dissemination. Colloquiums that are conducted provide an atmosphere for healthy exchange of ideas, which results in a fertile research environment. The doctoral students and visiting scholars, work with faculty members to drive the research output at the Centre. The Centre also enjoys the support of a distinguished set of faculty members. It is well-accepted that the Academic Research Centre has contributed enormously to find solutions to many problems in the field of education. The research findings provide basic inputs that can be used for planning and policy decision-making. With this in context it deemed right to formally initiate a Series of Research and EDU Talks for the benefit of not only the College Staff and students but also the research fraternity beyond.

4. Practice.

The College has had a rich history of hosting and organizing a number of a Seminars, Conferences (National, International and World Conference), Workshops and Webinars on Education. To streamline the process and systematize this practice it was unanimously decided to formalize it into a Scheduled Series of Research and EDU Talks. The Principal of the College drew a systematic year plan, comprising monthly pattern of Research and EDU Talks. Therein month-wise responsibility of hosting and organizing the Research and EDU Talk was given to each of the Staff members/faculty. This practice would prove to be a cyclic schedule wherein the pattern continues in the coming years too. The responsible in-charge faculty is expected to find and invite a Resource Person based on his known contacts and someone related to his/her field of research or subject expertise too. This practice ensured the possibility of harnessing the human resource or expert contacts that each faculty brings in with him/her to the Institution. Faculty members of the College belonging to various States of origin and study as well as being from various background of educational expertise, helped to bring in a plethora of field experts on one platform. Benefits of this varied experience was vouched by all. These Research and EDU Talks were scheduled in alternate fashion, i.e if in the first month the College would have a Research based Talk the in the second month it would have EDU Talk, thus ensuring that equal justice is given to all topics across subjects. Programs were specially designed for the faculty members and research students who are interested to take up research projects in their relevant disciplines. The various topics included were NEP 2020, Research and Education, Weight Management, Sexual harassment- facts and myths, Mental Well-being etc. To widen its horizons in the field of research and to strengthening networking across the research community, the College signed a MOU with AIRIO (Association of International Researchers of Indian Origin) a non-profit organization and launched a AIRIO Goa Chapter on 21st November 2020. In association with AIRIO, the IQAC of the College hosted a number of Research and EDU Talks.

5. Evidence of Success.

This practice of hosting and organizing a “Series of Research and EDU Talks” initiated by the College has proven to be an absolute enriching and rewarding endeavour, with 10 Research & EDU Talks organized in this series as per the Annual Schedule. The College in addition to this had organized a number of webinars and talks too. The College in an attempt to reach out to Experts beyond the State, with Resource persons from various recognized educational Institutions, such as NCERT Former

Director, RIE Mysore NCERT Retired Professor, UGC Emeritus Professor Gandhigram Rural University, Tamil Nadu, Professor & Dean, School of Social Sciences The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Associate Professors from Tamil Nadu , SCERT Goa , Pune & Mumbai University, as well as experts from various specialised fields such as Art historian, Curator , Consultant Psychiatrist & Therapist Mental& Emotional Health Coach etc.

The series of Talks provided insights into the educational research landscape, helped research scholars explore opportunities to seek guidance of experts and stay abreast of current developments in research community. The annual Schedule drawn for the Research and EDU talks helped to streamline and formalize the process. It created a platform to invite and access expertized resource persons and guidance of research scholars across and to disseminate discovered knowledge. It formed/hosted a venue to get to hear latest research accompanied by stimulating discussions that often spur new ideas and collaborations. Faculty members from related discipline were encouraged to attend for interdisciplinary exchange of ideas. It sought to contribute to the intellectual discourse with an emphasis on the best practices in research and teaching and allied fields. It served as a common shared space for faculty and students to collectively consider ideas and methods spanning disciplines and fields. The pool of human resources and expertise that each faculty member could bring in, provided a forum on which they could introduce the ideas, praxis and methods about which they are passionate. Talks in the series were often an outgrowth of larger scholarly agendas or explorations of ideas that were flashed out into productive research and creative agendas.

6. Problems encountered and resources required.

Financial constrains in hosting and organizing such series of talks were a deciding factor, especially where the honorarium of the resource person is concerned. In the academic year 2020-2021 online mode of conduct simplified things in the matter of hosting and arranging the necessary things for such talks. But it also imposed its own limitations on interactions and discussions which would otherwise be more engaging if these talks had been held in face to face mode.

Best Practice II

1. Title of the Practice

Staff Weekly Reflective Journal & Teaching Staff Monthly Report.

2. Objectives of the Practice.

To list out all the major activities conducted during the week and to help Staff members to self- evaluate their strengths and weaknesses.

- To enable Staff members to reflect upon their daily practices.
- To self- evaluate one's strengths & weakness.
- To develop analytical skills.
- To critically introspect and aid problem solving.
- To enhance accountability.
- To make teaching more effective.
- To positively contribute to teacher's continuous professional development.

3. The Context

Teachers and Non-teaching staff engage in many activities but they do not keep a record to all the details. Documentation of the work done and accountability, both are the need of the hour. The journal will help the Staff members to systematically document the activities. Based on the weekly reflections they would compile a monthly report to enhance accountability. There is no inbuilt evaluation system to find out the details of the efficiency of the Staff. The self-evaluation done with the aid of the reflective journal will help the employee to evaluate their strengths and weaknesses, so as to enable them to improve their effectiveness on a weekly basis. The monthly report submitted will help the head of the institution to not only monitor the regular work of the staff but to democratically lead them towards professional development.

4. The Practice-

Writing reflectively is a quick but impactful way to improve both our professional and personal lives. We can process successes and plan improvements after failures when we document our days. In his book *Learning by Doing*, Oxford professor Graham Gibbs suggests that writing reflectively can be extremely helpful for cognitive growth. When we write about questions like "What went well today? What could have gone better? How will I change my actions in the future?" we

improve ourselves. This introspection and self-analysis are exactly what leads one to reflect upon one's perspectives, attitudes as well insights and ponder on ones teaching learning practices. Keeping a journal is one of the easiest ways to access the benefits of reflective writing. Reflective journals help teachers/ Staff members analyse their experiences while working with students and relate it to wider perspectives and evaluate whether the overall learning outcomes are met. The purpose is to determine what works well and ultimately what contributes to create a productive learning environment for students. Considering these benefits of maintaining a Reflective Journal, the practice was initiated in the College, wherein each Staff member was given a printed copy of a Weekly Reflective journal Booklet and were requested to fill in a few points as stated under but not limited to;

- ✓ Major activities conducted in the week
- ✓ My reflections with strengths and areas of improvement.

Based on the weekly reflections they would compile a monthly report to enhance accountability. After going through the report of each staff member the Principal would give his suggestions for further improvement. The recommendations given by the Principal would be based on the problems sighted by the staff member in his daily teaching practices and the trajectory the concerned teacher as well as the head would like to traverse so as to enhance ones professional development. If any staff wants any further discussions on the suggestions, a one to-one meeting would be arranged to clarify the points. If need be expert advice could also be sought in individual cases. The Report submitted would then act as a subtle tool devised to monitor the progress of each staff member and lead to better administration.

5. Evidence of Success-

The Reflective Journals and Reports submitted by the Staff members were itself concrete evidence of the success of this practice. Contents and points mentioned by the individual teachers/ lecturers indicated the following;

- ✓ Development of a personal philosophy of teaching and learning which in turn expresses values and beliefs not only about teaching and learning but equally so about personal biases and prejudices held by one if any.
- ✓ Self-evaluation was afforded on the basis of the reflections done by the individual staff member. It enabled them to be more conscious of their own practices in the daily teaching routines. Discussion with the head of the institution led to improved practices and solutions through brainstorming sessions.
- ✓ 2020-2021 being an academic year still ridden by COVID-19 pandemic aftereffects, this practice of maintaining the reflective journal helped to analyse the practices and find out one's own limitations as well as challenges faced in online teaching. Engagement of the learners in online classroom was one of the main hurdles faced by all. The reflections led to open discussions with all and hence sharing of ideas became fruitful.
- ✓ Reflective Teaching as a means of "looking at what you do in the classroom, thinking about why you do it, and thinking about if it works – proved to be a process of self-observation and self-evaluation. Reflection involved working towards a better understanding of the problems and ways of solving it. Journal writing became a more widely acknowledged valuable tool for developing critical reflection.
- ✓ Monthly reports submitted by the Staff members proved to be better documentation tool wherein it became easier to trace back when and how things and varied activities were done.
- ✓ It proved to be effective in-built evaluation system to find out the details of the daily working of the Staff members without trespassing their comfort zones.

- ✓ Monitoring activities became easier especially given the paucity of time that an administrator faces.

6. Problem encountered and resources required.

Initially the practice was followed enthusiastically with good fervor but gradually it was seen that whenever there were more demanding tasks at hand then daily writing was affected. It was found to be time consuming activity especially in the given uncertainties thrown upon by the pandemic. The workload seemed to have suddenly increased and so also the demands of the situation to adapt to the new normal, because of which in between it was found that there was a gap in writing on a regular basis. Not all practitioners may understand and analyse the reflective process involved, depending upon the complexity of the task at hand. Confusion as to which experiences to reflect upon was also a given challenge at times. It may not be an adequate process to resolve clinical problems which require expert intervention. But overall it was found that maintaining a Staff Weekly Reflective Journal & Teaching Staff Monthly Report was indeed a very fruitful practice and hence is still continued till date with great success.