

BEST PRACTICES 1:

Context and practice: The college has a strong tradition of celebrating cultural diversity of the country by observing National days and different religious festivals. The entire college participates in all the celebrations. It does give a huge platform for trainees to exhibit their talents and build cohesiveness. It brings in better understanding and appreciation of the cultural diversity, patriotism, ethos and heritage of the country. In the past, the efforts done by the trainees were assessed qualitatively. The efforts put in by the trainees were, very elaborate and a felt need arose by the teaching faculty to assess the efforts in a more scientific way. Thus, the need for rubrics to assess the performance of the trainees on different occasions was introduced. The rubrics would draw attention to neglected areas of performance and prevent the halo effect, making assessment more robust and objective. The annual calendar of the college includes celebrations of all the festivals and the National days to be observed. The trainees are divided into groups of 20 and each group is assigned 2 mentors/group in-charges. Each group nominates its own student leaders. The group is assigned the celebration of a National day or religious festival. Each group announces the programme and competitions to be held, well in advance. The group leaders and the mentors keep a meticulous record of the performances of the individual trainees. The prizes won in inter-group and inter-college competitions are recorded. The mentors use custom-made rubrics, for assessing co-curricular activities, to award grades/marks to the trainees. The CCA (Co-curricular Activities) in-charge in consultation with all the mentors finalises and moderates the co-curricular marks which are then converted into grades. Evidence of success: The trainees discovered their own selves, developed confidence and could even overcome stage fear. It helped the trainees to see the cultural ethos of the country in a new perspective. Patriotism took a deeper plunge, in the minds of the trainees. The trainees developed confidence and could overcome stage fear. It gave them a boost to explore abilities/areas they were once scared of. The sense of belongingness, time management, event management, cohesiveness, developed in the students as a nurturant effect. The mentors could identify abilities, talents and see the progression in the trainees. The trainees felt being assessed thoroughly and objectively. The performances of the trainees was meticulously recorded and assessed comprehensively. Problems encountered: The prominent obstacle was inability on the part of the mentors, to take cognizance of all the roles played by each trainee in organizing the various cultural programmes. In order to circumvent this difficulty each trainee was asked to give their feedback of participation, roles and responsibility to the mentor teacher.

BEST PRACTICE 2:

1. Title: USE OF OBSERVATION BOOKS FOR PEER ASSESSMENT

2. Goal: To adapt pedagogical knowledge to the diverse contexts in teaching through critical reflection. To probe into the finer details of one's teaching vis-a-vis the classroom dynamics and topic specifications. 3. Context and practice: The tentative and fluid nature of the so-called knowledge-base of teacher education makes reflective practice the central aim of teacher education. The new paradigm of teacher education is to provide for reflection and independent study, help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, explaining the reason why of things and the basic theory and principles behind classroom practices. These call for capacities and understanding of a different kind, in addition to the skills required for actual school teaching. These capacities call for reflection from self and others about one's performance. The trainees are given opportunity to give feedback about their peer performances during all phases of Practice teaching (Micro-Teaching, peer teaching and practice teaching, internship). They give their opinion and suggestions about the peer performances (lesson delivery) and method teachers demonstration lesson. It was found to be more skill based and not making the trainees to critically reflect on a broader aspects of teaching. It was not eliciting the much wanted reflection beyond classroom teaching skills. The need for an Observation book was mooted. The present Observation book is a revised version of an elaborate initial version. The trainees are asked to give their written feedback about their peers, during the first phase of Practice teaching itself. During this phase, they take clues from the feedback given by the method

teacher/supervisor. This gives the initial exposure to comment critically about the peers in a formal environment. It develops ability to express their opinions and suggestions in a constructive manner than mere criticism. During the second phase, i.e., Peer teaching, the trainees are introduced to the Observation book. The observations are to be made based on Introduction, Content, Learning activities, Methods, Evaluation and Classroom management. The trainees are required to write the 3 Strong Points and 3 Suggestions for improvement for each peer lesson observed. Each trainee has to observe lessons of their peers in both the methods, spreading over the entire Practice teaching (peer teaching 2 lessons in each method, practice teaching 1 each ,Internship 2 each). The trainees are required to observe 5 lessons of peers of other methods too. All the observations are duly signed by the supervisor and the peer being observed. The Peer teaching which conducted over a period of 2 weeks involves 2 lessons delivered per week by each trainee. The lessons are delivered to a group of 5 peers simulate as students, while 1 peer will be observing. The supervisor and the peer observer give their respective feedback at the end of the lesson. The trainees get ample opportunities to observe several of their peers delivering lessons on different topics of their respective methods. Though, it is a controlled environment, all classroom teaching skills, content mastery, use of learning activities and evaluation can be adequately observed. The Practice teaching phase wherein the trainee delivers lessons in actual school classroom renders a perfect milieu to observe and suggest, in varied social backgrounds and diverse learning needs. The peer observer, supervisor and other peers observe the lesson being delivered. The peer observer notes down the strong points and suggestions in the Observation book. The Internship also offers more similar opportunities for peer observation.