

Best Practice

1. Title of the Practice.

Self-reflection and Feedback Diaries and Record Maintenance of Responsibilities and Assignments.

2. Objectives of the Practice.

- a. To enhance reflection and critical thinking.
- b. To reflect on one's shortcomings and strengths.
- c. To encourage student-teachers to become reflective practitioners in their future fields.
- d. To facilitate self-assessment of individual growth.
- e. To help the faculty realize their strengths and shortcomings through the feedbacks of the student-teachers and develop accordingly.
- f. To maintain track record of one's assignments/responsibilities and contributions to the College and beyond.
- g. To assist in maintaining records for future API scoring of the faculty.
- h. To promote professional growth.

Underlying Principles/Concepts

Professional education involves not only developing one's competencies in content knowledge and professional attitudes but also provides opportunities for student-teachers and faculty to reflect on their experiences and practices in order that they might see how their practices can be improved. Thus, maintenance of Diaries and Records provide opportunities for the student-teachers as well as the faculty for reflection. This practice not only facilitates reflection on the learning activities to explicitly and purposefully identify what they have learned, taught and done, but more importantly helps relate to their practices, evaluate and formulate plans for improvement.

3. The Context

Reflection is important for one's growth and development. Diaries for self-reflections and feedbacks were introduced for both the student-teachers and faculty, where they have to record their everyday activities, observations and reflections. It was felt that reflections and feedbacks were necessary to assimilate the new information/concept. Reflective writing can also facilitate reflection, critical thinking and allow the student-teachers to express feelings regarding their observations and their educational experiences.

As professionals, it is necessary to constantly upgrade one's competencies. Maintenance of such diaries helps to reflect on one's shortcomings and strengths. It also throws light on the dominant

modes of transaction and reminds the teachers of using different modes of transaction and approaches which in turn will help the student-teachers to develop competencies in using different approaches in their teaching.

Teachers' responsibilities are not only confined to classroom discourse alone but they also have to play multifarious roles both in and outside their regular assignments. Such tasks enhance their growth as professionals. Maintenance of evidential proof of such responsibilities helps to assess one's self-worth and develop upon it. Moreover, the Guidelines of UGC require the Faculty to maintain their API scores. But all too often there is a tendency to forget and keep track of one's contribution and performance. The College, therefore, felt it necessary and important for the Faculty to maintain records of their assignments and responsibilities and thus, this Record Maintenance practice was introduced.

4. The Practice.

Use of diaries for self-reflection and feedback was introduced for the student-teachers where they have to record their everyday activities and observations. A prescribed format of the diary was provided and the student-teachers were given the freedom to title their diaries in order to let them discover their creativity and individuality. The diary was divided into two categories-

- a. Observation and Reflection on classroom transaction which have the following areas- Week/ No. of Classes, Unit, Topic, Mode of Transaction, Reflection and Comments .At the end of each Unit they will assess out of 10 points on the following areas- Communication Skill, Use of ICT, Learner's Engagement, Content Mastery and the Overall Performance of the teacher.
- b. Observation and Reflection on Activities with the following areas- Date/ Day, Title of Activity, Nature of Engagement, Reflection, Comments

It was felt that their feedbacks will help in the overall development of the College in general and the teaching faculty in particular. It will also help the student-teachers to realize that no one is perfect and that teaching-learning is a continuous process. These diaries are submitted to the faculty so that the latter can make an overall assessment of the attitude, reflection and their estimate of the faculty.

The teaching faculty also maintain such kind of diaries. Their reflection was done on the following areas- Date/Day, Period/ Class/ Unit, Topic, Mode of Transaction & Activities, Remarks/ Reflection

Along with the self reflection diary, the teaching faculty also maintained and kept records of assignments and responsibilities both within and outside the College. They have to record whether they were In charge, Participant or Resource Person of a programme and also mention the date, year and name of the Programme. These records are then countersigned by the Principal of the College.

5. Evidence of Success

This best practice was beneficial for everyone. The special strength of maintaining such records are the quality of feedbacks provided by the student-teachers which have helped the teaching faculty to change in their approaches, strategies and dealing with the student-teachers.

One major feedback given by the student-teachers was their desire for the faculty to use Power Point Presentations during classroom transaction. Thus, an In –House Workshop was organised for the faculty and hands-on training was given on how to prepare and use Power Point. The fruit of this Workshop was that, the teaching faculty have started using Power Point Presentations in their classrooms.

Moreover, the maintenance of records of responsibilities and assignments which are countersigned by the Principal assist in maintaining the records for future API scoring which in turn will help in the career advancement of the faculty.

6. Problems encountered and Resources required

The problems encountered were:-

- a. Lack of uniformity amongst the faculty in maintaining the Diary.
- b. Many of the student-teachers were unwilling to honestly disclose their real perspectives and reflections.
- c. The feedbacks and reflections of the students-teachers were not often immediately looked into for one reason or the other.
- d. In their Reflective Diaries, the student-teachers mostly reflected on the co-curricular aspects. Less importance/reflection was made on classroom transaction.
- e. Since verbal feedbacks were taken from the student-teachers every now and then, it was felt not very necessary to maintain diaries by the faculty.
- f. Deep reflection is a difficult task. It takes time and concentration to develop such important professional skills.
- g. Student-teachers were not comfortable in writing down their reflections because issues of trust and confidentiality were involved.
- h. Inability of the faculty to constantly monitor/ read the reflections of the student-teachers due to time constraints.

Resources Required

- a. Reflective Journal provided to the student-teachers by the College.
 - b. Diary for the teaching faculty.
 - c. Certificates for the teaching faculty
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