

BEST PRACTICES(1)

Title of the practice: Taking consensus of all STEIs for bringing about changes/development in the B.Ed. programme.

Objectives of the Practice:

1. To make other STEIs aware of the aspects in the B.Ed. program which required changes before the formal review of the curriculum by the university.
2. To pull in ideas from all the STEIs for the changes to be made.
3. To make all the STEIs participate in the process of enhancing quality in Teacher Education program.
4. To develop clarity among faculty members of all STEIs of the changes made for uniform and smooth implementation in their institutions.
5. To establish unity and rapport among the faculty members of the STEIs.

The context:

Teacher preparation program, its quality and transaction are crucial for improving the overall quality of education. The college being the first and the oldest institution established in the state had always been striving towards excellence with the responsibility of taking initiatives in organizing various programs for the faculty of the STEIs amidst numerous problems. During supervision of the lessons delivered by the student teachers during the practice of teaching it was observed that, the lesson plan format had some discontinuity and the student teachers had some problems in using it. There were other problems of non-uniformity related with supervision and evaluation and writing of post-lesson reflections. This needed discussions and taking consensus of all the STEIs. The college therefore organized a workshop on 'lesson planning' on 25th of April 2014 which was attended by faculty members of all the STEIs.

The practice:

First, sharing of observations made by the faculty members (supervisors) during supervision was done in a feedback/ discussion session in the institution after the culmination of practice teaching program. Based on certain common observations made by the supervisors a few points were noted for discussion and improvement. Since a common lesson plan format was in use in all the STEIs, the college felt the need of taking consensus of all STEIs for improving the lesson plan. A workshop was organized specifically for making changes/improvement in the lesson plan format.

Two formats of lesson plan were taken up for discussion. The teacher educators from all the STEIs shared their views on the different aspects of the lesson plan, keeping in mind the necessary elements as well as ensuring logical sequencing of teacher activities. The final format of lesson plan was developed on the consensus of all. It was also decided to maintain a diary by each student teacher to record his/her reflection on each lesson taught from the ensuing academic session.

Constraints-

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To organize the workshop in the midst of the B.Ed. programme many adjustments were to be made. It was to be timely, that is, before the start of the practice teaching session. There was financial constraint as well.

Evidence of success:

All the STEIs immediately responded to the call for workshop and there was good attendance particularly the faculty of methodology papers. A thorough discussion could be held on every aspect of the plan in which all the members participated. Several improvements were made on the lesson plan format which was further forwarded to the University for Approval. The modifications made on the lesson plan format were accepted by the university Board of Professional Studies (B.Ed.) and was implemented from 2014. The success of this practice was also indicated by the suggestion brought by the members to form a Forum of Teacher Educators. A decision was also taken that all the STEIs would prepare model lesson plans using practical/activity approach and meet for further discussions before the end of 2014 session. These all indicated that the practice was a success.

Problems encountered and Resources required:

Although the STEIs were all willing to meet time to time to share and discuss matters relating to the transaction of the curriculum, being a one year course, time could not be spared. STEIs located in districts other than Kohima could not depute their entire faculty in the middle of the academic session and also due to financial constraints.

A college Guest house would be of great help to organize such programmes more meaningfully.

Notes:

To ensure and maintain uniformity of practices of teachers in schools across the state , it is necessary for TEIs to adopt common transactional strategies of teacher preparation. Hence, such practice is adopted. In addition to maintaining such close networking among STEIs in the state, it is equally important to also establish linkages with STEIs of states across the country. This will help bring about a considerable level of uniformity in teacher preparation practices across the country