

## Best Practices

**Title of the Practice:** Team/Collaborative Teaching introduced at M.Ed. level.

**Objectives of the Practice:**

1. To make the best use of expertise and resources available.
2. To improve the quality of instruction.
3. To maintain co-ordination among Teacher-Educators teaching at the M.Ed. level.
4. To enrich the learning of the Student-Teachers.

**Underlying principles/concepts of the practice:**

Team Teaching is based on the assumption that no single teacher possesses the expertness to do full justice to the entire course. It is intended to provide Student-Teachers an opportunity to face more than one specialist, thereby, getting the benefit of acquiring specialized knowledge. It also provides opportunity to (fresh and junior) teachers to observe the teaching of other members of the team (experts and seniors) which helps in improving their instruction too. Both teachers and students get opportunity to interact with experts, thereby learning is enriched.

**The context:**

The transaction of the course is crucial for improving the overall quality of education in general and teacher education in particular. With the introduction of M.Ed. course for the first time in the State, the college faculty had to handle both M.Ed. as well as B.Ed. courses. This required extra effort from the faculty. With no new appointment of permanent/temporary faculty for the M.Ed. level, the qualified faculty teaching the B.Ed. level took up the responsibility of teaching the M.Ed. course too. The faculty, therefore, *collaborated* the resources, abilities and experiences in transacting the course. (Experts/resource persons were also invited from Nagaland University to take up some contents.)

**The practice:**

The effectiveness of Team Teaching/Collaborative Teaching demands total co-operation and understanding of the teachers involved and the proper assigning of duties to all the team members according to their interest, aptitude, efficiency and specialization. On the basis of this, some topics from the syllabus were transacted through workshop mode. The tasks were equally assigned among the team members, whereby, a team of 2-3 teachers shared and transacted the topics. Supplementary points were contributed by the other members in a non-judgmental manner. Multiple viewpoints from all the members were taken, which otherwise individual

teacher could not have done independently. There was healthy exchange of ideas which benefited not only the Student-Teachers but also the Teacher-Educators. Each member had the opportunity to observe how others teach and also to be observed by other teachers. Thus, facilitating continuous appraisal and mutual constructive feedback to gain more insights into ones strengths and weaknesses, which in turn helped improve the instructional process.

**Evidence of success:**

**Problems encountered and Resources required:**

The learning outcome of some Student-Teachers was very effective and satisfactory. However, for some of them, too much variety and conflicting opinions hindered their understanding and confused them. This shows that the Teacher-Educators should discuss and update the information and also have better co-ordination among them before transacting the topics. This demanded a lot of time and energy from the team members. Although the team members were willing to meet and have thorough discussions, yet being involved in transacting the B.Ed. course, was draining. It was also difficult to adjust the workshop sessions with the daily B.Ed. class routine of the team members involved.