



ಕೊಟ್ಟುರಸ್ವಾಮಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ  
**KOTTURSWAMY COLLEGE OF TEACHER EDUCATION**

Kappagal Road, Gandhinagar, BALLARI - 583103, Karnataka State.

Accredited NAAC with 'A' Grade

Recognised by NCTE and Affiliated to Vijayanagara Sri Krishnadevaraya University, Ballari.

Email : ksbedbellary@gmail.com

www.ksbedbellary.org

Phone : 08392-259434

## INSTITUTIONAL REGULAR BEST PRACTICES

### BEST PRACTICE: 1

#### 1. Title of the Practice: MENTORING PROGRAMME

##### Objective of the Practice

The objectives of Mentoring is:

- To achieve the vision of the institution viz., to develop all round personality of the teacher trainees on progressive lines.
- To provide a continuous learning process for both the mentor and the mentee.
- To establish the mentor as a role model and to support the mentee for personal and academic development.

##### Need Addressed and the Context

The nature of teacher trainees' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. The absence of institutionalized system of having proper system of mentoring, guidance and counseling in the region along with the obvious fact that most of the teacher trainees are from remote areas and first generation learners makes it imperative on the part of the institution to provide mentoring i.e. guidance for all-round development of the teacher trainees on academic as well as aesthetic lines. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines i.e. to imbibe in the teacher trainees a rational positive outlook towards life thereby making them responsible citizens.

##### Description of the Practice

Mentoring session is conducted on a regular basis. The session is compulsory for every teacher trainees to attend without fail. The mentoring parameters are based on four aspects i.e. academic, attendance, career and general. The mentors are provided with details of mentee's performances in terms of academic (mid-term and end-semester exam) and attendance records. The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline and career related issues. The practice of the mentoring system is evaluated by the Principal, IQAC co-ordinator so as to ensure quality and efficiency in practice.

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## **2. Evidence of Success:**

Improvement in mentees discipline, removal of hesitation and stage fear, development of interaction and communication skills, improvement in teacher trainees attendance, Establishment of a vibrant relationship between teachers and teacher trainees which has provided a congenial atmosphere in the class room as well as in the campus.

## **3. Problems encountered and resources required:**

The diversity in teacher trainees' background and upbringing i.e. lack in the art of effective articulation, hesitation and stage fear,, introversion, indifferent attitude etc. Inadequacy in general guidance, career and professional related materials. This is due to the financial constraints faced by the management because the institution is dependent on grants.

## **PREPARATORY EXPERIENCES TO SCHOOL BASED PRACTICE**

### **BEST PRACTICE: 2**

#### **Objective of the Practice**

The practice mainly aims at providing varied and relevant initial exposures through which students develop the needed skills and understanding of instructional situations and are mentally and emotionally ready to function as teachers. More specifically, the practice intends to

- Enable students to communicate effectively in instructional situations,
- Gain a basic understanding of the dynamics involved in the instructional process through simulation, observation and hands on activities.

#### **Need Addressed and the Context**

The newly enrolled students vary greatly in respect of their entry behaviours and educational background. Though all are graduates many are found unable to communicate clearly, are poor in observation, have strong preconceived notions about teaching and behavior of adolescent children. The institution has the goal of sensitizing students to needed value orientations as Indian Citizens as well as professional teachers. The institutional features such as regularity, commitment, concern for quality and self effort need to be inculcated uniformly in all students. Teachers own a conviction that with preparatory exposures it is possible to instill the required qualities in all students irrespective of their differences at the entry point and thus the attempt was made to provide relevant pre-programme exposures to the students.

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### **Description of the Practice**

The rationale for microteaching is that teaching is a complex and demanding activity, involving techniques of organization, control and command of teaching skills well beyond the prospective teacher at the beginning of his/her course. Microteaching thus attempts to reduce the situation to manageable proportions. While preparing the Academic Calendar teacher educators keep this in mind and provide a period of 20 days for the Microteaching Workshop. This phase is scheduled for the month of Feb. In the faculty meeting, the details of the orientation to microteaching, teaching skills to be taken up, the teaching skills that each teacher educator would be handling is discussed. A schedule for the microteaching workshop is prepared. Later trainees are divided into groups. Every group consists of 8-10 trainees and each group is assigned to a teacher educator who provides guidance and ensures that the group follows the schedule.

### **These exposures mainly comprise:**

- Day1-Microteaching workshop –Orientation by teacher educators
- Day 2, 3 & 4 Demonstration on micro lessons by teacher educators
- Day 5,6 & 7 Workshop sessions for preparation of micro lesson plans
- Day 8 to.17Microteaching practice by trainees
- Day 18 & 19Preparation of microteaching files.
- Day 20 Submission of microteaching files.
- Day 21 & 22 Orientation on Integration of skills(Simulated teaching experience)
- Day 23 to 25Demonstration lessons by teacher educators
- Day 26 Workshop sessions for preparation of Simulation lesson plans
- Day 27 to 30 Simulation practice by trainees
- Day 31 to 33 Macro teaching orientation
- Day 34 to 38 Demonstration lessons by teacher educators
- Day 39 to 48 Workshop sessions for Guidance and preparation of lesson plans
- Day 49 to 61Practice teaching (School based)
- Day 62 to 71 Practice teaching (College based)

Micro lessons which have been video recorded during the previous years are relayed to the trainees during the theory session. This integration of theory and simultaneous demonstration of skills enables the trainees to have a better understanding of the various skills. This is followed by live demonstration of the skills by the teacher educators. These lessons are also video recorded. Equipped with the knowledge of both theory and demonstration the trainees carry out the micro lessons, which are recorded. The recorded micro lessons are uploaded to system and shown to the trainees through LCD projector. These recorded micro lessons are also used for giving feedback and evaluation. Microteaching files wherein the trainees write in brief about their understanding of microteaching along with all the episodes of micro lessons and the observation schedules filled in by them during the course of micro lessons transacted by their peers are submitted for evaluation. Based on their actual performance and the microteaching files the trainees are evaluated. Some of the recorded micro lessons of one academic year are used as exemplars and non-exemplars for conducting Microteaching Workshop for the consecutive academic year. All teachers are involved in the process. Their demonstration lessons are freely discussed. The technology integration in teacher preparation is also demonstrated to students.

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Through this they have opportunity not only to observe this but also gain hands on experience in operating gadgets. On the whole, student teachers are ready with basic understanding of designing instruction as well as with the required competence and confidence to execute their designs in classrooms

### **The Impact/Outcome**

These recorded micro lessons are used to

- Give feedback to the trainees and help them improve.
- Enable the trainees to observe the micro lessons of peers.
- Empower the trainees to take macro lessons with confidence during their teaching practice.
- Scope for improvement on part of trainees and innovations on part of teacher educators as they watch the recorded micro lessons.
- Strengthen the program of practice teaching.

The advantage of microteaching in particular, for the trainee is that it reduces the complexity of teaching situations. It focuses on controlled practice of specific skills rather than on vague, generalized practice of all skills simultaneously. It gives systematic and specific feedback to the trainee on her performance with opportunities for immediate practice and improvement in each teaching skills. The trainees are well equipped to take macro lessons in the real classroom situations with confidence, ease and fluency

### **Requirements for Adoption**

It is significant to recognize that if the institution as a whole, and the management in particular, are not committed to such an initiative, it probably would not be possible to establish or maintain the initiative. Secondly, the development of a schedule and continual monitoring of activities against the schedule is imperative for the implementation of such an initiative. In a two year TE programme time constraint is a major hitch because, our calendar of events and school calendar of events are totally mismatching and moreover the success of this is totally depends upon the co-operation from practice teaching schools, which can be solved by better time management and simultaneous conduct of activities in small groups. Thirdly, streamlining all groups to go in a similar and coordinated manner is essential for the implementation of the initiative. Finally, for effective continuous quality monitoring, regular feedback of the Workshop is to be given by the trainees so that effective changes can be carried out.



**PRINCIPAL**

**Kotturwamy College of Teacher Education  
BALLARI-583103,**