

## **Best Practices 16-17**

### **PTEP (Professional Teacher Empowerment Programme)**

#### **Goal**

To prepare all our students to qualify various teacher qualifying exams through specialized training modules and to contribute quality teachers in to the society.

#### **Context**

Students join B.Ed courses primarily to become teachers. Along with professional degree course such as B.Ed and M.Ed qualifying teacher eligibility test is essential to serve as approved teachers. For those students who want to serve as teacher qualifying teacher eligibility test is the first ladder they have to climb after completion of their B.Ed course. The college has been working with the motto that students who come to study will go out being fully equipped for community service. PTEP is a project started in 2015 with the aim that all students who complete B.Ed. Programme from our college should qualify various Teacher qualifying exams such as SET, NET and KTET. The initial goal of the project was to prepare all our students to qualify for such exams by providing specialized training for qualifying exams such as NET, SET and KTET. Later, as part of the project, we were able to organize training programs under the supervision of our expert faculty for other candidates who are now preparing for other teacher competition exams

#### **The practice**

The unique methodology of the project is remarkable as it include continuous and systematic module which help the students to sustain the motivation to qualify these exams. When the notification for such examination has been issued by the concerned authority the students will be given a general orientation on the importance of the exam and application procedure. Help desks will be open for the students till the last date of application and due attention shall be paid that all of the eligible students have applied for the exam. Financial assistance will be given for deserving students. Training session starts when the exam date comes out and continues till one week prior to the examination. The module includes a general orientation by an external expert faculty and syllabus based classes by the selected faculty. The faculties will be selected to give syllabus based classes and each area of syllabus will be covered systematically. Our specifically designed methodology involves distribution of materials in advance of each session and students will attend the session after reading those simple but comprehensive notes. In order sustain their motivation and keep them alive regular supervision of their study through frequent consultation and periodic assessment by our project team will be made. As a conclusion of the training session a consolidation lecture will be arranged by any expert faculty. The specially curated study plan by

the project saves study time for students and help students focus on studies in the stipulated time period.

The unique methodology of the project has three phases viz. **Pre-Coaching Phase** which includes general orientation after the notification, help desk for application and financial assistance for deserving students, **The Coaching Phase** - syllabus based classes by the selected faculty and **Post Coaching Phase** which includes consolidation and mock tests. Our specifically designed methodology involves distribution of materials in advance of each session and students will attend the session after reading those simple but comprehensive notes. Regular supervision through frequent consultation and periodic assessment will also be made to keep students alive till the examination.

### **Impact of the programmes**

After the introduction of this project we could achieve outstanding results in the competitive exams that all of our students should qualify any of teacher eligibility tests before leaving the college. The results of our students in the various competitive examinations during the academic year 2016-17 is given below

Year	KTET	NET	SET	CTET
2016-2017	79(91)	29(41)	16(29)	11(19)

### **Obstacles faced and resources required**

One of the major obstacles to the proper conduct of the programme is the paucity of time. B.Ed programme being a roller-coaster ride, gives little time for activities of this kind. It was resolved to find time outside the class hours, if necessary, for the conduct of the sessions. The major obstacle to execute the programme was the finance as it was very challenging to raise fund for the project. Hence, it was decided to collect a nominal registration fee from outside candidates. Raising additional human and material resources remain was another challenge. Care was taken to utilize the expertise of our faculty members voluntarily.

## **Finishing School**

### **Goal:**

To empower and equip student teachers with essential skills to meet with the demands of emerging student community and to level up students' confidence and self-esteem so that they are able to face unusual and difficult situations with ease during their future career.

### **The Context:**

Teacher education curriculum is unique in nature compared to other academic programmes offered in arts and science colleges. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends. In order to prepare quality teachers equipped with necessary skills to meet the demand of latest changes in the field of school education there is an increased need for a skill based exclusive programme. This necessitated additional efforts to enhance the skills of student teachers. This is an attempt to equip our students with essential skills to meet with the demands of emerging student community and to keep abreast of recent developments and trends

### **The major outcomes**

- **Personality enrichment**-to develop a balanced personality well equipped to adjust with demand of different social situation
- **Leadership skills**- to develop leadership qualities which enable each learner to initiate, and organize different programmes and manage a heterogeneous group
- **Communication**- to develop effective communication skills in both mother tongue and English
- **Interpersonal skills and life skills**-to build practical knowledge to lead an effective social life
- **ICT skills**- to equip for the effective use of 21 century tool for efficient transaction of the school curriculum

**The practice:**Finishing School is the concept that reaches its horizon beyond 4E's-Education, Employment, Entrepreneurship, Empowerment. The project, launched in 2016, works on an agenda towards empowering the inner potential of our student teachers for equipping them with essential skills to meet with the demands of emerging student community. It has a unique training methodology that incorporates learning, skills and self-development with a curriculum that is entertaining, stimulating and rewarding. We utilize the expertise of our teachers, content,

infrastructure, systems and digital technology aids that enhance better learning outcomes, outstanding personal development and effective social skills among our student teachers developed in over five decades of experience in the field of teacher education. It finely blends into modern and futuristic professional set up and demand.

### **Methodology**

The programme was designed to give special training on the following twenty first century skills

1. LIFE SKILLS TRAINING ( 25 hours)
2. SOFT SKILLS(25 hours)
3. COMPUTER TECHNOLOGY IN EDUCATION (25 hours)
4. EFFECTIVE COMMUNICATION( 25 hours)

The total duration of the programme was hundred working days spread over one academic year so that the students could be equipped with essential skill before they were dispatched to the schools for their internship and practice teaching in their third semester. The specific methodology includes discussion, lecturing, participatory learning, field trip, demonstration, team teaching, cooperative learning, Group discussions and reporting. One period was allotted for the programme weekly and faculty members and students were divided in to two groups to ensure maximum individual attention.

### **Impact of the practice**

Continuous evaluation was carried out to ensure successful completion of the programme. The success of the program is evident from the performance of the students in their scholastic and co-scholastic activities in the second year of B.Ed programme. The programme helped our students to complete their internship very effectively so that they could excel in campus placement programme conducted at the end of the course. From the feedback shared by the participants it could be understand the programme was highly beneficial to enhance their self-esteem.

### **Obstacles faced and resources required**

- As the students were coming from different backgrounds such as language, science, social science and mathematics development of a common module was a herculean task. A pre-test was conducted to categorize the students in to two batches according to their needs,

aptitude and interest. Getting efficient man power resources to work in this area on a voluntary basis are another challenge. Our faculties were grouped according to their expertise and the expertise of our research scholars and alumni was also utilized. There was initial resistance from staff as they felt that it would be challenging to run the programme successfully as the curriculum of B.Ed includes lots of practical works to be finished timely. A training session was arranged for all the staffs under IQAC to sensitize about the need for such an innovative programme and to familiarize its methodology.

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