

Best practices of the Institution

Performance Enrichment Environment

1. Title of the Practice: Performance Enrichment Environment

Teaching is one of the most challenging professions in the whole world and to attain their prime character with brilliance, teachers need training, motivation including intellectual, emotional, social and spiritual renewal. For this purpose, all the teacher education institutions have to build an effective model and process that would evolve and magnify the teachers' capacity and prepare them for professional growth and development is the need of the hour.

Duration:

(Year of Inception- Year of Discontinuation): Year of Inception: 2019

Year of Discontinuation: Still continue

2. Goals:

- To ensure high level of progress across the curriculum for all students regardless of their starting point.
- All round training of pupil teachers that is intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.
- Holistic development of learners for the progressive development of society.

3. The Context

Near about 3 years ago in one periodic meeting of the IQAC the issues of average performance of students in final examination found out and one of our Alumni pointed out that the reflection of our institution in comparison to the other education colleges is not comparable as their students are achieving many positions in University academics as well as in job market. Even B.Ed. course is based on centralised common-entrance test counselling as per state government notification. We have sanctioned strength of 2 units of 50 students but in routine

college registration at their own level we have at least 300 registrations of students as the demand is greater than the supply, it does not mean that our students will outshine their competitors in the employment market. After much debate the present practice was evolved and this time we start to look at ourselves more consciously and critically.

4. The Practice

As mentioned above, the practice was to be introduced at the starting of the B.Ed. course, that is, the first semester of the B.Ed. course. For analysis of the result the inclusive approach was adopted because it was found there were three categories of the students mainly the slow learners, the average learner and the advanced learner. Basic purpose of practice was to rigorous analysis of the performance of slow learners and the average learners. It was discovered that slow learners were those students who were started their studies after a gap of final or long time of their previous courses. For such B.Ed. Interns we introduced bridge course.

The further category was average students although they understood the content taught by teachers but they were lacking in the practical aspect of the content, even though which is the most important part of the B.Ed. programme. So, for that purpose an individual distribution of assignment work methods was changed. Now teachers worked with their students by made their small peer groups. They worked in a group with discussion after that they presented given assignment by the help of presentations (teaching aids or PPT). Teachers provided there different questions from the work assigned to them for the purpose to clear the teaching exams like c-TET and p-TET. (This strategy provided help to both students as well as to teachers so that teachers information level also upgraded). We are aware that this work is a additional burden in the workload of the teacher who involved in this strategy. But the commitment level and love for institution are most commendable in all of us who involved. with this effort the structure of remedial classes were also changed. No doubts that the performance level of students is improving day by day and maximum students of the institution are clearing their c-TET, p-TET exams. For this brilliant effort we acknowledge the team working in the Performance Enrichment Programme in different college activities but we also want to add that in a record that no teacher even expected any extra remuneration for the work.

5. Evidence of success

We have been conducting the programme for the last 3 years and now we would like to talk about the outcomes. As mentioned previously that maximum student will able to achieve 70% marks. But if compare to other colleges then they are doing better than us. It is remarkable that the result in a very first semester after this practice as the average of 70% was increased by 7.1. This provides a great enthusiasm to the Teachers, the Principal, the Management and even the parents. And students who were performing well their results were changed in the last semester of the course. We are quite sure that we will do more progress and introduced new strategy in it in the near future as well as involve more teachers in this programme.



6. Problems Encountered and Resources Required

The problem is, in fact a challenge, was how to motivate the students to participate in the activity as absenteeism is the most common problem in 12-15 students out of 100 students. To control this problem Principal and Teachers held meetings with students and make them aware that how much this activity benefited for them. Such type of counselling sessions, morning assemblies and other activities organised by the institution to improve the problem of absenteeism and how much the regularity is an important value for a teacher because as a B.Ed. intern this is most important to learn and adapt. Gradually this process helped a lot and showed good results and the attendance graph became stable and high.

On the other hand, this activity helped to the institution in a different sense that the teachers who were not willing to participate showed their interest and senior as well as junior teachers came forward for contribution in the scheme.

Second main problem to maintain the continuity of bridge courses for weak students and to prepare and check the questions prepared for average students as well as to give a near watch to the presentations of the students. This was a very time consuming process. Gradually, with the hand to hand cooperation of the faculty and gifted students we all agreed on a point that this activity is worth doing. Therefore, our approach worked wonders and now we all enjoy the work. Involvement of all the faculty members now this activity is not a troublesome for all of us.

7. Notes (Optional)

If want to make the institution a dream institution for students and want to produce a good citizen and a dream teacher for students we have to make the environment performance based. We have put hard efforts but if we want to go extra mile timely quality based plans are required:

- To introduce more innovative practices to enhance **Performance Enrichment Environment** in the institution.
- To prepare the teacher with better materials for the quality and performance improvement

- To introduce better recourses for the B.Ed. interns that will provide better opportunities to them achieve quality education as well as they reaches up to Zone of Proximal Development (ZPD).
- To establish feed-back mechanism for such practices.

