

SRI RANGAPOOPATHI COLLEGE OF EDUCATION

Alampoondi Village, Gingee - Tk, Villupuram Dist, Tamilnadu - 604151

2017-2018

Best Practice I:

1. Title of the Practice: CREATING A CULTURE FOR LEARNING: MINITEACHING

2. The context that required the initiation of the practice (100 – 120 words) Teachers need to be dynamic and require a range of skill sets for effective curriculum transaction. For this, the college trains the student teachers at three levels namely, Micro-teaching, Mini-teaching and Macro teaching. Among these, mini-teaching acts as a bridge connecting microteaching and macro-teaching focuses on the vital aspects of teaching and delivery of short content in concise and clear manner. It enables the student teachers to constructively apply the skills learnt at micro level in real time practice teaching. Thus, the college shared the physical resources with TNTEU to organize the zonal level one day orientation program on mini-teaching and lesson plan held on 16/09/17. The event was conducted in the auditorium of the college in which 83 colleges participated.

3. Objectives of the Practice (50 – 60 words)

i) Prospective teachers were trained in various components of teaching skills and were able to use them while teaching a small content during training.

ii) Prospective teachers efficiently articulated the skills simultaneously to perform the complex process of teaching.

iii) All the skills were imbibed and exercised by the prospective teachers during practice teaching at school.

4. The Practice (250 – 300 words) The Mini-lessons address the contents that are short and aim at enhancing the teaching skills. Before mini teaching, it is mandatory to learn each and every skill in separately in microteaching sessions. Thus, training was given to all the 164 students from 08/11/2017 to 17/11/2017 on micro-teaching and mini-teaching in two stages. During the first stage, each skill was demonstrated by the teacher educators to the student teachers who were in groups of six and they later practiced the same. There were totally eight skills taught. In the next stage, the 164 student teachers were grouped into 15 teams who were guided by 15 teacher educators in mini-teaching. That is, 11 groups had 10 members per team and 4 groups had 11 members per team. Adding, the structure of the mini-teaching remains the same irrespective of the content and mode of practice (offline or online) and the timing given to each student to present the content is 15 minutes. However, the content taught and the skills incorporated during mini teaching vary according to the objectives to be attained. The structure of mini teaching has the following components namely,

i. Connection (1-2 minutes): enables to create rational connection between the previous knowledge of the students and the new knowledge.

ii. Teach (3-6 minutes): Here, the student teachers are taught on how to apply various skills for teaching a content in a step-by-step manner.

iii. Active Engagement (3-6 minutes): The student teachers practice the various skills to teach a specific content prepared by them. To make this effective, the college had made arrangements to display mirrors (6 feet) particularly in classes where this mini-teaching takes place. The student teachers can view themselves and practice well.

iv. Link (1-2 minutes): The student teachers are taught to link the content taught by them with the applicative values.

5. Obstacles faced if any and strategies adopted to overcome them (150 – 200 words) The students were found to be hesitant and shy to talk in front of the team members. The teacher educators gave sufficient motivation to make them confident and deliver their best. Managing time during mini-teaching was found to be difficult as few students took more than the stipulated time for their practice/ presentation. Though the student teachers performed well in micro-teaching and were efficient in executing the individual skills, they found it difficult to use numerous skills simultaneously for teaching a short content. Though having good subject mastery, the students exhibited some barriers in breaking the content into small portions and delivering the same coherently during mini-teaching. This was rectified by the teacher educators by giving appropriate guidance.

6. Impact of the practice (100 – 120 words) To attain teaching as an inevitable quality, an individual needs to practice the skills pertaining to teaching-learning process. Thus, mini-teaching acted as a bridge to connect the micro skills learnt by the student teachers with their content knowledge and represent that in the macro teaching. The usage of mirror during mini-teaching was evidenced to be the added advantage in enhancing the

teaching skills of the student teachers. This assured the teaching ability of all the student teachers irrespective of their entry level ability. Further, the student teachers became highly capable and got placed in best schools in and around Erode. 7. Resources required Some teaching aids required by the student teachers were costly and not feasible for them to afford buying. Additional time was needed to enrich the student teachers' content command.

Best Practice II:

1. Title of the Practice: Endeavour to Enhance Mother Tongue 2.

The context that required the initiation of the practice (100 – 120 words) Mother tongue plays a vital role in an individual's life as an influential tool that aids in determining the feelings and thought process of a person. It not only paves way for critical thinking but also assists in learning a new language and other literacy needs. Beyond this, mother tongue connects an individual with his/her culture and locality based commercial value in entrepreneurship. Thus, the 'World Mother Tongue Day' was celebrated on 24/03/2017. As an impact of this, the teacher educators carried out various activities in the consecutive years that promoted the importance of mother tongue and its usage among students and society in general. 3. Objectives of the Practice (50 – 60 words)

- i) Prospective teachers understood the role of mother tongue in widening the knowledge and enriching critical thinking of the students/ learners.
- ii) Prospective teachers became confident and efficient in using mother tongue to express their views and exhibit their talents.

iii) Rallies were carried out to create awareness on the importance of mother tongue among the public.

4. The Practice (250 – 300 words) As mentioned above, the celebration of the 'World Mother Tongue Day' stood as an initiation and became a landmark motivation for teacher educators to march forward towards enhancing mother tongue. Each year, a book exhibition event is organized in Erode and it takes place for ten days. On the initiation of this event, a rally was conducted on 'Book Reading' by the college in collaboration with 'Makkal Sindhanai Peravai' which was held on 4/09/2017. Apart from creating awareness on the significance of books and reading habits among public, the rally also focused on promoting the benefits of reading books in their mother tongue. Organizing various events that promote mother tongue among the student teachers: Events were conducted during the birth anniversaries of Sardar Vallabhai Patel on 15/11/2017 and Mahakavi Bharathiar on 07/12/2017. During this, to promote mother tongue students were encouraged to participate in speech and essay competitions and to present their content in their mother tongue itself. Likewise, B. Ed students participated in the events conducted by SRI RANGAPOOPATHI College on the 150th birthday of sister Nivethitha held on 05/01/2018 and won several prizes. On 10/01/2018, the college celebrated 'PONGAL' which is the farmers' festival in Tamilnadu. During this, debate and kaviarangam were organized for the students. The debate was on "Makkazh Manadhai Kavarndhavar Kannadhasana? Vaaliya?" and kaviarangam was on 'Appa', 'Amma', 'Mazhai', 'Kalluri', 'Kadarkarai', 'Vivasayam', etc. To consistently support this movement, the rally on world mother tongue day was marched in the consecutive year on 21/03/2018.

5. Obstacles faced if any and strategies adopted to overcome them Presently, the medium of instruction is considerably shifting to English and students have gradually adapted to it. Conversely, students found it difficult to speak fluently in their mother tongue. Apart from this, they widely had an illusion that speaking in English (a foreign language) is a status symbol. Also, there is need of more teachers who could deliver the instructions in mother tongue. Additional time is needed to enrich the students' proficiency in mother tongue along with the general curriculum transaction.

6. Impact of the practice (100 – 120 words) The debate and kaviarangam organized during 'Pongal' celebration were telecasted in the local channel named MKSTV. This gave an opportunity for the student teachers' to directly involve in the promotion of mother tongue among the wider public. The events conducted on diverse topics enumerated the in-depth knowledge of the students along with their interest and affinity towards their mother tongue. Few student teachers efficiently used mother tongue as a tool to express their views and had participated in leading television channel event along with famous language experts.

7. Resources required More teachers with high efficiency to teach via mother tongue are required. Especially, the student teachers who had completed their previous qualifications in English medium need to be encouraged and given opportunity to use their mother tongue more often.