

**Adarsha Comprehensive College of Education & Research, Pune**

**AQAR 2017-2018**

**Best Practice 1**

**Title of the Practice: Add on course on Co-operative Learning for Pre-Service Teachers**

**Objectives of the Practice:**

The Add on course or the training programme was developed to help the pre-service teachers:

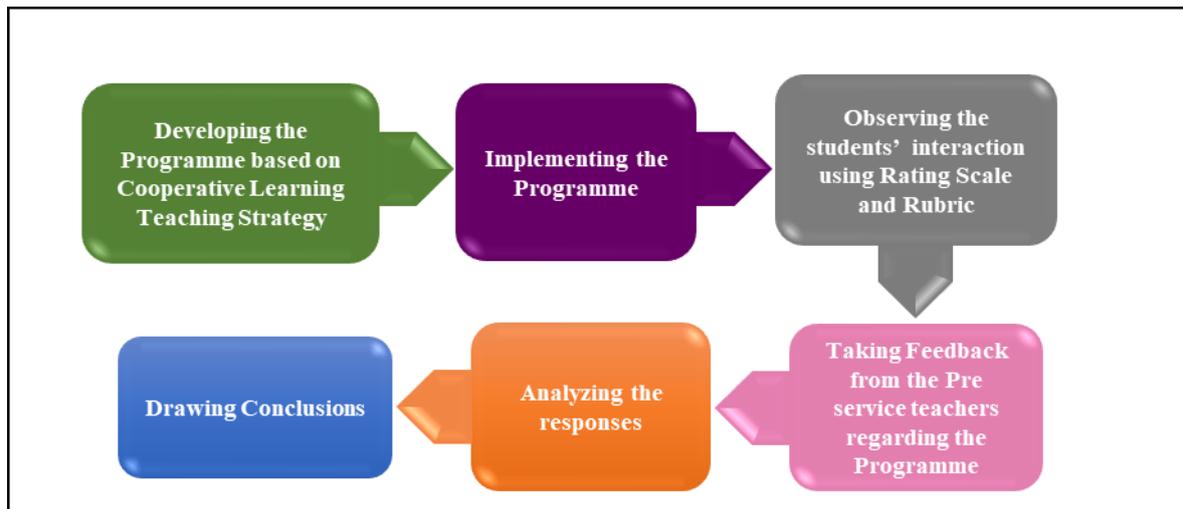
1. to understand the concept of co-operative learning.
2. to get a direct experience of learning through co-operative learning techniques.
3. to make them aware of the different techniques used in co-operative learning.
4. to realise the advantages of using co-operative learning techniques in classrooms.
5. to become inclined towards using co-operative learning techniques in their classrooms as future teachers.
6. to comprehend the possible barriers faced by the teacher while using cooperative learning techniques.

**The Context:**

The National Curriculum Framework of 2005 emphasises that there should be a major shift in teacher education programme where learning should be appreciated as a participatory process that takes place in shared social context of learner's immediate peers as well as the wider social community or the nation as a whole. Hence, the course co-ordinator, Dr. Sunanda Roy in consultation with the Principal of ACCER, Dr. Lalita R. Vartak framed an Add on Course based on Co-operative Learning. It was conducted to help the pre-service teachers learn the

teaching strategy based on co-operative learning as students to give them a hands-on experience of the techniques as learners. Furthermore, they would also learn how to use these teaching strategies as teachers, while conducting their practice school lessons and as future teachers.

### The Practice:



The steps of the practice are shown in the above figure. The details are as follows:

- ✦ **Development of the Add on course/ training programme:** The add on course consisted of 14 sessions with a duration of 2 hours each.
- ✦ **Implementation of the Programme:** The pre-service teachers were trained in four co-operative learning teaching techniques i.e. Think-Pair-Share, Three Step Interview, Numbered Heads Together and Round Table. The programme was implemented on the English Medium pre-service teachers.
- ✦ **Observation:** The course co-ordinator used a rubric and a rating scale to assess the interaction between the pre-service teachers while they engaged in the cooperative learning activities and demonstrated using the cooperative learning techniques as a teacher.
- ✦ **Feedback:** At the end of the training programme the pre-service teachers were given a feedback sheet. This feedback sheet also contained items regarding

how much the needs of the pre-service teachers were satisfied by the training programme based on cooperative learning teaching strategies.

- ✦ **Analysis:** The feedback obtained from the pre-service teachers were analysed.
- ✦ **Conclusion:** Conclusions regarding the effectiveness of the add on course were drawn based on the analysis of the observations and feedback.

### **Highlights of the Best Practice:**

- ✦ The pre-service teachers were able to name many co-operative learning teaching techniques especially the ones used during the training programme.
- ✦ The pre-service teachers found that teachers benefited professionally, intellectually, helped in improving rapport with students and reduced their load during teaching.
- ✦ The pre-service teachers not only identified cognitive, affective and psychomotor benefits but also included social benefits of using co-operative learning teaching strategies for students.
- ✦ Not many pre-service teachers stated the possible hurdles of using co-operative learning in classroom teaching.
- ✦ The pre-service teachers felt that the programme based on co-operative learning teaching strategies was useful as it helped them make their teaching effective as they learnt new teaching techniques and dealing better with students.
- ✦ The training programme was found interesting and comprehensive, however the pre-service teachers suggested that the duration may be increased with the addition of more co-operative learning teaching techniques
- ✦ After attending the training programme the pre-service teachers showed readiness to use co-operative learning teaching strategies during their lessons.

**Evidence of success:**

The observations of the course co-ordinator and the feedback from the pre-service teachers indicated that the pre-service teachers:

- ✦ performed the roles of both students and teachers very well during the implementation of the training programme.
- ✦ showed awareness regarding the theoretical and practical aspects of co-operative learning after the implementation of the training programme.
- ✦ developed a very favourable opinion regarding the usefulness of the training programme based on co-operative learning teaching strategies.
- ✦ further exhibited willingness to use co-operative learning teaching techniques during their lessons.

**Problems encountered:**

The Add on course co-ordinator had to carefully plan the duration of the sessions as co-operative learning techniques can be time consuming in the beginning. However, as the sessions continued the pre-service teachers became accustomed to the activities and time management became easy.

**Resources required:**

Laptop and LCD Projector

Books and e-resources on Co-operative learning to prepare the PowerPoint Presentations.

Worksheets and writing stationary

Photocopies of Worksheets, Rating scales, Rubrics and feedback sheets

School text books

**Adarsha Comprehensive College of Education and Research Pune**

**AQAR 2017-18**

**Best Practice – 2**

**Title of the Practice: In-service training programme on teaching skills (Models of Teaching) for the teachers of sister concern.**

**Objectives of the Practice:**

The National Curriculum Framework 2005 emphasizes the need for following Constructivism during the classroom teaching learning process. Models of Teaching are based on the principles of constructivism which highlights that learners use their past experiences to construct new knowledge as active learners. Hence an in-service training programme was organized by Adarsha Comprehensive College of Education and Research, Pune (ACCER) to enhance teaching skills of the teachers from schools under the Adarsha Shikshan Mandali, which were the sister concerns of the college.

The objectives of the training programmes for helping teachers implement the selected Models of teaching in their classrooms were:

1. To introduce the concept of constructivism in classroom teaching learning process.
2. To orient the teachers about the selected Models of Teaching.
3. To train the teachers in developing the teaching materials used for implementing the selected Models of Teaching.
4. To help the teachers in preparing lesson plans for conducting the Models of teaching lessons in their classrooms.
5. To give practice to the teachers in conducting the lessons in simulation.
6. To assist teachers to sharpen their teaching skills for using the selected Models of teaching through observation and discussion.

## **The Context:**

The previous year's in-service training conducted by Adarsha Comprehensive College of Education and Research for the schools under Adarsha Shikshan Mandali management was received with a lot of appreciation and success. Hence it was decided to conduct workshops and training programmes for the sister institutions every year. During the academic year of 2017-2018, an in-service training programme was conducted for training teachers in two Models of Teaching Lessons i.e. Concept Attainment Model and Jurisprudential Inquiry Model of Teaching. The training programme was planned and organised by the Principal of the college Dr. Lalita R. Vartak.

## **The Practice:**

The training programme was conducted from Thursday April 19, to Saturday April 21, 2018. The participants in the training programme were the school teachers from both English and Marathi medium sister concern schools. It was conducted in the Adarsha Comprehensive College of Education and Research premises.

The programme was inaugurated and the participants were welcomed. The Principal of the college Dr. Lalita R. Vartak introduced and highlighted the importance of using different Models of teaching to enhance learning of the school students.

- ✦ The resource persons for conducting the Concept Attainment Model of training programme were Dr. Seema Bhandare (Associate Professor, ACCER) for the English Medium school teachers and Dr. Sharad Vishwasrao (Associate Professor, ACCER) for the Marathi Medium school



Dr. S.K. Bhandare (Concept Attainment Model)



Dr. S.H. Vishwasrao (Concept Attainment Model)



Dr. P.N. Joshi (Jurisprudential Model)

teachers. Another Model of Teaching i.e. the Jurisprudential Inquiry Model was conducted by Dr. Prasad Joshi (Associate Professor, ACCER) especially for the secondary school teachers.

Day 1: Thursday, April 19, 2018

- ✦ The resource persons introduced about constructivism used in classroom teaching with activities.
- ✦ Detailed discussion was conducted in introducing the concept of Models of Teaching. It was differentiated from Methods of Teaching.
- ✦ The different families of Models of Teaching were introduced and explained using PowerPoint Presentation.

Day 2: Friday, April 20, 2018

- ✦ The selected Model of Teaching was introduced on the second day of the training programme. The resource persons discussed the Model of Teaching with various examples.
- ✦ Sample lesson plans were displayed and distributed among the participants.
- ✦ Steps to follow while preparing and selecting the learning materials used for such lessons were discussed.
- ✦ For Jurisprudential Inquiry Model, Dr. Joshi took the participants to the computer lab. Here Sir demonstrated and guided the teachers on how to search online and identify 'source documents' and reading material with the help of indicators. These documents are an essential resource for conducting the above-mentioned model of teaching lesson.
- ✦ This was followed by a lesson demonstration by the respective resource persons regarding their selected Models of Teaching.

Day 3: Saturday, April 21, 2018

- ✦ The session began with the group work, where the participants were divided into groups to plan lessons based on the Models of Teaching.

- ✦ The participants conducted the lessons as per their planning in different school subjects matching the nature of the Models of Teaching .
- ✦ The resource persons observed the lessons and gave inputs and suggestion.
- ✦ The programme ended with collecting feedback from the participants regarding the programme.

### **Highlights of the Best Practice:**

- ✦ Activity based: The training programme included various activities that kept the participants active during the whole programme.
- ✦ Practical: Emphasis was given in actual planning of the lessons and demonstration, hence went beyond just providing theoretical inputs to the participants.
- ✦ Flexible: The models of teaching selected were flexible and can be used for different school subjects, especially Concept Attainment Model of teaching.
- ✦ Versatile: These models of teaching can be used to cater to the needs of primary and secondary school students. The Juris Prudential Inquiry Training model is very useful for secondary school students. The Concept Attainment Model helps students across various levels of education.
- ✦ Rational: The teachers were trained regarding the selected Models of Teaching as they help in developing short-term and long-term objectives related to cognitive and affective domains.
- ✦ Participatory approach: During the entire training programme school teachers were active learners. The school teachers actively participated in the training programme.

### **Evidence of success:**

- ✦ Feedback obtained from the participants indicated that they found the training programme very useful.
- ✦ The school teachers indicated that the as the atmosphere of the training programme was interactive and friendly, it helped to clear doubts promptly.

- ✦ The participating school teachers appreciated the practical sessions conducted during the training programmes.
- ✦ Majority of them showed readiness and confidence to use these Models of Teaching in their daily classroom interactions.
- ✦ As the resource persons got an opportunity to observe the lessons conducted by the school teachers using the Models of teaching, it indicated that the participating school teachers were able to conduct the lessons well.
- ✦ The details and photographs of the training programme is given the college magazine title 'Reflections 2017-2018 Page no. 15 to 18'.

**Problems encountered:**

- ✦ As this training programme was conducted for different schools under the same management (Adarsha Shikshan Mandali management) a lot of coordination was required by the Heads of the school with the Principal of the college, Dr. Lalita R. Vartak. However, once the dates and timings were fixed the training programmes went off smoothly.

**Resources required:**

- ✦ Laptop, LCD Projector
- ✦ Computer Laboratory

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