

शासकीय शिक्षक शिक्षा महाविद्यालय , शंकर नगर , रायपुर (छ.ग.)

Best Practices of CTE

2019-20

(A) Title of the Practice – Blue Print Training

Reference to starting Best Practice:

In most of the Schools in Chhattisgarh, the teachers and lecturers who are posted in Schools are not aware of the 'Blue Print' of the class X examination, So that they do not have any technical knowledge to prepare local exam question papers and construct it at their level. The students only have practice of this type of questions. These students felt difficulties when they face practice. Hence Government college of Teacher Education realized that it is necessary to conduct the blueprint training with the help of those experts who are very much related to blueprint and question paper construction.

Objectives:

1. To give deep and abstruse knowledge of the blueprint of question papers to all high school teachers in the state.
2. To give knowledge of construction and practice of question papers of all subject.
3. Improve the exam result of student studying in all schools through blueprint training.

Practice:

In the Government College of Teacher Education, Raipur, the results of the high school students of the state were discussed on and the results were found that the teacher restricted in teaching and prepare question paper at their level which neither the teachers nor the students can get knowledge of the question papers constructed by the Board of Secondary Education. In this way the college took the initiative and contacted the experts/teachers related to Blueprint of question paper of board exam in Board of Secondary Education and called the high school teachers of different district in their school and started a blueprint training program by Master Trainers and Resource Person. In which the Blueprint of all subject studied at high school level like Math's, Science, So. Science, Hindi, English, Sanskrit etc were trained. One day training program is organized for each subject. In the first part of each day, Master Trainees provided intense and deep information about Blueprint and in the second part of the day, the question paper is created on the basis of blue print from participants. Thus

training of blueprint for 6 subjects was given in six days of this one-day training program.

No obstacles have arisen due to strong administration arrangements, good coordination, adequate infrastructure and techniques used to overcome the barrier in the path of practice.

Effect of Practice:

When the training of all six subjects in class 10th board exam were planned and contacted officers of all District, then everyone showed readiness in this direction. First of all the high school teachers of Durg district were given blueprint training of all the 6 question papers in 23-01-2016 to 30-01-2016. In which 3 Master Trainers per subject. Thus providing training to 603 participants through a total of 18 M.T.

621 participants of Balod District were trained on 09-01-2017 to 14-01-2017. 551 High School Teachers of Mahasamund district were trained in 08-01-2018 to 13-01-2018. In this order 782 participants of Dhamtari district were trained in 24-09-2018 to 29-09-2018. This training is planned to be provided to high school teachers of all districts of the state. All the trained teachers have started preparing question papers on the basis of their own blueprint. Also there are plans to be trained in those districts where training is not given and requirement of training is also felt by District Education Officers of these districts.

Necessary Resources:

Blueprints of the subjects were Hindi, English, Sanskrit, Mathematics, Science, Social Science to be taught at the high school level.

(B) Topic of the Best Practice- Mentoring Process

300 Students of B.Ed and 100 Students of M.Ed are trained every year in Govt. College of Teacher Education. They have some personal, educational and psychological or other problems which they cannot share with everyone and due to these problems many times their training remains incomplete.

Therefore, this practice has started to make direct communication to students and solve their problems at their level.

Objectives:

- Removing problems and difficulties by counseling the student teacher individually that they can complete their training without difficulty.
- Knowing the problems of the student teachers and trying them out.

- Provide help to overcome the shortcoming of students.
- Knowing their talents in various fields of student teachers and helping them to refine them.
- Establish emotional connection with the student teachers so that they can communicate with their problem without any hesitation.

Description: The Work of mentoring started at various following stages.

a. First the principal of the college encouraged them to work in this direction for the all round development of student teachers and direct contact with each student teachers. After this meeting with all the faculty members discussed various aspect of this mentoring process.

b. After discussion with the principal and faculty members, a workshop was organized to formulate effective mentoring in which teacher and principal of different college and schools were included. This process has done in 3 steps. Time limit was determined under the support resources for the implementation of mentoring. Determine the role of mentor and mentees. Suggestions of student teachers were also invited. Based on all these process the module has been create.

c. The faculty members of the college were also trained for mentoring objectives importance, planning, schedule, Role of mentor and mentees through audio-video material. Their suggestions have also taken after discussion.

d. All the trainees of B.Ed and M.Ed can be equally divided among faculty members for the implementation of this best practice, and each faculty member is direct form the training under his own.

For this practice every Friday time from 3:30 to 4:30 was ensured. And all faculty members will submit their report related to their trainees on Saturday. In addition to this 1 hour, student teachers can also contact the mentor either directly through mobile in special circumstances.

Any barrier and strategies for overcome these barriers.

Effect of Best Practice:

Organizing the mentoring process seemed to be useful and interesting somewhere to the student teachers. Student teachers openly share their problems before their mentor and look forward to meeting their expectation. Effort has been made by mentees with the help of mentors to remove their vulnerabilities. Teacher student has started work on communication skills, spoken skills and fear of stage with the help of their mentor. Student teachers was seen expressing their thoughts independently without any fear, it seems to be the great effect of mentoring process.

Considering the interest in mentoring student teachers and professors, and considering the success of the meeting process in such a short time, this practice's contribution to the all-round development of student teachers is important in the future. By doing this and creating good emotional relations between Professor (Mentor) and student (Mentees), Mentor not only make their training work successful by eliminating the problems and difficulties of the student teachers, but also make them sensitive person and good citizen.

Important Resources:

An important resource for mentoring process is mentor, mentees, place and time. All faculty members of the college as their mentor are able to complete their training and their development. In the college time table, every friday has been set for 1 hour 3:30 to 4:30, in which all the mentors and mentees discuss each other and solve their problem. Mentoring guide is also helpful in the mentoring work.