



ABHILASHI COLLEGE OF EDUCATION

(NAAC Accredited 'B' Grade College)

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Approved by Govt. of H. P., Recognised by NCTE, Jaipur & Affiliated to HPU, Shimla

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BEST PRACTICES

Title of the Best Practice No.-1:

“Seminar Presentation and finalization of research synopsis in M.Ed. Programme”

The Context that required initiation of the practice:

This activity was started by M.Ed. faculty on the basis of experiences gained in previous academic sessions, where M.Ed. students and the faculty members faced great difficulties in carrying out dissertation works. There were much confusion even among the research supervisors with regard to different aspects of dissertation and concepts of research. Some students have to carry out data analysis again due to this. Hence, it was thought justified at that moment to start presentation of synopsis from next sessions and will be presented by students. The faculty members will critically discuss at this juncture and finalize the synopsis for furthering the research works.

Objectives of the practice:

- To acquaint the M.Ed. students with various steps of preparing a research synopsis.
- To identify the weaknesses in research synopsis and remove them at the beginning stage.
- To critically discuss the research synopsis for making the students understand about various steps to be adopted during dissertation works.

The Practice:

First of all M.Ed. students are guided to identify and formulate a research problem with the guidance of concerned research supervisor and consulting different library resources. The students then onwards prepare their research synopsis on selected research problems. The synopsis prepared by the students is then corrected, edited

and modified by the supervisor with the help of critical discussions between student and research supervisor. Afterwards, the student presents his/her synopsis in front of all peers and faculty members. The synopsis is discussed especially in terms of title of research problem, its significance, objectives, hypotheses and data analysis techniques. The students are given knowledge and understanding about different aspects of research during this process. After critical discussion, suggestions are forwarded to the concerned students for bringing modifications in the synopsis and move ahead to carry out research work.

Impact of the practice:

This practice has been found to be very useful not only to carry out their research works smoothly and adequately, but has also helped in widening the horizons and enhancing the research aptitude of M.Ed. students. Due to this practice, M.Ed. faculty has also been benefited in terms of enhancement of their research knowledge, understanding and competencies. The M.Ed. students and concerned research supervisors have a clear cut direction of carrying out the research works.

Title of the Best Practice No.-2:

“Feedback from various stakeholders for Quality improvement in College Affairs”

The Context that required initiation of the practice:

Teacher training is an area which is related to school education and society in one way or the other. Hence, it is of utmost importance that training imparted in teacher training institution must address the needs of schools, teacher trainees and society. Earlier, there was no provision in the college to obtain feedback in a formal manner from various stakeholders linked with the college; however, the feedback was collected through informal ways and means. So, in order to meet the needs and requirements of schools, teacher trainees and faculty members, the college initiated the practice of obtaining feedback from faculty members, teacher trainees, school heads/teachers regarding different aspects of teacher training imparted by the college.


Objectives of the practice:

- To improve the quality of different aspects of teacher training imparted in the college.
- To identify and address the needs of faculty members, teacher trainees and schools for building a conducive learning environment in the college.
- To find out weak areas in various institutional affairs and initiate remedial steps to remove them.

The Practice:

Feedback from teacher trainees regarding their campus experience and faculty members is obtained at the end of academic session through a proforma (self-appraisal and other) developed by the college in order to have their opinion regarding college activities and practice teaching. Non-teaching staff members are also involved in giving feedback through self-appraisal reports regarding their needs and requirements for improving the quality of office management. Feedback from school heads/teachers is also obtained at the end of practice teaching to know their opinion regarding different aspects of practice teaching in particular and teacher training in general. In addition, feedback is also obtained from faculty members, students and teachers through informal discussions and personal contacts. The information is collected and analyzed through IQAC and results are discussed in staff meetings. The loopholes and weak areas are identified and necessary decisions are taken for quality improvement in institutional affairs in future.

Obstacles Faced and Strategies adopted to overcome them: The obstacles which is faced in carrying out this practice is that the school teachers sometimes do not provide accurate information regarding


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