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ENRICHMENT OF VOCABULARY IN ENGLISH LANGUAGE

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Introduction

According to Wilkins (1972 : 111) 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed' It has been observed that English as second language trainees specially those coming from regional medium schools do not have the required word knowledge. Many graduate students inspite of learning English for about 15 years, are still unable to recognize, understand & use words in real situations. This difficulty hinders their speaking, listening, reading comprehension & writing. Therefore vocabulary is to be increased in order that trainees may be trained to speak & write naturally and effectively.

The Institution

A.G. Teachers college is one of the premier Institutions in Gujarat state being run under the aegis of Ahmedabad Education Society. This institution was established in 1952. Excellence is the motor of the Institution.

The Institution is affiliated to Gujarat University, Ahmedabad. It is recognized by NCTE and Directorate of Higher Education, Gujarat State. It is grant – in aid institution where 100% of the salary grant is provided by the government. The college offers a Bachelor's (B.Ed.) in education. The college follows the syllabus prescribed by Gujarat University and admission to B.Ed. programme is done on the basis of centralized admission system wholly based on students academic merit only. The institution has a well organized management system. Trainees come from varied socio-economic backgrounds. Almost all meritorious students get admission and there is not drop out. The result is 100% in the programme. The institution runs a placement and guidance cell under the provision of UDISHA; an initiative of Gujarat Government.

Objective of the practice

To enrich the vocabulary power among prospective teachers and develop competence in them in its use in teaching learning.

Need Addressed and the context

Most of the teacher trainees of English method subject face difficulty to remember some of the most difficult vocabulary used in daily routine so the teacher educator selected the list of words which are included in the textbooks of English; from VI to XII prescribed by Gujarat State Text Book Board.

Description of the practice

The teacher educator oriented the teacher – trainees regarding such practices to be organized throughout the period of the degree in the beginning of the academic year. The professor took spelling test surprisingly. After assessment of the same, the most difficult words which were incorrect of all the trainees were noted on a chart. The same has been displayed in the English Method room.

Using dictionary in the classroom

Using dictionaries in the classroom may be the main way to deal with discovering meanings & its usage. With the help and ample training, dictionaries are an invaluable tool for trainees; given them by the method master.

The teacher educator tries to allot a lecture for using dictionary in the classroom once in a month. Trainees are informed to bring some unfamiliar words or the method master provides them some words. Trainees are guided and instructed to know the other word or meanings, their pronunciation, verb patterns verb form, plurality as well as examples that illustrate usage.

Word Games

The trainees are given a root word and asked to form chains & words relating to that word (e.g. (1) play : sports, games, playground, children, running, jumping, laughing, arguing, shouting, clapping, (2) Chain for Food – Soup – Peas – Sugar – Rice and so on)

Group Work

Working in groups helps fostering learning independence and especially in vocabulary work.

Trainees are instructed to exchange knowledge asking other to explain unknown items. As we know the group work becomes a motivating factor as trainees talk about places they have been to on holiday, to remember details together, exchange impressions and even memorable experiences.

The Impact and outcome

The majority of the trainees of English method have poor vocabulary power. The outcome of this practice was remained positive. Due to display of correctly spelled words in the English room; resulted in empowering at least for the words listed.

- **Using dictionary in the classroom**

Trainees come to know about the importance of using dictionary very regularly. They try to refer the dictionary for the word / words of which they do not know the meanings of them without fail. Enthusiastic trainees start searching the meanings in mobile dictionary sometimes too.

- **Word Games**

Trainees like to learn more words through word games. They sometimes begin to give root word/s and be a true learner to form chains & words relating the word given by one of the trainees even when they are free & in absence of method master too.

- **Group Work**

It is found that trainees remain eager to exchange their experiences about the places they enjoyed during holiday or during their special day through using required words in group. Their level of confidence is found increasing & healthy competition of enhancing vocabulary power becomes so active so that such experiences inspire them not only to expand vocabulary but also they try to express themselves in group too.

Conclusion

There is a definite need for teaching vocabulary to help second language trainees to gain required word knowledge to speak, comprehend and write in English. An efficient language teacher educator can use selected vocabulary activities or can use integrated activities to enhance their word power.

Studies shows that mastering vocabulary has strong links with achieving school & college success. Thus for this reason it becomes vital to build up a large store of words.

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ENRICHING RESOURCE REPOSITORY THROUGH INNOVATIVE PRACTICAL WORK

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Introduction

Teachers training program comprises of three interrelated curricular areas like-Perspectives in Education, Pedagogic studies and Field engagement. To incorporate various pedagogic approaches for teaching of school subjects at different school levels is the need of an hour. At the same time combining these three domains will be essential to ensure that meaningful learning takes place in the classroom. A prospective teacher needs to be exposed to various pedagogic approaches respecting quality and equity in the classroom. Pedagogic studies and field engagement requires resources and they can be generated within colleges if practicum work is well planned. For a skillful teacher, practical work needs to come out from the traditional mode of preparing only charts. This best practice describes generating resources through innovative practical work.

Objective of the practice:

The practice mainly aims at providing varied exposure to prospective teachers regarding educational use of websites and apps, surfing OER(open educational resources) through which trainees develop the skill of critical and creative thinking of subject. This practice aims to change the mindset of future teachers and make them think out of box. More specifically the practice intends;

- To enable prospective teachers to analyze the content critically
- To encourage teacher trainees to use mobile apps and websites in teaching-learning process
- To generate resources as per local needs
- To develop improvised teaching aids
- To promote "learning by doing" in school classroom.

Need addressed and context:

As per National Education Policy (2016) draft the mission stated to promote acquisition by all learners of relevant skills for work and entrepreneurship as well as skills and competencies that replace rote learning and allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently and to be able to contribute to the national development process.

The observation reflected from the national database in context of review of National Education Policy (2016) states that poor science and maths education accounts for 80 per cent of total students who fail in Tenth Board Examination. The low enrolment in science stream at higher secondary level and poor-quality education is a constraint in development of scientific manpower in the country. Science and Maths education needs special attention. We need to deliberate and find workable strategies for strengthening the quality of teaching–learning processes for better outcomes; innovations and diversity of approaches in matters of curricula, pedagogies and use of technology to improve the learning levels. At the same teacher education must be redesigned so that understanding of subject and pedagogy is practiced and theory must be integrated with continuous graded practice.

Curriculum framework for two year B.ed program suggests that pedagogic subjects should offer field engagement through different task and projects. They will also critically examine teaching-learning processes that incorporate enquiry, discovery, conceptual development; activity based learning etc. within classroom.

During practice teaching sessions, it was observed that school students are not interested in mathematics subject and suffer from phobia. At the same time, school teachers lack with resources needed to change traditional teaching style.

In context of above mentioned reflection of National Education Policy (2016), recommendation for quality enhancement in teacher education suggested by NCTE in NCFTE (2009) and current scenario of school classrooms, need was felt to generate generic resources to make subject interesting as well as promote creativity and critical thinking among trainees.

Description of the Practice:

The entire practice was carried out for mathematics subject and trainees having pedagogy of school subject as maths-science methodology.

There is a lot of practical work to be submitted during the course of two year B.Ed program. Well structured design for the practical work was decided by the practitioner so as to coordinate theoretical-practical and practice teaching work.

At the outset of admission, trainees were assigned to surf various educational websites and mobile apps related to mathematics teaching. They were made to download few mobile apps and refer them as and when needed. This gave them an idea of various dimensions of educational activities which can be carried out in classroom. They were motivated to use different activities during their simulation lessons. This gave them an opportunity to experience the activities. Once they were familiar with the activities they were assigned to study following sites to enrich themselves in resource generation.

- www.tess-india.org

- www.teachersastransformers.org

- www.arvindguptatoys.com

It was scheduled that each trainee has to study and review 2-3 case studies from the above mentioned site and do the presentation in the class. This practice broadened the horizons and their vision regarding mathematics teaching. Surfing of different websites helped trainees in enriching their content.

Trainees were made to participate in "teaching aid competition" and field visit to science center was organized. Field visit helped in gaining hands on experience of working models, educational games and practical work in mathematics.

After the exposure of various resources, it was decided that educational games will be prepared by trainees for std.VIII mathematics syllabus. Popular Games like Ludo, snake & ladder, UNO, Housie, Throw Dart etc. were decided to be prepared as per the content. Each trainee was assigned one chapter. Following points were to be kept in mind while preparing the game:

- Self made, low cost

- High educational value

- Covers entire chapter

- Involves entire class while playing

- Serves as a tool for drill work/review work

Before completion of B.Ed Sem-II, basic format of game was decided by each trainee and necessary guidance was given. They were informed about the submission of educational

game as their part of submission for Sem-III Teaching-Learning Material. During the vacation trainees prepared the games.

At the outset of sem-III, educational games were tried out in the college itself. Necessary modifications were carried out. Trainees had to go for internship work for three months in a school. They were instructed to try out the educational game in school. They made school students play the game and noted their observation.

Coming back from internship, each trainee reflected their observations about the activity. Necessary modification in design and instructions were done.

Thus, educational games were designed for each chapter of std-VIII mathematics.

Impact and Outcome

It was a very new experience for trainees as well as school students. They had never come across such educational experience. Feedback from trainees and school students were obtained to visualize the impact of the activity.

Trainees:

- It helped in enriching the content.
- Content was analyzed in critical way.
- Constructing game made trainees think creatively and critically.
- Administrating educational game in classroom situation empowered their soft skills.
- It was an opportunity to develop generic resources which satisfy local needs.
  School students:
- Educational game in subject like mathematics astonished them. It was great fun while learning.
- They were very eager to have a period of mathematics which shows that they started taking interest in the subject.
- Phobia of the subject was removed
- Students wanted to purchase the game.

Trainees had prepared educational games individually for single chapter from std-VIII mathematics textbook. By the collective effort, college repository of teaching-learning material got enriched which benefited present year trainees as well as for future.

Adoption and Adaptation

Practical submission work needs to come out from simply making charts. Innovation in practical work leads to strengthen teacher trainee's critical thinking and creativity skills. It needs to be closely associated with the theoretical part. NCFTE (2015) has recommended conducting practical work in a manner which can sharpen the skills of trainees and enrich teaching power. Practical work should ignite trainees towards the vision of National Educational Policy (2016).

This best practice can be adopted for different school subjects. It can be modified as per the local needs. Global ideas should be transformed as per local needs for best outcome. Any activity framed should involve entire class students and should have high educational value. It should satisfy the core of "learning by doing".

Workshops and exhibitions can be organized for sharing ideas. College repository can serve as resources center for schools and primary teachers training institutes.

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SELF LEARNING MODULE FOR B.Ed. TRAINEES FOR SOCIAL SCIENCE METHOD

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About the practice

As we all know this is the century of information and communication technology. Many new teaching techniques and method are invented in last few decades. So as a teacher we should use innovative teaching method in our teaching. Students are used to routine teaching method like lecture and demonstration method. Many educationalist invented new teaching models but we have been not used that teaching models in our routine teaching. Teaching models are the new and interesting way of teaching. In this teaching model students also take parts very effectively in the teaching learning process. In this article author gave the description of " Effectiveness of Self learning Module" which he used for B.Ed. trainees.

Need address and the context

As we all know that we have to motivate our students so they can participate in teaching learning process very effectively. We all know this is the ear of ICT and students have full of information regarding his study. So as a teacher if we do not use new teaching techniques and method for teaching students may not take part in teaching learning process. B.Ed. trainees are future teachers so as a teacher educator we have to give the information about new teaching methodology and teaching techniques so trainees can use this techniques in their practice teaching work. I selected self learning module method for this purpose.

Description of the practice

Author selected Unit-1 and Unit-2 of Social Science content method syllabus for this purpose. And prepare activity based self learning module for the Unite-1 and Unit-2. Author prepare two learning module for the experiment. The content points of this learning module are

Unit-1 Mordent concept of Social Science

- Concept of Social Science

- Importance of Social Science Teaching

- Scope of Social Science Teaching

- Values of Social Science Teaching

Unit-2 Objectives of Social Science Teaching

- Aims of Social Science Teaching

- General Objectives of Social Science Teaching

- Specific Objective of Social Science Teaching

Author follow the design and guidelines of IGNOU learning module for the preparing self learning module. As that design prepared by experts author selects this design.

Self Learning Module design and lay out

- Course Objectives

- Content Points

- Additional information

- Check your Progress section

- Answer of check your progress section

- References

Author prepared two self learning module for his experiment and he selected only one Post group experiment design for his study. Author gave this self learning module to 18 B.Ed. trainees of Social Science subject of the academic year of 2016-2018. Author also gave the time frame of two weeks for this. At the end of two weeks' time period author take a post test of 30 marks to the students and collect data. Author found that 13 students got more than 20 marks in this test. After this experiment author motivated B.Ed. trainees to prepare this kind of self-learning module for the school content topic. Author assigned different topics of different standard for this purpose and trainees prepared self learning module. These all self learning module going to be administrated in smester-4 internship by the trainees.

The resources

Institution provided facility of Del lab for the preparing self learning module. Students can use this facility. Teacher educator provides necessary guidance to help the trainees. Author prepared design for the self learning module. Two trainees prepare online self learning module and they want to administrate this module with the help of ICT.

The Impact/ Out Come

Author prepared self learning module and the outcome of his experiment is good and motivational so he inspired B.Ed. trainees to construct self-learning module for the primary and secondary students. Trainees willingly join this programme and they prepare self learning module for school students.

Requirements for Adoption and Adaptation

Trainees constructed self learning module and they are going to administrate this module in their next internship and will check the effectiveness of this self learning module.

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BLENDED LEARNING : AN EXPERIENCE

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1. The Institution

Gujarat Stree Kelavani Mandal, a leading organization in Gujarat, blessed by Mahatma Gandhiji and working for women empowerment, started an education department in its SLU Arts College for women in 1947 getting the SNDT University pass a special resolution for it. It was the first teacher training institute for women in Gujarat state. Gradually the number of students increased and later on the institute was affiliated to Gujarat University in June 1973.

In June 1975, the trust received the donation from Smt. ManiGauri Nansha Kalidas Dalal trust to establish an education college. Hence, the education department was separated from the SLU Arts College and was named as Smt. M.N.K Dalal Education College for Women. Today it is a well known, dynamic institution with NAAC grade B.

2. Objective of the Practice

Use of ICT in education is widely adopted and appreciated in all levels of education, in all kinds of education all over the world. Keeping this in mind the objectives of the practice were drawn as below:

- To provide online learning resources for the B.Ed. trainees.
- To give an experience of blended learning to the B.Ed. trainees.
- To support the B.Ed. trainees in their study while they are not present in the class.
- To know the attitude of B.Ed. trainees towards blended learning.

3. Need Addressed and the Context

The educational institution cannot afford to ignore the importance of ICT in the whole educational process. There are many ways to introduce ICT in education i.e. CAI, LMS, Blended Learning etc. According to American Association of State Colleges and Universities (2017), "Blended courses are classes where a portion of the traditional face-

to-face instruction is replaced by web-based online learning." There were many researches available regarding attitude about blended learning, effectiveness of blended learning. Most of them show positive attitude and effectiveness of the blended learning. Bendania (2011) is one of those who clarify positive attitudes and the factors related to attitudes; mainly experience, confidence, enjoyment, usefulness, intention to use, motivation and whether students had ICT skills were all correlated. Gill (2009) reported on 253 university students whose attitudes toward blended learning were positive when the course components were innovative, interesting, and interactive. Larson and Sung (2009) surveyed 168 college students who indicated that they were more motivated and satisfied with blended learning and online learning in comparison to face-to-face learning. Whether is it same story for our B.Ed. trainees? Will B.Ed. trainees have same positive attitude towards blended learning? And if yes, than institution should adopt blended learning approach for the B.Ed. trainees.

Now days most of the students enrolled in higher education are working part-time or full time and it is a demand of present era. They want to continue their studies as well as to help economically to their family. Such students may not present full time in college. To provide opportunity to such students institution has introduced new approaches like blended learning.

This is an era of ICT. Each and every field benefited by use of ICT and it is very simple and easy to use ICT in every field. Same way use of ICT in education is widely accepted. At the same time the technology both hardware and software became much simple, easy and cheaper so it is possible to use ICT for everyone. Keeping this in mind institution should adopt some ICT based approaches for their B.Ed. trainees.

B.Ed. trainees are teachers of future generation. In future they have to use ICT in their routine practice. Training period is the right time for them to learn how to use ICT in teaching-learning process. Hence, institution should have to give an experience like blended learning to B.Ed. trainees.

4. **Description of the Practice**

When the institution decided to provide a blended learning experience to their B.Ed. trainees, the first step was, to develop digital resources for some topics of the syllabus. PPTs, Videos, Lecture notes, Question bank, links etc. were developed as digital resources. In second phase all the digital material uploaded on the website :

www.krandharia.in time to time in reference to class room teaching. Some PDF files were share in college WhatsApp group too. B.Ed. trainees were informed after every material uploaded by messaging or announcing in the class room.

5. The Resources

Resources required for implementing this best practice could be described as below:

Physical Resources : To develop digital resources computer is needed. Package software like MSOffice is also required to develop digital material. PPTs, PDFs (Lecture note, Question Bank etc.) were developed with such software. For video creation good quality camera is needed. After developing digital resources one online platform (website or blog) and internet connection is required to upload all these materials.

Financial Resources : Since the digital study material would have to be developed, it had financial implications. The college/ department must invest in creating physical infrastructure like computers, internet connection etc. All these require financial support.

Human Resources : In any practice the human resource is the key factor of success. In this practice, teachers were the main human resource. Hence, teachers should not only be curious & enthusiastic about blended learning, but have basic skills to operate computers, use of MSOffice and working with camera and web development or creating blog on internet. For that teachers should have the required professional competencies and training.

6. The Impact / Outcome

The objectives of the practice were formed in beginning, so the practice was evaluated successfully. After completion of the practice, it was found that institution successfully provide an experience of blended learning to their B.Ed. trainees. The formal self made Likert type five point attitude scale regarding blended learning was given to the B.Ed. trainees. This attitude scale for blended learning was constructed on the basis of the study of Hassan, M.M. (2015) and Louise, M. (2016). The result showed positive attitude about the practice. Moreover, they enjoyed blended learning. B.Ed. trainees found that

blended learning is very useful for those trainees who were absent at any time for any reason. Some B.Ed. trainees reported that they faced slow internet connection problem.

7. Requirements for Adoption / Adaptation.

If any institute wanted to adopt this practice, the institute should keep in mind following points, so the process of adaptation will be very simple and easy.

- The institute should have computer with MSOffice package software.

- The institute has at least one faculty who is familiar to the work on computer, work with MSOffice, web development, creating blog, work on internet.

- After completing the whole programme we as institution feel that one small orientation programme on the blended learning should be organized for B.Ed. trainees as well as for teaching staff.

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MASTERY GOAL ORIENTATION AMONG SECONDARY STUDENT TEACHERS IN RELATION WITH SOME VARIABLES

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Education has an important role in the development of an individual, society and entire nation. Best practices and concepts are always welcomed to make education system qualitative. Through a qualitative and effective education, as a human being we can get our all round development. This development includes individual's physical, intellectual, and spiritual dimension of development. Education not only provides a chance to be developed but it provide a chance to be harmonious all round development for its associates. Due to its important role, each and every nation has its own unique education system and tries to provide an equal opportunity to all children. Though all the nation or society provides equal opportunity and resources to every child for their development, but the differences among children are easily observed in the context of their achievement, some children are more achiever and some are under achiever. There are many factors behind it. The learning style, habit, learning goal, motivation and ability to grasp are some major reasons behind it.

In fact learning is a complex process. Its quality depends on many factors. In these factors, some are related with environment, some are related with teacher capability and some are associated with the learner's ability, potential and motive for what students are studying. There is very little scope to nature and make drastic changes in intellect and potentiality of the learner but the motive for what he or she is going to learn can be changed though proper awareness of goal orientation and training to be a mastery goal orientated learner rather than surface goal oriented.

Goal orientation is emerging as a most significant motivational concept which affects entire learning process. Researches show its importance in the context of giving an explanation for the approaches, responses, and reasons that individuals use to engage in achievement activities (Ames, 1992).

Goal orientation theory is based on the assumption that human behaviour is purposeful and regulated by his goals. Goal-orientation originated in the educational

psychology literature in the early 1980s. Achievement goal theory has emerged as a major new direction in motivational research. The definition of goal orientation is drawn from Dweck and Leggett's (1988) classification of two types of goals (mastery goal and performance goal) that individuals pursue in learning contexts. Goal orientation has been conceptualized as a dispositional personality characteristic (Wikipedia, 2017). Goal orientation refers to the psychological dispositions towards achieving one's objective (Ahmed, 2008). A goal orientation represents the reasons behind a student's effort to achieve. In the concern of learning process, goal-orientation can be defined as a student's unique characteristics which describe that why and how a learner adopts a goal of a certain learning task and how much he or she eager to accomplish it.

There are two types of goal orientation; performance and Mastery goal orientation (Wikipedia, 2017). The performance goal orientation has been split into two subtypes i.e. performance goal orientation and performance avoidance goal orientation (Middleton and Midgley, 1997). Individuals with a performance goal orientation want to be the best, to appear to be the most competent. Performance goal orientation represents a desire to achieve a high level of performance**.** Persons with performance goal orientation seek positive reinforcement and feedback. These individuals don't want to put forth a lot of effort unless they will be positively evaluated, and tend to avoid tasks were they may make mistakes and therefore be poorly evaluated. Demonstration of ability is the main objective of the student who pursing this approach. Performance goal orientation is associated with external motivation.

Whereas individuals with a performance avoidance goal orientation try to avoid making mistakes and appear incompetent. They take the known path, the unchallenging tasks, and are frequently unenthusiastic to show their work to others until it is perfect.

This research paper is concerned with mastery goal orientation of secondary student-teachers of Ahmedabad and Gandhinager city of Gujarat.

Mastery goal orientation represents attention toward self-determined levels of performance. Individuals having mastery goal orientation focus on improving skills and acquiring new knowledge, and are less concerned with making mistakes. Taking this type of goal orientation, learner shows more persistence towards accomplishing the task. Mastery goal orientation is related with student's internal motivation to achieve new knowledge and skills for self improvement (Brett & Vande Walle, 1999).

Individuals that are highly predisposed towards mastery oriented goals are concerned with increasing their competence and mastering whatever they are dealing with at that time. Science they are focused on learning and mastering certain skills, these individuals are likely to evaluate their performance relative to their own previous achievement, and measure success in term of personal progress. This thought pattern is likely to be associated with a greater sign of personal control over the outcomes of one's efforts, since the individual is refereeing only to this when setting goals and striving for achievement. Thus, challenging task becomes an opportunity for growth and learning. Individual with strong mastery goal orientation see effort as the means to success, and are therefore likely to be persistent when facing obstacles on their way to achievement. They tend to perceive negative feedbacks as valuable information on how to improve and they treat failure as a learning experience, not as assign of insufficient ability (Dweck, 1989; Dweck and Leggett, 1998)

Review of Research and Development in the field of mastery goal orientation

The area of goal orientation is relatively a new dimension in the field of teaching-learning process. There has been conducted several research works in abroad but this is a quiet new topic in the concern of Indian educational research. There are several studies have been done to explore the construct of goal orientation and its types; learning or task goal orientation, performance or ability goal orientation at international level. In these studies, researchers were tried to find out its relation with other socio-psychological concepts that have important role in teaching-learning process.

Middleton and Midgley(1997) found that mastery goal orientation correlated positively with self-regulation strategies and expectations of self-efficacy, and negatively with avoidance of help-seeking. Janssen & Yperen (according to Moss, 2008) revealed that Individuals who report a performance orientation are less inclined to work creatively than those individuals who report a mastery goal orientation. The relation between mastery goal orientation and adaptive patterns of learning is remarkably consistent across a host of studies. Mattern (2005) revealed that there was a positive correlation between academic achievement and mastery goal orientation. Results showed that mastery goal orientation was related to GPA performance Coutinho(1997). He also revealed that mastery goal orientation influence GPAs through metacognition as students with mastery

goal may have superior metacognitive skills and strategies that they use to mastery information; the use of superior metacognition eventually leads to enhanced GPA.

Thorkildsen and Nicholls (1998) reported that female students were showing more orientation towards mastery goals than male students. However, Shelly (2009) reported that boys of elementary school have high level of mastery and performance goal orientation than girls of elementary school.

Significance of the study

The thorough review of the available related literature showed that mastery goal orientation is positively correlated with academic achievement, self-regulation strategies and expectations of self-efficacy, creativity, and metcognitive skills. Mastery goal oriented students are taking challenging task as an opportunity and they tend to acquire new knowledge and skills. So, if we want to make our teacher training program more qualitative and meaningful then it is important to orient student-teachers towards mastery goals. Student-teachers should be motivated for adopting mastery goals rather than just obtaining grade/marks at any cost because if they will be mastery goal oriented then they can guide and motivate their students for this type of learning. To serve this purpose, awareness and training programs are necessary. Before organize training program some basic questions have to solve by research work.

Though there have been done some research works in foreign countries due to its important role in learning process but in our Indian context especially in Gujarat, there is a knowledge gape in this field. There are some questions that have not answered yet. So, this study was conducted to answer if there is any difference in the mastery goal orientation of secondary student-teachers on the ground of their gender, area of residence and academic stream's differences?

Objectives of the Study

The objectives of the present study were-

1. To find out the differences in the level of mastery goal-orientation of Secondary Student-Teachers in the concern of their gender.
2. To find out the differences in the level of mastery goal-orientation of Secondary Student-Teachers in the concern of their academic qualification.

3. To find out the differences in the level of mastery goal-orientation of Secondary Student-Teachers in the concern of their academic streams.

Hypothesis of the study

1. There is no significant difference between the male and female Secondary Student-Teachers' obtained average scores on mastery goal orientation scale.

2. There is no significant difference between the post graduate and under graduate Secondary Student-Teachers' obtained average scores on mastery goal orientation scale.

3. There is no significant difference between the obtained average scores on mastery goal-orientation scale of General, Science and Commerce streams Secondary Student-Teachers.

Methodology of the study

The present study falls in the domain of descriptive study. Survey method was used in this study.

Population of the study.

All second year secondary student teachers of the Ahmadabad and Gandhinagar city of Gujarat were the population of the present study.

Sampling method. Cluster sampling method was used to select the sample. 142 second year secondary student-teachers were included in the study from theree randomly selected secondary teacher training institute of Ahmedabad and Gandinagar city of Gujarat. There were 79 female students and 63 male students respectively in sample. Total 56 post graduate and 86 under graduate secondary student teachers in the sample. Out of 142 participants there were 72 from general 47 from science and rest 23 were from commerce streams' secondary student-teachers in the sample.

Tool.

To know the Secondary Student-Teachers' mastery goal orientation, 'Mastery Goal Orientation Scale(MGO)' a subscale of Self-Directed Learning Ability Scale (SDLA) constructed and validated by Dixit (2011) as his doctoral research work, was used. There

were ten items in the MGO scale. The split-half reliability of the scale is .62 and the Cronback Alpha reliability valu was .63. Both the reliability value shows that tool is reliable. To establish its face validity, Mastery Goal Orientation scale was given to the experts in order to ascertain its face validity. The experts agreed that the items in the scale are relevant to measure the mastery goal orientation and worthwhile for collecting the data from the sample. The cliffs item consistency index of the scale was .52.

Collection of the data.

The researcher visited the randomly selected secondary teacher training institute to administer the scale on second year secondary student-teachers. The purpose of the study was explained to the institutes' principals/Head and the permission was obtained. After explaining the purpose of study, the second year secondary student-teachers were requested to respond the scale. Responded scale sheets were collected and arranged by the researcher.

Analysis and interpretation of the data

Descriptive and inferential statistical techniques were used to analyze the data. Mean and S.D., were calculated in descriptive statistics. T-ratio and F-test were used to examine the hypotheses of the study. All calculations were conducted with the help of Ms-Excel program. There were three hypotheses tested in the study. According to hypothesis testing, data analysis and interpretation are given follows-

(1) Mean, SD and t-ratio were calculated to test the null hypothesis-1 that there will be no significant difference between the male and female secondary student-teachers' obtained average scores on mastery goal-orientation scale. Result is presented in the following table-1.

Table 1: Mean, SD, and t-ratio in reference to Gender

Gender	Number of secondary students-teachers Students	Mean	SD	t-ratio
Female	79	38.49	5.04	6.77
Male	63	32.17	5.90	

The observation of the Table-1 shows that there were 79 female secondary

student-teachers and 63 male secondary student-teachers in the sample. The mean and SD of the scores of the female respondents were 38.49 and 5.04 respectively and that of male respondents were 32.17 and 5.90 respectively. The t-ratio of the mean difference was 6.77, which is significant at 0.01 level. So the null hypothesis-1 was rejected and it was concluded that there was a significant difference between the level of mastery goal orientation of female and male Secondary Student-Teachers. Female secondary student-teachers were having significantly high level of mastery goal orientation rather than male secondary student-teachers. Thorkildsen and Nicholls (1998) also reported that female students were showing more orientation towards mastery goals than male students.

(2) Mean, SD and t-ratio were calculated to test the null hypothesis-2 that there is no significant difference between the post graduate and graduate secondary student-teachers' obtained average scores on mastery goal-orientation scale. Result is presented in the following table-2.

Table- 2: Mean, SD, and t-ratio in reference to area of residence

Academic Qualification	Number of Secondary Student-Teachers	Mean	SD	t-ratio
Post Gaduate	49	36.71	5.93	1.42
Graduate	93	35.15	6.41	

The observation of the Table-2 shows that there were 49 post graduate secondary student-teachers and 93 graduate secondary student-teachers in the sample. The mean and SD of the scores of the post graduate respondents were 36.71 and 5.93 respectively and that of graduate respondents were 35.15 and 6.41 respectively. The calculated t-ratio for the mean difference was 1.42, which was not significant, even at the 0.05 level of significance. So the null hypothesis-2 was not rejected.

Means, post graduate and graduate secondary student-teachers were showed statistically similar orientation towards the mastery goals.

(3) Mean, SD and F-ratio were calculated to test the null hypothesis-3 that there is no significant difference between the general, science and commerce stream of secondary student-teachers' obtained average scores on mastery goal-orientation scale. Result is presented in the following table-3 and 4.

Table- 3: Descriptive values in reference to academic streams of respondents

Academic Stream	Number of respondents	Mean	SD
General	72	35.36	6.72
Science	47	35.77	6.14
Commerce	23	36.57	5.04

Table-3 shows that there were 72, 47 and 23 secondary student teachers related with General, Science and Commerce streams respectively. The mean values of obtained scores on mastery goal orientation scale by secondary student teachers related with General, Science and Commerce streams were 35.36, 35.77 and 36.57 respectively. The SD values of obtained scores on mastery goal orientation scale by secondary student teachers related with General, Science and Commerce streams were 6.72, 6.14, and 5.04 respectively.

To test the null hypothesis-3, F-ratio was calculated based on the values of mean and SD of the obtained scores by secondary student teachers on mastery goal orientation scale. Details about this calculation are given in table-4.

Table-4: F-values of the obtained scores on MGO scale by secondary student teachers related with different streams

Source of Variance	Sum of squares	Df	Mean squares	F-ratio	Significance
Between the streams)SSbgs)	25.68	2	12.84	0.324	Not significant at 0.05 level
Within the groups (SSwgs)	5512.69	139	39.66		
Total	5538.37	141			

Table-4 shows that F-ratio was calculated to know the difference between the mean scores of obtained scores on MGO scale by secondary student teachers related with different streams. The value of F-ratio was 0.324, which was not significant at 0.05 level. So null hypothesis was not rejected and it established that there was no significant difference in level of orientation towards mastery goal of different streams respondents.

Findings of the study

In the concern of first objective of the study, result shows that there is a significant difference found in the mastery goal orientation of secondary student-teachers on the ground of gender differences. According to the result of the study female secondary student-teachers were more oriented towards the mastery goals in their learning process rather than male secondary student-teachers.

In the concern of second objective of the study, the result shows that there was no difference in the mastery goal orientation of post graduate and just graduate secondary student-teachers. Both categories secondary student-teachers were showing similar orientation towards the mastery goals in their learning process. It means the mastery goal orientation is not related with qualification of the secondary student-teachers.

In the concern of third objective of the study, the result shows that there was no difference in the mastery goal orientation of secondary student-teachers of general, science and commerce streams' secondary student-teachers. All streams' secondary student-teachers were showing similar orientation towards the mastery goals in their learning process. It means the mastery goal orientation is not related with academic streams.

Result of the study shows that male secondary student-teachers are less oriented towards their learning goals than female secondary student-teachers. So, special attention is needed for male secondary student- teachers, in training and awareness programs to make them mastery goal oriented.

It is the responsibility of teacher educators to highlight this concept during training session and make aware to prospective teachers towards it. Our prospective teachers are the becoming teachers who are going to bear the responsibility to nurture future generation. So, if they will be mastery goal oriented than they can pass this habit to their students.

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ENHANCING SKILL THROUGH BEST PRACTICES IN TEACHER EDUCATION COLLEGE*

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1.0 Introduction

Education plays key role for developing human being. We can see the importance of education from the time of SATYUG to till. Day by day there are so many inventions in various discipline have done which plays key role for changing scenario. Higher Education is the important for career. In present era only higher education is not important; some soft skills are also requiring according to demand of society. Soft skills are helpful for the enhancing quality of job. Now a days higher educational institute's job not only to finished syllabus, but how to communicate with client? How to manage situation? How to organize programme? Understanding the leadership etc. are demands of society. It is responsibility of the higher education to help their student to for developed skills. Teacher Education programme is a professional programme. There are many activities are being done teacher education institution because after getting training a trainees can able to established in education field. Teacher Education institution can weave soft skills education in their daily or best practices and help to trainees for their future.

2.0 Concept of Best Practice

There are to section of teacher education. One is pedagogical and second one is practicum. Both are compulsory in teacher's training. Some institute done traditionally activities in both section and some institute done regularly with some objectives which are very useful for trainees.

The practices which done regularly by institute to fulfil specific goal and objectives known as a Best practice. It may be different in every institute to complete same goal or objective.

3.0 Importance of Soft Skills in Present Era

Soft skills are very useful in our academic, professional and routine life. There are many soft skills. In Teacher Education College we have to build up our trainees as an ideal

teacher. So it is very necessary that they have to knowledge and application of soft skills. Importance of some soft skills are given below.

Necessary soft skill	Importance of soft skill
Communication Skill	In teaching learning process, to communication with parents, people of different background culture, non verbal present. Understanding individual difference.
Leadership Skill	In presentation of voice of mass. Supervise and mould the stream.
Time Management Skill	In finishing work in time with quality. To take desiccation in proper time and proper way.
Information Management Skill	To deliver right and proper information, knowledge, data, content details with stake holders.
Teamwork Skill	To make a proper planning to achieve the goal or objectives. To select and use different skills form one team.
Critical Thinking Skill	To think on content, matter or occasion reflectively. To find out a pathway form critical situation. To create new innovation.
Entrepreneurship skill	To understand current flow of current generation. To prove inert ability. To achieve job or business opportunities.
Ethics, Moral & Professional skill	Capacity to hone moral demeanors other than having the duty towards society.

4.0 Enhancing soft Skills through Best Practices

In our college has done best practise in each field given by NAAC. Behind this one core objective is to enhance soft skills of trainees. Because of in teacher education

programme we have wide way to make maximum practice form teacher students. So some list out of best practices are given below.

Evaluation Criteria for TEIs given by NAAC	Best practises done by our institute in each criteria	Enhancing soft Skills
Curricular Aspects	-Theoretical aspects of the curriculum are taught through different methods and techniques by the faculty members. -eg. visit to DIET, Psychological Challenged Child, Orphan School, Historical Places etc. - Every Saturday, Yoga, Sports and Games, Method assembly are conducted. -News paper cutting for Teaching. 	- Communication Skill - Leadership Skill - Time Management Skill -Information Management Skill -Teamwork Skill - Critical Thinking Skill -Ethics, Moral & Professional skill
Teaching – Learning and Evaluation	-ICT is used in teaching – learning process by the faculty members. -Recorded Micro Lessons of former students are shown to new trainees.	- Communication Skill - Leadership Skill - Time Management Skill -Information

	-One Digital Lesson is compulsory for each trainee.	Management Skill
		- Teamwork Skill
	-Hand made volumes are made by trainees every year. It is compulsory for all students to take part.	- Critical Thinking Skill
		-Ethics, Moral & Professional skill
	After completing unit, unit test is organized in all subjects compulsory.	
	-Any complain / suggestion of students : Suggestion Boxes are there –Suggestions – Complaints are taken and quick actions are done.	
	- We have created a questionnaire for evaluating entry level behaviour of students.	
Research, Consultancy and Extension	**-**We are successfully publishing a quarterly Research Magazine named 'Maitri Vidyapeeth ISSN : 2249-6386 since last 40 years.	-Information Management Skill
		-Teamwork Skill
	-With collaboration of CTE (A. G. Teachers College) Ahmedabad, some training programmes for primary and secondary teachers are organized in the institution It is compulsory for all Students to do Action Research with Statistical Analysis.	- Critical Thinking Skill
		-Ethics, Moral & Professional skill
	-We also organise research seminar/workshop every year. .	
Student Support and	**-**We organise extra classes for	- Communication Skill

Progression	preparation of competitive examinations for students e.g. TET/TAT every year. -Placement programme is organised by the Institution every year. Prayer Assembly is organised in prayer hall with different items every day. -e.g. GK Questions, Current Affairs, motivational talk etc. -Every day medium of instruction of prayer is changed i.e. Gujarati, Sanskrit, Hindi, and English. -Students' committees are formed and different tasks are given to each representative. Career counselling programme is organised every year in the institute.	- Leadership Skill - Time Management Skill -Information Management Skill - Teamwork Skill - Critical Thinking Skill - Entrepreneurship skill -Ethics, Moral & Professional skill
Infrastructure and learning Resources	-Book bank facility is provided to poor students. -Photo copying facility is provided on concession rate to all students.	-Teamwork Skill - Critical Thinking Skill -Ethics, Moral & Professional skill
Governance and leadership	-A part from govt. scholarship, Management and faculty members are also given scholarship to the needy students.	-Leadership Skill -Ethics, Moral & Professional skill
Innovative Practices	-Educational awards are given by	-Communication Skill

the Institution.	- Leadership Skill
-i.e 'Shikshan Award'	-Information Management Skill
-'Bal – Seva Award'	- Teamwork Skill
-'Gruhpati-Gruhmata Award'	- Critical Thinking Skill
-'Student Award'	-Ethics, Moral & Professional skill

5.0 Conclusion

Dr. Santosh Panda(Ex. Chairman of NCTE) said that whole country sit on the teacher education institute. Teacher profession is the noble profession. We are very lucky that we are all teacher educators. We have good opportunity to build up a next generation of our country through our students. So there are many best practices can put in our routine programme. The many soft skills are developed in our trainees as a by product. Now a days it is not enough to take a degree but skilled teachers are demand by society. We can enhancing or construct skill in our trainees through best practice.

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BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION

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Introduction

Pedagogy is by a wide margin the most essential factor in the accomplishment of an instructive exertion. The educator dependant instructional method of the past needs to fundamentally move toward becoming learner centred in view of (a) the need of the student to confront the difficulties of a more aggressive and complex world than earlier and (b) likewise due to the headway of innovation which has made accessible a few gadgets for the instructor to effectively use for the advantage of the student. The change in perspective from educator dependant defensive adapting regularly showed in proliferation of thoughts obtained or put away, to learner centred free request is a much needed development. It is extraordinarily encouraged by sharing an extensive amount of data at the speediest conceivable time through data innovation (IT) gadgets, for example, the web. The way our foundations are dealing with these is amazing. Also, that is the thing that the accepted procedures identified in this area are about. It must be recollected in any case, that equipment can't supplant human ware. It is an apparatus made compelling or insufficient as per the nearness or nonattendance of the creative ability and genius of the student instructor association. In our nation, in the antiquated days, "Vidya" or training was thought to be 'the third eye' of man, which gave him understanding and mental quality. There is a typical saying in India "Swadesh Pujyate Raja, Vidvam Sarvatra Pujyata". It implies that the lord's regard is restricted to his own kingdom though a scholarly man is regarded all over the place. 'Vedas' likewise signified "instruction". One of the six frameworks of Indian Thought, viz., Nyaya depends on the introduce that salvation is achieved through knowing the genuine learning. In the sacred Quraan, the primary soora 'Aqraa' additionally symbolizes instruction. Adi Granth, the heavenly Scripture of the Sikhs, says that he who philosophizes training is a man who turns into the best deliverer of society. It is along these lines not hard to finish up that religious sacred writings have featured the significance of instruction appropriate from the old days. The opening lines of the Education Commission 1964-66 report again underscores the estimation of training: "The predetermination of India is presently being formed in our classrooms. This, we accept, is no insignificant talk. In a world in light of science and

innovation, it is instruction that decides the level of thriving, welfare and security of the general population. On the quality and number of people leaving our schools and universities will depend our achievement in the colossal undertaking of national reproduction." In the expressions of William Lyon (1970): " In my brain, instructing isn't just an all consuming purpose, a calling, an occupation or a battle, however an enthusiasm. I want to instruct as a painter loves to paint, as a performer loves to play, as an artist loves to sing, and as a solid man cheers to run a race". On the nature of instruction, an arrangement point of view (1985) entitled 'Difficulties of Education', it is said that "it is hard to characterize quality, especially, with reference to instructive process. In any case, it could be expressed that a quality-cognizant framework could create individuals who have the properties of practical and social importance, mental capacity and physical adroitness, adequacy and unwavering quality, and, most importantly, the certainty and the ability to impart successfully and practice activity and make advancement and experimentation with new circumstances. To these individual characteristics, one could include the measurement of an esteem framework, helpful for agreement, combination and the welfare of the feeble and the burdened." The structure of showing comprises of three factors which work during the time spent educating and make learning conditions for various circumstances. Initially, the instructor is a free factor, as he designs, arranges, leads and controls educating. Besides, the understudies are a needy variable, since they are required to act as indicated by the arranging and direction of the educator. Thirdly, the interceding variable is the substance and methodology of introduction which prompts connection between the instructor and the educated. These three capacities are performed by instructing, i.e. symptomatic, prescriptive and evaluative capacities. The Teaching-Learning process has four segments: educator, understudy, learning procedure and learning circumstance. Educating and learning are interlinked. There is a relatedness between showing targets, learning encounters and assessment. Assessment is a procedure of deciding the degree to which a goal is accomplished; the adequacy of the learning background gave in the classroom; and the achievement of objectives set.

Best Practices:

There are three periods of the showing procedure: (I) proactive stage; (ii) intuitive stage; and (iii) post-dynamic stage. In the proactive stage, the educator plans instructional

goals, chooses the educational programs, utilizes the academic innovation and incitement methodologies. In the intelligent period of educating, the instructor gives students verbal incitement of different sorts, the operations included being assurance of the correct measurements of behavioural changes utilizing fitting testing gadgets and from that point arranging units of syllabi and strategies for instructing. It is hard to gauge showing adequacy yet it is less demanding to quantify learning viability, which, really, is the genuine impression of instructing adequacy. Learning conditions are essential to understanding the ideas instructed. There are five imperative purposes and elements of assessment: (I) symptomatic, (ii) proactive, (iii) specific determination, (iv) evaluating and advising; and (v) inspiration to learning. Two classifications of assessment methods that could be taken after are: 'the quantitative strategy' which incorporates oral, composed and down to earth procedures. The 'subjective procedure' contains total record, accounts, perception, check rundown and rating scales. Instructive innovation is extensively grouped into three structures: equipment approach, programming methodology and framework investigation. Equipment approach incorporates the radio, TV, recording device, video tape, PCs, and so forth. These are utilized as helps for educating and direction. The showing machines are solely intended for educating purposes. These are utilized to display customized instructional material. These machines ought not be mistaken for varying media helps. Varying media helps are utilized to make the introduction fascinating and successful. These may give some inspiration to learning. Showing machines incorporate the entire procedure of jolt reaction. In the learning procedure criticism and support gadgets are utilized as a part of the showing procedure and at the same time in the utilization of educating machines. The product approach is otherwise called instructional innovation. In this innovation, the educating learning standards are connected keeping in mind the end goal to propel conduct. This view is firmly associated with the cutting edge standards and hypothesis of guideline and standards of customized learning. The main, equipment approach, is worried about showing helps, such as showing machines and the second with learning helps, as modified learning. The third approach is instructional plans. It is another administration approach. This innovation is otherwise called framework investigation. This innovation covers three instructional plans, viz., preparing brain science, hypothesis of fortification and framework examination.

Knowledge of Pedagogical Teaching Technology: (a) capability of instructors to deal with various techniques for educating; (b) aptitude in taking care of the apparatuses of educating including showing machines; (c) limit of educators to create of varying media helps; and (d) skill of educators in the utilization of e-media and PC supported bundles.

Reading Habits of Teachers: (a) perusing propensities for instructors as saw using the library in view of the recurrence of utilization amid the previous three years as recorded by the library; (b) accessibility, on the stacks, of the most recent books on subjects (c) normal sum spent by the educators every year on buy of books; and (d) the utilization of web in down-stacking the most recent perusing materials for upgrading academic learning and enhance abilities in the utilization of training innovation.

Teaching Process: (a) utilization of the address technique; (b) blend of address strategy with other showing strategies; (c) fitness in the utilization of the chalkboard and other showing helps; (d) advancement of undivided attention in the classroom by instructors and understudies; (e) skill of educators to plan enhancement and healing projects for cutting edge students and moderate students, separately; (f) capability of educators to recognize and gather understudies as per capacity, requirement for medicinal training, potential for peer instructing learning and gathering learning; (g) ability of educators to assume the part of gathering pioneer/facilitator/supplier of gathering structure opposite sorts of learning errands; and (h) skill of instructors to take care of issues emerging out of the hole amongst addressing and its effect e.g. the limited ability to focus of understudies, indistinctness of address, reliance on repetition learning, nonattendance of social association, scope for boundless fatigue, and so forth.

System of Evaluation: (a) data about the assessment programme given to understudies no less than a month prior to affirmation; (b) approach of inward appraisal; (c) week by week, month to month and quarterly tests; (d) straightforwardness in assessment; (e) granting marks/scores/percentile score; (f) giving transcripts to understudies at the terminal phase of the vocation opposite the school/college; (g) educator's full understanding and utilization of different assessment systems; (h) arrangement of question banks; and (I) assessment to be made an apparatus of inspiration to learning.

Faculty Evaluation: (a) appraisal by Head of the Department (HoD) and Principal; (b) assessment by peers; (c) assessment by active understudies through an organized survey on a 5-point scale and through an open-finished poll. This organized poll should mirror the accompanying parts of the instructor appraisal: (I) assessment of educator execution by the understudies who have as of late finished their undergrad or postgraduate program with exceptional reference to showing traits, information, scholarly capability and research capability (ii) steps taken by the educators for enhancing their subject learning (iii) assessment of the four segments of educator's power, viz., social expert, subject specialist, proficient specialist and alluring specialist

Criteria of Best Practices: On the quality of the accessible writing in the subject of instructing, learning and assessment and based on discourses on the theme, the accompanying builds in educating, learning and assessment have been worked out. They give the method of reasoning of the criteria for choosing the accepted procedures in advanced education. **(1) Teaching Faculty Personality:** The showing viability is connected with the human touch of learning. Thusly, the identity segment of the showing personnel turns out to be critical in the doled out assignment of dispersing information and subsequently building up the inside and out identity of understudies. It could be additionally measured from the accompanying sub-builds: (a) numerical quality of educators versus number of understudies; (b) subject-wise student instructor proportion; (c) scholastic quality of the staff, mix of age and youth (The expert fulfilment of instructors is imperative from the perspective of their emotional wellness, which assumes an essential part in the identity advancement of understudies); (d) between individual relationship among employees; (e) agreeable connections among instructors, understudies, group/guardians and the administration; and (f) strategy of enrolment of instructors which should help in grabbing the best among candidates.

(2) Admission Policy: The establishments of higher learning are: government foundations; denominational concede in-help organizations; private allow in-help establishments; non-government un-supported establishments; and minority status organizations. In spite of the fact that the confirmation approach will shift in every one of these organizations, yet it is critical that straightforwardness in the affirmation procedure is watched and that these are made in consonance with the tradition that must be adhered

to and State strategy. (3) Preparation of Teaching Plan: (a) unitization of syllabi; (b) appropriation of educational programs versus number of addresses; (c) methodologies to be advanced in instructing; (d) thorough showing designs; (e) record of instructing, day by day journal, and so on.

The utilization of instructive innovation can't however be maintained a strategic distance from in this learning time realized by Information Technology. Furthermore, certain little changes executed by the instructive establishments will help the learning atmosphere. These means could be: (I) The address rooms may ideally be of the exhibition write. The address rooms of science pieces should be outlined and outfitted by subject prerequisites. Likewise, the sliding dark or white sheets are more facilitative than settled sheets. (ii) There ought to be an arrangement for showing helps and showing machines with each division. Be that as it may, where it isn't conceivable, a focal office could be made for instructors of all offices for their classroom utilize. (iii) Teachers ought to be given introduction in understudy advising. It will be essential for them to know the socio-metric and psycho-metric strategies to distinguish diverse classes of understudies. (iv) There must be some sort of system by which understudies could be inspired, versus, the achievement of finishing the undergrad or the postgraduate projects to abstain from dropping out in the centre. Especially, it is seen that in rustic instructive foundations, the dropout rate is high.

It is clear from what has been said over that none of these practices needs huge money related help. The fundamental necessity is the mentality of the educator who can without much of a stretch deliver varying media helps. Showing equipment might be acquired with stipends from the UGC and different bodies. Teaching, learning and assessment, the key and urgent scholastic action of any instructive establishment require careful arranging and capable execution primarily through collaboration and coordination. Where any of these gets lacking consideration, the other two may fall away conveying the entire instructive endeavours to next to zero esteem. In the light of this alert, we may view these accepted procedures as signposts that lead towards the objective of perfection to be achieved just through quality improving measures.

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