

# **Best Practices # 01**

## **1. TITLE OF THE PRACTICE**

“ MICRO TEACHING WORKSHOP ”

## **2. OBJECTIVES OF THE PRACTICE**

The Objectives of the Micro-Teaching Workshop are

- a. To prepare the student-teachers for real teaching process
- b. To provide appropriate opportunities to the student-teachers for real practice teaching
- c. To learn the skills of teaching
- d. To give constructive feedback with an open mind and achieve appropriate teaching-learning goals

The underlying principle of the Micro teaching skill workshop is to learn one skill at a time. There are various teaching skills example - set induction, explanation, stimulus variation, setting up teaching objectives, utilization of teaching learning material, questioning skill, closure, etc. Therefore, the principle of Micro teaching, is based on principle of practice, principle of reinforcement, principle of experimentation, principle of evaluation, principle of precise supervision, principle of continuity.

## **3. THE CONTEXT**

Micro teaching skill learning is based on dividing the whole process of teaching into various parts that requires specific teaching skills. A thorough orientation of the different teaching skills need to be understood and analyzed. As there are many micro skills involved, it is important to sort out the most beneficial ones and the most appropriate one considering the context of teaching learning. Another important aspect is to divide the number of students in sizable groups so that enough teaching and re-teaching can be done without much hurry. The faculty also needs to be divided in accordance to the selected skills and a prior instruction, orientation and preparation or demonstration required. It is

imperative to check that each student teacher has delivered his/her slot of micro teaching practice. This is of utmost importance as it will eventually lead towards the mastery of the skill at the end of the workshop. Video coverage of each micro teaching practice is essential, as it will show the student teachers where they can improve upon.

#### **4. THE PRACTICE**

The micro-teaching workshop was conducted twice in the current academic year. The first micro-teaching was conducted from 4th to 6th August, 2016 for the pending final year students of 2015-16. The second micro-teaching workshop was conducted from 19th April to 21st April for the final year students of 2016-17.

The uniqueness of the Micro teaching workshop lies in the fact that after the workshop, the student teacher is fully prepared to take on the teaching activity. They are fully equipped scientifically on how to conduct teaching and incorporate the different skills in the process of their teaching. It is not enough to know the theories of teaching. It is also imperative to carry out those theories in real life situation as such a process will draw out the maximum capacity and potential of each student. The National Education Policy 2019-20 states that education should emphasis on conceptual understanding rather than rote learning and learning for exams. These various teaching skills would help the students to think constructively and form their own knowledge, which would stay with them life-long.

The workshops were conducted for three days each and the teaching skills were thoroughly and minutely demonstrated first by the concerned faculty and then the student teachers were made to demonstrate the skills one by one. Feedback was given and demonstration done again.

#### **5. EVIDENCE OF SUCCESS**

The micro teaching workshop is of great success as it can be felt and seen that the student teachers go with full confidence in their respective internship school and conduct the teaching process with full confidence. Feedbacks from the students themselves reveal that they thoroughly enjoy the workshop and that they look forward to the process of real teaching. Feedback from the co-operating school Headmaster/headmistress also revealed that they appreciate the teaching skills of the students and they sometimes request if special workshop can be conducted to refresh the skills of the teachers of the co-operative schools.

The evidence of success is also found in the report of students who later became very good teachers.

## **6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED.**

The problems encountered in the conduct of the workshop are not much – Lack of faculty member tops the list. As the college do not have much teachers, divisions of the faculty to match the small micro teaching groups becomes a problem. What resulted was that larger groups of students were allotted which is found to be unsatisfactory in term of real practice and demonstration. Therefore it is of great importance to see that the human resource is sufficient to meet the desired result.

Another problem encountered is in the lack of technology (videography) and videographer in each class. As micro teaching depends much on technology, lack of it sometimes hamper its' success.

## **7. NOTES**

Micro teaching workshop needs to be mandatory for all teacher education colleges. It is sometimes neglected by many upcoming teacher education colleges in Manipur. But the importance of Microteaching workshop cannot be undermined. Even the U.G.C. has a compulsory slot of Microteaching in all its Orientation and Refresher courses of college teachers. Therefore it should be considered an important activity in all teacher education colleges. The faculty should be equipped and orientated on the various skills of teaching to make the workshop successful.

## **Best Practices # 02**

### **1. Title of the Practice**

Community Contact Programme

### **2. Objectives of the Practice**

The main objectives of the Community Contact Programme are:-

- a. To expose student-teachers to the people who are at a disadvantage socially, economically or in other disadvantaged position.

- b. To make the students realise that they can make a difference to the community and society and suggest them the means and tools to do so.
- c. To develop awareness and comprehensive understanding of the communities they live in.
- d. To create a community of committed, caring and motivated individuals who can lead the society and who can lend helping hands selflessly.
- e. To create future teachers who has empathic values and who can bring a change in the educational scenario of the state.

### **3. The Context**

The Community Contact Programme is a co-scholastic activity to make the student-teachers get acquainted with the knowledge of the under-privileged section of the society and also to develop a sense of empathy with the community. This co-scholastic activity is an integral part of D.M. College of Teacher Education where the future teachers are exposed to the community directly and familiarize them with the problems and challenges faced. This activity in turn will eventually assist in moulding the mind and the social mindedness of the future teacher.

### **4. The Practice**

In cognizance with the objectives above, the Community Contact Programme of the academic session 2016-17 was planned to be conducted on 7th and 8th April, 2017. Raja Dumbra Old-Aged Home for Destitute Women, Rajbari and Wangkhei Model High School were selected for the Community Contact Programme. The Programme are as follows

07/04/2017 – The Raja Dumbra Old-Aged Home for Destitute Women was visited. The student-teachers did a thorough clean-up of the whole place. Sensitization on respect and care of aged people, harmfulness of using toxic pesticides and insecticides, domestic violence and its remedy, How to manage family, importance of moral and spiritual education, problems of working women and solution and good parenting were given to the student-teachers assembled as well as the inmates. Essential items were also donated.

08/04/2017 – The Wangkhei Model High School, Imphal East was visited on the 2nd day. After a thorough clean-up of the campus, sensitization on Right to Education, Child Rights, How to become a good teacher, prevention of pollution, self respect and understanding, adolescent education and importance of language in education was given to the student teachers assembled as well as the students and staffs of the school. Study materials as well as sports materials were also donated to the school.

### **5. Evidence of Success**

The student-teachers after their exposure to the Community, developed a sense of service and responsibility which is evident and reflected in their actions. The feedback revealed that the programme had definitely made an impact in their minds and most of them are ready to help the needy of the community in future. They also were motivated to conduct such programme in their respective schools when they return (this is regarding the in-service teachers).

## **6. Problems Encountered and Resources Required**

The problem encountered were general in nature. Because of shortage of the number of faculty, some problems were faced. More sensitization and programmes could have been conducted. The situation of Manipur was also very fragile because of Bandhs and Blockades which hampered the flow of the programme. Financial constraints were also faced as the motive was to give substantially better commodities and service. Moreover, student-teachers required motivation to join such activities. A thorough research on the needs and challenges of the immediate community is required to conduct such programmes.

## **7. Notes**

Over and above, the Community Contact Programme was a highly successful one as not only the student-teachers but also the faculty acquired extra information regarding the community at large.