

# **Best Practices # 01**

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

“ 3-Days MICRO TEACHING WORKSHOP ”

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

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.

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

## **3. THE CONTEXT**

Micro teaching skill learning is based on dividing the whole process of teaching into various parts that requires specific teaching skills. 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 in the month of May, 2018 on 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>. A Committee was constituted to arrange the proceedings of the 3-Day Workshop. The faculty was divided into four groups to take responsibility of the assigned teaching skills. The students were also divided into four groups. The topics (teaching skills) discussed were Writing Instructional Objectives, Set Induction, Explanation Skill, stimulus Variation, Closure, Questioning Skills, Use of Audio Visual Aids, Classroom Management, Reinforcement and Feedback. The skills were demonstrated by the faculty and eventually each student has to teach a content utilizing the skill taught. Feedbacks were given and students had to repeat the teaching once again.

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.

## **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 conduct the micro teaching groups becomes a problem. What resulted was that larger groups of students were allotted which was 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 was in the lack of technology (videography) and videographer in each class. As micro teaching depended much on technology, lack of it sometimes hamper its' success.

## **7. NOTES**

Micro teaching workshop needs to be mandatory for all teacher education colleges. Even the U.G.C. has a compulsory slot of Microteaching in all its Orientation and Refresher courses of college teachers. 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**

The Community Contact Programme of 2017-18 was conducted on the 19<sup>th</sup> and 20<sup>th</sup> May, 2018 at two different venues-

- i. Eastern Ideal Girls' High School (19<sup>th</sup> May)
- ii. Deaf and Mute School (20<sup>th</sup> May)

The rationale for the selection of these venues was to empower and encourage education of girls and to give full cooperation in the process. It was also an imperative idea to make the student-teachers understand the world of the deaf and mute, for them to inculcate empathy with the differently-abled. On the 19<sup>th</sup> May, the student-teachers cleaned up the whole school compound in the morning followed by a Free Medical Camp comprising of different teams like Medicine, ENT, Gynecology and Ophthalmology. The students of the school and the teachers underwent thorough check-up and free medicines were distributed. In the afternoon there was a sensitization programme where the faculty gave talks on Adolescents and their Problems, Disciplinary Issues Among Students, Education and Women Empowerment, Positive Attitude for Positive Life and Role of Media in Education. The session was very interactive and educative. Study materials and sports items were also gifted to the school

On the 20<sup>th</sup> May, the student-teachers of the college visited Deaf and Mute School, Takyelpat and cleaned-up the whole campus in the morning. It was followed by a sensitization programme where the college faculty interacted on different topics like Role of Community in Education, Problem of Obesity Amongst Students, Teacher as a Role Model for Social Change and Development, Right to Education Act and Parental Role in Education. The teachers of the Deaf and Mute School interpreted the whole sensitization talk through sign language to the students. It was a very hard touching day as the student teachers felt the emotional connect of the differently abled students. Study materials and sports items were also gifted to the school.

## **5. Evidence of Success**

After the student-teachers returned to the college there was a sense of responsibility and a deep understanding of gender equality and inclusiveness. These values were inculcated and was visible in their overall action and feedback. Many student-teachers felt the need to have these Community Contact Programmes in all educational institutions to strengthen belief in brotherhood and to motivate future students to develop sense of unity, love, respect for women and girls and the differently-abled students.

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

The problems encountered were in arrangement of the Medical Team and synchronization of the activity. As the two days had a very tight schedule student-teachers complained of fatigue. It would have been better if it was a 3-day Community Contact Programme. Nevertheless, the programme was successful. The resources required were mainly to do with finances and a better Community Contact Programme would have been done if there were no financial constraint.

## **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.