

Best Practices # 01

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 2019-20 was conducted twice. The first was on 9th and 10th August, 2019 at two different venues-

- i. Old-Aged Home, Mongsangei (9th April)
- ii. Kebol High School (10th April)

The rationale for the selection of these venues was to instill, empathy and understanding of the senior citizens residing in old-aged home. The other venue was selected because empower the government school where most students come from lower income strata of the society. On the 9th April, the student-teachers cleaned up the whole compound of the old-aged home and served the inmates breakfast and lunch. It was followed by a programme of gifting of essential items and food. There was an interaction programme where the student-teachers listened to the narratives of experiences of the inmates. Sensitization talks were also given by the faculty of the college. On 10th April, a Mega Medical Camp was organized in Kebol High School where free treatment and medicines were also distributed. Different departments like Ophthalmology, Orthopedic, ENT, Skin and General Medicine were there. It was followed by a sensitization programme

where the ZEO (Zonal Education Officer) and faculties of the college delivered different talks on Universal Values. Essential educational items like Note books, Pen, Pencil, Sports Items were also donated to the School.

The Second Community Contact Programme was conducted on the 29th February and 1st March, 2020 at Lamlong Higher Secondary School and Children Home, Dewlahland. On 29th February, there was a campus clen-up by the student teachers followed by breakfast with the students and teachers of Lamlong Higher Secondary School. It was followed by tree plantation around the school, sensitization talks by the college faculty members and a cultural programme by the student-teachers of DMCTE. It was followed by a donation of study materials and sports materials to the school. The next day, 1st March, there was a clean-up of the children home in the morning followed by tree plantation and donation of essential items to the children home. It was followed by a sensitization talks on different topics by the faculty members of the college. The programme concluded with a cultural show by the student-teachers of the college.

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 love and care for the orphans and old-aged people. Students also developed the habit of cleaning the surroundings and joy of tree plantation.

6. Problems Encountered and Resources Required

The problems encountered were in arrangement of the Medical Team and synchronization of the activity. As the programme 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 were 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.

Best Practices # 02

1. Title of the Practice

3 DAY 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

3. THE CONTEXT

There are various teaching skills example - set induction, explanation, stimulus variation, setting up teaching objectives, utilization of teaching learning material, questioning skill, closure, etc 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 on 19th , 20th and 21st August, 2019. A Committee was constituted to arrange the proceedings of the 3-Day Workshop. The faculties were 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 had 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 was that after the workshop, the student teacher became fully prepared to take on the teaching activity. They were fully equipped scientifically on how to conduct teaching and incorporate the different skills in the process of their teaching. It was imperative to carry out the theories of teaching in real life situation. The

National Education Policy 2020 stated that education should emphasis on conceptual understanding rather than rote learning and learning for exams.

5. EVIDENCE OF SUCCESS

The evidence of success could be seen when the student teachers went with full confidence in their respective internship school and conducted the teaching process with full confidence. Feedbacks from the students themselves revealed that they thoroughly enjoyed the workshop and that they looked forward to the process of real teaching. Feedback from the co-operating school Headmaster/headmistress also revealed that they appreciated the teaching skills of the students and they sometimes requested if special workshop could be conducted to refresh the skills of the teachers of the co-operating schools. The evidence of success was 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 were not much – Lack of faculty member topped the list. As the college do not have much teachers, divisions of the faculty to conduct the micro teaching groups became a problem. What resulted was that larger groups of students were allotted which was found to be unsatisfactory in terms of real practice and demonstration. Therefore it was of great importance to have sufficient teachers to fulfill the task. 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 hampered 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.