

Best Practices # 01

1. Title of the Practice

Community Contact Services & Extension Programme During Covid Pandemic

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.
- f. To create a feeling of empathy for the community in times of stress, famine, flood or pandemic.

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. The Community Contact Service is

an avenue for the student-teachers and faculty to lend a helping hand to the community during the covid pandemic.

4. The Practice

The Community Contact Programme of 2020-21 was conducted on 15th and 16th September, 2021 at four strategic places

- i. Punya Children Home for Girls, Thangmeiband
- ii. Uripok Tondonsana and Thamboumacha High School, Uripok
- iii. The Destitute Children Home, Sagolband Tera Keithel
- iv. Cradle Point, Mahila Kalyan Samiti Children Home, Dewlahland

The Covid 19 Pandemic had hit the orphanages and the lower income strata of the society very badly resulting in starvation and unexpressed calamities. Understanding these situation, the college decided to conduct the Community Service by following strict Covid SOP. First and foremost, the student-teachers were divided into separate groups based on their five Houses. Each House had a Teacher-In-Charge to mentor and lead the team. On the 15th September, the students visited Punya Children Home for Girls, Thangmeiband and Uripok Tondonsana and Thamboumacha High School, Uripok and donated essential food items, essential commodities and sports and study materials. On the second day, the students visited the Destitute Children Home, Sagolband Tera Keithel and Cradle Point, Mahila Kalyan Samiti Children Home, Dewlahland and donated essential food items, essential commodities and sports and study materials. There were not much opportunity for interaction and sensitization as the State was suffering the Covid 19 Pandemic.

5. Evidence of Success

After the student-teachers returned to the college there was a sense of responsibility and a deep understanding of the destitute and life of the orphan children. 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 the destitute children.

6. Problems Encountered and Resources Required

As the Community service was conducted during the Covid 19 Pandemic much problem was faced by the faculty and student-teachers. First and foremost, there was a very low stock in food grains and other vegetables in the market. It was a difficult task to procure these goods. As most of the places in Manipur were under containment zone, accessibility and free passage was denied to many. Many students and faculty members were also inflicted with the Corona Virus and couldn't join the Community Service. But in spite of all these challenges the community service was conducted fruitfully.

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

MICRO-TEACHING WORKSHOPS: In the month of January, 2021 and August, 2021

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
- c. 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 first Micro-Teaching Workshop was conducted on the 6th to 8th January, 2021 for three days. 133 student-teachers of B.Ed. Second Year (Fourth Semester) benefitted from the workshop. The different teaching skills taught were Writing of Instructional Objectives, Classroom Management, Set Induction, Explanation Skills, Use of Writing Boards and Teaching Aids, Stimulus Variation and Re-enforcement, Questioning Skills and Closure. The students were divided into Four Groups and the faculties took charge of the different groups equally. First, the teacher demonstrated the skill and then made the students practice the skills one by one. Feedbacks were given after which there was a re-teaching session. In such a way, all the skills were taught thoroughly. The second Micro-Teaching Workshop was conducted as a remedial teaching on the 18th and 19th August, 2021. Because of the Covid Pandemic, all the Schools were shut down resulting in very limited practice teaching by the interns. In view of this, the remedial micro-teaching was conducted to re-enforce the teaching skills just before the students appear in the final practice teaching conducted by the university. All the required skills were taught thoroughly giving them confidence to face the final practice-teaching.

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. Another problem was that some of the students and faculties couldn't attend the workshop because of the Covid Pandemic.

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.