

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 2021-22 was conducted during the height of Covid 19 Pandemic, on 15th and 16th September, 2021. Because of the Pandemic, many orphanages and state run schools were suffering from shortage of basic amenities like food, clothing and stationery items. The College conducted the Community Contact Programme on two days. On the first day that is the 15th September, the faculty of the College with representatives of students visited the Punya Children Home for Girls, Thangmeiband and Uripok Tondonsana and Thamboumacha High School, Uripok and gifted essential items like food items, daily necessities and stationery items and sports items. There was also a short interaction with the beneficiaries with the proper maintenance of Covid SOP. On the next day that is 16th September, the College visited the Destitute Children Home, Sagolband Tera Keithel and Cradle Point, Mahila Kalyan Samiti Children

Home, Dewlahland. Basic amenities like food items, vegetables, rice, stationery items and sports items were gifted to the inmates. As the Covid 19 Pandemic didn't allow much interaction, the inmates of the Home and Orphanage expressed their gratitude for the humanitarian service.

5. Evidence of Success: After the student-teachers returned to the college there was a sense of responsibility and a deep understanding of the calamities faced by people below poverty line specially the orphanages. There was a deep sense of empathy and the visit developed a fellow feeling and sympathy for the underprivileged. These values were inculcated and was visible in their overall action and feedback. Many studentteachers felt the need to have these Community Contact Programmes in all educational institutions and other orphanages to strengthen belief in brotherhood and to motivate future students to develop sense of unity, love and respect for the underprivileged. The objective of the visit was fulfilled when the students express their willingness to participate happily in such more Community Contact Programmes.

6. Problems Encountered and Resources Required: The problems encountered were to do with the Covid 19 Pandemic. Because of the Pandemic, there were scarcity of food items and other goods which was a challenge to the faculty-in-charge and the students. Another problem encountered was in getting permission to visit the orphanages as the Pandemic was in full swing. Nevertheless, after following proper Covid SOP, the Community Contact Programme became a successful one.

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.

1. Title of the Practice: **2 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 reteaching 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 18th and 19th August, 2021. 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. Altogether 141 students were trained successfully by 12 eminent faculty members.

5. Evidence of Success: The evidence of success could be seen when the student teachers appeared their final practice teaching 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. Eventhough the student teachers couldn't do full time internship work in respective schools because of the Pandemic, they expressed that the Micro-Teaching Workshop helped them to build their confidence. 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 problem encountered were to do with the Covid 19 Pandemic. It was a challenge for the faculty as well as the students to conduct and attend such a workshop in the midst of the Pandemic. There were many cases of sickness even during the workshop and many students were under treatment. 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.