

Best Practice:

Title of the Practice: Voluntary Extension service to the Private Practicing Schools.

Objectives of Practice:

1. To establish a strong bond between the institution and the practicing schools.
2. To orient the private practicing school teachers on the skills of teaching and the current educational trend and practices.
3. To motivate untrained teachers to undergo teacher education courses.

The context: About 80-90 percent of the teachers in the private schools are untrained and the college felt that they should be helped through extension service. Every year the college engages about 23-25 schools in and around Kohima town for B.Ed Practice Teaching programme, 60% of which are private schools. These schools have been extending their help accommodating the student teachers for practice of teaching for the last many years. It had been observed that these schools lack trained teachers, coupled with problem of frequent change of teachers. The college thus decided to extend its free help by way of orienting the teachers of these schools.

The practice: The following 5 schools were contacted for deciding on convenient dates for orienting its teachers, which was spread over a period of two months (Feb.- Mar.)

1. Baptist higher secondary school ,Kohima.
2. Grace higher secondary school ,Kohima.
3. Mount carmel school, Kohima
4. Khedi Baptist higher secondary school , Kohima
5. Bethel higher secondary school, Kohima. Based on the reply received from the schools on the dates and areas of their requirement, dates were scheduled for each school. The IQAC of the college then called for a meeting of the faculty to decide on the topics to be taken up during the orientation programme. After having identified the topics/ areas most essential for the teachers, 4-5 faculty members were assigned to each school.

In each school it was decided that the team would follow a common structure which were broadly classified as follows:

1. Methodology of teaching Social Sciences, Science, English and Mathematics.
2. Teaching skills.
3. Classroom management.
4. Problems of Adolescence etc. At the end of each orientation feedback was availed through questionnaire.

Evidence of success: The teachers of the schools expressed that they were immensely benefited which was evident from the many questions raised during discussion session on various aspects of teaching-learning. The attendance of the teachers also indicated that the programme was interesting and educative. Home tasks given to the teachers were done with sincerity and they showed interest in the activities, for instance, demonstration of skills given in the class. Many questions were asked in the

area of evaluation, classroom management and language teaching. After the completion of the programme too some teachers expressed their gratitude and shared problems seeking advice through phone which indicated that the programme had an impact on the teachers.

Problems encountered and Resources required: One of the problems was the shortage of time in orienting the teachers. The schools could spare one/two days only as they had already started their sessions. Some schools did not have PPT facility which hampered the effective presentation of the topics.