

Model Christian College

Best Practices

Best Practice 1

Full Scholarship for Orphans

Objectives of the Practice:

- To provide opportunity for orphans from recognised orphanages to avail higher education at the undergraduate level so that they realise their dreams and obtain employment for enhancing their quality of life.

The Context:

- Extension service is one of the extracurricular activities of the College. One of the extension services is visit to orphanages. Visit to orphanages inspired the College to offer full scholarship to two orphans from any recognised orphanage in Nagaland.

The Practice:

- The practice is advertised in the local newspapers and social media. Orphanages are contacted and informed about it. The Scholarship is for the entire undergraduate programmes. Two orphans are enrolled every year to the first semester of any programme on first come first basis. For availing the Scholarship, the candidate is required to submit a Certificate from the Orphanage where he/she resides. In an academic year, six orphans benefit from the Scholarship. The College keeps in touch with the orphanages of the beneficiaries.

Evidence of success:

- The College initiated this practice in the year 2018. It enrolled not two but three orphans for the year. It already experiences the transformation in the lives of the enrolled orphans as evidenced in their hard work and dedication in academics or overall performance. The College is hopeful that these students will grow up to be leaders, be prosperous in their lives and be a guiding force in their communities.

Problems encountered and resources required:

- The College would like to enrol more orphans but lack of hostel facility has been a hindrance to this practice. Besides, there are years when there are no orphans from any orphanage for undergraduate study.

Best Practice 2

Teacher's Teaching Plan (TTP)

Objectives of the Practice:

- Plan-Organize-Prepare-Execute
- To enhance teaching quality
- To inspire creative and effective ways of imparting knowledge
- To enhance personal management techniques

- To ensure justice in providing sufficient time and space for covering the subjects/topics taught and related activities in order to enhance deeper understanding and critical judgement
- To make learning more student centric and student friendly through a pre-planned lesson preparation while making teaching plan in advance
- To do away with cram-learning through rush teaching
- To avoid failures
- To avoid the obsolete method of one-way-traffic
- To avoid ready-made material supply without imparting proper knowledge in class
- To ensure special needs of students are attended
- To ensure maximum yield through the effective execution of teaching plan
- To ensure accountability

The Context

The popular adage ‘failing to plan is planning to fail’ is true when it comes to responsibility. Just as there is no escape from death, there is no escape for a teacher from planning the teaching activities. Just like students, teachers too come from different backgrounds with diverse personalities and varied abilities and capabilities attached to it. They also come with assorted experiences. Some get into the profession of teaching because of lack of options, while some just get into teaching because of forces from without. There are ample proofs of teachers who are fresh in this profession, though some join the institute with number of years of teaching experience either at the undergraduate level or higher secondary and high school levels. Of course, there are varieties of styles a teacher can adopt in approach to students and teaching, but without a systematic and organised plan to execute the teaching activity, one can invite scores of hiccups and it will be too late to undo after exhausting some days because time waits for none. This will incur a colossal loss on the part of students because their age and resources spent for the cause of education cannot be reversed.

To march forward, envisaging to reap a rich harvest through investment of time and energy, with the teaching career, a good and organized plan, collection of all possible resources, churned out tactics and materials of supplementing teaching, stretchable span of time in plan for remedial purposes or fixing the failures and other unforeseen eventualities that come up midway to interrupt the already planned schedules, identified academic activities to augment the teaching-learning process, identified missing infrastructure for proposal and to receive it in time and the like are inevitable. Therefore, to effectively discharge duty as a teacher, a teaching plan is very crucial. Just by receiving the allotment of classes, units/topics to handle and having the books that contain the minimum skeletal knowledge, one can never effectively impart knowledge and produce good results of students, worthy students with scientific temper, creative and critical thinking abilities and independent decisions.

So, Teacher’s Teaching Plan (TTP) has been enthusiastically practised by teachers of the College to produce tangible results.

The Practice

Every individual teacher receives the readymade format of the Teacher’s Teaching Plan (TTP) at the beginning of each academic session, preferably on the first working day or in the first week itself. A teacher prepares the same, submits it to the Principal’s office for perusal and rectification, if any, signs it, gets a photocopy of the same for the Office and retains the original copy for putting the plan into action. Each teacher prepares separate TTP for each paper that she/he is to engage.

There is a column in the format for the teacher to fill after each unit/topic is completed with any other activity to augment the teaching-learning that has taken place.

Departmental evaluation of the same is done monthly and the same is checked by the Principal.

This practice ensures that personal responsibilities are carried out in a most efficient and effective manner. At the same time, justice is done to the profession and accountability is maintained.

Evidence of success

Since the practice began, there were no incidences of any teacher ignoring any minute topic let alone units or chapters. There was no complaint of failure to complete the portions assigned to a particular teacher.

Teachers became more faithful.

Smooth ending of courses and easeful conduct of examinations, both internal and external, have been experienced since the introduction of this practice in the College.

Fluctuation in the pass percentage is normal because it depends on the capacity of individual students. The fact that the College receives a sieved out group of students and the university ranks that students secured in different departments and in different years explain everything of what we do and how we do our job.

Problems encountered and Resources Required

There were concrete problems faced by the teachers and administration at the initial stage. There was misconception of this plan as the lesson plan that is taken up in the B.Ed. courses for High School and Higher Secondary level courses and classes. Besides, there was a sluggish speed in making this practice an effective method of teaching the lessons and completing the portions with ease as well as with good end result awaiting the investment of time and energy.

Problem is faced whenever a new teacher comes to join the College family. This has to be explained, and the goals and scopes have to be understood by the newly inducted teacher(s) for an effective carrying out of the method.

Problems in strictly following the pre-teaching plan do occur when there is unforeseen non-working day or leave is taken by teachers due to unforeseen health conditions or other unavoidable circumstances. But this is resolved by teachers engaging the non-working Saturdays or engaging an extra hour after the normal classes are over or engaging the class of those teachers who are absent.

Notes (Optional)

This practice is solely dedicated for the benefit of students and the enhancement of teacher's teaching abilities. Success and faithful rate has gone up high in the College.

8. Contact Details

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