

## **BEST PRACTICES - 1**

### **1. Title: Value Education**

### **2. Objectives of the Practice:**

‘Value education’ is teaching and learning about the ideals that a society thinks is important. The aim for students is not only to understand the values, but also to reflect in their attitudes and behavior, of the young generation.

Some of the objectives and outcome expected through this practice are-

- Full development of students’ personality in its physical, mental, emotional and spiritual aspects.
- Inculcation of good manners and of responsible and cooperative citizenship.
- Developing respect for the dignity of individual and society.
- Developing a democratic way of thinking and living.
- Helping pupils to have faith in themselves and build self-confidence.

### **3. The Context:**

A true sense of values is the single most important element in every human personality. A life of true values, though difficult, gives meaning and purpose to it. Hence, the only way to preserve is to transfer the knowledge and technology we have by educating the people properly. An exemplary citizen is made, not born. Just as we learn mathematics and languages, we should also become specialists in those lessons that are fundamental to living in harmony and social progress such as respect, empathy, solidarity and critical thinking.

In any scheme of education, therefore such values should be inculcated especially in our present generation through appropriate means and mode. In short, value-oriented education implies that education should be directly related with the moral, social, cultural and spiritual values towards the achievements of basic goal, the curriculum of the subjects should be modified in order to inculcate value among the students.

### **4. The Practice:**

The success of true education, depends on how much balance, human values bring about in an individual personality, so that he/she is fulfilled and happy. With the immense support from the management and faculty, The Department of Education was successful in executing the program from the 22<sup>nd</sup> of March, 2021. The degree students were distributed under 18 mentors and a “theme” was chosen for one cycle of 18 sessions. Each mentor was assigned with 26-28 no of mentees and an audio-visual aid containing 2-3 lessons was prepared by the Department of Education and circulated among the mentors. After the 1<sup>st</sup> cycle of 18 sessions gets over, another audio-visual aid under a selected theme containing 2-3 lessons and some motivational clippings for one new session will be prepared by another department and circulated and it will continue so on and so forth.

Understanding the need and importance of “moral code of conduct”, which covers the most important aspect of an individual’s growth and development process, the Department of Education along with the Mentor Mentee cell is privileged to take up this initiative of inculcating value education for wholesome personality development of the students. As mentioned above, the various departments would choose a “theme” basing on the concept of value education; which will be shown or taught to their respective mentees. The time schedule for every session used to be prepared by the Teacher in-charges and circulated among the teachers as well as mentees. The timing for value education session starts at 12:40 p.m. All the mentors maintained a detail records of mentees’, attendance and activities conducted during each session. A new time schedule will be notified after 1<sup>st</sup>

cycle of value education. However, the serial number will remain the same till further notification. Above all, creating a separate Whatsapp group by every mentor for updating all the requisite information related to the conduct of the session, virtual meet whenever necessary play a vital role in building a rapport and strengthening the bonding with the mentees; which enhance efficiency. Each mentees bio-data, subject combinations, their ambition, hobbies are collected & recorded prior to the starts of the session for effective functioning of the core idea, and to extend an utmost care as and when required promptly. Feedbacks from the mentees are taken care of, which seems constructive and helpful for every mentor to acquaint with their diverse needs, aptitudes to deal accordingly.

#### 5. Evidence of Success:

As initiated by the Department of Education in collaboration with the mentor-mentee cell, tremendous positive response has generated from both the receiving end as well the mentors. The session usually starts by explaining to mentees why we are starting with value education and how important it has become in the present scenario. To make more practical, mentees were asked to relate and identify the values with the clippings and video shown during the session with a lesson attached. As a result, each pupil could realize and learn the various values at the end spontaneously; yet, emphasis more on a specific value at a time. The mentees were then asked to provide feedback on what values they have learned in a particular session follow by deliberate discussion. The overall end product is very engaging, motivating and enriching session. All the mentors also maintained a detail records for documentation like- attendance and activities of each session.

The successful conduct of value education in the institution is shown with the help of a chart and schedule. Also relevant information and documents are attached in the description column below:

#### *First schedule of Value education w.e.f. 22/03/2021*

| <b>Si. No.</b> | <b>NAME</b>           | <b>DAY</b> | <b>DATE</b> |
|----------------|-----------------------|------------|-------------|
| 01             | Mrs. Narola jamir.    | Monday     | 22/03/2021  |
| 02             | Ms. Satemmenla.       | Tuesday.   | 23/03/2021  |
| 03             | Ms. Limanaro.         | Wednesday. | 24/03/2021  |
| 04             | Ms. Asungla Anichari. | Thursday.  | 25/03/2021  |
| 05             | Ms. Akala Ozukum.     | Friday.    | 26/03/2021  |
| 06             | Mrs. Senjano.         | Tuesday.   | 30/03/2021  |
| 07             | Mrs. Villika.         | Wednesday. | 31/03/2021  |
| 08             | Mrs. Zuchano          | Thursday.  | 01/04/2021  |
| 09             | Mr. John Zarench.     | Monday.    | 05/04//2021 |
| 10             | Mr. Kiyakhe.          | Tuesday.   | 06/04/2021  |
| 11             | Mrs. Angeline.        | Monday.    | 12/04/2021  |
| 12             | Mr. Sanen.            | Tuesday.   | 13/04/2021  |
| 13             | Mrs. Tiasenla.        | Wednesday. | 14/04/2021  |
| 14             | Ms. Asenla Yanger.    | Thursday.  | 15/04/2021  |
| 15             | Mr. Mhonthung.        | Friday.    | 16/04/2021  |
| 16             | Dr. Villi             | Monday.    | 19/04/2021  |
| 17             | Mr. Moawapang.        | Tuesday.   | 20/04/2021  |
| 18             | Mrs. Das.             | Wednesday. | 21/04/2021  |

## **6. Problems Encountered and Resources Required:**

Value education like any other innovative practices has encountered with certain obstacles during the transaction. The global unprecedented pandemic has affected adversely in the following spheres:

- As the aforementioned dates of implementation portrays just prior to the second wave of pandemic, hence the follow up couldn't be carried out successfully as scheduled.
- Despite the maximum efforts rendered from the officer in-charges, the turn out of the mentees during the session stands unsatisfactory.
- Another, challenges related to this practice is the various strategic ways of presentation and interactive level on the part of the mentors; which doesn't impact the same results among the learners.
- The interval between two cycles for value education session is long; which resulted in seldom meeting between the mentor and the mentees.
- The major problem faced by every mentor during the pandemic was that, all the mentees could not be identified and nurtured well due to pandemic.

## **BEST PRACTICE - 2**

### **1. Title: ‘Educate through promotion of Hindi language’**

### **2. Objectives of the Practice:**

The main aim of this practice is to promote Hindi language, not because it is our country’s official language, but it is the third most spoken language across the globe. And therefore, the intention behind this innovative practice, is to promote, develop and educate the citizens of India through this means of promotion of language i.e. Hindi, specially the people of North East India in general and Nagaland in particular. Another important objective for initiating is to explore and develop the various skills and talents of the youngsters through this platform.

### **3. The context:**

Hindi language is one of the most spoken languages, across the globe next to English and Mandarin. Hence, it has become a necessity for every Indian as well for mankind to learn, for effective communication among people of composite cultures. Language is the best form of tool to connect between people to socialise, exchange ideas and knowledge. In fact, human existence would not be possible in the absence of language. By promoting Hindi language, it paves a way to inculcate some of the 21st century skills i.e. communication, creativity, collaboration skills along with others, among the learners with special reference to our region, also improvise one’s talents and potentialities towards becoming a successful person. It aimed to develop the levels of confidence, which is one of the strongest attributes of a person to participate in a bigger platform confidently, also prepares to face the challenges with more confidence and with boldness.

### **4. The practices:**

The department of education in collaboration with the IQAC, SMC, Dimapur, for the first time initiated an innovative way of observing ‘National Education Day’ which falls on 11<sup>th</sup> of November every year. To celebrate the occasion, the department came up with a theme for ‘National Education Day’ 2021, as ‘Educate through promotion of Hindi language’. And as such, National Education Day’, was observed on 11<sup>th</sup> of November, 2021 in the college auditorium. In 27 years of Sakus Mission College journey, since the establishment of the college, an innovative, and a unique Hindi medium program was organised under the initiative of the department of Education. To synchronize and with an intention to discover the latent talents of the students in various skills, a platform of competition in Hindi medium was opened. There were altogether three different categories of competition held, such as – Prepared Hindi Speech, Bollywood dialogue and Hindi songs. The competition was open to participants from each class to show case their talent. In relation to this, the class representatives were entrusted with absolute responsibility to select two best participants in each category from each section of all classes. The winners and runners up in each categories were awarded with a certificate and cash prize of ₹1000/- (One thousand) and ₹500/- (Five hundred) respectively. The prizes for all winners, was borne by the Department of Education itself from the department welfare fund. The high light of the program includes, a brief introduction on the ‘National Education Day’ occasion and its significance by Ms. Limanro, HoD (Dept. of Education), also emphasised more on development of Hindi language by referring, Article 351 of the Constitution of India, which states to promote the spread of Hindi language, to develop in order to serve as a medium of expression for all the elements of the composite culture of India. The department also aimed to promote the same in the coming years with an extended platform within the State.

- Miss. Bendangnaro, 5<sup>th</sup> Semester & Mr. Ikato, 1<sup>st</sup> Semester, emerged as the winner & runner up in Prepared speech competition.
- Mr. Liban, 3<sup>rd</sup> Semester & Mr. Imsur, 5<sup>th</sup> Semester was adjudged as the winner & runner up in Bollywood dialogue
- Miss. Liliangsi, 3<sup>rd</sup> Semester secured as the winner and Mr. Zamwang -5<sup>th</sup> Semester as the runner up in Hindi song competition.

#### 5. Evidence of success:

As initiated by the department of Education, there were altogether, 39 participants participated successfully in various competition. The participants' name and class are mentioned below.

#### *Prepared Speech participants*

| <b>Name</b>                                   | <b>Class</b>          |
|---|-----------------------|
| Mr. Mughapu                                   | 12                    |
| Mr. Kusayi                                    | 12                    |
| Mr. Ikato                                     | 1 <sup>st</sup> Sem-A |
| Mr. Thungbemo                                 | 1 <sup>st</sup> Sem-A |
| Mr. Noknyei                                   | 3 <sup>rd</sup> Sem-A |
| Ms. Marlin                                    | 3 <sup>rd</sup> Sem-A |
| Mr. Lipoktsunger                              | 3 <sup>rd</sup> Sem-B |
| Ms. Imyarila                                  | 3 <sup>rd</sup> Sem-B |
| Ms. Atula                                     | 5 <sup>th</sup> Sem-A |
| Ms. Bendangnaro                               | 5 <sup>th</sup> Sem-A |
| Ms. Dzieseneinuo                              | 5 <sup>th</sup> Sem-B |
| Ms. Purnungla                                 | 5 <sup>th</sup> Sem-B |
| <b><i>Bollywood Dialogue participants</i></b> |                       |
| Mr. Ivika Yephthomi                           | 12                    |
| Mr. vihuka                                    | 12                    |
| Mr. Yeshika                                   | 1 <sup>st</sup> Sem-A |
| Ms. Nchizeule                                 | 1 <sup>st</sup> Sem-A |
| Mr. kato k                                    | 3 <sup>rd</sup> Sem-A |
| Mr. Depak                                     | 3 <sup>rd</sup> Sem-A |
| Mr. Liban                                     | 3 <sup>rd</sup> Sem-B |
| Mr. Lipoktsunger                              | 3 <sup>rd</sup> Sem-B |
| Mr. Imsur                                     | 5 <sup>th</sup> Sem-A |
| Ms. Chanchibeni                               | 5 <sup>th</sup> Sem-A |
| Mr. Along & Friends                           | 5 <sup>th</sup> Sem-B |

|             |                       |
|-------------|-----------------------|
| Mr. Mughaka | 5 <sup>th</sup> Sem-B |
|-------------|-----------------------|

***Hindi Song participants***

|                      |                       |
|----------------------|-----------------------|
| Mr. Inito            | 11                    |
| Ms. Ibamsile         | 12                    |
| Mr. Retimen & Slomon | 12                    |
| Mr. Chullem          | 1 <sup>st</sup> Sem-A |
| Ms. kilika           | 1 <sup>st</sup> Sem-B |
| Ms. Elina            | 1 <sup>st</sup> Sem-B |
| Ms. Ngamelem         | 1 <sup>st</sup> Sem-B |
| Ms. Kiliangsi        | 3 <sup>rd</sup> Sem-A |
| Ms. Priskali         | 3 <sup>rd</sup> Sem-A |
| Mr. Liban            | 3 <sup>rd</sup> Sem-B |
| Mr. Ngangwong        | 3 <sup>rd</sup> Sem-B |
| Mr. Ashok            | 5 <sup>th</sup> Sem-A |
| Mr. Nyamnyei         | 5 <sup>th</sup> Sem-A |
| Mr. Moitick          | 5 <sup>th</sup> Sem-B |
| Mr. Zamwang          | 5 <sup>th</sup> Sem-B |

**6. Problems encountered and resources required:**

Some of the problems encountered during the process are like-

Being the first of its kind in the institution, the responses from the students' community were not satisfactory, in terms of quality and quantity as well.

For many of the participants, it was more of first time experience out of their forte zone, and hence the levels of competency and fluency needed to upgrade for improvisation in the coming days

Another areas of problems encountered is, insufficient financial resources to be awarded to the winners in various categories.

Lack of motivation and interest to participate, on the part of the students is a huge hindrances towards a grand and successful events.

Need to generate more funds, for such a big event in the days to come both from the department and the management end.