

## B.Ed. Practicum: Some Guidelines

### Semester 1

#### In Campus-

A. PEER- TEACHING - to be guided and evaluated by Subject- teachers

1. Any 3 teaching-skills from the following: (Topics to be selected by trainees and approved by subject-teachers. Lab-based topics are also admissible wherever applicable.)

40 lecture hours x 2

<i>Name of the Skill</i>	<i>Components</i>
<b>Introducing</b>	Securing attention and arousing motivation; Linking with previous learning; Specifying the main points.
<b>Explaining</b>	Specifying the objective of the chosen content; Clarity, precision and continuity of concept and language; Using examples to illustrate concepts .
<b>Questioning</b>	Linking with specific objectives; Open- ended questions; Encouraging student queries .
<b>Use of Blackboard / Computer/ OHP</b>	Clarity of purpose; Organisation of space; Precise wordings & highlighting.
<b>Closure</b>	Consolidation by linking with real life; Evaluation; Investigative and open-ended assignment.

## Lesson Plans

### 1. Teaching Skill:

Name of the Skill:

Topic:

Class:

Content Outline

Components

Procedural details

1

2

3

### 2. Integrated lesson:

Day's Lesson-

Previous Knowledge:

Objectives:

Skill

Chosen component

Procedural details

1.

2.

3.

4.

Reflections& Feedback

1. A summary of the integrated whole.

2. What did I learn?

3. How can I improve?

### 3. Mini teaching / Computer assisted presentation

25 lecture hours x2

Objectives

Content Outline

Scheme of the lesson

Reflections& Feedback

1. A summary of what was done

2. What did I learn?

3. How can I improve?



#### 4. Simulated teaching of any one lesson involving

30 lecture hours x2

\*Laboratory based practical (for lab- based subjects)

\*Initiation of a project (for non-lab subjects)

1. Selection and elaboration of content
2. Objectives of the practical/project work done
3. Equipment required
4. Motivational Strategies
5. Reflection and Feedback

*Note: Peer teaching aims at teaching skill-development through*

- *Practice of skills in a scaled-down manner (8mins / skill)*
- *Practice of integration of skills( 12 min s )*
- *Using any one model of teaching (10-15 mins) OR*

*Practice of one computer –assisted presentation (10-15 mins)*

- *Practice any one lesson on how to take a lab-practical class OR initiate a project(30- mins)*
- *Practice of writing reflective statements through self-assessment*

*It is expected that these scaled-down encounters in simulated situations will be transferred to real teaching situations in Semester II and real life teaching. Continuous comprehensive evaluation of this unit/portion will be done by subject-teachers.*

#### **B. TEACHING LEARNING MATERIALS (to be guided &evaluated by subject teachers)**

10 lecture hours x2

1. Pedagogical analysis of content of **ONE MAJOR UNIT** consisting of at least 3 sub-units/ 3 teaching periods

i. The Pedagogical analysis will be performed on a major unit. By a major unit is meant “a related chunk of the content of any class”.

ii. The content-structure of the major unit should be clearly divided into the main constituent sub-units.

iii. Pedagogical Analysis will be conducted on **the selected major** unit according to the following outline:

- Content analysis of the unit into sub-units. (with time allocation )
- Basic concepts to be imparted.
- Objectives using Revised Bloom’s taxonomy
- Taxonomic table for well balanced unit planning
- Teaching strategies including Equipment; Probing Questions ,learner centred activities
- Achievement test of 50 marks based on the taxonomic table ( construction only)



C. GROUP ACTIVITY: to be guided by Mentor I and evaluated by the Principal and Mentor I

**I Personality development**

**25 lecture hours**

Department-

Dress, Grooming, Posture

Speech and Communication

Fluency, Accuracy, Speed, Clarity, Pronunciation, Volume, Tone,  
Expression, Voice modulation, Avoidance of mannerisms &  
fumbling, Patient listening, Power of expression.

Manner

Professional and polite behaviour

*Mentor I is the institutional teacher-educator who is in charge of the well-being of 15 of his/her mentees (student-teachers), irrespective of school subject. Mentor I will play the role of a motivator, guide and evaluator in Group activities.*

**II Visit to a centre of learning followed by a reflective report by the group**

Report should consist of-

**10 lecture hours**

Purpose of the visit / Description of the centre of learning/ Critique of the centre of learning.

**SEMESTER II**

**I. In campus**

- \* **Preparation of teaching learning material (any one) (to be guided and evaluated by subject-teachers)**  
**5 lecture hours x2**

**\*Critical review and modification of one chapter of a text book**

Name of the text book:

Chapter Heading:

Class:

1. Concepts in the chapter
2. Quality of explanation and illustration of concepts
3. Scope for critical and creative thinking
4. Modification required, if any (addition, deletion, reordering )

**\*Preparation of content enrichment material)**

(Some suggestions: Collections; Anthologies: Pocket book; Working models; Workbook; e-book; Multimedia material ; Self – instructional material of one unit etc.)

Preparation of self- instructional material (of one unit) - some hints

1. Topic and Content Structure
2. Objectives
3. Each sub-unit to be discussed and explained in a way a teacher talks to her pupils and followed by Self-Check Questions, the answers to which are to be provided at the end of the material.
4. Concluding the unit with Unit-End Activities.
5. References to be cited.

**\*Preparation of laboratory kits**

The kit should facilitate hands-on-activities, details of which should be provided in writing by the students.



School-related activities may, for practical purposes, be vested on Mentor II. Mentor II guides and evaluates his/ her mentees in the school initiation and practice teaching programme along with the Teacher-Guide/s. The school may be urged to designate one or more teachers to supervise the activities of the student-teachers. These teachers are the teacher-guides. The school is to award 25 marks per subject per student. The marks may be awarded by the H.M or any Teacher-Guide/s designated by the H.M.

#### *A School initiation programme*

1. School survey and report
2. Participation in school life and report

#### **School Survey**

- i. Name of the school
- ii. Type of school / Affiliation
- iii. Address Phone number.
- iv. Name of the head teacher
- v. School hour
- vi. Number of periods
- vii. Time table of any one class / analytic comments
- viii. Fees charged
- ix. Type of building
- x. Condition of the building
- xi. Rooms (types and numbers)
- xii. Classroom furniture
- xiii. Sanitation facility
- xiv. Drinking water
- xv. Playground
- xvi. Library
- xvii. Other facilities
- xviii. Number of teachers
- xix. Number of students
- xx. Number of non- teaching staff
- xxi. Co- curricular activities provided
- xxii. Student self- government
- xxiii. Special services provided ( book bank for poor students, mid-day meal, tutorial for weak students, remedial teaching, parent teacher association, staff welfare service, health programme, conducting talent search examination, providing scholarship, any other)
- xxiv. Special achievements ( any outdoor participation, any award/ reward received by students/ staff from external agencies, any other)

#### **Participation in school life**

Activities followed by a report: (any two)

- Noting and observing children in non- academic activities.
- Meeting teachers to know more about the school and its pupils.
- Observing classes of experienced teachers.
- Organizing programmes in school



## B. Practice teaching

Reflective journal should consist of:

Plan for teaching	Observation of pupils	Post teaching reflections
<p>Lesson plan highlighting –</p> <ul style="list-style-type: none"> <li>unit &amp; subunit division with time allocation</li> <li>objectives</li> <li>previous knowledge</li> <li>brief summary of concepts/ teaching points</li> <li>major teaching strategies including use of black board, teaching aids software, worksheet, etc</li> <li>Evaluation.</li> </ul>	<p>Suggested Questions</p> <ul style="list-style-type: none"> <li>Did I evoke interest in the beginning?</li> <li>Did I sustain the interest?</li> <li>Did I initiate interaction between the pupils?</li> <li>Did the pupils appear satisfied at the end of the class?</li> <li>Did all students participate?</li> <li>Did any student suggest any new ideas?</li> <li>Was there any discipline problem?</li> <li>Were the stated objectives achieved by the students?</li> <li>Any other relevant observation like inability to involve any student</li> </ul>	<p>Suggested Questions</p> <ul style="list-style-type: none"> <li>Summary of what was done</li> <li>What did I learn?</li> <li>How satisfied am I?</li> <li>What made me happy about the class?</li> <li>What were my drawbacks?</li> <li>How can I improve?</li> <li>Have I improved since the last lesson?</li> <li>Any other introspection</li> </ul>
<p>** ICON model to be followed in at least 40% of the total Lessons</p> <ul style="list-style-type: none"> <li>Observation</li> <li>Contextualisation</li> <li>Cognitive Apprenticeship</li> <li>Collaboration</li> <li>Interpretation-construction</li> <li>Multiple interpretation</li> <li>Multiple manifestation</li> </ul>		



**Peer observation schedule** (a part of the reflective journal) –

To be assessed on a three point scale (Good, Average, Below Average)

Points to be considered

1. Teacher's presence : ( dress & grooming ; posture; confidence )
2. Teacher's preparation : ( leadership qualities ; structure of the lesson ; use of the blackboard; Use of teaching aids)
3. Teaching: ( Depth of Knowledge; Novelty & Variety in the techniques used; Introduction-Development- Consolidation & Closure; Questioning and Student involvement; Motivational Strategies used)
4. Use of Language & Delivery : Language –
  - Accuracy in grammar, expression and pronunciation
  - Use of informal language and not the text book languageDelivery – teacher's voice, tone, clarity, volume, modulation
5. Qualities – Punctuality, Enthusiasm, Alertness, Empathic ear, Inspiration, Initiative, Innovation, Classroom management.
6. Other comments.

*Team teaching: Students can practice team- teaching wherever feasible. Team teaching can be done with 2/3 student- teachers in the same subject planning in unison. If the school allows, team teaching can take the theme-based approach and integrate different subjects. For this, the school needs to provide at least four periods at a stretch and allow a flexibility of approach. Themes like Environment, Life-situations and Human Values can be tried out.*

*Number of classes to be observed is as per NCTE norms.*

C.GROUP ACTIVITY: Community Outreach Activity and Co-curricular Activities are activities which can commence from Semester I (to be evaluated by Mentor I) 35+ 10 Lecture hours

**RESEARCH ACTIVITY: to be evaluated by the Principal & Mentor I / Mentor II**

The research activity should be planned and executed in advance, during school experience. The group report writing under the guidance of the mentor will thus take 8 lecture hours.

The report should consist of

Problem	10 marks
Method	30 marks
Conclusion	20 marks