GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA

KANGRA, HIMACHAL PRADESH-176215

HANDBOOK FOR

MICRO-TEACHING, SIMULATION AND SCHOOL INTERNSHIP

DEVELOPED BY:

Mrs. Anjali Sharma (Convener)

Associate Professor (Hindi)

Dr. Atul Thakur (Member) **Dr. Anup Kumar (Member)**

Assistant Professor (Education) Assistant Professor (Education)

SUBMITTED TO:

INTERNAL QUALITY ASSURANCE CELL

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA

KANGRA, HIMACHAL PRADESH-176215

2021

INDEX

ANNEXURE

CHAPTER-I

TEACHING COMPETENCE AND SKILLS

Every profession demands certain specific skills and competence on the part of its practitioners. Similarly, if one believes that teaching is a profession, one should demonstrate certain skills and competencies which can influence learning in the students and help them to achieve their goals. The point of emphasis here is that the B.Ed. Course should instill certain specific skills and behavior in you, as a pre-service/in-service student of Education. The development of desired skills and competencies depends on the effectiveness of the learning material and the nature of skill based training sessions you are going to undertake. Besides, your attitude towards training in general and teaching in particular can make or mar the effectiveness of even the best training inputs and educational strategies.

1.1 TEACHING COMPETENCE AND SKILLS: MEANING AND NATURE

The possession of skills is an essential feature of any profession. Skills provide a means for professionals to put theoretical knowledge into practice. Effective teachers should possess skills and competence that set them apart not only from non-professionals i.e., non-teachers but also from ineffective teachers. Effective teachers can not only do things in the classroom that others cannot, but they can also understand the relationship between their actions and the effects of those actions on the students. Teaching-learning is a complex process. It consists of various activities to be performed by the teacher. These activities may be: introducing the lesson, demonstrating experiments, providing feedback, explaining concepts and principles, questioning, drawing figures, writing on the blackboard, using teaching aids, managing responses of the students and other means of communication, etc. **The activities and behaviours that facilitate learning in students are called teaching skills. N.L. Gage (1968) defined "Teaching skills are specific instructional activities and procedures that a teacher uses in his classroom. These are related to the various stages of teaching or in the continuous flow of the teacher performance".**

Thus, instructional techniques and procedures used by the teacher in classroom are known as teaching skills. From the instructional point of view, the teacher employs teaching skills in the classroom or school setting. *The teaching skill is a set of strictly overt behaviours of the teacher (verbal and non-verbal) that can be defined, observed, measured and modified.*

Teaching skills have essentially three components (Singh & Joshi, 1990). They are:

1. **Perception:** Teaching skills have a perceptual component for observing and receiving feedback. The teacher observes and selects appropriate skills to be acquired by him.

2. **Cognition:** Cognition refers to the behaviour or experience of knowing in which there is some degree of awareness, as in thinking and problem solving. Skills are thus cognitive strategies that allow the teachers to complete their assigned tasks i.e., teaching-learning activities which they learn through education and training. The knowledge thus acquired develops in teachers the ability to make interpretations, and form judgements and decisions about various teaching-learning activities.

3. **Action:** Teaching skills demand every teacher to actually practise his/her perceived and acquired knowledge in an effective manner in the classroom. This is so because teaching skills are a set of strictly overt and observable behaviours.

We know that learning is neither easy nor simple; teaching too is difficult as well as complex. Therefore, defining teaching skills is also a difficult task. The nature of teaching skills is quite complex. Teaching skills have external features (e.g., presenting content, managing class, etc.) and internal features (e.g., teacher's attitude towards students and their learning, motivation, etc.). Teaching behaviours/skills should therefore be studied in a systematic and integrated fashion because teaching skills have many components. These components account for the teacher's resourcefulness in helping the students to learn and attain their objectives.

1.2 CLASSIFICATION OF TEACHING SKILLS

Teaching skills are essential for effective teaching. The effective teachers must not only possess a good repertoire of skills, but also understand when, where and why to use certain teaching skills. An effective (skillful) teacher understands that different educational objectives require different teaching skills and behaviours. For example, productive drill and practice produce better leaning in Mathematics while this approach may not be appropriate in literature. Understanding when and where different teaching skills are appropriate is an important dimension of effective teaching.

We are not going to draw a clear boundary line between different types of teaching skills. We shall present and discuss here various types of teaching skills for your clarity and understanding so that you can use them for clear presentation of the content to your students. **Please remember that all teaching skills are inter-related and have bearing on one another.** The following sub-sections deal with the various teaching skills commonly used by teachers.

A. TEACHING SKILLS ON THE BASIS OF CLASSROOM INTERACTION

Researchers who have worked on classroom interaction and advocated speaking-listening model of teaching have divided teaching skills into two main categories:

1. **Responsive skills:** These skills emphasise that the teacher should be conscious of his learners, their needs and aspirations. The teacher should understand and appreciate the feelings of the students. He/she has to create a non-threatening climate in classroom. He/she is required to motivate the students to actively participate in teaching learning activities.

2. **Initiation skills:** These skills are concerned with presentation and sharing of information. The teacher may transact information through various strategies of instruction. He can use questioning as a tool to lead the students to the desired level of learning. He is, therefore, required to master and use almost effortlessly the skills of explaining, directing, etc.

B. TEACHING SKILLS FROM THE PERSPECTIVE OF TEACHER EDUCATION & TRAINING

From the perspective of teacher education and training, we classify teaching skills into three broad categories. These are:

1. Core Teaching Skills
2. Specific Teaching Skills and
3. Target Group Specific Teaching Skills

Our primary goal in the following discussion is to make you aware of the importance of teaching skills, so that you can make an effort to practise these skills whenever you teach. None of the beginner teachers use these perfectly, but with effort and practice we can master these skills and make our teaching more productive as well as effective.

1. Core Teaching Skills

Some teaching skills are extensively used by all teachers across different levels of education. These skills are usually known as core teaching skills. There is a long list of core teaching skills and sub-skills Major core teaching skills are skill of introducing the lesson, skill of questioning, skill of using blackboard, skill of explaining, skill of illustrating, skill of stimulus variation, skill of reinforcement, skill of response management, skill of probing questioning, skill of classroom management, skill of achieving closure etc.

2. Specific Teaching Skills

We know that certain specific skills are required to teach particular topics or subjects. Similarly, the teacher needs special skills to teach students studying at different levels of education - sixth, seventh, eighth, ninth or tenth grades. Depending on the subjects and the students to be taught, there maybe two types of specific teaching skills.

a) Subject-based i.e. teaching skills that are common to various subjects.

b) Grade-based i.e. teaching skills that are common to teaching at a particular grade.

Let us elaborate each type with the help of some examples.

a) Subject-based teaching skills: With core teaching skills as the base, you need some specific skills to teach your subject(s) e.g. language, mathematics, social science or sciences. Every discipline demands specific skills to teach it effectively. The teaching skills required for teaching Hindi as a language may not be appropriate for teaching science or even social science. Sometimes, different topics demand specific skills on the part of the teacher. For example, the teacher needs specific teaching skills to teach map reading in geography, how to conduct experiments in a Chemistry laboratory or how to prepare special dishes in Home Science. Such examples can easily be multiplied.

b) Grade based teaching skills: The teacher who teaches both the lower and the upper grades students has to demonstrate and use different teaching skills. At the elementary school level, a teacher teaches all or almost all the subjects to a group of students. The teacher and the students remain in the classroom for the entire day. At the secondary and the senior secondary levels, the students study subjects that are taught by the teachers who specialise in them. The teachers share and use the classroom during scheduled class periods. The teachers of lower or upper primary classes need special skills for giving dictation, developing handwriting, narration, storytelling, recitation, etc., to teach language, social studies or science.

3. Target Group Specific Teaching Skills

It has now been proved beyond doubt that the students differ widely in their rates of learning. But unfortunately this remains even today the most neglected aspect of learning in classroom. We tend to overlook individual differences in learning. Many teachers at times wish that the students who are unwilling or unable to learn at the rate set by the teacher should be dropped from school without seriously considering their problem. We should understand the individual differences in education. After

all education is a process through which every student is helped to develop higher potential and abilities to the greatest degree, with due regard for his/her strengths and limitations. You may often have to manage students with some learning disability. The expression learning disability refers to an inability to perform a task that is normally within the capability range of learners of a particular age-group or grade. Learning disability often involves some gap(s) in essential learning processes related to perception, integration and verbal/non-verbal expression.

Now let us consider the specific cases of student disability vis-a-vis teaching skills. Take the example of handicapped students. Those students who have one or more of the following handicaps are included in this group: learning disabled, speech impaired, mentally retarded, emotionally disturbed, hearing impaired, orthopedically handicapped, visually handicapped, and those with other health impairments. As you know, the handicapped students often do not receive the kind of education that effectively meets their needs. With special teaching strategies, skill and personal attention they can make significant progress and learn through integrated or mainstream classes.

Let us consider another example of the students for whom you will need special teaching methods and materials. These are the gifted and talented students. You will find that such students are quicker, more eager learners, often capable of mastering the subject with an ease that other students (and even some teachers) may resent. They are intellectually curious and can be especially critical of the teachers who fail to stimulate and challenge them. The gifted students need innovative and fast paced teaching.

CHAPTER-2

<u>MICRO-TEACHING: THEORETICAL PERSPECTIVE</u>

A trainee teacher is bewildered by the complexity of teaching a large class of students and finds it very difficult to learn all the aspects of teaching at the same time. It is easier for him/her to practice and learn one skill of teaching at a time. This problem was resolved by a process of training teachers in practical teaching. It came to be known as Micro-teaching. Micro-teaching is an excellent way of helping student teachers to understand the process of teaching and learning. It provides constructive feedback which helps them to scrutinize their own teaching in order to discover their strengths and weaknesses. As a tool for teacher preparation, micro-teaching trains teaching behaviours and skills in small group settings, aided by feedback mechanism. Micro-teaching is a kind of real teaching reduced in time, number of students and range of activities. It provides teachers with ample opportunities to explore and reflect on their own and others' teaching styles and to acquire new teaching techniques.

The history of micro-teaching goes back to the mid-1960s, when **Dwight Allen** and his colleagues from the Stanford University developed a training programme. This programme was aimed at improving verbal and non-verbal skills and general performance of teachers. The Stanford model had a three-step approach using actual students as authentic audience. The model was first applied to the teaching of Science, but later it was introduced to language teaching. A very similar model called Instructional Skills Workshop (ISW) was developed in Canada during the early 1970s. It was a training support programme for college and institute faculty. Both these models were designed to enhance teaching and promote open collegial discussion about teaching performance. In India, it was introduced by D.D. Tiwari in 1967 of Government Central Pedagogical Institute Allahabad. In 1970 G.B. Shaw experimented with Micro Teaching at M.S. University Baroda. Then the Technical Teachers Training Institute, Madras introduced Micro-Teaching to train the Technical Teachers. In 1974, Dr N.L. Dosajh used Micro Teaching as a teaching device in Teachers Training Institute Chandigarh.

2.1 DEFINITIONS OF MICRO-TEACHING

Micro-teaching had been defined in different ways as follows:

1. **D. W. Allen (1966):** Micro-teaching is a scaled down teaching encounter in class size and time.
2. **R. N. Bush (1968):** Micro-teaching is a teacher education technique, which allow teachers to apply clearly defined teaching skills in carefully prepared lessons, in a planned series of 5–10 minutes,

encounters with a small group of real students, often with an opportunity to observe the result on video tape.

3. **Clift and others (1976):** Micro-teaching is a teacher training procedure which reduces the teaching situation to a simple and more controlled encounter achieved by limiting the practice of teaching to a specific skill and reducing teaching time and class size.

4. **L. C. Singh (1977):** Micro-teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five students for a short period of 5–20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and refine old ones.

5. **N. K. Jangira and Ajit Singh (1982):** Micro-teaching is a training setting for the learning teacher, where complexities of the normal classroom teaching are reduced by: practising one component skill at a time, limiting the content to a single concept, reducing the size to 5–10 students, and reducing the duration of lesson to 5–10 minutes.

Therefore, from the above definitions it is clear that Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

2.2 CHARACTERISTICS OF MICRO-TEACHING

The characteristics of micro-teaching are as follows.

❖ Micro-teaching is an experiment in the field of teacher education, which has been incorporated in the practice teaching schedule.

❖ Micro-teaching is a highly individualized training device. It is a student teaching skill training technique and not a teaching technique or method.

❖ The main objective of the micro-teaching session is to provide participants with an environment for practice-based teaching, to instill self-evaluative skills.

❖ Micro-teaching is a scaled down teaching encounter, which reduces the complexities of real teaching such as: practising one skill at a time, reducing the class size to 5–10 students, reducing duration of the lesson to 5–10 minutes, limiting the content to a single concept and students are provided with immediate feedback that helps in improving and motivating learning.

2.3 ASSUMPTIONS OF MICRO-TEACHING

Some of the important assumptions underlying the process of micro-teaching are as follows:

1. Teaching is a complex process, but can be analysed into simple skills.
2. Teaching skills can be practised one by one up to a level of mastery, under specific and simplified situation.
3. Appropriate feedback, if systematically given, proves very significant in mastering each skill.
4. When all skills have been mastered, they can be integrated for real classroom teaching.
5. Skill training can be conveniently transferred from simulated teaching situation to actual classroom teaching situation.

2.4 PHASES OF MICRO-TEACHING PROCEDURE

Clift and Others (1976) have suggested theree phases of micro teaching procedure.

1. **Knowledge Acquisition Phase**: At this stage, the student teacher tries to get the knowledge of the skill to be practiced. He reads relevant literature concerning that skill. He is also made to observe a demonstration lesson in which that skill figures prominently. The person who demonstrates the skill is an expert of the subject and the skill. By observing that lesson, the teacher under training gets theoretical as well as practical knowledge of that skill.
2. **Skill Acquisition Phase**: The student teacher acquires the skill in hand through a lot of practice. He prepares the micro lesson, teaches it to have practice and then through feed-back he evaluates his/her performance. Then he/she re-plans the lesson with modifications and improvement and then re-teaches that lesson. Again there is re-feed back in order to enable him to have mastery of the teaching skill. In this way, different skills are learnt by the student teacher one by one.
3. **Transfer Phase**: At this stage, teacher integrates the different skills. Instead of artificial situation he teaches in the real class room where the number of students 30-40. His lesson is of 30 to 35 minutes duration and there he tries to integrate all the skills for which he made efforts in phase first and phase second.

Knowledge Acquisition Phase	Skill Acquisition Phase	Transfer Phase
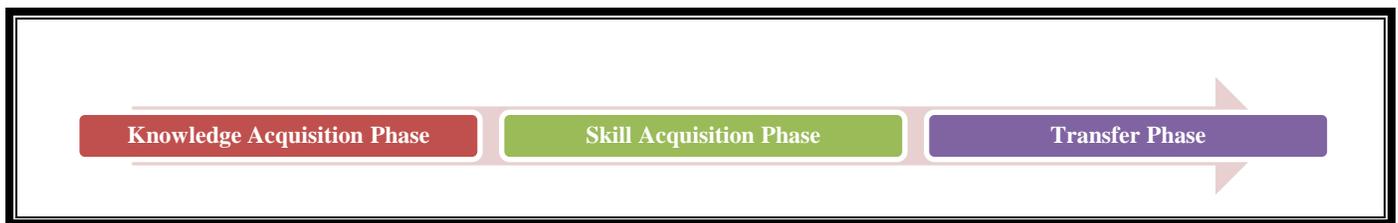
PHASES OF MICRO-TEACHING PROCEDURE

2.5 MICRO-TEACHING CYCLE

The Micro-teaching procedure involves the following steps.

1. **Defining the Skill**: A particular teaching skill is defined to trainees in terms of teaching behaviour, purpose and components with suitable examples in order to provide adequate knowledge and awareness of the different components of teaching skill.

2. **Demonstrating the Skill**: The teacher educator gives the demonstration of the particular skill in simulated conditions to the teacher trainees.

3. **Planning the Lesson**: The student teacher plans a short (micro) lesson on the basis of the demonstrated skill with the help of his supervisor, in which he can practice a particular skill.

4. **Teaching the Lesson**: The pupil teacher teaches the lesson to a small group of pupils (i.e. 5 to 10 pupils). The lesson is supervised by the supervisor and peers.

5. **Discussion and Feedback**: On the basis of the observation of a lesson, the supervisor gives feedback (suggested improvements) to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

6. **Re-planning**: In the light of the feedback, discussion and suggestion given by the supervisor the pupil teacher re-plans the lesson with improvement and modification in order to practice and use the skill in more effective manner in the second trial.

7. **Re-teaching**: The revised lesson is re-taught to another small group of students of same class for the same duration to practice the same skill effectively.

8. **Re-discussion and Feedback:** The supervisor observes the re-teach lesson and gives re-feedback to the teacher trainee followed with discussion, suggestion and encouraging the teacher performance.

9. **Repeating the Cycle**: The "teach-reteach" cycle is repeated till minimum desired level of proficiency in the use of skill as specified is achieved.
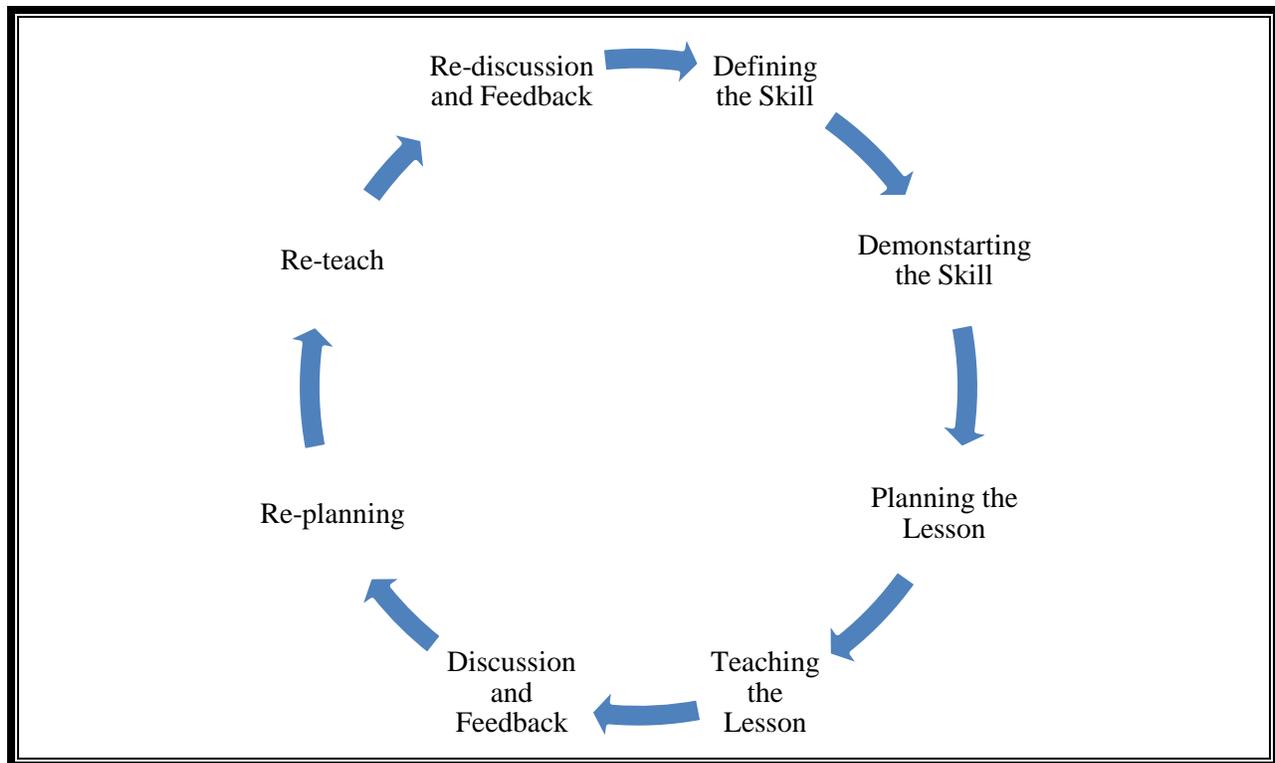
MICRO-TEACHING CYCLE

2.6 ADVANTAGES OF MICRO-TEACHING

Advantages of micro-teaching are given below.

➢ Micro-teaching enables teachers to focus on certain areas of teaching and to view them from different perspectives.

➢ Micro-teaching increases training-effectiveness using a scaled down teaching simulation environment, which reduces the complexities of normal classroom teaching and eliminates the pressure resulting from real classroom settings.

➢ One major advantage of micro-teaching is the provision of immediate feedback to bring improvement in the teacher's behaviour.

➢ It provides the participants with an environment for practice-based teaching to instil self-evaluative skills.

➢ It caters to the need of individual differences in teacher training. Each trainee develops teaching skills at his/her own pace.

➢ Micro-teaching offers the advantages of both controlled laboratory environment and realistic practical experience.

13

2.7 DISADVANTAGES OF MICRO-TEACHING

The limitations of micro-teaching are as follows.

➢ It is skill-oriented rather than content-oriented. The main emphasis in this technique is on learning teaching skills and content, which is an important part of teaching-learning, is given less attention.

➢ It is performed in artificially controlled conditions.

➢ The main emphasis of micro-teaching is on mastery of one teaching skill at a time, whereas actual teaching is a combination of many skills that operate simultaneously.

➢ It is a time-consuming technique since one trainee practises a skill in about 35 minutes.

➢ An effective micro-teaching technique requires tape records, video tapes and closed circuit cameras. Thus, it is costly for Indian schools.

➢ For successful implementation, micro-teaching requires competent and suitably trained teacher educators.

CHAPTER-3

MICRO-TEACHING SKILLS

Micro-teaching is a controlled practice which makes it possible to concentrate on a specific teaching behaviour. Competence is acquired in one skill before proceeding to another skill. Micro-teaching can be practised only after a teacher's behaviour has been analysed and specific skills of teaching have been identified. ***A teaching skill is a set of interrelated components of teaching behavior for realization of specific instructional objectives (Jangira et al., 1982).*** Allen and associates (1967), at Stanford University identified a set of 14 skills of teaching. Five teaching skills have been explained below as per the latest curriculum framework for B.Ed. regular course prescribed by HPU Shimla-5.

3.1 SKILL OF BLACKBOARD WRITING

Blackboard is the powerful teaching aid to teach from pre-primary to higher levels of education. Blackboard is a basic visual teaching aid. The development of information and communication technology is reducing the blackboard work by replacing with smart board, interactive boards and other multi-media internet connected boards. Still, it is the most suitable for giving a holistic picture of the lesson. A good blackboard work brings clarity in perception and it can be suitably used for displaying key teaching elements and diagrams during a lesson. ***The scientific way of using blackboard in teaching-learning process to facilitate learning is termed as the skill of using blackboard.***

The components of the skill of blackboard writing are given below.

1. Legibility

2. Size and Alignment

3. Continuity and Highlighting Main Points

4. Utilization of the Space

5. Correctness

6. Position of the Teacher

7. Eye Contact with Pupils

8. Appropriateness of the Figures/ Diagrams and

9. Cleaning of Blackboard

Component-wise description of skill of using Backboard is given below.

1. **Legibility:** The writing is said to be legible if there is maximum ease in reading it. Legible handwriting of the teacher on the blackboard draws the attention of the learners and encourages them to improve their handwriting. Illegible handwriting irritates the learners and results in maximum mistakes, creating misconceptions and improper understanding of the concepts. The teacher should ensure that a clear distinction between every letter. Adequate space should be maintained between individual letters and words etc., to make handwriting more legible.

2. **Size and Alignment:** In blackboard writhing the size and alignment of the letters is very important. The size of the letters on the blackboard should not only be uniform but also the size of the letters should be adequate and large enough to be read by the students sitting in the last row. The size of the capital letters should be as nearly vertical as possible without being diverged from a line. Size of the capital letters should be just bigger than that of the small letters. The sentences should be straight and not going up or down across the blackboard.

3. **Continuity and Highlighting Main Points:** The blackboard work should have continuity which means that a point should be logically related to the previous point. The salient points of the lesson, one after the other as and when they are introduced are to be written on the blackboard in order to facilitate learning. The teacher should underline or highlight the main points or important words on the blackboard. Coloured chalks should be used suitably to draw the learner's attention on the main points.

4. **Utilization of the Space:** For the proper utilization of the space important words or statements should be written on the blackboard. Overwriting on the letters should be avoided as it makes the blackboard work untidy. Only essential material should be retained on the blackboard and unnecessary words should be rubbed off. In Mathematics and Science, try to divide the blackboard in two parts for different purposes like space for rough work/ diagrams etc.

5. **Correctness:** The teacher should be careful about correct spelling, punctuation, grammar etc. in constructing sentences on the blackboard. While writing on the blackboard, inadequate knowledge of grammar or mistakes done by the teacher reduces the attentiveness of the learners in the classroom.

6. **Position of the Teacher:** At the time of writing, the teacher should stand on one side of the blackboard with an angle of 45 degrees, so that the written work on the blackboard is visible to the learners. This means the teacher's position should not be in between the learners and the black

board. The position should be such that a minimum cross-section of teacher's body is in the students' line of sight.

7. **Eye Contact with Pupils:** The teacher should maintain frequent eye contact with his learners at the time of writing on the blackboard. This controlling interaction maintains discipline and sustains the attention of the learners.

8. **Appropriateness of the Figures/Diagrams:** Figures/Diagrams should be large, clear enough and proportionate in size to convey the ideas easily. Coloured chalks should be used for differentiating the various parts of the diagram and drawing the pupil's attention towards the subject matter. Use pointer if it is needed to explain the content written on the blackboard.

9. **Cleaning of Black Board:** Teacher should clean the blackboard from top to bottom and not spread dust in the classroom. He should rub the points on the black board after the student notes them down. After completion of the lesson, the teacher should clean the entire blackboard before leaving the classroom.

PRECAUTIONS WHILE PRACTISING THE SKILL OF BLACKBOARD WRITING

In addition to above mentioned components, the student-teachers should keep in mind the following things while using the blackboard in the class.

➢ While using blackboard a teacher writes something on it and simultaneously speaks same words orally. Thus, the students have to use two senses viz. eye and ear at a time which makes the learning easy and effective.

➢ The blackboard should be well polished and smooth. Chalks of different colours may be used to make the writing and drawing attractive, clear and effective. But, white chalk should be preferred for general use.

➢ Be rapid in writing and drawing diagrams on the blackboard. The teacher should always be cautious to avoid writing of incorrect things on the blackboard.

➢ Proper margin should be given in both sides of the blackboard. The habit of writing unnecessary details on the blackboard should be avoided. Do not crowd the blackboard with written work.

➢ The blackboard should not be used in the manner that the teacher goes on writing and students go on copying.

➢ The written matter or diagram should not be removed at once. Students should be given some time to visualize and properly note down the written material on blackboard in their notebooks.

(Annexure-1: Evaluation-cum-Feedback Proforma for Skill of Blackboard Writing)

3.2 SKILL OF EXPLAINING

Explaining concepts is very important in classroom teaching. Hence, a teacher has to learn the skill of explaining in order to help students in understand different ideas, concepts or principles. *Explanation is a set of interrelated appropriate statements made by the teacher related to an idea, fact, concept or phenomenon with a view to develop understanding among the students towards the content under study.* A good explanation is one which is understood by the students. In order to become an effective explainer in the classroom, the student-teacher should practise skill of explaining.

The skill of explaining can be developed by using the following components.

1. Introductory Statements

2. **Using Explaining Links**

3. Defining Technical Words/Terms

4. Covering Essential Points

5. Fluency in Language

6. Simplicity and Interestingness of the Examples

7. Testing the Students and

8. Concluding Statements

Component-wise description of skill of explaining is given below.

1. **Introductory Statements:** Before explaining a concept few introductory statements announcing what is to be explained make students attentive and objective oriented. These are made up to the point where explanation begins. The beginning statements prepare the student mentally to receive the explanation.

2. **Using Explaining Links:** Explaining links in the form of words and phrases are meant for establishing continuity of statements used for explaining a concept, phenomena or principle. Some examples of explaining links are; **as a result of, in order to, in order that, therefore, hence, thereafter, that is why, this is how, so that, in spite of, consequently, since, because of ,but, thus, on the other hand, such that, despite, to, before, because, due to, that is why, the purpose of etc.**

3. **Defining Technical Words/Terms:** Every single technical and difficult word/term used during the explanation must be defined properly in order to make the content more clear.

4. **Covering Essential Points:** The explanation given for understanding a given concept or principle should be as complete as possible. The completeness is determined by the scope of concept or principle as specified in the instructional objectives. It should cover all essential points leading to a clear understanding of the desired concept or principle.

5. **Fluency in Language:** For explaining, the teacher should speak fluently. The fluency should be such that a student may listen and understand the ideas of the teacher easily.

6. **Simplicity and Interestingness of the Examples:** Such examples should be used by the teacher which is related to the pupil's previous knowledge or daily life experiences. The simplicity and interestingness of the examples can be judged from the level of pupil's participation and correctness of their responses. The examples should attract the attention and arouse curiosity and interest in the students. The examples should be relevant (related to the concept being explained), simple, according to the age, maturity level and experiences of pupils.

7. **Testing the Students:** While explaining, questions should be put across to students for their clarity and understanding. At the end of the explanation appropriate questions should be asked from the students to ascertain whether the purpose of explaining has been achieved or not.

8. **Concluding Statements:** This includes the summary statements covering the main results of the explanation.

PRECAUTIONS WHILE PRACTISING THE SKILL OF EXPLAINING

Precautions while practicing the skill of explaining are as follows.

1. Avoid using Irrelevant Statements and Examples: Such statements and examples which are not related to the content being explained and which do not contribute to the pupils' understanding are considered as irrelevant. Such non-essential statements and examples confuse the students and distract their attention from the content.

2. Lacking Continuity in Statements: This refers to break in the sequence of ideas or information being presented during explanation of the content. Such as:

➢ When a statement is not logically related to the previous statement.

➢ When a topic already taught is referred to without showing any relation with present content.

➢ When there is no sequence of time, space or place in the present content.

3. Lacking in Fluency: This relates to the flow of uninterrupted statements for explaining a concept. Lack in fluency may hinder pupil's understanding. It includes:

- ➢ When a teacher does not speak clearly and make unnecessary repetition of words or sentences.
- ➢ When a teacher speaks incomplete or half sentences, stammer and hesitate.
- ➢ When a teacher tries to reformulate his/her statements in the midway.
- ➢ When a teacher utters or fumbles during the explanation of the content.

4. Using Vague Words and Phrases: Such words and phrases indicate that the teacher is not successful to make some content clearer and explicit. This includes words such as some, much, seems, many, something, somewhat, probably, perhaps, may, almost, might, few, may be etc. It also includes unnecessary repetition of words and phrases such as: you see, okay, correct, right etc.

5. Using Inappropriate Vocabulary: This includes such technical and difficult words in the statements during explanation which are not appropriate to a particular class or age group and unknown to majority of the students.

(Annexure-II: Evaluation-cum-Feedback Proforma for Skill of Explaining)

3.3 SKILL OF REINFORCEMENT

Reinforcement denotes an event that influences the probability of a response to a stimulus being produced under similar conditions. It belongs to the psychology of learning. It is of two types: positive and negative. Use of positive reinforcement contributes towards strengthening the desirable responses or behaviour and use of negative reinforcement contributes towards eliminating undesirable responses. Reinforcement is not only used to promote learning, but also to secure attention and provide greater motivation to the students. For this, the academic activities should be meaningful and worthwhile so that the students can get the intended benefits from them. If the students' behaviour is approved by the class teacher, they feel motivated to participate with enthusiasm and take initiative in instructional activities.

The skill of reinforcement can be developed by using the following components.

1. Positive Verbal Reinforcement

2. Positive Non-Verbal Reinforcement

3. Extra Verbal Cues

4. Repeating and Rephrasing Student's Responses and

5. Writing Student's Answers on Blackboard

Component-wise description of skill of reinforcement is given below.

1. **Positive Verbal Reinforcement:** This type of reinforcement strengthens the probability of occurrence of correct responses by the students. It involves the use of verbal or linguistic expressions (praise words) after the correct response of the students like yes, right, good, very good, excellent, splendid, correct, well done, fantastic, go on, go ahead, carry on, continue etc. The use of type of reinforcers depends on the maturity of the learner and quality of response.

2. **Positive Non-Verbal Reinforcement:** It includes teacher's gestures conveying pleasant feelings or approval of student's responses like smiling, nodding of head for acceptance, a delightful laugh, clapping, keeping eyes on the responding student, giving ear to the student's response, contact with the student by way of patting, giving him an encouraging look etc. It involves the use of teacher's gestures in order to reinforce the student's behaviour.

3. **Extra Verbal Cues:** Teacher's utterances like 'aha', 'humm-humm' etc., can encourage the students to continue with his answer and to arrive at the correct response.

4. **Repeating and Rephrasing Student's Responses:** The important point(s)/correct responses made by the student can be re-emphasized or highlighted by the teacher.

5. **Writing Student's Answers on Blackboard:** Writing student's original and correct responses on the blackboard encourages him/her to participate in classroom activities and act as a positive reinforcement.

PRECAUTIONS WHILE PRACTISING THE SKILL OF REINFORCEMENT

Precautions while practicing the skill of reinforcement are as follows.

1. **Negative Verbal Reinforcement:** This type of reinforcement decreases the probability of occurrence of correct responses by the pupils and also reduces their participation in classroom activities. Teacher's statements and the use of discouraging words like no, wrong, incorrect, foolish, shut up, stop it, nonsense, try something else, I don't like what you are doing, do not do like this, that is not good, you don't know even this, etc. correspond to negative verbal reinforcements. Avoid making use of negative verbal reinforcement while teaching.

2. **Negative Non-Verbal Reinforcement:** On some occasions, a teacher uses negative non-verbal reinforcements like angry glares, threat of a slap, frowning, raising the eye brows, staring, disapproval by hands, nodding the head sideway, not looking at the responding pupil, moving away

from the responding pupil, tapping foot impatiently etc. Such negative non-verbal reinforcements affect students learning adversely and should be avoided.

3. **Wrong Use of Reinforcement:** It includes instances where reinforcement was given, but it was not required at that moment.

4. **Inappropriate Use of Reinforcement:** It includes such encouraging remarks, which are not made according to the quality of the response of the pupil. A teacher will provide reinforcement after analyzing the quality and level of the correct response made by the students. Try to avoid making use of same type of reinforcer for every response.

5. **Excessive use of reinforcement:** Excessive use of reinforcement should be avoided. It may remove its effectiveness. Positive reinforcement should be used for all the students and not only for the intelligent ones.

(Annexure-III: Evaluation-cum-Feedback Proforma for Skill of Reinforcement)

3.4 SKILL OF QUESTIONING

Questioning is a tool to make the teaching-learning process more lively and participatory. Questions can stimulate thinking among students. The process of asking questions during classroom teaching is considered to be the most important part of teaching. It makes students more thoughtful and they become able to understand the depth of the subject. It makes the students active and alert in the ongoing process of teaching. It also helps a teacher in gaining knowledge about previous awareness and entry behaviour of students, their interest and attitude towards the topic in hand. A quality question forces the students to think for themselves and apply the knowledge they have acquired to solve the problems. *Questioning skill refers to the teacher's ability to formulate and present meaningful quality questions about situations, objects, concepts and ideas for the purpose of motivating, drawing attention, making them alert and accessing their (students) understanding.*

Following are the components of the skill of questioning.

1. Framing of Questions

2. Presenting the Questions in the Class

3. Distribution of Questions

4. Questioning Behaviour of the Teacher and

5. Prompting

Component-wise description of skill of questioning is given below.

1. **Quality of Questions:** Questions can serve their purpose only when they are structured with care by the teacher. Questions should be properly structured and possess following qualities.

    a) Relevancy: The questions asked should be quite relevant to the topic being taught and according to intellectual ability of the students. There stands no use of the irrelevant questions being framed and put to the students at any stage of the lesson. Irrelevant questions confuse the students and make them unnecessary puzzled.

    b) Clarity: The questions should be asked in a simple and clear language. Ambiguity of any kind may kill the very purpose of putting the questions. The intention of the teacher (what he expects from the students) should be explicit in the questions being asked. The purpose of asking questions is not to confuse the students. The questions should not disturb the learner's sequence of thought.

    c) Precision or conciseness: Brevity (conciseness) is said to be the soul of expression. A question should have just as many words as are necessary. Due care should be taken for keeping them as precise and brief as possible. It should not also be too brief as to loose its identity of conveying the desired sense.

    d) Specification: The questions asked should be quite specific and to the point. Due care should be taken to frame and ask such questions that focus on one specific thing at a time to the students.

    e) Grammatically correct: The questions should be grammatically correct, otherwise the students will not be able to understand the meaning and nature of questions.

2. **Presenting the Questions in the Class:** The manner of asking questions should be such that it helps students to progress in their learning. A teacher should try to ask questions in a clear and audible voice so that it is properly heard by all the students. Moreover, the speed of asking questions should not be too fast or too slow. Appropriate time should be given to the students to think and respond.

3. **Distribution of Questions:** Questions should be addressed to the whole class rather than its being put to an individual student. A teacher should include all students for answering questions so that all of them are attentive and alert during the class. As far as possible, the distribution of

the questions must be quite fair and even all along the corners of the class. Every student of the class must feel that she/he may be asked to respond to a question any time during the course of the lesson. It usually happens that the front seaters are involved in transaction and as a result the other students become inattentive to the lesson being taught.

4. **Questioning Behaviour of the Teacher:** The behaviour of the teacher should be quite spontaneous and natural while asking questions in the class. He must possess a necessary degree of patience, sweetness in voice and proper style of asking the questions. Proper questioning behaviour allows students to think about question and then respond accordingly. A teacher tends to minimise the value of the question if he does not give sufficient time to think about its answer. Appropriate time should be given to the students to think and then give answer to the question being asked.

5. **Prompting:** Prompting means giving hints, cues, rephrasing the questions, making language of the questions clear and simple and step-by-step questioning by the teacher. It is applied at no response situation or incomplete and incorrect response situation of the student. When a student expresses his inability to answer a question, the teacher can prompt him so that the student could be brought up to the desired right response situation.

PRECAUTIONS WHILE USING THE SKILL OF QUESTIONING

In addition to above mentioned components, the student-teachers should keep in mind the following things while using the skill of questioning in the class.

➢ Questions should not be irrelevant or confusing.
➢ A teacher should not ask questions to a handful of students.
➢ The teacher should wait patiently for a student to answer until he accepts that he does not know the answer.
➢ While asking questions, the teacher should show pleasant behaviour.
➢ Don't repeat the questions unnecessary.
➢ Always refrain from the task of discouraging or ridiculing/snubbing students for their incorrect answer or no responding.
➢ For improving participation of students in the class motivate them to ask questions and clarify their doubts.

(Annexure-IV: Evaluation-cum-Feedback Proforma for Skill of Questioning)

3.5 SKILL OF STIMULUS VARIATION

Children perceive the objects in their environment or in a situation (known as stimulus) and select the relevant information depending on the intensity, contrast and the movement of the objects. The children's attention is drawn through attractive objects, the contrast between the two objects tends to attract their attention. Continuous use of the same stimulus for a long period reduces the attention in that activity. The teacher's behaviour influences pupil's attention. Variation in stimulus secures more attention among the students. He/she should present multiple stimuli just to gain the attention of students for the purpose of facilitating learning. In other words, for optimum learning the teacher uses a variety of stimuli in the chosen instructional tasks. In these stimuli, the teacher should himself function as a stimulus, in the form of gestures, movements of the body, change in voice, change in interaction styles, pausing and sequencing of different aids of teaching etc. All these aspects act as stimuli in the class. *The effective use of these stimuli during teaching is known as skill of stimulus variation.*

Following are the main components of the skill of stimulus variation.

1. Teacher's Physical Movements

2. Pupils' Physical Participation

3. Teacher's Gestures

4. Change in Voice

5. Focusing

6. Change in the Interaction Styles

7. Pausing and

8. Oral -Visual Switching

Component-wise description of skill of stimulus variation is given below.

1. **Teacher's Physical Movements:** Teacher's physical movement during teaching in the classroom serves a pedagogic purpose. Purposeful movements of the teacher keep the students attentive to what is being discussed. Purposeful or relevant movements include: moving towards blackboard to discuss the diagram or to write important points, moving to display and explain teaching aids, movement to check student's activities or help them in solving certain problems etc. The movements of the teacher secure and maintain attention of the students.

2. **Pupils' Physical Participation:** The teacher should encourage and ensure active participation of the students. The physical participation holds pupil's interest and attention in the task in which they are engaged. They should be given the opportunity to actually handle the apparatus, set-up and conduct experiments with all possible precautions, allowing to write their correct answer on the blackboard, dramatization etc. By doing so, we can sustain their interest even for higher level learning.

3. **Teacher's Gestures:** Expression of feelings and emotions involving non-verbal behaviours are called gestures. The teacher's gestures in the class can motivate or demotivate the students in their learning. The teacher's actions and expression can have a direct bearing on his students' learning. Use of gestures increases the effectiveness of verbal communication. Gestures consist of head and hand movements, movement of eyes, body movements and facial expressions, etc. Gestures are used to emphasize ideas, indicate shape/ size (like big, small, straight, circular etc), pointing from student to student, nodding, smiling, looking thoughtfully at the students, thoughtful mood, acceptance or rejection etc. There should always be a perfect coordination between the verbal communication and the appropriate/relevant corresponding gestures.

4. **Change in Voice:** The teacher's voice dominates the entire class. Voice of the teacher has several dimensions namely pitch, tone and speed. Communication with constant use of the same level of pitch, tone and speed by the teacher makes his communication dull, inactive and students feel boredom. So, the teachers should modulate their voice. Teacher should bring about a change in his voice. Too high or too low pitch should be avoided. Important points should be stressed by changing the pitch of the voice.

5. **Focusing:** It is very important to lay stress on some specific points or events. This process of focusing includes:

   - **Verbal Focusing:** Verbal focusing draws the attention of the students by using certain verbal statements/words like listen it is an important aspect, all students will now look at the chart etc.

   - **Gesture Focusing:** Gesture focusing draws their attention by pointing finger/pointer at teaching aid, written words or pictures etc. It includes indicating an important part in working model through pointe etc.

   - **Verbal-cum-Gesture Focusing:** The use of verbal statements and gestures simultaneously to stress on some specific aspects are known as verbal-cum-gesture focusing. Verbal-cum-gesture focusing is termed as sensory focus. Like showing some concrete object along with stressing on it's functioning.

6. **Change in the Interaction Styles:** In a classroom, interaction between students and teacher is must otherwise the classroom environment will become monotonous. This interaction is nothing but communication. But this interaction should be different. The main patterns of interaction between teacher and pupils are teacher-pupil interaction, teacher- group interaction, pupil-pupil interaction, and teacher-whole class interaction.All these types of interactions can be arranged by teachers. A teacher should ask questions in an interactive manner so that his class becomes more interesting and effective. The teacher should introduce variation in the interaction patterns to secure and maintain pupils' attention.

7. **Pausing:** Pausing is silence for few seconds. The silence indicates pause during talk. Silence has a meaning of its own and if it is used effectively, it helps in securing and sustaining pupils' attention. There should be regular pauses during the process of explanation in the class. A short pause before saying something important is an effective way of attracting pupils' attention. A pause of 3 seconds duration is considered appropriate for this purpose. If the pause is unduly long, it loses its effectiveness in serving pupils' attention. Appropriate pausing time, response time of the student to the teacher's question as well as change from one concept to another is 3 seconds.

8. **Oral -Visual Switching:** Visual medium can be in the form of showing a chart, pictures, graph, map, and model or in the form of drawing pictures, figures and graphs on the black board. But the oral medium can be in the form of speech only. Only oral medium or only visual medium creates boredom in the class. A teacher should vary his medium in order to secure and sustain attention i.e. from audio to visual, visual to audio, audio or visual to audio visual. Various means of communication can be combined according to the chosen objectives of the lesson. The use of oral-visual media will provide multi-sensory stimuli to the students.

PRECAUTIONS WHILE PRACTISING SKILL OF STIMULUS VARIATION

➢ Body movements should be in balance because their excessive use may distract students and similarly less body movements will make the teacher look like a dull statue.

➢ Avoid aimless and habitual wandering and pacing up and down the class.

➢ Avoid continue talking in class endlessly. If the teacher speaks continuously, students would get bored.

➢ Teaching aids will serve their purpose only when it is prepared properly, displayed at appropriate time and explained effectively.

(Annexure-V: Evaluation-cum-Feedback Proforma for Skill of Stimulus Variation)

CHAPTER-4

SIMULATION: THEORETICAL PERSPECTIVE

Simulations are a useful teaching strategy for illustrating a complex and changing situation. Simulations are (necessarily) less complex than the situations they represent. A simulation is a form of experiential learning. Simulations are instructional scenarios where the learner is placed in a situation defined by the teacher. They represent a reality within which students interact. The teacher controls the parameters of this situation and uses it to achieve the desired instructional results. Simulations are in a way lab experiments where students themselves are the test subjects. They experience the reality of the scenario and gather meaning from it. It is a strategy that fits well with the principles of constructivism.

4.1 ASSUMPTIONS OF SIMULATED TEACHING

Some of the basic assumptions of simulated teaching are as follows.

1. **Teacher behaviour is modifiable:** The first assumption is that with the help of feedback devices, a teacher's behaviour can be modified and developed.

2. **Patterns of teacher behaviour are essential:** There are certain patterns of teacher behaviour, which are essential in effective teaching. These patterns may be described and practised like any other skill.

3. **Teacher behaviour has taxonomy:** According to Karl Openshaw and others, the taxonomy of teacher behaviour is developed by the use of simulated technique as:

   - Source dimension
   - Direction dimension
   - Function dimension
   - Sign dimension

4. **Social skills are developed:** Another assumption is that social skills are developed by practice and imitation in a group. The members of the group have an opportunity to practise controlling and improving their own behaviour for teaching purposes.

5. **Use of feedback:** The feedback mechanism can be used to modify the social communication skills of student-teachers.

4.2 EDUCATIONAL USES OF SIMULATION

Simulation can typically be adapted internally to address the specific circumstances of students and the class environment. They can also be offered as a replacement for other teaching strategies, thus themselves being an adaptation. Following are the uses of simulation.

➢ Simulation establishes a setting where theory and practice can be combined.

➢ Simulation provides funny, interesting and meaningful learning experiences.

➢ A well-designed simulation can achieve positive transfer of learning.

➢ Simulation helps participants to develop their initiative powers and creative thoughts.

➢ Simulation helps to foster content related to cognitive outcomes, non-cognitive skills (such as decision-making, communication and interpersonal skills) and desirable attitudinal traits (such as willingness to listen to other people's point of view) or appreciate that most problems can be viewed in a number of different ways.

➢ Simulation motivates participants to commit themselves whole heartedly to the work of the exercise.

➢ Simulations that are multidisciplinary in nature help participants to integrate concepts from related areas into a cohesive and balanced picture.

➢ Simulations help in reinforcing facts and principles after they have been taught.

➢ Especially in sciences, simulations help to develop laboratory skills in situations where conventional experiment is either extremely difficult or impossible.

4.3 PROCEDURE OF SIMULATED TEACHING

Flanders has recommended six steps for using simulated teaching exercise. They are as follows.

1. **Assignments:** First of all, a small group of student-teachers is selected. Each student-teacher in the group is assigned a number or letter. A system is built to rotate the role so that each individual gets a chance to be an actor, or an observer.

2. **Selection and discussion of the skills:** In this step, the group decides and discusses the skill which is to be practised and lists down the topics of conversation that fits the skill. Each actor in the group can select a topic from this list that makes him comfortable in this role.

3. **Deciding considerations:** In the third step, a sequence of activities is determined. Here, the following are decided:

- ➢ Who starts the conversation
- ➢ Who will intervene
- ➢ Who will start the interaction
- ➢ When will it be stopped

4. **Deciding the procedure of evaluation:** The kind of data the observer needs to record and the method to be used to record the data is decided.

5. **Conducting practice session:** Here, the first practice session is conducted and the actor gets feedback for his performance. The procedure of the second session is changed, if it is required to improve the training procedure. When each person has had the opportunity to be an actor and the practice session starts working properly, the task difficulty should be increased by restricting the actor's role.

6. **To appraise and redesign the procedure:** One should be prepared to change the procedure and topic and then move on to the next skill, if needed.

4.4 TEACHER TRAINING AND SIMULATION/ SIMULATED TEACHING

Simulated teaching is one of the techniques used in India and other countries for the modification of teacher behaviour. Here, attempts are made to create artificial teaching–learning situations within the environment of the training institute and the student-teachers are required to play the role of teachers, students and supervisor. The main steps in this technique are as follows.

(a) Orientation: First of all, student-teachers should be introduced to the concept and background of simulated teaching. Some important aspects of simulated teaching should be explained to student-teachers, which include:

- ➢ Concept of simulated teaching
- ➢ Importance and rationale of using simulated teaching for their training
- ➢ The steps of procedure followed in its use
- ➢ Necessary requirements and setting for adopting simulated teaching
- ➢ Selection of the theme for teaching

(b) Giving demonstration lesson: The teacher educator should try to give a demonstration of good teaching for practice of the skill selected. It will help student-teachers to understand the methodology to be employed during the practice of skill.

(c) Assignment of roles: Every student-teacher in the group is going to play three different roles—teacher, student and observer. Therefore, prior judgment is required for deciding the order in which student-teachers will play their respective roles. However, it is to be remembered that irrespective of the order, everyone has to play all the three roles at one time or the other in the overall process of simulation.

(d) Selection of skill for practice: After assigning roles, each trainee is now helped in the selection of suitable topics of his interest, in view of the skill to be practised. First of all, one topic is selected for practice, then it is decided which should be the other topic so that the other student-teachers may also go for practice in accordance with their assigned roles.

(e) Preparation of work schedule: Here, the whole plan of the process is decided. The anticipated classroom interaction is planned, with respect to the role of trainees. The entire work schedule is to be prepared before starting the actual process.

(f) Determination of observation technique: The procedure and technique of observation is decided and planned in advance. It also includes which type of data is to be collected and how this data is to be interpreted. The decision regarding the use of these observations in providing feedback to the teacher actors is taken in advance.

(g) Organization of first practice session: The first practice session is organized after all the above mentioned preparations are done. The student- teachers are asked to deliver lessons one by one to their peers who are playing the role of students. All good and week points of teaching, concerning classroom interaction, teacher's behaviour, content taught, skills practiced and methodology used are being noted down by student-teachers who are playing the role of observers.

(h) Follow-up during subsequent practice session: After desirable modifications in the first session, subsequent sessions are conducted till the goals of practicing teaching skills are not achieved. In this changed procedure, the roles of student-teachers are also changed so that all of them are provided with the opportunity to practise teaching skills.

4.5 PRECAUTIONS IN SIMULATED TEACHING

Following precautions should be taken in simulated teaching.

1. Teachers must be completely familiar with the technique in order to maximize student learning.

2. Teachers should ensure that students understand the procedures before beginning the process.

3. Teachers must divide students into groups in a proper manner so as to have a positive impact of learning.

4. Teachers should be knowledgeable and facilitators of the process.

5. Sufficient time must be allocated to provide opportunity to student-teachers to play different roles.

6. For practice, student-teacher should prepare simulation-lesson plans.

7. If possible, students should be made aware of specific outcomes expected of them.

8. At the end of the process, a discussion should be followed so that student- teachers may bring desirable changes in their behaviour.

4.6 ADVANTAGES OF SIMULATED TEACHING

Simulated teaching has the following advantages.

➢ It can be used to analyse complex real classroom situations which may help in solving serious teaching problems. Good simplifications provide students with a better insight into reality, than by examining all components of a complex situation.

➢ The process of simulation is focused on the individual, but makes use of a learning group to support decisions and provide reflection. This emphasizes inquiry, skill development, collaboration and reflection.

➢ The structure of a devised simulation incorporates feedback and advice, specifically through devices such as a thinking space plus the opportunity to repeat a lesson and explore alternative decisions. Usually, this is not feasible in traditional modes of classroom experience for pre-service teachers.

➢ Simulation creates an interactive educational setting which offers the possibility to effect changes in relation to the learning experience in a more efficient way, than is normally possible with other didactic methods.

➢ Student-teacher gets an opportunity to play three different roles of student, teacher and observer.

➢ Simulations also provide students with the opportunity to develop their communication, critical thinking skills, and decision-making and teamwork skills.

➢ Simulations increases the students' interest, motivation and efforts for learning a subject.

➢ Students get an opportunity to imbibe useful qualities for social participation and cooperation by giving due regard to others' feeling and viewpoints.

➢ The technique is helpful in acquiring various teaching skills and acquiring classroom manners.

➢ Simulated teaching helps students in understanding behavioural problems of the classroom and also assists in developing an insight to encounter them.

➢ One of the major advantages of simulated teaching is that it establishes a link between theory and practice. It helps in developing the ability to ask the questions in student- teacher's relationship.

➢ A simulation stimulates active engagement of students. They actually participate and not just read and analyse. They make decisions and see the results of their decisions in the responses from other students, and the outcome of the simulation.

➢ With simulations, students can explore the impact of multiple decisions at the same time. Simulations also allow students to validate their common sense,relative to a particular situation.

➢ Simulations provide varieties in pedagogy. They also provide rapid feedback on student decision-making, which is so critical for their learning.

➢ It develops confidence in student-teachers, which help them to confront tough situation.

4.7 DISADVANTAGES OF SIMULATED TEACHING

Simulated teaching has the following limitations.

➢ Students may not understand problems of the classroom with needed effectiveness.

➢ This technique requires expertise on part of the teachers and very few teachers are ready to take extra burden.

➢ This technique creates an artificial situation which is away from reality.

➢ If audio-visual aids are to be used in classroom situation, special facilities and expensive equipment are essential.

- It is a time-consuming process in terms of planning, preparation, organization, presentation and evaluation.

- In this technique, student-teachers play the role of students. As they are quite mature, we cannot expect them to play the role of children.

- This technique cannot be used for the curricula of all subjects.

(Annexure-VI: Observation Schedule for Simulation)

CHAPTER-5

GUIDELINES FOR PREPAREATION OF MACRO/SIMULATION LESSON PLAN

1. GENERAL OBJECTIVES

➢ Specific for every teaching Subject like Mathematics, Physical Sciences, Life Sciences, Social Sciences, Hindi, English, Sanskrit and Commerce.

➢ Student-teachers will write general objectives once in their lesson plan note book for each teaching subject and will be considered common for all lesson plans including final lesson plans (Final Teaching Practice).

➢ Student-teachers will write 10-15 general objectives related to the particular teaching subject.

➢ General objectives are not written in behavioural terms but these objectives are guidelines to the subject teacher.

➢ Main Source of General Objectives for school subjects: National Curriculum Framework, 2005.

2. BASIC INFORMATION /PRELIMINARY INFORMATION

➢ It includes name of student-teacher, university roll no., class, topic, sub-topic, time period, date, name of mentor-teacher and name of teacher educator.

3. MAIN TEACHING POINTS/ELEMENTS

These are small segments of instruction particularly related to the content to be taught. Main teaching points will be prepared after carefully studying the target content. The sequence of the main teaching points/elements in the lesson plan should always follow a logical and psychological order. Always proceed from simple to complex or in other words proceed from partially known facts to unknown facts. The number of teaching points/elements in a lesson plan mainly depends on the following aspects.

➢ Nature of content to be taught (i.e. its difficulty level).

➢ Intellectual/understanding level of students.

➢ Time duration and availability of teaching-learning material related to the content.

➢ Mastery level of the topic possessed by the student-teacher.

➢ Nature of participation level of the students and their background subject knowledge.

➢ Every Main Teaching Point/element will appear in the lesson plan (Presentation Part) in the same order as mentioned by the student-teacher in this section.

➢ Main Teaching Points/elements will be specific and written in simple, scientific, brief and unambiguous manner.

➢ There should always be a cohesion among different teaching points.

4. INSTRUCTIONAL OBJECTIVES

➢ Instructional objectives are always written in behavioural terms i.e. they are measurable/assessed from the behaviour of students after instruction.

➢ Instructional objectives are related to different domains of learning (cognitive, affective and psycho-motor) as well as different levels (e.g. for cognitive domain the hierarchy of instructional objectives from lower to higher end is remembering, understanding, applying, analysing, evaluating and creating).

➢ As we move towards higher end in this hierarchy more complex thought process get involved.

➢ Use action verbs to write instructional objectives and as far as school education is concerned, understanding/application level will be the appropriate level from the perspectives of student learning and understanding.

➢ Always make an accurate, feasible and attainable list of instructional objectives keeping into consideration the taxonomy of related domain and the levels of learning.

➢ Instructional objectives will be written in a clear, unambiguous and scientific manner.

➢ Write one instructional objective in one statement and avoid compounding of instructional objectives within single statement.

➢ For every instructional objective, there should be atleast one evaluation question.

➢ Number of instructional objectives in a lesson plan depends on the same factor as discussed in above section related to Main Teaching Points/Elements.

5. TEACHING AID/TEACHING LEARNING MATERIAL

➢ The student teacher will write the name of specific teaching aids (self-prepared/developed or ready-made) related to the content he/she will teach like chart, model, concrete objects, material related to any activity or any other. In this section there is no need to write classroom, chalk, blackboard, duster, text-book, pointer etc.

➢ Incase, there is no specific teaching aid available to the student- teacher related to the content, in that case mark a small line (_____) in this section.

➢ The main purpose of teaching aids/teaching-leaning material is to help the students to learn the content in an easy way by stimulating their thinking process. Hence, teaching aids/teaching learning material should be related to the content being taught, well designed and interesting.

➢ Teaching aids/teaching-learning material will serve its purpose only when we present it in a skilled way, display it properly at appropriate time and explain effectively.

6. PREVIOUS KNOWLEDGE ASSUME (P.K. ASSUME)

➢ Previous knowledge assume is not just imagination on the part of the student-teacher but, it is the rational anticipation on the part of the student-teacher to decide the extent and level of information/knowledge/understanding possessed by the students related to the content he/she will teach.

➢ It is the basic foundation of the lesson planning and the student teachers will consider this level of students as their entry behaviour. Don't deviate from the law of normality and focus on psychology of individual differences.

7. PREVIOUS KNOWLEDGE TESTING (APPROXIMATE TIME: 3-4 MINUTES)

➢ After entering the classroom for instruction, the student teacher makes a rapport with the students and starts his/her lesson by testing the previous knowledge.

➢ Here student-teacher will use skill of set induction and questioning skill in a proper way and will try to motivate the students for active participation in the teaching-learning process. Initial impression of the student- teacher will help him/her for effective presentation.

➢ Student teacher will ask 4-5 introductory questions to test the level of information possessed by the students related to the particular topic.

➢ He/she can correlate the questions being asked from the students from daily life experiences, previous sections, previous chapters or any other experience related to the students.

➢ The rationale of this step in the lesson plan is purely psychological i.e. to motivate students and make them mentally ready/alert for what is unknown to them (or what the teacher will teach).

8. ANNOUNCEMENT OF THE TOPIC (APPROXIMATE TIME: 1-2 MINUTES)

➢ In the last phase of the process of previous knowledge testing, it is assumed that student-teacher will not get satisfactory answer of last question from students, then he/she will announce the sub-topic in front of class with proper use of skill of stimulus variation. He/she will write the title on the blackboard.

9. PRESENTATION (APPROXIMATE TIME: 20-25 MINUTES)

➢ There will be four columns in lesson plan note book for presentation section. It includes Main Teaching Point/element, Student-teacher Activities, Student- Activities and Blackboard Work.

➢ The sequence of main teaching points/elements in the presentation part will be the same as written by him/her in the Step No. 3.

- Lesson plan should not be teacher dominated or in other words it should be student-centric. It is reflected in the lesson plan when the column related to student-teacher activities is filled by the trainees with their own activities and the column related to the activities of students is blank and mostly ignored. There should be a balance between the student activities and student-teacher activities. Teaching is always meant for facilitating learning.
- For a lesson plan of 20-25 minutes (only presentation part), there should be active involvement of students and the same will be reflected in the lesson plan note book in the relevant column specifically related to student-activities.
- There is a shift in the nature and role of learner in the present classroom. They are not merely a passive receiver of knowledge but they are knowledge constructer and being a teacher we are facilitator and co-constructor of knowledge.
- For effective presentation of lesson in actual classroom, use teaching skills practised in micro and simulation teaching and follow steps of lesson plan properly.
- After the completion of presentation of one main teaching point/element, ask few formative questions to test their understanding.
- Relate one teaching point with other in a logical and psychological manner.
- Prepare and use teaching aids/teaching- learning material as per the requirement of the lesson and write the description of teaching aids under relevant teaching point in the lesson plan and prepare miniature of the teaching aid and paste it your lesson plan. Miniature should be the replica of the teaching aids.
- Write symbols, digits, formulas and equations in Blackboard Work column and write their descriptions in the columns related to activities of student-teacher and students. For example, we can write 1+1=2 on blackboard but in the specified column we have to write one plus one is equal to two.
- Presentation of lesson plan is a scientific and professional task. It is a series of planned communication between the students and student-teacher. At a time, either student-teacher or students will share their views. Always take care of this aspect while writing your lesson. E.g. suppose, when a student-teacher plans to ask a question from student, we will write the statement in his lesson plan note book in the column specifically related to Student-teacher activities and he will write the probable answer in the next line in the column related to Student- activities.

- Appropriate space should be given to every Main Teaching Point in the lesson plan and underline the key points you want to highlight.
- The sequence of content matter in the text book is not structured as per the requirements of lesson plan. Hence, maintain appropriate sequence of subject matter to facilitate learning. Text books are not only the single source of knowledge. Think beyond text books. At elementary school stage activity based lesson plans are preferred. Involve students in teaching-learning process and also encourage them to ask questions.
- Don't leave any blank space/lines in between the lesson plan, because blank space reflects the closure of lesson. There should be continuity in writing different sections of lesson plan and they are inter-related to each other.
- Time management is important factor in lesson planning. Initially distribute adequate time to every main teaching point and try to cover these in the stipulated time frame. In actual practice, a major portion of time is utilized for covering initial teaching points and we cover rest teaching points in a haphazard manner. Distribute time to every teaching point in a rational manner.
- Lesson plan is always flexible and try to adjust your teaching as per the conditions and requirements of classroom.
- Try to improve/upgrade your teaching methodology as well as lesson plan (written) in the light of the feedback/suggestions received from mentor teacher (subject expert) and teacher educator. Students' response in the class is also an indicator of quality of instruction.
- Allow students to clear their doubts related to the sub-topic by asking questions before recapitulation.

10. RECAPITULATION (APPROXIMATE TIME: 1-2 MINUTES)

- The main focus of recapitulation is to summarize (brief description) the main teaching points covered by the student-teacher during instruction.

11. EVALUATION (APPROXIMATE TIME: 2-3 MINUTES)

- Test the understanding of the content by asking relevant questions related to the instructional objectives.
- Minimum one question should be framed and asked from the students related to every instructional objective.

12. HOME WORK/ASSIGNMENT (APPROXIMATE TIME: 1-2 MINUTES)

- Home work should be scientifically designed and used as fixation strategy.

CHAPTER-6

GUIDELINES FOR EVALUATION OF LESSON PLAN AND

PROVIDING FEEDBACK

Feedback is an essential component of training programmes. The following criteria and descriptors are designed to let teacher educators and mentor teachers to know what the performance expectations are for student-teachers. The purpose is to help teacher educators and mentor teachers to develop a common understanding about the expectations and provide a common language for discussing performance.

6.1 CONCEPT OF FEEDBACK

Feedback helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance. Written feedback is an essential teaching tool. Student-teachers value feedback, especially when it is given by someone credible like teacher educators and mentor-teachers who they respect as a role model. Failing to provide proper feedback sends a non-verbal communication in itself and can lead to mixed messages and false assessment by the student-teachers of their own abilities, as well as a lack of trust in the teacher educator.

6.2 CHARACTERISTICS OF FEEDBACK

Major characteristics of feedback are given below.

- ❖ Be focused and impartial. Include specific guidance for improvement and point towards the relevant criteria for success. Include three or four areas for improvement, referenced to the lesson observed. Feedback should be logical, unambiguous and clear.
- ❖ Feedback should be specific to individual student-teacher (not comparing with other student-teachers) and identify what worked well in addition to what they need to do to improve and how to do it.
- ❖ Use a positive tone and make clear the support that is available for the student-teacher.
- ❖ Relate to the progress made by learners and what the student-teacher does to support and promote this.
- ❖ Provide the student-teacher with more than he or she could gain from self-evaluation of the lesson e.g. information on learner progress gained from talking to individuals and small groups during the lesson; an objective view of whether all learners were engaged actively throughout the lesson.

❖ Encourage the student- teacher to think more deeply about what they do well, what areas they could improve upon, and how they might do this.

❖ Provide time and support for student teachers to act on the feedback given.

6.3 CRITERIA AND DESCRIPTORS OF EVALUATION AND FEEDBACK

1. PREPARATION OF LESSON PLAN

➤ Lesson plan drafted neatly and systematically as per the steps of lesson plan.

➤ Possibility of short lesson.

➤ Necessary and up-to-date information been included in the lesson related to the sub-topic.

➤ Adequate and advance arrangement for teaching aids/teaching-learning material.

➤ Student-teacher is mentally prepared for the work.

➤ Follows prescribed syllabus allotted by the school subject teacher.

2. INSTRUCTIONAL OBJECTIVES

➤ Adequacy with reference to the domain and levels of learning.

➤ Clarity and relevance to the content being taught.

➤ Appropriateness of action verbs as per taxonomy of instructional objectives.

➤ Sequence of instructional objectives.

➤ Attainability in terms of measurable outcomes.

3. INTRODUCTION AND ANNOUNCEMENT

➤ Relevant questions asked based on the previous knowledge or previous experiences of the students.

➤ Statements of the questions and vocabulary are appropriate to the age and ability level of students.

➤ Fluency and appropriate handling of students' responses.

➤ Manner of accepting responses of students and nature of reinforcement.

➤ Co-ordination, communication and eye contact with the students.

➤ Linking of one question with the other and motivating students to respond.

➤ Distribution, Prompting, and Re-direction of questions.

➤ Appropriate announcement of the topic and writing it on black board.

4. PRESENTATION

➤ Democratic, pleasant and invigorating atmosphere in the class for the lesson.

➤ Begins class work promptly

➤ Subject matter mastery of the student-teacher related to the topic is adequate.

➤ Lesson plan is delivered step by step in a systematic way by covering main teaching points.

- Adjusting the speed of the lesson to the comprehension level of pupils.
- Any irrelevant deviation in the presentation from written lesson plan.
- Selects activities relevant to the prescribed content to be taught and appropriate to students' abilities.
- Participation and level of involvement of students in teaching-learning process.
- Structuring of questions at different stages of lesson, which are grammatically correct, unambiguous, precise and relevant.
- Questions delivered with appropriate speed, with proper intonation and pitch, allowing pause for linking and questions covering all students equally.
- Appropriate physical movements, gestures, change in sensory focus, change in interaction styles and encouraging pupils for physical participation.
- Use of praise words, accepting and using students' ideas, use of pleasant and approving gestures and expressions, writing pupils answers on blackboard.
- Legibility, neatness and continuity of blackboard work.
- Proper use of pointer, duster and other teaching-learning material.
- Definition of technical/difficult terms used during explanation.
- Uses interesting examples and illustrations.
- Teaching aids/Teaching-learning material is relevant to the content, suitability of size, appropriate to the pupil's level, properly displayed and appropriately used or handled.
- Managing classroom activities properly and opportunities for students to express their views freely.
- Was the lesson lively or boring?
- Considers time management factor in planning of instruction as well as in its presentation.
- Presents new material clearly and logically and focuses student attention.
- Provides feedback to the students and repeats the teaching points as and when necessary.
- Conducts smooth transition from one teaching point to the next.
- Shows concern for students and uses student interest and background knowledge.
- Demonstrates enthusiasm, involvement and interest in lesson presentation.
- Speaks clearly and puts ideas logically.
- Teaches accurate and up-to-date information and coordinates content with the instructional objectives.
- Encourages participation from all students and gives clear and concise directions.

➢ Integrates materials and resources smoothly into a lesson and identifies available supplemental resources.

➢ Promotes self-discipline and manages disruptive behaviour constructively.

➢ Demonstrates fairness and consistency.

5. RECAPITULATION, EVALUATION AND HOME WORK

➢ Summarizing main teaching points and the central idea contained in them.

➢ Relationship of evaluation work with instructional objectives of the lesson.

➢ Makes methods of evaluation clear and purposeful to students.

➢ Homework assigned in specific terms, balanced and free from repetition.

➢ Giving the lesson a logical closure.

REFERENCES

1. U.S.A., Osuji. National Open University of Nigeria, Victoria Island Lagos, Course Code:- Edu216, Micro- Teaching Manual

2. Dr. Umar Goni, University of Maiduguri, Centre For Distance Learning Edu 303: Introduction To Micro Teaching

3. Dr. Sudha, Kasireddy, Educational Technology, Sri Venkatesawara University, Tirupati, Andhara Pradesh

4. Student Teachers' Handbook for Bachelor of Education, School of Education, Indira Gandhi National Open University, New Delhi

http://www.gcoekmr.org/pdf/BEdCourseCode203_Unit3.pdf

https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf

https://aoij7uf5jo.pdcdn.xyz/dl2.php?id=101195585&h=f1aac889b675aa485536b1a66c1312b4&u=cache&ext=pdf&n=Edu%20303%20micro%20teaching-3

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA, KANGRA, H.P.

EVALUATION-CUM-FEEDBACK PROFORMA FOR

<u>**SKILL OF BLACKBOARD WRITING**</u>

Name of Student-Teacher:	Class:	Date:
College Roll No. :	Topic:	Subject:
University Roll No. :	Sub Topic:	Time:

Sr. No.	Components of Skill of Blackboard Writing	1 *(Poor)*	2 *(Below Average)*	3 *(Average)*	4 *(Good)*	5 *(Excellent)*
1.	Legibility					
2.	Size and Alignment					
3.	Continuity and Highlighting Main Points					
4.	Utilization of the Space					
5.	Correctness					
6.	Position of the Teacher					
7.	Eye Contact with Pupils					
8.	Appropriateness of the Figures/Diagrams					
9.	Cleaning of Blackboard					

Overall Comment	Lesson Not Prepared/ Not Presented Properly	Ineffective use of Skill Components	Moderately Effective	Effective	Excellent use of Skill Components
Recommendation	Re-Plan/ Re-teach	Drill	Practice	Approved	Approved

Feedback (Suggestions for Improvement):

❖

❖

❖

Sign. of Teacher- Educator

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA, KANGRA, H.P.

EVALUATION-CUM-FEEDBACK PROFORMA FOR

<u>SKILL OF EXPLAINING</u>

Name of Student-Teacher:	Class:	Date:
College Roll No. :	Topic:	Subject:
University Roll No. :	Sub Topic:	Time:

Sr. No.	Components of Skill of Explaining	1 *(Poor)*	2 *(Below Average)*	3 *(Average)*	4 *(Good)*	5 *(Excellent)*
1.	**Introductory Statements**					
2.	**Using Explaining Links**					
3.	**Defining Technical Words/Terms**					
4.	**Covering Essential Points**					
5.	**Fluency in Language**					
6.	**Simplicity and Interestingness of the Examples**					
7.	**Testing the students**					
8.	**Concluding Statements**					

Overall Comment	Lesson Not Prepared/ Not Presented Properly	Ineffective use of Skill Components	Moderately Effective	Effective	Excellent use of Skill Components
Recommendation	**Re-Plan/ Re-teach**	**Drill**	**Practice**	**Approved**	**Approved**

Feedback (Suggestions for Improvement):

- ❖
- ❖
- ❖
- ❖

Sign. of Teacher- Educator

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA, KANGRA, H.P.

EVALUATION-CUM-FEEDBACK PROFORMA FOR

SKILL OF REINFORCEMENT

Name of Student-Teacher:	Class:	Date:
College Roll No. :	Topic:	Subject:
University Roll No. :	Sub Topic:	Time:

Sr. No.	Components of Skill of Reinforcement	1 *(Poor)*	2 *(Below Average)*	3 *(Average)*	4 *(Good)*	5 *(Excellent)*
1.	Positive Verbal Reinforcement					
2.	Positive Non-Verbal Reinforcement					
3.	Extra Verbal Cues					
4.	Repeating and Rephrasing Student's Responses					
5.	Writing Student's Answers on Blackboard					

Overall Comment	Lesson Not Prepared/ Not Presented Properly	Ineffective use of Skill Components	Moderately Effective	Effective	Excellent use of Skill Components
Recommendation	Re-Plan/ Re-teach	Drill	Practice	Approved	Approved

Feedback (Suggestions for Improvement):

- ❖
- ❖
- ❖
- ❖
- ❖

Sign. of Teacher- Educator

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA, KANGRA, H.P.

EVALUATION-CUM-FEEDBACK PROFORMA FOR

<u>**SKILL OF QUESTIONING**</u>

Name of Student-Teacher:	Class:	Date:
College Roll No. :	Topic:	Subject:
University Roll No. :	Sub Topic:	Time:

Sr. No.	Components of Skill of Questioning	1 *(Poor)*	2 *(Below Average)*	3 *(Average)*	4 *(Good)*	5 *(Excellent)*
1.	**Framing of Questions**					
2.	**Presenting the Questions in the Class**					
3.	**Distribution of Questions**					
4.	**Questioning Behaviour of the Teacher**					
5.	**Prompting**					

Overall Comment	Lesson Not Prepared/ Not Presented Properly	Ineffective use of Skill Components	Moderately Effective	Effective	Excellent use of Skill Components
Recommendation	**Re-Plan/ Re-teach**	**Drill**	**Practice**	**Approved**	**Approved**

Feedback (Suggestions for Improvement):

- ❖
- ❖
- ❖
- ❖
- ❖

Sign. of Teacher- Educator

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA, KANGRA, H.P.

EVALUATION-CUM-FEEDBACK PROFORMA FOR

SKILL OF STIMULUS VARIATION

Name of Student-Teacher:	Class:	Date:
College Roll No. :	Topic:	Subject:
University Roll No. :	Sub Topic:	Time:

Sr. No.	Components of Skill of Stimulus Variation	1 *(Poor)*	2 *(Below Average)*	3 *(Average)*	4 *(Good)*	5 *(Excellent)*
1.	**Teacher's Physical Movements**					
2.	**Pupils' Physical Participation**					
3.	**Teacher's Gestures**					
4.	**Change in Voice**					
5.	**Focusing**					
6.	**Change in the Interaction Styles**					
7.	**Pausing**					
8.	**Oral -Visual Switching**					

Overall Comment	Lesson Not Prepared/ Not Presented Properly	Ineffective use of Skill Components	Moderately Effective	Effective	Excellent use of Skill Components
Recommendation	**Re-Plan/ Re-teach**	**Drill**	**Practice**	**Approved**	**Approved**

Feedback (Suggestions for Improvement):
- ❖
- ❖
- ❖
- ❖

Sign. of Teacher- Educator

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA, KANGRA, H.P.

OBSERVATION SCHEDULE FOR SIMULATION

Lesson No. ....

Name of Student-Teacher:	**Class:**	**Date:**
College Roll No. :	**Topic:**	**Subject:**
University Roll No. :	**Sub Topic:**	**Time:**

Sr. No.	COMPONENTS FOR OBSERVATION	COMMENTS
1.	Formulation of Instructional Objectives in behavioral terms	
2.	Appropriateness of Introductory Statements	
3.	Development and Presentation of the Lesson	
4.	Use of Teaching-Learning Material/Teaching Aids	
5.	Use of Skill of Blackboard Writing	
6.	Explanation of Content and Relevancy of Examples	
7.	Use of Skill of Reinforcement	
8.	Use of Skill of Stimulus Variation	
9.	Use of Questioning Skill and Handling of Students' Responses	
10.	Teaching Methodology Adopted	
11.	Students' Participation in Teaching Learning Process	
12.	Recapitulation, Evaluation and Home Assignment	

Signature of Student-teacher (Observer):
Name: College
Roll No:

(Signature of Teacher Educator)

GUIDELINES OF HIMACHAL PRADESH UNIVERSITY, SHIMLA
FOR SCHOOL INTERNSHIP PHASE-I & II

As per the regulations and Syllabus for Two Year B. Ed. Programme prescribed by Faculty of Education, Himachal Pradesh, following stipulations have been made regarding School Internship Programme:

➢ The students are required to go through a school internship for five months (20 weeks) during two years in the schools under the supervision of a teacher educator of the institution concerned in which a particular student is studying.

➢ The school internship of one month duration will be held in second semester. The school internship (practice teaching) of four months duration will be held in the third semester. Final examination of teaching practice / internship in teaching will take place in third semester after the completion of mandatory lessons i.e. 50 macro lessons in each of the teaching subject.

➢ The school internship shall be of one month (4 weeks) duration during second semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second week of practice teaching will include study of maintenance of various school records (e.g., CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying.

➢ During the third semester of the course, the practice teaching shall be of four months (16 weeks) duration. During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution concerned in which the student is studying. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. If a candidate, who does not deliver mandatory number of lessons and any other activities related to teaching practice and practical work, he/she will not be allowed to appear in external assessment of practice teaching (i.e. final teaching practice examination). The macro / practice lessons will be supervised / assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying.

GOVERNMENT COLLEGE OF TEACHER EDUCATION, DHARAMSHALA, H.P.
SCHOOL INTERNSHIP PROGRAMME:(PHASE-I)

TENTATIVE SCHEDULE

WEEK	ACTIVITIES	TYPE OF RECORD
First **School Organization and Management Structure**	1. Reporting the allotted School and Introduction with Principal/Head, Teachers and other School staff 2. Guidelines regarding maintaining discipline in school and institutional functioning 3. Orientation about the allotted School (Brief history, school campus, school building, school map, classrooms etc.)	Entry in Teacher Diary and Separate report on School Organization
	1. Name and designation wise list of staff members of School (including Principal/Headmaster teaching and non-teaching staff) 2. Class-wise list of students admitted in the School 3. Time table of the school and understanding its construction Procedure with rationality	Flow Chart for activities at Sr. No. 1 and 2 Certified Copy of Time Table in file
	Management Structure of the School (System of functioning of the school and its different aspects and their interrelationship)	Report
	1. Report on Morning assembly and functioning of different committees, Clubs like NCC/NSS etc. in the School 2. Co-curricular/extension activities of the school	Combined Report
	1. Procedure for Preparation of Academic Calendar 2. Procedure for Preparation of Co-Academic Activities Calendar	Combined Report
	• Verification and Finalization of the different reports and activities of first week by the Teacher Educator • Necessary Feedback from School Head/Teachers	---
Second **Study and Maintenance of Various School Records**	Teacher Attendance Register, Student Attendance Register, Admission and Withdrawal Register (Procedure of maintaining these registers)	Combined Report
	Procedure for Maintaining different Stock registers	Combined report
	Execution of National School Lunch Programme(Mid-Day Meal Scheme) in the School	Report on MDM Scheme
	Procedure and aspects of Continuous and Comprehensive Evaluation	Report on CCE
	System of functioning of School Management Committee and PTA in the School	Report on SMC and PTA
Third **Observation of Senior School Teachers**	Observation of two subject related lessons of Senior school teachers (One per teaching subject) in actual classroom by direct observation with Prior permission of concerned teacher	Report of Observation in the Prescribed Proforma
	• In the third week 12 lessons will be observed by the student teacher (Six lessons per teaching subject). • Certification of Observation Lesson from school teacher and teacher educator is mandatory. (Completion of Observation Lesson No. 1 to 6 in each teaching subject)	

Fourth	• Observation of two subject related lessons of senior school teacher (One per teaching subject) in actual classroom by direct observation with Prior permission of concerned teacher	Report of Observation in the Prescribed Proforma
Observation of Senior School Teachers	• Certification of Observation Lesson from school teacher and teacher educator is mandatory. (Completion of Observation Lesson No. 7 to 10 in each teaching subject)	
	Preparing Charts/Models related to different activities/ Celebration of Important Days/Any other activities as per guidelines of the School	Maintain the record in the Scrap Book
	• Finalization of Grade of Student-teacher in Internship by teacher educator after consultation with School Head and Subject Teacher (Mentor). • Teacher educators will submit the Final Grade lists of their respective allotted schools as per alloted Proforma to the Incharge of School Internship Committee. • Student teachers shall deposit the school internship records in the college .	

GOVERNMENT COLLEGE OF TEACHER EDUCATION DHARAMSHALA, KANGRA, H.P.

PROFORMA FOR MENTOR TEACHER OBSERVATION

OBSERVATION LESSON NUMBER----------------

Name of Mentor-Teacher:	**Teaching Subject:**	**Time:**
Name of Student-Teacher:	**Class:**	**Date:**
Name of Practice Teaching School:	**Topic:**	
University Roll No. :	**Sub Topic:**	

A. REPORT OF THE LESSON OBSERVED

SR. NO.	DIMENTION SELECTED FOR OBSERVATION	BRIEF REPORT
1.	INSTRUCTIONAL OBJECTIVES AND INTRODUCTORY STATEMENTS	
2.	DEVELOPMENT AND PRESENTATION OF THE LESSON	
3.	TEACHING METHODOLOGY ADOPTED	
4.	USE OF TEACHING-LEARNING MATERIAL	
5.	EXPLANATION OF CONTENT AND RELEVANCY OF EXAMPLES	
6.	PARTICIPATION OF STUDENTS IN TEACHING-LEARNING PROCESS	
7.	USE OF REINFORCEMENT AND STIMULUS VARIATION	
8.	QUESTIONING SKILL AND HANDLING OF STUDENTS' RESPONSES	
9.	CLASS CONTROL AND DISCIPLINE	

10.	RECAPITULATION, EVALUATION AND HOME WORK	
11.	ANY OTHER IMPORTANT OBSERVATIONS	

B. BRIEF REPORT OF THE OVERALL EXPERIENCE GAINED BY STUDENT-TEACHER

Signature of Student-Teacher

Date: ------------------------   Name--------------------

C. BRIEF REPORT OF THE FEEDBACK PROVIDED BY THE MENTOR TEACHER

Certified that Mr./Ms. ……………………………bearing College roll number…………. and University roll number. ………………….. has directly observed me in my ………………………class and prepared the above report based on his/her observations. The above report is original and verified by me.

Signature of MentorTeacher

Date: ------------------------------   Name------------------------

Signature of Teacher Educator
Name----------------------------
Date: ---------------------------

GOVERNMENT COLLEGE OF TEACHER EDUCATION, DHARAMSHALA
PROFORMA FOR INTERNAL EVALUATION OF STUDENT-TEACHER IN
SCHOOL INTERNSHIP PHASE-I

Instructions: This evaluation sheet contains 15 items comprising of different aspects of School Internship. You have to rate the performance of the Student- teacher on each item on the five point scale on the basis of quality of work. Tick the point which indicates your assessment.

Name of Student-teacher……………………………………University Roll. No.………….. ……

Name of Internship School……………………………… ………… … Group Number: …………………

Sr. No.	ASPECTS	Poor (1)	Below Average (2)	Average (3)	Above Average (4)	Good (5)
1.	Preparation of Teacher's Diary					
2.	Report on School Organization Structure					
3.	Report on School Management Structure					
4.	Report on Morning Assembly and other activities					
5.	Report on Mid-Day Meal Scheme					
6.	Report on Continuous and Comprehensive Evaluation (CCE)					
7.	Report on School Management Committee (SMC)					
8.	Quality of Scrap Book (Combined)					
9.	Hand Written Files prepared for different Records					
10.	Punctuality of Student-Teacher					
11.	Involvement in School Activities					
12.	Observation File of Teaching Subject-I					
13.	Observation File of Teaching Subject-II					
14.	General behaviour of the Student -Teacher					
15.	Participation in Socially Useful Productive Work					
	Overall Rating					

SPECIFICATION TABLE

Overall Range of Rating	(1-15)	(16-30)	(31-45)	(46-60)	(61-75)
Interpretation	Poor	Below Average	Average	Above Average	Good
Grade	**E**	**D**	**C**	**B**	**A**

GOVERNMENT COLLEGE OF TEACHER EDUCATION, DHARAMSHALA

ASSESSMENT OF INTERNSHIP GRADE (SCHOOL INTERNSHIP PHASE-1)

1.	Name of Student-Teacher	
2.	Group Number:	
3.	University Roll No.	
4.	College Roll No.	
5.	**Overall Rating in School Internship Phase-I**	
6.	**Grade Awarded**	

Signature of Mentor Teacher   **Signature of Head of Practice Teaching School**

Name……………………………   **Full Name…………………………**

Signature Teacher Educator

Name…………………………………………………..

Date…………………………..   Place: …………………

APPLICABLE ONLY INCASE OF INDISCIPLINE/MISBEHAVE/IRREGULARITY

Report of any Indiscipline/Misbehave/Irregularity of Student-Teacher

Signature of Mentor Teacher   **Signature of Head of Practice Teaching School**

Name……………………………   **Full Name…………………………**

Signature Teacher Educator

Name…………………………………………………..

Date…………………………..   Place: …………………

GOVERNMENT COLLEGE OF TEACHER EDUCATION, DHARAMSHALA
PROFORMA FOR SUBMISSION OF SCHOOL INTERNSHIP GRADE (PHASE-1)

Class: B.Ed.   **Session: …………………………….**   **Semesters: II**

1. Name of Practice Teaching School……………………...2. Name of Teacher Educator………………

3. Group Number:…………………………………………….4. Total Students Allotted……… …

5. No. of Students Present in Internship (Phase:I)………… 6. No. of Absent Students ....

7. No. of Students with Short Attendance………………………………..……………………

Sr. No.	University Roll. No.	Name of Student	Grade Awarded
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Certified that above mentioned grades of internship are prepared as per criteria decided by the institution (15 Point Rating Scale) and student's records are verified properly.

                                 Signature of Teacher Educator

                                 Group No._____

Name:……………………….. Designation:……………………….. Date:………………………

GOVERNMENT COLLEGE OF TEACHER EDUCATION, DHARAMSHALA

OBSERVATION SCHEDULE FOR PEER EVALUATION
OBSERVATION LESSON NUMBER---------

<u>**Details of Student-Teacher being observed**</u>

Name of Student- Teacher ………… University Roll No.……………. Class………………
Teaching Subject…………............... Topic... . ……………… Time…………

<u>**Details of Observer**</u>

Name ………………… .. University Roll No.……………………. Date………………

Instructions: This observation sheet contains 15 items comprising of different aspects of teaching. Specifications of each item have also been given. You have to rate the performance of the student - teacher on each item on the five point scale. Tick the point which indicates your assessment.

RATING SCALE

GRADE	E	D	C	B	A
SCALE VALUE	**1**	**2**	**3**	**4**	**5**
INTERPRETATION	**Very Poor**	**Poor**	**Average**	**Good**	**Very Good**

Sr. No.	ITEM	SPECIFICATIONS	E (1)	D (2)	C (3)	B (4)	A (5)
1.	**Appropriateness of Instructional Objectives**	*Clarity, relevance to the content, adequacy with reference to the domains and level of objectives, Attainability in terms of outcomes.*					
2.	**Proper Organization of Content**	*Logical organization according to teaching elements and Psychological organization as per the level of learners.*					
3.	**Effective introduction of Lesson**	*Linking with past experiences, use of appropriate devices, techniques like questioning, examples, exhibits etc.*					
4.	**Structure of Questions**	*Structuring questions at different stages of lesson, which are grammatically correct, unambiguous, precise and relevant.*					
5.	**Delivery and Distribution of questions**	*Questions delivered with appropriate speed, with proper intonation and pitch, allowing Pause for linking and questions covering even all students equally.*					
6.	**Handling of Pupil Responses**	*Managing pupil responses, Techniques like prompting, Refocusing and asking critical awareness questions.*					

No.	Teaching Skill	Description					
7.	**Explanation**	*Clarity, continuity, relevancy of explanation to the content using beginning and concluding statements, covering essential points.*					
8.	**Use of Examples**	*Simple, interesting and relevant to the point being explained.*					
9.	**Use of Teaching aids**	*Relevant to content, appropriate to the pupil's level, properly displayed and appropriately used or handled.*					
10.	**Stimuli for Securing & Sustaining pupil attention**	*Appropriate body movements, gestures, changes, in notation and pitch, change in sensory focus, change in interaction pattern and encouraging pupils for Physical participation*					
11.	**Use of Verbal and non-Verbal Reinforcement**	*Use of praise words, accepting and using students, ideas, use of pleasant and approving gestures and expressions, writing pupils answers on blackboard.*					
12.	**Pacing of the Lesson**	*Adjusting the speed of the lesson to the level of pupils.*					
13.	**Class Control and Discipline**	*Managing classroom activities properly and opportunities for students to express their views*					
14.	**Recapitulation and Evaluation**	*Brief recapitulation of the lesson by covering essential aspects and asking evaluation questions related to instructional objectives.*					
15.	**Closure of the Lesson and Home Assignment**	*Giving the lesson a logical closure and assigning homework relevant to the mental level of students.*					
Total Marks Awarded							
Grade Awarded							

SPECIFICATION TABLE:

Very Poor Teaching (1-15)	Poor Teaching (16-30)	Average Teaching (31-45)	Good Teaching (46-60)	Very Good Teaching (61-75)
E	**D**	**C**	**B**	**A**

Suggestions for Improvement:

-
-
-
-

Signature of Student -Teacher   **Signature of Peer Observer**   **Signature of Teacher Educator**

Government College of Teacher Education Dharamshala Kangra HP
(For Teacher Educator)
Second Cycle of School Internship Assessment/Evaluation (16 Weeks)

Name of the Student-Teacher:.. Roll No:.............................

Class:........................... Section:........................... Subject:..................................... Time: ....

Topic:..

Date:... Mentor (Supervisor):.. Lesson Plan No:................

S. No.	Item	Specification	A	B	C	D	Remarks
1.	Appropriateness of Instructional Objectives	Clarity, Relevance to the content, Adequacy with ref. to the Content					
2.	Lesson Introduction	Greeting, accepting greeting, securing attention & giving instructions, establishing rapport, Linkage between New Topic, ensuring facilities like aids & PKT					
3.	Lesson Presentation	Appropriateness of Methods, Explanation, Continuity, Clear beginning, Fluency, Use of Proper words, Simple examples & illustration					
4.	Use of Questioning Skill	Frequency of asking questions including structure, Relevance of questions such as Prompting, Redirection, Seeking and Critical Awareness.					
5.	Student Participation	Creating class environment, Encouraging students for response, handling pupil response.					
6.	Use of Blackboard and Teaching Aids	Legible, Adequate writing concept, Alignment, Proper display, Appropriate Use and Proper Position of Student-Teacher.					
7.	Verbal and Non-verbal Communication and Reinforcement	Appropriate body movements, Gestures, Change in pitch, Change in interaction pattern, Use of praise words, Pausing, Accepting pupil ideas and feeling					
8.	Appropriate Closure of the Lesson	Testing pupil's acquisition, Revising and Summarizing					
9.	Assignment	According to coverage of content as pupil's level					
10.	Evaluation	Effective achievement of instructional Objectives					
11.	Class Management	Overall discipline and Class control.					

A= Excellent, B= Very Good, C= Good, D= Satisfactory

Strengths of Student-teacher:

Weaknesses of Student-teacher:

Suggestions for improvement:

Overall Grade	

Signature with Date
Teacher Educator (Supervisor)

(Name ....