Daily Time Table

Date	Subject 1(_____) Period/Time/Class	Subject 2 (_____) Period/Time/Class	Substitue/Arrangement Period/Time/Class

CONTENTS

S.No.	Date	Class	Topic	Teaching aids used	Observed by Sup./Coop.Tr.

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INTERNSHIP AND ITS OBJECTIVES

Field experience occupies an important place in all professional courses. As a part of pre-service teacher education, the field experience usually termed as practice teaching. It provides an opportunity to the pupil-teachers to tryout the methods and techniques of teaching which they have learnt during the course studied. The Internship in teaching also involves engaging the trainee with the larger context of education, interacting with children in real context and critically questioning their own beliefs about knowledge and learning, gender, caste, equity and justice (NCF 2005).

Internship is more broad-based than practice teaching. Practice teaching is one of the important components of the total internship programme, where the pupil-teachers are expected to participate in each and every activity, which takes place in the school. Internship is an opportunity to acquire first hand experience in school. It is at this stage that the pupil teacher comes in direct contact with the student in real classroom situation. The pupil-teacher identifies himself/ herself with the school to which he/she is attached. Therefore, internship provides an excellent opportunity for the prospective teacher to develop right attitudes, interests and abilities to teach and to acquire necessary understanding, skills and appreciation in real setting. The pupil-teacher learns the art and skills of classroom management, communication, problem solving and acquires the capacity to plan and execute innovative practices for the benefit of the learners.

The pupil-teacher should adapt himself/herself to the realistic situation during this period. They should make best use of whatever resources are available in the school. They are expected to adjust themselves with the needs and requirement of the school situation and additional resources may be arranged in the environment to make their teaching more effective and carry out their duties cheerfully. Internship is a valuable transaction between education and vocation for becoming a successful future teacher.

OBJECTIVES OF INTERNSHIP

Internship in teaching is organized to

- Facilitate real integration of theory and practice in the teacher education programme

- provide an opportunity to relate principles to practice study them in operation, apply them and to develop them further to suit to needs and conditions of the changing situation
- develop right interest, attitude and disposition which are essential for effective teaching and professional growth of the pupil-teacher
- acquire all the desirable competencies of a good teacher

As a result of implications of above objectives the pupil teacher should be able to Define clearly the general and specific objectives of teaching a particular subject

- Select suitable content, resource material and teaching aids readymade or improvised as per the need of the topic
- Plan the lesson effectively by organizing the subject matter systematically indicating, the appropriate techniques and teaching aids to be used
- Prepare adequately for each lesson and develop the lesson in a way most suitable to the learning situation and realising the objectives set forth
- Motivate students to sustain their interest and attention, maintain good rapport with the students and discipline in the class, making class management easy and smooth to function
- adjust the lesson plan to the varying needs, interests and abilities of the pupils facilitating maximum group progress
- develop and apply different techniques for continuous and comprehensive evaluation.

The objectives are to be achieved through the internship programme. The pupil-teachers are expected to keep in mind the objectives of secondary-teacher education programme. These objectives are as follows:

- Making pupil-teachers understand not only the subject but also the unity of knowledge among different subjects.
- Developing among pupil-teachers an integrated and holistic approach in the teaching of social sciences and science and technology.
- Empowering pupil-teachers to know how learners construct knowledge and to facilitate the process.
- Developing among pupil-teachers the skills of communication and language proficiency.
- Helping pupil-teachers to acquire appropriate strategies, competencies and skills for transaction and evaluation.
- Developing among pupil-teachers the competencies in the use of locally available educational resources.
- Developing among pupil-teachers the skills of ICT and making use of internet for enrichment of knowledge content.
- Appreciating the impact of various changes taking place in the society i.e. liberalisation, privatisation and globalisation (LPG), etc. on different aspects of life and their imperatives.
- Enabling pupil-teachers to promote self learning/mutual learning in and outside the classroom in order to eventually become independent learners.
- Developing among pupil-teachers skills of life long learning for their professional development.
- Inculcating among pupil-teachers social, cultural, aesthetic, moral and spiritual values and scientific approach and their skill of integrating and transacting them.
- Developing among pupil-teachers competencies to deal learners with special educational needs leading to inclusive education.
- Making pupil-teachers appreciate India's unity in diversity.
- Making pupil teachers appreciate the contribution of India to world's civilisation and vice-versa in various walks of life.
- Enabling pupil-teachers to establish rapport with parents and the community to ensure reciprocity for the development of both.
- Enabling pupil-teachers to acquire skills for guidance and counselling.
- Developing among pupil-teachers the competencies of conducting action research for total quality improvement.

- Enabling pupil-teachers to integrate values in all subjects/ activities.
- Developing among pupil-teachers awareness and sensitivity towards environment concern and promoting skills for meeting environmental challenges.
- Enabling pupil-teachers to develop competencies for an error free, responsive and transparent evaluation.

The NCF 2005 advocates for **Construction of Knowledge** by the learners themselves. In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them. The structuring and restructuring of ideas are essential features as the learner's progress in learning. The engagement of learners through relevant activities can further facilitate in the construction of mental images of the relationship (cause-effect). Construction indicates that each learner individually and socially constructs meaning as he/she learns. Constructing meaning is learning. The constructivist perspective provides strategies for promoting learning by all.

The NCF 2005 lays emphasis on **value of interactions.** Learning takes place through interactions with the environment around; nature, things and people, both through actions and through language. The physical activity of moving, exploring and doing things, on one's own, with the peers or in the company of adults, and using language to read, to express or ask, to listen and to interact are the key processes through which learning occurs. The context in which learning takes place is thus of direct cognitive significance.

Interaction with teachers, with peers, as well as those who are older and younger can open up many more rich learning possibilities. Learning in the company of others is a process of interacting with each other and also through the learning task at hand. This kind of learning is enriched when schools enroll children from different socio-economic backgrounds.

Constructivist Learning Process involves the following steps:

1. **Observation** : The learners make note of key events/behaviour/activities of learning experiences provided to them.

2. **Contextualization:** It is relating to their analysis to the given text.

3. **Cognitive apprenticeship** : The teacher facilitates the process of analysis & interpretation of information using appropriate illustration of examples.

4. **Collaboration:** Working in groups and taking guidance from the teachers.

5. **Interpretation of Construction** : Verifying their hypothesis with available evidences and by information gathered through analysis process.

6 **Multiple interpretations**: Promoting diversified interpretation from different views on a given context

7 **Multiple manifestations** : Drawing conclusions/generalization and the principles involved in the given context are emphasized.

Major Shifts in Teacher Education programme that are recommended in NCF 2005 are:-

- Understanding that the **learner** needs to be given priority.

- Learning should be appreciated as a **participatory process** that takes place in the shared social context of the learner's immediate peers as well as the wider social community or the nation as a whole.

- Major shift is in the **teacher's role as facilitator,** of transforming information into knowledge/wisdom, as a supporter in enhancing learning through multiple exposures, encouraging the learner to continuously achieve his/her education goals.

- Knowledge is to be taken as a **continuum,** as generated from experiences in the actual field through observation, verification, and so on. The knowledge component in teacher education is derived from **broader areas of the discipline** of education and it needs to be represented as such.

- Knowledge in teacher education is **multidisciplinary in nature** within context of education.

- Provide adequate scope for viewing **theoretical understanding and practical** aspects in a more integrated manner rather than as two separate components.

Planning for Instructional Objectives

Instructional objectives play a key role in instructional process. When properly stated they serve as guides for both teaching and evaluation. A clear statement of instructional objective includes:

- selecting relevant content material and method of instruction
- monitoring pupils' learning progress
- selecting and constructing appropriate evaluation procedures conveying instructional objective/purpose.

SOME BASIC TERMINOLOGY

Educational Goal:

It is a general aim and purpose of education that is stated as a broad, long range outcome to work. Goals are used primarily in policy making and general programme planning.

General objective:

An intended outcome of instruction that has been stated in general terms to encompass a set of specific learning outcomes.

Specific Objectives/Specific Learning outcomes:

An extended outcome of instruction that has been stated in terms of specific and observable pupil performance. They are also called performance objectives, behavioural objectives and measurable objectives.

Pupil performance:

Any measurable or observable pupil response in the cognitive, affective and psychomotor areas as a result of learning.

Type of Learning Outcomes

Following list of types of learning outcomes delineates the major areas in which instructional objectives may be classified.

1. **Knowledge**
   - Terminology.
   - Specific facts
   - Concepts and principles
   - Methods and procedures
2. **Understanding**
   - Concepts and principles
   - Methods and procedures
   - Written material, graphs, maps and numerical data
   - Problem situations
3. **Application**
   - Factual information
   - Concepts and principles
   - Methods and procedures
   - Problem solving skills
4. **Thinking skills**
   - Critical thinking
   - Scientific thinking
5. **General skills**
   - Laboratory skills
   - Performance skills
   - Communicational skills
   - Computational skills
   - Social skills
6. **Attitude**
   - Social attitude
   - Scientific attitude

7. Interests

- Personal interest
- Educational interest
- Vocational interest

8. Appreciation

- Literature, art and music
- Social and scientific achievement

9. Adjustment

- Social adjustment
- Emotional adjustment

Explanation of Educational Objectives:

One extremely useful guide for developing a comprehensive list of instructional objectives is the Taxonomy of Educational detailed classification of objectives. Objectives can be classified into three major areas.

1. The cognitive domain - which is concerned with knowledge outcomes, intellectual abilities and skills.
2. The affective domain - which is concern with attitudes, interests, appreciation and mode of adjustment.
3. The psychomotor domain - which is concerned with motor skills

Each of these three domains is further divided into categories and subcategories. Regional Institute of Education, NCERT (2003) selected categories of objectives in the cognitive domain and the category of values from the affective domain of the taxonomy for its publication 'Lesson plan cum Supervision Profile'. These are presented in the Table below. Pupil-teachers are expected to use the taxonomy. The Table also contains action verbs that are useful in stating specific learning outcomes/objectives in each category.

1. Knowledge

Knowledge is defined as the remembering of previously learnt material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing mind the appropriate information. Knowledge represents the lowest level learning outcomes in the cognitive domain.

2. Comprehension

Comprehension is defined as the ability to grasp the meaning material. This may be shown by translating material from one form another (words or numbers), by interpreting material (explaining or summarising) and by estimating future trends (predicting consequences or effects). These learning outcomes go a step beyond the simple remembering of material and represent the lower level of understanding.

3. Application

Application refers to the ability to use the learnt material in new and concrete situations. This may include the application of rules, method, concepts, principles, laws and theories etc. Learning outcomes in this area require a higher level of understanding than those under comprehension.

4. Analysis

It emphasizes the breaking down of the material into its constituent parts and of the way they are organized. It deals with both the content and forms of the object.

5. Synthesis

It is defined as putting together of elements & parts so as to form a whole. Synthesis is a unique communication, a product or a plan or proposed set of operations or a set of abstract relations - related concepts & processes.

6. Evaluation

It is defined as the making of judgments about the value, for some purpose, of ideas, works, solutions, methods, material etc. It involves the use of criteria as well as standards for appraising the extent to which particulars

are accurate, effective, economical, or satisfying. The judgments may be either quantitative or qualitative and the criteria may be either those determined by the student or those which are given to him/her. Judgments can be done based on-internal evidence and external evidences.

7. Values

Value is concerned with increasing internalization of the sense of worth a student attaches to a particular object, phenomenon or behavior. It is a desire to improve group skills and assuming responsibilities for the effective functioning of the group. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified as attitudes and appreciation come under this category.

Table: Illustration of verbs for specific Objectives

Objectives	Specific learning outcomes
Knows common terms, specific facts, methods and procedures, basis concepts and principles.	defines, describes, identifies labels, lists, matches, names, outlines, reproduces, selects, states.
Understands facts and principles interprets verbal material, charts and graphs, translates verbal material to mathematical formulas, estimates consequences implied in data.	converts, defends, distinguishes, estimates, explains, extends, generalises, gives, examples, infers, paraphrases, predicts, rewrites, summarises.
Applies principles to new situations and theories to practical situations, solves mathematical problems, constructs charts and graphs, converts one compound into the other one, demonstrates correct usage of a procedure.	Changes, computes, demonstrates, discovers, manipulates, modifies; operates, predicts, prepares, produces, relates, shows, solves, uses
Believes in democratic process, demonstrates democratic behaviour patterns appreciates the role of literature, art, music, shows concerns for the welfare of others, demonstrates commitment to social improvement.	Appreciates, follows, praises completes, differentiates, explains, forms, initiates, invites, joins, justifies proposes, reads, reports, shares, studies, works

BEHAVIOURAL TERMS USED IN LESSON PLANNING

Analyse	विश्लेषण करना
Assemble	एकत्र करना
Apply	प्रयोग करना
Calculate	परिकलन करना
Classify	वर्गीकरण करना
Compare	तुलना करना
Consult	परामर्श लेना
Construct	रचना करना
Contrast	भेद दिखलाना
Describe	वर्णन करना
Distinguish	अंतर स्पष्ट करना
Demonstrate	प्रदर्शन करना
Discriminate	विभेद करना
Discuss	चर्चा करना
Discover	पता करना
Draw	चित्र बनाना
Evaluate	मूल्यांकन करना
Experiment	परीक्षण करना
Estimate	अनुमान लगाना
Extrapolate	बहिवेशन करना
Generalise	सामान्यीकरण करना
Justify	उचित सिद्ध करना
Measure	मापना
Participate	भाग लेना
Plan	योजना बनाना
Propose	प्रस्ताव करना
Observe	अवलोकन करना
Question	प्रश्न करना
Rank	क्रम से रखना
Recall	प्रत्यास्मण करना
Reject	अस्वीकार करना
Record	अंकित करना
Report	उपस्थित करना, घोषणा करना, सूचना देना
Relate	संबंध बनाना
Select	चुन लेना, छांटना
Specify	विशेष विवरण देना, नाम लेकर बताना
Tabulate	सारिणीबद्ध करना, तालिका बद्ध करना
Test	परीक्षण करना, परीक्षा लेना
Translate	अनुवाद करना, कार्य में परिणित करना
Write	लिखना

The following essential skills of teaching are identified for practice in internship teaching programme:

A. Skill of introducing the lesson

Introduction is the primary stage of any programme or activity. It is very essential to initiate any activity. For a classroom teaching, introduction is a must as it pre-disposes the pupils mind.

Introduction is used to activate the previous knowledge of pupils. It also results in the arousal of curiosity and motivating pupils to acquire new knowledge. It indicates the stage where exactly the actual lesson begins. It also indicates the minimum level of learning of the class for the present lesson. Apart from this, it also indicates the basic information needed by the pupil for the lesson. Using appropriate teaching techniques and using introduction effectively for maximizing the pupil's previous knowledge.

Objectives of introduction:

After the completion of the topic the pupil teacher will be able to

- know the components of skill of introducing the lesson

-use the skill in the classroom

- appreciate the skill of introduction.

Introduction is required at the beginning of the lesson, so as to prepare the mind of the learner for new learning/acquiring new knowledge.

Components of skill of introduction:

The skill of introduction has two maj or components. They are-

1. Desirable behavioural components.
2. Undesirable behavioural components.

Desirable behavioural components has three sub components viz.

(a) Use of previous knowledge :-

The pupil-teacher has to test the previous knowledge of students related to present lesson which may be based on books, personal experiences, examples etc.

(b) Use of appropriate devices :-

The pupil-teacher can use any of the following devices. Devices are examples, questioning technique, story-telling, experimentation, demonstration, dramatization and use of various audio-visual aids.

(c) Logical Continuity:

The pupil teacher has to make sure that the previous knowledge that he / she is testing and devices used for testing must have some logical continuity within it.

Undesirable behavioural components has two sub components viz:

1. Lack in continuity
2. Making irrelevant statements.

Lack in continuity may be in terms of concepts or in arrangement of body of knowledge etc. The irrelevant statement uttered by pupil teacher may lead to confusion and wrong meaning attached in concept formation.

The pupil teacher must focus more on desirable behavioural components and reduce or minimize the undesirable behavioural components in their teaching process.

B. Skill of stimulus Variation.

Meaning of stimulus variation:

The chief aim of the teacher's teaching in the classroom is to make the teaching interesting. For this the teacher uses various types of methods & techniques. In order to attract to pupil the teacher may present various stimuli & motivate students. Among these stimuli, the teacher himself herself can function as stimulus. The teacher may present various stimuli such as movement of the body gesture, changes in speech, pause & change in order of audio visual aids. The skillful change in the stimuli is known as the skill of stimulus variation. Stimulus variation is used to arouse and sustain attention and interest of pupil throughout the class period.

Objectives of stimulus variation:

After the completion of the topic the pupil teacher will be able to

- know the components of skill of stimulus variation,
- use the skill in the classroom,
- appreciate skill of stimulus variation.

When stimulus variation is needed?

Stimulus variation can be used throughout the teaching-learning process i.e. from introductory stage up to home-activity stage.

Components of skill of stimulus variation:

The main components of skill of stimulus variation are as follows: ,

1. Body movement -

Teacher should move in the classroom with a definite purpose. The physical movement of the teacher in the class are important but excess physical activities are undesirable & distract attention of pupils.

2. Gestures -

Gestures like facial expressions (smiling, raising eyebrows, emotions etc.), signals, nodding, hand signals, prove helpful in making lesson effective.

3. Changes in speech pattern -

The teacher should bring fluctuation in the voice to break monotony of teaching.

4. Focusing -

This component is used to concentrate attention of student on a specific point. Here focusing can be verbal focusing or gesture focusing.

5. Change in interaction style -

Interaction between student and pupil teacher is very essential in the classroom. So the style of interaction should keep on changing according to the situation. There may be three types of interaction. They are (1) Teacher - Student interaction, (2) Teacher - Students interaction, (3) Student-Student interaction.

6. Change in audio-visual sequence -

A continuous change in sequence of using audiovisual aids helps in gaining the attention of the student. Also use of various audio-visual aids helps in effective teaching.

7. Pause -

The teacher should pause while teaching as & when required.

C. Skill of Explanation

Meaning of Explanation

Explanation is inter-related appropriate statements made by teacher, related to a phenomenon, concept or idea etc. It is a verbal skill involving- (a) selecting appropriate statements relevant to age, maturity level, previous knowledge and content of the concept or phenomenon or idea etc. (b) the skill of inter-relating and using the selected statements for the proper understanding of the concept.

Therefore, the skill of explanation may be defined as the art of learning the use of inter-related appropriate statements by the teacher for making the pupils to understand the desired concept, phenomenon or principle etc.

Objectives of Explanation:

After the completion of the topic the pupil teacher will be able to

- know the components of skill of explanation
- use this skill in the classroom
- appreciate skill of explanation

When explanation is needed?

The skill of explanation is needed for-

- creating interest in learners
- supplementing the information contained in the text
- using teaching aids like charts, maps, slides, films etc.

Criteria for good explanation

- There should be a definite aim before the teachers and the learners.
- Logical sequences in explanation.
- Language used must be simple and suitable to learner's mental level.
- The important point must be stressed.
- Various types of audio-visual aids or illustrations should be used for effective and interesting explanation.
- Encourage students to ask questions to clarify their doubts.
- Teacher should ask questions to test learner's understanding.
- A summary of whole discussion should be given at the end of explanation/lesson.

Components of skill of explanation:

It has two major components with four sub-components.

I. Desirable behaviour components.

1. Using appropriate beginning and concluding statements
2. Using explaining links.
3. Covering essential points.
4. Testing students understanding.

II. Undesirable behaviour components.

1. Using irrelevant statements.
2. Lacking continuity
3. Lacking fluency
4. Using inappropriate vocabulary, vague words and phrases.

More stress must be laid on desirable components and eradication of able components as far as possible by the pupil teacher.

D. Skill of Reinforcement

Meaning of Reinforcement

In the teaching process reinforcement skill is the use of such stimuli or their presentation or their removal so that the possibility of recurrence of same response may increase.

Skill of reinforcement may be defined as the art of learning the judicious and e use of reinforcers by a teacher for influencing the students[1] behaviour in the desired direction directed towards maximum students' participation for realising the better results in the teaching-learning process.

Objectives of reinforcement

After the completion of the topic the pupil teacher will be able to

-know the components of reinforcement

-use the skill in the classroom

-appreciate skill of reinforcement

When is reinforcement needed?

- To stress major teaching points.
- To stress on the process aspect of learning.
- To stress on the summarization of entire teaching concept.

Components of reinforcementis of two kinds

1. Positive Reinforcement
2. Negative Reinforcement

1 Positive Reinforcement: Positive reinforcement is of two kinds:

(a) Positive verbal reinforcement: Following a Student's answer, the teacher uses stimuli to enhance the possibility of recurrence of the response e.g. words of appreciation like good, excellent.

(b) Positive non-verbal reinforcement: Nods & smiles for student's desirable response.

2 Negative reinforcement:

(a) Negative non-verbal reinforcement:

Expressions like frowning, arrogance and impatience are used for wrong answers or undesirable response of student.

(b) Negative verbal reinforcement:

Comments like No, wrong, of course, not, are used by the teacher for student's undesirable response.

Components of reinforcement

Desirable components:

1. Use of positive Verbal Reinforces
2. Use of Positive Non- Verbal Reinforcer

Undesirable Components:

1. Use of Negative Verbal Reinforcer
2. Use of Negative Non-Verbal Reinforcers
3. Inappropriate or wrong use of Reinforcement.

E. Use of Black board

Black-board (BB) is one of the important and essential teaching aids used by every class room teacher. It is also the integral part of class-room. It is the minimum equipment needed for a class. The chalk serves as pen on the black board. Hence it is also called chalk board. BB provides the focus of attention by writing concepts, teaching points, diagrams etc. It provides a very convenient surface where the teacher can develop the subject matter visually in a manner that it suits to the subject and the pupils. Facts ideas and process can often be illustrated with the help of drawings and other visual symbols.

Objectives of using BB

After the completion of the topic the pupil teacher will be able to

- know the components of black board skill
- use this skill in the classroom
- appreciate skill of using blackboard

When to use BB?

The teacher can use the BB from introductory stage up to the home activities stage. Teacher should make use of it effectively for developing the new concepts, facts and knowledge. The judicious use of BB also helps in effective teaching.

Components of BB skill.

It has two major components, namely, desirable and undesirable behaviour components.

Desirable behavioural components are as follows:

1. Neat, beautiful and clear writing
2. Adequate spacing between letters and word
3. Writing must be clear and legible
4. Writing must be straight
5. Say and write while using BB
6. While writing stand slantly and face partially moved towards the board
7. Use the colour chalk with definite purpose and specificity
8. The diagrams must be written with appropriate and proportionate size
9. Write simple, brief and precise statements
10. Draw a black board outlay plan for its effective use
11. Rub all unrelated matters when not in use
12. Always try to keep board neat & tidy

Undesirable behavioural components.

1. Don't crowd the board with too much content matter.
2. Don't use colour chalk for writing running matter.

F. Use of Teaching Aids

Teaching aids are those aids which help the teacher to make teaching learning more effective. Teaching aids help in making effective use of two or more sense organs of learners in effective teaching-learning process. Teaching aids make the teaching-learning process more interesting and effective. Teaching aids help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretation and appreciation and enable him/her to make learning more, concrete, effective, interesting, inspirational, meaningful and vivid.

Objectives of teaching aid :

After the completion of the topic the pupil teacher will be able to

- know the components of use of teaching aids
- use the skill in the classroom
- appreciate skill of using teaching aids.

When to use teaching aid ?

Teaching aid should be used according to the instructional objectives. Teaching aids should be according to mental level of students.

Teaching aids are classified into **two types**

(i) Projected Aids

(ii) Non-projected aids

(i) Projected Aids: Projected aids are as follows:

(a) Films

(b) Filmstrips

(c) Opaque projector

(d) Overhead projector

(e) Slides

(ii) Non-projected aids

Non-projected aids are of different kinds such as:

(a) Graphic aids- cartoons, charts, comics, diagram flash card, graphs.

(b) Display board-Black board, bulletin, flannel

(c) board, magnetic board, peg board.
3-dimensional aid- Models, puppets, specimens.

(d) Audio aids- Radio, tape-recorder.

(e) Audio visual aid- Television.

(f) Activity aids-computer assisted instruction, demonstration, dramatics, field trips, experimentation, programmed instruction.

G. Integration of skills

It is a process of selection, organisation and utilization of different skills to form **an** effective pattern for realizing the specified instructional objectives in a given teaching-learning situation.

Objectives -

After the completion of the topic the pupil teacher will be able to

- know the components of integration skills
- use the skill in the classroom
- appreciate skill of integration.

Integration of skills is done in two ways. They are (a) Integration in part & (b) Integration as a whole.

Integration in parts : Here the individual skills are integrated in parts and not as a whole.

Integration in a whole : Here opportunity is provided to integrate all the individual skills by taking them as a whole and not in parts. It is a sort of mini teaching, bridging gap between micro teaching and macro teaching in real situation.While integration the skills the following criteria must be kept in mind:

1. The full knowledge of content to be taught.
2. The knowledge of instructional objectives.
3. The existing teaching-learning situations and available facilities.
4. The scope of utilization learnt individual skills.
5. Decision about the aspects like: selection, organisation, sequence and integration of the individual skills in preparing and presenting the lesson.
6. Repetition of the integration process for acquiring sufficient practice.

CLASSROOM MANAGEMENT:

Classroom management refers to the following:

1. Management of content refers to the proper planning and organisation of the content according the age level of the student. It also includes the coverage of the content according to the availability of transaction time.
2. Management of transaction refers to the communication of the content through the most appropriate methodology. It also refers to identification and implementation of the most suitable strategy for achieving the objectives of the classroom teaching.

3. Management of time refers to the period allocated for classroom teaching. Sometimes the period may extend or shorten due to unforeseen reasons. The content of the lesson has to be adjusted according to the demand of the hour.
4. Management of space refers to the proper utilization of the floor space available in the classroom. Teachers need to ensure the proper seating arrangement of the students and space for the movement of the students in the classroom. The teacher should be able to see each and every student in the classroom.
5. Management of students refers to the concerns related with the discipline.

DISCIPLINE

- Discipline as training that is expected to produce a specified character in pattern of behaviour.
- Discipline as controlled behaviour resulting from training.
- Discipline as a systematic method to obtain obedience.
- Discipline involves control from within as well as imposition from outside.
- Discipline implies development by individuals of the necessary self-control to allow them to be effective and contributing members of society.

MOST COMMON DISCIPLINE PROBLEMS

- Truancy, skipping classroom, lateness
- Failure to do assignment
- Impertinence and discourtesy
- Stealing small items
- Observe scribbling on walls
- Congregating in Hall and Lavatories
- Destruction of school property
- Telling lie of a serious nature
- Violence against peers/gang fighting Whistling/Hissing.

DISCIPLINE PROCEDURES

- Conference with parents
- Suspension
- Corporal punishment
- Extra assignment
- Restrictions
- Detention
- Fine

DISPLLNE AND CLASSROOM MANAGEMENT

Hints for a disciplined classroom

Well developed lesson plan is the best deterrent in a noisy and disruptive classroom.

• Learning is effective in a quiet and orderly classroom.

• Teaching effectiveness is judged with noise level and orderly appearance of individual classroom.

STAGES OF MANAGEMENT OF A DISCIPLINED CLASSROOM

1. Students listen, follow directions ask question. Teachers explain, encourage and provide good role model.
2. Students work cooperatively, take the role of others, understand concept of justice; Teachers are to explain rules and reasons for the organisational pattern, provide opportunity to participate and work cooperatively and relate concept of justice to everyday life.
3. Students operate autonomously, responsibly and make choice when rules do not apply. Teachers encourage moral development, help to develop and implement plans of action for social problems and create autonomous principled classroom operation.

COMMON STRATEGIES FOR CLASSROOM MANAGEMENT.

1. SELF CONCEPT:

   Accepting,warm, empathic, open and nonjudgmental environment, freedom to explore thought and feeling.

2. COMMUNICATION SKILLS:

   Reflecting the feeling of the misbehavior in demonstrating understanding, setting limits on the behaviour providing symbolic outlet for feelings, acknowledging that symbolic outlet is not as good as the real thing.

3. NATURAL AND LOGICAL SEQUENCES:
   - Pinpoint goal of the behaviour.
   - Use natural or logical consequences for misbehaviour.

4. VALUE CLARIFICATION:
   - Answer question about values and value system.
   - Unclear values results in turmoil in behaviour.
   - Conflicting and colliding value position held by students and the school, principal or teacher.

5. TEACHER EFFECTIVENESS TRAINING:

- Active listening
- Image responding in a non-blaming manner.
- Problem ownership, real problem perceived problem.
- Negotiation and problem solving.

6. THE LEAST APPROACH:

- Leave it alone
- End the action
- Attend more fully
- Spell out directions
- Track the progress.

7. DESIGN OWN PROJECT:

- Variety of strategies: changing environment
- Variety of Skills - training.
- Variety of approaches - Reinforcement
- Natural and logical consequences.
- Assertiveness.

INTERNSHIP IN TEACHING FOURTH YEAR B.Sc. B.Ed.

Duration: 6 weeks **Max. Marks: 200**

Organisation

Total duration of internship - 6 weeks

Pre-lnternship -1 Week

Internship-5 Weeks

Internship Activities

Teaching Evaluation

Participation in SchoolActivities

Lessons

40 Lessons - 20 in each subject

2 Criticism Lessons - one in each subject

Total Lessons - 42

Post - Internship

Seeking reaction of students and supervisors through organization of conference.

Evaluation and Scheme of Assessment:

The scheme of assessment will be as follows:

1. Regular classroom teaching : 120 Marks
2. Criticism lesson (one in each subject- 15 each) 30 Marks
3. Teaching aids (one in each subject - 15 each) 30 Marks

Assignments :

Any two of the following 20 Marks (10 Each)

1. Achievement Test.
2. Laboratory Study
3. Investigatory Project
4. Critical Study of Secondary syllabus of a subject **Total 200 Marks**

Orientation Activities to be conducted;

1. By Department of Education

i) Writing Instructional Objectives

ii) Core teaching skills

2. By DESM

iii) Demonstration lessons by Science faculty

iv) Lesson Planning

v) Investigatory Projects

vi) Laboratory Study

vii) Achievement Test - preparation, administration and analysis

viii) Orientation of students about the use of teaching aids.

Attention : Use of Thermocole in preparation of teaching aids in prohibited since it is non-bio-gradable. Even Thermocole sheets should not be used as base material.

REGIONAL INSTITUTE OF EDUCATION, AJMER

B.Sc. B.Ed. Internship, Year

Name of the Pupil Teacher _____ Name of the Cooperating School _____

Class :_____ Name of the Supervisor _____

Criteria (1)		Rating Scale (2)	Comments (3)
1.	**Lesson Plan**		
i)	Instructional Objectives: Appropriateness, Attainability, Adequacy & Clarity	10 9 8 7 6 5 4 3 2 1	
ii)	Content: Adequacy, Accuracy, Relevance & Sequencing	10 9 8 7 6 5 4 3 2 1	
iii)	Learning Activities (Including TA): Appropriateness, Adequacy, Effectiveness, Originality & Variety Evaluation (Formative &Summative); Coverage, Appropriateness, Accuracy	10 9 8 7 6 5 4 3 2 1	
2.	**Lesson Delivery**		
i)	Introduction Relevance, Sufficiency & Interest arousal	10 9 8 7 6 5 4 3 2 1	

(1)	(2)	(3)
ii) Learning Experiences : Logicalsequencing, increased student teacher interaction, sustaining pupils' interest, connects classroom learning to outside experiences, provides opportunities to go beyond textbooks, encourages students to perform activities, encourages students to ask questions.	10 9 8 7 6 5 4 3 2 1	
iii) Teaching strategies & skills : Appropriateness, Effectiveness, Relevance & Originality	10 9 8 7 6 5 4 3 2 1	
iv) Review/ Evaluation & Home Assignment, Structuring, Meeting individual differences, integrating evaluation with classroom teaching, using open ended questions & effectiveness	10 9 8 7 6 5 4 3 2 1	
v) Attainment of Objectives, content accuracy & budgeting of time	10 9 8 7 6 5 4 3 2 1	
vi) Classroom Environment: Student-teacher interaction, students' interest, effective dealing of situations & Class management	10 9 8 7 6 5 4 3 2 1	
3. Teacher's Personality		
Appearance, Mannerisms, Expression, Language & Voice	10 9 8 7 6 5 4 3 2 1	

Total Score:_____% **Signature of the Supervisor**

Unit Plan

Class:_____**Subject:**_____

Unit: _____**No. of Periods:**_____

General Objectives:

1._____

2._____

3._____

Transactional Strategies/Methods of Teaching:

1._____

2._____

3._____

Lesson No	Topic	Teaching Point/Concept	Teaching Aids
1.			
2.			
3			
4.			
5			

References/Resource Material

1._____

2._____

3._____

Test Items

1._____

2._____

3._____

Format of Lesson Plan

Lesson Plan No.

Subject: **Period:**

Class & Section: **Date:** **Topic:**

Unit/Chapter:

Duration:

- **Learning Outcome(s)**
- **Learning Objectives**
- **Content Organization(concept mapping, graphic organizer, mind mapping)**
- **Learning Resources:** (such as lab equipment/ resource book/ ICT tools/ Charts/ maps/ Globe/ model/etc.)
- **Method(s) to facilitate Learning:** Child-centered pedagogy, cooperative-collaborative method facilitating to achieve learning outcomes etc.
- **Introduction of topic:** Previous/Pre-requisite Knowledge of learners based on their experiences/ observation. Initiation with questioning, brain storming, puzzles, creating /presenting thought provoking situation etc.
- **Presentation of lesson:**

Pedagogical Process/ Strategies	Classroom Interaction/ Activities	Learning Outcome(s)
Pedagogical process needs to make suitable resources available in order to initiate and involve learners in teaching-learning process. Furthermore, it enables pupil-teacher to make learners engage with suitable activities such as group work, role play, peer-work, brain storming, observation etc.	Demonstration, experiment, Scientific inquiry, meta cognition, exploration, observation, discussion, analysis, explanation, calculation, promoting critical thinking, use of interactive board/ smart board/ electronic gadgets, graphical presentation, field activity etc.,	Skill/competencies learnt by the learners as a result of classroom teaching-learning process (Please refer to Learning Outcomes document with reference to subject and class as mentioned therein)

- Going beyond the classroom: conclusion of lesson in such a way that learners are exposed to learning linked with real life situations.
- Assessment: Assessment is an integral part to teaching-learning process such as questioning, participation, performing lab skills/activity, Self assessment, peer assessment etc. However, assignment can be given at the conclusion of the lesson related to the skills and competencies of the topic concerned.
- References: Text and web references.