



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

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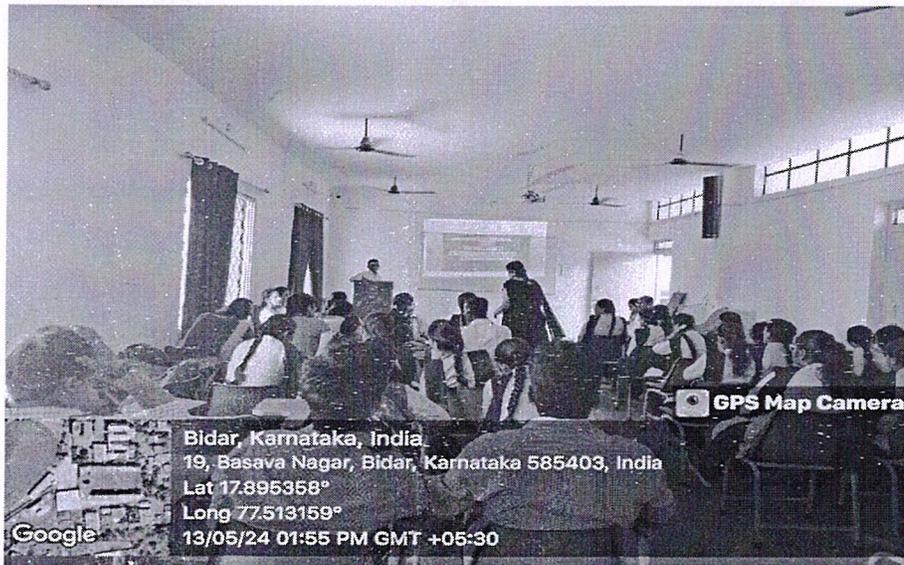
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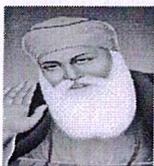
Report on

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching/internship orientation / training encompass certain significant skills and competencies such as.

(1) Formulating Learning Objectives

Formulating learning objectives are based on the revised Bloom's Taxonomy. A detailed phase is dedicated to drill the objectives and specifications on par with global academic standards in all the methodology classes. The objectives of the lesson are derived after a detailed study of the components under each domain. Course content of subject methodologies provides the students with a detailed procedural knowledge on formulating learning objectives. Methodology lecturers train the student teachers in writing specific, measurable and attainable objectives for the lessons they are planning to teach before they go for internship. Student teachers articulate learning objectives which help them to select and organize course content, determine the types of assessments and learning activities to build the lesson.





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(2) Content Mapping.

A cross-sectional content mapping is done within state syllabus school's content. Different graphic organization patterns are used for a pictorial description of the content subdivided into teaching points, and the dissemination strategies. The essential and non-essential elements of each concept are mapped and this enables the students to finally arrive at a pool of positive related examples for conceptual clarity.

Academic standards defined by NCERT/SCERT are the expected learning/behavioral outcomes from every student at the end of an academic year. An ideal student is expected to achieve the Academic Standards stated in the particular subject.

Create the content strategy: The content to be taught to achieve the above stated academic standards has to be identified from the school textbooks. Then an annual plan, Unit plan and period plans have to be prepared if content is to be mapped successfully. Different graphic organization patterns are used for a pictorial description of the content subdivided into teaching points, and the dissemination strategies. The essential and non-essential elements of each concept are mapped and this enables the students to finally arrive at a pool of positive related examples for conceptual clarity.

Plan: Finally, a structure is to be developed as to how the entire content strategy will be carried out. This means organizing the topics, choosing the correct teaching aids, using right communication techniques and effective presentation of the plan.

Student teachers are trained to divide the units into lesson plans and each lesson is subdivided or branched out. It is a graphical representation of text's topics, ideas and their relationships. Each unit is analysed and the student teachers' group information in a creative and meaningful way so that the connections between and among the information become far more visible than they might from a plain reading of the text. Skimming, Chunking, annotating the text are the strategies learnt by the student teachers while preparing the content mapping. Content/concept/mind mapping make excellent study aides where students can easily review their work from the text/pictorial representation of the map.



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(3) Individualized Educational Plans.

Moving away from the Herbartian plans; this College has adapted various individualized models of lesson planning such as: (a) programmed instructions, (b) social constructivist model; (c) inquiry model; (d) ICT Model, (d) Aesthetic/Value based model and (e) the language across curriculum models of writing lesson plans. All these learning experiences have helped students cater to diversified learners. Through personalized plans, learners go through a self-instructional modular pathway. Creative, Innovative and Novel ideas in preparation and presentation of lessons by the student teachers are encouraged. Students are given orientation and demonstrations on use of ICT, integration of Drama, Art & Craft and VITAL lessons. They are given the opportunity to use their own creative and content appropriate novel ideas to use in teaching practice in schools.





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(4) Identifying Varied student Abilities.

During the pre-practice teaching phase, the faculty keenly observes the varied activities pursued by each student teacher and channels their activities with respect to the requirements of schools where they could be accommodated during the internship. Mechanisms adapted by the faculty are:

- (1) Observing student teachers during peer teaching
- (2) While content orientation
- (3) Skills in preparing audio-visual aids
- (4) Planning the assessment tools.





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(5) Dealing with student diversity in classrooms.

The skill of dealing with student diversity in classrooms is taught in the core papers that are in psychology and methodologies. Later the techniques of dealing with stress, discipline, values, potential deficiency, mischievous behaviors, impairment, physical fitness, and emotional imbalances are all practically discussed and brainstormed for probable solutions. Diagnosis and remedial procedures are oriented and varied approaches to plan classroom interactions are aught and demonstrated using multiple intelligence approaches. College adopts the same strategies to deal with the diverse students in the classrooms. some of the strategies used are:

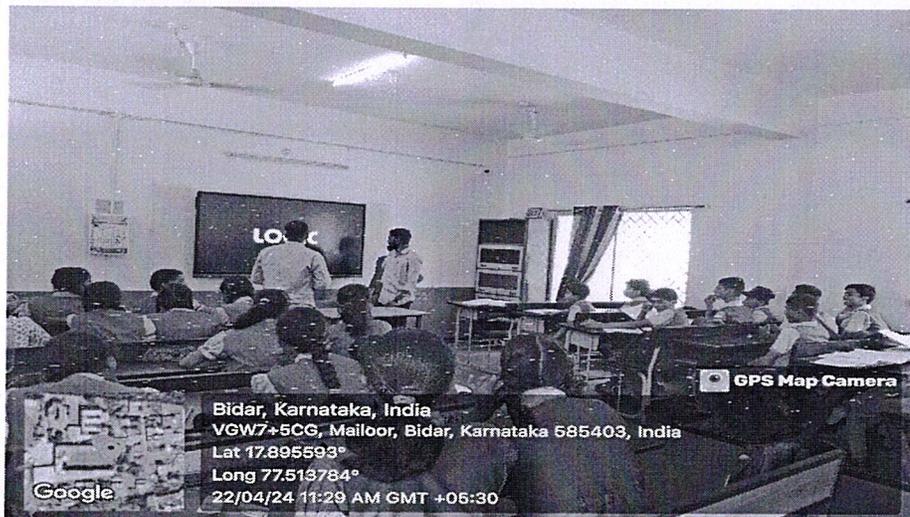
* Advanced learners assigned to take up research activities.

Extension lecture to empower student teachers

Peer Tutoring

Remedial classes for slow learners

Regular Assessments for learners





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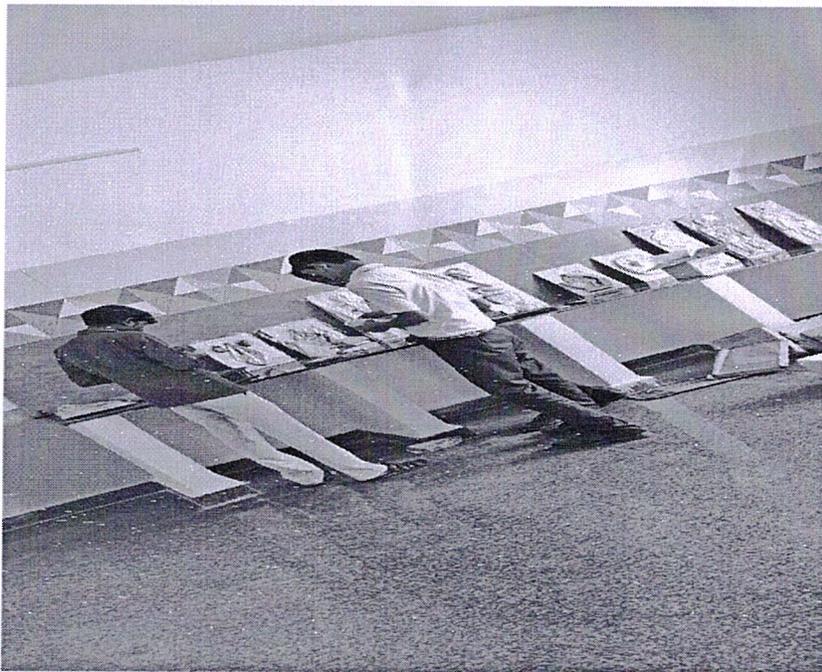
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6) Visualizing Differential Learning Activities According to Student Needs.

A pre-visit to special schools is arranged for our post-graduate students to enable them to understand the differential inputs, design activities and prepare instructional plans during their internship phase in special schools. Each special school is distinct in their demand for diversified teaching approaches. Practical Sessions by the methodology master and a special educator is involved here.

Undergraduate students who are placed for internships at various types of schools are oriented about the needs of the schools and student teachers personally visit the schools to observe and interact with the master teachers to understand the specific needs expected from each of them. Student teachers are trained to conduct formative assessment to identify the areas of the students where they need to improve.





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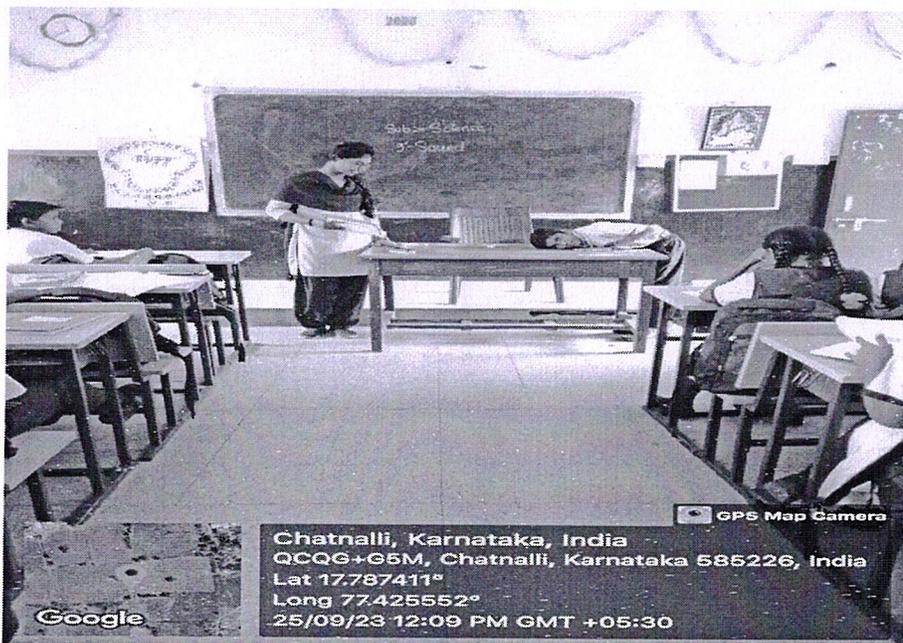
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(7) Addressing Inclusiveness.

Students are introduced to the concept of inclusivity through core subjects. Students are exposed to practical implementation of inclusivity through a case study wherein they are required to observe a special needs student, diagnose the problem, and provide prognosis to mitigate the learning gaps providing the student with a wholesome learning experience. In their respective methodology classes, the skills of implementing inclusivity are further developed and applied to the lesson plans. The concept inclusivity is integrated into all other courses including electives, language across curriculum, reflections, and portfolios as well as in assignments and projects wherein students are requiring demonstrating their understanding and ability to deal with classroom inclusivity.





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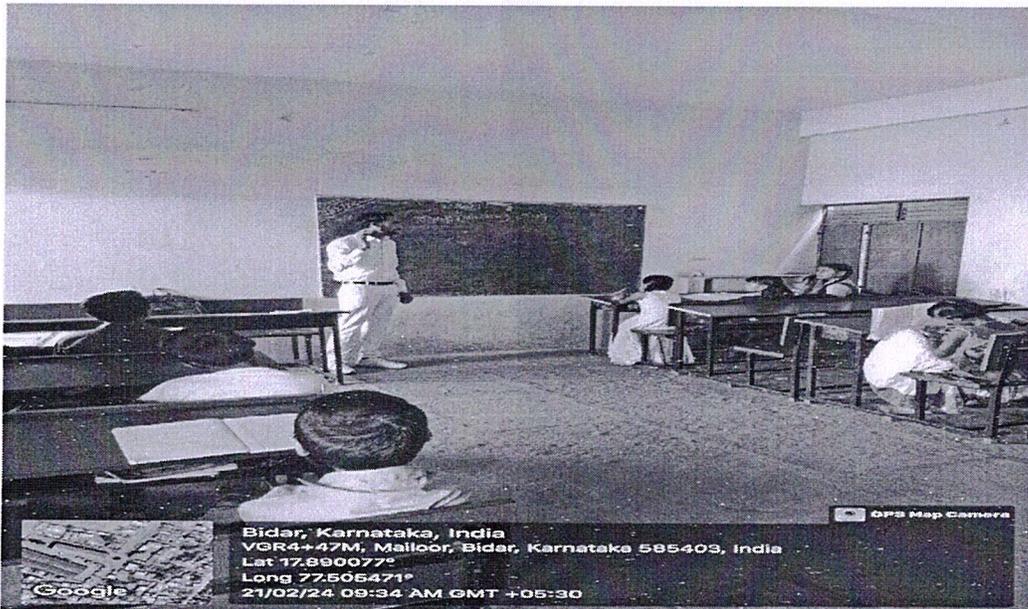
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(8) Assessing Student Learning.

Various assessment patterns are adapted and taught to UG for assessing student learning. Types of questioning, skill of recapitulation, review, skills of giving assignments, skills in preparing rubrics for assessing different behavioral outcomes both online and offline, how to prepare blue prints, weightage tables and question paper after establishing reliability and validity though item analysis are a few to be listed. PG students get a detailed exposure to the preparation of synopsis and rubric preparation for data collection. They are also involved in preparation to be included in the question bank.





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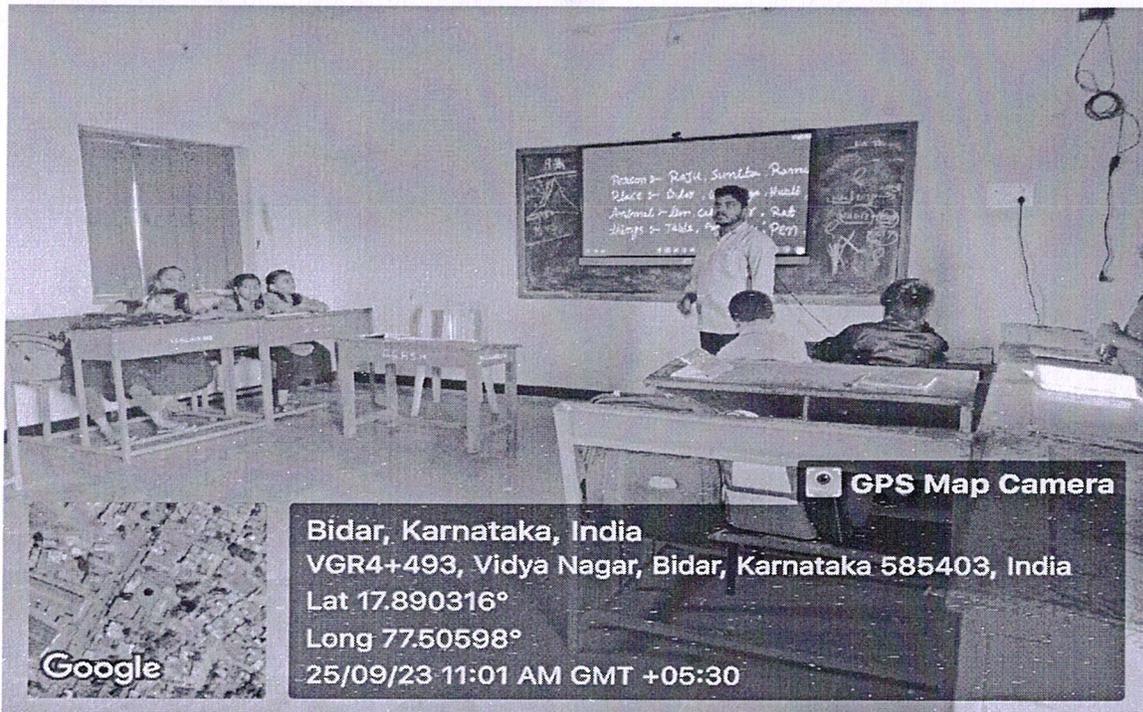
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(9) Mobilizing Relevant and Varied Learning Resources.

Students are oriented by the faculty and the librarian on the resources available in-house and through networks at the institutional level. Both at the B.Ed level students are required to engage in independent inquiry into learning resources to complete course work. Through the value-added course students get hands-on experience on project, non-projected transition from offline classroom teaching and learning to online mode during the COVID pandemic. The syllabus of the computer certificate course was replaced with topics that dealt with online classroom transactions facilitating online learning.





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10) Evolving ICT Based Situations.

This institution takes utmost care in enabling ICT based support in the preparation of - Content, e-Instructional Designs and e-Tools. A classic example would be how the various statutory boards, management and faculty came together as a team and ensured smooth transition from offline classroom teaching and learning to online mode during the Covid pandemic. The syllabus of the computer certificate course was replaced with topics the with online classroom transactions facilitating online learning.





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(11) Exposure to Braille/Indian Language/Community Engagement.

Indian Languages are often used as a multilingual formula for students who come from rural areas. During internship, students' teachers are permitted to teach in regional languages. Community engagement is a regular practice in this institutions eg. Swacch Bharat, feeding the poor, awareness programs on various social issues, voluntary services in collaboration with NGOs etc.

