

Sarada Vilas Teachers College
K.M. Puram, Mysore-04

2.4.2 QNM DE

- 1. Report on school- based
practice teaching and
internship**



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SARADA VILAS TEACHERS COLLEGE
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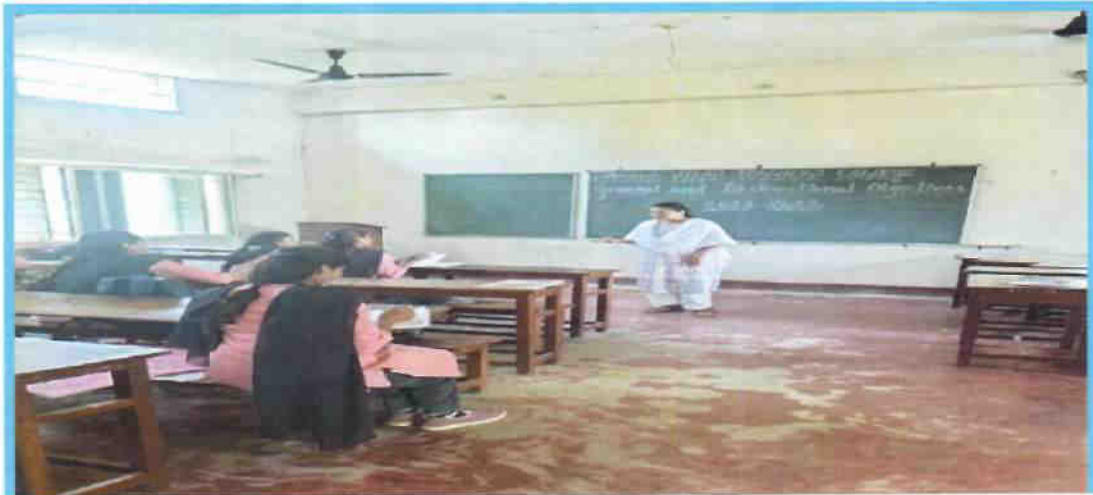
Email ID: svtemysore@gmail.com
Website: www.svtemysore.org

Office No: 0821-2332137
Mob No : 7019807294

Activities as preparatory to school- based practice teaching and internship

I. Formulating Learning Objectives:

Formulating learning objectives is a crucial aspect of the B.Ed training program, particularly in preparing students for their internships. It is imperative to equip student teachers with the necessary skills before they embark on their internship journey. Within the B.Ed curriculum, emphasis is placed on outcome-based learning. Beginning from the first semester, students are introduced to the art of formulating objectives. They delve into understanding instructional objectives across various domains using frameworks such as Bloom's Taxonomy, the NCERT version of the taxonomy, and the revised taxonomy. Throughout their coursework, students engage in formulating objectives tailored to their specific pedagogical contexts. Additionally, in the second semester, they extend this practice into both ICT and non-ICT simulations. By the time they prepare their final lesson plans for practice teaching, students would have honed their ability to craft effective learning objectives.



Keelanjal
Principal
Sarada Vilas Teachers College,
K.M.Puram, Mysore - 570 004



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II. Content Mapping:

Cognitive concepts/content mapping is integrated into the curriculum during both the first and fourth semesters across all methodology subjects. Students undergo comprehensive training in drafting content maps for their simulation lessons as a preparatory exercise prior to their internships. During their internships, they are required to meticulously construct cognitive maps for each lesson conducted in the practicing schools.



Content Mapping

Saekatesh

Principal

Sarada Vilas Teachers College,
 K.M.Puram, Mysore - 570 004



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III. Lesson Plan:

In the interning schools, the 5E Model serves as the guiding framework, with students receiving instruction on both the formulation and implementation of this model. Ahead of their internships, students are assigned to designated practicing schools. Leaders and deputy leaders visit these schools to gather topics for practice teaching. In the week leading up to the practice teaching sessions, students craft their lesson plans, which are then reviewed and approved by their respective methodology teachers, ensuring alignment with instructional objectives before proceeding with their teaching assignments.



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Principal
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IV. Varied Student Abilities:

Throughout the first and third semesters, students delve into the understanding of diverse student abilities via perspective papers such as 'Learning, Teaching, and Assessment', 'Childhood and Adolescence', and 'Inclusive Education'. Immersive experiences, including visits to mainstream and special schools, coupled with interactions with students and children with special needs, provide first-hand insights into the spectrum of student abilities and effective strategies for accommodating diverse learning needs.



Keele.T.L
 Principal
 Sarada Vilas Teachers College,
 K.M.Puram, Mysore - 570 004



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V. Dealing with student diversities:

Practice teaching offers invaluable hands-on experience in real classroom settings. In a class comprising 35-40 students, diversity reigns supreme, with variations in abilities, preferences, and backgrounds. Student teachers undergo rigorous training to navigate these diverse groups effectively. Theoretical frameworks are explored through perspective papers like Childhood and Adolescence, Inclusive Education, and Psychology practicals. Visits to various schools, including government, aided, special, and residential, provide insights into managing student diversities and prepare student teachers for the dynamic challenges of the classroom.

VI. Visualizing differential learning activities according to student needs:

Learning is an on-going journey facilitated by diverse learning experiences and activities. Understanding the intricacies of student diversities and needs is an essential skill for educators to cultivate.

Theoretical foundations regarding student needs are explored through subjects such as Childhood and Adolescence, Learning, Teaching, and Assessment, Knowledge and Curriculum, and Inclusive Education. These courses offer insights into crafting effective learning experiences tailored to individual student requirements. They also enhance comprehension of school dynamics and classroom interactions within the context of evolving societal norms.

Micro-teaching skills further empower educators to orchestrate small group activities aligned with the 5E model. This pedagogical approach enables them to adeptly visualize and orchestrate differentiated learning activities, promoting inclusive and engaging learning environments for all students.

Deekshika
 Principal
 Sarada Vilas Teachers College,
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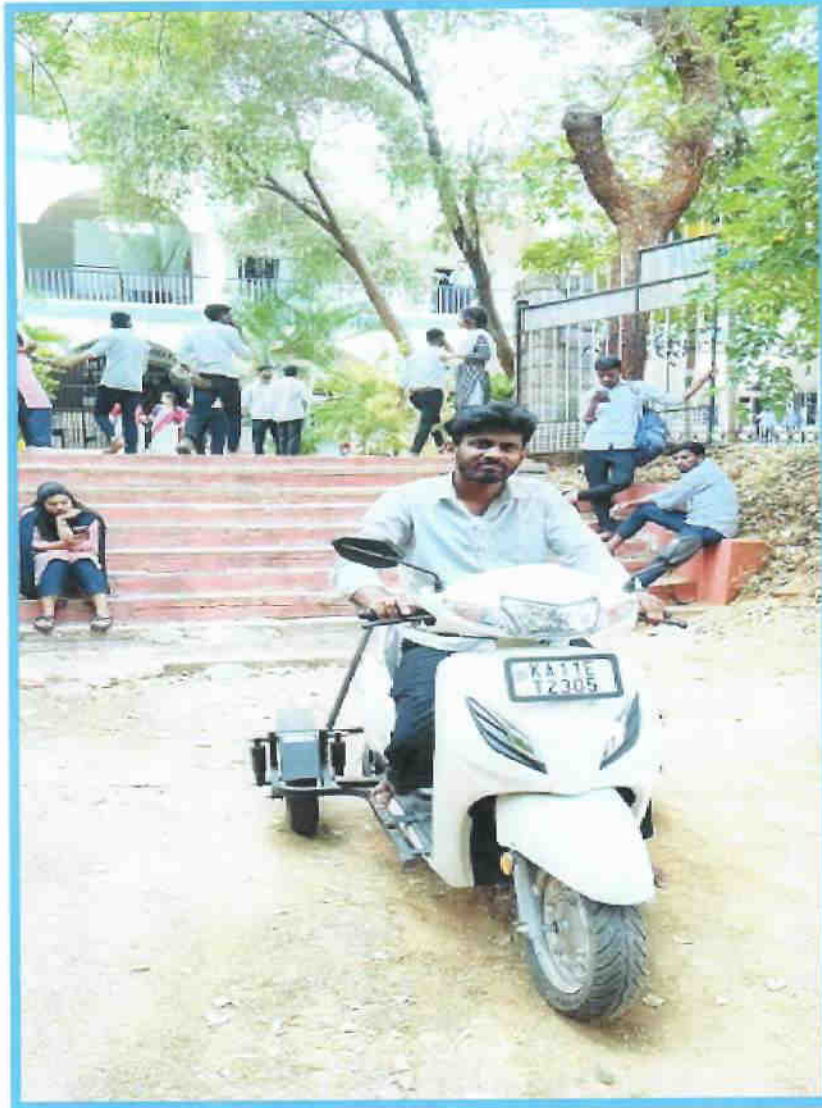
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VII. Addressing Inclusiveness:



Seelent
Principal
Sarada Vilas Teachers College,
K.M.Puram, Mysore - 570 004



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VIII. Assessing students:

Ensuring a harmonious integration of learning, teaching, and assessment is paramount in educational practice. Students undergo a comprehensive journey where they grasp the interconnectedness of these components, from setting objectives to executing assessments. Through the study of perspective papers like "Learning, Teaching, and Assessment," they scrutinize the significance and function of assessment within the teaching-learning continuum. The exploration extends to the perspective paper "Educational Evaluation," delving into various evaluation methods, their applicability, and advantages. Practical application occurs during micro-teaching sessions, simulation lessons, and unit tests. Exposure to evolving evaluation methodologies occurs through school visits, where students observe Comprehensive Continuous Evaluation (CCE) practices. Equipped with these insights, they adeptly navigate the assessment process, aligning it with instructional objectives to foster holistic student development.



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**Documentary Evidence on
school- based practice
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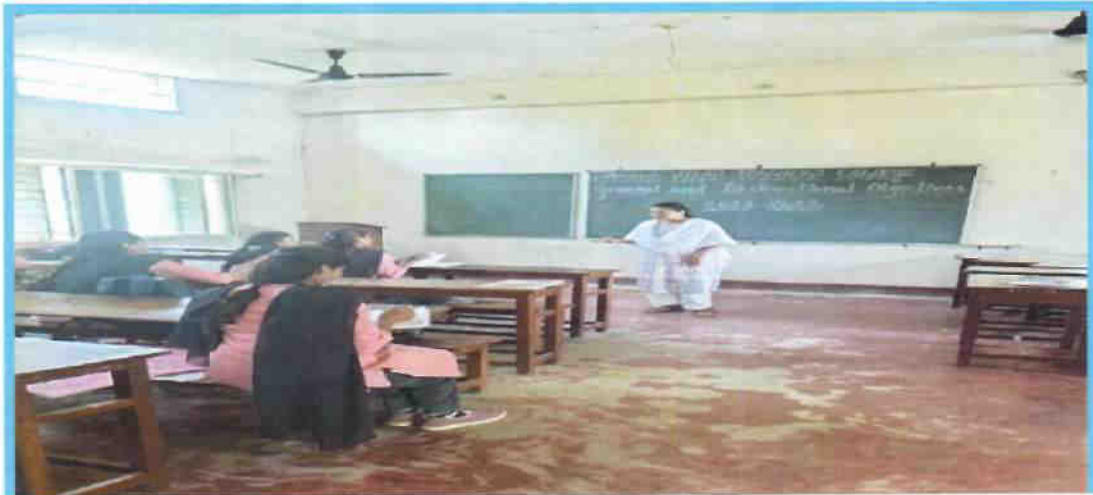
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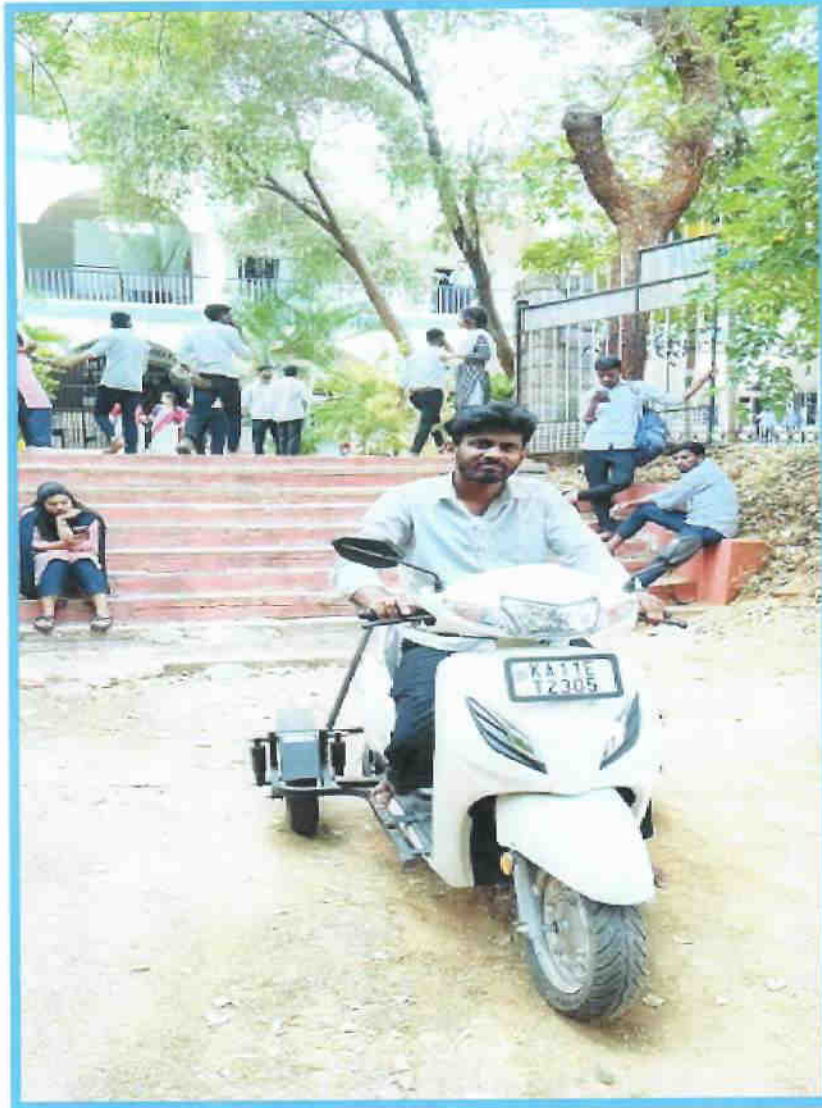
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