Ed. 542: Teaching Practice  Nature of course: Practical Course No: Ed. 542 Credit Hours: 3

Level: M.Ed. Duration: 5 weeks on-campus practice,

Semester: Fourth 6 weeks in school/campus practice and 1 week for report preparation

1. **Course Description**

This course is designed to provide hands-on experiences to the students in **the specialization subject** area of their teaching profession for enabling them to be better teachers/professionals. It creates enabling conditions to the students for bringing professionalism through rigorous practice. The students will gain professional experiences in their own campus and in cooperating schools or campuses under the close supervision of faculty members of concerned campus/college. In this course, students undertake six major activities in sequential phases: i. orientation of practice teaching; ii. development of observation guidelines and observation of teaching of school/campus teachers; iii. experience sharing among the students; iv. on-campus micro-teaching; v. peer teaching on campus; vi. teaching at school/campus; and vii. preparation of overall report.

1. **General Objectives**

The general objectives of this course are as follows:

1. To enable the students to get insight into the overarching aims and phases of teaching practice programme
2. To provide adequate learning experiences to the students for making them competent in preparing effective lesson plans with appropriate teaching techniques and teaching aids according to the content to be taught
3. To provide practical experiences for observation of teaching of teachers to capture their good practices
4. To enable the students to construct, administer, analyze and interpret appropriate tests in their teaching subject according to the contents to assess the effectiveness of their own teaching
5. To provide the students an appropriate platform for sharing and learning different aspects of teaching practice with the school/campus subject teachers and their own peers
6. To make them familiar with challenges and issues of teaching practice programme and ways to address them
7. To develop skills of report preparation of teaching practice programme
8. **Specific objectives and Major activities**

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| Specific Objectives | Major Activities |
| 1. Elaborate on the activities to be carried out in different phases of teaching practice programme 2. State the requirements to be fulfilled to complete the teaching practice | **Phase I: Orientation of Practice Teaching Two** days   * 1. Introduction to the phases of teaching practice programme   2. Requirements to be fulfilled |
| 1. Prepare observation guidelines for collecting information during observation of teaching by school/campus teachers 2. Collect pertinent information during observation of teaching 3. Analyse them to find out good practices that can be shared among the peers | **Phase II: Observation of School/Campus Teachers’ Teaching Activities** **One** week  2.1 Preparation of observation guidelines for observing the teaching of concerned subject teachers  2.2 Observation of teaching of effective teachers  2.2 Analysis of information collected during observation of teaching  2.3 Identification of good practices |
| 1. Prepare observation report 2. Present the report to share the findings of the observation | **Phase III: Experience Sharing Four** days  3.1 Brief report preparation of observation of teaching  3.2 Presentation of reports for sharing experiences |
| 1. Prepare micro lesson plans with teaching aids 2. Prepare power point presentation (PPT)of lesson plans to show it in the classroom | **Phase IV: On-Campus Micro-teaching One** week  4.1 Preparation of at least five lessons using different teaching methods  4.2 Preparation of teaching aids and materials and PPT  4.4 Micro-teaching practice in small group (5-6 students) 10 minutes for each of five lesson |
| * Choose teaching subject and prepare good lesson plan for peer teaching practice * Demonstrate skills required for preparing different teaching aids/materials as per requirement of lesson plan * Teach at least 10 lessons for peer students in classroom using different methods and materials * Provide feedback to peer students | **Phase V: Peer Teaching on Campus Two weeks**  5.1 Choosing teaching subject  5.2 Preparation of at least 10 lesson plans and construction of aids/materials required for teaching each lesson.  5.4 Teaching at least 10 lessons for peer students in real classroom using different methods and materials- 20 minutes for each of 10 lessons  5.5. Discussion on strong and weak aspects, and feed to student teacher by peers and teachers |
| * Teach students based on lesson plan using different methods and materials * Demonsrate skill to construction different types of instructional materials * Develop and demonstrate skills and competency to teach given subject matters effectively. * Manage classroom using different strategies for effecting instruction and facilating learning  1. Observe and record the teaching of their peers 2. Analyse the teaching of peers and find the difference between their observation and that of campus supervisor 3. Find good practices of teaching demonstrated by their peers and adopt and adapt according to their needs 4. Prepare tests, and administer and analyze them | **Phase VI: Teaching at Schools/Campuses/Colleges Six** weeks  6.1 Teaching (30 lessons)  6.1.1 Preparing and teaching 30 lessons of the chosen subjects in real classroom in cooperating school/college using different methods and materials  6.1.2 Construction of instruction aids/materials required for teaching each lesson  6.1.3 Managing classroom for effective instruction and learning  6.1.4 Observation of teaching of students by campus supervisor and concerned teacher  6.1.5 Conference with the student-teacher for feedback  6.2 Peer Observation (5 lessons)  6.2.1 Observation of teaching by peers with campus supervisor  6.2.2 Analysis of teaching by peers and campus supervisor and feedback to student teacher and peers  6.2.3 Identification of good practices  6.3 Tests  6.3.1 Test construction of both subjective as well as objective test item on the basis of the lessons taught  6.3.2 Administration of both tests  6.3.3 Analysis and interpretation of test results |
| * Prepare overall report of teaching practice including all the components as mentioned in phase 7 in the next column | **Phase VII: Preparation of Overall Report One** week  7.1 Preparation of overall report of teaching practice in a given format  Title page  Acknowledgments  Acronyms and Abbreviations  Table of Contents  Part I: On-campus activities  Background  Preparation of instruments for class observation  Analysis of observation  Brief report including material construction and lesson learned  Part II: Activities in School/Campus/College  Analysis of teaching activities carried out  in school/campus  Analysis of peer observation  Assessment of teaching  Lessons learned  Part III: Test Construction, Administration and Analysis and Interpretation of Test Results (difficulty level and discrimination index)  References if any  Appendices |

1. **Guidelines for Conducting Major Activities**

**Phase I**: Orientation of Teaching Practice (3 days)

* Phases of teaching practice programme
* Conduct a workshop for those campus tutors/supervisors who will be involved in teaching practice and it will be facilitated by experts from Faculty of Education and/or chairperson of practice teaching instruction committee of respective campus
* Conduct subject-wise orientation of the students by the subject-wise campus supervisors/tutors on different phases of teaching practice
* Requirements to be fulfilled by the student-teachers (Daily attendance is compulsory during teaching practice period)
* On-campus activities

Preparation of guidelines for observing the teaching

Micro-teaching practices with the support of campus mentor

Campus level experience sharing

* Activities to be carried at cooperating schools/campuses

Preparation of at least 30 lesson plans using variety of instructional techniques

Preparation of teaching aids

Teaching of at least 30 lessons

Observation of at least five lessons of peers’ teaching and prepare its report;

Prepare subjective as well as objectives tests

Administer the tests

Analyse and interpret the test results

Preparation of full report of teaching practice including all the activities conducted in the school/campus during teaching practice period.

* Student-teachers should be regarded as unpaid full-time members of the staff of the school/campus and are required to be free of all other commitments during the school/campus day (usually 10:00 – 4:00), and are expected to make themselves available for a limited amount of extra-curricular responsibility when requested to do so.

**Phase II:** Observation of Teaching of School or Campus Teachers (1 week)

* Students will prepare individually or in groups the guidelines for observing the teaching of school or campus teachers with the support of concerned subject campus supervisor/tutor
* Single students or students will observe the teaching of school or campus teachers and will make a report of each teaching
* Students make a list of skills or teaching competencies that can be learnt from the observation of the teaching.

**Phase III**: Experience Sharing (4 days)

* Students will prepare a brief report from the observation of teaching of school/campus teachers focusing on the lesson learnt which will be useful for improving their teaching
* Students will present for sharing their experiences which they utilize for improving their teaching competencies

**Phase IV:** On-campus Micro-teaching (1 week)

* Let the students include those skills or competencies identified in the teaching of school/campus teachers in their micro-teaching lessons
* Teach those lessons to develop teaching skills using the micro-teaching cycle

**Phase V:** On Campus Peer Teaching (2 weeks)

* Each student will choose teaching subject as per his/her specialization subject and prepare at least 10 good lessons and requires instructional materials
* Each student will teach at least 10 lesson for peer using different methods/techniques and materials
* After teaching each lesson, there will be discussion on strong and weak aspects, and suggestion/feedback for the improvement

**Phase VI**: Teaching at Schools/Campuses (6 weeks)

* Prepare lessons using different instructional techniques with the support of campus supervisor
* Construct different instructional materials including concrete materials required for teaching lesson plan
* Improve the lessons through continual repetitions with the suggestions of campus supervisor and internal supervisor
* Teach at least 30 lessons of the chosen subject in real classroom of cooperating schools/campuses
* Observe the lessons of the peers in the presence of campus supervisor, analyze the results and provide knowledge of results to both students
* Develop subjective (long answer questions 10, short answer question 20) and objective tests (40 MCQ) considering revised bloom taxonomy and teaching subject
* Administer the tests (subjective and MCQ test)
* Analyse and interpret the test result

**Phase VII**: Preparation of Overall Report (1 week)

* Students will prepare overall report.

1. **Evaluation of Teaching Practice**

The internal supervisor and external examiner must evaluate performance of students’ teaching practice independently. Each student must obtain 50% score in internal and external evaluation separately to pass teaching practice course.

**Students admitted to the blended/online mode** must be engaged in micro and peer teaching practice activities virtually under the guidance and supervision of subject teacher/internal supervisor. However, they must teach 30 lessons in real classroom (face to face) of cooperating school/campuses chosen by them with the permission of Department of Teaching Practice of Campus/Department and must record the videos (at least 10) of real classroom teaching activities, and submit the video record to the internal supervisor. Final external examination will be conducted in the school/campus located near by the Department/Campus running blended/online classes. For final external evaluation, the student must attend the concerned Department and teach at least one lesson in real classroom of schools/campuses assigned by the Department of Teaching Practice.

**Internal and External Evaluation of Teaching Practice**

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| --- | --- | --- | --- |
| Description | Internal Evaluation | | External Examination  (40%) |
| Internal Supervisor (50%) | Subject teacher of cooperating school or campus (10%) |
| Report of observation of School/Campus Teachers’ Teaching Activities | 5 |  | 5 |
| Lesson plans | 5 | 5 | 5 |
| Construction of instructional materials | 5 |  | 3 |
| Micro-teaching practice | 5 |  | - |
| Peer Teaching Practice | 5 |  | - |
| Teaching performance in school/campus | 10 | 5 | 15 |
| Peer observation and its report | 5 |  | 2 |
| Test construction, administration, analysis and interpretation | 5 |  | 5 |
| Overall report of teaching practice | 5 |  | 5 |
| Total | 50 | 10 | 40 |

*Note: Final score will be adjusted automatically according to Semester Examination Rules if there is a variation of 20% or more between internal and external evaluation.*

**6. Recommended Books and Reference Materials**

American Psychological Association.(2009). *Publication manual of American Psychological Association*. (6th ed.). Washington DC: APA.

Baharain Teachers College. (2008). Teaching practice: Student teacher handbook. Baharain: Baharain University

<http://www.btc.uob.edu.bh/UltimateEditorInclude/UserFiles/StuTeach%20TP1.pdf> (Retrieved 8/23/2015)

Cohen, L., Menion, L., & Morrison, K.,(2010). *Teaching practice*. India: Routledge.

School of Education. (2013). *Teaching practice handbook.* Cape Town: University of Cape Town

Faculty of Education. (2014). *Teaching practice handbook.* Hongkong: The University of Hongkong.

<http://web.edu.hku.hk/community/school-university-partnerships/teaching-practice/teaching-practice-handbook> (Retrieved 8/23/2015)

Ed. PM. 542: Practicum in Education Planning and Management Nature of the course: Practical

Course No.: Ed. PM. 542 Credit hours: 3

Level: M.Ed. Duration: 12 weeks

Semester: Fourth

1. **Course Description**

Practicum is an integral part of M.Ed. in Educational Planning and Management through which the students are expected to gain insight into planning, managing and leading higher secondary schools/campuses with teaching competencies gained in teaching subjects in real classrooms. Considering this perspective, this course is designed with three major components: First component deals with the observation and study of educational planning, management and leadership practices of head teacher or principal as interns in the cooperating schools/campuses. The second component engages the students in teaching practice using new teaching approaches. In the third component, students organize in-school seminar as opportunity for work-based learning.

1. **General Objectives**

The course is designed to accomplish the following general objectives:

* To develop students with abilities to analyze the activities of higher secondary school/campus managers/leaders applying theories of educational planning, management and leadership.
* To provide opportunities to students to work as interns for gaining hands-on experiences in planning and managerial activities.
* To expose students to leadership roles to be played by higher secondary school/campus head teachers/principals in the development of their own institution.
* To enable the students to prepare in-depth case study in one of the areas of higher secondary school/campus in relation to planning, managerial and leadership practices
* To provide the students with an opportunity to gain hands-on experience of real teaching at cooperating higher secondary school/campus
* To enable the students to share and learn different dimensions of teaching practice with the teachers of cooperating higher secondary school/campus and their own peers.
* To give students practical experience in conducting seminar on current issues of the institution they are associated with.

1. **Specific Objectives and Activities**

**Component I: Internship**

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| **Specific Objectives** | **Activities** |
| * Assess planning activities being practiced in cooperating school/campus * Develop and revise school/campus development plans, calendar of operation and work plan of individual teachers * Review organization structure and suggest a better structure if necessary * Examine teacher management and development activities being practiced in cooperating school/campus * Assess leading practices of cooperating school/campus on the basis of their motivation and leadership styles * Explain monitoring and evaluation practices of cooperating school/campus * Prepare an in-depth case study * Prepare internship report | Activity I: Study of Higher Secondary School/Campus’s Managerial Practices (4 weeks)   * 1. Planning practices      1. School/campus development plan      2. Calendar of operation      3. Work plan of subject teachers   2. Review of organization structure   3. Teacher management and development      1. Teacher selection practices      2. Teacher promotion      3. Teacher development practices      4. Benefits to teachers during and after service   4. Leading practices      1. Motivating teachers      2. Leadership styles and practices of head teacher/principal   5. Monitoring and evaluation      1. Monitoring system and feedback      2. Evaluation of school      3. Performance evaluation of teachers   6. Preparation of in-depth case study in any one areas of planning, managerial and leadership practices of cooperating higher secondary school/campus   7. Preparation of internship report |

**Component 2: Teaching Practice**

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| Specific Objectives | Activities |
| * Prepare observation guidelines for collecting information during observation of teaching by school/campus teachers * Collect pertinent information during observation of teaching * Analyze them to find out good practices that can be shared among the peers * Prepare good lesson plans for micro-teaching with teaching aids * Prepare good lesson plans for teaching at school/campus using appropriate instructional techniques with teaching aids  1. Observe and record the teaching of their peers 2. Analyze the teaching of peers and find the difference between their observation and that of campus supervisor 3. Find good practices of teaching demonstrated by their peers and adopt and adapt according to their needs  * Prepare report of teaching practice | 2. Teaching Practice Activities (6 weeks)   * 1. Experience as a learner      1. Preparation of observation guidelines for observing the teaching of teachers      2. Observation of teaching of effective teachers of cooperating schools/campuses      3. Analysis of information collected during observation of teaching      4. Identification of good practices and lessons learnt      5. Experience sharing of brief observation report of teaching at their own campus   2. Experience as a teacher in micro-teaching practice using lessons learnt during observation      1. Planning micro-lessons for developing specific skills      2. Teaching five micro-lessons      3. Post micro-teaching consultation   3. Peer teaching practice on campus      1. Preparation and teaching of 10 lessons using different methods and materials in real classroom of campus      2. Post-teaching discussion and feedback   4. Experience as a full-teacher at cooperating higher secondary school/campus   2.3.1 Preparation of full lessons in consultation with campus supervisor and teach 20 lessons in real classroom  2.3.2 Preparation of instructional aids  2.3.3 Teaching with observation of campus supervisor and feedback in selected lessons and with observation of their peers in most of the lessons  2.3.4 Feedback of the campus supervisor and peers  2.3.5 Re-planning and re-teaching  2.5 Test construction, administration and analysis and Interpretation of Test Results |

**Component 3: Organizing Seminar**

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| Specific Objectives | Activities |
| * Organize seminar * Prepare seminar report | 3. Organizing seminar (1 week)   * 1. Campus level experience sharing program to share their experiences gained through observation of teaching of teachers of higher secondary school/campus   2. Seminar at cooperating higher secondary school/ campus in which each student will present the seminar paper in a synoptic way. |

**Component 4: Preparation Comprehensive Practicum Report (1 Week)**

1. **Guidelines for Conducting Major Activities**
   1. Orientation of Practicum

* Conduct a workshop for those campus tutors/supervisors who will be involved in practicum and it will be facilitated by experts from Faculty of Education and/or Chairperson of practice teaching instruction committee of respective campus
* Conduct orientation of EPM students by EPM campus supervisors addressing three components
  1. Requirements to be fulfilled by the student-teachers (Daily attendance is compulsory during practicum period)
* On-campus activities
* Participation in orientation program
* Preparation of operation plan for conducting internship at cooperating higher secondary school/campus
* Preparation of guidelines for observing teaching
* Micro-teaching practices with the support of campus supervisor: Let the students include those skills or competencies identified in the teaching of school/campus teachers in their micro-teaching lessons.

Teach those lessons to develop teaching skills using the micro-teaching cycle

* Campus level experience sharing: Students will share their experiences which they will utilize for improving their teaching competencies

For this, students will prepare a brief report from the observation of teaching of school/campus teachers focusing on the lesson learnt which will be useful for improving their teaching

* Activities to be carried at cooperating higher secondary schools/campuses
* Observation of teaching of school or campus teachers
* Study of managerial activities and leadership roles of head teacher/principal of cooperating school/campus
* Preparation of at least 20 lesson plans using variety of instructional techniques
* Preparation of different instructional aids and materials
* Teaching of at least 20 lessons (Prepare lessons using different instructional techniques with the support of campus supervisor)

Improve the lessons through continual repetitions with the suggestions of campus supervisor and concerned subject teacher

* Teach in related classes
* Develop subjective (long answer questions 10, short answer question 20) and objective tests (40 MCQ) considering revised bloom taxonomy and teaching subject
* Administer the tests (subjective and MCQ test)
* Analyse and interpret the test result
* Observation of at least five lessons of peers’ teaching and preparation of its report after analyzing the results with feedback
* Preparation of a report of in-depth case study
* Organizing seminar at cooperating higher secondary school/campus or their own campus
* Report preparation along with the record of all the activities conducted during practicum period.
  1. Student-teachers should be regarded as unpaid full-time teachers of the school/campus and are required to be free from all other commitments during the school/campus day (usually 10:00 – 4:00); they are also expected to make themselves available for extra-curricular responsibility when requested to do so.
  2. Prepare a comprehensive practicum report including internship, teaching practice and seminar reports and submit it to the concerned department (Dept of EPM) for evaluation.

1. **Evaluation of Practicum**

The internal supervisor and external examiner must evaluate performance of students’ teaching practice and practicum activities independently. Each student must obtain 50% score in internal and external evaluation separately to pass the practicum course.

**Students admitted to the blended/online mode** must be engaged in campus micro and peer teaching activities virtually under guidance and supervision of the subject teacher/internal supervisor. However, they must teach 30 lessons in the real classroom (face to face) of cooperating school/campuses chosen by themselves with the permission of Department of Teaching Practice of Campus/Department and must record the videos (at least 10) of real classroom teaching activities and submit the video record to the internal supervisor. Final external examination will be conducted in the school/campus located near by the Department/Campus running blended/online classes. For final external evaluation, the student must attend the concerned Department and teach at least one lesson in the real classroom of schools/campuses selected by the Department of Teaching Practice.

**Internal and External Evaluation of the Practicum**

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| Main Components | Headings | Internal Evaluation (60%) | | External Examination  (40%) |
| Internal Supervisor (50%) | Concerned teacher of cooperating school or campus (10%) |
| Internship | Internship report | 5 | 5 | 5 |
| In-depth case study report | 5 | - | 5 |
| Teaching Practice | Lesson plan and teaching aids | 5 | - | 5 |
| Micro-teaching practice(with lessons) | 5 | - | - |
| Peer teaching in campus | 5 |  |  |
| Teaching performance in school/campus | 5 | 5 | 5 |
| Peer observation and its report | 5 | - | 5 |
|  | Construction and analysis of test result | 5 |  | 5 |
| Organizing Seminar | Seminar | 10 | - | 10 |
|  | Total | 50 | 10 | 40 |

*Note: Final score will be adjusted automatically according to Semester Examination Rules if there is a variation of 20% or more between internal and external evaluation.*

1. **Recommended Books and Reference Materials**

American Psychological Association.(2009). *Publication manual of American Psychological Association*. (6th ed.). Washington DC: APA.

Baharain Teachers College. (2008). Teaching practice: Student teacher handbook. Baharain: Baharain University

<http://www.btc.uob.edu.bh/UltimateEditorInclude/UserFiles/StuTeach%20TP1.pdf> (Retrieved 8/23/2015)

Cohen, L., Menion, L., & Morrioson, K. (2010). *Teaching practice*. India: Routledge.

School of Education. (2013). *Teaching practice handbook.* Cape Town: University of Cape Town

Faculty of Education. (2014). *Teaching practice handbook.* Hongkong: The University of Hongkong.

<http://web.edu.hku.hk/community/school-university-partnerships/teaching-practice/teaching-practice-handbook> (Retrieved 8/23/2015)

SN. Ed. 542: Practicum in Special Needs Education Nature of the course: Practical

Course No.: SN. Ed.542 Credit hours: 3

Level: M.Ed. Duration: 12 weeks

Semester: Fourth

* 1. **Course Description**

This course is designed to equip students for becoming good teachers and practitioners of Special Needs/Inclusive Education by enabling them to develop teaching competencies while teaching children with special needs in real classrooms and at the same time helping them to develop skills related to management of special schools and integrated schools. The course has three major parts. First part deals with involvement of the students in micro-teaching and teaching school subjects in special schools and integrated schools. Second part is related to exposure visit of students to organizations serving children with special needs and lessons learnt from it. In the third part, students' engagement in the study of institutional practices in special school and integrated schools will be focused. In this course, active participation of students will be ensured through experiential and work-oriented learning exercises.

* 1. **General Objectives**

The course is designed to accomplish the following general objectives:

* To provide the students with an opportunity to have hands-on experience of real teaching at special school or integrated school after gaining prerequisite knowledge and skills by observing teaching of teachers in special school or integrated school and teaching micro-teaching lessons
* To expose the students to the activities of organizations serving children with special needs
* To prepare students with abilities to analyze. share and learn different dimensions of teaching practice at special school or integrated school
* To provide opportunities to students to work as interns for gaining practical experiences on management of teachers, students and instructional facilities in special schools and integrated schools
* To enable the students to prepare in-depth case study in one of the critical areas of special school/integrated school
  1. **Specific Objectives and Activities**

**Part I: Teaching Practice**

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| Specific Objectives | Teaching Practice Activities (8 weeks) |
| * Prepare observation guidelines for collecting information from teaching of teachers of special schools and integrated schools * Collect pertinent information during observation of teaching * Prepare a brief report of collected information to find out good practices and sharing it among the peers * Prepare good lesson plans for micro-teaching with teaching aids * Conduct micro-teaching practice in their campuses following micro-teaching cycle * Prepare good lesson plans for teaching using appropriate instructional techniques with teaching aids  1. Observe and record the teaching of their peers 2. Analyse the teaching of peers and find the difference between their observation and that of campus supervisor 3. Find good practices of teaching demonstrated by their peers and provide feedback to them 4. Construct and administer a test which is applicable to students with special needs 5. Analyze the test results and provide feedback to students 6. Prepare report of teaching practice | 1. Experience as a Learner   * 1. Preparation of observation guidelines for observing the teaching of teachers who are teaching the children with visual impairment, hearing impairment, intellectual disability and physical disabilities in a special school or an integrated schools or a school with resource class   2. Observation of teaching of effective teachers of special school/integrated school/campus/ school with resource class at least one from each area of special needs mentioned in 1.1   3. Analysis of information collected from observation of teaching   4. Identification of good practices and lesson learnt   5. Experience sharing of brief observation report of teaching at their own campus  1. Experience as a Teacher in Micro-teaching Practice Using Lessons Learnt during Observation    1. Planning micro-lessons for developing specific skills focusing on simulation and role play    2. Teaching 5 micro-lessons following micro-teaching cycle 2. Peer teaching practice on campus    * 1. Preparation and teaching of 10 lessons using different methods and materials in real classroom of the campus      2. Post-teaching discussion and feedback 3. Experience as a full-teacher at special school/ integrated school/campus/school with resource class    1. Preparation of full lessons at least 5 lessons from each area of disability mentioned in 1.1 in consultation with campus supervisor    2. Teaching at least 20 lessons    3. Preparation of instructional aids    4. Teaching at assigned schools along with observation of campus supervisor and feedback in selected lessons and with observation of their peers in most of the lessons    5. Feedback of the campus supervisor and peers    6. Re-planning and re-teaching    7. Test construction, administration and analysis of test results       1. Construction and administration of a test including subjective and objective items applicable to children with special needs       2. Analysis and interpretation of test results    8. Preparation of teaching practice report |

**Part II: Observation of Organizations Serving Children with Special Needs** (1 week)

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| Specific Objectives | Activities |
| * Prepare guidelines for observing organization serving children with special needs * Prepare observation report based on observation data * Share observation report along with lesson learnt from observation of organization serving children with special needs | * 1. Preparation of observation guidelines   2. Observation of one of the following organization Autism Care Centre or Celebral Palsy Centre or Down Syndrome Society or any other organization with school for children with special needs   3. Preparation of observation report along with lesson learnt   4. Sharing of observation report among the peers, internal supervisor and campus teachers |

**Part III: Institutional Practices at Cooperating Schools**

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| **Specific Objectives** | **Management of Special Schools and Integrated Schools** (2 weeks) |
| * Examine teacher management and development activities being practiced in special schools and integrated schools * Point out problems and issues in teacher management and development in special schools and integrated schools * Assess the ways of managing instructional facilities at special schools and integrated schools * Explain the ways of managing residential facilities, scholarships and health and nutrition of students in special schools and integrated schools * Prepare an in-depth case study report * Prepare internship report | * 1. Teacher management and development in special schools and integrated schools   2. Teacher selection practices   3. Teacher development practices   4. Problems and issues in teacher management and development   5. Ways of managing instructional facilities at special schools and integrated schools   6. Classroom management in special schools and integrated schools   7. Equipment and resources in special schools and integrated schools   8. Managing students in special schools and integrated schools   9. Residential facilities   10. Scholarships to the students   11. Health and nutrition * Preparation of in-depth case study report in any one critical area of special school/integrated school/school with resource class   1. Source of information:      1. Interview with individual student      2. Shadowing/following the student      3. Resource teacher      4. A micro-level community survey * Preparation of internship report |

Note: The figures within parenthesis indicate approximate teaching hours allocated to respective units.

**Component 4: Preparation of Comprehensive Practicum Report (1 Week)**

**4.Guidelines for Conducting Major Activities**

* 1. Orientation of Practicum
* Conduct a workshop for those campus tutors/supervisors who will be involved in practicum and it will be facilitated by experts from Faculty of Education and/or chairperson of practice teaching instruction committee of respective campus
* Conduct orientation of practicum for students by campus supervisors addressing three parts of the course
  1. Requirements to be fulfilled by the student-teachers (Daily attendance is compulsory during practicum period)
* On-campus activities
* Participation in orientation programme
* Preparation of guidelines for observing the teaching
* Campus level experience sharing: Students will share their experiences which they can utilize for improving their teaching competencies (For this, students will prepare a brief report from the observation of teaching of school/campus teachers focusing on the lesson learnt which will be useful for improving their teaching)
* Micro-teaching practices with the support of campus supervisor: Let the students include those skills or competencies identified in the teaching of teachers of special schools and integrated schools in their micro-teaching lessons.

Teach at least 10 lessons to develop teaching skills using the micro-teaching cycle

* Preparation of guidelines for observing the organization serving children with special needs
* Campus level sharing of observation report
* Peer teaching practice on campus for two weeks
* Prepare 10 lessons and teach peer in real classroom using different methods and materials
* Activities to be carried at an organization serving for children with special needs
* Observation of organization using the guidelines
* Collection of data/information through guidelines and informal discussion with concerned officials
* Activities to be carried at special school/integrated school/school resource class
* Observation of teaching of school or campus teachers
* Study of management of special schools and integrated schools
* Preparation of at least 5 lessons in different area of disabilities and total 20 lesson plans using variety of instructional techniques
* Preparation of teaching aids
* Teaching of at least 20 lessons (Prepare lessons using different instructional techniques with the support of campus supervisor

Improve the lessons through continual repetitions with the suggestions of campus supervisor and concerned subject teacher

* Observation of at least five lessons of peers’ teaching and prepare its report after analyzing the results and provide knowledge of results to both students
* Preparation of a report of in-depth case study
* Report preparation along with the record of all the activities conducted during practicum period
  1. Student-teachers should be regarded as unpaid full-time teachers of the school/campus and are required to be free from all other commitments during the school/campus day (usually 10:00 – 4:00), and are expected to make themselves available for extra-curricular responsibility when requested to do so.
  2. Prepare a comprehensive practicum report including teaching practice, observation of organization serving children with special needs, institutional practices in special school/integrated school and submit it to concerned department for evaluation.

1. **Evaluation of Practicum**

The internal supervisor and external examiner must evaluate performance of students’ teaching practice and practicum activities independently. Each student must obtain 50% score in internal and external evaluation separately to pass the practicum course.

**Students admitted to the blended/online mode** must be engaged in campus micro and peer teaching activities virtually under guidance and supervision of the subject teacher/internal supervisor. However, they must teach 30 lessons in real classroom (face to face) of cooperating school/campuses chosen by them with the permission of Department of Teaching Practice of Campus/Department and must record the videos (at least 10) of real classroom teaching activities and submit the video records to the internal supervisor. Final external examination will be conducted in the school/campus located near by the Department/Campus running blended/online classes. For final external evaluation, the student must attend the concerned Department and teach at least one lesson in the real classroom of schools/campuses selected by the Department of Teaching Practice

**Internal and External Evaluation of the Practicum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Main Activities | Description of activities | Internal Evaluation | | External Examination  (40%) |
| Internal Supervisor (50%) | Concerned Teacher of Cooperating  School or Campus (10%) |
| Teaching Practice | Experience as a learner   * Observation report * Sharing of experiences | 5 | - | 5 (Based on report) |
| Experience as a teacher in Micro-teaching practice   * Lesson plan * Micro-teaching practice | 5 | - | - |
| Peer teaching in the Department | 5 |  |  |
| Experience as a full-teacher at special schools and integrated school/campus   * Lesson plan * Teaching aids * Classroom performance * Report on feedback to peers * Test construction, administration and analysis of test results | 15 | 10 | 15 |
| Observation of organization serving children with special needs | * Observation report * Presentation of report | 5 | - | 5 |
| Internship | Internship report | 10 | - | 10 |
| In-depth case study report | 5 | - | 5 |
|  | Total | 50 | 10 | 40 |

*Note: Final score will be adjusted automatically according to Semester Examination Rules if there is a variation of 20% or more between internal and external evaluation.*

*Students' performance in all headings mentioned in above table should be evaluated addressing practical activities as well as their respective report. Detailed evaluation forms will be developed for evaluating the performance of the students in three different parts.*

1. **Recommended Books and Reference Materials**

American Psychological Association.(2009). *Publication manual of American Psychological Asssociation*. (6th ed.). Washington DC: APA.

Baharain Teachers College. (2008). Teaching practice: Student teacher handbook. Baharain: Baharain University

<http://www.btc.uob.edu.bh/UltimateEditorInclude/UserFiles/StuTeach%20TP1.pdf> (Retrieved 8/23/2015)

Cohen, L., Menion, L., & Morrison, K. (2010). *Teaching practice*. India: Routledge.

Department of Education. (2008-2009). *Special Education Practicum Handbook*. Staten Island: College of Staten Island/CUNY.

http://csivc.csi.cuny.edu/education/files/pdf/edp630\_practium\_handbook.pdf

Faculty of Education. (2014). *Teaching practice handbook.* Hongkong: The University of Hongkong.

<http://web.edu.hku.hk/community/school-university-partnerships/teaching-practice/teaching-practice-handbook> (Retrieved 8/23/2015)

School of Education. (2013). *Teaching practice handbook.* Cape Town: University of Cape Town

The Open University (Posted in 27th August 2015). *Learning to teach: Becoming a reflective practitioner.* <http://www.open.edu/openlearn/education/learning-teach-becoming-reflective-> practitioner/content-section-2.1