



GHULAM AHMED COLLEGE OF EDUCATION

(Established by Sultan Ul Uloom Education Society)

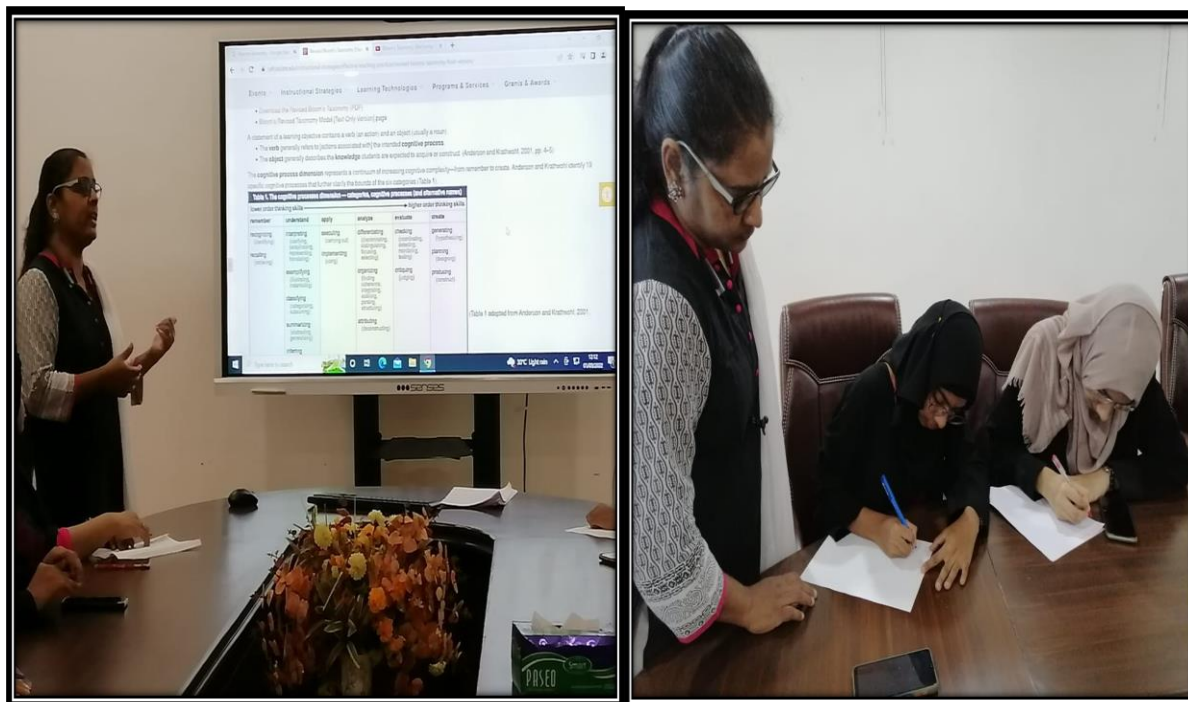
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REPORT

Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses 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.



Faculty Orienting students on Formulating Learning Objective, Students Formulating Learning Objectives before writing Lesson Plans



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Faculty Orienting students on Formulating Learning Objectives



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(2) Content Mapping

A cross-sectional content mapping is done within SSC/ICSE/ISE, CBSE, IB/IGCSE school's content. Different graphic organisation 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 organisation 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 organising 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.

Example

SUBJECT: PHYSICS

CLASS: 9

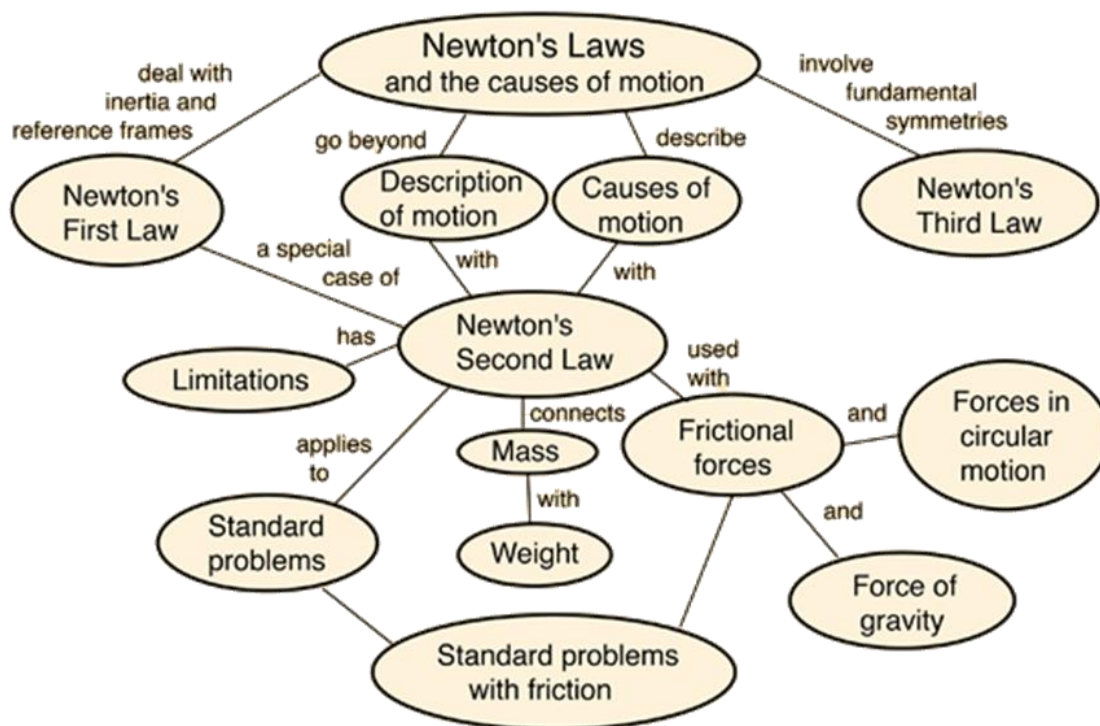
TOPIC: LAWS OF MOTION



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(3) Individualised Educational Plans

Moving away from the Herbartian plans, this College has adapted various individualised 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 personalised 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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TEACHING PRACTICE CUM INTERNSHIP RECORD

NAME : Sara Firdous

ROLL NUMBER : 162620701074

SUBJECT : Pedagogy of Mathematics

ACADEMIC YEAR 2020-2022



**GHULAM AHMED
COLLEGE OF EDUCATION**



ROAD NO. 3, BANJARA HILLS,
HYDERABAD - 500 034.



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S.NO	Steps	Teacher's Activity	Black Board	Teaching Learning Materials
	Introduction	T: Good Morning students! How are you all? S: Good Morning Mam T: What are the Mathematical operations? Samira: Subtraction Sadia: Multiplication Laila: Division T: Very Good students T: So, for division we have certain rules what do you call that rules? Nashra Nashra: Divisibility rules T: Well said! Nashra T: We have studied about Divisibility rules for 2,3 and 9,4	Subtraction Multiplication Division	
	Declaration of the topic	T: Today, we are going to study about divisibility rules for 5,6,7,8,10	Divisibility rules of 5,6,7,8,10	
	Relevance of the topic	Division can be introduced by considering objects from our daily life like slices of pizza or a bar of chocolate for example: If we divide a pizza into 4 slices, we do division. Thus $1 \div 4 = 0.25$. This means that each piece of the slice of this pizza is 0.25 times the total pizza	$1 \div 4 = 0.25$	



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SNO	Steps	Teacher's Activity	Black Board	Teaching Learning Materials
	Presentation Conceptual Understanding	<p>Divisibility rules: These rules will help us determine whether a number is divisible by another number without actually carrying out the division process.</p> <p>T: let us understand some divisibility rules</p> <p>Role Play:</p> <p>Amara: I'm number 5. I am divisible only when the units place should be either 0 or 5</p> <p>Shazia: I am number 6. I am divisible only when the given number should be divisible by both 2 and 3</p> <p>Zehra: I am number 7. I am divisible only when difference between the number formed by last 3 digits and rest of the digits should be divisible by 7</p> <p>Zariab: I am number 8. I am divisible only when number formed by last 3 digits should be divisible by 8</p> <p>Sumaira: I am number 10. I am divisible only when the units place should be 0</p>	<p>These rules will help us determine whether a number is divisible by another number without actually carrying out the division process.</p>	 <p>I'm number 5. I am divisible only when the units place should be either 0 or 5</p>  <p>I'm number 6. I am divisible only when the given number should be divisible by both 2 and 3</p>  <p>I am number 7. I am divisible only when difference between the number formed by last 3 digits and rest of the digits should be divisible by 7</p>  <p>I'm number 8. I am divisible only when number formed by last 3 digits should be divisible by 8</p>  <p>I'm number 10. I am divisible only when the units place should be 0</p>
	Problem Solving	<p>T: Read the question from Pg no-326</p> <p>Alina:</p> <p>Alina: check whether the given number is divisible by 6 or not (a) 273432</p> <p>T: What is given in the question?</p> <p>Nashra: 273432</p>		
	Given			



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S.NO	Steps	Teacher's Activity	Black board	Teaching learning Materials
	Find	T: What do we need to find? Zehra Zehra: We have to check whether the given number is divisible by 6 or not		
	Visualizing the whole concept	T: Well said! Zehra T: How we are going to check? Saba Saba: With the help of divisibility rules		
	Tentative Hypothesis Proof	T: Very Good! Saba T: What is the divisibility rule of 6? Shoma Shoma: The number is divisible only when, the given number is divisible by 2 and 3	<p>Sol Given 273432</p> <p>Divisibility rule of 6: The number is divisible by 6 only when, the given number is divisible by 2 and 3</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1) 273432 (136716)</p> $\begin{array}{r} 2 \overline{) 273432} \\ \underline{54} \\ 13 \\ \underline{26} \\ 14 \\ \underline{28} \\ 3 \\ \underline{6} \\ 12 \\ \underline{24} \\ 12 \\ \underline{24} \\ 0 \end{array}$ </div> <div style="text-align: center;"> <p>2) 273432 (91144)</p> $\begin{array}{r} 27 \overline{) 273432} \\ \underline{54} \\ 13 \\ \underline{27} \\ 13 \\ \underline{27} \\ 12 \\ \underline{24} \\ 12 \\ \underline{24} \\ 0 \end{array}$ </div> </div> <p>⇒ It is divisible by 2 and 3 So it is divisible by 6 ∴ The number 273432 is divisible by 6</p>	
	Conclusion Verification & closure	T: Absolutely correct! Shoma T: Check whether the number is divisible by 2 and 3 Aqsa: Is it divisible by 2 T: Ok, Amma Is it divisible by 3 Amma: Yes it is divisible by 3 T: What do you conclude by this? Saba Saba: The number is divisible by 6		
	Model Problem solving	check whether the given numbers are divisible by 6 or not (a) 100533 (b) 784076		



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SNO	Steps	Teacher's Activity	Teaching learning Materials
	Recapitulation	<ul style="list-style-type: none">→ What is the divisibility rule of 5?→ What is the divisibility rule of 6?→ What is the divisibility rule of 7?→ What is the divisibility rule of 8?→ What is the divisibility rule of 10?	<p>Black Board</p> <pre>graph TD; A[Divisibility rules] --> B[Divisibility rule 10 Number should have 0 at units place]; A --> C[Divisibility rule 9 Number formed by last two digits should be divisible by 9]; A --> D[Divisibility rule 5 Number should have 0 or 5 at units place]; A --> E[Divisibility rule of 4 Number should be divisible by both 2 and 2]; A --> F[Divisibility rule 7 Number formed by last 3 digits and rest of the digits should be divisible by 7];</pre>
	Take Away	check whether the given number is divisible by 8 or not a) 4808 b) 132491000	

Signature of the Supervisor:

Remarks: Extraordinary Creativity!
Keep it up!



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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

TEACHING EVALUATION FORM Format - 3

Teacher: Thahooran
Subject: Mathematics

Date: 24/04/18

Tape No.: Microteaching-2

Organization of Lesson

Components	Rating score					
Lesson preparation	(5)	4	3	2	1	0
Focusing activity	5	(4)	3	2	1	0
Closure	(5)	4	3	2	1	0
Subject-matter knowledge	(5)	4	3	2	1	0

Lesson Presentation

Components	Rating score					
Audience contact	(5)	4	3	2	1	0
Audience contact <u>Enthusiasm</u>	5	(4)	3	2	1	0
Speech quality and delivery	(5)	4	3	2	1	0
Audience involvement	(5)	4	3	2	1	0
Verbal behaviors	(5)	4	3	2	1	0
Nonverbal behaviors	(5)	4	3	2	1	0
Use of questions and questioning techniques	(5)	4	3	2	1	0
Directions and pacing	(5)	4	3	2	1	0
Use of reinforcement	5	(4)	3	2	1	0
Use of aids and materials	(5)	4	3	2	1	0

Signature of the teacher educator:

Comments: → wish the students not the class!
→ voice modulation/enthusiasm while reinforcing the students is a must. work on it
→ ask students whether the activity was interesting, did they enjoy it??
→ very good, keep up the work!

Paul
outlets

Observation schedule of students while Micro Teaching



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Design of Blue print of slip test						
S.No	Academic standards	Forms of Questions			Total	%
		essay	Short	objectives		
1	Reading Comprehension		2q(1m) T=2	5q(1) T=5 (mcq's)	7	30%
2	Vocabulary			3(1m) T:3	3	20%
3	Grammatical expressions		2q(1) T:2		2	15%
4	Convention of Writing	1q(4) T: 4m	1q(4) T: 4m		8	35%
Total		1q(4m)	5q(8m)	8q(8m)	20	100%

Weightage to form of questions				
S.No	Forms of questions	No. of questions	Marks	%
1	Essay type	9	5	25%
2	Short Answers	2	5	
3	Objectives	20	10	
		31	20	100%



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Workshop on TLM preparation

(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 behaviours, impairment, physical fitness, 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 taught 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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Students involved in Research activities



Extension lecture- Teacher Empowerment



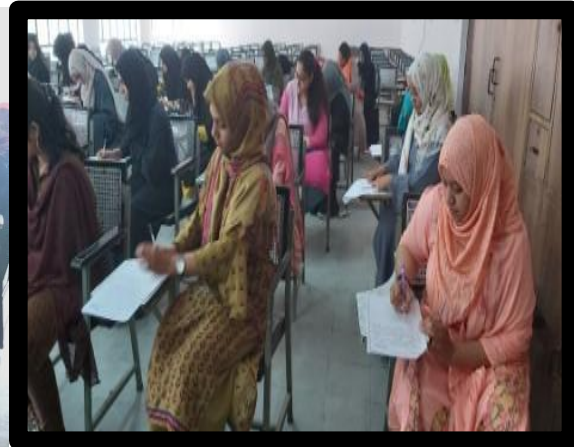
Peer Tutoring



Remedial Class



Regular assessments for learners



(6) Visualising Differential Learning Activities According to Student Needs



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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.

SHADAN GROUP OF MODERN SCHOOL							
ENGL FORMATIVE ASSESSMENT - (VIII)							
S. No.	Name of the student	Child Participation	Written work	Project work	Sp. test	Total	Grade
01.	Haneef Qadeer	7	9	7	17 1/2	41	A+
02.	Md. Ayaan	6	7	9	12	34	A
03.	Md. Riyaz	8	8	6	14	36	A
04.	Md. Sameer	9	6	8	12	35	A
05.	Rama Hitesh	8	7	7	17 1/2	39	A
06.	Samir Afzal Taher	8	7	9	13	37	A
07.	S.A. Raheem	9	8	7	12 1/2	39	A
08.	Md. Ghouse	7	9	7	17	40	A
09.	Md. Junaid	8	8	6	10	32	A
10.	Bibi Rugayya	7	6	8	16 1/2	38	A
11.	Fiza Tauheed	7	6	7	15 1/2	36	A
12.	Juveriya Fatima	6	7	7	15	35	A
13.	Mohammedi Begum	7	8	8	16	39	A
14.	Nazreen Fatima	8	9	6	14 1/2	37	A

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(7) Addressing Inclusiveness



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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, portfolios as well as in assignments and projects wherein students are requiring to demonstrate their understanding and ability to deal with classroom inclusivity.



Students visit to Inclusive School - Mount Litera Zee school

(8) Assessing Student Learning

Various assessment patterns are adapted and taught to UG and PG for assessing student learning. Types of questioning, skill of recapitulation, review, skills of giving assignments, skills in preparing rubrics for assessing different behavioural outcomes both online and offline, how to prepare blue prints, weightage tables and question paper after establishing reliability and validity through 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.

Internal assessments, assignments, project works are given to the students to check their progress. Students maintain e-portfolios to document all their accomplishments and achievements. This helps the teacher educator to have a comprehensive understanding of each student. Students develop accountability and self-discipline to upgrade their skills



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Lecturer in charge: Mr. Syed Hamza Ali
Date: 14/11/2018



Lecturer in charge: Mrs. Rafiya Sultana
Date: 29/01/2018



Lecturer in charge: Mr. Syed Hamza Ali
Date: 29/04/2020



Lecturer in charge: Mr. Raziuddin Ahmed
Date: 08/01/2020

(9) Mobilising 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 and the M.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 and digital based support materials. Library resources, youtube videos, teacher prepared notes and reference materials, online and offline teaching learning materials, laboratory resources,



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audio-visual sources, assistive technologies, e-resources, online research journals and search engines etc., are provided to the students



Library resources



Reference materials



ICT lab resources



DELNet - Open Library resource

(10) Evolving ICT Based Situations

This institution takes utmost care in enabling ICT based support in the preparation of e-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 that dealt with online classroom transactions facilitating online learning. Students are required to take MOOC



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courses offered by Swayam and Diksha to supplement learning. A recent addition in evolving ICT based learning is making the campus WiFi enabled.



Students using e-tools in Internship

(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.



SANITATION AND HYGIENE – orientation to GHMC EMPLOYEES, Banjara Hills