



**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 Blooms 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 lesson are derived after a detailed study of the components under each domain.

### **(2) Content Mapping**

A cross-sectional content mapping is done within SSC/ICSE/ISE, CBSE, IB/IGCSE 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.

### **(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 student cater to diversified learners through personalized plans that take a learner through a self-instructional modular pathway.

### **(4) Identifying Varied \student Abilities**

During the pre-practice teaching phase, the faculty keenly observes the varied activities pursued by each student teacher and channelizes 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

### **(5) Dealing with student diversity in classrooms**

This skill 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 approach.

### **(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 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.

### **(7) Addressing Inclusiveness**

Students are introduced to the concept of inclusivity thorough 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 course 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.

### **(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 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.

### **(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. For example, laboratory resources, audio-visual sources, assistive technologies, e-resources etc. 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.


### **(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. A recent addition in evolving ICT based learning is making the campus WIFI enabled.

### **(11) Exposure to Braille/Indian Language/Community Engagement**

Undergraduate students are exposed to assistive technology and Braille through specially convened workshops (in-house). The postgraduate students are exposed to Braille during internship in special schools. In the Language Across Curriculum courses a in-depth analysis of the Indian three language policy and the underlying objective of developing language competency and communication excellence. Student-teachers are then taught and required to implement the LAC approach in lesson plans. Indian Languages are often used a multilingual formula for students who come from rural areas. During internship, students' teachers are permitted to teaching in regional languages. Community engagement is a regular practice in this institution eg. Swachh Bharat, feeding the poor, adopting a school etc.



  
**PRINCIPAL**  
**Sri Murugha Rajendra Swamiji**  
**B.Ed. and M.Ed. College,**  
**Kusnoor Road, Kalaburagi-585106**




**Reshmi Educational and Charitable Trust ®**  
**Sri Murugha Rajendra Swamiji B.Ed and M.Ed College**  
 Saraswatipura, Kusnoor Road, Kalaburagi – 585 106  
 (Permanently affiliated to Gulbarga University, Kalaburagi and Accredited NAAC ‘B’ Grade)  
 E-mail: [rect\\_9@yahoo.com](mailto:rect_9@yahoo.com) website: [www.rect.org](http://www.rect.org) Phone No.: 08472265502

**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 are as follows:**

Pre practice teaching/ internship orientation/training encompasses certain significant skills and competencies such as	Nature of activities	Duration with dates	Nature of teacher involvement	Nature of student participation
<b>1. Formulating learning objectives</b>	Discussion with Staff and Students. To attain the structure, sequence and plan out learning goal for a specific instructional period, general objective and specific objective of lesson plan	1st week of April, 2021	Preparation of Objectives	All B.Ed. and M.Ed. Students
<b>2. Content mapping</b>	orientation/ time table preparation	2nd week of April, 2021	Orientation	All B.Ed. and M.Ed. Students
<b>3. Lesson planning/ individualized education plans (IEP)</b>	preparation of Lesson plans	1st week of May, 2021	Demo classes	All B.Ed. and M.Ed. Students
<b>4. Identifying varied student abilities</b>	Through Talent hunt	3rd week of April, 2021	Participation	All B.Ed. and M.Ed. Students
<b>5. Dealing with student diversity in classrooms</b>	Using bilingual method in teaching learning process. Embrace small group learning promoting project based learning, maintaining consistent communication regarding academic and other aspects. Practice cultural sensitivity, incorporate diversity in the lesson plan. Give students freedom and flexibility	3rd week of April, 2021	Participation	All B.Ed. and M.Ed. Students

<b>6. Visualizing differential learning activities according to student needs</b>	Preparing teaching aids according to concepts, teaching learning accordingly	Last week of December, 2021	Activity Based	All B.Ed. and M.Ed. Students
<b>7. Addressing inclusiveness</b>	Include various perspectives, respect diverse pupil, respect diverse talent	1st week of May, 2021	Involvement	All B.Ed. and M.Ed. Students
<b>8. Assessing student learning</b>	Exams, Test, Group work, discussion	1st and 3rd week of August, 2021	Examinations and Evaluations	All B.Ed. and M.Ed. Students
<b>9. Mobilizing relevant and varied learning resources</b>	Preparation of TLM	1st week of September, 2021	Generating Resources	All B.Ed. and M.Ed. Students
<b>10. Evolving ICT based learning situations</b>	ICT practicum	4th week of September, 2021	Observation Schedules	All B.Ed. and M.Ed. Students
<b>11. Exposure to Braille /Indian languages /Community engagement</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable



  
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