

**B.Ed 2.5 Years**

**MANUAL  
TEACHING PRACTICE-I**

**Course Code 6498**



**Department of Science Education  
Faculty of Education**

**ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD**

# **B.Ed 2.5 Year**

## **Specialization in Science Education**

# **MANNUAL**

## **Teaching Practice-1**

**Code No: 6498**

**Roll No.:** ----- **Region**-----

**Registration No:** ----- **Name of Coordinator**-----

| <b>Marks Allocated</b> | <b>Attendance</b> | <b>Reflective Notes</b> | <b>Observation Report</b> | <b>Total Marks</b> |
|------------------------|-------------------|-------------------------|---------------------------|--------------------|
|                        | <b>10</b>         | <b>40</b>               | <b>50</b>                 | <b>100</b>         |
| <b>Obtained Marks</b>  |                   |                         |                           |                    |

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## **1. COURSE DESCRIPTION**

This course is compulsory for prospective teachers for teaching of science subjects. The development of new teachers is mandatory as they will be replaced by older ones. So novice teachers with best of teaching skills will be able to ensure quality education. Student teachers will observe teaching practices of science teachers who will work as mentor for the prospective teachers. During teaching practice-1 all the prospective teachers will observe classroom teaching of senior teachers, laboratory management and use of science library. Trainee teachers also learn by observing classroom management, laboratory designs, school building and infrastructure, school environment, and lot of co-curricular activities taking place in the school.

This course is basically a supervised experience of working with Science Teachers working in a school setting. This course is set to develop observational and reflective skills. Prospective teachers are required to observe, think critically and then reflect on the events and situations. Students will be engaged in observing classroom practices, science laboratory practices, and environment of the school, playground and library to develop observational skills through reflective writing or journal writings.

Each prospective teacher will be evaluated and supervised by senior or mentor teacher in that institution. Prospective teachers are required to do observations for 42 hours at practicum site/ institution. Prospective teacher will determine observational site. A site approval form will be collected from the desired venue. Respective regions/ directorate of Regional services will issue a letter of studentship duly approved by district authorities if needed to all students. All students will use this letter for determination of site for teaching practice-I. Respective regions will send or upload these two letters along with workshop letters so that trainee teachers may inform the coordinator regarding site for teaching practice-I. Each prospective /trainee teacher will manage approval of site and mentor /supervisor teacher before start of three days workshop.

## **2. COURSE LEARNING OUTCOMES**

After completion of the course, the prospective teachers will be able to:

- Observe the classroom and laboratory practices efficiently.
- Record Observations.
- Transcribe recorded observations.
- Critically think on the observed experiences.
- Write anecdotal record.
- Prepare observational checklist
- Prepare and write field notes.
- Write observational reports.
- Follow mentors comments.

## **3. TEACHING PRACTICE-I (3 Credit Hours)**

This course consists of:

1. Three day's workshop.
2. School visits (Fourteen Days).
3. Field Notes(10)
4. Observational Reports(02)

## **4. THREE DAYS WORKSHOP**

Three days workshop is compulsory component of teaching practice-I (6498).

The objectives of workshop are to:

- Make trainee teachers critical.
- Prepare student teachers for observation in schools.
- Write reflective notes of field observations.
- Enable trainee teachers to develop classroom observation report.
- Enable the trainee teachers to draw science Lab designs and write science laboratory reports.

### Schedule of the Three days Workshop

| <b>Day/Sessions</b> | <b>Topic/Activity</b>   | <b>Resource Person/<br/>Supervisor<br/>/Coordinator</b> |
|---------------------|---|---|
| <b>Day-1</b>        |   |   |
| Session i           | Introduction to W/P & Course Objectives/collection of site approval form from the trainee teachers. | Coordinator   |
| Session ii          | Observation and its types (Visual, Audio, Videos etc)   | Resource Person   |
| Session iii         | Ethics of the activity (How to behave in Classroom/School)  | Resource Person   |
| Session iv          | Introduction to Critical thinking and reflections   | Resource Person   |
| <b>Day-2</b>        |   |   |
| Session i           | Checklist as observational tool   | Resource Person   |
| Session ii          | Techniques for observation in schools   | Resource Person   |
| Session iii         | Practical activity (A trainee teacher will teach and other will observe and write reflective notes) | Resource Person   |
| Session iv          | Discussions on practical issues os teaching learning/ class/ Laboratory/School etc                  | Resource Person   |
| <b>Day-3</b>        |   |   |
| Session i           | Anecdotal Record/ Rubric/maintaining portfolio  | Resource Person   |
| Session ii          | Activity on writing field notes and reflective notes  | Resource Person   |
| Session iii         | Activity on classroom observation report-I  | Resource Person   |
| Session iv          | Activity on Science laboratory observational report   | Resource Person/coordinator                             |

### 5. SCHOOL VISITS/INTERNSHIP

The prospective teachers have to visit selected school for fourteen days where she is supposed to observe classroom practices. A letter will be issued to each student by the respective region for selection of site. This letter will help the prospective teachers to ensure that they are students of B.Ed 2.5 years (Specialization in Science Education). All prospective teachers are required to present a copy of "Practicum Teaching Site Approval Form" to the coordinator of



the workshop, so that coordinator may follow up and monitor the activities of prospective teachers.

This component is mandatory and carries 40 marks. To get maximum marks interneers are required to work in a professional setting. During 14 days teaching practice-I the prospective teachers will be supervised/ mentored by any senior teacher/ head of the institution as mentioned in the site approval form. Prospective teachers will be responsible for taking consent from a senior teacher/head teacher to serve as her/his mentor.

## 6. FIELD NOTES

First let us determine what prospective teacher has to do in schools. Trainee teacher will observe:

- a) Lessons taught by a teacher in the classroom.
- b) Practical work performance in the science laboratory.
- c) Other activities which are part of learning process (e.g. Management, planning, students behaviours, teachers behaviours, coordination among students, teachers and heads, school infrastructure, portray of schools, professional climate, instructional practices, observation of science apparatus/laboratory library practices/school assesmbly/ Bazam e Adab, different types of records (Registers, instruments, physical facilities etc.) and instructional aids/ technologies).

On very first day the internee teacher/observer will observe and record general activities/events/ situations of the institution. At the end of the work each trainee teacher will think critically and reflect on the observations, and write on the first day field notes section. These reflective notes will be shown to the mentor and get the mentors comments filled by the mentor. Also get signatures of the mentor at the bottom of the field notes.

While writing reflective notes, it is essential to identify critical learning process and teaching situations in the school setting. For this recall the learning in your life, how your teachers used to teach you, what the good things in their teaching were and what were the deficiencies in their teaching, and also sessions during the workshop. Further find the things which can help you for becoming an effective teacher.

Following four stages will help you to analyze the teaching learning events and writing reflective notes. **(Model-A)**

- a) **Situation:**  
What actually happened?
- b) **Affect**  
What was the impact of this happening on your personality?
- c) **Interpretation**  
Does it refer to your understanding from the classroom experiences?
- d) **Decision**  
What is your decision to do for becoming an effective teacher?

### 6.1 Importance of Reflective Writing

*“It is not sufficient simply to have an experience in order to learn. Without reflecting upon experience I may quickly be forgotten, or its learning potential lost. It is from the feeling and thoughts emerging from this reflection that generalizations or concepts can be generated. And it is generalizations that allow new situations to be tackled effectively.”*  
(Gibbs, 1988)

Reflective writing is important because it provides an opportunity for the trainee teachers to get further insights from your writings through deeper thinking on your experiences, and considering other perspectives from people and researches.

### 6.2 How to Structure reflective Writing?

Reflective writing is evidence of looking back at an idea, event, object, experience or process etc. which involves:

- Analyzing and commenting on the experience, process or objects from different point of views using innovative ideas and modern theories.
- Explaining and exploring the importance of experience, process or object etc.
- Considering the things that are wrong as well as right.
- Writing what the experiences, processes and objects meant for you.
- Writing how these practices are helpful for you to improve your teaching learning process.

Another model for Reflective Writing:

For better understanding of how to write reflective notes, following model will be helpful. **(Model-B)**

- **Description:** here write shortly about; What is it? What happened? Why am I talking about it?
- **Interpretation:** Here write what is important, interesting, useful and relevant?  
How this is unique? How it is similar from others? How this can be explored by using contemporary theories.
- **Outcomes:** What I have learnt from it? In what ways it will be effective for my future work?

**Answers of the following questions will be helpful for writing reflective notes:**

- Why reflective writing?
- How to write reflective notes?
- How teacher had taught?
- What are the points most useful for me to use in my own teaching?
- What were bad experiences? And how I can overcome those?
- What were my feelings during happening of an event?
- Did style of the teacher was useful for my teaching?
- How was I impressed by teaching of teacher?
- Was students inquired about their previous knowledge?
- Were students motivated for learning and understanding?
- The technique used by teacher was useful for novice teachers.
- What type of instructional material I will use while teaching science subjects?
- What was the effect of mood of the teacher while teaching science subjects?
- Were all thing completed in laboratory work?
- Were objectives of use of library achieved? If not then what will I do?
- How assessment was used in the classroom teaching? What were some missing things?
- Lesson plan used for teaching concepts was up to the level. if not how I can improve that?
- What were the problems faced by the teacher today? How these problems can be solved?
- Which part of the lesson was most successful today? Whish were the reasons behind it?
- Which part of the lesson was least successful today? What were the reasons behind it?
- Why there were disciplinary problems? How these problems can be solved?

### Submission of the Teaching Practice-I Manual

Fill checklist before submitting manual to the coordinator or respective region.

| S.N | Declaration   | Tick/cross |
|-----|---|------------|
| 1   | Roll Number/Registration/ Region is filled  |            |
| 2.  | Practicum completion Certificate is duly signed and stamped by the head of Institution. |            |
| 3   | Mentor has signed all the reflective notes.   |            |
| 4.  | All mentors comments have been given by mentor  |            |
| 5   | All fourteen reflective notes are written.  |            |
| 6   | All components of classroom observation are completed.                                  |            |
| 7   | All components of Science Laboratory Observation are completed.                         |            |

### Scoring Guide for Teaching Practice-I

| S.N | Components                              | Marks Allocated |
|-----|---|-----------------|
| 1   | Daily Field Notes (4x10 =40)            | 40              |
| 2   | Classroom Observational Report          | 25              |
| 3   | Science Laboratory Observational Report | 25              |
| 4   | Attendance                              | 10              |
|     | Total Marks                             | 100             |
|     | Pass Percentage                         | 50%             |

|   |             |                 |
|---|-------------|-----------------|
| <b>Workshop Attendance<br/>Marks Distribution</b> |             |                 |
| <b>6/6</b>  | <b>100%</b> | <b>10 Marks</b> |
| <b>5/6</b>  | <b>83%</b>  | <b>09 Marks</b> |
| <b>Below 80% Does not qualify</b>                 |             |                 |

**Note:** *The prospective teachers are required to pass each component of the practicum separately. In case of failure in any component, the student has to take fresh admission in the teaching practicum.*

**7. PROSPECTIVE TEACHERS RESPONSIBILITIES DURING TEACHING PRACTICE-I**

All prospective teachers are required to know the ethics of the teaching practice-I. Ethical considerations are to behave in a good and sophisticated way, obeying norms and adopting good manners.

- Observe professionalism discretion and confidentiality of work.
- Be regular and punctual.
- You should look a teacher.
- Dress with professional look.
- Always show positive attitude.
- Show patience and tolerance in tense situations.
- Practice hygienic conditions.
- Keep simple but clean.
- Ensure and observe safety standards.
- Follow instructions and rules of the institution.
- Show flexibility with task and schedules.
- Inform to the head of institution in case of an emergency for leave.
- Communicate directly with head of the institution in case of any problem.
- Develop positive relations with teachers especially with mentor.

**Activity:** Write other disciplinary responsibilities/code of conduct during teaching practice-I.

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## 8. CLASSROOM OBSERVATIONAL GUIDELINES

(Can be used for both field notes and Classroom/Science Lab. Observational Report)

|             |  |
|-------------|--|
| School Name |  |
|-------------|--|

**Class Teacher:** -----**Subject:** -----

**Grade:** ----- **Number of Students:** -----

**Observer:**-----

**Time:** ----- **date:** -----

The following areas will help the prospective teachers to write reflective notes (Field Notes) and cover first stage (Situation). The trainee teacher will write, “Affect”, “interpretation”, and “decision” of these situations in a well precise manner. **(Model-A)** or “Description”, “Interpretation”, and “outcomes”. **(Model-B)**

| S.N | Situations   | Notes |
|-----|--|-------|
| 1   | <b>Topic/Content</b><br>(knowledge and command of the content taught, demonstrate in depth with conceptual clarity)  |       |
| 2   | <b>Lesson Presentation</b><br>(start with previous knowledge assessment, classroom environment conducive for learning, voice, eye contact, communication, language, and focus) |       |
| 3   | <b>Teaching Methodology</b><br>(Use of relevant teaching method, all steps are coherent, classroom involvement, meets standards)   |       |
| 4   | <b>Assessment</b>  |       |

|           |   |  |
|-----------|---|--|
|           | (Use of formative assessment, timely assessment, assessment for diagnostic purpose, assessment for retention)   |  |
| <b>5</b>  | <b>Classroom Management</b><br>(use of time wisely, demonstrates leadership, discipline and control, equality and equity, focus on objectives)  |  |
| <b>6</b>  | <b>Behaviours&amp; Attitudes</b><br>Attitudes and behaviours are positive/negative. Interest, fairness, encouragement for participation, motivate students, help students etc)                |  |
| <b>7</b>  | <b>Personal</b><br>(Professional Skills, Self confidence, appearance, relations, competence, skillful in handling and calibration)  |  |
| <b>8</b>  | <b>Relevance</b><br>To the point, relevant material, relevant assessment, relevant examples.  |  |
| <b>9</b>  | <b>Planning and preparedness</b><br>Lesson prepared in advance, arrangements ready in advance, classroom setting, readiness of the students   |  |
| <b>10</b> | <b>Classroom Environment</b><br>Physical aspects, like furniture and fixtures, location of the classroom,/board, no. of students, hindrances in content delivery regarding physical features) |  |

**Note:** *Prospective teachers are required to bring three copies of this form for observation notes. This will help you to write field/reflective notes in an effective way.*

**Strengths Observed:**

**Suggestions for improvement:**

**Overall Impression of teaching effectiveness:**



**9. FIELD NOTES-1**

**Day-1** -----

**Date**-----

|             |  |
|-------------|--|
| School Name |  |
|-------------|--|

**Reflective Note**

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**Mentor's Comment**

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**Signature of the Mentor**

**Field Notes-2**

**Day-1 -----**

**Date-----**

|             |  |
|-------------|--|
| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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**Signature of the Mentor**

**Field Notes-3**

**Day-1** -----

**Date**-----

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|-------------|--|
| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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**Signature of the Mentor**

**Field Notes-4**

**Day-1** -----

**Date**-----

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| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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Signature of the Mentor

**Field Notes-5**

Day-1 -----

Date-----

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| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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Signature of the Mentor

Field Notes-6

Day-1 -----

Date-----

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| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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**Signature of the Mentor**

**Field Notes-7**

**Day-1** -----

**Date**-----

|                    |  |
|--------------------|--|
| <b>School Name</b> |  |
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**Reflective Note**

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**Mentor's Comment**

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Signature of the Mentor

**Field Notes-8**

Day-1 -----

Date-----

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|-------------|--|
| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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Signature of the Mentor

**Field Notes-9**

**Day-1** -----

**Date**-----

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| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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**Signature of the Mentor**

**Field Notes-10**

**Day-1 -----**

**Date-----**

|             |  |
|-------------|--|
| School Name |  |
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**Reflective Note**

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**Mentor's Comment**

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**Signature of the Mentor**

## **10. SCHOOL/CLASSROOM/SCIENCE LABORATORY OBSERVATION REPORT WRITING GUIDELINES**

In this segment of teaching practice-I, prospective teachers are required to observe classroom and practical work in science laboratory. The pre-requisite for Classroom report-I is to observe any class for two days, and for practical work observe Science practical activities for two days. This observation is important due to the reasons that you have to write two reflective observational reports.

For sake of your guidance, it is recommended to prepare classroom/science laboratory observation report as per format given below:

You can use headings and sub-headings accordingly, in your report. (Model-C)

- 1. Background Information:** This section includes topics/practical taught/done during observation, subject, school, children, age of the children, gender, date, place and time of the periods. Hierarchy of the subjects taught/practical done.
- 2. Map of the classroom/Science Laboratory.**  
Draw the sketch of the classroom, arrangement of the tables/chairs, classroom climate, wall charts, boards; cupboards etc. In case of science laboratory draw design of the laboratory, store room and preparatory room and other features of the science laboratory.
- 3. Effectiveness of teaching:** Critically analyze the teaching methods used for teaching science concepts and procedures for conduct science practical in science laboratory.
- 4. General View of Teaching:** Interview teachers to find the problems for effective teaching.
- 5. Personal Attributes:** Identify personal attributes of the science teachers. Give comparative view of these observed attributes with that of the given in Literature.
- 6. Collaboration:** Elaborate observed collaboration among heads and teachers; teachers and students, students and students. How learning environment is supportive?

7. **Day Schedule:** Record the whole schedule of the day with time and activities. Write observed schedule.
8. **Assessment:** Write the mode of formative assessment and homework activities. Give critical analysis on how assessment was done? How execution of the practical activities were assessed during science practical activities?
9. **Learning Problems:** Conduct interview with 5 students and report learning problems of science students. Transcribe interview.
10. **Suggestions:** Identify deficiencies in classroom/Laboratory activities. Suggest how you can overcome these deficiencies.
11. **Reflections:** Write reflections on each component in a way that if you was a science teacher how you could overcome deficiencies if some deficiencies were found in teaching or during practical work in science laboratory. Also reflect on those situations/events which you feel were very effective and you will use in your teaching.

**11.CLASSROOM OBSERVATIONAL REPORT**

**Date**----- **Time: from**----- **to**-----

|             |  |
|-------------|--|
| School Name |  |
|-------------|--|

**Class Teacher:** -----

**Name of Observer:** -----

**Class/subjects:** -----

**Number of students:** -----

**Reflective Notes:**

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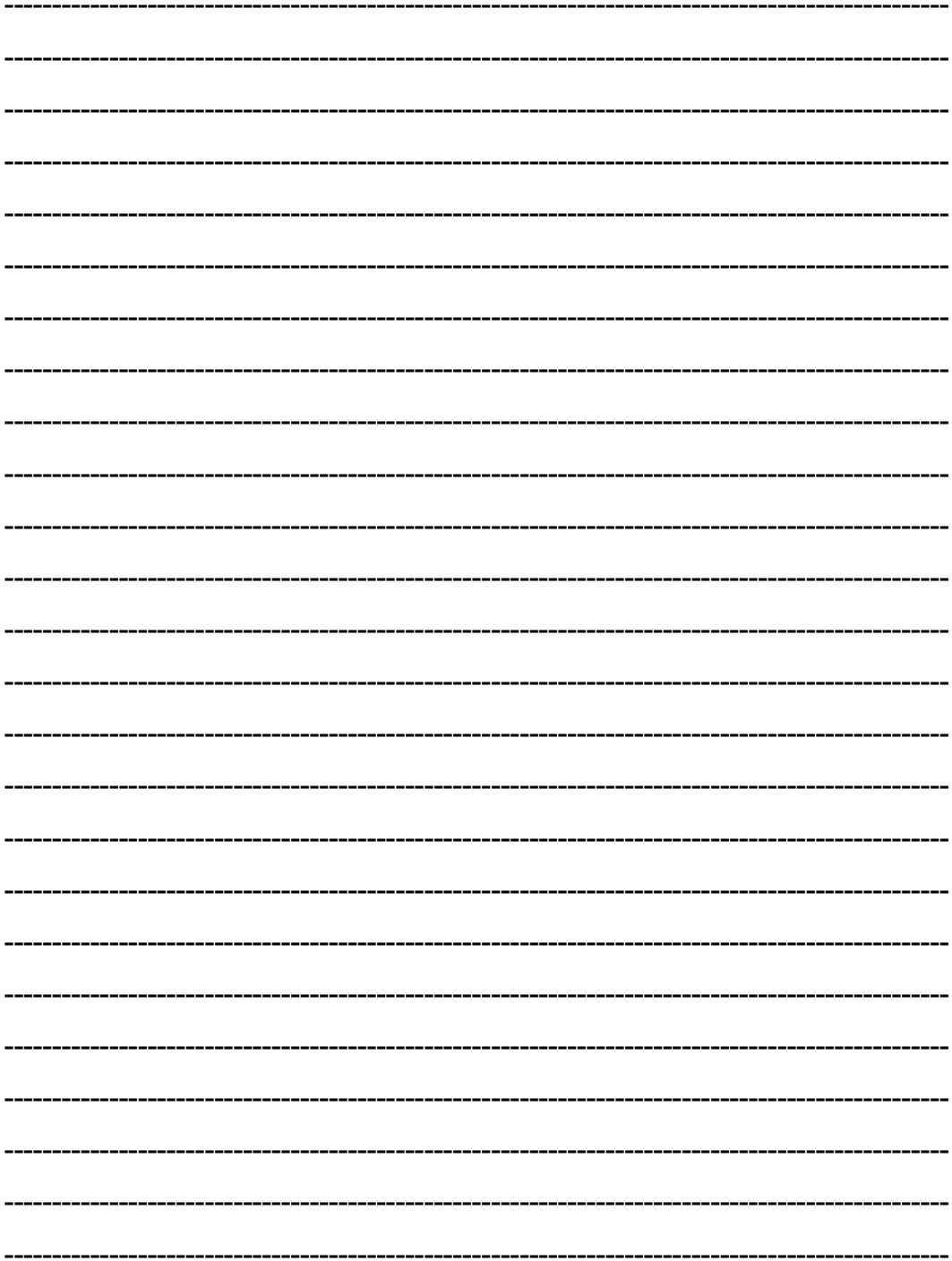
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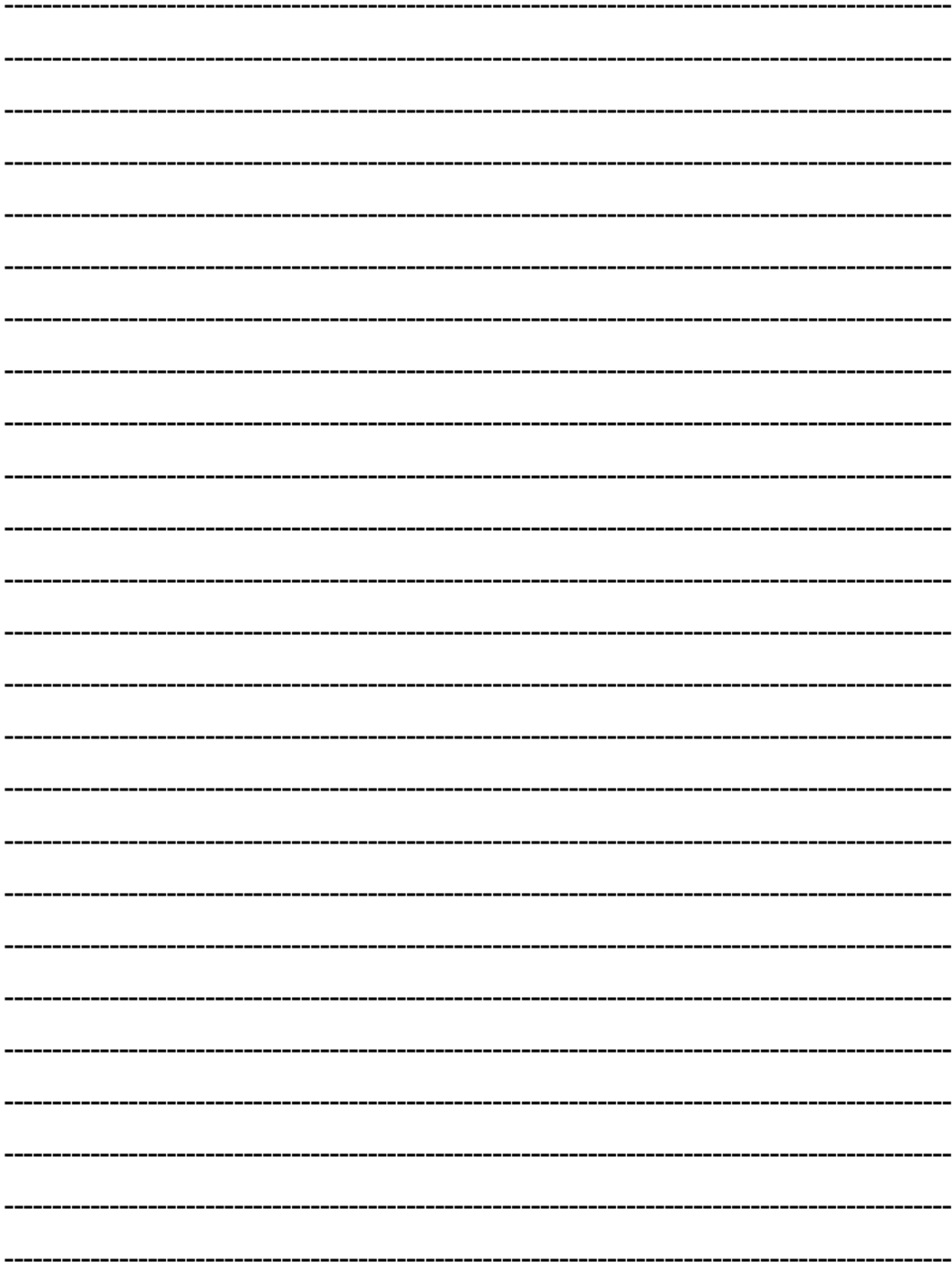
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## 12. Science Laboratory Observational Report

Date----- Time: from----- to-----

|             |  |
|-------------|--|
| School Name |  |
|-------------|--|

**Class Teacher:** -----

**Name of Observer:** -----

**Class/subjects:** -----

**Number of students:** -----

### Reflective Notes

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### 13. References/ Bibliography

Gibbs, G. (1988). *Learning by Doing. A guide to Teaching and Learning Methods.*  
*FEU.*

Reflective Writing [www.shef.ac.uk/uni/projects/wrp/rpwrite.html](http://www.shef.ac.uk/uni/projects/wrp/rpwrite.html)

National Centre for Work Experience-[www.ncwe.com](http://www.ncwe.com)

**14. TEACHING PRACTICE SITE APPROVAL FORM**

**(Be submitted to the Coordinator, on the first day of three days workshop)**

The objective of this form is to get permission from any public or private school for fourteen days teaching **practice-1**. Prospective teachers are responsible to for searching her/his own teaching practicum site. This site can be any public or private school, or school where teachers are already doing job.

The following form must be filled and a copy of this form should be submitted to the coordinator/regional director.

Name of the Head/ Principal: -----

Name of the prospective teacher: -----

Roll Number of the trainee Teacher: -----

Name and address of the school: -----

Name of mentor Teacher: -----

Consents of the Mentor Teacher: -----

Phone number of the school: -----

Mobile Number of the Head: -----

**Comments of the Head/Principal:** -----

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**Signature of the Mentor Teacher:** -----

**Signature & Stamp of Head/Principal**-----

**15. TEACHING PRACTICE-1 COMPLETION CERTIFICATE**

Certified that Ms. /Mr.-----

Roll Number-----Student of B.Ed 2.5 Year (specialization in  
Science Education) has successfully completed 14days teaching practice-1 with  
effect from -----to -----

-

S/he bears a good moral character. Her/his attitude towards teaching profession is  
positive.

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**Signature & Stamp of Head/Principal**

**16. PARENT/GUARDIAN PERMISSION FORM  
(This form is needed only for video Recording)**

Dear Parent/ Guardian

I am trainee teacher and field work experience is mandatory part of my programme. For this purpose I am required to observe classroom activities in your son/daughters' class.

One of the primary purposes of this observation is to improve observational skills.

Video is one of the modes of observation. Your son/ daughter may be part of video observation. The trainee teacher may record classroom lesson or science laboratory practical activities, and submit the same to the concerned department along with teaching manual.

Please sign the permission form for making all type of observations of your son/daughter regarding teaching and learning activities in classroom and in Science laboratory.

Your cooperation will be very beneficial for improvement of the quality of Science Education.

Yours sincerely; -----

(Principal/Head of the institution Signatures)-----  
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**PARENTS CONSENTS**

I am parent/ guardian of Mr/Ms. -----, class-----

School-----, agree to the following:

I do give permission to the prospective teacher to record video regarding part of the classroom/ science laboratory activities. This video may only be used for educational purpose.

Signatures of the Parent/Guardian: ----- Date -----



Name \_\_\_\_\_