



# Teaching Competency I and II

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# **B.Ed. 108**

- **Teaching Competency I**

**2**

## **Credits**

a) **Microteaching**

b) **Integration and Simulation Lesson**

# B.Ed. 108

## a) Microteaching

- School Subjects 2
- Skills           6 (3 + 3)
- Teach + Reteach = 2 lessons/ skill
- Total 12 lessons for two subjects

# B.Ed. 108

- **b) Integration and Simulation Lesson**
  - **Integration Lessons**
    - 3 lessons / subject
    - Total: 6 lessons
  
  - **Simulation Lesson**
    - 1 lesson / subject
    - Total: 2 lessons

Course Code	Title of the Course	Credits	Hours	Marks (External+Internal)
<b>PERSPECTIVES OF EDUCATION – CORE COURSES</b>				
BED101	Childhood and Growing up	4	64	80+20
BED102	Contemporary Indian Education, Gender and Society	4	64	80+20
BED103	Learning and Teaching	4	64	80+20
BED104	Assessment and Evaluation for Learning	4	64	80+20
BED105	Advanced Pedagogy and Application of ICT	4	64	80+20
<b>SPECIALIZED COURSES- OPTIONAL COURSES</b>				
BED106 01 to 11	Understanding disciplines and school subjects (any two from the list No. 1)	4 (2+2)	64 (32+32)	40+10 40+10
BED107 01 to 11	Pedagogy of school subjects (any two from the list No. 2)	4 (2+2)	64 (32+32)	40+10 40+10
<b>PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING</b>				
BED108	<b>Teaching Competency I</b> (a) Micro Teaching (b) Integration Lessons and Simulation Lessons	2	32	50
BED109	<b>Teaching Competency II</b> (a) Technology based teaching (b) Team teaching (c) Lessons using Models of teaching	2	32	50
BED110	<b>Teaching Competency III</b> (a) Practice Lessons (b) Introduction to Internship	4	64	100
<b>ENHANCING PROFESSIONAL CAPACITIES</b>				
BED 111	A) Critical understanding of ICT – Practical B) Co curricular Activities and social service	2 (1+1)	32 (16+16)	50 (25+25)
BED 112	Health and Yoga	2	32	50
<b>TOTAL</b>		<b>40</b>	<b>640</b>	<b>1000</b>

<b>Area of the Course</b>	<b>1<sup>st</sup> year Credits</b>
<b>PERSPECTIVES OF EDUCATION – CORE COURSES</b>	<b>20</b>
<b>SPECIALIZED COURSES- OPTIONAL COURSES</b>	<b>8</b>
<b>PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING</b>	<b>8</b>
<b>ENHANCING PROFESSIONAL CAPACITIES</b>	<b>4</b>
<b>TOTAL</b>	<b>40</b>

# About Courses

- BED 101 - 105: Common for all – **Compulsory**
- BED 106: **MI+ M2** Methods allotted: Content
- BED 107: **MI+ M2** Methods allotted: Pedagogy
- BED 108 : Teaching Competency I
- BED 109 : Teaching Competency II
- BED 110: Teaching Competency III
- BED 111 : A) Critical understanding of ICT –  
Practical  
B) Co curricular Activities and social service
- BED 112 : Health and Yoga

# BED 106 to BED 107

1. Marathi
2. Hindi
3. English
4. Sanskrit
5. Urdu
6. History
7. Geography
8. Mathematics
9. General Science
10. Economics
11. I. T.



## Method - 1

- Languages
  - Marathi/ Hindi
  - English / Sanskrit
- Social Sciences
  - History
  - Geography
- Science
- Maths
- I. T.
- Economics

## Method - 2

- Social Sciences
  - History
  - Geography
- Languages
  - Marathi/ Hindi
  - English/ Sanskrit
- Maths
- Science
- Science/ Science
- Social Sciences

# B. Ed. SYLLABUS FRAMEWORK

## B.Ed. FIRST YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External+Internal)
<b>PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING</b>				
BED108	<b>Teaching Competency I</b> (a) Micro Teaching (b) Integration Lessons and Simulation Lessons	2	32	50
BED109	<b>Teaching Competency II</b> (a) Technology based teaching (b) Team teaching (c) Lessons using Models of teaching	2	32	50
BED110	<b>Teaching Competency III</b> (a) Practice Lessons (b) Introduction to Internship	4	64	100

# **BED 108: Teaching Competency I:**

## **2 credits (50 marks)**

### **a) Micro teaching (6 skills -12 lessons) (1 credit) – 25 marks**

Student teachers will give 12 micro-lessons. For these lessons, they will select any six teaching skills from the list given below. They will complete the cycle of two lessons i.e. 'teach-re-teach' for each skill. Marks calculated out of 25 are to be given for the micro teaching lessons.

#### **List of Teaching Skills**

Set Induction

Stimulus Variation

Narration

Questioning

Illustration

Demonstration

Reinforcement

Black Board Work

Closure

Reading

# **BED 108: Teaching Competency I:**

**2 credits (50 marks)**

## **b) Integration (6 lessons) and Simulation lessons**

**(2 lessons) (1 credit) – 25 marks**

After practicing 6 skills in micro-teaching, student teacher will give six lessons of minimum 20 minutes duration to integrate the skills which they have practiced. Marks calculated out of 25 are to be given for the integration lessons.

# **BED 108: Teaching Competency I:**

## **2 credits (50 marks)**

Each student teacher will conduct two simulation lessons of minimum 30 minutes duration. Marks calculated out of 25 are to be given for simulation Lessons. Any type of lessons excluding traditional lessons.

The total marks for integration and simulation lessons are to be calculated out of 25.

*The total marks for the course BED 108 shall be calculated out of 50.*

# **BED 109: Teaching Competency II:**

**2 credits (50 marks)**

- a) Technology based teaching:  
(2 lessons) – 50 marks
  
- b) Team teaching  
(2 lessons) – 50 marks
  
- c) Lessons using Models of Teaching  
(2 lessons) – 50 marks

*The total marks for the course BED 109 shall be calculated out of 50.*

# **BED 109: Teaching Competency II:**

**2 credits (50 marks)**

- a) Technology based teaching: (2 lessons)  
– 50 marks**

Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.

# **BED 109: Teaching Competency II:**

2 credits (50 marks)

## **b) Team teaching (2 lessons) – 50 marks**

Student teacher will conduct two lessons based on concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.



# **BED 109: Teaching Competency II:**

**2 credits (50 marks)**

- c) Lessons using Models of Teaching (2 lessons) – 50 marks**

Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching.

*The total marks for the course BED 109 shall be calculated out of 50.*

# Micro-teaching

- Dr. Allen and his group evolved Microteaching in 1963 in America.
- Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills.
- It requires the teacher trainee
  1. to teach a single concept of content
  2. using a specified teaching skill
  3. for a short time
  4. to a very small member of pupils

# Micro teaching...

A method of teacher training/ teaching technique, .

Simplifies the complex teaching process so that the student-teacher can cope with it.

Scaled Down Teaching Encounter

Teaching reduced in Class size, Concept, time and number of pupils.

## Micro-teaching...

- Teaching of a small unit of content to the small group of students (6-10 number) in a small amount of time (5-10 min.)
- To train inexperience student-teachers for acquiring teaching skills.
- To improve the skills of experience teachers.

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# Objectives of Microteaching

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
2. To enable teacher trainees to master a number of teaching skills.
3. To enable teacher trainees to gain confidence in teaching.

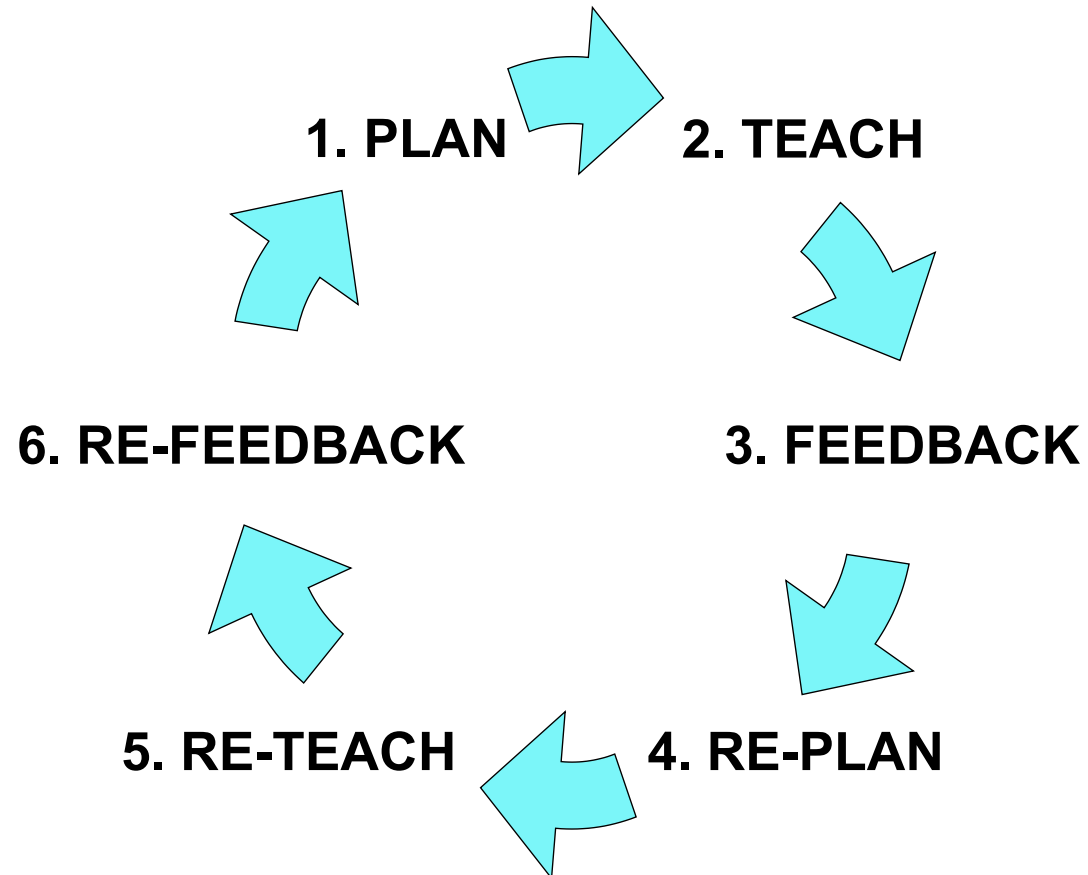
# Micro Teaching Process

- Class size → reduced to about 5-10 pupils.
- Length of the lesson → reduced to about 5-10 minutes.
- Focus → one teaching skill at a time; and not on the content of the lesson.

# Components of Micro Teaching

- The teacher trainee
- Students [5-10]
- Observers [2]
- Supervisor [Teacher Educator - 1]

# Micro Teaching Cycle





# I. Planning

- Selection of a particular skill
- Presentation of a model demonstration lesson- a particular skill
- Observation of the model lesson
- Criticism of the model lesson
- Preparation of the micro lesson plan

## II. Teaching

### OBSERVATION OF TEACHING SKILL

- Peer/college Supervisors
- Ratings based on frequencies
- Can be recorded in a tape recorder or on a videotape

# III. Feedback

- Individual feedback to student teachers.
- Include the tallies and ratings on observation schedule
- Interpretation about the performance.

# Microteaching Setting

<b>1. Time</b>	
<b>a. Teach</b>	5 Minutes
<b>b. Feedback</b>	5 Minutes
<b>c. Re-Plan</b>	20 Minutes
<b>d. Re-Teach</b>	5 Minutes
<b>e. Re-Feedback</b>	5 Minutes
	40 Minutes
<b>2. No. of student teachers in a group</b>	5-10
<b>3. Supervisor</b>	1
<b>4. Feedback by the peer and supervisor</b>	

# Characteristics of Microteaching

1. Duration of teaching as well as number of students are less.
2. Content is divided into smaller units.
3. Only one teaching skill is considered at a time.
4. Provision of immediate feedback.
5. In micro teaching cycle, there is facility of re-planning, re-teaching and re-evaluation.
6. All the faults of the teacher are observed.
7. The problem of discipline can also be controlled.

# Micro Teaching and Traditional Teaching

## Traditional Teaching

1. Class consists of 40 to 60 students.
2. The teacher practices several skills at a time.
3. The duration is 40 to 45 minutes.
4. Immediate feed-back is not available.

## Micro teaching

1. Class consists of a small group of 6 to 10 students.
2. The teacher takes up one skill at a time.
3. Duration of time for teaching is 5 to 7 minutes.
4. There is immediate feed-back.

Contd....

- **Traditional Teaching**

5. **There is no control over situation.**
6. The role of the supervisor is vague ( not clear).
7. **Pattern of classroom interaction cannot be studied.**

## **Micro teaching**

5. **Teaching is carried on under controlled situation.**
6. The role of the supervisor is specific and well defined to improve teaching.
7. **Pattern of classroom interaction can be studied objectively.**

# Skills of Micro teaching Techniques

1. **Set Induction**
2. Illustration
3. **Questioning**
4. Stimulus Variation
5. **Demonstration**
6. Reading
7. **Reinforcement**
8. Narration
9. **Black-board Writing**
10. Closure



# Advantages of Microteaching

1. It focuses on sharpening and developing specific teaching skills and eliminating errors.
2. It enables understanding of behaviours important in class-room teaching.
3. It increases the confidence of the learner teacher.
4. It is a vehicle of continuous training for both beginners and for senior teachers.
5. It provides experts supervision and constructive feedback.

# Summary

- ❖ Microteaching involves presentation of micro lesson
- ❖ Audience....small group of peers.
- ❖ Feedback given by peers role playing as students
- ❖ Participants learn about strengths & weakness in themselves as teachers
- ❖ Plan strategies for improvement in performance

# Lesson Note

- It is a Systematic and detailed plan of teaching prepared by the teacher by considering all the points and sub points of content, teaching, teaching skills and evaluation of the learning of the students.



# MICROTEACHING LESSON NOTE

Lesson No. \_\_\_\_\_

Teach

Re-teach

Roll No. \_\_\_\_\_

Skill \_\_\_\_\_ Date \_\_\_\_\_

Subject \_\_\_\_\_

Previous Knowledge of the Class \_\_\_\_\_

Apparatus \_\_\_\_\_

Matter	Method	Sub Skills
<b>Introduction</b>	(Teachers' activity) -----? -----? (Teachers' activity) -----?	
<b>Statement of Aim:</b> ----- -----		
<b>Presentation</b>	(Teachers' activity) -----? -----? (Teachers' activity) -----?	
Recapitulation Application -----? -----? Home Assignment	-----? -----? (Teachers' activity) (Teachers' activity)	



# BLACK BOARD WORK

Date

Subject

Std. Div.

**Title of the Unit**

Content

Content

Statement Question

Diagrams

Important words- meanings

Figures

Diagrams/ Figures

Solution

Solution

Answers

Answers





Name of the Student Preeti Boob

Subject Mathematics

Previous knowledge of Class The students know to solve equations with one variable.

Apparatus Roll-up board.

Matter	Method	Sub-skill
<u>Preparation:</u>		
Solve: $x + 3 = 5$ $\therefore x - 5 - 3$ $\therefore x = 2$	[The teacher writes an example on the B.B.]	Recalling
This equation has only one variable. Such equations are called equations in one variable.	•What do we have to do in this sum? •How many variables are there in this equation? •Which type of equation is this?	Problem Solving Verbal P L.O
$x + y = 7$ This equation is called equation with two variables.	•How will you solve this example? •How much is $5 - 3$ ? [The teacher writes another equation on the B.B.]	M.O M.O Change in flow
	•How many variables are there in this equation? Which types of equation is this?	L.O M.O
<u>Statement of Aim:</u> So today,	let us study about	Change in flow
equations with two variables.		
<u>Presentation:</u>		
Solve:	[The teacher writes an example on the B.B.]	Problem Solving
Eg: $x + y = 12$ ; $x - y = 8$	•What do we have to do	Verbal P

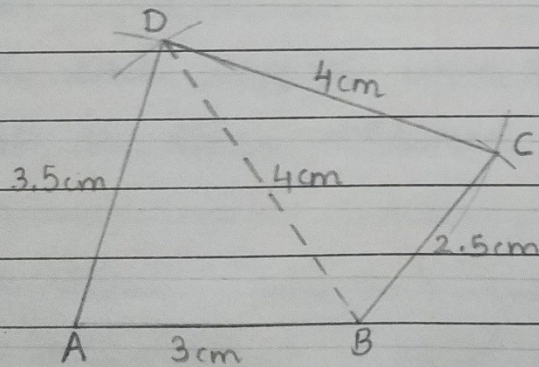
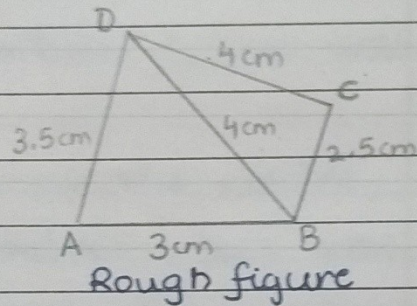
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BLACK - BOARD WORK

Std. VIII Div. B

Mathematics

CONSTRUCTING QUADRILATERALS



STEPS OF CONSTRUCTION:

- 1) Seg AB, measuring 3cm, was drawn.
- 2) With point A as the centre, an arc with radius 3.5cm was drawn.
- 3) Similarly, with point B as the centre, another arc with radius 4cm was drawn intersecting the previous arc at point D.
- 4) Seg AD and seg BD were drawn.
- 5) With point B as the centre, an arc with radius 2.5cm was drawn.

Observation

2/9/05