

**HANDBOOK
ON
SCHOOL EXPERIENCE PROGRAMME (SEP)
Bachelor of Education (B. Ed.)
(2024-25)**



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Convener's Message

School Experience Programme (SEP) plays a vital role in Teacher Education platform. It provides variety of experiences among teacher trainees and addresses issues related to teaching learning process. Through SEP, students achieves mastery over the teaching process and competencies related to school, enjoying diverse experiences. The session involves 123 students in 18 permitted schools in Delhi; 18 regular supervisors (Faculty Members), 21 co-supervisors (Ph.D. Research Scholars) to assess the school experiences and practice teaching of the student teachers.

This book intends to assist the B.Ed. students in planning, supervision, record keeping and evaluation process. The content of the book is generated by consulting our beloved colleagues with the support of our Head & Dean, Department of Education, University of Delhi. Suggestions for future changes are invited.

Dr. Ananthula Raghu
Convener, SEP Committee-2024

Head & Dean's Message

Greetings to you all!

Teacher education courses provide students with the opportunity to participate in an ongoing process of gaining contemporary methods, tools, and skills. September is a time of great enthusiasm for all of us as we get ready for the start of the School Experience program (SEP). This month, we start a new path of student involvement and student teaching in schools. The program is essential to creating an atmosphere among student teachers where creative thinking is valued and transformative learning occurs.

In addition to expressing my gratitude to the contributors of the content included in this book, I would like to thank the SEP committee for bringing this handbook to the attention of B.Ed. student teachers. I encourage every one of you to take this opportunity of contributing to the society by becoming a conscientious teacher through this program. I extend my best wishes to all SEP committee, faculty members, research scholars and student teachers.

Prof. Susmita Lakhyani
Head & Dean
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1.0 Introduction

The teachers are the backbone of the education system. They nurture the students during their sensitive age of learning. Thus, skilled teachers have a positive impact on imparting best skills and knowledge to the students. This is because they are the first source of knowledge and education that have an impact on students' growth and development. However, the education system is transforming over the years with the requirement for teachers to receive adequate and appropriate training. In the 21st century, teachers' training plays a vital role in overall improvement of education system. Efficient teachers training courses can help in developing the teachers' skills of critical thinking, interpersonal skills, problem-solving and communication that are vital in effective teaching. In today's ever-evolving scenario, education and learning plays a pivotal role. It educates our future generation on the ways to adapt to the changes and enhance their capabilities of sustaining in it. An educational institution performs a significant function for providing learning experiences to lead the students. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The idea that the learning process is an ongoing activity and will remain such under NEP 2020 is encouraging for educators. Keep checking back here for updates regarding the NEP teacher training section.

NCTE Notifications on Teacher Education Programmes

- NCTE Gazette Notification Nov, 2014 [Norms and Standards for B.Ed. Appendix 4]
- On Attendance: (2.2.c, pg. 114), 80 %: All Coursework including EPCs and year-round tasks/Assignments, 90 %: School Internship (4+16 Weeks)
- On School Internship: (4.1.iii, pg.116), 4 Weeks in First Year, 16 Weeks in Second Year

2.0 Assignments of Student Teachers in School Experience Programme (SEP)

A 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences will be offered in the first half of the second year (i.e. from August/September to December). Under this programme, students will teach 4 days per week in schools, and the remaining day(s) will be used for course work and consultation with subject specialists. The detailed guidelines for this programme are prepared on the basis of the NCTE course framework. It is expected that under SEP, students will participate in all aspects of school life while focusing on the teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges that teaching children with special needs involves. The student teachers are expected to undertake the following assignments during the School Experience Programme (SEP):

Teaching assignments

The student teachers will be in the school for five days a week from Tuesday to Saturdays for sixteen weeks beginning Tuesday, September 3, 2024. The first week will consist of observation of regular classroom with a regular teacher and getting familiar with the school. Importantly, it is also the time when logistic arrangements regarding class allocations, syllabus apportioning etc. need to be done ensuring each Student teachers gets to teach two different class grades:

For undergraduates you can try to arrange classes such that one class is from upper primary (VI to VIII) and the other from lower secondary (IX to X).

For Post-graduates you have to arrange classes such that one class is definitely from senior secondary level (XI -XII). The other can be decided as per availability.

Minimum numbers to be met as per DSE decision, Department of Education (Dated, August 4, 2023 & adjourned for August 7, 2023)

Particular of Lesson plans to be	Minimum number to be met
Discussed	Minimum 4 at each level (so total 8 in all)
Delivered	Minimum 20 at each level (so total 40 in all)
Supervise	Minimum 10 at each level (so total 20 in all) with following bifurcation: 1. By Regular Supervisor : Minimum 4 at each level (So total 8 in all) 2. By Rotation I Supervisor : Minimum 2 at each level (So total 4 in all) 3. By Rotation II Supervisor : Minimum 2 at each level (So total 4 in all)

School activities

Each student teacher is expected to experience the life at school in totality and take initiatives to conceptualize, participate and conduct various co-curricular activities (based around the morning assembly, sports, class magazine, literary, cultural events) to enrich the school curriculum. This should be done with arrangement with the teachers in the school. The student teacher can also assist in planning and conducting other activities that the regular teachers engage in. Attending at least one parent teacher meeting is compulsory to observe and reflect on the concerns of teachers and parents. Moreover, examination or other school events will be counted as part of student teacher activities in SEP. Student teachers are expected to assist the teachers during these events such as invigilation duty, conduct and organisation of events and so on.

Reflective journal

A reflective journal is a personal record where individuals document their thoughts, observations, and reflections on their experiences. It goes beyond simply noting down events; it involves critical thinking, analysis, and interpretation of experiences.

Peer observation

Each intern is expected to engage in at least 25 peer observations and record their reflection for a fruitful discussion with the supervisor. Student teachers are expected to observe for the full period without disturbing the class in any way. A guideline for the observation is to be developed together by supervisor, co-supervisor and the student teachers. Student teachers are to submit report on peer observation to supervisor.

Project work

Under the guidance of the supervisor and co-supervisor, the intern should do a small project focusing on any component or issues of the school life such as morning assembly, labs, library, discipline, co-curricular activities, and mid-day meals and so on to the supervisor.

Marking Scheme

School Experience Programme (SEP) under Internship carries **300 marks**. These marks can be distributed across different domains of school internship work.

100 marks: To be given by the subject specialist on the basis of planning, use of resources, preparation of teaching aids, etc. These marks will be given in three instalments: 25 after 4 weeks, 25 after 8 weeks, the remaining 50 at the end of the internship programme.

100 marks: To be given by the regular supervisor on the basis of classroom teaching in the same kind of instalments as are mentioned above;

50 marks: to be given by 2 rotational supervisors.

50 marks: to be given by the regular supervisor on the basis of the records (classroom observations, reflective journal, mini projects etc.) maintained by the student.

3.0 Student Teacher and SEP

- **Student Teacher Schedule in the School**

A suggested student teacher schedule in the school during student teacher internship/SEP may be:-

- i. 2 periods/day: Teaching in the assigned class with proper lesson planning;
 - ii. 3 periods/day: Peer observation, co-curricular activities/project work ;
 - iii. 1 period/day: Discussion with supervisor, regular teacher, peers about their teaching;
 - iv. 2 periods/day: Any other responsibility assigned by the school.
- **Stay in School:**
 - i. The student teachers should stay in school during the entire duration of the school timings (since morning assembly till last period).
 - ii. Student teachers are not allowed to teach without lesson plans.
- **Attendance:**
 - i. Student teachers are supposed to mark their attendance in the school register kept with the school principal. Ninety per cent (90%) of attendance is compulsory during the SEP. It is mandatory to perform all the activities listed above.
 - ii. If the intern is unable to attend the school for medical or other unavoidable reasons, they should inform the school time-table in-charge and student coordinator so that they can take care of the class. When the intern returns they should submit an application to the Department regular supervisor.
 - iii. The student coordinator will submit the attendance record for the respective school to the SEP Committee

4.0 Importance of Lesson planning *(Manuscript supported by Dr. Vinod Kumar Kanvaria)*

Lesson planning is a crucial aspect of teaching that plays a significant role in ensuring the effectiveness of the learning process. According to Wiggins and McTighe (2005), "lesson planning is the process of creating a detailed plan for teaching a specific lesson or series of lessons" (p. 12). The importance of lesson planning cannot

be overstated, as it enables teachers to deliver instruction that is focused, coherent, and aligned with the learning objectives.

One of the primary benefits of lesson planning is that it helps teachers to clarify their thinking and prioritize their instructional goals (Tomlinson, 2001). By planning their lessons, teachers can identify the key concepts and skills that they want their students to learn, and develop strategies for teaching and assessing those skills. This, in turn, enables teachers to create a clear and focused instructional plan that is tailored to the needs of their students.

In recent years, there has been an increased focus on the use of technology in lesson planning (Knezek & Christensen, 2016; Kanvaria, 2014). According to Knezek and Christensen, "technology can be used to support the planning process by providing teachers with access to digital resources and tools" (p. 23). This can help teachers to streamline their planning process and make it more efficient.

Lesson planning also enables teachers to differentiate instruction and cater to the diverse needs of their students (Tomlinson, 2001). By planning their lessons, teachers can identify areas where students may need additional support or enrichment, and develop strategies for providing that support. This helps to ensure that all students have the opportunity to learn and succeed, regardless of their abilities or learning styles.

Lesson planning helps teachers to manage their time and resources more effectively (Wiggins & McTighe, 2005). By planning their lessons, teachers can identify the materials and resources that they need to deliver instruction, and make sure that they have everything they need before the lesson begins. This helps to minimize disruptions and ensure that the lesson runs smoothly.

Additionally, research has shown that collaborative lesson planning can be an effective way to improve teacher practice and student learning (Garet et al., 2011). According to Garet et al., "collaborative planning can help teachers to develop a shared understanding of the curriculum and instructional strategies" (p.

17). This can lead to more effective instruction and better student outcomes.

Lesson planning can also be used to promote social-emotional learning (SEL) in the classroom (Durlak et al., 2011). According to Durlak et al., "lesson planning can be used to promote SEL by incorporating activities and strategies that support students' social and emotional development" (p. 15). This can help to improve students' academic performance and overall well-being.

Furthermore, lesson planning enables teachers to assess student learning and adjust their instruction accordingly (Stiggins, 2001). By planning their lessons, teachers can identify the learning objectives and outcomes that they want their students to achieve, and develop strategies for assessing student progress. This helps teachers to identify areas where students may need additional support, and make adjustments to their instruction to meet those needs.

Research has also shown that lesson planning can be used to promote cultural responsiveness and diversity in the classroom (Gay, 2018). According to Gay, "lesson planning can be used to promote cultural responsiveness by incorporating diverse perspectives and experiences into the curriculum" (p. 20). This can help to create a more inclusive and equitable learning environment for all students.

Moreover, research has shown that effective lesson planning can have a positive impact on student achievement (Marzano, 2010). According to Marzano, "well-designed lessons are more likely to result in student learning than poorly designed lessons" (p. 15). This highlights the importance of taking the time to plan lessons carefully and thoughtfully.

Lesson planning can also play a critical role in promoting teacher reflection and professional growth (Hiebert & Morris, 2013). According to Hiebert and Morris, "lesson planning can provide teachers with opportunities to reflect on their practice and identify areas for improvement" (p. 12). This can help teachers to refine their instructional strategies and improve their practice over time.

Recent studies have shown that lesson planning can be adapted to meet the needs of diverse learners, including students with disabilities (Bui et al., 2020). According to Bui et al., "lesson planning can be tailored to meet the needs of students with disabilities by incorporating Universal Design for Learning (UDL) principles" (p. 15). This can help to ensure that all students have access to high-quality instruction and can succeed in the classroom. Research has shown that lesson planning can be an effective way to promote teacher-student relationships and improve student outcomes (Hamre & Pianta, 2001). According to Hamre and Pianta, "lesson planning can be used to promote teacher-student relationships by incorporating activities and strategies that support positive interactions and relationships" (p. 12). This can help to create a more positive and supportive learning environment for all students.

Finally, research has shown that lesson planning can be an effective way to promote student engagement and motivation (Fredricks et al., 2016). According to Fredricks et al., "well-designed lessons can help to promote student engagement and motivation by providing students with opportunities to take an active role in their learning" (p. 20). This can lead to better student outcomes and a more positive learning environment.

Lesson planning can also be used to promote teacher professional development and growth (Guskey, 2014). According to Guskey, "lesson planning can be used to promote teacher professional development by providing opportunities for teachers to reflect on their practice and identify areas for improvement" (p. 15). This can help to improve teacher effectiveness and overall student outcomes. In conclusion, lesson planning is a critical aspect of teaching that plays a significant role in ensuring the effectiveness of the learning process. By planning their lessons, teachers can clarify their thinking, prioritize their instructional goals, differentiate instruction, manage their time and resources, assess student learning, and reflect on their practice. Additionally, lesson planning can be used to promote cultural responsiveness, social-emotional

learning, teacher-student relationships, and teacher professional development. As Wiggins and McTighe (2005) note, "lesson planning is not just a necessary evil, but a vital part of the teaching process" (p. 12).

Different Styles of Lesson Plan Preparation

Lesson planning is a crucial aspect of teaching that plays a significant role in ensuring the effectiveness of the learning process. There are various styles of lesson plan preparation that teachers can use to create engaging and effective lessons. Here are some of the most common styles:

1. Backward Design: This style of lesson planning involves starting with the end goal in mind and working backward to create a plan that will help students achieve that goal (Wiggins & McTighe, 2005). This approach involves identifying the learning objectives, determining the assessment methods, and then designing the instructional activities.

2. Universal Design for Learning (UDL): This style of lesson planning involves designing lessons that are accessible and engaging for all students, regardless of their abilities or learning styles (Meyer et al., 2014). UDL involves providing multiple means of representation, expression, and engagement to help students learn.

3. Project-Based Learning (PBL): This style of lesson planning involves designing lessons around real-world projects that require students to apply what they have learned (Buck Institute for Education, 2018). PBL involves providing students with a driving question or problem to solve, and then guiding them through the process of researching, designing, and implementing a solution.

4. Flipped Classroom: This style of lesson planning involves reversing the traditional lecture-homework format by delivering instruction at home and doing activities in the classroom (Hamdan et al., 2013). This approach involves creating video lectures or other instructional materials that students can access at home, and then using class time for activities and discussions.

5. Problem-Based Learning (PBL): This style of lesson planning involves designing lessons around real-world problems that require students to apply what they have learned (Hmelo-Silver, 2004). PBL involves providing students with a problem to solve, and then guiding them through the process of researching, designing, and implementing a solution.

6. Differentiated Instruction: This style of lesson planning involves designing lessons that cater to the diverse needs of students (Tomlinson, 2001). Differentiated instruction involves providing multiple learning paths, using technology, and incorporating student choice to help students learn.

7. Technology-Enhanced Lesson Planning: This style of lesson planning involves using technology to enhance the learning process (Knezek & Christensen, 2016; Kanvaria & Duber, 2022). Technology-enhanced lesson planning involves using digital tools, such as learning management systems, educational apps, and multimedia resources, to support instruction.

In conclusion, there are various styles of lesson plan preparation that teachers can use to create engaging and effective lessons. By using these styles, teachers can cater to the diverse needs of their students, promote student engagement and motivation, and improve student outcomes.

Some Popular Lesson Plan Formats

1. Madeline Hunter Lesson Plan Format: This format involves a detailed, step-by-step approach to lesson planning, including a clear objective, materials, introduction, direct instruction, guided practice, independent practice, and assessment (Hunter, 1982).

Source: Hunter, M. (1982). Mastery teaching. TIP Publications.

2. Backward Design Lesson Plan Format: This format involves starting with the end goal in mind and working backward to create a plan that will help students achieve that goal (Wiggins & McTighe, 2005). *Source: Wiggins, G., & McTighe, J. (2005). Understanding by design. Association for Supervision and Curriculum Development.*

3. Universal Design for Learning (UDL) Lesson Plan Format:

This format involves designing lessons that are accessible and engaging for all students, regardless of their abilities or learning styles (Meyer et al., 2014). *Source: Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.*

4. Project-Based Learning (PBL) Lesson Plan Format:

This format involves designing lessons around real-world projects that require students to apply what they have learned (Buck Institute for Education, 2018). *Source: Buck Institute for Education. (2018). Project-based learning. Retrieved from https://www.bie.org/about/what_pbl*

5. Flipped Classroom Lesson Plan Format:

This format involves reversing the traditional lecture-homework format by delivering instruction at home and doing activities in the classroom (Hamdan et al., 2013).

Source: Hamdan, N., McKnight, P., & McKnight, K. (2013). The flipped classroom model: A literature review. Journal of Educational Technology Development and Exchange, 5(1), 1-23.

6. Differentiated Instruction Lesson Plan Format:

This format involves designing lessons that cater to the diverse needs of students, including different learning styles, abilities, and interests (Tomlinson, 2001). *Source: Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. Association for Supervision and Curriculum Development.*

7. Technology-Enhanced Lesson Plan Format:

This format involves using technology to enhance the learning process, including digital tools, educational apps, and multimedia resources (Knezek & Christensen, 2016). *Source: Knezek, G. A., & Christensen, C. (2016). Technology integration in the classroom: A review of the literature. Journal of Educational Computing Research, 54(4), 419-433.*

8. 5E Lesson Plan Format:

This format involves a five-stage approach to lesson planning, including engagement, exploration, explanation, elaboration, and evaluation (Bybee et al., 2006).

Source: Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., & Powell, J. C. (2006). The BSCS 5E instructional model: Origins, effectiveness, and applications. Journal of Science Education and Technology, 15(2), 133-145.

9. Gagne's 9 Events of Instruction Lesson Plan Format: This format involves a nine-stage approach to lesson planning, including gaining attention, informing learners of objectives, stimulating recall of prior learning, presenting new information, providing guidance for learner participation, eliciting performance, providing feedback, assessing the performance, and enhancing retention and transfer (Gagne, 1985).

Source: Gagne, R. M. (1985). The conditions of learning and theory of instruction. Holt, Rinehart and Winston.

10. ADDIE Lesson Plan Format: This format involves a five-stage approach to lesson planning, including analysis, design, development, implementation, and evaluation (Morrison et al., 2013). *Source: Morrison, G. R., Ross, S. M., & Kemp, J. E. (2013). Designing effective instruction. John Wiley & Sons.*

(Please see appendices-2 for lesson plan formats)

5.0 **Teaching Learning Materials** (*Manuscript supported by Prof. Guarav Rao*)

Teaching-learning materials (TLMs) are resources used by educators to facilitate and enhance the teaching-learning process. They are vital for creating an engaging and effective educational environment. The importance of Teaching-Learning Materials (TLMs) in education cannot be overstated. These materials serve as fundamental tools in the educational process, significantly enhancing the effectiveness of teaching and learning.

Importance of Teaching Learning Material

Teaching-learning materials (TLMs) are indispensable tools in the educational process. They enhance the delivery and understanding of content, engage students, accommodate diverse learning styles, and foster critical thinking and creativity. By supporting teachers in delivering effective instruction and enabling students to achieve their full

potential, TLMs contribute significantly to the quality of education. The vitality of the TLMs can be understood under the following heads.

1. Facilitating Better Understanding
2. Enhancing Student Engagement
3. Supporting Diverse Learning Styles
4. Reinforcing Learning and Retention
5. Promoting Independent Learning
6. Encouraging Critical Thinking and Problem Solving
7. Improving Teaching Efficiency
8. Building Confidence in Students
9. Fostering Creativity and Innovation
10. Ensuring Inclusive Education

Different kinds of TLM

Teaching-learning materials (TLMs) are diverse and can be categorized based on their nature, function, and mode of delivery. These materials are essential tools that educators use to support and enhance the learning process. The wide variety of TLMs available today allows educators to create rich, engaging, and effective learning experiences tailored to their students' needs. By strategically selecting and using these materials, you can address diverse learning styles, foster active participation, and ultimately improve educational outcomes.

- Print-Based Materials- *Textbooks, Workbooks, Reference Books, Journals and Magazines: Subject-specific, Handouts, Flashcards.*
- Visual Materials- *Charts and Posters, Diagrams and graphs, Maps, Photographs and Illustrations.*
- Audio-Visual Materials- *Videos and Films, Audio Recordings, Slide Presentations, Interactive Whiteboards.*
- Digital and Online Resources- *E-Books, Online Courses and Tutorials, Websites and Databases, Simulations and Virtual Labs: Interactive*
- Manipulatives and Hands-On Materials- *Models, Laboratory Equipment, Mathematical Manipulatives, Craft Supplies.*

- Real-Life Materials- *Natural Objects, Cultural Artifacts, Everyday Objects.*
- Interactive and Experiential Learning Tools-*Role-Playing and Dramatization Materials, Games and Puzzles, Field Trips and Excursions.*
- Technological Tools- *Computers and Tablets, Projectors and Smartboards, Augmented Reality (AR) and Virtual Reality (VR)*
- Assessment Materials- *Quizzes and Tests, Rubrics, Portfolios*
- Collaborative and Group Learning Materials-*Group Projects and Collaborative Tools, Peer Review Materials*

Use and appropriateness of TLM

When TLMs are well-chosen and effectively integrated into the curriculum, they can significantly enhance the quality of education, leading to better student outcomes and a more engaging learning experience. Let's outline the key considerations for the use and appropriateness of TLMs:

- Alignment with Learning Objectives
- Consideration of Students' Learning Styles
- Age and Developmental Appropriateness
- Cultural Sensitivity and Inclusivity
- Engagement and Motivation
- Accessibility
- Cost-Effectiveness and Availability
- Technology Integration
- Adaptability and Flexibility
- Feedback and Assessment

6.0 Class room Assessment and NEP 2020 (Dr. Ananthula Raghu)

Since the primary concern is learning quality, NEP-2020 envisions a significant change in the way we educate. It places more of an emphasis on developing 21st century competencies and skills. Thus, it becomes crucial to change assessment methods for the benefit of student development.

Assessments for Holistic Student Development- Regular, formative, and competency-based, Holistic student development, Mastery of higher-

order skills, Cognitive ability building for real-world challenges, Continuous monitoring and optimization of learning

360-Degree Multidimensional Progress Card- The progress card will be a holistic, 360-degree, multidimensional report that reflects the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and the progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. It will also be accompanied by parent-teacher meetings in order to actively involve parents in their children's learning journey.

Assessment Methods- NEP 2020 suggests distinct assessment methods that nurture students' overall development, encourage critical thinking, and prepare them for the challenges of the 21st century. The various assessment methods are Self and peer assessment: Reflect on student progress and feedback from their peers, Project & inquiry-based learning: Apply knowledge and skills in real-world contexts, quizzes, role plays, group work, and portfolios: Showcase students' learning, problem-solving abilities, and creativity skills, Teacher assessments: Students' academic achievements and social-emotional development.

AI for Student Growth Tracking- Collect and analyze data related to the student learning journey, continuously monitors and captures academic achievements, strengths, areas of improvement, learning patterns, and student engagement levels, identify trends and patterns in students' progress over time, Educators and parents provide personalized learning support based on the learning gaps, identify potential career paths aligned with the student's strengths and aspirations.

Redesigning Board Exams- NEP 2020 aims at re-structuring board exams with a few amendments such as A deeper understanding of subjects promotes holistic development, Flexibility in choosing the subject of their interests, Tests primarily core capacities/ competencies rather than content memorization, Best of two attempts: One for the main exam and the other for improvement, The mode of exams will be annual/semester/modular, which reduces pressure on students,

Redesigning of question papers in two parts: one is objective with MCQ, and the other is descriptive.

PARAKH- NCERT Guidelines in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), and National Assessment Centre PARAKH, Annual exams for grades 3, 5, and 8 to test basic learning outcomes, higher-order skills, and application of knowledge in real-world contexts, PARAKH sets guidelines, norms, and standards for analyzing student learning outcomes, PARAKH encourages schools to adopt new assessment patterns of the 21st century, National Testing Agency (NTA) guidelines help universities to streamline their admission processes, Subject-specific knowledge helps students to make optimal career choices, Helps schools to improve the quality of education delivered.

7.0 Peer observation (*manuscript supported by Dr. Meenakshi Ingole*)

Peer observation of teaching is a collaborative model of professional learning in which a teacher observes a colleague/peer teach and reflects on what they have seen. They then engage in collegial conversations to provide the observed teacher with constructive feedback on their practice, and discuss ways in which teaching and learning can be enhanced. The peer observation of teaching is an integral part of teachers' professional development. Peer observation supports the observed teacher to enhance their students' learning through reflective practice, engage in professional learning to improve teaching, gain feedback on significant teaching or course changes, gather evidence of teaching quality to support career progression and help to create a community around teaching and learning.

Peer observation is important because it supports teachers' continuing professional development, draws on social cognitive theory, which suggests that people learn when observing others and participating in social environments, enables observing teachers to build on their current knowledge base by learning new strategies and applications for pedagogy, and then adapting them within the framework of their own teaching methods and teaching styles, allows observee teachers to share

and demonstrate their expertise within the context of their classrooms, and gain valuable feedback and ideas, and promotes reflective practice.

(Please see appendix-1A & 1B)

8.0 Reflective Journal *(manuscript supported by Dr. Geeta Rai)*

Reflective journal serves as a bridge between theory and practice, allowing future educators to critically examine their experiences, thoughts, and learning processes. In the context of B.Ed. program, a reflective journal typically includes reflections on teaching experiences, classroom interactions, observations of students, and insights gained from coursework and practical activities. It provides a deeper understanding of their teaching practices, enhance their pedagogical skills, and cultivate a reflective mindset essential for lifelong learning and continuous professional improvement. Reflection encourages students to pause and think about what they have learned, how they have learned it, and how they can apply this knowledge in future teaching scenarios. It is a space for self-expression, self-assessment, and professional development, allowing student-teachers to connect theory to practice, identify areas for improvement, and celebrate successes.

Writing Reflective Journal Effectively

Writing a reflective journal can be an enriching process, offering a structured way to think deeply about your experiences and connect them to broader concepts or future actions. In a reflective journal, you ask yourself questions like: What happened? How did it affect me? What did I learn from it? How can I apply this learning in the future? This process requires honesty, openness, and a willingness to learn from both positive and negative experiences.

Steps to Write a Reflective Journal

- Choose a focus or prompt
- Describe the experience
- Reflect on your thoughts and feelings
- Analyze the experience
- Draw conclusions and identify learning
- Plan for future actions

(Please see Reflective Journal Templates in Appendix-3)

9.0 Mini School Project *(Manuscript supported by Dr. Rakesh Kumar)*

The Mini School Project is a significant component of the B.Ed. curriculum, designed to provide prospective teachers with hands-on experience in the real-world school environment. It serves as a small-scale version of the larger educational system, enabling student-teachers to apply theoretical knowledge, develop practical skills, and reflect on their teaching practices. Based on the above discussion we can draw importance of the Mini School Project as follows:

1. Experiential Learning
2. Skill Development
3. Reflective Practice
4. Collaboration and Teamwork
5. Understanding the School Ecosystem
6. Innovation in Teaching
7. Confidence Building

Some suggested area under School Mini Project

- School Timetable Design and Management
- Science Lab Setup and Utilization
- Mathematics Lab Development
- History Resource Room Creation
- Geography Resource Room Development
- Language Lab Implementation
- Computer-Assisted Learning and ICT Facilities
- Happiness Curriculum Implementation
- Morning Assembly Planning and Execution
- Co-Curricular Activities Management
- Celebration of National Days and Festivals
- Library Management and Promotion of Reading
- Physical Education and Sports Programs
- Environmental Education and School Eco-Club
- Special Education Needs (SEN) Resource Room
- School Library Digitalization
- School Health and Wellness Program
- Career Counselling and Guidance
- Disaster Management Preparedness in Schools

- Student Leadership and Governance
- Inclusive Education Practices
- School-Community Partnerships
- Bullying Prevention and Safe School Environment
- After-School Programs and Extracurricular Activities
- Library Reading Programs
- School Gardens and Green Initiatives
- Digital Citizenship and Online Safety Education
- School Canteen Nutrition Improvement
- Parent-Teacher Association (PTA) Involvement
- Classroom Assessment and Examination
- Student Attendance Monitoring and Improvement

(Please see Appendix-4 for School Mini Project Templates)

10.0 Supervisors/ co supervisors as mentors in SEP

- While student teachers are teaching, pay attention to them in the classroom.
- Add comments to the lesson plan record.
- Assist trainee teachers in planning the lesson, planning and procuring teaching aids.
- Provide ongoing feedback to student teachers so they can continue to improve their teaching and other school-related activities.
- Assistance with school assignments, thoughtful journal writing, and peer observation mentoring.
- Call a meeting with the subject specialist, student teachers, and students to go over their progress, challenges, and experiences.

11.0 List of Schools – Assigned for SEP 2024

S. No	Name of the school & Address
Cluster-1	
1	SKV Nehru Vihar, Delhi -110054 (Principal Mobile. 9818123137) Near Viswa Vidhyalay Metro
2	SBV TIMARPUR BUDH BAZAR TIMARPUR PRINCIPAL:9811140825 Near Viswa Vidhyalay Metro
3	SARVODHAY KANYA VIDHYALAYA- TIMARPUR (School ID:1207034) PRINCIPAL:9899700767 Ladmark: Opposite to Balak Ram Hospital Busstand Near Viswa Vidhyalay Metro
Cluster-2	
4	Virendra public school Tirmar pur road Principal mob. 9013313663 Near Viswavidhyalay Metro
5	Delhi University Social Centre co-education. School, Delhi-110007 Principal mob. 9871278206 Near Viswavidhyalay metro
6	CIE-Experimental Basic School, Dept. of Education, 33 chatra Marg, CIE (Pricipal Mob. 9650110521) Near Viswavidhyalay Metro
Cluster-3	
7	SKV Vijaynagar, Delhi-09 D Block Single story Vijaynagar Principal Mobile. 9899747465 Near GTB Metro
8	Govt. Co.edu. SSS No.1. Roop Nagar (1207039) (Principal 9868720344) Near GTB metro
9	Govt. Girls Sr. Secondary School, Roop Nagar No. 03 Delhi-07 (Principal 9899443104) (Near GTB metro)

Cluster-4	
10	SKV MAGAZINE ROAD (1107112) Near Majnu Tila Principal-9650493670 Near Vidhan sabha Metro
11	RPVV/DBRA SOSE RAJNIWAS MARG, DELHI -54 Principal. Mob: 9810617468 Near Kasmiri gate metro/ Civillines metro
12	GGSSS-Nicholson Road Delhi-11006 Principal : 8447148938 Near Kashmeeri gate metro
Cluster-5	
13	Sahed bhai Balmukund Sarvodaya vidhyalay- shankaracharya marg, Delhi (1207008) Office. 011-23972122 Mobile: 9811848566 Near Civil lines metro
14	KIIT World School, Pitampura Principal 8800880081 Delhi 110034 Near Pitampura Metro
15	RSKV West Vinod nagar, Delhi-92 Near mangalam hospital Principal-9911596868 Delhi 110092 Near East Vinodnagar metro (pink)
Cluster-6	
16	Bhai Biba singh Khalsa Senior Secondary School, Motinagar Principal 9013041031 Delhi-110015 Near Motinagar Metro
17	Govt. Girls. Sen. Secondary School No.1, Tagore Garden Near Tagore Garden Metro Principal 9811125651
18	Government co-education, Sr. Secondry School-Dwaraka Near Dwaraka sector-2 metro Principal- 9871290545 Delhi-110075

List of Clustering Schools for Supervision & Monitoring of SEP -2024

Cluster Schools	Name of the school	Name of the school	Name of the school
Cluster-1 Schools	1) SKV Nehru Vihar	2) SBV Timarpur	3) Sarvodaya Kanaya Timarpur
Cluster-2 Schools	4) Virendra Public school	5) Delhi University Social Centre co-edu school	6) CIE Basic Experiment school
Cluster-3 Schools	7) SKV Vijaynagar Delhi	8) Govt. Co.edu. SSS No.1Roop Nagar.	9) Govt. Girls Sr. Secondary School, Roop Nagar No. 03
Cluster-4 Schools	10) SKV Magazine Road	11) RPVV/DBRA SOSE Rajniwas	12) GGSSS Nicholson Road
Cluster-5 Schools	13) Sahed Bhai Balmukund civil line	14) KIIT World School Pitampura	15) RSKV West Vinod nagar, Delhi-92.
Cluster-6 Schools	16) Bhai Biba Singh khasla, motinagar	17) GGSSS NO-1 Tagore Garden	18) Govt. Co.edu., Senior secondary School. Dwarka Sector-2

12.0 SEP-schedule 2024-25



Department of Education
University of Delhi
Delhi- 110007



School Experience Programme (SEP)
B.Ed. (II Year) Schedule: 2024-2025

Month/Day	Tuesday	Wednesday	Thursday	Friday	Saturday
August	27-31 SEP Orientation Programme in CIE				
September	03	04	05	06	07
	10	11	12	13	14 (SS)
	17	18	19	20	21
	24	25	26	27	28
October	01	02 (Gandhi Jayanti)	03	04	05
	08	09	10	11	12 (Dussehra)
	15	16	17 (Maharshi Valmiki B.Day)	18	19
	22	23	24	25	26
	29	30	31 (Diwali)		
November				01	02 (Govardhan Puja)
	05	06	07 (Chhat Puja)	08	09 (SS)
	12 (R-I)	13 (R-I)	14 (R-I)	15 (Guru Nanak B.Day)	16 (R-I)
	19	20	21	22	23
	26	27	28	29	30
December	03	04	05	06	07
	10 (R-II)	11 (R-II)	12 (R-II)	13 (R-II)	14 (SS)
	17	18	19 (CIE Foundation Day)	20	21
	24	25 (Christmas)	26	27	28
	30	31			

Non-School days, students to report to CIE

SS : Second Saturday
R-I : Rotation Supervision-I
R-II : Rotation Supervision-II

S/d-
SEP Committee: 2024-2025

13.0

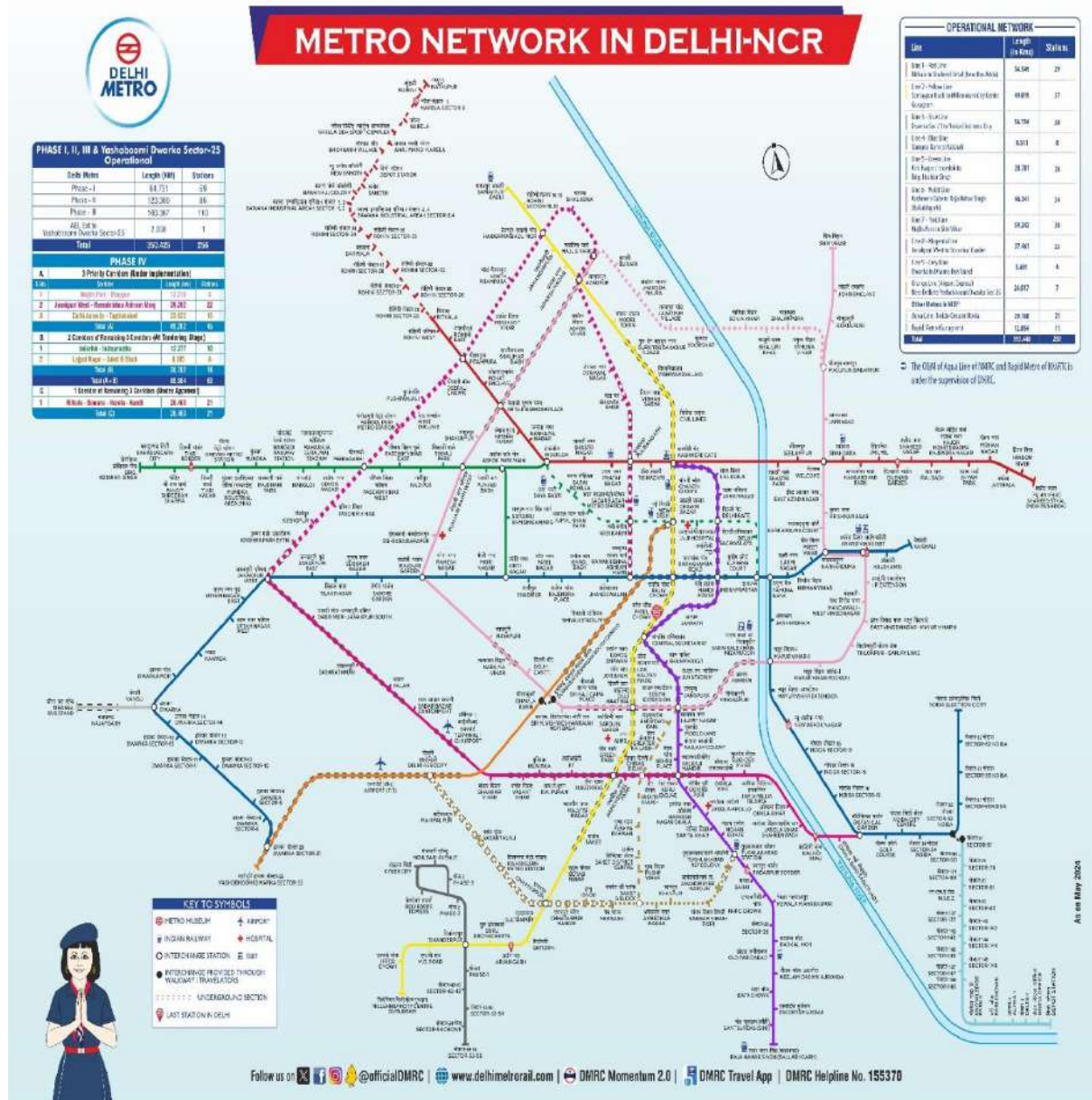
13.0.Orientation Schedule for SEP students-2024

Tuesday, August 27, 2024, Conference Hall (First Floor)		
Time	Focus Area	Resource Person
10.00-11.00 am	School Experience Programme: Rationale, Norms and Mandates	SEP Committee
11.00-11.15am	Bio-Break	
11.15-12.30pm	The Joy of being a teacher	Prof. N. Ranganathan
12.30-1.15 pm	Peer observation	Dr Meenakshi Ingole
1.15-2.15 pm	Lunch	
2.15 -3.00 pm	Classroom as Socio-Emotional space	Dr. Mahima
3.00 – 4 00pm	Class room Assessment in the light of NEP 2020	Dr. Ananthula Raghu
Wednesday, August 28, 2024, Conference Hall (First Floor)		
10.00-11.00 am	Reflection on classroom management	Dr. Rakesh
11.00-11.15am	Bio-Break	
11.15-12.30pm	Classroom Diversity	Prof. Vandana Saxena
12.30-1.15 pm	SEP Assignments	Prof. Neera Narang
1.15-2.15 pm	Lunch	
2.15 -3.00 pm	Lesson planning	Dr. Vinod Kumar Kanvaria
3.00 – 4 00pm	Happiness Curriculum and Teacher	Prof. D. Parimala

Thursday, August 29, 2024, Conference Hall (First Floor)		
10.00-11.00 am	Teaching Learning Material	Prof Gaurav Rao
11.00-11.15am	Bio-Break	
11.15-12.30pm	Reflective Journal	Dr. Latika Gupta
12.30-1.15 pm	Using Technology for facilitating Learning	Dr. Subhash Chander
1.15-2.15 pm	Lunch	
2.15 -3.00 pm	Address by Head & Dean / Art, Aesthetics, and Education	Prof. Susmita Lakhyani
3.00 – 4 00pm	Co-curricular Activities in Schools	Prof. Ajit Kumar Bohet & Team
Friday, August 30, 2024 Conference Hall (First Floor)		
10.00-11.00 am	Classroom as a constitutional and critical space	Prof. Ashish Ranjan
11.00-11.15am	Bio-Break	
11.15-12.30pm	Becoming a teacher : Some pedagogic considerations	Prof. Alka Behari
12.30-1.15 pm	Modifications and accommodations for students with special needs	Dr. Rajendra Prasad
1.15-2.15 pm	Lunch Break	
2.15 -3.00 pm	Universal design for learning inclusive Evaluation for students with special needs	Prof. Rajani Ranjan Singh
3.00 – 4 00pm	Interaction with co supervisors, Consolidation & Way Forward	SEP Committee

14.0 Delhi Metro Network map

The map of Delhi Metro train NCR connection is shown in Figure-2.
 ((Source: https://www.delhimetrorail.com/network_map)



15.0 Conclusion

The quality of its citizens determines the quality of the nation. The quality of a citizen is dependent upon the quality of their education, which is more dependent upon the quality of their teachers. Teacher education is a significant investment. We ensure School Experience Programme (SEP) as a part of Teacher Training would definitely enhance their competencies and fill the joyful experiences. We take the opportunity to acknowledge the contributions of Head & Dean, Faculty members, staff, PhD scholars, School Authorities of Delhi and all those who supported in the programme.

Dr. Ananthula Raghu, Dr. Geeta Rai & Dr. Dipi Pathak
(SEP Committee, 2024-25, Department of Education, University of
Delhi)

Appendices

Appendix-1A

Observation Schedules for Supervisors/ Trainees

(Source: <https://www.isu.edu/media/libraries/college-of-technology/pdfs/faculty-staff-docs/ClassroomObservationForm.doc>)

Classroom Observation Form

Student Teacher's Name _____

Course _____

Peer/Observer: _____

Date and Time _____

Subject: _____

School _____

Component	Description/Comments
<p>1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>	
<p>2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)</p>	
<p>3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	

Component	Description/Comments
<p>4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	
<p>5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	
<p>6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	
<p>7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-</p>	

Component	Description/Comments
threatening, pro-active learning environment)	
8. ASSISTANCE TO STUDENTS (assists students with academic problems)	
9. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

**Appendix-1B (Compiled by Dr. Meenakshi Ingole)
Peer Observation Pro-forma for SEP**

Pupil Teacher Name:

Class:

Pedagogy:

Subject:

Topic:

Teaching Principle	Examples of this principle	Needs Improvement	Fair	Good	Better	Best
I: Deliberate and intentional planning	<ul style="list-style-type: none"> ● Aligns learning outcomes, assessments, and activities ● Resources are commensurate with the level and expectations of the subject and topic ● Plans learning opportunities for students that meet the learning needs of all students ● Identifies possible barriers to learning and student success and includes strategies to reduce them ● Includes resources that provide different perspectives 					
II: Construction of knowledge	<ul style="list-style-type: none"> ● Creates opportunities for students to build knowledge by developing key ideas and concepts ● Identifies misconceptions and errors and finds alternative explanations 					

	<ul style="list-style-type: none"> • Connects new to prior knowledge • Scaffolds learning 					
III: Active engagement and exploration in learning	<ul style="list-style-type: none"> • Provide opportunities for students to use the knowledge they are building • Allows students to question as well as be questioned • Encourages activities like explaining ideas, predicting results, constructing arguments based on evidence • Provides opportunities for students to think deeply about knowledge. • Provides opportunities for students to explore important concepts/skills 					
IV: Relevance to disciplinary experiences	<ul style="list-style-type: none"> • Appropriate teaching method use • Questions posed that encourage • critical thinking and discussion • Subject Matter and Sequence 					
V: Use of assessment data and feedback to support student learning	<ul style="list-style-type: none"> • Develops a innovative/ creative methods to assess learning outcomes • Supports student success through use of 					

and inform instruction	<p>feedback/reinforce ment to assist successful student learning, comprehension, and demonstration of command of material.</p> <ul style="list-style-type: none"> ● Allows students to give feedback and reflection 					
VI: Shared responsibility for learning	<ul style="list-style-type: none"> ● Instructors adjust their roles in the classroom depending on learning outcomes (knowledge giver, advisor, facilitator, guide) ● Clearly communicates student expectations and support the attainment of those expectations 					
VII: Classroom Interaction	<ul style="list-style-type: none"> ● Uses pedagogies that support learners engagement ● Discussions in small groups to learn from each other ● Working inclusively with students to be aware of and appreciate different points of view ● Use of appropriate instructional materials and resources 					

	<ul style="list-style-type: none"> • Appropriate teaching method use and Technology Integration 					
<p>VIII. Establish and support a class climate that fosters belonging for all students</p>	<ul style="list-style-type: none"> • Establishes guidelines for productive and respectful community/class engagement • Provides multiple ways to establish rapport with their students • Provides opportunities for students to see themselves in the discipline • Allows time for students to socially connect with teacher- students & student-student 					

Key points from pre-observation discussion:

What I observed ...

Examples of good practice include ...

Areas for development/ discussion include...

Date

Signature of Pupil Teacher

Signature of the Internal Supervisor

Appendix-2

(Compiled by Dr. Vinod Kumar Kanvaria)

Unit Plan and Lesson Plan Format by RIE (NCERT), Ajmer

(Source: *Lesson Plan Note Book by RIE (NCERT), Ajmer*)

Unit Plan

Class: _____ **Subject:** _____

Unit: _____ **No. of Periods:** _____

General Objectives:

1. _____
2. _____
3. _____

Transactional Strategies/Methods of Teaching:

1. _____
2. _____
3. _____

Lesson No	Topic	Teaching Point/Concept	Teaching Aids
1.			
2.			
3			
4.			
5			

References/Resource Material

1. _____
2. _____
3. _____

Test Items

1. _____
2. _____
3. _____

Format of Lesson Plan

Lesson Plan No.

Subject:

Period:

Class & Section:

Date:

Topic:

Unit/Chapter:

Duration:

- **Learning Outcome(s)**
- **Learning Objectives**
- **Content Organization (concept mapping, graphic organizer, mind mapping)**
- **Learning Resources:** (such as lab equipment/ resource book/ ICT tools/ Charts/ maps/ Globe/ model/etc.)
- **Method(s) to facilitate Learning:** Child-centered pedagogy, cooperative-collaborative method facilitating to achieve learning outcomes etc.
- **Introduction of topic:** Previous/Pre-requisite Knowledge of learners based on their experiences/ observation. Initiation with questioning, brain storming, puzzles, creating /presenting thought provoking situation etc.
- **Presentation of lesson:**

Pedagogical Process/ Strategies	Classroom Interaction/ Activities	Learning Outcome(s)
Pedagogical process needs to make suitable resources available in order to initiate and involve learners in teaching-learning process. Furthermore, it enables pupil-teacher to make learners engage with suitable activities such as group work, role play, peer-work, brain storming, observation etc.	Demonstration, experiment, Scientific inquiry, meta cognition, exploration, observation, discussion, analysis, explanation, calculation, promoting critical thinking, use of interactive board/ smart board/ electronic gadgets, graphical presentation, field activity etc.,	Skill/competencies learnt by the learners as a result of classroom teaching-learning process (Please refer to Learning Outcomes document with reference to subject and class as mentioned therein)

- **Going beyond the classroom:** conclusion of lesson in such a way that learners are exposed to learning linked with real life situations.
- **Assessment:** Assessment is an integral part to teaching-learning process such as questioning, participation, performing lab skills/activity, Self assessment, peer assessment etc. However, assignment can be given at the conclusion of the lesson related to the skills and competencies of the topic concerned.
- **References:** Text and web references.

Some Other Lesson Plan Formats
(Sources: Various resources, to be used for educational purposes only)

LESSON PLAN

Grade:	Subject:	Date:
Topic:	Lesson #	
Lesson Focus and Goals:		
Materials Needed:	Learning Objectives:	
Structure / Activity:		
Assessment:		

LECTURE PLAN		COURSE CODE:	DATE: ___ / ___ / 20___
Topic:		Goal:	
Learning Objectives		Strategies/Activities <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Modeling <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Question <input type="checkbox"/> Learning Stations Assessment for Learning <input type="checkbox"/> Observations <input type="checkbox"/> Conversations <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Work sample <input type="checkbox"/> Conference <input type="checkbox"/> Checklist <input type="checkbox"/> Diagnostics Assessment as Learning <input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Presentation <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Collaboration <input type="checkbox"/> Homework Assessment of Learning <input type="checkbox"/> Test <input type="checkbox"/> Quiz <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Published work <input type="checkbox"/> Rubric	
Introduction	Assessment Description		
Action	Assessment Description		
Consolidation	Assessment Description		
Reflection & Next Steps			
Activities that worked	Topics to be revisited		

LESSON PLAN

Class:	Subject:	Date:
Topic:	Lesson:	
Learning Objectives:		
Teaching Aids:	Materials Needed:	
Structure / Activity:		
Teaching Point	Student-Teacher Interaction	Activities
Recapitulation:		
Assessment:		
Reflection & Follow Up:		

Lesson Plan Template

Source : http://www.oise.utoronto.ca/supo/Forms_Resources/Lesson_Plan_Templates/index.html

LESSON PLAN	
Date: _____	
Title of the Lesson: _____ Unit of Study: _____	
Background Information:	Grouping:
Learning Expectations:	Assessment:
Lesson:	<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing the Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modelling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure
Materials/Resources:	
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic
Modifications:	
Personal Notes/Reminders/Homework/Other Considerations:	

Lesson Plan

Teacher:		Date:
Activity Name:		Domain Focus:
Objectives		
Materials		
Location		
Lesson Introduction		
Main Activity		
Closure		
Transition		
Questions		
Individualization <ol style="list-style-type: none"> 1. specific children 2. simplifications 3. extensions 		
Assessment		
Reflection/Self-Evaluation		

Math Lesson Plan Template

Grade:	Stream: academic/applied...	Course Code	
Source: Where did this lesson come from? If original - say so. If idea was inspired from somewhere, reference that document/media. If you adapted a lesson - reference it. Full APA or MLA reference required.			
Overall expectation(s):			
Specific expectation(s):		explain HOW your lesson meets the content as well as the processes (verbs; investigate for example):	
Materials & Equipment list: List all materials, manipulatives & equipment needed in detail including numbers needed. Attach any handouts or slide decks as an appendix to the lesson. If using online media include a URL with full APA or MLA reference		Background knowledge required (preceding concepts):	
Bellwork and/or hook:			
Time spent: Grouping (numbers & method & seating arrangement): why is this configuration ideal for this activity?	Teacher actions & materials: steps, instructions, reference to materials/handouts/etc. Any notes or explanations given should be detailed here. Teacher questioning should include examples.	Student actions / products: what are students doing? what will they produce? (set of notes, solution on chart paper, solution on blackboard)	Assessment &/or feedback opportunities: what evidence will you collect/observe? how will you know if students are able to do what was outlined in the specific expectation? what feedback will you give & how? include rubrics/checkbricks/checklists if using.
Body:			
Time spent: Grouping (numbers & method & seating arrangement): why is this configuration ideal for this activity?	Teacher actions & materials: steps, instructions, reference to materials/handouts/etc. Any notes or explanations given should be detailed here. Teacher questioning should include examples.	Student actions / products: what are students doing? what will they produce? (set of notes, solution on chart paper, solution on blackboard)	Assessment &/or feedback opportunities: what evidence will you collect/observe? how will you know if students are able to do what was outlined in the specific expectation? what feedback will you give & how? include rubrics/checkbricks/checklists if using.
Consolidation/Closure:			
Time spent: Grouping (numbers & method & seating arrangement): why is this configuration ideal for this activity?	Teacher actions & materials: steps, instructions, reference to materials/handouts/etc. Any notes or explanations given should be detailed here. Teacher questioning should include examples.	Student actions / products: what are students doing? what will they produce? (set of notes, solution on chart paper, solution on blackboard)	Assessment &/or feedback opportunities: what evidence will you collect/observe? how will you know if students are able to do what was outlined in the specific expectation? what feedback will you give & how? include rubrics/checkbricks/checklists if using.
Which instructional strategies did you incorporate and why?			
Reflection: What worked well? What didn't work well? How would you change it to make it better next time?			

LESSON PLAN TEMPLATE			
LESSON PLAN Ref:		Course Ref:	
Subject / Course:			
Topic:			
Lesson Title:			
Level:	Select Level >>	Lesson Duration:	
Lesson Objectives:			
Summary of Tasks / Actions:			
Materials / Equipment:			
References:			
Take Home Tasks:			

Appendix-3

Reflective Journal Entry Template

Reflective Journal Entry

Name:

Date: [Enter the date of your journal entry]

Focus/Topic: [Enter the focus of your reflection, e.g., a specific lesson, experience, or event]

1. Description of the Experience

(What happened?)

Provide a detailed and objective description of the event or experience. Include relevant details such as the context, setting, people involved, and specific actions that took place.

Example:

"Today, I taught a lesson on fractions to Grade 5 students. The lesson began with a brief review of prior knowledge, followed by an introduction to the concept of fractions. I used visual aids, including diagrams and fraction circles, to explain the topic. Despite my efforts, several students seemed confused, particularly during the practice exercises."

2. Reflection on Thoughts and Feelings

(How did you feel about the experience? What were your initial thoughts?)

Reflect on your emotions and thoughts during and after the experience. Be honest and specific about how the situation affected you.

Example:

"I felt frustrated when I noticed that some students were not grasping the concept, despite my explanations. I was also concerned about whether my teaching approach was effective enough. However, I was determined to find a way to help them understand the topic better."

3. Analysis of the Experience

(Why did it happen this way? What influenced the outcome? How does this connect to theory?)

Analyze the experience by exploring its underlying causes, factors, and implications. Consider how theoretical concepts or principles apply to the situation.

Example:

"Upon reflection, I realized that my explanation may have been too abstract for some students. According to constructivist learning theory, students need concrete examples to build new knowledge. I focused too much on the abstract representations and didn't provide enough real-world examples for students to relate to."

4. Learning and Insights

(What did you learn from the experience? How has your thinking changed?)

Identify the key lessons or insights gained from the experience. Consider how your thinking, behavior, or perspective has evolved as a result.

Example:

"I learned that it's essential to differentiate my teaching approach to cater to students with varying learning styles. Using more concrete examples and hands-on activities can make abstract concepts like fractions more accessible. I also realized the importance of checking for understanding more frequently during the lesson."

5. Action Plan for Future Improvement

(What will you do differently next time? How will you apply what you've learned?)

Develop a plan for applying your learning in the future. Specify actions or strategies you will implement to improve your practice.

Example:

"Next time, I will incorporate more visual aids and real-life examples when teaching fractions. I'll also use formative assessments, such as quick quizzes or exit tickets, to gauge student understanding throughout

the lesson. Additionally, I plan to use group activities where students can manipulate fraction tiles to build a stronger conceptual understanding."

6. Conclusion

(Summary of your reflection)

Summarize the key points of your reflection, highlighting the most important insights and your plan for future action.

Example:

"This experience taught me the importance of adapting my teaching methods to suit different learning styles. By incorporating more concrete examples and assessing understanding regularly, I can enhance my effectiveness as a teacher. Going forward, I will be more mindful of how I present complex topics and ensure that all students are actively engaged in the learning process."

(If required, include additional materials, such as lesson plans, student work samples, or observation notes that support your reflection.)

- **Reflective Journal Checklist**
- Clear description of the experience
- Honest reflection on thoughts and feelings
- In-depth analysis with connections to theory
- Identification of key learning points
- Action plan for future improvement
- Summary of reflection

Appendix-4
(Compiled by Dr. Rakesh Kumar)
A Template on School Mini Project Record

1. Title of the Project: Clearly and concisely state the title of the project. The title should reflect the focus of the project and provide a clear indication of its content.

- **Example:** "Designing a School Timetable to Optimize Learning Outcomes"
-

2. Objectives: List the specific, measurable objectives of the project. Objectives should detail what you aim to achieve and the desired outcomes for the students and the school. Consider using bullet points for clarity.

- **Example:**
 - To create a balanced school timetable that accommodates academic and co-curricular activities.
 - To analyse the impact of the timetable on student attendance, teacher workload, and overall school efficiency.
-

3. Rationale: Provide a brief justification for selecting the project topic. Explain the relevance of the project within the school setting, and how it addresses specific needs or gaps in the teaching-learning process. Discuss the potential impact on student learning and school operations.

- **Example:** "This project was chosen to address the challenges of managing time effectively within the school. A well-designed timetable is crucial for maximizing learning opportunities, reducing teacher burnout, and ensuring that students receive a well-rounded education. By optimizing the school timetable, the project aims to improve the overall functioning and effectiveness of the school."
-

4. Literature Review: Summarize relevant research, theories, or studies that support the project. Include citations of educational theories, research articles, or books that informed the design and implementation of your project. This section should provide a theoretical foundation for your project.

- **Example:** "Research by [Author Name, Year] suggests that a well-structured timetable can significantly impact student performance by reducing downtime and minimizing class overlaps. According to time management theories in education, such as those proposed by [Another Author, Year], effective scheduling is essential for optimizing the use of school resources and enhancing the learning environment."
-

5. Methodology: Describe in detail the methods and strategies used to implement the project. This should include planning stages, the approach taken during execution, and the tools or techniques employed. Specify the timeline, resources, and any preparatory activities conducted.

- **Subsections:**
 - **Planning:** Outline the steps taken to prepare for the project, including any research or consultations.
 - **Execution:** Detail the actual implementation of the project, including how lessons were conducted and what materials were used.
 - **Assessment:** Describe how the success of the project was measured, including any tools or criteria used for evaluation.
 - **Example:** "The project began with a survey of teachers and students to identify their scheduling needs and preferences. This data informed the design of a new timetable, which was then piloted for one month. During this period, attendance records, teacher feedback, and student performance were monitored to assess the impact of the new schedule."
-

6. Implementation: Provide a detailed account of how the project was carried out. Include descriptions of the lesson plans, activities, and resources used. This section should capture the step-by-step process,

from initiation to completion, and highlight any adjustments made along the way.

- **Subsections:**
 - **Lesson Plans:** Attach or summarize the lesson plans used during the project.
 - **Activities:** Describe the activities students and teachers engaged in, such as timetable creation workshops, feedback sessions, or pilot testing.
 - **Resources:** List all materials, tools, and resources utilized, such as scheduling software, survey tools, or consultation sessions.
- **Example:** "The timetable was developed using scheduling software that allowed for easy adjustments based on feedback. Teachers participated in workshops to provide input on the design, and students were involved in feedback sessions to ensure the timetable met their needs. The new timetable was then implemented on a trial basis, with continuous monitoring and adjustments as needed."

7. Observation and Analysis: Document your observations during the implementation of the project. This should include notes on students' behaviour, engagement levels, and any unexpected occurrences. Analyse the data collected to determine whether the project met its objectives and how it influenced the school environment.

- **Subsections:**
 - **Observation Notes:** Include anecdotal records or observation logs from teachers and students.
 - **Data Analysis:** Analyse student attendance data, teacher workload reports, or any other evidence collected.
- **Example:** "Observations revealed that the new timetable led to better attendance, particularly in the first period, as students felt less rushed in the morning. Teacher feedback indicated a more manageable workload with fewer class overlaps, which positively impacted lesson preparation and delivery."

8. Reflection: Reflect on your experience conducting the project. Discuss the challenges you encountered, how you addressed them, and what you learned from the experience. Consider how this project has influenced your teaching practice and what changes you might make in future projects.

- **Subsections:**
 - **Challenges:** Identify any difficulties faced during the project and how they were overcome.
 - **Lessons Learned:** Discuss what worked well and what could be improved.
 - **Future Implications:** Reflect on how this experience will inform your future teaching practices.
- **Example:** "One challenge was balancing the diverse needs of different grade levels, which required several iterations of the timetable. I learned the importance of flexibility and open communication in implementing school-wide changes. In the future, I plan to involve more stakeholders early in the planning process to anticipate and address potential issues."

9. Conclusion Summarize the overall outcomes of the project. Highlight the key findings and their implications for your future teaching practice. This section should wrap up the project report with a clear statement of its success or areas for further development.

- **Example:** "The project successfully achieved its objectives of creating a balanced and effective school timetable. The positive impact on student attendance and teacher workload demonstrates the importance of thoughtful scheduling in school management. The insights gained will inform future efforts to optimize school operations and enhance the learning environment."

10. Appendices:

- **Guidance:** Include any additional materials that support the project, such as worksheets, lesson plans, student work samples, and assessment tools. These appendices should provide concrete evidence of the project's implementation and outcomes.
- **Subsections:**

- **Lesson Plans:** Full lesson plans or scheduling workshops used in the project.
 - **Surveys:** Copies of surveys or feedback forms used to gather input from students and teachers.
 - **Timetable Samples:** The initial and final versions of the school timetable.
 - **Assessment Tools:** Rubrics or criteria used to evaluate the success of the new timetable.
 - **Template for Future Projects:** A blank template or guide for conducting similar projects in the future.
 - **Example:** "Appendix A includes the survey forms used to gather teacher and student input. Appendix B contains the initial draft of the timetable, along with the final version that was implemented."
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Best wishes