



Far Western University
Faculty of Education
B.Ed. Programme

Course title: Teaching Practice
Course No.: Ed.TP. 484
Level: Undergraduate
Semester: Eighth

Course Nature: Practical
Credit Hour: 3 (48 hours)
Full Marks: 100
Pass Marks: 50

1. Course Introduction

This is a practical course for B.Ed. 8th semester students who are required to apply their theoretical knowledge into practice. This is an opportunity for them to implement what they have learnt in their coursework. This course is completed in two phases: on campus preparation and off campus teaching.

During on campus preparation, students are required to prepare different educational plans, teaching materials, and present them to their peers in a micro teaching context. It also includes test construction, peer class observation and reflection notes.

During the second phase, or off campus session, the students will visit the cooperating schools for supervised teaching. They conduct extra/cocurricular activities and prepare reports. The course is designed to provide opportunities to the student teachers to prepare lesson plans, to develop observation skills, to develop test items and implement them in teaching. The students who have enrolled in B.Ed. 8th semester will be eligible to participate in teaching practice program.

2. General Objectives

The general objectives of this course are:

1. to acquire the knowledge of practice teaching,
2. to develop skills of designing academic calendars, work plan, and educational plans,
3. to engage in designing teaching materials,
4. to design teaching materials,
5. to teach micro lessons in peer group,
6. to develop class observation skills,
7. to conduct case study, write its report,
8. to conduct extra- curricular activities,
9. to construct test items for the evaluation of the students,
10. to administer test, keep record of the students, diagnose learning difficulties of the students and provide guidance,

11. to identify various roles and responsibilities of the teacher and perform them,

12. To prepare various reports in given formats.

3. Course Contents

Part I: On Campus Activities

(1.5 Credits, 24 Hours)

This will be the first part of the course. It includes orientation of teaching practice program, construction of academic calendar and educational plans, designing instructional materials, construction of test items, peer observation, and writing reflections. The student teachers will develop basic skills and experiences before they go to schools for the classroom teaching. All the students are required to attend this session and fulfil all the requirements. The students who are absent in this session or who do not fulfil all the requirements will not be eligible for the off-campus activities. This phase will carry 50 full marks and the students must pass this stage before they join the next phase. On campus activities will run as the regular classes for 24 hours.

Specific Objectives	Major Activities
- To describe the on-campus activities - To state the off-campus activities	1. Orientation of Teaching Practice (1 Hour) 1.1 Introduction of on campus activities 1.2 Introduction of off campus activities
- To acquire the skill of developing academic calendar - To construct annual/semester/on campus activities work plan - To prepare unit plan - To design micro and macro lesson plans - To prepare class routine	2. Construction of Academic Calendar and Plans (5 Hours) 2.1 Academic calendar (Individual/Group work) 2.2 Annual/semester/on campus activities work plan (Individual work) 2.3 Unit plan (Individual work) 2.4 Lesson plans (Micro, Macro) (Individual work) 2.5 Class routine (Group work)
- To collect low/no cost instructional materials - To prepare meta cards - To construct instructional materials - To design power point and present it	3. Designing Instructional Materials (4 Hours) 3.1 Collection of low/no cost materials 3.2 Preparing meta cards/chart papers 3.3 Constructing materials/models 3.4 Designing power point presentation/Use of AI in teaching-learning 3.5 Other instructional materials related to specialized subjects

- To formulate test objectives - To construct objective items - To construct short and long subjective questions - To prepare sample papers/test	4. Construction of Test Items (4 Hours) 4.1 Formulation of test objectives (Cognitive, affective and psychomotor) 4.2 Specification chart 4.3 Objective items 4.4 Subjective items 4.5 SEE question paper model 4.6 Scoring and result analysis
- To prepare micro lesson plan - To construct instructional materials for micro teaching - To teach according to micro lesson plan	5. Micro Teaching (7 Hours) 6.1 Preparation of micro lesson plan (At least 7 plans) 6.2 Peer teaching with micro lesson plan (At least 5 plans)
- To construct peer observation form - To develop observation skill - To judge the teaching learning activities in classroom - To acquire the ability to provide feedback - To write peer observation report	6. Peer Observation (2 Hours) 5.1 Construction of peer observation form 5.2 Peer observation 5.3 Preparation of peer observation review report
- To develop the competency of self-evaluation - To develop the skills to write reflection note	7. Reflection (1 Hour) 7.1 Self evaluation 7.2 Reflection note

Part II: Off-Campus Activities (1.5 Credits, 24 Hours)

After passing all the requirements of on-campus activities, pupil teacher will visit the assigned supportive schools for real classroom teaching and other activities. They will build up rapport with the concerning stakeholders and start teaching in the assigned classes. Pupil teacher will prepare and teach at least 20 lessons in the respective specialized subject. Minimum of two classes will be observed by the internal supervisor and one class will be observed and evaluated by the external supervisor as well as internal supervisor. The student teachers will take part in almost all activities of the school. They will organize extra/cocurricular activities, conduct a case study and prepare reports.

Specific objectives	Activities
To develop the skill of preparing action/work plan	1. Work Plan 1.1 Preparation of Off Campus Activities work plan

• To prepare lesson plans based on prescribed components • To collect/construct instructional materials • To teach in real classroom settings using related instructional materials	2. Real Teaching /Classroom Teaching 2.1 Preparation of lesson plan for real teaching 2.2 Collection/construction of instructional materials related to lesson plans 2.3 Teaching at schools at real setting
• To develop the skills to construct objective (MCQs, true-false, completion, matching) items • To develop the skills to construct subjective (short, long) type questions • To develop the questions based on level of objectives (knowledge, understanding, skill) and higher order/critical thinking • To prepare a sample test and administrate it • To score answer sheets • To analyze and interpret the test results	3. Construction and Analysis of Test 3.1 Objective items (10+10+10+10) 3.2 Subjective items (15 SS+10 LS) 3.3 Preparation of a sample test (SEE) 3.4 Administration of test 3.5 Scoring of answer sheets 3.6 Analysis and interpretation of test results and preparation of report
• To observe the real class teaching • To provide the constructive comments/feedbacks • To write the peer class observation review report	4. Peer Class Observation 4.1 Peer class observation 4.2 Giving feedback 4.3 Writing peer class observation review report
• To be competent in the procedure of case study • To conduct the extracurricular activities like quiz contest, debate, poetry competition, games, etc. • To evaluate the overall condition of the school • To prepare the report of the case study, co/extracurricular activities, assigned school, and whole teaching practice program in given format.	5. Report Writing 5.1 Case Study of a student 5.2 Conduction of co/extracurricular activities 5.3 School report 5.4 Report of overall teaching practice program

4. Evaluation Scheme

Evaluation of the teaching practice will be based on 100 marks and divided in to two major categories; On Campus Evaluation and Off Campus Evaluation each for 50 percent.

4.1 On Campus Activities 50 Marks (50%)

S. No.	Activities	Marks (50)	Remarks
1	Workplan	2	
2	Lesson Plans	7	
3	Instructional materials	8	
4	Construction of test items	8	
5	Micro teaching	20	
6	Peer observation	2	
7	Reflection notes	3	
Total Marks		50	

4.2: Off Campus Activities 50 marks (50%)

S. No.	Activities	Marks (50)			Remarks
		Internal Supervisor (12)	External Examiner (30)	Cooperating School (8)	
1	Workplan	1	1		
2	Lesson Plans	2	4	2	
3	Instructional materials	1	2		
4	Construction of test items	1	2		
5	Real class teaching	1	5	2	
6	Student teacher regularity/discipline	-	1	2	
7	Peer observation	1	2		
8	Case study report	1	3		
9	Co/extracurricular report/activities	1	2	2	
10	Reflection notes	1	2		
11	School report	1	3		
	Overall Report	1	3		
Total Marks		12	30	8	

5. Prescribed Texts

American Psychological Association. (2020). *Publication manual of American psychological association* (7th ed.). Author.

Angelo, T. A. and Cross, K.P. (1993). *Classroom assessment techniques* (2nd ed.). Jossey-Bas Publishers.

Butler, K.A. (1987). *Learning and Teaching Style: In theory and Practice*. Learner's Dimension.

Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Routledge.

Faculty of Education, Tribhuvan University. (2019). *Teaching practice for B.Ed. programme*. Author.

Gronlund, N.E. (1985). *Stating objectives of classroom instructions* (3rd ed.). Mac Milan Publishing.

Grossman, P., & Fraefel, U. (Eds.). (2024). *Core Practices in Teacher Education: A Global Perspective*. Harvard Education Press.

Harold, A. and Frank D. (1965). *Basic principles of students teaching*. American Book Co.

Linn R.L. and Gronlund, N.E. (2000). *Measurement and assessment in teaching*. Pearson Education Pvt. Ltd.

O'Flaherty, J.; Lenihan, R.; Young, A.M.; McCormack, O. (2023). Developing micro-teaching with a focus on core practices: The use of approximations of practice. *Education Sciences*, 14(1), Article 35. DOI: <https://doi.org/10.3390/educsci14010035>

Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge University Press.

Saxena N.R. and Oberai S.C. (2005). *Technology of teaching*. R.L. Books Depot.