

APPENDIX - P

INTEGRATION OF TEACHING SKILLS

UNIT-SEVENDiagnostic Remedial TeachingPracticeSynopsis :

- (1) Programme
- (2) Terminal Behaviours
- (3) Exercises

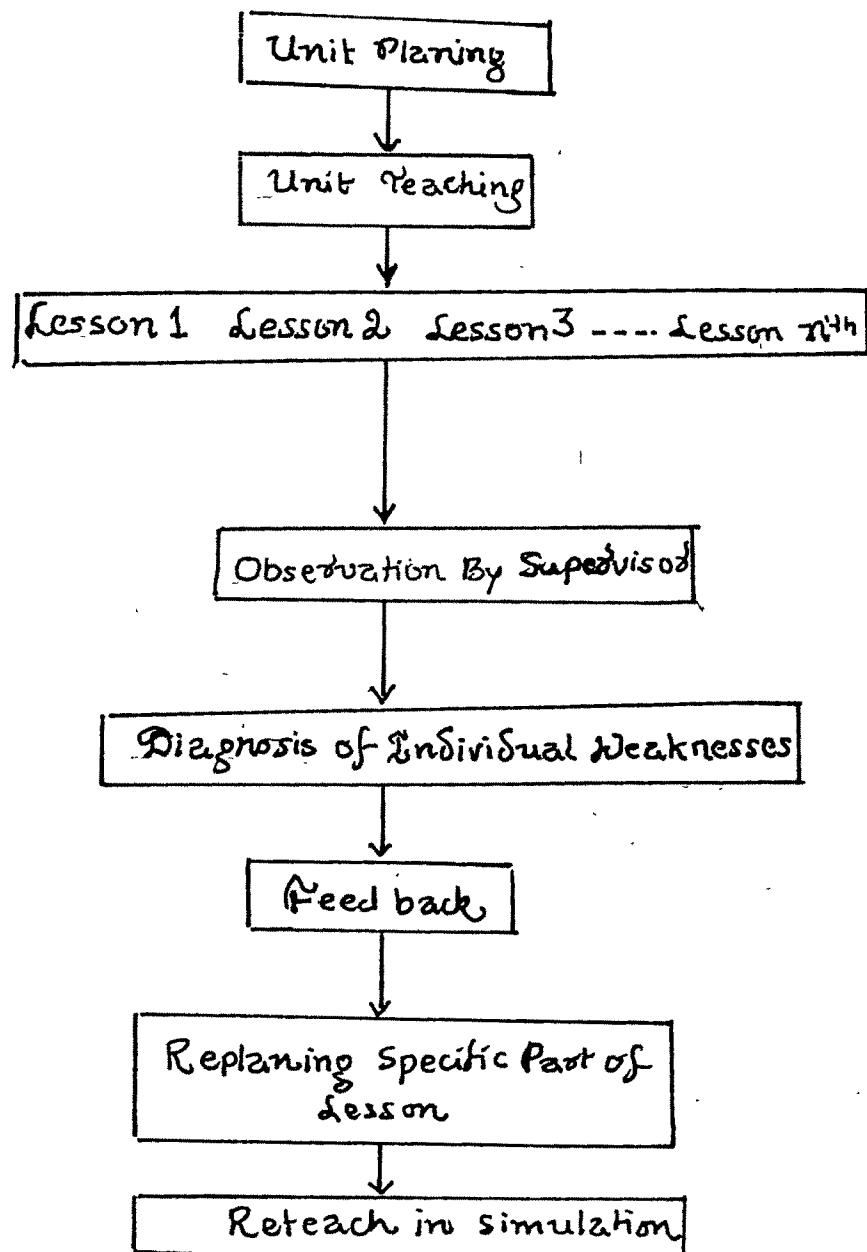
(1) Programme :

- (1) Instructional Material
- (2) Contextual and Incidental Guidance and Practice.

(2) Terminal Behaviours :

- (1) All student teachers will develop a minimum level of integration of teaching skills for classroom teaching.
- (2) All student-teachers will self-evaluate their competence and develop self concept of teaching.

FIG: A-7

FLOW CHARTDIAGNOSTIC REMEDIAL PRACTICE TEACHING

Teacher Manual :General Guidelines for Supervisor

This phase is not a separate phase, it continues as a part of block practice teaching unit. By this time the students should start teaching in classroom relating unit and work almost as subject teachers of school. As the student teacher starts teaching in classes at the tune of two periods a day she will stabilise her teaching behaviour and forms teaching patterns. The supervisor at this stage by observing classroom teaching performance will locate individual problems. The problem faced by one student will not be similar to the other one. Student teacher requires individualised guidance for their improvement. The student-teachers group by this time will have developed group cliches wherein they can help each other to great extent. Teacher should make use of these relations and arrange certain drill exercises wherein one teacher will help other. Slowly the student teachers should be given free hand to take up lessons as much as they desire. The supervisor should slowly away from the usual feedback session and make them group dependent. This will develop self-sufficient amongst the group.

The students when do a particular class unsatisfactory he should be guided for correction, through replanning and teach in simulation. For this every day the whole group should meet for one hour during the end of days work at school.