

Metric ID :- 2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

- Findings of DVV:-

Reports and photographs / videos of the activities

Attendance sheets of the workshops/activities with seal and signature of the Principal

Documentary evidence in support of each selected activity

- Response :-

We have attached the Relevant Documents with photographs in Appendix I

Appendix I

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SNDT B.ED GODHANI [RLY] NAGPUR

PRACTICING FOR CONSTRUCTIVIST TEACHING-LEARNING

EPC II [2]

Name: AKANKSHA RICHARD

Medium: ENGLISH

Methods: ECONOMICS / ENGLISH

Course: B.ED 2020-22

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION,
S.N.D.T. B.E.D., Godhani Railway, Godhani, Nagpur - 441123

Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching - learning

Lesson Plan

1. Skill's Name: Promoting interactions

Name of the Student-Teacher AKANKSHA RICHARD

Subject ECONOMICS Roll No. _____

Unit UNEMPLOYMENT Sub-Unit _____

Resources Used CHARTS, MODELS, PICTURES

Date: _____

Content	Role of Facilitator	Role of Learner	Nature of interaction
<u>Unemployment</u>	Teacher introduces the topic of unemployment	Students listen carefully	Teacher-student interaction.
<u>Chart on unemployment</u>	Teacher explains what unemployment is and shows a chart on it.	Students observe carefully.	Teacher-student interaction.
	Teacher asks various questions related to the topic to check previous knowledge.	Students show eagerness to answer.	Teacher-student interaction.



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Content	Role of Facilitator	Role of Learner	Nature of interaction
<p>Impact of unemployment on the economy of India.</p>	<p>Teacher explains the importance of understanding the impact of unemployment as a social evil.</p>	<p>Students listen with alertness and also give their inputs.</p>	<p>Teacher-student interaction.</p>
<p>Unemployment and its types</p>	<p>Defined as a situation in which a person falls in the age group of 15-59 yrs, has a willingness to work but is unable to get a job.</p> <p>TYPES:</p> <p>RURAL U:</p> <ul style="list-style-type: none"> → Seasonal → Disguised <p>Urban U:</p> <ul style="list-style-type: none"> → Educated 	<p>Students listen and take notes.</p>	<p>Teacher-student interaction.</p>



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Content	Role of Facilitator	Role of Learner	Nature of interaction
	Teacher screens a video depicting the statistics and effects of unemployment in India.	Students intently watch the video.	Student-media interaction.
	Teacher asks questions topic related. Q1. Define unemployment Q2. Give examples of unemployment.	Students show eagerness to answer.	Teacher-student interaction.



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**Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching -- learning**

Evaluation Sheet

1. Promoting Interaction

Name of Student -Teacher: AKANKSHA RICHARD Roll No. : _____

Subject: ECONOMICS Date: _____

(5 Marks)

Sr. No.	Criteria	Nature of Interaction	Levels of Achievement		
			Excellent	Good	Satisfactory
I)	Introduction	i) Motivational		✓	
		ii) Creation of learning		✓	
		iii) Proper Instructions		✓	
II)	Teacher-student Interaction	i) Questions / Demonstration		✓	
		ii) Democratic Atmosphere		✓	
		iii) Meaningful & Relevant		✓	
III)	Student-Student Interaction	i) Activity Sheets		✓	
		ii) Pair & Share		✓	
		iii) Games		✓	
		iv) Simulations		✓	
		v) Role Play		✓	
		vi)		✓	
		vii)		✓	
IV	Student-Media Interaction	i) Selection of Media		✓	
		ii) Instructions for interacting with Media		✓	
		iii) Media based interaction		✓	

Feedback

Motivational Introduction

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**Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching - learning**

Lesson Plan

2. Skill's Name: Conducting group discussion/group problem solving

Name of the Student-Teacher AKANSHA RICHARD

Subject ECONDMICS Roll No. _____

Unit UNEMPLOYMENT Sub-Unit _____

Resources Used CHARTS, PICTURES, VIDEOS

Date: _____

Content	Role of Facilitator	Role of Learner	Nature of group discussion/ problem solving by group
<i>Unemployment.</i>	<i>Teacher introduces the topic of group discussion.</i>	<i>Students listen carefully.</i>	<i>Motivational.</i>
	<i>Teacher gives in detail instructions about the group discussion.</i>	<i>Students listen to the instructions attentively.</i>	<i>Proper - instruction.</i>



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Content	Role of Facilitator	Role of Learner	Nature of group discussion/ problem solving by group
	<p>Teacher presents the topics of group discussion:</p> <p>① Rural unemployment</p> <p>② Educated unemployment</p>	<p>Students listen carefully.</p>	<p>Introduction of topic of discussion.</p>
	<p>Teacher makes 2 groups</p>	<p>Students show willingness to participate in a group discussion.</p>	<p>Making groups.</p>
	<p>Teacher assigns different roles for group discussion:</p> <ul style="list-style-type: none"> - Conductor. - Initiator. - Motivator. - Time keeper. 	<p>Students understand their respective roles.</p>	<p>Assigning roles to students.</p>



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Content	Role of Facilitator	Role of Learner	Nature of group discussion/ problem solving by group
	<p>Teacher assigns topics for group discussion.</p> <p>Teacher observes each group carefully.</p> <p>Teacher motivates and facilitates the students.</p> <p>Teacher resolves the issues faced by the students.</p>	<p>Students show enthusiasm.</p> <p><u>GROUP 1</u> Rural Unemployment → What is it? → What are its types? → Give examples of Seasonal & Disguised Unemployment</p> <p><u>GROUP 2</u> Educated Unemployment → What is it? → Give examples → How common is it in urban India?</p>	<p>Assigning topic for group discussion.</p> <p>Observation of the group activity.</p> <p>Motivation and facilitation of the students.</p> <p>Monitoring group discussion.</p>



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Content	Role of Facilitator	Role of Learner	Nature of group discussion/ problem solving by group
	After the group discussion teacher gives time for presentation.	Students understood properly.	Equal distribution of time to all the groups.
	Teacher invites the presenter of each group.	The presenter of each group presents their topics.	Involvement of groups during the presentation.
	Teacher gives feedback to all the groups.	Students listen carefully.	Feedback to the groups.
	Teacher gives comprehensive summarization.	Students listen attentively.	Comprehensive Summarization.
	Teacher gives concluding remarks.	Students listen carefully.	Concluding remarks.



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**Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching – learning**

Evaluation Sheet

2. Conducting Group discussion/group problem solving.

Name of Student –Teacher: AKANKSHA RICHARD Roll No. : _____

Subject: ECONOMICS Date: _____

(5 Marks)

Sr. No.	Criteria	Nature of Discussion/ Problem Solving	Levels of Achievement		
			Excellent	Good	Satisfactory
I)	Introduction	i) Motivational			
		ii) Proper Instructions			
		iii) Introduction of the topic of Discussion			
II)	Formation of a group	i) Making a Group			
		ii) Assigning roles to students			
		iii) Assigning topics for Discussion/Problem solving			
III)	Supervision	i) Observation of all the groups activities			
		ii) Motivation/Facilitation/discussion/problem solving			
		iii) Monitoring the Group Discussion			
IV	Presentation by the students	i) Equal Distribution of the time to all the groups			
		ii) Involvement of all the groups during presentation.			
		iii) Feedback to the presenter			
V	Summarization	i) Comprehensive summarization by the teacher			
		ii) Concluding remarks by the teacher.			

Feedback

Over all good Presentation



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Enhancing Professional Capabilities (EPC- II)

Practicing for constructivist teaching - learning

Lesson Plan

3. Skill's Name: Providing Scope for self expression and thinking

Name of the Student-Teacher AKANKSHA RICHARD

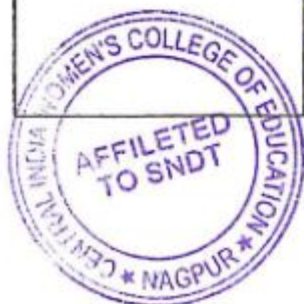
Subject ECONOMICS Roll No. _____

Unit UNEMPLOYMENT Sub-Unit _____

Resources Used INTERNET, VIDEOS, PICTURES

Date: _____

Content	Role of Facilitator	Role of Learner	Nature of Self expression & thinking
Unemployment	Teacher introduces the topic.	Students listen carefully.	Motivational.
	Teacher gives instructions to the students	Students listen attentively.	Proper instructions.
	Students we are going to learn about unemployment through a game. To understand the topic 2 groups will	Students listen carefully to the instructions and show enthusiasm to work in groups.	Introduction of teaching activity.
	be formed.		Explanation of the activity.



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Content	Role of Facilltator	Role of Learner	Nature of Self expression & thinking
	<p>Teacher distributes the work in 2 groups and assigns a group in charge.</p>	<p>Students try to understand their assigned tasks.</p> <p>GROUP 1</p> <p>- Situational game.</p> <p>→ An example of unemployment will be shown as an image.</p> <p>→ The type of unemployment it depicts has to be written.</p> <p>GROUP 2</p> <p>- Riddle game</p> <p>→ A series of riddles will be asked and if it is an example of unemployment or not has to be guessed.</p>	<p>Assigning tasks to the groups.</p>



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Content	Role of Facilitator	Role of Learner	Nature of Self expression & thinking
	<p>Teacher asks the group in charge to present their data</p> <p>Teacher asks the students to share their experience.</p>	<p><u>GROUP 1</u></p> <p>→ They show the images</p> <p>→ Others write down their answers</p> <p><u>GROUP 2</u></p> <p>→ They ask the riddle one by one</p> <p>→ Other decipher if its an example of unemployment</p> <p>Group 1 & 2 students share how they enjoyed the games</p>	<p>Presenting an opportunity for higher-order thinking or self expression</p> <p>Opportunity for sharing experiences.</p>



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Content	Role of Facilitator	Role of Learner	Nature of Self expression & thinking
	Teacher asks the students to share their data	Students share their information.	Motivation for self-expression and higher-order thinking.
	Teacher asks questions related to the topic	Students give answers	
	Teacher gives feedback	Students listen carefully.	Comprehensive Summarisation.
	Teacher makes comprehensive summarisation of information and final remarks	Students listen carefully.	Final remarks



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**Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching – learning**

Evaluation Sheet

3. Providing scope for self expression and thinking.

Name of Student –Teacher: AKANKSHA RICHARD Roll No. : _____

Subject: ECONOMICS Date: _____

(5 Marks)

Sr. No.	Criteria	Nature of Discussion	Levels of Achievement		
			Excellent	Good	Satisfactory
I)	Introduction	i) Motivational			
		ii) Proper Instructions			
		iii) Introduction of the teaching activity.			
II)	Activity Implementation	i) Explanation of the steps of the activity			
		ii) Providing Examples/ resources for the activity			
		iii) Providing Opportunities for Higher Order thinking/ self expression			
III)	Presentation and Evaluation	i) Opportunity for sharing experiences			
		ii) Motivation for self expression/higher order thinking.			
		iii) Evaluation of learner's Learning.			
		ii) Involvement of all the groups during presentation.			
		iii) Feedback to the presenter			
IV	Summarization	i) Comprehensive			
		ii) Final Remarks			

Feedback

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**Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching - learning**

Lesson Plan

4. Skill's Name: Promoting self learning

Name of the Student-Teacher AKANKSHA RICHARD

Subject ECONOMICS Roll No. _____

Unit UNEMPLOYMENT Sub-Unit _____

Resources Used _____

Date: _____

Content	Role of Facilitator	Role of Learner	Nature of self learning
<p>Types of Unemployment</p> <p>व्यवसायिक व्यवसाय</p>	<p>Teacher introduces the topic.</p> <p>Students, today I am going to help you to write an essay on unemployment. For this purpose, you will have to think about the material provided and describe it.</p>	<p>Students listen carefully</p> <p>Students listen listen attentively.</p>	<p>Motivational.</p> <p>Proper instruction for self-learning.</p>



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Content	Role of Facilltator	Role of Learnor	Nature of self learning
	Teacher gives instructions to the students about the activity.	Students show interest and listen carefully.	Relevance with content.
	Teacher distributes different pictures.	Students take the pictures and start working.	Creation of self learning atmosphere.
	Now try to describe what you see in the topic related picture in the form of an essay.	Students try to form their own material on unemployment, based on the pictures provided.	Problem-solving/ doubt clearance
	So, what do we observe?	Inspite of having a will being unable to find a job is called unemployment.	According to comprehension.



Content	Role of Facilitator	Role of Learner	Natuoro of self learning
	<p>Lastly, to understand the impact and seriousness of unemployment on an economy we need to know its types too.</p>	<p>Students listen carefully and get topic related knowledge.</p>	<p>Feedback and constructive suggestions.</p>

Date



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**Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching - learning
Evaluation Sheet**

4. Promoting Self Learning.

Name of Student-Teacher: AKANKSHA RICHARD Roll No. : _____

Subject: ECONOMICS Date: _____

(5 Marks)

Sr. No.	Criteria	Nature of Discussion	Levels of Achievement		
			Excellent	Good	Satisfactory
I)	Introduction	i) Motivational		✓	
		ii) Proper Instructions for self learning		✓	
		iii) Creation of self learning atmosphere		✓	
II)	Facilitate Self learning	i) Relevancy with content		✓	
		ii) Distribution of self learning material		✓	
		iii) Logical arrangement of self learning		✓	
		iv) Problem solving/doubt clearance.		✓	
III)	Feedback	i) According to comprehension		✓	
		ii) Activity based feedback		✓	
		iii) Constructive		✓	

Feedback

Motivational Introduction

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Enhancing Professional Capabilities (EPC- II)
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Lesson Plan

5. Skill's Name: Facilitating understanding

Name of the Student-Teacher AKANKSHA RICHARD

Subject ECONOMICS Roll No. _____

Unit UNEMPLOYMENT Sub-Unit _____

Resources Used IMAGES, VIDEOS

Date: _____

Content	Role of Facilitator	Role of Learner	Nature of facilitating understanding
Types of unemployment	Teacher introduces the topic.	Students listen carefully	Motivational.
	Students, we hear about unemployment commonly now a days but do we know its seriousness? A situation in which a person is between 15-59 yrs and willing to work but	Students listen attentively.	Proper instructions for the topic.

unable to get a job is called unemployment.

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Content	Role of Facilitator	Role of Learner	Nature of facilitating understanding
	<p>So today, we are going to learn about the different types of unemployment; with examples</p>	<p>Students listen carefully to the given instructions and show enthusiasm.</p>	<p>Introduction of learning activity.</p>
	<p>Now let us watch a video on the different types of unemployment and examples.</p>	<p>Students observe the video attentively.</p>	<p>Audio-visual aid.</p>
	<p>Now let us try to identify the different forms of unemployment.</p>	<p>Students seem enthusiastic for the activity.</p>	<p>Through activity</p>
	<p>Teacher distributes some images to the students and asks them to decipher the type of unemployment.</p>	<p>Students one by one look at the images and describe which form of unemployment it is.</p>	



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Content	Role of Facilitator	Role of Learner	Nature of facilitating understanding
	Teacher asks to describe the type of unemployment	Students explain the type of unemployment	Through questions.
	So how many types of unemployment are there?	Today we learnt about types of unemployment	
	The different types are: - Rural U: → Seasonal → Disguised - Urban U: → Educated	Students listen carefully.	Comprehensive final remarks.

Date



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Enhancing Professional Capabilities (EPC- II)
Practicing for constructivist teaching - learning

Evaluation Sheet

5. Facilitating Understanding

Name of Student -Teacher: AKANKSHA RICHARD Roll No. : _____

Subject: ECONOMICS Date: _____

(5 Marks)

Sr. No.	Criteria	Nature of Understanding/ Facilitating	Levels of Achievement		
			Excellent	Good	Satisfactory
I)	Introduction	i) Motivational		✓	
		ii) Proper Instructions for the topic		✓	
		iii) Introduction of learning activity		✓	
II)	Efforts to Facilitate Understanding	i) Through Examples		✓	
		ii) Through Audio-Visual aids		✓	
		iii) Through Activities		✓	
III)	Evaluation of student understanding	i) Through Activity Sheet		✓	
		ii) Through Quiz		✓	
		iii) Through Questions		✓	
		iv) Through Concept Map		✓	
IV	Summar-ization	i) Comprehensive		✓	
		ii) Final Remarks		✓	

Feedback

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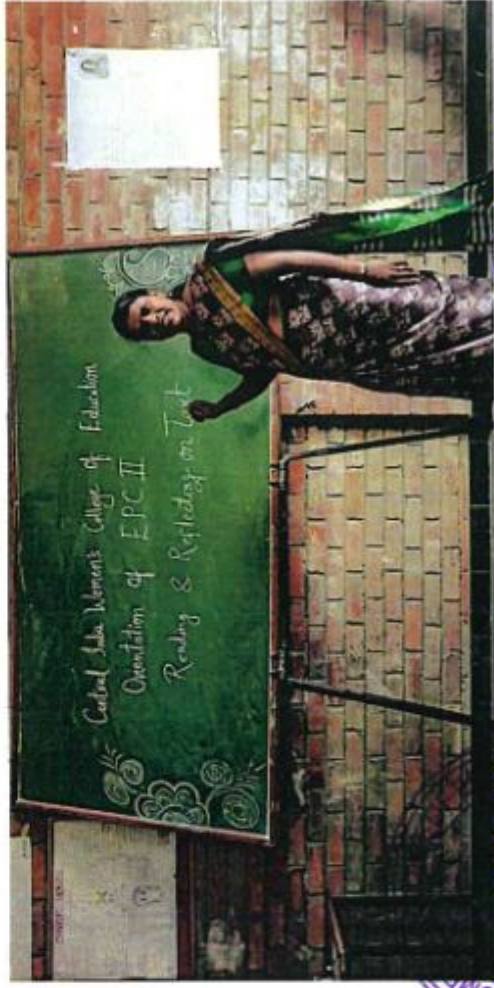
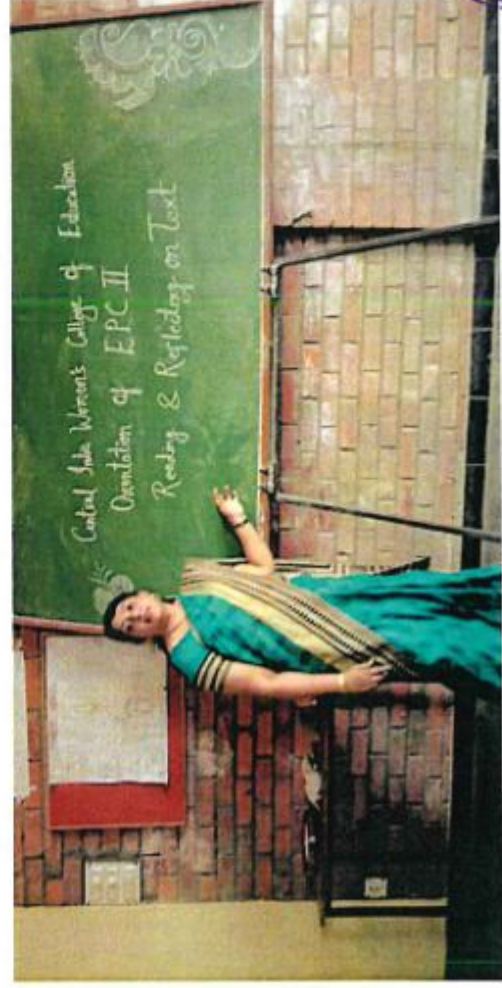
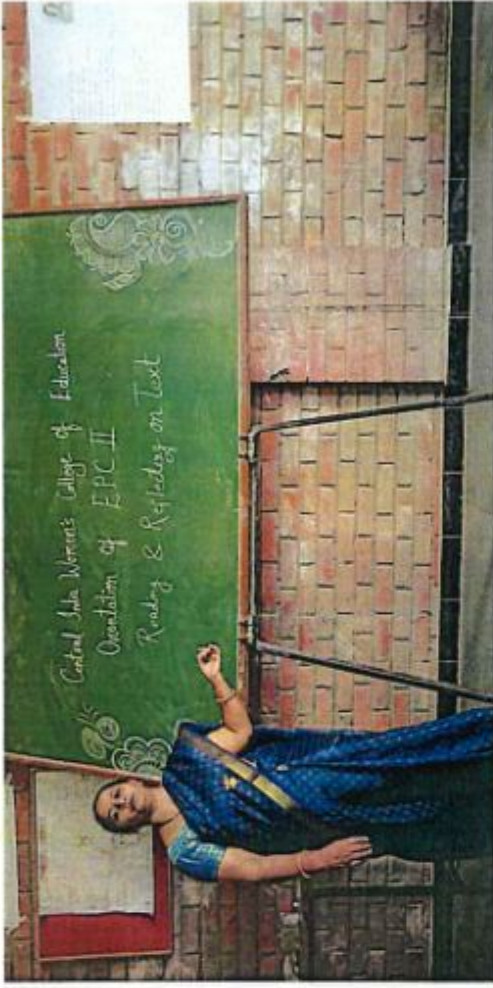
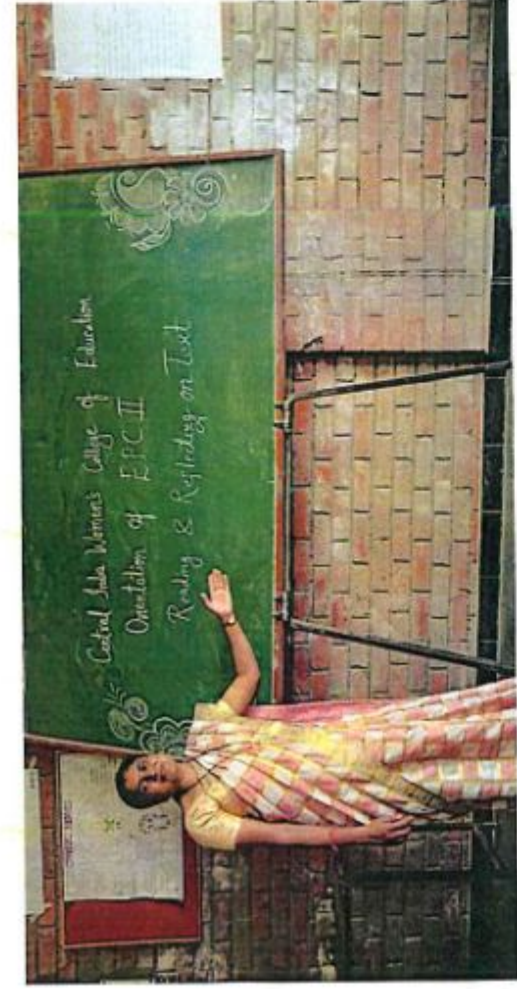
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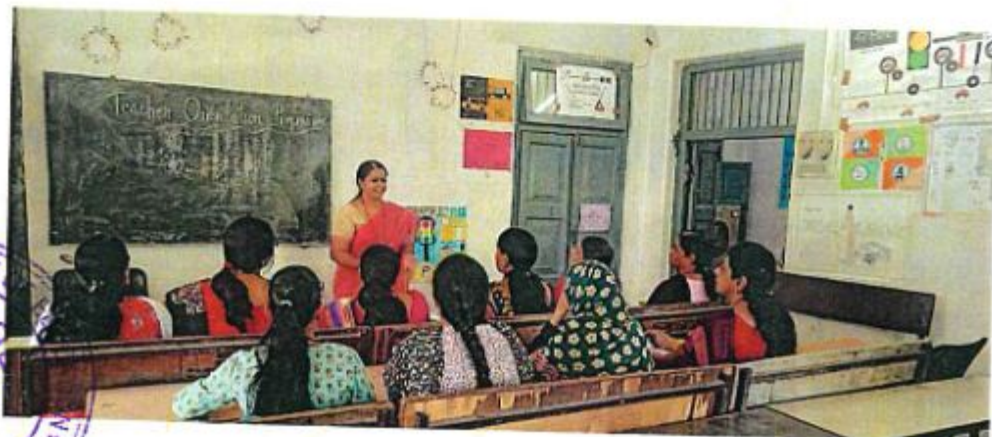
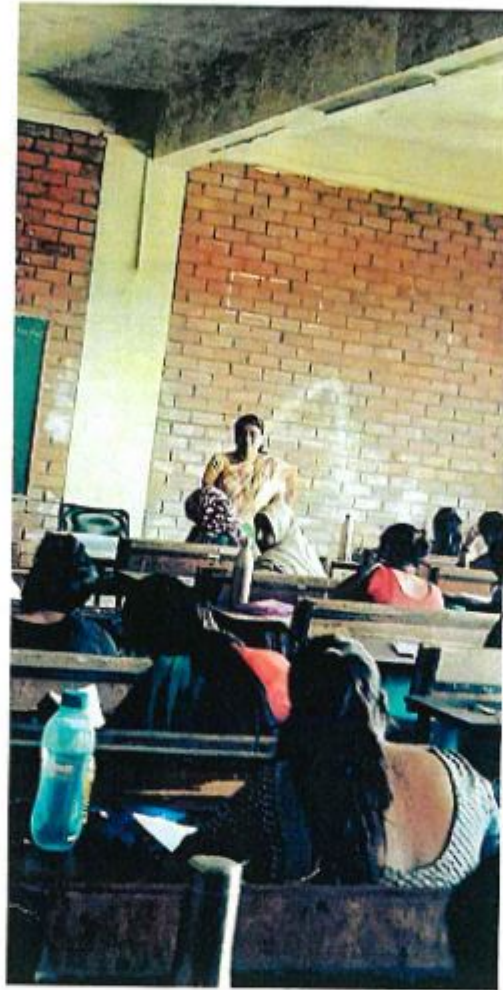
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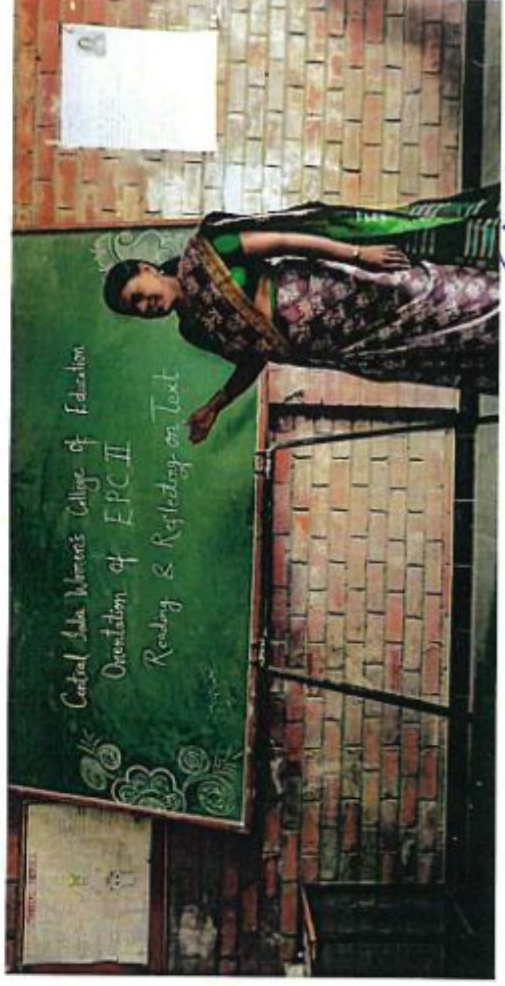
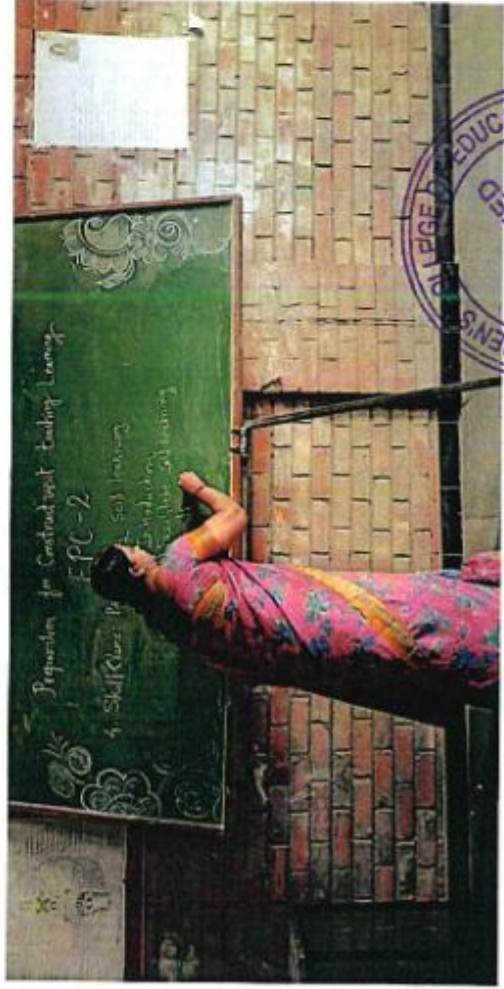
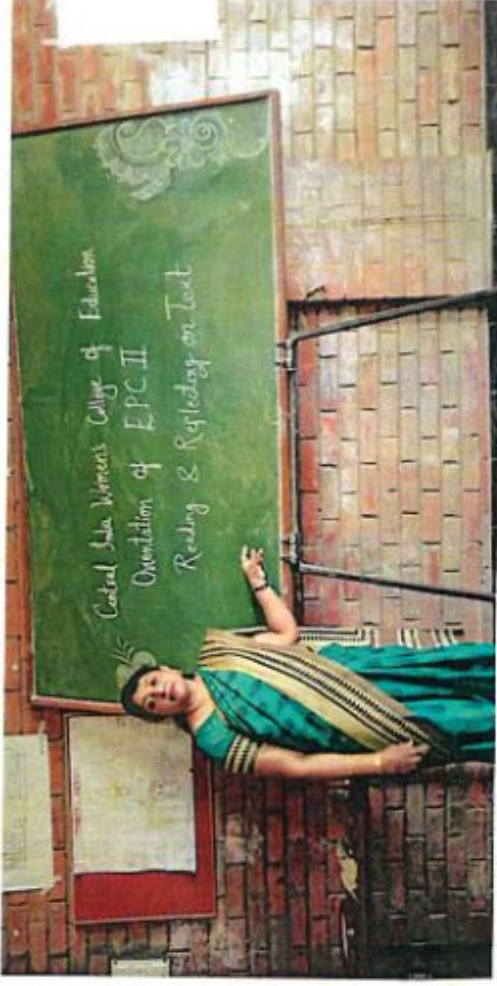
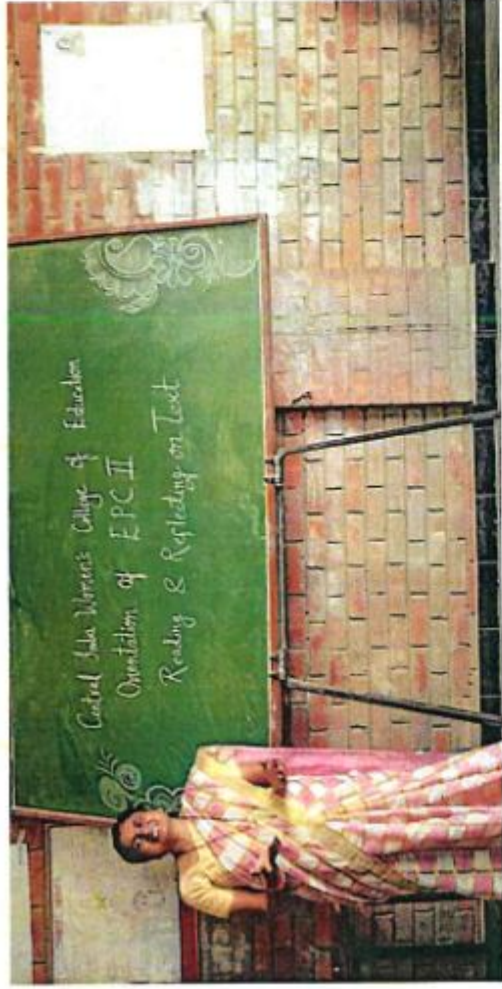
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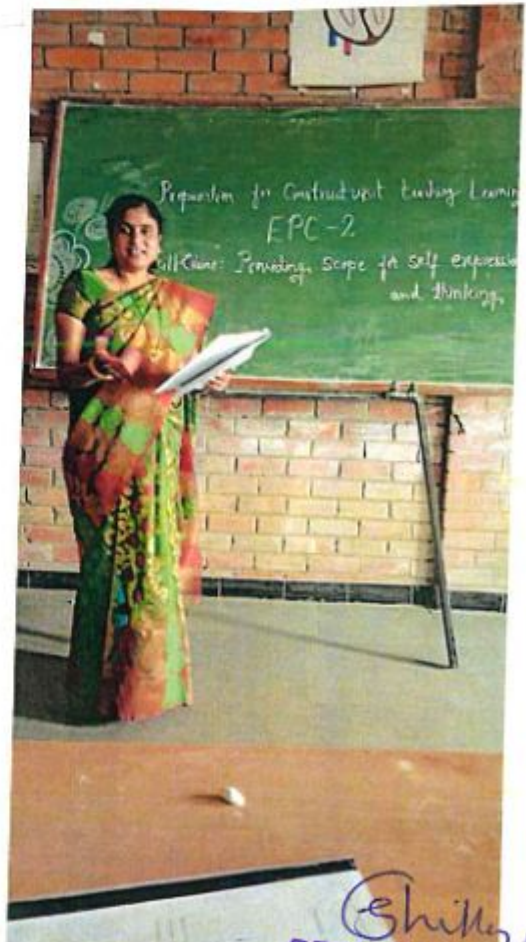
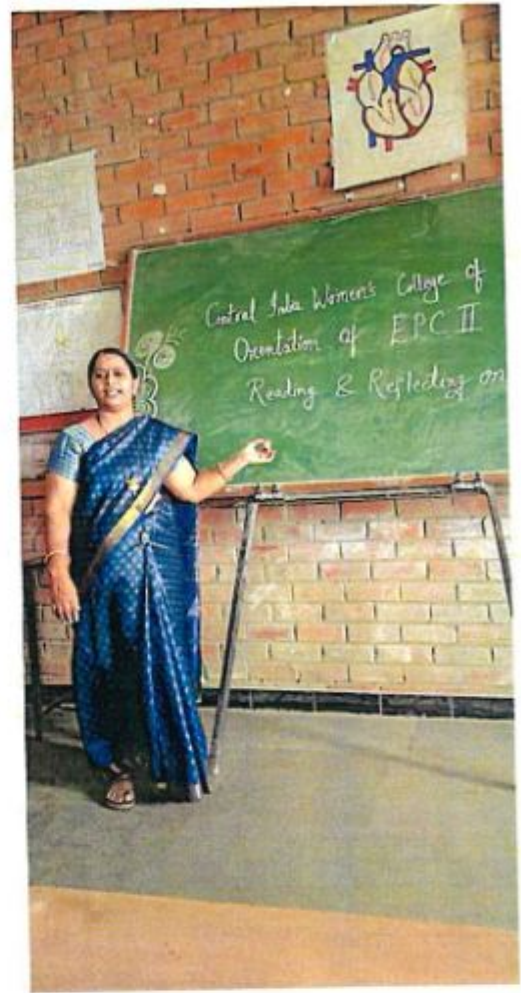
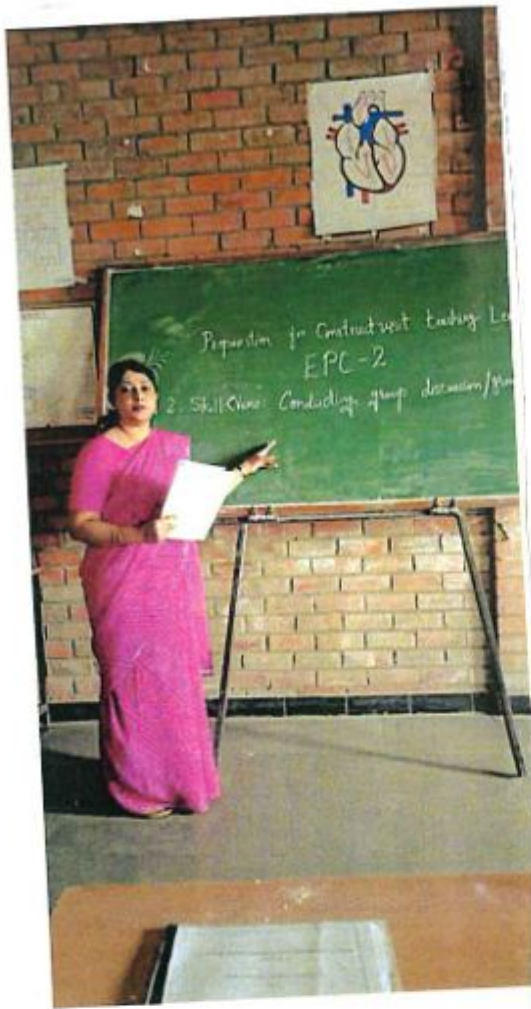


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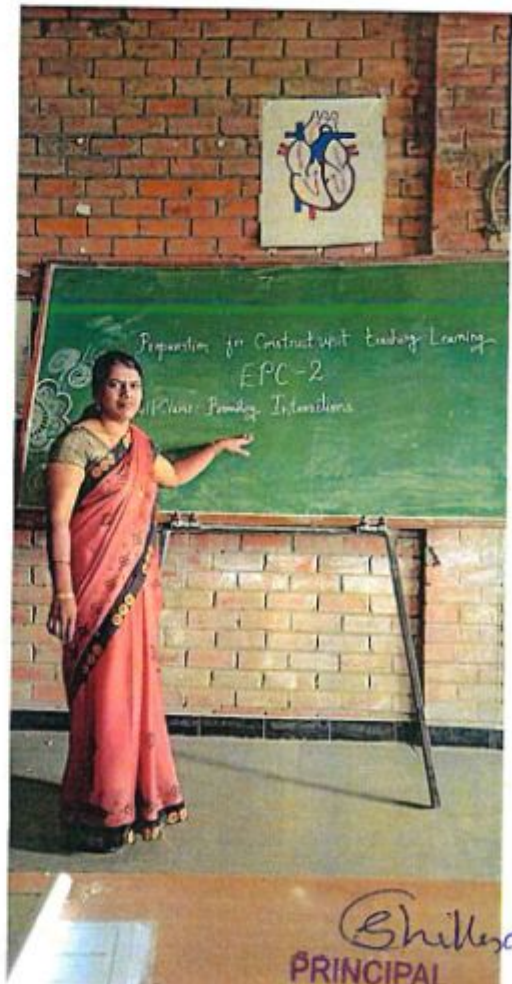
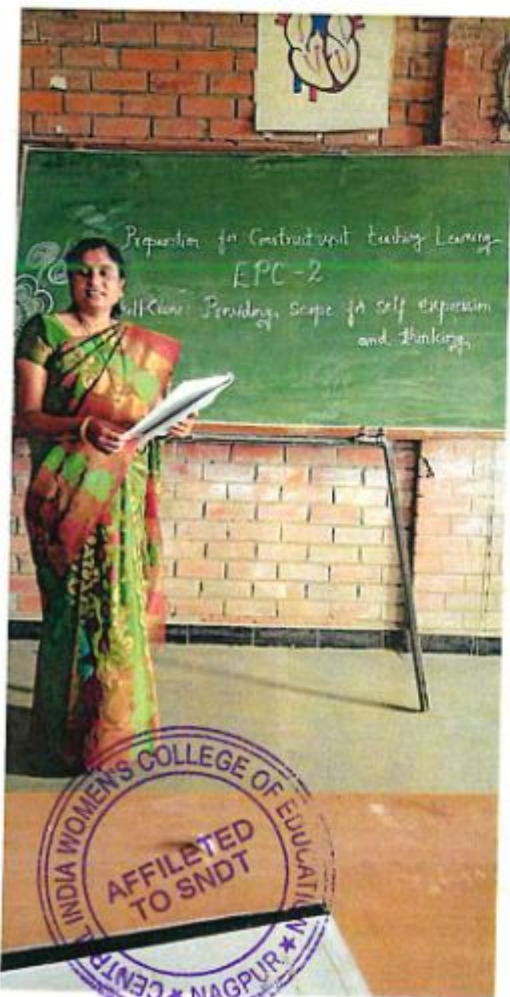
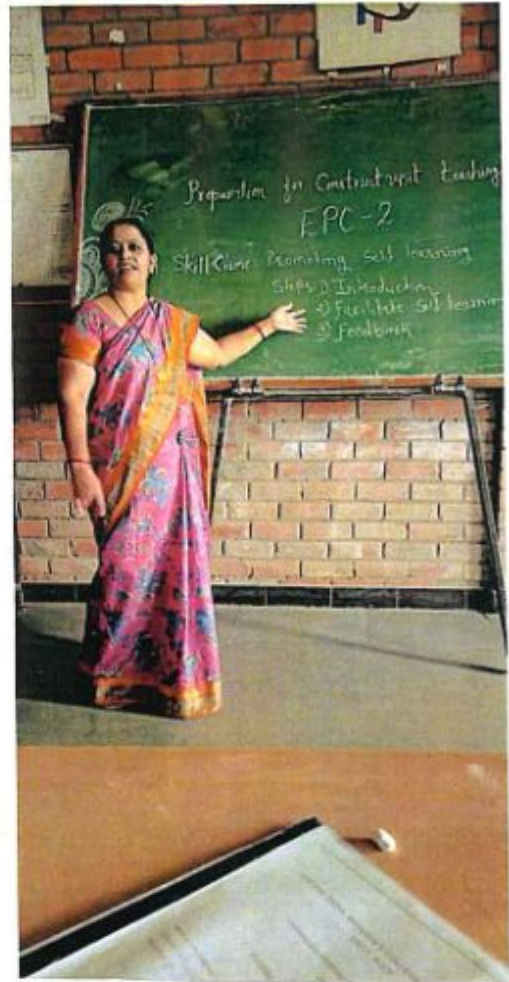


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