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

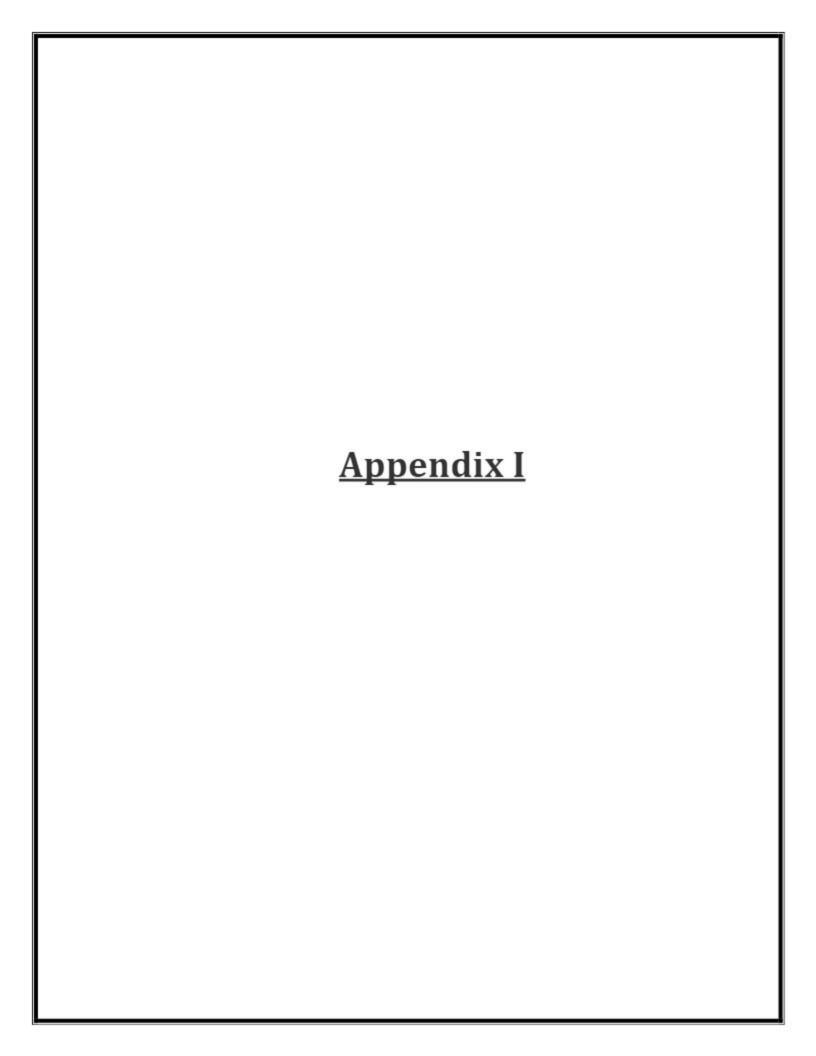
- 1. Formulating learning objectives
- 2. Content mapping
- 3. Lesson planning/ Individualized Education Plans (IEP)
- 4. Identifying varied student abilities
- 5. Dealing with student diversity in classrooms
- 6. Visualising differential learning activities according to student needs
- 7. Addressing 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



CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATIONS

SNDT B.ED GODHANI [RLY] NAGPUR

0 0 0

PRACTICING FOR CONSTRUCTIVIST TEACHING-LEARNING

EPC I [2]

Name: AKANKSHA RICHARD

Medim: ENGLISH

Methods: ECONOMICS / ENGLISH

Course: B.ED 2020-22

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION,

S.N.D.T. B.ED., Godhani Railway, Godhani, Nagpur - 441123

Enhancing Professional Capabilities (EPC- II)

Practicing for constructivist teaching - learning

Lesson Plan

1.	Skill's Name: Promoting interactions	S
	Name of the Student-Teacher AKA	
	Unit UNEMPLOYMENT	Sub-Unit
	Resources Used CHARTS, Mot	
	Date:	7.12.200

Content	Role of Facilitator	Role of Learner	Nature of interaction
Unemployment	Teacher introduces the topic of unemploymen		Teacher-student interaction.
Chart on wremployment	Teacher esceptains what evenployment is and show a chart ont	3	Teacher-student interaction.
AFFILETED TO SNDT TO SNDT	Teacher ask various questions related to the topic to check previous knowledge.	show eageoviess to anscrear	Teacher-student interaction Chilthele PRINCIPAL ndia Women's College Of Education Nagour

Connect Atin Lamcon

Content	Role of Facilitator	Role of Learner	Nature of interaction	_
Impact of	Tencher	Students	Teacher-student	
wemployment	explains the	lister with	interaction.	
on the	importance	Mostness		
economy of	of understanding			
India.	the impact of	give their		
	unemployment			
	as a social	1		
1	evil.			.
11	1011		T , + 1 +	
1 4 4	t Defined as	Students	Teacher-student	
and its type	1	listen and	interaction.	
U.	in which a			
	person falls			
	in the age			
	group of			
	15-59 yers,	-	1 04.96	
	has a willing			-
	ness to word			
	to est a isl			
	to get a job			
	-RURAL U:			
	-> Seasonal			
	> Disguised			
JEN'S COLL				
1/2/	200 reducated	(Shillhale NCIPAL OF Education	
AFFILET TO SHE	ED ED	PRI Control India Wom	NCIPAL en's College Of Education Namour	-
The state of the s		Cillia maa 77	Nagpur	

Role of Facilitator	Role of Learner	Nature of interaction
Teacher	Students	Student-media
scoreens a	intently	interaction.
video depit	inguaren vie	
	· 10 2001 X 6-201	
	1	
	,	
India.		
Teacher	Students	Teacher-studen
The state of the s	is show	interaction.
topic	eagress to	
_	answer.	
	+	
, 0	ence	
Q2. give		
unemployme	ent.	
To all position		
	Teacheri screens a video deput the statistici and effects of unemploy nent in India: Teacher asks question tropic related. Q1. Define unemployme Q2. Give examples of	Teacher Students intently watch the statistics of wendownent in Tradia. Teacher asks questions topic related. Q1. Define unemployment



Signature of the Observer Professor

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

Evaluation Sheet

1. Pr	omoting	Interaction	1
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Name of Student - Teacher: AKANKSH+	RICHARD	_Roll No. :
Subject: FCONOMICS	_Date:	
		(5 Marks)

Sr.	Criteria Nature of Interaction		Levels of Achieveme		ievement	
No.			reaction interaction	Excellent		Satisfactory
I)	Introduction	i)	Motivational		2	- Canciaotor)
		ii)	Creation of learning		2	
		iii)	Proper Instructions		10	
II)	Teacher-	i)	Questions / Demonstration		1	
	student	ii)	Democratic Atmosphere			-
	Interaction	iii)	Meaningful & Relevant			-
III)	Interaction ii	i)	Activity Sheets			
		ii)	Pair & Share		1/	
		iii)	Games			•
		iv)	Simulations		~	
		v)	Role Play		1	
		vi)			it	
		vii)				
IV	Student-	i)	Selection of Media		~	
	Media Interaction	ii)	Instructions for interacting with Media		~	
		iii)	Media based interaction		1	

Feedback	Motivational	Introduction
		The state of the s

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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 ECONOMICS Roll No.

Unit VNEMPLOYMENT Sub-Unit

Resources Used CHARTS, PICTURES, VIDEOS

Date:

Content	Role of Facilitator	Role of Learner	Nature of group discussion/ problem solving by group
nemploymen	Teacher introduces the topic of group discussion.	Students lister carefulty	Motivational.
	Teacher gives in detail instructions about the group discussion.	Students tisten to the instructions attentively.	Proper
SWEETS COLLEGE OF		PRINCIPAL PRINCIPAL Nagour	

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Content	Role of Facilitator	Role of Learner	Nature of group discussion/ problem solving by group
	Teacher presents the topics of group	Students listen carefully.	Introduction of topic of discussion
	Oliscussion: O Rural unemployment O Educated		
	unemployment		Λ. Ι
	Teacher makes 2 groups	Students show willingness to participate in a group discussion.	Making groups.
	Teacher assigns different volu	Students understand their	Assigning roles to students.
ONEN'S COLLEGE OF	discussion: Conductor. Initiator	roles.	
AFFILETED PER TO SNOT AND TO S	Motivator Time keeper-		Chilhale RINCIPAL men's College Of Education Nagpur

Content	Role of Facilitator	Role of Learner	Nature of group discussion/ problem solving by group
	Teacher assigns topics for group	Students show enthusiasm.	Assigning topic for group discussion
	Teacher observes		Observation of the group activity.
	each group carefully.	-> What we its types?	· · · · · · · · · · · · · · · · · · ·
	Teacher motivates and facilitates	> give escamples of Seasonal 4	Motivation and facilitation of the students
	the students. Teacher	Oremployment OROUP 2 reducated	Monitoring
	laced by the	Vremployment → What is it? → Give example >How common	group discussion
	i i	is it in wrban India?	
OM A	FFILETED TO SNDT	- Certtr	PRINCIPAL al India Women's College Of Education Nagpur

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 property.	equal distribution of time to all the groups.
	Teacher invites the presenter of each group. Teacher gives feedback to all the groups	presents their topics. Students lister carefully	Involvement of groups during the presentation. Feedback to the groups.
	Teacher avices	Students listen attentivel Students	Comprehensive Summarization Concluding gremarks.



PRINCIPAL Observer Professor

Central India Women's College Of Education

Nagpur

Enhancing Professional Capabilities (EPC- II)

Practicing for constructivist teaching – learning

Evaluation Sheet

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

2. Conducting Group discussion/group problem solving.

						(5 Marks)
Sr.	Criteria		Nature of Discussion/	Levels	of Ach	ievement
No.			Problem Solving	Excellent	Good	Satisfactory
1)	Introduction	i)	Motivational			
		ii)	Proper Instructions			
		iii)	Introduction of the topic of Discussion			
II)	Formation	i)	Making a Group			
	of 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			
٧	Summar- ization	i)	Comprehensive summarization by the teacher			
		ii)	Concluding remarks by the teacher.			

Ove	er all good Present	d
Date: TO SNOT	Central India Women's College Of Education	_

Feedback

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 AKAI	NKSHA RICHARD
	Subject ECONOMICS	Roll No
	Unit_UNEMPLOYMENT	Sub-Unit
	Resources Used TNTERNET, VI	DEOS PICTURES
	Date:	**************************************

Date:			
Content	Role of Facilitator	Role of Learner	Nature of Self expression & thinking
Inemploymen	introduces	Students listen	Motivational.
	the topic.	carefully.	• .
	Teacher gives	Students	Proper
	instructions to the studen	listen attentively	instructions.
	Students we	U	Introductions
	are going to	listen	of teaching
	unemploymen	the instructi	actuaty.
	game. To	and show enthusiasm	Explanation
	understand	to work in	of the activity.
MEN'S COLLEGE ON	geraups aill	groups.	
AFFILETED SO	be formed.	Central India Woo	RINCIPAL Men's College Of Education
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Nagpur

Content	Role of Facilitator	Role of Learner	Nature of Self expression & thinking
	Teacher	Students try	Assigning
	distrubutes	to undoustand	tasks to the
	the work	their	groups.
	in 2 groups	assigned	0
	and assigns	tasks.	
	a group		
	unchange.	GROUP1	
	V	Situational	
		game.	
		-> An example	-
		of unemplayment	
		will be	
		shocun asan	
		mage.	
		-> The type of	
		it depicts	
		has to bewritten	1
		000000	
		GROUP 2	
		-Riddle game	
		> A series	×.
		of rioldles	
		will be asked	
SMEN'S COL	A CONTRACTOR OF THE PARTY OF TH	and if it is	
AFFILET	ED ED	anescample	(01:11)
TOSNO	CATT	of aremployment	PRINCIPAL PRINCIPAL
* NAGPU	**	to be guessed.	Central India Women's College Of Educa Nappur

Contont	Role of Facilitator	Role of Learner	Nature of Self expression & thinking
	Teacher asks the group incharge to present their data	> Others we've down	Peresenting an opportunity for higher- order thinking or self expression
	Teacher asks the students to share their escperience.	GROUP 2 They ask the riddle one by one Sother decipher if its an example of whemploymen	depositurity for shaving escreences
AFFILE TO SI	TED ND FEDUCA	Group 1f2 students share how they enjoyed the games	Chikhaje PRINCIPAL

Content	Role of Facilitator	Role of Learner	Nature of Self expression & thinking
	Teacher asks	Students	Motivation for
		share their	self-expression
	to share	information:	and higher-
b	their data		order thinking.
	Teacherasks	Students	
	questions	give answers	
	related to	0	
	the topic		
	Teacher	Students	Composehensive
	1		
*	gives feedback	Carefully.	Summarisation.
	Teorcheo makes		
	Compachersin	Students	Final gremarks
	sunnavisator		
	of information	carefully.	
	and final	0 4	
	remarks		



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

Evaluation Sheet

and acobe for acil exhibition	and thinking.	
Name of Student -Teacher: AKANKSH	A RICHARD	Roll No. :
Subject: ECONOMICS	Date:	

(5 Marks)

Sr.	Criteria	Nature of Discuss	Lev	Levels of Achievement		
No.		Nature of Discuss	Excelle			
I)	Introduction	i) Motivational				
		Proper Instruction	ns			
		iii) Introduction of the teaching activity.	9			
II)	Activity Implementation	 Explanation of the of the activity 	esteps			
		 Providing Example resources for the 				
		iii) Providing Opportu for Higher Order t self expression				
III)	Presentation and	 Opportunity for sh experiences 	aring			
	Evaluation	 Motivation for self expression/higher thinking. 				
		iii) Evaluation of learn Learning.	ner's			
	18	 ii) Involvement of all groups during presentation. 	the			
		iii) Feedback to the presenter				
IV	Summarization	i) Comprehensive				
		ii) Final Remarks				

Feedback	MLEN		9000	Preser	La Hor
COLLEG			0	7 2007	
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Enhancing Professional Capabilities (EPC- II) Practicing for constructivist teaching - learning

Lesson Plan

4.	Skill's Name: Promoting self learnin	a ·
	Name of the Student-Teacher AKAI Subject Economics	NKSHA RICHARD
	12011011976	Roll No.
	Unit UNEMPLOYMENT	Sub-Unit
	Resources Used	
	Date:	

Content	Role of Facilitator	Role of Learner	Nature of self learning
ypes of	Teacher	Students	Motivational.
remplayment		listen carefully	1
1	the topic.	000	
2 TH 3/12/	C+		
200	Students,	Students	Proper instruction
Ch	Today I am		for self-leavini
	going to	attentively.	0
	help you to	V	
	write an		•
	essay on	4	
	unemploymen	(-	-42
	Forthis		
	purpose, you		
	will have		
	about the		
SCOLLEGE	praterial provided and		Chillhale
13/ 20	describe it.		PRINCIPAL Women's College Of Education

Nagpur

Content	Role of Facilitator	Role of Loarnor	Nature of self learning
	Teacher gives instructions to the student about the activity.	Students	Relevance with content.
	distrubutes of different Richards	Students ake the pictures and start working	Creation of self learning atmosphere.
	see in the	Students try to Journ their own material	Problem-solving doubt de arance
	the form of an essay.	on unemplayment, based on the pictures perovided.	
Sens COLLE	So, what : do we observe?	Inspite of having a will being unable to find a job is called	According to composehersion
AFFILET TO SNI		themplayment	PRINCIPAL India Women's College Of Education

Facilitator	Role of Learner	Nature of self learning
Lastly, to	Students	Feedbackand
understand	listen	constructive
the import	10 11	suggestions.
- Count	1, 0	0 4
(1	1 1 1	
1 0	Nowtesge.	•
	3	
Q1		
	25	
		1 2
	the import and serious ness of wremplayment on an	the import carefully and get topic related wremplayment knowledge. on an economy we need to know

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Nagpur

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

Evaluation Sheet

				(5 Marks)		
Sr.	Criteria	riteria Nature of Discussion		Levels of Achievement		
No.	Introduction		Excellent	Good	Satisfactory	
1)	introduction	ii) Motivational iii) Proper Instructions for self learning		1		
		iii) Creation of self learning atmosphere		V		
11)	Facilitate	i) Relevancy with content		V		
	Self learning	ii) Distribution of self learning material		V		
		iii) Logical arrangement of self learning		~		
		 iv) Problem solving/doubt clearance. 		~		
HI)	Feedback	i) According to comprehension		~		
		ii) Activity based feedback		1		
		iii) Constructive		1		
F	eedback	motivational	Int	rocli	ection	

Date:

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

Lesson Plan

5.	Skill's Name: Facilitating understanding			
	Name of the Student-Teacher AKAI Subject ECONAMICS	NKSHA RICHARD		
	Unit UNEMPLOYMENT	Sub-Unit		
	Resources Used IMAGES VID	DEOS		
	Date:			

Content	Role of Facilitator	Role of Learner	Nature of facilitating understanding
Types of	Teachen	Students	Motivational.
memplain	introduces	lister carefully	
Toplogn	ner the topic.	10	
	Students,	Students	Peropen
	we hear	listen	instructions for
	about	4 + 1	the train
	unemployment		the topic.
	commonly		
	noco a days		
	but do are		
	know its		
	seriousness?		
	Asituation		
	in which a		
	person is		
	between 15-59	la la	
LOLLEGE	willing to		
LETED E	work but		Chillpale
SNDT S	wrable toget		PRINCIPAL
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a job is called unemployment-

Content	Role of Facilitator	Role of Learner	Nature of facilitating understanding	1
	Sotoday, cur	Students	Introduction of	
	- are going	listen carefully	leaving	-
		to the given	activity	
	I I I I I I I I I	instructions	(
		and show		
	uppes of	enthusiasm.		
	with	,		
	escamples			
	Now let us.	Students	Audio-visitab	
	coatch a	and the same of th		
	video on the		-	
	different	attentively.		
	types of	0		
	whemployment			
	and examples	Studenta	Though activity	
	Now let us		Through activity	
	oug to the my	stic for the		
	vie affected	stivity.		
	forms of	0	-	
	unemployment		-	
		students		
1	/	ine by one		
The same of the sa	-Critic or dollar	nages and		
10011	lo trestudent	escribe		
-CILE -T COL	and the same of th	hich form	. 6	
TO SNU 2	ecipherthe if	wendayne	nt Shillhale PRINCIPAL	٠
30 * NAGPUR* to	18	Lunger +	Central India Women's College Of Ed	lucation
	fe of wemploy	friene.	Nagpur	
			Crannod thith Cam	Cran

Content	Role of Facilitator	Role of Learner	Nature of facilitating understanding
	Teacherasks to describe the type of unemployment	Students escalain the type of unemployment	Through questions.
	So how many types of unemploy- ment are there?	Today we leavent about types of unemplayment	
	The different types ove: -Rural V: -> Seasonal -> Disguised	Students listen carefully.	Comprehensive Jinal oremarks
	-Verban V. > Educated		

Date COLLEGE ON TO SNOT TO SNOT NAGRURY

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

Evaluation Shoot

					(5 Marks)
	Criteria	Nature of Understanding/	Levels of Achievement		
٥.	Criteria	Facilitating	Excellent	Good	Satisfactory
	Introduction	i) Motivational		V	
		ii) Proper Instructions for the topic		V	7
		iii) Introduction of learning activity		~	
)	Efforts to	i) Through Examples		~	
•	Facilitate	ii) Through Audio-Visual aids		V	-
	Understanding	iii) Through Activities		V	-
1)	Evaluation	i) Through Activity Sheet			
*	of student	ii) Through Quiz		V	
	understanding	iii) Through Questions		1	
		iv) Through Concept Map		V	
V	Summar-	i) Comprehensive		V	
	ization	ii) Final Remarks		V	
	Feedback	over all goe	d Pr	eses	ntatio

Date:

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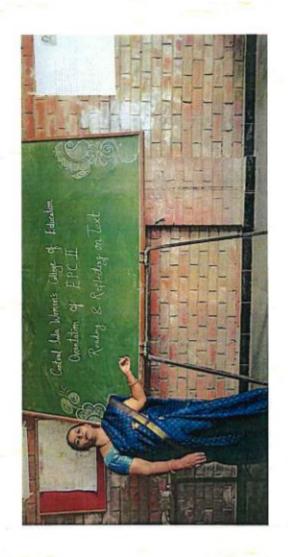
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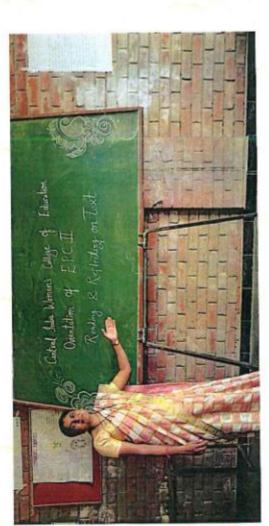
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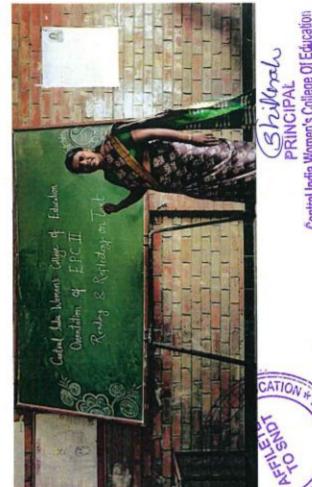
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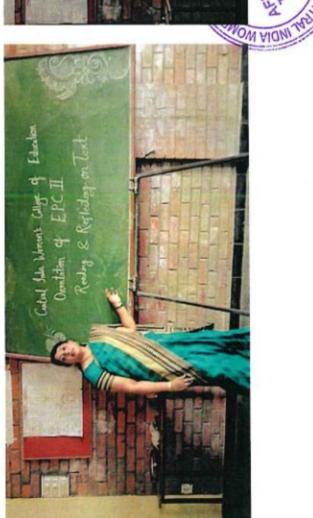
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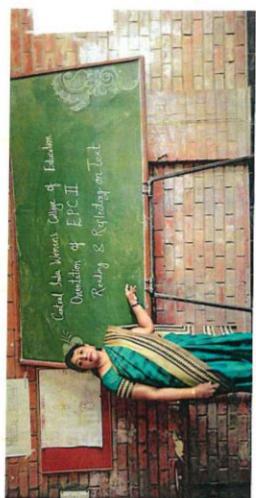




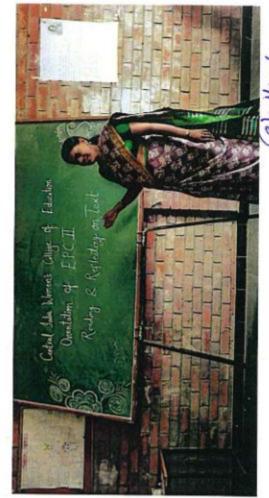
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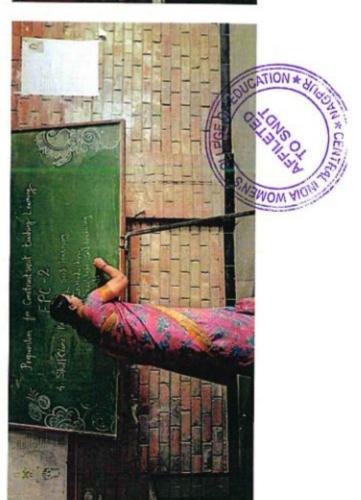




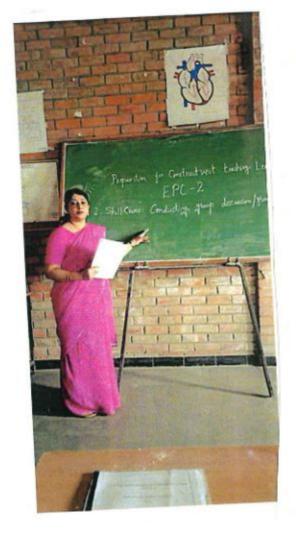


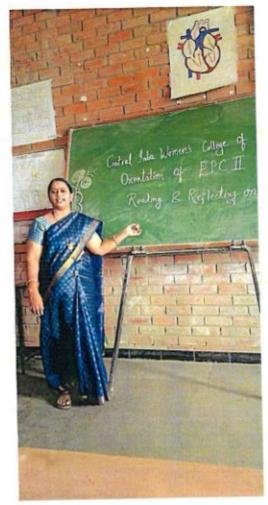


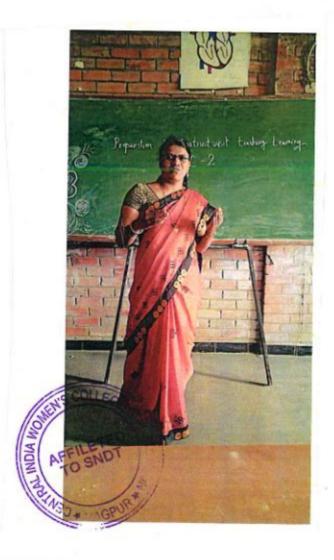


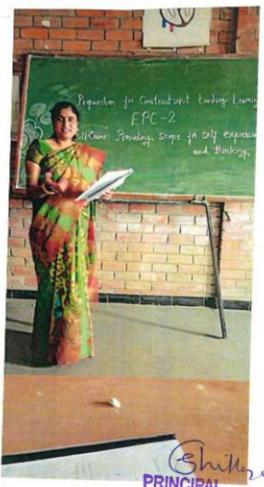


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