Run by: *New Akanksha Shiksha Samiti*

Dr. RADHAKRISHNAN COLLEGE OF EDUCATION

(Recognised by N.C.T.E., Sate Govt. & Affiliated to R.D.V.V. Jabalpur)

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DVV 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

- 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

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Reports

Student go through a set of activities as prepayratory to school based practice teaching and internship free prestige teaching internship orientation training eco certain significant skin and competencies **such as**

1 . Formulating learning objective

Formulating learning objectives are basst on the revised bloom,s taxonomy a detailed phase decided to drill the objective and specification on per with global academy standard in all the methodology classes of the lesson are drived after a detailed study of the component under each domain, course content of subject mythology provides the student with a detailed procdural knowledge for forumulating learning objective methodology lecture trrain the student teacher in writing specific measurable and attainnable objectives for the lesson they are planning to teach before the go for internship student teachers articulate learning objective which help them to select and new organised course content determine the time of assessment and learning activities to build the lesson .

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FACULTY ORIENTING STUDENTS ON FORMULATING LEARNING OBJECTIVES BEFORE WRITING LESSON PLAN

2. . Content mapping :- cross sectional content mapping is done with ICSE CBSE schools content. different graphic organisation patterns are used for a pictoril description of the content subdivided into teaching point and the Dissnemination nation history and non essential element of each concept of positive related example for conceptual clarity
Academic standard defined by NCERT s t e r t are the expected learning behaviour standard outcome outcome outcome from every student it the end of the academic year and ideal student is expected to achieve the academic standard started in the particular subject .

Create the content strategy :- the content to be taught to achieve the above stand academyc standards has to be identify from the school test book then and annual plan unit plan and period plan have to be prepared if content is to be method successfully different graphic organisation pattern are used for a pictorial description of the content subdivided into Teaching points,And the dissemination strategies. They then Chelan noise anschel elements of each concept or map and this enables the student to finally arrive at a pool of positive related example for conceptual clarity.
PLAN : - Finally, a structure is to be developed as to how the entire content strategy will be carried out. this mean organising the topics,choosing the correct teaching aids,using right communication techniques and effective presentation of the plans.
Student teachers are trained to divide the units into lesson Plan and each lesson is divided or branched out. it is a graphical representation of Text's topics,Ideas and their relationships. each unit is analysed and the student teachers group information is a creative and meaningfull wayso that the connections between an So that the connections between and among the information become far more visible than they might from a plain reading of the text.skimming,chunking,annotating the Text are the strategies learned by the student teachers while preparing the contentmapping.Content/concept/mind Mapping make excellent study aids their students can easily review their work from the text/ pictorial representation of map.
Example

Subject: physics
Class : 9th

Topic: laws of motion

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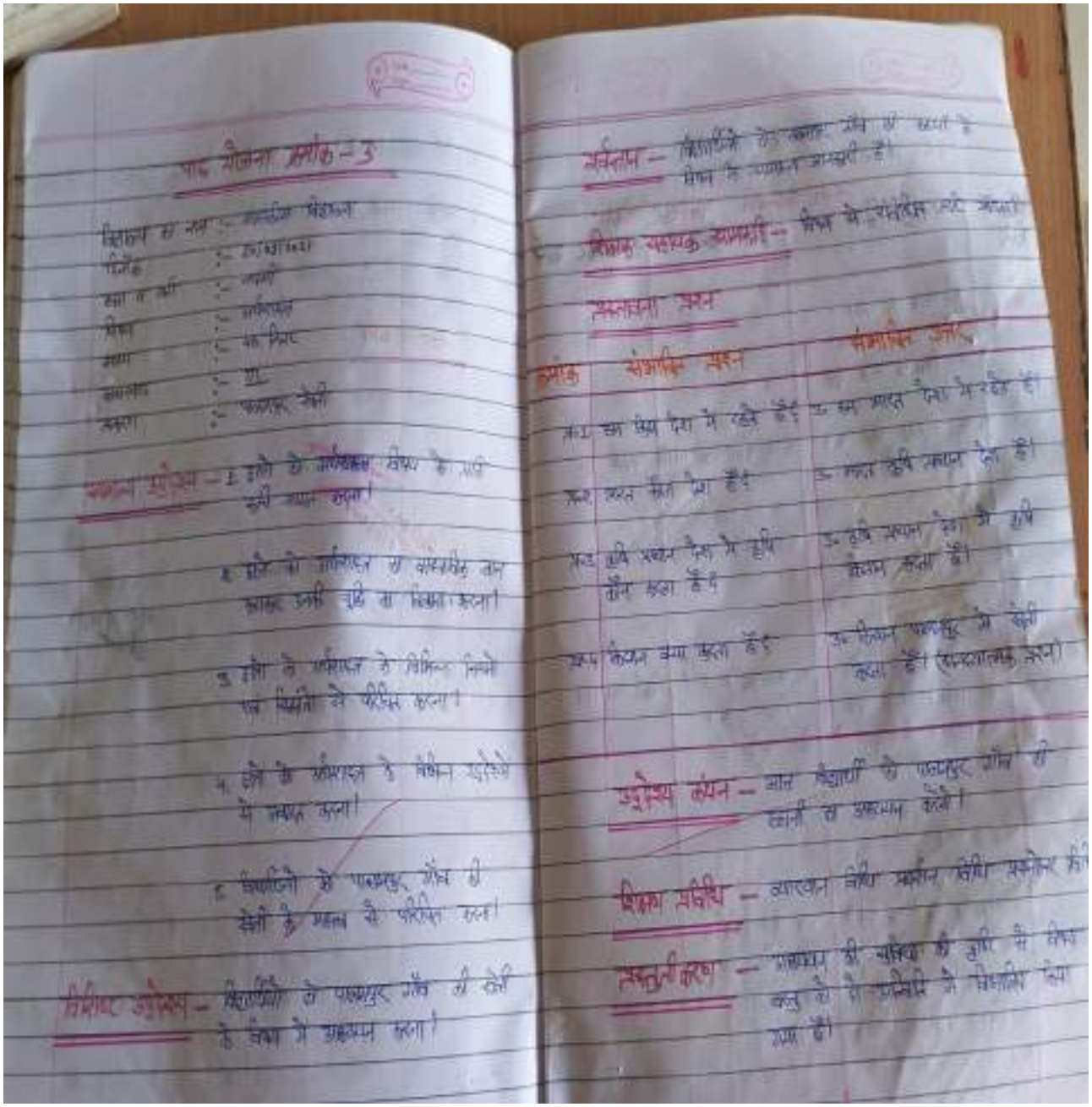
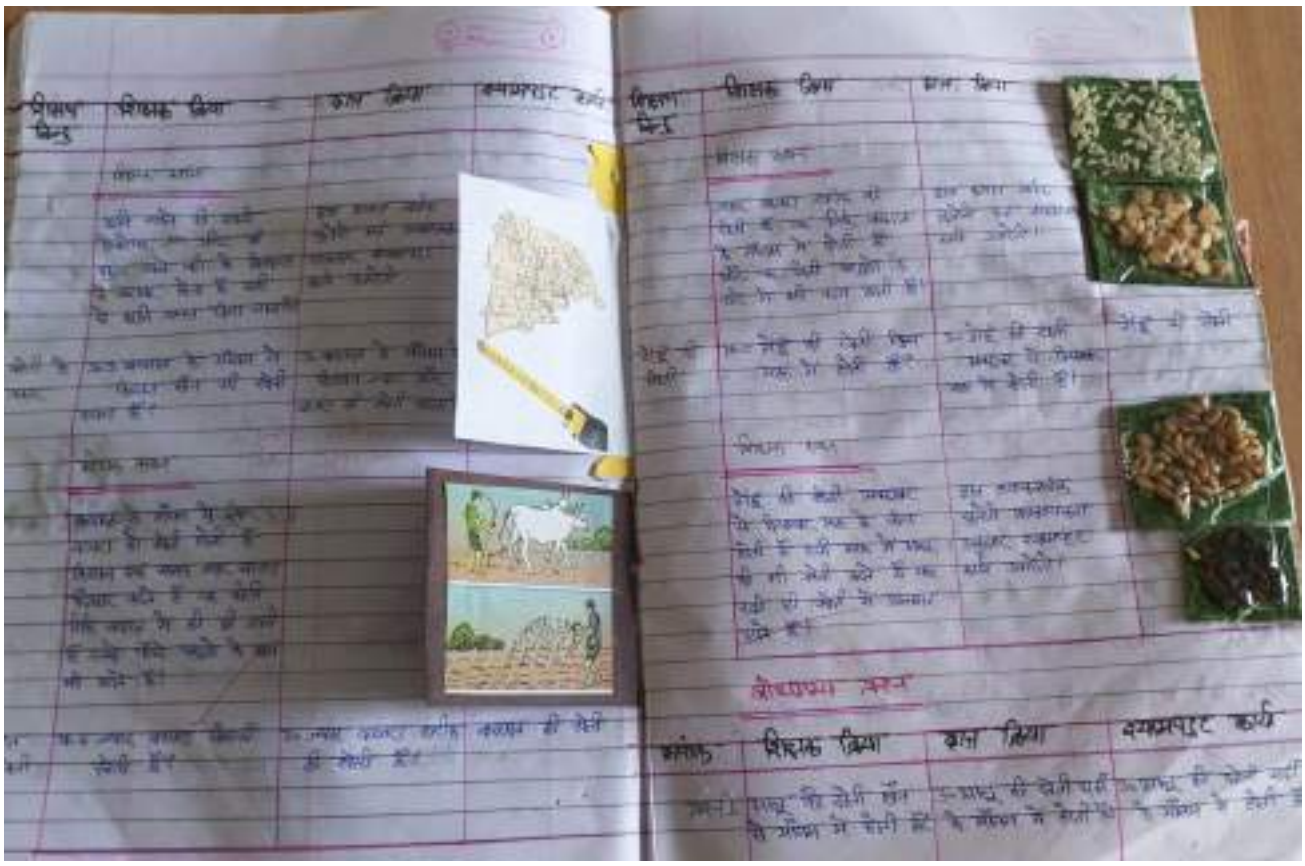
(3) Individualised Educational Plans:-

Moving away from theHerbartian plans, this College has adapted various individualised models of lesson planning such as: (a) programmed instructions, (b) social constructivist model; (c) inquiry model; (d) ICT Model, (d) Aesthetic/Value based model and (e) the language across curriculum models of writing lesson plans. All these learning experiences have helped students cater to diversified learners. Through personalised plans, learners go through a self-instructional modular pathway. Creative, Innovative and Novel ideas in preparation and presentation of lessons by the student teachers are encouraged. Students are given orientation and demonstrations on use of ICT, integration of Drama, Art & Craft and VITAL lessons. They are given the opportunity to use their own creative and content appropriate novel ideas to use in teaching practice in schools.





क्रमांक	शिक्षक क्रिया	छात्र क्रिया	श्यामपट्ट कार्य
प्रश्न 1	गन्ना से क्या बनता है?	उ० गन्ना से गुड़ बनाया जाता है।	उ० गन्ना से गुड़ बनाया जाता है।
प्रश्न 2	खेती में भूमि ठेल कैसा होता है?	उ० खेती में भूमि ठेल वस्तु स्थिर होता है।	उ० खेती में भूमि ठेल वस्तु स्थिर होता है।
प्रश्न 4	खेती से अनाज लाने के बाद कहा जाता है?	उ० खेती से अनाज लाने के बाद मंडी में जाता है।	उ० खेती से अनाज लाने के बाद मंडी में जाता है।
प्रश्न 5	खेती के लिए कैसी भूमि की जरूरत पड़ती है?	उ० खेती के लिए उपजाऊ भूमि और मिट्टी की जरूरत पड़ती है।	उ० खेती के लिए उपजाऊ भूमि और मिट्टी की जरूरत पड़ती है।

पुनरावृत्ति लेखन

न 1. रबी की खेती किस मौसम में की जाती है?

न 2. गेहूँ की खेती किस मौसम में होती है?

न 3. ज्वार बाजरा कौन से मौसम की खेती है?

4. खेती के लिए सबसे अच्छी मिट्टी कौन सी है?

5. किसान खेती किसमें करता है?

अभ्यास कार्य

रिक्त स्थानों की पूर्ति कीजिए

1. पकलपुर में कितने प्रतिशत ..... खेती होती है।
2. खेती से नुकसान ..... होता है।
3. खेती में उपज ..... से होती है।
4. खेती में ..... कृषि का प्रयोग होता है।
5. खेती मुख्यतः ..... पर निर्भर है।

गृह कार्य

① किसान खेती किससे करता है?

② खेती करने के लिए क्या जरूरी है?

हस्ताक्षर
विषय शिक्षिका

हस्ताक्षर
पर्यवेक्षक

हस्ताक्षर
छात्राध्यापिका

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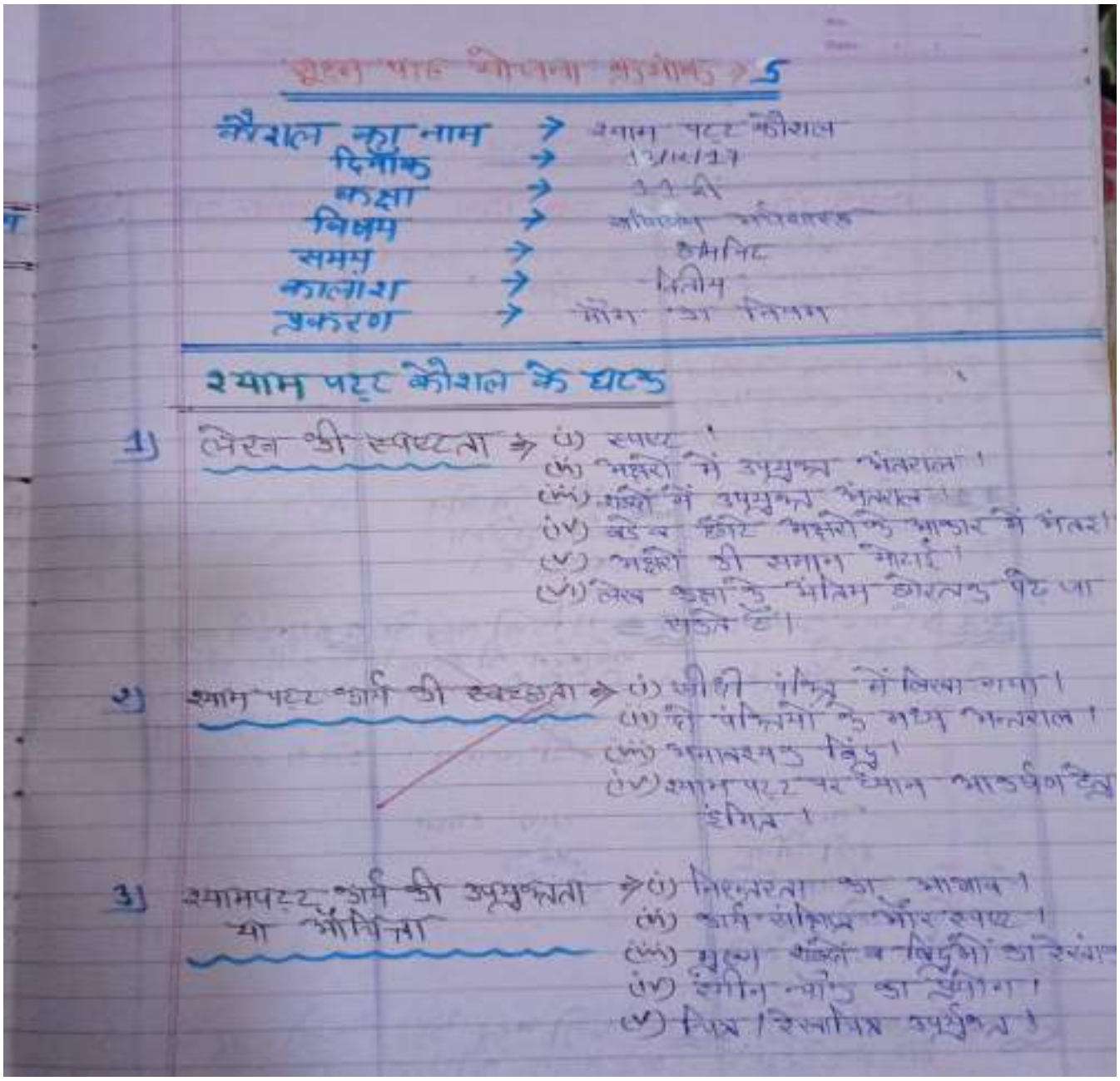
(4) Identifying varied \student Abilities During the pre-practice teaching phase, the faculty keenly observes the varied activities pursued by each student teacher and channels their activities with respect to the requirements of schools where they could be accommodated during the internship. Mechanisms adapted by
The faculty are:

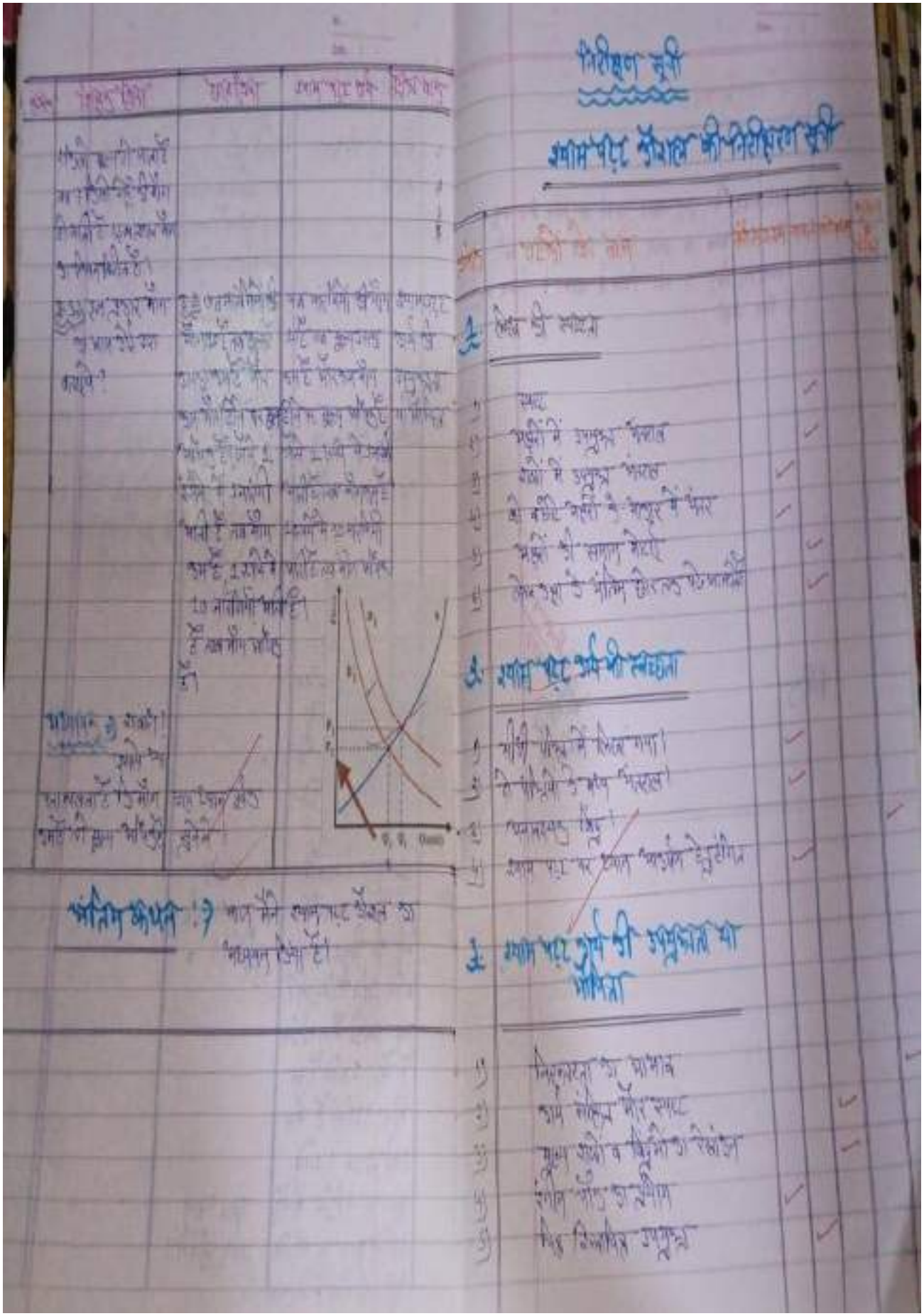
(1) Observing student teachers during peer teaching

While content orientation

I Skills in preparing audio-visual aids

1 .Planning the assessment tools
2 Micro Teaching





प्रस्तुतीकरण

माँग का नियम

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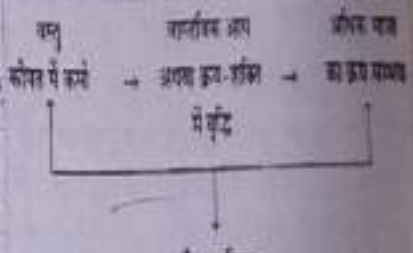
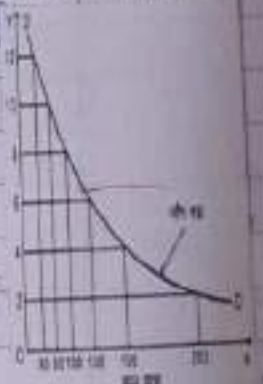




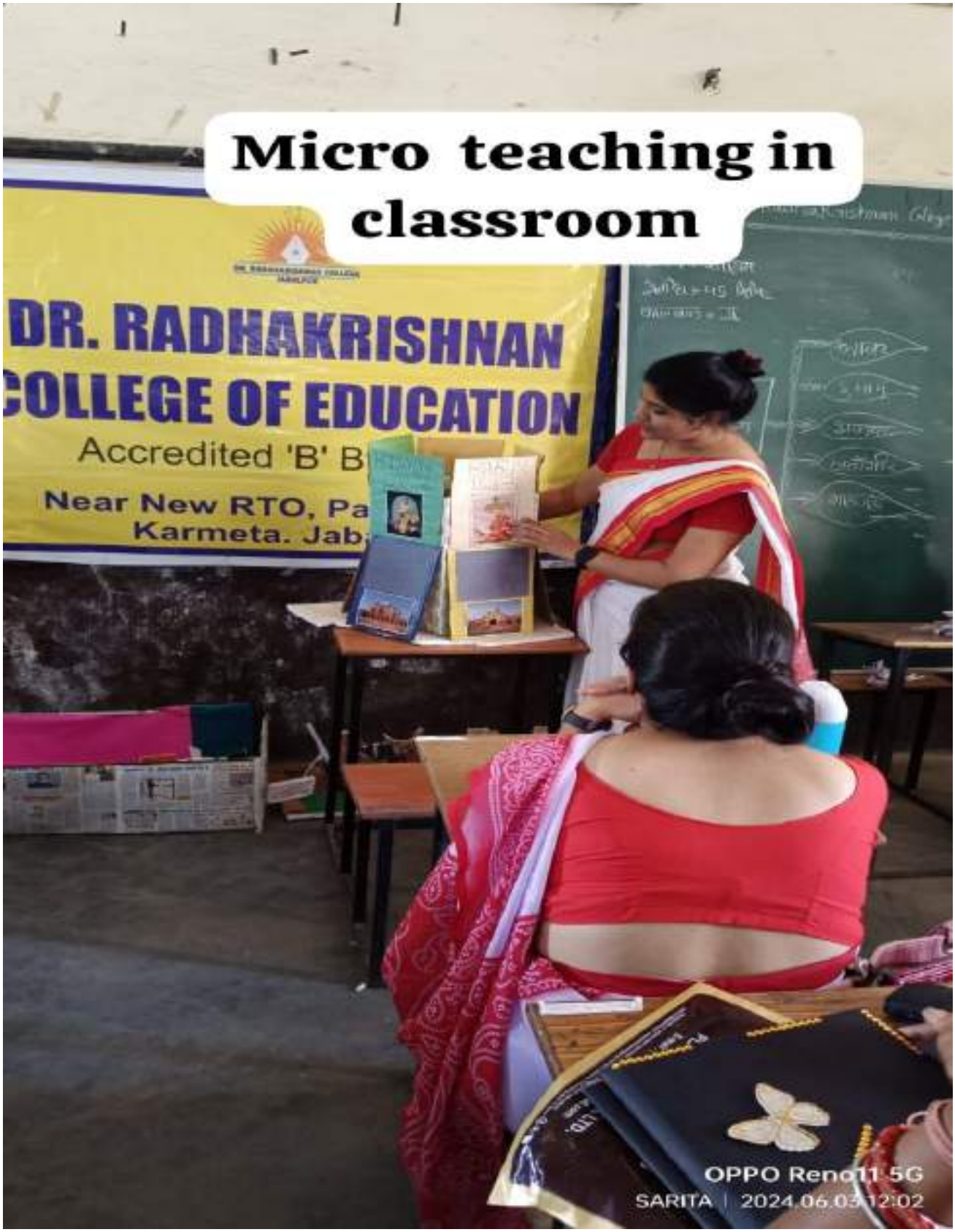
पर्यवेक्षक टिप्पणी ⇒

1. छात्रध्यापक के द्वारा समस्त घटकों का प्रयोग किया गया। लेकिन 4 घटक का प्रयोग अधिक किया गया। एवं अनावश्यक बिन्दु का प्रयोग विभिन्न से सामान्य से विभिन्न रूप में किया गया।

Gudhapani
13/12/17

दिनांक

पर्यवेक्षक
हस्ताक्षर



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(5) Dealing with student diversity in classrooms. : - The skill of dealing with student diversity in classrooms is taught in the core papers that are in psychology and methodologies. Later the techniques of dealing with stress, discipline, values, potential deficiency, mischievous behaviours, impairment, physical fitness, emotional imbalances are all practically discussed and brainstormed for probable solutions. Diagnosis and remedial procedures are oriented and varied approaches to plan classroom interactions are taught and demonstrated using multiple intelligence approaches. College adopts the same strategies to deal with the diverse students in the classrooms. Some of the strategies used are:

•Advanced learners assigned to take up research activities.
•Extension lecture to empower student teachers
•Peer Tutoring
•Remedial classes for slow learners
• Regular Assessments for learners

Advanced learners assigned to take up research activities.

पोस्टर प्रतियोगिता

Peer Tutoring

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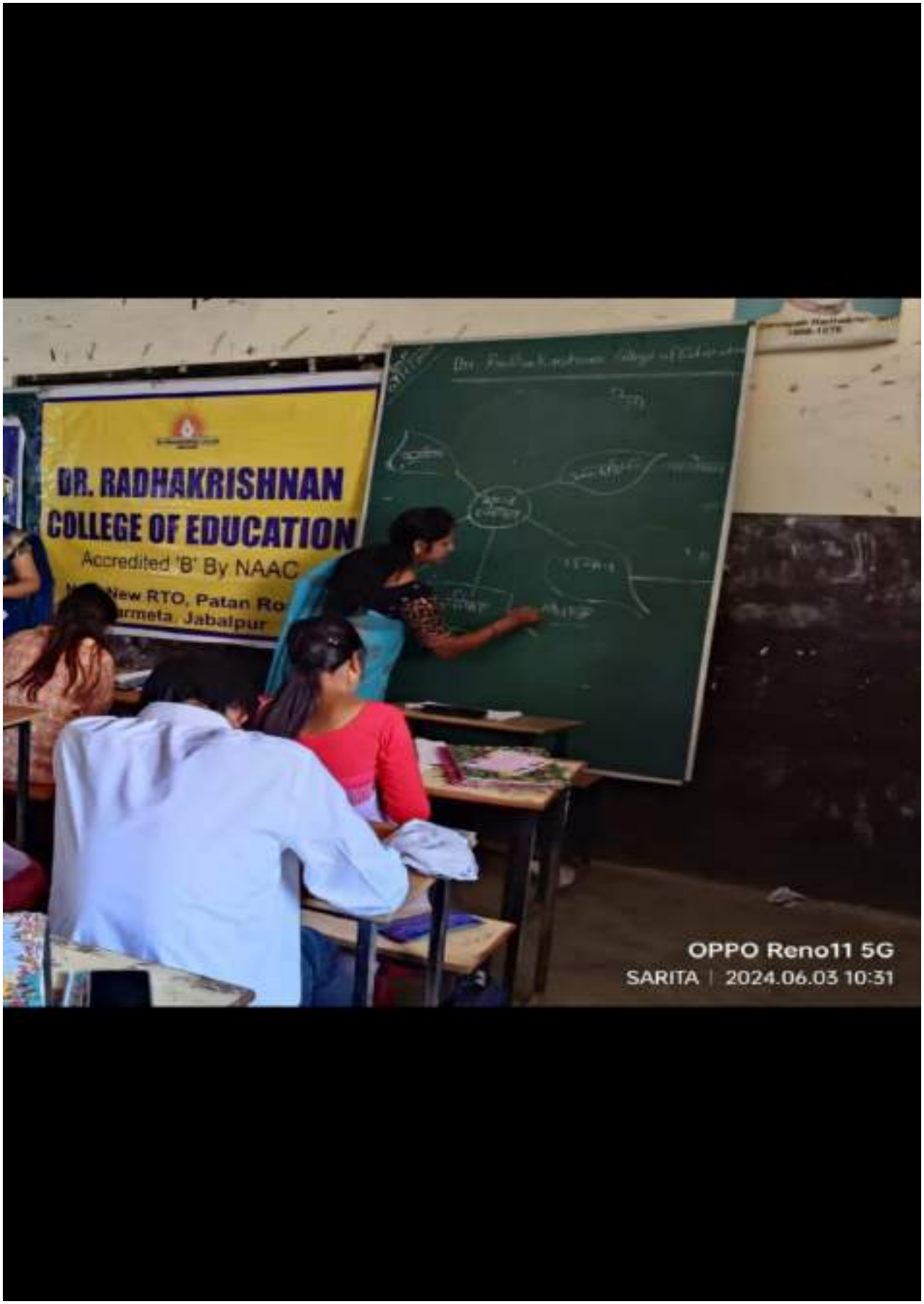
Peer Tutoring

Mentor Mentees Activities

Remedial classes for slow learners



Remedial classes for slow learners

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(6) Visualising Differential Learning Activities According to Student Needs

A pre-visit to special schools is arranged for our post-graduate students to enable them to understand the differential inputs, design activities and prepare instructional plans during their internship phase in special schools. Each special school is distinct in their demand for diversified teaching approaches. Practical Sessions by the methodology master and a special educator is involved here.
Undergraduate students who are placed for internships at various types of schools are oriented about the needs of the schools and student teachers personally visit the schools to observe and interact with the master teachers to understand the specific needs expected from each of them. Student teachers are trained to conduct formative assessment to identify the areas of the students where they need to improve.

(7) Addressing Inclusiveness

Students are introduced to the concept of inclusivity through core subjects. Students are exposed to practical implementation of inclusivity through a case study wherein they are required to observe a special needs student, diagnose the problem, and provide prognosis to mitigate the learning gaps providing the student with a wholesome learning experience. In their respective methodology classes, the skills of implementing inclusivity are further developed and applied to the lesson plans. The concept inclusivity is integrated into all other courses including electives, language across curriculum, reflections, portfolios as well as in assignments and projects wherein students are requiring to demonstrate their understanding and ability to deal with classroom inclusivity.

(8) Assessing Student Learning

Various assessment patterns are adapted and taught to UG and PG for assessing student learning. Types of questioning, skill of recapitulation, review, skills of giving assignments, skills in preparing rubrics for assessing different behavioural outcomes both online and offline, how to prepare blue prints, weightage tables and question paper after establishing reliability and validity though item analysis are a few to be listed. PG students get a detailed exposure to the preparation of synopsis and rubric preparation for data collection. They are also involved in preparation to be included in the question bank.
Internal assessments, assignments, project works are given to the students to check their progress. Students maintain e-portfolios to document all their accomplishments and achievements. This helps the teacher educator to have a comprehensive understanding of each student. Students develop accountability and self-discipline to upgrade their skills.

Assessing Student

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