

2.4.2 Students go through a set of activities as preparatory to school based practice teaching and internship

3. Lesson Planning /Individualized Education Plan



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3. Lesson Planning /Individualized Education Plan

The student teachers are oriented on development of Unit Plans and lesson plans.

Development of unit plan: A student teacher has to prepare two unit plans in each pedagogy. Unit plans consist of concepts and learning goals that are taught over a period and are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes several standards, skills, and desired outcomes for interconnected learning. A unit plan overarches all daily lesson plans with connections among key topics, concepts, skills, and desired outcomes. All the following elements should be considered when developing a unit plan: objectives, Main topic or topics, that unite lessons within the unit, academic goals and desired outcomes, Cross-curricular connections, Methods to make the learning relevant throughout the unit, an understanding of students' current knowledge, strategies, assessments for before, during, and after lessons and the overall unit. The activity carries 10 marks (5 in each pedagogy) .

Lesson Plan: Lesson plan consists of statement of objectives, list of contents, learning resources, teacher initiatives, strategies and process of assessing learning. It is simply a road map. Each teacher is different, once you understand the basic elements of lesson planning; you can modify the process to reflect on whatever makes you comfortable. So find the format that works for you and your students. The student teacher has to develop lesson plan using concept maps in in two school subjects and maintain detail records. They have to deliver minimum of 60 lessons (50 with detailed lessons and 10with lesson notes) in a method subject i.e. (60 + 60 lessons) minimum in two subjects (Mathematics/Bioscience and Physical Science for Science and Language and Social Science for Arts students). The transaction of lessons will be continually observed by mentor teachers and or institute supervisors through an assessment profile. Transaction of lessons in two pedagogy subjects carry 80 marks (40 by institute supervisors and 40 by cooperating teacher/mentors) through assessment profile. In Pedagogy of social science, student teachers are required to transact lessons in all social sciences i.e. History, Geography, Civics and Economics. Lesson plan records will be assessed at the institute and 20 marks (10 in each pedagogy subject) are allotted for the record. Few of the lessons are to be delivered integrating art and sports.

Reflective diary:Used as part of the activities of pre-service teaching practice, it is a tool for descriptive, reflective and/or critical recording of professional experiences lived by the teacher trainee in teacher training situations. The reflective diary helps organize the activity of guided analysis of pedagogical practice experiences aimed at: identifying students' own needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations. The diary is to be continuously recorded along with reflections.

The format of the lesson plan and lesson note are placed below.

LESSON PLAN FORMAT

Name of the Teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic (It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:
Class			Unit:
Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experience: Learning Resources: Learning Strategies:			
Phases of the lesson	Teacher Initiatives	Student learning activities	Continuous assessment/Black board work/ use of other resources
OBSERVATIONS			
INTERPRETATION ONSTRUCTION			
CONTEXTULIZATION			
COGNITIVE APPRENTICESHIP			
COLLABORATION			
MULTIPLE INTERPRETATION			
MULTIPLE MANIFESTATIONS			
Homework/Assignment			

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FORMAT FOR LESSON NOTES
B. Ed/B.,Sc.B.Ed/B.A,Bed.
FORMAT FOR LESSON NOTES

Name of Cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No:

Period:

Subject:

Topic:

1. Learning Outcomes:
2. Learning Objectives:
3. Learning Points:
4. Learning Process/Strategies:
5. Learning Resources:
6. Description of Learning Activities:
7. Assessment Strategies:
8. Home work/Assignments:

Signature of the Student Teacher
Teacher

Signature of the Supervisor/ Mentor

The students based on case study and action researches develop IEP during multicultural placement. The lesson plan is contextualized as per individual needs of students.

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

School Exposure-Multi-Cultural Placement Programme

B.A. B.Ed. Semester VI – 2022

Activity IV :Lesson Plan Format

Date:		Prepare a Concept map on the lesson / topic (the concept map may be prepared in additional sheet and appended before the lesson plan)	Unit:
Class:			Subject:
Time:			Topic:
Period:			
<p>Learning Points:</p> <p>Learning Objectives:</p> <p>Pre requisites/Previous Knowledge:</p> <p>Learning Resources: (What, When to be used and How to be used)</p> <p>Learning Processes (Strategies):</p>			

Learning outcome	Sequential Learning Activities including Black Board Work				
	<ul style="list-style-type: none"> • Engagement • Exploration • Explanation • Elaboration • Evaluation 	Or	<ul style="list-style-type: none"> • Introduction • Presentation (Summarization) • Evaluation 	Or	<ul style="list-style-type: none"> • Observations of authentic situations • Interpretation construction • Contextualization • Cognitive apprenticeship • Collaboration • Multiple interpretation • Multiple manifestations

Specify how your plan will be contextualized on children of different school contexts i.e. introduction, examples, time, learning resources, assessment etc.