



K.R. MANGALAM WORLD SCHOOL

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website : www.krmangalam.com

KRM/23/010

SCHOOL INTERNSHIP CERTIFICATE OF COMPLETION

This is to certify that Ms. Nandini Verma , D/O Subramaniyam Verma, University Roll No.2111270005 pursuing B.Ed programme, Semester III, at School of Education, K.R. Mangalam University, Gurugram, Haryana has successfully completed the School Internship at K R Mangalam World School from 01 November 2022- 23 December 2022.

During the period of her school internship with us she completed teaching lessons through use of various pedagogical methodologies and innovative teaching-learning material in classroom discourse, preparing an achievement test report, undertaking research project (case study), conducting a field project on curricular & co-curricular activities and was found hardworking and inquisitive in her approach.

We wish her/him every success in life.

Aseebah

Name & Signature of the Principal:

Date: 16.1.2023

School Stamp:



[Signature]

Registrar
K.R. Mangalam University
Sohna Road, Gurugram (Haryana)



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

KRMU/SOED/SIP/2022-23/02

20 Oct 2022

Mrs. Sunita Nagpal
Principal
K. R Mangalam World School
E Block, South City-I, Gurugram

PERMISSION FOR SCHOOL INTERNSHIP OF B.Ed. & B.El. Ed.
STUDENT-TEACHERS DURING ACADEMIC SESSION 2022-23

Dear Ma'am,

The School of Education (SOED), K R Mangalam University, Sohna Road, Gurugram was established in 2016 with an endeavour to inculcate excellence in academics in an enabling and creative environment for the overall development of personality of its student-teachers. SOED strives to impart state-of-the-art, technology embedded teaching through quality-based teacher education curriculum. We at The School of Education offer diverse Programmes of Studies both at the Undergraduate level such as B.Ed. & B.El.Ed. and M.A (Education) at the post graduate level that are designed to develop an insight into the nuances of teaching and learning in terms of theoretical perspectives, latest pedagogical techniques and also facilitate the development of the students 'understanding of social, emotional and intellectual ecosystem with relation to teaching and learning. The School also offers Ph.D (Education) programme.

Both B.Ed. & B.El. Ed. Programmes are approved by the National Council for Teacher Education (NCTE) and as per the University curriculum, the student-teachers are required to undergo School Internship (SI) during the ongoing semester (September-December) of academic session 2021-22.

It is proposed that permission may be granted for **School Internship** of B.Ed. Batch 2021-23 (Semester III) & B.El.Ed. Batch 2019-23 (Semester VII) during academic session 2022-23 from **01 November 2022- 23 December 2022** at your esteemed school.

The student-teachers will conduct the following activities during School Internship:

- (a) critically reflect and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and ICT, classroom management activities related to the school-community-parent interface.

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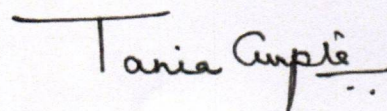
- (b) deliver the lesson/ units of pedagogy courses, maintaining e-portfolios and reflective journals.
- (c) undertake a research project by employing case study method of any aspect of the school/ or individual learner as identified by the school.
- (d) undertake a field project as assigned by the school under the guidance of a teacher mentor from school and faculty mentor of K.R Mangalam University.
- (e) prepare an achievement test report in any one pedagogy subject.
- (f) Conduct Peer Group observation (10 Lessons each in Pedagogy of School Subject I and Pedagogy of School Subject II),
- (g) Use of Teaching-Learning Material in Classroom Discourse (including teaching aids and reference material) (5 Teaching Aids/ Instructional Material each in the pedagogy of School Subject I and Pedagogy of School Subject II).
- (h) organise and maintain records of school activities.

We request you to kindly accommodate our **07 student-teachers (list enclosed)** and provide them an opportunity for internship in your esteemed school to acquire meaningful experience as a practitioner.

All student-teachers of SOED are well-disciplined, skilled and fluent in English and Hindi.

I would take to assure you that our student-teachers will demonstrate their acquired theory and practical skills to their level best at your school during the internship programme.

Warm regards,



Prof. (Dr.) Tania Gupta
Dean
School of Education

Encls:

1. List of Student-Teachers along with details of Faculty Supervisor.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

List of Student-Interns of School of Education, K.R Mangalam University, Gurugram

S.No.	University Roll No	Student-Teacher's Name	Programme & Semester	Pedagogy Subject I	Pedagogy Subject II
1	2111270003	Simran Kaur	B.Ed. Semester III	English	Social Sciences
2	2111270005	Nandini Verma	B.Ed. Semester III	English	Social Sciences
3	2111270009	Jaya Kwatra	B.Ed. Semester III	English	Social Sciences
4	2111270014	Nicky	B.Ed. Semester III	English	Social Sciences
5	1911260005	Reetu	B.El.Ed. Semester VII	Environmental Studies	Social Sciences
6	1911260007	Akshina	B.El.Ed. Semester VII	Environmental Studies	Mathematics
7	1911260012	Muskan	B.El.Ed. Semester VII	Environmental Studies	Mathematics

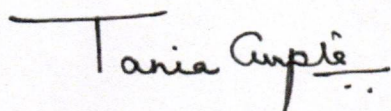
Faculty Mentor & Supervisor- Dr. Anshul Saluja, Assistant Professor, SOED, KRMU
Phone: 9910600889 E-Mail: anshul.saluja@krmangalam.edu.in

Faculty Mentor & Supervisor- Ms. Kanchan Khatreja, SOED, KRMU
Phone: 9953970626 E-Mail: kanchan.khatreja@krmangalam.edu.in

School: K R Mangalam World School, Gurugram

Dated: 20 October 2022


Registrar
K.R. Mangalam University
Sohna Road, Gurugram (Haryana)


Prof. (Dr.) Tania Gupta
Dean
School of Education



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

TITLE : DISCUSSION LESSON PLAN

PROGRAMME : BACHELOR OF EDUCATION (SEM - 3)

COURSE TITLE : SCHOOL INTERNSHIP - I

COURSE CODE : SEED553A

Registrar
K.R. Mangalam University
Sohna Road, Gurugram (Haryana)

Submitted by

Nandini Verma

(2111270005)

PUPIL TEACHER'S NAME: Nandini Verma CLASS: VI

PUPIL TEACHER'S Roll No: 2111270005

DURATION OF THE PERIOD: 35-40 mins

SUBJECT: ENGLISH (GRAMMAR) TOPIC: PREPOSITION

DATE: 03.02.2023

CONTENT ANALYSIS -

- Preposition
- Types of Preposition
- Meaning of types of Preposition

GENERAL OBJECTIVES -

- To enable students to write good English sentences.
- To enrich their vocabulary.
- To create the interest of students in the English language.
- To teach grammar for communicative purposes.

SPECIFIC INSTRUCTIONAL OBJECTIVES -

Cognitive Domain -

- Knowledge - Students will be able to state the definition of a preposition and object of a preposition.

- Understanding - Students will be able to recognize prepositional phrases and state that they are composed of prepositions and their objects.

- Application - The students will be able to apply the type of preposition.

- 3) The students will be able to use the type of preposition for making sentences.

Affective Domain - Students will be able to differentiate between different types of preposition.

Psychomotor Domain - 1) Students will be able to use prepositions in their daily life situations.

- 2) Students will be able to describe a sentence more with the help of prepositions.

TEACHING AIDS -

Board
Duster,
Pointer
Chart (for explaining)

METHODS / STRATEGIES USED -

Interactive Method
Discussion Method.

PREVIOUS KNOWLEDGE TESTING -

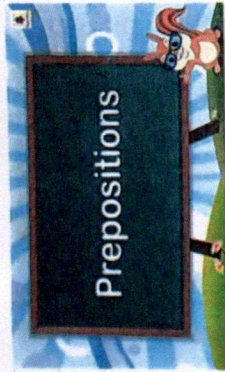
S. No.	PUPIL-TEACHER'S ACTIVITY	STUDENT ACTIVITY	BB WORK
1.	In which country do you live?	We live in India.	<u>SENTENCE-</u> We live in India ↓ Pronoun ↓ Verb ↓ Noun (?) 'In' - PREPOSITION
2.	Which part of speech is 'We'?	'We' is a pronoun.	
3.	Which part of speech is 'India'?	'India' is a noun.	
4.	[Good very good] Which part of speech is 'live'?	'live' is a verb.	
5.	[Yes, that's correct] Last, which part of speech is 'in'?	Problematic Question [No Response]	

Topic

Date

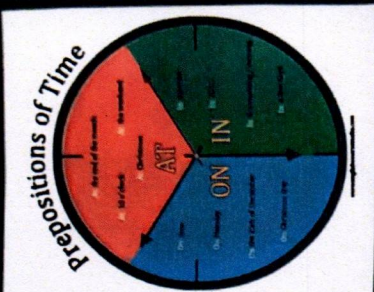
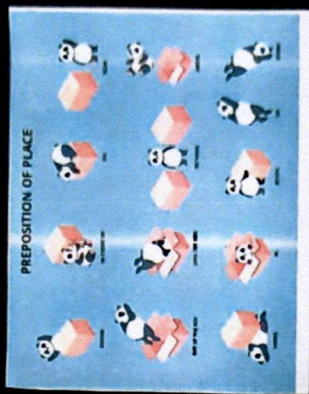
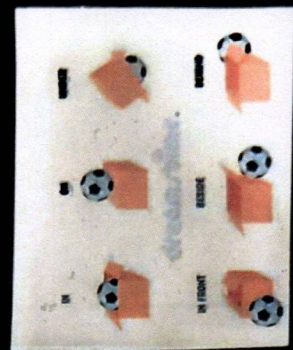
ANNOUNCEMENT OF THE TOPIC-

Dear Students, Today we will study an interesting topic - 'PREPOSITIONS' AND ITS TYPES'.



PRESENTATION

TEACHING POINT	STUDENT TEACHER'S ACTIVITY	STUDENT ACTIVITY	BLACK BOARD WORK	EVALUATION
Definition of Preposition with examples	The student teacher will explain the meaning of preposition. Prepositions are the words that are to link the nouns, pronouns with the different parts of the sentence. They are used to make the relationship between the sentence and the noun or pronoun. Some words that are used as prepositions are - By, at, in, on, across, under, above, behind etc.	Students will listen carefully Students will note down the board work in their notebook.	What is a Preposition? Preposition a word that shows the relationship between a noun or a pronoun and some other word or element in the rest of the sentence.  • with • at • from • into • during • including • until • about • like • through • over • before • around • between • after • except • but • up • out • down • off FEW EXAMPLES OF PREPOSITION • Ram sat <u>on</u> the chair. • We were sitting <u>under</u> the tree. • This book belongs <u>to</u> Martin. TYPES OF PREPOSITION- Preposition of Time Preposition of Place Preposition of Position	What do you mean by Preposition? Give me few examples of preposition. How many types of Prepositions are there? Name them.
Examples	Examples of Prepositions : Ram sat <u>on</u> the chair. We were sitting <u>under</u> the tree. This book belongs <u>to</u> Martin.			
Types of Prepositions	Now, we will look into the types of Prepositions- • Preposition of time • Preposition of place • Preposition of position	Students will listen carefully.		

TEACHING POINT	STUDENT	TEACHER'S ACTIVITY	STUDENT ACTIVITY	BLACK BOARD WORK	EVALUATION
Explanation 1) Preposition of Time - A preposition that allows you to discuss a specific time period. Example - on, in, at, from, to etc. I am going <u>to</u> the market. She went <u>on</u> a holiday today. 2) Preposition of Place - A preposition which is used to refer to a place where something of someone is located. Example - by, under, behind, below, beside etc. The child is playing <u>under</u> the table. I locked myself <u>inside</u> the room. 3) Preposition of Position - Words which tell us the actual location of objects are known as Preposition of Position. Example: between, among, near, upon. His office is <u>near</u> to my apartment. The cat is <u>between</u> the boxes. All students in the class will be instructed to read silently for better understanding.			Students jot down the work in their note book. Students listen carefully and note down the definitions with examples.	EXPLANATION:- Prepositions of Time  PREPOSITION OF PLACE  	Give few examples of Preposition of Time List down few sentences on preposition of place & position.
Silent Reading					

RECAPITULATION-

1) Fill in the blanks : (in, on, at, by, to)

1) My birthday is in January.

2) He lives in Mumbai.

3) Sita goes to School everyday.

4) He is always talking on the phone.

5) This temple was built in the 18th century.

HOME ASSIGNMENT-

- WORKSHEET GIVEN FOR HOMEWORK.

REFERENCE-

CLASS VI - CBSE - GRAMMAR TEXTBOOK.

Name: _____

Use the Prepositions

Directions: Complete the sentences below by writing the correct preposition in each blank.

at in over on between up
onto below under towards to through
into across along above behind

1. Maribeth and Dwight were careful as the walked _____ the high rock wall
2. They were followed by their two friends who trailed _____
3. All four arrived at school and Maribeth sat _____ Luke and Larry.
4. Just then, Mrs. Beatty, their teacher walked _____ the door and into the classroom.
5. Maribeth rose from her seat and walked _____ her.
6. She smiled and set an apple _____ the teacher's desk.
7. Mrs. Beatty reached _____ a pile of papers and pulled out a large, gold star.
8. Maribeth raced to her chart and, reaching high, placed the gold star _____ her silver star.
9. Maribeth skipped _____ the room with a smile on her face.
10. After school, the four friends threw rocks _____ the bridge



K.R. MANGALAM UNIVERSITY
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PROGRAMME: BACHELOR OF EDUCATION (SEM III)

COURSE TITLE: SCHOOL INTERNSHIP I

COURSE CODE: SEED553A

Lesson Plan Diary

Vidhi

Submitted to:

Prof. Vidhi Gaur

Assistant Professor

SOED

Submitted by:

Nandini Verma

B.Ed. (Sem III)

2111260015

[Signature]

Registrar
K.R. Mangalam University
Sohna Road, Gurugram (Haryana)

Date

Duration of the period 35-40 minutes

Pupil Teacher's Name Nandini Uema

Pupil Teacher's Roll No. 2111270005

Class VII

Average Age of the pupils

Subject English (Prose)

Topic Gopal and the Hilsa Fish

CONTENT ANALYSIS -

- The lesson Gopal and the Hilsa Fish is a comic visualization of a story of a king who challenged his witty courtier Gopal to bring Hilsa fish to the court.
- The lesson tells us about Gopal and the Hilsa Fish is nothing is impossible in the world. Smart people can achieve anything in the world with his or her intelligence.

GENERAL OBJECTIVES -

- 1) To enable the learner to communicate effectively and appropriately in real life situation.
- 2) To use English effectively for study purpose across the curriculum.
- 3) To develop interestⁱⁿ and appreciation of literature.

SPECIFIC OBJECTIVES -

- 1) Cognitive Domain - To understand the text and answer questions on it.

- Apply the Knowledge of Reported Speech.

2) Affective Domain -

- Student will be able to relate to the emotion of obsession.
 - Describe the behaviour of various characters.
- ## 3) Psychomotor Domain -
- Interpret the message given through the story.
 - Apply the moral of the story in their day to day life.

METHODOLOGY-

- Discussion Method.
- Explanation Method.

TEACHING AIDS -

White Board | Black board, Pointer, Marker,
PPT (Presentation)

PREVIOUS KNOWLEDGE TESTING - The students know about-

the common Indian Comics and Cartoons characters.

S.No	PUPIL TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
1.	What do you call a book or magazines that express ideas with images often combined with texts or other visual information.	It is called a comic book.
2.	Do you like to read Comics.	Yes, Ma'am.
3.	Name some of the Comics that you people love to read.	Pachatantra, Chacha Chaudhary Champak, Tenali Raman.
4.	Have you heard of a Comic named 'Gopal and the Hilsa Fish'?	No Response.

ANNOUNCEMENT OF THE TOPIC - Students, Now let

us read what Gopal did to distract people from their obsession with the Hilsa fish -

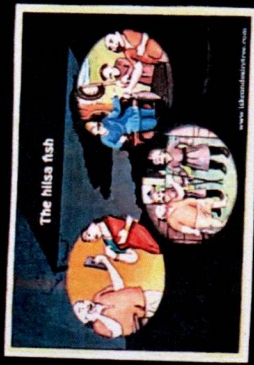
'Gopal and the Hilsa-Fish'

PRESENTATION-

TEACHING POINT	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
Model Reading	The pupil teacher will read the comic with correct pronunciation and punctuation marks. 'It was the season for Hilsa fish. Fishermen could think of nothing but Hilsa-fish. Fishmongers sold nothing but Hilsa-fish. Householders could talk of nothing but Hilsa-fish. And in the palace too the courtiers could discuss nothing but Hilsa-fish. The king shouted in anger - Are you a Courtier or a fisherman? The Courtier fell silent with downcast eyes. The king felt guilty. The king gave a challenge to Gopal that - He should buy a huge Hilsa and bring it to the Palace without anyone asking him a word about it. Gopal accepted the challenge.	The students will listen to the teacher carefully & attentively. The students enjoyed the comic.

BLACK BOARD WORK

GOPAL AND THE HILSA FISH



CONVERSATION



CHALLENGE -

EVALUATION

Which fish was everyone talking about?

What did the courtiers talk about?

Why did the king feel guilty.

What was the challenge?

TEACHING POINT PUPIL TEACHER'S ACTIVITY STUDENT ACTIVITY

Introduction
Pupil teacher explains the meaning of the difficult words.

Students will pronounce these difficult words and write their meaning in the notebook.

Fishmonger - A person or a shop that sells fish for food.

Courtiers - A person who attends a royal court as a companion or adviser to the king or queen.

Downcast - Sad or upset.

Challenge - Stepped outside your comfort zone and take on a new task.

The pupil teacher will ask the students to start reading the conversation one by one. The student-teacher will divide the class into small groups. Each group will perform and read a lot of the sentences according to the character.

The students will make few groups among themselves and start the conversations as done in the comic.

BLACK-BOARD WORK

MEANING

Fishmonger - A person or a shop that sells fish or food.

Courtiers - A person who attends a royal court as a companion or adviser to the king or queen.

Downcast - Sad or upset

Challenge - Stepped outside your comfort zone and take on a new task.

"I accept the challenge your majesty."

Who said the following sentence and in which context?

EVALUATION

Can you make few sentences with the word

Fishmonger,
Courtiers,
Downcast and
Challenge

"I'm sorry I lost my temper. It is the season for Hilsa fish and no one..."

Who said the following sentence and in which context?

RECAPITULATION -

- It was the season for Hilsa fish.
- Everyone including the courtiers in the palace were also talking about
- The King gave Gopal a challenge; to buy a huge hilsa fish and bring it to the palace without anyone asking you a word about it.

HOMEWORK -

① WORKSHEET GIVEN

② Are you a courtier or a fisherman?

- a) Who said the above line?
- b) Why did he say so?
- c) What did the speaker do immediately after this?

REFERENCE -

NCERT BOOK - CLASS VII - HONEYCOMB ENGLISH

Worksheet

Gopal and the Hilsa Fish

1. Who challenged Gopal to bring Hilsa Fish to the palace?
(A) The King (B) Courtiers (C) Public (D) King's wife
2. Everyone noticed Gopal bringing the fish to the palace.
3. Who sold nothing but Hilsa fish?
(A) Fish mongers (B) Villagers (C) Gopal (D) King
4. What did Gopal do before bringing hilsa fish to the palace?
5. The king was fed up with the talk of hilsa fish.
6. What did the courtiers say about Gopal?
(A) Bring him in! (B) The Man is crazy! (C) He is mad!
7. The face of the Gopal was shaven.
(A) half (B) not (C) full
8. What challenge did the king give to Gopal?
(A) to bring a huge hilsa fish to the palace without letting anyone noticing or uttering about it.
(B) to shave his face half and come to the palace.
(C) to smear his face with ash and come to the palace.
(D) to wear rags and come to the palace just like a beggar.
9. Gopal was a
10. The king lost his temper easily.

Thanks for answering the worksheet!

Date.....

Duration of the period.....

Pupil Teacher's Name Nandini Verma

Pupil Teacher's Roll No. 2111270005

Class VI

Average Age of the pupils.....

Subject English (Grammar)

Topic Adjectives

CONTENT ANALYSIS -

- Adjectives
- Types of Adjectives
- Meaning of types of Adjectives

GENERAL OBJECTIVES -

The Students will be able to -

- 1) Define an Adjectives
- 2) Use adjectives in Sentences
- 3) Develop mental ability of the students
- 4) Speak and write English correctly.

SPECIFIC OBJECTIVES -

Cognitive Domain -

Knowledge - Students will be able to recognize and recall the definition of verb.

Understanding - Students will be able to classify the sentences according to adjectives..

Affective Domain - Students will be able to get the words for noun and select the appropriate adjectives.

Psychomotor Domain - Students will be able to describe a sentence more with help of Adjective.

TEACHING AIDS-

Blackboard, Chalk, Duster, Chart, pictures on the smart board.

STRATEGIES/METHODS-

Discussion Method, Question - Answer Method.

PREVIOUS KNOWLEDGE TESTING-

STUDENT'S ACTIVITY	STUDENT'S ACTIVITY
1) Mayra is a girl. [What is Mayra in this sentence?]	Name of a Person.
2) Mayra lives in Kolkata. [What does Kolkata in this sentence depict?]	Name of a Place.
3) Mayra is a beautiful and intelligent girl. [What is beautiful & intelligent in this sentence?]	No Response [Problematic question]

BB WORK

Mayra is a girl.
Mayra lives in Kolkata.
Mayra is a beautiful and intelligent girl.

ANNOUNCEMENT OF THE TOPIC - Students, today we will learn about adjectives and its types.

PRESENTATION-

ADJECTIVE WORD WALL

AWESOME

COLOUR: RED, ORANGE, YELLOW GREEN, BLUE PINK, PURPLE

NOISY

LOVELY

SMART

HELPFUL

SIZE: Tall Little, Short Big, Skinny Huge Small

UGLY

KIND

ADORABLE

SMELLY

SINCERE

LIVELY

YOUTHFUL

NUMBERS: Nine, Dozen, Sixteen, Many, Some, a lot, few

AMAZING

CLEVER

SWEET

ANGRY

PUPIL - TEACHER ACTIVITY

TEACHING POINT

S. No

1. Meaning

The Pupil - teacher will explain the meaning of Adjective. An Adjective is a word that describes words used for a noun and add to the meaning of a noun (or pronoun). The word 'adjective' means 'added to'. It modifies a noun or a pronoun.

Example :- Rich, Big, Strong, Honest, Sweet.

2. Kinds of Adjective

The pupil teacher will discuss the kinds of adjectives to the students -

- 1) Adjective of Quality
- 2) Adjective of Number / Quantitative Adjective
- 3) Demonstrative Adjectives
- 4) Possessive Adjectives
- 5) Interrogative Adjectives.

3. Adjective of Quality

Qualitative Adjectives are also known as Descriptive adjectives. They describe nouns and pronouns.

Example - Samay rides the car very fast.

Para's sister has really long hair.

STUDENT ACTIVITY

Students will be able to know about the topic

Students got down the definition and types in their notebook.

Students listen

carefully and

take part in the black-board activity

BLACK BOARD WORK

TOPIC- ADJECTIVE

- 1) The line is old.
- 2) Mumbai is a big city
- 3) He lives in that home.

Adjective of Quality.

- 1) The Coat is black.
- 2) Mahindra is rich.

adjective:

a word that explains more about a noun's size, shape, age, color, origin, purpose, or material

- big - That's a big table
- chocolate - I love chocolate cake
- French - Look at my French clock.

Oxford

ADJECTIVES

"tell us about NOUNS"

WHAT COLOR IS IT?	WHAT COLOR IS IT?	WHAT COLOR IS IT?	WHAT COLOR IS IT?
NAME	NAME	NAME	NAME
WHAT COLOR IS IT?	WHAT COLOR IS IT?	WHAT COLOR IS IT?	WHAT COLOR IS IT?
NAME	NAME	NAME	NAME
WHAT COLOR IS IT?	WHAT COLOR IS IT?	WHAT COLOR IS IT?	WHAT COLOR IS IT?
NAME	NAME	NAME	NAME

How many types of Adjectives are there? Name them.

EVALUATION

What do you mean by Adjective?

TEACHER'S ACTIVITY

TEACHING POINT

STUDENT ACTIVITY BLACK BOARD ACTIVITY EVALUATION

4. Quantitative Adjectives/Number Adjectives. As the name suggests, quantitative adjectives talk about the number or quantity of nouns & pronouns.

Example - Ram has ₹10 in his pocket.
would you like some tea with your biscuits?

5. Demonstrative Adjectives. They refer to or point to someone or something.

Ex - This is my house.
That road leads to Pune, Mumbai

6. Possessive Adjectives. They describe possession of something to someone or something.

Ex - His dog is playing in the park.
My cycle is inside the house.

7. Interrogative Adjectives. Interrogative adjectives ask questions about the noun or pronoun.

Ex - Which country do you belong to?

What is your favorite TV show?

Students will listen carefully and note down the black-board activity.

Students understand the topic thoroughly the examples given on the board.

Quantitative Adjective -

The price of Rice is ₹ 40/kg.
The plants need more water.

Demonstrative Adjective -

I used to buy this kind of shirts
The old man tripped over that wire.

Give me two examples of Demonstrative Adjective.

Possessive Adjective -

Trisha sold his dog.
I can't answer my questions because I don't have a calculator.

Interrogative Adjectives -

What movie are you watching?

Whose bag is this?

List down two sentences in which interrogative adjective is used.

RECAPITULATION-

- Define Adjectives and Give Examples.
- Write two examples for types of Adjectives.

HOMEWORK -

- 1) Revise the chapter (Adjective & its types)
- 2) WORKSHEET provided.

REFERENCE

CLASS VI - NCERT GRAMMAR TEXTBOOK - English.

G.D. / 12/12/20



Adjectives Class - 6th English Worksheet

I. Fill in the blanks using the words from the table below.

1. She is looking _____ today.
2. _____ is he hiding?
3. I have a _____ friend.
4. I have _____ phone number.
5. Utensil is as _____ as sun.
6. Radha's horse runs very _____.
7. _____ kind of music do you like?
8. _____ flowers are red in colour.
9. Can I have _____ chocolates?
10. She came from _____ village.

Fast	Hot	What	His	Those
Indian	5	Where	Our	Beautiful

II. Identify the adjective in each sentence:

1. Kavya is a talented dancer.
2. Our cat is ill.
3. These books are useless for me.
4. I cannot give you 10 flowers.
5. Parish is as quick as lightning.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

PROGRAMME: BACHELOR OF EDUCATION (SEM III)

COURSE TITLE: SCHOOL INTERNSHIP I

COURSE CODE: SEED553A

Simulated Lesson Plan

Vidhi

Submitted to:

Prof. Vidhi Gaur

Assistant Professor

SOED

Submitted by:

Nandini Verma

B.Ed. (Sem III)

2111260015

[Signature]

Registrar
K.R. Mangalam University
(Haridwar)

TEACHING PRACTICE NOTE BOOK

Session.....2021-23.....

Name.....Nandini Verma..... Class.....B.Ed (3rd Semester)
College Roll No.2111270005..... University Roll No.
Practising School.....K.R. Mangalam World School, (Gurgaon)
Teaching Subject:-English.....

CERTIFICATE

This is to certify that I have delivered :-

1.5..... Micro Teaching Lessons
2.5..... Mega/Simulated Teaching Lessons
3.1..... Discussion Lesson
4.25..... Teaching Practice Lessons
5. Criticism Lesson
6.5..... Observation Lessons & School report

Signature of Pupil Teacher

Nandini Verma

Witnessed

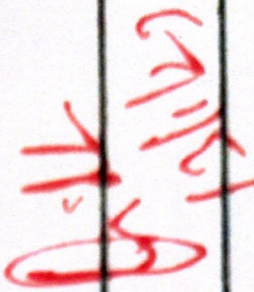
18/1/23

Signature

Countersigned

Lecture Supervisor

INDEX

Lesson No.	Topic	Pages	Sign. of the Supervisor
	[Simulated Lesson Plan]		
01	The Banyan Tree (Prose)	01	
02	Pronoun	09	
03	Mystery of the Talking Fan	17	
04	Interjection	27	
05	Notice writing	33	

Lesson No : 1Date 20.9.22Duration of the period 35 - 40 minutesPupil Teacher's Name NandiniPupil Teacher's Roll No. 2111270005Class VI

Average Age of the pupils

Subject EnglishTopic The Banyan Tree (Prose)CONTENT ANALYSIS -

- The Banyan Tree is written by Ruskin Bond.
- The story described about a child's experience when he witnessed a fight between a mongoose & a snake.
- The keen observation of the child from an old banyan tree is given expression in the lesson.

GENERAL OBJECTIVES - The students will be able to -

- Read English passage loudly with correct pronunciation and skill of pausing.
- Create interest in English language & literature.
- to use English effectively for study purpose across the curriculum.

SPECIFIC OBJECTIVES -I) Cognitive Domain -

- Gain information about the great author, writer Ruskin Bond.

- The students will be able to make familiar with new words & phrases

- Recognise the various parts of speech.

- Recognise the main theme of the story.

I) Affective Domain -

- Understand oral development of the story in English language

- Write the idea & moral story contained in the story

II) Psychomotor Domain -

- Develop sentences with the help of pictures of his imagination

- Apply the moral of the story in their day to day life.

- Identify and discuss major events in the chapter.

METHODOLOGY

- Reading Method
- Discussion Method
- Writing Method

TEACHING AIDS - White / Green Board, Markers, Chalk, Duster.

PREVIOUS KNOWLEDGE TESTING -

PUPIL	TEACHER ACTIVITY	STUDENT'S ACTIVITY
1)	Name some of the things that you see in the environment.	Animals, Buildings, Plants, trees, ponds.
2)	Can you name the National tree of India?	Banyan Tree
3)	Have you heard about mongoose & snake fight?	Yes
4)	Which one is a better fighter? Mongoose or Cobra	Mixed Responses (Problematic Question)

ANNOUNCEMENT OF THE TOPIC - On getting mixed

responses, the Student Teacher will announce the topic.

Students, today we will study the chapter "The

Banyan Tree" written by Ruskin Bond.

PRESENTATION-		STUDENT'S	
TEACHING POINT	STUDENT	TEACHER'S ACTIVITY	ACTIVITY
Introduction	Student teacher starts with the class by telling them about Ruskin Bond, the author.	Will read about him - Ruskin Bond (born 19 May 1934) is an Indian author of British descent. He lives with his adopted family in Landour, in Mussoorie. He got Sahitya Academy Award in 1992 for 'Our Trees Still Grow in Dehra', for his published work in English. He was also awarded the Padma Shri in 1999 & Padma Bhushan in 2014.	Students will note down the important points in the notebook.
		Some of his famous writings were -	
		• The Room on the Roof • Roads to Mussoorie soon...	
		Student teacher explain the students that it is a story of the Banyan Tree, Monggoose & a snake and also the experience of the author.	

BLACK BOARD WORK

THE BANYAN TREE

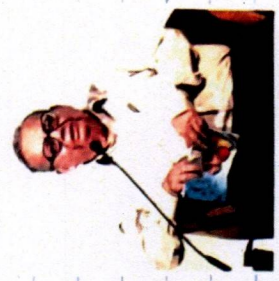
- Author - Ruskin Bond
- Born on 19th May, 1934.
- Indian author of British descent.
- Lives in Landour, in Mussoorie.
- Got Sahitya Academy Award in 1992 for 'Our Trees Still Grow in Dehra'.
- Room on the Roof } Famous work on writing.
- Roads to Mussoorie }

Name of the Author?

Some points about Ruskin Bond.



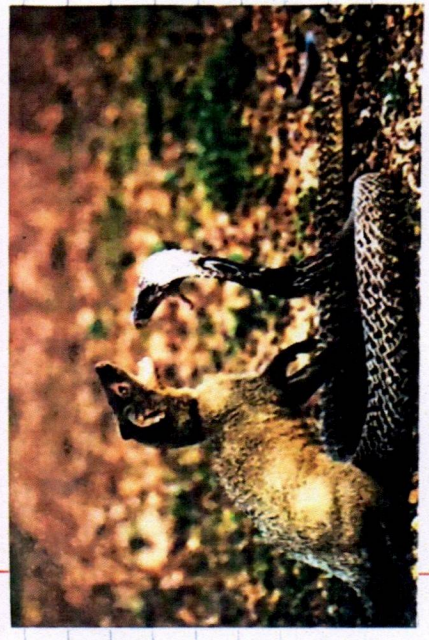
Adventures in a Banyan Tree



EVALUATION

TEACHING POINT	STUDENT TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
Model Reading	Student teacher will read the paragraph with correct accent, pronunciation, pauses & speed. "THOUGH the house & grounds belonged to my grand parents, the magnificent old banyan tree was mine — chiefly because grandfather, at sixty-five, could no longer climb it. Its spreading branches, which hung to the ground & took root again, forming a number of twisting passages, gave me end-less pleasure. Among them were squirrels, snails & butterflies. The tree was older than the house, older than Grandfather, as old as Dehra Dun itself.	Students will listen carefully.
Explanation of difficult words	Magnificent - extremely attractive twisting - Roll or twist into shape outcome - result	Students will note the difficult words & meanings.
Initiate Reading	Student teacher will ask from the students to read the paragraph one by one	My first friend was a small grey squirrel. He was very young squirrel.

BLACK BOARD WORK	EVALUATION
<u>Meaning-</u> Magnificent - Extremely Attractive Twisting - Roll or twist into shape Outcome - Result ← Banyan Tree older than the house, grandfather, as old as Dehra Dun itself. 	What was the age of author's grandfather? Name some visitors who came to the tree and sat with the author? Can you tell who was the first friend of the author on the tree?



RECAPTULATION- 'The Banyan Tree' is related to the Banyan Tree, Mongoose & Snake and how the Banyan tree serve as a library to boy and how he spent his afternoon under the tree.

- 1) Where was author's grandfather's house?
Dehra Dun.
- 2) Whose fight has been shown in this Chapter?
The Snake & the Mongoose.
- 3) Explain the meaning of magnificent.
Extremely attractive

HOME WORK -

- 1) Construct sentences from the following words -
1) Grandparents 2) Reading 3) Spreading 4) Climb
- 2) Read the Chapter and meaning of the words.

REFERENCE- The Chapter 'The Banyan Tree' is taken from the NCERT English Book 'Honeyduckle'



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

PROGRAMME: BACHELOR OF EDUCATION (SEM III)

COURSE TITLE: SCHOOL INTERNSHIP I

COURSE CODE: SEED553A

Teaching Aids

Submitted to :

Prof. Vidhi Gaur

Assistant Professor

SOED

Submitted by:

Nandini Verma

B.Ed. (Sem III)

2111260015

Registrar
K.R. Mangalam University
Sohna Road Gurugram (Haryana)

CONJUNCTION

Yesterday.

Coordinating Conjunction

For

But

And

Or

Nor

Yet

So

Corelative Conjunction

either/
or

Such/
that

not/
but

not only/
but also

neither/
nor

just/
so

Whether/
or

Subordinating Conjunction

after

if

although

in order
that

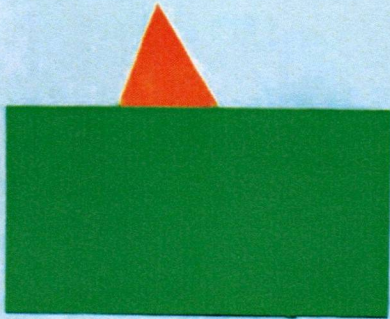
as much
as

just as

before

Since

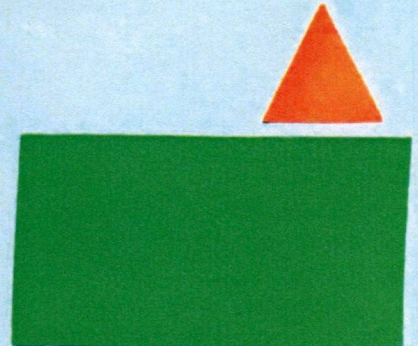
PREPOSITION ACTIVITY



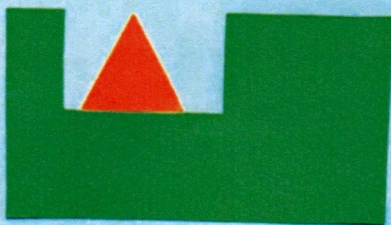
ON



BELOW



ABOVE



IN



BEHIND



NEAR



BETWEEN



UNDER



BESIDE

Q. L. Miller

FORMAL LETTER FORMAT

SENDER'S ADDRESS

DATE

SALUTATION

RECEIVER'S ADDRESS

SALUTATION

BODY

STEP 1 - Introduction

STEP 2 - Details

STEP 3 - Conclusion

CLOSURE

SIGNATURE

Q.S.
15/1/23

NOTICE WRITING

FORMAT OF NOTICE

NAME OF THE INSTITUTION / AUTHORITY

NOTICE

DATE:

HEADING / TITLE OF THE EVENT

BODY
OR

CONTENT

AUTHORIZED SIGNATORY

[NAME, DESIGNATION
& SIGNATURE]

Q. 12
13/1/23

ROHAN

WILL

MAKE

TEA

•



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

TITLE : CLASSROOM OBSERVATION RATING SCALE

PROGRAMME : BACHELOR OF EDUCATION (SEM - 3)

COURSE TITLE : SCHOOL INTERNSHIP- I

COURSE CODE : SEED553A

Q. de
13/1/23

Submitted to
Prof. Vidhi Gaur


Registrar
K.R. Mangalam University
Sohna Road, Gurugram (Haryana)

Submitted by
Nandini Verma
(2111270005)

Topic _____

Date _____

INDEX

SL No.	PEER OBSERVATION	P.No.	REMARKS
01	Jaya kwatra (Adverbs - 5th)	1	Q: 11/12/25 13/1/25 13/1/25
02	Jaya kwatra (Tenses - 4th)	2	
03	Nicky Ngullie (Diary Entry - 7th)	3	
04	Nicky Ngullie (Proverbs - 8th)	4	
05	Simran Kaur (MS Powerpoint - 5th)	5	

Classroom Observation Rating Scale

Pupil Teacher's Name Jaya Kwalra
Teaching Subject English

Class 5th
Topic Adverbs

Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1. Lesson Structure	The Way Lesson opens, develops and Closes			✓		
	The number of Activities that constitute the lesson		✓			
	The Links and transaction between activities		✓			
2. Class management Strategies	Setting up Groups				✓	
	Maintaining Order				✓	
	Time Management				✓	
	Seating Arrangements				✓	
3. Types of Teaching activities	Whole class Activities			✓		
	Pair and Group activities			✓		
	Individual activities				✓	
4. Teaching Strategies	Presenting Task			✓		
	Organizing Practice				✓	
	Teaching Techniques					✓
5. Teacher's Use of Materials	Use of the Text books					✓
	Use of other Resources					✓
6. Teacher's Use of Language	Use of Instructional Language			✓		
	Use of Questions			✓		
	Feedback Technique		✓			
	Explanation of Vocabulary and Grammar			✓		
7. Students' Use of Language	Use of Language in Group work				✓	
	Use of Mother Tongue during Class				✓	
	Problem with Grammar		✓			
	Problem with pronunciation		✓			
8. Students Interaction	Teacher- Students interaction					✓
	Questioning Behavior				✓	
	Student-to-Student Talk			✓		

Feedback for Improvement

1. Should improve intonation and pitch should be loud.

2.
3.
4.
5.

Classroom Observation Rating Scale

Pupil Teacher's Name Jaya Kwatra
Teaching Subject English

Class IV
Topic Tenses

Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1. Lesson Structure	The Way Lesson opens, develops and Closes			✓		
	The number of Activities that constitute the lesson			✓		
	The Links and transaction between activities		✓			
2. Class management Strategies	Setting up Groups			✓		
	Maintaining Order		✓			
	Time Management				✓	
3. Types of Teaching activities	Seating Arrangements					✓
	Whole class Activities					✓
	Pair and Group activities				✓	
4. Teaching Strategies	Individual activities			✓		
	Presenting Task				✓	
	Organizing Practice				✓	
5. Teacher's Use of Materials	Teaching Techniques			✓		
	Use of the Text books					✓
	Use of other Resources				✓	
6. Teacher's Use of Language	Use of Instructional Language					✓
	Use of Questions				✓	
	Feedback Technique			✓		
7. Students' Use of Language	Explanation of Vocabulary and Grammar					✓
	Use of Language in Group work			✓		
	Use of Mother Tongue during Class		✓			
8. Students Interaction	Problem with Grammar			✓		
	Problem with pronunciation				✓	
	Teacher- Students interaction					✓
	Questioning Behavior				✓	
	Student-to-Student Talk			✓		

Feedback for Improvement

1. She should improve her teaching technique.
2.
3.
4.
5.

Classroom Observation Rating Scale

Pupil Teacher's Name Nicky Ngullie
Teaching Subject English

Class 4th
Topic Diary Entry

Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1. Lesson Structure	The Way Lesson opens, develops and Closes					✓
	The number of Activities that constitute the lesson			✓		
	The Links and transaction between activities			✓		
2. Class management Strategies	Setting up Groups			✓		
	Maintaining Order				✓	
	Time Management					✓
	Seating Arrangements		✓			
3. Types of Teaching activities	Whole class Activities			✓		
	Pair and Group activities				✓	
	Individual activities					✓
4. Teaching Strategies	Presenting Task			✓		
	Organizing Practice				✓	
	Teaching Techniques				✓	
5. Teacher's Use of Materials	Use of the Text books					✓
	Use of other Resources				✓	
6. Teacher's Use of Language	Use of Instructional Language					✓
	Use of Questions					✓
	Feedback Technique				✓	
	Explanation of Vocabulary and Grammar			✓		
7. Students' Use of Language	Use of Language in Group work				✓	
	Use of Mother Tongue during Class			✓		
	Problem with Grammar				✓	
	Problem with pronunciation					✓
8. Students Interaction	Teacher- Students interaction					✓
	Questioning Behavior				✓	
	Student-to-Student Talk				✓	
Feedback for Improvement						
1. <u>She should reduce her speed while teaching or explaining.</u>						
2.						
3.						
4.						
5.						

Classroom Observation Rating Scale

Pupil Teacher's Name Nicky Ngullie
Teaching Subject English

Class VIII
Topic Proverbs

Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1. Lesson Structure	The Way Lesson opens, develops and Closes					✓
	The number of Activities that constitute the lesson				✓	
	The Links and transaction between activities				✓	
2. Class management Strategies	Setting up Groups				✓	
	Maintaining Order				✓	
	Time Management			✓		
	Seating Arrangements				✓	
3. Types of Teaching activities	Whole class Activities			✓		
	Pair and Group activities			✓		
	Individual activities			✓		
4. Teaching Strategies	Presenting Task				✓	
	Organizing Practice					✓
	Teaching Techniques					✓
5. Teacher's Use of Materials	Use of the Text books					✓
	Use of other Resources				✓	
6. Teacher's Use of Language	Use of Instructional Language			✓		
	Use of Questions				✓	
	Feedback Technique				✓	
	Explanation of Vocabulary and Grammar			✓		
7. Students' Use of Language	Use of Language in Group work			✓		
	Use of Mother Tongue during Class		✓			
	Problem with Grammar				✓	
	Problem with pronunciation					✓
8. Students Interaction	Teacher- Students interaction				✓	
	Questioning Behavior				✓	
	Student-to-Student Talk			✓		

Feedback for Improvement

1. She should observe the classroom behaviour of the Students.
- 2.
- 3.
- 4.
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name: Simran Kaur
Teaching Subject: Computer Science

Class: 5th
Topic: Power Point (Ms)

Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1. Lesson Structure	The Way Lesson opens, develops and Closes			✓		
	The number of Activities that constitute the lesson		✓			
	The Links and transaction between activities			✓		
2. Class management Strategies	Setting up Groups			✓		
	Maintaining Order				✓	
	Time Management				✓	
3. Types of Teaching activities	Seating Arrangements					✓
	Whole class Activities				✓	
	Pair and Group activities					✓
4. Teaching Strategies	Individual activities		✓			
	Presenting Task			✓		
	Organizing Practice				✓	
5. Teacher's Use of Materials	Teaching Techniques				✓	
	Use of the Text books			✓		
	Use of other Resources		✓			
6. Teacher's Use of Language	Use of Instructional Language			✓		
	Use of Questions				✓	
	Feedback Technique			✓		
7. Students' Use of Language	Explanation of Vocabulary and Grammar		✓			
	Use of Language in Group work	✓				
	Use of Mother Tongue during Class			✓		
8. Students Interaction	Problem with Grammar		✓			
	Problem with pronunciation			✓		
	Teacher- Students interaction			✓		
	Questioning Behavior				✓	
	Student-to-Student Talk			✓		

Feedback for Improvement

1. She needs to improve her spellings and grammatical errors.

2.
3.
4.
5.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

TITLE : REFLECTICE DIARY
(SCHOOL INTERNSHIP)

PROGRAMME : BACHELOR OF EDUCATION (SEM - 3)


Submitted to
Prof. Kanchan Khatreja

Submitted by
Nandini Verma
(2111270005)


Registrar
K.R. Mangalam University
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ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my Internship Co-ordinator teacher, "Prof. Kanchan Khatreja" for their able guidance and support in completing my project.

I would like to extend my gratitude to the Principal Ma'am of the School 'K.R. Mangalam World School' Gurugram, 'Ms. Aparna' and Primary wing co-ordinator "Ms. Kanika Ma'am" for providing me with all facility and information that was required.

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B.Ed (Semester - 3)
2111270005 .

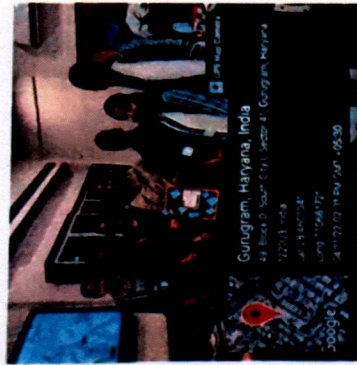
Week 1-

It was an Amazing week - with lots of learning. We went to K.R. Mangalam World School, (Bangalore). We all entered the school at 8:30 am and had a short meeting in a conference room with the Principal Ma'am, Vice - Principal ma'am and Primary coordinator ma'am of the school along with our supervisor Kanchari ma'am and my 6 fellow mates.

After sometime we were given our respective timetable of the subject - and classes assigned to us by Kanika Ma'am. I was given the timetable of Gurpreet Ma'am who had left the school and I was suppose to take her classes for SST that included Civics, Geography and History. All my fellow-mates had a buddy teacher to guide them but I had to take the classes all by myself. This was really challenging for me for the 1st few weeks. I had to also take the G.K. classes for Class 5C, 5D and 4F. It was a great experience of learning as I was able to teach classes ranging from 4 to 7 and it was very fun to get to know the students of all age groups. All told there were 9 periods for the day starting from 8:00 am to 2:10 p.m. I took SST for 6A, 7A, 7E and 5C. First week was very nice as it went into introduction of classes and getting to know the students and ^{now} they were taught the subject by their previous teacher. I got to know about the school and the students in the first week properly.

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TIME TABLE



FAREWELL CARD FOR THE
PRINCIPAL MA'AM.

Topic _____

The first week was quiet- challenging and also great- learning as well as hectic. All the fellow mates made a Farewell card for the Principal who was retiring from the school.

WEEK 2

The week started with taking UT's (Unit Test) for class 5C, UT's are mainly taken by the class teacher, during the Unit Test, but as class 5C had no class teacher, I had to organise and conduct classes for them. Every Thursday they had assembly, the topic of the assembly was 'Inventions and Innovation are the keys to success in this constantly changing and competitive environment.' which was presented by Grade 4. It was an outstanding assembly done by grade 4. The assembly started with free or warm-up exercises followed by Gayatri Mantra, Prayers, Role play and ended with National Anthem. In class 7E I started teaching Civics chapter 'Growing Up as Boys and Girls', it was very interesting and an on-going topic going in the world. I took same topic for class 7A. For class 6A I took the topic Kingdoms, Kings and an Early Republic it was a very informative lesson as I got to teach the topic Janapadas and Mahajanapadas and learn about the Kingdom of Magadha. For class 5C I took the chapter 'Towards Freedom'. I showed them a video regarding the chapter and they enjoyed the video while watching it, they had some questions regarding/related to the chapter, which I cleared that time only.



SST CLASS FOR CLASS 7A

Topic

We had so much fun in the 2nd week as we celebrated children's Day together. The students were enjoying the day as it was a non-teaching day. They danced a lot, sang songs, watched videos on Smartboard, played games. I also learnt so many things from the students. I also learned to teach through the help of the Smartboard. The week was a great fun and with a lot of learning my week ended.

Week 3

The week was very ~~boisterous~~ as I had to check many workbooks and notebooks one by one of class 5C and 6A. It was very tiring work because students had made a lot of mistakes in their notebook while writing and copying from the Smartboard. Either they had written sentences in a wrong manner or made spelling mistakes. Some of their work was incomplete or pending. Few notebooks were written neatly and properly with mentioning proper date and heading of the chapter. But some of them directly copied the question - answers without mentioning the date and chapter's Name.

In the same week, they had olympiad exam too for science subject. First I had to distribute the admit cards according to the roll number and made the students sitting arrangement according to their roll number, then distributed the question paper followed by OMR sheets and then I had to sign on all the

DPR sheets and check the details that the write in information box. I had to solve their doubts. The Olympiad was held for 1hr 20 minutes that is full two periods. Lastly, I collected the papers accordingly & mentioned the number of students present and absent out of total number of students. Then the papers were submitted to the allotted teachers in the Arts room. While doing this task I got to learn new things like how to fill the attendance sheet, teacher's signature, doubts asked by the students, how to submit the sheets to a specific teacher and also to manage the classroom while the students gave exam. The week went by managing the class to struggling with checking notebooks.

Week 4

It's already the 4th week, time passes so quickly in this teaching-learning process. This week class 5 had some workshop in the MPH hall regarding the story 'The Ghost of the Mountains'. They were given stories to read and the teachers allotted for the workshop asked them several questions related to travelling and their thoughts about travelling and how they find it. With class 6 I had completed the workbook and notebook work, so I had to start with a new chapter that is Panchayati Raj. I had told one of the students to make PPT regarding the chapter and



I explained the chapter through the PPT and also at the end of the chapter I showed them video regarding the chapter. Parichayati Raj with class 7 I started with the news chapter in his story (Towers, Traders and Craftpersons). A boy from the class made the PPT beforehand, so it was very helpful for me to teach the topic. For class 5 I completed chapter Towards Freedom Workbook and Notebook work and started with new chapter 'Natural Disaster'. I took their notebooks and workbooks for checking. The students respond so well in class. I also learned a lot of things too from children.

Week 5

As I got the responsibility to teach SST to 5th, 6th and 7th class, it became very hectic for me to take continuous classes especially on Tuesday and Wednesday. From taking classes, to attending the assemblies, taking UT's, Club periods and correcting the notebook and workbook, I enjoyed each and every moment but seriously all this was very hectic and tiring, how the day went was not understood. I had a great time and with time I got familiar with every child and with the syllabus also. After taking the given classes, I would also get substitution. In the GK period I would show students some videos and some quiz activities which made them very happy and they participated with



CLASS 5C

full energy. The week was full of other activities like science exhibition, and other various exhibition like Dance, Art, Entrepreneurship etc. With time I have learned so many things in the teaching-learning field.

Week 6

As students went for the trip to Agra there was no class on Monday as well as ^{on} Tuesday. I got some substitution class for 3 and 4. So I let them either watch moral videos or do their pending work or read some books.

They had their Olympiad exam so I took Olympiad of 7E, I distributed the admit cards, signed their OMR sheets and gave them the question papers.

I also conducted 'Recitation' activity for class 6 and 7. I gave them 10 mins to read a poem from the poetry part of their English textbook. That has been taught then called them roll no wise and asked them to recite a poem. They were given a minute each to recite. I also took some pictures while they were reciting.

Also conducted an activity for class 8A that was of 'How to save trees'. For that I showed the students some videos on it and then asked them to bring materials for the activity in the coming week.

Week 7

The school activities are almost the same everyday. After the morning assembly, the physical trainer instructed some warm up exercise to the students. As usual, after that we went back to the class and began with teaching topics from our unit. The chapters taught in class 5C was India wins Freedom. In class 6A I started with the chapter in History 'Ashoka: who gave up war' through the PPT and video with class 7E and 7A I started with the chapter Natural Vegetation of Tropical and Sub-Tropical Region.

The week was full of activities such as the Yoga session, Dance session, Nukkad Natak performance. Also I really enjoyed with them. I had a great time with them and got familiar with almost every child. I followed my time-table and attended all the classes as scheduled. I was also given substitution also in between. I was also a part of various activities where my class took part. I also did peer observation as a part of my syllabus. It was fun watching my fellow-mates teach and manage the classroom on their own.

With time, I learned that teaching is not easy, even if we are teaching Grade 5 Students or maybe Grade 7 and 8.



CLASS 7E



ONE OF THE TEACHER
GUIDING US.

Week 8

The last week was observed as the Literary Week. Literary week is an exciting annual feature on the School Calendar. It aims at infusing in the children across the classes, an appreciation, understanding and love for literature.

School welcomed several acclaimed writers and speakers whose presence created quite a spur amongst students. On the last week a new teacher came, as the class teacher of 5C and now I was relieved from taking the classes as Kanika Mathan (Co-ordinator, Naam) called me and told me to guide the new teacher who will be following the timetable which was given to me. I guided her for the day and told her about the syllabus and the chapters I was teaching for each and every class. Finally, few days were ^{left} relief for me, but in between I had to take substitutions. When the students got to know that new teacher will be teaching them SST they were really disheartened. They even told me that when I complete my B.Ed. Degree I should join their school again and they wanted to take the classes by me. Overall, this week was 5 days of enrichment for all us. I had a great learning experience in the school learning new lessons, activities everyday and hence my teaching skills were also enhanced.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL INTERNSHIP

Record of School Activities

Submitted to: Ms. Kanchan Khatreja
Submitted by: Nandini Verma
Roll No.: 2111270005
Course: B. Ed. (Semester-3)


Registrar
K.R. Mangalam University
Sohna Road, Gurugram (Haryana)

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my Internship Co-ordinator teachers "Ms. Kanchan Khatreja" for their able guidance and support in completing my project.

I would like to extend my gratitude to the Principal Ma'am of the School 'K.R. Mangalam World School', Gurugram, 'Ms. Aparna' and Primary wing co-ordinator, "Ms. Kanika Ma'am" for providing me with all the facility and information that was required.

Nandini Verma
B.Ed (3rd Semester)
2111270005.

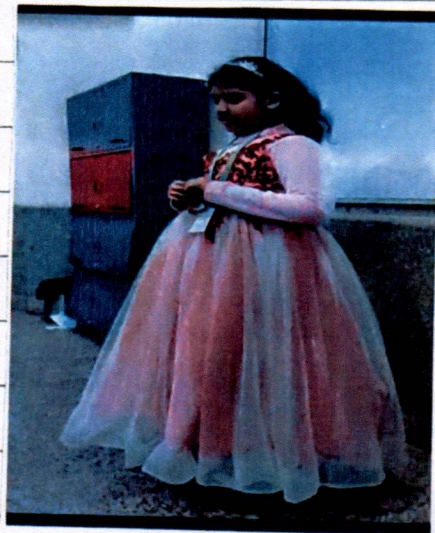
ACTIVITY-1

EXTEMPORE SPEECH

CLASS : IV
SEC : F

TOTAL No. of STUDENTS : 27

No. of Boys : 12
No. of Girls : 15



EXTEMPORE SPEECH -



For this activity, I made some chits on the following topic:

- i) Save Earth
- ii) Use Green Energy
- iii) Global Warming
- iv) Save Trees

Then, I arranged the seats of the students according to their roll number after that I called two students and asked them to select the chits, Each student was given 2 minutes each to prepare for their speech. And two minutes each to present it.

The students came one by one and according to their roll numbers and gave their speech. The most common topics that they chose was Save Trees & Global Warming. Both the boys and girls participated actively and were very enthusiastic about the extempore. It was difficult to pick up students as winners, still I chose three students who performed really well and everyone gave them a round of applause. The students gave their best that they could give. I was very happy to know their awareness and understanding regarding each and every topic.

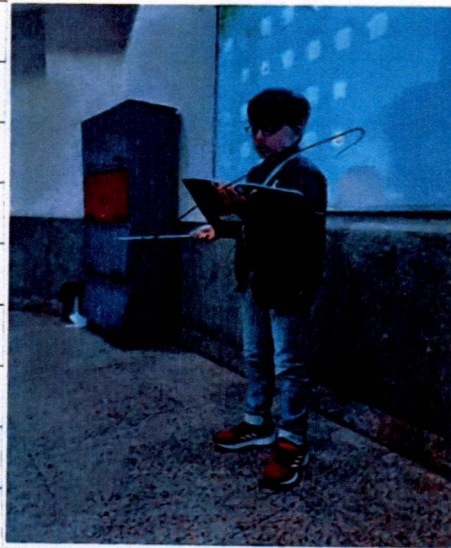
ACTIVITY-2

Favourite Character's Mimicry.

CLASS - V
SEC - C

Total No. of Students - 33

No. of boys : 25
No. of girls : 8



Favourite Character's Mimicry- Mimicry is the action of

mimicking someone or something. This is the second activity that I conducted for class V C. For this activity the students were told to give a speech or tell at least five lines on their favourite character from any animated, fictional or superhero story. The students were very much fascinated with the character of Harry Potter, so half of the class was dressed like him and told five to ten lines on Harry Potter.

Others also came dressed as Batman, Superman, Tony Stark (Iron Man). The Girls were dressed as Hermione Granger from the Harry Potter series.



Hermione's most famous line is "It's leviosa, not leviosar!"

The class needs to dress as the character too and play the role.

All the students did not take part in the role play. They were just cheering up their fellow mates.

This mimicry session was very fun with students as they enjoyed a lot to play their fictional favourite character. Through this task they were able to enhance their speaking skills and learn new vocabulary. I enjoyed to know that the fictional characters played by them were very nicely portrayed and presented very beautifully. I also took pictures of the students while they were performing.

Topic _____

Date _____

ACTIVITY - 3

Recitation

CLASS - VII
SEC - A

Total No. of Students - 27

No. of Boys : 17

No. of Girls : 10

Recitation

This was the third activity that I conducted. For this activity the students were supposed to recite any poetry from their syllabus that has been taught to them. After that I gave the students ten minutes to learn the poem properly. After ten mins, I arranged their seats and let them sit according to their Roll number as it will help to conduct the activity smoothly. After the arrangement of the seats I began with the first roll no to come and recite the poem.

Each student was given 1-1.5 minute time to recite the poem of their choice. And likewise the students recited the poem one by one with proper intonation and voice modulation. The poems selected and recited by the students were - Trees, Mystery of the Talking Fan, The Rebel and The Shed. Each student performed really well. I helped them with the pronunciation and also by telling them the meaning of difficult words from the poem. I enjoyed conducting the activity and the students did a great job and they participated actively and were very interested to know who did the great job. I was really amazed by their performance.

ACTIVITY - 4

'Listening Skills'

CLASS - V

SEC - 'C'

Total No. of Students - 33

No. of Boys - 25

No. of Girls - 8

Listening Skills

This is the fourth activity that I conducted with 5C in the Club Period which is held on every Friday in the first two periods. I was told to give instructions to the students accordingly, & they will start drawing according to the instruction in their English notebook.

I told the students to take out their English notebook and start drawing as I gave the instruction. First, I told them to draw a circle at the middle of the page. Then to draw two more circles on both sides of the main circle, then draw a triangle in between the main circle for the nose. Then two straight-lines for the neck and a U-Shaped line for the lips. Thus a face was created. Then I told to draw a big square for the main body and again to straight-lines on both sides of the square for the body figure. When they were finished with their drawing, I told them that this figure or drawing depicts their Best friend and they need to give a name of their friends. After completing the drawing part, they were told to tell at least five lines about their Best Friend. Hearing this they became very happy & enthusiastic to read out about their friends. All the students did the activity very enthusiastically and it made them very happy. I was very happy to conduct the activity and also know about the students better.



K.R. MANGALAM UNIVERSITY
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SCHOOL OF EDUCATION

Microteaching Record

ACADEMIC SESSION 2022-2023

Name: Nandini Verma Enrolment No: 2111270005
Programme: B.ED Batch: 2021-2023 Session: _____
Teaching Subject I: ENGLISH
Teaching Subject II: SOCIAL SCIENCE
Faculty Supervisor: Miss Deepika Gahlawat

Deepika

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Teaching Subject I

ENGLISH

Meaning and Definitions of Microteaching

Definition - Micro means small, micro teaching simply means teaching in a small scale.

"A scale down teaching encounter in class size and class time -" [Allen 1996]

A teacher education technique which allows teacher to apply well define teaching skills to a carefully prepared lesson in a planned series of 5-10 minutes encounter with small group of real classroom student, often with the opportunity to observe the performance on videotape. (Bush 1968)

Meaning - Micro teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills & helps to get deeper knowledge regarding the art of teaching.

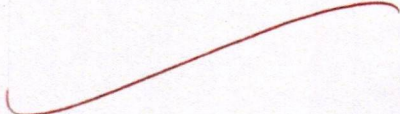
Historical Background of Microteaching

The term micro-teaching was first introduced in 1963 by Dwight W. Allen of Stanford University. While in India first attempt was made in 1974 to spread micro-teaching.

Micro teaching was the demonstration lesson used at Stanford University. The demonstration lesson involves a student presenting a lesson to a small group of fellow students while the rest of the class look on.

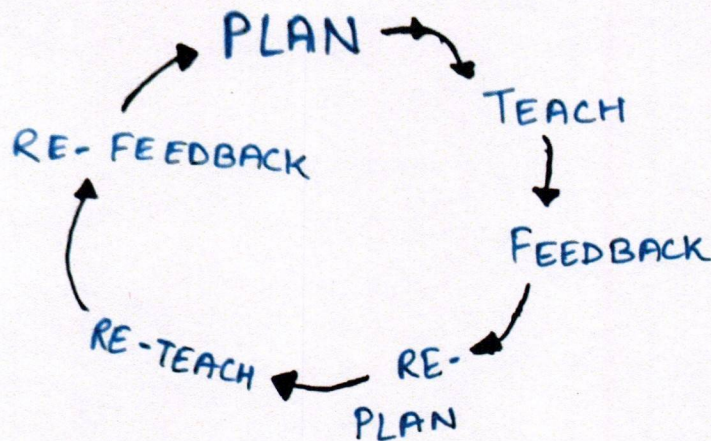
Characteristics of Microteaching

The main characteristics of microteaching are -

- 1) It is a highly individualized training device and an experiment in the field of teacher education which has been incorporated in the practice of teaching schedule.
 - 2) The students are providing ~~immediate~~ feedback in terms of peer, group feedback etc.
 - 3) Microteaching is a student teaching skill training technique and not a teaching technique or method.
 - 4) Reducing the class size to 5 to 10 pupils or students.
 - 5) Limiting the content to a single concept.
 - 6) Practice one skill at a time.
 - 7) Microteaching is micro in the sense that it scales down the complexities of real teaching.
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Microteaching Cycle

There are 6 steps that are generally involved in the micro-teaching cycle. These steps are -



1) Plan - It is the first step in the micro-teaching cycle. The plan involves the selection of the topic & related content of such a nature in which the use of components of skill under practice may be made conveniently.

2) Teach - Teaching involves the attempts of the teacher trainee to use the components of the skills in suitable situations of teaching-learning as per his/her planning activities.

3) Feedback - This refers to giving information to the teacher trainee about his/her performance. This helps the teacher trainee to improve his/her performance in the desired direction.

- 4) Re-Plan - The teacher trainee replans his/her lesson incorporation of the points of strength and removing the points of strength and removing the points which are not skillfully handled during a teaching in the last attempt either on the same topic suiting to the teacher trainee.
- 5) Re-Teach - Re-teaching involves teaching to the same group of students if the topic is changed or to a different group of students if the topic is the same. The teacher trainee teaches the class with renewed courage and confidence to perform better than the last attempt.
- 6) Re-feedback - It is the most important component of micro-teaching which is used for behaviour modification of teacher trainees in the desired direction in each and every skill practice.

Phases in Microteaching

Micro-teaching proceeds through three phases i.e.,

- Knowledge acquisition phase (Pre-active phase)
- Skill acquisition & (Active phase)
- Transfer phase (Post active phase)

i) Knowledge acquisition phase - It is a preparatory phase; here teacher-trainee attempts to acquire knowledge about the skill & its components. Initially, trainee tries to learn about the skill and its components through self-initiative. He reads the ~~relevant~~ literature & materials to develop his understanding about the skill & its components. Then the teacher-trainee explains in detail about the skill and its components with purposes followed by demonstration of model lesson.

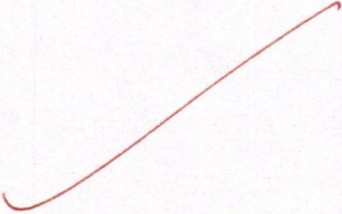
In this way trainee learns about the purpose of skill & condition under which it proves useful in the process of teaching-learning.

ii) Skill acquisition phase - It has three major activities i.e. preparation, practice & evaluation. First, the teacher-trainee selects a topic & plans a micro-lesson for practicing the skill in a mock ~~classroom~~ situation. Further, trainee demonstrates the lesson in the classroom & gets immediate feedback from trainer & fellow trainees.

for this purpose, both supervisor and fellow trainees, ~~are~~ ~~know~~ analyze the skill presentation of trainee through taught lesson and immediately provide feedbacks to him. After considering the given feedbacks, teacher-trainee re-plan the lesson and teaches again in the classroom. This cycle of micro-teaching continues till trainee attains mastery level of skill.

5
iii) Transfer phase - In the transfer phase after attaining mastery and command over each skill, teacher-trainee integrates different skills & provides an opportunity to use the skills in normal classroom teaching. Thus, the skills practiced during micro-teaching sessions are transferred smoothly to regular teaching in this phase.

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Advantages of Microteaching

- 1) It is carried out in real classroom situation so teacher get confidence in such situation in future.
- 2) It helps in gaining competency in identified teaching skill.
- 3) Play back of the recording of the actual teaching help supervisor and peers not to depend on the recall but based their judgement on the review of the teaching act.
- 4) Assessment becomes more objective.
- 5) The immediate feedback also help to carryout the re-planning & re-teaching to bring necessary improvement in time.
- 6) It is more individualized it allows each trainee to progress at own pace.
- 7) It is useful in developing teaching efficiency in pre service as well as in-service teacher education program.

Limitations of Microteaching

- 1) The provision of video camera itself is an expensive learning resource.
- 2) The discussion and feedback, repetition of micro-teaching till the behaviour of teacher comes to an acceptable level are very time consuming activities.
- 3) It can not be used in all teaching method.

1) expensive

Index

S. No.	Name of Skill (Session)	Date	Class	Topic
1.	SKILL OF SET INDUCTION	18.9.22	7 th	Adjective
2.	SKILL OF EXPLANATION	18.9.22	7 th	Preposition
3.	SKILL OF BLACK BOARD WRITING	15.9.22	6 th	Verb
4.	SKILL OF QUESTIONING	15.9.22	8 th	Notice
5.	SKILL OF ACHIEVING CLOSURE	11.9.22	6 th	Noun

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1 Dupltn

Skill: SET INDUCTION

Objectives:

- 1) To focus the student attention on what is to be learnt.
- 2) Giving meaning to a new concept or principle
- 3) To motivate the students for the new topic
- 4) To stimulate student interest & involvement.

SKILL OFFSET INDUCTION

MICRO LESSON PLAN NO. 1

Student-Teacher's Name Nandini Verma Date 18.9.22 Class VII Duration 5-7 minutes
 Subject English Topic Adjective
Planning, Teaching and Feed Back

Student- Teacher Activity	Student Activity	Skill Components
Student Teacher enters the class room and greets the students Good Morning Class.	Good morning Ma'am.	
Student teacher will ask few questions that is related to the topic -		Statements related to the content & objectives
Q1) What is the colour of your bag?	Blue bag	
Q2) Is the bag big or small?	Small	
Q3) How many compartments does the bag have?	Two	
Q4) Can you tell me the texture of the bread that we eat Is it hard or soft.	Soft	Interesting to the students.
Now, the Student teacher will tell the students that colours, number, size, quality are included in Adjectives and Announce the topics name	Students will listen carefully.	Curiosity & motivation was created
' <u>Adjective</u> ' - are words that describe the qualities or states of beings of nouns.	Students note in their note books.	

Skill of Set Induction: Evaluation by Supervisor

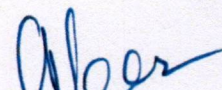
<u>COMPONENTS</u>	<u>RATING</u>					
	<u>SESSION</u>	Not at All			Always	
<u>DESIRABLE</u>						
1 Questions were related to previous knowledge.	Teach	0	1	2	3 ✓	4 5
2 Statements were related to content and objectives.		0	1	2 ✓	3	4 5
3 Statements and Questions were sequential & Interrelated		0	1	2	3 ✓	4 5
4 Teaching Aids were used according to objectives.		0	1	2	3 ✓	4 5
5 Appropriate duration of Introduction.		0	1	2	3 ✓	4 5
6 Curiosity and Motivation were created.		0	1	2 ✓	3	4 5
7 Interesting to the students.		0	1	2	3 ✓	4 5
8 Use of teaching Maxims.		0	1	2 ✓	3	4 5
9 Almost every question of the teacher was followed by correct student response.		0	1	2 ✓	3	4 5
<u>UNDESIRABLE</u>						
1. There were instances of lack in continuity.	Teach	0	1	2 ✓	3	4 5
2. Teacher uttered irrelevant statement and question.		0	1 ✓	2	3	4 5

(Key: 0 - Not at all 1- Rarely 2- Sometimes 3- Often 4- Frequently 5-Always)

Criticism & Suggestions for Improvement

Try to manage time, use appropriate T. aids follow your lesson during teaching

Date: 26/9/22


 (Signature of Supervisor)

Skill: of Explaining

Objectives:

- 1) To co-relate old knowledge to new knowledge
- 2) To help the students to understand new concepts, points, event, principles clearly.
- 3) To enlarge the scope of knowledge for students.
- 4) To make them capable of understanding the sequence of new content.

SKILL OF EXPLANATION

MICRO LESSON PLAN NO. 8

Student-Teacher's Name Nandini Verma Date 18.1.22 Class VII Duration 5-7 minutes
 Subject English Topic Preposition
Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
Student - Teacher after greeting will tell that Students today we are going to study about <u>Prepositions</u>.	Students will listen carefully.	
In the sentence " He went <u>into</u> the shop", into is called the preposition. <u>under</u> The Cat is above the table. Now, Preposition means a word that is used before a noun or pronoun to show place, time, direction etc.	Students prompting the answer.	Appropriate words were used during explanation
For. e.g- • He sat <u>on</u> the chair. • There is some milk <u>in</u> the fridge. • John met Harry <u>by</u> the lake.	Students will note down in the to notebook.	Appropriate examples/ words used during explanation
At, In, Into, for, by, with, from, Between among are called preposition		Continuity

Skill of Explanation: Evaluation by Supervisor

<u>COMPONENTS</u>		<u>RATING</u>					
<u>DESIRABLE</u>	<u>SESSION</u>	Not at All				Always	
1. Clarity of Introductory statement.	Teach	0	1	2	3	4	5
2. Use of Explaining Links.		0	1	2	3	4	5
3. Fluency.		0	1	2	3	4	5
4. Continuity.		0	1	2	3	4	5
5. Questions asked for comprehension during explanation.		0	1	2	3	4	5
6. Appropriate words were used during explanation.		0	1	2	3	4	5
7. Appropriate examples/illustrations/teaching aids/ words used during explanation.		0	1	2	3	4	5
8. Concluding questions were asked at the end of Explanation.		0	1	2	3	4	5
<u>UNDESIRABLE</u>							
1. Irrelevant statements.	Teach	0	1	2	3	4	5
2. Inappropriate vocabulary.		0	1	2	3	4	5
3. Incorrect pronunciation.		0	1	2	3	4	5

(Key: 0 – Not at all 1- Rarely 2- Sometimes 3- Often 4- Frequently 5-Always)

Criticism & Suggestions for Improvement

Follow lesson plan during teaching. Try to manage time and resources.

Date:

26/9/22

(Signature of Supervisor)

[Signature]

Skill: BLACK BOARD WRITING

Objectives:

1) Clarity in the understanding of concepts

2) Reinforcement of the idea which is being verbally presented.

3) Conveying a holistic picture of the content.

4) Adding variety to the lesson and drawing attention of the pupils to the key concepts.

SKILL OF BLACK BOARD WRITING

MICRO LESSON PLAN NO. 4

Student-Teacher's Name Nandini Uorma Date 15.9.22 Class VI Duration 5-10 minutes
 Subject English Topic VERB
Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
Student Teacher will ask some questions to start with the topic. • Ram is playing cricket. What is Ram doing? • The teacher is teaching the class. What is the teacher doing. Student Teacher will ask can you tell what are these action words called. So, Students Today we will learn about <u>VERB</u>. <u>Definition</u> - A verb is a word used to express an action, a condition or a state of being Eg- Nisha is <u>writing</u> a letter. Can you tell me how many types of verbs are there? - There are three types of verbs • Action Verb • Helping Verb • Linking Verb	Playing cricket Teaching. Some students eagerly answering Verb. Students listening carefully. No Response	Appropriate blackboard entry. Underlined main points & words Points written sequentially.

Explain the topic

Criticism & Suggestions for Improvement

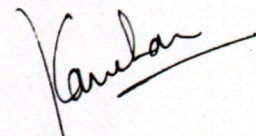
P.T should Explain the topic with more examples

P.T should give sufficient letter spacing

P.T must write letter clearly and font should be legible.

P.T should write concept map of topic on board.

Date: 21/09/2022



(Signature of Supervisor)

Skill of Blackboard Writing: Evaluation by Supervisor

COMPONENTS		RATING					
DESIRABLE	SESSION	Not at All			Always		
1. Clearly written letters.	Teach	0	1	2	3	4	5
2. Sufficient letter spacing.		0	1	2	3	4	5
3. Sufficient space between two words.		0	1	2	3	4	5
4. Appropriate shape of letters.		0	1	2	3	4	5
5. Same breadth & width of letters.		0	1	2	3	4	5
6. Straight line of words & sentences.		0	1	2	3	4	5
7. Parallel written lines.		0	1	2	3	4	5
8. Erased unwanted things.		0	1	2	3	4	5
9. Points written sequentially.		0	1	2	3	4	5
10. Clear and comprehensive points.		0	1	2	3	4	5
11. Underlined main points & words.		0	1	2	3	4	5
12. Used coloured chalks.		0	1	2	3	4	5
13. Neat & clean picture and diagram.		0	1	2	3	4	5
14. Read written things on blackboard.		0	1	2	3	4	5
15. Proper use of pointer, chalk & duster.		0	1	2	3	4	5
16. Rubbed blackboard properly before & after use.		0	1	2	3	4	5
17. Appropriate/Blackboard entry.		0	1	2	3	4	5
18. The thickness of the lines is of same width.		0	1	2	3	4	5
19. There is continuity in the points being presented on the black board.		0	1	2	3	4	5

(Key: 0 - Not at all 1- Rarely 2- Sometimes 3- Often 4- Frequently 5-Always)

Tick mark either 'Yes' or 'No' against each of the points below -
The student- teacher:

- | | | |
|---|-----|----|
| 1. Checked the glaze on the blackboard | Yes | No |
| 2. Checked whether the black-board is clean before use | Yes | No |
| 3. Checked after use whether the black-board is clean | Yes | No |
| 4. Was ready with an adequate number of chalks | Yes | No |
| 5. Did not come in between the black-board and the pupils when the black-board was being used | Yes | No |
| 6. Avoided speaking noise of the chalk while writing | Yes | No |
| 7. Applied adequate pressure while writing on the black-board | Yes | No |
| 8. Did not pollute the air while cleaning | Yes | No |
| 9. Did not commit mistakes either in spelling or illustrations/diagrams | Yes | No |

Skill: QUESTIONING

Objectives:

- 1) To develop teachers' self-awareness and analysis of their own questioning techniques.
- 2) To identify key features of good questioning.
- 3) To enhance the planning for & use of questions
- 4) To identify relevant skills & plans for professional development- (related to questioning) which teachers can then pursue.

SKILL OF QUESTIONING

MICRO LESSON PLAN NO. 3

Student-Teacher's Name Nandini Verma Date 15/7/22 Class VIII Duration 5-10 minutes
 Subject English Topic Notice
Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
Students today we will learn something interesting.		
1) Can you tell me what is Notice?	Something that gives information	Specific Question
2) What is the maximum word limit of notice?	40-50 words	Grammatically correct
3) What all information is being given in a notice?	Date, time, place, event name etc.	?
4) Other than these, what other points should be included in a notice.	Name of issuing authority, like head boy or girl, Principal.	Questions were asked to get extra information
5) Now, you know why notice boards are used in schools?	For giving information related to exam, events, tours etc.	Questions were relevant to the topic discussed.
Now, we will draw the format & discuss it with some examples.	Students listen carefully.	

Skill of Questioning: Evaluation by Supervisor

COMPONENTS		RATING						
DESIRABLE		SESSION	Not at All			Always		
	Questions were grammatically correct		0	1	2	3	4	5
Structure	Questions were relevant to the topic discussed		0	1	2	3	4	5
	Questions were specific		0	1	2	3	4	5
	Questions were concise		0	1	2	3	4	5
	Questions were put in proper speed and pause		0	1	2	3	4	5
Process	Questions were put to the class with proper voice		0	1	2	3	4	5
	Questions were not repeated unnecessarily.		0	1	2	3	4	5
	Responses to the questions were not repeated.	Re-Teach	0	1	2	3	4	5
Fluency	Use of sufficient number of questions in the lesson.		0	1	2	3	4	5
	Refocusing.		0	1	2	3	4	5
	Redirection.		0	1	2	3	4	5
	Questions were asked to get extra information.		0	1	2	3	4	5
	Questions were asked to create critical awareness.		0	1	2	3	4	5
	Prompting.		0	1	2	3	4	5
	Seeking further information.		0	1	2	3	4	5

(Key: 0 - Not at all 1- Rarely 2- Sometimes 3- Often 4- Frequently 5-Always)

Criticism & Suggestions for Improvement

Date:16/4/22.....

(Signature of Supervisor)

Skill: ACHIEVING CLOSURE

Objectives:

- 1) Questions and statements by the teacher related to the consolidation of the major points covered during the lesson.
- 2) Opportunities provided by the teacher to the pupils for linking the present knowledge with the past knowledge.
- 3) Opportunities provided by the teacher to the pupils for applying the knowledge gained during the lesson to the new situations.
- 4) Opportunities provided by the teacher to the pupils for linking the present knowledge with the pupil's future learning.

SKILL OF ACHIEVING CLOSURE

MICRO LESSON PLAN NO. 5

Student-Teacher's Name Nandini Uemra Date 11.9.22 Class XI Duration 5-10 minutes
 Subject English Topic NOUN
Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
Student The teacher will say, "Today we have learned about Noun & its types". In order to achieve closure, the teacher will repeat the summary written on the board. A Noun is the name of a person, place, things, quality & action example - Mukesh, Patna, Pen, honesty, How many types of Noun are there - = 5 types of Noun Name them. After asking the questions the teacher will appreciate the students for	Students will listen attentively to the teacher. Students repeating after the teacher. Students answering - 1) Proper Noun 2) Common Noun 3) Collective Noun 4) Abstract Noun 5) Material Noun	Recapitulation of key points of the lesson. Evaluating the lesson. Asking questions to elucidate information on students' learning gain.

their answers, Next

The teacher will give the following question as home assignment

- 1) Children have to read Noun & its types for tomorrow.
- 2) Write ten name of some Noun.

Skill of Achieving Closure: Evaluation by Supervisor

<u>COMPONENTS</u>	<u>RATING</u>					
	<u>SESSION</u>	Not at All Always				
<u>DESIRABLE</u>						
1 Link to Instructional Objectives	Teach	0	1	2	3	4 5
2 Link to Advance Organizers.		0	1	2	3 4	5
3 Link with Familiar Material.		0	1	2	3	4 5
4 Value of the Lesson.		0	1	2	3 4	5
5 Provision of information on relevant resources that can be complementary to the lesson (Audio, Visual, Textual, Multimedia)		0	1	2	3	4 5
6 Reiterating and Recapitulation of Key Points of the Lesson.		0	1	2	3	4 5
7 Evaluating the Lesson.		0	1	2	3	4 5
8 Asking questions to elucidate information on students' learning gain.		0	1	2	3	4 5
9 Involving students in activities.		0	1	2	3	4 5
10 Giving follow up assignment to assist students chaining of events		0	1	2	3	4 5

(Key: 0 - Not at all 1- Rarely 2- Sometimes 3- Often 4- Frequently 5-Always)

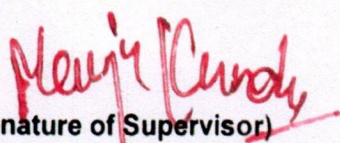
Criticism & Suggestions for Improvement

overall It was good.

Confidence level was upto mark.

Content delivery was ok.

Date: 21/9/22


 (Signature of Supervisor)