



Lancers®
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School

SCHOOL INTERNSHIP CERTIFICATE OF COMPLETION

This is to certify that Ms. Nirdeshika Panchal, D/O Sri Sensar Pal, University Roll No. 2211270007 pursuing B.Ed programme, Semester III, at School of Education, K.R. Mangalam University, Gurugram, Haryana has successfully completed the School Internship at Lancers International School, Gurugram from 31/07/2023 to 20/12/2023.

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 every success in life.

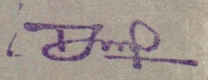
For Lancers International School:

Date: 20/12/23

Authorized Signatory

School Stamp:




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



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

KRMU/SOED/SIP/2023-24/04

06 Sep 2023

Ms. Villamarin
Primary and Middle School Principal
Lancers International School
Gurugram, Haryana

SCHOOL INTERNSHIP OF B.Ed. & B.El. Ed.
STUDENT-TEACHERS DURING ACADEMIC SESSION 2023-24

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 a 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 2023-24.

Our student teachers of B.Ed. Batch 2022-24 (Semester III) & B.El.Ed. Batch 2020-24 (Semester VII) are presently undergoing School Internship at your esteemed school.

As per their prescribed curriculum, the student-teachers must conduct the following activities during the 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.
- (b) deliver the lesson/ units of pedagogy courses, maintaining e-portfolios and reflective journals.

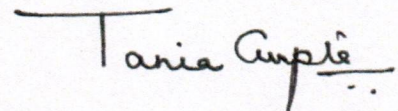
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K.R. Mangalam University
Sohna Road, Gurugram (Haryana)

- (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 permit our **08 student-teachers (list enclosed)** the opportunity to undertake the activities enlisted above and also in the manual (enclosed for ready reference) during the internship in your esteemed school to acquire meaningful experience as a practitioner.

I would like 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.
2. Internship Manual.
3. Template for B.Ed. Internship Completion Certificate.
4. Template for B.El.Ed. Internship Completion Certificate.



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

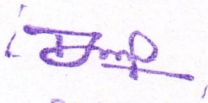
S.No.	University Roll No	Student-Teacher's Name	Programme & Semester	Pedagogy Subject I	Pedagogy Subject II
1	2211270007	Nirdeshika Panchal	B.Ed. Semester III	Hindi	Social Sciences
2	2211270009	Ravjot Kaur	B.Ed. Semester III	English	Social Sciences
3	2211270012	Soniya	B.Ed. Semester III	Hindi	Social Sciences
4	2211270014	Somya Pathak	B.Ed. Semester III	Physical Sciences	Biological Sciences
5	2211270019	Tannu	B.Ed. Semester III	English	Social Sciences
6	2011260004	Bhumika	B.El.Ed. Semester VII	Environmental Studies	Science
7	2011260007	Devika	B.El.Ed. Semester VII	Environmental Studies	Social Sciences
8	2011260014	Varnika	B.El.Ed. Semester VII	Environmental Studies	Social Sciences

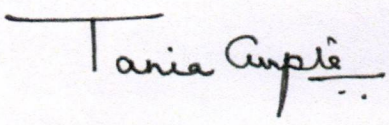
Faculty Mentor & Supervisor- Dr. P.C Jena, Associate Professor, SOED, KRMU
Phone: 98766 54904 E-Mail: pc.jena@krmangalam.edu.in

Faculty Mentor & Supervisor- Dr. Shikha, Assistant Professor, SOED, KRMU
Phone: 93062 32800 E-Mail: shikha@krmangalam.edu.in

School: Lancers International School, Gurugram, Haryana.

Dated: 06 September 2023.


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


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



K.R. MANGALAM UNIVERSITY
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SCHOOL OF EDUCATION

Microteaching Record

ACADEMIC SESSION 2023-2024

Name: Nindeshika Panchal **Enrolment No:** 2211270007

Programme: B.Ed. **Batch:** _____ **Session:** _____

Teaching Subject I: Pedagogy of Hindi. (SEED553A)

Teaching Subject II: Pedagogy of Social Science. (SEED555A)

Faculty Supervisor: _____

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

Meaning and Definitions of Microteaching

Microteaching is a teacher training technique for learning teaching skills. It develop real teaching situation for enhancing skills and helps to get deeper knowledge regarding the art of teaching.

Microteaching introduce the teacher trainee to a wide range of teaching skills and allows the teacher trainee to practice each skill one at a time until he or she become proficient in the skill. Later on, the teacher trainee will be able to link many such skill's to achieve the desirable outcome, microteaching provides teachers with a practice setting or instruction in which the normal complexities of class-room are reduced and in which the teacher gets feedback on performance.

Definition of microteaching

According to D.W Allen, "Microteaching is a scaled down teaching encounter in class size and time."

Historical Background of Microteaching

Microteaching is an educational technique that originated in 1960s as a part of teacher training programs. It was developed by D.W. Allen and his colleagues at Stanford University. The goal of microteaching is to provide prospective teachers with a controlled environment to practice and refine their teaching skills in small segments or "micro lessons."

Microteaching involves breaking down teaching into manageable components, such as introduction, questioning and closure. These segments are practiced in front of peers or mentors who provide feedback and constructive criticism. The technique allows teachers to focus on specific aspects of teaching, gradually improving their overall effectiveness.

Microteaching gained popularity due to its effectiveness in helping teachers build confidence, improve their teaching techniques, and develop self-awareness.

It has since been adopted worldwide as a valuable tool in teacher education and professional development.

Teaching Subject II

Pedagogy of Social Science.

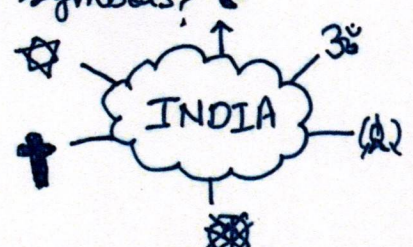
Index

S. No.	Name of Skill (Session)	Date	Class	Topic
1.	Skill of black-board Writing.		VII th	Religions of India.
2.	Skill of Illustration with examples		VIII th	Type of crops
3.	Skill of Stimulus variation.		VIII th	Types of vegetation in India.
4.	Skill of Reinforcement.		VIII th	Akbar
5.	Skill of Achieving Closure		VII th	Mughal Emperor (Akbar)

SKILL OF BLACK BOARD WRITING

MICRO LESSON PLAN NO.

Student-Teacher's Name Nirdehika Panchal Date Class VII Duration 6 minutes
 Subject Social Science Topic Religious of India
 Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
The pupil teacher will ask of say Good Morning students	Good Morning ma'am.	
The pupil-teacher will write the topic 'INDIA' in a cloud on the blackboard. 	students were see attentively	Appropriate use of blackboard
The pupil-teacher will ask from some students to share which religion they followed at home.	students answering.	Interaction with students.
The pupil-teacher draws the symbol Om and ask which religion does this belong to?	Hinduism	Neatness, legibility in handwriting Proper spacing of the symbols and letters.
Similarly, The pupil-teacher will draw other symbols? (a) 	• Sikhism • Buddhism • Islam • Jainism • Hinduism • Christianity • Zoroastrianism.	Appropriate use of black- board.
"But we all belong to one nation" - INDIA.		

SKILL OF ILLUSTRATION WITH EXAMPLES

MICRO LESSON PLAN NO.

Student-Teacher's Name Nideshika Panchal Date Class VIIth Duration 6 minutes
 Subject Social Science Topic Types of crops

Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
What are the following words called? Rice, wheat, Mustard	These are called crops.	Simple Example.
So, students crops are a plant or plant products that we can be grown and harvested for profit or subsistence.	Students will listen carefully.	Inductive approach.
Students the crops are grown during October and November and harvested in March and April are called?	They are called Rabi crops.	Deductive approach
Students the crops that grown during June - July and harvested during October and November are called Kharif crops.	Students will listen carefully.	Deductive approach.
Students to learn this concept let's use a trick. - We grow Kharif crops during <u>summer season</u> and also we know		
Cotton, Rice (Paddy), Bajra are grown during summer season (June - July)	Students will listen carefully.	Relevant example.



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PROGRAMME: BACHELOR OF EDUCATION (SEM III)

COURSE TITLE: SCHOOL INTERNSHIP II

COURSE CODE: SEED555A

Simulated Lesson Plan

Shikha
Submitted to:

Dr. Shikha

Assistant Professor

SOED

Submitted by:

Nirdeshika Panchal

B.Ed. (Sem III)

2211270007

[Signature]
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Sohna Road, Gurugram (Haryana)

INDEX

Sr. No.	Topic	Date	Pages	Signature
1)	Micro Teaching Lessons			
1.	Grasslands.			
2.	Deserts			
3.	National Symbols			
4.	Solar System			
5.	Communication			
2)	Mega Teaching Lessons			
1.	Water			
2.	Markets around us.			
3.	Environments			
4.	Advertising and its effect			
5.	Revolt of 1857			
3)	Discussion Lessons-I			
1.				
4)	Real / School Teaching Lessons			
1.				
2.				
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4.				
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7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
5)	Discussion Lessons-II			
1.				

LESSON PLAN NO1.....

Date.....

Pupil Teacher's Name Nindeshika

Class.....VII

Subject.....Social Science

Duration of the period.....35 minutes

Pupil Teacher's Roll No.2211270007

Average Age of the pupils.....12-13 years

Topic.....Water

GENERAL OBJECTIVES

1. The students will be educated about water and its distribution on earth.
 2. To develop students mentally and intellectually.
 3. To help the students develop their ability to engage in discussions.
 4. To develop students' logical and analytical reasoning capabilities.
- To sensitize them about their social, natural and political environment.

INSTRUCTIONAL OBJECTIVES

Knowledge objective

1. To add to the prior knowledge to students regarding water.
2. The students will retain this information and will be able to recall the knowledge in future.

Understanding Objective

1. The students will be able to reason and explain about water resources and cycle.
2. The students will be able to understand the reason behind ocean currents and natural phenomenon related to water.

Application Objective

1. The students will be able to explain and illustrate the water cycle.
2. The students will be able to engage in discussion regarding context based natural phenomena.

TEACHING AIDS USED:

Chalk, Duster, pointer, Blackboard, chart showing the water cycle and the ocean currents.

PREVIOUS KNOWLEDGE TEST

The pupil teacher will ask the following questions to understand the previous knowledge base of the students:

Teacher	What is water used for?
Students	Drinking, cooking, bathing
Teacher	What are sources of water?
Students	River, lake, rain
Teacher	Can ocean water be used for regular use?
Students	No
Teacher	What causes a Tsunami?
Students	No response

ANNOUNCEMENT OF TOPIC: "Today we will study about the most important natural resource water and its sources."

Teaching Activity	Pupil-Teacher Activity	Students Activity	Blackboard Activity
Introduction	"Water is the most important thing in our lives. It is needed to survive everyday for every living being. About 71% of Earth's surface is covered with water."	Students will listen attentively.	
	The pupil teacher will display the water cycle chart and begin explaining the process.		
	What is water vapour?	It is water in gaseous form.	
	"yes! right"		
	The process by which water continually changes its form and circulates between oceans, atmosphere and land is known as the water cycle. The water evaporates from land based water resources it rises up to form clouds. These clouds when get laden with moisture are hit a mountain the water comes down as rain, snow, hail etc back into the water resources to complete the cycle.	Students will listen carefully and take down notes while the pupil teacher explains.	
Distribution of water	"If 3/4 th of earth surface is water then how come countries face water shortage?"		

THE WATER CYCLE



Teaching Point	Pupil-Teacher Activity	Students Activity	Blackboard Activity
	Any guesses? The pupil teacher will be working around water is salty. the class.	most of the	
	"yes good" There are two types of water in fresh		
	(b) Saline. water used for drinking, cooling, washing etc is fresh water. The table of distribution of water in percentage		
	Oceans 97.3	Students will	
	Icecaps 02.0	take down the	
	Groundwater 0.68	water from the	
Fresh Water	Fresh water table 0.009	blackboard.	
	Island Seal 0.009		
	Salt lakes		
	Atmosphere 0.0019		
	Rivers 0.0001		
	<u>100.000</u>		
Ocean	Ocean water is more still.	Students will	
Circulation	The movements that occur in oceans can be broadly characterised as: waves, tides & currents.	listen carefully	
Waves	Waves are formed when winds scrape across the ocean surface. The		

DISTRIBUTION TABLE

Saline water
Ocean : 97.3
Fresh Water
Icecaps : 02.0
Ground water : 0.68
Fresh water lakes
Island : 0.009
Seas and salt lakes
Atmosphere : 0.0019
Rivers : 0.0001
<u>100.000</u>

Teaching Point	Pupil Teacher Activity	Students Activity	Black board Activity
	The bigger the wave come.		
	"Does anyone know about what are A large wave Tsunami?"		
Tsunami	"Right" An earthquake, a volcanic eruption or underwater landslides can shift large amounts of ocean water. As a result a huge tidal wave called Tsunami is formed.		
Tides	The rhythmic rise and fall of ocean water twice in a day is called 'Tide'. It is high tide when water covers much of the shore by rising to its highest level. It is low tide when water falls to its lowest level and recedes from the shore. The strong gravitational pull exerted by the sun and the moon on the earth's surface causes the tides.	Students will listen carefully and take down the notes while the pupil teacher is explaining in class.	
Ocean Currents	Ocean currents are streams of water flowing constantly on the ocean surface in definite directions. These currents may be warm or cold.		



K.R. MANGALAM UNIVERSITY

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**BACHELOR OF EDUCATION
BATCH NO: 2022-2024**

**SCHOOL INTERNSHIP II
COURSE CODE- SEED555A**

DISCUSSION LESSON PLAN

Shikha
Submitted to:
Dr. Shikha

Submitted by:
Name: Nirdeshika Panchal
2211270007
Course: B.Ed(3rdsem)

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

Topic _____

Date _____

Date _____

Duration of Period 40-45 minutes

Pupil Teacher's Name Nirdeshika Panchal Pupil Teacher's Roll No 2211270007

Class VII-4

Avg. Age of Pupils 12-13 years

Subject Social Science

Topic Human Environment - Settlement.

CONTENT ANALYSIS

1. Meaning of Settlements
2. Types of Settlements
 - (a) Temporary
 - (b) Permanent
 - (i) Rural - Village.
 - (ii) Urban - Town and cities.

GENERAL OBJECTIVES

1. The students will learn about settlements and human environment.
2. To develop logical reasoning and analytical reasoning capabilities among the students.
3. To develop confidence and encourage students to engage in discussions.
4. To make them aware of social and political surroundings.

INSTRUCTIONAL OBJECTIVES

Knowledge Objectives

The students learn about settlements and the different types of settlements.

Understanding Objectives

1. The students will understand the concept of settlements and their need + types.
2. The students will understand the development of settlements according to the environment around them

Application Objectives

1. The students will be able to understand the interconnection between settlements and the environment.
2. They will be able to understand and differentiate between types of settlements.

Skilled Objectives

1. The students will be able to analyze the settlements and the problems they might face.
2. The students will be able to apply their knowledge to the kind of settlement

Topic _____

Date _____

and perhaps realise the problems faced in villages and work towards improving things in the future.

TEACHING AIDS USED: Chalk, Duster, Black-board, chart showing different types of settlements, pointer, Book.

PREVIOUS KNOWLEDGE ASSUMED

The pupil teacher will ask the following questions to develop a baseline of previous knowledge of the students:-

Pupil Teacher	Students
How did early man live?	He lived in caves and moved a lot.
What does settlement mean	A place where people have homes and work place.
What can you tell me about types of Rural settlements?	No Response

ANNOUNCEMENT OF TOPIC

"class today we will learn about settlements, villages and towns houses."

Teaching Point	Pupil - Teachers Activity.	Students Activity	Black-board Activity
Introduction.	"So class, we know that in early days when human beings were still not fully evolved, they depended entirely on nature for food, clothing and shelter but with time they learnt new skills to grow food, build homes and developed better means of transport & communication. In this way they modified the environment where they lived." "Is everyone following me so far?"	Students will listen attentively.	HUMAN ENVIRONMENT SETTLEMENT

Teaching Point	Pupil Teacher's Activity	Student's Activity	Blackboard Activity.
----------------	--------------------------	--------------------	----------------------

Settle-
ment

What is a settlement?
It is a place where people build their homes and interact with each other, carrying out various occupational activities which help making life more comfortable.

Students will listen carefully and take down the notes from the blackboard in their notebooks.

What is settlement?

It is a place where people build their homes and interact with each other.

Types of settle-
ments.

The pupil-teacher will draw a diagram on the blackboard classifying types of settlements while the pupil teacher explains.

Settlement

(a) TEMPORARY

(b) PERMANENT

(i) Rural - 1. Isolated
2. Compact

(ii) Urban

Types of Settlements

A. TEMPORARY

B. PERMANENT

1. Rural

(2) Isolated

(ii) Compact

2. Urban

(A)

Temporary Settlement

"Very simple question, what do you understand by term temporary?"

Short time
Period

So settlements that are occupied for a short time are called temporary settlements. Here people practice hunting, gathering, shifting cultivation and transhumance.

(B)

Permanent Settlement

"Opposite of temporary is permanent" So places where people build permanent houses are called permanent settlements.

Students
will listen
carefully and
take down
notes.

permanent settlements can be further classified into two types.

1. Rural 2. Urban

Rural Settlement

"What comes to your mind when I say the word Rural?"

Villages,
Farms.

Right, Villages are rural settlement where people are engaged in activities

like fishing agriculture, beekeeping etc. Here the population is less. These settlements are usually compact or scattered

2. URBAN SETTLEMENT

"What does an Urban Area mean?"
Give an example."

Towns, Cities
New Delhi

"yes very good. New Delhi is the perfect example of an urban settlement."

The towns are small and cities are larger urban settlements. In urban areas the people are engaged in manufacturing, trading and services. Here the population is more.

Rural Settlement Types

Rural settlement are further divided into two types :-
i) Isolated Settlement
ii) Compact Settlement

students will listen carefully and take down the notes as the teacher explains.

(i) Isolated Settlement

Isolated settlements are found in hilly areas, thick forest and regions of extreme climate. The population is less.

ii) Compact settlement are found in the plains. The built up area is compact and distance between houses is small and population is more.

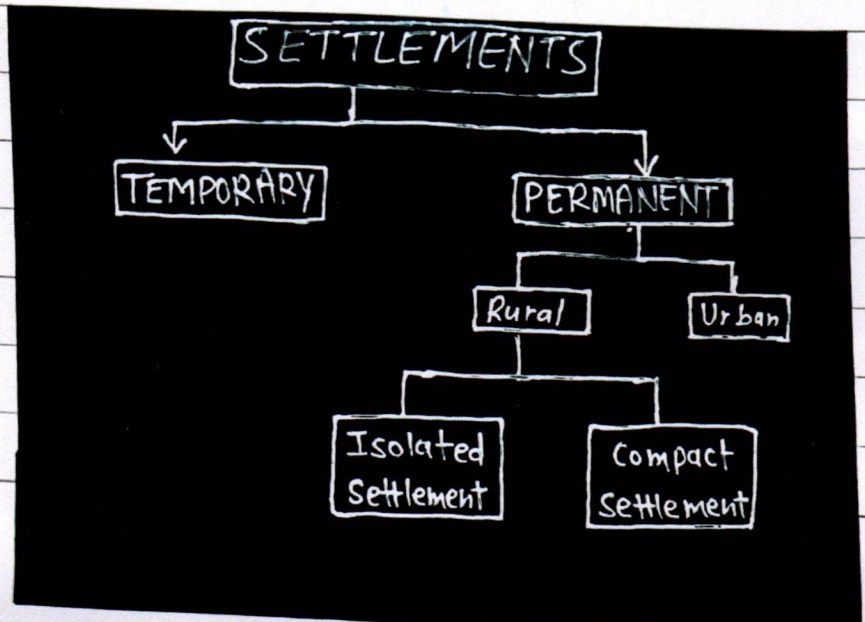
RECAPITULATION

1. What does settlement mean?
2. What is the types of settlements?
3. Difference between Rural and Urban Settlement.
4. How many types of Rural settlements are there?

HOMEWORK

1. Write a 200 words paragraph explaining need for settlements and how they developed?
2. Differentiate between Isolated and Compact settlement giving real examples of each.

VISUAL AID:





K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

PROGRAMME: BACHELOR OF EDUCATION (SEM III)

COURSE TITLE: SCHOOL INTERNSHIP II

COURSE CODE: SEED555A

Lesson Plan Diary

Shikha
Submitted to:
Dr. Shikha
Assistant Professor
SOED

Submitted by:
Nirdeshika Panchal
B.Ed. (Sem III)
2211270007

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



LESSON PLAN NO1....

Date.....
Pupil Teacher's Name Nindeshika
Class.....VII
Subject.....Social Science

Duration of the period.....35 minutes
Pupil Teacher's Roll No.2211270007
Average Age of the pupils.....12-13 years
Topic.....Water

GENERAL OBJECTIVES

1. The students will be educated about water and its distribution on earth.
2. To develop students mentally and intellectually.
3. To help the students develop their ability to engage in discussions.
4. To develop students' logical and analytical reasoning capabilities.
To sensitize them about their social, natural and political environment.

INSTRUCTIONAL OBJECTIVES

Knowledge objective

1. To add to the prior knowledge to students regarding water.
2. The students will retain this information and will be able to recall the knowledge in future.

Understanding Objective

1. The students will be able to reason and explain about water resources and cycle.
2. The students will be able to understand the reason behind ocean currents and natural phenomenon related to water.

Application Objective

1. The students will be able to explain and illustrate the water cycle.
2. The students will be able to engage in discussion regarding water based natural phenomena.

TEACHING AIDS USED: Chalk, Duster, pointer, Blackboard, chart showing the water cycle and the ocean currents.

PREVIOUS KNOWLEDGE TEST The pupil teacher will ask the following questions to understand the previous knowledge base of the students:

Teacher: What is water used for?
 Students: Drinking, cooking, bathing
 Teacher: What are sources of water?
 Students: River, lake, Rain
 Teacher: Can ocean water be used for regular use?
 Students: No
 Teacher: What causes a Tsunami?
 Students: No response

ANNOUNCEMENT OF TOPIC: "Today we will study about the most important natural resource water and its sources."

Teaching Activity	Pupil-Teacher Activity	Students Activity	Blackboard Activity
Introduction	"Water is the most important thing in our lives. It is needed to survive everyday for every living being. About 71% of Earth's surface is covered with water."	Students will listen attentively.	
	The pupil teacher will display the water cycle chart and begin explaining the process. What is water vapour? 'yes! right'	It is water in gaseous form	
	The process by which water continually changes its form and circulates between oceans, atmosphere and land in known as the water cycle. The water evaporates from land based water resources it rises up to form clouds. These clouds when get laden with moisture are hit a mountain the water comes down as rain, snow, hail etc back into the water resources to complete the cycle.	Students will listen carefully and take down notes while the pupil teacher explains.	
Distribution of water	"If 3/4th of earth surface is water then how come countries face water shortage?"		



Teaching Point	Pupil Teacher Activity	Students Activity	Black board Activity
	The bigger the wave come...		
	"Does anyone know about what are A large wave Tsunami?"		
Tsunami	"Right" An earthquake, a volcanic eruption or underwater landslides can shift large amounts of ocean water. As a result a huge tidal wave called Tsunami is formed.		
Tides	The rhythmic rise and fall of ocean water twice in a day is called 'Tide'. It is high tide when water covers much of the shore by rising to its highest level. It is low tide when water falls to its lowest level and recedes from the shore. The strong gravitational pull exerted by the sun and the moon on the earth's surface causes the tides.	Students will listen carefully and take down the notes while the pupil teacher is explaining in class.	
Ocean currents	Ocean currents are streams of water moving constantly on the ocean surface in definite directions. These currents may be warm or cold.		

Teaching Point	Pupil-Teacher Activity	Students Activity	BlackBoard Activity
	Any guesses? The pupil teacher will be working around the class.	most of the water is Salty.	
	"Yes good" There are two types of water (1) Fresh (2) Saline. Water used for drinking, cooking, washing etc is fresh water. The table of distribution of water in percentage		
	oceans 97.3	Students will take down the water from the blackboard.	
	Ice caps 02.0		
	Ground water 0.68		
Fresh Water	Fresh water lakes 0.009		
	Island Seas 0.009		
	Salt lakes		
	Atmosphere 0.0019		
	Rivers 0.001		
	<u>100.000</u>		
Ocean Circulation	Ocean water is never still. The movements that occur in oceans can be broadly characterized as: waves, tides & currents.	Students will listen carefully	
Waves	Waves are formed when winds scrape across the ocean surface. The		

DISTRIBUTION TABLE	
Saline water	Ocean: 97.3
Fresh Water	
Ice caps	02.0
Ground water	0.68
Fresh water lakes	0.009
Island seas and salt lakes	0.009
Atmosphere	0.0019
Rivers	0.001
	<u>100.000</u>

LESSON PLAN NO. 2

Date:
 Duration of the period:
 Pupil Teacher's Name: Mridulika Pandey
 Pupil Teacher's Roll No.: 2211270007
 Class: VIII
 Average Age of the pupils: 12-13 yrs.
 Subject: Social Science
 Topic: Markets Around Us

CONTENT ANALYSIS

- need for markets
- Types of markets
- market chain

GENERAL OBJECTIVES

1. The student will develop a more depth knowledge about markets exceeding their normal basic understanding.
2. To help the students their ability is engaged in discussion.
3. To develop the students logical and analytical reasoning capabilities.
4. To sensitize them about their natural, social and political surroundings.

INSTRUCTIONAL OBJECTIVES

KNOWLEDGE OBJECTIVES

1. The students will be able to give examples of various types of markets.
2. The students will learn about different types of markets and will be able to distinguish among them.

Understanding objective

1. The students will be able to explain different

VISUAL AID

RECAPITULATION

1. What is water cycle?
2. What are the factors affecting height of the waves?
3. What are ocean currents?
4. What are tides and how are they caused?

HOMEWORK

Q1 Tick the correct answer.

- (i) The process by which water continuously change in form and circulates between oceans, atmosphere and land.
- (a) Water cycle (b) Tide (c) Ocean currents



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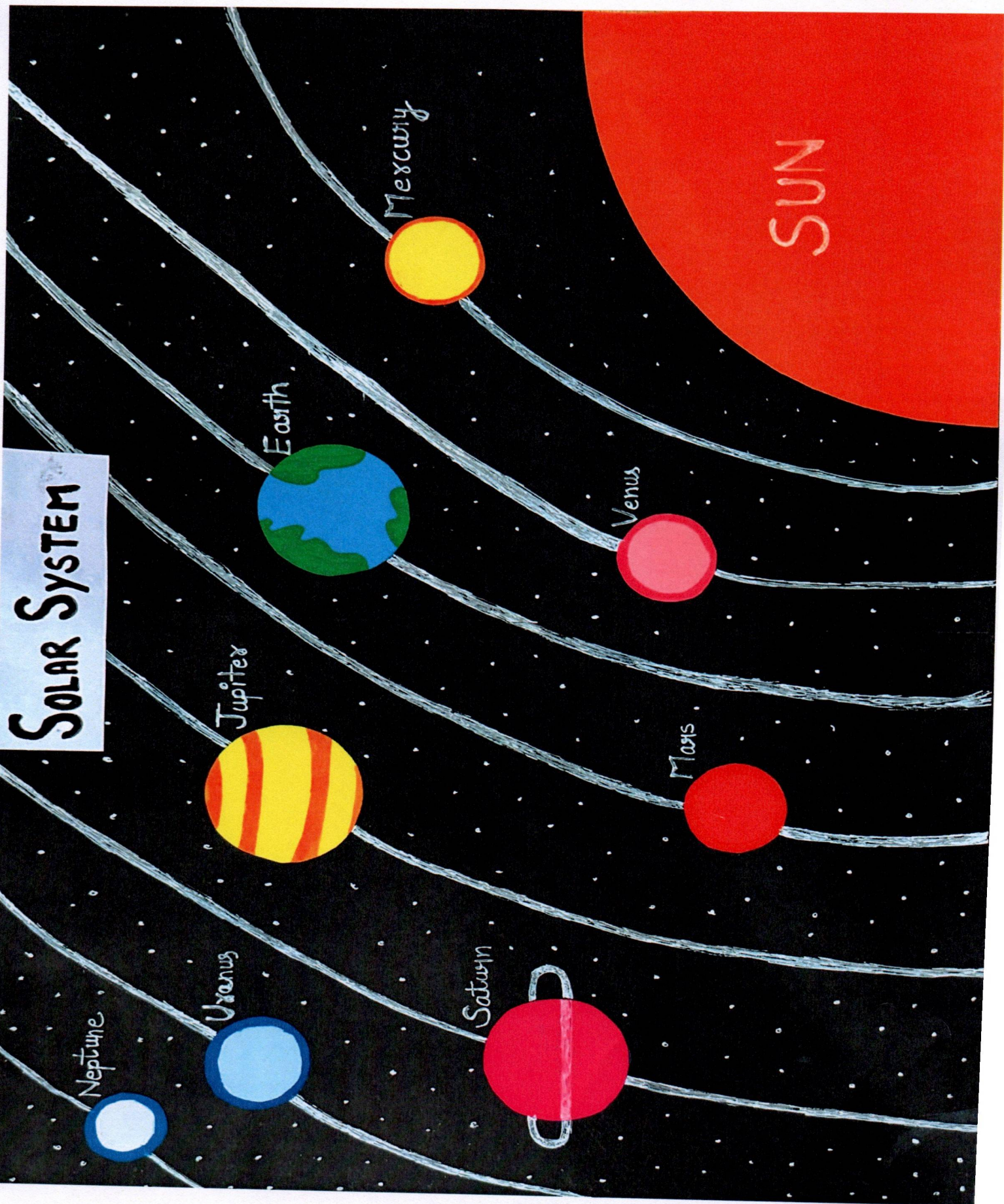
PROGRAMME: BACHELOR OF EDUCATION (SEM III)
COURSE TITLE: SCHOOL INTERNSHIP II
COURSE CODE: SEED555A
Teaching Aids

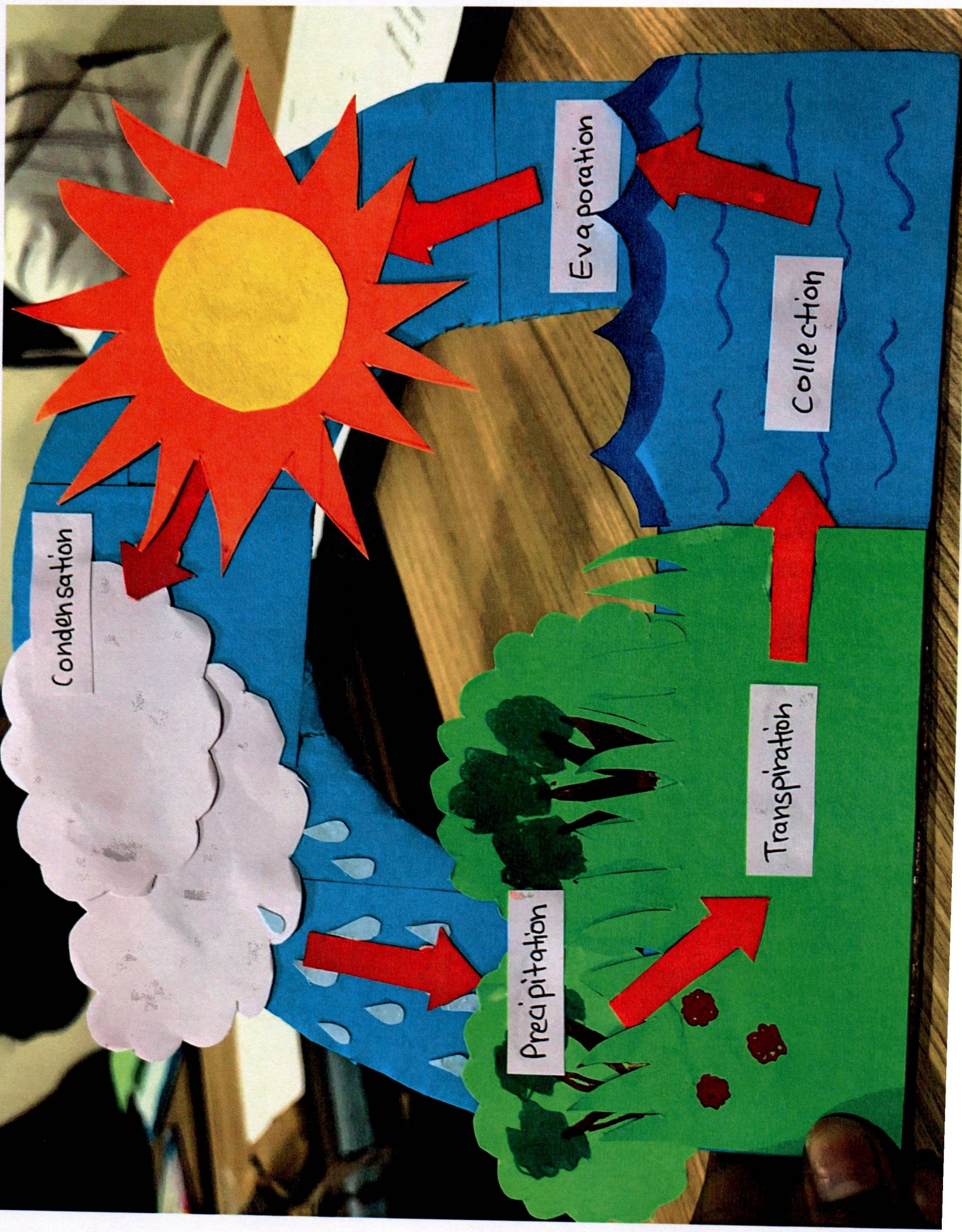
Shikha
Submitted to:
Dr. Shikha
Assistant Professor
SOED

Submitted by:
Nirdeshika Panchal
B.Ed. (Sem III)
2211270007

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

SOLAR SYSTEM





SETTLEMENT

TEMPORARY

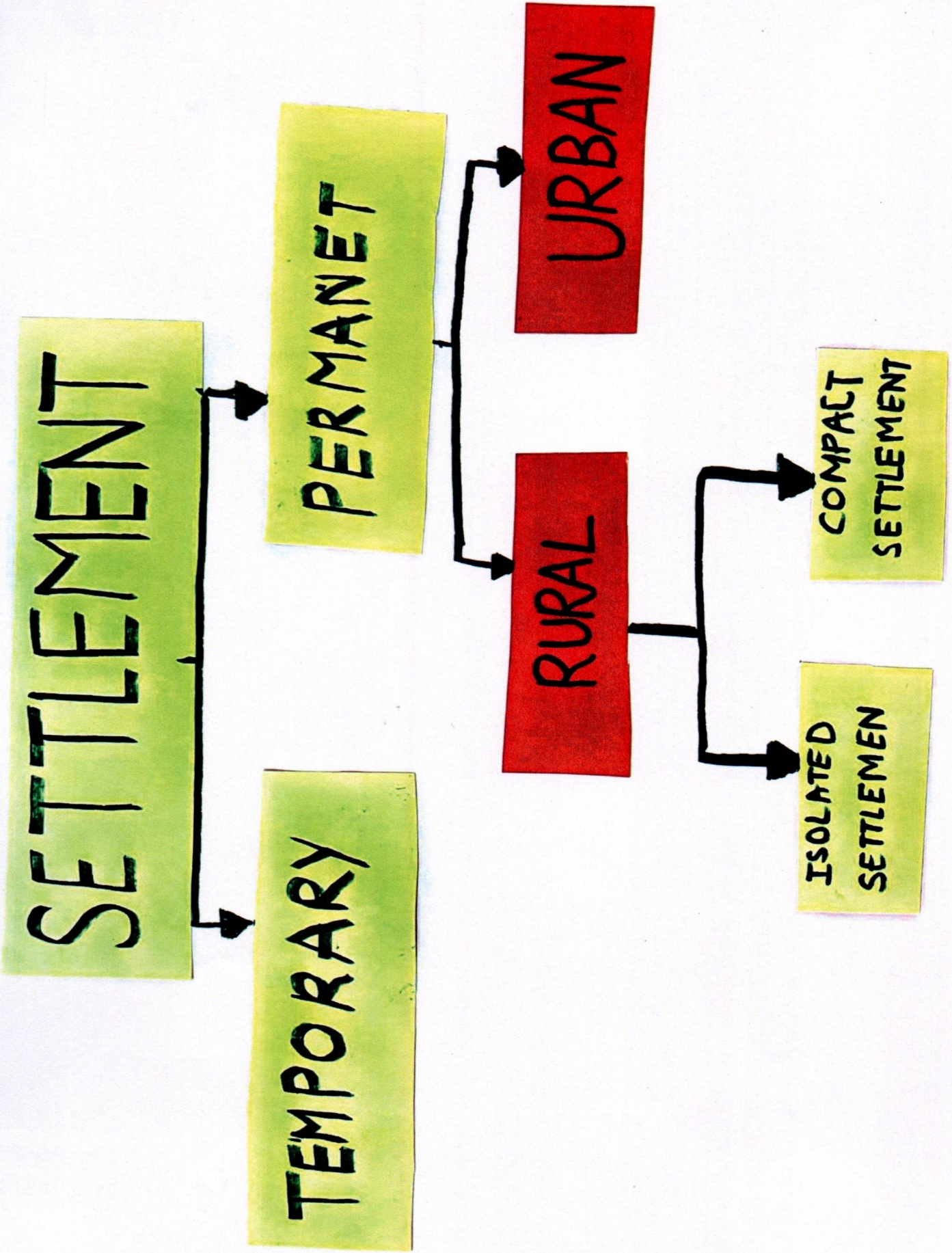
PERMANENT

RURAL

URBAN

ISOLATED
SETTLEMENT

COMPACT
SETTLEMENT





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BACHELOR OF EDUCATION
BATCH NO: 2022-2024

SCHOOL INTERNSHIP I & II
COURSE CODE- SEED553A
SEED 555 A

REFLECTIVE DIARY

Shikha
Submitted to:
Dr. Shikha

Submitted by:
Name: Nirdeshika Panchal
2211270007
Course: B.Ed(3rd sem)

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Registrar
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Sohna Road, Gurugram (Haryana)

DATE 31 July

DAY Monday

Today was a good day for me. I was feeling happy to get an opportunity of being an intern in Lancers International School which is an IB School. I was happy, excited and a bit nervous but it was all good.

We began our day with morning assembly and I met my students and teachers and we all seem to have similar interests.

The school has a good mix of familiar faces and new ones, which made the day even more enjoyable.

We enjoyed playing with the hoola hoop in PE class and the story session with our students. We did some craft activity to enhance our thinking skills. Now I am excited for tomorrow to meet the school fellows and students again.

DATE 1 & 2 August

DAY Tuesday, Wednesday.

As per the orders of the district administration, all private and public education institutions will remain closed on Tuesday, the 1st of August due to Noon violence in Gurgaon, Haryana.

Today we began our excited day with morning assembly and some warm-up exercise on rhymes and songs. One of the student shared the story-book of "The Five Dinosaurs". We went to the library and practiced the library rules and read books to develop the reading skills and thinking power.

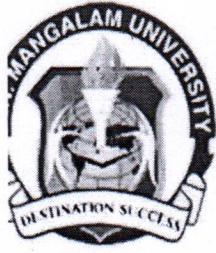
We shared how we are the same and yet different through picture provocation and role play activity. We explored the different types of regions in India and writing practices. Over all it was my second day and I ~~totally~~ enjoyed it.

Agin I am excited for tomorrow to meet them again.

DATE 8 August

DAY Tuesday

It was an exciting experience for us today to begin our day with mindfulness and a thought provoking discussion about "What are friends for" and "Our friends in the class". The students actively participated, sharing their insights and perspectives. They were engaged and curious to play the number recognition activity through the hopscotch game and in our activity books. We learned to identify and trace letters on the board. To enhance our social skills, we enjoyed our free time and learned how to take care of our surroundings. Overall The day was full of new experiences.



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BACHELOR OF EDUCATION

BATCH NO: 2022-2024

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COURSE CODE- SEED553A

SEED555A

School Activity Record

Shikha
Submitted to:
Dr. Shikha

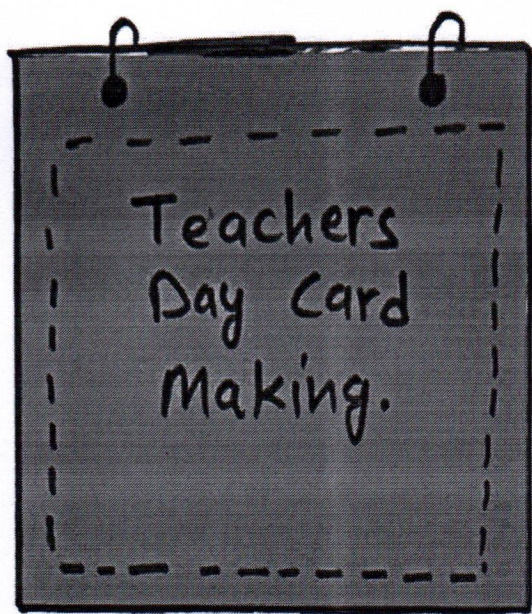
Submitted by:
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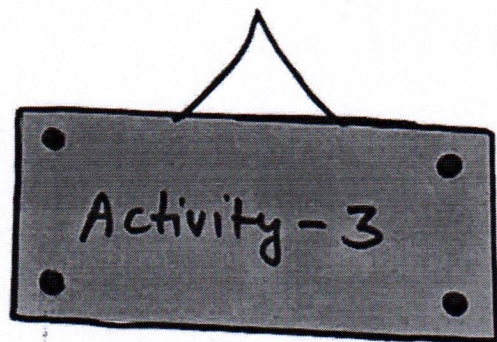
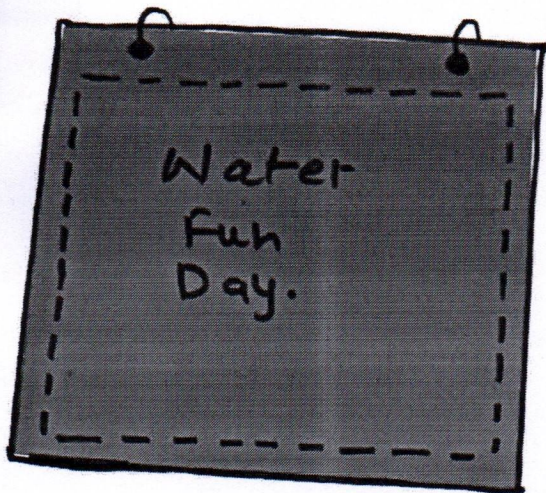


The board decoration competition on the theme of 'Plants' and how plants grow? Enthusiastic participants transformed their display boards into vibrant canvases depicting the intricate journey of plant life. Imagination illustrations showcased the germination process and how we can take care of plants.

Teachers were impressed by the innovative use of 3D elements, such as miniature replicas of plant parts, adding a tactile dimension to the boards. The activity not only celebrated artistic expression but also imparted valuable knowledge about the plants. Overall the event was a delightful blend of creativity and education, inspiring a greater appreciation for the wonders of how plants thrive and flourish.



Celebrating Teacher's day through a collaborative card making activity with fellow intern teachers was a delightful experience. The vibrant energy in the room resonated with creativity as we exchanged ideas and artistic skills. Each handmade card became a unique expression of gratitude, reflecting the diverse personalities within our intern group. The camaraderie fostered during this activity not only strengthened our bond as aspiring educators but also underscored the significance of acknowledging the invaluable role teachers play in shaping lives. As we presented our heartfelt creations to mentors, the joy and appreciation shared were palpable, making it a memorable tribute to the mentors who guide us on our journey into the world of education.



The water fun day activity was a splash-tastic event that brought together students for a day of aquatic enjoyment. Various water based games and activities turned the school grounds into a vibrant water playgrounds.

Students eagerly participated in water balloon tosses creating a colourful spectacle against the sunny backdrop. The joyous laughter and shrieks of excited echoed as students embraced the refreshing chaos of water gun battles. The inflatable kiddie pools became popular hubs for relaxation, creating a laid back atmosphere where students could cool off and unwind.

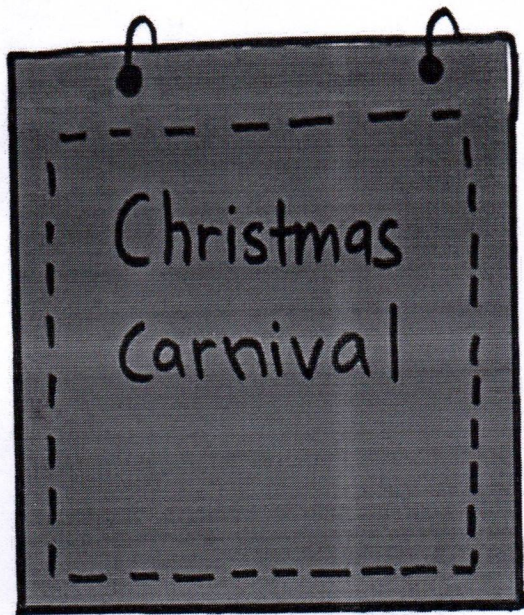
Overall the water fun day was a resounding success leaving everyone soaked in laughter and unforgettable memories.



The rangoli competition among intern fellows in school was a vibrant celebration of creativity and camaraderie. The school courtyard transformed into a Kaleidoscope of colours as each team poured their artistic flair onto the ground. Collaboratively designing intricate patterns, we exchanged tips and techniques, fostering a sense of shared enthusiasm.

Laughter echoed through the air as we navigated the challenges of creating intricate design with colored powders and petals.

Ultimately, the joy in participating surpassed the spirit of competition.



celebrating the christmas carnival at school with intern fellows was a joyous occasion. we not only enjoyed the festivities but also learned valuable lessons through the shared experience, fastening a sense of camaraderie and cultural understanding among us.

setting up mini stalls and actively contributing to the carnival was fantastic experience. our collective efforts added vibrancy to the event, showcasing creativity and teamwork. it was rewarding to see our contributions resonate with others and contribute to the overall festive atmosphere.

Anshu