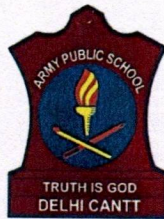


ARMY PUBLIC SCHOOL DELHI CANTT



CERTIFICATE OF APPRECIATION

This certificate is awarded to

*Mani. Dhall of K.R. Mangalam University
in appreciation of his/her creativity and proficiency displayed during his/her period of
internship from 14.09.2023 to 26.12.2023 His/Her sincerity and dedication towards the
duties assigned is commendable*

Date : 26/12/23

Neetu Kapoor
Dr. Neetu Kapoor
Principal

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



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

KRMU/SOED/SIP/2023-24/01

06 Sep 2023

Mrs. Neetu Kapoor
Principal
Army Public School
Delhi Cantt-110010

PERMISSION FOR 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.

It is proposed that permission may be granted for **School Internship** of B.Ed. Batch 2022-24 (Semester III) & B.El.Ed. Batch 2020-24 (Semester VII) from **14 September 2023 to 26 December 2023** 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.
- (b) deliver the lesson/ units of pedagogy courses, maintaining e-portfolios and reflective journals.

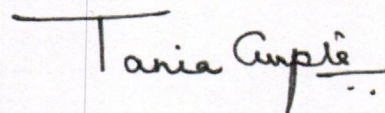
- (c) undertake a research project by employing case study method of any aspect of the school/ or individual learner as identified by the school.
- (d) undertake a field project as assigned by the school under the guidance of a teacher mentor from school and faculty mentor of K.R Mangalam University.
- (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 **06 student-teachers (list enclosed)** and provide them with 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.
2. Internship Manual.
3. Template for B.Ed. Internship Completion Certificate.
4. Template for B.El.Ed. Internship Completion Certificate.



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	2011260002	Aditi	B.El.Ed. Semester VII	Environmental Studies	Social Sciences
2	2011260005	Mokshita Sethi	B.El.Ed. Semester VII	Environmental Studies	Social Sciences
3	2011260006	Mansi	B.El.Ed. Semester VII	Environmental Studies	Social Sciences
4	2011260011	Amisha	B.El.Ed. Semester VII	Environmental Studies	Natural Sciences
5	2211270008	Noori Musharrat	B.Ed. Semester III	English	Social Sciences
6	2211270013	Sangita Kumari Singh	B.Ed. Semester III	Hindi	Social Sciences

Faculty Mentor & Supervisor- Dr. Pooja Verma, Assistant Professor, SOED, KRMU
Phone: 8810418447 E-Mail: pooja.verma@krmangalam.edu.in

School: Army Public School, Delhi Cantt, Delhi.

Dated: 06 September 2023.

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

SCHOOL OF EDUCATION

Microteaching Record

ACADEMIC SESSION 2023-2024

Name: Mani Dhall **Enrolment No:** 2011260006

Programme: B.Ed **Batch:** 2020-24 **Session:** 2023-24

Teaching Subject I: Environmental Studies

Teaching Subject II: Social Science

Faculty Supervisor: Dr. Pooja Verma

[Signature]
6/9/23

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

Meaning and Definitions of Microteaching

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

This Stanford technique involved the steps of "plan, teach, observe, re-plan, re-teach and re-observe" and has evolved as the core components in 91% of on-campus clinical training development programs, with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content and time-frame etc.

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

According to B.M. Shore, "Micro teaching is a real teaching range of activities."

Phases in Microteaching

According to J.C. Clift and others, micro-teaching procedure has three phases -

1) Knowledge acquisition phase -

In this phase, the student-teacher attempts to acquire knowledge about the skill - its rationale, its role in classroom and its component behaviours. For this, they read relevant literature. They also observe demonstration lesson - mode of presentation of the skill. The student teacher gets theoretical as well as practical knowledge of the skill.

2) Skill acquisition phase -

On the basis of the model presented to the student-teacher, he prepares a micro-lesson and practices the skill and carries out the micro-teaching cycle. There are two components of this phase:

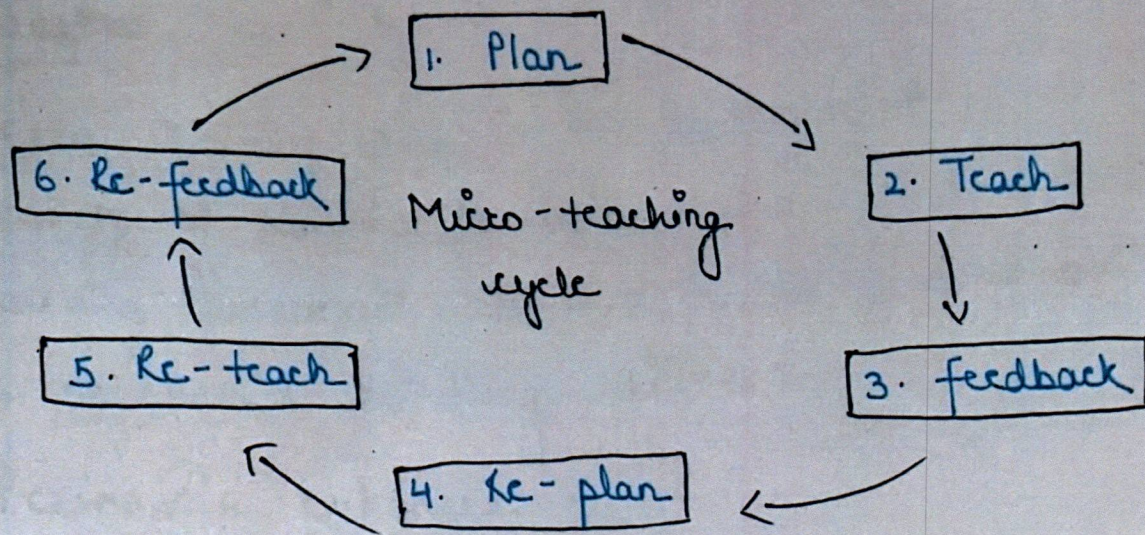
(a) Feedback

(b) Micro-teaching settings

3) Transfer phase -

Here the student-teacher integrates the different skills. In place of artificial situation, he teaches in the real classroom and tries to integrate all the skills.

Microteaching Cycle



The above diagram gives us an outlook about Micro teaching process. The cycle continues up to the extent when a trainee will be able to master a specific skill.

Teaching Subject I

Environmental Studies

Index

S. No.	Name of Skill (Session)	Date	Class	Topic
1.	Skill of Black-Board Writing	14 th Aug, 23	✓	Pollution
2.	Skill of Illustration with Examples	14 th Aug, 23	✓	Types of Crops
3.	Skill of Questioning	11 th Aug, 23	✓	Sources of Water
4.	Skill of Reinforcement	14 th Aug, 23	✓	Pollution
5.	Skill of Stimulus Variation	16 th Aug, 23	✓	Plants and its Various Parts

for 21/8/23
21/8/23

21/8/23

for 21/8/23
21/8/23

Skill: Skill of Questioning

Objectives:

To enable the student - teachers to :

- 1) Ask questions in proper sequence
- 2) Ask questions with examples that can bring content from simple to complex form
- 3) Create critical awareness and thinking ability in the students
- 4) Use appropriate language of questions
- 5) Use proper prompt
- 6) Ask questions for seeking further information about the content

SKILL OF QUESTIONING

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Mani Date 11th Aug 23 Class VII Duration 6 min
 Subject Environmental studies Topic Sources of water
 Planning, Teaching and Feed Back

Student- Teacher Activity	Student Activity	Skill Components
The Teacher will enter to the classroom and welcome the pupils. Then the teacher will ask the following questions :-	Students will response and wish the teacher students are expected to give answer	
1. What are the sources of water ?	Well and river	Prompting
2. Name some other sources ?	Rain and melting of snow	Seeking further information
3. How do we get rain ?	No response	Increasing critical awareness
4. Where from do you get rain ? (clue)	From clouds	Prompting
5. How the clouds are formed ?	No response	Increasing critical awareness
6. When you put the wet clothes to dry, what happens to water ?	It evaporates	Prompting
7. Can you give more examples of water evaporation ?	Evaporation takes place on the rivers and the sea.	Refocusing
8. Where does the water go after evaporation ?	The water goes up in the sky in the form of vapour	Seeking further Information
9. Why do the water vapour go up in the sky ?	Because they light	Increasing critical awareness

SKILL OF QUESTIONING

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Mansi Date 11 May 23 Class VII Duration 6 min
 Subject Environmental Studies Topic Source of Water
 Planning, Teaching and Feed Back

Student- Teacher Activity	Student Activity	Skill Components
10. When we go high up on the mountain, what do we feel?	We feel cool and cool	Prompting
11. How the clouds are formed?	The clouds are formed by the water vapours	Increasing critical awareness
12. What happens to water vapours when they are cooled high up in sky	The vapours turn into water and fall to earth in the form of rain	Increasing critical awareness
13. Where does the water go after the rainfall?	It goes into rivers and finally into the sea.	Increasing critical awareness
The teacher will appreciate the responses of the pupils and encourage their future progress. After explaining the importance of the lesson in brief she comes out of the classroom.	The students listen attentively	

Skill of Questioning: Evaluation by Supervisor

<u>COMPONENTS</u>		<u>RATING</u>						
<u>DESIRABLE</u>		<u>SESSION</u>	Not at All			Always		
Structure	Questions were grammatically correct.	Teach	0	1	2	3	4	5
	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
Process	Questions were put in proper speed and pause.		0	1	2	3	4	5
	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.		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

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Date:

Stutley v/b
(Signature of Supervisor)

Skill: Skill of stimulus Variation

Objectives:

To enable the student-teachers to:

- 1) Enhance the students capacity of thinking
- 2) Enhance the active involvement of the students in the teaching
- 3) Enhance liveliness in teaching
- 4) Enhance continuous thinking of students for understanding concepts
- 5) Grab the attention of the students
- 6) Minimize students mental fatigue and boredom

SKILL OF STIMULUS VARIATION

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Mani Date 16 Aug 23 Class VII Duration 6 mins
 Subject Environmental Studies Topic Plants and its various parts

Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
The Teacher will enter to the classroom and welcome the pupils. She will keep properly the teaching aids on the table and rearrange the classroom if necessary. Then the teacher will ask a common question for the class - Ques- Name some common plants found in our locality	Students will response and wish the teacher. Students are expected to give answer as follows - Mango, Lemon, Rose	Interaction with the pupils
Then the teacher will appreciate their answers and then announce - Today we will discuss about <u>"PLANTS AND ITS VARIOUS PARTS"</u>	The pupils will listen attentively and note down the important points.	Pausing Voice modulation
Then the teacher will explain the definition of plants and the various types of plants with suitable examples. The teacher will ask to the pupils, "what are various parts of a plant?"		Focusing

SKILL OF STIMULUS VARIATION

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Mansi Date 14/12/22 Class V Duration 6 min
 Subject Environmental Studies Topic Plants and the various parts

Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
(Pause a little while and direct to a pupil)	The pupil will give answer: "Roots, leaf, flower, etc."	Interaction, Eye contact, Teacher movement, pausing
After getting appropriate answer the teacher will say that plants typically have six basic parts. These are roots, stem, node, internode, fruit and flower. Then the teacher says these parts can be divided into two categories. They are - a) The Root System b) The Shoot System	The pupils will listen attentively	Voice modulation Gestures Teacher's movement
Then the teacher will display a chart showing the various parts of plant, also the root system and shoot system.	The pupils will observe attentively	Switching sensory channel (oral visual)
Then the teacher will ask the following questions: a) Which parts of a plant constitute the vegetative parts? Arika	a) Root, stem and leaves	Change of interaction style (teacher-pupil interaction)

SKILL OF STIMULUS VARIATION

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Mani Date 14/11/20 Class V Duration 6 mins
 Subject Environmental Studies Topic Plants and its Various Parts

Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
b) Potato falls in which system of the plant? c) Do you agree with Anika? Aditi After that, the teacher will ask the pupils to give some more examples of vegetables that fall into the root system of the plant. Then the teacher will conclude the class, "So, today we have learnt that plant is a living thing that grows in the earth and has stem, leaves and roots. The parts of a plant can be divided into two categories".	b) Root system of the plant c) Yes The pupils will expect to give some examples. Pupils will listen attentively	Change of interaction style (pupil-pupil interaction) Change of interaction style (teacher-pupil interaction) Voice modulation Gestures

Skill of Stimulus Variation: Evaluation by Supervisor

<u>COMPONENTS</u>	<u>RATING</u>						
	<u>SESSION</u>	Not at All			Always		
<u>DESIRABLE</u>							
1. Body movement to encourage attention.	Re-Teach	0	1	2	3	4	5
2. Gestures.		0	1	2	3	4	5
3. Change in speech pattern/voice modulation.		0	1	2	3	4	5
4. Focusing.		0	1	2	3	4	5
5. Change in interaction style to draw attention or to stimulate pupil's thinking.		0	1	2	3	4	5
6. Pausing.		0	1	2	3	4	5
7. Aural-Visual Switching.		0	1	2	3	4	5
8. Co-operation of students.		0	1	2	3	4	5
9. Eye contact with student.		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

Body movement is good.
change in speech pattern is helpful

Date: 21.8.22

(Signature of Supervisor)

Skill:

Skill of Illustration

Objectives:

To enable the student-teacher to:

- 1) Make lesson interesting
- 2) Relate known knowledge to unknown knowledge
- 3) Make complex things easy and interesting
- 4) Make the use of multiple senses or fronts of students

SKILL OF ILLUSTRATION WITH EXAMPLES

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Mansi Date 14th Aug 23 Class V Duration 6 min

Subject Environmental Studies Topic Types of Crops

Planning Teaching and Learning Feed Back

Student-Teacher Activity	Student Activity	Skill Components
The teacher will enter into the classroom with a cheerful facial expression with the pupils. Then the teacher will write the topic on the blackboard as "Types of Crops"		
1) Then the teacher will write on the blackboard: Rice, wheat, Mustard what are the following words called?	These are called crops	Simple Example
2) So students crops are a plant or plant products that can be grown and harvested for profit.	Students will listen carefully.	Inductive Approach
3) Students the crops that are grown during Oct and Nov. and harvested in March and April are called?	They are called Rabi crops	Deductive Approach
4) Students to learn this concept we will use a trick -> we grow <u>Rabi crops</u> during <u>winter</u> season.	Students will listen carefully.	Interesting Example
5) Students the crops that are grown during June - July and harvested Oct and Nov, are called Kharif crops	Students will listen carefully	Deductive Approach
6) Cotton, Rice (Paddy), Bajra are grown during <u>summer</u> season (June - July)	Students will listen carefully	Relevant Example

Skill of Illustration with Examples: Evaluation by Supervisor

<u>COMPONENTS</u>	<u>RATING</u>						
	<u>SESSION</u>	Not at All			Always		
<u>DESIRABLE</u>							
1. Examples were relevant.	Teach	0	1	2	3 ✓	4	5
2. Examples were Interesting.		0	1	2	3 ✓	4	5
3. Examples were based upon daily life of students.		0	1	2 ✓	3	4	5
4. Use of Inductive-deductive approach.		0	1	2	3	4 ✓	5
5. Presentation of examples by students after giving examples by teacher.		0	1	2	3 ✓	4	5
6. The media used for examples were appropriate.		0	1	2	3 ✓	4	5
7. The number of examples before arriving at the concept or rule was sufficient.		0	1	2 ✓	3	4	5
8. Pupils have clearly understood the concept or rule.		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 and resources.
P.T. was confident

Date: 21/8/17

(Signature of Supervisor)

SKILL OF BLACK BOARD WRITING

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Mani Date 14th Aug, 23 Class V Duration 6 min
 Subject Environmental Studies Topic Pollution
Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
After announcing the topic, the teacher will write the name of the topic on the top of center of the blackboard with block letters and underline it with a coloured chalk as follow : <u>" POLLUTION "</u> The teacher will discuss the main points very briefly and write the same on the blackboard by keeping all the components of the said skill in mind as follow : <u>" POLLUTION "</u> <u>Definition</u> : Introduction of <u>pollutant</u> into the natural environment that <u>cause</u> <u>adverse</u> <u>change</u> of environment is called pollution. <u>Pollutant</u> : Man made particles that are mainly responsible for <u>pollution</u> is called pollutant. <u>Examples</u> : Dust, Smoke, sulphur dioxide etc. <u>Types</u> : There are basically <u>three</u> types of pollution. • Soil Pollution • Air Pollution • Water pollution. 1) <u>Soil Pollution</u> : Contamination of soil with various toxic substances. 2) <u>Air Pollution</u> : Introduction of harmful substances into the air present in the atmosphere. 3) <u>Water Pollution</u> : Contamination of water bodies usually by human activities. Teacher will summarize the topic by showing the main points of discussion on the blackboard and finally rub the board vertically.	Students will note down the topic in their notebooks. Students will note down attentively. Students will note down attentively.	The teacher will maintain all the components of the blackboard writing such as legibility, proper utilization of space, and contact with pupils.

Skill of Blackboard Writing: Evaluation by Supervisor

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

(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
2. Checked whether the black-board is clean before use
3. Checked after use whether the black-board is clean
4. Was ready with an adequate number of chalks
5. Did not come in between the black-board and the pupils when the black-board was being used
6. Avoided speaking noise of the chalk while writing
7. Applied adequate pressure while writing on the black-board
8. Did not pollute the air while cleaning
9. Did not commit mistakes either in spelling or illustrations/diagrams

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Criticism & Suggestions for Improvement

- Keep watch on the time
- include all components
- Used coloured chalks

Date: 28/8/23

(Signature of Supervisor)

Skill: Skill of Reinforcement

Objectives:

To enable the student - teachers to :

- 1) Use positive verbal reinforcement as per requirement.
- 2) Use positive non-verbal reinforcement as per requirement.
- 3) Use negative non-verbal reinforcement as per requirement.
- 4) Use negative verbal reinforcement as per requirement.
- 5) Learn to write student responses on the blackboard.
- 6) Use reinforcement adequately, sufficiently, and appropriately.

SKILL OF REINFORCEMENT

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Manis Date 14 Aug. 22 Class V Duration 6 min
 Subject Environmental Studies Topic Pollution
 Planning, Teaching and Feed Back

Student- Teacher Activity	Student Activity	Skill Components
The teacher will enter into the classroom with a cheerful facial expression and with the pupils. Then the teacher will write the topic on the blackboard as "POLLUTION" Then the teacher will say that we have learnt about Pollution. Thus, we shall test the knowledge and understanding that we have acquired through the topic. Thereafter the teacher will ask the following questions: Ques - What is pollution? (Teacher will say very good) Ques - What do you mean by Pollutant? (The teacher will look the students attentively) Ques - What are the different types of pollution? (Teacher will say "Yes" and appreciate the learner) Ques - Define air pollution? (Teacher will go and stand nearby students) Ques - Give an example of air pollutant? (Teacher will write the example on the board)	Students will greet back to the teacher and note down the topic on their notebook Students will listen attentively to the teacher. Pupils are expected to answer as follow: a) Presence of Introduction of harmful substances. b) A substance that pollute something. c) Air, water and soil pollution d) Introduction of harmful substances into air. e) Sulphur dioxide	Positive Verbal Reinforcement Non - Verbal cues Extra Verbal cues Proximity Reinforcement Writing students answer on the blackboard

SKILL OF REINFORCEMENT

MICRO LESSON PLAN NO. 01

Student-Teacher's Name Ramesh Date 14th Aug Class V Duration 1 min

Subject Environmental Studies Topic Pollution

Planning, Teaching and Feed Back

Student-Teacher Activity	Student Activity	Skill Components
Ques - What are the causes of air pollution? (Teacher will say "yes" and appreciate the learner)	f) Industrialisation Burning of coal etc.	Extra Verbal cues
Ques - What are the two most polluted countries in the world? (The Teacher will look attentively and appreciate the learner)	g) Chad Iraq	Non-Verbal reinforcement
Then the teacher will appreciate the learner for their attentive and cooperative behaviour. Then the teacher will rub the blackboard before leaving the classroom.	The pupil will listen attentively to the teacher and will give the thanks to the teacher	

Skill of Reinforcement: Evaluation by Supervisor

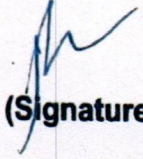
<u>COMPONENTS</u>	<u>RATING</u>						
	<u>SESSION</u>	Not at All					Always
<u>DESIRABLE</u>		0	1	2	3	4	5
1. Positive verbal reinforcement.	Teach	0	1	2	3	4	5
2. Positive non-verbal reinforcement.		0	1	2	3	4	5
3. Negative verbal reinforcement.		0	1	2	3	4	5
4. Negative non-verbal reinforcement.		0	1	2	3	4	5
5. Extra verbal cues.		0	1	2	3	4	5
6. Writing student's response on the black-board.		0	1	2	3	4	5
7. Repeating and Rephrasing.		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

- Give due place to the negative reinforcement also
- Pose challenging questions
- Taught readily well
- Good command on subject

Date: 28/8/23


 (Signature of Supervisor)

Reflections by the Student-Teacher

1. Skill of Set Induction

2. Skill of Blackboard Writing

The skill of Blackboard writing is one of the important aspects of effective micro-teaching. It is simply the expertise of a teacher that enables them to reinforce his/her ideas easily.

3. Skill of Explanation

4. Skill of Illustration with Examples

The skill of illustration helps the teacher to stimulate and motivate students to comprehend the abstract concept or idea. This skill of illustration is a valuable means of cultivating the power of observation and judgement and trains the senses to greater acuteness.

5. Skill of Demonstration

6. Skill of Questioning

Questioning skills are the ability to ask questions for assessing the students during the learning process. The teachers can ask questions to students to check their activeness.

7. Skill of Reinforcement

The skill comprises using more and more positive reinforcement to make the learning experience pleasant for students. Positive reinforcers can be words or gestures that encourage them.

8. Skill of Stimulus Variation

Skill of Stimulus Variation makes a lesson more effective because there is a high participation with learners and greater achievement of the lesson objectives.

9. Skill of Achieving Closure

Overall Reflections on Microteaching

Micro-teaching is to help a student to improve his own teaching. It is concerned with development and modification of discrete classroom teaching skills. The concepts, skills and behaviours to be taught to students are determined in advance and presented in the classroom environment supported by various informative tools.

Remarks and Suggestions of Supervisor

Successfully completed the job

Date: 6/9/03

Per

(Signature of Supervisor)



06th March 2023

TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Mr. Akshay Jarodia** done his Industrial Training in **F&B Service** department. he has worked from **01st August, 2022** till **1st February, 2023**.

During his training with us, we found his performance **Good**.

We wish him all the best for his future endeavors.

**For Lemon Tree Premier, Leisure Valley
(A unit of Fleur Hotels Pvt. Ltd.)**


Gunjan

Assistant HR Manager



Lemon Tree Premier 2, Leisure Valley, Gurugram

43-47, Leisure Valley, Sector 29, Gurugram 122002, Haryana

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K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF EDUCATION
BACHELOR OF ELEMENTARY
EDUCATION**

COURSE CODE -SEED479A

DISCUSSION LESSON PLAN

(PEDAGOGY-I)

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

Submitted By:

Mansi Drall

2011260006

Submitted To:

Dr. Binti .Dua

Assistant Professor

Class → Vth Average Age of Pupil → 9-10 yrs
Subject → Environmental Studies Topic → Safety & First Aid

Content Analysis

- Safety Rules
- First Aid

Specific objectives

(i) Knowledge objectives

- The students will be able to recall safety signs.
- The students will be able to recognise about the topic safety and First Aid.

(ii) Understanding Objectives

- The students will be able to explain about different safety rules.
- The students will be able to differentiate between different sign of safety rules.

(iii) Application Objectives

- The students will be able to solve problems related to safety and First-Aid.
- The students will be able to apply the concept of safety rules and signs in their day to day life.

(iv) Skill objective

- The students will be able to the concept of safety rules and the

Application Objectives

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

Skilled Objective

- The Students will be able to analyze the settlements and the problems they might face.
- The students will be able to apply their knowledge to the kind of settlements and perhaps realize 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.

PREVIOUS KNOWLEDGE TESTING

Sr. No

Student-Teacher's Activity

Pupil's Activity

01.

How did early man live?

In Caves

02.

What does Settlement mean?

A place where people have homes and work place.

03.

What can you tell me about types of Rural Settlement?

No Response.

Announcement of Topic
"Class today we will learn about settlements,
villages and towns. House"

Teaching
Point 0

Pupil-Teacher's
Activity

Student's
Activity

Blackboard
Activity

Introduction

"In class we know that
in early days when
human beings were
not fully evolved,
they depended entirely
on nature for food,
clothing and shelter
but with time they
learned new skills to
grow food, build
homes & develop
better means of
transport and
communication."

Students will
listen
carefully

Given and

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

SETTLEMENT

It is a place
where people
build their
Home and
interact with
each other,
carrying out
various
occupational
activities.

The pupil-Teacher
will draw a diagram
on the Blackboard
classifying types of
settlements while the
Pupil-Teacher

explains
settlements

(A) TEMPORARY

(B) PERMANENT

(i) Rural

→ Isolated

→ Compact

(ii) Urban

TEMPORARY SETTLEMENT Settlements that are
occupied for a short
time are called
Temporary
settlements

Students will
listen
carefully.

PERMANENT SETTLEMENT Settlements where
people build
permanent houses
are called
permanent
settlements

Students will
listen
carefully.

Rural Settlement Settlement where
people are
engaged in
activities like
fishing, agriculture,
forestry etc.

DELTA

TEMPORARY SETTLEMENT



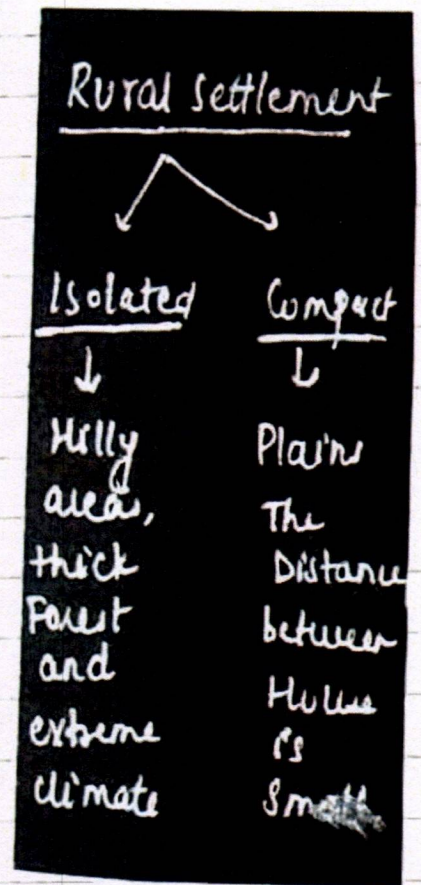
Occupied for a
short time are
called Temporary
Settlement.

PERMANENT SETTLEMENT



Occupied for a
longer period of
time

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



Rural Settlements are further divided into 02 Types

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

Students will listen carefully and write down the important points from the blackboard.

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

RECAPITULATION

- Q1. What does a settlement mean?
- Q2. What are the types of settlements?
- Q3. Difference between Rural and Urban settlements.
- Q4. How many types of Rural settlements are there?

HOMEWORK

- Q1. Write a 200 words paragraph explaining the need for settlements and how they developed.
- Q2. Differentiate between Isolated and Compact settlement giving real examples of each.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

**PROGRAMME: BACHELOR OF ELEMENTARY
EDUCATION**

COURSE TITLE: SCHOOL INTERNSHIP

COURSE CODE: SEED479A

Teaching Aids

Submitted to:

Dr. Binti Dua

Assistant Professor

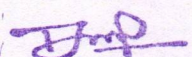
SOED

Submitted by:

Mansi Drall

B.El.Ed. (Sem VII)

2011260006


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



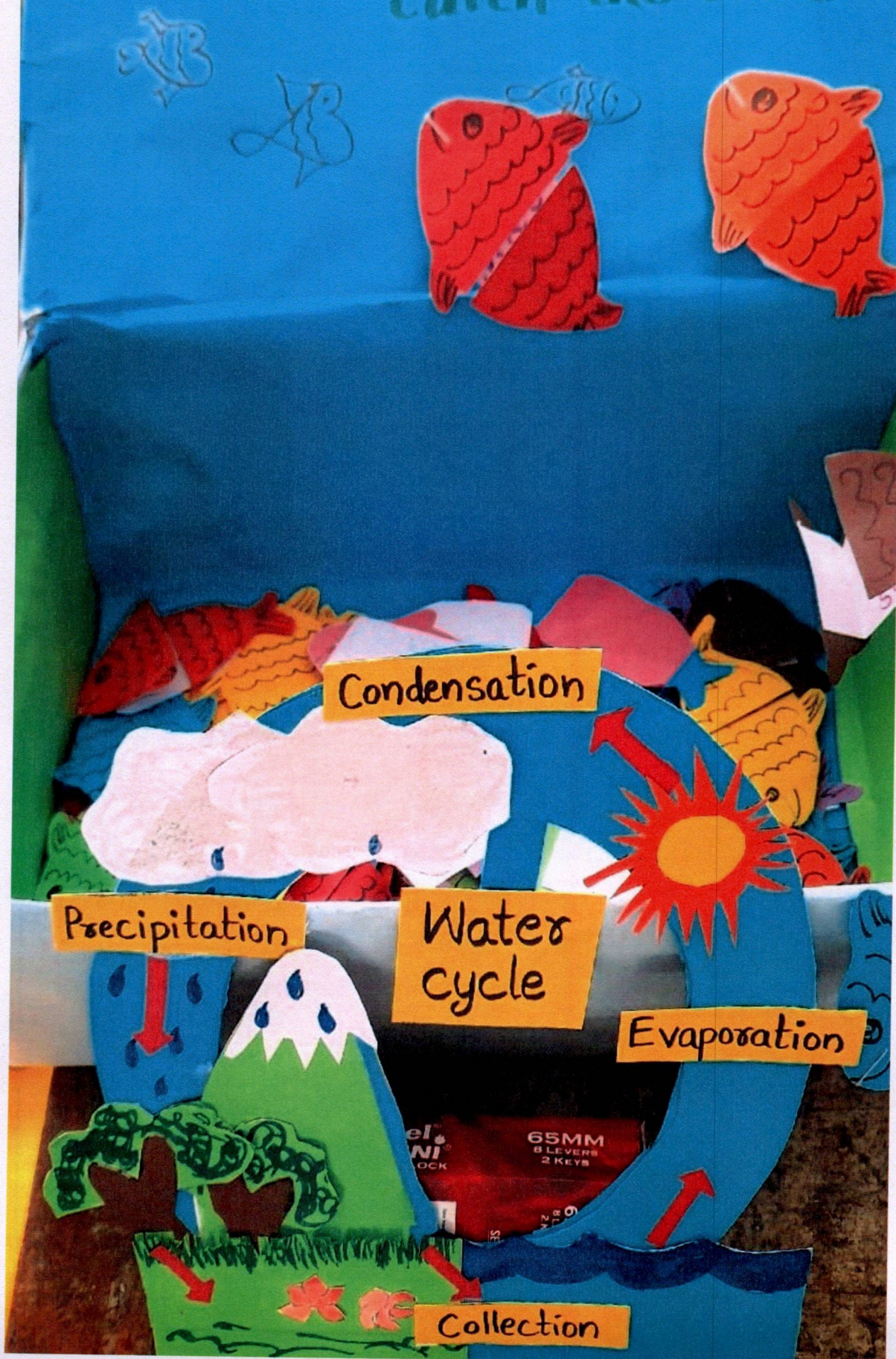
MODEL

OF

PHOTOSYNTHESIS

Fish World

— hunt the fish
catch the word.





Tree

Shrub

CLIMBER

HERB

CREEP

OF PIANTS







K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF EDUCATION
BACHELOR OF ELEMENTARY
EDUCATION**

PEER OBSERVATION

SUBMITTED TO:

**Dr. Pooja Verma
(Assistant Professor)**

SUBMITTED BY:

**Mansi Drall
(2011260006)**

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

Acknowledgment

I would like to express my sincere gratitude to everyone who contributed to the successful completion of this practical file. Their support and assistance have been invaluable throughout the entire process.

I appreciate the guidance and feedback provided by my teacher. Their insights have greatly enriched my understanding of the subject.

Lastly, I want to express my gratitude to my classmates and friends who provided encouragement and assistance during this project.

Thank you all for your valuable contributions.

Mansi Drall

INTRODUCTION

Peer observation is a powerful and collaborative approach to professional development in the field of education. This practice involves teachers observing their colleagues in the classroom, sharing insights, and engaging in constructive feedback. It fosters a culture of continuous learning, and reflective practice.

THE PURPOSE OF PEER OBSERVATION

The primary purpose of peer observation is to enhance the quality of teaching and contribute to the ongoing professional development of educators. Unlike traditional evaluation methods, peer observation is not intended for judgement instead, it serves as a vehicle for self-reflection, collaboration, and improvement.

Classroom Observation Rating Scale

Pupil Teacher's Name: Aditi
Teaching Subject: Social Science

Class: Vth
Topic: National Symbols

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				/	
	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. well structured lesson plan with clear objective.
2. Classroom management techniques were commendable.
- 3.
4. Effective use of Multimedia
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name Mokshita
Teaching Subject EVS

Class IInd
Topic Modes of Transport

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. Use positive reinforcement when dealing with problematic
2. behaviour
3. Praise and reward a little more
- 4.
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name Aditi
Teaching Subject EVS

Class IIIrd
Topic Cooking food

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. Did a great job!
2. Classroom interaction was good but also can be improved
- 3.
- 4.
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name Mokshita
Teaching Subject Social Science

Class VI
Topic Our Constitution

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. Could improve use of instructional technology.
2. Provide more specific and timely feedback to students.
- 3.
- 4.
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name Motukita
Teaching Subject EVS

Class Ist
Topic Our Helpers

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				✓	
Feedback for Improvement	Questioning Behavior			✓		
	Student-to-Student Talk			✓		
	1. offering clear explanation or breaking down complex tasks can help . 2. Effective Use of Media . 3. 4. 5.					

Classroom Observation Rating Scale

Pupil Teacher's Name Amrisha
Teaching Subject EVS

Class Ist
Topic Sense Organs

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. Classroom management techniques were commendable.
2. offering clear explanation or breaking down complex tasks
3. can help.
- 4.
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name Amisha
Teaching Subject EVS

Class IVth
Topic Clothes we wear

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. Well structured lesson plan with clear objectives
2. class interaction was good but can be improved more.
- 3.
- 4.
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name Amisha
Teaching Subject EVS

Class II
Topic Safety Rules

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. Classroom management techniques were commendable
2. Good subject knowledge
- 3.
- 4.
- 5.

Classroom Observation Rating Scale

Pupil Teacher's Name Mokshita
Teaching Subject EVS

Class III
Topic Living & Non Living Things

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. Good subject knowledge.
2. Class interaction and engagement can be improved in the
3. beginning of the class
- 4.
- 5.

[Signature]
28/12/2025

Classroom Observation Rating Scale

Pupil Teacher's Name Amuho
Teaching Subject EVS

Class IInd
Topic Parts of Plants

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. Good subject knowledge.
2. Board Work is relevant and good
3. Class interaction and engagement can be improved in the
4. beginning of the class.
- 5.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF EDUCATION
BACHELOR OF ELEMENTARY
EDUCATION**

REFLECTIVE DIARY

Submitted By:

Mansi Drall

2011260006

Submitted To:

Dr. Pooja Verma

Assistant Professor

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

Date : 14th September 2023

Today was my first day of the school internship. I was a little nervous, but my mentor teacher Ms. Anjali was very welcoming and introduced me to the students and staff. I went through the school and observed the vicinity.

Date : 15th September 2023

Today marked the beginning of my examination duty. It was a hectic day, setting up the examination hall and ensuring all the materials were in order. I realized the importance of organization and attention to detail in this role. It was a challenge to maintain a calm and controlled environment.

in the hall. I also recognized the significance of vigilance to prevent any misconduct.

18th September, 2023

The second day was smoother in terms of logistics, but it provided more time for reflection. I observed the students' anxiety and stress, which made me realize the importance of creating a supportive and calming atmosphere. It is essential to be approachable for any questions or concerns students may have.

Date: 19th September, 2023

It is the third day, and the routine is becoming more familiar. I'm developing a

better understanding of my responsibilities, including distributing and collecting exam papers, and monitoring students throughout the duration of the exam.

Date : 21st September, 2023

During the past few days, I've had some interactions with students who seemed anxious. It's a reminder of the pressure they're under. I'm trying to be approachable and offer support when needed.

Date : 22nd September, 2023

Halfway through the examination period, I'm reflecting on the importance of impartiality. It's crucial to treat all

students equally and avoid any favouritism or bias, ensuring a fair exam experience for everyone.

Date: 25th September, 2023

I've noticed the impact of the exam environment on my stress levels. It's challenging to remain focused and alert for extended periods. Self-care, including regular breaks and maintaining a positive mindset, is essential.

Date: 26th September, 2023

The seventh day, and I've had to address a few minor issues, such as students asking for clarification on exam instructions. Communication skills

and patience are crucial in these situations.

Date : 27th September, 2023

As the week progressed, I developed a routine for managing exam sessions efficiently. I also observed how important it is to maintain focus and alertness during the entire duration of the exam. One small oversight could have significant consequences for both students and the examination process.

Date : 29th September, 2023

As my examination duty comes to a close, I'm reflecting on the importance of integrity and fairness in the education

system. It's been an eye-opening experience, and I'm grateful for the opportunity to contribute to the students' academic journey. It's also essential to recharge and prepare for the next phase of my work in education.

Date : 3rd October, 2023

I spent the day shadowing a 3rd-grade teacher. It was fascinating to see how she managed her class, and I learned some valuable classroom management techniques. I also helped grade some assignments, which made me appreciate the hard work teachers put in.

Date : 4th October, 2023

I observed a special education class today. It was eye-opening to see the dedication and patience of the teacher, as well as the progress the students were making. In the afternoon, I attended a professional development session with the teachers.

Date : 5th October, 2023

I observed an art class today and marveled at the creativity of the students. It ~~reinforced~~ the importance of providing opportunities for self-expression and artistic development.

Date : 6th October, 2023

Two weeks have passed, and I can see the progress the students are making. It's satisfying to see how they've grown academically and personally. We visited the sensory park; it was an incredible experience. It was clear how the park contributes to the overall well-being and sensory development of the students. The visit was not only a break from the usual classroom routine but also an educational adventure that allowed the students to connect with the natural world & their senses in a meaningful way.

I'm grateful for the opportunity to witness the positive impact

of such a sensory park on student learning and sensory development. It has reinforced my belief in the importance of creating diverse and stimulating learning environment that cater to all aspects of a student's growth.

I look forward to incorporating some of the ideas and lessons from this visit into my own teaching practices. Sensory experiences like these can greatly enhance the learning journey of our students, and I'm excited to explore how to integrate them into our curriculum.

Date : 9th October 2023

I attended a faculty meeting and gained insights into the school's long-term goals and educational strategies. It was inspiring to see the collaboration among the staff. We were taught how to take the happiness curriculum class.

Date : 10th October, 2023

I observed a maths class today and was impressed by the teacher's ability to make complex concepts accessible to the students. It reminded me of the importance of effective teaching.

Date : 11th October, 2023

I spent the day in the school library, helping students find books and resources. It reinforced my belief in the significance of fostering a love for reading and learning in students. I've been learning a lot during this internship. Every day presents new challenges and opportunities to grow as a teacher. It's a journey of continuous learning.

Date : 12th October, 2023

The workload is intense, but I'm learning so much about teaching. It's amazing to see how much directions and educators put into their roles.

Date : 16th October, 2023

One of the most rewarding aspects of this internship has been building relationship with my students. As trust grows, so does their willingness to participate and ask questions. I am starting to see the impact of a positive classroom culture on the overall learning environment.

My mentor's emphasis on building connections with students has been invaluable and I'm grateful for the opportunity to witness the positive effects firsthand.

Date : 17th October, 2023

Today, I attempted a different teaching approach to engage a particularly disinterested

student. It worked! It's so satisfying to see a student become more enthusiastic about learning. I've been learning a lot during this internship. Everyday presents new challenges and opportunities to grow as a teacher. It's a journey of continuous learning.

Date: 18th October, 2023

I had my first opportunity to lead a short activity with a small group of students. It was nerve-wrecking, but it went well, and I felt a sense of accomplishment. I'm starting to understand the intricacies of teaching.

Date : 19th October, 2023

I'm grateful for the opportunity to be a substitute teacher in this school. It's been a valuable experience and I've learned so much about teaching and myself. Today, I had to adapt to an unexpected change in the schedule. flexibility is a crucial skill for a teacher and I'm learning to adapt to the unexpected.

Date : 20th October, 2023

A challenging situation arose today when two students had a conflict. I had to mediate and help them resolve their issues. It was a good experience in conflict resolution and building positive relationships.

Date : 25th October, 2023

Managing the classroom can be a quite challenge, especially with the younger students.

I've been working on establishing clear expectations and routines.

It's crucial to maintain a balance between authority and approachability. The students are slowly getting used to me as their teacher.

Date : 26th October, 2023

I've noticed that the more I build relationships with the students the easier it is to manage the classroom and engage them in learning.

Personal connections go a long way in education. The students

are showing more respect & trust in me and I feel like I'm truly part of the class. It's a rewarding feeling.

Date: 27th October, 2023

I've been trying different teaching strategies to keep the students engaged and motivated. It is essential to make the lessons fun and interactive. Today, we had a group activity, and the students seemed to enjoy it. Their smile and enthusiasm were rewarding.

Date : 30th October, 2023

I'm starting to learn the name and personalities of the students. Each one is unique and has its strengths and challenges. It's important to be patient and understanding, as some students may be struggling with various issues. My goal is to create a supportive and inclusive learning environment.

Date : 31st October, 2023

We're approaching the end of the month. Teaching is not without its challenges. Some students need extra support and balancing their needs can be tough. However, the

moments when a struggling student finally grasps a concept or when the class works together seamlessly are incredibly rewarding!

It's these moments that keep me going.

Date : 2nd November, 2023

I organized a class activity that involved group work. It was a great way to encourage teamwork and collaboration among the students to participate in the Halloween competition.

It's essential to keep learning engaging and interactive.

Date: 3rd November, 2023

The week is over, and I'm exhausted but fulfilled. I'm beginning to understand the students better, and they seem more comfortable with me. I'm becoming a part of this classroom's dynamic. I'm getting the hang of handling classroom disruptions and maintaining discipline. While keeping a positive and respectful atmosphere.

Consistency and patience are key.

Date : 6th November, 2023

Entering the 33rd day of my internship. I find myself navigating the complex world of education with a bit more confidence. The students have become familiar faces, and I can see a growing connection with them. Today, I experimented with a new teaching strategy in the EVS class, integrating multimedia resources. The engagement was palpable, and I witnessed a genuine interest from the students.

Date : 7th November, 2023

I celebrated a small victory today as my efforts in fostering a positive classroom culture bore fruit.

The students are starting to see me not just as an authority figure but as someone they can approach with questions or concerns. Building trust has been a gradual but rewarding process.

Date : 20th November, 2023

I can't believe it's already been two months. The highs and lows are more pronounced, but the highs certainly outweigh the lows. Witnessing a student grasp a difficult concept is immensely rewarding. On

5th December, 2023

As I begin this reflective diary, I find myself in a contemplative mood. Over the past six weeks, I've experienced a myriad of emotions and events. There have been moments of joy, challenges to overcome and valuable lessons learned. Today, I'm grateful for the journey and look forward to delving deeper into my thoughts and experiences.

8th December, 2023

Life is a series of interconnected moments and I'm learning to appreciate the small victories. Whether it's completing a task or making a positive choice, these seemingly insignificant moments contribute to the bigger picture. I'm finding joy in the process, not just outcome.

9th December, 2023

Today was particularly challenging. I faced setbacks that tested my resolve, but I'm proud to say I navigated through them with a positive mindset. It's becoming clearer that attitude plays a pivotal role in shaping our experience. I am learning to celebrate small victories and appreciate the journey not just the destination.

11th December, 2023

A sense of routine has settled in and I'm finding a balance between work, personal life and my goals. There were moments of frustration but I acknowledged them as a part of the process. Gratitude played a significant role. Today as I reminded myself of the positive aspects of my journey.

20th December, 2023

I had an insightful conversation with a colleague today. We discussed our activities, projects and shared ideas on how to improve collaboration within the team. It's refreshing to exchange perspectives and learn from each other. I realized the importance of fostering a positive working environment and the impact it has on both individual and team productivity.

21st December, 2023

The end of the week is approaching and I can't help but reflect on the achievements and lesson learned. It's rewarding to see the progress made on various projects and I take pride in small victories. However, I also recognize areas for improvement.

and growth. Constructive self-reflection is a powerful tool for personal development, and I'm committed to learning from both success and setbacks.

22nd December, 2023

Today marked a joyful and festive occasion as I participated in the Christmas Carnival at the school where I am currently doing my student teaching. It was a wonderful experience that not only brought the spirit of Christmas alive but also provided valuable insights into the dynamics of organizing and executing a school event.

The day began with a buzz of excitement as the school premises transformed into a winter

wonderland, adorned with colorful decorations, twinkling lights.

As a student teacher, I was assigned various responsibilities, ranging from assisting in setting up the stalls to coordinating activities for the students.

One of the highlights of the Christmas Carnival was the student performances. It was heart warming to see students express their creativity and enthusiasm through song, dance and skits. Their dedication and hard work were evident in every note sung and every step danced, making me proud to be part of their learning journey.

In hindsight, this experience has been a valuable lesson in the practical aspects of teaching.

and event management.

26th December, 2023

As I reach the end of this reflective period, I'm filled with a sense of accomplishment. The journey has been transformative.

The challenges I faced were not obstacles but opportunities for growth. I've learned to appreciate the beauty in the ordinary and find joy in the process of self-discovery.

Looking back, I see the evolution of my mindset, values and priorities.

This reflective diary has become a valuable tool for self-awareness and growth. As I move forward, I carry these lessons with me knowing that each day is an opportunity to learn, adapt and

embrace the richness of life.

✓
28/10/23



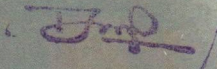
K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF EDUCATION
BACHELOR OF ELEMENTARY
EDUCATION**

**PORTFOLIOS
COURSE CODE: SEED479A**

SUBMITTED TO:
Dr. Pooja Verma
(Assistant Professor)


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

SUBMITTED BY:
Mansi Drall
(2011260006)



Fig 34: 2 ENTRANCE

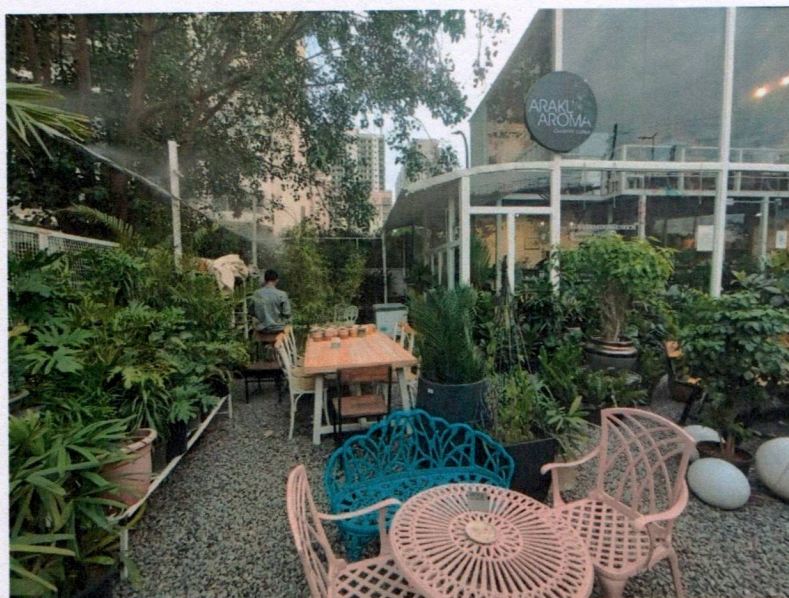


Fig 35: OPEN SEATING

Acknowledgment

I would like to express my sincere gratitude to everyone who contributed to the successful completion of this practical file. Their support and assistance have been invaluable throughout the entire process.

I appreciate the guidance and feedback provided by my teacher. Their insights have greatly enriched my understanding of the subject.

Lastly, I want to express my gratitude to my classmates and friends who provided encouragement and assistance during this project.

Thank you all for your valuable contributions.

Mansi Drall

Topic.....

Date.....

SCHOOL PORTFOLIO

A school portfolio is a set of material that represents teaching practice as related to student learning. 'Teaching Practice' in its broadest sense extends beyond the obvious activities that go into teaching a course to include all activities that enrich student learning.

School portfolios vary considerably depending on their specific purpose, audience, institutional context and individual need. The portfolio would likely include a summary of the teaching experience and responsibilities, a reflective statement of the teaching philosophy and goals, a brief discussion of teaching methods & strategies as well as achievements taken to improve teaching and a statement of goals and plans for the future.

THEMATIC DAY



Stall representing Rajas than



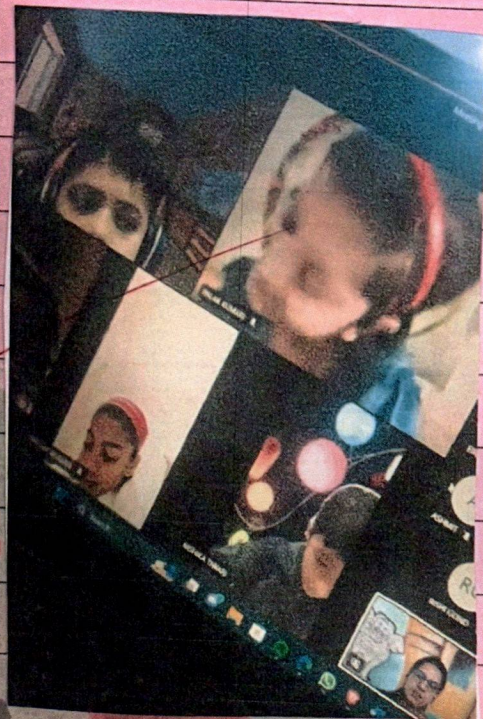
Puppet show at stall

ONLINE CLASS



online class conducted

online
drawing
class





Christmas
celebration



Board
decoration

DIWALI CELEBRATION



Students
making
Diwali
greeting
card



CLASS

TEST



EVS Pre - Assessment

Pre Assessment



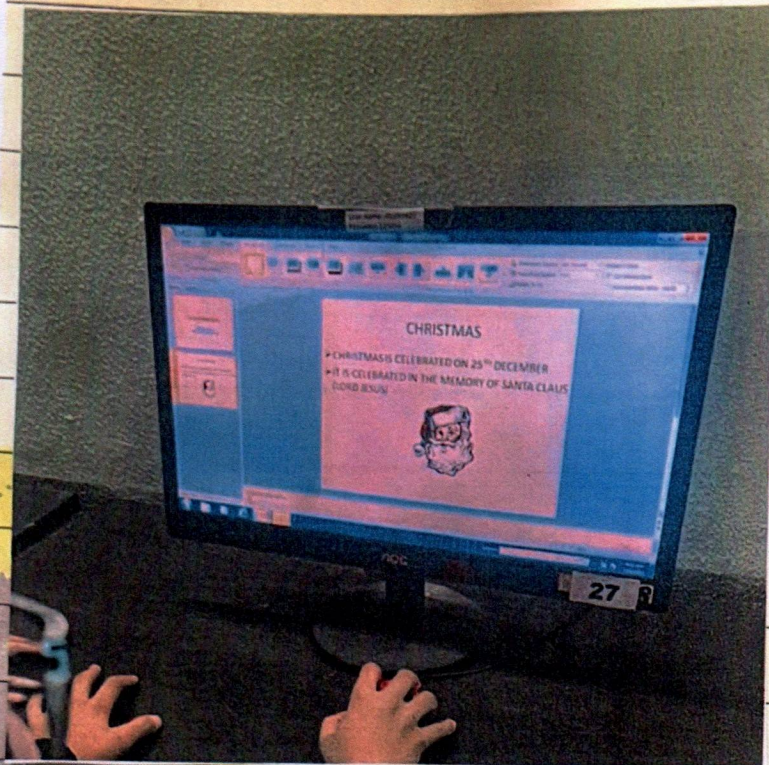


Special Announcement

Class Room Reading



CARD MAKING



digital
card
Making



Card making
By
Students

20/12/19

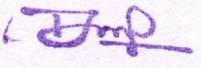


K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF EDUCATION BACHELOR OF ELEMENTARY EDUCATION

SCHOOL ACTIVITIES

SUBMITTED TO:
Dr. Pooja Verma
(Assistant Professor)


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

SUBMITTED BY:
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(2011260006)

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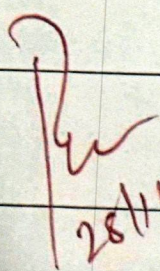
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Mansi Drall

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11.	DIYA DECORATIONS	 28/12/23



About The School

Army Public School, Delhi Cantt was established with a unique objective of catering to the educational needs of the wards of army personnel.

Since its inception in 1989, has come a long way and stands as one of the elite institutions in the country. It is situated in the salubrious surroundings of Delhi Cantonment.

The school has made an indelible mark in the field of education by achieving excellence in various fields.

Under the exemplary leadership of Dr. Neetu Kapoor along with a team of professionally qualified faculty and aspiring younger generation, the school has won many awards and recognition. It has acclaimed global recognition by winning International School Award from British Council.

It is ranked no 2 in All India ranking for extra ordinary leadership by the Education World Grand Jury Awards. The Institution trains young minds and aims at developing all the requisite 21st century skills to prepare them for life beyond tomorrow.



The school curriculum focuses not only on academic intelligence, it also gives ample opportunities for the children to enhance their soft skills by encouraging them to participate in various co-curricular and sports competition.

Multi Sports Culture is the hall mark of this institution. It encourages all kind of sports and nurtures young talents to transform into champions. The school is ranked No. 2 in All India ranking under multi sports culture category by Education World Grand Jury Awards.

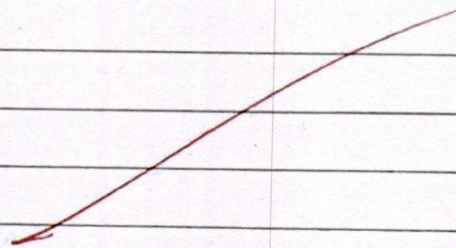
The school boasts of state of art infrastructure viz. well equipped lab, spacious auditorium, yoga hall, hi-tech gym, science park and herbal garden to meet the demands of modern day education.

The alumni of the institution are marking their imprints in various fields which include the cadre of IAS, IAS, Defence forces, engineering - thus contributing dynamically in the progress of the nation.

The institution believes in adopting holistic approach and aims not only at imparting intelligence but also instill in them

the spirit of patriotism, compassion and caring which are much needed to promote harmony and peace in the world world we live in.

The institutions marches ahead with its lofty ideas to give new dimensions to the lives of younger generation who are the future global leaders.





Vision

Army Public, Delhi Cantt, enjoying the status of being the most prominent place in the map of Delhi, will emerge as a leader and the most sought after institution in the field of education by providing exemplary educational opportunities enhanced with effective technology. It aims to make education an innovative and enriching experience through unique blend of academic sports and extra-curricular programmes delivered within student centric culture to enable the younger generation to emerge as future leaders.

Mission

The mission of the institution is to offer holistic education to the wards of Army personnel, thus enabling them to grow into confident and competent individuals with integrity and ethics to evolve as a great contributor to the nation either as an individual or as a team member and / or a future leader.

Education enhanced with character is the

mission statement of the institution. The institution aims at providing an educational pattern align with the growing demand of the new age. It is successful in creating an appropriate ambience for the learners to experience and experiment, explore and excel in their life, thus making education a journey marked with milestones of adventures and accomplishment.

Thumb Painting

Introduction

Thumb painting is a creative and hand on art activity that engages students in the exploration of artistic expression using a unique and tactile medium. Unlike traditional brush painting, thumb painting allows students to utilize their thumbs as the primary tool, encouraging a more direct and personal connection with the artwork. This activity not only stimulates creativity but also enhances fine motor skills as students manipulate and control their thumb movement on the canvas.

Objectives

The Thumb Painting Extravaganza in Army Public School was organized with the primary objective of promoting artistic expression, fostering creativity among students and providing a

fun and inclusive platform for students to engage in a hands-on art activity

Learning Outcome

The Thumb Painting Extravaganza with learning objectives in Army Public School proved to be an enriching and successful event.

By aligning the activities with specific learning objectives, the event not only provided students with a creative outlet but also contributed to their overall development.

The colorful thumb paintings and the collaborative mural stand as tangible representations of the student's achievements and the success of the event in meeting its educational goals.

Ganesh Chaturthi

Introduction

Ganesh Chaturthi is a Hindu festival that celebrates the birth of Lord Ganesha, the elephant-headed deity who is widely revered as the remover of obstacles and the god of wisdom and prosperity. It is a significant and joyous occasion for Hindus, marked by elaborate decorations, cultural events, and the installation of Ganesha Idols in homes and public places.

Objectives

The Ganesh Chaturthi celebration at school was organized to commemorate the auspicious occasion of Ganesh Chaturthi, fostering cultural awareness, religious harmony and a sense of community among the students and staff.



Learning Outcome

The Ganesh Chaturthi Celebration at school was a resounding success, combining religious observance with cultural enrichment and environmental consciousness.

The event not only provided an opportunity for spiritual reflection but also fostered a sense of community and pride among the school's diverse student body. As the echoes of devotional chants filled the air, the celebration left an indelible mark on the hearts and minds of all who participated, reinforcing the values of unity, diversity and environmental responsibility.

Dussehra

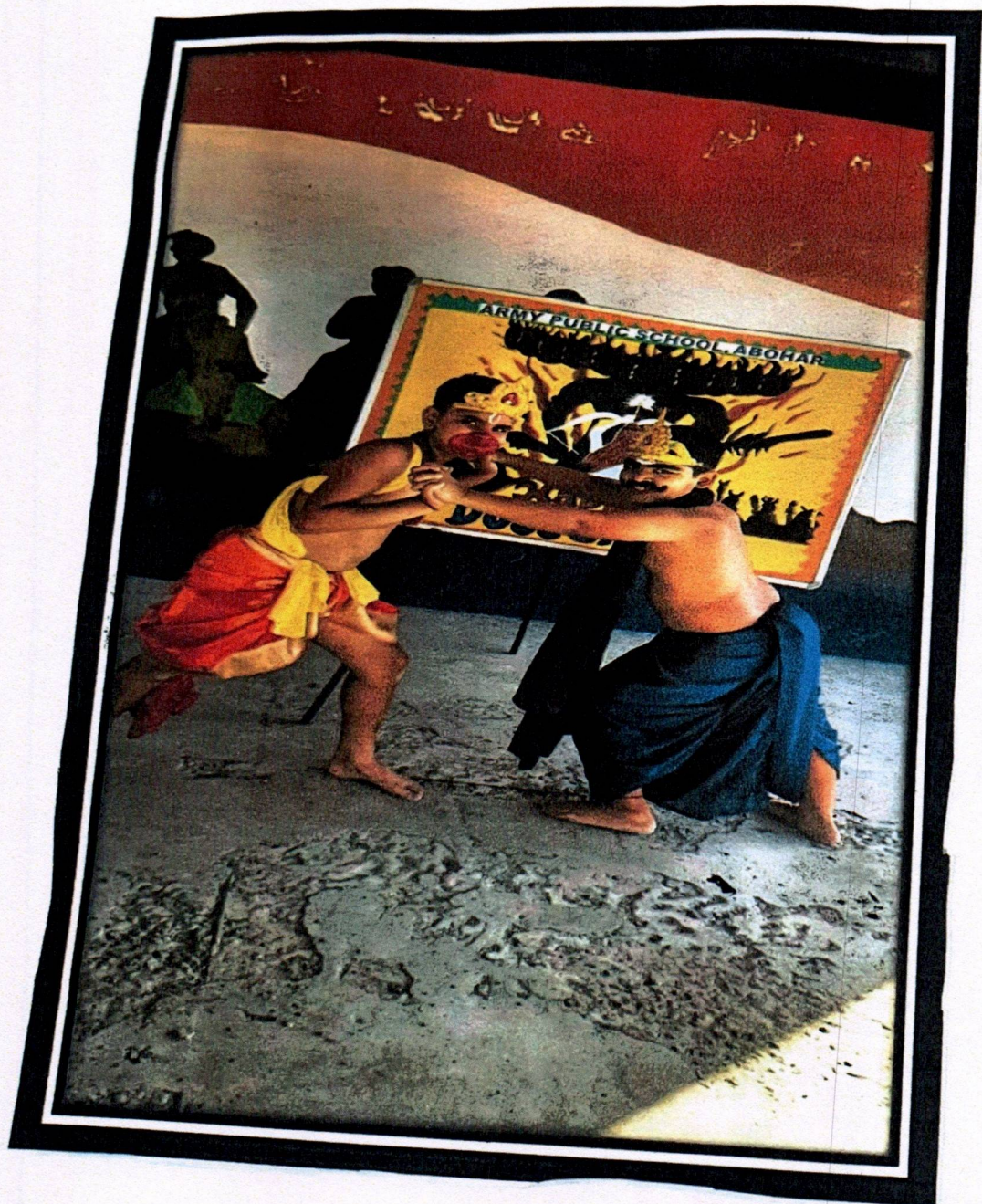
Date.....

Introduction

Dussehra, also known as Vijaydashami, is a significant Hindu festival that marks the triumph of good over evil. Celebrated with great fervour and enthusiasm across India, it symbolizes the victory of Lord Rama over the demon king Ravana, as narrated in the Hindu epic Ramayana.

Objectives

The primary objective of conducting Dussehra celebrations in school is to foster a sense of cultural awareness, instil moral values, and promote unity among students. By organising such events, school aim to create a vibrant and inclusive learning environment that encourages students to appreciate and respect diverse cultures and traditions.



Learning Outcome

The Dussehra Celebration was a joyous and culturally enriching event that successfully brought together the school community. Through traditional performances, cultural displays and symbolic rituals, the celebration served as a platform for learning, unity and the promotion of cultural heritage within the school environment.



Best Out of Waste

Introduction

The "Best Out of Waste" activity is a creative and sustainable initiative conducted in schools to instill a sense of responsibility towards waste management.

Objectives

The Best Out of Waste Extravaganza was organized with the primary objective of promoting sustainability, creativity and environmental awareness among students. The event aimed to encourage students to think innovatively, repurpose materials, and contribute to the reduction of waste in an artistic and meaningful way.

Learning Outcome

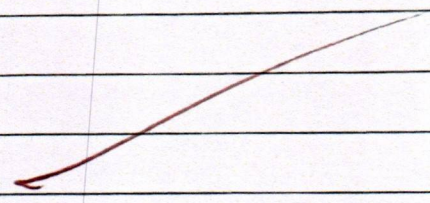
The Best Out of Waste Extravaganza was a remarkable success, not only in showcasing the artistic talents of students but also in instilling a sense of



responsibility towards the environment.

Through creativity and innovation, students demonstrated that discarded materials can be transformed into beautiful and functional objects.

The event left a lasting impression, inspiring a culture of sustainability within the school community. As the exhibits serve as a visual reminder of the possibilities inherent in waste reduction, the event contributes to a more environmentally conscious and creative school environment.



Diya Decoration

Introduction

Diya decoration is a creative and engaging activity that is often conducted in school, especially during festive occasions such as Diwali. Diwali, also known as the Festival of Lights, is a significant Hindu festival celebrated with much enthusiasm and joy.

Objectives

The Diya Decoration Competition was organized with the aim of celebrating the Festival of Lights, fostering creativity among students and promoting a sense of cultural pride within the school community. The event encourages students to showcase their artistic skills by decorating traditional diyas.

Learning Outcome

The Diya Decoration Competition proved to be



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Assignment

Date.....

a delightful and culturally enriching event. It not only showcased the artistic talents of the students but also created a sense of unity and celebration within the school community.

[Handwritten signature]