



MIER COLLEGE OF EDUCATION (Autonomous)

Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

School of Education

B.Ed.

SCHOOL INTERNSHIP

Course Code: BDE - 406

SEMESTER - IV

SESSION 2022-24

Name Krittika Jamwal

Roll No. 2202057

Class B.Ed Sem-4

Group No. 4

Group Supervisor Arpana Koul



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EVALUATION SHEET

S. NO.	ACTIVITY	Max. Marks	Marks Obtained
1	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	60	48
2	Ten Lessons based on the Constructivists Approach (05 lesson in each subject)	20	16
3	Four Lessons through ICT (2 lessons in each subject)	10	8
4	Two Criticism lessons	10	8
	Total	100	80

Aspau
Group Supervisor

Nishi
Head, SOE



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Semester – IV

CERTIFICATE

This is to certify that Mr. / Ms. Krittika Jamwal,

S/o / D/o Swarn Singh Jamwal, student of B.Ed.

bearing Roll No. 2202057, Section A, Session 2022-24,

has physically participated in the School Internship and that his / her writings
are his / her original contributions.

Aspauve
Group Supervisor

Neeraj
Head, SOE

Thirty Supervised Lessons (15 in each subject) through RCEM Approach

A. IDENTIFICATION DATA

Lesson No: 5

Name of the pupil teacher Keittika Jarnwal

Roll No 2202057

School Model Academy

Class 7th Section A

Subject English [Prose]

Topic Getting Granny's Glasses

Sub-Topic Getting Granny's Glasses

Time duration 30-35 minutes

Date 2-8-24

B. INPUT

B.1 TEACHING POINTS

1. Reading of the prose passage from Getting Granny's Glasses.
2. Addition of new words like Rushed, Jolly, Glompy, Huffing-Puffing
3. Practice in the use of English language from the prose passage.

B.2 OBJECTIVES OF THE LESSON

1. To develop different linguistic skills among the students.
2. To enable the students to read the prose passage Getting Granny's Glasses for pleasure, information & understanding.
3. To enable the students to add new words in their active vocabulary from the prose 'Getting Granny's Glasses.'

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBO's)

1. The learner will be able to recall correct pronunciation [Knowledge]
2. The learner will be able to recognise the meaning of new words. [Knowledge]
3. The learner will be able to cite examples of sentence using the new words. [Understanding]

B.4 TEACHING AIDS

- Usual classroom apparatus
- Flashcards

C.PROCESS

C.1 MOTIVATION

Q1. How many family members are there in your family?

Ans. There are 6 members in my family

Q2. Who is the head of your family?

Ans. My Grandfather, father.

Q3. Who tells you old stories at night?

Ans. My grandmother tells me old stories at night.

Q4. What does your grandmother wear while she is reading the book?

Ans. My grandmother wears glasses while she is reading the book.

C.2 ANNOUNCEMENT OF THE TOPIC

So, students today we will study about the prose Getting Granny's Glasses.

C.3 PRESENTATION

Teacher's Activities	Student's Activity	B.B Summary
Pupil teacher will ask the students to open the book at page no.1 from the prose	Student will open their book at page no.1	Topic: Getting Granny's Glasses.

Teacher's Activities	Student's Activity	B.B Summary
<u>Model Reading</u>		
The pupil teacher will read the lesson with proper pronunciation	Students will make notes of the pronunciation of words use of stress & intonation	
<u>Individual Reading</u>		
The pupil teacher will ask 2 or 3 students to read the passage one by one and will attend to their reading pronunciation and make necessary corrections.		
The mispronounced words will be drilled whenever necessary		
<u>New Words</u>		
P.T will explain the meaning of new words with the active participation of students and will write them on the board.	Student will listen to the explanation of difficult word and note in their notebook.	<u>New Words Meaning</u> <ul style="list-style-type: none"> • Huffing & Puffing - Breathing heavily • Gloomy - Dark/Dense • Rushed - Speedy / Rapid • Jolly - Cheerful
The pupil teacher will ask the students to make sentence using		

Teacher's Activities	Student's Activity	B.B Summary
the difficult words		
• Huffing and Puffing	• After running he was	• After running he was
• Gloomy	huffing & puffing heavily	huffing & puffing heavily
• Rushed	• A gloomy fog settled	• A gloomy fog settled
• Jolly	over the forest.	over the forest.
	• Sita rushed to catch	• Sita rushed to catch
	the school bus.	the school bus.
	• The jolly children	• The jolly children
	played in the park.	played in the park.
P.T will explain the	Student listen	
meaning of paragraph	carefully	
This story revolves around the	Students will listen	
journey of a young boy name	to the explanation	
Mani & his grandmother: Gra	which is given	
-ny's glasses break, and she	by the pupil teacher	
can't see properly without them		
Mani takes it upon himself to get		
new glasses for her: They live in		
a small village, so they to travel		
the town to visit the eye doc		
tor: The journey is not easy		
Despite the difficulties, Mani's		
love for his granny keep them		
motivated: They finally reach the		
town & checked granny's eyes		
and get new glasses & she feel		
very happy: The story highli		
-ghts themes of love, determ		
-ination, and the bond		
between generations		

Teacher's Activities	Student's Activity	B.B Summary
<u>Silent Reading</u>		
P.T will ask the student to do silent reading of the paragraph.	Student will read silently and if they will have any problem they will ask the P.T	
<u>Comprehension Question</u>		
P.T will ask a few questions to test the comprehension of the students		
1. Where was the eye hospital?	• The hospital was in Mussoorie	
2. What is the name of the grandchild?	• Mani is the name of the grandchild	
3. How was the weather here?	• The weather was gloomy	
<u>Language Items</u>		
P.T will write sentence on the board and ask the student which word is connecting the sentence?	And	Mani was 7 years old and his grandmother was 70 yrs old.
• What do we call the word that connect sentences?	Conjunction	
P.T explains conjunction is a word or phrase that connects words phrases, clauses and sentence together.		
• Give some example of conjunction?	And, But, If, Because, Or	• And, But, If, Because, Or

C.4 CLOSURE/GENERALIZATION

So, students today we have studied about the Getting Gyanney's Glasses.

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLO's)/EVALUATION/APPLICATION

Q1. Rearrange the words and pronounce it

a. DOMGYL

b. LYLOJ

c. DEHSUR

Q2. Make a sentence with the following

a. Huffing and Puffing

b. Jolly

Q3. Match the following

a. Jolly

Dark

b. Gloomy

Speedy

c. Rushed

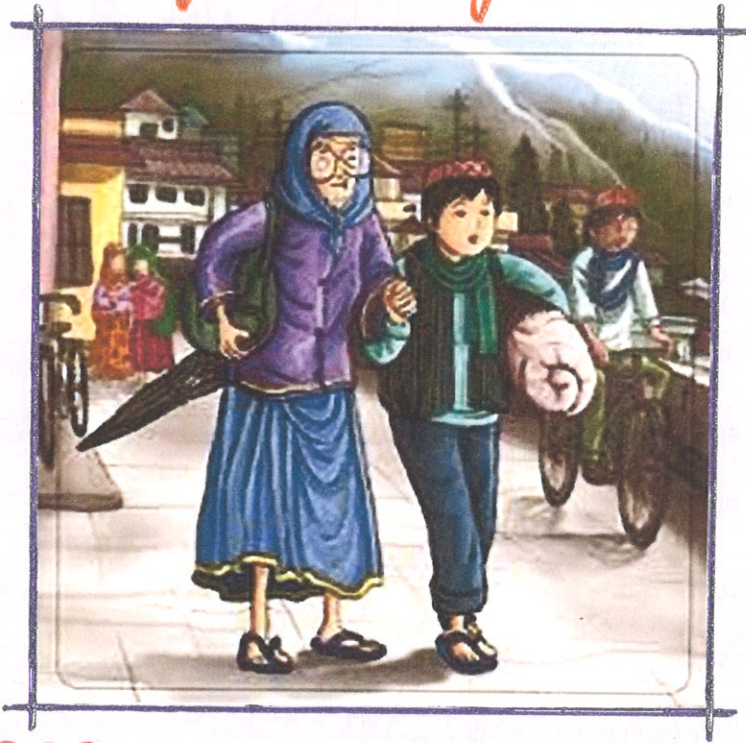
Cheerful

D.2 HOME ASSIGNMENT

Q1. Describe a special memory you have with your grandmother and what is the one thing you admire about your grandmother?

MINIATURE TEACHING AIDS

Getting Granny's Glasses



NEW WORDS

1. Huffing and Puffing: breathing heavily
2. Gloomy: dark/dense
3. Rushed: speedy/rapid
4. Jolly: cheerful

RATING

S.No.	RATING	V.GOOD	GOOD	AVERAGE	WEAK	V.WEAK
1.	Preparation of lesson plan	✓				
2.	Preparation of instructional aids	✓				
3.	Delivery of lesson: presentation	✓				
	Confidence	H.C ✓	C	A	L.C	LEAST C
	Understanding	✓				
	Chalk board writing	✓				
4.	Relevance and use of instructional aids at appropriate time	✓				
5.	Pupil participation	✓				
6.	Closing of the lesson	✓				
7.	Pupil comprehension	✓				
8.	Any other (specify)					

HC-HIGHLY CONFIDENT, C-CONFIDENT, A-AVERAGE, L.C- LESS CONFIDENT

SUPERVISOR'S REMARKS

New words and sentences done
with active pupil participation

SIGNATURE Aspaul

IDENTIFICATION DATA:

Name: Krittika Jamwal Roll No. 2202057
 Class: 8th Subject: Social Science Aspect: Geography
 Topic: Climate Sub-topic: Climate
 Time: 55-60 minutes

LEARNING POINTS:

1. Meaning of Climate
2. Factors affecting Indian's climate
3. Climate control

LEARNING STRATEGIES:

Group discussion, activities using pictures, flashcards and Map of India

ASSESSMENT:

Evaluation on the basis of learning activities

OBJECTIVES OF THE LESSON:

CONTENT OBJECTIVES: The students will be able to:

1. To enable the students to know the meaning of climate
2. To enable the students to find factors affecting India's climate
3. To enable the students to understand the climate control.

PROCESS OBJECTIVES: The students will be able to:

1. The students will be able to develop the senses of change going into Climate
2. The students will be able to find factors affecting India's climate.
3. The students will be able to understand the climate control

PRESENTATION:

STEPS	PUPIL TEACHER ACTIVITY	STUDENTS ACTIVITY
Engage	<p>Pupil teacher will engage the learners by showing some flashcards and asking questions.</p> <p>Q1. What do you observe in these pictures?</p> <p>Q2. What will happen if there was a thunderstorm?</p> <p>Q3. What will happen if there is no rain?</p>	<ul style="list-style-type: none"> • Rainy day • Cloudy day • Sunny day • There will be flood • There will be drought
Explore	<p>Pupil teacher will facilitate the students to explore the present knowledge. Further by performing some activities. Pupil teacher will divide the class into 3 groups (group A, B, C) to perform the activity.</p> <p><u>Activity 1</u></p> <p>PT will instruct two or three students to draw the shape of clouds and will show the video of different climate and seasons to students and ask some questions from the students.</p> <p>Q1. What happens due to flood? Draw and show</p> <p>Q2. Students what do you see in this video?</p>	<p>Students will do the activity that is instructed by the pupil teacher.</p> <ul style="list-style-type: none"> • Destruction students will draw • There are different seasons winter, summer, rainy, Autumn.

<p>Explain</p>	<p>Pupil teacher will explain the students that climate change refers to long terms shifts in the temperature and weather patterns. This shifts may be natural such as though variations in the solar cycle.</p> <p>There are six major controls of the climate of an area. Their factors are:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div>↓ Latitude</div> <div>↓ Altitude</div> <div>↓ Pressure and wind System</div> <div>↓ Distance from the sea</div> <div>↓ Ocean current</div> <div>↓ Relief of features</div> </div> <p>India lies in the region of the north easterly winds. These wind originates from the sub tropical high pressure belt of the northern hemisphere.</p> <p>Q1. What are the changes you observe in day and night?</p>	<p>Students will try to explain the changes.</p>
<p>Elaborate</p>	<p>To facilitate the student to further elaborate the topic and some general awareness, will be instructed to the students that climate changes brings destruction and many hazardous effects.</p> <p><u>Activity</u></p> <p>Pupil teacher also acquaints the learners to write the names of places and where there was more damage and locate in the map.</p>	<p>Students will locate the places on the Map.</p>

Evaluate

In order to evaluate the effectiveness of the learning process, the pupil teacher will ask the students to prepare the table and record the temperature of the previous days. The students will fill the table.

Rainy	Cloudy	Sunny
1	1	1
2	2	2
3	3	3

and also prepare a scrap book showing rainy, cloudy as well as sunny day.

Students will prepare the table

Students will prepare the scrap book.

Arpana
SIGNATURE

IDENTIFICATION DATA:

Name: Krittika Jamwal Roll No. 2202057
 Class: 8th Subject: Social Science Aspect: History
 Topic: Mughal Empire Sub-topic: Mughal Empire - Akbar
 Time: 55-60 minutes

LEARNING POINTS:

1. Establishment of Mughal Empire.
2. Akbar as a great Mughal ruler.
3. Administrative, Military and Religious policies followed by Akbar.
4. Major sources of information about Akbar's period.

LEARNING STRATEGIES:

Time line chart, Group discussion, Narration, Video clippings and Maps of India.

ASSESSMENT:

- Evaluation based learning activities

OBJECTIVES OF THE LESSON:

CONTENT OBJECTIVES: The students will be able to:

1. The students will be able to know about the establishment of Mughal Empire in India.
2. The students will be able to know about Akbar as Great Mughal Ruler.
3. The students will be able to acquaint the major sources of information about Akbar's period.

PROCESS OBJECTIVES: The students will be able to:

1. The students will work collaborately to have broad understanding of the Era of Mughal Empire and the historical events during Akbar's regime which made him as one of the most successful Emperor during Mughal Period.
2. The students will be able to encouraged to explore the policies of Akbar and correlate their relevance to present India.

PRESENTATION:

STEPS	PUPIL TEACHER ACTIVITY	STUDENTS ACTIVITY
Engage	<p>Pupil teacher will engage the learner by showing a Time line chart and ask the following questions:</p> <ol style="list-style-type: none"> 1. What do you observe in this chart? 2. What period is this timeline depicting? 3. Why is this period considered significant period in Indian history? <p>Pupil teacher will ask students to identify the beginning period of different Mughal Emperors on the time line chart. P.T will announce the topic, we shall study about Akbar the Great. She will instruct the students to focus on the period b/w 1526 to 1707 CE, the period when Akbar the great was ruling the undivided India.</p>	<ul style="list-style-type: none"> • Time line • 1526 to 1707 CE • The period depicts the establishment of Mughal rule in India <p>The students will identify the period on the timeline chart</p>
Explore	<p>Pupil teacher will facilitate the students to explain on the topic by playing a video on Mughal Empire. P.T will then divide the class into 3 groups. He/she will initiate a discussion among the students of each group after watching the video and ask the following questions:</p> <ol style="list-style-type: none"> Q1. When did Mughal Empire start in India? Q2. Who was the founder of the Mughal Empire in India? Q3. Who was crowned as an emperor after the death of Babur? Q4. After Humayun's death, who succeeded the throne? Q5. When did Akbar inherit the throne? Q6. What was the age of Akbar when he inherit the throne? Q7. Who tutored Akbar at the tender age of 13 to rule? Q8. What title was given to Bairam Khan? 	<ul style="list-style-type: none"> • 1526 CE • Babur • Humayun • Akbar • In 1556 CE • 13 years • Bairam Khan • Khan-i-Khanan

<p>Explain</p>	<p>P.T will further narrate that Akbar was only 13 yrs old at the time of Humayan's death. So his tutor Bairam Khan took over as his Regent. Bairam Khan became powerful while ruling in Akbar's name and also helped Akbar in embarking on his expansion policy under the regency of Bairam Khan. He led the military platoon at second Battle of Panipat. When Akbar came of age in March 1560, he dismissed Bairam Khan and took full control of the Govt. Akbar was a ruthless warrior and by the time he died at the age of 63. P.T will make the students understand the expansion of Akbar's kingdom with help of map.</p> <ul style="list-style-type: none"> P.T will initiate discussion in different groups and ask the following questions Q1. Why Akbar is remembered as Akbar the Great? Q2. What administrative policies did he initiate to strengthen his empire? <p><u>Administrative Reforms:</u></p> <ol style="list-style-type: none"> In 1514 Akbar received his tax system separating revenue collection from Military administration. Akbar introduced Mansabdari system and divided his empire into 15 subhas (organised groups) Each subha was responsible for maintaining order in his region while a separate tax collector taxes and sent them to the capital. Akbar cancelled the state policy of muslim religious leader supremacy in decision making and ensured that state and religious policy was kept separated. After separation criminal law from religious and single criminal law was introduced for the entire empire. 	<p>Students from each group will narrate the policies</p> <p>Students will note down the main points in their notebook.</p>
<p>Elaborate</p>	<p>To facilitate the students to further elaborate the topic and make them understand the reasons that made Akbar - The Great.</p> <ol style="list-style-type: none"> Pupil teacher shall ask the students to discuss the relevance of Akbar's policies in present day India and share it with the whole class. To give an insight to the students about Akbar as a great empire. Pupil Teacher will instruct the students to locate on the map the places conquered by Akbar after providing them a list of the places (Rajasthan, Gujarat, Bihar, Bengal and the Deccan kingdoms like Bijapur, Golconda and Ahmednagar, Kabul, Kandhar, Kashmir and Sindh) 	<p>Students from each group will discuss within the group and try to give reasons</p> <p>Pupil teacher will locate the places on the map</p>

Evaluate

In order to evaluate the effectiveness of learning, the pupil teacher will ask the students to perform the following activity.

1. Make a chart highlighting the qualities that 'Akbar the great' successful as a Mughal Emperor.
2. Use internet and arrange print-outs of the pictures on a scrap book to showcase Akbar as a great patron of art and culture.

Students will perform the activity

Ankane
SIGNATURE

**Four Lessons through ICT (2 lessons in each
subject)**

ICT lesson

A. IDENTIFICATION DATA

Lesson No: 1

Name of the pupil teacher Krittika Jarnwal

Roll No 2202057

School Model Academy

Class 7th Section A

Subject English [Prose]

Topic The Big Silver Rupee

Sub-Topic The Big Silver Rupee

Time duration 30-35 mins

Date 13-08-24

B. INPUT

B.1 TEACHING POINTS

1. Reading of the Prose passage from 'The Big Silver Rupee'
2. Addition of new words like anna, almirah, clutching.
3. Practice in the use of English language from the prose passage.

B.2 OBJECTIVES OF THE LESSON

1. To develop different linguistic skills among students.
2. To enable the students to read the prose passage 'The Big Silver Rupee' for pleasure, information and understanding.
3. To enable the student to add new words in their active vocabulary from the prose 'The Big Silver Rupee'

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBO's)

1. The learner will be able to recall correct pronunciation of words. [Knowledge]
2. The learner will be able to recognise the meaning of new words. [Knowledge]
3. The learner will be able to cite examples of sentence using the new words. [Understanding]

B.4 TEACHING AIDS

- Usual classroom apparatus
- Flashcards

C.PROCESS

C.1 MOTIVATION

Q1. Who gives you money?

Ans. My father, mother gives me money.

Q2. What do you buy when you get the money?

Ans. I buy my favourite chocolates and sweets.

Q3. When you have money, you spend it in a big or small amount?

Ans. I spend money in a big amount to fulfill my needs.

Q4. What kind of money was used in India many years ago?

Ans. Gold and Silver coins like Anna was used in India many years ago

C.2 ANNOUNCEMENT OF THE TOPIC

So, students today we will read a prose passage 'The Big Silver Rupee'

C.3 PRESENTATION

Teacher's Activities	Student's Activity	B.B Summary
Pupil Teacher will ask the students to open the book at page no 55 from the prose	Student will open their book at page no 55	Topic: 'The Big Silver Rupee'

Teacher's Activities	Student's Activity	B.B Summary
<p><u>Model Reading</u></p> <p>The pupil teacher will read the lesson with proper pronunciation</p>	<p>Students will make notes of the pronunciation of words use of stress intonation</p>	
<p><u>Individual Reading</u></p> <p>P.T will ask 2 or 3 students to read the passage one by one and will attend to their reading pronunciation and make necessary corrections.</p> <p>The mispronounced words will be drilled whenever necessary</p>	<p>The students will do the individual reading</p>	
<p><u>New Words</u></p> <p>Pupil teacher will explain the meaning of new words with active participation of students and will write them on the board</p>	<p>Students will listen to the explanation of difficult words and note in their notebook.</p>	<p>New Words Meaning</p> <ul style="list-style-type: none"> • Anna - a coin used by India many years ago • Almirah - cupboard • Clutching - holding something tightly • Thumped - hit hard
<p>The pupil teacher will ask the students to make sentences using</p>		

Teacher's Activities	Student's Activity	B.B Summary
the difficult words		
• Anna	• My father used to give me an Anna everyday	• My father used to give me an Anna everyday
• Almirah	• My almirah is filled with clothes	• My almirah is filled with clothes
• Clutching	• He stood clutching his pocket.	• He stood clutching his pocket
<p>^{meaning of} P. T will explain the paragraph This story is about a boy Gaganadhar. His father gave him silver rupee. He was excited as well as nervous that what he will do with the rupee. His mother ask him to give money so that she can keep it safely but he refuse to give her money and go to his friend and show him. When he pulled out the coin from the pocket it slipped from his hand, but his friend save the rupee to fall in drain. Suddenly his neighbour come and asked why are you playing with money. He was worried that man will tell to his father. His friend said don't worry he will not tell anything let's go and eat some sweets. Therefore, the story conclude the children should not be given big amount of money because they might fall into some problem.</p>		

Teacher's Activities	Student's Activity	B.B Summary
<u>Silent Reading</u>		
P.T will ask the students to do silent reading of the paragraph.	Student will read silently and if they will have any problem they will ask P.T	
<u>Comprehension Question</u>		
P.T will ask a few questions to test the comprehension of the students.		
1. Who was the main character in the story?	• Gangadhar was the main character in story	
2. Who gave silver coin to the Gangadhar?	• Gangadhar's father gave silver coin	
<u>Language Item</u>		
P.T will write sentence on the board and ask the students what and indicates in the sentence	• It connects the words	Gangadhar and his friend went to shop to eat sweets
P.Task what do we call the word that connect words or sentence?	• Conjunction	• Conjunction
P.T explain conjunction is a word or phrase, clauses sentence together		
• Give example of conjunction?	• And, but, if, because, or etc	• And, but, if because etc.

C.4 CLOSURE/GENERALIZATION

So, students today we have studied about the prose "The Big Silver Rupee".

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLO's)/EVALUATION/APPLICATION

Q1. Rearrange the words and pronounce it

• NANA

• HARIMLA

Q2. Make a sentence on the following words

• Clutching

• Almirah

Q3. Match the following

• Thumping

• Almirah

• Clutching

cupboard

holdly something tightly

hit hard

D.2 HOME ASSIGNMENT

Q. What is the moral of the story "The Big Silver Rupee"?



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Certified & Accredited by the NAAC with Grade 'A+'

Supervisor: Arpana Koul

Pupil Teacher:

Krittika Jamwal

Roll no: 2202057

Subject: English(Prose)

Duration: 30-35 mins

New Words

Anna

Sentence

Meaning

A coin used by India many years ago.

My father used to give me an anna everyday.

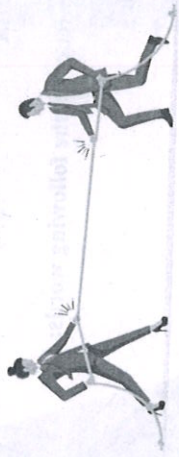


Clutching

Holding something tightly.

Sentence

He stood clutching his pocket.



Topic: The Big Silver Coin



Almirah

Sentence

My almirah is filled with clothes.



Comprehension Question

1. Who was the main character in the story?

2. Who gave silver coin to Gangadhar?

Evaluation

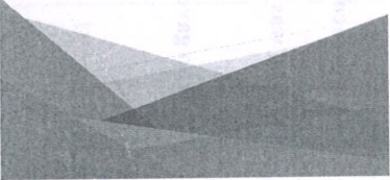
Rearrange the words and pronounce it:

- 1. NANA
- 2. HARIMLA

Make a sentence on the following words:

- 1. Clutching
- 2. Amirah

THANK
YOU



RATING

S.No.	RATING	V.GOOD	GOOD	AVERAGE	WEAK	V.WEAK
1.	Preparation of lesson plan		✓			
2.	Preparation of instructional aids		✓			
3.	Delivery of lesson: presentation		✓			
	Confidence	H.C	C	A	L.C	LEAST C
	Understanding		✓			
	Chalk board writing		✓			
4.	Relevance and use of instructional aids at appropriate time		✓			
5.	Pupil participation	✓				
6.	Closing of the lesson	✓				
7.	Pupil comprehension	✓				
8.	Any other (specify)					

HC-HIGHLY CONFIDENT, C-CONFIDENT, A-AVERAGE, L.C- LESS CONFIDENT

SUPERVISOR'S REMARKS

T. aid relevant, Power point presentation neatly used.

SIGNATURE As per