GULBARGA UNIVERSITY

KALABURAGI

For partially fulfillment of M.Ed-3rd Semester the Research tools and Development (Dissertation)is submitted to the Department of Studies and Research in Education, Gulbarga University, Kalaburagi

HC-3.1
INTERNSHIP/IMMERSION ACTIVITIES
(PRACTICUM)

DEVELOPMENT OF LESSION PLANS

M.Ed-III SEMESTER SUBMITTED BY

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REGISTER NUMBER

PO4HT21E0007

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2022-23

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DECLARATION

I hereby declare that the Internship Activity entitled **"Development of Lesson Plans"** Submitted by me for the award of the degree of Master of Education , Gulbarga University, Kalaburgi, Karnataka is my original work and has not been submitted earlier either Gulabrga University, Kalaburgi Karnataka or to any other institution for the fulfillment for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this from any earlier work done either by others or me.

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CERTIFICATE

This is to certify that Basavaprabhu Angadi Reg no **P04HT21E0007** Student of Master of Education from Kalaburgi, has been working under my supervision and guidance for his **Internship activity** for the course M.Ed. Her Research entitled is **"Development of Lesson Plans"Which** he is submitting is genuine and original work to our University

Place: -

Date:-

Signature

Research Supervisor

DR.Rajshekhar Shirvalkar,

M.Sc., M.Ed., M.Phil.,Ph.D.,NET.

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1.0 MEANING AND CONCEPT OF INTERNSHIP

Internship in teacher training programmes is a critical component that provides pre-service teachers with a platform to apply their theoretical knowledge and hone their practical teaching skills in a real-world setting. The internship experience is designed to equip aspiring teachers with the necessary competencies to teach effectively, engage learners, and manage classrooms.

The introduction of internship in teacher training programmes is based on the recognition that teaching is a complex profession that requires practical skills and competencies beyond academic knowledge. The programme aims to prepare future teachers for the challenges and demands of the teaching profession, such as managing classroom dynamics, assessing student learning outcomes, and adapting to the diverse needs of learners.

During the internship, pre-service teachers are placed in real-world classroom settings where they can observe, practice, and reflect on their teaching practices under the guidance of experienced teachers. This practical experience allows them to develop teaching skills, such as planning and delivering effective lessons, using appropriate teaching strategies, and engaging students.

Internship is an essential component of teacher training programmes, where aspiring teachers gain practical experience by working in a real-world classroom setting under the guidance of experienced teachers. The concept of internship in teacher training programmes involves providing pre-service teachers with an opportunity to apply theoretical knowledge gained from their coursework in a practical setting.

During the internship, interns are given the chance to observe and participate in classroom teaching, interact with students, plan and deliver lessons, and assess student learning outcomes. Internship also provides aspiring teachers with the opportunity to gain valuable feedback from experienced teachers, reflect on their teaching practices, and improve their teaching skills. It is a valuable experience that prepares future teachers for the demands and challenges of the teaching profession.

1. The National Council for Accreditation of Teacher Education (NCATE) defines internship in teacher training programmes as "a school-based experience in which the teacher candidate applies the knowledge, skills, and dispositions gained in coursework to the context of the classroom, under the supervision of a mentor teacher."

2. The American Association of Colleges for Teacher Education (AACTE) defines internship as "a clinically rich, school-based, field experience where teacher candidates engage in planned and guided teaching, learning, and assessment activities with students in P-12 classrooms under the supervision of highly skilled and knowledgeable mentor teachers."

3. The Association for Teacher Education in Europe (ATEE) defines internship in teacher training programmes as "a structured and supervised teaching experience in real schools, where pre-service teachers can observe, assist, and practice teaching under the guidance of experienced teachers."

4. The International Society for Technology in Education (ISTE) defines internship as "an experiential learning opportunity that allows pre-service teachers to develop their

pedagogical skills, integrate technology into instruction, and collaborate with colleagues in a real-world classroom setting."

The internship in teacher training programmes can be defined as a practical learning experience that provides pre-service teachers with the opportunity to apply their theoretical knowledge in real-world classroom settings, under the guidance of experienced teachers.

2.0 **IMPORTANCE OF INTERNSHIP**

Internship plays a crucial role in the overall development of a teacher in a teacher training programme. Here are some of the important reasons why internship is crucial:

1. Practical Experience: Internship provides pre-service teachers with hands-on experience in the classroom setting. They get to observe and participate in teaching and learning activities, develop lesson plans, and assess student learning outcomes. This practical experience helps them to gain confidence and prepares them for the real-world teaching environment.

2. Exposure to Diverse Teaching Strategies: During internship, pre-service teachers are exposed to various teaching strategies used by experienced teachers. This exposure helps them to develop a broader perspective on teaching and learning, and they can learn from the best practices in the field.

3. Feedback and Reflection: Internship provides pre-service teachers with the opportunity to receive feedback from experienced teachers on their teaching practices. They can reflect on their performance and identify areas for improvement, leading to continuous learning and development.

4. Networking: During internship, pre-service teachers can establish professional relationships with experienced teachers, school administrators, and other professionals in the field. These relationships can provide them with valuable guidance, support, and mentorship in their teaching career.

5. Professional Development: Internship is a critical component of professional development for pre-service teachers. It allows them to apply their theoretical knowledge in real-world situations and develop practical skills that are necessary for their future teaching career.

In summary, internship is an essential component of teacher training programmes as it provides pre-service teachers with practical experience, exposure to diverse teaching strategies, feedback and reflection, networking opportunities, and professional development. It helps them to prepare for the challenges and demands of the teaching profession.

3.0 THE MAIN OBJECTIVES OF INTERNSHIP

The main objectives of internship in teacher training programmes are:

1. Practical application of theoretical knowledge: Internship allows pre-service teachers to apply theoretical knowledge gained from their coursework in a real-world classroom setting.

2. Developing teaching skills: Internship provides an opportunity for aspiring teachers to develop their teaching skills through hands-on experience, feedback from experienced teachers, and reflective practice.

3. Understanding diverse student populations: Internship allows pre-service teachers to interact with and teach students from diverse backgrounds, cultures, and abilities, which

helps them develop an understanding of the unique needs and challenges of different student populations.

4. Building professional networks: Internship provides aspiring teachers with the opportunity to build professional networks with experienced teachers, school administrators, and other education professionals.

5. Preparation for the teaching profession: Internship prepares future teachers for the demands and challenges of the teaching profession, including classroom management, lesson planning, and assessment of student learning outcomes.

6. Enhancing employability: Successful completion of internship in a teaching programme is often viewed favorably by potential employers and can enhance the employability of pre-service teachers.

The internship in teacher training programmes is designed to provide aspiring teachers with practical, hands-on experience that prepares them for the demands of the teaching profession and enhances their employability in the education sector.

4.0 ADVANTAGES OF INTERNSHIP

Internship in teacher training programme offers numerous advantages to aspiring teachers. Some of the key advantages of internship in teacher training programme include:

1. Practical experience: Internship provides pre-service teachers with the opportunity to gain practical experience by working in a real-world classroom setting. This experience enables them to understand the practical aspects of teaching, which can be challenging to grasp through theoretical coursework.

2. Professional development: Internship helps aspiring teachers develop a range of professional skills, such as lesson planning, delivery, and classroom management. This experience provides a platform for aspiring teachers to put theoretical concepts into practice, develop a teaching philosophy, and refine their teaching skills.

3. Feedback and guidance: Interns receive feedback and guidance from experienced teachers, which is essential for improving their teaching skills. Feedback helps them to identify areas of strength and weakness, and how to address them.

4. Networking: Internship provides an opportunity for aspiring teachers to network with experienced teachers, other interns, and school administrators. These connections can be beneficial for career advancement and job opportunities in the future.

5. Improved employability: Having internship experience on a resume can improve employability, especially when applying for teaching positions. Potential employers appreciate the practical experience gained from internship, as it demonstrates an understanding of the demands of the profession.

5. THE PROCESS OF INTERNSHIP

In conclusion, internship in teacher training programmes provides aspiring teachers with practical experience, professional development, feedback, networking opportunities, and improved employability. It is an essential component of teacher education, which prepares future teachers for the challenges of the teaching profession. The process of internship in a teacher training programme typically involves the following steps:

1. **Placement:** The teacher training institution works with local schools to place interns in classrooms with experienced teachers who will supervise and mentor them throughout the internship period.

2. **Orientation:** Before starting the internship, interns are given an orientation that includes information about the school's policies, procedures, and expectations for teachers. They may also receive training on classroom management, lesson planning, and assessment.

3. **Observation:** Interns begin by observing their supervising teachers in the classroom to gain an understanding of the teaching process and how to interact with students. They may also observe other teachers to gain a broader perspective on teaching methods and strategies.

4. **Participation:** Once they are comfortable with the classroom environment, interns begin to participate in classroom activities. This may include assisting with lessons, grading assignments, and interacting with students.

5. **Teaching:** As their skills and confidence grow, interns may be given opportunities to teach lessons under the supervision of their mentor teachers. This allows them to practice their teaching skills and receive feedback on their performance.

6. **Reflection:** Throughout the internship, interns are encouraged to reflect on their experiences and identify areas where they need to improve. They may also receive feedback from their mentor teachers and peers, which can help them develop their teaching skills.

7. **Assessment:** At the end of the internship, interns may be required to submit a portfolio of their work, including lesson plans, assessments, and reflections. They may also receive a formal evaluation from their mentor teacher that assesses their teaching skills and progress.

Overall, the internship process is designed to provide aspiring teachers with practical experience, feedback, and support as they develop their teaching skills and prepare for a career in education.

6. THE STEPS OF AN INTERNSHIP

The steps of an internship in a teacher training programme may vary depending on the specific programme and institution, but generally, the following steps are involved:

1. **Preparing for the Internship:** This involves preparing for the internship by meeting the programme requirements, selecting a school or institution to intern with, and developing a plan for the internship.

2**. Orientation:** This involves attending an orientation session to learn about the goals, objectives, and expectations of the internship.

3. **Observation:** This involves observing experienced teachers in the classroom, taking notes, and reflecting on teaching practices.

4. **Assisting:** As an intern, you may assist the teacher with classroom tasks, grading, or creating lesson plans.

5. **Teaching:** As the internship progresses, you may gradually take on more teaching responsibilities, such as planning and delivering lessons, assessing student learning, and managing classroom behaviour. 6. Feedback and Evaluation: You will receive regular

feedback from the supervising teacher, as well as formal evaluations of your teaching performance.

7. **Reflection:** This involves reflecting on the internship experience, identifying strengths and weaknesses, and setting goals for further improvement.

8. **Completion:** Once you have successfully completed the internship, you may be required to submit a report summarizing your experience and reflecting on what you have learned.

Overall, the purpose of the internship is to provide hands-on experience in teaching, allowing interns to apply what they have learned in a real-world setting and develop the skills and knowledge necessary for a successful teaching career.

7. THE PRE-INTERNSHIP OR PREPARATION STAGE

The pre-internship or preparation stage in teacher training programmes is a crucial phase that prepares pre-service teachers for their internship experience. During this stage, pre-service teachers typically take coursework that focuses on foundational knowledge and skills needed to teach effectively in a classroom setting.

The pre-internship stage may involve a range of activities such as attending lectures, participating in seminars, observing experienced teachers in the classroom, and engaging in simulated teaching experiences. These activities aim to provide pre-service teachers with a theoretical understanding of teaching practices and pedagogy, as well as develop their knowledge of curriculum development, assessment, classroom management, and other aspects of teaching.

In addition, pre-service teachers may participate in professional development workshops, discussions, and group projects that provide opportunities to reflect on their personal values, beliefs, and teaching philosophy. They may also receive mentoring and guidance from experienced educators to help them develop their skills and prepare for the challenges of the internship experience.

8. MEANING AND CONCEPT OF PRE-INTERNSHIP

The pre-internship or preparation stage in teacher training programmes is the period leading up to the actual internship experience. It is a crucial phase that aims to prepare pre-service teachers for the challenges and expectations of the classroom.

During this stage, pre-service teachers are introduced to the theoretical foundations of teaching, such as teaching strategies, classroom management, assessment techniques, and curriculum development. They are also taught the essential skills needed for effective teaching, including lesson planning, instructional design, and instructional delivery.

The pre-internship stage also involves the development of the interns' professional identity as teachers, where they learn about the ethical and professional standards expected of them as educators. They may also have the opportunity to observe experienced teachers in action, participate in seminars and workshops, and engage in reflective practice.

Overall, the pre-internship stage is a crucial component of teacher training programmes that aims to provide pre-service teachers with a strong foundation in the theoretical and practical aspects of teaching. It is designed to ensure that they are well-prepared to take on the challenges of the classroom and make a positive impact on the learning outcomes of their students.

9. IMPORTANCE OF PRE-INTERNSHIP

The pre-internship or preparation stage is a crucial component of teacher training programmes that prepares aspiring teachers for their internship experience. The following are some of the reasons why pre-internship is important in teacher training programmes:

1. **Familiarization with the school environment:** During the pre-internship stage, pre-service teachers are introduced to the school environment, culture, and expectations. This helps them become familiar with the classroom setting, teaching resources, and school policies.

2. **Reflection on teaching practices:** Pre-internship stage provides pre-service teachers with an opportunity to reflect on their teaching practices, develop a teaching philosophy, and set goals for their internship experience.

3. **Collaboration with experienced teachers:** Pre-internship stage allows pre-service teachers to collaborate with experienced teachers, observe their teaching practices, and learn from their experience.

4. **Identification of strengths and weaknesses**: Through pre-internship, pre-service teachers can identify their strengths and weaknesses and work on improving their teaching skills.

5. **Development of lesson plans:** Pre-internship stage provides pre-service teachers with the opportunity to develop lesson plans, practice delivering them, and receive feedback from their mentors.

In summary, pre-internship stage is an essential component of teacher training programmes that prepares pre-service teachers for their internship experience by familiarizing them with the school environment, providing them with an opportunity to reflect on their teaching practices, collaborate with experienced teachers, identify their strengths and weaknesses, and develop lesson plans.

10. OBJECTIVES OF PRE INTERNSHIP

The pre-internship or preparation stage in a teacher training programme aims to prepare aspiring teachers for their internship experience by providing them with the necessary knowledge, skills, and attitudes to be successful in a real-world classroom setting. Some of the objectives of the pre-internship stage in a teacher training programme include:

1. **Developing an understanding of educational theory and teaching practices:** Pre-internship courses provide aspiring teachers with a comprehensive understanding of educational theory and teaching practices. It equips them with the knowledge and skills they need to create effective lesson plans, manage classrooms, and engage students.

2. **Developing critical thinking and problem-solving skills**: Pre-internship courses aim to help aspiring teachers develop critical thinking and problem-solving skills. They learn how to identify and solve common problems that arise in the classroom, such as addressing the needs of diverse learners or managing challenging student behavior.

3. **Developing communication and interpersonal skills:** Pre-internship courses help aspiring teachers develop communication and interpersonal skills necessary for effective teaching. They learn how to communicate effectively with students, parents, and colleagues, as well as how to build positive relationships in the classroom.

4. **Developing cultural competence:** Pre-internship courses aim to help aspiring teachers develop cultural competence, including an understanding of cultural diversity and how to teach in a culturally responsive way.

5. **Providing practical experience:** Pre-internship courses may include opportunities for aspiring teachers to gain practical experience, such as through observations in classrooms, mock teaching sessions, or simulations.

In summary, the pre-internship stage in a teacher training programme aims to prepare aspiring teachers for their internship experience by providing them with the knowledge, skills, and attitudes necessary for effective teaching in a real-world classroom setting.

11. **ACTUAL INTERNSHIP**

Teacher training programmes typically involve both a preparation stage and an actual internship stage.

The preparation stage usually involves coursework in education and related fields such as psychology, sociology, and curriculum development. During this stage, aspiring teachers are introduced to theories and concepts related to teaching and learning. They also learn about classroom management strategies, instructional design, and assessment techniques.

The actual internship stage, also known as the student teaching or practicum stage, involves hands-on experience in a real classroom setting. This stage provides aspiring teachers with the opportunity to apply the knowledge and skills they have gained during the preparation stage in a practical context. They work under the supervision of experienced teachers and are expected to plan and deliver lessons, assess student learning outcomes, and manage classroom dynamics.

The duration of the internship stage may vary depending on the teacher training programme, but it typically ranges from a few weeks to several months. During this stage, aspiring teachers receive ongoing feedback from their supervisors and are expected to reflect on their teaching practices and make necessary adjustments.

In summary, the preparation stage in teacher training programmes provides aspiring teachers with the foundational knowledge and skills needed to be effective educators, while the actual internship stage offers practical experience in a real classroom setting to apply and refine those skills.

12. **THE ACTUAL INTERNSHIP**

The actual internship or implementation stage in a teacher training programme refers to the period during which pre-service teachers work as interns or student teachers in actual classroom settings under the supervision of experienced teachers. It is an essential component of teacher training that allows aspiring teachers to apply the theoretical knowledge they have acquired during their coursework in a real-world context.

During the actual internship stage, pre-service teachers are typically assigned to a classroom and given the opportunity to work with students under the guidance of an experienced teacher. They are expected to participate in a variety of teaching activities such as lesson planning, teaching, assessment, and classroom management. This allows them to develop practical skills and experience the realities of teaching in a real classroom setting.

The actual internship stage is also an opportunity for pre-service teachers to reflect on their practice and receive feedback from their mentor teacher. They can use this feedback to improve their teaching skills and make adjustments to their teaching strategies.

Overall, the actual internship or implementation stage in a teacher training programme is a critical stage in the development of future teachers. It provides them with the opportunity to apply their knowledge and skills in a real-world context, gain valuable feedback and experience, and prepare for the demands of the teaching profession.

13. **IMPORTANCE OF ACTUAL-INTERNSHIP**

The actual internship or preparation stage is a crucial component of teacher training programmes, and its importance cannot be overstated. Here are some reasons why:

1. **Bridging the gap between theory and practice:** The internship stage provides pre-service teachers with an opportunity to put the theoretical knowledge gained from their coursework into practice. This helps to bridge the gap between theory and practice and enables aspiring teachers to understand how to apply their knowledge in real-world situations.

2. **Developing practical teaching skills:** During the internship stage, pre-service teachers have the chance to observe experienced teachers, plan and deliver lessons, and interact with students. This helps them to develop practical teaching skills such as classroom management, lesson planning, and student assessment.

3. **Gaining valuable feedback and mentorship:** Internship stage provides pre-service teachers with the opportunity to work with experienced teachers who can provide valuable feedback and mentorship. This helps them to improve their teaching skills and gain insights into the teaching profession.

4. **Developing professional networks:** The internship stage also provides pre-service teachers with an opportunity to develop professional networks. They can connect with experienced teachers, school administrators, and other professionals in the field, which can help them to secure employment opportunities after graduation.

5. **Meeting certification requirements:** In many countries, completing an internship or preparation stage is a requirement for teacher certification. Aspiring teachers who complete the internship stage are better positioned to meet certification requirements and obtain teaching licenses.

In summary, the actual internship or implementation stage is a crucial component of teacher training programmes as it helps aspiring teachers to bridge the gap between theory and practice, develop practical teaching skills, gain valuable feedback and mentorship, develop professional networks, and meet certification requirements.

14. OBJECTIVES OF THE ACTUAL INTERNSHIP

The objectives of the actual internship or implementation stage in teacher training programmes are:

1. **To provide pre-service teachers with practical experience**: The main objective of the internship stage is to provide aspiring teachers with hands-on experience in a real-world classroom setting. This helps them to apply theoretical knowledge gained from their coursework in a practical context and develop a better understanding of the teaching profession.

2. **To develop teaching skills:** Through the internship stage, pre-service teachers can develop teaching skills such as lesson planning, classroom management, instructional strategies, and assessment techniques. They can also learn how to work effectively with students, colleagues, and parents.

3. **To gain feedback and reflection:** The internship stage provides aspiring teachers with an opportunity to receive feedback from experienced teachers on their teaching practices. This helps them to identify areas of strength and weakness and make necessary adjustments. They also engage in reflection activities to think critically about their teaching practices and identify ways to improve.

4. **To build professional networks:** The internship stage provides pre-service teachers with an opportunity to network with other professionals in the field. This can lead to future job opportunities, mentorship, and ongoing professional development.

5. **To prepare for licensure and certification**: Many teacher training programmes require preservice teachers to complete an internship as part of the licensure or certification process. By completing the internship stage, pre-service teachers can fulfill these requirements and become eligible for certification or licensure.

In summary, the main objectives of the actual internship or implementation stage in teacher training programmes are to provide practical experience, develop teaching skills, gain feedback and reflection, build professional networks, and prepare for licensure and certification.

15. POST INTERNSHIP STAGE

After completing the internship stage in a teacher training programme, pre-service teachers typically enter the post-internship stage. This stage involves the integration of the knowledge and skills gained during the internship into the overall teacher training programme.

During the post-internship stage, pre-service teachers reflect on their experiences, identify areas of strength and weakness, and develop strategies for further improvement. They may also engage in further coursework or training to deepen their understanding of specific teaching methodologies, subject areas, or instructional practices.

In addition, pre-service teachers in the post-internship stage may work closely with their mentor teachers or supervisors to receive feedback on their teaching practices, set professional goals, and develop a plan for continued growth and development. The post-internship stage is critical in preparing pre-service teachers for their future roles as professional educators. It provides them with the opportunity to consolidate and integrate their learning from the internship stage, reflect on their experiences, and refine their teaching practices to better meet the needs of their future students.

16. MEANING AND CONCEPT OF POST INTERNSHIP STAGE

The post-internship stage in teacher training programmes is the phase that follows the completion of the internship component. It is a crucial stage where interns reflect on their practical experiences, receive feedback, and evaluate their performance during the internship.

During the post-internship stage, interns typically participate in debriefing sessions with their mentor teachers and supervisors. These sessions aim to reflect on the intern's strengths and

weaknesses and provide constructive feedback on their teaching practices. Interns are also encouraged to self-evaluate their performance and identify areas for improvement.

The post-internship stage is also an opportunity for interns to apply what they have learned during their internship to future teaching practices. They can identify strategies and methods that have worked well and incorporate them into their teaching approach. Interns can also reflect on areas where they struggled and develop plans to address these challenges in their future teaching.

In summary, the post-internship stage in teacher training programmes is a critical phase that allows interns to reflect on their practical experiences, receive feedback, and evaluate their performance. It is a valuable opportunity to apply what they have learned and improve their teaching practices before entering the teaching profession.

17. IMPORTANCE OF POST-INTERNSHIP

The post-internship stage in teacher training programmes is crucial because it allows interns to reflect on their experiences during their internship, identify areas of strength and weakness, and further develop their teaching skills. Here are some reasons why the post-internship stage is important in teacher training programmes:

1. **Reflection:** The post-internship stage provides an opportunity for interns to reflect on their teaching experiences and identify areas where they excelled and areas where they need to improve. Reflection is a critical part of the learning process, and it enables interns to deepen their understanding of teaching and learning.

2. **Professional Development**: The post-internship stage is a time for interns to continue their professional development. It is an opportunity to build on the knowledge and skills they gained during their internship and to learn new teaching strategies and techniques.

3. **Feedback and Assessment**: During the post-internship stage, interns receive feedback and assessment from their mentors and supervisors. This feedback is critical to their professional growth and development, and it can help them identify areas where they need to improve.

4. **Career Planning:** The post-internship stage is also a time for interns to plan their teaching career. They can explore different teaching opportunities, evaluate their strengths and interests, and determine the next steps in their professional journey.

In summary, the post-internship stage in teacher training programmes is critical for interns' professional growth and development. It provides an opportunity for reflection, professional development, feedback and assessment, and career planning.

18. OBJECTIVES OF POST INTERNSHIP STAGE

The post-internship stage in teacher training programmes is a crucial phase in the professional development of pre-service teachers. The objectives of this stage include:

1. **Reflecting on the internship experience**: Pre-service teachers should reflect on their experiences during the internship, identify their strengths and weaknesses, and determine areas that require improvement.

2. **Consolidating theoretical knowledge**: Pre-service teachers should consolidate the theoretical knowledge gained during the coursework and reflect on how it applies to the practical experience gained during the internship.

3. **Developing a personal teaching philosophy**: Pre-service teachers should develop a personal teaching philosophy based on their experiences during the internship, their theoretical knowledge, and their beliefs about teaching and learning.

4. **Enhancing professional skills**: Pre-service teachers should continue to develop their professional skills, such as classroom management, lesson planning, assessment, and communication skills.

5**. Engaging in professional learning**: Pre-service teachers should engage in professional learning activities such as attending workshops, conferences, and online courses to keep up with current trends in education.

6. **Preparing for certification**: Pre-service teachers should prepare for certification exams and ensure they meet the requirements for teacher certification in their state or country.

In summary, the post-internship stage in teacher training programmes aims to help pre-service teachers reflect on their internship experiences, consolidate their theoretical knowledge, develop a personal teaching philosophy, enhance their professional skills, engage in professional learning, and prepare for certification.

EVALUATION OF POST INTERNSHIP STAGE

The post-internship stage in teacher training programmes is a crucial aspect of the training process. It involves evaluating the performance of the intern and assessing their progress and readiness for the teaching profession.

The evaluation process involves collecting feedback from various stakeholders, including the intern, the cooperating teacher, and the school administrators. The feedback is used to assess the intern's teaching skills, their ability to apply theoretical knowledge in a practical setting, their communication skills, and their ability to work effectively with students.

Based on the feedback received, the intern is provided with constructive feedback, which is used to identify areas of strength and areas that require improvement. The feedback also helps the intern to develop a plan for continued professional growth and development.

The post-internship stage also involves providing the intern with support and resources to help them transition from the training programme to the teaching profession. This may include mentoring, access to professional development opportunities, and assistance with job placement.

Overall, the post-internship stage is a critical component of teacher training programmes as it helps to ensure that interns are adequately prepared for the demands and challenges of the teaching profession. It also provides them with the support and resources they need to succeed in their teaching careers.

It is conclude that an internship in a teacher training programme is an opportunity for the intern to reflect on their learning experiences and professional growth throughout the programme. It is a time to evaluate the skills and knowledge acquired during the internship and

to identify areas that need improvement .The internship is typically marked by a presentation or report where the intern shares their experience, insights, and reflections on their teaching practice. The report usually outlines the key activities undertaken during the internship, the lessons learned, and the impact of the experience on the intern's professional growth.

Interns are also expected to receive feedback from their supervisors, mentors, and peers during the conclusion of the internship. The feedback helps the intern to identify areas for improvement and to consolidate the knowledge and skills acquired during the internship.

In summary, the conclusion of an internship in a teacher training programme is an important step in the professional development of aspiring teachers. It provides an opportunity to reflect on the learning experiences gained, identify areas for improvement, and consolidate the knowledge and skills acquired during the internship.

Lesson planning

Introduction

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal(what the students are supposed to learn), how the goal will be reached(the method, procedure) and a way of measuring how well the goal was reached (test, worksheets, homework etc.)

Why is lesson planning important? Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons. Lesson planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson.

Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long –term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

An effective lesson plan includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Quality questions are inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets.

Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience.

Need for the lesson plans

- ✔ Through lesson planning the subject is organized properly.
- ✔ It keeps the teacher free from the faults of thoughtless teaching.
- ✔ It makes the proper atmosphere for learning process.
- ✔ The teacher also gets a clear idea about when they should start evaluation and when they should proceed to the next lesson.
- ✔ Lesson plans helps in organized teaching and saves time.
- ✔ Lesson plans allow the teacher to apply appropriate strategy.
- ✔ Teacher will be more prepared and confident while teaching the lesson.

Characteristics of good lesson planning

Learning to plan is just like any other skill. It takes time and practice. At first lesson planning may seem like a time consuming process but by creating detailed lesson plans as a beginner teacher one is able to develop routines that can become more automatic over time.

1) Lesson planning should be in a written form.

2) In lesson planning, the general and important objectives should be clearly defined.

3) The lesson plan should relate to suitable teaching method and its use.

4) A continuity component reviews and reflects on content from the previous lesson.

5) Subject, time , class, average age of the students should be mentioned in the lesson plan.

6) Important examples should be included in lesson planning.

7) Inspirational or motivational methods should be experimented in lesson planning.

8) In lesson planning, the time for each topic should appropriately be pre determined.

9) In lesson planning, the techniques and supportive materials of education like charts, maps

and other audio-visual materials and its utilization should be written.

I have always realized that when you start teaching it is 90% planning and 10% management. But for an experienced teacher, it is 10% planning and 90% management. If, having developed a set of effective management skills and teaching routines, having experienced how to be

resourceful with very little, and above all having learned to trust your learners, you are ready to fly on your own. It's then that you will experience the (almost) unbearable lightness of teaching.

HERBARTIAN APPROACH OF TEACHING

While Herbart emphasized only four steps, i.e. clarity, association, system and method, his followers modified the four steps. Thus, the five steps are termed as Herbartian five steps of teaching.

Preparation/Introduction

Some questions are asked from the pupils in order to test their previous knowledge so that curiosity may arouse in them for learning of new knowledge. By testing their previous experiences pupils are prepared for acquiring new knowledge.

Statement of aim

Here, the topic becomes clear to the pupils and the teacher himself is supposed to write the topic on black- board in clear words.

Presentation

The lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn themselves by stimulating their mental activity. The teacher tries to receive most of the point from the pupils by questioning so that the new knowledge may get related to the previous knowledge.

Comparison and Association

In this, the facts, events and application taught are related mutually by comparison to enable the pupils to understand the taught material. The teacher establishes a relationship between two subjects and also between the facts and events of one subject and the facts and events of other subject. The compares them so that the new knowledge may get stabilized and clarified in the minds of the pupils.

Generalization

Herbart termed this step as 'system'. After explaining the main lesson, the pupils are provided with opportunities to think. They formulate such principles and rules which may be used in various situations of the future life.

Application

In Application it is observed whether the acquired knowledge may be applied to the new situations. The teacher verifies this by asking recapitulate question or by providing opportunities to apply the acquired knowledge in the new situations. This stabilizes the new knowledge and validity of the rules may also be proved.

HERBARTIAN LESSON PLAN MODEL

Date…….. Class…… Period……

Subject…… Topic…….. 1.General Objectives

These objectives are formulated by the teacher in his subject keeping in view the entering behaviors of the learners.

For example:

1. to develop the knowledge of grammar among the students.

2.Specific Objective These objectives are formulated on the basis of general objectives and considering the nature of the topic and level of students. These are specified in terms of knowledge, skill or appreciation. These objectives are written in behavioral terms.

For Example:

(i) Students will be able to recall the definition of noun.

(ii) Students will be able to enumerate the examples of noun.

3**.Introduction.**

Here, the teacher employs his insight and experiences for liking new knowledge with the previous knowledge of the students. The topic is not introduced directly but it is usually emitted by the students' responses by asking introductory questions.

4.Teaching Aids

Audio-visual aids are selected according to the proposed topic.

5.Previous knowledge

Students' previous knowledge is mentioned. For example: Students are familiar with figure of speech. They know that nouns are naming words.

6.Statement of Aim

The teacher gives his statement of teaching topic by incorporating the students' responses. For Example: "Today, we will study about the noun and its kinds."

7.Presentation

The teacher prepares the developing questions after introducing the topic. The question are arranged in logical sequence, i.e., from simple to complex, considering the structure of the topic.

8.Explanation

The teacher is supposed to explain the answers of the given developing question. As whole of the content-matter is in the question-answer form.

9. **Black board Summary**

The teacher has to prepare the black-board summary of his teaching point and explanations.

10.Review Questions

The purpose of these questions is to practice the students' learning and to evaluate their performance whether they have comprehended the teaching unit or not. These review questions are asked only after rubbing the black-board summary.

For example:

Q.1.What is the definition of Noun?

Q.2. Give some examples of Noun…..

11.Home assignments

At the end of the lesson plan, home assignment is given to the students on the same teaching unit. The purpose of home work is to practice, to organize and to study the topic for better understanding and retention.

Advantages

1.Organized Teaching Each step has been organized in a logical order which provides an opportunity to the fresh teacher to become aware of future mistakes. Originality is never affected and the teaching goes on in a very organized way.

2.Acquiring thoughts as apperception. Herbart believed that when the new thought related to the thoughts lying in unconscious mind of the pupils are presented, the thoughts of unconscious mind come to the conscious mind, establish relationship with the new thought and again go to the unconscious mind. Herbart termed this material process of acquiring thoughts as apperception.

3.Use of Inductive and Deductive Methods While presenting the new knowledge, help of various examples is sought through generalization and rules are derived. It is an inductive method. In the step application, these rules are to be executed, this is a deductive method. Thus, both indicative and deductive methods are used in this five steps approach.

4. Recapitulation Such question is asked while recapitulating which, on answering, result in the learning and application of the acquired knowledge in new situations.

5. Correlation Possible Herbart considered entire knowledge as a single unit. The knowledge of the pupils is acquired in a single unit. This allows to establishing a correlation between previous and new knowledge and between all subjects of the curriculum.

Disadvantages

1.Mechanical Method of Teaching The use of these steps takes away the freedom of the teacher as he cannot incorporate his independent thought in any step. This reduces his originality. Hence, Herbartian approach is a mechanical method of teaching.

2.No Place for Individual Differences While using Herbartian approach. Similar questions are asked to the entire. This overlooks individual differences.

3.Useful in Knowledge Lesson only Herbartian approach is useful in the knowledge lesson only, not in appreciation and skill lessons.

4.Teacher More Active In Herbartian approach, the teacher has to be more active. It is more desirable if the pupils remain more active than the teachers. As this teaching method is not activity-centered, pupils don't get any motivation for learning.

5.No need of Generalization Generalization is not needed while teaching language, geography, history, music and arts etc. Thus, all the five steps are not needed while teaching.

6.Uninteresting This approach stresses upon the teaching of all the subjects of curriculum in a similar sequence overlooking the interests, attitudes, abilities, and capacities of the pupils according to their mental development. The entire teaching becomes monotonous. The pupil does not show any interest in acquiring new knowledge. Thus, Herbart"s teaching method is not interesting

7.Difficulty of Correlation. Considering the knowledge as a complete unit, Herbart emphasized correlation between different subjects for the unity in the mental life of the pupils, but following these five steps teachers impart the knowledge of different subjects to the pupils differently.

They seek to establish a correlation between various subjects in order to bring integration in the mental life of the pupils which is essentially difficult, if not impossible.

So, in nutshell it can be concluded that Herbartain Five-Step Approach, is an impressive and psychological teaching method. It includes both inductive and deductive methods. A correlation among all the subjects of the curriculum is possible by its use. There is a provision of recapitulation in the step under application.

However, some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson. Herbart's method is mechanical. There is no place for individual differences. It does not motivate the pupils to learn by doing. The correlation between the different subjects is essentially difficult. Glower points out that in Herbartian approach, emphasis is laid on teaching only instead of learning. This reduces the freedom of the teacher. Pupils also become passive. Neither is their character formed nor do they reach their desired goals. However, the pupil-teachers should follow this approach with necessary changes keeping its merits in view.

Prerequisite of Lesson Planning

When should we plan a lesson? Avoid planning lessons several days or weeks ahead of time because a teacher will not be aware of the students' needs or what problems they might be faced with at that particular time. It is best to plan lessons daily and bring them into class because as the lesson is progressing (as students are interacting with their teacher and with the language they are studying) things evolve and develop, depending on what has happened and what is happening moment to moment, and this way the teacher has a better and more accurate

understanding of what students need to focus on in future lessons. Why should we plan a lesson? Lesson planning is essential because:

- ✔ It helps the teacher conduct his/her lesson in an orderly fashion and it allowsstudents to know what they are going to be learning and how it fits into the course syllabus. Students also feel that the lessons are sequenced properly.
- ✔ Having a good lesson plan will also increase confidence in the teacher; on the other hand, not having a plan will result in complete failure for both teacher and students. In addition, a detailed plan clearly demonstrates that the teacher has taken the time, as well as, put in the thought and effort into making the lesson.
- ✔ Teachers who do not produce a lesson plan are often lazy, or feel that they can create a lesson (known as jungle path lessons) based on what is happening in the room at that moment.
- ✔ This can sometimes work, but to continue to never have a lesson plan proves to be ineffective, besides, your students will become frustrated and feel a sense of negligence or carelessness on the teacher's part as well as not getting their money's worth.
- ✔ Planning detailed lessons will avoid problems in class. This will give the teacher confidence that they have done their best to plan for any eventuality, or at least minimize some problems.

It is important to note that lesson planning is a thinking process, not the filling in of a lesson plan template. Lesson plan envisaged a blue print, guide map for action, a comprehensive chart of classroom teaching learning activities. A systematic approach for the teaching of concepts, skills and attitudes. Needs, capabilities and interest of the learner should be considered. 2) Prepared on

the sound psychological knowledge of the learner. 3) Provide a new learning experience; systematic but flexible. 4) Related to social and physical environment of the learner.

5) Setting objectives

The first thing a teacher does is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. Harry Wong states that " Each (objective) must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a 'verb', because verb states how to demonstrate if accomplishment has taken place or not." The objective drives the whole lesson, it is the reason the lesson exist. Care should be taken when creating the objective for each day's lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students.

6) Selecting lesson plan material

A lesson plan must correlate with the text book the class uses.

7**) Lesson planning and tools**

Making use of technology is an absolute best way of meeting the target of lesson plan. Teacher can use various technology like Projectors, Computer, Internet, etc. to give that interesting learning atmosphere to the students.

Strategies for effective lesson planning

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the

learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- ✔ Objectives for student learning Teaching/learning activities Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished

Steps for Preparing a Lesson Plan

Below are six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

1. **Outline learning objectives**

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

- ✔ What is the topic of the lesson? What do I want students to learn?
- ✔ What do I want them to understand and be able to do at the end of class?
- ✔ What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?

- Why are they important?
- If I ran out of time, which ones could not be omitted?
- And conversely, which ones could I skip if pressed for time?

(2) Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their

preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

How will I check whether students know anything about the topic or have any preconceived notions about it?

- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

(3) Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

4) Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about

specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. You can also ask yourself these questions:

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

(5) Develop a conclusion and a preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about…"), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

(6) Create a realistic timeline

How easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

Estimate how much time each of the activities will take, then plan some extra time for each When you prepare your lesson plan, next to each activity indicate how much time you expect it will take Plan a few minutes at the end of class to answer any remaining questions and to sum up key points Plan an extra activity or discussion question in case you have time left Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your

presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member.

Conclusion

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

Preparation of lesson planning

Following points should be kept in mind while preparing a lesson plan

: 1) Lesson number

2) Date

3) Time

4) Class

5) Subject

6) Average age of children

7) Topic of the lesson

8) Aims of the lesson

a) Specific aim

b) General aim

9) Material aids

10) Previous knowledge

11) Introduction

12) Statement of the aim

13) Presentation

14) Comprehensive question

15) Black-board summary

16) Application or Recapitulation

17) Home-work

Topic of the lesson

For effective teaching the reading material is divided into various topics. If a topic is small in size, then it works as a lesson for the day. But if it is lengthy, then it is divided into sub topics, according to our ideas and accordingly each heading is also determined.

Aims of the lesson

Before lesson is taught, it is necessary to decide its aim or objectives. Every lesson has following two types of aims:

a) General aims: By general aims we mean aims related to the subject. In these aims, no change is made as they are definite and have direct relation with the full subject.

b) Specific aims: Those aims which are not related to the full subject, instead, they are related toa part of the lesson and with a particular context. These are changed in accordance with the changes in lesson and context.

Material aids

In order to make the teaching successful, effective and interesting, a teacher uses material aids or devices and techniques. The time and manner of which should be included in the lesson plan.

Previous knowledge

Previous knowledge is the knowledge, which the students already possess before teaching them a new lesson. In previous knowledge not only the previous reading material, but all the experiences of the child, which he has achieved till now is included. By taking into consideration

the previous knowledge, this will also be kept in mind, but previous knowledge of the students should be in accordance to the selected lesson.

Introduction

Before starting a new lesson, a teacher should prepare his students to acquire new knowledge. Here a question arises, how can a teacher may ask 3 or 4 questions based on the students' previous knowledge, in order to inculcate interest, enthusiasm and curiosity among his students for accepting the new lesson. In order to make the student accept and adopt a new lesson, following methods can be used:

a) Asking questions based on the lesson b) Narrating a story c) Showing a picture d) Explaining the subject e) Narrating poems g) Presenting any example or incident etc.

Statement of aim

After completing the introduction of the lesson, students get a picture of the objectives of that lesson. After giving the introduction, teacher should tell the specific aims. While students are acquainted with the specific aims of lesson, enthusiasm is generated among them. Secondly, they choose the correct way for the study of the lesson. Their attention is centralized towards the reading subject and the teacher will feel comfortable while teaching.

Presentation

After statement of aim, when the attention of both, the teacher and the students are centralized towards the lesson, the teacher should use the principle of selection and division. For the development of the units, a teacher is required to use various educational techniques like questions, examples, explanation, narration and exhibition.

Comprehensive questions

Comprehensive questions are those questions, which are asked by the teacher from his students after teaching every unit of the lesson, in order to ascertain, whether the children have properly understood the lesson or not. Comprehensive questions are usually of two types – first related to the teaching matter and second related to the language.

Black – board summary

The black board summary should always be formed with the help of students, but not much time should be devoted to this purpose. Black –board summary consists of important sentences which should be small, clear, relevant and written in a serial form so that students can adopt lesson matter easily and comfortably.

Recapitulation

Recapitulation exercise should be done so that whatever has been taught to the students till now, can be retain in their brains. The teacher comes to know about the success or failure in achieving his aim.

Home – work

Home assignment should be given to the students related to that lesson.

DEVELOPMENT OF LESSON PLAN ON PHYSICS SELECTED TOPIC

Lesson plan : Friction

Grade Level: VII standard

Subject: Science

Sub-unit: Friction

Lesson Summary:

Entry Behaviour

Instructional objectives:

Sr.No	Objectives
Cognitive	Students will be able to-
	Understand concept of Friction
	Understand need and importance of Friction
	List types of Friction
	Cite examples of various Friction
	Differentiate among various types of Friction
	Value friction in daily life
	Apply this knowledge in their daily life
Social	Students will be able to-
	Know how to work cooperatively in group
	Develop skill of listening
	Learn art of sharing

	Communicate with each other
	Learn skill of leadership

Instructional materials:

1. Chalk board, chalk, Duster, pointer and charts.
2. Unit wise content in the hard copies(group member)

Group size:- 8 students will constitute one group.80 students of t primary school-1 Adarsh vidyalay Yarmus Raichur constitute 5 groups with 40 students and similarly 2. Shree Chaitanya techno school constitutes 5 groups with 40 . Thus, there are total 10 groups including both primary schools of Raichur city.

Room_arrangement:-To create cooperative environment room arrangement will be changed according to need. Furniture will be arranged in such a way so that group members can communicate with each other directly. Round table arrangement will be followed. It will be ensured by the investigator that classroom should be calm and with proper facility of light and air.

Assignment of students to groups:-high, low creative problem solving ability and high and low anxiety students 8 groups (4 or 3 groups of high creative problem solving ability and one or two groups of low creative problem solving ability students).

Assigning the task: The whole task will be divided in five parts by the investigator and each group will be provided one sub unit. Thus groups will receive task in form of pre planned content which will be prepared by the investigator herself.

Criteria for assessing essential elements in the plan: This lesson plan is based on cooperative learning Positive interdependence is very important aspect in any jigsaw lesson plan. In this lesson plan proper provision is made to ensure positive interdependence in group.

1. **Goal interdependence**-The group has a common goal and every member of the team is expected to achieve it. All group members have to attain proficiency over allotted sub unit of topic ‘Friction’.
2. 2. **Instructional Objectives:**

At the end of instructions, students will be able to

- Give illustrations of friction in day-to-day life.
- Explain the cause for friction.
- Define the term friction and its types.
- Measure the frictional force.
- Make a list of various factors affecting the friction.
- Compare the magnitudes of different types of friction.
- Classify the effects of friction.
- Reason out the need for friction.
- Distinguish between advantages and disadvantages of friction.
- differentiate the methods of increasing and decreasing the friction

3. **Instructional Material to be Used:**

1) . Chalk-board, Chalk, Duster, Pointer.
2) . A chart showing the 'Friction.

4**. Previous Knowledge Testing:**

Teachers' Activity	Students Activity
You might have seen that a moving ball slows down and stops after travelling some distance. Why is the sharp tip of a pencil become blunt while writing? Why your bicycle slows down when brakes are applied? When you strike a matchstick against the smooth surface of an old match box it will not light up. Why? Why is it difficult to write on a smooth and slippery black board?	respond Respond Respond Respond Unsatisfied answer

5. **Announcement of the Topic:**

After getting unsatisfactory response of the last question from the students teacher will announce that dear students it is called as the ‘Friction and today we will learn about ‘Friction and its related concepts.

6. Presentation:

Teacher will break the topic, concept, and theme into parts e.g. four subunits named as I, II, III and IV. Teacher will distribute a set of subunits content to each group of students in the home group and move them to expert groups. Assign each group a piece of the content and ask them to develop an expertise in that piece. Then teacher will send individual ‘experts’ into mixed groups (i.e. ones from different expertise) and there they will share their expertise.

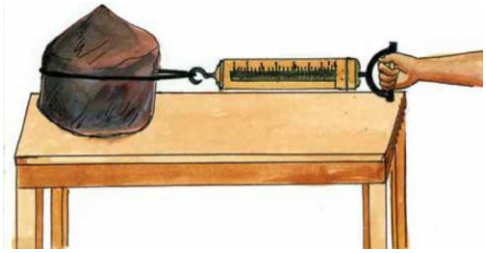
UNIT PLAN FOR EXPERT GROUP-1

Teaching Points	Teachers activity	Students Activity

Concept of friction	Teachers will develop the concept of Friction by interacting with students as follow How much friction is there when you rub your hands together? Why your bicycle slows down when brakes are applied? When you strike a matchstick against the smooth surface of an old match box it will not light up. Why Teacher will move in class and carefully Observe students' activities. Teacher will motivate, stimulate and interfere if there would be any trouble a rise. And for eliciting more concept of friction teacher will asks few question 1. Was baseball different in the world without friction? 2. Which provided the	Students will read the content/material provided by teacher and try to get expertise over the content Prescribed (subunit-1). Content will be in printed form, so that students in respective expert groups read and learn repeatedly. That is given below: Students will rub their hands together three ways: a. with just their bare hands b. with gloves on c. with lotion on their hands Students try to responds After through discussion activities Students will come concluded as friction is a body sliding over the surface of the other slows down. We know that force make the bodies to move or stop the moving bodies. Friction is such a force which tends to slow down or stop the moving bodies. Frictional force always acts in the direction opposite to motion. A moving ball slows down because of the friction between the surfaces of the ball and the ground. Pencil becomes blunt because of friction between its tip and the surface of the paper. Friction between the brakes and the wheel stops the vehicle. Match stick do not light up due to lack of friction with the worn match box. .1.Was baseball different in the world without friction? 2.Which provided the most friction: the lotion, the gloves, or just your hands rubbing against one another? 3Can you think of something we could have put on your hands to reduce the friction even more? Students note down their answer in notebook

UNIT PLAN FOR EXPERT GROUP-1I

Teaching Points	Teachers activity	Students Activity

How is Friction Caused Measuring Frictional force:	Teachers will discuss about the causes of Friction by interacting with students. Teacher will move in class and carefully observe students' activities . Teacher will move in class and carefully observe students' activities Teacher will motivate, stimulate and interfere if there would be any trouble arise. Teacher will try to resolve problems	Students will read the content/material provided by teacher and try to get expertise over the content prescribed. As, A frictionless surface is only an imagination. All surfaces experience friction as they rub across each other. However smooth any two surfaces may be, on observing through a microscope you will see the irregularities on their surfaces. So when two bodies are placed upon one another the irregularities of the surfaces interlock. When a force is applied on a body sliding over another, its interlocked irregularities collide each other. Mutual forces between them oppose their sliding. Activity:  Students will involve in doing activity with themselves as Keep a stone on a table and tie a thread around it. Pull the stone using a spring balance as shown in the figure. Observe that the stone initially does not move. However when the applied force is gradually increased for a moment it just begins to slide. Students will note down the reading in their notebook This gives the force of friction which opposes the applied force. Sectional evaluation: **1.** Find the given objects frictional force

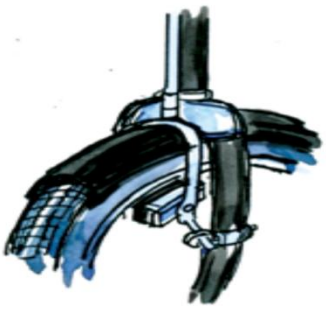
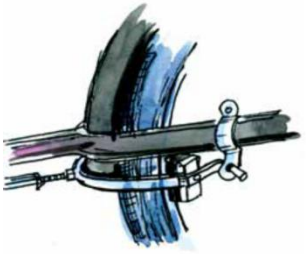
UNIT PLAN FOR EXPERT GROUP-1II

Teaching Points	Teachers activity	Students Activity

Factors affecting friction	Teachers will carry few activities about the factors affecting Friction by interacting with students and Teacher will move in class and carefully observe students' activities . Teacher will motivate, stimulate and interfere if there would be any trouble arise. Teacher will	Students will read the content/material provided by teacher and try to get expertise over the content prescribed. Takes an empty box, tie a string around it and pull the box slowly on a smooth surface of a floor. Do we feel any friction?  Try pulling the same box on the different surfaces over the floor, such as a thick sheet of cloth, a sheet of coir mat, a sheet of rubber, a sheet of greasy paper and finally on a sand bed. What change do we observe in the magnitude of friction? Students discus with one more examples as showing the pictures below  In this section, we are going to discuss some point relating to factors affects on friction and student will conclude as • Frictional force is caused due to inter molecular interactions between the bodies. • Frictional force always opposes relative motion. • Frictional force

UNIT PLAN FOR EXPERT GROUP-1V

Teaching Points	Teachers activity	Students Activity

Effects of Friction: Friction Opposes motion Friction produces heat	Teachers will carry few activities about the factors affecting Friction by interacting with students and Teacher will move in class and carefully observe students' activities . Teacher will motivate, stimulate and interfere if there would be any trouble arise. Teacher will try to resolve problems Teacher will motivate, stimulate and interfere if there would be any trouble arise	Students will read the content/material provided by teacher and try to get expertise over the content prescribed. When force is applied on a body to move over the other body, the irregularities of the surfaces interlock. Frictional force created due to this cause always acts in the opposite direction of the applied force. Therefore Friction always opposes the motion of the body and tries to stop it Example: Bicycle braking system works on the basis of this effect of friction.   In this section, we are going to discuss and conclude as Friction Opposes motion Again As per the teachers guidance students will take an iron nail; rub it on a rough stone surface. What do you observe? The nail becomes hot because of the friction. It is for the same reason that your palms get warm when

Evaluation in home groups

1. Name the two important factors which affect friction?
2. Make a list of the effects of friction.
3. Why is friction called a necessary evil?
4. State two advantages of friction.
6. State two disadvantages of friction

Practice/ home work:

1. Name at least three activities where friction is necessary?
2. What ways can you think of to reduce friction? Name at least three.
3. State two disadvantages of friction

LESSON PLAN

Topic: Exponents and its laws

Class: VIIth Standard

Collaborative learning approach: JIGSAW

The teacher will do part of the lab with students and explain structure of jigsaw method to them. The students within 'Home group' and 'Expert group' are then responsible for making sure everyone in the group understand the lab, the concepts, how to solve problems and answer-discussion questions. When the jigsaw procedure completed once, each group is evaluated on the products of the lab activity. Individuals are evaluated on their independent formative tests following the lab activities. After scores are tallies and bonus points figured, thegroups with a highest score will receive awards.

1. Entry Behaviour:

It is assumed that students are familiar with concept in which a **number** can be represent in terms of **factors** and **powers** but they cannot write rational numbers in **exponential form**, cannot follow the same rules and procedures as known for **integers** and cannot apply the laws of **exponents.**

2. Instructional Objectives:

At the end of instructions, students will be able to

• justify the need of **exponents and powers recognize the base and exponent if a number expressed in exponential form.**

• express a **number in exponential form**.

• recognize the base and exponent.

• write a **number as a product of powers of prime factors.**

• recall **different laws of exponents**.

• use **the laws of exponents.**

• simplify and write the answer in **exponential form.**

3. Instructional Material to be Used:
1) . Chalk-board, Chalk, Duster, Pointer.
2) . A chart showing the 'Laws of Exponents'.

4. Previous Knowledge Testing:

Teachers' Activity	Students Activity
1. Write 243 into factors.	7 *7*7
2. Write 7x7x7 in terms of powers.	7^3
3. What do we get if 4x4 is multiplied by 7x7?	$4^2 * 7^2$
4. In $(3/5)^2$, what do we call power '2' in mathematical language and also (3/5) ?	Unsatisfactory response

5. Announcement of the Topic:

After getting unsatisfactory response of the last question from the students teacher will announce that dear students it is called as the 'base' and the 'exponent' and today we will learn about 'Exponents and its laws'.

6. Presentation:

Teacher will break the topic, concept, and theme into parts e.g. four subunits named as I, II, III and IV. Teacher will distribute a set of subunits content to each group of students in the home group and move them to expert groups. Assign each group a piece of the content and ask them to develop an expertise in that piece. Then teacher will send individual 'experts' into mixed groups (i.e. ones from different expertise) and there they will share their expertise.

UNIT PLAN FOR EXPERT GROUP-1

Teaching Points	Teachers activity	Students Activity

Base and exponent Reciprocal Base and Exponent Notation of Rational number in exponential form	Teacher will move in class and carefully Observe students' activities. Teacher will motivate, stimulate and interfere if there would be any trouble a rise. Teacher will try to resolve problems**.**	Students will read the content/material provided by teacher and try to get expertise over the content Prescribed (subunit-1). Content will be in printed form, so that students in respective expert groups read and learn repeatedly. That is given below: We know that 5x5x5can be written as 5^3. This form of notation is known as exponential notation. 5 is called the base and 3 the exponent and 5 is read as 5 raised to the power 3. Similarly, (-5) means (-5) x (-5) x (-5) and is read as -5 raised to the power 3. Now, we will extend this theory for rational numbers. Rational numbers can be written in exponential form and follow the same rules and procedure as known for integers Suppose, we have to find the value of $(5/7)^3$ and $(-3/5)^4$ We can write these as $(5/7)^3 = 5/7X5/X5/7=5^3/7^3 =125/343$ and, $(-3/5)^4 = -3/5X-3/5X-3/5X-3/5 =81/625$ From the two example it is cleared that, if p/q is a rational number and k is positive integer, then $[p/q]^k =p^k /q^k$ Lets make it more clear with example Q1 Evaluate $(2/5)^3$ Student will try to solve the problem in their note books and discuss also with other members. $(2/5)^3 =2/5X2/5X2/5 =8/125$ Sectional evaluation: 1). In (3/4), the base is _____and the exponent is_____

UNIT PLAN FOR EXPERT GROUP-1I

Teaching Points	Teachers activity	Students Activity

Base and exponent Reciprocal of a number in exponential form Teacher	Teacher will move in class and carefully observe students' activities . Teacher will motivate, stimulate and interfere if there would be any trouble arise. Teacher will try to resolve problems	Students will read the content/material provided by teacher and try to get expertise over the content prescribed. As, we know that 4x4x4 can be written as 4^3. This form of notation is known as exponential notation.4 is called the **base** and 3 the **exponent** and 4^3 is. read as 4 raised to the power 3. Similarly, $(-4)^3$ means (-4) x (-4) x (-4) and is read as -4 raised to the power 3. Now, we will extend this theory for rational numbers. Rational numbers can be written in exponential form and follow the same rules and procedure as known for integers. We know that reciprocal of a number p/q is q/p , similarly the reciprocal of $(p/q)^k$ is $(q/p)^k$, where k is positive integer For example, Reciprocal of $(1/5)^3 = (5/1)^3 = 5^3/1^3 = (5)^3$ And Reciprocal of $(-7)^2 = (1/-7)^2 = (-1/7)^3$ Simplifying $(-7)^2$ = (-7) X (-7)= 49 and $(-1/7)^2$ =(-1/7) X (-1/7) =1/49 This verifies the same law. Students will try to solve questions in their notebooks and discuss with their group-mates. **Sectional evaluation:** **2.** Find the reciprocal of (a) $(1/7)^5$ (b) $(-5)^3$ 2. Write in exponential form (-1/5) X(-1/5) X(-1/5). 3, Simplifying $(4/9)^2$ X (2/9)

UNIT PLAN FOR EXPERT GROUP-1II

Teaching Points	Teachers activity	Students Activity

Exponential notation Base and exponents Laws of exponents $(p/q)^m$ X $(p/q)^n$ = $(p/q)^{m+n}$	Teacher will move in class and carefully observe students' activities . Teacher will motivate, stimulate and interfere if there would be any trouble arise. Teacher will try to resolve problems	Students will read the content/material provided by teacher and try to get expertise over the content prescribed. As, we know that 4x4x4 can be written as 4^3. This form of notation is known as exponential notation.4 is called the **base** and 3 the **exponent** and 4^3 is. read as 4 raised to the power 3. Similarly, $(-4)^3$ means (-4) x (-4) x (-4) and is read as -4 raised to the power 3. Now, we will extend this theory for rational numbers Rational numbers can be written in exponential form and follow the same rules and procedure as known for integers. In this section, we are going to discuss some rules for evaluating exponential expressions. Consider,. 3^6 X 3^2 =(3 X 3 x3 X 3 X 3 X 3X 3) X (3 X 3) =3^{6+2} Again $(-5)^5$ X $(-5)^3$ =((-5) X (-5) X (-5) x (-5) x (-5)) X (-5) X (-5) X (-5)) = $(-5)^{5+3}$= $(-5)^8$ Now $(4/5)^4$ X $(4/5)^3$ = {(4/5) X (4/5) X (4/5)X (4/5)} X { (4/5) X (4/5) X (4/5) } =$(4/5)^{4+3}$ =$(4/5)^7$ Again, $(-1/5)^4$ X $(-1/5)^2$ ={(-1/5) X (-1/5) X (-1/5) } X { (-1/5) X (-1/5) } = $(-1/5)^{4+2}$= $(-1/5)^6$ From the above examples, we can say that if p /q is any rational number and m and n are two positive integers, then $(p/q)^m$ X $(p/q)^n$ = $(p/q)^{m+n}$ To learn more, evaluate and simplify form $(1/7)^5$ X $(1/7)^3$ =$(1/7)^{5+3}$ =$(1/7)^8$ and **(**-2/7)^5 X $(-2/7)^2$ = $(-2/7)^{5+2}$ =$(-2/7)^7$ Students will try to solve questions in their notebooks and discuss with their group-mates. **Sectional evaluation:** Evaluate and express in exponential form

UNIT PLAN FOR EXPERT GROUP-1V

Teaching Points	Teachers activity	Students Activity

Exponential notation Base and exponents Laws of exponents $(p/q)^m / (p/q)^n$ $(p/q)^{m-n}$	Teacher will move in class and carefully observe students' activities . Teacher will motivate, stimulate and interfere if there would be any trouble arise. Teacher will try to resolve problems	Students will read the content/material provided by teacher and try to get expertise over the content prescribed. As, we know that 4x4x4 can be written as 4^3. This form of notation is known as exponential notation.4 is called the **base** and 3 the **exponent** and 4^3 is. read as 4 raised to the power 3. Similarly, $(-4)^3$ means (-4) x (-4) x (-4) and is read as -4 raised to the power 3. Now, we will extend this theory for rational numbers. Rational numbers can be written in exponential form and follow the same rules and procedure as known for integers. In this section, we are going to discuss some rules for evaluating exponential expressions. Consider, $3^6/3^2 = 3 \text{ X } 3 \text{ x} 3 \text{ X } 3 \text{ X } 3 \text{ X } 3 \text{X } 3/3 \text{ X } 3 = 3^{6-2}$ Again $(-5)^5/(-5)^3 = (-5) \text{ X } (-5) \text{ X } (-5) \text{ x } (-5) \text{ x } (-5)/(-5) \text{ X } (-5) \text{ X } (-5) =$ $(-5)^{5-3} = (-5)^2$ Now $\frac{(4/5)^4}{(4/5)^3} = \frac{(4/5 \text{ X } 4/5 \text{ X } 4/5 \text{ x } 4/5}{4/5 \text{ X } 4/5 \text{ X } 4/5} = (4/5)^{4-3}$ Again, $\frac{(-1/5)^4}{(-1/5)^2} = \frac{-1/5 \text{ X } -1/5 \text{ X } -1/5 \text{ x } -1/5}{-1/5 \text{ X } -1/5} = (-1/5)^{4-2}$ From the above examples, we can say that if p /q is any two rational number and m and n are two positive integers, then $(p/q)^m / (p/q)^n = (p/q)^{m-n}$ To learn more, evaluate and express in exponential Form

Evaluation in home groups

1. $p/q)^m$ X $(p/q)^n = (p/q)$
2. $(p/q)^m / (p/q)^n = (p/q)$
3. $(-4/7)^3 / (-4/7)^7 = ?$
4. Reciprocal of $3^7 = ?$

Practice/ home work:

1. Write laws of exponents.
2. Simplify and express the result as a rational number

a. $(2/5)^3$ X $(2/5)^5$
b. $(-3/5)^3 / (-3/5)^7$

Simplify and express in exponential form

1. $$\frac{(1/7)^5}{(1/7)^3} =$$
2. $(8/7)^{3/2}$ X $(8/7)^{4/3}$

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Ref. No:-SMRS/M.Ed/2021/ Date:_____

To,

The Principal
Navodaya Public School
Raichur

Subject: Permission for Internship/Immersion/Research activities for M.Ed students-Reg.

Respected Sir/Madam,

The above mentioned subject is the part of M.Ed academic course work which is prescribed by the Department of Education Gulbarga University, Kalaburagi. Our student named Shri/Kum/Smt. Basavaprabhu. Angadi Semester: III Year: 2023 would like to obtain internship/research work for two weeks under your esteemed institution. As a principal I request you to give an opportunity to our student to conduct his/her activities in your institution under your supervision. After successful completion of internship/research activities, please certify his completion of work by providing letter from your institution. It is mandatory for students.

Thanking you

Permitted.

I/c. Principal
HEAD MISTRESS
Navodaya Public School
Raichur

Principal
PRINCIPAL
Sri Murugha Rajendra Swamiji
B.Ed. and M.Ed. College,
Kusnoor Road, Kalaburagi-585106

Navodaya Education Trust (R)

NAVODAYA PUBLIC SCHOOL

NAVODAYA PUBLIC SCHOOL

Manik Prabhu Temple Road, RAICHUR-584 103. Ph. : 08532-240432

Date.....

INTERNSHIP COMPLETION CERTIFICATE

This is certifying that Shri/Kum/Smt. BASAVAPRABHU ANGADI has successfully completed his/her Internship/Immersion/Research activities in the institution/School/College Navodaya Public School, Raicur. He has attended from 21-01-2023 to 08-02-2023 for two week programme for his/her assigned work. He/She has worked regularly and completed he/her work within period. He/her work was satisfied and systematical.

P/C. Gasti

HEAD MISTRESS
Navodaya Public School
Raichur