

PRAGYA COLLEGE
OF
EDUCATION

M.ED 2020-2022

Internship
Programme
Course V - Group A
REPORT ON SCHOOL

INTERNSHIP (28 DAYS)

SEMESTER - III

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Introduction

A lesson plan is a teacher's detailed description of the course of instruction for a lesson.

A daily lesson plan is developed by a teacher to guide class learning.

Details will vary depending on the preference of the teacher, subjects being covered.

There may be requirements mandated by the school system regarding the plan.

A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal, how the goal will be reached and a way of measuring how well the goal was reached.

Development

While there are among many formats of a lesson plan, most lesson plans contain some all of these elements, typically in this order :

Title of the lesson

Time required to complete the lesson.

List of required material.

List of objectives, which may be behavioural objectives.

The set that focuses students on the lesson's skills or concept - these include showing pictures or models, asking leading questions, or reviewing previous lessons.

An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and where appropriate guided practice by students to consolidate new skills and ideas.

Independent practice that allows students to extend skills or knowledge on their own.

A summary where the teacher wraps up the discussion and answers questions.

An evaluation component, a test for mastery of the instructed skills or concepts such as set of questions to answer or a set of instructions to follow.

A risk of assessment where the lesson's risks and the steps taken to minimize them are documented.

An analysis component the teacher uses to reflect on the lesson itself - such as what worked and what needs improving.

LESSON PLAN PHASES

According to Geni Cunningham, there are eight lesson plan phases that are designed to provide "many opportunities for teachers to recognize and correct students' misconceptions while extending understanding for future lessons."

These phases are :-

- Introduction
- Foundation
- Brain Activation
- Body of New Information
- Clarification
- Practice and Review
- Independent Practice Closure

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HERBARTIAN APPROACH

JOHN FEDRICK HERBERT
(1776 - 1841)

1. PREPARATION - / INSTRUCTION -

It pertains to preparing and motivating children to the lesson plans' content by linking it to the previous knowledge of the student, by arousing curiosity of the children and by making an appeal to their senses. This prepares the child's mind to receive new knowledge. "To know where the pupils are and where they should try to be are the essentials of good teaching."

Lessons may be started in the following manner:

a. Two or three interesting but relevant questions.

b. Showing a picture/s, a chart or a model.

c. A situation statement of Aim:

Announcement of the focus of the lesson in a clear, concise statement such as "Today, we shall study the....."

2. PRESENTATION / DEVELOPMENT

The actual lesson commences here. This step should involve a good deal of activities on the part of the students. The teacher will take the aid of various devices. eg - questions, illustrations, explanation, expositions, demonstration and sensory aid, etc.

Information and knowledge can be given, explained, revealed or suggested.

The following principles should be kept in mind.

a. Principles of selection and division -
This subject matter should be dividing into different sources / sections.

b. Principle of successive sequence -
The teacher should ensure that the succeeding as well as preceding knowledge is clear to the students.

c. Principle of absorption and integration -
In the end separation of the parts must be followed by their combination.

3. ASSOCIATION COMPARISON -

It is always desirable that new ideas or knowledge be associated to daily life situations by citing suitable examples and by drawing comparisons with the related concepts. This step is important when we are establishing principles or generalizing definitions.

4. GENERALIZATION -

This concept is concerned with the systematizing of the knowledge learned. Comparison and contrast lead to generalization. An effort should be made to ensure that students draw the conclusion themselves. It should result in students own thinking, reflection and experience.

5. APPLICATION -

It requires a good deal of mental activity to think and apply the principles learn to new situations knowledge, when it is put to use and verify, becomes clear and a part of the students mental make up.

RECAPITULATION -

Last step of lesson plan, the teacher tries to ascertain whether the students have understood or grasped

the subject matter or not. This is ~~not~~ used for assessing the effectiveness of the lesson by asking students questions on the contents of the lesson or by giving short objectives to test the students level of understanding.

Eg - To label different parts of a diagram.

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