



# RAHUL COLLEGE OF EDUCATION

UGC Recognition under sec 2(f) of the UGC Act 1956 | N.C.T.E. Reg. No. WRC/S-6/89/2006 Dtd. 27/09/2006 Code No. APW03437/123403 Affiliated To University of Mumbai  
AFF/RECOG.1/1249 of 2007 Dtd. 28 Feb. 2007 | NAAC Accredited with Grade "B++" (1st Cycle) | College Code : "67" | Hindi Linguistic Minority Institution



Date: 09-06-2025

## NOTICE

**Subject: Experiential Lesson Plan Session for Semester II Internship**

All Second Semester B.Ed. students are hereby informed that a **special session on "Experiential Lesson Planning"** has been scheduled as part of the Internship Preparation Program.

**Date:** 14th June 2025

**Time:** 9.30 am

**Resource Person:** Dr. Frances Vaidya, Principal

This session, led by our esteemed Principal Dr. Frances Vaidya, aims to equip student-teachers with essential practical skills and creative strategies for designing and delivering engaging lessons during their upcoming school internship. Attendance is **compulsory** for all students.

Principal

Dr. Frances Vaidya

Rahul College of Education

**PRINCIPAL**  
RAHUL COLLEGE OF EDUCATION  
Shree L. R. Tiwari Educational Campus  
Mira Road (E)



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## Report on the Experiential Lesson Plan Session

Date: 14th June 2025

Conducted By: Dr. Frances Vaidya, Principal

### Introduction

In preparation for the upcoming Semester 2 Internship, Rahul College of Education organized a comprehensive session on "Experiential Lesson Planning" on 14th June 2025. The session was conducted by the respected Principal, Dr. Frances Vaidya, with the aim of equipping students with practical skills and creative strategies to deliver engaging lessons during their school internships.

### Objectives

- To introduce the concept and importance of experiential learning in lesson planning.
- To enable students to design lesson plans that integrate real-life experiences and student-centered activities.
- To encourage the use of constructivist teaching methods that promote active learning.
- To provide hands-on guidance on incorporating teaching aids, storytelling, role-play, simulations, and field-based activities.
- To build students' confidence in planning and delivering interactive lessons during their internship.

### Session Highlights

- **Opening Remarks:**  
Dr. Frances Vaidya began the session by highlighting the importance of moving beyond traditional chalk-and-talk methods. She stressed that today's classrooms demand innovative, experiential, and learner-driven approaches.
- **Understanding Experiential Learning:**  
A detailed explanation of David Kolb's Experiential Learning Cycle was provided, including the four stages – *Concrete Experience*, *Reflective Observation*, *Abstract Conceptualization*, and *Active Experimentation*.
- **Demonstration and Group Activity:**  
Students were guided through the creation of their own experiential lesson plans. Examples included lessons using 3D models, storytelling, experiments, educational games, and real-life problem-solving scenarios.





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## • Feedback and Reflection:

The session ended with an open reflection, where students shared their learning and how they planned to apply these strategies in real classroom situations.

## Outcomes

- Students gained a clear understanding of how to plan and implement experiential lessons.
- They developed skills to integrate hands-on activities and learner involvement in their teaching process.
- The session enhanced their creativity, confidence, and readiness for the internship.
- Participants were able to design experiential lesson plans tailored to their school subjects and class levels.
- The interactive nature of the session helped in collaborative learning and peer feedback.

## Conclusion

The session on Experiential Lesson Planning proved to be an enriching experience for Semester 2 students. Dr. Frances Vaidya's expert guidance helped students grasp both the theory and practical aspects of experiential learning. As they step into their internships, the strategies learned during this session are expected to reflect in their teaching, benefiting not only them as future educators but also the learners they will teach.



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