

## **Mundeshwari College for Teacher Education**

Affiliated to Aryabhatta Knowledge University Sarari-Usri Road, Khagaul, Patna

# 2.4.12

Two filled in sample observation formats for each of the claimed assessors

#### MUNDESHWARI COLLEGE FOR TEACHER EDUCATION Sarari - Usri Road, Khagaul Patna

#### **Check List**

### SELF EVALUATION - PRACTICE TEACHING

SL. NO.	STATEMENT	NEVER	SOMETIMES	ALWAYS
1	I prepare lesson plan, before the class	NEVER	SOMETIMES	ALWAYS
2	I always start the lesson by testing the previous knowledge of students	NEVER	SOMETIMES	ALWAYS
3	I present the lesson systematically	NEVER	SOMETIMES	ALWAYS
4	I use variety of activities in all lessons to create interest among students	NEVER	SOMETIMES	ALWAYS
5	I prepare necessary teaching aids for my lesson	NEVER	SOMETIMES	ALWAYS
6	I used to collect latest information from the internet for each lesson	NEVER	SOMETIMES	ALWAYS
7	use the Black Board systematically and effectively	NEVER	SOMETIMES	ALWAYS
8	I consolidate the lesson before review	NEVER	SOMETIMES	ALWAYS
9	I ensure students involvement throughout the class	NEVER	SOMETIMES	ALWAYS
10	I check students understanding by asking questions	NEVER	SOMETIMES	ALWAYS

Smith Bingh Principal

Mundeshwan college for Teacher Education Sarari Patna-801105

#### MUNDESHWARI COLLEGE FOR TEACHER EDUCATION Sarari – Usri Road , Khagaul Patna

#### **Teacher Assessment Scale**

#### by Head of school

No	Item	Very Good	Good	CAverage	Below Average	Poor
1	Preparation of lesson plan		1			
2	Use of explanation skill		10	1		
3	Appropriateness of teaching aids			~		
4	Assignment given to students		~			
5	Correction and returning of assignment	~				
6	Regularity in work	~	1			
7	Punctuality of the teacher	1	2			
8	Co-operation with teachers and students		/			
9	Participation in the extra-curricular activities		~			
10	Consultation with the concerned subject teacher(mentor)					
11	Use of school library			/		11
12	Readiness to work during free hours			-		
13	Maintenance of discipline in the class	~				
4	Inter-personal relationship					
5	Extra help rendered in academic work		-			1

Strengths of the student teacher. She was good in explanation. Weakness of the student teacher. She is not punctual.

S.B. Singh Sonita Singh. rincipal

### MUNDESHWARI COLLEGE FOR TEACHER EDUCATION Sarari – Usri Road , Khagaul Patna

Teacher Assessment Scale by

Head of school

No	of the student teacher Vishal Ku Item	Very Good	Good	¢Average	Below Average	Poor
1	Preparation of lesson plan		~			
2	Use of explanation skill		~			
3	Appropriateness of teaching aids			~		-
4	Assignment given to students		~			
5	Correction and returning of assignment		~			
6	Regularity in work			~		
7	Punctuality of the teacher		V			
8	Co-operation with teachers and students		v			1
9	Participation in the extra-curricular activities		1.4	V		
10	Consultation with the concerned subject teacher(mentor)		~		100	19
11	Use of school library		1.15			V
12	Readiness to work during free hours				V	
13	Maintenance of discipline in the class		~	1		-
14	Inter-personal relationship		V	3	1 14	
15	Extra help rendered in academic work	1.00	IV			

Strengths of the student teacher. He was punctual and good in communication. Weakness of the student teacher. He was not good in to attract student during Class.

a

Signature of the Headmaster

Sonita Singh. Principal

Observation Documents: Interaction with School Management Committee (SMC)         eacher Trainee's (Intern) Name       REKHA         nrolment No,       Session:- 2023 - 2025         ame of the School       MHANSHYAM       BALIKA         Ame of the School       MHANSHYAM       BALIKA         Mame of the School       MHANSHYAM       BALIKA         Mame of the SMC member(s) present       MAR         Mame of the SMC member(s) present       MAR         Mame of the SMC member(s) present       MAR         Market       Market         Market	MUNDESHWARI COLLEGE SARARI, Internship Programme	
Beacher Trainee's (Intern) Name       BEKHA       KUMART         nrolment No       Session:- 2023-202.5         ame of the School       MAANSHYAM       BALIKA       High SCHool         ame of the School       MAANSHYAM       BALIKA       High SCHool         ame of the School       MAANSHYAM       BALIKA       High SCHool         ame of the School       MANSAR       NAZ         SUNTL       KUMAR       CHAKRA       SCHOOL         AM SAR       Yabay       Yabay         SUNTL       KUMAR       Yabay         A. YINDRA       PRASAD       Yabay         Yabay       SEEMA       KUMARI         No       SEEMA       KUMARI         No       SEEMA       KUMARI         Yabay       Secol has constituted SMC:       Yes         No       No       No         SMC Members are visiting schools for       No       No		
Interaction with Headmaster on academic/administrative issues Yes       No         3. SMC encourages different school programme       Yes       No         4. SMC encourages different school programme       Yes       No         5. SMC encourages different school programme       Yes       No         6. SMC encourages different school programme       Yes       No         6. SMC encourages different school programme       Yes       No         7. SUM The Programme       Yes       No         1. Whether the school has constituted SMC:       Yes       No         2. Whether SMC members have undergone training conducted by State Govt. (Bihar): Yes       No         3. SMC Members are visiting schools for       No       No         a) Doserving School Activities       Yes       No       No         b) Observing School Activities       Yes       No       No         c) Interaction with Teachers on academic/administrative issues Yes       No       No         c) Study of their own children Yes       No       No       No         c) Study of their own children Yes       No       No       No         c) Study of their own children Yes       No       No       No         c) Study of their own children Yes       No       No       No		
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No       No         Anticipating the Meeting       Yes       No         Second       No       No         Second       No       No         No       No       No         No       No       No         Second       No       No         No       No       No         Second       No       No         No       No <td>2) SUNTL KUMAR CHE</td> <td>KRAVARTY,</td>	2) SUNTL KUMAR CHE	KRAVARTY,
SkkmA       KumARI         hysical Involvement         1. Whether the school has constituted SMC:       Yes       No         2. Whether SMC members have undergone training conducted by State Govt. (Bihar): Yes       No         3. SMC Members are visiting schools for       No       No         a) Participating the Meeting       Yes       No       No         b) Observing School Activities       Yes       No       No         c) Interaction with Teachers on academic/administrative issues       Yes       No       No         d) Interaction with Headmaster on academic/administrative issues Yes       No       No       No         e) Study of their own children       Yes       No       No       No         4. SMC encourages different school programme       Yes       No       No       No         (If yes) Name of the Programme       Qui2       Proframme       Youth       Club       Proframme        Art       and       crait       Programme       Scort & Scort	A) TALAL ANSADI	UO DOX
1. Whether the school has constituted SMC:       Yes       No         2. Whether SMC members have undergone training conducted by State Govt. (Bihar): Yes       No         3. SMC Members are visiting schools for <ul> <li>a) Participating the Meeting</li> <li>Yes</li> <li>No</li> <li>b) Observing School Activities</li> <li>Yes</li> <li>No</li> <li>c) Interaction with Teachers on academic/administrative issues</li> <li>Yes</li> <li>No</li> <li>d) Interaction with Headmaster on academic/administrative issues Yes</li> <li>No</li> <li>e) Study of their own children</li> <li>Yes</li> <li>No</li> </ul> <li>4. SMC encourages different school programme</li> <li>Yes</li> <li>Yes</li> <li>No</li> <li>(If yes) Name of the Programme</li> <li><i>Quit</i></li> <li><i>Programme</i></li> <li><i>Plan</i>: 1at: 1on</li> <li><i>Programme</i></li> <li><i>Plan</i>: 1at: 1on</li> <li><i>Programme</i></li> <li><i>Spart</i></li> <li><i>Programme</i></li> <li><i>Spart</i></li> <li><i>Programme</i></li> <li><i>Source</i></li> <li><i>Source</i></li> <li><i>Source</i></li> <li><i>Source</i></li>	S) SEEMA KUMAR	9.4.24.7.
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3. SMC Members are visiting schools for         a) Participating the Meeting       Yes         b) Observing School Activities       Yes         c) Interaction with Teachers on academic/administrative issues       Yes         d) Interaction with Headmaster on academic/administrative issues       Yes         e) Study of their own children       Yes         No       Image: Study of their own children         Yes       No         4. SMC encourages different school programme       Yes         (If yes) Name of the Programme       QUI2         Programme       QUI2         Youth       Club         Programme       Art         Art       and         SMC provide suggestions for the improvement of the school functioning. Yes       No	1. Whether the school has constituted SMC:	Yes No
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<ul> <li>d) Interaction with Headmaster on academic/administrative issues Yes No</li> <li>e) Study of their own children Yes No</li> <li>4. SMC encourages different school programme Yes No</li> <li>(If yes) Name of the Programme QUI2 Proframme.</li> <li>Youth Club Proframme.</li> <li>Plan tation programme Transme.</li> <li>Sports programme the school functioning. Yes No</li> <li>s. SMC provide suggestions for the improvement of the school functioning. Yes No</li> </ul>	b) Observing School Activities	Yes No
e) Study of their own children Yes No 4. SMC encourages different school programme Yes No (If yes) Name of the Programme Quiz Proframme. Youth Club Proframme. Plan fation programme. Art and craft programme. Sports programme + Kg baddi & Kho-Kho S. SMC provide suggestions for the improvement of the school functioning. Yes No	c) Interaction with Teachers on academic/a	administrative issues Yes No
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(If yes) Name of the Programme. Youth Club Proframme. Plan tation programme. Art and craft programme. Sports programme + Kabaddi & Kho-Kho S. SMC provide suggestions for the improvement of the school functioning. Yes No	4. SMC encourages different school programme	Yes No
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Plan fation programme Art and craft programme Sports programme + Kg baddi & Kho-Kho S. SMC provide suggestions for the improvement of the school functioning. Yes No		
Art and craft Programme Sports programme + Kg baddi 8 Kho-Kho s. SMC provide suggestions for the improvement of the school functioning. Yes No		
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s. SMC provide suggestions for the improvement of the school functioning. Yes No	Sports programme	+ Kabaddi & Kho-Kho
6. Does SMC report about its involvement in various school programme Yes No	s. SMC provide suggestions for the improvement	of the school functioning. Yes No
6. Does SMC report about its involvement in various school programme Yes No		
	<ol><li>Does SMC report about its involvement in vario</li></ol>	us school programme Yes No
		1
Sonita Singh. Principal		Smith Singh.

(If yes) To Whom:-

<ul> <li>A. Separate toilet facilities for boys and girls</li> <li>Yes No</li> <li>No</li> <li>Safe drinking water facility</li> <li>Yes No</li> <li>Yes No<th></th><th>of children to attend the s f child with special need(</th><th></th><th>Rarely</th><th>Very Few</th><th></th></li></ul>		of children to attend the s f child with special need(		Rarely	Very Few	
5. Safe drinking water facility 5. Free supply of Study Materials(text books) 7. Facility of Games/Sports YCS. 8. Age group of enrolled children in different classes: Appropriate 40% Averaged 60% 9. Incidence of physical punishment and mental harassment Yes No 10. Different aspects which require improvement (from 1 to 9 pointed above) • Educational way paintings Should he Parentlys • Educational way paintings Should he Parentlys • Caree Supply of Study materials (teut books) • Safe drinking water facility 9 hould be frequenties • a Farcility of for CWSN Should be provided. 11. Remarks(if any) Teachers are hard working they do not discriming children the mangement of School is average. School programmel are held out regular Interva				-	=	
5. Free supply of Study Materials(text books) 7. Facility of Games/Sports yes. 8. Age group of enrolled children in different classes: Appropriate 40% Averaged 60% 9. Incidence of physical punishment and mental harassment Yes No 10. Different aspects which require improvement(from 1 to 9 pointed above) • Educational way paintings should he parently • Educational way paintings should he parently • Educational way paintings should be parently • Educational way paintings should be provided. 11. Remarks(if any) — Teachers are hard working they do not discriming children the mangement of school is average. School programmes are held at regular interval			5		=	
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<ul> <li>9. Incidence of physical punishment and mental harassment Yes No</li> <li>10. Different aspects which require improvement (from 1 to 9 pointed above)</li> <li>Educational way paintings should be parently</li> <li>Gree Supply of Study materials (tent books)</li> <li>Safe drinking water facility 9 hould be fright bis</li> <li>BFGCilitis for CWSN Should be Provided.</li> <li>11. Remarks(if any)</li> <li>Teachers are hard working they do not discriming children the mangement of school is average.</li> <li>School programmed are held at regular interval</li> </ul>		-	erent classes:	Appropriate	40% Averas	ged 60%
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	• EÈG 1. Remarks(if Teae Chil Scho	cilities for any) ners are have dren the man	CWSN Sh Working angement & are he	of schar Id out -	erovidea do notal el is au regular	l. Iscrimi Interva
	• EÈG 1. Remarks(if Teae Chil Scho	cilities for any) ners are have dren the man	CWSN Sh Working angement & are he	of schar Id out -	erovidea do notd et is av	l. iscrimi rerage interva
Rekha Kumari Signature of the Observer	€ È G I. Remarks(if Tcae Chil Scho af	cilities for any) here are have dren the ma of programme time by	CWSN Sh Working angement & are he	of schar Id out -	erovidea do nota el is av regular Rekt	l. iscrimi /erage Interva

Internship Programn	E FOR TEACHER EDUCATION RI, PATNA me: Part Of B.Ed.
Observation Docum	nents: School Diary
Pu (Pu )	achi
Enrolment No. 49	
	Session:- 2023 - 2025
Name of K	
Walle of the School Manya Madhy	a Vidhyalya Goalghar Park Lame
Composition of Diary	0 3 0
Personal D	
Code of Conduct for Stu	tudent Rule & Regulation
Academic Calendar Co-curricular activities	
National Anthem School Song	
Assign	Prayer
Parent Teacher Dialogue	Je 🔽
Day to Day Home Assignment Signature of Class Teacher	
Signature of Parents	
Diary Checking by Principal Holiday Assignment	
Communication from Teacher	
Response of Parents Communication from Parents	
Response of Teacher	
Special Remarks (Diary as a facilitator of Teachi Day to day Signature of Student as well as Monthly Parents meeting	of teacher is beneficial for
Schol	Should Of Uliganised ty
	ular parents Signature help
In School Diary regi Student to Complete	LINELI
In School Diarry regi Student to Complete	

Mundeshwari College For Teachers Education Teacher Student? Dialogue Name-Liunya kn RollNo-28 Session - 2022-24

Somita Singh.

Page No .: Date : A dialogue blu a teacher and a student who comes late. student :- Good morning madam. May 9 come in madam 9 Teacher :- Good morning, Yes stand here . why do you always come late 9 student :- Madam, it is the bys which makes me late. Teachers :- what time do you leave home student :- 9 always leave home at quaterly to Eight. Teacher :- How far 18 your home from herel Student :- It is about three Kilometros form here. Teacher :- That's why, you get late. You leque your home very late. Somita Singh. 

Page No .: Date : stydent : Dadamy, gradake my brigk-94. 1007:30 am · Teacher. applied to be sonit to to the TOM student ----9 get up about 7:00 gm. Teacher it Don't You after your prayer ! TA: tudente - Noti rogulas ly leacher dego, it is My a bad change your TOUTIME Ahways get inorthe mooning · After . (100) provides and 90 -100 walk. morning TEOLORY :-Student: Madam, there is no bark my home near Teacher: - No problem, you can walk glong the storet in H morning time Take break 481 ٠ Somita Singh

## P-IUNDESHI FRI STORE FOR THIOR STORES LESSAN PLANLER DEX MUNDESHWARI COLLEGE FOR TEACHER EDUCATION SARARI, PATNA LESSON PLAN INDEX

6

SI.No.	Subjects	Topic	Class	School	Supervisor	Date	Page
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2.	History	and Wellhood.		⊈ n	3 www.bole	100-04	-18.536
~	al col al A	Economy and is reli hood (Indus	XD	suc jorta	ilo7 tembril	09 09 23	5-8
3.	History	Reason for Industrial. In Brit	XA'	intering not	Stench Havolul	05 09 23	9-1
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6.	History	Britain	IXA	hereb Revolu	Couses of	1 09 23	21-
	. instory	Forench Revolution- An Interes	X das	E Contraction	Date or U	1 the age	it
4.	History	Causes of the french Redution	RAN	alashing nets	factore for	12/09/23	- 8
8.	History	Causes of freach Revolution	1000	in Belo.	Industries	14 09 23	. 1
	22 0 21.	Country of the owners	[] hat	find Paul	(pisode of	15/03/23	
۹.	History	Causes of french Revolution	I	Frod Big For	mi lobrid	16/03/23	
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1.	History	Episode of french Revolution		Vento Ites	10m bet	21/09/202	
2	History	effects of the french Revolution		ue Coredal	a nadiliniti	22 09 23	. 1
3	History	Reign of Lerror in france	IX Taka	doingubrial	Hilsone. of	23/09/23	. 2
4	History	Establishment of fortory in India	X	arlicozusi	Freaklat		
S.	History	factories in India	X	Cina	in that	25 0923	:4
		Types of Industries in Indi	X 1	our biston 1	a dimensil	02 10 23	
6.	History	ges of many is hat	Tr of	and Strong	holtoward	03 10 23	
7.	History	outcome of Industrialisatio	12	Sincer	in a source h	05 10 23	• 6
8.	History	Condition of Laboureus.	4	a a	he second	07/10/23	1.00
9.	History	Trade unions.	X roit	suction to	The history	00/10/23	- 1
1	0	Acts passed during industrialisming	T	TOCA BLIO	( Juspano	10/10/23	
0.	History		X ade	A Here	( Chance	11/10/23	
21	History	Cottage Industry Demand of Smaller Jords	¥.	<	- notinite	12/10/23	3.
3.	History	month of toduction indiad terbo	X	Tratably bly bly	Juz zul	13 10 23	1 -1
4.	History	History withord wans	AST.	Aretro artow	meyerne.	1411-123	1 .2
5.	Instand	Coursed of world wars	IN	- word and	(ten nothing	14 10 23	4
6.	Fustory	Causes of world war 2	TE of	and p' ano	and thomas	1711023	
	the say			The Diron	VI Ching	17/10/23	1 1
PRIN	CIPAL	in the strengt of		5 dia	METHOD	IN-CHAP	RGE

rincipal Mundeshwan college for Teacher Education Sarari Patna-801105

Forita Sing

SARARI, PAT LESSON PLAN NU	
Trainee's Name: Voushnav? Kashyap	Roll No.: 93
school: D.D.K.U.M.V	Class: X
<u>Subject</u> : History	Date: 4/10/23
Topic: Outwye of Industrialization.	<u>Time:</u> 45 m <sup>2</sup> n.
<u>Aids:</u> TLM, Chalk, Duster,	i <u>actulorz</u> 4
General Objectives: a) To develop the history. b) To Enhance the understanding history. c) To develop the Cribical the <u>Specific Objectives:</u> a) students will be able to Explore bihar. b) students will be able to + Explore in India. c) Students will be able to + Explore	inking of the students in Suger inking of the students in history. In the development of industry in oin the downfall of cottage industry
Previous Knowledge of Students : (* Students have Sonye puerfic	
9) which industry was first ( + J	<u>Student's Activity</u> ute Mill Industry. The propertied class from aujant passis, Bohras, Methrotopes.
(4). When was the first industry Destablished in Bikery	bout the outcomes

METHOD MATTER TEACHER ACTIVITY Though. the Countries became developed due to endustrial #. Industrilisation revolution, its worst outcome the can be seen and it impacted Outcomes R the loves of Labourers and WONKEYS. industrial ATT SOLAL A In India between 1850 and 1950 many industries like toutile Revolution :-Industry, ision industry, cement Industry, coal industry were developed . The downfall of cottage industries began due to Downfall of cottage industry #. sestablishment of big factories. and Development & + Hand made goods became costlier Industries in India ly sale demised . n Amilt > ancient industries started to discoppies ai prizzate it do te sandi #. Out come +Development of towns isation · Downfall of Cottage industries Suplain the outro · Development of imperialism + class division in society and Emergence of Bourgeoisie class. class. + Emergence of factory labour → Beginning of slum. System. two do and to that me Sonita Singh. Principai

ô METHOD CHALKBOARD SUMMARY PUPIL ACTIVITY a chustop in In Sta Conducto . Louis of Studens (Outcome) o students listen to Industrialisation points carefully. the Townsdeveloped transplayab by cottage Developmento Produstry > Development of Imperialismy > Class division in society - Bourgeoisie Students note down points in the Mnotebook. es Emergence of factory labour class. Beginning of slum system. 3

Somita Singh. Principai

Recapitulation: Today, we have studied the development of industry U in Bihar. The downfall end Cottage in dustry in India and the outcomes of industrialisation. 9. Explain the development of industry in Brhan. 9. Explain the Downfall of cottage industry in India. 9. Explain the outcomes of industrialisation in India. Home task: Mention any two Causes of development of factory system. g. SUPERVISOR'S REPORT V.Good Good AV. Uns. I Signature of Supervisor Introduction/ 1. Rapport with the Class/Teacher प्रस्तावनाः Pupil Interaction. Personlity/ वर्ग और शिक्षक में तालमेल / शिक्षक–छात्रों कें बीच अन्योन्य क्रिया, व्यक्तित्व 2. Motivating pupils for class participation/ वर्ग में भागीदारी के लिए विद्यार्थियों को अभिप्रेरित करना Statement of aim/ 3. Clarity of purpose of teaching the particular unit / खास ईकाई के उद्देश्य का कथन : अध्यापन उद्देश्य की स्पष्टता Presentation 1. Content, matter of the unit / प्रस्तुतीकरणः विषय वस्तु की प्रस्तुति 2. Exposition through narration, explanation, demonstration etc./ विवरण, व्याख्या, प्रदर्शन द्वारा प्रतिपादन 3. Questioning Technique/ प्रश्नोत्तर विधि L 4. B. B, work throughout the lesson / अध्यापन में श्यामपट्ट का प्रयोग 5. Illustration sketches on B.B, aids Projects etc. / श्यामपट्ट में चित्रों का वर्णन, सहायक सामग्री एव प्रोजेक्ट का प्रयोग Conclusion / समापन : Drill, revision application exs, etc. Play-way method / अभ्यास, दोहराई, प्रयोग, खेल–विधि, गृहकार्य आदि। Smita Singh. Principai Bridging the unit with he next in L order / ईकाई को आगामी ईकाई से जाडना Assignment/गृहकार्य Overall impression / कुल प्रभाव V PLt Singl METHOD IN-CHARGE Mundeshwan college for Teacher Education Sararı Patna-801105

..... Date 19 2023 01 Lesson No. .... Anjali kuman. School and Class (manshyam Balika Teacher 1 molecul शिक्षाक व्यक्तित्व ) IV Persona Preparation : (पाठ की तैयारी) I. The preparation was the Statement of Aim : (,कथत्र, का, लक्ष्य 11. The leache Presentation : ( प्रस्तुतिकरण ) Ш. presentation The was topic Matter ( विषय ) organised in was divided The topic a proper way, so Method : (विधि) Jonal di chi en 1) Inductive Method 6.0.1 2) Deductive Method 3) Decestioning Method 4) Block Board Method Date Sonita Singh. Principa

Recapitulation : ( पुनरावृत्ति ) IV. necapitulation : 3 vize systematically Assignment : (पुनरावृत्ति) was given to the .V.C. opic The Teacher (शिक्षक व्यक्तित्व) Vi. personality: Teacher personality was simple and knowledgable. simple Ability (योग्यता to control the class The Class : ( कक्षा ) Timing : 4 समय was tiac The The topic Total Impression : ( कुल प्रभाव ) IX. Teacher personality was good. He has proper knowledge his subject. Ledur. 1 1.01 Alleres tioning The thool Jano B. Joel Checke 2023 Date : 19 Somita Singh.

Lesson No. ..... 1 H Date 21 69 23 Teacher Khyshbos Chefun School and Class IX (B) subject Greography Topic 7 अत्रियना एव 3-2219-2 क छालतर) रहना हो हिंद भाषा ersonality 216 Preparation : (पाठ की तैयारी) पाठ के I. Ability ( arean) [Fred at Statement of Aim : (कथन का लक्ष्य) पाठ का नवकार्थ 11. VIL The Class: कीयरं क्ली। Presentation : (प्रस्तुतिकरण) विकित्तका की अन्दन 111. 0113 01111 Obtol उन्द्री की Matter (विषय) विषम हनतीं में प्रमावक 2A Method: ( ala) & TIHUCC UC man yod Sill

Sonita Singh

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IV. Recapitulation: (पुनरावृत्ति) पाठ की पुनरावनि ाके जाई 0 Assignment: (पुनरावृत्ति) र्टिकार V. J1211 01 The Teacher (शिक्षक व्यक्तित्व) उन Vi. Personality : - ab 1141 Ability (योग्यता) Istash T Tao STD Steles The Class : (कक्षा) पाठ VII. समिरूपी ह LXX Timing: (समय) पाठ की कामय पर समाप्र VIII. ab211 J1211 IX. \_ Total Impression : ( कुल प्रभाव ) Matter ( faqua ) वैश्विरण्ट लह्य को YIL र्भापत ar

Date :

Checked

Simita Singh

OBSERVATION DOCUMEN	ATNA e: Part of B.Ed. rts: CASE STUDY
arofiment No	Session: 20 83- 20 8.5
Preliminary Data Name Pinky 7 Pinky	58
Ner 14 Chus + Roll No	Sad. 34
2. Physical Condition is the health normal? Yes	No No
If no then defects related to backwardness are:	
<ol> <li>Defects of the sensory organs:</li> </ol>	Visenl Acaditoxy
<ol> <li>General auditory weakness</li> </ol>	
III. Speech Defects: Stammering	Yes No
IV. Specific Physical Defects	
3. Environmental Influences	
Mone Relationship with the Parents.	No
<ol> <li>Is there constant discord between the</li> </ol>	
<li>ii) Is the child rejected by the Parents?</li>	1
iii) What interest do the Parents take in t	
iv) Do the Parents demand too high stan	
v) What is the attitude of the child sown	nts sibling?
b. School	

1.1			1
		1	1
ii) How much interest does h	e have in school subjects?Scie	nce	1000
			1
i) Has he any vocational plan	0		1
	l plans related to the choice of school sub		1
is) How is the relationship wit	h the classmates?		
			I
Is he Popular?	·s		
e) What is his participation in NO.	the co-curricular activities?		
udy Habits			
a. Are there adequate facilities	s for study at his home?		
Does he have some place	in the home where he can study without d	from from the formation of the formation	
Does he have some place	in the horse where he can study without a	ny distarlance?	ł
Does he have the books h	re need? Yes, she	have.	ľ
b. Does he have some regula	r hours for study?		
c. Does he review what has b	and the second se		
	work? Yes, she have a	complete his howework.	ľ
	hies to his teacher? NO	and the second se	
f. Does he use a dictionary?	She used		
	of silver reading yes, she i		1
	Sonita Sin Principai	sh.	
	Principal Mundeshwarn College for Teacher B		

	1
Emotional Adjustments	
Does he show tendency to withdraw, such as day dreaming, es	teenive cinema going, pending
Val Abe Adamenter Adamenter	na pending excessive time 1
Does he get casily discouraged? Nb,	- 0
(a) How does he react to praise and blance? yes . She	is overeacted
(b) How much persistence does he show?	നപ
in Does he lack in emotional balance?	
Dare be lack in self confidence?	1 10 1 11 1
Does he suffer from anvieties, conflicts? NO.1. Alog. (	wesn't suffer from annieties
- Deet he have healthy interests and hobbics?	colum
a What are his reading interests? Hunds and At	ience reading skill is good
b. Does he have any hobbies like stamp or coin collecting?	NO
6. Study of Specific Weaknesses in the Subject/Subjects	Second Second Second
<ul> <li>History of Backwardness:</li> </ul>	
a. Was he backward from the very beginning?	NO
h. If backwardness started later, what were the causes?	No
b. If the countries statics should write set of an other	
c. From which class did he show it? She do	mit know
d. What were the marks the student obtained in the last en	animation? B
ii) Does he make error in the test & home assignment?	
ii) Student is weak in Spellings: Yes	No V
Student has poor hundwriting: Yes	No
in) Student knows fundamentals of arithmetic. Yes	No
	_
Remedial Programmet-	is vice some convertices to help the
Consider the causes being backwardness and on that bas	
student in overcoming his backwardness, Pay special attention	
school subjects and suggest a remedial program me of that of	
	1
	Sonita Singht
	Fincipal Principal
	viunuesinwari Conege for reacher coucano.
	Sarari Patna-801105

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION SARARI, PATNA Internship Programme : Part \_ 2 hd of B.Ed. Observation Document : Professional Ethics (Reflection During Practice Teaching) Teacher Traince's (Intern) Name Ankita Grupta Enrolment No. .. Session: 2022 - 20.24 Introduction (4ft 44) Name of Peer Teacher Angali Kumoa Session: 2022 - 20.24 Gender Femlo. school athanshyam Baleka High School Khapial Personality (जन्दित्व) i) Dress (परिधान) The dress of the teacher is very clean, perfect ooking the behavior of the Jeacher shars iii) Se is clean arrangement, devel Core Values ( Integrity (ममग्रमा) Towards all children having moral principles She shaws integrate Respect (用料町可) she shows respect traverds the collegies and all the children. Responsibility (গারিাথ) The is very responsible for her profession. · Fairness (Provern) She is very fair to all the students of the school. Sinita Singh. Principai Mundeshwan College for Teacher Education

Accountability (Streatfang) She is very accountable to the stidents of the school

Ethical Principles (नैतिक सिद्धांग)

- · Patience (registering) She is very patience to the atidents of the school.
- She is very confidence trivards the profession.
- . Transparency (Interior) She is very transparent towards all the stilents.
- · Positive Attitude (MERCIONE HATAIN) She is very positive about her profession.
- · social Responsibility (HIMITING STRATE) She is having saial responsibility for all the stratists of the
- · Professional competence (virar unan) ( U Stroal · ) Profession competence are skills, knawledge and attribute which is very gived for all the students shows by her behaviour.

Guidelines for Teaching Practice (शिक्षण अभ्याम के लिए दिशानिर्देश)

- Butes & Regulations (Fran us non)
   By seems her positive attitude, we can say that she is year
   Unuch Scincem about sules & regulations of the school of
   Treating individuals (suffer attribute)
- She treats every students individualy in any manner about their students.

> Avoiding Discrimination (भेद भाष में दूर) oshe doesn't discriminate each & every orderits and their collegues of the school. (

Sonita Singh. Principai

Mundeshwan College for Teacher Education Sarari Patna-801105

> Showing Equal Concern (समान मोच प्रदर्शित करना) She is very concern about the stickents and colleges of the os groof. Responsibility Towards Colleagues / Peer Groups (महकर्षियों / माथी मगुरों के प्रति किम्पेयारियों) Collaborating and Sharing Resources (गंगाधनों की गहायता एवं महभाजित करना) The kept calla broating and sharing resurces each and every collegies of the central in day manie ability to othe has receipte, understand accept and demonstrate She kept conflicts internet that a capies all the callegues of the canon dispute and reaching the callegues of the canon reaching the callegues of the canon the has ability of individual to freely convey their thoughts and she keeps herseff much careful not show favaolism to any Suggestions for Improvement (मुघार हेन् मुझाम) Overall all the qualities of Anjali Mam are pad But there of some inoracement in her habit that makes more B need effective and interactive classes - dhe some in the classes very much and speaking two quickly as that attribute becomes I dippest that she has to work on Concord simpl mes- No. these activites to improve in these activities do, that her class becomes more offective and interactive as that students ion easily inderstant here conversion without any confesion-Somita Singh. Mundeshwan college for Teacher Education

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION SARARI, PATNA Internship Programme : Part 2 Nd Observation Document : Professional Ethics (Reflection During Practice Teaching) Teacher Trainee's (Intern) Name. Ankia unpta Enrolment No. Session:- 2022 ... - 2029. Introduction (परिचय) Name of Peer Teacher Kanhaeya Kimar. Session:- 2022 - 2024 school Citanshayoum Balika High School Khapcal i) Dress (परिधान) Ine of the stylents is very clean, perfect for his packession. behavior of the teacher shave the iii) Self He shave us clean apparement, development, and clearly presented which a sufficient to the period & Core Values (girard) (ra) Integrity (ममग्रला) He shows integrity trunade all children having astrong mood principle. Respect (anappr) He shows respect towards the callegives and all the children. Responsibility (stfdra) He is very responsible for his profession. · Fairness (Proverm) He is very fair to all the students in the school. Sonita Singh. rincipal Mundeshwan college for Teacher Education Sarari Patna-801105

Accountability (ancalant) He is very accantable to the sticlents of the school. Ethical Principles (नैतिक सिद्धांत) Patience (মহনগীলনা) He is very patience to the atudents of the school. Confidentiality (मीपनीयता) He is very confidence towards the profession. Honesty (मत्यनिज्ञ) He is very honest by his profession and to all the students. Transparency (Mccfaim) is very transporent towards all the students. Positive Attitude (मकारात्मक मुनीआव) He is having positive attitude about his profession. Social Responsibility the school said sepansbility for all the students of Parlessinal competencies are fulls, knowledge and attribute Guidelines for Teaching Practice (शिक्षण अभ्यास के लिए दिशानिदेंज) Rules & Regulations (नियम एवं भागून) . Treating individuals (artister attitude we can dray that she B. He fleats very sticlents individualy in any manner abot Promoting sate Environment (191800 1111100 1) agran ind Avoiding Discrimination (भेर भाव से दूर) He doesn't discriminate each fevery students and there collegues of the school. Sonita Singh.

Showing Equal Concern (ममान मोच प्रदर्शित करना)

He is very concern about the stubits and callegous

Responsibility Towards Colleagues / Peer Groups (सहक्षमिंवों / साथी समुद्रों के प्रति किम्सेदारियाँ)

- Collaborating and Sharing Resources (मंगाधनों की महायता एवं महवाजित करना) He kepts collaborating and sharing sesances each and every Respecting Diversity
- the occhool moony manner. Ho. seconise indeptiond, accept and
- Resolving Conflicts (194 4) Sto every collepses of the school. He has conflicts which resolves the ordine a dispute and section and assertion (for a dispute and the content and the collegies of the
- Mai He has ability a He has ability of melvicluals to freely convey these thoughts of ideas to every collegues of the osciol of the thoughts of
- He heats very much careful not show favorentism to any one collegues of the school.

Suggestions for Improvement (मुधार हेन् मुझान)

ann all the gualities Kanneya Sir is ged 01 and his personality ledge and his pronomation and know are also and Put he rendly that very d classes of TU duopest that has to cook on these actitles. So that he affectively ion his classes and the study material and mill Sonaly .

Sonita Singh.

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