

## Notice

Dear Students,

All are informed that practical work related to school internship program Micro teaching and Lesson plan writing will be conducted from 18th August 2023 to 28th August 2023. Students who are absent in this practical class will not be informed about it again. Attendance is compulsory for all students.

  
IQAC Co-ordinator  
MCTE, Patna

  
Principal  
Mundeshwan College for Teacher Educator  
Sarari Patna-801105

Documentary Evidence in support of each selected activity



MUNDESHWARI COLLEGE FOR TEACHER EDUCATION  
SRARI-USRI ROAD KHAGAUL, PATNA

## Workshop on writing Learning objectives

Date- 18/08/2023 to  
28/08/2023

**Documentary Evidence in support of each selected activity**

General Objectives :

- To aware the students from mathematical rules and facts
- To develop creative thinking and reasoning among students.
- To apply the knowledge of mathematics to solve daily life problems.

Specific Objectives :

- Student will be able to prove T-ratios of  $90^\circ$ .
- Student will be able to find all the T-ratios of  $90^\circ$
- Student will be able to solve T-ratios of  $90^\circ$  related questions.

General Objectives :

- To aware the students from mathematical rules & facts
- To develop creative thinking and reasoning among students.
- To apply the knowledge of mathematics to solve daily life problem

Specific Objectives :

- Student will be able to prove T-ratios of  $0^\circ$ .
- Student will be able to find <sup>value of</sup> all T-ratios of  $0^\circ$ .
- Student will be able to solve questions related to T-ratios of  $0^\circ$ .

**Documentary Evidence in support of each selected activity**

**General Objectives :**

- (i) विद्यार्थियों में इतिहास विषय के प्रति रुचि उत्पन्न करना।
- (ii) विद्यार्थियों को इतिहास विषय के माध्यम से मानव समाज के अतीत एवं विकास से परिचित करना।
- (iii) इतिहास के माध्यम से अतीत में हुए देश-विदेश के सामाजिक, राजनीतिक, आर्थिक बदलावों की जानकारी प्रदान करना।

**Specific Objectives :**

- (i) छात्र भारतीय राष्ट्रीय आंदोलन के विषय में जान पाएँ।
- (ii) 1850 से 1885 के बीच निर्मित विभिन्न राजनैतिक संगठनों की जानकारी देना।
- (iii) भारतीय राष्ट्रीय कांग्रेस के निर्माण से अकगत कराने।

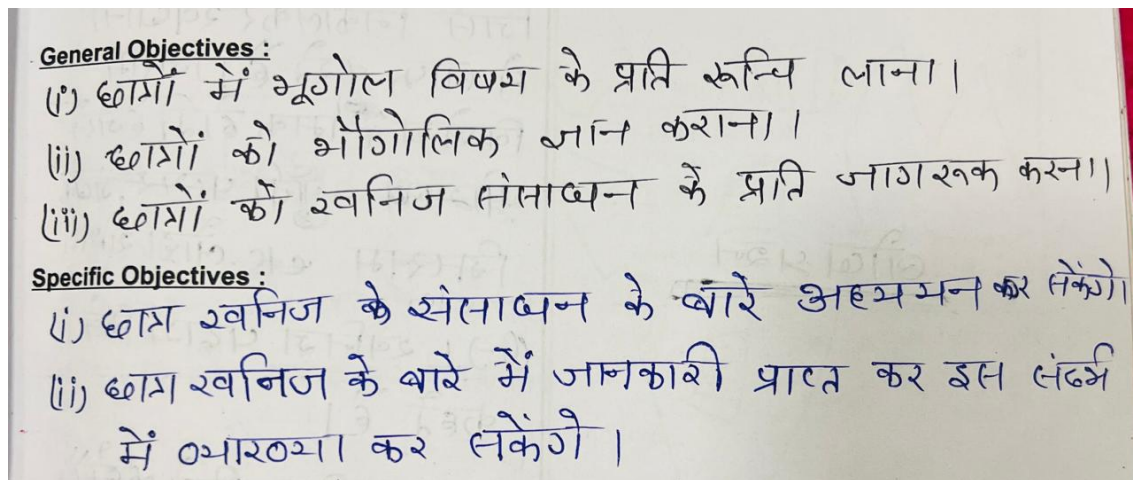
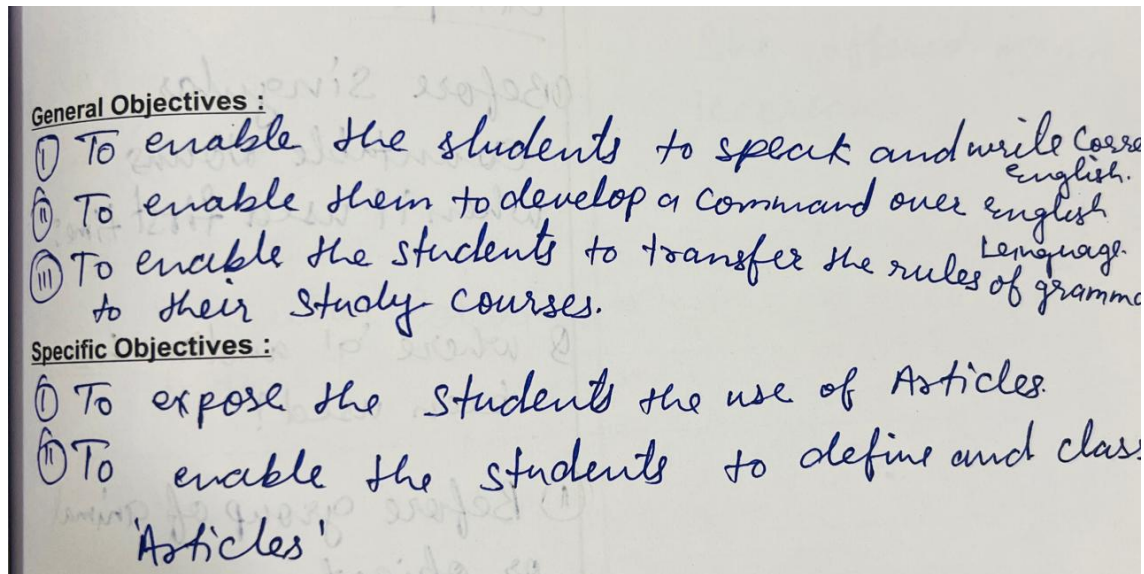
**General Objectives :**

- 1) छात्रों का द्वितीय भाषा में रुचि बढ़ाना।
- 2) छात्रों को सही-सही द्वितीय लिखना सीखाना।
- 3) छात्रों के शब्द-कोश को बढ़ाना।

**Specific Objectives :**

- 1) छात्राएँ भारतीय चित्रपट: मुक जिल्मों के सवाक जिल्मों तक परिचय बता पाएँ।
- 2) छात्राएँ भारतीय चित्रपट: मुक जिल्मों के सवाक जिल्मों तक को अपनी शब्दों में समझा पाएँ।

Documentary Evidence in support of each selected activity



## Notice

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Documentary Evidence in support of each selected activity



MUNDESHWARI COLLEGE FOR TEACHER EDUCATION  
SRARI-USRI ROAD KHAGAUL, PATNA

## WORKSHOP ON MICROTEACHING



Documentary Evidence in support of each selected activity

# SKILL OF INTRODUCTION

Name of pupil teacher:

Date:-

Sub :- Social Science

Topic :- Water Resources

Class :- 6<sup>th</sup>

Duration:- 4 mins.

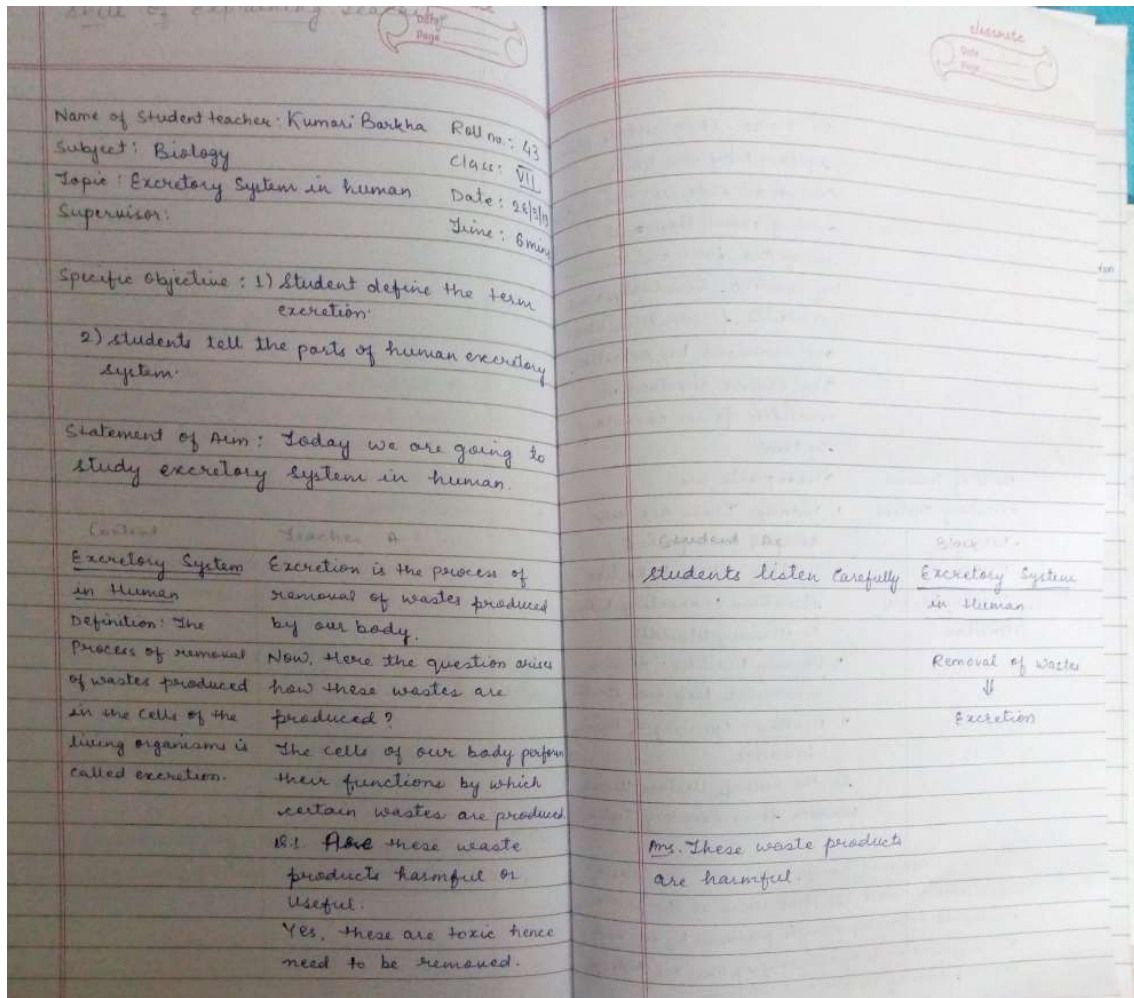
S.No	Pupil-teacher activity	Student <sup>n</sup> Activity	Components.
1)	Why water is important?	To drink, to day to day activities.	Questioning.
2)	From where do we get water for all these activities?	Ponds, lakes, rivers, seas and ocean	Testing Previous knowledge.
3)	From where do we get fresh water?	Rivers, glaciers, groundwater, lakes.	Testing Previous knowledge
4)	Why don't we use Ocean water.	No response	Questioning and continuity.




Documentary Evidence in support of each selected activity

Tallies	Components	Rating scale
	Questioning	0 1 2 3 4 5
	Testing Prior knowledge	0 1 2 3 4 5
	Narration	0 1 2 3 4 5
	Continuity	0 1 2 3 4 5
	Story-telling	0 1 2 3 4 5
	Dramatisation	0 1 2 3 4 5

Documentary Evidence in support of each selected activity



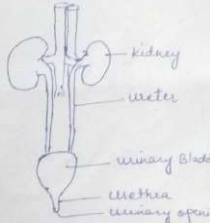
## Documentary Evidence in support of each selected activity

	<p>Q2 Name some waste products released by our body? Carbon dioxide is removed during exhalation and undigested food are removed by egestion. Similarly, waste products present in blood are removed by excretion. The organs involved in excretion forms excretory system.</p>	<p>Ans: Undigested food, Carbon dioxide, Sweat.</p>	<p><math>CO_2 \rightarrow</math> exhalation undigested food <math>\rightarrow</math> egestion</p>
<p>Parts of human excretory system:</p> <ul style="list-style-type: none"><li>• Kidney</li><li>• Ureter</li><li>• Urinary bladder</li><li>• Urethra</li></ul>	<p>These parts are:</p> <ol style="list-style-type: none"><li>1. <u>Kidney</u>: These are bean shaped and paired</li><li>2. <u>Ureter</u>: It is tube like structure connecting kidney to urinary bladder.</li><li>3. <u>Urinary bladder</u>: It is a muscular bag like structure.</li><li>4. <u>Urethra</u>: Opening of urinary bladder.</li></ol> <p>So, the kidneys, Ureters, Urinary bladder forms excretory system.</p>	<p>Students listen carefully and note down the diagram.</p>	<p> diagram</p>
<p>Generalization and Recapitulation: So, today we studied about excretion which is the process of removal of waste products produced by our body. The different parts of excretory system are kidneys, ureters, urinary bladder and urethra.</p>			

**Documentary Evidence in support of each selected activity**

Skill of Explanation - Reteaching

Today we are going to study excretory system in human.

<p><u>Content</u></p> <p><u>Excretory System in Human</u></p> <p><u>Definition</u>: The process of removal of wastes produced in the cells of the living organisms is called <u>excretion</u>.</p> <p><u>Parts of human excretory system</u>:</p> <ol style="list-style-type: none"> <li>1- kidney</li> <li>2- ureter</li> <li>3- urinary bladder</li> <li>4- urethra</li> </ol>	<p><u>Teacher activity</u></p> <p>The word <u>excreta</u> means the waste products.</p> <p><u>Excretion</u> means throwing out the waste products.</p> <p><u>Excretion</u> is the process of removal of waste products produced by our body.</p> <p>Teacher asks the question.</p> <p>Q.1) How these waste products are produced in our body?</p> <p>Yes correct, the cells of our body perform their functions by which waste products are produced. The toxic products need to be removed.</p> <p>Q.2) How our body remove these waste products?</p> <p>Yes, <u>Excretion</u>, <u>urination</u> etc are the some process of removal of waste.</p> <p><del>Similarly</del> <del>the waste</del> Now, we will study about the different parts of excretory system.</p> <ol style="list-style-type: none"> <li>1) kidney -</li> <li>2) ureter</li> <li>3) <del>urinary</del> urinary bladder</li> <li>4) urethra</li> </ol> <p>So, the kidney <del>has</del> <del>Q.</del> <del>to</del> <del>how</del> <del>what</del> <del>the</del> looks like <del>shape</del> of kidney. kidney helps in filtration of blood so, the kidney, ureter, urinary bladder &amp; urethra</p>	<p><u>Student activity</u></p> <p>Students listen carefully.</p> <p>Ans - When we eat food, there are some foods are not digested in our body. These are the waste products.</p> <p>Ans - Excretion, urination, sweating.</p> <p>Student listen carefully.</p> <p>Ans - It looks like bean-shaped.</p>	<p><u>Blackboard work</u></p> <p><u>Excretory System in Human</u></p> <p><u>Definition</u> - Excreta - Waste Product</p> <p><u>Excretion</u> - Remo throwing out of waste products</p> <p><u>Excretion</u></p> <p>Excretion, Urination, Sweating.</p>  <p>Fig: Human Excretory System</p>
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Generalization % So today we studied about excretion which is the process of removal of waste products produced by our body. The different parts of excretory system are kidneys, ureters, urinary bladder and urethra.

**Lesson planning/ individualized education plans (IEP)**

**MUNDESHWARI COLLEGE FOR TEACHER EDUCATION**

(A Unit of Vikramshila Educational and Welfare Society, Patna)  
Sarari-Usri Road, Khagaul, Patna - 801105



**MCTE PATNA**

RECOGNISED BY NCTE (ERC), BHUBANESHWAR  
AFFILIATED TO ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA

**LESSON PLAN COPY**

NAME : Priyanka Sharma

ROLL NO. : 63 SESSION : 2022-24

METHOD : Mathematics

**MUNDESHWARI COLLEGE FOR TEACHER EDUCATION**  
**SARARI, PATNA**  
**LESSON PLAN NUMBER: 07**

Trainee's Name: Priyanka Sharma Roll No.: 63  
School: Dhoneshwari Derrandon Balika Ucheha madhyamik School Class: X  
Subject: Mathematics Date: 14/09/23  
Topic: Zeroes of the Cubic polynomial Time: 45 min  
Aids: Blackboard, Chalk, Duster

General Objectives :

- To aware the students from mathematical rules & facts.
- To develop Creative thinking and reasoning among students.
- To apply the knowledge of mathematics to solve daily life problem.

Specific Objectives :

- Student will be able to define cubic polynomials with its zeroes.
- Student will be able to explain zeroes of the cubic polynomial.
- Student will be able to solve questions related to cubic polynomial.

Previous Knowledge of Students :

Students have the knowledge of zeroes of Polynomial and zeroes of quadratic polynomials.

Introduction :

- What is zeroes of polynomial?
- What is zeroes of quadratic polynomial?
- What is zeroes of cubic polynomials.

Statement of Aim :

Today we will study about zeroes of cubic polynomial.

Documentary Evidence in support of each selected activity

MATTER	METHOD
<p>Zeros of Cubic Polynomial.</p> <p>Relationship between Zeros and coefficients of a Cubic polynomial.</p>	<p>Zeros of Cubic polynomial is the value of <math>x</math> for which the value of polynomial become zero</p> <p>eg:- <math>p(x) = 2x^3 - 5x^2 - 14x + 8</math></p> <p><math>p(x) = 0</math> then, <math>x = 4, -2, \frac{1}{2}</math></p> <p>In general it can be proved that if <math>\alpha, \beta, \gamma</math> are the zeros of the cubic polynomial <math>ax^3 + bx^2 + cx + d</math> then,</p> <p><math>\alpha + \beta + \gamma = -\frac{b}{a} = \frac{-\text{coefficient of } x^2}{\text{coefficient of } x^3}</math></p> <p><math>\alpha\beta + \beta\gamma + \gamma\alpha = \frac{c}{a} = \frac{\text{coefficient of } x}{\text{coefficient of } x^3}</math></p> <p><math>\alpha\beta\gamma = -\frac{d}{a} = \frac{-\text{constant term}}{\text{coefficient of } x^3}</math></p> <p>Let us consider an example.</p> <p>Q Verify that <math>3, -1, -\frac{1}{3}</math> are the zeros of the cubic polynomial <math>p(x) = 3x^3 - 5x^2 - 14x + 8</math> and verify that the relationship between the zeros and the coefficient.</p> <p>Q Give an example of cubic polynomial.</p>

Documentary Evidence in support of each selected activity

METHOD	CHALKBOARD SUMMARY
<p>PUPIL ACTIVITY</p>	<p><u>Zeros of Cubic Polynomial.</u></p>
<p>→ Listen Carefully</p>	<p><math>P(x) = 3x^3 - 5x^2 - 11x - 3</math></p>
<p>→ Write down in copy.</p>	<p>Comparing the given polynomial with <math>ax^3 + bx^2 + cx + d</math>, we get <math>a = 3</math>, <math>b = -5</math>, <math>c = -11</math> and <math>d = -3</math></p>
<p></p>	<p>Further</p>
<p></p>	<p><math>P(3) = 3 \cdot 3^3 - (5 \times 3^2) - (11 \times 3) - 3</math>  <math>= 81 - 45 - 33 - 3 = 0</math></p>
<p></p>	<p><math>P(-\frac{1}{3}) = 3 \cdot (-\frac{1}{3})^3 - 5(-\frac{1}{3})^2 - 11(-\frac{1}{3}) - 3</math></p>
<p></p>	<p><math>= \frac{1}{3} - \frac{5}{9} + \frac{11}{3} - 3</math>  <math>= -\frac{2}{9} + \frac{2}{9} = 0</math></p>
<p></p>	<p>∴ therefore, <math>3, -1, -\frac{1}{3}</math> are the zeros of <math>3x^3 - 5x^2 - 11x - 3</math></p>
<p></p>	<p>So we take <math>\alpha = 3</math>  <math>\beta = -1</math>  <math>\gamma = -\frac{1}{3}</math></p>
<p></p>	<p>Now,</p>
<p></p>	<p><math>\alpha + \beta + \gamma = 3 + (-1) + (-\frac{1}{3})</math>  <math>= 2 - \frac{1}{3} = \frac{5}{3} = -\frac{5}{3}</math>  <math>= -\frac{b}{a}</math></p>
<p>→ <math>2x^3 + 2x^2 + 4x + 1</math>.</p>	<p><math>\alpha\beta + \beta\gamma + \gamma\alpha = 3 \times (-1) + (-1) \times (-\frac{1}{3}) + (-\frac{1}{3}) \times 3</math></p>
<p></p>	<p><math>= -3 + \frac{1}{3} - 1</math>  <math>= -\frac{11}{3} = \frac{c}{a}</math></p>
<p></p>	<p><math>\alpha\beta\gamma = 3 \times (-1) \times (-\frac{1}{3}) = 1</math></p>
<p></p>	<p><math>= -\frac{(-3)}{3} = \frac{d}{a}</math></p>



Recapitulation :

Zeros of a cubic polynomial is the value of  $x$  for which the value of polynomial become zero.  
 $P(x) = 2x^3 - 5x^2 - 14x + 8 = 0$  if  $\alpha, \beta$  and  $\gamma$  are the zeros of the polynomial  $ax^3 + bx^2 + cx + d$ , then  $\alpha + \beta + \gamma = -\frac{b}{a}$ ,

Evaluation :  $\alpha\beta + \beta\gamma + \gamma\alpha = \frac{c}{a}$  ,  $\alpha\beta\gamma = -\frac{d}{a}$ .

- Q What is Zeros of Cubic polynomial?
- Q Explain Zeros of Cubic polynomial.
- Q Verify that 3, -2, 1 are the Zeros of the Cubic polynomial.  $P(x) = x^3 - 2x^2 - 5x + 6$  and verify its relation with Zeros & Coefficients

Home Task :

- Q Verify that -5, -2 and  $\frac{1}{3}$  are the Zeros of the Cubic polynomial  $P(x) = 3x^3 - 10x^2 - 25x + 10$  and verify that the relationship between its Zeros and Coefficients.

# MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

SARARI, PATNA

LESSON PLAN NUMBER: 3

**Trainee's Name :** Natasha Sharma

**Roll No. :** 30

**School :** D.A.V. Inter School, Danapur

**Class :** 7th

**Subject :** History

**Date :** 13/01/22

**Topic :** 18 वीं शताब्दी में नई राजनीतिक संरचनाएँ।

**Time :** 45 min

**Aids :** Blackboard, Chalk, Duster, Poster

- General Objectives :**
- छात्रों को मध्यकालीन भारत के इतिहास से परिचित कराना।
  - छात्रों को 18 वीं शताब्दी में उदित नए राज्यों से अवगत कराना।
  - छात्रों को सामाजिक, राजनीतिक एवं सांस्कृतिक क्षेत्र में हुए परिवर्तनों एवं सामाजिक असमन्वय की प्रक्रिया से अवगत कराना।

- Specific Objectives :**
- छात्रों को 18 वीं शताब्दी में उदित नए राज्यों एवं मुगलों से संघर्ष के कारण उत्पन्न राज्यों की जानकारी देना।
  - छात्रों को राजपूत राज्य एवं मराठा राज्य के उदभव के कारणों से परिचित कराना।
  - विद्यार्थियों को शिवाजी के प्रारंभिक जीवन से अवगत कराना।

**Previous Knowledge of Students :**

छात्र 18 वीं शताब्दी में नए राज्यों के उदय से संबंधित सामान्य जानकारी रखते हैं।

**Introduction :** शिक्षक कार्य

प्रश्न 1 - मुर्शिद खाँ को बीजाल का प्रीतपति कब बनाया गया था ?

प्रश्न 2 - नए राज्यों को कितने भागों में बाँटा गया था ?

छात्र कार्य

उत्तर :-

उत्तर :-

**Statement of Aim :**

बच्चों ! आज हमलोग राजपूत एवं मराठा राज्य के उदभव एवं शिवाजी के जीवन के संबंध में अध्ययन करेंगे।

MATTER	METHOD
	TEACHER ACTIVITY
<p>राजपूत राज्य एक - - - - - - - - अनुवाद भी किया।</p>	<p>पूर्व मध्यकाल में राजपूत एक शक्ति- शाली सामाजिक एवं राजनैतिक शक्ति के रूप में उदित हुए थे। अकबर ने अपनी सहाय में इनसे स्वार्थ नित्यता स्थापित कर अपने शासन एवं साम्राज्य की स्थायित्व दिया था। अकबर के समय इन सर्वोच्चों में अकबर के पैदा होने लगी थी। मुगल साम्राज्य की कमजोरी का फायदा उठाते हुए अब राजपूत भी अपना स्वतंत्र राज्य कायम करने की कोशिश आरंभ कर दिए। 16 वीं सदी में सबसे श्रेष्ठ राजपूत शासक के रूप में आमेर का स्वार्थ 'जयसिंह (1681-1743) था। यह एक विख्यात अणुशास्त्री था। इन्होंने जयपुर शहर की एवं रेखा-गणित 'सुमिलड' की पुस्तक रेखागणित के तत्व का संस्कृत में अनुवाद भी किया था।</p>
<p>बोधा प्रश्न</p>	<p>प्रश्न :- 18 वीं शताब्दी का सबसे श्रेष्ठ राजपूत शासक कौन था एवं क्यों प्रसिद्ध था ?</p>
<p>मुगलों से संघर्ष के बाद - - - - - - कर सकते थे।</p>	<p>18 वीं शताब्दी में कुछ ऐसे राज्यों का भी उदय हुआ जो मुगलों के साथ संघर्ष के बाद अस्तित्व में आए। इनमें मराठा राज्य, सिक्ख एवं जाटों के राज्य प्रमुख थे। 17 वीं सदी में एक शक्तिशाली मराठा विद्रोह शुरू हुआ जो 18 वीं सदी की पहली चौथाई तक भारत की सबसे शक्तिशाली राजनै- तिक शक्ति बन कर उभरा, जिसका नेतृत्व शिवाजी ने किया। शिवाजी का जन्म 1627 ई. में हुआ था। 18 वर्ष की उम्र में ही अपनी राजनैतिक महत्वकांक्षा के कारण इन्होंने पूणा, रायगढ़, कोकन तथा तोर पर अपना कब्जा कर लिया।</p>
<p>बोधा प्रश्न</p>	<p>प्रश्न :- मराठा विद्रोह कब हुआ था एवं इसे कौन नेतृत्व दे रहा था ?</p>

Documentary Evidence in support of each selected activity

METHOD	CHALKBOARD SUMMARY
PUPIL ACTIVITY	
<p>एवढे ध्यान से सुन रहे हैं।</p>	<p><u>शब्दार्थ :-</u></p> <ol style="list-style-type: none"> <li>1. <u>स्फोषशास्त्री</u></li> <li>2. <u>पर्यवेक्षणशाला</u></li> <li>3. <u>अहलकाशा</u></li> </ol> <p><u>जयसिंह :-</u> (1681-1743) 18 वीं सदी का सबसे श्रेष्ठ राजपूत शासक।</p> <p><u>युब्लिड :-</u> यूनानी रेखा गणितज्ञ</p>
<p><u>उत्तर :-</u> 18 वीं शताब्दी का सबसे श्रेष्ठ राजपूत शासक आमेर का जयसिंह था। यह एक स्फोष शास्त्री था एवं इसकी की गई गठाना बहुत हद तक सही होती थी इसलिए यह प्रसिद्ध था।</p>	<p><u>मराठा , सिक्ख एवं आठ राजा :-</u> मराठों से संबंध के बाद उदित होने वाले प्रमुख राज्य।</p>
<p><u>उत्तर :-</u> मराठा विद्रोह 17 वीं सदी में प्रारंभ हुआ था एवं 18 वीं सदी के पहली-चौथाई तक पला जिसे शिवाजी नेतृत्व दे रहे थे।</p>	

lp

**Recapitulation :** बच्चों ! आज हमलोगों ने राजपूताना क्षेत्र के राज्य एवं शिवाजी के नेतृत्व में मराठा राज्य के शक्तिशाली राजनैतिक उदय एवं विकास के बारे में अध्ययन किया।

**Evaluation :**

प्रश्न 1. - 18 वीं शताब्दी में सबसे श्रेष्ठ राजपूत शासक कौन था ?

उत्तर :-

प्रश्न 2. - शिवाजी का जन्म कब हुआ था ?

उत्तर :-

**Home Task :**

शिवाजी के आरंभिक जीवन से संबंधित प्रश्नों के उत्तर लिखें एवं उनकी प्रशासनिक व्यवस्था के संबंध में पढ़ कर आएं।

## Notice

All the students are hereby informed that there is a workshop on TLM making. Everyone have to bring the following materials for TLM on Saturday (19.08.23) Pencil, sharpener, eraser, scale, scissors, Chart paper, colour / sketch pens, broad coloured cello tape and fevicol / glue.

  
IQAC Co-ordinator  
MCTE, Patna

  
Principal  
Mundeshwan College for Teacher Educator  
Sarari Patna-801105

Documentary Evidence in support of each selected activity



**MUNDESHWARI COLLEGE FOR TEACHER EDUCATION  
SRARI-USRI ROAD KHAGAUL, PATNA**

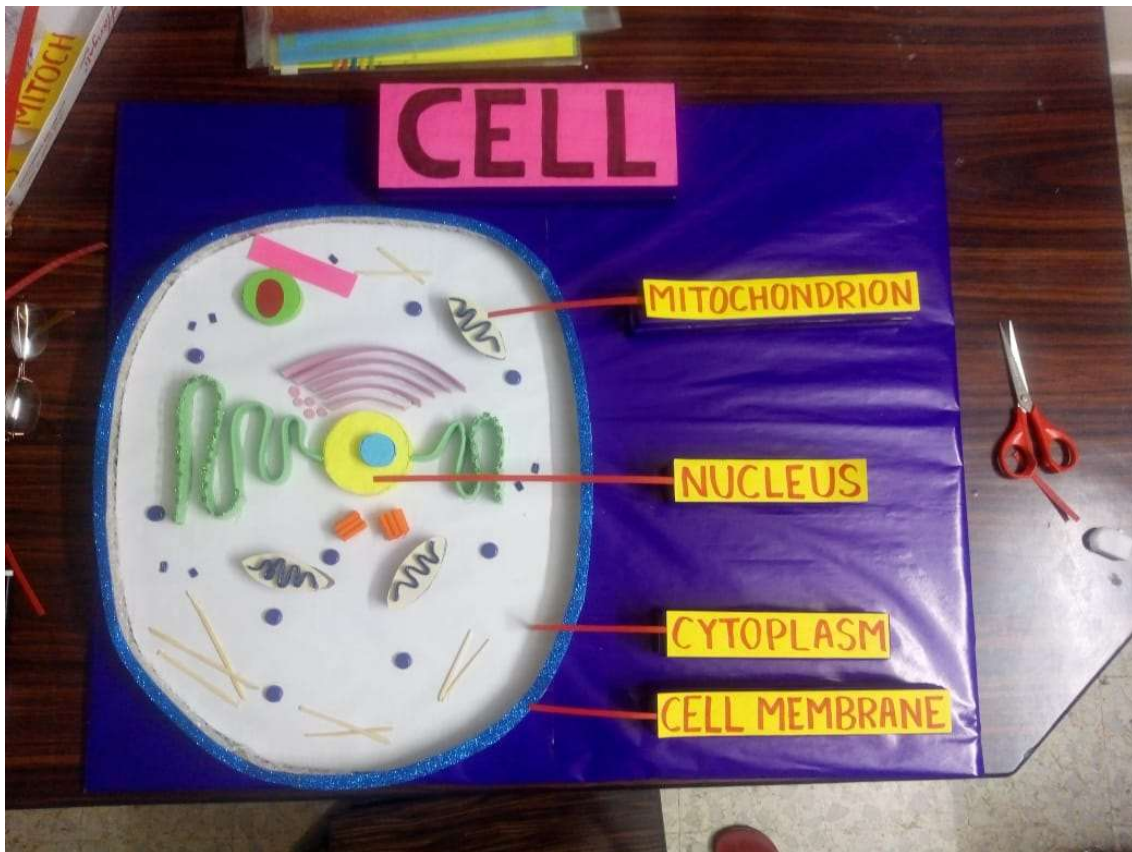
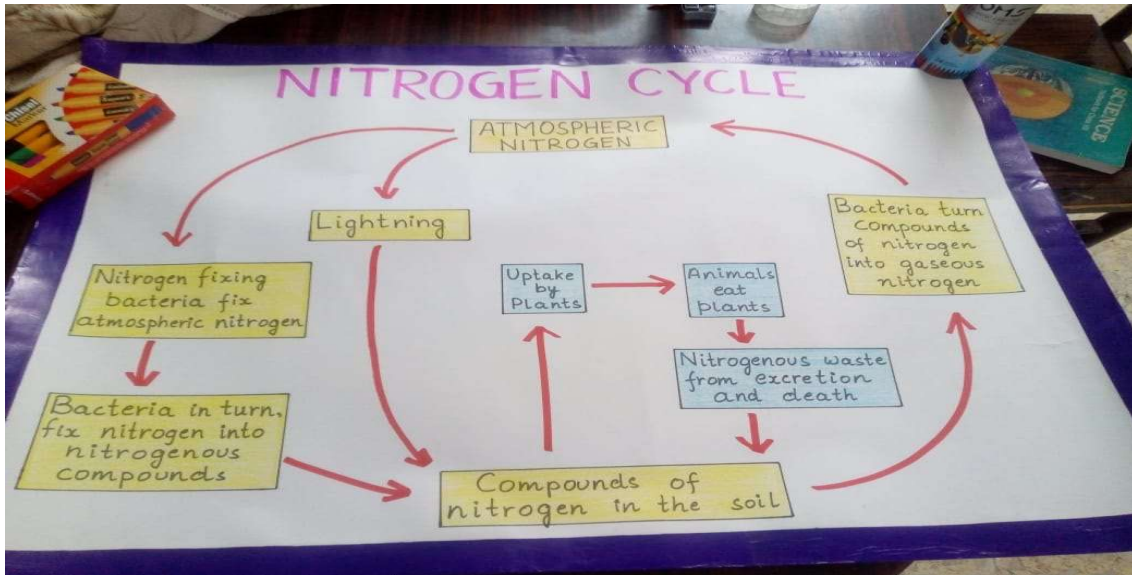
## WORKSHOP ON MAKING TLM



Venue- seminar Hall

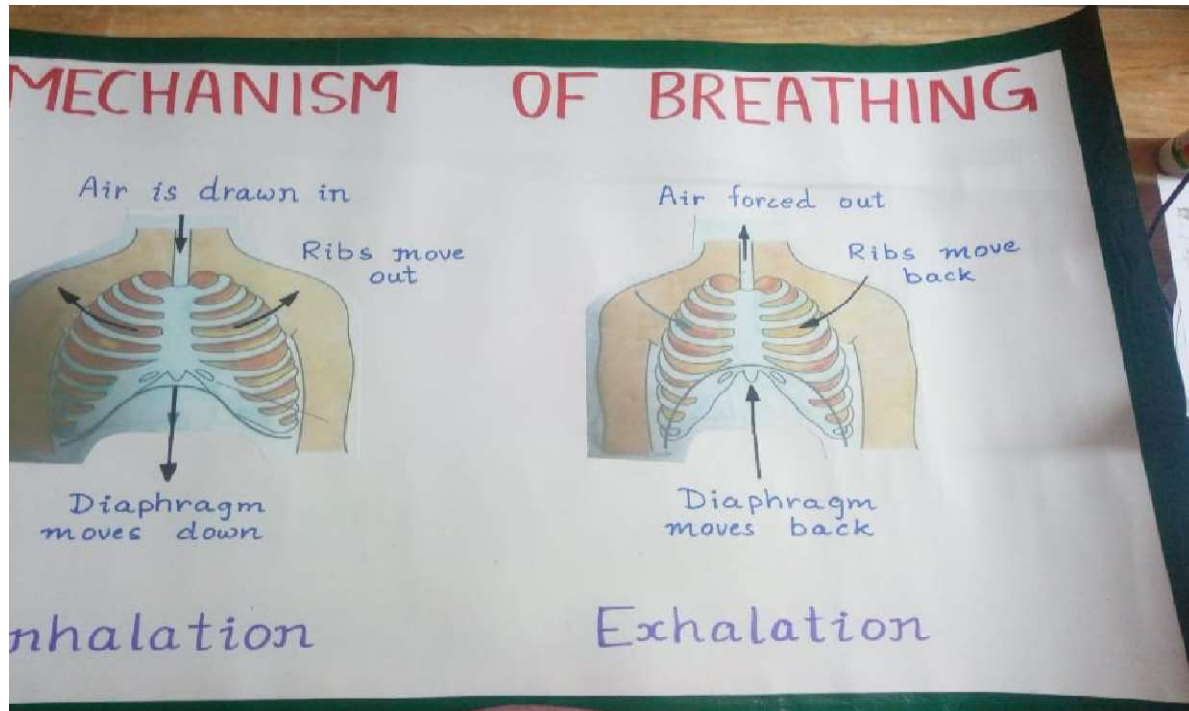
Date- 19/08/2023

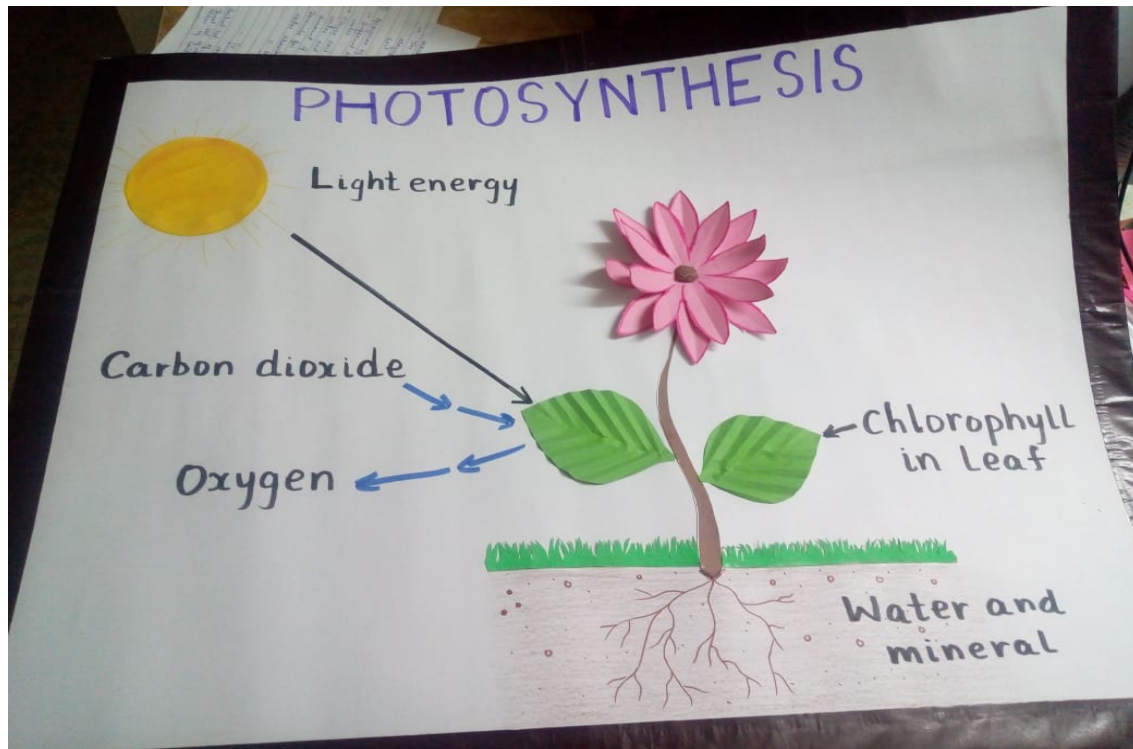
Documentary Evidence in support of each selected activity





Documentary Evidence in support of each selected activity





## Notice

Dear Students,

All are informed that practical work related to school internship program (Action research, Case study, School diary, Teacher student dialogue, School observation, Classroom observation, diagnostic test) will be conducted from 16th July 2023 to 27th July 2023. Students who are absent in this practical class will not be informed about it again. Attendance is compulsory for all students.

  
IQAC Co-ordinator  
MCTE, Patna

**Mundeshwari Co**  
**Educ**  
**Srari-Usri Road khagaul, Patna**

  
Principal  
Mundeshwari College for Teacher Education  
Sarari Patna-801105

**PREPARATION OF  
DIAGNOSTIC TEST**

16/07/2023 to  
27/07/2023



Documentary Evidence in support of each selected activity

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

SARARI, PATNA

Internship Programme : Part II of B.Ed.

Observation Document : Professional Ethics (Reflection During Practice Teaching)

Teacher Trainee's (Intern) Name..... Vaishnavi Kashyap

Enrolment No. 93

Session:- 20.22 - 20.24.

Introduction (परिचय)

Name of Peer Teacher..... Gneeshma Mishra

Session:- 20.22 - 20.24.

Gender..... Female

School..... Dhaneshwari Devanandan Kanya Ucha Madhyamik Vidyalaya.

• Personailty (व्यक्तित्व)

i) Dress (परिधान)

She has very decent dressing sence.

ii) Cleanliness (स्वच्छता)

Her attire was well ironed and cleared.

iii) Self Representation (आत्म प्रतिनिधित्व)

Overall ~~all~~ look of her was good and she presented herself fairly.

Core Values (द्विन्यायी मूल्य)

• Integrity (समग्रता)

She showed integrity towards her colleagues.

• Respect (सम्मान)

She respects each and every member as well as students

• Responsibility (दायित्व)

She took responsibility of things well.

• Fairness (निष्पक्षता)

She showed fairness in every field.

## Documentary Evidence in support of each selected activity

- Accountability (उत्तरदायित्व)

She is accountable to each happenings.

### Ethical Principles (नैतिक सिद्धांत)

- Patience (सहनशीलता)

She shows patience towards every member.

- Confidentiality (गोपनीयता)

She maintained confidentiality while being with everyone.

- Honesty (सत्यनिष्ठा)

She is honest in nature.

- Transparency (पारदर्शिता)

She shows transparency in every field.

- Positive Attitude (सकारात्मक मनोभाव)

She shows positive attitude towards each being.

- Social Responsibility (सामाजिक दायित्व)

Responsibility in field of social is shown in her nature.

- Professional Competence (पेशेवर क्षमता)

She has a professional competent as well.

### Guidelines for Teaching Practice (शिक्षण अभ्यास के लिए दिशानिर्देश)

- Rules & Regulations (नियम एवं कानून)

When it comes to rules and regulations, she is very strict.

- Treating Individuals (वैयक्तिक व्यवहार)

Her behaviour towards each individual is good.

- Promoting Safe Environment (मुरझित वातावरण को बढ़ावा देना)

- > Avoiding Discrimination (भेद भाव से दूर)

She avoids discrimination in class as well as with peer members.

## Documentary Evidence in support of each selected activity

➤ Showing Equal Concern (समान मोच प्रदर्शित करना)

She shows equal concern towards every member.

### Responsibility Towards Colleagues / Peer Groups (सहकर्मियों / साथी समूहों के प्रति जिम्मेदारियाँ)

- Collaborating and Sharing Resources (संसाधनों की सहायता एवं सहभाजित करना)  
She has very good behaviour as she collaborate and share the resources.
- Respecting Diversity (विविधता का सम्मान)  
She respects the diversity in school or in the class.
- Resolving Conflicts (संघर्ष का समाधान)  
In respect of resolving conflict, she is bit lacking.
- Maintaining Open Communication (खुला या सीधा संचार कायम रखना)  
She is open-minded ~~and everything~~.
- Avoiding Favouritism (पक्षपात से वर्जित)  
She avoids favouritism towards her colleagues.

### Suggestions for Improvement (सुधार हेतु सुझाव)

No suggestion is needed to her.

She is perfect in each field.

She dressed well according to her profession.

**MUNDESHWARI COLLEGE FOR TEACHER EDUCATION**

(A Unit of Vikramshila Educational and Welfare Society, Patna)

Sarari-Usri Road, Khagaul, Patna - 801105



**MCTE PATNA**

RECOGNISED BY NCTE (ERC), BHUBANESHWAR

AFFILIATED TO ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA

**CLASS ROOM OBSERVATION AND  
PEER OBSERVATION**

NAME : Priyanka Sharma

ROLL NO. : 63 SESSION : 2022-24

METHOD OF TEACHING : Mathematics

Lesson No. .... 1 ..... Date 20/09/23.

Teacher ..... Priya ..... School and Class ..... X'C' .....

Subject ..... Hindi ..... Topic परंपरा का मूलभूतकन .....

**Preparation :** ( पाठ की तैयारी )

Preparation was good and suitable according to the topic.

**Statement of Aim :** ( कथन का लक्ष्य )

The teacher stated his aim clearly and precisely.

**Presentation :** ( प्रस्तुतिकरण )

Presentation was interesting.

**Matter ( विषय )**

The matter was properly divided and organised

**Method : ( विधि )**  
Lecture method, Inductive method and Blackboard was used for writing topic and others contents of topic.



ob

IV. Recapitulation : (पुनरावृत्ति)

The matter was systematically revised.

V. Assignment : (पुनरावृत्ति)

There was an assignment related to topic.

VI. The Teacher (शिक्षक व्यक्तित्व)  
Personality :

The teacher's personality was inspiring.

Ability (योग्यता)

The teacher was well-prepared.

VII. The Class : (कक्षा)

The class participated in the lesson.

VIII. Timing : (समय)

The lesson was finished on time.

IX. Total Impression : (कुल प्रभाव)

Total impression of the class was good but it should be more attractive and interactive with students present in the class.

# Action Research

By — Kurt Lewin - 1944

Action Research is a form of investigation designed for use by teacher to attempt to solve the problems and improve professional practice in their own classroom.

By — Christine Miller - 2007

Action Research provides a framework that guides the energies of teachers towards a better understanding of why, when and how students can become a better learner.

## Five phases of Action Research —

### 1. Selecting an Area or focus :-

- ⇒ Identifying an area of interest
- ⇒ focus on students.
- ⇒ Lack of both immediate & cumulative effects.

### 2. Collecting data —

- ⇒ Collect existing archival data
- ⇒ Use additional multiple data source
- ⇒ Collect data regularly
- ⇒ promote collective ownership of data.
- ⇒ Monitor data collection.

### 3. Organising Data -

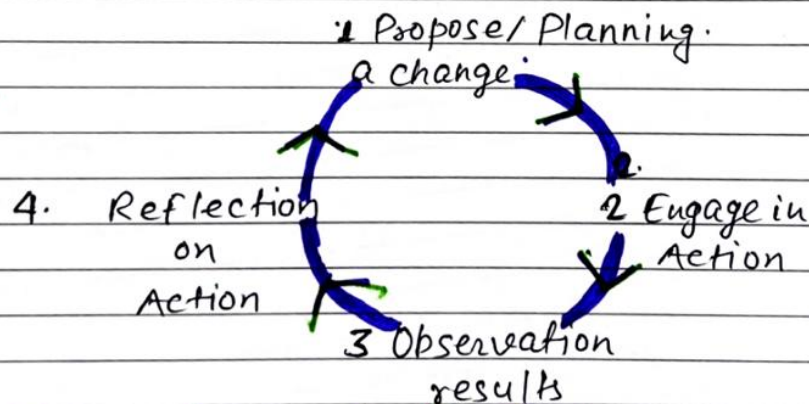
- ⇒ Display data in tables & charts.
- ⇒ Organise for analysis.

### 4. Analysing and Interpreting Data -

- ⇒ Determine priority area(s) for action.

### 5. Taking Action -

- Select best options for actions craft.
- Short and long-term action plan.



### Research used three types of quality

1. Qualitative,
2. Descriptive
3. Quantitative.

### Purpose

Action Research can be based on problem solving if the solution to the problem result in the improvement of practice. Because knowledge is created through action and application.

Documentary Evidence in support of each selected activity

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION  
SARARI, PATNA

Internship Programme: Part 2nd Of B.Ed.

Observation Documents: Interaction with School Management Committee (SMC)

Teacher Trainee's (Intern) Name Pintu Kumar

Enrolment No. 053

Session:- 2022 - 2024

Name of the School.....

Name of the SMC member(s) present

- 1) KANSAI NAZ
- 2) SUNIL KUMAR CHAKRAVARTY
- 3) TALAT ANSARI
- 4) RAVINDAR PRASAD YADAV
- 5) SEEMA KUMARI

Physical 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
  - a) Participating the Meeting Yes  No
  - b) Observing School Activities Yes  No
  - c) Interaction with Teachers on academic/administrative issues Yes  No
  - d) Interaction with Headmaster on academic/administrative issues 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 Programme  
youth Club  
Art & Craft  
Sports (Kabaoli & Kho-Kho)

5. SMC provide suggestions for the improvement of the school functioning. Yes  No
6. SMC report about its involvement in various school programme Yes  No

Documentary Evidence in support of each selected activity

(If yes) To Whom:-

Perception of SMC about school facilities

1. Discrimination of Children by the Teachers
2. Willingness of children to attend the School
3. Enrolment of child with special need(CWSN)is
4. Separate toilet facilities for boys and girls
5. Safe drinking water facility
6. Free supply of Study Materials(text books)
7. Facility of Games/Sports
8. Age group of enrolled children in different classes:
9. Incidence of physical punishment and mental harassment
10. Different aspects which require improvement(from 1 to 9 pointed above)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Rarely	<input checked="" type="checkbox"/>	Very Few	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Appropriate	<input type="checkbox"/>	40%	Averaged	<input type="checkbox"/>	60%
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>		

.....  
*Educational wall paintings should be presented.*  
*Facility of safe drinking water should be*  
*provided.*  
.....

11. Remarks(if any)

- *Educational wall paintings should be presented so that students can relate those messages conveyed by the paintings.*
- *Safe drinking water facility must be provided so that students can not be affected by disease causing water pollution and infection.*
- *Free supply of study materials like text book, maps, globe and lab instruments etc. must be provided.*

Signature of the Supervisor

*Pintu K.*  
Signature of the Observer

Documentary Evidence in support of each selected activity



MUNDESHWARI COLLEGE FOR TEACHER EDUCATION  
SARARI, PATNA

Internship Programme: Part ..... of B.Ed.  
OBSERVATION DOCUMENTS: CASE STUDY

Teacher Trainee's (Intern) Name RICHA TANETA  
Enrollment No..... Session:- 20 23-20 25

1. Preliminary Data

Name Tejpti Sharma  
Age 15 Class X-B Roll No 20

2. Physical Condition

Is the health normal? Yes  No

If no then defects related to backwardness are:

I. Defects of the sensory organs: Visual  Auditory

II. General auditory weakness.....

III. Speech Defects: Stammering Yes  No

IV. Specific Physical Defects.....

3. Environmental Influences

a. Home: Relationship with the Parents.

i) Is there constant discord between the child and the parents? NO

ii) Is the child rejected by the Parents? NO

iii) What interest do the Parents take in the education of the Child? Proper guidance and encouragement

iv) Do the Parents demand too high standards? NO

v) What is the attitude of the child towards siblings? Very friendly

b. School:

i) Is he regular in attendance? Yes

Documentary Evidence in support of each selected activity

ii) How much interest does he have in school subjects? Sincere and punctual in all subjects.

iii) Has he any vocational plans? She will visit grand parents house

How far are these vocational plans related to the choice of school subjects?

iv) How is the relationship with the classmates? Coordinating & friendly

Is he Popular? NO

v) What is his participation in the co-curricular activities?

active

4. Study Habits

a. Are there adequate facilities for study at his home? Yes

Does he have some place in the home where he can study without disturbance?

Yes, there is study room separately.

Does he have some place in the home where he can study without any disturbance?

Does he have the books he need? Yes

b. Does he have some regular hours for study? 3 to 4 hours regularly

c. Does he review what has been taught? Yes

d. Does he complete his homework? Yes

e. Does he report the difficulties to his teacher? Yes

f. Does he use a dictionary? NO

g. Has he acquired the habit of silent reading? Yes

5. Emotional Adjustments

i. Does he show tendency to withdraw, such as day dreaming, excessive cinema going, pending excessive time in escapist fiction?

*Yes*.....

ii. Does he get easily discouraged?..... *NO*

(a) How does he react to praise and blame? *she remains normal do not over react*

(b) How much persistence does he show? *she is determined to her goals.*

iii. Does he lack in emotional balance?..... *NO*

iv. Does he lack in self confidence?..... *NO*

v. Does he suffer from anxieties, conflicts?..... *NO*

vi. Does he have healthy interests and hobbies?..... *Yes*

a. What are his reading interests?..... *She likes to read*

b. Does he have any hobbies like stamp or coin collecting?..... *Yes*

6. Study of Specific Weaknesses in the Subject/Subjects

i) History of Backwardness:

a. Was he backward from the very beginning?..... *NO*

b. If backwardness started later, what were the causes?..... *she is good student with proper subject knowledge.*

c. From which class did he show it?.....

d. What were the marks the student obtained in the last examination?.....

ii) Does he make error in the test & home assignment?

iii) Student is weak in Spellings: Yes  No

Student has poor handwriting: Yes  No

iv) Student knows fundamentals of arithmetic: Yes  No

Remedial Programme:-

Consider the causes being backwardness and on that basis give some suggestions to help the student in overcoming his backwardness, Pay special attention to the specific weaknesses in the school subjects and suggest a remedial program me of that children.



The student I have mentioned is a slow learner. She is hard working and give equal time to all her subjects. But she told me she grasp the things in more time. She spent more time in one question to learn it. But she is good in maths. It means when she is able to understand the lesson, she takes less time to remember it. But the subjects in which she do not understand, it takes more time to remember and forgot the things easily.

So, I must suggest try to do cooperative learning and understand the lesson first then learn it. The teacher should organise remedial classes for the slow learners so that their problems can be addressed in a separate class at their own pace. This type of classes provide students with a comfortable learning environment. This gives us an opportunity to closely analyze the students' shortcomings & guide them properly to be on right track. We can also use different pedagogical methods that benefited such children. Once they realize that they can perform better, they will develop intrinsic motivation & start showing interest in learning.

MUNDESHWARI COLLEGE FOR

TEACHER EDUCATION

TEACHER STUDENT DIALOGUE

Name :- Priyanka Sharma

Roll No :- 63

Session :- 2022-24

Method of Teaching :- Mathematics

# Student Teacher Dialogue

No. 1

classmate

Date \_\_\_\_\_

Page 1

Teacher :- Good morning Students.

Student :- Good morning Ma'am.

Teacher :- We are going to Celebrate a program on the occasion of 'Hindi Diwas' in our School which is on 14 September.

Student :- OK, Ma'am.

Teacher :- Those who wanted to participate in program, mentioned your name with your class monitor.

Student :- Khushi, I wanted to participate in Speech.  
Tanisha, I want to say a Poem on Hindi Diwas.

Teacher :- Very good, Mentioned your name to your monitor.

# Student Teacher Dialogue

No. 5

classmate  
Date \_\_\_\_\_  
Page 6

Teacher :- Good morning, Student

Student :- Good morning Ma'am

Teacher :- As we know that there is a garden in our school but it is in very bad condition, means it is dirty

Student :- Yes Ma'am

Teacher :- Who wanted to play in Garden?

Student :- (Everyone raise their hands) We all Ma'am.

Teacher :- We all decided to clean our school garden after lunch break. So who want to help us in clean garden

Student :- (Raise their hands) Sir

## Diagnostic Test Student Questionnaire

1. आपका पूरा नाम क्या है ? \_\_\_\_\_
2. आप कितने वर्ष के हैं ? \_\_\_\_\_
3. आपका जन्मदिन क्या है ? \_\_\_\_\_
4. आपका पसंदीदा भोजन क्या है ? \_\_\_\_\_
5. माई - बहन का नाम एवं उम्र, यदि कोई हो ?  
\_\_\_\_\_
6. आप अपने खाली समय को व्यतीत कैसे करते हैं ?  
\_\_\_\_\_
7. आप कौन से दिन काम करते हैं ? \_\_\_\_\_
8. आप कितने घंटे काम करते हैं ? \_\_\_\_\_
9. आपका पसंदीदा दूरदर्शन (TV) कार्यक्रम कौन सा है ?  
\_\_\_\_\_
10. आपको कौन सा विषय सबसे अधिक पसंद है ?  
\_\_\_\_\_
11. आपको सबसे कम पसंदीदा विषय कौन सा है ?  
\_\_\_\_\_
12. आपने विद्यालय के किस गतिविधि में भाग लिया है ?  
\_\_\_\_\_

## Notice

All the students are hereby informed that there is a workshop on Blue print & Achievement Test making on 05/08/2023. Participation of every student is mandatory.

  
IQAC Co-ordinator  
MCTE, Patna

  
Principal  
Mundeshwan College for Teacher Educator  
Sarani Patna-801105



Documentary Evidence in support of each selected activity

CLASS - X <sup>th</sup>		BLUEPRINT							TIME - 60 minutes	
SUB - MATH		GHANSHYAM BALIKA MADHYMIK HIGH SCHOOL KHAGAUL							MARKS - 40	
Learning Objectives	Knowledge	Understanding	Application	Analysis	Evaluation/Skill	Grand total				
Question types	MCOs	MCOs	VSQs	VSQ	SAQs T/FQ	GAQ	LAQ			
Number of Questions	3 <sub>a</sub>	2 <sub>a</sub>	3 <sub>a</sub>	3 <sub>a</sub>	2 <sub>a</sub> 3 <sub>a</sub>	3 <sub>a</sub>	1 <sub>a</sub>			
Marks allotted	1	1	2	2	3 1	3	5			
Total Marks	3	2	6	6	6 3	9	5			
								40		

CLASSMATE  
Date: \_\_\_\_\_  
Page: \_\_\_\_\_

MATHS



Time-45 minutes      CLASS-10<sup>th</sup>      Max Marks-40

+15 mins

UNIT-TEST-1

CLASSMATE  
Date: \_\_\_\_\_  
Page: \_\_\_\_\_

TRIGONOMETRY AND HEIGHT AND DISTANCE

1. Multiple choice questions.  $\Rightarrow 5 \times 1 = 5$

(i) (i)  $\sin \theta = \frac{b}{c}$ , then  $\sec \theta$  is equal to -

- (a)  $\frac{b}{a}$       (b)  $\frac{\sqrt{a^2+b^2}}{a}$       (c)  $\frac{b}{\sqrt{a^2-b^2}}$       (d)  $\frac{b}{\sqrt{b^2-a^2}}$

(ii)  $\cos(\alpha+\beta) = 0$ , then  $\sin(\alpha-\beta)$  can be reduced to -

- (a)  $\cos \beta$       (b)  $\cos 2\beta$       (c)  $\sin \alpha$       (d)  $\sin 2\alpha$

(iii)  $\sin \alpha = \frac{1}{2}$  and  $\cos \beta = \frac{1}{2}$  then value of  $(\alpha+\beta)$  is

- (a)  $0^\circ$       (b)  $30^\circ$       (c)  $60^\circ$       (d)  $90^\circ$

(iv)  $\sin(45^\circ+\theta) - \cos(45^\circ-\theta)$  is equal to -

- (a)  $2\cos \theta$       (b)  $0$       (c)  $2\sin \theta$       (d)  $1$

(v)  $\frac{1+\tan^2 A}{1+\cot^2 A}$  is equal to

- (a)  $\sec^2 A$       (b)  $-1$       (c)  $\cot^2 A$       (d)  $\tan^2 A$

2. State whether following are true or false.  $3 \times 1 = 3$

(i) The value of  $\tan A$  is always less than 1.

(ii) The value of  $\sin \theta$  increases as  $\theta$  increases.

(iii)  $\cot A$  is not defined for  $A = 0^\circ$

Time-45 minutesMax-Marks-40UNIT-TEST-1

CLASSMATE
Date :
Page :

3 Very short answer questions — 6x2 = 12

(i)  $2 \tan^2 45^\circ + \cos^2 30^\circ - \sin^2 60^\circ = ?$

(ii) If  $\sec 4A = \operatorname{cosec} (A - 20^\circ)$ , where  $4A$  is an acute angle, find the value of  $A$ .

(iii)  $\sqrt{(1 - \cos^2 \theta)} \sec^2 \theta = \tan \theta$  prove it.

(iv) A pole 6m high casts a shadow  $2\sqrt{3}$  m long on the ground, then the sun's elevation will be what?(v) Find the simplest form of  $(1 - \cos^2 A)(1 + \cot^2 A)$ .(vi) The ratio of the <sup>length of the</sup> vertical rod and the length of its shadow is  $1 : \sqrt{3}$ . Find the angle of elevation of the sun at that moment.4. Short answer questions — 5x3 = 15

(i) Show that  $\tan^4 \theta + \tan^2 \theta = \sec^4 \theta - \sec^2 \theta$

(ii)  $(\sin A + \operatorname{cosec} A)^2 + (\cos A + \sec A)^2 = 7 + \tan^2 A + \cot^2 A$

(iii) The angle of elevation of the top of a tower from certain point is  $30^\circ$ . If the observer moves 20 meters towards the tower, the angle of elevation of the top increases by  $15^\circ$ . Find the height of the tower.

UNIT-TEST-1

Max Marks-40

CLASSMATE
Date: _____
Page: _____

Time: 75 minutes

(iv) In  $\Delta PQR$ , right-angled at  $Q$ ,  $PR + QR = 25\text{cm}$  and  $PQ = 5\text{cm}$ . Determine the value of  $\sin P$ ,  $\sec P$  and  $\tan P$ .

(v) (a) The angle of elevation of an aeroplane from a point on the ground is  $60^\circ$ . After a flight of 30 seconds the angle of elevation becomes  $30^\circ$ . If the aeroplane is flying at a constant height of  $3000\sqrt{3}\text{m}$ , find the speed of the aeroplane.

(v) (b) Prove that  $\frac{1 + \sec\theta - \tan\theta}{1 + \sec\theta + \tan\theta} = \frac{1 - \sin\theta}{\cos\theta}$

5. Long answer questions —  $1 \times 5 = 5$

(i) (a) The angle of elevation of the top of a tower from two points distant 'l' and 'm' from its foot are complementary. Prove that the height of the tower is  $\sqrt{lm}$ .

(i) (b) Prove that  $\frac{\cos A - \sin A + 1}{\cos A + \sin A - 1} = \operatorname{cosec} A + \cot A$

(i) (c) Prove that  $\frac{\sin\theta - \cos\theta + 1}{\sin\theta + \cos\theta - 1} = \frac{1}{\sec\theta - \tan\theta}$

Page-3

## Notice

All the students are hereby informed that there is a competition of Rakhi Making, house board making and rangoli making on 16/08/2023. Participation of every student is mandatory.

  
IQAC Co-ordinator  
MCTE, Patna

  
Principal  
Mundeshwan College for Teacher Educator  
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Documentary Evidence in support of each selected activity



Documentary Evidence in support of each selected activity



  
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