



MCTE PATNA

Mundeshwari College for Teacher Education

Affiliated to Aryabhatta Knowledge University

Sarari-Usri Road, Khagaul, Patna

2.4.12

Assessment criteria adopted by each of the selected persons (For Bachelor and PG programmes as applicable)

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

Check List

SELF EVALUATION - PRACTICE TEACHING

Name of the student teacher

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

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Principal

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Teacher Assessment Scale

by

Head of school

No	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					
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					
12	Readiness to work during free hours					
13	Maintenance of discipline in the class					
14	Inter-personal relationship					
15	Extra help rendered in academic work					

Strengths of the student teacher:

Weakness of the student teacher:

Signature of the Headmaster

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Principal

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SUPERVISOR'S REPORT

Signature of Supervisor	V.Good	Good	AV.	Uns.	V. Uns.
Introduction/ प्रस्तावना : 1. Rapport with the Class/Teacher Pupil Interaction. Personlity/ वर्ग और शिक्षक में तालमेल / शिक्षक-छात्रों के बीच अन्योन्य क्रिया, व्यक्तित्व 2. Motivating pupils for class participation/ वर्ग में भागीदारी के लिए विद्यार्थियों को अभिप्रेरित करना					
Statement of aim/ उद्देश्य का कथन : 3. Clarity of purpose of teaching the particular unit / खास ईकाई के अध्यापन उद्देश्य की स्पष्टता					
Presentation प्रस्तुतीकरण : 1. Content, matter of the unit / विषय वस्तु की प्रस्तुति 2. Exposition through narration, explanation, demonstration etc./ विवरण, व्याख्या, प्रदर्शन द्वारा प्रतिपादन 3. Questioning Technique/ प्रश्नोत्तर विधि 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। Bridging the unit with he next in order / ईकाई को आगामी ईकाई से जाड़ना					
Assignment/गृहकार्य Overall impression / कुल प्रभाव					

METHOD IN-CHARGE

Date

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Principal

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Sarari-Usri Road, Khagaul, Patna - 801105



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CLASS ROOM OBSERVATION BOOK

NAME : _____

ROLL NO. : _____ SESSION : _____

METHOD OF TEACHING : _____

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PEER OBSERVATION BOOK

NAME : _____

ROLL NO. : _____ SESSION : _____

METHOD OF TEACHING : _____

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HINTS FOR OBSERVATION OF LESSONS

The observation of lessons given by others will help you to know the School syllabus; will give ideas as to how you might present and develop various topics in your teaching; will acquaint you with pupil reactions & the general class education in time, it will stimulate and guide your own efforts at being a better teacher. Observe lessons, as critically as possible, always with the intention of tearing from them how you may improve your own procedure and manner. It helps to discuss the lesson observed with your companions and your professors, especially the professor who supervised the lesson.

You should, where it is left to you choice, observe lessons in your special subjects. You will also benefit by watching the lessons of those of those who are considered to be 'better' Seeing the skills of others will help you to improve your own, provided you have a sincere desire to profit.

The following points will help you to guide your observation. They are based on the general doctrine about good teaching, endeavour to understand their significance and to apply them.

1. Preparation:

1. Note how the matter was introduced by association with children's experience and previous knowledge, through revision of matter previously taught, through pictorial discussion and word studies by raising a problem, by making children think of things connected with the matter of the lesson, etc.
2. Was the 'starting topic' suitable and properly exploited ?
3. Was the preparation brisk, short ?
4. Did it win the attention of the Class ? Did it put the Class in the proper frame of mind to learn or do ?
5. Did it bring out those elements of children's previous knowledge calculated to help them understand the matter to be taught ?

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6. Can you suggest a more interesting or more effective way of introducing the matter ?

II Statement of Aim:

1. Did the teacher state his/her aim simply yet clearly and precisely ?
2. Did the preparation lead naturally to this statement ?
3. Was the aim kept in view throughout the lesson ?
4. Was the development of the lesson consonant with the aim as stated ?

III Presentation :

(A) Matter

1. Was the matter properly divided, and organized in clear arrangement ?
2. What was the scheme of development ?
3. Was the matter clearly presented and rendered intelligible to the pupils ?
4. Was the matter suited to the capacity of the children ? Was it sufficient to the period ?
5. Was the matter thoroughly impressive ?

(B) What type of lesson was it ?

1. Knowledge, Skill, Appreciation, Review, Drill, based on present observation or past experience, Inductive, Deductive, Lecture, Question-Answer Activity ?
2. Did the teacher give the pupils scope to think and co-operate ?
3. Were the questions short enough, definite, clear, thought provoking, within the range of experience, observation and knowledge of the children ?
4. Were the questions in natural sequence ?

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5. Were they addressed to the whole class ? Well distributed ?
6. Were the answers of the children exploited ?
7. a) Were mistakes noted and suitably corrected ?
b) Did the questioning contribute to the development and understanding of the matter ?
8. Make note of bad questions, if any. What was the defect ?
9. Was the telling effective, interesting ?
10. What were the other teaching devices used ?
(stories, Comparisons, examples, sketches, diagrams, pictures, charts, tables, graphs, maps, quotations, B.B. Jottings, activity, etc.)
11. Were they suitable, necessary, adequate, rightly employed ?
12. On the whole, was the matter well illustrated ?
13. Was the B.B used ? for what purposes ? in a natural way ?
14. Was the B.B work well arranged, brief, legible ? was it helpful ?
15. Were the main points of the lesson emphasized and driven home ?
16. Was the repetition varied ? How was the variety secured ?
17. In the skill lesson were the pupils given a clear idea of the skill to be acquired ?
18. Was there sufficient practice or drill ? graded ? specific ? guided ?
19. In an appreciation lesson-were the beauty of form, expression, idea, conduct, etc. brought out so as to be grasped by the pupils ?
20. Was the method, on the whole, calculated to achieve the specific aim of the lesson ?
21. Are there any suggestions as to the presentation to make it more effective ?

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IV Recapitulation :

1. Was the matter systematically revised ?
2. Was the matter thoroughly tested ?
3. What devices were used for the purpose ?
4. Was there a B.B. Summary ? Was it truly a summary ? Did it cover all the main points ?
5. Was it developed with co-operation of the class (i.e. by the teacher guiding the answers of the children by suitable questions and writing the matter on B.B. at their dictation) ?
6. Was the B.B. Summary neatly written, with an effective display of points ?
7. Suggest other means of revising or recapitulating the matter.

V. Assignment :

1. Was there an assignment ? Did it arise from the matter presented ?
2. Was it suitable, adequate, interesting ?
3. Suggest other possible ways of assignment in the same matter.

VI. The Teacher :

(A) Personality

1. Was the teacher smart, lively, inspiring ?
2. Was his/her language correct ?
3. Was his/her speech articulate, distinct ? Was his/her pronunciation correct ?

(B) Ability :

1. Was the teacher well-prepared, up-to-date and exact in his work ?
2. Did he/she give any relevant supplementary information when desirable ?
3. Can he keep pupils attentive, active, interested ?

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4. Can he adapt him self/herself to the situation when the need arises ?
5. Can he maintain discipline in the class ?
6. Did he take note of and correct properly, the mistake of the children ?

VII. The Class :

1. Did the class participate in the lesson and respond to the work done ?
2. Did the pupils understand ? Were they interested ? Were they kept employed and active ?
3. Were there any extraneous factors that perhaps hampered them in their work e.g. some disturbing factor outside the class, visitors, heat of the day, boredom and indiscipline carried over from the previous period, etc.

VIII Timing :

1. Was the lesson finished in time ?
2. Was the teacher hurried, or too slow ? Was time wasted for any reason ?
3. Was his/her time-apportionment good according to the importance or difficulty of his/her points ?

IX Total impression :

1. How far do you believe that the pupils learn something useful ?
2. Did the lesson succeed in achieving its specific aim ?
3. Do you consider the lesson a success or failure ? if a failure, to what do you ascribe it ?

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पाठों के अवलोकन हेतु संकेत

दूसरों के द्वारा अवलोकित किए गए पाठों से आपको विद्यालय पाठ्यक्रम को समझने में सहायता मिलेगी। आपको विचार देगा कि कैसे आप अपने शिक्षण में विभिन्न प्रकरणों को प्रस्तुत और विकसित करेंगे। आप छात्रों की प्रतिक्रियाओं एवं समय पर सामान्य वर्ग शिक्षण से परिचित होंगे। एक बेहतर शिक्षण होने के लिए आपके प्रयत्नों को इससे प्रेरणा एवं मार्ग दर्शन मिलेगा। यथा संभव पदों का अवलोकन आलोचनात्मक ढंग से करें और हमेशा इस अभिप्राय से सीखें कि किस प्रकार से आप अपनी प्रक्रिया और तरीके में सुधार ला सकते हैं। इससे अपने साथियों एवं प्राध्यापक विशेषतः जिन्होंने पाठ का अवलोकन किया है, उनके साथ अवलोकित किए पाठों पर विचार-विमर्श करने में सहायता मिलेगी।

जहाँ आपके चयन पर निर्भर है वहाँ आपको अपने विशेष विषयों में पाठों का अवलोकन करना चाहिए। जो योग्य (बेहतर) समझे जाते हैं उनके पाठों को देखने से भी आप लाभान्वित होंगे। दूसरों के कौशल्य (निपुणता) को देखकर आपको अपने में सुधार लाने की सहायता मिलेगी, बशर्ते आपमें लाभान्वित होने की सच्ची लगन हो।

निम्नलिखित बिन्दुओं से आपको अवलोकन के मार्ग दर्शन में सहायता मिलेगी। ये बिन्दु अच्छे शिक्षण के बारे में सामान्य सिद्धान्त पर आधारित हैं। उनके महत्त्व को समझने एवं प्रयोग करने पर प्रयत्न करें।

1. तैयारी

1. ध्यान दें कि विषय किस प्रकार से प्रस्तुत किया गया :-

बालकों के पूर्वज्ञान और अनुभव की सहचारिता से पूर्व में पढ़ाए गए पाठ के दौरान सचित्र विचार-विमर्श और समस्या उठाकर शब्द अध्ययन के माध्यम से, बच्चों को विषय के प्रकरण के साथ जुड़ी चीजों के बारे में सोचने के लिए प्रेरित करने आदि के साथ।

2. क्या प्रारंभ होनेवाले विषय उपयुक्त था और उचित प्रकार से उपयोग में लाया गया था ?
3. क्या तैयारी जानदार, पर्याप्त और संक्षिप्त थी ?
4. क्या इससे वर्ग का ध्यान आकर्षित किया गया था ? क्या इससे वर्ग के ध्यान को सीखने या करने के लिए प्रेरित किया गया था ?

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5. क्या इससे बच्चों के पूर्व ज्ञान के उन तत्वों को प्रकाशित किया गया, जो उन्हें पढ़ाए जानेवाले विषयों को समझने में सहायतार्थ समझा गया था ?
6. क्या आप विषय को प्रस्तुत करने के और अधिक प्रभावकारी या और अधिक रूचिकर उपाय का सुझाव दे सकते हैं ?

2. उद्देश्य कथन

1. क्या शिक्षक ने अपने उद्देश्य को बहुत पहले (स्पष्ट रूप से) यथातथ्य अभिव्यक्त किया था ?
2. क्या सम्पूर्ण पाठ में लक्ष्य को ध्यान में रखा गया था ?
3. क्या तैयारी ने स्वभावतः इस कथन का मार्ग दर्शन किया था ?
4. क्या पाठ विकास कथित लक्ष्य के समस्वर था ?

3. प्रस्तुतीकरण

क-विषय

1. क्या विषय को उचित ढंग से बांटा गया था, और स्पष्ट व्यवस्था में संगठित था ?
2. विकास की योजना क्या थी ?
3. क्या विषय को स्पष्ट रूप से प्रस्तुत किया गया था और बुद्धिमता पूर्वक छात्रों को सुपुर्द किया गया था ?
4. क्या विषय छात्रों की क्षमता के उपयुक्त था ? क्या शिक्षण अवधि के लिए पर्याप्त था ?
5. क्या विषय पूर्णरूप से प्रभावकारी था ?

ख-किस प्रकार का पाठ है ?

1. ज्ञानात्मक, कौशलात्मक, समीक्षक परीक्षण ड्रिल वर्तमान अवलोकन या पूर्व अनुभव पर आधारित, आगमानात्मक, निगमनात्मक, व्याख्यान, प्रश्न-उत्तर, क्रिया-कलाप ?
2. क्या शिक्षक ने छात्रों को सोचने और सहयोग करने का अवसर दिया था ?
3. क्या प्रश्न पर्याप्त संक्षिप्त सुनिश्चित-स्पष्ट विचारोत्तेजक और छात्रों के ज्ञान अनुभव और अवलोकन क्षेत्र के भीतर थे ?

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4. क्या प्रश्न स्वभावित कम थे ?
5. क्या वे सम्पूर्ण वर्ग को सम्बोधित कर रहे थे ? ठीक तरह से वितरित थे ?
6. क्या छात्रों के उत्तर को उपयोग में लाया गया या नहीं ?
7. a. क्या गलतियों को ध्यान में रखा गया और सही ढंग से सुधार किया गया ?
b. क्या प्रश्न से विषय वस्तु का विकास होगा और समझ में वृद्धि होगी ?
8. अगर कोई खराब प्रश्न हो तो ध्यान दे-उसमें क्या गड़बड़ी थी ?
9. क्या कहने का तरीका प्रभावकारी एवं रूचिकार था ?
10. शिक्षण में उपयोग किए अन्य साधन क्या थे ? अन्य युक्ति क्या थी?
(कहानी, तुलना, उदाहरण, रेखाकृति, आलेख सारिणी, चित्र, तालिका, रेखाचित्र, नक्से उदाहरण, श्यामपट पर लेखन, क्रिया-कलाप)
11. क्या उनका उपयुक्त आवश्यक पर्याप्त और सही तरीको के उपयोग किया गया था ?
12. क्या विषय को सम्पूर्ण सही ढंग से समझाया गया था ?
13. क्या श्यामपट का प्रयोग किया गया था ? किन उद्देश्यों के लिए प्रयोग किया गया था ?
क्या वे स्वाभाविक थे ?
14. क्या श्यामपट सही ढंग से संक्षिप्त रूप से सुपाठ्य था ? क्या वह सहायक था ?
15. क्या पाठ के मुख्य बिन्दुओं पर जोर दिया गया था ? और उन्हें गृह कार्य के लिए दिया गया ?
16. क्या दुहराव में अन्तर था ? विविधता कितनी सुरक्षित थी ?
17. पाठ में निपुणता प्राप्त करना छात्रों को स्पष्ट रूप से बताया गया था या नहीं ? कैसे वे निपुणता प्राप्त करें ?
18. क्या ड्रिल या अभ्यास पर्याप्त था ? वर्ग विभक्त ? विशिष्ट ? मार्गप्रदर्शी ?
19. क्या मूल्यांकन पाठ में व्यवहार, अभिव्यक्ति, विचार, आचार आदि के सौन्दर्य का उल्लेख छात्रों को समझाने के लिए किया गया था ?
20. क्या पद्धति (विधि) सम्पूर्ण रूप से पाठ के विशिष्ट उद्देश्य प्राप्ति हेतु परिकल्पित थी ?
21. क्या इसे और प्रभावकारी बताने हेतु कोई अन्त सुझाव है ?

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4. सारांश (पुनरावृत्ति)

1. क्या विषय वस्तु योजनाबद्ध तरीके से संशोधित था ?
2. क्या विषय वस्तु की जाँच पूर्णरूपेण की गई थी ?
3. उद्देश्य के लिए किन युक्तियों का उपयोग किया गया था ?
4. क्या श्यामपट सारांश था ? क्या वास्तव में सारांश था ? क्या उसमें सभी मुख्य बिन्दुएँ निहित थी ?
5. क्या वर्ग के सहयोग से उसे तैयार किया गया था ? शिक्षक द्वारा उपयुक्त प्रश्नों के माध्यम से छात्रों के उत्तर को बताना और अपने श्रुतिलेख में विषय वस्तु को श्यामपट पर लिखना।
6. क्या श्यामपट पर सारांश बिन्दुओं के प्रभावकारी विन्यास के साथ साफ-सुथरा लिखा हुआ था ?
7. विषय वस्तु की पुनरावृत्ति या संशोधन के लिए अन्य सुझाव दें।

5. दत्तकार्य

1. क्या कोई दर्तकार्य था ? क्या प्रस्तुत विषयवस्तु से था ?
2. क्या वह उपयुक्त, पर्याप्त और रुचिकर था ?
3. उसी विषयवस्तु में दत्तकार्य के लिए संभव उपायों के अन्य सुझाव दें।

6. शिक्षक

क) व्यक्तित्व

1. क्या शिक्षक प्रभावशाली, आकर्षक जीवंत और प्रेरक थे ?
2. क्या उनकी भाषा शुद्ध थी ?
3. क्या उनका व्याख्यान सुस्पष्ट एवं पृथक था ? क्या उनका उच्चारण शुद्ध था ?

ख) योग्यता

1. क्या शिक्षक की तैयारी अच्छी थी ? अद्यतन तैयारी कैसी थी ? अपने कार्य में ठीक थे ?
2. क्या उन्होंने आवश्यकता पड़ने पर कोई उपयुक्त पूरक जानकारी दी ?

Janita Singh.
Principal

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Sarari Patna-801105

(10)

3. क्या वह छात्रों को एकाग्र, सक्रिय और उनकी अभिरूचि को बनाए रख सकते हैं ?
4. क्या आवश्यकता पड़ने पर अपने आप की परिस्थिति के अनुसार अनुकूल बना सकते हैं ?
5. क्या वह वर्ग में अनुशासन बनाए रख सकते हैं ?
6. क्या उसने छात्रों की गलतियों को ध्यान (नोट) किया है और उचित प्रकार से उसे सुधार किया ?

7. वर्ग

1. क्या वर्ग पाठ में भाग लेता है और किए गए कार्य का उत्तर दिया है ?
2. क्या छात्रों ने समझा था ? क्या उनकी अभिरूचि थी ? क्या वह एकाग्र एवं सक्रिय रहे ?
3. क्या कोई बाहरी कारकों से संभवतः कार्य में रूकावट आई थी ? अर्थात् वर्ग के बाहरी कारकों से बाधा डालने वाले कारकों, आगन्तुकों दिन की गर्मी, पिछली घंटी से उकताहट और अनुशासन आदि।

8. समय

1. क्या पाठ को समय पर समाप्त किया गया ?
2. क्या शिक्षक जल्दी में थे या आवश्यकता से अधिक धीमे थे ? क्या किसी कारण से समय की बर्बादी हुई थी ?
3. उसके बिन्दुओं की कठिनाई या महत्वानुसार उसका समय-बंटन अच्छा था ?

9. कुल-प्रभाव

1. आप कैसे विश्वास करते हैं कि छात्रों ने कुछ उपयोगी बातें सीखी है ?
2. क्या विशिष्ट लक्ष्य को प्राप्त करने में पाठ सफल रहा ?
3. क्या आप पाठ को सफल या असफल मानते हैं ? यदि असफल है, तो आप इसे क्या आरोपित करेंगे ?

Jonita Singh.
Principal

Mundeshwan College for Teacher Educator
Sarani Patna-801105

TABLE OF CONTENTS

S. No.	Topic of lesson	Teacher	Date	Remarks (Superior, Good Fair, Poor, Very Poor)

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Sarari Patna-801105

Lesson No. Date

Teacher School and Class

Subject Topic

I. Preparation : (पाठ की तैयारी)

II. Statement of Aim : (कथन का लक्ष्य)

III. Presentation : (प्रस्तुतिकरण)

Matter (विषय)

Method : (विधि)

Checked

Date :

Sumita Singh.
Principal

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Sarari Patna-801105

TABLE OF CONTENTS

IV. Recapitulation : (पुनरावृत्ति)

V. Assignment : (पुनरावृत्ति)

VI. The Teacher (शिक्षक व्यक्तित्व)
Personality :

Ability (योग्यता)

VII. The Class : (कक्षा)

VIII. Timing : (समय)

IX. Total Impression : (कुल प्रभाव)

Date :

Checked

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Sarani Patna-801105

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

PEER OBSERVATION BOOK

NAME : _____

ROLL NO. : _____ SESSION : _____

METHOD OF TEACHING : _____

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Sarari-Usri Road, Khagaul, Patna - 801105



MCTE PATNA

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PRACTICE LESSON PLAN COPY

NAME : _____

ROLL NO. : _____ SESSION : _____

METHOD : _____

lp

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Principal

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MUNDESHWARI COLLEGE FOR TEACHER EDUCATION
SARARI, PATNA
LESSON PLAN INDEX

NAME..... ROLL No. METHODS

Sl.No.	Subjects	Topic	Class	School	Supervisor	Date	Page

PRINCIPAL

METHOD IN-CHARGE

Sanita Singh.
Principal

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Sarari Patna-801105

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

TEACHER ACTIVITY
SARARI, PATNA

LESSON PLAN NUMBER:

Trainee's Name :

Roll No. :

School :

Class :

Subject :

Date :

Topic :

Time :

Aids :

General Objectives :

Specific Objectives :

Previous Knowledge of Students :

Introduction :

Statement of Aim :

Jonita Singh.
Principal

Mundeshwari College for Teacher Educator
Sarari Patna-801105

MATTER	METHOD
	TEACHER ACTIVITY
Roll no. : Class : Date : Time :	Topic Name : Topic : Subject : Date : Time : General Objectives : Specific Objectives : Previous Knowledge of Students : Instruction : Evaluation :

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Principal

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Sarari Patna-801105

Recapitulation :

Evaluation :

Home Task :

SUPERVISOR'S REPORT

Signature of Supervisor		V.Good	Good	AV.	Uns.	V. Uns.
Introduction/ प्रस्तावना :	1. Rapport with the Class/Teacher Pupil Interaction. Personality/ वर्ग और शिक्षक में तालमेल / शिक्षक-छात्रों के बीच अन्योन्य क्रिया, व्यक्तित्व					
	2. Motivating pupils for class participation/ वर्ग में भागीदारी के लिए विद्यार्थियों को अभिप्रेरित करना					
Statement of aim/ उद्देश्य का कथन :	3. Clarity of purpose of teaching the particular unit / खास ईकाई के अध्यापन उद्देश्य की स्पष्टता					
Presentation प्रस्तुतीकरण :	1. Content, matter of the unit / विषय वस्तु की प्रस्तुति					
	2. Exposition through narration, explanation, demonstration etc./ विवरण, व्याख्या, प्रदर्शन द्वारा प्रतिपादन					
	3. Questioning Technique/ प्रश्नोत्तर विधि					
	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।					
	Bridging the unit with he next in order / ईकाई को आगामी ईकाई से जाड़ना					
Assignment/गृहकार्य	Overall impression / कुल प्रभाव					

METHOD IN-CHARGE

Date

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MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

SARARI, PATNA

Internship Programme : Part of B.Ed.

Observation Document: Professional Ethics (Reflection During Practice Teaching)

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

Enrolment No.

Session:- 20..... - 20.....

Introduction (परिचय)

Name of Peer Teacher.....

Session:- 20..... - 20.....

Gender.....

School.....

• Personality (व्यक्तित्व)

i) Dress (परिधान)

.....

ii) Cleanliness (स्वच्छता)

.....

iii) Self-Representation (आत्म प्रतिनिधित्व)

.....

Core Values (द्विवादी मूल्य)

• Integrity (समग्रता)

.....

• Respect (सम्मान)

.....

• Responsibility (दायित्व)

.....

• Fairness (निष्पक्षता)

.....

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Sarari Patna-801105

- Accountability (उत्तरदायित्व)

Ethical Principles (नैतिक सिद्धांत)

- Patience (सहनशीलता)
- Confidentiality (गोपनीयता)
- Honesty (सत्यनिष्ठा)
- Transparency (पारदर्शिता)
- Positive Attitude (सकारात्मक मनोभाव)
- Social Responsibility (सामाजिक दायित्व)
- Professional Competence (पेशेवर क्षमता)

Guidelines for Teaching Practice (शिक्षण अभ्यास के लिए दिशानिर्देश)

- Rules & Regulations (नियम एवं कानून)
- Treating Individuals (वैयक्तिक व्यवहार)
- Promoting Safe Environment (सुरक्षित वातावरण को बढ़ावा देना)
 - Avoiding Discrimination (भेद भाव से दूर)

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Sarari Patna-801105

- Showing Equal Concern (समान सोच प्रदर्शित करना)
-

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

- Collaborating and Sharing Resources (संसाधनों की सहायता एवं सहभाजित करना)
.....
- Respecting Diversity (विविधता का सम्मान)
.....
- Resolving Conflicts (संघर्ष का समाधान)
.....
- Maintaining Open Communication (खुला या सीधा संचार कायम रखना)
.....
- Avoiding Favouritism (पक्षपात से वर्जित)
.....

Suggestions for Improvement (सुधार हेतु सुझाव)

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Jonita Singh.
Principal

Mundeshwan College for Teacher Education
Sarari Patna-801105



**MUNDESHWARI COLLEGE FOR TEACHER EDUCATION
SARARI, PATNA**

Internship Programme: Part Of B.Ed.

Observation Documents: Interaction with School Management Committee (SMC)

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

Enrolment No.....

Session:- 20 ... - 20 ...

Name of the School.....

Name of the SMC member(s) present

.....
.....
.....
.....
.....

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.....

.....
.....
.....

5. 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

Jonita Singh.
Principal

Mundeshwari College for Teacher Education
Sarari Patna-801105

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

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

.....

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11. Remarks(if any)

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Signature of the Supervisor

Signature of the Observer

Sonita Singh.
Principal
Mundeshwan College for Teacher Educator
Sarari Patna-801105

**MUNDESHWARI COLLEGE FOR TEACHER EDUCATION
SARARI, PATNA**

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

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

Enrollment No.....

Session:- 201.... - 201....

1. Preliminary Data

Name.....

Age..... Class..... Roll No.....

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?.....

ii) Is the child rejected by the Parents?.....

iii) What interest do the Parents take in the education of the Child?.....

iv) Do the Parents demand too high standards?.....

v) What is the attitude of the child towards siblings?.....

b. School:

i) Is he regular in attendance?.....

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Principal

Mundeshwari College for Teacher Education
Sarari Patna-801105

ii) How much interest does he have in school subjects?.....

iii) Has he any vocational plans?.....

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

.....

iv) How is the relationship with the classmates?.....

.....

Is he Popular?

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

.....

4. Study Habits

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

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

.....

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

.....

Does he have the books he need?.....

.....

b. Does he have some regular hours for study?.....

c. Does he review what has been taught?.....

d. Does he complete his homework?.....

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

f. Does he use a dictionary?.....

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

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5. Emotional Adjustments

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

ii. Does he get easily discouraged?.....

(a) How does he react to praise and blame?.....

(b) How much persistence does he show?.....

iii. Does he lack in emotional balance?.....

iv. Does he lack in self confidence?.....

v. Does he suffer from anxieties, conflicts?.....

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

a. What are his reading interests?.....

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

6. Study of Specific Weaknesses in the Subject/Subjects

i) History of Backwardness:

a. Was he backward from the very beginning?.....

b. If backwardness started later, what were the causes?.....
.....

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.

Sumita Singh.
Principal

Mundeshwan College for Teacher Educator
Sarari Patna-801105

Area with horizontal dotted lines for writing.

Signature of the Supervisor

Signature of the Observer

Janita Singh.
Principal
Mundeshwan College for Teacher Education
Sarani Patna-801105

**MUNDESHWARI COLLEGE FOR TEACHER EDUCATION
SARARI, PATNA**

Internship Programme: Part Of B.Ed.

Observation Documents: School Diary

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

Enrolment No.....

Session:- 201... - 201...

Name of the School.....

Composition of Diary

- | | | | | | |
|-------------------|--------------------------|-----------------------------|--------------------------|----------------------------|--------------------------|
| Personal Record | <input type="checkbox"/> | Message from Principal | <input type="checkbox"/> | School Help Line (Contact) | <input type="checkbox"/> |
| Dress Code | <input type="checkbox"/> | Code of Conduct for Student | <input type="checkbox"/> | Rule & Regulation | <input type="checkbox"/> |
| Academic Calendar | <input type="checkbox"/> | Co-curricular activities | <input type="checkbox"/> | National Song | <input type="checkbox"/> |
| National Anthem | <input type="checkbox"/> | School Song | <input type="checkbox"/> | Prayer | <input type="checkbox"/> |
| Assignments | <input type="checkbox"/> | Parent Teacher Dialogue | <input type="checkbox"/> | | |

Use of Diary

	Regular	More Often	Occasional
Complete Personal Profile			
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 Teaching Learning Process):-

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Signature of the Supervisor

Signature of the Observer

Jonita Singh.
Principal

Mundeshwari College for Teacher Education
Sarari Patna-801105