

NES COLLEGE
OF

EDUCATION

SESSION-

2021-23

INTERNSHIP

RECORD

FILE

INSPECTION REPORT

Name of School :- Sunrise School of Excellence

Student Teacher Name :- Roshni Barathe

I completed my teaching work in sunrise school of excellence Narmadapuram.

In which I inspected the various facilities available during the course of education, in which especially :-

1) Suitable teaching classroom with school building and orbital arrangement are available.

2) The school has a library.

3) The school has the laboratories, of different subjects.

As well as teaching atmosphere is pleasant and teachers was nice and helpful.

Signature
of
Student Teacher

Signature
of
Supervisor

Signature of
Subject
Teacher

INTERNSHIP CERTIFICATE

कार्यालय - अनारक्षण

प्रमाणित किया जाता है
आत्मय श्री आरविंद शर्मा
एकशिलीस नर्मदापुरम से
किया गया 1 छात्रा
है। 3^{वाँ} होन गणित
किया है। आपका कार्य

स्थान - अनारक्षण स्कूल
दिनांक - 01-12-2022
इन्टरशिप अवधि - 7/11/22

FROM SCHOOL

स्कूल ऑफ एक्सीलेंस
नर्मदापुरम

दिनांक - 01/12/22

कि, श्री शैरमी शर्मा
अनारक्षण स्कूल ऑफ
इन्टरशिप का कार्य
B.Ed III^{वाँ} सेमेस्टर की
अवधि का कार्य
उत्तम रहा है।

ऑफ एक्सीलेंस

से 15/12/22


PRINCIPAL
Sunrise School of Excellence
Hoshangabad (M.P.)

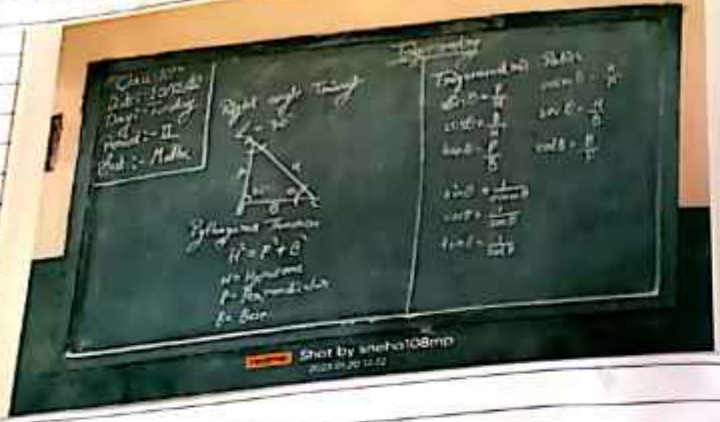
| Serial No. | Date | Work Done in School (Maths → Class - 8) | Completion of Work |
|------------|----------|---|--------------------|
| 1. | 07/11/22 | Chapter - 2 Linear Equation in one variable (Introduction) | Yes |
| 2. | 09/11/22 | Topic - 2.2 Solving equations which have linear expressions on one side and number on other side. | Yes |
| 3. | 10/11/22 | Topic - 2.4 Solving the equations having variable on both side. | Yes |
| 4. | 12/11/22 | Topic - 2.5 and 2.6 Reducing equations to simpler form. | Yes |
| 5. | 14/11/22 | Chapter - 6 Squares and Square roots. (Introduction and Topic - 6.2) Properties of square Number | Yes |
| 6. | 16/11/22 | Topic - 6.4 Finding the square of a number. | Yes |
| 7. | 17/11/22 | Topic - 6.5 Square Roots | Yes |
| 8. | 19/11/22 | Topic - 6.5.2 Finding square roots by division method | Yes |

| Subject Teacher Signature | Supervisor Signature | Head of School Signature | Student Teacher Signature |
|---------------------------|----------------------|--------------------------|---------------------------|
| 22/11/22 | 22/11/22 | 22/11/22 | 22/11/22 |
| 22/11/22 | 22/11/22 | 22/11/22 | 22/11/22 |
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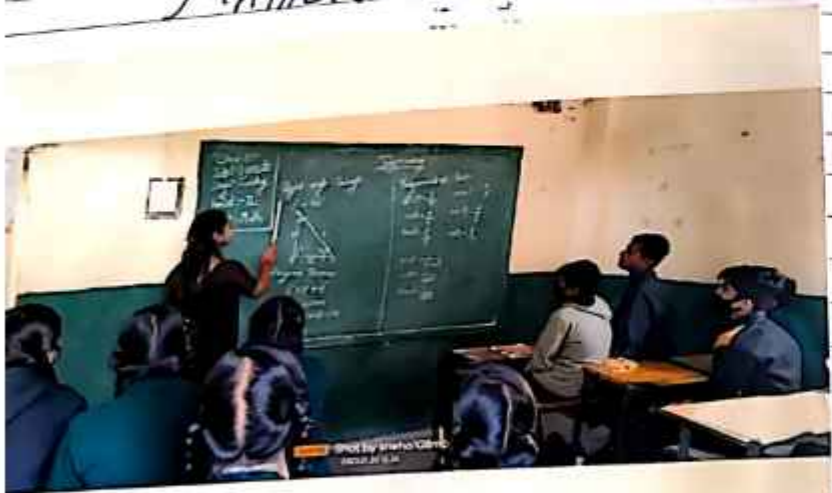
| Sl. No. | Date | Work Done in School (Maths → Class - 9 th) | Completion of Work |
|---------|------|--|--------------------------|
| 1. | | Chapter-2 Polynomials | Yes |
| 2. | | Topic - 2.3 & 2.4 Zeros of the polynomial 2.4 - Remainder Theorem | Yes |
| 3. | | Topic - 2.5 Factorisation of Polynomial | Yes |
| 4. | | Topic - 2.6 Algebraic Identities | Yes |
| 5. | | Chapter - 12. Heron's Formula (Introduction and 12.2) | Yes |
| 6. | | Topic - 12.3 Application of Heron's Formula in Finding area of quadrilaterals | Yes |

| Subject Teacher Signature | Supervisor / Observer Signature | Mentor Signature | Student Teacher Signature |
|------------------------------|------------------------------------|---------------------|---------------------------------|
| <i>[Signature]</i> | <i>[Signature]</i> | <i>[Signature]</i> | <i>[Signature]</i> |
| <i>[Signature]</i> | <i>[Signature]</i> | <i>[Signature]</i> | <i>[Signature]</i> |
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TEACHING IN CLASSROOM



MATHEMATICS



MATHS





SCIENCE



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SCIENCE



MATHS



SCIENCE



SCIENCE LABORATORY



HEALTH CIVIC



SWACHH SURVEKSHAN RALLY



NAGARPALIKA WALL PAINTING



P R I Z E



Micro-Teaching

Introduction - In the teaching process different skills are used. Training of those skills are being given to the teacher by teaching training play. For providing training of different-different teaching skills, Micro Teaching is bringing in pervasive use in teacher training colleges in the form of academic innovation on the basis of Research done in India and other countries it has been assumed that - Micro teaching expected other traditional methods of teaching practice has been proven more scientific and effective.

Therefore, in simple words, the objectives of micro teaching is to be updated the student from subtle things or self knowledge. Students have to give information by recognise the surrounding environment identify something and subject. Knowledge from them, from subject words. Knowledge also identify with them by identifying.

'Micro teaching' is that process of teaching method under which joint use of all types of skill is done.

Historical Background of Micro Teaching

Micro teaching is one important development in the use of teaching order to make teachers training to be effective various experiment have done from time to time. The term teaching was first coined by Dwight of the Stanford University in 1963 use initially for the training of secondary school teachers. In which many attempts were made in supervision of teaching to achieve efficiency in teaching.

In this there were many disadvantages, with benefits. In the 1961 Dr. Robert Bush, Dr. D.W. Allen, Keith Acheson working in Stanford University made several attempts to remove those disadvantages. Under micro teaching the use of videotape recorder suggested Acheson to avoid problem like arguments at the time of feedback. Dr. Bush and Allen were also gave video tap proved to be very effective to get improve in teacher behaviour and thus Micro teaching lesson started in 1963. In Britain it was also used

In Britain, Micro teaching was used in Lankaster College and Aston College in the year 1966. At the same time Tushnet prepared his handbook in Sydney College of Australia. In this way for Micro teaching many efforts were being made in the world.

In India also a number of institutions have started work in the area of Micro-teaching in recent years. D.D. Tiwari was the first to take up this work in 1967 at the Govt. Center pedagogical institute, Madras in a studio for educational television programme was set up in which microteaching was introduced for the training of technical teachers.

In fact in India, the use of Micro teaching made between 1967 to 1970 in which contribution included of many scholars. National Council of Educational Research and Training (NCERT) composed an Indian model of Microteaching as a result form of research project.

NCERT ranked in this by oneself published book Care teaching. In this way Micro teaching process started in India.

Meaning of Micro Teaching

The word micro teaching is a combination of two words i.e. Micro and Teaching. Micro means small or small work on other hand Teaching process in which one individual or instructor instruct another individual.

Therefore, micro teaching is that teaching which being done on a small scale in which teacher (or a small fraction of any subject class (5 to 10 student) short time (5-10 min) and with respect to short subject matter in order to perfect only one teaching skill.

Micro teaching is an innovative method of training where the teacher trainee or a student conduct a class for a small group for a small time. This is intended to enhance the skills of teachers by focusing on a specific skill at one time. This approach has proved to be beneficial. It is important to have micro teaching skills.

Micro teaching is a teaching and faculty development technique where by the teacher reviews research recording of a teaching session

in order to get constructive feedback from peers about what has worked and what improvement can be made to their teaching technique.

Definitions of micro teaching:-

In order to understand the meaning of micro teaching, the description of the definitions of micro teaching through various scholars are as follows.

(i) According to "Allen Dwight"

Micro teaching is a scaled down teaching encounter in class size and time.

(ii) According to "Robert N. Bush"

Micro teaching is a teacher education technique which allows teacher to apply well defined teaching skill to a carefully planned lesson in a planned series of five to ten minutes, encounter with a small group of real classroom students often with an opportunity to observe the performance on the videotape (1968)

(iii) According to Allen Dwight and Ryan = Micro teaching is a controlled practice that makes possible to concentrate on specific behaviours and to practice teaching under controlled conditions.

(iv) According to Clift = Micro teaching as teacher training procedure reduces the teaching situation simple and more controlled achieved by limiting the practice teaching to a specific skill and teaching time and class size.

(v) According to 'Jan Giza' training Micro teaching is a training setting for the student where complexities of normal room teaching is reduced by practicing a particular teaching skill for 5-10 on 5-10 pupils using single.

(vi) According to Mc Allister and Unwin

The term Microteaching is most often applied to the use of close circuit television to give immediate feedback of a trainee.

teacher's performance in a simplified environment (1970)

(vii) According to Passi BK and Hal-Ita M.S.

Micro teaching is a teaching technique which requires student teachers to teach a single concept using specified teaching skill to a smaller number of pupils in a short duration of time (1976)

Characteristics of Micro Teaching

The main characteristics of Micro Teaching are as follows:-

1) New Technique - Micro teaching is a new technique of teacher teaching which being brought in some special area.

2) Real teaching - Micro teaching is a real that also put in front the development of teaching skills where by it appears its true form.

3) Technique of practising teacher
Micro teaching is a technique of practising teaching skill to

and preexercise learning skills
full practice of teaching skills
done to the inexperienced teachers
and the knowledge of related
teaching skills of prior experience
teachers is renewed.

(4) Scaled down teaching - Micro teaching
a small and simplified form
teaching. In this practice is done
reduce complexity of real teaching.

(5) practicing of one teaching skill.
In Micro teaching one teaching
practice is done at a time.

(6) Limited number of student - In Micro
teaching class size gets smaller
means the number of student
5 is up to 10.

(7) Duration of period - In Micro teaching
for practicing teaching skill and
teach textbook duration of period
is short it means five is 10 minutes.

(8) use of planned lessons - for the purpose
of Micro teaching use of planned
lesson is done which is carefully
prepared in advance.

(9) providing feedback - Soon after microteaching
feedback is provided to student teacher
it means feedback is quick in it.

(10) Self Evaluation - with the use of video
tape etc student teacher himself can
see the teaching taught by him and
can evaluate and can also improved as
required.

(11) Individualised technique - Micro-teaching
is an individualised training technique
In it an opportunity are being given
to the student teacher to develop
according to your ability.

Micro-Teaching Cycle

Micro teaching cycle can be presented as follows-

planning → teaching → feedback
replanning → reteaching
Refeedback

This sequence repeats least 3 times and almost 6

Description of micro teaching picture.



this cycle is based on the principle of continuity of micro teaching. through this a teacher constantly learning the teaching skill.

Principle of Micro Teaching

The main principle of micro teaching are as follows:

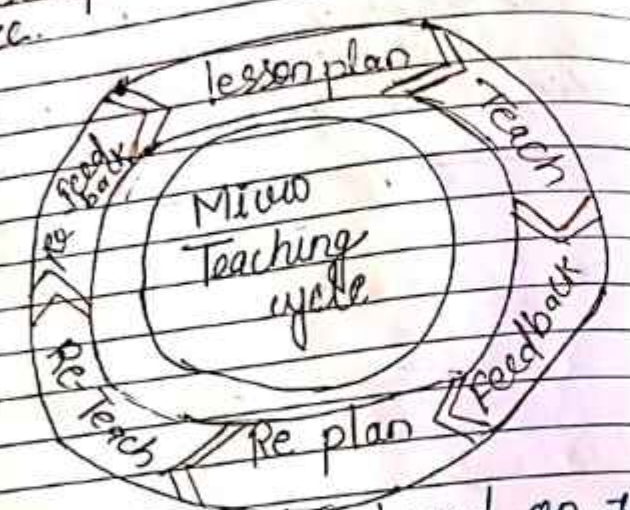
- (i) principle of practice - Micro teaching is based on the sound principle of practice. Here lot of practice is given by taking up on a skill at a time practice make a man perfect. It helps the pupils teachers in becoming better and better.
- (ii) principle of one skill at a time - In Micro teaching teaching of one skill is given till the person has acquired mastery over it then the second skill is taken up and so on. Thus we find that Micro teaching is based on the principle of giving training of one skill at a time.
- (iii) principle of limited contents - Micro teaching limited contents are taken up and the teacher is required to use those contents only it helps the beginner teachers teach that limited material easily and confidently.
- (iv) principle of experimentation - the p teacher and the supervisor conduct ex

Micro-

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(iii) principle of limited contents - Micro teaching limited contents are taken up and it is required to use those contents. it helps the beginner teachers to that limited material easily and confidently.

(iv) principle of experimentation - teacher and the supervisor conduct

on teaching skills under controlled variables like time duration of the contents of the lesson to be taught, number of students sitting in the class etc. easily controlled.

(vi) principle of immediate feedback - The lesson lasts for four or five minutes. Thereafter feedback is provided to the pupil teacher. It helps the pupil teacher to know his drawbacks and improve them effectively without any delay.

(vii) principle of Evaluation - In micro-teaching each micro-lesson is supervised by a supervisor or the peers. Drawbacks in teaching are pointed out and suggestions for improvement are given. Self evaluation is also possible. Thus evaluation ensures learning by the pupil teacher.

(viii) principle of Continuity - Learning of different skills of teaching is a continuous process in micro teaching programme. The pupil teacher is learning one skill at a time and learning continues till he has mastered the skill for each skill the principle of continuity is implied. It makes the teacher good and effective.

(viii) principle of individualised training - In micro-teaching each training is given very thoroughly. There is individual attention by the supervisor. The drawbacks in teaching are pointed out suggestions are given one by one and thus improvement is brought out.

(ix) principle of reinforcement - Reinforcement is a valuable component of learning process. It involves the teacher encouraging pupils response using verbal praise accepting their responses non-verbal ones with a smile.

In micro-teaching lessons reinforcement (encouragement) is given to the pupil-teacher from time to time for his/her better performance with the feedback reinforcement and feedback stimulate him for better learning and better teaching.

(x) principle of precise supervision - The supervision that accompanies micro-teaching is highly specific and precise. The supervisor pays full attention to one point at a time. He possesses an observation schedule which he fills up while supervising. He makes an assessment on a rating scale. Rating is a method

Skill NO-1



Lesson plan-01

| | |
|--------------------------|---------------------------------------|
| Date :- | Duration :- 40 min |
| Class :- 6 th | Period :- I |
| Subject :- Science | School :- |
| Topic :- WATER | Student Teacher Name :- Shikha Rai |

General Aims -

- (i) To acquaint pupils with the broad outline of great scientific principles.
- (ii) To acquaint pupils with the environment in which we live.
- (iii) To acquaint pupils with the basic facts to read and understand scientific literature.
- (iv) To enable them to understand scientific term, concept, formula and process.
- (v) To impart knowledge of natural phenomena and general rules of health and human body.

I. KNOWLEDGE ⇒

- a) To Explain the student with different uses of water.
- b) To explain students with forms of water.
- c) To explain the students with sources of water.
- d) To explain students with water cycle.

II. UNDERSTANDING ⇒

- (a) Student will understand the uses of water.
- (b) Student will understand different forms of water.
- (c) Students will understand sources of water.
- (d) Students will understand water cycle.

III. APPLICATION ⇒

- (a) Students will be able to give examples of sources of water and differentiate different forms of water.
- (b) Students will be to tell the water cycle.

IV. SKILL

Students will be perfect in giving example of sources of water.

Date - 2/11
 Class - 8th
 Subject - Science
 Topic - SOUND

Duration -
 period -
 School -
 Student -
 Name -

RATING TABLE

| Sl. No. | COMPONENTS | 0 | 1 | 2 | 3 |
|---------|--|---|---|---|---|
| 1. | It should be clear and well defined. | 0 | 1 | 2 | 3 |
| 2. | It should be sufficient for leading. | 0 | 1 | 2 | 3 |
| 3. | It should be related with subject. | 0 | 1 | 2 | 3 |
| 4. | It should be sufficient for subject matter. | 0 | 1 | 2 | 3 |
| 5. | It should be according to mental level of subject. | 0 | 1 | 2 | 3 |

Comments -

Sharda
 Signature
 of
 Student/Teacher

Signature
 of
 Teacher

Lesson plan-2

Date -
 class - 8th
 subject - Science
 Topic - Components of food.

Duration - 45 min
 period - II
 School -
 Student teacher
 Name -

SPECIFIC AIMS -

I. KNOWLEDGE -

- a) To explain the student with the 4 food.
- b) To explain student with Nutri values in components of food.
- c) To explain the student with diet.
- d) To explain students with diet disease.

II. UNDERSTANDING -

- a) Students will understand and source of food.
- b) Students will understand nutrient value of food.
- c) Students will understand diet.

Lesson plan-2

| | |
|--|--|
| Date - class - 6 th Subject - Science Topic - Components of food. | Duration - 40 min period - IV School - Student-Teacher Name - Shikha Rai |
|--|--|

SPECIFIC AIMS -

I. KNOWLEDGE -

- To explain the student with components of food.
- To explain student with Nutrients values to components of food.
- To explain the students with balanced diet.
- To explain students with deficiency disease.

II. UNDERSTANDING -

- Students will understand the function and source of food.
- Students will understand various nutrient value of food.
- Students will understand the balance diet.

Lesson plan-2



Date -
class - 6th
Subject - Science
Topic - Components
of food.

Duration - 40 min
period - IV
School -
Student-teacher
Name - Shikha Rai

SPECIFIC AIMS -

I - KNOWLEDGE -

- To explain the student with components of food.
- To explain student with Nutrients values to components of food.
- To explain the students with balanced diet.
- To explain students with deficiency disease.

II UNDERSTANDING -

- Students will understand the function and source of food.
- Students will understand various nutrient value of food.
- Students will understand the balance diet.

d) Students will understand the deficiency of disease.

III Application -

a) Students will be able to give of sources of food and deficiency of the different nutrient of

b) Students will be able to learn deficiency disease.

IV Skills -

Student will be perfect giving example of nutrient of

Date -
Class - 6th
Subject - Science
Topic - components of food

Duration - 40 min
period - IV
School -
Student-teacher Name -
Shikha Rai

RATING TABLE -

| S.No | COMPONENTS | RATING | | | | | |
|------|--|--------|---|---|---|---|---|
| 1) | It should be clear and well define. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2) | It should be sufficient for learning | 0 | 1 | 2 | 3 | 4 | 5 |
| 3) | It should be related with subject matter. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4) | It should be according to mental level of student. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5) | It should be sufficient for subject matter. | 0 | 1 | 2 | 3 | 4 | 5 |

COMMENTS -

Shikha
Signature
of
student teacher

Signature
of
teacher

Date -
Class - 6th
Subject - Science
Topic - Getting to know plants.

Duration -
period -
School -
Student -
Name -

SPECIFIC AIMS -

I KNOWLEDGE ->

- a) To explain the student with scientific plant which are present around us.
- b) To explain students with the name of least five plants from each category.
- c) To explain students with define shrubs, trees and root system.
- d) To explain students with parts of plants.

II UNDERSTANDING -

- a) Students will understand the scientific plant which are present around us.

- b) Students will understand the name of plant category wise.
- c) Students will understand types of plants.
- d) Student will understand different parts of plant.

III APPLICATION -

- a) Student will be able to give name of least five plants of each category.
- b) Student will be able to identify different parts of a plant.

IV SKILLS -

Students will be personally know different categories of plant.

Date: 6th
 Class - 6th
 Subject - Science
 Topic - Getting to know plants.

Duration -
 period -
 School -
 Student Name -

RATING TABLE -

| S.NO | COMPONENTS | RATING | | |
|------|--|--------|---|---|
| | | 0 | 1 | 2 |
| 1.) | It should be clear and well define. | 0 | 1 | 2 |
| 2.) | It should be sufficient for learning. | 0 | 1 | 2 |
| 3.) | It should be related with subject matter. | 0 | 1 | 2 |
| 4.) | It should be according to mental level of student. | 0 | 1 | 2 |
| 5.) | It should be sufficient for subject matter. | 0 | 1 | 2 |

COMMENTS

Shikha
 Signature
 Student - Teacher

Signature
 Subject -

एन.ई.एस. शिक्षा महाविद्यालय होशंगाबाद

पर्यवेक्षण प्रपत्र (Observation Form)

पाठ क्रमांक 1 दिनांक 09/11/22
कक्षा B.Ed. छात्राध्यापक/छात्राध्यापिका
कालखण्ड द्वितीय समयाविधि प्रथम
विषय हिन्दी स्कूल का नाम पंडित रामलाल
प्रकरण:- पुष्प की अभिलाषा शर्मा हायर सेकण्डरी स्कूल

प्रस्तावना (Set Induction)

1. प्रस्तावना में किस विधि का प्रयोग किया गया। प्रश्नोत्तर विधि
2. पूर्व ज्ञान एवं नवीन ज्ञान में संबंध स्थापन। संबंध है।
3. प्रस्तावना प्रश्नों में तारतम्यता का अनुपालन। तारतम्यता है।

उद्देश्य कथन (Statement of aim)

1. उद्देश्य कथन स्पष्ट/अस्पष्ट स्पष्ट
2. उद्देश्य कथन विषय-वस्तु के अनुकूल/प्रतिकूल अनुकूल

प्रस्तुतीकरण (Presentation)

1. विषय वस्तु का संगठन मनोवैज्ञानिक दृष्टि से सरल
सरल/जटिल
2. विषय वस्तु विद्यार्थियों की सामाजिक संबंधित
आवश्यकताओं से संबंधित/असंबंधित
3. प्रस्तुतीकरण प्रभावपूर्ण/अप्रभावपूर्ण प्रभावपूर्ण

शिक्षण-विधि (Teaching Method)

1. किन शिक्षण विधि का प्रयोग किया जाता है ? कक्षनी-व्याख्या
2. शिक्षण की गति। सामान्य

श्यामपट-कार्य (Black Board Work)

1. श्याम पट-कार्य विषय वस्तु के अनुकूल/
प्रतिकूल/पर्याप्त/अपर्याप्त। पर्याप्त / अनुकूल
2. श्यामपट का उपयोग सुव्यवस्थित/अव्यवस्थित सुव्यवस्थित

3. श्यामपट पर कार्य स्वच्छ/अस्वच्छ पठनीय/अपठनीय, सुसंगठित
4. श्यामपट कार्य में शिक्षण बिन्दुओं में क्रम अनुकूलता
5. श्यामपट पर अक्षरों का आकार

स्वच्छ पठनीय

अनुकूलता

सामान्य

व्याख्या (Explanation)

1. स्पष्ट/अस्पष्ट
2. कथनों में तारतम्यता एवं प्रभावशीलता
3. अनिवार्य बिन्दुओं को समाहित किया गया अथवा नहीं
4. तकनीकी शब्दों की परिभाषा
5. व्याख्या में प्रभावशीलता
6. दैनिक जीवन में संबंधित उदाहरण/दृष्टांत
7. विद्यार्थियों हेतु रोचक/अरोचक
8. छात्र सहभागिता
9. निष्कर्षात्मक कथन

स्पष्ट

तारतम्यता

किया गया

नहीं दी गई

प्रभावशीलता

उदाहरण प्रस्तुत

रोचक

की क थी

हैं

प्रश्नोत्तर (Question & Answer)

1. प्रश्नों में तारतम्यता
2. प्रश्नों की प्रकृति पूर्ण/अपूर्ण वाक्य, स्पष्ट/अस्पष्ट
3. विद्यार्थियों के मानसिक स्तर के प्रश्नों के प्रकार
4. विद्यार्थियों को प्रश्न पूछने हेतु प्रोत्साहित/निरुत्साहित किया गया।
5. विद्यार्थियों से उत्तर पूर्ण/अपूर्ण वाक्य में व्यक्तिगत/सामूहिक रूप से लिये

हैं

पूर्ण वाक्य

प्रोत्साहित किया गया

प्रोत्साहित किया गया

पूर्ण व्यक्तिगत रूप से

दृश्य श्रव्य साधन (Audio Visual Aids)

1. दृश्य श्रव्य साधन की आवश्यकता थी/नहीं थी।
2. दृश्य-श्रव्य साधन का प्रकार
3. दृश्य-श्रव्य साधन विषय-वस्तु से संबद्धता थी या नहीं।
4. दृश्य-श्रव्य साधन कक्षा के आकार के अनुकूल/प्रतिकूल
5. दृश्य-श्रव्य साधन के साथ संकेतक का उपयोग किया गया/नहीं किया गया।

नहीं थी

X

X

X

X

पुनरावृत्ति (Recapitulation)

1. पुनरावृत्ति प्रश्न में अधिकतम छात्र सहभागिता
2. छात्राध्यापक/छात्राध्यापिका विशिष्ट उद्देश्य की प्राप्ति में सफल/असफल रहा/रही

सामान्य

सफल

गृहकार्य (Home Work)

1. गृहकार्य लिखित/अलिखित था।
2. विद्यार्थियों के स्तर के अनुकूल/प्रतिकूल पर्याप्त/अपर्याप्त

लिखित

अनुकूल

छात्राध्यापक/छात्राध्यापिका का व्यक्तित्व (Student teacher personality)

1. कक्षा का अनुशासन
2. आवाज
3. उच्चारण
4. विद्यार्थियों के साथ व्यवहार
5. शारीरिक व्यक्तित्व

उचित

सामान्य

अच्छा था

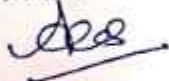
अनुकूल था

प्रभावशील

टिप्पणी-सुझाव श्याम पट कार्य में उओंर सुधार की आवश्यकता है।

- आवाज कक्षा के अनुकूल है।
- छात्र सहभागिता बढ़ाई जाये।


प्रशिक्षक पर्यवेक्षक

Aarti salun
विद्यार्थी पर्यवेक्षक
नाम 
हस्ताक्षर
दिनांक 09/11/2022











Q1. Differentiate between reading aloud and silent reading. What purpose do they serve?

Q2) Write short notes on the following (any two):

1) Meaning full environment: According to Educationalist and psychologist, the type of environment created around children, the type of change can be seen within children. Environment plays a very important role in the development of children. Therefore, two types of environment can be created for children and among them one is meaningful environment. Meaningful environment is a definite environment in which various procedures and methods are

involved for bringing desired change in children. For eg, when a child goes to school, he observes many things and these are various thoughts and feelings come in his mind so providing this environment for expressing these feelings and thoughts before you is also called meaningful environment.

There are following characteristics -

- 1) Teacher plays a major role in this environment. Children only carry out activities organised by teacher.
- 2) In this environment, teaching-learning materials and teaching methods are used extensively.

3) This environment helps in maintaining interest of students in linguistic knowledge and school because once the revision is developed then taking interest of students back is difficult.

b) Reading aloud: Understanding the meaning of the written text by reading out loud is called loud reading. In this reading, movement of lips and sound is involved. It is the initial stage of reading. This reading is used at primary level.

Characteristics of loud reading -

- 1) Purity in Pronunciation
- 2) Effective body language
- 3) Effective reading study
- 4) Proper rhythm and moment.

5) Tone mellowness.

Objectives of loud reading -

- 1) It helps students to identify spoken words and sentences.
- 2) It helps in identifying formal and informal speaking.
- 3) It helps students to develop strong vocabularies and more sophisticated language structure.
- 4) Effectiveness.
- 5) Increases attention span.
- 6) Introduces various genres and reading style.
- 7) Increases cognitive ability.
- 8) Use of repetition, rhythm, rhymes in oral text.
- 9) Use of appropriate grammar, vocabularies.

and language structures are learned.

Benefits of loud reading -

- 1) Loud reading is the foundation of literacy development. It is an important activity for reading success.
- 2) Loud reading demonstrates the relation between printed words and their meaning.
- 3) It is used in secondary and higher level for demonstration of fluent reading.
- 4) Develop interest of listeners in reading books.
- 5) It exposes weak leader and motivates them to become good/better leader.
- 6) It helps in building knowledge in students regarding eventual process of reading.

Date :

P. No. :

* CC2

Name * Sanjana Baghelwani

Batch * B.E.D 1 Semester

Sub * Education in India -
Status, problem and
issues.

College * Naumada Education
Society College of
Education.

① Explain organization of education under vedic education.

Ans. Concept of vedic education

The vedic education is a mirror of all education and system of cultural of india. The vedic education is reflection of spiritual knowledge.

The vedas occupy is a most important of indian life and india cultural of the vedas of number.

* The four vedas:

- Rigveda
- Yajurveda
- Atharvaveda

• Samskara

Features of vedic education and modern education.

① Idealism

② Discipline

③ Teaching method

④ Simple life student

⑤ Subject of studies.

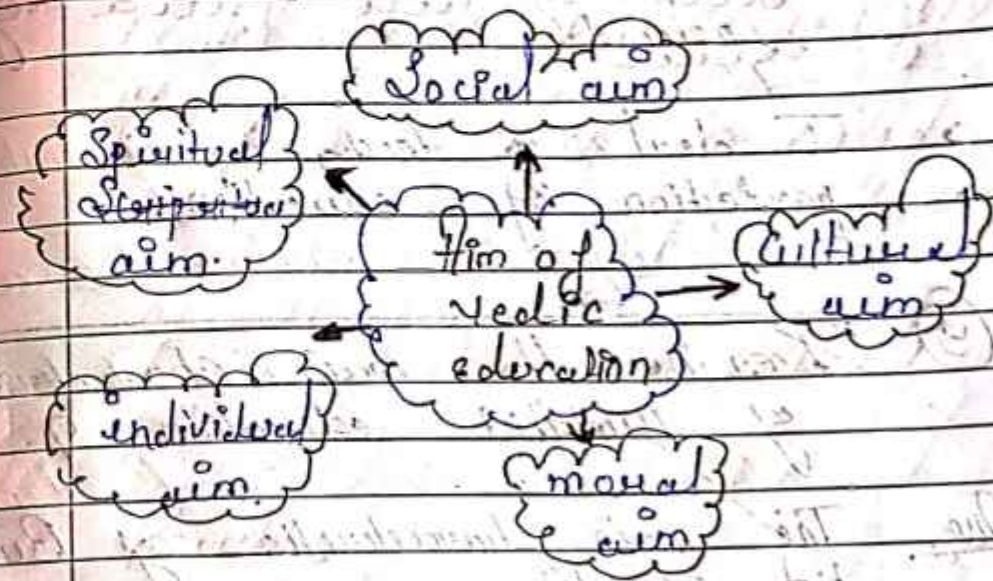
Form of vedic education

① Samskara

② Parishad

③ Gurukul

Aim of vedic education



Duties of Vedic education

- It make him egoless

- It sense of independence

Character of Vedic education of
period

- I deal of teacher
- perfection of education

Q. Describe the main characteristic of Buddhist education?

Ans The main characteristic of Buddhist education.

- In the Buddhist education the student start the education

- by the states called prabujya
Kasthau.

- The Education of Buddhism are done in math

- In the Buddhist education the student called monks

- Buddhist Education start the 6th century (BCE) in the ancient time.

Q. Explain western education?

Ans Western education is can be traced back in Greece Rome the western education were started here

Plato and Aristotle they have
Western education system to
development of child brain and
also student make human
being in their life.
Democracy as the medium of instruction
equal right to education for all.
Western education is student
centered education and form
of practically form of education
is important of the western

education.

Student are the centered in
the western education system in
the practically world.

Name - Srishti Aggrawal

class - B.ed Ist Sem

Subject - childhood and Growing up.

College - N.E.S College Narmadapuram.

Medium - English

Q.1 Explain the concept of Educational psychology? Also discuss the nature and utility of Educational psychology for Teacher?

Educational psychology → psychology means that related to a concept of behaviour of a children. psychology is very important in student life. psychology education are very useful because some child are proper growth but some other are not proper growth of mind. This education are very important in child.

Nature of psychology → This is a nature of psychology is very important because some other child are

not able to understand other activity. But this nature is very important to learn that the child like behaviour and talk in a good way and many more. This is very important in human life or the childhood. That's why nature psychology is very important in children life.

Utility of Educational Psychology For Teacher

The psychology education are very utility of Teachers life because some time few student are not perform to able to each other like behaviour not good etc.

This type you can explain a psychology education is very important.

Q.2. Difference between growth and development?

Growth

- Growth are related to be when a child a born and it is life one day so they have no any season to one week child.
- In an child growth is change to day to day.
- Growth means one week child only movement but one year child also movement, speak and many other activities.

- Growth is very important in child life.

- Growth in child is useful or change a child behaviour, speaking way etc.

Development

- Development mean when a child grow with but a particular time a proper development.

- Development means change of a children during time duration.

- It is very important in student life.

- Development of child change

this all type of activities like change in height, voice change, Body change, face change etc.

Q.3: childhood is a unique period of life explain ?

childhood is a unique period of life because Infancy is a very precious time of child. childhood is time duration in a child is 6 years to 12 years. When a 6 year child is not a proper growth. We now explain the year wise of childhood - growth.

6 year child → In this year of child speak in a proper ways, tell us short story and

known very well family members
understood.

7-year old child → when a child during a 7-year old state. They are increases a learning capacity, and other activities.

8-year old child → when a child during a 8-year old state. They are increase a learning ability, knowing each other very well and playing very well to other games. This is year is very perspective of other year of growing up a child.

9-year old child → when a child during a 9-year old state. This state is a unique representation in which child increase the all types of activities like playing very well in games, searching up new contents, asking questions etc.

10-year old child - when a child during a 10-year old state. This state is very curiosity are be wake up because child known all the types of question like Aeroplane why are fly in sky, ship why are swim in water etc.

DATE PAGE

11-year old child → when a child during a 11-year old state, this state also a wake up a curiosity of a children. This year child give to our decision in without our elders because this time the child have a proper growth time.

12-year old child → when a child during a 12-year old state when they understand all types of activities like explain a topic, talkative skill are good showing her expression is that feel hurt if are scold them, feel happy if are give a gift.

DATE PAGE

Childhood is very unique representation in a children life because this time is a growing up a skill all the worlds.

This is very curiosity time of student life they make a proper growth of the 6-year old child to 15-year old child. This is a good way to explain the childhood behaviours to other the adolence and Infancy this is a middle part of the both - Infancy and adolence period.

Childhood and growing up this state is very important.

Jean Piaget's Developmental Theory

According to the Jean Piaget's theory is that "Jean Piaget says that in a birth time of child to be face a Infancy, childhood and adolesence period these all period to be passed away to students a proper growth of a child or a development of a child.

This process is very slowly after a passing one-year to 18 year of child to be growth of a proper to be children.

That's why Jean Piaget says that the proper growth of the child's development is very important.

The Theory is that the comprehensive development in an orderly pairs of the qualitatively development of the student or a child.

This is a theory of Jean's Piaget's development.

Date :

P. No. :

*. Cc3

Name * Sanjoma Raghuvanshi

Batch * B.E.D I Semester

Sub * Language across the
Curriculum

College * Navamada Education Society
College of Education

Q

①

Explain your mother tongue language

Ans

Meaning the mother tongue language

Mother tongue is a first language of learn child. it is way of which the language were to communicated first

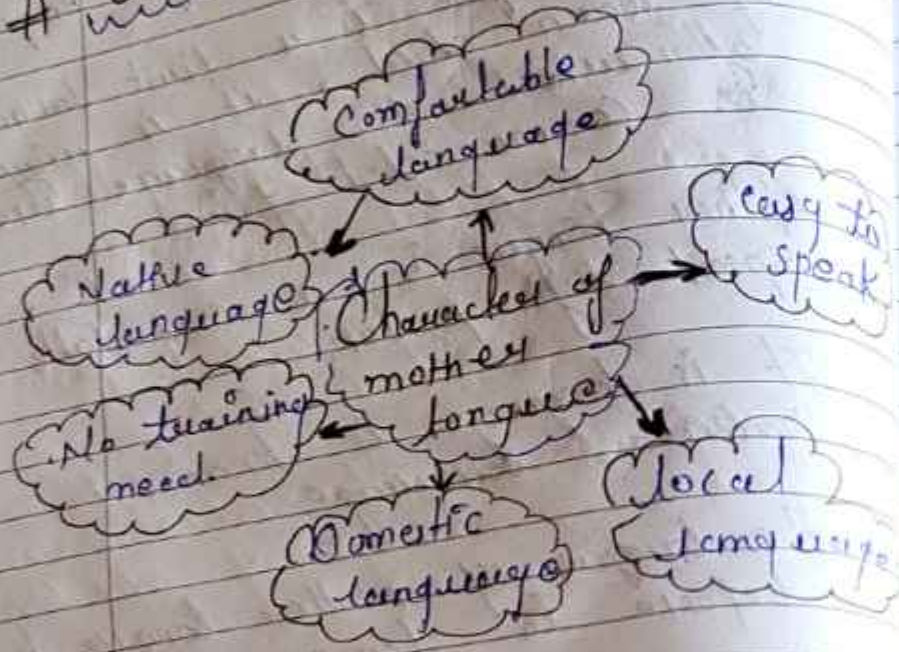
Mother tongue is a comfortable speak of person

It is language is know as. native language.

The language of mother tongue is before to learn school

mother tongue language mean my me the mother language is first learn

Character of mother tongue language



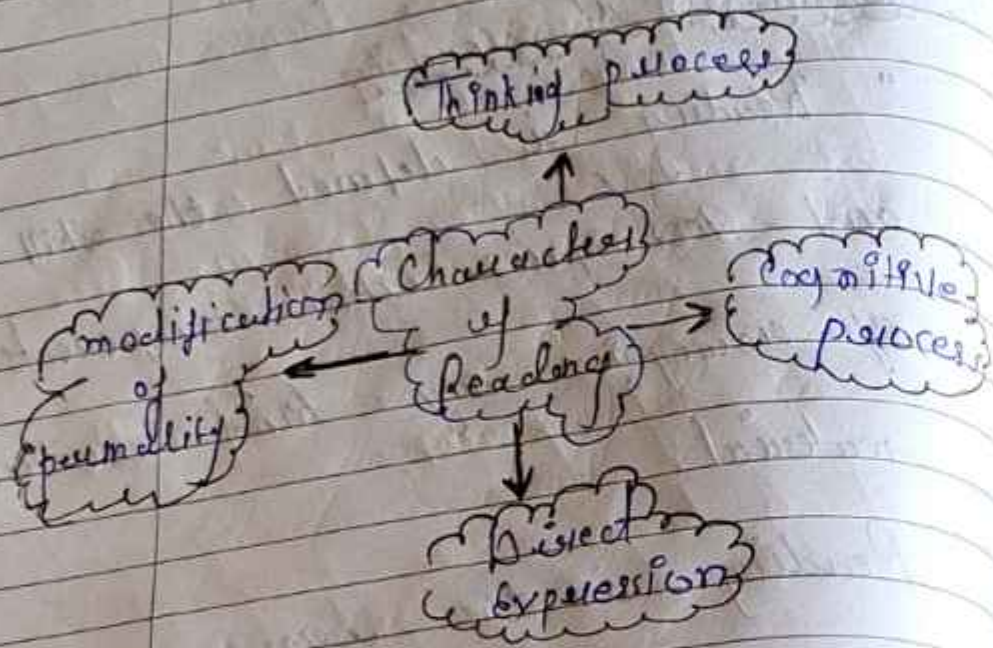
Q) Define reading and write type of reading?

Ans. Definition of reading

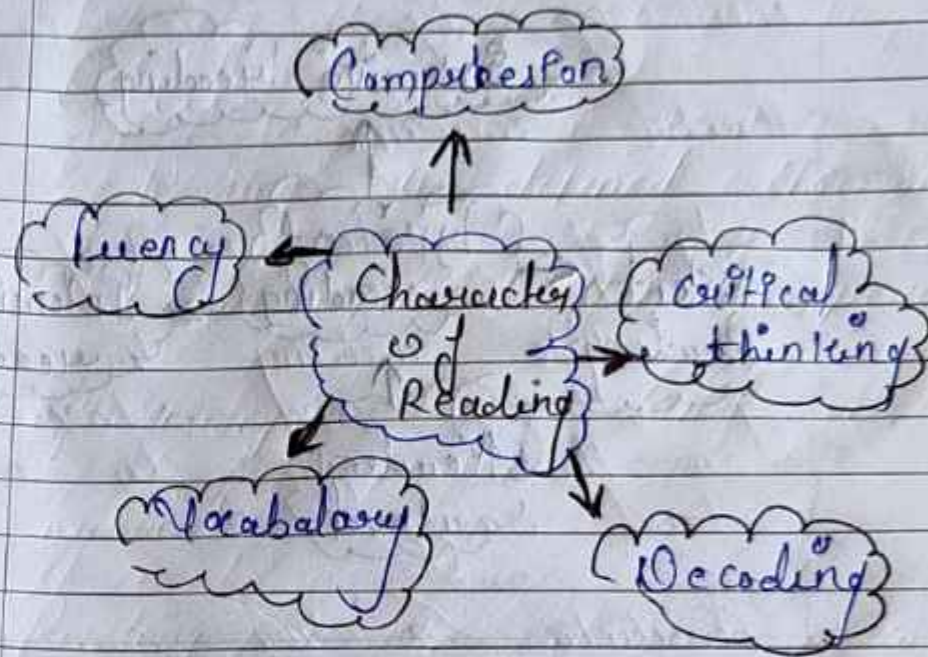
"Reading is defined the skill and techniques which components of recognize any kind written material."

Reading is the basis of any kind of written material and extend symbols and alphabets. Reading is a fundamental skill which is crucial cycle of reading.

* Character of Reading



• Components of Reading

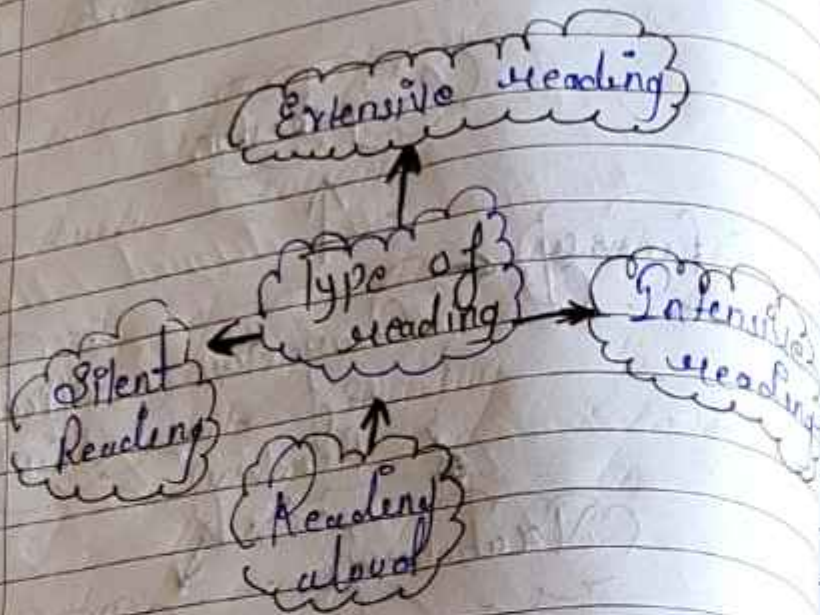


Importance of Reading

- Reading improve the concentration power.

Reading is good way of develop in imagination

Type of Reading



Q3. Write the steps of article writing.

Ans. Article writing

writing is the process of express thinking and feeling and to in the other one.

Article writing is written in by paragraph on a particular topic and particular word express and concentration of person to article writing.

Hence thinking ability, and concentration power increase the person.

The article writing to improve your handwriting and

have to separate the
the copy of of all
Aesthetic writing

Copy of ^{writing} ^{writing}

• In aesthetic writing the
of writing and ^{the}
on the topic to
show easily

• Aesthetic writing can
write that would
good word to

• Aesthetic writing in a
way and attractive
the reading too

Date - 12-09-24

CCE = (4)

Name - Suresh palvi

Class - B.ed. 1sem.

Subject - Curriculum Development
and School

Date

12-09-24

Curriculum Development and School

पुनः पाठ्यक्रम से आप क्या समझे हैं इसकी प्रकृति को विद्यार्थकों के बचपन

उपर पाठ्यक्रम से अर्थ पाठ्यक्रम से अर्थ उन सभी प्रक्रियाओं और परिस्थितियों से है जिनका नियोजन सम्पन्न व्यापक के रूप में होता है। पाठ्यक्रम एक साथ साथ मिश्रित कार्य करने वाली पदार्थों की तरह विभिन्न उपलब्ध में विद्यार्थी एवं शिक्षक की प्रति करती रहती है। यह तो सब लागू मानते हैं कि समाज को पाठ्यक्रम की आवश्यकता होती रहती है। पाठ्यक्रम अनेक परिस्थितियों में भी अपने काम के प्रति निरंतर रहता है। पाठ्यक्रम समाज के सम्पूर्ण महत्वपूर्ण हो गया है। इस पाठ्यक्रम वर्तमान समय में अधिक व्यापक रूप में रहते हैं। पाठ्यक्रम को शिक्षार्थी एवं शिक्षक भी इसकी कार्य पर निरंतर रहती हैं एवं विद्यार्थी के लिए भी आवश्यकता अनुसार पदार्थों की तरह कार्य पर गलत होते हैं।

पाठ्यक्रम एक गलतफार की तरह अनेक सम्पादन क्रियाओं एवं पदार्थों में सम्मिलित रहती है यह परिस्थितियों में भी पाठ्यक्रम की आवश्यकता होती है जो लोग समाज के लिए में पोषण है उन्ही प्रजा के द्वितीय पाठ्यक्रम एक ही आवश्यकता पड़ती है।

पाठ्यक्रम के विभिन्न पदार्थों एवं प्रकृति विल्लारपूर्वक निम्नलिखित रूप मध्यप्रान्त इस प्रकार है।

पाठ्यक्रम की शिक्षा - पाठ्यक्रम एक कक्षा की तरह एवं विद्यार्थी एवं शिक्षार्थी की भी आवश्यकता पड़ती है और शिक्षक भी पाठ्यक्रम की शिक्षा के लिए शिक्षक की प्रति करता है।

पाठ्यक्रम एक प्रकार से समाज के लिए एवं बच्चों के मन के लिए में भी कार्य के रूप से उपलब्ध रहती है।

पाठ्यक्रम बच्चों की भाँती पूर्ण रूप से शक्ति होती है पाठ्यक्रम बच्चों की ई में भी सहायता दिलाने में मदद

करता रहता है यह प्रकृति की तरह एवं समाज में लोगों के व्यवहार में उल्लिखित करता है पाठ्यक्रम के शिक्षा के इस जगह उपलब्ध क्रिया पाता है।

पाठ्यक्रम के निम्न प्रकार से मध्यप्रान्त आवश्यकता होती है समाज में लोगों के लिए बहुत ही आवश्यकता भी पूर्ण रहती है।

पाठ्यक्रम के लिए भी भुली भी चाहिए जो इसकी आवश्यकता रहती है इसमें अनेक प्रकार से गुणों की अनुभाव प्रकृति एवं परिस्थितियों की सम्बन्धक आपक के पूर्ण करता है एवं विद्यार्थी की भी आवश्यकता होती है।

बच्चों की गुणवत्ता की तरह शिक्षा की मदद होती है।

इसमें अन्तर्निहित भी प्रकार की कार्य भी उपलब्ध एवं निर्भर रहती है।

प्र (2) पाठ्यक्रम के प्रकार को विचारपूर्वक
करावें

अरब, पाठ्यक्रम के अनेक प्रकार में विभिन्न
एवं भिन्न रहती हैं यह किरी प्रक्रिया
एवं प्रकार के लिए भी व्यापक होनी
ही पाठ्यक्रम में अन्य किरी भी कार्य
कर सकते हैं

पाठ्यक्रम सार प्रकार के होते हैं इनकी
प्रकार निम्न लिखित हैं

(1) विषय केन्द्र यह सभी मुल्लक्षणों में भी
इसकी मुल्ल पाठ्यक्रम पर आधारित
रहती है यह विद्यार्थी एवं शिक्षक के
लिए आवश्यकता होती है

(2) पाठ्यक्रम के वास्तुिक- पाठ्यक्रम में वास्तुिक
वास्तुिक के लिए शिक्षक शिक्षा के लिए
सम्पुर्ण रूप से व्यापक प्रक्रिया चलती
रहती है

(3) क्रियासमान पर आधारित- यह किरी भी कार्य
पर निर्भर हो रहते हैं लेकिन उन में
समान रूपसे उपलब्ध होते हैं और

उन्ही पर कार्य एवं हलो में निर्भर रहते हैं
इसकी व्यक्त पाठ्यक्रम के मुख्यतः विषय में
निर्भर एवं आधारित रहते हैं

(4) पाठ्यक्रम सुमेवत यह पाठ्यक्रम व्यक्तियों के
द्वारा एवं लोगो के द्वारा समाज के हित में
सभी कार्य जैसे गांव-गांव में गिये एक
साथ-साथ लोगो की सहायता करना ही
पढ़ा है इसमें लोगो के एक साथ मिलकर
समूह बनाकर एक दूसरे की सहायता करना है

(5) आवश्यकता पर आधारित → इन्में सब के लिए
यह आवश्यकता पड़ती है इसमें औपचारिक
एवं सह औपचारिक जैसे कार्य करना पड़ता
व्यक्तों की जन्म से इन्में पर आधारित रहनी
पड़ती सभी के लिए आवश्यकता पड़ने वाली
पाठ्यक्रम है

(6) शिक्षित एवं व्यापक → शिक्षित व्यक्ति वह
होते हैं जो सभी कार्य में पूर्ण रूप से
निर्भर रहते हैं वही व्यक्ति शिक्षित होने
सम्भावना होती है







