APPENDIX

(A) (1) Questionnaire (For supplementary information from universities.

(2) Questionnaire for teaching staff in Colleges/Departments of Education.

(3) Questionnaire for teachers-in-training.

(4) Questionnaire for trained teachers.

(B) Specimen form used for -

(a) Criticism lessons.
(b) Supervision and observation of lessons.
(c) Award of sessional marks.

(C) Table I - Enrolment, subject-wise No. of students and No. of lesson-plans, supervision and observation remarks studied.

II - Details of Records studied in different subjects.

III - Branch-wise distribution of lesson-plans studied.

IV - Class-wise number of lesson-plans studied in different subjects.

V - No. of lessons taught and supervised in different subjects.

VI - Subject-wise number of lessons supervised and observed.
**QUESTIONNAIRE**

(For supplementary information from universities)

1. Total No. of lessons prescribed for practice teaching: 

2. No. of lessons delivered continuously: 

3. No. of demonstration lessons
   (a) by the teaching staff of the Education Department (Training College Staff): 
   (b) by experienced teachers from practising and other local schools: 
   (c) by other experienced educationists or teachers: 

   Are these followed by discussion? Yes/No

4. Minimum number of lessons which must be supervised by
   (a) the Education Department or Training College Staff: 
   (b) the staff of practising schools: 

5. Number of criticism lessons delivered by trainees: 

6. Discussion of lesson plans
   (a) before the delivery of lessons: Regularly/Sometimes/Never
   (b) after the delivery of lessons:

7. In the following table put a tick (✓) against the items which are (a) included in the complete programme of practice, (b) assessed as sessional work and a cross (x) against those items that are not included or assessed.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Included in complete programme</th>
<th>Assessed as part of sessional work</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Study and criticism of model lesson-plans drawn up by</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>(a) the Training College staff</td>
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<td>(b) the previous years' students</td>
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<td></td>
<td>(c) trainees plans of final examination lessons.</td>
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<td></td>
<td>No. of lessons of other trainees observed and criticised.</td>
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<tr>
<td>2</td>
<td>No. of lessons delivered under supervision.</td>
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<tr>
<td></td>
<td>Training in the preparation of audio-visual and other aids.</td>
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<td>4</td>
<td>Preparation of schemes of work.</td>
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<td>5</td>
<td>Study of plans of school buildings.</td>
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<tr>
<td>6</td>
<td>Study of schemes of work drawn up by practising school teachers.</td>
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<td>7</td>
<td>Study of the composition of the staff in practising schools.</td>
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<td>8</td>
<td>Critical study of the work of individual teachers.</td>
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</table>
10. Criticism of the time-table of practising schools.

11. Remarks concerning the defects and merits of work in the practising schools.

12. Case-study of one or more children.

13. Co-operation between the school and the community.


15. Organisation of co-curricular activities.

16. Organisation of Physical Education.

17. Library, its adequacy and use.

18. Preparation and administration of Objective tests.

19. Registration work.

20. Study of arrangements for mid-day refreshments.

8. Which of the following systems of the final assessment of trainees is followed in your university:

(a) Final examination conducted by internal examiners only.
(b) Final examination conducted by external examiners only.
(c) Final examination conducted by both internal and external examiners.

If c, proportion of internal and external examiners.
(d) Weight assigned to sessional work in practice.

Your Name:
Designation:
Training College or
Department of Education.
Questionnaire for teaching staff in Colleges/Departments of Education.

I Personal data
(a) Name: ........................................
(b) Qualifications: ........................................
(c) Subjects off ered for post-graduate exam: ........................................
(d) Subjects off ered for degree examination: ........................................
(e) Subjects whose methods you teach to B. Ed./B. T. Class (1) (2) (3)

II Objectives of practice teaching——
To what extent has it been possible for you to perform each of the following duties:—(Record your response against each by ticking the relevant item on the 5-point scale)
(a) (i) To impart to teachers-in-training knowledge of theory with special reference to its application in the class-room and school.
(ii) To create in them an understanding of and sympathy for children.
(b) Developing essential skills:——
(i) Knowledge and application of special techniques of teaching and evaluation.
(ii) Motivation.
(iii) Discovery and encouragement of individual pupil’s interest and hobbies.
(iv) Meeting the special needs of individual children, specially backward and gifted, through curricular activities.
(v) Training of prospective teachers to perform extra-teaching activities.

III Selection
(1) In selecting candidates for admission do you give preference to experienced teachers? Yes/No
(2) Is an experienced teacher found to be superior to an inexperienced teacher? Always/Sometimes

IV Preparation of trainees for practice teaching
1. Tick on a 3-point scale, as (a) essential, (b) desirable (c) inessential the following items. Tick E for essential, D for desirable and I for inessential against each.
(a) Knowledge of the methods of teaching the subjects offered by students
(b) Knowledge of the different devices and techniques of teaching.
(c) Drawing up schemes of work.
(d) Technique of lesson-planning.
(e) Study of model lesson-plans drawn up by the staff.
(f) Study of lesson-plans prepared by students of previous years.
(g) Study of lesson-plans submitted for University Exam.
(h) Observation of lessons given by experienced practising school teachers.

(i) Demonstration lessons by

[1] College staff.

(j) Discussion of demonstration lessons.

(k) Drawing up lesson-plans for practice and their discussion.

(l) Practice in black-board writing and sketching.

[m] Training in preparation of aids.

2. Which of the above items are included in the preparation of trainees for practice in your College/Department? Please give the numbers of the items.

3. Do you have in your Department/College a whole-time/part-time teacher of Art and Crafts?

4. Do you think the teacher essential?

5. Give below the number of demonstration lessons you think adequate in those subjects of which you teach, method:

- Hindi ............
- Urdu ............
- English ............
- Maths ............
- Science ............
- Soc. Studies ............
- Civics ............
- History ............
- Economics ............
- Geography ............
- Sanskrit ............
- Home Science ............
- Commerce ............
- Others ............

6. How many demonstration lessons are usually given in your subjects in your College/Deptt.?

- Subject  
  - number of demonstration lessons 
  - Subject  
  - number of demonstration lessons

V Organisation of practice teaching

1. Is the number of lessons prescribed by your University (a) too large, (b) too small, (c) adequate?

   (tick a, b, or c)  
   a, b, c

   If it is too large or too small, what should be the optimum number? Give number

2. In which of the following ways is practice organised in your College/Department?

   (a) A period of continuous practice.
   (b) Two or three short sessions at intervals.
   (c) Practice on specific days.

   Yes/No

3. Which of the above arrangements do you consider best? Please, tick a, b, c.

   Yes/No

4. If your institution does not follow the best arrangement, which of the following reason lies/ reasons lie behind it? Please tick.

   (a) Insufficient number of practising schools.
   (b) Insufficient time allowed by practising schools for practice.
   (c) Inadequate number of supervisors of practice.
5. Is the number of available schools adequate for practice by all the students? Yes/No
6. Is every student given an opportunity of gaining experience of
   (a) teaching different classes.
   (b) teaching in different types of school.
7. Does the staff of practising schools co-operate with your students in
   (a) Correcting written work.
   (b) Maintaining discipline.
   (c) Other ways (mention them)
8. Have you any control over these schools? Tick Some control/no control
9. Do you think some control is necessary? Yes/No

VI Practice Teaching:

1. Do you think Herbartian steps are the best scheme of planning? Yes/No
2. Do you encourage trial of different methods by trainees? Yes/No
3. Give reasons for the small proportion of lesson-plans discussed before the delivery
   (a) 
   (b) 
   (c) 
   (d) 
4. Which of the following practices do you consider best?
   (a) Discussing and correcting a small number of each student's lesson-plans
      thoroughly in the initial stage of practice teaching, or
   (b) Discussing and correcting thoroughly the lesson-plans of small batches of
      students in rotation, or
   (c) Discussing and correcting thoroughly the first lesson-plan in each branch
      of a subject, or
   (d) Correcting the lesson-plans of all students cursorily.
      Which of the above do you actually adopt? Tick a b c d
5. How many lesson-plans can one supervisor be expected to discuss and correct
   thoroughly every day? Please, give number
6. Which of the following types of question are generally included in tests trainees
   give in each subject:
   (a) Essay type
   (b) Short answer type.
   (c) Objective type.
   (d) Combination of a, b & c. Tick a b c d
7. Is a careful record of the results of these tests maintained? Yes/No
8. Are the trainees given clear instructions about the points to be observed in
   lessons of fellow trainees? Yes/No
9. Which of the following steps are taken to ensure effective observation?
   (please tick)
(4)

(a) Regular inspection of observation notes by the staff of the College/Deptt.

(b) Frequent discussion and criticism of these notes by the staff.

(c) Periodical evaluation and assessment.

10. During the period of practice is lecture work
   (a) Carried on as usual
   or (b) reduced
   or (c) Suspended
   Which practice do you consider best?

11. Are you required to supervise lessons
   (a) Only in your own special subject in different institutions
   or (b) In other subjects also in the same school?

12. How many lessons are you ordinarily required to supervise in one period?

13. How many lessons can you supervise satisfactorily in one period? Give “No.”

14. How many lessons is it practicable to supervise every day if it includes thorough guidance at the planning stage, supervision at the time of delivery and discussion after delivery?

15. Do you discuss the merits and demerits of lessons after their delivery? Always/ sometimes

16. Rank on a 3-point scale the following practices of supervision:
   (a) Offering frank criticism and specific suggestions for the improvement of the trainee’s work.
   
   (b) Considering suggestions offered by the trainees for the improvement of their own work.
   
   (c) Offering unpleasant criticism tactfully so as not to dishearten the trainee.
   
   (d) Demonstrating effective methods when the trainee is in difficulty.

17. Tick out of the following, the types of non-teaching work trainees should do during practice teaching:
   (a) Maintenance of class registers
   (b) Organising & running co-curricular activities.
   (c) Any other (Please mention)

18. To what extent do trainees acquire efficiency in the following activities, ticking ‘G’ for “to a great extent,” ‘S’ for “to some extent” and ‘L’ for “to a little extent.”
   (a) Black-board writing.
   (b) Sketching.
   (c) Use of aids.
   (d) Art of Narration.
   (e) Art of illustration.
   (f) Art of questioning.

G. S. L.
(g) Treatment of answers. G, S, L
(h) Class management & Class co-operation. G, S, L
(i) Supervision of the class at work. G, S, L

VII Assessment of practice teaching—

A. Internal:

1. Do criticism lessons help you make a correct assessment of the teaching ability of a trainee.

2. Which of the members of the staff supervise criticism lessons.
   (Tick one or more)
   (a) Head of the Deptt./Principal of the Training College.
   (b) Specialist in the methods of teaching that subject.
   (c) Other members of the staff.

3. Is the lesson discussed after its delivery?

4. Tick the system of assessment in operation in your Deptt./College.
   (a) Daily assessment of teaching as an essential component of final assessment.
   (b) Assessment on the basis of a certain number of lessons.
   (c) Evaluation on the basis of criticism lessons only.
   (d) Evaluation at the end of each term of practice.
   (e) Evaluation at the end of the session.
   (f) Joint assessment by all the supervisors in a meeting before practical examination.

5. What weightage in terms of marks should be given to the following items of sessional work:
   (a) Preparation of teaching aids.
   (b) Black-board work.
   (c) Art & Crafts work.
   (d) Practice teaching
   (e) Criticism lessons.
   (f) Observation of lessons.
   (g) Any other.

6. Internal assessment should be dropped because
   (a) Internal examiners sometimes inflate marks of their candidates,
   (b) Assessment made by some of them may be vitiated by their prejudices.

(Please tick) a, b
7. Tick the steps you would take to make internal assessment reliable:—
   (a) Assessing all aspects of trainee's work and personality.
   (b) Taking into account the opinions of all the supervisors of practice.
   (c) Spreading the assessment over the whole period of training.
   (d) Co-ordination of the assessment of different institutions by a Board.

B. External:—
1. How many lessons can an external examiner be expected to assess satisfactorily in one period? ————
2. How many were actually assessed in the last year's Uny. Exam, in your Deptt./College? ————

C. Weightage given to theory and practice:—
1. Are you satisfied by the present weightage given to theory and practice in terms of marks assigned to each? Yes/No
2. If not, what change would you suggest in their relative importance in terms of marks.
   marks for theory ...... ..... 
   marks for practice ...... ..........
Questionnaire for teachers-in-training.

A Personal data

I Name: ____________________________

II Qualifications ____________________

III Subjects offered for
   (i) Post-graduate Examination
   (ii) Degree Examination
   (iii) High School Examination

IV Previous teaching experience ... ... ... years ... ... ... months.

If you had some previous teaching experience has it helped/hindred/neither helped nor hindered you in.

   (i) Teaching more successfully than inexperienced teachers in the practising schools. a, b, c
   (ii) Understanding better the theory and practice of education. a, b, c

Tick 'a' if it has helped, 'b' if it has hindered, 'c' if neither helped nor hindered.

B—Preparation for practice teaching

I Did you get adequate preparation for practice teaching in the following:—

   (i) Knowledge of different methods of teaching the subjects allotted to you. Yes/No
   (ii) Knowledge of different techniques and devices of teaching. Yes/No
   (iii) Drawing up schemes of work. Yes/No
   (iv) Knowledge of the technique of lesson-planning. Yes/No
   (v) Study of lesson-plans drawn up by
      (a) College staff Yes/No
      (b) Students for University practical examination. Yes/No
   (vi) Practice in drawing up lesson-plans. Yes/No
   (vii) Demonstration lessons by
      (a) College staff Yes/No
      (b) Experienced teachers Yes/No
   (viii) Observation of lessons of school teachers. Yes/No
   (ix) Practice in black-board writing. Yes/No
   (x) Practice in sketching. Yes/No
   (xi) Practice in preparation of aids. Yes/No

II Indicate the degree of usefulness of demonstration lessons delivered by staff of the College/Deptt. by ticking one of the following three: ..

   (a) Very useful. (b) useful to some extent (c) useless.
III Which of the following do you consider more useful:—
(i) A certain number of demonstration lessons delivered by the College staff before practice teaching,
or
or (ii) On-the-spot demonstration of effective teaching when you are in a difficulty,
or (iii) Both. please, tick.

C—Organization of practice teaching

I Do you think the number of lessons prescribed for practice teaching is...
(a) too large or (b) too small or (b) adequate

II If you consider the number too large or too small, what number do you consider adequate for giving you reasonable efficiency in the use of techniques of teaching and class management?

III How many subjects have you been allotted for practice teaching from the subjects offered by you for the degree examination?
two/one/none.

IV Tick out of the following list, the reasons for the allotment of other subjects:—
(i) The subject/subjects offered by you for degree examination is/are not taught in any of the practising schools.
(ii) There is no provision for instruction in the methods of teaching them in the College/Department.
(iii) The number of candidates desiring to teach the subject is too large to be accommodated in the practising schools.

V Name the class which you are teaching in the subjects.

<table>
<thead>
<tr>
<th>subject</th>
<th>. . . . . . . . . . . . . .</th>
<th>class</th>
<th>. . . . . . . . . . . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>. . . . . . . . . . . . .</td>
<td>class</td>
<td>. . . . . . . . . . . . .</td>
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</tbody>
</table>

VI Tick, out of the following, the reasons for the above allotment:—
(i) The allotment of classes is made by the Department to suit the time-table
(ii) You chose the classes yourself because
   (a) It is easy to maintain discipline in these classes.
   (b) It does not require much study to teach these classes.
   (c) Any other.

VII Show how often you had an experience of the following ways of supervision during the period of practice teaching, ticking 'M' for most often, 'S' for some times and 'R' for rarely.
(a) Supervisor keen to point out trainee's shortcomings.
(b) Supervisor suggested better approaches.
(c) Demonstrated correct approach when the trainee went astray.
(3)

(d) Tolerated difference of opinion and gave the trainee an opportunity to try out his own idea. M S R
(e) Sympathetic and encouraging. M S R
(f) Willing to discuss the merits and demerits of each lesson. M S R
(g) Gave the trainee more and more freedom to plan his lessons and work out his ideas. M S R
(h) Helped the trainee understand children and manage class better. M S R

VIII Did you uncritically implement all the suggestions of your supervisor? Yes/No

IX How many lessons of fellow trainees did you observe? ............ .............

X Was such observation very useful/useful to some extent/useless? (Tick one of the above.)

XI Tick, out of the following, those items that formed part of your practice programmes:

(i) Maintenance of a diary of your work
(ii) Maintenance of other records eg. attendance registers, cumulative records of students etc.
(iii) Practice in blackboard writing.
(iv) Art and Craft work.
(v) Preparation of aids, models, charts etc.
(vi) Preparation and administration of new type tests.
(vii) Organisation and conduct of co-curricular activities.
(viii) Any other (Please, name)

XII To what extent do you find material aids useful in teaching? Very useful/Useful to some extent/Useless.

XIII Did you use these in teaching your lessons? always/sometimes/never.

XIV Did you (a) prepare them yourself Yes/No
(b) Borrow them from the department Yes/No
(c) Purchase them Yes/No
(d) Get them prepared by others. Yes/No

XV Tick below the difficulties you faced in procuring aids.

Lack of money/Lack of time/Lack of interest.

XVI If practice in blackboard writing did not form part of practice programmes, tick one of the following reasons for it:—

(a) Lack of proper arrangements for practising blackboard writing. Yes/No
(b) There is little time for such practice. Yes/No

XVII To what extent have you developed efficiency in the following, ticking ‘G’, for ‘to a great extent’, ‘S’ for ‘to some extent, ‘L’ for very little.
(4)

(i) Art of Narration.  
(ii) Art of illustration.  
(iii) Art of questioning.  
(iv) Treatment of answers.  
(v) Art of black-board writing.  
(vi) Art of sketching.

G. S. L.

XVIII Indicate the frequency of the following difficulties, which you have come across by ticking against each:—  Most frequent (M), Less frequent (L), Seldom(S)

(i) Indiscipline.  
(ii) Creating interest among students.  
(iii) Planning lessons.  
(iv) Drawing schemes of work.  
(v) Providing for individual needs.  
(vi) Explaining difficult parts.  
(vii) Enlisting students' activity.  
(viii) Lack of time for all the activities required of you  
(ix) Testing pupil's achievement.  
(x) Follow up work of students.  
(xi) Securing appropriate teaching aids.

MLS

XIX In the following put a tick against the statements about practice teaching with which you agree:—

(a) Practice teaching gives confidence and power to adapt teaching to varying conditions.
(b) Provides opportunities for trying out different methods.
(c) Provides practice in the preparation and organisation of schemes and in class-management.
(d) Helps the teacher understand children.
(e) Is too crowded and causes tension
(f) Is started before the teacher-in-training has acquired necessary background in methodology.
(g) Is not carried out under normal school conditions.
(h) The trainees are over-supervised.
(i) The trainees are under-supervised.
(j) Adequate arrangements are not made, before practice begins, for preparing schemes of work and drawing up lesson-plans.
(k) Eliminates errors in the techniques of teaching.

XX Do you agree with the suggestion that theory and practice should have equal weightage in terms of marks? Yes/No
QUESTIONNAIRE FOR TRAINED TEACHERS

I Do you follow in your class the same methods of instruction which you used during the period of your training? always/sometimes/never.

II If you never use them or use them only sometimes which of the following difficulties are responsible for it:— (Please tick one or more difficulties).

   (i) Unavailability of expensive equipment.

   (ii) Insistence by parents and heads on covering prescribed courses and coaching for examination.

   (iii) Old teachers' hostility to modern methods.

   (iv) Short period of training does not make teachers proficient in the use of modern methods.

   (v) The strenuous work demanded by modern methods is not possible because of over-crowded classes, heavy work load, insecurity of service and low salaries making private tuitions necessary.

   (vi) Lack of training in meeting the problems created by backward and gifted children.

   (vii) Preparation of modern tests and tools of evaluation.

   (ix) Any other (Please mention items).

III Do you use material aids in teaching as freely as in the training college? Please tick. always/sometimes/never.

IV If you never use them or use them only sometimes, to which of following reasons would you attribute it? (Please tick one or more reasons)

   (a) They are very expensive.

   (b) You could not acquire adequate skill during the period of your training in preparing them.

   (c) You do not consider them essential.

V Do you plan your lessons before delivery as you did in Training College/Department of Education. always/sometimes/never.

VI Tick out of the following, the reasons for not doing so:—

   (a) You do not think it helpful.

   (b) You do not get time to do so.

   (c) You do as your older colleagues do.

VII To what extent did you develop efficiency in the following, in your training ticking 'G' for 'to a great extent', 'S' for 'to some extent', 'L' for very little.

   (i) Art of Narration.

   (ii) Art of illustration.

G. S. L.
G. S. L.
(iii) Art of questioning.
(iv) Treatment of answers.
(v) Art of black-board writing.
(vi) Art of sketching.

VIII Would you like to attend refresher courses to keep abreast of the latest development in methods of teaching?

IX If not, which of the following are the reasons for this: (Tick one or more reasons)
(a) New techniques are not appreciated by heads, colleagues and parents.
(b) They are not practicable in your opinion.
(c) The school is not prepared to bear the expenses.
(d) You have no time.
(e) You gain no financial advantage by joining them.

X Tick those of the following statements about practice teaching with which you agree on the basis of your experience in teaching:

(i) It gave you confidence and power to adapt your teaching to varying conditions.
(ii) It gave you an opportunity to experiment, the results of which you are testing
(iii) It helped you in preparing schemes of work, acquiring teaching techniques and learning the art of class-management.
(iv) It enriched your knowledge about children.
(v) It created in you the habit of self-criticism.
(vi) It gave you power to solve day to day problems in the classroom.
(vii) It was not carried out under normal school conditions.
(viii) You were not well supervised and did not receive adequate guidance.
(ix) You were over-supervised which killed initiative.
(x) It left you no time to take full part in the many-sided life of the school.
(xi) It only qualified you for employment.

XI Which of the following methods of internal assessment of sessional work do you consider most reliable? (Tick only one)

(a) Daily assessment of teaching as an essential component of final assessment, or
(b) Evaluation on the basis of criticism lessons only, or
(c) Evaluation of practice at the end of each term of practice, or
(d) Joint assessment by all the supervisors in a meeting shortly before the University practical examination, or
(e) A combination of the above. (mention the combination), or
(f) Coordination of internal assessment of different institutions by a Board.

XII Give your suggestions how practice teaching can be made more useful?

Name: ........................................ School ........... 
Teaching experience: ........................
Report of Criticism Lesson No._

Name in full_________________________ Class Roll No._______

Date_________Class_______No. of students Present__________

Period_________Time_________ ___________

Topic____________________________________

1. Purpose of the lesson ________________________________

2. Organization of the Class________________________________

3. Introduction.__________________________________________

4. Development of the lesson __________________________________
   (a) Model Reading________________________________________
   (b) Explanation & Exposition________________________________
   (c) Pronunciation Exercises______________________________

5. Questioning____________________________________________

7. Answers_______________________________________________

8. B. B. Work (Summary)____________________________________

9. Response & Reactions________________________________________

10. Amount of matter taught___________________________________

11. Discipline Demeanour of the Class__________________________

12. Speech__________________________________________________

13. Voice___________________________________________________

14. Mannerism______________________________________________

15. Personality______________________________________________

16. No. of lessons taught_____________________________________

17. No. of lessons supervised____________________________________

18. General Remarks__________________________________________

Rating

Supervisor

or

Prof. I./C.

Principal/Head of the Deptt.
1. Aim of the Lesson:—

(i) What was the specific aim of the lesson?.....

(ii) Did he succeed or fail in realizing it? ..... 

2. Introduction:—

(i) How was the lesson introduced?

(ii) Was the introduction long or short; direct or roundabout; clear or vague.

(iii) Was it naturally connected with the previous lesson?

3. Presentation:— A Matter —

(i) Was the matter (a) of suitable quality?

   (b) sufficient in quantity?

   (c) arranged in logical, psychological or chronological order?

   B Procedure — How far did the teacher succeed in developing thinking power, imagination, aesthetic appreciation or practical skill?

   (ii) What means were used to secure the interest of the pupils, and with what success?

   (a) Visual representation (Pictures, maps, diagrams, etc.)

   (b) Oral illustration. (Relevant examples, stories, parallel quotations or instances, etc.)
4. Application:-
   (i) Did the teacher revise the lesson by giving fresh or old examples or by asking test questions or by setting questions for practice?
   (ii) What proportion of application was left over for homework?

5. Blackboard and Boys' Own Notebooks:-
   (i) Was the B.B. used judiciously?
   (ii) Was the B.B. work neat, well arranged, legible, uniform?
   (iii) Was the B.B. work done by the pupils or by the teacher?
   (iv) Was the written work noted down by students and supervised by the pupil teacher?

6. Questioning:-
   (i) Were the questions correctly and deliberately framed?
   (ii) Was sufficient time given to the boys to think out their answers?
   (iii) Were the questions well distributed?
   (iv) Were the questions stimulating or vague; direct or elliptical; leading or logical?
   (v) What was the nature of the response from the pupils?
   (vi) Did the pupils ask any questions?

7. The Teacher:- His (a) personality;
   (b) voice,
   (c) manners,
   (d) pronunciation,
   (e) mannerisms (if any),
   (f) power of keeping the class under control.

8. Remarks and Suggestions:
   (i) How far in your opinion was the lesson a success?
   (ii) Your suggestions for improving the lesson.

9. General:-

   Signature of the Subject teacher....
Distribution of Marks for the Assessment of the Internal Work

Name of the pupil teacher..............................Roll No. ...........

1. Practice of teaching:–                              Max. Marks–5
   (i) Preparation of day-to-day lessons.
   (ii) Use of material aid, sketches etc.
   (iii) General appearance and dress.
   (iv) Writing of the lesson notes.
   (v) Efforts made to improve.
   (vi) Actual performance of day-to-day lessons.
   (vii) Black-Board writing and work.
   (viii) Class control.
   (ix) Maintenance of daily diary.

2. Criticism lesson.................................Max. Marks–10


5. Regularity and punctuality in Theory and
   Practice of Teaching:–                           Max. Marks–5

6. General behaviour:                                 Max. Marks–10
   (i) With class fellows and other college students.
   (ii) With lecturers and other college staff.
   (iii) With the staff and students of the practising schools.
   (iv) On the play grounds and outside.

7. Performance in Class Tests, Terminal Examination
   and assignment work.                              Max. Marks–10

Signature of the Head of the Department.
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**TABLE III**

Branch Wise Distribution of Lesson Plans Studied
**TABLE IV**

Class Wise Number of Lesson Plans Studied in Different Subjects

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## TABLE VI

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