

**Sarada Vilas Teachers College**  
**K.M. Puram, Mysore-04**

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## **2.4.12 QNM DE**

### **2. Assessment criteria of Internship**



Sarada Vilas Educational Institutions (R.)  
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2-4-12

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**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
NAAC Re-Accredited in 2016, "B" Grade, CGPA-2.73/4



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Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

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Date 2/2/2024

## PRACTICE TEACHING PRACTICE MANUAL

Teaching Practice / Internship Program constitutes an essential component of Teacher Education and Training as it affords student teachers the chance to gain experiential knowledge about teaching with improvement of content and pedagogic competence in real-world settings. The training of educators involves a collaborative effort among teacher training colleges, secondary schools, and stakeholders within the education system.

### **Importance of Teaching Practice in Education**

Student teachers gain valuable experience in the workplace, where they learn and apply theoretical knowledge and practical skills. They observe expert teachers' classes, receive feedback, and implement various instructional strategies to enhance their teaching abilities. Their objective is to comprehend the functioning and significance of educational institutions. They strive to develop professional competencies essential for effective teaching.

Student teachers meticulously organize and manage the classroom environment so as to optimize academic performance, fostering a safe and supportive atmosphere that is conducive to learning. They actively engage with students, parents, school authorities, and peer members, promoting collaboration and teamwork. Employing

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Principal

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diverse learning approaches using a variety of TLMs / learning aids, they make the teaching-learning process highly interactive, engaging and impactful.

They utilize appropriate assessment methods and tools to gauge student learning, employing reflective practices to evaluate instructional effectiveness and adjust strategies accordingly. They tailor instruction to accommodate individual student needs and differences, recognizing the diverse learning styles within the classroom. Evaluating student progress, they ensure alignment with instructional objectives and fostering continuous improvement in the learning among students.

Furthermore, they prioritize self-reflection as a tool for personal and professional growth, acknowledging its importance in refining teaching practices and enhancing overall effectiveness.

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**UNIT PLAN BASED LESSONS**  
**Assessment Criteria**  
**(Max. Marks for each Lesson 05)**

Sl. No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED	REMARKS
01	Preparation of Lesson Plan	1		
02	Learning Resources / TLMs	1		
03	Effectiveness of Teaching-Learning Process	2		
04	Evaluation and Follow-Up	1		
TOTAL		05		

Signature of the Teacher Trainee

Signature of the Teacher Educator

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## BLOCK TEACHING LESSONS

### Assessment Criteria

(Max. Marks for each Lesson 05)

Sl. No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED	REMARKS
01	Preparation of Lesson Plan	1		
02	Learning Resources / TLMs	1		
03	Effectiveness of Teaching-Learning Process	2		
04	Evaluation and Follow-Up	1		
	<b>TOTAL</b>	<b>05</b>		

Signature of the Teacher Trainee      Signature of the Teacher Educator

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## INNOVATIVE LESSON

Criteria for assessment  
(Max. Marks for each Lesson 10)

Sl. No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED
1	Lesson Planning	1	
2	Creative Planning with Innovative Learning Contexts	3	
3	Effectiveness of Teaching & Learning	3	
4	Innovativeness in Evaluation and Follow-Up	2	
5	Overall Impact	1	
	Total	10	

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## ICT BASED LESSON / TLM

Criteria for Assessment

(Max. Marks for each Lesson 10)

Sl. No	CRITERIA	WEIGHTAGE	MARKS OBTAINED
1	Lesson Planning	2	
2	Integration of ICT / ICT Tools used	3	
3	Effectiveness of Teaching - Learning	3	
4	Evaluation & Follow-Up	1	
5	Total Impact	1	
	Total	10	

Signature of the Teacher Trainee Signature of the Teacher Educator

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## REMEDIAL TEACHING

Criteria for assessment  
(Max. Marks for each Lesson 5)

Sl. No	CRITERIA	WEIGHTAGE	MARKS OBTAINED
1	Identification of the problem areas of Learning	1	
2	Planning of Remedial Measures	1	
3	Effectiveness in the Execution of the Remedial Plan	2	
4	Evaluation & Follow up	1	
	Total	05	

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**CRITICISM LESSON**  
**CRITERIA FOR ASSESSMENT**  
(Max. Marks for each Lesson 5)

Sl. No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED	REMARKS
01	Preparation of Lesson Plan	1		
02	Learning Resources / TLMs	1		
03	Effectiveness of Teaching-Learning Process	1		
04	Evaluation and Follow-Up	1		
05	Teacher's Personality	1		
TOTAL		05		

Signature of the Teacher Trainee

Signature of the Teacher Educator

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## UNIT PLAN

### Criteria for Assessment

Sl. No.	Aspects	Marks	Marks Obtained	Remarks
01	Preparation of Unit Plan	1		
02	Content Analysis	1		
03	Content Organization	1		
04	Planning of Lessons	1		
05	Effectiveness of Activities / TLMs	1		
TOTAL		05		

Signature of the Teacher Trainee      Signature of the Teacher Educator

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## List of School for Internship Program

Sl. No.	School	Location	Type
1.	Gopala Swamy High School.	Chamundi Puram, Mysuru (U)	PUA
2.	Hardwick High School.	JLB Road, Mysuru (U)	PA
3.	Sarvajanika High School.	Vidyaranya Puram, Mysuru (U)	PA
4.	Sharada High School,	Agrahara, Mysuru (U)	PUA
5.	St Marys Girls High School,	Chamundipuram, Mysuru (U)	PA
6.	Govt. High School.	Yelwala (R)	Govt.
7.	Govt. High School.	Salundi, (R)	Govt.
8.	Sarvajanika High School.	Chamundi Betta Mysuru (R)	PA
9.	Raghavendra High School.	Jayapura, Mysuru (R)	PA
10.	Shrikantha Girls High School.	Mysuru (U)	PA
11.	Maharani's Girls High School.	Mysuru (U)	Govt.

\*PA=Private Aided, PUA=Private Un-Aided, U=Urban R=Rural

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## ADVANCED PEDAGOGY OF SCHOOL SUBJECTS (APOSS)

Sl. No.	PARTICULARS	MARKS
1	4 Activities in APOSS-1	4X10=40
2	VIVA in APOSS-1	10
3	4 Activities in APOSS-2	4X10=40
4	VIVA in APOSS-2	10
<b>Total</b>		<b>50+50=100</b>

EWf:-Weight age distributions under the Unit plan Based Lesson (1+3+1 & 1+3+1)

EVENTS	DURATION/ BSERVATION	MARKS	TOTAL
UNIT PLAN	----	05+05	10
PRESENTATION(3+3)	02+02=04	10+10	20
UNIT TEST	01+01=02	10+10	20
<b>TOTAL</b>		<b>50</b>	<b>50</b>

Weightage distributions under the Block teaching (8+1 & 8+1)

EVENTS	DURATION/ OBSERVATION	MARKS	TOTAL
BLOCK TEACHING(8+8)	3+3=6	15+15=30	30
CRITICISM LESSON	1+1=2	05+05=10	10
GENERAL LESSON (NON OBSERVATION)	5+5=10	----	----
OBSERVATION RECORD	30 LESSONS OBSERVATION (EACH PEDAGOGY)	05+05=10	10
<b>TOTAL</b>	<b>18</b>		<b>50</b>

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**Weightage distributions under the Immersion program:-**

Events	Duration/ Observation	Marks	Total
INNOVATIVE LESSON	1+1	10+10	20
TLM / ICT LESSON	1+1	10+10	20
REMEDIAL LESSON	3+3 (6DAYS)	05+05	10
ACTION RESEARCH	01	10	10
CO-SCHOOL ACTIVITIES	4 activities	10	10
REFLECTIVE DAIRY	01	20	20
VIVA VOCE	01	10	10
TOTAL			100

**Practical Examination Lesson**

Events	Duration/ Observation	Marks	Total
TWO PRACTICAL EXAMINATION LESSONS- ONE IN EACH PEDAGOGY	01+01	50+50	100

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### Guidelines for the Observation of the Lesson

Every student teacher shall observe a minimum of 60 lessons. Preference shall be given to the two pedagogy Subjects chosen

Complete lessons shall be observed and observations are documented in the standardized Observation Profile provided in the college.

The primary data or information regarding the name of the student teacher, class, section, subject, Unit, topic etc., shall be properly written in the profile,

Each student teacher is guided to observe, analyse, note down and give constructive feedback regarding the following aspects of teaching.

1. Instructional Objectives  
Formulation/Statement/Clear/Relevant/Specific / Achievable
2. Concept Induction Appropriate/Interesting
3. Method/Strategy/Approach-  
Appropriate/Interesting/Feasible/alignment with objectives
4. Content Organisation Appropriate/Logical/Systematic/Maxims-based
5. Questioning/Elicitation-Structure: Statement quality Process: Delivery of question
6. Writing Board Management-Legibility in hand writing/Space management/Focusing

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7. TLMS/TRs used-  
Appropriate/Interesting/Innovative/Improvised/attractive
8. Teacher Student Interaction Continuous/lively/balanced/focused
9. Illustration with Examples Relevant / verbal non verbal/interesting
10. Experiments/Demonstrations-content-based/interesting/pre planned
15. Time Management completing teaching as pre planned?
16. Scope for Students Engagement-Pupil participation/mental & physical
17. Planning Systematic/need-based
18. Preparation-Complete/meticulous
19. Content Competence-Knowledge of content
20. Pedagogic Competence Knowledge of methods/approaches/strategies/techniques etc.
21. Body Language-  
Active/Complimentary/Timing/Constructive/Spontaneous/Natural
22. Verbal Communication Skills-  
Language/Intonation/Pronunciation/Voice/Clarity
23. Liveliness in Class-Dynamic/Active/Stimulus variation
24. Innovativeness/Creativity-Creative planning

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25. Classroom Discipline-Discipline management/Self-discipline
26. Managing Situations-Contextual management of classroom situations
27. Empathy Empathetic attitude towards students
28. Understanding Students-understanding of needs/problems etc.
29. Clarity in Presentation - Clarity in thoughts/actions/words/transaction etc.
30. Sustenance of Interest-Managing interest levels of students till the end of the class
31. Sustenance of Motivation managing self and external motivation of students till the end
32. Sustenance of Curiosity - Managing curiosity of students till the end of the class
33. Breaking Monotony-Efforts to break the monotony
34. Being Focused-Focusing on content being thought/theme
35. Personality Impact-Influence of teachers personality on students
36. Appearance/Outlook-External appearance of teacher....

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## **2.4.12 QNM DE**

**1. Two filled in sample  
observation formats of  
Internship**

04-12

SARADA VILAS TEACHERS COLLEGE, K.M.PURAM, MYSORE  
 COLLEGE OF EDUCATION & RESEARCH IN TEACHER EDUCATION

NAME OF STUDENT: Shravan ROLL NO: 19022000000000000000 CLASS: B.Ed  
 NAME OF SUBJECT: Method SECTION: 1 DATE: 04/12/20

DATE: 04/12/20 MARK: 2 FOR THE PROJECT OR THE ASSIGNMENT ON THE SUBJECT: Method

ASPECTS		CRITERIA		
1.1 Lesson Plan	Well-structured	<input type="checkbox"/>	Adequate	<input type="checkbox"/>
1.1.1 Instructional Objectives	Subject	<input type="checkbox"/>	Operational behaviour	<input type="checkbox"/>
1.2 Content content	Adequate	<input type="checkbox"/>	Adequate	<input type="checkbox"/>
	Original	<input type="checkbox"/>	Authentic	<input type="checkbox"/>
1.3 Learning activities	Appropriate	<input type="checkbox"/>	Adequate	<input type="checkbox"/>
	Effective	<input type="checkbox"/>	Concept presented clearly	<input type="checkbox"/>
2. INTRODUCTION	Adequate	<input type="checkbox"/>	Questions followed with concrete examples	<input type="checkbox"/>
2.1 Preparation	Well-structured	<input type="checkbox"/>	Starts with a technique	<input type="checkbox"/>
	Clear, concise	<input type="checkbox"/>	Starts previous knowledge	<input type="checkbox"/>
2.2 Statement of Aim	Well-structured & non-repetitive illustrations	<input type="checkbox"/>		<input type="checkbox"/>
	Relevant	<input type="checkbox"/>	Concise and specific	<input type="checkbox"/>
			Established connection with preparation	<input type="checkbox"/>
3. TEACHING-LEARNING PROCESSES	Appropriate	<input checked="" type="checkbox"/>	Brought/ Gave a view	<input type="checkbox"/>
3.1 Content organization	Adequate	<input type="checkbox"/>	Sequential	<input type="checkbox"/>
	Exhaustive	<input type="checkbox"/>	Effective	<input type="checkbox"/>
3.2 Technique/ Approach	Experiment	<input type="checkbox"/>	Demonstration	<input type="checkbox"/>
	Narrative	<input type="checkbox"/>	Question-answer method	<input type="checkbox"/>
	Lecture Method	<input type="checkbox"/>		
	Costly	<input type="checkbox"/>	Fostering of pupils understanding	<input type="checkbox"/>
3.3 Explanation/ Narrative/ Description	Fluency	<input type="checkbox"/>	Use of appropriate language	<input type="checkbox"/>
	Vocabulary	<input type="checkbox"/>		
3.4 Use of Illustration	Valid/ Not Valid		Valid/ Not Valid	
	Picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Keele*  
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 Sarada Vilas Teachers College,  
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ASPECTS		CRITERIA	
1. INSTRUCTIONAL OBJECTIVES	Relevant	<input checked="" type="checkbox"/>	Adequate
	Precise	<input type="checkbox"/>	Appropriate
	Integrative	<input type="checkbox"/>	Accurate
	Outcome based	<input type="checkbox"/>	Achievable
1.1 Learning activities	Appropriate	<input type="checkbox"/>	Adequate
	Effective	<input checked="" type="checkbox"/>	Concepts presented (1-4)
2. INTRODUCTION	Relevant	<input type="checkbox"/>	Questions followed with correct variety
	Sufficient	<input checked="" type="checkbox"/>	Used suitable techniques
	Interest aroused	<input checked="" type="checkbox"/>	Used previous knowledge
	Sufficient verbal & non-verbal illustrations		
2.2 Statement of Aims	Relevant	<input checked="" type="checkbox"/>	Correct and Specific
			Established continuity with preparation
3. TEACHING LEARNING PROCESS	Appropriate	<input type="checkbox"/>	Brought Gestalt view
	Adequate	<input checked="" type="checkbox"/>	Sequential
3.1 Content organisation	Explanation	<input checked="" type="checkbox"/>	Discussion
	Experiment	<input type="checkbox"/>	Demonstration
	Narration	<input type="checkbox"/>	Question answer method
	Lecture Method	<input type="checkbox"/>	
3.2 Technique/ Approach	Continuity	<input checked="" type="checkbox"/>	Testing of pupils understanding
	Fluency	<input type="checkbox"/>	Use of appropriate task words
	Vocabulary	<input type="checkbox"/>	
3.3 Explanation/ Narration / Description		Verbal	Non-verbal
	Relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Effective	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Sufficient	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Simple	<input checked="" type="checkbox"/>
		Appropriate	<input checked="" type="checkbox"/>
3.4 Use of Illustration		Interest aroused	<input checked="" type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Keelaik's  
 Principal  
 Sarda Vas Teacher College  
 K.M.Puram, Mysore - 570004

3.6 Assessment

1. Use of open ended questions  2.00  
2. Multiple choice questions  2.00  
3. Short answer questions  2.00  
4. Long answer questions  2.00  
5. Practical work  2.00  
6. Projects  2.00  
7. Assignments  2.00  
8. Self-assessment  2.00  
9. Peer assessment  2.00  
10. Other  2.00

3.7 Competency based

1. Use of real life situations  1.00  
2. Use of authentic materials  1.00  
3. Use of authentic language  1.00  
4. Use of authentic tasks  1.00  
5. Use of authentic assessment  1.00  
6. Use of authentic resources  1.00  
7. Use of authentic contexts  1.00  
8. Use of authentic content  1.00  
9. Use of authentic processes  1.00  
10. Use of authentic products  1.00

3.8 Use of Blackboard

1. Content  1.00  
2. Suitable size of fonts  1.00  
3. Appropriate organization  1.00  
4. Relevant matter written  1.00  
5. Wrong adequate points  1.00  
6. Straightness of lines  1.00  
7. Posters, verbal reinforcement  1.00  
8. Adequate number of activities  1.00  
9. Clarity  1.00  
10. Interactivity  1.00

3.9 Reinforcement

3.10 Review and evaluation

3.11 Reading (Language lessons only)

1. Adequate number of activities  1.00  
2. Adequate number of questions  1.00  
3. Correct pronunciation  1.00  
4. Proper accent and volume  1.00

4. CLASS ROOM MANAGEMENT

4.1 Social climate

1. Disciplined  1.00  
2. Democratic  1.00  
3. Well Uniformed  1.00  
4. Dynamic  1.00  
5. Innovative  1.00

4.2 Personality

1. Cheerful  1.00  
2. Empathetic  1.00  
3. Developmental  1.00  
4. Expressive  1.00

4.3 Budgeting the time

1. Developmental  1.00  
2. Expressive  1.00

Comments or Suggestions:

Grade: **A**

It was so good, interesting than anything else I have seen.  
It was effective class with biological explanation.

*K. Lakshmi*  
Principal  
Sarada Vilas Teachers College,  
K.M.Puram, Mysore - 570 004

**SCHOOL INTERNSHIP PROGRAM  
LESSON OBSERVATION SCHEDULE**

**PRIMARY INFORMATION**

Name of the Student / Teacher	
School / Class / Section	
Subject & Topic	
Lesson Type	
Staff Supervisor	

**Observations**

Desirable / Appreciating Behaviours ....to be nurtured further	Undesirable Behaviours or Limitations ....to be controlled / avoided

**General Feedback & Suggestions for Further Improvement in Teaching**

1.
2.
3.
4.
5.
6.
7.
8.

*K. Srinivas*  
Principal  
Sarada Vilas Teachers College,  
K.M.Puram, Mysore - 570 004

## TEACHING & TEACHERS APPRAISAL COMPONENTS

GRADE DESCRIPTION	Excellent	Very Good	Good	Satisfactory	Needs Improvement
	A	B	C	D	E

Sl. No.	Teaching-Learning Process	Grade	Sl. No.	Teacher	Grade
1.	Instructional Objectives		1.	Planning	
2.	Concept Induction		2.	Preparation	
3.	Method / Strategy / Approach		3.	Content Competence	
4.	Content Organisation		4.	Pedagogic Competence	
5.	Questioning / Elicitation		5.	Body Language	
6.	Writing Board Management		6.	Verbal Communication Skills	
7.	TLMs / TLRs used		7.	Liveliness in Class	
8.	Teacher-Student Interaction		8.	Innovativeness / Creativity	
9.	Illustration with Examples		9.	Classroom Discipline	
10.	Experiments / Demonstrations		10.	Managing Situations	
11.	Classroom Management		11.	Empathy	
12.	Learning Activities / Experiences		12.	Understanding Students	
13.	Reinforcement		13.	Clarity in Presentation	
14.	Planned Revision / Follow-Up		14.	Sustenance of Interest	
15.	Time Management		15.	Sustenance of Motivation	
16.	Scope for Students Engagement		16.	Sustenance of Curiosity	
17.	Scope for Students Exploration		17.	Breaking Monotony	
18.	Scope for Students Explanation		18.	Being Focused	
19.	Scope for Application		19.	Personality Impact	
20.	Evaluation Techniques & Tools		20.	Appearance / Outlook	

### General Feedback & Suggestions for further improvement in Teacher

1.	
2.	
3.	
4.	
5.	
6.	

Overall Grade Given	Signature of the Peer Student	Marks Allotted	Signature of the Student-Teacher	Name and Signature of the Teacher with Date

  
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2-4-12

Estd. 1963

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## PRACTICE TEACHING PRACTICE MANUAL

Teaching Practice / Internship Program constitutes an essential component of Teacher Education and Training as it affords student teachers the chance to gain experiential knowledge about teaching with improvement of content and pedagogic competence in real-world settings. The training of educators involves a collaborative effort among teacher training colleges, secondary schools, and stakeholders within the education system.

### **Importance of Teaching Practice in Education**

Student teachers gain valuable experience in the workplace, where they learn and apply theoretical knowledge and practical skills. They observe expert teachers' classes, receive feedback, and implement various instructional strategies to enhance their teaching abilities. Their objective is to comprehend the functioning and significance of educational institutions. They strive to develop professional competencies essential for effective teaching.

Student teachers meticulously organize and manage the classroom environment so as to optimize academic performance, fostering a safe and supportive atmosphere that is conducive to learning. They actively engage with students, parents, school authorities, and peer members, promoting collaboration and teamwork. Employing

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diverse learning approaches using a variety of TLMs / learning aids, they make the teaching-learning process highly interactive, engaging and impactful.

They utilize appropriate assessment methods and tools to gauge student learning, employing reflective practices to evaluate instructional effectiveness and adjust strategies accordingly. They tailor instruction to accommodate individual student needs and differences, recognizing the diverse learning styles within the classroom. Evaluating student progress, they ensure alignment with instructional objectives and fostering continuous improvement in the learning among students.

Furthermore, they prioritize self-reflection as a tool for personal and professional growth, acknowledging its importance in refining teaching practices and enhancing overall effectiveness.

*Sarada Vilas*  
Principal  
Sarada Vilas Teachers College,  
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**UNIT PLAN BASED LESSONS**  
**Assessment Criteria**  
**(Max. Marks for each Lesson 05)**

Sl. No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED	REMARKS
01	Preparation of Lesson Plan	1		
02	Learning Resources / TLMs	1		
03	Effectiveness of Teaching-Learning Process	2		
04	Evaluation and Follow-Up	1		
<b>TOTAL</b>		<b>05</b>		

Signature of the Teacher Trainee:

Signature of the Teacher Educator:

*K. S. K. S.*  
**Principal**  
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 K.M. Puram, Mysore-570 004



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## BLOCK TEACHING LESSONS

### Assessment Criteria

(Max. Marks for each Lesson 05)

Sl. No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED	REMARKS
01	Preparation of Lesson Plan	1		
02	Learning Resources / TLMs	1		
03	Effectiveness of Teaching-Learning Process	2		
04	Evaluation and Follow-Up	1		
	<b>TOTAL</b>	<b>05</b>		

Signature of the Teacher Trainee      Signature of the Teacher Educator

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 Principal  
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## INNOVATIVE LESSON

Criteria for assessment  
(Max. Marks for each Lesson 10)

Sl. No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED
1	Lesson Planning	1	
2	Creative Planning with Innovative Learning Contexts	3	
3	Effectiveness of Teaching & Learning	3	
4	Innovativeness in Evaluation and Follow-Up	2	
5	Overall Impact	1	
	Total	10	

Signature of the Teacher Trainee

Signature of the Teacher Educator

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Principal  
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## ICT BASED LESSON / TLM

Criteria for Assessment  
(Max. Marks for each Lesson 10)

Sl. No	CRITERIA	WEIGHTAGE	MARKS OBTAINED
1	Lesson Planning	2	
2	Integration of ICT / ICT Tools used	3	
3	Effectiveness of Teaching - Learning	3	
4	Evaluation & Follow-Up	1	
5	Total Impact	1	
Total		10	

Signature of the Teacher Trainee Signature of the Teacher Educator

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Principal  
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## REMEDIAL TEACHING

Criteria for assessment  
 (Max. Marks for each Lesson 5)

Sl. No	CRITERIA	WEIGHTAGE	MARKS OBTAINED
1	Identification of the problem areas of Learning	1	
2	Planning of Remedial Measures	1	
3	Effectiveness in the Execution of the Remedial Plan	2	
4	Evaluation & Follow up	1	
Total		05	

Signature of the Teacher Trainee      Signature of the Teacher Educator

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 Principal  
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**CRITICISM LESSON**  
**CRITERIA FOR ASSESSMENT**  
 (Max. Marks for each Lesson 5)

SL No.	CRITERIA	WEIGHTAGE	MARKS OBTAINED	REMARKS
01	Preparation of Lesson Plan	1		
02	Learning Resources / TLMs	1		
03	Effectiveness of Teaching-Learning Process	1		
04	Evaluation and Follow-Up	1		
05	Teacher's Personality	1		
<b>TOTAL</b>		<b>05</b>		

Signature of the Teacher Trainee

Signature of the Teacher Educator

*Devi K.S.*  
 Principal  
 Sarada Vilas Teachers College,  
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## UNIT PLAN

### Criteria for Assessment

Sl. No.	Aspects	Marks	Marks Obtained	Remarks
01	Preparation of Unit Plan	1		
02	Content Analysis	1		
03	Content Organization	1		
04	Planning of Lessons	1		
05	Effectiveness of Activities / TLMs	1		
<b>TOTAL</b>		<b>05</b>		

Signature of the Teacher Trainee      Signature of the Teacher Educator

Sarla K.S

**Principal**

Sarada Vilas Teachers College,  
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## List of School for Internship Program

Sl. No.	School	Location	Type
1.	Gopala Swamy High School.	Chamundi Puram, Mysuru (U)	PUA
2.	Hardwick High School.	JLB Road, Mysuru (U)	PA
3.	Sarvajanika High School.	Vidyaranya Puram, Mysuru (U)	PA
4.	Sharada High School,	Agrahara, Mysuru (U)	PUA
5.	St Marys Girls High School,	Chamundipuram, Mysuru (U)	PA
6.	Govt. High School.	Yelwala (R)	Govt.
7.	Govt. High School.	Salundi, (R)	Govt.
8.	Sarvajanika High School.	Chamundi Betta Mysuru (R)	PA
9.	Raghavendra High School.	Jayapura, Mysuru (R)	PA
10.	Shrikantha Girls High School.	Mysuru (U)	PA
11.	Maharani's Girls High School.	Mysuru (U)	Govt.

\*PA=Private Aided, PUA=Private Un-Aided, U=Urban R=Rural

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**ADVANCED PEDAGOGY OF SCHOOL SUBJECTS  
 (APOSS)**

Sl. No.	PARTICULARS	MARKS
1	4 Activities in APOSS-1	4X10=40
2	VIVA in APOSS-1	10
3	4 Activities in APOSS-2	4X10=40
4	VIVA in APOSS-2	10
<b>Total</b>		<b>50+50=100</b>

EWF:-Weight age distributions under the Unit plan Based Lesson (1+3+1 & 1+3+1)

EVENTS	DURATION/ OBSERVATION	MARKS	TOTAL
UNIT PLAN	----	05+05	10
PRESENTATION(3+3)	02+02=04	10+10	20
UNIT TEST	01+01=02	10+10	20
<b>TOTAL</b>		<b>50</b>	<b>50</b>

Weightage distributions under the Block teaching (8+1 & 8+1)

EVENTS	DURATION/ OBSERVATION	MARKS	TOTAL
BLOCK TEACHING(8+8)	3+3=6	15+15=30	30
CRITICISM LESSON	1+1=2	05+05=10	10
GENERAL LESSON (NON OBSERVATION)	5+5=10	----	----
OBSERVATION RECORD	30 LESSONS OBSERVATION (EACH PEDAGOGY)	05+05=10	10
<b>TOTAL</b>	<b>18</b>		<b>50</b>

*Deena K.S*  
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**Weightage distributions under the Immersion program:-**

Events	Duration/ Observation	Marks	Total
INNOVATIVE LESSON	1+1	10+10	20
TLM / ICT LESSON	1+1	10+10	20
REMEDIAL LESSON	3+3 (6DAYS)	05+05	10
ACTION RESEARCH	01	10	10
CO-SCHOOL ACTIVITIES	4 activities	10	10
REFLECTIVE DAIRY	01	20	20
VIVA VOCE	01	10	10
TOTAL			100

**Practical Examination Lesson**

Events	Duration/ Observation	Marks	Total
TWO PRACTICAL EXAMINATION LESSONS- ONE IN EACH PEDAGOGY	01+01	50+50	100

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### Guidelines for the Observation of the Lesson

Every student teacher shall observe a minimum of 60 lessons.  
Preference shall be given to the two pedagogy Subjects chosen

Complete lessons shall be observed and observations are documented in the standardized Observation Profile provided in the college.

The primary data or information regarding the name of the student teacher, class, section, subject, Unit, topic etc., shall be properly written in the profile,

Each student teacher is guided to observe, analyse, note down and give constructive feedback regarding the following aspects of teaching.

1. Instructional Objectives  
Formulation/Statement/Clear/Relevant/Specific / Achievable
2. Concept Induction Appropriate/Interesting
3. Method/Strategy/Approach-  
Appropriate/Interesting/Feasible/alignment with objectives
4. Content Organisation Appropriate/Logical/Systematic/Maxims-based
5. Questioning/Elicitation-Structure: Statement quality Process: Delivery of question.
6. Writing Board Management-Legibility in hand writing/Space management/Focusing

*S. K. S.*  
**Principal**  
Sarada Vilas Teachers College,  
K.M. Puram, Mysuru-570 004



Sarada Vilas Educational Institutions (R.)  
ಸಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04

**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M.Puram, Mysuru-570004, Karnataka  
Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
NAAC Re-Accredited in 2016, "B" Grade, CGPA-2.73/4



Email ID: svtemysore@gmail.com  
Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

Ref. No.:

Date :

7. TLMS/TRs used-  
Appropriate/Interesting/Innovative/Improvised/attractive
8. Teacher Student Interaction Continuous/lively/balanced/focused
9. Illustration with Examples Relevant / verbal non verbal/interesting
10. Experiments/Demonstrations-content-based/interesting/pre planned
15. Time Management completing teaching as pre planned?
16. Scope for Students Engagement-Pupil participation/mental & physical
17. Planning Systematic/need-based
18. Preparation-Complete/meticulous
19. Content Competence-Knowledge of content
20. Pedagogic Competence Knowledge of methods/approaches/strategies/techniques etc.
21. Body Language-  
Active/Complimentary/Timing/Constructive/Spontaneous/Natural
22. Verbal Communication Skills-  
Language/Intonation/Pronunciation/Voice/Clarity
23. Liveliness in Class-Dynamic/Active/Stimulus variation
24. Innovativeness/Creativity-Creative planning

*S. Lakshmi*  
Principal  
Sarada Vilas Teachers College,  
K.M. Puram, Mysuru-570 004



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25. Classroom Discipline-Discipline management/Self-discipline
26. Managing Situations-Contextual management of classroom situations
27. Empathy Empathetic attitude towards students
28. Understanding Students-understanding of needs/problems etc.
29. Clarity in Presentation - Clarity in thoughts/actions/words/transaction etc.
30. Sustenance of Interest-Managing interest levels of students till the end of the class
31. Sustenance of Motivation managing self and external motivation of students till the end
32. Sustenance of Curiosity - Managing curiosity of students till the end of the class
33. Breaking Monotony-Efforts to break the monotony
34. Being Focused-Focusing on content being thought/theme
35. Personality Impact-Influence of teachers personality on students
36. Appearance/Outlook-External appearance of teacher....

*Sarada Vilas*

**Principal**

Sarada Vilas Teachers College,  
K.M. Puram, Mysore-570 004