

APPENDIX - IA

LESSON EVALUATION PROFORMA FOR SUPERVISOR

1. Name of the Student :
2. Roll No. : Subject :
3. R.Nos. of the students Std. :
acting as pupils : Topic :
4. Date of the lesson given : Skill :
5. Time Beginning Name of the
End Supervisor :

Q.No.	P.K.	Dv.C.	R.C.	Student Response	Remarks
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1

2

3

4

5

6

7

8

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Comments :

PROFORMA FOR MICROTEACHERS

Name of the Micro-Teacher _____ Date _____

Self evaluation by the Micro-Teacher on the SKILL _____

Lesson number of the skill _____

Subject _____

N	N	A	C	A	M	V
O	O		O		U	E
T	T	L	N	L	C	R
		I	S	O	H	Y
A	S	T	I	T		
T	I	T	D			M
	G	L	E			U
A	NC	E	R			C
L	IA		A			H
L	FN		B			
	IT		L			
			E			

1. To what extent has your skill improved? 1 2 3 4 5 6 7

2. To what extent were the feedback sessions helpful? 1 2 3 4 5 6 7

3. Give specific suggestions for the improvement of the skill.

APPENDIX - IC₁

TEACHING SKILLS EVALUATION PROFORMA (PROBING QUESTIONS)

Name of the B.Ed. Student _____ R.No. _____

Name of the Peers who observed the lesson 1) _____
2) _____

Date of the lesson given _____

Date when this proforma was filled _____ Teach/Reteach

INSTRUCTIONS

This proforma is meant for ascertaining the extent to which the microteacher has acquired the skill in teaching such as 'fluency in questioning', etc. Read the following carefully.

1. You have been provided with a seven-point scale for assessing the extent of mastery the teacher has acquired in 'probing questions'.
2. Indicate the extent of acquisition of the skill by crossing the appropriate number (X) you deem fit. For example, the extent of mastery while seeking further clarification was indicated by crossing (5). This means the microteacher was quite successful in his attempt. If another observer crossed (2), it means, the efforts of the microteacher in 'seeking further clarification' were almost negligible.
3. Complete the proforma and hand it over to your group leader.

A. PROBING QUESTIONS	1	2	3	4	5	6	7
A1. Microteacher introduced prompts	1	2	3	4	5	6	7
A2. Microteacher refocussed the theme	1	2	3	4	5	6	7
A3. Microteacher sought further clarification	1	2	3	4	5	6	7
*A4. Microteacher redirected the question.	1	2	3	4	5	6	7
	N		A		A		V
	O						E
	T		L		L		R
			I		O		Y
	A		T		T		
	T		T				M
			L				U
	A		E				C
	L						H
	L						

* This item was subsequently dropped in Phase-II and Phase-III of the study.

TEACHING SKILLS EVALUATION PROFORMA (CONVERGENT QUESTIONS)

Name of the B.Ed. Student _____ R.No. _____
 Name of the peers who observed the lesson 1) _____
 2) _____
 Date of the lesson given : _____
 Date when this proforma was filled : _____ Teach/Reteach

INSTRUCTIONS

This proforma is meant for ascertaining the extent to which the microteacher has acquired the skill in teaching such as 'probing questions' etc. etc. Read the following carefully.

1. You have been provided with a Seven-Point-Scale for assessing the extent of mastery, the teacher has acquired in 'convergent questions'.
2. Indicate the extent of acquisition of the skill by crossing the appropriate number (X) you deem fit. For example, the extent of mastery while seeking more value explanation was indicated by crossing (5). This means the microteacher was quite successful, in his attempt. If another observer crossed (2), it means the efforts of the microteacher in seeking 'value explanation' were almost negligible.
3. Fill up the proforma and hand it over to your group leader.

B. CONVERGENT QUESTIONING.

B1. The microteacher sought more (either rational explanation or value explanation, or narrative) explanation.	1	2	3	4	5	6	7
B2. The microteacher asked more questions involving (either similarities or differences, or degrees of comparison or spatial position) the discription of association.	1	2	3	4	5	6	7
B3. The microteacher asked questions involving logical conclusions, summary conclusions.	1	2	3	4	5	6	7
	N		A		A		V
	O						E
	T		L		L		R
	A		I		O		Y
	T		T		T		M
			L				U
	A		E				C
	L						H
	L						

APPENDIX 3 IC₃

TEACHING SKILLS EVALUATION PROFORMS (DIVERGENT QUESTIONS)

Name of the B.Ed. Student : _____ R.No. _____

Name of the peers who observed the lesson 1) _____
2) _____

Date of the lesson given : _____

Date when this proforma was filled _____ Teach/Reteach

INSTRUCTIONS

This proforma is meant for ascertaining the extent to which the microteacher has acquired the skill in teaching such as 'convergent questions', etc. etc. Read the following carefully.

1. You have been provided with a Seven-Point-Scale for assessing the extent of mastery the teacher has acquired in 'divergent questions'.
2. Indicate the extent of acquisition of the skill by crossing the appropriate number (X) you deem fit. For example the extent of mastery while asking the students to develop a hypothesis from the given data was indicated by crossing (5). This means the microteacher was quite successful in his attempt. If another observer crossed (2), it means the efforts of the microteacher in asking to develop hypothesis from the given data were almost negligible.
3. Complete the proforma and hand it over to your group leader.

C. DIVERGENT QUESTIONS

C1. Microteacher asked the pupils to predict from the given data	1	2	3	4	5	6	7
C2. Microteacher asked the pupils to develop a hypothesis from the given data.	1	2	3	4	5	6	7
C3. Microteacher asked the pupils to draw inference from the given data.	1	2	3	4	5	6	7
C4. Microteacher asked the pupils to reconstruct the statements.	1	2	3	4	5	6	7
	N		A		A		V
	O						E
	T		L		L		R
			I		O		Y
	A		T		T		
	T		T				M
			L				U
	A		E				C
	L						H
	L						

APPENDIX - ID

GOVT. COLLEGE OF EDUCATION, RATNAGIRI

Rating Card of the Pupil Teacher's Performance

Name of the Pupil Teacher : _____ Date of the lesson given:-
 College Roll.No. _____ Time :-
 Subject of the Lesson _____ Class (in which
 Unit of the Lesson _____ lesson was given) _____
 Lesson No.: _____ School _____

ASPECTS	RATINGS				
	A	B	C	D	E
1. Clarity of Objectives.....	8	6	4	2	0
2. Mastery of the subjectmatter.....	8	6	4	2	0
3. Pupil's involvements in the learning process.....	8	6	4	2	0
4. The range of activities provided and their Productivity.....	8	6	4	2	0
5. The extent of originality shown in the presentation in the lesson.....	8	6	4	2	0
6. The extent to which interest is created in the Class-Room.....	8	6	4	2	0
7. Attitude towards pupils.....	8	6	4	2	0
8. The questioning technique of the Teacher.....	8	6	4	2	0
9. Clarity of thought and expression	8	6	4	2	0
10. Use of teaching Aids.....	8	6	4	2	0
11. How far the unit has been related to actual life?.....	4	3	2	1	0
12. Class-Management.....	4	3	2	1	0
13. Black-Board Work.....	4	3	2	1	0
14. Fluency and adequacy of language.....	4	3	2	1	0
15. Neet and tidy work habits.....	4	3	2	1	0
	100	75	50	25	0

Name of the Evaluator
and signature.

Having in mind all the items listed above, give your judgement of the success of the teacher trainee on the following scale.

Maximum Marks	Excellent	Good	Fair	Poor	Failure
(m.m.) 100	90	70	50	30	10

What particular items of competence did the teacher trainee perform ineffectively, or miss a good opportunity?

(This assessment is for the purpose of guiding the students on areas of his weakness and should be directly related to the rating)

(a) _____ (b) _____ (c) _____ (d) _____

What particular items of competence did the trainee shown exceptional strength? (This should be related to the rating)

(a) _____ (b) _____ (c) _____ (d) _____

Date: _____

Signature of Supervisor.