

Lesson Plan Format

Name of the Teacher: xxxxxx

Date: xxx

Class: xxx

Section: xxx

Period: xxx

Medium: xxx

Phases	Details of Phases	Specifications of Students' behaviour in the Learning Process
Phase One	<p>Creating appropriate Learning Environment/ Stimulation of Previous Experiences related to the present topic.</p> <p>Set a purpose.</p> <p>Check on previous learning. Identify where you need to start. Give activities to find out their knowledge about the topic.</p> <p>Use questions, quiz activity, brain storming etc to know what they already know about the topic.</p> <p>(Can also use pictures, visuals, Stories, Personal experience)</p>	
Phase Two	<p>Presentation of Learning Points</p> <p>Present the learning points, to be learnt on the day. Develop the lesson linking it to their previous knowledge.</p>	

	Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Develop the learning points using appropriate approaches/Strategies,/Techniques, Learning Aids, Experiments, Anecdotes, Analogies, Illustrations, Examples.	
Phase Three	<p>Clarification Restate, reemphasize, add examples, illustrations about the points already discussed to strengthen their understanding. Provide additional details, / examples/ illustrations/,experiments/ sample problems /and situations. Pose questions to move students toward independent work.</p>	
Phase Four	<p>Practice / Review and Independent Practice See that students work with you, and whole class, in small groups, or with a partner to clarify learning. Plan activities for the same. Independent Practice Students practice on their own. Begin homework. Struggling students get additional practice</p>	
Phase Five	<p>Closure Motivate students to consolidate the points learnt in the class. Connect the lesson details together. Answer questions and respond to whole class difficulties.</p>	
Phase Six	Assign follow up activities that strengthen the learning of students.	

Unit Test Format

Blue Print for Unit Test

Sl. No	Type of Questions Objectives	Short Essay Type Questions	Short Answer Type Questions	Objective Type Questions	Total Marks
1	Knowledge				
2	Understanding				
3	Application				
4	Skill				
Total Marks					50

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Guidelines to prepare Test Material

- All questions shall be Objective type questions
- A total of 50 questions need to be prepared
- Indicate the Objective, Question and Answer for each item.(Objective should be decided according to the objectives of each subject. Science: Understanding, Application, Analysis, Skill etc; Language: Comprehension, Skills, Vocabulary etc)
- The questions shall be of any one type out of the 5 types given below. Each type should have a minimum of 6 questions. (Completion, Matching, Multiple Choice, Sequential Arrangement, Classification, True-False Type)
- See that the questions belong to a single subject (History, Civics, Geography, Physics, Arithmetic etc)
- Let the instruction for each type of item be very clear. Let the instruction involve two parts-what is given in the question and what is expected of students.
- Present same type of questions under a single heading.

I. Completion Type Questions

Instruction: Below are given incomplete statements. Complete them using appropriate answers.

II. Matching Type Questions

Objective: Identification of polygons

Instruction: Below are given _____ (the name of the polygons) in List 'A' and (the number of sides in a polygon in List 'B'). Match the (polygons) according to _____ (their number of sides).

	List 'A'	List 'B'	
1	Decagon	6 Sides	a
2	Nonagon	5 Sides	b
3	Hexagon	10 Sides	c
4	Pentagon	9 Sides	d

Answer: _____

Answer: 1-d,2-c,3-a,4-b

III. Multiple Choice Questions

Instruction: Below are given incomplete statements followed by four choices. Indicate the best answer to complete the statement using '√'

IV. Sequential Arrangement Items

Instruction: Below are given the tasks to be completed while conducting an experiment to _____. Arrange the tasks in appropriate sequence.

V. Classification Items

Below are given some crops. Identify the one which does not belong to the group

- a) Rice,
- b) Wheat,
- c) Pulses
- d) Cotton

Answer: d) Cotton is a cash crop

Or

Below are given a pair of words in the first part. Identify the word that fits the second word. out of the choices followed by the question

Boreal forests: bats:: Tropical forests:_____

Jaguar, bears, lynx, wolf,

VI. True/False Items

Instruction: Below are given some statements. Identify the statements that indicate the property of acids.

Lesson Observation Schedule

Name of the Teacher:		Name of the School:
Date		
Time	Class :	Subject:
Lesson/Topic:		
Sl No	Aspects to be observed	Observations
1	What did the teacher expect the students to learn from the lesson?	
2	What Instructional Strategies did the teacher use to facilitate learning? Were they apt, used meaningfully?	

3	What was the content provided? Was it comprehensive/ authentic/ apt. Was the content delivery apt in terms of communication?	
4	Did the teacher monitor the learning of students? Was there recapitulation through out to confirm learning of students?	
5	Did the teacher maintain a learning environment? Did the teacher use positive reinforcement, motivation and managed the physical environment?	

6	Did the teacher manage the class well? How were the inappropriate behaviours of students addressed?	
7	Did the teacher manage to achieve the objectives?	

School Observation Schedule

Sl. No.	Aspects to be Observed	Observations
1	<p>Physical Environment of the School General Description of the physical environment. Adequacy of</p> <ul style="list-style-type: none"> • the space for indoor and outdoor activities, Open space with trees, plants etc, • class rooms in terms of display, space, • display of students' work • playground • vehicle/cycle parking • Cleanliness of class rooms, office room and other places • Building, furniture and equipment. 	
2	<p>Nurturing and Enabling Environment</p> <ul style="list-style-type: none"> • Making students feel secured • Allowing students to ask questions freely • Focusing on equity and equality • Giving fair treatment of inclusive children • Working on empowerment of girls • Creating congenial school culture. 	

3	<p>Students' Participation and Promotion of Values</p> <ul style="list-style-type: none"> • Values highlighted • Integration of values in the curriculum • Discouraging unhealthy competition • Providing democratic environment • Special focus for challenged and the weak 	
4	<p>Learning Resources</p> <ul style="list-style-type: none"> • Use of supplementary text books besides text book • Importance given for needed resources like atlas, manuals, maps, lab records etc • Organization of group and cultural activities • Library facilities • ICT resources • ICT Teaching Learning Process • Subject labs 	
5	<p>School Calendar and Time table</p> <ul style="list-style-type: none"> • Planning and following annual calendar of activities • Planning of instructional time: teaching, class-based activities, assignments, 	

	<ul style="list-style-type: none"> • Time for teachers for preparation and reflection • Balancing class activities with co-curricular 	
6	<p>Discipline and Student Participation in School Management</p> <ul style="list-style-type: none"> • Strategies for School management • Role of Students in maintaining school discipline 	
7	<p>Parent and Community participation</p> <ul style="list-style-type: none"> • Frequency of meeting parents • Active participation of Parents • Role of School Development and Management Committee 	
8	Innovations and Best Practices	

Format for Writing Reflective Teaching Diary

1	Lesson objectives <ul style="list-style-type: none">• Did the students understand what we did in the lesson?• Was what we did too easy or too difficult?• What problems did the students have (if any)?• Was there a clear outcome for the students?• What did they learn or practise in the lesson? Was it useful for them?	
2	Activities and materials <ul style="list-style-type: none">• What different materials and activities did we use?• Did the materials and activities keep the students interested?• Could I have done any parts of the lesson differently?	
3	Students <ul style="list-style-type: none">• Were all the students on task (i.e. doing what they were supposed to be doing)?• If not, when was that and why did it happen?• Which parts of the lesson did the students seem to enjoy most? And least?	

4	<p>Classroom management</p> <ul style="list-style-type: none"> • Did activities last the right length of time? Was the pace of the lesson, right? • Did I use whole class work, groupwork, pair work or individual work? • What did I use it for? Did it work? • Did the students understand what to do in the lesson? • Were my instructions clear? • Did I provide opportunities for all the students to participate? • Was I aware of how all of the students were progressing? 	
5	<ul style="list-style-type: none"> • Overall If I teach the lesson again, what would I do differently? 	
6	<ul style="list-style-type: none"> • What points should I take into consideration while planning my next lesson? 	

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1	<p>ಪಾಠದ ಉದ್ದೇಶಗಳು</p> <ul style="list-style-type: none"> • ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನಾನು ಮಾಡಿದ ಬೋಧನೆ ಅರ್ಥವಾಯಿತೇ? • ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಲಿಕಾ ವಿಷಯಗಳು ಅತಿಕ್ಲಿಷ್ಟವಾಯಿತೇ ಅಥವಾ ಅತಿ ಸುಲಭವೆನಿಸಿತೇ? • ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಏನಾದರೂ ಸಮಸ್ಯೆಯಾಯಿತೇ? ಆ ಸಮಸ್ಯೆಗಳೇನು? • ನನ್ನ ಬೋಧನೆ ಉತ್ತಮವೂ ಸ್ಪಷ್ಟವೂ ಆದ ಪರಿಣಾಮವನ್ನು ತೋರಿಸಿತೇ? • ಇಂದಿನ ತರಗತಿಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಅಭ್ಯಾಸಮಾಡಿದುದು/ಕಲಿತುದು ಏನು? 	
2	<p>ಚಟುವಟಿಕೆಗಳು ಮತ್ತು ಬೋಧನಾ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳು</p> <ul style="list-style-type: none"> • ನಾವು ಬಳಸಿದ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು ಮತ್ತು ಚಟುವಟಿಕೆಗಳಾವುವು? • ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು ವಿದ್ಯಾರ್ಥಿಗಳ ಆಸಕ್ತಿಯನ್ನು ಉಳಿಸಿಕೊಂಡಿತೇ? • ಈ ದಿಶೆಯಲ್ಲಿ ನಾನು ಮಾಡಿಕೊಳ್ಳಬೇಕಾದ ಮಾರ್ಪಾಡುಗಳಾವುವು? • ಪಾಠಬೋಧನೆಯ ಯಾವುದಾದರೂ ಭಾಗವನ್ನು ಹೆಚ್ಚಿನ ಪರಿಣಾಮಕ್ಕಾಗಿ ನಾನು ಬೇರೇತಿಯಲ್ಲಿ ಮಾಡಬಹುದಾಗಿತ್ತೇ? 	
3	<p>ವಿದ್ಯಾರ್ಥಿಗಳು</p> <ul style="list-style-type: none"> • ಎಲ್ಲ ವಿದ್ಯಾರ್ಥಿಗಳೂ ಪಾಠದಲ್ಲಿ ಭಾಗವಹಿಸಿದ್ದರೇ? • ಭಾಗವಹಿಸಲು/ ಭಾಗವಹಿಸಿಲ್ಲದಿರಲು ಕಾರಣಗಳೇನು? • ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬಹಳ ಋಷಿತಂದ ಭಾಗಯಾವುದು? • ಬೇಸರವೆನಿಸಿದ ಭಾಗಯಾವುದು? • ಈ ದಿಶೆಯಲ್ಲಿ ನಾನು ಯಾವ ಮುನ್ನೆಚ್ಚರಿಕೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕು 	

4	<p>ತರಗತಿ ನಿರ್ವಹಣೆ</p> <ul style="list-style-type: none"> • ಎಲ್ಲ ಚಟುವಟಿಕೆಗಳೂ ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಮುಗಿದವೇ? • ಬೋಧನೆಯಗತಿ/ವೇಗ ಸರಿಯಾಗಿದ್ದಿತೇ? • ನಾನು ವರ್ಗಕಾರ್ಯ, ಗುಂಪು ಕಾರ್ಯ, ಜೋಡಿಕಾರ್ಯಅಥವಾ ವೈಯಕ್ತಿಕ ಕಾರ್ಯ-ಇವುಗಳಲ್ಲಿ ಯಾವುದನ್ನು ಬಳಸಿದೆ? ಅವು ಹೇಗೆ ಮೂಡಿಬಂದವು? • ನಾನು ಈ ದಿಶೆಯಲ್ಲಿ ಮಾಡಿಕೊಳ್ಳಬೇಕಾದ ಮಾರ್ಪಾಡುಗಳಾವುವು? • ತರಗತಿಯಲ್ಲಿ ಮಾಡಬೇಕಾಗಿದ್ದ ಕೆಲಸಗಳು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅರ್ಥವಾಯಿತೇ? • ನಾನು ಕೊಟ್ಟ ಸೂಚನೆಗಳು ಸರಳವಾಗಿದ್ದಿತೇ? • ಎಲ್ಲ ಮಕ್ಕಳೂ ಭಾಗವಹಿಸುವ ಅವಕಾಶ ನನ್ನ ಬೋಧನೆಯಲ್ಲಿ ಇದ್ದಿತೇ? • ವಿದ್ಯಾರ್ಥಿಗಳು ಹೇಗೆ ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಿದ್ದಾರೆ ಎಂಬುದರಕಡೆಗೆ ನನ್ನ ಗಮನವಿತ್ತೇ? 	
5	ಇದೇ ಪಾಠವನ್ನು ನಾನು ಪುನಃ ಬೋಧಿಸಿದರೆ ಹೇಗೆ ಬೋಧಿಸಬಲ್ಲೆ?	
6	ಈ ದಿನದ ಪಾಠದ ಅನುಭವದಿಂದ ನನ್ನ ಮುಂದಿನ ಬೋಧನೆಯಲ್ಲಿ ಮಾಡಿಕೊಳ್ಳಬೇಕಾದ ಮಾರ್ಪಾಡುಗಳೇನು?	

Lesson Evaluation Schedule(For Teachers/ Mentors Only)

Sl No	Criteria	Marks Allotted	Marks received by the student teacher
1	Initiation for the present topic	05	
2	Presentation of the theme (in the beginning and at each stage)	05	
3	Scaffolding (Relating the present knowledge with the previous knowledge of students)	15	
4	Clarification of learning points	15	
5	Communication	10	
6	Use of Appropriate learning aids in appropriate ways	10	
7	Strategies to ensure learning	10	
8	Relationship with students	10	
9	Closure and follow up activities	10	
10	Overall effect of the lesson	10	
	Total	100	