

**CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES**  
**(DEEMED TO BE UNIVERSITY)**

**Classroom Observation and Assessment Activity at Amar Memorial St.**  
**George's Preparatory School**

**Date:** 3 September 2024

**Organised by:** Centre for Teacher Education (CTE), CIHTS, Sarnath

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, successfully conducted a one-day classroom observation and assessment activity on 3 September 2024 at Amar Memorial St. George's Preparatory School, Varanasi. The programme was organised under the overall supervision of Prof. Umesh Chandra Singh, Coordinator, CTE, with support from Dr. Jampa Thupten, Academic Coordinator, and mentorship of Dr. Bhavana Behal. The activity formed a crucial part of the field-based learning experiences for B.Ed. and B.A. B.Ed. student-teachers. The primary objective of this school-based visit was to provide student-teachers with direct exposure to classroom processes, assessment techniques, and student learning patterns. The structured activity enabled them to apply theoretical concepts of observation, pedagogy, and evaluation in an authentic school environment.

**Observation by B.Ed. Students**

The B.Ed. student-teachers were engaged in systematic classroom observation, guided by an observation schedule adapted from NCERT. They observed a range of classroom elements, including:

- Interaction patterns between teachers and students
- Instructional strategies and teaching-learning materials
- Classroom environment and student behaviour
- Time management and pacing of lessons
- Assessment methods employed by teachers

The use of NCERT's structured observation tool helped students document classroom processes in a methodical manner. It allowed them to identify effective teaching practices,

recognise areas requiring improvement, and reflect on the practical complexities of real classroom dynamics. This experience deepened their understanding of diverse learning needs, pedagogical decision-making, and the importance of adaptability in teaching.

### **Assessment Activity by B.A. B.Ed. Students**

Simultaneously, B.A. B.Ed. students participated in test construction and administration, which provided them with an opportunity to practise formative assessment techniques. They prepared self-constructed class tests in three subjects—English, Hindi, and Political Science—for students of Grade VI and VII.

The process involved:

- Designing age-appropriate, syllabus-aligned test items
- Ensuring validity and clarity of assessment questions
- Administering the tests in real classroom settings
- Observing student responses, engagement, and time management
- Evaluating the answer sheets using objective and descriptive assessment criteria

Through this activity, student-teachers learned how assessment functions not just as a measurement tool but as a vital pedagogical component. They gained insight into analysing student learning outcomes, identifying patterns of errors, and planning follow-up teaching accordingly.

### **Impact and Reflection**

The one-day programme offered a meaningful experiential platform for both groups of student-teachers. The B.Ed. students enhanced their skills in observation, reflective analysis, and professional documentation. The B.A. B.Ed. students strengthened their understanding of assessment design, administration, and evaluation—skills essential for effective classroom management during their internship.

The visit concluded with a reflective discussion facilitated by faculty mentors, where students shared their observations, challenges encountered, and key learnings from the activity. Many expressed that this field experience helped them understand the practical integration of pedagogy, classroom management, and assessment in real school environments. Through this

initiative, CTE, CIHTS furthered its mission of preparing thoughtful, analytical, and professionally competent educators capable of contributing meaningfully to contemporary school education.

**Submitted By:**



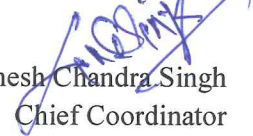
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