Metric No. 2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include:

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Documents attached:

- Format of Criteria and Weightages for interns' performance appraisal used
- Five filled in formats for each of the aspects claimed

Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

METRICS No. 2.4.13

Format for criteria and weightages for interns' performance appraisal used

MAHATMA EDCUCATION SOCIETY'S

PILLAI COLLEGE OF EDUCATION & RESEARCH

Sector 8, Khanda Colony, New Panvel (W), Dist. Raigad - 410206

OBSERVATION SHEET

Name of the Student: Roll No.

Name of the Teacher:

Practicing School:

Date: Std & Div.:   Subject:

Time: Topic:

Sub-Topic:

Skill and its Components (Use this '✓')

1. **Introduction of the Topic**	**Yes**		**No**	
a. Previous Knowledge checked.				
b. Used an appropriate device.				
c. Statement of aim stated.				
d. Topic displayed/written.				
2. **Explanation was**	**To a great extent**	**To some extent**	**To a little extent**	**Not at all**
a. Fluent.				
b. Relevant.				
c. Done with proper connecting links.				
3. **Questioning**				
a. Questions were well structured.				
b. Questions were grammatically correct.				
c. Questioning style was apt to the topic.				
d. Curiosity among pupils was aroused.				
4. **Stimulus variation**				
a. Voice modulated.				
b. Different interaction style used.				
c. Oral-visual switching done.				
5. **Use of Examples**				
a. Simple and relevant				
b. Sufficient				
6. **Reinforcement**				
a. Positive verbal reinforcement given				
b. Appropriate reinforcers used				
7. **Closure**				
a. Summarized the main points				
b. Closing statement stated				
c. Used apt evaluation device.				
d. Application questions asked.				
8. **Teacher behaviour**				
a. Curiosity of pupils satisfied.				
b. Rapport with pupils build				
9. **Presentation of content**				
a. Content was Sequential				
b. Slides contained main points				

Additional Comments (if any):

Name and Signature of the Method master:

B.Ed. Academic Year:

Name of the Course:

Criteria	Very good (4)	Good (3)	Satisfactory (2)	Need improvement (1)
Set induction	• Connects to prior knowledge • Captures student interest • Relates to the objective • Gives students a reason for learning	Three out of four elements are present	One or two elements are present	No interest created
Presentation	• Thorough content knowledge • Logical and sequential organization of content • Clarity and flow in delivery • Provides opportunities for learner involvement	Three out of four elements are present	Two out of four elements are present	Not effective
Presence	• Maintain eye contact • Face the students • Fluent, clear speech • Confident	Three out of four elements are present	Two out of four elements are present	Lack of presence
Assessment and summarizing	• Questions asked to assess the students' understanding • Doubts and queries were answered • Appropriate reinforcements given • Proper closure given	Three out of four elements are present	Two out of four elements are present	Only one of the elements present

Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr. Pillai Teacher Training & Research Centre
Plot No. 1, Sector-8, Khanda Colony,
New Panvel-410 206

Jottings diagrams	BLACK BOARD WORK
	Summary

* Remark Items

..........Set induction
..........Model Reading
..........Model Recitation
..........Objective Qns
..........Silent Reading
..........Narrations
..........Explanations
..........Illustrations
..........Questions
..........Use of teaching aids
..........Class room interaction
..........Class participation
..........Black Board work
..........Experiments
..........Demonstration
..........Specimen observation
..........Dramatization
.........Students's reading/recitation/
..........drill
..........Closure
.........Teacher's knowledge of
..........Content
.........Teacher's preparation of
..........Lesson
..........Method of teaching
..........Interest created
..........Class control
..........Values / Core Element

Seen the remarks of the Supervisor

Guiding Professor's Sign:

Suggestions

* General Remarks

* Supervising Professor

Criteria for evaluation		Suggestions
Set induction		
Model reading		
Model recitation		
Objective questions		
Silent reading		
Narration		
Explanation		
Illustration		
Questions		
Use of learning resources		
Class participation		
Black board work		
Demonstration		
Closure		
Reinforcement		
Values		
Core element		
Methodology		
Interaction		
Knowledge of content		
Preparation of lesson		
Interest		
Class management		Supervisor's sign

Reflections

Guiding professor's signature

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)
Rubrics for Teaching Skills B.Ed. 20____

Name of the Student_____ Roll No.: _____

N = Not at all, F = Fair, S = Satis   G = Good, VG = Very Good, WD = Well done

A	SKILL OF SET INDUCTION							
S.No.	Components	N	F	S	G	VG	WD	
1	Use of previous knowledge	0	1	2	3	4	5	
2	Apt use of device/s	0	1	2	3	4	5	
3	Continuity in statements/questions	0	1	2	3	4	5	Sign of
4	Created curiosity for further learning	0	1	2	3	4	5	Teacher
5	Stated the aim and Topic written	0	1	2	3	4	5	
B	SKILL OF EXPLANATION							
1	Beginning statements to create set	0	1	2	3	4	5	
2	Use of explaining links	0	1	2	3	4	5	
3	Fluency in explanation	0	1	2	3	4	5	Sign of
4	Continuity and relevancy	0	1	2	3	4	5	Teacher
5	Concluding statements	0	1	2	3	4	5	
C	SKILL OF ILLUSTRATING WITH EXAMPLES							
1	Simple and relevant to the concept	0	1	2	3	4	5	
2	Apt media used	0	1	2	3	4	5	
3	Sufficient number of examples	0	1	2	3	4	5	Sign of
4	Pupil participation	0	1	2	3	4	5	Teacher
5	Inducto-deductive approach	0	1	2	3	4	5	
D	SKILL OF STIMULUS VARIATION							
1	Movements to secure pupil attention	0	1	2	3	4	5	
2	Gestures to emphasize	0	1	2	3	4	5	
3	Voice modulation	0	1	2	3	4	5	Sign of
4	Oral-Visual switching	0	1	2	3	4	5	Teacher
5	Change in interaction styles	0	1	2	3	4	5	
E	SKILL OF BLACKBOARD WRITING							
1	Legibility of Handwriting	0	1	2	3	4	5	
2	Planning and Neatness of BB work	0	1	2	3	4	5	
3	Sufficient and appropriate content	0	1	2	3	4	5	Sign of
4	BB summary developed effectively	0	1	2	3	4	5	Teacher
5	Managed apt speed in writing	0	1	2	3	4	5	
F	SKILL OF QUESTIONING							
1	Well structured (concise, specific)	0	1	2	3	4	5	
2	Proper speed and pause	0	1	2	3	4	5	
3	Grammatically correct	0	1	2	3	4	5	Sign of
4	Seeking appropriate information	0	1	2	3	4	5	Teacher
5	Sufficient questions asked	0	1	2	3	4	5	
G	SKILL OF REINFORCEMENT							
1	Response reinforced	0	1	2	3	4	5	
2	Proper use of reinforcement	0	1	2	3	4	5	
3	Novelty used in reinforcement	0	1	2	3	4	5	Sign of
4	Use of apt gestures & non-verbal cues	0	1	2	3	4	5	Teacher
5	Encouraging voice / poise	0	1	2	3	4	5	
H	SKILL OF CLOSURE							
1	Closing Statement	0	1	2	3	4	5	
2	Consolidation of the major points	0	1	2	3	4	5	
3	Linking new knowledge to previous knw	0	1	2	3	4	5	Sign of
4	Linking new knowledge to future learning	0	1	2	3	4	5	Teacher

INQUIRY TRAINING MODEL (Rubrics)

Phases	Steps	5	4	3	2	1
Phase – I: Initial encounter with the problem.	Described the problem to be used effectively					
	Problem was suitable for developing inquiry skills					
Phase-II: Data gathering (Exploration)	Provided clarity in the procedures to employ during this phase.					
	Guided students to ask fact-oriented questions					
	Directed the students to organize their knowledge to establish cause and effect relationship					
Phase III: Data gathering (Experimentation)	Helped to test and verify the hypotheses					
Phase-IV: Formulating an explanation	Teacher declares the concept					
	Provides relevant explanation for the concept.					
Phase-V: Analysis of the Inquiry process	Teacher Analyzes Students' thinking strategies.					
	Suitability of the model in other areas/ Subjects discussed.					

Supervisor's Sign:

Name of the student:_____   Roll No: _____

RUBRIC - Jurisprudential Inquiry Model

S. No.	Statements	1	2	3	4	5
1	Background information of the case given.					
2	Proper use of skill of dialogue/debate.					
3	Presented facts and reviewed social broad scenario.					
4	Created opportunities to take position on factual information.					
5	Pointed out desirable or undesirable consequences of the position.					
6	Clarified value conflict with analogies.					
7	Summarized the view point of both the sides.					

Supervisor's sign:

Pillai College of Education and Research, New Panvel
Rubrics for Simulated lesson-Role Play

Name of the student: _____ Roll No: _____

P = Poor,   F = Fair,   S = Satisfactory,   G = Good,   VG = Very Good,   E = Excellent

Sr. No	Components	P	F	S	G	VG	E
1	Content Knowledge	0	1	2	3	4	5
2	Communication Skills	0	1	2	3	4	5
3	Collaboration and Teamwork	0	1	2	3	4	5
4	Execution/ Presentation	0	1	2	3	4	5
5	Achievement of Objectives	0	1	2	3	4	5

Sign of Teacher

Name: _____ Roll No_____ Subject: _____

Rubrics to assess the reflections written by the student:

Excellent(E), Proficient (P) Good (G) Satisfactory (S) Needs Improvement (NI)

Criteria	E	P	G	S	NI
Description of what happened	5	4	3	2	1
Feelings expressed regarding the event	5	4	3	2	1
Expressed the pain and gain related to the experience	5	4	3	2	1
Interpretation of the situation	5	4	3	2	1
Action Plan Expressed the alternatives	5	4	3	2	1
Name and Signature of the Teacher Educator					

PRECAUTIONS:

TOOLS AND RESOURCES:

CLOSURE:

EVALUATION/ASSESSMENT:

ANALYSIS AND THEIR STRATEGIES

CRITICAL REFLECTION AND THEIR STRATEGIES

SUGGESTIONS AND REMARKS

GUIDING PROFESSOR'S SIGN   **SUPERVISING PROFESSOR'S SIGN**

MAHATMA EDUCATION SOCIETY'S

PILLAI'S COLLEGE OF EDUCATION AND RESEARCH

Name of the Student Teacher _____

Name of the School _____

Name of the Supervisor _____

Date _____ Std. & Div. _____ Subject _____

Time _____ Topic _____

Descriptive Remarks:

EVALUATION OF THE LESSON

N = Not at all, F = Fair, S = Satisfactory, G = Good, VG = Very Good, WD = Well Done

S.No		N	F	S	G	VG	WD
1	Extend to which the Objectives were kept in view.	0	1	2	3	4	5
2	Extend to which the Objectives were realised.	0	1	2	3	4	5
3	Range of activities provided.	0	1	2	3	4	5
4	Range of usefulness of the activities provided.	0	1	2	3	4	5
5	The teacher's preparation of the lesson.	0	1	2	3	4	5
6	The teacher's knowledge of the subject.	0	1	2	3	4	5
7	Clarity and consistency of the teacher's approach.	0	1	2	3	4	5
8	Use of the black board.	0	1	2	3	4	5
9	Use of the apt teaching aids.	0	1	2	3	4	5
10	Technique of pupil's evaluation.	0	1	2	3	4	5
11	Class Management.	0	1	2	3	4	5
12	The teacher's attitude towards the class.	0	1	2	3	4	5
13	Extend to which interest was created and pupil's involved.	0	1	2	3	4	5
14	Question technique used by the teacher.	0	1	2	3	4	5
15	Core elements/Values.	0	1	2	3	4	5
16	Overall evaluation of the lesson.	0	1	2	3	4	5

Initial of the Supervisor   Initial of the Observer

Internship Schools- Feedback form

* Required

1. Email *

   _____

2. Name of the school *

   _____

3. Name of the Principal *

   _____

Part A - Pedagogy	Please rate our Student teachers placed in your institution on the basis of the below mentioned parameters

4. Subject expertise *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

5. Method of teaching *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

6. Teacher-pupil interaction *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

7. Language skills *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

8. Creativity *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

9.   Class control *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

10.   Digital knowledge *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

11.   Time management *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

Part B - Soft skills	Please rate our Student teachers employed in your institution on the basis of the below mentioned parameters

12.   Punctuality *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

13. Moral values *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

14. Team spirit *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

15. Leadership qualities *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

16. Collaboration *

Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

17. Adaptability *

Mark only one oval.

	1	2	3	4	5	
Poor	⬭	⬭	⬭	⬭	⬭	Excellent

18. Empathy *

Mark only one oval.

	1	2	3	4	5	
Poor	⬭	⬭	⬭	⬭	⬭	Excellent

19. Patience *

Mark only one oval.

	1	2	3	4	5	
Poor	⬭	⬭	⬭	⬭	⬭	Excellent

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Google Forms

METRICS No. 2.4.13

Effectiveness in Classroom Teaching

Overall Appraisal by Teachers

Dr. (Ms.) Sally Enos

PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

Rubrics for Teaching Skills B.Ed. 20____

Name of the Student **Sirui Mamta Ruparam**   Roll No.: **59.**

N = Not at all, F = Fair, S = Satis;., G = Good, VG = Very Good, WD = Well done

A	SKILL OF SET INDUCTION	N	F	S	G	VG	WD	
S.No.	Components	N	F	S	G	VG	WD	
1	Use of previous knowledge	0	1	2	3	4	5	
2	Apt use of device/s	0	1	2	3	4	5	
3	Continuity in statements/questions	0	1	2	3	4	5	Sign of
4	Created curiosity for further learning	0	1	2	3	4	5	Teacher
5	Stated the aim and Topic written	0	1	2	3	4	5	
B	**SKILL OF EXPLANATION**							
1	Beginning statements to create set	0	1	2	3	4	5	
2	Use of explaining links	0	1	2	3	4	5	
3	Fluency in explanation	0	1	2	3	4	5	Sign of
4	Continuity and relevancy	0	1	2	3	4	5	Teacher
5	Concluding statements	0	1	2	3	4	5	
C	**SKILL OF ILLUSTRATING WITH EXAMPLES**							
1	Simple and relevant to the concept	0	1	2	③	4	5	
2	Apt media used	0	1	2	3	④	5	
3	Sufficient number of examples	0	1	2	③	4	5	Sign of
4	Pupil participation	0	1	2	③	4	5	Teacher
5	Inducto-deductive approach	0	1	2	3	④	5	
D	**SKILL OF STIMULUS VARIATION**							
1	Movements to secure pupil attention	0	1	2	③	4	5	
2	Gestures to emphasize	0	1	2	③	4	5	
3	Voice modulation	0	1	2	③	4	5	Sign of
4	Oral-Visual switching	0	1	2	3	④	5	Teacher
5	Change in interaction styles	0	1	2	③	4	5	
E	**SKILL OF BLACKBOARD WRITING**							
1	Legibility of Handwriting	0	1	2	3	④	5	
2	Planning and Neatness of BB work	0	1	2	3	④	5	
3	Sufficient and appropriate content	0	1	②	3	4	5	Sign of
4	BB summary developed effectively	0	1	②	3	4	5	Teacher
5	Managed apt speed in writing	0	1	②	3	4	5	
F	**SKILL OF QUESTIONING**							
1	Well structured (concise, specific)	0	1	②	3	4	5	
2	Proper speed and pause	0	1	2	③	4	5	
3	Grammatically correct	0	1	2	③	4	5	Sign of
4	Seeking appropriate information	0	1	2	③	4	5	Teacher
5	Sufficient questions asked	0	1	②	3	4	5	
G	**SKILL OF REINFORCEMENT**							
1	Response reinforced	0	1	②	3	4	5	
2	Proper use of reinforcement	0	1	②	3	4	5	
3	Novelty used in reinforcement	0	①	2	3	4	5	Sign of
4	Use of apt gestures & non-verbal cues	0	①	2	3	4	5	Teacher
5	Encouraging voice / poise	0	1	②	3	4	5	
H	**SKILL OF CLOSURE**							
1	Closing Statement	0	1	2	③	4	5	
2	Consolidation of the major points	0	1	2	③	4	5	
3	Linking new knowledge to previous knw	0	1	2	③	4	5	Sign of
4	Linking new knowledge to future learning	0	1	②	3	4	5	Teacher

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)
Rubrics for Teaching Skills B.Ed. 2021-23

Name of the Student _Ayesha Ali_

Roll No.: _1_

N = Not at all, F = Fair, S = Satis;.. G = Good, VG = Very Good, WD = Well done

A S.No.	Components	N	F	S	G	VG	WD	
	SKILL OF SET INDUCTION							
1	Use of previous knowledge	0	1	2	3	4	5	
2	Apt use of device/s	0	1	2	3	4	5	
3	Continuity in statements/questions	0	1	2	3	4	5	Sign of
4	Created curiosity for further learning	0	1	2	3	4	5	Teacher
5	Stated the aim and Topic written	0	1	2	3	4	5	
B	**SKILL OF EXPLANATION**							
1	Beginning statements to create set	0	1	2	3	4	5	
2	Use of explaining links	0	1	2	3	4	5	
3	Fluency in explanation	0	1	2	3	4	5	Sign of
4	Continuity and relevancy	0	1	2	3	4	5	Teacher
5	Concluding statements	0	1	2	3	4	5	
C	**SKILL OF ILLUSTRATING WITH EXAMPLES**							
1	Simple and relevant to the concept	0	1	2	3	4	5	
2	Apt media used	0	1	2	3	4	5	
3	Sufficient number of examples	0	1	2	3	4	5	Sign of
4	Pupil participation	0	1	2	3	4	5	Teacher
5	Inducto-deductive approach	0	1	2	3	4	5	
D	**SKILL OF STIMULUS VARIATION**							
1	Movements to secure pupil attention	0	1	2	3	4	5	
2	Gestures to emphasize	0	1	2	3	4	5	
3	Voice modulation	0	1	2	3	4	5	Sign of
4	Oral-Visual switching	0	1	2	3	4	5	Teacher
5	Change in interaction styles	0	1	2	3	4	5	
E	**SKILL OF BLACKBOARD WRITING**							
1	Legibility of Handwriting	0	1	2	3	4	5	
2	Planning and Neatness of BB work	0	1	2	3	4	5	
3	Sufficient and appropriate content	0	1	2	3	4	5	Sign of
4	BB summary developed effectively	0	1	2	3	4	5	Teacher
5	Managed apt speed in writing	0	1	2	3	4	5	
F	**SKILL OF QUESTIONING**							
1	Well structured (concise, specific)	0	1	2	3	4	5	
2	Proper speed and pause	0	1	2	3	4	5	
3	Grammatically correct	0	1	2	3	4	5	Sign of
4	Seeking appropriate information	0	1	2	3	4	5	Teacher
5	Sufficient questions asked	0	1	2	3	4	5	
G	**SKILL OF REINFORCEMENT**							
1	Response reinforced	0	1	2	3	4	5	
2	Proper use of reinforcement	0	1	2	3	4	5	
3	Novelty used in reinforcement	0	1	2	3	4	5	Sign of
4	Use of apt gestures & non-verbal cues	0	1	2	3	4	5	Teacher
5	Encouraging voice / poise	0	1	2	3	4	5	
H	**SKILL OF CLOSURE**							
1	Closing Statement	0	1	2	3	4	5	
2	Consolidation of the major points	0	1	2	3	4	5	
3	Linking new knowledge to previous knw	0	1	2	3	4	5	Sign of
4	Linking new knowledge to future learning	0	1	2	3	4	5	Teacher

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)

Rubrics for Teaching Skills B.Ed. 2022

Name of the Student: Rajulakshmi, Abhishek   Roll No.: 22

N = Not at all, F = Fair, S = Satis;., G = Good, VG = Very Good, WD = Well done

A	SKILL OF SET INDUCTION	N	F	S	G	VG	WD	
S.No.	Components	N	F	S	G	VG	WD	
1	Use of previous knowledge	0	1	2	3	4	5	
2	Apt use of device/s	0	1	2	3	4	5	Sign of
3	Continuity in statements/questions	0	1	2	3	4	5	Teacher
4	Created curiosity for further learning	0	1	2	3	4	5	
5	Stated the aim and Topic written	0	1	2	3	4	5	
B	**SKILL OF EXPLANATION**							
1	Beginning statements to create set	0	1	2	3	4	5	
2	Use of explaining links	0	1	2	3	4	5	
3	Fluency in explanation	0	1	2	3	4	5	Sign of
4	Continuity and relevancy	0	1	2	3	4	5	Teacher
5	Concluding statements	0	1	2	3	4	5	
C	**SKILL OF ILLUSTRATING WITH EXAMPLES**							
1	Simple and relevant to the concept	0	1	2	3	4	5	
2	Apt media used	0	1	2	3	4	5	
3	Sufficient number of examples	0	1	2	3	4	5	Sign of
4	Pupil participation	0	1	2	3	4	5	Teacher
5	Inducto-deductive approach	0	1	2	3	4	5	
D	**SKILL OF STIMULUS VARIATION**							
1	Movements to secure pupil attention	0	1	2	3	4	5	
2	Gestures to emphasize	0	1	2	3	4	5	
3	Voice modulation	0	1	2	3	4	5	Sign of
4	Oral-Visual switching	0	1	2	3	4	5	Teacher
5	Change in interaction styles	0	1	2	3	4	5	
E	**SKILL OF BLACKBOARD WRITING**							
1	Legibility of Handwriting	0	1	2	3	4	5	
2	Planning and Neatness of BB work	0	1	2	3	4	5	
3	Sufficient and appropriate content	0	1	2	3	4	5	Sign of
4	BB summary developed effectively	0	1	2	3	4	5	Teacher
5	Managed apt speed in writing	0	1	2	3	4	5	
F	**SKILL OF QUESTIONING**							
1	Well structured (concise, specific)	0	1	2	3	4	5	
2	Proper speed and pause	0	1	2	3	4	5	
3	Grammatically correct	0	1	2	3	4	5	Sign of
4	Seeking appropriate information	0	1	2	3	4	5	Teacher
5	Sufficient questions asked	0	1	2	3	4	5	
G	**SKILL OF REINFORCEMENT**							
1	Response reinforced	0	1	2	3	4	5	
2	Proper use of reinforcement	0	1	2	3	4	5	
3	Novelty used in reinforcement	0	1	2	3	4	5	Sign of
4	Use of apt gestures & non-verbal cues	0	1	2	3	4	5	Teacher
5	Encouraging voice / poise	0	1	2	3	4	5	
H	**SKILL OF CLOSURE**							
1	Closing Statement	0	1	2	3	4	5	
2	Consolidation of the major points	0	1	2	3	4	5	
3	Linking new knowledge to previous knw	0	1	2	3	4	5	Sign of
4	Linking new knowledge to future learning	0	1	2	3	4	5	Teacher

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)

Rubrics for Teaching Skills B.Ed. 20____

Name of the Student **Prity Nirala Verma**   Roll No.: **69**

N = Not at all, F = Fair, S = Satis;.., G = Good, VG = Very Good, WD = Well done

A	SKILL OF SET INDUCTION	N	F	S	G	VG	WD	
S.No.	Components	0	1	2	3	4	5	
1	Use of previous knowledge	0	1	2	③	4	5	
2	Apt use of device/s	0	1	2	③	4	5	Sign of Teacher
3	Continuity in statements/questions	0	1	②	3	4	5	
4	Created curiosity for further learning	0	1	②	3	4	5	
5	Stated the aim and Topic written	0	1	2	3	④	5	
B	**SKILL OF EXPLANATION**							
1	Beginning statements to create set	0	1	2	③	4	5	
2	Use of explaining links	0	1	②	3	4	5	Sign of Teacher
3	Fluency in explanation	0	1	②	3	4	5	
4	Continuity and relevancy	0	1	2	③	4	5	
5	Concluding statements	0	1	2	③	4	5	
C	**SKILL OF ILLUSTRATING WITH EXAMPLES**							
1	Simple and relevant to the concept	0	1	2	3	4	5	
2	Apt media used	0	1	2	3	4	5	Sign of Teacher
3	Sufficient number of examples	0	1	2	3	4	5	
4	Pupil participation	0	1	2	3	4	5	
5	Inducto-deductive approach	0	1	2	3	4	5	
D	**SKILL OF STIMULUS VARIATION**							
1	Movements to secure pupil attention	0	1	2	3	4	5	
2	Gestures to emphasize	0	1	2	3	4	5	Sign of Teacher
3	Voice modulation	0	1	2	3	4	5	
4	Oral-Visual switching	0	1	2	3	4	5	
5	Change in interaction styles	0	1	2	3	4	5	
E	**SKILL OF BLACKBOARD WRITING**							
1	Legibility of Handwriting	0	1	2	3	4	5	
2	Planning and Neatness of BB work	0	1	2	3	4	5	Sign of Teacher
3	Sufficient and appropriate content	0	1	2	3	4	5	
4	BB summary developed effectively	0	1	2	3	4	5	
5	Managed apt speed in writing	0	1	2	3	4	5	
F	**SKILL OF QUESTIONING**							
1	Well structured (concise, specific)	0	1	2	3	4	5	
2	Proper speed and pause	0	1	2	3	4	5	Sign of Teacher
3	Grammatically correct	0	1	2	3	4	5	
4	Seeking appropriate information	0	1	2	3	4	5	
5	Sufficient questions asked	0	1	2	3	4	5	
G	**SKILL OF REINFORCEMENT**							
1	Response reinforced	0	1	2	3	4	5	
2	Proper use of reinforcement	0	1	2	3	4	5	Sign of Teacher
3	Novelty used in reinforcement	0	1	2	3	4	5	
4	Use of apt gestures & non-verbal cues	0	1	2	3	4	5	
5	Encouraging voice / poise	0	1	2	3	4	5	
H	**SKILL OF CLOSURE**							
1	Closing Statement	0	1	2	3	4	5	
2	Consolidation of the major points	0	1	2	3	4	5	Sign of Teacher
3	Linking new knowledge to previous knw	0	1	2	3	4	5	
4	Linking new knowledge to future learning	0	1	2	3	4	5	

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)
Rubrics for Teaching Skills B.Ed. 20____

Name of the Student: Vidya Raj Binu   Roll No.: 63

N = Not at all, F = Fair, S = Satis;., G = Good, VG = VeryGood, WD = Well done

A	SKILL OF SET INDUCTION							
S.No.	Components	N	F	S	G	VG	WD	
1	Use of previous knowledge	0	1	2	3	4	5	
2	Apt use of device/s	0	1	2	3	4	5	Sign of
3	Continuity in statements/questions	0	1	2	3	4	5	Teacher
4	Created curiosity for further learning	0	1	2	3	4	5	
5	Stated the aim and Topic written	0	1	2	3	4	5	
B	**SKILL OF EXPLANATION**							
1	Beginning statements to create set	0	1	2	3	4	5	
2	Use of explaining links	0	1	2	3	4	5	Sign of
3	Fluency in explanation	0	1	2	3	4	5	Teacher
4	Continuity and relevancy	0	1	2	3	4	5	
5	Concluding statements	0	1	2	3	4	5	
C	**SKILL OF ILLUSTRATING WITH EXAMPLES**							
1	Simple and relevant to the concept	0	1	2	3	4	5	
2	Apt media used	0	1	2	3	4	5	Sign of
3	Sufficient number of examples	0	1	2	3	4	5	Teacher
4	Pupil participation	0	1	2	3	4	5	
5	Inducto-deductive approach	0	1	2	3	4	5	
D	**SKILL OF STIMULUS VARIATION**							
1	Movements to secure pupil attention	0	1	2	3	4	5	
2	Gestures to emphasize	0	1	2	3	4	5	
3	Voice modulation	0	1	2	3	4	5	Sign of
4	Oral-Visual switching	0	1	2	3	4	5	Teacher
5	Change in interaction styles	0	1	2	3	4	5	
E	**SKILL OF BLACKBOARD WRITING**							
1	Legibility of Handwriting	0	1	2	3	4	5	
2	Planning and Neatness of BB work	0	1	2	3	4	5	
3	Sufficient and appropriate content	0	1	2	3	4	5	Sign of
4	BB summary developed effectively	0	1	2	3	4	5	Teacher
5	Managed apt speed in writing	0	1	2	3	4	5	
F	**SKILL OF QUESTIONING**							
1	Well structured (concise, specific)	0	1	2	3	(4)	5	
2	Proper speed and pause	0	1	2	(3)	4	5	
3	Grammatically correct	0	1	2	(3)	4	5	Sign of
4	Seeking appropriate information	0	1	2	(3)	4	5	Teacher
5	Sufficient questions asked	0	1	2	(3)	4	5	
G	**SKILL OF REINFORCEMENT**							
1	Response reinforced	0	1	2	3	(4)	5	
2	Proper use of reinforcement	0	1	2	3	(4)	5	
3	Novelty used in reinforcement	0	1	2	(3)	4	5	Sign of
4	Use of apt gestures & non-verbal cues	0	1	2	(3)	4	5	Teacher
5	Encouraging voice / poise	0	1	2	(3)	4	5	
H	**SKILL OF CLOSURE**							
1	Closing Statement	0	1	2	(3)	4	5	
2	Consolidation of the major points	0	1	2	(3)	4	5	
3	Linking new knowledge to previous knw	0	1	2	(3)	4	5	Sign of
4	Linking new knowledge to future learning	0	1	2	(3)	4	5	Teacher

Criteria for evaluation	Suggestions
Set induction — Good. Model reading Model recitation Objective questions Silent reading Narration Explanation Illustration Questions — fluent & apt. Use of learning resources — Fair. Class participation — V.G. Black board work — Neat & Demonstration clean. Closure Reinforcement — Very well given. Values Core element } Integrated Methodology well. Interaction Knowledge of content } V.Good. Preparation of lesson Interest — Created & sustained. Class management — Good	* Questioning done, son declared & topic written. * Explanation was lucid & done with the help of many developmental questions & illustrations * Class was lively, interactive and P.Tr. approach was systematic and enthusiastic. Keep it up! * B.B. work can be more detailed. * Students' doubts were satisfied appropriately. * Manage your time in such a way that you can erase B.B. work, summarize & take recap. Overall a good class! Supervisor's sign

Reflections

- will manage my time & will try to improve my backboard work.

Guiding professor's signature

Criteria for evaluation		Suggestions
Set induction	⟶	was done by testing the previous knowledge of pupils - was effectively linked to the topic
Model reading		
Model recitation		
Objective questions		
Silent reading		
Narration		
Explanation	⟶ Good	was on correct lines - simple and clear - explain twice - make sure all listen and understand.
Illustration		
Questions	⟶ apt & sufficient	
Use of learning resources		
Class participation	⟶ sought	
Black board work	⟶	was neat and well organized used effectively for explanation
Demonstration		
Closure		
Reinforcement	⟶ given	
Values	⟶	
Core element		- Remove teaching aids when not in use.
Methodology		- Do not make pupils clap for every response.
Interaction		
Knowledge of content		- Time management required - content was too small.
Preparation of lesson	⟶ Good	
Interest		YSr ⟶ you are a fine teacher in the making?
Class management		

Supervisor's sign

keep it up!

Reflections

- will work on time management & content.
- will use proper reinforcement.

Guiding professor's signature

Criteria for evaluation
Set induction
Model reading
Model recitation
Objective questions
Silent reading
Narration
Explanation
Illustration
Questions
Use of learning resources
Class participation
Black board work
Demonstration
Closure
Reinforcement
Values
Core element
Methodology
Interaction
Knowledge of content
Preparation of lesson
Interest
Class management

Suggestions

→ Introduction was done by asking previous knowledge questions

• Look at the class & state the topic

→ Lesson was developed using questions.

Main points were neatly written on the c.B.

→ Learning resources were aptly used in developing the lesson

Neat.

→ Was interesting. Tr provided magnets
→ to the students and engaged them in an activity good
→ used judiciously

Pupils were attentive and involved in the lesson.

→ Class room interaction was lively

Core element was well incorporated

Revision was done thoroughly.

16.1.23

Supervisor's sign

Reflections

iron → pronunciation

I'll make sure to correctly pronounce the words that ma'am has pointed out. I am extremely satisfied with how my lecture went. Every student was able to understand the magnetic properties of magnet because of the magnets distributed to them.

Guiding professor's signature

Criteria for evaluation	Suggestions
Set induction	✻ highlight key terms or
Model reading	words while making
Model recitation	B. B. Summary.
Objective questions	
Silent reading	
Narration	✻ Stick the pictures for
Explanation ✓	same time !
Illustration	
Questions	
Use of learning resources ✓	
Class participation ✓	
Black board work ✓	
Demonstration	
Closure ✓	
Reinforcement ✓	
Values ✓	
Core element	
Methodology ✓	
Interaction ✓	
Knowledge of content ✓	
Preparation of lesson ✓	
Interest ✓	Dawar
Class management ✓	23/7/23
	Supervisor's sign

Reflections

I'll keep in mind to stick the pictures on the roller board in my future lectures. I'll also make sure to highlight the important terms. Other than this, the lecture went well, the analogies used were extremely useful for explaining the cells.

Guiding professor's signature

Criteria for evaluation	Suggestions
Set induction	→ Set induction was done by demonstration method which was good but could be elaborate more by asking questions to students.
Model reading	
Model recitation	
Objective questions	
Silent reading	* Explanation was done effectively loud & lucid
Narration	
Explanation	
Illustration	* More questions could be asked.
Questions	
Use of learning resources	
Class participation	→ Teaching aids was used & shown in sufficient numbers but difficult to recognize at last bench.
Black board work	
Demonstration	
Closure	
Reinforcement → Given	→ If your lesson is finishing early try to ask more questions & elucidate more responses and thoughts from students. More discussions & questions could be done!
Values ⎫ Given	
Core element ⎭	
Methodology	
Interaction	
Knowledge of content ⎫ Fair	
Preparation of lesson ⎭	
Interest	
Class management → fair	Supervisor's sign mpm 18/1/23 ysr

Reflections

I was confident while taking the lesson also got remark for loud & clear explanation. Teaching aids were used, but were difficult to be visible at last will take care of the same from next lesson plan.

Guiding professor's signature

CONCEPT ATTAINMENT MODEL (Rubrics)

Phases	Steps	5	4	3	2	1
Phase – I: Presentation of the data and identification of the concept	Opening statement clearly presented	✓				
	Presents relevant positive and negative examples	✓				
	Sufficient examples provided (8-10)	✓				
Phase-II: Testing the attainment of the concept	Opening Move	✓				
	New unlabeled examples to identify negative/ positive		✓			
	Encourages students to give positive examples.		✓			
	Teacher confirms the concept and states definition.	✓				
Phase-III: Analysis of thinking strategies	Opening Move		✓			
	Opportunity to describe students thinking process.	✓	✗			
	Teacher analyzes students' thinking strategies	✓				

SUPERVISORS SIGN: *[signature]* 21/9

earning livelihood

* Remark Items
..........Set induction
..........Model Reading
..........Model Recitation
..........Objective Qns
..........Silent Reading
..........Narrations
..........Explanations
..........Illustrations
..........Questions
..........Use of teaching aids
..........Class room interaction
..........Class participation
..........Black Board work
..........Experiments
..........Demonstration
..........Specimen observation
..........Dramatization
        Students's reading/recitation/
..........drill
..........Closure
        Teacher's knowledge of
..........Content
        Teacher's preparation of
..........Lesson
..........Method of teaching
..........Interest created
..........Class control
..........Values / Core Element

Seen the remarks of the Supervisor

Guiding Professor's Sign:

Suggestions

* Pupil- Tr. presented various examples to elicit the concept

* Try to follow the steps ⬤

* General Remarks

* Supervising Professor *[signature]* 21/9/22

Jottings diagrams

BLACK BOARD WORK
Summary

Name of the student: **Farida**   Roll No: **65**

RUBRIC - Jurisprudential Inquiry Model

S. No.	Statements	1	2	3	4	5
1	Background information of the case given.				✓	
2	Proper use of skill of dialogue/debate.			✓		
3	Presented facts and reviewed social broad scenario.			✓		
4	Created opportunities to take position on factual information.			✓		
5	Pointed out desirable or undesirable consequences of the position.			✓		
6	Clarified value conflict with analogies.		✓			
7	Summarized the view point of both the sides.				✓	

Supervisor's sign: 15/10/22

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* Remark Items
.........Set induction
.........Model Reading
.........Model Recitation
.........Objective Qns
.........Silent Reading
.........Narrations
.........Explanations
.........Illustrations
.........Questions
.........Use of teaching aids
.........Class room interaction
.........Class participation
.........Black Board work
.........Experiments
.........Demonstration
.........Specimen observation
.........Dramatization
........Students's reading/recitation/
.........drill
.........Closure
.........Teacher's knowledge of
.........Content
.........Teacher's preparation of
.........Lesson
.........Method of teaching
.........Interest created
.........Class control
.........Values / Core Element

Seen the remarks of the Supervisor

Guiding Professor's Sign:

Suggestions

— Don't spend much time in reading
and questioning.

* General Remarks

Good ! keep it up!

* Supervising Professor

INQUIRY TRAINING MODEL (Rubrics)

Phases	Steps	5	4	3	2	1
Phase – I: Initial encounter with the problem.	Described the problem to be used effectively		✓			
	Problem was suitable for developing inquiry skills		✓			
Phase-II: Data gathering (Exploration)	Provided clarity in the procedures to employ during this phase.			✓		
	Guided students to ask fact-oriented questions			✓		
	Directed the students to organize their knowledge to establish cause and effect relationship				✓	
Phase III: Data gathering (Experimentation)	Helped to test and verify the hypotheses				✓	
Phase-IV: Formulating an explanation	Teacher declares the concept			✓		
	Provides relevant explanation for the concept.		✓			
Phase-V: Analysis of the Inquiry process	Teacher Analyzes Students' thinking strategies.			✓		
	Suitability of the model in other areas/ Subjects discussed.				✓	

SUPERVISORS SIGN

..........Silent Reading
..........Narrations
..........Explanations
..........Illustrations
..........Questions
..........Use of teaching aids
..........Class room interaction
..........Class participation
..........Black Board work
..........Experiments
..........Demonstration
..........Specimen observation
..........Dramatization
       Students's reading/recitation/
..........drill
..........Closure
       Teacher's knowledge of
..........Content
       Teacher's preparation of
..........Lesson
..........Method of teaching
..........Interest created
..........Class control
..........Values / Core Element

* General Remarks

Seen the remarks of the Supervisor

Guiding Professor's Sign:

* Supervising Professor

Models of Teaching- Assessment Sheet

Astha (31)

Phases	Steps	5	4	3	2	1
Phase – I: Concept formation	1. Listing	✓				
	2. Grouping		✓			
	3. Labelling	✓				
Phase-II: Interpretation of data	4. Identifying critical relationships		✓			
	5. Exploring relationships	✓				
	6. Making Inferences	✓				
Phase-III: Application of principles	7. Predicting consequences	✓				
	8. Explaining or supporting predictions	✓				
	9. Verifying predictions and Generalization	✓				

JR'S SIGN: Sahayn 16/9/2

'Clothing store, Preschool

* Remark Items

..........Set induction
..........Model Reading
..........Model Recitation
..........Objective Qns
..........Silent Reading
..........Narrations
..........Explanations
..........Illustrations
..........Questions
..........Use of teaching aids
..........Class room interaction
..........Class participation
..........Black Board work
..........Experiments
..........Demonstration
..........Specimen observation
..........Dramatization
..........Students's reading/recitation/ drill
..........Closure
..........Teacher's knowledge of Content
..........Teacher's preparation of Lesson
..........Method of teaching
..........Interest created
..........Class control
..........Values / Core Element

Suggestions

- pupil used charts for listing examples
- Neat & clean.

- Tr. has good content knowledge inductive thinking model yes.
  expellent presentation! keep it up!

* General Remarks

Seen the remarks of the Supervisor

Guiding Professor's Sign:

Sahayn 16/9/22

Day : 6

Place : CKT Jr. College. $06/07/2022$

Today, I got opportunity to observe my 2 peers lecture. one of my peers lecture was not up to the mark.

The lecture was of English. Students were making notes & not listening to the teacher. At that time I was making strategy of "if i would get this type of student, how should I manage them".

Benefits of attending peer's lecture was I got to know about student behaviour. & how to tackle them.

Afterwards I got a priory lecture at 4:00 pm. wherein I played a game. The game is all about "confidence boosting" & students also like it. & showed interest while playing the game.

Afterward, I taught them "principles of management" Chapter which is going to come in their exam.

My priory lecture was very good. I liked it so much. because what i'm teaching them. They all are understanding & showing their interest.

Name: **Sheela Mahajan** Roll No **27** Subject: **Commerce.**

Criteria	E	P	G	S	NI
Description of what happened	⑤	4	3	2	1
Feelings expressed regarding the event	5	④	3	2	1
Expressed the pain and gain related to the experience	5	4	③	2	1
Interpretation of the situation	5	4	③	2	1
Action Plan Expressed the alternatives	5	4	③	2	1
Name and Signature of the Teacher Educator					

Dr. Bhavna Daul

Name: Astha Pandey Roll No. 35   Subject: Accounts

Refers to assess the reflections written by the student.

Excellent(E), Proficient (P) Good (G) Satisfactory (S) Needs Improvement (NI)

Criteria	E	P	G	S	N
Description of the event	5	4	3	2	1
Feelings expressed regarding the event	5	4	3	2	1
Expressed the pain and gain related to the experience	5	4	3	2	1
Interpretation of the situation	5	4	3	2	1
Action Plan (specifically realistic)	5	4	3	2	1
Name and Signature of the Teacher Educator					

4-8-22

Day 11 - Reflection

I wasn't feeling very strong or energetic but since only two days left for internship, I had to come. I had accounts lecture too. I felt as a teacher we all cannot show our weak side while teaching, we have to loud, interactive and energetic. We have to take care of ourselves well. My lecture was good but my energy got drained up quickly. and I was bit scared of my feedback but Isha ma'am had observed my lectures before and she told me that I was not mentally there and she could understand. As a teacher, I feel ~~emphat~~ empathizing with your students is a very important skill. Then we sat for admission procedure and understood the way admission is being given to the students.

DAY-6

I *hurriedly* entered the school. Today I was nervous as I was not thoroughly prepared for lesson. But I thought I will prepare it during free lecture. First period was free, I prepared for lesson plan & For 2nd period I went for shadow teachers observation. She was taking question & answer session. Very confident teacher. During lecture I thought we are currently we are experiencing good teaching concept but this part, of preparing students for examination is also there. I was thinking whether I will able to prepare them.

3rd period was proxy also 4th period was proxy. During period I took game 10th students were not ready to play but 7th std played & took part actively. 5th period was also proxy I went there but requested one Jamila teacher if she can come for 15 min as I had to prepare for lesson plan. I came & practiced blackboard work. For todays plan I was ready with the contents & I also had one puzzle ready. I thought if in case I will finish my lesson early I will take that puzzle. I can I already gathered information about the concept as these students have lots of questions while explaining they had many doubts & because

of which I couldn't finish it within 30 min. But as the next period was science only ma'am told me to continue. I took 15 min more. 7th period was free I wrote reflection. 8th period was proxy on 9th B. When students saw me they started saying we don't want to play any game. But 3 girls told me they want to play. So I game gave them activity but afterwards slowly whole class participated in the activity. I felt happy. It's good instead of forcing, I started with students who are willing.

The description of period wise activity is not prepared. Consolidate the major events of the day & write the reflection.

Name Purva Bhunje Roll No 06 Subject: Science

Excellent(E), Proficient (P) Good (G) Satisfactory (S) Needs Improvement (NI)

Criteria	E	P	G	S	NI
Description of what happened	5	4	③	2	1
Feelings expressed regarding the event	5	4	③	2	1
Expressed the pain and gain related to the experience	5	4	3	②	1
Interpretation of the situation	5	4	③	2	1
Action Plan Expressed the plannof view	5	4	3	2	①

Name and Signature of the Teacher Educator

use the above criteria to formulate your thought

(13)

Day 9 : Reflection

Today was 'Activity Day' for the children in the school & they were supposed to get no bags or books today. No lectures were scheduled for anyone today. So no one was going to take class today except for Nikita, Sonal & Annu.

Today Bhavna ma'am had come to observe. I don't have any lecture today. So, I sat to make my lesson plan correction. I went for peer observation & I observed Nikita's class. She was so good. Her content knowledge & everything the teaching aids, charts everything was put up nicely. She did demonstration as it was activity day, she will teach everything through activity. Her class was superb. Students made various things by using craft paper. They are very creative.

Bhavna ma'am gave feedback to the peer's. She gave ideas to us how to make class more interactive. So that time I felt that I need

to practice more & strive harder to achieve the goal and get better by passing day.

Name: Mittal Shinde Roll No. 53 Subject: Science

Rubrics to assess the reflections written by the student:

Excellent(E), Proficient (P) Good (G) Satisfactory (S) Needs Improvement (NI)

Criteria	E	P	G	S	NI
Description of what happened	5	4	3	2	1
Feelings expressed regarding the event	5	4	3	2	1
Expressed the pain and pain related to the experience	5	4	3	2	1
Interpretation of the situation	5	4	3	2	1
Action Plan Expressed the alternatives	5	4	3	2	1
Name and Signature of the Teacher Educator					

Tuesday
DAY: 6

It was 6th day of Internship. Today I was not taken any class. I taken two Proxy lecture in grade Five. The students were very naughty. I took an activity with the students. The activity was, I drawing Pictures of flowers on blackboard. childrens were answering. they were enjoying the activity. I enjoyed taking the activity. The students behaviours were very Polite. and one student was very naughty. He know the every answer. I have faced some challenges while handling the class. my next Proxy lecture was after the break. the students were not listening me. they were continuously talking with each other. then I told everyone to take out your drawing book, we will be drawing. the students were very happy for making drawing. they were enjoying the drawing. and finally I managed the class through drawing activity. Today I learnt the class management. and I need to improve my voice to the class.

(Observation Schedule for Evaluation of B.Ed. Student)

Name of the Student- Teacher: Viswasa Maria   Date 15/2/16

Subject / Topic : Science / M Time & Motion (Time)

Sr. No.		To a Large Extent	To Moderate Extent	To Some Extent	Not at all
A	**INTRODUCTION**				
1	Topic was introduced in an effective manner		✓		
2	Appropriate method was used to introduce the topic		✓		...
B	**CONTENT**	✓			
3	Was adequate for the topic	✓			
4	Was suitable for the level of the students	✓			
5	Was organized logically		✓		
C	**PRESENTATION AND TEACHING SKILLS**				
6	Language used was simple	✓			
7	Speed of the Teacher was appropriate			✓	
8	Relevant examples and illustrations were used	✓			
9	Explanation could be easily understood		✓		
10	Voice was loud and clear	✓			
11	Voice was properly modulated	✓			
12	Presentation was fluent and systematic	✓			
13	Reference to lecture note was minimal	✓			
D	**BODY LANGUAGE**				
14	Eye contact with the class was maintained	✓			
15	Used appropriate gestures and body movement		✓		
E	**MOTIVATION**				
16	Was able to maintain interest	✓			
17	Encourage doubts and queries	✓			
18	Clarified the doubts and queries	✓			
F	**TEACHING AIDS**				
19	Appropriate use of : OHP /CB/LCD/Model/Slides/Charts/Diagrams	✓			
20	Selected proper Audio-Visual aids for the topic	✓		✓	
G	**CONCLUSION**				
21	Time was managed well			✓	
22	Key points were summarized at the end	✓			
23	The student was confident	✓			
24	The student showed enthusiasm in teaching	✓			

Overall Performance: Excellent/Very Good/Good/Satisfactory/ Not Satisfactory

PRINCIPAL

Smitha Madhavan 15/02

**Name and signature of the Supervising Teacher/
Teacher Educator**

Signature of the Principal

METRICS No. 2.4.13

Competency acquired in Evaluation Process in Schools

Page No. 52
Data

8-7-23

Tools of Assessment
Checklist and Rating Scale

CHECKLIST

Criteria	Yes	No
1) The project is relevant to the topic.		
2) Confidence amongst the student were there.		
3) The student used Visual Aids.		
4) The student delivered the content.		
5) The student made eye contact		
6) The student interacted with the class.		
7) The student is clear with the content.		

Criteria	Yes	No
8) The student knows the pros and cons of the topic.		
9) The student asked Questions related with the topic.		
10) The student stated the conclusion of the topic.		
11) The student connected the topic with real life situation.		

good

PAGE NO.

DATE / /

CHECKLIST

TOPIC - TRIGONOMETRY

TRIGNOMETRY	Yes	No
1) I am interested in trignometry is maths		
2) I am comfortable with the terms of trignometry		
3) Can trignometry be used for creative problem solving?		
4) Do I need to memorize formulae and procedures for solving?		
5) I am afraid of trignometry and find it very difficult?		
6) I like to solve new problems in trignometry?		
7) I only prefer to do trignometry when I need?		
8) I am comfortable answering the questions related to trignometry in class		
9) I like to analyze trignometric figures?		
10) I like to solve word problems on trignometry?		

Check List

1. The student demonstrated water cycle scientifically
   Yes ☐   NO ☐

2. Visual aids were used.
   Yes ☐   NO ☐

3. The student explained water conservation.
   Yes ☐   NO ☐

4. The student explained following topic.
   Evaporation ☐   Condensation ☐
   Precipitation ☐

5. Water cycle model was
   attractive ☐   Neat ☐   Relevant ☐
   Creative ☐

6. The materials use to make project was environment friendly
   Yes ☐   No ☐

7. The group has labelled the water cycle properly
   Yes ☐   No ☐

ASSESSMENT OF STUDENTS RESEARCH PRESENTATION USING RUBRICS (6x4)

Knowledge & Content	Inadequate 1	Average 2	Admirable 3	Outstanding 4
Organisation of presentation	Hard to follow jumpy sequence of information	Most of information presented in sequence	Information presented in logical sequence, easy to follow	Information presented as interesting story, logical & easy to follow
Background content	Material not clearly related to topic	Material sufficient for clear understanding	Material sufficient for clear understanding and effectively presented	Material sufficient for clear understanding and exceptionally presented
Methods	Too brief for adequate understanding	Sufficient but not clearly presented	Sufficient and effectively presented	Sufficient and exceptionally presented
Results (figures, graphs, tables etc.)	Figures hard to read, inappropriate format and explanation lacking	Majority figures clear, appropriately formatted, reasonably explained	Most figures clear, well explained, appropriately formatted	All figures clear, all appropriately formatted, exceptionally explained
Knowledge of subject	Does not have grasp of information, answered only rudimentary questions	At ease with information, answered most questions	At ease; answered all questions but failed to elaborate	Demonstrated full knowledge answered all questions with elaboration
Eye contact	Reads most slides, no ok just occasional eye contact	Refers to slides to make points, occasional eye contact	Refers to slides to make points, eye contact majority of time	Refers to slides to make points, engaged with audience

	Way to go	Almost there	Congratulations!
Content	• Introduces the topic with clarity. • Fails to give a conclusion. • The body lacks meaningful organisation.	• Introduces the topic with clarity. • Concludes with a closing message/statement. • The body lacks meaningful organisation.	• Introduces the topic with clarity. • Concludes with a closing message/statement. • The body looks meaningful. The body looks meaningful organisation.
Delivery	• Speaks with proper voice modulation. • Inappropriate/insufficient use of diction. • Misspells most of the words	• Speaks with proper voice modulation. • Appropriate/insufficient diction. • Misspells most of the words	• Speaks with proper voice modulation. • Appropriate/sufficient use of diction. • Accurate pronunciation of words.
Interaction with audience	• Unable to sustain the interest of audience.	• Able to sustain interest of audience most of the time.	• Able to sustain interest of audience all the time.
Language	• Gestures used appropriately. • Lacks demonstration of facial expression. • Lacks confidence while speaking.	• Gestures used appropriately. • Fairly demonstrates facial expression. • Lacks confidence while speaking.	• Gestures used appropriately. • Fairly demonstrates facial expression. • Speaks with confidence.

4X3 Rubrics for Elocution

Step 6:
Create the Rubric

Criteria → Dimension	Above Expectation (4 points)	Meets Expectation (3 points)	Below Expectation (2 points)	Poor (1 point)
Voice modulation	Was loud enough and usually proper clarity, used correct pauses and speed were appropriate	There was clarity to a moderate extend, used correct pauses, the speed was moderate and was long	Was low in voice, speed was not appropriate. Very little clarity.	Very speed, to dramatic, narrow range, pauses and was very low in voice
Performance Skill	Used proper facial expressions, made eye contact and gestures and movements was proper with high enthusiasm	Used facial expressions to moderate extend, made eye contact and of gestures movements and talked with enthusiasm	Didn't use facial expression, gestures and movements was very less and no eye contact and less energetic	No facial expression, little gestures & movements, No eye contact = No Enthusiasm
Selection of Story	The maintained the curiosity of audience throughout, the story had fears, suspense, and the message was provided is al	Curiosity was maintained, characters involved made twist—twist, suspense any was there, Message provided was limited to extend	Curiosity was not maintained, characters involved didn't make any twist and such and there was no suspense. Message provided to a limited extend	No curiosity was maintained, No proper characters, there was a very low little suspense with little no message delivered.

Step 6 : Create the rubric table
DRAMATIZATION

	Excellent	Very good	Good	Satisfactory
Voice modulation	At all place where ever voice modulation was required is done perfectly.	Almost at every place voice modulation was done	To some extend voice modulation was done	Not at all voice modulation seen
Facial expression / Body language	Each expression express beautifully and body posture is maintain throughout that act	At most all place facial expression and these and body posture was maintain to a great extent	Due to fear or some other reason facial expression was not that good but was able to make body posture most of the time	At some place facial expression seen and body language was maintain but this can be seen while performing nature
Use of stage and handling of props	Props were kept at right place and used the correct time and entry and exit during act was done properly (back not shown)	All the props used effectively but not arranged properly. Most of the time entry and exit was not done properly (back shown)	Most of the props were used effectively but arrangement of props was not done properly. Most of the time back was shown while entry & exit	Few of the props were used effectively but arrangement of props was not done properly. Not much attention was given to entry & exit (back shown)
Content / message	Content was beautifully converted into script form keeping each point into consideration	Few part of the content was not taken into consideration while converting into script form	Some part of the content was not taken into consideration while converting the content into script form	Many important part of the content was not taken into consideration while converting the concept into script form
Audience	Eye contact was maintain with the audience and curiosity was create through their act	Most of them try to connect with audience and to great extent interest of audience was taken into consideration	Some of them try to connect with audience and to some extent interest of audience was taken into consideration	No eye contact was done with audience and interest of audience was not taken much into consideration

Rating Scale

Criteria	Excellent	V Good	Good	F air	P oor
1) Knowledge about water cycle					
2) Quality of the project (model					
3) Communication with team					
4) Presentation of water cycle					
5) Attitude, enth usiasm & co op erativeness					
7) Active Participation					
8) Social Awareness					

Criteria	Excellent	V. Good	Good	Fair	Poor
linguistic language & delivery of content					
10 Display & Organization of water cycle					

Good!

Yay!

Regularit

<u>RATING</u>   SCALE

			Excellent	Very Good	Good	Satisfactory	Poor

1. Quality of the visual representation

2. Use of the aids or tools selected for project

3. Oral Explanation of the topic at every stage.

4. Presenter's (student's) content know-ledge

5. The concept presented in an order, and clear manner.

6. Enough essential information given to effectively evaluate the topic.

7. Illustration done with the help of examples.

8. Closure stated.

9. Effectively answered questions.

10. Team-work / Co-ordination among the students.

RATING SCALE

TOPIC — TRIGNOMETRY

Rate the following as per the given scale

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
①	②	③	④	⑤

TRIGNGOOMETRY	①	②	③	④	⑤
1) I am interested in trignometry in Maths					
2) I am comfortable with the terms of trignometry					
3) Trignometry can be use for creative problem solving					
4) I only prefer to do trignometry when I need					
5) I am happier in trignometry class than any other class					
6) As compared to my classmates I am below average in trignometry					
7) As compared to my classmates I have to do lot of hardwork in trignometry					
8) Trignometry is enjoyable and stimulating for me					

guidance

RATING SCALE

Criteria	(Excellent) 5	(Very good) 4	(Good) 3	(Satisfactory) 2	(Poor) 1
1) Confidence Level					
2) Model Presentation					
3) Explanation of the Topic					
4) Content knowledge					
5) Student peer interaction					
6) Way of Communication					
7) Co-ordination amongst group					
8) Response to Questions					
9) Showed Enthusiasm					
10) Developed curiosity amongst students					

2016-20

WEIGHTAGE TO ITEM FORMAT

Sr.No.	Content	Marks	Percentage
1.	Objective	(2)	10%
2.	Short Answers	10	50%
3.	Long Answers	8	40%
	TOTAL:	20	100%

WEIGHTAGE TO DIFFICULTY LEVEL

Sr. No.	Form Of Question	Marks	Percentage
1.	Easy	2	10%
2.	Average	10	50%
3.	Difficult	8	40%
		20	100%

WEIGHTAGE TO OBJECTIVES

Sr.No.	Objectives	Marks	Percentage
1.	Knowledge	2	10%
2.	Understanding	8	40%
3.	Application	4	20%
4.	Skill	6	30%
	TOTAL:	20	100%

WEIGHTAGE TO SUB-UNITS [CONTENT]

Sr. No.	Sub Units	Marks	Percentage
1.	Number Line	6	30%
2.	Addition of Integers	4	20%
3.	Opposite Numbers	3	15%
4.	Comparing Integers	3	15%
5.	Subtraction of Integers	4	20%
	TOTAL:	20	100%

BLUE PRINT

TOPICS	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
	O	SA	E	O	SA	E	O	SA	E	O	SA	E	
Number Line	(½)1			(½)1	(1)2			(1)1 (½)1			(1)1 (½)1		6
Addition of Integers			(½)1			(1½)1			(½)1			(½)1	4
Opposite Numbers	(½)1			(½)1	(1)4			(½)1			(½)1		3
Comparing Integers					(1)1			(1)1			(1)1		3
Subtraction of Integers			(½)1			(1½)1			(½)1			(1½)1	4
TOTAL	1	2	1	1	4	3		3	1		3	3	20
					8			4			6		

2018-20

K.E.S. Indubai A Watekar English
Medium School, Panvel
MATHEMATICS TEST

NAME:
STD: VI   Roll No:
                                 Div: F
DATE: DURATION: 30 Minutes

I Fill in the blanks: (2 M)

1. Positive numbers, zero and negative numbers together form _____

2. The sum of two opposite numbers is _____

II Solve the following: (4M)

1. Classify the following as positive and negative integers — 86, 69, -25, +82, -18, -1

2. Write the opposites of given numbers
   47, -45, +19, 21, -5, 100

III Do As Directed: (6M)

1. Write the proper signs >, < or = in the boxes below.
   (i)   -8 ☐ 10
   (ii)   7 ☐ -7
   (iii) 3 ☐ 0
   (iv)   9 ☐ 9

2. Draw a number line and mark the following points and label the points.
   -4, -6, +8, 9

IV Solve the following.   (3m)

1. Subtract the numbers from the top row from the numbers in the first column and write the proper number in the empty boxes.

-	6	9	-4	-5	0	+7
3						
8						
-3						
-2						

2. Complete the table given below and mark the points on the number line.

+	8	4	-3	-5
-2				
0				
6				
-4				

2018-19 SCORING KEY

Q.No.	Sub.Q.No	KEY	REMARKS	MARKS	TOTAL MARKS
Q.1	(1)	INTEGERS	Minus 1 mark for wrong answer	1	2
	(2)	ZERO	Minus 1 mark for wrong answer	1	

TOTAL MARKS :

TOTAL MARKS : 18+2 = 20

MARKING SCHEME

Q.N.	Sub Q.No	VALUE POINTS	REMARKS	MARKS	TOTAL MARKS
Q.2	(1)	Positive Integers: 86, 69, 82 Negative Integers: -25, -18, -1	1 mark for steps 1 mark for correct answer	2	4
	(2)	Opposite sign given numbers: 47 = -47 -45 = 45 +19 = -19 21 = -21 -5 = 5 100 = -100	1 mark for step 1 mark for correct answer	2	
Q.3	(1)	(i) -8 $\boxed{<}$ 10 (ii) 7 $\boxed{>}$ -7 (iii) 3 $\boxed{>}$ 0 (iv) 9 $\boxed{=}$ 9	2 marks for correct answer	3	6
	(2)	(number line) -7-6-5-4-3-2-1 0 1 2 3 4 5 6 7	1 mark for correct Number line correct marking 1 mark for correct Labelling	3	

Q.N.	Sub Q.No	VALUE POINTS	REMARKS	MARKS	TOTAL MARKS
Q.4	(1)	→ 6-3 = 3 → 9-8 = 1 → -4-(-3) = -4+3 = -1 → -2-(-5) = 2+5 = 3 → 0-3 = -3 → 7-8 = -1 → 9-3 = 6 → -4-8 = -12	1 mark for correct step 2 marks for correct answer 1 mark for fill the table correctly	4	8
	(2)	→ 8+(-2) = 8-2 = 6 → 8+6 = 14 → 8+0 = 8 → 8+(-4) = 8-4 = 4 → 4+(-2) = 4-2 = 2 → 4+6 = 10 → 4+0 = 4 → 4+(-4) = 4-4 = 0 → -3+(-2) = -3-2 = -5 → -3+6 = 3 → -3+0 = -3 → -3+(-4) = -3-4 = -7 → -5+(-2) = -5-2 = -7 → -5+6 = 1 → -5+0 = -5 → -5+(-4) = -5-4 = -9 → Draw & Mark on Number line	1 mark for following correct steps 2 marks for drawing & marking on number line 1 mark for filling the table correctly	4	

QUESTION WISE ANALYSIS 2018-20

Q.No	Sub Q.No	Content	Objectives	Specifications	Types Of Questions	Difficulty Level	Marks	Time
1.	(1)	Number Line	Knowledge	Recall	Objective	Easy	1	1 min
	(2)	Opposite Numbers	Knowledge	Recall	Objective	Easy	1	1 min
2.	(1)	Number Line	Understanding	Compares	Short Answer	Easy	2	3 min
	(2)	Opposite Numbers	Understanding	Understands	Short Answer	Easy	2	3 min
3.	(1)	Comparing Integers	Understanding + Skill + Application	Solves	Short Answer Average — objective as per the question		3	5 min
	(2)	Number Line	Understanding + Skill + Application	Solves and draws	Short Answer	Average	3	5 min
4.	(1)	Subtraction of Integers	Understanding + Application + Skill	Solves	Long Answer	Difficult	4	6 min
	(2)	Addition of Integers.	Understanding + Application + Skill	Solves and draws	Long Answer	Difficult	4	6 min
						TOTAL:	20	30 min

METRICS No. 2.4.13

Involvement in various activities of schools

Involvement in various activities of schools

Name of the Student Teacher: Bhageshwari Dolairaj   Roll No ___ 04 ___

Name of the Practicing School: Radcliffe School Kharghar.

Date	I Period	II Period	III Period	IV Period	V Period	VI Period	VII Period	VIII Period	Sign. of the I/C Tr
12/12/22	Reflection Writing Writing Substitution in class IX	Making Rough LP the Reflection Writing	Making Rough LP	Making Rough LP	Observation of Peer VIII	Writing the Reflection	Making Rough Lesson Plan	Making Rough Lesson Plan	12/12/2022
13/12/22	Substitution in class IX	the Reflection	Invigilation	invigilation	Making Rough L.P.	Making Rough L.P.	Discussion with Peers	Making Rough L.P	
15/12/22	Substitution in class IX A	Substitution in class IX A	Substitution in class X B	substitution in class X B	Making Fair lesson plan	Making Fair lesson Plan	Proxy X D	Proxy X D	
16/12/22 Thursday	Writing the Reflection of Reflection Thursday	Writing the Reflection of Thursday	Invigilation in class XI & XII	Invigilation in class XI & XII	Substitution in class IX-D Dictation	Substitution in class IX-D Dictation	Discussion with shadow teacher	Writing the Reflection	16/12/2022
19/12/22	Substitution in class IX	Preparation of class X	Invigilation in class XII	Invigilation in class XII	Preparation of class	Co-Teaching in class IX A	Discussion with Peers	Writing the Reflection	19/12/22
20/12/22	Discussion with Peers	Discussion with Peers	Discussion for making Peer Teaching	Discussion for making Peer Teaching	Writing the Reflection	Discussion with shadow teacher	Correcting the Units	Writing the Reflection	
04/01/23	Assignment writing	Lesson Plan for Economics	Lesson Plan for Economics	Lesson Plan for Economics	Learning Resource	Substitution in class IX	making Lesson Plan	Reflection Writing	
06/01/23	Invigilation in class X	Invigilation in class X	Invigilation in class X	Lesson Plan for Economics	Lesson Plan for Economics	Lesson Plan for Economics	Reflection writing	Reflection writing	
09/01/23	Preparation of Rough Lesson Plan	Preparation of Rough Lesson Plan	Substitution in class X	Preparation of lesson	Lecture in class IX A	Lesson Manners	Substitution	Reflection writing	
10/01/23	Preparing Rough Lesson Plan	Preparation of Rough Lesson	Preparation of Rough Lesson Plan	Substitution in class X	Substitution in class IX	Preparation of fair lesson	Reflection writing	Preparation of fair Plan	
17/01/23	Preparing for lesson	Lecture in class IX A	Substitution in class IX	Preparation of Lesson	Preparation of lesson	Lecture in class IX A	Substitution in class IX	Reflection writing	

Dr. (Mrs.) Sally Enos

Name of the Student Teacher: __Nidhi Kumari__ Roll No __32__

Name of the Practicing School: __Vishwajyot High School.__

Date	I Period	II Period	III Period	IV Period	V Period	VI Period	VII Period	VIII Period	Sign. of the I/C Tr
21·11·22	Orientation by Harleen maam	Discussion with peers	Observation of experiment (Physics) 6'c'	Observation of class test Periodic table V	Observation of chemistry experiment 6'b'	Discussion with HoD maam.	Discussion with peers	zero period	YSR 24/11/2022
22·11·22	unit distribution by Swaroopa maam	Peer discussion	Lesson planning	Took SST Class in class IV E	Discussion with sonal maam.	Long book activity std IV E	Reflection writing.	zero period	
24·11·22	Group discussion and planning	Took music class in VIII A.	Lesson planning	Lesson planning	lesson planning	Discussion with Geeta maam.	Proxy class of Hindi in VI A	zero period.	YSR
25·11·22	Preparation for the lesson	Preparation for the lesson	Lesson-1 conducted VI C	Lesson-2 conducted VI C	Guidance from Isha maam.	Took new units from Swaroopa maam	Reflection writing	zero period	
28·11·22	group discussion and planning	Observation of block test	Observation of peer class	Proxy class of English VI F	Activity on prayer VI	Guidance from Bhavna maam.	Reflection writing.	zero period.	
29·11·22	Preparation for the lesson	Preparation for the lesson	Lesson-3 executed	Lesson-4 executed.	Guidance from Saranna maam	units taken from subriya maam	Reflection writing	zero period.	29·11·22
01·12·22	Proxy Maths V	Proxy Maths percentage V std.	Met Saman maam for Maths co-teaching	Study and planning	study and planning	Met sweta maam for next class.	Reflection writing	zero period.	NM 1·12·22
02·12·22	Proxy of English VI C	Peer class observation VI	Proxy class VII 'D'	Took Maths unit from saran maam	Proxy class Maths std V	Planned co-teaching	Reflection writing	zero period.	7/12/22
05·12·22	Maths block test VI 'A'	co-teaching Integers-I VI 'A'	Proxy English VII 'B'	Read content for electricity	Planned activity for lesson	Planned activity for lesson	Reflection writing	zero period	YSR
06·12·22	Observed Maths class	co-teaching Fraction-II VI	Planned co-teaching of science	Made lesson Plan for the co-teaching	Arranged classes for next classes	planned lesson and activity.	Reflection writing	zero period.	YSR
08·12·22	co-teaching science VII	lesson-5 conducted VII D	Planned lesson for next class	Prepared activities that I am going to	Guidance with Bhavna maam	Proxy class of clubbed students	Reflection writing.	zero period	
09·12·22	Proxy class Maths VI C V	Guidance from Geeta maam	hot all sign and correction done.	Proxy class of Maths V D	Proxy class of clubbed students	Proxy class of clubbed students	Reflection writing	zero period.	YSR

METRICS No. 2.4.13

Regularity, initiative and commitment

Baloji

MES' Pillai College of Education & Research, New Panvel
Internship Programme 2021-2023
Attendance sheet

Roll No	Name of the student	Date	18/7	19/7	21/7	22/7	25/7	26/7	28/7	29/7	1/8	2/8	4/8	5/8
30	Vanishree Nadar	In Time	8:17	8:58	—	8:30	8:15	8:15	8:05	8:22	8:5	8:05	8:20	8:05
		Sign	Ro	Ro	—	Ro	Ro	Ro	Ro	Ro	Ro	Ro	Ro	Ro
		Out Time	2:30	1:48	—	2:04	2:24	2:25	2:10	2:15	2:15	2:20	2:30	4:00
		Sign	Ro	Ro	—	Ro	Ro	Ro	Ro	Ro	Ro	Ro	Ro	Ro
58	Saumya Singh	In Time	8:5	7:00	—	—	7:55	7:35	8:10	8:30	7:45	7:55	—	—
		Sign	Sou	Sou	—	—	Sou	Sou	Sou	Sou	Sou	Sou	—	—
		Out Time	2:16	1:47	—	—	2:04	2:00	2:00	2:00	1:50	2:00	—	—
		Sign	Sou	Sou	—	—	Sou	Sou	Sou	Sou	Sou	Sou	—	—
59	Mamta Sirup	In Time	8:05	8:00	7:50	7:55	7:45	7:45	7:45	7:45	8:05	8:00	8:00	8:00
		Sign												
		Out Time	2:16	1:41	2:15	2:04	2:00	2:05	2:00	2:00	1:50	2:00	2:00	2:00
		Sign												
51	Rabia Shaikh	In Time	8:05	8:00	7:50	7:55	7:55	7:45	7:45	7:45	8:05	8:00	8:0	8:00
		Sign	R	R	R	R	R	R	R	R	R	R	R	R
		Out Time	2:16	1:47	2:15	2:04	2:00	2:05	2:00	2:00	1:50	2:00	2:00	2:00
		Sign	R	R	R	R	R	R	R	R	R	R	R	R
31	Shital Pawar	In Time	8:05	7:50	7:45	—	7:45	7:45	7:45	7:45	7:45	8:05	8:00	7:45
		Sign	Pawar	Pawar		—		Pawar	Pawar		Pawar	Pawar	Pawar	Pawar
		Out Time	2:00	1:47	2:15	—	2:00	1:30	2:00	3:00	2:00	2:00	2:00	2:00
		Sign	Pawar	Pawar	Pawar	—	Pawar	Pawar	Pawar	Pawar	Pawar	Pawar	Pawar	Pawar
41	Satnam Singh	In Time	8:15	7:45	8:15	—	8:00	8:00	10:30	—	8:00	8:00	8:30	8:30
		Sign				—				—				
		Out Time	10:30	10:23	10:30	—	10:30	10:30	1:30	—	10:30	10:30	11:30	10:30
		Sign				—				—				
44	Sarika Yadav	In Time	7:40	7:45	7:45	7:48	7:45	7:46	7:46	7:46	7:46	7:46	7:47	7:47
		Sign												
		Out Time	3:10	4:20	4:07	3:00	3:00	2:55	2:15	2:00	3:00	2:00	2:30	2:30
		Sign												
40	Komal Rajage	In Time												
		Sign												
		Out Time												
		Sign												
23	Sarika Kadam	In Time												
		Sign												
		Out Time												
		Sign												

Name & Signature of the Teacher-in-charge:

6/8/22

Dr. (Mrs.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No. 1, Sector 8, Khanda Colony,
New Panvel-410 206.

CKT School

MES' Pillai College of Education & Research, New Panvel
Internship Programme 2021-2023
Attendance sheet

Roll No	Name of the student	Date											
22	K. Rajalakshmi Abhishek	In Time	7:30	7:25	7:20	7:25	7:30	7:30	7:30	7:30	7:34	7:30	7:34	7:30
		Sign												
		Out Time	1:00	12:40	1:00	1:00	1:15	12:40	2:30	2:30	1:00	1:00	10:00	11:00
		Sign												
21	Jyoti Kumari	In Time	7:20	7:20	7:28	8:24	7:25	7:28	7:20	7:25	7:30	7:40	7:30	7:35
		Sign												
		Out Time	12:40	12:45	12:42	12:35	12:22	10:30	12:30	12:30	12:30	12:30	10:00	10:50
		Sign												
67	Archana Yadav	In Time	7:35	10:10	7:26	7:31	8:32	7:50	7:45	8:32	7:43	9:30	7:45	7:28
		Sign												
		Out Time	12:10	9:09	9:55	1:50	11:10	12:30	12:30	10:30	4:30	11:30	10:30	10:30
		Sign												
5	Bhamare Nisha	In Time	9:00	7:30	7:45	8:30	9:05		ABSENT	7:30	7:49	8:24	7:40	8:10
		Sign												
		Out Time	1:15	12:41	12:40	13:33	12:24		ABSENT	12:30	12:55	12:30	4:30	11:00
		Sign												
36	Ashish Prasad	In Time	7:20	7:30	7:25	7:30	7:30	7:40	7:15	7:30	7:30	7:30	7:10	7:30
		Sign												
		Out Time	12:50	12:30	12:45	12:45	12:30	12:30	12:30	12:30	12:45	12:30	9:30	10:30
		Sign												
58	Yashasvi Desai	In Time	7:30	7:35	7:28	7:50	7:45	7:45	7:35	7:30	8:00	7:45	7:48	7:50
		Sign												
		Out Time	1:30	1:00	1:30	12:50	12:30	12:30	12:30	12:30	12:30	12:30	9:40	11:00
		Sign												
		In Time												
		Sign												
		Out Time												
		Sign												
		In Time												
		Sign												
		Out Time												
		Sign												
		In Time												
		Sign												
		Out Time												
		Sign												

Name & Signature of the Teacher-in-charge:

Dr. (Mrs.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr. Pillai Teacher Training & Research Centre
Plot No. 1, Sector 8, Khanda Colony
New Panvel-410 206

MES' Pillai College of Education & Research, New Panvel
Internship Programme 2021-2023
Attendance sheet

Roll No	Name of the student	Date	16/01	17/02	18/02	19/02	23/01	24/02	25/01/23	02/02	06/02	07/02	08/02	
09.	Nimit Dhuri	In Time	1:10	12:20	L	L	1:09	12:30	L	12:35	12:45	12:45	1:00	
		Sign	Nirmit	Nirmit	–	–	Nirmit	Nirmit	–	Nirmit	Nirmit	Nirmit	Nirmit	
		Out Time	4:30	4:30	L	L	4:00	4:00	L	5:20	5:20	5:20	5:20	
		Sign	Nirmit	Nirmit	–	–	Nirmit	Nirmit	–	Nirmit	Nirmit	Nirmit	Nirmit	
11.	Akshata Gaikwad	In Time	1:00	1:00	1:00	1:00	1:00	12:50	L	1:00	1:00	1:00	1:00	
		Sign	AK	AK	AK	AK	AK	AK	–	AK	AK	AK	AK	
		Out Time	4:30	4:30	4:30	4:30	4:40	4:00	L	5:00	5:00	5:00	5:00	
		Sign	AK	AK	AK	AK	AK	AK	–	AK	AK	AK	AK	
12.	Ravi Gupta	In Time	1:20	12:40	12:25	12:20	12:20	12:05	L	L	L	L	L	
		Sign	Rajat	Rajat	Rajat	Rajat	Rajat	Rajat	–	–	–	–	–	
		Out Time	4:30	4:30	4:30	4:30	2:30		L	L	L	L	L	
		Sign	Rajat	Rajat	Rajat	Rajat	Rajat		–	–	–	–	–	
27.	Shweta Mahajan	In Time	12:20	12:30	12:30	12:30	12:30	12:30	11:30	12:20	12:30	11:30		
		Sign	S	S	S	S	S	S	S	S	S	S		
		Out Time	4:30	4:30	4:30	4:30	4:00	3:00	4:00	5:30	5:30	5:30		
		Sign	S	S	S	S	S	S	S	S	S	S		
34.	Astha Pandey	In Time	2:45	L	L	2:45	2:40	2:40	L	2:30	2:30			
		Sign	AP	–	–	AP	AP	AP	–	AP	AP			
		Out Time	4:30	L	L	4:30	4:00	4:00	L	5:30	5:30			
		Sign	AP	–	–	AP	AP	AP	–	AP	AP			
46.	Menta Sai	In Time	12:30	12:30	12:15	12:20	12:30	11:30	12:30	12:15	12:00	12:00	12:00	
		Sign	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	
		Out Time	4:30	4:30	4:30	4:30	4:00	4:08	4:30	5:30	5:30	5:30	5:30	
		Sign	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	Menta	
63.	Vidya Raj Binu	In Time	12:45	12:45	12:35	12:35	12:35	1:00	12:45	12:45	12:45	12:45		
		Sign	V	V	V	V	V	V	V	V	V	V		
		Out Time	4:30	4:30	4:30	4:30	4:30	4:30	5:20	5:20	5:20	5:20		
		Sign	V	V	V	V	V	V	V	V	V	V		
64.	Vinita Nikhil	In Time	12:30	12:30	12:30	12:30	12:30	1:04	12:30	12:25	12:45	12:30		
		Sign	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita		
		Out Time	4:30	4:40	4:30	4:30	4:00	4:00	4:45	5:20	5:30	5:20		
		Sign	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita	Vinita		
66.	Namrata Waghe	In Time	12:25	12:30	L	12:30	12:30	12:35	12:30	12:35	12:35	12:30	12:30	
		Sign	NW	NW	–	NW	NW	NW	NW	NW	NW	NW	NW	
		Out Time	4:30	4:30	L	4:30	4:00	4:00		5:30	5:30	5:30	5:30	
		Sign	NW	NW	–	NW	NW	NW	NW	NW	NW	NW	NW	

Name & Signature of the Teacher-in-charge:

KES SCHOOL

MES' Pillai College of Education & Research, New Panvel
Internship Programme 2021-2023
Attendance sheet

Roll No	Name of the student	Date	18/1	19/1	23/1	24/1	25/1	31/1	1/2	2/2	6/2	7/2	8/12	
13	GUPTA VIJAYLAXMI	In Time	1:30	1:15	1:05	—	—	—	1:00	1:00	—	12:30	12:30	
		Sign	V	V	Vr	—	—	—	V	V	—			
		Out Time	5:30	4:30		—	—	—			—	5:00	5:00	
		Sign	V	V		—	—	—			—	V	V	
16	HOWAL SAURESH	In Time	3:20	12:35				—			12:30	12:30		
		Sign	Howal	Howal				—			Howal	Howal		
		Out Time	4:50	7:30				—			4:5B	4:30		
		Sign	Howal					—			Howal	Howal		
18	JADHAV BALKRISHNA	In Time	—	—	—	—		—	12:40	12:0	12:30	12:00		
		Sign	—	—	—			—	B	B	B	B		
		Out Time	—	—	—			—	4:30	4:30	5:00	5:00		
		Sign	—	—	—			—	B	B	B	B		
24	KOODARAPILLY JERINA	In Time	1:30	12:45	12:45	12:45	12:50	—		12:02	12:45	12:30		
		Sign	Jerina	Jerina	Jerina	Jerina	Jerina	—		Jerina	Jerina	Jerina		
		Out Time	5:00	4:30	4:30	5:00	4:30	—		4:30	5:00	5:00		
		Sign	Jerina	Jerina	Jerina	Jerina	Jerina	—		Jerina	Jerina	Jerina		
25	KUMARI VANDANA	In Time	2:00	12:30	—	12:25	12:35	—	12:40	12:30	12:30	12:30	12:30	
		Sign	Q	Q	—	Q	Q	—	Q	Q	Q	Q	Q	
		Out Time	5:00	4:30	—	5:00		—	4:10	5:00	5:00	5:00	5:30	
		Sign	Q	Q	—	Q	Q	—	Q	Q	Q	Q	Q	
40	RAO SANTOSHI	In Time	2:00	1:00				—		—	1:30	12:00		
		Sign						—		—				
		Out Time	4:30	4:30				—		—	5:00	5:15		
		Sign						—		—				
42	RAJAUTE KOMAL	In Time	2:15	—	12:30	12:30	12:30	—	12:30	12:30	—	12:30	12:30	
		Sign		—	Komal	Komal	Komal	—	Komal	Komal	—	Komal	Komal	
		Out Time	5:00	—	4:30	4:10	4:30	—	4:30	4:30	—	5:00	5:00	
		Sign		—	Komal	Komal	Komal	—	Komal	Komal	—	Komal	Komal	
56	SHRIVASTWA NANDA	In Time	—	—	—	1:00	1:00	—	1:00	1:00	1:00	1:00	1:00	
		Sign	—	—	—	Nanda	Nanda	—	Nanda	Nanda				
		Out Time	—	—	—	5:00	4:30	—	3:30	4:00	4:00	4:00	4:00	
		Sign	—	—	—	Nanda	Nanda	—	Nanda	Nanda				
69	VERMA PRITY	In Time	12:30	12:30	—	—		—			12:00	11:00	12:15	
		Sign	Prity	Prity	—	—		—			Prity	Prity	Prity	
		Out Time	5:00	4:30	—	—		—			4:45	5:15	3:00	
		Sign	Prity	Prity	—	—		—			Prity	Prity	Prity	

Name & Signature of the Teacher-in-charge:

Pradnya Jadhav.

METRICS No. 2.4.13

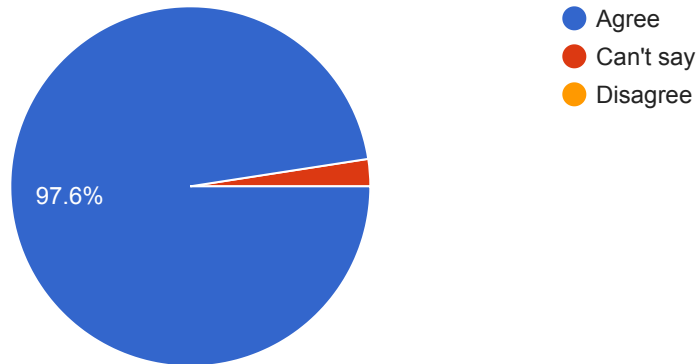# Extent of Job Readiness

JOB READINESS OF STUDENTS

Influence of internship guidance on the professional growth of the teachers

41 responses

My mentor's guidance during internship increased my confidence.
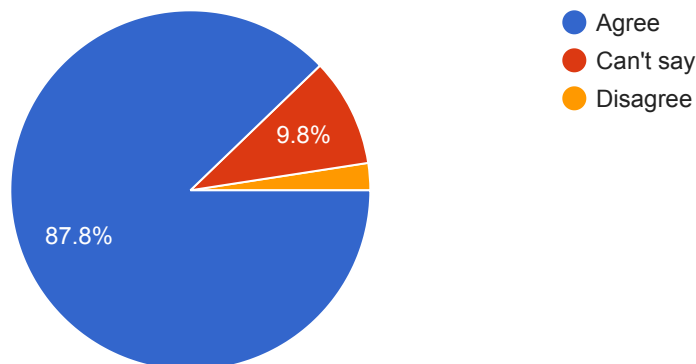
Copy

41 responses

- Agree
- Can't say
- Disagree

97.6%

Copy

Internship guidance made my classroom teaching
effective with the appropriate use of social media/learning apps/adaptive
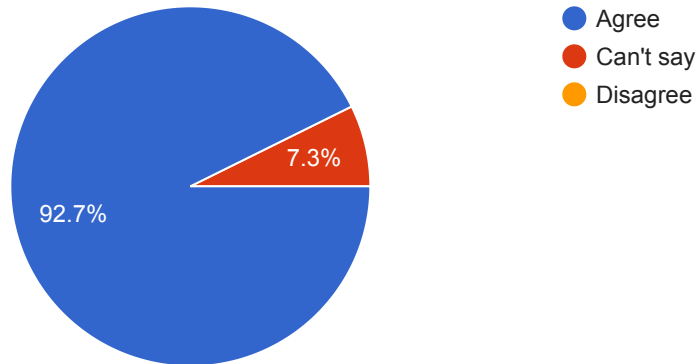devices for teaching-learning.

41 responses

- Agree
- Can't say
- Disagree

9.8%

87.8%

The internship mentoring assisted me in converting my academic knowledge into pedagogical skills.   ⧉ Copy

41 responses

- Agree
- Can't say
- Disagree

92.7%   7.3%

Throughout my internship, I learned how to identify and select/create online learning resources.   ⧉ Copy

41 responses
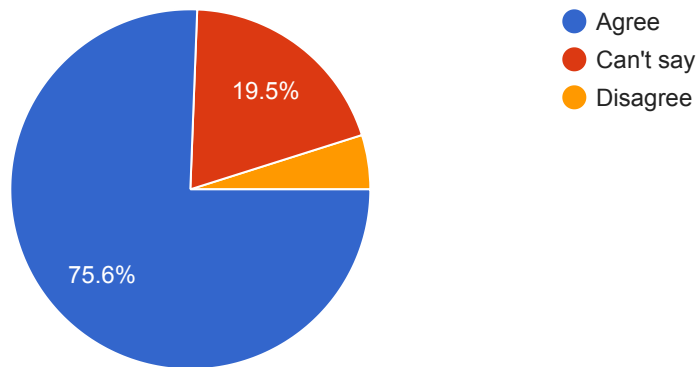
- Agree
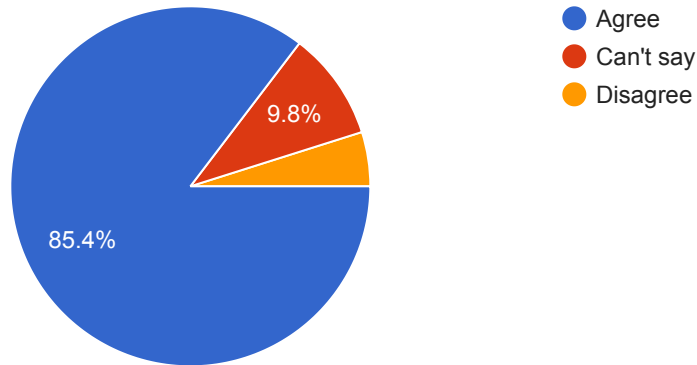- Can't say
- Disagree

75.6%   19.5%

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Dr. Pillai Teacher Training & Research Centre
Plot No. 1, Sector-8, Khanda Colony,
New Panvel-410 206

My mentor's suggestions equipped me to make the best use of Information and Communication Technologies (ICT).
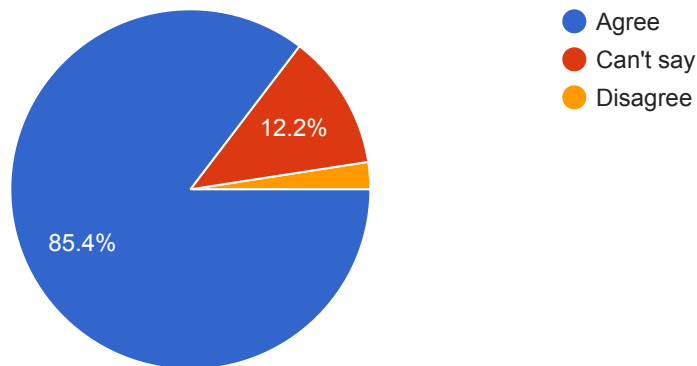
Copy

41 responses

- ● Agree
- ● Can't say
- ● Disagree

9.8%
85.4%

The internship assistance from my mentor encouraged me in building assessment tools for both online and offline learning.

Copy

41 responses

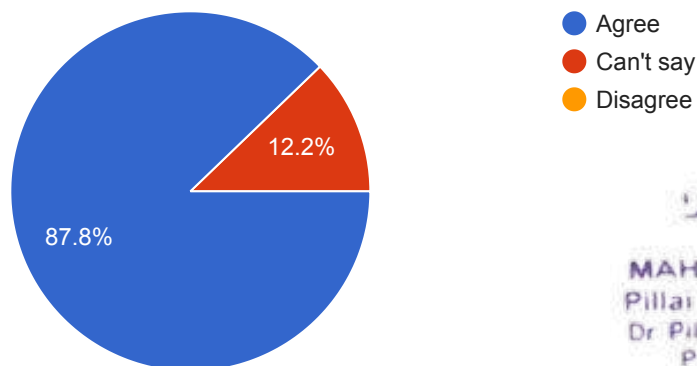- ● Agree
- ● Can't say
- ● Disagree

12.2%
85.4%

I gained an understanding of successful learning activities for both online and face-to-face circumstances.

Copy

41 responses

- ● Agree
- ● Can't say
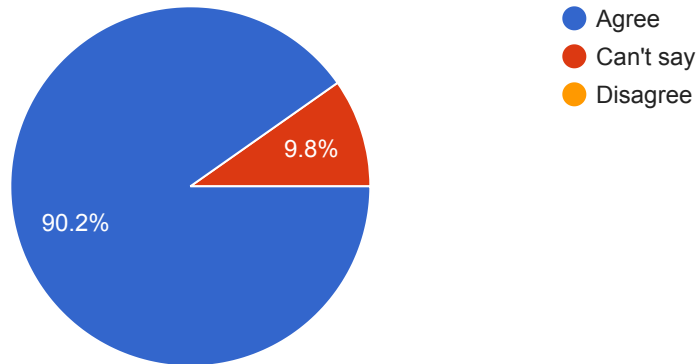- ● Disagree

12.2%
87.8%

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MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr. Pillai Teacher Training & Research Centre
Plot No. 1, Sector 8, Khanda Colony
New Panvel-410 206

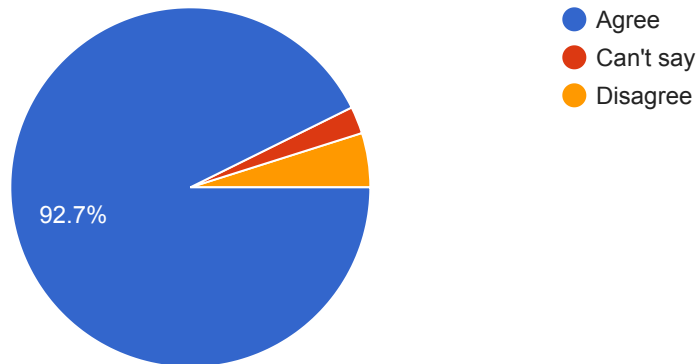I learned how to create assessment tools for both online and face-to-face schooling.

Copy

41 responses

- Agree
- Can't say
- Disagree

9.8%

90.2%

The guidance during the internship helped me to have a more hands-on approach

Copy

41 responses

- Agree
- Can't say
- Disagree

92.7%

Internship mentoring helped me grasp work ethics/behavior at work and inspired me to be professional.

Copy

41 responses

- Agree
- Can't say
- Disagree

92.7%