

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.

Mahatma Education Society's Pillai College of Education & Research

Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

METRICS No. 2.4.13

Format for criteria and weightages for interns' performance appraisal used

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.

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	Ye	es	No	
	a. Previous Knowledge checked.				16,
	b. Used an appropriate device.				
	c. Statement of aim stated.			0.0	
	d. Topic displayed/written.				
2.	Explanation was	To a great extent	To some extent	To a little extent	Not at all
	a. Fluent.		W.		
	b. Relevant.		2()//		
	c. Done with proper connecting links.				
3.	Questioning	c		•	
	a. Questions were well structured.	063			
	b. Questions were grammatically correct.	7//			
	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		1		
	a. Summarized the main points				
	b. Closing statement stated				
	c. Used apt evaluation device.				
	d. Application questions asked.				
8.	Teacher behaviour		L		
	a. Curiosity of pupils satisfied.				
	b. Rapport with pupils build				
9.	Presentation of content				
	a. Content was Sequential				
	b. Slides contained main points				
Щ.	1		l	1	l

Additional Comments (if any):

Name and Signature of the Method master:

MES' Pillai College of Education and Research, New Panvel **Rubrics for reciprocal peer teaching**



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

MES' Pillai College of Education and Research, New Panvel

Rubrics for reciprocal peer teaching

B.Ed. Academic Year:

Name of the Course:

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

Criteria	Very good (4)	Good (3)	Satisfactory (2)	Need improvement (1)
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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

Jottings diagrams	Summary
	Summary
Recapitulation/Application	(attendation the management and police and a second police and a s
	5 0 0
a la	
	(einstein) & mile think elements
* Remark Items	Suggestions
Set induction	
Model Reading	
Model Recitation	
Objective Qns	
Silent Reading	
Narrations	The party of appropriate to the property of the party of
Explanations	
Illustrations	
Questions	
Use of teaching aids	the contract of the contract o
Class room interaction	49-49-49-4-10-10-10-10-10-10-10-10-10-10-10-10-10-
Black Board work	The manufacture of the second
Experiments	
Demonstration	y a
Specimen observation	
Dramatization	
Students's reading/recitation	
drill	
Closure	
Teacher's knowledge of	92
Content	
Teacher's preparation of	
Lesson	
Method of teaching	
Interest created	and the second of the second of
Class control	N I
Values / Core Element	* General Remarks
and the second of the second o	The second secon
een the remarks of the Superviso	Carama i rie ki ing Amerika na ye meka i ni
een the remarks of the Supervisor	

^{*} Supervising Professor

Criteria for evaluation	Suggestions
Set induction	
Model reading	
Model recitation	
Objective questions	a M 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Silent reading	
Narration	*
Explanation	100
Illustration	
Questions	
Use of learning resources	
Class participation	
Black board work	
Demonstration	
Closure	
Reinforcement	
Values	* -
Core element	
Methodology	, and the second
Interaction	00 cm 10 cm - 480 cm - 480 cm - 480 cm - 40 cm
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	Touring Skills B.Eu. 2	U	
the stadent		Roll No .	

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

Α	SKILL OF SET IN	DUCTIO	N			-		1
No. of Concession, Name of Street, or other Persons, Name of Street, or other Persons, Name of Street, Name of	Components	N	F	S	G	VG	WD	ł
1	Use of previous knowledge	0	1	2	3	4	WD	1
2	Apt use of device/s	0	1	2	3	4	5	4
3	Continuity in statements/questions	0	1	2	3	4	5	
4	Created curiosity for further learning	0	1	2	3	4	5	Sign of
5	Stated the aim and Topic written	0	1	2	3	4	5	Teacher
В	SKILL OF EXPL	13, 131.70			3	4	5	188
1	Beginning statements to create set	0	1	2	3	4	T -	-
2	Use of explaining links	0	1	2	3	4	5	-
3	Fluency in explanation	0	1	2	3	4	5	<u> </u>
4	Continuity and relevancy	0	1	2	3	4	5	Sign of
5	Concluding statements	0	1	2	3	4	5	Teacher
С	SKILL OF ILLUSTRATING		A		3	4	5	4
1	Simple and relevant to the concept	0	1	2	3		T -	4
2	Apt media used	0	1	2	3	4	5	4
3	Sufficient number of examples	0	1	2	3	4	5	-
4	Pupil participation	0	1		_	4	5	Sign of
5	Inducto-deductive approach	0	1	2	3	4	5	Teacher
D	SKILL OF STIMULI		-	2	3	4	5	4
1	Movements to secure pupil attention	0	1	2	5	T	T -	4
2	Gestures to emphasize	0	1	2	3	4	5	
3	Voice modulation		-	-	3	4	5	
4	Oral-Visual switching	0	1	2	-	4	5	Sign of
5		0	1	2	3	4	5	Teacher
E	Change in interaction styles	0	1	2	3	4	5	-
1	SKILL OF BLACKBO	O O	4	2	1 2	1	1 -	4
	Legibility of Handwriting		1	2	3	4	5	-
2	Planning and Neatness of BB work	0	1	-	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 QUE			T =	1 2	1	1 -	-
1	Well structured (concise, specific)	0	1	2	3	4	5	4
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 REINI		-	1	T =	.	T -	-
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	4
н	SKILL OF C			T =			-1	_
1	Closing Statement	0	1	2	- 3	4	5	-
2	Consolidation of the major points	0	1	2	3	4	5	4
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	Described the problem to be used effectively					
with the problem.	Problem was suitable for developing inquiry skills					
Phase-II: Data gathering	Provided clarity in the procedures to employ during this phase.					
(Exploration)	Guided students to ask fact-oriented questions					
(Exploration)	Directed the students to organize their knowledge to establish cause and effect relationship	y.		1		
Phase III: Data gathering (Experimentation)	Helped to test and verify the hypotheses	87.0			±0	725
Phase-IV: Formulating an	Teacher declares the concept					
explanation	Provides relevant explanation for the concept.				- 1	
Phase-V:	Teacher Analyzes Students' thinking strategies.					
Analysis of the Inquiry process	Suitability of the model in other areas/ Subjects discussed.					

Supervisor's Sign:



Name of the student:	Roll No:
CONTRACTOR OF THE STATE OF THE	

RUBRIC - Jurisprudential Inquiry Model S. No. Statements Background information of the case given. Proper use of skill of dialogue/debate. Presented facts and reviewed social broad scenario. Created opportunities to take position on factual information. Pointed out desirable or undesirable consequences of the position. Clarified value conflict with analogies. 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 t	ne student.				8
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

Name of the student:

Sign of Teacher

Roll No:

Name:		
rvairie.	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	1	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					1



PRECAUTIONS:							
TOOLS AND RESOURCES:							
×							
	W						
CLOSURE:	8						
# E							
EVALUATION/ASSESSMENT:							
ANALYSIS AND THEIR STRATEGIES	5.					-	
ANALISIS AND THEIR STRATEGIES							
÷ .							
CRITICAL REFLECTION AND THEIR STRAT	TEGIES		() ±	*			
							æ
		41			-		-
	-						
SUGGESTIONS AND REMARKS							y d
							-

MAHATMA EDUCATION SOCIETY'S PILLAI'S COLLEGE OF EDUCATION AND RESEARCH

Name of the	Student Teacher			
Name of the	School			
Name of the	Supervisor			Marian Marian and American
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 Observer

Initial of the Supervisor

Internship Schools- Feedback form

* Re	quired					
1.	Email *					
2.	Name of the sc	hool *				
3.	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 expertis	se *				
	Mark only one ova	al.				
	1	2 3 4 5				
	Poor	Excellent				

_	N / - + I I	- £ 4 l- : -	
5.	wemoa	of teaching	u ^

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

	_	_
Ω	വഹം	s control 🗲
7	(40.53	S (.())

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.



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	va	lues	*

Mark only one oval.



14. Team spirit *

Mark only one oval.



15. Leadership qualities *

Mark only one oval.



16. Collaboration *

Mark only one oval.

	1	2	3	4	5	
Poor						Excellent

17. Adaptability *

Mark only one oval.



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

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

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

Name of the Student Sizui Mamba Rupwam Roll No.: 59.

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

A	SKILL OF SET II	and the second second	-		1	-		-	-
S.No.	Country Production	N	F	S	G	-	VG	WD	- 010
1	Use of previous knowledge	0	1	2	13	100	4	5	Um.
2	Apt use of device/s	0	1	2	13	-	4	5	W/_
3	Continuity in statements/questions	0	1	2	13	-	9		Sign of
4	Created curiosity for further learning	0	1	2	-	1	0		Teacher
5	Stated the aim and Topic written	0	1	2	نىل	1	4	5	
8	SKILL OF EXP	-	_	174	1	-	-		(Ma)
1	Beginning statements to create set	0	1	2	-	3	1	5	(Ph)
2	Use of explaining links	0	1	2	-	3	3	5	-
3	Fluency in explanation	0	1	2	-	3	4	5	Sign of
4	Continuity and relevancy	0	1	2	-	3	4	5	Tea cher
5	Concluding statements	0	1	2		3	2	5	
C	SKILL OF ILLUSTRATIN		-	_	-				
1	Simple and relevant to the concept	0	1	2	-	3)	4	5	0
2	Apt media used	0	1	2	Charles Street	3	9	5	V
3	Sufficient number of examples	0	1	2	-	30	4	5	Sign of
4	Pupil participation	0	1	2		9	4	5	Teacher
5	Inducto-deductive approach	0	1	1 2		3	0	5	4
D	SKILL OF STIMUL		ASSESSMENT OF THE PARTY OF	-	-	<u> </u>	-	-	4
1	Movements to secure pupil attention	0	1	-		3	4	5	0
2	Gestures to emphasize	0	1	+		3	4	5	
3	Voice modulation	0	1	-	-	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 BLACKB	OARD W	RITING			-	-		
1	Legibility of Handwriting	0	1	-	2	3	(3)	5	10
2	Planning and Neatness of B8 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	1	2)	3	4	5	130
F	- SKILL OF QU	JESTION	NG	100		8	24	-Wester	J.
1	Well structured (concise, specific)	0	1		2)	3	4	5	1)150
2	Proper speed and pause	0	1	13	2	(3)	4	5	48/00
3	Grammatically correct	0	1		2	(3	4	5	Sign of
4	Seeking appropriate information	0	1		2	3	4	5	
5	Sufficient questions asked	0	1		2	3	4	5	TVS6600W0W1
G	SKILL OF REIT	NFORCEN	MENT	SAUC.	331			79.	
1	Response reinforced	0	-		2	3	1 4	5	115
2	Proper use of reinforcement	0	1		(2)	3	1		1 1/4 1/4
3	Novelty used in reinforcement	0	0)	2	3	1 4	1 9	Sign of
4	Use of apt gestures & non-verbal cues	0)	2	3	1		1.0000000000000000000000000000000000000
5	Encouraging voice / poise	10	1	10	(2)	3	1	1 1	THE PERSON NAMED IN
н	SKILL OF	-	-		-		CV-		1
1	Closing Statement	-	-	T	2	(3) [1	5 1 1
2	Consolidation of the major points	1	$\overline{}$	-	2	G		-	5 16
3	The state of the s		_	-	2	G		-	5 Sign of
4	the state of the s		_		(2)	3	_		5 Teacher
- 16	Trumple new monieoge to totale legitality			-	100	1	100	21 / 1	reache

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

Rubrics for Teaching Skills B.Ed. 2021-23 Name of the Student_ Ayesha Aci

N = Not at all, F = Fair, S = Satisf, G = Good, VG = VerRoll No.:

S.No.	Components SKILL OF SET IN	DILICTIC		-280116	770125			į.
1	Use of provide		The second second	-	-	-		
2	Use of previous knowledge	N O	F	S	G	VG	WD	00000
3	Apt use of device/s	0	1	2	10	4	5	181
4	Continuity in statements/questions	0	1	2	3	4	5	Sign of
5	To cated curiosity for further learning	0	1	2	3	4	5	Teacher
В	Stated the aim and Topic written	0	1	2	3	4	5	reaction
1	SKILL OF EASI	ANATIO	V	75	7	100	-	19
2	beginning statements to create set	0	1	2	3	V	5	No.
3	Use of explaining links	0	1	2	3	4	5	- Char
100	Fluency in explanation	0	1	2	3	4	5	Sigh.of
4	Continuity and relevancy	0	1	2	3	4	5	Teacher
5	Concluding statements	0	1	2	3	A	5	
C	SKILL OF ILLUSTRATING	WITH E	XAMP	LES				1
1	Simple and relevant to the concept	0	1	2	(3)	4	5	9
2	Apt media used	0	1	2	(3)	4	5	-
3	Sufficient number of examples	0	1	2	3	(3)	5	Sign of
4	Pupil participation	0	1	2	3	0	5	Teacher
5	Inducto-deductive approach	0	1	2	3	10	5	
D	SKILL OF STIMULL	_			1	175	1	
1	Movements to secure pupil attention	0	1	2	3	(4)	5	2
2	Gestures to emphasize	0	1	2	3	(4)	5	The state of the s
3	Voice modulation	0	1	2	3	(4)	5	Sign of
4	Oral-Visual switching	0	1	2	3	(5	March Control (1997)
5	Change in interaction styles	0	1	2	3	(9)	5	
E	SKILL OF BLACKBO	-	-		1 -		3	
1	Legibility of Handwriting	0	1	2	3	4	5	\rightarrow
2	Planning and Neatness of BB work	0	1	2	3	(4)	-	
3	Sufficient and appropriate content	0	1	2	3	(4)	5	
4	BB summary developed effectively	0	1	2	(3)		5	Teacher
5	Managed apt speed in writing	0	1	2	3	4) 5	i
F	SKILL OF QUE	STIONIN	G	W.			200	
1	Well structured (concise, specific)	0	1	2	16			
2	Proper speed and pause	0	1	2	(3) 4	J 8	$H \subseteq W$
3	Grammatically correct	0	1	2	3	4	21	5 Sign of
4	Seeking appropriate information	0	1	2	3			Teacher
5	Sufficient questions asked	0	1	2	3)	5
G	SKILL OF REINF	ORCEM		-	-			77
1	Response reinforced	10	1	2	3	1 (4	1	5 1
2	Proper use of reinforcement	0	1	2	_	_		5
3	Novelty used in reinforcement	0	1	2	_	-	_	
4	Use of apt gestures & non-verbal cues	0	1	2	_	_	_	0000 000000
5	Encouraging voice / poise	_	-	_				5 Teacher
н		0	1	2	(3) 4		5
	SKILL OF CI	1	1				7	- M
1	Closing Statement	0	1	2			_	5
2	Consolidation of the major points	0	1	2		0 4		5
3	Linking new knowledge to previous knw	0	1	(2		3 4	1	5 Sign of
4	Linking new knowledge to future learning	0	1	2	(0	1	5 Teache

21424

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

Rubrics for Teaching Skills B.Ed. 2012

Name of the Student Rapila Physic, Athishs

Roll No.: 22

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

A	SKILL OF SET IN	DUCTIO			-	140	Variety .	1
	Components	N	F	5	G	VG	WD	
1	Use of previous knowledge	0	1	2	13	4	5	13
2	Apt use of device/s	0	1	2	3	4	5	Sign of
3	Continuity in statements/questions	0	1	2	18	4	5	Teacher
4	Created curiosity for further learning	0	1	2	N	4	5	(addition
5	Stated the aim and Topic written	0	1	- 2	13	4	,	ĝ.
В	SKILL OF EXPL	_	1	2	18	4	5	
1	Beginning statements to create set	0	1	2	18	4	5	1 900
2	Use of explaining links	0	1	2	13	4	5	Sign-of
3	Fluency in explanation	0	1	2	3	4	5	Teacher
4	Continuity and relevancy	0	1	2	3	N	5	
5	Concluding statements SKILL OF ILLUSTRATING	100	-	-		-	-	7
С		0	1	2	(3)	4	5	7 25 M
1	Simple and relevant to the concept	0	ī	2	3	(4)	5	1 8/
2	Apt media used Sufficient number of examples	0	1	2	3	(4)	5	Sign of
3		0	1	2	3	(A)	5	Teacher
4	Pupil participation Inducto-deductive approach	0	1	2	(3)	4	5	25
5	SKILL OF STIMULL	-	-	-	-		1	
D	Movements to secure pupil attention	0	1	1 2	(3)	4	5	1
1		0	1	2	(3)	4	5	
2	Gestures to emphasize	0	î	2	(3)	4	5	_
3	Voice modulation	0	1	2	3	4	_	
4	Oral-Visual switching	0	1	2	3	(4)	5	
5	Change in interaction styles SKILL OF BLACKBO	And the second	-	1 6		100	1 -	\neg
E		0	1	1 2	13	4	5	
1	Legibility of Handwriting	0	1	2	3	-		- 4 /
	Planning and Neatness of BB work	-	-	2	3	(4	_	Sign of
1000	Sufficient and appropriate content	0	1	_	THE PERSON NAMED IN		_	1.15 200 a 100 a
_	BB summary developed effectively	0	1	2	(3			
5	Managed apt speed in writing	0	1	2	3	(4	21	5
F	SKILL OF QUE	-	_	-	-	1	-	- X
1	Well structured (concise, specific)	0	1	2	1000	Charles San San	_	5 (
2	Proper speed and pause	0	1	2			-	5
MILLION TO BE	Grammatically correct	0	1	2				5 Sign of
	Seeking appropriate information	0	1	2	(3) 4		5 Teacher
_	Sufficient questions asked	0	1	2	(3			5
G	SKILL OF REINF	ORCEM	ENT	-	- CHICAGO			
_	Response reinforced	10	1	1 2	3	17	17	5 X
-	Proper use of reinforcement	0	1	_	-	_	0	5 W
_	Novelty used in reinforcement	0	1	_	_		4	5 Sign of
_	Married Britain Control of the Contr	-	_		1 6	-		5 Teache
_	Use of apt gestures & non-verbal cues	0	1	_	-	-	4	100000000000000000000000000000000000000
_	Encouraging voice / polse	0	1	13	2	3 (4) _	5
н	SKILL OF C	LOSURE						$ \sqrt{N}$
-	Closing Statement	0	1		2 (-	4	5
	Consolidation of the major points	0	1		2 (3)	4	5
3	Linking new knowledge to previous knw	0	1			3)	4	5 Sign of
	Linking new knowledge to future learning	0	1	_	72 A	3)	4	5 Teache

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

Rubrics for Teaching Skills B.Ed. 20_

Name of the Student_

Roll No.: 69

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

A	SKILL OF SET I	NDUCTIO	N		- 1	110	WD	. 81
-	Components	N	F	5	G	VG 4	5	11
	Use of previous knowledge	0	1	2	3	4	5	Av.
	Apt use of device/s	0	1	2	(3)	4	5	Sign of
	Continuity in statements/questions	0	1	(2)	3	4	5	Teacher
4	Created curiosity for further learning	0	1	(2)	3	(4)	5	i da de la companya d
5	Stated the aim and Topic written	0	1	2	3	14/	,	
В	SKILL OF EXP	LANATIO		-	BI	4	5	100
	Beginning statements to create set	0	1	2	(3)	4	5	W.
	Use of explaining links	0	1	(2)	3	4	5	Sign of
	Fluency in explanation	0	1	(2)	3	4	5	Teacher
	Continuity and relevancy	0	1	2	(3)	-	5	-
	To the statements	0	1	2	(3)	4	1 3	+
c	SKILL OF ILLUSTRATIN	G WITH E	XAMP	LES	-		1 6	1
-	Simple and relevant to the concept	0	1	12	S.	4	5	WS
		0	1	2	W/	4	5	- Circle
2	Apt media used Sufficient number of examples	0	1	2	8	4	5	Signor
		0	1	2	3	4	5	Teacher
4	Pupil participation Inducto-deductive approach	0	1	1	3	4	5	4
_	SKILL OF STIMUL	US VARIA	TION				1	- 0
D	Movements to secure pupil attention	0	1	2	1	4	5	115
-		0	1	2	3	4	5	4
_	Gestures to emphasize	0	1	4	3	4	5	Sight
	Voice modulation	0	1	2	18	4	5	Teacher
	Oral-Visual switching	0	1	2	3	4	5	
5	Change in interaction styles SKILL OF BLACKBO	The second secon	RITING					
E	The state of the s	0	1	1 2	3	4	5	nus -
1	Legibility of Handwriting	0	1	r	3	4	5	1
2 1	Planning and Neatness of BB work	0	1	2	3	4	5	Signos
3 3	Sufficient and appropriate content	-	1	2	3	4	5	Teacher
4	BB summary developed effectively	0	1	1	3	A	5	105000-13472
5	Managed ant speed in writing	0		1	1 3	1 4	-	┪,
F	SKILL OF QUI	Marine Street,	11	17	1 3	1 4	5	1 Jul
1 1	Well structured (concise, specific)	0	1	V	3	4	5	ナヘツ
	Proper speed and pause	0	1	2	3	4	-	Sign of
	Grammatically correct	0	1	V		4	5	Teacher
	seeking appropriate information	0	1	2	13	14	. 5	leache
5 5	sufficient guestions asked	0	1	2	3	10	1 5	-
G	SKILL OF REIN	FORCEMI	ENT		_	1		- 0
-	Response reinforced	0	1	3	1 3	4	5	
	Proper use of reinforcement	0	1	2	13	1 4	5	~ /
-	roper use of removement	0	1	12	1	4	5	
3 1	Novelty used in reinforcement	0	1	2	13	1 4	5	Teacher
4 1	Use of apt gestures & non-verbal cues	0	1	1,2,	13	4	5	100
5 8	ncouraging voice / poise SKILL OF C		-		W			0
H		O	1	1 2	13	1 4	1 5	
1 (Josing Statement	-		_	3	4	5	
2 0	onsolidation of the major points	0	1	12	3	4	5	_
2 1	inking new knowledge to previous knw	0	1	2	-	4	5	
4 1	inking new knowledge to future learning	0	1	2	13	1	3	reacher

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

Rubrics for Teaching Skills B.Ed. 20____ ____ Roll No.: 63 Name of the Student_

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

A	SKILL OF SET I			- 1	-	-		100
S.No.		N	F	5	G	VG	WD	2011
1	Use of previous knowledge	0	1	2	3	W	5	1100
2	Apt use of device/s	0	1	2	3	W	5	70
3	Continuity in statements/questions	0	1	2	3	A	5	Signs of
4	Created curiosity for further learning	0	1	2	3	W	5	Tea cher
5	Stated the aim and Topic written	0	1	2	3	19	5	
B	SKILL OF EXPL		4					102
1	Beginning statements to create set	0	1	2	3	4	5	Van
2	Use of explaining links	0	1	2	3	N	5	/VV
3	Fluency in explanation	0	1	2	3	4	5	Sigra of
4	Continuity and relevancy	0	1	2	3	1	5	Tea cher
5	Concluding statements	0	1	2	3	3	5	ENGS-MODIN.
C	SKILL OF ILLUSTRATIN	G WITH E	XAMP	LES	100	123	7	- C
1	Simple and relevant to the concept	0	1	2	3	1	5	11,3
2	Apt media used	0	1	2	3	3/	5,	1/1/
3	Sufficient number of examples	0	1	2	3	V	5	Signof
4	Pupil participation	0	1	2	.3/	4	5	Teacher
5	Inducto-deductive approach	10	1	2	3	N	5	T ASSES
D	SKILL OF STIMULE		-			-	-	7 6
1	Movements to secure pupil attention	To	1	1 2	3	10	5	
2	Gestures to emphasize	0	1	2	3	4	5	1 //4
3	Voice modulation	0	1	2	.3	4	5	Sign of
-		0	1	2	3	4	5	Teacher
4	Oral-Visual switching	0	1	2	3	.4	5	- reactier
5	Change in interaction styles SKILL OF BLACKBO	and the second	-	1 2	3	13	1 3	1
E	The state of the s		_	1 2	1 4		1 -	1 /
	Legibility of Handwriting	0	1	2	3	4	5	1.5/
	Planning and Neatness of BB work	0	1	2	vo	4	5	- /
	Sufficient and appropriate content	0	1	2	3	4	5	Sign of
4	B8 summary developed effectively	0	1	2	3	4	5	Teache
5	Managed apt speed in writing	0	1	2	3	4	5	4
F	- SKILL OF QUE	STIONIN	G					N
1	Well structured (concise, specific)	0	1	2	3	4) 5	1111
245	Proper speed and pause	0	1	2	(3)	4	5	
- Chicago	Grammatically correct	0	1	2	3	4	5	and the second
-	Seeking appropriate information	0	1	2	3	4	_	- 0.00
	Sufficient questions asked	0	1	2	(3)	4	_	and the same of th
-	SKILL OF REINF	THE RESERVE AND ADDRESS OF	-	-	10	1 3	1	
G		ONLEW	1	1 2	1 3	16	11	111
_	Response reinforced	_	-	_	3	(4		
-	Proper use of reinforcement	0	1	2			_	_
-	Novelty used in reinforcement	0	1	2	[3		_	Sign of
_	Use of apt gestures & non-verbal cues	0	1	2	(3)	-	_	Teache
	Encouraging voice / poise	0	1	2	(3) 4		5
H	SKILL OF C	LOSURE			THE PARTY NAMED IN			
1	Closing Statement	0	1	2	1	2 4		5 1
_	Consolidation of the major points	0	1	2	6	4		5 40
_	Unking new knowledge to previous knw	0	1	2	(3)			5 Sign of
		_	_	_	_	_	_	10.50
	Linking new knowledge to future learning	0	1	2	6	1		5

Remarks & feedback given by Teacher Educators Criteria for evaluation * Guestioning done, SON declared Set induction - Great Model reading * Explanation was build of done Model recitation with the help of many developmental Objective questions questions & illustrations Silent reading * Class was lively, interactive Narration Explanation and P. Ter approach was systematic and enthusiastic. Illustration Questions - theent gapt keep it up Use of learning resources - Fair B.B. work can beg more detailed. Class participation - V. 4. * Students, doubts were satisfied Black board work - Neat 9 Demonstration appropriately. Closure Reinforcement - Very well * Manage your time in such a Values way that you can exase Core element & ditegrated B.B. work, summarize of take Methodology Interaction Knowledge of content & 4000 recap Overall a good class! Preparation of lesson Interest - Created & sustained.

Reflections

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

Supervisor's sign

Guiding professor's signature

Class management - 400-6

Criteria for evaluation	Suggestions was done by testing the
Set induction —	was abre 29 web 10 d dubits
Model reading	previous knowledge of pupils.
Model recitation	previous knowledged fulls.
Objective questions	topic
Silent reading	
Narration	I am special lines simple
Explanation	Good was or de lain traise =
Illustration	good was on went lines - simple and clear - explain twice -
Questions —	sufficiel understand.
Use of learning resources	support anders and.
Class participation	some
Black board work	was real and well organized
Demonstration	was neat and well organized used effectively for explanation
Closure	
Reinforcement —	guen
Values 7	l' la maham we
Core element	Remore teaching aids when no
Methodology	no not make pupils clap for every response.
Interaction	1 100 100 1000 100 100 100 100 100 100
Knowledge of content	every response.
Preparation of lesson	1 7 2 management regular
Interest	Good content was too lemale
Class management	you are a fine teach
	Supervisor's sign in the making?
Reflections	Supervisor's sign in the maliny?
will tamb	on time managements content.
	roper reinborcement.

Guiding professor's signature

Criteria for evaluation	Suggestions
Set induction	Introduction was done by acking
Model reading	Drivious knowledge questrons
Model recitation	· Look at the class & 8 take the topic
Objective questions	Lesson was developed using
Silent reading	Lesson was accumpled
Narration	que l'ione.
Explanation	Mani points were neatly written
Illustration	on the C.B.
Questions	Lagrana Greenway Were apply
Use of learning resources	- Learning sussessing the larger
Class participation	Learning resources were aptly used in devoloping the lesson
Black board work	-> Wear : kereling of posided magnetis
Demonstration	in the students and engaged them interned
Closure	> med judicionaly activity to
Reinforcement	-> mea judicousty
Values	Pupils were attentive and
Core element	unvolved in the descon.
Methodology	_ Class soom in Yesaction was lively
Interaction	- Clan South In John Was Indeed
Knowledge of content	Core element was well incorporated
Preparation of lesson	Revision was done thoroughly.
Interest	0 .
Class management	Supervisor's sign
Reflections	iton -> pronunciation
I'm make sure to	o whethy pronounce the words
that maiam has	prointed out I am entremely
satisfied with hi	no my lecture went Every
0.1	Jan de managemente

student was able to understand the magnetic properties of magnet because of the magnets distributed to them.

Criteria for evaluation	Suggestions
Set induction	It highlight key teums our wow de while maring
Model reading	J. J U
Model recitation	wow ols while as are
Objective questions	Q & Summally
Silent reading	B. B. Summany.
Narration	A Brick the fairtures for
Explanation	A CHICK THE TAIL OF THE
Illustration	some time.
Questions	
Use of learning resources	
Class participation	
Black board work	
Demonstration	× 5
Closure .	
Reinforcement	
Values V	
Core element	
Methodology	
Interaction	
Knowledge of content	
Preparation of lesson	
Interest /	Dava 37, 23
Class management	23/1/23
	Supervisor's sign
Reflections	
all keep in mir	of to stick the pictures on
11 0 011	In my hutilto lectures.

I'm sheller booked in my future lectures. In also make sure to highlight the important telms. Other tham this, the decture went well, the analogies used were entremely useful for explaining the cells.

Guiding professor's signature

Criteria for evaluation		Suggestions
Set induction	A	set induction was done by demonstration method which
Model reading		LIAAL STOR BULL COLLEGE
Model recitation		a I La To Tribo DO MARINA
Objective questions		questions to students
Silent reading	20	Emplanation was done.
Narration	A	emplanation took to
Explanation		efficiency loud & lucid
Illustration	- A	more onestions could be
Questions	A	asked
Use of learning resources		as ma
Class participation	_9	Teaching aids was was
Black board work		Teaching aids was used & shown in sufficient numbers
Demonstration		but difficult to se cognize at
Closure		
Reinforcement > Criven		last bench.
Values 0/ iven	A	y your tersion is finishing
Core element	1	on to our time
Methodology		early my & chicidate
Interaction		guistions & thought
Knowledge of content 7 Feet)		more his penses and thought
Preparation of lesson		from students more could clis currious & questiong could be done
Interest		chis currions of questions
Class management - Fais		be ann usi
		Supervisor's sign 1811123

Reflections

I was confident white taking the lesson also got crimark for loud & clear explanation. Teaching wide were used, but were difficult to be visible at last will, take law of the Same from next text lesson plans.

Guiding professor's signature

Jottings diagrams

BLACK BOARD WORK

CONCEPT ATTAINMENT MODEL (Rubries)

14	А				
-	۰	٠.	_		
		г	7	•	
•		м.	в	_	и

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

SUPERVISORS SIGN

larning livelihood

* Remark Ite	ems
Set in	duction
Mode	l Reading
	I Recitation
Objec	tive Qns
Silent	
Narrat	
Explai	
Illustr	
Quest	
acceptance of the second secon	f teaching aids
	room interaction
	participation
	Board work
Ехрен	
Demo	
	men observation
Dram	
	nts's reading/recitation/
drill	•
Closu	ire
	er's knowledge of
Conte	ent
	er's preparation of
Lesso	
	od of teaching
Intere	
Class	
	s / Core Element
value	or core Element

Suggestions

* Pupil- Tr. presented Various examples to elicit the coneget * Try to follow the steps

* General Remarks

Seen the remarks of the Supervisor

Guiding Professor's Sign:

* Supervising Professor

Jottings diagrams

BLACK BOARD WORK

Summary

Name	of the student:	Faria	a.
	103 × 000 50 00 00 00 00 00 00 00 00 00 00 00	10.114	

Roll No: 65

RUBRIC - Jurisprudential Inquiry Model

Statements	1.0	2	3	4	5
Background information of the case given.				1	
Proper use of skill of dialogue/debate.			1	THE STREET	
Presented facts and reviewed social broad scenario.			V		
Created opportunities to take position on factual information.			/		
Pointed out desirable or undesirable consequences of the position.			V	A 1.0	
Clarified value conflict with analogies.		V			
Summarized the view point of both the sides.		1	1	~	
	Proper use of skill of dialogue/debate. Presented facts and reviewed social broad scenario. Created appartunities to take position on factual information. Pointed out desirable or undesirable consequences of the position. Clarified value conflict with analogies. Summarized the view point of both the sides.	Proper use of skill of dialogue/debate. Presented facts and reviewed social broad scenario. Created apportunities to take position on factual information. Pointed out desirable or undesirable consequences of the position. Clarified value conflict with analogies.	Proper use of skill of dialogue/debate. Presented facts and reviewed social broad scenario. Created appartunities to take position on factual information. Pointed out desirable or undesirable consequences of the position. Clarified value conflict with analogies.	Proper use of skill of dialogue/debate. Presented facts and reviewed social broad scenario. Created appartunities to take position on factual information. Pointed out desirable or undesirable consequences of the position. Clarified value conflict with analogies. Summarized the view point of both the sides.	Proper use of skill of dialogue/debate. Presented facts and reviewed social broad scenario. Created appartunities to take position on factual information. Pointed out desirable or undesirable consequences of the position. Clarified value conflict with analogies. Summarized the view point of both the sides.

Super visor's signa

Suggestions

* 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:

n/ - Don't spend much time in reading

* General Remarks

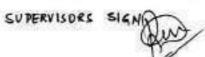
Good | keep it up!

* Supervising Professor

Live

INQUIRY TRAINING MODEL (Rubrics)

Phases	Steps	5	4	3	2	1
Phase - I: Initial encounter	Described the problem to be used effectively		V			
with the problem.	Problem was suitable for developing inquiry skills		1			
Phase-II: Data gathering	Provided clarity in the procedures to employ during this phase.			V		
Charles and the control of the contr	Guided students to ask fact-oriented questions			1		
(Exploration)	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	Teacher declares the concept			/		
explanation	Provides relevant explanation for the concept.		1			2 1
Phase-V:	Teacher Analyzes Students' thinking strategies.		_	1		
Analysis of the Inquiry process	Suitability of the model in other areas/ Subjects discussed.					



.....Silent ReadingNarrationsExplanationslllustrationsQuestionsUse of teaching aidsClass room interactionClass participationBlack Board workExperimentsDemonstrationSpecimen observationDramatization Students's reading/recitation/drillClosure Teacher's knowledge ofContent Teacher's preparation ofLessonMethod of teachingInterest createdClass controlValues / Core Element

* General Remarks

Seen the remarks of the Supervisor

Guiding Professor's Sign:

Models of Teaching- Assessment Sheet

Astha

INDUCTIVE THINKING STRATEGY (Rubrics)

Phases	Steps	5	4	3	2	1
Phase - I:	1. Listing		-		-	-
Concept formation	2. Grouping		-			
00546-00056000000407	3. Labelling		4			
Phase-II: Interpretation of data	4. Identifying critical relationships	1 -				
	5. Exploring relationships	-				
	6. Making Inferences	1 12				
Phase-III: Application	7. Predicting consequences	1				
of principles	8. Explaining or supporting predictions		1			1
18 4400000	9. Verifying predictions and Generalization		1			

thing stone, Preschool

* Remark Items SuggestionsSet inductionModel ReadingModel RecitationObjective QnsSilent ReadingNarrationsExplanationsIllustrationsQuestionsUse of teaching aidsClass room interactionClass participationBlack Board workExperimentsDemonstrationSpecimen observationDramatization Students's reading/recitation/drill has good contentClosure Teacher's knowledge ofContent Teacher's preparation ofLessonMethod of teachingInterest createdClass controlValues / Core Element * General Remarks Seen the remarks of the Supervisor

Guiding Professor's Sign:

Day 6 26 03 2012 ace & EKT In lallige. Today, I goes oppositurity to auden observe my a peeus lecture one of my peur lecture was now up to the manue. The lecture mas of English. students were making notes Con now Untering to the Heachen, grisham early time town the stratually of " if i mounted get the type of student , how should I manage them ". Burelite of assenting person's technic end of and of up the saw student behaviour. & Mow to touckle them. Afternounds of Set or priory lusure at 4:00 pm. whenin I played a game. The game is all about "confidence boosting " of students also Uke it. & showed interest unite playing the game.

"principles of management" Chapter with which is going to come in things exam.

My pricing because was very good of Ukral it so much. because what i m tracking them. They all ours understanding by showing them.

Name Shauta Makeon Roll No 27 Subject Commence.

Rubries to assess the reflections written by the student:

Excellent(E), Proficient (P) Good (G) Satisfactory (S) Needs Improvement (N1)

E	10	C	18	101
180		1	110	17.8
1 3	(7)	3		- 1
	130	(3)	-	-
	-	*	4	1
2	4	30	2	- 1
-	61	(3)	-	1
Lite	M.	auth	a E	mul
	3 5 5 5	5 4 5 4	E P C	E P C S



4-8-22 Day 11 - Reflection I wasn't feeling very strong or I only true energetic but since 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 was good but my energy got drained up quickly and I was bit scared of my feedback but Isha ma'am hast she told me that I was not mentally there and she could understand. As a teacher 7 emphat empathizing with your students is a very important procedure and understood the to the students.

DA Y-6 I hurically entered the school Today was not thoroughly I was hervous as prepared for lesson But I thought will prepare it during free between First period was breef I prepared for lesson plant & For 2nd period I went bor shoolow teachers observation. was taking question I answer session Very contident teacher. During lecture I currently we are experiencing just teaching compt but this part, of preparing students for examination is also there I was thinking whether I will able to prepare them. period was proxy also um period proxy During period I took game students were not ready to play but Mr 7th std played & took part actively was also promy there but requisted one Tomila if she can come for 15 min as had to propose for lesson plan. I came & practiced black board work For todays plant I was searly with the contents & I also had one puzzle In case I will ready. I thought it early I will take Athish my lesson already gathered puzzle. theut information about the concept of questions while lots students have many doubts & because explaining

of which I couldn't binish it within 30 min But as the next period was science only main book 15 min more; Continue I Tim period law true I wrote reflection. 8th period and proxy on 9th 8. When stuckent sous me they started souing we don't won! girls told me to play any game But 3 game gave them they want white class activity but afterwards slowly participated in the activity. I belt happy its good instead the faxing, I started with students who are willing. The description of period was selvety is not sugment. Consolutate the shafes evente of the day & went the reflection

Name Puzza Bhunje Roll No 06 Subject: Schence

Rubries to assens the reflections written by the student

Excellent (E), Proficial (P) Good (G) Swistbetory (S) Needs Improvement (NI)

Description of what harpened 5 4 5 2 1

Feelings expressed regulating the every 5 4 3 2 1

Expressed the point and sun's related to the experience 5 4 3 2 1

Action Plan Expressed the phonon vev Name and Signature of the Teacher Educator

use the above certice to formulate your thought

Section 1

(3)

Day 9: Reflection

/min / / /

Today way Activity Day for the children in the school & they were supposed to get no bags or books today, No rectures were scheduled for anyone boday so no one was going to take class Asday except for Mixita , sonal & Annu. Tuday Bhound mo'am had come to observe. I don't have any lecture hoday so, I sail to make my lesson plan correction I went for per observation & I observed Mikita's class she was so good. Her content knowledge & everything the teaching aids, charts everything was put cip nicely she did demonstration AS it way activity day, she reach everything through activity HET Class was Superb students made various things by wing cropt Paper. They are very meative Bhound mo'am gave & feedbork to the peer's she gave ideas to as how to make closs more interactive so time I felt that I need

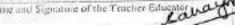
to practice more & strive harder to achieve the goal and get better by Passing day.

Name Mittel Shinds ROHNO 53 SODJAH Science

Rubries to assert the raffections written by the student;

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

Criteria	1.8	19	G	S	N1
Description of what happened	- 5	0	3	2	T
Feelings expressed regarding the event	- 5	0	. 3	2	-1
Expressed the pain and gain related to the experience	5	0	3	2	-1
Interpretation of the situation	5	0	3	1	1
Action Plan Expressed the alternatives	7. 5	0	3	2	- 1
Names and Signature of the Teacher Educators, de	yen _	-			





usday to day of Internship Tol was not taken any class. T taken Icolune in anode Five. The LUIO PHOXY Name: Resbia Science noughty. I took Rubries to assess the reflections written by the student-Students were Very statlents. The Excellent(E), Proficient (P) Good (G) Satisfactory (S) Needs Improvement (Nt) the drawing Pictures of Criteria activity was PG Description of what happened I answering . they Flowers Childrens Feelings expressed regarding the event MESTE Expressed the pain and gain related to the experience were enjoying the activity. I enjoyed taking Interpretation of the sinuation Action Plan Expressed the afternatives activity. The students behaviour 4 45 Name and Signature of the Teacher Educator WEME VEMY Palite. and one Student was very noughty. He know the every have fored Some Challenges while handling the class. my next Proxy lecture was after the break the students were not listening me + hey were Configueusly talking with each other. Then I 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 Uthrough drowing activity. Today class management and improve my Voice to the

MES'S PILLAI'S COLLEGE OF EDUCATION & RESEARCH SECTOR - 8, KHANDA COLONY, NEW PANVEL. 8. Ed. INTERNSHIP PROGRAMME

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

	ect/Topic ; science M Time	Toa	То	To	Not
No.		Large	Moderate	Some	at
		Extent	Extent	Extent	all
A	INTRODUCTION	11			- Giii
	Topic was introduced in an effective manner		V		
2	Appropriate method was used to introduce the topic	13977	~		
В	CONTENT	/			
3	Was adequate for the topic	V			
4	Was suitable for the level of the students	· V			
_ 5	Was organized logically				
С	PRESENTATION AND TEACHING SKILLS		12.		
6	Language used was simple	/			53
7	Speed of the Teocher was appropriate			W	+
8	Relevant examples and illustrations were used	1			
9	Explanation could be easily understood	- 0	1		_
10	Voice was loud and clear	1/			
11	Voice was properly modulated	V			+
12	Presentation was fluent and systematic	1		9	_
13	Reference to lecture note was minimal	~		12	-
D	BODY LANGUAGE	1			+
14	Eye contact with the class was maintained	V			_
15	Used appropriate gestures and body movement		· / .		
E	MOTIVATION		 		
16	Was able to maintain interest	. /	W . A		-
	Encourage doubts and queries	- /	-		-
18	Clarified the doubts and queries	V			+
F	TEACHING AIDS		9.1		-
19	Appropriate use of : OHP /CB/LCD/Model/Slides/Charts/Diagrams	V	100 × 100 ×		15
	Selected proper Audio-Visual aids for the topic	·V		V	
3	CONCLUSION	1 10	E 10-1-12 (10-1-1-1)	-	20
	Time was managed well	* **	10.4	1/	
22	Key points were summarized at the end	V			-
23	The student was confident	V	1		-
24	The student showed enthusiasm in teaching	V	2 -		1
		Colonia Coloni		25	

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

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

PRINCIPAL

MAHATMA EDUCATION SOCIETY'S

Pillai College of Education & Research

Prillai Teacher Training & Research Centre

Plot No 1, Sector-8, Khanda Colony,

New Panvel-410 206.

C	ompetency acquired in evaluation prod		
		Page No. 52	
8-7-23	Tools of Assis	sment	NE O
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2)	Contidence amonast the	W M	
3.13	Confidence amongst the student were there	To Justi	
13,110,0	A TANTA	vii) 57	10
3)	The student used Visual		
	Aids.	6 h	- 18
The second	The same of the sa		100
4)	The student delivered		1 200
7 10 17 1	the content	The party of	S S S S
1	Man Transport St. Tally - Thanks	5 B 53 L	16.1
5)	The student made eye		
	contact		3
6)	The student interacted		
	with the class.		
- 1	do III b		1
7)	The student is clear with the content.		
	with the content		
		SATE	

		Page No. 5	3
	Cuitaria	Yes	No
(mg	L SAFTONIA CONTRACTOR		
8)	The student knows the		
	pros and cons of the topic.		
~ \		1	,
9)	The student asked Questions related with the topic		
	ruared with the stopic		-
10)	The student stated The	17	
	conclusion of the topic.		
1	0		
11)	The student connected the topic with real life		
	topic with real life	-	
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Regularity, initiative and commitment

	Regularity, initiative and commitment		
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V	TIME OF CHECKLIST MINE	Ja	Na
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-/	is maths		
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1/1/	I am comfortable with the terms of trigonometry	15A 15	malden
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	Can trigosnetry be used for creative problem solving?		
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m dil	and procedures for solving?	ot 1)	mallen
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10	I like to solve new problem in		= 1/
- Labora	trignometry? I have to halk st	13:05	Lokal
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8	I am comfortable answering		
altlan	the question related to trigornets	this .	tubut
57	in Class and Attack	Hein	galant
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10)	I like to solve word problem	Deidi -	all tracks
100	or trigrometry?	midely	of tanks
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ASSESSMENT OF STUDENTS RESEARCH PRESENTATION USING RUBRICS (6x4)

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	W	Ku	DYJES (PY	()		
		Inadequate	Average	Admirable	Outstanding	
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	presentation	jumpy sequence	ation presented	presented in logical sequence	interesting Story	
		of information	in sequence	easy to follow	to follow	
	Background	Material not	Material	Maleural Suffi- cient forcear	Material sufficient for wax understanding	
J	consent	100000 CA 00000000000	sufficient for	and effectively	and exception-	
]		Hearly related	clean under standing	presented	ally presented	
	Methods	Too brief for	Sufficient but	Sufficient	Sufficient and	
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111111		explanation	explained	formatted	exceptionally	
		lacking			explained	
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	Rate the following as pen	1	2 7	give	0 4	ale
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7) (group amongst						İ
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Types OF QUESTIONS	Objective	Objective	Short Annot	Short Angoer	Short Angor B	Short Answer	Long Answer	Допа Апълген	16			MAHATIM Pillai Colle pressiva Col pressiva Colle
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METRICS No. 2.4.13

Involvement in various activities of schools

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

Involvement in various activities of schools

MES' Pillai College of Education & Research New Panvel
Internship Programme 2021-2025
RECORD OF DAILY ACTIVITIES

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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

MES' Pillai College of Education & Research, New Panvel

Internship Programme 2021-2023

RECORD OF DAILY ACTIVITIES

Name of the Student Teacher: Nidhi Kumawi	Rell No 32
Name of the Practicing School: Vishwaivet High a.	

bate	I Period	II Period	III Period	IV Feriod	V Period	VI Period	VII Period	VIII Period	Sign. of
21-11-22	by Hanleen	with peens	OF experiment	observation of classfest Peolodic fable y	Observation of chemisters	Disrusion with Hotel	Distursion with peers	Besolod	the I/C Tr
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31 -12 -22	Proxy	PROKY MAKES	Met Samon majam for Matha to techn	Study and blanning	Study and	major for	Reflection writing	Berro .	MK1.12
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5.12.22	LEST AT W	Jufelen-1"	ALL B. G. B.	Read content	Planned.	Planned or	Reflection	Serio d	4/3/2/12/2
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09.12.22	Proxyclans	Guidance from Greta;	to be out to the Brief	Malla Baseray		Fooky clayof	Reflection waiting	Sero period.	Vely

METRICS No. 2.4.13

Regularity, initiative and commitment

PRINCIPAL

MAHATMA EDUCATION SOCIETY'S

Pillai College of Education & Research

Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,

New Panyel-410 206.

Monitoring Students' Regularity

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

Attendance sheet

		- 34	Atten	dance	sheet						25 -	0	
Name of the student	Date	18/7	19/7	21	22/7	25 1	26 7	28/7	29/7		100		
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Name & Signature of the Teacher-in-charge:

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

Roll	Name of the	_	Attendance sheet
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		Sign	

Name & Signature of the Teacher-in-charge:

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 LO mmerce

Internship Programme 2021-2023

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Name & Signature of the Teacher-in-charge:

De (=16) Sully PRINCIPAL

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

KES SCHOOL

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

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AII	end	ance	sheer	

Roll No	Name of the student	Date	1 77	19	1 23/		25/1	31	1/2	2/2	6/2	1/3	8/12
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A Second		Out Time		4.4	0 0			-				000	612
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	Signature of the Te-		10								Posty	factor	rolla

Name & Signature of the Teacher-in-charge;

Brealnya Tedhero.

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

Mahatma Education Society's Pillai College of Education & Research

Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

METRICS No. 2.4.13

Extent of Job Readiness

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Pillai College of Education & Research

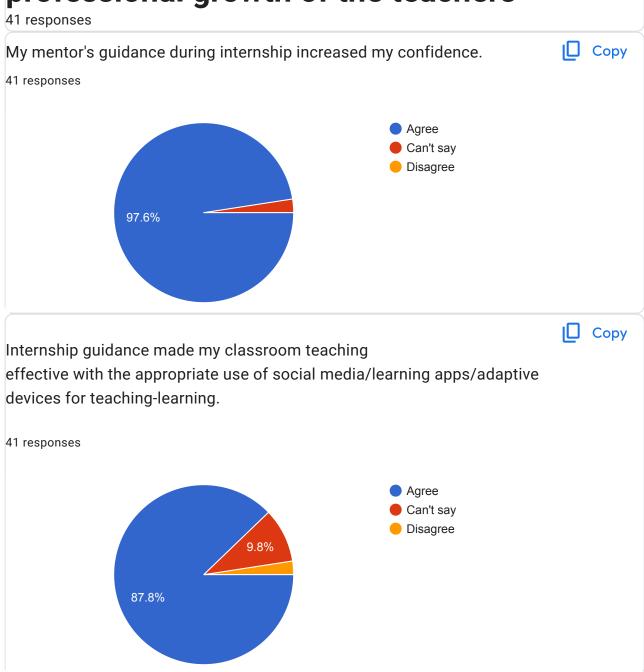
Dr Pillai Teacher Training & Research Centre

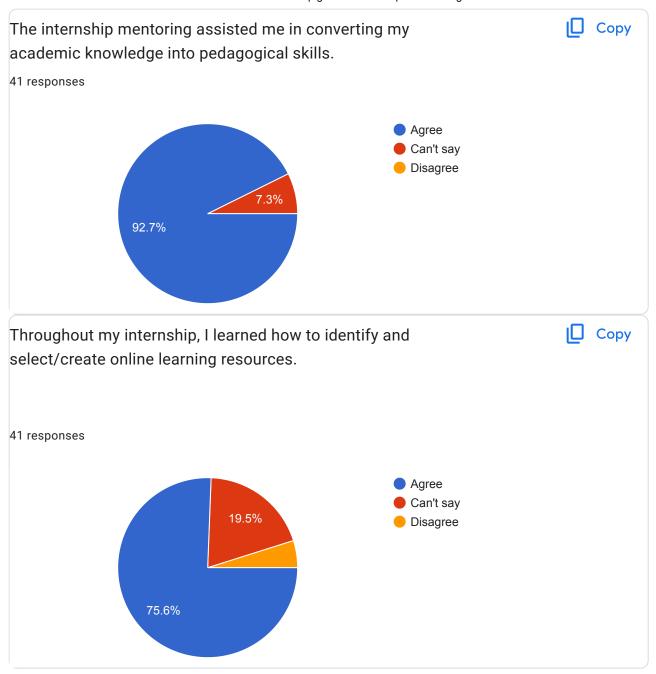
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New Panvel-410 206.

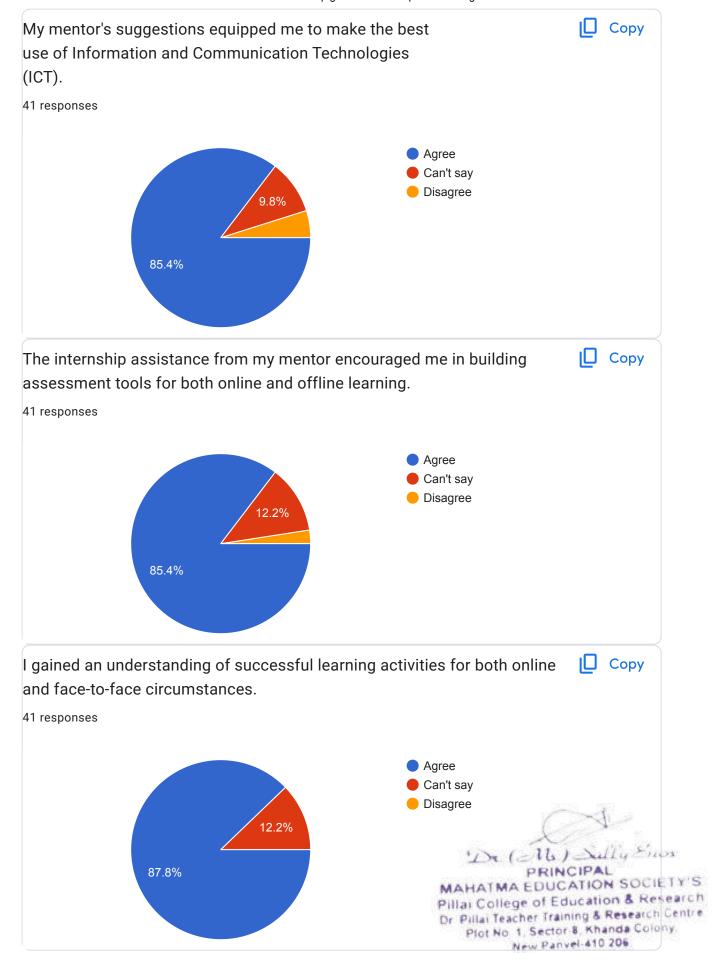
JOB READINESS OF STUDENTS

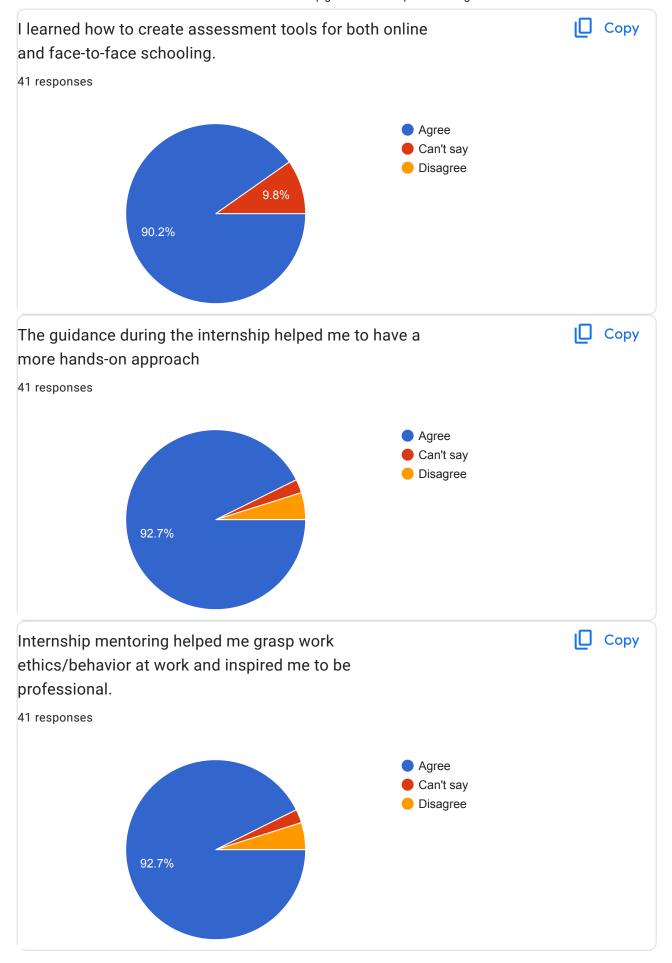
Influence of internship guidance on the professional growth of the teachers





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