



Farook Training College

Research Centre in Education.
Farook College, Kozhikode, Kerala.

Cycle 3 NAAC Re-accreditation 2023.

SSR - Criterion II

2.4.12. Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)

Affidavit

I do here by certify that, all the pages in this document are duly authenticated by me, under my privilege as the Head of the Institution of Farook Training College Kozhikode, Kerala




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**PERFORMANCE OF STUDENTS DURING
INTERNSHIP IS ASSESSED BY TEACHERS /
SCHOOL TEACHERS**

RUBRICS FOR EVALUATING MATHEMATICS TEACHING

S/No	PLANNING	EXPERT(5)	PROFICIENT(4)	NEEDS IMPROVEMENT(3)	DOES NOT MEET STANDARD(2)	Total
1	.Objectives	Objectives based on text book and additional attainable objectives are clearly stated.	Attainable objectives based on textbook are clearly stated.	Objectives are not comprehensive or not clear.	Objectives stated are not clear and not covering all content areas (not clear and comprehensive)	
2	.Content organization	Logically and psychologically organised- easy to difficult, familiar to unfamiliar and keeping the continuity of subject.	Content is presented sequentially and from simple to complex but not familiar to unfamiliar. (not according to student needs.)	Lacks logical continuity of the subject.	Not following any of the psychological principles or/ and logical sequence of the content.	
3	Group and individual activities.	Appropriate activities selected which are according to ability of students and are economical in terms of time and effort.	Appropriate activities but will take more time.	Content appropriate but not suitable for the student's level / standard.	Not appropriate for content and students abilities.	
4	Introduction	Introduction given is interesting to the students, connecting previous knowledge, leading to the new content, motivating and arousing curiosity among learners and used appropriate technique	Introduction given is interesting, related to previous knowledge, leading to the new content but not arousing curiosity or motivation learner.	Introduction given is not much interesting, motivating, but related to previous knowledge and leading to the new content.	Introduction given is not interesting, arousing curiosity among learners or leading to the new content (irrelevant).	
5	.Follow up activity	Follow up activities satisfying student needs, related to content covered in the class, challenging to the learner, helping further learning, keeping continuity in learning are listed.	Follow up activities are challenging, based on content covered in the class but not helping further learning.	Follow up activities are related to content covered in the class but not suitable for the students.	Follow up activities are not relevant to content or students./ not listed.	



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	IMPLEMENTATION (CLASS ROOM TEACHING)	EXPERT(5)	PROFICIENT(4)	NEEDS IMPROVEMENT(3)	DOES NOT MEET STANDARD(2)	Total
6	i.Task related instruction i) Aim of the activity	<i>Aim of the activity (group/ individual) was explicitly stated.</i>	<i>Aim of the activity was generally stated and made it clear by attending each group/ learner queries.</i>	<i>Only some students got the aim of the activity.</i>	<i>Aim was not clear to students.</i>	
7	ii) Instructions to group activity.	Instructions were clear and specific to students. Proper explanation was given wherever necessary.	Instruction were clear to students but were not specific or too specific.	Instructions were not clear and specific.	No proper instructions were given.	
8	iv) Worksheets/instr uctional cards.	Clear, specific, comprehensive instructional cards/ worksheets were used.	Worksheets were unambiguous but not complete.	Instructional cards/worksheets were not complete and clear.	Instructional cards/ worksheets were not relevant.	
9	. Activity(individual/group) i) Structuring the content.	Appropriate/relevant activity was given with proper structuring of the learning task which was challenging to the learner and smoothly completed within the time limit.	Activity was relevant and structured but was not possible to complete it within the time limit.	Activity was not properly structured but teacher tried to make it structured during the implementation.	Activity given made the learner confused.	
10	ii) Learning Aids	Sufficient and relevant learning aids/materials were given so that learner can complete the task in time.(neat, accurate, relevant,interesting)	Relevant learning aids were used and group members shared them so that maximum out put was produced.	Learning materials were not adequate in number so that one group has to wait for completion of another group.	Learning materials were not relevant/not used.	
11	iii) Scaffolding	Individual attention given and helped students at appropriate time and appropriate way.	Help was given to all deserving students, but work was not completed by all in time.	Help to some groups/individuals were given, but could not attend all the deserving students.	No help was given to students/teacher interfered too much with the learner activity.	
12	4. Reflection & consolidation i). Reflection by learner	Individual/group works were presented in the class and discussion was made on the findings to reach at generalisation/conclusion.	Individual/group works were presented and arrived at the conclusion without any discussion.(Teacher told the conclusion)	Group/individual works were presented in the class but no conclusion was made.	Student findings were not presented in the class.	
13	ii). Consolidation by teachers.	Final version of the student's conclusion was given by the teacher with proper explanation and consolidation chart.	Final version was given by the teacher by using consolidation chart but not explained by the teacher.	Teacher gave the final version without any explanation or consolidation chart.	No consolidation of the findings was made.	
14	iii). Additional experience to establish the result	Relevant and adequate additional experiences like problems related to the principle, or similar ideas or situations in which the result is applicable are given which helped the students establish the result	The experiences provided helped the students establish the result, but were not adequate.	Additional experiences provided were not adequate/relevant to establish the result.	No additional experience was given.	
15	5. Class management.	Ensured student participation so that they took the responsibility of	Tried to make students engaged in the learning activities, students	Teacher warned student repeatedly to ensure discipline	Teacher failed to manage the group.	



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	i). Discipline in the class	the task, and managed the disciplinary problems, if any, at its starting itself.	worked as per the instructions of teacher(No initiation from the learner) and disciplinary problems were managed.	in the class and asked them to participate in the learning activities.		
16	ii). Time management	Each stage was time bounded and group activities were completed within the time limit	Each stage was time bounded but group activities have taken much time than needed	Some phases prolonged especially group activities, but managed the time.	Not completed in time	
17	iii). Reinforcing	Gave adequate reinforcement wherever necessary and tried to develop intrinsic motivation among learners.	Reinforcements were given but not adequate.	Reinforcement was given only now and then/ used too much rein forcers.	Not reinforced the student responses	
18	iv). Handling student responses	Student responses were used for further explanation, doubts were clarified satisfactorily and incorrect responses were corrected immediately.	Students' doubts were clarified and student responses used for further discussion but incorrect ones are not corrected.	Students' doubts were not clearly clarified, some important responses are neglected.	Not listened to student responses or doubts.	
19	v). Efficiency	Teacher was confident, thorough in content, flexible in ideas, attending all in the class, with audible voice and clear, neat BB work.	Teacher was confident and has mastery in content, audible voice, neat BB work but failed to attend all in the class	Teacher has mastery in subject, but is not confident. Voice and BB work satisfactory.	Not confident, errors committed/ voice not audible/ BB work not legible.,	

	EVALUATION	EXPERT(5)	PROFICIENT(4)	NEEDS IMPROVEMENT(3)	DOES NOT MEET STANDARD(2)	Total
20	Evaluation	Questions of diagnostic in nature or activities are given to know the level of students and immediate corrections were made wherever necessary	Diagnostic questions are asked both at initial and final stages and remedial measures are given	Questions are asked either at the initial level or in the final phase but not remedied the gap in learning.	No questions or evaluation formative in nature	



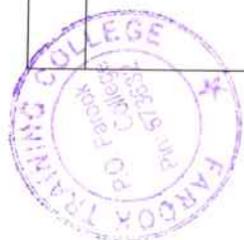

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RUBRIC FOR A CONSTRUCTIVIST TEACHING OF ENGLISH						
		Expert (5)	Proficient (4)	Needs improvement (3)	Does not meet standard (2)	Mark
Lesson planning						
1	Clarity Of Expected Learning Outcomes	Learning outcomes are framed well and stated with maximum clarity	Learning outcomes have optimum clarity	Learning outcomes have minimum clarity	Learning outcomes are stated vaguely	
2	Proper And Adequate Content Analysis	Sufficient, relevant and in depth content analysis	Satisfactory content analysis	Limited analysis of the content	Inadequate and irrelevant analysis.	
3	Sequencing	Logical and Smooth sequencing of the learning experiences (Keeping in mind: maxims of teaching, learning theories etc)	Error free sequencing of the learning experiences	Tried to sequence well but failed here and there.	No serious attempts in sequencing taken	
4	Interesting introduction	Planned an Interesting introduction by creating puzzling situation considering the previous knowledge of students and which justifies the content portion.	Interesting introduction by using a strategy like telling a story/ questions/ narration/ aids considering the previous knowledge of students.	Average introduction using plain narration or explanation or questioning.	Dull introduction with arrogant questioning or lifeless explanation.	
5	Follow up questions	Thought provoking questions	Discourses based questions	Linguistic devises based questions	Figure of speech or language element etc only	
LEARNING EXPERIENCE						
6	Clarity	Instructions were clearly given and they were specific in nature.	Instructions were clear.	Instructions were given casually.	Instructions were not proper.	
7	Construction of knowledge	Construction of knowledge by students is ensured by employing more than one strategies like discussion, experiments, observation, classification, problem solving etc.	Construction of knowledge by students is ensured by a few strategies.	Construction of knowledge was not ensured even though few strategies were used.	Students were directed to activity without much thinking.	
8	Use of AV aids	Black board was used effectively along with other AV aids like chart, projection device etc.	Black board along with other AV aids like chart, projection devices etc was used moderately.	Only one of the two- Black board OR A.V. supports was used effectively.	Neither of the two- Black board OR A.V. support was used effectively.	




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9	Use of contexts	Effective, meaningful related to life experience logically connected.	Life related meaningful but not logical.	Meaningful but not interesting	Not at all effective	
10	Inductive approach	Difficult grammar items are presented inductively.	Grammar items are presented directly using minimum context.	Grammar items are introduced through rules only.	Grammar items were not presented or practised.	
11	Task structuring	The group work/ activity was structured properly to ensure smooth progression without any doubt/ ambiguity.	The group work/ activity was structured moderately and the activity was performed without any problems.	The group work/ activity was consolidated by some concluding teacher statements.	Group work/ activity was not consolidated by teacher interventions.	
12	Consolidating technique	Group work/ activity was consolidated using appropriate technique like displaying chart/ student explanations endorsed by teacher statement/ BB work etc.	Group work/ activity was consolidated by teacher pupil interactions.	Group work/ activity was consolidated by some concluding teacher statements.	Group work/ activity was not consolidated by teacher interventions.	
PUPIL INVOLVEMENT						
13	Student participation	All the students were encouraged to participate by asking to read charts, assist in teacher activities, do individual activity, write notes etc.	A few students were encouraged to participate directly in the teaching learning process.	Participation of students were limited to taking notes.	No students explicitly participated in the learning process.	
14	Questioning	Sufficient contemplating questions were asked to ensure that the pupils have learnt the content/ concept.	A few contemplating questions were asked to ensure that the pupil have learnt the content/ concept.	Very few contemplating questions and more lower order questions.	Only lower order questions were asked.	
CLASS MANAGEMENT						
15	Time management	It was ensured that each activity was carried out in the stipulated time.	The activity took more/ less time than required to complete.	Unexpected events due to mismanagement made the activity prolonged/ too short.	Time was not managed and the teacher flopped.	
16	Teacher confidence	Teacher was confident and energetic and radiated the confidence to the students.	Teacher was confident and energetic.	Teacher was confident but lacked enthusiasm.	Teacher had a tiresome look.	
17	Use of Stimulus Variation	Teacher has an impressive voice with proper modulation. Proper Facial expression , gestures,	Teacher has an audible voice but a more proper modulation in sound is required. Some gestures are there but facial expression is not adequate, Uses appropriate Posture Movements, and Interaction Styles	Voice of the teacher was audible but was less than the student noise. No expression in face, gestures are not proper some Uses Some movements, and interaction styles	Teacher had a low voice. Dull facial expression with no gestures ,	



18	Subject competency	Teacher had a high level of subject competency evident by clarity in instructions, novelty in illustrations and authenticity in arguments.	Teacher had good subject competency to explain convincingly and to illustrate the content with examples.	Teacher explained the content moderately well.	The teacher went through the lesson with minimum student interactions.	
CREATIVITY						
19	Application of learner skills	Ensures appropriate correct use of language elements in life-like and communicative situation.	Ensures appropriate but not correct use of life-like and communicative situation.	Quality of the process or product is not ensured.	No chances are given for learner.	
20	Linking Life Experiences	Illustrating contexts from real life experiences to use and extend the contexts presented in the class	Mention some of such situations naturally	Mention only life situations suggested as per textbook/Hand Book	Never mention real life situations	
					Total	




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Rubrics for Evaluating Teaching of Commerce

Name of Student Teacher : _____ Topic : _____ Date: _____

Sl No	Criteria	Expert5 points	Proficient4 points	Needs Improvement3 points	Does not meet Standards2 point	Mark
Planning of Lesson						
1	Curricular Objectives	A complete and thorough written lesson plan with clearly-stated, relevant and adequate curricular objectives	A lesson plan with appropriate curricular objectives	A lesson plan with curricular objectives but not clearly stated.	A lesson plan with inappropriate / no curricular objectives	
2	Organization of the content	The logical progression of the content demonstrated with superior mastery. The lesson easily flows well from topic to topic.	The logical progression of the content demonstrated with average mastery. The lesson easily flows well from topic to topic.	The logical progression of the content demonstrated with below average competency. The lesson does not adequately flow from topic to topic.	The content was not logically presented and demonstrated with poor competency. The lesson does not adequately flow from topic to topic.	
3	Learning Aids	Designs lesson with appropriate and highly motivating learning aids. Learning aids were neat and self explanatory	Designs lesson with appropriate and effective learning aids. Learning aids were neat but not self explanatory	Designs lesson with good and average learning aids. Learning aids were prepared with essential points	Designs lesson with inappropriate learning aids. Learning aids were not prepared neatly and were not self explanatory	
4	Interesting introduction	Effective and interesting introduction by creating puzzling situation as per the plan	Effective introduction is planned by using various techniques like storytelling/ social issues/ questions/discussion/ role play etc.	Average introduction by using plain narration or explanation or questioning in plan	Introduction was not effective and appropriate in plan	
5	Follow-up activity	Follow-up activity was interesting, appropriate, thought provoking and activity oriented	Follow-up activity was interesting and appropriate to the content	Follow-up activity was average and required only memorization of facts	Follow-up activity was not appropriate to the content	
Task Related Instruction						
6	Familiarizing task and Learning materials	The task is made unambiguous and familiar to all students by solving problems/ detailing/ explaining. Learning materials were properly familiarized by detailing its parts and procedure of using it	The task was explained so that the students understand what to do. Learning materials are properly familiarized to all students by explanation	The task was presented as a whole. Learning materials are just mentioned before distributing it in groups	The task was not explained properly. Learning materials are not familiarized	
Activity						
7	Facilitating students	Teacher facilitated the activity of the students properly so	Teacher facilitated the activity of the students and all the groups	Teacher facilitated the activity of the students but could not	Teacher failed to facilitate the activity of	




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	activity	that the students can clarify their doubts and all the groups completed the task in time	completed the task in time	attend all groups properly	the students	
8	Construction of knowledge	Construction of knowledge by students was ensured by employing more than one strategies like discussion, , observation, problem solving etc.	Construction of knowledge by students was ensured by promoting thinking	Construction of knowledge was done but there was certain points to be filled in	Students were directed to undergo the group activity without much thinking and failed to construct the knowledge properly	
9	Questioning	Thought provoking questions were asked to ensure that the pupils have conceptualized the content. Questions were properly distributed	Questions were asked to ensure that the pupils have conceptualized the content. Questions were properly distributed	Simple questions were asked to recall or recognize facts. Questions were not properly distributed	Questions were not asked to ensure that the pupils have conceptualized the content.	
Teacher Components						
10	Knowledge of Subject Matter	Demonstrates masterful knowledge of the subject matter to clarify doubts	Demonstrates adequate/ average knowledge of the subject matter	Demonstrates below average knowledge of the subject matter.	Demonstrates a very poor knowledge of the subject matter.	
11	Communication Skills	Demonstrates a superior ability to communicate with the class/audience	Demonstrates an adequate/average ability to communicate with the class/audience	Demonstrates a below average ability to communicate with the class/audience	Demonstrates a very poor ability to communicate with the class/audience	
12	Confidence	Teacher was confident and energetic	Teacher was confident but could not radiate the confidence to the students	Teacher was confident but lacked enthusiasm	Teacher was not confident and pleasant	
13	Stimulus variation	Teacher has an impressive voice with proper modulation. Proper Facial expression , gestures,	Teacher has an audible voice but a more proper modulation in sound is required. Some gestures are there but facial expression is not adequate, Uses appropriate Posture Movements, and Interaction Styles	Voice of the teacher was audible but was less than the student noise. No expression in face, gestures are not proper some Uses Some movements, and interaction styles	Teacher has a low voice. Dull facial expression with no gestures ,	
14	Discipline in the class	Students worked as per the instruction of the teacher and managed the discipline in the classroom effectively and efficiently	Teacher managed the disciplinary problems	Teacher warned students repeatedly to ensure discipline in the class	Teacher failed to control the group and to maintain discipline in the class	
15	Time Management	Each activity was carried out in the stipulated time	The activity was completed in time but it could have completed much earlier	Unexpected events made the activity prolonged	There was no time management	
					TOTAL	



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RUBRICS FOR CONSTRUCTIVIST TEACHING (Social Science)						TOTAL MARKS
	5 (Expert)	4 (Proficient)	3 (Need Improvement)	2 (Doesn't Meet Standards)		
Planning and Preparation						
1	Clarity of the Objectives	Maximum Clarity	Optimum Clarity	Minimum Clarity	Low Clarity	
2	Proper Analysis of the content	Sufficient, Relevant and Proper Analysis	Adequate Analysis of the content	Limited Analysis of the content	Inadequate and irrelevant Analysis of the content	
3	Creativity and Novelty in Learning Activity	Highly Creative and Novel Learning Activity	Moderately Creative Learning Activity	Creativity was Tapped with the help of Teacher	Not at all Creativity and Novel	
4	Sequencing	Done Properly	Moderate Sequencing	Tried to Sequence but Failed miserably	No Sequencing	
5	Interesting introduction	Creation of a Puzzling situation, Connecting with Previous Knowledge	Using a good Strategy like Story, Questions, Narration, AV Aids etc.	Using Plain Narration or Explanation or Questioning	Dull Introduction Not interesting	
6	Questions in Plan	Thought Provoking	Average Questions	Simple Questions	No Questions	
7	Follow up	Suitable Follow up Activity was given and monitored Properly	Follow up Activity was given	Follow up activity was not Suitable	No Follow up Activity	
Developmental Activity						
8	Construction of Knowledge	Using Strategies like Discussion, Observation, Classification, Problem solving Etc	Promoting enquiry and thinking	Students have some confusions and asks for clarifications	Failed to construct Knowledge Group work without Thinking	
9	Learning Materials	Sufficient and Relevant Materials	Limited Materials but adequate	Limited Materials and inadequate	Limited, inadequate and irrelevant Materials	
10	Task Structuring	Proper Structuring Smooth Progression, note taking	Proper Structuring but no Smooth Progression due to the complex task	No Proper Structuring & progression but Clarifies doubts	No Proper Structuring & progression Students had lot of doubts	
11	Scaffolding	Proper and Timely Scaffolding	Sufficient Scaffolding	Average Scaffolding	No Scaffolding	
Teacher directions and involvement						
12	Clarity	Clear and Specific Instruction	Instruction was Clear but not Specific	Casual Instruction	unclear and improper	
13	Learning Task Familiarizing	Unambiguous task Familiarization	Task was explained. Students know what to do	Task was Presented by oral presentation only	The Task was just mentioned by few hints	
14	Learning Material Familiarizing	Unambiguous and proper familiarisation	Proper Familiarisation by explanation before presentation	Familiarized by showing the Materials before presentation	Learning Materials were not mentioned before presentation	



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		4 (Expert)	3 (Proficient)	2 (Need Improvement)	1 (Doesn't Meet Standards)	TOTAL MARKS
Class Management						
15	Time Management	completed in stipulated time	Completed the activity but much early	Prolonged and busy completion	not completed the activity in stipulated time	
16	Student Participation	All students were encouraged to participate by assigning well defined roles	All students were encouraged to participate but roles were not assigned	Participation of students ensured by teacher appeals or strict warning	Only one or two groups participated in the activity	
17	Taking Notes	Student recorded the essential things without teacher support	Student recorded the things with teacher support	teacher gave essential notes after the activity by reading	Student not recorded the essential things	
18	Teacher Confidence	Confident and Energetic and charging confidence to students	Confident but could not radiate the confidence to students	Confident but lacked enthusiasm	No confidence with tiresome look	
19	Use of Stimulus variation	Teacher has an impressive voice with proper modulation. Proper Facial expression , gestures,	Teacher has an audible voice but a more proper modulation in sound is required. Some gestures are there but facial expression is not adequate, Uses appropriate Posture Movements, and Interaction Styles	Voice of the teacher was audible but was less than the student noise. No expression in face, gestures are not proper some Uses Some movements, and interaction styles	Teacher has a low voice. Dull facial expression with no gestures ,	
20	Subject Competency	High	Good	Average	No	
					Total	




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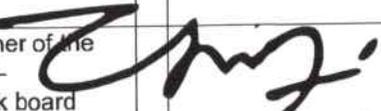
RUBRICS FOR CONSTRUCTIVIST TEACHING (SCIENCE)

		Expert (5)	Proficient (4)	Needs Improvement (3)	Does not meet standards (2)	MARKS
Planning and Preparation						
1	Clarity Of Expected Learning Outcomes	Learning outcomes are framed well and stated with maximum clarity	Learning outcomes have optimum clarity	Learning outcomes have minimum clarity	Learning outcomes are stated vaguely.	
2	Proper And Adequate Content Analysis	Sufficient, relevant and in depth content analysis	Satisfactory content analysis	Limited analysis of the content	Inadequate and irrelevant analysis.	
3	Sequencing	Logical and Smooth sequencing of the learning experiences (Keeping in mind: maxims of teaching, learning theories etc)	Error free sequencing of the learning experiences	Tried to sequence well but failed here and there.	No serious attempts in sequencing taken	
4	Introduction	Remarkable introduction planned by creating puzzling situation considering the previous knowledge of students and which justifies the content portion.	Interesting introduction planned by using a strategy like telling a story / questions/ narration/aids considering the previous knowledge of students.	Average introduction planned using plain narration or explanation or questioning	Dull introduction with questioning or explanation	
5	Follow up questions	Thought provoking questions	Conceptual questions	Factual questions	No questions	
Learning Experience						
6	Clarity	Instructions were clearly given and they were specific in nature.	Instructions were clear.	Instructions were given casually.	Instructions were not proper	
7	Construction Of Knowledge	Construction of knowledge by students is ensured by employing more than one strategies like discussion, experiment, observation, classification, problem solving etc .	Construction of knowledge by students is ensured by a few strategies.	Construction of knowledge was not ensured even though few strategies were used.	Students were directed to activity without much thinking.	
8	Use Of AV Aids	Black board was used effectively along with other av aids like chart, projection devices etc.	Black board along with other a.v aids like chart, projection devices etc was used moderately .	Only one of the two - Black board OR a.v. support was used effectively.	Neither of the two - Black board OR a.v. support was used effectively.	
9	Task Structuring	The group work/activity was structured properly to ensure smooth progression without any	The group work/activity was structured moderately and the activity was performed	The group work/activity was moderately structured but all pupils	The group work/activity was	

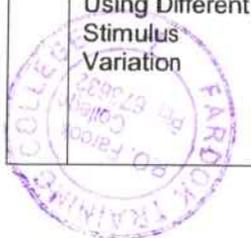


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		doubt/ ambiguity.	without any problems.	had lot of doubts regarding the procedure.	not structured and the teacher had to clarify quite often.	
10	Consolidating Technique	Group work /activity was consolidated using appropriate technique like displaying chart/ student explanations endorsed by teacher statement/ BB work etc.	Group work/activity was consolidated by teacher pupil interactions .	Group work /activity was consolidated by some concluding teacher statements.	Group work/activity was not consolidated by teacher interventions.	
11	Making of Learning Notes	It was ensured that all students recorded aim, learning material, procedure, inference etc of each activity in their notebook.	Students recorded required notes in their notebook with teacher support.	Students recorded inferences with out teacher support.	Very few students recorded notes .	
12	Adequacy of Learning Materials	Sufficient and Relevant materials	Limited materials but adequate	Limited materials and inadequate	Limited, inadequate and irrelevant materials	
Pupil Involvement						
13	Student Participation	All the students were encouraged to participate by asking to read charts, assist in teacher activities, do individual activity, write notes etc.	A few students were encouraged to participate directly in the teaching learning process.	Participation of students were limited to taking notes.	No student explicitly participated in the learning process.	
14	Questioning	Sufficient Thought Provoking Questions were asked to ensure that the pupils have learnt the content/concept.	Few Thought Provoking Questions were asked to ensure that the pupils have learnt the content/concept.	Very Few Thought Provoking Questions and more lower order questions.	only lower order Questions were asked .	
Class Management						
15	Time Management	It was ensured that each activity was carried out in the stipulated time.	The activity took more/less time than required to complete.	Unexpected events due to mismanagement made the activity prolonged/too short .	Time was not managed and the teacher flopped.	
16	Teacher Confidence	Teacher was confident and energetic and radiated the confidence to the students.	Teacher was confident and energetic.	Teacher was confident but lacked enthusiasm.	Teacher had a tiresome look.	
17	Using Different Stimulus Variation	Teacher has an impressive voice with proper modulation. Proper Facial expression , gestures,	Teacher has an audible voice but a more proper modulation in sound is required. Some gestures are there but facial expression is not adequate, Uses appropriate Posture Movements, and Interaction Styles	Voice of the teacher was audible but was less than the student noise. No expression in face, gestures are not proper some Uses Some movements, and interaction styles	Teacher has a low voice. Dull facial expression with no gestures ,	




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18	Subject Competency	Teacher had a high level of subject competency evident by clarity in instructions ,novelty in illustrations and authenticity in arguments.	Teacher had good subject competency to explain convincingly and to illustrate the content with examples.	Teacher explained the content moderately well.	The teacher went through the lesson with minimum student interactions.	
Spicing up the class						
19	Creativity and Novelty	Uniqueness in learning activities with indigenously creative ideas.	Moderately creative learning activities.	Occasional instances of creative ideas.	No noticeable instances of creative ideas.	
20	Extending the content to real life	Teacher has brilliantly incorporated elements of daily life/ familiar events/ interdisciplinary phenomena to explicit the relation between the topic and its value in life which develops scientific attitude. (besides those mentioned in textbook/teacher text)	Teacher has moderately tried to integrate elements of daily life/ familiar events/ interdisciplinary phenomena to explicit the relation between the topic and its value in life which develops scientific attitude.	Teacher has mentioned the events/issues mentioned in the textbook and teacher text to explicit the relation between the topic and its value in life	The teacher has not mentioned or correlated the topic with life situations.	
TOTAL MARKS						


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SCHOOL INTERNSHIP EVALUATION PROFOMA 2016-18

Name of the Teacher Trainee :

Name of the School :

Optional Subject :

Name of the Mentor :

Sl No.	Evaluation Criteria	Max Marks	Marks
1.	Lesson Plan	10	
2.	Teaching	10	
3.	Use of Teaching Aids	10	
4.	Use of Ict	10	
5.	Student artifacts generated in the class room like kai ezhuthu masika. learning aids /charts/posters/albums etc.	10	
6.	Trainee-pupil Relationship	10	
7.	Participation in club activities	10	
8.	Participation in co-curricular activities	10	
9.	punctuality and Regularity	10	
10	Teacher Personality	10	
	Total	100	

Signature of Mentor

Office Seal



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M.Ed. Fourth Semester

Field attachment/Internship as per Specialization (For Optional
paper of B.Ed syllabus)

Evaluation Sheet

Name of the students:

Optional Subject:

Si. No	Item	Maximum Mark	Mark Secured
1	Teaching		
	Lesson Planning	15	
	Teaching Aids	10	
	Classroom teaching	25	
2	B.Ed lesson plan		
	Feedback- Strength, Weakness and Suggestions	15	
3	Involvement in college activities	5	
4	Punctuality and Regularity	5	
Total		75	

Signature



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**PERFORMANCE OF STUDENTS DURING
INTERNSHIP IS ASSESSED BY SELF**

Self-Assessment

During the internship, students were required to maintain Reflective Journals to document their daily experiences in class. These journals served as a tool for self-assessment and critical reflection on their teaching practice. The expectation was for student-teachers to record their observations, insights, and conclusions concerning the various activities they engaged in during their teaching sessions. Each day, students wrote about how the class was conducted, the learners' reactions, their own preparedness, addressing learners' queries, incorporating shared experiences, handling errors, and challenges in grasping new concepts. They also reflected on matters such as discipline, organizing group and individual activities, and overall classroom management. These reflections aimed to establish connections between teaching strategies employed and the theoretical knowledge gained in their courses. The primary goal of these journals was to encourage reflective practices that facilitated growth in teaching methods and pedagogical approaches




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**PERFORMANCE OF STUDENTS DURING
INTERNSHIP IS ASSESSED BY PEERS (FELLOW
INTERNS)**

Peer Assessment

During the school internship, student teachers were tasked with a crucial responsibility: observing the classroom teachings of their mentors and peers. This was an integral part of their learning journey, requiring them to meticulously record observations from a minimum of 10 lessons. The meticulous maintenance of these observation records was paramount. Each entry was meticulously crafted based on comprehensive rubrics and detailed reports, developed and structured within paragraphs to encapsulate the essence of each teaching session.

The process of observation went beyond merely witnessing classroom activities; it was a deliberate and structured exercise aimed at extracting valuable insights. Guided by established rubrics, student teachers assessed various facets of teaching, encompassing methodologies, engagement strategies, classroom management, and student-teacher interactions. Through these comprehensive observations, they meticulously documented the nuances of effective teaching practices and areas for potential growth.



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**PERFORMANCE OF STUDENTS DURING
INTERNSHIP IS ASSESSED BY B.Ed. STUDENTS /
SCHOOL STUDENTS**

FAROOK TRAINING COLLEGE

FEEDBACK FORM FOR TEACHER EVALUATION BY STUDENTS

Name of the teacher:

Subject :

Si.No		Excellent	Good	Satisfactory	Poor
1	Punctuality in the Class				
2	Communication skills				
3	Teaching				
4	Uses of teaching aids				
5	Helping approach towards varied academic interests of students				
6	Subject competency of the teacher				
7	Classroom management				
8	Response to students' doubts				
9	Reinforcement				
10	Student-Teacher relation				



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**PERFORMANCE OF STUDENTS DURING
INTERNSHIP IS ASSESSED BY PRINCIPAL /
SCHOOL PRINCIPAL**

Farook Training College

Internship Assessment Performa for Head of Institution

Name of the student:

Optional Subject:

Indicators	Excellent	Very good	Good	Satisfactory	Poor
Lesson Planning and Preparation					
Teaching					
Classroom Management					
Professionalism and Communication					
School Engagement					
Leadership Potential					
Relationship Building					
Punctuality and Regularity					
Teacher Personality					
Feedback Incorporation and Growth Mindset					



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