



# Farook Training College

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

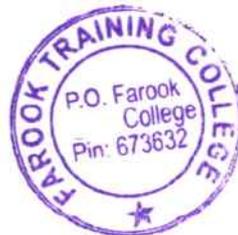
## Cycle 3 NAAC Re-accreditation 2023.

### SSR - Criterion II

#### 2.4.12. Two filled in sample observation formats for each of the claimed assessors

#### 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



  
Principal  
Farook Training College  
P.O. Farook College, (Calicut)

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

Angel Ronald (PS)

Teachers/School Teachers

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.	5
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.	5
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
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	4
5	Follow up questions	Thought provoking questions	Conceptual questions	Factual questions	No questions	3
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	5
7	Construction Of Knowledge	Construction of knowledge by students is ensured by employing more than one strategies like discussion, experiment, observation, classification, problem solving	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.	4



*Zax*  
Principal  
Farook Training College  
P.O. Farook College, (Calicut)

		etc .				
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.	4
9	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 moderately structured but still pupils had lot of doubts regarding the procedure.	The group work/activity was not structured and the teacher had to clarify quite often.	4
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.	3
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	3



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12	Adequacy of Learning Materials	Sufficient and Relevant materials	Limited materials but adequate	Limited materials and inadequate	Limited, inadequate and irrelevant materials	5
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.	4
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.	4
Class Management						
15	Time Management	It was ensured that each activity was carried out in the stipulated time.	The activity took more/lesstime than required to complete.	Unexpected events due to mismanagement made the activity prolonged/too short .	Time was not managed and the teacher flopped.	5
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.	5
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 ,	4



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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.	5
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.	4
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.	4

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*Zms*  
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Ayisha Nidha (NS)

RUBRICS FOR CONSTRUCTIVIST TEACHING (SCIENCE)						
		Expert (5)	Proficient (4)	Needs Improvement (3)	Does not meet standards (2)	MARKS
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**Dr. Afeef Tharavethath**  
 Associate Professor  
 Farook Training College  
 Farook College P.O., Calicut-673222



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 Principal  
 Farook Training College  
 P.O. Farook College, (Calicut)

# FAROOK TRAINING COLLEGE, KOZHIKODE

## SCHOOL INTERNSHIP EVALUATION PROFOMA

Name of the Teacher Trainee : Sreelekha . M . K .

Name of the School : Govt. H.S.S. for Girls Nadakkavu

Optional Subject : Social Science

Name of the Mentor : Aparna . M . V .

Sl. No.	Evaluation Criteria	Max Marks	Marks
1.	Lesson Plan	10	9
2.	Teaching	10	9
3.	Use of Teaching Aids	10	10
4.	Use of Ict	10	10
5.	Student artifacts generated in the class room like kai ezhuthu masika. learning aids /charts/posters/albums etc.	10	9
6.	Trainee-pupil Relationship	10	9
7.	Participation in club activities	10	9
8.	Participation in co-curricular activities	10	9
9.	punctuality and Regularity	10	10
10	Teacher Personality	10	9
	<b>Total</b>	<b>100</b>	<b>93</b>

Signature of Mentor 

Office Seal

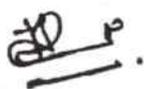
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**FAROOK TRAINING COLLEGE, KOZHIKODE**  
**SCHOOL INTERNSHIP EVALUATION PROFOMA:**

Name of the Teacher Trainee: MOHAMED UVALS OP  
 Name of the School: G. G. V. H. S. S. FEROKE  
 Optional Subject: SOCIALSCIENCE  
 Name of the Mentor: PRAVITHA.K

Sl. No.	Evaluation Criteria	Max Marks	Marks
1.	Lesson Plan	10	9
2.	Teaching	10	9
3.	Use of Teaching Aids	10	9
4.	Use of Ict	10	7
5.	Student artifacts generated in the class room like kai ezhuthu masika. learning aids /charts/posters/albums etc.	10	9
6.	Trainee-pupil Relationship	10	9
7.	Participation in club activities	10	7
8.	Participation in co-curricular activities	10	8
9.	punctuality and Regularity	10	9
10	Teacher Personality	10	9
	<b>Total</b>	<b>100</b>	<b>85</b>

Signature of Mentor Pravitha.k.  




*Pravitha*  
 Principal  
 Farook Training College  
 P.O. Farook College, (Caticore)

# FAROOK TRAINING COLLEGE, KOZHIKODE

## SCHOOL INTERNSHIP EVALUATION PROFOMA

Name of the Teacher Trainee : Kanakamani - D

Name of the School : G.M.U.P Feroka

Optional Subject : Social Science

Name of the Mentor : Aqifa

Sl. No.	Evaluation Criteria	Max Marks	Marks
1.	Lesson Plan	10	9
2.	Teaching	10	8
3.	Use of Teaching Aids	10	9
4.	Use of Ict	10	8
5.	Student artifacts generated in the class room like kai ezhuthu masika. learning aids /charts/posters/albums etc.	10	7
6.	Trainee-pupil Relationship	10	9
7.	Participation in club activities	10	9
8.	Participation in co-curricular activities	10	9
9.	punctuality and Regularity	10	9
10	Teacher Personality	10	9
<b>Total</b>		<b>100</b>	<b>86</b>

Signature of Mentor 

Office Seal



  
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**FAROOK TRAINING COLLEGE, KOZHIKODE**  
**SCHOOL INTERNSHIP EVALUATION PROFOMA.**

Name of the Teacher Trainee : SHAZNA.B

Name of the School : RKMHSS

Optional Subject : Social Science

Name of the Mentor : .....

Sl. No.	Evaluation Criteria	Max Marks	Marks
1.	Lesson Plan	10	9
2.	Teaching	10	9
3.	Use of Teaching Aids	10	9
4.	Use of Ict	10	9
5.	Student artifacts generated in the class room like kai ezhuthu masika. learning aids /charts/posters/albums etc.	10	9
6.	Trainee-pupil Relationship	10	10
7.	Participation in club activities	10	9
8.	Participation in co-curricular activities	10	9
9.	punctuality and Regularity	10	9
10	Teacher Personality	10	10
	<b>Total</b>	<b>100</b>	<b>92</b>

Signature of Mentor

*WWS*



*Zmg*  
 Principal  
 Farook Training College  
 P.O. Farook College, (Calicut)

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

Peers (fellow interns)

# FAROOK TRAINING COLLEGE

Farook College (P.O.), Kozhikode - 673632

farooktc06@gmail.com

Ph: 0495 2440662



**B.Ed. COURSE**

**2021-23**

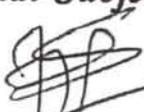
## REPORT OF OBSERVATION OF CLASSES OF PEERS

*Certified that this is a bonafide record of*

Name of the Student : Anagha R

Roll No. : 5

Optional Subject : Physical

  
MEMBER OF THE FACULTY

Place.....

Date.....

PRINCIPAL



  
Principal  
Farook Training College  
P.O. Farook College, (Calicut)



# PEER OBSERVATION REPORT - I

Name of the teacher : Lulu Farzana 9<sup>th</sup> std

Name of the Observer : Anagha R

Name of the School : FHSS, Farook College

Topic : Oxidation and Reduction

Subject : Chemistry

Introduction was not so interesting. The teacher gave less motivation to the children to learn. But could create an effective learning environment. Instructions were clear while asking questions. The student could clearly identify the oxidised atom, reduced atom, oxidising agent and reducing agent. Group activity was given. Class management could be improved. Majority of the students were active but there was also some passive students. Attention wasn't given to those students. Pupil response was good. Consolidation was good.



  
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## PEER OBSERVATION REPORT - 3

Name of the teacher : Niya Joly. 9<sup>th</sup> std.

Name of the observer : Anagha R

Name of the School : FHSS, Farook college

Subject : Physics

Topic : Inertia

Introduction was not much interesting. Motivation to the child to learn was less. Creating an effective learning environment - was not much effective. High mastery in subject. The time management was proper. Voice was less. Voice modulation was not proper at all. Questions were asked throughout the class. Continuous evaluation was done. Teacher was confident. Good follow up activities were given.



*Zm*  
Principal  
Farook Training College  
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**PERFORMANCE OF STUDENTS DURING  
INTERNSHIP IS ASSESSED BY SELF**

Self

# FAROOK TRAINING COLLEGE

Farook College (P.O.), Kozhikode - 673632  
farooktc06@gmail.com  
Ph: 0495 2440662



**B.Ed. COURSE**

**2021-23**

**REFLECTIVE JOURNAL**

*Certified that this is a bonafide record of*

*Name of the Student* : SINOBIYA PUTHEN THERUVIL  
*Roll No.* : 13  
*Optional Subject* : ENGLISH

MEMBER OF THE FACULTY

Place 2/2/23 FTC

Date 2/2/23

PRINCIPAL

Principal  
Farook Training College  
P.O. Farook College, (Calicut)



Principal  
Farook Training College  
P.O. Farook College, (Calicut)

Sl. No.	Content	Page No.
1	Self-Introduction (VIII-E)	1
2	Self-Introduction (IX-H)	2
3	Smart Work Versus Hard Work (VIII-E)	3
4	Song of the Rain (Introduction)	4
5	The Light on the Hills (Introduction)	5
6	Song of the Rain (The field again... sensitive can understand)	6
7	The Light on the Hills (It is a... am doing it)	7
8	Song of the Rain (The best in... heaven of memories)	8
9	The Light on the Hills (Once more they... came to him)	9
10	Song of the Rain (Consolidation)	10
11	The Light on the Hills (This strong feeling... gave me power)	11
12	Listen to the Mountain (Introduction)	12
13	The Light on the Hills (It seemed as... is called Heaven?)	13
14	Listen to the Mountain (Grandmother appears from... (They leave together?))	14
15	The Light on the Hills (Short story analysis)	15
16	Listen to the Mountain (Curtain rises... set... along the slope?)	16
17	The Light on the Hills (Regular and Irregular Verbs)	17
18	Listen to the Mountain (There is nothing... felt about it)	18
19	The Light on the Hills (Prefix, suffix)	19
20	Listen to the Mountain (Don't make me... late. Curtain falls)	20
21	The Light on the Hills (Language Activities)	21
22	Listen to the Mountain (Grandmother hobbles onto... a bird's wings?)	22
23	The Lower (Introduction)	23
24	Listen to the Mountain (Now, Ajji (grandmother)... petition to Dixit)	24
25	The Lower (Sitting in a... are well-nigh past)	25
26	Listen to the Mountain (What is this... cue to listen)	26
27	The Lower (Shadows shoot across... feel a thrill)	27
28	Listen to the Mountain (Consolidation)	28
29	The Lower (Black and high... time to reap)	29
30	The Jungle Air Crash (Introduction)	30



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Sl. No.	Content	Page No.
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2	Self-Introduction (C1A)	34
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4	Gooseberries (From early morning... where Alibekim lived)	36
5	Disasters and Disaster Management in India	37
6	Disasters and Disaster Management in India	38
7	Gooseberries (The milk was... 'be got ready')	39
8	Disasters and Disaster Management in India	40
9	Gooseberries (Alibekim led his... or a lake)	41
10	Disasters and Disaster Management in India	42
11	Sunrise on the Hills (I stood upon... his spiral way)	43
12	Gooseberries (He was a... 'there are gooseberries')	44
13	Sunrise on the Hills (I heard the... that Nature wears)	45
14	The Trip of Le Horla (On the morning... slowly, but surely)	46
15	The Trip of Le Horla (While Captain Joris... woods almost black)	47
16	Gooseberries ('He used to... like a pig')	48
17	The Trip of Le Horla (The sun, which... perfuming the air)	49
18	Gooseberries ('We embraced and... to try one!')	50
19	The Trip of Le Horla (At times, we... world of stars)	51
20	Gooseberries (It was hard... 'I were young!')	52
21	The Trip of Le Horla (A silvery light... as the wind)	53
22	The Trip of Le Horla (We are now... under our feet)	54
23	Gooseberries (Iran Ivanich walked... all night long)	55
24	The Trip of Le Horla (And, indeed, far... through the skies)	56
25	The Berang of Ranaganji ('Look, my dear... to the bridge)	57
26	The Berang of Ranaganji (Captain Hamble was... the other cases)	58
27	The Berang of Ranaganji (And now, who... could not sleep)	59
28	The Berang of Ranaganji (And there, where... to disregard tomorrow)	60
29	The Berang of Ranaganji (Standing, with him, ... were all outside)	61
30	The Wreck of the Titanic (Out of Southampton... soon did learn)	



## REFLECTION - 1

Date and Day : 14/09/22, Wednesday

Class and Division : VIII - E

Topic : Self-Introduction

I entered the class by greeting the students and happened to see that there were only a few in the class. They seemed wondering if I am a teacher. But I am glad that they did not ask me if I am a trainee.

As it was my first class, I planned for a session on self-introduction, but I purposely decided not to do it as I feared they might make it a mess. I felt that was a good decision from my side. I thought I would study their names contextually. I am more of happy with the way I could take class. I felt relaxing and calm being in the class. They were active, supportive and lively too. One of the problems I faced with regard to my class was that I could not meet all of the learning outcomes in my lesson plan. I am glad that I could introduce two new words (optimist and pessimist) to them. I told them the story of Helen Keller; spoke of strengths and weaknesses; gave them examples; and finally, asked them to write their strengths and weaknesses. Correcting their answers took most of my time. Though there were four activities in the LP, I could execute only two. I must work on this.

Though I am glad that I could elicit enough responses from the students, I am sad that my developmental activity took more time. I faced the problem of poor time management. I wish and hope I would be able to correct my mistakes as classes progress.



  
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## REFLECTION - 2

Date and Day : 14/09/22, Wednesday

Class and Division : IX-H

Topic : Self-Introduction

I entered the class greeting the students. My plan was to make them introduce themselves. I gave them some helping sentences to construct an introduction of their own. I touched upon certain linguistic elements as well. I started to make a few students introduce themselves. They were too naughty and distracting that I stopped and quitted the idea of self-introduction and had to give them a big lecture on discipline and mannerism. I consider this as a weakness of mine as the very first thing I planned for the class got flopped. It slightly created diffidence in me. However, I decided not to give up as this is my training period that would include a collection of several experiences.

This was the last period of the day. Students were slightly restless for this reason as well. I could not follow my LP in this class as I had only around 30 minutes in the class. Though I had four activities in my LP, I could execute only two. I was unable to take my whole class in English as they continuously reminded me that they belonged to Malayalam medium. Because of the time management problem, I could not give them sufficient examples for strengths and weaknesses. I was basically not content with the participation of the students in the teaching-learning process. I hope I would be able to better my strategy and elicit sufficient responses from the students.



**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: *Amogh R*  
Optional Subject: *Physical Science*

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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Principal  
Farook Training College  
P.O. Farook College, (Calicut)

# Farook Training College

## Internship Assessment Performa for Head of Institution

Name of the student: *Muhamyad Basil . ap*

Optional Subject: *Malayalam*

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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*[Handwritten signature]*  
Principal  
Farook Training College  
P.O. Farook College, (Calicut)

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

# B.Ed Students/ School Students

## FAROOK TRAINING COLLEGE

### FEEDBACK FORM FOR TEACHER EVALUATION BY STUDENTS

Name of the teacher: RESHMI RAMRSH ETI.

Subject : MATHS

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	✓			



  
Principal  
Farook Training College  
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## FEEDBACK FORM FOR TEACHER EVALUATION BY STUDENTS

Name of the teacher: *Kadeeja Musnifa*

Subject : *Physical Science*

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			✓	



*Zmz*  
Principal  
Farook Training College  
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## FEEDBACK FORM FOR TEACHER EVALUATION BY STUDENTS

Name of the teacher: *Suvin V.M*

Subject : *Natural Science*

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		✓		



*Zm*  
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## FEEDBACK FORM FOR TEACHER EVALUATION BY STUDENTS

Name of the teacher: ANJALI K.V

Subject: PHYSICAL SCIENCE

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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## FEEDBACK FORM FOR TEACHER EVALUATION BY STUDENTS

Name of the teacher: ANCCP C

Subject : ENGLISH

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	✓			



*Zm*  
Principal  
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