

- **Assessment criteria adopted by each of the selected person (For Bachelor and PG Programmes as applicable)**
- **Two filled in Sample Observation formats for each of the claimed assessors**

S.NO.	DESCRIPTION	ENCLOSURE
1.	Self	1. Self-evaluation Lesson Plans by the student of B.Ed. special Sandhya Chib
2.	Peers (Fellow interns)	1. Observation lesson of Shivani Chib Student of B.Ed. Special of her peers Palak Sharma, Harsimran Kour and Pallvi Jamwal
3.	Teachers/School* Teachers	1. Lesson Plan of the student of B.Ed. Special assessed along with feedback by the supervisor /Incharge Dr. Behzaad Maqbool
4.	Principal/School* Principal	1. Comprehensive Appraisal of Interns regarding their performance during Internship by Model Academy School Principal
5.	B.Ed Students/School* Students	1. Internship Feedback Performa filled by Model Academy school students during Internship



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SCHOOL OF EDUCATION

Self-evaluation Lesson Plans by the student of B.Ed. special
Sandhya Chib



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by the NAAC with grade 'A+')

B.Ed. Special Education – ID/MR

LESSON PLAN FOR GROUP TEACHING

Name of the School: Model Academy, Be Road, Jammu.....Class: Primary

No. of Children: 5..... Age Range: (6 to 6)..... Date: 20.9.2024..... Time Duration: 30M Lesson No.: 1.....

Name of the Teacher Trainee: Sandhya Chib..... Roll. No. 2203022..... Area / Domain: Co-Curricular

General Objective:

Improve their hand movements
It express their creativity.

Specific Objective:

Doing thumb painting with water colour.

Current Level:

Group A : Follow instruction independently
Group B : Follow instruction with VP and GP

Self Evaluation:

I feel happy seeing my student enjoy thumb painting
I try my best to help them and make them feel included
Today, I'm glad to see their progress and smiles

Signature of the Student Trainee Faudhyachib

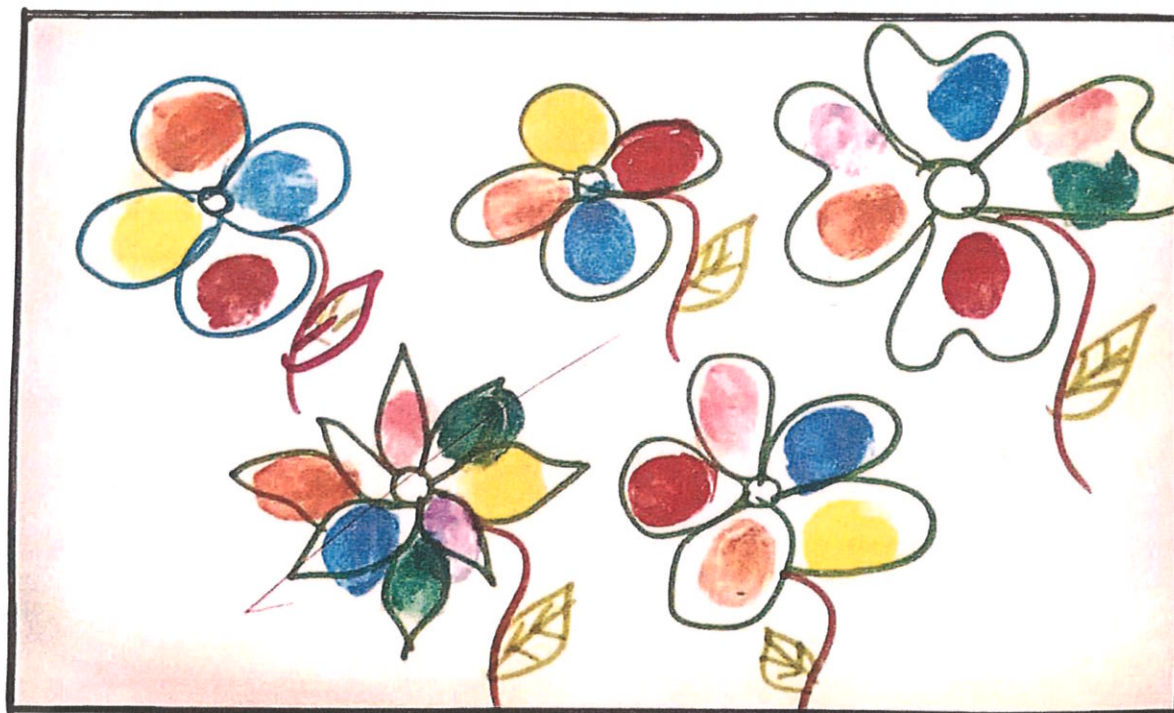
Observer's Remarks:

S.No.	Rating of Remarks	Good	Average	Weak
1.	Preparation of Lesson Plan	/		
2.	Preparation of TLM	/		
3.	Use & Relevance of TLM	/		
4.	Pupil Participation	/		
5.	Overall Presentation of the lesson		/	
6.	Confidence level		/	
7.	Use of prompts	/	/	

Signature of the Supervisor [Signature]

23-02-24

Thumb. Painting





MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by the NAAC with grade 'A+1')

B.Ed. Special Education – ID/MR

LESSON PLAN FOR GROUP TEACHING

Name of the School: Model Academy BC Road Tammu..... Class: Primary
No. of Children: 5..... Age Range: 6-10..... Date: 26-2-2024 Time Duration: 30 min Lesson No: 5
Name of the Teacher Trainee: Sandhya chib..... Roll. No: 2023022 Area / Domain: Co-Curricular

General Objective:

- Develop hand - eye coordination
- Develop fine motor skill.

Specific Objective:

- Student can do passing the ball.

Current Level:

- Group A: Able to do the activity independently.
- Group B: Able to do activity with VP and GP.

Self Evaluation:

I feel happy to teach them, student are cooperatives with me overall experience was good.

Signature of the Student Trainee Prudhvi Chit

Observer's Remarks:

S.No.	Rating of Remarks	Good	Average	Weak
1.	Preparation of Lesson Plan	/		
2.	Preparation of TLM		/	
3.	Use & Relevance of TLM	/		
4.	Pupil Participation	/		
5.	Overall Presentation of the lesson	/		
6.	Confidence level	/		
7.	Use of prompts	/		

Signature of the Supervisor [Signature]



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SCHOOL OF EDUCATION

Internship Feedback Performa filled by Model Academy
school students during Internship



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

Internship Feedback Performa to be filled by the student

1. Name of the Student: Avantika Patkaria-
2. Internship Period: (20 days)
3. Class: 3rd A Section: A
4. Name of the Teacher Trainee: KANISHKA Sabarwal mam.

Internship Experience

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Comments
Technical Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teamwork	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professionalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning and Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments if any

- Please share any additional comments or experiences that you think are important: Very good.

Thank you for your time and feedback!

Kamal Ghosh

Signature of supervisor-

Date:



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Internship Feedback Performa to be filled by the student

1. Name of the Student: Samarth Bhat
2. Internship Period: (20 days)
3. Class: 8th Section: "B"
4. Name of the Teacher Trainee: Shruti Bhasin

Internship Experience

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Comments
Technical Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teamwork	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professionalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning and Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments if any

- Please share any additional comments or experiences that you think are important: _____

Thank you for your time and feedback!

Saurav
Signature of supervisor
Date:



MIER College of Education (Autonomous)

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Internship Feedback Performa to be filled by the student

1. Name of the Student: Kirat
2. Internship Period: (20 days)
3. Class: QK Section: 'B'
4. Name of the Teacher Trainee: Sonia Chandry mam.

Internship Experience

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Comments
Technical Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teamwork	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professionalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning and Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments if any

- Please share any additional comments or experiences that you think are important: _____

Thank you for your time and feedback!

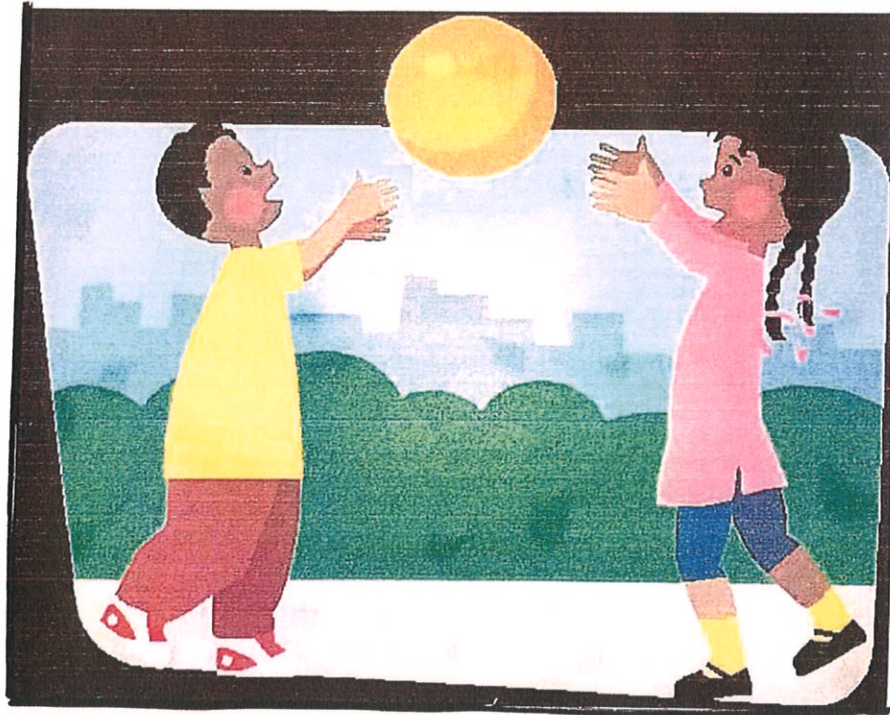
A. Panakoul

Signature of supervisor

Date:

28-02-24

PASSING THE BALL





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SCHOOL OF EDUCATION

Observation lesson of Shivani Chib Student of B.Ed. Special
of her peers Palak Sharma, Harsimran Kour and Pallvi Jamwal

OBSERVATION LESSON

Observation Lesson No. 5
 Name of the Teacher Palak Sharma
 Class 4th Subject Social Studies
 Topic Natural Resources of India

Observer's Remarks :

- Preparation of the lesson is very good.
- Active participation of pupils.
- Pupil teacher is confident and interactive.
- Presentation of instructional aids is very good.
- Closure of lesson is good.

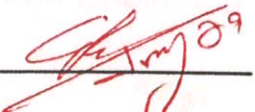
Pupil teacher palak sharma is good enough but to make her topic interesting, she can use globe, chart on Natural Resource also.

RATING

S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan	✓				
2.	Preparation of Instructional aids	✓				
3.	Delivery of Lesson : Presentation		✓			
	Confidence	H.C*	C	A	L.C.	LEAST C
	Understanding		✓			
	Chalk board writing			✓		
4.	Relevance and use of instructional aids at appropriate time		✓			
5.	Pupil participation		✓			
6.	Closing of the lesson		✓			
7.	Pupil comprehension	✓				
8.	Any other (specify)					

*H.C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT,

Countersigned by Supervisor



OBSERVATION LESSON

Observation Lesson No. 6

Name of the Teacher Har Simran Kour

Class 3rd Subject Social Studies

Topic Food and clothing

Observer's Remarks :

- Preparation of the lesson plan is good.
- Explanation of each sub-topic is good.
- Pupil teacher is interactive and confident.
- The quality of instructional aid is good.

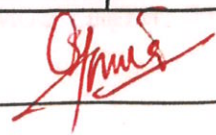
Overall Pupil teacher Har Simran Kour is good enough. She has good fluency to speak and she gave more examples to make topic easy to understand.

RATING

S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan		✓✓			
2.	Preparation of Instructional aids		✓✓			
3.	Delivery of Lesson : Presentation		✓✓			
	Confidence	H.C*	C	A	L.C.	LEAST C
	Understanding		✓			
	Chalk board writing		✓✓			
4.	Relevance and use of instructional aids at appropriate time		✓✓			
5.	Pupil participation	✓				
6.	Closing of the lesson	✓				
7.	Pupil comprehension		✓			
8.	Any other (specify)					

*H.C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT,

Countersigned by Supervisor _____



OBSERVATION LESSON

Observation Lesson No. 7
 Name of the Teacher Pallvi Damwal
 Class 2nd Subject E.V.S
 Topic Means of Transport

Observer's Remarks :

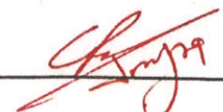
Pupil teacher pallvi Damwal teaches in a good way. She uses BB while explaining the lesson. She has confidence but still needs some improvement like she has to use ^{more} instructional aid while presenting the lesson for student's better understanding.

RATING

S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan		✓			
2.	Preparation of Instructional aids			✓		
3.	Delivery of Lesson : Presentation		✓			
	Confidence	H.C*	C	A	L.C.	LEAST C.
	Understanding			✓		
	Chalk board writing			✓		
4.	Relevance and use of instructional aids at appropriate time			✓		
5.	Pupil participation		✓			
6.	Closing of the lesson		✓			
7.	Pupil comprehension		✓			
8.	Any other (specify)					

*H.C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT,

Countersigned by Supervisor _____





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SCHOOL OF EDUCATION

Lesson Plan of the student of B.Ed. Special assessed along with
feedback by the supervisor /Incharge Dr. Behzaad Maqbool

A. IDENTIFICATION DATAName of the Pupil Teacher SONIA CHAUDHARY Roll No 2103503School Model AcademyClass 5th Section _____ Subject English (Prose)Topic "Divide and Eat"Sub-topic "Divide and Eat"Time duration 35 minutes Date _____**B. INPUT****B.1 TEACHING POINTS**

- Reading of the prose passage from "Divide and Eat".
- Addition of new words like miser, soothing, appetite, get along.
- Practice in the use of English language from the passage.

B.2 OBJECTIVES OF THE LESSON

- To develop different linguistic skills among the students.
- To enable the students to read the prose passage "Divide and Eat" for pleasure, information & understanding.
- To enable the students to add new words in their active vocabulary from the prose passage "Divide and Eat".

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBOS)

- The learner will be able to recall correct pronunciation of words (Knowledge)
- The learner will be able to recognise the meaning of new words (Knowledge)
- The learner will be able to cite examples of sentences using new words (Understanding)

B.4 TEACHING AIDS

- Usual classroom apparatus
- power point presentation

C. PROCESS

C.1 MOTIVATION

Q1 What you bring in your lunch box?

Ans Paratha, chappati, Sandwich

Q2 Did you share your lunch box with your friends?

Ans The students may say yes

Q3 Which food do you like most?

Ans North-Indian, South-Indian

Q4 Do you have Siblings, Are they twins?

Ans Have Siblings; among them one are twins.

C.2 ANNOUNCEMENT OF THE TOPIC

Students today we shall study about two brothers and their relationship in the story "Divide and Eat".

C.3 PRESENTATION

Teacher's Activities	Students Activities	B. B. Summary
Pupil Teacher will ask the students to open the book on page no. 27	students will open their books at page no. 27	"Divide and Eat"
"Divide and Eat"		
from prose		
Model Reading		
P.T will read the lesson with proper	students will make note of the	

Teacher's Activities	Student Activities	B. B. Summary
pronunciation	pronunciation of words, use of stress and intonation.	
<u>Individual Reading</u> P.T will ask two or three students to read the passage one by one and will attend to their reading, pronunciation and make necessary corrections.	The students will do the individual reading.	
Mispronounced words will be drilled whenever necessary		
<u>New- Words</u> P.T will explain the meaning of new words with the active participation of students and will write them on the black board	students will listen to the explanation of difficult words and note in their note-books	<u>New- Words</u> <ul style="list-style-type: none"> Miser: person who spends as little money as possible get along: friendly relationship with someone appetite: desire to eat food due to hunger Soothing: relaxing
P.T will ask the students to make sentences of the difficult words		
1. Miser	Sangeeta is a miser woman	Sangeeta is a miser woman

Teacher's Activities	Students' Activities	B.B. Summary
2. Get along	• Happiness is to get along with friends.	• Happiness is to get along with friends.
3. Appetite	• He has a healthy Appetite	• He has a healthy appetite
4. Soothing	• I put on some nice soothing music.	• I put on some nice soothing music.
P.T will explain the meaning of the paragraph	Students will listen attentively	
<p>Once upon a time, there were two brothers. Though they were twins, they were different, while Ramesh was well built, cheerful and always ready to help people in need. Suresh was thin, quiet and a miser. The brothers did not get along well with each other and spent all their time quarrelling.</p> <p>When they were 20 years old, they decided to leave their village & go to big city to make a living. Rest under nothina shade of tree</p>	<p>Students will listen to the explanation which is given by the pupil teacher</p>	

Teacher's Activities	Students' Activities	B.B. Summary
<p>they finally agreed on something - that they were hungry, knowing well that they would argue bitterly if they had to share their lunch. Ramesh had three parathas. Suresh two parathas. Mother thought Ramesh with his hearty appetite as a they were about to eat, a traveller came up on them and said asked for food, Suresh readily agreed always happy to earn some money. Ramesh took three of the five coins and gave the remaining two his brother. Suresh was very angry, that we shared equally but I got only two. Suresh was very upset about this division his share was even less now! But he had agreed with this clever bit of Mother.</p>	<p>Students will listen to the explanation given by the pupil teacher.</p>	

Teacher's Activities	Students' Activities	B.B. Summary
<p>Silent Reading</p> <p>P.T will ask the student to do silent reading of the paragraph.</p>	<p>Student will read silently & if they will have any problem they ask the P.T</p>	
<p>Comprehension Questions</p> <p>The P.T will ask few questions to test the Comprehension of students</p>		
<p>Q1 Name two twins?</p>	<p>Ans Ramesh and Suresh</p>	
<p>Q2 When they decided to leave their village?</p>	<p>Ans At the age of 2 decided to leave their village</p>	
<p>Q3 Suresh got how much parathas?</p>	<p>Ans Suresh got two parathas</p>	
<p>Q4 Who is more helpful?</p>	<p>Ans Ramesh is more helpful</p>	
<p>Language Items</p>		
<p>P.T will write some sentence on B.B board</p>		
<p>1. What describe Ramesh in passage</p>	<p>Ans cheerful describe Ramesh in passage</p>	<p>- cheerful</p>
<p>2. who was quiet and Miser.?</p>	<p>Ans Suresh was quiet and Miser.</p>	<p>- Suresh</p>
<p>3. Miser is an?</p>	<p>Ans Adjective</p>	<p>- Adjective</p>
<p>4. What is adjective?</p>	<p>Ans a word which qualifies noun</p>	
<p>Give example of adjective from passage?</p>	<p>Ans Ramesh was well built and cheerful and always ready to help others.</p>	<p>- well built, cheerful</p>

Students today we have studied the story "Divide and Eat", which comprises of two brothers, who are twins but totally different in their nature. Ravi was built well, cheerful whereas Suresh was thin, quiet and a miser.

1. OUTPUT

1.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION / APPLICATION

Q1 Give one word answer:

- Where were Suresh and Ramesh going?
- What did the traveller ask Ramesh & Suresh?
- What their mother packed for them?

Q2 Fill in the blanks:

- Suresh was a thin quiet and a _____
- The brothers washed their _____ nearby street
- The brother's spent all their time _____

Q3 True / False

- Suresh was very happy about division
- Ramesh has three parathas
- Traveller ask for water from the brother's

Q4 Identify the preposition in following sentence:

- The brother's did not get along with each other
- Ramesh and Suresh washed their hands in Nearby street

2. HOME ASSIGNMENT

Q1 What do you think is the moral of the story?

Q2 Give a choice, who would you prefer to be - Ramesh or Suresh? Why?

MINIATURE TEACHING AIDS



RATING

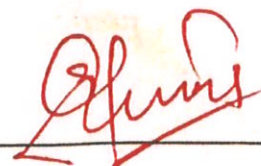
S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan	✓				
2.	Preparation of Instructional aids		✓			
3.	Delivery of Lesson : Presentation	✓				
	Confidence	H.C* ✓	C	A	L.C.	LEAST C
	Understanding	✓				
	Chalk board writing	✓				
4.	Relevance and use of instructional aids at appropriate time	✓				
5.	Pupil participation		✓			
6.	Closing of the lesson	✓				
7.	Pupil comprehension		✓			
8.	Any other (specify)	-				

*H.C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT,

Supervisor's Remarks

→ Presentation was good.
 → All the students participated actively -
 → use of instructional material was good - it was upto the mark -
 → Examples illustrated were relevant -
 → Overall lesson delivery was excellent -

Signature _____





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SCHOOL OF EDUCATION

Comprehensive Appraisal of Interns regarding their performance
during Internship by Model Academy School Principal



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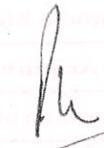
Comprehensive Appraisal of Interns' Performance by Head of the Institution

Name of the Student-Teacher : Kavishka Babherwal (B.Ed Sem III)
Name of the Internship School : Model Academy
Duration of Internship : 35 wku

Assign the rating you consider appropriate using the following scale: Satisfactory - 1; Good - 2; Excellent - 3				
No.	Statements	1	2	3
Effectiveness in Classroom Teaching				
1	Preparation of Lesson Plan		✓	
2	Application of Teaching Skills		✓	
3	Utilisation of Teaching aids			✓
4	Classroom Interaction		✓	
5	Classroom Management		✓	
Competency Acquired in Evaluation Process in Schools				
6	Preparation of Achievement Test		✓	
7	Application of Assessment Rubrics		✓	
8	Adaption of Different Evaluation Strategies		✓	
9	Application of Grading Procedure		✓	
10	Systematic Judgement		✓	
Involvement in Various Activities of Schools				
11	Conducting Morning Assembly			✓
12	Planning and Execution of Events		✓	
13	Maintenance of School Records and Registers		✓	
14	Preparation of Time table			✓
15	Extra-Curricular Activities			✓

No.	Statements	1	2	3
Regularity, Initiative and Commitment				
16	Regularity in Attending Schools and Classes			✓
17	Sincerity in Curricular and Co-curricular Activities		✓	
18	Commitment in Assigned Tasks and Duties		✓	
19	Capacity to Plan and Initiate Programmes		✓	
20	Dedication in Teaching and Learning			✓
Extent of Job Readiness				
21	Possesses Good Communication Skill		✓	
22	Exhibits Good Leadership Skill		✓	
23	Willingness to Accept Additional Responsibilities			✓
24	Readiness in Collaborative and Cooperative Work		✓	
25	Good Rapport with Teachers, Students and Peers			✓

Remarks:


 28/5/24
Principal
Model Academy
B.C. Road, Jammu



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Comprehensive Appraisal of Interns' Performance by Head of the Institution

Name of the Student-Teacher : **Komal Oberoi B.Ed. Sem-II**
Name of the Internship School : **Model Academy**
Duration of Internship : **30 to 35 min**

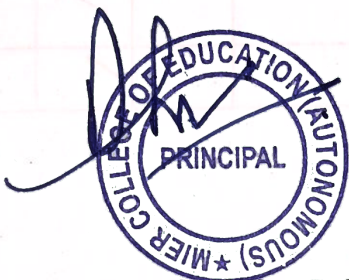
Assign the rating you consider appropriate using the following scale: Satisfactory - 1; Good - 2; Excellent - 3				
No.	Statements	1	2	3
Effectiveness in Classroom Teaching				
1	Preparation of Lesson Plan		✓	
2	Application of Teaching Skills		✓	
3	Utilisation of Teaching aids		✓	
4	Classroom Interaction		✓	
5	Classroom Management		✓	
Competency Acquired in Evaluation Process in Schools				
6	Preparation of Achievement Test	✓		
7	Application of Assessment Rubrics	✓		
8	Adaption of Different Evaluation Strategies		✓	
9	Application of Grading Procedure	✓		
10	Systematic Judgement		✓	
Involvement in Various Activities of Schools				
11	Conducting Morning Assembly		✓	
12	Planning and Execution of Events			✓
13	Maintenance of School Records and Registers		✓	
14	Preparation of Time table		✓	
15	Extra-Curricular Activities		✓	

No.	Statements	1	2	3
Regularity, Initiative and Commitment				
16	Regularity in Attending Schools and Classes			✓
17	Sincerity in Curricular and Co-curricular Activities		✓	
18	Commitment in Assigned Tasks and Duties		✓	
19	Capacity to Plan and Initiate Programmes		✓	
20	Dedication in Teaching and Learning		✓	
Extent of Job Readiness				
21	Possesses Good Communication Skill		✓	
22	Exhibits Good Leadership Skill		✓	
23	Willingness to Accept Additional Responsibilities		✓	
24	Readiness in Collaborative and Cooperative Work		✓	
25	Good Rapport with Teachers, Students and Peers		✓	

Remarks:

[Handwritten Signature]
20/5

Principal
Model Academy
B.C. Road, Jammu.



Sign & Seal of the Principal