



SHREE L. R. TIWARI DEGREE COLLEGE

(Arts | Commerce | Science)

Approved by Government of Maharashtra & Affiliated to University of Mumbai

Observation Criteria for Teachers

Observation forms with scaled rubrics focus on evaluation of specific behaviors. Usually, a scale with specific anchor words and numbers is used. The standards of performance for the rubric must be identified and appropriate to the discipline, type of class session, etc. Comments are typically included to provide examples to clarify and expand upon the rating. Scaled rubrics are typically used for more summative, rather than formative purposes.

Instructor: Asst. Prof. Sanjukta Helder Department: BMS Date: July 28th Time: 8:00 am
 Course: S.Y. BMS Course Title: CAF Observed by: Dr. Sonali Nandu.

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	02 Not Very Clear
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 Average Explanation
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	02 Poor Content
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 Less Examples
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	03 Less Interaction
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 Average
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	03 No detail Examples
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 No Class Room Practise

Other observational comments: There was less Interaction & Explanation in class. Sign of Observer with date: Sonali 12/7/22





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Instructor: Asst. Prof. Sanjukta Halder Department: BMS Date: September 2019 Time: 10.10 am.
 Course: SYBMS Course Title: Strategic Mgmt. Observed by: Dr. Sonali Nandu.

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	02 No presentation
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 Average variety for communication.
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	02 Relevant content covered
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 Fluency in english
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	03 Less interpersonal skills
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 Average Classroom Control
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	03 Less Explanation
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Standard teaching

Other observational comments: Limited examples and Teaching
 Sign of Observer with date: Sonali Nandu 20/9/19





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Instructor: Asst. prof. Sanjukta Halder Department: T.Y. BMS Date: 27/11/23 Time: 7:30 am
 Course: Finance Course Title: Balance of Payment Observed by: Dr. Sonali Wande

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	03 Course Content clear.
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 Variety of strategies for interest.
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 Relevant Content Knowledge.
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 Good Voice & fluency.
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	03 Welcomes suggestions
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 Students are able to understand.
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	03 gives good examples.
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 good class integrals

Other observational comments: Explanation done with examples.

Sign of Observer with date: Soni





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Observer's Counselling Session for Improvement in Faculty learning process

Name of Faculty: Angjukt Halder Name of the Observer: Dr. Sonali Navale

Date: 28-7-22 Class: 54BMS Subject: CORPORATE FINANCE Div: -

Semester: II Department: BMS

Feedback of the Observer.

Reflection of the Faculty:

The following measures will be taken by me to improve my teaching :-

- 1) Make use of PPT wherever necessary.
- 2) Implement flipped classroom.
- 3) Take remedial lectures once in 2 weeks.

Corrective Measures:

- 1) Undertook class discussions
- 2) Taken power-point presentations by students.
- 3) Given classroom activity and self-correction to students.

Angjukt Halder

Signature of Faculty



Sonali Navale

Signature of Observer



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Instructor: Asst. Prof. Nikhil Department: BAMMC Date: July 11/23 Time: 9:15 am
 Course: _____ Course Title: _____ Observed by: Dr. Sonali Nandur

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	03 Demonstrated good Example
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 Interaction with students
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 Average Knowledge Content
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 Average Skills used
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	03 welcomes students doubts
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 low classroom Manag.
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	03 uses Examples
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Not many techniques used.

Other observational comments: Need to put more efforts in Content Knowledge.

Sign of Observer with date: _____





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Instructor: Asst. prof. Nikhli Nare Department: BAMMC Date: 30/11/23 Time: 10:50am.
 Course: T.Y. BAMMC Course Title: _____ Observed by: Dr. Sonali Wadhu.

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	03 Course Content Proper.
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	02 Appropriate Strategies
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 Relevant Content
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 Proper Voice tone
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	02 Discussion done
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 Maintains good environment.
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	02 Good examples used.
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Integrates classroom practice.

Other observational comments: Use of Board to be done in Lecture.

Sign of Observer with date: _____





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Instructor: Asst. Prof. Nitisha Department: BMS Date: 24/8/22 Time: 10:10 am.
 Course: PY BMS Course Title: BC. Observed by: Dr. Sonali Nandke,

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	03 Course Content Proper
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 Average Strategies
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 Good Knowledge.
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	02 Low Volume
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	02 Less class discussion
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 Less class Management.
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	02 Limited use of Examples
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Average Classroom practice.

Other observational comments: Needs to improve in like put more content to teaching. Sign of Observer with date: Sonali 24/8/22





PIONEERING EDUCATION
SINCE 1992

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Instructor: Asst. Prof. Nilisha Department: BB1 Date: Sept 25th, Time: 8:30am
Course: Be.A. Course Title: Be. Observed by: Dr. Sonali Nandey.

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	03 Average Preparation
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 good Variety of Strategy
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 good Knowledge content
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 Less Presentation Skill
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	02 Teacher student rapport less
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	02 Less class room Management.
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	02 medium Explanation
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Good class Control.

Other observational comments: Fluency in English, But need to Explain more.

Sign of Observer with date:





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Instructor: Asst. Prof. Natisha Department: BMS Date: Oct 6th Time: 9:50am
 Course: PY. Course Title: BC Observed by: Dr. Sonali Nadu

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	03 Average Preparation
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	02 Less Strategies + Variety
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 good knowledge Content
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 good skills but very low voice
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	03 Discussion
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 OK Class Control
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	03 good clarity
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Asks questions

Other observational comments: Explains well but very low voice.

Sign of Observer with date: Soni





SHREE L. R. TIWARI DEGREE COLLEGE

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Observer's Counselling Session for Improvement in Faculty learning process

Name of Faculty: Nitisha Bhardaxi Name of the Observer: Dr. Sonali Wankar

Date: 28/11/22 Class: FY BBI Subject: BC Div: _____

Semester: II Department: BBI

Feedback of the Observer.

Reflection of the Faculty:

Students were keen on doing activity based learning. Therefore activities like group discussion, letter writing, PPTs presentations were conducted.

Corrective Measures:

I would be using more of real time examples in the class. Will be making students aware of current affairs through discussing it in the class after.

Nitisha Bhardaxi

Signature of Faculty



Sonali

Signature of Observer



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Observer's Counselling Session for Improvement in Faculty learning process

Name of Faculty: Nitika Bhardai Name of the Observer: _____

Date: 24/08/22 Class: FYBMS Subject: B.C Div: A

Semester: I Department: BMS.

Feedback of the Observer.

Reflection of the Faculty:

It is observed that activity based teaching is helpful. therefore activities like group discussion, mind maps and PPTs. were applied and will be applied more in coming semester.

Corrective Measures:

I would be using more of real time examples in the class. Will be making students aware of current affairs through discussing it in the class often.

Nitika Bhardai

Signature of Faculty



Soni

Signature of Observer



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Observation Criteria for Teachers

Observation forms with scaled rubrics focus on evaluation of specific behaviors. Usually, a scale with specific anchor words and numbers is used. The standards of performance for the rubric must be identified and appropriate to the discipline, type of class session, etc. Comments are typically included to provide examples to clarify and expound upon the rating. Scaled rubrics are typically used for more summative, rather than formative purposes.

Instructor: Mefooy Shaikh. Department: B.Com. Date: 12/12/22 Time: 8:19 am
 Course: T.Y. B.Com. Course Title: Computer System Observed by: Dr. Sonali Nandu.
E. Commerce.

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	02 Demonstrates Some Preparation
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	02 Some Variety Ltd Class interest
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 Relevant Content Knowledge.
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	02 appropriate voice tone clarity.
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	02 Limited discussion
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 Clear routine with classroom
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	02 Explains the doubts
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	02 Few class room techniques.

Other observational comments: Need to write pts. on the board.

Sign of Observer with date: Sonali





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Observation Criteria for Teachers

Observation forms with scaled rubrics focus on evaluation of specific behaviors. Usually, a scale with specific anchor words and numbers is used. The standards of performance for the rubric must be identified and appropriate to the discipline, type of class session, etc. Comments are typically included to provide examples to clarify and expound upon the rating. Scaled rubrics are typically used for more summative, rather than formative purposes.

Instructor: Asst prof. Mebasoo Shaikh Department: B.Com. Date: 14/2/23 Time: 10:20am
 Course: B.Com. Course Title: _____ Observed by: _____

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	03 Preparation and Course material used.
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 uses some strategies in class
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	02 Relevant Content used.
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	02 Appropriate voice tone + speech.
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	03 welcomes Suggestion from students.
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	03 A routine classroom routine is maintained.
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	03 Instructor used example for teaching
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Teaching strategies used.

Other observational comments: Need to be confident and used more Board work. Sign of Observer with date: [Signature]





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Observation Criteria for Teachers

Observation forms with scaled rubrics focus on evaluation of specific behaviors. Usually, a scale with specific anchor words and numbers is used. The standards of performance for the rubric must be identified and appropriate to the discipline, type of class session, etc. Comments are typically included to provide examples to clarify and expound upon the rating. Scaled rubrics are typically used for more summative, rather than formative purposes.

Instructor: Asst. Prof. Mermitaz Dhamari Department: BAF Date: 14/2/23 Time: 7.20am
 Course: F.C. - II Course Title: Migration Observed by: Dr. Sonali Wadhu

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Remark/Rating
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	02 Appropriate course material used.
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	03 App. strategies used.
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information.	Instructor demonstrates relevant content knowledge, using important and current information.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge.	03 Proper content used.
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.	03 good voice
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates student discussion, exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion, exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion, exhibits some appreciation for diversity and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion, does not exhibit an appreciation for diversity, lacks interpersonal skills.	02 Discussion done.
Classroom Management	Instructor has established an extremely effective classroom routine which students clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	02 Classroom Central.
Clarity	The instructor expertly uses examples, makes clear explanations and answers to student questions, defines and elaborates on terms.	The instructor uses examples, makes explanations and answers to student questions, defines terms and concepts.	The instructor uses some examples, makes explanations and answers to student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	02 makes explanation
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	03 Teaching strategies used.

Other observational comments: Need to use Board work

Sign of Observer with date: _____





SHREE L. R. TIWARI DEGREE COLLEGE

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Observer's Counselling Session for Improvement in Faculty learning process

Name of Faculty: MENFOOZ SHAIKH Name of the Observer: _____

Date: 12/12/2022 Class: TY BCom Subject: COMPUTER SYSTEMS Div: _____

Semester: V1 Department: BCom

Feedback of the Observer.

Reflection of the Faculty:

I will try to improve my strategies,
Knowledge content

Corrective Measures:

I will try to add more pointers on board.

Signature of Faculty



Signature of Observer



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Observer's Counselling Session for Improvement in Faculty learning process

Name of Faculty: MEHFOOZ SHAIKH

Name of the Observer: Dr. Sonali Nande

Date: 14/12/2023 Class: TY BCOM Subject: CSA

Div: _____

Semester: VI Department: BCom

Feedback of the Observer.

Reflection of the Faculty:

I will try to connect with students in better
ways.
Good improved interaction with class.

Corrective Measures:

I will try to connect with more practical
examples of real world with the bookish
concepts.

Mehfooz
Signature of Faculty



Sonali
Signature of Observer



SHREE L. R. TIWARI DEGREE COLLEGE

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Report on Teacher Observation

(AY - 2022-23)

The primary objective of conducting teacher lecture observations is to assess and provide constructive feedback on the effectiveness of the teaching methodologies, communication skills, and overall classroom environment. This process aims to ensure that the teaching practices align with educational objectives, engage students effectively, and contribute to a positive learning experience.

The teacher's feedback was collected through the questionnaire. The teachers of the SLRTDC college use teaching aids, models, PowerPoint presentation, Case study, peer learning, collaborative learning, Role play method, Blended learning, subject expert, Industrial expert etc. The teachers are very efficient and complete the syllabus on time.

Objective: The objective of the teacher lecture observation feedback process was

1. To evaluate the variety and appropriateness of teaching methods used during the lecture.
2. To assess the clarity, coherence, and effectiveness of the teacher's communication.
3. To evaluate the overall classroom environment, including organization, time management, and student participation
4. To evaluate the level of student engagement and interaction during the lecture.

Outcome: The teacher lecture observation feedback identified both strengths and areas for improvement in the observed teaching practices. The outcomes were categorized as follows

1. Effective use of interactive methods, but some opportunities for varied strategies were identified.
2. Clear communication with occasional lapses in pacing.
3. Well-organized class, but occasional lapses in time management.
4. Effective integration of technology with minor technical glitches.
5. Active student participation, but some students appeared less engaged
6. Varied assessment methods, with room for improvement in timely feedback.



[Handwritten Signature]

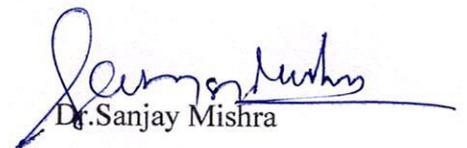
Action Taken:

1. Encouraged the incorporation of additional strategies to cater to different learning styles.
2. Encouraged the incorporation of additional strategies to cater to different learning styles.
3. Provided targeted coaching on pacing, incorporating pauses for reflection, and reinforcing the importance of clarity in instructions
4. Delivered a session on time management techniques and provided resources for efficient organization during lectures.
5. Offered technical support and organized a training session on troubleshooting common technology issues to ensure seamless integration.
6. Facilitated a discussion on strategies to enhance student engagement, encouraging the use of collaborative activities and incorporating real-world examples

Conclusion: The action taken report reflects our commitment to continuous improvement based on the feedback received from teacher lecture observations. These initiatives are aimed at enhancing teaching practices, ensuring a positive learning experience, and supporting the professional development of our teaching staff.

Dr.Sonali Nandu
IQAC Co-coordinator




Dr. Sanjay Mishra

I/C Principal

I/C Principal
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