

**MENTORING OF
THE TEACHERS OF
HIGHER EDUCATION
INSTITUTIONS
UNDER UNIVERSITY
GRANTS
COMMISSION**



**Guidelines
Manual**

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Guidelines for Mentoring

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Guidelines for Mentoring

1. Introduction

India has one of the largest higher education systems in the world with more than 958 Universities (including State Universities, Deemed to be universities, Central Universities and Private Universities as on 01.10.2020; UGC Website) and more than 40000 colleges. The system has reached this level due to varied forward looking policies, plans, strategies and, initiatives taken by the Govt. since independence. Access, equity and quality formed the basis for these initiatives. With the implementation of these policies and initiatives in the mission mode through various five year plans, the country could presently reach the level of 26.3% Gross Enrolment Ratio (GER) with an aim to achieve GER of 50% by 2035. Under the 12th Five Year plan, University Grants Commission (UGC), the apex body of higher education system in the country implemented Rashtriya Uchchar Shiksha Abhiyan (RUSA) for the enhancement of the above triple objectives of access & extension, equity & inclusion, and quality & excellence. Moving on the same mission, Govt. of India launched National Education Policy 2020 during the month of July, 2020. The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with **flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification.**

Some of the broad recommendations of the NEP for enhancing access, equity and quality of higher education to make it highly relevant to the world of work in the country and meeting global standards are:

- UG education can be of 3 or 4 years with **multiple exit options** and appropriate certification within this period.
- An **Academic Bank of Credit** is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.
- **Multidisciplinary Education and Research Universities (MERUs)**, at par with IITs, IIMs, are proposed to be set up as models of best multidisciplinary education of global standards in the country.

- Higher education institutions (HEI) are to be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from **Research-intensive Universities** to **Teaching-intensive Universities** and **Autonomous degree-granting Colleges**. Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting **graded autonomy** to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.
- **Motivating, energizing, and building capacity** of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/ pedagogy, incentivising excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable.
- **Open and Distance Learning** to be expanded to play a significant role in increasing GER. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure that these are at par with the highest quality in-class programmes. A comprehensive set of recommendations have been made for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible.
- An autonomous body, the **National Educational Technology Forum (NETF)**, will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- Appropriate **integration of technology** into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

In the light of NEP-2020, the teacher is at the centre of the fundamental reforms in the education system. This policy aims to re-establish teachers, at all levels, as the most respected and essential

members of society. Efforts have been made to empower teachers and help them to do their job as effectively as possible. The new education policy is going to be a game changer for recruiting the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability. Overall the academic culture of faculty in HEI shall focus on: teaching, research, service as per vision and mission of HEIs.

Although, Govt. has undertaken many initiatives during the last 73 years of independence, still quality and excellence in higher education remains a far reaching dream. This can be viewed from the ranking of Indian Universities and colleges at the Global Level, reports and documents of various higher education commissions, apex bodies of higher education, industrial associations, economic reports on jobs etc. Many of the reports from industrial bodies even indicate that the products coming out of the higher education institutions lack employable skills. All these clearly indicate that in today's times one of the biggest challenges faced by the higher education system in the country is the quality and excellence. Although, many strategies are being adopted at the macro level (national and state level) and micro level (universities and institution), in all these initiatives, the role of teacher in providing quality education is becoming the focal point. NEP 2020 has emphasised on motivated, energised and capable faculty and recommended various strategies for achieving this outcome. With a view to enhance the effectiveness of teachers and empower them with relevant knowledge and skills for providing quality education, UGC under the aegis of Ministry of Education has planned to make a policy of mentoring of teachers for empowering them in different aspects of their job role for enhancing the overall quality of higher education in the country. For framing this policy, the broad initiatives which were undertaken comprised of:

- Identifying the needs at different levels and for different categories of teachers keeping in mind the present status of teachers training expectations from a professional teacher and the needs of society in particular and the country in general.
- Prescribing the framework structure and contents of mentoring programme at different levels of faculty.
- Identifying a suitable mechanism to implement the mentoring programme for the teachers in HEIs throughout the country.

- Identification of resource persons for preparing relevant resource material (both print and non-print).
- Identification of relevant strategies including offering through technology-based means, i.e., MOOCs and/or Open Online courses.
- Planning for carrying out action research on the effectiveness of the programme.
- Planning for continuous updating of the implementation strategies of the programme and the quality and contents of resource material.

Requirements of teachers to enhance the quality of services

The exercise of identification of mentoring needs of teachers for making them highly effective for enhancing the quality of higher education may lead to the following broad areas:

- General orientation about the present scenario and challenges of technical education, the spectrum of duties and expectations.
- Basic understanding of the teaching-learning process, the psychology of learning and effective pedagogical techniques.
- Training in preparing a systematic lesson plan and effective classroom interaction developing competence in communication skills in various modes relevant to the technical profession.
- Inculcation of a holistic perception, professional values and ethical attitudes.
- Exposure to relevant ICT tools and aids for effective teaching-learning; and resources for lifelong self-learning.
- Training on appropriate use of various modes of evaluation.
- Training in creative problem-solving and research methodology; conduction and guidance of R&D projects.
- Guided exposure to good teaching practices, lab development etc.
- Training in miscellaneous aspects other than teaching and research such as administrative procedures, financial procedures and legal implication etc.
- Understanding personalized learning eco-system.
- Orientation to be more responsive to societal needs.
- Making education more relevant to dynamic needs of the eco-system.

For empowering the teachers in the above broad areas and developing their holistic personality, a two phased mentoring strategies especially for the teachers who are the new entrants in the

higher education system have been planned. During Phase I, these teachers have to undergo following MOOC based courses:

1. Orientation towards Higher Education & Curriculum Aspects
2. Professional Values, Ethics, Ecology & Sustainable Development
3. Communication Skills, Modes and Knowledge Dissemination
4. Instructional Planning and Delivery
5. Technology Enabled Learning and Life-long Self-learning
6. Effective Modes of Student Assessment and Evaluation
7. Creative Problem Solving, Innovation and Meaningful R&D
8. Institutional Management & Administrative Procedures

The Phase II of mentoring comprises of SWOT analysis with the help of mentor. This will lead to connect the faculty more to the needs of society, industry, R & D and the country as a whole. This phase shall help the teachers in enhancing their practical and field related skills for making teaching learning process applied and occupation oriented.

2. Need for Mentorship

For executing such a vast programme of training of teachers in HEIs, both macro and micro level planning is a must. Macro level planning involves framing a national policy and broad implementation strategy. Micro level planning involves its implementation at the institute and individual teacher level. Unless both these plans work in alignment model, the effectiveness of such a huge task cannot be accomplished. For implementation at the institute level and the individual teacher level, the role of mentors becomes extremely important.

Mentoring is a learning relationship between individuals who collaborate and share mutual responsibility and accountability for helping the mentee work toward the fulfilment of clearly and mutually defined organisation goals. It can be used to assist individuals at specific stages of development and lasts for a sustained but a definite period of time. The mentoring relationship provides an opportunity to both parties for their growth & development and, thus, can be of mutual benefit. Source: (Zachary, 2002:28).

Literature has indicated immense benefits of mentoring relationship to both the individual in specific and the organization in general, like Improved academic performance; Improved academic self-efficacy; Improved interpersonal communications; Improved psychosocial support; Improved time management etc. It is a known fact that there are large variations among teachers' quality, so there is a need to propose a Road map for inclusive teachers mentoring.

The present manual is prepared to guide the mentors in understanding their role in the professional development of mentee teacher. It lays down guidelines to be adopted in the selection of mentors, the role of mentors in guiding the mentee teachers in successful completion of the two phased mentoring, and also details on the preliminary orientation cum training the mentors need to undergo.

3. Identification of a Mentee Teacher

A mentee is “Anyone who wants to learn from someone who knows and seeks their valuable advice in order to grow professionally and/or personally.” Or, “anyone who has the desire to gain from someone else’s experience through a period of guidance and support”. Characteristics of a good mentee are: (a) Goal-oriented, (b) Seeks Challenges, (c) Takes Initiative (d) Shows Eagerness to Learn, (e) Accepts Personal Responsibility. As such the Mentee Roles are: Active participant, Retain critical faculties, Seek new capacities, not just knowledge, Remain open to multiple influences, Own responsibility for success. Broadly speaking, there are two categories of teachers who need training and mentoring. First, is that group which is having teaching experience of less than and equal to five years, the second one is that group of teachers having teaching experience more than five years. In the present case, mentee shall be all the individuals who have a teaching experience of up to five years in the HEIs and who are supposed to undertake the planned eight MOOCS based modules and discipline specific field training.

4. Identification of Mentors

Identifying mentors is an important and significant task to be carried out by the institution where the mentee teacher(s) is/are placed. A mentor can be identified to mentor one or more mentee teachers from one or more than one institutions from a cluster of geographical locations. The criteria of identification can include input from institution, current mentors (if any) and personality characteristics, work habits and skills that predict aptitude for good mentoring.

a) Qualification and Experience of a Mentor

The essential educational qualifications for the mentor will be a senior faculty member at the level of Professor up to 5 years' experience or above. He/she should have attended at least five in-service faculty development programmes preferably in the pedagogy area and/or domain area. He must have contributed to one or many of the areas like (i) Research and Development, (ii) Curriculum Development, (iii) Instructional Material Development, (iv) Counselling, (v) member of national or international policy level committees, (vi) engaged in motivational talk. Professor retired within two years period shall be given preference.

b) Personality Traits

In addition to qualification and experience as mentioned above, some of the important personality traits for a mentor are:

- Effective teaching skills with up-to-date knowledge of subject, pedagogy, learning to learn skills
- Effective communication & interpersonal skills
- Leadership skills to handle varied types of mentees and situations

In addition, some of the other desirable attributes needed in a mentor are:

- Capability to **identify the Potential in others** as he/she views others positively that greatly increases the chances of transfer of learning.
- **Faith in the capabilities of others.** He/she believes that the mentee can perform effectively.
- **Resourcefulness and capability of networking.** He/she enjoys a positive reputation and is highly regarded by others. Being a repository of information, he/she provides just-in-time learning.
- **Patience and Tolerance.** He/she allows mentees to make errors in work and uses such errors/shortcomings as opportunities to teach/learn.
- **Inspiring individual others.** He/she possesses the ability to build up mentees' self-esteem and encourages them.
- **Seeing the Big Picture.** With a larger perspective, he/she helps mentees produce relevant suggestions and bring up such suggestions that the mentee would otherwise not consider.
- Having the **personal connections** with institutes or organizations of Repute.

5. Credit/Incentives for Mentoring

Mentor needs to be a really passionate person in academics, willing to contribute to teaching learning system beyond the concern for remuneration. However, the teachers involved in mentoring the mentee may be given following incentives to motivate them to perform their roles in an effective manner:

- A mentor teacher may be given the similar credit points as being given to teacher under recruitment and career advancement scheme of UGC: (i) guiding Post Graduate/Ph.D. students for the dissertation (ii) guiding a sponsored/R&D project, (iii) publishing paper(s) in SCI / equivalent standard journals.

6. Period/Duration of Mentorship

As every mentee has to undergo Phase I: Faculty Induction Programme - an eight MOOCs of 8 weeks duration each (total period coming out to be 64 weeks) and Phase II: a 20 working days discipline specific field training, so the role of a mentor has to be performed for a period of one year. This shall include guidance during running of MOOCs and field training and evaluation of mentee's performance through rubrics, providing feedback for taking corrective measures for enhancing the output.

7. Training of Mentors

Mentors are expected to know about mentee teachers' context of learning, teaching practicum requirements and teacher learning aspects such as: contextual knowledge of mentee teacher's online learning of modules, pedagogy of teacher education and of mentoring, knowledge of the teaching profession, the higher education system and teachers effectiveness performance criteria, collection and interpretation of evidence of learning, analysis and reflection on evidence of learning, use of effective observation skills and strategies, demonstration of professional leadership and understanding of the potentiality of effective teaching.

In addition to the above, in order to bring uniformity in the approach of mentoring, an orientation of mentor teachers on aspects of "Discipline Specific Field/Industrial Training of Mentee Teachers" and on implementation of this phase of programme is highly desirable. For this purpose, a one week Orientation-cum-Training Programme for mentors is proposed.

NITTTR Chandigarh has designed an Orientation cum Training Programme for Mentors (OTPM), to be offered by faculties in all the four NITTTR regions as given below:

Days	Session I	Session II	Session III	Session IV
Day 1	Training Policy Perspective, Purpose of mentoring & Role of Mentors	Session on Module 1	Using Rubrics on Module 1 for Evaluation	Session on Module 2
Day 2	Using Rubrics on Module 2 for Evaluation	Session on Module 3	Using Rubrics on Module 3 for Evaluation	Session on Module 4
Day 3	Using Rubrics on Module 4 for Evaluation	Session on Module 5	Using Rubrics on Module 5 for Evaluation	Session on Module 6
Day 4	Using Rubrics on Module 6 for Evaluation	Session on Module 7	Using Rubrics on Module 7 for Evaluation	Session on Module 8
Day 5	Using Rubrics on Module 8 for Evaluation	Session on Discipline specific Training	Using Rubrics on Discipline specific Training for Evaluation	Feedback, Valediction

8. Expected Changes in Mentee after Mentoring

The broad changes which are expected in the mentee teachers after undergoing this two phased programme comprise of:

- Knowledge of the present scenario and challenges of higher education, the spectrum of duties and expectations.
- Understanding of the teaching-learning process, the psychology of learning and effective pedagogical techniques.
- Preparing a systematic lesson plan and effective classroom interaction developing competence in communication skills in various modes relevant to the profession.
- A holistic perception of teaching profession, its professional values and ethical attitudes.
- Application of relevant ICT tools and aids for effective teaching-learning; and resources for lifelong self-learning.
- Appropriate application of various modes of evaluation.

- Undertaking R&D projects and solving problems related to discipline, profession and the society in general.
- Implementing effective teaching practices, lab development etc.
- Knowledge of administrative procedures, financial procedures and legal implication etc. and assistance in implementation in the institute.
- Contribution to knowledge, skill and competency resource bank.
- Connecting to society, industry and eco-system needs.

Mentoring is usually carried out with the focus of developing someone and sharing knowledge to enable the individual to perform his/her current or future roles effectively. The focus of mentoring is not only to influence an individual's performance, but also to bring a positive and significant effect on the individual's professional life.

9. Mentoring Process – Action Plan

The following steps will prove to be effective in the conduct of a mentoring session:

Step 1: Planning for Mentoring

At this stage, the task is to find or choose a Mentor. When identifying potential mentor, mentee may look for the following traits:

- **Job performance.** Ask questions like: Is he/she recognized as an effective teacher? Is he/she considered role model of character and values? Does he/she develop his team mates and peers well? Does the prospective mentor have strategic outlook planning and thinking?
- **Interpersonal Skills.** Ask questions like: Does he/she has a history of positive relationships with a diverse scope of individuals? Does he/she has a history of freely sharing experiences and insight with others? Is he/she a trusted resource in his/her own institution? Is he/she someone mentee feels he/she could trust and spend time with?
- **Learning Capacity.** Ask questions like: Is the prospective mentor aware of his/her strengths and weaknesses? Is he/she personally committed to continuous growth and receptive to new ideas and approaches?

Step 2: Initiation Phase Meetings

Acquaint with each other. Verbalize your vision and purpose of the partnership. Here, mentors help mentees plan a task or session by asking them to: State the goals of the task or session; Summarize the task or session. In addition, the mentor clarifies the roles/list the actions of those involved in the task or session and finally itemize the challenges and opportunities associated with performing the task or session.

Step 3: Observation

Now, the mentor watches the mentee attentively and gathers information on how well the mentee's plan worked followed by feedback to mentee during the reflective conversation.

Step 4: Reflective Conversation

During this part of the mentoring process, the mentor consolidates the information on the mentee's response to the mentor's feedback.

Step 5: Ending the Formal Relationship: Closure and Evaluation

Review mentee's goals and progress. Make sure an important goal has not been overlooked. Plan a formal acknowledgement or celebration of the relationship. Prepare for the final review. Identify what you have gained. Identify accomplishments as a mentor-mentee pair, and examine what you have both learned through the process.

Some of the expected mentee's achievements are:

- Enhanced pedagogical skills including use of technology for teaching learning
- Enhanced practical/field related skills
- Enhanced knowledge of his/her job
- Enhanced knowledge of administrative, financial and legal procedures
- Undertaking R & D and problem based projects

It is important to understand that during the mentoring process, a mentor gives enhanced stress on the competency building of the mentee especially in the areas of teaching learning and societal development so that delta changes come in the personality of the mentee and he/she becomes an effective learner-centred teacher, confident and efficient in undertaking the other assignments such as developing learning material (print and non-

print), student evaluation using different modes, guidance & counselling of students, conducting R & D study for enhancing the quality of teaching learning process and socio-economic development in the country.

10. Evaluation of Mentors

Performance of the mentor's shall be evaluated based on the following check list:

Name and Designation of the Mentor:.....

Email and Mobile No:.....

Faculty Code:.....

Name & Address of the institution:.....

-----*(Please √ in relevant column)*-----

Sl. No.	Activities	Yes	No	Remarks
1.	Maintained an e-Portfolio of the mentee teachers			
2.	Prepared detailed action plan for the Phase I and Phase II of the training			
3.	Maintained assessment record of each mentee teacher using the relevant rubric.			
4.	Provided feedback on the assignments and activities completed in 1 st phase of the training using respective module rubrics.			
5.	Conducted orientation programme for effective implementation of the 8 modules in an integrated manner.			
6.	Maintained evidences of the best practices adopted by mentee teachers.			
7.	Evaluated the mentee teacher based on the portfolio built up by the mentee teacher			
8.	Prepared Assessment of the MOOCs and discipline specific field training			

Comments/Suggestions

.....

Signature of the Mentor:.....

Place:.....

Date:.....

In addition, a 360⁰ feedback system comprising of feedback from mentee, peers of mentor's superiors in the institution etc. shall help in evaluating the overall performance of the mentor.

11. Evaluation of Mentees

The evaluation of the Mentees undergoing the proposed training programme (Phase I: MOOCs and Phase II: Discipline specific field training for broad based contributions to the eco-system in terms of R & D, problem solving, transfer of technology, sustainable development etc.) shall be carried out based on the assignments, quizzes and end term examination. In addition, mentors shall evaluate on the job performance through rubrics designed for the purpose (Annexure – I).

12. Role of Academic Staff College and other National Level Training Institutes

For effectively implementing such a vast system of training at the country level, the Academic staff Colleges running in various universities under the aegis of UGC and other national level training institutes such as NITTTRs, etc. can play a significant role. These institutions on one hand can help in designing and conducting mentorship training programmes and on the other, preparing data base of mentees and their progress. These institutions can also conduct action research on implementation of mentee training and suggest suitable strategies for making the same highly effective for meeting the objective of high quality education in the country.

13. Digital Platform

For making mentoring system efficient and transparent, a digital platform like the SWAYAM has to be put in place. This platform shall help in keeping the data base of mentees and their progress, data base of mentors, uploading learning resource material, assignments, assessments, results of end term examination of the Phase I and Phase II training and certification of the qualified mentees. The services of INFLIBNET Centre, an autonomous Inter-University Centre of the UGC, Gandhinagar, Gujrat can also be utilized in this regard.

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MENTORING PHASE I: RUBRICS

MODULE – 1: ORIENTATION TOWARDS HIGHER EDUCATION AND CURRICULUM ASPECTS

EVALUATION RUBRIC

Name of Mentee Trainee Teacher:

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Name of Department:

.....

.....

Name and address of Institution of Mentee Trainee Teacher:

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.....

A. Major Learning Outcomes of the Module

The following are the major outcomes the mentee trainee will have to display in three term work (indicated by different colours) during the on-the-job-the training in Phase – II:

1. Identifies the issues and challenges in the domain of higher education, especially concerning quality.
2. Formulates Instructional Objectives at different level of cognitive, psychomotor and affective domains
3. Applies the principles of learning in teaching learning process
4. Interprets the psychological characteristics of adolescent learners
5. Uses the appropriate motivational techniques to improve the attitude of the students
6. Integrates the various aspects of curriculum for effective implementation of the predetermined outcomes..

(Tick ✓ in relevant cell for each KPC and total the final marks in last row)

B. Rubrics of Module – 1

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Mentee Teacher	Very Good (4)	Good (3)	Fair (2)	Need to Improve (1)	Suggestions for improvement
1	Identifies the factors that influence quality in higher education institutions	Logically organized with all supporting details of the best practices adopted in a selected Higher Education Institution.	Organized with some supporting details of the best practices adopted in a selected Higher Education Institution	Written some relevant practices adopted in a selected Higher Education Institution	Listed the common practices adopted in the Higher Education Institution	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Mentee Teacher	Very Good (4)	Good (3)	Fair (2)	Need to Improve (1)	Suggestions for improvement
2	Formulates Learning Objectives in different domains learning	Prepared a full set of measurable and achievable Instructional objectives for the given topic in all the three domains by following the standard procedures	Prepared a partial set of measurable instructional objectives for the given topic in all three domains	Prepared a partial set of measurable and non-measurable instructional objectives for the given topic in any of the two domains	Prepared non-measurable instructional objectives for the given topic	
3	Maps Instructional Objectives in two dimensions: Cognitive Process Level and Knowledge Dimension	Classified entire list of instructional objectives with respect to Cognitive abilities and Knowledge Dimensions	Classified few instructional objectives with respect to Cognitive abilities and Knowledge Dimensions	Classified few instructional objectives with respect to Cognitive abilities and partially knowledge dimensions	Classified very few instructional objectives with respect to only cognitive abilities without specifying the knowledge dimensions	
4	Applies principles of learning in the class room teaching learning process	Evidence of Expert and highly familiar with the teaching learning process and its applicability in classroom teaching.	Evidence of Good grasp of the teaching learning process and its applicability in classroom teaching	Evidence of Familiarity with the Teaching learning process and its application to classroom teaching	Evidence of Very little familiarity with Teaching learning process and application to classroom teaching	
5	Uses the relevant motivational techniques to improve the attitude of the students	Evidence of Very High expertise on Student Psychology	Evidence of good knowledge of student characteristic, types and problems	Evidence of Familiarity with the adolescents' psychological characteristics	Evidence of hardly any knowledge of student psychology and handling students	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Mentee Teacher	Very Good (4)	Good (3)	Fair (2)	Need to Improve (1)	Suggestions for improvement
6	Motivates students to improve their learning	Evidence of very high expertise on Motivation, its theories and applicability in and outside the classroom and also able to conduct studies	Evidence of Very good knowledge of Motivation, its theories and applicability in motivating students in and outside the classroom	Evidence of Knowledge of concepts of motivation, and strategies for motivating students in and outside the classroom	Evidence of hardly any knowledge of concepts of Motivation and strategies for motivating students in and outside the classroom	
7	Interprets the various components of Curriculum	Effectively Interpreted all the components of Curriculum and constructed the Course plan <ul style="list-style-type: none"> • Course Objectives • Course Outcomes • Learning Outcomes • Instructional Methods • Resource Materials • Assessment Methods 	Reasonably Interpreted the components of Curriculum and constructed the Course plan <ul style="list-style-type: none"> • Course Objectives • Course Outcomes • Learning Outcomes • Instructional Methods • Resource Materials • Assessment Methods 	Constructed the course plan without incorporating all the components of the curriculum	Constructed with incomplete details and with few components	
8	Integrates the curricular and co-curricular activities to develop the students' personality	Effectively selected and developed strategies to implement the curricular and co-curricular activities for a course to attain the learning outcomes.	Identified the relevant curricular and co-curricular activities for a course to attain the learning outcomes. Developed few strategies to implement them	Identified some curricular and co-curricular activities relevant or a course	Only listed curricular and co-curricular activities	
Total Score of 'B'						

C. Comments/Suggestions about team work/leadership/inter-personal communication and any other

.....

D. List of evidences of Module 1 to be Maintained by Mentee Teacher

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
1	Course Journal of Module 1		
2	Learning Outcomes in the Lesson plans		
3	Mapped Learning Outcomes		
4	Lesson Plans		
5	Probing questions asked to students		
6	Evidences proving motivating students		
7	Course plans		
8	Evidences of planned curricular and co-curricular activities		

Signature.....

Name of the Mentor.....

Designation of the Mentor.....

Name and address of Institution of Mentor:

Place:

Date:

MODULE – 2 PROFESSIONAL ETHICS AND SUSTAINABILITY
EVALUATION RUBRIC

Coordinator: Dr. S. K. Gupta, Professor of Assessment, NITTTR Bhopal

Co-Coordinator: Dr. Joshua Earnest, Professor of Electrical Engineering, NITTTR Bhopal

Name of Mentee Trainee Teacher:

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Name of Department:

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Name and address of Institution of Mentee Trainee Teacher:

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A. Major Learning Outcomes of the Module

The following are the major outcomes the mentee trainee will have to display in three term work (indicated by different colours) during the on-the-job-the training in Phase – II:

1. Displays the characteristics of Professionalism.
2. Displays characteristics to develop professional excellence.
3. Displays characteristics to become ‘Guru’ in place of teacher.
4. Maintains diary of evidences of Guidance and Counseling to students effectively.
5. Motivates Students for Social Responsible Works actively as member/leader in committees supervising NCC/NSS/Green Club/Poor Students Help Group and such others.
6. Lives in harmony with self and system.
7. Displays ethical behaviour and positive attitudes according to professional values.
8. Works for development and improvement of department/ institute/ Profession.
9. Displays evidences of academic activities for sustainable development.
10. Displays evidences for concern of environment protection in personal behaviour.

(Tick √ in relevant column cell for each KPC and total the marks in last row)

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to improve (1)	Suggestions to improve
1	Displays the characteristics of Professionalism 1. Has mastery on the subjects. 2. Engages in research to create new knowledge. 3. Shows initiative to work in new areas having high uncertainty. 4. Enjoys trust of the students. 5. Shows self-regulation in behaviour.	Shows all the 5 characteristics	Shows only 4 out of 5 Characteristics. (state which Sl. Nos. are lacking)	Shows only 3 out of 5 Characteristics (state which Sl. Nos. are lacking)	Displays only 2 out of 5 Characteristics (state which Sl. Nos. are lacking in the teacher)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to improve (1)	Suggestions to improve
2	<p>Displays characteristics to develop professional excellence:</p> <ol style="list-style-type: none"> 1. Devotes time for improving fundamentals by referring back to basic/core subject matter as and when required. 2. Learns new knowledge by reading journals/net/attending conferences. 3. Proposes procurement of new software/ books/equipment and learns on them. 4. Supervises challenging projects of bright students. 5. Implements new/advance teaching methods. 6. Give suggestions for improvement of working of department/ Institute 	Displays all the 6 characteristics	Displays at least 5 out of 6 Characteristics (state which Sl. Nos. are lacking)	Displays at least 3 out of 6 Characteristics (state which Sl. Nos. are lacking)	Displays only 1 out of 6 Characteristics (state which Sl. Nos. are lacking)	
3	<p>Displays characteristics to become 'Guru' in place of teacher</p> <ol style="list-style-type: none"> 1. Behaves in ethical manner and shows right attitude in-front of students so that they also learn the same. 2. Gives extra time to students to solve their individual academic difficulties. 3. Shows affection and compassion towards students so that they feel free to interact with him/her. 4. Apart from transferring knowledge to students also discusses importance of desired values and attitudes (wherever finds scope to discuss these) so that they <i>also imbibe good values.</i> 	Displays all the 4 characteristics	Displays only 3 out of 4 Characteristics. (state which Sl. Nos. are lacking)	Displays only 2 out of 4 Characteristics (state which Sl. Nos. are lacking)	Displays only 1 out of 4 Characteristics (state which Sl. Nos. are lacking)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to improve (1)	Suggestions to improve
4	<p>Maintains diary as evidence of Guidance and Counselling to students effectively:</p> <ol style="list-style-type: none"> 1. Guides whole class in general about career and personal matters occasionally. 2. Develops good acquaintance with the assigned students for guidance and counselling so that they feel free to interact with him/her. 3. Devotes time for listening patiently to assigned students to understand their background and problems. 4. Gives proper personal and career advice to students according to their context (i.e. family conditions, socio economic and academic level, emotional strength etc.) 	Maintains diary with at least 30 records evidence of guidance and counselling in a semester	Maintains diary with at least 20 records evidence of guidance and counselling in a semester	Maintains diary with at least 10 records evidence of guidance and counselling in a semester	Maintains diary with at least 5 records evidence of guidance and counselling in a semester	
5	<p>Motivates Students for Social Responsible Works actively as member/leader in committees supervising NCC/NSS/Green Club/Poor Students Help Group and such others</p> <ol style="list-style-type: none"> 1. Motivates students to join NCC/NSS/ Green Club/Poor Students Help Group, etc. 2. Motivates students to take up projects which can help villages/poor people such as designing sanitation and water supply for a village/solar power or wind power project for remote village etc. 3. Arranges activities such as blood donation camp/cultural event or run for charity/mass awareness programmes for common people on issues such as AIDS, Cleanliness etc. with the help of students. 	Displays all the 3 characteristics	Displays only 2 out of 3 Characteristics. (state which Sl. Nos. are lacking)	Displays only 1 out of 3 Characteristics (state which Sl. Nos. are lacking)	Displays none of the characteristics	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to improve (1)	Suggestions to improve
6	<p>Lives in harmony with self and system</p> <ol style="list-style-type: none"> 1. Seems satisfied with the present occupation (do not compare job of faculty with others such as administrators/politicians/businesspersons). 2. Does not try to gain respect/attention by owning very costly and palatial house, cars, ornaments, cloths etc. 3. Chooses tasks according to his/her own interest and capabilities (there is consistency in behaviour). 4. Does not unnecessarily compare his/her performance with others, rather sets his/her own standards and tries to achieve them. 	Displays all the 4 characteristics	Displays only 3 out of 4 Characteristics. (state which Sl. Nos. are lacking)	Displays only 2 out of 4 Characteristics (state which Sl. Nos. are lacking)	Displays only 1 out of 4 Characteristics (state which Sl. Nos. are lacking)	
7	<p>Displays ethical behaviour and positive attitudes according to professional value systems:</p> <ol style="list-style-type: none"> 1. Maintains regularity, punctuality and sincerity in routine working. 2. Does not undertake any other employment such as tuitions/coaching etc. which may affect normal working. 3. Does not engage in antic academic activities such as publishing important questions and guides/keys for them. 4. Acknowledges work done by others and does not engage in plagiarism. 5. Does not use the professional relationship with students for taking private advantage or personal relationship with students for giving them professional advantage. 6. Maintains privacy of students' data (Marks, weaknesses, complaints etc.) 7. Does not allow malpractices by students (copying of assignments/copying during exam/proxy attendance etc.) 8. Does not give any student/colleague undue advantage/disadvantage due to his/her religion, race, cast, gender, sexual orientation, economic/social status etc. 	Displays only 7 out of 8 Characteristics (state which Sl. Nos. are lacking)	Displays only 5 out of 8 Characteristics (state which Sl. Nos. are lacking)	Displays only 3 out of 8 Characteristics (state which Sl. Nos. are lacking)	Displays only 1 out of 8 Characteristics (state which Sl. Nos. are lacking)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to improve (1)	Suggestions to improve
8	<p>Works for development and improvement of department/institute/Profession</p> <ol style="list-style-type: none"> 1. Contributes positively as member/leader of different committees constituted for administration and development of labs/library /hostel/institute etc. 2. Joins relevant professional bodies such as ISTE/IEEE/AMIE and works as active member for development of self and profession. 3. Gently criticizes/opposes the wrong policies/practices of others (Colleagues/ HODs/Principal) with constructive suggestions for maintaining dignity of the system/profession and for its improvement. 	Displays all the 3 characteristics	<p>Displays only 2 out of 3 Characteristics.</p> <p>(state which Sl. Nos. are lacking)</p>	<p>Displays only 1 out of 3 Characteristics</p> <p>(state which Sl. Nos. are lacking)</p>	Displays none of the characteristics	
9	<p>Displays evidences of academic activities for sustainable development:</p> <ol style="list-style-type: none"> 1. Relates relevant course content with sustainable development in the theory classes. 2. Guides students to take up researches/ projects which may help in poverty alleviation. 3. Guides students to take up researches/ projects which may help in sustainable development. 4. Attempts to integrate cradle to cradle and 5R approach in design and other relevant subjects such as materials and production processes. 	Displays all the 4 characteristics for sustainable development	<p>Displays only 3 out of 4 Characteristics for sustainable development</p> <p>(state which Sl. Nos. are lacking)</p>	<p>Displays only 2 out of 4 Characteristics for sustainable development</p> <p>(state which Sl. Nos. are lacking)</p>	<p>Displays only 1 out of 4 Characteristics for sustainable development</p> <p>(state which Sl. Nos. are lacking)</p>	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to improve (1)	Suggestions to improve
10.	<p>Displays evidences for concern of environment protection in personal behaviour:</p> <ol style="list-style-type: none"> Shows concern for energy conservation in workshop/lab/classrooms/offices by appropriate use of energy consuming appliances. Show commitment for 5Rs in personal consumption pattern (such as refusing use of disposable items, reduction in variety of cloths, repair of appliances (rather than discard them), reduced use of paper and other material, collecting and segregating office waste for recycling and others.) Develops culture in the institute for sustainable development by arranging students awareness workshops/ competitions on such themes/working actively for green and clean club/developing book bank (to reduce consumption of paper) and others 	Displays all the 3 characteristics of environment protection in personal behaviour	Displays only 2 out of 3 Characteristics of environment protection in personal behaviour. (state which Sl. Nos. are lacking)	Displays only 1 out of 3 Characteristics of environment protection in personal behaviour (state which Sl. Nos. are lacking)	Displays none of the characteristics of environment protection in personal behaviour	
Total Score of 'B'						

Note: The passing score is 2.6/4

B. Comments/Suggestions about team work/leadership/inter-personal communication and any other

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C. List of evidences of Module 2 to be Maintained by Mentee Teacher

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
1	Evidence of practicing characteristics of Professionalism		
2	Evidence of characteristics of developing Professional excellence		
3	Evidence of characteristics to become 'Guru' in place of teacher		
4	Diary showing evidence of guidance and counselling		
5	Record of motivating Students for Social Responsible Works		
6	Evidence of living in harmony with self and system		
7	Evidence of ethical behaviour and positive attitudes		
8	Evidence of Working for development and improvement of department/ institute/ Profession		
9	Evidence of academic work for sustainable development		

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
10	Evidence of Showing concern for environment protection in personal behaviour		

Signature:

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Name of the Mentor:

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Designation of the Mentor:

Name and address of Institution of Mentor:

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Place:

Date:

MODULE – 3 COMMUNICATION SKILLS, MODES AND KNOWLEDGE

DISSEMINATION
EVALUATION RUBRIC

Coordinator: Er. Amandeep Kaur, Assistant Professor, NITTTR Chandigarh

Name of Mentee Trainee Teacher:

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Department of Mentee Trainee Teacher:

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Name and address of Institution of Mentee Trainee Teacher:

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A. Major Learning Outcomes of the Module

The following are the major outcomes the inductee trainee will have to display in three term work (indicated by different colours) during the on-the-job-the training in Phase – II:

1. Demonstrate effective Communication skills i.e. Listening, Speaking, Reading and Writing.
2. Select active learning strategies to enhance students’ engagement.
3. Select and integrate media to enhance interaction in classroom
4. Evolve strategies for obtaining and provide feedback for improving effectiveness of teaching learning.

(Tick √ in relevant cell for each KPC and total the final marks in last row)

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
1.	a)Maintain Eye Contact	Holds attention of the entire students with the use of direct eye contact	Consistent use of direct eye contact with students	Maintain less eye contact with students	Avoid eye contact with students	
	b)Voice quality	Speaks with voice modulation to maintain students interest	Speaks with satisfactory variation of volume	Speaks in uneven volume	Speaks in very low and uneven volume	
	c)Refer Notes & emphasizing on the content	Taking hints only from the notes and slides and emphasize all the key points and	Seldom refers to notes and slide and emphasize on important key points only	Reading partially from the notes and slides and emphasize	Reading from notes and slides	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
			make best utilization of time		on few important points only	
2.	Effective Listening Skills	a) Use of Listening Skills	Teacher use active and empathetic listening in classroom.	Teacher is actively listening to the students	Teacher is willing to listen to the students and accept their ideas	Teacher is just listening to the students only
		b) Questioning	Ask genuine and thoughtful questions to clarify and ensure their understanding	Ask genuine and thoughtful questions inquire about their level of understanding	Ask genuine question only and show concern to them	No questions to the students and not ensure about their level of understanding
		c) Use of Body Language	Make smooth transition between listening and responding roles & verbal behaviour aligned with Nonverbal behaviour	Use of good body language while teaching	Avoid distractive body language while listening	Body language is very distractive for the students
3.	Effective Reading Skills	a) Enriched Content Delivery	The teacher reads extensively to provide advanced information in classroom more that required by the prescribed curriculum	The teacher reads extensively to provide enriched information in classroom provided in the curriculum	Reads extensively to provide enriched information in classroom essential to achieve all the learning outcomes	Reads from the textbook only to provide essential information in classroom
4.	Effective Writing Skills	a) Purposeful Writing	All the written statements focus on main ideas and key learning with all the essential details	Most of the written statements focus on key learning with specific details	Some of the written statements focused on main key learning with details	Written Statements based on the opinions only with no details at all
		b) Use of Vocabulary	Uses wide range of structure and vocabulary	Uses a good range of structure and vocabulary	Uses good vocabulary	Uses vocabulary that is not very good

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement	
		c) Designing activities	Activities designed by the teacher that provides opportunities to practice writing in class, independently and compulsory writing	Activities are designed by the teacher that provides opportunities to write in classroom and compulsory writing	Activities are designed by the teacher that provides opportunities to compulsory writing	No activities are designed by the teacher that provides opportunities to practice writing	
5.	Create an active learning classroom	a) Use of infrastructure available in Classroom Teaching	Consider all the facilities available at institute level to promote active learning in classroom	Consider all the facilities available at institute level to promote active learning in classroom	Sometimes the activities are designed to promote active learning in classroom	Not considering the facilities available at institute level to promote active engagement of students in classroom	
		b) Style of teaching	Teaching is developmental rather than directive and made it clear to them that they must develop their own independent learning plan and are responsible to verify their knowledge	The students are dependent on the teacher for their learning but not spoon feed.	Students are interacting with each other for clarifications if any and teacher is there to clear their doubts	Students are totally dependent on teacher for information	
6.	Integration of Media in Classroom	a) Integration of Media in Classroom teaching	The teacher uses media that enable the students to learn independently and in groups.	The teacher uses media to deliver instructions and perform activities in group while sitting in classroom	The teacher designs activities by using media to deliver instructions only	The teacher does not use any media to deliver instruction and creating interaction among all (Teacher as well as students)	
		b) Guides students to become active users of different media	The teacher asks students to find and assess online resources that can meet their abilities and	The teacher provides variety of media to create interaction among students in and out the	Uses media to pass the directions and activities to the students.	No direction is given in terms of media usage	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
		available	needs, help them to communicate with teacher and with each other	classroom among all		
7.	Use of Board (Whiteboard/ Blackboard)	a) Pre-planning to use Board in Classroom	The teacher is pre-planned along with all the other resources to make instruction effective	The teacher is pre-planned along with all the other resources to make instruction effective	The teacher is pre-planned along with all the other resources to make instruction effective	The teacher is not well planned on the board
b) Emphasized Writing on Board		Highlights the main points in writing on the board along with explanation to make students fully understand the content	Highlights the main points in writing on the board along with explanation to make students understand the content	Writing is not précised but develops understanding of the content	Uses abbreviations in writing and does not ensure understanding	
c) Visibility of writing on Board		Complete Visibility of writing to all the students and invites students to board to inquire and discuss the content	Complete Visibility of writing to all the students and occasionally call students to board to inquire about the content	Most of the time, Board is used by the teacher only	Writing is not visible to the distant students of the classroom	
8.	Obtain and provide feedback	a) Creates a Conducive Environment in classroom	Foster a creative environment in which feedback is intended to aid in learning growth on continuous basis and adaptation	Foster a creative environment in which feedback is intended to aid in learning growth on continuous basis	Foster an environment in which feedback is provided to students to improve learning when it is essential	Very Minimal feedback is provided to the students

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
	b) Criterion Of Providing feedback	Identify the areas of strengths and areas for improvement, confidently delivered and clearly state the expected outcomes	Identify the areas of strengths and areas for improvement, confidently delivered	Identify the areas of strengths and weakness	Feedback is oriented towards punishment and judgement but student is able to produce quality work due to fear	
	Total Score of 'B'					

Note: The passing score is 6.5 /10

B. Comments/Suggestions about team work/leadership/inter-personal communication and any other

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C. List of evidences of Module 3 to be Maintained by Inductee Teacher

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
1	Classroom Observations		
2	Recorded Lectures		
3	Handouts/Assignments/Tutorial sheets designed by the teacher		
4	Written feedback provided to the students		
5	Feedback obtained from the students		

Signature.....

Name of the Mentor.....

Designation of the Mentor.....

Name and address of Institution of Mentor:

Place:

Date:

MODULE – 4 INSTRUCTIONAL PLANNING AND DELIVERY

EVALUATION RUBRIC

Coordinator: Dr. S. S. Kedar, Associate Professor, Dept. of Electronic Media, NITTTR Bhopal

Co-Coordinator: Prof. (Mrs.) Chanchal Mehra, Associate Professor, Dept. of Electronic Media, NITTTR, Bhopal

E-Content Editor: Dr. Joshua Earnest, Professor of Electrical Engineering, NITTTR Bhopal

Name of Mentee Trainee Teacher:

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Name of Department:

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Name and address of Institution of Mentee Trainee Teacher:

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Major Learning Outcomes of the Module

The inductee trainee will be able to *maintain the E-portfolio* of the online training activities of this module as well as implement in the next semester in their respective institutes the following major outcomes:

11. Interpret the learning outcomes after curriculum analysis of a given course.
12. Select appropriate instructional methods and strategies in view of the learning outcomes.
13. Prepare session plan for classroom, laboratory, workshop and industry-based instruction.
14. Relate the classroom delivery with relevant assignments, tests and other activities for reinforcement of learning.
15. Supplement the classroom presentations with appropriate media and materials for effective teaching learning process.
16. Deliver a session in a classroom and obtain feedback for improvement.

(Tick ✓ in relevant cell for each KPC and total the final marks in last row)

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
6	Prepared a course plan for the selected course in the given format	Prepared date-wise course plan for whole semester addressing all COs and other outcomes to be developed in all three domains in the learnt format.	Prepared course plan for whole semester addressing only three COs and other outcomes to be developed in all three domains in the learnt format.	Prepared course plan for whole semester addressing only two COs and other outcomes to be developed in all three domains in the learnt format.	Prepared course plan for whole semester addressing only one CO and other outcomes to be developed in all three domains in the learnt format.	
7	Analysed course curriculum to derive learning outcomes/ Skills for classroom and laboratory teaching.	Drawn the course/ concept map to identify the industry relevant practical skills, cognitive skills and social skills to be developed through the identified course, each skill/ outcome starting with an action verb.	Drawn the course/ concept map to identify the industry relevant practical skills, and social skills to be developed through the identified course, each skill/ outcome starting with an action verb.	Drawn the course/ concept map to identify the industry relevant practical skills to be developed through the identified course, each skill/ outcome starting with an action verb.	Only identified the industry relevant practical skills to be developed through the identified course, each skill/ outcome starting with an action verb.	

Sl. No .	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
8	Developed lesson plans indicating the learning outcomes, relevant instructional methods and media	Developed lesson plans for <i>all the lessons</i> according to the developed <i>course plan</i> of the semester indicating the learning outcomes and relevant instructional methods and media	Developed lesson plans for <i>75% of the lessons</i> according to the developed <i>course plan</i> of the semester indicating the learning outcomes and relevant instructional methods and media	Developed lesson plans for <i>50% of the lessons</i> according to the developed <i>course plan</i> of the semester indicating the learning outcomes and relevant instructional methods and media	Developed lesson plans for <i>25% of the lessons</i> according to the developed <i>course plan</i> of the semester indicating the learning outcomes and relevant instructional methods and media	
9	Designed/ Selected instructional media for classroom teaching based on the developed lesson plan	Designed/ Selected instructional media for <i>all the lessons</i> planned as above for classroom teaching.	Designed/ Selected instructional media for <i>75% of the lessons</i> planned as above for classroom teaching.	Designed/ Selected instructional media for <i>50% of the lessons</i> planned as above for classroom teaching.	Designed/ Selected instructional media for <i>25% of the lessons</i> planned as above for classroom teaching.	
10	Used relevant instructional methods to develop identified learning outcomes in the classroom	Apart from chalkboard/ whiteboard uses at least four instructional methods to develop	Apart from chalkboard/ whiteboard uses at least three instructional methods to develop	Apart from chalkboard / whiteboard uses at least two instructional methods	Only uses chalkboard/ whiteboard to develop identified learning outcomes in the	

Sl. No .	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
		identified learning outcomes in the classroom	identified learning outcomes in the classroom	to develop identified learning outcomes in the classroom	classroom	
11	Used relevant Instructional media to develop identified learning outcomes in the classroom	Used at least <i>four</i> designed/ selected <i>instructional media</i> in the classroom	Used at least <i>three</i> designed/ selected <i>instructional media</i> in the classroom	Used at least <i>two</i> designed/ selected <i>instructional media</i> in the classroom	Used at least <i>one</i> designed/ selected <i>instructional media</i> in the classroom	
12	Designed laboratory/ workshop practicals to develop identified industry relevant practical skills	Designed <i>at least 10</i> laboratory/ workshop practicals to develop identified industry relevant practical skills of selected course.	Designed <i>at least 7</i> laboratory/ workshop practicals to develop identified industry relevant practical skills of selected course.	Designed <i>at least 4</i> laboratory/ workshop practicals to develop identified industry relevant practical skills of selected course.	Designed <i>at least 2</i> laboratory/ workshop practicals to develop identified industry relevant practical skills of selected course.	
13	Prepared test papers/ end semester question papers to assess the identified learning outcomes and matching the specification	Prepared <i>specification table, two test papers and one end semester question paper</i> matching the specification	Prepared <i>specification table, one test paper and one end semester question paper</i> matching the specification	Prepared <i>specification table and one end semester question paper</i> matching the specification	<i>Specification table not prepared,</i> prepared only test papers.	

Sl. No .	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Needs to Improve (1)	Suggestions for improvement
	table	table to assess <i>identified learning outcomes</i>	table to assess <i>identified learning outcomes</i>	n table to assess <i>identified learning outcomes</i>		
14	Taken written feedback with respect to the activities and resources developed for the course from peers and mentor	<i>Written feedback taken</i> from mentor and peers on course plan, designed media, selected instructional methods taken at least for <i>four classroom</i> sessions and <i>four laboratory</i> sessions.	<i>Written feedback taken</i> from mentor and peers on course plan, designed media, selected instructional methods taken at least for <i>three classroom</i> sessions and <i>three laboratory</i> sessions.	<i>Written feedback taken</i> from mentor and peers on course plan, designed media, selected instructional methods taken at least for <i>two classroom</i> sessions and <i>two laboratory</i> sessions.	<i>Written feedback taken</i> from mentor and peers on course plan, designed media, selected instructional methods taken at least for <i>one classroom</i> session and <i>one laboratory</i> session.	
15	Used ICT for assessment of students learning	Used ICT tools for assessment of students learning in <i>all</i> tests and assignments	Used ICT tools for assessment of students learning in <i>one</i> test and assignments	Used ICT tools for assessment of students learning in <i>all tests</i>	Used only pen and paper tests	
Total						

Note: The passing score is 2.6/4

1. Comments/ Suggestions about team work/ leadership/ inter-personal communication

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2. Any Other Comment

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List of evidences of Module 4 to be Maintained by Inductee Teacher

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
1.	A course plan for selected course in the given format		
2.	Concept map/s using open source software like CmapTools on topics from the selected course curriculum		
3.	Prepare a list of practical outcomes which can be achieved through laboratory work with justification		
4.	Suggest three topics related to your curriculum for organizing panel discussion with justification. (In about 100 words each)		
5.	Design an educational game to fulfil the curriculum outcomes of the course		
6.	Select a topic for group discussion and identify the criteria, and the specific activities that are to be performed by the students before, during and after the discussion		
7.	Suggest three titles each for a micro-project and capstone project. For any one of the projects, state the broad activities expected from students		
8.	Formulate learning outcomes in the three domains to be achieved through industrial visit related to the selected courses		
9.	Formulate/ choose learning outcome(s) for any selected course and suggest the relevant instructional methods with justification for your selection. Suggest topics for demonstration.		
10.	Prepare an activity plan to incorporate blended and flipped Learning approach to develop a learning outcome		
11.	A list of media equipment such as interactive display, interactive board, interactive panel and pad, multimedia projector, Opaque projector, etc. with broad specifications.		
12.	Prepare a relevant handout to support the classroom session, an assignment and a laboratory worksheet as per suggested format		
13.	Prepare a computer-based presentation of about 15 slides, incorporating all the media elements, design principles and guidelines on the topic of your choice		
14.	Prepare and submit a peer validated session plan for a classroom session of 45-60 minutes in the suggested format		
15.	Record your video and submit the recorded video to the mentor		
16.	Develop an action plan for the next six months in order to improve your teaching skills, based on the feedback provided by mentor, colleagues and self-feedback		
17.	Prepare a checklist to ensure the availability of resources for effective implementation of the validated laboratory session		
18.	Prepare one Check list for product and process assessment each to assess selected tasks/ topics from the course teacher has taught		

Signature.....

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Name of the Mentor.....

AICTE Faculty Code:

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Designation of the Mentor.....

Name and address of Institution of Mentor:

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Place:

Date:

**MODULE – 5 TECHNOLOGY ENABLED LEARNING AND
LIFELONG SELF-LEARNING**

EVALUATION RUBRIC

Coordinator: Dr. G. Janardhanan, Associate Professor of Civil and Environmental Engineering, NITTTR Chennai

Co-Coordinator: Dr. V. Shanmuganeethi and Dr. K. S. A. Dinesh Kumar, NITTTR Chennai

Name of Inductee Trainee Teacher:

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Department of Inductee Trainee Teacher:

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Name and address of Institution of Inductee Trainee Teacher:

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Major Learning Outcomes of the Module

The inductee trainee will be able to *maintain the E-portfolio* of the online training activities of this module as well as implement in the next semester in their respective institutes the following major outcomes:

1. Design effective lessons using various instructional technologies.
2. Identify online Free and Open Source Software [FOSS], Open Educational Resource (OER) and other digital tools for the creating active learning environment.
3. Select relevant online platforms and social media to promote student communication and peer discussion.
4. Design different types of formative and summative assessment strategies and tools for a technology-enabled learning.
5. Participate effectively in MOOC courses/webinars for knowledge enhancement.
6. Use different types of online journals and other learning resources for professional growth avoiding plagiarism.
7. Use the Artificial Intelligence appropriately in classroom teaching learning situations

(Tick \checkmark in relevant cell for each KPC and total the final marks in last row)

Sl. No	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve

Sl. No	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
16	Implemented ICT tools for Teaching	Adapted, prepared and implemented four online course learning environment, course materials including assessing the skills using ICT Tools.	Adapted, prepared and implemented three online course learning environment, course materials including assessing the skills using ICT Tools.	Adapted, prepared and implemented two online course learning environment, course materials including assessing the skills using ICT Tools.	Adapted, prepared and implemented one online course learning environment, course materials including assessing the skills using ICT Tools.	
17	Used relevant ICT Tools to develop identified learning outcomes in the classroom	Used four designed/selected ICT Tools in the classroom	Used three designed/selected ICT Tools in the classroom	Used two designed/selected ICT tools in the classroom	Used one designed/selected ICT Tool in the classroom	
18	Interpreted the course curriculum and implemented virtual laboratory for laboratory teaching.	Implemented the virtual laboratory for all the listed practicals of a course and assessed the development of the practical cognitive and social skills	Implemented the virtual laboratory for 50% the listed practicals of a course and assessed the development of the practical cognitive and social skills	Implemented the virtual laboratory for 25% the listed practicals of a course and assessed the development of the practical cognitive and social skills	Implemented the virtual laboratory for 10% the listed practicals of a course and assessed the development of the practical cognitive and social skills	

Sl. No	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
19	Adopted ICT technologies in the classroom	Implemented at least any one ICT technological tool in both theory and practical course.	Implemented at least any one ICT technological tool either in theory or practical course.	Implemented at least any one ICT technological tool at least in two classroom sessions	Implemented at least any one ICT technological tool at least in one classroom sessions	
20	Adopted Blended and Flipped Classroom	Developed lesson plans, implemented blended and flipped approach for 40% of the lessons according to the developed course plan of the semester indicating the learning outcomes and relevant teaching methods and media	Developed lesson plans implemented blended and flipped approach for 30% of the lessons according to the developed course plan of the semester indicating the learning outcomes and relevant teaching methods and media	Developed lesson plans implemented blended and flipped approach for 20% of the lessons according to the developed course plan of the semester indicating the learning outcomes and relevant teaching methods and media	Developed lesson plans implemented blended and flipped approach for 10% of the lessons according to the developed course plan of the semester indicating the learning outcomes and relevant teaching methods and media	
21	Digital Literacy – Possess ORCID, SCOPUS ID,	Created the researcher ID in any four	Created the researcher ID in any three portals	Created the research ID in two portals	Created the research ID in one portal	

Sl. No	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
	GOOGLE SCHOLAR, RESEARCH GATE	portals				
22	Completed one MOOC related to International and also SWAYAM a ARPIT course	Enrolled MOOC in on <i>International</i> and <i>National</i> Platform and completed MOOC with commendable certificate.	Enrolled MOOC from National Platform and completed MOOC with commendable certificate.	Enrolled and completed any one MOOC	Enrolled but not completed any MOOC	
23	Used WEBINAR to teach students	Developed own Webinar to teach students	Used available webinar material to teach students	Enrolled for webinar and attended the webinar.	Enrolled but not attended webinar	
24	Used Social Media account for Teaching-Learning (T-L) situations	<i>Used three Social Media Account (Google meet, Youtube Facebook, WhatsApp, Telegram, Twitter, Instagram, Google Plus, etc.) effectively in T-L</i>	<i>Used two Social Media Account (Google meet, Youtube Facebook, WhatsApp, Telegram, Twitter, Instagram, Google Plus, etc.) effectively in T-L situations</i>	<i>Used one Social Media Account (Google meet, Youtube Facebook, WhatsApp, Telegram, Twitter, Instagram, Google Plus, etc.) effectively in T-L situations</i>	<i>Paritally Used Social Media Account (Google meet, Youtube Facebook, WhatsApp, Telegram, Twitter, Instagram, Google Plus, etc.) effectively in T-L</i>	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
		situations			situations	
10	Development of ICT Policy Document for T-L situations	Developed the ICT Policy Document for T-L situations	Participated as a <i>team leader</i> in Developing the ICT Policy Document for T-L situations	Participated as a <i>team member</i> in Developing the ICT Policy Document for T-L situations	Not prepared any ICT Policy Document	
	Total					

Note: The passing score is 2.6/4

3. Comments/Suggestions about team work/leadership/inter-personal communication (if any)

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4. Any Other Comment

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List of evidences of Module 5 to be Maintained by Inductee Teacher

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
9	Evidences of ICT tools used for Teaching		
10	Evidences of ICT Tools to developed		
11	Evidences of Virtual laboratory practicals implemented		
12	Evidences of Adopted ICT technologies in the classroom		
13	Evidences of Blended and Flipped Classroom adopted		
14	Evidences of Digital Literacy – Possess ORCID, SCOPUS ID, GOOGLE SCHOLAR, RESEARCH GATE		
15	Evidences of Completed MOOC		
16	Evidences of developed WEBINAR		
17	Evidences of used Social Media account and implementation in classroom		

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
18	Evidences of Developed Part in preparing ICT Policy Document.		

Signature.....

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Name of the Mentor.....

AICTE Faculty Code:

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Designation of the Mentor.....

Name and address of Institution of Mentor:

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Place:

Date:

MODULE – 6 STUDENT ASSESSMENT AND EVALUATION

EVALUATION RUBRIC

Coordinator: Dr. V. Shanmuganeethi Associate Professor, NITTTR Chennai

Co-Coordinator: Dr. G. Janardhanan and Dr. K. S. A. Dinesh Kumar, NITTTR Chennai

Name of Inductee Trainee Teacher:

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Department of Inductee Trainee Teacher:

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Name and address of Institution of Inductee Trainee Teacher:

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Major Learning Outcomes of the Module

The inductee trainee will be able to *maintain the E-portfolio* of the online training activities of this module as well as implement in the next semester in their respective institutes the following major outcomes

1. Use relevant characteristics of assessment practices in assessing various engineering courses.
2. Prepare convergent and divergent questions in assessment schemes
3. Plan direct and indirect assessment strategies for engineering courses
4. Design specification table to address the Revised Bloom's taxonomy
5. Design relevant rubrics to assess the student performances in all three domain of learning
6. Check the content, construct and predict validity
7. Estimate the reliability of your question set.
8. Interpret the assessment score with respect to Item difficulty index and discrimination index
9. Integrate different assessment software tools for relevant classroom teaching-learning

(Tick \checkmark in relevant **cell** for each KPC and total the final marks in last row)

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
25	Displayed Classroom Interaction and constructive feedback for assessment	Classroom interaction with different types questions and feedback are displayed	Classroom interaction with few types questions and feedback are displayed	Classroom interaction with different types questions and without feedback	Classroom interaction with without feedback	
26	Prepared short answer questions and MCQ based	Prepared short answer with action verbs and MCQ for	Prepared short answer with action verbs and MCQ for	Prepared short answer with action verbs and MCQ for	Prepared short answer with action verbs and MCQ for	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
	on revised bloom's taxonomy	four units of the syllabus matching with Revised Bloom's taxonomy to assess the learning outcomes (LOs)	three units of the syllabus matching with Revised Bloom's taxonomy to assess the learning outcomes (LOs)	two units of the syllabus matching with Revised Bloom's taxonomy to assess the learning outcomes (LOs)	one unit of the syllabus matching with revised Revised Bloom's taxonomy to assess the learning outcomes (LOs)	
27	Designed the Specification table to match the cognitive domain learning outcomes (LOs)	Prepared specification table 100% matching the Cognitive Domain LOs of a course	Prepared specification table 75% matching the Cognitive Domain LOs of a course	Prepared specification table 50% matching the Cognitive Domain LOs of a course	Prepared specification table 25% matching the Cognitive Domain LOs of a course	
28	Prepared question paper mapping with the specification table of a course	Prepared mid-term question paper for 50% of the syllabus matching the Specification Table to assess LOs	Prepared mid-term question paper for 40% of the syllabus matching the Specification Table to assess LOs	Prepared mid-term question paper for 30% of the syllabus matching the Specification Table to assess LOs	Prepared mid-term question paper for 10% of the syllabus matching the Specification Table to assess LOs	
29	Designed rubrics for assessment of LOs related to psychomotor domain.	Designed rubrics related to psychomotor domain LOs with ALL major KPC and their corresponding descriptors clearly defined	Designed rubrics related to psychomotor domain LOs with 75% major KPC and their corresponding descriptors clearly defined	Designed rubrics related to psychomotor domain LOs with 50% major KPC and their corresponding descriptors clearly defined	Designed rubrics related to psychomotor domain LOs with 25% major KPC and their corresponding descriptors clearly defined	
30	Designed rubrics for assessment of LOs related to Affective domain	Designed rubrics related to Affective domain LOs with ALL major KPCs and their corresponding descriptors clearly defined	Designed rubrics related to Affective domain LOs with 75% major KPCs and their corresponding descriptors clearly defined	Designed rubrics related to Affective domain LOs with 50% major KPCs and their corresponding descriptors clearly defined	Designed rubrics related to Affective domain LOs with 25% major KPCs and their corresponding descriptors clearly defined	
31	Prepared a rubric to assess the mini project in a	Designed rubric to assess ALL course	Designed rubric to assess 75% course	Designed rubric to assess 50% course	Designed rubric to assess 25% course	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
	course	outcomes (COs) with ALL major KPC and their corresponding descriptors clearly defined	outcomes (COs) with 75% major KPC and their corresponding descriptors clearly defined	outcomes (COs) with 50% major KPC and their corresponding descriptors clearly defined	outcomes (COs) with 25% major KPC and their corresponding descriptors clearly defined	
32	Maintained the <u>portfolio</u> of the assessed student activities for the whole semester	Maintained the records of ALL the assessed Co-curricular and extra-curricular activities of ALL students	Maintained the records of 75% the assessed Co-curricular and extra-curricular activities of 75% students	Maintained the records of 50% the assessed Co-curricular and extra-curricular activities of 50% students	Maintained the records of 25% the assessed Co-curricular and extra-curricular activities of 25% students	
33	Prepared question paper with correct Content and construct validity and estimated reliability	Prepared a valid Question paper with 100% content and construct validity and calculated reliability	Prepared a valid Question paper with 75% content and construct validity and calculated reliability	Prepared a valid Question paper with 50% content and construct validity and calculated reliability	Prepared a valid Question paper with 25% content and construct validity and calculated reliability	
34	Used software tools or platform to assess cognitive domain related skills in the students	Used four software tools or platform to assess cognitive domain related skills in the students	Used three software tools or platform to assess cognitive domain related skills in the students	Used two software tools or platform to assess cognitive domain related skills in the students	Used one software tools or platform to assess cognitive domain related skills in the students	
Total						

Note: The passing score is 2.6/4

5. Comments/Suggestions about team work/leadership/inter-personal communication

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6. Any Other Comment

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List of evidences of Module 6 to be Maintained by Inductee Teacher

Sl. No.	Major Evidences	Yes	No
19	Report on feedback evidences of formative and preparative Assessment in the classroom		
20	Evidence of short answer questions and MCQ prepared of a course		
21	Evidence of Specification table for cognitive domain learning outcomes		
22	Evidence of question paper mapping with specification table		
23	Evidence of rubrics prepared for the psychomotor domain		
24	Evidence of rubrics prepared for the psychomotor domain		
25	Evidence of rubric used to assess the mini project		
26	Evidence of assessed records of portfolio		
27	Evidence of validity and reliability tested question paper		
28	Evidence of using software tools		

Signature.....

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Name of the Mentor.....

AICTE Faculty Code:

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Designation of the Mentor.....

Name and address of Institution of Mentor:

Place:

Date:

NITTT - FACULTY INDUCTION PROGRAMME (FIP)
MODULE – 7 CREATIVE PROBLEM SOLVING, INNOVATION AND MEANINGFUL
RESEARCH & DEVELOPMENT

EVALUATION RUBRIC

Coordinator: Dr. P. K. Tulsi, Professor (Retd.), Education & Educational Management
 Department, NITTTR Chandigarh

Name of Inductee Trainee Teacher:

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Department of Inductee Trainee Teacher:

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Name and address of Institution of Inductee Trainee Teacher:

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Major Learning Outcomes of the Module

The inductee trainee will be able to *maintain the E-portfolio* of the online training activities of this module as well as implement in the next semester in their respective institutes the following major outcomes:

1. Solve problems creatively
2. Innovate in the processes, products and services in work life
3. Build effective teams for R&D
4. Build student teams
5. Undertake Research to improve the various sub-components of the technical education system

(Tick \checkmark in relevant **cell** for each KPC and total the final marks in last row)

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
1	a) Identify problem	Accurately Identifies all key elements in the problems and relationship among them	Accurately Identifies major key elements in the problems and relationship among them	Accurately Identifies some key elements in the problems and relationship among them	Unable to accurately identify any of the key elements in the problems and relationship among them	
	b) Collect	Presents relevant,	Presents relevant,	Presents relevant,	Presents irrelevant,	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
	relevant information/ data	sufficient and credible data/ information	sufficient and credible major data/ information	somewhat sufficient and somewhat credible data/ information	insufficient and not credible data/ information	
	c) Analysis of information/ data	Analyze all the data/information for accuracy and validity taking account of all limitations	Analyze major data/information for accuracy and validity taking into account major limitations	Analyze part of the data/information for accuracy and validity but fails to take into account limitations	Analyze insufficient data/information but fails to take into account limitations	
	d) Develops a creative solution	Develops multi-dimensional approach based on multi-perspectives to develop creative solution to problem	Develops multi-dimensional approach based on major perspective to develop creative solution to problem	Develops the approach based on selected perspective to develop solution to problem	Unable to develop the approach to develop solution to problem	
	e) Implement creative solution to problem	Implements the approach to arrive at logical and highly creative solution to problem	Implements the approach to arrive at logical and moderately creative solution to problem	Implements the approach to arrive at logical but not creative solution to problem	Implements the approach but fails to arrive at logical and creative solution to the problem	
2	a) Define problem	Exhibits clear understanding of problem from multi-perspectives	Exhibits clear understanding of problem from majority of perspectives	Exhibits understanding of problem from limited perspectives	Exhibits no understanding of problem	
	b) Identify innovative solution	Identifies innovative solution technically feasible	Identifies innovative solution, technically feasible but with minimal risk	Identifies innovative solution, technically feasible but with maximum risk	Identifies solution neither innovative nor technically feasible	
	c) Align innovation to institute	Innovation is completely aligned to objectives of	Innovation is directly aligned to objectives of	Innovation is indirectly aligned to objectives of	Innovation is not at all aligned to objectives of	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
	Objectives	institute improvement	institute improvement	institute improvement	institute improvement	
	d) Impact on student learning	Innovation having high impact on student learning	Innovation having moderate impact on student learning	Innovation having some impact on student learning	Innovation having least impact on student learning	
	e) Applicability of innovation	Innovation is applicable across disciplines	Innovation is applicable across majority of disciplines	Innovation is applicable across limited disciplines	Innovation is not all applicable across disciplines	
3	a) Contribution to ideas	Contributes original ideas on his/ her own	Contributes ideas on his/ her own	Express agreement with ideas given by others	Does not contribute ideas or express agreement	
	b) Individual responsibility & standards	Completes individual responsibilities and exceeds the desired standards	Completes individual responsibilities to the desired standards	Completes individual responsibilities but not to the desired standards	Does not complete individual responsibilities	
	c) Interaction with other & recognition to others	Always Interact with others and give respect and recognition to others	Most of the time Interacts with others with respect and recognition to others	Sometimes interact with others with respect and recognition to others	Never interacts with others with respect and recognition to others	
	d) Support to others	Supports others in accomplishing assigned responsibilities without asking	Supports others, when asked in accomplishing assigned responsibilities	supports others half- heartedly when asked, in accomplishing assigned responsibilities	Neither supports others on his own nor when asked for	
	e) Facilitate decision making/ resolving conflicts	Helps in taking decisions and resolving conflicts	Helps in taking decisions and when asked for helps in resolving conflicts	Helps in taking decisions	Neither facilitates decision taking nor resolving conflicts	
4	a) Building	Constitutes teams with	Constitutes teams with	Constitutes teams with	Constitutes teams without	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
	Student teams	members having complementary skills	members having complementary skills but some having similar skills	members having similar skills	any consideration of skills	
	b) Accessibility to student teams	Remains accessible to team for facilitation throughout the work	Remains accessible most of the time to teams for facilitation	Remains accessible to teams sometimes for facilitation	Is not accessible to team during the work	
	c) Monitor progress	Continuously monitors progress of teams	Frequently Monitors progress of team	Sometime monitors progress of team	Never monitors progress of team	
	d) Evaluate team performance	Evaluates team performance based on self, peer and teacher assessment	Evaluates team performance based on peer and teacher assessment	Evaluates team performance based on teacher assessment	Does not evaluate team performance	
5	a) Define a research problem	Selects and defines a very significant problem	Selects and defines a problem	Selects and defines a problem	Selects a problem but fails to adequately define it.	
	b) State research questions	States adequate number of research questions accurately	States majority of the research questions accurately	States some research questions accurately	States research questions inaccurately	
	c) Select research design and describe research procedure	Selects relevant method, adequate sample, appropriate tools and statistical techniques	Select relevant method, adequate sample, somewhat relevant tools and statistical techniques	Select relevant method, inadequate sample, appropriate tools and statistical techniques	Select relevant method, adequate sample, tools and statistical techniques	
	d) Collect data/information	Collect relevant and reliable data/information from all sources	Collect relevant and reliable data/information from majority of sources	Collect relevant data/information from selected sources	Collect data/information from limited sources	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
	e) Analysis of data/information	Interprets the data/information using appropriate statistical techniques	Interprets major data/information using appropriate statistical techniques	Interprets part of the data/information using appropriate statistical techniques	Interprets the data/information using inappropriate statistical techniques	
	f) Interpretation of Results	Interpret the findings correctly and draw logical conclusions	Interpret majority of the findings correctly and draw logical conclusions	Interpret some of the findings correctly and draw logical conclusions	Interpret the findings incorrectly and draw illogical conclusions	
	g) Research Report	Write a well-planned and organized research report	Write reasonably planned and organized research report	Write a research report omitting some details	Write a research report omitting major details	
	Total					

Note: The passing score is 2.6/4

7. Comments/Suggestions about team work/leadership/inter-personal communication

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8. Any Other Comment

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List of evidences of Module 7 to be Maintained by Inductee Teacher

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
29	a) Creative Problem solving Anecdotal record of/ documentation related to problem(s) solved creatively		
	b) Creative Problem solving Photographs of problem(s) solved, if available, if any		
	c) Creative Problem-solving Recognition at institute level, etc.		
30	a) Innovation in teaching learning- Product available (Teaching-learning strategy, Media/ evaluation tool, assignment, etc.), documented record.		
	b) Innovations in Recognition at institute level		
	c) Innovations in leading to Patent		
31	a) Documentation related to team work		

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
	b) R&D through Teamwork Research reports, Papers published, Photographs or video recording if any		
	c) Peer assessment related to team work if any		
32	a) Reports of Research		
	b) Experimental set-ups of Research		
	c) Tools used of Research		
	d) Product as an outcome of Research		
	e) Paper published on the basis of research undertaken		

Signature.....

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Name of the Mentor.....

AICTE Faculty

Code:.....size

Designation of the Mentor.....

Name and address of Institution of Mentor:

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Place:.....

Date:.....

**MODULE – 8 INSTITUTIONAL MANAGEMENT AND ADMINISTRATIVE
PROCEDURES**

EVALUATION RUBRIC

Coordinator: Dr. Rakesh K. Wats, Professor & Head, Media Centre, NITTTR Chandigarh

Coordinating Team: Dr. S. S. Pattnaik, Director, NITTTR Chandigarh

Dr. Sunil Dutt, Professor & Head, Education and Educational
Management, NITTTR, Chandigarh

Name of Inductee Trainee Teacher:

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Name of Department:

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Name and address of Institution of Inductee Trainee Teacher:

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Major Learning Outcomes of the Module

The inductee trainee will be able to *maintain the E-portfolio* of the online training activities of this module as well as implement in the next semester in their respective institutes the following major outcomes:

1. Interpret the planning in institutional management and development procedures
2. Prepare a strategic plan for the department/ institute and priorities thrust areas for its growth and development
3. Prepare institutional design/ chart highlighting clearly authority accountability relationship
4. Form teams for different projects and programmes and effectively network with other agencies/ organisations
5. Determine manpower requirements and recruit, select and place relevant individuals applying appropriate rules and regulations
6. Apply financial rules and regulations for management of institute/ department budget, procurement of resources and inventory management
7. Direct the activities of individuals through effective means of communication, motivation and leadership
8. Manage planned change by setting SMART goals and innovative approaches
9. Evaluate performance and prepare action plan for improvement
10. Develop students with managerial skills to emerge as leaders in their own sphere of work

(Tick \checkmark in relevant cell for each KPC and total the final marks in last row)

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
1	Displays the characteristics of Professionalism 6. Has mastery on the subjects. 7. Engages in research to create new knowledge. 8. Shows initiative to work in new areas having high uncertainty. 9. Enjoys trust of the students. 10. Shows self-regulation in behaviour.	Shows all the 5 characteristics	Shows only 4 out of 5 Characteristics. (state which Sl. Nos. are lacking)	Shows only 3 out of 5 Characteristics (state which Sl. Nos. are lacking)	Displays only 2 out of 5 Characteristics (state which Sl. Nos. are lacking)	
2	Strive hard to develop professional excellence: 7. Devotes time for improving fundamentals by referring back to basic/ core subject matter as and when required. 8. Learns new knowledge by reading journals/ net/ attending conferences. 9. Proposes procurement of new software/ books/ equipment and learns on them. 10. Supervises challenging projects of bright students. 11. Implements new/ advance teaching methods. 12. Give suggestions for improvement of working of department/ Institute	Displays all the 6 characteristics	Displays at least 5 out of 6 Characteristics. (state which Sl. Nos. are lacking)	Displays at least 3 out of 6 Characteristics (state which Sl. Nos. are lacking)	Displays only 2 out of 6 Characteristics (state which Sl. Nos. are lacking)	
3	Attempts to become Guru in place of teacher 5. Behaves in ethical manner and shows right attitude in-front of students so that they also learn the same. 6. Gives extra time to students to solve their individual academic difficulties. 7. Shows affection and compassion towards students so that they feel free to interact with him/ her. 8. Apart from transferring knowledge to students also discusses importance of desired values and attitudes (wherever finds scope to discuss these) so that they also imbibe good values.	Displays all the 4 characteristics	Displays only 3 out of 4 Characteristics. (state which Sl. Nos. are lacking)	Displays only 2 out of 4 Characteristics (state which Sl. Nos. are lacking)	Displays only 1 out of 4 Characteristics (state which Sl. Nos. are lacking)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
4	<p>Ease in transforming from the role of manager to administrator</p> <ol style="list-style-type: none"> 1. Appreciates the importance of deploying right man for the right job 2. Understands rules and regulations of Government and statutory authorities for recruitment and selection and training and development of faculty and staff in technical institutions. 3. Identifies and uses different types of training methods for his/ her self-development. 4. Understands the Government and statutory authorities rules and regulations for promotion and compensation and prepares himself/ herself for the same 5. Appreciate the importance of compensation in motivating faculty and staff in an institution. 6. Appreciates the importance and uses do's and don'ts of conduct of employees for maintaining proper work environment in an institution. 	Displays all the 6 characteristics	Displays only 5 out of 6 Characteristics. (state which Sl.Nos. are lacking)	Displays only 3 out of 6 Characteristics (state which Sl.Nos. are lacking)	Displays only 2 out of 6 Characteristics (state which Sl.Nos. are lacking)	
5	<p>Strives hard to develop himself as a financial manager</p> <ol style="list-style-type: none"> 1. Facilitates in systematic financial planning and management in the department/ institution 2. Uses appropriate accounting standards and general financial rules in financial management. 3. Applies proper procedures for procurement of goods and services in the department/ institution 4. Uses E-Publishing and E-Procurement for procurement of goods and services 5. Applies proper inventory management and disposal procedures and applicable rules. 	Shows all the 5 characteristics	Shows only 4 out of 5 Characteristics. (state which Sl. Nos. are lacking)	Shows only 3 out of 5 Characteristics (state which Sl. Nos. are lacking)	Displays only 2 out of 5 Characteristics (state which Sl. Nos. are lacking)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
6	<p>Dedication to become a good academic leader</p> <ol style="list-style-type: none"> 1. Applies his/ her best to be a leader of his/ her class and the projects/ jobs assigned to him/ her. 2. Uses different leadership models and theories in different situations to get the best from his/ her students/ colleagues/ subordinates. 3. Applies appropriate leadership style in handling different types of students/ colleagues/ subordinates in diversified situations to be effective. 4. Uses effective communication in his/ her class for enhancing the quality of teaching learning process. 5. Applies appropriate communication skills for enhancing the interpersonal relations with colleagues and subordinates. 6. Applies appropriate models of Communication with external stakeholders to enhance the effectiveness of the institution. 	Displays all the 6 characteristics	Displays only 5 out of 6 Characteristics. (state which Sl. Nos. are lacking)	Displays only 3 out of 6 Characteristics (state which Sl. Nos. are lacking)	Displays only 2 out of 6 characteristics (state which Sl. Nos. are lacking)	
7	<p>Good human being and an excellent motivator and Guru</p> <ol style="list-style-type: none"> 1. Teaches with great enthusiasm and inspires students to learn for better quality of life 2. Keeps himself/ herself motivated by learning new things in the discipline and other spheres of life 3. Motivates students and subordinates by applying both intrinsic and extrinsic techniques of motivation 4. Acts as mentor, coach and guide to the students not only in their studies but also for their personal and social development 5. Develops good acquaintance with the assigned students for guidance and counseling so that they feel free to interact with him/ her. 6. Gives proper personal and career advice to students according to their context (i.e. family conditions, socio economic and academic level, emotional strength, etc.) 	Displays all the 6 characteristics	Displays only 5 out of 6 Characteristics. (state which Sl.Nos. are lacking)	Displays only 3 out of 6 Characteristics (state which Sl.Nos. are lacking)	Displays only 2 out of 6 Characteristics (state which Sl.Nos. are lacking)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
8	<p>Tries to act as a catalyst and facilitator for undertaking new initiatives for the growth and development of department/ institution</p> <ol style="list-style-type: none"> 1. With the knowledge of SWOT of the department/ institution identifies the need and drivers of change and their impact on an institution. 2. Facilitates the implementation of change initiatives through relevant planned change models. 3. Uses creative approaches (methods, media, etc.) to make his/ her teaching interesting and effective for better student learning 4. Makes the students understand the importance of creativity and innovation in today's scenario and inspires them to learn new knowledge and its application in their/ different disciplines 	Displays all the 4 Characteristics	Displays only 3 out of 4 Characteristics (state which Sl.Nos. are lacking)	Displays only 2 out of 4 Characteristics (state which Sl.Nos. are lacking)	Displays only 1 out of 4 Characteristics (state which Sl.Nos. are lacking)	
9	<p>Strives to be a role model in terms of management of goals, time and attitude</p> <ol style="list-style-type: none"> 1. Sets SMART goals and targets in terms of his/ her job/ career progression and professional development 2. Facilitates students in setting appropriate goals for their learning and life and guides them in managing the achievement of those 3. Tries to do every work in time and utilizes available time for the growth and development of students and institution 4. Demonstrates positive attitude towards his/ her job/ profession/ life 5. Motivates students to achieve impossible with a positive frame of mind by quoting success stories, life's of eminent personalities, etc. 	Displays all the 5 characteristics	Displays only 4 out of 5 Characteristics (state which Sl.Nos. are lacking)	Displays only 3 out of 5 Characteristics (state which Sl.Nos. are lacking)	Displays 2 out of 5 characteristics (state which Sl.Nos. are lacking)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
10	<p>Efficient and effective teacher and asset as a quality performer</p> <ol style="list-style-type: none"> 1. Identifies his/ her key performance indicators and tries to control their achievement 2. Takes feedback from students, colleagues and superiors on his/ her different performance parameters and tries to improve them 3. Helps the students and subordinates identify their key performance indicators and guides them to achieve those 4. Uses different performance appraisal methods to assess the performance of students/ subordinates 5. Provides regular feedback to the students and subordinates on their performance, strengths and weaknesses and guides them to enhance the same. 6. Appreciate the importance of feedback from different stakeholders viz. Alumni, students, parents, teachers, etc. for enhancing the responsiveness and quality of institutional services and facilitates the institute in designing tools for collecting the same 	Displays all the 6 characteristics	Displays only 4 out of 6 Characteristics. (state which Sl.Nos. are lacking)	Displays only 3 out of 6 Characteristics (state which Sl.Nos. are lacking)	Displays only 2 out of 6 Characteristics (state which Sl.Nos. are lacking)	
11	<p>Strives hard to develop professional competency in institution evaluation for excellence in quality of products and services</p> <ol style="list-style-type: none"> 1. Facilitates in identifying parameters of programme evaluation 2. Facilitates the department in developing their criteria of measurement 3. Facilitates in identifying the parameters of institutional evaluation and their criteria of measurement. 4. Uses academic Audit as a tool for institutional evaluation. 5. Identifies focal areas of academic audit of the department/ institution 6. Facilitates in conducting academic audit to evaluate the performance of the department/ institution 7. Facilitates the department/ institution in designing corrective measures for enhancing the quality of products and services provided by the institute 	Displays all the 7 characteristics	Displays only 5 out of 7 Characteristics. (state which Sl.Nos. are lacking)	Displays only 3 out of 7 Characteristics (state which Sl.Nos. are lacking)	Displays 2 out of 7 of the characteristics (state which Sl.Nos. are lacking)	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
	Total					

Note: The passing score is 2.6/4

9. Comments/ Suggestions about team work/ leadership/ inter-personal communication (if any)

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List of evidences of Module 8 to be Maintained by Inductee Teacher

Sl. No.	Evidences seen in E-portfolio/hard copy files	Yes	No
1	Copy of academic plan(s), proposal of new projects and programmes, SWOT analysis of institute/ department		
2	Copy of academic plan(s), proposal of new projects and programmes, Circular for participation in teams, Formulation of student teams Communication with stakeholders		
3	Participation in department manpower planning and implementation, Participation/ conduct of training programmes/ seminars, etc.		
4	Preparation of department/ lab budget, procurement of equipment/ raw materials, management of lab inventory		
5	Implementation of new teaching modes, methods and media, Undertaking new projects/ programmes/ initiatives		
6	Mentoring/ coaching and guidance to students for personal, social and professional issues, Motivation and encouragement to students for their holistic growth		
7	Undertaking innovative approaches for new projects/ programmes/ initiatives for the growth and development of institution		
8	Role modeling in terms of goals setting for student learning and performance, management of time and attitude, Guidance to students in setting goals and their achievement		
9	Students Performance assessment, Feedback to students about their performance, Feedback from students and other stakeholders, Improvement initiatives		
10	Proforma(e) for programme/ institute evaluation, Participation in Academic audit, Corrective/ improvement initiatives		

Signature.....

Name of the Mentor:

Designation of the Mentor:

Name and address of Institution of Mentor:

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Place:

Date:

**MENTORING PHASE II:
DOMAIN SPECIFIC FIELD TRAINING AND EVALUATION RUBRICS**

DISCIPLINE SPECIFIC FIELD TRAINING

INTRODUCTION

For making teaching learning process application oriented, it is very important that teachers are well aware of the practices being followed in field, research organizations, research laboratories, advance technology centres, universities etc. The incorporation of the knowledge and skills gained by the teacher shall help in making the teaching learning process highly connected with the real world. This shall help the students passing out from the higher education institutions highly relevant from the day one in the systems in which they are to work. Discipline specific field training of teachers shall result in the holistic development of the teachers and in-turn the students, facilitating their growth & development in career, profession, personal and social life.

CHOICE OF ORGANIZATIONS FOR THE DISCIPLINE SPECIFIC FIELD TRAINING

For making this training relevant, it is important that the decisions regarding the organizations be based on the collaborative interaction of the concerned teacher, his/her superiors, and the mentor. This step shall help in identifying the education and training needs of the teacher, his profession, and the requirements of the institution in general. An effective mix of these needs shall help the mentor in identifying the organizations where the training needs of the mentee teacher would be fulfilled. For the teachers of UG/PG programmes, the field/organizations should be related to the domain area of the teachers where the State of the Art equipment, processes and practices are being implemented. The organizations should have the resources to assign simple tasks, problems, micro-projects to the mentee teachers for the fulfilment of pre-determined learning outcomes of this type of training.

EXPECTED OUTCOMES FROM DISCIPLINE SPECIFIC FIELD TRAINING

The broad outcome of this training is to make the mentee teachers competent enough to make their teaching learning process application oriented for the needs of the society, world of work, industry. Some of the expected outcomes of the discipline specific field training (20 working days) in respect of mentee teachers are:

- a) Connect teaching learning with real world issues, applications, problems, practices, processes, etc..
- b) Develop understanding of the field Environment, issues, challenges, processes, and practices.

- c) Develops the competencies required by the mentee teacher relevant to his/her domain area.
- d) Displays professionalism in identifying the domain specific job roles and occupational standards.
- e) Develop values, ethics and soft skills such as communication, team work, leadership, time management etc. as required in the field of practice.
- f) Prepare training report comprising of tasks/problems/projects/application undertaken during the domain specific field training.

For achieving the expected outcomes of domain specific field training, it is important that mentors plan the execution of training in a systematic manner. The steps which need to be understood and carried out by the mentors for this purpose are as follows:

- 1) Planning of training
- 2) Orientation of mentee teachers
- 3) Implementation of the training plan
- 4) Preparation of training report by the mentee teacher
- 5) Evaluation of training.

PLANNING OF TRAINING

For the appropriate conduct of the training, it is important that relevant strategy linking the same with pre-defined expected outcomes be designed. This shall help in better coordination, effective control and follow-up with necessary corrective actions, if required. Some of the important activities to be performed by the mentor during this phase are as follows:

- a) Collect information about the mentee teacher's profile and his/her training & development needs.
- b) Identify relevant field organizations, research organizations, research laboratories, advance technology centres, etc.
- b) Prepare a databank of issues, problems, tasks, projects concerning applications of the discipline for the socio-economic development of the society.
- c) Negotiate with relevant organisations for training of mentee teachers and inform them about purpose and objectives of training of mentee teachers.
- d) Prepare training schedule in consultation with the identified organisation.

- e) Prepare evaluation plan of the training.

ORIENTATION OF MENTEE TEACHER

For the success of this domain specific field training, it is important that the mentee teacher is made acquainted that what is expected from him/her after the successful completion of the training. It is the role of the mentor to inform the mentee teacher about the culture, practices, processes, technologies, State of the Art equipment being used in the organization/agency in which the training is to be conducted. The mentee teacher is to made aware of the activities to be performed during the conduct of this training.

IMPLEMENTATION OF FIELD TRAINING

During the actual conduct of the training period, it is expected that the mentee teacher must observes the rules and regulations, norms and procedures being followed in the training organisation. Report of his/her Training In-charge in terms of achievement of expected outcomes and regular feedback during the course of implementation of training shall help in planning appropriate corrective actions needed for the achievement of objectives. Training In-charge report should have two sections: Section 1 may relate to discipline specific hard skills and the Section 2 relating to soft skills attained by the mentee teacher is presented.

Evaluation Report of the Training In-charge

S. No.	Criteria	Very Good	Good	Fair	Needs to improve
1. 1a.	Report of the Training Incharge regarding: Hard Skills acquired considerable domain specific practical knowledge & skills	Acquired considerable domain specific new practical knowledge & skills	Acquired fairly good domain specific new practical knowledge & skills	Acquired some domain specific new practical knowledge & skills	Acquired hardly any domain specific new practical knowledge & skills
1b.	Soft Skills like initiative, organisation, motivation, leadership, team work etc.	Acquired considerable soft skills	Acquired fairly good soft skills	Acquired some soft skills	Acquired hardly any soft skills

EVALUATION OF TRAINING

After the completion of the training by the mentee teacher, one of the most important activities to be performed by the mentor is to evaluate the effectiveness of the training. It is highly relevant to pinpoint at this juncture that the effectiveness of the training should be linked with the achievement of the pre-defined expected outcomes by the mentee teacher. For this purpose, a rubric has been proposed. The items in this rubric shall guide the mentor in evaluating the performance of the mentee teacher in the domain specific field training.

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
1.	<p>Displays professionalism in connecting teaching learning with real world issues, applications, problems, practices, processes, etc.</p> <ol style="list-style-type: none"> Has knowledge of the real world practices and processes Identifies real world issues/problems in the domain specific discipline. Identifies applications of the domain specific discipline in real world. Acquaints his/her students with real world issues, problems, practices, processes relating to domain area Applies real world practices & processes in the teaching learning. 	Shows all the 5 characteristics	Shows only first 4 out of 5 Characteristics. (state which Sl. Nos. are lacking)	Shows only first 3 out of 5 Characteristics (state which Sl. Nos. are lacking)	Displays only first 2 out of 5 Characteristics (state which Sl. Nos. are lacking)	
2.	<p>Takes initiative in applying domain knowledge and skills in solving issues, problems and challenges of eco-system.</p> <ol style="list-style-type: none"> Identifies the eco-system of his/her domain area Shows sensitivity to the Environment regarding application of his/her domain knowledge/skills. Engages in solving the issues, problems and challenges of his/her domain specific environment. identifies the opportunities in the environment relating to his/her domain area Sensitizes students' towards issues, problems and challenges relating to his/her domain specific environment Motivates students to take initiatives in solving these issues and problems for the benefit of society.. 	Shows all the 6 characteristics	Shows only 4 out of 6 Characteristics. (state which Sl. Nos. are lacking)	Shows only 3 out of 6 Characteristics (state which Sl. Nos. are lacking)	Displays only 2 out of 6 Characteristics (state which Sl. Nos. are lacking)	
3.	<p>Develops the competencies required by the mentee teacher relevant to his/her domain area.</p> <ol style="list-style-type: none"> Identifies knowledge, skills and attitudes required by the mentee 	Shows all the 5 characteristics	Shows only 4 out of 5 Characteristics.	Shows only 3 out of 5 Characteristics	Displays only 2 out of 5 Characteristics	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Average (2)	Need to Improve (1)	Suggestions to improve
	<p>teacher for being effective teacher</p> <p>2. Identifies domain knowledge and skills for effective teaching</p> <p>3. Identifies relevant attitudes in terms of values, ethics and professionalism for being an attractive personality</p> <p>4. Develops up-to-date domain specific knowledge and skills for making teaching learning relevant to the real world</p> <p>5. Demonstrates adequate attitudes and motivates students in imbibing the same relevant to the real world</p>		(state which Sl. Nos. are lacking)	(state which Sl. Nos. are lacking)	(state which Sl. Nos. are lacking)	
4.	<p>Displays professionalism in identifying the domain specific job roles and occupational standards.</p> <p>1. Identifies domain specific occupations</p> <p>2. Enlists job roles relating to identified occupations</p> <p>3. Identifies occupational standards</p> <p>4. Acquaints students about domain specific occupations, job roles and occupation standards</p> <p>5. Prepares students for occupations, job roles and occupation standards through appropriate inputs in his teaching learning</p>	Shows all the 5 characteristics	Shows only 4 out of 5 Characteristics. (state which Sl. Nos. are lacking)	Shows only 3 out of 5 Characteristics (state which Sl. Nos. are lacking)	Displays only 2 out of 5 Characteristics (state which Sl. Nos. are lacking)	
5.	<p>Prepare training report comprising of tasks/problems/projects/application undertaken during the domain specific field training.</p> <p>1. Included the history, the organization structure of field organization</p> <p>2. Identified relevant tasks/problems/projects/application.</p> <p>3. Execution of the project in a systematic and timely manner.</p> <p>4. Preparation of report (Very nicely presented Relevant examples of experiences) comprising of</p> <p>a. originality and innovative presentation of material</p> <p>b. relevant examples of experiences gained</p> <p>c. Proper organization, communication, drawing/sketches, format, style, language, etc.</p> <p>d. shared field practices, applications and their correlation with theory and practice as applicable in his/her curricular courses</p> <p>e. presentation of learning experiences</p>	Shows all the 4 characteristics Shows all the 5 characteristics of the report	Shows only 3 out of 4 Characteristics. Shows all the 4 characteristics of the report (state which Sl. Nos. are lacking)	Shows only 2 out of 4 Characteristics Shows all the 3 characteristics of the report (state which Sl. Nos. are lacking)	Displays only 1 out of 4 Characteristics Shows all the 2 characteristics of the report (state which Sl. Nos. are lacking)	