

3.1 Module – 1: Orientation Towards Technical Education & Curriculum Aspects

Performance Evaluation Rubric of FIP Phase – II in the Respective Institute
by AICTE Identified Mentor

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Name of Inductee Trainee Teacher:

Name of Department:

Name and address of Institution of Inductee Trainee Teacher:

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. Identifies the issues and challenges in the domain of technical 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 pre-determined outcomes.

B. Rubric of Module – 1

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

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Fair (2)	Need to Improve (1)	Suggestions to improve
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 Technical Institution. This is	Organized with some supporting details of the best practices adopted in a selected Technical Institution Presented in a written format	Written some relevant practices adopted in a selected Technical Institution	Listed the common practices adopted in the technical institutes	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Fair (2)	Need to Improve (1)	Suggestions to improve
		presented in a written format				
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	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Fair (2)	Need to Improve (1)	Suggestions to improve
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.	
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 	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 	Constructed the course plan without incorporating all the components of the curriculum	Constructed with incomplete details and with few components	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very Good (4)	Good (3)	Fair (2)	Need to Improve (1)	Suggestions to improve
		<ul style="list-style-type: none"> Resource Materials Assessment Methods 	<ul style="list-style-type: none"> Resource Materials Assessment Methods 			
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. Attainment of Module - 1 Competency

Module - 1 Competency based on NITTT Policy (2019)	Total Score of 'B'
Implements the curriculum effectively applying the psychological and pedagogical principles of learning and instruction to meet the challenges of technical education	

Note: Qualifying Score for Each Module is 50%

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

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E. Evidences of Module 1 to be Maintained by Inductee Teacher

Sl. No.	Evidences Maintained in E-portfolio files by Inductee Teacher	Yes	No
1	Course Journal of Module 1		
2	Learning Outcomes in the Lesson plans		
3	Mapped Learning Outcomes		

Sl. No.	Evidences Maintained in E-portfolio files by Inductee Teacher	Yes	No
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:

AICTE Faculty Code:

Designation of the Mentor:

Name and address of Institution of Mentor:

Place:

Date: