

3.8 Module – 8: Institutional Management and Administrative Procedures

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. 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.

B. Rubric of Module – 8

(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)	Fair (2)	Need 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.	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)	Fair (2)	Need to Improve (1)	Suggestions to improve
	3. Shows initiative to work in new areas having high uncertainty. 4. Enjoys trust of the students. 5. Shows self-regulation in behaviour.		(state which Sl. Nos. are lacking)	(state which Sl. Nos. are lacking)	(state which Sl. Nos. are lacking)	
2	Displays professional excellence: 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 2 out of 6 Characteristics (state which Sl. Nos. are lacking)	
3	Displays quality of ‘Guru’ in place of teacher 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 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)	Fair (2)	Need to Improve (1)	Suggestions to improve
4	<p>Displays Transformation of 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>Displays qualities of a good 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)	Fair (2)	Need to Improve (1)	Suggestions to improve
6	<p>Displays qualities of 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>Displays himself/herself as a good human being as well as 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 	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)	Fair (2)	Need to Improve (1)	Suggestions to improve
	<p>intrinsic and extrinsic techniques of motivation</p> <p>4. Acts as mentor, coach and guide to the students not only in their studies but also for their personal and social development</p> <p>5. Develops good acquaintance with the assigned students for guidance and counseling so that they feel free to interact with him/her.</p> <p>6. Gives proper personal and career advice to students according to their context (i.e. family conditions, socio economic and academic level, emotional strength and others)</p>					
8	<p>Acts as a catalyst and facilitator for undertaking new initiatives for the growth and development of department/ institution</p> <p>1. With the knowledge of SWOT of the department/ institution identifies the need and drivers of change and their impact on an institution.</p> <p>2. Facilitates the implementation of change initiatives through relevant planned change models.</p> <p>3. Uses creative approaches (methods, media, etc.) to make his/ her teaching interesting and effective for better student learning</p> <p>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</p>	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)	Fair (2)	Need to Improve (1)	Suggestions to improve
9	<p>Displays as 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 of eminent personalities, and such others. 	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)	
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, 	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)	

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
	students, parents, teachers, etc. for enhancing the responsiveness and quality of institutional services and facilitates the institute in designing tools for collecting the same.					
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)	
Total Score of 'B'						

C. Attainment of Module - 8 Competency

Module - 8 Competency based on NITTT Policy (2019)	Total Score of 'B'
Manages effectively the other day-to-day educational institution related activities such as administrative, purchase, finance, employers, alumni matching with the vision and mission of the institute	

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 8 to be Maintained by Inductee Teacher

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

AICTE Faculty Code:

Designation of the Mentor.....

Name and address of Institution of Mentor:

Place:

Date: