

3.3 Module – 3: Communication skills, Modes and Knowledge Dissemination

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

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Name of Inductee Trainee Teacher:

Department of Inductee Trainee Teacher:

Name and address of Institution of Inductee 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.

B. Rubric of Module – 3

(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 | Effective Speaking Skills | a) Maintain in 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 | Taking hints only from the notes | Seldom refers to notes and | Reading partially from the | Reading from notes and slides |

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|---------|---|---------------------------------------|--|---|---|--|------------------------|
| | | and emphasizing on the content | and slides and emphasize all the key points and make best utilization of time | slide and emphasize on important key points only | notes and slides and emphasize 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 and verbal behavior 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 read extensively to provide advanced information in classroom more that | The teacher read extensively to provide enriched information in classroom provided in | Read extensively to provide enriched information in classroom | Read from the textbook only to provide essential informatio | |

| 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 |
|--------------------------------|---|---|---|--|---|---|
| | | required by the prescribed curriculum | the curriculum | essential to achieve all the learning outcomes | n 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 | | Using wide range of structure and vocabulary. | Using a good range of structure and vocabulary | Use of good vocabulary | Use of vocabulary is not very good | |
| 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 |

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|---------|---|---|---|--|--|--|
| | 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 use media that enable the students to learn independently and in groups. | The teacher use media to deliver instructions and perform activities in group while sitting in classroom. | The teacher design activities by using media to deliver instructions only. | The teacher is not using any media to deliver instruction and creating interaction among all (Teacher as well as students) |
| | | b) Guide students to become active users of different media available | The teacher asks students to find and assess online resources that can meet their abilities and needs, help them to communicate with teacher and with each other. | The teacher provides variety of media to create interaction among students in and out the classroom among all. | Use media to pass the directions and activities to the students. | No direction given in terms of media usage |
| 7. | Use of Board | a) Preplanning to | The teacher is preplanned | The teacher is preplanned along with | The teacher is preplanned | The teacher is not well |

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|---------|---|---|--|---|--|---|
| | (White board/ Blackboard) | use Board in Classroom | along with all the other resources to make instruction effective | all the other resources to make instruction effective | d along with all the other resources to make instruction effective | 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 develop understanding of the content | Use abbreviations in writing and do 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) Create 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 |
| | | b) Criterion of | Identify the areas of strengths and areas for | Identify the areas of strengths and areas for | Identify the areas of strengths | Feedback is oriented towards punishments |

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|---------------------------|---|--|------------------------------------|--------------|---|------------------------|
| | Providing feedback | improvement, confidently delivered and clearly state the expected outcomes | improvement, confidently delivered | and weakness | t and judgement but student is able to produce quality work due to fear | |
| Total Score of 'B' | | | | | | |

C. Attainment of Module - 3 Competency

| Module - 3 Competency based on NITTT Policy (2019) | Total Score of 'B' |
|--|--------------------|
| Disseminates knowledge in various contexts by communicating effectively in oral and in written form using correct grammar especially in teaching-learning and assessment situations. | |

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 3 to be Maintained by Inductee Teacher

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

AICTE Faculty Code:

Designation of the Mentor.....

Name and address of Institution of Mentor:

Place:

Date: