

Integration Lesson

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title Writing					
5	Presentation	Clarity and Fluency in /Narration/Illustration					
6		Questions- Clear, Concise and grammatically correct					
7		Logical and Thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading/ Demonstration					
11		Classroom interaction					
12		Use of teaching Aids/Use of Examples					
13		Closure					
14		Proportion of each skill					
15		Logical sequencing of skills					
16		Ease in using various skill					
17		Confidence in Teaching and attire					
18		Time Management					
19		Effective use of Various skills					
20		Readiness towards classroom teaching					
		Total Marks- 100					

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Simulation Lesson

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8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading/ Demonstration					
11		Classroom interaction					
12		Use of teaching Aids/Use of Examples					
13		Mastery over the content					
14		As per objectives					
15		Students response					
16		Appropriate/ Creative application					
17	Recapitulation	Appropriate / Activity based Home Work					
18		Inclusion of core elements values and life skills					
19	Application	Classroom management and Time management					
20	Home work	Overall impression					
		Total Marks- 100					

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19	Application	Classroom management and Time management					
20	Home work	Overall impression					
		Total Marks- 100					

**Team Teaching
Evaluation Scheme**

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title Writing					
5	Presentation	Clarity and Fluency in /Narration/Illustration					
6		Questions- Clear, Concise and grammatically correct					
7		Logical and Thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading/ Ease in Demonstration					
11		Use of teaching Aids/Use of Examples					
12		Mastery over the content					
13		Selection of team members					
14		Role of co ordination among team members					
15		Equal participation of team members					
16		Classroom management and Time management					
17	Evaluation	Recapitulation as per objectives					
18		Application – Appropriate/creative					
19		Homework- Appropriate/ activity based					
20		Effectiveness of Team teaching					
		Total Marks- 100					

**Team Teaching
Evaluation Scheme**

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3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title Writing					
5	Presentation	Clarity and Fluency in /Narration/Illustration					
6		Questions- Clear, Concise and grammatically correct					
7		Logical and Thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading/ Ease in Demonstration					
11		Use of teaching Aids/Use of Examples					
12		Mastery over the content					
13		Selection of team members					
14		Role of co ordination among team members					
15		Equal participation of team members					
16		Classroom management and Time management					
17	Evaluation	Recapitulation as per objectives					
18		Application – Appropriate/creative					
19		Homework- Appropriate/ activity based					
20		Effectiveness of Team teaching					
		Total Marks- 100					

Technology Based Teaching

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Introduction	Relevant and stimulating					
3		Revival of previous knowledge and linking with the topic					
4		Statement of Aim and Title Writing					
5	Presentation	Clarity and Fluency in /Narration/Illustration					
6		Questions- Clear, Concise and grammatically correct					
7		Logical and Thought provoking questions					
8		Mastery over the content					
9		Selection of IT Tools					
10		Use of Tools					
11		Quality of Presentation					
12		Co Ordination Between tools and Teaching					
13		Ease and confidence in using technology					
14		Judicious use of technology					
15		Arrangement of Plan II					
16		Recapitulation as per objectives					
17		Application – Appropriate/creative					
18	Evaluation	Homework- Appropriate/ activity based					
19		Classroom Management					
20		Time management					
		Total Marks- 100					

Models of Teaching (2 lessons) (2 credit)- 40 marks

1. ADVANCE ORGANISER MODEL

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Phase I	Clarification of the aim					
3		Presentation of the organizer					
4		Use of examples and references					
5		Use of repetition					
6		Revival of previous knowledge/experiences					
7	Phase II	Presentation of content/learning material					
8		Logical order of content/learning material					
9		Maintenance of attention					
10	Phase III	Use of principle of integration					
11		Encouraged active reception learning					
12		Development of critical approach towards content					
13		Clarification of doubts					
14	Teaching Skills	Mastery over content					
15		Achievement of objectives as per the phases					
16		Role of teacher students					
17		Ease in using model					
18		Classroom management					
19		Time Management					
20		Effectiveness in teaching overall impression					
		Total Marks- 100					

Qualitative Feedback, (If any) -----

Signature of Professor In-charge

2. CONCEPT ATTAIMENT MODEL

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Phase I	Inclusion of essential attributes in positive examples (Yes)					
3		Inclusion of either essential attributes in negative examples (No)					
4		Sufficient number of examples					
5		Medium used for the presentation of examples					
6		Discussion about the essential attributes of the concept					
7		Guideline to compare Yes and No examples					
8		Integration of all the essential attributes of the concept					
9		Encouraging the students for defining the concept					
10	Phase 2	Testing attainment of concept					
11		Guideline for generation new examples					
12	Phase 3	Discussion about thinking strategies					
13		Student response					
14	Teaching Skills	Learning experiences					
15		Preparation of the lesson					
16		Ease in using model					
17		Blackboard work					
18		Classroom Management					
19		Time Management					
20		Overall impression					
		Total Marks- 100					

Qualitative Feedback, (If any) -----

Signature of Professor In-charge

3. INQUIRY TRAINING MODEL

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Phase 1	Selection of appropriate content					
3		Explanation of Rules for enquiry					
4		Clarity in presentation of discrepant events					
5	Phase 2	Encouraged students to ask questions					
6		Accepted only Yes/No questions and rejected in valid questions					
7		Insisted students to clarify terms and conditions of their questions					
8	Phase 3	Encouraged, observation and experimentation wherever necessary					
9		Use of appropriate language for the enquiry process					
10	Phase 4	Encouraged students to formulate a rule and explain a discrepant event					
11	Phase 5	Analysis of the enquiry process and recapitulation					
12		Proper direction to the students thinking process					
13		Encouraged interaction between students					
14		Implementation of the syntax					
15		Ease in using the model					
16		Use of blackboard					
17		Classroom management					
18		Time management					
19		Preparation for the lesson					
20		Overall impression					
		Total Marks- 100					

Qualitative Feedback, (If any) -----

Signature of Professor In-charge

4. JURISPRUDENTIAL INQUIRY MODEL

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Phase I	Selection of issue					
3		Orientation about the issue					
4	Phase 2	Defining the problem					
5	Phase 3	Dividing the class into groups					
6		Explanation of the procedure					
7	Phase 4	Asked challenging questions to each group					
8	Phase 5	Sensitizing about factual assumptions					
9	Phase 6	Discussion about factual assumptions					
10		Linking with the topic					
11		Encourage students for participation					
12		Use of blackboard					
13		Execution of roles					
14		Preparation for the lesson					
15		Classroom Management					
16		Ease in using model					
17		Implementation of the syntax					
18		Study of the issue					
19		Time Management					
20		Overall impression					
		Total Marks- 100					

Qualitative Feedback, (If any) -----

Signature of Professor In-charge