



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.3 Competency of effective communication is developed in students through several activities

(Classroom teaching learning situations along with teacher and peer feedback)

Submitted to
National Assessment and Accreditation Council (NAAC)
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ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM
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2.4.3 Classroom teaching learning situations along with teacher and peer feedback

Sl.No.	Activities	Page No.
1	Training on stimulus variation	1-2
2	Orientation of theory and practice on Language Across Curriculum	3
3	Practice Sessions on Classroom Situations (Criticism Classes)	4-6



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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(Affiliated to Mahatma Gandhi University, Kottayam)

Classroom Teaching learning situations along with teacher and peer feedback

(a) TRAINING ON STIMULUS VARIATION

St. Joseph College of Teacher Education for Women, Ernakulam offered a Training on Stimulus Variation for the first year B.Ed. students. It was an opportunity to build themselves in language efficiency and teaching aptitude. Training on Stimulus Variation was given in two sessions - teach and reteach session during 20th and 21st of October 2022.

A simulated classroom environment was arranged for the same. The students were divided into teachers, students and observers among themselves. They were free to choose any topic to teach. An observation criterion was formed in which teacher movements, gestures, interactive style, focus, speech patterns, pausing, aural-visual switching and student involvements were considered to be the major elements of evaluation. Before the teach session, teacher trainees were given demonstrations by the optional tutors. All the teacher trainees prepared their lesson plans incorporating interesting ICT integrated learning aids.

By Training on Stimulus Variation, the institution intended to provide our trainees with self-confidence and efficiency in understanding the effective management of classroom situations. Apart from a single tutor evaluation, St. Joseph College designed the training by adding peer evaluation to the process. It helped the teacher trainees to learn on observation and critical analysis of the classroom climate. Peer evaluation also helped them to share necessary tips for improvements.





OBSERVATION SCHEDULE OF STIMULUS VARIATION

Sl. No	COMPONENTS	REMARKS				
		Poor (0-2)	Satisfactory (3-4)	Good (5-6)	Very Good (7-8)	Excellent (9-above)
1.	Teacher Movements				✓	
2.	Gestures					✓
3.	Change in interactive style			✓		
4.	Focusing			✓		
5.	Change in speech pattern		✓			
6.	Pausing		✓			
7.	Aural Visual Switching			✓		
8.	Physical involvement of students				✓	





(b) ORIENTATION OF THEORY AND PRACTICE ON LANGUAGE ACROSS CURRICULUM

Language is an integral part of effective communication. In a teaching-learning environment language plays a major role in comprehension of the subject matter. LAC focuses the development of language proficiency through the curriculum transaction. Language Across Curriculum emphasizes the fact that every subject contributes to the development of language among students. Language teaching is not limited to the language related subjects like English, Malayalam, Hindi, etc. Instead, Language Across Curriculum brings up the idea of developing efficient use of language through the coordination of all subjects.

St. Joseph College of Teacher Education for Women, Ernakulam provided an orientation on theory and practice of Language Across Curriculum. This was done through brainstorming sessions, classroom group discussions and optional wise preparation of lesson plans. Through this orientation, our institution could give a better understanding on the various academic writing styles in real teaching learning situations. Subjects apart from languages could get more benefit out of the orientation. The focus on both subject and language through the subject helped the students to polish their own skills.

Each optional prepared two lesson plans each based on the guidance provided from the tutors. Language proficiency in a real classroom environment was not as easy as it seems. The orientation in LAC from the institution helped our students to understand various strategies that can be used in their classrooms during internship programmes. The programme is provided for the trainees during the third semester. LAC provided from the institution was beneficial to all students, It evidently helped each one of them to incorporate language learning through their respective subjects. The various exercises like essay writing, long answer questions, formulation of inferences and steps for the mathematics, etc., are some of the examples.

(c) PRACTICE SESSIONS ON CLASSROOM SITUATIONS (Criticism classes)

St. Joseph College of Teacher Education for Women, Ernakulam conducted a Criticism class as a practice of classroom teaching for all first year B.Ed. students prior to their induction period. The programme was scheduled on 18th and 19th of January 2023.





Criticism programme was organized as a practice session for their induction and internship programmes. Apart from a simulated classroom, High School students of St. Mary's CGHSS, Ernakulam were given the chance to be apart of this criticism classes. The institution arranged the session well, where each teacher trainee gets enough feedbacks and needful corrections.

Teachers trainees were given demonstrations prior to their criticism classes. Observation schedules were created and a peer evaluation along with tutor evaluation was made after each criticism class. The class not only enhanced the pedagogic skills but also, enabled the teacher trainee to develop effective classroom management strategies. The institute provided this as a preparation for their induction programme. The college organized criticism classes for all optional subjects giving two days of duration and a deeper individualized evaluation.

The classes were taken using ICT and other teaching aids. The use of multiple teaching aids and effective classroom management were core skills focused through criticism classes. The tutor evaluation was helpful and supportive for the trainees. Through this programme, our institution tried to give an awareness about diverse students and different classroom situations.





PROFORMA FOR CLASS EVALUATION

Name of Student Teacher:

Date:

Name of the School:

Period:

Subject:

Standard:

Topic:

Sl. No.	Components	Criteria	A+ (Excellent)	A (V. Good)	B (Good)	C (Average)	D (Poor)
1.	Introduction	Building of rapport					
		Introducing the topic					
		Relevance					
		Novelty					
		Effectiveness					
2.	Subject Competency	Linking with life situations					
		Providing additional information					
		Depth of the content and its sequential arrangement					
		Thought provoking ideas					
		Resourcefulness					
3.	Instructional Strategies and Techniques	Learner centered					
		Practicability					
		Originality					
		Innovation					
		Effectiveness					
4.	Learning Materials	Advanced Technology					
		Appropriate					
		Improvisation					
		Novelty and variety					
		Skilful handling					
5.	Learning Activities	Appropriate					
		Originality					
		Student involvement					
		Discipline					
		Progress of activity					
6.	Communicati	Appropriate					





	on	Fluency/ Clarity					
		Stimulus Variation					
		Reinforcement					
		Effectiveness					
7.	Class Management	Ensuring cooperation					
		Friendliness					
		Handling pupils					
		Discipline					
		Effectiveness					
8.	Closure	Ability to summarize					
		Evaluation					
		Promoting values					
		Depth of assignments					
		Budgeting of time					
9.	Teacher	Appearance and manners					
		Confidence level					
		Guide and facilitator					
		Social agent					
		Effectiveness					

Comments:

