



# **St. Joseph College of Teacher Education for Women Ernakulam**



## **CRITERION II**

**2.4.4 Students are enabled to evolve tools of assessment for learning suited to the kinds of learning engagement provided to learners and to analyse as well as interpret responses**

**(Observation modes for individual and group activities)**

Submitted to  
**National Assessment and Accreditation Council (NAAC)**  
**3rd Cycle of Assessment**



#### **2.4.4 Observation Modes for Individual and Group Activities**

<b>Tool of assessment</b>	<b>Documents showing different activities</b>	<b>Samples prepared by students</b>	<b>Page Number</b>
Observation modes for individual and group activities	Training on Stimulus variation	Observation schedule (Micro Teaching)	1-5
	Observation of criticism classes	Observation schedule for criticism class	6-7



## OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES

The college provides ample opportunities for the teacher trainees for observing and learning, teaching methodology during the training period. The opportunities provided for observational learning are as follows:

### a) Observation of microteaching sessions

As per the curriculum the institution provides Micro - teaching sessions to the teacher trainees during their initial phase of training, in which the trainees entail presentation and reinforcement abilities and enables them to quickly learn the skills of teaching. And the peers evaluate the class on the basis of different criteria's of teaching from their appearance to content transaction method and its effectiveness upon the pupils. After each session trainees provided feedback for the concerned peer for enhancing their teaching efficiency. This helps the trainees to realize their areas of weaknesses and to mend it with the help of peers and faculty in charge.



Fig. 1 Peer observation of skill practice session

### b) Observation of criticism classes

The institution arranges criticism class for the first year trainee students. The classroom atmosphere is reconstructed in the college, by bringing school students of the nearby school to the college. Each student teacher takes class for the students and trainees observe the class and understand the method of teaching. This helps the trainees to get an idea about real classroom situation, teaching methodology as well the different areas that should be taken care of.

### c) Internship – Class observation





During the school internship phase, teacher trainees has to evaluate their peers. The teacher trainee without any prior notice visits the class of the peer trainee and evaluates the class on the basis of Introduction to the topic, subject competency, communication, instructional strategies used, learning materials, classroom climate, learning activities, closure, ICT skills and mannerism of the trainee. This helps the trainees to use their own direct knowledge and experience to examine and judge the merit and value of another trainee's practice.

**Fig. 2 Class observation by peers during internship**



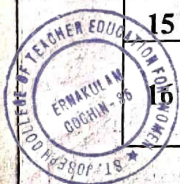
OBSERVATION SCHEDULE FOR THE  
SKILL OF STIMULUS VARIATION

Sl. No.	Component skills	Frequency in minutes													
		Teaching						Total	Re-teaching						Total
		1	2	3	4	5	6		1	2	3	4	5	6	
1	Body movements							7							15
2	Teacher used gestures							6							11
3	Verbal Focusing							4							12
4	Gestural Focusing							6							10
5	Verbal - Gestural Focusing							7							12
6	Voice Modulation							5							16
7	Teacher-pupil interaction							2							7
8	Pupil-pupil interaction														2
9	Teacher-Class interaction							5							7
10	Silence - Pause							4							14
11	Audio Visual Switching							8							15
12	Stimulus variation motivated pupil							3							8



OBSERVATION SCHEDULE FOR THE  
SKILL OF BLACK BOARD WRITING

Sl. No.	Component skills	Frequency in minutes														
		Teaching						Total	Re-teaching						Total	
		1	2	3	4	5	6		1	2	3	4	5	6		
1	Alphabets written were legible	1	1	1	1	1		6	1	1	1	1	1	1		8
2	Blackboard work was neat	1	1	1	1	1		5	1	1	1	1	1	1		9
3	Alphabets were straight	1	1	1	1	1		5	1	1	1	1	1	1		6
4	Alphabets were in straight line	1	1	1	1	1		5	1	1	1	1	1	1		8
5	Lines were parallel	1	1	1	1			4	1	1	1	1	1	1		6
6	Enough spacing between words & alphabets	1	1	1	1	1		5	1	1	1	1	1	1		7
7	Size of alphabets was accurate to the class	1	1	1	1	1		5	1	1	1	1	1	1		7
8	Point were in sequence.	1		1		1		3	1	1	1	1	1	1		7
9	All points were in continuity	1	1	1		1		4	1	1	1	1	1	1		6
10	Unnecessary writings were rubbed			1		1		2	1	1	1	1	1	1		6
11	Main points were underlined.															
12	Need-based diagrams were drawn	1	1	1	1	1		5	1	1	1	1	1	1		6
13	Need-based coloured chalks were used	1	1	1	1	1		5	1	1	1	1	1	1		8
14	Position of the Teacher	1	1		1	1		4	1	1	1	1	1	1		6
15	Diagrams were clear and beautiful	1	1	1	1	1		5	1	1	1	1	1	1		9
	There was a logic or justification of black-board work in the class	1	1	1	1	1		5	1	1	1	1	1	1		8



OBSERVATION SCHEDULE FOR THE  
SKILL OF QUESTIONING (FLUENCY)

Sl. No.	Component skills	Frequency in minutes														
		Teaching						Total	Re-teaching						Total	
		1	2	3	4	5	6		1	2	3	4	5	6		
1	Clarity							8								9
2	Concise							7								7
3	Relevancy							4								6
4	Specificity							8								10
5	Pacing							2								9
6	Pausing							3								5
7	Coherence							3								6
8	Directing							5								6
9	Prompting							6								7



**PROFORMA FOR CLASS EVALUATION**

Name of the Student Teacher : APARNA S. Date: 01/08/2022  
 Name of the School : XYZ Period: 1  
 Subject : Physics Standard: 9  
 Topic : Resonance

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	✓				
11	Subject Competency	Linking with life situations	✓				
		Providing additional information	✓				
		Depth of the content and its sequential arrangement	✓				
		Thought Provoking ideas		✓			
		Resourcefulness	✓				
11	Instructional Strategies and Techniques	Learner centered	✓				
		Practicability	✓				
		Originality		✓			
		Innovation		✓			
		Effectiveness	✓				
V	Learning Materials	Advanced Technology		✓			
		Appropriate	✓				
		Improvisation	✓				
		Novelty and variety		✓			
		Skillful Handling	✓				
	Learning Activities	Appropriate	✓				
		Originality	✓				
		Student involvement	✓				
		Discipline	✓				
		Progress of Activity	✓				
	Communication	Appropriate	✓				
		Fluency/Clarity	✓				
		Stimulus Variation		✓			
		Reinforcement	✓				
		Effectiveness	✓				





VII	Class management	Ensuring Co operation	✓				
		friendliness	✓				
		Handling pupils	✓				
		Discipline	✓				
		Effectiveness	✓				
VIII	Closure	Ability to summarize	✓				
		Evaluation	✓				
		Promoting values	✓				
		Depth of assignments		✓			
		Budgeting of time	✓				
IX	Teacher	Appearance and manners	✓				
		Confidence level	✓				
		Guide and facilitator		✓			
		Social Agent		✓			
		Effectiveness	✓				

Comments. The class was very effective and was conducted in a systematic way. Aparna has good subject competency and her classroom management skills are remarkable. Overall the class was excellent.



Name of the Observer: NEETHU P. D.

*Deethu P. D.*

Signature: