



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

(Other Relevant Information)

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



2.4.4

Other relevant information

| Sl.No | Areas of training | Documents /Reports of Activities organized | Page No |
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ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Workshop on Achievement Test Preparation

| Name of the Event | Workshop on Achievement Test Preparation |
|-------------------------------|---|
| Objectives | <ol style="list-style-type: none">1. To identify and explain reasons for performing tests2. To understand testing terminology to communicate with students and colleagues3. To evaluate a tests reliability and validity4. To select appropriate tests5. To administer test protocols properly and safely |
| Details of Event coordinators | St. Joseph College of Teacher Education For Women, Ernakulam |
| Dates | 2022-23(29/10/2022),2021-22(12/11/2021-13/11/2021),2020-21(29/6/2020-30/6/2020),2019-20(24/6/2019-25/6/2019),2018-19(9/8/2018-10/8/2018) |
| Time | 10.00 am to 12.00 pm |
| Duration | 2 hours |
| Beneficiaries | Student teachers |
| Event Venue | St. Joseph College of Teacher Education For Women, Ernakulam |

Programme Report

A workshop on Achievement test preparation was organized by the college on 29th October 2022 under the following objectives:to familiarize with preparation and administration of achievement test, to evaluate a tests reliability and validity, to select appropriate tests.The theoretical background of achievement test, objectives of achievement test, its importance were explained by teacher educators.What are the steps and how to prepare blue print was also explained by teacher educators on the first day of the workshop.





After the theoretical explanation of the teacher educator the students prepared a draft test with the help of teacher .Corrections were made and finalized the test. Teacher educators instructed the student teachers about the analytical part of the achievement test. During the internship the student teachers prepared the achievement test on the allotted portions and administered in the concerned class. All the details were reported in the record .statistical analysis and graphical representation of the data also was included in the research.





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WORKSHOP ON PREPARATION OF DIAGNOSTIC TEST

| | |
|--------------------------------------|--|
| Name of the Event | Preparation and evaluation of diagnostic test |
| Objectives | <ol style="list-style-type: none">1) To identify areas where students may need additional support or intervention.2) To provide a baseline measure of student understanding before instruction begins.3) To identify individual student needs and tailoring instruction accordingly.4) To evaluate the effectiveness of instructional programs and interventions. |
| Details of Event Coordinators | St. Joseph College of Teacher Education for Women, Ernakulam |
| Dates | 2022-23(12/11/2023),2021-22(16/11/2021),2020-21(27/6/2020).2019-20(10/6/2019),2018-19(4/8/2018) |
| Time | 2-4 PM |
| Duration | 2hrs |
| Beneficiaries | Student Teachers |
| Event Venue | Respective schools |

REPORT

College organized a training programme on the preparation of diagnostic test under the guidance of Mrs.Anu Cleetus. The diagnostic test preceded an achievement test. The student-teachers were first provided information about the achievement test, its purpose, scope and objectives.They were then asked to conduct the achievement test in their schools and identify the students who performed below average.The students who performed below average marks have taken as the sample for the diagnostic test.The teacher educator provided a deep insight to the student teachers about educational diagnosis, its theory, scope, steps





and purpose. The student teachers were then asked to choose a topic which most of the students found difficult to answer in the achievement test. Followed by this, the student teachers were asked to prepare a diagnostic test to test all types of difficulties that a student encounters while answering the questions related to the chosen topic. The diagnostic test underwent a series of corrections by the teacher-educator. After evaluating the diagnostic test, a diagnostic chart was prepared by the student-teachers under the guidance of the teacher-educator. The teacher-educator gave detailed information regarding how to analyse the diagnostic chart and identify the potential difficulties faced by each student. Based on this the teacher-educator was given an orientation on how to provide remedial lessons to the students and also explained the importance of post-test after the remedial lessons. The report on diagnostic test was submitted on 23-01-2023.





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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) Micro teaching assessment – Peer observation

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) Demonstration class by Seniors

The institution provides demonstration 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. Senior trainees takes class for the students and trainees observes the class and understands 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..



Fig. 2 Demo class by seniors

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.



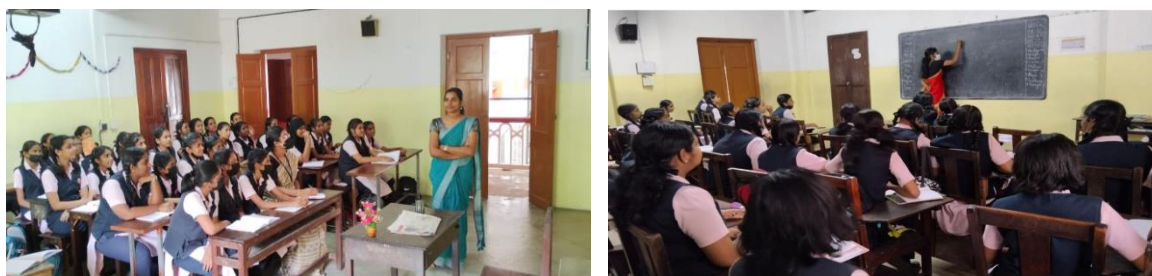


Fig. 3 Class observation by peers during internship





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PERFORMANCE TEST – ARTS DAY CULTURAL EVENTS EVALUATION

The college organized an annual Arts Festival exclusively for the teacher trainees, with the Arts Secretary of the college union assuming the role of the event coordinator. The fest provided an inclusive platform for all student teachers, representing different houses, to partake in a wide array of individual and group competitions, fostering creativity and camaraderie among them. The events were categorized into on-stage and off-stage activities, offering diverse avenues for artistic expression and performance.

The on-stage segment featured a plethora of contests, including story writing (English and Malayalam), poem composition (English and Malayalam), pencil drawing, photography, watercolour painting, poster designing, clay modelling and collage. To add to the diversity, the off-stage events included recitation (English and Malayalam), elocution (languages), monoact, kadhaprasangam, fancy dress and light music performances. The group competitions promoted a sense of unity and teamwork, encompassing mime, Thiruvathira, patriotic song renditions, and nadanpattu.

In order to ensure an equitable and professional evaluation process, the criteria for assessment were meticulously crafted through collaborative efforts, with B.Ed. trainees receiving valuable guidance from seasoned professionals. The task of appraising the diverse performances was entrusted to student teachers from the first-year B.Ed. program, providing them with an invaluable opportunity to gain practical experience in evaluating various forms of artistic expression.





This remarkable event not only allowed the teacher trainees to acquire hands-on experience in organizing an Arts Festival but also deepened their understanding of the intricate components involved in evaluating a wide spectrum of artistic and cultural performances. It served as a vibrant platform for nurturing creativity and fostering a strong sense of community among the participants, enhancing their educational journey and enriching their overall development.

ARTS DAY
"മമ്മൂ 2K23"
മാതൃ, സൗഹൃദം, മദ്യം

The list of events

Off stage events

1. Story writing (Eng & Mal)
2. Poem writing (Eng & Mal)
3. Pencil drawing
4. Photography
5. Water colouring
6. Poster designing
7. Clay modeling
8. Collage making (Group)

On stage events

Individual events

1. Recitation (Eng & Mal)
2. Elocution (Eng & Mal)
3. Monoact
4. Kathaprasangam
5. Fancy dress
6. Light Music

Group events

1. Mime
2. Thiruvathira
3. Patriotic Song
4. Nadanpattu

CRITERIA FOR PARTICIPATION

- A person can participate maximum 3 individual offstage item.
- A person can participate maximum 2 onstage individual and 2 onstage group item.
- The item will be cancelled if the number of participants is less than 3.
- Participants list should be submitted on 24/3/2023 before 8 PM.

5. Judgment will be based on qualities like delineation of Character, plot construction, theme, diction, correctness and style of language and general impression.

6. The story shall be original, not copied or condensed in any form from other writings

POETRY WRITING (ENGLISH/ MALAYALAM)

1. Maximum time allowed for writing the Poetry is One and half hour
2. The topic will be given on the spot
3. The language of the competition shall be strictly used.
4. No reference material will be allowed in the competition hall.
5. Judgment will be based on qualities like theme development, diction, imagery, emotion, appropriate use of language, general impression etc.
6. The poem shall be original and not borrowed or copied from others.

CRITERIA FOR ONSTAGE EVENTS

KAVITHAPARAYANAM (MALAYALAM) / POETRY RECITATION (ENGLISH)

1. Maximum time allowed 7 minutes. Minimum 5 minutes
2. Judgment will be based on clarity of speech, expression of emotion and ideas, Rhythm, Tone, general impression etc.

ELOCUTION (MALAYALAM/ENGLISH)

1. Maximum time allotted for the it 7 minutes. Minimum 5 minutes
2. The topic will be given 10 minutes before the start of the competition. After the release of the topic, participants will not be allowed to use mobile phone, laptop, to refer the books or to discuss.
3. The language of the competition shall strictly be used.
4. Reading of the speech is not permitted; but the participant may refer to written points for the speech.
5. Judgment will most likely be based on qualities like correctness of language, clarity of expression, development of the theme and other rhetorical qualities.

MONO ACT

1. Time allowed is 5 minutes.
2. Judgment will be based on qualities like ability to act, clarity of language, literary expression, originality, humor, general impression etc.

KATHAPRASANGAM

1. The Medium is Malayalam.

- One student should participate minimum one onstage and offstage individual item and one group onstage item.
- Every one must be in one committee.
- Items which exceeds the allotted time will be disqualified.

OFF-STAGE ITEMS CRITERIA

POSTER DESIGNING, CLAY MODELLING

Item will be conducted On the Spot on the given subject/idea
Duration will not be more than 2 hours

COLLAGE

1. Item will be conducted on the spot.
2. Duration is 2 hours
3. Participants are requested to bring their own scissors and other materials.

PENCIL DRAWING / WATER COLOURING

Item will be conducted on the spot
Duration will be 1 hour
Participants are requested to bring the things they need.

PHOTOGRAPHY

1. Item will be conducted on the spot.
2. Time will be fixed by the Judges.
3. Participants can use either DIGITAL or FILM ROLL Camera. Mobile Phone Cameras are allowed.
4. Each participant should submit 1 photographs taken by her based on the theme/topic.
5. Photographs will be judged on the basis of content, composition, sensitivity, creativity and style.
6. Both Colour and/or Black & White photographs can be submitted for valuation.
7. The entries should be in original and must not be modified/edited in any manner.

STORY WRITING (ENGLISH/ MALAYALAM)

1. Maximum time allowed for writing the story is One and half hour
2. The topic will be given on the spot.
3. The language of the competition shall be strictly used
4. No reference material will be permitted during the competition.

2. The Judgment will be based on qualities like clarity of language, theme, expression of emotions, the harmony of literature and singing qualities etc.

3. Maximum time allotted for the item is 15 minutes.

LIGHT MUSIC

1. Maximum time 5 minutes

FANCY DRESS

1. Dialogue is allowed
2. Maximum time for performance is 2 minutes

Criteria for group Onstage events

MIME

1. Mime or Mookabhinayam is acting without words. It is an art which expresses through gestures, postures and Facial expressions. It portrays ideas, themes or tells a story, through physical movements only.
2. Maximum No. of 10 participants are allowed, accompanists allowed are 1
3. Time allotted for the item is 5-7 minutes.
4. Judgment will most likely be based on qualities like idea, creativity of presentation, use of makeup, costume, music and general impression.

THIRUVATHIRAKALI

1. Maximum 10 dancers & accompanists including singers allowed are 2.
2. Duration of the dance should not be more than 10 minutes (7-10 min)
3. Judgment will be based on the basis of Rhythm, Formation, Expression, Costumes, Makeup, Sets, and Over-all effect.

PATRIOTIC SONG / NADANPTTU

1. Two group songs will be presented by the same team out of which one will be a Folk Song.
2. Maximum number of participants 7-10 students
3. Maximum time allowed for the group song is 5-7 minutes, excluding setting time.
4. The setting time for a group song shall not exceed 2 minutes.
5. Judging of this item will be on the basis of quality of singing only and not on make-up, costumes and actions of the team. Sruthi, Tal, Rhythm, Harmony etc. will be considered for the judgment.



Criteria for evaluating art forms



PERFORMANCE TEST – SPORTS EVALUATION REPORT

The institution organized the annual sports day for teacher trainees on 24th March 2023. Dr. Ceby George, the Physical Education faculty played a pivotal role in guiding and overseeing the event, which featured a range of competitions involving first and second year student teachers, categorized under the banners of four houses: Radhakrishna, Mahatma, Tagore and Nehru. The students took active roles in organizing and participating in the sports meet.

The day commenced with an inaugural ceremony presided over by Principal Dr. Sr. Alice Joseph, accompanied by other esteemed staff members. The ceremony initiated with an impressive march past of the four houses, setting the tone for the day's events. The proceedings continued with an oath-taking ceremony administered by the sports captain, followed by a warm welcome speech delivered by the sports secretary, Vrinda Suresh. The principal herself inaugurated the event, revealing the title of the sports day as 'Get. Set. Go'

The sports council, comprised of students representing the four houses, worked in collaboration with Dr. Ceby George to formulate the criteria for judging each event. The sports events featured in the program included the 100-meter race, long jump, discus throw, shot put and relay race. Additionally, off-track events like badminton and throw ball added to the excitement and diversity of the day. Tagore House secured the position of overall championship followed by Radhakrishna, Nehru and Mahatma House.

As part of the practicum training, the teacher trainees were required to compose reports on the rules and regulations of badminton and volleyball. Under the expert guidance of Dr. Ceby George, the trainees gained firsthand experience in these sporting disciplines, deepening their knowledge and skills in these areas.

The event served a dual purpose. It not only provided trainees with practical insights into the organization of a sports competition but also familiarized them with the process of





developing evaluation criteria. Through active participation, the student teachers gained a deeper understanding of the execution of a sports meet and their practical exposure to badminton and volleyball further enriched their knowledge and competence in these sports. The sports day was a dynamic and educational experience, leaving a lasting impact on the trainees' overall development.





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TRAINING ON ORAL ASSESSMENT

As part of the curriculum, the institution provided Communicative English classes for the trainees for enhancing their English language proficiency. To assess the oral skills of the trainees role play, self introduction and debate sessions were conducted.

a) Role play

The trainees enacted the interview board for subject interview in a school. Trainees were divided into two sessions by taking numbers. One group took the role of interview panel and the other interviewee. Interview panel made the advertisement for the same and the interviewees prepared covering letter and resume. After a preparation session for 20 minutes, interviews were held and it was recorded. The faculty in charge assessed the trainees on the basis of their performance. It provides the trainees an opportunity to practice and refine their communication skills as well as to boost their confidence.



b) Self introduction

To assess the oral skills, trainees had to upload their self introduction video in the google classroom. On the basis of the video faculty in charge assess the trainees. It helps the trainees to sharpen their presentation skills.

c) Debate

The trainees were divided into groups on the basis of departments and are given the opportunity to select topic for the debate. 30 minutes of preparation time is provided. The faculty in charge assessed the trainees on the basis of their articulation skills. It helps to enhance the oral communication skills of the trainees. Their language, vocabulary, delivery,





and diction will improve, and they will also learn to put forth points in a succinct fashion. Debates encourage trainees to listen and articulate their thoughts effectively.



d) Training for Viva Voce

The institution provided training to equip the trainees to attend viva voce in the third semester. Mock viva was conducted as part of the training. The trainees got an idea on the types of questions asked as well as how to present their ideas and concepts in a better manner. It helped the trainees to enhance their subject competency as well increased their confidence.





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TRAINING ON THE PREPARATION OF RATING SCALE

The institution provides classes for the teacher trainees to prepare rating scales. It is a tool used to evaluate an individual using certain criteria, producing a quantifiable result. The trainees were given classes for preparing rating scale peer evaluation and check list for self assessment

a) Peer evaluation

The peer evaluation tool is often prepared and given by the institution. Trainees conduct the evaluation upon the peers. The trainees evaluate their peers during the internship period. The evaluation is done on the basis of given criteria and immediate feedback is given to the peer. The evaluation is done on a five point scale. It helps the trainees to assess the methodology of the peer as well as to reflect and to mould themselves into an efficient teacher.





**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN
ERNAKULAM**

PEER EVALUATION TOOL

Name of the Teacher : _____ Std&Div.: _____
 Optional Subject : _____ Date _____
 Name of the Peer : _____
 Name of the School : _____

| Sl. No | Components | Sub components | Excellent | Very Good | Good | Average | Poor |
|--------|--------------------------|-----------------------------|-----------|-----------|------|---------|------|
| 1 | Introducing the Topic | Relevant | | | | | |
| | | Interesting | | | | | |
| | | Novel | | | | | |
| 2 | Subject Competency | Resourcefulness | | | | | |
| | | Linking with life situation | | | | | |
| | | Logical Sequence | | | | | |
| | | Creativity and Imagination | | | | | |
| | | Consolidation | | | | | |
| 3 | Communication | Stimulus Variation | | | | | |
| | | Fluency of language | | | | | |
| | | Presentation | | | | | |
| | | Language | | | | | |
| 4 | Instructional Strategies | Encourages learning | | | | | |
| | | Interactive mode | | | | | |
| | | Progress of lesson | | | | | |
| | | Technology integration | | | | | |
| 5 | Learning Materials | Skillful handling | | | | | |
| | | Novelty and variety | | | | | |
| | | Innovation | | | | | |
| | | Appropriateness | | | | | |
| 6 | Classroom | Student centeredness | | | | | |

| | | | | | | | |
|----|---------------------|-------------------------------------|--|--|--|--|--|
| | Climate | Learner participation | | | | | |
| | | Inclusion | | | | | |
| | | Individual assistance | | | | | |
| 7 | Learning Activities | Utilization of Technology | | | | | |
| | | Suitability | | | | | |
| | | Guided Activity | | | | | |
| | | Comprehensiveness | | | | | |
| 8 | Closure | Time management | | | | | |
| | | Evaluation | | | | | |
| | | Follow up/Extension activity | | | | | |
| | | Critical reflection | | | | | |
| 9 | Teacher | Appearance and Manners | | | | | |
| | | Confidence Level | | | | | |
| | | Techno pedagogue | | | | | |
| 10 | ICT skills | Digital literacy (online resources) | | | | | |
| | | Create Audio/Video | | | | | |
| | | Online accessibility | | | | | |
| | | Presentation skills | | | | | |

Excellent -5,Very Good -4,Good -3 ,Average -2 ,Poor -1

Comments:

Signature of the Peer :





b) CHECK LIST

Self Assessment

The college provides opportunities for the trainees to develop rating scales, to evaluate their students during their internship period. Instructions are given by the concerned faculty teachers. Following the instructions given trainees prepare a rating scale for the Self Assessment based on the objectives and expected outcome of the textbook. It is given to the students after the completion of one unit. It helps the trainees to evaluate the understanding level of the students and the areas they are weak and to provide support according to the needs of the students.

SELF-EVALUATION TOOL

Name of the Student:

Std.: VIII D

Name of the Teacher: Sandra Joy

Name of The School: Our Lady's Convent Girls High School, Thoppumpady

| No. | What can I do | I can do it myself | I can do it with the help of my teacher | I need improvement |
|-----|--|--------------------|---|--------------------|
| 1. | I can identify and use English words suitable to my immediate surroundings. | | | |
| 2. | I can enjoy listening to English poems and stories. | | | |
| 3. | I have understood the essential elements of poems and stories. | | | |
| 4. | I can listen to, understand and respond to the different experiences of my peers. | | | |
| 5. | I can read, understand and appreciate poems. | | | |
| 6. | I have understood and can use the elements of poetry like 'alliteration', 'rhyme', etc. | | | |
| 7. | I can draw conclusions and make predictions using the hints provided. | | | |
| 8. | I can use a dictionary and other materials for reference and enrich my vocabulary. | | | |
| 9. | I can interpret tables, charts, diagrams and graphs. | | | |
| 10. | I can talk and write about personal opinions and support them with examples. | | | |
| 11. | I can talk and write about different aspects of cultural diversity and inclusive culture. | | | |
| 12. | I can express in writing, my feelings and opinions on a given topic, with proper sequencing of ideas. | | | |
| 13. | I can write simple stories using my imagination. | | | |
| 14. | I have understood the elements of greeting cards and can prepare greetings for various situations. | | | |
| 15. | I can write an acrostic poem. | | | |
| 16. | I can describe a scene and a setting using appropriate language. | | | |
| 17. | I have understood the use of images like 'visuals' and 'auditory' for effective narration. I can use them in my writing. | | | |
| 18. | I have understood the words that stand for a group. | | | |





| No. | What can I do | I can do it myself | I can do it with the help of my teacher | I need improvement |
|-----|--|--------------------|---|--------------------|
| 19. | I have learned the use of words for sounds | | | |
| 20. | I can express general truths and habits using simple present. | | | |
| 21. | I can talk about past events and past habits using simple past. | | | |
| 22. | I can talk about things going on at the time of speaking using present continuous. | | | |
| 23. | I can speak with confidence in front of the class. | | | |
| 24. | I can engage in language games. | | | |
| 25. | I can identify and edit errors in a passage. | | | |

