



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

**2.2.2 Mechanisms are in place to honour students diversities in
terms of learning needs**

(Peer Feedback / Tutoring)

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



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

2.2.2 PEER FEEDBACK /TUTORING

As an academic institution, we value the human resources both in the form of its staff and students and organizes a variety of peer feedback /tutoring sessions tailor made to the programme structure and need of students. A variety of activities like Microteaching, Link Practice, Discussion, Demonstration, Criticism, Peer Evaluation, and Peer Feedback and Peer Tutoring, were conducted during the B.Ed. and MEd Programmes.

Peer Feedback

As a part of the B.Ed. Programmes Micro teaching sessions was conducted on 20/10/2022 onwards. Micro skills were explained and demonstrated by the faculty which were practiced by the student teachers in small groups under the effective supervision and guidance of the staff. Link practice was conducted on 22/11/2022. Discussion, Demonstration And Criticism for the academic year 2022-2023, were conducted on 16/01/2023 and 17/01/2023 and 18/01/2023 respectively.

Peer Feedback In Microteaching

From the orientation, session micro teaching skills were explained and demonstrated by our staff members as a team. The same skills were practiced by the student teachers in small groups under the effective supervision and guidance of our staff members. Students are trained to give peer back with the help of the observation schedules of each Micro teaching Skill and Link Practice .





Peer Feedback In Criticism

Criticism is a kind of observing the teaching of peers in the internship schools. For each academic year, the internship was organized for the teacher trainees. This practice help the student teachers to get exposures about different teaching styles, ways of motivating students, usage of micro teaching skills and teaching aids and classroom management skills. To get familiarize with these sub-skills of teaching the student teachers are advised to observe 10 peer's teaching classes and write the report on the record called 'Criticism Record'.

Peer Feedback In Schools

The Teacher trainees observe and conduct peer evaluation of any two (either in their own subject or different subjects) and prepares peer observation and evaluation report and submit it the pedagogic course coordinator and gets feedback.

Peer Tutoring

Peer tutoring is “an educational practice in which students interact with other students to attain educational goals.” (R.D Lisi) well practiced in St. Joseph College of Teacher Education for Women Ernakulam.





“Peer tutoring can be defined as people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching.” (Keith Toppling & Shirley). Peer tutoring is strongly related to cognitive learning theory. (Piaget). It promotes critical thinking and problem solving. The As developmental psychologists, Vygotsky, Jean Piaget, Erick Erikson and Harry Stack Sullivan recommends peer relationships helps in cognitive, social and emotional development provides perspective outside of individual’s view points. Peer Tutoring or Peer Instruction or Peer Assisted Learning (PAL). A type of co-operative learning. Formed by bringing bright, average and weak pupils together. More skilled ‘tutor’ helping less skilled ‘tutee’

We follow five types of peer tutoring in as our institutional practices suggested by Miller

1. Class Wide Peer Tutoring: In class wide peer tutoring, Entire class participate simultaneously. Each student can become the tutor or tutee Teacher needs more time to plan, prepare & train the tutors. Topics and time schedule is assigned class wise to all students in the class and peer tutoring is conducted under the supervision of the course co Ordinator.

2. Cross Age Peer Tutoring: Cross Age Peer Tutoring is used Older student paired with younger student Advantage- tutor more skilled. Disadvantage – method lacks flexibility. Senior batch students or alumnae are invited every year for demonstration classes and orientation classes and talks and resource person for workshops on selected occasions.





Teaching Aids Workshop 22/06/2023

3.Small Group Peer Tutoring: Small Group Peer Tutoring is used when Only a part of the class participates in one session.



Question Bank Preparation

4.One To One Peer Tutoring: Students paired with select tutors. Tutors can be highly skilled. Each member receive and provide tutoring. Flexibility in scheduling. Students identified as struggling in a particular area or topic are provided with one to one peer tutoring under the guidance of the corresponding Course co Ordinator.

5.Home Based Peer Tutoring: In Home Based Peer Tutoring Parents, siblings or qualified persons as tutors. For Divyangjan students, the teachers ensures that each student is supported with apt Home Based Peer Tutoring. After the need analysis, teachers visits the home





occasionally and provides necessary guidance to the family members of the divyangjan students. Extra practice are also provided for students with learning difficulties.

Creative Peer Tutoring Practices



Question Bank Preparation



Mock Interview (Role Play for Skill Enhancement)





Talents show

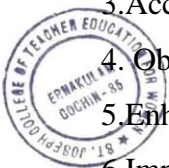
Expected Learning Outcomes:

The learner develops:

- 1.Higher academic achievement.
- 2.Higher scores & higher level of cognitive reasoning.
- 3.Improved interpersonal relationships.
- 4.Individual difference becomes more acceptable.
- 5.Positive learning environment.
- 6.More chances to respond, gets feedback.
- 7.Active involvement of students
- 8.Improvement in attitude towards learning
- 9.Enhanced personal & social development.
- 10.Improves self esteem & develop communication skills.
- 11.Tutors develop a sense of responsibility.

Institutional level learning outcomes:

1. Positive impact on instruction
- 2.Individualized instruction
- 3.Accommodate diverse learning groups
4. Observe and monitor individual student's performance
- 5.Enhance student achievement
- 6.Improve classroom discipline
- 7.Prevent academic failure





Implementation

During Preparation the under the guidance and supervision of the teacher in charge development of relevant instructional material and scheduling activities are conducted. In the second stage tutors are selected and trained for Implementation and Evaluation to ensure that the model is working and monitor students' performance





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN, ERNAKULAM

LINK PRACTICE

Name of the Event	Link Practice
Objectives	<ul style="list-style-type: none">• To scale back the complexities of teaching.• To amass new teaching skills and refine previous ones.• To produce needed feedback.• To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.• To enable teacher trainees to master a number of teaching skills.• To enable teacher trainees to gain confidence in teaching.
Details of: Teacher Coordinators Student Coordinators Treasurer	 Dr.Siji John Anagha Mary(Class Representative) Anitta Johnson(Assistant Representative)
Date	8/11/2022 (Tuesday)
Duration	1 Day
Destination	St. Joseph College of Teacher Education for Women,Ernakulam
Beneficiaries	Student Teacher Educators –1 Student Teachers – 17

LINK PRACTICE REPORT

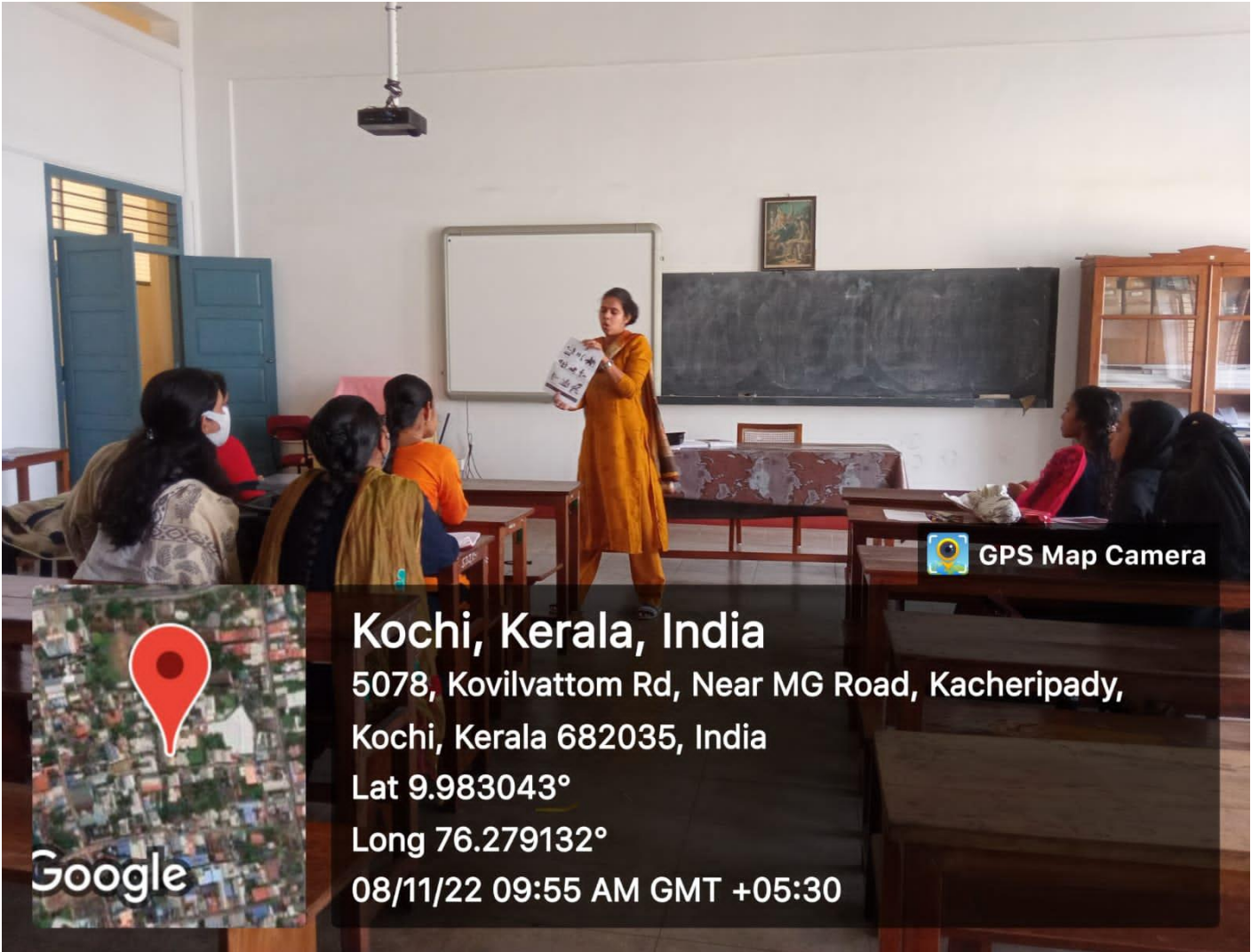
As part of B.Ed Curriculum, we have Link practice as one of our practical ,which could be considered as the substantial step in the domain of teaching after micro teaching. Micro-teaching concentrates on specific teaching behaviours and provides opportunity for practising teaching under controlled conditions. Whereby link practice is the integration of skills. So through micro-teaching, the behaviour of the teacher and pupil is modified and the teaching-learning process is more effective by the skill training. Having armed the teacher trainees with a battery of teaching sub skills,the next stage is the integration of those sub skills into the major skill.


Link practice was organized on 8th of november 2022.It was a one day programme ,which marked the most vital step of our teaching. The entire class was divided into 2 groups ,each consists of 8 members. Every student teacher presented their classes in front of their peers for a period of not more than 15 minutes. Link practice was conducted on two classrooms of social science.

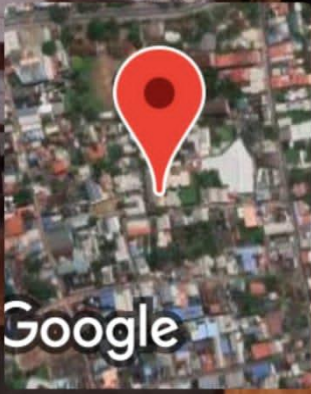
It focuses on sharpening and developing specific teaching skills and eliminating errors. This helped us to build confidence and to be prepared for a variety of classroom scenarios. Aspiring teachers like us can get instant feedback, which they can apply in the next round of teaching. This helps in strengthening not only our skills but also our teaching methods, and modify and improve our classroom behavior in the desired direction. It improved our self-confidence and gives us an opportunity for self-evaluation.

PHOTO GALLERY





 GPS Map Camera



Kochi, Kerala, India

5078, Kovilvattom Rd, Near MG Road, Kacheripady,
Kochi, Kerala 682035, India

Lat 9.983043°

Long 76.279132°

08/11/22 09:55 AM GMT +05:30



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Demonstration class (social science)

Name of the Event	Demonstration class
Objectives	<ul style="list-style-type: none">• To understand how prepare lesson plan effectively using learning activities• To know how to teach using lesson plan and teaching aids• To get clear idea about how to handle students effectively and and manage time efficiently during teaching
Details of: Teacher Coordinator	Dr.Sr Siji John Assistant professor St Joseph College of Teacher Education for women, Ernakulam
Date	17/01/2023(Tuesday)
Duration	1Day
Venue	College
Beneficiaries	Student Teachers– 17

REPORT

DEMONSTRATION CLASS

(social science)

As part of the B.Ed programme , a demonstration class was arranged for B.Ed first years on 17th January 2023. For this, school students belonging to class VII and VIII of St. Marys CGHSS were brought to the college. The second year b.Ed students conducted the classes of demonstration. The class started at 9.30 am.

The first class was taken by Minu Joy on the topic Ocean and Man. The class was really nice. The medium she used was Malayalam. Her fluency in presentation and language was noteworthy .She had great confidence and her appearance was pleasing.

The second class was taken by Rose Mary Paul on the topic Layers of earth, Lithosphere and Asthenosphere. It was a well presented class. She was confident in her subject and her concepts were clear. She has used creativity in teaching aids. Her ordering and linking, as well as logic in presentation were really nice.

The third class was taken by Riya Davis on the topic Atmospheric Composition. The topic chosen was good and teaching aids were properly utilized. The use of creativity in teaching aids is worth mentioning. The guided activity and comprehensiveness along with evaluation and follow up were interesting.

The fourth class resumed after the lunch break. It was taken by Dona K Jose on the topic greenhouse effect and global warming. The class was well presented.

The interaction with students was really nice. The technology was efficiently utilized. The topic was well studied. The language , fluency and presentation was nice.

The fifth and last class was taken by Varsha K V on the topic Economic growth and economic development. The topic was of great interest and relevance. The teaching aids were wisely used. The interaction with students was nice. On the whole the class was good.

Each class was taken for a period of 40 minutes. It included introductory activity, development activity, concluding activity and follow up activity.It showed how to take class perfectly during induction days. It was a great experience. The whole session ended around 2.30. The school students went back after the end of the class. The presence of school students helped to understand how to handle the adolescent population. On the whole it was a good exposure.



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CRITICISM LESSON PLAN

Name of the Event	Criticism Lesson Plan
Objectives	<ul style="list-style-type: none">• To provide the firsthand experience of teaching• To enhance the skill of teaching• To provide an opportunity to teach according to lesson plan• To know one's merits and demerits of teaching
Details of: Teacher Coordinator Student Coordinators	 Dr. Siji John Anitta Johnson Reshma George
Date	06/03/2023 (Monday)
Duration	1 Day
Venue	Class rooms
Beneficiaries	Student Teacher Educators and students of St. Mary's C.G.H.S.S, Kacheripady

CRITICISM LESSON

PLAN REPORT

The criticism lesson plan for all the students of St. Joseph College of Teacher Education for Women, Ernakulam was conducted on Monday, 06th March, 2023. The students of 8th and 9th standard of St. Mary's C.G.H.S.S. were brought to conduct criticism classes. The Teacher Coordinator of the programme was Dr. Siji John. The Student Coordination was headed by Anitta Johnson, Reshma George. The criticism classes began at 09:15 A.M to 02:45 P.M.

The criticism lesson plan and criticism lesson teaching provides a practice for the prospective teachers to teach according to the lesson plan developed before the students thus providing with an opportunity for live class. It is useful for the trainee teachers to understand the merits and demerits of their teaching skills and also learn how to manage the class. They are also provided with a chance to boost their confidence level in teaching. The trainee teachers also need to observe the classes of other students in their class especially of those whose lesson plan they have written and assess the performance of others using the observation schedule and also write a report on the classes observed.

The criticism class was a useful and knowledgeable experience for each one of us. It helped the students to have following as takeaway points:

- It can create the awareness of one's teaching skills.
- It develops practice of teaching according to lesson plan.
- It provides an opportunity to take the class using teaching aids.
- To develop observation skills and learn from others.
- To practice time management.

By 02:45 the criticism classes got finished. All the 17 students of social science had taken criticism class according to the criticism lesson plan prepared beforehand using the teaching aids. The student coordinators safely took the students of St. Mary's C.G.H.S.S who sat in social science class rooms back to their school. The session ended with a general discussion on every one's class.

PHOTOGALLERY





EVALUATION PROFORMA TO ASSESS ONLINE TEACHING COMPETENCY

Name of the Teacher :

Class :

Optional Subject :

Date :

Date of Observation :

Name of the School :

Sl. No	COMPONENTS	SUB COMPONENTS	EXCEL LENT	VERY GOOD	GOOD	AVER AGE	POOR
1	SUBJECT COMPETENCY	Resourcefulness					
		Linking with life					
		Logical Sequence					
		Consolidation					
2	COMMUNICAT ION	Stimulus Variation					
		Fluency of language					
		Presentation					
		Language					
3	INSTRUC TIONAL STRATEGIES	Innovation					
		Interactions					
		Progress of lesson					
		Originality					
4	LEARNING MATERIALS	Skillful handling					
		Novelty and variety					
		Effectiveness					
		Appropriateness					
5	CLASSROOM CLIMATE	Student centeredness					
		Learner participation					
		Inclusion					

		Individual assistance					
6	LEARNING ACTIVITIES	Sufficient					
		Suitability					
		Guided Activity					
		Comprehensiveness					
7	CLOSURE	Time management					
		Evaluation					
		Extension activity					
		Critical reflection					
8	TEACHER	Appearance					
		Movements					
		Manners					
		Character					
9	ICT SKILLS	Digital literacy					
		Software					
		Online accessibility					
		Updated status					
10	LEARNER SUPPORT	Motivating					
		Tracking					
		Monitoring					
		Facilitation					

Name of the observer:

Signature:



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

NATURAL SCIENCE 2022-2024

PEER TUTORING

Date : 12-10-2022

Time : 15 minutes

Name of the Tutor : **Adeline Joseph**

Strength : 16 students

Topic : **Preamble to the Indian Constitution**

Venue : Multipurpose Hall (St Joseph College of Teacher Education for Women)

Content in brief : Preamble is an introductory statement in a document that explains the document's philosophy and objectives. The 'preamble' of the Constitution of India is a brief introductory statement that sets out the guiding purpose and principles of the document, and it indicates the source from which the document derives its authority, meaning the people. Preamble declares India to be a sovereign, socialist, secular and democratic republic. The objectives stated by the preamble are to secure justice, liberty, equality to all citizens and promote fraternity to maintain unity and integrity of the nation. Meaning of the key words in the preamble such as WE THE PEOPLE OF INDIA , SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC, REPUBLIC, JUSTICE, LIBERTY, EQUALITY and FRATERNITY were also discussed during the peer tutoring session.

LIST OF PARTICIPANTS

SL.NO	NAME
1	Mridula
2	Anna Ananya
3	Anuradha A Pai
4	Ashna Joseph
5	Aysha Beevi C I
6	Femy Jose
7	Gopika A G
8	Jismi
9	Maneesha S M
10	Meera Shankar
11	Merin Sunil
12	Sandra Soosan Aby
13	Sneha
14	Sreelakshmi
15	Sreeshna
16	Rajalakshmi

EVIDENCE :



