



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

**2.6.2 Mechanism of internal evaluation is transparent and robust
and time bound;**

Details of provisions for improvement and bi-lingual answering

Submitted to

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



2.6.2

Details of provisions for improvement and bi-lingual answering

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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)

2.6.2 DETAILS OF PROVISIONS FOR IMPROVEMENT

AND BI-LINGUAL ANSWERING

INSTITUTIONAL GUIDELINES FOR PROVISION FOR MULTILINGUAL EVALUATION

For the B.Ed. and M.Ed. Programmes the Medium of Instruction and Assessment is English. Yet provision for answers in mother tongue or a second language or a foreign language is possible. St. Joseph College appreciates linguistic and cultural varieties and provides provision for

- i) Language Across Curriculum
- ii) Communicative English Sessions
- iii) Language Days Celebrations
- iv) Multilingual Questions and answers
- v) Performance tests
- vi) Portfolio based assessment

Etc. are provided.

During the teaching Practice session also students are given the provision to take classes in English, Malayalam. etc.

Provision For Multilingual Evaluation is ensured in the MG University Curriculum and Institutional Guidelines for Internal Assessment 2022-2023 ensures provision for bilingual answering.



Alice Joseph
Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



EVIDENCES OF INSTITUTIONAL GUIDELINES FOR PROVISION FOR MULTILINGUAL EVALUATION

University/Government NCTE norms from time to time.

4. Medium of Instruction and Assessment

The medium of instruction and assessment (Internal and External) of the M.Ed. Degree Programme shall be English.

Those candidates who desire to prepare tools for data collection in Malayalam, Hindi, Sanskrit, or Arabic languages, are permitted to do so, but the English version of the same shall also be appended in the Dissertation.

Internal assessment is designed with the provision of corrections, immediate feedback and suggestions for improvement. Answer scripts of theory papers, Observation schedules of Micro Teaching, Link Practice, Criticism Classes, Induction Class and Internship Classes, Performances tests and Portfolio Based Assessment are transparent with the provision of improvement.

Bilingualism/Multilingualism is followed in the evaluation system.

The innovative concept of Language Across the Curriculum is included in the B.Ed. curriculum as a Core Course where multilingual or bilingual evaluative strategies are appreciated. Examination Committee monitors the Question Papers prepared in multiple languages and modalities based on learner needs.

MULTILINGUAL ANSWERING PROVISION

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2.M.G. UNIVERSITY B.ED. CURRICULUM AND M.ED. CURRICULUM 2018-2024

University Government NCTE norms from time to time.

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Course 4: Language across the Curriculum

In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. Thus, it is important to understand their language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. Several studies have shown that Indian students perform weakly in reading comprehension (Sinha, 2000). This in itself should be a crucial concern of all teachers. Therefore student-teachers will need to be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.

The focus of the course will be under three broad areas:

- 1) Understanding the language background of students, as first or second language users of the language used in teaching the subject. The aim will be to create sensitivity to the language diversity that exists in the classrooms.

This will be based on theoretical understanding of multilingualism in the classroom (Agnihotri, 1995); the home language and school language; the power dynamics of the 'standard' language as the school language vs home language or 'dialects'; Deficit theory (Eller, 1989); Discontinuity theory.

- 2) To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control (Thwaite & Rivalland, 2009).

- 3) To understand the nature of reading comprehension in the content areas (informational reading). Writing in specific content areas with familiarity of different registers should also receive attention.





LANGUAGE ACROSS THE CURRICULUM

13 2-Year B.Ed Curriculum

Reading in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children – note-making, summarizing; making reading-writing connections; process writing; analyzing children’s writings to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

Language Across The Curriculum is introduced to the students as a part of B.Ed. Curriculum as envisaged by Curriculum Framework For The NCTE Two-Year B.Ed. Programme (Pages 12-13).

MULTILINGUAL ANSWER SHEET

The image is a composite of three parts. On the left is a Google Map snippet showing a residential area in Kochi, Kerala, India, with a red location pin. Below the map, text provides the address: '5078, Kovilattom Rd, Near MG Road, Kacheripady, Kochi, Ernakulam, Kerala 682035, India'. It also lists coordinates: 'Lat 9.983098°' and 'Long 76.279156°', and a timestamp: '24/11/23 11:06 AM GMT +05:30'. A 'GPS Map Camera' watermark is visible. On the right is a handwritten document on lined paper. At the top, there is a math problem: $\frac{62}{70}$. Below it, the text reads 'EDU -102 : CHILDHOOD AND GROWTH'. The main body of the document contains handwritten Malayalam text, which appears to be a student's answer or notes related to the curriculum topic.



Dr. Alice Joseph
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