

## CRITERIA II

### TEACHING- LEARNING AND EVALUATION

#### 2.4 Competency and Skill Development

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

**Documents showing the different activities for evolving indicated assessment tools**



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## Reports for Construction of Achievement Test Workshop on 28.7.2022

The session on Measurement, Assessment, and Evaluation, conducted on 28th July 2022 by Dr.J.Lizzie . Dr.J.Lizzie , Professor provided a comprehensive understanding of these key concepts in educational evaluation. The session began by elucidating the differences between measurement, assessment, and evaluation. Measurement refers to the process of assigning numbers or scores to individuals' performance or characteristics, while assessment involves gathering, interpreting, and using data to make educational decisions. Evaluation, on the other hand, entails judging the worth or value of a program, process, or outcome.

Various types of tests and test items were discussed during the session, including achievement tests, which assess the knowledge or skills acquired by learners. A blueprint for designing achievement tests was presented, emphasizing the importance of aligning test items with learning objectives and content domains. Practical guidance on administering achievement tests was provided, highlighting the significance of standardized procedures to ensure fairness and reliability.

Student Teachers Teachers were then introduced to measures of central tendency, such as mean, median, and mode, which summarize the typical or central values in a dataset. Variability measures, including range and standard deviation, were discussed to understand the spread or dispersion of scores. Additionally, correlation analysis was explored as a statistical method to examine the relationship between variables.

The session concluded with a focus on graphical representation techniques for data visualization, including histograms, frequency polygons, frequency curves, and ogive curves. These visual tools facilitate the interpretation of data patterns and distributions.

Throughout the session, Student Teachers Teachers engaged in discussions, clarified doubts, and received corrections to enhance their understanding of the concepts presented. Practical examples and hands-on exercises were incorporated to reinforce learning and application skills.

In summary, the session provided Student Teachers Teachers with the knowledge and skills necessary for preparing, conducting, and analyzing achievement tests, as well as interpreting and representing educational data effectively.



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## Observation Schedule Session Report – 21.7.2022

The session commenced with an overview of observation formats, emphasizing their significance in collecting accurate and relevant data about teaching and learning processes. Student Teachers Teachers were introduced to various sub-components of observation techniques, including the specific particulars to observe during classroom observations.

Mrs. Visalatchi Assistant Professor guided Student Teachers Teachers through the intricacies of observation techniques, highlighting the importance of paying attention to key aspects such as teacher-student interactions, instructional strategies, classroom management techniques, and student engagement levels. Student Teachers Teachers gained insight into the nuances of observing and documenting these aspects accurately to derive meaningful insights for educational improvement.

Specific guidance was provided to guide teachers in effectively utilizing observation techniques to inform instructional practices and facilitate student learning. Mrs. Visalatchi emphasized the importance of structured observation schedules and clear documentation procedures to ensure consistency and reliability in data collection.

Throughout the session, Student Teachers Teachers actively engaged in discussions, clarifying doubts, and sharing their experiences with observation techniques. Practical examples and case studies were presented to illustrate the application of observation schedules in real-world educational contexts.

By the end of the session, Student Teachers Teachers developed a deeper understanding of observation techniques and their relevance in informing educational practices. They were equipped with the knowledge and skills necessary to utilize observation schedules effectively, thereby contributing to the enhancement of teaching and learning processes.



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## Psychology Practicals Report

**Dates:** 22.03.2022, 07.03.2022, 27.04.2022, 5.5.2022, 11.05.2022, 23.05.2022, 8.6.22, 20.6.22, 4.7.22, 18.7.2022

**Session Facilitator:** Mrs. N. Jayavardhini

Duration: 2 hours each day

### **Overview:**

Over the course of multiple sessions, various psychological practicals were conducted to explore different facets of human cognition and behavior. These practicals aimed to assess and understand aspects such as attention span, perceptual illusions, concept formation, intelligence, personality, interests, multitasking ability, goal setting, and transfer of learning.

### **Practicals Conducted:**

**Span of Attention:** Tasks were designed to measure the capacity and duration of Student Teachers Teachers' attention spans. Data collected included performance on digit span tests and letter span tests, along with analysis of attentional fluctuations over time.

**Muller-Lyer Illusion:** Student Teachers Teachers were presented with lines featuring arrowheads pointing inwards or outwards, and they were tasked with judging the lengths of these lines. The degree of perceptual illusion experienced by Student Teachers Teachers was calculated and interpreted.

**Concept Formation:** Tasks were administered to evaluate Student Teachers Teachers' ability to categorize objects or concepts based on given criteria. Data analysis involved assessing the accuracy and speed of concept formation.

**Intelligence Tests:** Standardized intelligence tests, such as the Wechsler Adult Intelligence Scale (WAIS) or Raven's Progressive Matrices, were administered to assess Student Teachers Teachers' cognitive abilities. Scores were interpreted based on established norms and guidelines.

**Personality Assessment:** Student Teachers Teachers completed personality assessments, possibly including the Myers-Briggs Type Indicator (MBTI) or the Big Five personality traits inventory. Data analysis focused on identifying patterns and dimensions of personality.



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**Interest Inventory:** Student Teachers Teachers' interests in various domains or activities were assessed through inventories. Analysis involved identifying predominant interests and strengths.

**Division of Attention:** Tasks were designed to assess Student Teachers Teachers' ability to focus on multiple tasks simultaneously. Data analysis included evaluating performance on concurrent tasks and identifying attentional resources allocation.

**Horizontal-Vertical Illusion:** Similar to the Muller-Lyer illusion, Student Teachers Teachers judged the lengths of lines with horizontal and vertical orientations. Analysis involved quantifying the extent of perceptual distortion experienced by Student Teachers Teachers.

**Level of Aspiration:** Student Teachers Teachers set goals for themselves in different tasks. Data analysis focused on comparing Student Teachers Teachers' aspirations with their actual performance and exploring factors influencing goal-setting behaviour.

**Transfer of Learning:** Student Teachers Teachers learned a skill in one context and applied it to a related context. Analysis included assessing the extent of transfer and identifying factors facilitating or hindering transferability.

### **Conclusion:**

These psychology practicals provided valuable insights into various aspects of human cognition, perception, behaviour, and motivation. The data collected and analyzed during these sessions contribute to our understanding of psychological phenomena and inform future research and interventions aimed at enhancing cognitive functioning and well-being.



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## Report on Micro Teaching Observation Schedule

Duration: 2 hours, 5.7.2022 to 15.7.2022

**Session Facilitator: Mrs. M.P. Rama Priya**

### **Overview:**

The Micro Teaching Observation Schedule covered a comprehensive range of topics related to microteaching, focusing on understanding, observing, practicing, and evaluating various teaching skills and principles. Student Teachers Teachers engaged in activities such as observing demonstrations of teaching skills, preparing micro episodes, practicing teaching skills, receiving feedback from instructors and peers, observing peer performances, and evaluating using rating scales.

### **Topics Covered:**

**Micro Teaching:** Student Teachers Teachers learned about the concept of microteaching, which involves practicing teaching skills in a controlled and supportive environment. They gained an understanding of the purpose, benefits, and process of microteaching.

**Cycle and Steps:** The microteaching cycle and its steps were explained, emphasizing the importance of planning, teaching, feedback, and reflection in improving teaching effectiveness.

**Principles:** Principles of effective teaching were discussed, including clarity, engagement, feedback, and reflection. Student Teachers Teachers learned how to apply these principles in their teaching practice.

**Various Skills and Components:** A variety of teaching skills and their components were explored, including lesson planning, instructional delivery, questioning techniques, classroom management, and assessment strategies.



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**Observation Schedules:** Student Teachers Teachers were introduced to observation schedules used to systematically record and evaluate teaching behaviors during microteaching sessions.

**Demo of Various Skills:** Demonstrations of teaching skills were provided to illustrate effective teaching practices and techniques.

**Rating Scales:** Student Teachers Teachers learned how to use rating scales to evaluate teaching performances, providing structured feedback based on specific criteria such as clarity, engagement, organization, and rapport with students.

**Activities and Learning Process:**

Throughout the observation schedule, Student Teachers engaged in various activities aimed at enhancing their understanding and practice of microteaching skills. These activities included:

Observing demonstrations of teaching skills by the instructor.

Preparing and delivering micro episodes, focusing on specific teaching skills.

Receiving constructive feedback from instructors and peers on their teaching performances.

Observing peers' microteaching performances and providing feedback based on established rating scales.

Reflecting on their teaching experiences and identifying areas for improvement.

**Conclusion:**

The Micro Teaching Observation Schedule provided Student Teachers Teachers with a structured and interactive learning experience focused on developing effective teaching skills. By engaging in hands-on activities, receiving feedback, and using rating scales for evaluation, Student Teachers gained valuable insights and practical experience to enhance their teaching effectiveness.



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## Report on Tool Preparation

Duration: 2 hours, 13.07.2022

**Session Facilitator: Mr. Mohana Kannan**

### **Overview:**

The Tool Preparation session focused on constructing research tools, particularly for M.Ed research problems. M.Ed students were guided through the process of selecting appropriate research tools for their specific research problems and developing scoring procedures. The use of rating scales in tool preparation was emphasized to ensure the validity and reliability of the tools.

### **Key Objectives:**

Understand the process of selecting research tools relevant to M.Ed research problems.

Learn how to construct rating scales for measuring variables of interest.

Develop scoring procedures to ensure consistency and accuracy in data collection.

### **Session Activities:**

**Introduction to Tool Preparation:** Mr. Mohana Kannan provided an overview of the importance of carefully constructing research tools tailored to the research problem at hand. He emphasized the need for validity, reliability, and relevance in selecting tools.



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**Selection of Research Tools:** M.Ed students were guided through the process of selecting appropriate research tools, considering factors such as the nature of the research problem, the variables being studied, and the target population. Examples of commonly used research tools in educational research were discussed.

**Construction of Rating Scales:** M.Ed students learned how to construct rating scales for measuring variables of interest. Mr. Mohana Kannan demonstrated the process of designing rating scales with clear descriptors and response options to ensure accurate data collection.

**Scoring Procedures:** The importance of developing scoring procedures to standardize the evaluation process was highlighted. M.Ed students discussed various methods for scoring responses on rating scales, including assigning numerical values, using Likert scales, and establishing criteria for qualitative scoring.

**Practical Exercises:** M.Ed students engaged in practical exercises to apply the concepts learned during the session. They worked on constructing rating scales and developing scoring procedures for their specific research problems, with guidance and feedback from Mr. Mohana Kannan.

#### **Conclusion:**

The Tool Preparation session provided M.Ed students with valuable insights and practical skills in constructing research tools for M.Ed research. By understanding the process of selecting appropriate tools, constructing rating scales, and developing scoring procedures, M.Ed students are better equipped to design robust research instruments for their research projects.



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