

Adarsha Comprehensive College of Education & Research, Pune- 4.

B.Ed. 2019-2020

Best Practice 1

Title of the Practice: Research assistance to Dr. Kalmadi Shamarao High School Secondary Section (KHS)

Objectives of the Practice:

- ✦ To develop a collaborative relationship with schools by assisting them in their research endeavours.
- ✦ To provide assessment tools to schools for assessing the projects done by school students.
- ✦ To expose the pre-service teachers and make them aware regarding different assessment tools and techniques.
- ✦ To give an opportunity to pre-service teachers to work in pairs and use different types of assessment tools.

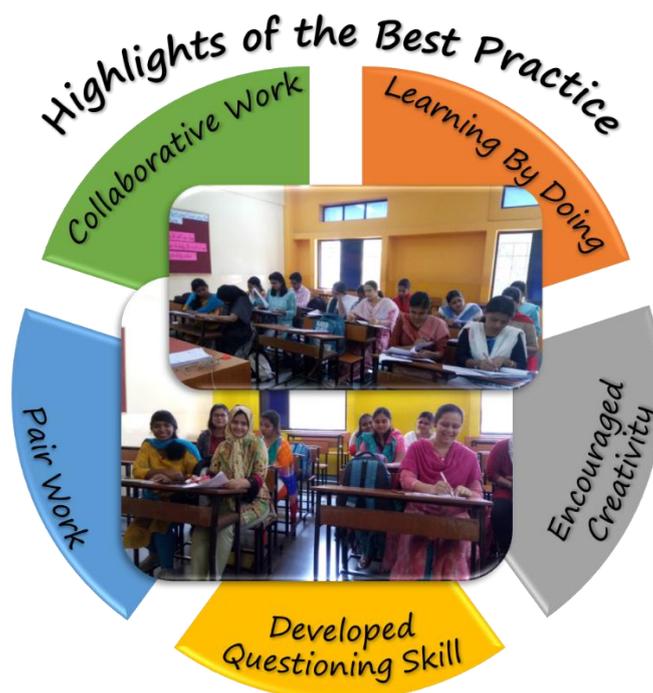
The Context:

Collaboration between Teacher training institutions and schools bridge the gap created between theory and practice. The content that pre-service teachers learn in their academics can be made more pragmatic by involving them in school activities that implement theories learnt in classrooms. Such collaborations also benefit the schools as they get assistance in research and teacher education from the teacher training college staff.

The Practice:

- ✦ **Background:** The Dr. Kalmadi Shamarao High School Secondary Section had designed a 'Holiday Reading Kit' program designed for grade 5 school students. The Kit consisted of six activities planned for each week. So, the whole programme was to be completed by the school students in six weeks during the summer vacation. Most of the activities had three exercises, two of them having two exercises each and one having four exercises. Hence there were a total of seventeen exercises.
- ✦ **Collaboration:** The school wanted to assess the effectiveness of the program and approached research expert, Dr. Lalita R. Vartak the Principal of Adarsha Comprehensive College of Education and Research (ACCER) for guidance and assistance. Dr. Vartak along with Assistant Professors Gauri Varade and Dr. Sunanda Roy developed a total of seventeen rubrics for assessing the activities given in the 'Holiday Reading Kit' programme.
- ✦ **Planning:** Asst. Prof. Gauri Varade coordinated with the Principal of the secondary school, Ms. Pallavi Naik and a schedule was prepared for the pre-service teachers to help out assessing more than 100 projects done by the school students.
- ✦ **Assessment of the projects:** A total of 20 pre-service teachers visited the school on March 5 and March 9, 2020 to assess the projects. They were accompanied by Dr. Sunanda Roy, Assistant Professor of ACCER. The pre-service teachers got an opportunity to use the rubrics developed by the Teacher Educators and also got exposure to different types of reading assessment tools and techniques developed by the school teachers.

Highlights of the Best Practice:



- ✦ **Collaborative work:** The practice involved collaboration between the secondary school and the teacher training college. Such kinds of collaborations help the teacher training colleges understand the needs of schools regarding future teachers. Hence, teacher training colleges can educate and train the pre-service teachers in light with the requirements of schools, due to such collaborative interactions.
- ✦ **Learning by doing:** The pre-service teachers learnt how to use different activities like story completion, completing graphic organizers, creating wordles, drawings etc as assessment tools. While they assessed the projects, they got an exposure of how such activities can be used for assessing students' performances. They also learnt how rubrics are used for assessment.
- ✦ **Encouraged Creativity:** The pre-service teachers were from different teaching methods. Not all of them opted for specializing in English Methodology. However, this practice helped them to think of how to creatively apply the assessment activities in their respective school method like Science, Mathematics, Social Studies etc.
- ✦ **Developed questioning skill:** The projects had a variety of activities and exercise that made the pre-service teachers aware of how to frame different types of questions. The pre-service teachers learnt how assessment can be done using language puzzles that make assessment less stressful.
- ✦ **Pair work:** As the assessment was done in pairs, the pre-service teachers got the opportunity to collaborate with their peers while assessing. Such activities help in developing cooperative skills that are essential for teachers, as they need to collaborate with their colleagues in the future.

Evidence of success:

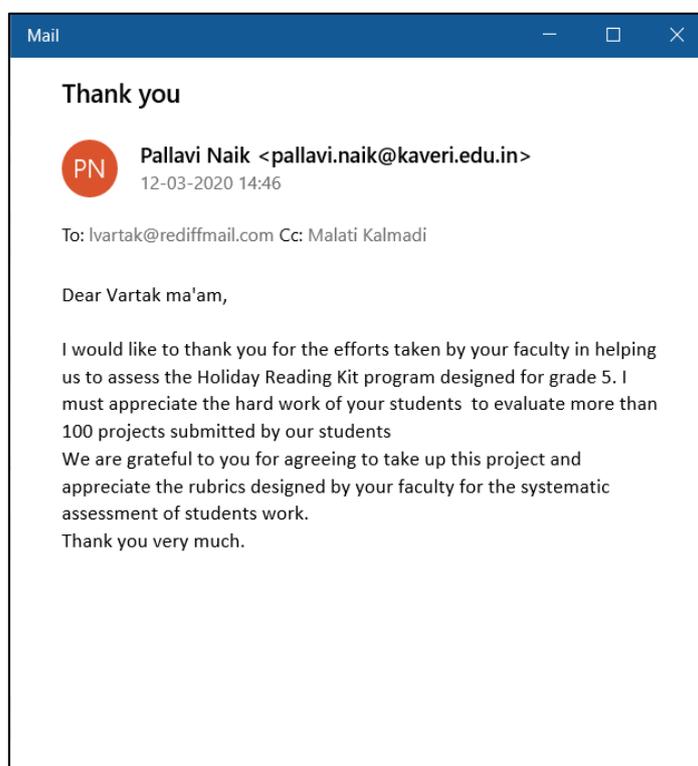
- ✦ **Email from the School Principal:** Ms. Pallavi Naik, Principal of Dr. Kalmadi Shamarao High School Secondary Section expressed her gratitude in an email to Dr. Lalita R. Vartak. In the email she appreciated the ‘efforts taken by the faculty...and the hard work of the pre-service teachers in assessing more than 100 projects.’ Naik Madam was also thankful for the rubrics prepared by the college Principal and the concerned staff members, which made the assessment systematic. (Ctrl + Click the link – [the copy of the email](#))
- ✦ **Report of the pre-service teachers:** The pre-service teachers too benefitted from the activity. (Ctrl + Click the link for - [A report written by one of the participating pre-service teachers regarding the activity and its benefits have be attached below](#))

Problems encountered:

- ✦ No specific problems were encountered as the school cooperated with the college in coordinating the visit of the pre-service teachers to complete the assessment activity.

Resources required:

- ✦ The ‘Holiday Reading Kit’ programme (6 activities) developed by the school and implemented on more than hundred, grade 5 school students.
- ✦ Seventeen Rubrics developed by the College Principal and the concerned staff members.
- ✦ Scoring keys for entering the marks obtained by the students for their projects.

E mail from the KHS Principal

(Ctrl + Click the link to [Return to the report](#))

Report of the activity by a participating Pre-Service Teacher

(31)

Adarsha Comprehensive College of Education and Research Pune - 4
B.Ed 2019-20
SOCIAL SERVICE SCORING KEY
Name - Shubhada Kulkarni Roll NO - 31



Group Incharge
Name: Mrs. Gauri Vazeade
Signature:

(7)

Details of work :

On 5th March 2020 & 9th March 2020, we went to KHS School (Dr. Kalmadi Shamrao Highschool) to help school teachers.

There we checked files of 6th std students to assess their reading skills and understanding. It was related to English reading skills and understanding.

There were six activities given to students. There is one activity for every week.

For week 1, the students have given the story to read and questions were asked on that story. In one of the question, the students have to complete a story in 4 parts when starting of the story was given. In one of the question students have to complete the graphic organizer using their creativity.

For week 2, the students have to read information given on the project Tiger. The first question was to create a wordle about the project Tiger. The another question was to create a news report and a headline about the news report.

For week 3, there was a story to read 'Co-ward Lion and Hungry tiger.' In that activity students have to choose their favourite character & write information about that character as asked in the question. Then students have to retell the story in their own words.

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N.I.S. High School, Pune
Mark List of the Students' Reading Project

Sl. No.	Name of the Student	Activity I			Activity II			Activity III			Activity IV			Activity V			Activity VI			Total Marks
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1	Garagee, Anshika (S)	4	3	0	5	0	0	4	1	0	0	2	5	0	0	0	1	1	1	15
2	Pavitra, Anshika (S)	0	2	0	6	5	4	0	7	0	2	10	7	0	0	0	0	0	0	41
3	Arbha, Anshika (S)	5	7	7	7	0	6	9	0	5	2	1	0	0	0	0	0	0	0	51
4	Arbha, Anshika (S)	0	10	10	9	10	8	8	5	2	9	0	0	0	0	0	7	10	11	73
5	Arbha, Anshika (S)	10	9	0	0	0	6	0	0	0	0	0	0	0	0	0	7	0	0	73
6																				
7																				
8																				
9																				
10																				

Name and Signature of the In-Service Teacher
Shubhadevi Patil

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For week 4, there was an information about trampoline to read and questions were asked based on that. In one of the questions, the students have to write the new words and their meaning. In another question students have to make connections while reading about trampoline and write it down what they remembered while reading it. In one of the activities, the students have to write about fun and danger in the activity.

In week 5, the students have to read the story and write down the answers for the questions asked. The students have to write the meaning of the word, opposite word, making a sentence using that word, drawing a related picture. In one of the activities, the students have to draw pictures that describe the story.

For week 6, there was a poem, students have to read it. Students have to write rhyming words in that poem. Students have to complete the web-chart to complete the poem with the actions done by Mr. Nobody in the poem. One of the questions was to complete the poem by writing the words in the blank which is the opposite of the word given in the bracket.

The score key was given to us and we had to score them according to the scoring key. We did the assessment of English reading skills of the students.

FOR EDUCATIONAL USE

Benefits to the student:

We went to KHS school on 5th of march and 9th of March 2020. We checked files of students to do the english reading skills of students. The program was benefited to us in various ways as follows.

- 1) I got exposure to access the students.
- 2) I got the exposure to check the reading skills of the students in the English subject.
- 3) I came to know about how to access the students for English -& reading skills.
- 4) I came to know about the ~~ways~~ of questions and the ways of ~~questions~~ asking questions.
- 5) I came to know the different ways to access the English reading skills.
- 6) Social work gives satisfaction from helping others.
- 7) Social work is good for mental and emotional health of an individual.

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B.Ed. 2019-2020

Best Practice 2

Title of the Practice: Formative Assessment Tools for School Students – A Teacher Training Workshop

Objectives of the Practice:

- ✦ To make the secondary school teachers aware regarding the different ways in which formative assessment can be conducted.
- ✦ To equip the teachers to select assessment tools that will be suitable for their subjects and also enjoyable for students to use.
- ✦ To enable the secondary school teachers to prepare their own assessment tools using everyday objects.

The Context:

In the past the schools which are the sister concerns of the college have appreciated the different workshops conducted by the college for their school teachers. The schools have also expressed their keen interest in attending future workshops conducted by the college staff. In keeping with their wishes, a workshop was conducted for Abhinava Vidyalaya English Medium Primary School on 'Formative Assessment Tools for School Students – A Teacher Training Workshop'. The workshop was organised in collaboration between the Principal of the college Dr. Lalita Vartak and the school's Principal Ms. Maadhavii Deshpande. Assessment often causes a sense of anxiety in students. This workshop was planned to help teachers realise that assessment can be fun for students also.

The Practice:

- ✦ The workshop was conducted in the premises of Abhinava Vidyalaya English Medium Primary school on November 9, 2019. All the primary teachers of the school including the singing, art and craft teachers participated in the workshop.
- ✦ The workshop was inaugurated by the Principal of the school. The resource persons, Dr. Sunanda Roy and Ms. Gauri Varade (Assistant Professors, Adarsha Comprehensive College of Education and Research, Pune) were introduced to the participants.
- ✦ The resource persons used the co-teaching technique to conduct the workshop. It began with the resource persons discussing the concept of assessment, its types and mainly formative assessment.
- ✦ Different types of assessment tools were chosen for the workshop, which were made from: wooden clips, paper cups, paper folding, Velcro strips, ice-cream sticks, Pocket chart and lap books. Hence the tools were made from everyday objects.



- ✦ The resource persons explained each of the assessment tools. Actual samples made by the resource persons of each assessment tool. These were also shown to the teachers.
- ✦ Details regarding how the tools could be made were demonstrated and explained. Further examples from the school text books of lessons, from different school subjects, where each of these tools could be used were shown on PowerPoint Presentation.
- ✦ Videos of the variety of ways a single assessment tool could be used for different school subjects were also shown to the school teachers. They were later shared with the school teachers via WhatsApp.
- ✦ Teachers were asked to give examples of how they could use these assessment tools to assess their students according to their subjects and content. Teachers explained how they could collaborate with each other especially with the art and craft teachers to prepare the tools. They suggested that students could also prepare these tools for self-assessment or peer assessment.
- ✦ The workshop was appreciated and ended with Principal of the school proposing a vote of thanks with words of encouragement for the teachers to use the assessment tools demonstrated during the teacher training workshop.



Highlights of the Best Practice:

- ✦ **Activity based:** The workshop was activity based as the resource persons kept the participants active using various games and demonstrations.
- ✦ **Flexible tools:** The formative assessment tools were also useful to cater to different types of learners, different school subjects and content.
- ✦ **Simple to prepare:** The preparation of the selected tools was demonstrated. Hence, the participants found them simple to prepare.

- ✦ **Easily available:** Everyday objects that are easily available were used to prepare the assessment tools.
- ✦ **Encouraged creativity:** Some teachers also came up with variations of the tools that were shown during the workshop. Thus, it encouraged creativity among the participants.
- ✦ **Encouraged collaboration:** The subject teachers came up with examples where they could collaborate with other subject teachers. For example, a common pocket chart could be used by different subject teachers. All they needed to do was make flash cards of their subjects that could fit into the same pocket chart. They also could collaborate with the art and craft teachers to prepare the assessment tools.

Evidence of success:

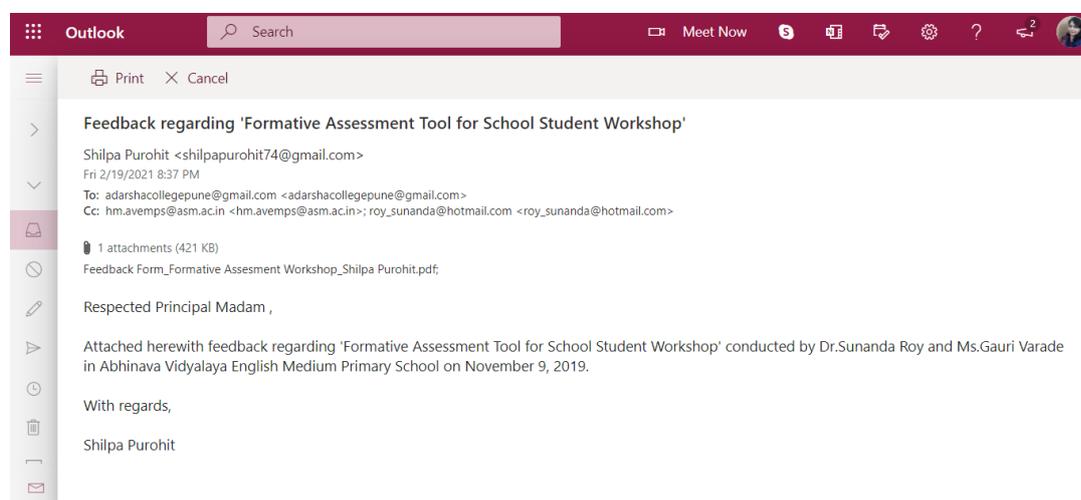
- ✦ Interviews taken from the participants revealed that they enjoyed the workshop. It gave them impetus to start thinking of creating assessment tools using everyday objects. They also showed interest in attending future teacher training workshops conducted by the college.
- ✦ Email from one of the participants of the workshop, Ms. Shilpa Purohit highlights that the objectives of the workshop were met. The copy of the email has been attached at the end of this report.

Problems encountered:

- ✦ Initially the teachers of higher standards were not very open to using games and puzzles as assessment tools. However, as the workshop progressed, they too realised the utility of the tools and actively shared their ideas regarding using the formative tools of assessment.

Resources required:

- ✦ Stationary to prepare the formative assessment tools: Chart paper, paper cups, wooden clips, Velcro strips, glue, scissors, sketch pens, cardboard, transparent plastic sheets.
- ✦ PowerPoint Presentation
- ✦ Laptop
- ✦ LCD Projector
- ✦ Hall for conducting the workshop.



To,

The Principal,

Adarsha Comprehensive College of Education and Research (ACCER),

Pune

Respected Mam,

I am Shilpa Purohit a student graduated from the BEd. College, Adarsha Comprehensive College of Education and Research (ACCER) in 2019 and now serving an assistant teacher at Abhinava Vidyalaya English Medium Primary School, Pune.

I attended the 'Formative Assessment Tool For School Students Workshop' conducted by Dr. Sunanda Roy and Ms. Gauri Varade on November 9, 2019. This workshop was planned by the Principal of A.V.E.M.P.S., Madhavii Deshpande in collaboration with Dr. Lalita Vartak (The Principal of ACCER)

The workshop was about formative assessment methods which include incorporating various activities and games as part of student evaluation. In this process, teachers can determine if the students have done measurable progress, while indulging in enjoyable activities. The programme was designed with this specific objective in mind.

The co-teaching technique was used effectively by resource persons to conduct the workshop. It began with the resource persons discussing the concept of assessment, its types and mainly 'Formative Assessment'.

Feedback of the workshop is as follows

- The workshop objectives were stated clearly met.
- Content was relevant and well-presented.
- The workshop was well-organised.
- The presenters modelled student centred learning strategies and techniques.
- It was well supported by Information Communication Technology (ICT).
- It was taught at an appropriate pace and was interactive.
- The workshop was conducted with demonstrations of various models
- The presenters provided adequate time for questions and answered them satisfactorily.
- Recipients learnt in a comfortable environment.
- It helped us learn how to work effectively at the time of formative assessment.
- It increased our skills in preparing different and simple models for formative assessment.
- It was useful for all types of learners like Kinesthetic, Auditory and Visual learners to cater with the diversity of class.
- In summary, it aids us in improving the teaching learning process through enhanced assessment of students.

I am thankful to the organizing authorities, the A.V.E.M.P.S Principal, Madhavii Deshpande and the workshop conductors for giving me this opportunity to attend and learn about the formative assessment tool for students.

With regards,

Shilpa Purohit