



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences

(Assessment of Learning)

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



ST.JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM KOCHI-682035, KERALA

2.4.1

Assessment of Learning

Sl.No.	Specially Designed Activities	Reports	Documents	Page No.
I	Assessment of Learning	Orientation on portfolio preparation (B.Ed)	Portfolio	1-73
		Workshop on achievement test preparation (B.Ed)	Achievement test	74-96
		Workshop on diagnostic test(B.Ed)	Diagnostic test	97-110
		Workshop on peer evaluation tool preparation(B.Ed)	Peer evaluation report	111-120
		Workshop on analysis of prevailing assessment practices in school(B.Ed)	Prevailing assessment practice student report	121-144
		Orientation on peer evaluation during internship(M.Ed)	Peer evaluation report and tool during internship (M.Ed)	145-151



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Orientation programme on Portfolio preparation

Name of the event	Orientation programme for Portfolio preparation
Objective	To create portfolio of practicum and practical works of B.Ed syllabus
Date	2022-23(10/10/2022), 2021-22(25/11/2021), 2020-21(12/1/2021), 2019-20(22/7/2019), 2018-19(17/7/2018)
Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college organized an orientation program for the preparation of portfolios on 10th October; 2022, covering all subjects. This initiative was conducted under the guidance of dedicated teacher educators of the College. The primary objective of this program was to acquaint the students with the concept of portfolios and how to create them effectively. The teacher educators provided an in-depth understanding of the theoretical foundation of portfolios and outlined the essential components that should be included within them. It was emphasized that portfolios serve as a crucial assessment tool for evaluating the practicum and practical work undertaken by students during each semester, as stipulated in the B.Ed syllabus. Consequently, marks were assigned for portfolio preparation.

Students were informed that a well-constructed portfolio consists of two main sections: "Description of the Event" and "Reflection." The former section, "Description of the Event," should encompass details such as the event's title, date, day, venue and all relevant aspects pertaining to the practicum and practical work. On the other hand, the "Reflection" section should delve into the emotions, thoughts, and outcomes experienced by the students as a direct result of their engagement in the respective tasks. Furthermore, it was encouraged for each portfolio sheet to incorporate photographs related to their work. Student teachers





were encouraged to utilize their own creativity to make their portfolio sheets visually appealing and aesthetically pleasing. As a helpful reference, portfolios from previous years were presented as models during the workshop.

The orientation program helped to equip students with the knowledge and skills necessary for the effective preparation of portfolios. It underscored the importance of portfolios as a valuable tool for assessing the practical aspects of their coursework and provided them with clear guidelines on how to structure and present their portfolios for evaluation.



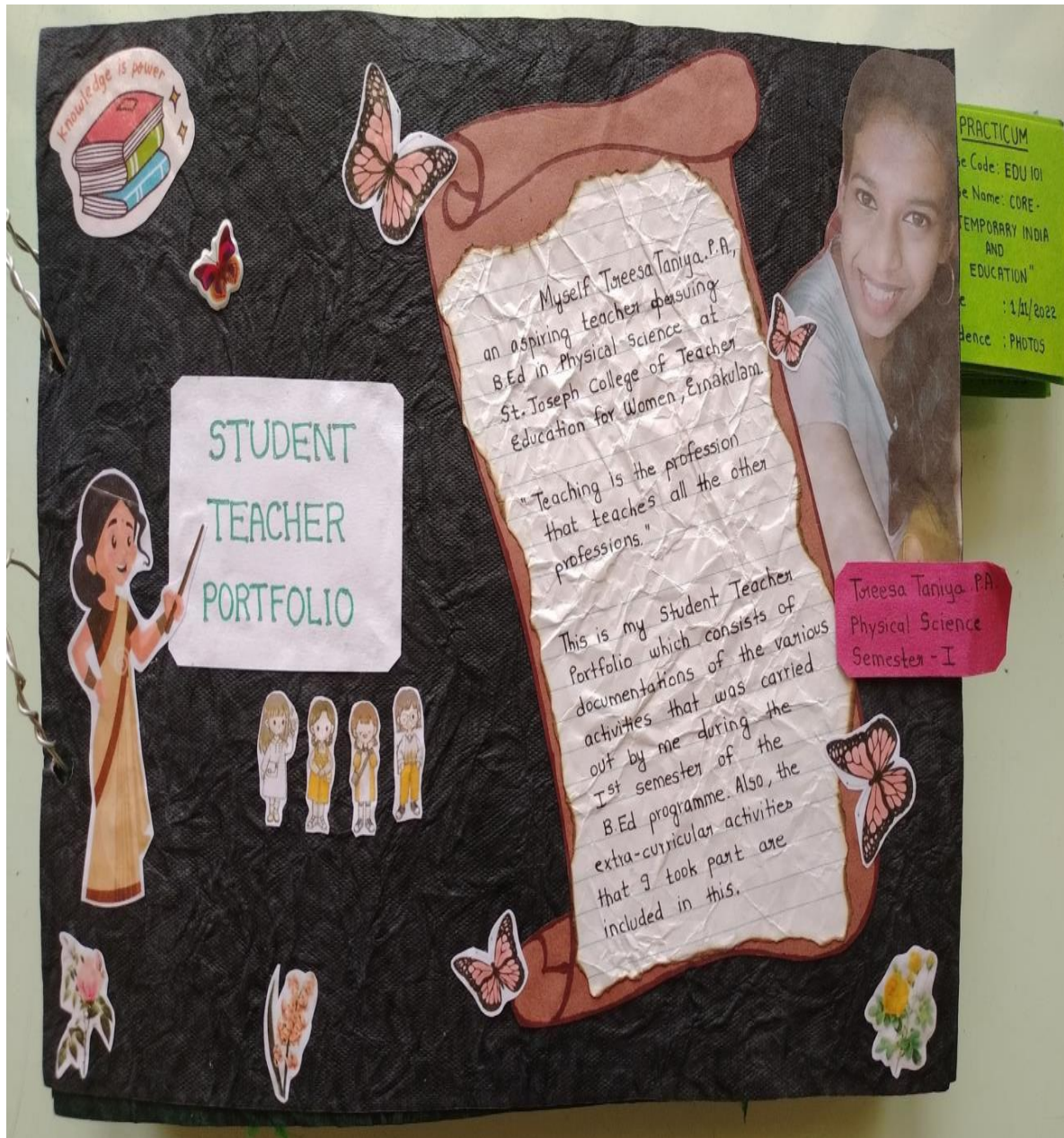


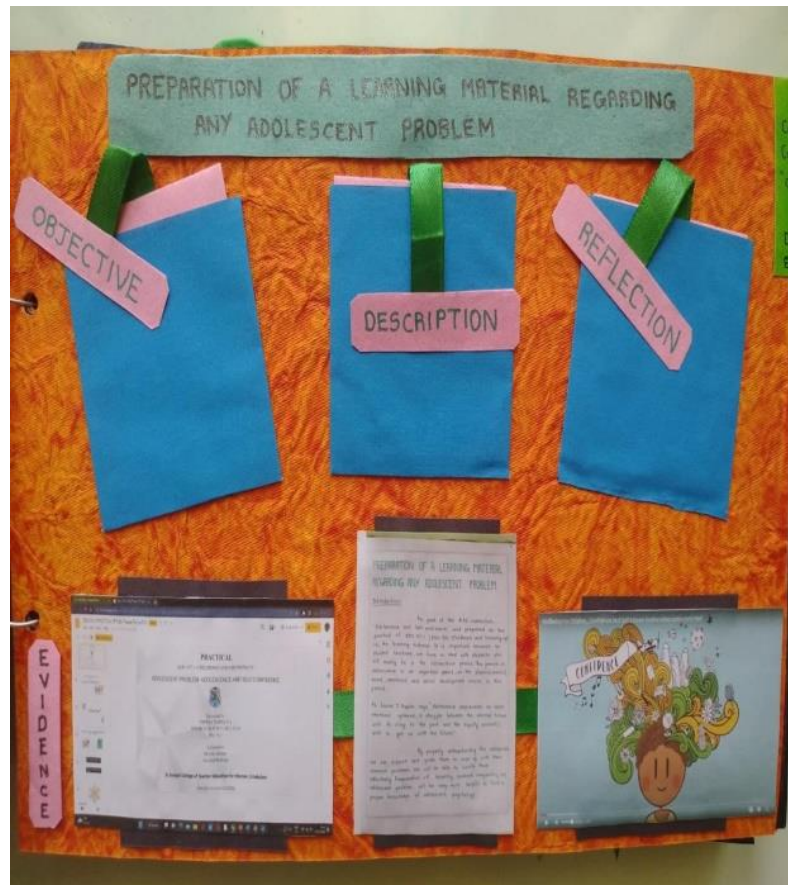
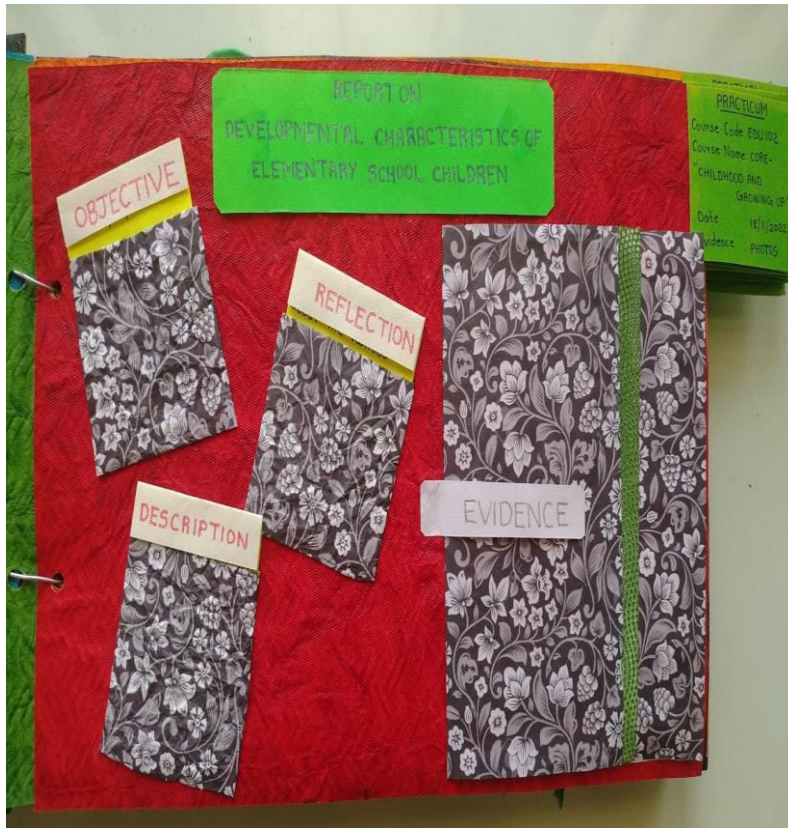
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Documentary Evidence of Portfolio

First Semester







PREPARE A PROGRAMMED LEARNING MATERIAL USING BRANCHING PROGRAMME

OBJECTIVE
prepare a programmed learning material using branching programme.

DESCRIPTION
A programmed learning material is in the form of a bag containing which covers single concept and attached to it is an envelope box and upon choosing the right answer a gift is waiting. For the instructions of a bag to make it interesting I could brush up the topic and also learn about the branching programme through which I can make concepts very much interesting. I will implement these in my teaching make it more effective in the future.

REFLECTION

PRACTICAL
Course Code: EDU107.1
Course Name: CORE COURSE
DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY
Date: 4/11/2022
Evidence: PHOTOS

CREATION OF BLOG AND UPLOADING OF ANY LEARNING MATERIAL IN THE BLOG

EVIDENCE

OBJECTIVE
1. To create a blog and create an own blog account.
2. To prepare a programmed learning material and upload it in blog account.

DESCRIPTION
The practical of EDU 107.1 (103), a blog was created at treesatanya.blogspot.com using Blogger. The blog was created on Oct 2022. The programmed learning material was prepared using google slides on the topic 'Motion' (Class 11). It was published on the blog on 4/11/2022. A report of the final programmed learning material along with blog

REFLECTION
Creating blog which was a great experience. Even though I had heard about blogging, it was through this work, I created one. Also through the learning material created by me, I could brush up my knowledge on the topic. Incorporating such works keeps teachers updated with technology. My knowledge on blogging increased and through the account created, I will be able to

PRACTICAL
Course Code: EDU107.1
Course Name: CORE COURSE
DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY
Date: 4/11/2022
Evidence: PHOTOS






STUDY ON PREVAILING PRACTICES IN SCHOOL / COMMUNITY

OBJECTIVE
To study the prevailing practices in schools/communities.

DESCRIPTION
EDU 106.14, I had visited SDPY KPMHS, Edavonkad on 7-10-20 at around 1:30 pm. Mr. Hazi & Mrs. Sona who were the teachers who were the cultivators there. Along with the report, I also made a video on my visit to the school.

REFLECTION
The various activities implemented there & to be frank, I was quite amazed. Along with the teachers, students are also active in doing all those activities. Such as, I got an invitation to visit their butterfly garden which I am definitely planning to visit.




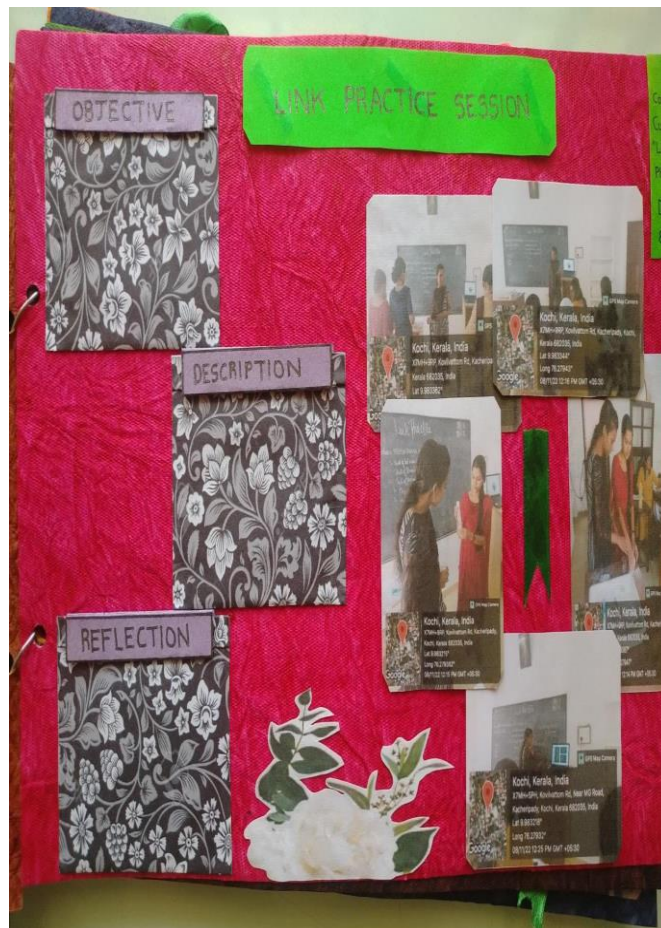
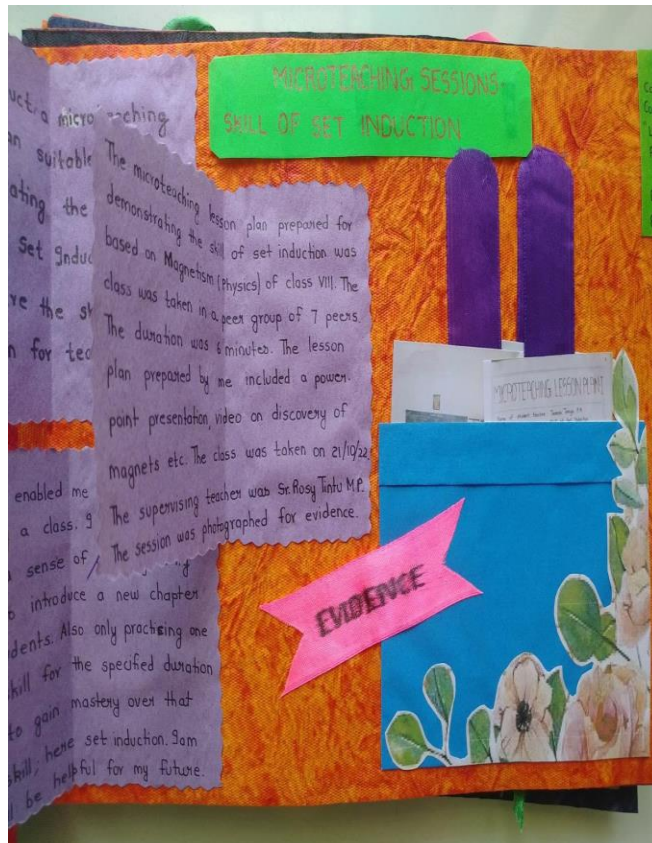
PREPARE CONCEPT MAP ON ANY UNIT OF PHYSICAL SCIENCE

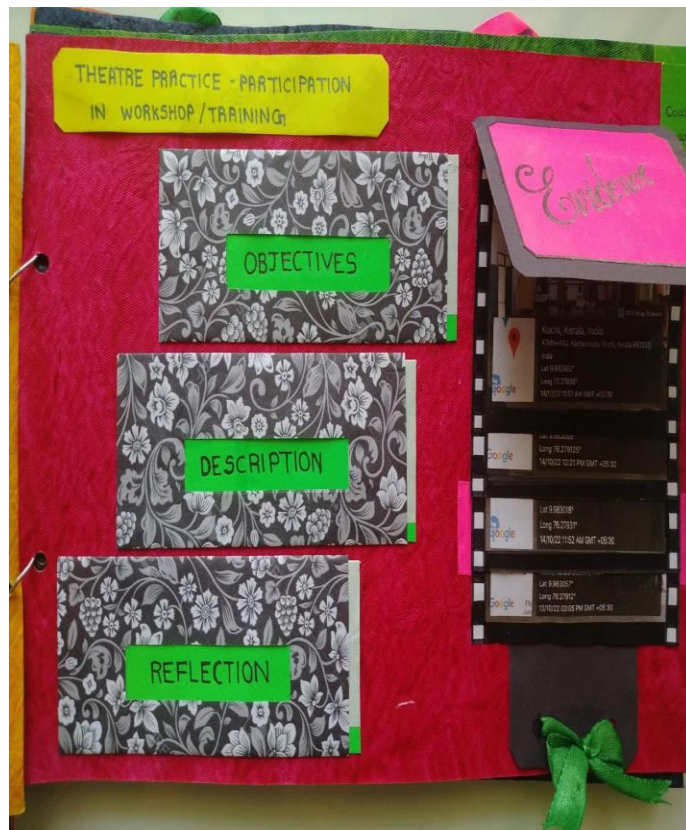
OBJECTIVE

DESCRIPTION

REFLECTION









WORLD HEART DAY - [ZUMBA DANCE]

OBJECTIVE:
1. In accordance with world Heart Day, perform a zumba dance along with awareness on importance of health.

DESCRIPTION:
On 29/9/22, in association with world heart day, a zumba dance was organised under the guidance of myself and Arya from Social Science optional in the college.

REFLECTION:
Since I do zumba whenever I get time, the session was a great experience with other students. We received positive comments about the programme which boosted our confidence.

ST. MARY'S COHSS - YOUTH FESTIVAL [JUDGE]

OBJECTIVE
1. To go to the school as a judge for the event 'Margamkali'.
2. To help with the work in the office.

DESCRIPTION
In accordance with the youth festival at St. Mary's COHSS, Kacheripady, I had to go to the school as a judge on 29/9/22 and help in the office.

REFLECTION
I got to know the works which need to be done in a school which are other than teaching. Also I enjoyed being a judge as I see the children's work on & hardwork in each dance. All the children were friendly too.





VARIETAS CREO - EXHIBITION ON VISUALISING YOUR LEARNING

OBJECTIVE	DESCRIPTION	REFLECTION
1. Conducting an exhibition on the concept of visualising your learning.	An exhibition was conducted on 28/10/22 in which various teaching models were exhibited and also explained.	Since science is my favourite topic, I could effectively explain to them about all the models assigned to me. I enjoyed the time I had with the children and could also clear some of their doubts.
2. Explaining the various models exhibited to the school children.	I was in the section of satellites and also in the model of solar weather.	Children had a wonderful time.

MEET THE LEADERS: DEBATE ON THE ROLE OF GOVERNOR IN STATE ADMINISTRATION

OBJECTIVE	DESCRIPTION	REFLECTION
1. To take part and ask questions on Role of governor in state administration of 'Meet the Leaders Series - 2022'.	I participated in the series and asked questions on the role of the governor in state administration. I also presented my own views on the topic.	I was interested in the topic and participated in the debate. Various views were shared, such as those of Mr. P.A.T. and Mr. Achan. We got the chance to talk with the dignitaries and also to take a group photo with them.





Second Semester





SEMESTER-II

Name : Akhitha Sebastian

Natural Science

Reg No : 213240112334





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- | S.No | Course Code | Title |
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| 1. | EDU 206.1 | School profile and practices |
| 2. | EDU 206.1 | Awareness class on adolescent problems |
| 3. | EDU 206.1 | Critical analysis of the status of exceptional children in the school. |
| 4. | EDU 206.1 | Analysis of prevailing assessment practices in school. |
| 5. | EDU 206.2 | Discussion lesson plans |
| 6. | EDU 206.2 | Demonstration class observation |
| 7. | EDU 206.2 | Criticism lesson plan |
| 8. | EDU 206.2 | Classroom teaching during school induction |
| 9. | EDU 206.3 | Credible participation in games and sports. |
| 10. | EDU 206.3 | Organising sports meet and rules and regulations of long jump and shot put. |
| 11. | EDU 206.4 | Interview a local folk artist and prepare a report on local community art forms. |
| 12. | EDU 206.4 | Preparation of criteria for evaluating different art forms |
| 13. | EDU 201 | Album on educational quotes of Indian and western philosophers. |
| 14. | EDU 202 | Mental health fostering school practices |
| 15. | EDU 203 | Project proposal on any relevant theme. |
| 16. | EDU 204.18 | e-Learning material. |
| 17. | EDU 205.18 | A report on field trip |





PRACTICAL

EDU 206.1 School Profile and Practices



REFLECTION

School profile gave me an indepth understanding about the school and how it functions smoothly and efficiently with the help of school management, teachers and parents. I also understood about the strengths and weaknesses of the school. I also got clear idea in what all ways students can be developed holistically

Surrounding the text are various hand-drawn icons: a book, a globe, the equation $3+1=4$, a planet with a ring, a graduation cap, musical notes, a palette, a pencil, a test tube, a flask, a flag with '18', a graph with 'x' on the axis, a trophy with 'SK', the equation $(a+b)^2$, a book, a lightbulb, a graduation cap, an atom symbol, an alarm clock, the equation $E=mc^2$, and a backpack with 'BAG' written on it.





PRACTICAL

EDU 206.1 Awareness Class On Adolescent Problem

DESCRIPTION

As part of paper EDU 202, an awareness class on 'Adolescent Depression' was conducted on 18th of July, 2022 for the 1Xth Standard Students of St. Teresa's CGHSS, Ernakulam. The duration of the class was for 40 minutes.



REFLECTION

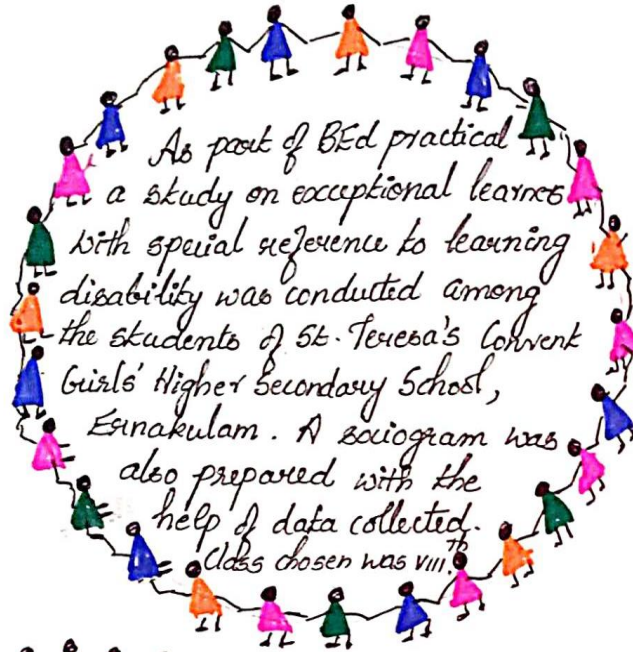
The class was beneficial not only for students but also for myself. I was able to gather a lot of information about 'Adolescent depression'. After the class I felt so contented and happy after all. The students got a clear idea about causes and signs of depression, the various way to overcome depression and much more details from my class



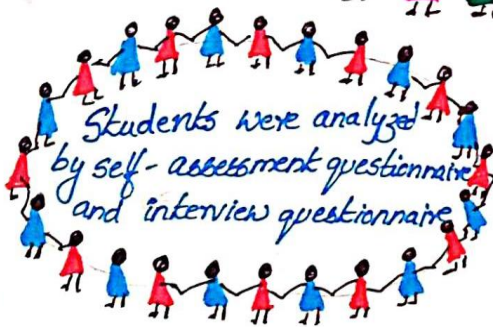


PRACTICAL

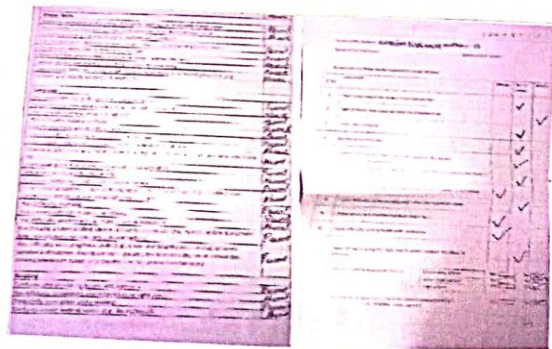
EDU206.1 Critical Analysis of the Status of Exceptional Children in School



As part of BEd practical a study on exceptional learners with special reference to learning disability was conducted among the students of St. Teresa's Convent Girls' Higher Secondary School, Ernakulam. A sociogram was also prepared with the help of data collected. Class chosen was VIII.



Students were analyzed by self-assessment questionnaire and interview questionnaire.



REFLECTION

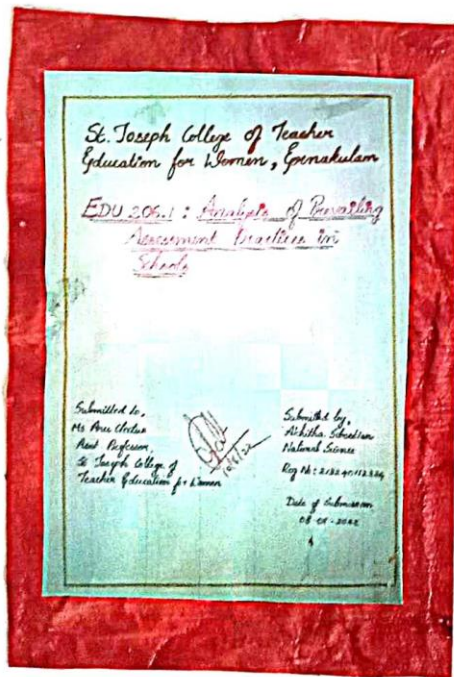
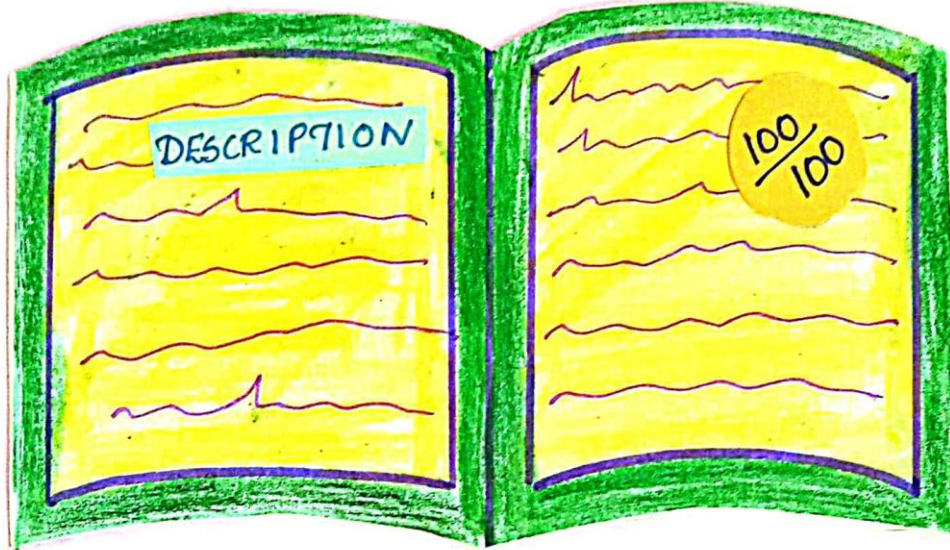
As a student teacher it is very important to understand about different learning disabilities present among students in a class. By knowing about LD, teachers can pinpoint the specific challenges that a child faces. It can also improve children's opportunities to maximize their developmental potential by proper intervention.





PRACTICAL

EDU 206.1 Analysis of Prevailing Assessment Practices in Schools



REFLECTION

The practical enabled me to understand about various assessment techniques followed by teachers to evaluate students. It was really a good experience for me. It helped me to realize the merits and demerits of various assessment strategies. A good assessment will guide the students to right path.

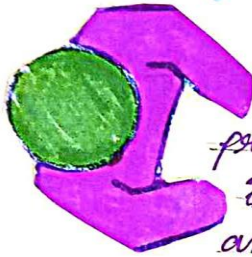




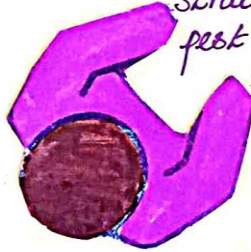
PRACTICAL

EDU 206.2 Discussion Lesson Plan

DESCRIPTION



As part of practical, five discussion lesson plans were prepared. My group members included Anita, Vyshnavi, Dithana and Keerthana. We prepared 4 lesson plans of class VIII and one lesson plan was from class IX. The topics were Greenness of leaves, structure of plant cell, pest control measures, animal tissues and cellular respiration.



REFLECTION

The practical enabled me to understand the topics selected in depth, as it was a group discussion all the members gave their own view points. I gained insight about various aspects to be considered in lesson plan preparation.





PRACTICAL

EDU 206.2 Demonstration Class Observation

DESCRIPTION

As part of practical, five demonstration lesson plan was taught by our seniors to the school students. We the student teachers were asked to keenly observe the demonstrators and to learn how to take class and to manage students. The demonstration was shown by Anju, Mary, Minumol, Nausheen and Anjana.



REFLECTION

After observing the demonstration classes I understood how to present the content in a systematic manner. I realized that activity oriented method and interactive mode of teaching could make the class more effective.



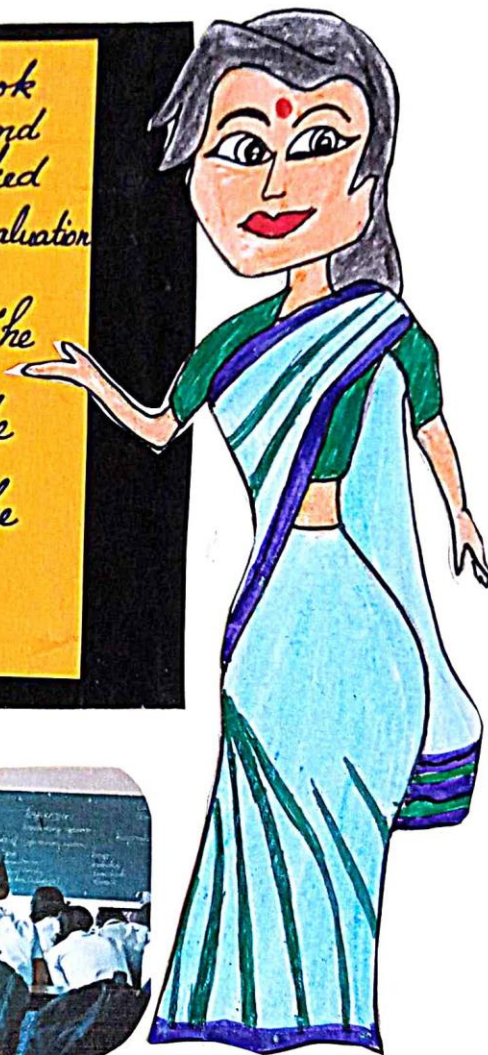


PRACTICAL

EDU 206.2 Criticism Lesson Plan

DESCRIPTION

All the students in my class took their own criticism classes and every student teacher were asked to complete Student teacher Evaluation Proforma. I took my criticism lesson plan on 06/07/2022. The topic I opted for the class was 'Respiratory System'. The class was taken for the students of Standard 9th. The duration of the class was for around 40 minutes.



REFLECTION

For my criticism class, I got a lot of suggestions from my peer team and my teacher. These words will help me to make necessary changes in my future class. I understood that it is relevant to give more real life based values during consolidation part.





PRACTICAL

EDU 206.2 Classroom Teaching During School Induction



DESCRIPTION

The chapter named 'Cell Clusters' of Standard VIII was completed using five lesson plans. The school I got was St. Teresa's CGHSS. The learning strategies used were group discussion and demonstration. All the classes was taken in a planned way.

REFLECTION

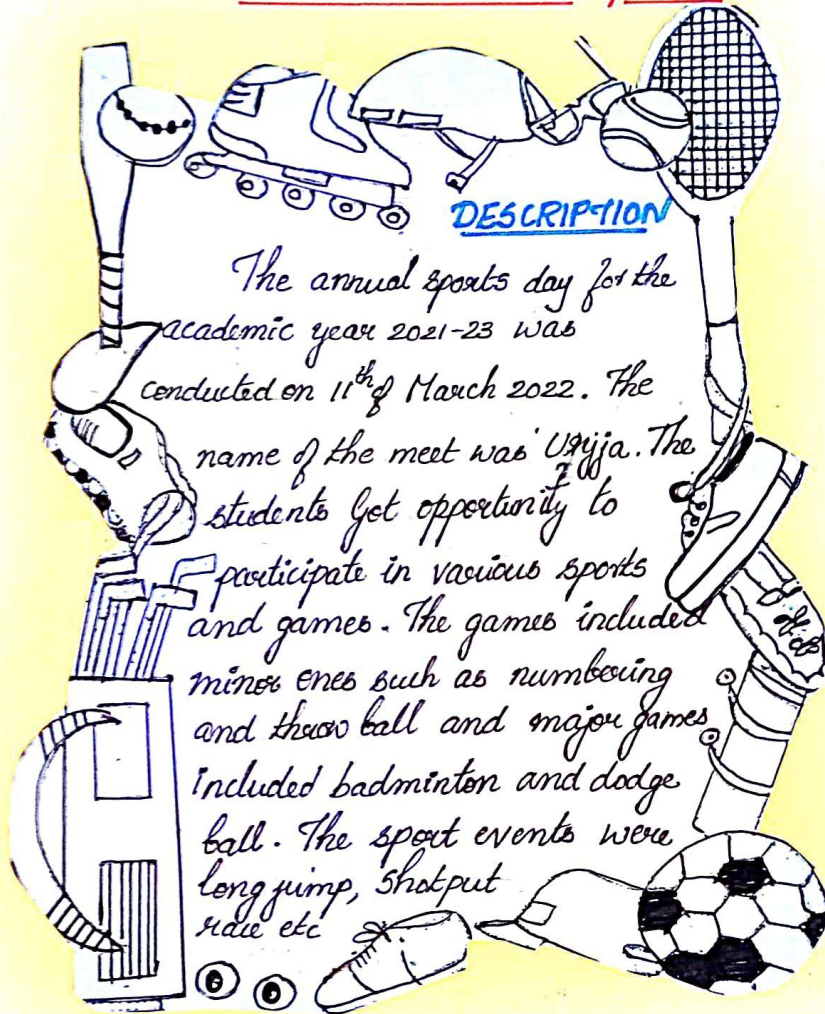
My classes were evaluated by guide in the school. I got various suggestions on which I should focus more to make class effective. I felt really satisfied after each class because I was able to prompt higher level thinking in students.





PRACTICAL

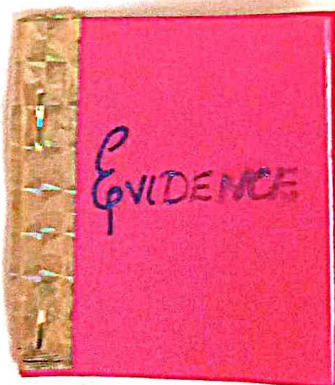
EDU 206.3 Credible Participation in Games and Sports



DESCRIPTION

The annual sports day for the academic year 2021-23 was conducted on 11th of March 2022. The name of the meet was 'Ujja'. The students got opportunity to participate in various sports and games. The games included minor ones such as numbering and throw ball and major games included badminton and dodge ball. The sport events were long jump, shotput race etc

REFLECTION



Participating in various sports and games helped me to realize my potential in different events conducted. I also felt really happy as I was able to secure third position in race event. It also improved my confidence level





PRACTICAL

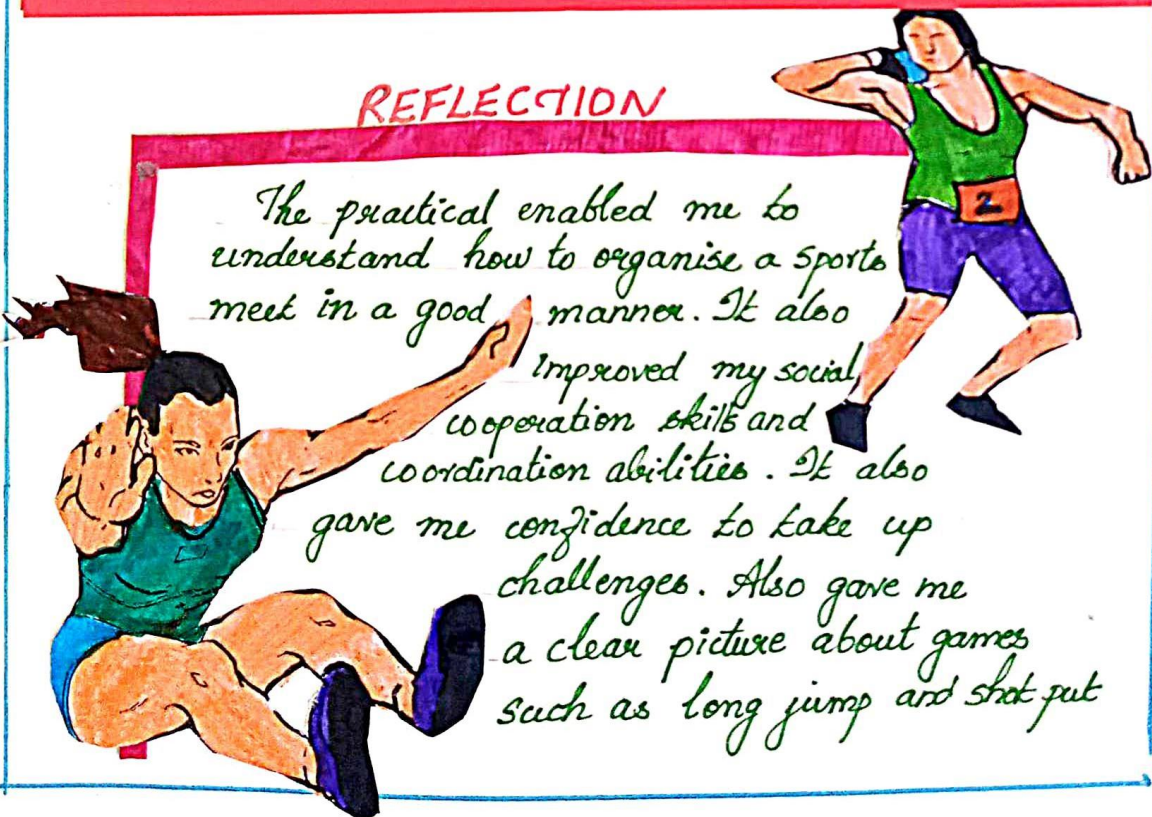
Edu 206.3 Organising Sports Meet and Rules and Regulations of Long Jump and Shotput



DESCRIPTION

REFLECTION

The practical enabled me to understand how to organise a sports meet in a good manner. It also improved my social cooperation skills and coordination abilities. It also gave me confidence to take up challenges. Also gave me a clear picture about games such as long jump and shot put





PRACTICAL

EDU 206.4 Interview a local folk Artist and Prepare a Report on Local Community Art forms



REFLECTION

The practical enabled me to understand all the important details regarding one of the famous art form Chenda. I felt really happy after interviewing such a wonderful person and felt so delighted after hearing his experiences. Report preparation on local art forms also helped me to know about various unique community art forms.





PRACTICAL

EDU 206.4 Preparation of Criteria for Evaluating Different Art forms

DESCRIPTION

As part of BED practical an evaluation criteria for two different art forms were prepared. The art forms which I chose was classical music and Mohiniyattam. Through telephonic interview I collected necessary informations from a classical music teacher, Ms. Helbin Jacob and from a dance teacher Ms. Aryalakshmi.



REFLECTION

After the interview, I got a clear idea on the criterias for evaluating classical music and Mohiniyattam. Now I am confident in assessing these arts. As a student teacher who gained knowledge in evaluation of these art forms, I can provide necessary informations to my students in future.





PRACTICUM

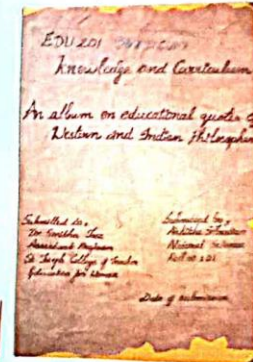
EDU 201. Album on Educational Quotes of Western and Indian Philosophers

As part of EDU 201 an album on educational quotes of Western and Indian philosophers were prepared.

Indian philosophers:

- ① Swami Vivekananda ② Amartya Sen ③ Dr. S. Radhakrishnan
 - ④ Sir Aurobindo ⑤ Tiddu Krishna-Murti
- Western Philosophers:
- ① Jean Rousseau ② Karl Marx
 - ③ John Locke ④ Bertrand Russell ⑤ Immanuel Kant.

DESCRIPTION



REFLECTION

This practicum enabled me to understand about the viewpoints of education. Great quotes about education by the famous philosophers encouraged me to think about education in my own perspectives. It also helped in knowing various contributions by the philosophers in the field of education.



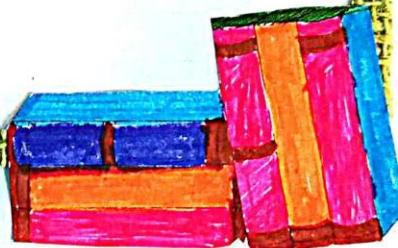


PRACTICUM

EDU 202 Mental Health Fostering School Practices

DESCRIPTION

As part of practicum, a report on three school practices which fosters the mental health of students in St. Teresa's Convent Girls Higher Secondary School was prepared. In my opinion the activities that helps in mental well being of students includes prayer, NCC and school library.



EVIDENCE

REFLECTION

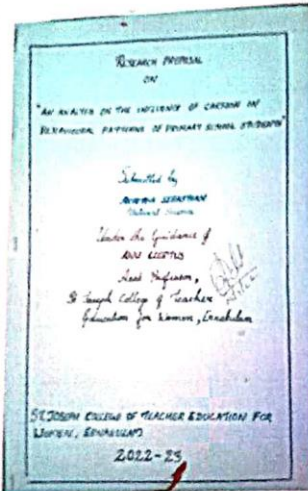
After preparing the practicum report I understood that mental health services and best practices within schools can create a continuum of integrative care that could improve mental health and educational attainment of children. Thus it is very relevant to maintain a healthy state of mind.





EDU 203. Project Proposals on Any Relevant Theme

PRACTICUM

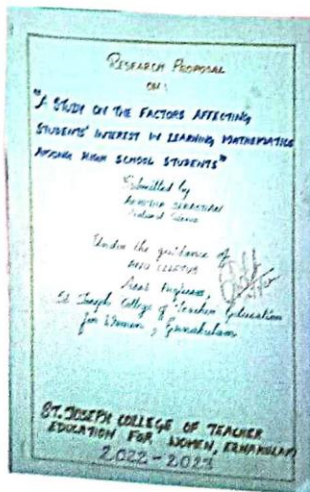


DESCRIPTION

As part of BEd practicum I prepared project proposals on two topics.

① An Analysis On The Influence of Cartoon In Behavioural Patterns of Primary School Students.

② A Study On The Factors Affecting Students' Interest In Learning Mathematics Among High School Students.



REFLECTION

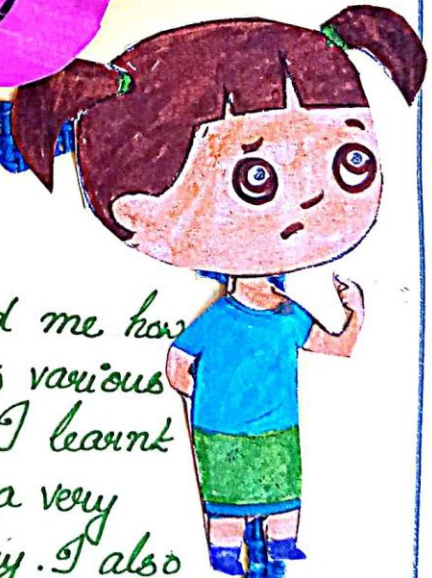
The practicum enabled me to read and understand about various educational issues faced by the students. It helped me to understand about preparing a project proposal in a very systematic way that could really help me in future.





PRACTICUM

EDU 204.18 e-Learning Material On A Topic In Biology At Secondary School Level



REFLECTION

This practicum enabled me how to divide a major topic into various concepts and sub concepts. I learnt to organise the content in a very logical and systematic way. I also understood to make relevant text material, Power Point slides and videos according to the concepts.



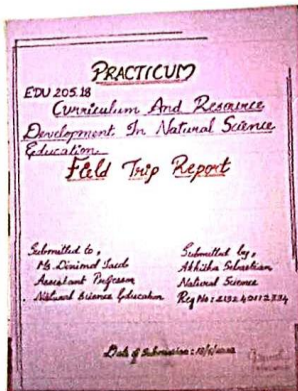


PRACTICUM

EDU 205.18 A Report On Field Trip

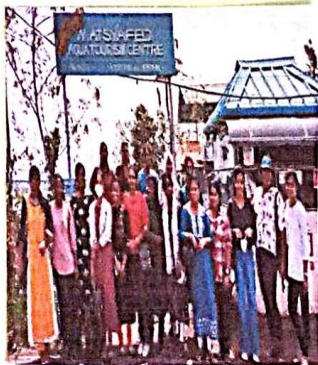
DESCRIPTION

As part of BEd practicum a field trip was organised on 10th of June, 2022. There were 19 members for the trip that included 17 students and two faculty members. The first destination was Matsyafed aqua tourism centre. Secondly we went to Matsyafed fish farm and Mangrove Information Centre. The third destination point was Malipuram beach.



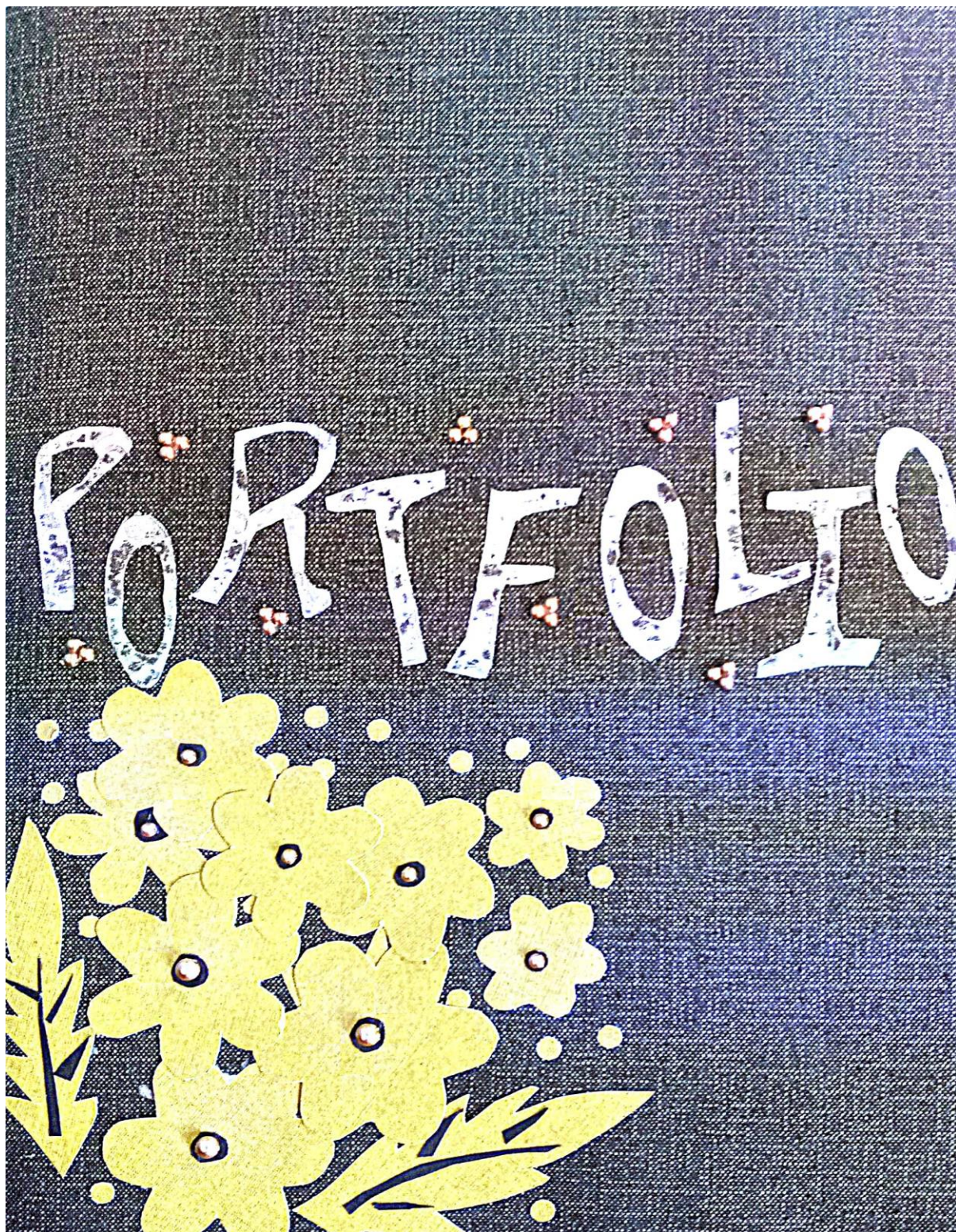
REFLECTION

The field trip was an awesome experience for all of us. The trip gave us the opportunity to relax and to take a sneak out from busy routine. It was a wonderful experience because we all thoroughly enjoyed picturesque beauty of nature.





THIRD SEMESTER





SEMESTER III

NAME : Akhilha Sebastian
OPTIONAL : Natural Science
SUBJECT
REGISTER : 213240112334
NUMBER

Dmi
16/2/2023





Myself Akhitha Sebastian.

I am a BEd student of Natural Science department in St. Joseph College of Teachers Education for Women, Ernakulam.

This portfolio is presented as a summary of various practicals and practicum that I have undertaken during my third semester. All the works done have enabled me to evaluate myself and to make necessary changes to excel in my future professional life as a good teacher.





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6	EDU 302.2 .	Lac Teaching Manuals
7	EDU 302.2 .	Club Activities
8	EDU 302.2 .	Improvised Teaching Aids
9	EDU 302.2 .	Self Assessment
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14	EDU 302.3 .	Yoga Classes
15	EDU 302.3 .	Health Education Classes
16	EDU 302.4 .	Classes on different Art forms and Cultural Heritage
17	EDU 302.4 .	Activity to conscientise National Integration
18	EDU 301 .	Prepare a list of Terminologies Having Different Shapes of Meaning





PRACTICAL

EDU302.1 Value Education Class

DESCRIPTION As part of BEd curriculum, two value education classes for the students were undertaken at St. Teresa's CGHS, Ernakulam. The class chosen was VIII E. The students were taught about two important values 'Honesty' and 'Punctuality' on 17th and 25th of January, 2023 respectively.

WRONG RIGHT

REFLECTION

The values that I opted was honesty and punctuality. It has been a good opportunity to make students to think about themselves and also to think from other's perspective. It has enabled me to make them realize how much important it is to be an honest and punctual human being.



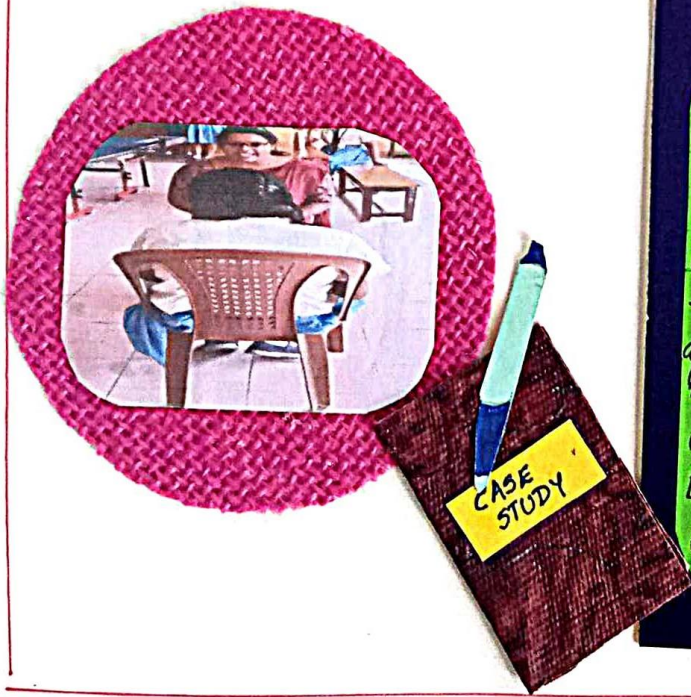


PRACTICAL

EDU 302.1 Case Study Based on Learning Problems of School Pupils



REFLECTION



From case study, I understood that it is very important as a teacher to understand about the learning problems or about the different issues they face. I felt really happy after this practical because my in depth understanding about the child has brought considerable changes in the behaviour and academics of the child.






PRACTICAL

EDU 302.1 Action Research

DESCRIPTION

As part of BEd curriculum, I was supposed to do an action research under the paper EDU 203. I did my action research for students of class IXB at St. Theresa's COHS, Ernakulam. The topic was 'A study on the problems faced by students in learning biological terms and concepts.' I conducted a pre-test and identified their difficulties and provided them remediation classes.

REFLECTION



By proper observation of the students in the class I realized that students have issues with spellings and to define the terms that look alike. The action research became fruitful because the proper intervention increased the level of improvement so that I felt really satisfied and happy. I also learnt the apt methods of teaching biology easily.

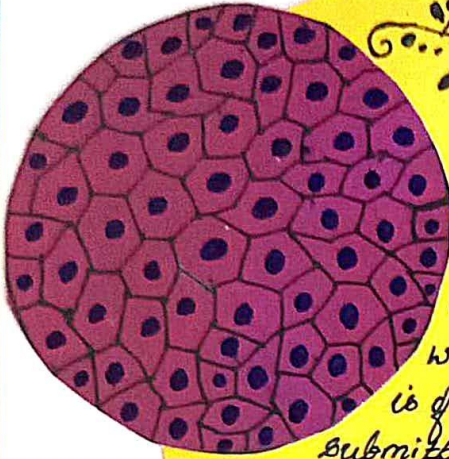




PRACTICAL

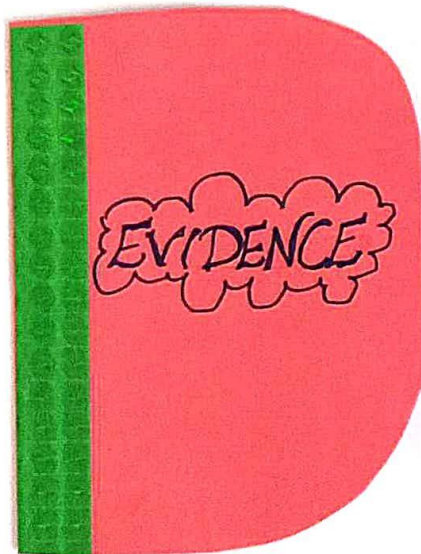
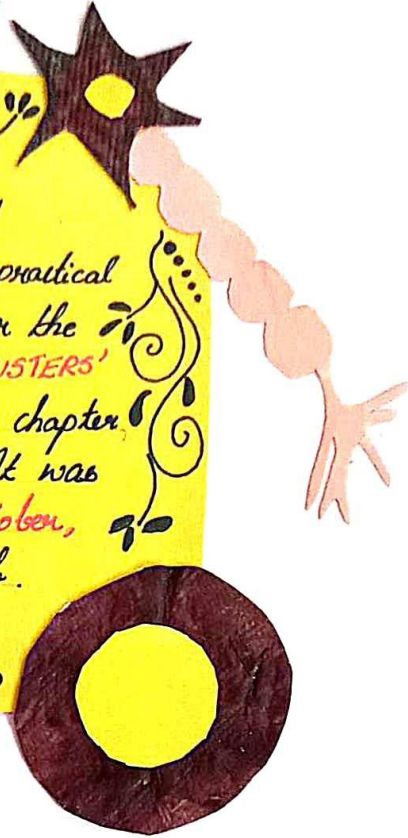
EDU 302.1

Unit Plan



DESCRIPTION

As part of BEd practical a unit plan for the chapter 'CELL CLUSTERS' were prepared. The chapter is of Standard VIII. It was submitted on 17th of October, 2022 to Dr. Dinimal Jacob.



REFLECTION

practical enabled me to understand chapters into small teaching units are effective. I gained confidence idea regarding the division of difficult topics into easy and understandable. Unit plan preparation be an asset to my teaching life.





PRACTICAL

EDU 302.2

Internship Teaching Manuals (50 Lesson Plans)

DESCRIPTION

During my internship at St. Teresa's CGHS, Ernakulam, I got the opportunity to take classes for class VIII and IX. In order for that I prepared 50 teaching manuals during internship. The duration of each lesson plan was 40 minutes. The chapters were properly divided and it was mentored by Ms. Roly Anto.

CLASS VIII

-Why classification

- Let's regain our fields
- Diversity for sustenance

CLASS IX

- Breathing for energy
- Excitation to maintain homeostasis
- Biology of movements



The internship was really a memorable and wonderful experience. I understood the areas in which I must improve. I also realized the various methods and aids for grasping students attention that can be an asset for my teaching life.





PRACTICAL

EDU 302.2 LAC Teaching Manuals

As part of BEd practical two classes on Language across curriculum were taken for the VIIIth standard students of St. Teresa's CGMSS, Ernakulam. The topics that I took were 'In situ conservation' and 'Adolescence period'. The classes were taken on 4th of December, 2022 and 9th of January, 2023



REFLECTION

Overall the classes went very well. I was able to use appropriate learning strategies and methods that paved proper understanding of the content. I felt really contented because students remained really active throughout the class. I will always ensure that apart from transmitting content knowledge students get acquainted with literary skills.



Learning strategies and methods that paved proper understanding of the content. I felt really contented because students remained really active throughout the class. I will always ensure that apart from transmitting content knowledge students get acquainted with literary skills.

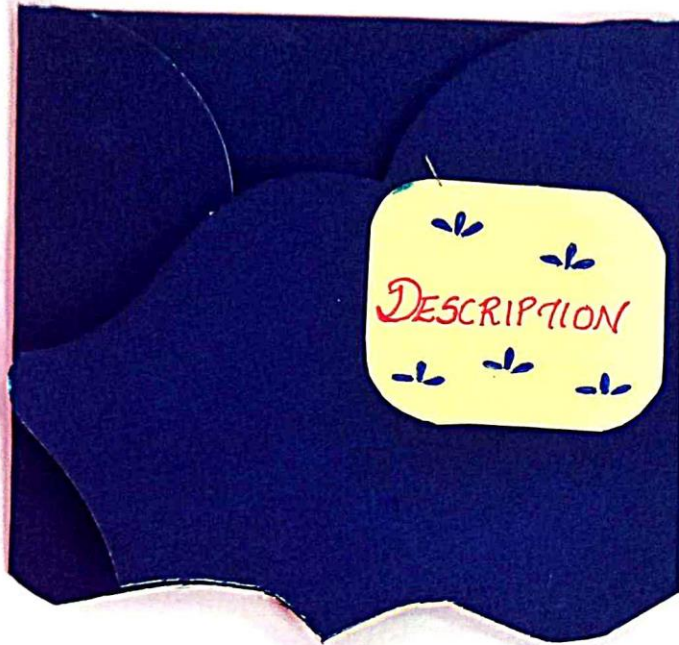
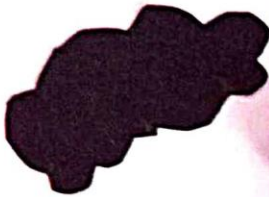




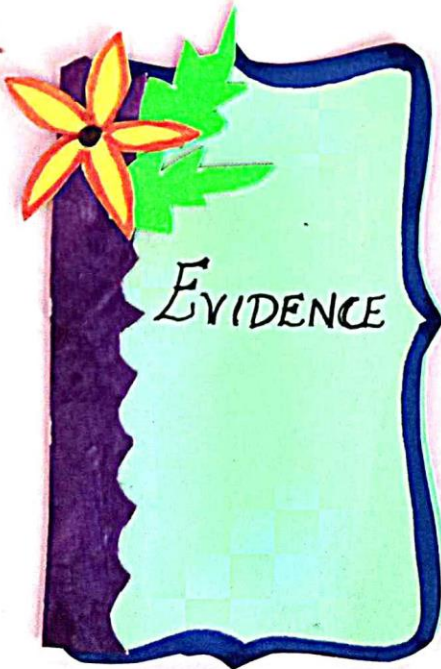
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EDU 302.2

Club Activities



DESCRIPTION



EVIDENCE

REFLECTION

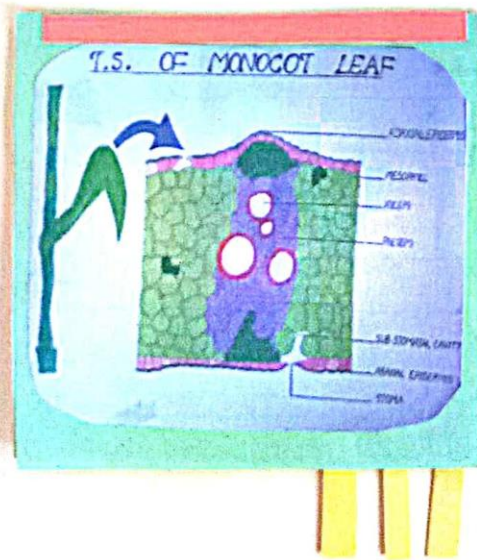
I was able to successfully complete the practical with whole hearted support from the students. Their enthusiasm made me happy. I will always organize various science club activities for motivating students and to promote their scientific interest. I will make sure that students get engaged in the science related activities from a very young age.





PRACTICAL

EDU 302.2 Improvised Teaching Aids



REFLECTION

I was really worried whether I will be able to complete the teaching aids in time. But the appropriate instructions by our mentor Dr. Dinind Jacob I was able to plan out best strategies to finish the improvised aids in time. I felt really happy and satisfied after the preparation of aids.





PRACTICAL

EDU 302.2 Self-Assessment



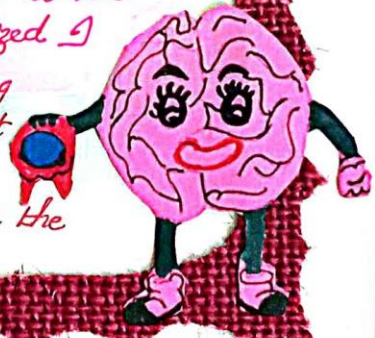
ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN, ERNAKULAM
ST. TERESA'S CHURCH, ERNAKULAM
SELF EVALUATION FORM

Name of the Teacher: _____ Page: _____ Evaluation in Month: _____
 Semester: IX Date: _____
 Subject: Biology

Sl. No.	STATEMENTS	YES	NO
1.	I am able to deliver my units as planned.		
2.	I am able to address the students' queries in lesson time.		
3.	I am able to explain the practicals of Biology.		
4.	I am able to use the practical skill-logs of Biology.		
5.	I am able to explain the importance of teaching.		
6.	I am able to differentiate between oral safety and email safety.		
7.	I am able to identify different regions on the anatomical structure of Biology.		
8.	I am able to explain various parts of eye and ear.		
9.	I am able to list out different types of human reproduction.		
10.	I am able to define the terms: Fertilisation.		
11.	I am able to explain the importance of biology in maintenance of human health.		
12.	I am able to identify the various and important of different biology theories.		
13.	I am able to show a clear understanding of different steps in homeostasis.		
14.	I am able to explain the importance of biology in development.		
15.	I am able to list out necessary organs in plants and animals.		

REFLECTION

The evaluation tool enabled me to understand how well I was able to convey the content to the students with my teaching skills. I realized I need to be more careful while teaching the difficult topics. I also understood that I should also make use of much more creative teaching learning aids to enhance the process of learning.





PRACTICAL

EDU 302.2

Peer Evaluation

DESCRIPTION

As part of BEd curriculum, I conducted two peer evaluation in St. Teresa's CG HSS, Ernakulam. The student teachers I chose were Ms. Fathimathugubra of physical science and Ms. Anupama Sreedhar of Social Science. Peer evaluation was done on 23rd of November, 2022 and 5th of December, 2022.



REFLECTION

It was really a good experience for me. Through proper discussion I was able to evaluate my peers and put forward suggestions for their improvement. I was able to learn a lot of positive and excellent teaching techniques from them.



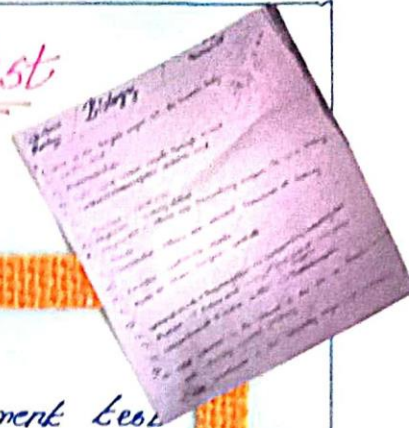


PRACTICAL

EDU 302.2 Achievement Test

DESCRIPTION

As part of BEd practical an achievement test was conducted for the students of class IX B of St. Teresa's CGHSS, Ernakulam. The test was out of 25 marks and was administered on 12th of December, 2022 during fourth period. The highest score obtained was 23½ and lowest was 5 marks.



ACHIEVEMENT TEST

1. Substrata	✓
2. Substrate	✗
3. Submin	✗
4. Substrata	✓
5. Substrate	✓
6. Substrate	✓
7. Substrate	✓

10/10



REFLECTION

The achievement test enabled me to realize how well the learning objectives of education is being achieved by the students through my class. It helped me to realize my teaching potential and to discover the students who finds difficulty in learning. The areas that students fall challenges were identified.





PRACTICAL

EDU 302.2

Diagnostic Test

DESCRIPTION

Diagnostic test was administered among 70 students of standard IX B of St. Teresa's CGHSS, Ernakulam on 16th of December, 2022. Test items of various difficulty levels were organised under each teaching unit. The chapter chosen was 'Excretion to maintain homeostasis'. The diagnostic test comprised of 50 questions which carries 1 mark each.

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN
ERNAKULAM

Name of the subject: SCIENCE - I (CBSE, Ernakulam)
Semester: Second
Unit: Excretion to maintain homeostasis
Learning goals: Kolbers

1. Features of Kolbers
2. Kolbers and its associated parts
3. Internal structure of Kolbers
4. Structure of nephron
5. Urine formation

DIAGNOSTIC TEST

1. Which among the following shows the structure of Kolbers in human beings?
a) 2-way pipe b) 3-way pipe c) 4-way pipe
2. The shape of the Kolbers is
a) Star-shaped b) Hemispherical c) Dumbbell shaped d) None of the above
3. In case of the correct statement among the following
a) Kolbers is not connected to any vascular system
b) Kolbers is connected to a single but not multiple
c) Kolbers is connected to a double and work separately
d) None of the above



REFLECTION

I learned to prepare diagnostic test in a proper way. Diagnostic chart depicted that students struggle with three topics. Then I understood that proper remediation strategies must be given to master the difficult topics. It enabled me to think how to help the students.



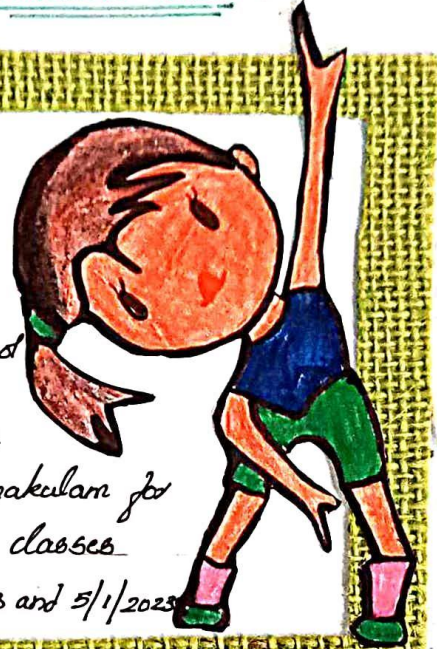


EDU 502.2 Health and Physical Education

Physical Education Class

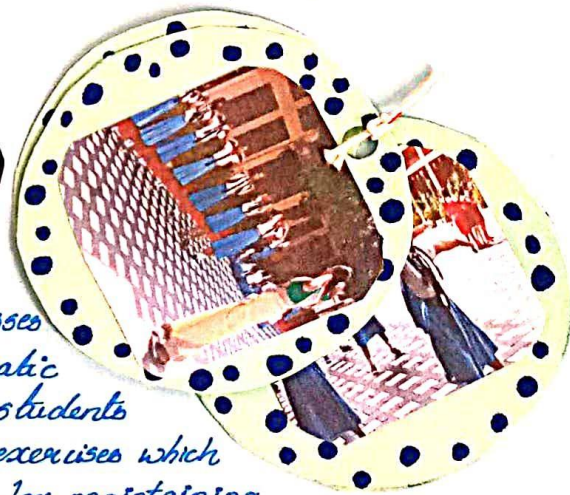
DESCRIPTION

As part of BEd curriculum we were supposed to take three physical education classes in the school that was allotted to do internship. I took three lesson plans on aerobic exercises in St. Teresa's GHS, Ernakulam for the students of Standard IX. The classes were taken on 12/12/2022, 3/1/2023 and 5/1/2023.



REFLECTION

I was able to take classes in a very organised and systematic manner. I understood that students were happy after practising exercises which showed they have an interest for maintaining a good physical health. I will definitely promote the practice of aerobic exercises for the physical and mental well-being of students.





PRACTICAL

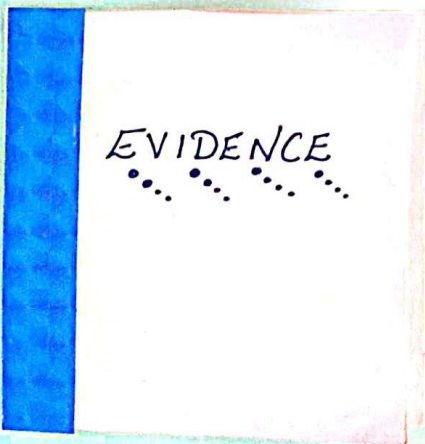
EDU 302.3 Health and Physical Education
Yoga Class

As part of BEd curriculum three classes on yogic asanas were conducted for the students of class 1Xth at St. Teresa's CGHSS, Ernakulam. Asanas like Vrikshasana, Tadhasana and Trikonasana was taught on 4/01/2023. Padmasana, Padmasana and Konasana were taught on 9/01/2023. The third yoga class on Kurvasana, Naukasana and Balasana were taught on 18/01/2023.

REFLECTION

I was really satisfied after the class because students showed great interest and cooperation in observing as well as in performing yogic asana. I was able to take class in an excellent manner. I will definitely promote yoga exercises in classes as it is integral for the physical and mental well-being of the students

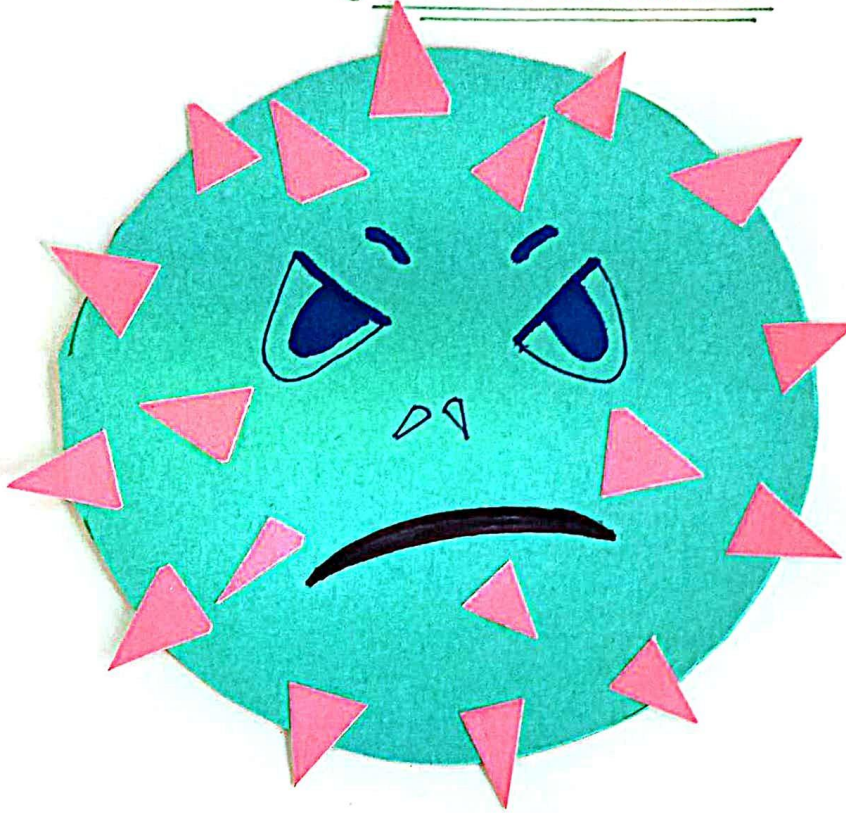
EVIDENCE





PRACTICAL

EDU 302.2 Health and Physical Education
Health Education Class



REFLECTION

I was really confident about the class and I was able to grasp the full attention of students using appropriate teaching learning aids. I felt satisfied with the class because of good responses from the student's side. I will always try to incorporate health education topic in the classes to make students to get awareness about the need for leading a healthy lifestyle.



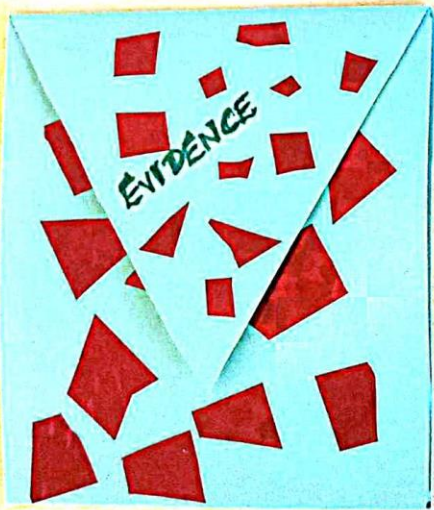
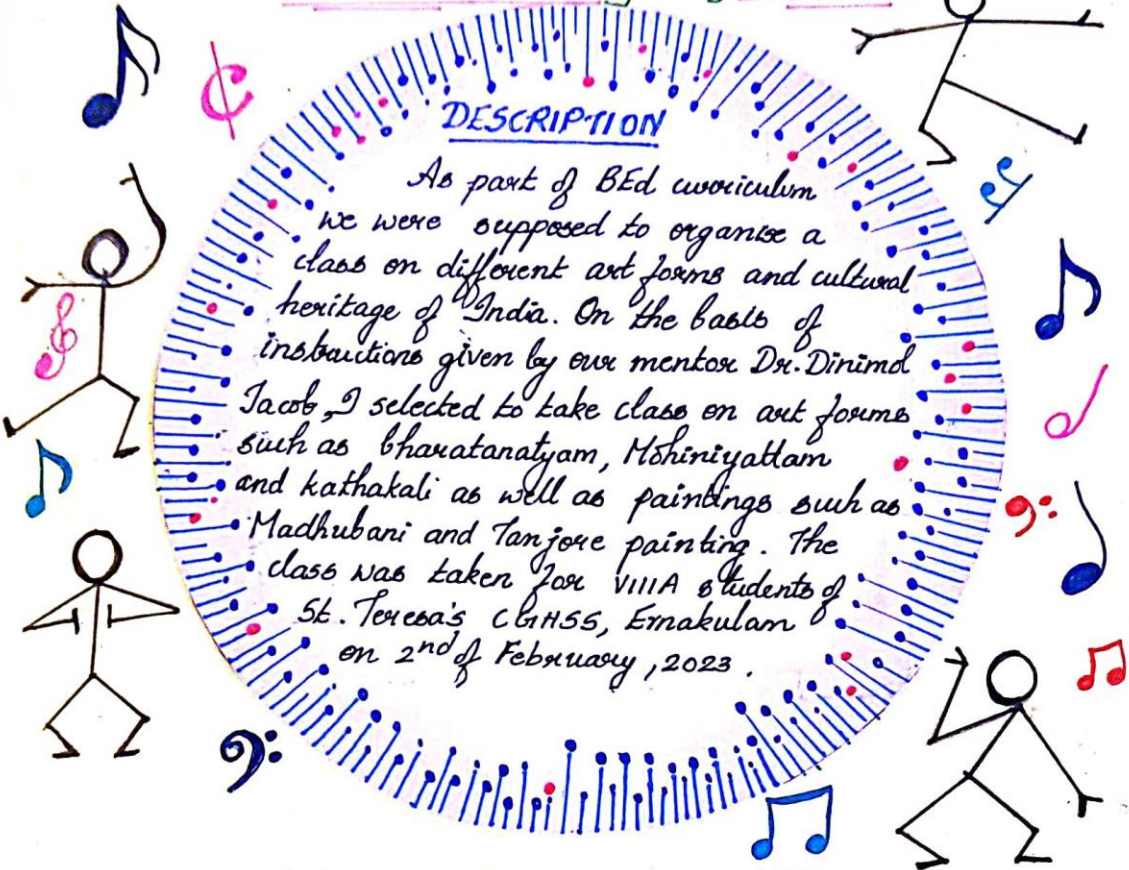


PRACTICAL

EDU 302.4 Class On Different Art forms and Cultural Heritage of India

DESCRIPTION

As part of BEd curriculum we were supposed to organise a class on different art forms and cultural heritage of India. On the basis of instructions given by our mentor Dr. Dinid Jacob, I selected to take class on art forms such as Bharatanatyam, Mohiniyattam and Kathakali as well as paintings such as Madhubani and Tanjore painting. The class was taken for VIII A students of St. Teresa's CHSS, Ernakulam on 2nd of February, 2023.



This practical enabled me to realize that India is a land of varied cultures and art forms and to understand about it in depth. As a student teacher I was able to invoke an awareness in students that it is our sole responsibility to safeguard our culture and must love our Indian heritage.





PRACTICAL

EDU 302.4 Activity among Students to Conscientise National Integration

DESCRIPTION

A practical was undertaken for EDU 302.4. It was to organise an activity to conscientise national integration among students. I organized a 'National flag drawing competition' and 'Indian pledge competition' for the students of class VI and VII on 28th of November, 2022 at St. Teresa's CGHSS, Ernakulam.



REFLECTION

Through this practical I was able to inculcate a love for our country among students. I felt really happy and satisfied because of great cooperation shown by students for showing the love towards our nation by showing their interest in participating in competitions.



Kochi, Kerala, India
CPOH/WH/MS Marina Drive, Kochi, Kerala 682031, India
Lat: 9 37'52.52"
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EST/UTZ: 05:25 AM GMT +05:30





PRACTICUM

EDU 301 Prepare a List of Terminologies Having Different Shapes of Meaning

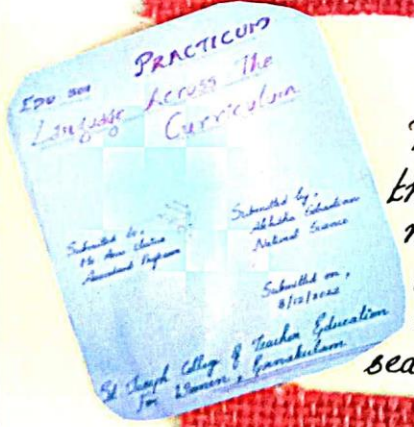
Rose
Mouse
Coordinate
Trunk
Bat

Cell
Pupil
Crane
Lead
Tear

DESCRIPTION

As part of BEd curriculum, I submitted a practicum for the paper 'language across curriculum'. The title of the practicum was to prepare a list of terminologies having different shapes of meaning in other subjects. It was submitted to Ms. Anu Geetius, Assistant Professor on 18th of December, 2022.

Desert Fly Four Letter Table Seal



REFLECTION

This practicum enabled me to understand that a same word can have different meaning in different subjects. I was able to identify a lot of words and their meanings. I really enjoyed this work by searching and learning the meanings of words.





FOURTH SEMESTER



SEMESTER 4



Name: ELIZABETH MARIA BABU

Reg.No: 203240112301

Optional: MATHEMATICS

I'm an inspiring teacher, who look into giving my complete dedication for the betterment of my students. In my journey of moulding as a good teacher, I present my portfolio for the semester 4. This is a glimpse of all practical works in this semester. For me this profession has always brought light into the lives of younger ones. Thus, I present my gratitude to God almighty, dear teachers, parents and my friends.





I

1. EDU 401 - Practicum
2. EDU 401 - Community citizenship training camp
3. EDU 401 - Interview with an eminent teacher.
4. EDU 402 - Practicum

N

5. EDU 402 - Documentary
6. EDU 402 - study tour
7. EDU 402 - Extension Activities

D

8. EDU 403 - Practicum
9. EDU 403 - SWOT analysis
10. EDU 403 - Educational Journal Review

E

11. EDU 403 - Project
12. EDU 403 - Self designed article
13. EDU 404.3 - Sports meet
14. EDU 404.3 - Rules & Regulations of volleyball and shuttle

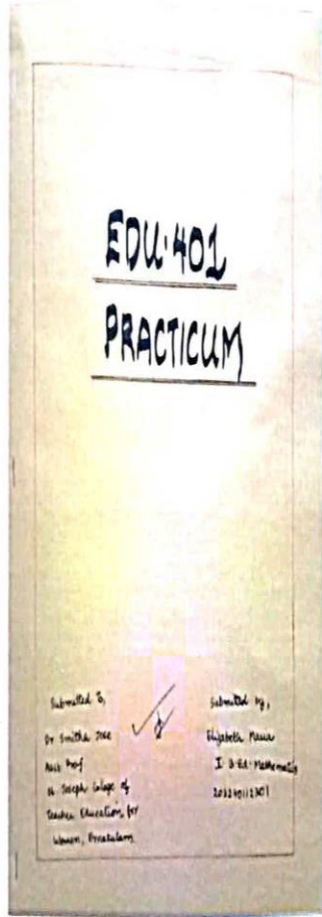
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15. EDU 404.4 - Film Review
16. EDU 404.4 - Arts Fest
17. EDU 404.4 - Script on street play
18. EDU 404.5 - Communicative English



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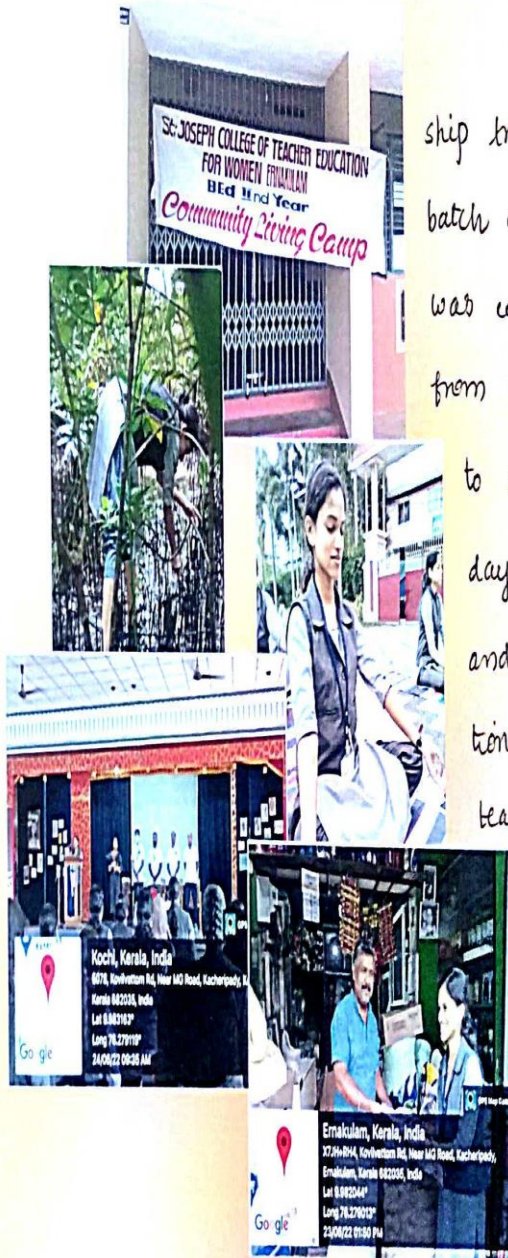
REPORT ON TWO GOVT. INITIATIVES FOR WOMEN SAFETY



The safety and security is one among the challenges that we face till today. Even though there are various actions have move forwarded. The practicum work was to prepare a report on any two govt. initiatives for the safety of women. I prepared the report on 'Nirbhaya Act' and 'Beti Bachao Beti Padao'. It was so helpful to know about the govt helping hands through this work.

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COMMUNITY CITIZENSHIP TRAINING CAMP



The Community Citizenship training camp for the B.Ed batch of 2020-2022; 'Ansha 2022' was conducted at our college, from the days of 20th June 2022 to 24th June 2022. The five day camp was non-residential and the activities and organisations was leaded by the student teachers itself. I am so proud to say that I was coordinatiing for group 5 in the camp and executed every activities so attendivily and learned many things to my life.

INTERVIEW WITH AN EMINENT TEACHER

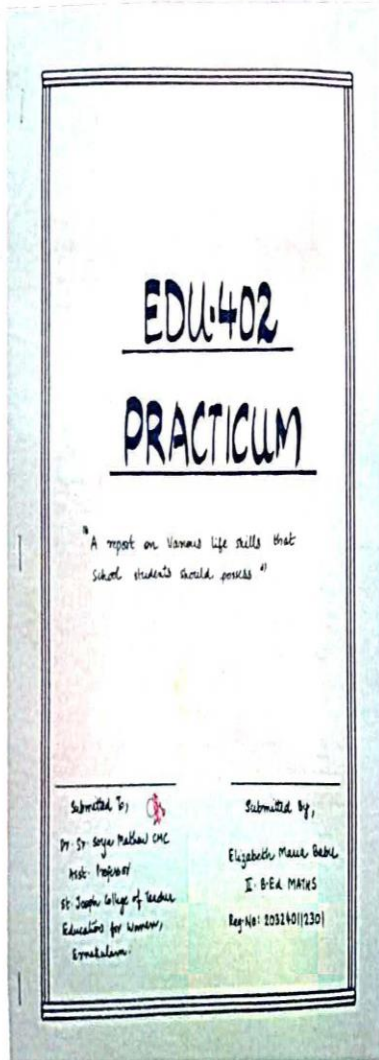
As an aspiring teacher, this journey has obviously influenced me someone to choose this path. And yes, in so much of pride and happiness the one that influenced me the most is none other than my mom, Mrs. Jaisamma Babu. And this journey was truly an accomplishment of her dream. So, this practical work to interview an eminent teacher in my locality calls no one else than her. And I could relive more chapters of her teaching experiences as well.



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REPORT ON VARIOUS LIFE SKILLS THAT SCHOOL STUDENTS SHOULD POSSESS.

EDU402



Life skills are one of the essential skills that we look after into everyone now. It doesn't matter how qualified or how much do we learn. It depends upon how we live and how much are we conquering our life. This itself is cultivated in our students from their class room times. A report was prepared on it for the practicum work of EDU402. It made me realise how varied the skills!

EDU. 402

STUDY TOUR



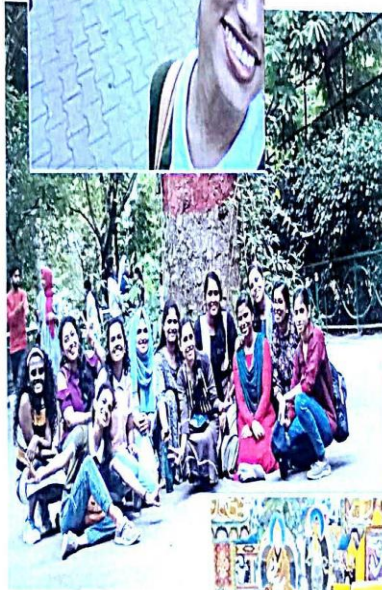
Travelling always gave us new memories, adds up new flavours, sparkle up new wishes. It is indeed, The study tour of our batch was conducted from

27th June to 1st of July 2022.

The tour was to Coorg - Mysore - Wayanad. It was filled with so much of emotions. It was guided by our mentor Dr. Sr. Soya CMC

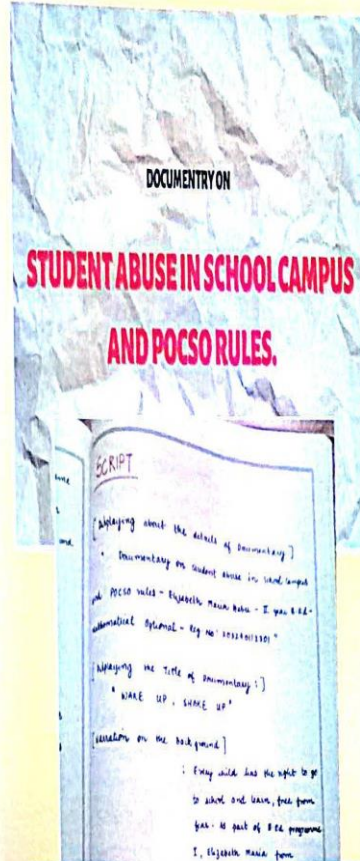
along with Bindhu ma'am, Manis ma'am and Sr. Jaisy.

It made us the awakening of unity, coordination, caring, sharing and to look upon our future journey with children.

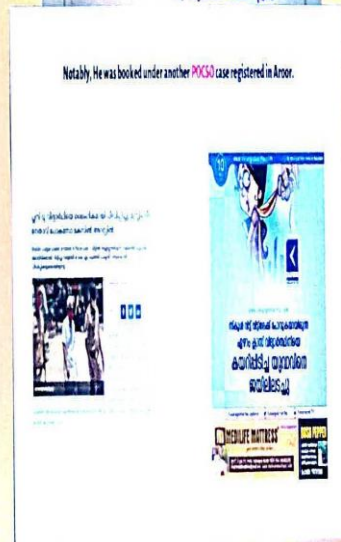


EDU 402

DOCUMENTARY



In accordance with the practical works of EDU 402 paper, the student teachers were asked to prepare either a documentary or a shortfilm. I chose to prepare a documentary on the given topic which was 'student abuse in school campus and POCSO rules. I made the script on the given scenario after referring much from various sources, then made the needed documentary on that script. It was durated 8.10 minutes. The title I gave for the work was 'WAKE UP, SHAKE UP' as a shout out of wake up call to the society.



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EXTENSION ACTIVITIES

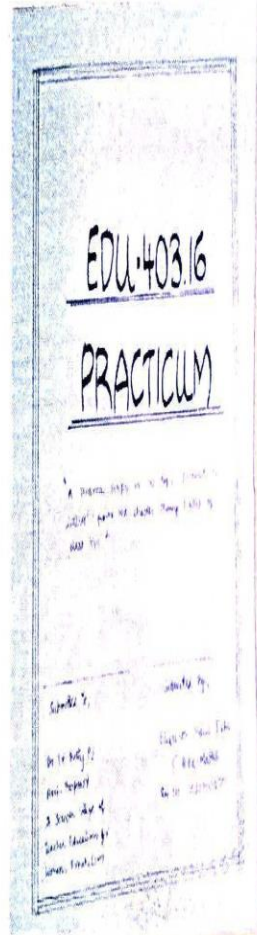
Though internship period was so turning my whole attitude towards classroom experience and teaching that moment I realised about giving the handful of knowledge, love, care and happiness. Hence, the opportunity of doing an extension activity was so fruitful and heart touching. We the students went to a primary school at Chathamma named Desabandhu school. Met all those tiny tots, donated some library books, arranged green classrooms and arranged many programs on July 15, 2022.





DRAMA SCRIPT ON MATHS TOPIC

EDU 403



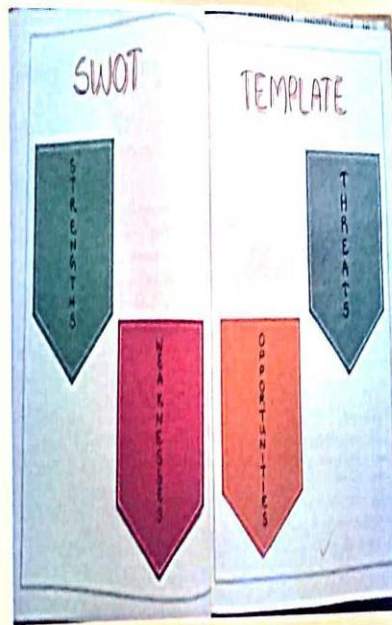
The practicum work for the course EDU 403 was three options. But I preferred to write up a drama script on a mathematics topic so as to enrich learning. I was always curious to prepare such differentiated learning strategies. So, this was pretty much interesting for me. I made a scenario on compound interest from the chapter money maths of class VIII.



FEED U. 4033

SWOT ANALYSIS

A Teacher should always have the power and confidence of pursuing their vision and mission throughout their career.



The ultimate vision and mission should be a good model for the children and to build them as good human beings. In spite of our internship programme we had to do our strength - weakness - opportunities - threats analysis. To finalise them after finding the many to the count of 5.

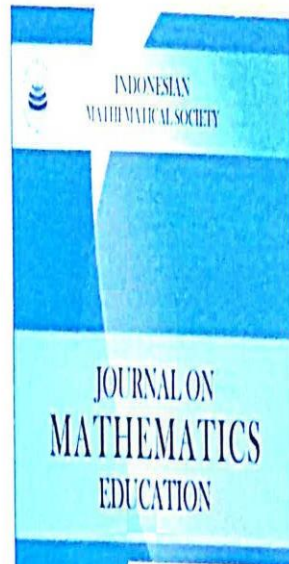
Our mentor Dr. Sr. Betty PJ gave us instructions to follow and we made our SWOT analysis and the vision and mission. This stated my innate ideas into more formal documentation.



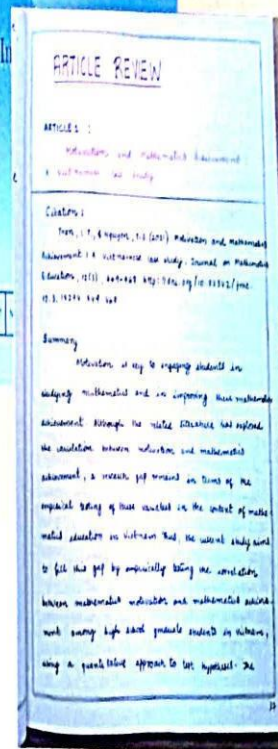
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EDUCATIONAL JOURNAL REVIEW

We all will be learners till our last breath - it is quoted by our father of the nation; Mahatma Gandhi. Yes, the



words are absolutely true. A teacher is indeed. We should be capable of keeping up with the updated technological supports, educational policies, character formation in generation etc. In my subject, it is so essential to be keen into the emerging

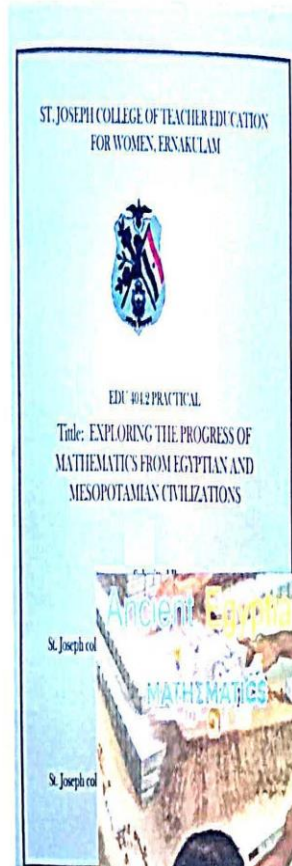


teaching-learning strategies and content knowledge. Reading and reflecting educational journals make the way much easier. I read a journal on mathematical education published by the Indonesian Mathematical Society & received five articles from it.

ERNAKULAM

PROJECT

The Project I prepared as part of my practical work was 'Exploring the progress of Mathematics from Egyptian and Mesopotamian civilizations. I've wanted to prepare and learn studies on new topics everytime. Referring and making findings of my own, counting the interesting facts on it is always making me happy. Hence,

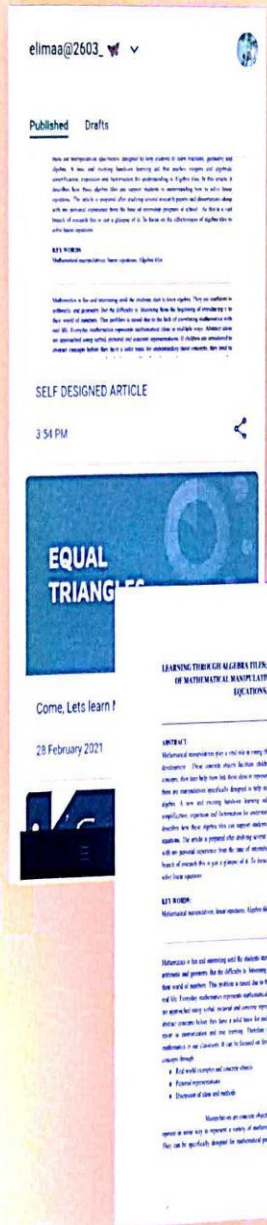


doing this practical work has made me confident on history of mathematics. To be more focused on the evolution and relation to the ancient civilizations. This will truly help me in my future to make children fall for learning maths and history.



EEEDW403

PREPARATION AND UPLOADING OF SELF DESIGNED ARTICLE



While reading and reviewing the educational journal and the contained articles, it made too to make my own article. And as part of this practical work I got an opportunity to prepare an article and to upload it to my blog account. I prepared an article titled 'learning through algebra tiles; an effective approach of mathematical manipulatives to solve linear equations'. And I've uploaded it to my blog account [elimaa@2603-](#)



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SPORTS MEET

As the B.Ed programme mould and shape us in all forms, the health and physical education plays a different role. It was after such a long time that I've participated in sports meet. The organisation and arrange



ment was done by the junior batch. All the student teachers were divided into four groups. The events were conducted there for in it. The forenoon events were sports items and the after

noon events were games. I was in the Radhakrishna group and we won the second position in overall championship.

RULES AND REGULATIONS OF VOLLEYBALL AND SHUTTLE BADMINTON

To write up on the rules and regulations of volleyball and shuttle badminton was a practical work in this semester for the course 'Health and Physical education'. An orientation class was given by our teacher, Dr. Leby George. She gave us a brief instruction and guidelines on the events and the general rules. After that we referred and prepared the formal rules and



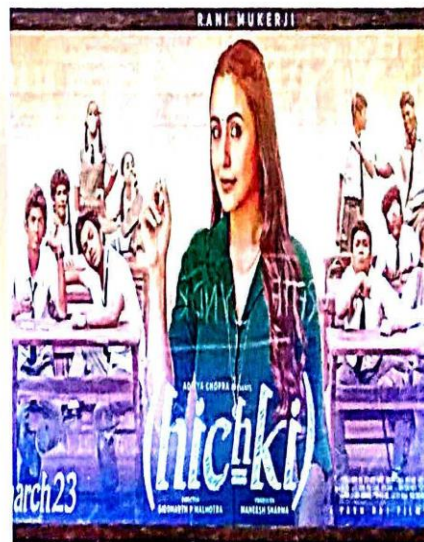
regulations of shuttle & volleyball along with their court diagrams.

This was something I couldn't relate to productive for my future.

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FILM REVIEW

Films are very effective in conveying the messages and ideas to everyone equally. It also helps educational purposes. To enlighten teachers, to motivate students also to encourage parents and society. Reviewing a film was one among practical work for Art and Drama in education. I watched the 'kitchki' a hindi movie telling the story of a teacher played by Rani Mukerjee.



ARTS FEST

The arts fest of 2022, Mizhir was conducted at the college on 25th June 2022. It was inaugurated



by Krishnakumar sir, Asst. prof of Moothakumam B.Ed college.

The literary competitions was



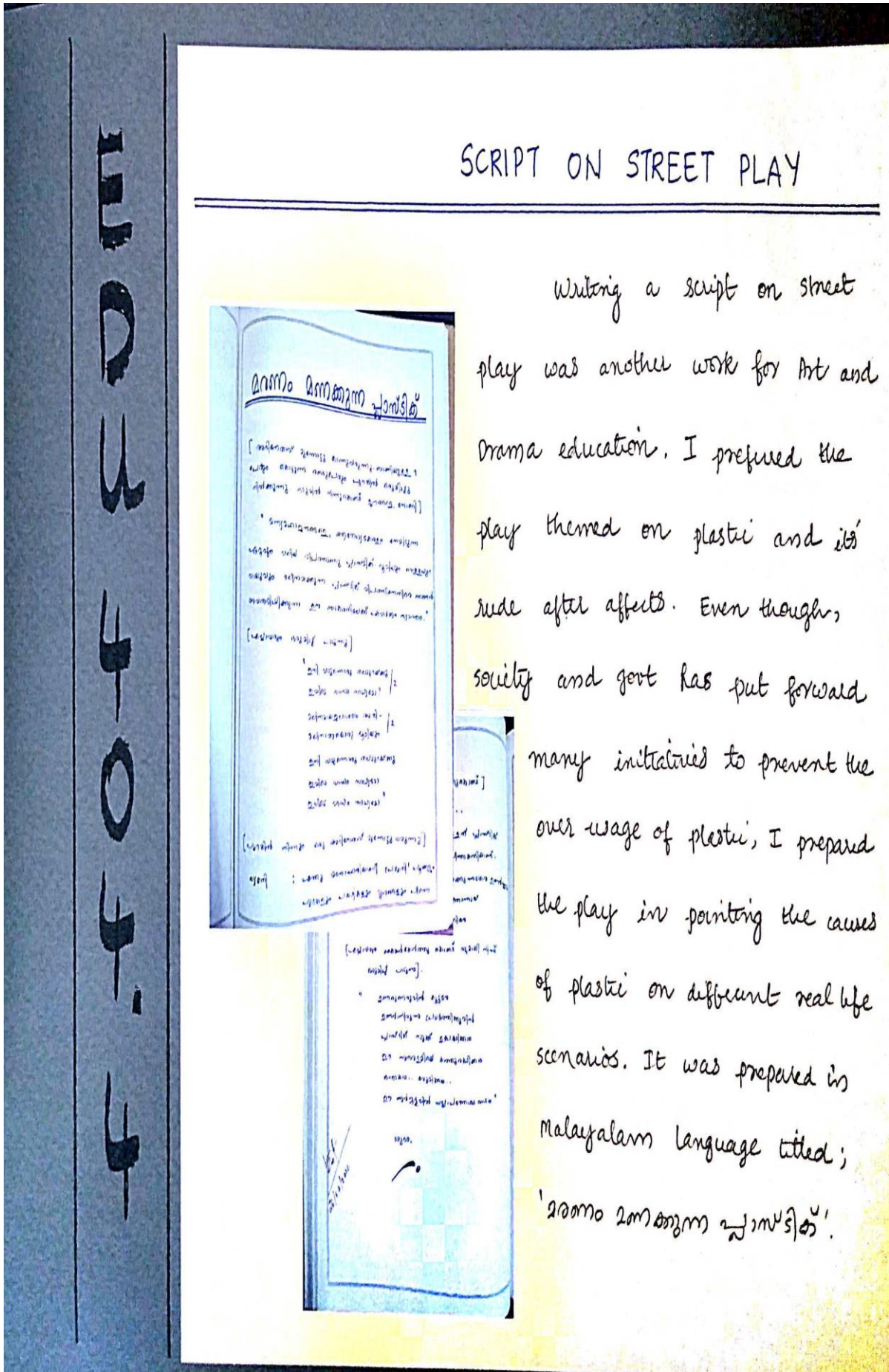
started earlier and the on-stage events was conducted

at the day. I participated

in Drawing competition,

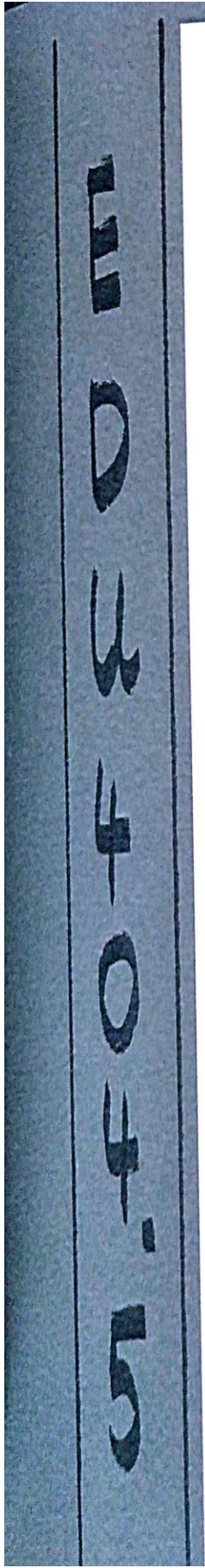
Monocart and Thisvalkiga.

And, Our team got the



SCRIPT ON STREET PLAY

Writing a script on street play was another work for Art and Drama education. I prepared the play themed on plastic and its side after affects. Even though, society and govt has put forward many initiatives to prevent the over usage of plastic, I prepared the play in pointing the causes of plastic on different real life scenarios. It was prepared in Malayalam language titled; 'അമ്മം അമ്മമ്മം പ്ലാസ്റ്റിക്'.



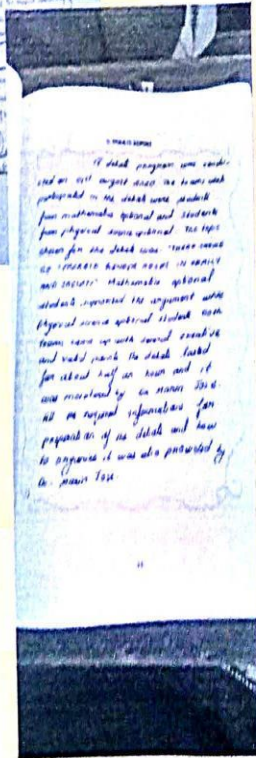
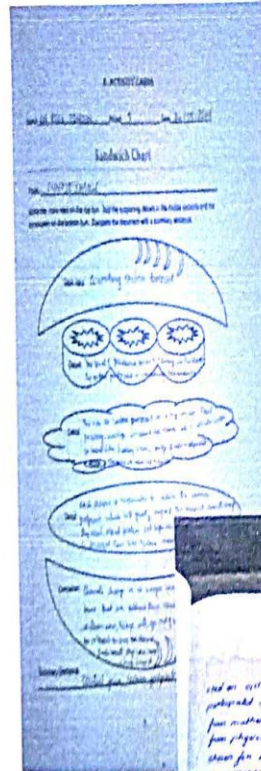
COMMUNICATIVE ENGLISH

The complete works of communicative

English paper is done in our skill portfolio record book of the paper. It includes all the written, oral, practical works. The work is done lively at our college in invigilation of our

teacher, Dr. Marin Jose and the report is entered directly.

The work is thus completed according to our attention and skill in presenting for each works and language skill to enter the report.





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	1.To identify and explain reasons for performing tests 2.To understand testing terminology to communicate with students and colleagues 3.To evaluate a tests reliability and validity 4.To select appropriate tests 5.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

The college organized a workshop on the preparation of Achievement tests on 17th and 18th October 2022, with the following objectives: to acquaint students with the process of creating and administering Achievement tests, to assess the reliability and validity of tests, and to assist in the selection of appropriate tests. The workshop began with teacher educators providing a comprehensive understanding of Achievement tests, including the theoretical background, objectives and significance. Furthermore, on the first day of the workshop, teacher educators elucidated the steps involved in creating a blueprint for Achievement test. Following the theoretical explanation by the teacher educators, students collaborated with their teachers to draft a test. Subsequently, corrections were made and the test was finalized.





On the following day, teacher educators provided guidance to student teachers on the analytical aspect of the Achievement test. As part of their internship experience, the student teachers were tasked with creating Achievement tests for the assigned topics and subsequently administering them in the relevant classrooms. They meticulously documented all the pertinent details in their records. Additionally, the student teachers were required to conduct statistical analyses and create graphical representations of the collected data, which were then incorporated into their reports. This process aimed to provide student teachers with practical experience in designing and implementing Achievement tests, as well as the crucial skill of analyzing and presenting the test results in a meaningful manner.

The workshop aimed to equip students with the knowledge and skills required to effectively prepare and administer Achievement tests, ensuring their reliability and validity while selecting suitable tests for assessment purposes.





Session by Sr. Thejus Paul



ACHIEVEMENT TEST



Achievement Test

An achievement test is an assessment of developed knowledge or skill. Achievement tests are developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction.

DESIGNING THE TEST

a) WEIGHTAGE TO LEARNING OBJECTIVES

Sl. No	LEARNING OBJECTIVES	MARKS	PERCENTAGE (%)
1.	KNOWLEDGE DOMAIN	7	28
2.	PROCESS DOMAIN	10	40
3.	APPLICATION DOMAIN	4	16
4.	ATTITUDINAL DOMAIN	2	8
5.	CREATIVITY DOMAIN	2	8
TOTAL		25	100

b) WEIGHTAGE TO CONTENT

NAME OF UNIT	Sl. No	CONTENT	MARK	PERCENTAGE (%)
BREATHING FOR ENERGY	1.	Respiration	1	4
	2.	Exchange of gases	1 1/2	6

NAME OF UNIT	Sl. No.	CONTENT	MARKS	PERCENTAGE (%)
	3.	Cellular Respiration	3	12.
	4.	Damage to respiratory system	2	8.
	5.	Respiration in other organisms and plants	1	4
EXCRETION TO MAINTAIN HOMEOSTASIS	1.	Kidneys	4	16
	2.	Other excretory organs	4	16
	3.	Formation of Urine	4	16
	4.	Kidney diseases and treatment	3½	14
	5.	Excretion in other organisms and plants	1	4
TOTAL			25	100

c) WEIGHTAGE TO FORM OF QUESTIONS

Sl. No	TYPE OF QUESTIONS	NO. OF QUESTIONS	MARKS	PERCENTAGE (%)
1.	OBJECTIVE	8	6	24
2.	SHORT ANSWER	8	15	60
3.	ESSAY	1	4	16
TOTAL		17	25	100



d) WEIGHTAGE TO DIFFICULTY LEVEL

Sl. No	DIFFICULTY LEVEL	MARKS	PERCENTAGE (%)
1.	EASY	6	24
2.	AVERAGE	16	64
3.	DIFFICULT	3	12
TOTAL		25	100

BLUE PRINT



No	FORM OF QUESTION CONTENT	KNOWLEDGE			PROCESS			APPLICATION			ATTITUDINAL			CREATIVITY			TOTAL
		0	S.A	E	0	S.A	E	0	S.A	E	0	S.A	E	0	S.A	E	
1	RESPIRATION	(2)½															1
2	EXCHANGE OF GASES	(1)½			(2)½												1½
3	CELLULAR RESPIRATION	(1)			(1)2												3
4	DAMAGE TO RESPIRATORY SYSTEM											(1)2					2
5	RESPIRATION IN OTHER ORGANISMS AND PLANTS				(1)1												1
6	KIDNEYS					(1)4											4
7	OTHER EXCRETORY ORGANS							(2)1									4
8	FORMATION OF URINE																4
9	KIDNEY DISEASES AND TREATMENT	(1)½						(1)1						(1)2			3½
10	EXCRETION IN OTHER ORGANISMS AND PLANTS				(1)1												1
				7			10			3		3			2		25

* Number inside bracket = number of questions * Number outside bracket = total marks.

SCORING KEY / MARKING SCHEME

Q.No.	KEY ANSWERS	MARKS	TOTAL
I	1. Pleura	$\frac{1}{2}$	2
	2. Tidal Volume	$\frac{1}{2}$	
	3. Anaemia	$\frac{1}{2}$	
	4. Haemodialysis	$\frac{1}{2}$	
II	5. Carbaminohaemoglobin	$\frac{1}{2}$	1
	6. Iron	$\frac{1}{2}$	
III	7. Accuracy of slogan	$\frac{1}{2}$	1
	Aphness of slogan	$\frac{1}{2}$	
8.	• Kidney stone	$\frac{1}{2}$	1
	• Deposition of calcium salt crystals in kidney / urinary tract.	$\frac{1}{2}$	
9.	• Complete absorption	$\frac{1}{2}$	1
	• Reabsorbed into peritubular capillaries	$\frac{1}{2}$	
10.	• Accuracy of slogan	$\frac{1}{2}$	1
	• Aphness of slogan	$\frac{1}{2}$	
11.	A → YEAST	$\frac{1}{2}$	1
	B → LACTIC ACID	$\frac{1}{2}$	
IV	EXCRETORY ORGANS	RESPIRATORY ORGANS	2
	Nephridia Malpighian tubules	Book lungs Gills	



KEY ANSWERS

Q.No		MARKS	TOTAL
3	<ul style="list-style-type: none"> Smoking causes diseases like Lung cancer, Bronchitis and emphysema. People who breathe in second hand smoke regularly are more likely to get the same diseases as smokers 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p>	2
14	<ul style="list-style-type: none"> Pyruvic acid \longrightarrow $CO_2 + H_2O$ 28 ATP Requires O_2 	<p style="text-align: center;">1</p> <p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p>	2
15	<ul style="list-style-type: none"> Ammonia is the most harmful nitrogenous byproduct formed in the body Ammonia combines with CO_2 and H_2O in the presence of liver enzymes to form urea which is less harmful 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p>	2
16	<ul style="list-style-type: none"> A \rightarrow Skin expels excess salt and water (sweat) B \rightarrow Lungs expels excess CO_2 from body 	<p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p>	2
17	<ul style="list-style-type: none"> Drinking adequate amounts of water ensures timely micturition Avoiding timely micturition - prevents expulsion of bacteria This causes infection in the inner membrane of urinary bladder 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>	3
18	<p>A \rightarrow CORTEX : Ultrafilters of nephrons are found here</p> <p>B \rightarrow MEDULLA : Long tubules of nephrons are found here</p> <p>C \rightarrow PELVIS : Region where urine from filters flow into</p> <p>D \rightarrow NEPHRON : Structural and functional unit of kidney</p>	<p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p>	4



QUESTION WISE ANALYSIS

Sl. No.	CONTENTS	OBJECTIVE (DOMAINS)	SPECIFICATION	FORM OF QUESTION	DIFFICULTY LEVEL	MARCS TIME
1	Respiration	KNOWLEDGE	RECOGNISES	OBJECTIVE	EASY	1/2
2	Respiration	KNOWLEDGE	RECALLS	OBJECTIVE	EASY	1/2
3	Exchange of gases	KNOWLEDGE	RECALLS	OBJECTIVE	EASY	1/2
4	Kidney diseases and treatment	KNOWLEDGE	RECALLS	OBJECTIVE	EASY	1/2
5	Exchange of gases	PROCESS	ANALYSES	OBJECTIVE	AVERAGE	1/2
6	Exchange of gases	PROCESS	ANALYSES	OBJECTIVE	AVERAGE	1/2
7	Other excretory organs	CREATIVITY	PREPARES	SHORT ANSWER	AVERAGE	1
8	Kidney diseases & treatment	APPLICATION	GIVES REASON	SHORT ANSWER	AVERAGE	1
9	Formation of urine	APPLICATION	GIVES REASON	SHORT ANSWER	AVERAGE	1
10	Kidneys	CREATIVITY	PREPARES	SHORT ANSWER	AVERAGE	1
11	Cellular respiration	APPLICATION	RELATES	SHORT ANSWER	EASY	1
12	Respiration in other organisms and plants	PROCESS	CLASSIFIES	SHORT ANSWER	AVERAGE	2
13	Damage to respiratory system	ATTITUDINAL	JUSTIFIES	SHORT ANSWER	AVERAGE	2
14	Cellular respiration	PROCESS	INFERS	SHORT ANSWER	AVERAGE	2
15	Other excretory organs	APPLICATION	GIVES REASON	SHORT ANSWER	AVERAGE	2
16	Other excretory organs	PROCESS	COMMUNICATES	SHORT ANSWER	EASY	2
17	Formation of urine	PROCESS	COMMUNICATES	SHORT ANSWER	DIFFICULT	3
18	Kidney s.	KNOWLEDGE	IDENTIFIES	ESSAY	AVERAGE	4



SCORE SHEET OF ACHIEVEMENT TEST

CLASS: IX-D

Roll No.	NAME OF STUDENT	MARKS OUT OF 25	PERCENTAGE (%)
1	AAFREEN THERESA K-J	8.5	34
2	ABHIRAMI S-R	10	40
3	ADITHYA BALACHANDRAN	17	68
4	AFRA ABBAS	19	76
5	AISWARYA KIRAN	11.5	46
6	ALAINA BABY	15	60
7	ALWA MARIA	10.5	42
8	ALONA JOSHY	13	52
9	ALONA MARY FERNANDEZ	10.5	42
10	ALPHIYA PIUS	9	36
11	AMANA	16	64
12	AMRET MARIA P.J	12.5	50
13	ANCIYA PIUS	10	40
14	ANDRIYA JENSEN	12	48
15	ANGELINA ANN AUGUSTINE	10	40
16	ANN LAYA EDISON	9.5	38
17	ANN LAYA P.A	9	36
18	ANN LIYA VARAHESE	17	68
19	ANN MARY ANTONY	11	44
20	ANNA SERA JOJI	10	40
21	ANVITHA AGILAL	15.5	62
22	ANRIYA SATAN	10.5	42
23	APARNA ASOK KUMAR	17	68
24	ASHINA ANTONY	20	80
25	ASHWINI P.G	16	64
26	CARMELO MATHEW	13.5	54

R/O	NAME OF STUDENT	MARKS OUT OF 25	PERCENTAGE (%)
27	DESHNA K-D	12.5	50
28	DRISHYA C. MAHESH	12	48
29	EVA MARIA	20.5	82
30	EZRIN GRACE ROBIN	9	36
31	FARHA FATHIMA	16.5	66
32	FARHANA U.N	14	56
33	FASNA H.	9	36
34	FATHIMA NOUREEN	15	60
35	GOWRI ARUN	19	76
36	HEVINA MARIYA A.J	11.5	46
37	HIMA S.	14.5	58
38	HRIDYA T.A	9	36
39	ISHA EUZABETH	21	84
40	KARTHIKA VINOD	15.5	62
41	MALAVIKA K.R	12	48
42	MARY ANUSHA	17	68
43	MARY SREYA	13.5	54
44	MERIN TRESA	14.5	58
45	MISHAL MARIYA	9	36
46	NANDANA RETHEESH	9.5	38
47	NANDANA DILEEP	15	60
48	NANDANA S.	12	48
49	NANDHITHA N. MAHESH	16.5	66
50	NAYANA RETHEESH	12	48
51	NINCY THEREBIA	12	48
52	NIVEDITHA.	17	68
53	KRISHNA E.P	20	80
54	ARISHYA P. ASHOK.	10	40



HIGHEST MARK = 85

LOWEST MARK = 21

RANGE OF MARKS ALLOTTED:-

RANGE OF MARKS	GRADE
100-90	A+
89-80	A
79-70	B+
69-60	B
59-50	C+
49-40	C
39-30	D+
29-20	D
Below 20	E

STATISTICAL ANALYSIS

MEAN

CLASS INTERVAL	FREQUENCY	x	fx
0-10	0	5	0
10-20	0	15	0
20-30	0	25	0
30-40	9	35	315
40-50	17	45	765
50-60	8	55	440
60-70	14	65	910
70-80	2	75	150
80-90	4	85	340
90-100	0	90	0
TOTAL	54		$\Sigma = 2920$



$$\text{MEAN} = \frac{\sum fx}{n}$$

Where,

Σ = Sum

f = Frequency

x = Midpoint of class interval

n = Total frequency

$$\text{CALCULATION: A.M.} = \frac{\sum fx}{n} = \frac{2920}{54} = 54.07$$

$$\therefore \text{MEAN} = \underline{\underline{54.07}}$$

MEDIAN

CLASS INTERVAL	FREQUENCY (f)	CUMULATIVE FREQUENCY (cf)
0-10	0	0
10-20	0	0
20-30	0	0
30-40	9	9
40-50	17	26
50-60	8	34
60-70	14	48
70-80	2	50
80-90	4	54
90-100	0	0

Median class

$$\text{MEDIAN} = d + \left(\frac{\frac{n}{2} - c.f}{f} \right) h$$

Where,

d = lower limit of median class

f = frequency of median class

n = number of observations

h = class size

cf = cumulative frequency of class preceding median class



$$\frac{n}{2} = \frac{54}{2} = \underline{\underline{27}}$$

\therefore Median class = 40-50

CALCULATION :

$$\begin{aligned} \text{Median} &= d + \left(\frac{n/2 - c.f}{f} \right) h \\ &= 40 + \left(\frac{27 - 9}{17} \right) 10 \\ &= 40 + 10.58 \\ &= \underline{\underline{50.58}} \end{aligned}$$

\therefore MEDIAN = 50.58

MODE

$$\text{MODE} = 3 \times \text{MEDIAN} - 2 \times \text{MEAN}$$

$$\text{MEDIAN} = 50.58$$

$$\text{MEAN} = 54.07$$

$$\text{MODE} = 3(50.58) - 2(54.07)$$

$$= 151.74 - 108.14$$

$$= \underline{\underline{43.6}}$$

STANDARD DEVIATION

$$S.D = \sqrt{\frac{\sum f x^2}{N} - \left(\frac{\sum f x}{N} \right)^2}$$



CLASS INTERVAL	f	x	fx	x ²	fx ²
0-10	0	5	0	25	0
10-20	0	15	0	225	0
20-30	0	25	0	625	0
30-40	9	35	315	1225	11,025
40-50	17	45	765	2025	34,425
50-60	8	55	440	3025	24,200
60-70	14	65	910	4225	59,150
70-80	2	75	150	5625	11,250
80-90	6	85	510	7225	28,900
90-100	0	95	0	9025	0
	$\Sigma = 54$		$\Sigma = 2920$		$\Sigma = 168,950$

$$\begin{aligned}
 \sigma &= \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2} \\
 &= \sqrt{\frac{168,950}{54} - \left(\frac{2920}{54}\right)^2} \\
 &= \sqrt{3,128.70 - 2,924.00} \\
 &= \sqrt{204.7} \\
 &= \underline{\underline{14.30}}
 \end{aligned}$$

\therefore STANDARD DEVIATION = 14.30



STATISTICAL ANALYSIS TABLE

SL.No	STATISTICS	VALUE
1	MEAN	54.07
2	MEDIAN	50.58
3	MODE	43.6
4	STANDARD DEVIATION	14.30



HISTOGRAM

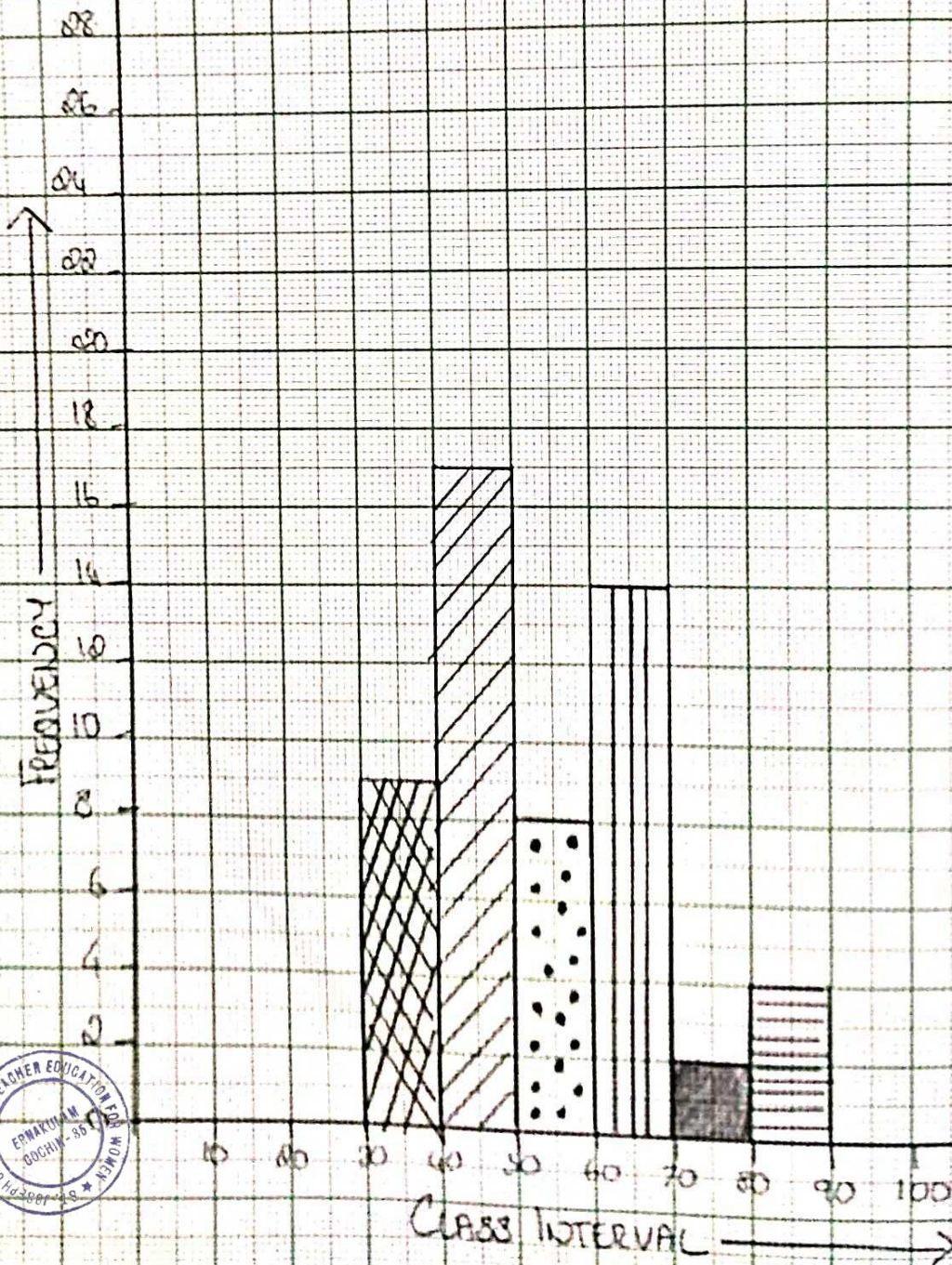
SCALE

X-AXIS

1cm = 10 Units

Y-AXIS

1cm = 2 Units



GRAPHICAL REPRESENTATION

① HISTOGRAM

CLASS INTERVAL	FREQUENCY
0-10	0
10-20	0
20-30	0
30-40	9
40-50	17
50-60	8
60-70	14
70-80	2
80-90	4
90-100	0

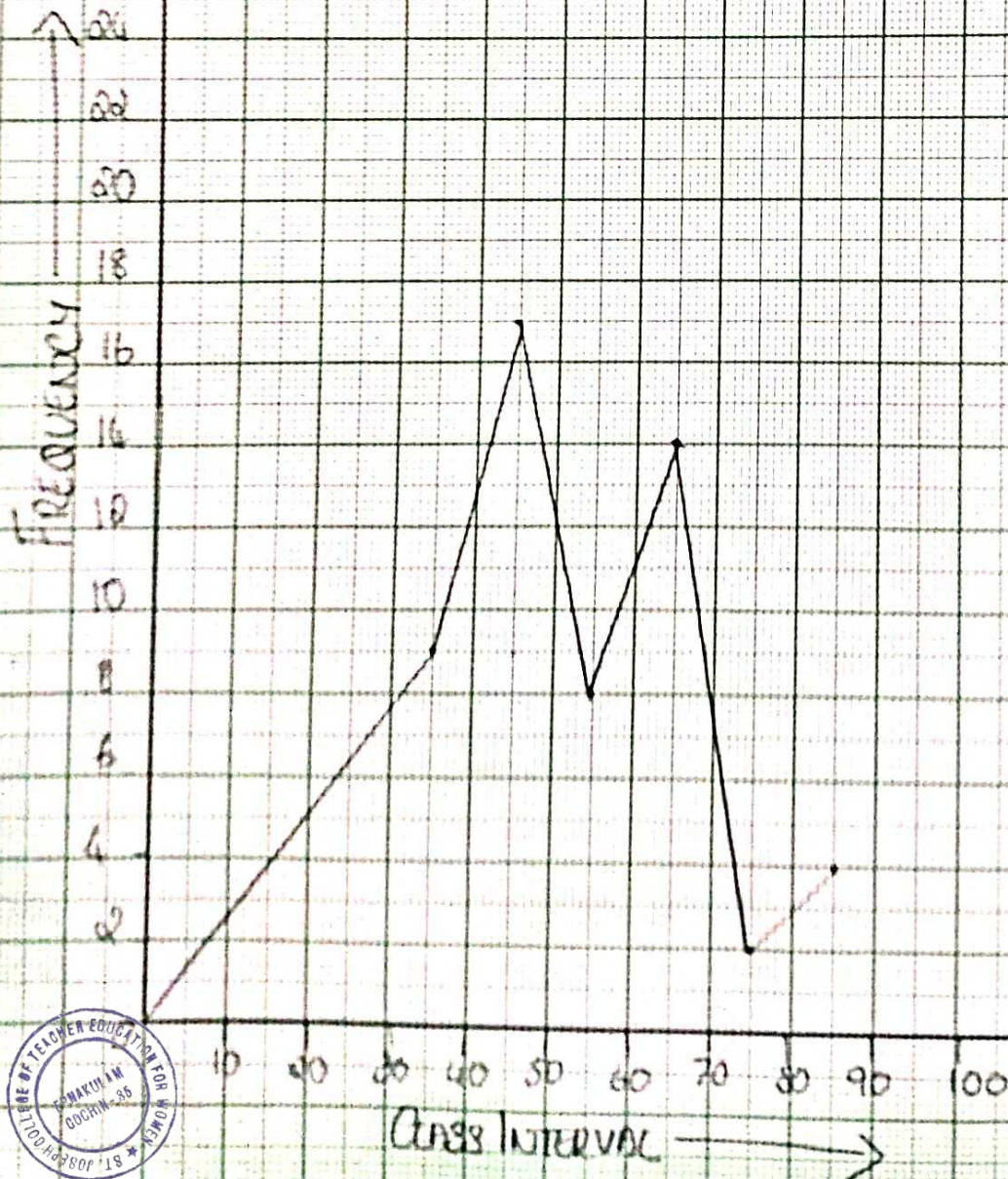
FREQUENCY POLYGON

SCALE
X AXIS

1cm = 10 unit

Y AXIS

1cm = 2 unit



② FREQUENCY POLYGON

CLASS INTERVAL	MID POINT	FREQUENCY
0-10	5	0
10-20	15	0
20-30	25	0
30-40	35	9
40-50	45	17
50-60	55	8
60-70	65	14
70-80	75	2
80-90	85	4
90-100	95	0

INTERPRETATION OF DATA

An achievement test was conducted on 9th December 2022 for the students of class IX-D of St. Antony's HSS, Kachasipady. By analysing the performance of students, score sheet was prepared. The highest score acquired was 21 and the lowest score was 8.5.

The results of the students were subjected to statistical analysis and the mean, median, mode and standard deviation was calculated. The mean of the data was 54.07, Median was 50.58, Mode was 43.6 and standard deviation of the data was 14.30. The data shows that the performance of the class was average with a few students belonging to above average category and a few belonging to below average.



category.

Graphical representation shows that there were no students in the range of 90-100, four students were found within the range of 80-90, two students within the range of 70-80, 14 of the students were within the range of 60-70. There were eight students within the range of 50-60. Majority of the students were within the range of 40-50. Nine students were within the range of 30-40. The students that fell within the range of 30-40 had the lowest scores. They usually scored very low in all the tests that were conducted in class. They were advised to perform better next time. The majority of students fell within the average category that shows that while their performances were satisfactory, they needed to improve a lot.

Pme
10/2/2023





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Training on preparation of Diagnostic test

Name of the Event	Training on preparation 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

Programme Report

The college organized a workshop on the preparation of diagnostic tests, under the guidance of Mrs. Anu Cleetus. This diagnostic test was designed to precede an achievement test. The student-teachers were initially briefed about the achievement test, its purpose, scope, and objectives. Subsequently, they were instructed to administer the achievement test in their respective schools and identify students who scored below the average level.

The students who scored below the average marks were selected as the sample group for the diagnostic test. The teacher educator provided comprehensive insights to the student teachers regarding educational diagnosis, its theory, scope, steps and purpose. Following this,





the student teachers were tasked with choosing a topic that most students found challenging in the achievement test.

Subsequent to topic selection, the student teachers were responsible for creating a diagnostic test that would assess various difficulties students might encounter while answering questions related to the chosen topic. The diagnostic test underwent multiple rounds of revisions and corrections, guided by the teacher educator.

After evaluating the diagnostic test, the student-teachers, with guidance from the teacher educator, prepared a diagnostic chart. The teacher educator provided detailed instructions on how to analyze the diagnostic chart to identify the specific difficulties faced by each student. Based on this analysis, the teacher educator conducted an orientation on how to provide remedial lessons to the students, emphasizing the importance of post-test assessments following these remedial sessions.

The report on the diagnostic test was subsequently submitted on 23rd January 2023. This training program aimed to equip student teachers with the skills and knowledge necessary for educational diagnosis, ensuring that they can identify and address the unique learning needs of their students effectively.



DIAGNOSTIC TEST



CONSTRUCTION OF DIAGNOSTIC TEST

1. Purposeful Planning

The students of standard IX C were administered with a test to identify the area of difficulty. The unit taken for the test was 'Excretion to maintain homeostasis'. After the test, it was assessed and analysed. The students were diagnosed with the problem of identifying the structural components of nephron and understanding the steps in urine formation.

2. Analysis of Teaching Unit

The content area 'kidney' was divided into different teaching units. There are mainly 5 sub units or teaching units in the content area kidney. The teaching units was focused on the basic knowledge about the content.

The subunits were -

- 1) Features of kidney
- 2) kidney and associated parts
- 3) Internal structure of kidney
- 4) Formation of urine
- 5) kidney diseases

3. Writing the Test items

The test items were prepared based on the teaching units or sub units. The test item consists of 50 multiple choice questions. The questions were of different difficulty level. The test items were prepared



in such a manner to provide deep knowledge in the content area. Different learning subunits had different number of test items. The number of test items in each subunit are -

- 1) Features of kidney - 4
- 2) kidney and associated parts - 4
- 3) Internal structure of kidney - 20
- 4) Formation of urine - 14
- 5) kidney diseases - 7

4. Administration of the Test

The test was administered to the students of standard IX c of Govt. Girls. H.S.S. Tripunithura on 20/1/2023. The students were made aware that this test is not for any form of assessment but to identify their difficulty and to help them. There was no time limit for the test.



DIAGNOSTIC CHART



SL. No.	LEARNING POINT	NAME	Features of kidney MARK	Internal structure of kidney																								
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1.	Abhirami.K.S		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	Angeleena George		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Aiswarya Ravi		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	Akhila Ajith		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	Aleena.M.M		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.	Amritha.p.M		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7.	Amritha.vij'u		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8.	Anandha Lakshmi		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.	Ananya.p.S		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10.	Aneeta shaji		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11.	Aswini.k.B		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12.	Ayisha Bheevi		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13.	C.V.Varna		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14.	Chaitra.A.S		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15.	Devika Binu		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16.	Devika.D		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17.	Endreena.V		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18.	Fathima Thoubha		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19.	Haaritha vinod		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20.	Kavya.k.B		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21.	kripa.R.J		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22.	Lakshmi.AM		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23.	Lakshmi.A.S		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24.	Meenakshy saiju		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25.	N. Devalakshmi		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26.	Nakshatra Lakshmi		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27.	Nithila Manoj		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28.	Pramitha Pradeep		1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



DATE :

QUESTION WISE ANALYSIS CHART

STANDARD : IX C

Formation of urine

kidney diseases

No. of correct response No. of in correct response No. of omissions

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	No. of correct response	No. of in correct response	No. of omissions	
✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	44	8	0	
X	X	✓	✓	✓	X	X	X	✓	X	X	X	✓	✓	X	X	✓	✓	X	X	X	✓	X	X	✓	24	6	0
✓	X	X	✓	X	X	✓	X	X	✓	✓	X	X	✓	✓	X	✓	✓	X	X	✓	X	X	✓	24	26	0	
✓	✓	X	✓	✓	✓	✓	X	X	X	X	✓	X	✓	✓	X	✓	✓	X	X	✓	X	✓	✓	26	24	0	
X	X	✓	X	X	X	✓	✓	X	X	X	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	48	12	0	
X	✓	X	X	✓	X	✓	X	X	X	✓	X	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	37	13	0	
X	X	✓	✓	✓	X	X	X	X	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	33	17	0	
X	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	39	11	0	
X	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	40	10	0	
✓	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	39	11	0	
X	✓	X	X	✓	✓	✓	X	X	X	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	✓	✓	38	12	0	
X	X	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	37	13	0	
X	X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	35	15	0	
X	X	✓	X	✓	✓	✓	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	35	15	0	
✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	49	1	0	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	45	5	0	
✓	✓	✓	X	✓	X	X	✓	✓	X	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	36	14	0	
✓	✓	✓	X	✓	✓	X	X	X	✓	✓	X	✓	X	X	✓	✓	✓	✓	✓	X	✓	✓	✓	37	13	0	
X	X	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	38	12	0	
X	X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	37	13	0	
X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	43	7	0	
X	X	✓	✓	✓	X	X	✓	X	X	X	✓	✓	X	X	✓	✓	✓	X	✓	X	✓	X	✓	32	18	0	
X	✓	✓	X	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	X	✓	✓	✓	✓	✓	X	✓	36	14	0	
X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	✓	✓	✓	35	15	0	
X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	41	9	0	
✓	X	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	42	8	0	
✓	X	✓	✓	✓	✓	✓	X	X	✓	✓	X	X	✓	✓	X	X	X	✓	✓	✓	✓	✓	X	28	22	0	
✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	40	10	0	



SL. No.	LEARNING POINT	Features of kidney	kidney and associated parts																									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
29	Prathysha · M · V	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓
30	Renuka	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	X	✓	✓	✓	X	X	X	✓	✓	✓	
31	Rose Mariya · T	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	X	✓	X	✓	✓	X	X	✓	
32	Sona	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	X	X	✓	X	✓	✓	X	X	✓	✓	
33	Sreenandha	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	✓	✓	X	X	✓	
34	Tharakalyani	1	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	
35	Unnimaya · M · V	1	✓	✓	✓	✓	✓	✓	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	X	✓	✓	
36	Vandana · survi	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	✓	✓	✓	✓	X	X	✓	✓	✓	✓	X	✓	✓	
37	Varsha · K · H	1	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	
No. of correct Responses			37	36	36	34	35	34	33	34	32	30	31	29	32	22	19	25	24	27	23	22	21	27	26	28	26	24
No. of incorrect Responses			0	1	1	3	2	3	4	3	5	7	6	8	5	15	18	12	13	10	14	15	16	10	11	9	11	13
No. of omissions			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



QUESTION WISE ANALYSIS

STANDARD : D C

Formation of urine

Kidney diseases

No. of correct responses No. of incorrect responses No. of omissions

Formation of urine														Kidney diseases										No. of correct responses	No. of incorrect responses	No. of omissions
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50			
X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	44	6	0
✓	✓	✓	✓	✓	X	X	X	✓	✓	X	✓	X	X	✓	✓	✓	X	✓	✓	X	✓	✓	✓	35	15	0
X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	38	12	0
✓	✓	X	✓	✓	✓	X	X	X	✓	✓	X	X	✓	X	X	✓	✓	✓	X	✓	✓	✓	✓	34	16	0
X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	37	13	0
X	✓	✓	✓	✓	X	✓	X	✓	✓	X	X	X	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	35	15	0
✓	X	X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	X	✓	✓	✓	X	✓	✓	35	15	0
✓	X	✓	✓	✓	✓	X	X	✓	✓	X	X	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	38	12	0
X	X	✓	✓	✓	✓	X	✓	✓	✓	X	X	X	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	36	14	0

16	19	29	29	34	26	22	12	18	25	24	21	16	27	24	19	31	29	31	32	32	30	33	35
21	18	8	8	3	11	15	25	19	12	13	16	21	10	13	18	6	8	6	5	5	7	4	2
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

103



INTERPRETATION / ANALYSIS OF THE ANSWER

The diagnostic test was administered among 37 students of standard IX C of Govt. Girls H.S.S. Tripunithura. Test items of various difficulty levels were present under each teaching units. The main learning unit was 'kidney' which was divided into 5 sub units. The teaching unit 'Features of kidney' consists of 4 questions, 'kidney and associated parts' consist of 4 questions, 'Internal structure of kidney' consists of 21 questions, 'Formation of urine' consist of 14 questions and 'kidney diseases' consists of 7 questions.

After the correction of answer scripts a question wise analysis chart / diagnostic chart was prepared. The analysis of the chart gave informations regarding the no. of correct and incorrect responses by the students for each particular question. From the interpretation of data it was clear that student lack basic knowledge in the content area structure of nephron and urine formation. The students found difficulty in identifying the structural components of nephron and understanding the steps in urine formation. Other learning areas were not to difficult for the students. As the students found difficulty in two teaching units separate remediation should be given in those content areas.



REMEDICATION

After the administration of diagnostic test the students were found to lack basic knowledge in the content area such as structure of nephron and urine formation. The students had difficulty in identifying the structural components of nephron and understanding the steps in urine formation. In order to make the teaching-learning process more effective and meaningful, several remedial measures are identified, designed and prepared for the students. The remedial activities were planned in such a manner to gain maximum attention and concentration from the part of students by making it more attractive and child centred. These activities were provided in the form of power point presentation, videos, puzzles etc.

The major remedial programs that were given are -

- Power point presentation
- Videos
- puzzles

Power Point Presentation

Power point presentation encourages student learning by creating interest among learners. It will be helpful to the visual learners in the classroom. It also helps to improve the focus of each learner. A power point presentation of 'structure of nephron' were prepared and it includes appropriate diagrams of each structural components of nephron and its characteristics. Another power point presentation on 'formation of urine' was prepared which help the students to clearly understand about the content area.



Video

Videos are useful to gain maximum attention of learners. Videos are the best learning material to encourage the attention of auditory and visual learners in the class. Video of 'structure of nephron' is given with appropriate explanation for remedial teaching. A video on 'formation of urine' is also utilized to make the content clear for students.

Puzzle

Different types of puzzles were prepared as a part of remedial activities.

1. WORD SEARCH

A word search was designed to familiarise one with the terms associated with structure of nephron. The students develop interest to find out the words from the grid.

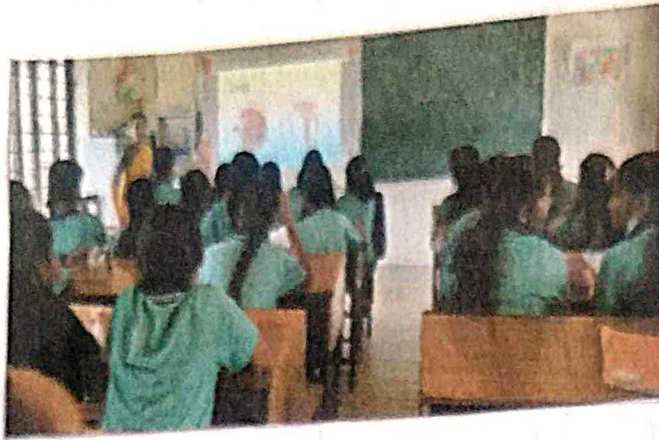
2. JUMBLED WORDS

The spelling of different terms related to the formation of urine is given in a jumbled manner. Students have to rearrange the spellings correctly.

3. CROSS WORD

A cross word on 'Formation of urine' is given to students. The questions for cross word included the steps in urine formation and its characteristics. Students need to complete it correctly.







ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Workshop on Peer evaluation tool preparation

Name of the Event	Workshop on Peer evaluation tool preparation
Objectives	<ol style="list-style-type: none">1) Understand the various components of peer evaluation2) Enable to analyse the pros and cons of a class room teaching.3) Explore the strategies which can be used to make classroom teaching more effective.4) Understand the use of different teaching learning materials.5) Critically analyse a classroom teaching through direct observation.
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(22/10/2022),2021-22(6/11/2021),2020-21(26/7/2020),2019-20(22/7/2019),2018-19(13/8/2018)2019-20(22/7/2019) 2018-19(10/11/2018)
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college organized an annual workshop on the development of a peer evaluation tool for the 3rd semester B.Ed. students during their internship period, which took place from 19th October 2022 – 2nd February 2023, at their assigned schools. Peer evaluation of teaching involves the assessment of teaching performance by colleagues, typically in the same or similar discipline, with the aim of evaluating and enhancing teaching quality. Peer collaboration and review provide instructors with an active means to enhance the quality of their teaching within their classrooms and departments. It also offers a valuable opportunity for colleagues to observe and learn from each other's teaching strategies.

The teacher educators at the college presented a model for a peer evaluation tool, based on which the students created their own tools. The teacher educators emphasized key





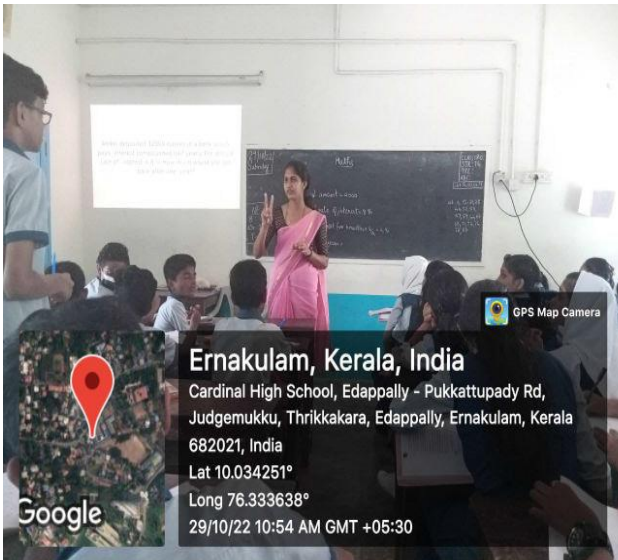
components to consider when developing a peer evaluation tool, encompassing ten main aspects: introduction of the topic, subject competency, communication, instructional strategies, learning materials, classroom climate, learning activities, closure and ICT skills. Additionally, there were several sub-components, such as resourcefulness, relevance to real-life situations, logical and sequential arrangement, fluency of language, lesson progress, skillful handling, innovation, student-centeredness, technology integration, presentation, language use, mode of interaction, individual assistance, technology utilization, comprehensiveness, time management, evaluation, extension activities, critical reflection, digital literacy and presentation skills.

Using the guidance provided by the teacher educators, the teacher trainees developed a tool that incorporated a 5 grade rating scale. The sheet containing the peer evaluation tool included specific sections to document the name of the tutor, subject, class, and school. It also provided space to note the name of the observer (teacher trainee).

During the internship period, teacher trainees observed the classes taught by their fellow peers and some even had the opportunity to evaluate classes within their own subject area. The teacher trainees diligently and sincerely assessed their peers' teaching. This practical experience offered the teacher trainees a valuable opportunity to explore diverse teaching strategies and techniques and gain insights into creating and maintaining a positive classroom environment.

Images of Peer Evaluation during internship programme





PEER EVALUATION



PEER EVALUATION

Peer evaluation is the process in which teacher uses their own direct knowledge and experience to examine and judge the merit and value of another teacher's practice. 'Peer' stands for teachers in both roles under equivalence in assignment, training, experience, perspective and information about the practice under evaluation. It refers to the way in which peers can share their creative work among themselves for constructive feedback and then use this feedback to revise and improve their work.

ADVANTAGES OF PEER EVALUATION:

1. Teachers become aware of the subject matter, curriculum, instruction material.
2. Teachers get a proper feedback.
3. Good judgement of subject matter.
4. It removes teacher-teacher isolation.
5. A sense of professionalism is strengthened with the idea of shared knowledge.

REPORT

As a part of B.Ed curriculum evaluation of teaching competency of two peers was conducted during the course of internship program. I chose to evaluate Vandana S. of physical science optional and Riya Davis of Social Science optional. Both Vandana and Riya are student teachers of St. Joseph College



of Teacher Education for Women doing their internship at St. Antony's HSS, Kacheripady. Peer evaluation of Vandana S. was completed on 29th November 2022 in class IX-B. She chose the topic 'Kinetic Energy' of the unit 'Work, Energy, Power' in Physics. The valuation of Riya Davis was completed on 18th December 2022 in class VIII-D. She chose to take class on the topic 'composition of Atmosphere' of the unit Blanket of Earth.

PEER EVALUATION No.1

The first peer evaluation was completed on 29th November 2022. I evaluated Vandana S. of Physical Science optional. I observed her class in IX-B as she covered the topic, Kinetic Energy from the unit, 'Work, Energy, Power' of 9th standard physics textbook.

Teacher started the class by showing a video of a child riding a cycle and the transfer of energy associated with it. The students observed the video keenly and were much excited to know more about it. Following this the teacher introduced the topic 'Kinetic Energy'. The introductory video and the discussion associated with it was very relevant and interesting. The teacher ensured the participation of the students during discussion.

Following the introductory discussion, the teacher divided the entire class into 10 groups and covered the content area in three sessions.

As a part of the first session the students observed that



a weight is caused by a man to a height h meter following which they were able to answer questions related to it. At the end of this session, students understood the concept of kinetic energy. The teacher showed great skill in linking the concept with real life situations and had confidence and fluency of language. The session was ICT integrated and used powerpoint slides.

During the next session, the students observed a video of a moving car, hitting a plastic ball causing the ball to roll away. Following this they answered questions related to what they had seen. Then the teacher demonstrated the deriving method of the equation for kinetic energy. The student teacher used ICT resources like video and powerpoint slides. The powerpoint presentation was well prepared and clear. Once again, teacher demonstrated great skill in handling the class and was very confident.

During the last session the students applied the equation they had derived in the previous session to solve numerical problems. The teacher was very patient and willing to help the groups that were stuck and unable to complete the problems. The teacher ensured that all the groups had completed the problem before moving on to the next.

Teacher consolidated the class by reminding the class about the importance of being productive and performing one's very best using one's full potential in order to attain success. The



The consolidation was very meaningful and valuable. The class was well planned and executed. The teacher managed to complete the class on time. Her understanding of the content and the presentation of the same was very good. The selection of suitable videos and numerical problems was very apt. Overall the class was very good.

PEER EVALUATION NO: 2

The second peer evaluation was completed on 1st December 2022. The student teacher, I observed was Riya Davis of the social science optional. I observed her as she took class in the eighth period in VIII-D. She chose the topic 'Composition of Atmosphere' of the unit 'Blanket of Earth' from the class VIII geography text book. The class was of 40 minutes duration.

As a part of the introductory activity, students were shown a picture of environment day and asked to observe and understand its importance. Following this the teacher conducted a developmental activity in the form of brainstorming on the topic, photosynthesis, through which they understood the process of photosynthesis and how it helps humans as well as animals. The introductory activity was meaningful with active student participation. The teacher was a constant encouraging presence for the students.

After the introductory activity, teacher distributed



flashcards about composition of gases among the students. This

activity helped the students to list the gases of atmosphere. Following this the teacher consolidated the activity by explaining the content in detail. The activity used was interesting and teacher displayed confidence and fluency of language throughout the execution of this activity.

The third activity was on the importance of gases which was presented in the form of a powerpoint presentation. Through this activity the teacher helped the students to understand the importance of each gas. Teacher managed to effectively link the content with real life situations. The powerpoint slides were well prepared with appropriate pictures. Teacher showed great communication skills and gave equal attention to all students.

As a part of the concluding activity the students were asked to find answers to questions prepared by the teacher, which helped them recollect all they had learned in that class. It was a good evaluation strategy.

Teacher consolidated the class by saying about the importance of atmosphere and reminding the students about their duty to conserve and protect the atmosphere. As a part of the follow up activity, the students were asked to prepare album showing the importance of atmospheric gases. Overall the class was very good with interesting activities that ensured the participation of students.



Evaluating my peers was an enlightening experience. I learned new methods of teaching and learning that can be

implemented in classes. By observing their strategies I could analyse the techniques that worked well and those that don't. I realized that there is still a lot that I could change and aspire to be.

Dm
10/2/2023



PEER EVALUATION OF VANDANA S.



PEER EVALUATION OF RIYA DAVIS.





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Training on analysis of prevailing assessment practices in schools

Name of the Event	Analysis of prevailing assessment practices in schools
Objectives	<ol style="list-style-type: none">1) To understand the prevailing assessment practices in schools.2) To analyse the prevailing assessment practices in schools.3) To familiarize with the latest evaluation patterns followed in schools.4) To understand the quality and importance of assessment practices in school.5) To be able to develop appropriate assessment tools.
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(8/6/2022),2021-22(7/9/2021),2020-21(15/6/2020),2019-20(6/1/2020),2018-19(5/2/2019)
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college organized a training on Analysis of prevailing assessment practices in schools for the first year student teachers as they had a course titled 'Assessment for Learning' in the second semester. As soon as the college reopened Mrs. Anu Cleetus, faculty of the college, began briefing the students on the practical tasks they would need to undertake during their induction period at the school. The primary focus of this practical work was to analyze the existing assessment practices in schools.

The teacher educator initiated the process by instructing the student teachers to create an interview schedule. She encouraged them to reach out to her personally or through WhatsApp if they encountered any doubts or needed corrections while preparing it. Following her guidance, the student teachers diligently prepared interview schedules to conduct interviews with the teachers at the schools where they were assigned. This induction period spanned from 11th July 2022 – 11th August 2022.





To assist the student teachers in their practical work and report, a checklist was provided. The final submission of their work was scheduled for 9th August 2022, and it was followed by personalized feedback and suggestions provided by their guide. This process allowed the student teachers to gain valuable insights into real-world assessment practices and enriched their understanding of the subject matter.



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

ERNAKULAM, KERALA



EDU 203

ASSESSMENT FOR LEARNING

PRACTICAL

EDU.206.1 Analysis of Prevailing Assessment Practices in Schools

EDU. 302.1 Action Research



St. Joseph College of Teacher
Education for Women, Eranakulam

EDU 206.1 : Analysis of Prevailing
Assessment Practices in
Schools



Submitted to,
Ms. Anu Cleetus
Asst. Professor,
St. Joseph College of
Teacher Education for Women


10/8/22

Submitted by,
Akhitha Sebastian
Natural Science.

Reg No: 213240112334

Date of Submission,
08-08-2022



Analysis of Prevailing Assessment Practices in School

1. Name of the student : Akhitha Sebastian
2. Optional : Natural Science.
3. Register number : 213240112334
4. Semester : II
5. Course code with course title : EDU 203 : Assessment for learning.
6. Name of the practical : Analysis of prevailing assessment practices in school.
7. Name of the school : St. Teresa's Convent Girls' Higher Secondary School, Ernakulam.
8. Type of school : Government / Aided[✓] / Unaided.
9. Name of the syllabus followed : State[✓] / CBSE / ICSE.
10. Name of the prevailing assessment practices : CE[✓] / CCE / Any other.
11. If any other, specify :
12. Prevailing assessment system : Grading[✓] / Marking.
13. Type of grading : Direct[✓] grading / Indirect grading
14. Area of assessment :
 - Scholastic
 - Co-scholastic
 - Non-scholastic.
15. Modes of assessment : Oral[✓] / Written[✓] / Activity[✓]



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INTRODUCTION

"Assessment is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning."

Huba and Freed, 2000.

Assessment is the systematic collection, review and use of information about educational programs to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have attained. It is concerned with the collective impact of a program on student learning. Through a variety of measures, students are assessed to determine whether or not they are achieving the learning outcomes.

Assessment results provide information that helps the faculty determine how they might improve courses and or programs through changes in curriculum, teaching methodologies,




course materials, or other areas. It provide comparative data that can give valuable information on how well the students are meeting the learning outcomes. It works as a roadmap to let the teacher know if all the objectives set out at the beginning of the lesson have been met or not. Assessment also work as an excellent feedback mechanism to let the student know about their progress. Through appropriate assessment, teachers can classify and grade the students, give feedback and can structure their teaching accordingly.

OBJECTIVES

- ★ To understand about various assessment practices that are followed in schools.
- ★ To understand about the need for assessment for student achievements.
- ★ To evaluate the relevance and significance of the various assessment practices.
- ★ To study the effectiveness of different assessment practices.
- ★ To analyze the merits of the existing system of evaluation.
- ★ To understand the suitability of the evaluation system.
- ★ To familiarize with latest trends in evaluation.



PREVAILING ASSESSMENT PRACTICES IN ST. TERESA'S CONVENT GIRLS' HIGHER SECONDARY SCHOOL, ERNAKULAM

As part of BEd programme we the student-teachers of the academic batch 2021-2023, got an opportunity for teaching practice for a period of one month. The induction programme was from 11th of July to 5th of August, 2022. The school that I got for the induction was St. Teresa's convent girls' higher secondary school which is situated in Ernakulam. According to the syllabus of the second semester we all were asked to analyse the prevailing assessment practices conducted in schools, which comes under the paper 'Assessment for learning (EDU 203)'.


During my induction programme, I interviewed Mrs. Roly Anko, biology teacher of St. Teresa's school to understand about various assessment practices followed in the school. Teachers in the school use various student assessment methods to measure the effectiveness of their own teaching and to link student performance to the specific learning objectives. The school follows a continuous evaluation system to evaluate student's progress throughout their academic year. Continuous evaluation enables the teachers to understand the strengths and weakness of each student.

The various assessment tools used by the biology teacher to assess her students are given below:

Projects

Project method is given by the teacher to the students in which they solve a practical problem over a period of several days or weeks. The projects are planned and executed as far as possible by the students themselves and necessary guidance is also given by the teacher. Project work focuses on applying specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking and self-confidence. 'Learning by doing' is the major principle of this method. Usually the project method enables to connect with the realities of the actual life.

Seminars

Teacher assigns different topics to the students on which each student have to take class. Students are asked to prepare a rough draft that clearly outlines the content they are supposed to present in the class. After the correction of the rough drafts students have to take the seminar in front of the whole class and the teacher assess the students. Seminars not only helps in academic understanding but to develop a wide range of personal and key skills. It really improves the confidence level and communication skills.



Assignments

Teacher gives the students different topics based on the chapters they have already learned. So the students get involved in an in-depth reading of the topic and thus get thorough with the content. Any exercise given by the teacher to pupil as part of the lesson or any follow up work is also considered as assignment. The teacher ensures to provide timely feedback to the students after the completion of assignments. If the students haven't done it properly, the teacher asks the students to rewrite the content. Teacher is really strict in the timely submission of assignments. The marks are provided according to the content and for the systematic way of presentation.

Group Discussions

Group discussion on a study topic plays a vital role in understanding the topic. It's a common platform for students to share their ideas, thereby giving an opportunity to exhibit not only their knowledge, but also to understand and enhance their learning by absorbing the thoughts of other people. Teacher gives a topic from the textbook and gives sufficient time for the students within the groups. A student from the group is called out randomly and is asked to present the points they have discussed in the groups. The marks are given based on presentation skill and for the valid points.



Debate

Debate is a creative and collective process of eliciting all related facts of a topic. It enables the participants to enrich their knowledge through healthy dialogues. Teacher provides a relevant topic to a group of students. Two panels of students are selected to argue for and against the topic. Both the panels can raise their views and arguments on the topic. The teacher acts as guide and moderator and will facilitate the debate. Teacher analyses the viewpoints of the panel and scores the students.

Student Portfolios

Student portfolio is a collection of student's work that demonstrate their learning and students' growth. Portfolio shows learners' artistic, creative, innovative, rational, comprehensive and conceptual growth. It gives a proper idea on the strengths and weaknesses of the student. The data is properly filed and stored.

Quiz

Teacher conducts surprise quizzes for students related with the teacher-taught topics. Frequent quizzes gives the teacher an idea of how well the class understood the content. In addition, students also pay closer attention to the learning material when they are expecting to be quizzed.



Questioning Technique

Teacher always asks questions to the students based on their previous class as well as in between the classes. It helps to develop interest and motivate students to become actively involved in lessons. It helps students to improve critical thinking and drive them to clear ideas. It really helps the teacher to assess students' learning.

Test papers

A class test is taken after the completion of a lesson. It is taken to test the knowledge, skills and aptitude acquired by the students. It helps the teachers as well as the students about their academic progress.

The marks are recorded and documented for the assessment.

Other examinations.

Mid term exams and annual exams are also conducted during certain months. Half of the portions will be included for mid term exams whereas for the annual exam the entire portion will be included. The students are also assessed based on the marks obtained for the exams.



CONTINUOUS EVALUATION

Evaluation is an integral part of teaching-learning process. It stands for assessment in all the educational outcomes and outputs that are brought about as a result of teaching learning process.

In St. Teresa's CGHSS, students are evaluated through continuous evaluation. Students undergo assessment on a regular basis with the help of assessment tools like projects, seminars, assignments, group discussions, debate, quizzes, class tests, mid-term exams, annual exam and student portfolio. The students are given marks or scores according to their academic performance and it is converted into grades. Continuous evaluation helps the students to receive appropriate feedbacks from the teachers and allows them to focus on topics they have not yet mastered.

Scores	Scores in Percentage	Letter grade	Value points	Interpretation
45-50	90-100	A+	9	Outstanding
40-44	80-89	A	8	Excellent
35-39	70-79	B+	7	Very good
30-34	60-69	B	6	Good
25-29	50-59	C+	5	Above average
20-24	40-49	C	4	Average
15-19	30-39	D+	3	Marginal
10-14	20-29	D	2	Need improvement
Below 10	Below 20	E	1	Need improvement



GRADING SYSTEM

Grading enables to communicate measurement of students achievement. It helps in the classification of students on the basis of predefined standards. Grades convey students performance with reference to specified criterion and also the relative position of students in the class.

CO-SCHOLASTIC AREAS

Co scholastic activities are designed and balanced with the academic curriculum. Students are also evaluated based on their involvement in co-curricular activities.

Co-scholastic areas includes the following :

- * Thinking skills - Various tasks which include problem solving, decision making, critical and creative thinking.
- * Social skills - These skills include interpersonal relationship, effective communication and empathy.
- * Emotional skills - covers managing emotions as well as dealing with stress eg: Meditation.
- * Visual and performing arts - Music (vocal and instrumental), dance, drama, painting.
- * Attitude and values - Students are taught the importance of good values and attitude towards teachers, school-mates, school programs and environmental value systems.



SIGNIFICANCE OF EXISTING ASSESSMENT PRACTICES

Continuous evaluation and grading system are the major assessment practices followed in St. Teresa's CGHSS, Ennakulam.

Assessment is an integral part of instruction as it determines whether or not the goals of education are being met. Continuous evaluation helps to evaluate the multi-dimensional competencies of the learner with regard to the practicability and nature of the subject. Students are assessed by various tools such as projects, seminars, assignments, class tests and so on in continuous evaluation. Each work assigned to the student is based on the significance of the content and is guided by the teacher accordingly. This allows the student to constantly and consistently demonstrate their level of knowledge which cannot be accomplished with a final examination alone.

Continuous evaluation helps the teacher in knowing about their efforts side by side and so they can improve accordingly. As the teachers provide the students with necessary feedback, it will help them to know their progress with regard to different aspects of education and thus they can remedy the same by taking proper guidance and making more efforts. The pressure of continuous evaluation can



measure optimum performance of the teachers.

Continuous evaluation is cumulative in the sense that there is continuity in the collection and assessment of data. Each score adds to previous one. Thus the student's performance at the end of the term or year is based on cumulative scores from series of assessment instruments. As the continuous evaluation is comprehensive, it assesses cognitive, affective and psychomotor activities in the learner.

The existing assessment practices followed in St. Teresa's C.M.H.S.School is really significant for evaluating the students in right manner. The assessment mainly focuses on investigative activities, interactive activities, practical based activities, performance based activities and assigned tasks.

The importance given to the co-scholastic areas helps them in improving their various skills and abilities within them. It will help to bring a balance in learner's mental development, which will help them flourish in all social, emotional, thinking and attitude. It helps the students to show their talent beyond academic activities.



SUITABILITY OF THE EVALUATION SYSTEM

Continuous evaluation evaluate student's performance to gauge the essential domains of development. It is a continuous process planned periodically in the forms of various assessment parameters. The school follows an appropriate evaluation that helps to upgrade and strengthen various abilities of student. As the evaluation is prompt and reliable, the teachers can easily identify the potentialities of the learners both in scholastic and co-scholastic areas.

Projects submitted by the students are evaluated based on the comprehensiveness in planning, recording of data, accuracy in analysis, language style and the presentation skill. Seminars helps to analyze the planning and organization of topic, sufficiency and relevance of the topic, fluency, spontaneity and the communication competence of the student.

Debate is evaluated based on the relevance and logic of the facts and concepts presented. Assignment is assessed based on the systematic expression of the ideas and time bound completion. The evaluation criteria of group discussion is the behaviour in group, reasoning skill and communication skill. Questioning technique by the teacher helps to judge the level of



understanding of the students. Examination helps to understand the academic level.

Continuous evaluation provides a more accurate and complete picture of the learner's level and their understanding of what they have learned. With various assessment criteria, students learn as they go through each content thoroughly, rather than cramming everything in at the end of the course or grade in order to complete an exam. Over time, assessment which is continuous helps in setting better standards for learning and performance.

Teachers gather data over a long period of time so that it will help the teachers to diagnose and give remedial instructions to the learners.

Continuous evaluation encourage regular assessment that helps in constructive criticism and enables the teachers in prolific teaching. The more informal way of testing other than examination helps to reduce stress, anxiety and fear of the students.



CRITICAL ANALYSIS OF THE EVALUATION SYSTEM

The success of the teaching and learning process depends on the ability of the teacher to use appropriate methods in teaching process as well as in assessment. It is indeed commendable that a plethora of assessment techniques are used by the teachers of St. Teresa's CGHSS. Grading system is considered an integral part in education to assess the overall performance of students.

The grading system lowers the pressure of getting high marks as the students are given grades by converting their scores. In continuous evaluation, when students are taught a concept or subject, they develop a sense of responsibility to work upon their parts to complete their assigned works related to that particular topic. Thus, it helps in building a sense of engagement among students. The grading system makes it possible to create discrimination among the students. The studious can be easily identified from the average and below average students. This makes the teachers to focus on teaching average students in a much effective manner and making concepts clear to them. This method has also brought the advantage to the students that their grading will be assessed based on their performance in assignments, seminars, projects, group discussions, debates, answering abilities and their overall performance in examinations.



Earlier marks obtained in the exams were the only indicator whether a child is studying or not. But, continuous evaluation analyzes whether a child understands the concept or not. It also gives the students an obvious idea about their weaknesses and strengths.

Grading system also has demerits. It could demotivate the students who perform higher because they stand equal to those making less efforts. For instance, grade A+ will be assigned to all those scoring from 70 to 100. So the students who made no mistakes and those who made few, all will stand equally at one grade. The students just focus on attaining the passing marks instead of putting their main focus on getting highest marks. This would result into decreased competition among the learners.

The importance given to co-curricular activities by the school is really appreciable. It fosters the socio-emotional development of the students. The students are evaluated based on their talents.



SUGGESTIONS REGARDING EXISTING ASSESSMENT PRACTICES

The topics given for the students for doing certain activities are mostly textbook based. Teacher could try to give topics that could relate with real life situations and help them to think outside the box. It will help in the development of their creativity and imagination.

Teachers could give tests which focuses on application level questions rather than to check the rote learning ability and memory of the students. If students are constantly bombarded with questions that require only low levels of intellectual involvement, they tend to think accordingly. Conversely, students who are given questions based on higher levels of thinking will tend to think more creatively and divergently.

The incorporation of peer evaluation will be really beneficial. Peer assessment or peer review provide a structured learning process for students to critique and provide feedback to each other on their works. It will help students develop skills in assessing and providing feedback to their friends and also equips them with self-assess and improve their own work.



The students must be given chance to evaluate teachers. Such an evaluation will enable the teachers to identify current strengths and weaknesses, and to work harder in the areas that need development.

CONCLUSION

Assessment helps to gather relevant information about student performance or progress, or to determine student interests to make judgements about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans. Continuous evaluation provides day-to-day feedback about the learning and teaching process. The continuous monitoring will allow the students to become more active and engaged in their learning process. The study enabled me to understand the various assessment practices followed in St. Teresa's C.G.H.S.S., Ernakulam and helped me to understand the various merits and demerits of the evaluation system.



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ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
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Report on Peer evaluation during internship

Miss Sheeba A.S commenced the orientation on 2nd February 2023 by emphasizing the importance of peer evaluation during the internship period for the M.Eds. She underlined that peer evaluation is a valuable tool for personal and professional growth. It not only helps in identifying strengths and weaknesses but also encourages constructive feedback and collaboration among peers. Miss Sheeba explained the evaluation proforma, which would serve as the guiding document for assessing the performance of peers. The proforma was structured to cover various aspects of the internship, including technical skills, communication, teamwork, and professionalism. Clear instructions were provided on how to fill out the proforma accurately. She elaborated on the criteria that should be considered when evaluating a peer's performance. These criteria included punctuality, task completion, problem-solving abilities, adaptability, and interpersonal skills. Miss Sheeba stressed the importance of providing feedback in a constructive and respectful manner. She encouraged open communication among peers and suggested regular meetings to discuss progress and address any issues that may arise during the internship. During the orientation, Miss Sheeba recommended that interns set clear and achievable goals for themselves and their peers. These goals would serve as benchmarks for evaluation and professional development. She also addressed the possibility of conflicts arising during the evaluation process and provided strategies for resolving them amicably, ensuring that the evaluation process remains fair and unbiased.





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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Documentary Evidence of Peer evaluation Report & Tool-M.Ed

PEER EVALUATION





REPORT ON PEER EVALUATION

Peer evaluation provides a scalable solution for assessment of activities. In the process learners are asked to submit their work and then evaluate the work of their peers. It is generally facilitated through the use of rubrics. In peer evaluation (also called peer review or peer feedback or peer instruction) give feedback on each other's work, another group's work, or, if working in a group, other group-members' contribution to a project. This allows students to build confidence in understanding and applying criteria, or even negotiating their own prior to the evaluation activity. These activities are formative and grades are not given in order to reduce the focus on grading and scores. Peer evaluation activities can take place at any time, with almost any piece of work, including exams. The process can be digital or in class.

As a part of internship programme we, the M. Ed. students were required to evaluate the classes taken by the other one from the same class. I have evaluated 5 classes and the 5 reports were listed below along with evaluation sheets.





PEER CLASS OBSERVATION REPORT 1

Name of the student teacher- Bivya Sukumar

Subject- Education

Topic- Woods Despatch

Date- 01-02-2023

Duration- 50 minutes

On February 1st 2023, Bivya Sukumar has taken a class from Education on the topic Woods Despatch. Teacher introduces the topic of Woods Despatch through a small group activity by showing them a video presentation. After that teacher gives some hints on the topic. Then explained the group activity which is to construct questions regarding the video presented. The students were very engaging and active during the activity. Then teacher introduced the topic Woods Despatch with the help of PPT. Finally teacher consolidates the whole class by using an interactive session with the help of a discussion.

Detailed criticism (strength and weakness) of the student teacher is stated as follows;

- The teacher was very pleasant, energetic and active.
- Excellent rapport building
- Very good subject competency. She was able to link with situation and provided additional information. Tried to keep Novelty and relevance.
- Effectively used instructional strategies, techniques and activities. She was tried to maintain learner centered activities and used learning activities appropriately and innovatively. Technological skill was excellent.





- Communication was very good. It includes Very good clarity, stimulus variation and reinforcement.
- Summarized the topic effectively and clearly.
- Very high confidence level. She was acted as good facilitator in the class.
- Appearance and time management were good.
- Maintained discipline throughout the class.
- Evaluation activity was very interesting and mind blowing.
- Follow up activity was excellent.
- Limited use of blackboard.

All together the class was Very good, interesting and en-courageous. A performa for class evaluation of the student teacher is attached to it.





PROFORMA FOR CLASS EVALUATION

Name of the Teacher Educand: Bivya Sulama Date: 01/02/23
 Name of the institution: St. Joseph TTI Period: _____
 Subject: Education Programme: D.El.Ed
 Topic: Woods Despatch

Sl. No	Components	Criteria	A+ (Excellent)	A (V Good)	B (Good)	C (Average)	D (Poor)
I	Introduction	Building of rapport		✓			
		Introducing the topic		✓			
		Relevance		✓			
		Novelty		✓			
		Effectiveness	✓				
II	Subject Competency	Linking with life situations		✓			
		Providing additional information		✓			
		Depth of the content and its sequential arrangement		✓			
		Thought Provoking ideas				✓	
		Resourcefulness				✓	
		Learner centered				✓	
		Practicability				✓	
III	Instructional Strategies and Techniques	Originality			✓		
		Innovation			✓		
		Effectiveness		✓			
		Advanced Technology		✓			
		Appropriate		✓			
IV	Learning Materials	Improvisation			✓		
		Novelty and variety			✓		
		Skillful Handling			✓		
		Appropriate			✓		
		Originality		✓			
V	Learning Activities	Student involvement		✓			
		Discipline		✓			
		Progress of Activity				✓	
		Appropriate				✓	
VI	Communication	Fluency/Clarity		✓			
		Stimulus Variation	✓				
		Reinforcement		✓			
		Effectiveness	✓				
		Ensuring Co operation		✓			
VII	Class managemen	friendliness		✓			





	t	Handling pupils		✓				
		Discipline		✓				
		Effectiveness		✓				
VIII	Closure	Ability to summarize		✓		✓		
		Evaluation						
		Promoting values		✓				
		Depth of assignments		✓				
		Budgeting of time	✓					
IX	Teacher	Appearance and manners		✓				
		Confidence level		✓				
		Guide and facilitator		✓				
		Social Agent		✓				
		Effectiveness		✓				

Comments

- Good Rapport creation
- Good learning activities
- Energetic classrooms

Name of the Observer: *Stephy Munday*

Signature: *[Signature]*

