



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies

(Documentary evidence in support of selected activities)

Submitted to

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



2.4.2: Assessing Student Learning

| Sl.No | Documentary Evidence | Page No. |
|--------------|--|-----------------|
| 1 | Workshop on the construction of Achievement test | 1-2 |
| 2 | Attendance sheets | 3-8 |
| 3 | Documentary evidence of workshop on the construction of Achievement test | 9-35 |
| 4 | Workshop on the construction of Diagnostic test | 36-37 |
| 5 | Attendance sheets | 38-43 |
| 6 | Documentary evidence of workshop on the construction of Diagnostic test | 44-55 |
| 7 | Report on orientation on Portfolio preparation | 56-57 |
| 8 | Attendance sheets | 58-63 |
| 9 | Documentary evidence of orientation on Portfolio preparation | 64-84 |



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 | <ol style="list-style-type: none">1. To identify and explain reasons for performing tests2. To understand testing terminology to communicate with students and colleagues3. To evaluate a tests reliability and validity4. To select appropriate tests5. To administer test protocols properly and safely |
| Details of Event coordinators | St.Joseph College of Teacher Education For Women, Ernakulam |
| Date | 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 29th October 2022, with the primary objectives of acquainting student teachers with the process of creating and administering achievement tests, assessing the reliability and validity of tests and selecting appropriate assessments. The teacher educators provided a comprehensive theoretical background on achievement tests, clarified their objectives, and emphasized their significance. Additionally, on the first day of the workshop, the steps and guidelines for constructing a test blueprint were explained by the teacher educators.





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Following the theoretical portion of the workshop, students were actively engaged in hands-on learning. They collaborated with the teacher educators to create a preliminary version of an achievement test. This initial draft underwent a review process, with necessary corrections and improvements made to finalize the test. The workshop aimed to equip participants with the knowledge and skills necessary to prepare and administer achievement tests effectively, ensuring their reliability and validity. It provided a practical opportunity for students to apply what they learned by crafting a test under the guidance of experienced educators.

During the workshop, the teacher educators provided instruction to the student teachers regarding the analytical aspect of achievement tests. Subsequently, during their internship, the student teachers were responsible for creating achievement tests for specific content areas, administering these tests to the relevant classes and diligently documenting all pertinent details in their records. Furthermore, their reports included a comprehensive statistical analysis and graphical representation of the data obtained from the tests. The student teachers gained practical experience by designing and implementing achievement tests during their internship, ensuring that their assessments were well-documented and rigorously analyzed to evaluate the effectiveness of the testing process.





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Recognised by NCTE

Workshop on achievement test

Date: 29/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|------------------------|---------|-----------|
| 1 | AKHILA M NAIR | EG | |
| 2 | AKSHAYA T G | EG | |
| 3 | AMALU K | EG | |
| 4 | ANAGHA R | EG | |
| 5 | ANARGHA MARY | EG | |
| 6 | DONA MARIA | EG | |
| 7 | JEENA ELSA JOHN | EG | |
| 8 | JESNA JOSEPH | EG | |
| 9 | LEENU MERIN THOMAS | EG | |
| 10 | MARGRET BENITTA V J | EG | |
| 11 | MEGHA MADHU | EG | |
| 12 | MINU MARY | EG | |
| 13 | NEHA BABU | EG | |
| 14 | NIMMY ELIZABETH GEORGE | EG | |
| 15 | RACHEL BERKUMON | EG | |
| 16 | REMYA P. T | EG | |
| 17 | SWATHILM | EG | |



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



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Workshop on achievement test

Date: 29/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|---------------------|---------|------------|
| 1 | ABINA K | ML | Abi |
| 2 | AKHILA M GEORGE | ML | Akhila |
| 3 | ALEENA STEEPHEN | ML | Aleena |
| 4 | ANJU PRATHAP.P | ML | Anju |
| 5 | APARNA JAIS | ML | Aparna |
| 6 | ARCHANA V N | ML | Archana |
| 7 | JISA MARTIN | ML | Jisa |
| 8 | KAVYAMOL A B | ML | Kavyamol |
| 9 | LAKSHMI T S | ML | Lakshmi |
| 10 | NIDHIYA JOSEPH | ML | Nidhiya |
| 11 | PAVITHRA V | ML | Pavithra |
| 12 | SHIJI.T.T. | ML | Shiji |
| 13 | SNEHAKAVYA | ML | Snehakavya |
| 14 | SWATHI.M | ML | Swathi |
| 15 | TREESA JOJAN | ML | Treesa |
| 16 | VRINDA SURESH | ML | Vrinda |



Alice Joseph
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Workshop on achievement test

Date: 29/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|------------------------|---------|-----------|
| 1 | AMRUTHA A OMANAKUTTAN | MT | |
| 2 | ANJU PAUL P | MT | |
| 3 | APARNA SHAJI | MT | |
| 4 | ASHITHA BENNY | MT | |
| 5 | DHANYA JOY | MT | |
| 6 | EMILIN K THOMAS | MT | |
| 7 | EMILIYA MERIN | MT | |
| 8 | INDHU . K | MT | |
| 9 | KABANI S | MT | |
| 10 | NANDITHA J | MT | |
| 11 | ROSEMOL V T | MT | |
| 12 | SANDRA ANTONY | MT | |
| 13 | SHARON ACHU ANISH | MT | |
| 14 | SNEHA PRINCE | MT | |
| 15 | STELLA CATHERINE FABER | MT | |
| 16 | VANDANA K P | MT | |
| 17 | ANUJA J NAIR | MT | Absent |



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Workshop on achievement test

Date: 29/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|---------------------|---------|-----------|
| 1 | ADELINE JOSEPH | NS | |
| 2 | ANNA ANANNYA K P | NS | |
| 3 | ANURADHA A PAI | NS | |
| 4 | ASHNA JOSEPH | NS | |
| 5 | AYSHA BEEVI C I | NS | |
| 6 | FEMY MARIYA JOSE | NS | |
| 7 | GOPIKA A G | NS | |
| 8 | JISMI MOHAN | NS | |
| 9 | MANEEHA S M | NS | |
| 10 | MEERA SANKAR A | NS | |
| 11 | MERIN K S | NS | |
| 12 | MRUDULA GIRISH | NS | |
| 13 | RAJALAKSHMI R | NS | |
| 14 | SANDRA SOOSAN ABY | NS | |
| 15 | SNEHA P P | NS | |
| 16 | SREELAKSHMI N | NS | |
| 17 | SREESHNA M | NS | |



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Workshop on achievement test

Date: 29/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|--------------------------|---------|-----------|
| 1 | AISWARYA . A . K. | PS | |
| 2 | AISWARYA LAKSHMI S | PS | |
| 3 | ALKHA THOMAS | PS | |
| 4 | ANJUMOL PAUL | PS | |
| 5 | ANN SARA V ALIAS | PS | |
| 6 | ARUNIMA C . H | PS | |
| 7 | ASHNA K . J | PS | |
| 8 | ASWATHY AJ P | PS | |
| 9 | DILNA BIJU | PS | |
| 10 | DINSHA M SAJI | PS | |
| 11 | DIYA N C | PS | |
| 12 | KARTHIKA RAVEENDRAN | PS | |
| 13 | MUHZINA MUHAMMED BASHEER | PS | |
| 14 | ROSE MARY JOSE | PS | |
| 15 | SAHALA NAYEEM A A | PS | |
| 16 | TREESA TANIYA P A | PS | |



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Date: 29/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|------------------------|---------|-----------|
| 1 | ANAGHA MARY | SS | |
| 2 | ANITTA JOHNSON | SS | |
| 3 | ARYA T K | SS | |
| 4 | ASWATHY K S | SS | |
| 5 | CHINCHU K H | SS | |
| 6 | DEVIKA P S | SS | |
| 7 | GEETHU SIVAN | SS | |
| 8 | LIYANTA IZABEL | SS | |
| 9 | NAIR K M SUMALAKSHMI | SS | Absent |
| 10 | NANDHITHA C | SS | |
| 11 | RASEENA NASEER | SS | |
| 12 | RESHMA GEORGE P G | SS | |
| 13 | RIYA JAMES | SS | |
| 14 | SARAH MARIA | SS | |
| 15 | SNEHA M | SS | |
| 16 | SREELAKSHMI SUDHAKARAN | SS | |
| 17 | SUKRITHA S SHENOY | SS | |



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ACHIEVEMENT TEST

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nts.



ACHIEVEMENT TEST

DESIGNING THE TEST

A) Weightage to learning Objectives

| Sl No. | Learning Objectives | Marks | Percentage |
|--------|---------------------|-------|------------|
| 1 | Knowledge Domain | 6 | 24 % |
| 2 | Process Domain | 10 | 40 % |
| 3 | Application Domain | 5 | 20 % |
| 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 | Respiratory system | 1 1/2 | 6 % |
| | 2 | Respiration | 1 1/2 | 6 % |
| | 3 | Cellular Respiration | 1 1/2 | 6 % |
| | 4 | Anaerobic Respiration | 3 | 12 % |
| | 5 | Respiratory disorders | 2 1/2 | 10 % |
| | 6 | Diversity in respiration | 1 1/2 | 6 % |
| Excretion to maintain Homeostasis | 1 | Kidney as excretory organ | 2 | 8 % |
| | 2 | Accessory excretory organs | 1 1/2 | 6 % |



| | | | |
|-------|---|----|-------|
| 3. | Formation of urine | 4 | 16 % |
| 4. | Kidney disorders and treatment | 4 | 16 % |
| 5. | Excretion in other organisms and plants | 2 | 8 % |
| Total | | 25 | 100 % |

c) Weightage to form of Questions

| Sl.No. | Type of Question | No. of questions | Marks | Percentage |
|--------|------------------|------------------|-------|------------|
| 1 | Objective | 16 | 8 | 32 % |
| 2 | Short answer | 9 | 13 | 52 % |
| 3 | Essay | 1 | 4 | 16 % |
| Total | | 26 | 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



INSTRUCTIONAL OBJECTIVES
FORM OF QUESTION
CONTENT

| INSTRUCTIONAL OBJECTIVES FORM OF QUESTION CONTENT | KNOWLEDGE | | | PROCESS | | | APPLICATION | | | ATTITUDINAL | | | CREATIVITY | | | TOTAL |
|---|--------------------|------------------|------------------|--------------------|-----|---|------------------|------------------|---|-------------|------------------|---|------------|------------------|---|-------|
| | O | S.A | E | O | S.A | E | O | S.A | E | O | S.A | E | O | S.A | E | |
| Respiratory system | (1) ^{1/2} | (1) ¹ | (1) ¹ | | | | | | | | | | | | | 1 1/2 |
| Respiration | (1) ^{1/2} | | | (1) ¹ | | | | | | | | | | | | 1 1/2 |
| Cellular respiration | | (1) ¹ | | (1) ^{1/2} | | | | | | | | | | | | 1 1/2 |
| Anaerobic respiration | | | | | | | (1) ¹ | (1) ² | | | | | | | | 3 |
| Respiratory disorders | | | | (1) ^{1/2} | | | | | | | | | | (1) ² | | 2 1/2 |
| Diversity in respiration | (1) ^{1/2} | | | (2) ¹ | | | | | | | | | | | | 1 1/2 |
| Kidney as excretory organ | (2) ¹ | | | (2) ¹ | | | | | | | | | | | | 2 |
| Accessory excretory organ | (1) ^{1/2} | (1) ¹ | | | | | | | | | | | | | | 1 1/2 |
| Formation of urine | | | | | | | (1) ⁴ | | | | | | | | | 4 |
| Kidney disorders & Treatment | | | | | | | | (1) ² | | | (1) ² | | | | | 4 |
| Excretion in other organisms and plants | | | | (4) ² | | | | | | | | | | | | 2 |
| Total | 3 | 3 | 6 | 5 | 1 | 4 | 5 | 5 | 2 | 2 | 2 | 2 | 2 | 2 | | 25 |

* Number inside the bracket indicates the number of questions
* Number outside the bracket indicates the total marks.

SCORING KEY

| Sl No. | KEY ANSWERS | MARKS |
|--------|------------------------------|---------------|
| 1. | Nephrons | |
| 2. | Alveoli | $\frac{1}{2}$ |
| 3. | Liver | $\frac{1}{2}$ |
| 4. | Anaemia | $\frac{1}{2}$ |
| 5. | Pelvis | $\frac{1}{2}$ |
| 6. | Gills | $\frac{1}{2}$ |
| 7. | Krebs cycle | $\frac{1}{2}$ |
| 8. | Bronchitis | $\frac{1}{2}$ |
| 9. | Amoeba - Excess water | $\frac{1}{2}$ |
| | Amoeba - Contractile vacuole | $\frac{1}{4}$ |
| 10. | Earthworm - Urea | $\frac{1}{4}$ |
| | Earthworm - Nephridia | $\frac{1}{4}$ |
| 11. | Insect - Uric acid | $\frac{1}{4}$ |
| | Insect - Malpighian tubule | $\frac{1}{4}$ |
| 12. | Fish - Ammonia | $\frac{1}{4}$ |
| | Fish - kidney | $\frac{1}{4}$ |
| 13. | Gills | $\frac{1}{2}$ |
| 14. | Medulla | $\frac{1}{2}$ |
| 15. | Renal tubule | $\frac{1}{2}$ |
| 16. | stomata | $\frac{1}{2}$ |

74

76



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

GOVT GIRLS H S S TRIPUNITHURA

ACHIEVEMENT TEST

BIOLOGY

Standard:9

Maximum mark:25

Maximum time:40 minutes

Instructions

- ❖ Answer all the questions
- ❖ The Instructions for each part is given in the brackets
- ❖ The score and time for each question should be considered while writing

PART- A

(Answer all the questions. Each question carries $\frac{1}{2}$ marks)

Fill in the blanks

- 1..... are the basic structural and functional unit of kidney
- 2.In humans exchange of respiratory gases takes place at.....
- 3.....converts ammonia in to urea
- 4.....is the condition in which the amount of haemoglobin in blood decreases

Pick the odd one out

- 5.nostril, bronchus, trachea,pelvis
- 6 Malpighian tubules, nephridia,gills,contractile vacuole
7. Dark phase, light phase, Krebs cycle,Calvin cycle



8. nephritis, bronchitis, uremia, kidney stone

9. Match the following

| | | |
|------------|--------------|---------------------|
| Amoeba | Ammonia | Nephridia |
| Earth worm | Uric acid | Malphigian tubules |
| Insect | Urea | Contractile vacuole |
| Fish | Excess water | Kidney |

Complete the word pair relation

13. Amoeba: cell membrane

Fish :

14. Cortex : light coloured outer Part of kidney

.....: dark coloured inner Parton kidney

Complete the sentence

15. The long tubules which connects Bowman's capsule and collecting duct.....

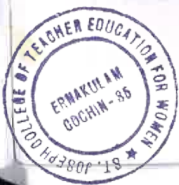
16. Centre of exchange of gases in plants.....

PART B

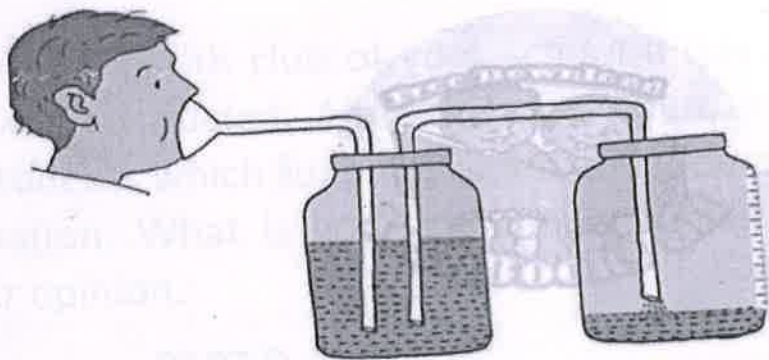
(Answer all questions. Each questions carries 1mark)

17) Complete the flow chart

Nostril ----> a -----> b -----> c ----> d -----> alveoli



- 18) Mention the steps in cellular respiration along with the number of ATP formed?
- 19) Which Excretory organ helps in sweat production?
Which are the components of sweat?
20. Analyse the figure given below



- a) What can you observe from the experiment?
b) What is your inference?

21. Why yeast is added during the preparation of wine?

PART C

(Answer all questions. Each questions carries 2marks)

22) Ravi was not feeling well and he went to doctor. Doctor found that his kidneys are inflammed due to infection.

- a) What is the condition that Ravi is suffering from?
b) What are the symptoms noticed by doctor?



23) Given below are two common activities in kitchen .

Activity a – A spoon full of curd is added to milk

Activity b – A little yeast is added to batter

a)What will happen to 'activity a' after 5-6 hrs? Give reason.

b) what will happen to 'activity b' after 5-6 hrs? Give reason.

24.Prepare a poster creating awareness on harmful effects of smoking?

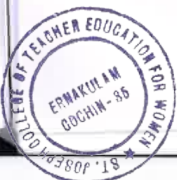
25.As a part of health club of your school a class on organ donation was conducted. After the class there are opinion from the students which supports organ donation and against organ donation. What is your opinion on organ donation. Justify your opinion.

PART D

(Answer the question. It carries 4 marks)

26.Explain the process of formation of urine with illustration.

Ami



MARKING SCHEME

| VALUE POINTS | MARKS FOR EACH VALUE POINT | TOTAL MARKS |
|---|----------------------------|-------------|
| * Nasal cavity | $\frac{1}{4}$ | 1 |
| * Trachea | $\frac{1}{4}$ | |
| * Bronchus | $\frac{1}{4}$ | |
| * Bronchioles | $\frac{1}{4}$ | |
| * Glycolysis | $\frac{1}{4}$ | 1 |
| * 2 ATP | $\frac{1}{4}$ | |
| * krebs cycle | $\frac{1}{4}$ | |
| * 28 ATP | $\frac{1}{4}$ | |
| * Skin helps in sweat production | $\frac{1}{2}$ | 1 |
| * Salt is a component of urine | $\frac{1}{4}$ | |
| * Water is a component of urine | $\frac{1}{4}$ | |
| * Volume of water in second jar is equal to the volume of air blown | $\frac{1}{2}$ | 1 |
| * Volume of water will be proportionate to vital capacity | $\frac{1}{2}$ | 1 |
| * Alcoholic fermentation | $\frac{1}{2}$ | |
| * Formation of alcohol and CO_2 | $\frac{1}{2}$ | |

77



| Q.No. | VALUE POINTS | MARKS FOR EACH VALUE POINT | TOTAL MARK |
|-------|---|--|------------|
| 22. | <ul style="list-style-type: none"> * Nephritis * Turbid urine * Back pain * Fever | <ul style="list-style-type: none"> $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ | 2 |
| 23. | <ul style="list-style-type: none"> * The milk turns to curd * lactic acid fermentation * Batter becomes soft and puffy * Alcohol fermentation | <ul style="list-style-type: none"> $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ | 2 |
| 24. | <ul style="list-style-type: none"> * Poster title * Presentation of topic * Message conveyed * Overall appearance | <ul style="list-style-type: none"> $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ | 2 |
| 25. | <ul style="list-style-type: none"> * Organ donation only option to save patients suffering from organ failure * Single donor can save many life * Give recipient opportunity of longer and better quality of life. * Organ donation is an opportunity to help others. | <ul style="list-style-type: none"> $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ | 2 |

78



| Q.NO. | VALUE POINTS | MARKS FOR EACH VALUE POINT | TOTAL MARKS |
|-------|---|----------------------------|-------------|
| 26. | * Diagram of nephron | $\frac{1}{4}$ | |
| | * complete absorption - Glucose, amino acids - labeled | $\frac{1}{4}$ | |
| | * Partial absorption - Na^+ , K^+ , Ca^+ , water - labeled | $\frac{1}{4}$ | |
| | * Secretion of H^+ , K^+ , Urea - labeled | $\frac{1}{4}$ | |
| | * Urine - labeled | $\frac{1}{4}$ | |
| | <u>Ultrafiltration</u> | $\frac{1}{4}$ | |
| | * Blood filters through small pores of glomerulus | $\frac{1}{4}$ | |
| | * Afferent and efferent vessel varies in diameter | $\frac{1}{4}$ | |
| | * High blood pressure developed in glomerulus | $\frac{1}{4}$ | 4 |
| | * Formation of glomerular filtrate | $\frac{1}{4}$ | |
| | <u>Reabsorption and Secretion</u> | $\frac{1}{4}$ | |
| | * Essential components are reabsorbed to peritubular capillaries | $\frac{1}{4}$ | |
| | * Secretion of excess components to renal tubules | $\frac{1}{4}$ | |
| | <u>Absorption of water</u> | $\frac{1}{4}$ | |
| | * Absorption of water takes place in collecting duct | $\frac{1}{4}$ | |
| | * Urine collected in collecting duct | $\frac{1}{4}$ | |



QUESTION WISE ANALYSIS

| Q. No. | CONTENTS | DOMAIN | SPECIFICATION | FORM OF QUESTIONS | DIFFICULTY LEVEL | MARK | EXPE TIME |
|--------|---|-------------|---------------------|-------------------|------------------|------|-----------|
| 1 | Kidney as excretory organ | knowledge | identifies | objective | Easy | 1/2 | 1/2 |
| 2 | Respiratory system | knowledge | identifies | objective | Easy | 1/2 | 1/2 |
| 3 | Accessory excretory organ | knowledge | recognizes | objective | Easy | 1/2 | 1/2 |
| 4 | Respiration | knowledge | defines | Objective | Easy | 1/2 | 1/2 |
| 5 | Kidney as excretory organ | Process | classifies | objective | Average | 1/2 | 1 |
| 6 | Diversity in respiration | Process | classifies | Objective | Average | 1/2 | 1 |
| 7 | Cellular respiration | process | classifies | objective | Average | 1/2 | 1 |
| 8 | Respiratory disorder | process | classifies | Objective | Average | 1/2 | 1 |
| 9 | Excretion in other organisms and plants | Process | Analyses | Objective | Average | 1/2 | 1 |
| 10 | Excretion in other organisms and plants | Process | Analyses | Objective | Average | 1/2 | 1 |
| 11 | Excretion in other organisms and plants | Process | Analyses | Objective | Average | 1/2 | 1 |
| 12 | Excretion in other organisms and plants | Process | Analyses | Objective | Average | 1/2 | 1 |
| 13 | Diversity in respiration | Process | Analyses | Objective | Average | 1/2 | 1 |
| 14 | Kidney as excretory organ | Process | Analyses | Objective | Average | 1/2 | 1/2 |
| 15 | Kidney as excretory organ | Knowledge | identifies | Objective | Easy | 1/2 | 1/2 |
| 16 | Diversity in excretion | knowledge | recognizes | Objective | Easy | 1/2 | 1/2 |
| 17 | Respiratory system | knowledge | lists out | short answer | Easy | 1 | 2 |
| 18 | Cellular respiration | knowledge | distinguishes | short answer | Easy | 1 | 2 |
| 19 | Accessory excretory organ | knowledge | understands | short answer | Easy | 1 | 2 |
| 20 | Respiration | process | observes and infers | short answer | Average | 1 | 2 |
| 21 | Anaerobic respiration | Application | Gives reason | short answer | Difficult | 1 | 2 |
| 22 | Kidney disorders and treatment | Application | critically thinks | short answer | Difficult | 2 | 3 |
| 23 | Anaerobic respiration | Application | applies | short answer | Average | 2 | 3 |
| 24 | Respiratory disorders | creativity | creates | short answer | Average | 2 | 3 |
| 25 | Kidney disorders and treatment | Attitudinal | makes decision | short answer | Average | 2 | 3 |
| 26 | Formation of urine | Process | communicates | Essay | Average | 4 | 6 |



SCORE SHEET OF ACHIEVEMENT TEST

CLASS : IX C

| Sl. No. | NAME OF THE STUDENT | MARK OUT OF 25 | PERCENTAGE |
|---------|---------------------|------------------|------------|
| 1 | Abhiram . K.S | 19 $\frac{1}{2}$ | 78 % |
| 2 | Angeleena George | 8 | 32 % |
| 3 | Aishwarya Ravi | 10 | 40 % |
| 4 | Akhila Ajith | 12 | 48 % |
| 5 | Aleena . M.M | 6 $\frac{3}{4}$ | 27 % |
| 6 | Amritha P.M | 14 $\frac{1}{4}$ | 57 % |
| 7 | Amritha Viju | 15 $\frac{3}{4}$ | 63 % |
| 8 | Anandha Lakshmi | 13 $\frac{3}{4}$ | 55 % |
| 9 | Ananya . P.S | 13 $\frac{3}{4}$ | 55 % |
| 10 | Aneeta shaji | 14 $\frac{1}{4}$ | 57 % |
| 11 | Aswini . K.B | 15 | 60 % |
| 12 | Ayisha beevi | 14 $\frac{3}{4}$ | 59 % |
| 13 | C.V. Varma | 13 $\frac{1}{2}$ | 54 % |
| 14 | Chartra . A.S | 19 $\frac{1}{4}$ | 77 % |
| 15 | Devika Binu | 24 $\frac{1}{2}$ | 98 % |
| 16 | Devika . D | 19 $\frac{1}{2}$ | 78 % |
| 17 | Endreena . V | 16 | 64 % |
| 18 | Fathima Thoubal | 15 | 60 % |
| 19 | Haritha Vrnod | 13 $\frac{1}{4}$ | 53 % |
| 20 | Kavya . K.B | 15 $\frac{1}{2}$ | 62 % |



| | | | |
|----|--------------------|------------------|------|
| 21 | Kripa. R.J | 15 $\frac{1}{2}$ | 62 % |
| 22 | Lakshmi. A.M | 13 $\frac{1}{4}$ | 53 % |
| 23 | Lakshmi. A.S | 18 $\frac{1}{4}$ | 73 % |
| 24 | Meenakshy Saiju | 18 $\frac{1}{2}$ | 74 % |
| 25 | N. Devalakshmi | 22 | 88 % |
| 26 | Nakshatra Lakshmi | 16 $\frac{1}{4}$ | 65 % |
| 27 | Nikhita Manoj | 6 $\frac{1}{4}$ | 25 % |
| 28 | Pramitha Pradeep | 19 | 76 % |
| 29 | Prathyusha. M.V. | 18 | 72 % |
| 30 | Renuka | 11 $\frac{1}{2}$ | 46 % |
| 31 | Rose Mariya Thomas | 17 $\frac{1}{4}$ | 69 % |
| 32 | Sona | 9 $\frac{3}{4}$ | 39 % |
| 33 | Sreenandha | 17 $\frac{3}{4}$ | 71 % |
| 34 | Thara Kalyani | 16 | 64 % |
| 35 | Unnimaya. M.U | 17 $\frac{1}{4}$ | 69 % |
| 36 | Vandhana Sunil | 19 $\frac{1}{4}$ | 77 % |
| 37 | Varsha. K.H | 17 $\frac{1}{2}$ | 70 % |

Highest Mark = 24 $\frac{1}{2}$

Lowest Mark = 6 $\frac{1}{4}$



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 | 2 | 25 | 50 |
| 30-40 | 2 | 35 | 70 |
| 40-50 | 3 | 45 | 135 |
| 50-60 | 8 | 55 | 440 |
| 60-70 | 10 | 65 | 650 |
| 70-80 | 10 | 75 | 750 |



| | | | |
|--------|----|----|--------------------|
| 80-90 | 1 | 85 | 85 |
| 90-100 | 1 | 95 | 95 |
| Total | 37 | | $\Sigma fx = 2275$ |

$$\text{Mean} = \frac{\Sigma fx}{n}$$

Σ = Sum

f = frequency

x = Mid point of class interval

n = Total frequency

Calculation

84

$$\text{Arithmetic mean} = \frac{\Sigma fx}{n}$$

$$= \frac{2275}{37}$$

$$\therefore \text{Mean} = \underline{\underline{61.4}}$$



MEDIAN

| CLASS INTERVAL | FREQUENCY | CUMULATIVE FREQUENCY |
|----------------|-----------|----------------------|
| 0-10 | 0 | 0 |
| 10-20 | 0 | 0 |
| 20-30 | 2 | 2 |
| 30-40 | 2 | 4 |
| 40-50 | 3 | 7 |
| 50-60 | 8 | 15 |
| 60-70 | 10 | 25 Median class |
| 70-80 | 10 | 35 |
| 80-90 | 1 | 36 |
| 90-100 | 1 | 37 |
| Total | 37 | |

$$\text{Median} = \frac{L_1 + \frac{L_2 - L_1}{F} (m - c)}{1 + \left[\frac{\frac{n}{2} - m}{f} \right] \times c}$$

L_1 = Lower limit of median class

L_2 = Upper limit of median class

F = Frequency of median class

c = class width

M = Cumulative frequency of class just preceding median class

$$\frac{n}{2} = \frac{37}{2} = 18.5$$



Median class = 60-70

Calculation

$$l = 60$$

$$n/2 = 18.5$$

$$c = 10$$

$$m = 15$$

$$f = 10$$

$$\begin{aligned}\text{Median} &= l + \left[\frac{n/2 - m}{f} \right] \times c \\ &= 60 + \left[\frac{18.5 - 15}{10} \right] \times 10 \\ &= 60 + \left[\frac{3.5}{10} \right] \times 10 \\ &= 60 + 3.5 \\ &= \underline{\underline{63.5}}\end{aligned}$$

MODE

$$\text{Mode} = 3 \times \text{Median} - 2 \times \text{Mean}$$

$$\text{Median} = 63.5$$

$$\text{Mean} = 61.4$$

$$\begin{aligned}\text{Mode} &= 3 \times 63.5 - 2 \times 61.4 \\ &= 190.5 - 122.8 \\ &= \underline{\underline{67.2}}\end{aligned}$$

STANDARD DEVIATION

$$SD = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

| x | f | Mid value (x) | fx | x ² | fx ² |
|--------|----|---------------|------------------|----------------|----------------------|
| 0-10 | 0 | 5 | 0 | 25 | 0 |
| 10-20 | 0 | 15 | 0 | 225 | 0 |
| 20-30 | 2 | 25 | 50 | 625 | 1250 |
| 30-40 | 2 | 35 | 70 | 1225 | 2450 |
| 40-50 | 3 | 45 | 135 | 2025 | 6075 |
| 50-60 | 8 | 55 | 440 | 3025 | 24200 |
| 60-70 | 10 | 65 | 650 | 4225 | 42250 |
| 70-80 | 10 | 75 | 750 | 5625 | 56250 |
| 80-90 | 1 | 85 | 85 | 7225 | 7225 |
| 90-100 | 1 | 95 | 95 | 9025 | 9025 |
| | | | $\sum fx = 2275$ | | $\sum fx^2 = 148725$ |

$$\sigma = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$= \sqrt{\frac{148725}{37} - \left(\frac{2275}{37}\right)^2}$$



$$= \sqrt{4019.5 - (61.4)^2}$$

$$= \sqrt{4019.5 - 3769.9}$$

$$= \sqrt{249.6}$$

$$= \underline{\underline{15.8}}$$

STATISTICAL ANALYSIS TABLE

| Sl. No. | STATISTICS | VALUE |
|---------|--------------------|-------|
| 1 | Mean | 61.4 |
| 2 | Median | 63.5 |
| 3 | Mode | 67.2 |
| 4 | Standard Deviation | 15.8 |

8.8



GRAPHICAL REPRESENTATION

1. HISTOGRAM

| CLASS INTERVAL | FREQUENCY |
|----------------|-----------|
| 0-10 | 0 |
| 10-20 | 0 |
| 20-30 | 2 |
| 30-40 | 2 |
| 40-50 | 3 |
| 50-60 | 8 |
| 60-70 | 10 |
| 70-80 | 10 |
| 80-90 | 1 |
| 90-100 | 1 |

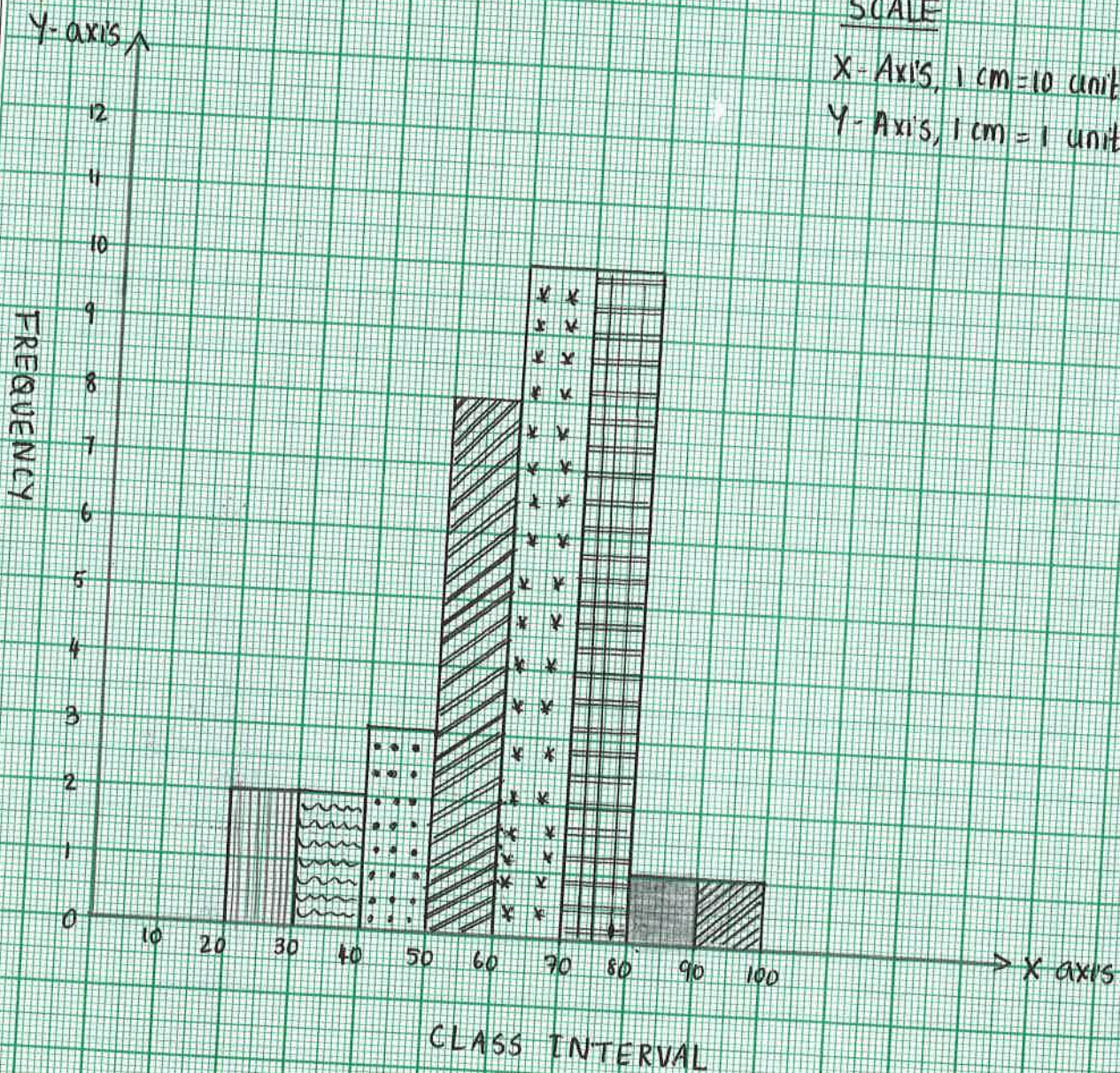


HISTOGRAM

SCALE

X-Axis, 1 cm = 10 units

Y-Axis, 1 cm = 1 units



06



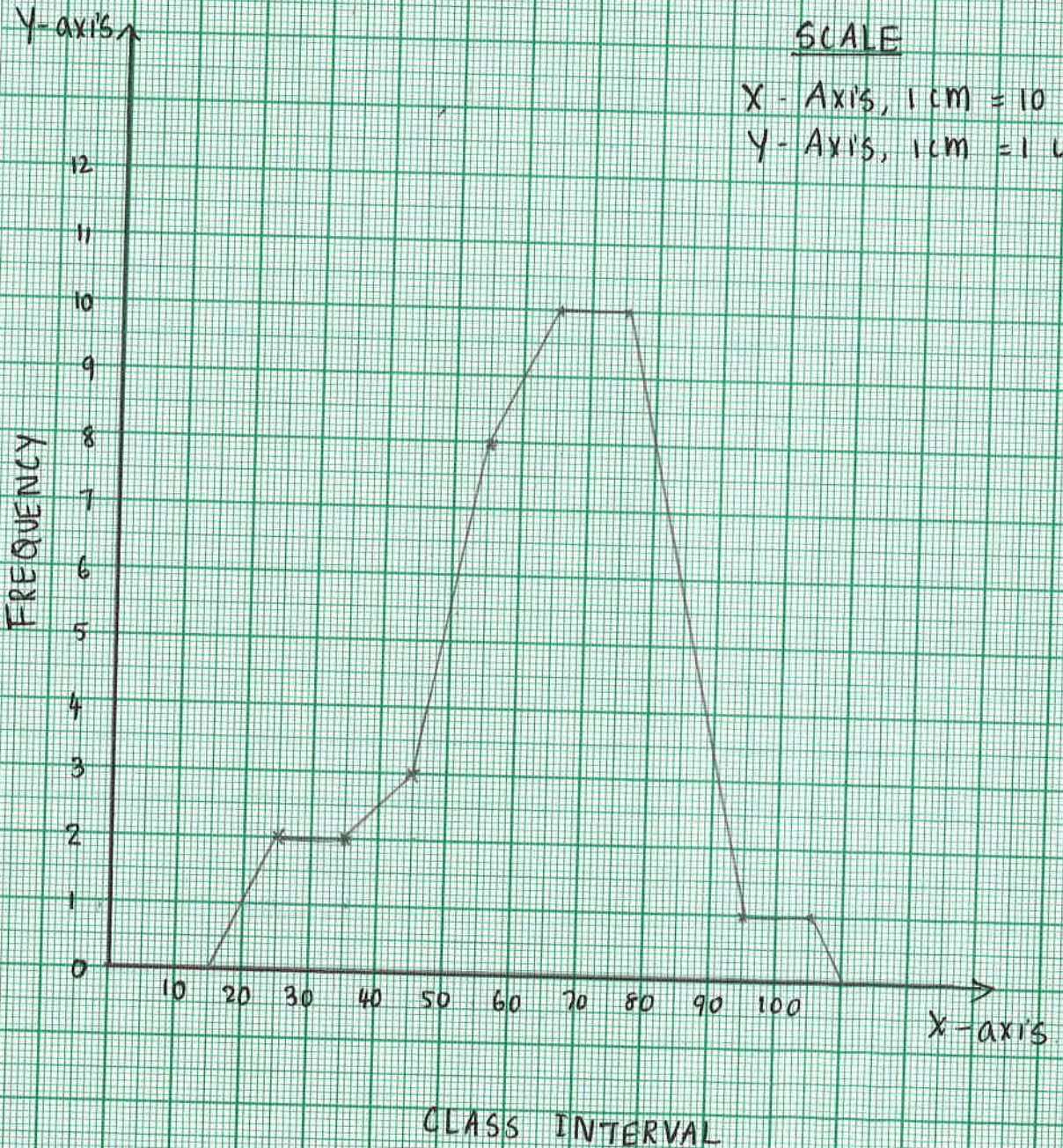
2. FREQUENCY POLYGON

| CLASS INTERVAL | MID POINT | FREQUENCY |
|----------------|-----------|-----------|
| 0-10 | 5 | 0 |
| 10-20 | 15 | 0 |
| 20-30 | 25 | 2 |
| 30-40 | 35 | 2 |
| 40-50 | 45 | 3 |
| 50-60 | 55 | 8 |
| 60-70 | 65 | 10 |
| 70-80 | 75 | 10 |
| 80-90 | 85 | 1 |
| 90-100 | 95 | 1 |

16



FREQUENCY POLYGON



92



INTERPRETATION OF DATA

An achievement test was conducted for the students of class IX C of Govt. Girls. H.S.S. Tripunithura. The achievement test was out of 25 marks. The test was administered on 6th January 2023. By analysing the score sheet of students the highest and lowest scores are marked. The highest score obtained was 24.5 and the lowest score was 6.25.

Statistical analysis of the data was done to find the mean, median, mode and standard deviation. The mean value is 61.4, median is 63.5, mode value is 67.2 and standard deviation is 15.8. From the statistical analysis of data it is clear that most of the students are belongs to above average category and only few students belongs to below average category.

Graphical representation of data was done using histogram and frequency polygon. From the analysis it is interpreted that there are no students in the range of 0-10 and 10-20 class intervals. There are 2 students in the range of 20-30 and 2 in 30-40. 3 students belongs to 40-50 range and 6 students belongs to 50-60 range. Majority of the students ie, 10 among them scored between 60-70 and 10 in 70-80 range. Only one student belongs to the range 80-90 and one student belongs to 90-100 range. Most of the



students were found to be in above average category and they scored more than 50% which was satisfactory. Care has to be given to students who scored below 50% which is 7 in number. The lower scores has to improve a lot. The whole statistical analysis revealed that the performance of students is satisfactory and need for improvement in some of them. Among the 37 students most of the students belongs to above average category.

Ami
9/2/2023

94





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Workshop on preparation of diagnostic test

| Name of the Event | Preparation and evaluation 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(12/11/2022),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





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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 this 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.





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KOVLVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Workshop on diagnostic test construction

Date: 12/11/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|-----------------------|---------|-----------|
| 1 | AMALA ANTONY | EN | |
| 2 | ANNA ROSHINI VARGHESE | EN | |
| 3 | DEEPA P S | EN | |
| 4 | DEVIKA VENUGOPAL | EN | |
| 5 | DIVYA RADHAKRISHNAN | EN | |
| 6 | F.MERLINE RODRIGUES | EN | |
| 7 | GURUMAHIMA M V | EN | |
| 8 | HARSHA THERESA THOMAS | EN | |
| 9 | K A RABIA | EN | |
| 10 | LEATITIA JOSHY | EN | Absent |
| 11 | LINET JOHN | EN | |
| 12 | MEERA JOY | EN | |
| 13 | MERIZE BEN ALIAS | EN | |
| 14 | PRATIBHA S | EN | |
| 15 | SANDRA JOY | EN | Absent |
| 16 | SANTHI M S | EN | |
| 17 | VEENA C V | EN | |



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



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Workshop on diagnostic test construction

Date: 12/11/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|------------------------|---------|-----------|
| 1 | ALEENA ANTONY | ML | |
| 2 | ANASWARA P S | ML | |
| 3 | ANCE BABY | ML | |
| 4 | ANISHA T | ML | |
| 5 | DIVYA RAJAN | ML | |
| 6 | JAYALAKSHIMI JAYAKUMAR | ML | |
| 7 | JOBITHA JOY | ML | |
| 8 | LIYA BABY | ML | |
| 9 | MARY AMALA R. | ML | |
| 10 | NITHA ALFRED | ML | |
| 11 | PRANAYA P M | ML | |
| 12 | RIYA SABU | ML | |
| 13 | SHILPA K | ML | |
| 14 | SNEHA M M | ML | |
| 15 | SREELAKSHIMI K A | ML | |
| 16 | TEENA VINCENT | ML | |



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Workshop on diagnostic test construction

Date: 12/11/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|---------------------|---------|-----------|
| 1 | AKSHAYA SHAJU | MT | |
| 2 | ARYA K SURENDRAN | MT | |
| 3 | ASWATHI B A | MT | |
| 4 | FREEDA K F | MT | |
| 5 | JINU JOSEPH | MT | |
| 6 | JOMOL BABU | MT | Absent |
| 7 | LEKSHMIPRIYA T S | MT | |
| 8 | MARIYA JESSNEELA | MT | |
| 9 | MELISSA XAVIER | MT | |
| 10 | PARVATHY M | MT | |
| 11 | AGATHA CYRIAC | PS | Absent |
| 12 | RESHMA FRANCIS | MT | |
| 13 | ROSE MARIA JOHN | MT | |
| 14 | ROSY ROY | MT | |
| 15 | SONA PAUL | MT | |
| 16 | SREEJA SREENIVASAN | MT | |



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Workshop on diagnostic test construction

Date: 12/11/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|----------------------|---------|-----------|
| 1 | AKHITHA SEBASTIAN | NS | |
| 2 | ALLAN FRANCIS | NS | |
| 3 | ANGITHA RAMACHANDRAN | NS | Absent |
| 4 | ANITA ABRAHAM | NS | |
| 5 | CAREN GRACE | NS | |
| 6 | DILHANA HUSSAIN | NS | |
| 7 | JESHMA DAS V S | NS | |
| 8 | KEERTHANA M S | NS | |
| 9 | MEERA SUSAN KURIAN | NS | |
| 10 | MERIN SHAJAN | NS | |
| 11 | POOJA MARIA JACOB | NS | |
| 12 | RANJIMA V | NS | |
| 13 | SANIYA SIMON | NS | |
| 14 | SHALINI P S | NS | |
| 15 | SHIMNA K | NS | |
| 16 | THERESA THANKACHAN | NS | Absent |
| 17 | VYSHNAVI N SARMA | NS | |



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Workshop on diagnostic test construction

Date: 12/11/2022

| SL.No | Name of the student | SUBJECT | Signature |
|-------|---------------------|---------|-----------|
| 1 | AGIYA COSMOS M C | PS | |
| 2 | AKSHAYA K S | PS | |
| 3 | ALIDA SAJU | PS | |
| 4 | ANILA SHAJU | PS | |
| 5 | ANU P.THOMAS | PS | |
| 6 | APARNA S | PS | |
| 7 | FATHIMATHUZUHRA | PS | |
| 8 | JESNA GEORGE | PS | |
| 9 | MARIYA DAS | PS | |
| 10 | NEETHU J A | PS | |
| 11 | RAVEENA K RAMESH | PS | Absent |
| 12 | ROSHINA RAHIM | PS | |
| 13 | VANDANA S | PS | |
| 14 | VINNY PAPPACHAN | PS | |



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Date: 12/11/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|---------------------|---------|-----------|
| 1 | AKSHITHA BHASKARAN | SS | |
| 2 | ANAGHA T | SS | Absent |
| 3 | ANCY ABRAHAM | SS | |
| 4 | ANJALY A C | SS | |
| 5 | ANUPAMA SREEDHAR | SS | |
| 6 | CELENE PAUL | SS | |
| 7 | DIVYAMOL P D | SS | |
| 8 | DONA K JOSE | SS | |
| 9 | KRISHNAPRIYA K | SS | |
| 10 | MARY RINU K F | SS | |
| 11 | MEREENA JOY | SS | |
| 12 | MINU JOY | SS | |
| 13 | REGINA TEENA DCOSTA | SS | Absent |
| 14 | RIYA DAVIS | SS | |
| 15 | ROSE MARY PAUL | SS | |
| 16 | VARSHA K V | SS | |



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

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



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 | 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 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 |



TEST ADMINISTRATED BY : KEERTHANA.M.S

Internal structure of kidney.

| SL. No. | LEARNING POINT | Features of kidney | kidney and associated parts | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|----------------|--------------------|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | | MARK | 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 | X | ✓ |
| 33 | Sreenandha | 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | ✓ |
| 34 | Tharakalyani | 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | ✓ |
| 35 | Unnimaya M.V | 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | ✓ | X | ✓ | ✓ | X | ✓ |
| 36 | Vandana survi | 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | 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 | 0 |



QUESTION WISE ANALYSIS

Formation of urine

STANDARD : C

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 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.

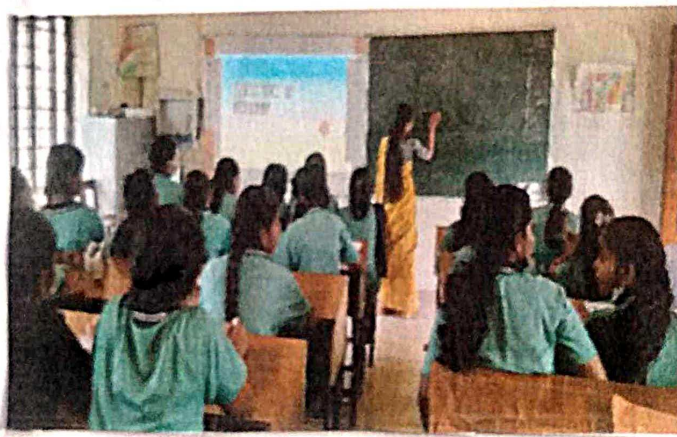
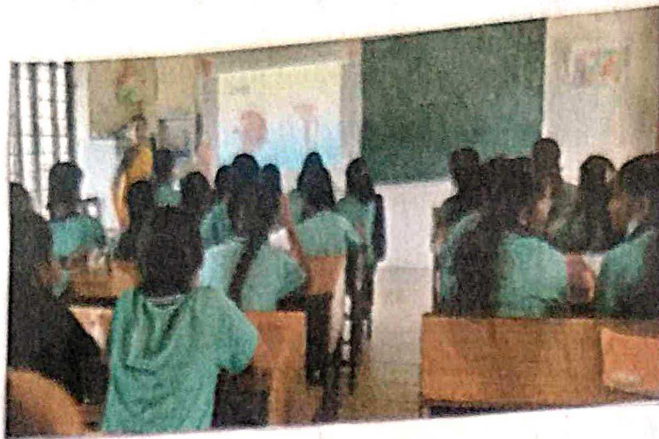
2. JUMBLED WORDS

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.







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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, Kerala |

Programme Report

The college organized an orientation program on 10th October, 2022 to prepare students for the creation of portfolios across all subjects. The initiative was conducted under the guidance of dedicated teacher educators. The primary aim was to introduce students to the concept of portfolios and guide them in their preparation.

During the session, the teacher educators provided a theoretical background on portfolios and outlined the essential components to be included in them. Additionally, the importance of portfolios as an assessment tool for the practicum and practical work completed by the students in each semester, as prescribed in the B.Ed syllabus, was highlighted. Marks were allocated for the portfolio preparation, emphasizing its significance.

Students were informed that the portfolio should have two main sections. The first section, titled "Description of the Event," should encompass details such as the event's title, date, venue, and all relevant aspects related to the practicum and practical work. The second





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section, titled "Reflection," should contain the student's feelings, thoughts, and the outcomes they achieved as a result of their work.

To make their portfolio sheets visually appealing, student teachers were encouraged to employ their creativity, including incorporating photos relevant to their work. Additionally, as part of the orientation, sample portfolios from previous years were presented as models during the workshop.

The awareness class on 'Individual Differences' offered several benefits to the student teachers. It enhanced their understanding of diversity, promoted inclusivity and cultural sensitivity, and prepared them for effective teaching practices. The knowledge gained and the skills developed in this class will be invaluable in their future careers as educators.





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Recognised by NCTE

Orientation on portfolio preparation

Date: 10/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|------------------------|---------|-----------|
| 1 | AKHILA M NAIR | EG | |
| 2 | AKSHAYA T G | EG | |
| 3 | AMALU K | EG | |
| 4 | ANAGHA R | EG | |
| 5 | ANARGHA MARY | EG | |
| 6 | DONA MARIA | EG | |
| 7 | JEENA ELSA JOHN | EG | |
| 8 | JESNA JOSEPH | EG | |
| 9 | LEENU MERIN THOMAS | EG | |
| 10 | MARGRET BENITTA V J | EG | |
| 11 | MEGHA MADHU | EG | |
| 12 | MINU MARY | EG | Absent |
| 13 | NEHA BABU | EG | |
| 14 | NIMMY ELIZABETH GEORGE | EG | |
| 15 | RACHEL BERKUMON | EG | |
| 16 | REMYA P T | EG | |
| 17 | SWATHILM | EG | |



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



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Recognised by NCTE

Orientation on portfolio preparation

Date: 10/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|---------------------|---------|-----------|
| 1 | ABINA K | ML | |
| 2 | AKHILA M GEORGE | ML | |
| 3 | ALEENA STEEPHEN | ML | |
| 4 | ANJU PRATHAP.P | ML | |
| 5 | APARNA JAIS | ML | |
| 6 | ARCHANA V N | ML | |
| 7 | JISA MARTIN | ML | |
| 8 | KAVYAMOL A B | ML | |
| 9 | LAKSHMI T S | ML | |
| 10 | NIDHIYA JOSEPH | ML | |
| 11 | PAVITHRA V | ML | |
| 12 | SHIJL T.T. | ML | |
| 13 | SNEHAKAVYA | ML | |
| 14 | SWATHI M | ML | |
| 15 | TREESA JOJAN | ML | |
| 16 | VRINDA SURESH | ML | |



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St. Joseph College of Teacher
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Orientation on portfolio preparation

Date: 10/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|------------------------|---------|-----------|
| 1 | AMRUTHA A OMANAKUTTAN | MT | |
| 2 | ANJU PAUL P | MT | |
| 3 | APARNA SHAJI | MT | |
| 4 | ASHITHA BENNY | MT | |
| 5 | DHANYA JOY | MT | |
| 6 | EMILIN K THOMAS | MT | |
| 7 | EMILIYA MERIN | MT | |
| 8 | INDHU K | MT | |
| 9 | KABANI S | MT | |
| 10 | NANDITHA J | MT | |
| 11 | ROSEMOL V T | MT | |
| 12 | SANDRA ANTONY | MT | |
| 13 | SHARON ACHU ANISH | MT | |
| 14 | SNEHA PRINCE | MT | |
| 15 | STELLA CATHERINE FABER | MT | |
| 16 | VANDANA K P | MT | |
| 17 | ANUJA J NAIR | MT | |



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Recognised by NCTE

Orientation on portfolio preparation

Date: 10/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|---------------------|---------|-----------|
| 1 | ADELINE JOSEPH | NS | |
| 2 | ANNA ANANNYA K P | NS | |
| 3 | ANURADHA A PAI | NS | |
| 4 | ASHNA JOSEPH | NS | |
| 5 | AYSHA BEEVI C I | NS | |
| 6 | FEMY MARIYA JOSE | NS | |
| 7 | GOPIKA A G | NS | |
| 8 | JISMI MOHAN | NS | |
| 9 | MANEEHA S M | NS | |
| 10 | MEERA SANKAR A | NS | |
| 11 | MERIN K S | NS | |
| 12 | MRUDULA GIRISH | NS | |
| 13 | RAJALAKSHMI R | NS | |
| 14 | SANDRA SOOSAN ABY | NS | |
| 15 | SNEHA P P | NS | |
| 16 | SREELAKSHMI N | NS | |
| 17 | SREESHNA M | NS | |



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Recognised by NCTE

Orientation on portfolio preparation

Date: 10/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|--------------------------|---------|-----------|
| 1 | AISWARYA A K | PS | |
| 2 | AISWARYA LAKSHMI S | PS | |
| 3 | ALKHA THOMAS | PS | |
| 4 | ANJUMOL PAUL | PS | |
| 5 | ANN SARA V ALIAS | PS | |
| 6 | ARUNIMA C H | PS | |
| 7 | ASHNA K J | PS | |
| 8 | ASWATHY AJI P | PS | |
| 9 | DILNA BIJU | PS | |
| 10 | DINSHA M SAJI | PS | |
| 11 | DIYA N C | PS | |
| 12 | KARTHIKA RAVEENDRAN | PS | |
| 13 | MUHZINA MUHAMMED BASHEER | PS | |
| 14 | ROSE MARY JOSE | PS | |
| 15 | SAHALA NAYEEM A A | PS | |
| 16 | TREESA TANIYA P A | PS | |



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Recognised by NCTE

Orientation on portfolio preparation

Date: 10/10/2022

| Sl.No | Name of the student | SUBJECT | Signature |
|-------|------------------------|---------|------------------|
| 1 | ANAGHA MARY | SS | Anagha |
| 2 | ANITTA JOHINSON | SS | Anitta |
| 3 | ARYA T K | SS | Arya |
| 4 | ASWATHY K S | SS | Aswathy |
| 5 | CHINCHU K H | SS | Chinchu |
| 6 | DEVIKA P S | SS | Devika |
| 7 | GEETHU SIVAN | SS | Geethu |
| 8 | LIYANTA IZABEL | SS | Liyanta |
| 9 | NAIR K M SUMALAKSHMI | SS | K.M. Sumalakshmi |
| 10 | NANDHITHA C | SS | Nandhitha |
| 11 | RASEENA NASEER | SS | Raseena |
| 12 | RESHMA GEORGE P G | SS | Reshma |
| 13 | RIYA JAMES | SS | Riya |
| 14 | SARAH MARIA | SS | Sarah |
| 15 | SNEHA M | SS | Sneha |
| 16 | SREELAKSHMI SUDHAKARAN | SS | Sreelakshmi |
| 17 | SUKRITHA S SHENOY | SS | Sukritha |




Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
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Ernakulam



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. Thereso, I present my gratitude to god almighty, dear teachers, parents and my friends.



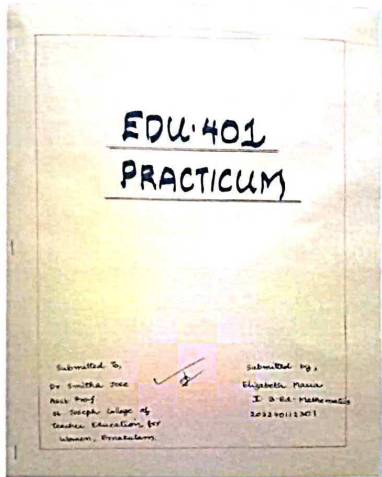
EMBA



INDEX

1. EDU 401 - Practicum
2. EDU 401 - community citizenship training camp
3. EDU 401 - Interview with an eminent teacher.
4. EDU 402 - Practicum
5. EDU 402 - Documentary
6. EDU 402 - study tour
7. EDU 402 - Extension Activities
8. EDU 403 - Practicum
9. EDU 403 - SWOT analysis
10. EDU 403 - Educational Journal Review
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
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

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 Pado'. It was so help-ful to know about the govt helping hands through this work.

H O F E D E

COMMUNITY CITIZENSHIP TRAINING CAMP



The Community Citizenship training camp for the B.Ed batch of 2020-2022; 'Aroha 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 coordinatiny for group 5 in the camp and executed every activities so attentively and learned many things to my life.



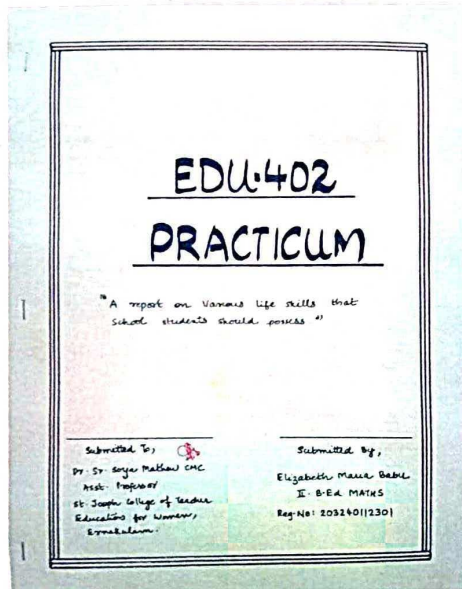
INTERVIEW WITH AN EMINENT TEACHER

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 retrieve more chapters of her teaching experiences as well.



EDU
402
2024

REPORT ON VARIOUS LIFE SKILLS THAT SCHOOL STUDENTS SHOULD POSSESS.

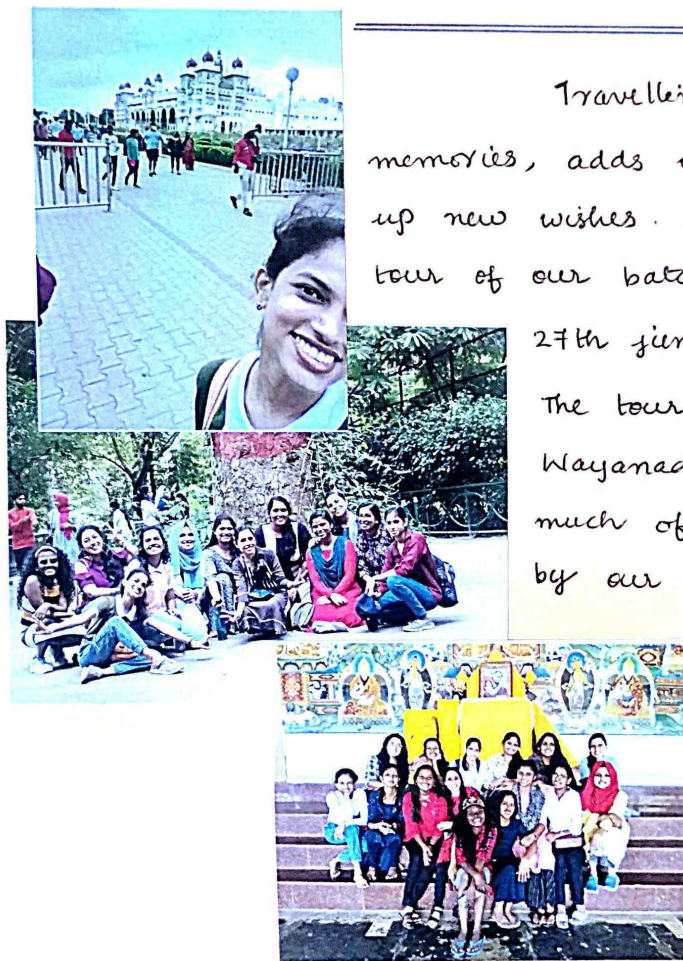


Life skills are one of the essential skills that we look after into everyone now. It doesn't matter how qualified or how much do we earn. It depends upon how we live and how much are we conquering our life. This itself is cultivated in our students from their class room times. A report was prepared on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



2024

STUDY TOUR



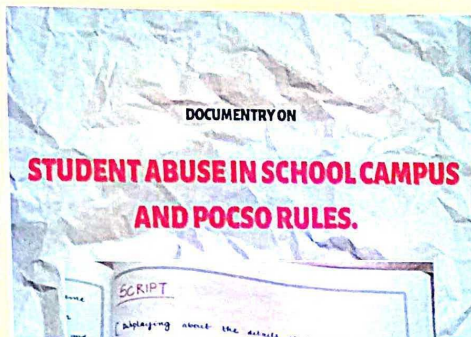
Travelling always gave us new memories, adds up new flavours, sparkle up new wishes. It is indeed, The study tour of our batch was conducted from 27th June to 1st of July 2022.

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

EDUC. 402

DOCUMENTARY



SCRIPT

[displaying about the details of documentary.]

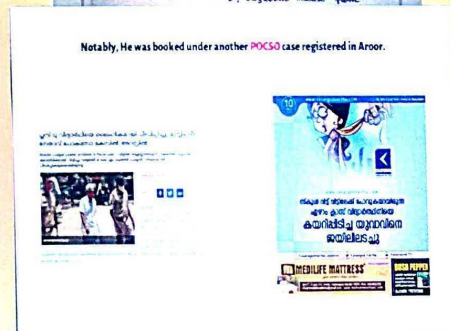
- Documentary on student abuse in school campus and POCSO rules - Elizabeth Maria Mathu - E. Maria P.D. - educational - optional - Reg no: 20221111111111

[displaying the title of documentary:]

• WAKE UP, SHAKE UP

[scenarios on the background]

: Every child has the right to go to school and learn, free from fear. It's part of the programme I, Elizabeth Maria Mathu.



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 devated 8.10 minutes. The title I gave for the work was 'WAKE UP, SHAKE UP' as a shout out & wake up call to the society.

2022

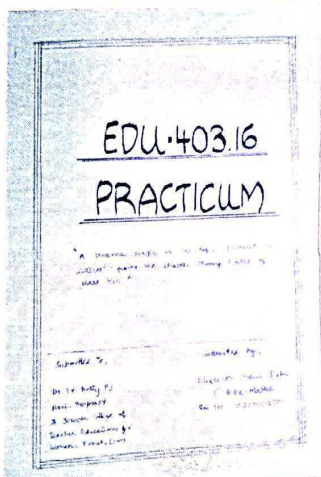
EXTENSION ACTIVITIES



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 hearttouching. 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.

EDU 403

DRAMA SCRIPT ON MATHS TOPIC

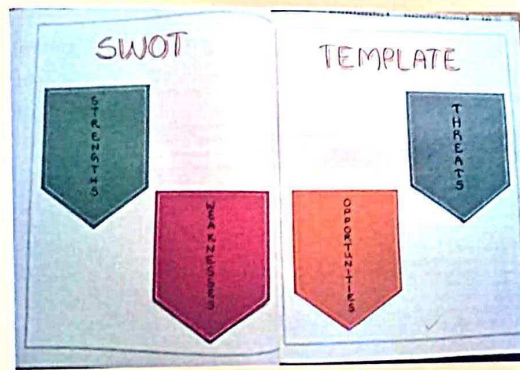


The practicum work for the course EDU 403 was three options. But I preferred to write up a drama script on a mathematics topic so as to enrich learning. I was always anxious to prepare such differentiated learning strategies. So, this was pretty much interesting for me. I made a scenario on compound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

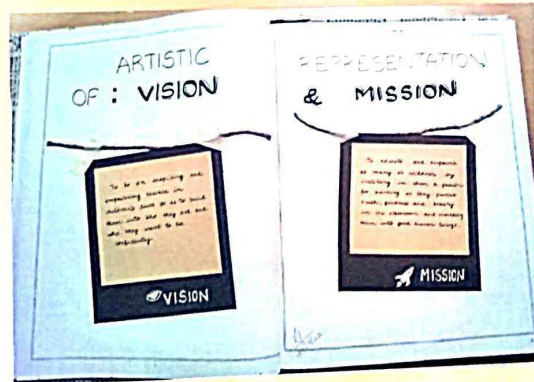
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SWOT ANALYSIS

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



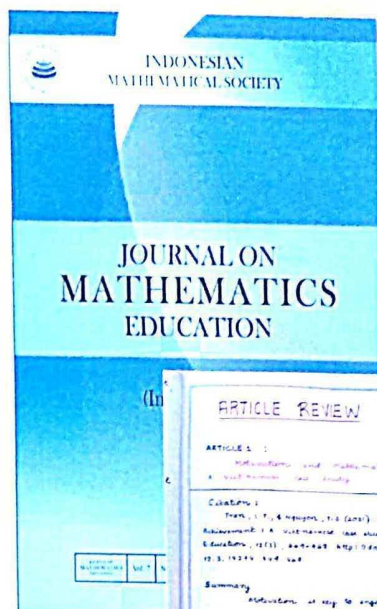
The ultimate vision and mission should be a good model for the children and to build them as good human beings. In spite of our internship programme we had to do our strength - weakness - opportunities - threats analysis. To finalise them after finding the many to the count of 5. Our mentor Dr. Sr. Betty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



GOOD

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



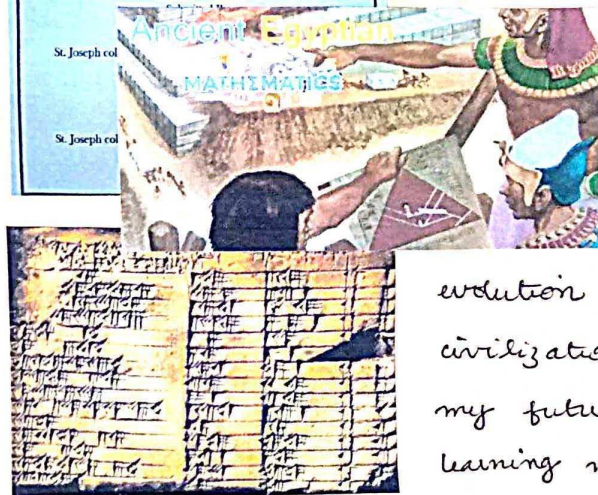
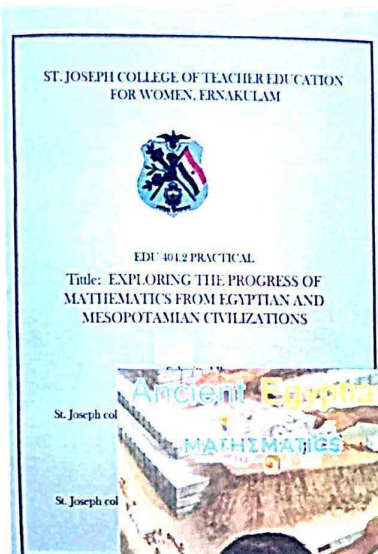
words are absolutely true. A teacher is indeed. We should be capable of keeping up with the updated technological supports, educational policies, character formation in generation etc. In my subject, it is so essential to be keen into the emerging

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.

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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. Refueing 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.



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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 arrangement was done by the junior batch. All the student teachers were divided into four groups. The events were conducted there for 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.

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 'hichki' 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 Moothakumaran B.Ed college.

The literary competitions was



started earlier and the on-stage events was conducted

at the day. I participated in Drawing competition,

monoact and Thiruvathira.

And, our team got the

first prize for Thiruvathira

and we won the overall

championship of Mizhir 22

- Radhakrishna House.



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 rude 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; 'അമ്മ അമ്മമ്മ ഹംസിയ്ക്ക്'.

