MAHAJUBILEE TRAINING COLLEGE

MULLOORKARA - THRISSUR (DT.) Pin: 680 583

ACHIEVEMENT TEST

Year 2020-2022

Name : ANNA VIJO

Reg.No. : MTAUTPN002

Optional Subject : PHYSICAL SCIENCE

MAHAJUBILEE TRAINING COLLEGE

MULLOORKARA - THRISSUR (DT). 680 583

ACHIEVEMENT TEST

Year : 2020-2022

Name : ANNA VIJO

Reg.No. : MTUATPN002

Optional Subject : PHYSICAL SCIENCE

Certified that this is the bonafide record of ANNA.VIJO

Reg. No. MTAUTPN002 *For the year* 2020-2022

Reshma

FACULTY MEMBER

Date. 18/01/2022

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Evaluated

PRINCIPAL

Date. 18/01/2022

Rev. Dr. Chacko Chiramel
PRINCIPAL
MAHAJUBILEE TRAINING COLLEGE
MULLOORKARA - THRISSUR

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ACHIEVEMENT TEST

1. INTRODUCTION

An achievement test is a test aimed to get the data about the student's knowledge or capability in one subject. An achievement test is also a test that can identify the student's strengths and weaknesses in one subject. It is used to measure a pupil's achievement and progression in a specific subject or topic over a set period of time. It helps in evaluating the effectiveness of teaching instructions. It also provides feedback to the students as well as to the teachers. The achievement test has the focus on the realization of objectives of teaching and learning.

An achievement test is an important tool in school evaluation and has great significance in measuring instructional progress and progress of the students in the subject area.

Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicates a mastery of grade-level material and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

Achievement test may be of different types on the basis of purpose for which it is administered. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction.

2. NEED AND SIGNIFICANCE OF ACHIEVEMENT TEST

- Achievement test are very useful in evaluating and improving the curriculum meant for the students of different grades.
- It gives educational guidance by assessing the capabilities of the students
- To assess how the students is performing in theory as well as practical
- Achievement tests enable the parents and teachers to know strengths and weaknesses in the context of their academic achievements as a result of which they can be able to provide special help and guidance to their children.
- To motivate the students to pick up new assignments and works.

3. DEFINITION

An achievement test is one designed to measure a student's grasp of knowledge or his proficiency in certain skills.

It is a systematic procedure for determining the amount a student has learned through instructions.

Achievement test is assigned to measure knowledge, understanding or skills in a specified subject or a group of subjects.

4. PREPARATION OF ACHIEVEMENT TEST

The basis for construction of the achievement test in the traditional classroom was the theory of Bloom's Taxonomy. But now a days educators give importance for constructivist classroom and to the assessment of attainment of mental process so there is weightage for the mental process objective from the theory of Revised Bloom's Taxonomy.

There are several steps involved in the construction of achievement test. They are:

1. Planning of the test
2. Preparation of a design for the test
3. Preparation of the blueprint
4. Writing of items
5. Preparation of the scoring key and marking scheme
6. Preparation of the question wise analysis

PLANNING OF THE TEST

Planning of the test is the first important step in the test construction. The main goal of the evaluation process is to collect valid, reliable and useful data about the student. The first step involves three major considerations.

- Formulation of the statement of objective
- Formulation of the purpose of the test
- Construction of the test
- Emphasis on course content.

PREPARATION OF A DESIGN FOR THE TEST

After determining the broad scope of the test a design has to be developed in tune with it. The learning outcomes, content, forms of questions, the difficulty levels of items, scheme of options and scheme of sections are the most important factors to be considered in such a design.

i). Weightage to content

This indicates the various aspects of the content to be tested and the weightage to be given to each of these aspects. Suppose a lesson or unit including various aspects of study or subunits had been taught. To test these aspects questions covering all the aspects should be included in the design with due weightage assigned to each aspect in relation to its importance with other aspects.

ii). Weightage to thinking skills

60% weightage may be given to thinking skills used for factual and conceptual attainment. 40% weightage may be given to thinking skills for conceptual generation.

iii). Weightage to form of questions

This indicates forms of questions (objective type, short answer type, essay type) to be included in the test and the weightage to each form of questions. 15 to 20% weightage of total score must be given to objective type questions and upto 20% weightage of the total score given to essay type questions. The height score given to a question is limited to 10% of the total score.

iv). Weightage to difficulty level.

The test should cater to the bright, average and

the dull. Discriminating power, that is the ability to discriminate high achievers, average achievers and low achievers is a quality to be maintained by a good test. Test should contain easy, average and difficult questions.

V). Scheme of option

It means the option or choices given to the students to select certain questions There may be external option and internal option

VI) Scheme of sections

It means the arrangement of questions into seperate divisions.

PREPARATION OF A BLUE PRINT

A blueprint gives the details of the design in concrete terms Blueprint is prepared as a three dimensional chart indicating the distribution of questions objective wise, content wise, and form wise Blueprint gives the framework for the test and indicates the broad limit with in which the test constructor has to work.

WRITING OF ITEMS

With the precise directive suggested by the blueprint the paper setter writing items according to the requirements. The difficulty level has to be considered while writing items. It should also be checked whether

all the questions included can be answered with in the time alloted.

PREPARATION OF THE SCORING KEY AND THE MARKING SCHEME

In order to maintain objectivity, scoring should be made in accordance with a predesigned scheme of evaluation. In the case of objective type items, scoring key is prepared. In the case of short answer and essay type questions marking scheme is prepared. The various value points for responses are determined and marks are allowed to each valuepoint for responses and are determined and indicated.

PREPARATION OF QUESTION-WISE ANALYSIS

In order to avoid all loopholes, the setter prepares a table containing all relevant details of all the items of the test. This is done by making an analysis of each item in terms of content, thinking skills, specific thinking skills, forms of questions, marks and estimated time. This analysis is helpful to check whether all the aspects envisaged in the design and blue print are satisfied by the test in its final form.

MAHAJUBILEE TRAINING COLLEGE

MULLOORKARA - THRISSUR (DT.) Pin: 680 583

Topic : Reflect on your understanding of inclusion

Year 2020 - 2022

Semester IV

Name : AKHILA ABHITHA GEORGE

Reg.No. : M1AUTEG001

Optional Subject : ENGLISH

ANN GEORGE C
CULTY MEMBER

Date 01-04-2022

Asst. PROFESSOR IN PSYCHOLOGY
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PRINCIPAL

Date 01-04-2022

Rev. Dr. Chacko Chiramel
PRINCIPAL
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MULLOORKARA - THRISSUR

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1. INTRODUCTION

As a part of our B.Ed curriculum we have to carryout a task in Edu 12. creating an inclusive school on the topic "Reflect on your understanding of inclusion. How is your understanding similar to a different from other teachers and administrators, in the school."

Inclusion means the action or state of including or of being included within a group or structure. Here inclusion is making sure that each and every students feels welcome and that their unique needs and learning styles are attended to and valued.

So inclusive education is an approach to educating students with special educational needs. Hence it will reflect on their future and being a normal citizen in society.

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Topic : EDU04 - Understanding disciplines and subjects

Task - Identify any 5 interdisciplinary subjects and list out their chief characteristics.

Year 2021-23

Semester FIRST SEMESTER

Name : ASHITHA T

Reg.No. :

Optional Subject : PHYSICAL SCIENCE

FACULTY MEMBER

Date 11/4/2022

Sheeba V Jose

Asst. PROFESSOR IN EDUCATION

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Date 11/04/2022

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INTRODUCTION

The interdisciplinary subjects involves the combining of two or more academic disciplines into one activity. Interdisciplinary field draws on the discipline with the goal of integrating their insights to construct a more comprehensive understanding. It involves teachers, students, researchers etc. in the goals of connecting and integrating several academic schools of thought, professions or technologies. The term interdisciplinary is applied within education & training pedagogy, to describe studies that use methods and insights of several established disciplines or traditional fields of study.

Interdisciplinaries also combines their specific perspectives in the pursuit of a common task. In an interdisciplinary subject, students explore and integrate the multiple perspectives from different disciplines, sub-disciplines and areas of expertise. It is about creating something by thinking across boundaries. It is related to an interdiscipline which is related as organisational unit that crosses the traditional boundaries of academic disciplines. An interdisciplinary studies allow us to concentrate in multiple areas that will propose us a better career.

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Topic : EDUCATIONAL CONTRIBUTION OF WESTERN OR INDIAN PHILOSOPHERS

Year 2020 - 2022

Semester FOURTH

Name : EVLIN ROSE JOY P

Reg.No. : MTALTNS004

Optional Subject : NATURAL SCIENCE

FACULTY MEMBER

Date 11-04-2022

Somson P P.
ASST. PROFESSOR IN PHILOSOPHY
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Date 11-04-2022

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1. INTRODUCTION

As the part of our B.Ed Curriculum we have to Caryout a task 'Narrate the educational Contributions of any one of the Indian or Western philosopher.' For this I Selected the famous philosopher 'Swami Vivekananda'. He have Contributed in the past to the development of educational ideas, ideals and ideologies. The Super structure of present day education resets on the firm foundation laid by those great personalities. It's quite relevant to discuss educational ideas of Some of the great educators so that the prospective teacher Can develop deeper insight into many of the educational issues from a pedagogue's point

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Topic : Chart and Model Workshop Report

Name : Dazla. C

Optional Subject : English

Semester : II

Reg. No. : MTAUTEG005

Certified that this is the bonafide record of Dazla. C

Reg.No. MTAUTEG005 *for the year* 2020 - 2022

Faculty Member

Date. 04/10/2021

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Principal

Date. 06/10/2021.

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MULLOORKARA - THRISSUR

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1. INTRODUCTION

Workshop is defined as assembled groups of ten to twenty five persons who share a common interest or problem. They meet together to improve their individual skill of a subject through intensive study, research, practise and discussion. The learn workshop has been borrowed from engineering. In these workshops, persons have to do some task with their hand to produce something.

The teaching is a continuise and effective procedure. The new innovations and practises of education are introduced by organizing workshop in which persons are trained to use new practices in their teaching learning process. The workshops are organized to develop the psychomotor aspects of the learners regarding practices of new innovations in area of education. participants are expected to do some practical work to produce instructional teaching and testing material.

As a part of our B.Ed curriculum we are conducted a workshops on charts and model on 30th and 31st December 2019.

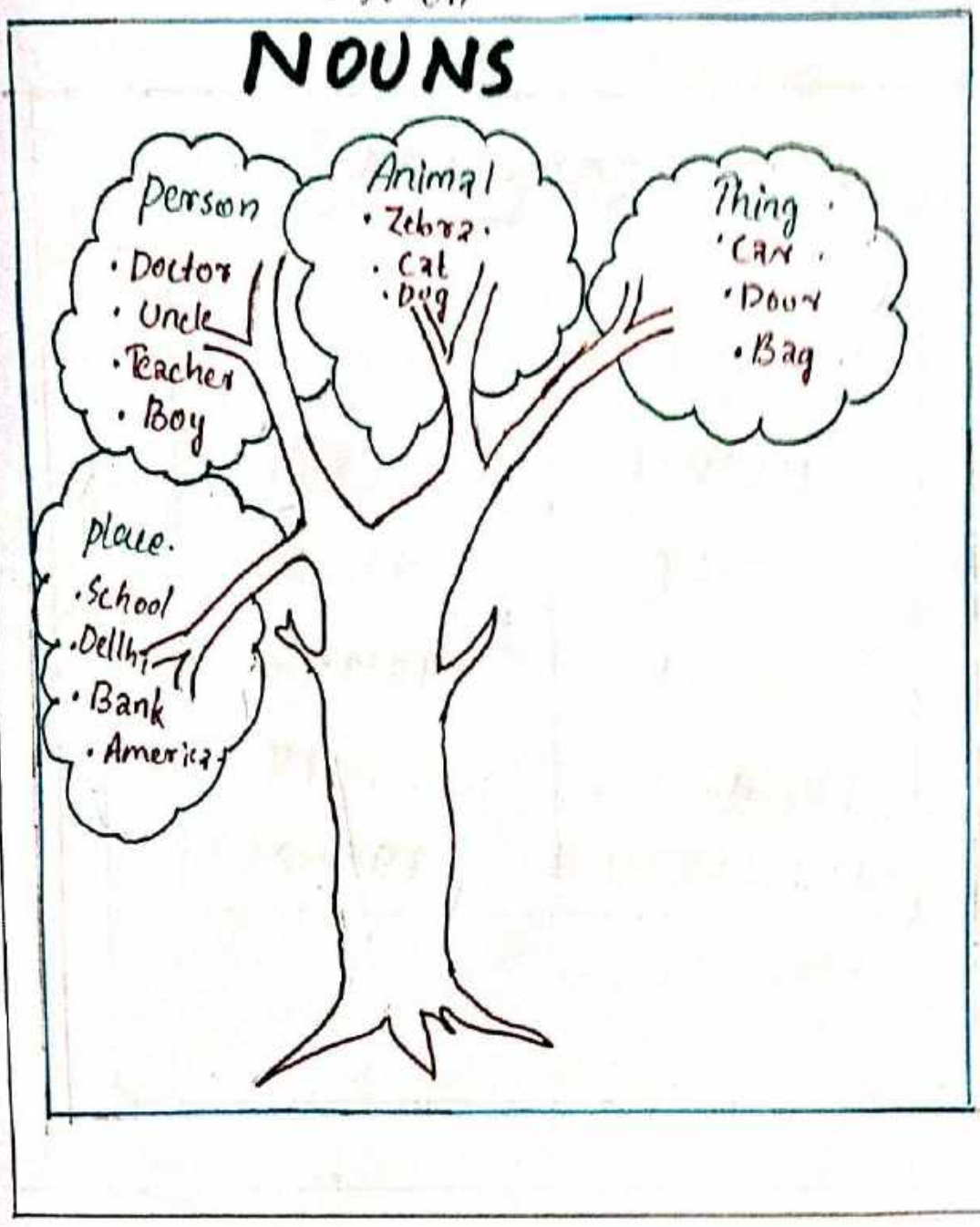
2. IMPORTANCE of TEACHING AIDS.

- Motivation - They try to motivate the students and engross them in work.
- Clarification - Through Teaching aids, the teacher clarify the subject matter more easily.
- Discouragement of cramming - Teaching aids can facilitate the proper understanding to the students which discourage the act of cramming
- Increase the vocabulary - Teaching aids helps to increase the vocabulary of the students more effectively.
- Classroom live and Active - Teaching aids makes the class room live and active throughout the class. It helps to avoid dullness and also it saves time, energy and money.
- Direct experience - Teaching aids provide direct experience to the students.

3. WORKSHOPS ON CHARTS.

3.2. Tree chart:

Tree chart represent the hierarchical nature of a structure in a graphical form. It starts with one item that branches into two or more, each of which branch into two or more and so on.



3.2. TABULAR CHART.

Tabular chart is the form of representing the information with the tables. Tabular data that is structured into rows, each of which contains information about something. A table is a chart that organizes information in rows and columns. Information presented in a Table Format is Tabular.

Synonyms

START	BEGIN
PRETTY	LOVELY
QUICK	FAST
WOMAN	LADY
RICH	WEALTHY
SMART	INTELLIGENT

CRITICISM LESSON PLAN - 9

I. General Information

Name of the teacher: Anna Vijo

Name of the school: MJTC, Mullukaia

Subject: Chemistry

Unit : Chemical bonding

Topic : Ionic bonding.

Standard : IX

Strength : 08

Duration : 45 min

Date : 12/8/2021

II. curricular objectives

To understand the concept of ionic bonding thereigh observation, discussion, communicating and tabulating.

III. Content overview

Ionic bonding.

IV. Content analysis

a). Terms - Chemical bonding, Ionic bond, octet, election, stability, configuration, proton.

b). Facts - • Ionic compounds formed from metals and non-metals
• In solid state ionic compounds do not conduct electricity.
• Ionic compounds are soluble in water.

c). Concepts - • Ionic bond is the electrostatic force of attraction between oppositely charged ions
• Atoms that loses the electrons becomes a positively charged ion and the atom that gain electron becomes negatively charged ions.

V. Process Analysis

a). Process skill - observation, discussion, communicating, tabulating

b). Process - Lose of electrons to form cation and gain to form anion.

VI. Learning Outcomes

1. Learners can explain how atoms attains stability through ionic bonding
2. Learners can represent ionic bonding by bohr model representation and dot diagram representation.

VII. Learning aids

- Chart presentation
- Still model of bohr model representation of ionic bonding

VIII. Pre-requisite

Students have previous knowledge about structure of atom, electronic configuration of atoms and octet rule.

IX. Expected products

- Science daisy consisting of bohr model representation of ionic bonding
- Science daisy consist of dot diagram represention of ionic bonding
- Examples of ionic bonding.

X. Class Transaction

Activity	Response
Teacher enter the classroom with a good smile and students greeted the teacher. Then she asked about previous class. Then she gave an activity related to previous	Students greets back

Class topic.

Activity 1.

Teacher divided the students into group and gave an activity card. Then she asked the students to complete the third column of activity card by discussing in group.

Students finding the valency and completing activity card.

Write down the electronic configuration of elements?

Element	Atomic Number	Electronic Configuration
Fluorine	9	
Carbon	6	
Aluminium	13	
Neon	10	

Points to be consolidated

write down the electronic configuration of elements ?

Element	Atomic number	Electronic configuration
Fluorine	9	2,7
Carbon	6	2,4
Aluminium	13	2,8,3
Neon	10	2,8,7

Through this activity teacher understood students are able to write the electronic configuration of elements.

Activity 2.

Teacher shows a chart contain the atomic number and electronic configuration of sodium, chlorine, magnesium and oxygen atom. Then she asks how

students completing the task

these atom will attain stability.

Elements and electronic configuration

Element	Atomic number	Electronic configuration
1. Sodium (Na)	11	2, 8, 1
2. Chlorine (Cl)	17	2, 8, 7
3. Oxygen (O)	8	2, 6
4. Magnesium (Mg)	12	2, 8, 2

Points to be consolidated

Through this activity teacher explains the concept of chemical bonding.

Activity 3.

After this teacher explains the electron transfer between sodium and chlorine by drawing bohr model

representation and dot diagram representation on blackboard. Teacher also shows the still model of ionic bonding and a chart which defines ionic bonding.

Students reading the chart

Points to be consolidated

- Teacher explains the concept of ionic bonding.
- Ionic bond is a chemical bond formed by electron transfer.

Activity 4

Teacher gave an activity card to students and asked them to fill the arrangement of electrons before and after the chemical reaction during formation of sodium chloride.

Students completing the activity card.

	Sodium		Chlorine	
	Before Reaction	After reaction	Before reaction	After reaction
Elec. configuration				
No. of. electrons				
Charge				

Points to be consolidated

Students understood how charge is distributed among elements. By this activity teacher concluded the concept ionic bond formation in sodium chloride.

XI Follow up activity

Draw the dot diagram representation of formation of Magnesium oxide.

XII Blackboard summary.

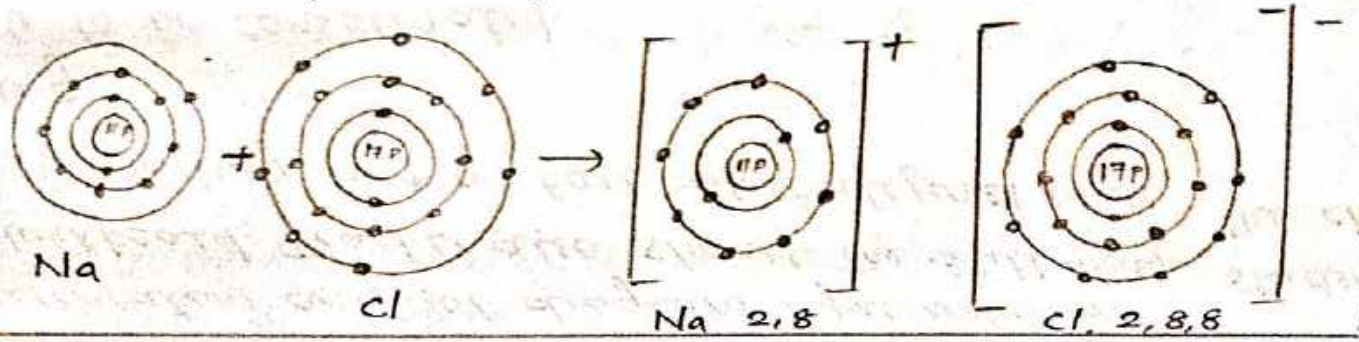
Date
Std - IX

Chemistry

Str: 8
Str: 8

Ionic Bonding

Bohr model representing of sodium chloride



XIII. Reflection

Some learners have the difficulty to understand the charge distribution during ionic bond formation.

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RECORD OF DISCUSSION LESSONS, DEMONSTRATION LESSONS & CRITICISM LESSONS

Year : 2020-2022

Name : ANNA VIJO

Reg.No. : MTAUTPN002

Subject : PHYSICAL SCIENCE-DISCUSSION, DEMONSTRATION & CRITICISM

Certified that this is the bonafide record of ANNA VIJO

Reg. No. MTAUTPN002 *For the year* 2020-2022

Reshma

FACULTY MEMBER

Date 5/10/2021

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MAHAJUBILEE TRAINING COLLEGE MULLOORKARA

Evaluated

PRINCIPAL

5/10/2021

Date

Dr. Cheeku Chiramel
PRINCIPAL
MAHAJUBILEE TRAINING COLLEGE
MULLOORKARA - THRISSUR

DISCUSSION LESSONS

DISCUSSION LESSON PLAN-1

I. General Information

Name of the teacher : Anna. Vijo
Name of the college: MJTC Mullurkara
Subject : Physics
Unit : Forces in fluids
Topic : Pascal's law

Standard : IX
Strength : 08
Duration : 45 min
Date : 26/6/2021

II. Curricular Objectives

To understand the concept of Pascal's law through observation, experimentation, discussion and its beneficiaries in daily life.

III Content Overview

Pascal's law and its applications.

IV. Content Analysis

a). Terms - Force, pressure, closed system, pascal's law, volume, equilibrium, weight, work, area.

b). Facts - • Volume of a liquid cannot be changed using pressure.
• Applied force results in change of shape of a body.

c). Concepts - • Pressure is directly proportional to force and inversely proportional to area of contact.

d). Law - Pascal's Law.

V. Process Analysis

a). Process skills : Observation, Experimenting, Discussion, Communicating, Tabulating

b). Process : • Observe experiment related to Pascal's law.
• Discuss and infer the results
• Finding examples related to daily life.

VI. Learning Outcomes

- Learner can explain Pascal's law and recognise the relation between the related variables.
- Learner must be able to find everyday examples related to Pascal's law.

VII. Learning Aids

- Pictures and demonstrations related to pascal's law
- Videos related to Pascal's law.

VIII. Pre-requisites

Students should have previous knowledge about force and pressure.

IX. Expected Products

- Science daily consisting of observation and inference of the experiment.
- Science daily with derivation of Pascal's law.
- Examples related to daily life.

X Classroom Transactions

Activity	Response
Sensitization Teacher enters the classroom with a good smile and students greeted the teacher. Then she asked about previous classes and ready to take a new topic. **Activity 1** Teacher asks a student to push a desk. Due to the effect of his push, the position of the desk changed. So what is this effect of push called. **Points to be consolidated** The effect that displaces a body is called force. **Activity 2** Teacher fill an empty toothpaste tube completely with water and closed it tightly, two or more holes	Students greets back.

are put at random in the tube with a pin. Press with finger anywhere on the tube. Points to be consolidated Force applied to a closed surface, the pressure is equally distributed. Activity 3 Teacher fills two identical syringes with water and connected them with a plastic tube and setup in their inverted position. A small weight is kept at one syringe end and a push is given in other syringe end. Teacher asked the children to observe. Points to be consolidated Relation between applied forces and area of contact. Activity 4 Teacher shows the video presentation of hydraulic jack used to push vehicles upward and derives a relation of applied force and the effect of force.	Students observing the experiment. Students recording their observation Students watching video.

Points to be consolidated

According to Pascal's law,

Pressure applied at one end is equal to the effect of pressure at other end.

$$P_x = P_y$$

since, $P = \frac{F}{A}$

$$\frac{F_1}{A_1} = \frac{F_2}{A_2}$$

$$F_2 = \left[\frac{A_2}{A_1}\right] F_1$$

So the effect of force will be very greater when we reduce A_1 and increase A_2 where A_1 and A_2 are area of 1st and 2nd surface.

Points to be consolidated

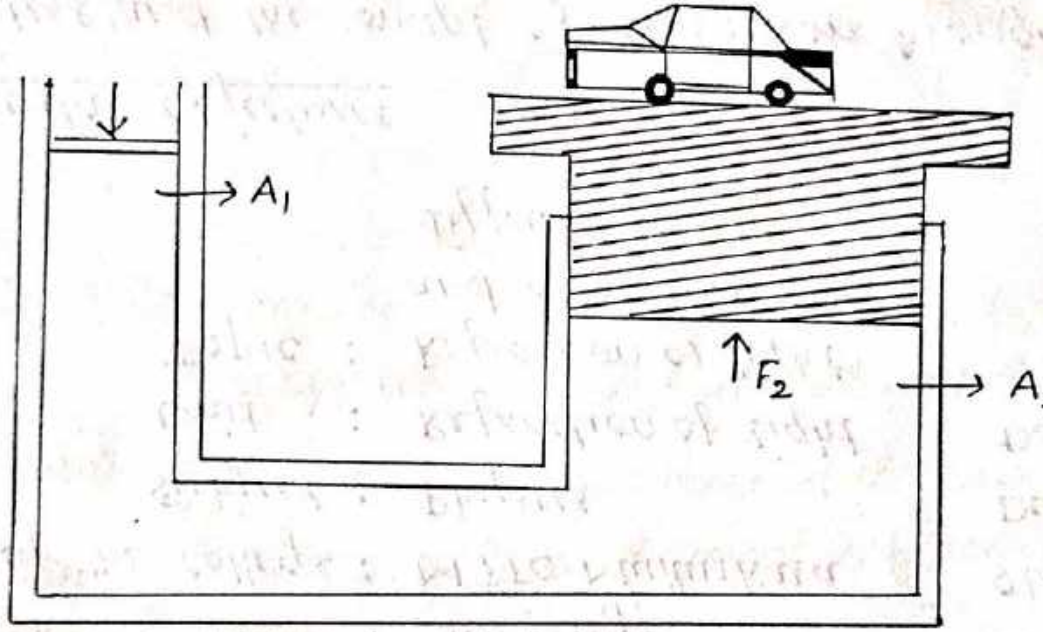
- Equation for pascal's law
- With 3 variables, the unknown 4th variable can be find out.

XI Follow Up Activities

- Find out more examples related to pascal's law in daily life.

XII Blackboard Summary.

Pascal's Law



$P_x = P_y$

$\because P = \frac{F}{A}$

$\frac{F_1}{A_1} = \frac{F_2}{A_2}$

$\therefore F_2 = \left[\frac{A_2}{A_1}\right] F_1$

XIII Reflection

Some learners cannot understand how area of contact play a crucial role in effect of force.

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RECORD OF MICRO TEACHING

Year : 2020-2022

Name : ANNA.VIJO

Reg.No. : MTAUTPNOOR

Subject : PHYSICAL SCIENCE

Certified that this is the bonafide record of ANNA.VIJO

Reg. No. MTAUTPNOOR *For the year* 2020-2022

Evaluated

FACULTY MEMBER

Date. 15/03/2021

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PRINCIPAL

Date. 16/03/2021

Rev. Dr. Chacko Charamel
PRINCIPAL
MAHAJUBILEE TRAINING COLLEGE
MULLOORKARA - THRISSUR

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Signature of the Faculty Member

MICRO TEACHING
LESSON PLAN

SKILL OF INTRODUCING A LESSON - TEACH

Name of the student trainee	: Amma Vijo	Standard	: IX
Name of the college	: MJTC, Mullookkara	Date	: 25-1-2021
Name of the skill	: Skill of introducing a lesson	Duration	: 6 minutes
Subject	: Chemistry	Strength	: 8
Topic	: Non-Metals		

Components of the skill

1. Preliminary attention gaining
2. Use of previous knowledge
3. Use of appropriate device
4. Explicit link with the content.

Teacher's Behaviour	Student's Behaviour	Components of the skill
Good Morning children	Good Morning teacher	
How are you my dear children ?	Fine teacher	
Are you all happy	Yes	
So today we can learn about a new and interesting topic. Are you all ready ?	Yes teacher	Preliminary attention gaining
Children, did you all like balloons ?	Yes teacher	
Yes, we all like balloons very much.		
Ammu and Appu are bestfriends. One day they bought two balloons. While holding the balloons in hand, Appu's balloon is flying up in the air, but Ammu's doesn't. Is it interesting to see the balloons flying up in the air ?	Yes	use of appropriate device
Did you know why Appu's balloon is flying in the air and Ammu's doesn't ?	Appu's balloon is filled with gas.	

Yes, very good. Did you know which gas is filled on this balloon?

Hydrogen gas

Yes, you all correct, hydrogen gas is filled in the balloon. So it is flying on the air

Children, how many of you have Grand-parents on your home?

children all raising hands

Yes, many of you have. Like that Appu also have a 90 years old Grandfather. One day he feels difficulty in breathing. So Appu suddenly take him to hospital. Doc-tor gave him artificial respiration.

Did anyone know which gas is mainly filled in cylinders used for artificial res-piration?

Oxygen gas

Yes you all correct Oxygen gas is used for artificial respiration. It is known as the breath of life.

Did you all see swimming pools. Did you like to play on swimming pools.	Yes teacher	
Have you seen how swimming pool water is disinfecting?	No teacher	
We are using chlorine to disinfect swimming pool water.		
Children, how you all came to school	By walking, by bus, by car, by bicycle	
Ok, how many of you have scooter or car in your home?	Children are raising hands.	
Did you ever notice the tyre of scooter or car?	Yes teacher	use of previous knowledge.
Did anyone know which gas is filled in tyres to increase their efficiency?	No teacher	
Nitrogen gas is filled, oxides to increase the efficiency of tyres.		

Children, did you know which are the gases contained in the atmosphere air?	oxygen, nitrogen carbondioxide	
Yes so now you all are familiar with the elements hydrogen, nitrogen, oxygen, Chlorine etc	Yes teacher	
Have you seen these elements in the periodic table?	Yes teacher	Explain the link with content
So these elements in the periodic table are collectively known as Non-Metals. There are 16 non-metals in the periodic table. Non-metals are of prime importance not only for life activities but also in industrial field.		
So in the next class we can study detaily about non-metals.	OK teacher	
Thank you dear children	Thank you teacher.	

Observation Schedule

Sl No	Components of the skill	Rating scale				
		Excellent	Good	Average	Below Average	POOR
1	Preliminary attention gaining		✓			
2	Use of previous knowledge		✓			
3	Use of appropriate device		✓			
4	Explicit link with the content		✓			

SKILL OF INTRODUCING A LESSON - RETEACH

Observation Schedule

Sl No	Components of the Skill	Rating Scale				
		Excellent	Good	Average	Below Average	Poor
1	Preliminary attention gaining		✓			
2	Use of previous knowledge		✓			
3	Use of appropriate device		✓			
4	Explicit link with the content		✓			