

SAMPLES PREPARED BY STUDENTS FOR EACH INDICATED ASSESSMENT TOOL FOR 2019-20

Blue print for Achievement test

3. Preparation of Blue Print																			
Objectives → Form of question skills ↓	Remembering			Understanding			Applying			Analysing			Evaluating			Creating			Marks
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	
Reading comprehension	0	1 <sup>1</sup>	2 <sup>2</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Writing skill.										1 <sup>3</sup>									3
communication skill.							2 <sup>2</sup>	0 <sup>1</sup>	4 <sup>4</sup>										6
language elements.												1 <sup>2</sup>							4
Literacy skill.																			4
creative writing.															1 <sup>2</sup>		3 <sup>3</sup>		5
Sub total.	4	0	5	0	0	0	4	0	4	5	0	0	2	0	0	3	0	0	
Total.	4		5	5		6	6		5	5		2	3		2	3		0	25

**K C P H S S KAVASSERY**  
**ACHIEVEMENT TEST**  
**ENGLISH**

Std : IX

Time : 1 hour

Total score: 25

**INSTRUCTIONS :**

1. *The first ten minutes is given as 'cool off time' to read the questions and plan the answers.*
2. *You are not supposed to write anything during the cool off time.*
3. *Attempt all questions according to the instructions.*

**Questions 1 to 5 . Read the excerpt from the story 'Maternity' and answer the questions that follow :**

Then the husband calls his wife over. He told her to sit on a straw mat. Without a word, he set down on her lap the little famished one, bowing deeply before her. The women leaned over with astonishment and drew back the covering in which the child was wrapped. It appeared to her in all its skeltonic horror. She gave a cry – a cry of immense pity, then pressed the babe to her heart, giving it the breast. Then with a jecture of modesty she brought forward a flap of her robe over the milk swollen breast and the poor gluttonous infant suckling there.

1. What did the China man's wife do when she saw the famished infant ? (1)
2. What was the first impression of the Chinaman's wife when she saw Mikali's infant brother ? (1)
3. Identify the word which means 'excessive appetite for food' ? (1)
4. 'China man told her to sit on a straw mat'.  
What would be the actual words of the China man ? (1)
5. Write a short character sketch of chinaman's wife based on the above passage ? (3)

Questions 6 to 8. Read the following lines from the poem 'Song of a Dream' and answer the questions that follow:

Once in the dream of a night I stood  
Lone in the light of magical wood  
Soul-deep in visions that poppy-like sprang,  
And spirits of Truth were the birds that sang,  
And spirits of Love were the stars that glowed,  
And spirits of Peace were the streams that flowed  
In that magical wood in the land of sleep.

6. Pick out an example for Simile from the poem? (1)
7. Why are the first letters of the words Truth, Peace and Love are capitalized? (1)
8. what is the magical wood that the poet is speaking about? (1)
9. Pick out an example for Metaphor from the poem? (1)
10. Analyse the subject part of the given sentence and identify its constituents? (2)

"All the women the camp who saw the child gave vent to various cries of horror"

11. Prepare TWO posters to create awareness on health and hygiene to fight against epidemics? (2)

12. Edit the following mistakes from the passage :

Mikali recognize the China man who often came to the camp to sold paper knick-knacks which no one ever buy from him anyway. Often they mocks at him because of his colour and squint eyes. (2)

13. You must be familiar with Gandhiji's concept of education and the learning practices in Tolstoy Farm. Your class have decided to start organic farming in your school. Prepare a request letter to H.M seeking permission to start the programme. (3)

14. After feeding the child, the China man's wife returned the child to Mikali with a smile. Mikali wanted to thank her. What would be their dialogue? Write a likely conversation between Mikali and the women.

(6)

## KCPHSS KAVASSERY

### DIAGNOSTIC TEST

#### ENGLISH

STD : IX

Total marks : 15

Answer questions 1-2 in one or two sentences.

1. What you mean by Direct speech?
2. What you mean by Reported speech?

Report the following questions.

3. Teacher said, "Venu, open your textbook and turn to page no. 18."
4. Father said, "Suman, stand up straight."
5. Priya said, "Give me the details, Aysha."
6. Teacher said to students, "Don't shout."
7. Teacher said, "Speak aloud, Mary."
8. Mikali said, "I can not fo for work".
9. An Anatolian said to Mikali, "There is a nursing mother in the camp".
10. The Chinaman said, "My wife will feed this baby".

Answer the following questions in a sentence.

11. What change occurred in the 'verb' while reporting?
12. Write any 2 Reporting verbs?
13. In which types of sentences, relative pronouns are not used while reporting?
14. Name the tenses which have no change while reporting?
15. Speech marks are not used while reporting. True or False?

Observation Schedule for observation of lessons under constructivist format

Observation Schedule for Observation of lessons under Constructivist format

Components	Preparation	Learning Phase	BA	A	G	YG	E
Strategies for building up suitable physical/emotional environment in the classroom							✓
Strategies/techniques to reveal/convince the learner what he already knows							✓
Setting up/building up a problematic situation							✓
Strategies for disturbance free and disciplined grouping if required							✓
Be sure about the pre-requisite skills for learning activity							✓
Give clear and concise guidelines for group activity							✓
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc.,							✓
Blackboard work/structured oral command etc.							✓
Provide sufficient activity for each group/individual							✓
Systematic routine for procedural activities							✓
Involve all the student in the learning activities							✓
Encourage non-volunteers							✓
Smooth transition – living minimal time between activities							✓
Pace activities effectively							✓
Bringing the appropriate learning aids/designing the learning aids during the course of activities							✓
Learning aids used effectively							✓
Continuous supervision aids keen observation of learning activities							✓
Strategies for managing interruptions							✓
On the spot diagnosis of learning difficulties and corresponding remediation							✓
Teacher invention facilitating the progression of learning activities at the right direction and at the right place							✓
Strategies for no threatening and varied evaluation – observation/oral questions/ quiz/ reporting/ learning games							✓
Exploring and eliciting the constructed knowledge through reflective process							✓
Make changes in the learning strategy based on student responses							✓
Adequacy of learning experiences in achieving the anticipated competencies							✓
Provide opportunities for the use of pupil's observation book/ science diary							✓
Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library							✓
Consolidate pupil's presentation							✓
Use of BR/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation							✓
Keeping records of student responses							✓
Pay attention of student responses							✓
Pay attention to the entire class							✓
Adequate communication skills being displayed by the teacher							✓

<i>closure</i>	Questions aptly worded and properly distributed				✓	
	Proper class management				✓	
	Teacher shows subject competency				✓	
	Proper budgeting of time			✓		
	Review the lesson properly				✓	
Follow up activities in tune with the knowledge constructed/ competencies acquired				✓		

BA-Below Average    A-Average    G-Good    VG-Very Good    E-Excellent

### Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	O	YG	E
Strategies for building up suitable physical/emotional environment in the classroom				✓	✓
Strategies/techniques to reveal/convince the learner what he already knows				✓	
Setting up/building up a problematic situation				✓	
Strategies for disturbance free and disciplined grouping if required				✓	
Be sure about the pre-requisite skills for learning activity					✓
Give clear and concise guidelines for group activity					✓
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP/etc.,			✓	✓	
Blackboard work/structured oral command etc.			✓	✓	
Provide sufficient activity for each group/individual				✓	
Systematic routine for procedural activities					✓
Involve all the student in the learning activities				✓	
Encourage non-volunteers				✓	
Smooth transition - living minimal time between activities				✓	
Pace activities effectively				✓	
Bringing the appropriate learning aids/designing the learning aids during the course of activities				✓	
Learning aids used effectively				✓	
Continuous supervision aids keen observation of learning activities				✓	
Strategies for managing interruptions				✓	
On the spot diagnosis of learning difficulties and corresponding remediation				✓	
Teacher invention facilitating the progression of learning activities at the right direction and at the right place				✓	
Teacher invention facilitating the progression of learning activities at the right direction and at the right place				✓	
Teacher invention facilitating the progression of learning activities at the right direction and at the right place				✓	
Strategies for no threatening and varied evaluation - observational/oral questions/ quiz/ reporting/ learning games				✓	
Exploring and eliciting the constructed knowledge through reflective process				✓	
Make changes in the learning strategy based on student responses				✓	
Adequacy of learning experiences in achieving the anticipated competencies				✓	
Provide opportunities for the use of pupil's observation book/ science diary/				✓	
Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/				✓	
outdoor learning/ library					
Consolidate pupil's presentation					
Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation				✓	
Keeping records of student responses				✓	
Pay attention of student responses				✓	
Pay attention to the entire class					✓
Adequate communication skills being displayed by the teacher					✓

Learning Phase

Preparation





APPENDIX V

# Rao Achievement Motivation Test

(For Grades 8 to 11)

By

Dr. D. Gopal Rao, M. A., M. Ed., Ph. D.

Reader in Education,

NCERT, NEW-DELHI

- 
- |              |                           |
|--------------|---------------------------|
| 1. Name...   | 5. Date of birth ...      |
| 2. School... | 6. Father's occupation... |
| 3. Class ..  | 7. Parent's income...     |
| 4. Date ..   | 8. Address ..             |

## DIRECTIONS

This is an attempt to understand you and help you to do well, whatever you want to do in life.

Below are given twenty incomplete sentences with two possible alternatives, A and B which complete the sense. Both the statements are correct. Put a tick mark against **ONLY ONE** of the alternatives which you prefer.

This has nothing to do with your examination. Feel free to answer all the questions frankly. There is no time limit, but work rapidly.

- |                                       |   |
|---------------------------------------|---|
| 1. I enjoy reading ..                 | (a) a comic book.                               |
|                                       | (b) a book of adventure.                        |
| 2. As a student I like to be called   | (a) a well dressed student in my class.         |
|                                       | (b) an intelligent student in my class.         |
| 3. When I grow up, I want ..          | (a) to do something which others have not done. |
|                                       | (b) to lead a comfortable life.                 |
| 4. As a doctor, I want                | (a) to be a well know surgeon.                  |
|                                       | (b) to make a lot of money.                     |
| 5. During the holiday, I want         | (a) to visit my friends and relatives.          |
|                                       | (b) to paint or write a story or a poem.        |
|                                       | I aim ..  |
| 6. While answering in the examination | (a) at finishing before time.                   |
| tion .                                | (b) at answering better than my classmates.     |
| 7. I want to become rich .            | (a) by earning money by hard work.              |
|                                       | (b) by winning a prize in the lottery.          |

( 2 )

8. I take pride . (a) in standing first in my class,  
(b) in helping poor students.
9. It is my nature... (a) to take life easily.  
(b) to undertake difficult tasks.
10. I have a tendency . (a) to work on a task till it is completed.  
(b) to change the task if I get bored.
11. I want to study well... (a) to avoid blame from my parents.  
(b) to excell others in my class.
12. As an Engineer, I would like (a) to construct a model building in my town.  
(b) to grow rich and buy a car.
13. After 10 years, I will be.. (a) earning a lot of money  
(b) a well known person in my job.
14. As a student, I would like... (a) to study for my future career.  
(b) to visit different places in the world.
15. I feel very unhappy . (a) when some one knocks away my purse.  
(b) when I fail to do my best in the examination.
16. I want to do something... (a) which will make me wealthy.  
(b) which others can hardly do.
17. Generally I make friends... (a) with those who are intelligent,  
(b) with those who are clean and neat
18. I feel <sup>upset</sup> ~~upset~~ (a) when I am blamed.  
(b) when I fail to succeed.
19. I feel my success depends... (a) upon my hard work.  
(b) upon my parents and relatives.
20. I want to practice hockey everyday.... (a) so that I may be selected for the Olympic game.  
(b) so that I may keep my-self fit and healthy.

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APPENDIX

SCORING KEY FOR RAO'S ACHIEVEMENT MOTIVATION TEST

Item No.	GAR	HAR
1	A	B
2	A	B
3	B	A
4	B	A
5	A	B
6	A	B
7	B	A
8	B	A
9	A	B
10	B	A
11	A	B
12	B	A
13	A	B
14	B	A
15	A	B
16	A	B
17	B	A
18	A	B
19	B	A
20	B	A

GAR (General achievement related) responses  
get one score

HAR (High achievement related) responses  
get three score

## Rosenberg's Self Esteem Scale

I feel that I am a person of worth,  
at least on an equal plane with  
others

I feel that I have a number of good  
qualities

All in all, I am inclined to feel that  
I am a failure

I am able to do things as well as most  
other people

I feel I do not have much to be  
proud of

I take a positive attitude toward myself

on the whole, I am satisfied with  
myself

I wish I could have more respect  
for myself

I certainly felt useless at times

At times I think I am no good at all

## Tool for finding learning style preferences in learning in a group of students

### SECTION ONE:

1. \_\_\_\_ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. \_\_\_\_ I remember something better if I write it down.
3. \_\_\_\_ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. \_\_\_\_ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. \_\_\_\_ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. \_\_\_\_ It helps me to look at the person while listening; it keeps me focused.
7. \_\_\_\_ Using flashcards helps me to retain material for tests.
8. \_\_\_\_ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. \_\_\_\_ It's hard for me to understand a joke when someone tells me.
10. \_\_\_\_ It is better for me to get work done in a quiet place.

**Total** \_\_\_\_\_

### SECTION TWO:

1. \_\_\_\_ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. \_\_\_\_ It helps to use my finger as a pointer when reading to keep my place.
3. \_\_\_\_ Papers with very small print, blotchy ditto's or poor copies are tough on me.
4. \_\_\_\_ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. \_\_\_\_ I remember things that I hear, rather than things that I see or read.
6. \_\_\_\_ Writing is tiring. I press down too hard with my pen or pencil.
7. \_\_\_\_ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. \_\_\_\_ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. \_\_\_\_ It's hard for me to read other people's handwriting.
10. \_\_\_\_ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

**Total** \_\_\_\_\_

### SECTION THREE:

1. \_\_\_\_ I don't like to read directions; I'd rather just start doing.
2. \_\_\_\_ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. \_\_\_\_ Studying at a desk is not for me.
4. \_\_\_\_ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. \_\_\_\_ Before I follow directions, it helps me to see someone else do it first.
6. \_\_\_\_ I find myself needing frequent breaks while studying.
7. \_\_\_\_ I am not skilled in giving verbal explanations or directions.
8. \_\_\_\_ I do not become easily lost, even in strange surroundings.
9. \_\_\_\_ I think better when I have the freedom to move around.
10. \_\_\_\_ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

**Total** \_\_\_\_\_

TEACHER MADE WRITTEN TEST ESSENTIALLY  
BASED ON SUBJECT CONTENT 2019-2020

**B.S.S. B.Ed. TRAINING COLLEGE**  
ALATHUR, PALAKKAD-DT, KERALA



Name : ..... FASILA . A .....  
Reg. No. : ..... BA A S T E G 0 0 0 6 .....  
Optional Subject : ..... ENGLISH .....  
.....

*Certified that this is the bonafide record of*

..... FASILA . A .....  
.....

Reg. No. **BA A S T E G 0 0 0 6** ..... for the year 2018-2020

*Valued*  
*Handwritten signature*

*Neema*  
Lecturer in charge of English  
B.S.S. B.Ed. Training College  
Alathur, Palakkad-DT, Kerala

Date. 25-11-2019



*Principal*  
Principal,  
S. PRINCEPAHNING COLLEGE,  
Alathur (DT), Palakkad-DT,  
Kerala - 678 541.



ACHIEVEMENT

TEST

# INDEX

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# INTRODUCTION

An achievement test is a test of development or knowledge. The most common type of achievement test is a standardised test developed to measure skills and knowledge acquired in a given grade level, usually through planned instructions such as training or classroom instructions. Achievement tests are often contrasted with tests that measure aptitude, a more general and stable cognitive trait.

# STEPS

1. Planning of the test.
2. Preparation of the test design.
3. Preparation of Blue Print.
4. Writing of test items.
5. Preparation of scoring key and marking scheme.
6. Preparation of question wise analysis.
7. Designing questions and editing the question paper.
8. Administering the test.
9. Scoring the test.
10. Evaluating the test.

ACHIEVEMENT  
TEST-1

# 1. Planning of the Test.

Name of the teacher : Fasila A.

Name of the School : K.C.P.H.S.S.

Subject : English.

Topic : Unit II

Bonds of Love.

Time : 1 hour.

Marks : 25.

Class : IX-A.

## Learning Outcomes

The learner will be able to :

- Read and comprehend short stories.
- Learn and appreciate poems.
- Familiar with Reported speech pattern.

## 1. Planning of the Test

- Construct dialogues relevant to the content
- Familiar with various Poetic devices used in a poem
- know about constituents of a sentence and basic grammar.
- To edit the mistakes in a given passage

Class : IX - A  
Marks : 25  
Time : 1 hour  
Topic : Bonds of Love

## Learning Outcomes

- The learner will be able to:
- Read and comprehend short stories.
- Plan and appreciate poems.
- Familiar with reported speech pattern.

## 2. Preparation of Test design.

(A) Weightage to objectives of spatial W (B)

Sr No:	Objectives	Marks	Percentage
1	Remembering	3	12.
2	Understanding	5	20.
3	Applying	7	28.
4	Analysing	5	20.
5	Evaluating	2	8.
6	Creating	3	12.
	Total	25	100.



## Preparation of Test Question

(B). Weightage to skills

Sl. No.	Skills.	Marks	Percentage
1.	Reading Comprehension.	3	12
2.	Writing skills.	3	12
3.	Communication skills.	6	24
4.	Language elements.	4	16
5.	Literary skill.	4	16
6.	Creative writing.	5	20
	<b>Total</b>	<b>25</b>	<b>100</b>

(C) Weightage to form of questions.

Sl No.	Form of questions.	Marks	Percentage
1	Objective type questions.	9	36
2	Short answer questions.	11	44.
3	Essay type questions.	5	20.
	Total	25	100.

(D) Weightage to difficulty level of questions.

Sl No	Difficulty level	Marks	Percentage
1	Easy.	8	32
2	Average.	12	48
3	Difficult	5	20.
	Total		

### 3. Preparation of Blue Print

Objectives → Form of questions	Remembering			Understanding			Applying			Analysing			Evaluating			Creating			Marks
	O	S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	S	E	
Reading Comprehension			(1)			(2)													3
Writing skill.										(1)									3
communication skill.									(1)									6	
language elements.						(4)						(1)							4
Literacy skill.			(2)			(1)													4
creative writing															(1)			(1)	5
Subtotal.	4	0	0	5	0	0	0	0	4	0	5	0	0	2	0	0	0	3	0
Total.	4			5			6			5			2			3			25

**K C P H S S KAVASSERY**  
**ACHIEVEMENT TEST**  
**ENGLISH**

Std : IX

Time : 1 hour

Total score: 25

**INSTRUCTIONS :**

1. The first ten minutes is given as 'cool off time' to read the questions and plan the answers.
2. You are not supposed to write anything during the cool off time.
3. Attempt all questions according to the instructions.

Questions 1 to 5 . Read the excerpt from the story 'Maternity' and answer the questions that follow :

Then the husband calls his wife over. He told her to sit on a straw mat. Without a word, he set down on her lap the little famished one, bowing deeply before her. The women leaned over with astonishment and drew back the covering in which the child was wrapped. It appeared to her in all its skeltonic horror. She gave a cry - a cry of immense pity, then pressed the babe to her heart, giving it the breast. Then with a jecture of modesty she brought forward a flap of her robe over the milk swollen breast and the poor gluttonous infant suckling there.

1. What did the China man's wife do when she saw the famished infant ? (1)
2. What was the first impression of the Chinaman's wife when she saw Mikali's infant brother ? (1)
3. Identify the word which means 'excessive appetite for food' ? (1)
4. 'China man told her to sit on a straw mat'.  
What would be the actual words of the China man ? (1)
5. Write a short character sketch of chinaman's wife based on the above passage ? (3)

Questions 6 to 8. Read the following lines from the poem 'Song of a Dream' and answer the questions that follow:

Once in the dream of a night I stood  
Lone in the light of magical wood  
Soul-deep in visions that poppy-like sprang,  
And spirits of Truth were the birds that sang,  
And spirits of Love were the stars that glowed,  
And spirits of Peace were the streams that flowed  
In that magical wood in the land of sleep.

6. Pick out an example for Simile from the poem? (1)
7. Why are the first letters of the words Truth, Peace and Love are capitalized? (1)
8. what is the magical wood that the poet is speaking about? (1)
9. Pick out an example for Metaphor from the poem? (1)
10. Analyse the subject part of the given sentence and identify its constituents? (2)

"All the women the camp who saw the child gave vent to various cries of horror"

11. Prepare TWO posters to create awareness on health and hygiene to fight against epidemics? (2)

12. Edit the following mistakes from the passage :

Mikali recognize the China man who often came to the camp to sold paper knick-knacks which no one ever buy from him anyway. Often they mocks at him because of his colour and squint eyes. (2)

13. You must be familiar with Gandhiji's concept of education and the learning practices in Tolstoy Farm. Your class have decided to start organic farming in your school. Prepare a request letter to H.M seeking permission to start the programme. (3)

14. After feeding the child, the China man's wife returned the child to Mikali with a smile. Mikali wanted to thank her. What would be their dialogue? Write a likely conversation between Mikali and the women.

(6)

## 5. Preparation of Scoring key and Marking scheme.

Sl No:	Expected Answers	Marks	Total.
1.	She pressed the baby to her heart and giving it to the milk.	1	11
2.	she gave a cry - a cry of immense pity.	1	12
3.	Gluttonous.	1	7.
4.	Tense form and punctuation marks organization.	1	
5.	content organization. language.	1	13
6.	Visions spring like poppy.	1	
7.	Personification.	1	14
8.	Mother land.	1	4
9.	Truth were the birds / Love were the stars.	1	

Experiments of Giving Test and Marking

No.	Content	Time	Mark
10.	Grammar (noun and Verb phrase) Constituents:	1	2
11.	content organization. language.	1	3
12.	Recognized Sell! bought mocked	0.5 0.5 0.5 0.5	2
13.	concept and ideas. language.	1	2
14.	<del>content grammar. organization</del>	2 2 1	5



## G. Preparation of Question wise Analysis.

Sl No;	Objective	Content.	Question form.	difficulty level.	Mark	Exp. time
1.	Understanding	Reading comprehension	obj	easy	1	1 min
2.	understanding	Reading comprehension	obj	easy	1	1 min
3.	Remembering	Reading comprehension	obj	easy	1	1 min
4.	Applying	communication skill.	short answer	average	1	2 min
5.	Analysing	Writing skill.	short answer	average	3	6 min
6.	Remembering	literary skill	obj	easy	1	1 min
7.	Remembering	literary skill	obj	easy	1	1 min
8.	understanding	literary skill	obj	easy	1	1 min
9.	Remembering	literary skill	obj	easy	1	1 min
10.	Analysing	language elements.	short answer	average	2	3 min

Classification of Question Paper Questions

Sl No.	Objective	Content	Question form.	difficulty level.	Mark.	Exp. time
11.	Creating	Creative Skill.	Short answer	average	2	6 min
12.	Understanding	language element	obj	easy	2	3 min
13.	Evaluating.	creative skill	short answer	average	3	3 min
14.	Applying	Communication Skill.	essay	difficult	5	10 min

## 8. Administering the Test.

As when administered the test, I got the following results. Based on the results, I found the mean, median, mode, mean deviation and standard deviation.

The results are interpreted through histogram, frequency polygon, frequency curve and pie-diagram.

### Scores.

Sl No;	Name.	Marks
1.	Abhinav. H	14.
2.	Abhiram Krishna	14
3.	Ajay Krishna	10
4.	Anaghat V.R	16
5.	Anandan. K.P	10
6.	Anil Babu.B	19
7.	Aparna. A	20
8.	Aryas	9
9.	Aswani. S	18
10.	Aswin Raj. N.	10

Sl No;	Name	Marks
11	Aswin. S	14
12	Athira. M.	20
13	Atharvik	17
14	Bibinath	24
15	Chandra praba.	17
16	Dhilshana. A	23
17	Gopika. G.	15
18	Harsha. M.	16
19	Karthik. Pu	13

Administering the Test

Sl No.	Name	Marks
20.	Maya Mol. R	21
21.	Nandana. N.	20
22.	Nithin. S.	12
23.	Nisha. R.	20
24.	Alowfal. S.	11
25.	Prathibha. P.	23
26.	Rahul. S.	8
27.	Ramla. J. A.	19
28.	Sanoosh, Prem. P.	16
29.	Shahid. S.	10
30.	Shanif. Sidis	17
31.	Sobitha. S.	20
32.	Soorya Krishna. V.	14
33.	Sreekruttan. S.	13
34.	Thirsha Babu. B.	15
35.	Vidhya. R.	20

## Class interval and Frequencies.

class	Tally.	Scores.
0-5	$\frac{2 \cdot 5 + 2}{2} = \frac{12}{2} = 6$	0
5-10		4
10-15		11
15-20		15
20-25		5

## Statistical Calculations.

class	f	x	$f \cdot x$	cf
0-5	0	2.5	$0 \times 2.5 = 0$	0
5-10	4	7.5	30	4
10-15	11	12.5	137.5	15
15-20	15	17.5	262.5	30
20-25	5	22.5	112.5	35
	35		542.5	

## Mean

$$\bar{x} = \frac{\sum f_{rx}}{N} = \frac{542.5}{35} = \underline{\underline{15.5}}$$

## Median

$$\text{Median} = l_m + \left( \frac{N/2 - C_{fm}}{f_m} \right) \times i$$

$$= 10 + \left( \frac{35/2 - 4}{11} \right) \times 5$$

$$= 10 + \left( \frac{17.5 - 4}{11} \right) \times 5$$

$$= 10 + \left( \frac{13.5}{11} \right) \times 5 = \underline{\underline{16.33}}$$

## Mode

$$\text{Mode} = l_m + \left( \frac{f_2}{f_1 + f_2} \right) \times i$$

$$= 10 + \left( \frac{15}{4 + 15} \right) \times 5$$

$$= 10 + \left[ \frac{15}{19} \right] \times 5 = \underline{\underline{18.33}}$$

$$N = \sum f$$

$C_{fm}$  = Cumulative frequency upto median class.

$f_m$  = frequency of median class.

$l_m$  = lower limit of median class.

$i$  = class interval.

$l_m$  = lower limit of modal class.

$f_1$  = frequency just above modal class

$f_2$  = frequency just below modal class

$i$  = class interval.

Class	f	x	$ d  = \frac{x - \bar{x}}{i}$	$d^2$	$fd^2$	$fd$
0-5	0	0	-3.19	10.17	0	0
5-10	4	7.5	-1.69	2.85	11.4	-6.79
10-15	11	12.5	-0.49	0.24	2.64	-5.39
15-20	15	17.5	0.31	0.09	1.35	4.65
20-25	5	22.5	1.51	2.28	11.4	7.55

$\Sigma fd^2 = 26.79$        $\Sigma fd = 0.02$

### Standard Deviation

$$\sigma = i \times \sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$$

$$= 5 \times \sqrt{\frac{26.79}{35} - \left(\frac{0.02}{35}\right)^2}$$

$$= 5 \times \sqrt{0.765 - 0.0000003249}$$

$$= 5 \times \sqrt{0.765} = \underline{\underline{4.40}}$$

### Mean Deviation

$$= \frac{\Sigma |x - \bar{x}|}{N} = \frac{-3.55}{35} = \underline{\underline{0.10}}$$

# Range

$$R = H - L$$

$$= 24 - 8$$

$$= 17$$

H = Highest score

L = Lowest score.

# Graphical Representations.

1. Histogram

continuous frequency

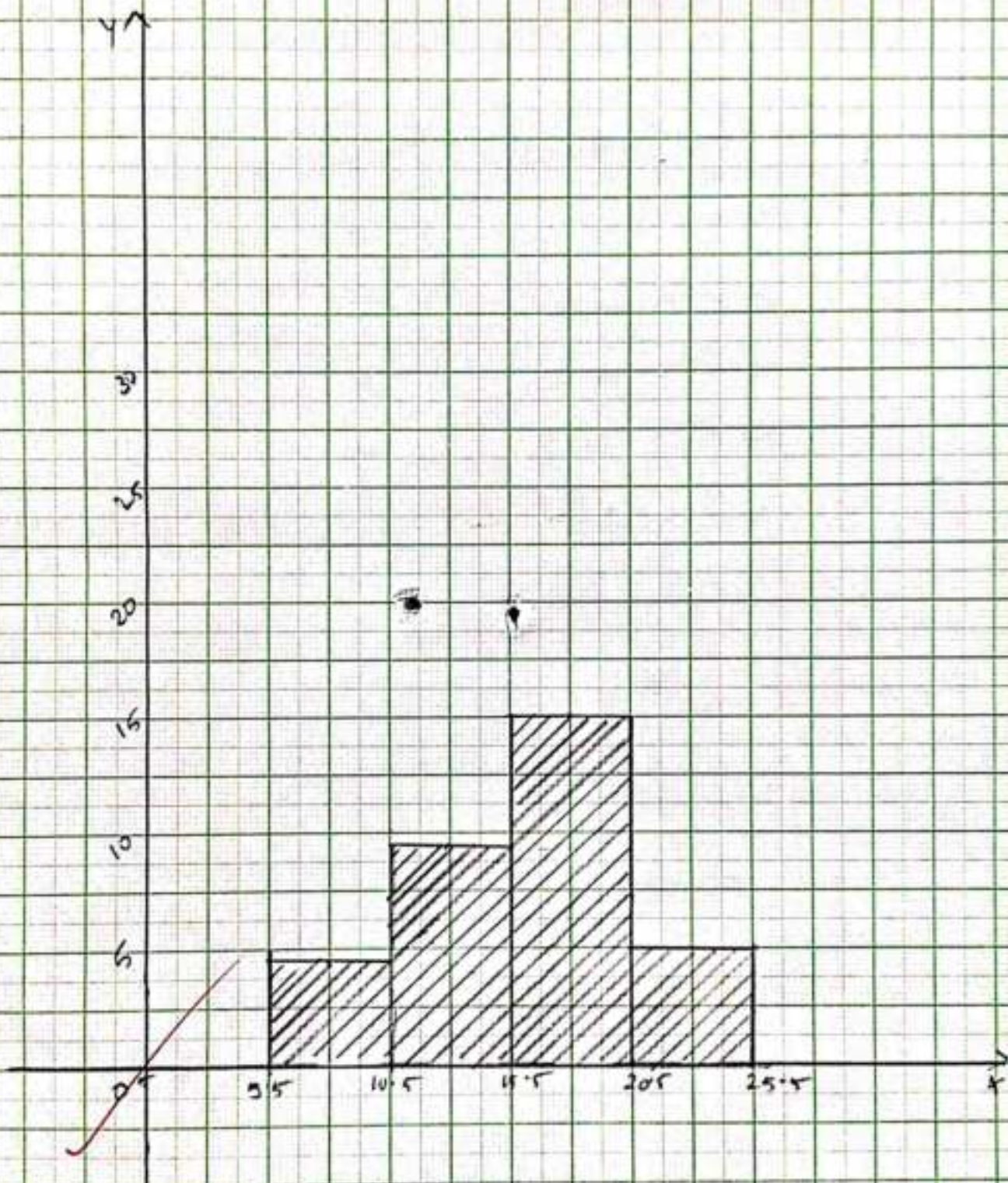
2. Frequency polygon

3. Frequency curve

class interval	Frequency
0.5 - 5.5	0
5.5 - 10.5	4
10.5 - 15.5	15
15.5 - 20.5	5
20.5 - 25.5	



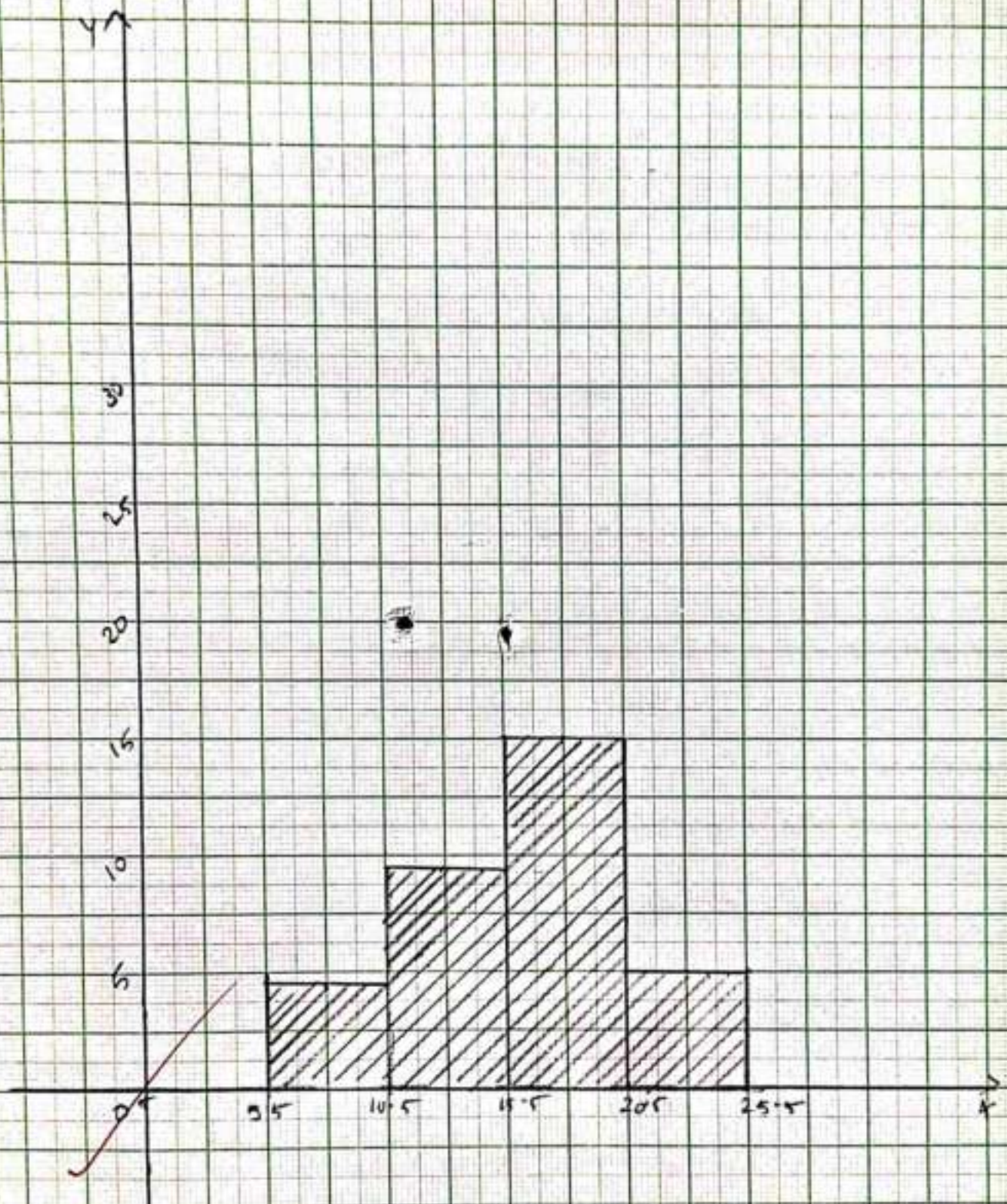
# Histogram.



## Frequency Polygon.

Class interval	Frequency.
0.5 - 5.5	0
5.5 - 10.5	4
10.5 - 15.5	11
15.5 - 20.5	15
20.5 - 25.5	5

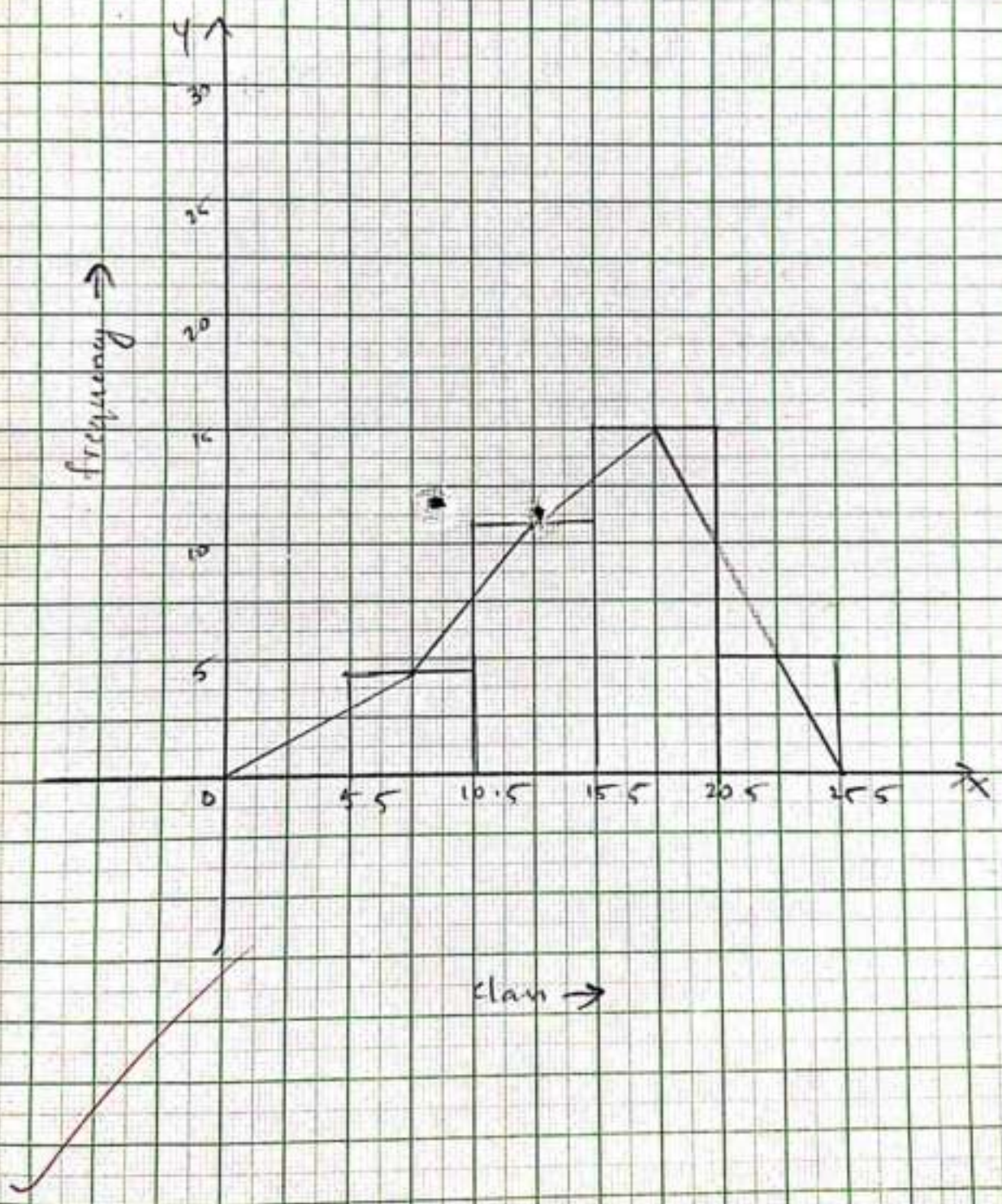
# Histogram.



## Frequency Polygon.

Class interval	Frequency.
0.5 - 5.5	0
5.5 - 10.5	4
10.5 - 15.5	11
15.5 - 20.5	15
20.5 - 25.5	5

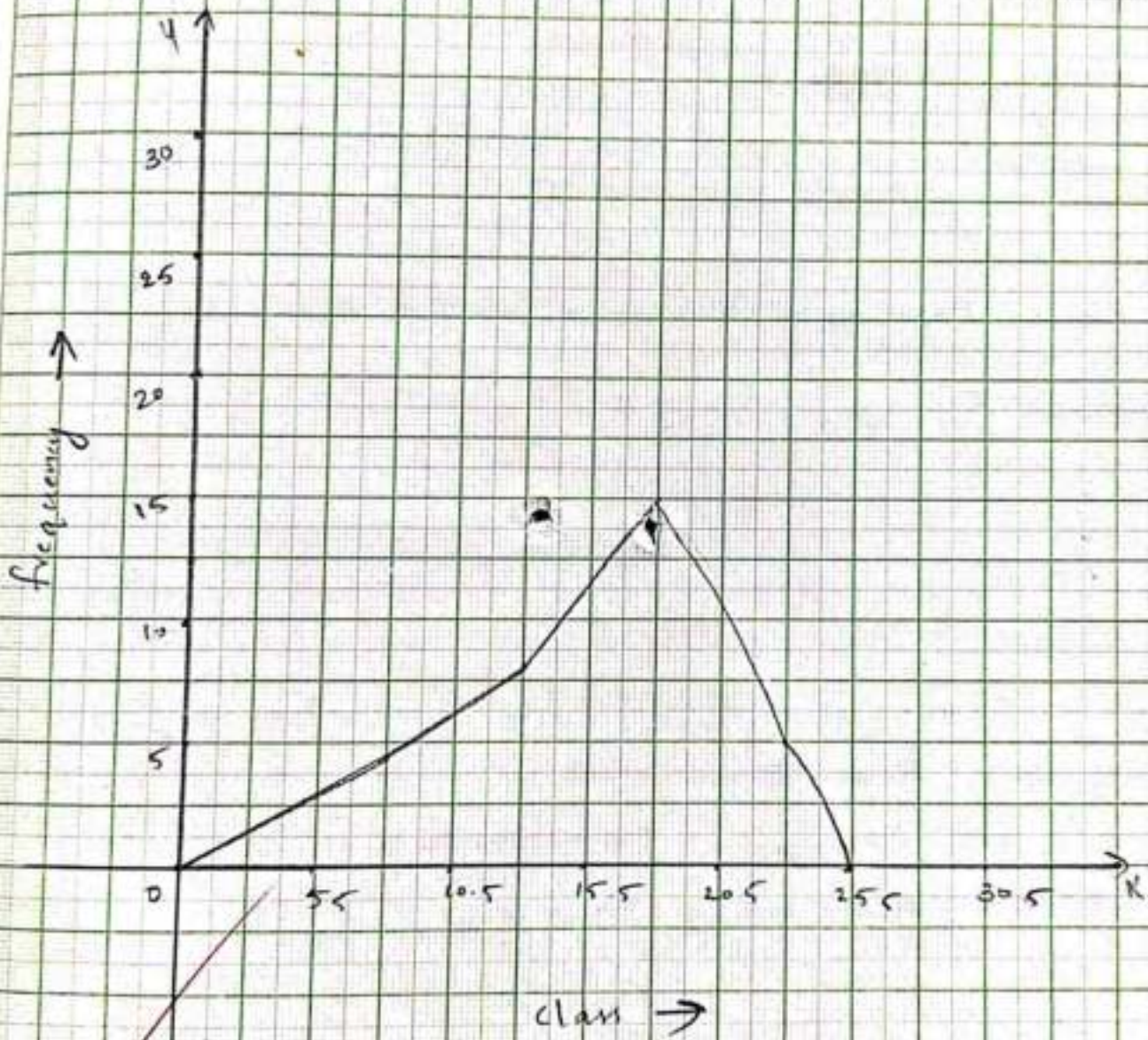
# Frequency Polygon



# Frequency Curve.

Class interval	Frequency.
0.5 - 5.5	0
5.5 - 10.5	4
10.5 - 15.5	11
15.5 - 20.5	15
20.5 - 25.5	5

Frequency Curve



## Pie - Diagram.

Below Average

Calculation of high and low (Below Average and Above average.

$$\text{Above Average} = \bar{x} + \sigma = 15.5 + 4.40 = \underline{19.9}$$

$$\text{Below Average} = \bar{x} - \sigma = 15.5 - 4.40 = \underline{11.1}$$

Calculation of number of students under below average and above average.

Class.		Tally	Frequency.
0 - 11.1	Below Average		4
11.1 - 19.9	Average.		22
19.9 - 25	Above average.		9

Class	frequency.
Below Average.	4
Average.	22
Above average.	9

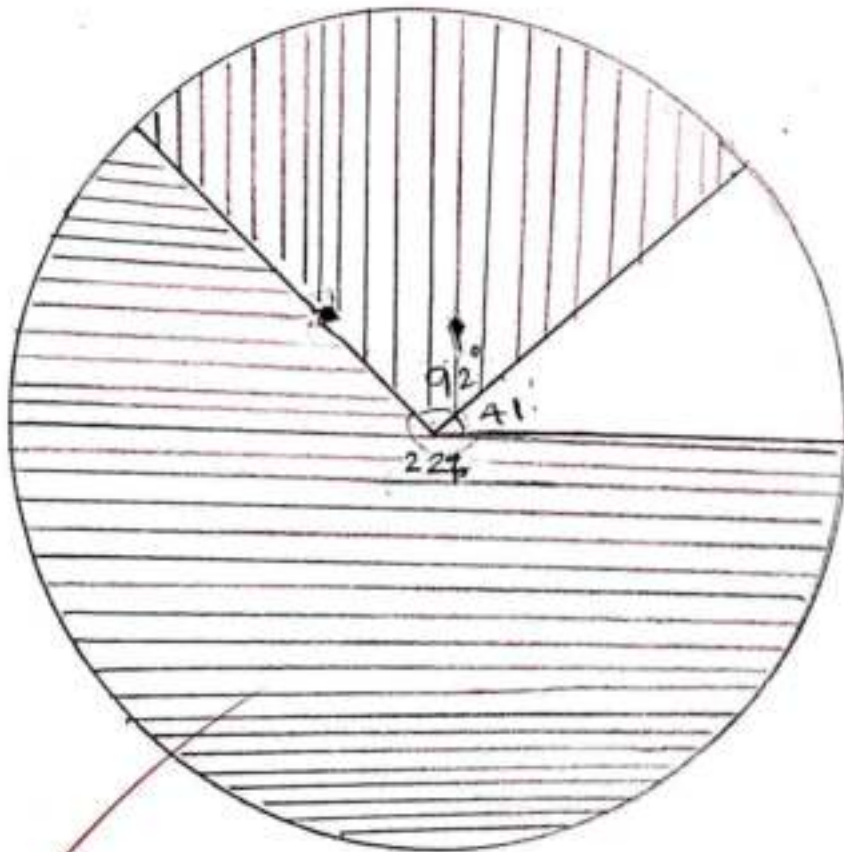


## pie - Diagram.

$$\text{Below Average} = \frac{4}{35} \times 360 = \underline{41.1^\circ}$$

$$\text{Average} = \frac{22}{35} \times 360 = \underline{227.14^\circ}$$

$$\text{Above Average} = \frac{9}{35} \times 360 = \underline{92.5^\circ}$$



- Below average.



- Average.



- Above average.

# Conclusion

An achievement test was conducted in the 6<sup>th</sup> Standard on the 2<sup>nd</sup> unit, Bonds of Love! Based on the scores obtained by students, I computed the mean, mode, median, mean deviation and standard deviation of students' achievement. And on the basis of these statistical analysis, I draw graphical representation of Histograms, Frequency polygon, Frequency curve and pie-diagram.

In the class, 35 students attended the examination. Among them, 9 students performed above average, and 22 students' performances were on an average level. The rest of the students (4) were on below average. The above average is more than or equal to 19.9 and below average is less than or equal to 11.1. The average lies between 19.9 and 11.1.

---

Deena

DIAGNOSTIC

TEST

**B.S.S. B.Ed. TRAINING COLLEGE**  
ALATHUR, PALAKKAD-DT, KERALA



Name : FASILA - A

Reg. No. : BAASTE6006

Optional Subject : ENGLISH

*Certified that this is the bonafide record of*

FASILA - A

*Reg. No. BAASTE6006 for the year 2018 2020*

*Muma*  
Lecturer in charge

Date 02-02-2019



PRINCIPAL  
B.S.S. B.Ed. Training College  
Alathur, Palakkad - 612 011

*Valined*  
*Mis*

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## DIAGNOSTIC TEST.

Diagnostic test is a test designed to determine the nature of difficulties and deficiencies of learner in specific areas of study. It pinpoints the inadequacies. It provides information in the causes of difficulty. Diagnostic is an integral part of sound instruction. Diagnostic test measures how much a learner has not able to achieve. A diagnostic test focuses on a minute area but considers it deeply.

### Construction of a diagnostic test.

The prominent steps followed in the construction of a diagnostic test are the following.

#### 1. Planning.

It includes the identification of the areas, the students consider difficult.

## 2. Analysis of the Content area.

The content area is analysed thoroughly and identifies the main teaching points. The teaching points are arranged properly, each teaching point is focused while constructing test items.

## 3. Preparation of the test items.

The required number of test items is prepared from each relevant point. Several items will be constructed from each teaching point.

## 4. Sequential Ordering.

The test items are arranged based on their sequential stage and difficulty level.

## 5. Dividing into Sections.

If the number of test items is too large, they may be divided into relevant sections.

## 6. Instruction:

Clear cut instructions should be given to the students as what they are expected to do.



H.S.S. B.Ed Training College, Aurthur

Diagnostic Chart

No	Name																										PR						
		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	R	W	U	P	S		
1	Abhinav . H	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	8	1	1	4	4
2	Abhiram . M.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	8	3	1	2	13 1/2
3	Ajay Krishna	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	6	3	0	5	9 1/2
4	Amagha V.R.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	7	2	0	5	15 1/2
5	Amandan K.P	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	11	6	0	3	18 1/2
6	Anil Babu.B.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	10	1	2	1	20
7	Aparna . A.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	5	5	2	2	8 1/2
8	Anjals	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	9	1	0	4	17 1/2
9	Aswani . S	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	8	3	1	2	10
10	Aswin Kaj N.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	7	2	1	4	13 1/2
11	Aswin . S	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	12	2	0	6	20
12	Ashra . M.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	9	2	0	3	16 1/2
13	Ashal . R.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	13	1	0	0	24
14	Bibina . B.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	11	2	1	0	22 1/2
15	Chandra Prabhas	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	12	1	0	1	16 1/2
16	Dhishana . A	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	8	4	0	2	15
17	Geetha . G	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	11	2	0	1	16
18	Harsha . M.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	7	1	0	6	12 1/2
19	Karthik . P.V	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	11	1	1	1	21
20	Mayamal . R.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	12	2	0	0	20
21	Nandana . N.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	6	2	4	2	12
22	Nihina . S	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	10	2	0	2	20
23	Nisha . R.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	6	4	1	3	10 1/2
24	Moufal's	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	12	2	0	0	22 1/2
25	Prathiba . D	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	6	4	1	3	8
26	Rahul's	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	11	1	0	2	19 1/2
27	Ramla . T	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	9	2	1	2	16
28	Sanoosh . P	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	7	1	4	2	10
29	Shahid . S	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	9	0	0	5	10 1/2
30	Shanif . S	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	10	2	0	2	19 1/2
31	SachiWara.S	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	8	1	0	5	13 1/2
32	Soonga Krishna . V.R.	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	9	2	0	3	13
33	Sireekuttana	R	R	R	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P					

34	Trishna B.	R	R	W	W	P	R	R	W	R	R	P	R	R	P	R	R	9	3	0	2	14	4
35	Vidhya R.	R	R	R	W	P	R	R	R	R	R	R	P	R	R	R	R	10	1	0	3	2	0
36																							
37																							
38																							
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58																							
59																							
60																							
Total Number of right Answers		35	34	23	5	16	34	26	18	30	20	22	15	21	20								
Total Number of wrong answers		0	0	11	21	1	3	12	0	3	1	1	1	1	3								
Total Number of omission correct answers		0	0	1	3	16	0	1	5	2	11	9	16	10	10								

Mean:

Median:

Mode:

Range:

Standard Deviation:

## Analysis of results of achievement test,

Teacher goes through the response sheets of students and focused on the errors they committed. The errors are identified and analysed. The number of persons committed errors are found and the seriousness of the errors are also determined.

## Remedial teaching

Remedial teaching means giving a remedy to the students who are not able to move with certain areas. It is often based on the faults made by the students in certain areas of learning. The duty of the instructor is to identify the errors list. Then, that error are to analysed and finally isolation find. The two strong pillars of this programme are finding of the casual factors and sharp treatment. It is not all a seperation programme which was already taught, but putting an effective medicine to the dried areas.

## Weak Areas.

As I examined the whole answers in the achievement test, I could identify that the communication skills especially were the huge obstacles came in front of the students determined that via effective strategies. I could have made them jumping their heavy task. So, I took an examination on the topic reported speech.

→

## Method of Study.

As the weaker area was in the communication skill, especially the reported speech, and I was sure that depending upon single method is not satisfactory for that I preferred the inductive method. First, there was a clear procedure for language learning in this method. I was sure that the success was guaranteed. Because, first I taught them the tense and tense changes occurred in English. Then, I asked them to study it for the next day. Then, the next day, I took an examination on it and students secured good marks.

I understood through this method, that the students could reach the 100% graph. I am sure that all the pupil got through the knowledge of reported speech.

## KCPHSS KAVASSERY

### DIAGNOSTIC TEST

#### ENGLISH

STD : IX

Total marks : 15

Answer questions 1-2 in one or two sentences.

1. What you mean by Direct speech?
2. What you mean by Reported speech?

Report the following questions.

3. Teacher said, "Venu, open your textbook and turn to page no. 18."
4. Father said, "Suman, stand up straight."
5. Priya said, "Give me the details, Aysha."
6. Teacher said to students, "Don't shout."
7. Teacher said, "Speak aloud, Mary."
8. Mikali said, "I can not fo for work".
9. An Anatolian said to Mikali, "There is a nursing mother in the camp".
10. The Chinaman said, "My wife will feed this baby".

Answer the following questions in a sentence.

11. What change occurred in the 'verb' while reporting?
12. Write any 2 Reporting verbs?
13. In which types of sentences, relative pronouns are not used while reporting?
14. Name the tenses which have no change while reporting?
15. Speech marks are not used while reporting. True or False?

## Post Diagnostic Test

Sl No.	Name	Marks.
1.	Abhinav . H	12
2.	Abhiram Krishna . M.	13
3.	Ajay Krishna	11
4.	Anagha V.R.	12½
5.	Anandan K.P.	10
6.	Anil Babu . B.	15
7.	Aparna . A	14
8.	Arya - S	10½
9.	Aswani - S	11
10.	Aswin - Raj . N. →	12
11.	Aswin . S	10½
12.	Athira . M.	15
13.	Athul - K.	13½
14.	Bibina . B.	15
15.	Chandra Prabha . S.	14
16.	Dhilshana A	15
17.	Gopika . G	14
18.	Harsha . M	14½
19.	Karthik . P.U	12½
20.	Mayamol - R.	15



Sl No.	Name	Marks.
21.	Nandana. N.	14
22.	Nithin. S	13 1/2
23.	Nisha. R.	15
24.	Nowfal. S	10
25.	Prathiba. P.	14
26.	Rahul. S	10
27.	Ramla. J	14
28.	Sanoosh Prem. P.	14
29.	Shahid. S	12 1/2
30.	Shanif. S	14
31.	Sobhitha. S	14
32.	Soorya Krishna. V.	10
33.	Sreekuttan. S	10
34.	Thirisha. B.	14
35.	Vidhya. R.	

## Interpretation

After the examination, I got an awareness about the students, who needs the remedial teaching.

As per the steps followed, I teach the remedial teaching for that students by dividing the content in to small parts and by using the simple method which is highly related to the real life content. I repeated the content again for better comprehension of the students.



## Conclusion.

Due to the accurate implementation of the prescribed tests for the diagnostic test, the results got improved and paved the way for the upliftment of the total result of the class. It really influenced the students and made them able to overcome the difficult areas.



OBSERVATION MODES FOR INDIVIDUAL AND  
GROUP ACTIVITIES 2019-2020

REPORT ON

PEER/MENTOR

OBSERVATION

**B.S.S. B.Ed. TRAINING COLLEGE**  
ALATHUR, PALAKKAD-DT, KERALA



Name : FASILA · A

Reg. No. : BAASTE6006

Optional Subject : ENGLISH

*Certified that this is the bonafide record of*

FASILA · A

*Reg. No. BAASTE6006 for the year 2018-2020*

*Maame*  
Lecturer in charge  
B.S.S. B.Ed. Training College  
Alathur (P.O) Palakkad (T)  
Kerala 678541  
Date 22-8-2019

*[Signature]*  
PRINCIPAL  
B.S.S. B.Ed. Training College  
Alathur (P.O) Palakkad-Dt.  
Kerala - 678 541.



*Valued*

*Amis*

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5.	Observation Report -5 Peer	9
6.	Observation Report -6 Mentor	11
7.	Observation Report -7 Mentor	13
8.	Observation Report -8 Mentor	15
9.	Observation Report -9 Mentor	17
10.	Observation Report -10 Mentor.	19

## OBSERVATION REPORT - 1

Name of the Teacher: Anju Anand

Class: IX-F

Name of the School: KCPHS

Duration: 40m

Subject: Kavassery

Strength: 45.

Topic: Maternity

Date: 16/7/19.

Unit: Bonds of Love.

### Introduction

Teacher entered the class and interacted with the students pleasantly. She began the class with a video clip, about the miseries of refugees. Teacher asked students to write their findings in their notes. Then, she presented model of a refugee camp. Then, teacher wrote the title of chapter on BB.

### Presentation:

Teacher asked some students to read the text loudly. Teacher presented a profile chart of the author and explained it. Then, teacher reads and explained the story to students. She asked questions based on the lesson, and explained word meanings

also.

## Conclusion

Teacher asked the students to prepare a poster against epidemics individually. Then, teacher shows her version of 'features of poster'. She also gave some examples to students. Teacher then gave some activity cards to students and asked them to find out words from the letter box. This activity was given as a group activity.



*Observation Schedule for Observation of lessons under Constructivist format*

Preparation	Learning Phase	BA	A	G	YG	E
Components					✓	
Strategies for building up suitable physical/emotional environment in the classroom						✓
Strategies/techniques to reveal/convince the learner what he already knows				✓		
Setting up/building up a problematic situation					✓	
Strategies for disturbance free and disciplined grouping if required				✓		
Be sure about the pre-requisite skills for learning activity				✓		
Give clear and concise guidelines for group activity				✓		
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc,					✓	
Blackboard work/structured oral command etc.					✓	
Provide sufficient activity for each group/individual					✓	
Systematic routine for procedural activities					✓	
Involve all the student in the learning activities				✓		
Encourage non-volunteers					✓	
Smooth transition - living minimal time between activities					✓	
Pace activities effectively					✓	
Bringing the appropriate learning aids/designing the learning aids during the course of activities						✓
Learning aids used effectively					✓	
Continuous supervision aids keen observation of learning activities					✓	
Strategies for managing interruptions				✓		
On the spot diagnosis of learning difficulties and corresponding remediation				✓		
Teacher invention facilitating the progression of learning activities at the right direction and at the right place					✓	
Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games				✓		
Exploring and eliciting the constructed knowledge through reflective process				✓		
Make changes in the learning strategy based on student responses					✓	
Adequacy of learning experiences in achieving the anticipated competencies				✓		
Provide opportunities for the use of pupil's observation book/ science diary					✓	
Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library					✓	
Consolidate pupil's presentation				✓		
Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation				✓		
Keeping records of student responses				✓		
Pay attention of student responses				✓		
Pay attention to the entire class				✓		
Adequate communication skills being displayed by the teacher				✓		

closure				
Questions aptly worded and properly distributed			✓	✓
Proper class management			✓	
Teacher shows subject competency			✓	
Proper budgeting of time			✓	
Review the lesson properly			✓	
Follow up activities in tune with the knowledge constructed/competencies acquired			✓	

BA-Below Average    A-Average    G-Good    VG-Very Good    E-Excellent

# B.S.S. B.ED. TRAINING COLLEGE

ALATHUR, PALAKKAD-DT, KERALA



## RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name : *Fasila. A*

Reg. No. : *BAASTE61006*

Optional Subject : *English*

*Certified that this is the bonafide record of*

*Fasila. A*

*Reg. No. BAASTE61006 for the year 2018-2020*

*Valued*

*Handwritten mark*

*Manne*  
Lecturer in Charge  
B.S.S. B.Ed. Training College  
Alathur  
Date: *11/07/2019*



*Principal's Signature*  
PRINCIPAL  
B.S.S. B.Ed. Training College  
Alathur (P.O.), Palakkad-Dt  
Kerala - 618 541.

## INDEX DISCUSSION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No	Initials
1.	15/2/19	Fasila.A	The Making of a Scientist	IX	1	<i>[Signature]</i>
2.	21/2/19	Fasila.A	The Jungle Air crash.	IX	11	<i>[Signature]</i>
3.	14/2/19	Fasila.A	Newton's law.	IX	21	<i>[Signature]</i>
4.	19/2/19	Fasila.A	Taj Mahal	VIII	29	<i>[Signature]</i>
5.	14/2/19	Fasila.A	The last heat	IX	39	<i>[Signature]</i>
6.	20/2/19	Fasila.A	Song of the Flower.	VIII	49.	<i>[Signature]</i>
7.	14/2/19	Fasila.A	The School for Sympathy.	VIII	57.	<i>[Signature]</i>
8.	15/2/19	Fasila.A	My Grandmother's House.	VIII	67.	<i>[Signature]</i>

## DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No	Initials
1.	13/2/19	P.R Jayashreekan	Solitary Reaper (Video Lesson)	VIII.	79	<i>[Signature]</i>
2.	20/2/19	Anju Lakshmi	Two Brothers	X	83	<i>[Signature]</i>
3.	20/2/19	Aswathy S.K	Vanka	X	85	<i>[Signature]</i>
4.	20/2/19	Parvina	The Last heat.	IX	88	<i>[Signature]</i>
5.	20/2/19	Renja	Newton's law.	IX	91	<i>[Signature]</i>

DEMONSTRATION REPORT - 2

Name of the teacher : Aswathy S.K.

Class :

Name of the school : B.S.S.G.H.S.S.

Strength : 40.

Subject : English

Duration : 40min

Topic : Nanka.

Date : 28/01/2019.

Sub-topic : 3 stanzas.

Introduction

Teacher entered the class and interacted with the students informally. Teacher introduced the lesson with the help of an audio-visual aid. She asked several questions related to the video, and that helps to make an interest among the students. Then teacher write the chapter name and author's name on BB. Teacher then

exhibits a profile chart of the author and familiarised the author in detail.

## Presentation.

Teacher explains the story in a very interesting manner, with the help of a model, that was related to the topic. She asked the students to read the lesson silently, and instructed them to mark the difficult words. She wrote those words and its meaning in the BB. Then teacher presented a Vocabulary Chart. Teacher read the lesson line by line and asked a student to read the lesson loudly.

## Conclusion

Teacher asked to the students to write a letter individually

## Observation Schedule for Observation of lessons under Constructivist format

Preparation	BA	A	G	VG	E
Components					✓
Strategies for building up suitable physical/emotional environment in the classroom					✓
Strategies/techniques to reveal/convince the learner what he already knows					✓
Setting up/building up a problematic situation					✓
Strategies for disturbance free and disciplined grouping if required					✓
Be sure about the pre-requisite skills for learning activity					✓
Give clear and concise guidelines for group activity					✓
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.,					✓
Blackboard work/structured oral command etc.					✓
Provide sufficient activity for each group/individual					✓
Systematic routine for procedural activities					✓
Involve all the student in the learning activities					✓
Encourage non-volunteers					✓
Smooth transition - living minimal time between activities					✓
Pace activities effectively					✓
Bringing the appropriate learning aids/designing the learning aids during the course of activities					✓
Learning aids used effectively					✓
Continuous supervision aids been observation of learning activities					✓
Strategies for managing interruptions					✓
On the spot diagnosis of learning difficulties and corresponding remediation					✓
Teacher invention facilitating the progression of learning activities at the right direction and at the right place					✓
Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games					✓
Exploring and eliciting the constructed knowledge through reflective process					✓
Make changes in the learning strategy based on student responses					✓
Adequacy of learning experiences in achieving the anticipated competencies					✓
Provide opportunities for the use of pupil's observation book/ science diary/					✓
Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library					✓
Consolidate pupil's presentation					✓
Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation					✓
Keeping records of student responses					✓
Pay attention of student responses					✓
Pay attention to the entire class					✓
Adequate communication skills being displayed by the teacher					✓

Learning Phase

closure	Questions apply worded and properly distributed				✓
	Proper class management				✓
	Teacher shows subject competency				✓
	Proper budgeting of time				✓
	Review the lesson properly.				✓
	Follow up-activities in tune with the knowledge constructed/competencies acquired.				✓

BA-Below Average    A-Average    G-Good    VG-Very Good    E-Excellent



Teacher presented a model of a letter. After that, teacher asked the students to write down slogans related to child labour. Teacher asked the students to present their activity. Teacher then showed her own version. Teacher concluded the class by giving an activity, i.e., to prepare a profile of the author.

~~Ado~~

PERFORMANCE TESTS 2019-2020

**B.S.S. B.Ed. TRAINING COLLEGE**  
ALATHUR, PALAKKAD-DT, KERALA



Name : F.A.S.I.L.L.A.: A

Reg. No. : B.A.A.S.T.E.L.A.O.O.S

Optional Subject : E.N.G.L.I.S.H

*Certified that this is the bonafide record of*

F.A.S.I.L.L.A.: A

Reg. No B.A.A.S.T.E.L.A.O.O.S for the year 2019-2020

*Valued*  
*Notice*

*Lecturer in charge*  
B.S.S. B.Ed. Training College  
Alathur, Palakkad Dt, Kerala  
Date: 26-09-2018



*[Signature]*  
PRINCIPAL  
B.S.S. B.Ed. Training College  
Alathur, Palakkad Dt, Kerala

MICRO TEACHING  
RECORD

# INDEX

Sl No	Content	Date	Page No.
1.	Micro teaching	1	1
2.	Micro lessons.		3
3.	Skill of introducing a lesson (plan)	13/7/2018	4
4.	Skill of introducing a lesson (Replan)	14/7/2018	8
5.	Skill of explaining. (plan)	16/7/2018	13
6.	Skill of explaining (Replan)	17/7/2018	18
7.	Skill of using BlackBoard (plan)	18/7/2018	24
8.	Skill of using BlackBoard (Re plan)	20/7/2018	28
9.	Skill of Probing Questions. (plan)	23/7/2018	32
10.	Skill of probing questions. (Re plan)	21/8/2018	38
11.	Skill of Reinforcement (plan)	15/7/2018	44
12.	Skill of Reinforcement (Re plan)	21/8/2018	50
13.	Link Lessons.		55
14.	Skill of Introduction, explaining and Probing questions.	8/8/2018	56
15.	Skill of Introduction, using BB and Reinforcement.	12/8/2018	63.

# MICRO TEACHING

Microteaching is a scaled down sample of teaching in which a teacher teaches a small number of pupils for a small period of 15 to 20 minutes.

According to Dwight W. Allen,

Micro teaching is a scaled down teaching encounter in a class size and class time.

## CORE TEACHING SKILL:-

A large number of skills related to teaching has been identified. Among these, some of them are extensively used in routine teaching. These are called 'core teaching skills.' They are:-

1) Skill of introducing a lesson.

2) Skill of stimulus variation.

3) Skill of explaining.

# MICRO TEACHING

4) Skill of using Black Board.

5) Skill of probing questions.

6) Skill of illustrating with examples.

7) Skill of frequently in questioning.

8) Skill of reinforcement.

## MICRO TEACHING CYCLE

Microw teaching is a cycle of teaching in a class room for a short time.



## LINK LESSON

A deliberate programme for integration of sub skills is called Link practice or Link lessons.

# MICRO LESSONS

# MICRO LESSON ON THE SKILL OF INTRODUCING A LESSON [PLAN]

Name of the teacher : Fasila-A	Class : IX
Name of the school : B.S.S Gurukulam	Duration : 5 Min
Subject : English	Strength : 10.
Topic : General, Your Tank	Date : 13/7/18.
Sub. topic : War	Plan / Replan

**Objective :** To develop the skill of introducing a lesson

**Skill :** Skill of introducing a lesson

**Components :**

- 1) checking Previous knowledge.
- 2) using appropriate devices.
- 3) continuity.
- 4) Relevance - of teachers activities

Teacher activity	pupil activity.	Components.
Good Morning.	Good Morning.	
How are you?	Fine.	



Do you like to watch films?

Yes. teacher.

Ok, then what type of film do you like the most?

Somebody says 'comedy' somebody says 'Horror'.

Arousing Interest.

Well, Did you watch films about war?

Pupil - 1 - Yes. Pupil, 2 - No.

Name of the school subject

Can you list anyone of them?

Pl - Kurukshetra Pl3 - Take off.

Topic Sub topic

Then, what are the consequences of War?

Pl1 - Death, Poverty. Pl2 - unemployment

checking previous knowledge.

Yes. Very good. Then, Do you agree with violence?

No. teacher.

Skill Components

Well, what do you think about the reasons behind wars?

Pl1 - for Power Pl2 - for religion Pl3 - for Invading

using appropriate devices.

Good. Then do you believe that war

geographic territories.

Teacher activity Student activity

Solved any problem?	No. . . . .	Observation
<p>So, as citizens, we must work for peace. is it?</p>	<p>Yes. teacher.</p>	<p>1. Checking previous knowledge</p>
<p>So, now you got an idea about way and its consequences. now look here. These are some pictures about war.</p>	<p>listening carefully</p>	<p>2. Arousing interest 3. Continuity 4. Using appropriate devices.</p>
<p>So, our next lesson is about a war. Are you ready?</p>	<p>Yes.</p>	<p>Arousing interest.</p>
<p>Teacher then asks the students to read the poem carefully.</p>	<p>pupil reads the poem silently.</p>	

Observation schedule. No. 10

Sl No	Components	Teacher trained I	Teacher trained II	Teacher trained III
1.	Checking Previous Knowledge	III	IIII	III
2.	Arousing interest	I	IIII	IIII
3.	Continuity.	I	IIII	IIII
4.	using appropriate devices.	II	IIII	IIII

~~using appropriate devices.~~

are some pictures about war.

Arousing interest.

Yes.

Are you ready?

~~the poem carefully. the students to read the poem then asks~~

RATING SCALES 2019-2020

**B.S.S. B.Ed. TRAINING COLLEGE**  
ALATHUR, PALAKKAD-DT, KERALA



Name : ..... Shifa A .....

Reg. No. : ..... BAASTSO009 .....

Optional Subject : ..... Social Science .....

*Certified that this is the bonafide record of*

..... Shifa A .....

Reg. No. BAASTSO009 for the year 2019-2020

  
Lecturer in charge

Date 01-11-2019  
Lecturer in Social Science  
B.S.S. B.Ed. Training College  
Alathur (P.O) Palakkad Dt  
Kerala - 678 541.



  
PRINCIPAL

PRINCIPAL,  
B.S.S. B.Ed. Training College  
Alathur (P.O), Palakkad Dt  
Kerala - 678 541.

  
21/11/2020  
Val

Semester - 2  
Assessment for learning

Task-1

Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students ( $N > 30$ ) and interpret the result.

## History

The concept of achievement motivation has its antecedents in earlier psychological studies conducted under a various rubrics, particularly "Success and failures" (Sears 1942). 'Ego involvement' (Allport 1943) and "level of aspiration" (Lewin et al. 1944). At that time, there was a little basis for a meaningful integration of knowledge, because research findings were not anchored by the use of a common method for assessment of motivation.

## Nature of the study

The Rao's achievement motivation test has been developed with simple objectives of achievement motivation. The main aim to provide the tool for the views to the classroom teacher.

There are 20 incomplete sentences each of which is followed by 2 possible alternatives. 'A' and 'B' out of which one is an achievement related item. Though both the alternatives are achievement oriented and socially accepted, one of them imply a higher sense of achievement and excellence.

The student has to choose one alternative that he or she generally prefers. The list may be administered to a group or an individual. It is suitable for use with both series. It does not require much time, but the group test takes about 8-10 minutes.

APPENDIX V

# Rao Achievement Motivation Test

(For Grades 8 to 11)

By

**Dr. D. Gopal Rao, M. A., M. Ed., Ph. D.**

*Reader in Education,*

NCERT, NEW-DELHI

- 
- |              |                           |
|--------------|---------------------------|
| 1. Name...   | 5. Date of birth ...      |
| 2. School... | 6. Father's occupation... |
| 3. Class ... | 7. Parent's income...     |
| 4. Date ..   | 8. Address ..             |

### DIRECTIONS

This is an attempt to understand you and help you to do well, whatever you want to do in life.

Below are given twenty incomplete sentences with two possible alternatives, A and B which complete the sense. Both the statements are correct. Put a tick mark against **ONLY ONE** of the alternatives which you prefer.

This has nothing to do with your examination. Feel free to answer all the questions frankly. There is no time limit, but work rapidly.

1. I enjoy reading ..  
(a) a comic book.  
(b) a book of adventure.
2. As a student I like to be called  
(a) a well dressed student in my class.  
(b) an intelligent student in my class.
3. When I grow up, I want ..  
(a) to do something which others have not done.  
(b) to lead a comfortable life.
4. As a doctor, I want  
(a) to be a well know surgeon.  
(b) to make a lot of money.
5. During the holiday, I want  
(a) to visit my friends and relatives.  
(b) to paint or write a story or a poem.
6. While answering in the examination .  
I aim .  
(a) at finishing before time.  
(b) at answering better than my classmates.
7. I want to become rich .  
(a) by earning money by hard work.  
(b) by winning a prize in the lottery.



( 2 )

8. I take pride .  
(a) in standing first in my class,  
(b) in helping poor students.
9. It is my nature...  
(a) to take life easily.  
(b) to undertake difficult tasks.
10. I have a tendency. .  
(a) to work on a task till it is completed.  
(b) to change the task if I get bored.
11. I want to study well...  
(a) to avoid blame from my parents.  
(b) to excell others in my class.
12. As an Engineer, I would like  
(a) to construct a model building in my town.  
(b) to grow rich and buy a car.
13. After 10 years, I will be..  
(a) earning a lot of money  
(b) a well known person in my job.
14. As a student, I would like...  
(a) to study for my future career.  
(b) to visit different places in the world.
15. I feel very unhappy .  
(a) when some one knocks away my purse.  
(b) when I fail to do my best in the examination.
16. I want to do something...  
(a) which will make me wealthy,  
(b) which others can hardly do.
17. Generally I make friends...  
(a) with those who are intelligent.  
(b) with those who are clean and neat
18. I feel <sup>upset</sup> ~~upset~~  
(a) when I am blamed.  
(b) when I fail to succeed.
19. I feel my success depends...  
(a) upon my hard work.  
(b) upon my parents and relatives.
20. I want to practice hockey everyday....  
(a) so that I may be selected for the Olympic game.  
(b) so that I may keep my-self fit and healthy.

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Tiwari Kothi, Belanganj, Agra-282 004

Rashtra Bhasa Press, Raja Mandi, Agra-2

APPENDIX

SCORING KEY FOR RAO'S ACHIEVEMENT MOTIVATION TEST

Item No.	GAR	HAR
1	A	B
2	A	B
3	B	A
4	B	A
5	A	B
6	A	B
7	B	A
8	B	A
9	A	B
10	B	A
11	A	B
12	B	A
13	A	B
14	B	A
15	A	B
16	A	B
17	B	A
18	A	B
19	B	A
20	B	A

GAR (General achievement related) responses  
get one score

HAR (High achievement related) responses  
get three score

Sl No	Name of student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	Abhijith.S	1	3	3	1	1	1	1	3	3	3	1	1	3	3	1	3	3	1	1	3	47
2.	Abhinav.S	3	1	3	1	3	1	3	1	3	1	3	1	1	1	3	3	3	1	3	3	43
3.	Abhiram	3	1	1	3	1	1	1	3	3	3	1	1	3	1	3	1	3	3	3	3	40
4.	Adharsh.S	3	1	1	1	3	3	3	1	1	3	3	1	1	3	1	1	3	3	3	3	40
5.	Ajay kishna.R	1	3	1	3	3	3	1	1	3	1	3	1	3	3	3	1	1	3	3	3	44
6.	Akhay.V	3	1	1	3	1	1	3	3	1	3	1	3	3	1	1	3	1	3	1	1	38
7.	Alan.M	1	3	1	3	3	1	1	1	3	3	1	1	3	1	1	3	1	3	3	1	38
8.	Amal.B	1	3	3	3	1	1	1	3	3	1	1	1	3	1	3	1	3	3	1	3	40
9.	Amith.H	3	1	3	1	3	1	3	3	1	1	3	1	3	3	1	1	1	3	1	3	40
10.	Anaaha.P	3	3	1	3	1	3	1	3	3	3	1	1	3	3	3	1	1	1	3	3	40
11.	Anaswara.K	3	3	1	1	3	3	1	1	1	3	3	1	3	3	3	1	1	3	3	1	40
12.	Anshya.F	1	1	1	3	3	3	3	1	1	3	1	3	1	3	3	1	3	3	3	1	40
13.	Anushka.R	1	3	3	1	3	1	3	3	3	3	3	1	3	3	1	3	3	1	1	1	44
14.	Arjun.R	3	1	3	3	1	3	1	1	3	1	3	3	3	3	1	3	3	1	1	3	44
15.	Arya.S	1	3	3	3	3	1	3	1	3	3	1	3	1	1	3	3	1	1	1	3	44
16.	Aswini.G	3	3	3	1	1	3	1	1	3	1	1	1	1	1	3	3	3	1	1	3	41
17.	Athira.S	1	1	3	3	3	1	3	1	3	3	3	1	1	3	1	1	1	1	3	3	44



## Scores obtained by students of GHSS Erimayur

Sl No	Name of the students	Scores
1.	Abhijith S	47
2.	Abhinav. S	43
3.	Abhiram	40
4.	Adharsh. S	40
5.	Ajay Krishna. R	44
6.	Akshay. V	38
7.	Alan M	38
8.	Amal. B	40
9.	Amith. H	40
10.	Anagha. P	40
11.	Anawara. K	40
12.	Ansiya. T	40
13.	Anushka R	44
14.	Arjun R	44
15.	Arya. S	44
16.	Aswini. G	41
17.	Athira. S	44

18.	Bhama. B	44
19.	Drishya. K	40
20.	Farhana. S	44
21.	Farisa Ak	45
22.	Jayachandran	44
23.	Midhun Ghosh	42
24.	Irfan A	44
25.	Sanjith. S	42
26.	Praveen P	44
27.	Sayuj. S	42
28.	Sona. K	45
29.	Udhaya. A	44
30.	Vaishnav. M	44

## Interpretation :

The criteria for interpretation is as follows.

• If students scores between

→ 20-32 - Low achievement motivation

→ 33-44 - Average achievement motivation

→ 45-60 - High achievement motivation

Based on the test that I conducted among 30 students, I could understand that

$$\begin{aligned}\text{Achievement motivation} &= \frac{\text{Total Score}}{\text{No. of Students}} \\ &= \frac{1271}{30} \\ &= \underline{\underline{42.367}}\end{aligned}$$

The mean of the achievement motivation lies in between 33-44, this indicates that, the students possess average achievement motivation.

## Use of the test

Though the test is standardised and the nature of the test items can be used in any part of the country, the total score of the test provide a close outlook to the parents and the teachers for providing facilities and opportunities from higher achievement level to the pupil. The test may be used by the counsellors for diagnosing purpose to find out the creative and gifted children who are not progressing. The test may be used as a tool for further research. Because of the simplicity of the instrument more specifically it is useful to limited type of investigation. ✓



# **SEMESTER I**

## **TASKS AND ASSIGNMENTS**

# B.S.S. B.Ed. TRAINING COLLEGE

ALATHUR, PALAKKAD-DT, KERALA



Name : ..... M. SARAVANAN .....

Reg. No. : ..... BAASICMOO7 .....

Optional Subject : ..... COMMERCE .....

Certified that this is the bonafide record of

..... M. SARAVANAN .....

Reg. No. BAASICMOO7 for the year 20 - 20

*P.S.*  
Lecturer in charge

Date *18/12/18.*

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*22/10/2018*

EDU 02 : DEVELOPMENT OF THE  
LEARNER

TASK : 2

Administer any one standardised  
Psychological tool to Primary /  
Secondary school students to identify  
individual differences among learners

Submitted by  
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Commerce.



As the Part of B.Ed Program we are advised to administer a standardized Psychological tool among secondary school students and identify the individual difference. For that Rosenberg self esteem scale was chosen and administered among the children of our class. The following report shows its discussion analysis and interpretation.

### Self-Esteem

In Psychology the term self-esteem is used to describe a person's overall sense of self worth or personal value. In other words, how much you appreciate and like yourself.

- self-esteem is often seen as a personality trait which means that it tends to be stable and enduring
- self-esteem can involve a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions and behaviours.

### Why Self-Esteem Is Important :-

self-esteem can play a significant role in your motivation and success throughout your life. Low self-esteem may hold you back from succeeding at school or work because you don't believe yourself to be capable of success. By contrast, having a healthy self-esteem can help you achieve because you navigate life with a positive, assertive attitude and believe you can accomplish your goals.

## factors that can influence self esteem

There are different factors that can influence self-esteem. Genetic factors that help shape overall personality can play a role. but it is often our experiences that form the basis for overall self-esteem.

Those who consistently receive overly critical or negative assessment from caregivers family members, and friends for example will likely experience problems with low self-esteem.

Additionally your inner thinking, age any potential illnesses, disabilities or physical limitations and your job can affect your self-esteem.

## Signs of Healthy self-Esteem

- Confidence
- Ability to say no
- Positive outlook
- Ability to see overall strengths and weaknesses and accept them
- Negative experiences don't impact overall perspective
- Ability to express your needs

## Signs of low self

- Negative outlook
- Lack of confidence
- Inability to express your needs
- Focus on your weaknesses
- Feelings of shame, depression or anxiety
- Belief that others are better than you
- Trouble accepting positive feedback
- Fear of failure.

## About Rosenberg self-Esteem scale

The Rosenberg self-esteem scale is a widely used self-report instrument for evaluating individual self-esteem. It was investigated using item response theory. It was developed by sociologist Dr. Morris Rosenberg. He was born in New York City on May 6, 1918. He received his B.A. from Brooklyn College in 1946 and M.A. (1950) and Ph.D. (1953) from Columbia University. He began his career as Assistant Professor of Sociology at Cornell University in 1955 and moved to the Laboratory on Socio-environmental Studies of the National Institute of Mental Health in 1957. He re-entered the academic world in 1974 as Professor of Sociology at the State University of New York at Buffalo in 1974.



and joined the faculty, at the University of Maryland College Park in 1995, where he taught until his death in 1997. Its a model that constrained the 10 items to equal discrimination was contrasted with a model allowing the discriminations to be estimated freely.

The 10-item scale that measures global self-worth by measuring both positive and negative feeling about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Scoring of item

To score the items, assign a value to each of the 10 items as follows

- For items 1, 2, 4, 6, 7.

Strongly Agree = 3, Agree = 2

Disagree = 1 and strongly

Disagree = 0

• For items 3, 5, 8, 9, 10 (reverse order)

strongly Agree = 0, Agree = 1

Disagree = 2, and strongly Disagree = 3

Results.

total score 15-30 indicates high self-esteem. The score below 15 indicates low self-esteem.

I feel that I am a person of worth,  
at least on an equal plane with  
others

I feel that I have a number of good  
qualities

All in all, I am inclined to feel that  
I am a failure

I am able to do things as well as most  
other people

I feel I do not have much to be  
proud of

I take a positive attitude toward myself

on the whole, I am satisfied with  
myself

I wish I could have more respect  
for myself

I certainly felt useless at times

At times I think I am no good at all

score obtained by class plus two  
students of GHS NEMMARU

SNO	Name	Score
1	Sooraj	15
2	Adhithyan.A	26
3	Adhithyan.H	15
4	Afzal Rahman	17
5	Akash	<del>20</del> 20
6	Athul Chandran	23
7	Balu	18
8	Christin	25
9	Ebin Tom	29
10	Jagan	16
11	Jithin	24
12	Rahul.R	23
13	Rehil	<del>25</del> 25
14	Rithik Ram	12
15	Sajith	11
16	sooryadas	19
17	Suvin	15
18	umesh	19
19	Vishwajith	17
20	Aishwarya	29

Report on individual difference among learners on self-esteem

\* Furnish a table showing name of the students and their score

\* A short interpretation of the results.

Conclusion :-

Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded the high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstance.

High self esteem does not prevent children from smoking, drinking, ~~drinking~~ taking drugs, or engaging in early sex.

If anything high self esteem fosters experimentation, which may increase early sexual activity or drinking but in general effects of self esteem are negligible. one important exception is that high self-esteem reduces the chances of bulimia in females. overall the benefits of high self esteem fall into two categories: enhanced initiative and pleasant feelings.

# B.S.S. B.Ed. TRAINING COLLEGE

ALATHUR, PALAKKAD-DT, KERALA



Name : ..... M. SARAVANAN .....

Reg. No. : ..... BAASICMOO7 .....

Optional Subject : ..... COMMERCE .....

*Certified that this is the bonafide record of*

..... M. SARAVANAN .....

*Reg. No. BAASICMOO7 for the year 20 - 20*

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*22/10/2020*



Semester: 2

EDU 07- Facilitating learning

Task 2

Conducting a study on learning style preferences in learning in a group of 15-20 children using any tool on learning style

## Introduction

As a part of our BEd programme, we were asked to conduct a study on learning style preferences in learning in a group of 15-20 children using any tool on learning style. Here I used learning style preference questionnaire designed by O'Brien - founder of specific diagnostic studies, in 1988. For this I chose students from the class X-D. I collected data from 20 students which included girls and boys. Learning styles are popular concept in psychology and education and are intended to identify how people learn best.

# Learning Style

## Meaning and Definition

Learning styles refer to a range of theories that aim to account for differences in individuals learning. Many theories share the proposition that humans can be classified according to their style of learning, but differ in how the proposed styles should be defined, categorized and assessed.

Proponents recommend that teachers have to run a need analysis to assess the learning styles of their students and adapt their classroom methods to best fit each students learning style. Everyone processes and learns new information in different

ways. There are three main cognitive learning styles

Visual, auditory and kinesthetic.

Each preferred learning style has methods that fit the different ways an individual may learn best. Each person is born with certain tendencies towards particular styles.

## Types

### 1. Visual

In this type of learning style, students prefer to use images, graphics, colours, maps etc to communicate ideas and thoughts. They think in pictures and detail and have vivid imaginations.

When extensive listening is required, they may be quiet and become impatient. Neat in

The modality questionnaire reproduced here had to be completed by reading each sentence carefully and considering if it applies to you. On the line of each statement, indicate how often the sentence applies to you, according to the chart below. All questions should be responded.

1	2	3
Never applies to me	Sometimes applies to me	Often applies to me

### Scoring

Scoring was applied as follows:

- \* Never applies to me : 1
- \* Sometimes applies to me : 2
- \* Often applies to me : 3

The questionnaire contained 30 questions

- \* Section 1 has 10 questions based on visual
- \* Section 2 has 10 questions based on auditory
- \* Section 3 has 10 questions based on kinesthetic

### SECTION ONE:

1. \_\_\_\_ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. \_\_\_\_ I remember something better if I write it down.
3. \_\_\_\_ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. \_\_\_\_ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. \_\_\_\_ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. \_\_\_\_ It helps me to look at the person while listening; it keeps me focused.
7. \_\_\_\_ Using flashcards helps me to retain material for tests.
8. \_\_\_\_ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. \_\_\_\_ It's hard for me to understand a joke when someone tells me.
10. \_\_\_\_ It is better for me to get work done in a quiet place.

**Total** \_\_\_\_\_

### SECTION TWO:

1. \_\_\_\_ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. \_\_\_\_ It helps to use my finger as a pointer when reading to keep my place.
3. \_\_\_\_ Papers with very small print, blotchy ditto's or poor copies are tough on me.
4. \_\_\_\_ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. \_\_\_\_ I remember things that I hear, rather than things that I see or read.
6. \_\_\_\_ Writing is tiring. I press down too hard with my pen or pencil.
7. \_\_\_\_ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. \_\_\_\_ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. \_\_\_\_ It's hard for me to read other people's handwriting.
10. \_\_\_\_ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

**Total** \_\_\_\_\_

### SECTION THREE:

1. \_\_\_\_ I don't like to read directions; I'd rather just start doing.
2. \_\_\_\_ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. \_\_\_\_ Studying at a desk is not for me.
4. \_\_\_\_ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. \_\_\_\_ Before I follow directions, it helps me to see someone else do it first.
6. \_\_\_\_ I find myself needing frequent breaks while studying.
7. \_\_\_\_ I am not skilled in giving verbal explanations or directions.
8. \_\_\_\_ I do not become easily lost, even in strange surroundings.
9. \_\_\_\_ I think better when I have the freedom to move around.
10. \_\_\_\_ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

**Total** \_\_\_\_\_

Table showing the Scores Obtained by the Students

Sl no	Name of the Students	Visual	Auditory	kinesthetic	style of preference
1.	Rasiya . R	21	18	23	kinesthetic
2.	Hashim CA	25	29	28	Auditory
3.	Afzal . A	23	19	24	Kinesthetic
4.	Farsana . F	22	18	23	kinesthetic
5.	Aashifa . M	22	17	25	kinesthetic
6.	Athira . M	20	19	22	kinesthetic
7.	Anujitha S	20	17	22	kinesthetic
8.	Mubeena N	25	17	26	kinesthetic
9.	Arya M	21	21	24	kinesthetic
10.	Shahana A	20	24	21	Auditory
11.	Prasanth P	21	15	19	Visual
12.	Athul CA	22	21	25	kinesthetic
13.	Aswin M	17	17	23	kinesthetic
14.	Abhinand c	20	20	25	kinesthetic
15.	Muhammed Surajf	22	21	23	kinesthetic
16.	Fazil F	21	20	23	kinesthetic
17.	Aswin G	21	18	19	Visual
18.	Jeeva . S	20	27	23	Auditory
19.	Mithafar . H	18	24	19	Auditory
20.	Manu Mohan	23	20	21	visual

Style preference	Total	Percentage (%)
Visual	445	74%
Auditory	402	67%
Kinesthetic	458	76.3%
Multiple	-	-

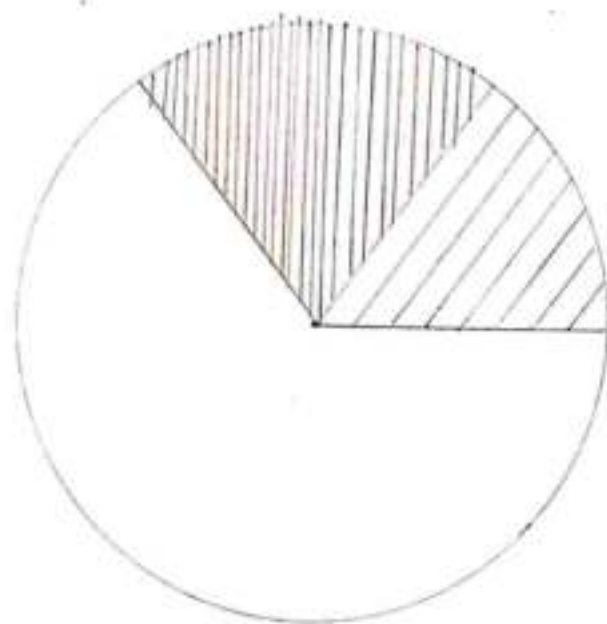
Table showing learning style preference




Learning Style preference	Total no: of students	Percentage (%)
Visual	3	15%
Auditory	4	20%
kinesthetic	13	65%
Multiple	-	-
Total	20	100

Pie diagram

Learning style preference	Calculation	Degree
Visual	$\frac{15}{100} \times 360$	$54^\circ$
Auditory	$\frac{20}{100} \times 360$	$72^\circ$
Kinesthetic	$\frac{65}{100} \times 360$	$234^\circ$
Multiple	-	-





-  Visual
-  Auditory
-  ~~Kinesthetic~~

## Interpretation

After analysing the results obtained by conducting learning style preference test in X-D of CHSS

Erinayur, it is found that out of 20 students

15% prefer visual, 20% prefer auditory and

65% of the students prefer kinesthetic learning style.

Most of the students prefer to learn by demonstrating,

hands on approach, i.e. learning by doing