

Blue print for Achievement test

3 Blue print

Thinking skills Form of question Content	LOTS						HOTS			Total items	Total scores
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Remembering	Understanding	Applying		
Dalton atomic Theory	(1) 0	(1) 5	(1) 0	(2) 5	(1) 0	(2) 5	(1) 0	(2) 5	(2) 0	2	3
Particles smaller than atom		(1) 2	(1) 2	(1) 2		(1) 2	(1) 2	(1) 2	(1) 2	3	6
Rutherford model	(1) 1			(1) 2	(1) 2			(1) 2		2	3
Bohr's model			(1) 1	(1) 2	(1) 2	(1) 2	(1) 2	(1) 2	(1) 2	8	13
		4		5		6	4		4		2

MNKMHSS, CHITTILAMCHERY

ACCOUNTANCY

CLASS : XI

Diagnostic Test

I. Find the odd one.

1. (a) Accounting Entity (b) Materiality (c) Consistency (d) Timeliness.
2. (a) Revenue Realisation (b) Money Measurement (c) Matching (d) Full Disclosure.

II. Choose the correct answer.

3. According to _____ concept it is assumed that the business will last for a long time.
(Money Measurement, Materiality, Going Concern, Business Entity)
4. Accounting equation is developed with the help of _____.
(Money Measurement, Dual Aspect, Revenue Realization, Historical)
5. Depreciation Accounting is stated in _____ AS.
(4, 6, 15, 10)
6. _____ Convention demands that accounting statements should disclose all material facts for the benefit of the users.
(Full Disclosure, Dual Aspect, Historical cost, Verifiable Objective)
7. The accounting practices should remain the same from one year to another. Which modifying principles state this:
(Materiality, Consistency, Timeliness, conservation)

I. Complete the series

8. Assets = _____ + Capital

I. State True or False.

9. For every debit there is an equal and corresponding credit.
10. Accounting has no universal application.

Observation Schedule for observation of lessons under constructivist format

Observation Schedule for Observation of lessons under Constructivist format

		BA	A	G	VG	R
Preparation	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				✓	
Learning Phase	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 discussions/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				✓		

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

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	G	VG	E
Preparation	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		✓			
Learning Phase	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

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. |

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 excel 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 ^{upset} ~~set up~~
(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.

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

Results

Total score 15-30 indicates high self-esteem
 The score below 15 indicates low self-esteem

Sl no	items	S.A	A	DA	SD
1	I feel that I am a person of worth at least on an equal plane with others				
2	I feel that I have a number of good qualities.				
3	All in all, I am inclined to feel that I am a failure				
4	I am able to do things as well as most other people				
5	I feel that I do things as well as most other people				
5	I feel that I do not have much to be proud of				
6	I take a positive attitude towards myself.				

7 on the whole I am satisfied
with my self

8 I wish I could have more
respect for my self

9 I certainly feel useless at times

10 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 dittos 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," "had" 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 _____

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

ALATHUR, PALAKKAD-DT, KERALA

TEACHER MADE WRITTEN TEST ESSENTIALLY BASED ON SUBJECT CONTENT 2018-2019



Name : SREEDEVI A.

Reg. No. : BAARTCM007

Optional Subject : COMMERCE

Certified that this is the bonafide record of

SREEDEVI A.

Reg. No. BAARTCM007 for the year 2017 - 2019

Lecturer in charge

Date 10.01.2019
Lecturer in Commerce
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PRINCIPAL

PRINCIPAL,
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ACHIEVEMENT

TEST

INDEX

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Achievement Test

An achievement test is a test of developed skill or knowledge. The most common type of achievement test is a Standardised test developed to measure skills & knowledge learned in a given grade level, usually through planned instructions, such as training or classroom instructions.

Steps :-

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 Scoring key & Marking scheme.
6. Preparation of questionwise analysis.

ACHIEVEMENT TEST-1

1. Planning of test.

1. Preliminary Details.

Accountancy

Standard : XII.

Maximum Score: 25

Time : 1 hour.

Unit I

Introduction to Accounting

Unit II

Theory Bases of Accounting.

2. List of Learning Outcomes.

Unit I Introduction to Accounting

- 1.1. Explain the terms used in accounting.
- 1.2. Classify the assets into current & fixed ones.
- 1.3. Distinguish among terms income, expenditure, assets & liabilities.
- 1.4. Describe the objectives & advantages of Accounting information

1.6. Identify the role of accounting.

Unit II Theory base of Accounting.

2.1 Recognise the importance of Accounting Principles

2.2 Identify various synonyms of Accounting Principles

2.3 Identify various basic concepts of Accounting.

2.4 Identify relevant Principles in connection with an accounting transactions.

2.5 Explain the concept & relevance of Accounting Standards.

2.6. Identify all Accounting Standards.

3. Sub Units.

Unit I - 1. Accounting Process & Basic Terms.

2. Meaning & qualitative characteristics.

3. Accounting Information - Objectives, Advantages

• Users of accounting information.

A. Role of Accounting.

Unit II - 1. GAAP

2. Basic Accounting Concepts.

3. Accounting Standards.

4. Thinking Skill.

1. Conceptual Assimilation :-
1. Remembering
 2. Understanding

2. Applications
- Applying
Analysing
Evaluating
Creating.

ii Preparations of Designs for the test.

1. Weightage to unit/Topic & learning outcome.

No	Unit / Topic	Learning Outcomes	Score	%.
1.	Accounting Process; Basic Terms	1.1; 1.2; 1.3	4	16
2.	Accounting Meaning & Qualitative Characters	1.4	2	8
3.	Accounting Informations - Objectives	1.5	4	16
4.	Advantages, users of accounting information	1.6		
4.	Role of Accounting	1.6	2	8
5.	GAAP	2.1; 2.2	4	16
6.	Basic Accounting Concepts	2.3; 2.4	7	28
7.	Accounting standards.	2.5; 2.6	2	8
			25	100

2. Weightage to Objectives / Thinking Skill

No	Objectives / Thinking Skill	Score	%
1.	Conceptual Analysis.		
	Remembering	2	8
	Understanding.	3	12
2.	Applications		
	Applying	6	24
	Analysing	6	24
	Evaluating	6	24
	Creating	2	8
		25	100

3. Weightage to forms of questions.

No	Forms of Questions	No. of Questions	Score	%
1.	Objective Type	4	5	20
2.	Very Short Answer Type	3	6	24
3.	Short Answer Type	2	8	32
4.	Essay Type	1	6	24
		10	25	100

iii Preparation of Blueprint.

Unit	Learning Outcome	Form of Questions				Total
		Objective Type	Very Short Answer	Short Answer	Essay	
1	1.1; 1.2; 1.3	(1) ₂	(1) ₂			4
2	1.4		(1) ₂			2
3	1.5			(1) ₄		4
4	1.6		(1) ₂			2
5	2.1; 2.2			(1) ₄		4
6	2.3; 2.4	(1) ₁			(1) ₆	7
7	2.5; 2.6	(2) ₁				2
		5	6	8	6	25

Note:-

The number outside the bracket indicates the marks & the number inside the bracket indicates the number of questions.

MNKMHSS, CHITTILAMCHERY

ACCOUNTANCY

CLASS: XI

MARKS: 25
TIME: 1 HR

1. Choose the correct answer: (Score 1)
Depreciation Accounting is disclosed in AS _____
a) 4 b) 2 c)15 d)6
2. Fill in the blanks. (Score 1)
Accounting Entity is an _____
3. Name it. (Score 1)
The norms and guidelines framed by professional bodies consisting of chartered accountants are called as.
4. Match the Following. (Score 2)
- | A | B |
|-----------------|---------------------------|
| 1. Fixed Assets | (a) Withdrawals by Owners |
| 2. Purchases | (b) Accounts Receivables |
| 3. Drawings | (c) Goods for Sale |
| 4. Debtors | (d) Long term use. |
5. "Accounting is the language of the business". Evaluate the statement. (Score 2)
6. Represent the Classification of assets in chart form. (Score 2)
7. Classify the following into Revenue Expenditure and Capital Expenditure.
- | | |
|-------------------------|------------------|
| (a) Furniture Purchased | (b) Repairs Paid |
| (c) Computer Purchased | (d) Rent Paid |
8. Book-keeping clerical while accounting requires professional skill. Compare. (Score 4)
9. "Accounting has universal applications". Justify. (Score 4)
10. Anil, one of your friends is planning to start a business. But he is not aware of theory of maintaining accounts, he seeks your help. Build an idea of accounting assumptions to your friend. (Score 6)

2. Preparation of Scoring key & Marking Scheme.

Scoring key		
Q.No.	Answers	Marks
1	d) AS 6	1
2.		1
3.	Accounting Standard.	1
4.	1. d) Long term use	1/2
	2. c) Goods for Sale	1/2
	3. a) Withdrawals by Owners	1/2
	4. b) Accounts receivables.	1/2

Marking Scheme			
Q.No	Value Points	Value Point	Total
5.	1. Business Communicates Information Business is measured Interested Parties	1/2 1/2 1/2 1/2	2
6.	Assets <pre> graph TD A[Assets] --> B[Fixed] A --> C[Current] B --> D[Tangible] B --> E[Intangible] C --> F[Wasting] C --> G[Fictitious] </pre>		2

Q.No.	Value Points	Marks	Total
7.	Revenue Expenditure - Repairs Paid Rent Paid	$\frac{1}{2}$ $\frac{1}{2}$	
	Capital Expenditure - Furniture Purchase Computer Purchase	$\frac{1}{2}$ $\frac{1}{2}$	2
8	Book-keeping	Accounting	
	Only recording	Recording, Summary Classifying.	1
	Maintains Books	Analysis & Interprets	1
	No special skill requires	Special skill requires.	1
	Clerical nature	Qualified Accountants.	1
9.	1. GAAP	2	
	2. Accounting Assumptions	$\frac{1}{2}$	
	3. Accounting Principle	$\frac{1}{2}$	
	4. Modifying Principle	$\frac{1}{2}$	
	5. Accounting Standard.	$\frac{1}{2}$	4
10.	1. Accounting Assumptions	2	
	2. Accounting Entity	1	
	3. Money Measurement	1	
	4. Going Concern	1	
	5. Accounting Period.	1	6.

Questionwise Analysis.

No	Unit / Topic	Learning Outcome	Thinking Skill	Form of Questions	Score	Time
1.	Theory Base of Accounting	2.5; 2.6	Remembering	Objective Type	1	1
2.	Theory Base of Accounting	2.3; 2.4	Remembering	Objective Type	1	1
3.	Theory Base of Accounting	2.5; 2.6	Understanding	Objective Type	1	1
4.	Introduction to Accounting	1.1; 1.2; 1.3	Understanding	Objective Type	2	2
5.	Introduction to Accounting	1.6	Evaluating	Very Short Answers	2	5
6.	Introduction to Accounting	1.4	Creating	Very Short Answer	2	5
7.	Introduction to Accounting	1.1; 1.2; 1.3	Analysing	Very Short Answer	2	5
8.	Introduction to Accounting	1.5	Analysing	Short Answer	4	10
9.	Theory Base of Accounting	2.1; 2.2	Evaluating	Short Answer	4	10
10.	Theory Base of Accounting	2.3; 2.4	Applying	Essay	6	20

Administration of the test

As I administer, I got the result like this, from that result I found, Mean, Median, Mode & Standard deviation.

Interpretation of the result are done by histograms, frequency polygon & pie-diagrams.

Marklist

N	Name	Score		N	Name	Score	
		In 25	In 50			In 25	In 50
1	Abhiram S Nair	15½	31	34	Anya	11	22
2	Ajith S	12	24	35	Gopika K K	14	28
3	Aswin P	6½	13	36	Gowri VN	9	18
4	Deeraj K Umesh	15	30	37	Hareha Padmarabhan	16½	33
5	Fahad Farook A	18½	37	38	Isharath S	11	22
6	Harinarayanan CK	11½	23	39	Rajasree	13	26
7	K. Kiran Manick	9	18	40	Rasheeda A	5½	11
8	Krishna das k	9	18	41	Shauhana Salams	22½	45
9	Nijas	19	38	42	Shamna Sherin K	12	24
10	Riyas M	9½	19	43	Shifa Fathima A	12	24
11	Rohith S	10½	21	44	Shifa S	14	28
12	S. Shahin Hamed	7	14	45	Abhilash K	11	22
13	Sajin K	14	28	46	Ajjeesh R	16	32
14	Sanjay R.	13	26	47	Anil Krishnan K	2½	5
15	Siyad S	18	36	48	Akshay K	11½	23
16	Aneesa M	12½	25	49	Anoop U	9	18
17	Aurimina A	13	26	50	Anjun K	7	14
18	Gopika G	10½	21	51	Gopakrishnan K	15½	31
19	Priethya	4	8	52	Manikandan S	11½	23
20	Reshma TK.	12	24	53	Rohith R	15	30
21	Revathy CR	16	32	54	Vishnu M	10½	21
22	Vinaya V	17	34	55	Aishwarya R	12½	25
23	Vismaya	15	30	56	Akhila P	12	24
24	Vyshnavi	8	16	57	Anvitha K	10	20
25	Abin J	7½	15	58	Anisha A	9½	19
26	Abhin Krishnan D	9½	19	59	Athira A	21	42
27	Akshay G	13	26	60	Athira H	13	26
28	Anees Y	19	38	61	Maya S	9	18
29	Gopalakrishnan PB	8	16	62	Meera A	21½	43
30	Shubin Das AS	7½	15	63	Sowmya S	13	26
31	Sreekuttan S	18	36	64	Smrithi M	11½	23
32	Alphy Jiji	14½	29	65	Smrithi R	10½	21
33	Anjana P	21	42				

Interpretation of results using Statistical Tools

Frequency Distributions Table.

Class	Tally	Frequency
0-10		2
10-20		16
20-30		28
30-40		15
40-50		4
		<u>65</u>

Statistical Analysis.

Class	Frequency	Mid-Point	f_m	Cumulative Frequency
0-10	2	5	10	2
10-20	16	15	240	18
20-30	28	25	700	46
30-40	15	35	520	61
40-50	4	45	180	65
	<u>65</u>		<u>1655</u>	

1) MEAN

$$\text{Mean} = \frac{\sum f_m}{N} = \frac{1655}{65} = \underline{\underline{25.46}}$$

2) MEDIAN

$$\begin{aligned}\text{Median} &= L + \left(\frac{\frac{N}{2} - CF}{f} \right) \times C \\ &= 20 + \left(\frac{\frac{65}{2} - 18}{28} \right) \times 10 \\ &= 20 + \left(\frac{32.5 - 18}{28} \right) \times 10 \\ &= 20 + \left(\frac{14.5}{28} \right) \times 10 \\ &= 20 + 0.517 \times 10 \\ &= 20 + 5.17 \\ &= \underline{\underline{25.17}}\end{aligned}$$

3) MODE

$$\begin{aligned}\text{Mode} &= L + \left(\frac{f_2}{f_1 + f_2} \right) \times C \\ &= 20 + \left(\frac{15}{16 + 15} \right) \times 10 \\ &= 20 + (0.484 \times 10) \\ &= 20 + 0.484 \times 10 \\ &= 20 + 4.84 \\ &= \underline{\underline{24.84}}\end{aligned}$$

4. STANDARD DEVIATION

$$4) \text{ Standard Deviation} = i \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Class	f	x	fx	cf	$d = \frac{x - \bar{x}}{i}$	d^2	fd	fd^2
0-10	2	5	10	2	-2	4	-4	8
10-20	16	15	240	18	-1	1	-16	16
20-30	28	<u>25</u>	700	46	0	0	0	0
30-40	15	35	525	61	1	1	15	15
40-50	4	45	180	65	2	4	8	16
	<u>65</u>						<u>3</u>	<u>55</u>

$$\sigma = 9 \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

$$= 10 \times \sqrt{\frac{55}{65} - \left(\frac{3}{65}\right)^2}$$

$$= 10 \times \sqrt{0.85 - 0.0021}$$

$$= 10 \times \sqrt{0.8479}$$

$$= 10 \times 0.92$$

$$= \underline{\underline{9.2}}$$

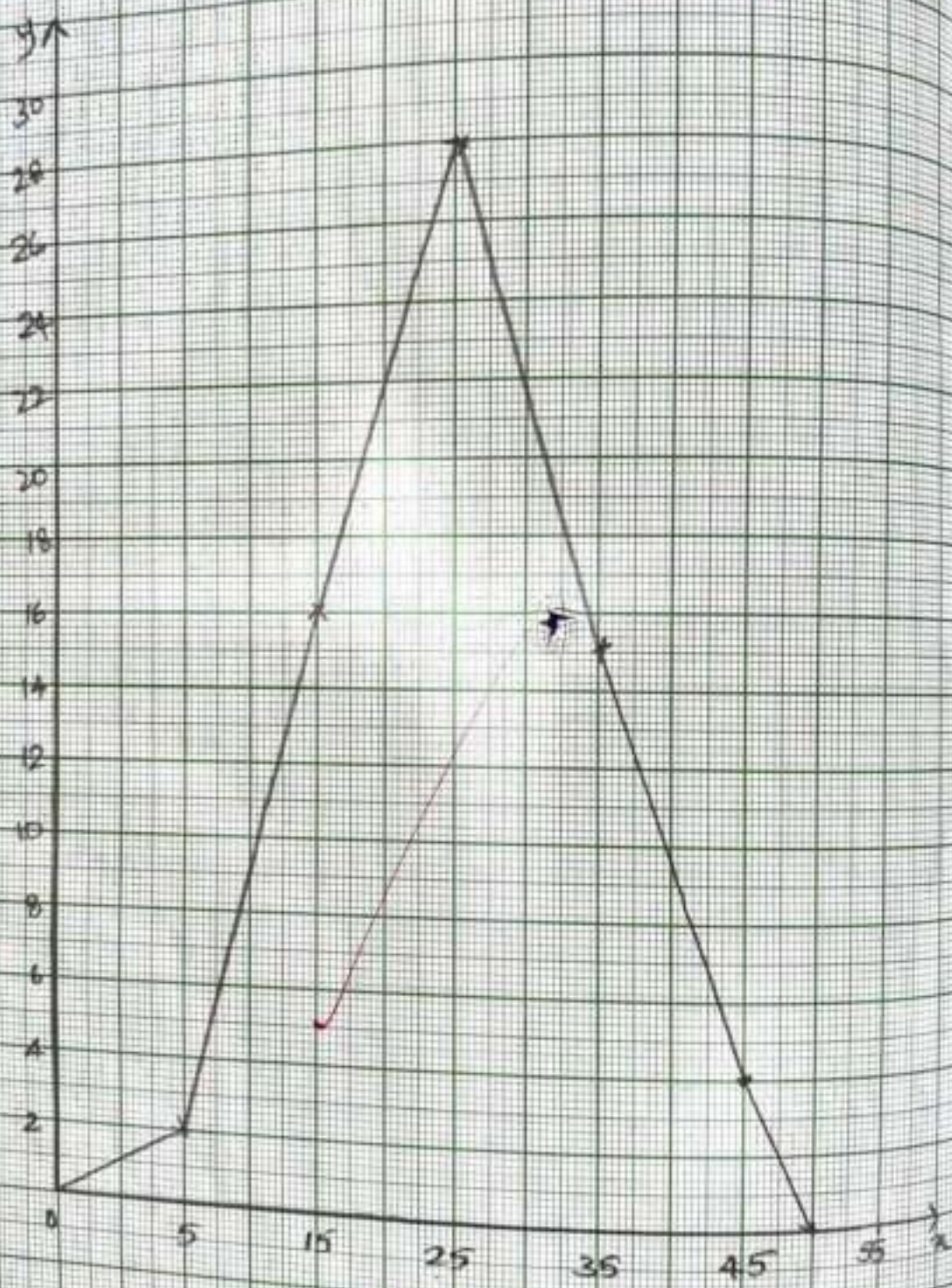
5) CALCULATION OF HIGH AND LOW

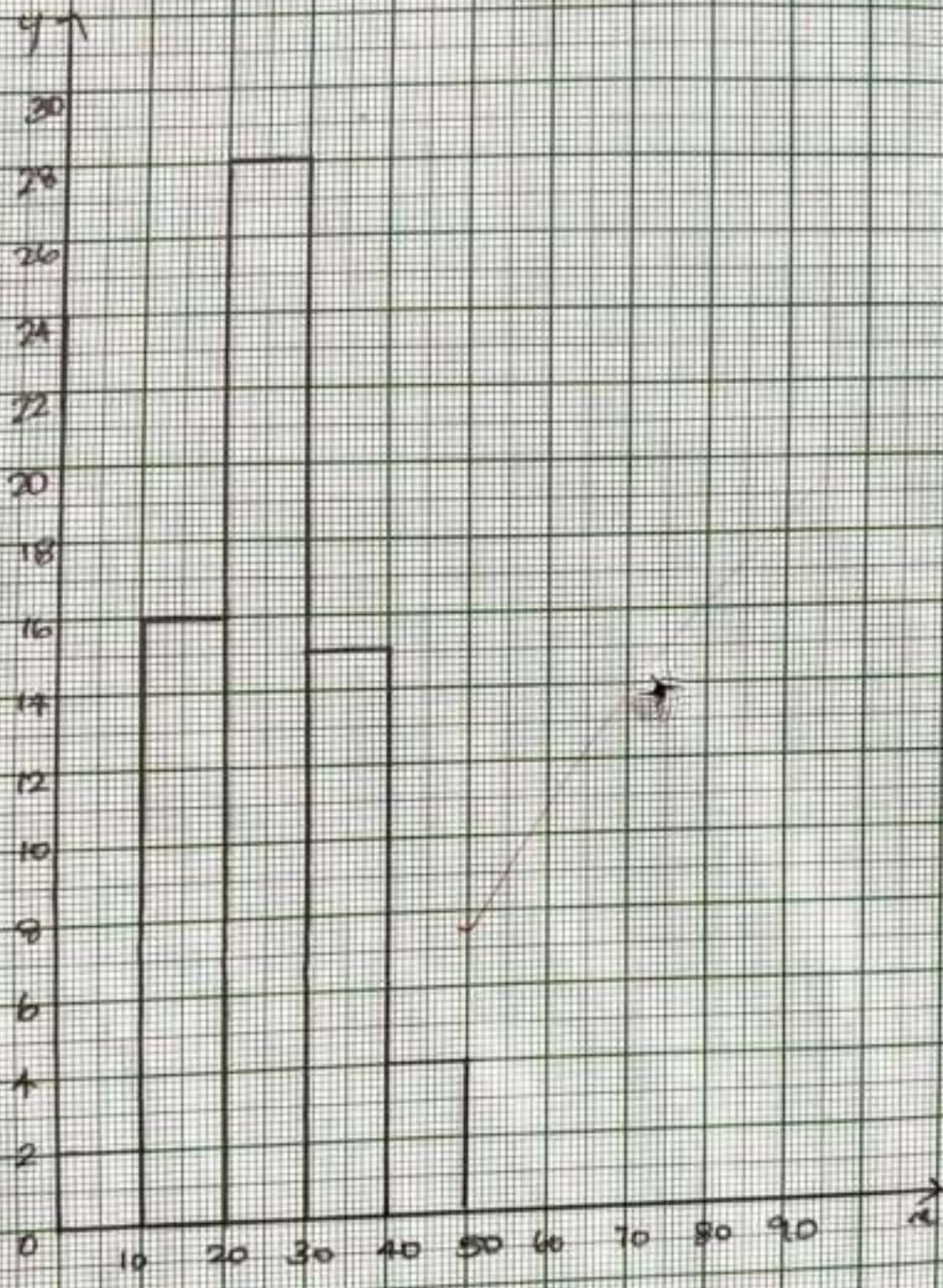
$$\text{Highs} = \bar{x} + \sigma = 25.46 + 9.2 = \underline{34.66}$$

$$\text{Low} = \bar{x} - \sigma = 25.46 - 9.2 = \underline{16.26}$$

Calculation of Number of Students under Below Average, Average & Above Average.

Class		Tally	Frequency
0 - 16.26	Below Average	 	10
16.26 - 34.66	Above Average	 	46
34.66 - 50	Above Average	 	9
			<u>65</u>





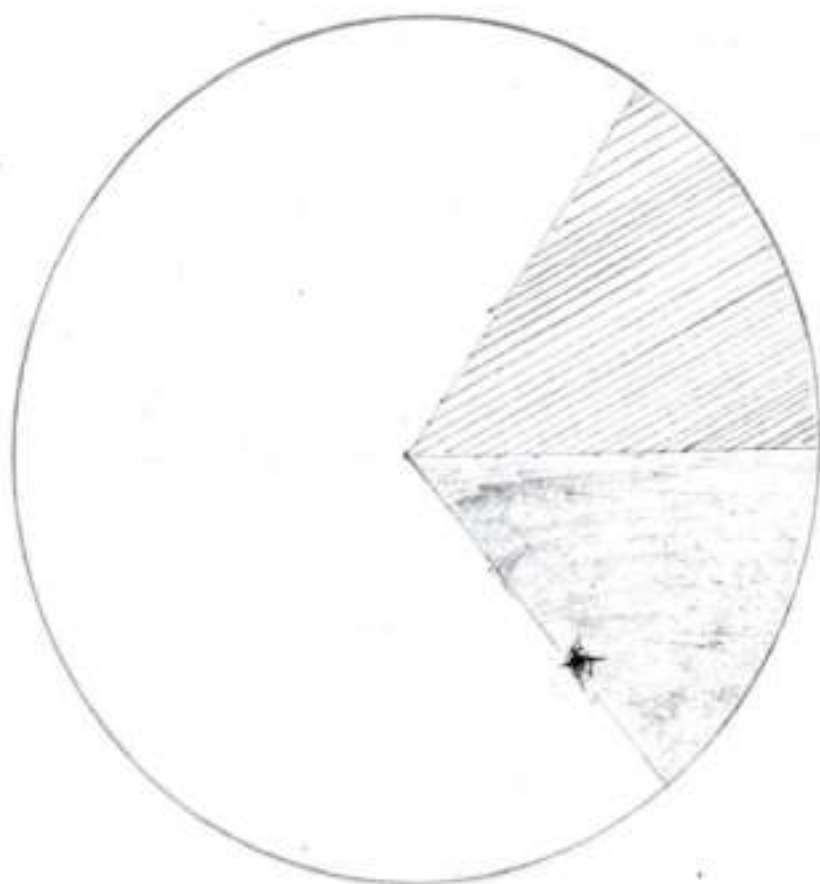
GRAPHICAL REPRESENTATIONS.

Histograms & Frequency Curve.

Class	Frequency	Cumulative Frequency
0-10	2	2
10-20	16	18
20-30	28	46
30-40	15	61
40-50	4	65



Pie Chart



Below Average



Average



Above Average

Pie - Diagrams .

Class	Frequency
Below Average	10
Average	46
Above Average	9
	<hr/>
	65

$$\text{Below Average} \quad \star \quad \frac{10}{65} \times 360 = 55^\circ$$

$$\text{Average} \quad = \quad \frac{46}{65} \times 360 = 255^\circ$$

$$\text{Above Average} \quad = \quad \frac{9}{65} \times 360 = 50^\circ$$

Conclusion.

An achievement test was conducted in the XI-Standard Commerce on the basis of the first 2 units. On the basis of the score obtained by the students, I found the Mean, Median, Mode & Standard Deviation. Also draw a Histograms, Frequency Curve & Pie-diagrams. The test was analysed on the basis of these Statistical representations.

Sixty Five students attended the exam. In the class, 9 students showed an Above Average performance. Ten students were below average & the rest 46 students were in average in the class. The above average were more than or equal to 34.66 & below average category is less than 16.26. The average category lies between 16.26 to 34.66.

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DIAGNOSTIC TEST

Sreedevi A.
No-7
Commerce.

Diagnostic Test

Diagnostic Test is a test designed to determine the nature of difficulties & deficiencies of learner in specific area of study. It pinpoints the adequacies & provides informations on the cause of difficulty.

Diagnostic test is an integral part of sound instructions. A 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 identifications of the areas the students consider difficult.

2. Analysis of the content area.

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

3. Preparation of 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 & difficulty level.

5. Dividing into Sections

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

6. Instructions.

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

Diagnostic Chart

No	Name																										P.R				Remarks			
		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	O	P	Marks	Grade		
1	Maya S	W	R	W	R	W	R	R	P	W	D																		4	4		2	18	
2	Medha A	R	W	W	R	P	R	R	R	R	D																		7	2		1	43	
3	Sowmya S	W	R	W	R	P	R	R	P	P	D																		4	2		4	26	
4	Smiti M	W	W	W	R	P	R	R	P	P	D																		4	3		3	23	
5	Smiti R.	W	R	W	R	P	R	R	P	W	D																		4	3		3	21	
6																																		
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Analysis of the results of the Achievement Test

The teacher goes through the responses sheet of the students & focused on the errors they committed. These errors are analysed & the type of errors are identified. The number of persons committing errors are found & the seriousness of the errors is 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 first. Then that errors are to be analysed & finally solutions got. The two strong pillars of this programme are finding of the casual factors & sharp treatment. It is not at all a repetition programme which was already taught, but putting an effective medicine to the dired areas.

Weak Areas

On the basis of Achievement test conducted, I made a diagnostic chart, which reveals the total right answers, total wrong answers, total omissions & total partially

correct answers from this chapter.

Method of Teaching

As the weaker area was the 2nd Unit i.e. "Theory Bases of Accounting", they may find this chapter difficult because of the basic theories. I decided to teach the unit once again, with more simple activities & using ICT, so that the students can learn it very easily. I planned to conduct the remedial teaching in this particular unit.

When I applied this in my classroom, the students could realize the importance of the chapter in their curriculums. This forced them to participate in the discussions more actively & shows an interest to learn the particular topic.

MNKMHSS, CHITTILAMCHERY

ACCOUNTANCY

CLASS : XI

Diagnostic Test

I. Find the odd one.

1. (a) Accounting Entity (b) Materiality (c) Consistency (d) Timeliness.
2. (a) Revenue Realisation (b) Money Measurement (c) Matching (d) Full Disclosure.

II. Choose the correct answer.

3. According to _____ concept it is assumed that the business will last for a long time.
(Money Measurement, Materiality, Going Concern, Business Entity)
4. Accounting equation is developed with the help of _____.
(Money Measurement, Dual Aspect, Revenue Realization, Historical)
5. Depreciation Accounting is stated in _____ AS.
(4, 6, 15, 10)
6. _____ Convention demands that accounting statements should disclose all material facts for the benefit of the users.
(Full Disclosure, Dual Aspect, Historical cost, Verifiable Objective)
7. The accounting practices should remain the same from one year to another. Which modifying principles state this:
(Materiality, Consistency, Timeliness, conservation)

I. Complete the series

8. Assets = _____ + Capital

II. State True or False.

9. For every debit there is an equal and corresponding credit.
10. Accounting has no universal application.

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 into small parts & by using the simple method which is highly related to the real life content.

I repeated the content again for the students to get a clear idea about the topics. The teaching was based on the topic "Theory bases of Accounting".

Conclusions

Because of the accurate implementation of the prescribed remedial teaching for the diagnostic test, the results got improved & it paved the way for the upliftment of the total result of the class. It really influenced the students to overcome the difficult area in the learning of the 2nd chapter in Accountancy i.e. the "Theory Bases of Accounting".


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OBSERVATION MODE OF INDIVIDUAL AND GROUP
ACTIVITIES 2018-2019

B.S.S. B.Ed. TRAINING COLLEGE
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..... **JISHA.R**

Reg. No. **BAARTPN005** for the year 20 - 20

MH

Prith

Lecturer in charge



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Date **4-1-19**

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Lecturer in Physical Science
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OBSERVATION REPORT

INDEX

Slno	Topic	Page no.
<u>I</u>	MENTOR OBSERVATION	
1	Mentor Observation report-1	1
2	Mentor Observation report-2	3
3	Mentor Observation report-3	5
4	Mentor Observation report-4	7
5	Mentor Observation report-5	9
<u>II</u>	PEER OBSERVATION ↓	
6	Peer Observation report-1	11
7	Peer Observation report-2	13
8	Peer Observation report-3	15
9	Peer Observation report-4	17
10	Peer observation report-5	19

FACULTY OBSERVATION

Name of the teacher : Jayanthi-S

Class :- X-C

Subject :- Physics

Day and Date :- Tuesday 9-10-18.

Introduction

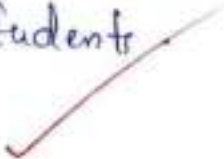
Teacher entered the class greeted all students to establish a good rapport with them. She checked Previous knowledge then entered into the topic she explained specific latent heat and its examples.

Learning Phase

Teacher explained the specific latent heat. She gave ice cream as example. Ice cream melts and has high specific latent heat. Thus the mouth temperature decreases. She moved with problems related to it and gave them problem.

Close

Teacher concluded the topic by explaining with a quick review and gave problem for solving. At last the understanding of students



Observation Schedule for Observation of lessons under Constructivist format

		BA	A	G	VG	E
Preparation	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				✓	
Learning Phase	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 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

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Reg. No. : BAARTSO.001
Optional Subject : SOCIAL SCIENCE

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Reg. No. BAARTSO.001 for the year 2017-2019


Lecturer in charge






Date.....




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DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1	2/2/18	yamuna	Indian diversity	8	57-59	
2	2/2/18	Vidhya	climate	9	60-62	
3	2/2/18	Ashwarya	Consumer Satisfaction	8	63-65	
4	2/2/18	Sree lakshmi	Water transportation.	9	66-68	
5	2/2/18	BinRaman.	Nationalism (video lesson)	8	69-72	

VIDEO LESSON REPORT

Introduction

The video lesson was taken by binu Raman k sir, for VIIIth standard. As a part of this, he taken the topic "nationalism". Initially, teacher established a good rapport with students by taking the number of students in that class and also asked their names. Then the teacher asked about their religion and dressing style. Through this, he established that diversity is there in our country.

Learning phase

Teacher introduced the concept nationalism by saying that India has diversity in many areas like religion, costume, language etc. Then, he written the topic nationalism on the blackboard.

Teacher shown a picture of rainbow to students and explained rainbow. When he spin the picture of rainbow, it was seen as white colour. The beauty of rainbow is it's diversity in colours. Similarly, the beauty of India lies in its diversity. He shown one stick and also a bundle of stick. Teacher asked one of the student to break the strick. The student was easily able to break the bundly of sticks. but the student was not able to break the handle of strick.

That's why, it is said that unity is a great strength.

Then teacher explained, if there is no patriotism, it will lead to the emergence of communal revolts and fanaticism. It might break the unity.

He continued the lesson by showing a national flag. It consists of 3 colours, saffron, white and green. Saffron represents sacrifice, white represents the peace of the country and green represents the prosperity of the country. National flag shows our national identity and it is a pride for each Indian.

Ashoka chakra on the flag is adopted from the Ashoka at Sarnath. The flag is designed by Pingali Vengayya. The idea of Ashoka chakra on the flag

12

was brought by Jawahar Lal Nehru. Ashoka Chakra have 24 spokes.

Conclusion.

Teacher made an overall idea of the class, that is diversity of India. Then, teacher asked some questions to the children. At the end of the class, teacher asked the students to write a brief note on the features of national flag.

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	G	VG	E
Preparation	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		✓			
Learning Phase	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 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

PERFORMANCE TESTS 2018-2019

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

ALATHUR, PALAKKAD-DT, KERALA



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MICRO TEACHING RECORD

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INDEX

Sl. No.	Content	Date	Page No.
1.	Micro Teaching		1
2.	Core teaching Skill		1
3.	Micro teaching Cycle		1
	Micro Lessons:		
4.	Skill of Introducing a lesson (Plan)	9.10.17	5
	Skill of Introducing a lesson (Replan)	10.10.17	9
5.	Skill of Stimulus Variation (Plan)	09.10.17	13
	Skill of Stimulus Variation (Replan)	11.10.17	19
6.	Skill of Explaining (Plan)	10.10.17	25
	Skill of Explaining (Replan)	10.10.17	31
7.	Skill of using Blackboard (Plan)	10.10.17	37
	Skill of using Blackboard (Replan)	11.10.17	39
8.	Skill of Posing Probing questions (Plan)	13.10.17	41
	Skill of Posing Probing questions (Replan)	17.10.17	43
	Link Lesson:		
9.	Link Lesson - 1	19.10.17	45
10.	Link Lesson - 2	06.11.17	53

Micro Teaching

Micro teaching is a scaled down sample of teaching in which a teacher teaches a small unit to a small group of 5 to 10 pupils for a small period of 5 to 10 minutes.

"A scaled down teaching encounter in a class size & class time."

— Allen. M.

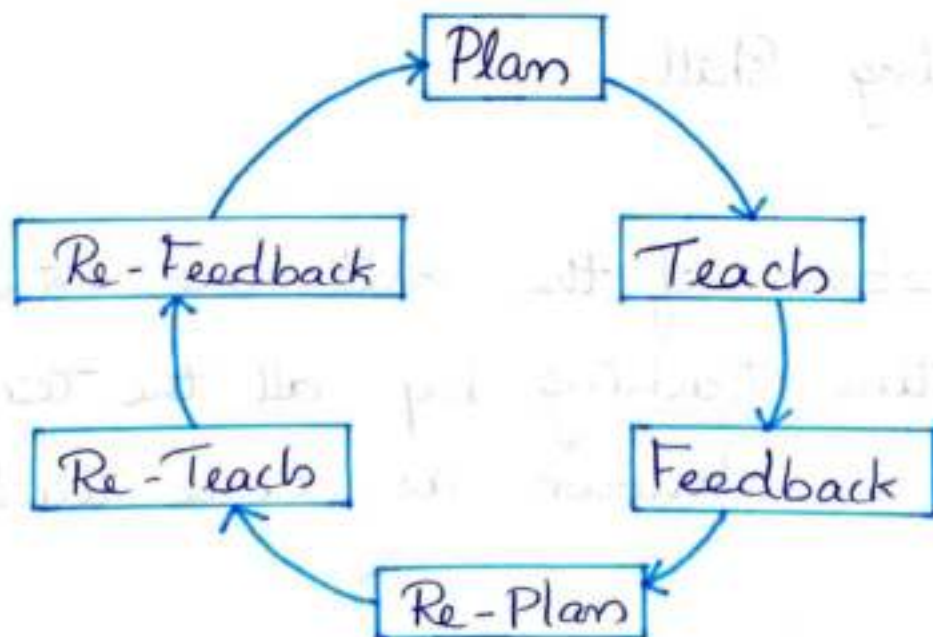
Core Teaching Skill

Some of the skills are extensively used in routine teaching by all the teachers. These skills are known as core teaching skills.

Major Teaching Skills.

1. Skill of introducing a lesson.
2. Skill of stimulus variation
3. Skill of explaining
4. Skill of illustrating with examples.
5. Skill of using black board.
6. Skill of posing probing questions.
7. Skill of fluency in questioning
8. Skill of reinforcement.

Micro Teaching Cycle.



MICRO LESSON ON THE SKILL OF INTRODUCING A LESSON

Name of Teacher Trainee : Sneeder's A. Class : XII
 Subject : Business Studies Duration : 5 mins
 Unit : 12 Date : 09.10.17
 Topic : Consumer Protection Plan or Replan : Plan

Objectives :- To practice the skill of introducing a lesson.

- Components :-
1. Use of appropriate device
 2. Use of previous knowledge
 3. Motivation
 4. Continuity.

Teacher's Behaviour	Pupils Behaviour	Components.
G greets the pupil Did you hear yesterday's news bulletin ? Did you notice the news related to a	G greets the teacher Yes	

particular brand?

Yes

What was that?

News related to Patanjali Brand.

Yes, what is the issue?

They are misleading the consumers.

Right

Do you think that consumers can question such a business organisation or a brand?

Yes

Right. What a normal man can do?

He can file a suit in consumer court.

Very Good

(Showing a Chart)

Contains:

(Let the buyer beware)
↓

(Let the seller beware)

Use of previous knowledge.

Motivations

Use of appropriate device.

State some reason why a consumer need to file a suit?

It may be of various reasons.

Yes. The reason will be different for the context.

In this class we are going to discuss how the consumer is protected with the Consumer Protection (BB).



Continuity.

Observation Schedule.

Components	Student 1	Student 2	Student 3
Use of appropriate device	2	1	2
Use of previous knowledge	1	1	1
Motivation	1	1	1
Continuity	1	1	1

RATING SCALE 2018-2019

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

ALATHUR, PALAKKAD-DT, KERALA



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Date 03/01/19

Lecturer in Mathematics



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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
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 was 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. |

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 excel 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 ^{upset} ~~set up~~
(a) when I am biased
(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

(55)

Sl no	Name of the student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Anjana . K . K	3	3	1	3	3	1	3	1	3	3	3	1	3	3	1	3	3	1	1	1
2	Ameena shezin	3	1	3	1	3	1	1	3	3	3	1	1	3	1	3	1	3	1	1	3
3	Jyothi . G	3	3	1	3	3	3	1	3	1	3	1	1	1	3	1	1	3	3	1	1
4	Indulekha . s	3	3	1	3	1	1	3	1	3	1	3	1	3	3	1	1	1	1	1	1
5	Ansina Jaseem	3	3	3	1	1	3	1	3	1	3	1	1	1	1	3	1	1	3	1	1
6	Anisha . V	1	1	1	3	1	3	1	3	3	1	3	3	3	1	3	1	3	3	3	1
7	Ameya	3	3	3	3	1	3	1	3	1	3	3	1	1	3	3	1	1	3	3	3
8	Rifana Fathima	3	3	1	3	3	3	1	1	3	1	3	3	1	3	3	1	1	1	1	1
9	Riswana	1	3	3	3	1	1	1	3	1	3	3	1	3	3	3	3	3	1	3	1
10	shahana . U	3	3	1	1	3	1	1	3	3	3	3	3	1	3	1	1	3	3	3	1
11	Ameena . R	3	1	3	3	1	1	1	1	3	1	1	3	1	3	3	1	3	3	1	1
12	shabma sherin	1	1	3	1	3	3	3	1	3	3	1	3	1	3	1	1	3	3	3	1
13	Minsha Fathima	1	3	1	3	1	1	1	1	3	1	3	3	3	1	3	3	3	1	1	1
14	Neha	3	1	3	1	3	3	1	3	1	3	1	3	3	1	3	1	3	1	1	1
15	shifa fathima	3	3	1	3	1	1	1	3	1	1	1	1	1	1	3	1	1	1	3	1

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
16	Anusri	3	1	3	1	1	3	3	1	1	3	1	1	3	1	1	3	3	1	1	1
17	Aioka	3	1	3	1	3	1	1	3	1	3	1	3	3	3	3	3	3	1	1	1
18	silpa	8	3	3	3	1	3	1	3	3	1	3	1	3	3	3	3	1	3	1	3
19	Sreenandha . M	3	3	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	1	3
20	Aifa Fathima	3	1	3	1	1	1	1	3	1	1	3	1	1	3	1	1	3	1	3	1
21	Ansalna . A	3	1	3	1	3	1	3	1	3	1	3	3	1	3	1	1	1	3	3	1
22	Aswathy . T	3	1	3	1	1	1	3	1	3	1	3	3	1	3	1	3	1	3	1	3
23	Hiba Fathima	3	1	1	1	1	1	1	3	1	1	1	3	3	1	1	1	1	1	1	1
24	Shameema	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	3	1	3	1
25	Rifana	3	1	3	1	3	1	3	1	1	1	3	1	1	1	3	1	1	1	3	1
26	Mizna	1	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	1	3
27	Anamika . M	1	3	1	3	1	3	1	3	1	3	1	1	3	1	1	3	1	1	3	1
28	Suhana Nasrin	3	1	3	3	3	1	3	1	3	1	3	3	1	3	1	3	1	3	1	3
29	Aleesha	1	3	3	3	1	3	1	3	1	3	1	1	3	1	1	1	3	1	1	3
30	shifa . J	1	3	3	1	3	1	3	1	1	3	1	3	1	1	3	1	1	3	1	1

(56)

Score obtained by VIII standard
students of G.G.H.S.S Alathur

Sl.no	Name of students	score
1.	Anjana . k . k	44
2.	Ameena sherin	40
3.	Jyothi . G	40
4.	Indulekha . s	36
5	Ansina Jaseem	31
6	Anisha . v	42
7	Ameya	46
8.	Rifana fathima	40
9.	Riswana	44
10.	shahana . U	44
11.	Ameena . R	38
12.	shahma sherin	38
13	Minsha fathima	40
14.	Neha	40

15.	Shifa Fathima	32
16.	Anusri	36
17.	Aioka	42
18.	Silpa	48
19.	Sreenandha . M	42
20.	Aifa Fathima	34
21.	Ansalna . A	40
22.	Aswathy . T	40
23.	Hiba fathima	28
24.	Shameema	40
25.	Rifana	34
26.	Mizna	40
27.	Anamika . M	36
28.	Suhana Nasrin	44
29.	Aleesha	37
30.	shifa . J .	36

INTERPRETATION

The criteria for interpretation is as follows:

If the 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;

$$\begin{aligned}\text{Achievement motivation} &= \frac{\text{Total score}}{\text{No. of students}} \\ &= \frac{1138}{30} \\ &= \underline{\underline{37.9}}\end{aligned}$$

The mean of achievement motivation lies in between 33-44, this indicate that, the students of 8-E class of GCHSS Alathur 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 the further research.

Because of the simplicity of the instrument more specifically it is useful to limited type of investigation.

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Semester - 1

EDU 02 - DEVELOPMENT OF THE LEARNER.

Task a:

Administer any one standardised psychological tool to primary or secondary school students to identify individual differences among learners.

As a part of B.Ed programme we are advised to administer a standardised psychological tool among secondary school students & identify individual differences. For that Rosenberg's self esteem scale was chosen & administered among the children in our class. The following report shows its discussion, analysis & interpretation

SELF ESTEEM

Self esteem is your overall opinion of yourself - how you feel about your abilities & limitations. When you have healthy self-esteem, you feel good about yourself & see yourself as deserving the respect of others, when you have low self-esteem, you put little value on your opinions & ideas.

WHY SELF ESTEEM IS IMPORTANT?

Self esteem impacts your decision making processes, your relationships, your emotional health, & your overall well being. It also influences motivation, as people with healthy, positive view of themselves understand their potential & may feel inspired to take on new challenges.

People with healthy self esteem:

- Have a firm understanding of their skills
- Are able to maintain healthy relationships with others because they have a healthy relationship with themselves.
- Have realistic & appropriate expectations of themselves & their abilities
- Understand their needs & are able to express them.

People with low self esteem tend to feel

- less sure of their abilities & may doubt their decision making process
- They may not feel motivated to try novel things because they don't believe they are capable of reaching their goals.

Factors that can influence self esteem

There are several major factors that affect self esteem.

- Appearance
- Employment
- Financial difficulties
- possessions
- Age
- relationships
- Education
- family.

Signs of Wealthy Self esteem

- Assertive in expressing needs & opinions
- Able to form secure & honest relations
- Realistic in expectations
- Confident in making decisions
- Ability to say no
- Ability to see overall strengths & weaknesses & accept them.

Signs of low self esteem

- Feeling unloved & unwanted
- Blaming others for their mistakes
- Difficulty making friends
- Avoiding new things
- Fear of failure
- Negative self talk & comparisons to others
- low self motivation

About Rosenberg's Self-esteem scale

The Rosenberg's self-esteem scale is the most commonly used measure of self-esteem in psychology research. It was developed by Dr. Morris Rosenberg as a measure of global self-esteem, one's overall sense of being a worthy & valuable person.

According to Rosenberg self-esteem is one's positive or negative attitude towards oneself & one's evaluation of one's own thoughts & feelings overall in relation to oneself.

Respondents to the RSES indicate the degree of their agreement with ten statements such as "I feel I am a person of worth, at least on an equal plane with others". "I feel I have much to be proud of". It was originally developed as a Guttman scale but it is typically administered with a four-point Likert response format with scale points

Corresponding to strongly agree, Disagree & strongly disagree

Scoring of Items

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 & negative feelings about the self. Assign a value to each of the 10 items as follows

* For items 1, 2, 4, 6, 7 [Positive items]

strongly agree - 3

Agree - 2

Disagree - 1

Strongly disagree - 0

* For items 3, 5, 8, 9, 10 [Negative Items]

strongly agree - 0

Agree - 1

Disagree - 2
Strongly disagree - 3

RESULT

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

Items

1.	I feel that I am a person of worth, at least an equal plane with others				
2.	I feel that I have a number of good qualities				
3.	All in all I am inclined to feel that I am a failure				
4.	I am able to do things as well as most other people				
5.	I feel that I do not have much to be proud of				
6.	I take positive attitude towards myself				
7.	On the whole I am satisfied with myself				
8.	I wish I could have more respect of myself				
9.	I certainly feel useless at times				
10.	At times I think I am not good at all				

ANALYSIS AND INTERPRETATION

Sl No	Name	Score	Self-Esteem
1.	Vyshma P.S	20	Healthy
2.	Anaya Sree . C	18	Healthy
3	Anaya . K	16	Healthy
4.	Akshaya . R	14	unhealthy
5	Pradeeptha	23	Healthy
6.	Geeseethma . G	18	Healthy
7.	Archa . P.H	21	Healthy
8	Hahim . H	22	Healthy
9.	Dhasmik . P	17	Healthy
10.	Anaya krioshma . U	15	Healthy
11.	Fitha fathima .	25	Healthy
12.	Abijna . S	13	unhealthy
13	Devika . S	18	Healthy
14.	Nidhi Udhaya Kumari	13	unhealthy
15.	Crokel . Ic	19	Healthy
16.	Ashish . H . B	21	Healthy.

Sl No	Name	Score	Self-esteem
17	Ashwin. S	14	Unhealthy
18.	Anjal. H	22	Healthy
19.	Gouri	18	Healthy
20.	Ishaani	14	Unhealthy

INTERPRETATIONS

The sample of study consisted 20 students of ninth standard students. Majority of students scored above 15. After self-esteem scale 15 students score above 15, have high self-esteem & the 5 students who scored below 15 have comparatively low self-esteem. So we can conclude that majority of students have high self-esteem in that particular group.

SUGGESTIONS

In the self-esteem scale, if the score is between 15-30 the students have high self-esteem. If it is less than 15, students have less self-esteem.

To uplift the self-esteem, we have to

- Identify & challenge your negative beliefs
- Identify positive aspects about yourself
- Build positive relationships & avoid negative ones.
- Improve your physical health

CONCLUSION

From our collection of data, majority of students have high self-esteem. High self-esteem students have positive attitude towards life. As a future teacher, it is our duty to enhance self-esteem, giving them mental strength & pride. Help them feel sense of ownership & empowerment.

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

ALATHUR, PALAKKAD-DT, KERALA



Name : BHAVYA - P.K

Reg. No. : BAARTPN003

Optional Subject : PHYSICAL SCIENCE

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TASK

EDU 07

FACILITATING

LEARNING

Topic : Conducting a study on style preference in learning in a group of 15 to 20 students using any tool on learning styles.

Introduction

Many people recognise that each person prefers different styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far or less use of the other styles. Others may find that they use different styles in different circumstances. There is right mode and you styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

By organising and understanding ones own learning styles; one can use the techniques better techniques suited. This improves the speed and quality of learning.

Learning style

Meaning

A learning style is the method a person uses to learn. It is an individual's mode of getting or gaining knowledge. It is a person's unique approach to learning fixed and based on his abilities and attitudes.

Definition

" Learning style as a particular way in which the mind receives and process information " .

" It is the way in which individual begin to concentrate on process, internalise and retain new and difficult academic information " .

Characteristics of learning styles

" Visual "

- * well organised
- * Good speller
- * Concentrate well
- * Good hand writing
- * Attention to details
- * Thought wanders during lectures.

Characteristics of learning style

" Auditory "

- * Like to talk
- * Talk to self
- * Lose concentration easily
- * Enjoy music
- * Remember names
- * Extroverted
- * Like listening
- * Prefer lecture and discussion
- * Prefer verbal praise from teachers
- * Sing

Characteristics of learning style

" Kinesthetic "

- * Move around a lot
- * Prefer not to sit still.
- * Move a lot while studying
- * Like to participate in learning
- * Like to do things rather than read about them.
- * Do not prefer reading
- * Do not spell well
- * Like to do new things, enjoy solving problem by doing.

Types of learning style

These are three main cognitive learning styles (VAK) apart from that some more are there.

- * Visual : uses visual objects, one may prefer to this, using pictures, images, diagrams and spatial understanding is help you learn.

- * Auditory / Musical : one, many prefer using sounds or music or even rhythms
- * Kinesthetic / Physical : one many prefer using hands, body and sense of touch to help you learn. You may "Act things out".
- * Verbal : words are your strong point you prefer to use words both in speech and in writings.
- * Logical or Mathematical : Learning is easier for you if you use logic, reasoning, systems and sequences.
- * Social : You like to learn or work on new things as a part of a group. Explaining your understanding to a group helps you to learn.
- * Solitary : You like to work alone. You use self study, and prefer your own company when learning.
- * Combination : Your learning style is a combination of two or more of these styles.

Study on learning style preference

As a part of B. Ed programme we were advised to conduct a study on learning style preference of students. For that I have chosen XII Commerce and took class on the topic "Functional structure" by using the method lecturing and audio-visual aids to analyse the level of achievement in each learning style. An achievement test have been conducted constituting of 10 objective type question. The following shows the scores obtained by students in test through different learning style.

Sl. No	Names	Score in Lecturing	Score in using audio visual aids
1.	Afsana . K	8	10
2.	Hasna . H	7	8
3.	Jency . K . K	10	8
4.	Paajitha . P	9	7
5.	Kavya . K	9	8
6.	Aswani . K . M	10	8
7.	Vidhya . S	10	9

8. Sreena . N
9. Dingha . S
10. Maneesh . M
11. Akhil . M
12. Syamini . P
13. Sneha . P
14. Ansiya . A
15. Nandhini . S
16. Fathima Nazrin . S
17. Anisha . S
18. Jamseera . S
19. Shahira . A
20. Nikhil . M
21. Jibin . K
22. Sathguran . D
23. Shamras . A
24. Rayis . A
25. Jibin . K
26. Jithin . M
27. Vidya . S
28. Ramshad . A
29. Nazaaudheen . N
30. Hameez
31. Midhun . C
32. Arun
33. Chethan . K.C
34. Bibin . G

9	8
6	9
8	6
1	4
1	5
1	1
8	1
6	8
9	3
9	6
9	8
6	1
8	5
8	5
1	4
5	6
6	1
6	8
6	6
6	8
9	6
6	1
5	4
5	6
5	1
6	8
9	6

35.	Shibin . V	9	8
36.	Afsal . A	7	6
37.	Ranjith . R	8	6
38.	Mridul das . M	10	7
39.	Vishnu . V	10	9
40.	Ajijun . R	9	7
41.	Saekkaathik . S	8	5
42.	Avinash . M	7	8
43.	Gregory	10	6
44.	Asif shaheen	10	10

Findings

From the above score and students understanding ; it is found that most of the students scored high mark in the topic that was taught in lecturing method than audio - visual aids . Hence it is concluded that many of the students in the class XII Commerce class was prefer lecturing method of learning .

Conclusion

Learning style vary from person to person . To improve ones speed and quality in learning one can use the technique which suits better to them.