3 Blue point

Thinking skills / Form of question / content	LOTS									HOTS									Total item	Total scores
	Remembering			understan			Applying			Analysing			Evaluating			creating				
	O	S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	S	E		
Dalton atomic Theory	(1)^1				(1)^2														2	3
Particles smaller than atom		(1)^2			(1)^2									(1)^2					3	6
Rutherford modal	(1)^1							(1)^2											2	3
Bohr modal						(1)^1	(1)^2	(2)^2		(1)^1		(1)^1 (1)^2		(1)^2				(1)^2	8	13
	4			5			6			4			4			2				

Blue print for Achievement test

ACHIEVEMENT TEST

CHEMISTRY

Std:IX

Time:1 hr

Mark:25

Instructions

- 10 minute cool off time is allotted for reading and understanding the question
- Answer all questions

PART A

1. What you mean by atom? (1 mark)
2. Rutherford model of atom also called? (1 mark)
3. What is atomic number of $_{18}^{40}Ar$? (1 mark)

PART B

4. Write down postulates of Dalton atom modal? (2 mark)
5. Name some scientists and their contributions are given in table and match them suitably?

John Dalton	-	Planetary modal
Michel faraday	-	Atomic theory
J J Thomson	-	Discovered electron
Rutherford	-	Low of electrolysis

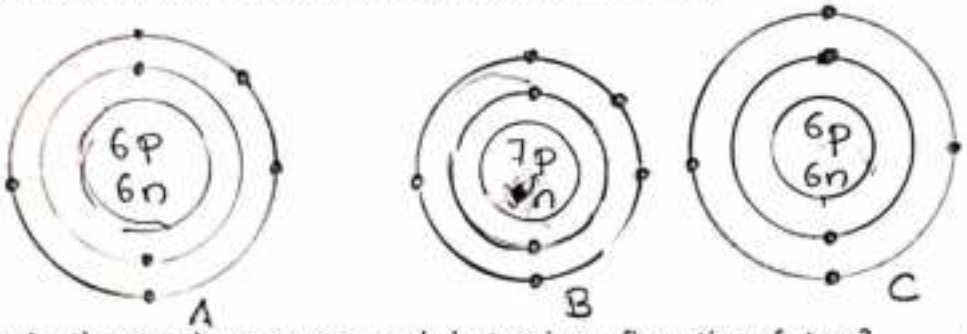
(2mark)

6. What is the features of electron, neutron?
7. Atoms are electrical neutral? (2 mark)
8. Most of the space in the atom is empty how can Rutherford arriving this solution? (2 mark)
9. Compare isobar and isotope? (2 mark)

10. Find maximum number of electron which can be accommodate the " O" shell of an el

PART C

11. Atomic number of an atom Z=17 mass no A= 35
    a) Find out the proton , electron and neutron in the atom? (1 mark)
    b) What is the electronic configuration? (1 mark)
    c) Draw the bohr modal of the atom?(2 mark)
12. Bohr modal of atom A,B,C are given (symbol are not real)



a) write the atomic no mass no and electronic configuration of atom? (2 mark
b) Among these which are isotope why? (2 mark

DIAGNOSTIC TEST

CHEMISTRY

Std:IX

I . Fill in the blanks

1. Electrons _____ the nucleus of an atom
2. electron in each shell having _____
3. the energy of the shell increases as the distance from the nucleus _____
4. The total number of _____ and _____In an atom called mass number

II. choose the correct answer from the followings

5. When an electron jumps from its orbit to another orbit energy is
   a) emitted only
   b) absorbed only
   c) no effect
   d) emitted and absorbed
6. The orbit in which electron move according to bohr model
   a) Elliptical
   b) Cylindrical
   c) Circular
   d) Oval
7. The energy of each orbit is
   a) Changed
   b) Fixed
   c) Not same
   d) effected
8. the energy of each orbit is
   a) electron
   b) proton
   c) neutron

Observation Schedule for Observation of lessons under Constructivist format

	Components	BA	A	G	VG
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				

Observation Schedule for observation of lessons under constructivist format

	Questions aptly worded and properly distributed		✓	
	Proper class management			✓
	Teacher shows subject competency			✓
	Proper budgeting of time		✓	
closure	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	G	VG
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				

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 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 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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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

score obtained

Sl No	Name	score
1	Abhyith.S	40
2	Hanija K	38
3	K. kavya	32
4	Indraprasad K	42
5	Gowthamkrishna V.P	42
6	Krishnapriya M	50
7	Rithika N	40
8	Visal .C	32
9	Raniya C	[illegible]
10	Rahul. M	46
11	Arun .K	36
12	Susmin PJ	50
13	Thasleema C.A	46
14	Jisha M	44
15	Arunabhathy kuttappan.	32
		38

16	Anju C.B	38
17	Twinkle joy	32
18	Saranya A	46
19	Sreevidhya K	42
20	Munavar B	46
21	Vishnu Gopal	42
22	Shyama K	42
23	Shalna Z	36
24	Akhil Anku	39
25	Abhinav V	49
26	Sooraj sundaran	46
27	Sreeja Anil	40
28	Mohammed Anshiba	36
29	Nandhana T	32
30	Anjatha Mubarak	42
		1216

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	D A	S D
1	I feel that I am a person of worth atleast 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 the proud of				
6	I take a positive attitude towards myself.				

7	on the cubole I am satisfied cuith my self				
8	I cuith I could have more respect for my self				
9	I certainly feels 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

Questionnaire:

Name :
Class :
Roll No :

The modality (learning channel preference) questionnaire is given below. complete the each statement by considering how it applies to you please respond to all questions.

1) ..... Never applies to me
2) ..... sometime applies to me
3) ..... often applies to me

Section one:

1. ____ I enjoy doodling and even my notes have lots of pictures and arrow 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 direction
4. ____ when trying to remember some one'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 where the answer is located
6. ___ it helps me to look at the person while listening. it keeps me focussed
7. ___ using flashcard help me to retain material for tests
8. ___ it's hard for me to understand what a person is saying a joke when someone tells me
9. ___ it's hard for me to understand what a person is saying when there are people talking or music playing.
10. ___ it is better for me to get work done in quite place

Total : ___

Section Two :

1. ___ My written work doesn't look neat to me, my paper have crossed out words.
2. ___ it helps to use my finger as a pointer when reading to keep my place.
3. ___ papers with very small point, blotchy ditties or poor copies are tough on me
4. ___ I understand how to do something if some one tells me, rather than having to read the same thing to my self.

5. ____ I remembered things that I hear, rather things that I see or read

6. ____ Writing is timing. 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 hand writing.

10. ____ if I had the choice to new information through a lecture or text book, I would choose to hear it rather than read it

---

section three

1. ____ I don't like to read direction, I had rather just start doing

2. ____ I learn best when iam shown ho 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 approch. rather than from step by step method.

5. ____ Before I follow directions it help me to see someone else do it first

6. ____ I find my self needing frequent break 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 will use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".

Total: ____

TEACHER MADE WRITTERN TEST ESSENTIALLY BASED ON SUBJECT CONTENT 2020-2021

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

ALATHUR, PALAKKAD-DT, KERALA

Name : Sethulekshmi. P.R

Reg. No. : BAATTPN006

Optional Subject : Physical Science

Certified that this is the bonafide record of

Sethulekshmi. P.R

Reg. No. BAATTPN006 *for the year 2019 - 2021*

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Lecturer in charge

Date 17/3/2021

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Kerala - 678 541

ACHIEVEMENT TEST

INDEX

Achievement test

An achievement test has a great significance in all type of instructional progress of the individual. Achivement test helps teachers to measur the progress of students in his or her subject area

A test designed to assess the achivement in any subject with regard to a set of predetermined objective is called an achivement test

Groshunt defines an achivement test as "a systematic procedure for deformining the amount a student has learned thoough instruction

steps in the preparation of achievment test

1. Learning outcomes
2. Thinking skills
3. preparation of test design
   a) Weightage to objective
   b) Weightage to content
   c) Weightage to form questions
   d) Weightage to difficulty level.

4. Preparation of blue print
5. Writing of test items
6. Preparation of questionwise Analysis
7. Preparation of scoring key and marking scheme

ACHIEVEMENT TEST 1

1 Planning of the test

Achievement test

Chemistry

unit 1 : structure of atom

Mark : 25

class : IX

subunits:

1. Dalton atomic theory
2. Particle smaller than atom
3. Rutherford planetary model of atom
4. Bohr model of atom

Learning outcome

1) To understand main ideas of Dalton atomic theory
2) To understand contribution of different scientists
3) understand about different structure of atom
4) To familarise electronic configuration
5) understand about isotop, isobars.

2. Thinking skills

A. Lower order thinking skills (LOTS)

→ Remembering
→ understanding
→ Applying

B. Higher order thinking skills (HOTS)

→ Analysing
→ Evaluating
→ Creating

3. Preparation of test design

a) Weightage to content

Sl no	Content	Learning outcome	Score	Percentage
1	Dalton atomic Theory	1	3	12
2	Particle smaller than atom	2	6	24
3	Rutherford model	3	3	12
4	Bohr model of atom	3,4,5	13	52
	Total		25	100

b) Weightage to thinking skills

Sl no	Thinking skills	score	percentage
	LOTS		
	a) Remembering	4	16
	b) Understanding	5	20
	c) Applying	6	24
	HOTS		
	a) Analysing	4	16
	b) Evaluating	4	16
	c) Creating	2	8
		25	100

c) Weightage to form of questions

Sl no	Form of question	no of question	Marks	percentage
1	objective type	13	1	13
2	short Answer	7	2	14
3	Essay	2	4	8
		12	25	100

d) Weightage to difficulty level

Sl no	Difficulty level	Marks	percentage
1	Easy	4	16
2.	Average	15	60
3	Difficulty	6	24
	Total	25	100

3 Blue point

Thinking skills / Form of question / content	LOTS									HOTS									Total item	Total scores
	Remembering			understan			Applying			Analyzing			Evaluating			creating				
	O	S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	S	E		
Dalton atomic Theory	(1)^{1}				(1)^{2}														2	3
Particles smaller than atom		(1)^{2}			(1)^{2}									(1)^{2}					3	6
Rutherford modal	(1)^{1}							(1)^{2}											2	3
Bohr modal						(1)^{1}	(1)^{2}	(2)^{2}		(1)^{1}		(1)^{1} (1)^{2}		(1)^{2}				(1)^{2}	8	13
	4			5			6			4			4			2				

ACHIEVEMENT TEST

CHEMISTRY

Std:IX

Time:1 hr

Mark:25

Instructions

- 10 minute cool off time is allotted for reading and understanding the question
- Answer all questions

PART A

1. What you mean by atom? (1 mark)
2. Rutherford model of atom also called? (1 mark)
3. What is atomic number of $_{18}^{40}Ar$? (1 mark)

PART B

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5. Name some scientists and their contributions are given in table and match them suitably?

John Dalton	-	Planetary modal
Michel faraday	-	Atomic theory
J J Thomson	-	Discovered electron
Rutherford	-	Low of electrolysis

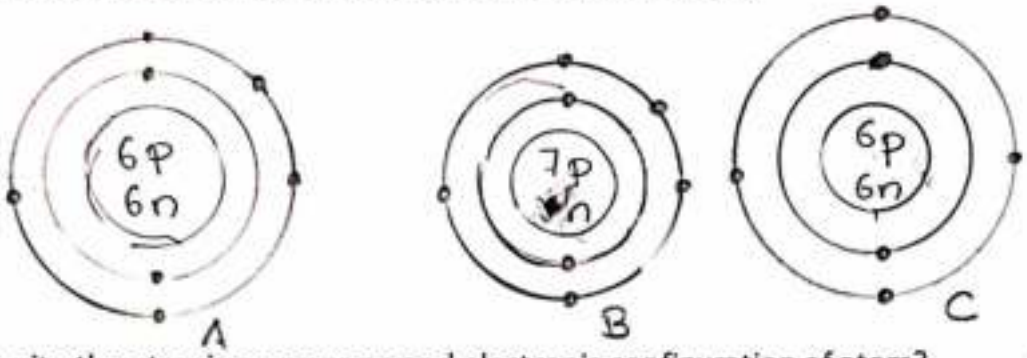
(2mark)

6. What is the features of electron, neutron? (2 mark)
7. Atoms are electrical neutral? (2 mark)
8. Most of the space in the atom is empty how can Rutherford arriving this solution? (2 mark)
9. Compare isobar and isotope? (2 mark)

10. Find maximum number of electron which can be accommodate the " O" shell of an el (2m

PART C

11. Atomic number of an atom Z=17 mass no A= 35
    a) Find out the proton , electron and neutron in the atom? (1 mark)
    b) What is the electronic configuration? (1 mark)
    c) Draw the bohr modal of the atom?(2 mark)
12. Bohr modal of atom A,B,C are given (symbol are not real)



a) write the atomic no mass no and electronic configuration of atom? (2 mark
b) Among these which are isotope why? (2 mark

Question wise Analysis

question no	Content	Learning outcome	Thinking skill	Specific thinking	Form of question	Difficulty	score	Time
1	Dalton Atom model	1	Remembering	Describe	objective Essay	Easy	1	2 min
2	Rutherford model	3	Remembering	Name	objective	Easy	1	2 min
3	Bohr model	3,4,5	Analysing	calculate	objective	Average	1	3 min
4	Dalton Atom model	1	understand	Explain	short Answer	Average	2	5 min
5	Particle smaller than atom	2	Remembering	Classify	short Answer	Easy	2	5 min
6	Particle smaller than atom	2	understanding	classify Explain	short Answer	Average	2	5 min
7	particle smaller than Atom	2	Evaluate	justify	Diffieq short Answer	difficult	2	5 min

8	Rutherford modal	3	Applying	Develop	short Answer	Difficult	2	5 min
9	Bohr modal of atom	3,4,5	Evaluate	compare	short Answer	Average	2	5 min
10	Bohr modal of atom	3,4,5	Applying	calculate	short Answer	Difficult	2	5 min
11	Bohr modal of atom	3,4,5	understand Analysing Creating	calculate draw	Essay	Average	4	10 min
12	Bohr modal of atom	3,4,5	Applying Analysing	calculate Analyse	Essay	Average	4	8 min

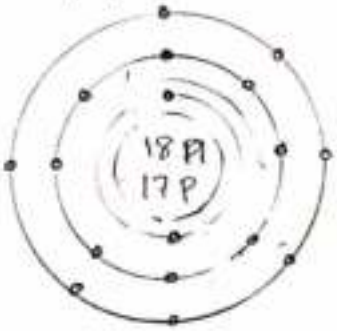
scoring key

Sl no	Answers	Mark / score
1	smallest particle of matter	1
2	Planetary modal	1
3	18	1

Marking scheme

Sl no	value point	marks to each one	Total
4	Matter is made up of minute particle called atom	½	
	Atom of same element are identical in properties size and mass	½	
	Atoms of different element differ in their properties and mass	½	
	Atom can be neither be created nor be destroyed	½	
5	John Dalton - Atomic theory	½	2
	Micheal Faraday - Law of electrolysis	½	
	J J Thomson - Discovered electron	½	
	Rutherford - planetary modal	½	

6	Proton Positive charge Mass equal to that of hydrogen atom seen in the nucleus Neutron chargeless mass equal to that of hydrogen atom seen in nucleus Electron Negative chan	1 1	2
7	Atom contain same number of proton and electron Positive charge of proton are cancelled by negative charge electron	1 1	2
8	Most of the alpha particle pass through the atom with out any deviation	2	2
9	Isotop Atom of same element having the same atomic number Different mass number	1	

	Isobar Atom of the same element having same mass number different atomic number	1	2
10	The maximum number of electron can accomodate in any shell $= 2n^2$ $2 \times 5^2 = 50$	1 1	2
11	i) proton = 17 Neutron = 18 ii) 2,8,7 iii 	½ ½ 1 2	4
12	i) A : Atomic no = 6 Electronic configuration = 2,4 B : Atomic no = 7 Electronic configuration = 2,5 ii) C = Atomic no = 6 Electronic = 2,4	1 1 1	

ii) A & C
having same atomic
number and mass number

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DIAGNOSTIC TEST

INDEX

INDEX

Diagnostic test

A test designed to identify and investigate the difficulties, disabilities, inconsequencies and gaps of pupil in specific curriculum areas with a view to helping them to overcome those difficulties through remedial instruction is called a diagnostic test.

Construction of diagnostic test

1. Purposeful planning

This aim at identification of learning materials that are known to have potential difficulties

2 Analysis of learning material concerned

The content should be thoroughly analysed first into teaching point. Each teaching point may include a number of stages. This stages should be arranged in the sequential order of difficulty as well as logical sequence

3 Writing of test item

Write the test item representing all the minute steps arising out of the analysis arrange these item in the order taking into consideration both sequence of the stage and difficulty level

4. Division of item into small section

some time the total number of item will be very large and so more time will be required to work out these items. in such cases

item may be devided into two or three section to the convinience of the learner.

5 Provision for clear instruction

very clear instructions should be given to what pupil should do and how. if they find any difficulty level with a particular item they should be directed to pass onto the next item should be without wasting time.

DIAGNOSTIC TEST 1

1. Purposeful Planning

Here I assumed that Bohr model of atom considered as difficult area. From the learning outcome 'To understand structure of atom and to familarise electronic configuration and isotones' The learning outcome contain main content area of the unit also it include wider scope. it need more application level and skill also. so it make difficulty to understand the concept

2. Analysis of content area

Terms	Mass number, Atomic number, Electronic configuration
Facts	• Electrons revolve round the nucleus of atom • Electrons revolve different path and energy level • The total no of proton and neutron determines the atomic number and mass number • some elements having same atomic numbers and different mass number
concepts	Electrons revolve around the nucleus of an atom in fixed path. • Electrons revolve around the nucleus of an atom in a fixed path is called orbit and each orbit have definite energy level. • The total number of proton and neutron in an atom is called mass number A Z The total number of proton in an atom is called Atomic number A

Atom of the same element having the same atomic number and different mass number is called isotopes

DIAGNOSTIC TEST

CHEMISTRY

Std:IX

I . Fill in the blanks

1. Electrons _____ the nucleus of an atom
2. electron in each shell having _____
3. the energy of the shell increases as the distance from the nucleus _____
4. The total number of _____ and _____In an atom called mass number

II. choose the correct answer from the followings

5. When an electron jumps from its orbit to another orbit energy is
   a) emitted only
   b) absorbed only
   c) no effect
   d) emitted and absorbed
6. The orbit in which electron move according to bohr model
   a) Elliptical
   b) Cylindrical
   c) Circular
   d) Oval
7. The energy of each orbit is
   a) Changed
   b) Fixed
   c) Not same
   d) effected
8. the energy of each orbit is
   a) electron
   b) proton
   c) neutron

d) none of these

9. The isotope of an element have
   a) Same number of neutron
   b) Same atomic number
   c) Same mass number
   d) None of these
10. Which of the following have equal number of neutron and proton
   a) Hydrogen
   b) Deuterium
   c) Fluorine
   d) chlorine

III. answer the following questions

11. what is the maximum number of electron that can accommodate K shell?
12. $^{20}_{10}Ne$ the mass number will be?
13. How many neutron does the atom have Z=31 A=17?
14. What is the electronic configuration of $^{6}_{6}C$?

Answer key

Q no	Answers
1	Revolve around
2	Definite energy
3	Increases
4	Proton and neutron
5	Emitted and absorb
6	Circular
7	Fixed
8	Proton
9	same atomic number
10	Deuterium
11	2
12	20
13	14
14	2,4

OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES 2020-2021

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

Name : Sethulekshmi. P.R

Reg. No. : BAATTPN006

Optional Subject : Physical Science

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Date 17/3/2021

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OBSERVATION REPORT

observation report-1

Name of the teacher : Shamna Z
Name of the observer : Sethulekshmi.P.R
Time : 40 minute
Topic : Capilarity
class : IX

Preparation phase

Teacher entered the class with a pleasant smile. she made a good rapot she started the class by displaying an image of an insect on the surface of H_2O The topic was capillarity. she made the student attentive by asking questions

Learning phase

Teacher cited more activities related to capillary rise and depression and showed many image and ICT video regarding capilarity and discussed about adhesive and cohesive force. Teacher encouraged students by asking questions and also cleared the doubts.

Closure Phase

At last teacher summarised the activities and important points related to the topic. and also provided follow up activity to students.

Observation Schedule for Observation of lessons under Constructivist format

	Components	BA	A	G	VG
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				

	Questions aptly worded and properly distributed		✓	
	Proper class management			✓
	Teacher shows subject competency			✓
	Proper budgeting of time		✓	
closure	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 : .....SHAMNA-Z.....

Reg. No. :....BAATTPA1008.....

Optional Subject :....PHYSICAL SCIENCE.....

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4	27/1/20	Shamna-z	Force and its types		VIII	21-27	
5	28/1/20	Shamna-z	Motion		VIII	28-36	
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7	30/1/20	Shamna-z	Seperating the componets of a mixture		VIII	44-51	
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3	12/2/20	Shamna-z	Inertia	Sarika. M	VIII	66-67	
4	13/2/20	Shamna-z	Viscosity	Helna Thomas	IX	68-69	
5	13/2/20	Shamna-z	Capillarity	Nidha. C.K	IX	70-71	

DEMONSTRATION REPORT

Demonstration Report - 2

Name of the teacher : sharika	Class : VIII
subject : science	Date : 12/2/20
topic : inertia	

Introduction

Teacher came to the class with a pleasant smile. she started the class with an activity using a glass card and coin. she placed card on the top of the glass and a coin placed in a plate. she asked one student to come forward, strike the card and the coin went down the glass.

Learning phase

she made the class interesting by doing activities. she also told examples from daily life and used chart and model to explain the topic.

Activity - 1

Teacher showed a powerpoint Presentation to show the examples of the topic 'inertia'. Before going to the topic she told about so many examples of inertia of motion and rest from our daily life.

Observation Schedule for Observation of lessons under Constructivist format

	Components	BA	A	G	VG
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				

	Questions aptly worded and properly distributed		✓	
	Proper class management			✓
	Teacher shows subject competency			✓
	Proper budgeting of time		✓	
closure	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

Activity - 2

she made clear about the topic inbia of rest and motion showing the expeience of a person standing in the bus using two models. After that she gave an activity card to all students to mark cwhether the statements written in the cards are due to inertia of rest or motion.

Activity - 3

she showed charts containing the defenition of 'Newton's first law of motion' and also talk about more examples.

closure

Teacher concluded the topic by showing an animation video related to the topic inertia. It includes examples of the same. At the end of the class she has given follow up activities for the students.

Prijith

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PERFOMANCE TESTS 2020-2021

MICRO TEACHING

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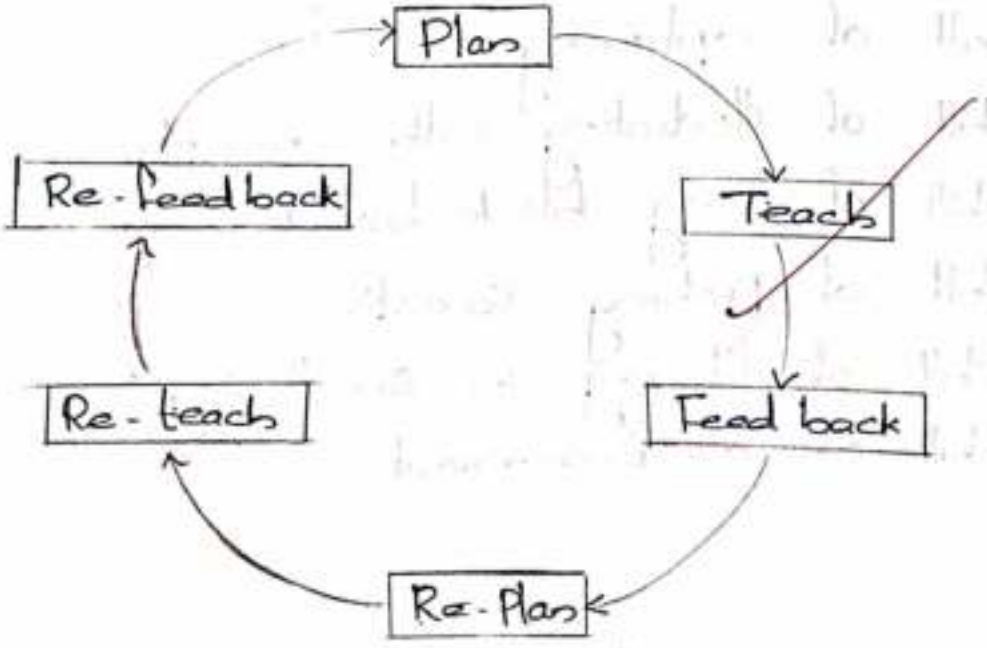
MICRO TEACHING

Micro teaching is a training producure for teaching preparation aimed at simplifying complexities of regular teaching process. 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. Such a situation offers a helpful setting for a teacher to acquire new teaching skills and to refine old ones. Micro teaching is defined as "a scaled down teaching encounter in a class size and class time". - Dwight W. Allen

MICRO TEACHING CYCLE



INTEGRATION OF SKILLS

Having armed the teacher trainees with a battery of teaching subskills, the next stage is the integration of those subskills into a major skill. A delibrate programme for integration of subskills is called bink practice or link lessons.

CORE TEACHING SKILLS

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

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 probing Question
7. skill of fluency in Questioning
8. skill of reinforcement

MICROLESSON

MICRO LESSON ON THE SKILL OF INTRODUCING A LESSON - PLAN

Name of the student teacher: shamna.z subject : Physics Topic : Distillation Teach / Re-teach: Teach	class : VIII Date : 16.8.19 Duration: 5 min

Objective : To practice the skill of introducing a lesson

Components of the skill

1. use of previous knowledge
2. use of appropriate device
3. Motivation
4. Continuity

student teacher behaviour	student behaviour	components
Good morning	Good morning	
know you are familiar with salt. in our daily life we use salf for different purpose. What are the uses of salt ?	Mostly used in kitchen	use of previous knowledge
Good		Motivation
Where we get salt from. We know it. Very good common salt is obtained from sea water and also it is a mixture of salt and water. isn't it	sea water	use of previous knowledge Motivation
How the salt seperate from sea water ?	By evaporation	use of previous knowledge
Very good		Motivation
By evaporation the water Vapour evaporated out and salt obtained. in this process water is not obtained for our use		Continuity
just imagine a vessel with sea water. what happe	After sometime the water get evaporated and	use of Previous knowledge

when it heated Excellent Here, there is a difference in boiling point of water and salt. Water evaporate faster. From this knowledge we can able to seperate water and salt as useful products · Are you know water vapourise faster Good This water vapour collected in an another vessel and remains salt there. This method is called distillation	Common salt obtained Yes	Motivation use of previous knowledge continuity use of previous knowledge continuity Motivation use-of appropriate device continuity

Observation schedule for skill of introducing a lesson

Components	Student-1		Student-2		Student 3	
	Tally	Total	Tally	Total	Tally	Total
use of previous knowledge	𝍸	5	𝍸	4	𝍸	5
use of appropriate device	1	1	1	1	1	1
Motivation	𝍸	5	𝍸	5	𝍸	5
Continuity	𝍸	4	𝍸	3	𝍸	3

RATING SCALES 2020-2021

B.S.S. B.Ed. TRAINING COLLEGE
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SEMESTER II

TASKS & ASSIGNMENTS

EDU 08 ASSESSMENT FOR LEARNING

TASKS:

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.
2. Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teacher and prepare a report.

EDU 08 ASSESSMENT FOR LEARNING

Task 2

Prepare a tool For measuring any of the affective outcome of the learner administer it to a group of students and interpret the result

'Rao Achievement motivation test'

Submitted to
Reshmi teacher

Submitted by
sethulekshmi.PR
Physical science

Nature of the study

The Rao Achievement motivation has been developed and provide a simple and objective measure of achievement motivation. The main aim was to provide the tool for the views to the classroom teachers

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

The students has to indicate the alternative he generally prefer; the list may be administered to a group or an individual since it is suitable for use with both sexes There is no time limit but the group test taken about 8 to 10 minute.

Use of the test

Though the test is standardised and the nature of the test item can be used in any part of the country. Total score on the test provide a close to the parents and the teachers for providing facilities and opportunities for providing higher achievement to the pupil. The test may be used by the counsellors for diagnosing purpose to find out why the creative and gifted children are not progressing. The test may be used as a tool for further research. The simplicity of the instrument made its uses in limited types of investigation.

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 am .
   (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 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 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

score obtained

Sl No	Name	score
1	Abhijith.S	40
2	Hanija K	38
3	K. kavya	32
4	Indraprasad K	42
5	Gouthamkrishna V.P	42
6	Krishnapriya M	50
7	Rithika N	40
8	Visal .C	32
9	Raniya C	~~22~~ 46
10	Rahul. M	36
11	Arun .K	50
12	Susmin PJ	46
13	Thasleema C.A	44
14	Jisha M	32
15	Arunbabhy kuttappan.	38

16	Anju C.B	38
17	Twinkle joy	32
18	Saranya A	46
19	Sreevidhya K	42
20	Munavar B	46
21	Vishnu Gopal	42
22	Shyama K	42
23	Shaigna Z	36
24	Akhil Anku	39
25	Abhinav V	49
26	Sooraj sundaran	46
27	Sreya Anil	40
28	Mohammed Anshiba	36
29	Nandhana T	32
30	Anjatha Mubarak	42
		1216

Analysis and interpretation

Low	20-32
Average	33-44
High	45-60

Achievement motivation = $\frac{\text{Total scores}}{\text{No. of students}}$

From the above test conducted on 30 students for class IX, I found

Total score = 1216

Achievement motivation = $\frac{1216}{30} = 40.53$

Since the result of achievement motivation test is the achievement motivation of the class was average. Most of the students are in between so overall achievement motivation is average.

Conclusion

Rao achievement motivation test can be used to assess the students achievement motivation. From Rao achievement test conducted in class IX I found that over all achievement motivation of the class is A few students come under it helped in assessing students individuality.

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SEMESTER I

TASKS & ASSIGNMENTS

EDU 02 DEVELOPMENT OF THE LEARNER

TASKS:

1. Identifying problem behaviour in children of elementary/ secondary classes and preparing a case study report.
2. Administer any one standardised psychological tool to primary/secondary school students to identify individual differences among learners.
3. Conducting survey regarding incidence of drug menance, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation.

EDU 02 Development of the learner

Task

Administer anyone standerdized psychological tool to primary or secondary school students to identify the individual difference among learner

submitted by
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submitted to
Jinsi M George Teacher

As a part of BEd program we are advised to administer a standardised psychological tool among secondary school students and identify the individual differences For that Rosenberg self esteem scale was choosen and administered among the children in our class. The following report shows its discussion analysis and interpretation

Self-Esteem

In Psychology the term self esteem is used to describe a persons overall sense of self-esteem 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 see stable and enduring
* self esteem can involve a variety of Beliefs about your self. such as the appraisal of your own appearence feels beliefs, emotions and behaviours.

About Rosenberg self esteem scale

The Rosenberg self esteem scale a widely used self report instrument for evaluating individual self esteem was investigated using item response there by. It was developed by sociologist Rosenberg and he was born Newyork city on May 12, 1922 He received his BA from Brooklyn college in 1946 and MA (1950). and Ph.D in 1953 from Columbia university.

The 10 item scale that measures global self esteem worth by measuring both positive and negative feelings about the self. The scale is believed to be unidimensional. All items are answered using a four point. linked scale format ranging from strongly agree to strongly disagree

Rosenberg self Esteem scale

Scoring of the item

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

* For items 1, 2, 4, 6, 7

strongly Agree -3

Agree - 2

Disagree - 2

Strongly disagree - 0

* For items 3,5,8,9,10

Strongly Agree - 0

Agree - 1

Disagree - 2

Strongly disagree - 3

Results

Total score 15-30 indicates high self-esteem

The score below 15 indicates low self esteem

Sl no	items	S.A	A	D A	S D
1	I feel that I am a person of worth atleast 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 the proud of				
6	I take a positive attitude towards myself.				

7	on the whole I am satisfied with my self				
8	I with I could have more respect for my self				
9	I certainly feels useless at times				
10	At times I think I am no good at all				

Scores obtained by students

Sl no	Name	score
1	Abhinav Venu	19
2	Arun D	21
3	Jidhanu D	23
4	Akhil Babu	15
5	Sneha mol	13
6	Gopika M	14
7	Thasleema C	19
8	Vishnu Gopal	24
9	Varun G	18
10	Enviya shaju	17
11	Maniya Binoy	12
12	Asha Davis	19
13	Amrutha K	21
14	Vyoak Thomas	24
15	Geethika S	20

Interpretation of results

After administering the Rosenberg self esteem scale. it is found that among 15 students only 3 students have got score below 15 rest of them got above 15. This indicates most of the students have high self esteem Hence it is interpreted that the most of the student have high self esteem only few are having low self esteem.

Conclusion

self esteem has a strong relation to happiness. Although the reserch has not clearly established causation we are persuaded that high self esteem does lead to greater happiness How self esteem is more likely than high to lead to depression under some circumstance

High self esteem does not parents children from smoking, drinking, taking drugs. or engaging in sex if anything of high self esteem fosters experimentation which may increase drinking or early sexual activity. but in general effects of self esteem are negligible over all the benefits of high self esteem fall in to two categories. enhanced initiative and pleasant feelings.

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SEMESTER II

TASKS & ASSIGNMENTS

EDU 07 FACILITATING LEARNING

TASKS:

1. Constructing sociograms based on an elementary classroom group and a secondary classroom group and comparing them.
2. Conducting a study on style prefers in learning in a group of 15-20 children using any tool on learning style.

EDU 07 Facilitating Learning

Task - 2

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

Submitted to
Jini Teacher

Submitted by
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Meaning

The term 'learning styles' speak to the understanding that energy student's learn differently. Technically an individuals learning style refers to the preferential way in which the student absorb, processes, comprehent and Return information

Types of learning style

→ visual /spatial

In visual style, it prefers using images pictures, colours and map to organise information and maps to communicate with others. you can easily visualise objects, pictures and outcomes in your mind eye

→ Aural / Auditory / Musical / Rhythmic

if you use the aural style, you like to work with sound and music. you have a good sense pith and Rhythm. you typically can sing play a musical instrument or identify the sounds of different instruments contain music invokes strong emotions

→ verbal / Linguistic

The verbal style involves both the written and spoken word. If chosen this style, it would be easy to express your self, both in written and verbally you love reading and writing. you like playing on the meaning or sound of words, such as tongue twister rhymes etc

→ physical / Bodily / kinesthetic

If physical style is more like you it is likely that you use your body and sense of touch to learn about the world around you. it is likely you like sports and exercise and other physical activities such as gardening or wood working.

→ solitary / intrapersonal

If you have a solitary style you prior to private introspective and independent you can concentrate well focussing your thought and feelings on current topic. you are aware of your own thinking and you may analyse the different ways you think and feel.

Questionnaire:

Name :
Class :
Roll No :

The modality (learning channel preference) questionnaire is given below. complete the each statement by considering how it applies to you please respond to all questions.

D..... Never applies to me
2)..... sometime applies to me
3)..... often applies to me

Section one:

1. ___ I enjoy doodling and even my notes have bits of pictures and arrow 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 direction
4. ___ when trying to remember some one'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 where the answer is located
6. ___ it helps me to look at the person while listening. it keeps me focussed
7. ___ using flashcard help me to retain material for tests
8. ___ it's hard for me to understand what a person is saying a joke when someone tells me
9. ___ it's hard for me to understand what a person is saying when there are people talking or music playing.
10. ___ it is better for me to get work done in quite place

Total : ___

Section Two :

1. ___ My written work doesn't look neat to me, my paper have crossed out words.
2. ___ it helps to use my finger as a pointer when reading to keep my place.
3. ___ papers with very small point, blotchy ditties or poor copies are tough on me
4. ___ I understand how to do something if some one tells me, rather than having to read the same thing to my self.

5. ____ I remembered things that I hear, rather things that I see or read

6. ____ Writing is timing. 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 hand writing.

10. ____ if I had the choice to new information through a lecture or text book, I would choose to hear it rather than read it

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section three

1. ____ I don't like to read direction, I had rather just start doing

2. ____ I learn best when iam shown ho 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 approch. rather than from step by step method.

5. ____ Before I follow directions if help me to see someone else do it first

6. ____ I find my self needing frequent break 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 will use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".

Total: ____

Scoring

Now add up the scores, for each of the three sections and record below The maximum score any section is 30 and the minimum is 10 Note the preference next to each section

Section one score : Visual
Section two score : Auditory
Section three score : Kinesthetic

Table showing the scores obtained by students

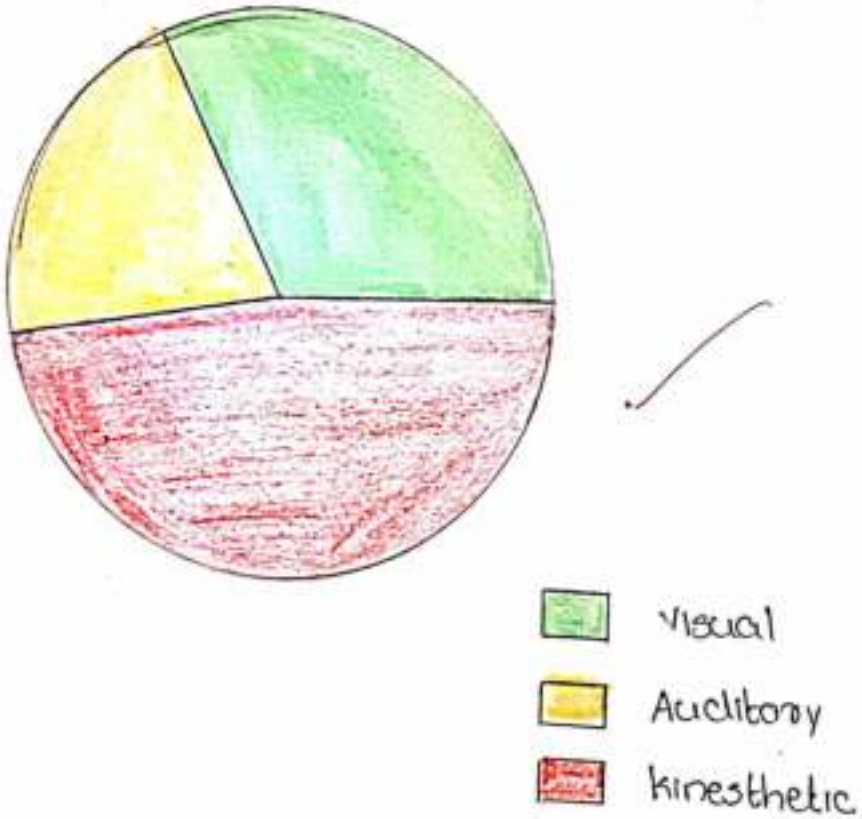
Sl no	Name of the student	visual	Auditory	kinesthetic	style of preference
1	Abhijith S	21	21	23	kinesthetic
2	Abhinand P	21	20	19	visual
3	Abhiram K.R	22	21	21	visual
4	Adharsh P.M	22	20	23	kinesthetic
5	Ajisha I K	17	19	21	kinesthetic
6	Aleena KS	23	14	21	visual
7	Anasuraa P	23	24	18	Auditory
8	Arun M	21	19	23	kinesthetic
9	Hariya K	24	16	22	visual
10	Kavya K	21	24	23	Auditory
11	Midhun M P	18	22	24	kinesthetic
12	Nandhana T	15	23	20	Auditory
13	Rahul M	21	16	24	kinesthetic
14	Rubin Raj C	21	19	22	kinesthetic
15	Sneha Raj	24	19	21	visual.
	Total	314	297	325	
	percentage	$\frac{314}{450} \times 100$	$\frac{297}{450} \times 100$	$\frac{325}{450} \times 100$	
		69.77%	66.00%	72.2%	

Table showing learning style preference

Learning style preference	Total number of students	preference %
Visual	5	33
Auditory	3	20
Kinesthetic	7	47
Total	15	100

Pie diagram

Learning style Preference	calculation	Degree
visual	(33/100)× 360	118.8
Auditory	(20/100)× 360	72
kinesthetic	(47/100) ×360	169.2
		360



Conclusion

The significance of learning style is to effectively learn how an individual understand new information so that they can determine the most effective way to collect, interpret and present information. There are different types of learners in a single classroom. If teacher know what the learner pre dominant learning style are, they could incorporate multiple teaching method.