

SAMPLES PREPARED BY STUDENTS FOR EACH
INDICATED ASSESSMENT TOOL FOR 2021-2022

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



Name : FARHANA.M

Reg. No. : BAAUTEG002

Optional Subject : English

Certified that this is the bonafide record of

Farhana.M

Reg. No. BAAUTEG002 for the year 2020-2022

Neema
Lecturer in charge

Date 3/2/22

Lecturer in English
B.S.S. B.Ed. Training College
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[Signature]
PRINCIPAL

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ACHIEVEMENT
TEST

ACHIEVEMENT TEST

ENGLISH

Class: 6

Mark: 25

Time: 1 hr.

Activity :1

You have read the poem "The Little Boy and the Old man". Here is another poem on mother's love. Read it and answer the questions given below.

My mother bore me in the southern wild.

And I am black but, oh, my soul is white.

White as an angel is English child.

But I am black as if bereaved of light.

My mother taught me underneath a tree.

And sitting down before the heat of the

day She took me in her lap and kissed me.

And pointing to the east began to say

Look on the rising sun: there God does live.

And gives his light and gives his heat away.

And flowers and trees and beasts and men receive.

Comfort in morning, joy in the noonday.

- (a) Where did the boy and his mother sit? (2)
- (b) Pick out pair of rhyming words from the poem? (3)
- (c) Write a suitable title for the poem? (1)

Activity:2

Read the passage and answer the questions below.

The whole family rejoiced in return of Raja. Grandma was really surprised to see him back. She thought that he was missing. Raja called "sorry....sorry.... Grandpa, I will never repair it all villagers dispersed happily. The next day was a new morning for Raja. Strict and stubborn grandpa changed a lot. He allowed Raja to play with the neighboring children. Raja's fear for grandpa vanished. They became close friends.

1. Grandma became surprised when? (1)

- (a) On the missing of Raja.
- (b) To see Raja back.
- (c) Due to grandfather's behavior.

2. Write a suitable title for the passage? (1)

3. Write the word from the passage which means "Left over the place"? (1)

Activity :3

Complete the following sentence by using the appropriate verbs.

- 1. I am riding a horse (ride)
- 2. He is _____ the workshop (open) (1)
- 3. He is _____ his new business (Start) (1)
- 4. She is _____ her limits (cross) (1)

Activity :4

Do you remember Raja's garden? There are a lot of things in that garden. Really beautiful garden, king fisher, butterflies and mango trees.

Write a description about Raja's garden. (4)

Activity :5

After reading the story 'Life with Grandfather' , Vinod, a student of class VI decided to make a greeting card to his grandparents on the occasion of Grandparents Day. Prepare a greeting card for your grandparents on Grandparent's Day.

(6)

Activity:6

In the story 'Life with Grandfather' we read that Raja was afraid to face his Grandfather. So he hid in the cowshed. There was a long search for Raja. Raja's uncle found him in the cowshed and took him home. Uncle told that nobody was angry to him.

Write a possible conversation between uncle and Raja on the way to the house. (3)

Uncle:

Raja :

Uncle: why did you hide in the cowshed?

Raja:

Uncle:

Raja:

DIAGNOSTIC

TEST

DIAGNOSTIC TEST 1

ENGLISH

ITD: 6

Total Score: 15

INSTRUCTIONS:

1. This test has nothing to do with your success or failure in the examination.
 2. This is only to know what your difficulties are, so that your teacher can help you to solve them
 3. There is no time limit, but try to complete this as fast as possible.
 4. Write the answer in the space left blank against each question.
 5. Write the answer one by one but if you feel you cannot do it do not waste time, proceed to the next.
-

Answer the following question in a word or sentence

1. Who follows Raja like a shadow?
2. Who left Raja with his grandparents?
3. Which flower did grandfather pluck?
4. Raja shook a tree. Which is that tree?
5. Raja played with whom?
6. What was the news that spreads out?
7. Who helped Raja when he was in trouble?
8. Who spoke in a loud voice?
9. What was the reaction of the grandfather when he was soaked in the shower?
10. What would Raja say to his grandfather when he returned home?
11. We saw many things around Raja's house. List out any two things?
12. What brings more colour to Raja's life?
13. "I wanted to come out, what prevented Raja from coming out?"
14. Where might the people have searched for Raja?
15. Why couldn't they find him?

LEARNING POINTS 1

1. Grandmother followed Raja like a shadow.
2. Raja's father left him with his grandparents.
3. Grandfather plucked a jasmine flower.
4. Raja shook a sandalwood tree to make a shower.
5. Raja liked to play with calves.
6. There spread a news that Raja was missing.
7. Uncle helped Raja when he was in trouble.
8. Grandfather always spoke in a loud voice.
9. When the grandfather was soaked in the shower, he turned to Raja with an angry look.
10. When Raja returns home he will say sorry to his grandfather. He will also say that he will not repeat his mistakes again.
11. There were many things around Raja's house. Such as coconut tree, kingfishers, mango tree etc.
12. Playing with calves and watching birds in the garden bring more colour to Raja's life.
13. Raja felt sorry for grandfather. Because of his naughty things. More over, he was still afraid of grandfather. These prevented Raja from coming out of his hiding place.
14. The people might have searched Raja in the field.
15. They couldn't find him because he had hidden in the loft of the cowshed.

Abena

OBSERVATION REPORT



Teacher Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	U	CG	E
Strategies for building up suitable physical/emotional environment in the classroom					✓
Strategies /techniques to reveal/convince the learner what he already knows			✓		
Setting up/building up a problematic situation			✓		
Strategies for disturbance free and disciplined grouping if required					✓
Be sure about the pre-requisite skills for learning activity					✓
Give clear and concise guidelines for group activity					✓
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc., 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			✓		
Face 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					✓

Preparation

Learning Phase

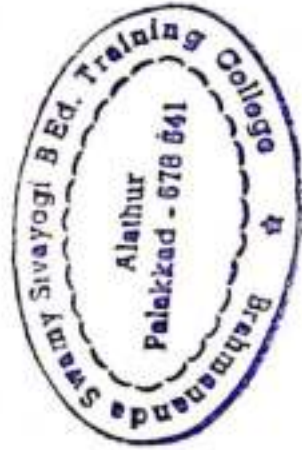
Questions aptly worded and properly distributed					
Proper class management					✓
Teacher shows subject competency					✓
Proper budgeting of time					✓
Review the lesson properly					✓
Follow up activities in tune with the knowledge constructed/ competencies acquired					✓

closure

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

DEMONSTRATION

REPORT



Peer Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	VG	E
Strategies for building up suitable physical/emotional environment in the classroom			✓		
Strategies /techniques to reveal/convince the learner what he already knows				✓	
Setting up/building up a problematic situation				✓	
Strategies for disturbance free and disciplined grouping if required			✓		✓
Be sure about the pre-requisite skills for learning activity			✓		
Give clear and concise guidelines for group activity					✓
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc.,					✓
Blackboard work/structured oral command etc.				✓	✓
Provide sufficient activity for each group/individual					✓
Systematic routine for procedural activities					
Involve all the student in the learning activities			✓		
Encourage non-volunteers			✓		
Smooth transition - living minimal time between activities			✓		
False activities effectively					✓
Bringing the appropriate learning aids/designing the learning aids during the course of activities					✓
Learning aids used effectively			✓		
Continuous supervision aids keen observation of learning activities			✓		
Strategies for managing interruptions					✓
On the spot diagnosis of learning difficulties and corresponding remediation					✓
Teacher invention facilitating the progression of learning activities at the right direction and at the right place					✓
Teacher invention facilitating the progression of learning activities at the right direction and at the right place					✓
Teacher invention facilitating the progression of learning activities at the right direction and at the right place					✓
Strategies for no threatening and varied evaluation - 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 BE/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation			✓		
Keeping records of student responses					✓
Pay attention of student responses					✓
Pay attention to the entire class					✓
Adequate communication skills being displayed by the teacher			✓		

Learning Phase

Preparation

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

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

MICRO TEACHING



I think you are eagerly waiting to hear the poem. It was very beautiful poem. So, we can meet in the next class and go deeply through the poem.

continuity

OBSERVATION SCHEDULE - Introducing a Lesson

components	Teacher-Trainee 1	Teacher-Trainee 2	Teacher-Trainee 3
1. checking previous knowledge	III	II	III
2. using appropriate devices or technique	II	II	II
3. continuity	I	I	I
4. Arousing interest	II	II	I
5. Motivation	I	II	I

~~Sked~~

Excellent. The fox went to alert the other animals.

So, how was the story? did you enjoy the story?

okay, I think you all understand the story very well. we can move on the activities in the next class.

Thank you dears.

pupils reply: nice yes. It was so interesting.

Thank you teacher

OBSERVATION SCHEDULE - Stimulus Variation

Components	Teacher-Trainee 1	Teacher-Trainee 2	Teacher-Trainee 3
1. Teacher Movement			
2. Gestures			
3. change in speech pattern			
4. Focusing			
5. change in interaction style			
6. pausing			
7. Aural-visual switching			

~~10~~

OBSERVATION SCHEDULE - Skill of Explaining

Components	Teacher trainee 1	Teacher-Trainee 2	Teacher-Trainee 3
1. Beginning statement	I	I	I
2. Concluding statement	I	I	I
3. Explaining link	I	II	I
4. Questions to test pupils understanding	III	II	III

~~Also~~

Questionnaire for Head Master

Name of the School:

Date of establishment:

1. How long have you been the head of the school?
2. Have you had any education management training?
3. What is the official/registered level of this school?
4. Has the school upgraded to next level?
5. What is your school's philosophy and mission?
6. What curriculum does your school implement and why?
7. Is technology integrated into the curriculum?
8. What is the number of students and teachers in the school?
9. What are your teachers' qualifications and what professional development opportunities do you offer them?
10. What is the average class size and/or student-to-teacher ratio?
11. What is your greatest strength as Head Master?
12. Are you good at working in a team as Head Master?
13. Would you like doing repetitive work?
14. Do you ever take work home with you?
15. How do you handle stress on the job?
16. What are the specific projects in your school?

17. what is your policy on sports?
18. Does your school provide computers for students and/or the staff for educational purposes?
19. How do you build a positive school culture or climate? what would you implement at this campus to continue success?
20. Do you get the textbooks in time supplied by the government to the pupil?
21. Do you get any financial assistance from the government?
22. Does the school have a PTA/SMC/sc.
23. when did the PTA executive last meet?
24. what extracurricular activities does your school offer? sports? clubs?, competitions?, community service?
25. Does the school publish the school magazine regularly?
26. what are you training to achieve over the next five years?





APPENDIX V

Rao Achievement Motivation Test

(For Grades 8 to 11)

By

Dr. D. Gopal Rao, M.A., M.Ed., Ph.D.
Reader in Education,
NCERT, NEW-DELHI

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

DIRECTIONS

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

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

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

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

Learning Style
QUESTIONNAIRE



NAME :

CLASS :

ROLL NO :

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," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total _____

SECTION THREE:

1. _____ I don't like to read directions; I'd rather just start doing.
2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____ Studying at a desk is not for me.
4. _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____ Before I follow directions, it helps me to see someone else do it first.
6. _____ I find myself needing frequent breaks while studying.
7. _____ I am not skilled in giving verbal explanations or directions.
8. _____ I do not become easily lost, even in strange surroundings.

9. _____ I think better when I have the freedom to move around.
10. _____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total _____

SELF ESTEEM

Scoring of items



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

Items

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 not have much to be proud of.				
6. I take a positive attitude towards myself.				
7. On the whole, I am satisfied with myself.				
8. I wish I could have more respect for myself.				
9. I certainly feel useless at times.				
10. At times I think I am not good at all.				

TEACHER MADE WRITTEN TEST ESSENTIALLY BASED ON
SUBJECT CONTENT 2021-2022

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



Name : ...FARHANAM.....

Reg. No. : ...BAAUTEG002.....

Optional Subject : ...English.....

Certified that this is the bonafide record of

.....Farhana M.....

Reg. No. BAAUTEG002...for the year 2020-2022

Neema
Lecturer in charge

Date 3/2/22.....

Lecturer in English
B.S.S. B.Ed. Training College
Alathur(P.O) Palakkad Dt
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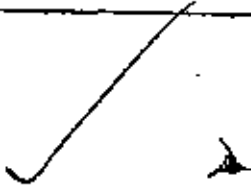
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PRINCIPAL

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

ACHIEVEMENT
TEST

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ACHIEVEMENT TEST

1. planning of the test

ENGLISH

RAIN OF LOVE (UP)

Time: 1hr

Score: 25

Learning outcomes

The learner will be able to:

1. Read a passage and understand it.
2. write a description.
3. write dialogues according to the given situations.
4. Identify the features and usages of present continuous tense and simple past tense.
5. read and analyse a poem.
6. prepare a greeting card.

2. preparation of a design for the test

weightage to learning outcomes

Sl.No	Learning outcomes	score	%
1.	Read a passage and understand it	3	12
2.	write a description	4	16
3.	write dialogues according to the given situation	3	12
4.	Identify the features and usages of present continuous tense and simple past tense	3	12
5.	Read and analyse a poem	6	24
6.	prepare a greeting card	6	24

weightage to language skills:

S/No	Language skills	score	%
1.	Reading comprehension	3	12
2.	writing skill	4	16
3.	communication	3	12
4.	Language element	3	12
5.	Literary skill	6	24
6.	creative writing	6	24
Total		25	100

weightage to thinking skill.

S/No	Thinking skills	score	%
1.	Remembering	1	4
2.	understanding	3	12
3.	Applying	6	24
4.	Analysing	4	16
5.	Evaluating	3	12
6.	creating	8	32
Total		25	100

weightage to form of questions.

Form of questions	No:of questions	score
objective type	7	7
short answer	4	12
Essay	1	6
Total	12	25

weightage to difficulty level

Difficulty level	score	%
Easy	4	16
Average	15	60
Difficult	6	24
Total	25	100



ACHIEVEMENT TEST

ENGLISH

Class: 6

Mark: 25

Time: 1 hr.

Activity :1

You have read the poem "The Little Boy and the Old man". Here is another poem on mother's love. Read it and answer the questions given below.

My mother bore me in the southern wild.

And I am black but, oh, my soul is white.

White as an angel is English child.

But I am black as if bereaved of light.

My mother taught me underneath a tree.

And sitting down before the heat of the
day She took me in her lap and kissed me.

And pointing to the east began to say

Look on the rising sun: there God does live.

And gives his light and gives his heat away.

And flowers and trees and beasts and men receive.

Comfort in morning, joy in the noonday.

- (a) Where did the boy and his mother sit? (2)
- (b) Pick out pair of rhyming words from the poem? (3)
- (c) Write a suitable title for the poem ? (1)

Activity:2

Read the passage and answer the questions below.

The whole family rejoiced in return of Raja. Grandma was really surprised to see him back. She thought that he was missing. Raja called "sorry....sorry.... Grandpa, I will never repair it all villagers dispersed happily. The next day was a new morning for Raja. Strict and stubborn grandpa changed a lot. He allowed Raja to play with the neighboring children. Raja's fear for grandpa vanished. They became close friends.

1. Grandma became surprised when? (1)

(a) On the missing of Raja.

(b) To see Raja back.

(c) Due to grandfather's behavior.

2. Write a suitable title for the passage? (1)

3. Write the word from the passage which means "Left over the place"? (1)

Activity :3

Complete the following sentence by using the appropriate verbs.

1. I am riding a horse (ride)

2. He is _____ the workshop (open) (1)

3. He is _____ his new business (Start) (1)

4. She is _____ her limits (cross) (1)

Activity :4

Do you remember Raja's garden? There are a lot of things in that garden. Really beautiful garden, king fisher, butterflies and mango trees.

Write a description about Raja's garden. (4)

Activity :5

After reading the story 'Life with Grandfather', Vinod, a student of class VI decided to make a greeting card to his grandparents on the occasion of Grandparents Day. Prepare a greeting card for your grandparents on Grandparent's Day.

(6)

Activity:6

In the story 'Life with Grandfather' we read that Raja was afraid to face his Grandfather. So he hid in the cowshed. There was a long search for Raja. Raja's uncle found him in the cowshed and took him home. Uncle told that nobody was angry to him.

Write a possible conversation between uncle and Raja on the way to the house. (3)

Uncle:

Raja :

Uncle: why did you hide in the cowshed?

Raja:

Uncle:

Raja:

Scoring key and Marking scheme

Qn No	Answer key/ value point	Score	Total
1.	(a) The mother made her son sit on her lap and kissed him lovingly (b) wild-child day-say white-light (c) Mother's Love	2 1 1 1 1	6
2.	(a). b. To see Raja back (b) Raja and family (c) missing	1 1 1	3
3	(a) opening (b) starting (c) crossing	1 1 1	3
4.	* Relevant to the content - Ideas are arranged in proper sequence - verify in sentence forms	1 2 1	4

5.	<ul style="list-style-type: none"> - Attractive - uses well framed expressions - conveys the message effectively and meets the purpose of the task 	2	2	6
6.	<ul style="list-style-type: none"> - Expresses ideas and feelings relevant to the context - proper sequencing of expressions 	2	1	3

✓

Q no	Learning outcomes	Language Skills	Thinking skills	Form of questions	Difficulty level	Scores
1.						
(a)	1	Reading comprehension	understanding	short answer	Average	2
(b)	5	Literary skill	Applying	short answer	Average	3
(c)	6	creative writing	creating	objective	Easy	1
2.						
(a)	1	Reading comprehension	understanding	objective	Easy	1
(b)	6	creative writing	creating	objective	Easy	1
(c)	1	Reading comprehension	Remembering	objective	Easy	1
3.						
	4	Language element	Applying	objective	Average	1
	4	Language element	Applying	objective	Average	1
	4	Language element	Applying	objective	Average	1
4.	2	writing skill	Analysing	short answer	Average	4
5.	6	creative writing	creating	Essay	Difficult	6
6.	3	communication	Evaluating	short answer	Average	3

Shamir

DIAGNOSTIC

▶ TEST

DIAGNOSTIC
TEST 1

PLANNING 1

Teacher have made some asseptions about the difficulty area in the unit and choosed it for analysing. Errors are assumed according to the possibility and prepared the questionnaire accordingly. The area selected is "The Life with Grandfather" from the unit "Rain of Love" from 6th standard textbook. Difficulty area from 'content' is analysed and prepared questions based on it.

LEARNING POINTS 1

1. Grandmother followed Raja like a shadow.
2. Raja's father left him with his grandparents.
3. Grandfather plucked a jasmine flower.
4. Raja shook a sandalwood tree to make a shower.
5. Raja liked to play with calves.
6. There spread a news that Raja was missing.
7. Uncle helped Raja when he was in trouble.
8. Grandfather always spoke in a loud voice.
9. When the grandfather was soaked in the shower, he turned to Raja with an angry look.
10. When Raja returns home he will say sorry to his grandfather. He will also say that he will not repeat his mistakes again.
11. There were many things around Raja's house. such as coconut tree, kingfishers, Mango tree etc.
12. playing with calves and watching birds in the garden bring more colour to Raja's life.
13. Raja felt sorry for grandfather. Because of his naughty things. More over, he was still afraid of grandfather. these prevented Raja from coming out of his hiding place.
14. The people might have searched Raja in the field.
15. They couldn't find him because he had hidden in the loft of the cowshed.

Adarsh

DIAGNOSTIC TEST 1

ENGLISH

STD: 6

Total Score: 15

INSTRUCTIONS:

1. This test has nothing to do with your success or failure in the examination.
 2. This is only to know what your difficulties are, so that your teacher can help you to solve them
 3. There is no time limit, but try to complete this as fast as possible.
 4. Write the answer in the space left blank against each question.
 5. Write the answer one by one but if you feel you cannot do it do not waste time, proceed to the next.
-

Answer the following question in a word or sentence

1. Who follows Raja like a shadow?
2. Who left Raja with his grandparents?
3. Which flower did grandfather pluck?
4. Raja shook a tree. Which is that tree?
5. Raja played with whom?
6. What was the news that spreads out?
7. Who helped Raja when he was in trouble?
8. Who spoke in a loud voice?
9. What was the reaction of the grandfather when he was soaked in the shower?
10. What would Raja say to his grandfather when he returned home?
11. We saw many things around Raja's house. List out any two things?
12. What brings more colour to Raja's life?
13. "I wanted to come out, what prevented Raja from coming out?"
14. Where might the people have searched for Raja?
15. Why couldn't they find him?

OBSERVATION MODES FOR INDIVIDUAL AND
GROUP ACTIVITIES 2021-2022

OBSERVATION
REPORT



OBSERVATION REPORT: 1

Name of the teacher : Rachy Radhakrishnan
subject : English
Unit : Aspire to win
Topic : The Race

class: IX

Preparation phase

Teacher entered the class and created a good rapport by showing Indian cricket team world cup won picture. Then teacher made a discussion about the qualities of being a good sports person. Then teacher provided or audio of Sachin Tendulkar. Then after teacher shows a picture of an old man and young boy gradually she entered the class by introducing the chapter 'The Race' by Nisha Purgabi using a profile video.

Presentation phase

Teacher presented a picture of the boy and asked students about do you know this boy and his story. His name is Tarun. What may have his talents then teacher narrates the story while reading the story with proper stress, rhythm and intonation. Then teacher asked several questions based on the content of the story to check whether students understood or not. Then teacher helps students to remove their difficulties in vocabulary by providing apt videos for it to explain the meaning. The whole class was inspiring and interesting. Moreover easy to understand.

Concluding phase

Towards the end of the story teacher ~~once~~ ~~again~~ summed up the main events of the story. And also given home assignment by providing Ravi's diary and find out the idioms from the prescribed paragraph and also their meaning.

Learning aids

Teacher used various learning aids which made the class more inspiring and interesting. she had used videos, pictures and audios.

	Questions aptly worded and properly distributed							
	Proper class management							
	Teacher shows subject competency							
	Proper budgeting of time							
	Review the lesson properly							
* closure	Follow up activities in tune with the knowledge constructed/ competencies acquired							
		BA-Below Average	A-Average	G-Good	VG-Very Good	E-Excellent		

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

OBSERVATION REPORT-1

Name of the teacher : Devi
Name of the school : BSS GHSS Alathur
Subject : English
Topic : Song of a Dream

class : IX

Duration: 40 min

Date : 14/6/21

Preparation phase

Teacher entered the class and created a good rapport with students. She asked some questions and showed some pictures which related to it. She was very interactive as well as pleasant. Then she showed a video, related to introduction of the poem. Then she introduced the chapter in a beautiful manner and wrote the name and author of the chapter on the black board.

Presentation phase

After introducing the poet; using profile chart; she narrated the idea of the poem. Then she showed a video which related to the scenes in the poem. After that she read the poem with proper stress, pitch, rhythm and intonation. To remove the difficulty of students and clear the unfamiliar words teacher used various pictures videos etc.

Peey Observation Schedule for Observation of lessons under Constructivist format

Components	BA			A			G			C			E
Preparation	Strategies for building up suitable physical/emotional environment in the classroom												
	Strategies /techniques to reveal/c onvince 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												
	Face 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 BE/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									✓
	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									

closure

EA

Then she presented a broad which included the thought by 'Abdul Kalam'. The teacher-pupil interaction were good throughout the whole session. There were appropriate use of blackboard and then performed two activities; one was related with metaphor and another one; in which she asked to write a description about dream land. She used various learning aids and made activities more interactive. Teacher's versions were presented through charts. 'simile' was presented as a poetic device and it was a lively session.

concluding phase

Teacher concluded the whole class in short. Then she make sure that children understood the whole session and she gave an 'home' assignment and teacher gave some hints. It was very interactive and lively class.

Learning Aids

Teacher used various learning aid to make the class more active and they are; three charts (profile chart, chart for activity-1, and activity-2), various pictures and videos and blackboard.

CRITICISM REPORT ON MINI

Name of the teacher : Mini.v

subject : English

Topic : A snake in the Grass

class : VII

Date : 19/7/21

preparation phase

Teacher entered the class and created a good rapport with students. began with a warm up activity asking them How they spend their time? she asked some questions about nature and showed a video, related to the theme of the story. she was very interactive as well as pleasant. Then she showed a still model and asked the students to guess about the story. In this way teacher introduced the story 'A snake in the Grass'. teacher introduced the author using a profile chart.

presentation phase

After introducing the author using a profile chart, she narrated the main events of the story. and it was very clear. After that she read the story and it was very clear. After that she read the story with proper stress, pitch and intonation. The students were asked to read the story silently from the text book without any lip movement. To remove the difficulty of student and clear the unfamiliar words, teacher used various pictures and created classroom situation. and it was very clear. The teacher-pupil interaction were good throughout the whole session. There were appropriate use of blackboard and then performed two activities, one was tongue twister.

Observation Schedule for Observation of lessons under Constructivist format

Components	DA	A	O	NS	E
Strategies for building up suitable physical/emotional environment in the classroom			✓		
Strategies /techniques to reveal/convince the learner what he already knows				✓	✓
Setting up/building up a problematic situation					✓
Strategies for disturbance free and disciplined grouping if required					✓
Be sure about the pre-requisite skills for learning activity			✓		
Give clear and concise guidelines for group activity					✓
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.					✓
Blackboard work/structured oral command etc.					✓
Provide sufficient activity for each group/individual					✓
Systematic routine for procedural activities					✓
Involve all the student in the learning activities					✓
Encourage non-volunteers					✓
Smooth transition – living minimal time between activities					✓
Face 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 BE/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					✓

Preparation

Learning Phase

	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				✓
					✓

closure

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

teacher showed some tongue twisters and asked to read fastly. that was an interesting and funny task. Learners were actively participated in the activity. another activity is connection of jumbled events, which was also useful for learners to understand the story very well. Teachers versions were presented through ppt. It was a lively session.

Concluding phase

Teacher concluded the whole class in short. Then she make sure that children understood the whole session and she gave a home assignment. and teacher gave some hints. It was very interactive and lively class.

Learning aids

Teacher used various learning aids to make the class more active. she showed a still model, video, pictures activity cards and chart.

Remarks

she could have been add more reinforcement to make the students motivated. but her class was very well and has an amazing way of breaking things down so that they are understandable.

N/A

PERFORMANCE TESTS 2021-2022

MICRO TEACHING



INDEX

S.I.No	content	Date	Pg.No
1	Micro teaching		1-2
2	Skill of Introducing a lesson (plan)	20/3/21	5-9
3.	Skill of introducing a lesson (Replan)	20/3/21	10-13
4	Skill of Stimulus variation (plan)	22/3/21	14-19
5.	Skill of Stimulus variation (Replan)	22/3/21	20-25
6.	Skill of explaining (plan)	23/3/21	26-30
7.	Skill of explaining (Replan)	23/3/21	31-35
8.	Skill of Reinforcement (plan)	24/3/21	36-39
9.	Skill of Reinforcement (Replan)	24/3/21	40-43
10.	Skill of probing questioning (Plan)	25/3/21	44-47
11.	Skill of probing questioning (Replan)	25/3/21	48-51
12.	Link lesson on the skill of introducing a lesson, skill of stimulus variation and skill of explaining.	26/3/21	53-59
13.	Link lesson on the skill of introducing a lesson, skill of reinforcement and skill of probing questioning.	27/3/21	60-65

MICRO LESSON ON THE SKILL OF REINFORCEMENT

Name of the student teacher : Farhana M
 Name of the school : B.S.S
 Subject : English
 Topic : Song of the Rain
 Plan/Replan : Plan

Class : IX
 Duration : 5 minutes
 Strength : 10
 Date : 24/3/21

Objective: To practise the skill of reinforcement

components

1. positive verbal reinforcement
2. positive nonverbal reinforcement
3. Extra verbal cues
4. Repeating and Rephrasing
5. writing pupils answers on blackboard.

Student teachers activity	pupil's activity	components
<p>Teacher enters the class and establishes rapport.</p> <p>Teacher explains the poem I think you all enjoyed the poem 'song of the rain' by Kahlil Gibran. It was a beautiful poem. Now tell me, what was the poem about? Meenu. [Meenu is shy but intelligent. The</p>	<p>students greet the teacher and indulge in talk with the teacher.</p>	

Teacher observes from her facial expression that she knows the answer.]

yes. speak out. I understand that you know the answer.

very good. so the poem was about the rain. also rain itself is the speaker in this poem.

who is the "I" referred to in the poem?
shruthi

(the teacher nods her head which indicates that the answer is correct).

what is the title of the poem? Maneesha

who is the author of the poem? Mini

In this poem drop of the rain is compared to many things. what are they? amit

Meenu: The poem was about rain.

shruthi: Rain

Maneesha: 'song of the rain'.

Mini: Kahlil Gibran

silence

positive verbal reinforcement

Repeating and rephrasing.

positive nonverbal reinforcement.

writing pupils answer on black board.

writing pupils answer on blackboard.

okay fine. take your own time and find out the answer. so Radha can you answer it?

correct. Amit do you find the answer?

Good. what does nature do with silver threads? Manu.

(Teacher encourages Manu by repeating his answer. she writes it on black board)

what are the main poetic devices used in the poem? kavitha

Ah... Ah you are correct. There is one more device. carry on.

Radha: The drops of the rain are like the dotted silver threads dropped from heaven by Gods.

Amit: The drops of the rain are like 'pearls' plucked from the crown of the goddess of Ishtar.

Manu: Nature takes the silver threads to decorate her fields and valleys.

kavitha:
personification
metaphor

simile

Extra verbal cues.

positive verbal reinforcement

- Repeating and rephrasing
- writing pupil's answer on blackboard.

Extra verbal cues.

I think, you all understand the chapter very well
If you have any doubts you can ask me.

pupil's reply:
No teacher. It's clear.

okay. I think let me wind up the class. we can meet in our next class.

OBSERVATION SCHEDULE - Reinforcement

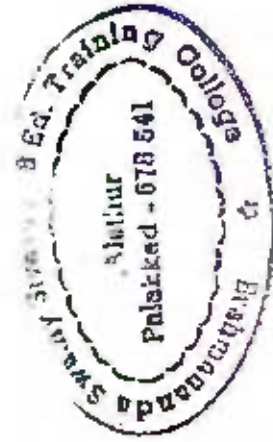
Components	Teacher-Trainee 1	Teacher-Trainee 2	Teacher-Trainee 3
1. positive verbal reinforcement			
2. positive nonverbal reinforcement.			
3. Extra verbal cues			
4. Repeating and rephrasing			
5. writing pupil's answers on blackboard			

SEMINAR ON
GRAMMAR
TRANSLATION
METHOD

SEMINAR REPORT ON GRAMMAR TRANSLATION METHOD.

A seminar was conducted on the topic "Grammar translation Method" on 4th June 2021. It began at 12.30 pm. I gave a brief introduction for what is method. Then introduced my topic of the day. Translation method is a method of teaching a foreign language through translation. Its origin, principles, procedure of teaching were also told in detail. The method adopted here was a teacher-centred one. In the Grammar translation method learners are passive receivers of information. Here pupil's mother tongue is the medium of instruction. The advantages and disadvantages of Grammar translation method was also given. I explained all these through a power point presentation. which made the seminar more effective.

PRACTICE TEACHING RECORD



LESSON PLAN - 1

Name of the teacher: Sneha. S.

Name of the school:

Subject

: Mathematics

Unit

: Repeated multiplication

Topic

: Exponentiation

Standard : VII

Date : 07-10-2021

Time : 30 minutes

Theme

Exponentiation

Learning outcomes:

Describing exponentiation as the operation of repeated multiplication.

Ideas

Exponentiation, exponent

Fact

Repeated multiplication is called exponentiation.

Number of times a number is multiplied by itself is called exponent.

Concept

Waiting number multiplied by itself in the form of

Principles

Process skill

Values and attitudes

Learning resources

Learning strategies

Pre-requisites

Expected product

exponents and solving it.

Repeated multiplication is called exponentiation.

Observation, skill, problem solving skill, critical thinking skill.

Practical value, vocational value, disciplinary value.

Blackboard, model, video

General discussion, probing questions, illustrating with examples

Basic idea about multiplication of numbers.

To understand to write a number multiplied by itself as exponents and to solve it.

LEARNING PROCESS

ASSESSMENT

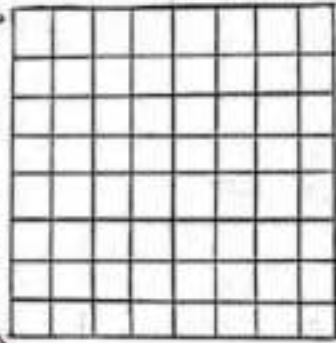
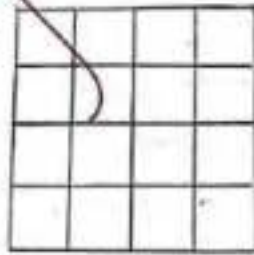
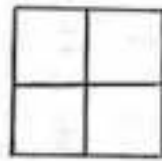
INTRODUCTORY ACTIVITY

Mentor enters the classroom with a pleasant smile and asks the students about their well being. Mentor tell a story of a rich man and a poor man and asks a question to the students based on the story.

DEVELOPMENTAL ACTIVITIES

ACTIVITY - 1

Mentor shows the model of a square with four cells, then a square with 16 cells and later a square with 64 cells.



Mentor writes the number of cells in terms of 4. Then she

LEARNING PROCESS

introduces the idea of powers. The numbers $4, 4^2, 4^3, 4^4, \dots$ are called powers of 4. In 4^3 , the number 3 is called exponent.

ACTIVITY-2

What was the pattern of numbers we got from the story of rich man and poor man?

Yes, it is $1, 2, 4, 16, \dots$

Mentor asks the students to observe this sequence carefully and to find out the relation between these numbers.

$$2 = 2$$

$$4 = 2 \times 2$$

$$8 = 2 \times 2 \times 2$$

$$16 = 2 \times 2 \times 2 \times 2$$

Writing a number repeatedly many times is called exponentiation. Or we say repeated multiplication is called exponentiation.

ASSESSMENT

LEARNING PROCESS

ASSESSMENT

ACTIVITY-3

Mentor asks the students to write the powers of 3.

$$3^1 = 3$$

$$3^2 = 3 \times 3 = 9$$

$$3^3 = 3 \times 3 \times 3 = 9 \times 3 = 27$$

$$3^4 = 3 \times 3 \times 3 \times 3 = 9 \times 3 \times 3 = 27 \times 3 = 81$$

Mentor also explains another way to find 3^4 .

$$3^4 = (3 \times 3) \times (3 \times 3) = 3^2 \times 3^2 = 9 \times 9 = 81$$

Mentor asks the students to find value of 3^6 .

$$3^6 = 3 \times 3 \times 3 \times 3 \times 3 \times 3 = 729$$

CODIFICATION

Mentor summarises the topic by showing a video on exponents.

CONCLUDING ACTIVITY

Compute the powers of the following.

$$1. 2^6 \quad 2. 4^4 \quad 3. 100^4 \quad 4. 1^{10} \quad 5. 0^{20}$$

Mentor discusses the problems in the class

$$2^6 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 64$$

$$4^4 = 4 \times 4 \times 4 \times 4 = 256$$

$$100^4 = 100 \times 100 \times 100 \times 100 = 100000000$$

$$1^{10} = 1 \times 1 \times 1 \times 1 \times 1 = 1$$

$$0^{20} = 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 \times 0 = 0$$

FOLLOW UP ACTIVITY

Compute the powers of $1. 3^8 \quad 2. 2^9 \quad 3. 10^6$

F. Chandra

ASSESSMENT FOR LEARNING

TASK

visit a nearby school and collect information regarding advantages and disadvantages of CCE from teachers and prepare a report

submitted to:
soumya Ma'am

submitted by:
Farhana.M
English option
Roll No: 2

~~Alice~~

REPORT

As a part of B.ed curriculum, we are assigned to make a report on CCE. We made this report on the basis of collecting information from various teachers of Government Higher Secondary School, Rajas. I collected information from Aetha teacher, Sunitha teacher and Ravi Sir.

Almost all the teachers said that CCE is not practical. CCE is bound by rules and regulations. But now it is not in the right way. Most of the works were done by other people and the students will submit it as their. So there is no difference between the student who worked hard and those who done with the help of others.

Some says that it is a denial of justice to talented students. Initially this programme was considered seriously but now students knew that this was of no importance and everybody will get marks. There is no difference between those who have done and not done. Almost all the students of 9th grade will get twenty as their CCE mark. They all are not

allowed to reduce the internal marks of students. so the importance is clear. some says that it is very difficult to provide works. because, according to the order, they are not allowed to maintain a particular note for CCE or even in assignment papers. some teachers says that CCE is a burden for teachers. This was not given importance and even the mark was ~~not~~ given to every student. so, they asks, what is the need for making such a burden among us.

some says that this CCE is only a tool to increase the pass percentage of school. The student who will fail in the exam will easily pass by adding the CE marks. so it will reduce the academic quality of the students.

one teacher supported CCE. The teacher said that it is very much good in assessing student's talents. we can understand different capacities of students. The teacher said that "system is not the problem, but the school". He does all CCE activities properly in his class. He also says that, it is not possible to reduce the marks, even though the teacher supports the programme. the teacher says that it works properly, it will be a great change.

BSS B ED
TRAINING COLLEGE
ALATHUR

Do you
want to
speak up?

DEBATE

THURSDAY
Nov 17th
2022

10:00AM

"INFLUENCE OF HEREDITY
AND ENVIRONMENT ON
HUMAN DEVELOPMENT
PROCESS"


PRINCIPAL,
S. S. B Ed. Training College,
Alathur (PU), Palakkad-District
Kerala - 678 541.



DEBATE REPORT

B S S B.ED TRAINING COLLEGE ALATHUR ORGANIZED A DEBATE FOR FIRST YEAR STUDENTS IN THEIR PSYCHOLOGY CLASS ON ' INFLUENCE OF HEREDITY AND ENVIRONMENT ON HUMAN DEVELOPMENT PROCESS' ON 17TH NOVEMBER 2022. THE DEBATE HELPED THE STUDENTS TO THINK CRITICALLY AND SHARE THEIR VIEWS ON THE GIVEN TOPIC.

TWO TEAMS WITH SEVEN STUDENTS IN EACH TEAM PARTICIPATED IN THE DEBATE. ONE TEAM SPOKE IN FAVOUR OF HEREDITY AND THE OTHER SPOKE FOR ENVIRONMENT.

DEBATOR FROM THE TEAM HEREDITY SAID GENETIC FACTORS HAS MORE INFLUENCE ON THE DEVELOPMENT OF A PERSON. NO PERSON CAN BE BORN WITHOUT HEREDITY. AN INDIVIDUAL'S HEREDITY IS PRESENT SINCE THE MOMENT OF CONCEPTION. THE CHILD CARRIES WITH HIMSELF SEVERAL PHYSIOLOGICAL AND PSYCHOLOGICAL PECULIARITIES THAT ARE PRESENT IN THE PARENTS. IN FACT IT IS HEREDITY THAT DETERMINES STRUCTURE, COMPLEXION, STRUCTURE OF HAIR, HEIGHT, FACIAL FEATURE ETC. OF THE CHILD. THUS DIFFERENT TYPES OF THE YEARS MEAN THE DETERMINATION OF A BODY.

Debator from the team environment said that both social and natural environment have very much responsibility for changing in human behavior and its personality. Environmental factors such as upbringing, culture, geographic location and life experiences greatly influence our personality.

The moderator concluded by saying that human development is the product of both heredity and environment. The development pattern of the children is determined by both heredity and environment.



RATING SCALES 2021-2022

EDU08 - 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.



Submitted to:
Rasmi Ma'am

submitted by:
Farhana. M
English option.



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 | (a) I am .
(b) at finishing before time.
(c) 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 easy.
(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.

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AGRA PSYCHOLOGICAL RESEARCH CELL

Tiwari Kothi, Belanganj, Agra-282 004

Rashtra Bhasa Press, Raja Mandi, Agra-2

Sl.No	Student's Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1.	Ankitha	3	3	3	3	1	3	3	3	3	3	3	3	3	3	1	3	3	1	3	3	54
2.	Sivakumar	3	3	1	3	1	1	3	1	1	3	1	3	3	3	1	3	3	3	1	1	42
3.	Manjan .C.H	3	3	3	3	3	3	3	1	3	3	3	3	3	1	1	3	1	1	3	1	48
4.	Sreya	1	3	1	3	3	1	3	3	3	3	1	3	1	3	3	1	1	1	1	1	40
5.	Amayi	1	3	3	3	1	1	3	1	3	1	1	3	3	1	1	3	1	3	3	1	40
6.	Aditya	1	1	1	3	1	1	3	1	3	1	3	3	3	1	3	3	1	3	3	1	40
7.	Anju Reji	3	1	1	3	1	1	3	1	3	3	1	3	3	3	3	3	1	1	3	1	42
8.	Sreechitra	1	3	1	3	3	1	3	1	3	3	3	3	3	3	3	3	1	1	3	1	46
9.	Mini. k.A	3	3	3	3	3	1	3	1	3	3	3	3	3	3	1	3	1	1	3	1	48
10.	Kailas	1	3	1	3	1	3	3	1	3	3	1	1	3	1	3	3	3	3	3	1	44
11.	Aswathi.S	3	3	3	3	1	1	3	1	3	3	3	3	3	1	1	3	3	1	3	1	46
12.	Nikhil	1	1	1	3	3	1	3	1	1	3	3	3	3	1	1	1	3	3	1	3	40
13.	Sandra.S	1	3	1	3	1	3	1	1	3	3	3	3	3	3	1	3	3	3	3	1	46
14.	Anaswara Sivakumar	3	1	3	3	1	3	1	3	3	3	3	3	3	1	3	3	1	1	3	1	44
15.	Sandeep	1	1	3	1	1	1	1	3	1	1	1	3	1	1	1	1	1	1	3	3	32
16.	Arun	1	3	1	3	1	1	3	1	3	3	1	3	3	1	3	3	1	3	3	1	40

17.	Arjun	3	1	1	3	1	1	3	1	1	1	1	3	3	3	3	3	1	40
18.	Muhammed Ajmal.K	3	1	1	3	1	1	3	1	3	3	1	3	1	3	3	3	1	40
19.	Afsin	1	3	1	1	1	1	1	1	3	1	3	1	3	3	3	3	3	46
20.	Arjana	1	3	1	3	1	1	3	1	3	3	3	3	3	3	3	3	1	44
21.	Adath KrishnaH	3	3	3	3	1	3	3	1	3	3	3	3	1	3	3	3	1	50
22.	Sithin	1	3	3	3	1	3	3	1	3	3	1	1	1	1	3	3	1	38
23.	prajeesh	3	3	3	3	1	1	3	1	3	3	1	1	3	3	3	3	1	46
24.	Mythi Shradhana	1	3	1	3	1	1	3	1	3	3	3	1	1	3	3	3	1	42
25.	vidya	3	3	3	3	3	3	3	3	3	3	3	1	3	1	3	3	3	54
26.	Akhila.A	1	3	3	3	1	1	3	1	3	3	3	1	1	3	3	3	3	44
27.	Monica	1	3	3	3	1	1	3	1	3	3	3	3	1	3	3	3	1	44
28.	Ranna	3	3	1	1	3	3	3	1	3	1	1	1	1	1	3	3	1	38
29.	Nichana.KP	3	3	3	1	1	3	1	1	3	3	1	3	3	3	3	3	1	44
30.	Ramakishnan	3	3	3	3	1	1	3	3	1	3	3	1	1	3	3	3	3	46

Scores obtained by 8th standard students
of GHSS Othukkungal.

Sl.No	Name of students	Scores
1.	Ankitha	54
2.	Sivakumar	42
3.	Manjan C.H	48
4.	sreya	40
5.	Amayi	40
6.	Aditya	40
7.	Anju Reji	42
8.	sreechitra	46
9.	Mini. K.A	48
10.	kailas	44
11.	Aswathi.S	46
12.	Nikhil	40
13.	Sandra.S	46
14.	Anaswara Sivakumar	44
15.	Sandeep	32
16.	Arun	40
17.	Arjun	40
18.	Muhammed Ajmal.K	40
19.	Afsin	46

20.	Anjana	44
21.	Adarsh Krishnana.H	50
22.	Jithin	38
23.	prajeesh	46
24.	Mythri shradhana	42
25.	vidya	54
26.	Akhila.A	44
27.	Monica	44
28.	Ranna	38
29.	Nishana.K.P	44
30.	Ramakrishnan.	46

*

INTERPRETATION

The criteria for interpretation is as follows:

*If students scores between;

→ 20-32 - Low achievement motivation

→ 33-44 - Average achievement motivation

→ 45- 60 - High achievement motivation.

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

$$\begin{aligned} \text{Achievement motivation} &= \frac{\text{Total score}}{\text{No: of students}} \\ &= \frac{1308}{30} = \underline{\underline{43.6}} \end{aligned}$$

The mean of achievement motivation lies in between 33-44, this indicates that, the students of 8th standard of GHSS olhukkungal, possess average achievement motivation.

EDU 02 - DEVELOPMENT OF THE LEARNER

TASK: 2

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

Submitted to,
Jini teacher



Submitted by
Farhana.M
English
Roll no: 2

SELF ESTEEM

Scoring of items



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

Items

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 not have much to be proud of.				
6. I take a positive attitude towards myself.				
7. On the whole, I am satisfied with myself.				
8. I wish I could have more respect for myself.				
9. I certainly feel useless at times.				
10. At times I think I am not good at all.				

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

follows:

→ For items 1, 2, 4, 6, 7

Strongly agree = 3

Agree = 2

Disagree = 1 and

Strongly disagree = 0

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

Strongly agree = 0 ↙

Agree = 1

Disagree = 2 and

Strongly disagree = 3

Analysis

Sl.No	Name	Score	self-esteem
1.	nkhila.v	26	Healthy
2.	Prathiba.M	15	Healthy
3.	Alphu Benny	21	Healthy
4.	Ahira.v	18	Healthy
5.	Mubaraka	17	Healthy
6.	ASmira	13	Unhealthy
7.	Fasna	20	Healthy
8.	Sanjitha	22	Healthy
9.	Karthik	24	Healthy
10.	Aryalakshmi	27	Healthy
11.	Ayaan.S	21	Healthy
12.	Aswin.S	23	Healthy
13.	Hasna	22	Healthy
14.	Nishatha parveen v.k	11	Unhealthy
15.	Nishana.kp	17	Healthy
16.	Niya.k	22	Healthy
17.	Ajmal Faris	16	Healthy
18.	Revathy	21	Healthy
19.	Asif mushalif	24	Healthy
20.	Ajisha.M	19	Healthy

Conclusion

Self esteem, like happiness is a state of mind. It can make you feel happy, cheerful and confident. High self-esteem leads to greater happiness and low self-esteem leads to depression under certain circumstances.

In our study, most of the students have high self-esteem. High self-esteem students have a positive like attitude towards their life. Because self esteem is just like a driver of a car or captain of a ship. It can take you to glorious destination or it can destroy any ones future. A teacher has the power to boost self esteem among students. Teacher should avoid many comments to a child that will make the child feel like they are not smart and talented. They must provide opportunities for children to learn and succeed and also listen to children when they express concerns or ideas. Students must get chance to try new activities and learn new things and thus make them empowered.



EDU 07

FACILITATING LEARNING

TASK: 2

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

submitted to:
Jini Ma'am



submitted by:
Farhana.M
English option
Roll No: 2

Learning Style
QUESTIONNAIRE



NAME :

CLASS :

ROLL NO :

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," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total _____

1

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 _____

ABOUT THE TOOL

Here the investigator used learning style preference questionnaire designed by O'Brien [founder of specific diagnostic studies] in 1988 as a tool. It is useful for developing awareness about the learning style preference of people and for making interpretations.

Scoring

Scoring we applied was as the following,

- * never applies to me - 1
- * sometimes applies to me - 2
- * often applies to me - 3

And the questionnaire we used has 30 questions in which,

- * section 1 - 10 question visual learning style.
- * section 2 - 10 question auditory learning style.
- * section 3 - 10 question kinesthetic learning style.

Table showing the scores obtained by the students

Sl No	Name of the students	visual	Auditory	kinesthetic	style of preference
1.	Neethu.U	23	19	18	visual
2.	Reshma	20	22	19	Auditory
3.	Abinav S	19	24	20	Auditory
4.	praveena	23	25	22	Auditory
5.	Ahalya	22	19	20	visual
6.	Dhwani	23	16	22	visual
7	Sathwika	21	17	22	kinesthetic
8	chippi	23	21	20	visual
9	Rithika	19	24	20	Auditory
10	Arohi	26	20	20	visual
11.	Ambili	21	25	26	kinesthetic
12.	Helen	13	14	18	kinesthetic
13.	keerthana	20	28	21	Auditory
4.	Akhil.vk	23	19	19	visual
15.	AKshaya.v	19	20	22	kinesthetic

Table showing learning style preference

Learning style preference	total no: of students	percentage (%) (%)
visual	6	40
auditory	5	33.33
kinesthetic	4	26.67
Multiple	0	0
Total	15	100

pie-Diagram

Learning style preference	calculation	Degree
visual	$\left(\frac{40}{100}\right) \times 360$	144
auditory	$\left(\frac{33.33}{100}\right) \times 360$	$119.98 \approx 120$
kinesthetic	$\left(\frac{26.67}{100}\right) \times 360$	$96.01 \approx 96$
Multiple	$\left(\frac{0}{100}\right) \times 360$	0

Interpretation

through the study on learning style preferences. In learning in a group of 15 students by using the tool formulated by O Brein. we founded it that, out of 15 students about 40% students prefer visual learning style, 33% of students prefer auditory learning style and 27% of students prefer kinesthetic learning style.