

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



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Date 18/12/18

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22/10/2020

DEVELOPMENT OF THE LEARNER

Tasks and Assignments

conducting survey regarding incidence of drug menace among school children and making action plan for remediation

M/S

Submitted by
M. Saravanan
Commerce.

The substance includes the drug
Combination of

- single drug
- Tobacco + Alcohol
- other drug combination.

Findings:

Global studies have revealed that drug abuse is widespread and the age of initiation is falling rapidly. The research revealed that,

- 60% of the students area used at least once in lifetime
- The reason for the high prevalence could be due to the easy availability and accessibility of the substance
- 34.98% were regular users
- Among rural areas it is 29.78%.
- Among urban it is 67.30%.

there will be variations in different parts of India due to changes in socio cultural environment.

Conclusion :-

Health impact due to the drugs especially tobacco and alcohol may be bigger than projected if these school going children carry on consuming it as going adults. Further epidemiological exploration + Interventions to curb substance abuse among the growing future generations is the call of the day.

Early recognition of the extent and pattern of substance abuse among school children can improve scopes for holistic approaches before solutions become easier said than done:

Bibliography:

Retrieved from <http://www.ncbi.nlm.nih.gov>

<http://www.unoelc.org>

Action Programme for improvement of starts at home where the socio-cultural environment begins to form the character and personality of the child

- The education and awareness of the parents should be improved
- Dissemination of information through mass media like radio, television street plays, newspapers etc should be done.
- conference, seminars, should be conducted in school
- Drug dependence and treatment care should be opened at least one for each district.
- Research and surveys should be conducted in state and national levels regarding drug abuse.

Table - 2

Drug abuse as per age group

Age group	Rural		Urban		Total
	Total	Regular	Total	Regular	
13-15	145	30 (21.2)	15	48 (31.37)	298
15-17	352	95 (26.98)	403	60 (39.70)	755
17-19	198	82 (41.4)	203	93 (45.8)	401
Total	695	207 (29.78)	759	301 (39.67)	1454

Table - 3

Drug abuse as per gender

Gender	Rural		Urban		Total
	Total	Regular	Total	Regular	
Male	469	177 (37.73)	546	253 (46.11)	1015
Female	226	30 (13.20)	213	48 (22.4)	439
Total	695	207 (29.78)	759	301 (39.67)	1454

Data Analysis:

From the collected data, we can see that the society is facing a critical problem regarding drug menace, many school students are facing problems based on this

The secondary data reveals that among the adolescence students 60% has used the substance at least once in lifetime.

[Data on the basis of 1454 students survey conducted by international journal of medical science and public health]

Table - 1

Drug abuse in Rural and urban students

Residential status	Ever user	Regular users	Total
Rural	361 (52.8)	207 (29.76)	695
urban	510 (67.30)	301 (39.61)	759
Total	871 (60.0)	508 (34.93)	1454

Methodology

Area of the study :-

The study was based on school students in adolescent age. The data used for the study is both Primary and secondary data. The data regarding the drug abuse among school students in both rural and urban area and among different age groups of the students are considered for the survey.

Data collection Technique :-

To get the primary data, interview method is used. This method is used to collect data from Teachers, Parents and students. Along with that secondary data are also used to get information regarding drug menace.

SEMESTER I

TASKS AND ASSIGNMENTS

FIELD EXPLORATION 2019-2020

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



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PP
22/10/2019

EDU 01 - EDUCATION IN CONTEMPORARY INDIA

TASKS :

1. Visit an institution having more than 50 years of history and study its development and present report.
2. Study on the usefulness of the government sponsored program and policies in the locality of the students.

Education in Contemporary

India

Tasks and Assignments

1. Visit an Institution having more than 50 years of history & study its development & Present report

Submitted
by

M. Saravanan
Commerce.

Nallamuthu Gounder Mahalingam an Institution engaged in providing quality education to the youth has been growing consistently spreading its wings far wide to offer a variety of educational programmes under one roof for over 60 years.

To provide facilities for higher education for students from high schools of Pollachi and Udumalpet taluks, an organisation called "Pollachi Kalvi Kazhagam" was constituted in 1957 under the Presidentship of Shri. S.P. Nallamuthu Gounder and the Secretaryship of Arutchelvar Dr. N. Mahalingam. The organisation took efforts to establish a college at Pollachi, Shri Subramaniam, former minister of finance evinced keen interest in this venture.

on the auspicious day of 12th July 1957 the college was opened by the chief Donor Thiru .S.P. Nallamuthu Founder in the august Presence of Arutchelvar Dr. N. Mahalingam and started functioning in a sprawling campus of 26 acres and a strength of 160 students in the Pre-University course.

The college was upgraded into a degree College in July 1959, the college began to spread its wings of progress with the introduction of co-education in the year 1975, all the Degree courses have been semesterised since 1976. The college blossomed into a Premier Institution of Post Graduate in 1979

The silver jubilee of the institution was celebrated in all splendour in february 1984. Autonomy was conferred to our college by UGC in 1987. In the same year novel component value education christened as ethics and culture for all UG programmes was introduced.

Institution has been awarded with ISO 9001:2000 Certification by the TVU.

The NAAC has awarded "A" grade in March, 2007 Nallamuthu Gounder

Mahalingam College is one of the oldest colleges in Tamil Nadu which celebrated its Golden Jubilee with traditional fervour and enthusiasm in July 2007

NGM college has been developed into a Premier postgraduate teaching and research institution, offering 60 different programmes including UG, PG and Research and 5 certificate courses, the college has 262 staff members and 5416 students. With the opening and dedication of the new centres - Dr. N. Mahalingam Centre for Research, Development, Nallamuthu Gounder Centre for commerce and management.

Studies, Sri S.P. Krishnaswamy Gounder science block, it has become a centre of national importance under the benign care of the beloved Patron Arutchelvan.

Dr. N. Mahalingam, President Dr. B. K. Krishnaraj Vanavarayar, Vice-President. Dr. S. Murugaiyan secretary Shri, S. Sivakumar. The Academic Excellence, high research potential noteworthy extension services and valuable placement are the outcome of the enlightend management Enriched faculty, & Energetic students.

Vision

our dream is to make the college an institution of excellence at the national level by imparting quality education of global standards to make students, academically superior, socially committed ethically strong, spiritually evolved and culturally rich citizens to contribute to the holistic development of the self and society;

Mission

Training students to become role model in academic arena by strengthening infrastructure, upgrading curriculum, developing faculty, augmenting extension services and imparting quality education through an enlightened management and committed faculty who ensure knowledge transfer, instil research aptitude and infuse ethical and cultural values to transform students into disciplined citizens in order to improve quality of life...



HANDS ON ACTIVITY 2019-2020

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

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Recd
2/10/20

EPC 2 Drama

and Art in Education

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Drama and Art in Education

The national curriculum framework (2005) NCF remind us that the school curriculum must integrate various domains of knowledge, so that the curricular, encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implication for the role of art, music, drama in education. to nurture the children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education which helps learner to extend their awareness through multiple perspective to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling.

experiences. Drama in education is not merely doing theatrics or acting in a superficial manner, but is for creating that dramatic pressure or tension, where the student would arrive at a problem or an understanding in a new way. The challenge is for perspective teachers to understand the medium, in order to transpose learner into different time and space, to shape their consciousness through introspection and imagined collective experiences. This helps to stretch the learner into areas of 'discomfort' and 'confusion' to then seek resolution, clarity and understanding. The ability to feel empathy for and relate with the other can be nurtured through drama and on experiences, emotions and interpretations. Drama as 'critical

pedagogy' can move beyond the classroom to involves the community to participate in educational and social change.

The course on Drama and Art in education also helps in understanding the self creativity. The components of fine arts aims to develop aesthetic sensibilities in student teachers and learn the use of art in teaching - learning.

Activities

As part of B.ed curriculum a workshop was conducted for working with artison / artists to learn basics of arts and crafts and understand its pedagogical significance. For that the teacher trainees indulged in a day with artists who were masters in puppetry on 14/12/2012 at 11:30 Am.

Further to the course the teacher trainees spent time on the craft works of mixed collage and the different art forms like comic strip. The focus of the workshop was as how art forms can be used as a tool or method for teaching - learning of language.

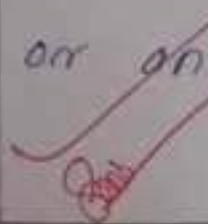
Mixed collage

collage is a technique of an art production, primarily used in the visual arts, where the arts work is made from an assemblage of different forms, thus creating a new whole. It may sometimes include, newspaper clippings, Magazines, paint, bits of coloured or hand made papers, portions of other art work or tents, photographs and other focused objects, glued a piece of paper or canvas.

Its been proven that early exposure to visual, art, music or drama promotes activity in the brain. Art also nurtures inventiveness as it engages one in a process that aids in the development of self esteem, self discipline, cooperation and self motivation.

I selected the topic 'polygon' for my mixed collage. I cut different shapes and also use colour paper and chart. I used chart as a base for my collage. Then I arranged my cutting in a shape of a girl and pasted it. I tried my level best to do the collage based on the theme.

Art was a vital part of curriculum in the school. In classroom, collage will provide endless opportunities for self expression because of their long term familiarity with the same basic materials like pencil, glue, some colour papers. collage making enables ones to develop his/her own creativity. it also enables one to present a theme or an idea in a different manner.



Workshop Report on Puppety

As a part of our B.Ed curriculum a puppety workshop was conducted on 13-12-2018. The venue was our B.S.S B.Ed training college. The guideline for making puppet was given by parameswaran sir.

The workshop starts at 10 Am. First sir gave an introduction about puppets, its types and the importance of puppety in classroom education. After giving introduction, they distributed materials such as chart, pens, gum for making puppet. we are divided into 15 groups consisting of 6 members. After distributing material for each group members. They guided us to make puppet step by step.

First we cut the chart paper and made the face then eyes, nose, lips are fixed in it. then sketch pens were used to make it attractive each and every steps were clearly explained by our sir.

After completing the puppet they provided us hand gloves which should be worned while doing puppetry, after arranging all these we got lunch break.

At 2pm we gathered to do our puppetry using the puppet that we made every groups prepared interesting stories, incidents etc. to do puppetry in the stage provided for us by our teachers. Our group presented the topic "Everyone

presented very well. It was an interesting

Session .

By 4pm we came to an end of our programme two students provided feedback and opinion about the workshop and thanked our sin for this wonderful session.

✓
Sina

PREPARATION FOR TERM PAPER 2019-2020

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



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ACHIEVEMENT TEST - I

Sub: Biology
Date: _____
Seat Number: _____

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Introduction

Any test designed to assess the achievement of the students in any subject with regards to a set of pre determined objectives is called an achievement test.

It is the responsibility of a teacher to find out the progress made by his/her pupil in the subject he/she teaches. Achievement in the subject indicates the extent to which the learner has internalized the related learning material.

As part of B.ed training programme I conducted Achievement test for VIII.B students.

planning of the Test

Subject : Social Science

class : VIIIth D

Topicus : In search of earth secrets
our government.

Mark : 25

Time : 1. hour

Steps in preparation of achievement test

1. planning of test
2. preparation of design
3. preparation of the blueprint
4. writing of item
5. preparation of marking scheme and scoring key.
6. preparation of question-vise analysis item analysis

Weightage to objective.

Objective	weigh	percentage
knowledge	3	12%
Comprehension	4	16%
Application	4	16%
Analysn	4	16%
Skill	2	8%
Evaluation	5	20%
Symthenin	3	12%
	25	100%

weightage to content

Content	weightage	percentage
Earth Secret	2	8
weathering	3	12
Social evolution	4	16
Convention and naming of social	4	16
Bill	5	20
legink luna	4	16
Judwary	3	12
	25	100

Weightage to 'difficulty level.

Difficulty level	Mark	percentage
Simple	6	24
Average	12	48
Difficult	7	28
	25	100

Weightage to form of question.

Form of question	Mark	percentage.
objective	3	12
short	17	58
Essay	5	20
	25	100

ജി.എച്ച്.എസ്. എസ് എരിമയൂർ

സാമൂഹ്യശാസ്ത്രം

അച്ചീവ്മെന്റ് ടെസ്റ്റ്

സ്റ്റാൻഡേർഡ് .VI II

സമയം 1 മണിക്കൂർ

മാർക്ക് :25

1.വിട്ടുപോയ ഭാഗം പൂരിപ്പിക്കുക

a).....ശിലയാണ് താഴ്ന്ന പ്രദേശങ്ങളിൽ നിക്ഷേപിക്കപ്പെടുന്ന ശിലാപാഠകങ്ങൾ കട്ട പിടിച്ച് രൂപപ്പെടുന്നത്

b).....ശിലാദ്രവം തണുത്തുറഞ്ഞു രൂപപ്പെടുന്നു

c)കാർബണേറ്റൈ ഓക്സൈഡ് ജലം തുടങ്ങിയ ഘടകങ്ങൾ ശിലകൾകളിലെ ധാതുക്കളുമായി രാസപ്രവ്രവർത്തനത്തിൽ ഏർപ്പെട്ടാണ്സംഭവിക്കുന്നത്

1 x 3=3

2.(a)മണ്ണിന്റെ രൂപീകരണത്തിന് സംഭവിക്കുന്ന ഘടകങ്ങൾ ഏതെല്ലാം (1)

b)ഏതെങ്കിലും മൂന്നു ഘടകങ്ങളെ പറ്റി വിവരിക്കുക (1)

3.(a)മണ്ണിന്റെ നാശത്തിനുമുന്നിൽ മനുഷ്യൻ എങ്ങനെയാണ് കാരണമകുന്നത് ? (2)

b)ഏതെങ്കിലും രണ്ടു മണ്ണ് സമ്രക്ഷണ മാർഗ്ഗങ്ങൾ ഏഴുതുക? (2)

Scoring key and marking Scheme.

No	Answers	Mark
1.	<p>(a) അനുവാദശീലകൾ</p> <p>(b) അനുഭവശീലകൾ</p> <p>(c) കാലാനുസൃത ശീലകൾ</p>	<p>1</p> <p>1</p> <p>1</p>
2.	<p>(a) കാലാവസ്ഥ, ഭൂപ്രകൃതി, സമ്പന്നതയും, ഔന്നത്യവും, സമത്വം, വാതുശീല</p> <p>(b) <u>കാലാവസ്ഥ</u>: തണുപ്പുപരിവ സാഹചര്യങ്ങളിൽ മണ്ണിൻ്റെ രൂപീകരണം സാധ്യമാകുന്നില്ലാതിരിക്കും.</p> <p><u>ഭൂപ്രകൃതി</u> ചെറുതായ ചരിവുകളിൽ മണ്ണിൻ്റെ കനം കുറവാകാതിരിക്കും.</p> <p><u>സമത്വം</u> മണ്ണിൻ്റെ കനവും ഘടനയും അത് രൂപം കൊള്ളാതെ നശിക്കുന്ന സമത്വത്തെ അനുവദിക്കാതിരിക്കും.</p>	<p>1</p> <p>1</p>

3. (a) അവിനമയ രാസ വജ്ര പ്രയോഗങ്ങൾ
അവിനമയ കന്യകാലി ഭരമയിൽ

2.

(b) തദ്യുക്തി
വിജ്ഞാപനം

2

4. (a) പാർലിമെന്റ്

1

(b) രാജ്യസഭ

ഉപരിസഭ എന്നറിയപ്പെടുന്നു.
ഉപരാഷ്ട്രപതി അദ്ധ്യക്ഷനായിരിക്കുന്നു.

ലോകസഭ.

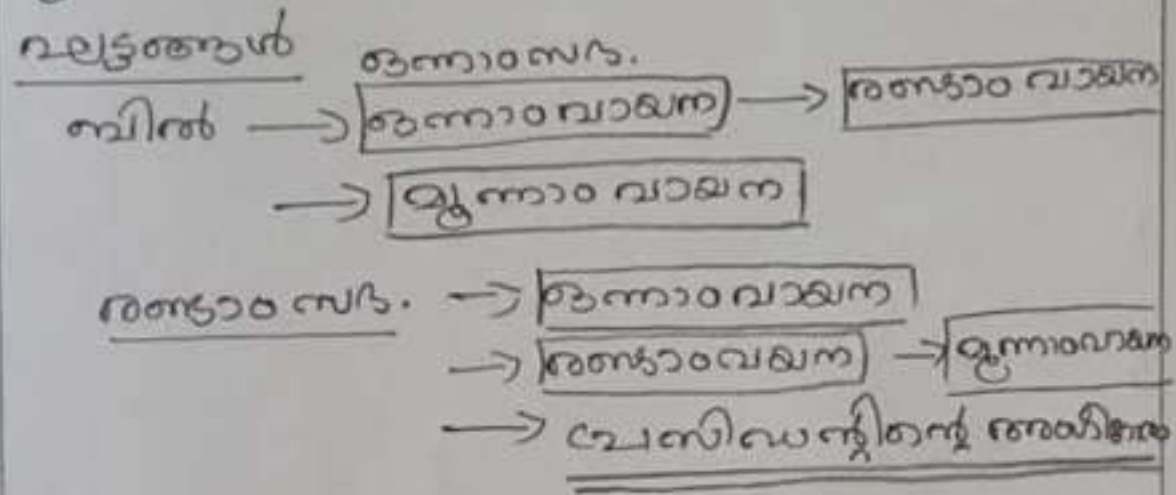
അധ്യക്ഷൻ എന്നറിയപ്പെടുന്നു.
സ്പീക്കർ അദ്ധ്യക്ഷനായിരിക്കുന്നു.

3

രാഷ്ട്രപതി

രാഷ്ട്രപതി പാർലിമെന്റിലെല്ലാം
എന്നാൽ പാർലിമെന്റിന്റെ അംഗീകാരം
മൂലമാണ്. പാർലിമെന്റ് സഭയ്ക്കു
കൂടുതൽ വിജ്ഞാപന സംയുക്ത സഭയ്ക്കു
കൂടുതൽ അഭിസംബോധന ചെയ്യുന്ന
വിജ്ഞാപനങ്ങൾ അംഗീകാരം നൽകുന്ന
എന്നിവയാണ് അദ്ദേഹത്തിന്റെ ചുമതലകൾ.

5. നിലവ നീർമ്മാണമാണ് പാർലിമെന്റിന്റെ പ്രധാന ചുമതല. നിലവ നീർമ്മാണത്തിന് പാർലിമെന്റിന്റെ രണ്ട് സഭകളുടേയും അംഗീകാരം ആവശ്യമാണ്. നിലവത്തിന്റെ താഴെ രൂപമാണ് ത്വീൽ.



തന്നാവാന.
ത്വീൽ അവതരിപ്പിക്കുന്നു.

തന്നാവാന.
ത്വീൽ ഉൾക്കൊള്ളിച്ചിട്ടുള്ള വകുപ്പും പ്രത്യേകം ചർച്ച ചെയ്ത് പാസ്സാക്കുകയോ മാറ്റം വരുത്തുകയോ നിരാകരിക്കുകയോ ചെയ്യുന്നു.

മുട്ടാവാന
ത്വീൽ ചൊന്നതൊഴി പാസ്സാക്കുകയോ നിരാകരിക്കുകയോ ചെയ്യുന്നു.

6. (a) സൂര്യപിംഭകോടതി
തന്മാലകോടതി
ശ്ലീല്ലാകോടതി
സബ് കോടതി

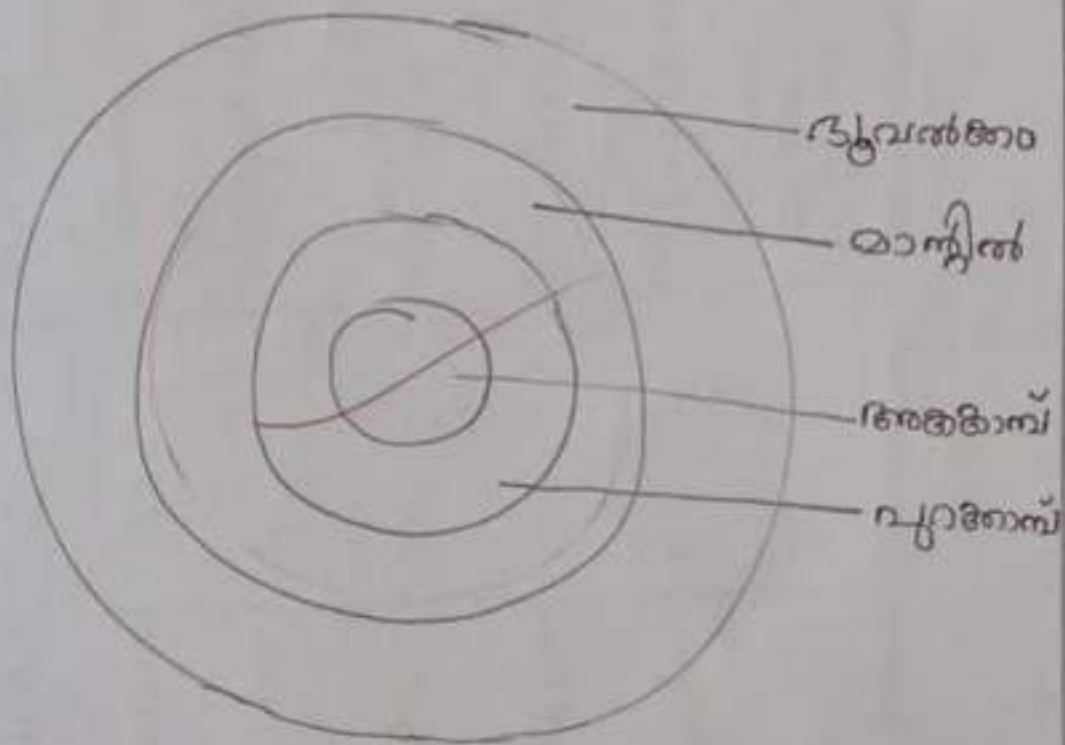
1

(b). ഒരു ലിങ്കാവാകാശ ലംഘനവ്യയാമി ബന്ധമുപേ
ട് കേസുകൾ

' കേന്ദ്ര ഗവൺമെന്റും സംസ്ഥാന ഗവൺ
മെന്റും തമ്മിലുള്ള കേസുകൾ.

2

7.



Question wise analysis.

S/no	Objective	Subunit	Specification	Form of question	Difficulty level	Marks allocated	Time
1.	Knowledge	2	Recalls	Objective	Average	3	5
2.	Comprehension	3	Evaluate	Short ans	Average	4	10
3.	Application	4	understand	short ans	Simple	4	10
4.	Analysis	6	Analyse	Short ans	Difficulty	4	10
5.	Evaluation	5	Evaluate	Essay	Average	4	15
6.	Synthesis	7	Recognises	Shortans	Difficulty	4	5
7.	Skill	1	Draw	Short ans	Simple	2	5

Mark list

No	Name	Mark	No	Name	Mark
1	ABHINAYA - U	9 1/2	25	NITHAYA	2 1/2
2	ADITHYA - V	4 1/2	26	SANDBHYA	13 1/2
3	AISWARYA	10	27	SNESHA - S	9
4	AKHIL	6	28	SREEJITH	11 1/2
5	AMRITHA - D	10	29	SUBHLAKSHMI	15
6	AMRITHA - S	6	30	SURRITHA	22
7	AMRITHA - C	18	31	SUNIL	1/2
8	ANAGHA - C	11	32	BINILDAS - M	9 1/2
9	ANANDHA KRISHNAN	11 1/2	33	JEENA - R	20
10	ANJANA	21 1/2			
11	ANUSMAYA	1/2			
12	ARATHI	19			
13	ASWIN	1			
14	AMEEN MUHAMMED	1/2			
15	DHANYA - M	8			
16	DIVYA	12 1/2			
17	HARISH - B	11 1/2			
18	JITHINA	8 1/2			
19	KEERTHY	23			
20	NANDHANA	13 1/2			
21	NAMITHA	4			
22	NAVEEN KRISHNAN	12			
23	NISHANTH - R	10			

ADMINISTERING THE TEST

In this step mean, median, mode & S.D of the mark were determined and draw the histogram. Frequency curve pie diagram. The schelevmet test for class was conducted on.

class	F	x	Fx	CF	d	Fd	Fd ²	Fd ²	% of mark.
0-5	7	2.5	17.5	7	-2	-14	4	28	21.2
5-10	10	7.5	75	17	-1	-10	1	10	30.3
10-15	10	12.5	125	27	0	0	0	0	30.3
15-20	3	17.5	52.5	30	1	3	1	3	9.09
20-25	3	22.5	67.5	33	2	6	4	12	9.09
	33		337.5			-15		53	100%

$$N = 33$$

$$\sum fx = 337.5$$

$$\sum fd = -15$$

$$\sum fd^2 = 53.$$

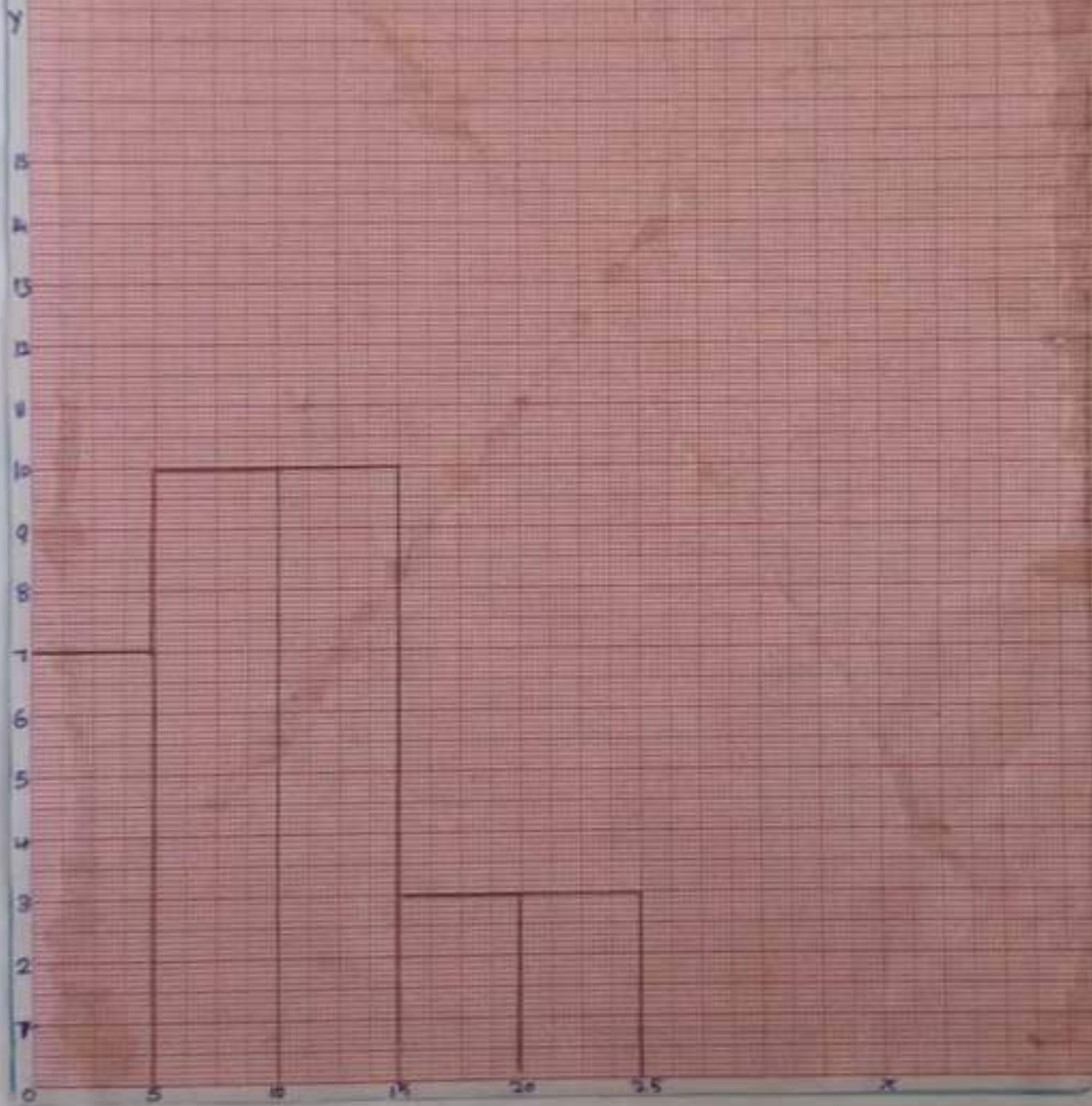
$$(1) \text{ Mean} = \frac{\sum fx}{N} = \frac{337.5}{33} = \underline{\underline{10.22}}$$

$$\begin{aligned} (2) \text{ Median} &= l + \left(\frac{\frac{N}{2} - cf}{f} \right) \times i \\ &= 10 + \left(\frac{\frac{33}{2} - 40}{10} \right) \times 5 \\ &= 10 + 3.25 \\ &= \underline{\underline{13.25}} \end{aligned}$$

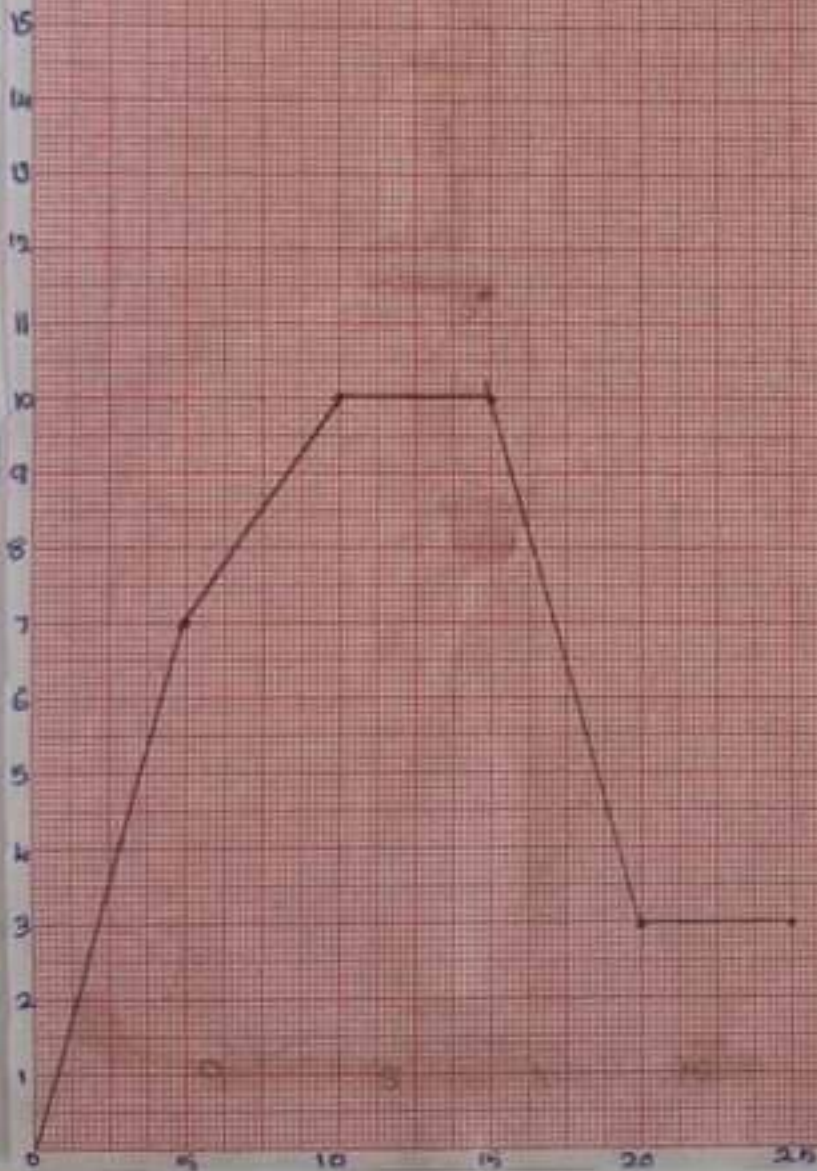
$$\begin{aligned} (3) \text{ Mode} &= l + \left(\frac{f_2}{f_1 + f_2} \right) \times i \\ &= 10 + \left(\frac{27}{17 + 27} \right) \times 5 \\ &= 10 + 3.06 \\ &= \underline{\underline{13.06}} \end{aligned}$$

$$\begin{aligned} (4) \text{ SD} &= i \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N} \right)^2} \\ &= 5 \times \sqrt{\frac{53}{33} - \left(\frac{-15}{33} \right)^2} \\ &= \underline{\underline{5.91}} \end{aligned}$$

Histogramo



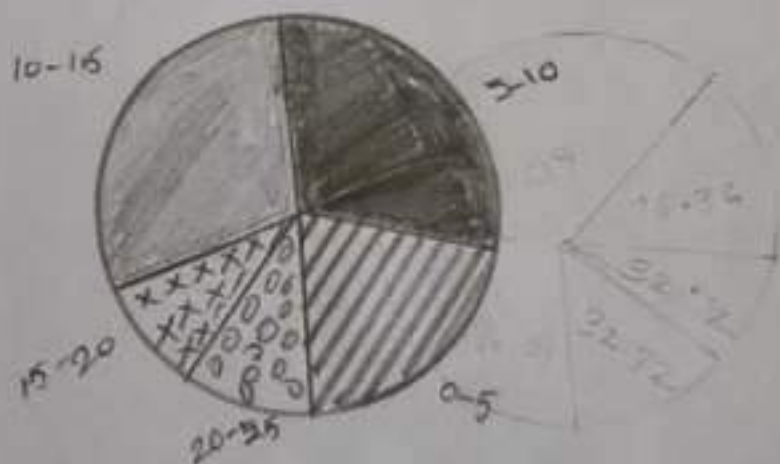
Frequency curve



Graphical representation.

class	frequency	angle
0-5	7	76.36
5-10	10	109.09
10-15	10	109.09
15-20	3	32.72
20-25	3	32.72

pie diagram



conclusion

In the achievement test conducted 21.2% students got marks between 0-5 - 30.3% students got marks between 5-10, 30.3% students got marks between 10-15, 9.09 students got marks between 15-20 9.09% students got marks between 20-25.



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ALATHUR, PALAKKAD-DT, KERALA



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Optional Subject : COMMERCE

Certified that this is the bonafide record of

M. SARAVANAN

Reg. No. BAASTCM007 for the year 20 - 20

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Date: 2/1/2020



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PRINCIPAL

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[Signature]
2/1/2020

Diagnostic Test

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Diagnostic Chart

Sl. No.	Name	Date																			P.P.			Remarks								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	R	W	O	P	Marks	Grade
1	Sona	H	R	N	N	R	R	D	P	P	P	P															4	5	1	1	16	U
2	Kishnaa.B	H	R	N	N	R	R	F	R	P	P	P															4	5	0	1	16	
3	Raja.D	H	R	N	N	R	R	R	R	P	P	P															7	3	0	1	17	
4	Anugraha	H	R	N	N	R	R	R	R	P	P	P															3	3	3	2	9	
5	Michun	H	R	N	N	R	R	R	R	P	P	P															6	3	2	1	11	
6	Kannan	H	R	N	N	R	R	R	R	P	P	P															6	3	1	2	10	
7	Ajmal	H	R	N	N	R	R	R	R	P	P	P															1	2	2	3	9	
8	Abhilami	H	R	N	N	R	R	R	R	P	P	P															6	3	0	2	14	
9	Anrueh	H	R	N	N	R	R	R	R	P	P	P															1	3	3	1	13	
10	Sreha	H	R	N	N	R	R	R	R	P	P	P															1	3	1	3	17	
11	Vishav	H	R	N	N	R	R	R	R	P	P	P															2	3	0	6	14	
12	Arjun	H	R	N	N	R	R	R	R	P	P	P															3	9	0	4	15	
13	Ravanya	H	R	N	N	R	R	R	R	P	P	P															1	5	1	0	8	
14	Anoop	H	R	N	N	R	R	R	R	P	P	P															1	3	0	1	13	
15	Sajeetham	H	R	N	N	R	R	R	R	P	P	P															3	3	0	6	13	
16	Oniskad	H	R	N	N	R	R	R	R	P	P	P															3	3	2	3	10	
17	Migila	H	R	N	N	R	R	R	R	P	P	P															6	3	1	2	17	
18	Vishnu.V	H	R	N	N	R	R	R	R	P	P	P															2	3	2	1	10	
19	Ashu	H	R	N	N	R	R	R	R	P	P	P															2	5	1	3	6	
20	Ashinad	H	R	N	N	R	R	R	R	P	P	P															2	3	0	4	11	
21	Abhilash	H	R	N	N	R	R	R	R	P	P	P															3	4	0	1	13	
22	Neeral.C	H	R	N	N	R	R	R	R	P	P	P															1	3	1	3	16	
23	Abhiram	H	R	N	N	R	R	R	R	P	P	P															2	1	0	6	10	
24	Basil.Jayam	H	R	N	N	R	R	R	R	P	P	P															2	3	0	6	16	
25	Akshith	H	R	N	N	R	R	R	R	P	P	P															3	3	0	6	16	
26	Divyadas	H	R	N	N	R	R	R	R	P	P	P															4	1	0	6	11	
27	Sabit	H	R	N	N	R	R	R	R	P	P	P															1	3	0	4	14	
28	Aareel	H	R	N	N	R	R	R	R	P	P	P															3	3	2	3	13	
29	Abney	H	R	N	N	R	R	R	R	P	P	P															4	3	1	5	14	
30	Abhinav	H	R	N	N	R	R	R	R	P	P	P															2	3	0	6	17	
31	Aruthan	H	R	N	N	R	R	R	R	P	P	P															6	3	6	3	19	
32	Neelap	H	R	N	N	R	R	R	R	P	P	P															3	3	0	6	10	
33	Sree Laxhini	H	R	N	N	R	R	R	R	P	P	P															6	3	0	3	10	

Analysis of results of achievement test

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



Remedial teaching

Remedial teaching means giving a remedy to the students who are not able to move with certain areas. It is often based on the fault made by the students in certain areas of learning. The duty of the instructor is to identify the errors first. Then that error is to be analysed and finally isolated. The two strong pillars of the programme are finding of the causal factors.

Work area

As I examined the whole answer in the achievement test I could identify that the Types of Plan especially were the huge obstacles came in front of the students determined that via effective strategies. I could have made them dumping their heavy task. So I took an examination on the topic. Plan types.

Method of teaching

As the worker area was ~~quite~~ especially the 'Types of plans' I was sure that depending upon a single method would not be satisfactory for that I preferred the inductive method. First there was a clear procedure I was sure that the success was guaranteed. Because first I taught them meaning. Then I asked them to study it for the next day. Then the next day I took an examination on it and students secured good marks.

Through this I understood that through these methods the students could reach the level of graph. I am sure that all the pupil got through the knowledge of plans.

G.H.S.S. Nemmara

Diagnostic Test

Business Studies

Std : XII

1. mean the end points towards which all activities of business are directed.
 2. Objectives expressed is
 3. are usually from the organizations identify in the business environment.
 4. A policy is a general statement which provides
 5. are specified steps to be followed in a particular situation.
 6. is a prescribed way it says save time, money and effort, increases efficiency.
 7. refers to specific statements that prescribe what is to be done or not to be done
 8. serve as frontiers or boundaries of behavior.
 9. is defined standard about a project which outlines the objectives, policies, procedures, rules, states resources to be employed.
 10. is a statement of expected results expressed in numerical terms.
-
-

SL. NO	NAME	MARK
1	ABHAY K	8
2	ABHIJITH A	1
3	ABHINAND A	5
4	AFSAL A	8
5	AKHIL B	8
6	AKSHAY V	1
7	ANIRUDHAN P B	5
8	ANURAG R	8
9	ANURAG U	8
10	BASIL JOSEPH	5
11	DILSHAD M	5
12	ISMAIL B	8
13	JITHIRAJ R	5
14	KANNAN M	5
15	MIDUN M	5
16	MOHAMMED SAHIR S	5
17	MOHAMMED SHAHZIN	5
18	MUHAMMED AJMAL S	5
19	MUHAMMED ASHIK	5
20	MUHAMMED SHAHEEM	1
21	NAJEER J	8
22	PRANAV B S	5
23	RAJA D	9
24	SIBIN S	1
25	SUDHIN M	5
26	SURYA A	5
27	SWALIH S	8
28	VAISHNAV S	5
29	VIPIN P	5
30	VISHNU K R	8
31	ANTIHA S	5
32	ANUGRAHA VINESH	9
33	KARUNYA BABU	5
34	KRISHNA B	5
35	LIKHITHA S	9
36	MANYA M	0
37	MIGILA M	5
38	MRUDHULA K L	5
39	PRAJITHA P	5
40	ROOPA M	5
41	SANGEERTHANA M	5
42	SREEDHU R	5
43	SUBITHA K	5
44	VARSHA CHANDRAN	5
45	VINITHA M	5
46	ABHILASH S	5
47	ANANDAKRISHNAN U	5
48	ARJUN R	1
49	BASIL BABU	5

50	LOKAKRISHNAN R	
51	NEERAJ C	
52	RAHUL M	
53	SABIR K	
54	VISWANATHAN B	
55	ABHIRAMI K S	
56	ANUMOL M	
57	DIVYADAS	
58	SNEHA MARIUM U	
59	SONA V	
60	SREELAKSHMY K	
61	SUVARNA S	
62	ABHIRAM R	
63	ANOOP N	
64	UNNIMAYA K	

Interpretation

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

~~for~~ As per the steps followed I teach the remedial teaching for that student by dividing the content into small parts and by using the simple method which is highly related to the real life context. I repeated the content again for the better idea of organization to students.

Conclusion

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

20/12/19

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