

# LIBRARY WORK 2020-2021

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



Name : .....STENIYA S. BABU.....

Reg. No. : .....BAATTCMD10.....

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

Certified that this is the bonafide record of

.....STENIYA S. BABU.....

Reg. No. BAATTCMD10 for the year 2019 - 2021

*[Signature]*  
12/12/2019  
Lecturer in charge

Date.....  
Lecturer in Commerce  
B.S.S. B.Ed. Training College  
Alathur (P.O), Palakkad Dt  
Kerala-678 541



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

EDU 02

Development of the learner

Task 3:-

Conducting Survey

regarding incidence of drug  
Menace among school children

and making action plan for  
remediation

Submitted To,  
Jini Teacher



Submitted By,  
Srinija . S . Babu  
Commerce .

## Drug menace among school children.

### Introduction.

Drug abuse is a world wide problem its affected millions of people. Drug abuse can cause serious physical and mental deterioration the problem can tear a part family structure and make it hard for learning.

Drug abuse refers the use of certain chemicals for the purpose of creating measurable effects on the brain. A part from the long term damage to be body drug abuse causes, drug addicts who use needles are also at risk of contracting HIV and hepatitis B and C infections.

A teenager is likely to experiment with drugs and alcohol, especially during high school. Some teenager try it and do not like it, others love it. This love for.

drugs and alcohol becomes a regular activity and then a teen may become dependent on the drug or drink and can progress to addiction. These stages of substance abuse affects one's relationships, health and ambitions. The problem of drug abuse has now become worry to the government, a serious threat to the society and a curse to humanity.



## Research methodology

### Area of the study

This study was based on school students in adolescence age. The data used for the study is both primary and secondary data. The data regarding the drug abuse among school students in both urban and rural areas and among different age group of the students are considered for the survey.

### Tools for the data collection.

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.

## Data Analysis.

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

We collected the secondary data from the sample size of the survey is 1114 students in rural area. Among this above 70% has used the substance at least once in life time

[Survey conducted by D.L and Kaering B (2018) multi level modeling of direct effects and interactions of peers and community influence on adolescent drug abuse journal of youth and adolescence].

Table :- 1

Drug abuse as per age.

Age	Never user	Ever user	Total
13-15	6 (8.9%)	240 (22.9%)	246 (22.08%)
15-17	50 (74.6%)	750 (71.6%)	800 (71.81%)
17-19	11 (16.4%)	57 (5.44%)	68 (6.10%)
	67 (6.01%)	1047 (93.9%)	1114.

Table :- 2

Drug abuse as per class.

class	Never user	Ever user	Total.
IX	80 (26.2%)	150 (18.5%)	230 (20.6%)
X	70 (22.9%)	189 (23.36%)	259 (23.24%)
XI	90 (29.5%)	220 (27.19%)	310 (27.82%)
XII	65 (21.3%)	250 (30.90%)	315 (28.27%)
	305 (27.3%)	809 (72.6%)	1114



Table : 3.

As per using Alcohol and Drugs.

	Never user	Ever user	Regular user	Total
Alcohol	50 (66.6%)	135 (60%)	356 (43.7%)	541 (48.5%)
Drugs	25 (33.3%)	90 (40%)	458 (56.2%)	573 (51.4%)
	75 (6.73%)	225 (20.1%)	814 (73.0%)	1114

## Findings

The study was revealed the drug abuse use among adolescent school students

- \*] 71.6% of drug abuse as per age 15-17
- \*] 72.6% of drug abuse as per class 9 to 12.
- \*] In XII Ever uses at 30.90%.
- \*] The reason for the high prevalence could be due to the easy availability of the drugs and alcohol.
- \*] Above 70% regular user of alcohol and drugs.
- \*] 51.4% using drug among students.
- \*] 48.5% using alcohol among students.

This finding show the potential of drug abuse awareness programmes in increasing awareness among school students on drug abuse hazards.

## Action programmes for Improvement of the Condition

National Institute of drug abuse and emphasizes the strategy of targeting modifiable risk factors and enhancing protective factors through family, school and community prevention programmes. Develop new and improved treatments to help people with substance use disorders achieve and maintain a meaningful and sustained recovery. Increase the public health impact of NIDA research and programs.

To check rising instances of alcohol and drug abuse, Kerala is all set to roll out the national action plan for drug demand reduction (NAPDDR) chalked out by the Union ministry of social justice and empowerment. Another program is the Kerala government on Sunday launched a major campaign "Subodham" to help people in the state overcome alcohol

drug and other substance abuse .

This project was launched by former chief minister Omman chandy and Art of living foundation founder Sri. Sri Ravishankar . And police launch anti - drug abuse awareness campaign in different areas .

## Conclusion.

Drug use and addiction cause a lot of disease and disability. Recent advances in neuro science may help improve policies to reduce the harm that the use of tobacco, alcohol and other psychoactive drugs impose on society. Alcohol and other drug use in the adolescent carries a high risk for school underachievement, delinquency and depression measures should be made to ensure a proper identification of adolescent at the highest risk for problematic alcohol and drug use along with access to and utilization of health care services when needed while initiative aiming at reducing total level of alcohol and drug use among adolescents are also encouraged.



## Bibliography.

\*] <http://www.nih.gov>

\*] <http://www.unodc.org>

\*] <http://www.drugabuse.gov>

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# FIELD EXPLORATION 2020-2021

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



Name : ..... STENIYA S BABU .....

Reg. No. : ..... BAATICM010 .....

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

*Certified that this is the bonafide record of*

STENIYA S BABU

*Reg. No. BAATICM010 for the year 2019 - 2021*

*[Signature]*  
Lecturer in charge

Date..... 12/12/2019  
Lecturer in Commerce  
B.S.S. B.Ed. Training College  
Alathur (P.O) Palakkad Dt  
Kerala-678 541



*[Signature]*  
*[Signature]*

*[Signature]*  
PRINCIPAL

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

**SEMESTER I**  
**TASKS & ASSIGNMENTS**



EDU 01

Education in contemporary

India

Semester - 1

Task-1:-

50 years history of  
an educational Institution.

SMTGHSS

Chelakkara

Submitted To,  
Meera Teacher

Submitted By,  
Sterniya S. Babu  
Commerce



## 50 Years history of an educational Institution

SMTGHSS Chelakkara.

As a part of BED Trainee in  
B.S.S Training College. I got an  
opportunity to visit an educational  
Institution.

I got a chance to go the School  
SMTGHSS CHELAKKARA.

The School SMTGHSS CHELAKKARA  
is located in the area Chelakkara of  
Pazhayanur in the Thrissur district of  
Kerala State. This is famous high school in  
Chelakkara. So many famous people from  
Elanadu, Vengannellur, Chelakkara, Kurumala,  
Killimangalam, Thoncoorkkara, Athur,  
Thozhupadam were studied in this  
School. This School is famous from British  
period. The products of this School excelled in  
different walk of life. In 80's there were  
2500 students in this School. King Sree  
Moabam Thiruvanal's palace is converted as this school.



SMT GOVT: HSS chelakkara  
Sree Moolam Thirunal Government Higher  
Secondary School chelakkara.

The Lower primary School which was started in 1891 was upgraded to the chelakkara village, village building. The High school was sanctioned by maharaja Rama varma (shaktan Thampuran) in 1931 at the request of citizens of chelakkara for a school. The maharaja of prabhupada gave away the palace at chelakkara for school. Thus, in 1931, the first Headmaster,

Sri. R. Kalyana Krishna Iyer, the LP and high school sections were working together. Shaktan Thampuran school was named Sree Moolam Thirunal High School in memory of Maharaja Rama Varma.

Sree Moolam Thirunal Govt. Higher Secondary School (S.M.T.G.H.S.S) is built in the Kerala traditional architecture practice called "Noalukettu" with a cave and secret rooms which are not yet opened.

SMTGHSS Chelakkara was established in 1891 [Lower primary school] and 1931 [High school] and it is managed by the Department of Education. It is located in Rural area. The school consists of Grades from 5 to 12. The school is co-educational and it doesn't have an attached pre-primary school section. The school is not applicable in nature and is not using school building as a Shift-School.

Malayalam is the Medium of Instructions in this school. This school is approachable by all weather road. In this school academic session starts in April.

The School has Government building. It has got 27 classrooms for instructional purposes. All the classrooms are in good condition. It has 2 other rooms for non-teaching activities. The school has a separate room for Headmaster/Teacher. The school has Pucca but Broken boundary wall. The school has have electric connection. The source of drinking water in the school is well and it is functional and 16 girls toilet and 8 boys toilet and it is functional. The school has a playground. The school has a library and has 4000 books in its library. The school does not need ramp for disabled children to access classrooms. The school has 46 Computers for teaching and learning purposes and all are functional. The school is having a Computer aided learning lab. The school is provided and

prepared in School premises providing mid-day meal. The total Number of Students in School is 1600, the total number of teacher is 76 and non teaching Staff is 7. The total number of other rooms in is 4 and number of black boards is 45. The Student teacher ratio of Smt ghss chelakkara can be approximated to be 1 teacher for every 31 Students.

In June 2017, the new 2 class rooms constructed using SSA fund. New construction for migration to High-tech School (First phase). Nalukettu will be protected in the natural shape. The construction will be started from April. In 2016 Hon'ble minister of Education, Kerala, prof. C Raveendranth visited for inauguration of the new building. Total 81 batches completed in this school.

This School is counted among the top rated Schools in Kerala with an excellent academic track record.

## Smtghss chelakkara School

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- \* Number of Instructional days :- 220.  
(Upper primary)
- \* Student hours in school :- 6  
(Upper primary)
- \* CCE Curricular :- Yes
- \* Pupil cumulative records maintained :-  
Yes.
- \* Computer Aid Learning :- Yes.
- \* Special Training material to  
Students :- Yes.
- \* SPL TRG PLACE :- 2
- \* SPL TRG TYPE :- 1
- \* Medical check up :- Yes.
- \* School development plan by School  
dev. management Committee.
- \* Kitchen Device Grant :- No
- \* Text books received :- Yes
- \* Separate room for Head  
Teacher / Principal :- Yes.

## Basic Infrastructure

- \*] Village/Town : chelakkara
- \*] cluster : Gips chelakkara
- \*] Block : pazhayannur
- \*] District : Thrissur
- \*] State : kerala
- \*] UDISE Code : 32071300106
- \*] Building : Government
- \*] class rooms : 27
- \*] Boys Toilet : 8
- \*] Girls Toilet : 16
- \*] Computer Aid Learning : yes
- \*] Electricity : yes.
- \*] wall : Pucca But Broken
- \*] Library : yes
- \*] playground : yes
- \*] Books In Library : 4000
- \*] Drinking water : well
- \*] Computer : 40
- \*] Ramps for Disable : yes.







# HANDS ON ACTIVITY 2020-2021

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



Name : STENIYA S. BABU  
Reg. No. : BAATTCM010  
Optional Subject : COMMERCE

Certified that this is the bonafide record of

STENIYA S. BABU

Reg. No. BAATTCM010 for the year 2019 - 2021

*Principals*  
*Value*  
*Value*

*Principals*  
Lecturer in Charge - Commerce  
Date: 21/12/2021  
Alathur, Palakkad Dt  
Kerala - 678 541

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



**EDU 302**

**EPC-2 ART AND DRAMA  
IN EDUCATION**

# INDEX

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2.	Mixed collage	4 - 6
3.	Comic strip	7 - 12
4.	Integration of music in classroom	13 - 16
5.	Conclusion	17

## 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 implications for the role of art music and drama in education to nurture the children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education which helps learners to extend their awareness through multiple perspectives 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 learners in to a different time and

space, to shape their consciousness through introspection and imagined collective experiences. This helps to stretch the learners 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 based on experiences, emotions and interpretations. Drama as 'critical pedagogy' can move beyond the classroom to involve the community to participate in educational and social change.

The course on Drama and Art in education also helps in understanding the self and as a form of self-expression for enhancing creativity. The Components of fine arts aims to develop aesthetic sensibilities in students, teachers and learn the use of art in teaching-learning.

## Activities

As a part of BED curriculum a workshop was conducted for working with artisans / artists to learn basics of Arts and crafts and understand its pedagogical significance. For that the teacher trainees spent time on the craft works of mixed collage and the different art forms like comic strip and music video. The focus of the workshop was on 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, creation primarily used in the visual arts where the art work is made from an assemblage of different forms thus creating a new whole. It may sometimes include newspaper clippings, magazines, paint, bits of colour papers, photographs and other found objects glued to a piece of paper. The origin of collage can be termed back hundred of years. It has been proven that early exposure to visual art, music or drama promotes activity in the brain.

Art also insures inventiveness as it engages one in a process that aids in the development of self esteem, self discipline, co-operation and self motivation.

## Purpose of mixed Collage

- 1) Collage and paper art are very important to children in this period because art helps them to develop their reasoning, creativity, imagination and problem solving skill.
- 2) Doing mixed collage enhances their motor skill, hand and eye co-ordination.
- 3) It helps them to make cognitive advances such as learning preparations.
- 4) It is also a fun way to encourage your children.
- 5) It is also a fun way to encourage your child's awareness of colour and texture.
- 6) It also help in language development of the child.
- 7) There are so many reasons to love the art of collage, from the freedom it allows to the powerful stories can be told.

## Report

As a part of BEd curriculum we prepared a collage related to our topic. Each option has selected a theme related to their subject and beautifully illustrated it for preparing the collage. I selected the topic 'Communication'. I collected different coloured papers. I used chart as the base for my collage. Then I pasted small sized papers on the base very neatly. I tried my level best to do the collage based on the theme. In classroom collage will provide endless opportunities for self expression. It also enables one to present a theme or an idea in a different manner.

It helps the students to develop the concept 'Communication' and also helps the teacher to convey the various types of communication.



# PREPARATION FOR TERM PAPER 2020-2021

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



Name : STENIYA S. BABU

Reg. No. : BAATTICMOIO

Optional Subject : COMMERCE

Certified that this is the bonafide record of

STENIYA S. BABU

Reg. No. BAATTICMOIO for the year 2019 - 2021

*Handwritten signature in green ink.*

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*Handwritten signature in green ink.*

PRINCIPAL

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

*Handwritten signature in red ink.*  
Lecturer in charge

Lecturer in Commerce

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



# **ACHIEVEMENT TEST**

# INDEX

SI NO.	CONTENT	PAGE NO
1	Introduction	1
2	Steps	1
3	Achievement Test 1	2 - 11
4	Achievement Test 2	12 - 22

## Achievement Test

Achievement test is an important tool in school evaluation and has great significance in measuring instructional progress and progress of the students in the subject area. Accurate achievement data are very important for planning curriculum and instruction and for program evaluation.

According to Downie "any test that measures the attainments or accomplishments of an individual after a period of training or learning is called an achievement test."

The International Dictionary of Education defines achievement test as a test designed to measure the effects of specific teaching or training in an area of the curriculum.

The major steps involved in the construction of an achievement test are ✓

- 1] Planning of the test
- 2] Preparation of a design for the test
- 3] Preparation of the blueprint
- 4] Writing of test items
- 5] Preparation of the Scoring Key and marking Scheme
- 6] Preparation of question wise analysis

# **ACHIEVEMENT TEST 1**



## 1) Planning of the test

Achievement Test

Business Studies

Class : XII

Mark : 25

Time : 1 hour

Unit : Consumer protection

### Subunits

- 1 : Importance of Consumer protection
- 2 : Legal protection to Consumer
- 3 : Consumer rights and responsibilities
- 4 : ways and means of consumer protection
- 5 : Redressal agencies
- 6 : Role of Consumer protection and NGO

### Learning outcomes:

- 1) State the Importance of Consumer protection
- 2) List out the laws under Indian legal framework for protection to consumers
- 3) Explain various Consumer rights and responsibilities
- 4) Describe the ways and means of Consumer Protection
- 5) Explain the three tier enforcement machinery for Consumer protection act
- 6) Describe the role of Consumer organization and NGO's in protecting consumer interest.

## Thinking Skills

### 1) Conceptual assimilation (LOTS)

Remembering

Understanding

Applying

### 2) Conceptual generation (HOTS)

Analysing

Evaluating

Creating

## 2) Preparation of design for the test

### 1) weightage to content and Learning outcome.

SL NO	Content / unit	Learning outcome	Total Number Question	Score	Percent age
1	Consumer Protection Subunit 1: Importance of Consumer Protection	1	1	4	16
2	Subunit 2: Legal protection to consumer	2	1	1	4
3	Subunit 3: Consumer rights and responsibilities	3	4	7	28
4	Subunit 4: ways and means of consumer Protection	4	1	2	8
5	Subunit 5: Redressal agencies	5	2	7	28
6	Subunit 6: Role of Consumer and NGO'S	6	1	4	16
				25	100

2) weightage to thinking skill.

Sl. No	Thinking skill	Score	Percentage
1	LOTS		
	Remembering	2	8
	Understanding	2	8
2	Applying	11	44
	HOTS		
	Analysing	6	24
	Evaluating	3	12
	Creating	1	4
		25	100

3) weightage to form of question.

Sl. No	Form of question	Number of question	Score	Percentage
1	Objective	4	4	16
2	Short answer	5	15	60
3	Essay	1	6	24
		10	25	100

4) Weightage to difficulty level.

$\frac{2}{20}$	Difficulty level	mark	Percentage
1	easy	5	20
2	Average	17	68
3	difficult	3	12.
		25	100

Blue print:

Thinking Skill	LOTS						HOTS						Total Item	Total Score						
	Remembering		Understanding		Applying		Analysing		Evaluating		Creating									
	O	S	O	S	O	S	O	S	O	S	O	S			O	S				
Subunit 1						(1) <sup>4</sup>												1	4	
Subunit 2																			1	1
Subunit 3						(1) <sup>1</sup>			(1) <sup>2</sup>										4	7
Subunit 4																			1	2
Subunit 5																			2	7
Subunit 6						(1) <sup>4</sup>													1	4
Total Item	2	2	1	2	4	4	1	1	6	1	1	3	1	1	1	1	10		25	
Total Score	2	2	2	2	11	11	2	2	6	3	3	3	1	1	1	1	25		25	

Footnote:

Number inside the bracket indicate questions and number outside the bracket indicate mark

O - Objective type ; S - Short answer type  
 O - Essay type ; S - Short answer type

**ACHIEVEMENT TEST**  
**BUSINESS STUDIES**

MARK :25

Class : XII

TIME : 1 Hour

PART - A

ANSWER ALL THE QUESTIONS

- 1) On which types of products can eco-mark be used? (1 Score)
- 2) "Consumer right to be protected against goods and services which are hazardous to health or life is Right to choose". This statements is right or wrong? Give reason (1 Score)
- 3) If consumer is not satisfied with the order of district forum where can be appeal? (1 Score)
- 4) Construct a timeline from the following information (1 Score)
  - The sale of goods Act 1930
  - The essential commodities Act 1955
  - The competition Act 2002
  - The prevention of food adulteration Act 1954

PART - B

ANSWER ALL THE QUESTIONS

- 5) Give two examples of business association? (2 Score)
- 6) "Rights and responsibilities are two sides of the same coin" Do you agree with above statement? Give reason. (2 Score)
- 7) While conducting an interview of marketing executive in R.K Ltd one candidate replies that "consumers have no right". Do you agree with the reply? Justify your answer. (3 Score)
- 8) In kerala there are different consumer organisation . Assume that you are visiting any of the consumers organisation in your town, List down the functions performed by them? (4 Score)
- 9) Consumer protection has a moral justification for business, Do you agree with this statement give reason? (4 Score)

PART - C

ANSWER THE QUESTION

10) Mr. Bejoy purchase a new comuter from Ajitha traders. They give 2 years relacement quarantee after 6 months use the computers system fails to perform Mr. Bejoy approaches the traders for replacement but the trader refuse replacement.

- Identify the law violated by the trader?
- Pointout and explain redressal agencies where Bejoy should complain against the traders?

(6 Score)

## 5) Scoring Key and marking Scheme

### Scoring Key

Question Number	Answer	Score
1	Environment - friendly product	1
2	wrong, Right to Safety is to protected against goods and services which are hazardous to life and health	1
3	State Commission	1
4	<ul style="list-style-type: none"><li>1930 The Sales of goods act</li><li>1954 The prevention of food adulteration act</li><li>1955 The essential Commodities act</li><li>2002 The Competition act.</li></ul>	1



marking scheme

Question number	value point	mark for each value point	Total mark
5	1) Federation of Indian Chambers of Commerce 2) Confederation of Indian Industries	1 1	2
6	Agree, Consumer awareness his rights and responsibilities is just one of the way which the objectives of consumer protection can be attained	2	2
7	Disagree, Consumer to empower them and protect their interest 1) Right to safety 2) Right to choose 3) Right to be informed 4) Right to be heard 5) Right to seek redressal 6) Right to consumer education	1 - 2	3
8	1) Educating women consumer on their rights 2) Giving training to consumer on better purchases 3) Publishing various literacy material 4) Conducting seminars, talks, workshops etc 5) Organising protests against price rigging, adulteration, under weight selling etc (any four)	4	4
9	Agree moral duty is imposed on any business to take care of consumer interest and avoid all sort of exploitation	1 3	4
10	1) The consumer protection Act 1986 2) Redressal agencies like district forum, state commission, National Commission	1 5	6

6) Question wise analysis

Question number	Topic	Learning outcome number	Thinking Skill	Specific thinking Skills	Forms of question	Score	Percentage	Time
1	Standardised product	3	Remembering	Recalling	Objective	1	4	3
2	Consumer rights	3	Applying	Implementing	Objective	1	4	3
3	Agencies	5	Remembering	Recognising	Objective	1	4	3
4	Legal protection	2	Creating	Producing	Objective	1	4	3
5	Association	4	Understanding	Interpreting	Short answer	2	8	5
6	Rights	3	Applying	Implementing	Short answer	2	8	5
7	Rights	3	Evaluating	Criticising	Short answer	3	12	6
8	Organisation	6	Applying	Implementing	Short answer	4	16	10
9	Importance	1	Applying	Implementing	Short answer	4	16	10
10	Acts and agencies	5	Analysing	Attributing	Essay	6	24	12
						25	100	60

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STENIYA S. BABU

Reg. No. BAATTCMO10 for the year 2019 - 2021

*[Handwritten Signature]*  
4/3/2021

Lecturer in charge  
Lecturer in Commerce  
B.S.S. B.Ed. Training College  
Date.....Alathur (P.O) Palakkad Dt  
Kerala-678 541

*[Handwritten Signature]*  
voul

*[Handwritten Signature]*  
PRINCIPAL



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

# **DIAGNOSTIC TEST**

# INDEX

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1	Introduction	1
2	Steps	1-3
3	Diagnostic Test 1	4-9
4	Diagnostic Test 2	10-12
5	Remedial Teaching	19-20

## Diagnostic Test

Diagnostic test is a test designed to determine the nature of difficulties and deficiencies of learner in specific areas of study. It pinpoints the inadequacies. It provides information in the causes of difficulty.

Diagnostic test is an integral part of sound instruction. Diagnostic test measures how much a learner has not able to achieve. A diagnostic test focuses on a minute area but to achieve. A diagnostic test focuses on a minute area but consider it deeply.

### Construction of a diagnostic test

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

#### 1] Planning

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

### 2) Analysis of the Content area

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

### 3) Preparation of test items

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

### 4) Sequential ordering

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

### 5) Dividing into sections

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

## 6] Instruction

clear cut instruction should be given to the students as what they are expected to do.





**DIAGNOSTIC TEST 1**

## DIAGNOSTIC TEST

### BUSINESS STUDIES

CLASS : XII

#### FILL IN THE BLANKS

- 1) Consumer right to be protected against goods and services which are hazardous to life and health is \_\_\_\_\_
- 2) Consumer right to have information about the product is known as \_\_\_\_\_
- 3) Consumer has the freedom to choose from a variety of products at competitive prices is \_\_\_\_\_
- 4) Consumer has a right to file complaint in case of dissatisfaction with a product or service is \_\_\_\_\_
- 5) Relief to consumers include replacement of the product, removal of defects, compensation for loss etc are \_\_\_\_\_ types of consumer rights
- 6) The consumer has a right to acquire knowledge and to be a well informed consumer throughout life is \_\_\_\_\_
- 7) Buy only standardized product as they provide \_\_\_\_\_ assurance
- 8) A consumer should accept certain responsibilities while purchasing, using and \_\_\_\_\_ goods and services
- 9) Consumer societies which play a significant role in \_\_\_\_\_
- 10) File a complaint in an appropriate \_\_\_\_\_ forum
- 11) Consumer protection act was passed by parliament in \_\_\_\_\_

#### COMPLETE THE SERIES

- 12) a) Hazardous to life and health : Right to safety  
b) Freedom to choose:
- 13) a) Right to be informed : Information about the product  
b) Right to consumer education:
- 14) a) ISI mark : Manufactured goods  
b) BIS hallmark:
- 15) a) Agricultural products : Agmark  
b) Food products:
- 16) a) Honest dealing : Discourage unscrupulous practices  
b) Cash memo:

#### ANSWER THE QUESTIONS

- 17) Which consumer right gives the business firms freedom to set up their own customer service grievance cell

- 18) What is the quality mark provided for agricultural produce
- 19) On which type of products can eco mark be used
- 20) What is the quality certification mark used in care of jewellery item

Question Number	Answer
1	Right to safety
2	Right to be informed
3	Right to choose.
4	Right to be heard
5	Right to seek redressal
6	Right to consumer education
7	Quality
8	Consuming
9	Consumer education
10	Consumer forum.
11	1986.
12	Right to choose
13	Acquire knowledge and educating consumer
14	Jewellery
15	FPO mark
16	Proof of the purchase
17	Right to be heard
18	Agmark
19	Environment - friendly products
20	BIS Hall mark

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