

# LIBRARY WORK-2018-2019

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



Name : ..... ASWANI G

Reg. No. : ..... BAARTCM002

Optional Subject : ..... COMMERCE

*Certified that this is the bonafide record of*

..... ASWANI G

*Reg. No. BAARTCM002 for the year 2017-2019*

  
Lecturer in charge

Date.. 25.06.2018

Lecturer in Commerce  
B.S.S. B.Ed. Training College  
Alathur (P.O), Palakkad Dt  
Kerala-678 641.



  
PRINCIPAL

B.S.S. B.ED. Training College  
Alathur (P.O), Palakkad-Dt,  
Kerala-678 641.

**EDU 08**

**ASSESSMENT FOR**  
**LEARNING**

# TASK

EDU 08

## ASSESSMENT FOR LEARNING

Topic : Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students and interpret the result

Aswani G

Submitted By,

Aswani G

Roll No-2

Commerce

## Introduction

The constitutional provision aimed at making the elementary education free and compulsory through out the country. The scope and responsibility of the educators has added new dimensions. One of the main concern of the educator has been how to maximise the achievement of all children with due recognition to achievement and individual difference in ability. Although there are many studies pertaining to achievement and abilities of adults. There are very few studies related to motivational components children achievement and behaviour.

## History

The first major report of the experiment works and measurement of human motivation, particularly the achievement motive appeared in 1953 McClelland and his associates (1953) adopted Murray's TAT technique (1938) for the measurement of achievement motivation. In this technique certain pictures are used to obtain stories from the subjects on the basis of the what achievement motivation scores are derived.

## Nature of the Study

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

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

The student has to indicate the alternatives he generally prefers. The list may be administered to a group or an individual it is suitable for use with both sexes. There is no time but the group test takes about 8 to 10 minutes

Scores obtained by C<sub>2</sub> class  
students in G. H. S. S. Erimayur

Sl. No	Names	Score
1.	Shammas . A	50
2.	Maneesh . M	44
3.	Jency . K . K	48
4.	Prajitha . P	52
5.	Saeena . N	42
6.	Sathgunan . D	50
7.	Jamseera . S	52
8.	Sreehoori	56
9.	Vishnu . N	48
10.	Dinsha . S	50
11.	Jithin . K	48
12.	Jithin . M	44
13.	Kavya . K	46
14.	Aswani . K . M	42
15.	Vidhya . S	42
16.	Akhil . M	56
17.	Syamini . P	45

18.	Sneha . P	50
19.	Angiya . A	44
20.	Nandhini . S	46
21.	Fathima Nazrin . S	48
22.	Arisha . S	50
23.	Shahina . A	52
24.	Nikhil . M	48
25.	Jibin . K	42
26.	Shammas	44
27.	Rayis . A	56
28.	Jithin . M	45
29.	Vidya . S	44
30.	Ranjith	46
31.	Akash . P	52
32.	Vysakh . N	45
33.	Ahammad . A	42
34.	Nishad . S	46
35.	Abhilash . U	38
36.	Abdul Ahad . I	44
37.	Nazeem	50
38.	Aswin . K . P	46
39.	Aswin Mohan	50
40.	Thaha . I	48
41.	Ajay . R	38
42.	Shabir . S	40
43.	Nikhil . P	52
44.	Sarath . S	



## Interpretation

\* 20 - 32 → Low

\* 33 - 44 → Average

\* 45 - 60 → High

From the above test conducted on 44 students found that

$$\text{Achievement Motivation} = \frac{\text{Total Score}}{\text{No. of students}}$$

$$= \frac{1876}{44} = \underline{\underline{42.6}}$$

Since the result of achievement motivation is 42.6 from the test I found that the achievement motivation of class was average. Most of the students were in between the range of 45 - 55. So the overall achievement motivation was average.

## Use of the Test

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

## References

\* Rao . D. Gopal , Rao Achievement  
motivation test , in Pareek and Rao  
Hand book of psychological and social  
instruments , Samasthi , 19

# TASK

EDU 08

# ASSESSMENT FOR LEARNING

Topic : Visit nearby School and collect the information regarding the advantages and disadvantages of CCE from the teachers and prepare a report.

2

Submitted By ;

Aswani G

Roll No 2

Commerce

## Introduction

The continuous and comprehensive evaluation provide accommodation for individual difference. It aims at fostering individual ability of children and helps them to realise their potentials. The CCE aims at making up the deficiency by laying adequate emphasis on the development of non scholastic area. Thus it helps to develop all aspects of the child's growth to his maximum potential. Thus CCE emphasis on the scholastic and non scholastic aspects of education.

## Objectives

1. To foster individual ability of the children.
2. To help the children to realise the various potentialities and capacities.
3. To help teachers in improving the level of achievement.
4. To eliminate excessive element of chance and subjectivity.
5. To eliminate emphasis on memorization.
6. To help the children to have periodical feedback to judge their achievement.

## Scope

1. Academic achievement of child.
2. Personal and social quality such as regularity, responsibility, punctuality, co-operation, sense of social service etc.
3. Desirable attitude towards principle such as socialism, secularism, democracy, attitude towards teachers, national integration.
4. Interest in cultural, artistic, literary, scientific endeavours.
5. Proficiency in co-curricular activities such as games, sports, scouting and guiding, first aid, red cross etc.
6. Health status which a teacher can observe and record.

## Tools and Techniques for administering CCE

---

Various techniques such as interview, observation and tools like checklist, may be used for the evaluation of non academic area.

Cumulative record will show growth chart of the child. The evaluation attempt on the school will be more relevant and better for children and teachers.

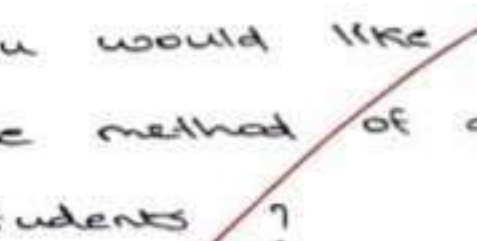
Here we administered interview as a technique for finding the relevance of CCE in schools.

---



## Questionnaire For Teachers

1. Has Continuous and Comprehensive Evaluation (CCE) been implemented in your school?
2. Who initiated for this change to take place in the evaluation system in your school?
3. Do you face any problems in implementing CCE in your school?
4. Which are the aspects of evaluation that CCE emphasises on?
5. What is the weightage that you give to scholastic and non-scholastic areas in your evaluation?
6. How often do you carry out CCE in the school?
7. Which are the different forms of evaluation that you carry out with your students?
8. How is the recording of students performance done for CCE?
9. As a teacher are you satisfied with this form of evaluation?

10. Is it difficult to evaluate students on their social and emotional aspects of a daily basis?
  11. How is it reflected in the respect of record card of the child?
  12. Does the class strength hinder the CCE process?
  13. Have your students expressed their views on the method of assessment?
  14. Have parents expressed their concern regarding this method of evaluation?
  15. As a teacher, what are the changes you would like to make to improve the method of assessing / evaluating students?
- 

## Analysis

This questionnaire was given to six teachers from the school. From their responses it was clear that CCE has highly helped in improving the performance of the child. Those children who were weak in studies were given a chance to perform. The teachers were also highly satisfied with this form of evaluation.

In my opinion CCE has done a great favour to the students. Every student has an equal opportunity. All the talents are judged and thus, it not only emphasises the importance of education, but also about the extra curricular activities.

## Conclusion

The role of CCE is very important when our aim is to improve learners' quality in the cognitive as well as in the non-cognitive domains. In the context of school, it is a continuous updating of teachers about their students. CCE facilitates students' effective learning as well as their all-round development of personality with its multiple tools and techniques and coactive measures. It is an integral part of teaching and learning process which promotes standard of school.

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



Name : ..... SUPRIYA . K.S .....

Reg. No. : ..... BAARTSO 009 .....

Optional Subject : ..... SOCIAL SCIENCE .....

*Certified that this is the bonafide record of*

..... SUPRIYA . K.S .....

Reg. No. BAARTSO 009 for the year 2017 2019

  
Lecturer in charge

Date .....  
Lecturer in Social Science  
B.S.S. B.Ed. Training College  
Alathur P.O., Palakkad Dt.



  
PRINCIPAL

PRINCIPAL  
B.S.S. B.Ed. Training College,  
Alathur (O.), Palakkad-Dt  
Kerala - 610 041.

WORK SHOP  
REPORT

WORKSHOP  
ON  
PREPARATION  
OF CHARTS

# INDEX

SL	CONTENT	Page NO
1	Introduction	1
2	Workshop on Preparation of chart	2
3	Workshop on Preparation of models	3



S.L NO	Content	Types of the chart
1	ഇന്ത്യയിലെ ദ്രാവിഡ സമുദായം	ചട്ടിക ചിത്രം
2	ഇന്ത്യയിലെ ദേശീയ അസമുദായ സമിതി	നടം നൽകി ചിത്രം
3	ദിനപരിഷ്കരണ സമിതി ഇന്ത്യയിൽ	അലങ്കരിച്ച ചിത്രം
4	പരിഷ്കരണം	പ്രധാന ചിത്രം
5	രാഷ്ട്രീയകാര്യങ്ങൾ സംബന്ധിച്ച് നടന്നിട്ടുള്ള അന്വേഷണം	നടപരിഷ്കരണം ചിത്രം

ആരംഭം

ബി. എസ്. എസ് ബി. എഡ് ട്രെയ്നിംഗ്  
കോളേജിന്റെ രണ്ടാം സെമസ്റ്ററിന്റെ ഭാഗമായി  
ഓരോ വർഷം ഹോസ്റ്റ് നടത്തിയിരിക്കുന്നു.

26/9/18 തിരുത്തിയിലാണ് ഞങ്ങൾക്ക്

പേരായി വർഷം ഹോസ്റ്റ് നടത്തിയത് അതിന്റെ  
ഭാഗമായി ഞങ്ങൾ ട്രെയ്നിംഗ് അഡ്വൈസി

കമാർക്ക് 5 അങ്ങിനെ 22 ചുരുക്ക് അഡ്വൈസി

കമാർക്ക് തയ്യാറാക്കേണ്ടതാണ് അതിലേക്കു

3 വേലകൾ തയ്യാറാക്കേണ്ടതാണ്.



# ചാർട്ട് 1

## പട്ടികാ ചാർട്ട്

അദ്ധ്യയന ചാർട്ട് നിർമ്മിച്ചത് പട്ടികാചാർട്ട്

ആണ്. കൃത്യമായി അളവ് കൂടാതെ ചിസ്ത  
മാർക്കർ ഉപയോഗിച്ച് ചാർട്ടിന്റെ നാലു വശ  
വും ത്രയാദവർ വരച്ചു. അതിനു ശേഷം  
പെൻസിൽ ഉപയോഗിച്ച് സ്ഥലകേരണ  
ണിനായി ലംബമായി വരകൾ വരച്ചിരിക്കുകയും  
തിട്ടത് ചിസ്ത മാർക്കർ ഉപയോഗിച്ച്  
ആരംഭം ഏകദേശകർമ്മം ചെയ്തു.

ഇങ്ങനെ ചാർട്ടുകൾ വിവരങ്ങൾ  
വിശദീകരിക്കുക പട്ടികാ രൂപത്തിൽ  
ആയിരിക്കും.

## ഉപയോഗിച്ച സ്ഥാനങ്ങൾ

- 1) ചാർട്ട്
- 2) സ്കെച്ചിൻ
- 3) ചിസ്ത മാർക്കർ
- 4) പെൻസിൽ
- 5) റബ്ബർ.

പേപ്പർ

പട്ടിക, ചിത്രം തയ്യാറാക്കി അത്

ചിത്രങ്ങൾ വിൻഡോയിൽ പേപ്പറിൽ സ്കെച്ചിംഗ്

ഉപയോഗിച്ചു നിലവാരം ബോർഡ് വരയിടുകൾ

പിന്നീട് കോളങ്ങൾ വരച്ചു വിവരങ്ങൾ അതിൽ

എഴുതുക. ഓരോ വാക്കുകൾ തരമിൽ

ശരിയായ അകലവും വലപ്പവും വ്യക്തതയും

നൽകിയിരിക്കുന്നു.

ഇന്ത്യയിലെ ഭരണ സ്ഥലങ്ങൾ		
നിയമനിർമ്മാണസഭ	കാർപ്പതിർവരണ വിഭാഗം	നിയമസഭ
പേപ്പർ	പേപ്പർ	സർവ്വീസ് കോടതി
ലേഖനം	ലേഖനം	ലേഖനം
കോളങ്ങൾ	കോളങ്ങൾ	കോളങ്ങൾ



ചാർട്ട് 2

ടെംഗ്ലൈൻ ചാർട്ട്

രണ്ടാംതരത്തിൽ നിർമ്മിച്ചത് ടെംഗ്ലൈൻ  
ചാർട്ട് ആയിരുന്നു. അതും കൃത്യമായി  
അളവെടുത്തു ചാർട്ടിൽ ചിത്രീകരിച്ചു  
ഉപയോഗിച്ച് ബോർഡ് വരയ്ക്കുകയും അടർന്ന്  
ചിത്രീകരിച്ചു ഉപയോഗിച്ച് ചാർട്ടിന്റെ അളവ്  
ന്നിന് തലമുറയ്ക്ക് ഏകദേശം സ്ഥലക്രമീകര  
ണത്തിനായി പെൻസിൽ ഉപയോഗിച്ച്  
ലൈൻകൾ വരയ്ക്കുകയും ചെയ്തു.  
ചാർട്ട് ചെയ്യുകയും ചെയ്തു.

ഉപയോഗിച്ച സാധനങ്ങൾ

- 1) സ്കെച്ചിങ്
- 2) ചിത്രീകരണം
- 3) പെൻസിൽ, വെർഡ്
- 4) ചാർട്ട്

ഇതര ചാർട്ടുകളിൽ വിവരങ്ങൾ  
അതേ സമയം വരയ്ക്കുകയും ഉൾപ്പെടുത്തിയിരിക്കും.  
ടെംഗ്ലൈൻ ചാർട്ട് ആയിരിക്കുമ്പോൾ വ്യക്തമായ  
ലൈൻ അളവ് ചെയ്ത് വരയ്ക്കുകയും ചെയ്യണം  
നൽകണം. അതേ സമയം ചെയ്യുകയും ചെയ്യണം  
കൊടുക്കണം.

1839 → ദേശീയ ആസ്ത്രണെ സമിതി

1944 → ബോണബ പദ്ധതി

1948 → വ്യവസായക നയം

1950 → ആസ്ത്രണെ കമ്മീഷൻ  
രൂപീകരണം.



# PREPARATION FOR TERM PAPER 2018-2019

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



Name : .....SREEDevi A.....

Reg. No. : .....BAARTCM007.....

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

*Certified that this is the bonafide record of*

.....SREEDevi A.....

Reg. No. BAARTCM007 for the year 2017 - 2019

*Sreedevi A*  
Lecturer in charge

Date: 10.01.2019  
Lecturer in Commerce  
B.S.S B.Ed. Training College  
Alathur (P.O), Palakkad Dt  
Kerala-676 041



*[Signature]*  
PRINCIPAL

PRINCIPAL,  
B.S.S B.Ed. Training College,  
Alathur (P.O), Palakkad-Dt  
Kerala - 676 041.

ACHIEVEMENT

TEST

# INDEX

No	Content	Page No.
1	Introduction	1
2	Steps	1
3	Achievement test 1.	3
4	Interpretation of result using Statistical Tools	16
5	Achievement 2	31
6	Interpretation of result using Statistical tools.	50

## Achievement Test

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

### Steps ✓

1. Planning of the test.
2. Preparation of a design for the test
3. Preparation of the blueprint
4. Writing of items.
5. Preparation of Scoring key & Marking scheme.
6. Preparation of questionwise analysis.

# ACHIEVEMENT TEST-1

3. Planning of test.

1. Preliminary Details.

## Accountancy

Standard : 2.

Maximum Score: 25  
Time : 1 hour.

### Unit I

Introduction to Accounting

### Unit I

Theory Bases of Accounting.

2. List of Learning Outcomes.

Unit I Introduction to Accounting

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

#### 4. Thinking Skill

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

2. Application
- Applying  
Analysing  
Evaluating  
Creating.

#### ii Preparation of Designs for the test.

1. Weightage to unit/Topic & learning outcome.

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

## 2. Weightage to Objectives / Thinking Skill

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

## 3. Weightage to form of questions.

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

## ii) Preparation of Blueprint.

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

### Note:-

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



MNKMHSS, CHITTILAMCHERY

ACCOUNTANCY

CLASS: XI

MARKS: 25

TIME: 1 HR

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

\*\*\*\*\*

## 2. Preparation of Scoring Key & Marking Scheme.

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

Marking Scheme			
Q.No	Value Points	Value Point	Total
5.	1. Business Communicates	1/2	2
	Information	1/2	
	Business is measured	1/2	
	Interested Parties	1/2	
6.	<p style="text-align: center;">Assets</p> <pre> graph TD     A[Assets] --&gt; B[Fixed]     A --&gt; C[Current]     B --&gt; D[Tangible]     B --&gt; E[Intangible]     C --&gt; F[Wasting]     C --&gt; G[Fictitious]                     </pre>		2

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

## Questionwise Analysis.

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

# Marklist

N	Name	Score		N	Name	Score	
		In 25	In 50			In 25	In 50
1	Abhiram S Nair	15½	31	31	Anya	11	22
2	Ajith S	12	24	35	Gopika K K	14	28
3	Aarvin P	6½	13	36	Gowri VN	9	18
4	Deeraj K Umesh	15	30	37	Haresha Padmaradhon	16½	33
5	Fahad Farook A	18½	37	38	Leharath S	11	22
6	Harinarayanan CK	11½	23	39	Rajasee	13	26
7	K. Kiran Manick	9	18	40	Rasheeda A	5½	11
8	Krishna das K	9	18	41	Shanbana Sabam	22½	45
9	Nijas	19	38	42	Shamina Sherin K	12	24
10	Riyas M	9½	19	43	Shifa Fathima A	12	24
11	Rohith S	10½	21	44	Shifa S	14	28
12	S. Shahin Hameed	7	14	45	Abhilash K	11	22
13	Sajin K	14	28	46	Ajitesh R	16	32
14	Sanjay R	13	26	47	Anil Krishnan K	2½	5
15	Styad S	18	36	48	Akshay K	11½	23
16	Aneesa M	17½	35	49	Anoop U	9	18
17	Aurimina A	13	26	50	Arjun K	7	14
18	Gopika G	10½	21	51	Gopalakrishnan K	15½	31
19	Priethya	4	8	52	Manikandan S	11½	23
20	Reshma TK	12	24	53	Rohith R	15	30
21	Revathy CR	16	32	54	Vishnu M	10½	21
22	Vinaya V	17	34	55	Aishwarya R	12½	25
23	Vismaya	15	30	56	Ashika P	12	24
24	Vyshnavi	8	16	57	Auritha K	10	20
25	Abin J	7½	15	58	Anisha A	9½	19
26	Abhin Krishnan D	9½	19	59	Athira A	21	42
27	Akshay G	13	26	60	Athira H	13	26
28	Anees V	19	38	61	Maya S	9	18
29	Gopalakrishnan PB	8	16	62	Meera A	21½	43
30	Shubin Das AS	7½	15	63	Sowmya S	13	26
31	Sreekuttan S	18	36	64	Santhi M	11½	23
32	Alphy Jiji	14½	29	65	Santhi R	10½	21
33	Anjana P	21	42				

## Interpretation of results using Statistical Tools

### Frequency Distribution Table.

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

### Statistical Analysis.

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

1) MEAN

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

## 2) MEDIAN

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

## 3) MODE

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

#### 4. STANDARD DEVIATION

$$4) \text{ Standard Deviation} = 10 \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

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

$$\sigma = 10 \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

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

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

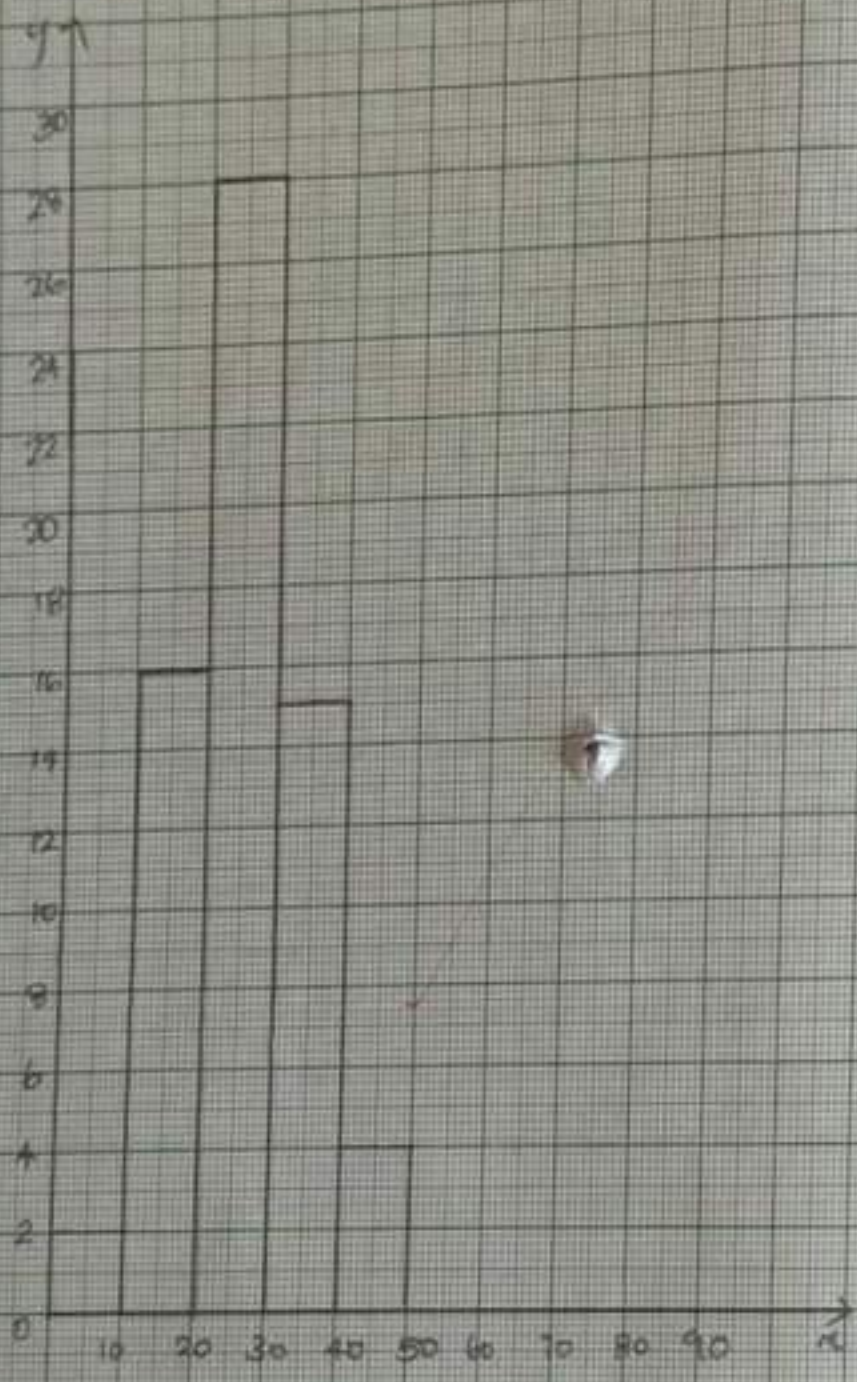
$$= 10 \times \sqrt{0.8479}$$

$$= 10 \times 0.92$$

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





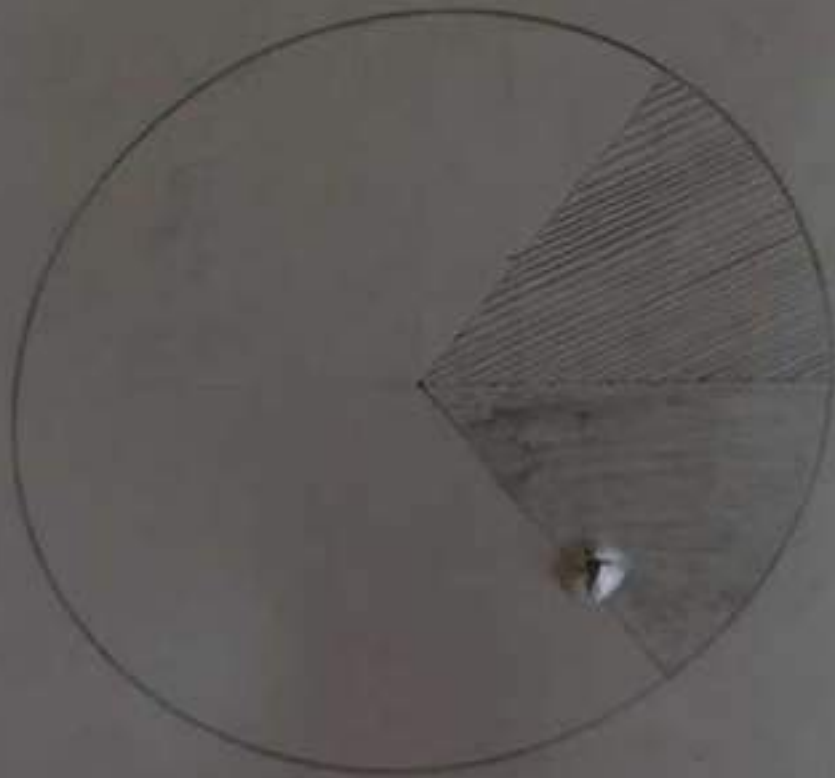





## GRAPHICAL REPRESENTATIONS.

Histogram & Frequency Curve.

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

# Pie Chart



-  Below Average
-  Average
-  Above Average.

## Pie - Diagrams

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

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

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

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

## Conclusion.

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

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

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



JISHA R

Name : .....

Reg. No. : BAARTPN005

Optional Subject : PHYSICAL SCIENCE

*Certified that this is the bonafide record of*

JISHA R

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

~~P. JISHA R~~  
Lecturer in charge

Date 3-1-19

Lecturer in Physical Science  
B.S.S. B.Ed Training College  
Alathur (P.O), Palakkad Dt  
Kerala-678 641



  
PRINCIPAL

PRINCIPAL,  
B.S.S. B Ed, Training College  
Alathur (P.O), Palakkad-Dt.  
Kerala - 678 641

2/1/19

# DIAGNOSTIC TEST



# INDEX

Sl no	Content
1	Introduction
2	Construction of diagnostic test
3	Diagnostic Chart
4	Instruction
5	Question Paper
6	Remedial Teaching
7	Analysis of result of the diagnostic test
8	Conclusion

## Introduction

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

### Construction of diagnostic test

#### 1) Purposeful Planning

The aim is at identification of learning materials that are known to have potential difficulties.

#### 2) Analysis of learning material concerned.

The content should be thoroughly analysed first into teaching points. Each teaching point may include a no. of stages. These stages should be arranged in the sequential order of difficulty as well as logical sequence.

#### 3) Writing of test items


Write test items representing all the minute steps arising out of the analysis. Arrange these items in the order, taking into consideration both sequence of the stage and difficulty level.

## A. Division of Items into Small Sections.

Sometimes the total nos of items will be Very large and. So, more time will be required to work out these items. In such cases, items may be divided into two or three sections to suit the convenience of the learners.

## 5. Provision for class instruction.

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





**GHSS ERIMAYUR**

Standard - 8

**Force**

Mark - 10

Time - 30 minutes

*( Each questions carries 1 mark)*

1. What change occurs to the pressure when that area of surface of contact increases.
2. The density of atmospheric air near the surface of earth is \_\_\_\_\_
3. When area of contact decrease the pressure \_\_\_\_\_
4. What will be the change in the density of atmospheric air as we go up.
5. The weight of air column over unit area of earth surface is \_\_\_\_\_
6. Instrument used to measure atmospheric pressure.
7. Unit of atmospheric pressure is.
8. As mountaineers climbs there is a possibility of nasal bleeding is due to \_\_\_\_\_ atmospheric pressure at high altitudes.
9. It is possible to lie on the bed of nails without any injury is because area of surface is \_\_\_\_\_
10. Astronauts wear specially designed clothes to equalise the pressure inside the body with \_\_\_\_\_

## Analysis of the result of the diagnostic test

The result of a diagnostic test has to be analysed with a view to 'findout' the exact area in which difficulties exist and to determine what exactly the nature of each difficulty is. This may be done with respect to the group tested as well as for each individual student (group / individual diagnosis). The former is meant to locate the difficulties general for the group while the later aims at helping each individual student solve specific difficulties of his own.

After analysing the above diagnostic test results, again I pinpointed the difficult areas.

- \* Variation of Pressure with area

- \* Atmospheric Pressure.

## Conclusion

Based on the diagnostic test conducted I found some difficult areas mentioned above and I conducted remedial teaching and measures for the students from experience that they were clear all concepts without any doubts.

Positive

Lecturer in Physical Science  
B.S.S. B.Ed. Training College  
Alathur (P.O.) Palakkad D  
Kerala-678 641

# HANDS ON ACTIVITY 2018-2019

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



Name : BHAVYA P.K.

Reg. No. : BAARTPN003

Optional Subject : PHYSICAL SCIENCE

Certified that this is the bonafide record of

BHAVYA P.K.

Reg. No. BAARTPN003 for the year 2017-2019

*Handwritten signature in red ink*

*Handwritten signature in red ink*

Lecturer in charge

*Handwritten signature in green ink*

PRINCIPAL

Date: 31/01/19  
Physical Science  
B.S.S. B.Ed. Training College  
Alathur (P.O), Palakkad D  
Kerala - 678 541



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



**EDU302**

**EPC2**

**DRAMA AND**

**ART IN**

**EDUCATION**

# INDEX

Sl no	Topic
1	Introduction
2	Collage
3	Comic strip
4	Puppetry
5	Conclusion

## Drama and Art in education

The National Curriculum Framework (NCF) 2005 reminds us that various domains of knowledge so that the 'curricular' encompasses all, and is not separated from the co-curricular and 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 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 into 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 invoke the collective consciousness and 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 the arts aims to develop aesthetic sensibilities in student teachers and learn the use of art in teaching-learning.

As part of B.Ed 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 indulged in a day with artists who were masters in puppetry on 14/02/2018 at 11:30am

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 on how art forms can be used as a tool or method for teaching-learning.

## COLLAGE

As a part of two year B-Ed programme we were instructed to prepare a collage related to our respective subject.

A collage is a technique of an art, production primarily used in the visual arts, where the art work is made from an assemblage of different forms, thus creating a new whole.

I had chosen the topic "celestial bodies". All the pictures related to the celestial bodies were collected and pasted randomly to form the picture of celestial bodies.

Usage of collage in education helps in developing the creative side of the children. They become more observant and able to understand and analyse the pictures and find out the theme. Students can see the beauty in them and appreciate them.

The collage helps in developing the imaginatives and interpreting skills among the students. Also visual images stay long in the memory and hence it provides a better transfer of knowledge. It also helps the students in constructing their knowledge.

## COMIC STRIP

As a part of B.Ed Curriculum a comic strip was to be prepared related to the content of the subject. A comic strip is a sequence of drawings arranged in inter related panels to display best humour and forms a narrative of the comic strip with text and captions.

I had prepared a comic strip is based on an aspect of English vocabulary. It was made on a portion of chart paper which was divided into 2 divisions. The preparation of comic strip helped in bringing out the creative side within myself. It enhanced my imaginative skills and brought out innovative ideas.



The usage of comic strips  
in the process of teaching provides an enjoyable  
opportunities to increase critical thinking, reasoning,  
logical thinking, problem solving ability.

## PUPPETRY

A classroom is a platform for creativity and imagination. As teachers one should have a spirit to teach the subject incorporating different art forms. A puppet is an object; often resembling a human, animal or mythical figure that is animated or manipulated by a person called a puppeteer.

A workshop was organized with the help of Mrs. Panameswaran and Mr. Balan who gave us demonstrations on puppet making. They also gave us a brief introduction to the history of puppetry. Puppetry is a very ancient form of theatre which dates back to the 5th century BC in Ancient Greece. There are many different varieties of puppets, and they are made from a wide range of materials. It includes string, shadow, Rod, Glove puppets etc.

We were divided into different groups and our workshop mainly focused on glove puppetry. Glove puppets are manipulated by the puppeteer in full view of the audience. They are also called sew, palm or hand puppets. The head was made of cloth. The rest of the puppet was dressed in a long flowing cloth. We were given enough time to decorate our puppets.

In the afternoon session, we prepared a script for the enactment of our skits using the hand made puppets. A black stage was set up in the front for the enactment. Each group enacted the different theme-based stories using their own puppets.

Puppetry as a teaching tool provides teachers with one of the most inexpensive aids in the classroom. It allows children to escape into an imaginary world. Puppet play is imaginative, open-ended and equally freeing.

In classrooms, making and using puppets helps pupils to connect with a character and feel into their writing. Using puppets they can be made to explore stories and scenarios in an exciting way to inspire writing. Puppet making is a craft and children will learn new skills and explore their creativity. These puppets are extremely versatile and we can work with the class to make characters from a specific story. We really enjoyed the workshop and it provided us with a lot of experience. It also helped to develop our creativity and knowledge in the world of puppets.

## CONCLUSION

The main competence of a teacher is to grab the attention of students and make them involve in the teaching-learning experience. So the course on Drama and Art in Education definitely helped the teacher trainees to embark a craft and performance oriented classrooms. During the teaching practice, the trainees were able to transfer their learned experiences to the students in the form of mixed collage, drawings, pictures, music etc. The students were encouraged to produce different artifacts under the supervision of trainees and they became much enthusiastic in the learning activities.

Arushi  
Lecturer in Physical Science  
DSS B.Ed. Training College  
Alampur, Dist. Pudukkottai  
Karnataka-561

DIFFERENT SOURCES FOR ICT  
RELATER 2018-2019

# ICT LESSON PLANS

Submitted by  
Shaheera H  
English

~~1/10~~

WELCOME

UNIT - 2

WINGS AND WHEELS

WHAT ARE YOUR HOBBIES ?

A LITTLE ROUND RED HOUSE

CAROLYN SHERWIN BAILEY



## CAROLYN SHERWIN BAILEY



BORN - 1875

DIED - 1961

An American writer of children's literature. Her stories for Children include *Boys and Girls of Colonial Days*(1917), *Broad Stripes and Bright Stars*(1919), *Hero Stories*(1919), *And The Little Rabbit Who Wanted Red Wings*(1945).  
In 1947, her book *Miss Hickory* won the Newberry Medal.

1/28/2019



1. What did the little boy always complaints about ?

2. What activities did the mother suggest to engage the little boy ?

3. What did the mother asks the little boy to search  
For?

Write and describe your hobby.

Write the events of the story.

### EVENTS

- The little boy always complained about his boredom.
- The mother asked the boy to engage himself by drawing pictures with his new crayons, reading new library books or playing with his toys.
- When the boy's mother was a child, his grandmother asked his mother to search for the strangest little house to overcome boredom.
- The mother asked the little boy to search for a little round red house with no windows and doors, a chimney on top and a star in the middle.

# EDU 01 - EDUCATION IN CONTEMPORARY INDIA

## TASK-2

VISIT AN INSTITUTION HAVING  
MORE THAN 50 YEARS OF HISTORY  
AND STUDY ITS DEVELOPMENT  
AND PRESEN REPORT.



Submitted to  
Meera mam

Submitted by  
Sabna Army  
1<sup>st</sup> B-Ed  
English

# INTRODUCTION

CVMHSS Vandazhy is a higher secondary school situated nearly 8 km away from vadakkencherry town in Alathur subdistrict of Palakkad. It is located on 10 Acres green campus near to the Mudappallur - Mangalamadam road. The school established in 1900's with Lower primary section and got upgraded in 1921 High school section started in 1960s and higher secondary in 2010 onwards.

# CLUBS

1. CAREER-GUIDANCE-CELL
2. LITERARY-CLUB
3. SCOUTS-GUIDES
4. SOUHRUDA-CLUB
5. SCIENCE-CLUB
6. TOXIC-DRUG-CONTROL-CLUB
7. ALUMNI
8. ASAP

# ACADEMIC

## ACTIVITIES

For the overall development of students they conduct many curricular activities which include unit test, seminars Remedial Teaching, Free entrance coaching etc. It helps in improving academic results.

As an encouragement to enhance the vocabulary of the students they had a LITERARY CORNER where the students can exhibit their literary crea-



activities. By conducting a language fest each year students get an exposure and acquire the abilities on organising and presentation. They become familiar with different genres of literature.

## CO-SCHOLASTIC ACTIVITIES

1. FRESHERS DAY
2. SCIENCE FAIR
3. INDEPENDENCE DAY
4. ONAM CELEBRATION
5. YOUTH FESTIVAL
6. SPORTS
7. TOUR
8. FAREWELL

## HIGHLIGHTS

1. ENTRANCE COACHING
2. MONTHLY TEST
3. REMEDIAL TEACHING
4. ASAP

## FACILITIES

The CVM/ISS campus situated on a beautiful site away from the hustle and bustle of city.

life, offers a calm serene environment with an ambience that facilitates learning process, both for the students and teachers. The exceptional campus facilities at the school serve the many needs of the student community.

## LABORATORIES

### PHYSICS LAB

With the help of models, devices, simulation and experiments physical concepts are demonstrated to students, thereby enhancing their understanding about various theories and concepts in physics.

### CHEMISTRY LAB

Enter the world of burettes, calometers, chemical scoops, thistle tubes, funnels, droppers to teach them chemical reactions through practice.

### BOTANY ZOOLOGY LAB

Instead of studying the pictures in the textbooks students actually study biological aspects through various devices like microscope.

### COMPUTER LAB

A state-of-the-art computer lab with the latest

configuration helps them in the most vital area of times to come. CVM provide one of the best computer lab with internet facility, that we cannot see anywhere in Palakkad district.

## TRANSPORTATION

A modern bus driven by an experienced driver to ensure that students reach the school on time and are left at their houses safe and sound.

## PLAYGROUND

No education would be complete without proper physical grow. This is very important for all round development of the students. Keeping this in mind the school management has ensured a vast playground along with all sports equipment to help them develop physically.

## LIBRARY

Both academic and non-academic books do this section to ignite the creative mind. Every year teachers and students sit together to meticulously upgrade the library with new books handpicked with special care to ensure all topics are covered.

## SMART CLASS

This is a combination of class, fun, LED projector, and computers. Along with multimedia concepts which are otherwise hard for students to understand are taught with ease and in an interesting way.

## ENTRANCE COACHING

They conduct Special Entrance Coaching Programmes to the highest quality for those students who have the potential to become professionals and be able to contribute towards professional excellence. This school provides the best in category multi-dimensional training to students preparing for competitive examinations like IIT, JEE, Medical, Engineering etc.

### Details of Coaching classes

- \* Admission to the classes are strictly restricted to enrolled students of the school only.
- \* The classes are handled by subject experts of that institution itself.
- \* Scheduled time of coaching is from 3.40 PM to 4.30 PM on all Wednesdays and Thursdays.
- \* No course fee is deducted from students for the classes.

# INFORMATION ABOUT THE SCHOOL

School Name	CVM HSS Vandazhi
Address	Vandazhi, Palakkad, Kerala Postal Code: 678706 India
Cluster Name	Grups Mudappallur
Block Name	Alathur
School Type	Co-Educational
School Category	Upper Primary with Secondary/Higher Secondary
School Management	Aided
Mid-Day Meal	Provided and Prepared in School Premises
Medium of Instruction	Malayalam
Founded in	1900's (LP) 1960 (LP) 2010 HSS HS
Location Type	Rural

School Building Type	Private Building
No. of Books in Library	4720
No. of Computers	21
No. of classrooms	40
No. of Teachers	53
Classes	Class 6 to 12
Drinking water type	Tap water
Playground	Yes
Books Library	Yes
Residential Facility	No
Pre-Primary Section	No
Medical Checkup	Yes
Computer Aided Learning	Yes
Ramps for Disabled	Yes
CCF curriculum	Yes