

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

ALATHUR, PALAKKAD-DT, KERALA



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name : ..Suhail..T.....

Reg. No. : BAAATEG.012.....

Optional Subject : English.....

Certified that this is the bonafied record of

.....Suhail..T.....

Reg. No. BAAATEG.012..for the year 2016-2018

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Valued

Ch Reshmi

PRINCIPAL

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ACHIEVEMENT

TEST RECORD

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ACHIEVEMENT TEST

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

STEPS

1. Planning of test
2. Preparation of design for the test
3. Preparation of the blueprint
4. Preparation of writing of items
5. Preparation of scoring key and marking scheme
6. Preparation of question wise analysis

ACHIEVEMENT

TEST - 1

PLANNING OF THE TEST

1. Preliminary details

ACHIEVEMENT TEST
G. G. H. S. S. NEMMARA
BUSINESS STUDIES
STD: XII
SCORE: 25
TIME: 1HR

2. Learning outcome

- i : Explain the meaning of Principles of management
- ii : Describe the Principles of Scientific Management
- iii : Explain the techniques of Scientific Management
- iv : Evaluate the need for application of various techniques of Scientific management in business organisation
- v : Identify the explain Henry Fayol's Management Principles
- vi : Explain the differences between Fayol and Taylor Management

3. Thinking skill

1. Conceptual Assimilation

- ★ Remembering
- ★ Understanding

2. Application

- ★ Applying
- ★ Evaluation
- ★ Analysing
- ★ creating

Preparation of design for the test

1. Weightage to Objective

Sl.No	OBJECTIVE	MARK	PERCENTAGE
1	Remembering	2	8
2	Analysing	4	16
3	Understanding	3	12
4	Applying	9	32
5	Evaluating	5	20
6	Creating	2	8
		25	100

2. Weightage to Content

Sl. No.	Content / Topic	Marks	Percentage
1	Meaning of Management Principles	2	8
2	Taylor's Scientific Management	4	20
3	Techniques of Scientific Management	9	32
4	Taylor's Principle of Management	10	40
		25	100

3. Weightage to Form of Questions

Sl. No.	Form of Questions	Marks	Percentage
1	Objective type	7	28
2	Short answer	10	40
3	Essay	8	32
		25	100

Weightage to difficulty level

Sl.no	Difficulty level	Mark	Percentage
1	Easy	5	20
2	Average	12	48
3	Difficulty	8	32
		25	100

PREPARATION OF BLUE PRINT

Objective Form of Questions <u>Content</u>	Remembering			Understanding			Applying			Analysing			Evaluating			Creating			Marks	
	D	S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	S	E	Sub	Total
Subunit 1				(1) ³															2	
Subunit 2 (1) ¹													(1) ³						4	
Subunit 3									(2) ⁴			(1) ²							9	
Subunit 4 (1) ³									(1) ⁵									(1) ²	10	
	4	0		3	0	0	4	5	0	2	0	0	2	3	0	2	0	2	25	100

G.G.H.S.S. Nemmara
Business Studies

Class : XII

Marks : 25

Part - A

Answer all questions from 1 to 7 (Each carry 1 Mark)

1. Which of the following statements describes 'Mental Revolution'?

- a) It implies change of attitude
- b) Workers should be paid more wages
- c) Both management and workers require each other
- d) Resources should be divided among jobs

താഴെ കൊടുത്തിരിക്കുന്ന ഏത് പ്രസ്താവനയാണ് 'മാനസികവിപ്ലവം' വിവരിക്കുന്നത്. ?

- a) മനോഭാവത്തിൽ മാറ്റം എന്നത് അന്തർശീർശമായിരിക്കുന്നു.
- b) ജീവനക്കാർക്ക് കൂടിയ വേതനം നൽകണം
- c) മാനേജ്മെന്റിനും ജീവനക്കാർക്കും പരസ്പരം അങ്ങോട്ടുമിങ്ങോട്ടു ആവശ്യമാണ്
- d) വിഭവങ്ങൾ ജോലിയുടെ അടിസ്ഥാനത്തിൽ വേർതിരിക്കുക.

2. Complete the series:-

- a) It means justice and kindness - Equity
- b) Union is strength -

പരമ്പര പൂർത്തിയാക്കുക:-

ഇത് ദയവും നീതിയും അർത്ഥമാക്കുന്നു - ന്യായദീക്ഷ
ഐക്യമാണ് ശക്തി -

3. how are principles of management formed ?

മാനേജ്മെന്റ് തത്വങ്ങൾ രൂപപ്പെട്ടതെങ്ങനെ ?

4. Find the odd one :-

- a) Unity of command
- b) Division of work
- c) Discipline
- d) Function of foremanship

ഒറ്റപ്പെട്ടത് കണ്ടെത്തുക :-

- a) യൂണിറ്റി ഓഫ് കമാൻഡ്
- b) തൊഴിൽ വിഭജനം
- c) അച്ചടക്കം
- b) ഫങ്ഷണൽ ഫോർമാൻഷിപ്പ്

5. Define management principles?

മാനേജ്മെന്റ് തത്വങ്ങൾ നിർവ്വചിക്കുക ?

True / False :- ശരിയോ/ തെറ്റോ

6. Faylo's principles are applicable in specialized situation where as Taylor's principles have universal application.

പ്രത്യേകസാഹചര്യങ്ങളിൽ മാത്രം പ്രയോഗത്തിൽ വരുത്താവുന്നതാണ് ഫെയോളിന്റെ തത്വങ്ങൾ. എന്നാൽ ടെയ്ലറുടെ തത്വങ്ങൾക്ക് സാർവത്രികത്വം ഉണ്ട്.

7. Scalarchain is the shortest route through communication can be made during emergency without any delay.

അടിയന്തിരഘട്ടത്തിൽ ഒട്ടും വൈകാതെ എളുപ്പത്തിൽ ആശയവിനിമയം ചെയ്യാവുന്ന കുറുക്കുവഴിയാണ് സ്കാലാർ ചെയിൻ.

(1x7 =7)

(Answer all question from 8 to 12 each carry two marks)

- 8. Explain scalar chain with the help of diagram .
ഡയഗ്രാമിന്റെ സഹായത്തോടുകൂടി സ്കേലർ ചെയിൻ വിശദീകരിക്കുക.
- 9. Mr. Sam working in production department always receive instruction from production manager only.
a) Which management principles is applicable here?
b) Who advocated these principles?
ഉല്പാദന വിഭാഗത്തിൽ ജോലി ചെയ്യുന്ന ശ്രീ . സാമിന് ഉല്പാദനമേധാവിയിൽ നിന്നു മാത്രമാണ് നിർദ്ദേശങ്ങൾ ലഭിക്കുന്നത്.
ഇത് ഏത് മാനേജ്മെന്റ് തത്വവുമായി ബന്ധപ്പെട്ടിരിക്കുന്നു.
ഇത് ആരുടെ മാനേജ്മെന്റ് തത്വങ്ങളിൽ ഉൾപ്പെടുന്നു.
- 10. Fayol's unity of command and functional foremanship are contradictory. Do you agree? Give reason ?
ഫയോളിന്റെ യൂണിറ്റി ഓഫ് കമാന്റും ടെയ്ലറുടെ ഫങ്ഷണൽ ഫോർ മാനുഷിപ്പും പരസ്പരം വൈരുദ്ധ്യമുള്ളതാണ്. നിങ്ങൾ ഇതിനോട് യോജിക്കുന്നുണ്ടോ? കാരണം പറയുക.
- 11. Hima and Harish are typist in a company having the same Education Qualification. Hima is getting Rs. 3000 per month and Haarish Rs. 4000 per month as salary for the same working hours. Which principles of management is violated.
ഹിമയും ഹരീഷും ഒരു കമ്പനിയിലെ ടൈപ്പിസ്റ്റുമാരാണ്. ഒരേ പ്രവർത്തി സമയം ജോലിക്ക് ഹിമയ്ക്ക് മാസം 3000 രൂപയും ഹരീഷിന് മാസം 4000 രൂപയുമാണ് ലഭിക്കുന്നത്. ഏത് മാനേജ്മെന്റ് തത്വമാണ് ഇവിടെ ലംഘിക്കപ്പെട്ടിരിക്കുന്നത് ? ഈ തത്വത്തിന്റെ പേരും വിശദീകരണവും നൽകുക?
- 12. Apart of implementing Scientific management techniques in his institution Mr. Araviad decided to conduct work study. For that he conduct time study, motion study and fatigue study. But he forget to conduct one related study identify it ?
ശാസ്ത്രീയ മാനേജ്മെന്റ് വിദ്യകൾ നടപ്പിലാക്കുന്നതിന്റെ ഭാഗമായി മിസ്റ്റർ അരവിന്ദ് അദ്ദേഹത്തിന്റെ സ്ഥാപനത്തിൽ വർക്ക് സ്റ്റഡി നടത്താൻ തീരുമാനിച്ചു. അതിനുവേണ്ടി സമയത്തെക്കുറിച്ചുള്ള പഠനം കണക്കാക്കൽ, ഗതഗത പഠനം രീതി പഠനം അദ്ദേഹം നടത്തി? എന്നാൽ ബന്ധപ്പെട്ട ഒരു പഠനം നടത്താൻ അദ്ദേഹം മറക്കുന്നു ? അത് തിരിച്ചറിയുക.

(5x2 = 10)

Answer two questions from 13 to 14

- 13. "Scientific management are necessary in organisation" Do you agree. Give reason in support your answer ?
"ഓഗനൈസേഷനിൽ ശാസ്ത്രീയ മാനേജ്മെന്റ് ആവശ്യമുണ്ട്" നിങ്ങൾ യോജിക്കുന്നുണ്ടോ നിങ്ങളുടെ ഉത്തരത്തെ പിന്തുണയ്ക്കാൻ കാരണം നൽകുക ?
- 14. You are asked to prepare seminar on "What are the points to be included in the seminar suggest the possiblity of ICT resources to present the seminar effectively ?
ഹെൻട്രി ഫയോളിന്റെ മാനേജ്മെന്റ് തത്വങ്ങൾ എന്ന വിഷയത്തെ കുറിച്ച് ഒരു സെമിനാർ തയ്യാറാക്കുന്നുവാൻ നിങ്ങളോട് ആവശ്യപ്പെടുന്ന ഏതെല്ലാം കാര്യങ്ങളാണ് നിങ്ങൾ സെമിനാറിൽ ഉൾപ്പെടുത്തുക. ICT റിസോഴ്സുകൾ ഉപയോഗിച്ച് സെമിനാർ ഫലപ്രദമായി അവതരിപ്പിക്കുവാൻ സാധിക്കുമെങ്കിൽ അവ നിർദ്ദേശിക്കുക.

(8 Marks)

PREPARATION OF SCORING KEY AND MARKING SCHEME

Scoring key

Sl.no	Answer	Score
1	C	1
2	Espirit de crops	1
3	By experience of managers	1
4	d	1
5	Definition of management principles	1
6	False	1
7	false	1

Marking scheme

Que No	Value Points	Score for each Value Point	Total
8		1	

<p>Explanation of Scalar chain</p>	<p>1</p>	<p>2</p>
<p>9 a. <u>Unity of Command</u></p>	<p>$\frac{1}{2}$</p>	<p></p>
<p><u>Advantages</u></p>	<p></p>	<p></p>
<p>1. Responsibility can be easily fixed</p>	<p>$\frac{1}{4}$</p>	<p></p>
<p>2. It avoids ego clashes between Superiors</p>	<p>$\frac{1}{4}$</p>	<p></p>
<p>b. <u>Fayol's Principles of Management</u></p>	<p>$\frac{1}{2}$</p>	<p>2</p>
<p>10 a. Yes</p>	<p>1</p>	<p></p>
<p>b. Explanation with give reason</p>	<p>1</p>	<p>2</p>
<p>11. <u>Equity</u></p>	<p></p>	<p></p>
<p>This Principle Emphasis the workers should be treated fairly as possible</p>	<p>$1\frac{1}{2}$</p>	<p></p>
<p>a. It ensures Loyalty and devotion on part of workers</p>	<p>$\frac{1}{4}$</p>	<p></p>
<p>b. It ensures cordial</p>	<p>$\frac{1}{4}$</p>	<p></p>

relation between Employees and management.

It improves Morale and Motivation level of Employees

Y₄

12 Method Study

1

Explanation of the

1

Study

2

13 • Yes

1

Principles of Scientific Management

1. Science not rule of thumb

Y₂

2. Harmony not discord

Y₂

3 Co-operation not individualism

Y₂

4 Greater Efficiency and Prosperity

Y₂

14. Fayol's Principles of Management

1 Division of work

Y₂

2 Authority & Responsibility

Y₂

3 Discipline

Y₂

4 Unity of command

Y₂

5 Unity of direction

Y₂

6. Scalar chain

Y₂

7. Order

Y₂

8. Equity

Y₂

Explanations of Fayol's

3Y₂

Contributions

PREPARATION OF QUESTIONWISE ANALYSIS

Ques No	Objectives	Sub unit	Specifications	Form of Questions	Difficulty level	Marks	Time
1	Understanding	2	Recalls	objective	Average	1	1
2	Remembering	4	Recalls	objective	Average	1	1
3	Understanding	1	Recalls	objective	Easy	1	1
4	Remembering	3	Recalls	objective	Easy	1	1
5	Understanding	1	Recalls	objective	easy	1	1
6	Remembering	4	Recalls	objective	Average	1	1
7	Remembering	4	Recalls	objective	Average	1	1
8	Creating	4	illustrating	Short answer	easy	2	4
9	Analysing	3	Analysing	Short answer	Average	2	4
10	Evaluating	3	Justifying	Short answer	Average	2	4
11	Application	4	Applying Explaining	Short answer	Difficult	2	4
12	Analysing	3	Analysing Stating	Short answer	Difficult	2	4
13	Evaluating	2	Identifying Justifying	short answer	Difficult	3	8
14	Applying	4	Explaining Applying	Essay	Average	5	25
						25	Grand

ADMINISTRATION OF THE TEST

As I administer the test I got the result like this. From that result I found Mean, Median, Mode and Standard deviation

Interpretation of the results are done by histogram, frequency, Polygon and Pie diagram.

Marklist

Sl.no	Name	Score(25)	Sl.no	Name	Score (25)
1	Akhila.B	15	18	Mini	12
2	Akhila.k	14	19	Moushumi	20
3	Akshaya.c	18	20	Nandhana	10
4	Amritha	22	21	Niranjana	12
5	Aparna R	20	22	Nithyadas	13 1/2
6	Arifa	12	23	Rahana.B	10
7	Aparna.S	12	24	Rajitha	14
8	Aswaythy	15 1/2	25	Ramya.P	12
9	Aswayth.M	11 1/2	26	Remya.P	22
10	Athira	18	27	Rinsha.N	17 1/2
11	Daliya.k.N	20	28	Safya.d	18 1/2
12	Faseena	15 1/2	29	Sajitha	10 1/2
13	Hasna	14	30	Baranya	19 1/2
14	Taishna u	18 1/2	31	Shahana	24 1/2
15	kadheeja	12	32	Shamna	22 1/2
16	kavya	9	33	Sowmya	18
17	Manusha	13	34	Sruthi	16
			35	Subhalakshmi	19

36	Raji	19/2	53	Reshmaraj	15
37	Sujithra.S	19/2	54	Sneha.S	18
38	Vishmapriya	17/2	55	Akhila.A	22
39	Rehna.Y	24/2	56		
40	Tiny Mariya Tomy	20/2	57		
41	Vishma.M	20/2	58		
42	Sneha.J	22/2	59		
43	Sanjana.S	18/2	60		
44	Anusuya.U	12/2	61		
45	Smina.K	24/2	62		
46	Anju.P.B	18/2	63		
47	Arunima.Y	17/2	64		
48	Shahana.S	15/2	65		
49	Ruchira.C.K	13/2	66		
50	Surithi.R	12/2	67		
51	Ameesamol.K	10/2	68		
52	Reshma.P.K	20/2	69		

Interpretation of results using Statistical

Tools

Frequency distribution table

Class	Tally	Frequency
0-5	—	0
5-10		1
10-15		20
15-20		20
20-25		14
		55

Statistical Analysis

Class	Frequency (f)	Midpoint (x)	fx	Cumulative Frequency (cf)
0-5	0	2.5	0	0
5-10	1	7.5	7.5	1
10-15	20	12.5	250	21
15-20	20	17.5	350	41
20-25	14	22.5	315	55
	55		922.5	

$$\text{Mean } \bar{x} = \frac{\sum fx}{N} = \frac{922.5}{55} = \underline{\underline{16.77}} = \underline{\underline{17}}$$

$$\text{Median} = L + \left[\frac{\frac{N}{2} - CF}{f} \right] \times i$$

$$= 9.5 + \frac{27.5 - 1}{20} \times 5$$

$$= 9.5 + 6.625$$

$$= \underline{\underline{16.125}}$$

$$\frac{N}{2} = \frac{55}{2}$$

$$= \underline{\underline{27.5}}$$

• Mode = $L_m + \frac{f_2}{f_1 + f_2} \times P$

= $9.5 + \frac{20}{1+20} \times 5$

= $9.5 + 4.762 = \underline{\underline{14.262}}$

* Standard deviation

class	f	x	d = x - \bar{x}	d ²	fd	fd ²
0-5	0	2.5	14.5	210.25	0	0
5-10	1	7.5	9.5	90.25	9.5	90.25
10-15	20	12.5	4.5	20.25	90	405
15-20	20	17.5	0.5	0.25	10	10
20-25	14	22.5	6.5	30.25	77	423.5
	55		34.5	351.25	186.5	928.75

MEAN DEVIATION

Mean Deviation = $\frac{\sum |x - \bar{x}|}{N}$

= $\frac{34.5}{55} = \underline{\underline{0.627}}$

STANDARD DEVIATION

$$\sigma = \sqrt{\frac{\sum fd^2}{N}}$$

$$= \sqrt{\frac{928.75}{55}}$$

$$= \sqrt{16.886} = \underline{\underline{4.109}}$$

Calculation of High and Low

$$\text{Low} = \bar{x} - \sigma = 16.77 - 4.109 = \underline{\underline{12.661}}$$

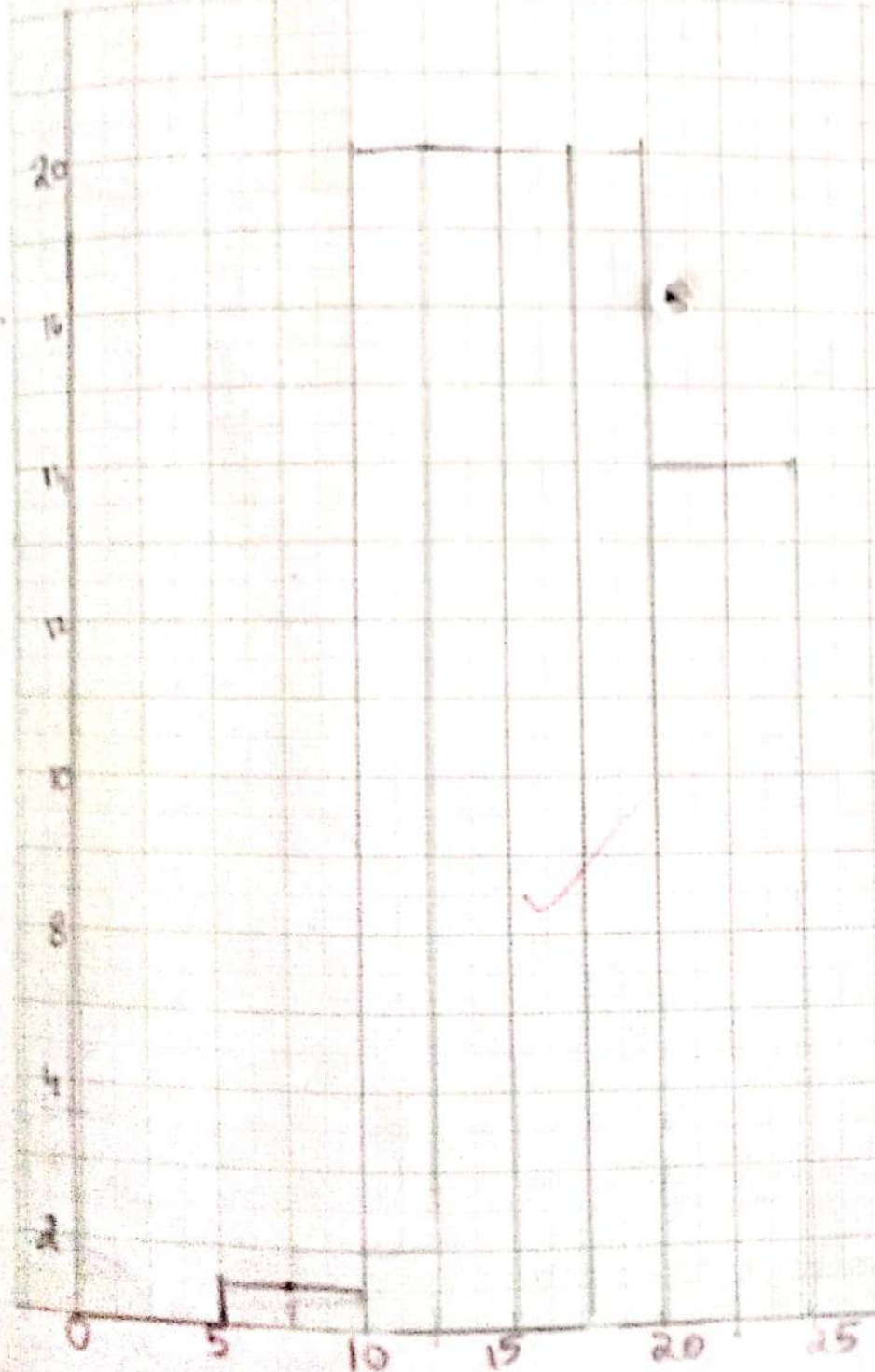
$$\text{High} = \bar{x} + \sigma = 16.77 + 4.109 = \underline{\underline{20.879}}$$

Calculation of number of Students under Below average, Average and Above average

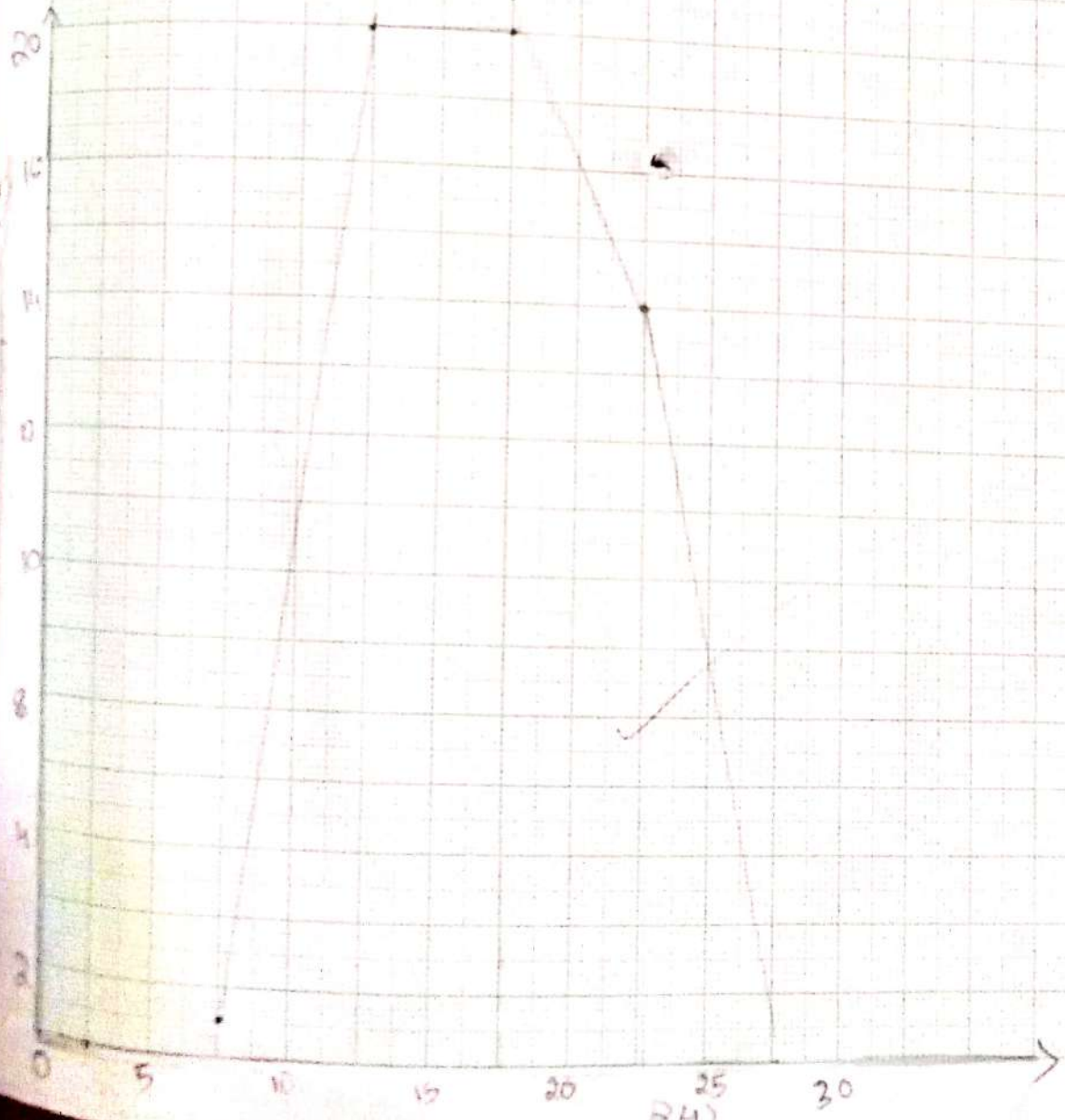
CLASS		TALLY	FREQUENCY
0-12.661	Below Average		13
12.66 - 20.88	Average	 	34
20.88 - 25	Above average		8
			55

HISTOGRAM AND FREQUENCY POLYGON

Class Interval	Frequency
0 - 5	0
5 - 10	1
10 - 15	20
15 - 20	20
20 - 25	14



For your information



24)

PIE DIAGRAM

class	Frequency
Below Average	13
Average	34
Above Average	8

* Angle

$$\text{Below Average} = \frac{13}{55} \times 360 = \underline{\underline{85.09^\circ}}$$

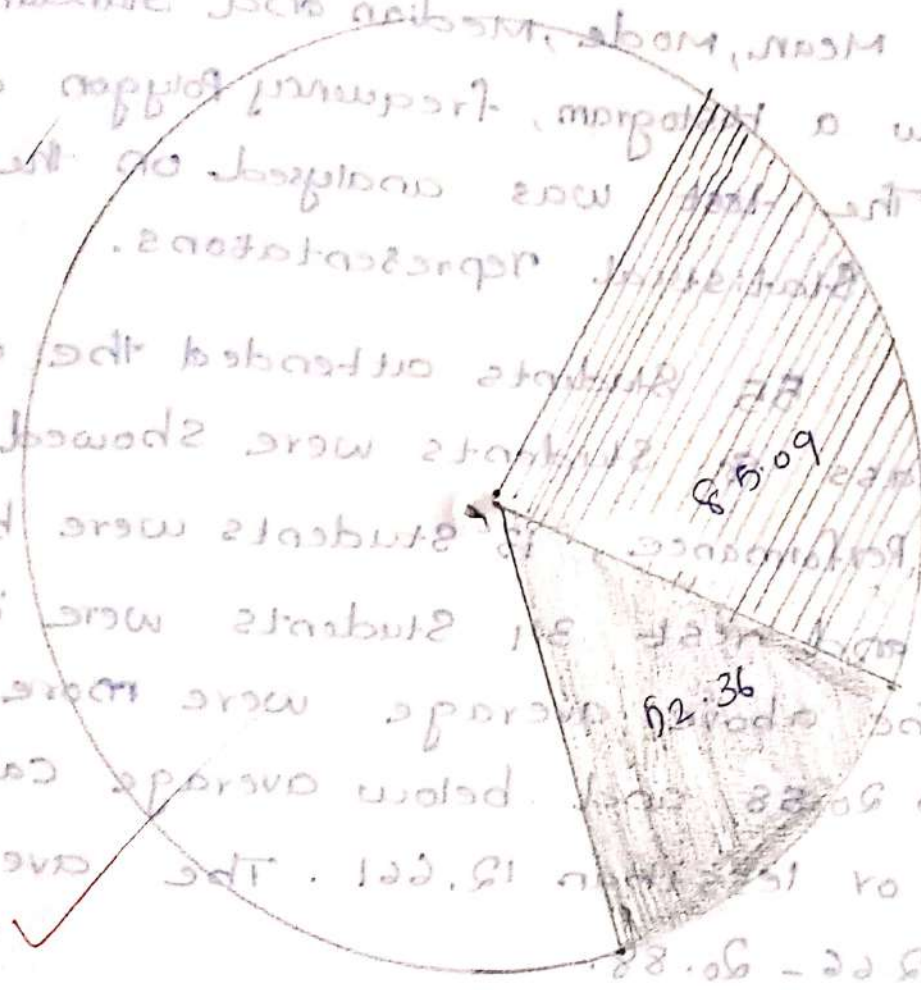
$$\text{Average} = \frac{34}{55} \times 360 = \underline{\underline{223^\circ}}$$




$$\text{Above Average} = \frac{8}{55} \times 360 = \underline{\underline{52.36^\circ}}$$

PIE DIAGRAM

An achievement test was conducted in the standard on the basis of 500 marks. On the basis of scores obtained by the students, I found Mean, mode, median and standard deviation. Also draw a histogram, frequency polygon and pie diagram. The pie diagram was prepared on the basis of the following data.

In the class, 25 students were below average, 20 students were above average and 55 students were in average. The average of the class is 62.36. The average of the students below average is 50.82. The average of the students above average is 70.9.



-  Below Average
-  Above Average
-  Average

Interpretation of Statistical Analysis

An achievement test was conducted in XII Standard on the basis of 2nd unit. On the basis of scores obtained by the Students. I found Mean, mode, Median and Standard deviation. Also draw a Histogram, frequency Polygon and Pie diagram. The test was analysed on the basis of these Statistical representations.

55 Students attended the exam. In the class 8 Students were showed above average performance, 13 Students were below average and rest 34 Students were in average class. The above average were more than or equal to 20.88 and below average category is equal to or less than 12.661. The average lies between 12.66 - 20.88.

Below Average

Average

Average

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



**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

Name : ...Subhail : I.....

Reg. No. : ...BAAQTEC 012.....

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

Certified that this is the bonafide record of

.....Subhail : I.....

Reg. No. BAAQTEC 012 for the year 2016-2018

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Lecturer in charge

Date 13/7/17
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INDEX DISCUSSION

Sl No	Date	Name of the Teacher	Topic	Std	Page No	Initials
1	15/3/17	Subail.I	The Jungle Aircrash	<u>IX</u>	3	<i>[Signature]</i>
2	17/3/17	Subail.I	Listen to the Mountain	<u>IX</u>	9	<i>[Signature]</i>
3	17/3/17	Subail.I	Last Leaf	<u>IX</u>	15	<i>[Signature]</i>
4	16/3/17	Subail.T	The village Blacksmith	<u>VIII</u>	21	<i>[Signature]</i>
5	17/3/17	Subail.I	A Day in the Country	<u>VIII</u>	27	<i>[Signature]</i>
6	16/3/17	Subail.I	Song of a Dream	<u>IX</u>	33	<i>[Signature]</i>
7	15/3/17	Subail.I	Marvellous Travel	<u>VIII</u>	39	<i>[Signature]</i>
8	16/3/17	Subail.T	The school for Sympathy	<u>VIII</u>	45	<i>[Signature]</i>

DEMONSTRATION

Sl No	Date	Name of the Teacher	Topic	Std	Page No	Initials
1	20/6/17	Jayashreean	Solitary Reaper	<u>VIII</u>	53	<i>[Signature]</i>
2	19/6/17	Mayadevi	A Letter from an Uncle	<u>IX</u>	55	<i>[Signature]</i>
3	19/6/17	Devika	Another Chance	<u>IX</u>	57	<i>[Signature]</i>
4	20/6/17	Namna	The Jungle Aircrash	<u>IX</u>	59	<i>[Signature]</i>
5	20/6/17	Anila	The village Blacksmith	<u>VIII</u>	61	<i>[Signature]</i>

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1	12/7/17	Suhail . I	A Shipwrecked Sailor	Ashitha	<u>VIII</u>	65	<i>[Signature]</i>
2	13/7/17	Suhail . I	The Race	Irfana	<u>IX</u>	75	<i>[Signature]</i>
3	12/7/17	Suhail . I	Maternity	Jayakala	<u>IX</u>	85	<i>[Signature]</i>
4	13/7/17	Suhail . I	Song of a Flower	Jitty	<u>VIII</u>	93	<i>[Signature]</i>
5	13/7/17	Suhail . I	Twice a week the winter through	Sabna	<u>IX</u>	105	<i>[Signature]</i>
6	13/7/17	Suhail . I	Solitude	Shriya	<u>VIII</u>	115	<i>[Signature]</i>
7	13/7/17	Suhail . I	Another chance	Sneha	<u>IX</u>	125	<i>[Signature]</i>
8	13/7/17	Suhail . I	Nobility of Service	Thasleema	<u>IX</u>	135	<i>[Signature]</i>
9	13/7/17	Suhail . I	climate change is not Hysteria It's fact		<u>IX</u>		<i>[Signature]</i>

Lecturer

[Signature]

DISCUSSION
LESSONS

TEACHER PLANNER-1

Name of the teacher trainee	: Suhail . I	Class	: IX
Name of the school	: B.S.S.H.S.S	Division	: B
Unit	: Dawn of Hope	Strength	: 35
Topic	: The Jungle Air Crash	Duration	: 45 min
Sub topic	: 2 Paragraphs	Date	: 15/3/17

Theme : Power of hope

Sub themes

→ Inspiration

→ Optimism

→ Trust

→ Life skills

Learning Outcomes

→ Face the challenges in life with confidence

→ Manage ~~disasters~~ effectively.

→ Read & analyse Prose Passages

→ Identify and use language elements like suffixes and word related to occupations.

Concept / Skill

-> To develop optimism and positive thinking

-> Power of hope and determination

Language elements

: Suffixes, words related to occupations

Discourses / Activities

: Story writing, descriptive writing

Values / Attitudes

: To develop the power of hope

Learning aids

: Profile chart, flash cards

Expected Products

-> Learn language elements

-> Learn to read and analyse a prose with proper intonation, stress and pause.

Process

Assessment

Introducing the theme

Teacher enters the class and creates a good rapport.

Teacher finds out a child with good handwriting and says.

You have good handwriting. Are you interested in drawing?

Like him, do you all have any hobbies?

So, you all love travelling, don't you?

Very good.

What kind of travelling do you like?

Listen, I love adventurous trips. What about you?

Can some of you share your own travel experiences?

Did you ever have an experience of being left out in a jungle?

Imagine, if you are left out, what would you do?

Teacher exhibits a picture of Julian Koepcke

Can you recognize her?

This is Julian Koepcke. She had overcome such a situation in her life. That experience is shared in the story, 'The Jungle Air Crash' by

Julian Koepcke (CB)

Teacher exhibits a profile chart of Julian Koepcke and explains it.

Connecting Content with theme

Now let's read a story of a 16 year old girl called Julian Koepeke, who survives a dangerous situation in her life through her power of mind and will power.

Model reading by the teacher

(I have holiday mood)

Teacher reads the paragraph with proper stress, Pause and intonation.

Silent reading by the students

Teacher asks to read the story without any lip movement, asks them to mark "?" for difficult words and "!" for exclamatory words and ideas.

Word study

- Ecologist (BB) - A person who studies the relationship between things and environment.
- Ornithologist (BB) - Person who studies about birds.
- Research (BB) - Deep study about something.

Scaffolding Questions

- Who is the narrator of the story?
- What is the occupation of her mother?
- What is the occupation of her father?
- Why was there a holiday mood on the plane?

Loud reading by pupil

Teacher asks students to read loudly with proper stress, Pause and intonation.

Introducing language elements

Suffix

A suffix is something added at the end of a word that conditions its usage or meaning.

Examples

- Carefully
- Professorship
- Stewardesses

quod quod

Group activity

Teacher asks the students to form groups and asks them to prepare a descriptive writing on how they spend their holidays.

Teacher asks the students to present their activity and teacher edits. Syntactic and semantic errors.

(Teacher exhibits his own version of the activity and asks the students to compare & re-write the activity.)

Teacher's version

PROFILE CHART

Journey to the centre of my dream

Picture

Follow up activity

Teacher gives an activity, write a few words about the person who inspired you in your life.

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DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1	20/6/17	Jaya sheelan	Solitary Reaper (Video lesson)	<u>VIII</u>	53	MP
2	19/6/17	Magadevi	A Letter from an Uncle	<u>IX</u>	55	MP
3	19/6/17	Devika	Another Chance	<u>IX</u>	57	MP
4	20/6/17	Nirama	The Jungle Firecrash	<u>IX</u>	59	MP
5	20/6/17	Anila	The village Blacksmith	<u>VIII</u>	61	MP

REPORT

ON

DEMONSTRATION

VIDEO LESSON REPORT

Name of the teacher

Jayasheelan

Subject

English

Unit

Solitary Reaper

Topic

2 stanzas

Introduction

The teacher got into the class, wished the students and established a good learning environment there. He introduced the theme of the poem by using a picture chart of a reaping girl.

Presentation

After the introduction, the teacher made his narration. He gave an overall idea of the content without revealing the conclusion. Then he exhibited

the Profile chart of William Wordsworth. After that, he told them to read the poem silently without any lip movement. While reading, he asked some simple questions in a sequential order in order to facilitate their reading. Then he told them to sit in group and to share their ideas with each other. Then he introduced the new words with appropriate context. For ensuring their higher order thinking, he asked scaffolding questions. After that, he made his model reading with proper stress, rhythm, accent, intonation etc. Then the teacher provided individual and group reading activity to them. After that he taught 'simile' with proper examples.

Conclusion

Finally, the teacher gave a homework to them to be submitted on the next class.

DEMONSTRATION REPORT - I

Name of the teacher trainee	Maya	Class	IX
Name of the school	B.S.S. H.S.S	Division	A
Subject	English	Strength	35 students
Topic	A Letter From an Uncle	Duration	40 minutes
Subtopic		Date	19/6/17

Introduction

The teacher got into the class, made a good learning atmosphere and created a better relationship with the students. He asked many questions related to letter.

Presentation

After that, she introduced a new chapter, 'A Letter From an Uncle' she gave a nutshell of the lesson. Then the silent and group reading were given to them.

Using appropriate contents, the new words were introduced. After that, some

questions were asked to ensure their comprehension. Teacher's model reading and loud reading by the pupil were followed by that. For individual as well as group activity, the same product (work) was given. A textual activity activity was also provided to be done from the classroom. The students were asked to prepare a slogan regarding water conservation.

Conclusion

As a follow up, activity, a write up was asked to prepare on the topic 'importance of agriculture.'

~~As~~

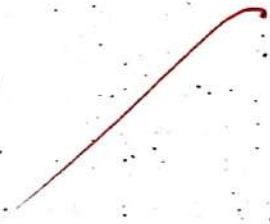
DEWANGANJION KEBOKA

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	C
Preparation	Strategies for building up suitable physical/emotional environment in the classroom			
	Strategies /techniques to reveal/convince the learner what he already knows			
	Setting up/building up a problematic situation			
	Strategies for disturbance free and disciplined grouping if required			
Learning Phase	Be sure about the pre-requisite skills for learning activity			
	Give clear and concise guidelines for group activity			
	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc., Blackboard work/structured oral command etc.			
	Provide sufficient activity for each group/individual			
	Systematic routine for procedural activities			
	Involve all the student in the learning activities			
	Encourage non-volunteers			
	Smooth transition – living minimal time between activities			
	Pace activities effectively			
	Bringing the appropriate learning aids/designing the learning aids during the course of activities			
	Learning aids used effectively			
	Continuous supervision aids keen observation of learning activities			
	Strategies for managing interruptions			
	On the spot diagnosis of learning difficulties and corresponding remediation			
	Teacher invention facilitating the progression of learning activities at the right direction and at the right place			
	Strategies for non-threatening and varied evaluation – observation/oral questions/ quiz/ reporting/ learning games			
	Exploring and eliciting the constructed knowledge through reflective process			
	Make changes in the learning strategy based on student responses			
	Adequacy of learning experiences in achieving the anticipated competencies			
	Provide opportunities for the use of pupil's observation book/ science diary			
	Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library			
	Consolidate pupil's presentation			
	Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation			
Keeping records of student responses				
Pay attention of student responses				
Pay attention to the entire class				
Adequate communication skills being displayed by the teacher				

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

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



STYLE PREFERENCES IN LEARNING

Prints

LEARNING STYLE

Learning Styles refer to a range of competing and contested theories that aim to account for differences in individual's learning. It is a particular way in which the mind receives and processes information.

TYPES OF LEARNING STYLES

- Visual (spatial) - Prefer using pictures, images and spatial understanding.
- Aural (Auditory-musical) - Prefer using sounds & music.
- Verbal (Linguistic) - Prefer using words both in speech and writing.
- Physical (Kinesthetic) - Prefer using your body, hands and sense of touch.
- Logical (Mathematical) - Prefer using logic reasoning and systems.

- Social (interpersonal) - prefer to learn in groups or with other pupils.
- Solitary (intrapersonal) - prefer to work alone and use of self-study

For conducting a study on style preferences in learning among the students, I chose 2 types of learning style; verbal learning style and visual learning style.

The Verbal Learning Style

Verbal learning style involves both written & spoken words. Such learners find it easy to express themselves both in writing and verbally and also develops love for reading and writing. Playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like are such learners favourite.

The pursuits that use verbal style include public speaking, debating, writing, journalism etc.

I took the session giving importance to verbal learning in the VIIIth E.

The Visual Learning Style

This learning style prefers using images, colours, pictures and maps to organize information and to communicate. Such learners can easily visualize things in mind and plan outcomes. They have good spatial adjustments. They are good at drawing, doodling, painting etc.

Some pursuits that make use of this type of learning style are architecture, photography, video or film design, planning and navigation etc.

I could take the class using visual learning style in the VIIth division.

Interpretation and Conclusion

In order to find out the style preferences, I had chosen two of the learning styles, verbal and visual.

In making use of both the learning styles, I found that students of class 8E where verbal learning style was used, was more responsive, as they understood and developed their skill unlike the students of 8C.

Thus it is clear that, through verbal learning, students developed their skills better. Though visual learning is interesting, students get distracted very much unlike verbal learning, where they remain concentrated.

MARKS

8 C

8 E

1. Sneha. s	11	1. Ashna	21
2. Jasmin	8	2. Rabna	22
3. Farsana	3	3. Rafiya	19 1/2
4. Sneha. R	12	4. Shafna	21
5. kavya	6 1/2	5. Keerthy	19
6. kavitha	8	6. Insha	22
7. Sumayya	10 1/2	7. Fadhima	21
8. Murtshida	13	8. Rinsha	18
9. Fadhima	12 1/2	9. Megha. P. B	19 1/2
10. Arya	12 1/2	10. Asna	17
11. Bhavya	13	11. Athira	21
12. Purnya	3	12. Saranya	19
13. Preetha	4	13. Sinsha	22
14. Lakshmi	5	14. shabana	22
15. Luksana	5 1/2	15. Sreena	18
16. Keerthy	8	16. Banumol	16 1/2
17. Manju	9	17. Anjal	15
18. Rashmi	9 1/2	18. Anjaly	16
19. Reshma	14	19. sneha	18
20. Danya	9	20. Laila	17

DIAGNOSTIC

TEST - I

VIII

Submitted to:

Mrs. Neema teacher

Submitted by:

Suhail . I .

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PERSPECTIVES ON EDUCATION

Task: Prepare a detailed report on the various agencies of education in the socialization process of an individual.



Submitted to
Meera Teacher

Submitted by
Suhail. I
I B.Ed - English

Education is a thoughtful Process by which the inner Powers of the individual are developed. Education is very broad in its true sense and is not confined to school experiences. But in a narrow sense, education is a well-planned Process. Education may be defined as a purposive conscious or unconscious Psychological, Sociological, Scientific and Philosophical Process which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity.

Agencies of Education

A) Home or Family

This is most true of the family, for the family makes a sizeable contribution to the child's education, irrespective of the quality of this education. As an agency of education, family should perform the following duties.

- Place of Affection

Every home fundamentally is a piece of affections especially for the younger ones. The head of the family or the elderly person in the home is a source of affection for others. They have their lovers for the younger. It is a different now due to disintegrated

tion of families, some youngsters have stated showing hatred for the elders.

- Makes Social

Every home makes the child more and more social in nature. In the home, there is interaction between the different members of the family. In the street, there is interaction with the children coming from neighbouring homes. It develops the qualities of mixing with others.

- Makes Morally Sound

The home teaches the child many things of morality. The child, is able to understand the importance of truth, honesty etc. All this is able to learn from the parents or the Grand Parents. Besides, the company of good children also helps in this regard.

- Re-creates

Recreation is also important for the proper growth and development of the child. At home, there is provision for recreation. Radio, TV or other instruments of recreation are used in the homes.

• Helps Religious Development

India being a secular country, the duty of parents to impart religious education to the children becomes too important. Only religious environment of the family develops the duty of every home to create peaceful atmospheres in order to enable the boys and girls to derive pleasure by staying at home.

B, School

The word 'school' has been derived from the Greek word 'skhole' which means leisure. It was before in the ancient Greece to utilize leisure time in a systematic way. But now this concept has changed to prime time activity. It is an essential investment field now on which the entire superstructure of life of the individual and nation will build.

• Conservation & Promotion culture

The school conserves the valuable culture, tradition, values of the society and helps in promoting and developing these with the rolling of the time. It also spreads the store of culture to the next generation.

- All-round development of the individual

Through its different activities, it draws out the hidden potentialities of the child and develops them in a proper way.

- Development of social responsibility

School is called a society in miniature. Because in school, child shares his feelings with various children coming from different strata. He learns the lessons of social duty, responsibilities and understanding the feelings of others. So, it helps in social change & social control.

- Citizenship training

School creates the first civic society for the child. So child learns the duty and civic rights for the country as a responsive citizen.

- Vocational training

School provides training in different vocations. It also cultivates the values of dignity of work & labour. It prepares children to face any challenge in the future with confidence.

- Adjustability in society.

Proper adjustment & application of learned knowledge can be checked and guided by school. So, it is one of the main functions of school.

C) Society or Community

Society performs a number of educational functions which are briefly explained below:

• Establishes Schools:

The society establishes the schools, maintains them and glorifies them. It educates the children and enables them to stand on their own feet. Besides, it also helps in bringing all-round development of the children.

• Encourages Research

The society encourages research in various fields by supporting them financially so as to improve the teaching-learning environment of the school.

• Sets up aims and objectives of education

It is needed at different levels of education. Then it checks their appropriateness. It also corrects them, refines them and redefines them if need arises there to.

• Plans national system of education

The society prepares national scheme of education keeping in view the needs and requirement of the people. It also tries to find out whether the system is according to the aspiration of the people.

• Make Provision of Suitable Curriculum

The society takes the opinions of experts and makes provision of suitable curriculum where the learner should be able to grow and develop fully so as to achieve the target fixed up by the society.

• Supervision

The society supervises the school and its various components with the purpose of bringing improvement in the school, teachers, students etc. Through regular supervision, it ensures proper and smooth functioning of the school.

Thus it is also able to root out the ills and drawbacks of the schools.

• Preserves traditions and Conventions

The society has its rich heritage, healthy traditions and conventions and it wants to preserve them. It does so by starting museums and galleries. It does propagate good values through T.V, radio, News-Papers, magazines, etc.

D. State

The proper management of education is an important task of the state. Apart from school, family and society, state also educates as on as informal agency of education. People always learns something or other from the state without any definite rule, place or time. Briefly, the main duties of the state as an educational agency are given below.

Instead of taking the place of the individual or the family, the state should help in the development of both.

It is the duty of the state to establish its own schools and provide assistance to private schools.

State is responsible for the change in the form of schools according to needs.

State is to establish inter relationship among various agencies of education.

It has to establish relationship among various schools in order to avoid wastage so that higher standard of education may be established.

It should Prepare a list of minimum achievements for school and lay down broad guide-lines for them.

It should Provide sound attitude to Parents towards education.

Arrangement of free and universal education for a definite period is an important one.

State is to take the responsibility of educational expenditure and persuade other institutions for this task.

Proper arrangement of training for teachers is to be made by the state so that the standard of education may not fall.

State should Pay special attention to the security of nation's culture.

E. Media

From early forms of print technology to electronic communication, the media is playing a central role in shaping the personality of the individuals. Since the last century, technological innovations such as radio, motion pictures, recorded music & television have become important agents of socialization.

Television, in particular, is a critical force in the socialization of children almost all over the new world. According to a study conducted in America, the average young person spends more time watching the 'tube' than studying in school. Apart from sleeping, watching TV is the most time-consuming activity of young people.

Relative to other agents of socialization discussed above, such as family & school, TV has certain distinctive characteristics. It permits imitation and role playing but does not encourage more complex forms of learning.

F. Peer Group

Peer is one who is equal in rank older boys and girls form groups of their peers called Peer groups. As an agency, Peer group seems insignificant but the hard fact is that it is a very significant one and it plays a very important role in education. In Peer groups, there is better learning.

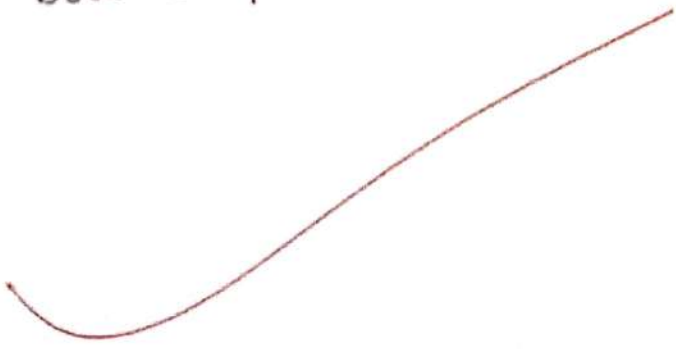
Functions of the Peer Group

- Socializes
- Modification of behaviour
- We-feeling
- Help in all-round development
- Teach them to work independently.

G. Workplace

A fundamental aspect of human socialization involves learning to behave appropriately within an occupation. Occupational socialization cannot be separated from the socialization experience that occurs during childhood and adolescence.

The truth is that none of the above discussed agencies is complete in itself. Each gives a certain type of education which is only a part of the whole. In reality, both formal and informal agencies of education are mutually complementary and supplementary for the complete and wholesome development of personality. Thus, both the agencies should co-operate in educating the child. There must be a balance of working by both the agencies for the total development of the child. No one is to be neglected as both complete the desired development.



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RECORD

WEEKS

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PREPARATION OF
TEACHING LEARNING
MATERIALS

INTRODUCTION

Workshop is defined as assembled group of 10 to 25 persons who share a common interest or problem. They meet together to improve their individual skill of a subject through intensive study, research, ~~practice~~ and discussion.

PREPARATION
OF
CHARTS

INFORMATIVE CHART

Informative chart is a chart which usually contains the soul of a particular topic. It will often be very short. At a glance, the reader can get the comprehension of that specific topic easily.

- Materials used

- Chart
- Pencil
- Scale
- Chisel tip marker

- Procedure

The initial step was to draw the border on 4 sides of the chart using pencil and scale. Over the pencil drawing, it was drawn over it with the chisel tip marker. After that.

CHAPTER 2



did the proper space management for heading as well as content. The topic, 'metaphor' was chosen for this category. Using pencil, the heading and content were written. The final step was to draw | write with marker over the pencil writing.

