

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

P. S. S.

Lecturer in charge

Date 10.01.2019
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 (P.O), Palakkad-Dt,
Kerala - 678 541.

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

I. Planning of test.

1. Preliminary Details.

Accountancy

Standard : 8.

Maximum Score: 25

Time : 1 hour.

Unit I

Introduction to Accounting

Unit II

Theory Bases of Accounting.

2. List of Learning Outcomes.

Unit I Introduction to Accounting

- 1.1. Explain 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

1.6. Identify the role of accounting.

Unit II Theory base of Accounting.

- 2.1 Recognise the importance of Accounting Principles
- 2.2 Identify various synonyms of Accounting Principles
- 2.3 Identify various basic concepts of Accounting.
- 2.4 Identify relevant Principles in connection with an accounting transactions.
- 2.5 Explain the concept & relevance of Accounting Standards.
- 2.6. Identify all Accounting Standards.

3. Sub Units.

Unit I - 1. Accounting Process & Basic Terms.

2. Meaning & qualitative characteristics.

3. Accounting Information - Objectives, Advantages

*Users of accounting information.

A. Role of Accounting.

Unit II - 1. GAAP

2. Basic Accounting Concepts.

3. Accounting Standards.

4. Thinking Skill.

1. Conceptual Assimilation :-
 1. Remembering
 2. Understanding
2. Application
 - Applying
 - Analysing
 - Evaluating
 - Creating.

II Preparation of Design for the test.

1. Weightage to unit/Topic & learning outcome.

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

2. Weightage to Objectives / Thinking Skill

No	Objectives / Thinking Skill	Score	%
1.	Conceptual Analysis.	2	8
	Remembering Understanding.	3	12
2.	Applications		
	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

iv) 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) ₂	(1) ₂			4
2	1.4		(1) ₂			2
3	1.5			(1) ₄		4
4	1.6		(1) ₂			2
5	2.1; 2.2			(1) ₄		4
6	2.3; 2.4	(1) ₁			(1) ₆	7
7	2.5; 2.6	(2) ₁				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. (Score 2)
- | | |
|-------------------------|------------------|
| (a) Furniture Purchased | (b) Repairs Paid |
| (c) Computer Purchased | (d) Rent Paid |
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)

I. 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 Information Business is measured Interested Parties	1/2 1/2 1/2 1/2	2
6.	Assets <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Fixed ↓ Tangible </div> <div style="text-align: center;"> Current ↓ Intangible Wasting Fictitious </div> </div>		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 & Interprets		1
	No special skill requires	Special skill requires.		1
	Clerical nature	Qualified Accounts.		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	2.3; 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 Answers	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

Administration of the test

As I administer, I got the result like this, from that result I found, Mean, Median, Mode & Standard deviation.

Interpretation of the result are done by histograms, frequency polygons & pie-diagrams.

Marklist

No	Name	Score		No	Name	Score	
		In 25	In 50			In 25	In 50
1	Abhiram S Nair	15½	31	34	Amya	11	22
2	Ajith S	12	24	35	Gopika K K	14	28
3	Aswin P	6½	13	36	Gowri VN	9	18
4	Devaraj K Umesh	15	30	37	Harsha Podmarabham	16½	33
5	Fahad Farook A	18½	37	38	Isharath S	11	22
6	Harinarayanan CK	11½	23	39	Rajasree	13	26
7	K. Kiran Manick	9	18	40	Rosheda A	5½	11
8	Krishna das K	9	18	41	Sharhona Sabam	22½	45
9	Nijas	19	38	42	Shamna 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 Hamed	7	14	45	Abhilash K	11	22
13	Sajin K	14	28	46	Ajjeesh R	16	32
14	Sanjay R	13	26	47	Anil Krishnan K	2½	5
15	Siyad S	18	36	48	Akshay K	11½	23
16	Aneesha M	12½	25	49	Anoop U	9	18
17	Aurimina A	13	26	50	Arjun K	7	14
18	Gopika G	10½	21	51	Gopakrishnan K	15½	31
19	Prithya	4	8	52	Manikandan S	11½	23
20	Reshma TK.	12	24	53	Roshith 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	Akhila P	12	24
24	Vyshnavi	8	16	57	Anuritha 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 Y	19	38	61	Maya S	9	18
29	Gopalakrishnan PB	8	16	62	Meera A	21½	43
30	Shibin Das AS	7½	15	63	Somya S	13	26
31	Sreekuttan S	18	36	64	Suthi M	11½	23
32	Alphy Tiji	14½	29	65	Suthi 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_x	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

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

2) MEDIAN

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

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

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

Class	f	x	fx	cf	$d = \frac{x - \bar{x}}{i}$	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>

$$\begin{aligned} \sigma &= i \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2} \\ &= 10 \times \sqrt{\frac{55}{65} - \left(\frac{3}{65}\right)^2} \\ &= 10 \times \sqrt{0.85 - 0.0021} \\ &= 10 \times \sqrt{0.8479} \\ &= 10 \times 0.92 \\ &= \underline{\underline{9.2}} \end{aligned}$$

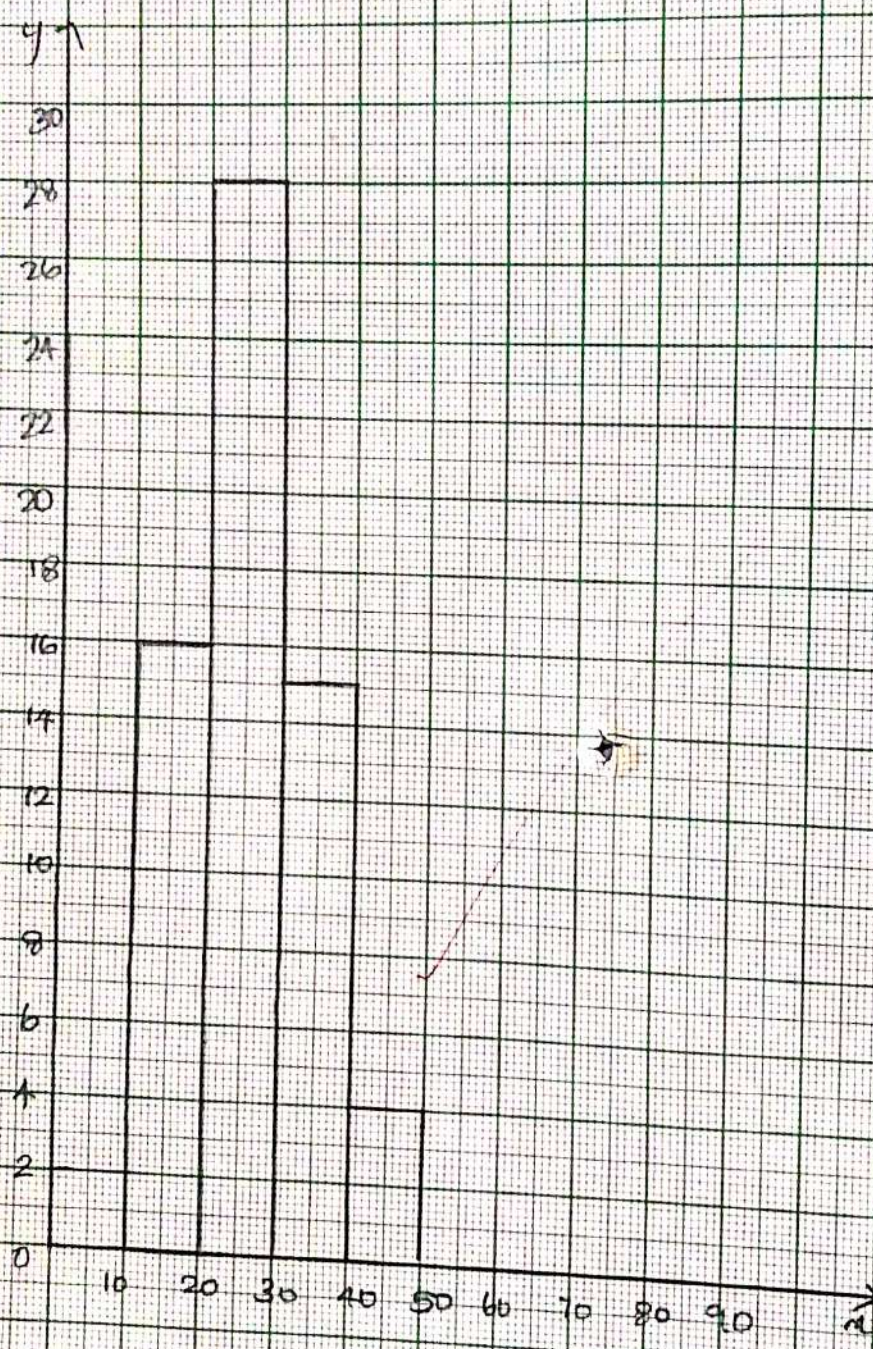
5) CALCULATION OF HIGH AND LOW

$$\text{High} = \bar{x} + \sigma = 25.46 + 9.2 = \underline{34.66}$$

$$\text{Low} = \bar{x} - \sigma = 25.46 - 9.2 = \underline{16.26}$$

Calculations of Number of Students under Below Average, Average & Above Average.

Class		Tally	Frequency
0 - 16.26	Below Average	$\begin{array}{l} \text{ } \\ \text{ } \\ \text{★} \end{array}$	10
16.26 - 34.66	Above Average	$\begin{array}{l} \text{ } \text{ } \text{ } \text{ } \text{ } \text{ } \text{ } \\ \text{ } \end{array}$	46
34.66 - 50	Above Average	$\begin{array}{l} \text{ } \text{ } \end{array}$	9
			65

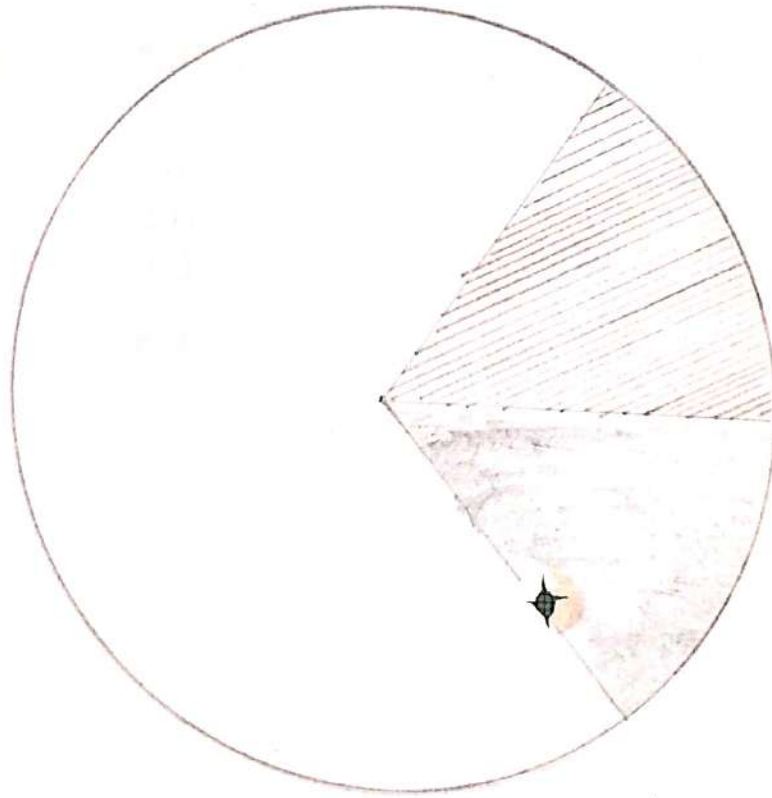





GRAPHICAL REPRESENTATIONS.

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 - Diagram .

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

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

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

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

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



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name : APARNA-D

Reg. No. : BAARTSO 001

Optional Subject : SOCIAL SCIENCE

Certified that this is the bonafide record of

APARNA-D

Reg. No. BAARTSO 001 for the year 2017-2019

~~Signature~~
Lecturer in charge

Date.....



Signature
PRINCIPAL

PRINCIPAL,
B. S. S. B Ed. Training College,
Alathur (T.O), Palakkad-Dt
Kerala - 678 841

INDEX DISCUSSION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Intials
1	6/2/18	Aparna.D	Legislature	9	3-9	RD
2	6/2/18	Aparna.D	poverty	9	10-16	RD
3	6/2/18	Aparna.D	Soil	9	17-22	RD
4	6/2/18	Aparna.D	Non co-operation Movement	9	23-28	RD
5	6/2/18	Aparna.D	Egyptian Civilization	8	29-34	RD
6	6/2/18	Aparna.D	Ancient stone age	9	35-40	RD
7	6/2/18	Aparna.D	Judiciary	9	41-46	RD
8	6/2/18	Aparna.D	production components.	9	47-53.	RD

DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Intials
1	2/2/18	yamuna	Indian diversity	8	57-59.	RD
2	2/2/18	Vidhya	climate	9	60-62.	RD
3	2/2/18	Ajswarya	Consumer Satisfaction	8	63-65	RD
4	2/2/18	Sreelakshmi	Water transportation.	9	66-68	RD
5	24/1/18	BinRaman.	Nationalism (video lesson)	8	69-72	RD

INDEX CRITICISM

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1	20/6/18	Aparna.D	Sustainable development	9	75-82	RD
2	20/6/18	Aparna.D	planning	8	83-90	RD
3	20/6/18	Aparna.D	National income	9	91-98	RD
4	20/6/18	Aparna.D	Rural settlement	9	99-107	RD
5	20/6/18	Aparna.D	public income	90	108-115	RD
6	20/6/18	Aparna.D	Trade Relation	9	116-124	RD
7	20/6/18	Aparna.D	Ancient tamilakam	9	125-134	RD
8	20/6/18	Aparna.D	Social groups	8	135-143	RD
9	20/6/18	Aparna.D	population	9	143-154	RD

Lecturer



DISCUSSION

Name of the student/teacher :- Aparna.D

class :- IX

Name of the School

:- B.SS Gurukulam

Division :- B

Subject

:- Social Science

Date :- 6/2/18

Unit

:- The government of India

Time :- 40 min

Topic

:- Legislature

Theme

- The government of India

Learning outcomes

- Help to understand the government functions.
- To understand the importance of legislature

Concepts

Concepts

• Legislature

• Skills

• Co-operation and Co-ordination.

• Values

• To develop good Citizenship

• To develop the equality

Learning aids

• Video

• chart

• Model

Expected product

• Discussion.

• Debate

Activities

Introductory activity

Teacher entered the class and establishes good rapport with students. She divides the class into two groups.

Teacher asks the students to just imagine that they are going to start a new school and asks them to write on the blackboard about the infrastructure that they needed for establishing the new school.

After that, the teacher explains that for the construction of our nation we need many factors. These factors are governed by the government.

Response

Developmental activity - I

Teacher asks the students about the family members and their responsibilities. Then she divides the class into four groups and distribute the activity card

Teacher asks them to write the person who carry more responsibility in their family. Father is the common answer. In a family the decisions are taken by father like this our nations important decisions are taken by the president.

Teacher shows the chart which consist the duties and functions of president and she ask them to read the chart. Then teacher explain the content clearly.

Developmental activity II

Teacher shows some pictures of political leaders who is elected in election, and asks the student to point out their positions.

From the students response teacher explains about the loka Sabha with the help of a model of loka Sabha.

Teacher explains the functions and duration of loka Sabha. loka Sabha is composed of representatives of the people chosen by direct election on the basis of adult suffrage. It is also known as house of people.

Developmental activity II

Developmental activity III.

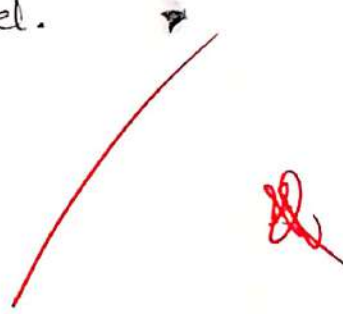
Teacher shows a video clip to the students related to the gram sabha and teacher gives enough time to observe it.

After that teacher distribute the activity card and asks them to write about what they understand from the video clip.

From the students response, teacher explains about Rajya Sabha. It include maximum 250 members and current laws have provision for 245 members. The Vice president of India is the ex-officio chairman of the Rajya Sabha, who presides over its sessions.

Concluding activity

Teached Stress the main points and wind up the class by giving an overall idea of the class. She asks various questions to test the pupils' understanding level.



Views of the school
Views of the student teacher
Subjects
Time
Date

Primary level
Secondary level
B.A. curriculum
D. B. A. D.

Time : 20 min
Date : 20/10/18
A : 10/10/18
Class : IV

VIDEO LESSON REPORT

Introduction

The video lesson was taken by binu Raman k sir, for VIIIth standard. As a part of this, he taken the topic "nationalism". Initially, teacher established a good rapport with students by taking the number of students in that class and also asked their names. Then the teacher asked about their religion and dressing style. Through this, he established that diversity is there in our country.

Learning phase

Teacher introduced the concept nationalism by saying that India has diversity in many areas like religion, costume, language etc. Then, he written the topic nationalism on the blackboard.

Teacher shown a picture of rainbow to students and explained rainbow. When he spin the picture of rainbow, it was seen as white colour. The beauty of rainbow is it's diversity in colours. Similarly, the beauty of India lies in its diversity. He shown one stick and also a bundle of stick. Teacher asked one of the student to break the stick. The student was easily able to break the bundly of sticks. but the student was not able to break the handle of strick. →

That's why, It is said that unity is a great strength.

Then teacher explained, if there is no patriotism, it will lead to the emergence of communal revolts and fanaticism. It might break the unity.

He continued the lesson by showing a national flag. It consists of 3 colours, saffron, white and green. Saffron represents sacrifice, white represents the peace of the country and green represents the prosperity of the country. National flag shows our national identity and it is a pride for each Indian.

Ashoka chakra on the flag is adopted from the Ashoka at Sarnath. The flag is designed by Pingali Vengayya. The idea of Ashoka chakra on the flag

12

was brought by Jawahar Lal Nehru. Ashoka Chakra have 24 spokes.

Conclusion.

Teacher made an overall idea of the class, that is diversity of India. Then, teacher asked some questions to the children. At the end of the class, teacher asked the students to write a brief note on the features of national flag.

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	G	VG	E
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 no threatening and varied evaluation – observation/oral questions/ quiz/ reporting/ learning games					✓
	Exploring and eliciting the constructed knowledge through reflective process					✓
	Make changes in the learning strategy based on student responses			✓		
	Adequacy of learning experiences in achieving the anticipated competencies		✓			
	Provide opportunities for the use of-pupil's observation book/ science diary					
	Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library					
	Consolidate pupil's presentation			✓		
	Use of 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					✓	

DIAGNOSTIC TEST

INDEX

Sl No	Contents
	<u>EDU 06 - Perspectives on Education</u>
1.	Prepare a detailed report on the various agencies of education in the socialisation process of an individual.
	<u>EDU 07 - Facilitating Learning</u>
2.	Constructing sociograms based on an elementary classroom group and a secondary classroom group and comparing them.
3.	Conducting a study on style preference in learning in a group of 15-20 children using any tool on learning style.
	<u>EDU 08 - Assessment for Learning</u>
4.	Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students ($N > 30$) and interpret the result.

TASK

EDU 07

FACILITATING

LEARNING

Topic : Conducting a study on style preference in learning in a group of 15 to 20 students using any tool on learning styles.

A red checkmark is drawn over a signature that appears to be 'Mx'.

Submitted By ,

Aswani . G

Roll No . 2

Commerce

Introduction

Many people recognise that each person prefers different styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far or less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mode and your styles are fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

By organising and understanding one's own learning styles; one can use the techniques better techniques suited. This improves the speed and quality of learning.

Learning style

Meaning

A learning style is the method a person uses to learn. It is an individual's mode of getting or gaining knowledge. It is a person's unique approach to learning, fixed and based on his abilities and attitudes.

Definition

" Learning style as a particular way in which the mind receives and processes information " .

" It is the way in which individual begin to concentrate on process, internalise and retain new and difficult academic information " .

Characteristics of learning styles

" Visual "

- * well organised
- * Good speller
- * Concentrate well
- * Good hand writing
- * Attention to details
- * Thought wanders during lectures.

Characteristics of learning style

" Auditory "

- * Like to talk
- * Talk to self
- * Lose concentration easily
- * Enjoy music
- * Remember names
- * Extroverted
- * Like listening
- * Prefer lecture and discussion
- * Prefer verbal praise from teachers
- * Sing

Characteristics of learning style

" Kinesthetic "

- * Move around a lot
- * Prefer not to sit still.
- * Move a lot while studying
- * Like to participate in learning
- * Like to do things rather than read about them.
- * Do not prefer reading
- * Do not spell well
- * Like to do new things, enjoy solving problem by doing.

Types of learning style

These are three main cognitive learning styles (VAK) apart from that some more are there.

- * Visual : uses visual objects, one many prefer to this, using pictures, images, diagrams and spatial understanding is help you learn.

- * Auditory / Musical : one, many prefer using sounds or music or even rhythms
- * Kinesthetic / Physical : one many prefer using hands, body and sense of touch to help you learn. You may "Act things out".
- * Verbal : words are your strong point you prefer to use words both in speech and in writings.
- * Logical or Mathematical : Learning is easiest for you if you use logic, reasoning, systems and sequences.
- * Social : You like to learn or work on new things as a part of a group. Explaining your understanding to a group helps you to learn.
- * Solitary : You like to work alone. You use self study, and prefer your own company when learning.
- * Combination : Your learning style is a combination of two or more of these styles.

Study on learning style preference

As a part of B. Ed programme we were advised to conduct a study on learning style preference of students. For that I have chosen XII Commerce and took class on the topic "Functional structure" by using the method lecturing and audio-visual aids to analyse the level of achievement in each learning style. An achievement test have been conducted constituting of 10 objective type question. The following shows the score obtained by students in test through different learning style.

Sl. No	Names	Score in Lecturing	Score in using audio visual aids
1.	Afsana . K	8	10
2.	Hasna . H	7	8
3.	Jency . K . K	10	8
4.	Paajltha . P	9	7
5.	Kavya . K	9	8
6.	Aswani . K . M	10	8
7.	Vidhya . S	10	9

8.	Sreena . N	9	8
9.	Dingha . S	6	9
10.	Maneesb . M	8	6
11.	Akhil . M	7	4
12.	Syamini P	7	5
13.	Sneha . P	7	7
14.	Ansiya . A	8	7
15.	Nandhini . S	6	8
16.	Fathima Nazrin . S	9	3
17.	Anisha . S	9	6
18.	Jamseera . S	9	8
19.	Shahina . A	6	7
20.	Nikhil . M	8	5
21.	Tibin . K	8	5
22.	Sathgunan . D	7	4
23.	Shamras . A	5	6
24.	Rayis . A	6	7
25.	Tibin . K	6	8
26.	Tithin . M	6	6
27.	Vidya . S	6	8
28.	Ramshad . A	9	6
29.	Nazaaudheen . N	6	7
30.	Hameez	5	4
31.	Midhun . C	5	6
32.	Arun	5	7
33.	Chethan . K . C	6	8
34.	Bibin . G	9	6

35.	Shihin . V	9	8
36.	Ahsat . A	7	6
37.	Ranjith . R	8	6
38.	Mridul das . M	10	7
39.	Vishnu . V	10	9
40.	Arijun . R	9	7
41.	Saekkarthik . S	8	5
42.	Avinash . M	7	8
43.	Gregory	10	6
44.	Asif shaher	10	10

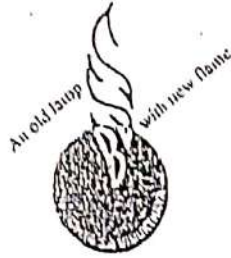
Findings

From the above score and students understanding ; it is found that most of the students scored high marks in the topic that was taught in lecturing method than audio-visual aids. Hence it is concluded that many of the students in the class XII Commerce class was prefer lecturing method of learning.

Conclusion

Learning style vary from person to person . To improve one's speed and quality in learning one can use the technique which suits better to them.

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



Name : **JISHA R**

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

~~PRINCIPAL~~
Lecturer in charge

Date **3-1-19**

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




PRINCIPAL

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



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. J. H. B.~~
Lecturer in charge

Date 3-1-19

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




PRINCIPAL

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

2/1/19

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 aims 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 of the analysis. Arrange these items in the order, taking into consideration both ~~sequence~~ sequence of the stage and difficulty level.

4. Division of items into Small Sections.

Sometimes the total no: 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 on to the next item should without wasting time.



Diagnostic Chart

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	P.R				Remarks		
																											R	W	O	P	Marks	Grade	
1	Dhanya . R	R	R	R	R	P	P	P	P	R	R	P																6	0	0	5	18	
2	Mohammed Anas	R	R	R	R	P	P	R	W	W	W	R																5	3	0	2	17	
3	Ajmal . A	R	R	R	R	P	P	R	W	R	W	R																7	2	0	2	17 1/2	
4	Anjana . K . G	R	R	P	R	P	P	R	R	R	R	R																8	0	0	2	17 1/2	
5	Abdul Raheem . M	W	R	R	R	P	R	R	R	R	R	R																9	1	0	1	18	
6	Nandana . S	R	R	R	R	P	P	R	R	R	R	R																9	0	0	2	21 1/2	
7	Hafeesa	R	R	R	R	P	P	R	R	R	R	R																9	0	0	2	21 1/2	
8	Ansiya . P . A	R	R	R	R	P	P	R	W	R	R	R																8	1	0	2	17	
9	Naiifa . A	R	R	R	R	P	P	R	R	R	R	R																9	0	0	2	21 1/2	
10	Meera	R	R	R	R	P	P	R	R	R	R	R																9	0	0	2	23	
11	Raifa fathima . A	W	R	R	R	W	P	R	W	R	R	R																7	3	0	1	15	
12	Nikhil Das . K	R	R	R	P	W	P	P	P	R	R	P																5	1	0	5	11	
13	Syed Mohammed . A	W	R	R	R	P	P	R	W	W	R	P																5	3	0	3	15	
14	Aswan . V	W	R	R	W	W	W	P	P	R	R	P																4	4	0	3	7	
15	Afsal	R	R	R	R	P	P	P	W	W	W	P																4	3	0	4	13	
16	Neha . S . Devan	R	R	P	R	P	P	R	R	R	R	R																8	0	0	3	21	
17	Sayid farheen . E . S	R	R	P	R	P	P	R	P	R	R	P																6	0	0	5	17	
18	Aiswarya . P	R	R	P	P	P	P	R	R	R	R	R																6	0	0	5	15 1/2	
19	Nafiya . K . N	R	R	R	R	P	P	R	R	R	R	R																9	0	0	2	21 1/2	
20	Muhammed Shiyad . R	W	R	R	R	P	P	R	W	R	W	R																6	2	0	2	16 1/2	
21	Rafiq . R	R	R	P	R	R	P	R	R	R	R	R																9	0	0	2	23	
22	Althaf Rahman . K	R	R	P	R	P	P	R	R	R	R	R																9	0	0	2	21 1/2	
23	Mohammed Jazh . R	R	R	R	P	P	P	P	P	R	R	P																5	0	0	6	13 1/2	
24	Ansil . N	R	R	R	R	P	P	R	R	R	R	R																9	0	0	2	22	
25	Subai . b	R	R	R	R	P	P	P	R	R	R	P																7	0	0	4	14 1/2	
26	Sana . K . S	R	R	P	R	R	P	R	W	R	R	R																8	1	0	2	21 1/2	
27	Shamseena . B	R	R	R	R	R	P	R	R	R	R	R																10	0	0	1	23	
28	Nithin kumar . N	R	R	R	R	W	W	W	P	W	R	P																5	3	0	2	11 1/2	
29	Ansiya . K	R	W	P	W	P	W	W	W	R	R	W																3	6	0	2	7	
30	Manya . K . M	R	R	P	R	P	P	R	R	R	R	R																8	0	0	3	21	
31																																	
32																																	
33																																	

34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

Total Number of right Answers	25	29	21	25	4	1	2	16	25	26	20
Total Number of wrong answers	5	1	0	2	4	3	2	8	5	4	1
Total Number of omission	0	0	0	0	0	0	0	0	0	0	0
Total Number of partially correct answers	0	0	0	3	22	26	7	6	0	0	9

Mean: 18

Median: 18.64

Mode: 19.91

Range:

Standard Deviation: 4.5

Diagnostic test

Subject :- Physics

Instructions

Class : VIII B

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

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 _____

Remedial teaching.

Remedial teaching is the Process of instructions that follows immediately after diagnostic testing and analysis of the results.

Areas of difficulty.	Activities given
Variation of Pressure with area.	<ul style="list-style-type: none">• Teacher first explain the concept of Pressure.• Teacher then show a model of 1200 beads and then explain then explain, the change in Pressure with area.• Then teacher explain the concept of Pressure and area with the help of knife.• Then explain the concept with more examples from daily life.
The Atmospheric Pressure.	<ul style="list-style-type: none">• Started from atmosphere.• Then teacher explain the Variation of density of atmospheric air near the surface and as we go up through a picture.• Then teacher explain the concept of atmospheric Pressure• Then teacher explain the instrument and unit of atmospheric Pressure.

Analysis of the result of the diagnostic test:

The result of a diagnostic test has to be analysed with a view to 'find out' 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 latter 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 cases mentioned above and I conducted remedial teaching and measures for the students from experience that they were clear on all concepts without any doubts.

Printed

Department of Education
455 324, Training College
Kullu, P.O. Panchkoti
Bathinda-151 001

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



Name : VIDHYA : V

Reg. No. : BARTMS010

Optional Subject : MATHEMATICS

Valmed

Certified that this is the bonafide record of

VIDHYA : V

Reg. No. BARTMS010 for the year 2017-2019

[Signature]
Lecturer in charge

Date 3/10/17



[Signature]
PRINCIPAL

PRINCIPAL,
B. S. S. B. Ed. Training College,
Alathur (P.O), Palakkad-Dt
Kerala - 678 041.

PREPARATION

OF

TEACHING

LEARNING

MATERIALS

INDEX

Sl. No	Topic	Page-no.
1	Workshop on preparation of charts	1
2	Introduction	3
3	chart 1 - Descriptive chart	5
4	chart 2 - Diagram chart	7
5	chart 3 - Bulletin chart	11
6	chart 4 - Tabular chart	13
7	chart 5 - Flip chart	15
8	Workshop on preparation of models	19
9	Introduction	21
10	still models	
	1. Rectangular prism	23
11	2. Trigonometry measurements	27
12	Working model - live working model	31

WORKSHOP ON

PREPARATION

OF CHARTS

WORKSHOP ON PREPARATION OF CHARTS

Introduction.

AS a part of two year B.Ed curriculum, the students and teachers of B.S.S B.Ed training college Alathur has conducted a workshop on the preparation of chart, which was held on 2/09/2017.

All students actively participated in the workshop equipped with charts, pencil, scale, Eraser, sharpener, chisel top markers, news paper and rough plan (Blue print.)

Pradeep

chart - 1 Descriptive chart

First we draw a border on the smooth surface of a chart paper which is equi-distant from the edges of the chart paper with marker. we choose the suitable colours accordance with the colour combination. Then we drew a four lines for writing contents according with proper space management then we check our lines are corrected spacing. After this written the title of the chart with clearly and attractively in block letters. Then after writing the title the content is wrote using chisel tip marker after finished the chart work the rough lines will

~~Erased.~~

ARITHMETIC PROGRESSION

An arithmetic progression is a sequence of numbers such that the difference between the consecutive terms is constant.

ICT LESSON PLANS

CONTENTS

1. BASIC ACCOUNTING TERMS
2. BASIC ACCOUNTING TERMS
3. BASIC ACCOUNTING TERMS

Sree
Lecturer in Commerce
B.S.S B.Ed Training College
Alathur (P.O), Panakkad Dt
Kerala-678 542.

SREEDEVI A
COMMERCE
BAARTCM007



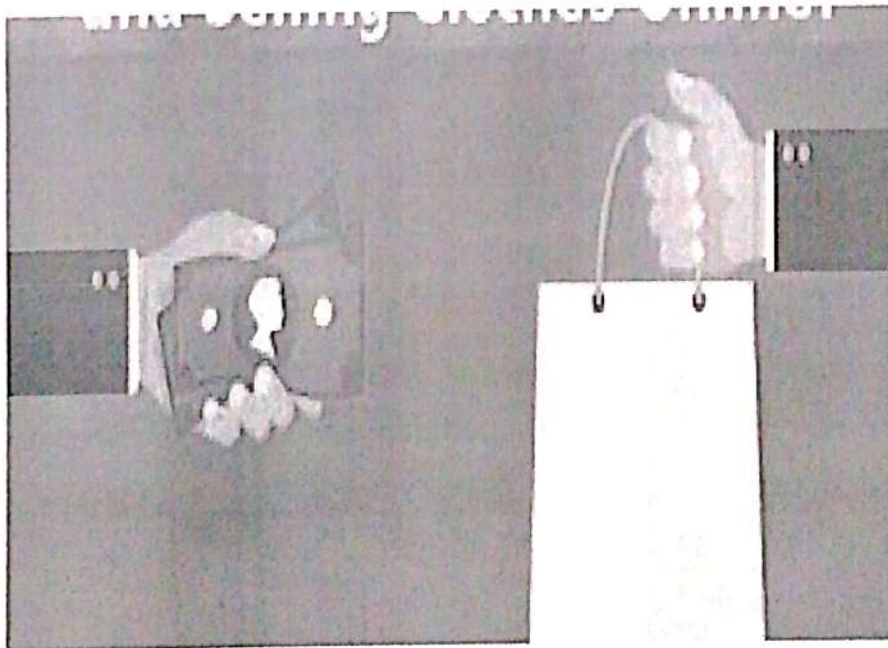
BASIC ACCOUNTING TERMS

CLASS : XI

Basic Accounting Terms

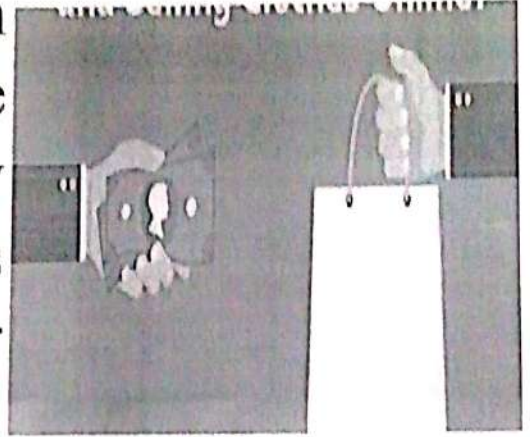
These are the special terminologies used in Accounting.

Discuss about the picture shown



Business Transactions

The dealing of a businessman with an external party which can be expressed in monetary terms is called business transactions. In other words, all economic events in a business organisation is known as transactions.



Classify the following pictures according to the use.

