

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

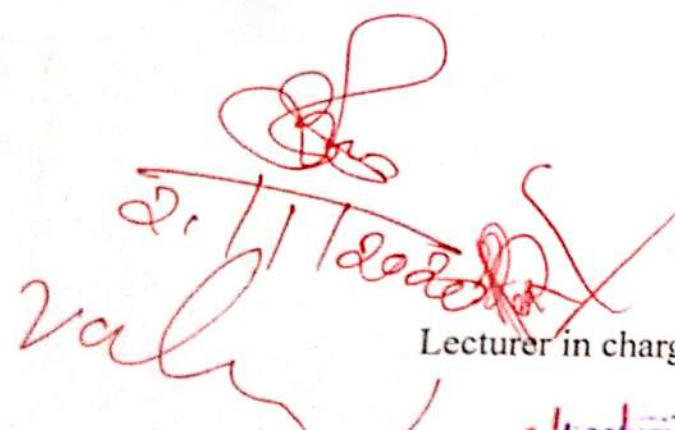


Name : SARANYA.S
Reg. No. : BAASTSD 007
Optional Subject : SOCIAL SCIENCE

Certified that this is the bonafide record of

..... SARANYA.S

Reg. No. BAASTSD 007 for the year 20 - 20


Lecturer in charge

Date..... 6/12/2019
Lecturer in Social Science
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad Dt
Kerala 678 541




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

ACHIEVEMENT TEST

INDEX

Sl. no	Content	Page no
1	Planning of the text	1
2	Weightage to objective	2
3	Weightage to content	3
4	Weightage to difficulty level	4
5	Weightage to form of question	5
7	Question paper	7
8	Question wise Analysis	9
9	Scoring key / Answer key	10
10	Mark list	14
11	Administering the test	15
12	Pie diagram	19

13	Frequency Curve	20
14	Frequency polygon.	23.

Planing of the test

Percentage

Subject

: Social Science.

Weightage

Objective

Knowledge

Class

: VIII - B

Comprehension

Topics

: In Search of Earth

Secret and our
Government

Analysis

8%

Marks

: 25

Skill

10%

Time

: 1 hour.

Enrichment

10%

Synthesis

Weightage to objective in the planning of primary

Objective	Weightage	Percentage
Knowledge	3	12%
Comprehension	4	16%
Application	4	16%
Analysis	4	16%
Skill	2	8%
Evaluate	4	16%
Synthesis	4	16%

Weightage to Content

Content	Weightage	Percentage
Earth Secret 46	2	8%
Weathering.	3	12%
Soil evolves	4	16%
Conversation of Soil	4	16%
Bill	4	16%
Legislature	4	16%
Judiciary	4	16%

Weightage to difficulty level of question

Difficulty level	Marks	Percentage
Simple	6	24
Average	12	48
Difficult	7	28
		Bill
		Legislature
		Judiciary

Weightage to Form of Question.

Form of question	Mark	Percentage .
(1) Objective	3	12
Short answer	18	72
Essay	4	16
	25	100

Blue print

[illegible]

Question Paper wise analysis.

Question No	Objectives	Subunit	Specification	Form of questions	Difficulty level	Marks	Time
1	Knowledge	Weathering	Fill in the blanks	Objective	Average	3	5
2	Comprehension	Soil Erosion	List out	Shortans wer	Average	4	10
3	Application	Conservation of Soil	What are the	Shortans wer	Simple	4	10
4	Analysis	Legislation	Analyse	Shortans wer	Difficult	4	10
5	Evaluation	Bill	Evaluate	Essay	Average	4	15
6	Synthesis	Judiciary	Write the	Shortans wer	Difficult	4	15
7	Skill	Earth Science	Draw	Shortans- wer	Simple	2	5

Scoring Key and Answer key

Question no	Scoring key	Marks.
1	a) Sedimentary rocks. b) Igneous rocks. c) Chemical weathering	1 1 1
2	a) Climate Topography Parent rock Time b) Topography:- Soil will be thin along steep slopes. Time :- Thickness depends on time taken. Climate :- Soil formation will be slow in cold environment	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ 1 1 1

3

a) use of Plates

 $\frac{1}{2}$

Agricultural land for men

 $\frac{1}{2}$

Agricultural purpose

 $\frac{1}{2}$

unscientific construction

 $\frac{1}{2}$ Use of chemical fertili-
-sation

b) Afforestation

 $\frac{1}{2}$

Crop rotation

 $\frac{1}{2}$

Terrace forming

 $\frac{1}{2}$

Check dam

 $\frac{1}{2}$

4

Parliament

1

Rajya Sabha

 $\frac{1}{2}$

238 Elected members

 $\frac{1}{2}$

12 nominated members

Council of States

Lok Sabha

543 directly elected mem-
bers. $\frac{1}{2}$

2 nominated members.

House of representation

1st house → 1st reading

→ 2nd reading → 3rd reading ←

2nd reading ← 2nd house ←

3rd reading

Bill : A law in which is
1st passed is first time.

After it is passed to second
house

Money bill can introduced
only in Lok Sabha. The
Rajya Sabha is not complied.

Supreme Court

↑

High Court

↑

1/2

1/2

2

1

2

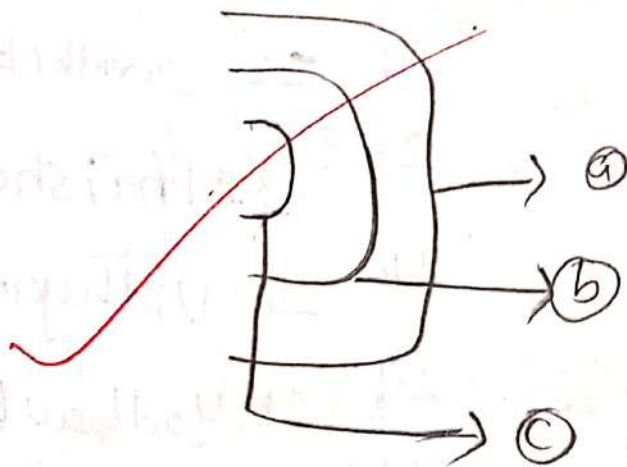
District Court .



Sub Court

o Violation of Fundamental rights.

o Cases that answer b/w
State govt and central part.



a) Crust

b) Mantle

c) Core .

District Court

↑

Administering the test

In this Step mean, median, mode and Standard deviation of the marks were determined and drawn the histogram, Frequency Curve and pie diagram. The achievement test for class ~~IV~~ ^{III} A was conducted on 23-August-2019

class	f	x	fx	cf	d	fd	d ²	fd ²	% of Marks
0-5	0	2.5	0	0	-2	0	0	0	
5-10	15	7.5	112.5	15	-1	-15	2	57.69	
10-15	3	12.5	37.5	18	0	0	10	11.53	
15-20	2	17.5	35	20	1	2	1	7.69	
20-25	5	22.5	112.5	25	2	10	2	20	
	25		297.5		-3	237			

$$N = 25$$

$$\sum fx = 297.5$$

$$\sum fd = -3$$

$$\sum d^2 = 237$$

$$\text{Mean} = \frac{\sum fx}{N} = \frac{297.5}{25} = 11.9$$

$$\text{Median} = l + \left(\frac{\frac{N}{2} - cf}{f} \right) \times i$$

$$= 5 + \left(\frac{\frac{25}{2} - 18}{15} \right) \times 5$$

$$= 5 + \left(\frac{12.5 - 18}{15} \right) \times 5$$

$$= 21.5$$

$$\text{Mode} = l + \left(\frac{f_2}{f_1 + f_2} \right) \times i$$

$$= 5 + \left(\frac{3}{15+3} \right) \times 5$$

$$= 5 + \frac{3}{18} \times 5$$

$$= \underline{\underline{5.83}}$$

$$S_d = \sqrt{\frac{\sum Pd^2}{N} - \left(\frac{\sum Pd}{N}\right)^2}$$

$$= \sqrt{\frac{234}{25} - \left(\frac{-3}{25}\right)^2}$$

$$= \sqrt{9.48 - 0.0144}$$

$$= \underline{\underline{3.076}}$$

class

1-0

01-1

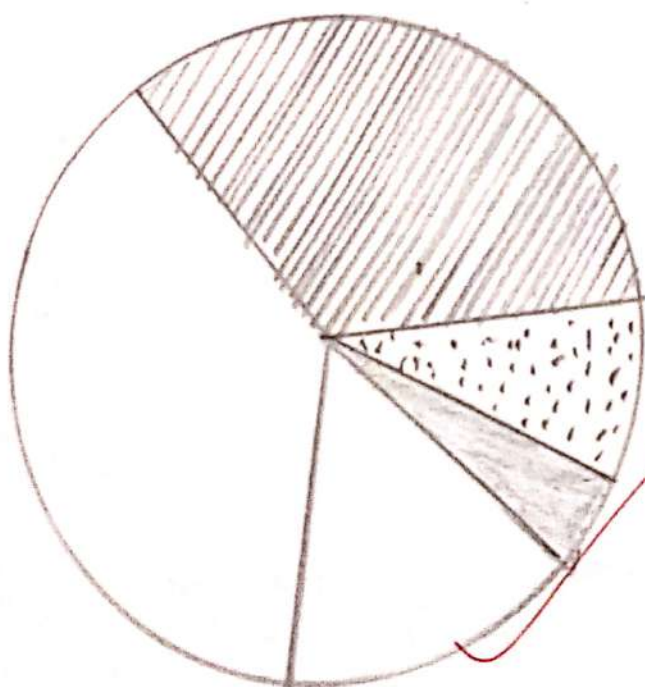
21-01

05-21

26-05

6

class	Frequency
0-5	5
5-10	3
10-15	2
15-20	5
20-25	5



-  5-10
-  10-15
-  15-20
-  20-25

Graphical representation.

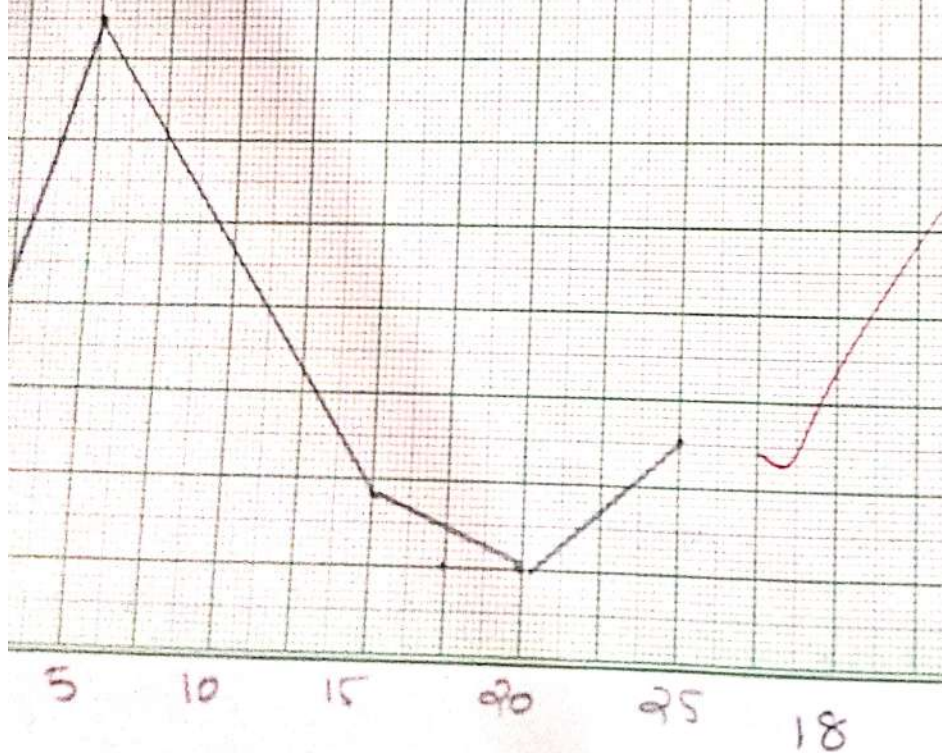
class	Frequency	Angle.
0-5	0	0
5-10	15	216
10-15	3	43.2
15-20	2	28.8
20-25	5	72

Frequency polygon

Scale

x axis - length

y axis - number



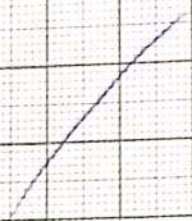
class	Frequency
0 - 5	3
5 - 10	15
10 - 15	13
15 - 20	17
20 - 25	23

Histogram

Scale

x axis: 2 units

y axis: 1 unit



5 10 15 20 25 20

Class	Frequency
0 - 5	3
5 - 10	15
10 - 15	3
15 - 20	2
20 - 25	5

~~Ans~~

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

ALATHUR, PALAKKAD-DT, KERALA



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name :SURYA:S.....

Reg. No. :BAASTCM 010.....

Optional Subject :COMMERCE.....

Certified that this is the bonafide record of

.....Surya:S.....

Reg. No. BAASTCM 010 for the year 2018 - 2020

Valued
Pr
22/01/2020

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



[Signature]
PRINCIPAL

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

INDEX DISCUSSION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Intials
1	14-2-2019	Surya.S	Product	XII	3	
2	14-2-2019	Surya.S	Advertising	XII	9	
3	14-2-2019	Surya.S	Communication	XII	17	
4	15-2-2019	Surya.S	Recruitment	XII	25	
5	15-2-2019	Surya.S	Joint stock company	XI	31	
6	19-2-2019	Surya.S	Physical distribution	XII	39	
7	19-2-2019	Surya.S	Training	XII	46	
8	21-2-2019	Surya.S	Sole Proprietorship	XI	53	

DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Intials
1	13-2-2019	Rajendran.A	Banking (video lesson)	XI	63	
2	28-2-2019	Aswini	Marketing management	XII	69	
3	28-2-2019	Divya	Packaging	XII	73	
4	28-2-2019	Swapna	Sales Promotion	XII	75	
5	28-2-2019	Sree devi	Financial market	XII	79	

INDEX

CRITICISM

[illegible]

Jasri
11/1/19

Lecturer

1) DISCUSSION LESSONS

TEACHER PLANNER - I

Name of the teacher : Surya's

Standard : XII

Subject

• Business studies

Strength : 60

unit

• Marketing

Duration : 40 minutes

Topic

• Product

Date

• 14-2-2019

Theme

• Product

Learning outcome

• classify products in to different categories

Concept / idea

•
•

Major

• Product

minor

• classification of products.

Process Skill : observation, communication, Prediction
classification.

Values and attitudes : Healthy and ethical Practices are to be
Followed in marketing a Product

Learning aids : charts, Pictures

Expected Product : students will be able to classify different
types of Products.

Process Page

Assessment Page

Introductory activity

After the routine conversation
the teacher creates a suitable environment

In order to convey the concepts Product teacher shows the pictures of some daily used items and asks the students to identify it, after that teacher list out the items on the black board and asks the students to say the common term for these items through this interaction teacher introduce the topic "Product" (BB)

Developmental activity

Activity-1 (Group discussion)

Teacher divides the class into 6 groups of 10 each. Teacher asks the

Students to categorise the listed products according to its purposes, by this activity the teacher helps the students to classify products into consumer products and Industrial products.

Expected outcome

Consumer Products	Industrial Products
Soap	Computers
Pen	cotton
Book	wood
Tooth brush	Steel
Tooth Paste	Machinery
Mobile Phones	

Teacher shows a charts about consumer products and industrial products

Consumer Products

Consumer Products are products purchased by ultimate consumer for personal or family use.

Industrial Products

Industrial products are those products which are used by inputs in making other products.

Concluding activity

In concluding session, teacher hang a chart having two columns, consumer products and industrial products were given to the students and asks them to stick it properly by identifying which are consumer products and industrial products.

Follow up activity

Show a graphical representation of classification of products.

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RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name :SURYA.S.....

Reg. No. :BAASTC M 010.....

Optional Subject :COMMERCE.....

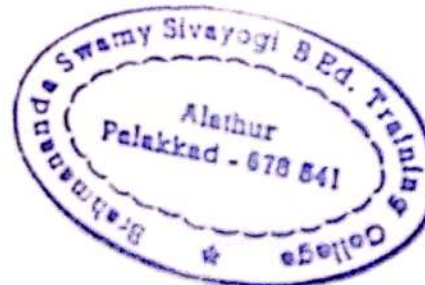
Certified that this is the bonafide record of

.....Surya.S.....

Reg. No. BAASTC M 010 for the year 2018 - 2020

Valued
Dr
21/01/2020

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



[Signature]
PRINCIPAL

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

DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Intials
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DEMONSTRATION REPORT

VIDEO LESSON

name of the teacher : Rajendran - A

Topic : Banking

class : XI

date : 13-2-2019

Introduction

Teacher introduced the class with a general discussion. He asked the students whether they want to start a business then what all external factors would effect the business. The teacher draws a diagram on the board to generate points. Then gives enough

time to list out the points and then reads them aloud. Through this the teacher fills the diagram and out of which the topic Banking was introduced.

Presentation

During the learning phase the teacher elicited necessary responses through various activities.

Activity - 1 (General discussion)

During the general discussion the teacher asked the students to list out the names of banks which they know. The teacher list them on the blackboard then asked students to categorise it was Private, Public,

Co-operative banks etc. The teacher encouraged the students to respond well. Through this the teacher taught various types of bank.

Activity - 2 (Group discussion)

After classifying banks teacher asked what is the purpose of banks. Students responded based on this responses the teacher asks other question about from where you get the information about the functions of banking based on the responses of students, the teacher asked the students to form several groups and asks them to prepare questionnaire regarding the functions or process of banking. He gave enough time to make questions.

Activity- 3 (Role play)

The teacher asked as a bank manager and asked them to read their questions and manager classified their doubts. Through this, he discussed various types of deposits and forms of loans etc. He gave more clarity with familiar examples and all. The teacher asked the students to note the points from the class itself. He encouraged them to respond well.

Activity- 4- (Seminar)

After that teacher asked about modern developments in the banking system. Teacher grouped the students

Into four groups and gave a piece of papers which includes internet banking, telebanking, credit cards etc. Then asked them to prepare note about them and read out to whole class by one group members. The teacher helped them to prepare the notes. This was effective to students, when presented as seminar.

Closure

The teacher revised the topic and asked questions from the topic and made points clear to them. They replied from their lecture notes. The teacher asks to perform a follow up activity and asks to prepare a

report of seminar conducted in the class.

Learning Aids used

The teacher made ✓ of blackboard and paper cards

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					✓

[illegible]

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ALATHUR, PALAKKAD-DT, KERALA



Name : SWAPNA M

Reg. No. : BAARTCM008

Optional Subject : COMMERCE

Certified that this is the bonafide record of

..... SWAPNA M

Reg. No. BAARTCM008..for the year 2017- 2019

[Signature]
Lecturer in charge

Date...25/6/2018....

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



[Signature]
PRINCIPAL

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

INDEX

SL. NO.	Content
	<u>EDU 06 : perspective on Education.</u>
1.	prepare a detailed report on the various agencies of education in the socialization process of an individual.
	<u>EDU 07 : Facilitating Learning</u>
2.	Constructing Sociograms based on elementary classroom groups & 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 effective outcome of the learning administer it to a group of students $N > 30$ & interpret the result
5.	Visit nearby school & collect information regarding the advantages & disadvantages of CCE from teachers & prepare a report.

EDU 09-8 pedagogic practices in commerce.

6. preparation of Resource unit for any unit from Accountancy & Business studies
7. prepare question Bank and based on revised Blooms taxonomy for various types of test item. either from Accountancy or from business studies.

TASK

EDU07

Facilitating Learning

Conducting a study on style preference in learning
in a group of 15-20 children using any tool on
learning style.

Submitted By
Swapna M
Commerce
Roll No: 08.



Introduction

As a part of our B-Ed curriculum, we had an one week initiatory and 5 month teaching practice stint to M.N.K.H.S.S chitlomchery, During that 5 month School Experience, we conducted a VAK learning style. Self - Assessment Survey.

Many people recognize that each person prefer different learning style and techniques. Learning style group common ways that people learn. Everyone had a mix of learning style some people may find that they have a dominant style of learning as well as further develop styles that you already use well

By recognizing and understanding ones own learning style, one can use techniques better techniques suited. This improve the Speed and Quality of learning.

Learning Style.

Meaning

A Learning Style is the method a person use to learn. It is an individual modes of gaining knowledge. It is a persons onique approach to learning based on his abilities and attitudes.

Definition

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

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

Characteristics of Learning style "Visual"

- * Well organized
- * Good speller
- * Concentrate well
- * Good hand writing
- * Attention to details
- * Thought slower during recedes.

Characteristics of Learning style "Auditory"

- * like to talk
- * Talk to self
- * Lose concentration easily
- * Enjoy Music
- * Remember name
- * 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 set skills
- * Move a lot while studying
- * like to participate in learning
- * like to do thing rather than read about them
- * Do not prefer reading
- * Do not spell well
- * like to do new things, enjoy solving problems by doing.

Types of Learning Style.

There are three main cognitive learning style (VAK) apart from that some more are there

- * **Visual** : uses visual object, one may prefer to use picture, diagrams images and spatial understandings to help you learn.
- * **Auditory / Musical** : one may prefer using sounds or music or even rhythms.
- * **Kinesthetic / physical** : one may prefer using hand & body and sense of touch to help you learn.

you might "Act things out"

- * **Verbal**: Words are your strongpoint you prefer to use words both in speech and in writings
- * **Logical/Mathematical**: Learning is easier for you if you use logic, reasoning, systems and sequences.
- * **Social**: you like to learn new things as is part of a group. Explaining your understanding to a group helps you to learn.
- * **Solitary**: you like to work alone. you are 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 student for that I have choose XI. Student and took class on the topic "Insurance" by using the method lecturing and audio - Visual aid To understand the level of achievement in each learning style an achievement test have been conducted consisting of 10 objective type question the following shows the score obtained by students. in test through different learning style.

Different Learning style

Sl No	NAME	Score in learning	Score, in using Audio Visual aids
1	Ani / Krishnanan. K	7	10
2.	Bruthi. p	9	9
3.	Anyana. p	10	9
4.	Krishnadass. K	9	7
5	Sarhana Salorn	7	9.
6.	AKshay. K	9	8
7	Abilash. K	6	9
8	Ny shavi. E. V.	10	9.
9.	Sibindass. AS	5	6
10.	Gopalakrishnan. pB	10	7.
11.	Anunima A	9	9.
12.	Dheeraj. K. Omesh	5	4.
13.	Reshma. T. K	6	3.
14.	Shita Senthema. U	7	5
15	pradhy. E. p	8	6
16.	Abin Krishnam. U	8	5
17	Ra Seeda. A	10	7
18	Harinarayan. CK	10	8
19	Rohith. H	9	8
20	Growri. V. N	7	10

Findings.

From above scores 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 student in the XI. class prefer lecturing modes of teaching.

Conclusion

Learning style vary from person to person to improve one speed and quality in learning one can use technique with suits better to them.

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

ALATHUR, PALAKKAD-DT, KERALA



Name : PRAHOKSHA . P

Reg. No. : BAAQ1CM 003

Optional Subject : COMMERCE

Certified that this is the bonafide record of

..... PRAHOKSHA . P

Reg. No. BAAQ1CM 003 for the year 2017-2018

[Signature]
Lecturer in charge

Date: 11/11/18

19
12/11/18

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

[Signature]
PRINCIPAL

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

Valid
[Signature]
10/11/18

DIAGNOSTIC TEST

INTRODUCTION

A test designed to identify and investigate the difficulties, disabilities, inadequacies and gaps of pupil in specific curriculum area with a view of helping them through remedial instruction. This is known as diagnostic test.

Use of diagnostic test becomes relevant on two occasions.

- 1) Before introducing a new unit
- 2) After teaching a unit

This is practiced with the view of helping the learners to overcome those difficulties through remedial measures. It enhances the result of the whole class.

STEPS FOR THE CONSTRUCTION OF DIAGNOSTIC TEST

1. Purposeful planning
2. Analysis of the content area
3. Preparation of the test items
4. Sequential ordering
5. Dividing into sections
6. Instruction
7. Interpreting the results.

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	R	R	R	R	R	R	R	R	R	R	R	R	R	P											R	W	O	P	Marks	Grade	
1	Aiswarya.V	R	R	R	R	R	R	R	R	R	R	R	R	R	P																18 1/4		
2	Anagha.C	R	R	R	R	R	R	R	R	R	R	P	R	R	P																18 1/2		
3	Anji																													A			
4	Ardra.S	R	R	R	W	R	R	R	P	R	P	P	P	P	P	P															11 1/2		
5	Asnamol.k.B	R	R	R	R	R	R	R	P	P	P	P	P	P	P																13 1/2		
6	Aswani.G																													A			
7	Aswani.S																													A			
8	Athira.P	R	R	W	R	R	R	W	R	P	P	R	P	R	R	R															15		
9	Ayswarya.D	R	R	R	R	R	R	R	R	R	P	R	R	R	P	P															17 3/4		
10	Dishya.R	R	P	R	W	R	O	R	R	R	P	P	O	W	P																9 1/2		
11	Haseena.R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R															23 1/2		
12	Haseena.H	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R															18 3/4		
13	Keerthy	R	W	R	R	R	R	R	W	R	P	W	P	P	R																14		
14	Manjush.M																													A			
15	Mubeena.M	R	R	R	R	R	R	R	R	R	P	P	P	P	P	P															16 1/4		
16	Nafiya Rahmath	R	P	R	W	R	W	R	R	R	P	P	R	R	R																15 3/4		
17	Neethur.K	R	R	W	W	R	R	W	W	O	P	W	W	W	P																5		
18	Nishana																													A			
19	Nithya.B	R	R	R	R	R	R	W	R	R	R	P	R	R	P	P																15	
20	Rechma.K	R	R	R	W	R	R	R	R	R	R	P	R	P	P	P																15 3/4	
21	Rini.R	R	R	R	R	R	R	R	R	R	P	R	R	R	P	P																17 3/4	
22	Safna.S	R	R	R	R	R	R	R	R	R	P	R	R	R	P	P																17 1/4	
23	Saraswathy.V	R	R	R	R	R	W	R	O	R	P	P	P	W	P	P																11 1/2	
24	Sarika																														A		
25	Shayena.M	R	R	R	R	R	R	R	R	R	P	P	R	R	P	P																15 3/4	
26	Sisira	R	R	R	W	R	R	W	W	W	P	P	W	W	W																	6	
27	Sncha.S	R	R	R	R	R	R	R	R	P	P	P	P	P	P	P																15 3/4	
28	Sncha.P	R	R	R	W	R	R	W	R	P	P	P	P	P	P	P																13 1/2	
29	Sncha.S	R	P	O	W	W	W	O	O	O	W	W	O	W	P	P																2	
30	Sumithra.M	R	R	R	R	R	R	R	R	R	P	R	R	R	P	P																18	
31	Surya Gayathri.M	R	R	R	R	R	R	R	R	R	R	P	R	R	R	R																18 1/4	
32	Athira.P.C	R	R	O	W	R	R	R	R	O	P	P	R	R	R	R																14	
33	Athira Sankar	R	R	R	R	R	R	R	W	R	P	P	R	R	P	P																16 1/4	

34	Aysha - A	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	P	P	19
35	Dhanya - V	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	20
36	Fousiya - Y	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	19
37	Hariha	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	15 3/4
38	Jafna - K	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	16
39	Jaleena - A	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	15 1/4
40	Kavya - A	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	8
41	Manjusha - P.M	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	20
42	Monisha - M	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	16
43	Praveena	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	16 1/2
44	Rejmol - A	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	19
45	Sangika - S	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	21
46	Seethal - S	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	17 1/2
47	Shabana - S	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	18 1/4
48	Shahana - B	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	15 1/2
49	Shahana - S	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	16
50	Shamna - S	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	22 1/4
51	Shifana																					A
52	Sona - S	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	18 1/4
53	Uma maheswary	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	17 1/4
54	Varsha - P	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	11 3/4
55	Varsha - K	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	23
56	Ven - K	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	13
57	Vishaya - C	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	18
8																						
9																						
0																						
Total Number of right answers		50	43	45	38	48	44	42	37	36	29	29	33	31	18							
Total Number of wrong answers		-	2	3	12	2	5	7	6	2	29	4	2	5	2							
Total Number of omission		-	-	2	-	-	1	1	4	3	-	-	3	-	-							
Total Number of partially		-	5	-	-	-	-	-	3	9	29	17	12	14	30							

ANALYSIS OF THE RESULTS OF DIAGNOSTIC CHART

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

As per the steps followed I teach the remedial teaching for that students by dividing the content into small parts and by using the simple method which is highly related to the real life context.

I repeated the content again for better comprehension of the students. The taught lesson is about the topic 'delegation and decentralisation'.

REMEDIAL TEACHING

Remedial instruction means giving a remedy to the students, who are slow or did not excel in certain areas. It is characterised by individualised tasks, individualised use of time, guidance and counselling.

Remedial teaching is based on the errors committed by the pupils in certain areas of learning. The teacher identifies the errors, analyses them and realises the causal factors.

Remedial teaching is not a mere repetition of the work done earlier, but systematic treatment of the students' learning problems. It is given either to a student or to a small group of students. It may be started as soon as learning difficulties are observed, so that the student does not lag

behind in studies.

Remedial teaching can help the learners to overcome difficulties and the deficiencies in learning if the progress of the students is not satisfactory, remedial work is continued, Remedial programmes should be accompanied by strong motivational measures.

STEPS IN REMEDIAL TEACHING

- 1) Identification of backward students
- 2) Analysis of their errors and backwardness
- 3) Identification of the causal factors of backwardness
- 4) Remedial instruction
- 5) Evaluation of students progress

INTERPRETATION OF THE RESULT

After the remedial teaching and after completing the diagnostic process students achieved better results while comparing with the achievement tests.

Fifty percentage of the students got 'A' grade and thirty five percentage of students scored 'B' grade and rest with 'C' grade.

CONCLUSION

Due to the accurate implementation of the prescribed steps for the diagnostic test, the result got improved and is paved the way for the upliftment of the total result of the class. It really influence over the students and make them over to able to overcome the difficult areas.

Pass

G.G.H.S.S ALATHUR

DIAGNOSTIC TEST

PLUS TWO BUSINESS STUDIES

1. Delegation of authority throughout all the levels of organization is called as
2. Decision making authority lies with the top management are termed as
3. The purpose of is to lessen the burden of manager
4. increases the role of subordinates
5. is the transfer of authority from superior to subordinate
6. Authority, responsibility and are the three elements of delegation
7. Centralization refers to
8. Arises from responsibility
9. Is an obligation to perform an assigned task
10. Authority is delegated, where as accountability is

Lecturer in Commerce
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



Name : DRISYA M

Reg. No. : BAASTMS005

Optional Subject : Mathematics

Recd
21/01/20

Certified that this is the bonafide record of

DRISYA M

Reg. No. BAASTMS005 for the year 2019-2020

[Signature]
Lecturer in charge
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad Dt
Kerala 678 541.

Date 15-2-19



[Signature]
PRINCIPAL

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

INDEX

Sl. No	Topic	Page	Date
1.	preparation of teaching learning material	3	
	introduction	4	
2.	workshop on preparation of charts	5	
	(i) flipchart	13	31/7/18
	(ii) bulletin chart	7	31/7/18
	(iii) descriptive chart	6	31/7/18
	(iv) Diagram chart	9	31/7/18
	(v) Tabular chart	11	31/7/18
3.	workshop on preparation of models	15	
	(i) still model 1	16	18/11/19
	(ii) working model -1	18	18/11/19
	(iii) working model -2	20	18/11/19

INTRODUCTION

The meaning of workshop in educational aspect is "a usually brief educational program for relatively small group of people that focuses especially on techniques and skills in a particular field." The workshop held, was about "How to prepare charts for using it as a teaching aid or learning aid."



Descriptive chart

Materials used : Longscale, small scale, pencil, Eraser, chisel marker pen, chart paper.

preparation : As it was the first chart, I was more enthusiastic. I took a pink chart and given border to the chart with pencil step by step by step followed by black marker pen in smooth surface of chart. Then I gave the heading 'TRIANGLE' at the top of chart intended to the middle with Red marker pen and given an underline with blue. Then I wrote the definition of triangle with black colour.

TRIANGLE

A triangle is a polygon with three edges and three vertices. It is one of basic shapes in geometry