



JESUS TRAINING COLLEGE, MALA

(DIOCESE OF IRINJALAKUDA)

An ISO Certified Institution (ISO 9001: 2015)

Affiliated to the University of Calicut & approved by NCTE

P.O. Mala, Thrissur - 680732

PH : 0480 2891 245

Mob : 9539673550

Principal : 0480 2 897 677

Email: jtc mala@rediffmail.com

www.jesustrainingcollege.in

COMPETENCY AND SKILL DEVELOPMENT

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating scales



PRINCIPAL
Jesus Training College, Mala

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

ACHIEVEMENT TEST



Name of Student : Mariya Davis
Admission No. : 2803
Register No. : STAWTPND11
Subject (Group) : Physical science

Certified that this is a Bonafide Record

Rene
MEMBER OF THE FACULTY



06 October

Dmy
PRINCIPAL

Principal
Jesus Training College
Mala - 680 732

Place MALA

Place MALA

Date 22/01/2024

Date 22/01/2024

INDEX

[illegible]

Achievement Test - 1

III. PREPARATION OF BLUEPRINT

Unit	L.O.	LOTS			HOTS			Score	Percentage
		O	SA	E	O	SA	E		
work	1,2,3		(2) ²					4	16%
Energy	8,9		(2) ¹					2	8%
Kinetic energy	4,5	(1) ²	(2) ¹					4	16%
Work energy principle	7					(3) ¹		3	12%
Potential energy	6,10					(3) ¹		3	12%
Law of conservation of energy	11,12		(2) ¹				(4) ¹	6	24%
Power	13,14	(1) ¹	(2) ¹					3	12%
Total			15			10		25	100%

* Number inside the bracket indicate marks

* Number outside the bracket indicate number of questions

O - objective type

S - short answer

E - Essay.



IV. WRITING OF TEST ITEMS

ST. DONBOSCO G. H. S, KODAKARA

Achievement Test

PHYSICS

STD : IX

Total Score :25

Time : 60 min

Instructions :

- The first five minutes is given as cool-off time.
- Answer all questions.
- Answer the questions according to the score and time.

SECTION A

(Answer all the questions. Each question carries 1 mark)

1. Complete the word pair.

Energy : joule

Power : _____

2. Which are the factors influencing kinetic energy?

3. If the velocity of an object is doubled, its kinetic energy becomes

- a) 2 times
- b) $\frac{1}{2}$
- c) 4 times
- d) $\frac{1}{4}$

(3×1=3)

SECTION B

(Answer all the question. Each question carries 2 mark)

4. Write the form of energy possessed by the following:

- a) Water in a dam
- b) Stretched rubber band

5. A roller weighing 1 tone is being dragged along a road. What is the work done against gravity? Why?

6. Give examples to both positive and negative work.

7. A child of mass 30 kg is riding a bicycle with a speed of 2 m/s. The bicycle has a mass of 10 kg. Calculate the total kinetic energy.

8. Write the energy transformations of the following :

- a) Electric generator
- b) Iron box

9. A motor of 1 HP pumped 1000 kg of water in 10 minutes. Find the height of the tank from ground.

(6×2=12)

DIAGNOSTIC TEST QUESTIONS

ST. DONBOSCO GHS, KODAKARA DIAGNOSTIC TEST (Physics)

STD: IX

Score: 10
Time: 30 min

Instructions:

1. Read all questions clearly.
2. Answer all questions.

PART A

(Answer all questions. Each question carries 1 mark)

(State whether the statement is true/ false)

1. The change in kinetic energy is equal to the work done.
2. Energy can be created and destroyed.

PART B

(Answer all questions. Each question carries 1 mark)

3. Formula of work $W =$ _____.
4. What is the SI unit of work?
5. The energy possessed by a body by virtue of its position is _____.
6. The unit of power is _____.
7. Name the energy conversion takes place in Dynamo.
8. In a mixer grinder the electrical energy is converted into _____.
9. Name the device which convert mechanical energy to electrical energy
10. Which mechanical energy is possessed by the body during its motion on a horizontal surface?

Prepared by,
Mariya Davis
Jesus Training College, Mala

DIAGNOSTIC CHART

Sl. no	Name	1	2	3	4	5	6	7	8	9	10	R	W	Mark
1	Binet Babu	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	9	1	9
2	Dinet George	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	8	2	8
3	Edlin Linto	✗	✓	✓	✓	✓	✓	✓	✗	✓	✗	7	3	7
4	Grayathri. A.R.	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	9	1	9
5	Hanna. K.A.	✓	✓	✓	✗	✗	✓	✓	✗	✗	✓	6	4	6
6	Harepriya. M.	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	8	2	8
7	Irene Babu	✓	✗	✓	✓	✓	✓	✗	✓	✓	✗	7	3	7
8	Jwala Joshy	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	8	2	8
9	Jewel Johnson	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	9	1	9
10	Lakshmi. O.J.	✗	✓	✓	✓	✗	✓	✗	✓	✓	✗	6	4	6
11														
	Total Right (R)	8	8	8	7	6	10	7	7	9	7			
	Total Wrong (W)	2	2	2	3	4	10	3	3	1	3			

JESUS TRAINING COLLEGE

MALA
(Affiliated to the University of Calicut)

DISCUSSION, DEMONSTRATION CRITICISM LESSONS 20²² - 20²⁴



Name of Student : Mariya Davis
Admission No. : 2803
Register No. : STAWTPN011
Subject (Group) : Physical Science

Certified that this is a Bonafide Record

MEMBER OF THE FACULTY



Place MALA

Date.....

PRINCIPAL

Principal
Jesus Training College
Mala : 680 732

Place MALA

Date.....

Demonstration

Lessonplan

OBSERVATION SCHEDULE - CONSTRUCTIVIST FORMAT

Name of the teacher: *Merin*
 Subject : *chemistry*
 Topic : *Acids, Bases, salt, Antacid*

Date: *28/02/2023*
 Standard : *VIII*

Points of observation	E	V G	G	A	B A	P	V P	Mks
PREPERATION								
Strategies for building up suitable physical and emotional environment	✓							
Strategies / techniques to reveal or convince the learner about what he really knows	✓							
Setting up a problematic learning situation	✓							
Strategies disturbance free & disciplined grouping	✓							
LEARNING PHASE								
Be sure about the prerequisite skills for learning activity		✓						
Clear and concise guidelines for group activity	✓							
Instruction on learning tasks- instruction cards/ display devices like charts, OHP etc. B.B work, structured oral command	✓							
Sufficient activity for each group or individual	✓							
Systematic routine for procedural activities		✓						
Involve all students in the activities		✓						
Encourage non volunteers		✓						
Smooth transaction- minimum time between activities	✓							
Pace activities effectively	✓							
Bring & design appropriate learning aids in activities	✓							
Learning aids used effectively	✓							
Continuous supervision aids-keen observation of learning activities	✓							
Manage interruptions		✓						
On the spot diagnosis of learning difficulties & remediation	✓							
Teacher intervention facilitating the progression of learning activities at the right direction and at the right place	✓							
Strategies for no threatening & varied evaluation - observation/ oral questions / reporting / learning games	✓							
Exploring & eliciting the constructed knowledge through reflexive process		✓						
Make changes in learning strategies based on student response		✓						

Adequacy of learning experiences in achieving the anticipated competencies	✓								
Provide opportunities for the use of pupil's observation book/science diary/ kadhapusthakam/ kavithapusthakam etc.	✓								
Provide opportunities for collection of specimens/survey/debate/projects/experimentation /discuss on / seminars /field trip / outdoor learning / library corner / bulletin board etc.		✓							
Consolidating pupil's presentation	✓								
Use of OHP, B.B and other display devices with the consolidation and elaboration of pupil's presentation	✓								
Keep record of students response		✓							
Pay attention to the whole class	✓								
Communication skills	✓								
Questions aptly worded and properly distributed	✓								
Proper class management	✓								
Subject competency	✓								
Proper budgeting of time	✓								
CLOSURE									
Review	✓								
Follow up activities in tune with the knowledge constructed / competencies acquired	✓								

Name of the observer: *Mariya Davis.*



Criticism

Lessonplan

OBSERVATION SCHEDULE – CONSTRUCTIVIST FORMAT

Name of the teacher: Krishna Rajesh
 Subject: Chemistry
 Topic: Surface Tension

Date: 10-08-2023
 Standard: VIII

Points of observation	E	V G	G	A	B A	P	V P	Mks
PREPARATION								
Strategies for building up suitable physical and emotional environment		✓						
Strategies / techniques to reveal or convince the learner about what he really knows		✓						
Setting up a problematic learning situation			✓					
Strategies disturbance free & disciplined grouping			✓					
LEARNING PHASE								
Be sure about the prerequisites for learning activity		✓						
Clear and concise guidelines for group activity		✓						
Instruction on learning tasks- instruction cards/ display devices like charts, OHP etc. B.B work, structured oral command		✓						
Sufficient activity for each group or individual			✓					
Systematic routine for procedural activities			✓					
Involve all students in the activities			✓					
Encourage non volunteers			✓					
Smooth transaction- minimum time between activities			✓					
Pace activities effectively			✓					
Bring & design appropriate learning aids in activities			✓					
Learning aids used effectively		✓						
Continuous supervision aids-keen observation of learning activities		✓						
Manage interruptions			✓					
On the spot diagnosis of learning difficulties & remediation			✓					
Teacher intervention facilitating the progression of learning activities at the right direction and at the right place			✓					
Strategies for no threatening & varied evaluation – observation / oral questions / reporting / learning games			✓					
Exploring & eliciting the constructed knowledge through reflexive process			✓					
Make changes in learning strategies based on student response			✓					

Adequacy of learning experiences in achieving the anticipated competencies		✓						
Provide opportunities for the use of pupil's observation book / science diary / kadhapusthakam / kavithapusthakam etc.			✓					
Provide opportunities for collection or specimens / survey / debate / projects / experimentation / discuss on / seminars / field trip / outdoor learning / library corner / bulletin board etc.			✓					
Consolidating pupil's presentation			✓					
Use of OHP, B.B and other display devices with the consolidation and elaboration of pupil's presentation		✓						
Keep record of students response			✓					
Pay attention to the whole class			✓					
Communication skills			✓					
Questions aptly worded and properly distributed			✓					
Proper class management			✓					
Subject competency		✓						
Proper budgeting of time		✓						
CLOSURE		.						
Review		✓						
Follow up activities in tune with the knowledge constructed /competencies acquired		✓						

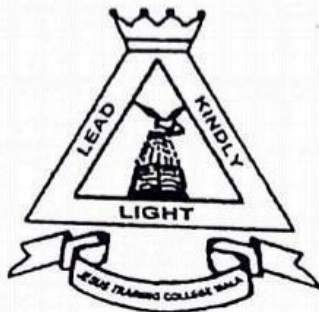
Name of the observer: *Mariga Daves*

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

MICRO TEACHING



Name of Student : ABHIYA PRASAD

Admission No. : 2793

Register No. : STAWTMS001

Subject (Group) : NATURAL SCIENCE


Certified that this is a Bonafide Record


MEMBER OF THE FACULTY

Place... MALA

Date... 8-3-2022




PRINCIPAL
Principal
Jesus Training College
Mala - 680 732
Place... MALA

Date... 8-3-2022

MICRO TEACHING

INDEX

[illegible]

OBSERVATION SCHEDULE

SKILL OF INTRODUCTION

Name of the teacher : Abiya Prasad

Subject : Biology

Topic : Chemical Fertilizers

Class : VIII

Date : 25-10-2022

Component of Skill	Excellent	Very Good	Good	Average	Poor	Very poor
Use of Previous knowledge	✓					
Use of appropriate device		✓		✓		
				✓		

JESUS TRAINING COLLEGE, MALA
(Affiliated to the University of Calicut)



2022-2024 Batch

EPC/Practical/Task: EDU 08 - Visit nearby school and collect
information regarding the advantages and disadvantages
of CCE from teachers and prepare a report.

Semester : II

Name : Abiya Prasad

Register No : STAWITNIS001

Remi

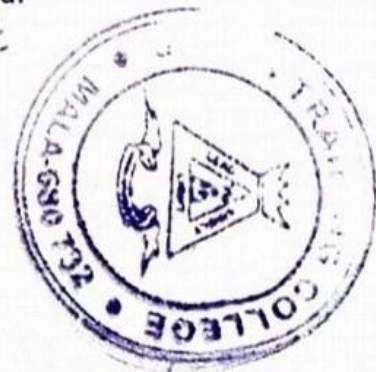
Class teacher

Place : Mala

Date : 23-03-2023

Dmy

Principal
Jesus Training College
Mala - 686 732



ST. MARY' S GHSS, KUZHIKATTUSSERY

1. Are exams conducted regularly at the end of each month?
2. How do you set questions for TE? Is there any difference in setting questions for TE and unit tests?
3. Is there any involvement from parent's side on both curricular and co-curricular activities?
4. How many clubs are active in this school? How has it helped in the student's development?
5. What are the different social service activities conducted among students?
6. How has CCE helped students in their systematic learning and development?
7. How have the formative assessments under CCE schemes enabled teachers to modify and improve teaching according to learner's performances?
8. How has CCE helped in the active involvement of students in their learning through formative assessment?
9. How has CCE provided proper and continuous feedback to teachers, parents and students?
10. How CCE helps students to develop good habits, work on their weaknesses and correct their errors?
11. How has CCE enabled the teachers to understand the problems faced by students?
12. How has CCE helped in self-assessment among the students?
13. What are the different tools and techniques used in CCE scheme among students?
14. How CCE helped in student's overall growth and development?
15. How has CCE scheme helped to minimize the stress on children?
16. How far have projects, assignments, seminars, and debates helped students to improve their language and communication skills?
17. Is there any programmes implemented to improve student's abilities?
18. What are the records maintained in the school to mark various evaluations conducted as part of CCE?

19. Is there any standardized tests to measure the attitude, aptitude, interest etc. of the children?
20. What are the rules and regulations given to the teachers from government and school management concerning CCE?
21. What are the practical difficulties faced while implementing CCE?

JESUS TRAINING COLLEGE, MALA
(Affiliated to the University of Calicut)



2022-2024 Batch

EPC/Practical/Task:

QUESTIONNAIRE

Semester : 1st SEMESTER

Name : VISHNUPRIYA K.V.

Register No : 2792

A red ink signature, appearing to be 'Christina', written in a cursive style.

Class teacher

A green ink signature, appearing to be 'Dmy', written in a cursive style.

Principal

Place : Mala

Date : 8/12/2022

QUESTIONNAIRE

INTRODUCTION

A Questionnaire is a research instrument that consists of a set of questions or other types of prompts that aim to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions & open-ended questions.

Open ended, long form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the statistical society of London.

The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire.

The headmaster of a school is a staff member having the highest responsibility for the management of the school. A headmaster is also known as the headmaster, chancellor, principal or school director depending on the ^{country} ~~camp~~.

They can be considered the managing supervisor of the school and provide leadership & vision to all the stakeholders. They are responsible for providing a safe and peaceful environment for the mission of educating & learning at the highest level. They are responsible for guiding the day to day school activities & overseeing all the business & administration taking place within the school. However, their responsibilities do not end here.

The first & foremost duty of a headmaster is the planning required for the operation of a school. They have to plan a variety of things with the help of teachers, parents, students & the general public. However, planning does not start with the start of the academic year & ends with the end of the academic year. It is a continuous process. The role of the headmaster in planning starts before the school opens. They are responsible for laying down the policies and rules of admission for students. They have to make public the dates of admission

for students. They have to make public the dates of admission & convene meetings with the staff to discuss their programs & activities for the entire year. Since the school calendar can be prepared in advance. The principal must also make sure that all the equipment to be given to the students & teachers are properly functional & adequate numbers are available for all students & teachers. They are also the people who are responsible for setting up the school machinery & setting it into the motion.

The role of a headmaster in a school is quite big & multifaceted. Every small aspect of the school is governed by them & made sure that there are no problems for anyone at school & even if so, they are responsible for resolving it as soon as possible.

QUESTIONNAIRE

1) Can you describe your idea of an effective elementary school campus.

2) In what ways do you empower teachers to be leaders and role models for students?

3) How would you address teacher criticism of administrative support or a lack thereof?

4) How do you approach teacher evaluations, and what role do they have in student success?

5) What methods do you implement to help teachers improve their instructional methods, and what types of professional development would you seek out for faculty?

6) What role do you see employee morale playing in the success of a campus?

7) When dealing with students & discipline, at what point is it appropriate to involve parents, and how do

you support them in helping students succeed in school and at home?

8) How do you build a positive school culture or climate? what would you implement at this campus to continue success?

9) How do you guarantee that each staff and faculty member understands their role in student & campus success, and what steps would you take to recognize individual contributions, efforts and accomplishments campus-wide?

10) In your opinion, what are the qualities of a good high school principal?

11) What were the biggest challenges that you faced in your previous role as a school principal? How did you overcome them?

12) What is the function of school management committee's?

13) What has been your greatest contribution to the schools you have worked in?

14) How do you set about building good relationships with

staff and parents?

- 15) How do you stay organized?
- 16) What relevant work experience do you have in this career field as principal/headmaster?
- 17) What's your management style?
- 18) Tell me about a time when you helped resolve a dispute between others?
- 19) How would you tackle students' discipline?
- 20) Have you worked with students in this age range before?
- 21) What advice would you give to incoming teachers?
- 22) How has your leadership and management style changed over time?
- 23) Describe how you would support teachers and other staff members?
- 24) How would you make sure students and teachers understand their role in school success?
- 25) How would you build a positive school culture?

QUESTIONNAIRE

- | | |
|---|--|
| 1. What is your Name? | first name, surname |
| 2. What is your position? | Head Teacher / Deputy
Head Teacher / Senior Teacher |
| 3. Do you have principal responsibilities for more than one school? | yes / No |
| 4. Does this school have an upper basic stream | Yes / No |
| 5. Do you keep Records of the schools expenses | yes / No |
| 6. Does this school have a school development plan | Yes / No / doesn't I know |

Has this school adopted the
PTA constitution?

Yes/No / Doesn't know

8. Do you conduct performance
review with your staff

Yes/No

9. Does this school have a
library

Yes/No

10. How many classes does the
school have in total?

11. Does this school collect any
changes directly from the
parents?

Yes/No.

12. What was the date of the
most recent staff meeting?

DD/MM/YYYY

13. What were the main topics of
discussion at the last staff
meeting?

14. Do you have any other professional
development plan for teachers

Yes/No/Don't know.

5. How many school level test/
evaluation / examination did
you have this year?

16. How are the PTA funds
raised?

17. Is there an up to date asset
register as in the SMM (School
Management Manual)

Yes / No / can't tell / Doesn't
know

18. Does this school have a school
vision?

Yes / No / Doesn't know

19. Has this school developed any
school policy?

Yes / No / Doesn't know.

20. Do you have records of the
teachers attendance?

Yes / No.

Reading Attitude Survey

Name: Aiswarya

Class Period: _____

Read the statements below and mark the response that best applies to you.

		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I like to read.				<input checked="" type="checkbox"/>
2.	I read a variety of books.			<input checked="" type="checkbox"/>	
3.	I read a variety of types of texts (magazines, newspapers, nonfiction, etc.)				<input checked="" type="checkbox"/>
4.	I always finish every book I start.			<input checked="" type="checkbox"/>	
5.	I like to talk about the books that I read.				<input checked="" type="checkbox"/>
6.	I am not scared to read literature with many words that I do not know.				<input checked="" type="checkbox"/>
7.	I like it when I find a book I can't put down.				<input checked="" type="checkbox"/>
8.	I like to browse through a bookstore.			<input checked="" type="checkbox"/>	
9.	I would like to someday write a book.			<input checked="" type="checkbox"/>	
10.	I like to read most books assigned in school.			<input checked="" type="checkbox"/>	
11.	I do not like to read out loud to others.				<input checked="" type="checkbox"/>
12.	I feel I am a good reader.			<input checked="" type="checkbox"/>	
13.	What books did you read last year that were assigned at school?	Oliver Twist			
14.	What were some of the books you read on your own? How many total for the whole year?	On Killing a mockingbird 8			
15.	What are your favorite books and/or authors?	Malgudi Days R.K Narayan			

On the back, write a note to your teacher explaining anything else you would like to share about your reading history.

SELF ESTEEM

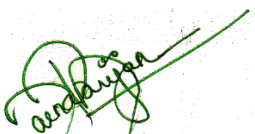
Scoring of items

Total score 15 to 30 indicates high self esteem. The score below 15 indicates low self esteem.

Items

1.I feel that I'am a person of worth, atleast on an equal plane with others				
2.I feel that I have a number of good qualities.				
3.All in all, I'am inclined to feel that I'am a failure.				
4.I'am able to do things as well as most other people.				
5.I feel that I do not have much to be proud of.				
6. I take a positive attitude towards myself.				
7. on the whole, I'am satisfied with myself.				
8. I wish I could have more respect for myself.				
9. I certainly feel useless at times.				
10. At time I think I'am not good at all:				

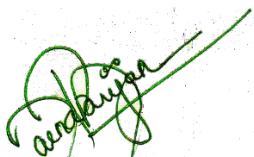



PRINCIPAL
Jesus Training College, Mala

COMPETENCY AND SKILL DEVELOPMENT

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating scales




PRINCIPAL
Jesus Training College, Mala

1.TEACHER MADE WRITTEN TEST

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

ACHIEVEMENT TEST



Name of Student : Mariya Davis

Admission No. : 2803

Register No. : STAWTPNO11

Subject (Group) : Physical science

Certified that this is a Bonafide Record

Rene
MEMBER OF THE FACULTY



06 October

Dmy
PRINCIPAL

Principal
Jesus Training College
Mala - 680 732

Place MALA

Place MALA

Date 22/01/2024

Date 22/01/2024

INDEX

[illegible]

Achievement Test - 1

Introduction

An achievement test is a test designed to measure a person's knowledge, skills, understanding etc. in a given field taught in school. An achievement test measures how an individual has learned over time and what the individual has learned by analyzing his present performance. It also measures how a person understands and masters a particular knowledge area at the present time. With this test, you can analyze just how quick and precise an individual is performing the task that they consider as accomplishment. Achievement test helps in analysing and evaluating the academic performance of an individual.

Achievement test is a measure of student acquisition of skills or knowledge following appropriate exposure to the material. Not a measure of potential to learn, or ability to learn. It's also not a measure of whether the student is performing appropriately. A low achievement score might indicate that there are concerned areas that an individual should improve on, or that a particular subject should be repeated.

6. Learning Outcomes:

The learner will be able to :

1. Define work
2. solve problems related to work
3. classify work into positive, negative and zero
4. tabulate factors influencing kinetic energy
5. formulate an equation for kinetic energy
6. solve problems related to potential energy
7. prove the relation between work and kinetic energy and implement work energy principle
8. Identify the situations which experience potential energy.
9. Analyse the potential energy due to strain
10. Formulate the equation for potential energy
11. Analyse different energy transformations in various devices
12. Evaluate law of conservation of energy through problems
13. Recall the unit of power
14. Analyse the relation between power and time.

C. Thinking Skills

1. Remember

- 1.1. Recognising
- 1.2. Recalling

2. Understand

- 2.1. Interpreting
- 2.2. Exemplifying
- 2.3. Classifying
- 2.4. Summarising
- 2.5. Inferring
- 2.6. Comparing
- 2.7. Explaining

3. Apply

- 3.1. Executing
- 3.2. Implementing

4. Analyse

- 4.1. Differentiating
- 4.2. Organising
- 4.3. Attributing

5. Evaluate

- 5.1. Checking
- 5.2. Critiquing

6. Create

- 6.1. Generating
- 6.2. Planning
- 6.3. Producing.

→ Lower order
Thinking skills
[LOTS]

→ Higher order thinking
skills [HOTS]

II. PREPARATION OF A DESIGN FOR TEST

WEIGHTAGE TO UNIT / TOPIC AND LEARNING OUTCOMES (LO)

Sl. No.	Unit / Topic	Learning outcomes	Percentage	Score
1.	Work	1, 2, 3	16	4
2.	Energy	8, 9	8	2
3.	Kinetic energy	4, 5	16	4
4.	Work energy principle	7	8	2
5.	Potential energy	6, 10	16	4
6.	Law of conservation of energy	11, 12	24	6
7.	Power	13, 14	12	3
	Total		100	25

(6) WEIGHTAGE TO THINKING SKILLS

Sl. No	Thinking skills	Thinking skills code	Percentage	Score
1.	Conceptual assimilation (LOTS)	1.1. 1.2 2.2 2.5 3.1 3.2	60%	15
2.	Conceptual generation (HOTS)	4.3 5.1 6.3	40%	10
	Total		100%	25

(7) WEIGHTAGE TO FORM OF QUESTIONS

Sl. No	Form of questions	Total number of questions	Percentage	Score
1.	Objective	3	12%	3
2.	Short answer	8	72%	18
3.	Essay	1	16%	4
	Total	12	100%	25

III. PREPARATION OF BLUEPRINT

Unit	L.O.	LOTS			HOTS			Score	Percentage
		O	SA	E	O	SA	E		
work	1,2,3		(2) ²					4	16%
Energy	8,9		(2) ¹					2	8%
Kinetic energy	4,5	(1) ²	(2) ¹					4	16%
Work energy principle	7					(3) ¹		3	12%
Potential energy	6,10					(3) ¹		3	12%
Law of conservation of energy	11,12		(2) ¹				(4) ¹	6	24%
Power	13,14	(1) ¹	(2) ¹					3	12%
Total			15			10		25	100%

* Number inside the bracket indicate marks
 * Number outside the bracket indicate number of questions

O - objective type
 S - short answer
 E - Essay.

IV. WRITING OF TEST ITEMS

ST. DONBOSCO G. H. S, KODAKARA

Achievement Test

PHYSICS

STD : IX

Total Score :25

Time : 60 min

Instructions :

- The first five minutes is given as cool-off time.
- Answer all questions.
- Answer the questions according to the score and time.

SECTION A

(Answer all the questions. Each question carries 1 mark)

1. Complete the word pair.

Energy : joule

Power : _____

2. Which are the factors influencing kinetic energy?

3. If the velocity of an object is doubled, its kinetic energy becomes

- a) 2 times
- b) $\frac{1}{2}$
- c) 4 times
- d) $\frac{1}{4}$

(3×1=3)

SECTION B

(Answer all the question. Each question carries 2 mark)

4. Write the form of energy possessed by the following:

- a) Water in a dam
- b) Stretched rubber band

5. A roller weighing 1 tone is being dragged along a road. What is the work done against gravity? Why?

6. Give examples to both positive and negative work.

7. A child of mass 30 kg is riding a bicycle with a speed of 2 m/s. The bicycle has a mass of 10 kg. Calculate the total kinetic energy.

8. Write the energy transformations of the following :

- a) Electric generator
- b) Iron box

9. A motor of 1 HP pumped 1000 kg of water in 10 minutes. Find the height of the tank from ground.

(6×2=12)

SECTION C

(Answer all the question. Each question carries 3 mark)

10. Find the amount of work done to stop the moving car of mass 1500 kg with a velocity 60 km/hr.
11. A stone of mass 2 kg is thrown upwards from the ground with a velocity 3 m/s. Calculate its potential energy when it reaches maximum height.

(2×3=6)

SECTION D

12. State Law of Conservation of Energy and verify it.

(4×1=4)

Prepared by,

Mariya Davis

Jesus Training College, Mala

V. PREPARATION OF SCORING KEY/ MARKING SCHEME:

Question Number	Scoring Indicators	Score	Total score
1.	watt	1	1
2.	Mass Velocity	$\frac{1}{2}$ $\frac{1}{2}$	1
3.	(c) 4 times	1	1
4.	(a) Potential energy due to position (b) Potential energy due to strain	1 1	2
5.	0 There is no displacement against gravity	1 1	2
6.	Any one example for positive work Any one example for negative work	1 1	2
7.	Mass of child = 30 kg Mass of bicycle = 10 kg Velocity = 2 m/s K.E = $\frac{1}{2}mv^2$ K.E = $\frac{1}{2}(30+10) \times 2^2 = 80 \text{ J}$	$\frac{1}{2}$ $\frac{1}{2}$ 1	2

8.	a) Mechanical energy \longrightarrow Electrical energy b) Electrical energy \longrightarrow Heat energy	1	2
9.	Power = 1 HP = 746 watt $m = 1000 \text{ kg}$ $t = 10 \times 60 \text{ s}$ $P = \frac{mgh}{t}$ $h = \frac{P \times t}{m \times g} = \frac{746 \times 10 \times 60}{1000 \times 10}$ $= 44.76 \text{ m}$	1 1	2
10.	mass of car, $m = 1500 \text{ kg}$ Velocity of car, $v = 60 \text{ km/h}$ $= 60 \times \frac{5}{18} = \frac{50}{3} \text{ m/s}$ work done = change in K.E $W = \frac{1}{2} mv^2 - \frac{1}{2} mu^2 = \frac{1}{2} m(v^2 - u^2)$ $W = \frac{1}{2} \times 1500 \times [(0)^2 - (50/3)^2]$ $W = \underline{\underline{-208333 \text{ J}}}$	1 1 1	3
11.	$m = 2 \text{ kg}$ $u = 3 \text{ m/s}, v = 0$ $P.E. = mgh$	$\frac{1}{2}$ $\frac{1}{2}$	

$$V^2 = u^2 + 2as ; a = -10 \text{ m/s}^2$$

$$0 = 3^2 + 2 \times (-10) \times s$$

$$s = \frac{9}{20} = h$$

$$U = mgh$$

$$= 2 \times -10 \times \frac{9}{20} = \underline{\underline{-9 \text{ J}}}$$

1

3

1

12. Law of conservation of energy:
Energy can neither be created
nor be destroyed. Energy can only
be transformed from one form
to another.

At A,

$$\begin{aligned} \text{Total energy} &= K + U \\ &= 0 + mgh \\ &= mgh \end{aligned}$$



At B,

$$\begin{aligned} K &= \frac{1}{2}mv^2 ; v^2 = u^2 + 2as \\ &= \frac{1}{2}m \times 2gh \quad v^2 = 0 + 2as \end{aligned}$$

$$K = mgh$$

$$\text{Total energy} = mgh + 0 = mgh$$

$$\therefore \text{Total energy at A} = \text{Total energy at B}$$

1

4

1

1

VI. QUESTION WISE ANALYSIS

Question No.	unit/content	L.O.	Thinking Skill	Specific thinking skill	Form of question	Score	Time
1.	Power	13	LOTS Remember	Recalling	Objective	1	2
2.	Kinetic energy	4	LOTS Remember	Recalling	Objective	1	2
3.	Kinetic energy	5	LOTS Understand	Inferring	Objective	1	2
4.	Energy	8,9	LOTS Remember	Recognising	Short Answer	2	5
5.	Work	1,2	LOTS Apply	Executing	Short Answer	2	5
6.	Work	3	LOTS Understand	Exemplifying	Short Answer	2	5
7.	Kinetic energy	5	LOTS Apply	Executing	Short Answer	2	5
8.	Law of conservation of energy	11	LOTS Understand	Inferring	Short Answer	2	5
9.	Power	13,14	LOTS Apply	Implementing	Short Answer	2	5
10.	Work energy Principle	7	HOTS Create	Producing	Short Answer	3	8
11.	Potential energy	6,10	HOTS Analyse	Attributing	Short Answer	3	6
12.	Law of conservation of energy	11, 12	HOTS Evaluate	Checking	Essay	4	10

MARK LIST

Sl. No.	Name	Marks (25)	Out of 100	Rank
1.	Annmary Wilson	11.5	46	14
2.	Anjana Menon	8	32	17
3.	Angel Joby	16	64	7
✓ 4.	Binet Babu	19.5	78	4
5.	Biley Anto	17.5	70	5
6.	Catherin Davis	17	68	6
7.	Carolyn Johnson	15	60	9
✓ 8.	Dinet George	21	84	3
✓ 9.	Edlin Linto	18	72	4
10.	Elsamary Antony	17	68	6
11.	Fegi Babu	10.5	42	15
✓ 12.	Gayathri A.R	21	84	3
✓ 13.	Hanna K.A	21	84	3
✓ 14.	Hanipriya M	18	72	4
✓ 15.	Irene Babu	22	88	2
✓ 16.	Jwala Joshy	23	92	1
✓ 17.	Jewel Johnson	23	92	1
18.	Karthika M.	14	56	11
19.	Keerthana C.	13.5	54	12
✓ 20.	Lakshmi O.J	23	92	1
21.	Lakshmi Priya	10	40	16
22.	Malavika Menon	13	52	13
23.	Mary Johnson	16	64	7
24.	Nila Babu	14.5	58	10
25.	Priya Anto.	15.5	58	8
26.	Vishnu Priya Wilson	23	92	1
27.	Yamini Babu	13	52	13

Diagnostic test

Diagnostic test are designed to identify and investigate the difficulties, disabilities and inadequencies of pupils in specific fields before they becomes serious problems to learners as well as teacher. It is used to identify the learning difficulties or learning problems on the part of a learner and to formulate a plan for remedial action. Diagnostic tests are generally used to understand students' current level of understanding and skill in any particular area. This test is given to individual students to assess the area of strength and weakness in teaching learning process.

Steps in construction of a diagnostic test

• Planning

This aims at identification of the learning materials that are known to be potential difficulties. From the achievement test conducted and its question were analysis, its clear that the difficult areas in standard IX physics portion are mainly analysis type, creative type and evaluative type questions. Some students did even found it difficult to infer the ~~questions~~ ~~some students~~

solution from a given situation. The diagnostic test was decided to be conducted based on the topics covering these areas to confirm the issue of learning difficulty.

• Analyses of learning material

In the achievement test conducted, the topics which were difficult for the students to answer were work-energy principle, law of conservation of energy, power. Questions based on thinking skills such as analysis, evaluate and create were observed to be mostly wrongly answered by students.

• Writing of test items

About 10 objective type questions from the selected topics were prepared. The questions proceeded in an order of easy to difficult one. It consisted of true or false question, one-word question etc. The whole paper is divided into two sections A & B.

LEARNING OUTCOMES

Learner will be able to

- understand the work-energy principle and solve problems related to it.
- interpret the energy conservation as per law of conservation of energy
- understand the concept of potential energy
- Recall the unit of power.
- Apply knowledge gained through the concept of energy conservation.



DIAGNOSTIC TEST QUESTIONS

ST. DONBOSCO GHS, KODAKARA DIAGNOSTIC TEST (Physics)

STD: IX

Score: 10

Time: 30 min

Instructions:

1. Read all questions clearly.
2. Answer all questions.

PART A

(Answer all questions. Each question carries 1 mark)

(State whether the statement is true/ false)

1. The change in kinetic energy is equal to the work done.
2. Energy can be created and destroyed.

PART B

(Answer all questions. Each question carries 1 mark)

3. Formula of work $W =$ _____.
4. What is the SI unit of work?
5. The energy possessed by a body by virtue of its position is _____.
6. The unit of power is _____.
7. Name the energy conversion takes place in Dynamo.
8. In mixer grinder the electrical energy is converted into _____.
9. Name the device which convert mechanical energy to electrical energy
10. Which mechanical energy is possessed by the body during its motion on a horizontal surface?

Prepared by,
Mariya Davis
Jesus Training College, Mala

● SCORING KEY

Question no	Answer key	Score	Percentage
1.	True	1	10
2.	False	1	10
3.	$w = \text{force} \times \text{displacement}$	1	10
4.	SI unit = Joule	1	10
5.	kg m ² /s ² Potential energy	1	10
6.	Joule/second ² /kg ²	1	10
7.	Mechanical energy → electrical energy	1	10
8.	Electrical energy → Mechanical energy	1	10
9.	generator	1	10
10.	Kinetic energy	1	10

• INTERPRETATION

After conducting diagnostic test, it is observed that about 10 students find difficulty in understanding the answering the questions from topic work energy principle power, energy transformation and potential energy. As all the questions were objective type most of the students answered correctly. It is quite evident that the students have difficulty in expressing their views in short answer type as well as in essay questions. They are also confused while doing numerical problems as well. Hence remedial actions were planned.

Moreover the diagnostic test aids in identifying common misconceptions or recurring challenges students face within the topic.

• REMEDIAL MEASURES

The analysis of diagnostic test and diagnostic chart, it reveals that 10 students attempted the questions based on concepts of ~~law of conservation of~~ ^{law of conservation of} work energy principle and potential energy. Through this analysis, it became clear that the remedial teaching is necessary to solve

DIAGNOSTIC CHART

Sl. no	Name	1	2	3	4	5	6	7	8	9	10	R	W	Mark
1	Binet Babu	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	9	1	9
2	Dinet George	✓	✓	✓	✓	x	✓	x	✓	✓	✓	8	2	8
3	Edlin Linto	x	✓	✓	✓	✓	✓	✓	x	✓	x	7	3	7
4	Grayathri. A.R.	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	9	1	9
5	Hanna. K.A.	✓	✓	✓	x	x	✓	✓	x	x	✓	6	4	6
6	Harepriya. M.	✓	✓	✓	x	✓	✓	✓	x	✓	✓	8	2	8
7	Irene Babu	✓	x	✓	✓	✓	✓	x	✓	✓	x	7	3	7
8	Jwala Joshy	✓	x	✓	x	✓	✓	✓	✓	✓	✓	8	2	8
9	Jewel Johnson	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	9	1	9
10	Lakshmi. O.S.	x	✓	✓	✓	x	✓	x	✓	✓	x	6	4	6
11														
	Total Right (R)	8	8	8	7	6	10	7	7	9	7			
	Total Wrong (W)	2	2	2	3	4	10	3	3	1	3			

problems.

Some measures adopted ^{to} overcome difficulties in learning are:

- Remedial teaching was along with well explained and detail powerpoint presentation
- They were encouraged to discuss in groups by providing necessary reading materials and were asked to prepare notes
- I kept a few days exclusively for explaining the derivation of basic unit.
- Peer tutoring were encouraged
- Simple notes on examination point of view was given.



2. OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES

Demonstration Lessonplan

of class management and active student participation.

Key concepts covered :

- Acid
- Alkali
- Two experiments to differentiate acid and alkali
- Neutralisation reaction
- Antacid



DEMONSTRATION CLASS - 1

Name of the teacher: Merin
Subject : Chemistry
Topic : Acid, Alkali, salt, antacids

Standard : IX
Strength : 24
Date : 28/02/23

The first demonstration class was held by our senior Merin. The class began by discussing the basic differences between acids and alkali. She conducted two experiments within the class, one by using litmus paper and the other by using phenolphthalein indicator. She noted down the result of these two experiments on blackboard. She tried to make us active and vigilant all through out the class by asking questions in between. She then divided us into groups of three and distributed task cards. She discussed the answers and corrected them. Then she discussed about antacids and its constituents. She even expressed us about the neutralisation reaction with the help of reaction between HCl and NaOH . The blackboard was also

used to explain the same.

after that she distributed the medicine prescription given by doctor for acidity and made us to read that. Followed by that task card were distributed to each group to answer the questions related to medicine given before. The answers were discussed in class itself and task card was collected back. This activity was done to understand about the topic antacid.

Towards the end of the session the topic was summarised by doing an activity with chart. Each student from each group was called upon to complete the activity. A chart with 4 rows to match it correctly was given. There was a ball hanging at 2 sides of chart. On pulling the ball with thread it will match with right answers. The whole class was very interesting. She used two charts, powerpoint presentation, task cards and blackboard. The class ended up by giving a home assignment on the question: "why farmers sprinkle slaked lime on farms with acid soil?" she would communicate properly and class was very helpful in understanding the aspects.

OBSERVATION SCHEDULE - CONSTRUCTIVIST FORMAT

Name of the teacher: Merin

Subject: chemistry

Topic: Acids, Bases, salt, Antacid

Date: 28/02/2023

Standard: VIII

Points of observation	E	V G	G	A	B A	P	V P	Mks
PREPERATION								
Strategies for building up suitable physical and emotional environment	✓							
Strategies / techniques to reveal or convince the learner about what he really knows	✓							
Setting up a problematic learning situation	✓							
Strategies disturbance free & disciplined grouping	✓							
LEARNING PHASE								
Be sure about the prerequisite skills for learning activity		✓						
Clear and concise guidelines for group activity	✓							
Instruction on learning tasks- instruction cards/ display devices like charts, OHP etc. B.B work, structured oral command	✓							
Sufficient activity for each group or individual	✓							
Systematic routine for procedural activities		✓						
Involve all students in the activities		✓						
Encourage non volunteers		✓						
Smooth transaction- minimum time between activities	✓							
Pace activities effectively	✓							
Bring & design appropriate learning aids in activities	✓							
Learning aids used effectively	✓							
Continuous supervision aids-keen observation of learning activities	✓							
Manage interruptions		✓						
On the spot diagnosis of learning difficulties & remediation	✓							
Teacher intervention facilitating the progression of learning activities at the right direction and at the right place	✓							
Strategies for no threatening & varied evaluation - observation/ oral questions / reporting / learning games	✓							
Exploring & eliciting the constructed knowledge through reflexive process		✓						
Make changes in learning strategies based on student response		✓						

Adequacy of learning experiences in achieving the anticipated competencies	✓								
Provide opportunities for the use of pupil's observation book/science diary/ kadhapusthakam/ kavithapusthakm etc.	✓								
Provide opportunities for collection of specimens/survey/ debate/projects/experimentation /discuss on / seminars /field trip / outdoor learning / library corner / bulletin board etc.		✓							
Consolidating pupil's presentation	✓								
Use of OHP, B.B and other display devices with the consolidation and elaboration of pupil's presentation	✓								
Keep record of students response		✓							
Pay attention to the whole class	✓								
Communication skills	✓								
Questions aptly worded and properly distributed	✓								
Proper class management	✓								
Subject competency	✓								
Proper budgeting of time	✓								
CLOSURE									
Review	✓								
Follow up activities in tune with the knowledge constructed / competencies acquired	✓								

Name of the observer: *Mariya Davis.*

✓

Criticism

Lessonplan

CRITICISM LESSON PLAN-1

Name of the teacher: Krishna Rajesh
Name of the school: St. Antony's HS Mala
Subject : Chemistry
Unit : Water
Topic : Surface tension

Standard : VIII
Division : A
Strength : 15
Duration : 30 minutes
Date : 10/08/2023

Learning
outcomes

- Learner will be able to
- Make an operational definition for surface tension
 - validate the reason for certain substances floating on water surface
 - understand that soap reduces surface tension of water

Content
analysis

- Surface tension is the reason why certain insects and blades float on surface of water.
- Surface tension is a characteristic property of all liquids
- Surface area is minimum for spherical shape.
- That is why liquid droplets assume spherical shape
- Soap reduces surface tension of water.

Process skills	<ul style="list-style-type: none"> • Observing • Inferring • Experimenting • Making operational definitions
Values and attitudes	<ul style="list-style-type: none"> • Curiosity is aroused in students while watching experiments • Ability to link science with day to day observations
Learning resources	<ul style="list-style-type: none"> • Taskcards intermolecular force of attraction • ICT resources : ICT image : image of an insect and blade floating on water
Prerequisites	<ul style="list-style-type: none"> • Basic idea about intermolecular space and force of attraction in water molecule.
Expected products	<ul style="list-style-type: none"> • completed scenediary • completed taskcard • completed worksheet.

Inductory phase

Teacher enters the class and creates a learning environment. Through inquiry, the teacher builds a rapport with students.

With the help of ICT resources, teacher shows the images of an insect and blade floating on water. Teacher asks students to guess reaction for this phenomenon. Students express their idea and teacher consolidate the findings and then introduce the topic.

Grouping technique

Teacher divided the entire class into various groups.

Developmental phaseACTIVITY 1

Teacher introduces the topic 'surface tension' through small demonstrations. Teacher has a beaker filled with water and then place a blade on the surface of water. The students are expected to note their observations.

In science diary, Teacher consolidates the findings.



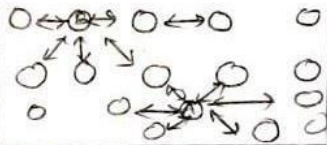
Consolidation

The blade floats on surface of water due to surface tension. This is also the reason why small insects float on the surface of water. "surface tension is characteristic property of all liquids".

ACTIVITY 2 [chart] [Task cards]

Children are grouped into various groups. Then teacher shows figure depicting intermolecular force of attraction between molecules of liquid in chart

chart:



Then teacher gives task cards based on surface tension

Task card

1. Do the molecules on the center of water exerts force on all four sides?
2. Are the molecules present at surface are able to exert force upwards?
3. What happens to water molecules during surface tension?

consolidation

i) yes ii) No iii) attract each other

Molecules of a liquid attract each other. The number of molecules in vapour form ~~surface~~ ^{tension} of water is less than surface. Hence, attraction towards the sides and interior will be greater. Consequently the surface liquids behave like a stretched membrane. This behaviour cause surface tension.

Surface tension is reason, insects and blades floats on water.

ACTIVITY 3 (Experiment)

Teacher demonstrates activity to show that surface tension reduces surface area of liquid.

Experiment: Tie a thread to the bangle, immerse to scoop water and creates a soap film. Make a small hole at a portion of film using pin. Observe the shape of remaining portion of the film.



consolidation

When portion of the film is pricked using a pin, it breaks and a new film which is less in area remains. This is because surface tension reduces surface of liquid.

ACTIVITY 4

Teacher asks the reason for water droplets assuming spherical shape. Teacher shows image of raining with

the help of ICT resources. Teacher consolidates the idea expressed by students.



consolidation

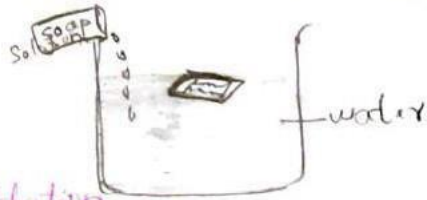
Surface tension reduces the surface area of liquid. For a definite mass of a substance, surface area is minimum for spherical shape. Surface tension pulls the surface of drop equally at all points thus produces spherical shape with minimum surface area. That's why liquid droplets assume spherical shape.

ACTIVITY 5

Teacher demonstrates an activity to show that soap reduces surface tension of water.

Teacher takes a beaker filled with water and places a blade very carefully on the surface of water. After that soap solution is slowly added to the beaker through sides. The teacher asks the students to

record their observations in science diary. Teacher consolidates the findings.



consolidation

Before adding the soap, blade float on the surface of water. But after adding soap, blade is seen to sink on the beaker. This tell soap reduces the surface tension of water causing blade to sink.

concluding phase

Teacher concludes the portion and asks various questions from portions. as worksheet.

① Surface tension is the reason why small insects floats on surface of water [True/false]

- (ii) The molecules on the surface of water exerts attractive force on all 4 sides [True/false]
- (iii) Surface tension is the reason raindrops assumes spherical shape. [True/false]
- (iv) surface tension reduces surface area of water [True/false]
- ~~on water drop~~
consolidation

(i) True	(ii) False	(iii) True	(iv) True
----------	------------	------------	-----------

Home Assignment

Find out more examples for surface tension from daily life

Summ

Report of Criticism Lessonplan - 1

Name of the teacher : Krishna Rajesh
Subject : chemistry
Topic : surface tension

Standard : VIII

Date : 10-08-2023

As a part of B.ED curriculum, I got an opportunity to witness the class by Miss Krishna Rajesh on the topic 'Surface tension'. The medium of the class was English. The class commenced with introducing an activity which generate curiosity in students. The mode of presentation was pleasant. The language was simple and fluent. It followed constructivist method. She maintained active involvement of students and used practical demonstrations to visualize surface tension phenomena.

Utilizing ICT resources, containing videos and images, vividly illustrated the concept. The interactive charts, displayed on the smartboard, further complemented the visual aids, providing students with a comprehensive overview. She also

OBSERVATION SCHEDULE – CONSTRUCTIVIST FORMAT

Name of the teacher: Krushma Rajesh
 Subject: chemistry
 Topic: Surface tension

Date: 10-10-2023
 Standard: VII

Points of observation	E	V G	G	A	B A	P	V P	Mks
PREPARATION								
Strategies for building up suitable physical and emotional environment		✓						
Strategies / techniques to reveal or convince the learner about what he really knows		✓						
Setting up a problematic learning situation			✓					
Strategies disturbance free & disciplined grouping			✓					
LEARNING PHASE								
Be sure about the prerequisites for learning activity		✓						
Clear and concise guidelines for group activity		✓						
Instruction on learning tasks- instruction cards/ display devices like charts, OHP etc. B.B work, structured oral command		✓						
Sufficient activity for each group or individual			✓					
Systematic routine for procedural activities			✓					
Involve all students in the activities			✓					
Encourage non volunteers			✓					
Smooth transaction- minimum time between activities			✓					
Pace activities effectively			✓					
Bring & design appropriate learning aids in activities			✓					
Learning aids used effectively		✓						
Continuous supervision aids-keen observation of learning activities		✓						
Manage interruptions			✓					
On the spot diagnosis of learning difficulties & remediation			✓					
Teacher intervention facilitating the progression of learning activities at the right direction and at the right place			✓					
Strategies for no threatening & varied evaluation – observation / oral questions / reporting / learning games			✓					
Exploring & eliciting the constructed knowledge through reflexive process			✓					
Make changes in learning strategies based on student response			✓					

Adequacy of learning experiences in achieving the anticipated competencies	✓								
Provide opportunities for the use of pupil's observation book / science diary / kadhapusthakam / kavithapusthakam etc.		✓							
Provide opportunities for collection or specimens / survey / debate / projects / experimentation / discuss on / seminars / field trip / outdoor learning / library corner / bulletin board etc.		✓							
Consolidating pupil's presentation		✓							
Use of OHP, B.B and other display devices with the consolidation and elaboration of pupil's presentation	✓								
Keep record of students response		✓							
Pay attention to the whole class		✓							
Communication skills		✓							
Questions aptly worded and properly distributed		✓							
Proper class management		✓							
Subject competency	✓								
Proper budgeting of time	✓								
CLOSURE	.								
Review	✓								
Follow up activities in tune with the knowledge constructed /competencies acquired	✓								

Name of the observer: *Mariga Daves*

3. PERFORMANCE TESTS

JESUS TRAINING COLLEGE

MALA
(Affiliated to the University of Calicut)

MICRO TEACHING



Name of Student : ABIYA PRASAD
Admission No. : 2793
Register No. : STAWTMS001
Subject (Group) : NATURAL SCIENCE

Certified that this is a Bonafide Record


MEMBER OF THE FACULTY

Place MALA

Date 8-3-2022




PRINCIPAL

Principal
Jesus Training College
Mala - 680 732

Place MALA

Date 8-3-2022

MICRO TEACHING

INDEX

[illegible]

SKILL OF INTRODUCTION

Name of the teacher : Abiya Prasad

Subject

: Biology

Topic

: Chemical Fertilizers

Class : VIII

Date : 25-10-2022

Teacher Talk	Pupil Talk	Sub components
Good Morning	Good Morning, Teacher	
Did you have breakfast	Yes, teacher	
What did you ate today?	Puttu, Dosha, Idli.	
What curry did you ate along with it?	Sambar, Coconut chutney	
From where did you get the ingredients to make sambar?	From market.	

(showing a picture of market)

Yes, from where do these vegetables come to our market?

Do other states cultivate vegetables

Do they cultivate vegetables in large scale

Can we cultivate vegetables at home

Can you name some of the vegetables we can grow at home

Is there any difference between the vegetables we grow at home and the vegetables we see in the market?

From other states

Yes

Yes

Yes

Cucumber, Turmeric, Tomato, Potato, chilly.

Yes

Use of appropriate device.

Use of Previous knowledge.

What is the difference in the vegetables that we grow and that we buy from market?

Big size and fresh types of vegetables are seen in markets. But in our home vegetables are small sized and diseased vegetables are seen mostly.

Use of Previous knowledge.

Have you noticed lands for cultivating vegetables?

Yes.

Have you observed any materials been applied to the field?

Yes.

What is it?

A white powder sprayed and something black coloured powder are applied

Use of Previous knowledge.

Is it good to apply fertilizers in the field?

Yes.

Why is it good?

We get more vegetables which are big in size.

Use of Previous knowledge.

In our home we grow vegetables is it?

Do we put fertilizer in the soil to grow vegetables.

Are the vegetables grown in garden tasty.

Vegetables of our home or the market. Which is tasty?

Why is it tasty?

Yes

No.

Yes

Vegetables in our home

We don't add chemicals to it.

Use of previous knowledge.

Use of previous knowledge.

OBSERVATION SCHEDULE

SKILL OF INTRODUCTION

Name of the teacher : Abiya Prasad

Subject : Biology

Topic

class : VIII

Date: 25-10-2022

Component of Skill	Excellent	Very Good	Good	Average	Poor	Very poor
Use of Previous knowledge	✓					
Use of appropriate device		✓				

4. ORAL ASSESSMENT

JESUS TRAINING COLLEGE, MALA
(Affiliated to the University of Calicut)



2022-2024 Batch

EPC/Practical/Task: EDU 08 - Visit nearby school and collect
information regarding the advantages and disadvantages
of CCE from teachers and prepare a report.

Semester : II

Name : Abiya Prasada

Register No : STAWITNIS001

Rame

Class teacher

Place : Mala

Date : 23-03-2023

Dmy
Principal
Jesus Training College
Mala - 686 732



INDEX

SL No	CONTENT	PAGE NO.
1	INTRODUCTION	1
2	METHODOLOGY	3
3	ANALYSIS	5
4	REFLECTION	7
5	REFERENCE	11
6	APPENDIX	8

Continuous and Comprehensive Evaluation (CCE) refers to a student evaluation system, which covers all aspects of activities related to student development. It covers all the domains of learning i.e. cognitive, affective, and psychomotor domains. It treats evaluation as a developmental process. Evaluation in the cognitive domain is associated with the evaluation of cognitive abilities such as knowledge, understanding, application etc. Evaluation in the affective domain means evaluation of attributes such as attitudes, motives, interests etc. Evaluation in the psychomotor domain involves assessing learner's skills to use their hands (e.g., in handwriting, construction and projects).

The nature of CCE is so comprehensive that it includes almost all aspects of student's development. It integrates assessment with the teaching and learning process; emphasizing assessment of learner abilities in scholastic areas along with the co-scholastic areas. CCE encourages and motivates students to be positive in their attitudes. It emphasizes that teacher's judgement should be made through an honest and objective appraisal without bias. It is a process of continuous attempts to assess whether desirable changes are taking place in students along with the lines of educational objectives.

Purposes of Continuous and Comprehensive Evaluation

CCE attempts to minimize fear and anxiety among the learners about examination and evaluation.

CCE helps learners, parents and teachers in the following ways :

- + It reduces the dropout rate as there will be less fear and anxiety among learners related to their performance.
- + In CCE, greater focus is given on learning rather than on contributing tests and examinations.
- + It contributes to the holistic development of learners.
- + CCE is used as an instrument of preparing learners for future life by making them physically fit, mentally alert, emotionally balanced, and socially adjusted.
- + Learners get more time to develop their interests, hobbies and personalities through CCE.
- + It promotes a learner-friendly environment, thereby optimizes student learning.
- + It equips students with life skills, especially creative and critical thinking skills, social skills, and coping skills which will help them to face a highly competitive environment later on.

METHODOLOGY

METHOD

Interviews are a method of data collection that involves two or more people exchanging information through a series of questions and answers. The questions are designed in such a way to elicit information from interview participants on a specific topic. Interviews are also useful when the topic is rather complex or requires lengthy explanation. Hence for understanding the advantages and disadvantages of CCE, interview method was adopted.

SAMPLE

Name of the teacher :


Name of the school : St. Mary's G.H.S.S, Kuzhikkathussery.

PROCEDURE

On 02 January 2023, an interview on the advantages and disadvantages of CCE was conducted with Sheena Teacher, one of the senior most teachers, working in the H.S section of St. Mary's G.H.S.S Kuzhikkathussery. The interview was taken in an empty classroom. Teacher was really co-operative and answered our questions patiently. She gave every little details about the CCE scheme and helped us clarify our doubts. Hence we were able to come to an inference on CCE.

TOOL

As a part of our initiatory works, we were asked to select a school of our choice. Teacher trainees who opted the same school formed a group and prepared a questionnaire regarding the advantages and disadvantages of CCE. A minimum of 20 questions were prepared by each group. The questions were framed in such a way that both the positive and negative sides of CCE should be understood. All the members of the group contributed in preparing questions.



ANALYSIS

After the interview, following conclusions regarding CCE was drawn:

Unit tests and terminal examinations conducted as a part of CCE is helpful in assessing the scholastic performance of students. The question papers are set with easy and hard questions. This is helpful in understanding pupils IQ. Materials related to unit tests are discussed in subject council consisting of teachers of respective subjects and they decide portions for examinations. Members of PTA actively involves in this process and helps in determining the dates for examinations. After exams, progress card with marks of respective students are produced; toppers in each class are determined and rewarded. PTA meetings are conducted thereafter and the parents and teachers evaluates the scholastic performance of their children and help them accordingly in their learning process. Even the children can evaluate their scholastic performance by themselves.

Since CCE also focuses on co-scholastic, abilities of children various club activities are organized in the school. About 20 clubs such as Arts club, English club, Hindi club, IT club, Gardening club, Nature club, Eco-club, Vimukthi club (Anti-narcotics club) etc. operates in the school. Teachers are assigned duty in each club.

Students can participate in any club of their choice. Club meetings are organized every Friday and reports are kept and are submitted for audit. Students are also encouraged to participate in inter school cuts and sports competition. Special training is provided for this and the winners are rewarded.

Importance is also given to the moral development of children. SPC, IRC, Scouts and Guides functioning in the school are involved in social activities. They visit old age homes and hospitals and actively involve in social services. They collect money for helping the needy. Even the teachers in the school donate a percentage of their wages in 'Kaurya fund' and thereby helps students and parents in need. Motivational classes and career guidance sessions are arranged in the school. Counselling centres are organized in schools to help children. Special attention and care are provided to CWSN & IED children.

Apart from all this positive sides of CCE, a major challenge in establishing CCE in school is time limitation. No much time is available to work on the co-scholastic abilities of children. Since the syllabus is to be completed within a particular time period, scholastic activities are given more importance. Even some parents are of opinion that the schools must act as a centre for providing knowledge rather than focussing on the holistic development of children.

REFLECTION

After the task, we were able to understand many positive impacts of CCE in the growth and development of the learners. At the same time, difficulties in implementing CCE were realized. CCE helps parents and teachers to understand the children and it also provides students a provision to evaluate themselves. We were able to derive at a conclusion that CCE if successfully established and followed, would help in the holistic development of children. CCE helps parents and teachers to improve the scholastic and co-scholastic abilities of children and thereby helps to mould good social personalities. The task gave a positive impression about CCE.

REFERENCES

- * <https://shgc.in/continuous-and-comprehensive-evaluation>
- * <https://www.iitms.co.in/blog/importance-of-continuous-and-comprehensive-evaluation.html>
- * <https://ncert.nic-in/dee/cce.php>

Premia

Jesus Training College, Mala

Let's salute our nation!

Republic Day Quiz programme

**By
SOCIAL SCIENCE CLUB**

**On
27th January 2023
(Friday)**

Venue: Assembly Hall



QUIZ PROGRAMME REPORT

Report on Quiz Program: Let's Salute Our Nation

The quiz program titled "Let's Salute Our Nation" was successfully organized on January 27, 2023, at the assembly hall of Jesus Training College in Mala. The event was held as part of the Republic Day celebrations, aiming to test the knowledge and patriotism of the participants.

The quiz competition saw enthusiastic participation from students, faculty members, and staff of the college. The questions were designed to highlight the history, significance, and symbols of the Indian Republic and its diverse culture. The participants showcased their understanding of the country's constitution, freedom struggle, national heroes, and important events in Indian history.

The quiz competition was conducted in a competitive yet friendly atmosphere, encouraging teamwork and collaboration among the participants. The audience actively engaged in cheering for their favorite teams and demonstrating their support for a spirit of unity and nationalism.

The winners of the quiz program were awarded with certificates and prizes as tokens of appreciation for their efforts and knowledge. The event concluded with a message emphasizing the importance of upholding the values of democracy, unity in diversity, and respect for the nation.

Overall, the quiz program "Let's Salute Our Nation" was a resounding success, fostering a sense of pride and patriotism among the college community and promoting awareness about the rich heritage of India.

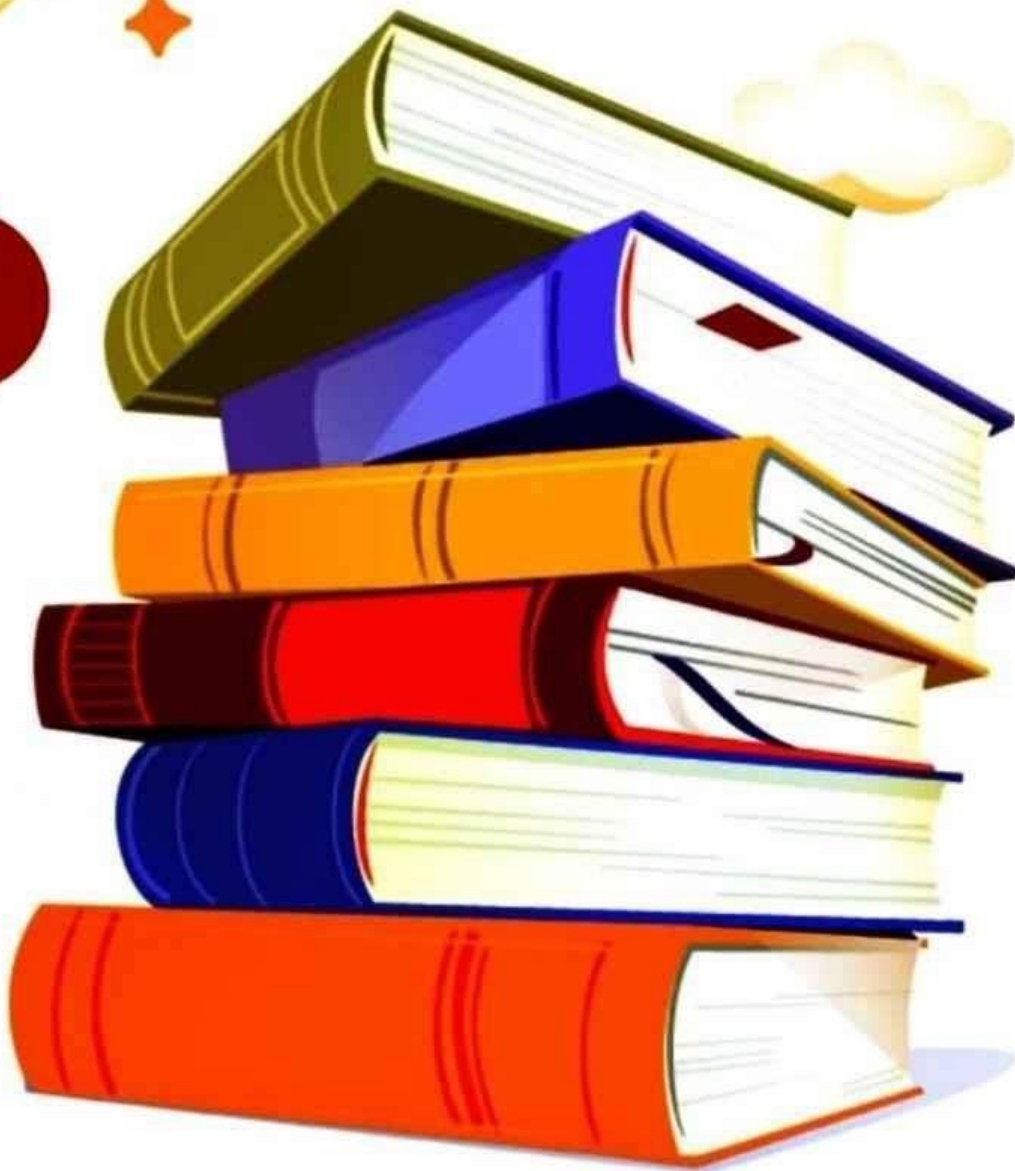
JESUS TRAINING COLLEGE

ക്രിസ് മത്സരം

വായനപക്ഷാചാരണം

01:00 PM TO 02:30 PM

SEMINAR HALL



5. RATING SCALE

JESUS TRAINING COLLEGE MALA

Affiliated To the University Of Calicut



2022-2024 Batch


EPC/Practical/Task..E.D.U.:V.B...Prepare a tool for measuring
any of the domains of the learner Administer it to a
group of students and interpret the result.....
Semester.....IInd Semesters.....

Name...Abiya Prasad.....

Register No..STA.W.TALSOOL.....

Optional..Natural...Science.....

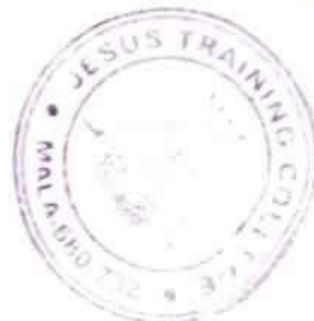

Class Teacher:


Principal
Jesus Training College
Mala - 680 732


Principal

Place: MALA

Date : 11-1-2023



INDEX

Sl. No.	CONTENTS	PAGE NO.
1	TASK	1
2	INTRODUCTION	2
3	METHODOLOGY	3
4	LIKERT SCALE	4
5	ADMINISTRATION	5
6	ANALYSIS	6
7	DATA ANALYSIS	10
8	CONCLUSION	11

TASK

Prepare a tool for measuring any of the affective domains of the learner. Administer it to a group of students (N greater than 30), and interpret the result.

INTRODUCTION

The affective domain is one of the domains in Bloom's Taxonomy, with the others two being the cognitive and Psychomotor domains. The affective domain includes the manner in which we deal with things emotionally such as beliefs, values, appreciation, enthusiasms, motivations and attitudes. Affective learning is demonstrated by behaviours displaying attitudes of awareness, interest, attention, concern and responsibility, ability to listen and respond in interactions with others and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study. The affective domain refers to the tracking of growth in feelings or emotional areas throughout the learning experience. In order to be most effective, learning objectives labelled using this domain need a very clear instructional intention for growth in this area specified in the learning objectives.

Likert scale is an orderly scale from which respondents choose the option that best support the opinion. The choices range from strongly agree to strongly disagree.

It is ideal for large questionnaires with multiple items.

Produces reliable quantitative data that can be analyzed with relative ease.

Delivers deeper insight into what people are thinking and feeling

METHODOLOGY

To craft a likert scale to get proper results certain steps have to be followed. The steps that helped in its construction are as follows :-

- Step 1 : Write a series of statements with both positive and negative opinion towards some object or situation.
- Step 2 : Select at least 10 statements with both positive and negative opinions.
- Step 3 : Arrange the statement with positive and negative statements mixed up.
- Step 4 : Put the letters to the five point scale (SA, A, U, D, SO) to the left of each statement for easy marking.
- Step 5 : Provide the directions in the beginning of the scale, telling students how to mark their answers and include a key of letters used for each statement.

An opinionnaire for measuring the attitude of students towards 'syllabus' was created with ten questions in five point scale. Thus, using likert scale, students can easily understand and choose variety of options helping us to get a clear picture of attitude of students towards syllabus. A questionnaire for measuring attitude towards syllabus, among students is shown below.

JESUS TRAINING COLLEGE, MALA

LIKERT SCALE : SYLLABUS

ST. MARY'S G.H.S.S. KUZHIKKATTUSSERY

Name of the student :

Std & Div :

No	STATEMENTS	SA	A	U	D	SD
1	Syllabus is completed on time.					
2	Syllabus provide opportunity for overall development					
3	Syllabus is burden for children					
4	Syllabus include co-curricular activities					
5	Certain portions in the syllabus are not applicable to daily life.					
6	Materials included in the syllabus are well organized and presented.					
7	Study materials related to syllabus are available.					
8	Enough time is not allotted for lab works.					
9	Syllabus is based on recent developments					
10	The syllabus requires changes.					

SA - Strongly Agree

D - Disagree

A - Agree

SD - Strongly Disagree.

U - Undecided

ADMINISTRATION

On 01 February 2023, the questionnaire for Likert scale to understand the attitude of students on the current school syllabus was conducted among 35 students of class IX. The questionnaire consisted of 10 questions, with both positive and negative statements on school syllabus. Questions were asked orally and the students were supposed to write their opinion according to the five point scale. The questions were explained well in case of any doubt. The responses were collected and then analyzed to understand the opinion of students on current school syllabus.

ANALYSIS

Name of the student	1	2	3	4	5	6	7	8	9	10
Aadhika K.S	SA	U	A	A	SA	D	A	A	U	SA
Aadhilakshmi T.B	SA	A	U	A	A	A	SA	SA	SD	SA
Agilya Sreenivasan	SA	D	U	D	D	A	SA	D	SD	SA
Adithya Sathesan	A	U	A	SA	A	D	A	U	U	SA
Alnoova T.A	A	A	U	D	A	SA	SA	A	A	SD
Amna Suhail A.S	A	U	SA	D	SA	SA	U	SA	A	SD
Anagha P. Nair	A	A	SA	A	SA	U	D	SA	SD	SA
Anaigha Praveen	A	U	SA	D	U	A	SA	SA	D	U
Anaswara Binu	A	D	SD	U	SD	SA	A	SA	SA	SA
Anet A.P	A	D	SA	U	SA	A	SA	A	U	SA
Angelrose Baiju	SA	D	U	D	A	A	SA	A	D	A
Annarose Shiju	A	U	A	A	SA	U	D	SA	U	SA
Annllya Baiju	SA	A	SA	SD	A	SA	D	SA	U	SA
Anumol Jinny	A	A	U	A	U	U	SA	A	D	SA
Arya C.B	D	A	U	SA	A	SA	SA	A	U	SA
Ayonalakshmi M.P	A	U	SA	SA	A	A	SD	A	D	SA
Ayillya	A	U	A	SA	A	A	SD	A	D	SA
Bhuvana Biju	A	U	A	SA	SA	A	SD	A	D	SA
Devanandha W.M	SA	U	A	SA	A	U	SA	SD	A	SA

Name of the Student	1	2	3	4	5	6	7	8	9	10
Devipriya P.R	A	U	A	SA	SA	A	SD	A	D	SA
Fathuma Farsana T.S	A	D	SA	SA	A	SA	SD	A	SD	SA
Fathuma Jennath K.N	A	D	SA	SA	SA	SA	SD	A	SD	SA
Crayathli N.R	A	A	SA	U	SA	SA	D	A	D	A
Crayathui P.S	A	D	SA	SD	A	U	D	A	D	A
Crifty Shaju	A	A	A	A	D	A	D	A	A	A
Isha Fathima P.L	A	D	D	D	D	D	SA	A	SD	A
Jana Yusuf	A	A	A	A	D	SA	A	A	A	SA
Joice Jolly	D	A	SA	SA	D	D	A	A	SD	SA
Jyothi Krishna P.N	SA	U	A	A	U	SA	SA	U	A	SA
K.S. Aadwithya	A	D	SA	U	SA	U	SA	A	U	SA
Lekshmi C.D	A	D	SD	U	SA	A	SD	SD	U	SA
Liviya Johnson	A	SA	SA	U	A	SA	SD	SA	D	SA
Malavika Rajesh	A	A	SD	A	SA	A	D	A	A	SA
Megha Chandran	A	D	SA	SA	SA	U	SD	A	U	SA
Meera Prasad C.	A	SA	SA	U	SA	A	SA	A	U	SA

Qn No.	SA%	A%	U%	D%	SD%
1.	$\left(\frac{7}{35}\right) \times 100$ = 20%	$\left(\frac{26}{35}\right) \times 100$ = 74.2%	0	$\left(\frac{2}{35}\right) \times 100$ = 5.7%	0
2.	$\left(\frac{2}{35}\right) \times 100$ = 5.7%	$\left(\frac{13}{35}\right) \times 100$ = 37.1%	$\left(\frac{10}{35}\right) \times 100$ = 28.5%	$\left(\frac{10}{35}\right) \times 100$ = 28.5%	0
3.	$\left(\frac{15}{35}\right) \times 100$ = 42.8%	$\left(\frac{10}{35}\right) \times 100$ = 28.5%	$\left(\frac{6}{35}\right) \times 100$ = 17.1%	$\left(\frac{1}{35}\right) \times 100$ = 2.8%	$\left(\frac{3}{35}\right) \times 100$ = 8.5%
4.	$\left(\frac{11}{35}\right) \times 100$ = 31.4%	$\left(\frac{9}{35}\right) \times 100$ = 25.7%	$\left(\frac{7}{35}\right) \times 100$ = 20%	$\left(\frac{6}{35}\right) \times 100$ = 17.1%	$\left(\frac{2}{35}\right) \times 100$ = 5.7%
5.	$\left(\frac{14}{35}\right) \times 100$ = 40%	$\left(\frac{12}{35}\right) \times 100$ = 34.2%	$\left(\frac{3}{35}\right) \times 100$ = 12%	$\left(\frac{8}{35}\right) \times 100$ = 22.8%	$\left(\frac{1}{35}\right) \times 100$ = 2.8%
6.	$\left(\frac{11}{35}\right) \times 100$ = 31.4%	$\left(\frac{13}{35}\right) \times 100$ = 37.1%	$\left(\frac{9}{35}\right) \times 100$ = 25.7%	$\left(\frac{4}{35}\right) \times 100$ = 11.4%	0
7.	$\left(\frac{13}{25}\right) \times 100$ = 37.1%	$\left(\frac{5}{35}\right) \times 100$ = 14.2%	$\left(\frac{1}{35}\right) \times 100$ = 2.8%	$\left(\frac{7}{35}\right) \times 100$ = 20%	$\left(\frac{9}{35}\right) \times 100$ = 25.7%
8.	$\left(\frac{8}{35}\right) \times 100$ = 22.8%	$\left(\frac{22}{35}\right) \times 100$ = 62.8%	$\left(\frac{2}{35}\right) \times 100$ = 5.7%	$\left(\frac{1}{35}\right) \times 100$ = 2.8%	$\left(\frac{2}{35}\right) \times 100$ = 5.7%
9.	$\left(\frac{1}{35}\right) \times 100$ = 2.8%	$\left(\frac{7}{35}\right) \times 100$ = 20%	$\left(\frac{10}{35}\right) \times 100$ = 28.5%	$\left(\frac{9}{35}\right) \times 100$ = 25.7%	$\left(\frac{7}{35}\right) \times 100$ = 20%
10.	$\left(\frac{27}{35}\right) \times 100$ = 77.1%	$\left(\frac{5}{35}\right) \times 100$ = 14.2%	$\left(\frac{1}{35}\right) \times 100$ = 2.8%	0	$\left(\frac{2}{35}\right) \times 100$ = 5.7%

Qn No.	High Percentage Response
1	A%
2	A%
3	SA%
4	SA%
5	SA%
6	A%
7	SA%
8	A%
9	U%
10	SA%

DATA ANALYSIS

The attitude of 35 students towards school syllabus was measured by calculating percentage-wise score. By analyzing the data we can infer that:

- ⇒ Most of the students agree that syllabus is completed on time.
- ⇒ The opinion of students on the statement 'syllabus provide opportunity for overall development' got equal response for 'A', 'U' and 'D'.
- ⇒ Most students strongly agree that syllabus is burden for them.
- ⇒ Majority of students strongly agree that syllabus includes Co-curricular activities.
- ⇒ Most students are of opinion that certain portions in the syllabus are not applicable to daily life.
- ⇒ Majority of the students agree with the statement that materials included in the syllabus are well organized and presented and study materials related to syllabus are available.
- ⇒ Students agree that enough time is not allotted for lab works.
- ⇒ Students strongly agree that the present syllabus requires changes.

CONCLUSION

To understand the attitude of students towards the current school syllabus, a questionnaire using Likert scale was prepared and then distributed to students of class IX. On 01 February 2023, the responses were collected and analyzed to understand various opinions of students on school syllabus. Students of the same class had different views on the current syllabus. Likert scale was helpful in getting fast responses. It also helped the students to understand, answer and respond more to the point using five choices of responses. Thus we can conclude that Likert scale is apt to measure the attitude of students towards the syllabus.

✓

JESUS-TRAINING COLLEGE, MALA
(Affiliated to the University of Calicut)



2022-2024 Batch

EPC/Practical/Task: Report of the study on style preferences and learning in a group of 15-20 children using a tool on learning style.

Semester : II

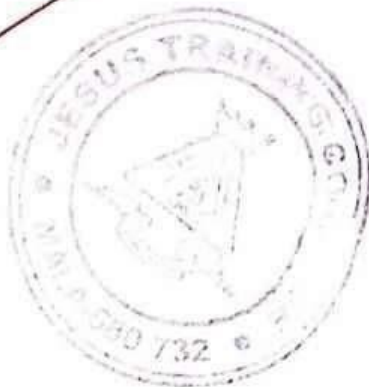
Name : Abiya Prasad

Register No : STAWTNS001

Class teacher

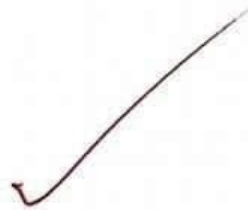
Place : MALA

Date : 10-12-2023




Principal
Principal
Jesus Training College
Mala - 880 732

LEARNING STYLE



INTRODUCTION

The term learning style is widely used to describe how learners gather, interpret, organise come to conclusions about and store information for use.

These styles are classified sensory approaches. Visual, auditory, verbal and kinesthetic. Learning styles and preference take on a variety of forms and not all people fit neatly into one category.

Auditory learners tend to learn when the subject matter is enforced by sound. Kinesthetic learners learn through doing things. Verbal learners learn through written words. Visual learning learns through written words. Visual learners observing things, pictures, diagrams. Learning style have been shown to play an important role in the learning process. Each person has her particular style of learning that determines how she interacts with her learning environment.

Understanding learning styles can make it easier to create, modify and develop more efficient curriculum and educational programmes. It can also encourage students participation in these programmes and motivate them to gain professional knowledge knowing childrens learning styles will help to find ideas.

Different Learning Styles

1. Visual learning style

Visual learners are learners who process information that they can be better than the information they hear. This means that visual learners prefer to read over listening and write over speaking aloud. They have greater chance of remembering information that is presented to them in the form of graphics, images and maps.

Their characteristics include:

- Turn notes into pictures, charts or maps.
- Able to memorize and recall visual information.
- Tends to memorize and recall visual information.
- Uses visual objects such as graphs, pictures and charts.
- Make mind and concept maps instead of outlines.

2. Auditory learning style ✓

Auditory learning style is which a person learns through listening. An auditory learners depends on listening and speaking as a main way of learning.

Auditory learners find conventional study practices, such as making notes directly from textbooks, not terribly effective. Their other characteristics include.

- Retains information through hearing and speaking.
- Notices different aspects of speaking.
- Record lectures and listen to them.
- Learns better when discusses.
- Read textbook aloud.

3. Kinesthetic Learning Style

Kinesthetic learning style or tactile learning is a learning style in which learning takes place by the students carrying out physical activities rather than listening to a lecture or watching demonstrations. They aren't necessarily suited to the traditional classrooms. They tend to learn best when they are physically active or through learning activities, that active participation. Their other characteristics include.

- Likes to use the hands on approach to learn new material.
- It is generally good in maths and science.
- Usually prefer group work.
- Would rather demonstrate how to do something
- Work while studying.

Read and Write

Students with a strong reading or writing preference learn best through words. These students may present themselves as copious notes takers on and readers and are capable to

translate abstract concepts into words and essays.

Collection of data

I collected information about learning style through a questionnaire section. Data was collected from 20 students of St Mary's Kozhikvathussery. Necessary explanation and instructions were given when they were doing questionnaire. I collected the data and analysed it. A copy of questionnaire is attached here.

Learning style is a popular concept in psychology and education and are intended to identify how people learn best. It helps to gain a better understanding of the learner. The inventory was based on questions regarding the student study habits and attitudes. The study, finding time to study habits, finding time to study, styles of writing note taking, planning on essays etc. The inventory is conducted to help students to improve their learning effectiveness attitudes and motivation.

ANALYSIS AND INTERPRETATION

The following table shows the learning style preferred by the students.

No	Learning Style	No. of Students	Percentage.
1.	Visual	60	60%
2.	Auditory	30	30%
3	Kinesthetic	10	10%

From the above data we can understand that 60% of students prefer visual learning style, 30% of students prefer auditory learning style and the remaining 10% prefer kinesthetic learning style. Majority of the students i.e. 60% prefer to learn through visual learning style. That means majority of students like to study through learning materials as visual objects, pictures, videos etc... few students were taken through hearing and speaking. Some of the students prefer kinesthetic learning style, that means they like to learn the material through group work, activities, experiencing demonstrations etc.

SUGGESTIONS

- The teacher should understand the different learning style preferences of the learning.
- Give importance to the audio visual aids in teaching.
- Provide group activities, field trips, projects etc... to the students.
- Prepare the learning material to fit with the needs of students by considering their individual difference in learning style.

EDUCATIONAL IMPORTANCE

It enables the learner to enjoy the learning and strengthen the learning capacity.


It reduces stress and strain of learning experiences.

It avoid fatigue in learning situations.

It provides great curiosity and motivation of life long learning.

CONCLUSION

Learning style have been shown to play an important role in the learning process. Each person has their particular learning style that determines how she interact with her learning environment. Knowing and understanding the use of specific learning styles such as visual, auditory and kinesthetic modes of learning can help teacher to give the best to their students. It helps teachers and students to be more productive and creative to make better decisions, improve problem solving and learn more effectively.



LEARNING STYLE

QUESTIONNAIRE

Directions: Read the statements to the children, and ask them to tick the correct that is most like them. They can tick more than one option if applicable.

1. When you are learning your times-tables, how do you remember the answers?

a) You look, then cover over the tables and try to picture them.

b) You say the tables out loud.

c) You use your fingers or hands to help.

2. You have a list of spellings to learn, what do you do?

a) You say each letter out loud again and again.

b) You write the words over and over again.

c) You look hard at each word and remember what it looks like.

3. In a history lesson you were learning new facts. Which way is best for you?

a) Watching a video

b) Listening to a tape or radio programme explaining what happened.

c) Taking part in a role-play and acting out what happened.

4. You want to find out how an alarm clock works. What do you do?

a) You take the object apart then put it back together again.

b) You look at a diagram or a picture.

c) You listen to a teacher telling you about it.

5. In your English lesson you are learning a new story. How do you remember it?

a) You tell the story to a friend.

b) You draw pictures or a mind map.

c) You make up actions as you go over the story in your head.

6. You want to learn a sport that you have never played before. Which way is best?

a) To watch a demonstration.

b) To be told the instructions and repeat them back.

c) You just go and do it.

7. In a PE lesson you are learning a new move on the trampoline. What is best for you?

- a) You let the teacher support you through the movements so that you can feel how to do it.
- b) You look at diagrams of moves on flash cards.
- c) Your friend explains how to do it.

8. In a design lesson you need to learn how to use a new tool. How would you do that?

- a) By listening to your teacher explaining how to use it.
- b) By experimenting.
- c) By watching someone else use it.

9. You have made a cake before, with help. This time you want to do it on your own. How do you do it?

- a) You follow a recipe
- b) You ask someone to tell you what to do.
- c) You just get started and remembered what to do as you go along.

10. You are learning to count in another language. What is best for you?

- a) Singing the words.
- b) Looking at cards and posters.
- c) Playing a game with words.

11. If you have to learn a list of of facts/ things in order, which is easier?

- a. You act or do them in a sequence.
- b. You read over the list several times.
- c. You make up a song or a rhyme.

12. In a science lesson you are learning about the different parts of a flower. How do you prefer to find out?

- a) By listening to your teacher telling you.
- b) By taking apart a real flower
- c) By looking at a diagram.

13. You need to remember a telephone number. What do you do?

- a) Imagine the pattern of numbers in my head.
- b) Repeat the numbers out loud.
- c) Learn the pattern the numbers make on the keypad.

14. How do you prefer to relax?

- a) By doing some sort of physical activity such as playing a sport or going for a walk.
- b) By listening to music
- c) By watching TV or reading.

15 When you give someone directions how do you do it?

- a) Draw a map.
- b) Tell them and repeat instructions.
- c) Point and use your hands to show the way.

16 When you meet new people how do you remember them?

- a) Mostly by things they did or how they made you feel.
- b) Mostly by what they said or their names.
- c) Mostly by how they looked or what they wore.

17 Having watched a film or television programme what do you remember most?

- a) What happened and how the characters felt.
- b) What was said and the music.
- c) The scenes and what people looked like.

18 If you want to work out how your friend is feeling, what do you do?

- a) Listen to them.
- b) Look at the expression on their face.
- c) Notice their movement and posture.

19. If you are trying to concentrate, what puts you off the most.

- a) Noises
- b) An untidy room
- c) People moving about.

20 If you are learning something new on the computer how do you prefer to do it?

- a) By listening to instructions.
- b) By trying it out for yourself.
- c) By watching someone else do it.




PRINCIPAL
Jesus Training College, Mala