



Farook Training College

Research Centre in Education.
Farook College, Kozhikode, Kerala.

Cycle 3 NAAC Re-accreditation 2023.


SSR - Criterion II

2.4.4. Samples prepared by students for each indicated assessment tool

Affidavit

I do here by certify that, all the pages in this document are duly authenticated by me, under my privilege as the Head of the Institution of Farook Training College Kozhikode, Kerala




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P.O. Farook College, (Calicut)

**1. Teacher made written tests based on
subject content**

FAROOK TRAINING COLLEGE

Farook College (P.O.), Kozhikode - 673632

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B.Ed. COURSE

2021-23

RECORD OF ACHIEVEMENT TEST AND DIAGNOSTIC TEST

Certified that this is a bonafide record of

Name of the Student : *Sindriya Puthen Cheruvil*

Roll No. : *13*

Optional Subject : *English*

MEMBER OF THE FACULTY

Place *FPC*

Date *2/2/23*

PRINCIPAL


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3.	ACHIEVEMENT TEST - 2	29
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QUESTION PAPER

KUNNAMANGALAM HIGHER SECONDARY SCHOOL

Unit Test

Subject: English

Marks: 20

Class: VIII

Duration: 40 minutes

1. Read the given passage and answer the following questions:
'It is a beautiful world.' The girl said. 'It is a great honour to make things for it.'
'It is a beautiful world.' The boy echoed sadly. 'It is a sin to do anything which might represent the world badly or imperfectly.'
 - a) What is the relationship between the girl and the boy?
 - b) What is described as a 'sin' by the boy?
 - c) Give two examples for suffixed words from the passage.
 - d) Pick out the synonym for 'wrong'. (1/2*4=2 marks)
2. Prepare a profile of Victor Marie Hugo
 - ✓ Born: 26 February 1802
 - ✓ Died: 22 May 1885
 - ✓ Works: Les Miserables, Notre-Dame de Paris
 - ✓ Professions: poet, politician, playwright, novelist (3 marks)
3. Prepare a character sketch of The Little Girl in the chapter 'The Light on the Hills'. (4 marks)
4. The boy in 'The Light on the Hills' finally came up with a wonderful painting appreciated by everyone. His little sister's words are the real inspiration behind the achievement. Having heard of the achievement of the boy, you have decided to send a letter of appreciation to him. Write the letter. (5 marks)
5. Write an appreciation of the poem "The Sower".

Or

Many thoughts might have passed through the mind of the boy while painting the pictures. Attempt a diary entry based on the boy's thoughts. (6 marks)



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P P M H.S.S Kottukkara

unit test

Chemistry - equilibrium

Class : XI

Div : B

Time : 50 min

Mark : 25

Instructions

- Read all questions carefully.
- attend all questions
- consider mark and time while attending questions

Section A

Answer all questions, each carries one mark. (4x1=4)

1. Define the term pH
2. Identify the Lewis acid from the following.
3. Write one example for physical equilibrium
4. Predict the nature of solution produced by hydrolysis of sodium acetate.

Section B

Answer all questions. Each carries two marks.

5. Aqueous solutions of ionic compounds NaCl, CH_3COONa and NH_4Cl shows different pH.

Identify acidic, basic and neutral solutions among these.



6. Consider the equilibrium; $\text{AgCl}_{(s)} \rightleftharpoons \text{Ag}^+_{(aq)} + \text{Cl}^-_{(aq)}$
 Solubility of AgCl is 1.06×10^{-5} mol/L at 298 K. Write its K_{sp} at this temperature.

7. Common ion effect is a phenomenon based on Le-Chatelier's principle. Illustrate common ion effect with an example.

8. Calculate pH of 0.01M acetic acid solution with degree of ionisation of 0.045.

9. Explain the term buffer solution, give an example for acidic buffer.



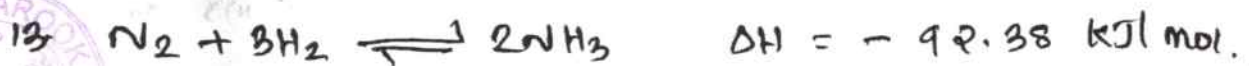
calculate value of K_c for the equilibrium if the value of K_{sp} is 1.8×10^{-2} at 600K. ($R = 0.0821 \text{ L atm mol}^{-1} \text{ mol}^{-1}$)

Section c

Answer all questions, each carries 3 marks.

11. Value of equilibrium constant is useful to predict the extent of reaction and the direction of the reaction at a given stage - explain. (3 x 3 = 9)

12. Derive an expression for calculation of ionisation constant of weak acid (K_a).



Analyse the effect of change in temperature, pressure and concentration for the above reaction.



AMMHS PULIKKAL
DIAGNOSTIC TEST

FORCE

CLASS:8

TIME:40 minutes

Mark: 15

Instructions

- Read all questions carefully
- Attend all questions
- Consider mark and time while attending questions

1. Identify the relation in first word pair and complete the second one (1)

Pressure : Pascal

Atmospheric pressure :

2. Which of the following statement is correct? (1)

- The pressure exerted by liquid column increases with increase in height.
- The pressure exerted by a liquid column decreases with increase in height.
- The pressure exerted by a liquid column do not change with increase of height.

Choose the correct option

3. The factors influencing liquid pressure are (1)

- Height of the liquid column, density of liquid, acceleration due to gravity



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b) Height of liquid column, density of liquid, volume of liquid
c) Height of liquid column, acceleration due to gravity,
temperature of the liquid

4. Name the S I unit of pressure (1)

- a) N/m^2 b) N/m
c) m/s d) m^3

5. The thrust acting per unit area by a liquid is called (1)

6. The weight of an air column above unit area on the surface of earth at sea level is considered as (1)

(Atmospheric pressure, Standard atmospheric pressure)

7. Weight of an object of mass m kg is (1)

8. Match the following (1)

9. Pressure

Thrust/ area

10. Liquid pressure

Barometer

11. Atmospheric pressure

hdg

12. Give any one example for situations in daily life where atmospheric pressure is used. (1)

13. An envelop of air surrounds the earth. This is called
(Earth's atmosphere, Earth's envelop) (1)

14. The total normal force experienced by a surface is ... (1)

Give answer in one word

15. Astronauts wear specially designed clothes. (1)

16. Constructing a knife with a sharp edge. (1)



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2.Observation modes for individual and group activities

Mentimeter observation schedules

Join at menti.com use code 6157 3186

Mentimeter

Skill of Using black board

Strongly disagree		Strongly agree
	Legibility	
	Neatness in BB work	
	Organisation in BB work	
	Appropriateness of BB work	

MENTIMETER

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Mentimeter

Skill of Stimulus Variation

Strongly disagree		Strongly agree
	Teacher movement	
	Gestures	
	Change in Speech Pattern	
	Pausing	
	Focussing	
	Change in Interaction Style	
	Oral-Visual Switching	

MENTIMETER



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RUBRICS FOR CONSTRUCTIVIST TEACHING

Name of the student:

Topic:

Si. No	Item	Expert	Proficient	Needs Improvement	Does not meet standards
Planning and Preparation					
1	Clarity of expected learning outcomes				
2	Proper and adequate content analysis				
3	Sequencing				
4	Introduction				
5	Follow up questions				
Learning Experience					
6	Clarity				
7	Construction of knowledge				
8	Use of AV aids				
9	Task structuring				
10	Consolidating technique				
11	Making of learning notes				
12	Adequacy of learning materials				
Pupil Involvement					
13	Student participation				
14	Questioning				
Class Management					
15	Time management				
16	Teacher confidence				
17	Using different stimulus variation				
18	Subject competency				
Spicing up the class					
19	Creativity and novelty				
20	Extending the content to life				





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3. Performance tests

RUBRICS FOR CONSTRUCTIVIST TEACHING (Social Science)						
		5 (Expert)	4 (Proficient)	3 (Need Improvement)	2 (Doesn't Meet Standards)	TOTAL MARKS
Planning and Preparation						
1	Clarity of the Objectives	Maximum Clarity	Optimum Clarity	Minimum Clarity	Low Clarity	
2	Proper Analysis of the content	Sufficient, Relavent and Proper Analysis	Adequate Analysis of the content	Limited Analysis of the content	Inadequate and irrelevant Analysis of the content	
3	Creativity and Novelty in Learning Activity	Highly Creative and Novel Learning Activity	Moderatly Creative Learning Activity	Creativity was Tapped with the help of Teacher	Not at all Creativity and Novel	
4	Sequencing	Done Properly	Moderate Sequencing	Tried to Sequence but Failed miserably	No Sequencing	
5	Interesting introduction	Creation of a Puzzling situation ,Connecting with Previous Knowledge	Using a good Strategy like Story, Questions, Narration, AV Aids etc.	Using Plain Narration or Explanation or Questioning	Dull Introduction Not interesting	
6	Questions in Plan	Thought Provoking	Average Questions	Simple Questions	No Questions	
7	Follow up	Suitable Follow up Activity was given and monitored Properly	Follow up Activity was given	Follow up activity was not Suitable	No Follow up Activity	
Developmental Activity						
8	Construction of Knowledge	Using Strategies like Discussion, Observation, Classification, Problem solving Etc	Promoting enquiry and thinking	Students have some confusions and asks for clarifications	Failed to construct Knowledge Group work without Thinking	
9	Learning Materials	Sufficient and Relavent Materials	Limited Materials but adequate	Limited Materials and inadequate	Limited, inadequate and irrelevant Materials	
10	Task Structuring	Proper Structuring Smooth Progression, note taking	Proper Structuring but no Smooth Progression due to the complex task	No Proper Structuring & progression but Clarifies doubts	No Proper Structuring & progression Students had lot of doubts	
11	Scaffolding	Proper and Timely Scaffolding	Sufficient Scaffolding	Average Scaffolding	No Scaffolding	
Teacher directions and involvement						
12	Clarity	Clear and Specific Instruction	Instruction was Clear but not Specific	Casual Instruction	unclear and improper	
13	Learning Task Familiarizing	Unambiguous task Familiarization	Task was explained. Students know what to do	Task was Presented by oral presentatin only	The Task was just mentioned by few hints	
14	Learning Material Familiarizing	Unambiguous and proper familiarisation	Proper Familiarisation by explanation before presentation	Familiarized by showing the Materials before presentation	Learning Materials were not mentioned before presentation	




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		4 (Expert)	3 (Proficient)	2 (Need Improvement)	1 (Doesn't Meet Standards)	TOTAL MARKS
Class Management						
15	Time Management	completed in stipulated time	Completed the activity but much early	Prolonged and busy completion	not completed the activity in stipulated time	
16	Student Participation	All students were encouraged to participate by assigning well defined roles	All students were encouraged to participate but roles were not assigned	Participation of students ensured by teacher appeals or strict warning	Only one or two groups participated in the activity	
17	Taking Notes	Student recorded the essential things without teacher support	Student recorded the things with teacher support	teacher gave essential notes after the activity by reading	Student not recorded the essential things	
18	Teacher Confidence	Confident and Energetic and charging confidence to students	Confident but could not radiate the confidence to students	Confident but lacked enthusiasm	No confidence with tiresome look	
19	Use of Stimulus variation	Teacher has an impressive voice with proper modulation. Proper Facial expression , gestures,	Teacher has an audible voice but a more proper modulation in sound is required. Some gestures are there but facial expression is not adequate, Uses appropriate Posture Movements, and Interaction Styles	Voice of the teacher was audible but was less than the student noise. No expression in face, gestures are not proper some Uses Some movements, and interaction styles	Teacher has a low voice. Dull facial expression with no gestures ,	
20	Subject Competency	High	Good	Average	No	
					Total	





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CHART WORKSHOP

B.Ed. 2021-23 BATCH

July 11, 2022 to July 13, 2022

The major objectives of the workshop is to nurture ideas of preparing relevant teaching aids for identified content areas, to develop creative instincts to give chance for expression of ideas and to develop feeling of conservation of thrown out materials - Student teachers needs to prepare charts, sketches, Symbols etc.

Evaluation scheme

5 Charts- Tabular Charts, Flow/Process charts, Tree charts, Flipcharts etc.(10 marks)



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4.Oral assessment



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RECOGNIZED BY UGC & NCTE (ACCREDITED BY SAAC AT A+ GRADE WITH CGPA 3.80)



**NSS UNIT NO.263
UNIVERSITY OF CALICUT**

NATIONAL SCIENCE DAY CELEBRATION

2023 February 24 - 28

PHOTOGRAPHY COMPETITION

24/02/2023

POSTER MAKING

25/02/2023

CAPTION WRITING

26/02/2023

DEBATE

27/02/2023

QUIZ

28/02/2023



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5. Rating Scales

9E
Leodas

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

Almost
never
1

rarely 2 sometimes 3 often 4

Almost
always
5

- 5 1. I'm disapproving and judgmental about my own flaws and inadequacies.
- 1 2. When I'm feeling down I tend to obsess and fixate on everything that's wrong.
- 2 3. When things are going badly for me, I see the difficulties as part of life that everyone goes through.
- 1 4. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world.
- 1 5. I try to be loving towards myself when I'm feeling emotional pain.
- 1 6. When I fail at something important to me I become consumed by feelings of inadequacy.
- 1 7. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.
- 2 8. When times are really difficult, I tend to be tough on myself.
- 1 9. When something upsets me I try to keep my emotions in balance.
- 2 10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
- 3 11. I'm intolerant and impatient towards those aspects of my personality I don't like.
- 1 12. When I'm going through a very hard time, I give myself the caring and tenderness I need.
- 5 13. When I'm feeling down, I tend to feel like most other people are probably happier than I am.
- 1 14. When something painful happens I try to take a balanced view of the situation.
- 1 15. I try to see my failings as part of the human condition.
- 2 16. When I see aspects of myself that I don't like, I get down on myself.
- 2 17. When I fail at something important to me I try to keep things in perspective.



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- 5 18. When I'm really struggling, I tend to feel like other people must be having an easier time of it.
- 1 19. I'm kind to myself when I'm experiencing suffering.
- 2 20. When something upsets me I get carried away with my feelings.
- 5 21. I can be a bit cold-hearted towards myself when I'm experiencing suffering.
- 3 22. When I'm feeling down I try to approach my feelings with curiosity and openness.
- 4 23. I'm tolerant of my own flaws and inadequacies.
- 1 24. When something painful happens I tend to blow the incident out of proportion.
- 5 25. When I fail at something that's important to me, I tend to feel alone in my failure.
- 1 26. I try to be understanding and patient towards those aspects of my personality I don't like.




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SSR - Criterion II

2.4.4. Documents showing the different activities for evolving indicated assessment tools

Affidavit

I do here by certify that, all the pages in this document are duly authenticated by me, under my privilege as the Head of the Institution of Farook Training College Kozhikode, Kerala



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(25 hours)

TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey
Brainstorming sessions, Case study, Projects
Video viewing and power point presentations, Peer learning

TASKS AND ASSIGNMENTS

1. Identifying problem behaviour in children of elementary/secondary classes and preparing a case study report.
2. Administer any one standardised psychological tool to primary/secondary school students to identify individual differences among learners.
3. Conducting survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation.

REFERENCES

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- Games People Play: The Psychology of Human Relationship, Berne, E.
- Guidance And Counselling In Colleges And Universities, Kochhar, S.K.(1984), New York: Sterling Publishers Pvt. Ltd.
- Handbook of Developmental Psychology, Wolman, B.B.(Ed)(1982), Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- Human Development, Craig, Grace J.(1983), Englewood Cliffs, New Jersey: Prentice-Hall Inc.

- importance
- Concept of health, aim and objectives of health education and health instruction in schools, importance of health education in teacher education programme, physical fitness and wellness, Types and components of physical fitness, physical fitness tests based on components
- Physical activity and exercise , Exercise and safe heart rate
- Hypo kinetic diseases and its management -Obesity, diabetes, hypertension, osteoporosis, coronary heart disease , back pain
- Importance of good posture, common postural deformities,

(15 hours)

Unit IV

First aid, nutrition and yoga education in schools

- Food and nutrition: Nutritional balance, Caloric values , caloric requirements and energy expenditure
- Principles of first aid, CPR, first aid and emergency care in various situations- Electric shock, burns, drowning, accident, poisoning, heart attack and epilepsy
- First aid for Common injuries: head injuries , different wounds, sprain ,strain ,dislocation and fractures
- YOGA education-Meaning and definition ,history and types of yoga, benefits of yoga, general guidelines for yogic practices and misconceptions about yoga, ,importance of asanas and pranayamas, yoga and stress management

(10 hours)

TASK AND ASSIGNMENTS (Any one)

1. Prepare a questionnaire for HMs for collecting data regarding his/her difficulties in performing duties and responsibilities
2. Prepare a sample master time table for secondary school
3. Assessment of Health related physical fitness (Any two variables)



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- Cognitive views about learning- learning theories of Piaget, Bruner, Ausubel, Vygotsky- educational implications-
- Constructivist learning strategies: cooperative and collaborative learning, peer tutoring, concept mapping, brain based learning, cognitive apprenticeship, engaged learning
- Humanistic views on learning- Experiential learning (Carl Rogers)
- Social learning theory (Bandura) - educational implications
- Transfer of learning: concepts and definitions- types of transfer- theories of transfer- educational implications

(30 hours)

Unit IV

Remembering and Forgetting

- Memory-concept and definitions- types of memory- strategies to improve memory
- Forgetting- concept and definitions- causes of forgetting -curve of forgetting- educational implications
- Multi-stage model of memory- theories of forgetting-

(15 Hours)

Unit V

Creating facilitative learning environment

- Learning environment- formal, informal- home learning environment-school environment- class room climate- educational implications
- Teaching to facilitate learning: importance of teaching strategies- models of teaching (families, types, general overview)- Teacher's personality- role of teacher
- Learning in groups: concept of group- types of groups- characteristics of groups- Sociometry: use and importance - group dynamics- group cohesion-educational implications
- Guidance and counselling- concept- types- need and importance- role of teacher

(25 Hours)

Unit VI

Learning in learner's perspective

- Meaning and definition of learning style- approaches to learning- orientations in learning- classification of learning style (Dunn & Dunn) - multiple intelligence as learning style -educational importance of style preferences
- Reflective practices- attending to the experience- returning to the experience- reevaluating the experience
- Meta cognition-planning, monitoring and evaluation

(15 Hours)

TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey, Brainstorming sessions, Case study, Projects, Video viewing and power point presentations, Peer learning

TASKS AND ASSIGNMENTS

1. Constructing Sociograms based on an elementary classroom group and a secondary classroom group and comparing them.
2. Conducting a study on style preferences in learning in a group of 15-20 children using any tool on learning style.



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Unit III

Tools & techniques for classroom assessment

- Tools & techniques for classroom assessment- observation, Self reporting, Testing; anecdotal records, check lists, rating scale, Test-types of tests.
- Rubrics- meaning, importance
- Assessment Tools for affective domain- Attitude scales, motivation scales-interest inventory
- Types of test items-principles for constructing each type of item

(20 hours)

Unit IV

Issues in classroom assessment

- Major issues-commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues
- Reforms in assessment-open book, IBA, on line, on demand
- Examination reform reports

(13 hours)

Unit V. Assessment in inclusive practices

- Differentiated assessment- culturally responsive assessment
- Use of tests for learner appraisal-achievement test, Diagnostic test- construction of each- preparation of test items- scoring key- marking scheme-question wise analysis
- Quality of a good test
- Ensuring fairness in assessment
- Assessment for enhancing confidence in learning- Relationship of assessment with confidence, self-esteem, motivation-ipsative assessment

(25 hours)

Unit VI. Reporting Quantitative assessment data

- Statistical techniques for interpreting and reporting quantitative data
- Measures of central tendency
- Measures of dispersion
- Correlation
- Graphs & Diagrams

(20 hours)

TASK & ASSIGNMENT

1. Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.
2. Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report

TRANSACTION MODE

Lecture-cum-Discussion, brain storming, group discussion, individual and group exercises, assignments

- Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.)
- Participation in organizing 'Beyond the class Activities' in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

Supervision of School Internship

The supervision of **Internship** is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the Optional teacher is mandatory.

The Teacher Educators have to observe **not less than 3 lessons** of each student-teacher in the first part and **not less than 2 lessons** in the second part and enter their suggestions in the **Supervision Diary** maintained by the student-teacher. Similarly the School supervisors/mentors has to observe maximum number of classes and enter their suggestions in the Supervision Diary Assessment of Practice Teaching will be done on the basis of the given **Indicators for assessment of internship**

90% attendance in mandatory for Internship. There is no condonation for Internship

ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

	Teaching	Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
Other interventions in the classroom		
4	Achievement test – scientific & robust blueprint, Quality questions, scoring , statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales, projective techniques, sociogram or any other.	05
Documents		
8	Observation report of classroom teaching of mentors/peers	05
9	Record of lesson Plans	10
10	Audiovisual aids made by the intern (which are not ICT related)	05
12	Improvised apparatus and learning aids made by the intern	10
13	Student artifacts generated in the class room like <i>kai ezhuthu masika</i> , learning aids, charts, posters, albums etc.	10



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ORAL ASSESSMENT



GOVERNMENT OF INDIA
MINISTRY OF INFORMATION AND BROADCASTING
CENTRAL BUREAU OF COMMUNICATION

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75-ാം സ്വാതന്ത്ര്യദിനാഘോഷം

2022 AUGUST 11, 12

മത്സരങ്ങൾ

DAY - 1 (11.08.2022)

VERSIFICATION
ESSAY WRITING

DAY - 2 (12. 08.2022)

ELOCUTION
PATRIOTIC SONG
QUIZ



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Report

QUIZ COMPETITION

August 12, 2022

Farook Training College NSS Unit Quiz competition was organized as part of Independence Day celebration Azadi Ka Amrit Mahotsav. 30 people participated in the competition in 6 teams. Social Science, Malayalam, Maths, Options bagged first, second and third positions respectively. Volunteers Irfana and Kanakamani led the way




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Gallery



Prepared by Documentation Committee, NSS FTC



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UNIVERSITY OF CALICUT



QUIT INDIA MOVEMENT DAY
AUGUST 9

Online Quiz Competition



Time limit
2022 Aug 9 | 10 AM



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P.O. Farook College, (Calicut)

Report

QUIZ COMPETITION - QUIT INDIA MOVEMENT DAY

August 9, 2022

NSS Unit 263, Farook Training College organized an online quiz competition on August 9 Quit India Day as part of Azadi Ka Amrit Mahotsav, the 75th Independence Day celebration. The contest was conducted through a Google Form link. The first position in the competition was shared by B.Ed first year students Ashita RC and Ayesha Nida while the second position was bagged by B.Ed first year student Biju. The third position was shared by Anagha E and Arun Raj, first year B.Ed students. E-certificates were given to the winners. NSS Day Celebration Committee Volunteer Coordinators Jishna C, Salva Shirin and Vipin Das presided over the programme.




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FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION, FAROOK COLLEGE PO, HOZHAKKODE PIN 476652
RECOGNISED BY UGC & NCTE (ACCREDITED BY SAAC AT A+ GRADE WITH CGPA 3.80)



**NSS UNIT NO.263
UNIVERSITY OF CALICUT**

NATIONAL SCIENCE DAY CELEBRATION

2023 February 24 - 28

PHOTOGRAPHY COMPETITION

24/02/2023

POSTER MAKING

25/02/2023

CAPTION WRITING

26/02/2023

DEBATE

27/02/2023

QUIZ

28/02/2023



[Signature]
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Report

NATIONAL SCIENCE DAY - QUIZ COMPETITION

Feb 28, 2023

As part of National Science Day, Farook Training College NSS Unit (Unit No. 263) organized a science problem solving competition. B Ed and M Ed students participated in the competition held on February 28, 2023. Abhiya Sarah Thomas and Vipin Das bagged the first position. Niya Jolly and Dilsha bagged the second position. The competition was led by second year students Samjeev, Subisha and Arun Raj.




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Teacher made written tests essentially based on subject content

FAROOK TRAINING COLLEGE

Farook College (P.O.), Kozhikode - 673632

farooktc06@gmail.com

Ph: 0495 2440662



B.Ed. COURSE

2021-23

RECORD OF ACHIEVEMENT TEST AND DIAGNOSTIC TEST

Certified that this is a bonafide record of

Name of the Student : SHJI-K

Roll No. : 15

Optional Subject : SOCIAL SCIENCE

MEMBER OF THE FACULTY

Place *Farook College*

Date *21/05/2023*

Dr. JOLHAR MUNAVIR T
Farook Training College
Farook College P.O. Kozhikode - 673632



[Signature]

PRINCIPAL



[Signature]
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ACHIEVEMENT TEST-1

1. Planning of the Test

- IS standard - Social Science
- Pedagogical objectives - unit
- Date : 09/11/2022
- Strength : 45
- Total Mark : 20
- Time : 45 minutes
- VENUES : U campus

Lessons

1. Remembering
2. Understanding
3. Applying
4. Analysing
5. Evaluating
6. Creating

2. Preparing the design of the test

- Weightage to objective

Sl No	Objectives	Marks	Percentage
1	Remembering	2	10
2	Understanding	2	10
3	Apply	2	10
4	Analyse	6	30
5	Evaluate	4	20
6	Create	4	20
Total		20	100

• Weightage to content

S.No.	Content	Mark	Percentage
1	Multiple choice	1/2	2.5
2	Multiple choice	1/2	2.5
3	Multiple choice	4	20
4	Multiple choice	4 1/2	22.5
5	Multiple choice	3 1/2	17.5
6	Multiple choice	1/2	2.5
7	Multiple choice	6 1/2	32.5
Total		20	100

• Weightage to form of questions

S.No.	Form of questions	No. of questions	Marks	Percentage
1	Objective type	8	4	20
2	Short answer type	3	8	40
3	Essay type	3	8	40
Total		13	20	100



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• Level based to difficulty level

Q.No.	difficulty level	No. questions	Marks	Percentage
1	Easy	8	4	20
2	Average	3	3	40
3	Difficult	12	8	40
	Total	13	20	100

3. Preparation of Blueprint



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BluePrint

Objectives	BluePrint					Total	
	Remembering	Understanding	Applying	Analysing	Evaluating		Creating
	SE	CE	SE	SE	SE	DSE	
Form questions content	0						1/2 (2)
Reference based	1/2 (4)						1/2 (1)
misconceptions	1/2 (4)						4 (9)
misdiagnosis based		1/2 (1)		1/2 (1)			4 1/2 (2)
excellent feedback		1/2 (1)					3 1/2 (6)
Comprehension based		1/2 (1)					1/2 (1)
Remembering based	1/2 (2)						4 1/2 (6)
Reference based	1/2 (2)						4 (13)
Sub total	2 (4)	2 (4)	2 (4)	1 (3)	1 (1)	4 (1)	13
Total							33

Total Marks: 33
 For each column: 100%

Mark List

Statistical Interpretation

Sl No	Name of the students	Max mark	Score	Percentage	Grade
1	Abhinav	20	15	75	B+
2	Abhishek	20	12	60	B
3	Abhimanyu	20	8	40	C
4	Adhil	20	12	60	B
5	Adhwinath	20	25	25	D
6	Aparna	20	9	45	C
7	Anupama	20	15	75	B+
8	Akhinay	20	16	80	A
9	Karthik	20	18	90	A+
10	Kishore	20	50	25	D
11	Vishnu	20	15	75	B+
12	Vaishnav	20	14	70	B+
13	Vignesh	20	12	60	B
14	Vaishali	20	11	55	C+
15	Anjali	20	8	40	C
16	Soumya	20	9	45	C
17	Anikha	20	5	25	D
18	Anupama	20	30	30	D+



40	Sangeeta	28	18	90	B+
41	Asmita Lachmi	18	18	90	A+
42	Anamika	27	19	95	A+
43	Aaradhya	20	19	95	A+
44	Anzatha	23	18	90	A+
45	Nandana	23	18	90	A+

Test Statistic

Frequency Distribution

18, 15, 19, 19, 18, 16, 12, 8, 12, 8, 9, 15, 16, 18, 20, 15, 14, 12, 11, 8, 9, 5, 6, 14, 13, 9, 12, 20, 15, 13, 11, 12, 18, 17, 16, 15, 14, 13, 12, 11, 20, 20, 18, 19

$$\text{Highest score} = 20$$

$$\text{Lowest score} = 5$$

$$\begin{aligned} \text{Range} &= \text{Highest score} - \text{Lowest score} \\ &= 20 - 5 = \underline{\underline{15}} \end{aligned}$$

$$\text{Class Interval} = \frac{15}{5} = 3$$



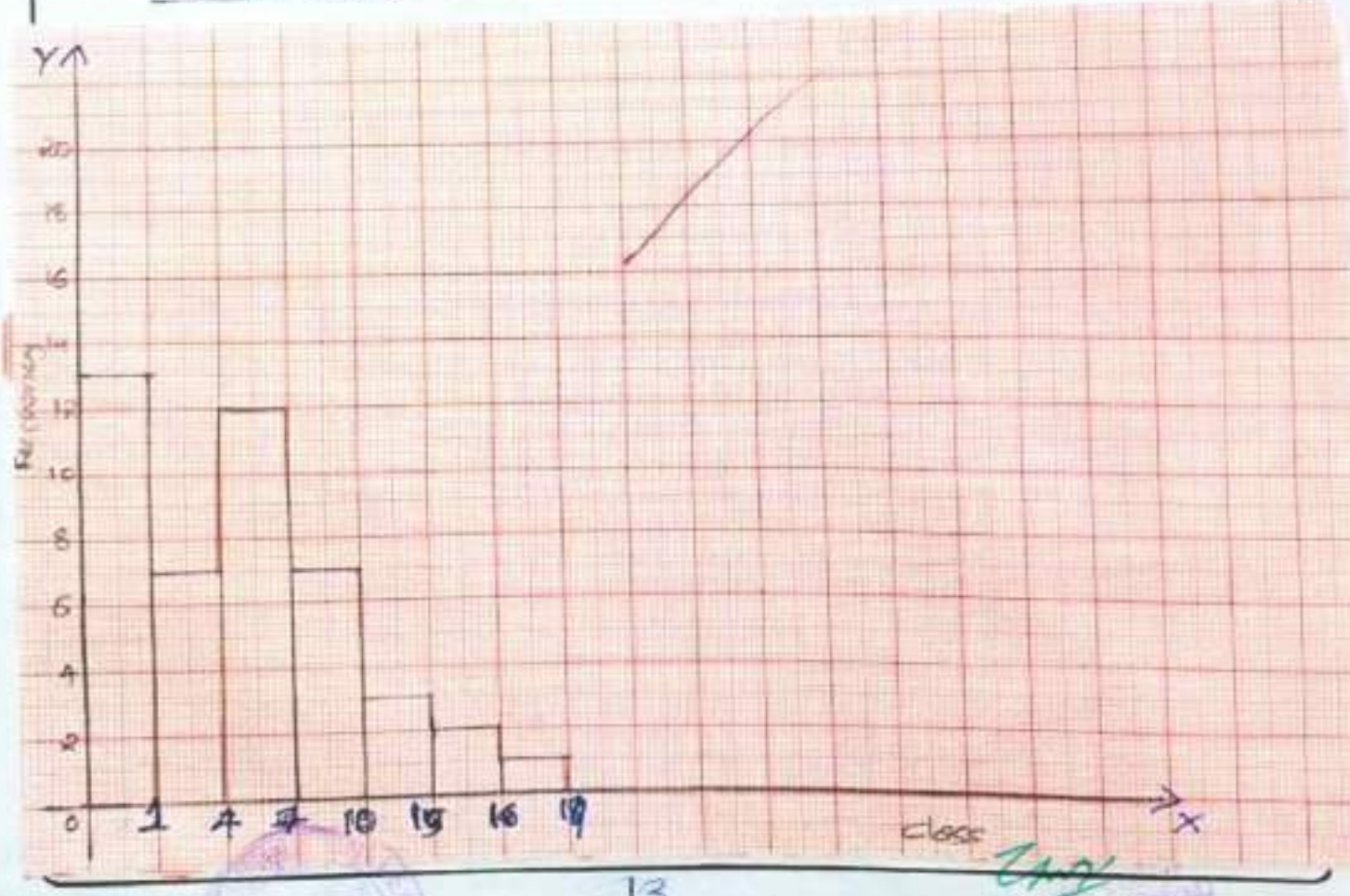
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FREQUENCY TABLE

class	Frequency
18-20	13
15-17	7
12-14	12
9-11	7
6-8	3
3-5	2
0-2	1

GRAPHICAL REPRESENTATION

HISTOGRAM



13

242
Handwritten notes and a stamp.

സമീകൃത ശാസ്ത്രം

നമ്പർ

17

17

5 / 20

- 1. ഭൂമിശാസ്ത്ര ശാസ്ത്രം
- 2. നദി വിജ്ഞാനം
- 3. വനങ്ങൾ
- 4. ജലവിദ്യ
- 5. മഴ - തിരച്ചില
- 6. മഴക്കാലം - മഴക്കാലം
- 7. വനങ്ങൾ - മഴ
- 8. വനങ്ങൾ - മഴക്കാലം



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DIAGNOSTIC TEST

For locating the weakness of the students in subject, the special type of test are conducted. They called as diagnostic test.

- It is used to pinpoint the area of weakness in the subject matter.
- It is designed to identify and investigate the difficulties, disturbance, inadequancies and gaps of the pupil in specific area with a view to overcome those difficulties through remedial instructions.

Construction of Diagnostic Test

Planning

I had firstly identified the area of conducting a diagnostic test, that is the area was the planning in the area of 'Indian Economic Development'. I prepared 20 questions to be in an objective manner.



UWA
Principal
Feroz Tising College
P.O. Feroz College, (Gurgaon)

Preparation of Scoring key and Marking scheme

Scoring key

Question No.	Scoring key	Mark
1	M. Visweswaraya	1
2	USSR	1
3	Prime Minister	1
4	1950	1
5	Visweswaraya	1
6	1951	1
7	IR	1
8	2015 January 1	1
9	Amitabh Bhat	1
10	Janata Party	1
11	1966-69	1
12	Agricultural development	1
13	Industrial development	1
14	2nd FYP	1
15	1st plan	1
16	III rd Plan	1
17	Equity	1
18	Mixed economy	1
19	Five year plan	1
20	Jawahar Lal Nehru	1



44

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Analysis of Content

It had to analyse the contents into teaching points.

- Planning is a strategy for development
- India adopted Planning strategy from USSR
- Planning Commission was set up in 1950
- Jawaharlal Nehru was the first chairman of Planning Commission.
- Prime Minister was the chairman of Planning Commission.
- From 2015, January 1, Planning Commission was suspended and set up NITI Aayog.
- CEO of NITI Aayog was Arvind Khari
- From 1970 onward Janata Party introduced rolling Plan
- Plan holiday was from 1966-69
- The aim of first FYP was agricultural development
- M. Visweswaraya was the father of FYP in India
- 'A Planned Economy for India' is the book of M. Visweswaraya.
- D model was followed in 1st FYP
- 1st FYP is known as Mahalanobis Plan.
- India have perspective Plan for long-term
- Growth, modernization, self-reliance & equity was the main objectives of FYP.

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EMPLOYMENT CHART

Name of the Staff	Grade of the Staff						Subject	Economic	Married & Family	M.O
	1	2	3	4	5	6				
1. Mr. Farook M.										
2. Mr. Farook M.										
3. Mr. Farook M.										
4. Mr. Farook M.										
5. Mr. Farook M.										
6. Mr. Farook M.										
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36. Mr. Farook M.										
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44. Mr. Farook M.										
45. Mr. Farook M.										
46. Mr. Farook M.										
47. Mr. Farook M.										
48. Mr. Farook M.										
49. Mr. Farook M.										
50. Mr. Farook M.										

Amz

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FAROOK COLLEGE (P.O)

Economics

Amy Dev.
H/A
Roll no: 5

- 1) Rao ✓
- 2) USSR ✓
- 3) ✓
- 4) 1950 ✓
- 5) ✓
- 6) 1951 ✓
- 7) 12 ✓
- 8) ✓
- 9) ✓
- 10) with pattern ✓
- 11) 1966-69 ✓
- 12) industry ✓
- 13) Agriculture ✓
- 14) 3rd ✓
- 15) 1st ✓
- 16) 3rd ✓
- 17) Freedom ✓
- 18) Socialism ✓
- 19) Short term ✓
- 20) Jambhwal Netru ✓



Amy
Principal
Farook Training College
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Error Analysis

The diagnostic test conducted at GMHSS Calicut shows that the question number two is the question in which ~~the~~ students ~~only~~ only six students slightly answered. Most of the students are omitted question number two. The question seventeen is the question in which some many students corrected.

Remedial Measures

The most tough area can be identified through the diagnostic test. The error related to question number two was revised and reteached. After revision, the a quiz had been conducted and the error committed by the students become minimized.

Feedback

The tool of diagnostic test helped to identify the difficulty area which had been tough towards to the students. The diagnostic test was helped to identify the ~~the~~ problems and weakness faced by the students in a specific areas. By addressing the special treatment as ~~results~~ results, there were an improvements ~~in~~ their results.

EPC - ICT - Spreadsheet

Status

Fail / Pass

= IF (select ^{cell one} Total ^{cell two} mark < 70, "FAIL", "PASS")

Grading

80 - 100 - A

110 - 120

60 - 80 - B

40 - 60 - C

Below 40

230,

= IF (select

Average

= AVERAGE (select SS to Malayalam = Enter

STANDARD DEV

= STDEV (drag cells Enter

Median

= MEDIAN (drag cells from the ^{2m3} marks for SS to Malayalam

Performance tests

CHART WORKSHOP

B.Ed. 2021-23 BATCH

July 11, 2022 to July 13, 2022

The major objectives of the workshop is to nurture ideas of preparing relevant teaching aids for identified content areas, to develop creative instincts to give chance for expression of ideas and to develop feeling of conservation of thrown out materials - Student teachers needs to prepare charts, sketches, Symbols etc.

Evaluation scheme

5 Charts- Tabular Charts, Flow/Process charts, Tree charts, Flipcharts etc.(10 marks)



Principal
K. J. Somaiya Institute of Education
K. J. Somaiya Institute of Education



Farook College, Kerala, India

5VX5+JHQ, Paruthipara Rd, Farook College, Kerala 673632, India
Lat 11.199085°
Long 75.858854°
13/07/22 10:33 AM



Farook College, Kerala, India

5VX5+JHQ, Paruthipara Rd, Farook College, Kerala 673632, India
Lat 11.199047°
Long 75.858731°
13/07/22 10:33 AM

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ASSERTIVENESS INVENTORY

Introduction

Assertiveness may be defined as the ability to express one's beliefs, wants or feelings in a self-assured and direct manner. Assertiveness is a marker of self-efficacy and a key component of self-advocacy. Assertive individuals' goal is to keep everyone happy and satisfied and conscious to know the agendas of others. Assertiveness is a behaviour that enables individuals to act in their own best interest. Also exercise their own rights, denying the rights of others. Non-assertive behaviour is a passive behaviour. These individuals seek to please others at the expense of denying their own basic human rights. They hide true feelings and inhibit actions that would reflect their feelings and rarely achieve your goals. Aggression usually involves threatening, attacking, ignoring others. Aggressive people overestimate one's opinion and bring harm to others by arguing with them. They push their agendas forcefully on others. The main purpose of this study is to understand the assertive and aggressive behaviour of students.



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in a classroom. It is also very important to a teacher to predict the assertive and aggressive behaviour of these students in a class.

Need and significance of the study

Researchers and educators consider assertiveness to be an essential skill for adolescents, as it can help them engage in effective interpersonal behaviours that contribute to their academic success and social development. Assertiveness is a part of a complex set of social skills that allow children to engage in effective interpersonal communication. When these skills are lacking, children can become withdrawn, resulting in school maladjustment and high unemployment as adults. Hence assertive inventory is a best tool to detect the assertive behaviour of students in a class. It helps the teacher to make and mould the students with assertiveness. Hence this study is very important and significant in education system.

Statement of the problem

The present study is entitled as "Assessment of assertive and aggressive behaviour among the secondary school students in Fareek Higher Secondary school."

2024
Front Page 1/1/24
F.A. Fareek College, Kollam

Operational definition of key terms

- **Assertiveness behaviour:** Behaviour which enables a person to act in his own best interest to stand for himself without undue anxiety, to express his honest feeling comfortably and to exercise his own rights without denying the right of others.
- **Aggressive behaviour:** Behaviour that can result in both physical and psychological harm to yourself, others or objects in the environment.
- **Secondary school students:** Students who study in 8th, 9th and 10th standards.

Objectives of the study

- To assess the assertiveness of secondary school students.
- To find out aggressive behaviour of secondary school students in FHSS.
- To compare assertive behaviour of male and female students.
- To compare aggressive behaviour of male and female students.



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Methodology

Method of study

Survey method is used for the present study. It is organized by providing a questionnaire to the students in ninth standard which contain questions related to assertiveness and aggressiveness.

Sample of study

Sample selected for the study is 30 secondary school students of Kerala studying in 9th standard. Among them 15 are male and 15 are female students.

Tool of the study

For the present study "The assertiveness inventory" developed by Robert E. Alberti and Michael L. Emmert is used as the tool for data collection. It is a questionnaire containing 35 questions which is helpful in assessing assertive and aggressive behaviours.

Technique

Percentage analysis is used for the present study.



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Kollam

Findings of the study

1. Assertive behaviour of total students

	Number of Students	% of Students
Assertive	12	40%
Non assertive	16	53.3%
Moderate level	2	6.66%

2. Gender based analysis of assertive behaviour

	Boys		Girls	
	No. of boys	%	No. of girls	%
Assertive	5	20%	9	60%
Non assertive	11	73.3%	5	33.3%
Moderate level	1	6.66%	1	6.66%

3. Aggressive behaviour

	No. of students	% of students
Aggressive	8	26.6%
less aggressive	22	73.3%




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4. Gender based analysis of aggressive behaviour

	Boys		Girls	
	No. of boys	%	No. of Girls	%
Aggressive	6	40%	2	13.3%
less aggressive	9	60%	13	86.6%

When I analysed the inventory collected from students, I found that out of 30 students 12 are aggressive, 16 are non aggressive and 2 are average level of aggressiveness.

• About 40% of total students have aggressive behavior and they can communicate with others in a direct and honest manner and also respect other persons right.

• About 53.3% of students are non aggressive and 6.66% of students are showing average level or moderate level of aggressiveness. Hence more students are non aggressive in the class.

• When we analyse the data based on gender it is found that out of 15 boys 3 are aggressive 11 are non aggressive and 1 has average level of aggressiveness. Similarly out of 15, 9 are aggressive 5 are non aggressive and 1 is moderately aggressive.



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About 6% of female students have assertive behavior while 33.3% of female students are non assertive in behavior.

About 20% of boys have assertive behavior, while 73% of boys are non assertive in behavior.

In female students assertive behavior is higher while in male students non assertive behavior is higher.

From the data collected from inventory out of 30 students 8 are aggressive and 22 are less aggressive. Majority of students are less aggressive.

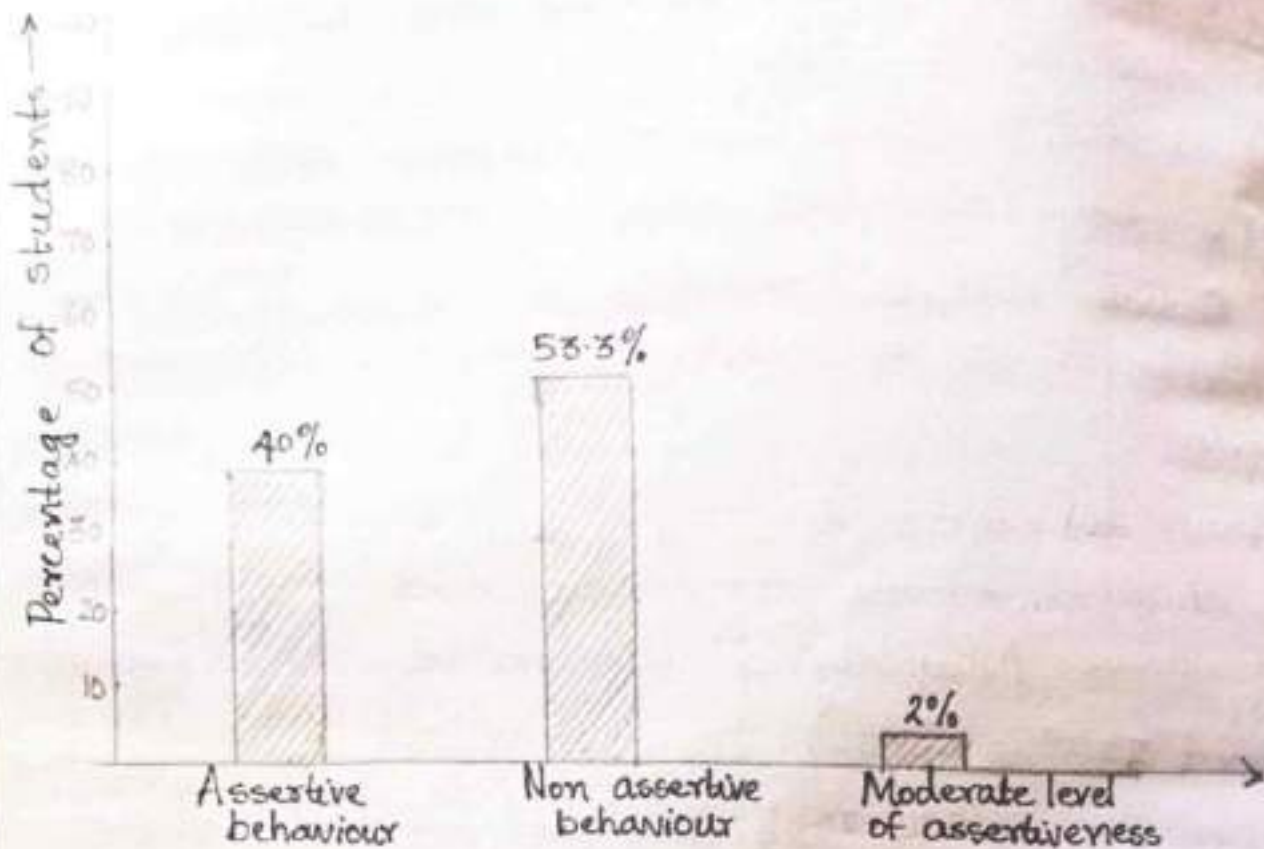
About 73.3% of total students have non aggressive behavior while 26.6% of total students show aggressive behavior.

When analysed the data based on gender about 40% of male students have aggressive behavior and 60% of male students have non aggressive behavior.

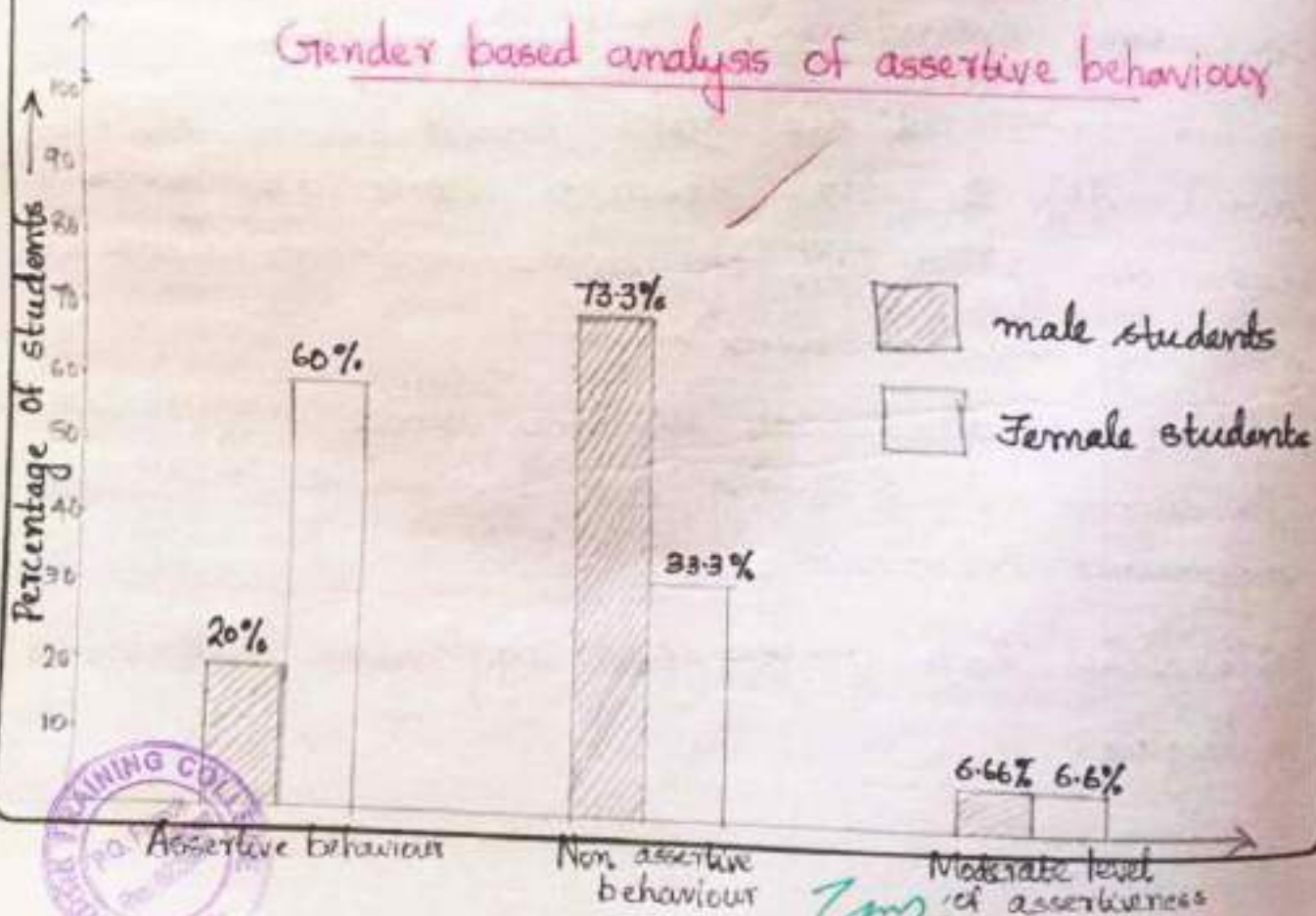
About 13.3% of female students have aggressive behavior while 86.6% of female students have non aggressive behavior.

Hence in both gender less aggressive behavior is higher.

Assertive behaviour of total students



Gender based analysis of assertive behaviour



Conclusion

Assertiveness is the quality of being self assured and confident without being aggressive. It is a learnable skill and mode of communication. Assertive people respect themselves and their energy. They know how to control themselves, how to avoid how to deal stress, they believe in the possibility of resolving conflict in a calm manner. Aggression is any behaviour or act aimed at harming a person or animal or damaging physical property.

The study is related to the assessment of assertive and aggressive behaviour of secondary school students. For this purpose we use survey method and assertiveness inventory is used as a tool for data collection. We can see that majority of students show (53.3%) non assertive behaviour and about 40% show assertive behaviour. Compared to boys majority of girls 60% show assertive behaviour, while 20% of boys show non assertive behaviour. While comparing aggressive behaviour, most of the students tends to have less aggressive behaviour. Numbers shows that boys are more aggressive than girls. From the results it's clear that



[Signature]
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F.A. (Sports) College,
P.A. (Sports) College, (Calicut)

Students have more non assertive and less aggressive behaviour. Hence this study is the best way to know the behaviour of students.

Reference

- <https://www.skillsyouneed.com>
- <https://en.m.wikipedia.org>
- <https://www.psychologytoday.com>
- <https://www.teodeck.com/blog/the-importance-of-being-assertive/>

MS
5/11/23



Zms
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P.O. Farook College, (Calicut)

Observation modes for individual and group activities

FAROOK TRAINING COLLEGE

Farook College (P.O.), Kozhikode - 673632
farooktc06@gmail.com
Ph: 0495 2440662



B.Ed. COURSE

2021-23

REPORT OF OBSERVATION OF CLASSES OF PEERS

Certified that this is a bonafide record of

Name of the Student : Anagha R
Roll No. : 5
Optional Subject : Physical


MEMBER OF THE FACULTY

Place.....

Date.....

PRINCIPAL

Probed




Farook Training College
P.O. Farook College, Kozhikode

PEER OBSERVATION REPORT - 1

Name of the teacher : Lulu Farzana 9th std

Name of the Observer : Anagha R

Name of the School : F.H.S.S. Farook College

Topic : Oxidation and Reduction

Subject : Chemistry

Introduction was not so interesting. The teacher gave less motivation to the children to learn. But could create an effective learning environment. Instructions were clear while asking questions. The student could clearly identify the oxidised atom, reduced atom, oxidising agent and reducing agent. Group activity was given. Class management could be improved. Majority of the students were active but there was also some passive students. Attention wasn't given to those students. Pupil response was good. Consolidation was good.



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PEER OBSERVATION REPORT - 3

Name of the teacher : Niya Joly.

9th std

Name of the observer : Anagha. R

Name of the School : FHSS, Farook college

Subject : Physics

Topic : Inertia

Introduction was not much interesting. Motivation to the child to learn was less. Creating an effective learning environment - was not much effective. High mastery in subject. The time management was proper. Voice was less. Voice modulation was not proper at all. Questions were asked throughout the class. Continuous evaluation was done. Teacher was confident. Good follow up activities were given.



Anagha R
Principal
Farook Institute of Education
P.O. Farook College, Farook

MENTOR OBSERVATION REPORT - 2

Name of the teacher : Abdulla 9th std

Name of the observer : Anagha R

Name of the school : FTLSS, Fenook College

Topic : Gravitation

Subject : Physics

Introduction was not so interesting. Creating an effective learning environment was not so effective. Checked previous knowledge through questioning. Problematic situations were not created. No group activity was given. Learning aid was not used. Lecturing method was used majority. Respected pupil personality. Voice modulation was good. Pacing and timing was good. Follow up activity were given. Considered pupil participation.



Ans.
Fenook College
Fenook College
Fenook College

MENTOR OBSERVATION REPORT-4

Name of the teacher : Shazi 7th std.

Name of the Observer : Anagha

Name of the School : FTISS, Farook College

Subject : Basic Science

Topic : Pressure gauge

Introduction was interesting with learning materials. Motivated the students to learn more about the topic. The teacher was very friendly. Supervision and management was good. All students were involved in the learning activity. Learning material was appropriate and effective. Demonstration cum lecturing method was used. Blackboard usage was not good. Follow up activities were not given.



Zany

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P.O. Farook College, (Calicut)

TASK AND ASSIGNMENT

Prepare a tool for measuring any of the effective outcomes of the learner, administer it to a group of student ($N > 30$) and interpret the result.

Submitted to :

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29/12/22

Submitted by

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Fatima Training College
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SCALE ON ATTITUDE TOWARDS EXAM

നിർദ്ദേശങ്ങൾ

പരീക്ഷയോടുള്ള നിങ്ങളുടെ മനോഭാവം അളക്കുന്നതിനുള്ള ചില പ്രസ്താവനകളാണ് തന്നിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചു നിങ്ങളുടെ അഭിപ്രായം അതാത് കോളത്തിൽ '✓' മാർക്കിൽ രേഖപ്പെടുത്തുക. താഴെ കൊടുത്തിരിക്കുന്ന സൂചകങ്ങൾ ഉപയോഗിച്ച് നിങ്ങളുടെ അഭിപ്രായം രേഖപ്പെടുത്താം.

- പൂർണ്ണമായും യോജിക്കുന്നു [SA]
- യോജിക്കുന്നു [A]
- തീരുമാനമില്ല [U]
- വിയോജിക്കുന്നു [D]
- പൂർണ്ണമായും വിയോജിക്കുന്നു [SO]

S. No.	ചോദ്യങ്ങൾ	SA	A	U	D	SD
1	പരീക്ഷയെ ആത്മവിശ്വാസത്തോടുകൂടി അഭിമുഖീകരിക്കുവാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
2	പരീക്ഷ എഴുതുമ്പോൾ എനിക്ക് ടെൻഷൻ അനുഭവപ്പെടാറുണ്ട്.					
3	മാർക്കിനെപ്പറ്റിയുള്ള ചിന്ത പരീക്ഷ സമയത്ത് എനിക്ക് മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറുണ്ട്.					
4	പരീക്ഷ ചോദ്യങ്ങൾ പലപ്പോഴും എനിക്ക് മനസ്സിലാക്കാറില്ല.					
5	പരീക്ഷയിൽ മാർക്ക് കുറയുമ്പോൾ പഠനത്തോടുള്ള താല്പര്യം കുറഞ്ഞു വരാറുണ്ട്.					
6	സ്കൂൾ പരീക്ഷയിൽ ഉന്നത മാർക്ക് നേടാൻ മാത്രമേ ജീവിതത്തിൽ വിജയിക്കാൻ സാധിക്കുകയുള്ളൂ എന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
7	മാർക്ക് കുറയുമ്പോൾ മാനസികമായ ബുദ്ധിമുട്ടുകൾ അനുഭവിക്കേണ്ടി വരാറുണ്ട്.					
8	നല്ലതുപോലെ പഠിച്ചു തുടങ്ങി വരുന്ന പരീക്ഷയിൽ പലപ്പോഴും മികച്ച രീതിയിൽ പ്രകടനം കാഴ്ചവെക്കാൻ സാധിക്കാറില്ല.					
9	പരീക്ഷയിലൂടെ എനിക്ക് സ്വയം വിലയിരുത്താൻ കഴിയാറുണ്ട്.					
10	പരീക്ഷ എഴുതുന്ന അന്തരീക്ഷം എന്റെ പ്രകടനത്തെ ബാധിക്കാറുണ്ട്.					
11	പരീക്ഷ തലേന്ന് എനിക്ക് നന്നായി ഉറങ്ങുവാൻ സാധിക്കാറുണ്ട്.					
12	യൂണിറ്റ് ടെസ്റ്റുകൾ എന്റെ പഠനനിലവാരം ഉയർത്തുവാൻ സഹായിക്കാറുണ്ട്.					




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 Federal Institute College
 P.O. Kottayam, Kerala

13	തൃടദ്യയായി നടത്തുന്ന പരീക്ഷകൾ എന്ന ശാബ്ദികമായി തിരുത്തലുണ്ട്.					
14	പരീക്ഷ നടത്തുന്നതിലൂടെ എന്റെ പഠന നിലവാരം ഉയർത്താൻ സാധിക്കുന്നുണ്ട്.					
15	പരീക്ഷയിലൂടെ എന്റെ പഠന പുരോഗതി വിലയിരുത്താൻ സാധിക്കുന്നുണ്ട്.					



Handwritten signature in green ink and a purple stamp, possibly indicating approval or verification.

SCORE SHEET

Sl no	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
1	2	2	4	2	4	4	4	4	4	4	5	4	4	5	4	56
2	4	2	5	2	3	2	2	2	5	3	4	3	4	4	4	49
3	4	1	1	2	2	1	1	3	3	2	4	4	2	3	4	37
4	4	2	4	2	3	2	4	1	5	3	4	4	4	4	4	50
5	4	2	4	4	5	4	2	3	5	4	4	4	3	4	4	56
6	4	2	4	2	4	1	5	2	5	2	2	5	4	4	5	51
7	5	2	2	3	5	5	4	5	5	4	3	1	5	2	2	53
8	2	1	2	2	3	5	4	2	3	3	4	4	2	3	3	43
9	4	5	3	2	2	5	5	3	5	3	5	5	5	3	3	58
10	4	1	1	2	3	1	2	2	5	3	4	5	2	4	4	43
11	4	3	3	2	1	4	2	4	4	3	5	3	1	5	5	49
12	5	2	2	1	4	1	1	2	5	3	3	5	2	5	5	46
13	4	3	3	5	4	5	3	2	4	1	3	4	3	4	4	52
14	2	1	1	2	2	5	5	3	5	5	1	5	1	5	5	48
15	5	5	5	1	5	1	5	5	5	5	5	5	5	5	5	67
16	4	2	1	2	3	4	3	2	4	2	3	4	3	2	4	43
17	4	2	4	5	5	3	3	3	5	3	1	5	3	5	3	54
18	4	5	5	5	5	5	5	5	5	2	2	5	4	5	5	67
19	5	5	5	4	5	4	5	4	3	4	1	4	2	3	3	57
20	4	2	4	2	4	5	3	3	2	5	1	4	4	4	4	51
21	4	3	3	2	3	4	3	3	4	4	5	5	3	4	5	55
22	2	2	4	1	1	1	4	5	3	1	5	4	2	4	3	42
23	2	5	4	2	3	4	3	3	5	3	5	4	3	4	4	54
24	4	2	2	2	4	3	2	4	4	4	1	4	2	4	4	46
25	1	5	1	1	4	2	2	5	5	2	4	1	2	1	5	41
26	4	2	1	2	5	2	2	2	4	3	2	5	2	4	5	46
27	5	5	5	5	5	3	3	4	4	4	3	4	4	3	5	62
28	4	4	1	4	5	5	2	4	4	5	4	3	1	4	4	54
29	4	2	4	2	4	4	4	4	4	5	4	5	4	4	4	58
30	4	2	4	2	5	5	2	2	4	5	4	3	2	4	4	52
Total Score Obtained															1539	



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Mean

$$\bar{x} = \frac{\sum x}{N}$$

where $\sum x$ = Total score
 N = Number of students

Here $\sum x = 1539$
 $N = 30$

$$\therefore \bar{x} = \frac{1539}{30}$$

$$\bar{x} = \underline{\underline{51.3}}$$

Median

37 41 42 43 43 43 45 46 46 48 49 49 50 51 51
52 52 53 54 54 54 55 56 56 57 58 58 62 64 64

$$\text{Median} = \frac{51 + 52}{2} = \underline{\underline{51.5}}$$

Mode

Mode is the most repeated number in data

$$\therefore \text{Mode} = 43 \text{ and } 54$$



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Standard deviation

$$\sigma = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{N}}$$

Here $\bar{x} = 51.3$

$N = 30$

x_i	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
56	4.7	22.09
49	-2.3	5.29
31	-14.3	204.49
50	-1.3	1.69
56	4.7	22.09
51	-0.3	0.09
53	1.7	2.89
43	-8.3	68.89
58	6.7	44.89
43	-8.3	68.89
49	-2.3	5.29
46	-5.3	28.09
52	0.7	0.49
48	-3.3	10.89
67	15.7	246.49
43	-8.3	68.89
54	2.7	7.29
67	15.7	246.49

57	5.7	32.49
51	-0.3	0.09
55	3.7	13.69
42	-9.3	86.49
54	2.7	7.29
46	-5.3	28.09
41	-10.3	106.09
45	-6.3	39.69
62	10.7	114.49
54	2.7	7.29
58	6.7	44.89
52	0.7	0.49
Total: 1539		Total: 1536.3

$$\sigma = \sqrt{\frac{1536.3}{30}} = \underline{\underline{7.1554}}$$

Interpretation

Variables	Groups	Score	No. of students	Percentage
Attitude towards exam	Favorable attitude ($\geq \bar{x} + \sigma$)	≥ 58.45	3	10%
	Moderate attitude ($\bar{x} - \sigma < x < \bar{x} + \sigma$)	> 44.14 < 58.45	21	70%
	Unfavorable attitude ($\leq \bar{x} - \sigma$)	≤ 44.14	6	20%

Conclusion

This task is done as part of the syllabus of the paper EDU-08 - Assessment for Learning. The main aim of this task was to understand the basic assessment strategies and their variables. We collected the data from 30 students of class 9B of Farook Higher Secondary School during our entitatory school experience from 13.06.2022 to 17.06.2022.

From the data, score of each students, their arithmetic mean, median and standard deviation are calculated.

$$[\bar{x} = 51, \text{ median} = 51.5, \text{ mode} = 43, 54, \sigma = 7.155]$$

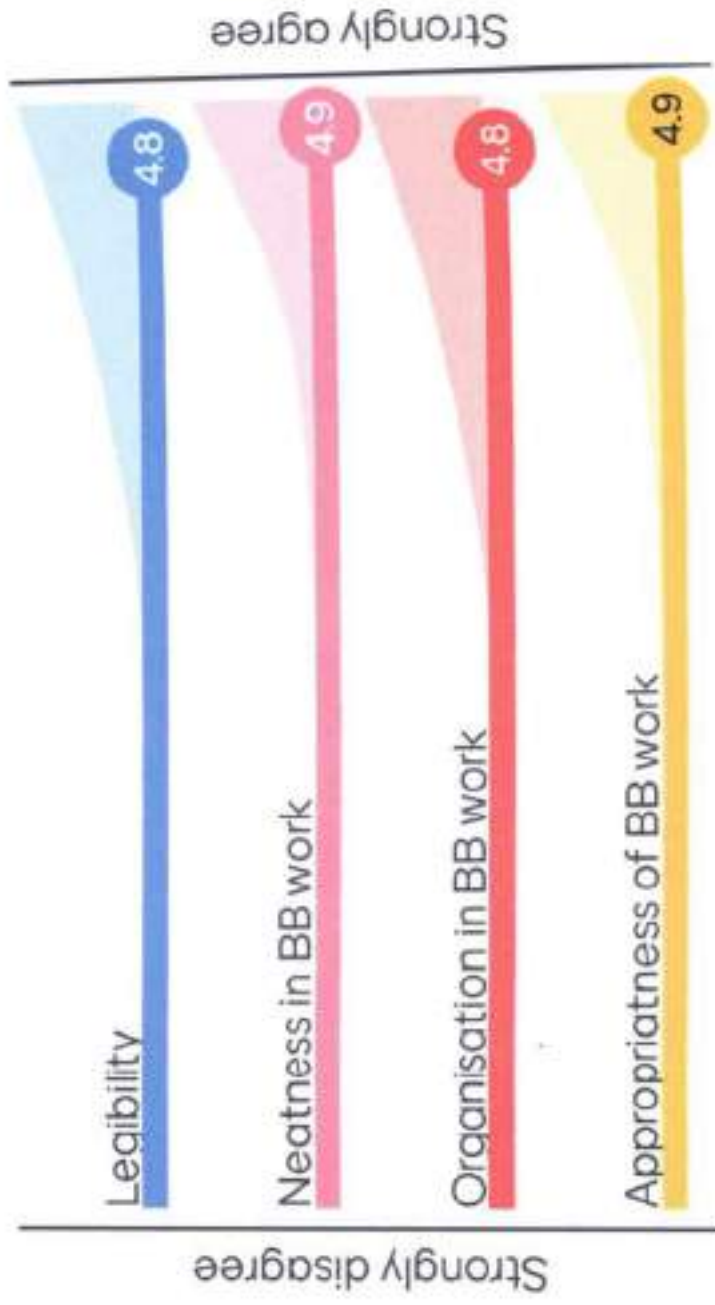
We can conclude that ;

- ⇒ 10 % of 30 students have favorable attitude towards exam
- ⇒ 70 % of 30 students have a moderate attitude towards exam
- ⇒ 20 % of 30 students have unfavorable attitude towards exam.




Principal
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Skill of Using Backboard



Skill of Stimulus Variation

