

1 Samples prepared by students for last five years

2.4.4 2020 - 2021

1. Teacher made written tests essentially based on subject content

(i). Blue Print

BLUE PRINT

NO	OBJECTIVES	REMEMBERING				UNDERSTANDING				APPLYING				ANALYSING				EVALUATING				CREATING				TOTAL
		OT	USA	SA	ET	OT	USA	SA	ET	OT	USA	SA	ET	OT	USA	SA	ET	OT	USA	SA	ET	OT	USA	SA	ET	
		10	20	30	50	10	20	30	50	10	20	30	50	10	20	30	50	10	20	30	50	10	20	30	50	
1	INTRODUCTION TO INTERNET & EMAIL.	(2)	(1)	(1)	(1)	(1)				(1)				(1)	(3)						(5)					24
2	HTML - STRUCTURAL TAGS.	(1)		(3)	(1)									(1)							(2)					9
3	HTML - FORMATTING TEXT, CREATING TABLES, LIST AND LINKS.	(2)	(1)			(2)		(1)						(1)	(3)											11
4	HTML - ADDING MULTIMEDIA ELEMENT AND FORMS	(1)				(1)		(3)						(1)												6
TOTAL =		6	4	3	5	4	2	6		1	2			4	6						5				2	50

2. Observation modes for individual and group activities

(i). Peer Observation

OBSERVATION

LEVEL-I

Name of the Student Teacher : NIRMALA RANI .P

Name of the II year B.Ed Student Teacher : BHUVANA .N

Subject : Computer Science

Topic : Memory Devices

Date : 03/05/2021

Duration : 30 Minutes

No. on Roll : 30

No. Present : 30

Physical Condition of the Online class :-

There are 30 students in the class. The class was setup through google meet. students have setup their personal device (Mobile / Laptop / desktop) and proper seating setup at their location for this online class, upon accessing the meeting link, the invited students are admitted to the online class at the right time. After joining into the online class, students ensured that the audio and video are working fine. The environment of the online class was very good.

Objectives of the class :-

- To provide knowledge and understanding about
- * Data communication between CPU and memory
 - * types of memory device
 - * use of cache memory
 - * cache memory arrangement

Nature of aids used :-

Teacher used the following teaching aids for providing

bettes understanding of concepts to students

- * charts with bus architecture of computer organization.
- Teacher used to demonstrate the types by using above teaching aids.

Teacher's personality:-

- * Teacher had a good control over the class.
- * She was very interactive with students and observed them.
- * Teacher was able to move along with the students in a jovial and friendly way.

Teacher's Communication:

- * Teacher had a good proficiency in language and communication.
- * Teacher's voice was audible.
- * Teacher carried out the class in an interactive way.
- * Her voice modulation and stress given on important words was good.
- * Overall communication was very excellent.

Testing Previous Knowledge:

In order to give motivation and kindle the curiosity of the students, few questions were asked to their previous knowledge.

- i) What is data?
- ii) What is computer?
- iii) List out the hardware component of computer?

Teaching:

First teacher gave introduction about memory device. Teacher explained how to data communicate between CPU and memory and also stated types of memory device and gave the information about working of cache memory.

Method of Teaching:

Teacher uses the following method.

Lecture : To explain the concept

Skills used : skill of set induction \Rightarrow To create curiosity and give motivation

skill of explaining \Rightarrow To explain the detail concept

Use of ICT (Information and Communication Technology):

- * Teachers used the powerpoint presentation to explain the concepts.
- * Teachers used each slide to the fullest for explanation.

Questioning:

Teachers asked a few questions to check the students level of understanding

i) What is RAM ?

ii) What is ROM ?

iii) How to store data in cache memory ?

Response of Pupil:

- * The students actively participated in the class and they were able to answer the questions asked by the teachers correctly.
- * Students listened to the class with great interest and noted down the important points.

Follow up work:

Teachers asked the students to write the difference

of ROM and RAM Memory.

Time Management:

- * Teacher was able to complete the topic within a given time.
- * She was able to convey all the important points effectively.

Total Impression:

The class was carried out in an interactive way. The teacher was very much supportive and energetic. The concepts are explained with high clarity, overall performance of the class and teacher was very good.

✓

(ii). Action Research

Action Research

[Handwritten signature]

INTRODUCTION :-

From our college of N.K.T. National College of Education for Women, B.Ed student Teachers are send to many Schools for the Teaching Practice of 4 months. In that course, We went to Avvai Home T.V.R. Girls Hr. Sec. School. In that we had given some class.

For the effective teaching, I had observed a set of students in my class who were unusaul. From them I had found the problem for their behaviour and conducted "ACTION RESEARCH" for their betterment and also to ethhance my teaching.

DEFINITION - ACTION RESEARCH :-

Stephen M. Corey (1962) :

Action research is the research a person conducts in order to enable him to achieve his purpose more effectively. A teacher conducts action research to improve his own teaching. A school administrator conducts Action Research to improve his administrative behaviour.

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research is the job of specialists only.

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* It involves little efforts, resources and finances in comparison to fundamental or pure researchers.

* It inculcates a spirit and an ability in the practitioners to improve their practices.

STEPS INVOLVED IN ACTION RESEARCH:

1. Identification of the problem.
2. Listing the probable causes of the problem.
3. Analysing the probable causes and formulation of Action hypothesis
4. Action Programme.

5. Evaluation of Action Programme.

6. Follow-up and communicating the findings to others.



Project Work



PROJECT ON IDENTIFYING & ANALYSING THE GUIDANCE NEEDS OF LEARNERS LEVEL I

STATE OF THE STUDY

To fulfil the objectives the investigator uses to identify the diverse need of learners.

The inventory consist of 65 items which are divided under 5 areas.

Area I - Contains 10 items

Area II - Contains 15 items

Area III - Contains 13 items

Area IV - Contains 19 items

Area V - Contains 8 items

SCORING KEY

- If the statement is marked as Highly True, the item will be awarded 4 marks.
- If the statement is marked as Mostly True, the item will be awarded 3 marks.
- If the statement is marked as Quietly True, the item will be awarded 2 marks.

- If the statement is marked as Least true, the item will be awarded 1 marks
- If the statement is marked as Not true, the item will be awarded 0 marks

Area I → Physical Area

Area II → Social Area

Area III → Psychological Area

Area IV → Educational Area

Area V → Vocational Area

PERCENTAGE ANALYSIS

AREA-I PHYSICAL AREA

$$\frac{\text{Area-I total Value}}{\text{No. of student} \times \text{Area-I maximum value}} \times 100$$

$$= \frac{978}{30 \times 40} \times 100 = \frac{978}{1200} \times 100$$

$$\text{Area-I} = 81.5\%$$

AREA-II SOCIAL AREA

$$\frac{\text{Area-II total Value}}{\text{No. of student} \times \text{Area-II maximum Value}} \times 100$$

$$= \frac{1380}{30 \times 60} \times 100$$

$$= \frac{1380}{1800} \times 100 = 76.67$$

$$\text{Area-II} = 76.67\%$$

AREA-III PSYCHOLOGICAL AREA

$$\frac{\text{Area-III total Value}}{\text{No. of Student} \times \text{Area-III maximum Value}} \times 100$$

$$= \frac{1237}{30 \times 52} \times 100 = \frac{1237}{1560} \times 100$$

$$= 79.29$$

$$\text{Area-III} = 79.29\%$$

AREA - IV EDUCATIONAL AREA

$$\frac{\text{Area-IV total value}}{\text{No. of Student} \times \text{Area-IV maximum value}} \times 100$$

$$= \frac{1895}{30 \times 76} \times 100$$

$$= \frac{1895}{2280} \times 100$$

$$= 83.11\%$$

$$\text{Area-IV} = 83.11\%$$

AREA - V VOCATIONAL AREA

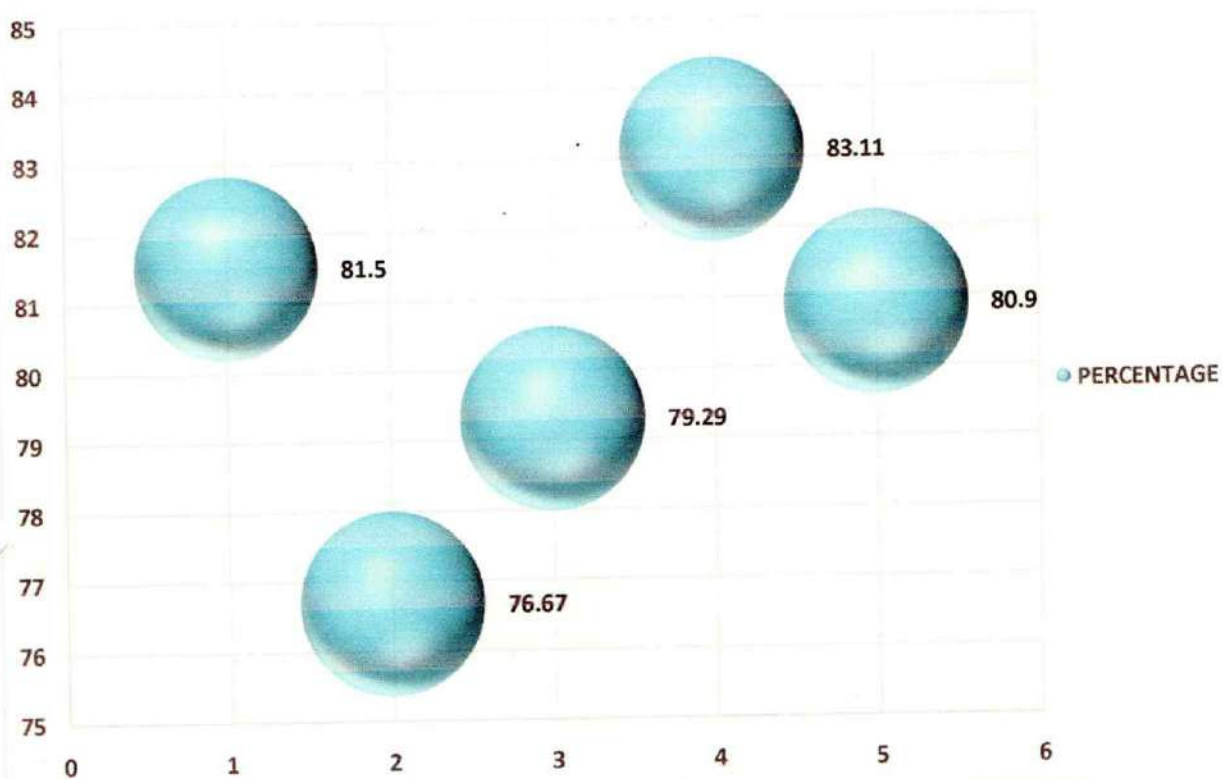
$$\frac{\text{Area-V total value}}{\text{No. of Student} \times \text{Area-V maximum value}} \times 100$$

$$= \frac{777}{30 \times 32} \times 100$$

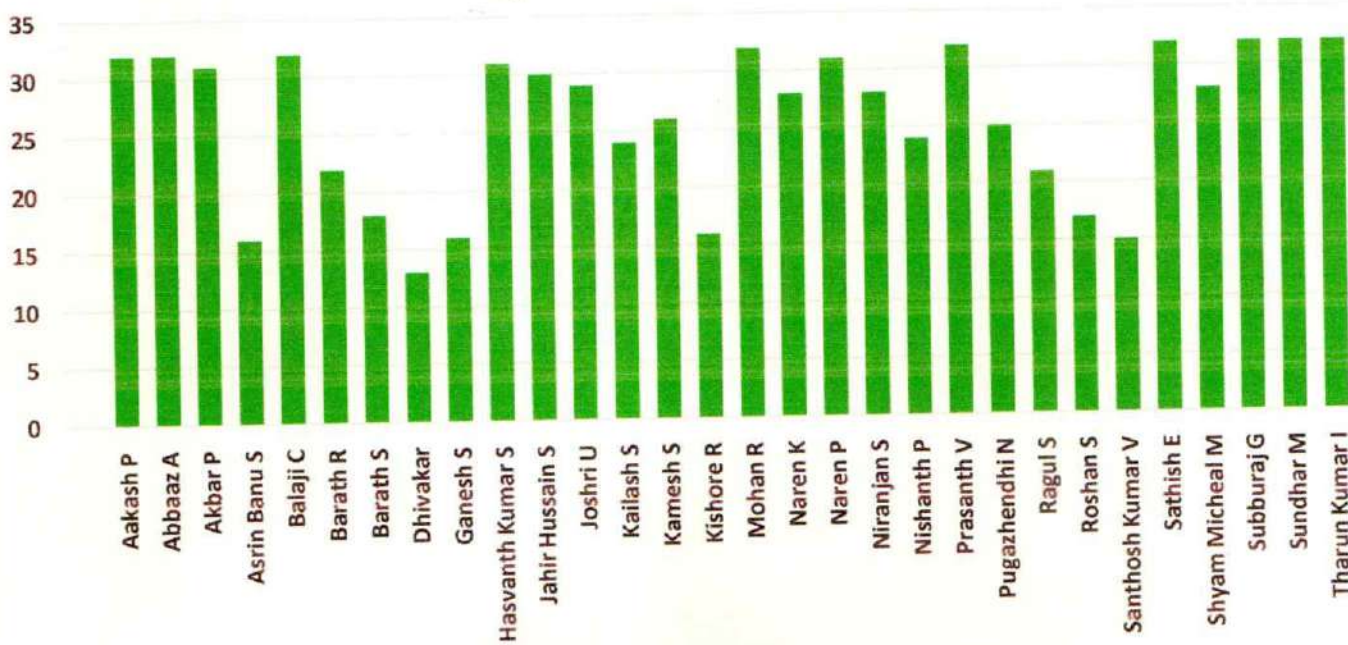
$$= \frac{777}{960} \times 100 = 80.9\%$$

$$\text{Area-V} = 80.9\%$$

PERCENTAGE



Area V



NEED FOR GUIDANCE FROM AREA WISE SCORE

CHSS BUNDER GARDEN, PERAMBUR- CHENNAI

S.No	Student Names	Area I	Area II	Area III	Area IV	Area V	Need for Guidance
1	Aakash P	100	100	100	100	100	I,II,III,IV,V
2	Abbaaz A	93	80	81	93	100	V
3	Akbar P	98	98	96	96	97	I, II
4	Asrin Banu S	63	48	50	50	50	I
5	Balaji C	100	100	100	100	100	I,II,III,IV,V
6	Barath R	75	68	56	68	69	I
7	Barath S	65	62	69	61	56	III
8	Dhivakar	65	63	67	59	41	III
9	Ganesh S	58	57	54	62	50	IV
10	Hasvanth Kumar S	90	88	94	91	97	V
11	Jahir Hussain S	100	87	85	93	94	I
12	Joshri U	58	62	50	87	91	V
13	Kailash S	78	82	81	75	75	II
14	Kamesh S	88	73	77	80	81	I
15	Kishore R	65	63	62	63	50	I
16	Mohan R	100	78	94	100	100	I,IV,V
17	Naren K	95	88	90	95	88	I,IV
18	Naren P	95	88	90	95	97	V
19	Niranjana S	93	88	92	91	88	I
20	Nishanth P	75	75	67	78	75	IV
21	Prasanth V	100	93	98	100	100	I,IV,V
22	Pugazhendhi N	88	87	87	82	78	I
23	Ragul S	68	65	54	67	66	I
24	Roshan S	55	60	60	63	53	IV
25	Santhosh Kumar V	48	50	58	57	47	III
26	Sathish E	100	100	100	100	100	I,II,III,IV,V
27	Shyam Micheal M	88	80	88	88	88	I,III,IV,V
28	Subburaj G	78	57	85	100	100	IV,V
29	Sundhar M	100	83	100	100	100	I,III,IV,V
30	Tharun Kumar I	73	75	94	100	100	IV,V

INFERENCE

The maximum guidance is needed in **Educational Area**. The minimum guidance is needed in **Social Area**.

According to the overall percentage Analysis, the students require guidance in "Educational Area" as well as "Physical Area".

The study has been carried out with 30 students of age group 13-14 years.

The students need guidance regarding school activities, to select right type of college courses, to remove their difficulties in subject matter, academic help from the teacher, to develop interest in recreational activities. Also students need guidance regarding sports, co-curricular activities and physical exercise in the physical Area.

In Educational Area they need guidance to encourage more from subject teachers, to develop the ability in analyse right and wrong of a thing.



24

of

QNI

Dr. J. S. GREWAL (Bhopal)

I M No 458715

Please fill up the following :

Name P. Dhawan
 Sex Male Age 14 Class 9.D
 Institution Cher school, Bandhwa Date 9/9/22

Instructions

This inventory contains a catalogue of guidance needs which are felt by the pupil studying in educational institutions. These needs are reflected through the various items of this inventory. Read each item carefully and indicate how you feel about each of these need items. You will find that some of these needs concern you most and others are less applicable in your case. Express your needs on a 5-point scale through five possible answers given against each need item. Choose the answer that best expresses your feelings about each need according to guide-lines given below :

If you think that the statement is *Highly True*, put a circle around the Square I.
 If you think the statement is *Mostly True*, put a circle around the of MT. If you think the statement is *Quite True*, put a circle around the of QT. If you think the statement is *Least True*, put a circle around the of LT. And, if you think that the statement is *Not True*, put a circle around the of NT.

Do this for each statement and be sure not miss out any.

At the end of the inventory some space has been left where you may write any other need about which you feel strongly but has not been included in this inventory.

Scoring Table

Need Area	I	II	III	IV	V	Total
Guidance Need Score	40	60	52	70	32	260

Field 1971

Q 364926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA - 282 004

AREA I

	X	3	2	1	0
Highly True (HT)					
Mostly True (MT)					
Quite True (CT)					
Least True (LT)					
Not True (NT)					

I NEED GUIDANCE IN

- 1 Developing good physique. 4
- 2 Inculcating interest in sports. 4
- 3 Developing interest in some indoor games. 0
- 4 Participating more and more in co-curricular activities. 4
- 5 Encouraging me to learn yoga exercise. 4
- 6 Keeping my surroundings neat and tidy. 4
- 7 Explaining to me the significance of balanced diet. 4
- Regulating my study and sleeping hours. 4
- Developing me in the habit of early rising. 4
- Motivating me or physical exercises. 4

(X)

(iv). Book Review

PEDAGOGY OF COMPUTER SCIENCE

M.SARANYA
20BEDCS118

READING AND
REFLECTING ON
TEXT - EPC3

READING AND REFLECTING ON TEXT



INTRODUCTION - BOOK REVIEW

A book review is a thorough description, critical analysis, and/or evaluation of the quality, meaning and significance of a Book, often written in relation to prior research on the topic.

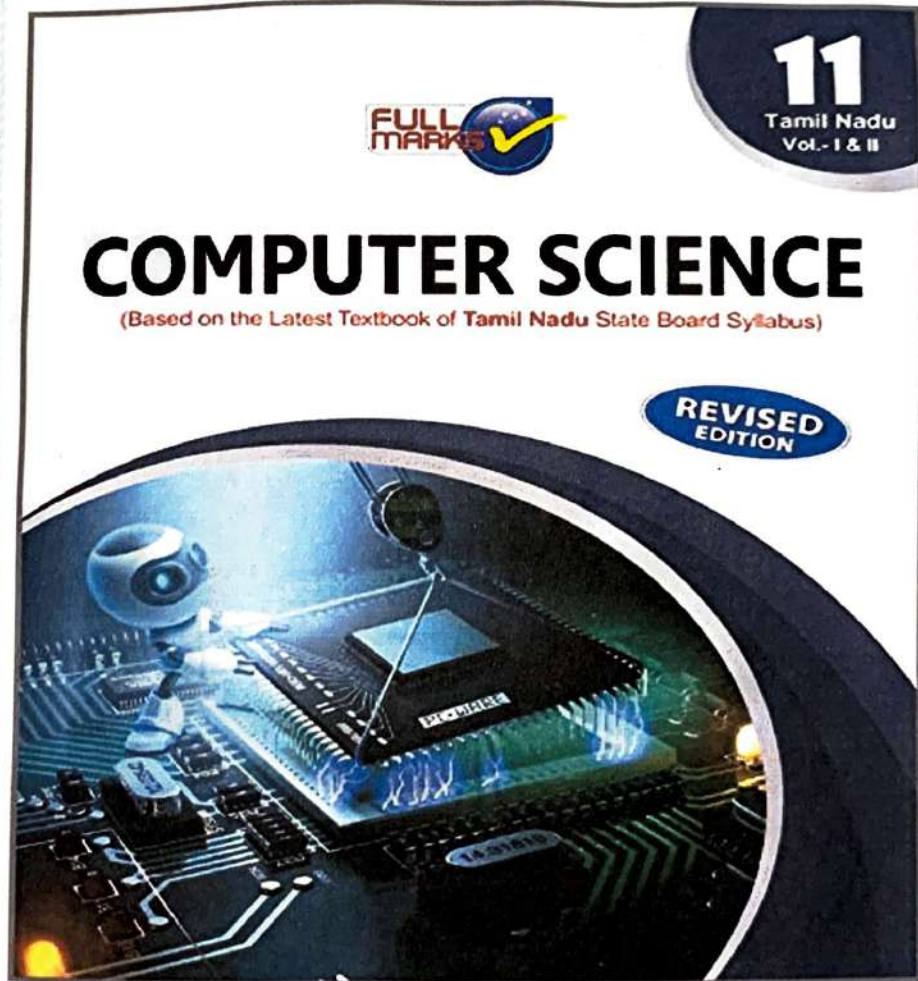
PURPOSE:

A book review is a guide for potential readers. In a concise manner, a review summarizes the author's qualifications and main points, often providing examples from the text. A review also provides an opinion on whether the author succeeds or not in convincing readers of his or her points.

A book review is a form of literary criticism in which a book is merely described or analyzed based on content, style and merit. A book review may be a primary source, opinion piece, summary review or scholarly review. A book review's length may vary from a single paragraph to a substantial essay.

BOOK REVIEW

REVIEW OF PEDAGOGY SCHOOL TEXTBOOK



Publishers :

A Publication under Free Textbook Programme of Government of Tamil Nadu

Department Of School Education

Edition : Government Of Tamil Nadu

First Edition - 2018

Revised Edition - 2019, 2020

Price : Free Textbook

Number Of Pages : 162

Number Of Units : Two Units

Printing & Publishing :

Tamil Nadu Textbook and Educational Services Corporation.

Book Review



About the Authors :

Mr. Kannan K
Post Graduate Teacher,
Chennai Girls Hr. Sec. School,
Rotler Street,
Chennai.

Mr. Ramakrishnan V G
Post Graduate Teacher,
Karnataka Sangha Hr Sec School,
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Avadi, Chennai

Mr. Gowri Sankar N.V

Post Graduate Teacher,
Chennai Girls Hr Sec School,
Nungambakkam, Chennai.

Mr. Sreenivasan R

Post Graduate Teacher,
Santhome Hr Sec School,
Mylapore, Chennai.

(vi). E-Content

Link:

<https://classroom.google.com/c/MzE4NDA5MjA0MjY3/p/NDYyNjc0OTk2NDMz/details>

<https://classroom.google.com/c/MzYxNTgxNTQ4MzYx/p/Mzg3MzQ5Nzg4NTU0/details>

Hermeneutic Rules

Dilthey provides some rules for understanding of a text:

- preliminary interpretation: to consider the publication of text (first or second version), to have your own opinion about the text, and to note on general sense of text (first impression);
- comparative or moment text: to search for the meaning of words and grammatical relations, to observe the logic of text, to observe contradictions;
- contextual interpretation: to observe the context of text, to observe affirmations and negations of hypothesis. It is worth to note on these rules are not normative and compulsory, and the understanding of author will guide the path of text understanding.

For scientific works, Dilthey points out even instructions of work more practical could be given for beyond of hermeneutic rules in order to help in interpretation of text.

- Make use of reading all text;
- Study the text sentence-by-sentence, improve after impression; so, to perform the explanation of main matters at least;
- Read the text again as a whole;
- Consult secondary literature, possibly a similar text from the same author;
- Bring some reflections from general text;
- Create a sketch for all text;
- Make a sketch for each part of text, as precise formulation of explanation;
- Read again the text. There are only some hints despite containing a rigorous scheme.

Thus, the Hermeneutic circle helps to accumulate knowledge and understanding.

CONCLUSION

Knowing how to learn is more important than knowledge itself of knowledge.
In our present society, where knowledge is changing rapidly, it is crucial to every individual to have cognitive perspective and adaptation to the new technological revolution of a societal world.
The education here is not internal development and self-regulation.
That the person would not only agree with his ownistic but also outside is meant to develop individual ability to meet various requirements.

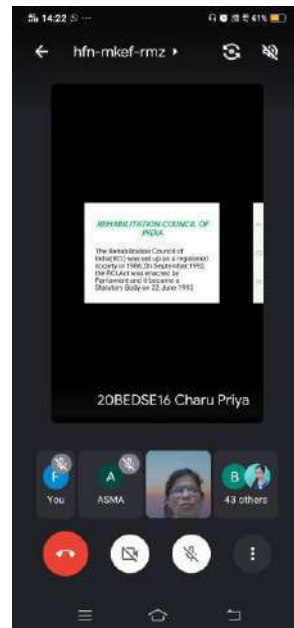
4. Oral assessment

(i). Seminar:

Subject: Psychological Perspectives of Learners

Topic: REHABILITATION COUNCIL OF INDIA

Date: 01.06.2021



(ii). National Level Online Quiz on Research Methodology

Date: 13-06-2020

N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(Autonomous)
Re-accredited with 'A' Grade (CGPA 3.26/4.00) by NAAC
Triplicane, Chennai, Tamilnadu

National Level Online Quiz on RESEARCH METHODOLOGY

Dr. N. Kalai Arasi
R & D Centre Co-ordinator
and Convener

Dr. Chamundeswari
Principal & Director

Dr. V. Sumangala Vaidharani
Quiz Co-ordinator

=> No Registration Fee
=> E certificates will be provided for those who get 50% and above
=> Target Group : Research Scholars, M.Ed. & M.Phil. students
=> The link of the Quiz will be open from 14.06.2020 at 2.00 p.m.
and will close by 16.06.2020.

Click here to Begin Online Quiz ➡ [Quiz Starts](#)

Google Forms

Thanks for filling in [Online Quiz on RESEARCH METHODOLOGY](#)

Here's what we've received from you:

[View score](#)

Online Quiz on RESEARCH METHODOLOGY

N.K.T. National College of Education for Women
Triplicane, Chennai, Tamilnadu.

Online Quiz on RESEARCH METHODOLOGY

N.K.T. National College of Education for Women
Triplicane, Chennai, Tamilnadu.

1.Objectives in problem formulation means _____ *

- methods
- techniques
- variables
- questions to be answered

2.Population Census is an example of _____ research. *

- survey
- empirical
- ...

N.K. THIRUMALACHARIAR
NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(AUTONOMOUS)

No. 41, Dr. Besant Road, Triplicane, Chennai - 600 005.

EVALUATION PROFORMA FOR STUDENT TEACHING

Name of the Student Teacher

School..... Standard.....

Subject..... No. on Roll.....

Topic..... No. Present.....

INSTRUCTION TO SUPERVISOR: Given below are five point rating scales for valuation of various aspects of teaching. Please Indicate your rating by putting a tick (✓) mark in the respective column against each aspect. Convert your rating into marks by distributing the allotted marks equally among the five points. Indicate marks obtained by the Student trainee in the column specified.

	1	2	3	4	5		
Example	Very Poor	Poor	Fairly Good	Good	Very Good	Maximum Marks allotted	Marks given by Supervisor
Aspects of Evaluation and Evaluative Criteria						(5)	(3)
Instructional objectives Appropriateness Clarity (Distribution of Marks)			✓	✓		(10)	(8)
Aspects of evaluation and Evaluative Criteria	Very Poor	Poor	Fairly Good	Good	Very Good	Maximum Marks allotted	Marks given by Supervisor
I. LESSON PLAN							
1. Instructional Objectives : (Appropriateness, attainability, clarity)						5	
2. Content (Coverage, Accuracy Organisation)						10	
3. Choice of techniques, (Suitability, Effectiveness, Originality, Variety)						5	
4. Choice of Aids (Relevance, Effectiveness, Originality, Variety)						5	
II. TEACHING LEARNING SITUATION							
1. Motivation (Interest aroused, Relevance, effectiveness Interest maintained)						10	
2. Development of the lesson :							
a. Subject matter competence (Depth, Accuracy, Organisation)						10	
b. Communication (Coherence, Effective Exposition)						10	
c. Relating the content to life and to other subjects (Meaningfulness Significance, Effectiveness)						5	
d. Adaptability to Pupil's needs (Originality, Catering to Individual differences, effectiveness)						5	
e. Ability to build upon pupil's responses: (Resourcefulness, ability to probe effectively)						5	
3. Use of Ads;							
a. Use of Black-board (Legibility, Organisation Neatness, effective use)						10	
b. Use of other Aids (Usefulness in clarifying Effective use)						10	

	1	2	3	4	5		
Aspects of Evaluation and Evaluative Criteria	Very Poor	Poor	Fairly Good	Good	Very Good	Maximum Marks allotted	Marks given by Supervisor
c. Activities Incorporated : (Pupil involvement, Creativity Suitability Interesting and Challenging)						5	
4. Questioning: (Structure, Simplicity, Precision, Relevance, Manner of Questioning, Distribution)						10	
5. Class Management:							
a. Control (Discipline, Rapport, ability of draw the attention of pupils)						5	
b. Class room climate (Teacher-group, Teacher-pupil, Pupil-pupil interaction Effectiveness Sympathy, Enthusiasm)						10	
III. TEACHER'S PERSONALITY							
1. Appearance and Manner: (Dignity, Posture, Confidence, Manner, Cheerfulness etc.)						5	
2. Voice (Audibility and Modulation)						5	
3. Speech : (Clarity, Pronunciation, Fluency)						5	
IV. EVALUATION							
1. Realisation of Objectives : (Comprehensiveness; 'Extent, attainment)						10	
2. Follow up work : (Feasibility, Variety, Effectiveness, Application or content learned)						5	
Total Marks :						150	

Suggestions for improvement

Signature of Supervisor

Date :

Samples prepared by students 2019 - 2020

Action Research

A handwritten signature in black ink, located at the bottom center of the page. The signature is stylized and appears to be a name, possibly "M. B." or similar.

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PROBLEM :-

In the internship of school training, I had taken class for 8th and 9th std. In 9th std, the topic of 'TRIGONOMETRY' was taken. During the class hours when solving the problems on the board the students were able to follow the concept.

On conducting a test on the same problems on the next day, some students were not able to answer the problems. On doing the Action Research I had found some reasons behind it.

" The students were not prepared with the formulas which was the base for working out the problems."

Action Research for bring the practise of memorizing the formulas before working out the problems.

STEP 1 :

Identification and Specification of the Problem:

In 9th std, on working out the problems on the board, I had identified some of the students who were idle on the starting of solving the problem and at the end they conclude with the correct answers.

On the test session also the students were idle and were not able solve the problems.

So I had called up the students and enquired about the reason behind it.

By the observation and enquiry, the result is that, they ~~were~~ have the difficulty in memorizing the formula.

STEP 2 :

LISTING THE PROBABLE CAUSES OF PROBLEMS :

The possible causes concerning the problem can be listed as :

1. Students may be lazy to memorize the formula.
2. The students may have rote memory which makes them forget.
3. The explanation for the formula was not explained at their level.
4. They may have the habit of memorizing the answers of the problems without

Working out them.

Step 3 :

ANALYSIS OF THE PROBABLE CAUSES AND
FORMULATION OF ACTION HYPOTHESIS :

From the probable causes, those most relevant to the problem and situation in the school are selected.

Action hypotheses :

If that group of students may be selected and a continuous drill work and practice on memorizing the problem may be given to overcome the problem. By this the students may recall the formulas during working out the problem.

Step 4 :

ACTION PROGRAMME :

Action programme is the pivot of action research. Here on the basis of Action hypothesis, some action is taken in the prevailing situation and the relevant evidence is gathered.

The Action Plan,

Action Taken	Procedure + Tools.
The explanation of the formulas are given once again in a simple way.	Teacher explains it to the group of students on the board.
Home work of formulas are given which must be memorized and was repeated daily on the class (2 days)	Teacher selects the no. of formulas alone to be given as Homework.

Conducting test in
the class.
(Regular class hour).

The teacher will
given the questions for
the formulas to be done.

STEP 5 :

EVALUATION OF THE ACTION PROGRAMME :

After the continuous drill and practice on daily class and the repeat test teacher comes to know the level of the students. Teacher tests the students with some of the problems involving the formulas. On the basis of evaluation, the hypothesis framed will be either established or rejected.

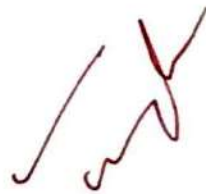
STEP 6 :

FOLLOW UP AND COMMUNICATING THE FINDINGS TO OTHERS :

From the action research conducted to the students, the students were very well trained with the formulas and the problems using the formulas.

By this process the students were able to identify their mistake of leaving the formulas idle without studying them.

The Action Research is also very much useful to me that gives a immediate solution for a problem in the classroom.



OBSERVATSON

1

Physical condition of the class:

The physical condition of the class was good. The benches was arranged neatly. Good ventilated windows in the classroom. on the beginning the class was noisy.

Lesson:

The topic of the Lesson "Introduction to Datatypes, variables & Expression". The class incharge started the class without introducing the topic towards the students. The teacher started the class with a story involved explanation.

objectives:

The teacher has fulfilled all the general and specific instructional objectives of the lesson of the day.

Aids:

The teacher used a chart as the Aid for that class.

Nature of the Aids used:

The Aid was representing the data types, variables and expressions. The Aid was Attractive so that the Students were able to understand the data types and variables.

TEACHER:

Personality:

The teacher was simply dressed and had enough spirit to handle the noisy class and bring into her teaching circle.

Communication:

The fluency of communication represents the knowledge of the teacher. Her teaching was in bilingual language in English as well as in Tamil for the better understanding of the concept. The voice modulation helped her more.

TEACHING:

Testing the knowledge:

The teacher tested the knowledge of the concept of data types, variables and expressions.

Motivation:

The motivation was given by the teacher with the previous knowledge examples. A small portion was explained the use of variables and data types in our daily life. Students are eagerly listening.

Method of teaching:

The teacher adopted the demonstration method of teaching. The concept involved about explanation.

Development:

After introducing the topic towards the students, the teacher explained about data types and variables. The teacher explained about data types and variables.

Use of blackboard:

The use of blackboard was often, the teacher partitions the board and represent the data types, variables and brief introduction.

Questioning:

The teacher arises few questions regarding **Data types, variables and Expressions**. The teacher asked different level of questions to make the concept clear to the student.

Nature of the questions:

The questions were simple and small somewhere also lengthly depending on "**Data types, variables and Expressions**".

Distribution of the questions:

The questions were spread randomly over the class. There is no focussed questions to any students.

Response of the pupils:

The students response was good. Every student answered the questions

the eagerly to the questions passed by the teacher.

Review:

The teacher had revised the concept fully at the end helped the period of recapitulation. The revision given at the end helped to fix the concept clearly among the students.

Follow up work:

The teacher had given related to **Data types, variables and Expressions** for the home assignment to the students for clear understanding.

Pupil activity:

The response and the Activity of the students through the class was good. Everyone involved in the class activity conducted by the teacher.

Time management:

The teacher maintained the time management as planned and had finished the class before the period ends.

Total impression:

The class was effective to acquire knowledge about datatypes, variables and expressions. This class was a good foundation for the concept.

✓

BLUE PRINT

XI-C COMPUTER APPLICATION 50M

S.No	OBJECTIVES CONTENTS	REMEMBERING				UNDERSTANDING				APPLYING				ANALYZING				EVALUATING				CREATING				TOTAL
		OT	VSA	SA	EA	OT	VSA	SA	EA	OT	VSA	SA	EA	OT	VSA	SA	EA	OT	VSA	SA	EA					
		1M	2M	3M	5M	1M	2M	3M	5M	1M	2M	3M	5M	1M	2M	3M	5M	1M	2M	3M	5M					
1.	INTRODUCTION TO INTERNET AND EMAIL	1 (2)	2 (1)	5 (1)	1 (1)	3 (1)			2 (1)			1 (1)	3 (1)					5 (1)							24	
2.	HTML - STRUCTURAL TAGS	1 (1)		3 (1)	1 (1)							1 (1)									2 (1)				9	
3.	HTML - FORMATTING TEXT, CREATING TABLES, LIST AND LINKS	1 (2)	2 (1)			2 (1)			1 (1)			1 (1)			3 (1)										11	
4.	HTML, ADDING MULTIMEDIA ELEMENT & FORMS	1 (1)			1 (1)	3 (1)						1 (1)													6	
		6	4	3	5	4	2	6	1	2		4	6					5			2				50	

SYNOPSIS.

Introduction

Definition

Goals of Action Research

Characteristics of Action Research

Steps Involved in Action Research

Problem

Objectives

Outline of Action Research

Pre-test

Post-test.

Statistical Analysis

Conclusion.

INTRODUCTION:

From our N.K.T. National College of Education for Women, B.Ed student teachers are send to many schools for the teaching practice of 4 months. In that course, we went to Chennai Girls Higher Secondary School, Saidapet. In that we had given some class.

For the effective teaching, I had observed a set of students in my class who were unusual. From them I had found the problem from their behaviour and conducted "ACTION RESEARCH" for their betterment and also to enhance my teaching.

DEFINITION - ACTION RESEARCH

Stephen M. Corey (1962)

Action Research is the research a person conducts in order to enable him to achieve his purpose more effectively. A teacher conducts action research to improve his own teaching. A school administrator conducts Action Research to improve his administrative behaviour.

Good (1959):

Action Research is a research used by teachers, supervisors and administrator to improve the quality of their decisions and actions.

J.W. Best (1968):

Action Research is focused on the immediate application, not on the development of theory. It has placed its emphasis on a real problem - here and now in a local setting.

GEORGE J. MOULY (1964):

On the spot research aimed at the solution of an immediate problem is generally known in education as Action Research.

GOALS OF ACTION RESEARCH:

To improve the practices going in the school.

To remove the notion that educational research is the job of specialists only.

To make teachers and the educational administrators research-minded

To develop in the practitioners the required confidence and ability to carry out research for solving their own problems.

To make the environment of the school more conducive for effective teaching and learning.

CHARACTERISTICS OF ACTION

RESEARCH.

Action Research is focused on the immediate problems and their solutions - within the available resources.

classmate

It is not concerned with the building of theories, broad generalisation and principles.

It aims to improve the practices or work conditions of the people who conducts such researches.

It involves little efforts, resources and finances in comparison to fundamental or pure researchers.

It inculcates a spirit and an ability in the practitioners to improve their practices.

STEPS INVOLVED IN ACTION RESEARCH:

Identification of the problem.

Listening the probable causes of the problem.

Analysing the probable causes and formulation of Action Hypothesis.

Action Programme

Evaluation of Action Programme

Follow Up and communicating the findings to others.

PROBLEM:

In the internship of school training, I had taken class for 6th to 9th standard. In 8th standard, the topic of "GRAMMAR" was taken. During the class hours when adjectives and degree of comparison was taken for the students.

On conducting a test on the same topic on the next day, some students were not able to answer the questions. On doing the Action Research I had found some reasons behind it.

→ The students were not prepared for the test which was going to be conducted.

classmate

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Action Research brings the practise of memorizing the syntax before writing the program.

STEP 1: Identification and Specification of the problem.

In 8th standard, on writing the answers on the board, I had identified some of the students who were idle couldn't answer for the questions.

On the test session also the students were idle and were not able to answer the multiple choice Questions.

So I had called up the students and enquired about the reason behind it.

By the observation and enquiry the result is that, they have difficulty in

3

Reading English because some of them were from Tamil medium schools.

STEP 2: Listening the probable causes of problems.

The possible causes concerning the problem can be listed as:

Students may be lazy to memorize the concept.

The students may have rote memory which makes them forget.

The explanation of the concept was not explained at their level.

They may have the habit of memorizing only the options without understanding the question and also the answers.

classmate

STEP 3: Analysis of the probable causes and formulation of Action Hypothesis:

From the probable causes, those most relevant to the problem and situation in the school are selected.

Action Hypothesis:

If the group of students may selected and a continuous drill work and practice on understanding the concepts may be given to the overcome the problem. By this the students may recall all the syntax and tags during answering the questions.

STEP 4 : ACTION PROGRAMME :

Action programme is the pilot of action research. Here on the basis of Action Hypothesis, some action is taken in the prevailing situation and the relevant evidence is gathered.

ACTION TAKEN

The explanation of syntax and structural tags are given once again in a simple way.

Homework of tags are given which must be memorized and was repeated daily on the class.

Conducting test in the class
(Regular Class Hour)

PROCEDURE & TOOLS.

Teacher explains it to the group of students on the board.

Teacher selects the different tags and its uses alone to be given as homework.

The teacher will give the questions for the one words to be done.

STEP 5: Evaluation of the Action Programme

After the continuous drill and practice on daily class and the repeat test. Teacher comes to know the level of the students. Teacher tests the students with some of the problems involving the structural tags. On the basis of evaluation, the hypothesis framed will be either established or rejected.

STEP 6: Follow Up & communicating the findings to others

From the action research conducted to the students, the students were very well trained with the formulae and the problems and also the concepts. By this process the students were able to identify their mistake of learning the tags idle without studying them. Action Research is also very much useful to me that gives a immediate solution for a problem in the classroom.

Objectives:

- To improve the practices going on in the schools.
- To remove the notion that education research is the job of the specialist only
- To make teachers and the educational administrators research involved minded.
- To develop in the practitioners the required confidence and ability to carry out research for solving their own problems.
- To make the students, teachers and the educational administrators more conscious about their problems and immediate solution.
- To make the school or educational persons more co-operative and demonstrative, democratic in their work

classmate

ACTION

RESEARCH



OUTLINE OF ACTION RESEARCH

NAME OF THE SCHOOL:

Chennai Girls Higher Secondary School,
Mamthope, West Saidapet, Chennai - 600 015.

CLASS:

VIII - "B"

PROBLEM AREA:

The students of VIII - "B" face
difficulty in conditions required for
understanding grammar.

QUESTION PAPER OF PRE TEST.

GRAMMAR:

I. Match the compound words:

- 1) Match - Post
- 2) Blood - Machine
- 3) Sewing - Bank
Box

II. Write the plural words:

1. Sister-in-law
2. Furniture.

III. Write the expansion:

1. PDF
2. GST

IV. Pick out the homophone:

- 1) I am not _____ to drink Soda [aloud, allowed]
- 2) I will _____ my friend [meat, meet]
- 3) The _____ rises in the east [son, Sun]

V. Change the noun into pronoun [they, her, them, she].

1. He helped the old lady/ he gave she a food

2. My aunt lives in Trichy she often comes to visit my family.

VI. fill in the blanks:

i. Long _____

ii. Beautiful _____

iii. _____ better _____

I Match the compound words.

- 1) Match - box
- 2) Blood = Baht
- 3) Sewing - Machine
- 4) ATM - Bank
- 5) Post Box - Post

II Write the plural words.

- 1) Sister-in-law
- 2) Furniture

III Write the expansion:

- 1) PDF
- 2) GST

IV Pick out the homophone

- 1) I am not aloud to drink soda (aloud, allowed)
- 2) I will meet my friend. (meet, meat)
- 3) The Son rises in the east (son, sun)

PRE-TEST MARKS

S.NO	NAMES	MARKS
1.	R. Kalavani	
2.	R. Gopika	
3.	S. Josephin	
4.	M. Kaviya	
5.	G. Keerthika.	

QUESTION PAPER OF POST-TEST

GRAMMAR.

I. Fill in the blanks:

1. Clean _____

2. Bad _____

3. _____ Less _____

4. _____ _____ Earliest

5. _____ More beautiful _____

II. Match the compound words:

1. Sun - Set.

2. Camp - path

3. Back - Ball

4. Base - Flower ✓

5. Sun - Print

6. Foot - Melon

7. Mind - Berry


8. Foot - pack
9. Water - Fire
10. Blue - Shine

Grammar

I. fill in the blanks:.

- 1) clean cleaner cleanest
- 2) Bad worst worst
- 3) less less less
- 4) Early Earlier Earliest
- 5) beautiful more beautiful most beautiful

ii) Match the following: -

- 1) Sun - shine
 - 2) Camp - fire
 - 3) Back - pack
 - 4) Base - ball
 - 5) Sun - sunflower
 - 6) foot - print
 - 7) mind - set
 - 8) foot - path
 - 9) water - melon
 - 10) Blue - berry.
- 

POST TEST MARKS

S.NO	NAME	MARKS.
1.	R. Kalaivani	
2.	R. Gopika	
3.	S. Josephin	
4.	M. Kaviya	
5.	G. Keerthika	

STATISTICAL ANALYSIS:

Pre-test (percentage)

Average Percentage =

Post-test (percentage)

Average Percentage =

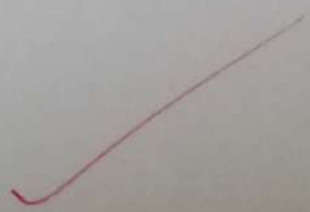
The post-test percentage is better than pre-test percentage

CONCLUSION:

With the help of Action Research, the students acquired necessary knowledge, skill and aspiration towards learning the concepts, motivation was attained. Post test marks were higher than pre-test marks and they get knowledge and showed improvement.

S. No.	CONTENT	PAGE NO
1	Introduction	1
2	Definition of Guidance	2
3	Meaning of Guidance	3
4	Definition of Counselling	4
5	Meaning of Counselling	5
6	Need for Counselling	6
7	Introduction of the Study	9
8	Percentage Analysis	12
9	Inference	14

**PROJECT ON
IDENTIFYING AND ANALYSING
THE GUIDANCE NEEDS OF LEARNERS
LEVEL I**



INTRODUCTION :-

The major aim of guidance counselling services is to encourage students academic, social, emotional and personal development. To reach this aim, guidance counselling services help students get to know themselves better and find effective solutions to their daily problems. They also help students improve themselves in all areas and by full-functioning individuals. Counselors monitor students development and according to their needs they give students necessary support such as helping them to understand themselves and their needs, to solve their problems, to make realistic decisions, to improve their abilities and skills, and to adjust themselves and their environment in a healthy way.

DEFINITION OF GUIDANCE:

"Guidance is the assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens."

- Crow and Crow

"The purpose of guidance has been to assist the individual through counsel to make wise choices adjustments and interpretations in connection with critical situations in his life in such a way as to ensure continual growth in ability for self-direction."

- ARTHUR A. JONES

"Guidance is a process of dynamic interpersonal relationships designed to influence the attitude and subsequent behaviour of person"

- CASTER V. GOOD

MEANING OF GUIDANCE :-

Guidance is the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry on his own burdens.

In the educational context, guidance means assisting students to select courses of study appropriate to their needs and interests, achieve academic excellence to the best possible extent, derive maximum benefit of the institutional resources and facilities, inculcate proper study habits, satisfactorily participate in curricular and extra-curricular activities.

DEFINITION OF COUNSELLING:-

"Counselling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitude & behaviour."

- Carl Rogers

"Counselling is a personal face-to-face relationship between two people, in which the counsellor by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person, is helped to know himself and his present and possible future situations so that he make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial society, and further can learn how to solve future problems and future needs."

- TOLBERT

MEANING OF COUNSELLING:-

* In any guidance programme, 'counselling' plays a pivotal role. Though all of us seek guidance to make intelligent choices and adjustments, for children with acute emotional and adjustment problems, counselling alone would be useful.

* counselling is a one-to-one relationship in which a professionally qualified individual tries to help another individual, referred as "counselee" who is caught up in emotional conflicts and difficult decision making. The counsellor enlightens his client through his counselling interviews enabling him/her to realise his goal.

* 'counselling' denotes "Giving of advice".

NEED OF COUNSELLING :-

PERSONAL DEVELOPMENT

Counselling can help you become a better person and growth in new ways. It's additional input that can spark your development both personally and professionally. In counselling, you can work on developing the traits and behaviours that you aspire to have.

PREVENTION :-

Maintaining your mental health is important you don't drive around without changing your oil until your engine catches fire. It's not a good idea to do that with your mental health either. Counselling can be a preventative measure against future challenges.

UNDERSTANDING WHERE YOU CAME FROM.

Ancestry kits are all the rage these days as people try to figure out where they are from this is how you can look at it in a course-lling context - to look your family and history and how that has shaped who you are.

CREATING A NEW NORMAL.

Sometimes you've been living with the impacts of past trauma or issues so long that they become you can't imagine things improving and you're settling for less peace than you could have.

TRYING SOMETHING NEW.

If you have never talked to someone before about your mental health, it might be a

8

Valuable experience you just haven't tried yet. you won't know until you do, so what you got to lose?

INVESTING IN YOURSELF!:-

you deserve to feel better, live better and find peace and happiness you are worthy of support and investing in yourself. just because you aren't worthy of getting help. Discomfort isn't a competition and you don't need to score high on the bell curve to get support.

INTRODUCTION :-

The students have their own individual differences. The students have guidance needs in the diverse areas of Physical, social, Psychological, Educational and Vocational fields.

AIM OF THE STUDY :-

To study the guidance needs of the students.

NEED OF THE STUDY :-

The students need guidance in diverse areas where in academic or Personal areas. The investigator has studied or identified this guidance need of learners.

OBJECTIVES OF THE STUDY :-

To identify the areas in which the students need guidance.

STATE OF THE STUDY :-

To fulfill the objectives the investigator uses to identify the guidance need of learners.

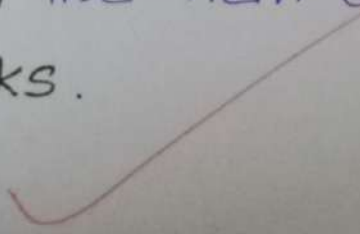
The inventory consists of 65 items which are divided under 5 areas:-

- Area - I contains 10 items
- Area - II contains 15 items
- Area - III contains 13 items
- Area - IV contains 19 items
- Area - V contains 8 items

SCORING KEY :-

* If the statement is marked as Highly True, the item will be awarded, 4 marks.

* If the statement is marked as Mostly True, the item will be awarded, 3 marks.



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* If the statement is marked as Quality True, the item will be awarded, 2 marks.

* If the statement is marked as Least True, the item will be awarded, 1 marks.

* If the statement is marked as Not True, the item will be awarded, 0 marks.

Area - I \Rightarrow Physical Area

Area - II \Rightarrow Social Area

Area - III \Rightarrow Psychological Area

Area - IV \Rightarrow Educational Area

Area - V \Rightarrow Vocational Area



PERCENTAGE ANALYSIS

AREA - I PHYSICAL AREA

$$\frac{\text{Area - I total value}}{\text{No. of student} \times \text{Area - I maximum value}} \times 100$$

$$= \frac{753}{30 \times 40} \times 100$$

$$= \frac{753}{1200} \times 100$$

$$\text{Area - I} = 62.75\%$$

AREA - II SOCIAL AREA

$$\frac{\text{Area - II total value}}{\text{No. of student} \times \text{Area - II maximum value}} \times 100$$

$$= \frac{1401}{30 \times 60} \times 100$$

$$= \frac{1401}{1800} \times 100$$

$$\text{Area - II} = 77.83\%$$

AREA - III PSYCHOLOGICAL AREA

$$\frac{\text{Area - III total value}}{\text{No. of Student} \times \text{Area - III maximum value}} \times 100$$

$$= \frac{1148}{30 \times 52} \times 100$$

$$= \frac{1148}{1560} \times 100$$

$$\text{Area - III} = 73.59\%$$

AREA - IV EDUCATIONAL AREA

$$\frac{\text{Area - IV total value}}{\text{No. of Student} \times \text{Area IV maximum value}} \times 100$$

$$= \frac{1809}{30 \times 76} \times 100$$

$$= \frac{1809}{2280} \times 100$$

$$\text{Area - IV} = 79.34\%$$

AREA - V VOCATIONAL AREA

$$\frac{\text{Area - V total value}}{\text{No. of student} \times \text{Area - V maximum value}} \times 100$$

$$= \frac{743}{30 \times 32} \times 100$$

$$= \frac{743}{960} \times 100$$

$$\text{Area - V} = 77.40\%$$



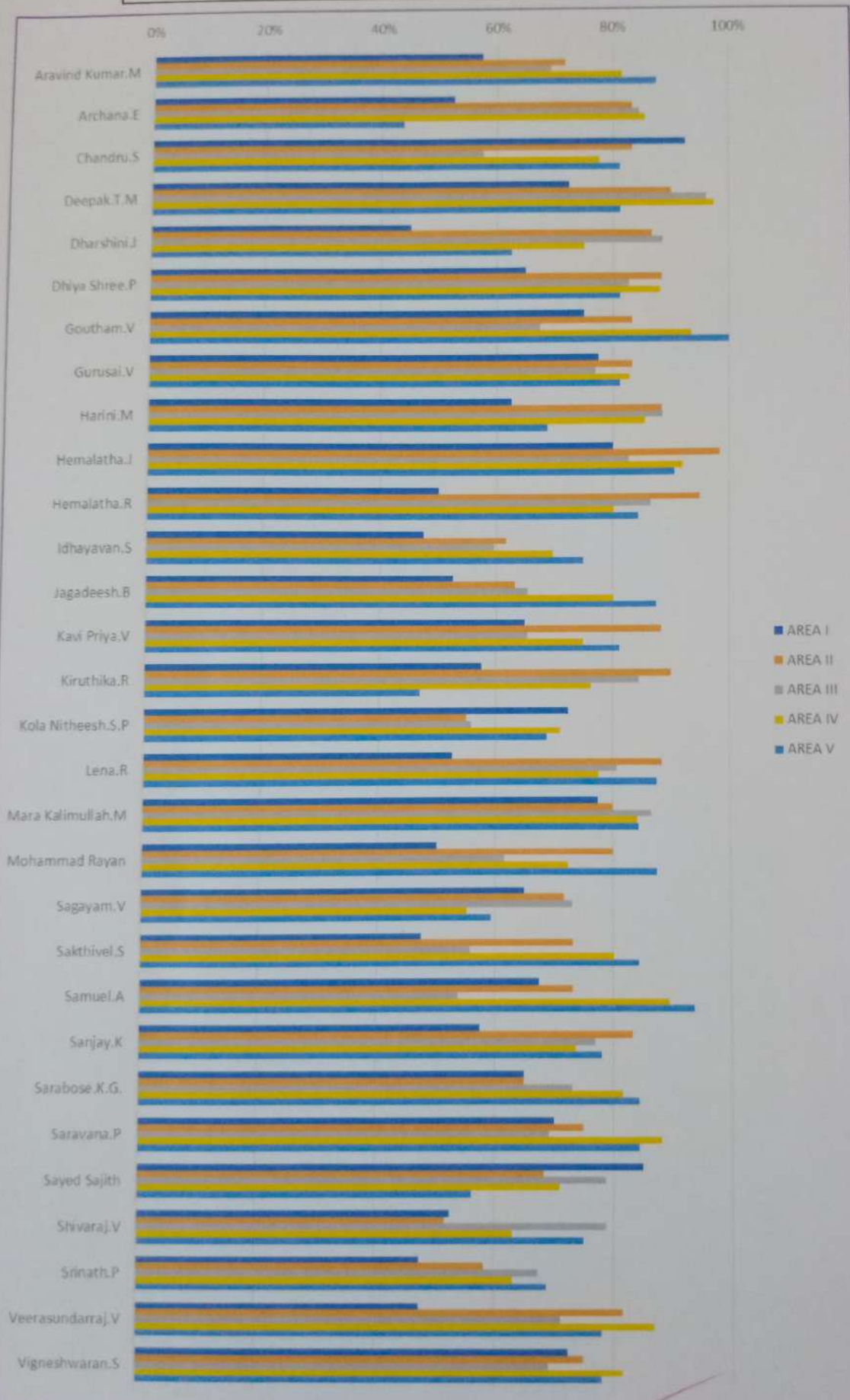
AREAWISE SCORE SHEET

S.NO.	NAME OF THE STUDENT	AREA I	AREA II	AREA III	AREA IV	AREA V	TOTAL
1	Aravind Kumar.M	23	43	36	62	28	192
2	Archana.E	21	50	44	65	14	194
3	Chandru.S	37	50	30	59	26	202
4	Deepak.T.M	29	54	50	74	26	233
5	Dharshini.J	18	52	46	57	20	193
6	Dhiya Shree.P	26	53	43	67	26	215
7	Goutham.V	30	50	35	71	32	218
8	Gurusai.V	31	50	40	63	26	210
9	Harini.M	25	53	46	65	22	211
10	Hemalatha.J	32	59	43	70	29	233
11	Hemalatha.R	20	57	45	61	27	210
12	Idhayavan.S	19	37	31	53	24	164
13	Jagadeesh.B	21	38	34	61	28	182
14	Kavi Priya.V	26	53	34	57	26	196
15	Kiruthika.R	23	54	44	58	15	194
16	Kola Nitheesh.S.P	29	33	29	54	22	167
17	Lena.R	21	53	42	59	28	203
18	Mara Kalimullah.M	31	48	45	64	27	215
19	Mohammad Rayan	20	48	32	55	28	183
20	Sagayam.V	26	43	38	42	19	168
21	Sakthivel.S	19	44	29	61	27	180
22	Samuel.A	27	44	28	68	30	197
23	Sanjay.K	23	50	40	56	25	194
24	Sarabose.K.G.	26	39	38	62	27	192
25	Saravana.P	28	45	36	67	27	203
26	Sayed Sajith	34	41	41	54	18	188
27	Shivaraj.V	21	31	41	48	24	165
28	Srinath.P	19	35	35	48	22	159
29	Veerasundarraj.V	19	49	37	66	25	196
30	Vigneshwaran.S	29	45	36	62	25	197
	TOTAL	753	1401	1148	1809	743	

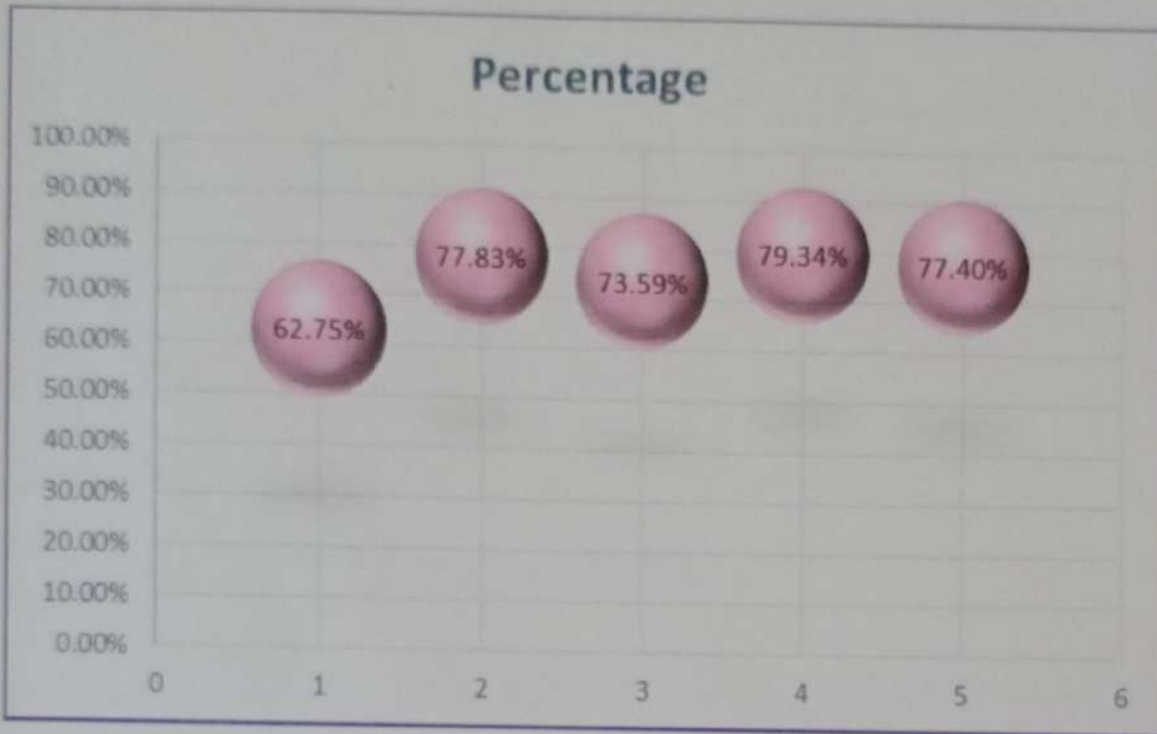
AREAWISE SCORE SHEET IN PERCENTAGE

S.NO.	NAME OF THE STUDENT	AREA I	AREA II	AREA III	AREA IV	AREA V	NEED FOR GUIDANCE
1	Aravind Kumar.M	58%	72%	69%	82%	88%	V
2	Archana.E	53%	83%	85%	86%	44%	IV
3	Chandru.S	93%	83%	58%	78%	81%	I
4	Deepak.T.M	73%	90%	96%	97%	81%	IV
5	Dharshini.J	45%	87%	88%	75%	63%	III
6	Dhiya Shree.P	65%	88%	83%	88%	81%	III
7	Goutham.V	75%	83%	67%	93%	100%	V
8	Gurusai.V	78%	83%	77%	83%	81%	II
9	Harini.M	63%	88%	88%	86%	69%	III
10	Hemalatha.J	80%	98%	83%	92%	91%	II
11	Hemalatha.R	50%	95%	87%	80%	84%	II
12	Idhayavan.S	48%	62%	60%	70%	75%	V
13	Jagadeesh.B	53%	63%	65%	80%	88%	V
14	Kavi Priya.V	65%	88%	65%	75%	81%	II
15	Kiruthika.R	58%	90%	85%	76%	47%	II
16	Kola Nitheesh.S.P	73%	55%	56%	71%	69%	I
17	Lena.R	53%	88%	81%	78%	88%	II
18	Mara Kalimullah.M	78%	80%	87%	84%	84%	III
19	Mohammad Rayan	50%	80%	62%	72%	88%	V
20	Sagayam.V	65%	72%	73%	55%	59%	III
21	Sakthivel.S	48%	73%	56%	80%	84%	V
22	Samuel.A	68%	73%	54%	89%	94%	V
23	Sanjay.K	58%	83%	77%	74%	78%	II
24	Sarabose.K.G.	65%	65%	73%	82%	84%	V
25	Saravana.P	70%	75%	69%	88%	84%	IV
26	Sayed Sajith	85%	68%	79%	71%	56%	I
27	Shivaraj.V	53%	52%	79%	63%	75%	III
28	Srinath.P	48%	58%	67%	63%	69%	V
29	Veerasundarraaj.V	48%	82%	71%	87%	78%	IV
30	Vigneshwaran.S	73%	75%	69%	82%	78%	IV

AREAWISE SCORE – GRAPH REPRESENTATION



AREAWISE SCORE IN PERCENTAGE – CHART REPRESENTATION



INFERENCE :-

The maximum guidance is need in **Educational area**. The minimum guidance is needed **physical area**.

According to the overall Percentage analysis, the students requires guidance in "**Educational area**" as well as "**social area**".

This study of guidance needs suggests the teacher to assist the students in improving the studies, developing the capacities by providing suitable opportunities, providing academic help, guiding themselves selecting the future learning options, and developing interest in recreational activities.

They need help in developing healthy respect and attitude towards teachers and elder, working

15
Collaboratively, participating in group activities, getting status in their group, accepting others with the strong and weak points, getting along and maintaining good relationship with the neighbours.



Dr. J. S. GREWAL (Bhopal)

Consumable Booklet
Of
GNI

M No 458715

Please fill up the following:

Name: _____

Sex: _____ Age: _____ Class: _____

Institution: _____ Date: _____

Instructions

This inventory contains a catalogue of guidance needs which are felt by the pupils studying in educational institutions. These needs are reflected through the various items of this inventory. Read each item carefully and indicate how you feel about each of these need items. You will find that some of these needs concern you most and others are less applicable in your case. Express your needs on a 5 point scale through five possible answers given against each need item. Choose the answer that best expresses your feelings about each need according to guide-lines given below:

If you think that the statement is *Highly True*, put a circle around the Square of III. If you think the statement is *Mostly True*, put a circle around the of MT. If you think the statement is *Quite True*, put a circle around the of QT. If you think the statement *Least True*, put a circle of LT. And, if you think that this statement is *NOT True*, put a circle around the of NT.

Do this: or each statement and be sure not miss out any.

At the end inventory some space has been felt where you may write any other need about which you feel strongly but has not been included in this inventory.

Scoring Table

Need Area	I	II	III	IV	V	Total
Guidance Need Score						

364926

National Psychological Corporation

4/230, KACHERI GHAT, AGRA – 282 004

AREA – I

<i>I NEED GUIDANCE IN</i>	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)
1. Developing good physique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Inculcating interest in sports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Developing interest in some indoor games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participating more and more in co-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Encouraging me to learn yoga exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Keeping my surroundings neat and tidy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Explaining to me the significance of balanced diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Regulating my study and sleeping hours:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Developing me in the habit of early rising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Motivating me or physical exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AREA – II

<i>I NEED GUIDANCE IN</i>	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)
11. Developing in me an understanding of the rights and responsibilities of a citizen of a democratic society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Developing healthy respect and attitude towards teachers and elders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Developing the habit of working cooperatively with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Participating in group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Securing cooperation from peers and my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Adjusting with peers and class-fellows in and outside the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Getting some status in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Exercising powerful influence over others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Accepting strong and weak points of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Getting along with others living in our family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Developing affection for my brothers and sisters and being loved by them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Amusing others with my witty talks and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Motivating my class fellows and others for play and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Getting to know about the methods and significance of religious worship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Maintaining good relations with neighbours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AREA – III

<i>I NEED GUIDANCE IN</i>	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)
26. Overcome hesitation in starting conversations with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Becoming bit bold in my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Getting admiration and approval of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Developing self-confidence in me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Getting freedom from my parents in taking decisions about my affairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Developing in me the confidence for saying what I feel right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Keeping normal relationships with the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Developing the feeling of being at ease with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Overcoming conflicts which arise in my mind, from time to time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Overcoming the feeling of being an unwanted person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Tolerating if someone tries to make fun of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Getting sympathy of people older to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Overcoming in me the feelings of being neglected by the teachers of my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AREA – IV

<i>I NEED GUIDANCE IN</i>	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)
39. Developing concentration of mind for my class work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Utilising opportunities to develop my Capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Utilising leisure time properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Developing in me the ability to analyse right and wrong of a thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Developing in me the capacity of expressing my thoughts clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Getting more academic help from the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Knowing about school rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Knowing about the methods of study for improving of my performance in studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Developing in me the habit of hard work to secure good marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Developing more interest in studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Getting more encouragement from subject teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Acting with sufficient freedom in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Dividing my time proportionately for different school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Enabling me to make progress in learning according to my capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Securing help for the choice if college/institution which I want to join after school studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Securing help for removing my subject matter difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Securing help for the development of my interests and aptitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Getting information about educational opportunities beyond school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Developing interest in some recreational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AREA – V

<i>I NEED GUIDANCE IN</i>	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)
58. Selecting right type of college courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. knowing about different vocations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Getting information about part-time and self-employable jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Arriving at some tentative vocational preferences for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Knowing about different careers open to me after high/higher secondary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Knowing as to which of the careers will be suitable for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Knowing about the proper utilization of school holidays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Spending pocket money judiciously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue Point

2017 - 2018

Objectives	Knowledge			understanding			Analysis			Synthesis			Application			Evaluation			Total	
	O	SA	E	O	SA	E	O	SA	E	O	SA	E	O	SA	E	O	SA	E		
Problem Solving Techniques	1(1)			1(1)	2(1)								1(2)	2(1)						8
Introduction to c-programming	1(1)	2(3)		1(1)				2(1)	5(1)					1(3)						18
A sample c program								2(1)						1(1)		1(1)				4
Storage classes										1(1)										1
Control statement															5(1)					5
Arrays					2(1)			1(1)												3
Structures		2(1)						1(2)	2(1)				5(1)							11
	2	8		2	4			3	6	5	1		5	6	2	5	1			50

Samples prepared by students 2017 - 2018

OBSERVATION

PHYSICAL CONDITION OF THE CLASS

The physical condition of the class was good. The benches were arranged neatly. Good ventilated windows in the classroom. On the beginning the class was noisy.

LESSON:

The topic of the lesson "STATEMENTS IN C++". The class incharge started the class without introducing the topic towards the students. The teacher started the class with a story involved explanation.

OBJECTIVES:

The teacher has fulfilled all the general and specific instructional objectives of the lesson.

AIDS:

The teacher used a ~~chart~~ and matching board as the aid for the class.

NATURE OF THE AIDS USED

The aid was representing the statements. The aid was attractive so that the students were able to understand the statements.

TEACHER

PERSONALITY:

The teacher was simply dressed and had enough spirit to handle the noisy class and bring into her teaching circle.

COMMUNICATION:

The fluency of communication represents the knowledge of the teacher. Her teaching was in bilinear language in English as well as in Tamil for the better understanding of the concept. The voice modulation helped her more.

TEACHING:

TESTING THE KNOWLEDGE

The teacher tested the knowledge of the concept of "~~STATEMENTS~~".

MOTIVATION:

The motivation was given by the teacher with the diagrams. Students were eagerly watching the diagrams.

METHODS OF TEACHING:

The teacher adopted the "LECTURE CUM DEMONSTRATION METHOD" of teaching. The concept involved about explanation.

DEVELOPMENT:

After introducing the topic towards the students, the teacher explained about statements. The teacher give some examples to the concepts.

USE OF BLACKBOARD:

The use of blackboard was often, the teacher partitions the board and represent the statements in C++.

QUESTIONING:

The teacher arises few questions regarding STATEMENTS IN C++. The teacher asked different level of questions to make the concept clear to the student.

NATURE OF THE QUESTIONS:

The questions were simple and small, some were also lengthy depending on

"Statements in C++"

DISTRIBUTION OF THE QUESTIONS:

The questions were spread randomly over the class. There is no focussed questions to any students.

RESPONSE OF THE PUPILS:

The student response was good. Every student answered the questions eagerly to the questions passed by the teacher.

REVIEW:

The teacher had revised the concept fully at the period of recapitulation. The revision given at the end helped to fix the concept clearly among the students.

FOLLOW UP WORK:

The teacher had given related to statements in C++ for the home assignment to the students for clear understanding.

PUPIL ACTIVITY :

The response and the activity of the students through the class was good. Everyone involved in the class activity conducted by the teacher.

TIME MANAGEMENT :

The teacher maintained the time management as planned and had finished the class before the period ends.

TOTAL IMPRESSION

The class was effective to acquire knowledge about statements in C++. This class was a good foundation for the concept.



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S. PRIYANKA

20BEDCS115

ACTION

RESEARCH

ACTION RESEARCH



INDEX

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5.	STEP IN ACTION RESEACH	5
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INTRODUCTION:

* From our college of N.K.T National college of Education for women. B.ed Student Teacher are send to many schools for the teaching practice of 4 months. In that course, we went to Chennai Girls Higher secondary school. In that we had given some class.

* For the effective teaching, I had observed a set of students in my class who were usevel. From them is had found the problem for their behaviour and conducted "Action Research" for their betterment and also to enhance my teaching.

DEFINITION - ACTION RESEARCH

Stephen M. Corey (1962)

Action Research is the research a person conducts in order to enable him to achieve his purpose more effectively. A teacher conducts action research to improve his own teaching. A school administrator conducts Action Research to improve his own teaching. A school administrator conducts Action Research to improve his Administrative behaviour.

Good (1959):

Action Research is research used by teachers, supervisors and administrator to improve the quality of their decisions and actions.

(3)

J.W. Best (1963):

Action Research is focused on the immediate application, not on the development of theory. It has placed its emphasis on a real problem—here and now in a local setting.

Georg J. Mouly (1964):

On the spot research aimed at the solution of an immediate problem is generally known in education as Action Research.

GOALS OF ACTION RESEARCH:

* TO improve the practices going on in the school.

①

- * To remove the notion that educational research is the job of specialists only.

- * To make teacher and the educational administrators research-minded.

- * To develop in the practitioners the required confidence and ability to carry out research for solving their own problems.

- * To make the environment of the school more conducive for effective teaching and learning.

CHARACTERISTICS OF ACTION RESEARCH:

- * Action Research is focused on the immediate problems and their solutions within the available resources.
- * It is not concerned with the building of theories, broad generalisation and principles.
- * It aims to improve the practices or work conditions of the people who conduct such resources.
- * It involves little efforts, resources and finances in comparison to fundamental or pure researches.

STEPS INVOLVED IN ACTION RESEARCH:

1. Identification of the problem
2. Listing the problem causes of the problem.
3. Analysing the probable causes and formulation of Action Hypothesis.
4. Action programme.
5. Evaluation of Action Programme.
6. Follow up and communicating the findings to others.

PROBLEM:

* In the Internship of School Training. I had taken class for 11th and 12th student. In 11th std, the topic was Computer Science was taken during the class hours when solving the problem (or) when teaching the code the students were able to follow the concept.

On conducting a test on the course concept on the next day, some students were not able to answer the questions. On doing the Action Research I had found some reasons behind it.

(8)

The Students were not prepared with the concepts which was the base for writing the answers.

Action Research for brings the practise memorizing the scriptor before writing the program.

TEPI: Identification and specification of the problem:

In 11th Std, On writing the answers on the board, I had identified some of the student who were idle and couldn't answer for the questions.

On the test session also the student were idle and were not able to answer the mcq.

so I had called up the students and enquired about the reason behind it.

By the observation and enquired the result is that. They have the difficulty in memorising the expansions and shortcut keys.

STEP 2: Listing the probable causes of problem:

The possible causes concerning the problem can be listed as:

1. Students may be lazy to memorize the expansions and shortcuts.
2. The students may have rote memory which makes them forget.
3. The explanation of the concept was not explained at their level.

ii. They may have the habit of memorizing the options for tocy, without understanding the answer.

STEP 3: Analysis of the probable causes and formulation of action hypotheses.

From the problem and probable causes, those most relevant to the problem and situation in the school are selected.

Action hypotheses: *

If that group of student may selected and a continuous drill work and practice on understanding the concepts may be given to be overcome the problem. By these the students may recall all the syntax and tags during answering the questions.

STEP 4: Action programme:

Action programme is the pivot of action research. Here on the basis of action hypotheses, some action is taken in the prevailing situation and the relevant evidence is gathered.

ACTION TAKEN

The explanation of syntax and structural tags are given once again in a simple way

homework of tags are given which must be memorized and was repeated daily on the class

PROCEDURE & TOOLS

Teacher explains it to the group of students on the board.

Teacher selects the different tags and its uses alone to be gives an homework.

conducting test in
the class
(regular class
home)

The teacher will give
the questions for
the one words to
be done.

STEP 5: Evaluation of the Action programme:

After the continuous drill and
practice on daily class and the repeat
test teacher comes to know the
level of the students. Teacher tests the
students with some of the problems
involving the structural tags. On the
basis of evaluation the hypothesis
formed will be either established or
rejected.

(13)

STEP 6: Follow up & communicating the findings to others.

From the action research conducted to the students the students well very well trained with the formulas and the problems using the formula. By this process the students were able to identify their mistake & learning the tags idle without studying them. The Action research is also very much useful to me that gives a immediate solution for a problem in the classroom.

Questions:

Write note on break statement (3 Mark)

Write the syntax of if-else statement (3 Mark)

Write a program to display (4 Marks)

PRE -

TEST

22

There are three types of

- i. Sequential
- ii. Branching
- iii. Looping

3/10

2. if else statement

The ~~condition~~ provide true block as well as false block.

Syntax	Example
<pre>if <statement > statement block 1 else statement block 2</pre>	<pre>i = 10 statement block 1 print "odd" statement block 2 print Even : output :- Even</pre>

3. For loop :-

- For loop is comfortable loop.
- It is ~~condition~~ statement

break statement

usage of if-else statement.

write a program to display:

3/10

break statements terminates the loop containing it.

control of the program flows immediately

after the body of the loop.

Syntax:

break



Syntax of if-else statement

if (conditions):

Statements block-1

else:

Statements block-2

```
for i in range(1,6,1):
```

```
    for j in range(65,65+i,1):
```

```
        alpha = chr(j)
```

```
        print(alpha, end=" ")
```

```
    print('\n')
```

note on break statement.

is the syntax of if-else statement.
write a program to display.

A B
A B C
A B C D
A B C D E

3/10

The break statement terminates the loop containing it. Control of the program flows to the statement immediately after the body of the loop.

Syntax
break

if <condition>:

Statements - block 1

else:

Statements - block 2.

for i in range(1, 6, 1):

for j in range(65, 65+i, 1):

alpha = chr(j)

print(alpha, end=" ")

print("\n")

when we need to construct a chain of if statements, but elif clause can be used as instead of else.

POST

TEST

15/3/22

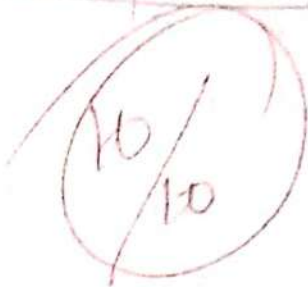
Write a detail note on for loop.

* for loop is the most comfortable loop.

* It is an entry checked loop.

* The condition is checked in the beginning of the loop.

* The body of the loop (Statement-block 1) is executed if the condition is true otherwise the loop is not executed.



Syntax:

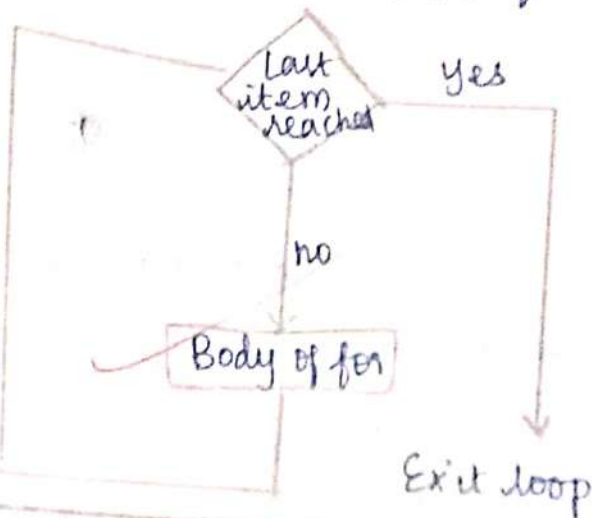
counter-variable in sequence
Statement-block 1

Else: # optional block

Statement-block 2

for loop execution by the flowchart.

for each item
in sequence



Sequence: A sequence refers to initial, final and increment values. A loop uses range() function in sequence to specify an initial value and increment value.

range() generate a list of values. starting from start till stop-1.

Syntax of range():

range[start, stop, [step]]

There

start → Initial value

stop → final value

step → increment value.

```
for i in range(2, 10, 2):
```

```
    print(i, end='+')
```

Output:

2+4+6+8+

2. Write note on if-else structure.

If-else statement.

The if-else statement provide control to check the true or false block.

If else statements thus provide two possibilities and the condition determines which block is has to be executed.

~~Syntax~~ Syntax:

If < condition >:

Statement_block 1

Else:

Statement - block 2

Example.

```
i = 0
if (i % 20 == 0):
    print("EVEN")
```

Else:

```
    print("ODD")
```

OUTPUT:

(EVEN)

3. There are three ~~type~~ important types of control structure.

i) Sequential - Example. A sequence of print statement.

ii) Alternating or Branching - Example. if, if-else, if-elif.

iii) Iteration or Looping - Example. While and for statement.

Computer Science

Part - II

Mouganalli R

1. List the control structures in Python
2. Write note on break statement
3. Write the syntax of if..else statement

7/10

Part - III

1. A
- A B
- A B C
- A B C D
- A B C D E

Part - IV

1. Sequential
2. Breaking
3. Looping

The break statement terminates the loop containing it. Control of the program flow to the statement immediately after the body of the loop.

syntax:

break

3. Syntax

```

if <condition>:
    statement block-1
else:
    statement block-2
  
```

Part III

```
1. for i in range(1, 6, 1)
    for j in range(65, 65+i, 1):
        alpha = chr(j)
        print(alpha, end='')
        print('\n')
```

15/3/22

2 MARK

List the control structures in python.

→ There are three control structures in python

1. Sequential Structure : A sequence of print statement.
2. Alternating Or Branching : if... , if... else , if... else... elif.
3. Iterating Or Looping : for and while statement.

3 MARK

Write note on if else statements.

if else Statement

if else statement provides a control to check the true block as well as false block.

if else statement thus provide two possibilities and condition to determine true or false.

Syntax:

If (conditions):
Statements - block 1
else:
Statements - block 2

3

Example:

```
P = 10
If (P % 2 == 0):
    Print("EVEN")
Else:
    Print("ODD")
```

OUTPUT:
EVEN.

5 mark.

1. write a note on for loop

→ Loop is the most comfortable loop.

→ It is an entry check loop.

→ It is ~~executed~~ checked at the beginning of loop.

→ The body of loop (statement block-1) is executed if the condition is only true otherwise the loop is not executed.

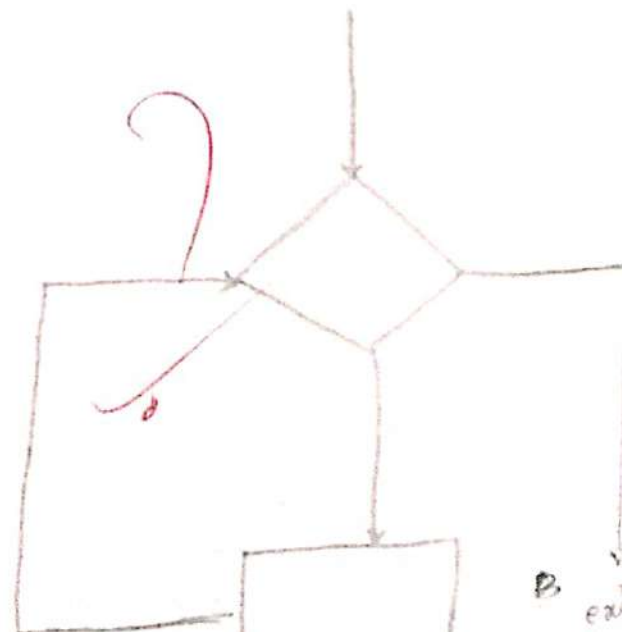
Syntax

for counter-Variable.

Statement-block 1

[else: # optional block

Statement-block 2]



Sequence: The sequence of values. The range() function used to generate a list of values starting from start, stop and step value. The range() function used to generate Initial, final and increment value. The range() function used to generate a list of values from start to stop-1.

Syntax:

range(start, stop, [step])

start → Initial value

stop → final value

step → Increment (optional value)

Example:

```
rs  
range(2, 10, 2):  
print(i, end=' '):
```

output:

2 + 4 + 6 + 8

Statistical Analysis

Mean of the pre-test:

$$\text{Mean} = \frac{\text{Total Marks of the Students}}{\text{Total No. of Students}}$$

$$= \frac{500}{20}$$

$$= 25\%$$

Mean of the post-test:

$$\text{Mean} = \frac{\text{Total Marks of the Students}}{\text{Total No. of Students}}$$

$$= \frac{500}{16}$$

$$= 16.66\%$$

Conclusion:

Action Research is focused on the immediate application. Its findings were evaluated in terms of universal validity & post test then after the action research confirm the continuous improvement made by the student.

Samples prepared by students 2016 - 2017

BLUE PRINT

II -

TERM (HALF-YEARLY) XI - STD

2 - UNITS

OBJECTIVE	KNOWLEDGE					UNDERSTANDING					APPLICATION					ANALYSIS				TOTAL		
	O	V.S.P	S.A	P	E	O	V.S.A	S.A	P	E	O	V.S.A	S.A	P	E	O	S.A	P	E			
CONTENT	1	2	3	5	10	1	2	3	5	10	1	2	3	5	10	1	3	5	10			
THE HELPING HAND (PROSE)	1	[2]																		10	[1]	12
IS LIFE, BUT A DREAM? (POEM)						1	[2]				3	[1]										5
REFLOWERING (SUPPLEMENTARY)	1	[2]																				2
THE ROAD TO SUCCESS (PROSE)	1	[2]																				2
BE THE BEST (POEM)	1	[2]																		5	[1]	7
EVERY LIVING THINGS (SUPPLEMENTARY)	1	[3]																				3
GRAMMAR	2	[4]				1	[5]	2	[1]		2	[2]										19

11

8

5

5

2

4

15

50

19

30

7

2

2

5

12

OBSERVATION 1

Name of the Student Teacher : Sangamitra.L

Name of the Peer Student Teacher : R. Vinodhini

Class : vii

Subject : Mathematics.

Topic : Ratios and proportions.

Date : 01.10.16

Duration : 45 Mins.

Class Strength : 40

Physical condition of the class :-

The physical condition of the class was good. The benches were arranged neatly. Good ventilated windows in the classroom. On the beginning the class was noisy.

Lesson :-

The topic of the lesson was "Ratios and proportions." The student teacher started the class without introducing the topic towards the students. She started the class with a story involving ratios.

Objectives :-

The student teacher had fulfilled all the general and specific instructional objectives of the lesson of that day.

Aids :-

The student teacher used a chart as the aid for that class.

Nature of the aids used :-

The aid was representing the difference between the ratios and proportion. The aid was attractive, so that the students were able to understand the difference.

TEACHER :-

Personality :-

The Student Teacher was simply dressed. The student Teacher had ~~the~~ enough spirit to handle the noisy class and bring into her teaching circle.

Communication :-

The fluency of communication represent the knowledge of the student Teacher. ~~St~~ Her teaching was in bilingual language in English as well as in Tamil for the better understanding of the concept. The voice modulation helped her more.

TEACHING :-

Testing the knowledge :-

The Student Teacher tested the knowledge

of the concept ratio in a small level with
small numbers.

Motivation :-

The motivation was given by the student Teacher was the real life examples. A small problem is given in the form of real life story. Students were eager on listening to the story.

Method of Teaching :-

The student Teacher adopt the problem solving method of Teaching. The concept involving most of the problems which has to solved.

Development :-

After introducing the topic towards the students, the student Teacher explained the concept of Ratio and proportion one by one and the problems involving the concepts. The teacher explained the problems involving ratios and solved it on the board.

Use of blackboard :-

The use of blackboard was often.

The student teacher partitioned the board into three parts and solved the problem on the first two parts of the board.

Questioning :-

The student teacher arises few questions regarding the concept of ratios and proportions.

The teacher asked different levels of questions to make the concept clear to the students.

Nature of Questions :-

The questions were simple and small some were also lengthy depending on the problem.

Distribution of the questions :-

The questions were ~~separa~~ spread randomly over the class. There is no focused question to any students.

Response of the pupils :-

The students response was good.

Every student answered the question eagerly to the question passed by the student Teacher.

Review :-

The student Teacher had revised the concept fully at the period of recapitulation.

The revision given at the end helped to fix the concept clearly among the students.

Follow up works :

The student Teacher had given some problems for the home assignment of the student for clearly understanding.

Pupils activity :-

The response and the activity of the students throughout the class was good. Everyone involved in the class activity conducted by the

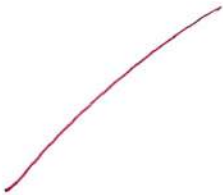
Student Teacher.

Time Management :-

The Student Teacher maintained the time management as planned. She ^{had} finished the class before the period ends.

Total impression :-

The class was effective to acquire knowledge about the concept of ratio and proportion. This class was a good foundation for the concept.



ACTION RESEARCH

Name : D. Swetha

Course : B.Ed II year

Pedagogy : Physical Science

Reg no : 18BED132



SIGNATURE OF THE ASSISTANT PROFESSOR

INDEX

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INTRODUCTION :

Action research is relatively to a new dimension in the field of research. The approach of action research will emphasize on encouragement of the practitioners - school teachers, administrations and other to do research in order to improve both their own work and functioning of schools.

Action research improves the quality of teaching - learning process without involving extra financial expenditure.

It gives birth to co-operative feeling and develops love and mutual understanding among the different partners of the teaching - learning process.

In schools, action research refers to a wide variety of evaluative, investigative and analytical research methods designated to diagnose problems or weaknesses - whether organizational, academic or instructional and help educators develop practical solutions to address or instructional - and help educators develop practical solutions to address them quickly and efficiently.

ACTION RESEARCH - DEFINITION

STEPHEN. M. COREY (1962) :-

" Action research is the research a person conducts in order to enable him to achieve his purpose. more effectively. A teacher conducts action research to improve his own teaching. A school administration conducts action research to improve his administration behaviour.

GOOD (1959) :-

Action research is research used by teachers, supervisors and the administrators to improve the quality of their decisions and actions.

J. W. Best (1963) :-

Action research is focused on the immediate application, not on the development of theory. It has placed its emphasis on a real problem. here and now is a local setting.

OBJECTIVES :-

- ⇒ To improve the practices going on in the schools.
- ⇒ To remove the notion that education research is the job of specialist only.
- ⇒ To make teachers and the educational administrators research minded.
- ⇒ To develop in the practitioners the required confidence and ability to carry out research for solving their own problems.
- ⇒ To make the students, teachers and the educational administrators more conscious about their problems and immediate solution.
- ⇒ To make the school or educational personer more co-operative and democratic in their work.

CHARACTERISTICS :-

⇒ Action research is focused on the immediate problems and their solutions within the available resources.

⇒ It is not concerned with the building of theories, broad generalizations and principles.

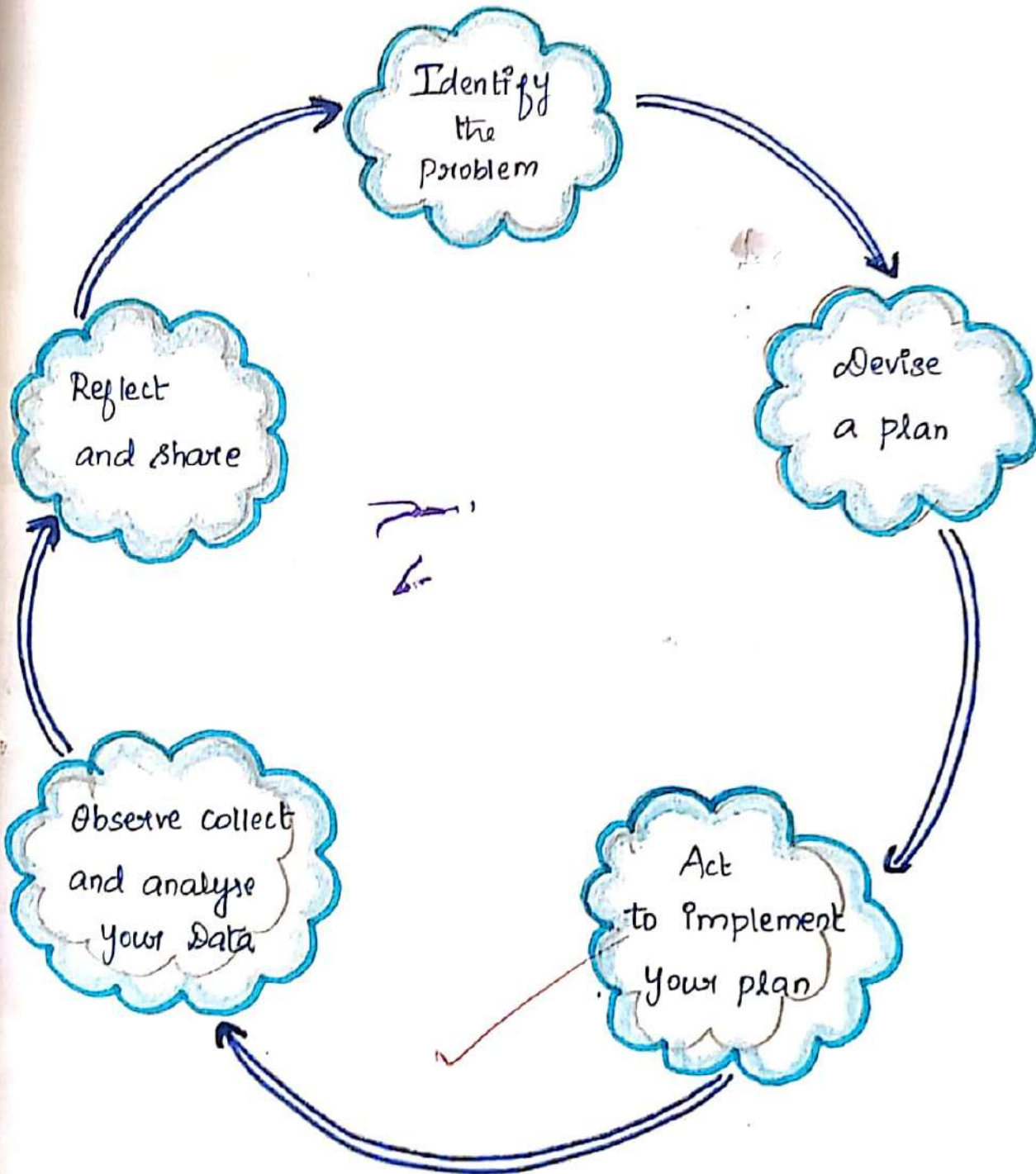
⇒ It aims to improve the practices or work conditions of the people who conduct such researches.

⇒ It involves little efforts, resources and finances is comparison to fundamental or pure researches.

⇒ The person who conducts the research applies its findings is the one and the same.

⇒ Its main purpose is to create such healthy and proper conditions and environment as to facilitate better teaching.

ACTION RESEARCH



IMPORTANCE OF ACTION RESEARCH

"ACTION RESEARCH" focuses on the solution of the immediate problems faced by the teachers, Supervisors administrators who, while performing their duties, are the target of study in this research. It emphasizes a real practical problem here and now in terms of "Local Applicability" and not in terms of universal validity. It starts with the dissatisfaction on the part of teachers and their practises at their own initiative. Moreover it does not involve so much complexity in its operation as fundamental research with a little conscious effort even an average teacher can understand such research. Therefore, it is more "meaningful, feasible and Effective".

ACTION RESEARCH - PROCEDURE

Identification of the problem



Listing the probable causes of the probable problem.



Analysing the probable causes and formulation of action research.



Action programme



Evaluation of the action programme



Follow-up and communicating the findings of others.



OUTLINE OF ACTION RESEARCH

NAME OF THE SCHOOL :-

THE MUTHIALPET BOYS HIGHER SECONDARY SCHOOL

CLASS :-

VIII - "A"

PROBLEM AREA :-

The students of 'VIII' std 'A' Section face difficulty in conditions required for 'chemical reaction'.

QUESTION PAPER OF PRE-TEST

Changes Around Us

(1×5 = 5)

Multiple choice Questions :-

1. The burning of matchstick is an example for chemical reaction based on _____.
 a) Contact b) Electricity c) light d) Catalyst.
2. The pigment responsible for browning of apples is _____.
 (a) Hydrated iron (II) Oxide b) Melanin c) starch d) ozone.
3. Brine is a concentrated solution of _____.
 (a) Sodium Sulphate b) Sodium chloride c) calcium chloride
 (d) Sodium Bromide.
4. In Haber's process of producing ammonia _____ is used as a catalyst.
 a) Nitrogen b) hydrogen c) ~~Iron~~ d) Nickel.
5. _____ is responsible for Global Warming.
 (a) Carbondioxide (b) methane c) Chlorofluoro Carbon
 (d) All the above.

Fill in the blanks:-

1. _____ is the basic material to manufacture urea.
2. _____ is a chemical substance which alters the speed of a chemical reaction.
3. _____ is the enzyme responsible for browning of vegetables, fruits.
4. Electrolysis of Brine solution gives _____ gases.
5. The head of the matchbox contains _____
_____ and _____. The sides of the matchbox contain _____.

Match the following:

- | | |
|---|----------------------------------|
| 1. Rusting - Photosynthesis | 9. Rancidity - Chemical Reaction |
| 2. Electrolysis - Haber's process | 10. Tarnishing - Fish. |
| 3. Thermolysis - Oxon. | |
| 4. Food - Brine | |
| 5. Catalysis - Decomposition of limestone | |
| 6. Oxone - Biocatalyst | |
| 7. Yeast - Decomposition | |
| 8. Calcium Oxide - Oxygen. | |

PRE-TEST MARKS

S.No	NAME	MARKS
1.	K. ARUN KARTHIK	8
2.	P. HARISH KUMAR	7
3.	J. ABDUR RAZZAK	8
4.	G. SREE NATH	9
5.	M. JANALUDEEN	8
6.	K. ABINESH	9
	TOTAL	<u>49</u> $49 \div 6 = 8.16$

POST - TEST MARKS

S.No	NAME	MARKS
1.	K. ARUN KARTHIC	15
2.	P. HARISH KUMAR	15
3.	J. ABDUR RAZZAK	15
4.	G. SREE NATH	15
5.	M. JAMALUDEEN	13
6.	K. ABINESH	14
	TOTAL	<u>87</u>
	MEAN	$87 \div 6 = 14.5$

71

PROBLEM ANALYSIS PROCEDURE

IDENTIFICATION OF THE PROBLEM

Students faced very much difficulty in the concept of conditions required for "Chemical Reactions". Because, they are confusing the conditions of chemical reaction.

LISTING THE PROBABLE CAUSES OF PROBLEMS :-

⇒ Students are not interested in learning the conditions of chemical reaction.

⇒ Because they are confusing the conditions of chemical reaction each other

⇒ They are mugging up the chemical reaction and not learning the concept.

79

ANALYSIS OF THE PROBABLE CAUSES AND FORMULATION OF ACTION HYPOTHESIS:

After analysing the probable causes of the problem it was selected for the formulation of the following action hypothesis.

ACTION PROGRAM HYPOTHESIS

If they are taught by comparing the conditions of chemical reaction with day to day life and also used the colourful teaching aids like picture cards. So, that the students will easily understand the concept of each conditions of chemical reaction.

ACTION PROGRAM :

Phase I :-

The conditions of chemical reaction were taught by using "Picture Cards".

Phase - II :-

Giving Suitable examples for each conditions of chemical reaction.

Phase - III :-

Repeating the new words and giving home work to easily understand the concept.

EVALUATION OF THE ACTION PROGRAM

The students showed good performance and scored high marks in the post-test given to them when compared to the pre-test. The students increased their knowledge through practise and started showing interest towards the learning of chemical reactions.



STATISTIC ANALYSIS:

PRE TEST (PERCENTAGE)

$$\text{Average Percentage} = 8.16\%$$

POST TEST (PERCENTAGE)

$$\text{Average Percentage} = 14.5\%$$

The post-test percentage is better than

pre-test percentage.

CONCLUSION :-

With the help of Action Research, the students acquired necessary knowledge, skill and inspiration towards learning the concepts, motivation was attained. Post-test marks were higher than pre-test marks and they get knowledge and showed improvement.