

Assignment on BLUE PRINT

Submitted by,
Rashika Sherin




Principal
Muslim College of Education
Thiruvithamcode

Blue Print .

Synopsis.

- Introduction
- Preparation of Blue Print
- Uses of Blue Print
- Identification of Objectives
- Weightage to content
- Duration and Marks
- Weightage to different form of questions.
- Weightage to difficulty level
- Arranging the items, Blue Print
- Conclusion
- Refer.




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Introduction :-

A blueprint gives the details of the design in concrete terms. Blueprint is prepared as a three dimensional chart indicating the distribution of questions objective-wise, content-wise and form-wise. Some people make it four dimensional adding difficulty level also as one of the dimensions. The blueprint gives the frame work for the test and indicates the broad limit within which the test constructor has to work.

Preparation of a Blue Print :-

Important step in the test construction is preparation of a blue print. The teacher has to take decisions regarding the selection of ~~test~~ time duration, form



of questions, the difficulty level of the test items and weightage allotted to the objectives etc in preparing the question paper.

This is known as Blue Print.

Uses of Blue Print :

⇒ It helps to improve the content validity of the test.

⇒ Defines as clearly as possible the scope and emphasis of the test.

⇒ Gives greater assurance that the test will measure learning outcomes and course content in a balanced manner.

⇒ Each item does measure an important learning outcome included in the table of Specifications.

⇒ Is each item is independent and free from overlap?



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Identification of the objectives

There can't be any fixed formula for assigning weightage for instructional objectives. Generally, the weightage to objectives is given as below:

- knowledge : 20 %
- Understanding : 40 %
- Application : 30 %
- Skill : 10 %

Weightage to Content

The teacher has to give due weightage to the syllabus of the test prose, poetry, grammar etc. according to the importance of the content.

Duration and Marks

According to content duration of



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the test and total marks to be allotted for the test is to be fixed.

Weightage to different form of questions

The teacher has to decide different form of questions and their numbers while preparing a blueprint. Different form of questions are,

- Easy type
- Paragraph type
- Short answer type
- Objective type.

Weightage to difficulty level :

The teacher has to select the questions according to the group of students for whom it is assigned. Most of the questions should be on average level and a few difficult ones to challenge.

Generally ,



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Weightage is given as shown below:

Sl.No	Difficulty Level	Percentage
1	Difficult questions	30 %
2	Average questions	40 %
3	Easy questions	30 %

Arranging the items.

After the final selection of items, they are ready to be assembled into a test. The following suggestions provide guide lines for this purpose.

→ All items of the same type are grouped together.

→ The items should be arranged in the order of increasing difficulty.

→ It is better to combine group items which measure the same outcomes of the same subject matter.



Blue Print :

Objectives/ Content	Knowledge			Understanding			Application			Skill			Total Marks
	O	SA	E	O	SA	E	O	SA	E	O	SA	E	
Algebra	(2) 2	(1) 2		(1) 1	(2) 4	(1) 5	(1) 1	(1) 2					17
Mensuration	(1) 1			(1) 1	(2) 4		(1) 1	(1) 2					9
Geometry	(1) 1				(2) 4					(1) 1		(1) 5	11
Graphs	(1) 1			(1) 1					(1) 5	(1) 1		(1) 5	13
Total Marks	17			20			11			12			50

→ O : Objective type

→ SA : Short Answer

→ E : Essay type

The numbers inside the bracket

indicates the number of questions and the
number outside the bracket indicates the



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the marks allotted to those questions.

Reference :-

1. Pedagogy of Mathematics - II
- Prof. K. Aslam.
2. Mathematics Education
- Dr. K. Soriman
- Dr. K. Sivarajan.




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(Accredited with 'B' Grade by NAAC)

No.1 New Street,

Thiruvithancode, Kanyakumari District, Tamil Nadu-629174

Field-Appraisal Report

Name of the Student-Teacher: Ancy John Name of the Mentor: Valsala
Name of the College: Muslim College of Education Subject and Topic: English,
Duration of the Class: 20-mins Fire Work Nig

Sl.No	Teaching	Excellent	Good	Average
1	Motivation	✓		
2	Content Knowledge		✓	
3	Teaching Style	✓		
4	Using blackboard/other devices		✓	
5	Classroom Management	✓		
6	Teacher-student Interaction	✓		
7	Overall Assessment	✓	✓	

Place: Thiruvithancode

Date: 21.1.2023



Signature of the Mentor

Valsala
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2.4.4(b)

(2)

MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithancode
Kanyakumari Dist, Tamil Nadu



B.Ed. DEGREE COURSE

REFLECTIVE JOURNALS- DIARY

I certify that this is the bonafide record of K. Kottayam
during the year 2021-2022 for the B.Ed. Degree Course



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Introduction

A reflective journal is a tool that allows students to reflect on and write about the progress in their learning. Reflective journals are note books or pieces of papers that students use when writing about and reflect it on their own thoughts. The act of reflecting thoughts, ideas, feelings and their own learning encourages that development of metacognitive skills by helping the students to self-evaluate and sort what they know from what they don't know. The process of examining one's own thoughts and feelings is particularly helpful for students who are learning new concepts.

Description:

Students can identify and reflect on successes and challenges. Teachers can gain information on what the student thinks and feels in a non-threatening way. John Dewey (1938) believed that education should




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serve not only as a means of acquiring information but also as a way to bring learning to our everyday actions and behaviours. Most successful learners know how to identify the questions and how they will proceed to increase their understanding. Less successful learners needed to develop the habits of mind that are underlying strategies of the learning process.

Importance of Reflective Journal :

Reflective practice can be supported in classroom by creating opportunities that allow students to think about their learning, their own lives and the world around them. The process often illuminates problems, misunderstandings and confusions. It helps to determine the new growth, independence and responsibility for learning.

Reflective journals allow students to practice their writing skills in an open-ended format that encourages the same thought process that is used in analytical writing.



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It is important that journaling become a regularly scheduled activity as with any other writing skills. Even reflective journaling which takes time and practice. Creating a culture for journaling will give students an opportunity to anticipate and prepare for other writing activities.

How to use Reflective Journal :

Students can take from 3-15 minutes to write reflective entries in their personal journals before, during or after a learning activity. Students should keep their reflective journals in a folder or spiral or bound notebook. This allows students to review what they have written and monitor in their own reflective process. The entries may build on areas covered in the classroom or promotes students thoughts about their own lives or the world beyond the classroom.




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The most important aspect of journal writing is to encourage the students to begin and to think about their own thinking. The reflective process borders the responsibilities of self appraisal and understanding the elements of quality work from the teacher to the students. Reflective journals should encourage students to develop their own personal values going beyond summary calculation such as "I hate this class" or "I didn't learn anything". Reflective journal can be used as follows.

- * As a quick and simple tool for students self assessment at the end of a class
- * To enable students to identify and reflect on their success and challenges
- * Communication tool for students and teachers.




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Why reflective journal should be used

Reflective journal provides a chance for inner communication that recognizes beliefs, feelings and actions which allows the students to develop their knowledge and understanding of course content. This creates effective learning. Journal is a steadily growing document that the learner writes to record the progress of their learning. Learners keep a learning journal for any course they undertake, or even for daily work.

- * It is a Simple Process
- * It promotes students for higher orders thinking and enables them to reflect what has been achieved during a lesson.
- * It engaged many of the students in their learning and gave them a sense of ownership and control.




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- * The teacher can make small reflective journals by cutting in half small note books or established or electronic file
- * Give each student a half exercise book to use as reflective journal. They can write their name and class on the cover
- * At the end of each lesson students can be given time to write in their journal. They should write about their thoughts and feelings about the learning
- * The reflection are the priority
The journal can be collected weekly by the teacher to read and gain an understanding of the student's thought
- * The teacher can answer the student's question and give ideas and raise questions of their own in the journal.



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4. It should be used at the end of a lesson or weekly project.

Uses :

- * It promotes literacy especially if used in learning areas such as Mathematics, Arts, Science, ICT and interpersonal development.
- * It helps students to self and to set goals for their future learning.

A reflective journal is not :

- * Simply a summary of the course material - focus more on your reactions to what you've read and what you've been reading.

- * On a learning log you might write down the times and days when you read something. A log is a record of events but a journal is a record of your reflections and thoughts.



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Questions for a reflective journal :

- 1) Write your reflection on your progress in learning
- 2) Identify and reflect on your success and challenges in the lesson
- 3) Reflective on what has been achieved during the lesson and where future efforts and support should be focused in next session
- 4) Write about your thoughts and feelings about the learning in class
- 5) Raise your doubts, questions if necessary

Conclusion :

A Reflective journal is an informal piece of writing and students don't have to write it in complete sentences. The journal should not be marked for spelling and grammar.



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Lesson Plan - I

Name of the College: Muslim College of Education,
Thiruvithamcode

Name of the Pre-service teacher: A K Pratheesha

Name of the teacher educator:

Date: 22/11/21

Topic: The Age of Chivalry

Time: 45 minutes

1. Write your reflection on your progress in learning:

I Prepared well about the poem "The Age of Chivalry". I collected informations from the internet also I asked questions in the middle of the class. Students answered correctly for my questions.

2. Identify and reflect on your success and challenges in the lesson:

I showed few pictures related to the poem (The Age of Chivalry), which helped the pupils understood the topic very well and it was my success. I can't able to get more information about the story from book so I refer internet this is the challenge I face.




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Reflections on what has been achieved during the lesson and where future effort and support should be focused in the next session.

Students answered the questions very well. They cleared all their doubts by asking questions. If I presented a powerpoint it will be more helpful. It will keep this in my mind for the next classes.

4. Write about your thought and feelings about the learning in class.

I felt happy when pupil answered correctly for the questions. The present mind of students make me to feel energetic to continue the class.

5. Raise your doubts, questions if any.

Students asked their doubts and I clarified their doubts in the class.

Remarks: Good.

Pratheeksha
Signature of the
Preservice teacher



mm
Principal
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Lesson Plan

Name of the College: Muslim College of Education
Name of the Teacher: T. P. Padma
Name of the Teacher Educator:

Topic: Future Tense

Date:

Time: 45 minutes

Write your reflection on your progress in learning:

I have a well knowledge about the topic "Future Tense". Students were very attentive in the class. I motivated the students by showing the tree chart. They enthusiastically listened the class.

Identify and reflect on your success and challenges in the lesson:

Pupil listened the topic with a energetic need. When I introduced the Future Tense they discussed their knowledge with me and it is a success for me.

When I introduced future continuous tense they were able to understand it. I made them to understand clearly and it was my challenge.



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3. Reflective on what has been achieved during the lesson and where future effort and support should be focussed in the next session.

Students answered the question that asked in the middle of the class. They cleared their doubts by asking questions. If I prepare more teaching aids it will be helpful. I will keep this in my mind when I prepare for the next session.

4. Write about your thought and feelings about the learning in class:

I got a self-confident to teach the students and also I feel responsibility over the knowledge of students.

5. Raise your doubts questions if any:

Students asked their doubts and I clarified their doubts in the class.

Remarks: Good.

Pratneesh
Signature of the
Preservice teacher



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Lesson Plan 3

Name of the College: Muslim College of Education
Thiruvithamcode

Name of the Preservice teacher: A. B. Puthussera

Name of the teacher educator:

Date:

Topic: The River

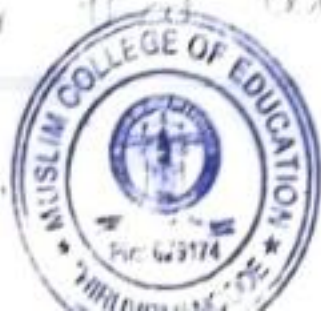
Time: 45 minutes

Write your reflection on your progress in learning:

1. I have collected all the data about the poem and about the author (Kavilam Ashwadevar) who wrote many poems about nature. I wrote the poem about the stages of water and man's life. Pupils understood the lesson clearly.

2. Identify and reflect on your success and challenges in the lesson.

3. I showed few pictures related to the poem, which helped the pupils to understand the beauty of river or earth. They also listen to the four stages of life compared to the river by the author that was my success.




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I made the students to give notes and that was my challenge

3. Reflective on what has been achieved during the lesson and where future effort and support should be focused in the next session.

I have thought the lesson well. Pupils understood about the rich beauty of the river on earth. I can give more pictures and make them understand better in the next class.

4. Write about your thought and feelings about the learning in class.

Personally, while taking class, I feel happy inside to think about the olden days in childhood. I had a descriptive picture in my mind about river.

5. Raise your doubts, question if any.

Students asked their doubts and I clarified their doubts in the class.

Remarks:

Pratheeba
Signature of the
Pre service teacher




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Lesson Plan II

Name of the College: Muslim College of Education

Name of the Pre-service teacher: Thiruvithamcode

Name of the teacher educator:

Topic: Journey by Train

Date: 10/12/21

Time: 45 minutes

1. Write your reflection on your progress in learning:

I Prepared well about the topic "Journey by Train". Students were attentive in the class. I motivated the students by asking few questions. They enthusiastically answered for my questions. They loved the story very much. I identify and reflect on your success and challenges in the lesson:

Pupil are very interested to hear the story. When I paused the story they were very curious and asked me to continue the story. This activity of students made me to feel happy and that is my success.

I can't able to get more information




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extend the story from back to 30 min interval and this is the challenge I faced. I reflect on what has been achieved during the lesson and where future effort and support should be focused in the next session.

When I asked questions from the story they answered well. But if I brought a video clip of the story the story will be more effective. I will keep this in my mind when I prepare for the next session.

4. Write about your thought and feelings about the learning in class.

I thought the class is more interesting and I feel happy and satisfy after completing the story. Students were active till the end of the class.

5. Raise your doubts questions if any:

Students asked their doubts and I clarified their doubts in the class.

Remarks:

Dr. ~~Prasanna~~
Signature of the
Principal




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Lesson Plan

Name of the College : Muslim College of Education
Thiruvithamcode

Name of the Pre-service Teacher : G. K. Madhesh

Name of the Teacher educator :

Topic : Seventeen Oranges

Date :

Time : 45 minutes

1. Write your reflection on your progress in learning:

I prepared well about the topic 'Seventeen Oranges'. I asked questions in the middle of the class. Students correctly answered for my questions.

2. Identify and reflect on your success and challenges in the lesson:

Pupils are very interested to hear the story. When I pause the story, they all curiously ask to continue the story. This activity of students made me to feel happy and that is my success. I can't able to get more information about the story from book so I refer internet. This is the challenge I face.




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3. Reflective on what has been said and during the lesson and where future learning and support should be focused in the next session.

When I asked questions from the story they answered well. But if I brought a video clip of the story the class will be more effective. I will keep this in my mind when I prepare for the next session.

4. Write about your thought and feelings about the learning in class.

I thought the class is more interesting and I feel happy and satisfy after completing the story. Students were active till the end of the class.

5. Raise your doubts questions if any.

Students asked their doubts and I clarified their doubts in the class.

Remarks - Good



Thathiresha
Signature of the
Service Teacher


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Lesson Plan 6

Name of the college: Muslim College of Education,
Thiruvithamcode

Name of the Pre service teacher: J K Mathew

Name of the teacher educator:

Date: 21/12/21

Topic: Sea Fever

1. Write your reflection on your progress in learning:

Time: 45 minutes

I prepared well about the topic "Sea Fever". I asked questions in the middle of the class. Students correctly answered for my questions.
2. Identify and reflect on your success and challenges in the lesson:

Pupils feel thought when I introduce the topic Sea Fever. I explained it briefly and they understood about the sea. It is my success.

When I show the flashcard which contain the picture of sea they understood well and it is a challenge for me.



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2. Reflective on what has been achieved during the lesson and where future effort and support should be focussed in the next session.

Students answered the question well they also cleared their doubts during the questioning session. I will prepare more teaching skills during the class in the next session. So that they can easily understand the topic.

4. Write about your thought and feelings about the learning in class.

I got confident after completing the class and also got some idea to control the classroom atmosphere.

5. Raise your doubts questions if any:

Students asked their doubts and I explained and clarified their doubts.

Remarks: Good

Pratibha
Signature of the
Pre-service teacher



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Lesson Plan 1

Name of the College Muslim College of Education
Bhamcode

Name of the Pre service teacher G K Prathaptha

Name of the teacher educator

Topic - Phrases

Date -

Time - 45 minutes

1. Write your reflection on your progress in learning:

I have a well knowledge about the topic "Phrases". Students were very attentive in the class. I motivated the students by showing the booklet. They enthusiastically listened the class.

2. Identify and reflect on your success and challenges in the lesson.

Pupil listened the topic with a energetic mood. When I introduced the Verb phrase they discussed their knowledge with me and it is a success for me.

When I introduced Noun phrase they were not able to understand it. I tried to explain and demand clearly and it was a challenge for me.



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I am writing to you about the importance of education in the Muslim community. Education is the key to progress and development. It helps us to understand our world and ourselves better. We must encourage our children to study hard and achieve their dreams. Education is not just for the mind, but also for the heart. It teaches us to be good people and to respect others. We must work together to create a better future for all.

Yours faithfully,
 [Signature]
 Principal



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Lesson Plan - 8

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Name of the College Muslim College of Education,
Thiruvithamcode

Name of the Pre service teacher T. K. Ratheesha

Name of the teacher educator

Topic The Spider and the Fly

Date :

Time : 45 minutes

1. Write your reflection on your progress in learning.

I prepared well about the topic "The Spider and the Fly". I collected informations from the internet also. I asked questions in the middle of the class students answered correctly for my questions.

2. Identify and reflect on your success and challenges in the lesson.

Pupil are very interested to hear the story when I pause the story they all anxiously ask to continue the story, this activity of students made me to feel happy and that is my success. I can't able to get more information about the




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every term based on the activities and the

the challenge of the

4. Reflective on what has been achieved during the lesson and what further support and support should be provided in the next session?

Students answered the questions that asked the middle of the class. They clear their doubts by asking questions. If I prepare more teaching aids it will be helpful. I will keep it in my mind when I prepare for the next session.

4. Write about your thought and feelings about the learning in class.

I thought the class is more interesting and I feel happy and satisfy after completing the story.

5. Raise your doubts/questions if any.

Students asked their doubts and I clarified their doubts in the class.

Remarks of the

Teacher
Signature of the
Respective Teacher



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DEMONSTRATION RECORD LEVEL -I

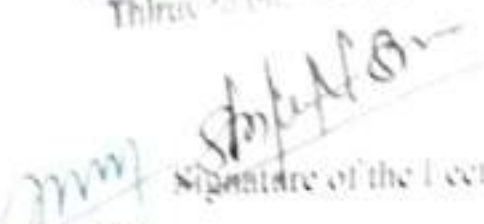
Certified that this is the bonafide record of Joanna Judith W
during the year 2021 - 2022 for the B.Ed. Degree Course



Date 27/8/2022




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Signature of the Lecturer
Principal
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Lesson Plan

Name of the teacher/educator: Mr. Shahan Khan
Class / Section: VIII
Subject: English
Unit: II
Topic: Our winged friends

Educational Objectives: The Pupil

- * Comprehends the prose lesson
- * Reads the paragraph with correct pronunciation,
- * Stress and intonation,
- * Understands the meaning of new words.
- * Understands the theme of the prose
- * Grasp the meaning of the lesson
- * Understands the theme of the passage.

Instructional Resources:

- * Chart
- * Flashcard
- * Booklet




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Previous knowledge of the pupil

Teacher asks few questions to motivate the students

1. Have you ever watched birds around you?
2. Name some birds?
3. Have you ever seen any birds who caged?
4. Have you observed anything unique about bird?
5. Have you ever seen man cut the tree?
6. What are some of the reasons for cutting down the trees?



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Content	Specification of behavioural outcomes	Learning Experience	Evaluation
Our Winged Friends	reads and explains	Teacher introduced the topic and give some introduction about the topic. Pupils reads the prose with correct pronunciation, stress and pause.	Reads the prose with correct pronunciation stress and intonation.
Dr. Salim Alim	reads and explains	Teacher shows the flash card which contains the picture of the author and explains about	— is the author of our Winged Friends



reads and discuss

author *[Signature]*

, Principal

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Caged birds reads, listens and explains Teacher explains about the Indian birds and also about why people often hunted birds and caged bruised-bosom - Flings -

The pupils speak and discussed it in a small group Plea -

Ornithologists reads and explains

Teacher reads the prose and explains about the people who study birds.

Dr Salim Ali is an —

Pupils listen the class eagerly

Kill the Sparrows reads, listens and explains

Teacher reads the passage and explains why china had decided to kill the sparrows. gnash - bole -

✓ Pupils observe and listens to the class very eagerly

Reasons
for protecting describes
birds

roads and
wonderful seed
carriers.

earth.

Pupils understands the
importance of birds.

Some
birds are and
becoming describes
rare

Teacher explains about the
reasons for decrease of birds.
germinate -
habitate -

Pupils listen and understands
about the destroyed birds

belc
nesting and
birds explains

Teacher explains about the
malayalam birds, and also about
become homeless



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Paragraph reads with
of the correct
pronunciation
lesson

Main brief and
ideas and summarize
points from
the lesson

how does the Malabar Hornbill
feed its young ones
Pupils listen and understands
about Hornbill

2) — birds
get their daily
meals on time

Teacher reads the paragraph with
correct pronunciation, stress and
intonation.

Recalls the
lesson

Pupils reads the prose with
correct pronunciation

Teacher summarizes the
main ideas and points out the
important points from the lesson

Summarizes the
important points
from the lesson

Home Assignments:

- 1) Collect the pictures of different types of birds nest
- 2) Write a paragraph on Vedanthangal



Joanne
Signature of the Observer

Shylu
Signature of the
Teacher educator



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Demonstration

Name of the teacher educator Mrs. Shalini Narain

Class / Section VIII

Subject English

Unit II

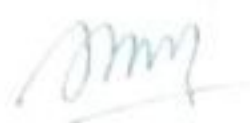
Topic After the storm

Educational Objectives : The Pupils

- * Comprehends the supplementary
- * Grasp the meaning of the lesson
- * Acquiring the knowledge about natural disaster
- * Understands the theme of the lesson
- * Improve reading, listening and writing skills.
- * Understands the meaning of the new words.

Instructional Resources :

- * Chart
- * Flash card
- * Booklet



Review knowledge of the pupil.

Teacher asks few questions to motivate the students

- 1) Have you ever seen any natural disaster?
- 2) Have you ever experienced any natural disaster?
- 3) Name some natural disasters?
- 4) What do you do, when you feel troubled about the situation around you?




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Content	Specification of behavioural outcomes	Learning Experience	Evaluation
After the storm	reads and explains	Teacher reads the book with correct pronunciation, stress and intonation to introduce the topic Pupils reads the paragraph carefully	reads with correct pronunciation stress and appropriate pause
The wind is blowing	reads and speaks	Teacher reads the paragraph and explains about the storm. Pupils understands about the storm	lofty - foraging - wing -
The storm raged all night	reads and explains	Teacher explains about the weather and also about the	Sauli along with her mother when

strong wind.

Pupils observe the class very
eagerly

after the storm	reads, listens and explains	Teacher explains, after the storm how people faced their problem and also how they survive for the livelihood.	Saruli is a — girl
--------------------	--------------------------------	---	-----------------------

Pupils listen and understand
about the class.

All the trees fall down	reads and listens	Teacher explains about that all the trees and beauty of the nature were destroyed by the heavy storm	resin - pines - thudded -
-------------------------------	----------------------	--	---------------------------------

Pupils understand the class and

discussed it in a small group.

Oak Tree reads and explains

Teacher reads the text book and explains about the native trees of the hill.

Sauri found several gashes which —

Pupils listen the class very eagerly.

New words writes and its meanings

Teacher shows the booklet which contains the meaning of new words.

gleefully -
exploded -
impassioned -

Pupils understand the meaning of new words and writes it in their notebook.

Trees	reads	Teacher reads the lesson and explains about the uses and importance of trees.	thudded - forgaging -
		Pupils read and observes the class intrestingly	

Loud reading	reads and underline the new words	Teacher reads the lesson with correct pronunciation and appropriate pause and asks the students to underline the new words	reads with correct pronunciation
-----------------	-----------------------------------	--	----------------------------------

Main points brief and Teacher again read the lesson Summarize
and ideas summarize and summarize the main the main points
points and ideas from the and ideas from
lesson the lesson

Home Assignment :

- 1) List out and write the paragraph on natural disasters
- 2) Collect the pictures of Graja affected places

Joanna

Signature of the observer

S. J. J.
Signature of the
teacher educator

Lesson Plan

Name of the Teacher : A. Kumar
Class / Section : VIII
Subject : English
Unit : II
Topic : Living Amicably

Educational Objectives : The pupils,

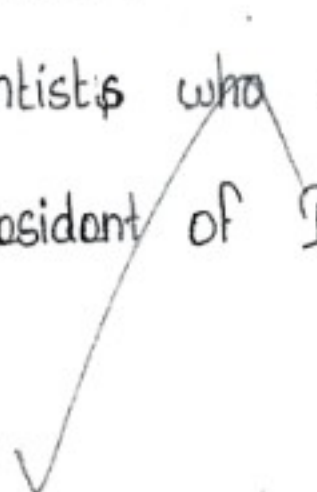
- * Comprehend the prose lesson
- * Acquire knowledge about the Indian President
- * Grasp the meaning of new words
- * Read the prose with correct pronunciation, stress and appropriate pause
- * Improve the reading, listening and writing skills.

Instructional Resources

- * Chart
- * Booklet
- * Flash card

Review knowledge of the Pupil

Teacher asks few questions to motivate the students

- 1) What is your goal?
 - 2) Who is your inspiration?
 - 3) Who is your favourite scientists?
 - 4) Name some scientists?
 - 5) Name some scientists who came from Tamilnadu?
 - 6) Who is the 11th president of India?
- 

Content	Specification of behavioural outcomes	Learning Experience	Evaluation
Living Amicably	reads and explains	Teacher reads the prose with correct pronunciation, stress and intonation and introduce the topic Pupils read the prose with correct pronunciation and stress	Reads with correct pronunciation and pause
Dr. A.P.J Abdul Kalam	reads and speaks	Teacher shows the flash card which contains the picture of Dr. A.P.J Abdul Kalam and explains about him	Abdul Kalam was born in —



read the textbook and
ask him
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Auto
biography

explains

Teacher shows the chart which
contains the autobiography of
Dr. A.P.J. Abdul Kalam

Pupils understand the class
very eagerly

Dr. Kalam's
father leads
a luxurious
life says
yes no

Wings of
Fire

describes

Teacher reads the passage and
explains about the wings of fire
written by Dr. A.P.J. Abdul Kalam

Pupil observes and writes it
on their notebook

innate -
austere -
comforts -

President

explains

Teacher explains about the peoples
president Dr. A.P.J. and his careers

Dr. A.P.J.
Abdul Kalam
served as

Pupils listen and learn about the ——— president
him of India from
——— to ———

Bharata listens and Teacher explains about that His autobiography
Ratna award speaks Dr. A.P.J was won the Bharata is ———
ratna award for highest office in
the country.

Pupils listen the class very
eagerly.

Middle Explains
Class family

Teacher describes about Dr. A.P.J Vivid -
family and his education attire -

Pupils listen the class and transcend -
understand the biography of
Dr. A.P.J

Childhood friends	reads and explains	Teacher explains about the _____, _____ childhood friends of Dr. A.P. J and _____ and _____ are the also how he was respected by _____ friend of Dr. A.P. J everyone.
Rameswaram	Speaks	Teacher explains about his birth and He was born the natural beauty of Rameswaram in the _____ family temple.
Meaning of new words	writes	Pupils learn about the place Teacher shows the booklet which downcast - contains the meaning of new words summoned - bluntly - conviction - Pupils grasp the meaning of new words

main points brief and
and theme Summarize

Teacher summarize the main
points and ideas from the lesson
Summarize the
main points and
ideas

Home Assignments

- 1) Collect the pictures of President of India
- 2) Write a short note on Chandirayan

Learnra
Signature of the observer

Shikha
Signature of the
teacher educator

Name of the student teacher A. Jeyaraj

class / section VIII

Subject English

Unit : II

Topic Degrees of Comparison

Educational Objectives : The Pupil,

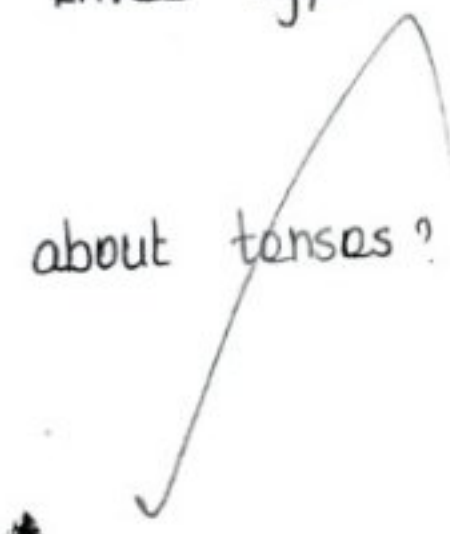
- * Understands the degrees of comparison.
- * Identifies the types of degrees of comparison
- * Understands the usage of degrees of comparison in various situation
- * Comprehends the degrees of comparison
- * Develop the communication skill among students

Instructional Resources :

- * Chart
- * Flash Card
- * Booklet

Previous knowledge of the Pupil.

The Teacher asks the questions to motivate the students

- 1) Do you compare anything with others.
 - 2) What are the words we used to compare?
 - 3) Can you say some examples for noun and verb?
 - 4) What are the three types of degrees of comparison?
 - 5) Do you know about tenses?
- 

Content	Specification of behavioural outcomes	Learning Experiences	Evaluation
Degrees of Comparison	Writes	Teacher explains about the degrees of comparison and its definition Pupils read and writes it in their notebook.	A degrees of comparison is used to ———
Three degrees of comparison	reads	Teacher shows the chart and explains the degrees of comparison Pupils listen and understand the degrees of Comparison.	—, — & — are three types of degrees of comparison

Adjectives reads,
speaks and
writes

The teacher shows the Flashcard change into
to explain the adjectives with examples positive degree
Pupils listen and writes down it 1) John is stronger
in their notabook than Gopal.

2) Ram is more
beautiful than
Sreeja

Comparitive understands
degree

Teacher explains about the
comparitive degree and gives
some examples for it.

Pupils listen and understands
the comparitive degree

circle the
comparitive
degree in the
sentence.

1) Malai is
more beautiful
than Kaya



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Superlative writes degree

Teacher explains about the superlative degree and its examples

Pupils understand and writes the examples of superlative degree.



Change the
comparative
degree

→ Sheela is as
tall as Sarjara

underline the
superlative

degree in the
following sentence

1) This is the biggest
house in the street

2) The flower
is most beautiful
in the
garden

examples
of degrees
of comparison

discuss

Teacher gave some exercises to be
completed

Pupils writes the task in their
notebook



Fill in the blanks
with suitable

degrees of comparison

1) No other girl
in the class is

as _____ as

Ramya

2) Ramya is _____
than most other
girl in the
class

3) Ramya is
one of the _____
girl in the
class

Identifying listens,
three types speaks,
of degrees writes and
of comparison discussed

Teacher shows the booklet
which contains some examples of
adjectives, comparative and
superlative degree.

Pupils writes it on their
notebook.



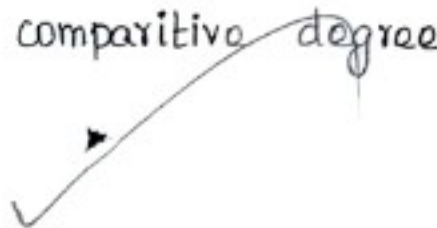
Pick out the
degrees of
comparison in
each sentence

1) The flower
is beautiful

2) This building
is taller
than any
other building

Home Assignments

- 1) Write the types of degrees with example and paste the pictures related with the sentence.
- 2) Make a model for comparative degree



Joanna

Signature of the observer

Shafiq
Signature of the
teacher/educator

Demonstration

Name of the student teacher : A Jemima
class / section : VIII

Subject : English

Unit : III

Topic : A Tiger in the Zoo

Educational Objectives : The Pupils,

- * Understand the meaning of the poem.
- * Grasp the meaning of new words.
- * Enhance new vocabularies
- * Improve LSRW skills
- * Read the poem with correct pronunciation, stress and pause.
- * Know to identify rhyming words.

Instructional Resources :

- * Chart
- * Booklet
- * Flashcard

Previous knowledge of the Pupil

Teacher asks few questions to motivate the Students

- 1) Do you ever seen any forest ?
 - 2) What have you seen in the forest ?
 - 3) Name some wild animals ?
 - 4) Have you ever visit in the zoo ?
 - 5) Which animals fascinated you the most ?
 - 6) Have you watched the cage animals ?
 - 7) Do you think the animals look happy in the cage ?
- 

Content	Specification of behavioural outcomes	Learning Experience	Evaluation
A Tiger in the zoo	reads	Teacher reads the textbook with correct pronunciation, stress and intonation and introduce the topic. Pupil reads the lesson and write it on their notebook	Reads with correct pronunciation stress and pause
Leslie Norris	Read and listens	Teacher shows the flashcard which contains the picture of the author. Pupil observes the class and learn about the author	Leslie Norris was a — poet

Pads of
velvet

reads and
explains

Teacher explains about how the
poet explains about the beauty of
the skin, it looks soft, smooth velvet
Pupils listen the class very
eagerly

Stripes -
stalks -
Pads -
rogs -

lurking in
shadow

explains

Teacher explains the tiger hide
himself in a shadow, water hole
and in the grass to hunt doars
Pupils listen and understands
the attitude of tiger

The tiger walks
lurk in shadow
because —

New words
and its
meanings

writes

Teacher shows the booklet
which contains the meaning of

claws -
lurk -

new words

plumb -

vivid -

Pupils grasp the meaning of
the new words and writes it on
their note book.

Jungle's
edge

reads and
listens

Teacher reads the poem and
explains about the long sharp
teeth and also about the long
pointed nails.

What would he
do at the Jungles
edge?

Pupils understand the class
very eagerly.

looked in
a concrete
cell

explains

Teacher reads the poem and
describes about the caged tigers

— is the
author of this poem

Pupils understand the class

main points and ideas	brief and summariza	Teacher summariza the main points and ideas from the poem	Summariza the main points and theme
--------------------------	------------------------	---	---

Home Assignments:

- 1) Collect the pictures of wild animals
- 2) Write a short note on Bengal Tiger

Leanna
Signature of the
observer



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Shifu
Signature of the
teacher educator

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Achievement Test: 2019 - 2020

Subject: Computer Science
Class : XI

Marks: 50
Time: 1 1/2 hours

I. Choose the correct answer:

10×1=10

1. If $i = 5$ before the assignment $i = i-1$ after the assignment, the value of i is

- a) 5 b) 4 c) 3 d) 2

2. Who developed C++?

- a) Charles Babbage b) Bjarne Stroustrup
c) Bill Gates d) Sundar Pichai

3. The smallest individual unit in a program is

- a) Program b) Algorithm c) flowchart d) Tokens

4. This can be used as alternate to endl command

- a) $\backslash t$ b) $\backslash b$ c) $\backslash 0$ d) $\backslash n$

5. Which of the following is the exit control loop?

- a) for b) while c) do while d) if...else

6. Which of the following is the scope operator?

- a) $>$ b) $\&$ c) $\%$ d) $::$

7. Array subscripts always start with which number?

- a) -1 b) 0 c) 2 d) 0

8. Structure definition is terminated by

- a) $:$ c) $;$ d) $::$



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9. The variables declared inside the class are known as data members and the functions are known as

- a) data functions
- b) inline function
- c) member function
- d) attributes

10. Inheritance is process of creating new class from

- a) Base class
- b) Abstract
- c) derived class

d) function

$5 \times 2 = 10$

II. Answer the following:

1. What are keywords?
2. Define an algorithm?
3. Write the syntax for if statement
4. Write about strlen() function.
5. What is Strings?

$5 \times 3 = 15$

III. Answer the following:

1. What is the use of header file?
2. Write the syntax of switch statement
3. Write about strcmp() function
4. Define an array? What are the types?
5. What do you mean by over loading?

$3 \times 5 = 15$

IV. Answer in Detail:

1. Explain for loop with example.
2. Explain scope of variable with example.
3. Explain the different types of inheritance



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2-4-21 (b)

Diagnostic Test
Name of the student :
Name of the school : St. Lawrence H.S.School,
Madathattuvilai
Class : XI
Subject : Computer Science
Marks : 25
Time : 25 minutes
Roll No :

I. Choose The Correct Answer:

1. First generation computers used
a) Vacuum tubes b) Transistors c) IC d) Microprocessors
2. When a system restarts which type of booting is used.
a) Warm booting b) Cold booting c) Touch boot d) Real boot.
3. Expand POST
a) Post on self Test b) Power on software test
c) Power on self Test d) Power on Self Text
4. Which generation of computer used IC's?
a) First b) Second c) Third d) Fourth
5. How many bytes does 1 kilo byte contain?
a) 1000 b) 8 c) 4 d) 1024
6. 2^{50} is referred as
a) Kilo b) Tera c) Peta d) Zetta
7. Which amongst this is not an Octal number?
a) 645 b) 234 c) 876 d) 123
8. Which gate is called as the logical inverter?
a) AND b) OR c) NOT d) XNOR
9. Which of the following is not the part of a microprocessor unit?
a) ALU b) Control Unit c) Cache d) register
10. Which of the following is CISC processor?
a) Intel P6 b) AMD K6 c) Pentium III d) Pentium IV
11. Which is the fastest memory?
a) Hard Disk b) Main memory c) Cache Memory d) Blue-Ray disc
12. What is the smallest size of data represented in a CD?
a) blocks b) pits c) tracks



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13. Display devices are connected to the computer through
 a) USB b) PS/2 c) SCSI d) VGA
14. Which of the following is not a function of an OS?
 a) Process management b) Memory Management
 c) Security Management d) Compiler Environment
15. Which of the following Operating Systems support Mobile Device?
 a) Windows 7 b) Linux c) BOSS d) IOS
16. Which of the following refers to Android operating Systems Version?
 a) Jelly Bean b) Ubuntu c) OS/2 d) Mittika
17. Which short cut key is used to cut the text?
 a) Ctrl+C b) Ctrl+X c) Ctrl+ V d) Ctrl+Click
18. Which short cut key is used to paste the text?
 a) Ctrl+C b) Ctrl+X c) Ctrl+ V d) Ctrl+Click
19. Which is the default folder for many windows Applications to save your file?
 a) My document b) My pictures
 c) Documents and settings d) My computer
20. Under which of the following OS, the option shift+ Delete permanently deletes a file or folder?
 a) Windows 7 b) Windows 8 c) Windows 10 d) All OS
21. Which of the following OS is not based on Linux?
 a) Ubuntu b) Redhat c) Cent OS d) BSD
22. Identify the default email client in Ubuntu.
 a) Thunderbird b) firebox c) Internet Explorer d) Chrome
23. Which is the default browser for Ubuntu?
 a) Firebox b) Internet Explorer c) Chrome d) thunder bird
24. Stating the input property and the input- output relation a problem is known
 a) specification b) Statement c) Algorithm d) Definition
25. If $i=5$ before the assignment $I:=i-1$ after the assignment, the value of i is
 a) 5 b) 4 c) 3 d) 2



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ANALYSIS OF DIAGNOSTIC TEST

Scoring Key

I

Q. NO	1	2	3	4	5	6	7	8	9	10
ANSWER	a	a	c	c	d	c	c	c	c	c

11	12	13	14	15	16	17	18	19	20
c	c	d	d	d	a	b	c	a	d

21	22	23	24	25
d	a	a	a	b



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Total number of Errors : No of wrong answer + No of omissions
= 102

Average Error : $\frac{\text{Total number of Errors}}{\text{Total number of students}}$

$$= \frac{102}{22}$$

$$= 4.63$$

Common Errors:

It is diagnostic test some students have done the test well. The knowledge of Computer science is good. But have found so many students put mistakes in choose the correct answer.

Remedial measures:

I have taught the students about their basic things again. I also gave some exercises and asked them do the class hours.



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2-21-21 (b)

Quiz Competition



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One, Two, Three

1 → 24
2 → 27
3 → 20
4 → 26
5 → 16
6 → 22
7 → 26
8 → 19
9 → 20
10 → 24
11 → 26
12 → 20
13 → 26
14 → 22
15 → 25
16 → 19
17 → 27
18 → 21
19 → 26
20 → 20
21 → 17
22 → 25
23 → 23
24 → 20
25 → 20

26 → 27
27 → 23
28 → 25
29 → 20
30 → 26
31 → 21
32 → 20
33 → 21
34 → 22
35 → 25
36 → 27
37 → 13
38 → 25
39 → 25
40 → 24
41 → 21
42 → 27
43 → 21
44 → 27
45 → 20
46 → 20
47 → 23
48 → 22

49 → 27
50 → 25
51 → 22
52 → 27
53 → 22
54 → 25
55 → 21
56 → 26
57 → 23
58 → 24
59 → 24
60 → 22



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Question

Answer value

1-2-25	24-15	44-22
2-21	25-21	45-214
3-22	26-17	46-214
4-16	27-15	47-21
5-19	28-19	48-12
6-14	29-18	49-17
7-21	30-22	50-17
8-16	31-20	51-19
9-18	32-14	52-19
10-18	33-20	53-13
11-19	34-22	54-15
12-20	35-18	55-20
13-18	36-20	56-20
14-20	37-16	57-17
15-18	38-19	58-19
16-16	39-23	59-20
17-17	40-9	60-17
18-20	41-19	
19-16	42-15	
20-15	43-15	
21-17		
22-16		
23-22		



(Signature)

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Rolling No.	upper value (u)	lower value (L)	U-L 32	U-L 16
1	24	25	1.625	0.125
2	24	21	1.5	0.187
3	20	22	1.312	0.125
(4)	26	16	1.312	0.625 ✓
5	16	19	1.093	0.187
(6)	22	14	1.125	0.5 ✓
7	26	21	1.468	0.312 ✓
8	19	16	1.093	0.187
9	20	18	1.187	0.125
(10)	24	18	1.312	0.375 ✓
(11)	26	19	1.406	0.437 ✓
12	20	20	1.25	0
(13)	26	18	1.375	0.5 ✓
14	22	20	1.312	0.125
(15)	25	18	1.343	0.437 ✓
16	19	16	1.093	0.187
(17)	24	17	1.375	0.625 ✓
18	21	20	1.281	0.062
(19)	26	16	1.312	0.625 ✓
(20)	20	15	1.093	0.312



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No	Upper Value (U)	Lower Value (L)	$\frac{U+L}{2}$	$\frac{U-L}{2}$
21	17	17	17	0
22	25	16	1.062	0
23	23	22	1.281	0.562
24	20	15	1.406	0.062
25	20	21	1.093	0.312
26	27	17	1.281	0.062
27	23	15	1.375	0.625
28	25	19	1.187	0.5
29	20	18	1.375	0.375
30	26	22	1.187	0.125
31	21	20	1.5	0.25
32	20	14	1.281	0.062
33	21	20	1.062	0.375
34	22	22	1.281	0.062
35	25	18	1.375	0
36	27	20	1.343	0.437
37	13	16	1.468	0.437
38	25	19	0.906	0.187
39	25	23	1.375	0.375
40	24	9	1.5	0.125
			1.031	0.937



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Q. NO	upper value (U)	lower value (L)	$\frac{U+L}{32}$	$\frac{U-L}{16}$
41.	21	19	1.25	0.125
(42)	27	15	1.312	0.75 ✓
(43)	21	15	1.125	0.375 ✓
(44)	27	22	1.531	0.312 ✓
(45)	20	14	1.062	0.375 ✓
(46)	20	14	1.062	0.375 ✓
47.	23	21	1.375	0.125
(48)	22	12	1.062	0.625 ✓
49.	27	17	1.375	0.625 ✓
(50)	25	17	1.312	0.5 ✓
51.	22	19	1.281	0.187
(52)	27	19	1.437	0.5 ✓
(53)	22	13	1.093	0.562 ✓
(54)	25	15	1.25	(2.5) 0.625 ✓
55.	21	20	1.281	0.062
(56)	26	20	1.457	0.375 ✓
(57)	23	17	1.25	0.375 ✓
(58)	24	19	1.343	0.312 ✓
(59)	24	20	1.375	0.25 ✓
(60)	22	17	1.218	0.312 ✓





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CHAPTER - III

METHODOLOGY

3.1 INTRODUCTION

According to John W. Best (2007) "The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which in turn, lead to better ways of doing things and better products" Methodology is the science of proper modes and orders of procedure. The success and acceptability of the depend to a large extent on the nature and amount of the modes and orders of procedures employed there in. The science of arranging the procedural pattern and skillfully following the same is meant for reducing effort on one hand and ensure success on the other. Wastage of time, effort and money can be raised by the proper use of proper methodology.

Research Methodology is a way to solve the research problem systematically. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher to know not only the research methods but also the methodology. Researchers not only need to know how to develop certain indices of tests how to develop the mean, mode, median on the standard deviation, chi-square, how to apply particular research techniques.



agreed to be.

The survey method involves data that is collected at a particular time. It is not considered with the individuals. It is considered with the general population where data are also acted from a number of sources. The survey is a problem and definite objectives. Survey may be either descriptive or normative. Description may be either verbal or expressed by numbers and symbols. The terms "survey" suggest the gathering of evidence leading to present conditions. The term "Normative" implies the determination of normal or typical condition or practices. The use of the term "Normative survey" is more generally adopted than the others.

3.2 METHOD ADOPTED IN THE STUDY

In the present research, the investigator has adopted survey method of research.

3.3 PERSONAL DATA SHEET

To collect the information on the selected variables like Gender, Medium of Instruction, Religion, Location of School, Type of School, Type of Family, Parents Occupation, Monthly Income, Type of Residence, personal profile was prepared by the investigator and it was distributed to the sample students. Personal data sheet was given in Appendix A.




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2. TITLE OF THE PROBLEM

The problem undertaken by the researcher is entitled "The relationship between self-esteem and level of Aspiration of Higher secondary students."

3. STATEMENT OF THE PROBLEM

The present problem can be stated as "whether there is any relationship between self-esteem and level of aspiration of Higher secondary students."

3.5 POPULATION

The population of the present study consists of the Higher secondary students in Kanyakumari District.

3.7 SAMPLE & SAMPLING TECHNIQUE

A sample is a small proportion of a population selected for observation and analysis by observing the characteristics of the sample. One can make certain inferences about the characteristics of the population from which it is drawn.

The sample of the present study consists of 300 higher secondary students randomly selected from Kanyakumari district.



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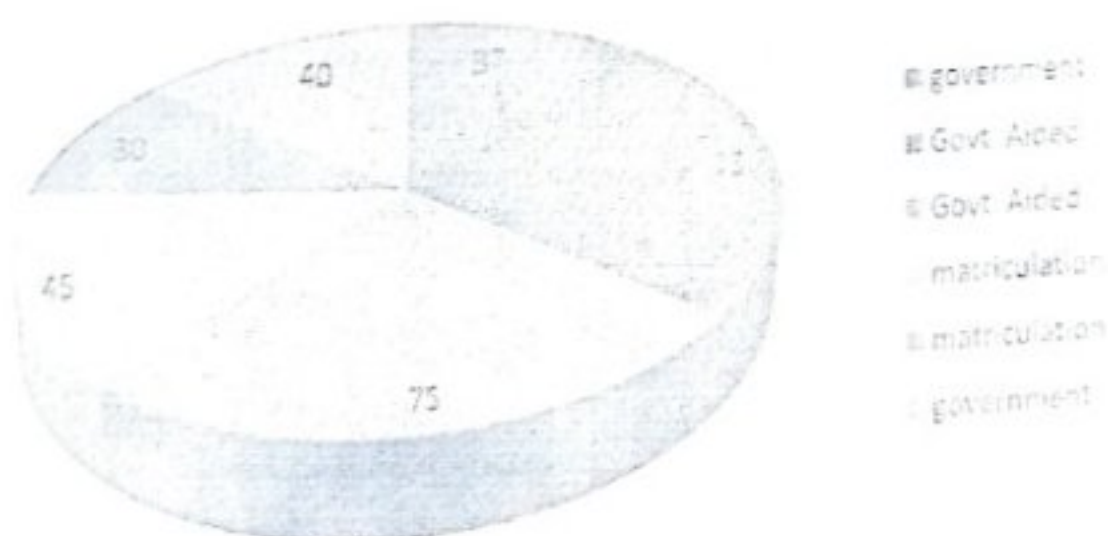
Table 3.1

School – wise distribution of the sample

S. No.	Name of the school	Number of students	Type of school
1	Govt. Higher Secondary school Peruvelli	37	Government
2	Education Army Higher Secondary school, Vetturimadam	73	Govt. Aided
3	S.M.R.V. Higher Secondary School, Vadasery	75	Govt. Aided
4	Hindu Vidayala Matric Higher secondary school, Vetturimadam	45	Matriculation
5	Fonjesly Matric Higher Secondary School, K.P. Road, Nagercoil	30	Matriculation
6	Govt. Higher Secondary School, Vadasery	40	Government
	Total	300	

Figure 3.1

School – wise distribution of the sample



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3.8 DEFINITIONS OF THE TERMS

Self - Esteem

"Self - Esteem is the affective portion of the self. In other words self - esteem refers to the degree to which one values the self".

Level of Aspiration

Every individual has goals which he aspires to achieve, in any performance he has his expectations.

3.9 OPERATIONAL DEFINITION

Self - esteem

In the Present study, self-esteem means the scores secured by the higher secondary students against the tool presented.

Level of Aspiration

In the Present study, level of aspiration means the scores secured by the higher secondary students against the tool presented.

3.10 OBJECTIVES

- To find the level of Self - esteem of Higher Secondary Students in Kanyakumari District.
- To find the level of Self - esteem of Higher Secondary Students with regard to Gender.
- To find the level of Self - esteem of Higher Secondary Students with regard to medium of Instruction.



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- To find the level of Self - esteem of Higher Secondary Students with regard to Religion.
- To find the level of Self - esteem of Higher Secondary Students with regard to location of school.
- To find the level of Self - esteem of Higher Secondary Students with regard to type of school.
- To find the level of Self - esteem of Higher Secondary Students with regard to type of family.
- To find the level of Self - esteem of Higher Secondary Students with regard to parents' occupation.
- To find the level of Self - esteem of Higher Secondary Students with regard to monthly Income.
- To find the level of Self - esteem of Higher Secondary Students with regard Gender.
- To find the level of Aspiration of Higher Secondary Students with regard to medium of Instruction.
- To find the level of Aspiration of Higher Secondary Students with regard to Religion.
- To find the level of Aspiration of Higher Secondary Students with regard to location of school.
- To find the level of Aspiration of Higher Secondary Students with regard to type of school.




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- To find the level of Aspiration of Higher Secondary Students with regard to type of family.
- To find the level of Aspiration of Higher Secondary Students with regard to parents occupation.
- To find the level of Aspiration of Higher Secondary Students with regard to monthly Income.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to Gender.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to medium of instruction.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to Religion.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to location of school.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to type of school.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to type of family.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to parents occupation.
- To find whether there is any significant different in self-esteem of Higher Secondary Students with regard to monthly income.




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- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to Gender.
- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to medium of instruction.
- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to Religion.
- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to location of school.
- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to type of school.
- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to type of family.
- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to parents occupation.
- To find whether there is any significant difference in level of Aspiration of Higher Secondary Students with regard to monthly income.
- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary Students with regard to Gender.
- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary Students with regard to medium of instruction.




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- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary Students with regard to Religion.
- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary Students with regard to location of school.
- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary Students with regard to type of school.
- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary Students with regard to type of family.
- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary Students with regard to parents occupation.
- To find whether there is any significant relationship between self-esteem and a level of Aspiration of Higher Secondary School Students with regard to monthly income.

3.11 HYPOTHESIS

- The level of self-esteem of Higher Secondary Students with regard to Gender.
- The level of self-esteem of Higher Secondary Students with regard to medium of instruction.



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- The level of self-esteem of Higher Secondary Students with regard to Religion.
- The level of self-esteem of Higher Secondary Students with regard to location of school.
- The level of self-esteem of Higher Secondary Students with regard to type of school.
- The level of self-esteem of Higher Secondary Students with regard to type of family.
- The level of self-esteem of Higher Secondary Students with regard to parents occupation.
- The level of self-esteem of Higher Secondary Students with regard to monthly income.
- The level of Aspiration of Higher Secondary Students with regard to Gender.
- The level of Aspiration of Higher Secondary Students with regard to medium of instruction.
- The level of Aspiration of Higher Secondary Students with regard to Religion.
- The level of Aspiration of Higher Secondary Students with regard to location of school.
- The level of Aspiration of Higher Secondary Students with regard to type of school.



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- The level of Aspiration of Higher Secondary Students with regard to type of family.
- The level of Aspiration of Higher Secondary Students with regard to parents occupation.
- The level of Aspiration of Higher Secondary Students with regard to monthly income.
- There is no significant different in self – esteem of Higher Secondary students with regard to Gender.
- There is no significant different in self – esteem of Higher Secondary students with regard to medium of instruction.
- There is no significant different in self – esteem of Higher Secondary students with regard to Religion.
- There is no significant different in self – esteem of Higher Secondary students with regard to location of school.
- There is no significant different in self – esteem of Higher Secondary students with regard to type of school.
- There is no significant different in self – esteem of Higher Secondary students with regard to type of family.
- There is no significant different in self – esteem of Higher Secondary students with regard to parents occupation.
- There is no significant different in self – esteem of Higher Secondary students with regard to monthly income.




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- There is no significant difference in self-esteem of Higher Secondary students with regard to type of residence.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to Gender.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to medium of instruction.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to Religion.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to location of school.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to type of school.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to type of family.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to parents occupation.
- There is no significant difference in level of Aspiration of Higher Secondary students with regard to monthly income.
- There is no significant relationship between Self-esteem and level of Aspiration of Higher Secondary students with regard to Gender.
- There is no significant relationship between Self-esteem and level of Aspiration of Higher Secondary students with regard to medium of instruction.




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- * There is no significant relationship between Self – esteem and level of Aspiration of Higher Secondary students with regard to Religion.
- * There is no significant relationship between Self – esteem and level of Aspiration of Higher Secondary students with regard to location of school.
- * There is no significant relationship between Self – esteem and level of Aspiration of Higher Secondary students with regard to type of school.
- * There is no significant relationship between Self – esteem and level of Aspiration of Higher Secondary students with regard to type of family.
- * There is no significant relationship between Self – esteem and level of Aspiration of Higher Secondary students with regard to parents occupation.
- * There is no significant relationship between Self – esteem and level of Aspiration of Higher Secondary students with regard to monthly income.

3.1.2 TOOLS USED IN PRESENT STUDY

SELF - ESTEEM SCALE

A self-esteem scale was adopted from downloaded from the website by the investigator.

1) Description of the tool




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The tool to measure self-esteem consisted of 30 items. The items were translated into Tamil from English. Each item measured the self-esteem of the respondent. Each item had to be answered by choosing any one of 3 choices (1) Yes, (2) No, (3) undecided

ii) Validity

The author have established content validity and expert validity of the scale had been established by correlating the scores of the scale with Achievement Motivation scale and validity co-efficiency was found to be 0.71 (significant level at 0.01 level). This indicates that the scale is Valid for measuring the level of aspiration of students (Sananda Raj, annaraj and Mohanan, 2001).

iii) Reliability

To reliability of the tool was established by the author as 0.91

iv) scoring

To score the item of self-esteem to 'yes' response 3 points are given, to 'No' response 1. Point is given and to 'undecided' response, 2. point is given

3.13 LEVEL OF ASPIRATION SCALE

A scale of level of Aspiration designed by Dr. H. San Sananda Ray, Dr. Annaraja & Mr. Mohanan, (2001) was used.




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Agree (3)

(Description of the Test)

The test was designed to measure the level of aspiration.

The test was designed to measure the level of aspiration.

The test was designed to measure the level of aspiration.

The test was designed to measure the level of aspiration.

The test was designed to measure the level of aspiration.

ii) Validity

The author have established content validity and expert validity of the scale has been established by correlating the scores of the scale with Achievement Motivation scale and validity co-efficient was found to be to be 0.7 (significant level at 0.01 level). This indicates that the scale is valid for measuring the level of aspiration of students (Sananda Raj, annaraj and Mohanani, 2001).

iii) Reliability

The reliability of the tool was established by the author as 0.94

iv) Scoring

To score the item on level of aspiration to 'strongly agree' response 5 points are given, to 'Agree' response 4 points are give to 'undecided' response 3 points are given to 'Disagree' response 2 points are given to 'Strongly disagree' response 1 point is given.




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3.14 COLLECTION OF DATA

After getting prior permission from the head of the school, the researcher have visited every school individually and administered the tool. Before administering the tool researcher have given a brief introduction about the research and promised the data collected will not be exposed and kept confidential. Necessary time have been given to complete the tool and checked whether all questions have answered before collecting the questionnaire. The scores have counted as per the key and tabulated for the purpose of analysis of data.

3.15 STATISTICAL MEASURES USED

a. Arithmetic Mean (x)

Arithmetic mean is the most widely used measure to represent the entire data in one value. The mean of a distribution is commonly understand as the arithmetic average. IT is represented as $\bar{X}$. It is the figure obtained by dividing the aggregate of the values of all the items in a series by the total number of items. Otherwise it is calculated as

$$\bar{M} \text{ (or) } \bar{X} = A + \frac{\sum fd}{N} \times C$$

C Garret,, Henry E (2003) Statistics in

where,

A = Assumed mean

f = Frequency of the score



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d = Deviation from the mean

C = class interval

N = Total samples

b. Standard deviation (S.D)

Standard deviation is a better and more widely used measures of dispersion or variability of a distribution. The greater the amount of variability. The greater will be standard deviation. A low standard deviation reveals a high degree of uniformity of observations.

The formula used to calculate the standard deviation.

$$SD \text{ (or) } \sigma = \sqrt{\frac{\sum fd^2}{N} - \left[\frac{\sum fd}{N}\right]^2} \times C$$

John W. Best & James V. Kahn (2002) "Research in Education" New Delhi published by Asoke K. Ghosh.

where,

SD = Standard Deviation

C = class interval

d = deviations from the mean

N = Total sample

f = Frequency of the scores




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c. Critical Ratio Test ('t' - test)

Critical Ratio test is also known as 't' - test. The purpose of the test is to find out the significant level of difference between two groups of samples. The 't' value is calculated from the mean and standard deviation of the two groups. The 't' value is calculated by using the following formula.

$$\text{Critical Ratio (or) 't' = } \frac{M1 - M2}{\sqrt{\frac{S1^2}{N1} + \frac{S2^2}{N2}}} \quad \text{Koenig, Larry (2002). Smart}$$

Discipline: Fast, Lasting Solution for your Peace of Mind and Your child's Self-Esteem. New York Harper Resource.

where,

- CR = Critical Ratio (or) 't' - value
- M1 = Mean of the first sample
- M2 = Mean of the second sample
- S1 = Standard deviation of the first sample
- S2 = Standard deviation of the second sample
- N1 = Total number of the first sample
- N2 = Total number of the second sample

The critical Ratio test was employed to find out the significant difference between the mean scores of self-esteem with respect gender.

d. Anova test



One way analysis of variance is used to find the significant level of difference among three groups of population. Analysis of variance was used in this study, to find out the significant difference among the teachers belonging to type of school and handling classes.

$$F = \frac{\text{Variance between groups}}{\text{Variance within groups}} = \frac{MSB}{MSW} \quad \text{Kothari C.R. (2008). Research}$$

Methodology New Delhi: New Age International (P) Limited Publishers.

Graphical and doctorial representations have been made through relevant diagrams to illustrate the characteristics of the sample.

e. Carl Person's Product movement correlation

To find out the relationship between variables the Carl person's product movement correlation has been used.

$$r = \frac{NXY - EXEY}{\sqrt{NEX^2 - (EX)^2} \sqrt{NEY^2 - (EY)^2}} \quad \text{Kulbir Singh Sidhu (2006)}$$

Methodology of Research in Education New Delhi: Sterling Publishers Private Limited.

Where

N = Number of Item

X, Y = Row scores

R = Pearson's product movement correlation coefficient



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CHARACTERISTICS OF THE SAMPLE

Table 3.2

Distribution of the sample with respect to Gender

Sl. No	Gender	No of students	Percentage %
1	Male	144	48.0
2	Female	156	52.0
	Total	300	100.0

Table 3.3

Distribution of the sample with respect to medium of instruction

Sl. No	Medium	No of students	Percentage %
1	Tamil	184	61.3
2	English	116	38.7
	Total	300	100.0




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Table 3.4

Distribution of the sample with respect to Religion

Sl. No	Religion	No of students	Percentage %
1	Hindu	208	69.3
2	Christian	68	22.7
3	Muslim	24	8.0
	Total	300	100.0

Table 3.5

Distribution of the sample with respect to Locality

Sl. No	Locality	No of students	Percentage %
1	Rural	134	44.7
2	Urban	166	55.3
	Total	300	100.0




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Table 3.6

Distribution of the sample with respect to Type of school

Sl. No	Type of School	No of students	Percentage %
1	Govt	77	25.7
2	Matric	75	25.0
3	Govt. Aided	148	49.3
	Total	300	100.0

Table 3.7

Distribution of the sample with respect to Type of family

Sl. No	Type of family	No of students	Percentage %
1	Nuclear	163	54.3
2	Joint	137	45.7
	Total	300	100.0




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06/12/2024