

2.4.7(c)

MUSLIM COLLEGE OF EDUCATION THIRUVITHANCODE

PRACTICAL-4

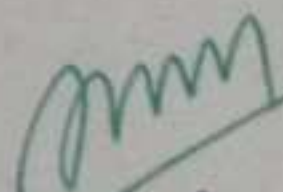
Hands on Training

Submitted by

Name : Sowmya

Class : M.Ed III Semester




Principal
Muslim College of Education
Thiruvithamcode

	GENDER	LO OF SCL	TY OF SCL	MO IN TB	QUA	QUA MA	OC TA	OC MA	NUMER	BL OR	TY OF TA	TOTAL
1 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	28
2 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	29
3 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	31
4 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	30
5 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	28
6 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	29
7 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	30
8 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	27
9 F	R	G	5 to 10	H	S	S	H	H	O	F	SP	24
10 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	21
11 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	31
12 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	28
13 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	28
14 F	R	G	5 to 10	H	H	S	H	H	O	F	SP	35
15 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	35
16 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	35
17 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	26
18 M	R	G	above 10	S	S	S	H	H	O	F	SP	34
19 F	R	G	above 10	S	S	S	H	H	O	F	SP	26
20 F	R	G	above 10	S	S	S	H	H	O	F	SP	28
21 F	R	G	above 10	H	H	S	H	H	O	F	SP	34
22 F	R	G	above 10	S	S	S	H	H	O	F	SP	30
23 M	R	G	5 to 10	S	H	S	H	H	O	F	SP	35
24 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	31
25 M	R	G	above 10	H	S	S	H	H	O	F	SP	24
26 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	35
27 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	31
28 F	R	G	above 10	S	S	S	H	H	O	F	SP	39
29 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	31
30 M	R	G	5 to 10	G	S	S	H	H	O	F	SP	37
31 F	R	G	5 to 10	S	H	S	H	H	O	F	SP	30
32 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	31
33 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	38
34 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	33
35 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	36
36 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	28
37 F	R	G	5 to 10	H	S	S	H	H	O	F	SP	27
38 F	R	G	5 to 10	H	S	S	H	H	O	F	SP	26
39 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	25
40 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	26
41 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	28
42 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	28
43 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	25
44 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	23
45 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	21
46 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	21
47 M	R	G	5 to 10	H	S	S	H	H	O	F	SP	27
48 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	25
49 M	R	G	5 to 10	I	S	S	H	H	O	F	SP	38
50 M	R	G	5 to 10	I	S	S	H	H	O	F	SP	27
51 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	17
52 M	R	G	5 to 10	S	H	S	H	H	O	F	SP	26
53 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	22
54 M	R	G	5 to 10	I	S	S	H	H	O	F	SP	34
55 M	R	G	5 to 10	H	S	S	H	H	O	F	SP	31
56 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	21
57 M	R	G	5 to 10	H	H	S	H	H	O	F	SP	17
58 M	R	G	5 to 10	S	H	S	H	H	O	F	SP	34
59 M	R	G	5 to 10	I	H	S	H	H	O	F	SP	34
60 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	27
61 M	R	G	5 to 10	S	S	S	H	H	O	F	SP	24
62 M	R	G	5 to 10	H	I	S	H	H	O	F	SP	26
63 F	R	G	5 to 10	H	S	S	H	H	O	F	SP	15
64 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	27
65 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	27
66 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	29
67 F	R	G	5 to 10	S	S	S	H	H	O	F	SP	29
68 F	R	G	5 to 10	I	I	S	H	H	O	F	SP	28
69 M	R	G	5 to 10	H	I	S	H	H	O	F	SP	29
70 M	R	G	5 to 10	I	I	S	H	H	O	F	SP	33

71	M	R	G	5 to 10	I	I	I	W	M	S	SP	26
72	M	R	G	5 to 10	I	I	I	H	I	I	SP	27
73	M	R	G	5 to 10	I	I	S	M	I	I	SP	28
74	M	R	G	5 to 10	I	I	S	H	M	I	SP	29
75	F	R	G	5 to 10	S	H	F	H	O	I	SP	30
76	M	R	G	5 to 10	S	H	F	H	I	I	SP	31
77	M	R	G	5 to 10	S	S	F	H	I	L	SP	32
78	M	R	G	5 to 10	I	I	S	H	M	M	SP	33
79	M	R	G	5 to 10	S	H	E	H	O	I	SP	34
80	M	R	G	5 to 10	S	S	E	H	I	L	SP	35
81	M	R	G	5 to 10	I	I	S	W	T	I	SP	36
82	F	R	G	5 to 10	H	H	F	H	I	F	SP	37
83	M	R	G	5 to 10	I	I	I	H	M	M	SP	38
84	M	R	G	5 to 10	S	H	U	H	O	I	SP	39
85	M	R	G	5 to 10	I	I	S	H	M	M	SP	40
86	M	R	G	5 to 10	S	S	E	H	I	F	SP	41
87	M	R	G	5 to 10	S	S	E	H	I	F	SP	42
88	M	R	G	5 to 10	S	S	E	H	I	L	SP	43
89	M	R	G	5 to 10	S	S	E	H	I	F	SP	44
90	M	R	G	5 to 10	H	S	S	H	M	M	SP	45
91	M	R	A	5 to 10	H	H	I	W	O	I	SP	46
92	M	R	A	5 to 10	S	H	E	W	T	I	SP	47
93	M	R	A	5 to 10	S	H	E	H	I	F	SP	48
94	F	R	A	5 to 10	H	S	E	H	I	F	SP	49
95	F	R	A	5 to 10	H	I	E	H	O	I	SP	50
96	F	R	A	5 to 10	I	G	S	H	O	I	SP	51
97	M	R	A	5 to 10	H	H	E	H	I	F	SP	52
98	F	R	A	5 to 10	H	G	S	W	T	I	SP	53
99	M	R	A	5 to 10	S	I	E	H	I	F	SP	54
100	M	R	A	5 to 10	S	S	S	H	O	I	SP	55
101	F	R	A	5 to 10	H	H	P	H	I	L	SP	56
102	F	R	A	5 to 10	H	H	E	W	O	I	SP	57
103	F	R	A	5 to 10	H	H	P	H	I	L	SP	58
104	M	R	A	5 to 10	S	I	E	H	I	L	SP	59
105	M	R	A	5 to 10	I	G	S	H	O	I	SP	60
106	M	R	A	5 to 10	G	G	E	W	O	I	SP	61
107	M	R	A	5 to 10	S	H	S	H	I	L	SP	62
108	M	R	A	5 to 10	H	H	E	W	T	I	SP	63
109	F	R	A	5 to 10	H	S	E	H	I	L	SP	64
110	F	R	A	5 to 10	S	H	E	H	I	L	SP	65
111	M	R	A	5 to 10	S	H	S	W	O	I	SP	66
112	F	R	A	5 to 10	S	S	S	H	O	I	SP	67
113	M	R	A	5 to 10	S	S	S	W	T	I	SP	68
114	M	R	A	5 to 10	S	S	S	W	T	I	SP	69
115	M	R	A	above 10	S	G	E	W	T	I	SP	70
116	M	R	A	above 10	S	H	S	W	T	I	SP	71
117	M	R	A	above 10	S	G	S	W	T	I	SP	72
118	M	R	A	above 10	G	G	S	W	O	I	SP	73
119	M	R	A	5 to 10	S	H	S	W	T	L	SP	74
120	M	R	A	above 10	G	O	S	H	O	I	SP	75
121	F	R	A	5 to 10	S	S	S	H	O	I	SP	76
122	F	R	A	above 10	H	H	E	H	I	L	SP	77
123	F	R	A	above 10	H	S	S	H	M	M	SP	78
124	F	R	A	above 10	S	H	S	H	I	F	SP	79
125	F	R	A	5 to 10	I	G	E	H	I	L	SP	80
126	F	R	A	above 10	I	I	S	H	M	L	SP	81
127	F	R	A	above 10	I	I	S	H	M	L	SP	82
128	F	R	A	above 10	S	S	S	W	T	L	SP	83
129	F	R	A	above 10	S	G	S	H	I	L	SP	84
130	F	R	A	5 to 10	S	S	S	H	O	I	SP	85
131	F	R	A	5 to 10	S	G	S	H	O	I	SP	86
132	F	R	A	above 10	O	G	S	H	M	L	SP	87
133	F	R	A	above 10	H	S	S	H	O	I	SP	88
134	F	R	A	above 10	S	G	S	W	M	L	SP	89
135	F	R	A	above 10	S	G	S	H	I	L	SP	90
136	F	R	A	above 10	S	S	U	W	M	L	SP	91
137	F	R	A	5 to 10	S	S	S	H	O	I	SP	92
138	F	R	A	above 10	G	G	S	H	O	I	SP	93
139	F	R	A	above 10	S	G	S	H	I	L	SP	94
140	F	R	A	above 10	S	S	S	H	I	L	SP	95
141	F	R	A	above 10	S	S	S	H	I	L	SP	96



Principal

142	F	R	A	above 10	H	H	S	W	T	L	F	25
143	F	R	A	above 10	S	S	L	W	M	M	F	12
144	F	R	A	5 to 10	S	S	T	H	T	L	IF	28
145	F	R	A	above 10	H	H	S	H	O	F	IF	30
146	F	R	A	5 to 10	T	H	S	H	O	F	IF	30
147	F	R	A	5 to 10	S	S	L	W	T	L	IF	27
148	F	R	A	5 to 10	S	H	S	W	O	F	IF	30
149	F	R	A	above 10	S	H	S	H	O	F	IF	31
150	F	R	A	above 10	S	S	T	H	O	F	IF	29
151	M	R	A	above 10	S	G	S	H	T	L	IF	21
152	M	R	A	above 10	G	S	S	H	O	F	IF	28
153	M	R	A	5 to 10	S	I	S	W	O	F	IF	27
154	M	R	A	5 to 10	I	G	S	W	M	L	IF	27
155	M	R	A	Bel 5	S	H	S	H	T	L	IF	22
156	M	R	A	Bel 5	S	H	S	W	O	F	IF	25
157	M	R	A	above 10	I	I	U	H	M	L	IF	38
158	M	R	A	5 to 10	S	H	U	H	O	F	IF	26
159	M	R	A	above 10	G	G	S	W	O	F	IF	34
160	M	R	A	above 10	H	S	U	W	M	L	IF	29
161	M	R	A	above 10	G	G	S	H	O	F	IF	27
162	M	R	A	above 10	S	O	F	H	O	F	IF	24
163	M	R	A	above 10	S	S	S	H	O	F	IF	25
164	M	R	A	above 10	G	G	S	H	T	L	IF	21
165	M	R	A	above 10	H	H	S	W	O	F	IF	35
166	M	R	A	above 10	S	S	S	W	O	F	IF	27
167	M	R	A	above 10	S	S	S	W	M	M	IF	32
168	M	R	A	5 to 10	I	H	S	H	T	L	IF	28
169	M	R	A	above 10	S	G	S	W	O	F	IF	27
170	M	R	A	above 10	S	G	S	H	M	F	IF	21
171	M	R	A	5 to 10	G	G	S	H	O	F	IF	24
172	M	R	A	Bel 5	I	I	U	H	O	F	IF	26
173	M	R	A	above 10	G	G	E	H	O	F	IF	23
174	M	R	A	above 10	G	G	S	H	O	F	IF	21
175	M	R	A	above 10	H	S	S	H	T	L	IF	25
176	M	R	A	5 to 10	H	H	S	H	M	L	IF	34
177	M	R	A	above 10	G	G	S	H	M	M	IF	22
178	M	R	A	5 to 10	S	H	S	H	T	F	IF	24
179	M	R	A	5 to 10	I	G	S	H	T	F	IF	27
180	M	R	A	5 to 10	I	G	S	H	T	L	IF	18
181	M	R	P	above 10	G	G	S	H	O	F	IF	27
182	F	R	P	above 10	H	H	S	W	O	F	IF	23
183	M	R	P	5 to 10	S	S	U	H	M	L	IF	21
184	F	R	P	above 10	G	G	S	W	M	L	IF	27
185	M	R	P	Bel 5	I	I	E	H	T	L	IF	25
186	F	R	P	above 10	G	E	S	H	O	F	IF	23
187	M	R	P	above 10	H	S	S	H	T	L	IF	21
188	F	R	P	above 10	G	G	S	W	T	F	IF	23
189	F	R	P	above 10	G	G	S	W	T	F	IF	21
190	M	R	P	5 to 10	S	S	S	H	T	L	IF	31
191	F	R	P	above 10	S	S	S	H	T	L	IF	26
192	F	R	P	above 10	S	S	S	W	M	M	IF	29
193	F	R	P	above 10	I	S	S	H	T	L	IF	24
194	M	R	P	above 10	I	G	S	H	M	M	IF	22
195	F	R	P	above 10	G	G	E	H	O	F	IF	27
196	F	R	P	above 10	G	G	S	H	M	L	IF	26
197	F	R	P	above 10	H	H	S	W	T	L	IF	22
198	M	R	P	above 10	I	G	S	H	O	F	IF	24
199	M	R	P	above 10	H	S	S	W	M	L	IF	27
200	F	R	P	above 10	G	G	S	H	O	F	IF	21
201	F	R	P	above 10	S	I	S	H	M	M	IF	21
202	M	R	P	5 to 10	S	H	S	H	M	M	IF	25
203	M	R	P	above 10	H	H	S	W	M	M	IF	23
204	F	R	P	above 10	S	S	S	W	O	F	IF	29
205	M	R	P	above 10	S	I	S	H	M	L	IF	26
206	F	R	P	above 10	I	H	S	W	T	L	IF	26
207	M	R	P	above 10	H	H	E	W	M	M	IF	25
208	F	R	P	above 10	S	S	S	W	O	F	IF	28
209	M	R	P	above 10	I	S	S	H	T	L	IF	26
210	M	R	P	5 to 10	I	I	S	H	M	F	IF	23
211	F	R	P	above 10	I	S	S	H	M	M	IF	27
212	M	R	P	above 10	S	S	S	H	O	F	IF	26

213	M	R	P	above 10	I	S	L	W	O	F	IF	24
214	F	R	P	above 10	S	S	S	H	T	F	IF	25
215	M	R	P	above 10	H	S	L	W	M	F	IF	26
216	F	R	P	above 10	I	S	L	H	O	F	IF	27
217	F	R	P	above 10	H	S	S	H	M	F	IF	28
218	M	R	P	above 10	S	S	S	H	M	M	IF	29
219	F	R	P	above 10	H	G	S	H	M	M	IF	30
220	M	R	P	above 10	H	G	S	H	T	F	IF	31
221	F	R	P	5 to 10	I	H	L	H	T	F	IF	32
222	F	R	P	Bel 5	I	I	S	H	T	F	IF	33
223	F	R	P	above 10	H	H	L	W	T	F	IF	34
224	F	R	P	above 10	I	I	S	H	T	F	IF	35
225	F	R	P	above 10	H	S	S	W	O	F	IF	36
226	F	R	P	5 to 10	H	H	L	W	O	F	IF	37
227	M	R	P	above 10	H	G	L	W	T	F	IF	38
228	M	R	P	above 10	S	H	L	W	T	F	IF	39
229	F	R	P	5 to 10	H	H	L	W	T	F	IF	40
230	F	R	P	5 to 10	H	H	L	H	O	F	IF	41
231	F	R	P	above 10	H	H	L	W	O	F	IF	42
232	F	R	P	5 to 10	S	H	L	W	M	L	IF	43
233	F	R	P	5 to 10	H	H	L	W	T	F	IF	44
234	F	R	P	5 to 10	S	H	L	W	T	F	IF	45
235	F	R	P	5 to 10	H	H	S	H	O	F	IF	46
236	F	R	P	5 to 10	H	S	S	H	O	F	IF	47
237	M	R	P	5 to 10	S	H	L	W	O	F	IF	48
238	M	R	P	above 10	H	G	L	H	M	L	IF	49
239	F	R	P	5 to 10	H	H	L	H	O	F	IF	50
240	M	R	P	above 10	H	G	L	W	O	F	IF	51
241	F	R	P	5 to 10	S	H	L	W	T	F	IF	52
242	M	R	P	5 to 10	S	H	S	W	T	F	IF	53
243	M	R	P	5 to 10	I	S	L	H	M	L	IF	54
244	M	R	P	5 to 10	S	H	L	W	T	F	IF	55
245	M	R	P	5 to 10	I	I	S	W	O	F	IF	56
246	M	R	P	above 10	H	H	L	H	O	F	IF	57
247	M	R	P	5 to 10	H	H	S	H	O	F	IF	58
248	M	R	P	5 to 10	I	I	S	H	T	F	IF	59
249	M	R	P	5 to 10	I	I	S	W	T	F	IF	60
250	M	R	P	5 to 10	I	I	S	H	O	F	IF	61
251	M	R	P	5 to 10	S	H	L	W	O	F	IF	62
252	F	R	P	5 to 10	H	H	L	W	M	L	IF	63
253	F	R	P	5 to 10	S	H	L	W	T	F	IF	64
254	M	R	P	5 to 10	S	H	L	W	T	F	IF	65
255	M	R	P	5 to 10	H	H	L	W	T	F	IF	66
256	F	R	P	5 to 10	S	H	L	W	M	L	IF	67
257	F	R	P	5 to 10	S	H	L	W	M	L	IF	68
258	F	R	P	5 to 10	S	H	S	H	O	F	IF	69
259	M	R	P	5 to 10	H	H	L	W	O	F	IF	70
260	M	R	P	5 to 10	I	I	S	H	M	M	IF	71
261	M	R	P	5 to 10	I	I	S	W	T	F	IF	72
262	F	R	P	5 to 10	I	I	S	H	O	F	IF	73
263	F	R	P	Bel 5	I	I	S	W	M	L	IF	74
264	F	R	P	Bel 5	I	I	S	H	O	F	IF	75
265	F	R	P	5 to 10	I	I	S	W	O	F	IF	76
266	F	R	P	5 to 10	I	I	L	H	T	F	IF	77
267	F	R	P	5 to 10	I	I	S	H	T	F	IF	78
268	F	R	P	5 to 10	H	H	S	W	M	L	IF	79
269	F	R	P	5 to 10	S	H	S	H	O	F	IF	80
270	F	R	P	Bel 5	I	I	S	W	T	F	IF	81
271	M	R	P	5 to 10	I	S	S	H	M	M	IF	82
272	M	R	P	5 to 10	I	H	L	H	M	F	IF	83
273	M	R	P	5 to 10	I	H	S	W	M	L	IF	84
274	M	R	P	5 to 10	H	S	S	H	O	F	IF	85
275	F	R	P	5 to 10	S	S	L	H	O	F	IF	86
276	F	R	P	5 to 10	I	I	S	H	T	F	IF	87
277	F	R	P	5 to 10	I	I	S	H	O	F	IF	88
278	M	R	P	5 to 10	I	I	S	H	T	F	IF	89
279	M	R	P	5 to 10	I	I	S	H	M	L	IF	90
280	M	R	P	5 to 10	I	I	S	H	M	M	IF	91
281	M	R	P	5 to 10	I	I	S	W	M	M	IF	92
282	F	R	P	5 to 10	H	H	L	W	T	F	IF	93
283	F	R	P	above 10	H	H	L	W	T	F	IF	94



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284	F	R	P	5 to 10	H	H	U	W	T	L	SF	28
285	F	R	P	5 to 10	I	H	U	W	T	L	JF	28
286	M	R	P	5 to 10	I	I	S	W	T	L	SF	31
287	F	R	P	5 to 10	S	H	U	W	O	F	SF	25
288	F	R	P	5 to 10	I	S	U	W	T	L	JF	29
289	F	R	P	5 to 10	H	S	U	H	M	F	SF	30
290	F	R	P	5 to 10	S	H	S	H	T	L	SF	30
291	M	R	P	5 to 10	S	H	U	W	O	F	JF	28
292	M	R	P	5 to 10	S	I	S	H	M	M	SF	28
293	M	R	P	5 to 10	I	S	S	H	T	L	SF	29
294	M	R	P	5 to 10	I	S	S	W	T	L	SF	28
295	M	R	P	5 to 10	I	S	S	W	T	L	JF	29
296	M	R	P	5 to 10	I	I	S	W	O	F	JF	24
297	M	R	P	5 to 10	I	H	S	W	M	M	JF	26
298	M	R	P	5 to 10	I	H	U	H	M	M	JF	31
299	M	R	P	5 to 10	S	I	U	H	M	M	SF	27
300	M	R	P	above 10	H	H	U	W	M	L	JF	27

t-Test: Two-Sample Assuming Unequal Variances
Gender

	Male	Female
Mean	27.12739	27.95804
Variance	17.95803	12.91372
Observatio	157	143
Hypothesiz	0	
df	297	
t Stat	-1.836	
P(T<=t) one	0.033678	
t Critical or	1.65	
P(T<=t) two	0.067357	
t Critical tw	1.967984	

t-Test: Two-Sample Assuming Unequal Variances
Locality

	Rural	Urban
Mean	26.88889	28.93548
Variance	15.40022	13.53927
Observatio	207	93
Hypothesiz	0	
df	188	
t Stat	-4.36355	
P(T<=t) one	1.05E-05	
t Critical or	1.652999	
P(T<=t) two	2.11E-05	
t Critical tw	1.972663	

Anova: Single Factor
Type of School
SUMMARY

Groups	Count	Sum	Average	Variance
Governmei	90	2576	28.62222	20.75456
Aided	90	2415	26.83333	14.09551
Private	120	3266	27.21667	11.95266

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	162.8144	2	81.40722	5.344347	0.005245	3.026153
Within Groups	4524.022	297	15.2324			
Total	4686.837	299				



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t-Test: Two-Sample Assuming Unequal Variances

Monthly Income of Parent

	5 to 10	Above 10
Mean	28.10769	26.53608
Variance	14.97288	16.18879
Observatio	195	97
Hypothesiz	0	
df	185	
t Stat	3.183728	
P(T<=t) one	0.000853	
t Critical one	1.653132	
P(T<=t) two	0.001706	
t Critical two	1.97287	

Anova: Single Factor

Qualification of Father

SUMMARY

Groups	Count	Sum	Average	Variance
Illiterate	81	2193	27.07407	12.91944
SSLC	121	3407	28.15702	14.23347
HSC	68	1877	27.60294	19.73551
Graduate	30	780	26	16.82759

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	134.9852	3	44.99506	2.92596	0.034096	2.635106
Within Groups	4551.851	296	15.37788			
Total	4686.837	299				

Anova: Single Factor

Occupation of Father

SUMMARY

Groups	Count	Sum	Average	Variance
Unskilled	35	1010	28.85714	17.18487
Skilled	173	4633	26.78035	13.4631
Employee	82	2304	28.09756	17.47185

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	180.6381	2	90.31907	6.007097	0.002781	3.027221
Within Groups	4315.158	287	15.0354			
Total	4495.797	289				

Anova: Single Factor
Qualification of Mother
SUMMARY

Groups	Count	Sum	Average	Variance
Illiterate	55	1465	26.63636	16.68013
HSC	93	2646	28.45161	14.40252
SSLC	105	2956	28.15238	13.61117
Graduate	47	1190	25.31915	14.17854

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	393.3025	3	131.1008	9.038205	9.6E-06	2.635106
Within Groups	4293.534	296	14.50518			
Total	4686.837	299				

t-Test: Two-Sample Assuming Unequal Variances
Occupation of Mother

	Housewife	Working
Mean	27.26702	27.97248
Variance	15.80727	15.26775
Observations	191	109
Hypothesized Mean Difference	0	
df	228	
t Stat	-1.49446	
P(T<=t) one-tail	0.068219	
t Critical one-tail	1.651564	
P(T<=t) two-tail	0.136438	
t Critical two-tail	1.970423	

Anova: Single Factor
Mno of Siblings
SUMMARY

Groups	Count	Sum	Average	Variance
One	116	3207	27.64655	14.80442
Two	115	3181	27.66087	15.7524
More	69	1869	27.08696	17.22762

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	17.07587	2	8.537936	0.543019	0.571568	3.026153
Within Groups	4669.761	297	15.7231			
Total	4686.837	299				



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Anova: Single Factor
birth Order
SUMMARY

Groups	Count	Sum	Average	Variance
First	166	4580	27.59036	14.58269
Middle	30	825	27.5	16.39655
last	104	2852	27.42308	17.50859

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.807473	2	0.903736	0.057291	0.94433	3.026153
Within Groups	4685.029	297	15.77451			
Total	4686.837	299				

t-Test: Two-Sample Assuming Unequal Variances
Type of Family

	Single Family	Joint Family
Mean	27.86802	26.86408
Variance	14.15596	18.07938
Observations	197	103
Hypothesized Std. Dev.	0	
df	186	
t Stat	2.018467	
P(T<=t) one-tail	0.022489	
t Critical one-tail	1.653087	
P(T<=t) two-tail	0.044979	
t Critical two-tail	1.9728	

① Gender

Male - 157

Mean - 27.12

S.D - 4.23

t-test - 1.83

Female :

Total - 143

Mean - 27.95

S.D - 3.59

② Locality of school:

Rural - total - 207

Mean - 26.88

S.D - 3.92

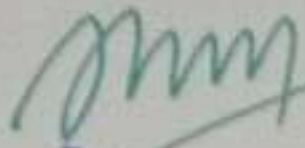
Urban - total - 93

Mean - 28.93

SD - 3.67

t-test value - 4.36




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Types of School

Government - Total - 90

Mean - 28.62 $\frac{258}{31}$ 81.40722

Aided - Total - 90

Mean - 26.83 $\frac{241}{9}$ 162.8144

Private - Total - 120

Mean - 27.23

F-test value - $\boxed{5.344}$

④ Monthly income of parents.

Below 5 - 8

Mean - 25.25

5 to 10 - 195 -

Mean - 28.10

S.D - 3.386

above 10 - total - 97

Mean - 26.53

SD - 4.02

(5) Qualification of father

Illiterate - total - 81

Mean - 27.04

SSLC - 121

Mean - 28.15

HSC - 68

Mean - 27.60

Graduate - 30

f-value 2.92

	SS	MS
Between	134.9852	44.99506
within	45551.851	15.37788

(6) Qualification of mother

Illiterate - 55

Mean - 26.63

HSC - 93

Mean - 28.45

SSLC - 105

Mean -



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Graduate - 111

Mean - 25.31

F. test value - $\boxed{9.038205}$

MS

131.1008

14.50518

SS

393.3025

4293.534.

④. Occupation of father.

Unskilled - 35

Mean - 28.85

Skilled - 173

Mean - 26.78

Employee - 82

Mean - 28.09

private - 10 - Mean - 31.

F. value - $\boxed{6.00}$

MS

90.31907

15.0354

SS

180.6381

4315.158



Comparison of Mother

House wife - 191

Mean - 27.26

Working - 109

Mean - 29.97

t. value - 1.49

⑨ Number of Sibling.

One - 116

Mean - 27.64

Two - 115

Mean - 27.66

More than two - 69

Mean - 27.08

F. value - 6.54

~~MS~~

~~0.903236~~

~~15.77451~~



~~SS~~

~~807423~~

~~1685~~

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~~Muslim College of Education~~
~~Thiruvithamcode~~

MS

8.537936

15.7231

SS

12.07587

4669.761

⑩

Birth order

first — 166

Mean — 27.59.

Middle — 30

Mean —

Last — 104.

Mean —

f-value — 0.05

SS

0.903736

15.77451

SS

1.807473

4685.029.

①① Types of family

Single — 197

Mean — 27.86

S.D — 3.76

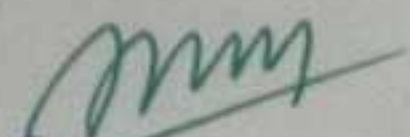
Joint family — 103

Mean — 26.86

SD — 4.25

T. value — $\boxed{2.0}$




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Level of Home Environment

Mean $\pm$ SD

Higher = mean + SD

Lower = mean - SD

① Gender

male - 157

Mean - 27.12

SD - 4.16

$$\begin{aligned}\text{high} &= 27.12 + 4.16 \\ &= 31.28\end{aligned}$$

$$\begin{aligned}\text{low} &= 27.12 - 4.16 \\ &= 22.96\end{aligned}$$

high - 56 - 36%

Av - 78 - 49%

low - 23 - 15%

Female - 143

Mean + SD

$$\begin{aligned}27.95 + 3.59 \\ = 31.54\end{aligned}$$

$$27.95 - 3.59$$

$$= 24.36$$

$$\text{high} - 30 - 21\%$$

$$\text{Av} - 94 - 66\%$$

$$\text{low} - 19 - 13\%$$

2) Locality of School.

$$\text{Rural} - 207$$

$$\text{Mean} - 26.88$$

$$\text{SD} - 3.92$$

$$\text{high} = 26.88 + 3.92$$

$$= 30.8$$

$$\text{low} = 26.88 - 3.92$$

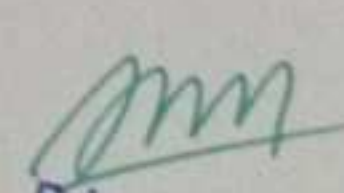
$$= 22.96$$

$$\text{high} - 48 - 23\%$$

$$\text{Ave} - 130 - 63\%$$

$$\text{low} - 29 - 14\%$$




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Urban - 93

Mean - 28.93

SD - 3.67

$$\begin{aligned}\text{high} &= 28.93 + 3.67 \\ &= 32.6\end{aligned}$$

$$\begin{aligned}\text{low} &= 28.93 - 3.67 \\ &= 25.26\end{aligned}$$

high - 18 - 19%

AV - 71 - 77%

low - 04 - 04%

3) Type of schools

Government - 90

Mean 28.62

SD - 4.55

$$\begin{aligned}\text{high} &= 28.62 + 4.55 \\ &= 33.17\end{aligned}$$

$$\begin{aligned}\text{low} &= 28.62 - 4.55 \\ &= 24.07\end{aligned}$$

High - 20 - 22%.

Av - 57 - 64%.

low - 13 - 14%.

Aided - 90

Mean - 26.83

SD - 3.75

$$\begin{aligned}\text{high} &= 26.83 + 3.75 \\ &= 30.58\end{aligned}$$

$$\begin{aligned}\text{low} &= 26.83 - 3.75 \\ &= 23.08\end{aligned}$$

high - 19 - 21%.

Av - 56 - 63%.

low - 15 - 16%.

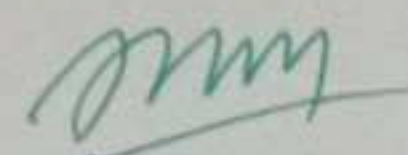
Private - 120

Mean - 27.21

SD - 3.45

$$\begin{aligned}\text{high} &= 27.21 + 3.45 \\ &= 30.66\end{aligned}$$




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$$\begin{aligned}\text{low} &= 27.21 - 3.45 \\ &= 23.76\end{aligned}$$

$$\text{high} - 27 - 22\%$$

$$\text{Ave} - 72 - 61\%$$

$$\text{low} - 21 - 17\%$$

4) Monthly income of parents

$$5 \text{ to } 10 - 195$$

$$\text{Mean} - 28.10$$

$$SD - 3.86$$

$$\begin{aligned}\text{high} &= 28.10 + 3.86 \\ &= 31.96\end{aligned}$$

$$\begin{aligned}\text{low} &= 28.10 - 3.86 \\ &= 24.24\end{aligned}$$

$$\text{high} - 50 - 26\%$$

$$\text{Ave} - 120 - 61\%$$

$$\text{low} - 25 - 13\%$$

Above 10 - 97

Mean - 26.53

SD - 4.02

$$\begin{aligned}\text{high} &= 26.53 + 4.02 \\ &= 30.55\end{aligned}$$

$$\begin{aligned}\text{low} &= 26.53 - 4.02 \\ &= 22.51\end{aligned}$$

high - 19 - 20%

Ave - 62 - 67%

low - 16 - 13%

Below 5000 - 8

Mean - 22.25

SD - 1.90

$$\begin{aligned}\text{high} &= 22.25 + 1.90 \\ &= 24.15\end{aligned}$$

$$\text{low} = 22.25 - 1.90$$



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high - 6 - 14%

Ave - 1 - 13%

low - 1 - 13%

5. Qualification of father

Illiterate - 81

Mean - 27.07

SD - 3.59

$= 27.07 + 3.59$

$= 30.66$

$= 27.07 - 3.59$

$= 23.48$

high - 15 - 18%

Ave - 74 - 69%

low - 11 - 13%

SSLC - 181

Mean - 28.15

SD - 3.77

$$= 28.15 + 3.77$$

$$= 31.92$$

$$= 28.15 - 3.77$$

$$= 24.38$$

high - 33 - 27%

Ave - 71 - 59%

low - 17 - 14%

HSC - 68

Mean - 27.60

SD - 4.42

$$= 27.60 + 4.42$$

$$= 32.02$$

$$= 27.60 - 4.42$$

$$= 23.18$$

high - 11 - 16%

Ave - 45 - 67%

low - 12 - 17%



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Graduation and above - 30

Mean - 26

SD - 4.10

$$= 26 + 4.10$$

$$= 30.10$$

$$= 26 - 4.10$$

$$= 21.9$$

high - 5 - 16%

Ave - 19 - 64%

low - 6 - 20%

Qualification of mother

Illiterates - 55

mean - 26.63

SD - 4.68

$$= 26.63 + 4.6$$

$$= 31.31$$

$$= 26.63 - 4.68$$

$$= 21.95$$

$$\text{high} - 8 - 4\%$$

$$\text{Ave} - 42 - 11\%$$

$$\text{low} - 5 - 09\%$$

HSC - 93

$$\text{Mean} - 28.45, \text{SD} - 3.79$$

$$= 28.45 + 3.79$$

$$= 32.24$$

$$= 28.45 - 3.79$$

$$= 24.66$$

$$\text{high} - 19 - 19\%$$

$$\text{Ave} - 66 - 13\%$$

$$\text{low} - 8 - 08\%$$

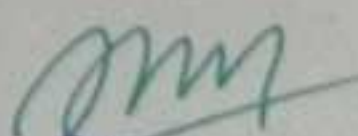
SSLC - 105

$$\text{Mean} - 28.15, \text{SD} - 3.68$$

$$= 28.15 + 3.68$$

$$= 31.83$$




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$$= 28.15 - 3.68$$

$$= 24.47$$

Graduate and Above - 47

$$\text{Mean} - 25.31, \quad \text{SD} - 3.76$$

$$= 25.31 + 3.76$$

$$= 29.07$$

$$= 25.31 - 3.76$$

$$= 21.55$$

high - 09 - 19%

Ave - 27 - 58%

low - 11 - 23%

Occupation of father

Unskilled - 35

$$\text{Mean} - 28.85, \quad \text{SD} - 4.15$$

$$= 28.85 + 4.15$$

$$= 33$$

$$= 28.85 - 4.15$$

$$= 24.7$$

L.I.I 01 121

high - 5 - 14%

Ave - 28 - 81%

low - 2 - 05%

Skilled - 173

Mean - 26.78 , SD - 3.66

$$= 26.78 + 3.66$$

$$= 30.44$$

$$= 26.78 - 3.66$$

$$= 23.12$$

high - 35 - 19%

Ave - 105 - 62%

low - 35 - 19%

Employee - 82

Mean - 28.09 , SD - 4.17

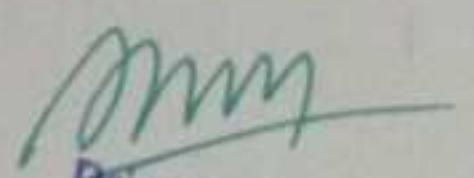
$$= 28.09 + 4.17$$

$$= 32.26$$

$$= 28.09 - 4.17$$

$$= 23.92$$




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high - 16 - 19%.

Ave - 58 - 40%.

low - 08 - 11%.

professional - 10

Mean - 31, SD - 2.70

$$= 31 + 2.70$$

$$= 33.7$$

$$= 31 - 2.70$$

$$= 28.3$$

high - 03 - 30%.

Ave - 5 - 50%.

low - 02 - 20%.

Occupation of mother.

House wife - 191

Mean - 27.26, SD - 3.97

$$= 27.26 + 3.97$$

$$= 31.23$$

$$= 27.26 - 3.97$$

$$= 23.29$$

high - 36 - 18%

Ave - 122 - 63%

low - 33 - 19%

Working - 109

Mean - 27.97, SD - 3.90

$$= 27.97 + 3.90$$

$$= 31.87$$

$$= 27.97 - 3.90$$

$$= 24.07$$

high - 27 - 24%

Av - 69 - 63%

low - 13 - 13%

9. Number of Children

one - 116

Mean - 27.64, S.D - 3.84

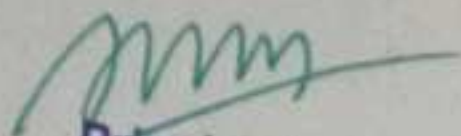
$$= 27.64 + 3.84$$

$$= 31.48$$

$$= 27.64 - 3.84$$

$$= 23.8$$




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high - 24 - 21%

Av - 76 - 66%

low - 16 - 13%

Two - 115

Mean - 27.66 , S.D - 3.96

$$= 27.66 + 3.96$$

$$= 31$$

$$= 27.66 - 3.96$$

$$= 23.7$$

high - 25 - 21%

Av - 75 - 65%

low - 15 - 14%

More than two - 69

Mean - 27.08 , S.D - 4.15

$$27.08 + 4.15$$

$$= 31.23$$

$$= 27.08 - 4.15$$

$$= 22.93$$

high - 14 - 20%

Av - 45 - 65%

low - 11 - 15%

10. Siblings

first - 166

Mean - 27.59 , S.D - 3.81

$$= 27.59 + 3.81$$

$$= 31.4$$

$$= 27.59 - 3.81$$

$$= 23.78$$

high - 34 - 20%.

Av - 109 - 67%.

low - 23 - 13%.

middle - 30

mean - 27.5 , S.D - 4.04

$$= 27.5 + 4.04$$

$$= 31$$

$$= 27.5 - 4.04$$

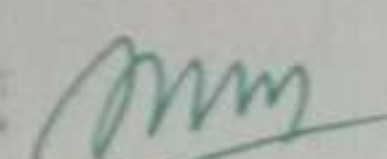
$$= 23.46$$

high - 09 - 30%.

Ave - 15 - 50%.

low - 06 - 20%.




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Last - 104

Mean - 27.42, S.D - 4.18

$$= 27.42 + 4.18$$

$$= 31.6$$

$$= 27.42 - 4.18$$

$$= 23.24$$

high - 20 - 19%

Av - 68 - 65%

low - 16 - 16%

no. ~~Family~~ Type of family

Single family - 197

Mean - 27.86, S.D - 3.76

$$= 27.86 + 3.76$$

$$= 31.62$$

$$= 27.86 - 3.76$$

$$= 24$$

high - 32 - 16%

Av - 136 - 69%

low - 20 - 10%

Joint family - 103

Mean - 26.86 , S.D. - 4.25

$$= 26.86 + 4.25$$

$$= 31.11$$

$$= 26.86 - 4.25$$

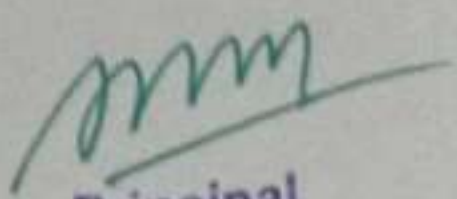
$$= 22.61$$

high - 18 - 17%

Ave - 61 - 59%

low - 24 - 27%




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247 (48)

247 (C)

MUSLIM COLLEGE OF EDUCATION

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



B.Ed. DEGREE COURSE

OBSERVATION RECORD LEVEL - II

Certified that this is the bonafide record of S. M. SASI KANTH
during the year 2021-2022 for the 'B.Ed. Degree Course'

Principal
Muslim College of Education
Thiruvithancode

S. M. Sasi Kant
5/12/22

Date 05/01/2023

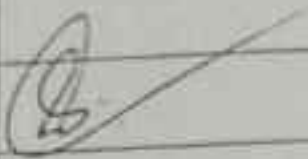


[Signature]
Signature of the Lecturer



[Signature]
Principal
Muslim College of Education
Thiruvithancode

INDEX

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Observation - I

Name of the school: Government Higher Secondary School, Thiruvithancode

Name of the teacher: Savikanth SM

Class : IX

Number of pupils: 17

Subject : Science

Topic : Fundamental Units

Duration : 40 minutes

Date : 3/8/2022

1) Objectives of the lesson:

The pupil,

- i) acquires knowledge about fundamental units.
- ii) develops understanding about fundamental units
- iii) applies knowledge in fundamental units
- iv) develops skill in learning about fundamental units

a) preparation

a) Textbook and reference book used:

Science textbook prescribed by Government of Tamil Nadu for class IX was used.

b) Teaching and learning aids, apparatus, pictures, specimens:

A chart, A model and other classroom equipments

c) Topic of the lesson:

Fundamental units

i) Motivation:

The teacher motivated the pupil by asking the following questions.

1) What is the use of ruler?

2) How do you measure the amount of rice?

ii) Introduction:

The teacher introduces the lesson by

asking questions related to the topic and by giving a brief introduction to the topic.

iii) Presentation:

The teacher explained length, mass, time, temperature, with the help of chart and model.

iv) Review:

The teacher reviewed the lesson by asking the following questions.

i) what is length?

ii) Define mass?

iii) what is temperature?

iv) what is the SI unit of temperature?

Assignments:

The teacher gave the following assignments

i) write the units to measure distance?

ii) Define temperature?

vi) The techniques of the lesson:

The techniques adopted by the teacher was lecture cum demonstration method.

a) Involvement of the learner:

The people actively participated in the interaction with the teacher. The teacher succeeded in maintaining the attention of the pupil throughout the class.

b) Use of teaching skills:

The teacher used the skill of explanation, skill of reinforcement, skill of probing question with sample and well distributed questions, skill of blackboard, skill of stimulus variation.

c) Use of blackboard and other aids:

The teacher used the blackboard at proper time. The blackboard writing was systematic and neat. The teacher used the teaching skill in appropriate time.

d) Attention to individual needs and difference

The teacher gave individual attention to the pupil and cleared each pupils doubts during the teaching learning process.

e) Response of the class:

The pupil responded well in the class by listening and answering all the questions.

f) The teachers personal traits: [voice, language pronunciation]

The teachers voice was audible. Language pronunciation was good.

g) General impression:

The teacher was very active. Pupils responses have reinforced properly. The teacher maintained proper discipline inside the class.

h) Suggestion:

The teacher's teaching method is interesting and good. Her voice was audible. The teaching was effective.


Signature of the teacher.

Observation - 2

Name of the School : Government Higher Secondary
School, Thiruvithancode.

Name of the teacher : Sasikanth S M

Class : IX

Number of pupil : 17

Subject : Science

Topic : Vernier Caliper

Duration : 40 minutes

Date : 4/8/2022

Objectives of the lesson:

The pupil,

- i) acquires knowledge about Vernier Caliper.
- ii) develops understanding about Vernier Caliper.
- iii) applies the knowledge in Vernier Caliper
- iv) develops skill in learning about Vernier Caliper.

2) preparation

a) Textbook and reference book used:
Science textbook prescribed by the Government of Tamil Nadu for class IX was used.

b) Teaching and learning aids, apparatus, pictures, Specimen:

A flipchart, a model and other classroom equipments.

c) Topic of the lesson:

Vernier Caliper.

i) Motivation

The teacher motivated the pupil by asking the following questions.

i) Do you play cricket?

ii) How do you measure the thickness of a cricket ball?

ii) Introduction

The teacher introduces the lesson by asking questions related to the topic and by giving a brief introduction to the topic.

iii) presentation

The teacher explained vernier caliper with the help of chart and model.

iv) Review:

The teacher asks some questions to the students about the lesson.

i) What is vernier caliper?

ii) Describe the usage of vernier caliper?

iii) Define about count.

v) Assignment:

The teacher gave the following assignments.

a) Write the instrumental description of vernier caliper.

b) What is positive zero error?

vi) The techniques of the lesson:

The techniques adopted by the teacher was lecture and demonstration method.

a) Involvement of the learner:

The pupil actively participated in the interaction with the teacher. The teacher succeeded in maintaining the attention of the pupil throughout the class.

b) use of teaching skills:

The teacher used the skill of explanation
Skill of reinforcement, Skill of probing questions
with sample and well distributed questions,
Skill of using blackboard, Skill of stimulus
variation.

c) use of blackboard and other aids

The teacher used the blackboard at proper time. The blackboard writing was systematic and neat. The teacher used the teaching aids in appropriate manner.

d) Attention to individual needs and differences.

The teacher gave individual attention to the pupil and gave special attention to weak students.

e) Response of the class:

The pupil responded well in the class by listening and answering all the questions.

f) The teachers personal traits:

The teachers voice was audible, language pronunciation was good.

g) General Impression:

The teacher was very active. Pupil responses have reinforced properly. The teacher maintained proper discipline inside the class. The class was very effective.

h) Suggestion:

The teachers teaching method was interesting and good. Her voice was audible. The teaching was effective.

Signature of the teacher.

Observation -3

Name of the school: Government Higher Secondary School, Thiruvithancode.

Name of the teacher: Sasikanth SM

Class : IX

Number of pupil: 17

Subject : Science

Topic : Screw Gauge

Duration : 40 minutes

Date : 5/8/2022

1) Objectives of the lesson:

The pupil,

- i) acquires knowledge about Screw gauge.
- ii) develops understanding about screw gauge.
- iii) applies the knowledge in screw gauge.
- iv) develops skill in learning about screw gauge.

a) presentation

a) Textbook and reference book used:

Science textbook prescribed by Government of Tamil Nadu for IX class book was used.

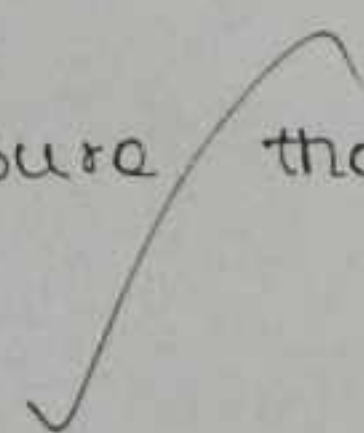
b) Teaching and learning aids, apparatus, picture, specimen

A chart, screw gauge model and other classroom equipments

c) Topic of the lesson Screw gauge.

i) Motivation

The teacher motivated the pupil by asking the following questions.

- i) Do you play spinning top?
 - ii) How do you play spinning top?
 - iii) What is the material needed to play spinning top?
 - iv) How do you measure the radius of a thin string?
- 

ii) Introduction

The teacher introduces the lesson by asking questions related to the topic and by giving a brief introduction to the topic.

iii) Presentation

The teacher explained screw gauge with the help of chart and model.

iv) Review:

The teacher reviewed the lesson by asking the following questions.

- i) What is a screw gauge?
- ii) Mention the usage of screw gauge?
- iii) Define pitch of the screw?

v) Assignment

The teacher gave the following assignments

- a) Write the instrumental description of screw gauge.
- b) Write the usage of screw gauge.

vi) The techniques of the lesson:

The techniques adopted by the teacher was lecture cum demonstration method.

a) Involvement of the learner:

The pupil actively participated in the interaction with the teacher. The teacher succeeded in maintain the attention of the pupil throughout the class.

b) Use of teaching skills:

The teacher used the skill of explanation, skill of reinforcement, skill of probing question with sample and well distributed questions, skill of using blackboard, and skill of stimulus variation.

c) Use of blackboard and other aids

The teacher used the blackboard at proper time. The blackboard writing was systematic and neat. The teacher used the teaching aids in appropriate manner.

d) Attention to individual needs and differences

The teacher gave individual attention to the pupils and cleared each pupils doubts during the teaching learning process.

c) Response of the class:

The pupil responded well in the class by listening and answering all the questions.

d) The teacher's personal traits:

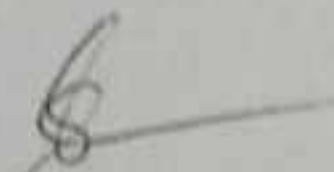
The teachers voice was audible. Language pronunciation was good.

g) General Impression:

The teacher was very active. pupils responses have reinforced properly. The teacher maintained proper discipline inside the class. The class was very effective.

h) Suggestion:

The teachers teaching method was interesting and good. Her voice was audible. The teaching was effective.


Signature of the

observation - 4

Name of the School : Government Higher Secondary School, Thruvithancode.

Name of the teacher : Sabiranth S M

Class : Ix

Number of pupils : 17

Subject : Science

Topic : Elements

Duration : 40 minutes

Date : 8/6/2022

i) Objectives of the lesson:

The pupil,

i) acquires knowledge about elements

ii) develops understanding about elements

iii) applies the knowledge in elements.

iv) develops skill in learning about elements.

a) Preparation

a) Text book and reference book used:
Science textbook prescribed by the Government of Tamil Nadu class IX was used.

b) Teaching and learning aids, apparatus, pictures, specimens

A chart, flashcard and other classroom equipments.

c) Topic of the lesson:

Elements.

i) Motivation

The teacher motivated the pupil by asking the following questions.

i) What is matter?

ii) What is an atom?

iii) What is the building block of all materials?

ii) Introduction

The teacher introduces the lesson by asking questions related to the topic and

a brief introduction to the topic.

iii) Presentation:

The teacher explained atomic number with the help of chart and model.

iv) Review:

The teacher reviewed the lesson by asking the following questions.

i) What is an atom?

ii) What is the symbol for atomic number?

v) Assignments:

The teacher gave the following assignments.

a) Mention the particles present in an atom.

b) Define atomic number.

vi) The techniques of the lesson:

The techniques adopted by the teacher was lecture cum demonstration method.

a) Involvement of the learners:

The pupil actively participated in the interaction with the teacher. The teacher suc-

b) Use of teaching skill:

The teacher used the skill of explanation, skill of reinforcement, skill of probing questions, with sample and well distributed questions, skill of using blackboard, skill of stimulus variation.

c) Use of blackboard and other aids:

The teacher used the blackboard at proper time. The blackboard writing was systematic and neat. The teacher used the teaching aid in appropriate manner.

d) Attention to individual needs and difference

The teacher gave individual attention to the pupil and cleared each pupil's doubts during the teaching learning process.

e) Response of the class:

The pupil responded well in the class by listening and answering all the questions.

f) The teachers personal traits

The teachers voice was audible. Language pronunciation was good.

g) General impression:

The teacher was very active. pupils responses have reinforced properly. The teacher maintained proper discipline inside the class. The class was very effective.

h) Suggestion:

The teachers teaching method was interesting and good. Her voice was audible. The teaching was effective.


Signature of
the teacher.

Observation - 5

Name of the School : Government Higher Secondary School, Thiruvithancode.

Name of the teacher: Sasikanth S M

Class : IX

Number of pupils: 17

Subject : Science

Topic : Compounds

Duration : 40 minutes

Date : 10/8/2022

i) Objectives of the lesson:

The pupil,

- i) acquires knowledge about compounds
- ii) develops understanding about compounds.
- iii) applies the knowledge in compounds.
- iv) develops skill in learning about compounds

ii) Preparation

The teacher has prepared the lesson

Observation - 5

Name of the School : Government Higher Secondary School, Thiruvithancode.

Name of the teacher: Sasikanth S M

Class : IX

Number of pupils: 17

Subject : Science

Topic : Compounds

Duration : 40 minutes

Date : 10/8/2022

i) Objectives of the lesson:

The pupil,

- i) acquires knowledge about compounds
- ii) develops understanding about compounds.
- iii) applies the knowledge in compounds.
- iv) develops skill in learning about compounds

ii) Preparation

The teacher has prepared the lesson

good.

a) Textbook and reference book used.

Science textbook proscribed by Government of Tamil Nadu for class IX was used.

b) Teaching aids, learning aids, apparatus, pictures, specimens:

A chart, a model and other classroom equipments.

c) Topic of the lesson:
Compounds.

i) Motivation:

The teacher motivated the pupil by asking the following questions.

1. What is matter?

2. How matters are classified?

3. When two or more elements combine

Chemically in a fixed ratio is known as?

ii) Introduction:

The teacher introduces the lesson by asking questions related to the topic and by giving a brief introduction to the topic.

iii) Presentation:

The teacher explained the compounds with the help of chart and model.

iv) Review:

The teacher reviewed the lesson by asking the following questions.

- i) What is a compound?
- ii) Give some examples for compounds.
- iii) How compounds are classified?
- iv) What is the difference between elements and compounds?

v) assignments

The teacher gave the following assignments

- a) Write the difference between elements and compounds.
- b) Define compound.

vi) The techniques of the lesson:

The techniques adopted by the teacher was lecture cum demonstration method.

a) Involvement of the learner:

The pupil actively participated in the interaction with the teacher. The teacher success in maintaining the attention of the pupil throughout the class.

b) Use of teaching skills:

The teacher used the skill of explanation, Skill of reinforcement, Skill of probing questions with sample and well distributed questions, Skill of using blackboard, Skill of stimulus variation.

c) Use of blackboard and other aids:

The teacher used the blackboard at proper time. The blackboard using was systematic.

matic and neat. The teacher used the teaching aids in appropriate manner.

d) Attention to individual needs and difference

The teacher gave individual attention to the pupil and cleared with pupils doubts during the teaching learning process.

e) Response of the class:

The pupil responded well in the class by listening and answering all the questions.

f) The teachers personal traits:

The teacher's voice was audible. Language pronunciation was good.

g) General Impression:

The teacher was very active. Pupils responses have reinforced properly. The teacher maintained proper discipline inside the class. The class was very effective.

b) Suggestion:

The teachers teaching method was interesting and good. Her voice was audible.

The teaching was effective.



Signature of the
teacher.

Observation - 6

Name of the School: Government Higher Secondary School, Thiruvithancode.

Name of the teacher: Sasikanth S M

Class : IX

Number of pupils: 17

Subject : Science

Topic : Mixture

Duration : 40 minutes

Date : 11/8/2022

i) Objectives of the lesson:

The pupil,

- i) acquires knowledge about mixtures.
- ii) develops understanding about mixtures
- iii) applies the knowledge in learning about mixtures
- iv) develops skill in learning about mixtures.

2) Preparation

a) Textbook and reference book used:

Science textbook prescribed by Government of Tamil Nadu for class IX was used.

b) Teaching and learning aids, apparatus, pictures, specimens:

A flow chart, a model and other teaching Classroom equipments.

c) Topic of the lesson:

Mixtures.

i) Motivation

The teacher motivated the pupil by asking the following questions.

i) Which food do we use in daily life?

ii) Which substances are found in milk?

iii) When fat and water are mixed in milk then what will you call it?

ii) Introduction

The teacher introduces the lesson by asking questions related to the topic and by giving a brief introduction to the topic.

iii) presentation

The teacher explained mixtures, types of mixtures with the help of flow chart and model.

iv) Review:

The teacher reviewed the lesson by asking the following questions.

- i) What is a mixture?
- ii) What is the difference between mixture and compound?
- iii) What are the types of mixture?

v) Assignments:

The teacher gave the following assignments.

- a) Write the difference between mixture and compound.
- b) Mention the types of mixture.

vi) The techniques of the lesson:

The techniques adopted by the teacher was lecture cum demonstration method.

a) Involvement of the learner:

The pupil actively participated in the interaction with the teacher. The teacher succeeded in maintain the attention of the pupil. throughout the class.

b) Use of the teaching skills:

The teacher used the skill of explanation skill of reinforcement, skill of probing question and well distributed questions, skill of blackboard skill of stimulus variation.

c) Use of blackboard and other aids:

The teacher used the blackboard at proper time. The blackboard writing was systematic and neat. The teacher used the teaching aids in appropriate manner.

d) Attention to individual and difference:

The teacher gave individual attention to pupil and cleared each pupils doubts during the teaching learning process.

e) Response of the class

The pupil responded well in the class by listening and answering all the questions.

f) The teachers personal traits

The teachers voice was audible. Language pronunciation was good.

g) General Impression:

The teachers was very active. pupils responses have reinforced properly. The teacher maintained proper discipline inside the class.

The class was very attractive.

h) Suggestion:

The teachers teaching method was interesting and good. Her voice was audible.

The teaching was effective.

A handwritten signature in dark ink, consisting of a stylized capital 'S' followed by a horizontal line.

signature of the
teacher.

Observation-7

Name of the School : Government Higher Secondary School, Thiruvithancode.

Name of the teacher : Sazikanth S M

Class : IX

Number of pupils : 17

Subject : Science

Topic : Separation of mixtures

Duration : 40 minutes

Date : 12/8/2022

1) Objectives of the lesson:

The pupil,

- i) acquires the knowledge about separation of mixtures
- ii) develops understanding about separation of mixtures
- iii) applies the knowledge in separation of mixture
- iv) develops skill in learning about separation

2) preparation

a) Textbook and reference book used:

Science textbook prescribed by Government of Tamil Nadu for class IX was used.

b) Teaching and learning aids, apparatus, pictures, specimen:

A chart, a model and other classroom equipments.

c) Topic of the lesson:

Separation of mixtures

i) Motivation:

The teacher motivated the pupil by asking the following questions.

i) Name of mixtures?

ii) Is mixtures pure substance or not?

iii) How will you remove impure substance from mixture?

d) Attention to individual needs and differences

The teacher gave individual attention to the pupil and gave special attention to weak students.

e) Response of the class:

The pupil responded well in the class by listening and answering all the questions.

f) The teachers personal traits:

The teachers voice was audible. Language pronunciation was good.

g) General Impression:

The teacher was very active. pupils responses have reinforced properly. The teacher maintained proper discipline inside the class.

The class was very effective.

