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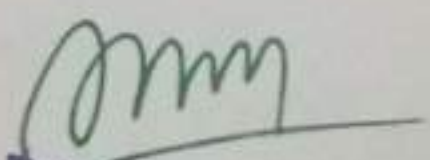
Assignment On Pedagogy of Mathematics

Topic : Achievement test

Submitted by:

Gr. Athira




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Thiruvithancode

Achievement Test

* Introduction

* Functions of Achievement test

* Steps involved in the construction of Achievement test.

1) Planning of the test

2) Preparation of a design for the test

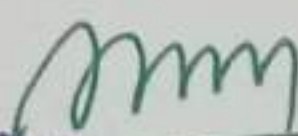
i) Weightage to objectives

ii) Weightage to content

iii) Weightage to form of question

iv) Weightage to difficulty level.




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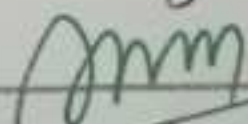
Introduction

Every teacher wants to find out the progress made by his pupils in the subject he teaches. Achievement in a subject indicates the extent to which the learner has internalised the related learning material. Any test designed to assess the achievement in any subject with regard to a set of predetermined objectives is called an achievement test.

Functions of Achievement test.

- * They provide the basis for promotion to the next grade.
- * They help to find out the achievement level of students at the beginning of a course.
- * Achievement tests help in determine the placement of a student in a particular class.
- * They serve as a motivation factor for the students before taking new assignment.




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Steps involved in the construction of Achievement Test.

Major steps in constructing Achievement

Tests.

- (i) Planning a test
- (ii) Preparation of a design for the test
- (iii) Preparation of the blueprint
- (iv) Writing of items.

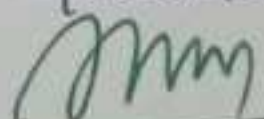
1. Planning of the test.

A test is meant to serve many essential and important purposes. Therefore, it should be well-planned and systematic. The first consideration which is of utmost importance is the intention with which the test is being given. The next step is to determine the maximum time, maximum marks and the nature of the test.

2. Preparation of a design for the test.

The objectives, content, forms of questions




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and the difficulty level of items are the most important factors to be considered in such a design.

i) Weightage to Objectives

This indicates what objectives are to be tested and what weightage has to be given in each objective.

Sl.No	Objectives	Marks	Percentage
1	Knowledge	2	8
2	Understanding	7	28
3	Application	10	40
4	Skill	6	24
	Total	25	100

ii) Weightage to Content

This indicates the various aspects of the content to be tested and the weightage given

Sl.No	Content	Marks	Percentage
1	Mensuration	10	40
2	Factorisation	7	28
3	Graphs	8	32
	Total		100



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iii) Weightage to form of questions.

This indicates the forms of the items to be included in the test.

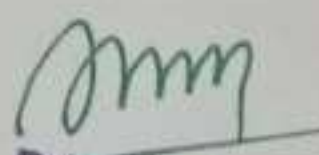
Sl. No	Form of questions	No. of questions	Marks	Percentage
1	Objective type	6	3	12
2	Short answer Type	7	14	56
3.	Essay Type	2	8	32
	Total	15	25	100.

iv) Weightage to difficulty level.

Appropriate weightage should be given for different levels of difficulty of the items.

Sl. No	Difficulty level	Marks	Percentage
1	Easy questions	5	20
2	Average questions	14	56
3	Difficult questions	6	24
	Total	25	100.

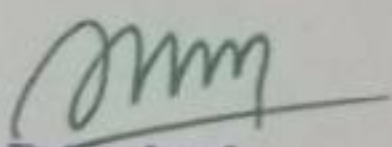



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References:

1. Mathematics Education: Methodology of teaching and pedagogic analysis; Dr. K. Soman and Dr. K. Sivaraman (2008)
 2. Teaching of Mathematics; Sudhir Kumar and D.N. Ratnalikar (2006-2007)
 3. Teaching of Mathematics; Dr. S. Packiam (2015)
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Lesson Plan

Name of the Teacher : M.V. Manjusha Strength :
School : Duration : 45 minutes
Subject : Science Date :
Topic : Digestive System

General Objectives

The learner,

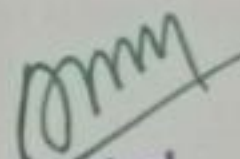
- ❖ Acquires knowledge about the structure of Human digestive system.
- ❖ Understands the structure and various organs involved in human digestive system.
- ❖ Develop skill in observing, drawing and labeling the human digestive organs.
- ❖ Applies knowledge in identifying various organs in human body.

Specific Objectives :

The learner,

- ❖ Recalls the different system of human physiology.
- ❖ Recognises various organs involved in Digestive system.
- ❖ Identifies process of Digestion.
- ❖ Define the digestive process.




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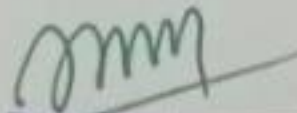
- ❖ Gives reason for the Importance of Digestion.
- ❖ Classifies the salivary gland.
- ❖ Infers the Function of stomach.
- ❖ Observes the structure and function of human digestive system.
- ❖ Draws the diagram of human Digestive organs.

Teaching aids :

- ❖ Chart showing the diagram of human digestive system.
- ❖ Booklet showing the types of salivary gland.
- ❖ Flashcard showing the diagram of pancreas.

Specification	Content	Learning Experience	Evaluation
Recalls	Muscular system, Skeletal system, Respiratory System, Integumentary System, Circulatory system etc.	The learner recalls the Muscular System, Skeletal System, Respiratory system, Integumentary System, Circulatory System etc.	What are the different systems in human body?
Define	Digestion is process of conversation of complex compounds like Carbohydrates, Proteins in to simpler molecules like glucose and amino acids.	The learner defines that digestion is the process of conversion of complex compounds like Carbohydrates, Proteins in	Define digestion?




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Classifies	Digestive system can be divided in to alimentary canal and the associated glands.	to simpler molecules like glucose and amino acids.	
Recognizes	Alimentary Canal Alimentary canal is a coiled muscular tube extending from the mouth to the anus.	The learner classifies the digestive system can be divided in to alimentary canal and the associated glands.	
Classifies	Alimentary canal is arranged sequentially by a mouth, buccal cavity, Pharynx, Oesophagus, stomach, Small Intestine, Large Intestine, Vectum and Anus.	The learner recognizes Alimentary canal and the various organs involved in the alimentary for the digestion process.	What are the organs involved in the Alimentary Canal?
Recognizes	Mouth Mouth opens in to the buccal cavity. The roof of the cavity is lined by the palate.	The learner recognizes that mouth opens in to the buccul cavity and the cavity is lined by the palate.	



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Recognizes	Teeth Adults have 32 teeth, 16 in each jaw. 4 incisors, 2 canines, 4 premolars and 6 molars in each jaw.	The learner recognizes adults have 32 teeth.	How many teeth has adults ?
Differentiate		The learner differentiate 32 teeth in 16 teeth in each jaw 4 incisors 2 canines 4 premolars and 6 molars in each jaw.	
Identifies	Teeth is made o a bone-like substance called dentine and covered with a layer. eg. Enamel.	The learner identifies that teeth is made of a bone-like substance called dentine and covered with a layer of enamel.	What is dentine ?
Recalls	Tongue : Small muscular organ responsible for the sense of taste.	The learner recalls that tongue is the responsible for the sense of taste.	
Recognizes	The upper surface of the tongue contains several papillae or sensory buds.	The learner recognizes that upper surface of the tongue contains several papillae or sensory buds.	



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Locates	Salivary gland : 3 pairs of salivary glands open in to the mouth they are parotid , sub-maxillary and sub-lingual.	The learner classifies salivary gland in to parotid, sub-maxillary and sub-lingual.	What are the types of salivary gland ?
Infers	Pharynx Pharynx found below the nose and mouth.	The learner locates that pharynx found below the nose and mouth.	Where the pharynx located ?
Identifies	Oesophagus It is musculo-membranous canal about 22cm length. It extends from pharynx to the stomach.	The learner infers that pharynx is 11cm length.	Oesophagus _____ Cm in length ?
Recognises	Stomach Stomach is an important organ of digestion.	The learner identifies that oesophagus is musculo-membranous canal about 22cm length.	
Recognises	Stomach is a muscular sac found on the left side of the abdomen.	The learner infers that stomach is 11cm length. The learner recognizes that stomach is an important organ of digestion.	
		The learner recognizes that stomach is a muscular sac found on the left side of the abdomen.	Where the stomach is located ?



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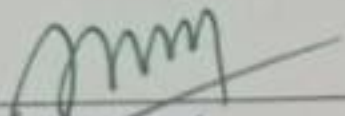
Classifies	Stomach is divided in to 3 regions : they are cardiac, fundus and the pylorus.	left side of the abdomen. The learner classifies that Stomach is divided in to 3 regions : they are cardiac, fundus, pylorus.	located ? What are the 3 regions of stomach ?
Identifies	Stomach secretes gastric juice.	The learner identifies that stomach secretes gastric juice.	Which organ secretes gastric juice ?
Classifies	Gastric juice contains Pepsin, Renin, Hydrochloric acid.	The learner classifies that Gastric juice contains Pepsin, Renin, Hydrochloric acid.	
Identifies	Small Intestine The stomach opens in to the small intestine through the pylorus.	The learner identifies that stomach opens in to the small intestine through the pylorus .	
Gives example	The small intestine is a 10 feet long tube coiled like a hose.	The learner gives example that small intestine is a 10 feet long tube coiled like a hose.	Small intestine _____ feet long ?



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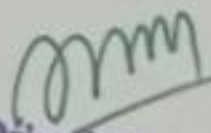
Classifies	Small intestine can be divided in to three parts, duodenum, jejunum and ileum.	tube coiled like a hose.	
Identifies	Duodenum Duodenum is C-shaped and around 22cm in length.	The learner classifies that small intestine divided in to duodenum, jejunum and ileum.	What are the 3 parts of small intestine?
Locates	Pancreas Pancreas is a long, leaf - shape gland located below stomach.	The learner identifies that Duodenum is C-shaped and around 22cm in length.	What is the shape of Duodenum?
Identifies	Pancreas secretes pancreatic juice and its connected with duodenum through pancreatic duct.	The learner locates that Pancreas is a long, leaf - shape gland located below stomach. The learner identifies that Pancreas secretes pancreatic juice and its connected with duodenum through pancreatic duct.	What is the shape of Pancreas?




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Identifies	<p>Jejunum Jejunum constitutes two fifths of the small intestine. It starts from the duodenum and ends with ileum.</p>	The learner identifies that Jejunum constitutes two fifths of the small intestine. It starts from the duodenum and ends with ileum.	Where the jejunum is located?
Identifies	<p>Large Intestine It extends from the ileum to the anus. It is about 1.5 metres in length.</p>	The learner identifies that large intestine extends from the ileum to the anus. It is about 1.5 metres in length.	Large Intestines _____ Cm in length?
Classifies	Large intestine divided in to caecum, colon and rectum.	The learner classifies that Large intestine divided in to caecum, colon and rectum.	What are the parts of large intestine?




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Classifies	<p>The secretion of small intestine is intestinal juice. The intestinal juice contains the enzymes:</p> <p>1) Sucrose, 2) Maltose, 3) Lactose 4) Lipase</p>	<p>The learner classifies that Intestinal juice contains the enzymes are Sucrose, Maltose, Lactose and Lipase.</p>	<p>What are the Enzymes contains in the Intestinal Juice?</p>
Identifies	<p>Ileum:</p> <p>Ileum is a coiled tube-like structure which constitutes three fifths of the small intestine.</p>	<p>The learner identifies that Ileum is a coiled tube-like structure which constitutes three fifths of the small intestine.</p>	<p>What is the shape of Ileum?</p>
Identifies	<p>Ileum contains numerous minute finger like projections called villi. They are approximately 4 million in number.</p>	<p>The learner identifies that Ileum contains numerous minute finger like projections called villi. They are approximately 4 million in number.</p>	<p>What is the shape of Villi?</p>



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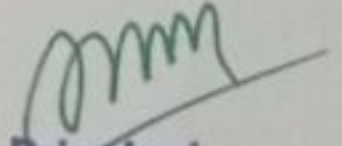
Review

Digestive system - process of Digestion - Alimentary canal - mouth - Teeth - Tongue - Salivary gland - Pharynx - Oesophagus - Stomach - Small Intestine - Duodenum - Pancreas - Jejunum - Ileum - Large Intestine.

Assignment

- 1) Explain the process of Digestion
- 2) Draw the diagram of Pancreas and label it neatly ?




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Lesson plan

Name of the teacher trainee : W. Joanna Judith

Name of the School : Christucoil L.M.S Higher Secondary School, Palliyadi

Name of the Guide teacher : Dr. K. Raja Sekar
Standard : VIII

Subject : English

Topic : Crossing the River

Unit : IV

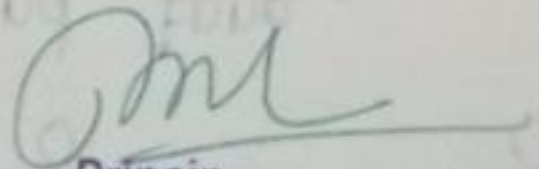
Time : 45 minutes

Date : 8/3/2023

Instructional Objectives : The pupil

* Gathers information about the author




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- * Comprehends the meaning of the paragraph
- * Develops the language skill of listening, speaking, reading and writing
- * Learns to read with correct pronunciation, stress and tone.
- * Enriches the vocabulary
- * Understands the meaning of the hardwords
- * Acquires knowledge about the story
- * Enables the student to express the ideas contained in the passage

Instructional Resources

- * Chart contains information about the aim
- * Booklet contains glossary



• Flashcard contains the picture of the author

• Strip chart contains the character list

• Matching board

• Working Model - Moti crossing the river

Previous knowledge of the Pupil:

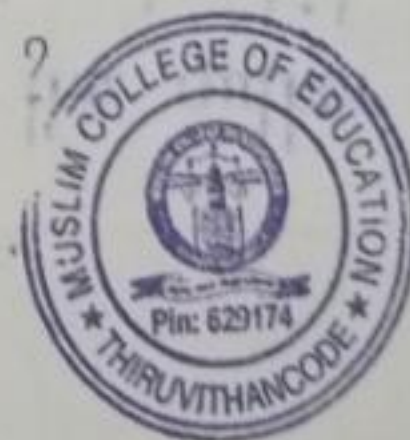
The teacher asks few questions to motivate the students.

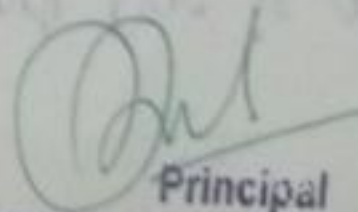
1) What do you need when you are thirsty?

2) What are the five elements of earth?

3) Name some water resources?

4) Where you can see the flow of water?




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Content	Specification of behavioural outcomes	Learning Experience	Evaluation
Manoj Das	listens	<p>The teacher explains about the author Manoj Das by showing the flashcard which contains the picture of the author and the chart contains the life history of Manoj Das.</p> <p>Pupil listens and understands about the author Manoj Das.</p>	<p>Manoj Das is an award winning Indian author who writes in — and —</p>
Character Introduction	grasps	<p>Teacher shows the strip chart and introduce the character.</p> <p>Pupil grasps and understands about the character Introduction.</p>	<p>— is the protagonist of story.</p>
disciplines and	acquires	<p>Teacher explains that there was Pundit who had many disciples and</p>	<p>Pundit had many — and — Principal Muslim College of Education</p>



admirers		admirers. Among them one was landlord	
		Pupil acquires and understands about disciplines and admirers	
Poor milkmaid	understands	Teacher explains that the landlord who had ordered a poor milkmaid name Moti to supply a tumblerful of milk to the Pundit everyday in the morning.	The poor milkmaid named —
		Pupil understands and reads about the poor milkmaid.	
Ferry boat	grasps	Teacher explains that Moti crossed the river with the help of ferry boat and then she return home in the same boat.	Moti crossed the river with the help of —
			Principi



Smoke days

reads and
understands

Pupil grasps and understands about
the ferry boat.

Teacher explains that even on smoke
days Moti supplied Milk. Pundit was an
eloquent speaker.

— was an
eloquent speaker

Before the
sunrise

achieves

Pupil reads and understands about
smoke days.

Teacher explains that one day Pundit
asked Moti to bring him the milk an
hour before the sunrise for only a month.
Moti failed. So she asked pardon.

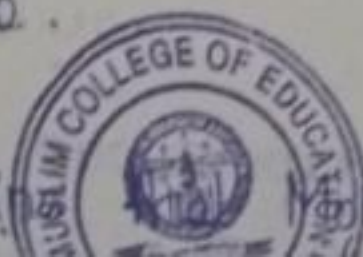
— asked Mo
to bring Milk
hour before su

Pupil listens and understands about
before the sunrise.

Uttering the

listens

Teacher explain



Moti said that

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Pundit said to

name of
Vishnu

She was present on time, but the boatman
became late. Pundit jocularly said to
utter the name of Vishnu and cross
the river.

utter the name
of _____

Pupil listens and understands about
uttering the name of Vishnu.

Vow came
to an end

observes

Teacher explains that Pundit's vow
period came to an end. Pundit thanked
both boatman and Moti. Moti revealed
that she had not taken the boat but
walked on the river by uttering the
name of God. Pundit followed Moti to
find how Moti crossed the river by
having faith in God.

_____ thanked
Moti and the
boatman.



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		<p>Teacher shows the working model which contains Moli crossing the river.</p> <p>Pupil understands and observes about how came to an end.</p>	
Glossary	reads and recalls	<p>Teacher shows the booklet which contains glossary</p> <p>Pupil reads and learns the glossary.</p>	jocularly - discourse - eloquent -
loud reading	reads and listens	<p>Teacher reads the story with correct pronunciation and stress</p> <p>Pupil reads and listens the paragraph with correct pronunciation.</p>	Reads the story with correct pronunciation.
main ideas of the lesson	Briefs and summarizes	<p>Teacher summarizes the main ideas of the lesson</p>	Summarizes story.



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Home Assignment :

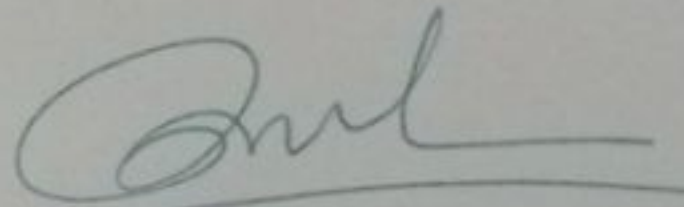
- 1) Write short note on Ganga river ?
- 2) Collect some pictures of Holy rivers and paste it on the chart.

Signature of the guide teacher

Joanna Judith
Signature of the teacher trainee

Signature of the lecturer.




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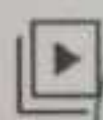
45 views



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UNIT – I EDUCATION AND ITS AGENCIES

Education: Meaning, Definition, Concept, Aims of Education, Functions of Education – Forms of Education: Formal, Non-formal and Informal Agencies of Education.

Meaning of Education

Etymologically, the word education is derived from the Latin word 'educare' which means to "bring up". A group of educationists says that it has come from another Latin word "educere" which means "to bring out", "bring forth what is within", or "bring out potential". According to a few others, the word "Education" has originated from another Latin term "Educatum" which means, "the act of teaching or training".

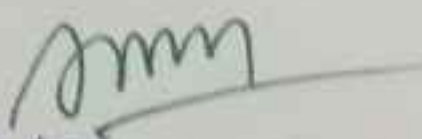
Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Webster defines education as *the process of educating or teaching*. Educate is further defined as *to develop the knowledge, skill, or character of an individual*. So the purpose of education is to develop knowledge, skill, or character of students. In ancient Greece, Socrates argued that education means *drawing out what is already within the student*. Thus, we see that there are different views and understandings of the meaning of the word education.

According to Dr Radhakrishnan, 'Education in Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship, it is an initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue'.

The Oxford universal dictionary explained education as

- The process of learning or growing up;
- The process of rearing or bringing up;
- Systematic instruction or training.




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Whereas according to John Dewey, Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individuals which will enable them to control their environment and fulfil their possibilities.

The Concepts of Education as given by prominent Indian educationists are as follows.

- "Education is something which makes man, self-reliant and selfless. It is an initiation into the life of the spirit, a training of human souls in the pursuit of truth and the practice of virtue" – Rigveda
- "Education is for liberation" – Upanishad
- "Nothing is more purifying on earth than wisdom" - Bhagavad Gita
- "Education is the manifestation of the divine perfection, already existing in man" - Vivekananda
- "By education, I mean an all-round drawing out of the best in the Child and man, body, mind and spirit" - Gandhiji "
- "The wide road leading to the solution of all our problems is education." - Tagore
- "Education which will offer the tools whereby one can live in the divine, for the country, for oneself and others and this must be the ideal of every school which calls itself national" - Sri Aurobindo
- "Education is the manifestation of divine perfection already existing in man". Swami Vivekananda

Narrow Meaning of Education

In its narrow sense, the instruction being provided in school is called education. It refers to the formal system of education which is acquired from the Schools, Colleges, and the Universities. In this process, more knowledgeable people attempt to attain predetermined aims during a specified time by providing pre-structured knowledge to children through set methods of teaching. This instruction aims to achieve the intellectual development of children entering school. Education, in the narrow sense, is also regarded as the acquisition of knowledge. According to it, education is a process by which knowledge or information on a subject is acquired.



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But this idea of education has been criticized. The acquisition of knowledge is not the only or supreme aim of education, yet it is one of the important aims of education.

Broader Meaning of Education

Education in a broader sense refers to all those experiences that affect the individuals throughout their life. In a wider sense, education is not just passing the information and communicate things included in a curriculum. It is for the total development of human personality. Thus, education is that process by which an individual freely develops him/her according to his/her nature in a free and uncontrolled environment. The definitions of education cited by Mackenzie, Gandhi, and Dewey support the wider concept of education. In a broad sense, education refers to an act or experience that has a formative effect on the mind, character or physical ability of an individual. Education in this sense never ends, we truly learn from experience throughout our lives.

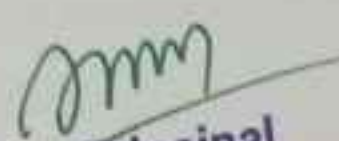
Education, in the wider sense, is a lifelong process. It begins with the birth of a child and ends with his/her death. It is a continuous process. The broader meaning neither limits the Education in the classroom nor a particular period of life. All experiences of life which the individuals gain in interaction with family, friends, peers, playmates, environment, club members, social gatherings, culture and festivals, teachers and mentors that help the persons to mould their behaviour and personality are the wider meaning of education.

Nature and Scope of Education

The nature of education may be enumerated as under:

Education is both unipolar as well as bipolar in nature, but *John Dewey*, defined, education as Tripolar process. According to bipolar nature, education has two aspects: The Teacher and the Child. The Tripolar process of education considers that the development of the child takes place in and through the society, in which the teacher and the child live together. Thus, it is the society which will determine the aims, contents and methods of teaching. In this way, the process of education contains three poles, namely-(1) The Teacher, (2) The child, and (3) The society. Tripolar process of education is a systematic and continuous process. It takes place throughout life and




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no matter at what stage is a child or the learner is, education can take place and it affects his/her growth accordingly through a systematic institution and regulation.

Education is the development of all aspects of human personality or harmoniously integrated growth of the human child. Education aims at developing individual's personality which is actually his/her adjustment to the place where s/he lives. Slowly and gradually, she/he gets integrated into that society and they construct their identity and knowledge in the later course of time.

The interaction of the teacher and students cannot be done isolated. The social system, societal norms and standards, and the aspirations of the society also construct the base for the teaching-learning process. It is, therefore, the role of society in teaching-learning is as important as the participation of teachers and students. It is regarded as an active role in the process of education.

What is Formal Education:

Formal Education is intentional, organized and structured form of learning. It is imparted in educational institutions like school, college or university to modify the behaviour of an individual. Formal education is the education that occurs within an organized and structured context. It is usually located in institutions dedicated to education or training, structured via learning objectives or learning strategies, facilitated by a teacher or trainer, intentional on the part of the learner and leads to certification.

Formal education is imparted by an institution or agency specially established for this purpose. Such an institution has its structure. For example, the school is an agency for formal education. The school has its structure and organisation. It is governed by rules and regulations prescribed by the state. The school has a head of the institution. The teachers work in the school; therefore, teachers are responsible for imparting education. In this sense, the school as it exists and functions in our society can be compared to the factory. The output of the factory is its product; for the school, the educated children are its products --after completing the stage of education for which they have studied. The school has a curriculum. The total of experiences represented in the curriculum is to be provided to the target group of children.

Characteristics of Formal Education

Formal education has the following characteristics:

- The education imparted by formal institutions like schools, Colleges,



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and Universities.

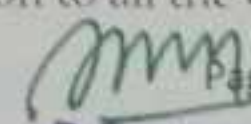
- Though the main centres of formal education are School, Colleges the library, museum, zoo, picture galleries, lectures, symposia etc serve as agencies of formal education.
- Definite curriculum and courses of studies are framed to teach the students and definite duration of years required to complete the courses.
- The proper schedule prepared for day to day personalised teaching and semester or yearly planning of academic sessions is implemented.
- Both teacher and the students meet in a venue like a classroom for personalised teaching.
- Attendance of teachers, as well as the students, is taken for formal record and completing the Courses.
- Formal evaluation system (both internal and external) is implemented to assess the performance of the learners. Both continuous and Term End Examination are used for evaluating the performance of the students.
- Proper certification is done by the Board/University for awarding the degrees or diplomas to the students.
- Based on the result, the students are promoted to higher classes or pursue higher degrees.

NON- FORMAL EDUCATION:-

Non-formal education refers to education that occurs outside the formal school system. Non-formal education is also known as community education, adult education, lifelong education and second-chance education. "Learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support". Example –Swimming sessions, Certification courses, Distance learning.

Non-formal education has emerged as an alternative system of education. Due to the limitation of the formal system of education and also because of individuals' requirements and circumstances, a child may not be able to attend the school regularly. Consequently, s/he may not be able to complete the education even at the primary level. Thus, a large number of children in India are not in a position to go to school. Therefore, the need for the alternative system of education was felt and non-formal education was organised to provide the facility of education to all the children




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who are not the part of a formal system of education for whatever reason. The National Policy on Education (1986) states that "A large and systematic programme of non-formal education will be launched for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole day schools" (NPE, 1986, 5-8).

Non-formal education has emerged as one of the alternatives of the formal system of education in contemporary society. It envisages need-based education in a free atmosphere. Non-formal education may be differentiated from the conceptual framework of formal education and informal education. The Non-formal education is the life long and with flexible and limited to a period meant for teaching and learning, with a fixed point of entry and exit.

The characteristics of Non-formal Education are as follows:

- Non-formal education endowed with flexible curricula, schedule, choices of subjects, and the place of education.
- It is not necessarily required daily teacher-student interaction like formal education.
- The education imparted in distance mode like the Open and Distance Learning system, offered by the Open Schools and Open Universities, even the distance education departments of the regular institutes also offers non-formal courses/education.
- Like formal education, non-formal education has a curriculum and uses a variety of methods of teaching and mode of communication.
- The gravity and quality of instruction both for formal and nonformal education are the same.
- The timing of regular classes in non-formal education is usually conducted on weekends (Saturday/Sunday) or during the vacations.

Multi-media communication systems like Print (Self Learning Materials) and non-print (Audio/Video) materials, radio, television, teleconferencing, interactive radio counselling online learning, etc. are popularly used as a medium of instruction in non-formal education. In India, institutes like Indira Gandhi National Open University, National Open Schooling, and the State level Open Education Institutes



provide non-formal education. Like formal education, degree awarded and Certification are also done in non-formal education.

INFORMAL EDUCATION

Education for no formalities are observed is known as an informal type of education. Informal education is natural and incidental. There are no predetermined aims, curricula, methods, teachers and places where children receive informal education. In this type of education, there is a modification of the behaviour of the learner but no conscious efforts are made for it. Whatever it is learnt here is not pre-planned. It is natural and incidental. Here neither the teacher nor the learner is conscious of the process of teaching-learning. In this type of education, there are no pre-determined aims, no definite curriculum no well-thought methods of teaching, no qualified and trained teachers and no definite place of education. Here education is received by the company of friends, relatives, community etc. whatever as education is received plays a very important and significant role in the life of educating.

All the experiences gained by a child, which can be used by him / her during lifetime are part of education. In a broad sense, education is a life-long process. While school provides education during fixed hours, the community and the media also function as sources of education. The education provided by the family, community or media is called informal education.

Learning that goes on in daily life and can be received through daily experiences, such as from family, peer group, the media and other influences in a person's environment. Informal education covers a vast array of learning that all people take part in, in their lives every day. It covers activities like individual and personal research on a subject or interests for themselves by using books, libraries, informal trainers, the internet or other resources. Informal education also includes aspects whereby the individuals seek or want to learn a specific skill. But informal education means also learning things without the learner realizing that he learned it. This can be any kind of information that the learner picked up from the television, radio, conversations with friends and/or family.

The characteristics of informal education are as follows:

- This type of education is informal because formalities are not observed here.



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- No conscious efforts are made either by the teacher or the taught.
- Informal education is also called natural or incidental education.
- No formal or non-formal institute is required to provide informal education.
- For informal education, there is no need for any curriculum, methods of teaching, teachers/mentors and place of teaching.
- Education and experiences acquired during travel, interaction with people, family discourses, community and social dealings, interaction within the environment, neighbourhoods, playmates, cultural and religious activities are necessarily informal education.
- Informal education supports formal as well as non-formal education.
- Informal education does not provide degrees or diplomas, it simply enriches by filling the gaps of formal and non-formal education.
- Informal education may comprise the activities like storytelling, group discussions, reading books on your interests, listening to radio broadcasting or watching educational Television programmes, visits to the zoo, museums, educational fairs and scientific exhibitions, attending lectures and conferences, etc.

Need and Importance of Education

In every field of our life, we need education. At birth, the tendencies and behaviour of the child are like an animal. It is education which makes the child change from the animal tendency to human tendency. The need and importance of education for the human being is not limited to a particular period of life or a particular aspect of human dealing but influences the human being from cradle to grave to their developments. Let us discuss some of the needs and importance of education for the child.

- Education is necessary for the growth and development as well as for maturation of the child.
- Education sublimates the basic animalistic instincts of the child to socially useful activities, habits, thinking and actions.
- It teaches the child to practice moral, spiritual, character building and higher-order values in their life.



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- Education is important to do it for the child satisfying for both immediate and the ultimate aims of education.
- It makes the child economically self-sufficient, self-dependent and self-reliant.
- Education fulfils the bread and the butter aim of the human child.
- It develops the individuals the intellectual and emotional powers so that the child can meet the problems of life and solve them successfully.
- Education develops the social qualities like service, tolerance, cooperation, fellow-felling and constitutional values within the individual.
- Education teaches us to love the nation and work for the development of the Country.
- It also teaches us to understand and practice national and emotional integration, international understanding, and universal brotherhood.
- In the era of globalization, it teaches us to acquaint and cope with the developmental aspects occur across the world such as knowledge generation, science and technology, business and industry, international relations, dissemination of knowledge and experiences, medicine, art and culture, world citizenship, and achievement of humanity and peace.

With the above discussion, we now know why being educated is extremely important. Education gives us a balanced mind, a critical and scientific view of life and society and how to handle them. You will now not feel inferior to anyone and will have a pragmatic understanding of the world. Education is not only the key to happiness but it also brings many things in our life that give us happiness.

AGENCIES OF EDUCATION AND THEIR ROLE

The major agencies of education are the following:

A. FAMILY

Psychologically and physically the first contact and interaction the child makes with the outer world are with his/her mother. Learning process of the child begins the moment s/he is born. His/her brain takes shape by the responses made to the stimulus. The child's brain is nascent, eager to record the first reaction of the person who comes in contact with him/her. The home environment gives shape to his/her psychological and sociological growth. The mother becomes the first teacher. Undoubtedly, that is the reason that the first language a child learns is called "mother tongue". When we use the term "Home", it signifies the place where there are parents and other family members who the child comes in contact with, where the child is



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loved, cared for, disciplined, reared, taught and brought up, where responsibility is felt by the family to modulate the child and attend his/her needs. Home, therefore, plays a very important role in laying the foundation of the child's personality in terms of physical, emotional, social, moral and cognitive aspects.

Family is the first institution of education for the child. The child first learns the language and expected norms of behaviour through his experience in the family. These experiences shape the psychological, social, emotional and moral aspects of his personality. For a child, the family is a social system, which provides opportunities for socialisation. The family influences the child during his formative and most impressionable years. A child imitates his family members. Thus she/he learns many new concepts things and facts through imitation and observation. The boys follow the behaviour of their father while the girls imitate the behaviour of their mother. The basic vocabulary is acquired by the child in the family. The customs, values and beliefs of a family are unique. The childhood experiences exercise a lasting influence on the development of the individual's personality.

Family -

- educates the child about the attitude, moral and values, ethics, skills, behaviour pattern in the family as well as the society.
- teaches the child about the culture, tradition, and customs of the society and also, teaches fellow feeling, love and belongingness in living together.
- helps in developing physical, mental, and emotional development of the child.
- influences the socialization and actualization of the child.
- identifies the interest and motivation of the child and accordingly provides opportunities to them.
- helps the child in bringing closeness of home and school.
- provides many opportunities for the child for future living.
- helps the child in developing a balanced personality in all aspects of human living.

Physical Development: The child spends his/her infancy within the family. The priority, initially, should be on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished.

Social Development: The first step towards socializing is learnt by the child is the love and affection received from his/her family. Home is the first social institution that



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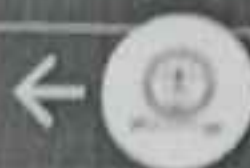


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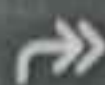
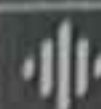
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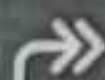
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UNIT V

ASSESSMENT TECHNIQUES AND EVALUATION MODELS

5.1 MEASUREMENT

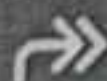
5.1.1 Concept of Measurement

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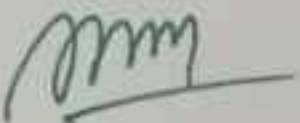
**ORIENTATION PROGRAMME ON SELF STUDY COURSES (UNICEF) held on
09/11/2022**

NIIT Foundation implemented the "Vodafone Foundation Financial Literacy Program- JaaduGinniKa" in semi urban and rural communities across twelve states in India. It recognizes the need of financial inclusion and has partnered with NIIT Foundation to provide for a sustained Financial Literacy Training Program. The pilot study revealed that most people were either semi financially literate or not financially aware at all. Based on these findings, a financial Literacy training program was developed. The Vodafone Foundation Financial Literacy Program- JaaduGinniKa is designed to enable participants to learn the "basics" of financial management that allows them to use technology in ways that are relevant to their daily lives.

Muslim College of Education, Thiruvithancode along with IQAC organised a training programme on Three UNISEF Self Study Courses like Financial Literacy, Employment Skill and Digital Productivity on 09/11/2022 in the seminar hall from 10.00 a.m. to 1.00 p.m. The programme was inaugurated by our respected Secretary, Lion. Dr. A. Mohammed Ali and Dr. V. S. Pramod, Principal, Muslim College of Education. Mr. Premson David, Zonal Manager, Learning Links Foundation, New Delhi was the resource person and he explained about the benefits of the courses.

Through this training the student teachers learnt the basics of banking and savings, mobile accounts and e- wallets, wise borrowing, investments, risk management with insurance and financial planning.




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NITTTR, Bhopal

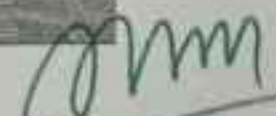
WORKSHOP FOR CREATING ID AND ACCOUNT FOR BLOG, TWITTER, YOUTUBE & FACEBOOK

IQAC, Muslim College of Education conducted workshop for creating ID and account for blog, twitter, YouTube and Facebook on 24/04/2023 in the seminar hall at 10.00 a.m. Workshop began with prayer and welcome address by Miss. Ancy John. Trainer for the workshop was Mrs. Johny Jesin Jose.

The objective of the workshop is to use social media effectively and achieve successful results.

Benefits of workshop is to make students to know the importance of social media and to deal with problems if arise. Miss. Sherin Jenisha Raj proposed vote of thanks.





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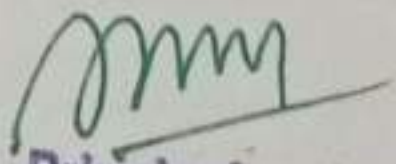
Hands on Training

Submitted by

Name : Sowmya

Class : M.Ed III Semester




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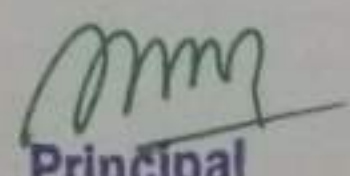
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240 M	R	P	above 10	H	G	P	W	O	F	IF	31
241 F	R	P	5 to 10	S	H	U	W	T	L	IF	27
242 M	R	P	5 to 10	S	H	S	W	T	F	IF	29
243 M	R	P	5 to 10	I	S	E	H	M	L	IF	26
244 M	R	P	5 to 10	S	H	U	W	T	L	IF	22
245 M	R	P	5 to 10	I	I	S	W	O	F	IF	29
246 M	R	P	above 10	H	H	E	H	O	F	IF	23
247 M	R	P	5 to 10	H	H	S	H	O	F	IF	22
248 M	R	P	5 to 10	I	I	S	H	T	F	IF	33
249 M	R	P	5 to 10	I	I	S	W	T	L	IF	28
250 M	R	P	5 to 10	I	I	S	H	O	F	IF	30
251 M	R	P	5 to 10	S	H	U	W	O	F	IF	34
252 F	R	P	5 to 10	H	H	P	W	M	L	IF	27
253 F	R	P	5 to 10	S	H	U	W	T	L	IF	30
254 M	R	P	5 to 10	S	H	U	W	T	L	IF	38
255 M	R	P	5 to 10	H	H	U	W	T	L	IF	28
256 F	R	P	5 to 10	S	H	U	W	M	L	IF	26
257 F	R	P	5 to 10	S	H	U	W	M	L	IF	28
258 F	R	P	5 to 10	S	H	S	H	O	F	IF	25
259 M	R	P	5 to 10	H	H	U	W	O	F	IF	30
260 M	R	P	5 to 10	I	I	S	H	M	M	IF	36
261 M	R	P	5 to 10	I	I	S	W	T	F	IF	26
262 F	R	P	5 to 10	I	I	S	H	O	F	IF	27
263 F	R	P	5 to 10	I	I	S	W	M	L	IF	27
264 F	R	P	5 to 10	I	I	S	H	O	F	IF	23
265 F	R	P	5 to 10	I	I	S	W	O	F	IF	25
266 F	R	P	5 to 10	I	I	E	H	T	F	IF	26
267 F	R	P	5 to 10	H	H	S	W	M	L	IF	28
268 F	R	P	5 to 10	S	H	S	H	O	F	IF	25
269 F	R	P	5 to 10	I	I	S	W	T	L	IF	27
270 F	R	P	5 to 10	I	I	S	H	O	F	IF	27
271 M	R	P	5 to 10	I	S	S	H	M	M	IF	25
272 M	R	P	5 to 10	I	H	U	H	M	F	IF	27
273 M	R	P	5 to 10	I	H	S	W	M	L	IF	23
274 M	R	P	5 to 10	H	S	S	H	O	F	IF	27
275 F	R	P	5 to 10	S	S	U	H	O	F	IF	27
276 F	R	P	5 to 10	I	I	S	H	T	L	IF	26
277 F	R	P	5 to 10	I	I	S	H	O	F	IF	28
278 M	R	P	5 to 10	I	I	S	H	T	L	IF	23
279 M	R	P	5 to 10	I	I	S	H	M	L	IF	29
280 M	R	P	5 to 10	I	I	S	H	M	M	IF	29
281 M	R	P	5 to 10	I	I	S	H	M	M	IF	32
282 F	R	P	above 10	H	H	T	L	L	L	IF	29



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




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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
Government	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	26.51608
Variance	14.97288	16.18879
Observatio	195	97
Hypothesis	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				



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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 Std. Dev.	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	

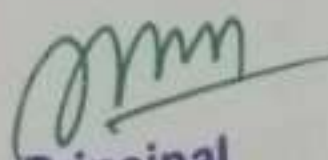
Anova: Single Factor
Mno of Siblings
SUMMARY

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	0.581568	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

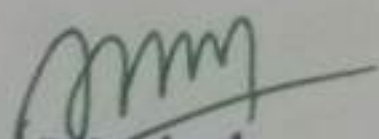
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.807473	2	0.903736	0.057291	0.94433	3.026153
Within Groups	4685.029	297	15.77451			
Total	4686.837	299				

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	




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(1) Gender

Male - 157

Mean - 27.12

S.D - 4.23

t-test - $\boxed{1.83}$

Female :

Total - 143

Mean - 27.95

S.D - 3.59

(2) Locality of school:

Rural - total - 207

Mean - 26.88

S.D - 3.92

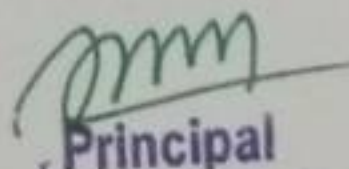
Urban - Total - 93

Mean - 28.93

S.D - 3.67

t-test value - $\boxed{4.36}$




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Types of school

Government - Total - 90

Mean - 28.62

11.15

81.40722

15.2324

Aided - Total - 90

Mean - 26.83

88

162.8144

Private - Total - 120

4524.022

Mean - 27.23

F-test value - 5.344

④ Monthly income of parents.

Below 5 - 8

Mean - 25.25

5 to 10 - 195 -

Mean - 28.10

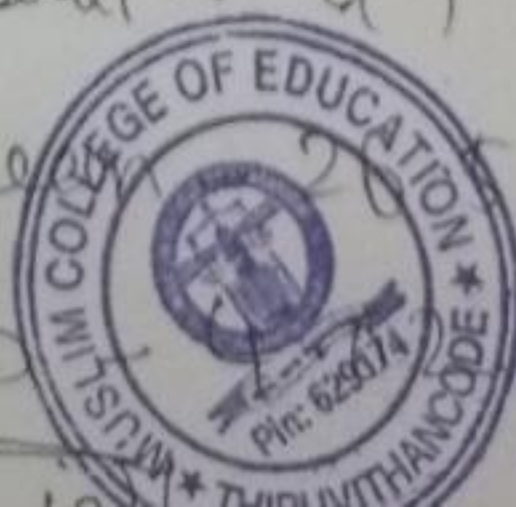
S.D - 3.386

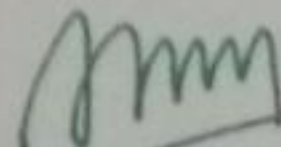
above 10 - total - 97

Mean

26.53

S.D





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5) Qualification of father

Illiterate - 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

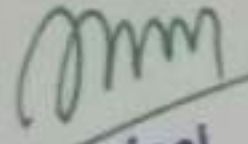
Mean - 26.63

HSC - 93

Mean - 28.45

SSL




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Graduate - 11

Mean - 25.31

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

Ms

SS

131.1008

393.3025

14.50518

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

SS

90.31907

180.6381

15.0354



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Analysis of Variance

House wife - 191

Mean - 27.26

Working - 109

Mean - 29.97

t-value - 1.49

② 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~~

~~0.903221~~

~~15.77~~



~~SS~~

~~1.807473~~

~~4883~~ Principal 029

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MS

8.537936

15.7231

SS

12.02587

4669.761

(10)

Birth order

first - 166

Mean - 27.59

Middle - 30

Mean -

Last - 104

Mean -

f-value - 0.05

SS

0.903736

15.72451

SS

1.807473

4685.029



mm
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⑩ Types of family

Single - 197

Mean - 27.86

S.D - 3.76

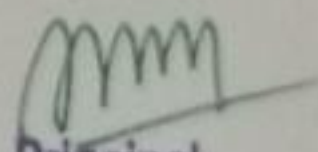
Joint family - 103

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%

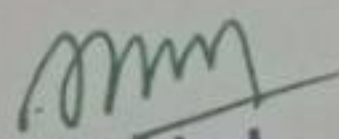
Female - 143

Mean + SD

$$27.95 + 3.59$$

$$= 31.54$$





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$$24.95 - 3.59$$

$$= 24.36$$

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

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

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

2) Locality of School.

Rural - 207

Mean - 26.88

SD - 3.92

$$\begin{aligned}\text{high} &= 26.88 + 3.92 \\ &= 30.8\end{aligned}$$

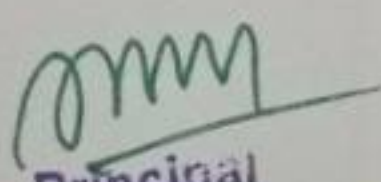
$$\begin{aligned}\text{low} &= 26.88 - 3.92 \\ &= 22.96\end{aligned}$$

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

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

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




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Urban - 93

Mean - 28.93

SD - 3.67

high - $28.93 + 3.67$

= 32.6

low - $28.93 - 3.67$

= 27.26

high - 18 - 19%

AV - 71 - 77%

low - 04 - 04%

3) Type of schools

Government - 90

Mean 28.62

SD - 4.55

high - $28.62 + 4.55$

= 33.17

low

= $28.62 - 4.55$

= 24.07



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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%

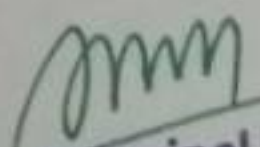
Private - 120

Mean - 27.21

SD - 3.45

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




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$$\text{low} = 27.21 - 3.45$$

$$= 23.76$$

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

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

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

4) Monthly income of parents

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

$$\text{Mean} = 28.10$$

$$\text{SD} = 3.86$$

$$\text{high} = 28.10 + 3.86$$

$$= 31.96$$

$$\text{low} = 28.10 - 3.86$$

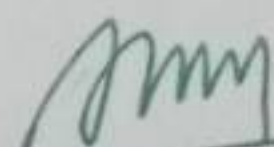
$$= 24.24$$

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

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

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




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Above 10 - 97

Mean - 26.53

SD - 4.02

$$\text{high} = 26.53 + 4.02$$

$$= 30.55$$

$$\text{low} = 26.53 - 4.02$$

$$= 22.51$$

high - 19 - 20%

Ave - 62 - 67%

low - 16 - 13%

Below 5000 - 8

Mean - 22.25

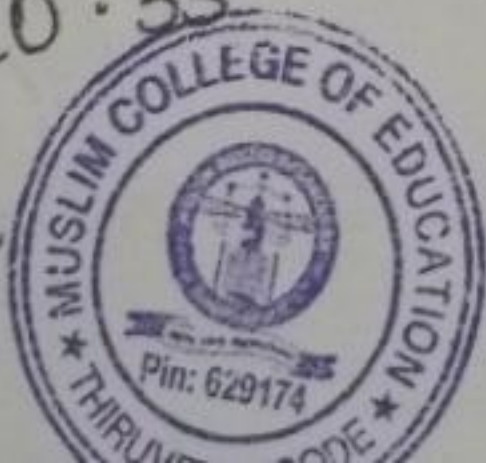
SD - 1.90

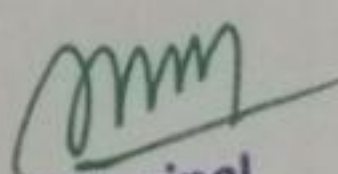
$$\text{high} = 22.25 + 1.90$$

$$= 24.15$$

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

$$= 20.35$$




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high - 6 - 74%.

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%.

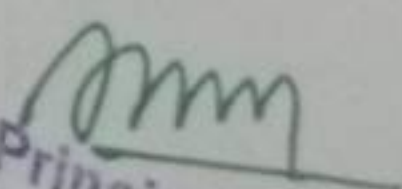
low = 11 - 13%.

SSLC - 121

Mean - 28

SD - 3.7




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$$= 28.15 + 3.77$$

$$= 31.92$$

$$= 28.15 - 3.77$$

$$= 24.38$$

high - 33 - 27%

Ave - 71 - 59%

low - 17 - 14%

HSC - 68

Mean - 27.60

SD - 4.42

$$= 27.60 + 4.42$$

$$= 32.02$$

$$= 27.60 - 4.42$$

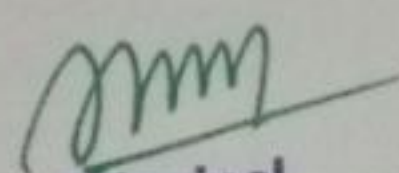
$$= 23.18$$

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%

6. Qualification of mother

Illiterates - 55

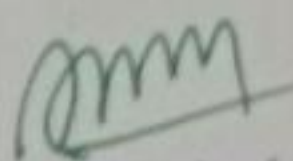
mean - 26.63

SD - 4.68

$$= 26.63 + 4.6$$

$$= 31.31$$





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$$= 26.63 - 4.68$$

$$= 21.95$$

high - 8 - 4%

Ave - 42 - 17%

low - 5 - 09%

HSC - 93

Mean - 28.45, SD - 3.79

$$= 28.45 + 3.79$$

$$= 32.24$$

$$= 28.45 - 3.79$$

$$= 24.66$$

high - 19 - 19%

Ave - 66 - 13%

low - 8 - 08%

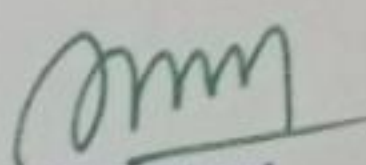
SSLC - 105

Mean - 28.15, 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%

7. Occupation of father

unskilled - 35

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

$$= 28.85 + 4.15$$

$$= 33$$

$$= 28.85 - 4.15$$

$$= 24.7$$



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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

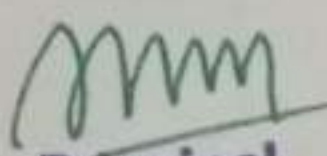
$$= 28.09 + 4.17$$

$$= 32.26$$

$$= 28.09 - 4.17$$

$$= 23.92$$




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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%.

8. Occupation of mother.

House wife - 191

Mean - 27.26, SD - 3.97

$$= 27.26 + 3.97$$

$$= 31.23$$

$$= 27.26 - 3.97$$

$$= 23.29$$



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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

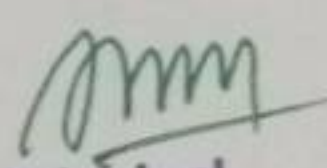
$$= 27.64 + 3.84$$

$$= 31.48$$

$$= 27.64 - 3.84$$

$$= 23.8$$




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high - 24 - 21%

Av - 16 - 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 - 15 - 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 - 15 - 15%



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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

$$= 27.5 + 4.04$$

$$= 31$$

$$= 27.5 - 4.04$$

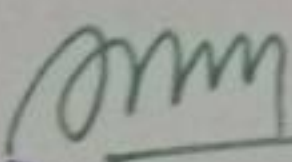
$$= 23.46$$

high - 09 - 30%.

Ave - 15 - 50%.

low - 06 - 20%.




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Page - 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%

Family Type of family

Single family - 197

Mean - 27.86, S.D - 3.76

$$= 27.86 + 3.76$$

$$= 31.62$$

$$= 27.86 - 3.76$$

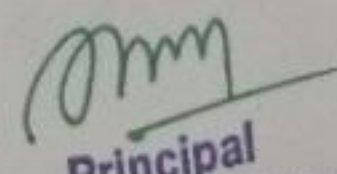
$$= 24$$

high - 32 - 16%

Av - 136 - 69%

low - 20 - 10%




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Joint family - 103

Mean - 26.86 , S.D. - 4.25

$$= 26.86 + 4.25$$

$$= 31.11$$

$$= 26.86 - 4.25$$

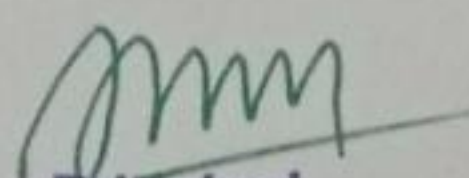
$$= 22.61$$

high - 18 - 17%

Ave - 61 - 59%

low - 24 - 27%




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① 2.4.5 (a)

UNIT-2

Assessment for Learning in Classroom

(வகுப்பறை கற்பித்தலில் மதிப்பிடுதல்)



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Good Morning



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Introduction

- Classroom assessment plays an important role in students learning achievement. Is the process of gathering evidences of what students know understand and able to do.
- The basis for evaluating students learning progress and reporting the same to parents. Evaluation of students based on transmission-reception model, which is otherwise known as 'behaviourist model',



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Behaviourist View of Learning

- According to behaviorism, 'Learning is nothing but expressing appropriate behaviour in response to the Information received from the environment'.
- The learning model advocated by behaviourist, treats learning as mechanic Process of 'Transmission-Reception' in learning experiences while the students receive and get them expressed in their behaviour.
- The knowledge acquired by students will remain only informational and not become functional, developing the ability to apply it according to the needs and requirements.



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BEHAVIOURIST THEORY OF LEARNING (கற்றல் நடத்தை கோட்பாடு)

- This theory is based on observable changes in behaviour. The behaviourist thought influenced by Thorndike (1913), Pavlov (1987) and Skinner (1974) stipulates as a principal that learning take place when there is a chance in behaviour of the learner caused by an external stimulus from the environment. The experiments of the behaviourists have identified conditioning as a learning process.
- The most popular example is Pavlov's observation that dogs salivate when they see food and operant conditioning which occurs when a response to stimulus is reinforced.



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A common example is Skinner's experiment with a pigeon placed in a box that showed a chance in behaviour from random movements in search of food to the capability to pressing just the lever to obtain food when hungry.

Advantages and Disadvantages of Behaviori

- It enables a learner to know the objectives of a lesson that is he knows exactly what is expected by the teacher. The pedagogy of slow movement facilitates comprehension.
- This theory is essentially interested on teaching rather than on learning on observable results on the learning process. There is no creativity for learner.



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Changing Assessment Practices (மதிப்பிடுதல் செயல்முறை மாற்றம்)

- Learning Process (கற்றல் செயல்முறை)
- Teaching Process (கற்பித்தல் செயல்முறை)
- Training Process (பயிற்சி செயல்முறை)



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Assessment in Constructive Approach அறிதிறன் மதிப்பீட்டு அணுகுமுறை

• Constructivists believe that assessment is a tool to be used for improving both students learning and the teacher's understanding of his students. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those things.




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Continuous and Comprehensive Evaluation (தொடர் மற்றும் முழுமையான மதிப்பீடு)

- Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of the learner that covers all aspects of the learner's development.
- 'Continuous' implies that evaluation of diverse aspects of learners' growth and development is total teaching learning process of the academic session.
- 'Comprehensive' acknowledges the fact that learning can be both formal and informal.



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Objectives of CCCE (முழுமையான தொடர் மதிப்பீட்டின் குறிக்கோள்கள்)

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasize memorization.
- To make evaluation an integral part of teaching-learning process.
- To use evaluation for improvement of students achievement and teaching strategies on the basis of regular diagnosis followed by remedial instructional strategies.
- To determine social utility, desirability or effectiveness of a programme and appropriate decisions about the learner, the process of learning and the learning environment.



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Features of CCE (முழுமையான தொடர் மதிப்பீட்டினை அம்சங்கள்)

- CCE involves the process of assessing continuously and comprehensively through variety of tools & techniques.
- It is broad-based, and covers all the aspects of learners growth & development.
- It is non-threatening and helps in reducing learners stress by assessing meaningful small portions of the curricular content.
- CCE is carried out through Formative Assessment (FA) and Summative Assessment (SA)
- It offers feedback to the teacher and learners.



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Functions of CCCE (முழுமையான தொ மதிப்பீட்டின் செயல்பாடுகள்)

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of learner's progress.
- The teacher to ascertain an individual learner's strengths and weaknesses and needs immediate feedback .
- It helps in identifying changes in attitudes and value systems.
- It helps in making decisions for the future, regarding choice of subjects, careers.



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Thank You



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Unit-3

Tools and Techniques for Classroom

Assessment(வகுப்பறை

மதிப்பீடுதலுக்கான கருவிகளும் நுட்பங்களும்)

- ▶ There are many numbers of creative ways to assess how well the students are learning the material a teacher is teaching. Effective use of assessment tools and tasks with learners improves self - assessment practices by involving learners directly in assessment.
- ▶ Assessment is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning not to provide evidence for evaluating or grading students.
- ▶ It provides faculty with feedback about their effectiveness as teachers and it gives students a measure of their progress as learners.



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The classroom assessment techniques are as follows(மதிப்பீடுதலுக்கான உத்திகள்)

- ▶ Observation(உற்றுநோக்கல்)
- ▶ Self-reporting(சுய அறிக்கை)
- ▶ Anecdotal Record(வாழ்க்கை சம்பவக்குறிப்பு பதிவேடு)
- ▶ Checklist(சரிபார்ப்பு பட்டியல்)
- ▶ Rating Scale(தர அளவுகோல்)
- ▶ Different kinds of tests(பல்வகை சோதனைகள்)
- ▶ Attitude Scales(மனபான்மை அளவுகோல்)
- ▶ Motivation Scales(ஊக்கம் சார்ந்த அளவுகோல்)
- ▶ Aptitude Tests (நாட்டச் சோதனைகள்)



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Observation Method (உற்றுநோக்கல் முறை)

- ▶ Observation is nothing but keenly watching the external behaviour of persons in appropriate situations, controlled or uncontrolled.
- ▶ According to Young, observation is careful and systematic viewing of a selected situation and recording then and there, what is perceived.
- ▶ Observation helps the observer to observe the activities of students, class-behaviour, and hence ascertain the emotional development, mental development and maturity etc

▶ Types of Observation

1. Participant Observation(பங்கேற்கும் உற்றுநோக்கல்)
2. Non-participant Observation(பங்கேற்கா உற்றுநோக்கல்)
3. Uncontrolled Observation(இயற்கைச் சூழலில் உற்றுநோக்கல்)
4. Controlled Observation(கட்டுப்படுத்தப்பட்டுள்ள உற்றுநோக்கல்)



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Steps of Observation

- ▶ Following are the steps for observation
1. Perception (புலன் காட்சி)
 2. Check list (குறியீட்டுப் பட்டியல்)
 3. Analysis of Data (பகுத்து ஆராய்தல்)
 4. Interpretation of Data (தரவுகளுக்கு தகுந்த விளக்கம் கொடுத்தல்)



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Procedures to be Followed for Good Observation

- ▶ In appropriate situations, observe the whole event.
- ▶ Observe only one aspect of an individual's behaviour at a time.
- ▶ Observe, without the knowledge of the observed and record then and there what is observed.
- ▶ Observer should not mix his opinions and guesses with the observed data.
- ▶ Observation should be continuously carried out, with in the time schedule.



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Steps Involved in Carrying out a Good Observation (சிறந்த உற்றுநோக்கலை நடைமுறைப்படுத்துதலின் படிநிலைகள்)

- ▶ Determining the details to be collected through observation.
- ▶ The individual or group to be observed should be precisely indicated.
- ▶ Observers should be given clear briefing about places where observation should take place, timings, time interval, the minimum number of times an incident/aspect should be observed and similar other predetermined details.
- ▶ Selecting the method of recording the observations then and there and also the tools to be used.
- ▶ Executing the observation skillfully and recording the data carefully.
- ▶ Studying and interpreting the recorded data.



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Uses of

Observation(உற்றுநோக்கலின் பயன்கள்)

- ▶ By observing a person, we are able to understand his mental state like happiness, sorrow, anger, excitement and other similar moods.
- ▶ To know about the personality of a person, observation tools are useful.
- ▶ Observation is suited not only for individuals but also for groups.
- ▶ Observers need only a short-term training for effective functioning.
- ▶ This method suits all age groups and both the genders.
- ▶ This method is not expensive and may need only a few gadgets.
- ▶ Observing an individual or a group in the natural environment provides reliable information.
- ▶ Observation tools can be designed to meet any situation.



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Limitations of Observation as a Technique of Assessment (செய்மையான உற்றுநோக்கலுடைய பின்பற்றியுள்ள வேண்டியவை)

- ▶ The personal likes and dislikes of the observer and his own limitations will affect the quality of observation.
- ▶ Recording may not be done on the spot; the data recorded may not be accurate.
- ▶ Observation requires more time, more patience and a keen insight.

Self-reporting(சுய அறிக்கை)

- ▶ In this kind of techniques the respondent provides answers to items in the given questionnaire, concerning his characteristics or behaviour, either orally or in the written form.
- ▶ Generally for assessing attitudes, interests, adjustment in behaviour and other personality traits, self reporting techniques are extensively used.




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Examples for Self-reporting Techniques (தன்னைப் பற்றி தானே அறிவித்திடும் நுட்பங்களுக்கெ எடுத்துக்காட்டுகள்)

▶ The following are the important self-reporting techniques used in the assessment of students.

1. Questionnaire
2. Opinionnaire
3. Check list
4. Interest Inventory
5. Attitude Scale




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Advantages of Self-reporting (நுள்மைம்கள்)

- ▶ As answers are obtained directly from the respondents, the gathered responses/information are highly valid.
- ▶ Large amount of data can be obtained very quickly and cheaply.
- ▶ Data obtained from closed form of questions can be easily tabulated and analysed.
- ▶ **Disadvantages (தீமைகள்)**
- ▶ We cannot expect that all the respondents will be giving answers or expressing their ideas to items in the self-reporting device completely and honestly without any hiding.
- ▶ The reliability of the data collected using self-reporting devices is mostly low.
- ▶ There are changes for questions being misunderstood and answered accordingly.
- ▶ The answers provided by the respondents may be influenced by their mood and emotions at the time of answering the self-reporting device.
- ▶ Most of the self-reporting devices contain fixed choices for questions and lack flexibility. No opportunity is given to include supplementary explanatory information.
- ▶ Low response rate



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Anecdotal Record(வாழ்க்கைக் சம்பவக் குறிப்பு பதிவேடு)

► Meaning

In everyone's life, particularly while young, a few note worthy incidents / events occur. These incidents picture the nature of his mind and his abilities. Recording such episodes and compiling them is called anecdotal record.


Teachers should keenly observe their students and record the significant events or incidents that happen in their school lives, then and there in their respective records.

► Definition

Anecdotal Record is the computing of significant incidents in the life of a student.

Raths Louis says, "Anecdotal record is a report of the informations about the significant episodes which happened in a student's life".




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Salient features of Anecdotal Record (முக்கிய அம்சங்கள்)

- ▶ Factual information about the important events in the students life will be recorded objectively.
- ▶ Only one incident at a time will be observed and recorded.
- ▶ Only one incident will be recorded in a card. Each card will be of 3x5 size.
- ▶ Cards with entries of events will be arranged chronologically and maintained as a record.
- ▶ Every teacher will maintain separate cards.
- ▶ Behaviours from incidents happening in various places like play ground, hostel, laboratory, excursion/field trip, assembly hall, rest room and other places will be collected and included in the anecdotal record.
- ▶ Generally, anecdotal records will be kept confidentially.



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Advantages of Using Anecdotal Record (புள்ளிக்குறிப்பு)

- ▶ Students behaviour is observed under various situations.
- ▶ This record is helpful in properly understanding the students personality.
- ▶ It is useful to cross check the information obtained from other sources .
- ▶ As the teacher is interested in his students and try to observe them continuously, he gets opportunities to know about his students fully and get closer to them.
- ▶ Collecting information using the anecdotal strategy is very useful in studying the behaviour of small children and the mentally retarded.



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Limitations of Anecdotal Record (குறைபாடுகள்)

- ▶ The anecdotal records data collection about students behaviour.
 - ▶ Teachers work load of increase.
- ▶ Other teachers who by chance look into the anecdotal record may develop a wrong notion about the concerned student.
- ▶ Informations recorded in the anecdotal record will be useful, only if they are accurate and comprehensive.



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Unit-5

Assessment In Inclusive Practices(அனைத்துப்பிரிவு மாணவர்களையும் உள்ளடக்க நடைமுறைகளில் மதிப்பிடு

- Inclusive Assessment Practices involve differential assessment methods and techniques to suit normal, gifted, slow learners and disabled pupils.
- Concept of Inclusive Practices
- All students are valued as equal members of the school community.
 - General education curriculum
 - Academic and non-academic activities
 - State education standard
 - Supplementary aids and services
 - Instructional methods and strategies



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Concept of Inclusive Assessment Practices(கருத்து)

- Assessment strategy
- Different ethnicities
- Different cultural groups
- Specific cultural knowledge
- Small groups and peer tutoring or individualized instruction
- Previous background of students education
- Planning the learning activities of disability categories




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Benefits of Inclusive Assessment Practices(புபன்சுள்)

- Help all students to improve their learning and abilities.
- Teacher to organize the classroom educational activities.
- Validity and reliability.
- Assessment for learning all students are motivated to contribute.




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Differentiated Assessment (வேறுபடுத்தப்பட்ட மதிப்பிடுதல்)

- Just as teaching, in the assessment of students learning too, if individual difference taken care of, then such assessment practice is known as differentiated assessment
- Different learning styles and different learning needs
- **The differences between individual students**
- Current level of ability to understand a topic or skill
- Prior learning experiences
- Learning styles and preferences
- Motivation and engagement with learning
- Interest and talents



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Principles of Differentiated Assessment (கோட்பாடுகள்)

- New knowledge and skills
- Interests
- Learning ability
- Prior knowledge
- Learning needs
- Individualized feedback to students
- Students strength and weakness




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Culturally Responsive Assessment (பண்பாட்டு வேறுபாடுகளுக்கே ஈடுகொடுக்கும் மதிப்பீட்டு முறை)

- Socio-economic status(சமூகப் பொருளதார நிலை)
- Native language(வாழ்விட மொழி)
- Learning style(கற்றல் பாணி)




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Use of Tests for Learner Appraisal (கற்போரின் தரத்தைக் கணித்தல் சோதனைகளை பயன்படுத்தி)

- Tests that are directly related to the teaching-learning process are three types
- They are:
 1. Formative assessment tests-Undertaken during the process of teaching
 2. Achievement Tests are two types
 - Teacher made test
 - Standardized test
 3. Diagnostic tests- Remedial teaching



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Important Features of Using Tests for Learner Appraisal (முக்கிய அம்சங்கள்)

- Understanding of the subject content
- Learning achievement expected learning outcomes
- Learning needs
- Improving their learning
- Teacher responsibility
- Variety of assessment tools and techniques
- To be undertaken carefully and efficiently



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Use of Tests for Learner Appraisal (கற்போரின் தரத்தைக் கணிச்சோதனைகளை பயன்படுத்தி)

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- To be undertaken carefully and efficiently



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Achievement Test (அடைவு தேர்வு)

- Evaluate academic directories
- Assess students ability
- Strength and weakness
- Standardization
- To admit students to the upper class
- Evaluate the curriculum
- Teacher responsibility




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Construction of an Achievement Test (அடைவுச்சோதனையை உருவாக்கிடல்)

- Planning the test (சோதனையை திட்டமிடல்)
- Determining the design of the test (சோதனையின் வடிவமைப்பைத் தீர்மானிப்பது)
 - Preparing the blue print of the test (வினாத்தாள் திட்டவரைவைத் தயாரிப்பது)
 - Writing the test items and preparing the question paper (சோதனை வினாக்கள் எழுதி, விடைத்தாளைத் தயாரித்தல்)




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Planning the Test (தேர்வுத் திட்டமிடல்)

- Deciding the content area
- Time limit
- Fixing the total marks
- Deciding the type of test-items
- Choice of questions





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Determinining the Design of the Test(சேதாதனைகளின் வெடிவெடைமடிபை தீர்மானித்தல்)

- Identification of Instructional objectives and assigning weightage
- Assigning weightages to content areas tested
- Different forms of test items
- Assigning weightages to difficulty levels.




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Prepar the blue print of the question paper(வினாத்தாள் திட்டவரைவைத் தயாரித்தல்)

- Blue print is a three dimensional
- 1. Instructional objectives tested
- 2. Content areas included
- 3. Type of test items

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Use of blue print of the question paper (பயிற்சிகள்)

- Content validity
- Scope of the test
- Learning outcomes and subject contents
- Test item
- Independent and free from overlapping



Writing the test items and assembling the question paper (சேர்த்து வை வினாக்களை எழுதி, வினாத்தாளைத் தயாரித்தல்)

- The test items and giving a final shape to the question paper
- Appropriate instructions regarding how to answer the questions in stated briefly.



[Signature]
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Thiruvananthapuram

Principles of Constructing Test-items (சோதனை உருப்பிடி களை உருவாக்குவதற்கான கொள்கைகள்)

- There are fundamental principles for constructing test items.
- They are as follows:
- 1. Measure All Instructional Objectives (அனைத்து அறிவுறுத்தல் நோக்கங் அளவிட)
- 2. Cover All Learning Tasks (அனைத்து கற்றல் பணிகளையும் உள்ளடக்)
- 3. Use Appropriate Test Items (பொருத்தமான சோதனை உருப்பிடி களை)
- 4. Make Test Valid and Reliable (சோதனையை நம்பகத்தன்மையக்க மா)
- 5. Use Tests to Improve Learning (கற்றலை மேம்படுத்தி சோதனைகளை)
- 6. Norm-Referenced and Criterion-Referenced (குறிப்பிடப்பட்ட சோதனை)



தமிழ்நாடு சாஸ்திர அக்காடமி
Tamil Nadu Sahitya Akademi
Principles of Constructing Test-items
Tamil Nadu Sahitya Akademi
Tamil Nadu Sahitya Akademi

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Some examples for online examination

1. TOEFL-Test of English as a foreign language.
2. GMAT- Graduate Management Admission Test
3. GRE- Graduate Record Examination.
4. SAT- Scholastic Assessment Test.
5. NET- National Eligibility Test



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Advantages of Online Examinations (நன்மைபுகள்)

- There is no need for the students to take the examination only at a particular place and time.
- Not much time is required to answer the questions.
- Online examinations are user-friendly.
- There is no copying the answers from others.
- Students can take the examination at less cost.



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Disadvantages of Online Examinations (குறைபாடுகள்)

- Connectivity Problem
- Answer in online assessment can only be right or wrong.
- This kind of examination is not suitable for essay type questions.
- Basic functional knowledge in computer operations, Students can not participate in online examinations.



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Examination Reform Reports (தேர்வு மறுசீரமைப்பு அறிக்கைகள்)

- There are many reasons for reforming the present system of examination:
 1. Improving and reforming examinations.
 2. Evaluation is a integral part of command teaching.
 3. Memorization should not give importance to testing.
 4. Conducting examinations by ranking.
 5. Diagnosis of learning disabilities.
 6. Bringing about change in exams.



'Examination and Evaluation' in Mudaliar Commission's Report (1952-53) முதலியார் குழுவின அறிக்கை

- The number of external examinations should be reduced. There should be only one public examination.
- The number of essay type questions should be less and more number of objective type questions be introduced.
- It is develop and maintain a cumulative record' for every pupil.
- The final public examination should be transformed into a system of compartmental examinations.



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Kothari Commission's Report (1964-66) கோத்தாரி கல்விக்குழு அறிக்கை

- To improve the written examination so that it becomes a valid and reliable measure of educational achievement.
- Measuring those important aspects of the students growth that cannot be measured by written examinations.
- Lower Primary Stage (கீழ் தொடக்கக் கல்விநிலை)
- Higher Primary Stage (உயர் தொடக்கக் கல்விநிலை)
- Secondary Stage (இடைநிலைக் கல்விநிலை)



Recommendations of National Policy on Education (1986) தேசிய கல்விக்கொள்கை

- Performance based evaluation
- Subjectivity
- The de-emphasis of memorization
- Continuous and Comprehensive Evaluation of instructional time.
- Effective evaluation process
- Improvement in the conduct of examination
- Semester pattern
- Use of grades



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Yashpal Committee Report (1992-1993) (பேரரசிரியர் யஷ்பால் குழு அறிக்கை)

- National Counseling Center
- Team Report

1. Size of school bag (புத்தகப்பையின் சுமை)
2. Examination system (தேர்வு முறை)
3. Joyless Learning (மகிழ்வற்ற கற்றல்)
4. Syllabus and Text books (பாடத்திட்டம் மற்றும் பாடநூல்)
5. Language problem (மொழி பிரச்சினை)



National Curriculum Frame Work(NCF 2005) தேசிய கல்வியியல் அமைப்பு

• Perspective of NCF

1. Learning without burden.
2. Joyful Learning
3. Education with experience
4. Preventing a child from becoming depressed.
5. Text book omission
6. Fostering trust and integrity
7. Child-centered approach
8. Free compulsory education
9. Language
10. Work experience



Sachar Committee (2005-2006) சச்சார் குழு

- Exposing the backward of the indian muslim community.
- Employment in the reservation system:
- Relaxation in entrance examination.
- Low tuition fees.



National Knowledge Commission(2006) தேசிய அறிவுசார் ஆணையம்

- Citizen acquiring knowledgeable skills.
- It faced with challenges.
- Success in versatile knowledge.
- Realizing the need for science and technology.
- Promoting agriculture only industrial knowledge base.



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Thank You



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UNIT - I

SCHOOL MANAGEMENT

School Management: Concept, definition, meaning, characteristics and scope - Participatory and non-participatory management - Planning, organizing and controlling in educational management- Resource Management: Human resource, Material resource, financial resource.

The term 'Management' derives from the word 'manage,' which derives from the French word 'manage,' which means 'housekeeping. In common usage, the term 'management' refers to a specialised group of individuals whose responsibility it is to direct the efforts and activities of others toward common goals. The term "management" is extremely inclusive. It extends well beyond organisation and administration. Management is the process of bringing people together to achieve desired objectives. Management includes planning, organising, allocating resources, leading or directing an organisation, and exercising control over it. Management refers to the use of means and resources to achieve specific objectives. According to Koontz, "management is the art of getting things accomplished through and with a formally organised group of people."

School is a happy home, a sacred shrine, a social hub, and a miniature version of the state. The school is one of the formal institutions intentionally established by man to meet some of the essential needs of human society. School Management is the administration of a school's affairs. Management of a school entails implementing the desired educational policies. It considers all aspects of the school and incorporates them into a cohesive whole. Good school administration inspires the greatest efforts from teachers and students. According to the Indian Education Commission (1964-1966), "India's destiny is shaped in the classroom." Schools are to be the first-rate



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nurseries for the education of children in democratic citizenship, which India needs to ensure the long-term viability of its democracy. "In School Management, a school is not a physical structure. It is a meeting place for two souls, the instructor and the student. It is spiritual development".- K.Joshi

AIMS AND OBJECTIVES OF SCHOOL MANAGEMENT:

School Management is

- To reflect and preserve fundamental values.
- To implement educational futures. To manage social transformation.
- To gain from experience.
- To implement modernization.
- To propagate science.
- Adopting technology.
- In order to achieve National Integration.
- To shape one's character and values.

Attributes of school administration:

Objective Based:

Objective Based means to achieve Education and Schooling objectives. Every school has specific goals. The school organises men and resources to achieve these goals. Planning, organising, direction and control, decision making, and evaluation must all be focused on achieving the goals.

Quality of Education:

Good school management is concerned with the quality of education being given in schools.

Headmaster:

The Headmaster is a democratic school leader. The individual must maintain rapport with both the teachers and the students.




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The best use of resources:

The optimal use of school resources is to enhance the school's efficiency. It makes optimal use of the available material resources.

Joint Enterprise:

School Management includes all personnel associated with the school, including teachers, supervisors, students, and parents.

Professional Growth:

School Administration brings out the best in teachers and supervisors and promotes their professional development.

Efficiency and Improvement:

The School management is committed to school-wide improvement and effectiveness.

Continuous process:

Management of schools is an ongoing procedure. It is perpetually focused on the institution's improvement, growth, and expansion.

Input-Output Model:

The input-output model applies to School Management. It considers the efforts exerted and the results obtained.

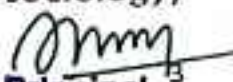
Community oriented:

As the school's purpose is to serve society, school management is aware of social needs and demands.

Multidisciplinary:

Management is multidisciplinary in nature. Although management has developed as a distinct field of study, it draws on the knowledge and concepts of numerous other fields, including psychology, sociology,




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economics, etc. Management integrates concepts from multiple disciplines and applies them to the organization's operation.

An applied branch:

Despite the fact that management is a distinct field of study, school management has not yet developed into a separate field. It is a branch of applied management. It employs management techniques and principles to achieve the school's desired objectives.

Flexibility:

Management of schools should adhere to rigid principles. It must be adaptable.

Practicability:

Management of schools should not be a collection of abstract principles. The school should establish goals that are attainable. It should include feasible measures for achieving the objectives..

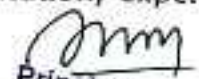
Humane:

The nature of school management is humane. It involves teachers, students, parents, and members of the community. It is concerned with the well-being and growth of individuals in the school setting. The human element is the most important aspect of school administration.

Both science and art:

School management is both science and art. It cannot be regarded as pure science. It is not as exact as natural or physical sciences are. It can be called 'inexact science' or 'pseudo science'. Management is also an art. As a science school management is concerned with the 'why' of a phenomenon. As an art it is concerned with the 'how' of it. School management emphasizes not only scientific principles but it is also based on institution, experience and common sense.




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SCOPE OF SCHOOL MANAGEMENT:

By scope, we refer to the sphere in which school administration functions. Today, the scope of school administration is comparable to that of education itself. Any activity that facilitates the attainment of educational objectives is part of school administration. These activities may take place at the school, college, university, or control levels. Any action taken to improve the quality of education at any level, from the provision of material, human, and financial resources to the highest cultural or academic needs, falls under the purview of school administration.

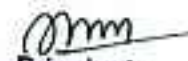
Goal Development:

The educational system is a subsystem of a society, so the society not only provides human and non-human resources, but also has certain expectations that the educational system will achieve a particular objective. Since society is in a constant state of flux, both its needs and its goal specifications are subject to change. The educational process must be responsive to these changing expectations, and through the school management system, those involved in the management process can continuously examine, evaluate, and modify the educational goals.

Programme Planning and Actualization:

According to Phillips, it is "the process of establishing in advance an action plan to implement National Policies by the most expedient means and ends." "Planning selects alternatives, explores routes, and determines possible or probable outcomes of actions before the executive and the organisation commit to any" The objectives established by the management system become the basis for programme planning and execution. Programmes represent the intended educational engagement opportunities for students. The management system is accountable for the development and execution of programmes. The management system must therefore




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provide technological support for the educational process in the form of consultations and services.

Organization:

Education has had a significant problem with organisation. If conventional biases and prejudices can be replaced by decisions made logically and scientifically, with the achievement of goals as the only consideration, modern organisational principles and techniques will provide a foundation for the effective distribution and coordination of functions.

Delegation of Authority and Responsibility:

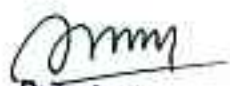
The various levels of decision-making in a society must be functional, as opposed to conventional or emotional. The organisation of education at the national, regional, and institutional levels requires an examination of the validity of both centralization and decentralisation of Authority and Responsibility in relation to geographical, linguistic, political, and personal content problems.

Motivation:

Barnard has elucidated the notion that the willingness of organisational members to work towards the achievement of organisational goals is an essential trait of management in general. The teaching behaviour system performs the majority of management's duties. School administration can only expect to facilitate student learning in particular directions if faculty members are highly motivated. Since the instructional supervisory behaviour system interacts with the teaching behaviour system, it is assumed that the interaction will increase the motivation of both teachers and supervisors to contribute to the achievement of the management's goals.

Problem solving:




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Examining the relationships between predicted learning outcomes, learning engagements, and actual learning must be an ongoing process in education. Failure to attain the desired learning outcomes or engagement opportunities necessitates verifications, explanations, and "new" attempts with "new" ideas. Thus, human problem-solving becomes the central focus of the educational organization's efforts to improve teaching and learning. It requires the specification of goals, conditions for achieving goals, and systematic methods for receiving feedback on the efficacy of goal achievement. The facilitation of human problem-solving in the teacher-student behaviour system is the primary function of instructional supervisory behaviour..

Professional Development:

Educational Institutions are characterised by the fact that, as professionals, teachers have typically attained a relatively high level of training and specialisation. Increased student enrolment, new information about teaching and learning, technological advancements, and the expanding educational needs of members of our society are all factors that have contributed to the enhanced preparation, specialisation, and general competence of teachers.

Evaluation and Educational Outcomes:

The assumption is that school management is a subsystem of society. The society specifies certain expectations for the educational subsystem in order to meet its specific needs. It is essential for the educational institution and society to be continuously aware of the extent to which these specific educational needs are being met. This is accomplished through the method of evaluation. Since educational goals are achieved through the teacher-student behaviour system and instructional supervisory behaviour interacts directly with these systems, it is reasonable for the system to provide an external evaluation of the teacher-student system output.




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TYPES OF SCHOOL MANAGEMENT

School Management is an organisational behaviour system designed to improve the learning environment for students. It aims to facilitate the release of the human potential of organisational members so that a more competent staff is available to conduct the human interaction known as education, which can be addressed in schools. Participatory and non-participatory management systems determine how best to release human potential.

Participatory Management:

Participatory Management adopts the "Power With" philosophy and welcomes group members' assistance in collaborating on programme enhancement planning. It discusses how students and stakeholders participate in the management of educational institutions, including the planning, coordinating, directing, projecting, staffing, and documentation of the educational process. In addition, participatory management is a significant decision-making process.

Participatory Management is a style of management that requires personnel cooperation. It aims to foster initiative and commitment within work teams. To accomplish this, the manager must delegate portions of his authority, and the teams must decide jointly on which solutions to implement. It is essential to establish a relationship of trust between the teams, in which respect and collaboration are emphasised. Work evaluation is also required for this method to be effective.

The different axes of Participative Management:

-Delegating power:

It is necessary to give employees some authority. As soon as possible, they must be able to make decisions at their level, with the option to consult their manager.




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Motivating teams:

Participatory Management should encourage employee involvement in the corporate decision-making process. When establishing rules and limits, the employee must be able to demonstrate his involvement and motivation. Teams need to communicate and collaborate as much as possible in order to be more effective. By encouraging listening and comprehension of the issues, teammates will develop mutual trust, which will benefit the company's operations and the internal growth of the teams.

Advantages:

- Employees are more engaged in their work because they can express and maximise their ideas more effectively. They will also receive numerous directives and feedback regarding their actions.
- Indeed, this mode of operation is based on the evaluation of each employee's work, and as a result, group members are more motivated to achieve recognition.
- As a result of their assigned responsibilities, employees have a greater sense of belonging to the institution, which increases their engagement.
- This will result in increased team cooperation and knowledge sharing. The company will have a genuine collaborative culture that will have a positive effect on the company's performance. Employees will have greater independence; they will be able to complete more work without consulting their manager. The exchanges will be facilitated by this collaborative spirit. Employees will be less hesitant to suggest novel ideas to their coworkers and superiors.
- Participative management can be an effective method for energising teams, fostering commitment, and encouraging initiative. It requires some preparation to implement, but the positive effects are real and plentiful. Above all else, it is essential to establish a corporate culture



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based on collaboration and individual recognition. Managers will only need to delegate a portion of their authority and establish boundaries and rules to be followed.

Non-Participatory Management:

The belief of a non-participatory management system is that its affairs should be managed without the participation of the group members involved in the process. Here, the management system believes in a "Power Over" situation and uses its power, position, and authority to compel individuals to do what it deems necessary. The authorities in this region believe they are aware of what constitutes a good learning environment and have insight into how the educational process can facilitate correct learning. When a problem arises, the management system decides and instructs the staff on how to proceed. It exercises authoritarian forms of authority.

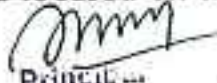
In management without participation, leadership is authoritative. This management centralises decision-making. It uses uni - dimensional communication system. The characteristic of non-participative management is a focus on the upper class. People involved in the management system are viewed as members of a divinely appointed service and as representatives of the ruling class, whereas an educator is viewed as a mere schoolmaster near the bottom of the social hierarchy. However, the management system makes recommendations, develops policies, recommends courses and textbooks, and suggests solutions to "educational" problems.

participatory Management Vs Non-Participatory Management:

Participatory Management	Non-Participatory Management
--------------------------	------------------------------

- Participatory Management is adaptable and focused on the individual.




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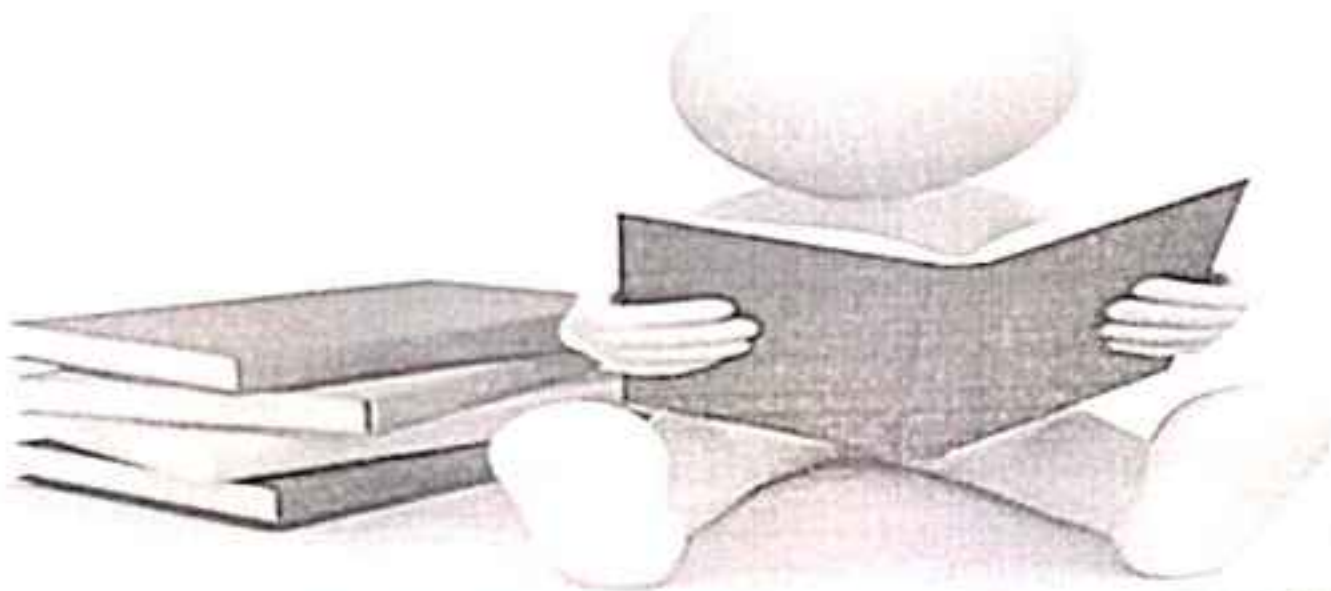
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Orientation Programme on self study course (UNICEF)

Date : 09th November 2022 | Time : 10.00am to 1.00pm

Seminar Hall

Organised by : IQAC-MCE, Thiruvithancode




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Workshop on creating ID and Accounts for Twitter, Blog, Youtube & Facebook



Social Media Integration In

Google

BUSINESS PROFILES

www.wibits.com

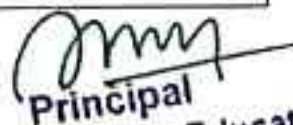
Date : 24th April 2023

Time : 10.00 to 1.00pm

Venue : Seminar Hall

Organised by : IQAC-MCE




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NITTTR
Bhopal

SWAYAM ONLINE COURSE CERTIFICATION



Roll No: TN13010103

This certificate is awarded to

ARUL PRASANNA. R

for successfully completing the Two credit course

EDUCATIONAL MEDIA

July to November 2022

with the consolidated score of 71 %

in the proctored examination held on 25.02.2023

offered by **Dr Sandip S Kedar**

Uthayakumar

**NATIONAL
COORDINATOR
Director NITTTR, Chennai**



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**Principal
Muslim College of Education
Thiruvithamcode**

[Signature]
**DIRECTOR
NITTTR, Bhopal**

To validate and check scores: <http://swayam.gov.in/>, Main Enrolment: March 2023



SWAYAM ONLINE COURSE CERTIFICATION



Roll No: KL17020700

This certificate is awarded to

ADISH MEERA P. V

for successfully completing the Two credit course

GUIDANCE AND COUNSELLING

July to November 2022

with the consolidated score of 78 %

in the proctored examination held on 25.02.2023

offered by **DR.R.RAJENDRAN**

Whopalan

NATIONAL

COORDINATOR

Director NITTTR, Chennai



Amr
Principal
Muslim College of Education
Thiruvithamcode

COURSE COORDINATOR
NITTTR, Chennai

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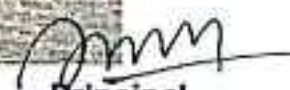
WORKSHOP FOR CREATING ID AND ACCOUNT FOR BLOG, TWITTER, YOUTUBE & FACEBOOK

IQAC, Muslim College of Education conducted workshop for creating ID and account for blog, twitter, YouTube and Facebook on 24/04/2023 in the seminar hall at 10.00 a.m. Workshop began with prayer and welcome address by Miss. Ancy John. Trainer for the workshop was Mrs. Johny Jesin Jose.

The objective of the workshop is to use social media effectively and achieve successful results.

Benefits of workshop is to make students to know the importance of social media and to deal with problems if arise. Miss. Sherin Jenisha Raj proposed vote of thanks.




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Workshop on creating ID and Accounts for Twitter, Blog, Youtube & Facebook



Social Media Integration In

Google

BUSINESS PROFILES

www.wibits.com

Date : 24th April 2023

Time : 10.00 to 1.00pm

Venue : Seminar Hall

Organised by : IQAC-MCE




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2, 4, 5 (2)



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5.1.1 Concept of Measurement

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71	M	H	G	5 to 10	I	I	I	W	M	L	ST	21
72	M	R	G	5 to 10	I	I	I	H	I	L	ST	22
73	M	R	G	5 to 10	I	I	I	H	I	L	ST	23
74	M	R	G	5 to 10	I	I	I	H	M	L	ST	24
75	F	R	G	5 to 10	S	H	I	H	O	I	ST	25
76	M	R	G	5 to 10	S	H	I	H	I	L	ST	26
77	M	R	G	5 to 10	S	H	I	H	I	L	ST	27
78	M	R	G	5 to 10	S	H	I	H	M	M	ST	28
79	M	R	G	5 to 10	S	H	I	H	O	I	ST	29
80	M	R	G	5 to 10	S	H	I	H	I	L	ST	30
81	M	R	G	5 to 10	S	H	I	W	I	I	ST	31
82	F	R	G	5 to 10	H	H	I	H	I	L	ST	32
83	M	R	G	5 to 10	I	I	I	H	M	M	ST	33
84	M	R	G	5 to 10	S	H	I	H	O	I	ST	34
85	M	R	G	5 to 10	I	I	I	H	M	M	ST	35
86	M	R	G	5 to 10	S	S	I	H	I	L	ST	36
87	M	R	G	5 to 10	S	S	I	H	I	L	ST	37
88	M	R	G	5 to 10	S	S	I	H	I	L	ST	38
89	M	R	G	5 to 10	S	S	I	H	M	M	ST	39
90	M	R	G	5 to 10	H	S	S	H	M	M	ST	40
91	M	R	A	5 to 10	H	H	I	W	O	I	ST	41
92	M	R	A	5 to 10	S	H	I	W	I	I	ST	42
93	M	R	A	5 to 10	S	H	I	H	I	L	ST	43
94	F	R	A	5 to 10	H	S	I	H	I	L	ST	44
95	F	R	A	5 to 10	H	I	I	H	O	I	ST	45
96	F	R	A	5 to 10	H	I	I	H	O	I	ST	46
97	M	R	A	5 to 10	H	H	I	H	O	I	ST	47
98	M	R	A	5 to 10	H	H	I	H	O	I	ST	48
99	M	R	A	5 to 10	S	I	R	H	I	L	ST	49
100	M	R	A	5 to 10	S	S	I	H	O	I	ST	50
101	F	R	A	5 to 10	H	H	I	H	I	L	ST	51
102	F	R	A	5 to 10	H	H	I	W	O	I	ST	52
103	F	R	A	5 to 10	H	H	I	H	I	L	ST	53
104	M	R	A	5 to 10	S	I	R	H	I	L	ST	54
105	M	R	A	5 to 10	S	I	R	H	O	I	ST	55
106	M	R	A	5 to 10	H	H	I	W	O	I	ST	56
107	M	R	A	5 to 10	S	H	I	H	I	L	ST	57
108	M	R	A	5 to 10	H	H	I	W	I	I	ST	58
109	F	R	A	5 to 10	H	S	I	H	O	I	ST	59
110	F	R	A	5 to 10	H	S	I	H	O	I	ST	60
111	M	R	A	5 to 10	S	H	I	W	O	I	ST	61
112	F	R	A	5 to 10	S	S	I	H	O	I	ST	62
113	M	R	A	5 to 10	S	S	I	H	O	I	ST	63
114	M	R	A	5 to 10	S	S	I	W	I	I	ST	64
115	M	R	A	above 10	S	O	S	W	I	I	ST	65
116	M	R	A	above 10	S	O	S	W	I	I	ST	66
117	M	R	A	above 10	S	O	S	W	I	I	ST	67
118	M	R	A	above 10	S	O	S	W	I	I	ST	68
119	M	R	A	5 to 10	S	H	I	W	I	I	ST	69
120	M	R	A	above 10	G	O	S	H	O	I	ST	70
121	F	R	A	5 to 10	S	S	I	H	O	I	ST	71
122	F	R	A	above 10	H	O	I	H	I	L	ST	72
123	F	R	A	above 10	H	O	I	H	I	L	ST	73
124	F	R	A	above 10	S	H	I	H	M	M	ST	74
125	F	R	A	above 10	S	H	I	H	I	L	ST	75
126	F	R	A	5 to 10	I	O	S	H	I	L	ST	76
127	F	R	A	above 10	I	H	S	H	I	L	ST	77
128	F	R	A	above 10	I	I	S	H	M	L	ST	78
129	F	R	A	above 10	S	O	S	W	I	L	ST	79
130	F	R	A	above 10	S	O	S	H	I	L	ST	80
131	F	R	A	5 to 10	S	S	I	H	O	I	ST	81
132	F	R	A	above 10	G	O	S	H	O	I	ST	82
133	F	R	A	above 10	H	S	I	H	O	I	ST	83
134	F	R	A	above 10	S	O	S	W	M	L	ST	84
135	F	R	A	above 10	S	O	S	H	I	L	ST	85
136	F	R	A	above 10	S	S	I	W	M	L	ST	86
137	F	R	A	5 to 10	S	H	I	H	O	I	ST	87
138	F	R	A	above 10	G	O	S	H	I	L	ST	88
139	F	R	A	above 10	S	O	S	H	I	L	ST	89
140	F	R	A	above 10	S	O	S	H	I	L	ST	90
141	F	R	A	above 10	S	O	S	H	I	L	ST	91



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142	F	A	above 10	H	H	F	W	T	L	P	25
143	F	A	above 10	S	H	S	W	M	L	P	26
144	F	A	5 to 10	S	H	S	W	M	L	P	26
145	F	A	above 10	H	H	S	H	T	L	P	26
146	F	A	5 to 10	S	H	S	W	M	L	P	26
147	F	A	5 to 10	S	H	S	W	M	L	P	26
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155	M	A	5 to 10	S	S	S	W	M	L	P	26
156	M	A	5 to 10	S	S	S	W	M	L	P	26
157	M	A	5 to 10	S	S	S	W	M	L	P	26
158	M	A	5 to 10	S	S	S	W	M	L	P	26
159	M	A	above 10	S	S	S	W	M	L	P	26
160	M	A	above 10	S	S	S	W	M	L	P	26
161	M	A	above 10	S	S	S	W	M	L	P	26
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163	M	A	above 10	S	S	S	W	M	L	P	26
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165	M	A	above 10	S	S	S	W	M	L	P	26
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172	M	A	5 to 10	S	S	S	W	M	L	P	26
173	M	A	5 to 10	S	S	S	W	M	L	P	26
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175	M	A	above 10	S	S	S	W	M	L	P	26
176	M	A	5 to 10	S	S	S	W	M	L	P	26
177	M	A	above 10	S	S	S	W	M	L	P	26
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184	F	A	above 10	S	S	S	W	M	L	P	26
185	F	A	5 to 10	S	S	S	W	M	L	P	26
186	F	A	5 to 10	S	S	S	W	M	L	P	26
187	M	A	above 10	S	S	S	W	M	L	P	26
188	F	A	above 10	S	S	S	W	M	L	P	26
189	F	A	5 to 10	S	S	S	W	M	L	P	26
190	M	A	5 to 10	S	S	S	W	M	L	P	26
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192	F	A	above 10	S	S	S	W	M	L	P	26
193	F	A	above 10	S	S	S	W	M	L	P	26
194	F	A	above 10	S	S	S	W	M	L	P	26
195	M	A	above 10	S	S	S	W	M	L	P	26
196	F	A	above 10	S	S	S	W	M	L	P	26
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199	M	A	above 10	S	S	S	W	M	L	P	26
200	F	A	above 10	S	S	S	W	M	L	P	26
201	F	A	above 10	S	S	S	W	M	L	P	26
202	M	A	5 to 10	S	S	S	W	M	L	P	26
203	M	A	above 10	S	S	S	W	M	L	P	26
204	F	A	above 10	S	S	S	W	M	L	P	26
205	M	A	above 10	S	S	S	W	M	L	P	26
206	F	A	above 10	S	S	S	W	M	L	P	26
207	M	A	above 10	S	S	S	W	M	L	P	26
208	F	A	above 10	S	S	S	W	M	L	P	26
209	M	A	above 10	S	S	S	W	M	L	P	26
210	M	A	5 to 10	S	S	S	W	M	L	P	26
211	F	A	above 10	S	S	S	W	M	L	P	26
212	M	A	above 10	S	S	S	W	M	L	P	26



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213M	F	P	above 10	I	S	S	W	D	F	M	20
214F	A	P	above 10	S	S	S	W	M	F	M	20
215M	A	P	above 10	H	S	S	W	M	F	M	21
216F	A	P	above 10	S	S	S	H	M	F	M	21
217F	A	P	above 10	H	S	S	H	M	F	M	21
218M	A	P	above 10	S	S	S	H	M	F	M	21
219F	A	P	above 10	H	S	S	H	M	F	M	21
220M	A	P	above 10	H	S	S	H	M	F	M	21
221F	A	P	5 to 10	I	S	S	H	T	F	M	20
222F	A	P	above 10	H	S	S	H	T	F	M	20
223F	A	P	above 10	I	S	S	W	D	F	M	20
224F	A	P	above 10	H	S	S	W	D	F	M	20
225F	A	P	above 10	H	S	S	W	D	F	M	20
226F	A	P	above 10	H	S	S	W	D	F	M	20
227M	A	P	above 10	S	H	S	W	T	F	M	20
228M	A	P	above 10	S	H	S	W	T	F	M	20
229F	A	P	above 10	H	S	S	H	O	F	M	20
230F	A	P	above 10	H	S	S	H	O	F	M	20
231F	A	P	above 10	H	S	S	W	O	F	M	20
232F	A	P	above 10	H	S	S	W	O	F	M	20
233F	A	P	above 10	H	S	S	W	O	F	M	20
234F	A	P	above 10	H	S	S	W	O	F	M	20
235F	A	P	above 10	H	S	S	W	O	F	M	20
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248M	A	P	above 10	H	S	S	W	O	F	M	20
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250M	A	P	above 10	H	S	S	W	O	F	M	20
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253M	A	P	above 10	H	S	S	W	O	F	M	20
254M	A	P	above 10	H	S	S	W	O	F	M	20
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257M	A	P	above 10	H	S	S	W	O	F	M	20
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260M	A	P	above 10	H	S	S	W	O	F	M	20
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263M	A	P	above 10	H	S	S	W	O	F	M	20
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266M	A	P	above 10	H	S	S	W	O	F	M	20
267M	A	P	above 10	H	S	S	W	O	F	M	20
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269M	A	P	above 10	H	S	S	W	O	F	M	20
270M	A	P	above 10	H	S	S	W	O	F	M	20
271M	A	P	above 10	H	S	S	W	O	F	M	20
272M	A	P	above 10	H	S	S	W	O	F	M	20
273M	A	P	above 10	H	S	S	W	O	F	M	20
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280M	A	P	above 10	H	S	S	W	O	F	M	20
281M	A	P	above 10	H	S	S	W	O	F	M	20
282M	A	P	above 10	H	S	S	W	O	F	M	20
283M	A	P	above 10	H	S	S	W	O	F	M	20



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284	F	R	P	5 to 10	H	H	U	W	T	L	IF	28
285	F	R	P	5 to 10	I	H	U	W	T	L	IF	28
286	M	R	P	5 to 10	I	H	U	W	T	L	IF	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	IF	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	IF	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	IF	29
296	M	R	P	5 to 10	I	I	S	W	O	F	IF	24
297	M	R	P	5 to 10	I	H	S	W	M	M	IF	26
298	M	R	P	5 to 10	I	H	U	H	M	M	IF	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	IF	27



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