

ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 08 - ASSESSMENT FOR LEARNING

Topic: Visit nearby school and collect information regarding  
the advantages and disadvantages of ECE from  
teachers and prepare a report

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: 2<sup>nd</sup> SEMESTER

Reg. No. OVAWTEG1001 For the year 2022-24

  
FACULTY MEMBER

Date: 18/1/2024



# Introduction

Evaluation is a continual process more interested in a student's formal and informal academic performance. Educational evaluation is acquiring and analyzing data to determine how each student's behaviour evolves during their academic career. Evaluation's purpose is to make judgements about a program to improve its effectiveness and to inform programming decisions. It also enables the teacher to analyze a student's current performance level as well as evaluate growth throughout school years. Evaluation results can be used to maintain or improve program quality and to ensure that future planning can be more evidence based.

## CCE

### • What is CCE?

Continuous and Comprehensive Evaluation (CCE) was a process of assessment, mandated by the Right to Education Act, of India in 2009. This approach to assessment was introduced by state governments



in India, as well as by Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. It was intended to provide students with practice from a young age for the board exams. As a part of this system, students marks were replaced by grades which were evaluated through series of curricular and extra curricular evaluations along with academics. The aim was to decrease the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. It covers all the domains of learning that is cognitive, affective and psychomotor domains.

## Aims of CCE

- To reduce stress on children.
- Make evaluation comprehensive and regular.
- Provide space for the teacher for creative teaching
- Provide a tool of diagnosis and remediation
- Produce learners with greater skills.
- Main aim is to assess every aspect of the child during their presence at the school



# Objectives

- \* To help develop cognitive, psychomotor and affective skills.
- \* To lay emphasis on thought process and de-emphasise memorization.
- \* To make evaluation an integral part of teaching-learning process.
- \* To make sound judgement and take timely decisions for learners growth, learning process, learning space and learning environment.
- \* To maintain desired standard of attainment.
- \* To provide scope for self evaluation.
- \* To make evaluation an integral part of teaching-learning process.

# Methodology

As part of B.Ed curriculum we have a task in Edu 08 Assessment for Learning. This task is to identify the merits and demerits of continuous and comprehensive evaluation (CCE). We have used schedule for collecting data. I collected the data from teachers of S.D.V.H.S.S. Peramangalam.



# Data Analysis and Interpretation

Data regarding the advantages and disadvantages of CCE was collected from the teachers (10 teachers) of S.D.V.H.S.S, Peramangalam. They responded to all questions well and co-operated in filling the data.

## Advantages

- It promote learner friendly environment.
- It helps in improving instruction
- It provide individual attention
- It ascertain the progress of the students
- It helps in diagnosis the strength and weakness of students.
- It motivates and inspire the students.
- It helps in diagnosis the strength and weakness of students.
- It reduce pressure on students
- It helps in gradation of students.

## Disadvantages

- CCE is time consuming.
- CCE is incomplete without external examination



- It creates open ended situation in case of taking admission
- Teachers have to resist with heavy work loads.
- The short time evaluation increases the work load of teachers.
- In the absence of external examination, a public examination at the end of the year is very essential in every scheme of evaluation.



# Report

I conducted the survey on the importance of CCE and its benefits among the students and teachers.

I conducted the survey of CCE among 10 teachers of S.D.V.H.S.S, Peramangalam. About 40% of teachers agree with that CCE is helpful for the learner to identify the concept of the subject and 30% disagree with it. Nearly 80% of teachers believe that CCE is useful to evaluate learning outcome of the learner and rest 20% disagree with it. 65% of teachers find CCE as a constant support in their service and rest 35% disagree with it.

45% of teachers agree that CCE is must in the teaching system and rest 25% disagree with it. 60% of the teachers agree that learners respond positively and 40% disagree with that statement. 40% of the teachers agree that CCE helps in the academic development on learner and 30% of teacher disagree with it.

About 60% of the teachers agree that CCE help to assess every aspect of the child during their presence at school and rest were against it.



40% of teachers believe that CCE is a tool to minimize the stress on children. 65% of teachers agree that CCE to make a regular presence and the rest 35% were against it. 40% of teachers agree that CCE have improved the overall output of the students and the rest 30% were against this. About 60% of teachers agree with the fact that it is a tool for detection and correction and other 40% disagree with it. CCE is able to form learner with greater learning skills is agreed by 68% and rest 32% disagree with it.

## CONCLUSION

From this task, I was able to understand that CCE is helpful for the learner to identify the concept of the subject. CCE is also useful to evaluate the learning outcome of the learner. CCE is also a constant support in the teaching service. Most of the learners respond positively and sincerely to CCE. It also help to assess every aspect of the child during their presence at school. CCE also help the students for systematic learning and development. CCE also help to form a learner



with greater learning skills and it is a tool  
for detection and correction

## Reference

\* <https://en.m.wikipedia.org>

\* <https://jbms.in>



# CCE

Name of the teacher:-

Name of the school:-

Work experience:-

## INSTRUCTIONS

There are 15 questions in this questionnaire. There are 12 yes/no questions in Part A and 3 questions about your comment. Read the questions carefully and put tick mark in the appropriate column and write the comments in given space. Answer all the questions.



# CCE

## PART A

Sl.No	QUESTIONS	YES	NO
1.	Is CCE helpful for the learner to identify the concept of the subject?		
2.	Is CCE useful when you evaluate learning outcome of the learner?		
3.	How do you find CCE as a constant support in your service?		
4.	Do you agree that CCE is must in the teaching system?		
5.	Are they (learners) respond positively and sincerely to CCE?		
6.	Is there academic development on the learner after the result of CCE?		
7.	Does it help to assess every aspect of the child during their presence at school?		
8.	Is it a helpul tool to minimize the stress on children?		
9.	Do you feel it is necessary to make CCE a regular presence?		



10.	“CCE have improved the overall output of the students”.		
11.	Is it a tool for detection and correction?		
12.	Are you able form the learner with greater learning skills?		

#### PART B

13) What do you feel personally about it? Does CCE provide space for the teacher for prolific teaching?

14) How does CCE help students for systematic learning and development?

15) How does CCE help you to systemize your strategies for effective teaching?



ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

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Subject: EDU-08- Assessment for learning

Topic: Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students and interpret the result

Name: Mariya Jomy

Optional Subject: Natural Science

Semester: II<sup>nd</sup>

Reg. No. OVANTNS009 For the year 2022-2024

*Valood*  
*28/01/24*

*com*  
FACULTY MEMBER

Date: 18/1/2024



# INTRODUCTION

As a part of B.Ed Curriculum we got a task to prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students and interpret the result. For that first we prepared a tool for measuring the interest of students in Online learning. This questionnaire consists of 20 questions - Yes/No type. It included all the questions to get the interest of students in Online learning and whether they are preferring it or not and helped to analyse the advantages and disadvantages while applying these type of learning other than traditional classroom learning. This survey helps to analyse and interpret the affective domain - Interest in digital learning in school students. We administered this tool in 7th standard students of St. Theresa's. G. H. S, Beahmakula. All students in 7-A cooperated to answer the questionnaire. Total 30 students answered the questionnaire.



# QUESTIONNAIRE

## Online / Digital learning

Name of the student :

Name of the school :

class :

Division :

### Instructions

The aim of the survey is to discover the general attitudes of the students related to online learning. 30 questions are introduced here.

Your answers will be kept strictly confidential and you will not be identified.

This section includes 20 Yes/No questions.

Make your answers in the appropriate columns.



Q.No	Questions	Yes	No
1.	Do you have a good learning environment at home?		
2.	Do you think online learning as a biggest challenge in learning?		
3.	Are you satisfied with your e-learning experiences?		
4.	Do you think online learning is a systematic process?		
5.	Were there any technical issues that you faced during e-learning?		
6.	Do you have proper internet access at your home?		
7.	Do you experience any limitations during learning compared to traditional classroom learning?		
8.	Whether your parents helped in your e-learning?		
9.	Do you think online learning was a burden for parents?		
10.	Do you have a preferred format e-learning material?		



## Questions

Yes No

- 11) Have you missed your friends while online classes?
- 12) Do you employ e-learning in extra curricular activities?
- 13) Is there an e-learning process in your classroom activities effectively?
- 14) Do you think that you missed your teacher during online learning?
- 15) Whether you have good academic achievement in your studies?
- 16) Have you missed your interval time with friends and playground?
- 17) Were there people availability of course materials and assignments during e-learning?
- 18) Do you get people re-intelcement during e-learning?
- 19) Have you experienced mental pressure during e-learning classes?
- 20) Do you want to continue with the online classes than traditional learning?



# Data Analysis

Session No.	No. of Pupil say Yes	No. of Pupil say No	% of Pupil say yes	% of Pupil marked No
1	22	8	73%	26%
2	21	9	70%	30%
3	12	18	40%	60%
4	4	26	13%	86%
5	23	7	76%	23%
6	24	6	80%	20%
7	15	15	50%	50%
8	23	7	76%	23%
9	10	20	33%	66%
10	21	9	70%	30%
11	25	5	83%	16%
12	8	22	26%	73%
13	2	28	6%	93%
14	22	8	73%	26%
15	9	21	30%	70%
16	25	5	83%	16%
17	26	4	86%	13%
18	22	8	73%	26%
19	16	14	53%	46%
20	2	28	6%	93%



- \* From the above table we can understand that only 73% had a good learning environment at their home during online learning.
- \* Only 70% think that online learning as a biggest challenge in learning.
- \* 40% students of class 7.A are satisfied with e-learning experiences.
- \* Only 13% students think that online learning is a systematic process.
- \* 76% students faced technical issues during online learning.
- \* 80% students have internet access at their home.
- \* 50% students like traditional classroom learning.
- \* 76% parents helped their children during e-learning / online learning classes.
- \* 33% students can feel that if they experienced that online learning was a burden for parents.
- \* 70% students say 'yes' that they had a preferred format online learning materials.



- \* Most of the, 83% students missed their friends really during online classes.
- \* Only 8 students (26%) said 'yes' to question number 12 that, is there employed <sup>online learning</sup> in extra curricular activities.
- \* Only 2 students, 6% students say that online learning classes was effective and rest of them think that online learning can't replace traditional learning.
- \* 73% students missed their teachers badly during online learning classes.
- \* 70% students said that they didn't have good academic achievement during online learning classes.
- \* 83% students missed their interval time, friends and play ground.
- \* Proper course materials were there during online learning time said by 86% students.
- \* 73% students got proper reinforcement during online classes.
- \* 53% students experienced mental pressures during e-learning classes.
- \* Only 2 students like to continue online classes.



# Conclusion

By conducting this study, it gave me an opportunity to understand the interest of students in Online learning. The questionnaire prepared which includes the questions that help to evaluate them in all aspects. And it gave me a great opportunity to learn more things and various situations to learn.

Through this questionnaire, I came to know that students were not much interested in online learning. By practicing and learning it through online learning made children lazy and their attention span also decreased. Most of the students of one class are not interested in e-learning and traditional lecture is the method of teaching became more prominent now.

# References

- 1) <https://www.saylor.org>
- 2) <https://www.life.wise.com>
- 3) <https://www.exeter.ac.uk>
- 4) Muirhead, W.D. (2000) online education in school [Electronic Version]. The International Journal of Education 14(7) 315-321



# ST. JOSEPH'S TRAINING COLLEGE

## PAVARATTY, THRISSUR

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Subject: EDU.09:12... PEDAGOGIC... PRACTICES... IN... PHYSICAL... SCIENCE

Topic: Pedagogic... Analysis... of... unit... of... X... std

Name : ...SHAHINA... V.A:.....

Optional Subject: ...Physical... Science.....

Semester: ...<sup>nd</sup>... Semester.....

Reg. No. QVA.W.I.P.ND15..... For the year ..20.....

A  
FACULTY MEMBER

Verified  
AP

Date: 9/6/2023



# Pedagogic Analysis

Name of the teacher : SHAHINA V.A.

Name of the School :

class : x

Subject : Physics

Unit : Refraction of light

## 1) A Comprehensive and Scientific Content Analysis

a) Terms : optical density, Refraction, Angle of incidence, Angle of Refraction, Incident ray, Refracted ray, Refractive index, Absolute refractive index, Relative refractive index, Total internal reflection, critical angle, Endoscope, optical fibre, cable, Lens, Convex lens, Concave lens, optical centre, Centre of curvature, Principal axis, Principal focus, focal length, Ray diagram, New Cartesian Sign Conventions, Magnification, Power, Atmospheric refraction

### b) Facts :

- \* A boy arrows at a fish
- \* Path of light from a laser appears to be broken when passes through a transparent vessel with water.
- \* Light ray of a laser torch appears to be deviated while passing through a glass slab.



- \* While entering from air to glass, the refracted ray deviates towards the normal.
- \* While entering from glass to air, the refracted ray deviates away from the normal.
- \* A pencil placed obliquely in a trough filled with water.
- \* A coin placed at the bottom of an opaque vessel.
- \* A glass placed over a paper with a thick straight line.
- \* Coin taken from a trough filled with water.
- \* Signal passes through optical fibres.
- \* Light passes through glass sheet.
- \* Casts the image of a distant object on the screen using a convex lens.
- \* The ray of light passes through the optic centre of lens doesn't undergo deviation.
- \* A ray of light falling parallel to the principal axis of a convex lens passes through the principal focus after refraction.
- \* A ray incident parallel to the principal axis of a concave lens appears to diverge from the focus on the same side of lens.
- \* Light ray passing through principal focus of a convex lens passes parallel to the principal axis after refraction.
- \* Object beyond  $2F$  in a convex lens forms image in between



F and  $2F$ .

- \* Object at  $2F$  in a convex lens forms image at  $2F$ .
- \* Object between F and  $2F$  creates image at  $2F$  in convex lens.
- \* Object at F in a convex lens forms image at infinity.
- \* Object between F and lens of a convex lens creates image in between F and lens in the same side.
- \* The power of convex lens is positive.
- \* The power of concave lens is negative.
- \* Stars twinkles.

### c) Concepts :

- \* Optical density is the degree to which a refractive medium retards transmitted rays of light.
- \* When a ray of light entering obliquely from one transparent medium to another, its path undergoes a deviation at the surface of separation. This is refraction.
- \* The ray incident on surface is called incident ray.
- \* The light ray deviates while moving from one medium to another is called refracted ray.
- \* The angle between the incident ray and the normal is called the angle of incidence.
- \* The angle between the refracted ray and the normal is called the angle of refraction.
- \* The angle between the refracted ray and normal is called the angle of refraction.



- \* The ratio of the sine of the angle of incidence to the sine of the angle of refraction  $\left[ \frac{\sin i}{\sin r} \right]$  will be a constant for a medium. This constant is known as refractive index.
- \* The refractive index of one medium with respect to another is called <sup>relative</sup> refractive index.
- \* The refractive index of a medium with respect to vacuum is called absolute refractive index.
- \* When a ray of light passes from a medium of greater optical density to that of lower optical density, the angle of incidence at which the angle of refraction becomes  $90^\circ$  is the critical angle.
- \* When a ray of light passes from a medium of higher optical density to a medium of lower optical density at an angle of incidence greater than the critical angle, the ray is reflected back to the same medium without undergoing refraction. This phenomenon is known as total internal reflection.
- \* Endoscope is a medical device with a light attached to look inside a body cavity or organ.
- \* Optical fibre cables are used to transfer data signals in the form of light.



- \* A transparent medium having surfaces is called a lens.
- \* A Convex lens is a lens which is relatively thick across the middle and thin at the lower and upper edges.
- \* A Concave lens is a lens which have a surface curve inside.
- \* Midpoint of a lens is called optic centre.
- \* Centre of the imaginary spheres of which the sides of the lens are parts is called centre of curvature.
- \* The imaginary line, that passes through the optic centre joining the two centres of curvature is called principal axis.
- \* Light rays incident parallel and close the principal axis after refraction converges to a point on the principal axis of a convex lens. This point is the principal focus of a convex lens.
- \* The distance from the optic centre to the principal focus is the focal length.
- \* Diagrams used to represent the position and characteristics of images formed by lenses is the ray diagrams.
- \* All distances are measured from the optic centre in the case of lenses. It is the new Cartesian sign conventions.
- \* The ratio of the height of the image to the height of the object is called magnification.



- 6
- \* The reciprocal of focal length is called power of a lens.
  - \* The deviation of light from a straight line as it passes through the atmosphere is called atmospheric refraction.

## 2) Determination of learning Outcome

- \* The learner will be able to understand basic concepts about refraction of light through experimental work.
- \* Students will be able to illustrate refraction through a glass slab and explain angle of incidence and angle of refraction.
- \* The learner will be able to formulate the laws of refraction by analyzing the refraction of light in different media.
- \* The learner will be able to understand the relationship between the speed of light and refractive index in different media.
- \* Learner will be able to find refractive index of different media and solve mathematical problems related to it.
- \* Learner will be able to find and explain examples of refraction from everyday life by engaging in activities related to refraction.
- \* Learner will be able to explain the total internal reflection and find examples from everyday life.



- \* Learner will be able to explain and illustrate the properties of images formed by lenses.
- \* Learner will be able to use New Cartesian sign Conventions in cases where it is necessary.
- \* Learner will be able to solve mathematical problems related to lenses.
- \* Learner will be able to explain the magnification due to lenses.
- \* Learner will be able to explain the atmospheric refraction scientifically.

### 3) Listing the Pre-requisites

- \* Knowledge about the general properties of light
- \* Knowledge about different media.
- \* Knowledge about the basic concept of lenses in daily life.
- \* Knowledge about reflection.
- \* Skill for engaging in group activity.
- \* Skill for observing.
- \* Skill for solving problems.
- \* Communication Skill.



#### 4) Developing Pre-diagnostic test

- \* What is the nature of path of light?
- \* What are different media?
- \* What is the name of light ray incident on a plane?
- \* What is meant by normal?
- \* What are the different types of lenses that you have seen in daily life?
- \* How do we measure distances in graph?
- \* What is meant by power?

#### 5) Preparing list of input

- chart (Refraction of light, Law of Refraction, Snell's law, critical angle, total internal reflection, lens, Principal focus of Convex lens, Principal focus of Concave lens, Magnification, Power of a lens)
- ICT (Path of light ray through different media, Speed of light in different media, optical fibre cable, Endoscope, examples of different lenses, Ray diagram of formation of images by lenses)
- video (Total internal reflection, Refraction, Principal focus experiment, formation of image using lens, Reason for twinkling of stars)



- Experiments (pencil and water, coin and opaque vessel, paper with a line and glass, coin and water)

## 6) Processing the inputs

- \* Laser ray Experiment can be conducted to understand the specificity of light path based on the speed of light in various media so that student could understand about the concept of refraction.
- \* Picture of the path of laser beams through a glass slab can be shown through ICT to understand the angle of incidence, angle of refraction and ray of refraction.
- \* A table analysis can be done in the text book to formulate the law of refraction.
- \* After understanding the relationship between the speed of light and refractive index, mathematical problems can be solved.
- \* Some experiments can be conducted which helps the students to find more examples of refraction from everyday life.
- \* critical angle and total internal reflection are understood by showing a related experiment using ICT.
- \* Technical terms associated with convex and concave lens can be discussed through the the analysis of



figures using ICT.

- \* with the help of video smoke box experiment learners find the principle focus of lens.
- \* The rules of drawing diagrams can be understood through the drawing of diagrams of image formation, thereby acquires the ability to draw diagrams.
- \*  $v$  and  $u$  can be found using New Cartesian sign convention and which helps to formulate lens equation.
- \* The concept of magnification is formulated through discussion.
- \* The cause of twinkling of stars can be understood through a video.

### 7) Suggestion for gathering immediate feedback and remediation

- \* what is refraction?
- \* what is meant by angle of refraction?
- \* what happens when a refracted ray of light enters from a medium with a high density to low?
- \* state law of refraction?
- \* what is a lens?
- \* Name the characteristics of lenses?



\* Where will be the image form when we place object at F?

\* What is meant by magnification?

\* What is power of a lens?

\* What is meant by atmospheric refraction.

### 8) Determination of assignments and activities

\* Draw a cartoon related to real life example of refraction?

\* Draw a ray diagram of total internal reflection and label it?

\* Create a collage of different types of lenses that we use in our daily life?

\* Draw a ray diagram of image formed by concave lens and write the nature of the image?

\* Calculate the power of a lens of focal length +25cm.

\* Find out 3 more examples of refraction from daily life.

### 9) Determination

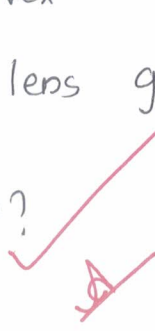
### 9) Determining the Past diagnostic test

\* Is the angle of refraction greater or lower than the angle of incidence when it goes from



air to glass?

- \* How is the refractive index of a medium related to speed of light?
- \* A person who looks at an aquarium from a lower position can see the base on the surface of water. What is the reason?
- \* Give 2 examples of practical application of total internal reflection?
- \* Why did the letters appear to be bigger in size when viewed through a lens?
- \* Half portion of a convex lens is wrapped with a black paper. Can this lens give a complete real image of an object. Explain?





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Subject: ...EDU 09.11 Pedagogic Practices in Natural Science  
Topic: Task-2 Construct a diagnostic test on topic  
of your choice and administer it in  
school class interpret the test and report.

Name: ...MARIYA TOMY.....

Optional Subject: ...Natural Science.....

Semester: ...II<sup>nd</sup>.....

Reg. No. O.V.A.W.T.N.S.009 For the year ...2022-24...

FACULTY MEMBER Jomy J

Date: ...12/7/2023...

*Handwritten signature and date:*  
28/01/24



CONSTITUTIONAL  
A DIAGNOSTIC  
DIAGNOSTIC

TEST



# CONSTRUCTION OF

## A DIAGNOSTIC TEST

### REAPING DIVERSITY

#### STEPS

#### 1. Planning of the test

Name of the teacher :- Mariya Jomy

Name of the school :- St. Joseph training College, Pavalatty.

Subject :- Basic Science

Unit :- 3 - Let's Regain our fields.

Deficiency Area/  
Topic :- Reaping diversity

Standard :- VIII

Division :- A

Strength :- 40

Date :- -

No. of students :- 30



## 2. Content Analysis

### 1) Learning Outcomes :-

- Learners can recall and recognize different agricultural sectors which help to earn better income through a scientific approach.
- Learners can exemplify different agricultural methods and their new varieties.
- Learners can compare and classify different rearing methods.
- Learners can summarize about each farming methods such as live stock management, Poultry farming, Sericulture, Pisciculture, Floriculture, apiculture, Curciculture, mushroom culture and horticulture.
- Learners can infer that we can cultivate wide varieties of each through different farming methods.
- Learners can execute and implement ~~different~~ farming methods in their day to day life to get better farming results.



→ Leannee can analyze and describe various agricultural methods and its benefits.

→ Leannee can generate ideas and important varieties about livestock management, Poultry farming, Sericulture, Pisciculture, Horticulture, Apiculture, Cuniculture and Microculture

## 2) New terms / Scientific terms.

Livestock management, Jersey, Holstein Friesian, Veeshool, Muesah, Niliravi, Bhadawari, Thalassery, Jamnapari, Boer, Poultry farming, Athulya, Gramalekshmi, White Leghorn, Muscovy, Chala, Chemballi, Japanese, Bobwhite, Sericulture, Mulberry silkworm, Tusser silkworm, Muga silkworm, Pisciculture, Pearlspot, Rohu, Catla, Goldfish, Cuppy, Ornamental, Peawon varieties, Naalan, Kala, Floriculture, Jasmine, Marigold, Chrysanthemum, Rose, Orchid, Anthurium, Apiculture, Kolan, Mellifera, Njordyan, Cuniculture, Grey giant, White giant, Ankole, Mushroom culture, Button mushroom, Oyster mushroom, Horticulture, exotic varieties, Indigenous varieties, Litchi, Rambutan, Durian.



### 3) Facts

- Different agricultural sectors which help us to earn better income through scientific approach.
- There are different types of farming methods on the basis of nature and scope.
- They are live stock management, poultry farming, sericulture, pisciculture, floriculture, apiculture, sericulture, mushroom culture and horticulture.
- Rearing cattle for milk, meat and agricultural purposes is called livestock management.
- Important varieties of cattle are Cow - Jersey, Holstein Friesian, Veerchow, buffalo - Mullaab, Nililari, Bhadawari, Goat - Thalassery, Jamnapari Boer,
- Rearing birds for egg and meat are called poultry farming.
- Important varieties of chicken are Athulya, Creamalekshmi & white Leghorn, duck varieties are Muscovy, Chala and Chemballi, quill varieties are Japanese and Bob white.



- Rearing of silkworms for the production of natural silk is called sericulture.
- Silk is formed from the special glands of the larvae of the silkworm.
- Major varieties of silkworm are mulberry silkworm, tasar silkworm, Muga silkworm etc.
- The scientific way of rearing fish in natural water bodies, paddy fields or artificial tanks is pisciculture.
- Varieties of fishes are Pearlspot, Rohu, Catla etc. are reared for food and Goldfish, Cuppy etc. are reared for ornamental purposes.
- Important Prawn varieties are Naalan, Karea etc.
- Cultivation of flowering plants on a commercial basis are called floriculture.
- Examples of flowers of commercial demand are Jasmine, Marigold, Chrysanthemum, Rose, Orchid, Anthurium etc.
- Scientific rearing of honeybees are called apiculture.
- Honey is a product of medicinal and



nutritional value.

→ Varieties of honeybees are Kolan, Mellifera, Njodiyam etc.

→ Scientific way of rearing of rabbits are called Carniculture.

→ Varieties of rabbits are Grey giant, White giant etc are reared for meat. Ankola is reared for fur.

→ Scientific way of growing mushroom is called mushroom culture.

→ Mushroom is a nutritious and tasty food item.

→ Commonly cultivated mushroom varieties are Button mushroom, Oyster mushroom etc

→ Scientific cultivation of fruits and vegetables are called horticulture.

→ Exotic varieties like Litchi, Rambutan, Durian etc are cultivated in our land.

#### 4) Concept

Different agricultural sectors which help us to earn better income through a scientific approach. Different farming methods that can be chosen on the basis of their nature and scope are livestock



management, poultry farming, Sericulture, Pisciculture, floriculture, apiculture, sericulture, mushroom culture and horticulture. Through these type of farming we get improved varieties on commercial basis.

5) Writing of test items

ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY

## DIAGNOSTIC TEST

Standard :- VIII  
Mark :- 20

Instructions :-

- a) Read the instructions carefully
- b) Write all the questions
- c) This test is not for ranking or Placement.



## PART-A

I. Choose the correct answer from the bracket given below:-

- a) Rearing cattle for milk, meat and agricultural purposes is called  
(Livestock management, Poultry farming)
- b) Rearing birds for egg and meat is called  
(Sericulture, Poultry farming)
- c) Rearing silk worms for the production of natural silk is called  
(Horticulture, Sericulture)
- d) Silk is formed from the special glands of the larvae of the  
(Silk moth, Heliothis)
- e) Horticulture is the scientific cultivation of fruits and  
(~~flowers~~, Vegetables)



## PART-B

II Find the odd one out:-

- a) Jeerey, Veechoor, Muscovy, Mullaab
- b) Marigold, Jasmine, Melliteea, Anthurium
- c) Cuniculture, Grey giant, Sericulture, White giant
- d) ~~Horiculture~~, Litchi, Cuppy, Durian.

III

## PART-C

Match the following

- a) Horiculture — Rearing rabbits
- b) Sericulture — Rearing honey bees
- c) Cuniculture — Cultivation of fruits and vegetables
- d) ~~Api~~ Culture — Cultivation of silk worms
- Growing mushrooms

IV

## PART-D

Name the following

- a) Give an example for a variety of cow.
- b) Give an example for a major variety of silk worms.



- c) Name the method of cultivation of flowering plants on a commercial basis
- d) Name the method of rearing of honeybees on commercial basis.

### PART-E

V

Give one word for the following:-

- a) The scientific way of rearing fish in natural water bodies or artificial tanks is called aquaculture.
- b) Cultivation of flowering plants on commercial basis
- c) Scientific way of rearing of rabbits
- d) Scientific way of growing mushroom
- e) Scientific cultivation of fruits and vegetables.
- f) Horticulture is the cultivation of



# SCORING KEY

Question Number	PART-A
I	a) Live Stock Management
	b) Poultry farming
	c) Sericulture
	d) Silk moth
	e) Vegetables
	PART-B
II	a) Muscovy
	b) Mellifera
	c) Sericulture
	d) Cuppy
III	PART-C
	a) Horticulture - cultivation of fruits & vegetables.
	b) Sericulture - rearing silkworms
	c) <del>Cerniculture</del> - rearing rabbits
d) <del>Apiculture</del> - rearing honeybees.	



Q.No:-

### PART-D

IV

- a) Vechool
- b) Muga silk worms
- c) Floriculture
- d) Apiculture

### PART-E

V

- a) Pisciculture
- b) Floriculture
- c) Sericulture
- d) Mushroom Culture
- e) Horticulture
- f) Fruits and Vegetables.

~~Ans~~



ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU-09-11 Pedagogic Practices in natural science  
Topic: Construct a workbook on any one unit in biology of VIII<sup>th</sup> Standard.

Name: Mariya Jomy

Optional Subject: Natural science

Semester: II

Reg. No. OVAWTNS.009 For the year 2022-24

FACULTY MEMBER [Signature]

Date: 13/7/2023

[Signature]  
28/07/24



BASIC

SCIENCE

Work Book

CLASS-8



# UNIT-1

## Life Mysteries in Little Chambers

I Find the odd one in each group.

Also write the common characteristics of the others.

- 1) Bacteria, Cyanobacteria, Amoeba, Mycoplasma
- 2) Golgi Complex, Ribosome, Lysosome, Mitochondrion
- 3) Mitochondrion, Cell membrane, Ribosome, Golgi complex
- 4) Xanthophyll, Anthocyanin, Tonoplast, Carotene

II Find out the relation between the given word pairs and on that basis fill in the blanks.

- 5) M. J. Schleiden - \_\_\_\_\_; Theodor Schwann - Animal cell



6) Power house - Mitochondrion; Skeleton of Cell - \_\_\_\_\_

7) Bacteria - \_\_\_\_\_; Amoeba - Eukaryote

8) Robert Hooke - cell; \_\_\_\_\_ - Nucleus

9) Yellowish Orange colour - Carotene; Yellow colour - \_\_\_\_\_

10) Power house of the cell - Mitochondrion; Transport of materials - \_\_\_\_\_

### III Answer the following

11) It was Rudolf Virchow who discovered one of the prominent characteristics of cell. Analyse the statement.

Ans \_\_\_\_\_

12) Which components of Plant cell are not found in animal cell?

Ans \_\_\_\_\_



13) Some components of Animal cell are also found in the plant cell. list out them.

(Ans)

14) What change occur when a mango ripens? What are the causes?

(Ans)

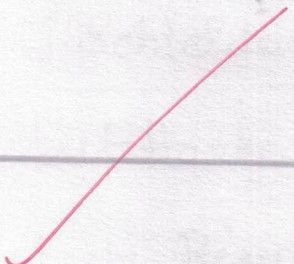
IV  
15) Choose the parts of microscope from the following terms.

Diaphragm, test tube, Objective lens, eye piece, mirror, hammers, Watch-glass, Cover glass, knobs, Stage, clip

(Ans)

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---





V

16) Make a table showing the different parts of microscope and their function.

(Ans)

Parts of a Microscope	Function.

VI

17) Match the Scientists and their contributions

- 1) Rudolf Virchow - (a) Found out that plant body is made up of cells
- 2) M. J. Schleiden - (b) Observed cells for the first time
- 3) Robert Hooke - (c) Found out that animal body is formed of cells.
- 4) Robert Brown - (d) Formulated the inference that new cells form only from the existing ones
- 5) Theodor Schwann - (e) Invented nucleus.



V  
M (d)  
im  
27A  
18) State cell theory

---

---

19) Who are the founders of cell theory?

---

---

20) Classify the given cell organelles under suitable headings. Common terms can be included in both groups.

Ribosome, Nucleus, Cell membrane, Centrosome, Chloroplast, Vacuole, Golgi complex, Mitochondrion, Lysosome.

IV  
H  
bur  
E.M  
da P  
da P  
art

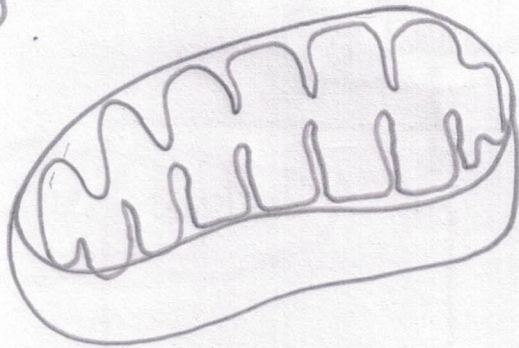
Plant Cell	Animal Cell.



VII

21) Identify the cell organelles that perform the functions mentioned below.

(a)



(b)



1) Encloses enzymes, hormones etc in small vesicles

2) Power house of the cell

VIII

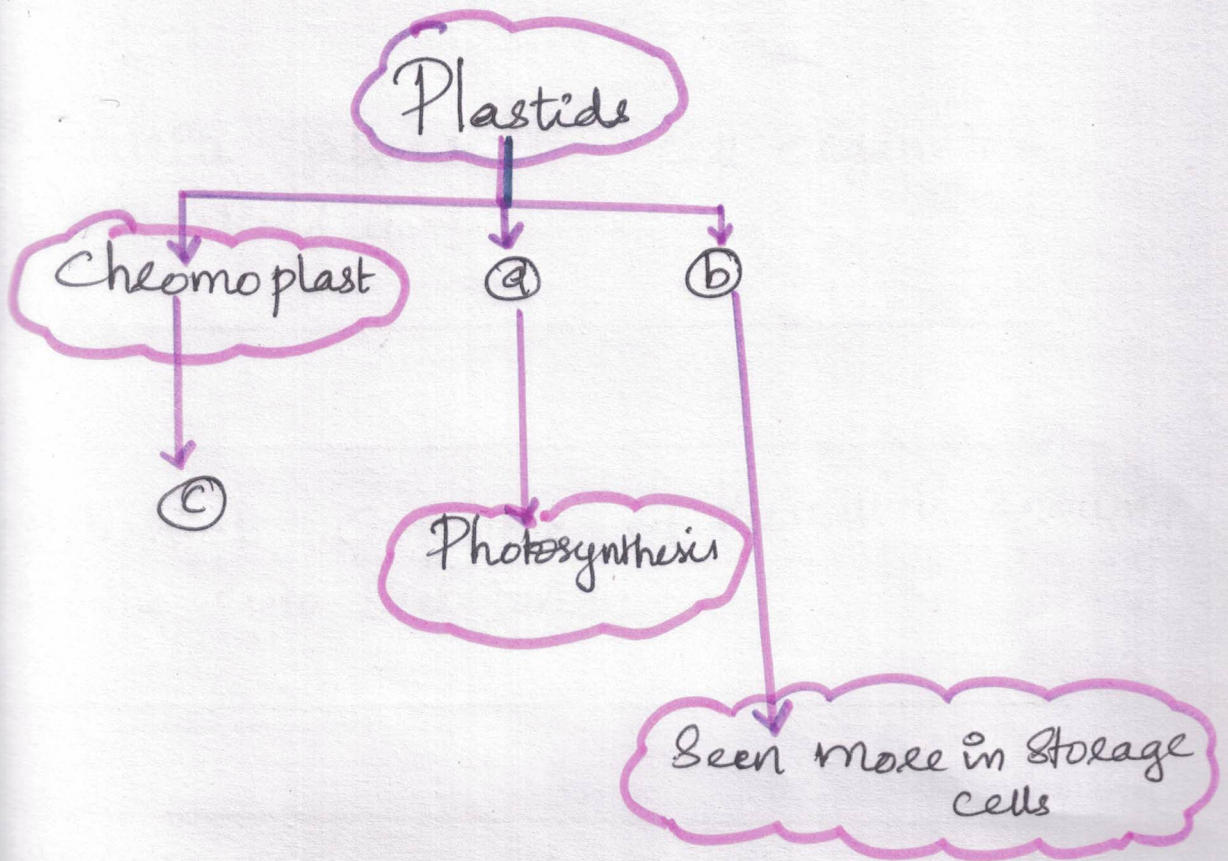
22) Complete the table showing different parts of nucleus and their functions.

Part	Function
(a) Nucleolus	Nucleolus and chromatin are seen
(b) Nucleopore	
(c)	Includes genes



IX

23) Complete the given flowchart.



IX Fill in the blanks

24) \_\_\_\_\_ is the fluid part of the nucleus.

25) \_\_\_\_\_ is a double layered membrane that covers the nucleus

26) \_\_\_\_\_ are seen as a network in the



XI  
(E8)  
nucleoplasm.

27) \_\_\_\_\_ are pores in the nuclear membrane.

XI  
28) Write about the cell organelle - Mitochondrion?

---

---

29) Which organelle of the cell is known as the cyto skeleton?

---

---

30) Which organelle is known as the power house of the cell?

---

31) Which <sup>cell</sup> organelle is the centre of protein synthesis in the cell?

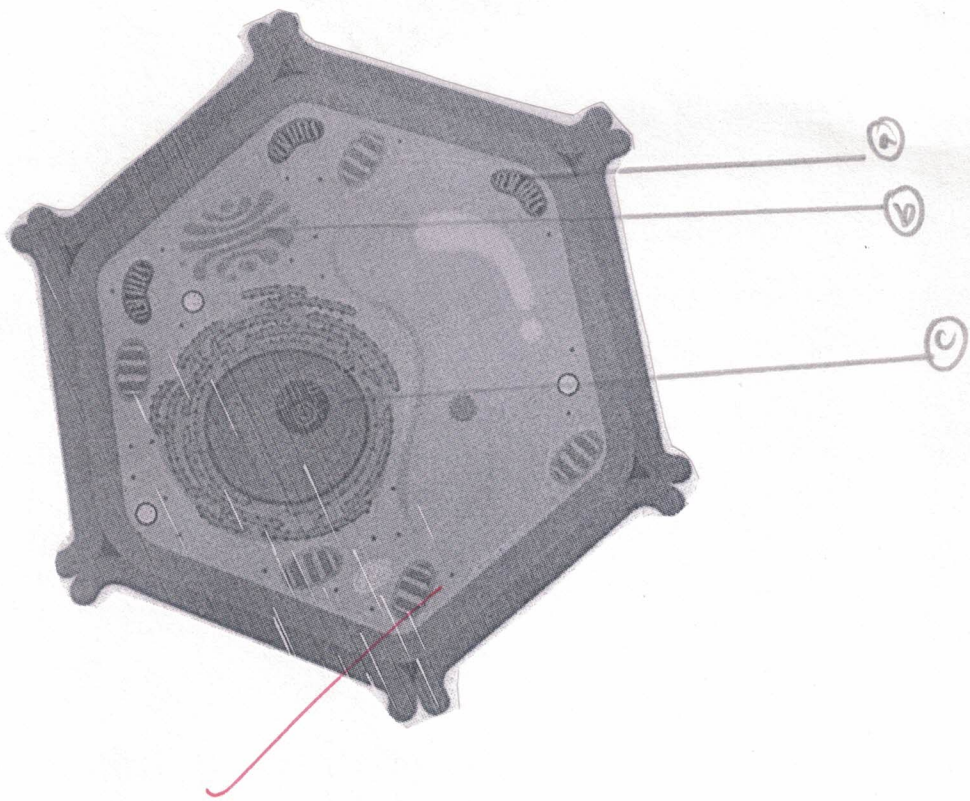
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32) Which cell organelle stores water, salts and excretory materials?

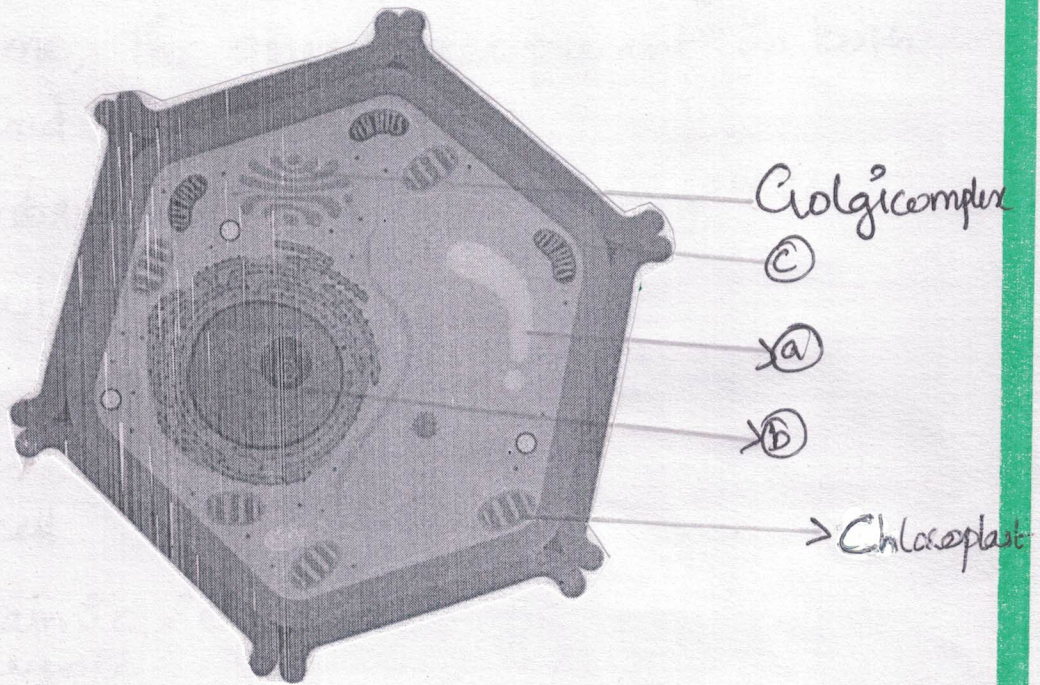
33) Which cell organelle is seen in plenty in glandular cells?

34) Label different parts of a plant cell.





35) Complete the illustration given below related to different kinds of organelles.





# ANSWERS

- I
- 1) Amoeba, the others are prokaryotes.
  - 2) Lysosome, the others are present in both plants and animal cell.
  - 3) Cell membrane; others are cell organelles.
  - 4) Tonoplast; others are pigments.

- I
- 5) Plant cell
  - 6) Endoplasmic reticulum
  - 7) Prokaryote
  - 8) Robert Brown
  - 9) Xanthophyll
  - 10) Endoplasmic reticulum

I

He found the process cell division.  
New cells are formed only from existing cell.

- 11) Centriole, lysosome
- 12) Cell wall, large vacuole, plastids.



14) Colour changes, Chloroplast is changed into chromoplast. The sour taste is changed sweet taste. Starch is changed into sugar.

↓

15) Diaphragm, objective lens, eye piece, mirrors, knobs, stage, clip.

16)

Parts of a Microscope	Function
Eye piece	Helps to magnify objects helps to observe objects
knobs	To adjust the position of lens
objective lens	Helps to magnify objects
Stage & clip	Object is placed on the stage and the slide is fixed using clips
Diaphragm	Helps to reduce the intensity of light microscope



- 17)
- 1 - d
  - 2 - a
  - 3 - b
  - 4 - e
  - 5 - c

18) All living body is formed of cells. Cells are the structural and functional units of organisms.

19) M. J. Schleiden and Theodor Schwann.

20)

Plant cell	Animal cell
Cell wall	Centrosome
Chloroplast	Lysosome
Vacuole	Ribosome
Ribosome	Nucleus
Nucleus	Golgi complex
Golgi complex	Mitochondrion
Mitochondrion	Cell membrane
Cell membrane	



21) i - b  
2 - a

22)

(a) - Helps in the synthesis of ribosome

(b) - Nucleoplasm

(c) - Nucleolus and chromatin reticulum are seen.

23)

(a) chloroplast

(b) leucoplast

(c) Imparts colour to fruits and flowers.

24) Nucleoplasm

25) Nuclear membrane

26) Chromatin reticulum

27) Nuclear pore

28) Power house of the cell. Helps in the production and storage of energy.

29) Endoplasmic reticulum

30) Mitochondrion

31) Ribosome



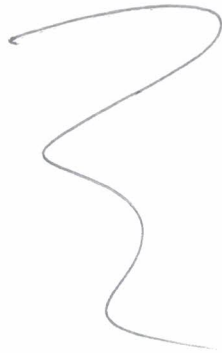
32) Vacuole

33) Golgi complex.

- 34)
- (a) Mitochondrion
  - (b) Golgi complex
  - (c) Nucleus.

- 35)
- (a) Vacuole
  - (b) Nucleus
  - (c) Mitochondrion

*Jimmy*

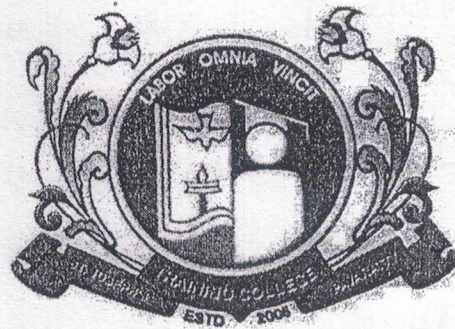




ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU-02- Development of the learner  
Topic: Identifying problem behaviours in children of elementary/secondary classes and preparing a care study report.

Name: MARNA TOMY


Optional Subject: Natural Science

Semester: 2<sup>nd</sup>

Reg. No. 0VAWT.N3009. For the year 2022-24

  
FACULTY MEMBER

Date: 04/01/24

  
23/01/24



## INTRODUCTION

As a part of B.Ed curriculum, we had a task to do on EDU-02, Development of the Learner. The task is to "Identifying a Problem behaviour in children of elementary/Secondary classes and Prepare a case study report."

Case studies are very detailed investigation of an individual or small group of people, usually regarding an unusual phenomenon or biographical event of interest to a research field. Due to a small sample, the case study can conduct an in depth analysis of the individual/group. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. Case studies usually follow a typical story structure, which means they have a beginning, middle and the end. Here case study was conducted by keen observations of the special needed children by involving and getting information directly



from different reliable sources like, Concerned teachers, peer groups from the school, Parents, Family members and peer groups of the child from home environment.

## IDENTIFICATION OF CASE

On behalf of the care study, I got my care from my neighbourhood itself. The name of my child in this care is Mariot Rafi. She is studying in 11<sup>th</sup> Standard, St. Theerasa School, Brahmakulam. She has the problem of learning disability. She is entirely different from that of her classmates and of her age. Even though she has learning disability, she is very active in her school. It is she is a hyper active student too. Because of these problems she was not good at her curricular and academic performances. She studied two years in U.K.G., because of this learning disability she is a slow learner. For getting attention on her she always used to disturb the class and create certain problems on



Silly matters. Mariot's mother told that, doctors who treated Mariot informed her parents that "Don't make Mariot sad", it will affect her badly. So they are trying maximum to make their child happy and cool. She is not able to focus or pay more attention on a particular subject and therefore create problems to her classmates. She is not afraid of teachers or members who are elder to her.

## STATEMENT OF THE PROBLEM

My case shows learning disability and hyper active behaviour. These are the two problems I found in my case.

## HYPOTHESIS

There are so many reasons for the learning disability and hyper active behaviour in 'Mariot'. They maybe,

\* Because of some physical problems and family issues.

\* Lack of support from friends, teachers and family members.



\* Because of some mental problems or disorders.

\* Fear of something, some person or may be an Anxiety disorder in children

\* Family Problems or Lack of care and Support or because of effect of 'Broken Family'.

\* Any type of attention disorder is there or not

\* Lack of moral support from society, Family or from school.

\* Whether this child is having dyslexia or not

## CASE HISTORY

Mariot was born and brought up in Thakkad. She was born on 15th January 2014. She is the fourth child of his family. Mariot has a sister and two brothers. She is the younger child in her family. There is only one or one and half years gap between her brothers. Because of this back to back delivery Mariot's mother is little bit weak. So she is not getting proper care, love and attention from her parents. Mariot's mother is a



Higher Secondary School teacher. Mariot's father is a Contractor. Mariot's mother is working in a school which is very far from their house and she has to take more than 2 1/2 hours travel in the bus. So Mariot is not getting proper care and attention from her parents.

At her childhood (at the age of 4), she had fever regularly. One day Mariot had severe fever and fits. After that she became unconscious for a day. Mariot's parents got afraid and hospitalized Mariot. Because of not getting proper care and attention Mariot's body temperature increased and because of that she became unconscious. At that time doctors told to give special care and attention to her in all her activities. Because of busy life her mother appointed two maids to look after their children. But Mariot was unhappy. She needs her mother. Sometimes Mariot shows aggressive behaviour. If she started crying she will not stop, backward in studies.

She cannot sit or behave calmly



in any situations and therefore makes various distractions to the class teachers and classmates. She is not able to pay full attention to the class and to the teachers and also unable to fit in a task for long time. She is not bothered of the importance of acquiring education. Therefore she is not ready to accept the words of her parents, teachers and her classmates. Teachers are trying to make her to pay attention in her studies. Even though she is studying in 11<sup>th</sup> standard, this is her or now she is studying in her third school. At first parents gave her ICSE syllabus education, then CBSE school, now she is studying in the state syllabus school.

## ANALYSIS

There are so many reasons I found in this case study. The main reason is learning problems during birth, lack of care from parents, teachers and peer groups. Because of learning disability she has difficulty in language problems, motor skills, coordination, laziness, anxiety, talkative etc. She was the



Younger child in her family and her mother is a teacher and because of these all problems she feels loneliness and feeling sad. I also noticed some issues like lack of self confidence, intense fear and writing problems such as hand writing. Mariot has so many health problems such as tics, senseless regularly

Because of attention problems she is not able to categorize a thing into good or bad, right or not. Listening skill is also very poor in this child.

### SUGGESTIONS :-

#### To the child :-

- Create good friendship
- Avoid anxiety
- Give opportunities to express her views
- Obey elders
- Share problems with siblings and parents

#### To the Parents :-

- Express love and care to the child
- Support child's likes/dislikes
- Buy good food to them
- Provide good books to read
- Promote child's skills



## To the teacher :-

- Give reinforcement
- Listen to their words
- Give love, care and affection to them
- Identify child's difficulties
- Motivate the child
- Give more opportunities to the child
- Accept them the way they are
- Give inspiration to them, motivate them.

## LIMITATIONS OF THE STUDY :-

- Lack of information from parents
- Lack of time period to collect history of the child.
- Poor Co-operation from child, parents and her siblings.
- The child is not well matured to cooperate

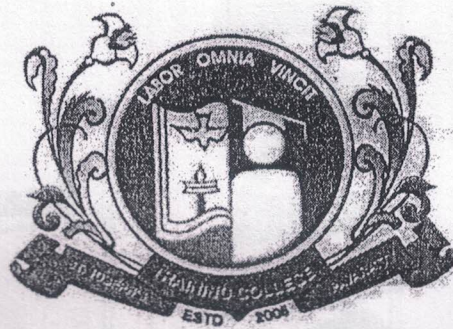
## CONCLUSION :-

Learning disabilities are not caused due to physical or mental illness, economic conditions, or cultural background; neither do they indicate that the child is weak/lazy. Some children begin as slow learners but are eventually able to learn and cope with their studies and other activities. Some children may not be



**ST. JOSEPH'S TRAINING COLLEGE**  
**PAVARATTY, THRISSUR**

*(Affiliated to the University of Calicut and Recognized by NCTE)*



Subject: EDU-05. II Theoretical Basis of teaching Natural Science  
Topic: Prepare a lesson transcript based on any model of teaching prescribed in syllabus

Name: Mariya Tomy

Optional Subject: Natural Science

Semester: PST

Reg. No. OVANTNS009. For the year 2022-24

*Checked*  
*[Signature]*  
*28/01/24*

FACULTY MEMBER *[Signature]*

Date: 4.1.23



CONCEPT

ATTAINMENT

MODEL



## CONCEPT ATTAINMENT MODEL

Name of the teacher	:- MARIYA Jomy	Std	:- VIII <sup>th</sup>
School	:- St. Joseph's. H.S.S, Pavacatty	Div	:- A
Subject	:- Biology	Strength	:- 45
Unit	:- Cell Clusters	Duration	:- 40 minutes
Topic	:- <b>Animal Tissue</b>	Date	:- 14-11-2022

Learning Outcomes :-

→ Learner acquires knowledge about "Animal tissues".

Scientific terms :-

Epithelial tissue



Nervous tissue  
Muscular tissue  
Connective tissue  
Cartilage  
Secretions  
Fibrous tissue.

## Scientific facts

Epithelial tissue covers and protects the body.

Nervous tissue controls and coordinates physiological functions.

Muscular tissue enables the movement of the body.

Connective tissue or fibrous tissue connects other tissues.

Cartilage is strong flexible connective tissue that protects your joints and bones.

Secretions are substances made and released by a living thing, like when one skin sweats.



## Concept

### Animal tissues:-

Tissues are a group of similar cells that have a common origin and perform specific functions. There are different kinds of tissues in multicellular organisms like plants and animals. The coordinated action of these animal tissues helps in performing different physiological functions in animals.

### Types of animal tissues

- 1) Epithelial tissue lines inner wall of the digestive tract
- 2) Nervous tissue controls and coordinates physiological functions
- 3) Muscular tissue helps in the movement of the body.
- 4) Connective tissue - Bone, Cartilage, Fibrous tissue, blood etc are various connective tissues.



## Values and attitudes

Develop Scientific attitudes.

## Learning Resources

Videos  
charts  
(Slides (Specimen))

## Previous knowledge

- Knowledge about cells
- Functions of cells in our body
- Structure of an animal cell.
- Knowledge about blood cells, Nerve cells etc.
- The well-being of the human body depends on the systematic and regulated action of the cells.
- Similar cells functions together in groups, not separately. Such clusters of cells are called tissues.



## Process Skills

Classification Skills

Comparison Skills

Definition formation

Observation Skills

In feeling

Hypothesis forming Skills.

## Expected Products

Discussion report

Completed table

Phase 1 :- Presentation of the data and Identification of the concept.

→ The teacher give labelled examples to students and ask them to analyse each examples and find out the features of each one.



खरकम १११११

<p>the examples</p> <p>Epithelial tissue Neuron tissue Muscular tissue Blood Cartilage Fibrous tissue</p>	<p>-Ve examples</p> <p>Meristematic tissue Parenchyma Xylem Sclerenchyma Collenchyma Phloem.</p>
---	--

Phase II :- Testing the attainment of concept.  
Teaching → Give unlabelled examples to students

- 1) Fibrous tissue
- 2) Blood
- 3) Neuron tissue
- 4) Phloem
- 5) Xylem
- 6) Meristematic tissue



7) Epithelial tissue

8) Bone

9) Cartilage.

(Teacher says "Yes" or "No" for the questions asked by students)

Pupil 1 :- Fibrous tissue is a positive example or not?

Teacher :- Yes

Pupil 2 :- Whether blood is a negative example or not?

Teacher :- No

Pupil 3 :- Neurons tissue is related to our topic?

Teacher :- Yes.

Pupil 4 :- Cartilage is a positive example. Right?

Teacher :- Yes.

Pupil 5 :- Is this topic related to tissues?

Teacher :- Yes.



Pupil 6 :- Meristematic tissue is a negative example. Right?

Teacher :- Yes.

### Phase 3 - Analysis of the thinking strategies.

Pupil 1 :- This is a topic related to tissues.

Pupil 2 :- This is not related to cell structure.

Pupil 3 :- Fibrous tissue, blood, cartilage, Epithelial tissue etc are positive examples.

Pupil 4 :- This is a topic related to cluster of cells in animals.

Pupil 5 :- Controls and Coordinates Physiological functions is a feature of this topic.

Pupil 6 :- It connects other tissues.

Pupil 7 :- The name of this topic :- Animal tissues.

Pupil 8 :- Definition of Animal tissues is There are the different kinds of tissues in multicellular Organisms like animals helps in performing different Physiological functions.



ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: ... EDU 07 - Facilitating Learning

Topic: ... Conducting a study on style preferences in learning in a group of 15-20 children using any tool on learning style.

Name: ... Maniya Jomy

Optional Subject: ... Natural Science

Semester: ... 1<sup>st</sup>

Reg. No. QVAWTN15009 For the year ... 2022-2024

*Aswathy*

FACULTY MEMBER

Date: ... 8/1/2023

*Valued*  
*Ann*  
*28/01/24*



# A STUDY ON STYLE PREFERENCES IN LEARNING

## INTRODUCTION

Learning styles refer to a range of theories that aim to account for differences in individuals learning. Although there is ample evidence that individuals express personal preferences for how they prefer to receive information, few studies have found any validity in using learning styles in education. Studies further show that teachers cannot assess the learning style of their students accurately. There are 4 predominant learning styles, they are as follows :-

- Visual (Learning through seeing)
- Auditory (Learning through hearing)
- Tactile (Learning through touch)
- Kinesthetic (Learning through doing and moving)

Here we took three learning styles such as Visual, Auditory and tactile for our study on style preferences in learning.



## PROCEDURE

As a part of B.Ed curriculum for studying about the learning style preferences in children, I took the data or collected data regarding the topic from the students of VIII B, St. Theresa's C.H.S, School, Brahmakulam. This is a girls only school within this limitation I implemented the learning style measuring tool in those children. First of all I took print out of the learning style questionnaire (tool) and gave it to the students of VIII B in that school. There are total 24 questions in that tool. I collected details of the learning style preferences of students by using this tool from 20 students. The questions in the tool was mainly categorized into three sections, Visual, Auditory and Tactile. If any of the learning preferences came into tally I put those answers of students in the Uncertain category, because they are preferring both of the learning styles at a time to learn things. 8 questions are there for each category.



## MAJOR FINDINGS

No	Learning Styles	Total number	Percentage
1	Visual	1	$\frac{1}{20} \times 100 = 5\%$
2	Auditory	9	$\frac{9}{20} \times 100 = 45\%$
3	Tactile/ Kinesthetic	9	$\frac{9}{20} \times 100 = 45\%$
4	Uncertain	1	$\frac{1}{20} \times 100 = 5\%$



V T A  
27 31 30

Teachile

Learning Style Questionnaire  
University of California, Merced  
Student Advising and Learning Center

	Often	Sometimes	Seldom
1. I can remember best by listening to a lecture that includes information, explanations and discussions.		✓	
2. I prefer to see information written on the board and supplemented by visual aids and assigned readings		✓	
3. I like to write things down or take notes for visual review.	✓		
4. I prefer to use posters, models, or actual practice and other activities in class.	✓		
5. I require explanations of diagrams, graphs, or visual directions	✓		
6. I enjoy working with my hands or making things.	✓		
7. I am skillful with and enjoy developing making graphs and charts		✓	
8. I can tell if sounds match when presented with pairs of sounds.		✓	
9. I can remember best by writing things down several times.			✓
10. I can easily understand and follow directions on a map.			✓
11. I do best in academic subjects by listening to lectures and tapes.		✓	
12. I play with coins or keys in my pocket.		✓	
13. I learn to spell better by repeating words out loud than by writing the words on paper.	✓		
14. I can understand a news article better by reading about it in the newspaper or online rather than by listening to a report about it on the radio or internet.	✓		
15. I chew gum, smoke or snack while studying.		✓	
16. I think the best way to remember something is to picture it in my mind	✓		
17. I learn the spelling of words by "finger spelling" them.		✓	
18. I would rather listen to a good lecture or speech than read about the same material.	✓		
19. I am good at working and solving jigsaw puzzles and mazes.	✓		
20. I grip objects in my hands during learning periods.		✓	
21. I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.		✓	
22. I prefer obtaining information about an interesting subject by reading about it.	✓		
23. I feel very comfortable touching others hugging, handshaking, etc.		✓	
24. I follow oral directions better than written ones.		✓	



## INTERPRETATION

From this study of learning styles preferences in children I can find that most of the children are choosing Auditory and Tactile/Kinesthetic for their learning. Out of twenty students 5% students of VIII B are preferring Visual learning style, 45% of students are preferring Auditory learning style again another 45% of the students in the same class are preferring tactile or kinesthetic learning style, at last 5% of the students are coming under the category of Uncertain. Before administering this tool I thought most of the students were <sup>opt</sup><sub>n</sub> Visual learning style but only 5% of the students opted for Visual learning style. By doing this study I can understand the learning style preferences of VIII B (high school students).



## SUGGESTION

Teachers have main role in the selection of preferences of different learning styles in children. Teachers have to include various learning methods to teach children. Teachers can use charts, videos, learning activities, games, puzzles, group discussion, debates, roleplays, brainstorming methods, jigsaw puzzles etc to motivate all types of children. Each student are unique in their grasping power and Intelligence Quotient. So to consider all types of children a teacher must include all type of teaching styles while teaching. It will be useful to children with better comprehension and acceptance of the content thoroughly. A teacher must try to know each and every children learning capacity. Different learning styles are helpful especially for dyslexic students.



## CONCLUSION

The significance of understanding learning styles is to effectively learn how an individual understands new information so that they can determine the most effective way to collect, interpret and present information.

From these study I can understand the learning styles and strategies are very important in the education sector. A good education system should be aligned to the student learning styles so that the best outcome can be realized at the end of the evaluation. Learning styles affect learning outcomes through learning motivation in economic subjects, meaning that students who have a visual learning style accompanied by learning motivation will have high learning outcomes, compared to students who have auditory and kinesthetic learning styles.



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Aswathy



ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 02 - DEVELOPMENT OF THE LEARNER


Topic: Identifying problem behaviour in children of elementary / secondary classes and preparing a case study report.

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. QVAWTEG1001 For the year 2022 - 2024

  
FACULTY MEMBER

Date: 08/01/24



# INTRODUCTION

A case study is an in-depth, detailed examination of a particular case within a real-world context. Generally, a case study can highlight nearly any individual, group, organization, event, belief, system or action. It is a research methodology that has commonly used in social science and is a research strategy and an empirical inquiry that investigates a phenomenon within its real life context. It is also an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities. Case studies are in-depth investigation of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using several different methods, like observations and interviews. One of the greatest advantage of a case study is that it allows researchers to investigate things that are often difficult to impossible to replicate in a lab. It gives researchers the chance to collect information on rare or unusual cases and prompts them to develop hypothesis that can be explored in experimental research. The insights gained from



Such research can help the researchers develop additional ideas and study questions that might be explored in future studies. In psychology, case studies are often combined to the study of a particular individual. The information is mainly biographical and relates to events in the individual's past, that is retrospective, as well as to significant events which are currently occurring in their everyday life.

## IDENTIFICATION OF CASE

On the behalf of case study, I took my case from L.I.G.H.S.S, Choondal. There was a student named Nya of ninth standard, who have low level of confidence and adjustment issue in interacting with others and talk very less. Most of the time she remain absent in the class and if she is present she won't interact with anyone. She is also not good at her academic, and extra-curricular activities. She will only answer to what others ask to her. During the classes, she won't concentrate or listen to the classes. She too show the signs of dyslexia, where she finds difficult to read, spell the words properly, can't solve problems, difficult in time management.



# STATEMENT OF THE PROBLEM

The case which I took for the study shows very low confidence level, signs of dyslexia like reading, writing disorders, error in spelling, difficulty in interacting with the people. She is also a very slow learner and remain silent in the class. She is a high school student from L.I.G.H.S. Chondal.

## HYPOTHESIS

- It may be due to birth disorder.
- It may be due to mental disorder.
- It may be due to anxiety disorder.
- It may be due to lack of love and support from parents.
- Lack of moral support may also be the reason.

## CASE HISTORY

Niya was born on 2<sup>nd</sup> June 2008 at Velur. She is the second child of her family. She is a normal growing girl. But there are certain changes in her behavioural matters. She doesn't know how to respect elders, teachers etc. She attends her classes but won't maintain her uniform. She can't differentiate between right and wrong and believe according to her rights.



AT2

She didn't score well in her exams but she is very conscious about time. Even though her works were not proper, she does her homework on time. So her cognitive ability get developed slowly with the age. She mentioned that sometimes she feel lonely and hurt, but could not express her feelings to others. She too cannot control her anger.

When she writes or spell a word she finds difficult to write or read. She used to spell the word in a wrong way. As her reading and writing is very slow she finds difficult to skim and scan the chapters that is taken in the class. As a result she had to re-read the chapters many times to understand it.

She also get confused when given several instructions at once. Teachers need to repeat the instructions to her. She often forget conversation in between and find it difficult to recall it and try to avoid interactions with others. She has very low self esteem and always remain silent and usually remain very anxious. She too finds difficult in solving mathematical problems.



## ANALYSIS

Niya, who is a fourteen year old girl, finds it very difficult to interact with others, low self esteem, difficulty in reading, pronouncing and writing. As a result she is shy in interacting with people and always remain silent and anxious. She shows the signs of dyslexia and has very low confidence in presenting herself in front of her classes. The basic reason for her introversion is her shyness and low confidence as she is a slow learner.

She doesn't get involved in any activities that is given in the class but somehow manages to do homework by the compulsion of her parents. She was not also interested in games or in other extra curricular activities. She didn't received proper love and care from her parents as they were really busy in their professional jobs. They didn't take enough time to spend time with her and took enough attention only to their jobs. So the communication skills was very poor among the peer groups. Basically she was not promoted by anyone and so she was silent throughout the class.



# SUGGESTIONS OF THE STUDY

## To the child :-

- \* Have a good communication with parents.
- \* Avoid fear and tension.
- \* Try not to be anxious.
- \* Try to obey elders.
- \* Get into a healthy peer group.

## To the parents :-

- \* Encourage the talents of the child.
- \* Express love and care to the child.
- \* Teach ethical and moral values.
- \* Communicate with the child daily.
- \* Support child's passion/interest.

## To the teachers :-

- \* Provide attention to the child
- \* Identify the problem faced by the child
- \* Give reinforcement
- \* Motivate and encourage the skill of the child
- \* Express care and affection towards the child



## LIMITATIONS OF THE STUDY

- \* Very poor co-operation from parents.
- \* Lack of time for binding history widely.
- \* Lack of proper interaction from the child.
- \* Lack of parents care as they are not able to understand the problem of their daughter.

## CONCLUSION

A case study aims at studying everything about something rather than something about everything. It is a specialized method and mainly to analyze the behaviour of an individual. It generally describe the problem of an individual. It give analytical power of a person to increase knowledge about a social phenomenon.

It considers all aspects of the individual and hence it is highly reliable and is used as tool of evaluation. It also provides researchers to observe and record information about rare, impractical, unethical conditions and behaviours. They also provide with new evidence to support psychological theories.



Case studies also provide ground for the generalisation of data for illustrating statistical findings. In psychology, case studies are often combined to the study of a particular individual.

Through this work, I had evaluated the behavioural pattern of the child which is different from that of other children.



## REFERENCE

<https://courses.lumenlearning.com>



# ST. JOSEPH'S TRAINING COLLEGE

## PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 02 DEVELOPMENT OF THE LEARNER

Topic: Conducting survey regarding incidents of drug menace, sexual abuse, cyber crime and other social problem among school children

Name: ALMA PAUL

*Alma Paul*

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. OVAVTEG1001 For the year 2022 - 2024

*Aswathy*

FACULTY MEMBER

Date: 5/1/2023



# INTRODUCTION

As part of the task of EDU02, there was a task of conducting survey regarding incidence of drug menace, sexual abuse, cyber crimes and other social problems among school children and making action plan for remediation. For this task a questionnaire is prepared regarding drug menace, sexual abuse, cyber crimes and other social problems. There were 8 questions in each section which makes a total of 32 questions.

The first section of questions were questions regarding drug menace among students. Students answered Yes/No for the questions asked, based on it. The second section dealt with the questions regarding sexual abuse against students. The third section deals with the questions regarding cyber crime and students answered to those questions. The last section of questions were from various social problems like child labour, mental harassment, bullying etc.

Then the questions were analysed according to answers given by the students and prepared a analysis on basis of answer given



and found out the percentage. Then, remedies for solving all these problems were guided out and a proper action plan was suggested. Then a movie that is a short film was taken as an action plan.



# ANALYSIS

The questionnaire was to analyze various problems like drug menace among students, sexual abuse against students, cyber crime against students and other social problems faced by the students. So, the questionnaire is divided into four sections in which each section consists of 8 questions and yes or No option to mark the opinion.

The first section is questions regarding drug menace among students. There are 8 questions in this section. For the first question, 66% of the students answered 'No' and 34% of the students answered 'yes'. For the second question 40% of students answered 'yes' and 60% answered 'No'. The third question 27% answered 'yes' and 73% answered 'No'. For the fourth question 0 answered 'yes' and 100% answered 'No'. For the fifth question, 100% answered 'yes' and 0 answered 'No'. The sixth question 'yes' was answered by 66% and 'No' answered by 34%. For seventh question 'yes' was answered by 0 and 'No' answered by 100%. For the eighth question, 0 students answered 'yes' and 100% of students answered 'No'.



The second section is questions regarding sexual abuse against students. There are 8 questions in this section. For the first question 86% of students answered 'yes' and 24% answered 'No'. For the second question 7% of students answered 'yes' and 93% of students answered 'No'. The third question, 34% of students answered 'yes' and 66% answered 'No'. For the fourth question 34% answered 'yes' and 66% answered 'No'. The fifth question, the students answered 6% of 'yes' and 94% answered 'No'. For sixth question, 46% answered 'yes' and 54% answered 'No'. For the seventh question, 26% answered 'yes' and 74% answered 'No'. For the eighth question, 80% answered 'yes' and 20% of students answered 'No'.

The third section is questions regarding cyber crime. There are 8 questions in this section. For the first question 94% of students answered 'yes' and 6% of students answered 'No'. For the second question 34% of students answered 'yes' and 66% of students answered 'No'. For third question 20% of students answered 'yes' and 80% answered 'No'. For the fourth question, 34% of students answered 'yes' and 66% of students answered 'No'. For the fifth question, 34% of students answered 'yes' and 66% of students answered 'No'. For the sixth question 27% of students answered 'yes' and 73%



answered 'No'. The seventh question, 7% of students answered 'yes' and 93% of students answered 'No'. For the eighth question 26% of students answered 'yes' and 74% answered 'No'.

For the fourth section, there are questions regarding social problems faced by the students. There are 8 questions in this section. For the first question 0 answered 'yes' and 100% answered 'No'. For the second question 86% answered 'yes' and 14% answered 'No'. For the third question 20% of students answered 'yes' and 80% of students answered 'No'. For the fourth question, 89% of students answered 'yes' and 11% answered 'No'. For the fifth question, 98% answered 'yes' and 2% answered 'No'. For the sixth question, 93% of students answered 'yes' and 7% answered 'No'. For the seventh question 0 answered 'yes' and 100% answered 'No'. For the eighth question 0 answered 'yes' and 100% answered 'No'.



# REMEDIES

- \* Know the children's activities and pay attention to the children's whereabouts.
- \* Brainstorm the children about how to turn down offers of drugs.
- \* Create a strong bond between parent and children.
- \* Speak out against all forms of violence.
- \* Communicate with the child friendly which help them to openly discuss.
- \* Express care and concern.
- \* Backup your data.
- \* Keep your software and systems fully up to date.
- \* Strict implementation of law against child labour.
- \* Spreading awareness to stop child labour.



# CONCLUSION

This questionnaire really helped to understand the problems faced by students regarding drug menace, sexual abuse, cyber crime, and various other social problems. Even though each section had 8 questions and Yes or No options, these questions were very relevant and it openly discusses the problems faced by them.

The analysis of the questionnaire helped to calculate the percentage of answering in each question. Remedies to solve the problem of drug menace, sexual abuse, cyber crime and other problems were taken. Then an action plan of showcasing the effects and the usage of drug is being shown in the movie.

# REFERENCE

- \* <https://infinitylearn.com/surge/english/essaydrugabuse>
- \* <https://www.researchgate.net/publications.com>



# ACTION PLAN

## HEED

### Scene 1

The protagonist comes to school. She enters the church in the school compound and kneels near the lit candles. After the prayer, the heroine of the story enters the church yard. Security is seen near the school.

Heroine :- How are you uncle?

Security :- Fine, why are you late?

Heroine :- Oh, I missed my bus.

Security :- Don't be late tomorrow.

Heroine :- OK, let me go.

The heroine is walking and on the way she sees a boy studying in her school. The boy comes running.

The boy :- Hai

Heroine :- Hai, why are you standing here?

The boy :- I was waiting for you.

Heroine :- Oh! Oh! Are you waiting for me or for my chocolate?

The boy :- (smile) for the chocolate.

The heroine gives a chocolate to him and the boy thanked her and runs away.



## Scene 2

The heroine climbs the steps to the classroom. She sees her teacher in the verandah.

Heroine: Good morning miss

Teacher: Good morning

I think you are late today. What happened?

Heroine: Oh, miss, I missed my bus

Teacher: Don't repeat it again

Heroine enters the class happily. There is no teacher in the class. Children are talking back and forth. Heroine is moving forward aiming at the last bench, seeing it, her friend calls her to the first bench. They both talk with each other. At that time, the teacher enters the class. Heroine listens the teacher's class carefully. Heroine gives precise and clear answers to questions asked by the teacher. Teacher praises the student and after the class teacher leaves the class.

## Scene 3

In class, children are busy with their own things. Discomfort forms on the face of the heroine. Forehead and cheeks perspire, lips go dry, looks around restlessly. She presses her fingers hard, wipe her face with towel. She suddenly picks up her bag and very seriously, examines something important. Satisfied to see something in the bag.



#### Scene-4

The heroine approaches the teacher to get the record book signed. After signing, the teacher says only good things about the child. After getting signature, the heroine quickly leaves the school and walks down. As she walks, she saw a bench and runs to it. She takes out her wallet from bag and sees a photo of her family in it and cries. She puts her purse in her bag and looked for something again, something stopped her in hand. It's the syringe. She used the syringe which has drug and throws away the syringe and walks down to the alley again.

#### Scene 5

The heroine enters the church along with her intimate friend and pray to god. Here the friend also follows her path of drug use. Friend too fall into the chain of drug addiction.

#### Characters

Direction - Elvin Raj

DOP - Hanikrishnan A.S

Producer - Amala Karthi C

Costume - Arya K.L

Make up - Snehalakshmi A.V

Art - Rinta, Rosemol Raju

Script - Anargha Joshy

Actors - Sneha, Stimpfy, Alma Paul, Surabhi C.P, Pragya C

IT - Jinu, Mehua M.F

~~Aradhya~~



## QUESTIONNAIRE

Name of the student:

Name of the school:

Class:

This questionnaire is meant to analyze the learning atmosphere and mental health of students. This survey contains four sections and each section consists of 8 questions. Mark your answers as either yes or no.

### Questions regarding drug menace among students.

1. Have you ever seen students using drugs in school or in your locality? Yes  No
2. Did you notice any shops or people selling drugs nearby your school premises? Yes  No
3. Have you seen anyone promoting the use of drugs in your school campus? Yes  No
4. Have you used drugs other than those required for medical reason? Yes  No
5. Have you ever attended a drug awareness class? Yes  No
6. Are you comfortable to talk to your parents about drugs? Yes  No
7. Do you think that taking drugs can boost your performance level? Yes  No
8. Have you come across any posters or messages that promote drug use? Yes  No

### Questions regarding sexual abuse against students.

1. Have you ever received any classes on sex education? Yes  No
2. Have you ever faced any bad experience from anybody? Yes  No



3. Children should attend sexual education classes and should get classes on good and bad touch. Do you agree? Yes  No
4. Have you heard of any of your schoolmates faced any sexual harassments in any way? Yes  No
5. Does your school provide any action plans against sexual abuse? Yes  No
6. Are you aware of the laws that protect people from sexual abuse? Yes  No
7. Does anybody shared such kind of experiences with you? Yes  No
8. Will you report to the authority when you observe a sexual abuse in your school? Yes  No

#### Questions regarding cyber crime.

1. Do you have a phone? Yes  No
2. Have you changed your phone's password frequently? Yes  No
3. Do you spend more time in phone? Yes  No
4. Do you save your passwords on the computer and mobile phones? Yes  No
5. Do you have a habit of logging out from the computers/websites after using them? Yes  No
6. Have you ever given permission to access to your personal details while downloading the games or other apps? Yes  No
7. Have you experienced cyber attacks online? Yes  No
8. Do you accept friend requests from unknown source? Yes  No

#### Questions regarding social problems faced by the students.

1. Have you seen anyone promoting child labour? Yes  No
2. Strict laws need to be implemented to those who encourage child labour. Do you agree? Yes  No
3. Have you ever experienced any type of mental harassments? Yes  No



4. Do you face any difficulties in learning after the inception of Covid-19? Yes  No
5. Is safe drinking water available at your school and home? Yes  No
6. Do you experience any type of bullying from your peer groups? Yes  No
7. Are you directly affected by any social issues? Yes  No
8. Have you faced any kind of discrimination? Yes  No



## QUESTIONNAIRE

Name of the student: M. A THEJAS

Name of the school: SL, Joseph's h s s Pavaratty

Class: X

This questionnaire is meant to analyze the learning atmosphere and mental health of students. This survey contains four sections and each section consists of 8 questions. Mark your answers as either yes or no.

### Questions regarding drug menace among students.

1. Have you ever seen students using drugs in school or in your locality? Yes  No
2. Did you notice any shops or people selling drugs nearby your school premises? Yes  No
3. Have you seen anyone promoting the use of drugs in your school campus? Yes  No
4. Have you used drugs other than those required for medical reason? Yes  No
5. Have you ever attended a drug awareness class? Yes  No
6. Are you comfortable to talk to your parents about drugs? Yes  No
7. Do you think that taking drugs can boost your performance level? Yes  No
8. Have you come across any posters or messages that promote drug use? Yes  No

### Questions regarding sexual abuse against students.

1. Have you ever received any classes on sex education? Yes  No
2. Have you ever faced any bad experience from anybody? Yes  No



3. Children should attend sexual education classes and should get classes on good touch. Do you agree? Yes  No
4. Have you heard of any of your schoolmates faced any sexual harassments in any way? Yes  No
5. Does your school provide any action plans against sexual abuse? Yes  No
6. Are you aware of the laws that protect people from sexual abuse? Yes  No
7. Does anybody shared such kind of experiences with you? Yes  No
8. Will you report to the authority when you observe a sexual abuse in your school? Yes  No

#### Questions regarding cyber crime.

1. Do you have a phone? Yes  No
2. Have you changed your phone's password frequently? Yes  No
3. How much time do you spend in your phone? Yes  No
4. Do you save your passwords on the computer and mobile phones? Yes  No
5. Do you have a habit of logging out from the computers/websites after using them? Yes  No
6. Have you ever given permission to access to your personal details while downloading the games or other apps? Yes  No
7. Have you experienced cyber attacks online? Yes  No
8. Do you accept friend requests from unknown source? Yes  No

#### Questions regarding social problems faced by the students.

1. Have you seen anyone promoting child labour? Yes  No
2. Strict laws need to be implemented to those who encourage child labour. Do you agree? Yes  No
3. Have you ever experienced any type of mental harassments? Yes  No



4. Do you face any difficulties in learning after the inception of Covid-19?

Yes  No

5. Is safe drinking water available at your school and home?

Yes  No

6. Do you experience any type of bullying from your peer groups?

Yes  No

7. Are you directly affected by any social issues?

Yes  No

8. Have you faced any kind of discrimination?

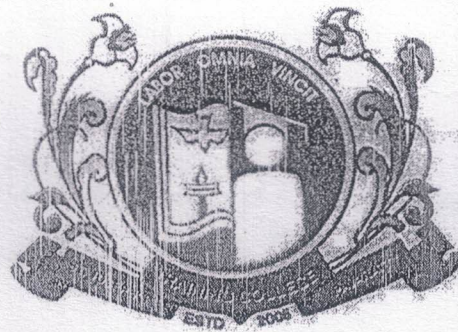
Yes  No



# ST. JOSEPH'S TRAINING COLLEGE

## PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 03 School Organization

Topic: Questionnaire for HMs for collecting data regarding his/her difficulties in performing duties and responsibilities

Name: ALMA PAUL *ALMA*

Optional Subject: ENGLISH

Semester: I

Reg. No. 0VAWTEG1001 For the year 2022-24

*ALMA*  
FACULTY MEMBER

Date: 6/1/23



# QUESTIONNAIRE FOR H.M.

Name of the HM  
Name of the institution  
Experience

This questionnaire prepared for understanding the problems of a HM, while during his duties.

## Part A

This section includes 20 yes or no questions. Mark your answers to appropriate columns.

## Part B

This section includes 5 open end questions. State your answers in two or four sentences.



PART A

Sl.No		YES	NO
1.	Do you conduct performance review for the staff in the school?		
2.	Do you have the records of teacher's attendance?		
3.	Has this school developed any school policies?		
4.	Do you have a system in which senior teachers mentor junior teachers?		
5.	Does this school provides any technical facilities to students and staff?		
6.	Are the students and teachers cooperative to each other?		
7.	Are the extra-curricular activities of the students encouraged?		
8.	Does this school have PTA committee?		
9.	Does this school have any school development plan?		
10.	Are you able to interact with students and teachers easily?		



Sl. No		YES	NO
11.	Are the PTA committee members co-operative to the school's needs?		
12.	Does this school collect any charges or fees directly from the parents?		
13.	Do you conduct any awareness programmes among the students?		
14.	Is this school create a plastic-free environment?		
15.	Do the students achieved any prizes in arts or in sports fair?		
16.	Are the students co-operative to the school's policies?		
17.	Do the students get appreciated for their achievements?		
18.	Are the teachers get pressurised to complete the portions?		
19.	Is it necessary to modify the curriculum?		
20.	Are the teachers able to complete their portions before exam?		



## PART B

21. What is your opinion on NEP 2020?

22. How can we modify school curriculum without cutting down necessary portions?

23. How can we give equal importance to both academic and extra-curricular activities?

24. Is it necessary to give training sessions for teachers every year?

25. How can vocational training help the students?





Thank you for spending your valuable time to  
fill this questionnaire.

Thank you so much!

A red signature, possibly reading "Sung", written in a cursive style. A long red line extends from the top of the signature towards the left, crossing over the "Thank you so much!" text.



ST. JOSEPH'S TRAINING COLLEGE

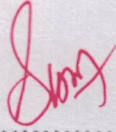
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 04 UNDERSTANDING DISCIPLINES AND SUBJECTS

Topic: Identify any 5 interdisciplinary subjects and list out their chief characteristics

Name: ALMA PAUL 

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. OVA WTEG1001 For the year 2022 - 2024

  
FACULTY MEMBER

Date: 18/1/2024



# PETROPHYSICS

Petrophysics is the study of physical and chemical rock properties and their interactions with fluids. A major application for petrophysics is in studying reservoirs for the hydrocarbon industry. Some of the key properties studied in petrophysics are lithology, porosity, water saturation, permeability and density.

## Characteristics

- A key aspect of petrophysics is measuring and evaluating these rock properties by acquiring well log measurements.
- Petrophysical studies are used by petroleum engineering, geology, mineralogy.
- These studies are then combined with geological and geophysical studies and reservoir engineering to give a complete picture of reservoir.



→ Petrophysicists are employed to help reservoir engineers and geoscientists understand the rock properties of the reservoir, particularly how pores in the subsurface are interconnected.

→ While most petrophysicists work in the hydrocarbon industry, some also work in mining and water resource industry.



# MARINE GEOPHYSICS

Marine geophysics is the scientific discipline that employs methods of geophysics to study the world's ocean basins and continental margins, particularly the solid earth beneath the ocean. It shares objectives with marine geology, geochemical methods

## Characteristics

- Marine geophysical data analysis led to the theories of seafloor spreading and plate tectonics
- Marine geophysics uses techniques largely employed on the continents, from fields including exploration geophysics and seismology
- Marine geophysics objectives include determination of the depth and features of the seafloor, the seismic structure



→ Marine geophysics also employs method of geophysics to study world's ocean basins.

→ It also studies the tectonic features in the sea floor.



# CLIMATOLOGY

Climatology or climate science is the scientific study of Earth's climate, typically defined as weather conditions averaged over a period of at least 30 years. This modern field of study is regarded as a branch of the atmospheric sciences and a subfield of physical geography, which is one of the Earth sciences.

## Characteristics

- Climatology is the study of Earth's climate and weather conditions
- Climatic conditions are frequently changing these days and climatology gains more importance
- Climate changes is deals with atmospheric sciences and physical geography.
- The features of Earth and it's subelements are also studied in climatology



# CULTURAL STUDIES

Cultural studies is an interdisciplinary field that examines the political dynamics of contemporary culture (including popular culture) and its historical formations. Cultural studies researchers generally investigate how cultural practices relate to wider systems of power associated with or operating through, social phenomena. These include ideology, class structures, national formations, ethnicity, sexual orientation, gender and generation. Cultural studies views cultures not as fixed, bounded, stable and discrete entities but rather as constantly interacting and changing sets of practices and processes. The field of cultural studies encompasses a range of theoretical and methodological perspectives and practices. Cultural studies seeks to understand how meaning is generated, disseminated, contested, bound up with systems of power and control and produced from the social, economic and political spheres.



## Characteristics of Cultural Studies

- \* Cultural studies attempts to expose and reconcile constructed divisions of knowledge that purport to be grounded in nature.
- \* Cultural studies has a commitment to an ethical evaluation of modern society.
- \* One aim of cultural studies could be to examine cultural practices and their relation to power, following critical theory.
- \* Cultural study is a site of both study/analysis and political criticism.
- \* The objective of cultural studies is to understand culture in all its complex forms and analyzing the social and political context in which culture manifests itself.
- \* Cultural studies analyzes phenomena like subcultures, fashion styles and leisure practices to make sense of how we experience and organize our lives and govern our societies.
- \* Cultural studies will provide you with a range of tools to analyze how cultural practices and meanings are produced, circulated and exchanged.



# LINGUISTICS

Linguistics investigates the cognitive and social aspects of human language. The field is divided into areas that focus on aspects of the linguistic signal, such as syntax (the study of the rules that govern the structure of sentences), semantics (the study of meanings), morphology (the study of the structure of words), phonetics (study of speech sounds) and phonology (the study of the abstract sound system of a particular language); however, work in areas like evolutionary linguistics (the study of the origins and evolution of language) and psycholinguistics (the study of psychological factors in human language) cut across these divisions. The overwhelming majority of modern research in linguistics takes a predominantly synchronic perspective (focusing on language at a particular point in time) and a great deal of it, partly owing to the influence of Noam Chomsky, aims at formulating theories of the cognitive processing of language. Sociolinguistics often makes use of traditional quantitative analysis and statistics in investigating the frequency of features.



## Characteristics of Linguistics

- \* Linguistics attempt to understand how language is stored in the human mind / brain and how it is part of everyday human behaviour.
- \* Linguistics is concerned with studying the characteristics of human language.
- \* Linguistics can still be divided into synchronic (the study of language from a given moment) or diachronic (the study of language throughout history).
- \* The study of linguistics is not just an investigation into words or sounds, but into the heart of humanity.
- \* Studying linguistics help the historians and politicians to see the role played by language and by people.
- \* Linguistics has intellectual connections in humanities, social science and natural science.
- \* The main purpose of the study of linguistics in an academic environment is advancement of knowledge.



# CONCLUSION

This task of identifying any five interdisciplinary subjects and list out it's characteristics was a activity which helped to understand various interdisciplinary subjects and to know more each subjects and it's features. I have chosen petrophysics, marine geophysics, climatology, cultural studies and linguistics.

These studies on interdisciplinary subjects help us to understand how useful is these subjects to the human and how various academic disciplines and branches are formed. Features also help us to understand the scope of various interdisciplinary subjects.

Reference

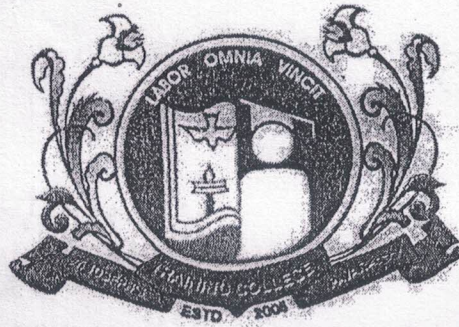
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ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)




Subject: EDU:04: Understanding disciplines and subjects  
Topic: Identify any 5 inter disciplinary subjects  
and list out their chief characteristics

Name: Mariya Jomy

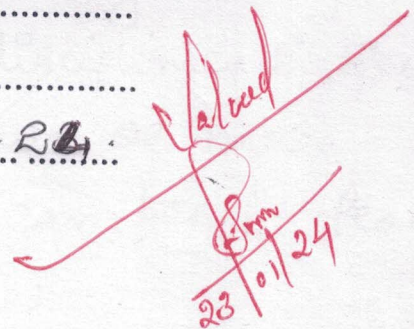
Optional Subject: Natural Science

Semester: 2<sup>nd</sup>

Reg. No. OVAVINS009 For the year 2022-23

  
FACULTY MEMBER

Date: 18/1/2024

  
23/01/24



## INTRODUCTION

As a part of B.Ed curriculum in EDU.04 Understanding disciplines and subjects, we had a task to identify any 5 interdisciplinary subjects and list out their chief characteristics. For this task I took 5 interdisciplinary subjects, are as follows :-

- 1) Astrobiology
- 2) Ethnobotany
- 3) Bioethics
- 4) Genetic engineering
- 5) Criminology.

Interdisciplinary subject means students explore and integrate multiple perspectives from different disciplines, sub-disciplines and areas of expertise. Education is a field of great complexity that requires an interdisciplinary study and Praxis. Here through interdisciplinary subjects we will be learning from two or more areas of study. So students can benefit from interdisciplinary subject studies.



# 1. ASTROBIOLOGY

Astrobiology is a new interdisciplinary science that studies the origin, evolution, distribution, and destiny of life in the cosmos. Its major characteristics are as follows:-

- It helps us to understand how life arose on the earth.
- It helps to explore how life evolves on the molecular, organism, and ecosystem levels.
- Astrobiology helps to determine the general principles governing the organization of matter into living systems.
- Its main characteristic is to determine how the terrestrial biosphere has co-evolved with the earth.
- Establish limits for life in environments that provide analogues for conditions on other worlds.
- Helps to determine what makes a planet habitable and how common these worlds are in the Universe.
- Determine how to recognize the signature of life on other worlds.



- Astrobiology helps to determine whether there is life elsewhere in our solar system, particularly on Mars and Europa.
- It mainly helps to determine how ecosystems respond to environmental change on time-scales relevant to human life on Earth.
- Understand the response of terrestrial life to conditions in space or on other planets.
- Mars is a target of high interest for astrobiology and study of terrestrial planet formation is important in understanding the potential formation of habitable planets.
- Astrobiology makes use of molecular biology
- Astrobiology makes use of biophysics, chemistry, astronomy etc.
- Astrobiology is the study of origin, evolution and distribution of life.



## 2. ETHNOBOTANY

- \* Ethnobotany is the systematic study of the relationships between plants and people.
- \* It is an interdisciplinary subject
- \* Ethnobotany is not simply the study of the human "use" of plants; rather, ethnobotany locates plants within their cultural context in particular societies, and situates peoples within their ecological contexts.
- \* It culturally specific ways that humans perceive and classify different kinds of plants.
- \* Ethnobotany examines the things humans do to plant species, such as destroying weeds or domesticating and planting specific kinds of food and medicinal plants.
- \* It involves the indigenous knowledge of plant classification, cultivation, and use as food, medicine and shelter.



- Ethnobotany is an interdisciplinary science, where botany meets anthropology in the study of traditional uses of native plants.
- Ethnobotany, as a research field of science, has been widely used for the documentation of indigenous knowledge on the use of plants and providing an inventory of useful plants from local flora in Asian countries.
- It explores how these plants are used as food, clothing, shelter, fodder, fuel, furniture and how medicinal use of such plants is associated to other characteristics of the plant species.
- It is the study of how people of a particular culture and region make use of indigenous plants.



### 3. BIOETHICS

- Bioethics is an interdisciplinary subject, that understanding and analyzing bioethical issues requires input from different disciplines.
- It is an applied ethics that studies the philosophical, social and legal issues arising in medicine and the life sciences.
- It is concerned with human life and well-being.
- It treats ethical questions relating to the non-human biological environment.
- Its main features are
  - Beneficence
  - Non-maleficence
  - Autonomy
  - Justice
  - Truth-telling
  - Promise keeping
- It includes the study of values relating to primary care, other branches of medicine, ethical education in science, animal and public health.



- ✓ Human experimentation
- ✓ Human dignity
- ✓ Sanctity of life to the list of cardinal values.
- It treats ethical questions relating to the non human biological environment
- It examines ethical issues that arise in reproductive medicine and Women's health.
- It offers a deep understanding of ethical issues in medicine, health and the life & sciences. ✓



## 4. GENETIC ENGINEERING

- Genetic engineering is an interdisciplinary subject that combines biology, computer application and mathematics to understand biological data.
- Also called genetic modification
- This is a process that uses laboratory based technologies to alter the DNA makeup of an organism.
- This may involve changing a single base pair (A-T or C-G), deleting a region of DNA or adding a new segment of DNA.
- It is an important tool in research that allows the function of specific genes to be studied.
- Genetic engineering which blends the science of biotechnology and genetics.
- It utilizes biotechnology for facilitating direct manipulation of a particular organism's genes.



- Genetically modified organisms are used for various purposes.
- Genetic engineering has done some groundbreaking research in the field of Agriculture and was one of the key factors in the green revolution.
- It has a useful applications including Scientific research, agriculture and technology.
- It has been used to improve the resilience, nutritional value and growth rate of crops such as potatoes, tomatoes and rice.
- Production of medically important products
  - Human Insulin production
  - Human growth hormone production
  - Vaccines for various diseases
- It is very effective in various fields.
- Drugs and other products have been harvested from organisms engineered to produce them.



## 5. CRIMINOLOGY

Criminology is an inter disciplinary subject include both the behavioural and social sciences.

It gathers and analyzes data on various aspects of criminal, delinquent, and antisocial behaviour.

It is the study of crime from tove different perspectives. These include legal, political, sociological and psychological.

Criminologists who are dealing with these subject are the people working and hereaching the study of crime and society's response to crime.

It analyzes the causation of crime

It analyzes the personality of criminals

It studies the control of crime and the rehabilitation of offenders.

It includes within the scope the activities



of legislative bodies, law-enforcement agencies, judicial institutions, Correctional institutions and educational, Private and Public social agencies.

- + It includes Comparative criminology
- + Crime prevention
- + Crime statistics
- + Criminal behavior
- + Criminal careers and desistance
- + Evaluation of criminal justice agencies
- + Fear of crime
- + The International Crime Victims Survey
- + Sociology of law.



## CONCLUSION

From there study of inter disciplinary subjects I can understand that it allows for synthesis of ideas and synthesis of characteristics from many disciplines. At the same time, it addresses student's individual differences and helps to develop important, transferable skills. Inter disciplinary learning enables teachers as well as learners to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways.

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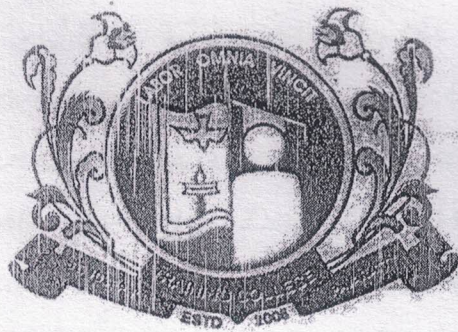
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ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 052 THEORETICAL BASES OF TEACHING ENGLISH

Topic: READING RECENT LITERARY WORKS AND PREPARATION  
OF A REVIEW

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. 0VAWTEG1001 For the year 2022-2024

*Clayton*  
FACULTY MEMBER

Date: 5/12/22



# THE OTHER BLACK GIRL

The Other Black Girl is a 2021 novel by Zakiya Dalila Harris. Zakiya Dalila Harris is an American author known for her best-selling debut novel 'The Other Black Girl'. 'The Other Black Girl' was released on June 1, 2021 and received positive critical reception from the readers. This novel is an immense, genre-bending debut of Zakiya Dalila Harris. This is a story about a twenty-six-year-old editorial assistant Nella Rogers who is the only Black employee at Wagner Books. Fed up with the isolation and microaggressions, she is thrilled when Harlem-born and bred Hazel starts working in the cubicle beside hers. They have only just started comparing natural hair care regimens, though, when a string of uncomfortable events elevates Hazel to Office Darling and Nella is left in the dust. Then the notes begin to appear on Nella's desk: Leave Wagner, Now. It is hard to believe that Hazel is behind these hostile messages. But as Nella starts to spiral and obsess over the sinister forces at play, she soon realizes that there is a lot more at stake than ~~just~~ her career. Having joined Wagner Books to honor the legacy of 'Burning Heart', a novel written and edited by two Black women, she had thought that this animosity was a relic of the past. This book is a perfect read for everyone especially, for anyone who has ever felt manipulated in workplace.



'The Other Black Girl' is a part office satire, part thriller with a twist, this is a fresh and original take on race and class in the publishing industry. There is a loneliness in being the only one; it resonates throughout Zakiya Dalila Harris's imaginative and audacious debut novel. The heroine is Nella Rogers, an ambitious black editorial assistant at Wagner Books, a prestigious American publishing house where white Ivy League graduates with trust funds take on low-wage editorial salaries in order to ascend the corporate ladder. When Nella joins, it's been well over two decades since Wagner's brilliant but scandal-engulfed black editor fled New York City, desperately scratching her itching scalp, a cleverly placed hint of the way Harris's novel will use the importance of hair products in the lives of black women to startling effect.

Nella represents a new, younger generation of would-be editors hoping to infuse cultural diversity and equity into an industry that has historically excluded people of colour. She's been there for two years and she is ripe for a promotion. But her boss implies that Nella's focus is off kilter. The work environment at Wagner is one where "open-space assistants" subsist on leftovers and fruit while their supervisors dine at swanky restaurants and vacation in summer homes. Career stagnation is both a risk and a reality. Then enters a other black girl named Hazel-May McCall, smelling distinctly of Brown Butter, a bragrant cocoa butter hair product



that's also a staple in Nella's haircare regimen.

Nella grew up with permed hair, but has gone natural with partial success. Unlike Hazel, she doesn't yet possess the confidence or knowledge to bunsse her natural do in a conservative workplace. Still, Nella's happy to have another black woman in the office and quickly takes Hazel into her confidence, showing her how to manage their bitch bosses. But shortly after Hazel's arrival, Nella starts to receive anonymous threatening notes telling her to leave Wagner Books. And here begins the kind of office intrigue that's bound to make 'The Other Black Girl' a book to discuss. Hazel comes across initially as perfection itself, with a handsome, well-connected artist boyfriend and a winning personality that allows her to code-switch fluidly: speaking in a manner designed to assuage white anxiety around people of colour and playing up her down-to-earth, Harlem-born black activist credentials in a way that makes the white staff feel comfortably "woke".

Nella's chance at a promotion withers when she gives honest feedback on a novel written by one of Wagner's bestselling white male authors that features an ill-conceived pregnant black opioid addict named Sharricia Daniels. When asked for her take on the book, Hazel doesn't object to the stereotypes. As the novel presents competing ideas of success at the office and the sacrifices that might entail, it evolves into an intense psychological thriller. The world Nella



inhabits can equally be evoked as an office novel and as a work of horror.

Zakiya Dalila Harris's 'The Other Black Girl' picks up where these books left off, drawing out the tension between corporate America's expectation of conformity and its performance of inclusion. Harris's book takes up the office novel's critique of opaque and soul-crushing hierarchies, it also blends with race transformation, a theme explored in decades of African American literature. In George Schuyler's 1931 novel, 'Black No More', black people undergo a procedure that turns them white, causing an identity crisis across the nation. The changed people no longer experience the material and psychological conditions of a racist society. They get the jobs they want, live where they like and walk the streets without fear of police brutality or the white gaze. 'The Other Black Girl' investigates a similar question.

In 'The Other Black Girl' often swerves beyond the conventions of the genre, into territory between psychological thriller and it may be because the specific experience of the Black employee haunted by precarity and tension can be almost otherworldly. Harris reinvents the office novel around her characters abiding concerns, putting readers in positions they might never have imagined.



# ST. JOSEPH'S TRAINING COLLEGE

## PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 06 - Perspectives on education

Topic: Prepare a detailed report on the various agencies of education in the socialization process of an individual

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: 11<sup>th</sup> SEMESTER

Reg. No. 0VAWTEG1001 For the year 2022 - 2024

  
FACULTY MEMBER

Date: 29/03/2023



# INTRODUCTION

As part of B.Ed curriculum, we had a task on the paper Edu 06, Perspective on education, to prepare a detailed report on the various agencies of education in the socialization process of an individual.

Socialisation encompasses both learning and teaching and is thus "the means by which social and cultural continuity are attained".

Socialization may lead to desirable outcomes sometimes labeled "moral" as regards the society where it occurs. Socialization provides only a partial explanation for human beliefs and behaviours, maintaining that agents are not blank slates predetermined by their environment; scientific research provides evidence that people are shaped by both social influences and genes.

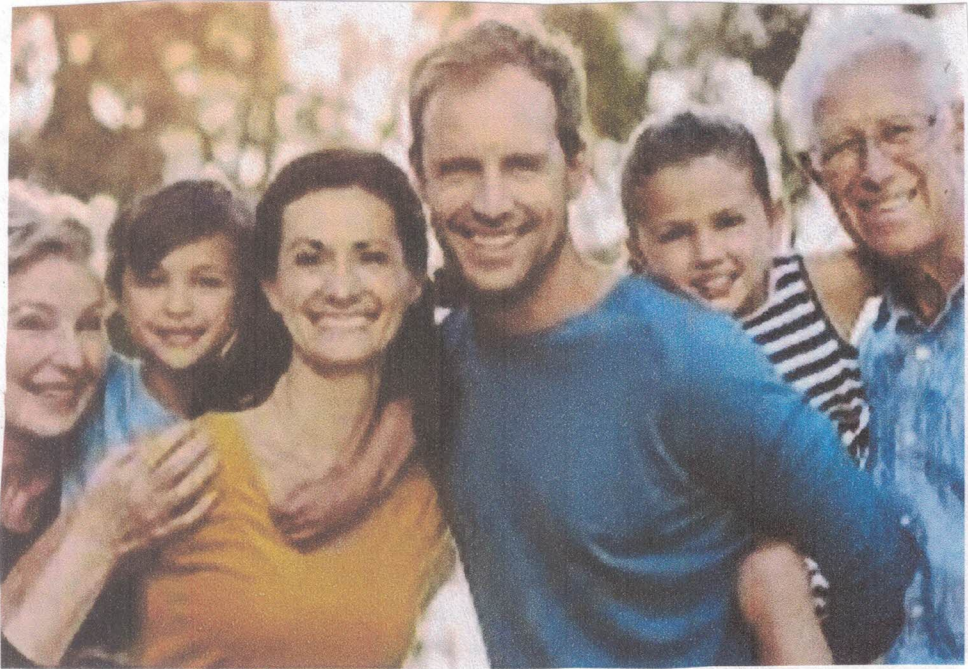


Socialization is the process whereby an individual's standards, skills, motives, attitudes and behaviours change to conform to those regarded as desirable and appropriate for his or her present and future role in any particular society. Many agents play a role in the socialization process including families, peers, neighbourhood, mass media, school and religious institutions.

Socialization therefore, addresses two important problems of social life that is problem of societal continuity and the problem of individual development.



# FAMILY



Every child is born into a family. The home or family is the first social agency with which the child comes into contact. Interactions with other members of the family, parents, siblings and others have a lasting influence on the personality of the child and his social behaviour. The role of the family, particularly the parents, in shaping the social behavioural pattern of the child was highlighted for the first time by Freud. The family is the society,



in 'miniature', observed by Freud. A family serves to reproduce society biologically, through procreation and socially, through the socialization of children. The primary function of the family is to reproduce society, both biologically through procreation and socially through socialization.

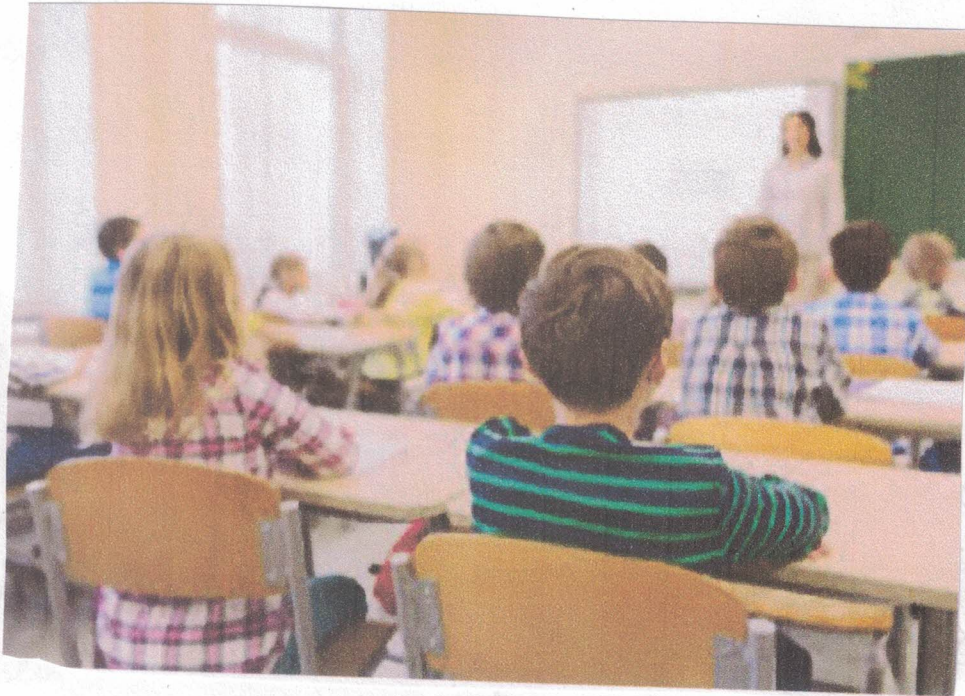
Many social factors affect the way a family raises its children. Sociologists recognise that race, social class, religion and other societal factors play an important role in socialization. For example, poor families usually emphasize obedience and conformity when raising their children, while wealthy families emphasize judgement and creativity. This may occur because working class parents have less education and more repetitive task jobs for which it is helpful to be able to follow rules and conform. Wealthy parents tend to have better educations and often work in careers that require creative problem solving, so they teach their children behaviours that are beneficial in these positions. Likewise, children are socialized to follow gender norms, perceptions of race and class behaviours.



Almost all children are raised by biological, adoptive or foster families who teach them how to care for themselves and how to interact with the world around them. Of all the agents of socialization, family is the one that is typically the most impactful. Families pass on many things to their children including cultural knowledge, values, religious practices, world views. Families can have both positive and negative influences as agents of socialization. They can teach children to respect others and to value their own strengths and they can also reinforce potentially harmful ideas about gendered expectations, social class and other social issues.



# SCHOOL



When children attend schools and daycares, they receive instruction and socialization outside the family, sometime for the first time. While young children are often the center of attention at home, they spend time in school learning to respect and value the time and opinions of others. They also learn a lot of social skills that will eventually prepare them for the work force that will enter



them into a social life. School and classroom ritual led by teachers serving as role models and leaders regularly reinforce what society expects from children. Sociologists describe this aspect of schools as the hidden curriculum, the informal teaching done by schools.

Children learn how to deal with bureaucracy, rules, expectations, waiting their turn and sitting still for hours during the days. School in different cultures socialise children differently in order to prepare them to function well in those cultures. Schools inculcate learning values and norms at a step higher than those learnt in a family. Skills and values like team work, discipline, conformity to authority are learnt in schools and this helps prepare students for the adult world. The greatest agent of socialization is education institution which plays a significant role in the socialization of the citizens of a country. Socialization in the school is formalized. There are planned time table and a diverse curriculum for the effective transmission of culture in all branches.



# NEIGHBOURHOOD



Communities or neighbourhood consists of a group of people living in the same geographic area under common laws or groups of people sharing fellowship, a friendly association and common interests. The neighbourhood is a socializing agent because it is where children learn the role expectations for adults as well as themselves. The community provides a sense of identity to individuals and helps to define what is right or wrong. Children can acq



were interactive skills through communication. Neighbourhood can be said to be a local social unit where there is constant interaction among people living near one another or people of the same locality. In such spatial units, face to face interactions frequently take place. By interacting with such diverse set of people, you may be exposed to various customs and practices; various occupations that people pursue; the skills required for such occupations and also the qualities possessed by those members. The growing child may also imbibe values of discipline and orderly behaviour.

Interactions are at both physical and social environment wherein children get easily affected. If the child is surrounded by people who are warm and co-operative, it will get definitely transmitted to him/her. On the other hand if the locality is peopled by aggressive and violent group, it is possible that such child can may learn unsocial or anti-social behaviour.



# PEER GROUP



Peer group influence may be traced from the time a child is three or so when she/he begins to mingle with people outside the immediate family. From such an early age, children form meaningful relationships with their peers, who seem to exert influence on them. Since they mostly belong to the same age group, they tend to interact freely without inhibitions. This type of constant and unrestrained socialization with the peer group helps an individual acquire very important lessons.



By becoming part of a peer group, children begin to break away from their parents authority and learn to make friends and decisions on their own. Peer socialization equips them with the ability to understand the nuances of group interaction and act accordingly. Peer influence is such that some children begin to challenge the dominant power of parents and family.

It overshadows the parental influence as time goes on especially in the adolescent stage. When children realize that the standards of their peer group are not similar to the standards upheld by family they feel disillusioned. In rapidly changing societies parents are often heard complaining that their children are becoming more and more rebellious. This is true because the child refuses to accept parental authority blindly. Peer and peer oriented activities do become more important to the individual during adolescence. It is interesting to observe peer influence reflected in the daily life activities of teenagers.



# WORKPLACE



The workplace can function as an agent of socialization when employees are socialised using the onboarding process include formal meetings, lectures, videos, printed materials and computer based orientations. Just as the children spend a significant part of day at their school, the adults spend much of their day at their workplace. At the workplace, a person meets people of different age groups and belonging to



different social and cultural backgrounds. This makes him come in close contact with different social and cultural backgrounds.

This makes him come in close contact with different thought processes, belief systems etc. The interaction that then happens, helps a person to broaden his/her horizons in terms of social acceptance and tolerance towards the other. It also sometimes helps in changing the notions of 'right' and 'wrong'. It makes him understand the true difference between the 'self' and the 'other'. The 'other' is only distinct from the 'self' but both are still 'right'.

Apart from imbibing punctuality and following procedures, a person also becomes well-versed with the importance of regularity in work and behaving mannerly with respect to superiors as well as juniors and subordinates.



# RELIGION



Emile Durkheim defines religion "as the unified system of beliefs and practices related to sacred things". Those who have common beliefs and practices are united into one single moral community through religion. Both anthropologists as well as sociologists consider religion as an inseparable part of our social being. Religion shapes collective belief into collective identity. The diversity in our country with respect to religion is so astounding. Socialisation processes and practices differ from one



religion to another. In most cases, children adopt the religion of their parents. Each religion follows its own rules and rituals, customs, ceremonies, beliefs, attitudes, language etc which are in variance with those of other religions. Within the subsystems too there are differences in everyday practices.

Religion inspires an individual to serve for the welfare of her/his community and society. Since the spiritual thread of religion is closely interwoven with an individual's life pattern much of his/her behaviour is controlled by it. A sense of fear is injected in their minds, whereby they would rather follow the rules and principles than face the consequences or punishment. Religion underlines the qualities of unity, truth, solidarity and harmony among human beings. Unfortunately, many wars are fought in the name of religion. As a social being, it is our supreme duty to respect each religion's value, each member's preference for particular religious ideologies.







zines and also non-print media such as radio, television and movies. The goal is to reach out to the mass or large number of people without establishing any personal contact between senders and receivers. It permeates into all aspects of society, be it political, linguistic, cultural or spiritual. Media is all pervasiveness; its functioning is very subtle and has both positive and negative influences.

Social sites such as Facebook, Twitter, Instagram open up a new world altogether and expose the child's mind into different cultures that he or she did not know and are introduced to a whole new world. Virtual communities are online communities where people across the world can be brought together through social media networks.



# CONCLUSION

Socialization is the process through which people are taught to be proficient members of a society. It describes the ways that people come to understand societal norms and expectations, to accept society's beliefs and to be aware of societal values. It also refers to the social processes through which new members of society develop awareness of social norms and values and help them achieve a distinct sense of self. It is the process which transforms a helpless infant into a self-aware, knowledgeable person who is skilled in the ways of society's culture.

Agencies of socialization help a person to get socially involved and gain acceptance in the society he/she lives in. These agents form the very base of the social order and it is



with their aid that an individual and society interact with each other. Some of the agents of socialisation are family, peer groups, schools, workplace, religion, mass media, neighbourhood etc. Each of the agents of socialisation help in the development of individual.

*[Handwritten signature]*  
29/10/23



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ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 01 - Facilitating Learning

Topic: Conducting a study on style preferences in learning in a group of 15-20 children using any tool on learning style.

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: II<sup>nd</sup> SEMESTER

Reg. No. OVAWTEG1001 For the year 2022-2024

Aswathy  
FACULTY MEMBER

Date: 8/2/2022



# INTRODUCTION

Learning styles refer to a range of theories that aim to account for differences in individual's learning. Learning styles is the theory that learners can be categorised depending on how they take in information. Many theories share the proposition that humans can be classified according to their style of learning, but differ in how the proposed styles should be defined, categorised and assessed. Proponents recommend that teachers run a needs analysis to assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. A common concept is that individuals differ in how they learn.

Visual learners are the individuals who utilize graphs, charts, maps, diagrams and other forms of visual stimulation to effectively interpret information. They think in pictures and detail.



and have vivid imaginations. They have greater immediate recall of words that are presented visually. They retain information better by associating ideas, words and concepts with images.

Visual learners will enjoy word searches, cross-word puzzles, scrabble and boggle.

Auditory learners are the individuals who learn most effectively by listening. They would prefer listening to a lecture over reading a textbook or hearing the instructions for a project instead of figuring it out hands on. These individuals can learn by hearing and listening. They can understand and remember things that they have heard. They enjoy listening but cannot wait to get a chance to talk.

Kinesthetic/Tactile learners are individuals who prefer to learn by doing. They enjoy a hands on experience. Tactile learners learn by touching and doing. These individuals understand and remember things through physical movement. They prefer to touch, move, build or draw and tend to learn better when some type of physical activity is involved.



# PROCEDURE

As part of B.Ed Curriculum, there is a task in the paper EDU 01 - Facilitating Learner, that is conducting a study on style preference in learning in a group of 15-20 children using any tool on learning style. Questionnaire was applied for this task in 8th standard students from S.D.V.H.S.S Peramangalam. There were 24 questions and questions were distributed in mixed way, which has 8 questions from visual, 8 questions from auditory and 8 questions from tactile. For each question 3 columns were provided which include options like often, sometimes and seldom. Often given 5 points, sometimes given 3 points and seldom have 1 point each. Students read the question and marked accordingly in the columns. Scores are given for various answers and this helps to identify which learning style that the student prefers.



## Learning Style Questionnaire

University of California, Merced  
Student Advising and Learning Center

	always Often	Sometimes	9.090 Seldom
1. I can remember best by listening to a lecture that includes information, explanations and discussions.	✓		
2. I prefer to see information written on the board and supplemented by visual aids and assigned readings		✓	
3. I like to write things down or take notes for visual review.	✓		
4. I prefer to use posters, models, or actual practice and other activities in class.		✓	
5. I require explanations of diagrams, graphs, or visual directions		✓	
6. I enjoy working with my hands or making things.	✓		
7. I am skillful with and enjoy developing making graphs and charts	✓		
8. I can tell if sounds match when presented with pairs of sounds.			✓
9. I can remember best by writing things down several times.	✓		
10. I can easily understand and follow directions on a map.			✓
11. I do best in academic subjects by listening to lectures and tapes.		✓	
12. I play with coins or keys in my pocket.			✓
13. I learn to spell better by repeating words out loud than by writing the words on paper.		✓	
14. I can understand a news article better by reading about it in the newspaper or online rather than by listening to a report about it on the radio or internet.	✓		
15. I chew gum, smoke or snack while studying.			✓
16. I think the best way to remember something is to picture it in my mind	✓		
17. I learn the spelling of words by "finger spelling" them.	✓		
18. I would rather listen to a good lecture or speech than read about the same material.		✓	
19. I am good at working and solving jigsaw puzzles and mazes.		✓	
20. I grip objects in my hands during learning periods.			✓
21. I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.	✓		
22. I prefer obtaining information about an interesting subject by reading about it.	✓		
23. I feel very comfortable touching others hugging, handshaking, etc.	✓		
24. I follow oral directions better than written ones.	✓		



# MAJOR FINDINGS

No.	Learning Style	Total Number	Percentage
1.	Visual	7	35%
2.	Auditory	5	25%
3.	Tactile	5	25%
4.	Uncertain	3	15%



# INTERPRETATION

Total number of Visual - 7

Total number of Auditory - 5

Total number of Tactile - 5

Total number of Uncertain - 3

Percentage - Visual -  $\frac{7}{20} \times 100 = 35\%$

Auditory -  $\frac{5}{20} \times 100 = 25\%$

Tactile -  $\frac{5}{20} \times 100 = 25\%$

Uncertain -  $\frac{3}{20} \times 100 = 15\%$

Each of the students preferred their learning styles differently. In the total of 20 students, 7 prefers visual learning style. 5 students prefer auditory learning style. 5 students prefer tactile learning style. While, 3 students prefer two kind of learning style at a time and so they are included in uncertain category of learning style.



# SUGGESTIONS

When this questionnaire was applied most of the students marked and preferred visual learning style. For visual learners, teachers can use charts, maps and diagrams to teach. The visual learners learn more efficiently using images, pictures, colours and maps to organize information and communicate with others. Teachers can also use flowcharts, e-learning, play flashcard games, use of whiteboard, use slide shows and videos. For auditory learners, using repetition and repeating spoken information can help them comprehend best. They can also be provided with record lectures for repeated listening and rhymes to help memorize. For the tactile learners, teachers can allow students to stand or move while learning, encourage arts and crafts, teach using experiments. Those who are uncertain prefer more than one learning style. So teachers through different learning style can satisfy different learners.



# CONCLUSION

The task was meant to find out different styles of learning. For this task, questionnaire was applied on the H.S section of the class, and the students preferred different options. There were visual, auditory, tactile and some uncertain learning styles. This task was very helpful in identifying what type of learning does a student like and the way they love learning. This also help to prepare them according to their learning style. The response from the questionnaire was of mixed reviews. Most of the students prefer visual learning and so most of the students are visual learners. Some of them gave response as auditory, tactile and some others marked more than one learning style and they fall in the uncertain category. This task helps to understand what all are the different learning styles and how and what learning style do the students prefer.







**Learning Style Questionnaire**  
University of California, Merced  
Student Advising and Learning Center

**Scoring:**

Complete the table below by assigning the following point values for each question:

Often = 5 points

Sometimes = 3 points

Seldom = 1 point

Then, add the points in each column to obtain your learning preference score under each heading.

Visual		Auditory		Tactile	
No.	Pts.	No.	Pts.	No.	Pts.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
Visual Preference Score:		Auditory Preference Score:		Tactile Preference Score:	

**If you are a VISUAL learner:** Make use of all available study materials such as charts, maps, filmstrips, notes, and videos. Write out everything for frequent and efficient review. Practice visualizing or pictures words and concepts in your mind. Adding meaningful symbols, colors, and graphics to notes also provide visual cues. Try to visualize how information appears on a page. In study groups or discussions, focus on how people look when they speak.

**If you are an AUDITORY learner:** Try using tapes to supplement other study materials. For example, tape lectures to help fill in gaps in your notes or covert lecture notes to auditory tapes—but do listen and take notes, and review your notes frequently. Sit in the lecture hall or classroom where you can hear well (most often this is near the front). After you have read something, summarize it and recite it aloud. Talk to other students about class material. You may also benefit from group study sessions where members review class material.

**If you are a TACTILE learner:** Try tracing words as you say them. Facts that must be learned should be written several times. Keep a supply of scratch paper on hand for this purpose. Taking and keeping lecture notes is very important. It may also help you to make study sheets, and to associate class material with real-world applications and occurrences. For some classes, practice role-playing. Highlighting, underlining, labeling information, and writing add movement to learning. Participation in study groups or tutoring others provide additional ways to become an active learner. Science courses also offer manipulative aids to demonstrate chemical reactions. *The more you do, the more you learn.*

*A note about learning preferences:* Although it is important to know your learning strengths as a foundation for the development of personal study habits, realize that not all college courses and instruction will lend themselves to your strengths. Attempt to adapt learning tasks using the suggestions above. You may also take this as an opportunity to improve and educate yourself to learn in different ways. Indeed, some of the most successful professionals approach problem solving and decision making from many different perspectives!

Learning Questionnaire adapted from University of Texas Learning Center, 2006

68



## Learning Style Questionnaire

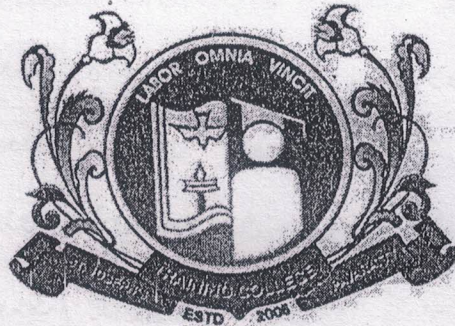
University of California, Merced  
Student Advising and Learning Center

	Often	Sometimes	Seldom
1. I can remember best by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on the board and supplemented by visual aids and assigned readings			
3. I like to write things down or take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing making graphs and charts			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down several times.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in the newspaper or online rather than by listening to a report about it on the radio or internet.			
15. I chew gum, smoke or snack while studying.			
16. I think the best way to remember something is to picture it in my mind			
17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen to a good lecture or speech than read about the same material.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			



ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 07 - Facilitating Learning  
Topic: Constructing sociograms based on an elementary  
classroom group and a secondary classroom  
group and comparing them.

Name : ALMA PAUL

Optional Subject: ENGLISH I

Semester: II SEMESTER

Reg. No. 0VAWTEG1001 For the year 2022-2024

Sourmya  
FACULTY MEMBER

Date: 9/2/23



# INTRODUCTION

Sociometry is a quantitative method for measuring social relationships. The term sociometry relates to its Latin etymology, socius meaning companion and metrum meaning measure. Sociometry was developed by psychotherapist Jacob L Moreno and Helen Hall Jennings in their studies of the relationship between social structure and psychological well-being and used during Remedial Teaching.

Sociometry is based on the fact that people make choices in interpersonal relationships. It is a way of measuring the degree of relatedness among people. It is a methodology for tracking the energy vectors of interpersonal relationships in a group. It is based on the fact that people make choices in interpersonal relationships. Whenever people gather, they make choices where to sit or stand; choices about who is perceived as friendly and who not, who is central, rejected and isolated.



Jacob Levy Moreno coined the term Sociometry and conducted the first long range sociometric study from 1932-38 at the New York State Training School for Girls in Hudson, New York. Many sociometric studies have been conducted since, by Moreno and others, in setting including other schools, the military, therapy groups and business corporations.

The purpose of sociometry is to facilitate group task effectiveness and satisfaction of participants by bringing about greater degrees of mutuality amongst people and greater authenticity in relationships. Measurement of relatedness can be useful not only in assessment of behaviour within groups, but also for intervention to bring about positive change and for determining the extent of change. Sociometry can be a powerful tool for assessing dynamics and development in groups devoted to therapy or training. It shows the patterns of how individuals associate with each other when acting as a group toward a specified end or

goal.



Sociometry has two main branches that is Research sociometry and Applied sociometry. Research sociometry is action research with groups exploring the socio-emotional networks of relationships using specified criteria. Research sociometry is concerned with relational patterns in small and larger populations, such as organizations and neighbourhoods. Applied sociometrists utilize a range of methods to assist people and groups renew, expand and develop their existing psycho-social network of relationships.

Sociometric measurements can be used to study the type of interaction and factors affecting the interaction. It is also used to measure group characteristics such as cohesiveness, morale, bonding etc. It can also be used to measure individual characteristics such as leadership, aggressiveness, liberalism and conservatism. Any personality factor that is related to interpersonal attraction can be measured sociometrically. Sociometry provides a bird eye view of group structure and at same indicate degree of social attraction.



A sociogram is a graphic representation of social links that a person has. It is one of Moreno's innovation in sociometry and is a usual representation of social links that a person has. A sociogram can be drawn on the basis of many different criteria like social relations, channels of influence, lines of communication etc.

Those points on a sociogram who have many choices are called stars. Those with few or no choices are called isolates. Individuals who choose each other are known to have made a mutual choice. Cliques are groups of three or more people within a larger group who all choose each other. Sociograms are the charts or tools used to build sociometry of a social space.



# DATA COLLECTION

As part of B.Ed Curriculum, Sociometry task was implemented upon the school students in the U.P and H.S section. There were three questions provided to the students. Those three questions are :-

- Who do you like to play with?
- With whom would you like to prefer to sit and listen to the class?
- With whom would you like to sit and eat with?

These questions were implemented among the students in S.D.V.H.S.S, Peramangalam. In the UP section, 7<sup>th</sup> A was chosen and questions were read aloud and papers were distributed for the answers. In the HS section, 8<sup>th</sup> B was chosen and questions were read aloud and papers were distributed among the students. In the UP section 29 students were there and among them 15 were taken and among them Star, Clique, Mutual and Isolated were chosen. In the HS section, 28 students were there in 8<sup>th</sup> B.



Students were well co-operated and among them 15 were taken from them and star, Clique, Mutual and Isolated were recognised and identified. This task helps in knowing the interpersonal relations.



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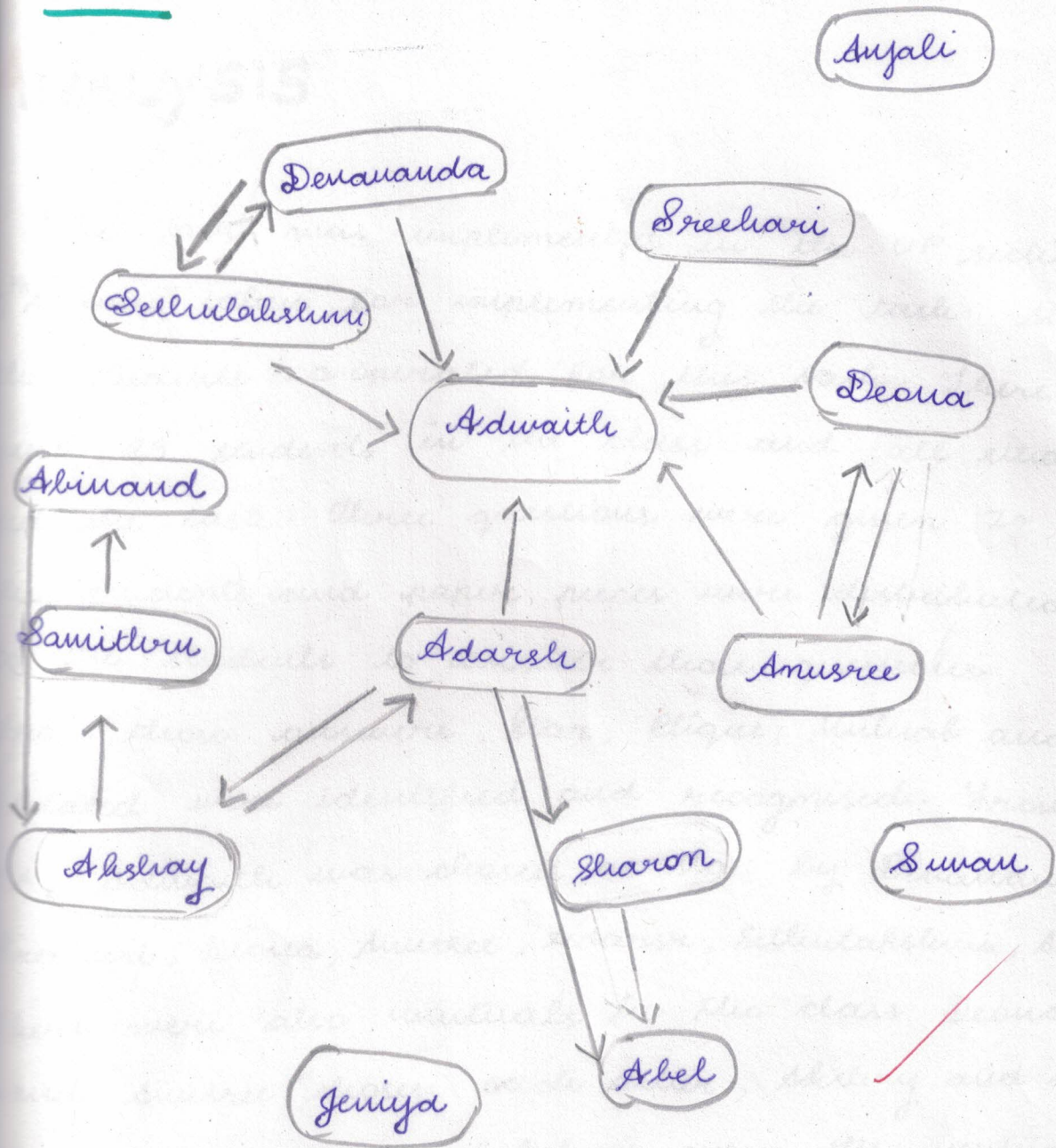
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UP





# ANALYSIS

The task was implemented in the UP section. TA was taken for implementing the task. All the students co-operated for this task. There were 29 students in the class and all students did the task. Three questions were given to the students and paper pieces were distributed to the students to answer those questions. From those answers, Star, Clique, Mutual and Isolated were identified and recognised. From TA, Adwaiti was chosen as star by Devananda, Breehari, Deona, Anusree, Adarsh, Sethulakshmi, Adarsh. There were also mutuals in the class Deona and Anusree chosen each other, Akshay and Adarsh. Devananda and Sethulakshmi were the mutuals in the class. Cliques chosen were Abinand, Samithira and Akshay as they chose each other. Isolated in the class were Jeniya, Suman and Anjali. So, from the UP section Star, Clique, Mutual and Isolated were found in the class.



HS

RESPONSE SHEET



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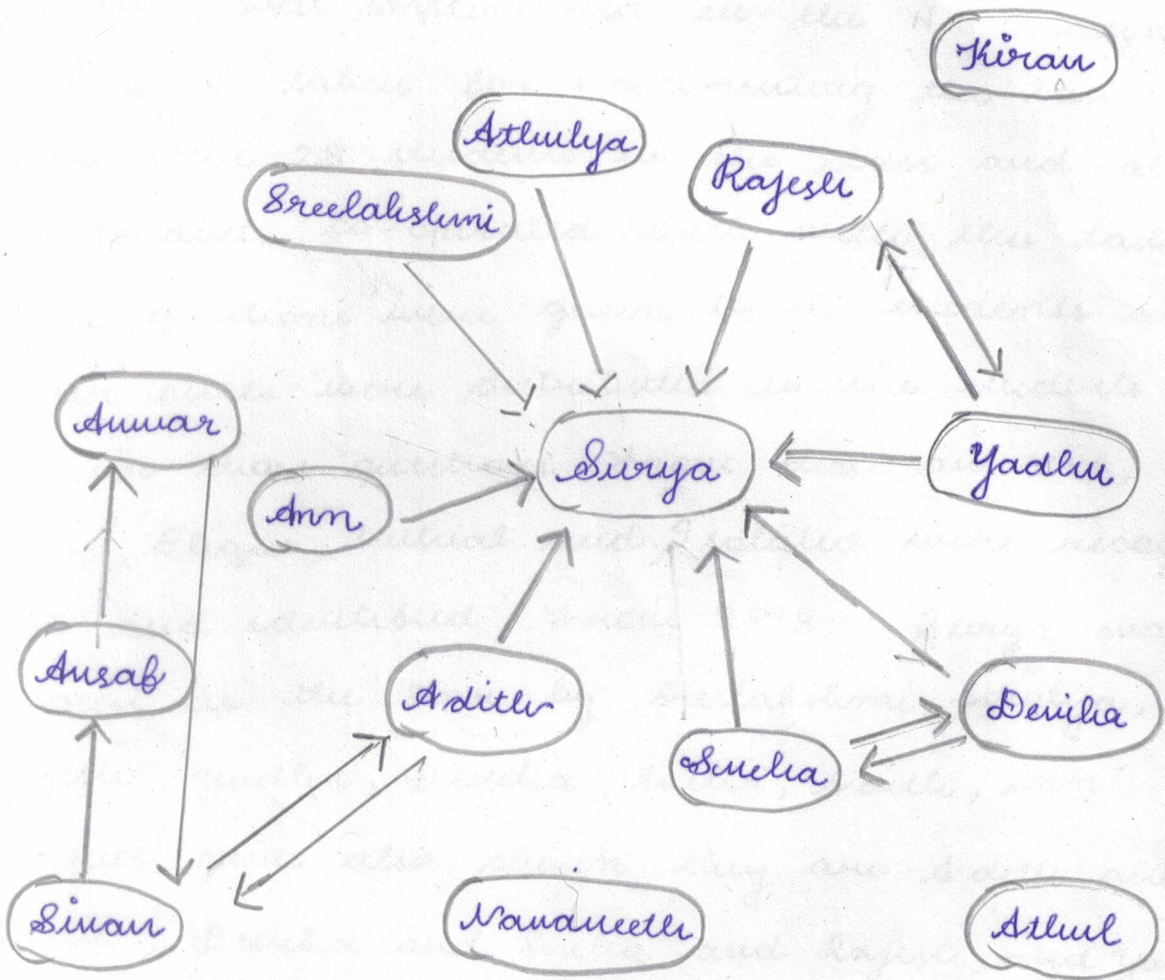
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# HS





# ANALYSIS

The task was implemented in the H.S section. 8<sup>th</sup> B was taken for implementing the task. There were 28 students in the class and all the students co-operated well with this task. Three questions were given to the students and paper pieces were distributed to the students to answer those questions. From those answers, Star, Clique, Mutual and Isolated were recognised and identified. From 8<sup>th</sup> B, Swiya was chosen as the star by Sushalshmi, Athulya, Rajesh, Yadhu, Deevha, Susha, Aditi, Anu. Cliques were also chosen, they are Aditi and Anu, Deevha and Susha and Rajesh and Yadhu as they have chosen each other. Cliques chosen were Anwar, Ansaab and Anwar who have chosen each other as they show a group. Isolated ones in the class were Mananethi, Kiran and Athul.



# COMPARISON AND

# SUGGESTIONS

Sociometry task was implemented in both H.S and U.P section. Sociometry task is based on the fact that people make choices in interpersonal relationships. From the U.P section, Star, Clique, Mutual and Isolated were chosen from the questions provided. The 7<sup>th</sup> A students co-operated well to the task. From 7<sup>th</sup> A, Adwaita was chosen as star by Denanda, Shikari, Deona, Anusree, Adarsh, Sethulakshmi, Adarsh. There were mutuals in the class they are Deona and Anusree, Shikari and Adarsh, Denanda and Sethulakshmi were the mutuals in the class. Cliques chosen were Shikari, Sanidhya and Shikari as they chose each other. Isolated in the class were Janya, Suman and Anjali. So through the task implementation in the U.P section, it was helpful to identify the star, Clique, Mutual and Isolated from the class.



From the sociometry task of H.S section, task was implemented in 8<sup>th</sup> B. There were 28 students in the class and all the student were co-operated well in the task. Three questions were provided to the students and the paper pieces were distributed to the students to answer those questions. From those answers, Star, Clique, Mutual and Isolated were recognised and identified. From 8<sup>th</sup> B, Swaya was chosen as the star by Sreelakshmi, Atulya, Rajesh, Yadhu, Devika, Susha, Aditi, Ann. Mutuals were also chosen, they are Aditi and sinan, Devika and Susha, Rajesh and Yadhu as they have chosen each other. Cliques chosen were Anwar, Susab and sinan who have chosen each other, as they show a group. Isolated ones in the class were Namanee, Keran and Atul.

Throughout this method, it was helpful in understanding about relationship maintained among the students. This method really helps the teacher to know about different students and this can be really helpful in developing the



interpersonal relationships among the students

First of all, teachers should communicate with the students and should get to know more about them personally. Teachers should try to communicate with the isolated student and should understand what are the difficulties faced by those students. Teachers can also provide games so that many students can mingle with each other and can develop a friendship quality with everyone.



# CONCLUSION

Sociometry is a method for measuring social relationships. It is a way of measuring the degree of relatedness among the people.

This task when applied to a group of students in a school was really helpful in understanding and identifying the various interpersonal relationships among the students of UP and H.S. This also help the teachers in recognising the various relation and helpful in organising a friendly atmosphere among the students.



# REFERENCE

- <https://en.wikipedia.org/wiki/sociometry>
- <https://www.teachtarget.com>

*Soumya*



ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 08 - ASSESSMENT FOR LEARNING

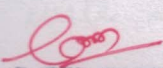
Topic: Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result

Name: ALMA PAUL

Optional Subject: ENGLISH I

Semester: 2<sup>nd</sup> SEMESTER

Reg. No. 0VAWTEG1001 For the year 2022-2024

  
FACULTY MEMBER

Date: 18/1/2024



# Introduction

As part of B.Ed curriculum 2022-2023, EDU 08- Assessment for Learning has a task, that is to prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students ( $N > 30$ ) and interpret the result for this task. I had prepared a questionnaire on the topic 'to check the interest of newspaper reading among students' on September 25, 2023. Hence I was able to collect the responses of the students regarding their interest of newspaper reading.

Newspaper reading can enhance one's knowledge base, language skills and vocabulary and overall make a person more adept at articulating oneself eloquently. Newspaper updates general knowledge as it has news on various topics and themes, covering from current events and politics to culture, entertainment, science and technology. It also keeps the students well informed about the events that are taking place around them. It supplements school education and shows its application in diverse sectors of society so that students learnings from



from school are ingrained in their minds.

Newspaper reading is the best way to learn new words. When we read newspaper, we come across many new words. With complex and lengthy articles, newspaper reading demands an individual to use their critical thinking to analyze and evaluate the written piece and form a well-rounded opinion. It pushes the readers and makes them adapt at handling complex texts. This makes them perform better in academics.

Newspapers usually have a section dedicated to international news which provides students with a broader perspective on affairs taking place around the world and makes them understand cultural diversity. The more exposure students get to well-written articles, editorials and opinion pieces, the better their writing skills will become as they learn about style, structure and persuasive techniques employed by professional journalists.

Reading regularly, including daily newspapers, has a host of benefits such as better memory, good concentration, improved problem solving abilities, creative thinking, logical



reasoning and more. Newspaper reading can provide valuable information for research to students for their essays, assignments and projects, particularly in subjects that require the study of current affairs and related to history, social sciences and more.

Students become well informed through newspaper reading and better equipped to make the most of their future career opportunities in their field of interest which could be journalism, politics, law, academia or more. The city section of the newspaper helps students connect with their communities and be updated about the events taking place in their own city. It makes the young generations feel a sense of belonging when they see local features in the paper that are related to their locality.

All these benefits of reading is the reason why I had selected this topic of newspaper reading as tool to collect student responses and to analyse the result.



# REPORT

To check the interest of newspaper reading among students I had prepared 20 questions based on the topic 'interest in newspaper reading'. I selected VIII-B of S.D.V.H.S.S, Peramangalam. To measure the interest of students in reading newspaper I have used the motivation assessment scale.

My findings after the administration of the tool are as follows: About 45% are interested in reading newspaper and 25% are not interested in reading newspaper. About 80% of students believe that reading newspaper improves their reading skills and the rest 20% doesn't agree with that statement.

About 78% of students agree that they get enough general knowledge from newspaper and 22% of students stood against it. Nearly 60% of the students critically analyse the newspaper after reading and 40% of students do not critically analyse the newspaper. Nearly 85% of the students are a headline focused reader and 25% of the students are



not headline focused reader. Nearly 45% of students have newspapers at their home and the rest 25% doesn't have newspapers at their home. About 90% of parents force the students to read newspaper and the 10% of parents doesn't force the students to read the newspaper. About 55-60% said that school conducted programs based on newspaper and the rest 35-40% doesn't agree with that. 50% of students check whether the news is false or true after reading newspapers and the rest of the students doesn't check the credibility. 40% of students think that newspaper will not be replaced by online news and the rest 30% doesn't believe in it.

About 45% of students agree that reading newspaper increases their vocabulary and 25% of students stood against this statement. 60% of students think that all the news in the newspaper is trustworthy and 40% of students think that all news is not trustworthy. 65% of students agree that reading newspaper increases their writing skills and the rest 35% do not agree with it. 80% of the students agree with



the statement that newspaper provide a great sense of educational value and 20% disagree with it. 65% of students have agreed that they discussed their opinions on social issues after reading newspaper and 35% of students disagree with it.

Nearly, 40% of students are interested to play puzzles and riddles in newspaper and 30% of students doesn't play in newspaper. 80% of students utilise the student supplementaries for their studies and 20% doesn't utilise it. 40% of students get updated with current events by reading newspaper and 30% are not updated. Only 30% of students have habit of collecting important news in the newspaper and 40% of students doesn't have habit of reading newspaper and collecting newspaper. 40% of students prefer reading newspaper through online and 60% of students doesn't prefer reading online.



# CONCLUSION

Through this task, I was able to understand that most of the students have positive attitude towards reading newspaper and I was able to measure this attitude and interest using the tool. Among many students few students are not interested to read newspaper and showed a lack of interest in it. Nearly 75% of students shows interest in reading newspaper and 25% have lack of interest in it. Apart from that reading newspaper helps them in getting more information and get updated in the current events.

Ques

- Questions given below are yes/no type questions.
- Students have to mark either yes/no according to the question given.



# QUESTIONNAIRE

**Subject:-** To check the interest of newspaper reading among students.

**Basic Information:-**

**Name:-**

**School:-**

**Class:-**

**Instructions:-**

- There are 20 questions given below to check the interest of students in newspaper reading.
- Questions given below are yes/no type questions.
- Students have to mark either yes/no according to the question given.



SI.No	QUESTIONS	YES	NO
1.	Are you interested in reading newspaper?		
2.	Do you think that reading newspaper improves your reading skills?		
3.	Do you get enough general knowledge from newspaper?		
4.	Do you critically analyse the newspaper after reading?		
5.	Are you a headline focused reader?		
6.	Do you buy newspaper at your house?		
7.	Does your parents force you to read newspaper?		
8.	Have your school conducted any newspaper based quiz programmes?		
9.	Do you check whether a news is false or true after reading newspapers?		
10.	Do you think newspaper will one day be completely replaced by online news?		
11.	Do newspaper reading increases your vocabulary?		
12.	Do you think that all the news in the newspaper is trustworthy?		
13.	Do reading newspaper increases your writing skills?		
14.	Do the newspaper provide a great sense of educational value?		
15.	Have you ever discussed your opinions on societal issues after reading newspaper?		



YES	NO		
		16. Are you interested to play the puzzles and riddles in newspaper?	
		17. Is supplimentaries for students like 'padippura' useful resource for your assignments?	
		18. Do you get updated in current issues or events by reading newspaper?	
		19. Do you have a habit of collecting important news in the newspaper?	
		20. I prefer to read newspaper through online.	