



# P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631

(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

**2.4.4: Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

## ASSESSMENT TOOLS



**Teacher made written tests essentially based on subject content – Achievement Test**

**P. K. M. COLLEGE OF EDUCATION**  
 MADAMPAM KANNUR-670631  
 (Affiliated to Kannur University)  
 Accredited by NAAC with 'A' Grade (Second cycle 4-point scale)

13



**RECORD OF ACHIEVEMENT TEST**  
 B.Ed. Course 2022-2024

Name of the Student Teacher: Aparna Pradeep P.V  
 Register Number: PM22ED5504  
 Optional Subject: Social Science

Certified that this is a bonafide record of  
Aparna Pradeep P.V

Signature of the Principal

*Vaidhyan*

Signature: [Signature]  
 Name of faculty Member: Dr. Vasana  
 Date: 16/11/22

P. K. M. COLLEGE OF EDUCATION  
 MADAMPAM  
 KANNUR - 670631



**INDEX**

**CONSTRUCTION OF AN ACHIEVEMENT TEST – 8<sup>TH</sup> STANDARD**

SL.NO	TITLE	PAGE.NO
1	Planning of the test	1
2	Preparation of a design	1-5
3	Blue print	2-3
4	Question paper	5-8
5	Scoring key and marking scheme	8-10
6	Question wise analysis	12-17
7	Mark list	20-22
8	Diagnostic analysis	23-24
9	Remedial teaching lesson plan	26-27

**CONSTRUCTION OF AN ACHIEVEMENT TEST – 9<sup>TH</sup> STANDARD**

SL.NO	TITLE	PAGE.NO
1	Planning of the test	25
2	Preparation of a design	26-28
3	Blue print	27
4	Question paper	31-33
5	Scoring key and marking scheme	34-38
6	Question wise analysis	39-42
7	Mark list	43-44
8	Diagnostic analysis	46-47
9	Remedial teaching lesson plan	48-49

Signature: [Signature]  
 P. K. M. COLLEGE OF EDUCATION  
 MADAMPAM  
 KANNUR - 670631

### 1. OBJECTIVITY

Objectivity means a definite answer expected. A test should be objective and free from personal bias in scoring. Objectivity can be increased by including more objective type questions and the answers are evaluated according to the valuation scheme.

### 2. PARALLEL FORM METHOD

Here the reliability is determined using two sets of equal question paper of the same content and the comparison is made by determining the correlation between the sets of scores.

### 3. SPLIT HALF METHOD

In this the scores of the odd and even items are taken and the correlation between the two sets of scores are correlated. By this comparison, we get the reliability of the test.

### 4. DISCRIMINATING POWER

A test should be able to discriminate the students as gifted, average, below average on the basis of test result.

### 5. PRACTICABILITY

To make a practicable, the examiner should plan about time, effort and finance required. The test should be applicable to all categories of students.



## CONSTRUCTION OF AN ACHIEVEMENT TEST

### ACHIEVEMENT TEST

- It is the important test which is used to measure students in a quantitative term.
- It is the tool which is used to measure the achievement of the learner.
- It is used to measure the attainment of an individual after a period of training or learning.
- It helps the teachers to assess the achievement of the learner in a desired direction.

### FUNCTIONS OF AN ACHIEVEMENT TEST

1. It is a base for the promotion of the next level.
2. It is used to rank the learner in a group.
3. It helps to assess the performance of the learner.
4. It helps to assess the effectiveness of learner.

### QUALITIES OF A GOOD ACHIEVEMENT TEST

For getting valid and truthful information, a test requires lots of good qualities. If any mistake in the construction of tool will bring false result.



## STEPS IN THE CONSTRUCTION OF AN ACHIEVEMENT TEST – 8TH STANDARD

### 1. Planning of the test

Achievement testing refers to the practice of using achievement tests to efficiently measure the amount of knowledge and/or level of academic skills an individual has acquired or mastered through the planned instruction that typically occurs in educational settings. Planning of achievement test will be carried out with the help of two steps.

### 2. Preparation of a design

Designing is most important step in the building test. Designer should be careful about planning and making test successful.

#### i. Weightage to objectives.

This indicates the total mark and weightage to be given to different level of questions.

Serial no.	Objectives	Mark	Percentage
1	Remembering	6	24
2	Understanding	8	32
3	Applying	2	8
4	Analyzing	2	8
5	Evaluating	5	20
6	Creativity	2	8
<b>Total</b>		<b>25</b>	<b>100</b>

  
 PPKM COLLEGE OF ENGINEERING  
 KATKESIPPAH P. O. KATKESIPPAH  
 DISTRICT OF SRI GANESHPURAM

#### ii. Weightage to content

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

Serial no.	Content	Mark	Percentage
1	OUR GOVERNMENT	3	12
2	ANCIENT TAMILAKAM	8	32
3	READING MAP	7	28
4	ECONOMIC THOUGHT	7	28
<b>Total</b>		<b>25</b>	<b>100</b>

#### iii. WEIGHTAGE TO FORMS OF QUESTIONS

This indicates the forms of questions marks for each number of total marks questions.

Serial no.	Content	Number of questions	Mark	Percentage
1	Objective type	6	6	24
2	Short answer type	7	14	56
3	Essay	1	5	20
<b>Total</b>		<b>14</b>	<b>25</b>	<b>100</b>

  
 PPKM COLLEGE OF ENGINEERING  
 KATKESIPPAH P. O. KATKESIPPAH  
 DISTRICT OF SRI GANESHPURAM

## ii. Weightage to content

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

Serial no:	Content	Mark	Percentage
1	OUR GOVERNMENT	3	12
2	ANCIENT TAMILAKAM	8	32
3	READING MAP	7	28
4	ECONOMIC THOUGHT	7	28
Total		25	100

## iii. WEIGHTAGE TO FORMS OF QUESTIONS

This indicates the forms of questions marks for each number of total marks questions.

Serial no:	Content	Number of questions	Mark	Percentage
1	Objective type	6	6	24
2	Short answer type	7	14	56
3	Essay	1	5	20
Total		14	25	100

## iv. WEIGHTAGE TO DIFFICULTY LEVEL

In a test priority should be given with regard to the difficulty level of the questions asked. This score will be used to define a question is easy, medium or hard.

Serial no :	Difficulty level	Mark	Percentage
1	Easy	8	32
2	Average	12	48
3	Difficult	5	20
Total		25	100

## 3.Blue print

After deciding on the design of the test, the blueprint is prepared. The blueprint is a three-dimensional chart that shows the placement of each question with respect to the objectives and the content area that it tests.

A blueprint also identifies the % weight of cognitive dimensions as the level of competence tested in each knowledge domain. It also indicates the marks carried by each question.

Objectives	Remembering			Understanding			Applying			Analyzing			Evaluating			Creativity			Total
	OB	SA	E	OB	SA	E	OB	SA	E	OB	SA	E	OB	SA	E	OB	SA	E	
Form of questions																			
Content																			
Our Government	(1) 1																(1) 2		3
Ancient Tamilakam		(1) 2		(2) 2	(2) 4														8
Reading Map	(1) 1			(1) 2			(1) 2			(1) 2									7
Economic Thought	(2) 2														(1) 5				7
Total		6		8			2			2			5			2			25

OB-objective type questions, SA--short answer type questions, E-essay type questions.  
Number inside the ( )-number of questions . Number outside the bracket shows mark.

#### 4. WRITING OF QUESTIONS / ITEMS.

The fourth step after the finalization of the blue print is writing appropriate questions in accordance with the objectives and the content in the blue print.



*[Signature]*  
 P.K.M. COLLEGE OF EDUCATION  
 KALLIASSERY, P.O., KALLIASSERY  
 DISTRICT: KANNIYAKUMARI, TAMIL NADU

**IMNS GHSS MAYYIL**

**ACHIEVEMENT TEST**

**SOCIAL SCIENCE**

Date: 16/10/2023  
Standard: 8

Mark : 25  
Time : 30 minutes

**Instructions**

1. Read the questions very carefully and write down the answers.
2. Answer to all questions.
3. Hand over the exam paper to the teachers only after the exam time is over.

Answer the following questions from 1 to 6 each carries 1 mark.

1. What is thematic map and write any example ?
2. What is legislature and list out the elements of legislature?
3. Who introduced the theory Laissez Faire?
4. Summer suitable for exchange in ancient Tamilakam ? Contrast.
5. Define surplus value ?
6. Compare Paramattukal and Akampattukal .



  
PRINCIPAL  
P.K.M. COLLEGE FOR WOMEN  
MAYYIL, PINNACULAM  
MADRAS UNIVERSITY

A blueprint also identifies the % weight of cognitive dimensions as the level of competence tested in each knowledge domain. It also indicates the marks carried by each question.

Objectives Form of questions	Remembering			Understanding			Applying			Analyzing			Evaluating			Creativity			Total	
	OB	SA	E	OB	SA	E	OB	SA	E	OB	SA	E	OB	SA	E	OB	SA	E		
Content																				
Our Government	(1) 1																(1) 2			3
Ancient Tamilakam		(1) 2		(2) 2	(2) 4															8
Reading Map	(1) 1			(1) 2			(1) 2			(1) 2										7
Economic Thought	(2) 2														(1) 5					7
Total		6			8			2			2				5			2		25

OB-objective type questions, SA-short answer type questions, E-essay type questions.  
Number inside the ( )-number of questions . Number outside the bracket shows mark.

#### 4. WRITING OF QUESTIONS / ITEMS.

The fourth step after the finalization of the blue print is writing appropriate questions in accordance with the objectives and the content in the blue print.



*[Signature]*  
 TAMIL NADU STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
 STATE EDUCATION DEPARTMENT  
 CHENNAI - 600 004

**IMNS GHSS MAYYIL**

**ACHIEVEMENT TEST**

**SOCIAL SCIENCE**

Date: 16/10/2023  
Standard: 8

Mark : 25  
Time : 30 minutes

**Instructions**

1. Read the questions very carefully and write down the answers.
2. Answer to all questions.
3. Hand over the exam paper to the teachers only after the exam time is over.

Answer the following questions from 1 to 6 each carries 1 mark.

1. What is thematic map and write any example ?
2. What is legislature and list out the elements of legislature?
3. Who introduced the theory Laissez Faire?
4. Summer suitable for exchange in ancient Tamilakam ? Contrast.
5. Define surplus value ?
6. Compare Purampattukal and Akampattukal .





  
PRINCIPAL  
PKM COLLEGE FOR WOMEN  
MATTUPATTUKAL  
SRIKANGAL TALUK  
SRIKANGAL DISTRICT

(1\*6=6)

Answer the following questions from 7 to 13 each carries 2 mark.

7. Create a flow chart or any graphical representation about organs of our Government.
8. Briefly explain the classification of map based on functions and scale.
9. Explain the exchange system that existed in ancient Tamilakam.
10. Identify the geographical features represented by the conventional symbols and fill in the table.

Symbols	Features
	;
Red	
	
PO	

11. Define megalithic monuments.
12. Complete the table by classifying the maps appropriately.

Physical map	Cultural map	Large scale map	Small scale map

  
PK 17  
K  
SE

--	--	--	--

- Historical map
- Weather map
- Topographical map
- Agricultural map
- Soil map
- Atlas map
- Cadastral map
- Wall map

13. Match the following

Timais	Physiography	Occupation
Neytal	-----	-----
-----	Wet land	Rice and sugar cane cultivation
Palai	-----	-----
Kurinchi	-----	Hunting and collecting resources

*[Signature]*  
 P.K.M. COLLEGE OF EDUCATION  
 KOTTAYAM DISTRICT  
 KOTTAYAM

(2\*7=14)

Answer the following question carry 5 mark

14. Indian thinkers have also contributed much to economics. Justify this statement.

Hints :

- a) Chanakya
- b) Gandhiji
- c) Amartya Sen
- d) Dadabai Naoroji

(1\*5=5)

5



8



### 5. PREPARATION OF SCORING KEY AND MARKING SCHEME.

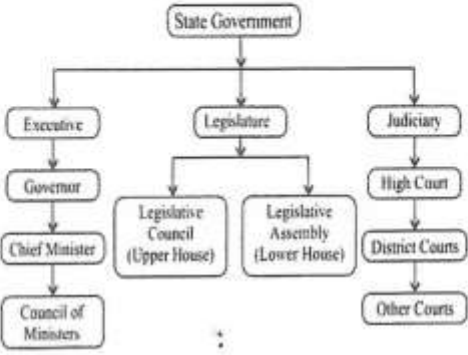
For objective type items where the answers are in the form of some letters or other symbols, a scoring key is created. Marking Scheme - In the case of short answers and essay type questions, a marking plan is created. In the case of short answer and essay type questions, the marking scheme is prepared. In preparing marking scheme the examiner has to list out the value points to be credited and fix up the mark to be given to each value point.

SL. NO	QUESTION NUMBER	VALUE POINTS	MARKS	TOTAL MARKS
1	1	<ul style="list-style-type: none"><li>• Depicts specific themes</li><li>• Agricultural or industry map</li></ul>	$\frac{1}{2}$ $\frac{1}{2}$	1
2	2	<ul style="list-style-type: none"><li>• To make laws for a political entity</li><li>• Elements are Lok Sabha, Rajya Sabha , President</li></ul>	$\frac{1}{2}$ $\frac{1}{2}$	1
3	3	Adam smith	1	1
4	4	<ul style="list-style-type: none"><li>• Summer is the harvest season</li><li>• Salt and dried fish were made in summer.</li></ul>	$\frac{1}{2}$ $\frac{1}{2}$	1

5	5	<ul style="list-style-type: none"> <li>Introduced by Carl Marx</li> <li>Labourers get only a portion of lions share major portion of labourers and that major portions goes to capitals.</li> </ul>	$\frac{1}{2}$ $\frac{1}{2}$	1
6	6	<p>Songs were classified into two,</p> <ul style="list-style-type: none"> <li>Akapatukkal include personal and family affairs.</li> <li>Purapatukkal include war anf external affairs.</li> </ul>	$\frac{1}{2}$ $\frac{1}{2}$	1



*[Handwritten Signature]*  
 P.K.M. COLLEGE OF EDUCATION  
 KATHIRAMANGALAM  
 DISTRICT - SRI LAKSHMI NAGAR

7	7	 <pre> graph TD     SG[State Government] --&gt; E[Executive]     SG --&gt; L[Legislature]     SG --&gt; J[Judiciary]     E --&gt; G[Governor]     G --&gt; CM[Council of Ministers]     L --&gt; LC[Legislative Council (Upper House)]     L --&gt; LA[Legislative Assembly (Lower House)]     J --&gt; HC[High Court]     HC --&gt; DC[District Courts]     DC --&gt; OC[Other Courts] </pre>	2	2
8	8	<p>A) On the basis of scale, maps can be classified into;</p> <ul style="list-style-type: none"> <li>• Large scale maps: Large amount of detail; can only show a small area.</li> <li>• Small scale map: Small amount of detail; can show a large area.</li> </ul>	1	2

  
 PRINCIPAL  
 P.K.M. COLLEGE FOR WOMEN  
 KATHIRIPPALE, S.S. ROAD  
 SHRIKANTHANUR, DISTRICT  
 MADURAI

		<p>B) On the basis of function maps are classified into ;</p> <ul style="list-style-type: none"> <li>• Physical maps : show natural features such as relief, geology, soils, drainage, elements weather, and vegetation.</li> <li>• Cultural maps : which shows the man-made features are called cultural maps.</li> </ul>	1	
9	9	<p>&gt; The practice of exchange of goods is known as Noduthal.</p> <p>&gt; Allalavanam (evening market) and Nalangadi (morning market) were the markets of ancient Tamilakam.</p> <p>&gt; The commodities for daily use in different Tinais were obtained from these markets.</p> <p>&gt; The merchant group in ancient Tamilakam is known as Umanar</p>	<p>½</p> <p>½</p> <p>½</p> <p>½</p>	2
10	10	<ul style="list-style-type: none"> <li>• Tubewell</li> </ul>	½	

		<ul style="list-style-type: none"> <li>• Roads , settlements</li> <li>• Settlements</li> <li>• Post office.</li> </ul>	<p>1/2</p> <p>1/2</p> <p>1/2</p>	2
11	11	<p>&gt; Stone circle, dolmen, cist, rock chamber, thoppikkallu (tombstone), kudakkallu (umbrella stone), sarcophagus, menhir, etc.</p> <p>&gt; The period when the megalithic monuments were constructed is known as the Megalithic period.</p> <p>&gt; The evidences we got about the megalithic monuments of ancient Tamilakam</p> <ul style="list-style-type: none"> <li>&gt; Iron tools</li> <li>&gt; Clay pots, beads</li> <li>&gt; Roman coins</li> </ul>	<p>1</p> <p>1</p>	2

  
 P.K.M. COLLEGE  
 KATHIRAMANGALAM  
 DISTRICT - SRI LANKA

		➤ Black and red wares			
12	12	<b>Physical maps</b>	<b>Cultural maps</b>	½	
		Soil map	Agricultural map	½	
		Climatic map	Historical map	½	2
		<b>Small scale maps</b> -----Atlas maps, Wall maps.		½	
		<b>Large scale maps</b> -----Cadastral maps, Topographical maps		½	
		↓			
13	13	➤ Kurinchi---- Hilly Region	Hunting and collecting of forest resources, shifting cultivation	½	2
		➤ Mullai ----- Grassland	Rearing of cattle	½	
		➤ Palai -----Dry lands	Stealing cattle	½	
		➤ Marutham -----Wetland	Rice and sugar cane Cultivation	½	
		➤ Neytal -----Coastal Region	Fishing and salt production	½	
14	14	Introduction		1	5

14



P.M. CO  
KATHIR  
EDIZARDA

*[Handwritten signature]*

		<ul style="list-style-type: none"> <li>• Roads , settlements</li> <li>• Settlements</li> <li>• Post office.</li> </ul>	<p>1/2</p> <p>1/2</p> <p>1/2</p>	2
11	11	<p>&gt; Stone circle, dolmen, cist, rock chamber, thoppikkallu (tombstone), kudakkallu (umbrella stone),sarcophagus, menhir, etc.</p> <p>&gt; The period when the megalithic monuments were constructed is known as the Megalithic period.</p> <p>&gt; The evidences we got about the megalithic monuments of ancient Tamilakam</p> <p>&gt; Iron tools</p> <p>&gt; Clay pots, beads</p> <p>&gt; Roman coins</p>	<p>1</p> <p>1</p>	2

  
 P.K.M. COLLEGE FOR WOMEN  
 KATHIRAMANGALAM  
 DISTRICT SRI LANKA  
 610 002

		➤ Black and red wares			
12	12	Physical maps	Cultural maps	½	
		Soil map	Agricultural map	½	
		Climatic map	Historical map	½	2
		Small scale maps -----Atlas maps, Wall maps		½	
		Large scale maps -----Cadastral maps, Topographical maps		½	
		;			
13	13	➤ Kurinchi----- Hilly Region	Hunting and collecting of forest resources, shifting cultivation	½	2
		➤ Mullai ----- Grassland	Rearing of cattle	½	
		➤ Palai -----Dry lands	Stealing cattle	½	
		➤ Marutham -----Wetland	Rice and sugar cane Cultivation	½	
		➤ Neytal -----Coastal Region	Fishing and salt production	½	
14	14	Introduction		1	5

17



P.K.M. CO  
KATHIRAI  
SRIKANDHA

*[Handwritten signature]*

	<ul style="list-style-type: none"> <li>• Dadabhai Naoroji</li> <li>• The Britishers were draining our resources and that this led to economic crisis and poverty .This is known as the Drain Theory</li> <li>• Chanakya ----- Arthasasathra</li> </ul> <p>Gandhian Economics</p> <ul style="list-style-type: none"> <li>• Gave importance to moral values and rural economy.</li> <li>• His idea of 'trusteeship' led to fresh thoughts in the area.</li> <li>• Aimed at an economy which is founded on truth and non-violence,</li> <li>• Priority to rural-agricultural system.</li> <li>• Emphasis on small and cottage industries. • Formation of an economy built on equality.</li> <li>• A self sufficient and self-reliant local economy.</li> </ul>		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--



*[Handwritten Signature]*

P.K.M. COLLEGE OF EDUCATION  
 SHREEGANPALLE, MYSORE

		<ul style="list-style-type: none"> <li>➤ The main ideas of Gandhiji's 'trusteeship</li> <li>➤ Amartya Sen</li> <li>➤ • His major works covered vast areas like welfare economics, economic inequality; and development.</li> <li>➤ • He pointed out the flaws in determining the poverty line and concentrated his studies of poverty, inequality, and famine.</li> </ul>	1	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	--



  
 R.K.M. COLLEGE OF EDUCATION  
 RAIPUR  
 JHARKHAND

16

## 6. PREPARATION OF QUESTIONWISE ANALYSIS

It helps to know the strength and weakness of the test . to Tally the question paper and the blueprint and determine the content validity of the test.

Serial No:	Question No:	Objective	Form of question	Difficulty level.	Mark	Time
1	1	READING MAP Remembering	Objective	Easy	1	0.5minutes
2	2	OUR GOVERNEMNT Remembering	Objective	Easy	1	0.5minutes
3		ECONOMIC THOUGHT				

  
P.K.M. COLLEGE OF EDUCATION  
KARAIKUPPAM, DISTRICT OF  
SRI LANKA

	3	Remembering	Objective	Easy	1	0.5minutes
4		ANCIENT TAMILAKAM				
	4	Understanding	Objective	Easy	1	0.5minutes
5		ECONOMIC THOUGHT				
	5	Understanding	Objective	Easy	1	0.5minutes
6		ANCIENT TAMILAKAM				
	6	Understanding	Objective	Easy	1	0.5minutes
7		OUR GOVERNMENT				
	7	Creativity	Short answer	Average	2	3minutes
8		READING MAP				

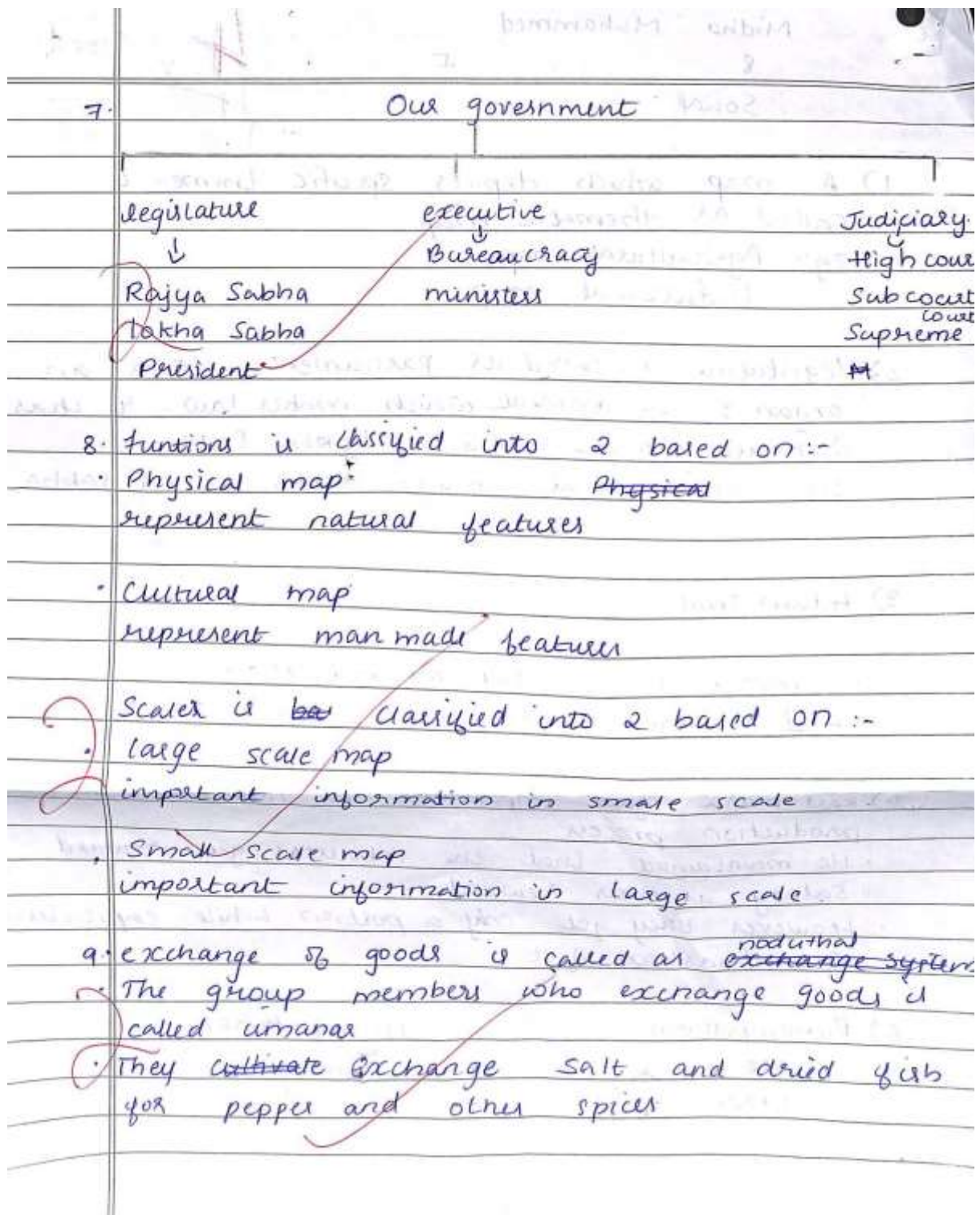
*[Handwritten signature]*

Page No: \_\_\_\_\_  
Date: \_\_\_\_\_

	8	Understanding	Short answer	Easy	2	3minutes
9		ANCIENT TAMILAKAM				
	9	Understanding	Short answer	Average	2	3 minutes
10	10	READING MAP				
		Applying	Short answer	Average	2	3minutes
11	11	ANCIENT TAMILAKAM				
		Remembering	Short answer	Average	2	3minutes
12		READING MAP				
	12	Analyzing	Short answer	Average	2	3minutes
13		ANCIENT TAMILAKAM				

  
 PRINCIPAL  
 P.M.M. COLLEGE OF EDUCATION  
 KANTHAPURAM, P. O.,  
 SINGAMPALAYAM, TAMIL NADU





Name: Midha Muhammed Roll No: \_\_\_\_\_  
 Std: 8 Div: F Date: \_\_\_\_\_  
 Subject: Social Teacher Signature: \_\_\_\_\_

Marks Obtained

10. Symbols	Features	
$\Delta$	- Tubewell	
Red	- Settlements	
	- Settlements	
PO	- Post office	
11) Group of <del>the</del> <del>un</del> burials <del>is</del> <del>as</del> formed in megalithic period is called as megalithic monuments		
12) Physical map	Cultural map	
- Soil map	Industrial map	
Weather map	<del>Wall map</del>	
- Atlas map	Agricultural map	
Topographical map.	Historical map	
13. Neytal - <sup>anthropology</sup> Coastal area	Occupations	
Palai -	Stealing	
Kuarinchi -	hunting	
- wet land		
Small scale map	Large scale map	
Atlas map	Topographical map	
Wall map		
13. Neytal	Occupation	Occupation
↳ Marutham	Costal area *	fishing, salt products
↳ Palai	Wet land	rice & sugar
↳ Kuarinchi	Dry land	cultivation
	hilly regions	stealing
		hunting

14 Radhabai Naoraji

- He told that economist in British India
- He told that the Britishers were draining the Indian wealth
- This is known as 'Drain Theory'

X

Amartya Sen

- Got Nobel prize in economics
- Studies about poverty, famine
- He concentrate on <sup>to prevent</sup> Economic inequality

Grandhiji

hind swaraj (1909)  
Truthship

he is the father of our nation

Chanakya

Chief advisor of Chandragupta Maurya.

he told the lack of economics will lead India to ruin.

	13	Remembering	Short Answer	Average	2	3 minutes
14	14	ECONOMIC THOUGHT Evaluating	Essay	Difficult	5	4 minutes

**MARK LIST 8<sup>TH</sup> STANDARD**

SL. NO	NAME OF THE STUDENT	MARK
1	Ananya K V	20½
2	Ashima P P	24
3	Devapriya Rajesh	21
4	Fathimathul Sana K P	16
5	Fathimathul Shiza K M P	18½
6	Fathimathul Ziya Siddique	22
7	Fiza Abdulla K P	Absent
8	Midha Muhammed	24

  
 P.H.M. COLLEGE FOR WOMEN, EDUCATION  
 SOUTH INDIA, P. O. CHITRAM  
 CHENNAI - 600 044, INDIA

9	Nihara Sreejesh	19
10	Rithya C	3½
11	Riya Fathima A P	20
12	Shamila Siddique R P	23½
13	Shivani K G	18½
14	Sidra	21
15	Sivanya Ramesh C	19½
16	Sreelekshmi M	22½
17	Vedha K P	21½
18	Anshali Hakeem K P	23½
19	Ayisha Safa	18½
20	Fathimathul Liba P P	21
21	Fathimath Riza P P	20½
22	Hiba Fathima P P	21
23	Naswiba C	18½
24	Shana A P	20
25	Shaza Fathima P	Absent
26	Adhilev K C	22
27	Adhithya J	20½
28	Anay Krishna A K	21½
29	Bonshin Flanag Alan	11½
30	Ishaan P J	12
31	Nehal M	21
32	Samved Prasad	16½
33	Sangothh Krishna P K	16½
34	Shyamdev P P	14½
35	Sreenand P	19½
36	Aifsha E P	16

  
 P. K. M. T. ...  
 ...  
 ...

37	Muhammed Aslah M	21
38	Muhammed Hanan P P	Absent
39	Muhammed Nihal C K	Absent
40	Muhammed Raseef N P	Absent
41	Muhammed Rishan K V	18½
42	Muhsin P	17
43	Nafih Nooruddeen	16
44	Shamil N P	20½
45	Ziyan N K	12½

7. DIAGNOSTIC ANALYSIS – STANDARD 8

SL. NO	NAME OF THE STUDENT	QUESTION NUMBER														MARK OBTAINED	TOTAL MARK
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	Midha Muhammed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24	25
2	Ashima P P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23.5	25
3	Aishabi Hakeem K P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23.5	25
4	Shamila	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23.5	25
5	Rithya C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22.5	25
6	Sreelakshmi M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22.5	25
7	Ziya Siddique	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22	25
8	Adhidev K	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22	25
9	Vedha KP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21.5	25
10	Anay Krishna AP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21.5	25
11	Devapriya Rajesh	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21	25
12	Riya Fathima AP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	25
13	Sidra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21	25

24



PKM, C  
KALINGA  
BBSRANGAPETA, DISTRICT 01, 470001

*[Handwritten Signature]*

14	Fathimath Liba	✓	✓	✓	0	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21	25	
15	Hiba Fathima	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21	25
16	Nehal M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	21	25
17	Muhammed Aslah M	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	21	25
18	Ananya KV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20.5	25
19	Fathimath Riza P P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20.5	25
20	Adithya J	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20.5	25
21	Shamika NP	✓	✓	✓	X	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20.5	25
22	Shanu AP	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	20	25
23	Sivanya Ramesh C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19.5	25
24	Sreeraj P	✓	✓	✓	✓	X	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19.5	25
25	Nihara Sreejesh	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	19	25
26	Fathimathul Shiza KMP	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18.5	25
27	Shivani K G	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18.5	25
28	Ayisha Safa	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18.5	25
29	Naswiba	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18.5	25
30	Muhammed Rishan K V	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18.5	25
31	Muhsin P	✓	✓	✓	✓	0	X	✓	✓	X	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	17	25
32	Samved	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16.5	25
33	Sangeeth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16.5	25
34	Fathimathul Sara K P	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16	25
35	Alifsha E	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	16	25
36	Nafih Nooruddeen	X	✓	✓	✓	0	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16	25
37	Shyamdev PP	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	14.5	25
38	Ziyan N K	✓	✓	✓	✓	0	0	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12.5	25
39	Ishan P J	✓	✓	✓	✓	X	0	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	12	25
40	Bonshin Harag Alan	X	✓	✓	✓	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	3.5	25
	No. of right answers																						
		38	40	40	36	29	27	37	37	38	37	27	38	37	36								

  
 DEPARTMENT OF EDUCATION  
 KERALA  
 GOVT. EXAMINATIONS  
 TRIVANDRUM

No. of wrong answers	2	-	-	4	7	8	1	3	2	3	11	2	3	4		
No. of omissions	-	-	-	1	4	5	-	-	-	-	2	-	-	-		

### 8. REMEDIAL TEACHING LESSON PLAN

SL.NO	Question Number	Question	Anticipated reason	Learning activity	Summarization	Response
1	5	Define surplus value?	About surplus value, the children only knew who invented it, and they don't know about the rest of its characteristics ,meaning.	After the simulation, gather the class for a discussion. Ask questions like: ➤ What challenges did you face in running your business? ➤ How did you determine the price of your lemonade? Did you make a profit? How much?	Inquire about the financial outcomes of the simulation. Ask students if they made a profit, and if so, how much. To calculate and understand the concept of surplus value (selling price - production cost). Surplus value is the extra money a person or a business makes by selling something for more than it cost to produce or acquire. It's the profit gained from selling goods or services.	

24



PRINCIPAL  
KARNATAKA STATE EDUCATION  
DEPARTMENT  
BANGALORE  
2024/07/02

2.	6	Compare Purampattukal and Akampattukal	They did not give much importance to the exam as the Topic was covered in the lesson soo little.	Provide students with selected Akampattukal and Purampattukal poems or excerpts. Have them read the verses individually or in small groups. Discuss the themes, emotions, and settings presented in each category.	Akam Pattukal and Puram Pattukal poems are often distinct in their themes, language, and contexts. Akam Pattukal poetry may use more personal and emotional language, while Puram poetry may focus on external events and use more formal or descriptive language.	Children were able to understand without doubt.
3.	11.	Define megalithic monuments.	The children knew but could not write the correct answer.	Ask each group to present their megalithic monument to the class. During the presentation, students should explain the design choices, the purpose they assigned to their monument, and any cultural or historical inspirations.	Megalithic monuments are ancient structures built with large stones, created in prehistoric times. Examples include dolmens, menhirs, and cromlechs. These structures served various purposes such as burials, religious rituals, or astronomical observations.	For children understand about how to define megalithic monuments.

  
 FOUNDATION  
 SECTION  
 4923

**CONSTRUCTION OF AN ACHIEVEMENT TEST – 9  
TH STANDARD**



*[Handwritten Signature]*  
PRASA  
KATHI  
BODHAI

## STEPS IN THE CONSTRUCTION OF AN ACHIEVEMENT TEST

### 1. Planning of the test

Achievement testing refers to the practice of using achievement tests to efficiently measure the amount of knowledge and/or level of academic skills an individual has acquired or mastered through the planned instruction that typically occurs in educational settings. Planning of achievement test will be carried out with the help of two steps.

### 2. Preparation of a design

Designing is most important step in the building test. Designer should be careful about planning and making test successful.

#### i. Weightage to objectives.

This indicates the total mark and weightage to be given to different level of questions.

Serial no:	Objectives	Mark	Percentage
1	Remembering	4	16
2	Understanding	8	32
3	Applying	2	8
4	Analyzing	2	8
5	Evaluating	5	20
6	Creativity	4	16

  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHAPPUR, P. O., THIRUVARUR  
DISTRICT, TAMIL NADU 610 001

Total		25	100
-------	--	----	-----

ii. WEIGHTAGE TO CONTENT

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

Serial no:	Content	Mark	Percentage
1	National income	4	16
2	Medieval india :Concepts of kingship and nature of Administration	8	32
3	By the hands of nature	8	32
4	Society and Economy in medieval India	5	20
Total		25	100



*[Signature]*  
 P.J.S.S. COLLEGE OF EDUCATION  
 KAPPAVAHATI, MYSURU  
 MYSURU, KARNATAKA 575 001

27



### 3.BLUE PRINT-

After deciding on the design of the test, the blueprint is prepared. The blueprint is a three-dimensional chart that shows the placement of each question with respect to the objectives and the content area that it tests.

Objectives	Remembering			Understanding			Applying			Analyzing			Evaluating			Creativity			Total
	O	SA	E	O	SA	E	O	SA	E	O	SA	E	O	SA	E	O	SA	E	
Form of questions																			
Content																			
National income								✓									(2) 4		4
Medieval india : Concepts of kingship and nature of Administration	(2) 2	(1) 2						(1) 2			(1) 2								8
By the hands of nature				(2) 2	(3) 6														8
Society and economy in medieval india														(1) 5					5
Total		4			8			2			2			5			4		25



PI  
P.M. COLLEGE OF EDUCATION  
PANTHAPUR, P.O., EDUPURAM  
MADRAS, INDIA

OB-objective type questions, SA—short answer type questions, E-essay type questions.  
Number inside the ( )-number of questions . Number outside the bracket shows mark.

4. WRITING OF QUESTIONS / ITEMS.

The fourth step after the finalization of the blue print is writing appropriate questions in accordance with the objectives and the content in the blue print.

†



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
BAPATNA, PATNA, BIHAR, INDIA  
2020-2021

50

2020-2021

2020-2021

2020-2021

2020-2021

**IMNS GHSS MAYYIL**  
**ACHIEVEMENT TEST**

**SOCIAL SCIENCE**

Date: 09/10/2023  
Standard: 9

Mark : 25  
Time : 30 minutes

Answer the following questions from 1to 4 each carries 1 mark.

1 Akbar Nama was written by \_\_\_\_\_

2. List out any two features that distinguish desert from any other places.

3. Match the following.

A	B
Amulgarimiyada	Sultanate rule
Village Autonomy	Krishna Deva Raya
Ashtapradhan	Chola Administration
Iqta System	Akbar



*[Signature]*  
PRINCIPAL  
P.K.M. DEVI'S EDUCATION  
TRUST  
SRIKANTHANUR  
SRIKANTHANUR

4. Identify the landforms shown in the pictures.



(A)

(B)

↑

(1\*4=4)

Answer the following questions from 5 to 12 each carries 2 mark.

5. Design any graphical representation about the concepts related to national income.
6. Find out the features of Mansabdari and Jagirdari system.
7. Name the factors that determine the flow of a river.
8. What are the features of village autonomy that existed during the chola administration.
9. Compare the courses of river and explain source and mouth river.
10. How V-shaped Valley and Water falls are formed?



Principal  
P.M.M. COLLEGE OF EDUCATION  
BUSHAVKAR, SOLAPUR



11. Create a flowchart about the methods for estimating the national income and briefly explain national income.
12. Define Nayankara and Ayyagar system?

(2\*8=16)

Answer the following question carry 5 mark

13. Prove that whether the rulers are very supportive to people during medieval india.

Hints:

- Agriculture progress in medieval India
- South India
- Handicraft
- Small scale industries
- Handiwork

33




  
OFFICE OF THE  
DIRECTOR OF EDUCATION  
K. J. Somaiya Institute of Management Studies & Research  
Ghatkopar, Mumbai, Pin-400 075

### 5. PREPARATION OF SCORING KEY AND MARKING SCHEME.

For objective type items where the answers are in the form of some letters or other symbols, a scoring key is created. Marking Scheme - In the case of short answers and essay type questions, a marking plan is created. In the case of short answer and essay type questions, the marking scheme is prepared. In preparing marking scheme the examiner has to list out the value points to be credited and fix up the mark to be given to each value point.

SL.NO	QUESTION NUMBER	VALUE POINTS	MARKS	TOTAL MARKS
1	1	<ul style="list-style-type: none"> <li>Abu Fazal</li> </ul>	1	1
2	2	<ul style="list-style-type: none"> <li>Sandy area</li> <li>Low rainfall</li> </ul>	$\frac{1}{2}$ $\frac{1}{2}$	1
3	3	Amuktamalayada - Krishna Deva Raya Village Autonomy - Chola Administration Ashtapradhan - Shivaji Iqta System - Sultanate rule	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	1
4	4	<ul style="list-style-type: none"> <li>Mushroom rock</li> <li>Moraines</li> </ul>	$\frac{1}{2}$ $\frac{1}{2}$	1
5	5	GNP		



  
 P.K.M. COLLEGE OF EDUCATION  
 KATKESWARA, B.S. ROAD, MANGALURU  
 PUDUCHERRY, INDIA

		<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <div style="border: 1px solid black; padding: 2px; width: 40px; height: 20px; margin-bottom: 5px;">GDP</div> <div style="border: 1px solid black; padding: 2px; width: 40px; height: 20px; margin-bottom: 5px;">PCI</div> <div style="border: 1px solid black; padding: 2px; width: 40px; height: 20px;">NNP</div> </div> <div style="text-align: center;">  <p>Concepts of national income</p> </div> </div>	2	2
6	6	<ul style="list-style-type: none"> <li>• While Mansabdari system was introduced by Akbar, Mansabdar means rank holders.</li> <li>• In Jagirdars basically a unit of land was called "Jagir".</li> <li>• Jagirdars used to collect certain amount of revenue from a particular unit of land (Jagir) instead of salaries in cash.</li> <li>• Jagirdari used to get changed according to the performances of Jagirdars.</li> </ul>	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	2
7	7	<ul style="list-style-type: none"> <li>• Volume of water</li> <li>• Rock structure</li> <li>• Slope of the terrain</li> <li>• Amount of sediments.</li> </ul>	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	2
8	8	<ul style="list-style-type: none"> <li>• Local Self-Government: During the Chola administration, villages had a considerable degree of autonomy.</li> </ul>	$\frac{1}{4}$	

75



  
 DEPARTMENT OF EDUCATION  
 BANGALORE

		<ul style="list-style-type: none"> <li>• Village Councils (Sabhas): The Cholas established village councils known as "Sabhas" to facilitate local governance</li> <li>• Village councils had the authority to settle legal disputes and administer justice at the local level.</li> <li>• Villages had control over their taxation and revenue collection</li> </ul>	% % %	2
9	9	<p><b>Upper Course:</b>          Characteristics: Steep gradient, rapid flow, and narrow channel.          Landforms: V-shaped valleys, waterfalls, and rapids.          Activities: Erosion is dominant, leading to the formation of valleys and gorges.</p> <p><b>Middle Course:</b>          Characteristics: Moderate gradient, meandering flow, and a wider channel.          Landforms: Meanders, riverbanks, and occasional oxbow lakes.          Activities: Both erosion and deposition occur, contributing to the widening of the river channel.</p> <p><b>Lower Course:</b>          Characteristics: Gentle gradient, slow flow, and a considerably wide channel.          Landforms: Floodplains, deltas, and estuaries.</p>	% 1 2	  PUBLIC WORKS & URBAN DEVELOPMENT TAMIL NADU GOVT. CHENNAI-600 002

		<p><b>Activities:</b> Deposition is dominant, resulting in the accumulation of sediments and the formation of fertile floodplains.</p> <p><b>Source</b> The source of a river is the point from which the river begins, often at a high elevation.</p> <p><b>Mouth</b> The mouth of a river is where it meets a larger body of water, such as a sea or an ocean</p>	1	
10	10	<ul style="list-style-type: none"> <li>Waterfall - often occur where the river crosses a band of harder rock.</li> <li>V-shaped valley - produced in the upper course because the river cuts down faster than the surrounding slopes are eroded.</li> </ul>	1	2
11	11	<div style="text-align: center;"> <pre> graph TD     A[Methods of Measuring National Income] --&gt; B[Value-Added Method]     A --&gt; C[Income Method]     A --&gt; D[Final Expenditure Method]           </pre> </div> <p>National Income refers to the total value of all goods and services produced within a country over a specific period, usually a year. It is a measure of the economic performance and output of a nation. National</p>	1	2



		income can be calculated using various methods, such as the income approach, expenditure approach, and production approach.		
12	12	<ul style="list-style-type: none"> <li>The central administration of the Vijayanagara empire was called Nayankara system</li> <li>Kings military heads, the king awarded them with the title of "Nayak" along with a specific area of land. This system that prevailed at the center was known as the Nayankara system</li> <li>Local administration was called the Ayyagar system.</li> <li>The day-to-day administration of the village was done by the officers known as 'Ayyagars' who inherited the post. This administrative system was known as Ayyangar System.</li> </ul>	1	2
13	13	<p>Introduction</p> <ul style="list-style-type: none"> <li><b>Agricultural progress in medieval India.</b></li> </ul> <p>Paddy, wheat, barley, sugarcane, cotton, oilseeds, and indigo</p> <p>Balban Allotted Doab region (the region between the Ganga and the Yamuna) to farmers.</p> <p>Paddy, wheat, barley, sugarcane, cotton, oilseeds, and indigo</p> <p>Firoz Shah Tughlaq Sanctioned money in advance to the</p>	1	



Principal  
 DEPARTMENT OF EDUCATION  
 DISTRICT EDUCATION OFFICE  
 BANGALORE

	<p>peasants for digging wells</p> <p>Canals were constructed to carry water from the Yamuna to farmlands</p> <p>Varieties of paddy Abul Fazl Thirty nine varieties of crops were cultivated in Agra</p> <ul style="list-style-type: none"> <li>• <b>Water prosperity in River Kaveri.</b></li> <li><input type="checkbox"/> Alluvial deposit of its distributaries</li> <li><input type="checkbox"/> Canal constructed for irrigation by the Chola Kings</li> <li><input type="checkbox"/> The measures taken by the Samitis that worked under the Sabha, body for village Administration.</li> </ul> <p><b>Small scale industries</b> like edible oil, jaggery, weaving, and dyeing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textile industry</li> <li><input type="checkbox"/> Production of carpet and paper</li> <li><input type="checkbox"/> Metallurgy and mining</li> <li><input type="checkbox"/> Salt production</li> </ul>		5
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---

38



*[Signature]*  
 P.K.M. COLLEGE OF EDUCATION  
 KUTHANUR - PALAKKAD DISTRICT - KERALA  
 ESTABLISHED IN 1961, U.C. NO. 01-403431

6. PREPARATION OF QUESTION WISE ANALYSIS

Serial No:	Question No:	Objective	Form of question	Difficulty level,	Mark	Time
1	1.	MEDIEVAL INDIA : CONCEPTS OF KINGSHIP AND NATURE OF ADMINISTRATION  Remembering	Objective	Easy	1	0.5minutes



*[Signature]*  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KARIYAPATTANAM, KOLLAM DISTRICT, KERALA

2	2	BY THE HANDS OF NATURE Understanding	Objective	Easy	1	0.5minutes
3	3	MEDIEVAL INDIA : CONCEPTS OF KINGSHIP AND NATURE OF ADMINISTRATION Remembering	Objective	Easy	1	0.5minutes
4	4	BY THE HANDS OF NATURE Understanding	Objective	Easy	1	0.5minutes
5	5	NATIOANL INCOME Creativity	Short Answer	Easy	2	3minutes
6		MEDIEVAL INDIA : CONCEPTS OF				

*Handwritten signature*

THE CHIEF OF EDUCATION  
HEALTHYHALL P.O., CALICUT  
KODUNGGOUR DISTRICT, KERALA



	6	KINGSHIP AND NATURE OF ADMINISTRATION Analyzing	Short answer	Average	2	3minutes
7.	7	BY THE HANDS OF NATURE Understanding	Short answer	Average	2	3minutes
8	8	MEDIEVAL INDIA : CONCEPTS OF KINGSHIP AND NATURE OF ADMINISTRATION Remembering	Short answer	Easy	2	3minutes
9	9	BY THE HANDS OF NATURE Understanding	Short answer	Average	2	3 minutes
10	10	Understanding	Short answer	Average	2	3minutes
11	11	NATIOANL INCOME Creativity	Short answer	Average	2	3minutes
12		MEDIEVAL INDIA : CONCEPTS OF KINGSHIP AND				

  
 PRINCIPAL  
 J.K.M. COLLEGE OF EDUCATION  
 PANTHAPUR, P. O., DISTRICT  
 BELAGACHHARA, PIN-761001

25 V.eyood  
25

Page No. \_\_\_\_\_  
Date: / /

Social Science

Anamika K  
IX-C

Social Science

Roll no: 6

9-10-2023

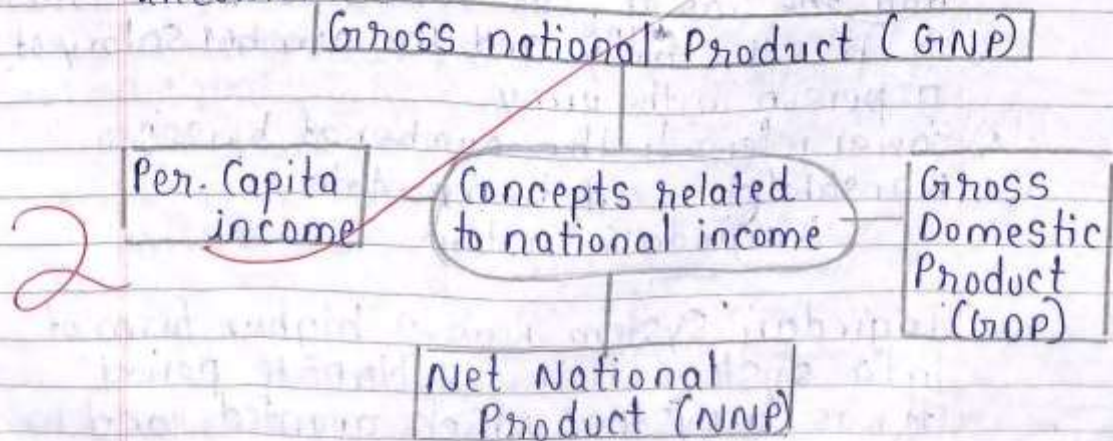
Monday

- ① Abul Fazl
- ② The two features that distinguish desert from any other places are:-
  - Low rainfall
  - High Temperature
  - Sandy area
  - Heavy wind

③	A	B
✗	Amuktamalayada	Knishna Deva Raya
	Village Autonomy	Chola Administration
	Ashlaphadon	Shivaji
	Agta System	Sultanate rule

- ④ (A) Mushroom rocks
- (B) Moraines

- ⑤ The graphical representation abo
- ⑤ There are four concepts related to national income:-



6. The features of Mansabdari and Jagirdari System are:-  
Mansabdari system

- The base of the Mughal administration was the strong military system
- Instead of the military strength, the emperors needed the support of the nobles and ministers to assist the king in the administration
- For this Akbar adopted Mansabdari system
- The term Mansab denotes the rank or position of a Mughal military officer. Those who held this position are called 'Mansabs'.
- The position of the soldiers, their rank and military responsibilities were categorically determined by Mansabdari system
- One person could serve as the man. The rank of a Mansabdar is determined by the number of horses or cavalryman he maintained
- There was more than 30 ranks in the army of Akbar ranging from the Mansabdars of 10 horses to 10,000 horses.
- Each Mansab had two subdivisions: Zat and Sawar. Zat refers to the individual rank and the number of soldiers of a person in the army.
- Sawar refers to the number of horses a Mansabdar had to maintain.

### Jagirdari System

Jagirdari System was a higher form of Iqta system in the Sultanate period. It was a system which granted land in

Rev of salary to mansabdars. The land thus granted called Jagirs.

The officers where given the possession right for the Jagir land only called Jagirdars.

7. Volume of water  
Amount of Sediments

2 Slope of the terrain  
Rock structure.

8. For the convenience of administration, The Chola kings divided the country into Mandalams, Valanadus, Nadus and Villages. All the responsibilities and authorities relating to the village are vested with the people of village. Two councils known as Ur and the Sabha functioned for the village administration. The people of the whole village was included in the Ur whereas the Sabha was only a Council of Brahmins. Their authority was relating to the premises of the villages.

9. The river course can generally be divided into three from the difference from source to mouth

- Upper course
- Middle course
- Lower course

Upper course  
River flows through plain steep slopes

Landforms such as valleys, waterfalls etc are seen

### • Middle course

- Flows through the foothills
- Landforms such as oxbow lakes, meanders are seen

### • Lower course

- Flows through plains
- Landforms such as flood plains, deltas are seen

### • Source

- The place of origin of a river is called Source.

### • River Mouth

- The place where it discharges into a sea or a water body is called river mouth

### 10. V-shaped valley

- Deep gully is formed as a result of intense erosion by running water.

Deepening of rivers occur through the intensity of the erosion resulting from an increase in the velocity of water flow

- The valleys take a distinct shape as a result of the intensity of erosion along the river bed. Such valleys are called V-shaped valleys.

Ayyankar  
Administration  
System

done by the officers known as Ayyankars. Who inherited the post. This administration system was called Ayyankar system.

Date: / /

Arb. mika. k  
IX - C

### waterfalls

Waterfalls are generally formed at the upper course as a result of erosion. Soft rocks are easily eroded in the valley where soft rocks and hard rocks are found intermingled. This results in the formation of waterfalls.

### 11. Methods for estimating national income are:

Method			
Product method	Income method	Expenditure method	

- National income indicates the economic condition of a country.
- A higher national income implies the economic progress of a country.
- The income earned The total money value of a country during a particular year is the national income.
- It is earned from the production of goods and services during a year.
  - Agricultural Sector
  - Industrial Sector
  - Service Sector
- Adding up the income from these three sectors we get the national income.
- When we calculate the money value of goods and services produced in a year we get national income.

13. Ibn Battuta a traveller to India in the 14th century describe the agriculture progress of India in his book *Kitab-ul-Rihla*.

- It is mentioned that there was 3 harvests in a year.

Wheat, Paddy, Maize, Sugarcane, Cotton, oil seeds and Indigo led to the development of the, were the major crops of India.

- Rulers provided all the facilities for agricultural progress.

Balban the Sultanate ruler allotted Doab region (Region between Ganga and Yamuna)

- to farmers.

Firoz Shah sanctioned money in advance to farmers for digging wells to facilitate irrigation.

- Canals were constructed to carry water from Yamuna to farmlands.

- Consequently agricultural products and wealth increased.

- The advent of new tools and technologies accelerated agricultural progress.

- Persian wheel used for irrigation was the important among them.

- The light weight ploughs with ploughshare and sowing drill was the important among them.

- They were drawn by oxen.

The Chola Kings ruled the South India at the beginning of Medieval periods adopted

- Several measures to agricultural production as:-

- Water prosperity of River Kaveri.

- Canals constructed to facilitate by Chola kings.

- that facilitate irrigation
- Alluvial deposits of its distributaries
  - Measures taken by the Samitis, work under the Sabha for the body of village administration
  - Several industries based on the agricultural products developed
  - Products like Sugarcane, oilseeds, cotton and indigo led to the development of the small scale industries like jaggery, edible oil, weaving and dyeing
  - Weaving was the important among them
  - The use of charkha was a key factor for the development of textile industries
  - It was in fourteenth century charkha began to be used in India.
  - Indians adopted charkha brought from Chinese
  - With the advent of charkha, production of yarn increased by six times
  - Weaving advanced along with spinning
  - The invention of loom brought tremendous changes in weaving
  - The production of silk from silkworm existed
  - It was Bengal that pioneered the production of silk in the thirteenth century
  - Production carpet and paper was existed
  - Prod. There was a great demand for Indian carpet in foreign markets
  - Indians used paper in the thirteenth century
  - Mining and Metallurgy existed
  - Those who engaged in Metallurgy produce war eq agricultural equipments and war

## Technology

- Production of horse shoe, iron stirrup brought drastic changes in war technology.
- Salt production was another occupation that thrived much in this period.
- Sea shore, Salt, Copper and gems were mined from Golkanda in Rajasthan and Golkanda respectively.
- Sea shore, Salt rocks, Salt lakes were the major sources of Salt.
- West Punjab, Sambhar in Rajasthan were the major salt producing centres.

## 12. Nayankara

- The central administration of the Vijayanagara empire was called Nayankara system.
  - The king was the head of the central administration of the Empire.
  - There was only a small number of army under the direct control of the king.
  - Provincial governors maintained a large number of soldiers and provided the services of army to the king whenever it is necessary.
  - As they were also the military heads, they king awarded them with the title of Nayank with a specific area of land. This system prevailed was called Nayankara system.
- Ayyangar
- For the convenience of administration, the country was divided into <sup>Provinces</sup> ~~counties~~ nados, villages. Village was the basic unit. The village assemblies functioned in the same way as it did during the time of Cholas. The village administration of the villages were vested with the people of villages.

	12	NATURE OF ADMINISTRATION	Applying	Short answer	Average	2	3minutes
13	13	SOCIETY AND ECONOMY IN MEDIEVAL INDIA	Evaluating	Essay	Difficult	5	4 minutes


MARK LIST -9<sup>th</sup> standard

Sl.no	Name	Marks
1	Adeena M K	22 1/2
2	Ahana P	24
3	Akshara Bhaskaran E M	24 1/2
4	Aika Satheesh	23 1/2
5	Amisha	21 1/2
6	Anamika K	25
7	Anamika P	25
8	Anamanda K	21 1/2
9	Arya M V	21 1/2
10	Ashika P P	25
11	Ashika Satheesh	22 1/2
12	Devangara T	18 1/2



*[Signature]*  
 P.K.M. COLLEGE OF EDUCATION  
 KATTHAPPANA, P. O., KATTAPPANA  
 THRISSUR DISTRICT, KERALA-686011

13	Fathimathul Rizwa	25
14	Hrithika Rajesh	23
15	Malavika K P	25
16	Malavika P	25
17	Naja Fathima	Absent
18	Nandana Vijesh	23
19	Nihara J Raj	23
20	Nivedya K C	22½
21	Poyal K P	23½
22	Riza Fathima K K	22½
23	Rushdha Iqbal	23½
24	Sreenanda K V	21½
25	Theertha Pradeep	21½
26	Thirisha P	25
27	Thirishna K	23
28	Wafa K P	Absent
29	Abhijith K	Absent
30	Adish V	Absent
31	Afroz Adam	14½
32	Anudev C M	19½
33	Anugraheeth P P	22
34	Anusand P K	24½
35	Arushved	10
36	Ashwin Krishna	Absent
37	Harinand T P	17
38	Harinand V	22
39	Ishaqith	22½
40	Karthik K	19½


  
 DEPARTMENT OF EDUCATION  
 GOVERNMENT OF KERALA  
 OFFICE OF THE DEPUTY COMMISSIONER  
 EDUCATION, KANNUR  
 KANNUR DISTRICT  
 PIN - 690 001

41	Karthik K P	20½
42	Muhammed Bin Jaisal	18
43	Muhammed Rezi	12
44	Muhammed Shifan	15
45	Nanda Gopal	17½
46	Neeraj Vinod	13
47	Rohith P C	19
48	Shivanand V V	18
49	Sreehari R	19

### 7. DIAGNOSIS CHART

SL. NO	NAME OF THE STUDENT	QUESTION NUMBERS													Marks obtained	Total marks
		1	2	3	4	5	6	7	8	9	10	11	12	13		
1	Anamika k	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25	25
2	Anamika P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25	25
3	Ashika p p	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25	25
4	Fathimathul Rizwa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25	25
5	Malavika K P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25	25
6	Malavika P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25	25
7	Thrisha P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25	25
8	Akshara Bhaskaran	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24.5	25
9	Ahans P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24	25

44



P. U. M. COLLEGE OF ENGINEERING  
KUTHUVILASSERY, P. O., KOTTAYAM DISTRICT,  
KERALA





			which the landform of Moraines is formed, but when they saw the picture, they had a doubt whether it was Meanders or Moraines.	moraines are formed.	result of the movement of glaciers.	
2	12	Define Nayankara and Ayyagar system?	They have a misconception about these Nayankara and Ayyagar system existed in Vijayanagara empire.	Showing a comparison chart about these Nayankara and Ayyagar system in medieval india.	The central administration of the Vijayanagara empire was called Nayankara system and the local administration was called the Ayyagar systems.	Through this chart students understand about how to define Ayyagars and Nayankara system existed in Vijayanagara empire during medieval india.



*[Handwritten signature]*  
 \_\_\_\_\_  
 \_\_\_\_\_

**P. K. M. COLLEGE OF EDUCATION**

MADAMPAM KANNUR-670631

(Affiliated to Kannur University)

Accredited by NAAC with 'A' Grade (Second cycle 4-point scale)



**RECORD OF ACHIEVEMENT TEST**

B.Ed. Course 2022-2024

Name of the Student Teacher: LIYA  
Register Number: PM22EDHMO6  
Optional Subject: MATHEMATICS

Certified that this is a bonafide record of

LIYA

  
Signature of the Principal  
P. K. M. COLLEGE OF EDUCATION  
MADAMPAM, P. O. MADAMPAM  
MADAMPAM, KANNUR DISTRICT, KERALA

  
INDU. P.  
Asst. Prof. of Mathematics  
CRESCENT B. E. COLLEGE  
MADAYIPARA

Signature:   
Name of faculty Member: Dr. Shaly Joseph K.  
Date: 21/10/2023

**P. K. M. COLLEGE OF EDUCATION**  
MADAMPAM KANNUR-670631

(Affiliated to Kannur University)

Accredited by NAAC with 'A' Grade (Second cycle 4-point scale)



**RECORD OF ACHIEVEMENT TEST**

B.Ed. Course 2022-2024

Name of the Student Teacher: LIYA  
Register Number: PM22EDMM06  
Optional Subject: MATHEMATICS

Certified that this is a bonafide record of

LIYA

Signature of the Principal  
Principal  
P. K. M. COLLEGE OF EDUCATION  
MADAMPAM KANNUR-670631

Signature  
INDU. P.  
Asst. Prof. of Mathematics  
CRESCENT B.ED. COLLEGE  
MADAMPAM KANNUR-670631

Signature: [Signature]  
Name of faculty Member: Dr. Shaly Joseph K.  
Date: 31/10/2023

## DETAILS

NAME OF THE TEACHER: LIYA

NAME OF THE SCHOOL : GHSS, IRIKKUR

SUBJECT: MATHEMATICS

CLASS: IX

DIVISION : E

STRENGTH : 43

DURATION: 45 min

DATE: 16/10/2023



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHAPRAM, P. O., MADAMPAM  
SREEKANDAFURAM, KANIUR DT.,-670531

## PREPERATION OF DESIGN FOR THE TEST

### DESIGN 1

SI NO	Objectives	Marks	Percentage
1	Knowledge	3	15
2	Understanding	7	35
3	Application of Creativity	4	20
4	Skill	6	30
	Total	20	100

### DESIGN 2

SI NO	Subunits	Marks	Percentage
1	Sub Unit 1	7	35
2	Sub Unit 2	4	20
3	Sub Unit 3	7	35
4	Sub Unit 4	2	10
	Total	20	100

### DESIGN 3

SI NO	Type	Marks	Percentage
1	Short Answer	20	100
	Total	20	100

### DESIGN 4

SI NO	Difficulty level	Marks	Percentage
1	Easy	6	30
2	Average	10	50
3	Difficult	4	20
	Total	20	100



  
 P. K. J. ...  
 K. A. ...  
 SRI PANGAPURAM ...  
 TION ...  
 ...  
 ...

## BLUE PRINT


Objectives	Knowledge	Comprehension	Application & Creativity	Skills	Total
Content	SA	SA	SA	SA	
Sub Unit 1	1*(1)	2(1)	2(1) 2*(1)		7
Sub Unit 2		2*(1)		2*(1)	4
Sub Unit 3		2*(1) 1**(1)		2*(1) 2*(1)	7
Sub Unit 4	2(1)				2
Total	3	7	4	6	20



### Notes

1. Number inside the bracket indicates number of questions
2. Number outside the bracket indicates mark allotted to one question
3. \* and \*\* indicates that the given question is divided into two or three categories.



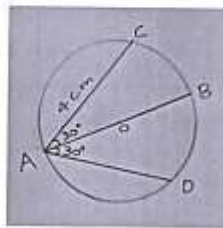
  
 P.K.M. COM  
 KARNATAKA  
 STATE UNIVERSITY  
 BANGALORE  
 DEPARTMENT OF EDUCATION  
 U.S. MEDICAL  
 COLLEGE  
 BANGALORE

**ACHIEVEMENT TEST**  
**MATHEMATICS**  
**GHSS IRIKKUR**

STD : IX  
 Time: 40 min

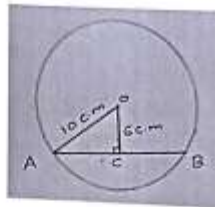
Max Marks: 20

1) Find AD?



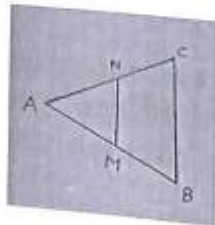
(2)

2) In the figure O is the centre of a circle with radius 10 cm. If the distance of perpendicular from the centre to the chord AB is 6 cm, then find the length of the chord AB?



(2)

3)  $MN \parallel BC$ .  $AM = 2$  c.m,  $MB = 4$  c.m,  $AN = 3$  c.m,  $NC = ?$



(2)



*[Handwritten signature]*

4) In a circle of radius 5 cm, two parallel chords of lengths 6cm and 8 cm are drawn on either side of the diameter. What is the distance between them?

(3)

5) Cut a 10 cm long line in the ratio 3:4:5.

(3)

6) Draw a triangle with sides 4 cm and 5 cm and angle between them is  $60^\circ$ . Draw the circumcircle of this triangle

(4)

"

7) Draw an equilateral triangle with perimeter 10 cm.

(4)



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHAPRAM, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DIST., 670601



## QUESTION WISE ANALYSIS

Sl. No.	Subunit	Objectives	Specifications	Type of questions	Difficulty level	Mark	Time required
1	1	Knowledge Comprehension	Recall Identify	Short answer	Average	3	7 min
		Application of <i>Creativity</i>	Solve	Short answer	Difficult	4	10 min
2	2	Comprehension skill	Identify Drawing	Short answer	Easy	2 2	7 min
3	3	Comprehension skill	Identify Drawing	Short answer	Average	3 4	7 min 10 min
4	4	Knowledge	Recall	Short answer	Easy	2	4 min

1



P.K.M. COLLEGE  
KAITHAPURAM  
SREEKANDAPURAM




### MARKING SCHEME

No.	Value points	Mark for value points	Total marks
1	$\angle ACB = \angle BAD = 30^\circ$ So $AC = AD$ $AD = 4\text{cm}$	1 1	2
2	$AO = 10\text{ cm}$ $OC = 6\text{cm}$ $(\frac{1}{2} AB)^2 = (AO)^2 - (OC)^2$ $(\frac{1}{2} AB)^2 = (10)^2 - (6)^2$ $= 100 - 36$ $= 64$ $(\frac{1}{2} AB) = \sqrt{64}$ $= 8$ $AB = 2 * 8$ $= 16\text{ cm}$	1          1	2
3	$MN \parallel BC$ $AM = 2\text{ cm}$ $MB = 4\text{ cm}$ $AN = 3\text{cm}$ $AN : NC = AM : MB$ $AM : MB = 2 : 4$ $AN : NC = 3 : 6$ $NC = 6\text{cm}$	1      1	2
4	Let $AB = 6\text{cm}$ $CD = 8\text{ cm}$ $OA = OC = 5\text{ cm}$ $(\frac{1}{2} AB)^2 = (AO)^2 - (OP)^2$ $(\frac{1}{2} 6)^2 = (5)^2 - (OP)^2$ $9 = 25 - (OP)^2$ $(OP)^2 = 16$ $(OP) = 4\text{ cm}$ $(\frac{1}{2} CD)^2 = (CO)^2 - (OQ)^2$ $(\frac{1}{2} 8)^2 = (5)^2 - (OQ)^2$ $16 = 25 - (OQ)^2$ $(OQ)^2 = 9$ $(OQ) = 3\text{ cm}$ So, distance between the chords = $4+3$ $= 7\text{ cm}$	1          1  1	3
5	Draw 10 cm line AB Draw a slant AC Take 3cm, 4cm, and 5 cm, respectively in the compass, and draw respective arcs D, E, F on AC.	1    1	



  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KATHMANDU  
 CREEKINGAPUR

	Join BF and draw parallel lines with respect to AF through the points D and E. }	1	
6	Draw a triangle with sides 4 cm and 5 cm and angle between them $60^\circ$ . Draw perpendicular bisector of two sides to find the centre of the circle. Then draw the circumcircle through the centre . }	1 1 2	4
7	Draw a line of 10 cm. Cut the line into 3 equal parts. Use the compass and draw the required triangle. }	1 1 2	4



P.K.M. COLLEGE  
KATHAPPURAM  
SREEKANDAPURAM



Fathimathul Nidha K.K

9.E

Roll no: 18

Maths

16/10/2023

1. AC = 4 cm (chord of the circle)

$$\angle CAD = 60^\circ$$

$$180^\circ - 60^\circ = 120^\circ$$

$$\angle ACD = \angle ADC = \frac{120^\circ}{2} = 60^\circ$$

It is an equilateral  $\Delta$

So AD = 4 cm.

2. OC bisects the chord AB into 2 equal parts.

$$\left(\frac{1}{2} \text{ chord}\right)^2 = (\text{radius})^2 - (\text{perpendicular})^2$$

$$\frac{1}{2} AB = AE$$

$$\frac{1}{2} AB = \frac{(10)^2 - (6)^2}{2}$$

$$\frac{1}{2} AB = \frac{100 - 36}{2} = 32$$

$$\frac{1}{2} AB = 32$$

$$\left(\frac{1}{2} AB\right)^2 = (10)^2 - (6)^2$$

$$\frac{1}{2} AB = AC$$

$$(AC)^2 = 100 - 36 = 64$$

$$(AC)^2 = 64$$

$$AC = \sqrt{64} = 8 \text{ cm}$$

$$AB = 2 \times 8 = 16 \text{ cm}$$

41	MUHAMMED FAYAS R.P	13
42	MUHAMMED FAYAS R.P	13
43	SANU SINAN	6



P.K.M. COLLEGE OF EDUCATION  
KUTHIYAL, P.O., KUTHIYAL  
SPEERANAPURAM, KUTHIYAL, TRISSUR, KERALA

In  $\triangle OFD$

$$\angle OFD = 90^\circ$$

$$\angle ODF \text{ and } \angle FOD \text{ are equal} = \frac{180^\circ - 90^\circ}{2} = \frac{90^\circ}{2}$$

$$\angle ODF \ \& \ \angle FOD = 45^\circ$$

It is an isosceles  $\triangle$ .

$$OF = FD = 4 \text{ cm}$$

The distance between them are  $4\sqrt{2}$



3

$AM : MB = 2 : 4$

~~$AN : NC =$~~

$MN \parallel BC$

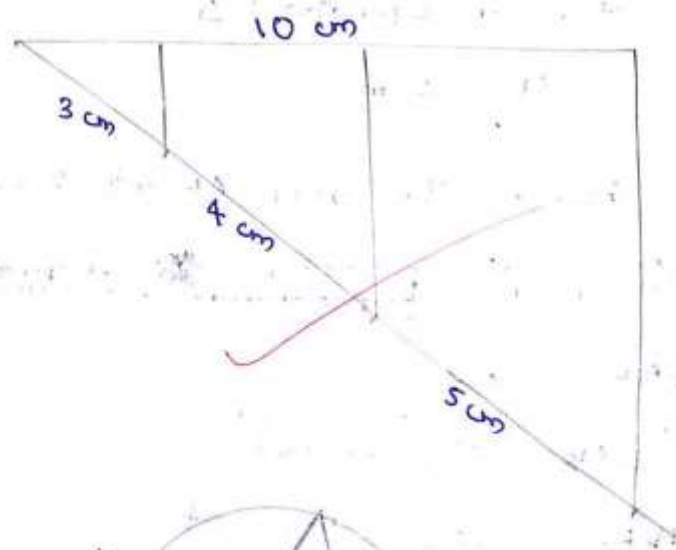
so AC and AB are divided in the same ratio

2

$AM : MB = 2 : 4 = 1 : 2$

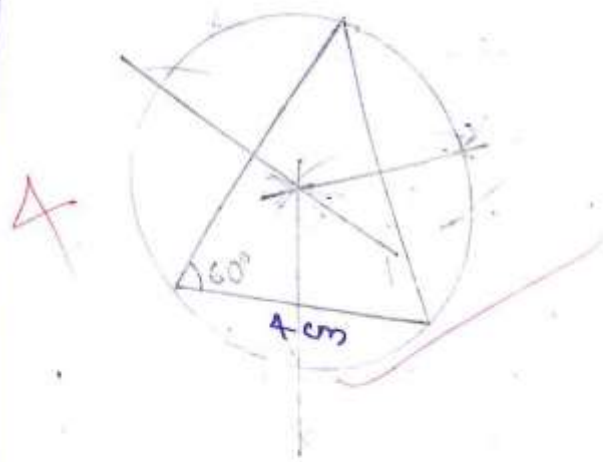
$AN : NC = 3 : 6 = 1 : 2$   $NC = 6$

5



3

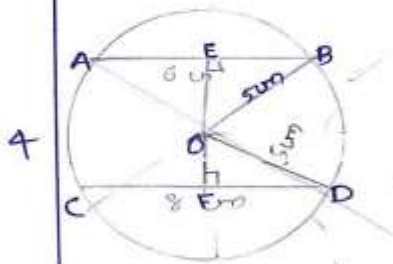
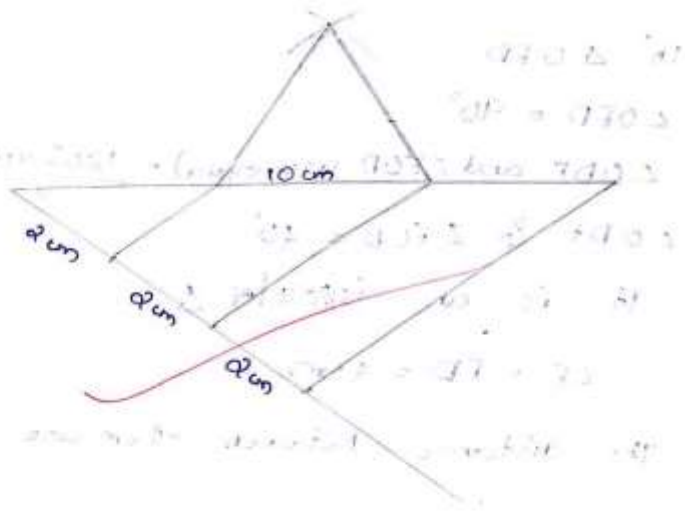
6



4



7)



radius = 5 cm

$AE = EB = 3 \text{ cm}$

$CF = FD = 4 \text{ cm}$

In  $\triangle EOB$

$\angle BEO = 90^\circ$

$$\angle EBO = \angle BEO = \frac{180^\circ - 90^\circ}{2} = \frac{90^\circ}{2} = 45^\circ$$

$\angle EBO \neq \angle BEO = 45^\circ$

it is an isosceles  $\triangle$ .

So  $EB = EO = 3 \text{ cm}$ .

In  $\triangle OFD$

$$\angle OFD = 90^\circ$$

$$\angle ODF \text{ and } \angle FOD \text{ are equal} = \frac{180^\circ - 90^\circ}{2} = \frac{90^\circ}{2}$$

$$\angle ODF \ \& \ \angle FOD = 45^\circ$$

It is an isosceles  $\triangle$ .

$$OF = FD = 4 \text{ cm}$$

The distance between them are  $4+3=$

MARKLIST- 9 E

No.	NAME	MARK OBTAINED OUT OF 20
1	ALMIRA MUHAMMED AMEEN K	17
2	FARHA FATHIMA V.C.	10
3	FATHIMATHUL HAMNA	
4	FATHIMATHUL MAHRA	3
5	FATHIMATHUL RIFA .K.	14
6	MEHNAS HARIS	11
7	PURNIMA BISWAS	9
8	RAMSHANATH K	11
9	SAYANORA SATHYAN P	8
10	VEDA TK	17
11	FASNA FATHIMA P.M	3
12	FATHIMATHU FIDA K	10
13	FATHIMATHU JAZA C	12
14	FATHIMATHU SHAFNA P	17
15	FATHIMATHUL HANNA C.V.N	15
16	FATHIMATHUL HIBA K	12
17	FATHIMATHUL JASNA CV.K	7
18	FATHIMATHUL NIDHA K K	19
19	FATHIMATHUL RIYA T	Absent
20	FATHIMATHUL RIZZA P.M	11
21	FATHIMATHUL THASNI N	9
22	JAHANA SHERIN TP	8
23	NIBA FATHIMA K	17
24	ZIDHA MOIDU	13
25	ABDHUL KHADER V	8
26	MAHIR A.C	5
27	MUHAMMED AJAS V	10
28	MUHAMMED RAZAL K	7
29	SAYANTH C	7
30	ABDHUL FADHI C.C	8
31	MUHAMMED NAZIM A.K	5
32	MUHAMMED RAZI K.V	7
33	MUHAMMED SABEEL	12
34	MUHAMMED SANAH N.P	8
35	MUHAMMED SHAHAL K	Absent
36	MUHAMMED SHAMAL T	Absent
37	MUHAMMED SHIFAN A.C	16
38	NAJAD M	16
39	RIZAN K	16
40	SHAHAM SHARAFUDHEEN	11
41	AADIL BIN ANEES	6
42	MUHAMMED FAYAS R.P	13
43	SANU SINAN	6

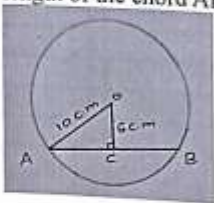


P.K.M. COLLEGE OF EDUCATION  
KATTAPPANUR, P. O., KOTTAYAM  
DISTRICT, KERALA

## REMEDIAL TEACHING LESSON PLAN

Name of the teacher: *Liya*  
 Name of the school: *UHS, Trikkur*  
 Name of the subject: *Mathematics*

Standard: *IX*  
 Division: *E*  
 Strength: *43*

Qn. No.	Questions	Errors	Teaching Activities
2	<p>In the figure O is the centre of a circle with radius 10 cm. If the distance of perpendicular from the centre to the chord AB is 6 cm, then find the length of the chord AB?</p> 	<p>Most of the students made mistake in forming the equation to find length of the chord.</p>	<p>Students understood  <math>AO = 10 \text{ cm}</math>  <math>OC = 6 \text{ cm}</math>                      Students then recall  <math>(\frac{1}{2} AB)^2 = (AO)^2 - (OC)^2</math>  <math>(\frac{1}{2} AB)^2 = (10)^2 - (6)^2</math>  <math>= 100 - 36</math>  <math>= 64</math>  <math>(\frac{1}{2} AB) = \sqrt{64}</math>  <math>= 8</math>                      So, <math>AB = 2 * 8</math>  <math>= 16 \text{ cm}</math></p>
4	<p>In a circle of radius 5 cm, two parallel chords of lengths 6 cm and 8 cm are drawn on either side of the diameter. What is the distance between them?</p>	<p>Most of the students made mistake in forming the equation to find length of the chord. So, they find difficulties in finding the length of perpendicular distances.</p>	<p>Students understood                      Let <math>AB = 6 \text{ cm}</math>  <math>CD = 8 \text{ cm}</math>  <math>OA = OC = 5 \text{ cm}</math>                      Students recalls  <math>(\frac{1}{2} AB)^2 = (AO)^2 - (OP)^2</math>  <math>(\frac{1}{2} 6)^2 = (5)^2 - (OP)^2</math>  <math>9 = 25 - (OP)^2</math>  <math>(OP)^2 = 16</math>  <math>(OP) = 4 \text{ cm}</math>  <math>(\frac{1}{2} CD)^2 = (CO)^2 - (OQ)^2</math>  <math>(\frac{1}{2} 8)^2 = (5)^2 - (OQ)^2</math>  <math>16 = 25 - (OQ)^2</math>  <math>(OQ)^2 = 9</math>  <math>(OQ) = 3 \text{ cm}</math>                      So, distance between the chords <math>= 4 + 3</math>  <math>= 7 \text{ cm}</math></p>



*[Signature]*  
 P.K.H. KATTI  
 DEPARTMENT OF EDUCATION

6	Draw a triangle with sides 4 cm and 5 cm and angle between them is $60^\circ$ . Draw the circumcircle of this triangle	Most of the students became confused when and where to draw the perpendicular bisectors of the sides.	Draw a triangle with sides 4 cm and 5 cm and angle between them $60^\circ$ . Draw perpendicular bisector of two sides to find the centre of the circle. Then draw the circumcircle through the centre .
---	------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KAITHAPRAM, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DIST-570011



## DETAILS

NAME OF THE TEACHER: LIYA  
NAME OF THE SCHOOL : GHSS, IRIKKUR  
SUBJECT: MATHEMATICS  
CLASS: VIII  
DIVISION : F  
STRENGTH : 43  
DURATION: 45 min  
DATE: 17/10/2023



A handwritten signature in black ink, appearing to be the name of the Principal, written in a cursive style.

PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHAPPAN, P.O. KATHAPPAN  
SREEKANDAPURAM DISTRICT, PIN-686 531



## PREPERATION OF DESIGN FOR THE TEST

### DESIGN 1

SI NO	Objectives	Marks	Percentage
1	Knowledge	2	10
2	Understanding	6	30
3	Application of Creativity.	10	50
4	Skill	2	10
	Total	20	100

### DESIGN 2

SI NO	Subunits	Marks	Percentage
1	Sub Unit 1	5	25
2	Sub Unit 2	4	20
3	Sub Unit 3	8	40
4	Sub Unit 4	3	15
	Total	20	100


### DESIGN 3

SI NO	Type	Marks	Percentage
1	Short Answer	20	100
	Total	20	100

### DESIGN 4

SI NO	Difficulty level	Marks	Percentage
1	Easy	6	30
2	Average	10	50
3	Difficult	4	20
	Total	20	100



  
 P. K. H. DEPARTMENT OF EDUCATION  
 KOLLAM DISTRICT, KERALA  
 KOLLAM DISTRICT, KERALA (TEL: 0471231)

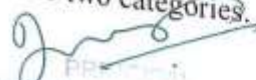
## BLUE PRINT

Objectives	Knowledge	Comprehension	Creativity & Application	Skills	Total
Content	SA	SA	SA	SA	
Sub Unit 1		2(1)	3(1)		5
Sub Unit 2		2(1)		2(1)	4
Sub Unit 3	2(1)	2(1)	4(1)		8
Sub Unit 4			3(1)		3
Total	2	6	10	2	20

### Foot Notes

1. Number inside the bracket indicates number of questions
2. Number outside the bracket indicates mark allotted to one question
3. \* indicates that the given question is divided into two categories.



  
 P.R. CHINN  
 P.K.M. COLLEGE, KATHAMANGALAM  
 SRIERAMPURAM, TAMIL NADU - 670660

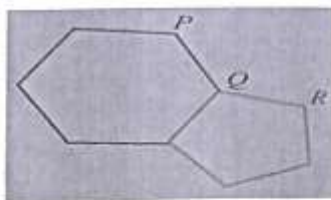
**ACHIEVEMENT TEST**  
**MATHEMATICS**  
**GHSS IRIKKUR**

STD :VIII

Max Marks: 20

Time: 40 min

- .....
- 1) Sum of angles of Hexagon is ----- (2)
- 2) Find square of 98. (2)
- 3) Find square of 9.25. (2)
- 4) If all the angles of a 24- sided polygon are equal, then
- a) Find measure of an outer angle
- b) Find measure of an inner angle
- c) Find sum of angles (3)
- 5) a)  $x^2 - y^2 = (x+y) \times$  \_\_\_\_\_
- b)  $78^2 - 45^2 =$  -----
- c)  $(6 \frac{1}{2})^2 - (3 \frac{1}{2})^2 =$  ----- (3)
- 6) In the figure a hexagon and a pentagon is put together.  
Find  $\angle PQR$ .



(4)

  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHEAPPURAM P.O., CHENNAI  
ORGANISATION FOR THE IMPROVEMENT OF TEACHERS

7) Observe the below pattern

$$1^2 + (4 \times 2) = 3^2$$

$$2^2 + (4 \times 3) = 4^2$$

$$3^2 + (4 \times 4) = 5^2$$


a) Write the next line

b)  $5^2 + 4 \times \underline{\quad} = 7^2$

c)  $10^2 + 4 \times 11 = \underline{\quad}$

d)  $X^2 + 4(x+1) = \underline{\quad}$

(4)

  
P.K.M. COLLEGE FOR WOMEN  
KATTAPURAM, SREEGANGAPURAM  
SREEGANGAPURAM, SREEGANGAPURAM



## QUESTION WISE ANALYSIS

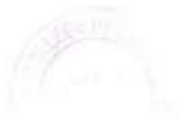
Sl. No.	Subunit	Objectives	Specifications	Type of questions	Difficulty level	Mark	Time required
1	1	Comprehension	Identify	Short answer	Average	2	7 min
		Application of Creativity	Solve	Short answer	Easy	3	7 min
2	2	Comprehension skill	Identify Apply	Short answer	Difficult Difficult	2 2	10 min
3	3	Knowledge Comprehension Application of Creativity	Recall Identify Apply	Short answer	Average Average Average	2 2 4	7 min 10 min
4	4	Application of Creativity	Apply	Short answer	Easy	3	4 min

  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KATHIRIPPAI, P. O., CHANNALIPPAI  
 SREEKANDAPURAM, KANNUR DT., 670531



### MARKING SCHEME

No.	Value point	Mark for value point	Total marks
1	$(n-2) * 180$ $= (6-2) * 180$ $= 4 * 180$ $= 720$	1 0.5 0.5	2
2	$98^2 = (100-2)^2$ $= 100^2 + 2^2 - 2 * 100 * 2$ $= 10000 + 4 - 400$ $= 9604$	1	2
3	$9.5^2 = (9+0.5)^2$ $= 9^2 + 0.5^2 + 2 * 9 * 0.5$ $= 81 + 0.25 + 9$ $= 90.25$	1	2
4	Sum of outer angles = $360^\circ$ $n = 24$ a. $360/24 = 15$ b. $180 - 15 = 165$ c. $(n-2) * 180$ $= (24-2) * 180$ $= 22 * 180$ $= 3960$	1 1 0.5 0.5	3
5	a. $x^2 - y^2 = (x+y)(x-y)$ b. $78^2 - 45^2 = (78+45)(78-45)$ $= 123 * 33$ $= 4095$ c. $(6\frac{1}{2})^2 - (3\frac{1}{2})^2$ $= (6\frac{1}{2} + 3\frac{1}{2})(6\frac{1}{2} - 3\frac{1}{2})$ $= 10 * 3$ $= 30$	1 0.5 0.5 0.5 0.5	3
6	Inner angle of regular hexagon = $120^\circ$ Inner angle of regular pentagon = $108^\circ$ So $\angle PQR = 360 - (120 + 108)$ $= 132^\circ$	1 1 1 1	4
7	a. $4^2 + (4*5) = 6^2$ b. $5^2 + (4*6) = 7^2$ c. $10^2 + (4*11) = 12^2$ d. $x^2 + (4*(x+1)) = (x+2)^2$	1 1 1 1	4



  
 P.K.M. GILL  
 KATHA  
 SREEKANDAPURAM

Name: Fathimath Noja - Top

Class: VIII - F

Roll no: 7

$$\frac{14\frac{1}{2}}{20}$$

1.  $(n-2) \times 180^\circ$

$(6-2) \times 180^\circ$

720

2.  $(98) = (1000-2)$

$= (100) + (2)^2 - 2 \times 100 \times 2$

~~$= 100 + 4 - 400$~~

~~$= 1000 + 4 - 400$~~

9604

3.  $(9.5)^2 = 9 + 0.5 + 2 \times 9 \times 0.5$

$= 18 + 0.2$

81.26

4 a,  $15^\circ$

$$\begin{array}{r} 15 \\ 24 \overline{) 360} \\ \underline{24} \phantom{0} \\ 120 \\ \underline{120} \\ 0 \end{array}$$

15

b,  $165^\circ$

c,  $3960^\circ$

6.  $\angle PQR + \angle RQS + \angle PQR = 360^\circ$

$120 + 180 + \angle PQR = 360^\circ$

$\angle PQR = 360 - (120 + 180)$

132

*[Signature]*

2 a,  $4^2 + (4 \times 5) = 6^2$  ✓

b,  $5^2 + (4 \times 6) = 7^2$  ✓

2 c,  $10^2 + (4 \times 11) = 1144$

d,

5, a,

b, 4295

c,

*Imo*

✓

**MARKLIST - 8 F**

NO.	NAME	MARKS OBTAINED OUT OF 20
1	Fathimath Zahra k	14
2	Fathimathul Ashfana P.P	13
3	Fathimathul Naja T.P	14.5
4	Fathimathul Rajila	13
5	Ranaz Unaiz	13
6	Shirin K.K	14
7	Faheem Noushad	Absent
8	Muhammed Naji	11
9	Muhammed Shaban C.H	10
10	Muhammed Fadhi K.P	11.5
11	Muhammed Mahadin C	6.5
12	Muhammed Majid C	8.5
13	Muhammed Minhaj P.	6
14	Muhammed Shamil C	9
15	Muhammed Shibil PP	8
16	Muhammed Sinan M	6.5
17	Muhammed Zayan	7
18	Fathimath Naja C.H	6
19	Fathimathul Muba K	13
20	Hana Abdulla	7
21	Nafia PP	6
22	Rameez Nazreen	8.5
23	Sahla K	8.5
24	Ziya Nazar M.P	8.5
25	Sanaz Jahan P.K	8
26	Muhammed Hadi Abdulla	10
27	Muhammed Naji K	11
28	Muhammed Afnan	12
29	Muhammed Farhan .M	10
30	Muhammed N.P	10
31	Muhammed Rihan C. H	11
32	Muhammed Shamil K P	7
33	Muhammed Shifan K	5
34	Muhammed Shihan V K	9.5
35	Nazil Niyas M P	9
36	Sufiyan K	7
37	Muhammed Sinan K P	7
38	Safa T C	9.5
39	Fathimath Saja K	12
40	Nida Fathima M P	8
41	Rana Sherin N P	8
42	Riza Fathima V	10
43	Aleenath Midha C.C	11.5
44	Shaheema PY	8.5
45	Shanima p p	Absent



P.K.M. COLLEGE FOR WOMEN  
 KAITHIRAPATTINAM  
 SREEKANDHAM  
 TEL: 0471-870891

46	Abdul Hadhi V J	
47	Muhammed Shammass K K	Absent
		Absent



PROFESSOR  
P.K.M. COLLEGE OF EDUCATION  
KAITHAPPRATHA P. O., SREEKANDAPURAM  
SREEKANDAPURAM, TALUK SREEKANDAPURAM, DISTRICT



## REMEDIAL TEACHING LESSON PLAN

Name of the teacher: *Liya*

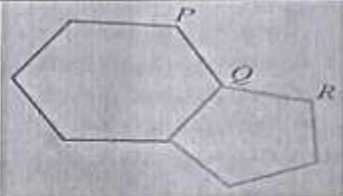
Standard: VIII

Name of the school: *GHS, Nirkar*

Division: F

Name of the subject: *Mathematics*

Strength: 47

Qn No.	Questions	Errors	Teaching activities
3	Find square of 9.5.	Students are confused while multiplying the decimals.	Students recalls, $9.5^2 = (9+0.5)^2$ $= 9^2 + 0.5^2 + 2*9*0.5$ $= 81 + 0.25 + 9$ $= 90.25$
4	If all the angles of a 24-sided polygon are equal, then a) Find measure of an outer angle b) Find measure of an inner angle c) Find sum of angles	Students didn't recall ideas to find the outer angle. So they fail to get inner angle.	Sum of outer angles = $360^\circ$ $n = 24$ a. $360/24 = 15$ b. $180 - 15 = 165$ c. $(n-2) * 180$ $= (24-2) * 180$ $= 22 * 180$ $= 3960$
5	a) $x^2 - y^2 = (x+y) \times$ _____ b) $78^2 - 45^2 =$ _____ c) $(6\frac{1}{2})^2 - (3\frac{1}{2})^2 =$ _____	Students get little confused while applying the concept.	a. $x^2 - y^2 = (x+y)(x-y)$ b. $78^2 - 45^2 =$ $(78+45)(78-45)$ $= 123 * 33$ $= 4095$ c. $(6\frac{1}{2})^2 - (3\frac{1}{2})^2 =$ $(6\frac{1}{2} + 3\frac{1}{2})(6\frac{1}{2} - 3\frac{1}{2})$ $= 10 * 3$ $= 30$
6	 In the figure a hexagon and a pentagon is put together. Find $\angle PQR$	Students fail to recall interior angles of regular hexagon and regular pentagon	Inner angle of regular hexagon = $120^\circ$ Inner angle of regular pentagon = $108^\circ$ So $\angle PQR = 360 - (120 + 108)$ $= 132^\circ$



*Liya*

PKM


## Observation modes for individual and group activities

### MICRO TEACHING OBSERVATION CUM RATING SCALE SCHEDULE

**Preliminaries:-**

Name of the Micro Teacher :- Adithya Raj  
 Name of the Observer :- Aparna pradeep . p . v  
 Subject :- Social Science  
 Class :- VIII  
 Topic / Concept :- അനുഭവ സമ്പന്നത.  
 Date :- 15.03.2023  
 No. of Pupils or peers :- 7  
 Time :- 5 minutes  
 Teach / Re teach :- Teach  
 Skill :- INTRODUCING THE LESSON

Sl.No	Components	Tallies	Rating Scale				
			1	2	3	4	5
1	Testing Previous Knowledge / Experience of the pupil	Yes/ No	( )	( )	(✓)	( )	( )
2	Sequential Questioning (Maintenance of questioning)	Yes/ No	( )	( )	(✓)	( )	( )
3	Proper use of instructional materials / Devices / techniques / approaches	Yes/ No	( )	(✓)	( )	( )	( )
4	Motivation / Elicitation	Yes/ No	( )	( )	(✓)	( )	( )
5	Topic declaration with the help of pupils	Yes/ No	( )	( )	( )	(✓)	( )

Signature of the Observer  


Name: Aparna Pradeep P.V  
 Roll No: 2246

Scale  
 0 = Poor  
 1 = Below Average  
 2 = Average  
 3 = Above average  
 4 = Excellent

  
 Signature of the Supervisor



  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KATHARUVA P. O., MADAMPAM  
 SREEKANDAPURAM, KANNUR DT., KERALA

**MICRO TEACHING OBSERVATION CUM RATING SCALE SCHEDULE**

**Preliminaries:-**

Name of the Micro Teacher :- *Nirmal*  
 Name of the Observer :- *Aparna Pradeep P.V*  
 Subject :- *Social Science*  
 Class :- *VIII<sup>th</sup>*  
 Topic / Concept :- *Paleolithic Age*  
 Date :- *21-03-2023*  
 No. of Pupils or peers :- *8*  
 Time :- *5 minutes*  
 Teach / Re teach :- *Re-teach*  
 Skill :- **INTRODUCING THE LESSON**

Sl.No	Components	Tallies Yes/No	Rating Scale				
			1	2	3	4	5
1	Testing Previous Knowledge / Experience of the pupil	✓/No	( )	( )	( )	✓	( )
2	Sequential Questioning (Maintenance of questioning)	✓/No	( )	( )	✓	( )	( )
3	Proper use of instructional materials / Devices / techniques / approaches	✓/No	( )	( )	✓	( )	( )
4	Motivation / Elicitation	✓/No	( )	( )	✓	( )	( )
5	Topic declaration with the help of pupils	✓/No	( )	( )	( )	✓	( )

Signature of the Observer *Aparna Pradeep P.V*

*[Signature]*  
Signature of the Supervisor

Name: *Aparna Pradeep P.V*  
 Roll No: *2246*  
 Scale:  
 0 = Poor  
 1 = Below Average  
 2 = Average  
 3 = Above average  
 4 = Excellent



*[Signature]*  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KAMBAMPALLI, SANKARAPURAM, SANKARAPURAM, SANKARAPURAM, SANKARAPURAM

**MICRO TEACHING OBSERVATION CUM RATING SCALE SCHEDULE**

**Preliminaries:-**

Name of the Micro Teacher :- Amal Tomy  
 Name of the Observer :- Aparna Pradeep P.V  
 Subject :- Social Science  
 Class :- IX  
 Topic / Concept :- അപ്രകാശസംശ്ലേഷണം, ദിശാചലനം  
 Date :- 22.03.2023  
 No. of Pupils or peers :- 7  
 Time :- 7 minutes  
 Teach / Re teach :- Re-Teach  
 Skill :- EXPLAINING SKILL

Sl.No	Components	Tallies	Rating Scale				
			1	2	3	4	5
1	Using appropriate beginning	✓/ No	( )	( )	( )	(✓)	( )
2	Using explain skill	✓/ No	( )	( )	( )	( )	(✓)
3	Converging essential point	✓/ No	( )	( )	( )	(✓)	( )
4	Fluency of explaining	✓/ No	( )	( )	( )	(✓)	( )
5	Testing pupils understanding	✓/ No	( )	( )	( )	(✓)	( )
6	Concluding statement	✓/ No	( )	( )	( )	(✓)	( )

Signature of the Observer 

Name: Aparna Pradeep P.V

Roll No: 2246

Scale  
 0 = Poor  
 1 = Below Average  
 2 = Average  
 3 = Above average  
 4 = Excellent

  
 Signature of the Supervisor



  
 PRINCIPAL  
 PKM. COLLEGE OF EDUCATION  
 KAITHAPRAM P. O., SREEKRAMPAM  
 SREEKRANDAPURAM, KANNUR DT.,-670631

**MICRO TEACHING OBSERVATION CUM RATING SCALE SCHEDULE**

**Preliminaries:-**

Name of the Micro Teacher :- Sreedhu. M  
 Name of the Observer :- Aparna pradeep P.V  
 Subject :- Social science  
 Class :- IX<sup>th</sup>  
 Topic / Concept :- අමුණුකරණ ඔප්පුව  
 Date :- 15.03.2023  
 No. of Pupils or peers :- 7  
 Time :- 6 minutes  
 Teach / Re teach :- Teach  
 Skill :- EXPLAINING SKILL

Sl.No	Components	Tallies	Rating Scale					
			1	2	3	4	5	
1	Using appropriate beginning	Yes/No	( )	( )	( )	( )	( )	( )
2	Using explain skill	Yes/No	( )	( )	( )	( )	( )	( )
3	Converging essential point	Yes/No	( )	( )	( )	( )	( )	( )
4	Fluency of explaining	Yes/No	( )	( )	( )	( )	( )	( )
5	Testing pupils understanding	Yes/No	( )	( )	( )	( )	( )	( )
6	Concluding statement	Yes/No	( )	( )	( )	( )	( )	( )

Signature of the Observer Aparna

Signature of the Supervisor [Signature]

Name: Aparna Pradeep P.V  
 Roll No: 2246  
 Scale:  
 0 = Poor  
 1 = Below Average  
 2 = Average  
 3 = Above average  
 4 = Excellent



[Signature]  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KATHAPURAM, P. O., MADHURAI  
 SRIKANDAPURAM, TAMIL NADU

**MICRO TEACHING OBSERVATION CUM RATING SCALE SCHEDULE**

**Preliminaries:-**

Name of the Micro Teacher :- Anagha.K  
 Name of the Observer :- Aparna Pradheep P.V  
 Subject :- Social Science  
 Class :- VIII<sup>th</sup>  
 Topic / Concept :- ദേശീയത  
 Date :- 15-03-2023  
 No. of Pupils or peers :- 7  
 Time :- 6 minutes  
 Teach / Re teach :- Teach  
 Skill :- QUESTIONING SKILL

Sl.No	Components	Tallies Yes/ No	Rating Scale				
			1	2	3	4	5
1	Realization of Objectives	Yes/ No	( )	(✓)	( )	( )	( )
2	Simple / Order / Sequence / Probing Questioning	Yes/ No	( )	( )	(✓)	( )	( )
3	Promoting cue / hint questioning	Yes/ No	( )	(✓)	( )	( )	( )
4	Receiving further information	Yes/ No	( )	(✓)	( )	( )	( )
5	Refocusing questioning	Yes/ No	( )	( )	( )	(✓)	( )
6	Redirected questioning	Yes/ No	( )	( )	( )	(✓)	( )
7	Increasing critical awareness	Yes/ No	( )	(✓)	( )	( )	( )
8	Structuring of pupil responses	Yes/ No	( )	(✓)	( )	( )	( )

Signature of the Observer *Aparna*

*[Signature]*

Signature of the Supervisor

Name: Aparna Pradheep P.V

Roll No: 2246

Scale  
 0 = Poor  
 1 = Below Average  
 2 = Average  
 3 = Above average  
 4 = Excellent



*[Signature]*  
 PRINCIPAL

P.K.M. COLLEGE OF EDUCATION  
 KATHAPPANA, P. O., MADAMPAM  
 SREEKANGAPURAM, KANIYUR DT., 670631

**MICRO TEACHING OBSERVATION CUM RATING SCALE SCHEDULE**

**Preliminaries:-**

Name of the Micro Teacher :- Tincy Thomas  
 Name of the Observer :- Aparna Pradeep P.V  
 Subject :- Social Science  
 Class :- VIII  
 Topic / Concept :- *മനുഷ്യൻ്റെ സാമൂഹിക ബന്ധങ്ങൾ*  
 Date :- 15.03.2023  
 No. of Pupils or peers :- 7  
 Time :- 6 minutes  
 Teach / Re teach :- Teach  
 Skill :- QUESTIONING SKILL

Sl.No	Components	Tallies	Rating Scale				
			1	2	3	4	5
1	Realization of Objectives	Yes/ No	( )	( )	(✓)	( )	( )
2	Simple / Order / Sequence / Probing Questioning	Yes/ No	( )	( )	(✓)	( )	( )
3	Promoting cue / hint questioning	Yes/ No	( )	( )	( )	(✓)	( )
4	Receiving further information	Yes/ No	( )	( )	(✓)	( )	( )
5	Refocusing questioning	Yes/ No	( )	(✓)	( )	( )	( )
6	Redirected questioning	Yes/ No	( )	( )	(✓)	( )	( )
7	Increasing critical awareness	Yes/ No	( )	( )	(✓)	( )	( )
8	Structuring of pupil responses	Yes/ No	( )	( )	(✓)	( )	( )

Signature of the Observer *Apa*

Signature of the Supervisor *[Signature]*

Name: *Aparna Pradeep P.V*  
 Roll No: *2246*

- Scale
- 0 = Poor
  - 1 = Below Average
  - 2 = Average
  - 3 = Above average
  - 4 = Excellent



*[Signature]*  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KATHAPRAM, P. O., MADAMPAM  
 SREEKANDAPURAM, KANNUR DT.,-670631

**MICRO TEACHING OBSERVATION CUM RATING SCALE SCHEDULE**

**Preliminaries:-**

Name of the Micro Teacher :- Vrinda . M . o  
 Name of the Observer :- Aparna Pradeep P . v  
 Subject :- Social Science  
 Class :- VII<sup>th</sup>  
 Topic / Concept :- ಸಂಸಾರ ಚಕ್ರ  
 Date :- 20-03-2023  
 No. of Pupils or peers :- 6  
 Time :- 10 minutes  
 Teach / Re teach :- Teach  
 Skill :- USING OF THE BLACK BOARD

Sl.No	Components	Tallies	Rating Scale				
			1	2	3	4	5
1	Standing Place of the Teacher	Yes/No	( )	( )	( )	( )	( )
2	Standing position of the Teacher	Yes/No	( )	( )	( )	( )	( )
3	Legible Writing	Yes/No	( )	( )	( )	( )	( )
4	Stretching Hand while writing	Yes/No	( )	( )	( )	( )	( )
5	Facing towards the Students	Yes/No	( )	( )	( )	( )	( )
6	Wiping from top to bottom	Yes/No	( )	( )	( )	( )	( )
7	Original Placement of the Teacher	Yes/No	( )	( )	( )	( )	( )
8	Neatness in written work	Yes/No	( )	( )	( )	( )	( )
9	Level of aspiration	Yes/No	( )	( )	( )	( )	( )

Signature of the Observer *Aparna*

Signature of the Supervisor *[Signature]*

Name: Aparna Pradeep P . v  
 Roll No: 2246  
 Scale

- 0 = Poor
- 1 = Below Average
- 2 = Average
- 3 = Above average
- 4 = Excellent



*[Signature]*  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KAITHAPRAM, P. O., MADAMPAM  
 SREEKANDAPURAM, KANNUR DT.,-670631



## Performance tests

273

**PERFORMANCE OF STUDENTS ON INTERNAL ASSESSMENT TASKS**  
**ACADEMIC YEAR 2018-2019**

A Grade – 75% and above , B Grade – Above 60% , C Grade – Below 60%

NAME	RECORDS							
	Record of Practice teaching	Record of Demonstration / Criticism	Handling of health and physical education class	Learning aids	Observation Record of a regular classroom of a teacher	Case study / Action Research	Blue print and Question Paper	Working with School Programme
JINU A.M	B	B	B	B	A	A	A	B
AKHILA LAKSHMANAN	B	A	B	B	B	A	B	B
MINI SCARIA	B	B	B	B	A	A	B	B
RAJASREE THAZHATHUVEETIL	A	A	A	A	A	A	B	B
RIYA MARY THOMAS	A	B	B	A	A	A	A	B
ROSHNA SURESH	B	B	A	A	B	B	B	B
SARITHA C NARAYANAN	A	A	A	A	A	B	B	B
SOUPARNIKA K.B	B	A	A	B	B	B	B	A
THRISHNA V.K	A	B	A	A	A	B	B	A



*[Signature]*  
Principal

*[Signature]*  
De Veena Appalathan

**PERFORMANCE OF STUDENTS ON INTERNAL ASSESSMENT TASKS**  
**ACADEMIC YEAR 2019-2020**  
 A Grade – 75% and above , B Grade – Above 60% , C Grade – Below 60 %

NAME	RECORDS							
	Record of Practice teaching	Record of Demonstration / Criticism	Handling of health and physical education class	Learning aids	Observation Record of a regular classroom of a teacher	Case study / Action Research	Blue print and Question Paper	Working with School Programme
REJI P. GEORGE	B	B	B	A	A	B	B	B
ATHIRA P.K	A	A	A	A	A	B	A	A
JASMINE THOMAS	A	A	A	A	B	B	A	A
REMYA RAGHAVAN	A	A	A	A	A	A	A	B
RENJINI N V	A	A	A	A	B	B	A	A
SUJINA T V	A	A	A	A	B	A	B	A



*[Signature]*  
 RKM COLLEGE OF EDUCATION  
 KOTTAYAM

*[Signature]*  
 Dr. Veena Appalathan

PERFORMANCE OF STUDENTS ON INTERNAL ASSESSMENT TASK

ACADEMIC YEAR 2020-2021

A Grade – 75% and above , B Grade – Above 60% , C Grade – Below 60 %

NAME	RECORDS							
	Record of Practice teaching	Record of Demonstration / Criticism	Handling of health and physical education class	Learning aids	Observation Record of a regular classroom of a teacher	Case study / Action Research	Blue print and Question Paper	Working with School Programme
TOMSON SABU	B	A	A	B	B	B	B	A
AKHILA P.V.	A	B	B	B	A	A	A	A
ANJU A.	A	A	A	A	A	B	A	B
ATHIRA V.K.	C	B	B	C	C	C	C	A
MEGANA K.K.	B	A	B	A	B	B	B	B
SANOQJA P.P	A	A	A	A	A	A	A	B
RISINA T.	A	B	B	A	A	A	A	A



*[Signature]*  
 P.K.M. COLLEGE  
 KATHIRAYUR  
 DISTRICT - KANNUR  
 STATE - KERALA

*[Signature]*  
 Dr. Veena Appukuttan


**PERFORMANCE OF STUDENTS ON INTERNAL ASSESSMENT TASKS**

**ACADEMIC YEAR 2021 -2022**

**A Grade – 75%and above , B Grade – Above 60% , C Grade – Below 60 %**

NAME	RECORDS							
	Record of Practice teaching	Record of Demonstration / Criticism	Handling of health and physical education class	Learning aids	Observation Record of a regular classroom of a teacher	Case study / Action Research	Blue print and Question Paper	Working with School Programme
HAIBIN MATHEW	B	B	B	B	B	A	A	A
VISHNU PRATHAP M.	A	B	A	A	A	A	B	A
ANASWARA K	C	B	A	B	C	C	C	C
ANU PHILIP	A	A	A	A	B	B	A	A
ASHA N	A	A	A	B	B	A	A	A
ATHIRA SHAJI	A	A	A	A	B	B	A	A
JUVAIRIYA M N	A	A	A	A	A	B	B	A
MUKTHA SASINDRAN	B	B	B	B	A	A	B	B
SREYA REMESHABU	B	B	B	B	B	A	B	A

  
 DE VEENA APPALANTHI  
 Head Teacher

  
 De Veena Appalanthi

**PERFORMANCE OF STUDENTS ON INTERNAL ASSESSMENT TASKS**  
**ACADEMIC YEAR 2022 -2023**

A Grade – 75%and above , B Grade – Above 60% , C Grade – Below 60 %

NAME	RECORDS							
	Record of Practice teaching	Record of Demonstration / Criticism	Handling of health and physical education class	Learning aids	Observation Record of a regular classroom of a teacher	Case study / Action Research	Blue print and Question Paper	Working with School Programme
HRISHIKESH BABU M.C	B	B	B	B	B	B	A	A
JOMAL JOY	B	B	B	B	A	A	A	B
AKSHARAMOL	A	A	A	A	A	A	B	B
ANUMOL A.M	B	B	B	B	A	A	B	B
ANUSREE K.P.	A	A	A	A	B	B	A	A
HITHA K	A	A	A	A	A	B	B	A
PAJINA DAS K.P	A	A	B	B	A	A	A	A
SIMNA N.P.	A	A	A	A	A	B	B	A



*[Signature]*  
 P.K.M. COLLEGE  
 KATTANUR  
 DISTRICT: KANNUR

*[Signature]*  
 Dr. Veena Appakutty

PERFORMANCE OF STUDENTS ON INTERNAL ASSESSMENT TASKS

ACADEMIC YEAR 2023 -2024

A Grade – 75%and above , B Grade – Above 60% , C Grade – Below 60 %

NAME	RECORDS							
	Record of Practice teaching	Record of Demonstration / Criticism	Handling of health and physical education class	Learning aids	Observation Record of a regular classroom of a teacher	Case study / Action Research	Blue print and Question Paper	Working with School Programme
Adithya Raj	A	A	B	B	A	B	A	A
Amal Tomy	B	A	B	B	B	A	B	B
Anagha.K	A	B	A	A	A	B	A	B
Anju.V	B	B	B	A	A	A	B	B
Aparna Pradeep.P.V	A	A	A	A	B	A	A	B
Nirmal John	C	C	B	A	B	C	C	C
Sreethu.M	B	B	A	B	A	B	B	B
Tincy Thomas	A	A	A	B	B	A	A	B
Vrindha.M.O	A	A	A	B	A	A	B	B



*[Handwritten Signature]*  
 HEAD OF THE INSTITUTION  
 KATHIRAMANGALAM DISTRICT  
 INSTITUTIONAL CERTIFICATE

## Oral assessment

# ORAL TEST-1

**CLASS: IX**

**SCHOOL: GHSS SREEKANDAPURAM**

**SKILL FOCUSED: Reading and speaking**

*Read the following passage carefully and answer the following questions*

Football is a popular game that pumps gushing adrenaline for excitement. It is an exciting game that unveils sudden changes during the 'biting nails' moment. It is a universal game that involves big and small nations. Football is a game that is played between two teams, with each group consisting of a goalkeeper and eleven key players. The game involves a lot of physical exercises that keep it active and healthy. The game teaches us the importance of sportsmanship, unity, teamwork, and leadership. It is a game that relieves stress, teaches discipline, and calms and relaxes. It is excellent entertainment, and every time we watch a FIFA World Cup or any other football match on TV, we tend to play a virtual game along with the players trying to grab the ball to score a goal.


Here are some interesting facts about football.

- Football is the most popular game in the world.
- The word 'Football' gets its name from combining two words, 'Foot' and 'ball, 'where the players run and kick the ball with their feet.
- Football is called Soccer in Australia, South Africa, and North America.
- The FIFA World Cup is a football tournament conducted once every four years.
- Football was initially a boy's game, but the present-day witnesses girls playing Football for our country.
- Football comprises a total of twelve players, with eleven key players and a goalkeeper.
- Each player competes against his opponent and tries to kick the ball into the opponent's post to attain a goal.
- The team that scores more than two wins is considered the winning team.
- A Football game is played for a total of 90 minutes. The game is divided into two 45-minute sessions with 10-minute recess sessions.
- In case of a draw or no score, the teams are given an extra 30-minute game along with 'Five Penalty Shootouts.'

1) Which is the most popular game mentioned in the passage?

2) The game Football is commonly called \_\_\_\_\_ in Australia.



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATTIMANNAM, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DT.,-670621

- 3) How many players are there in a Football team?
- 4) What is the total time of a football match?
- 5) In case of a draw or no score, the teams are given an extra game \_\_\_\_\_ along with five \_\_\_\_\_.
- 6) It is a game that teaches us the importance of sportsmanship, unity, \_\_\_\_\_, and leadership



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KAITHAPPRAM, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DT.,-670631

## ORAL TEST -2

**CLASS: VIII**

**SCHOOL: GHSS SREEKANDAPURAM**

**SKILL FOCUSED: Listening and Speaking**

**Please listen to the audio clip attentively and then share your insights based on it. Give a five-minute speech discussing your personal experience of traveling by the mode of transportation mentioned in the audio.**



LP 1 Railway  
Announcement.mp3

[Transcript: your attention please train No 16004 Mangalore- Maveli Express via Shoranur will arrive at platform No 2.....]



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KAITHAPPAM, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DT., -570531

### LESSON PLAN

Class : X	Name of the teacher : Jyothis Cyriac
Subject : English	Name of Unit : Ray of Hope - 5
Date : 29/05/2023	Name of Subunit : Vanka (Short Story)
Duration of the class : 40 Minutes	
<b>Skill focused</b> : Reading – The learner reads and attempts to comprehend the selected chunk of the text	
<b>Content Analysis</b> Unit : 5, Ray of Hope Subunit : Vanka Author : Anton Chekov Genre : Short Story Chunk selected : 'Nine year old Vanka.....'but he survived it all. Skill focused : reading and listening comprehension Theme : Introducing the main character Vanka Gist of the chunk : The protagonist of the story is introduced and a short description about his plight and hints about his past is given.	
<b>Prerequisites</b> <ul style="list-style-type: none"><li>• Ability to read and comprehend a text according to the level expected of a 10<sup>th</sup> grade learner</li><li>• A general idea on child rights and the related issues</li></ul>	
<b>Learning Materials</b> The selected chunk from 'Vanka'	
<b>Learning Aids</b> <ul style="list-style-type: none"><li>• You tube video on child labour : <a href="https://www.youtube.com/watch?v=a7U4zbz24HQ">https://www.youtube.com/watch?v=a7U4zbz24HQ</a></li><li>• Worksheet for reinstating vocabulary</li></ul>	



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATTIPPALE P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR 07., 670531

### Vocabulary

adept (adj) : good at doing something that is quite difficult  
agile (adj) : able to move quickly and easily  
apprentice (v) : to put under the care of a master to learn a craft  
deferential (adj) : behaviour that shows you respect somebody  
docility (n) : ready to accept instructions  
hostility (n) : unfriendly or aggressive behaviour towards people or idea  
icon (n) : painting or carving on wood  
insinuating (v) : to succeed in gaining somebody's affection  
last (n) : a block of wood shaped like a foot, used in making and repairing shoes  
rattle (n) : a wooden object that makes a series of short loud sounds when you spin it round  
weasel-like - small, slender

**General introduction :** Begins by greeting children and asking them random questions.

### **Entry Activity :**

- A video on child labour is shown.
- Learners are asked to present their responses to the video orally
- What are the reasons that forces children to do work?
- What are the impacts of child labour? How does it affect their rights? ( Prepare bullet points and present in the class – bench wise)

### **Learning Activity**

#### Presentation of the text

- Model reading : The selected chunk is read loudly with proper accent, stress and pauses.
- The learners are asked to read the text silently followed by loud reading- bench wise
- Learners are made to answer some general questions from the reading of the text.

Who is being described in the passage?

What is the age of vanka?

What is the setting of the story?

What is Vanka doing on the Christmas eve?

#### Presentation of the vocabulary

- Learners are directed to mark the unfamiliar words
- The text is read and explained the unfamiliar words and their context
- Each example is given to further familiarise the new words
- Detailed worksheet on vocabulary is given at the end of the class.

#### Reading comprehension questions

1. What is the current state of Vanka? or where does he living?
2. Describe the Mental state of vanga?
3. Why didn't Vanka the go to bed on the Christmas eve?
4. Vanka's letter is addressed to whom?

PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHIRAM P. O., MADAMPAM  
CHITLANAPURAM, KANNUR DT., 670631

5. Before writing the letter Vanka glanced anxiously several times at the door and window. Why?
6. What do you understand about the family of Vanka from the first paragraph of the letter?
7. Describe Vanka's grand dad?
8. Who are Eel and kashtanka?
9. "He was wonderfully respectful and insinuating". Who is being described here?
10. What are the specialities of the dog Eel?

**Follow up activity**

1. Learners are asked to complete the letter Vanka was writing by assuming the possible events that Vanka wanted to convey to his grandfather. (Homework)

Hints :

- he is apprenticed to a shoemaker
- He is frightened about his master
- He doesn't have parents
- He might have in a very pathetic condition

"Dear Grandad, for the dear Lord's sake take me away from here. Take me home to the village. I can't bear it any longer." (Para 6)

2. Learners are made to enact the scene of Vanka anxiously looking at the door and window and prepare for writing the letter. (if time permits)



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHIRIPURAM P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DT.,-670631

LESSON PLAN	
Class :VIII	Name of the teacher:Jonna Jose
Subject :English	Unit :Seeds and Deeds
Date :	Subunit :The Light on the Hill (Short Story)
Duration of the class :40 Minutes	
<p><b>Learning Objective</b></p> <p><i>The learners -</i></p> <ul style="list-style-type: none"> <li>• <del>To</del> improve the reading, listening and comprehension skills of the learners.</li> <li>• <del>To</del> improve students reading with proper stress and intonation.</li> <li>• <u>Reads an interest towards smart and hard work.</u></li> </ul>	
<p><b>Content Analysis</b></p> <p>Unit:3, Seeds and Deeds</p> <p>Subunit: The Light on the Hills</p> <p>Author: Lucy Clifford</p> <p>Genre: Short Story</p>	



  
 PRIN. COLLEGE OF EDUCATION  
 KATHIRAVELU P. O., MADHAVANUR  
 SUDHANGAPURAM, ERODE DIST., TAMIL NADU

Chunk selected: I want to work.....in her sleep.

Skill focused: Reading and listening comprehension.

Theme: Dedication to Art

chunk in nutshell

chunk-in-nutshell

~~The boy and his sister enjoy each other's company.~~ "Light on the Hills" is a short story that shows how the words of a person can influence another person.

The characters - boy and little sister enjoy each others company which helped for their mutual development.

Vocabulary newly introduction

Vocabulary - New introduction

1. **dedication** (n) The hard work and effort that somebody puts into an activity.

/,dedr'keɪʃn/ dedication to somebody/ something.

I really admire Gina for her dedication to her family.

2. **glimmer** (n) a small unsteady light

/'glɪmə(r)/ E.g. We could see a glimmer of light on the far shore.

We show the glimmer of a distant torch.

3. **rustling** (n) a gentle swishing sound, soft sound

/'rʌslɪŋ/ E.g. The trees rustled in the wind.

4. **ripple** (n) a small wave on the surface of a liquid, especially water in a lake.

/'rɪpl/ The air was so still that there was hardly a ripple on the ponds surface.



- ~~Level of the reading - Intensive~~
- ~~Skill focused - Reading~~
- ~~Sub skill - Reading Prose~~

#### Language skills

*Skill focused - Reading  
Subskill - Reading prose  
Level of the reading - Intensive*

#### Prerequisite

- Mastery over the language skills expected of an eighth-grade learner.
- Basic understanding of the short story.
- The general idea about art

#### Learning Materials used

Kerala Reader, English, Standard VIII, unit: - *Seeds and Deeds*, subunit: *The light on the hills*.

#### Learning Aids Used

Type		Source	Link
Digital	(Video Clip) On hard work and motivation - APJ Abdul Kalam	YouTube	( <a href="https://youtu.be/7biDxCMW8">https://youtu.be/7biDxCMW8</a> (2min))

	Video Clip Most powerful quotes best inspiring video by mother Teresa	You Tube	<a href="https://youtu.be/7buDxCeMW8">https://youtu.be/7buDxCeMW8</a>
Digital	Power point	Own creation	

Learning Input	Assessment
<p><u>Causal interaction</u> Good morning, all How are you children? Enquiring to student asking some questions. Now tell me how many of you are able to draw pictures and colour them well? Who has been the most influential person in your life?</p> <p><u>Introducing the unit</u> Let's now start the third unit titled 'Seeds and Deeds'. The name of the <sup>Shoff 5+039</sup> title is "The light on the Hills" The main theme of the chapter is love and dedication to one's work. It can bring forth success in life. The light on the hills focuses on how one can achieve perfection in work. Words of encouragement develops confidence.</p>	

Entry Activity (2 minutes)

~~Presentation on~~  
A short video on 'Hard work motivation APJ Abdul Kalam'  
A short video on APJ Abdul Kalam presented digitally

**Presentation of the Text (12 minutes)**

**Techniques used:**

A) Model Reading

The selected chunk is read aloud with proper pronunciation, intonation, stress, rhythm etc.

B) Loud Reading

Learners are asked to read the selected chunk aloud bench wise.

C) Silent Reading

Learners are asked to stand and read the selected chunk silently and they are instructed to sit once they finish reading.

The teacher observes their reading habits.

**Presentation of vocabulary (7 minutes)**

Learners are asked to find unfamiliar words and mention them loudly.

They are presented with a sentence in a different context and textual examples.

They are asked to make a sentence using it bench wise and do textual activity on vocabulary page no. 89.

  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATYAPURAM P. O., SRIKANTHAN  
SREEKADAPURAM, KANNUR - 670301

**Situation 1**

When you get up in the morning you can see the sunlight coming through your window. It is very beautiful and bright. It makes us happy and cheerful. Now you can see in this picture how the light is coming and spreading everywhere.



**glimmer** (n) a small unsteady light.

*/ˈɡlɪmə(r)/* Sunlight glimmering through the windows.

**Situation 2**

When you are going or walking through Madampam Bridge, if you throw a stone into a water, you can see the movement/rippling's in the water.

  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHIRIPPAI, P. O., SREEKANDAM  
SREEKANDAPURAM, SANGAREE DT., NINEET



**ripple(n)**

*/ˈrɪpl/* small wave on a surface of a on a lake liquid especially water

**rustling (n)** a gentle swishing sound, soft sound

*/ˈrʌʃŋ/* To show small video about rustling leaves.

### Reading comprehension questions

Questions are orally posed before the learners to answer them verbally

1. "It is the beautiful world" who said these words?
2. Dear brother, <sup>the</sup>sky is not blue enough\*. Who said?
3. For this reason, they will like your work. What is the reason?
4. What does the word <sup>g</sup>limmer' mean?

  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHARIPETA, P. O., MADANAPURAM  
SRIERAMPURAM, TAMIL NADU-625003

2. Who is the author of the story?

**Recapitulation** (3 minutes)

A learner from the group is chosen and asked to sum up the points. teacher interferes if necessary.

**Follow up activity**

Look at the picture and describe your thoughts on it.



Prepared by,  
✉ Josna Jose  
2205 2<sup>nd</sup> year English

**BED P 201. 3: Pedagogy of School Subject- Part 1: English**

# **ASSIGNMENT**

**Topic: Language Games for High School Learners**

**Submitted by,  
Jyothis Cyriac**

**2206**

**Date of Submission: 15/03/2023**



  
PRINCIPAL  
PKU COLLEGE OF EDUCATION  
KATTAPPURAM, P. O., MADAMPAM  
SREEKRISHNAPURAM, KANNUR DT., 470531

## Language Games

1. Look at the cartoons.



The second cartoon gives a classic reply to the first cartoon through an idiom.



Even his room in eternal home is *packed like sardines*.

Now try to find out idioms for the cartoons below.



PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KAITHAPRAM, P. O., MADAMPAM  
SREEKANDIAPURAM, KANUR DL., 570001



2. Here is a video of a football match. (The audio is muted). Can you give a live commentary of the game? (One student from each group)

<https://youtu.be/6vpuSNgIJ04?feature=shared>

3. Here is the interview video of a famous person. The audio of the questions being asked has been removed. Prepare the questions by listening to the answers.

<https://youtu.be/laGZaS4sdeU?feature=shared>

4. The picture below is the all-new BMW i7 car. Prepare a catchy tagline for the advertisement of this new vehicle.



5. Imagine India winning the Asia Cup Cricket Final against Pakistan after a thrilling chase of 350 and Virat Kohli scoring a massive 150. Enact the interview between a journalist and Virat Kohli immediately after the match. (2 students from each group)



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHAIWAL, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DT., 670631

6. Fill in the blanks. Students are divided into groups. The following questions are asked by each group: The opposite groups have to complete the permission question.

- May I \_\_\_\_\_?
- Can I \_\_\_\_\_?
- Is it okay if I \_\_\_\_\_?
- Do you mind if I \_\_\_\_\_?
- Would it be possible \_\_\_\_\_?
- Can we \_\_\_\_\_?
- Should I \_\_\_\_\_?

7. Students are divided into groups. Each group writes the given sentences in English.

- അല്ലെങ്കിൽ കുടി ഉറക്കെ വായിക്കാമോ?
- അല്ലെങ്കിൽ നീങ്ങി ഇരിക്കാമോ?
- ആശുപത്രി എവിടെയാണെന്ന് ഒന്ന് പറഞ്ഞു തരാമോ?
- കണ്ണുൾക്കുള്ള അടുത്ത ബസ് എത്ര മണിക്കാണ് എന്ന് പറയാമോ?
- മലയാളം പരീക്ഷ ഏത് ദിവസമാണെന്ന് ഒന്ന് പറയാമോ?

9.

farmer father

did

? is

his a

Arrange the words given in the boxes to form a meaningful sentence and a meaningful question.

10. Dictation Race:



  
 PRINCIPAL  
 P.K.M. COLLEGE OF EDUCATION  
 KATHUPRAM, P. O., MADAMPAM  
 SREEKANDAPURAM, BANNUR DT.,-670631

Read a short paragraph aloud, and students have to write it down as quickly and accurately as possible.

11. Students are divided into four groups. Write down maximum words related to the following words. (Do not write proper nouns)

Time: 5 – 7 minutes.

**football, cricket, Cinema, social media**

12. Write down maximum words using the letters of the word **hallucination**.

13. The students are divided into different groups. Each group comes up with a word that has a difficult spelling. The other groups have to guess the spelling and meaning of that word. If they fail to do so, the group gives the correct spelling and meaning.

14. Narrate an incident connecting the following images.



15. Grammar Relay Race

Divide the class into teams.



  
PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHAPPAM, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DT.,-670531

Prepare a list of sentences with errors, and each team must correct the errors. The first team to correct all the sentences accurately wins the race.

16. Word Chain:

Start with a word and have students take turns saying a word that is related to the previous one.

If someone is not able to come up with a suitable word within a fixed time, they are out.

17. Attempt a translation of the following popular Malayalam dialogues into English:

ദാസാ,  
ഒരോന്നിനും  
അതിന്റേതായ  
സമയമുണ്ട്  
മൊന്നേ!



PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATTILURAM, P. O., MADAMPAM  
SEELANAPURAM, KANNUR DT.,-670631

## 18. Tongue Twisters

The students try to say the following tongue twisters groupwise:

- Your impressive impression impressed me to impress you for your impressive impression
- I saw Susie sitting in a shoeshine shop
- She sells sea shells on the sea shore
- I slit a sheet, the sheet I slit and on the slitted sheet I sit
- Six sticky skeletons
- Betty bought some butter, but that butter was bitter. So, she bought some better butter to make that bitter butter better

*\* Discussions in the optional class focussing generated innovative games prescribed Readers. etc*  
*\* Need of digitally based lang games*  
*\* Remedial and enrichment mechanism using lang games etc*



*[Signature]*

PRINCIPAL  
P.K.M. COLLEGE OF EDUCATION  
KATHAPRAM, P. O., MADAMPAM  
SREEKANDAPURAM, KANNUR DT., 670531

## Rating Scales

OBSERVATION SCHEDULE/RATING SCALE FOR THE SKILL OF EXPLAINING

Name of the Teacher = Anusree Anil  
 Name of the observer = Aavin Baburaj  
 Session = Teach  
 Topic = Identities  
 Supervisor = Dr. Shaly Joseph  
 Date = 29/01/2024  
 Time = 6 minutes

Component Skills	Rating Scale					
	Boo	Below Average	Average	Good	Very good	Fully
Body movement				✓		1
Gestures				✓		1
change in speech patterns				✓		1
change in interaction style			✓			1
Pausing					✓	1
Focusing					✓	1
Oral-Visual Switching			✓			1

OBSERVATION SCHEDULE / RATING SCALE FOR THE SKILL OF EXPLAINING

Name of the Teacher = Anusree Anil  
 Name of the Observer = Kavya K.  
 Session = Teach  
 Topic = Identities  
 Supervisor = Dr. Shady Joseph  
 Date = 04/10/2024  
 Time = 6 minutes

Component skills	Poor	Below Average	Rating Scale			Tally
			Average	Good	Very good	
Body movement				✓		
Gestures				✓		
change in speech pattern					✓	
change in interaction style			✓			
Pausing				✓		
Focusing				✓		
Oral-visual switching					✓	

OBSERVATION SCHEDULE / RATING SCALE FOR THE SKILL OF EXPLAINING

Name of the Teacher = Anusree Anil  
 Name of the observer = Mithuna. c. nair  
 Session = Teach  
 Topic = Idonthis  
 Supervisor = Dr. shaly Joseph  
 Date = 24/01/2024  
 Time = 6 minutes

Component skills	Poor	Below Average	Rating scale			
			Average	Good	Very good	Fully
Early movement				✓		
Gestures			✓			
change in speech pattern				✓		
change in interaction style			✓			
Pausing			✓			
focusing					✓	
oral-visual switching						

OBSERVATION SCHEDULE/RATING SCALE FOR THE SKILL OF EXPLAINING

Name of the Teacher = Anusree Anil  
 Name of the observer = Nandana Das  
 Session = Teach  
 Topic = Identities  
 Supervisor = Dr. Shaly Joseph  
 Date = 24/01/2024  
 Time = 6 minutes

Component Skills	Rating Scale					Tally
	Poor	below Average	Average	Good	very good	
Body Movement				✓		
Gestures				✓		
change in speech pattern				✓		
change in interaction style			✓	✓		
Pacing				✓		
Focusing			✓			
oral-visual switching			✓			

OBSERVATION SCHEDULE/ RATING SCALE FOR THE SKILL OF EXPLAINING

Name of the Teacher = Anusree Anil  
 Name of the observer = Nijil Sans  
 Session = Teach  
 Topic = Identities  
 Supervisor = Dr. Shaly Joseph  
 Date = 24/10/2024  
 Time = 6 minutes

Component skills	Rating Scale					
	Poor	Below Average	Average	Good	Very good	Tally
Body movement				✓		
Gestures			✓			
change in speech pattern					✓	
change in interaction style				✓		
Pausing					✓	
focusing				✓		
Oral-visual switching			✓			

OBSERVATION SCHEDULE / RATING SCALE FOR THE SKILL OF EXPLAINING

name of the teacher = Anusree Anil  
 Name of the observer = Niveditha K.V.  
 Session = Teach  
 Topic = Identities  
 Supervisor = Dr. Shady Joseph  
 Date = 24/01/2024  
 Time = 6 minutes

Component skills	Rating Scale					
	Poor	Below Average	Average	Good	Very good	Totally
Body Movement			✓			1
Gestures				✓		1
change in speech pattern			✓			1
change in Interaction Style			✓			1
Heaving				✓		1
Focussing				✓		1
.....					✓	1