

LESSON PLAN-30

I. General Information

Name of the teacher - Anna Vyo

standard - VIII

Name of the school - Govt.GHS, Wadak Kanchanpur

Division - C

Subject - Chemistry

Strength - 25

Unit - Solutions

Duration - 45 minutes

Topic - Mixtures

Date - 11/11/21

II. Curricular objectives

- To understand the classification of mixtures into homogeneous and heterogeneous mixtures.
- To find examples of mixtures that we use in our daily life.

III. Content overview

Mixtures - homogeneous and heterogeneous mixtures.

IV. Content analysis

- a). Term - Mixtures, heterogeneous, homogeneous
- b) Fact - Air is a mixture of gases.

- Mixtures can be liquids, gases and solids.
- c) concept -
- All solutions are mixtures.
 - Homogeneous mixtures are those in which composition of constituents is the same.
 - Heterogeneous mixtures are those in which components are not uniformly distributed.

V. Process Analysis

- a) Process skills - observation, experimentation, discussion, tabulation, communication
- b) Processes -
- Observing the experiments to understand the properties of mixtures.
 - Finding examples of mixtures that we use in our daily life.

VI. Learning outcomes.

- Learner will be able classify mixtures into homogeneous and heterogeneous mixtures
- Learner can identify the solutions in their daily life

VII. Learning aids

- charts which contains definition of homogeneous and heterogeneous mixtures.
- Demonstration of different mixtures.
- Power point presentation which shows different types of mixtures.

VIII. Pre-requisites

Students have previous knowledge about solutions and its components.

IX. Expected products

- Science dairy consists of classification of mixtures and its properties.
- science dairy contains the examples of mixtures.

X. Classroom Transaction

Activity	Response
<u>Sensitization</u> Teacher enters the class with a pleasant smile and greets the students. Then she asks about previous class and then introduces the new topic.	Students greeted the teacher.

Activity 1

Teacher asks the students about the solutions and asks them to write different types of solutions which they had studied in last classes.

Points to be consolidated

Solutions are classified into concentrated solutions, dilute solutions, saturated solutions and unsaturated solutions.

Different types of solutions are dilute solution, concentrated solution, saturated solution etc.

Activity 2

Teacher then explains the other classifications of solutions according to the composition of its constituents. Solutions can be classified as homogeneous mixtures and heterogeneous mixture.

Teacher then shows a chart which contains the definition of homogeneous solutions and heterogeneous mixtures.

Students carefully read and wrote the definitions in their science dairy.

Points to be consolidated

- If composition of the constituents is the same throughout the mixture, it is known as homogeneous mixtures.
- If components in a mixture are not distributed uniformly, it is known as heterogeneous mixtures.

Activity 3.

A bunch of solutions were given to the students and ask them to classify them as homogeneous and heterogeneous solutions in the activity card provided.

Activity card

Students classified the solutions into homogeneous mixtures and heterogeneous mixtures.

Homogeneous mixtures	Heterogeneous mixtures
o	o
o	o
o	o

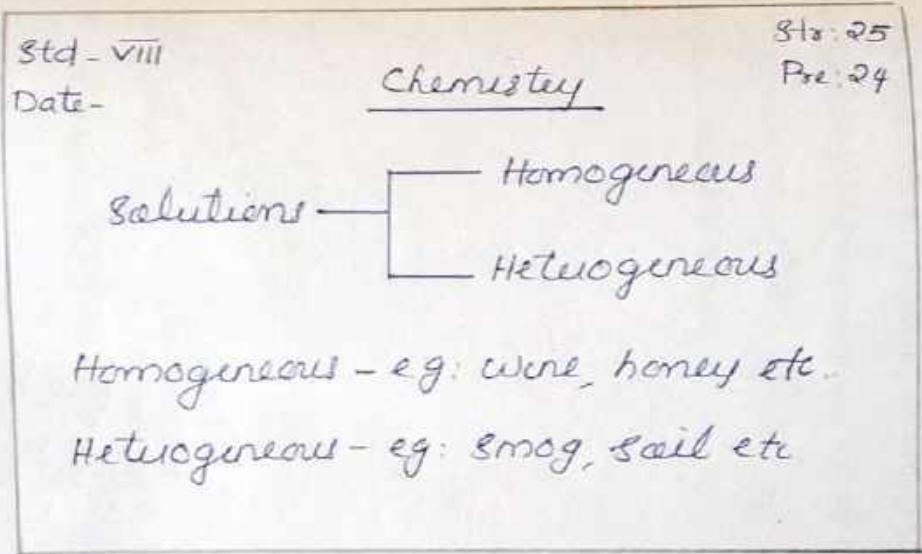
Points to be consolidated

Homogeneous mixtures	Heterogeneous mixtures
<ul style="list-style-type: none">◦ Coffee◦ Vinegar◦ Brass◦ Wine◦ Honey	<ul style="list-style-type: none">◦ Fruit salad◦ soil◦ Smog◦ Muddy water◦ Pizza .

XI Follow up activity

- Find out more examples of mixtures and classify them into homogeneous and heterogeneous mixtures.

XII Blackboard summary



XIII. Reflection

- Some learners have difficulty in classifying solutions into homogeneous and heterogeneous mixtures. Teacher explains it by giving many examples related to daily life.




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Rev. Dr. Chacko Chiramel
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Date..18/01/2022.....

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ACHIEVEMENT TEST

1. INTRODUCTION

An achievement test is a test aimed to get the data about the student's knowledge or capability in one subject. An achievement test is also a test that can identify the student's strengths and weaknesses in one subject. It is used to measure a pupil's achievement and progression in a specific subject or topic over a set period of time. It helps in evaluating the effectiveness of teaching instructions. It also provides feedback to the students as well as to the teachers. The achievement test has the focus on the realization of objectives of teaching and learning.

An achievement test is an important tool in school evaluation and has great significance in measuring instructional progress and progress of the students in the subject area.

Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicates a mastery of grade-level material and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

Achievement test may be of different types on the basis of purpose for which it is administered. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction.

2. NEED AND SIGNIFICANCE OF ACHIEVEMENT TEST

- Achievement test are very useful in evaluating and improving the curriculum meant for the students of different grades.
- It gives educational guidance by assessing the capabilities of the students
- To assess how the students is performing in theory as well as practical
- Achievement tests enable the parents and teachers to know strengths and weaknesses in the context of their academic achievements as a result of which they can be able to provide special help and guidance to their children.
- To motivate the students to pick up new assignments and works.

3. DEFINITION

An achievement test is one designed to measure a student's grasp of knowledge or his proficiency in certain skills.

It is a systematic procedure for determining the amount a student has learned through instructions.

Achievement test is assigned to measure knowledge, understanding or skills in a specified subject or a group of subjects.

4. PREPARATION OF ACHIEVEMENT TEST

The basis for construction of the achievement test in the traditional classroom was the theory of Bloom's Taxonomy. But now a days educators give importance for constructivist classroom and to the assessment of attainment of mental process so there is weightage for the mental process objective from the theory of Revised Bloom's Taxonomy.

There are several steps involved in the construction of achievement test. They are:

1. Planning of the test
2. Preparation of a design for the test
3. Preparation of the blueprint
4. Writing of items
5. Preparation of the scoring key and marking scheme
6. Preparation of the question wise analysis

PLANNING OF THE TEST

Planning of the test is the first important step in the test construction. The main goal of the evaluation process is to collect valid, reliable and useful data about the student. The first step involves three major considerations.

- Formulation of the statement of objective
- Formulation of the purpose of the test
- Construction of the test
- Emphasis on course content

PREPARATION OF A DESIGN FOR THE TEST

After determining the broad scope of the test a design has to be developed in tune with it. The learning outcomes, content, forms of questions, the difficulty levels of items, scheme of options and scheme of sections are the most important factors to be considered in such a design.

i). Weightage to content

This indicates the various aspects of the content to be tested and the weightage to be given to each of these aspects. Suppose a lesson or unit including various aspects of study or subunits had been taught. To test these aspects questions covering all the aspects should be included in the design with due weightage assigned to each aspect in relation to its importance with other aspects.

ii). Weightage to thinking skills

60% weightage may be given to thinking skills used for factual and conceptual attainment. 40% weightage may be given to thinking skills for conceptual generation.

iii). Weightage to form of questions

This indicates forms of questions (objective type, short answer type, essay type) to be included in the test and the weightage to each form of questions. 15 to 20% weightage of total score must be given to objective type questions and upto 20% weightage of the total score given to essay type questions. The height score given to a question is limited to 10% of the total score.

iv). Weightage to difficulty level

The test should cater to the bright, average and

the dull. Disseminating power, that is the ability to discriminate high achievers, average achievers and low achievers is a quality to be maintained by a good test. Test should contain easy, average and difficult questions.

V) Scheme of option

It means the option or choices given to the students to select certain questions. There may be external option and internal option.

VI) Scheme of sections

It means the arrangement of questions into separate divisions.

PREPARATION OF A BLUE PRINT

A blueprint gives the details of the design in concrete terms. Blueprint is prepared as a three dimensional chart indicating the distribution of questions objective wise, content wise, and form wise. Blueprint gives the framework for the test and indicates the broad limit within which the test constructor has to work.

WRITING OF ITEMS

With the precise directive suggested by the blueprint the paper setter writes items according to the requirements. The difficulty level has to be considered while writing items. It should also be checked whether

all the questions included can be answered within the time allotted.

PREPARATION OF THE SCORING KEY AND THE MARKING SCHEME

In order to maintain objectivity, scoring should be made in accordance with a predesigned scheme of evaluation. In the case of objective type items, scoring key is prepared. In the case of short answer and essay type questions marking scheme is prepared. The various value points for responses are determined and marks are allotted to each value point for responses and are determined and indicated.

PREPARATION OF QUESTION-WISE ANALYSIS

In order to avoid all loopholes, the setter prepares a table containing all relevant details of all the items of the test. This is done by making an analysis of each item in terms of content, thinking skills, specific thinking skills, forms of questions, marks and estimated time. This analysis is helpful to check whether all the aspects envisaged in the design and blueprint are satisfied by the test in its final form.

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ACTION RESEARCH

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ACTION RESEARCH

In research, action research differs from basic research by its emphasis on action and application. Action research is a process of inquiry that is used to improve practice. It is a cyclical process of planning, acting, observing, and reflecting. The goal of action research is to improve practice by addressing specific problems or challenges. Action research is often used in education, business, and social work.

1. INTRODUCTION

Action Research is defined as any systematic inquiry conducted by teachers, administrators, counsellors or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular school operate, how they teach, and how their students learn.

Action research allows teachers to study their own classrooms - for example, their own instructional methods, their own students and their own assessments - in order to better understand them and to be able to improve their quality or characteristics of the population with whom a practice is employed or with whom some action must be taken. This, in turn results in the increased utility and effectiveness for the practitioner. It offers a process by which current practice can be changed toward better practice. The overall goal of action research is to improve practice immediately with one or a few classrooms or schools.

In schools, action research refers to a wide variety of evaluations, investigative and analytical research methods designed to diagnose problems or weaknesses - whether organizational, academic or instructional - and help educators develop practical educa-

to address them quickly and efficiently. The general goal of action research is to create a simple practical, repeatable process of iterative learning, evaluation and improvement that leads to increasingly better results for schools, teachers or programs.

2. OBJECTIVES

- To make the teacher and school administrators research minded.
- To develop in the practitioners the required confidence and ability to carryout research for solving their own problems.
- To make the school or educational personnel more cooperative and democratic in their world of work
- To make the teaching - learning environment more conducive for effective outcomes
- To raise the level of performance and the level of aspiration of the students.
- To improve the working conditions of various infrastructural components of a school.
- To develop scientific attitude among teachers whereby they are motivated to study problems scientifically before taking decisions.

3. NEED AND IMPORTANCE

- Action research develops scientific outlook in the teachers, inspectors, heads and management of the educational institution.
- Some of the problems of educational institutions are related to curriculum, textbooks, methods of teaching, system of examination, discipline, co-curricular activities etc. Action research helps the teachers and examiners to evaluate their own methods and to remove their defects.
- Action research is useful from the point of view of application of the results obtained. Results are applied and implemented by the person engaged in the work of education.
- It helps the teachers to turn from the traditional methods of teaching to those methods that are modern and effective hence ensuring the satisfaction of the needs of the students.

4. IDENTIFICATION OF PROBLEM

During the period of my internship, I came across certain problem in learning among the students of Govt. Girls High school, Wadakkancherry. Balancing

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1) The indirect type of education received is called informal education. It has no goals and not rigid. Mass media peer groups etc are the examples of this. It is also called accidental or incidental education. Learns from events and experiences. It influenced from his surroundings.

2) Othupallies are the educational institutions of north Kerala it is a single teacher institution and it were attached to mosques. Mulla Mullakka Musliyar were the tutors. There are Maktabs and Madrassas.

- Maktabs - primary learning
- Madrassas - Higher education

Quran and traditions of prophet were taught in the primary class. Also taught Arabic writing.

3) Two functions of education

- Development of personality
- character building

Development of personality is an important factor for the intellectual, physical development

8.

of a human being. Human values such as honesty, loyalty, etc. should be acquired only through education. It only leads to the best factors of his like life, character building, spiritual upliftment. It also helps him to become a good man in his home, contributing his best to society, being a worthy member by securing a vocation etc. Education leads to sound development.

- 7) After pabbaja ceremony, a ceremony conducted in Buddhism before the child leaves his home to join Sanghas he will shave his head, wear saffron cloths and sit in front of guru and take 3 oaths. He then had to obey 10 rules.
- Upasampada ceremony conducted at the age of 22. It is to decide whether the student ^{live} stay in the monastery permanently. After upasampada, male were called 'Bikshu' and females were called 'Bikshuni'.

- 8) kalaries are the institutions that give training in martial arts. It is compulsory for those who had their education in ezhuthupallis. It was mainly attached to the Bagavathy temples. It is to Foster the spirit of Nairs and keep them fit for wars. They were mainly taught regular exercises and use of weapons such as kuruvadi, dagger, spear etc. Most promising students were taught Manmas or wiz.
- 15) Ayyankali was a social reformer in medieval Kerala. He was born in a Pulaya family. During that time Brahmins dominated over Kerala. They enjoyed every rights. The educational institutions such as ezhuthupallis, Othupallies and other major educational institutions denied education for lower caste people. During that time the lower caste people suffered very much. They were not

allowed to walk on public roads were not allowed to cover their body and there were no admission for the lower caste children into educational institutions Ayyankali organised pulayas and he fought against these social evils. He founded Sadhu Jana Parishad Sangam. He fought for the educational rights of low castes. He claimed education is the right of all. He was considered as the King of Pulayas Villuvandi Samaram. Sree Narayana Guru made him famous. Sree Narayana Guru influenced him very much. He was against caste system, untouchability. He also fought evils like Thirandu kuli, Thalikettu Kalyanam etc. He had great oral skill and knowledge. He worked hard for the upliftment of weaker sections in the society in all fields like cultural, social, educational, economical. He contributed greatly to the education of backward classes which leads to Renaissance in medieval Kerala.

British East India company were not interested in the education of Indians they were mainly concentrated in the trade purpose. Later, ^{Christian} Missionaries took the responsibility of educating Indians. They believed English education will be better for Indians. The Prussian missionary started their first educational institution in Kerala. Later LMS (London Mission Society) started their first school ~~Christ~~ Church Mission Society (CMS) contributed greatly in the fields of education. They CMS opened their first English school in Mattancherry. They opened 6 schools for boys and 4 schools for girls. They gave importance to the women education. CMS also opened their school in Trichur. Christian missionaries fought against Pardah system, Sati etc. They started giving grant in aid to schools and as a result many private

Schools set up in different parts

English education helped many social reformers to fight against social evils.

Missionaries also set up educational institutions for the training teachers. BEM (Base

Evangelical Mission started their schools

and colleges. Christian missionaries

introduced institutionalised system of education. Main feature of this was

- education to all
- no discrimination on the basis of religion, caste etc
- people came into touch with vast subcontinent and western world

20) English & East India Company were not interested in educating Indians they were concentrated mainly on trade purpose. Later Christian missionaries took the responsibility of educating Indians. They also believed in spreading religion through this then another controversy emerges.

- 7 -

that whether Indians should be given English education or local language this controversy was later cleared by Woods despatch: he rejected Arabic and Sanskrit on the following terms

- English is the key to modern knowledge
- It stands dominant among the West
- It is the language of ruling class of India
- It will bring renaissance in India

This controversy is called Oriental-Occidental Controversy. They rejected or avoided Indian culture and imposed upon the Western culture. Regional languages were neglected and English claimed the superiority among languages they denied the heritage, traditions of India to be for their beneficial factors

as) ~~NPE~~
~~Mario~~

25) National education policy, brings the ^{of education}
change in the radical reconstruction of educational
field. It brought major reforms in educational field. NPE came out in 1986.

Some of the major reforms were

- Examination reforms
- Development of sports and games
- Education for minorities
- Development in science, technology and Research
- Removing disparities in educational fields
- Improving the service conditions of teachers
- Education for all
- Curriculum reforms
- Common system of education

NPE was based on Constitutional principles. The major constitutional principles such as equality, liberty, Secularism etc. National level of education was its main theme.

the common system of education
the pattern 10+2+3. Education for
all. no discrimination on education
in the fields of caste, religion, language
etc minority education were given
major importance. It give major
importance to primary and secondary
education. introduced curricular shifts.

To bring about the changes. Educat
8 year education for primary and 3
year for secondary. class room
facilities, labs, libraries should be
set up in schools and colleges other
aims were

- increase of enrolment
- decrease the quantity of wastages
and dropouts
- giving grant in aid to schools & colleges
- provide minimum facilities
- Navedhaya schools
- operation blackboard

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INTRODUCTION

"Facilitating Learning" is the second paper in the second semester of B.Ed course. The first task in this paper is to "construct sociograms in Physical Science and Social Science optional class in our college and compare them.

Sociometry is a qualitative method for measuring social relationships. It was developed by Psychotherapist Jacob-L. Moreno and Helen Hall Jennings in their studies of the relationship between social studies and psychological well-being and used during Remedial Teaching.

The word Sociometry comes from the Latin word 'Socius' and 'Metrum'. 'Socius' means social and 'metrum' means measure. As these roots imply Sociometry is a way of measuring the degree of relatedness among people. This task is very helpful for teacher trainee to know about the relationship among a specific group and also help to increase the understanding of group behaviours. Sociogram helps the

teacher to understand what is going on their classroom. Also help the teachers to identify issues etc.

SOCIO METRIC CRITERIA.

Choice are always made on some basis or criterion. The criterion may be subjective, such as intuitive feeling of liking or disliking a person on first impression. The criterion may be more objective and conscious such as knowing that a person does not have certain skills needed for the group task.

When members of a group are asked to chose others in the group based on a specific criteria, everyone in the group can make and describe why the choices were made from these choices a description emerges of the networks inside the group. A drawing like a map, of those networks are called Sociograms. The data for the sociogram may also be displayed as a table or matrix of each persons choices. Such a table is called a Sociometric. Those people who have more choices are called the "Stars". Those who

how few or no choices are called 'isolates'. The individuals who choose each other are known to have made a "mutual" choice. In a group of three or more people within a larger group who all choose each other knowns a 'clique'.

IMPORTANCE OF SOCIOOMETRY

- It enables us to learn about the group dynamics and evaluate socialization level of students.
- It helps school administration teachers and counselling department by providing detailed information about the general structure and social relationship.
- These regulations, group can be reconstructed to increase efficiency in their performance.

OBJECTIVES.

- To demonstrate the group dynamic surrounding the individual observed.
- To understand the relationship between