



*SRI SARADA COLLEGE OF EDUCATION  
(AUTONOMOUS), SALEM - 16*

*Criteria - II : Teaching Learning and Evaluation*

*KEY INDICATOR : 2.4.COMPETENCY AND SKILL DEVELOPMENT*

*Metric No : 2.4.1.Institution Provides Opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include*

*2.4.1 (D) Any other Relevant Information*

*Competencies and Skills in different Functional areas*

**Sri Sarada College of Education (Autonomous), Salem – 636 016**

Re-Accredited with 'A' Grade by NAAC (III Cycle)  
Affiliated to Tamil Nadu Teachers Education University, Chennai



# SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS), SALEM - 636 016.

(AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI)

RE-ACCREDITED BY NAAC WITH "A" GRADE 'III' CYCLE



B.Ed., Course  
Module Preparation

Name : M. FATHIMA BEE

Reg. No.: 2021 P 30

Optional: PHYSICAL SCIENCE

# SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)

SALEM - 636 016.



**B.Ed., Course  
Module Preparation**

## Bonafide Certificate

Name of the Student Teacher : M. FATHIMA BEE

Register Number : 2021P30

Optional Subject : 1 PHYSICAL SCIENCE

2 ENGLISH

M. Fathima bee  
Signature of the Student Teacher

G. P. V. J. S. 20/5/22  
Signature of the Internal Examiner

G. M. 01/6/22  
Signature of the External Examiner

Date : 18.05.2022,

Station : SALEM .

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# LEVEL-I

## ACIDS, BASES &amp; pH SCALE

We know that the Physical World around us is made of large chemicals. Soil, air, water are all the life forms and the materials that they use are consists of chemicals. Out of such chemicals acids, bases, salts are mostly used in everyday life. Let it be a fruit juice or a detergent or a medicine. So when an acid and a base react with each other a neutral product is formed which is called as salt. A scale for measuring hydrogen ion concentration in a solution is called pH scale. pH Scale is a set of numbers from 0 to 14 which is used to indicate whether a solution is acidic, basic or neutral.

- ✓ Acids have pH less than 7.
- ✓ Bases have pH greater than 7
- ✓ A neutral solution has pH equal to 7.

## OBJECTIVES:

- \* To understand the nature of the substances.
- \* To know the importance of acids, bases and salts
- \* To help the students to identify the differences between Acids and Bases.
- \* To test and categorise substances as acidic or basic using indicator or Litmus paper.
- \* To make them aware about the pH scale

## SPECIFIC NEED:

There is a specific need for the students to know about the formation of acids, bases and salts which plays a very important role in our daily life.

To learn the concepts about their properties and uses to make aware of the nature of the substances.




# FLASH CARDS DISCUSSION



## FLASH CARDS


**ACIDS**

taste sour  
react with some metals  
to give off hydrogen gas  
conduct electricity in solution



**BASES**

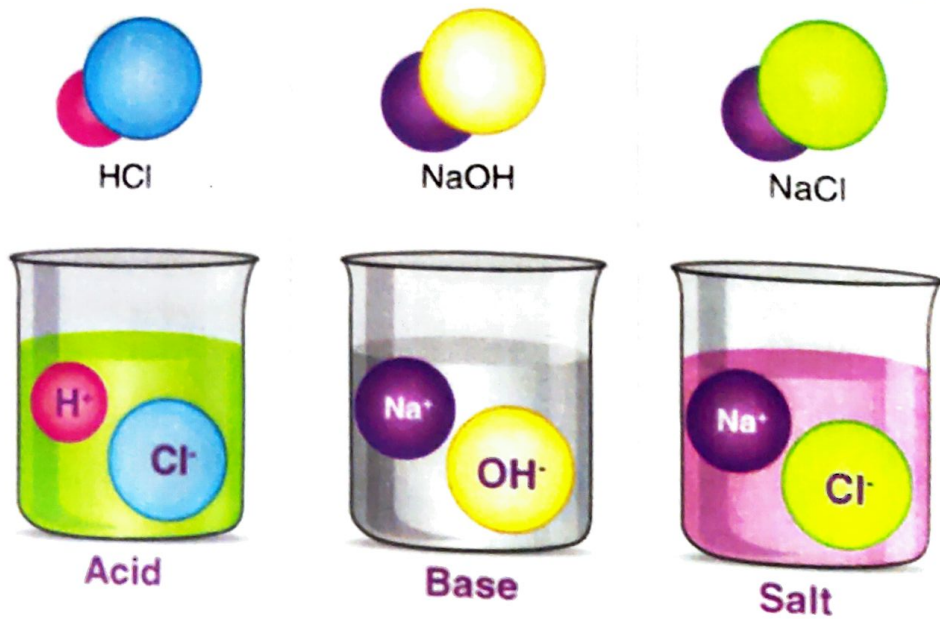
taste bitter  
feel slippery  
dissolve fats and oils



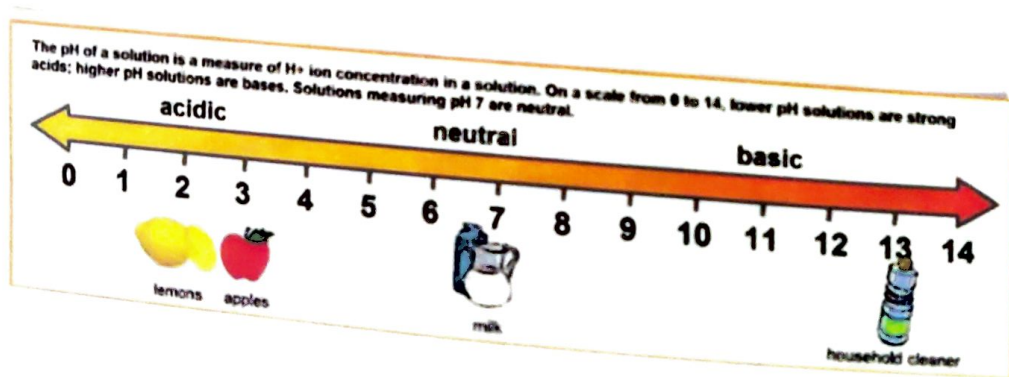
To develop the skills of co-operative learning, visual learning and to strengthen their concepts by group discussion with their friends.

#### METHOD:

The Flashcard Discussion should be carried to teach this part. The students will be given the flashcards and pictocards consisting of properties and uses of acids, bases and salts. The class room is divided into 5 groups. The group size would be of 7 to 8 students. The duration will be of 30 minutes to analyse every flashcard. The flashcards being discussed in the class. Every other member will learn the properties, uses formation and the pH scale. Students will take turns to explain each flash card and summarise the topics randomly by a student in the group to learn the concepts in a better way.



## NEUTRALISATION REACTION



## PH SCALE

## MATERIAL TOOLS:

- Flash cards, worksheets
- Paper
- Pencil
- Color Sketches

## LENGTH OF THE ANALYSIS:

45 minutes to 1 hour.

## RESEARCH SITE:

IX Standard,  
Municipal Girls School,  
Ammapet, Salem.

## EXPECTED OUTCOMES:

The Students will be able to identify the acids, bases and salts their sources and analyse their properties and learns to categorise them as acids and bases using indicator and pH scale.

## BENEFITS AND UTILITY OF ANALYSIS:

In this way, they are able to concentrate and remember the words learned in the class and identify it in their daily life.

## ASSESSMENT / EVALUATION:

The students will be evaluated by answering the questions on the above, the lesson topics will be framed as questions in objective format. They will try to learn the concept more better.

### Fill ups

#### Q.1 Properties of Acids

Acids produce \_\_\_\_\_ ions in solution

Acids taste \_\_\_\_\_, Acids turn

litmus paper \_\_\_\_\_.

#### Q.2 Properties of Bases

Bases produce \_\_\_\_\_ ions in solution

Bases taste \_\_\_\_\_

Bases turns litmus paper \_\_\_\_\_.

# Household Acid and Bases

Examples of common acids and bases in the home

## ACIDS



Vinegar



Lemon Juice



Battery Acid



Soda

## BASES



Baking Soda



Ammonia



Soap



Borax

ACIDS & BASES

Q.3 Use the words in the box below to label the reaction

Water	Base
Acid	Salt



Q.4

pH scale ranges from \_\_\_\_\_ to \_\_\_\_\_

Q.5

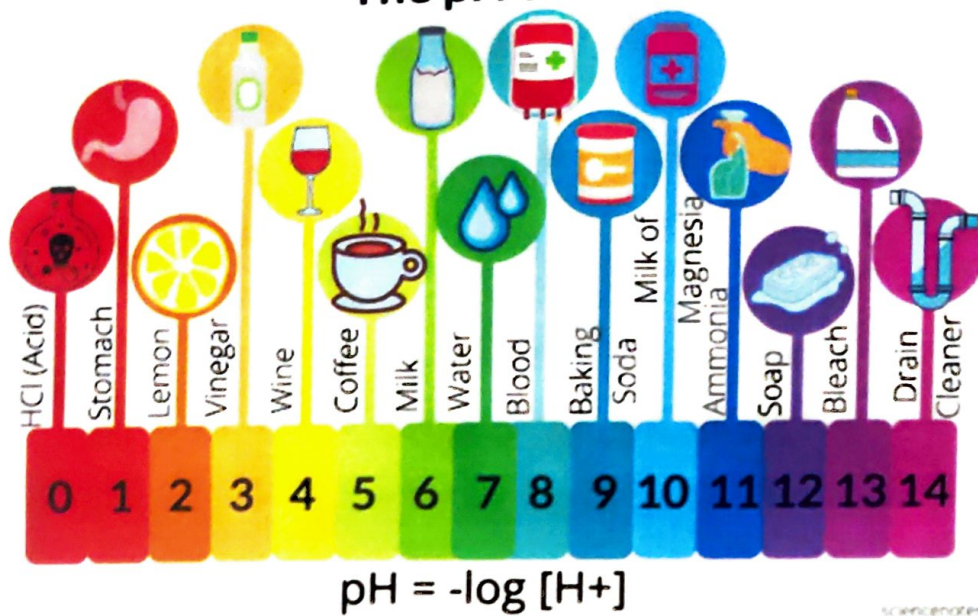
A solution has a pH of 7, its \_\_\_\_\_

Q.6

MATCH IT

- |            |                       |
|------------|-----------------------|
| • Apple    | - Citric acid         |
| • Soap     | - Magnesium Hydroxide |
| • Tomato   | - Sodium Hydroxide    |
| • Medicine | - Oxalic Acid         |
| • Lemon    | - Malic Acid          |

## The pH Scale



sciencenotes.org

ACIDS & BASES

RAINBOW ACTIVITY



FOLLOW UP ACTIVITIES.

ACIDS & BASES RAINBOW

The students will be given a pH scale drawn or pasted as a chart on the blackboard. A list of things will be given as follows,

- Lemon
- Baking soda
- water
- Coffee
- Soap
- Vinegar
- Drain cleaner

Students should draw pH scale and place the substances in their appropriate places. Students will be able to categorise the substances as acids, bases and neutral.

# LEVEL II

ADJECTIVES

Adjectives are the words that modify nouns or pronouns. Adjectives usually stand before words, they modify. The student comes to know about the adjectives to know the quality, quantity, number, possessive, demonstrative and interrogative questions. There are also other types of adjectives

They are distributive, indefinite, compound predicate, co-ordinate etc... to be learnt by the adjectives. The students will also easily learn the degrees of comparison. The positive degree are relative, which combines the meanings of the comparatives and the superlative degrees. So, this grammar topic expresses the degree of a quality that characterises the given object

## OBJECTIVES:

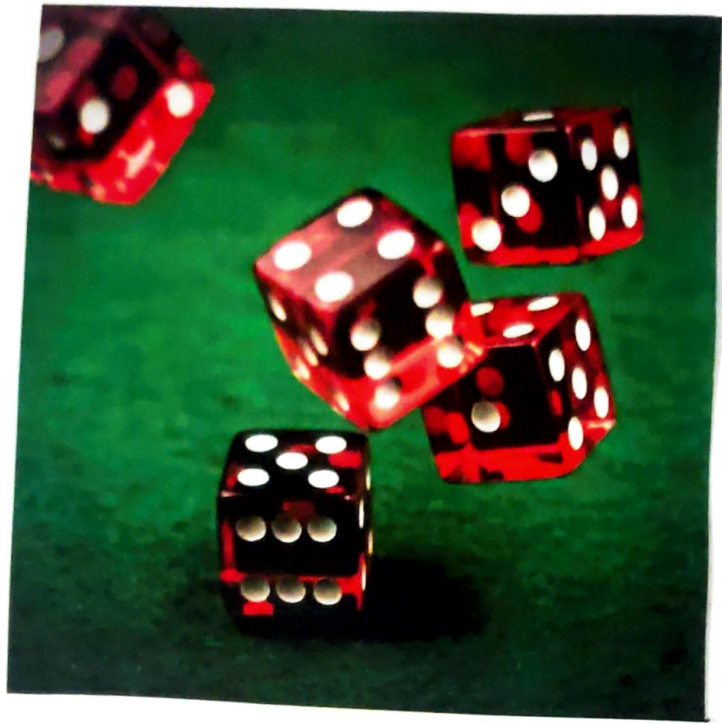
- \* To make students learn about the adjectives and how to use it to describe the nouns.
- \* Students will also figure out a word to describe a picture given in their worksheets.
- \* To grasp the knowledge and the use of particular grammatical items.

## SPECIFIC NEEDS:

- \* To develop an attitude to apply grammar
- \* To encourage the students to describe a picture with different words.
- \* To make them enthusiastic to learn new words to add up their vocabulary

## METHOD:

A Fun activity for the students to help the students to grasp and learn the things more easily.



'ROLL THE DICE & CHOOSE IT'

# "ROLL THE DICE & CHOOSE IT"

Group size: 7-8 members.

The hand out will be given in the form of the dice, consisting of different types of adjectives. The worksheets will be given to each group with the questions consisting of to test the adjectives. The section -I comprises of filling in the blanks with the suitable and most appropriate adjective. The section -II comprises of a picture or the object and three options to describe the given picture.

Students will take turns and roll the dice to choose the most appropriate answer. The students will be monitored simultaneously to take care of their active participation in the groups. It will be a fun-filled activity and co-operative learning and exchange of ideas occurs.

MATERIAL TOOLS

- Rolling dice
- Worksheet
- Paper containing adjectives
- Pencil

RESEARCH SITE:

VIII Standard,  
Municipal Girls School,  
Ammapel, Salem - 01.

LENGTH OF THE ANALYSIS:

45 minutes

EXPECTED OUTCOMES:

- The Students will be able to understand that we describe a noun using adjectives
- Students will help to identify the different type of adjectives, they learn actively in groups.
- The Students will analyse and think about the picture as how to describe and use it when they learn it.

# List of Adjectives

<p><u>Appearance Adjectives</u></p> <p>adorable beautiful glamorous magnificent old-fashioned</p> 	<p><u>Color Adjectives</u></p> <p>orange yellow green purple white</p> 	<p><u>Condition Adjectives</u></p> <p>alive important tender clever better</p> 
<p><u>Feeling (Bad) Adjectives</u></p> <p>clumsy embarrassed jealous mysterious repulsive</p> 	<p><u>Feeling (Good) Adjectives</u></p> <p>agreeable kind obedient faithful delightful</p> 	<p><u>Shape Adjectives</u></p> <p>chubby narrow square curved straight</p> 
<p><u>Size Adjectives</u></p> <p>large massive small immense tiny</p> 	<p><u>Sound Adjectives</u></p> <p>melodic voiceless quiet thundering whispering</p> 	<p><u>Time Adjectives</u></p> <p>ancient modern rapid old-fashioned early</p> 
<p><u>Taste/ Touch Adjectives</u></p> <p>delicious nutritious fresh bitter yummy</p> 	<p><u>Touch Adjectives</u></p> <p>breeze chilly boiling cuddly cool</p> 	<p><u>Quantity Adjectives</u></p> <p>empty heavy numerous few sparse</p> 

## ADJECTIVES



## BENEFITS / UTILITY OF ANALYSIS:

In this way they are able to concentrate, remember the words and identify as how to describe a noun or a thing.

### WORKSHEET FOR -

"ROLL THE DICE & CHOOSE IT"

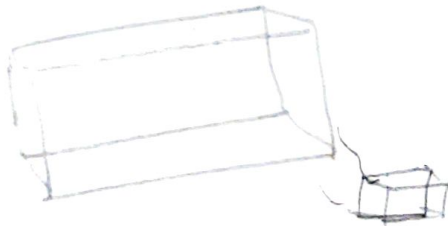


CAKE

SOFT

OLD

HARD



BUTTER

HARD

SLOW

MELTED



CHILLY

ICE

SPICY

SWEET

BRITISH COUNCIL Learn English

**My Badges** 19 / 21



Grammar Novice    Grammar Ace    Grammar Hotshot

Grammar Master    Grammar Guru    Grammar Genius




Let's see how many badges you have earned.


JOHNNY  
GRAMMAR'S  
WORD  
CHALLENGE


APP LINK:

<https://learnenglish.britishcouncil.org/apps/johnny-grammars-word-challenge>

BRITISH COUNCIL Correct Answers and Feedback Learn English

Correct: 20 Total questions: 20 Total score: 88  RETRY HOME

**Correct!**  Can you drop me \_\_\_\_\_ at the station?  
Your answer: off  
Correct answer: off



Awesome! That's the correct answer!



HOT

COLD

ICY

- 4.
- 5 A Rabbit has \_\_\_\_\_ ears
- 6 A Spider has \_\_\_\_\_ legs
- 7 My Cat has \_\_\_\_\_ tail
8. A \_\_\_\_\_ pencil is on the table
- 9 Rita is \_\_\_\_\_
- 10 Those bags are \_\_\_\_\_

### ASSESSMENT / EVALUATION:

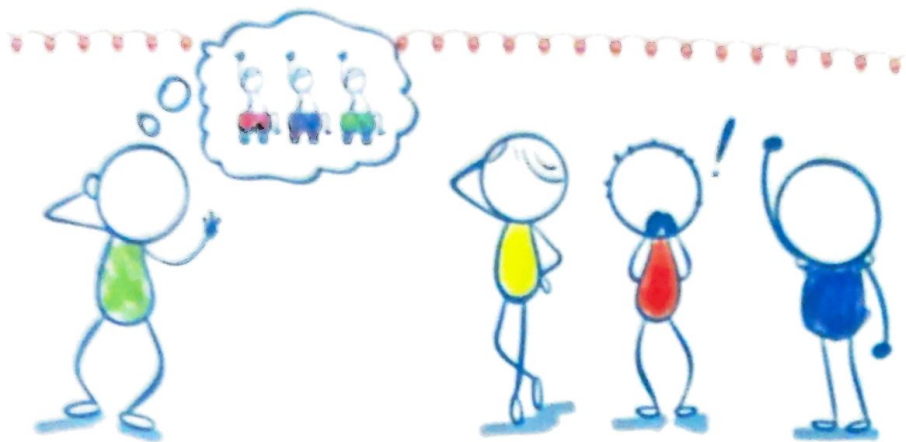
APPLICATION /  
ICT TOOL

JOHNNY GRAMMAR'S  
WORD CHALLENGE

The Above application is developed by British Council to enhance the learning of English.

The Multiple choice questions will

## DUMB CHARADES



## DUMB CHARADES



## CARDS WITH ADJECTIVES

*Good!*

be in the forms of testing their understanding in Adjectives and Degrees of comparison. The application provides report of the total questions, of which how many are responded correctly and the score of each student is assessed individually.

### FOLLOW UP ACTIVITIES:

To enhance the concept more into their minds,

#### 'DUMB CHARADES'

activity will be conducted, in a bowl 20 cards consisting of the adjectives will be placed and each student will be given opportunity to guess the word and this will be fun-filled.

- |             |           |          |
|-------------|-----------|----------|
| • BEAUTIFUL | • SHARP   | • CLEVER |
| • LONG      | • STRANGE | • CLEAN  |
| • SHORT     | • STRONG  | • BRIGHT |
| • FAST      | • UGLY    | • POOR   |
| • OLD       | • FAT     | • YOUNG  |

## CONCLUSION:

Thus, the teaching module will help the teachers to analyse the effectiveness of his/her teaching by making/creating some activities in the classroom itself. It also enriches the students performance inside the class and to create atmosphere interesting in the student's learning process. Thus the teacher of any subject should prepare a teaching module before taking the class.



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**B.Ed. Course**  
**Website Analysis**

Name : M-FATHIMA BEE

Reg. No. : 2021P30

Optional : PHYSICAL SCIENCE

# SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)

SALEM - 636 016.



**B.Ed., Course**  
**Website Analysis**

## Bonafide Certificate

Name of the Student Teacher : M. FATHIMA BEE

Register Number : 2021P30

Optional Subject : 1 PHYSICAL SCIENCE

2 ENGLISH

*M. Fathimabee*

Signature of the Student Teacher

*Dr. P. N. N. N.*

Signature of the Internal Examiner

*Dr. P. N. N. N.*

Signature of the External Examiner

Date : 18.05.2022,

Station : SALEM.



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WEBSITE

ANALYSIS

(3)

# WEBSITE ANALYSIS

## INTRODUCTION:

The capacity to critically analyse information is central within the research process of locating resources for academic purpose. Apart from being able to assess the relevance, accuracy and sustainability of information to your particular purpose. Using poor quality information to your sources of worse still. Citing misinformation will degrade the quality our work. While evaluation of information sources has always been important. This step is particularly important when using information found on internet.

## Need to Analyse:

There is no central governing body for internet publishing. There is no system of quality control; there is no editors and documents can be easily falsified and can be copied. This is the fundamental nature of the World wide web is that it provides means for people to express themselves; It allows for

freedom of speeches and ideas, and allows people to meet. As long as the web retain these qualities of freedom, it will also remain unmonitored and unregulated. This, therefore leaves a large responsibility on us, the user to careful and critically evaluate the website we use as information sources

### Internet:

The Internet is an International network of computers linked to exchange information. The word is a contraction of "International" and "Network". Every computer that people use, gets registered and people have to pay to get an address for that computers, called a Uniform Resource Locator - URL.

### Search Engines:

Search Engines are World wide Web sites that use computers to catalogue millions of webpages, which one can use to search for specific text. Most people tend to use their favourite "engine". So of the most popular are Google, Ask, Alta, Excite, Yahoo, Hot, Bot and Ail.

Google:

Google is the 'Big Daddy' of all search engines. It is a meta search engine that conducts the search across many different search engines at one. It delivers results that pay attention to the proximity of the search terms you enter. Google also ranks its results based on the amount of "hits" (and links from other sites) per URL.

You can also go to Google and type in new search engines and get a list of what's new out there in "air" land.

Search Tips:

If we are using a search engine and are either getting too much or too little, here are some search tips. Be as specific as possible; check our spelling change pluralisation (or) possible; check quotes or "put a phrase" in "quotes". Searching with a broad key word like "Algebra" will return a number of irrelevant results. Narrow the keyword such as "Algebraic identity" or "Quadratic Equations". This will result in more specific information.

## How to analyse a Website:

Although many people evaluate websites (particularly commercial sites) based purely on their look and feel, for academic purposes it is far more important to evaluate the content of the site. Don't be put off a site because it is unattractive, much of the quality information resides on sites that are unadorned by flashy graphics and images. On the flip side of the coin, many sites that look great have little real substance. If you are citing information for assessment purposes, the reader (or the marker) will be unimpressed by the attractiveness of your sources, more that you have been able to verify the accuracy and objectivity of the content it contains when using a website for research purposes, in the first instance look for sites that contains at least the author's name, title or position, organisational affiliation contact details and the date of creation. Sometimes you will be tipped off by the general tone or style of a site, or the apparent competence of the writer. However, some authors go to great lengths

to disguise the main objectives of a site and you will need to look much harder and further for clues about the overall integrity and accuracy of the information provided. You should then go on to test for some further indications of quality in the area of credibility, accuracy, objectivity and support as outlined below.

### Credibility:

Before acting on or making any decision based on information, most people take into account the credibility of the sources. Assessing the credibility of a page involves working out who is responsible for the information, if they are who they say they are and whether or not they are a qualified authority. Regardless of how professional a site looks, we must investigate its credibility if we want to use the information contained on the site.

### Author Details:

If we find information on a website we wish to use or quote we must first attempt to find the authors (or) the authority institutions details.



\* Look for the author's name and/or email address on the webpage [try the top and bottom of the page, side bars, menu bars or About us sections].

\* Is the author qualified in the field?

\* Are they a reliable authority on the subject?

\* Does the authoring organisation or person match the URL.

### Uniqueness:

Uniqueness refers to the amount of original material on a site that cannot be obtained elsewhere. If we have spent any time searching the web, we will know that we often end up at the same site, or else different sites containing the same or very similar information and links. When evaluating a site, be clear about whether the information contained is primary or secondary information, primary information is original material produced by owners of the site with mainly internal links. i.e links to other parts of the site on the same server secondary information is very common on the web and is typified

by lists of links to other sites on the same server. Secondary information is very common on the web and is typified by lists of links to other sites.

Completeness:

A clue is the credibility of a site is its completeness. This can be due to the site being unfinished and still a work in progress or because it is only meant to serve as a taster to material that can be accessed or purchased elsewhere.

- \* check that there are no dead links
- \* Are all links like [not greyed out]
- \* There should be no 'under construction signs'.
- \* Does the site include all the necessary information or just an abstract, table of contents or reviews?

Audience:

This area will be touched on again under objectivity, but it also applied in this, the area of website credibility. Before using information from a website, do take into account the intended audience. For example,

a site about volcanoes for primary school children will probably not provide the depth or complexity of information necessary for a university Geology paper.

Accuracy:

Once you have checked the overall credibility of a website, you should move on to evaluate the accuracy of the information presented. Information from even the most respected source is useless if it's wrong or out dated.

Currency of Information:

Some information is timeless. It remains static regardless of how long ago it was published. This applies to works which as reveals. However, much information today has a very limited shelf life. Technology, news dates extremely quickly. Advances in medical research makes things of fantasy ten years ago a reality today. Websites that contains information such as news, weather, timetables, prices, statistics or latest research obviously need to be updated.

on a regular basis or they may provide misinformation. This is not to say that all older information is useless. Information written sometime ago can be useful for comparing current information with [example: The growth in a population or comparisons between treatment or disease]. But it must always be obvious how old information is:

- \* Look for the date of creation on any information you wish to use.
- \* Check for the date of last update.
- \* Check for statements regarding the frequency of updates.
- \* Be sure as to whether you are viewing current or archived information.

### Typographical Errors / Spelling Mistakes:

In addition to lowering the tone and taking away from the overall integrity of a site, typographical spelling and grammatical errors can affect the accuracy of the information provided. Be away of a site that includes many of these errors as it is difficult to tell whether the errors are due to carelessness or an intent

to mislead.

Factual:

Look for supporting evidence of information supplied in the way of references or bibliographies while some sites claim to be presenting the fact further investigation may reveal they are presenting either a biased view or completely inaccurate information. This point will be elaborated on in the objectivity section.

Objectivity:

Objectivity refers to how balanced and fair the information is while it should obviously be truthful, the information presented should be balanced, cover all sides of the story and should be presented without bias to help gauge the objectivity of a site, you should first ascertain the original goal of the site and whether there has been only sponsorship associated with the information

The greatest danger to the objectivity of a site is a conflict of interest. For example, an article on the dangers of babies drinking soy milk that is sponsored by the dairy association

information and activity...  
different types of...  
to recognise any...  
site

Support refers to how well the information  
can be verified and corroborated.  
If we have any questions about  
a site or the information presented,  
it offered should assist us in resolving  
grey areas. Information should be  
supported by references and an attempt  
is especially important in other circumstances.  
If we are unable to find any references  
that corroborate the information  
presented be wary. We should not seek to  
circumvent the information and our references  
that support the information  
look for:

- References and Bibliographies
- Supporting documents and/or links
- Contact follow up details supplied

The information and activity earlier in this topic about different types of websites should help you to recognise any conflict of interest on a website.

### Support:

Support refers to how well the information presented can be verified and corroborated if necessary. If we have any questions (or) reservation about a site or the information presented, the support offered should assist us in clarifying any grey areas. Information should be supported by references and/or bibliographies. This is especially important when presenting statistics. If we are unable to find any other sources that corroborates the information presented be wary. We should be able to triangulate the information. [Find two other sources that support the information.]

Look for:

- \* References and Bibliographies.
- \* Supporting documents and/or links
- \* Contact follow up details supplied.

LEVEL-I



# IDENTIFICATION AND CATALOGUING WEBSITE -I

URL of website : <https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/archive/2014-2015/smart-phones.html>

Title of Article/ Work : Smartphones : Smart Chemistry - American chemical society .

Author/Last Name : Rodrig

Author/First Name : Brian

Author Address : Columbus, Ohio

Editor : NIL

Publisher Information : ACS - Chemistry for Life

Date of Publication : April / May 2015

Date of Access : NIL

Font size of website : Legible , Normal

Pictures : Pictures of Smartphone (1)  
Chemical structures (3) Figures (2)

Videos / Animations : NIL

Background Colour : Black and white

Font Colour : Blue, Black and Brown .

External links (any) : 3

References (if any) : 2

ChemMatters

## Smartphones: Smart Chemistry

• [Menu](#)

- [Teacher's Guide](#)
- [How to Use CM](#)
- [Issues](#)
- [Videos](#)
- [Articles by Topic](#)
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[Teacher's Guide](#)

[How to Use](#)

[Issues](#)

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April/May 2015  
By Brian Rohrig



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Language and vocabulary : It is simple and understandable.

Exercise Details : Not available

Level of Subject Matter : Graduate level

Subject Matter of the Site : <sup>Very</sup> Informative

Overall vision:

The site is very attractive to its intended audience. The title of the site is indicating the content. The use of the texts and the chemical structures comparing the silicon dioxide and figures which is used to explain the smartphone displays is more appropriate. The use of text and figure is appropriate for the level of understanding of the audience. The Printable version of the complete text page is offered. We can scroll down the page available easily and it also offers a pdf to be downloaded to read the article. This site develops a great understanding about the chemistry of the smartphones.

## IDENTIFICATION AND CATALOGUING WEBSITE - II

URL of the website : <https://www.interviewgig.com/smartphone-smartchemistry-chemical-elements-of-smartphone/>  
 Title of the Article : Smartphone - smart chemistry: Chemical Elements of Smartphone  
 /work :  
 Author (Last Name) : NIL  
 Author (First Name) : VINEETHA  
 Author Address : NIL  
 Editor : NIL  
 Publisher Information : INTERVIEW GIG  
 Date of Publication : 25 Dec  
 Date of Access : NIL  
 Font size of website : Legible, Understandable  
 Pictures : 1  
 Video/animations : NIL  
 Background colour : Black and white  
 Font colour : Black and orange  
 External links / if any : NIL  
 References if any : NIL

# SMARTPHONE -SMART CHEMISTR Y: CHEMICAL ELEMENTS OF SMAR TPHONE

HOME > ALL ARTICLES > SMARTPHONE -SMART CHEMISTRY: CHEMICAL ELEMENTS OF SMARTPHONE



25 Dec Smartphone -Smart Chemistry: Chemical Elements of Smartph one

Admin | chemical, Chemical Elements of Smartphone, Smartphone -Smart Chemistry: Chemical Elements of Smartphone, Technology | All Articles: Technology | 0

## Smartphone -Smart chemistry: Chemical Elements of Smartphone



Could you imagine a day without your smart phone, not only it but it is making the users also smarter day by day. Amazing you can surf the internet ,listen to music and text your friends with something that fits in the palm of your hands .None of the things would be possible without chemistry and every time you use your smartphone you are putting chemistry into action.

Smart Chemical Elements to Smart Chemistry

- If you are wondering what chemistry has to do with smart phones just look at the periodic table of the 83 stable elements, at least 70of them can be found in smart phones.
- An average smart phone contains up to 62 different types of metal.
- Single I-phone contains 8 different rare earth metals.
- Phone cannot vibrate without neodymium and dysprosium.
- Rare earth metals are used in electronic

Million: product amaz



> Shop N

ALL CATEGORIES

- Administrator
- Adobe Topics
- All Articles
- Apache: Products
- Banking Topics
- Big Data Analytics
- Business and Project Topics
- Business Intelligence
- C
- Cloud Computing
- Database and SQL Topics
- DevOps Tools
- Digital Marketing
- Education

Language and vocabulary: Simple and understandable by readers

Exercise Details : NIL

Level of Subject Matter : XI Standard

Subject Matter of the Site : Informative, Author Introduction.

### Overall Mission & Vision:

The language is simple and the article commences about the smart chemical elements present in the smartphone. The Smartphone display, the hands behind a touch screen. The chemical elements used in the screen, battery, electronics and casings are all explained legibly and pointwise. The text on the site is easily readable. The Background is white and black fonts and Co-ordinates the text colour. Site offers new materials on the subject which is to be learnt by every learner. Each and every element used in the smartphones is explained and concluded.

## Criteria for comparative evaluation of the websites

Title of the Website	Smartphones: Smart Chemistry / American Chemical Society	Smartphones: Smart Chemistry / Chemical Elements of Smartphone InterviewGig
Address on URL	<a href="https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/past-issues/archive-2014-2015-smartphones.html">https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/past-issues/archive-2014-2015-smartphones.html</a>	<a href="https://www.interviewgig.com/smartphone-smart-chemistry-chemical-elements-of-smartphone/">https://www.interviewgig.com/smartphone-smart-chemistry-chemical-elements-of-smartphone/</a>
Date Visited	16.05.2022	16.05.2022
Design	<p>The webpage width can be seen on the current screen on the monitor</p> <p>The site's general appearance is attractive and intended</p>	<p>Entire page width can be seen on the screen of the monitor</p> <p>The text on the screen is easily readable</p>

to the audience  
Industry shaped  
monitor

Background is  
co-ordinated with  
text colours.

The chemical structure  
and the figures  
explaining the working  
of a smartphone  
succices the article

The webpage is  
too long.

The graphics is  
easily readable.

The site scrolls with  
advertisements.

The use of text and  
structures, figures is  
appropriate to the  
level of understanding  
of the targeted audience

The text style is  
suitable for the  
school students  
as it is listed out  
as points

Content



It is useful for the teachers, college students and high school students.

It gives simple and reliable notes for the content.

Information is presented in a wider sense, so briefly.

The information is useful and accurate.

The title of the site is indicative for its content.

The title of the site is indicative for its content.

Can see meaningful information within few seconds.

A printable handout version for school students.

Structures and pictures are used.

A picture is used.

Technology

Technology

Printable version the text is available as a pdf.

Can see reliable information within minutes.

All quicklinks, links works, pictures, references are downloaded quickly

Every link works picture is rapidly downloadable.

Credibility

The author's institution is given. links are current.

Only Author is just mentioned

The author of the site is given.

The author of the site is given, no further details

The site is being updated. Other related article is given

Other related articles are also given. other Posts are also available.

## Pedagogy

The site develops creative thinking

The site is very attractive process. It encourages the learners.

The site encourages higher order thinking.

The site helps to learn the new words.

Site creates the higher order thinking.

The site has references for other posts.

Site encourages to learn new information.

The site provides a plenty of new information.

RUBRICS FOR EVALUATING WEBSITES

Title of websites	Smartphones: Smart chemistry	Smartphones: Smart chemistry - Chemical elements of Smartphones																		
Address on URI	<a href="https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/pastissues/archive-2014-2015/smartphones.html">https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/pastissues/archive-2014-2015/smartphones.html</a>	<a href="https://www.intervue.com/smartphone-chemistry-smartphone-chemical-elements-of-smartphones">https://www.intervue.com/smartphone-chemistry-smartphone-chemical-elements-of-smartphones</a>																		
Criteria for Evaluation Activity / Credibility 1 Author's name is given 2 The author's organisation or institution is given	<p>Rating</p> <table border="1"> <tr> <td>Not so good 1</td> <td>okay 2</td> <td>Good 3</td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> </table>	Not so good 1	okay 2	Good 3			✓			✓	<p>Rating</p> <table border="1"> <tr> <td>Not so good 1</td> <td>okay 2</td> <td>Good 3</td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>✓</td> <td></td> <td></td> </tr> </table>	Not so good 1	okay 2	Good 3			✓	✓		
Not so good 1	okay 2	Good 3																		
		✓																		
		✓																		
Not so good 1	okay 2	Good 3																		
		✓																		
✓																				

3. The author's qualification and experience are given

4. The author's contact information is given.

Accuracy/Awareness

5. The data that the webpage was last update is given.

6. The information is up to date.

7. The information is complete.

8. There are no spelling mistakes or errors

9. Bibliographies or references are given

Bias/objectivity

10. Statement of purpose / scope

11. Site avoids social bias (gender, racial, religious etc...).

12. Information presented or factual and primary in again.

13. Site enrich and expands users imagination.

14. The information presented free on advertising





22. All of the links work.	✓	✓	✓	✓	✓
23. The pages load quickly	✓	✓	✓	✓	✓
24. Text is easy to read.	✓	✓	✓	✓	✓
25. Designs are appropriate	✓	✓	✓	✓	✓
Total score	62				45

Rating based  
on  
Total Score

\*\*\*\*\*

\*\*\*\*\*



LEVEL-III

IDENTIFICATION AND CATALOGUING WEBSITE - I

URL of the website } : <https://www.theindiaforum.in/amp/article/life/art-ms-subbulakshmi>.

Title of the Article/ work : The Life and Art of M. S. Subbulakshmi.

Author [First Name] : Arvind

Author [Last Name] : Subramanian

Editor : The India Forum

Publisher Information : The India Forum

Date of Publication : March 02, 2021

Date of Access : 16.05.2022

Font size of the website : legible.

Pictures : 2

Video / Animations : NIL

Background colour : Light Blue

Font colour : Black and red



## The Life and Art of M.S. Subbulakshmi

*A new biography gives us a sense of the many personalities that made up “MS”, the extraordinary exponent of Carnatic music, during her life-journey.*

Keshav Desiraju: *Gifted Voice: The Life and Art of M.S. Subbulakshmi*, HarperCollins, 2021



ARVIND SUBRAMANIAN

MARCH 02, 2021

Dawn breaks and south India wakes to the celestial voice of Madurai Shanmukkavadivu Subbulakshmi, “MS” to the world. Roused from their slumber too are the various gods and goddesses of the Hindu pantheon as MS sings -chants the *Venkateshwara Suprabhatam* or *Vishnu Sahasnamam* or *Bhaja Govindam*. This has been true for several decades now, and TikTok, YouTube and their mutating successors notwithstanding, it will probably be true for the next several decades as well. Even in this globalized world, the staggering cultural phenomenon that is MS, is insufficiently recognized beyond India’s borders. Why blame the world, it is inadequately appreciated even within India, north of the Vindhyas?

Keshav Desiraju’s superb new biography of the incomparable MS is therefore an overdue call to India and the world to take notice. *Gifted Voice* succeeds at many

External links [if any]: NIL

References [if any] : 3

Language and vocabulary : Simple & Contemporary

Excercise Details : NIL

Level of the Subject : Class IX  
Matter

Subject Matter of the Site: For Students, Musicians  
Informative broader,  
Author Introduction.

Overall Vision:

The site is pleasing to its intended audience. The title of the site is indicating the content. The author has compiled the life biography of M.S. Subulakshmi from various books on the biography of this great legend and has quoted the essence of her biography and compiled it as a single treasure of article.

It will be highly useful for the students which is related to their activity of Unit-6 in class 9 textbook. The website is damn simple and comes up with new sanskrit words.

# IDENTIFICATION AND CATALOGUING WEBSITE-II

URL of the website : <https://www.culturalindia.net/indian-music/classical-singers/m-s-subbulakshmi.html>

Title of the Article/ work : M.S. Subbulakshmi

Author [First Name] : NIL

Author [Last Name] : NIL

Editor : CULTURAL INDIA

Publisher Information : CULTURAL INDIA

Date of Publication : NIL

Date of Access : NIL

Font size of the website : Legible

Pictures : 5

Video/Animation : NIL

Background Colour : white

Font Colour : Black

External links [if any] : NIL

References [if any] : NIL

Madurai Shanmukhavadiyu Subbulakshmi, commonly known as M. S. Subbulakshmi, was an eminent Indian Carnatic singer.

[Cultural India \(/index.html\)](#) : [Indian Music \(/indian-music/index.html\)](#) : [Classical Singer \(/index.html\)](#) : M. S. Subbulakshmi

## M. S. Subbulakshmi

### Fast Facts

Date of Birth: 16 September, 1916

Place of Birth: Madurai, Tamil Nadu

Birth Name: Kunjamma

Date of Death: 11 December, 2004

Place of Death: Chennai, Tamil Nadu

Profession: Carnatic singer

Spouse: Kalki Sadasivam

Father: Subramanialyer

Mother: Shanmu kavadiver Ammal

Awards: Bharat Ratna, Ramon Magsaysay Award, Sangeet Natak Akademi Award

Madurai Shanmukhavadiyu Subbulakshmi is a name that is synonymous with the world of Carnatic music. This flawless singer, whose voice almost had a divine power, is the first singer to be presented with India's highest civil honour, the Bharat Ratna. When she was honoured with the Ramon Magsaysay award, which is considered as Asia's Nobel Prize, she became the first Indian musician to do so. Subbulakshmi, fondly addressed as M.S by her fans, was a true pioneer of anything that has to do with women empowerment. She led by example and showed the way to contemporary women of her era. Though she is famous as an exponent of Carnatic music, her expertise in Hindustani classical music was not short of brilliance. Subbulakshmi didn't contain herself with just music, for she forayed into the field of acting as well.

### Indian Music (/indian-music/index.html)

[Hindustani Gharanas \(/indian-music/hindustani-gharanas.html\)](#)

[Hindustani School \(/indian-music/hindustani-school.html\)](#)

[Music Glossary \(/indian-music/music-glossary.html\)](#)

[Indian Music Instruments \(/indian-music/music-instruments.html\)](#)

[Carnatic Music \(/indian-music/carnatic-music.html\)](#)

[Indian Film Music \(/indian-music/film-music.html\)](#)

[Indian Fusion Music \(/indian-music/fusion.html\)](#)

[Ghazals \(/indian-music/ghazals.html\)](#)

[Folk Music \(/indian-music/folk-music.html\)](#)

[Shayari \(/indian-music/shayeri.html\)](#)

[Ustad Bismillah Khan \(/indian-music/classical-singers/bisismillah-khan.html\)](#)

[Pandit Shivkumar Sharma \(/indian-music/classical-singers/shivkumar-sharma.html\)](#)

[Ustad Zakir Hussain \(/indian-music/classical-singers/zakir-hussain.html\)](#)

[Pandit Ravi Shankar \(/indian-music/classical-singers/ravi-shankar.html\)](#)

[Indian Classical Singers \(/indian-music/classical-singers/index.html\)](#)

[Ustad Amjad Ali Khan \(/indian-music/classical-singers/amjad-ali-khan.html\)](#)

[Ustad Bade Ghulam Ali Khan](#)

Language and vocabulary : Simple and lexicon

Exercise Details : NIL

Level of Subject Matter : Class: IX

Subject Matter of the Site : VERY INFORMATIVE

Overall Vision:

The website provide fast facts on her biography. It gives information to suffice the intended audience. The Introduction about the legendary classical singer is fabulous. The life biography of the singer has been categorised as childhood education, career, foreign trips. A Date with Cinema, Famous works, An elite list of fans, Humanitarian works, Personal life and family, Death. To Honour her contribution a separate section ~ Legacy is given what role she played magnanimously in the Indian Cinema. The Audience or the reader can take up the information corresponding to the desired section.

## CRITERIA FOR COMPARITIVE EVALUATION OF TWO WEBSITES

<p>Address of URL</p>	<p><a href="https://www.theindiaforum.in/amp/article/life-and-art-ms-subbulakshmi">https://www.theindiaforum.in/amp/article/life-and-art-ms-subbulakshmi</a></p>	<p><a href="https://www.culturalindia.net/indian-music/classical-singers/ms-subbulakshmi.html">https://www.culturalindia.net/indian-music/classical-singers/ms-subbulakshmi.html</a></p>
<p>Title of the website</p>	<p>The Life and Art of M.S. Subbulakshmi</p>	<p>M. S. Subbulakshmi</p>
<p>Date Visited</p>	<p>16.05.2022</p>	<p>16.05.2022</p>
<p>Design</p>	<p>The webpage width can be seen on the current screen on the monitor</p>	<p>Entire page width can be seen on the monitor</p>



The site's general appearance is attractive.

The site's general appearance is simple.

The webpage comprises of the compilation of the biography of M.S. Subbulakshmi

The webpage is too long

The graphics is readable

The site scrolls with lot of advertisements

Content

The use of text is simple. The author quotes the biography of the legendary from the three books

The text style is simple for the readers and the audience. The content is provided as quick facts.

	<p>and highlights the content.</p> <p>He quotes the important life events</p> <p>He highlights even the author's of the book that he has defined, written etc...</p>	<p>The content is purely based on the biography with the essential sub-reading which will be useful.</p> <p>The content has highlighted the legacy of the legendary Singer to show how her presence was in Indian Cinema</p>
<p>Technology</p>	<p>Can search for the proper context of the article after minutes.</p> <p>A Picture is used.</p>	<p>Can see meaningful information within few seconds.</p> <p>5 Pictures are used.</p>

<p>The entire article is super simple for the readers who are interested in biography of M.S. Subbulakshmi</p>	<p>The entire article quotes from other books on the biography of the singer</p>
<p>Every link works Picture is downloadable</p>	<p>No link is present.</p>
<p>No author</p>	<p>The author's institution is given.</p>
<p>Links are current</p>	<p>Links are current</p>
<p>Other links are also available</p>	<p>The site is being updated</p>

Credibility

# Pedagogy

The site develops creative thinking and critically ponder upon the words

The site develops higher order thinking.

The site is attractive

The site has reference for other posts.

The ~~site~~ provides opportunity to learn new words

The site provide a plenty amount of new information on the biography of the legendary Singer

RUBRICS FOR EVALUATING WEBSITES

Address of URL	https://www.theindiaforum.in/amp/article/life-and-art-m-s-subbulakshmi	https://www.culturalindia.net/indian-music-classical-singers/m-s-subbulakshmi.htm																		
Title of websites	The Life and Art of M.S. Subbulakshmi	M.S. Subbulakshmi																		
Criteria for Evaluation	<table border="1"> <tr> <td>Not so good</td> <td>1</td> </tr> <tr> <td>Okay</td> <td>2</td> </tr> <tr> <td>Good</td> <td>3</td> </tr> </table>	Not so good	1	Okay	2	Good	3	<table border="1"> <tr> <td>Not so good</td> <td>1</td> </tr> <tr> <td>Okay</td> <td>2</td> </tr> <tr> <td>Good</td> <td>3</td> </tr> </table>	Not so good	1	Okay	2	Good	3						
Not so good	1																			
Okay	2																			
Good	3																			
Not so good	1																			
Okay	2																			
Good	3																			
<p>Activity/Credibility</p> <p>1. Author's Name is given</p> <p>2. The Author's organisation / institution is given</p>	<table border="1"> <tr> <td>Not so good</td> <td>1</td> <td>✓</td> </tr> <tr> <td>Okay</td> <td>2</td> <td>✓</td> </tr> <tr> <td>Good</td> <td>3</td> <td>✓</td> </tr> </table>	Not so good	1	✓	Okay	2	✓	Good	3	✓	<table border="1"> <tr> <td>Not so good</td> <td>1</td> <td>✓</td> </tr> <tr> <td>Okay</td> <td>2</td> <td>✓</td> </tr> <tr> <td>Good</td> <td>3</td> <td>✓</td> </tr> </table>	Not so good	1	✓	Okay	2	✓	Good	3	✓
Not so good	1	✓																		
Okay	2	✓																		
Good	3	✓																		
Not so good	1	✓																		
Okay	2	✓																		
Good	3	✓																		

3. The Author's qualification and experience are given

4. The author's contact information is given.

Accuracy / Awareness

5. The data that the web page was last update is given

6. The information is up-to-date

7. The information is complete

8. The information is relevant



mistakes/error

9. Bibliographies or references are given

Bias/objectivity

10. Statement of purpose / scope

11. Site avoids social bias [gender, racial, religious etc...]

12. Information presented on factual and primary in again.

13. Sites enrich and expands users imagination

14. The information presented is free of advertising

✓

15. Site offers a new area

✓

16. Information is useful

✓

17. Additional resources are useful.

✓

18. Site integrates several content area, design/technology

✓

19. The pictures are relevant and clear

✓

20. The pages are easy to move around

✓



21. All of the links work.

22. The pages load quickly

23. Text is easy to read

24. Designs are appropriate

25. Free from server errors

Total score

Rating based on

Total score

64

\*\*\*\*\*☆

58

\*\*\*\*\*☆



CONCLUSION:

Thus, from the website analysis I have learnt many things to analyse the two different websites for teaching-learning purpose. This is very useful and effective in analysing the different websites. Through this I have learnt how to give the best to the students I have also learnt some new processes and ideas on website analysis through this record.

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

SES2 - EDUCATION OF CHILDREN WITH SPECIAL NEEDS

(2 Credits -32 Hours)

## OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the special education and differently abled.
2. demonstrate knowledge of different perspectives in education of children with disabilities
3. reformulate attitudes towards children with special needs
4. identify the role of various institutions for the children with special needs
5. identify resources room and learn about integrated education.

## UNIT I: SPECIAL EDUCATION AND DIFFERENTLY ABLED (L-5, P-1, T-1)

Special Education - Concept, Importance, Need, Objectives. Exceptional Children - Definition, Types - Mentally, Physically, Hearing Impaired, Visually Impaired, Learning Disabled. Inclusive Education - Need, Purpose

## UNIT II: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS (L-5, P-1, T-1)

Historical perspectives and contemporary trends

Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model

Concept of special education, integrated education and inclusive education

## UNIT III: DEFINING SPECIAL NEEDS (L-5, P-1, T-1)

Concepts, characteristics, classification of children with diversities- Visual Impairment, Hearing Impairment, Learning Disabilities-Dyslexia, Dysphasia, Dyscalculia and Dysgraphia, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Mental Illness and Multiple Disabilities

## UNIT IV: PEDAGOGICAL AND SUPPORTIVE STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS (L4- P-1, T-1)

Pedagogical strategies - Cooperative learning strategies in the classroom, peer tutoring, social learning, and multisensory teaching

Supportive services - special teacher, speech therapist, physiotherapist, occupational therapist and counsellor

Assistive technologies for students with special needs

## UNIT V: RESOURCE ROOM AND INTEGRATED EDUCATION (L-3, P-1, T-1)

Resource room – Concept, Characteristics, Functions, Resource Teacher. Innovations in Technology for the Disabled

Integrated Education – Concept, Objectives, Importance, Difference between Special Education and Integrated Education

### PRACTICUM

Case study of a child with special needs

Developing a teaching strategy

Analyzing learning styles of children with different disabilities

Identify and describe supportive service to a needy child.

### REFERENCE

1. Agarwal, J. C. (1990). Curriculum Reforms in India. Delhi: Daoba House.
2. Baker, R. L., Koenig, Rex, A. J., & Wormsley, D. P. (1995). Foundation of Braille Literacy. New York: American Association for the Blind.
3. Glasgow, N. A. (1997). New curriculum for new times. New Delhi: Sage.
4. Hill, E. W. & Ponder, P. (1976). Orientation and mobility for the practioners. New York: American Association for the Blind.
5. Jose, R. T. (1993). Understanding Low vision, New York: American Association for the Blind.
6. School, G.D. (1986). Foundation of education for visually handicapped and youth: Theory and Practice, New York: AFB.

# SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)  
SALEM - 636 016.



**B.Ed., Course**  
**Action Research**

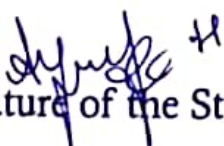
## Bonafide Certificate

Name of the Student Teacher : ..... AZEEZUNNISA.H.....

Register Number : ..... 2021B38.....

Optional Subject : 1 ..... BIOLOGICAL SCIENCE.....

2 ..... ENGLISH.....

  
Signature of the Student Teacher

  
Signature of the Internal Examiner

Date : 06.02.2023

Station : SALEM

Signature of the External Examiner

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# Action Research

## INTRODUCTION

Action research is inquiry (or) research in the context of focused efforts to improve the quality of a practice.

It can be viewed as a form of disciplined inquiry utilized by teachers, instructors, supervisors to better understand student learning and teacher effectiveness. So that, the latter may improve their own teaching methods according to need and interest of the students.

Action research can be done by individuals or by teams of **collaborative inquiry**. Action research has the potential to generate genuine and sustained improvements in schools. AR is initiated to solve an immediate problem (or) a reflective process of progressive problem solving that integrates research, action and analysis. The integration of action includes the development and implementation of a plan (or) strategy to address the focus of research.



## CHARACTERISTICS OF ACTION RESEARCH

- \* It is situational
- \* It is a reflective inquiry
- \* It is based on scientific approach (i.e.) Action research approaches the problem scientifically by collecting more factual details.
- \* It is a small scale intervention.
- \* It is an unified attempt to bridge a gap between theory and practice.
- \* Knowledge is generated, used, tested and modified in the course of action research process.
- \* It is participate process in which students, teachers, community stakeholders, administration all are collaborated for joint venture.
- \* It is a dynamic process of spiraling back and forth among reflection, data collection and action and it does not follow a linear pattern.
- \* It is an iterative and emergent process which takes shape as understanding increases and leads to broader understanding of what happens.

## TYPES OF ACTION RESEARCH:

Individual Research

collaborative (or) participatory (or) Team research

School - wide research and

District - wide research

Individual research is conducted by one teacher (or) staff member to analyze a specific task.

collaborative research involves a group of people researching a specified topic. Many times collaborative research involves both teachers and principal of the school. The joint collaboration often yields more benefits than an individual action research.

School - wide research focus on a problem found within an entire school. When a program is researched for an entire school such as lack of parental involvement (or) research to increase students performance in a certain subject, the entire staffs works together to study the problem and implement necessary changes.

District - Wide research is used for an entire school district. This type of action research is more community-based than the other types. This can be used to address organizational problems within the entire district. For this research type, staff from each school in the district collaborates to find solutions to the problem and improve the solution.

#### PURPOSE OF ACTION RESEARCH:

- \* AR gives educators new opportunities to reflect on and assess their teaching.
- \* It helps to explore and test new ideas, methods and materials.
- \* It helps to assess the effectiveness of the new approaches.
- \* It gives opportunity to share feedback with fellow team members

#### Purpose of collaborative AR

- \* It helps to make decisions about which new approaches is to be included in the practice.

## ADVANTAGES OF ACTION RESEARCH:

- \* High level of practical relevance as the research focuses on the immediate problem.
- \* It can be used with both quantitative and qualitative data.
- \* More possibility to gain in-depth knowledge about the problem.
- \* It improves educational practice and helps to create better professionals.
- \* Teachers can investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.
- \* Teachers are viewed as equal partners in deciding what works best and what needs improvement in the classroom.

## DISADVANTAGES OF ACTION RESEARCH:

- \* Difficulties in distinguishing between action and research and ensure the application of both.
- \* Delays in completion of action research due to a wide range of reasons such as definite data (or) biased opinions (or) misinterpretation.

\* It is more time-consuming.

\* It lacks rigour and repeatability.

\* Without proper support, AR would be hectic to teachers.

## THE APPLICATION OF ACTION RESEARCH TO EDUCATION (HLEN, 2009)

\* Action research is an ongoing process and its strategies can be widely applied. The teachers are more committed to action research because they identify the areas they view as problematical and in need of change. In most cases, solutions for identified problems are arrived cooperatively among teachers. Teachers' reflections can be team composed of students, teachers and administrators.

\* Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.

\* Teachers are viewed as equal partners in deciding what works best and what needs improvement in their classroom.

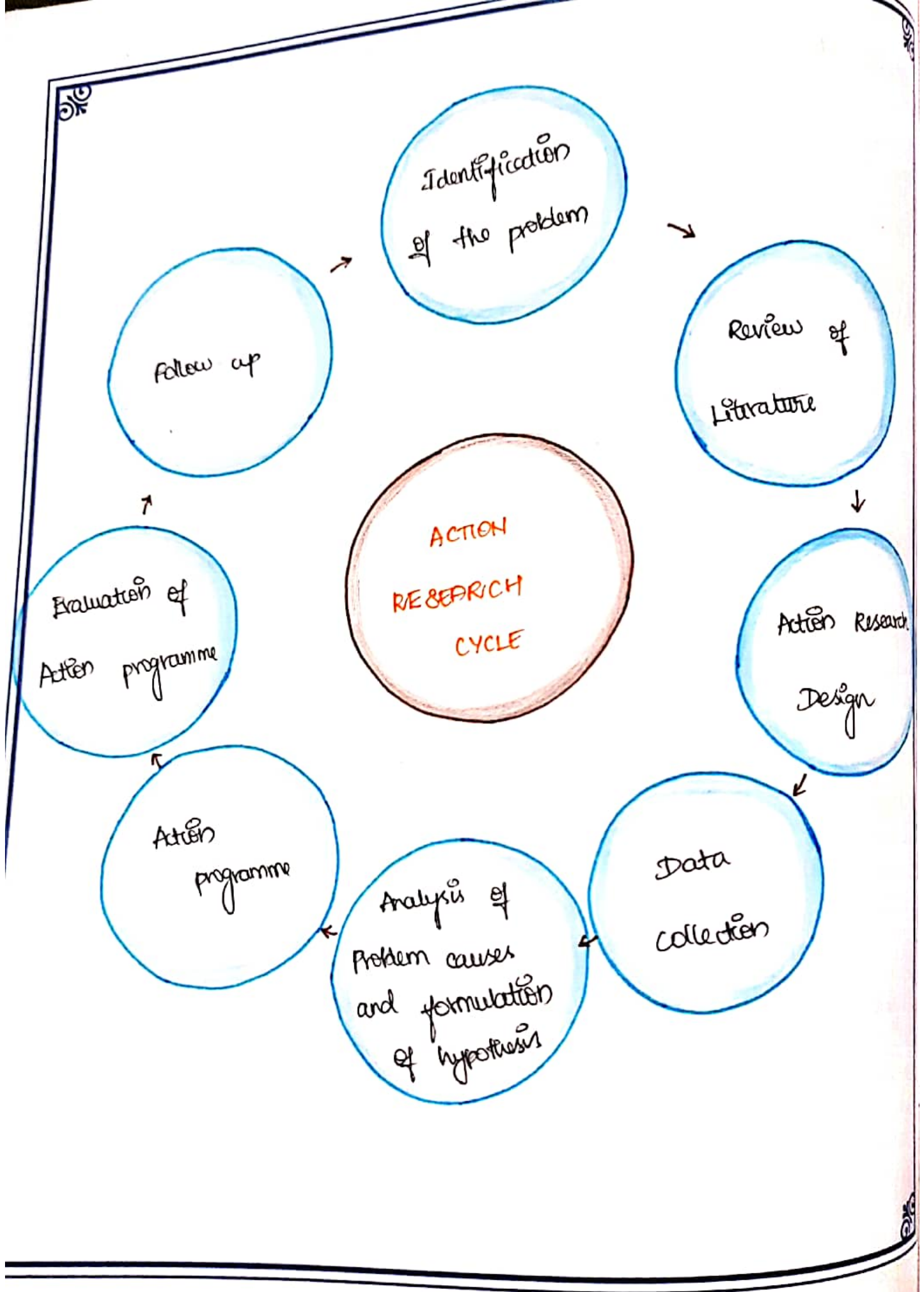
✓ \* Teachers develop a deeper understanding of students, the teaching-learning process and their role in the education of both teachers and students.

\* Professional development and school improvement are core aspects for any teachers who engage in action research.

## FORMAT OF ACTION RESEARCH:

This is a short description of the situation where the problem gets emanated (or) originated. The research tells how the problem is discovered, the circumstances that revolve around the problem. Action research arises from a problem, dilemma (or) ambiguity in the situation in which teachers find themselves. It may be at the level of a general concern, a perceived need (or) a course related problem.

Action research (AR) is essentially a research through action.





PROCESS OF ACTION RESEARCH:

Identification of the problem

- Defining the problem
- Review of related literature
- objectives.

Action Research Design.

- Methodology
- Data collection
- Analysing the probable cause and formulation of action

hypotheses.

- Hypothesis
- Action Programme.

Implementation and Evaluation of the Action programme.

Follow up and communicating the findings to others.

# I. IDENTIFICATION OF THE PROBLEM

Teachers have so many questions in mind which they wish to investigate deeper; however, it is very important to constrain those questions to one that is meaningful and achievable and it address the immediate need (or) problem of the student (or) a class. Meticulous planning at the initial stage will reduce false prejudices and frustrations. To identify the problem in the handled subject, the teacher should conduct a pre-test first. After assessing and evaluating the pre-test scores, the teacher can select the common problem of the class student. The calculated pre-test scores must be returned to check with post-test scores in the seventh stage of action research.

The problem / statement / questions should be of :

- \* Higher order level
- \* Stated in common language.
- \* Be concise and meaningful.

### DEFINING THE PROBLEM:

Action Research refers to a wide variety of Evaluative, investigative, and analytical research methods designed to diagnose problem or weakness, whether organisational, academic or instructional and help educators develop practical solutions to address them quickly and efficiently.

### REVIEW OF LITERATURE:

A literature review is a "critical component of the research process" that provides an in-depth analysis of recently published research findings in specifically identified areas of interest (Heuser, 2018). Reviewing the available literature on the selected topic is a vital step in the research process. The review of literature provides an anchor for your inquiry. O'Leary (2004) states "the production of new knowledge because it is virtually impossible for researchers to add a body of literature if they are not conversant with it".

In this second stage of AR, a review of the 6 to 10 literature helps the researcher to get an idea and formulate hypothesis for the problem. It should contain:

- \* Researcher name and title
- \* Content Area
- \* Age (or) grade (target group)
- \* Problem
- \* Methodology
- \* Results
- \* References.

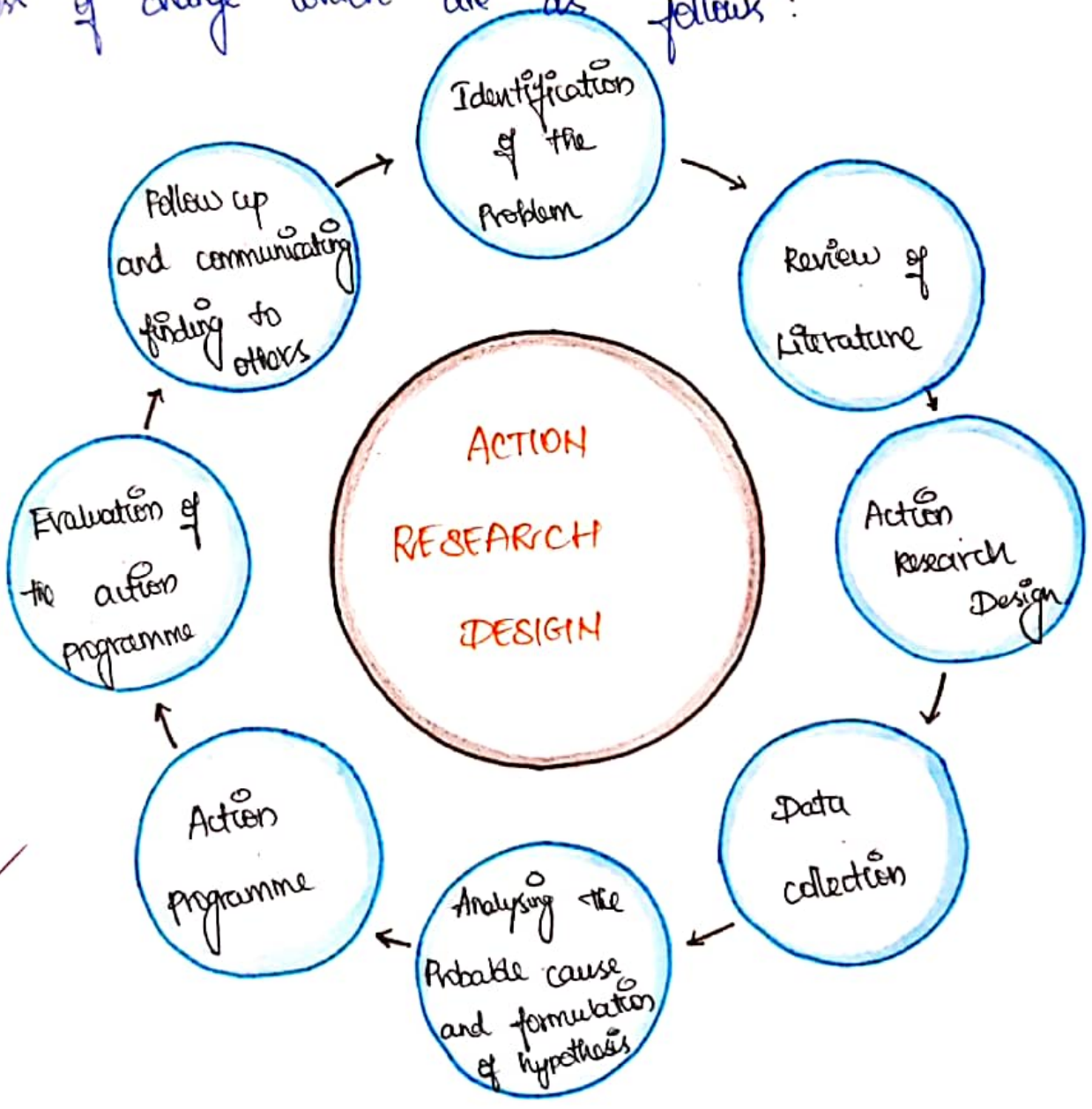
Thus, Review of literature helps the researcher to get familiarize with contrasting point of view and put forth broader understanding and appreciation of your research.

## OBJECTIVES OF ACTION RESEARCH:

- \* To improve the working conditions of various infrastructural components of a school.
- \* To develop democratic attitude among students and teacher while understanding and solving their problems.
- \* To bring excellence in school working.
- \* To root out the conservative and static environment a prevailing in most schools.
- \* To make the school system effective for generating a healthy environment conducive to learning.
- \* To raise the level of performance and the level of aspiration of the students.

## 2. ACTION RESEARCH DESIGN

Action Research design can be considered as a cyclical process of change which are as follows :



Action Research design provides a pictorial view of that what the researcher is going to do in his/her research for finding solution to immediate problem which he/she takes. It is like a synopsis for the research.

## METHODOLOGY:

- \* Observing individuals or groups.
- \* Using audio and video tape recording.
- \* Using structured or semi-structured interview.
- \* Taking field notes.
- \* Using analytic memeing
- \* Using or taking photography.
- \* Distributing surveys or questionnaires.

## DATA COLLECTION:

Data collection can be regarded as the heart of action research.

In this fourth stage, required information for the research can be collected using various tools such as follows: Data collection

can be easily categorized into three E's, they are:

# Action Research Data Collection

Experiencing  
(by observing)

Enquiring  
(By asking)

Examining  
(By using records)

- \* Participant observation
- \* Non-participant observation

- \* Informal / unstructural
- \* Interview
- \* Structured / Formal interview
- \* Questionnaire
- \* Attitude scale
- \* Rating scale
- \* Surveys
- \* Checklist
- \* Standardised test.

- \* Anecdotal records
- \* Teacher Portfolios
- \* Journals
- \* Audio and video tapes
- \* Artifacts
- \* Fieldnotes
- \* Report cards
- \* Attendance



Selecting the data that are most appropriate for studying the case is very important. A researcher can choose any of the above appropriate tool which suits his/her research. Using the gathered information from the collected data, probable causes of the problem can be identified and left it for the further step.

### ANALYZING PROBABLE CAUSES AND FORMULATION OF HYPOTHESIS:

After collecting the required data, the next step is put together those facts and analysing the probable causes of the problem to take the needed action. This will lead to the formation of action hypothesis to check whether the intervention / action taken is effective (or) ineffective in the end of the process. Hypothesis is a tentative solution to a problem by a intelligent guess. It is very essential to build a bridge between the problem and the location of empirical evidence that may solve the problem. It can be expressed either positive (or) negative statement. The former ways of hypothesis is called research hypothesis and the latter way is called null hypothesis.

## HYPOTHESIS:

An action hypothesis is one that is formed in an action research. A hypothesis could be in declarative form, predictive form, questions form or null form. An action programme hypothesis is formed after listing all possible causes and choosing the most likely cause among them.

## ACTION PROGRAMME

Designing a plan of Action will allow making changes in a course of action process. On the basis of the formulated action hypothesis, some action is taken in the prevailing situations and the relevant evidence is gathered. As with any experiment, if several changes are made at the same time, it would be difficult to determine which action is responsible for the outcome. Therefore, while implementing for the new technique continue to document and collect data on performance. This is the researcher's observation and experience with the students prompted to conclude instructional intervention due to the reasons like:

Lack of mastery and comprehension, lack of interest and concentration, lack of interesting visual aids, low comprehension ability, low parental guidance and many such reasons.

3. IMPLEMENTATION AND EVALUATION OF THE ACTION PROGRAMME

After repeating the cycle mentioned in the action programme for the number of different topics in the class, the teacher should try to evaluate whether the students have overcome the problem. For this, the post-test must be conducted on the same topic to observe the performance of the students after implementing the required action/intervention. This is the stage of check the action hypothesis by comparing by means of pre-test and post-test scores. If there is improvement in marks of post-test. The teacher has come to conclusion that the intervention/action taken is effective.

**NOTE:** Pre-test and post-test question papers must be written at the end of the action research process.

## A. FOLLOW UP AND COMMUNICATING THE FINDINGS TO OTHERS:

In the light of evaluation of the action programme. The results and conclusions drawn will be utilized by the teacher for bringing desirable modifications in the behaviour of his pupil in respect with the use of actions / interventions. Being satisfied with the results of the action research, teacher can also share (or) communicate his / her findings with colleagues. So that, it will be useful for them who face the same problems among their students. By showing of results / findings, large number of student community are benefited which ensures the smooth running of teaching - learning process and bring well-efficient and scholarly students.

ACTION  
RESEARCH  
REPORT

## I. IDENTIFICATION OF THE PROBLEM

The student teacher handled biological science for XI standard in Sri Sarada Vidyalaya Girls Higher Secondary School, Salem to practice teaching from 30/08/2022 to 14/12/2022. After identifying the specific problem in the class, the student teacher started the action research program. The student teacher observed the biology class for a week and identified that two students had a difficulty in pronouncing the binomial names of the plants and animals. In order to confirm the problem, the student teacher conducted a pre-test on the topic of binomial names which consisted 20 names. This pre-test was conducted by the student teacher during the second week of the research. After the pre-test, the student teacher affirmed that the majority of the students had an issue in pronouncing the binomial names. After figuring out the issue, the student teacher prepared an action plan to rectify the problem.

# 1.1. DEFINING THE PROBLEM

The major issue faced by students of XI - B was "Difficulty in pronouncing the binomial names of the plants and animals". So, to begin with, I reviewed the relevant literature papers pertaining to the problem and defined it as follows: Use III Person tense

"CONSTRUCTIVENESS OF PLAYWAY METHODS TO ELIMINATE THE DIFFICULTY IN PRONOUNCING THE BINOMIAL NAMES OF PLANTS AND ANIMALS".

## 2. LITERATURE REVIEW:

\* The Botanical nomenclature is a part of plant taxonomy. International communications of the name of plants in the oral and written forms are arranged in the botanical nomenclature system, using the scientific names of plants in Latin or Latinized language. From the point of view of Indonesian language, the oral form or the pronunciation of the scientific names of plants are not always similar to reviews

their written forms. The written form and the oral form of scientific names of plants are arranged in the chapter of pronunciation of the scientific names of plants. In fact, it was found that the pronunciations of the scientific names of plants are often pronounced wrongly by about 57.2% of the students. The improvement steps in terms of students' abilities in pronouncing the scientific names of plants are needed to be done using flash card media containing pictures and the scientific names of plants. The research result shows that after four training periods, the couple training using flashcards media can decrease the range of errors in pronouncing the scientific names of plants made by the students. The number of students who pronounce the scientific names of plants wrongly decrease from the number of 57.2% into the number of 9.7%. As many as 17 scientific name of plants that are produced wrongly by the students now decreased into 14 scientific names, from a total of 30 names. (Pujastuti P et al, 2018).



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A historical review of scientific nomenclature and of the pronunciation of classical languages suggest that there is no definitively correct way to enunciate the technical terms applied to harmful algae. Any guide to pronunciation is always relative to some group of speakers; scientific nomenclature is an artificial construct without a population of normative speakers, living or dead, to whom the considered enunciator can have reference. Thus a key to the pronunciation of the Latin and Greek scientific terms in all disciplines, and a priori to the pronunciation of these terms applied to harmful algae, must be based on rules of common sense, mutual forbearance, and general intelligibility. This article includes a guide to pronouncing the names of harmful algae based on these principles. (Anne Algiéri et al, 2000).

This research investigates cacophony of science terminology encountered by the secondary level school students of Khat district. The problem of cacophony of scientific terms needs investigation due to the assumption that mispronunciations of learned in secondary level were still frequently performed by the advanced level students or may be throughout their life. The current research was designed in order to identify the cacophony of common science terminologies by secondary school students and to be study the science teachers' views on secondary level science books produced by the Khyber Pakhtunkhwa Textbook board. It was found that majority of the students like science subject and find the terminologies difficult in which most of the terms contain more than 7 alphabets and were considered as complex terms. Due to this complexity, students feel difficulty in learning of scientific terms. (Arsalan Rashid, 2021)

### 3. OBJECTIVES:

The main objectives of this classroom-based action research is

- \* TO eliminate the difficulties of pronouncing through playway methods
- \* TO enhance articulation skills
- \* TO improve the student's interaction abilities
- \* TO eliminate the fear of complex words pronunciation.

### 4. METHODOLOGY:

The action research was conducted on the students of XI-B studying in Sri Sarada Vidyalaya Girls Higher Secondary School, Salem. 25 samples were utilized in conducting the action research.

The data collection method used while conducting the action research was questionnaire. Pre-test was conducted and based upon the results, an action research plan was made to rectify the problem among the students. To understand the effectiveness of the action plan, a post-test was also conducted.

#### 4.1 ANALYZING THE PROBABLE CAUSES

The various reasons behind the problem is

- \* Difficulty in understanding
- \* Fear of lengthy words
- \* Lack of attention during teacher's pronunciation
- \* Lack of efforts.

#### 4.2. FORMULATION OF HYPOTHESIS

Tentative solution for the problem.

By the use of play way method and regular reading skills, students of XI-B can enhance their pronunciation and eliminate the fear of complicated words.

#### 4.3. HYPOTHESIS

Play way method can exclude the fear of complicated words and elucidate the pronunciation skill of the students of XI-B.

## 4.8. ACTION PROGRAMME

To rectify the problem of pronouncing the binomial names, the playway methods are employed such as

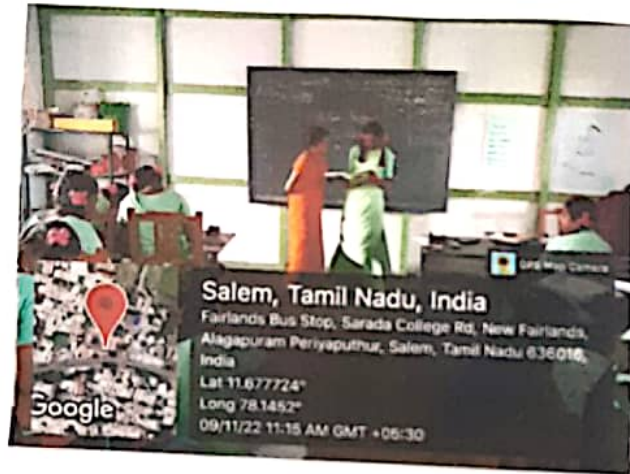
- \* Syllabify it
- \* Brainstorming
- \* Listen & tell
- \* Bio-charades
- \* Chorus speaking
- \* Listening Tower
- \* Binomial Bingo
- \* Objectification.

## 4.4. ACTION PLAN

SNO	TARGET DATE	ACTIVITY	TIME REQUIRED (IN MINUTES)	RESPONSE
1.	31.10.2022	Informed the school head mistress about the action research to be undertaken	20	Required facilities were arranged by the headmistress.
2.	01.11.2022	Oriented about the action research to pupil and mentors	25	Immense support was given by the mentors and pupil
3.	02.11.2022	Student teacher planned various activities for the action research.	120	Preplanning lead to proper execution.
4.	03.11.2022	Pre-test	30	<u>ALDS</u> Questionnaire
5.	04.11.2022	Boo - charades	25	Box with various chits
6.	07.11.2022	Listen & tell	20	Audio clip
7.	08.11.2022	Brain storming	35	Flash Cards
8.	09.11.2022	Syllabify it	30	Black board

SNO	TARGET DATE	ACTIVITY	TIME REQUIRED (in minutes)	RESPONSE
9.	10.11.2022	Listening tower	25	-
10.	11.11.2022	Binomial B&G	20	Paper and pencil
11.	14.11.2022	Shadow speaking	25	Audio clip
12.	15.11.2022	objectification	30	Real Vegetables and Fruit
13.	16.11.2022	Post - test	35	Questionnaire

PRE - TEST



BIO - CHARADES

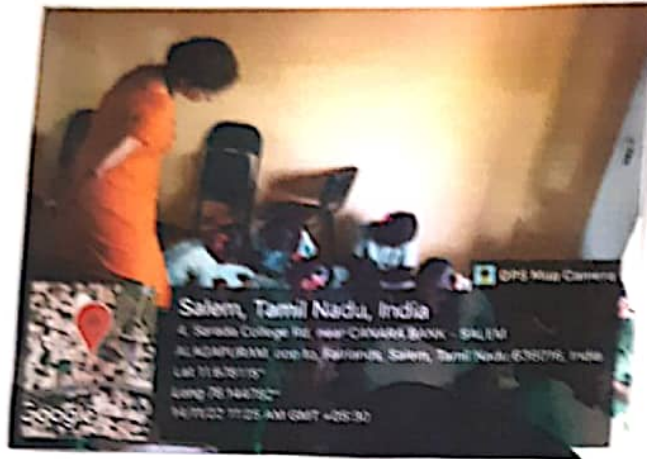




# 4.5. IMPLEMENTING THE ACTION RESEARCH

S.NO	TARGET DATE	ACTIVITY	TIME REQUIRED (in minutes)	STUDENTS RESPONSE
1.	03.11.2022	<p><b>PRE - TEST</b></p> <p>The student teacher gave 15 binomial names to the students to pronounce</p>	30	Students read the binomial names with great difficulty.
2.	10.11.2022	<p><b>BLO - CHARADES</b></p> <p>The student teacher gave a box with cards containing simple terms to the students and asked them to read it.</p>	25	Students were very much delighted and learnt reading techniques.
3.	12.11.2022	<p><b>LISTEN &amp; TELL</b></p> <p>The student teacher told various pronunciations of single binomial name and the students find out the correct pronunciation.</p>	35	Student teacher was impressed by the students involvement.
4.	14.11.2022	<p><b>BRAIN STORMING</b></p> <p>The student teacher divided the class into 5 groups with 5 members each. The students shared various ideas among themselves.</p>	20	Students shared many pronouncing skills among themselves.

## BRAIN STORMING



## SYLLABIFY IT



S.NO	TARGET DATE	ACTIVITY	TIME REQUIRED	STUDENTS RESPONSE
5.	15.11.2022	<p><b>SYLLABIFY IT</b></p> <p>The student teacher used black board to show the students how to syllabify and easily pronounce the binomial names</p>	35	Students read with much ease with the help of syllabification technique.
6.	17.11.2022	<p><b>LISTENING TOWER</b></p> <p>The student teacher listed 10 binomial names and the students listened to it. After 5 mins the students repeated the binomial names in the correct order</p>	25	Students listening skill towards the binomial names were improved
7.	21.11.2022	<p><b>BINOMIAL BINGO</b></p> <p>The student teacher gave a card board with different binomial names. The students identified the names read by the teacher and improved their skill</p>	30	Students interpretation skills were elucidated.

# POST - TEST



S.NO	TARGET DATE	ACTIVITY	TIME REQUIRED	STUDENTS RESPONSE
8.	23.11.2022	<p style="text-align: center;"><b>SHADOW SPEAKING</b></p> <p>The student teacher played a short audio to the students. Students listened to the audio and pronounced the correct term.</p>	15	<p>Students listening and pronunciation skills were improved.</p>
9.	25.11.2022	<p style="text-align: center;"><b>OBJECTIFICATION</b></p> <p>The student teacher showed real vegetables and asked the binomial names of it to the students.</p>	20	<p>Students easily identified the object and pronounced their binomial name.</p>
10.	29.11.2022	<p style="text-align: center;"><b>POST-TEST</b></p> <p>The student teacher conducted an achievement test with 20 binomial names.</p>	30	<p>Students showed great difference compared to pre-test.</p>

## PERFORMANCE TABULATION:

S.No	NAME	PRE-TEST SCORE (OUT OF 20)	POST-TEST SCORE (OUT OF 20)
1.	Dharani . V	9	14
2.	Divya . A	12	16
3.	Elavarasi . K	11	14
4.	Elavarasi . S	11	14
5.	Gopika . R	10	13
6.	Haritha . M	12	16
7.	Ilakkija . G	13	17
8.	Isavani . S	10	12
9.	Kalanathi . D	10	13
10.	Kanikasi . K	12	16

S.No	NAME	PRE-TEST SCORE (OUT OF 20)	POST-TEST SCORE (OUT OF 20)
11.	Kaviya . K . R	12	17
12.	Kaviyarasi . S	11	14
13.	Kiruthiga . S	11	13
14.	Madhumithra . P	10	14
15.	Meera . S	9	14
16.	Monika . R	11	15
17.	Rajashree . R	10	15
18.	Praveena . A	10	13
19.	Preethi . D	9	13
20.	Reetika . A . M	9	12
21.	Sainthani . S	11	14

S.NO	NAME	PRE-TEST SCORE (OUT OF 20)	POST-TEST SCORE (OUT OF 20)
22	Sumanthasi. G.R	10	13
23	Kedasi. K	12	16
24	Vijayasi. K	9	12
25	Yuvasi. S	13	17
TOTAL SCORE		267	357
MEAN SCORE		10.68	14.28

4.6. EVALUATION OF ACTION PROGRAM

Mean Score of Pre-test = 10.68

Mean Score of Post-test = 14.28

The action program had a great impact on the students. The playway methods like Bio-charades, Listen & Tell, Brainstorming, syllabify it, Listening Tower, Rhemical bingo, shadow speaking,



and objectification helped the students to overcome their difficulty of pronouncing binomial names of plants and animals. We can observe a great difference in the mean score of pre and post-test. After a proper evaluation, the mean score of post-test was higher than that of pre-test which shows the effectiveness of the action programme conducted.

### FOLLOW UP AND COMMUNICATING THE FINDINGS WITH OTHERS

The student teacher conducted test on binomial names in the consecutive classes for the students. It helped the students to further elucidate their pronunciation skill. The student teacher also shared her material to the mentors for their future use. The mentors were very happy with the results of their students.

## 5. CONCLUSION:

The mean score of post-test was higher than that of pre-test and hence, the action programme using the playway method was successful one.

## 6. QUESTIONS OF PRE AND POST-TEST

- \* *Pyrus malus*
- \* *Bambusa aridinarifolia*
- \* *Musa paradisiacum*
- \* *Piper nigrum*
- \* *Anacardium occidentale*
- \* *Coriandrum sativum*
- \* *Zea mays*
- \* *Mangifera indica*
- \* *Allium cepa*

\* Glycine max

\* Helianthus annuus

\* Canis lupus

\* Felis catus

\* Camelus dromedarius

\* Bos taurus

\* Felis leo

\* Acinonyx jubatus


\* Naja naja

\* Ptyas mucosa

\* Vulpes vulpes

பயிற்சி ஆசிரியையின் விபரம்

DETAILS OF THE STUDENT TEACHER

1. Name சுயர்	DHARANI. P
2. Roll No சுயர் எண்	2021M17
3. Optional Subject கூடுதல் பாடம்	MATHEMATICS
4. Name of the Teaching practice school with Address சுயர். முகவரி	Government Girls Higher Secondary school, Sendamangalam, Namakkal.
5. Date of submission of the Record பதிவேட்டை சமர்ப்பித்த நாள்	
6. Signature of the Student மாணவரின் கையொப்பம்	

சான்றிதழ் / CERTIFICATE

இந்த ஆய்வுத்தரள் என்னால் மதிப்பீடு செய்யப்பட்டு எனச் சான்றளிக்கிறேன்.

Certified that this Record Note Book was valued by me.

வரிசெய்யாளரின் கையொப்பம்

Signature of the Internal Examiner

நாள் / Date :

  
28/10/2023

புள்ளிப் பள்ளி மாணவர்களுக்கான தகவல் கட்டணம்

PERSONAL DATA SHEET OF THE SCHOOL STUDENT

Name of the Student மாணவரின் பெயர்	N. Nithiya
Age (Date of Birth) வயது (பிறப்பு தேதி)	14 [ 31.07.2009 ]
Sex பாலினம்	Female
School பள்ளி	Government Girls Higher Secondary School, Sendamangalam, Namakkal
Class குழு	IX
Name of the Father பிதாவின் பெயர்	R. Naveenbabu
Age வயது	39
Educational Qualification படிப்பறிவு	ITI
Occupation கொழிப்பு	Auto driver
Monthly Income மாத வருமானம்	40,000
Name of the Mother அம்மாவின் பெயர்	N. Indhumathi
Age வயது	32
Educational Qualification படிப்பறிவு	10th
Occupation கொழிப்பு	Tailoring
Monthly Income மாத வருமானம்	30,000
Number of Children குழந்தைகளின் எண்ணிக்கை	2

## II வி: 64 அடிப் HOME CONDITION

<p>1) Father's Attitude          (Kindly, Sympathetic, Dominating, Democratic etc.)</p>	<p>Democratic</p>
<p>2) Mother's Attitude          (Rejection, Overprotection, Indifference etc.)</p>	<p>over protection</p>
<p>3) Pupil's ambition</p>	<p>Doctor</p>
<p>4) Parent's ambition regarding the Pupil</p>	<p>Doctor</p>
<p>5) Educational and Vocational attainment of others in the family, influencing the Pupil's level of aspiration</p>	<p>Money influencing Problem</p>
<p>6) Economic Status of Home</p>	<p>Low in Economic Status</p>
<p>7) Position of the student in the Family          Elder Brothers (Number and Age)          Elder Sister (Number and Age)          Younger Brothers (Number and Age)          Younger Sisters (Number and Age)</p>	<p>Elder sister, 14          -          -          Younger sister 1, 9</p>
<p>Note: If pupil is living with his guardian, it may be indicated</p>	

<p>8) Inter-relationship between brothers and sister  சகோதர, சகோதரிகளுக்கிடையே உள்ள பரஸ்பர உறவு (போட்டி, நேசம், கூட்டுறவு, சண்டை, புறக்கணிப்பு)  (Rivalry, affection, co-operation, quarrels, indifference, etc...  Attitude towards Brothers and sisters  (சகோதர, சகோதரிகளின் பாலுள்ள மனப்பான்மை)</p>	Affection
<p>9) Facilities  வசதிகள்  (Sleep, Play, Reading, Recreation etc....)  (தூங்க, விளையாட, படிக்க, பொழுது போக்க)</p>	All facilities
<p>10) Parents' Control  பெற்றோர் கட்டுப்பாடு  (Lax, repressive, Cruel, Just Sensible, etc...)  (கண்ணியில்லை, அடக்கி ஒடுக்கக் கூடியவர், கொடுமையானோர், உணர்வுடையவர்)</p>	Lax
<p>11) Home duties and Responsibilities  வீட்டுக் கடமைகளும், பொறுப்புகளும்</p>	Yes
<p>12) Nature of Friends  நண்பர்களின் தன்மை</p>	Good
<h3>III கல்விக் கூறுகள் / EDUCATIONAL FACTORS</h3>	
<p>1) Is he/she is studying in a class appropriate to their age?  மாணவர / மாணவி தன் வயதுக்கேற்ற வகுப்பில் பயின்று வருகின்றாரா?</p>	Yes
<p>2) Has he/she failed in any class before?  இதற்கு முன் ஏதேனும் ஒரு வகுப்பில் தவறியவரா?</p>	NO
<p>3) Subjects in which he/she is having special aptitudes  தனிப்பற்றி கொண்டுள்ள பாடங்கள்</p>	science
<p>4) His/her favourite subject  அனுகூலமான பாடம்</p>	science
<p>5) Subjects in which he/she is having difficulties  கடினமாகத் தேன்றும் பாடம்</p>	mathematics
<p>6) Possible reasons for such difficulties  கடினத்துத்திற்கான காரணங்கள்</p>	Lack of concentration and interest.
<p>7) Attitude to School  பள்ளியைப் பற்றிய மனப்பான்மை</p>	Bad
<p>8) Attitude to Teacher  ஆசிரியரைப் பற்றிய மனப்பான்மை</p>	Good, controller
<p>9) Attitude to Classmates  வகுப்பு மாணவர்களின் பற்றிய மனப்பான்மை</p>	Fine
<p>10) Rank in Class  வகுப்பில் தர வரிசை</p>	20, 25

<p>11) Regularity of Attendance வருகையில் காலை தவறாமல்</p>		92%
<p>IV உடற் கூறுகள் / PHYSICAL FACTORS</p>		
1) Are Height and Weight normal for his/her age? வயதிற்கேற்ற உயரமும் எடையும் உள்ளவா ?	Yes	
2) Attitude of parents towards child's health குழந்தையின் நலம் பற்றிய பெற்றோரின் மனப்பான்மை	Healthy	
3) Any childhood diseases or accidents குழந்தை பருவத்தில் உண்டான நோய் அல்லது விபத்து	NO	
4) Any sensory or motor defect ? புணர்/இயக்க குறைபாடு உள்ளதா ?	NO	
5) Any sensory or Motor Defect ? பயம் சார்ந்த எதிர் விளைவுகள் ஏதேனும்முண்டா ?	NO	
<p>V ஆளுமைக் கூறுகள் / PERSONALITY FACTORS</p>		
1) Sociability தோழமைப் பண்பு (Withdrawn, Shy, Secretive, Social, Pushing, Quarrelsome, etc...) (விடுக்கிறீர்களா, வெட்கவுணர்வுடைய, பேசாதிருக்கிற, தோழமைப் பண்புடைய, முனைப்பற்றனுடைய, சண்டையிடுகிற...)	Social and shy	
2) Emotionality (Repressed, Tense, Fussy, Over Sensitive, Restless, Distractable Over Active, Calm, Impatient, Balanced, etc...) (அடக்கி ஒடுக்கியவர், முறைப்பான, பரபரப்பான, அதிக உயர்ச்சியுடைய, கவனமில்லாத, கவனச்சிறுனுடைய செயல் வரம்பு கடந்த, அமைதியான, பொறுமையற்ற சமநிலையுடைய...)	Distractable, Over sensitive	
3) Attitude of Self தன்னைப் பற்றிய மனப்பான்மை (Inferiority, Dependent, Self-confident, Frustrated, Superiority etc...) (தாழ்வு மனப்பான்மையுடைய, சார்புமையுடைய, தன்னம்பிக்கையுடைய, எண்ணக்கூறலையுடைய உயர்வுடைய...)	Inferiority	
4) Bad habits, if any பீய பழக்கங்கள் (நசம் கடிந்தல், இதுகை பழக்கம், தீக்குதல், தீண்டுதல் போன்றவை)	Impatient	



VI வநறியிறல் நடத்தைக்கான குறிகள்  
SYMPTOMS OF MALADJUSTMENT

1) (Identification, Regression, Introversion, Projection etc....)  
ஒன்றியோதல், தாழ்வுறுதல், உள்ளீடுக்குச்சிந்தனை புறத்தெறிவு.....

Depressed and  
low concentration  
level in classroom  
while teaching

REPORT :

- 1) Problem of Pupil / மாணவரின் பிரச்சனை
- 2) Diagnosis by Trainee / பயிற்சியாளரால் கண்டறியப்பட்ட காரணங்கள்
- 3) Advice & guidance given / அறிவுரை மற்றும் வழிக்காட்டுதல்
- 4) Result / தீர்வு

## PROBLEM OF PUPIL:

The student-teacher identified that the subject has some problem in concentrating her studies. As she is new to the school, she felt very difficult to adopt to the school environment and remains isolated. The subject is very shy in nature and has inferiority complex.

## DIAGNOSIS BY TRAINEE:

The student-teacher noticed the abnormal behaviour of the subject, when she is taking class. Sometimes, the subject is very much depressed and she may also cry in the classroom. The subject takes leave for school frequently. Even she is compelled by her parents to go to school, she is not interested in studies and remains isolated. With the help of the information

given by the subject's parents, she is a good learner in her previous school and a good achiever in sports too.

The student-teacher observes her frequently whether the subject is listening the class or she loses her concentration. The student-teacher also noticed that the subject is not interested to listen the class and she tries to escape from the class by asking restroom at frequent.

The student-teacher asks about her behaviour towards her classmates. The students said that if they voluntarily talk to the subject, she is not interested in talking to them. The subject has no attachment with her classmates.

## ADVICE AND GUIDANCE GIVEN:

The student-teacher started to give guidance to the subject by speaking friendly to the subject. The student-teacher asked about the subject's goal and understands the family situation of the subject. The subject's parents are daily wages. The student-teacher understands due to the money influencing problem, the subject's parents have migrated from their native place to the present area. So they changed the subject to this school.

### General advice to the subject:

The student-teacher initially talked to the subject for 5 minutes regularly during interval breaks. The student-teacher motivated the subject to have hope in

Present life. The student-teacher understands the subject's interest, hobbies, etc... She trained her in which she is interested to bring the confidence in the subject's mind. The subject is very interested in painting. So the student-teacher gave instruction to draw mindmaps, pictures related to the school academics.

Involving the subject in Group Activities:

The next step taken by the student-teacher is to make the subject be co-operative with her classmates. The student-teacher gave some group activities mainly concentrating the subject whether she is co-operating or not. The student-teacher motivated the students especially the subject to

involve in more activities.

### Guidance given to the subject:

The student-teacher spoke to the subject about her ambition in her life. The subject's aim is to become a good doctor. The student-teacher told the positive ways of achieving her ambition in life. The student-teacher advised the subject to do the activities with full interest, which helps the subject to achieve the goal.

### Motivates the subject :

The student-teacher identified that the subject is interested in painting, throw ball along with studies. So, the student-teacher motivated the subject to manage the time and

asked the subject to involve herself with those activities. Even though the environment is changed, the nature of the subject should not be changed.

Regain the confidence of the subject:

The student-teacher answered for the doubts asked by the subject. The student-teacher insisted that 'unity is strength', so he have good friends around the subject. The subject tries to involve in activities neglecting her inferiority complex and shyness. The subject showed her interest in painting the pictures related to her studies and involved in group activities.

## Result :

After some days, the student-teacher noticed the desirable changes from the subject. The subject involved herself in sports as well as in drawing academic related pictures, etc... The subject also showed interest in studies. She attended all the classes. The subject attended the school regularly and she scored good marks in her examination too. The student-teacher received good information about the subject from her friends' circle. If the teacher asks questions to the subject, she is bold to answer those questions posed on her. The subject is happy to listen the class and very



attentive to the teacher. Now the subject regain her confidence in herself and started to do her work regularly and properly. The subject completed her homeworks given by the teachers on time. The subject also showed her interest in taking some responsibility over the class activities. The subject thanked the student-teacher for the advice and more information given to her. The student-teacher concludes the changes of the subject may lead to the rectification of the future.