

**DOCUMENTS SHOWING THE DIFFERENT ACTIVITIES FOR**  
**EVOLVING INDICATED ASSESSMENT TOOLS**

**TEACHER MADE WRITTEN TESTS ESSENTIALLY  
BASED ON SUBJECT CONTENT**

1. ACHIEVEMENT TEST - EVALUATION
2. DIAGNOSTIC TEST - EVALUATION



  
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# MARK LIST

Sl.No.	Name of students	Score
01.	Abhinav M.	7
02.	Adwait V. Sooryan	6
03.	Akshai S.	6
04.	Aronal H.	16.5
05.	Muhammed B.	5
06.	Muhammed Akshai	20.5
07.	Nithin D. J.	12
08.	Siva Kenjith	13
09.	Sivadeth A.S.	6
10.	Soorya S.	14
11.	Souganth S.	11
12.	Sulthan Navas	11
13.	Vaishnav R.	8
14.	Asim Naseema	15
15.	Aswathy S.	19
16.	Fayisha Noora S.	14
17.	Bhagyabharathi P.R	5
18.	Jameela Farheen	11.5
19.	Jayan	
20.	Bhavi H.	



  
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21.	Nakshtra S.	13.5
22.	Neranjana R.	21.5
23.	Shahina N.	17.5
24.	Suvarna A.	23
25.	Vaiga R.	12



  
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# Statistical Analysis of Achievement Test

To find out the student's achievements, teacher did the following calculations and prepared graph.

## Preparation of frequency distribution table

The scores should be divided into a number of convenient classes or categories and should find the numbers of score falling into different classes. By classifying the scores, we get a frequency distribution table.

No.	Class Interval	Tally	Frequency
1.	0-5	.	0
2.	5-10		7
3.	10-15		9
4.	15-20		4
5.	20-25		3
6.	25-30		2



All the statistical analysis of the scores are based on the above classification.

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# Measures of Central Tendency

In statistics, the central tendency is the descriptive summary of a data set. The central tendency is stated as the statistical measure that represents the single value of the entire distribution or a data set. It aims to provide an accurate description of the entire data in the distribution. The central tendency of the dataset can be found out using the three important measures namely mean, median and mode.

## Mean

The mean of a set of values or measurements is the sum of all the measurements divided by the number of measurements in the set. It can be otherwise defined as the average of the data. It is sometimes called as the 'arithmetic mean'. Mean is the most popular and widely used one.



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# Median

Median is the middle value of the data in which the dataset is arranged in the ascending order or in descending order.

Class Interval	Frequency (f)	Cumulative frequency (cf)
0-5	0	0
5-10	7	7
10-15	9	16
15-20	4	20
20-25	3	23
25-30	2	25
	$N = 25$	

Since 'N' is an odd number,

$$\begin{aligned} \text{Median} &= \frac{N+1}{2} \\ &= \frac{25+1}{2} = \underline{\underline{13}} \end{aligned}$$

the median is the mark of the student in the 13th position. To find the median value we have to find the median class.



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Class	Frequency (f)	Cumulative Frequency (cf)
0-5	0	0
5-10	7	7
10-15	9	16 → Median class
15-20	4	20
20-25	3	23
25-30	2	25
	$N = 25$	

$$\text{Median} = l + \left[ \frac{\frac{N+1}{2} - cf}{f} \right] \times c$$

Here,  $l$  = lower limit of median class = 10

$N$  = Total no. of observations = 25

$cf$  = cumulative frequency of preceding class = 7

$f$  = frequency of median class = 9

$c$  = Class width = 15 - 10 = 5

$$\begin{aligned} \text{Med} &= 10 + \left[ \frac{\frac{N+1}{2} - cf}{f} \right] \times c \\ &= 10 + \left[ \frac{13 - 7}{9} \right] \times 5 \end{aligned}$$

$$= 10 + \frac{6}{9} \times 5$$

$$= 10 + \frac{30}{9}$$

$$= 10 + 3.33 = \underline{13.33}$$

Hence the median is 13.33.



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## Mode

The mode or modal score is a score of scores that occurs most in a distribution.

A modal class is the class with the highest value of frequency. Here the highest frequency is 9.

Class	Frequency	Cumulative Frequency (cf)
0-5	0	0
5-10	7	7
10-15	9	16
15-20	4	20
20-25	3	23
25-30	2	25
	$N = 25$	

$$\text{Mode} = l + \left[ \frac{c \times f_2}{f_1 + f_2} \right]$$

Here  $l$  = lower limit of modal class = 10

$c$  = class interval =  $15 - 10 = 5$

$f_1$  = frequency of the preceding class

$f_2$  = frequency of succeeding class of the modal class = 4



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$$\text{Mode} = l + \left[ \frac{c \times f_2}{f_1 + f_2} \right]$$

$$= 105 + \left[ \frac{5 \times 4}{7 + 4} \right]$$

$$= 105 + \left[ \frac{20}{11} \right]$$

$$= 105 + 1.81$$

$$= \underline{\underline{6.81}} + 11.81$$

Hence the mode is 6.81 + 11.81



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## Measures of dispersion

Central tendency measures do not reveal the visibility present in the data. Dispersion is the scatteredness of data series around its average. The extent of dispersion of scores are known as measures of dispersion. Standard deviation, range etc are common measures of dispersion.

### Standard deviation

The standard deviation is the most useful and the most popular measure of dispersion. While calculating standard deviation we take deviations of individual observations from their arithmetic mean and then each squares. The sum of the squares is divided by the total number of observations. The square root of this sum is known as standard deviation. It can be simply said as the square root of the average of the square of deviation of the scores taken from mean.



  
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Class Interval	Frequency (f)	Midpoint (x)	f(x)	Deviation from mean $d = x - \bar{x}$	$d^2$ $(x - \bar{x})^2$	$fd^2$
0-5	0	2.5	0	-11.8	139.24	0
5-10	7	7.5	52.5	-6.8	46.24	323.68
10-15	9	12.5	112.5	0.2	0.04	0.36
15-20	4	17.5	70	3.2	10.24	40.96
20-25	3	22.5	67.5	8.2	67.24	201.72
25-30	2	27.5	55	13.2	174.24	348.48
	$N = 25$		$\Sigma fx = 357.5$			$\Sigma fd^2 = 915.2$

$$\bar{x} = \frac{\Sigma fx}{N} = \frac{357.5}{25} = \underline{\underline{14.3}}$$

$$\begin{aligned} \text{Standard deviation} &= \sqrt{\frac{\Sigma fd^2}{N}} \\ &= \sqrt{\frac{915.2}{25}} \\ &= \sqrt{36.608} \\ &= \underline{\underline{6.05}} \end{aligned}$$



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## Range

The range is defined as the difference between the largest score in the set of data and the smallest score in the set of data.

$$\text{Range} = \text{Higher unit} - \text{lower unit}$$

$$= 25 - 5$$

$$= \underline{\underline{20}}$$



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## Result at a glance

$$\text{Mean} = 14.3$$

$$\text{Median} = 13.33$$

$$\text{Mode} = 6.81$$

$$\text{Standard deviation} = 6.05$$

$$\begin{aligned}\text{Mean} + \text{SD} &= 14.30 + 6.05 \\ &= 20.35\end{aligned}$$

$$\begin{aligned}\text{Mean} - \text{SD} &= 14.30 - 6.05 \\ &= 8.25\end{aligned}$$

Above average = above 20.35

Average = 8.25 - 20.35

Below average = below 8.25



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## Analysis

After analysing the data it is found that, there are four students in above average level. There are seven students in the below average level. The majority of the students come under the category of average level. The number of students in the average level is 14. Therefore the analysis says that class VIII I is a class containing more students in the average level. The students in the below average level can be given enough extra care and attention to raise up to the next levels. Also care should be given to the students in the above average level to keep up their position. Thus the achievement test in VIII I summarizes that the class contains a majority of average level students.



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# DIAGNOSTIC TEST.

Sl. No.	Name of the pupil	Question Number																				Total	Marks
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Abhinav M.	✓	✓	✗	✓	✓	✓	✗	✓	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✗	7	0	
2	Abhinav V. Sooryan	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✗	5	0	
3	Akhil S.	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	1	0	
4	Arvind H.	✓	✓	✓	✓	✓	✓	✓	✓	0	✓	✓	0	✓	✓	✓	✓	✗	✓	✓	3	2	
5	Muhammed B.	✓	✓	✗	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	0	
6	Muhammed Akhil	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3	2	
7	Nithin D.J.	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	2	1	
8	Siva Periyath	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✗	4	3	
9	Sivadath A.S.	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	2	0	
10	Sooryan S.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	0	
11	Souparath S.	✓	✓	✗	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	8	1	
12	Sulthana Navas	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	1	2	
13	Vaishnav R.	✓	✓	✗	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	1	
14	Asno Naseema	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	0	1	
15	Asadathy S.	✓	✗	✗	✓	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	3	2	
16	Anajsha Noora S.	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8	2	
17	Bhagyalekshmi P.R.	✓	✓	✗	✓	✓	✓	✓	✓	0	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓			

Diagnostic Chart



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# Diagnostic Chart

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Sl. No	Name of the pupil	Question Number																				R	S	O
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
18	Jameela Farheen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17	2	1
19	Janaki Jayam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0	0
20	Hajira Bhevi H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0	0
21	Nakshtra S.	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	0	✓	✗	✓	✓	✓	0	✓	0	✗	11	6	3
24	Niranjana R.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0	0
23	Shahina N.	✓	✗	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	14	6	0
24	Suvarna A.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0	0
25	Nidiga R.	✓	✗	✗	✓	✓	✓	✓	✓	✓	0	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	12	7	1
<b>Total Right Answers</b>		25	21	11	25	24	25	25	14	25	21	15	14	25	19	25	23	11	25	17	17	2	1	
<b>Total Wrong Answers</b>		0	4	14	0	1	0	0	11	0	4	4	9	0	4	0	2	7	4	4	8	8	0	
<b>Total Omissions</b>		0	0	0	0	0	0	0	0	0	0	6	2	0	2	0	0	7	0	6	0	0	0	





# Analysis of diagnostic test

As it is clear from the above mentioned data, the maximum of 20 marks. Most of the diagnostic test was carried out for a good marks in the test. Most of the students attended well and secured

Most of them committed mistakes in the third and fourth session. Though similar questions were available in other sessions, they were confused in finding answers. Now even in filling the blanks and one word questions, most of the wrong answers were given the pattern, organs and learnt. Most of the wrong answers were given the pattern, organs and organ systems.

Very few students found difficulty in filling the blanks and answer the following asked from the pattern: Organs and organ systems. So I planned for a remedial teaching.



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# Remedial Teaching

Re-teaching of difficult area is done by the teacher using fresh-  
teaching-learning resources, including participatory presentation and animation  
media.

## Activity 1

With the help of an automation video teacher explains the  
students about various organ systems and the organs included in  
each organ system. Later organ teacher asks pupil to prepare a table  
on organ systems and organs included in each system and explain  
that in the class.





## Conclusion:

Meeting the teaching needs of all students is complex task. The extent of achievement of each student depends on various factors. One important factor is the meaningful engagement of students. Here the importance of remedial teaching is of teachers with students. arise the importance of remedial teaching. It is a process of removing the learning distortions or subject matter difficulties that have expect into the understanding and correct use of that subject while learning. One the diagnostic test, conducted in VIII 5 of GUVHS, Nidunganda. The total strength of twenty nine participated from the detailed analysis of the scores they obtained, at was. few clear that majority of them belong to below average level. There were a few students who belong to below average level. Remedial teaching was given to students with the utilization of various teaching learning resources for presenting materials in remedial teaching. While giving special attention to the students, the improvement in the helped them to participate more actively in the class activities.



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## Activity: 2

With the help of a participant teacher provides an activity chart corresponding to each organ system. The different organ system to sketch the pictures of the organs corresponding and asks pupil to sketch the pictures of the organs corresponding to each organ system.

## Activity: 3

Teacher explains the process of cell differentiation through a story. Then teacher provides an activity card to pupil and asks how to complete the illustration.



  
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# OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES



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# SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

## Semester III Internship Phase I

### Peer Observation Shedule

Name of the Student Teacher : Athira . A - G.

Name of the School : G. H. S. Ananayamchery .

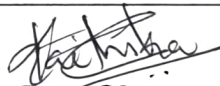
Subject : Biology Standard: VIII: B Date: 16/1/20.


Criteria	Remarks
Introduction	Intersting Introduction, Connected the introduction with previous knowledge. Interactive session. Introduction is like telling story.
Content Development	Lesson presented with the help of powerpoint present using projector. Content developed in order of simple to complex.
Classroom management	Good management. Students were very attentive and interactive. make students actively participated.
Probing questions	questions understandable and orderly asked. Questions are relevant to the corresponding topics.



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<b>Stimulus Variation</b>	Teacher have good content knowledge and performed both sound variation.
<b>Usage of Blackboard</b>	letters in Black board are readable size. Colourful chalks are used for impressing students.
<b>Fluency In Questioning</b>	formative evaluation, questions are structured and ordered manner.
<b>Conclusion</b>	very effectively consolidated the lesson. prevents from answering. stresses the important topics.
<b>Summative Evaluation</b>	Reviews Questions answered. probing questions with voice modulation.

KARTHIKA . C.   
**Name and Signature of the Peer Observer**

Athira . A . G.   
**Name and Signature of the Student Teacher**



  
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## PERFORMANCE TESTS

(ANALYSIS OF SCHOOL-BASED  
ACTIVITIES)



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# CLASSROOM PERFORMANCE OF STUDENTS

## G.V.H.S.S. NJEKKADU

Sl. No	Name	Science Diary	Assignment	Seminar	Debate	Home work
1	Abhinav M	5	5	5	4	5
2	Adhwaith V Sooryan	5	5	5	4	5
3	Akhil S	4	5	4	5	5
4	Aromal H	5	4	5	5	5
5	MUhammed B	5	5	5	4	5
6	Muhammed Akhil	5	5	5	5	5
7	Nithin D.J	5	5	5	4	5
8	Siva Renjith	5	5	5	5	5
9	Sivadeth A S	5	5	5	4	
10	Soorya S	4	4	5	5	5
11	Sougandh S	5	5	5	5	5
12	Sulthan Navas	5	5	5	4	5
13	Vaishnav R	5	5	5	4	5
14	Assin Naseema	4	5	5	5	5
15	Aswathi S	5	5	4	5	4
16	Ayisha Noora S	5	5	5	5	4
17	Bhagyalekshmi P.R	5	5	5	5	5
18	Jameela Farbeen	5	5	5	5	
19	Janaki Jayan	4	5	4	4	4
20	Hajira Beevi	5	5	5	5	5
21	Nakshathra S	5	5	5	5	5
22	Niranjana R	5	5	5	5	5
23	Shahina N	5	5	5	5	5
24	Vaigal S	5	5	5	5	5
25	Vaiga	4	5	5	5	4



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## ORAL ASSESSMENT

ASSESSMENT OF  
INTERVIEW SCHEDULE  
PREPARED AS PART OF  
MINOR PROJECT



  
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**4.1 Word table representing major responses elicited from the head of the institution**

Sl. No.	Criteria	Major Responses
1.	Institutional Preparation	<ul style="list-style-type: none"> <li>• Teachers were given training on how to create and use G-suite account.</li> <li>• The details of the students were updated in "Sampoorna".</li> <li>• Electronic gadgets required for attending online classes were given to the students.</li> <li>• PTA meetings were conducted regularly.</li> </ul>
2.	Teaching Learning Procedure	<ul style="list-style-type: none"> <li>• Timetable for online classes was given to the teachers and the students.</li> <li>• The teachers went to the school and corrected the notebooks brought by the students.</li> <li>• The students were called to the school and classes were shown through television.</li> </ul>
3.	Student Participation	<ul style="list-style-type: none"> <li>• The students responded actively while attending the online classes.</li> <li>• The students called their teachers to clarify their doubts.</li> </ul>
4.	Teacher Pupil Interaction	<ul style="list-style-type: none"> <li>• Majority of the students interacted with their teachers in online classes.</li> </ul>



27  
  
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		<ul style="list-style-type: none"> <li>• The students clarified their doubts by calling their teachers.</li> </ul>
5.	Evaluation Strategies	<ul style="list-style-type: none"> <li>• The students were asked to bring the notebooks to school every week.</li> <li>• According to the special time table, the teachers went to the school and checked the notebooks.</li> </ul>
6.	Provision for extra-curricular and co-curricular programmes provided	<ul style="list-style-type: none"> <li>• Assembly was conducted through online platforms.</li> <li>• Onam celebration was conducted online.</li> </ul>
7.	Parental support	<ul style="list-style-type: none"> <li>• Parents became more active while conducting PTA meeting through Google Meet.</li> <li>• Parents complained about the students' misuse of mobile phones.</li> <li>• PTA fund was used to provide laptops, mobile phones and televisions to the students.</li> </ul>




  
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**4.2 Word table representing major responses elicited from the teacher in charge of KITE**

Sl. No.	Criteria	Major Responses
1.	Institutional Preparation	<ul style="list-style-type: none"> <li>• Almost 50 mobile phones were provided to the students.</li> <li>• Mobile phones were recharged by the teachers for the students who face financial hardships.</li> <li>• Students were asked to bring notebooks to the school weekly for correction.</li> </ul>
2.	Teaching Learning Procedure	<ul style="list-style-type: none"> <li>• Most of the students watched classes through KITE VICTERS channel.</li> <li>• YouTube links of classes were shared in the WhatsApp group.</li> <li>• The teachers put voice recordings of classes in the WhatsApp group.</li> <li>• The timetable for each subject was given to the students.</li> <li>• The attendance of the students was marked regularly.</li> </ul>
3.	Student Participation	<ul style="list-style-type: none"> <li>• Most of the students watched classes on television.</li> </ul>



  
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		<ul style="list-style-type: none"> <li>• Some students couldn't attend the online classes due to network issues.</li> <li>• Some students also found online classes boring and difficult to understand.</li> </ul>
4.	Teacher Pupil Interaction	<ul style="list-style-type: none"> <li>• The teachers provided the students with proper timetable of online classes.</li> <li>• The teachers took attendance and enquired about absentees.</li> <li>• The teachers cleared students' doubts effectively.</li> <li>• Counselling was given to the students who had mental stress while learning through online classes.</li> </ul>
5.	Evaluation Strategies	<ul style="list-style-type: none"> <li>• The students were asked to bring their notebooks to school weekly.</li> <li>• The teachers, according to their timetable, checked and made corrections.</li> </ul>
6.	Provision for extra-curricular and co-curricular programmes provided	<ul style="list-style-type: none"> <li>• Online competitions were held on special days.</li> <li>• Quiz programmes were conducted for the students.</li> </ul>
7.	Parental support	<ul style="list-style-type: none"> <li>• PTA fund was used for providing mobile phones to the students.</li> <li>• Parents talked about the misuse of mobile phones by their children.</li> </ul>



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		<ul style="list-style-type: none"><li>• Parents talked about their opinions freely in PTA meetings.</li></ul>
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## DISCUSSION

### I. Institutional Preparation during COVID period

As per the responses given by the Head of the Institution, teachers were given training on how to create and use a G-suite account. Majority of the teachers also responded that they have a user ID and password for the G-suite account. The teachers also opined that the students who hadn't attended the G-suite live classes were taught through WhatsApp classes. Most of the teachers responded that the students had uploaded the activities such as home works and assignments in G-suite classrooms. But according to the responses given by the students, it is clear that the teachers haven't created an individual G-suite account for them. The students haven't heard about G-suite accounts but had G-mail accounts created by their parents. Teachers hadn't helped them in creating Google accounts but the students had created personal G-mail accounts for attending classes conducted through Google Meet. The responses given by the Head of the institution and the teachers regarding creating and using G-suite accounts were contradictory to the responses of the students.

Majority of the teachers responded that they received equipment such as laptop, projector, and television as part of the Hitech school – Hitech lab project. They were also of the opinion that the school conducted an awareness programme for parents and students about the hi-tech school project. But at the same time, most of the students opined that they haven't provided with facilities in the form of hi-tech lab during the pandemic period. In this case, the responses given by the teachers contradicted with the responses of the students.

### II. Teaching Learning Procedure

Majority of the teachers were of the opinion that they continued the education practices through Google Meet during COVID pandemic but at the same time, the teachers responded that they discontinued using their G-suite account. The responses given by the teachers related to conducting online education practices using G-suite account and Google Meet contradicted among their own responses.



  
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Nedunganda



Majority of the teachers responded that they were able to use the hi-tech classroom facilities such as laptop, projector, speaker, internet etc effectively for the teaching-learning process. As per the opinions of those teachers, most of the teachers used laptops in their online classroom to make the teaching-learning process effective. But according to the responses given by the students, the school didn't provide them facilities in the form of hi-tech lab during the pandemic period. The responses given by the teachers in this case clearly contradicted with the responses given by the students.

### III. Student Participation

As per the responses given by the Head of the Institution, most of the students responded actively in the online classes, said answers and did activities like home works and assignments. the Head of the institution also opined that the students who were not able to respond actively in line classroom due to fear of saying wrong answers or being teased by classmates, cleared their doubts in online classes and called their teachers after the class in order to clarify various doubts on the topic. but the students responded that they did not get enough opportunity to acquire better experiences while attending online classes as compared to face-to-face live classes. They also said that they played games and switched to other social media platforms amid attending online classes. They felt face-to-face classes are more effective than the online classes. Here, the responses of the Head of the institution regarding the effectiveness of online classes contradicted with the responses given by the students.

From the data collected from the students, it was clear that majority of the students haven't experienced health issues while attending online classes, found online classes as not stressful, and were not tensed to attend examinations after attending the online classes. This data go hand in hand with the results of the research study entitled "Effectiveness of Online Classes in Kodungallur During COVID-19" conducted by S. Mary Maglin Alven in the year 2020. The results of this study indicated that majority of the respondents didn't face any frustration during online classes.



  
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#### **IV. Teacher – Pupil Interaction**

According to the data collected from the students, majority of the students responded that the teachers did not call them to clear their doubts as well as the teachers did not ask questions during the online classes. Whereas, all the teachers are of the opinion that they cleared their students' doubts after watching the classes in KITE VICTERS channel. The teachers also said that they had conducted Google Meet after the VICTERS class, conducted WhatsApp classes, asked questions from the sources, checked activities done by the students and did phone calls to ensure the students' learning. The responses given by the teachers regarding this, clearly contradicted with the responses given by the students.

#### **V. Evaluation Strategies**

Majority of the teachers responded that they used various evaluation methods to ensure the students' learning during online classes. According to the teachers, one of those method was calling the students after the class to clear their doubts. But most of the students responded that the teachers did not call them to clear their doubts. The responses of the teachers related to the above-mentioned evaluation strategy clearly contradicted with the responses given by the students.

#### **VI. Provision for Co-curricular and Extra-curricular Programmes Provided**

Majority of the teachers responded that they had introduced the concept of 'Avadhikkala Sandhoshangal', the edutainment programmes provided in the Samagra portal. But of the students were of the opinion that they haven't heard about 'Avadhikkala Sandhoshangal'. At the same time, another section of students said that the resources in 'Avadhikkala Sandhoshangal' were not really entertaining and educating at the same time. Here, the responses given by the teachers contradicted with the responses given by one section of the students. And those students' responses contradicted with the responses given by another section of students.



  
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## VII. Parental Support

The opinions of the Head of the Institution, the teacher in charge of KITE and the students regarding the parental support for conducting online classes during COVID pandemic go hand in hand.




  
**Principal** 37  
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## **RATING SCALES**

ANALYSIS OF RATING SCALE  
DEVELOPED AS PART OF  
MINOR PROJECT



  
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**4.3 Table showing students' responses on the online educational practices during COVID pandemic**

Qn. No.	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	17	56.6%	12	40%	0	0%	1	3.3%	0	0%
2	17	56.6%	0	0%	0	0%	1	3.3%	12	40%
3	1	3.3%	12	40%	13	43.3%	2	6.6%	2	6.6%
4	6	20%	4	13.3%	1	3.3%	17	56.6%	2	6.6%
5	2	6.6%	8	26.6%	6	20%	11	36.6%	3	10%
6	0	0%	3	10%	7	23.3%	1	3.3%	19	63.3%
7	1	3.3%	2	6.6%	5	16.6%	16	53.3%	6	20%
8	1	3.3%	1	3.3%	0	0%	1	3.3%	27	90%
9	1	3.3%	0	3.3%	0	0%	29	96.6%	0	0%
10	24	80%	3	10%	2	6.6%	0	0%	1	3.3%
11	27	90%	2	6.6%	0	0%	0	0%	1	3.3%
12	0	0%	0	0%	1	3.3%	2	6.6%	27	90%
13	0	0%	0	0%	0	0%	2	6.6%	28	93.3%
14	2	6.6%	1	3.3%	0	0%	18	60%	9	30%
15	2	6.6%	7	23.3%	15	50%	4	13.3%	2	6.6%



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16	22	73.3%	3	10%	3	10%	0	0%	2	6.6%
17	6	20%	0	0%	3	10%	0	0%	21	70%
18	3	10%	0	0%	5	16.6%	0	0%	22	73.3%
19	9	30%	10	33.3%	1	3.3%	0	0%	10	33.3%
20	4	13.3%	1	3.3%	9	3%	1	3.3%	15	50%
21	7	23.3%	14	46.6%	3	10%	4	13.3%	2	6.6%
22	5	16.6%	1	3.3%	1	3.3%	0	0%	23	76.6%
23	18	60%	1	3.3%	3	10%	0	0%	8	26.6%
24	6	20%	1	3.3%	0	0%	1	3.3%	22	73.3%
25	5	16.6%	2	6.6%	6	20%	1	3.3%	16	53.3%
26	2	6.6%	0	0%	0	0%	1	3.3%	27	90%



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## CHAPTER 4

### ANALYSIS AND DISCUSSION

The present study was on online education practices during COVID pandemic at case S. The data for the study were collected from different sources through different tools. The collected data were analysed on the basis of the objectives formulated and are presented under the following heads:

#### I. Analysis of Institutional Preparation during COVID Period

As per the responses given by the Head of the Institution of case S, several preparations were carried out to implement online education practices. The teachers from the school participated in training programs conducted by KITE related to COVID-19 pandemic. The teachers were given training on how to create and use G-suite account. As they got only one day training, it was difficult for them to understand it properly. The details of the students were updated in "Sampoorna" as part of "Vidyashree" project. In addition to this, the students who belonged to backward communities who couldn't afford mobile phones, laptops or televisions were asked to come to the school. Teachers were given duty and the classes were shown through television. So, such students were able to watch the programs on KITE VICTERS channel. PTA meetings were conducted regularly. As class PTAs were conducted, each and every parent talked to the teachers about the lessons taught and also about the issues faced by the students. Laptops, mobile phones and televisions were given to the students who couldn't afford such equipment required for attending online classes.

According to the responses given by the teacher in charge of KITE, certain facilities were provided by the school to the children who did not have enough facilities to use the learning resources provided through online. Almost 50 mobile phones were given to such students. The teachers, former teaching staffs, alumni of the school and also the parents contributed in providing those gadgets. Mobile phones were recharged by the teachers for the students who face financial hardships. The students were asked to bring notebooks to the school monthly for correction. The teacher enquired about the reason behind the students who were not able to bring the notebooks. After that, the students were asked to bring notebooks



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to the school weekly, solving the problem to an extent. But there were students who couldn't attend classes as they belong to the rural areas.

A group of students in case S talked about their experiences in attending online classes during the COVID period. According to them, online classes were conducted regularly for each subject they had. There was a fixed timetable for every subject. They also said that their teachers haven't created an individual G-suite account for them. They haven't heard about G-suite accounts but had g-mail accounts created by their parents. Teachers hadn't helped them in creating google accounts but they themselves created personal G-mail accounts for attending classes conducted through Google Meet. Majority of the students were able to attend the online classes. They haven't failed to attend the online classes due to the non-availability of any electronic device. But majority of the students faced network issues while attending the online classes and struggled to catch up with classes. The students had their own mobile phones or laptops to attend online classes. Some students used their parents' mobile phones.

As per the data collected from the students, majority (56.6%) of the students said that they had online classes regularly during COVID period taken by their school teachers. 36.6% of the students disagreed that the school has provided facilities in the form of hi-tech lab during the pandemic period. 70% of the students responded that the structure and activities of the online classes gave them ample chances to interact with their classmates and to maintain friendship with them.

According to the data collected from the teachers, 71.42% of the teachers have a user ID and password for a G-suite account. 50% of the teachers are of the opinion that they were given enough training for the management of their G-suite account. 64.28% of the teachers said that they received equipment such as laptop, projector, television as part of Hitech school – Hitech lab project. According to the majority of the teachers, they received 16 laptops and 9 projectors as part of Hitech school – Hitech lab project. The teachers also said that all those gadgets work properly. 71.42% of the teachers have received sufficient training in managing the equipment. Such gadgets are stored in the smart classrooms, shelves, IT lab and office rooms. All the teachers (100%) are of the opinion that the school



  
Principal<sup>19</sup>  
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conducted an awareness programme for the parents and students about the hi-tech school programme.

## II. Analysis of Teaching-Learning Procedure

According to the responses of the Head of the Institution, timetable for conducting online classes was given to both the teachers as well as the students. The notes written by the students were checked regularly by the teachers. The teachers were given a special timetable. According to that timetable, the teachers went to the school and corrected the notes. The students who were not able to attend online classes due to the lack of mobile phones, laptops or television were called to the school. The teachers who were assigned duty would show them the classes through television. The teachers took classes through both Google Meet and WhatsApp.

As per the responses given by the teacher in charge of KITE, most of the students watched classes shown through KITE VICTERS channel. Proper instructions on the online classes were given to the students through WhatsApp groups. The teachers also shared the YouTube links of the classes. Majority of the online classes were conducted through WhatsApp. Classes were also conducted through Google Meet. The students who couldn't attend the online classes conducted through Google Meet were provided with voice recordings of the teachers. The teachers sent voice recordings on classes in WhatsApp groups as well as in the personal accounts of such students. There was fixed time schedule for conducting online class. The teachers gave instructions about the timetable of each subject to the students. The teachers took attendance of the students and also noted the details of the absentees. The teachers also enquired why those students couldn't attend the classes.

Majority of the students said that they used the medium KITE VICTERS channel to watch the online classes. The students used to watch live classes rather than watching in YouTube. The students had classes through the online platforms like WhatsApp and Google Meet. They said that they have experienced online classes through Google Meet daily. The classes were conducted during morning as well as evening time. The attendance of every student was marked during the online classes. The students who were present in



A handwritten signature in blue ink, likely of the Principal, written over a horizontal line.

20

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**Nedunganda**



the class put their names in WhatsApp groups as well as in chat box while attending classes through Google Meet. Teachers also called out the names of the students for marking their attendance. There was a fixed time schedule for each period during the online classes. Timetable for each subject was given to the students beforehand.

According to the data collected from the students, majority (96.6%) of the students disagreed that got online classes only through WhatsApp. 76.6% of the students responded that online classes would affect their success in anyway.

From the data collected from the teachers, it is clear that 57.14% of the teachers do not continue to use their G-suite account. Majority (92.85%) of the teachers are able to use the hi-tech classroom facilities such as laptop, projector, speaker, internet etc effectively for the teaching-learning process. 78.57% of the teachers were of the opinion that they continued the education practices through Google Meet at the time of COVID-19. 71.42% of the teachers said that they used laptops in their online classroom to make the teaching-learning process effective. The teachers taught the students who haven't attended the G-suite live classes through WhatsApp. Recorded classes were also provided to those students through WhatsApp. Notes as well as additional worksheets were supplied to the students. Teachers also did monthly house visits to check those students' studies.

### **III. Analysis of Student Participation**

The Head of the Institution said that the students had become more active in online classes. Most of the students responded actively, said answers and did activities such as assignments and home works. The students who were not able to respond actively in live classrooms due to a fear of saying wrong answers or being teased by classmates, cleared their doubts in online classes. After the class, they called their teachers to clarify various doubts on the topic.

The teacher in charge of KITE said that most of the students watched classes in televisions. Students brought their notebooks to schools weekly for correction. Then also, some students couldn't attend the classes properly due to the difficulties like network issues they faced while belonging to such rural areas. The teacher in charge was also of the opinion



 21

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**Nedunganda**

that the students couldn't understand online classes as they found the classes boring or difficult to understand.

Majority of the students prefer going to schools for studying. According to them, they did not get an opportunity to acquire much better experiences in online classes than live face-to-face classes. Some students liked to attend online classes because they were able to learn while being at their homes and also because of the short time schedule. Most of the students are not satisfied with their studies during COVID period. The students do not know how to use a G-suite account. The students had seen the classes conducted through the programme "First Bell" in KITE VICTERS Channel. They said that they had watched the classes regularly on the beginning but gradually they ceased watching those classes on a regular basis as they were no more interested. They also felt laziness while watching classes through television. The students also said that they have played games and engaged in other activities during the online classes. Their attention diverted to using other social media platforms amid attending the online classes. For them, they felt face-to-face classes are more effective than the online classes. The students gave suggestions on conducting online classes. The students said that videos of the students should be switched on while attending classes through Google Meet. The students also suggested that parents' presence should be there while their children attend online classes. As per the suggestions given by the students, attendance should be updated regularly in WhatsApp groups and parents should check whether their children attend the online classes. The students also gave suggestions including teachers conducting parents meeting every week, teachers as well as parents checking the home works and assignments done by the students regularly and also the parents checking the genuinity of the students' work and should inform the teachers.

While analysing the data collected from the students, 56.6% of the students had a Google account of their own. 43.3% of the students watched KITE First Bell classes regularly. 56.6% of the students did not have personal computer / mobile phones / laptops / televisions for attending online classes. 63.3% of the students did not face difficulties like network interruptions while attending online classes. 53.3% of the students disagreed to the fact that they have experienced health issues like eye strain / head ache while attending online classes. Majority (90%) of the students found online classes as not stressful. 93.3% of the



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students said that they did not work out the activities provided in the Samagra portal. 50% of the students have done activities given on the First Bell classes. 73.3% of the students were not tensed to attend examination after attending the online classes. 33.3% of the students could not understand online classes due to disturbances at home. 50% of the students disagreed that they switched to social media websites or games during online classes. 46.6% of the students agreed that they have improved a lot in their digital skills after online classes. Majority (90%) of the students prefer offline classes to online classes.

According to the data collected from the teachers, 57.14% of the teachers responded that the students had uploaded the activities in G-suite classrooms. All the teachers (100%) feel that all the students did not utilize the G-suite platform effectively for learning. 85.71% of the teachers asked questions during the online class to ensure that their students properly followed their online classes. 71.4% of the teachers think that the students used sources such as website of KITE VICTERS and Mobile App to learn the topics covered in KITE VICTERS during COVID-19. 71.42% of the teachers think that the students did not use ICT equipment properly for learning.

#### **IV. Analysis of Teacher – Pupil Interaction**

The Head of the Institution said that most of the students interacted with their teachers in online classes. Teachers improved their interaction with most of the students while conducting classes through online. The students clarified their doubts during the classes as well as after the class by calling their teachers. Thus, the students got more attached to the teachers during this period.

The teacher in charge of KITE said that the teachers gave proper instructions about the online classes and also provided them with the timetable of online classes. The teachers took attendance in the online class and enquired about the absentees. The teachers cleared the doubts of the students effectively through WhatsApp groups and through Google Meet. Counselling was given to the students who had mental stresses while learning through online classes.

From the discussions with the students, it was revealed that they have heard about the Samagra portal. They know that the portal provides notes, activities and question banks



  
Principal

23

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related to different topics. Teachers had given proper instructions in doing the activities provided in the portal. The teacher gave activities and exercises during the online class and also used audios and videos to make the classes interesting. The students wrote the answers and showed to their teachers by switching on their videos. They also sent the photos of written activities in WhatsApp groups. The students also said that doubts were cleared effectively by teachers while teaching through WhatsApp.

From the data collected from the students, it is clear that majority (80%) of the students had chances to clear their doubts with their teachers during WhatsApp classes. 90% of the students have received clear instructions about online classes from their teachers but haven't received information about Samagra portal from their teacher. 53.3% of the students said that the teachers did not call them to clear their doubts or ask questions during online teaching-learning period.

According to the data collected from teachers, all the teachers (100%) cleared their students' doubts after watching the class in VICTERS channel. The teachers conducted Google Meet after the VICTERS class, conducted WhatsApp classes, asked questions from the sources, checked activities given in VICTERS class and did phone calls to ensure the students' learning.

#### **V. Analysis of Evaluation Strategies**

The Head of the Institution said that the students were asked to bring their notes to school every week. The teachers were given special timetable. As per the timetable, they went to the school and checked the notes of the students.

According to the teacher in charge of KITE, the students were asked to bring their notebooks to schools weekly. The teachers, according to their timetable, checked and made corrections.

As per the students said, assignments and home works were regularly assessed by the teacher. Corrections were made and sent back to the students.



  
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According to the data collected from the students, 73.3% of the students agreed to the fact that the assignments and home works given were regularly corrected by the teacher via WhatsApp or Google classroom.

As per the data collected from the teachers, it is clear that the teachers did evaluation through different methods. The teachers conducted Google Meet after the VICTERS class, conducted WhatsApp classes, asked questions from the sources, checked activities given in VICTERS class and did phone calls to ensure the students' learning.

#### **Analysis of Challenges faced by the Teachers: -**

As per the data collected from the teachers, all the teachers (100%) are of the opinion that they haven't experienced any anonymous participants in the G-suite classroom. 50% of the teachers have noticed misuse of the internet facilities available for the students. As the complaints received from parents, the teachers understood the students made their own WhatsApp groups and began group chatting, used mobile phones for watching and playing online games, fell into improper relationships with strangers through social media platforms and used illegal adult only websites.

#### **VI. Analysis of Provision for Co-curricular and Extra-curricular Programmes Provided**

As per the head of the institution, several co-curricular and extra-curricular programmes were conducted for the students. Online assembly was conducted. Onam celebration was also conducted online and the students participated well.

As the teacher in charge of KITE said, online competitions were held for the students on special days. Quiz programmes were one of those programmes conducted.

The students said that online competitions like quiz programmes were held by the school and they also participated in such programmes. Poster making was conducted as a competition during the celebration of Independence Day. The photos of the posters were sent to the concerned teachers. Onam celebration was conducted online and the students sent videos of dance as well as group songs. The students also made various food items and sent photos. But they said they didn't have the same experiences as celebrating lively





in their school along with their friends and teachers. Majority of them haven't heard about 'Avadhikkala Sandhoshangal', the edutainment programmes provided in the Samagra portal.

As per the data collected from the students, 60% of the students said that the resources in 'Avadhikkala Sandhoshangal' in Samagra portal were not really entertaining and educating at the same time.

As per the data collected from the teachers, 64.28% of the teachers had introduced the concept of 'Avadhikkala Sandhoshangal' in Samagra portal to the students of class V to IX.

### **VII. Analysis of Parental Support**

As per the head of the institution said, the parents became more active while conducting PTA meetings through Google Meet. Most of the parents interacted with the teachers, telling them about the students' issues and also complaining about the students' misuse of mobile phones like over usage of mobile phones and not attending the online classes on time. In order to provide laptops, mobile phones and televisions to the backward community students, PTA fund was also used.

The teacher in charge of KITE also talked about the parents' support for taking the initiative to conduct online classes. PTA fund was also used for buying mobile phones for the students. The parents talked freely to the teachers about the misuse of mobile phones by their children. They also complained about their children not attending online classes without any reason. So that teachers could give more attention to those students by enquiring about their problems. PTA meetings were conducted and the parents talked about their opinions about the online classes freely.

According to the students' data, 60% of the students are of the opinion that they were satisfied with their parents' assistance in learning during the period of online class. 73.3% of the students said that they did not have private tuitions for different subjects other than the online classes provided by VICTERS and their teachers of the school.



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