Est.: 1980

Pho.: 08482-235209
+91-8147671269

H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in

CRITERION – II

TEACHING LEARNING AND EVALUATION

2.4: Competency and Skill Development

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

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INDEX

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H. K. E. Society

BASAVESHWAR COLLEGE OF EDUCATION

BIDAR - 585403 (K.S.)

Psychology Experimental Record Book

Year 20 - 20

Name : Nazreen Sultana

Class : B.ed 1st sem Roll No. 35

Reg. No. U04AH22E0035

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BASAVESHWARCOLLEGE OF EDUCATION
BIDAR - (KARNATAKA)

Psychology Laboratory

Certificate

This is to certify that Smt/Sri Nazreen Sultana

has satisfactoily comuleted the course of experiments in Psychology Prescribed by the Gulbarga University for the B.Ed. Course during the year 2023-2024

Bidar ..... Teacher-In-charge

PRINCIPAL

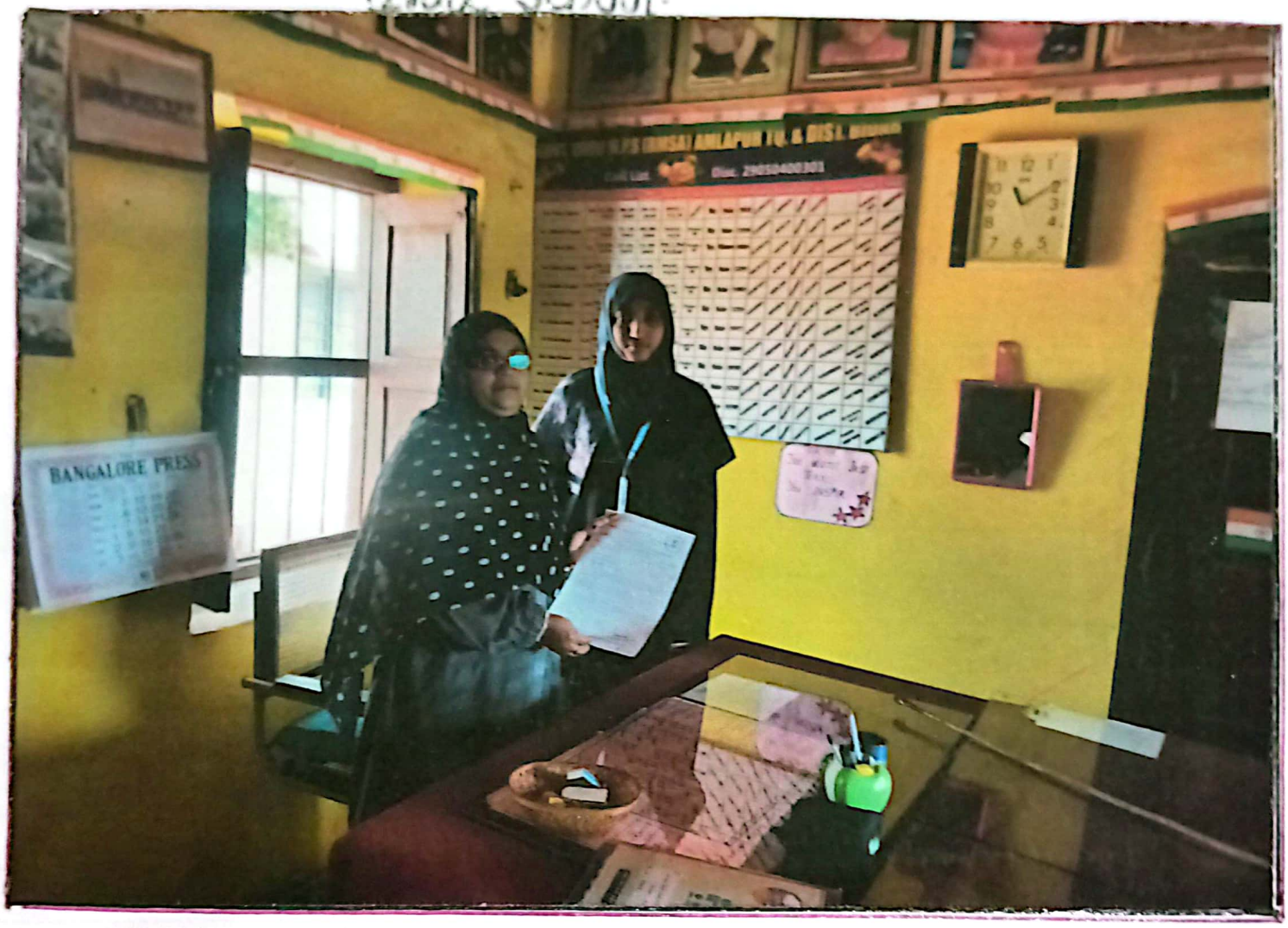
PARTICULARS OF EXPERIMENTS PERFORMED

DETAILS OF CONTENTS

SEMISTER .....B.ed. 1st sem.....

Signature of Incharge

Experimenter with Headmaster of Govt Hr.P.S RMSA Urdu School.



OBSERVATION.

1. INTRODUCTION:-

Observation is of the oldest technique that man has made use of even today. it is our common Experience to notice farmers feel the breeze, watch the sky, sun, moon and stars. all to determine what the weather is likely to be and what season is approaching.

2. THEORETICAL BACKROUND TO THE TOPIC:-

a) Meaning of observation:-

In the words of C.V. Good "
"Observation deals with the overt behaviour of persons in appropriate situations".

b) Defination of observation:-

"Measurement without instruments"
In education observation is the most commonly employed of all measurement techniques. In the present as well as in the past, students have been labelled as good faire or poor in achievement & laxy or diligent in study etc. on the basis of observation. Similarly, teachers have listened to speech -es & ranked students 1, 2, 3 and so on.

c) Suggestions & Principles to be followed in making reliable observations:-

i) The Whole situation should be observed.
ii) one student should be selected to observe at a time
iii) Student should be observed in their regular activities such as in classroom, on the play ground or in

Experimentor observing in class. 2nd Standard.
Govt Hr.p.s RMSA Urdu School, Amlapur.

passing from class to class.

iv) Observation should be made over a period of days.

d) Types of observation :-

i) Participant observation :-

Here, the observer plays a double role, he becomes by & large a member of group under observation and shares the situation as a visiting stranger, an eager learner & an attentive listener.

ii) Non-participant observation :-

This is used with such groups as infants, childrens or abnormal persons, the observer takes such a position as he is able to obeveses in detail the behaviour of the individual under observation the position of the observer is least disturbing to the subject under the study.

e) Merits of observation Method :-

i) Being a record of the actual behaviour of the child it is more reliable & objective.

ii) It is a study of an individual in a natural situation & is therefore more useful than the restricted study in a test situation.

Experimentor with Head Master of Govt Hr.P.s School. Ambapur.

Experimentor observing in class 2nd Standard

iii) This Method can be used with childrens of all ages; of course, the younger the child, the easier is to observe him.

iv) It can be used with a little training & almost all teachers can use it, it doesnot require any special tool (or) equipment.

f] Limitations & Demerits :-

i) There is a great scope for personal pre-judices & bias of the observer.

ii) Record may not be written with hundred percent accuracy as the observation Recorded after the actions of the observed there is some time lag.

iii) The observer may get only a small sample of student behaviour. it is very different to observe everything that a student says (or) does.

As far as possible observation should be made from several events.

iv) It reveals overt behaviour only - behaviour that is Expressed & not that is within.

Experimentor with Headmaster of Saptagiri School Bidar.

3) **TITTLE OF EXPERIMENT :-**

To study the Behaviour of the Students by "observation method".

4) **EXPERIMENTOR :-**

Nazreen Sultana B.ed 1st semester
Teacher Student.
"Basaveshwar College of Education Bidar".

5) **Examine :-**

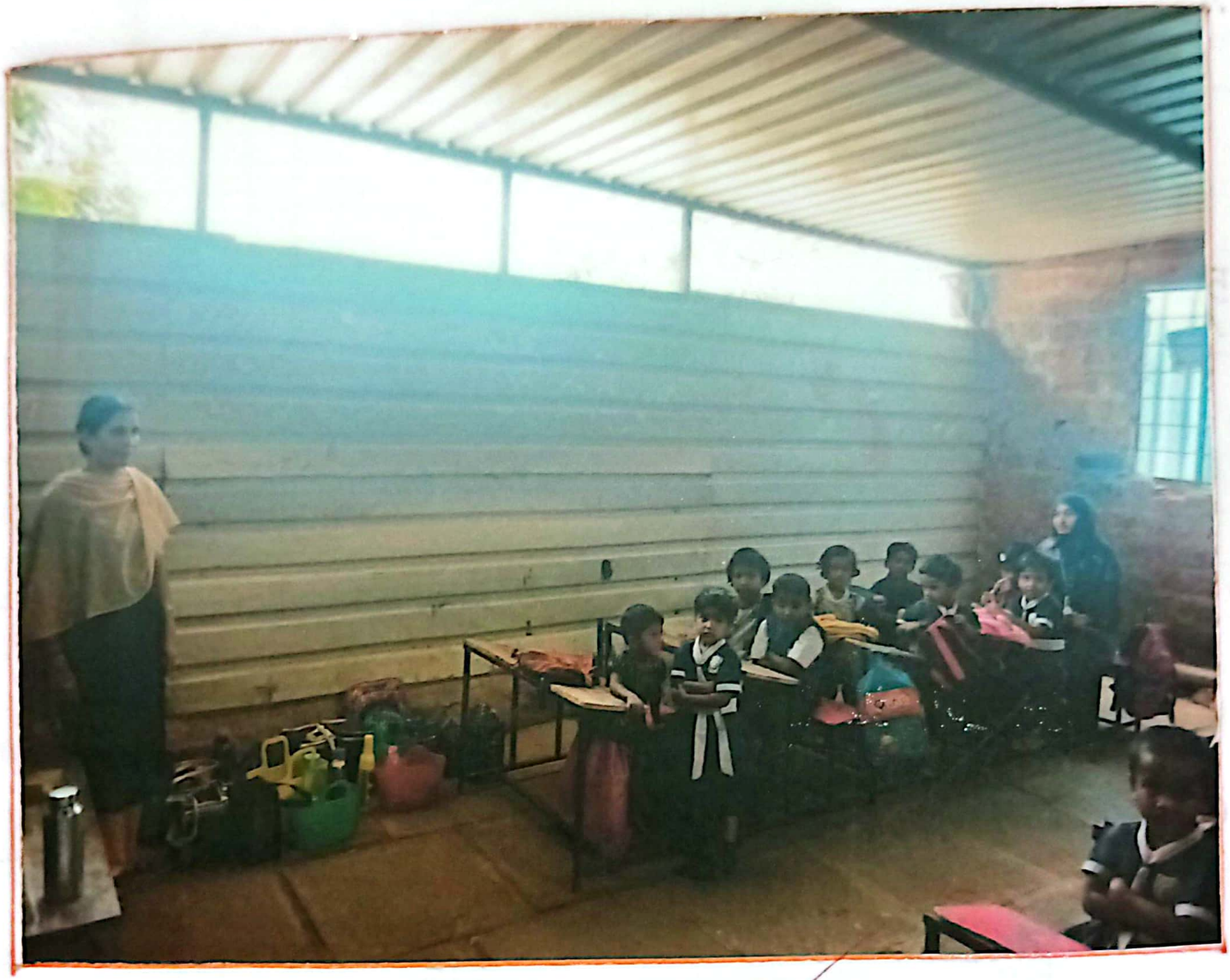
Pre-Primary students of selected schools in Amlapur & Bidar Tq & Dist Bidar.

a) Govt. Hr.p.s RMSA Urdu School Amlapur, Bidar
b) Govt. Hr.p.s Kannada Amlapur, Bidar.
c) Saptagiri public school Bidar.
d) Govt Urdu Lr. Primary school Bidar.
e) Netaji Subhas chandra Bose school Shivnagar, Bidar.

6) **TOOLS USED FOR THE EXPERIMENT :-**

a) Students behaviour observation, checklist.
b) Pen
c) Pencil
d) Eraser
e) Sharpner.

Experimenter observing in class L.K.G. at Saptagiri School Bidar.



7) BRIEF DESCRIPTION OF THE TOOL USED :-

Students Behaviour observation checklist :-

This observation were taken from the B.ed I[st] sem student. assignment were developed by Denise Wall, northeast elementary, wayne country Assessment, articulation and accountability. 1999.

This tool is used to study about the behaviour of the students. this observation checklist consisting of following areas namely; listening, Speaking, reading, writing.

The listening area contains 5 statements, the speaking area contains 6 statements & area of ~~writ~~ Reading contain 6 statements & area of writing contains 1 statement.

The Mainfeature of this tool is help to study about the behaviour of Group students.

8) DATA COLLECTION :-

In order to collect the data (or) Information an investigator visited 5 selected pre-primary schools in Bidar & one of the village of the Bidar i.e. Amlapur Tq and dist Bidar, The investigator consulted to the Specific headmaster / principal & discussed & asked the about my field survey (or) work to seek data from the school & the investigator tries to convience, the head master to ~~give~~ permission. to allowed to take data from their schools, So the headmaster the allows me to take data from their school & introduced me to the specific ~~de~~ class room teacher & the class. ~~So~~ they

Experimenter with head master of Govt Lps School Multani colony Bidar.

Cooperate with me & allows me attend the class. I sat at the corner of the class and started observing the students activities while the teacher is teaching.

The different behaviour by the students, these behavioural nature where reported in the observation sheet simultaneously after the 20 minutes of class. I have completed all the neccesary information related to my practicum.

The same procedure was followed for all the remaining 4 pre-primary schools.

9. SCOREING PROCEDURE:-

There is no scoring key for this tool only number of responses were counted that is frequency is the scoring procedure for this tool were employed.

10. STATISTICAL TECHNIQUES EMPLOYED:-

After collecting the data from randomly selected 5 schools of Bidar district the data seats were subjected to simple percentage technique.

II. ANALYSIS & INTERPRETATION OF DATA:

TABLE-1. 'LISTENING'

AREA-1. 5 STATEMENTS'

SI No	AREA 1	RESPONSES					
		ALways	%	Sometimes	%	Never	%
1.	Statement 1.	3	60%	2	40%	-	-
2.	Statement 2.	1	20%	3	60%	1	20%
3.	Statement 3.	3	60%	2	40%	-	-
4.	Statement 4.	4	80%	1	20%	-	-
5.	Statement 5.	1	20%	3	60%	1	20%
TOTAL.		12	240%	11	220%	2	40%

Always = $\frac{240\%}{5}$ = 48%

Sometime = $\frac{220\%}{5}$ = 44%.

Never = $\frac{40\%}{5}$ = 8%.

11. ANALYSIS AND INTERPRETATION OF DATA:-

Description of table 1:-

From the table 1 it implies that 5-preprimary schools which were randomly selected in Bidar & one of the village of Bidar ie; Amlapur Tq & Dist Bidar, for "Area-1". which contains 51 statements, students able to perform task when explained by the teacher 3 schools having always listening is 48%, Sometimes listening 44% & never listening is 8%.

It concludes that 48% pre-primary school have maintaining listening abilities among the students in the teaching learning ~~problems~~ process.

It clearly shows that there is 8% of listening problem occures among the students in the classroom teaching learning process.

TABLE-2 'SPEAKING'

SL NO.	AREA-2	RESPONSES					
		ALWAYS	%	SOMETIMES	%	NEVER	%
1	Statement - 1	3	60%	2	40%	-	-
2	Statement - 2	-	-	5	100%	-	-
3	Statement - 3	-	-	4	80%	1	20%
4	Statement - 4	-	-	3	60%	2	40%
5	Statement - 5	3	60%	2	40%	-	-
6	Statement - 6	-	-	4	80%	1	20%
TOTAL		6	120%	20	400%	3	80%

Always → $\frac{120\%}{6} = 20\%$

Sometimes → $\frac{400\%}{6} = 66.66\%$

Never → $\frac{80\%}{6} = 13.33\%$

Description of Table-2

From the table-2 it implies that 5 school having always speaking 20%, sometimes 66.66% and never 13.33%.

It conclude that only 20% pre-primary school maintaining speaking abilities among the students in the teaching learning process.

It clearly shows that there is 130.33% of speaking problems occurs among the students 13.33% in the class room teaching learning process.

TABLE-03 "READING"

AREA-3 '6-statements'.

SL No.	Area-3	Responses.					
		Always	%	Sometimes	%	Never	%
1	Statement 1	3	60%	2	40%	-	-
2	Statement 2	4	80%	1	20%	-	-
3	Statement 3	-	-	5	100%	-	-
4	Statement 4	-	-	4	80%	1	20%
5	Statement 5	-	-	3	60%	2	40%
6	Statement 6.	2	40%	2	40%	1	20%
Total.		9	180%	17	340%	4	80%

Always → $\frac{180\%}{6}$ = 30% , Sometimes → $\frac{340\%}{6}$ = 56.666%.

Never → $\frac{80\%}{6}$ = 13.33%

TABLE-04 "WRITING".

AREA-4 '1-statement'.

SL No	AREA-4	Responses.					
		Always	%	Sometimes	%	Never	%
1	Statement-1	1	20%	4	80%	-	-
TOTAL		1	20%	4	80%	-	-

Always → $\frac{20\%}{1}$ = 20% Never → -

Sometimes → $\frac{80\%}{1}$ = 80%

Description of the table-03:-

From the table-3 it implies that 5 school having always reading 30%, sometimes 56.666% and never is 13.33%.

It clearly shows that there is 13.33% of reading problems occurs among the students in the classroom teaching learning process.

Description of the table-04 :-

From the Above table-04 it implies that 5 school having always writing is 20%, sometimes is 80% and never is 0%.

It clearly shows that there is no writing problem occurs among the students in the classroom teaching learning problem.

Experimentor observing class 2nd std.

12. FINDINGS:-

a) After the observation of students behaviour it shows that there is 87.8% of listening 13.33% of speaking, 13.33% of Reading & there is no writing problem occurs among the students in the classroom teaching - learning process.

13. SUGGESTION :-

Pre-primary students are kids, so they need a friendly, freely nature, so the students can learn everything in a great aspects. thats why teacher should teach the pre-primary school students the play-way method, Reggio Emilia method, Bank street method etc.

14. CONCLUSION :-

observation is the oldest technique. Observation is one of the desirable techniques that man has made use; even use of today. it is our common Experience to notice farmer's feels the breeze, watch the sky, moon, sun & stars all to determine what the weather is likely to be & what season is approaching.

I have done the observation on pre-primary school students from randomly selected schools and I have noticed that there are 8% of listening, 13.33% of Speaking & 1333% of Reading problems & there is no problem in problem writing.

Experimentor with Head Master of Netaji Subhas Chandra Bose Govt School, Bidar.

Experimentor observing Class 3rd. Std.

15. BIBLIOGRAPHY:-

1. Advanced Educational Psychology - Kongward.

Experimentor With H.M of Gangothi High School Bidar.

INTEREST

1. INTRODUCTION :-

Most of the adults spend one third to one half of their life in work & work related activities, Standards of living but also influence are social status & sense of identities & work satisfa-ctory (or) dissatisfaction in our work can be added up to frustration. This characteristics effect his/her educational vocational pioneers from the point of both the colours & the employee, a consideration of the individual interest is of practical significance Interest can be define as feeling of like, dislike, (or) interference towards on activity object (or) occupation Interest.

[a] MEANING :- {Theoretical Background of the topic}

Interest is a feeling or a emotion that causes attention to focus on a object, event or process, In contemprory psychology of Interest, the term is used as a general concept that many encompass other more specific psychological terms, such as curiosity and to much lesser degree superior.

Experimentor taking test in class 8th std of Gangorti High School Bidar.

b] DEFINATION :-

An Interest is a tending to become absorbed in an Experience Experiments & to continue it.

– Bringhaus.

Interest may refers to maintain motivating force that implies us to of attend to a person, a thing, or an activity, or it may be the affective Experience that has been stimulated by the activity itself.

– Crow & Crow.

c] NATURE AND CHARACTERISTICS :-

i) Interest are closely interacted to each other.

ii) Interest & attention are very much related to each other.

iii) Interest are innate as well as of acquired.

iv) Interest can be measured.

v) Interest of the industrial differ

vi) Interest are not fixed & permanant.

Method of classification of Science subject :-

Marks	Remarks.
52 Above	Very High interest [VHI]
46-51	High Interest [HI]
40-45	Above Average interest [AAI]
34-39	Average Interest [AI]
28-33	below average interest [BAI]
22-27	low interest [LI]
21 Below	very low interest [VLI]

d] IMPORTANCE OF INTEREST :-

i) Accept & appropriate individual of children.

ii) provide children with a validity of material & experience to explore & observe.

iii) Encourage children to be spontaneous in their Expression. of idea & feelings

3) TITTLE OF EXPERIMENT :-

TO study the interest of students related to science subject.

4) EXPERIMENTOR :-

Nazreen sultana D/o Md Rafiuddin
B.ed I^st sem
Teacher student.
Basaveshwar college of Education.
Bidar.

5) EXAMINE :-

Students of high school, As I selected the Gangotri high school Bidar, in gangotri high school. i have selected 8th class students to test their interest In science subject.

Student's Details:-

Class :- 8th Std.

SL NO	Name of the Student	Marks	Remarks.
1	Pratignya	37	AI
2	Deepak	27	LI
3	Sagar	36	AI
4	Vaishnavi	38	AI
5	Shreya	25	LI
6	Spoorthi	44	AAI
7	Oriviya	30	BAI
8	Vaishnavi D/o pradeep	30	BAI
9	Shiva	37	AI
10	Sandeep	39	AI
11	Sushmita	31	BAI
12	Devi	45	AAI
13	Amrutanjali	33	BAI
14	Akshanta	38	AI
15	Deepti	35	AI
16	Umashri	27	LI
17	Vishal	30	BAI
18	Sachin	33	BAI
19	Vijaylaxmi	37	AI
20	Narayan	33	BAI
21	Asha	42	AAI
22	Devika	48	HI
23	Karan	31	BAI
24	Bhagyashree	28	BAI
25	Ankita	31	BAI

6. TOOLS USED FOR THE EXPERIMENT :-

i) Question paper & Response sheet is essential needed to undergo this Experiment.

ii) Pen
iii) Stop watch
iv) Pencil
v) Eraser.

7. DATA COLLECTION :-

For this Experiment i have selected Gangorti High school Tq Bidar, i have met with head master of Gangorti High school. about my Experiment. I approched them & try to convience them about the Experiment. they give me a permission to take a class 8th students for the Experiment/ test towards their interest in science subject.

The Head Master of Gangorti High School [Smt. Kumari Balawati.S]. She introduced me to the class 8th students as well as the teacher. & they cooperate with me to organize a interest test for the students. and i have told all the instructions to the students regarding the test & distributed the question papers along with response sheets.

I alloted the time to the students to solve the paper with in the given time, i have Collected all the Response sheets from the student

@Calculations:-

37, 27, 36, 38, 25, 44, 30, 30, 37, 39, 31, 45, 33, 38, 35, 27, 30, 33, 37, 33, 42, 48, 31, 28, 31

No. of students [N] = 25

High score = 48

Low score = 25

Range = H.S - L.S
= 48 - 25
= 23

Size of class interval (C.I) = i = 5

No. of class interval = $\frac{\text{Range}}{i} = \frac{23}{5} = 4.6 = 5$

Frequency Distribution table:-

C.I	Tallies	frequency (F)
25-29	IIII	4
30-34	~~HHT~~ IIII	9
33-39	~~HHT~~ III	8
40-44	II	2
45-49	II	2
		N = 25

After the completion of the test i have taken a photo with the head master as a proof. for the record & a photo with students as well as, & later i thanked all the students, teacher & the head master for the cooperation, for this Experiment test. I have took 25 students from class 8th for this test.

8. MARKS DISTRIBUTION :- [SYSTEM] :-

After collecting the response sheets, i Evaluated the sheets on the basis of below given instruction.

YES:-

For positive questions students correct to the yes Box, then we allot 1 marks to the students, whereas if they mark to the No Box the we allot a zero marks to students.

No:-

For negative questions students correct to the No Box, the we allot one mark to students, whereas if they mark to the yes Box then we give no marks (or) zero marks to that students.

In this procedure the min marks can be took ase 30, & max marks that can taken are 56. if students takes more then 56 then the student has more interest in science subject where as if students taken less marks then that student has least interest in the science subject.

C·I	F	X	Fx	C·F
25-29	4	27	108	4
30-34	9	32	288	13
35-39	8	37	296	21
40-44	2	42	84	23
45-49	2	47	94	25

$\Sigma fx = 870$

MEAN:-

$$\text{Mean}(M) = \frac{\Sigma f(x)}{N}$$

$$= \frac{870}{25} = 34.8$$

MEDIAN :-

$$\text{Median} = L + \left[\frac{N/2 - F}{f}\right] \times i$$

$l = 29.5$

$F = 4$

$f = 9$

9) BRIEF DESCRIPTION OF TOOLS USED :-

Question paper related to science & interest (or) interest related to science, Response sheet, pencil, pen, Eraser, sharpner.

The question paper consist of 64 questions related to interest of science. the answers are marked in a response sheet. Consisting of 2 columns yes & NO. In this column students has to mark in the column (or) Box ~~whether~~ Whether. the answer is yes (or) NO. according to their interest they can have to mark in the respective column (or) Box. yes (or) NO. the question paper Consist of 64 question & each question consist of 1 mark for each. the students can score min 30 marks & Maximum 56 marks in there test according to their interest in science.

10) STATISTICAL TECHNIQUES EMPLOYED :-

After Evaluating the response sheets I followes up the statistical techniques to find mean, Median, mode, after finding this we get a clear image of students. the percentage of students having high interest in science, as well as the least interested students in science.

$$Md_n = 29.5 + \left[\frac{12.5 - 4}{9}\right] \times 5$$

Median $[Md_n] = 34.222$

MODE :-

$$\text{Mode} = Mo = 3Md_n - 2\,\text{Mean}$$

$$= 3[34.222] - [2 \times 34.8]$$

$$= 33.066 //$$

So that, Mean = 34.8, Median = 34.222, Mode = 33.066.

$$\text{Mean} - \text{Mode} = 34.8 - 33.066$$

$$= 1.734$$

It doesnot follows Normal Probability curve (NPC)

11) ANALYSIS AND INTERPRETATION OF DATA :-

After the analysis the interest of 25 students we can know that in the 8th class 1 student that is 4%. of student are highly interested in science, where as, 21 students that ie, 84%. of students are having a average level of interest in science subject. 3 students having low level interest in science that is 12%. of student having low level interest in science subject.

In 8th class 4%. of student has very high level interest in science, whiele 84%. of students has Average interest, whereas 12%. students has least interest. in science subject

12) OUTCOME :-

In 8th standard class, In total 100%. of students, 84%. of students having average interest in science subject. so we can conclude that nearly more then half of the class has average interest in science subject. It follows NPC [normal probability curve.

13) ANALYSIS :-

After analysis the Exp made in the 8th std classroom. this Exp is carried on 25, students of class room 8, we got that Maximum students has average interest in science subject, nearly 12%. of students has least interest in sience & only 4%. of student has high interest in sience subject.

Level OF Interest :-

Level of Interest	No of students	Percentage (%)
High Level Interest.	1	4%
Average level Interest	21	84%
Low Level Interest	3	12%
	N=25	100%

14. CONCLUSION :-

Without interest we cannot perform any work properly. If we do any work without interest then we can't successed in that work.

Science Interest reflects the cognitive potential of a student for achievement in the science field. the stronger the interest in science that a student has, the greater the commitment & effort to succeed.

15. BIBLIOGRAPHY :-

1. Advanced Educational Psychology - Dr N.B Kongward.

Experimentor with the principal of Saptagiri PU Science college, Bidar.

INTELLIGENCE

1. INTRODUCTION :-

Intelligence is the ability to think to learn from Experience, to solve problems & to adopt to new situations.

The intelligence quotient is a measure of intelligence that is adjusted for age.

The Wechslee Adult intelligence scale (WAIS) is the most widely used IQ test for adults. intelligence test are Psychological tests that are designed to measure a variety of material mental functions, such as reasoning, comprehen-ion & judgement.

Intelligence tests are often given as part of battery of 8 tests.

2] THEORETICAL BACKGROUND TO THE TOPIC :-

2a] DEFINATION :-

Intelligence test are Psychological test that are designed to measure a variety of mental func-tion, such as reasoning, comphrenshion & judgement

2b] PURPOSE :-

The goal of Intelligence test is to obtain an idea of the person's intellectual potential. the tests center around a set of stimuli designed to yield a score based on the test makers model of what make up intelli

Experimentor ~~Hitaking~~ taking Intelligence Test in class 12th C of Saptagiri PU Science College, Bidar.

-gence, Intelligence test are often given as a part of a battery of tests.

PRECAUTIONS :-

There are many different types of intelligence tests & they are all do not measure the same abilities. Although the tests often have aspects that are related with eachother. one should not expect that score from one intelligence test. that measure a single factor, will be similar to scores on another intelliger -ce test, that measures a variety of factors.

A central critisism of intelligence tests is that psychologists & educator use these tests to distribute the limited resource of our society. these test results are used to provide rewardes such as special classes for gifted students, admission to College & employment.

Those who do not qualify for these resources based on intelligence test score may feel angry & as if be tests are denying the opportun -ities for success.

3] ADVANTAGES :-

In general, intelligence tests measure a wide Variety of human behaviours better than any other measure that has been developed.

They allow professionals to have a uniform way of comparing a person's performance with that of other people who are similar in age.

Student's Details:-

Table-1:-

SL NO	Name of the students	Marks	Remarks
1	Shreedevi	25	DA
2	Jaibheem	29	DA
3	Vijaykumar	25	DA
4	Wilson	24	VVP
5	Laxmikant	22	VVP
6	Ganesh	17	VVP
7	Basvakumar	26	D.A
8	Pavankumar	33	Avg
9	Abhishek medale	20	VVP
10	Rohit	22	VVP
11	Abhishek Siddrame	15	VVP
12	Prajwal Bugude	26	DA
13	Shiva Sharanu	28	DA
14	Rohit Rathode	30	DA
15	Sumit	20	VVP
16	Krishna	20	VVP
17	Munita Reddy	32	Avg
18	Shradha Venkatesh	28	DA
19	Priya	26	DA
20	Sangamesh	27	DA
21	Bhagat raj	28	DA
22	Jitendra.K.d	28	DA
23	Vikas	29	DA
24	Suhas	27	DA
25	Sudharani	27	DA

These tests provide information on cultural & biological differences among people.
provide an outline of a person's mental strength & weaknesses.

4) DISADVANTAGES :-

Some researchers argue that intelligence test have serious short coming.
Ex:- Many intelligence tests produce a single intelligence score.

5) TITTLE OF THE EXPERIMENT :-

To study the Intelligence of the student's by "Intelligence test".

6) EXPERIMENTOR :-

Nazreen Sultana D/o Md Rafiuddin
B.ed Ist sem
Student teacher.
Basaveshwar college of Education, Bidar

7) EXAMINE :-

Students of pu college, As I have selected Saptagiri pu Science College Bidar. In saptagiri pu science college i have selected 12th class students to test their Intelligence.

CALCULATION

25, 29, 25, 24, 22, 17, 26, 33, 20, 22, 15, 26, 28

30, 20, 20, 32, 28, 26, 27, 28, 28, 29, 27, 27

No. of students [N] = 25

High score = 33 , Low score = 15

Range (R) = H.S - L.S

= 33 - 15

= 18

Size of interval (C.I) class interval = i = 5

No. of class interval → $\frac{\text{Range}}{i}$ = 3.6

8) TOOLS USED FOR THE EXPERIMENT :-

For the data collection & for preparing the psychological journal Report. I used the following tools as follows.

1. Intelligence test : Prepared by S.K. pal & K.S Mishr.
2. Questions papres & Response sheet is essential needed to undergo this Experiment.
3. pen
4. pencil
5. Stopwatch
6. Eraser.

9) BRIEF DESCRIPTION OF TOOLS USED :-

This tool is used to measure "intellig-ence test". this tool consisting of 60 questions based on six areas ie Test 1, 2, 3, 4, 5, 6. Each area having 10 questions. each question is alloted as 1 mark for correct answers.

TEST-I:-

Related withe the ability of telling the meaning of words, Word Written in front of the question number is the origional word. Four words are written in front of each word after a sign opt amongest which one is the correct meaning of the origional word. findout that words & write its symbol (or) letter on answer-sheet against that question no.

Example 1. Permanent = a) IMMORTAL b) ANCIENT c) IMMUTABLE
d) DURABLE.

Frequency Distribution tables:-

Table-2.3:-

C.I	Tallies	Frequency [f]
15-19	||	2
20-24	𝍸 |	6
25-29	𝍸 𝍸 ||||	14
30-34	|||	3
		N=25

Table-3 :-

C.I	f	x	fx	fc (C.f)
15-19	2	17	34	2
20-24	6	22	132	8
25-29	14	27	378	22
30-34	3	32	96	25
			Σfx=640	

Mean (M) =

$$M = \frac{\Sigma fx}{N}$$

$$= \frac{640}{25}$$

$$M = 25.6$$

$$\frac{N}{2} = \frac{25}{2} = 12.5$$

Here the correct meaning of origional word 'permanent. is durable which is at symbol letter (d) therefore the answer is (d) see the answer sheet. on which (d) is printed against Example 1.

TEST-II

Related with analytical thinking, you will come across with a following type of questions-

Example 2: Fruit : Seed :: Finger : a) Skin, b) Blood, c) Bone, d) Nails.

First try to find the relation ~~ship~~ b/w 2 things / creatures / actions / materials / given before the sign :: then think with which thing / creature / action / material / ... etc. the similar relation Exists with the thing given after the symbol :: write your answer given in a), b), c), d) on the answer-sheet against the related question no.

In Example 2, Fruit & Seed are printed before the symbol :: the relation between fruit & seed is that the seed is found inside the fruit. Similar relation is between 'finger & bone' therefore the answer of Example 2 is (c) see the answer sheet.

Median [Mdn]

$$Mdn = l + \left[\frac{\frac{N}{2} - F}{f}\right] \times i$$

$l = 24.5$

$F = 8$

$f = 14$

$$Mdn = 24.5 + \left[\frac{12.5 - 8}{14}\right] \times 5$$

$Mdn. = 26.107$

Mode [M_o]

$M_o = 3Mdn - 2Mean$

$= 3(26.107) - 2(25.6)$

$M_o = 27.121$

TEST - III

Related with classification ability. infront of every question no., a word is given against each a) b) c) d) e) letter symbols, every two members are different in every group of five members. find these 2 different members & write their letters against related question number on the answer-sheet.

Example 3. a) Fly b) Mosquito c) Cholera d) Tuberculo

sis, e) small pox.

In this group words of c), d), e) are the names of diseases where as a) & b) are the names of insects, so 2 different members of this group are 'fly' & 'mosquito'. which are at (a) & (b) therefore on answer-sheet against question number Example 3, a) & b) shall be written, see answer sheet.

TEST - IV

Related with numerical ability. an incomplete series of no. is given against, each question number, try to understand the relationship b/w the members of every series & think over the proper number which can be written in place of sign (.....). Write this no. against the related question number on the answer sheet.

So that Mean = 25.6 , Median = 26.107 , Mode = 27.121

Mean - Mode ⇒ 25.6 - 27.121

= -1.521

Level of Intelligence..

Level of Intelligence	No° of Students	percentage(%)
Superior	-	-
Average	17	68%
poor.	8	32%
	N = 25	100%

Example 4. 1, 3, 5, 7, (.....)

In this no. series smallest no. is 1. next number after this is 2 more than the previous. the next number written after 3 is greater by 2. the difference between 7 & 5 is 2. so in place of (.....) number 9 can be written. see the answer sheet. 9 is written against question number Example 4.

TEST V.

Questions given in this test are related with ability of code transformation. to make understand the method involved in making the code a word & the code is given in each question. Read them & try to think how code is transformed. Decide one rule & on the basis of this rule change the othere given word in code (or) code into word.

Example 5. If code of CALL is BBKM then KBSF is symbol of which word.

Here BBKM is the code of CALL in alphabetics, third & first letter of code word comes before the third & first letter of origional word. therefore KBSF code will be used for origional word LATE because after K & S letters come L & T letters & before B & F come. A & E letters see answer sheet. against question no. Ex 5, Late is printed.

TEST VI

In every question two statements 'a' & 'b' & one inference is given. read both the statements carefully & thinks whether the interference is based on the both statement put a cross (X) against that question number which you feel that inference is not based on the statement. put (✓) against that question number which you feel that interference on both the statements.

Example 6. (a) Some animals are intelligent.

b) Politicians are more intelligent.

Inferance - politicians are intelligent social animal.

Above Inferance is not based on both the statement 'a' & 'b'. therefore (X) will be marked against related question number on the answer sheet. see answer sheet.

These are the main features of this tool.

10) DATA COLLECTION:-

for this Experiment, i have selected a Saptagiri pu science college, Bidar. I met to the pricipal of saptagiri pu science college. to discuss about my Experiment / practical activity. then got permissi -on from the principal to take a intelligence test on class 12th students.

I have selected 25 students from the class 12 of that selected college. where i have distributed the question papers & the answer / Response sheets to the students. with the instruction & Example for practice paper, and ~~o~~ i have said all the neccesory information like specified timing for this Experiment, instructions for solving the question paper, regarding the Experiment.

After the specified time is over for this Experiment. the Response sheet is collected / taken from the students backs.

After the completion of the test i have clicked a picture with respected principle for that college as a proof for the record purpose. also one of my friend clicked a my picture with students when i was instructing them.

later i thanked all the students & teacher, & the principal for their cooperation for regarding this Experiment.

11) SCORING PROCEDURE :-

For TGI [Test group Intelligence] or in manual for the correct answer, we have to give one marks each for correct answer (scoring table as follows).

Marks	Remarks.
50	Very Superior [VS]
43-49	Superior [S]
37-42	Bright average [BA]
32-36	Average [A]
25-31	Dull Average [DA]
24 Below.	Very very poor. [VVP]

12) STATISTICAL TECHNIQUES EMPLOYED :-

After Evaluating the response Sheets i followed up the statistical techniques to find mean, median, mode. after finding this we got a clear image that, the percentage of Intelligence among the students. as well as the poor intelligence in the Students.

13) BIBLIOGRAPHY :-

1. Advanced Educational Psychology By:

- Dr N.B Kongward.

13) ANALYSIS AND INTERPRETATION OF DATA:-

After the analysis of intelligence of the 25 students, In the class 12th standard. ~~so~~ 68% of students ~~are~~ have average level of intell -igence. where as 32% of students have poor level of intelligence. there is no students who have superior level of intelligence. the above information is carried out by ~~b~~ with the help of intelligence test performed by the students.

14) CONCLUSION:-

Intelligence is a complex trait that refers to learning, understanding, applying knowledge, reasoning and solving problems. it combines cognitive abilities such as memory, perception, attention, problem-solving & reasoning, the measurement of intelligence is done through intelligence tests, which are designed to access an individual's cognitive abilities. these tests are often standardized, meaning they are administered, scored, interpreted similarly for all test-takers.

Intelligence tests include a variety of tasks, such as verbal & non-verbal reasoning, problem solving & memory.

Experimentor With H.M of Dattagiri Maharaj High School, Bidar.

Practical -04

Attitude towards Environmental Science

1. INTRODUCTION :-

The word attitude has been derived from latin word. attitude is an established way of thinking or feeling reflected in a person behaviour towards others.

It means ability, it is a tendency to respond positively & (or) negatively to wards a certain idea, object, person (or) situations. it influences a person's choices of action.

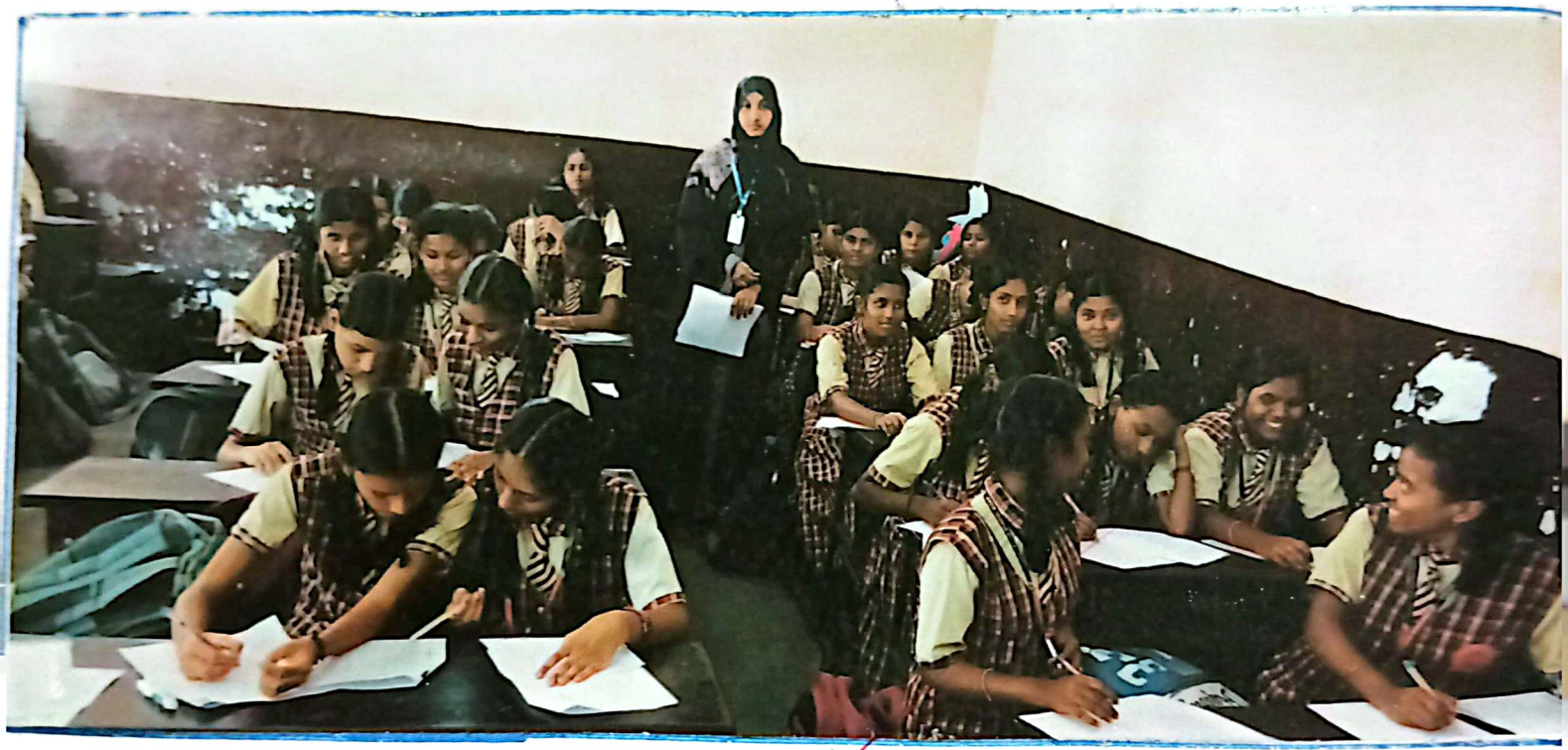
2. THEORTICAL BACKGROUND of THE TOPIC :-

a) MEANING :-

The word attitude Means ability, it is derived from a latin word "Aptus". it is what a person Belives in a (or) what a person feels. Attitude continum extending from favourableness through neutral to un-favourableness.

Attitude refers to positive or negative evaluation, feelings (or) Beliefs that individual hold towards a object (or) issues.

Experimentor taking Attitude test in class 10th std [C]:-



b) DEFINATION:-

"An attitude may be defined as a learned emotional Response set for (or) against something"

- David johnson.

"An Attitude is a psychological tendency that is expressed by evaluating particular entity with some degree of favours of a disfavour.

-Eagly & Chaiken.

c) Purpose:-

In Educational Research, these scales are used especially for finding the attitudes of person on issues like co-education, religious education, democracy in schools etc depending upon the need of the situation.

d) Characteristics:-

1) It provides for quantitative measure on a uni-dimensional scale of continuum.

2) It uses statements for the extreme positive position to extreme negative position.

3) It generally uses four point scale as: Strongly agree (SA), Agree (A), Strongly disagree (S.D), Disagree (D).

4) The individual gets the score as the sum of items credits.

TABLE-1

SL No	Name of the Student	Marks	Remark.
1	Vaibhavi	163	AAP
2	Laxmi	157	LAP
3	Soundarya	166	AAP
4	Akshara	173	AAP
5	Shradha	172	AAP
6	Vijaylaxmi	156	LAP
7	Laxmi	190	AAP
8	Sanjana	162	AAP
9	Nikhil	133	LAP
10	Sangaya	128	LAP
11	Basaveshree	183	AAP
12	Shreekari Ram joshi	198	AAP
13	prajwal	91	LAP
14	Tejaswini	159	LAP
15	Kartik	124	LAP
16	Kalyani	167	AAP
17	Veeresh	163	AAP
18	Deepak	85	LAP
19	Shravani	166	AAP
20	Deepika	165	AAP
21	Supriya	171	AAP
22	Anjali	154	LAP
23	Devika	159	LAP
24	Bhuvaneshwari	151	LAP
25	Rishika	150	LAP.

5) It is usually standardized and norms are worked -out.

6) It disguises the attitude object rather than directly asking about the attitude on the subject.

e) Advantages:-

i) It helps into establish a standard for a safe, clean & healthy natural ecosystem.

ii) positive environmental attitudes are attitude favourable to the preservation of environment.

iii) Attitude can vary in strength along both positive effect, & with negative effect, with apathy & indifferences

iv) It is one of the keys to getting your workdone, effectively & improving your overall work Experience.

f) Disadvantages :-

1) An individual may conceal his red attitude & and Express socially acceptable opinions only.

2) An individual may not really know how he feels about a social issues.

3) An individual may not get be able to express his attitude towards a situation in abstract.

Calculation:-

163, 157, 166, 173, 172, 156, 190, 162, 133, 128, 183, 198, 91, 159, 124, 167, 163, 85, 166, 165, 171, 154, 159, 151, 150.

No. of Students [N] = 25

High score = 198

Low score = 85

Range (R) = H.S - L.S
= 198 - 85
= 113

Size of class interval (C.I) = i = 10

No. of class interval = $\frac{\text{Range}}{i} = \frac{113}{10}$

= 11.3

iv) It is unlikely that the statements are of equal value in fo against ness.

3) TITLE OF EXPERIMENT :-

To study the student's attitude towards environmental science.

4) EXPERIMENTOR :-

Nazreen sultana D/o Md Rafiuddin
B.Ed 1st sem.
Student teacher.
Basaveshwar college of Education,
Bidar.

5) EXAMINE :-

AS I selected the Dattagiri Maharaj High school. Bidar, for my attitude test. for this school I selected 10th class student to test this attitude towards environmental science.

6) TOOLS USED FOR THE EXPERIMENT :-

i) Question paper is essentially needed to undergo this Experiment.
ii) Response / Answer sheet.
iii) Stopwatch
iv) pen.
v) pencil
vi) Eraser.

Frequency Distribution table :-

Table-2 :-

C.I	Tallies	frequency (CF)
76-85	1	1
86-95	1	1
96-105	-	-
106-115	-	-
116-125	1	1
126-135	11	2
136-145	-	-
146-155	111	3
156-165	𝍸 111	8
166-175	𝍸 1	6
176-185	1	1
186-195	1	1
196-205	1	1
		N=25

7) BRIEF DISCRIPTION OF THE TOOL USED &

Related to environmental science the question paper consist of 61 questions. the 61 questions consist of both favourable & unfavourable statements (or) we can say positive (or) negative statement. according to Student's Interest thy have to tick the answer in given bracket in response sheets (or) answer sheet.

The answer sheet consist of point scales that are strongly Agree, Agree, Strongly disagree, disagree. the Students has to make the any one in the given four bracked according to their attitude towards environmental science.

8) STATISTICAL TECHNIQUES EMPLOYED &

For the attitude test, after the data collected for analysis & interpretation, we use the following statistical techniques as follows.

that are Mean, Median and mode

for $\text{Mean}(M) = \frac{\Sigma fx}{N}$

for $\text{Median}(Mdn) = L + \left[\frac{N/2 - f}{f}\right] xi$

for $\text{Mode}(Mo) = 3(\text{Median}) - 2(\text{Mean})$.

Table-3:-

C·I	F	X	Fx	C·F
76-85	1	80·5	80·5	1
86-95	1	90·5	90·5	2
96-105	-	100·5	100·5	-
106-115	-	110·5	110·5	-
116-125	1	120·5	120·5	3
126-135	2	130·5	261	5
136-145	-	140·5	140·5	-
146-155	3	150·5	451·5	8
156-165	8	160·5	1284	16
166-175	6	170·5	1023	22
176-185	1	180·5	180·5	23
186-195	1	190·5	190·5	24
196-205	1	200·5	200·5	25

$\Sigma fx = 4234$

Mean (M):-

$$M = \frac{\Sigma fx}{N}$$

$$= \frac{4234}{25}$$

$$M = 169.36$$

$\frac{N}{2} = 12.5$, $l = 155.5$, $F = 8$, $f = 8$.

9. DATA COLLECTION :-

For testing attitude test, I visited to Dattagiri Maharaj Kannada medium high school. Tq & Dist Bidar. I consulted / met the Respected head master of the Dattagiri school & I tried my best to explain about my test attitude for so, the Head master gave me permission to take the test of their school students for a specific class.

I have selected 25 students of class 10th section C. after this i have distributed the question paper along with answer/ response sheet to students, i have Explained them all the neccessary information regarding the attitude test to them. i have given a specified timing to complete the test & do there level Best to complete the test.

After the completion of time (or) that what i have given them a specified time, i have collected all the response sheets from students. & later i thanked all the students, & the head master for there co-operation to complete this test/ Experiment

10. SCORING PROCEDURE :-

After the collection of all the data from the school. we have to analysis & evaluate the papers (or) response sheets with the help of given scoring chart (or) a table.

Median:

$$Mdn = l + \left[\frac{N/2 - F}{f}\right] \times i$$

$$= 155.5 + \left[\frac{12.5 - 8}{8}\right] \times 10$$

$$Mdn = 161.125$$

Mode :-

$$Mo = 3\,Mdn - 2\,Mean$$

$$= 3[161.125] - 2[169.36]$$

$$M_o = 144.655$$

So that Mean = 169.36 , Median = 161.125

Mode = 144.655

Mean - Mode = 169.36 − 144.655

= 24.705

* for favourable (or) positive statements

Response	Strongly Agree (SA)	Agree (A)	Strongly Disagree (SD)	Disagree (D)
Marks alloted	4	3	2	1

* for UN-favourable (or) negative statements.

Response	Strongly Agree (SA)	Agree (A)	Strongly Disagree (SD)	Disagree (D)
Marks alloted	1	2	3	4

In this test the minimum score is 61 & maximum score (or) marks is 244. if the students score more marks then we say that students as high attitude person, Simultaneously if a person (or) a student score less marks then we say that student as low attitude person (or) student, while if the student score in b/w max & min then we say a student as average attitude Student.

11) Finding :-

As a result, I got the mean, median, & Mode that are.

Mean = 169.36

Median = ~~144~~ 161.125

Mode = 144.655

M > Mdn. Mo

12) Suggestion :-

Young people's ~~our~~ environmental attitude & behaviour are essential for environmental conservation hence the need to identify facilitating factors. promoting positive development among young people may empower them to contribute actively to their environment through positive attitude.

13) Conclusion :-

Environmental attitude are a crucial Construct in environmental Psychology, ~~with~~ ~~Environmental~~ Environmental Psychology have been defined as a psychological tendies expressed by evaluating the natural environment with some degree of favour (or) disfavour, attitudes are a latent construct & as such cannot be observed directly, attitude have to be ~~to be~~ inferred from overt responses.

The techniques of attitude measurement can be broadly organized into direct self-report method. Studies measuring a environmental attitude, have generally used direct self report methods (eg. interview, and questionnaires) & much less frequently implicit.

14) BIBLIOGRAPHY :-

* Avanced Educational Psychology By - Dr N. B Kongwad.

Seen