

APPENDICES
APPENDIX – I
PRE –TEST FOR PRE-SERVICE TEACHERS

Pre - test

Dear Student Teacher,

The information collected through this test will be strictly used for an educational purpose only. Please spare some time and read the statements/questions and select the most appropriate option as the answer. Your response will be confidential and respected as such.

Thanking you in anticipation.

Abhilasha Mistry

Research Scholar

Waymade College of Education

Name: _____

Roll No: _____

Method: _____

College: _____

1. Which of these exercises are suitable for visual learners?
 - A. Draw a map of events in history or draw scientific process
 - B. Diagram sentences!
 - C. Take notes, make lists
 - D. All of the above.

2. Auditory learners can NOT benefit from...
 - A. Drawing diagrams
 - B. Recording lectures
 - C. Repeating facts with eyes closed
 - D. Participating in group discussion
3. Which of the following is NOT a good test for kinesthetic learners?
 - A. Essay type of tests
 - B. Fill-in the blanks
 - C. . Short definitions
 - D. Multiple choice
4. Visual Learner's main characteristic is...
 - A. good with sign language
 - B. good at explaining
 - C. good at sports
 - D. good at relating and understanding others
5. Verbal Learner's main characteristic is...
 - A. Able to paint well
 - B. Good sense of balance
 - C. Able to produce music
 - D. Able to use words and language
6. Which skill is dominant in Kinesthetic learners?
 - A. Sports
 - B. Singing
 - C. Building trust
 - D. Desires and dreams
7. Which is the right test for Logical learners?
 - A. Crafts
 - B. Whistling
 - C. Problem solving
 - D. Singing
8. Which characteristic is dominant among auditory learners?
 - A, Reads slowly
 - B. Likes science lab
 - C. Builds models
 - D. Dreams in colour
9. Which is the right career interest for interpersonal learners?
 - A. Theorist
 - B. Landscaper
 - C. Singer
 - D. Politician
10. Which is the right career interest for naturalist person?
 - A. Counselor
 - B. Singer
 - C. Geologist
 - D. Business person

11. Which is the best career for logical learners?
 - A. Composer
 - B. Banker
 - C. Dancer
 - D. Artist
12. Which task is not for visual learners?
 - A. Design a window display
 - B. Interpret a painting
 - C. Whistle a tune
 - D. Paint a landscape
13. What are the roles for spatial-visual learners?
 - A. Politician ,teacher ,trainers
 - B. Dancer, athletes, biologist
 - C. Inventor, photographers, sculpture
 - D. Traders, scientists, bankers
14. Which characteristic is dominant among logical learners?
 - A. Interacting with the surroundings
 - B. Express themselves through movements
 - C. Curious about the world around them
 - D. Elegant speaker
15. Which is the possible career interest for musical/rhythmic learners?
 - A. Salesman
 - B. Philosophers
 - C. Radio Jokey
 - D. Geologist
16. Which is the right description for interpersonal learners?
 - A. Personal objectivity
 - B. Eye and body coordination
 - C. .Ability to relate to others
 - D. Awareness and use of sound
17. Which role is not for linguistic learners?
 - A. Bankers
 - B. Poets
 - C. T. V. and radio presenters
 - D. Trainers
18. Which task is related with interpersonal learners?
 - A. Ride a horse
 - B. Pack on automobile trunk
 - C. Lead a choir
 - D. Mentor a new faculty member
19. Which is the worst type of test for visual learners?
 - A. Interpreting Essays
 - B. Drawing sketches based on a passage
 - C. Interpreting diagram
 - D. Listen and respond test

20. Which is the best type of test for auditory learners?
- A. Showing a process
 - B. Oral exams
 - B. Interpreting maps
 - D. Multiple choice
21. Find out the right possible career for logical learners...
- A. Athletes
 - B. Mathematician
 - C. Dancer
 - D. Disc jokey
22. Find the career not appropriate for kinesthetic learners...
- A. Firefighter
 - B. Singer
 - C. Dancer
 - D. Actor
23. Which skills are related with visual-learners?
- A. Crafts, acting, miming
 - B. Speaking, telling story, teaching
 - C. Sense of direction, reading, writing
 - D. Whistling, singing, composing music
24. Bodily/ Kinesthetic learners are those
- A. Who able to use reason, logic and numbers
 - B. Who maintain peace in group settings
 - C. Who express themselves through movement
 - D. Who learns best by studying natural phenomena
25. Kinesthetic learners learn...
- A. Through hard work
 - B. Through reading
 - C. Through experience
 - D. Through remembering names

APPENDIX – II
TASK BASED PROGRAMME
OF
EDUCATIONAL PSYCHOLOGY

Appendix-I (A)

Session 1

Hour: 1

Topic: Introduction of the concept of Individual differences

Objectives:

- 1) Students will be able to define exceptional children and connect with the real life situations.

Researcher conducted the session by giving an introduction of the educational psychology.

Procedure:

The researcher tried to introduce the importance of the individual differences in human life. First session was about the introduction of the individual differences. Researcher first discussed the visit to the School for the Blind at Mogri. This visit was about the children who are exceptional. Though children are called exceptional, they have ability to do the things in an effective manner.

B.Ed students then discussed their visit to the blind school. The researcher tried to collect the information from the students who visited the school. From this visit, students got some information related to the topic which proved helpful to the researcher to teach about exceptional children. The researcher tried to come out with the topic with illustrations. It is about the basic information of the topic named as individual differences. Students gave answers of the questions.

Appendix-I (B)

Session 2

Hour: 1hr

Topic: Definitions of Individual Differences

Discussion about the visit to the Blind School

Activities:

- The researcher discussed about the visit to the blind school and asked about their experience related with the visit.
- Student teachers share their experience in the class and explain about the individual differences related with their visit to the blind school.
- After this, the researcher gave some slips of paper in which there are some definitions of Individual Differences.
- Researcher gave it to students and students discussed the definitions with their peer members.
- They read the definitions one by one and try to come out with certain characteristics of the Individual Differences from definitions.
- They got the ideas about the definitions given by the researcher.

Objectives:

1. Students will be able to relate their real life situation with the topic.
2. Students will be able to identify the meaning of Individual Differences.
3. Students will be able find someone who had visit or experienced such events in any place.

Procedure:

- The researcher gave brief information about the topic.
- After that the researcher asked questions related with different abilities in individuals to the students.
- Then researcher divided the class in to 6 groups each having 10-12 students.
- Each group had discussed among themselves and then made the presentation.

Methodology:

Group discussion

Lecture cum discussion method

Teaching Learning Material:

Power Point Presentation

Activity: To teach definitions, researcher used slips of paper for different definitions.

Content Point:

- Visit to a Blind school and its effective on pre-service teachers' minds
- Variations in Individual Differences
- Definitions of Individual Differences

Conclusion:

With reference to children at the Blind school which the pre-service teachers had visited at Mogri, discussion took place on the students at the school as well as their skills. Even though they were blind they were able to recognize people from their voice, could notice their presence in the room or near them, could operate computers, read and write the brail script, could sing very well, etc. Pre-service teachers were in fact surprised about the talents among the students. Their learning styles were discussed and also their eagerness to know about new things.

Appendix –I (C)

Session 3

Hour: 1hr

Topic: 1) Types of Individual Differences

2) Multiple Intelligences

Activity:

- Power point Presentation was used to interact with the pre-service teachers about individual differences. They were given situations to help them understand how people would behave and adopt new ways of learning if they did not have any one of the senses. The game of Blind fold was shown.
- They were given examples of people who were not holding high degrees but very successful in life. These examples were Lata Mangeshkar, Mrs. Indira Gandhi, Dhirubhai Ambani, Nobel Laureate Ravindranath Tagore, Sachin Tendulkar, etc. Some more example came from their side, too.
- Then they were asked to introspect and reflect over their own life, lives of people around them and observe how people with different abilities were performing differently. They narrated these incidents and tried to understand multiple intelligences.
- They were shown the MI of Howard Gardiner.

Objectives:

1. Students will be able to know about the different types of Individual Differences.
2. Students will be able to know further about the learners who are different from the others.
3. Students will be able to speak about the types of Multiple Intelligences.

Methodology:

Discussion Method

Teaching Learning Material:

The researcher used power point presentation to teach the topic.

Content Points:

- 1) Types of Individual Differences
- 2) Types of Multiple Intelligence
- 3) Worst test type and Best test type of individual differences

Conclusion:

The researcher discussed the types of Individual Learners with the students. Students were gathered information related with the types of individual differences. Students were gave the answers of the questions which asked by the researcher. Researcher taught the students about the characteristics of the individual learners. Students gave some characteristics of the learners. Students had also knowledge about the Multiple Intelligent as well as the types of Multiple Intelligent.

Appendix – I (D)

Session 4

Hour: 1hr

Topic: Multiple Intelligent

Types/Characteristics/skills of Multiple Intelligent

Activity:

Students gave different answers related with the questions.

Students had previous knowledge about the Multiple Intelligence.

The researcher had different ideas related with the topic and taught the Multiple Intelligence with different illustrations. Students had knowledge about the types of Multiple Intelligence as well as its characteristics.

Objectives:

- 1) Students will be able to illustrate the types of Multiple Intelligent.
- 2) Students will be able to grasp the types of Multiple Intelligence with their own understanding first.
- 3) Students will be able to relate their own intelligence with types of intelligence.
- 4) Students will be able to state the different types of intelligences in to the class.

Procedure:

- The researcher first gave information about what is Multiple Intelligences.
- Students gave their opinions related with the Multiple Intelligences.
- The researcher taught the students with the help of power point presentation and gave brief introduction about the slides which present there.
- Students also gave characteristics about the different typed of Intelligences.
- Students related their own experiences or views with the types of intelligences.
- The researcher taught students with the help of a power point presentation as well as students' view related with the topic.
- Students expressed their own opinions and different ideas related with the topic. They gave examples of each type of intelligence.

- The researcher presented different views as well as illustrations related with the topic.
- Students gave their opinions and examples related with the topic.

Methodology:

Technology-based teaching by the researcher

Activity with power point presentation and discussion.

Teaching Learning Material:

The researcher used a power point presentation to teach the topic in to the class.

Content Points:

- 1) Types of Multiple Intelligences
- 2) Characteristics of Multiple Intelligences
- 3) Discussion related with the same topic

Conclusion:

The researcher discussed the remaining types of Multiple Intelligences. Students also participated in the discussion as well as illustrations. Students expressed their own views related with the topic about how all the individuals differ in different ways from each other.

Appendix – I (E)

Session 5

Hour: 1hr

Topic: 1. Teacher's role towards the students

2. Role of the school in the life of the students

3. How teachers help to the students to cater themselves.

Activity:

The researcher took up discussion of the topic to lead the pre-service teachers towards summary of the sessions on individual differences.

Students gave the opinions about the role of the teacher as well as school for the students.

Objectives:

1. Students will be able to know about the role of a teacher.
2. Students will be able to know about the role of a school in their life.
3. Students will be able to gather the information about the importance of co-curricular activities in the life of students.

Methodology:

Discussion Method

Illustration Method

Teaching Learning Material:

Use of power point presentation to teach the topic.

Content Points:

- To teach the role of a teacher in the class with the students.
- Effectiveness of co-curricular activities in the life of students.
- Conclusion of the topic.

Conclusion:

Thus, the researcher concluded the session with the discussion of the Multiple Intelligences, Individual Differences and it's characteristics, skills, types of tests, etc.

Appendix – I (F)

Session 6

Researcher gave a post – test to the pre-service teachers to check their learning after the sessions. The researcher gave a brief information about the post – test and how to fill in the information. Students gave their opinion by giving post – test and with their understanding of the topic.

APPENDIX – III

POST – TEST FOR PRE – SERVICE TEACHERS

Post - test

Name: _____

Roll No: _____

Subject: _____

Date: _____

College: _____

1. List any 4 aspects/ things that make an individual unique...
 - a.
 - b.
 - c.
 - d.
2. Which of the following is NOT a factor affecting individual differences:
 - a. Heredity / Genetics/ Environment / Nurture
 - b. Age & intelligence
 - c. Political views one believes in
 - d. Sex & maturity, caste, race & socio-economic status.

3. Which of the following is NOT right?

Individual learner's needs cannot be served with:

- | | |
|-------------------------------------|--------------------------------|
| a. Same curriculum | c. Same teacher |
| b. Same teaching-learning materials | d. Same educational institute. |

4. Which of the following statements is true?

Special education refers to...

- | | |
|---|----------------------------------|
| a. Education for the visually impaired | c. Education in coaching classes |
| b. Special classes before the examination | d. Remedial classes for students |

5. In education, 'streaming' means :
- Streamlining of students in rows
 - Placing students of similar abilities together
 - Grouping of students according to their age
 - Grouping students according their talent in swimming
6. Research has shown that students can perform better on tests
- If they change their coaching classes
 - If they study early in the morning
 - If they change study habits to fit their own personal learning styles
 - If teachers provide them enough reading material
7. Which is NOT correct?
- A simple explanation of learning styles is this:
- Some students remember best materials they've seen
 - Some remember things they've heard
 - Some remember things they've experienced
 - Some students remember what teachers have taught in special classes
8. Acceleration in terms of teaching gifted children refers to
- Speeding up of instruction
 - Excellence
 - Fast learners
 - Accelerate the process of assessment
9. 'A squirrel cannot lift heavy loads but can crack a nut; an elephant cannot climb up a tree but can uproot it; a cheetah cannot enter a hole but can run very fast; a dog cannot fly but it can swim across a river'.
- These differences among animals best indicate that
- All animals have some or the other limitations
 - No one can replace another
 - Each one is different
 - All of the above.

10. How can schools and teachers ensure maximum help to the gifted learners?

- a. Acceleration and Enrichment
- b. Multiple Options
- c. Challenging Curriculum
- d. All of the above

11. Krishna likes role playing, takes breaks when studying, builds models, is involved in martial arts and dance, is fidgety during lectures.

She is...

- | | |
|--------------------------|----------------------|
| a. an auditory learner | c. a visual learner |
| b. a kinesthetic learner | d. a tactile learner |

12. Jayesh likes colors and fashion, he dreams in color, he understands charts, he is good with sign language.

Jayesh is...

- | | |
|--------------------------|----------------------|
| a. a visual learner. | c. an audio learner |
| b. a kinesthetic learner | d. a tactile learner |

13. Rupa is good at explaining, she remembers names, she notices sound effects in movies, she enjoys music and is good at grammar and foreign language.

Rupa is...

- | | |
|--------------------------|----------------------|
| a. a kinesthetic learner | c. a visual learner |
| b. an audio learner | d. a tactile learner |

14. Karan likes painting, sketching, writing, reading, puzzle building

He is a

- | | |
|------------------------|--------------------|
| a. Kinesthetic learner | c. Visual learner |
| b. Verbal learner | d. Logical learner |

15. Seeing things from others' perspectives (dual-perspective), listening , using empathy, understanding other people's moods and feelings are the skills of...

- a. Natural learners
- b. Interpersonal learners
- c. Intrapersonal learners
- d. Musical learners

16. Ability to self-reflect and be aware of one's inner state of being u try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses...are the characteristics of...

- a. Interpersonal learners
- b. Intrapersonal learners
- c. Visual learners
- d. Logical learners

17 . List out 2 characteristics of logical learners...

- a.
- b.

18. List out 2 skills of kinesthetic learners...

- a.
- b.

19. Mental differences are classified as...

- a. Normal, bright, genius
- b. Dull, average, mental
- c. Sadness, happiness, over joy
- d. Musical, artistic. scholastic

20. List out 2 ways in which schools can take care of individual differences.

- a.
- b.

21. Define 'Individual differences'.

APPENDIX – IV

SCORES OF PRE - TEST AND POST - TEST of

CONTROL GROUP

No of Students	Pre – test	Post – test
1	16	15
2	13	12
3	17	17
4	14	14
5	12	11
6	10	11
7	9	10
8	17	17
9	9	12
10	14	15
11	16	16
12	18	20
13	9	15
14	12	14
15	9	13
16	7	13
17	15	14
18	14	16
19	9	13
20	12	13
21	8	9
22	13	14
23	16	16
24	14	15
25	13	13
26	8	12
27	17	15
28	12	13
29	16	16
30	11	12
31	13	13
32	16	15
33	16	17
34	6	13
35	16	18
36	12	14
37	9	13
38	15	17
39	13	18
40	15	18
41	10	15
42	13	14

43	15	14
44	9	15
45	17	16
46	15	15
47	13	14
48	9	14
49	15	12
50	12	13
51	11	12
52	10	13
53	14	13
54	15	14
55	21	22
56	12	14
57	11	10
58	11	12
59	17	16
60	13	14

APPENDIX – V

SCORES OF PRE – TEST AND POST TEST

OF

EXPERIMENTAL GROUP

No. of Student teachers	Pre - Test	Post - Test
1	13	15
2	16	18
3	21	22
4	23	23
5	20	20
6	15	22
7	16	16
8	16	16
9	14	18
10	14	14
11	14	14
12	8	14
13	13	13
14	18	19
15	17	22
16	16	16
17	18	20
18	13	14
19	17	18
20	14	15
21	11	18
22	17	20
23	13	15
24	19	20
25	13	16
26	12	14
27	15	23
28	14	18
29	17	17
30	14	18
31	10	17
32	20	20
33	12	13
34	16	17
35	19	19
36	12	14
37	19	20
38	14	16
39	6	10
40	16	19

41	12	16
42	12	16
43	9	16
44	18	21
45	12	18
46	17	19
47	13	14
48	9	12
49	13	15
50	15	17
51	6	16
52	14	19
53	10	13
54	20	20
55	13	14
56	12	15
57	17	17
58	12	15
59	14	15
60	9	19