



Sree Narayana College of Education

(Affiliated to MG University, Approved by NCTE)

Muvattupuzha, Ernakulam Dist, Kerala, Pin - 686661

Ph: 0485 2832040, 2836188, 8138072040

Email: sncemu@gmail.com, Web: www.sncem.edu.in



KEY INDICATOR

2.4 COMPETENCY AND SKILL DEVELOPMENT

METRIC : 2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counselling
5. PTA meetings
6. Assessment of student learning home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Other relevant information

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SCHOOL PROFILE AND PRACTICES



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EBENEZER HIGHER SECONDARY SCHOOL VEETTOOR

EBENEZER HIGHER SECONDARY SCHOOL VEETTOOR



Year of establishment	: 1964
Management	: Private - Aided
Medium of Instruction	: Malayalam & English
Teachers	: 83
Non-teaching staffs	: 9
School type	: Co-educational
Classes	: From Class 5 to Class 12
School Area	: Rural
Board	: State Board
School building type	: Private building
Meal	: Provided and prepared in school premises
Computer Aided Learning	: Yes
Electricity	: Yes
Library	: Yes
Playground	: Yes
Drinking Water	: Yes



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INTRODUCTION

Teacher education and training is vital to the development of our education system. It includes the policies, procedures, and provision designed to equip prospective teachers with the knowledge, attitudes, behaviours and approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school and wider community. Teaching involves the use of a wide variety of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learners; it therefore requires teachers to undertake a complex set of tasks every minute.

Realising the importance of teacher training programs, our two year BEd curriculum points out the need for adequate training and constant skill development of student teachers. By the process of inducting a teacher into a new school, the teacher gets an opportunity to explain the school's vision and procedures. My school induction programme (one month duration) at Ebenezer Higher Secondary School, Veetloor helped me to understand the functions of the school in all respects. More importantly, it could be observed that a teacher is not only in charge of a particular class but is in charge of the total school environment. A teacher always has to make sure that all his students are able to move out of the institution as responsible citizens contributing to societal welfare.



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ABOUT THE SCHOOL

Ebenezer Higher Secondary School, Veethoor was established in the year 1964. It is located in a rural area of Eranakulam district in Kerala. The school consists of grades from 5 to 12. The school is co-educational and it does not have an attached pre-primary section. The medium of instruction includes both English and Malayalam. This school is approachable by all weather road. The school has private buildings. It has got ^{enough} classrooms for instructional purposes and they are in good condition. The school has a separate room for Head Mistress and the school has Pucca boundary walls. The school has electric and water connection facilities & they are functional. The school also has enough books & library facility. The school also provides enough computers in the computer lab. The school also provides meal which is prepared in the school premise. Around 2000 students are studying in this institution.

MISSION

To transform persons into socially committed, responsible and spiritually inspired citizens who are equipped with wisdom adequately balanced with ethics to advance the cause of education for the well being of our nation.

VISION

The promotion of high standards of holistic education in pursuit of excellence and catering to the need of our students for peace and prosperity of the society.



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OBJECTIVES

- To empower the learners to face challenges and pursue their life goals.
- To impart knowledge to prepare the learners as global citizens.
- To encourage students to develop a sense of social responsibility.
- To enhance the quality of teaching and learning by means of innovative practices and leading technology.

GEOGRAPHICAL FEATURES AND LOCALITY

Ebenezer Higher Secondary School, Veethoor is situated in a small hilly area near Kinfa, Nellad. The school is located between Nellad and Timber Forest Depot, Veethoor. Access to this location is very easy since it is on the roadside of Muvattupuzha - Kakkanad mainroad.

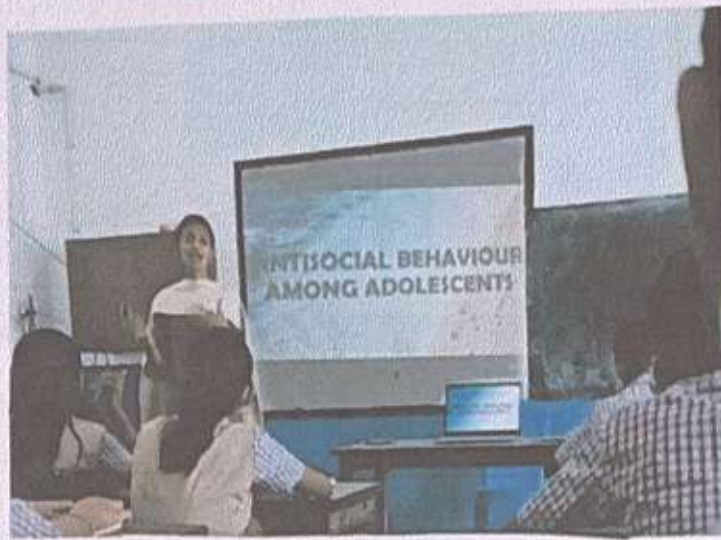
FEATURES OF THE SCHOOL

▲ SMART CLASSROOM

Ebenezer HSS, Veethoor is equipped with new age digital education solutions by empowering students to step in with the latest technology and have anytime, anywhere access to quality study support. Most of the classes are technical sound and they are often used to enhance classroom interaction. It has also helped to promote quick and easy learning to all kinds of learners.



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▲ AUDITORIUM

Ebenezer school auditorium is definitely a colossal structure. It is perhaps the most visited place of the school. It is situated on the ground floor near to the playground. And it has a capacity to accommodate 800 above students. All major functions such as morning assembly, karate class and major competitions and ceremonies are held here. It also consists of a projector and modern lighting system. Despite its old style infrastructure.



▲ LIBRARY

Ebenezer school has libraries such as 'students open library', 'National digital library', 'samagra educational portal with the following websites;

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- <https://openlibrary.org/collection/k-12>
- <https://nll.iitkgp.ac.in>
- <https://samagra.kite.kerala.gov.in>

Coming to the school, there is a unique collection of over 1000 books that nurtures and enhances the reading culture of children. The library is spacious enough to have oral discussions and classes. It has a collection of letters by eminent Malayalam writers. More than 100 letters were displayed on special shelves.



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▲ STAFFROOM

Since the number of faculties are very high there are 3 staff rooms at different places in the school. This enables the service of teachers to students at any time. And this has also helped to improve the accessibility of students to their teachers.



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▲ SCIENCE LAB

The science lab in Ebenezer HSS is maintained for the high school students. It is situated between the office room and staff room. It is easily accessible to the high school students as it is situated in the main building.



▲ COMPUTER LAB

The computer lab functioning in this school is accessible to students during and after school hours with the permission of the teacher concerned. It has an advanced infrastructure in terms of hardware and software to cater to the requirements of the students. They have programs related to database programming like HTML, DHTML especially for students belonging to VI to VIIIth standard.



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▲ PHYSICS LAB

Physics lab as such is accessible to higher secondary school students to practice several scientific experiments collecting data and taking measurements. They get an opportunity to learn the practical segments in physics & its theories. It is a highly ventilated room with well managed tables and equipments. It is always kept systematically and clean.



▲ CHEMISTRY LAB

Chemistry lab is also located in the higher-secondary block specially accessible to students of classes XI & XII. The space is well arranged for the students to conduct various experiments, tests like salt analysis etc. The students get a first hand experience in understanding the properties of different chemical compounds. The lab is spacious enough and have all safety equipments and measures in order to prevent accidents. The lab has all the necessary equipments and substances to conduct all the experiments prescribed by Kerala State syllabus.



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▲ BIOLOGY LAB

Biology lab is also located in the higher secondary block. The lab displays various elements like human anatomy, stuffed animals, birds and insects etc. Many specimens and models are also displayed in the lab. This helps to make teaching effective and learning faster. Microscopes and other equipments are also kept in a systematic manner for the accessibility of the students. The room is highly ventilated and spacious.



▲ SCHOOL BUS

Ebenezer HSS is well equipped with enough school buses that most of the students benefit from it. The school bus runs from early morning till the morning school time and after school time till late evening. On the whole they provide two trips for each bus insodeer to ensure the security of the students.



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(v) Junior Red Cross (JRC)

This forum is an actively organized forum in the school. It focuses on cultivating a humanitarian spirit among young people. And they are trained for the future to establish world peace and welfare of humanity.



(vi) Student Empowerment for Environmental Development (SEED)
This initiative at the school aims at creating awareness among the growing student community on environmental protection and enables them to protect air, water & soil.



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STRENGTH OF THE SCHOOL

Every member associated to this institution is expected to contribute positively to the growth of the school. Be it the staff, students, parents or other. This collectively positive collaboration creates a powerful sense of purpose and a tightly knit caring family atmosphere. Good teachers along with great physical infrastructure contributes to the success of this institution.

WEAKNESS OF THE SCHOOL

The school accommodates many students and hence this greatly affects the attention given to each student by the teacher and also affects the discipline of the institution. The engagements given to the children are not worth enough to accommodate these many students.

SUGGESTIONS

- Work experience and art education should also be given importance
- Lack of sufficient large classrooms to accommodate these many children.

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▲ MID-DAY MEALS

Meals are provided to all the students from upper primary to highschool students. Along with the government granted supplements like milk and egg which is given twice a week, enough food is also provided to their students. Meals mostly consists of rice and curry specially prepared by staff assigned by the school authority. Four of them are there to prepare the lunch. Meals are prepared and served in the school premise itself.



▲ Statistics of staff and students

- Number of boys : 1199
- Number of girls : 868
- Number of teaching staff : 83
- Number of non-teaching staff : 9
- Total number of students : 2067
- Total number of staff : 92



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ACADEMIC DETAILS

▲ Result of the year 2022

Just like the previous year, the school secured 100% result for both 10th (SSLC) and 12th examinations. Around 30 students got full A+ for SSLC examination.

▲ Activities of the school

(A) CLUBS

There are various clubs functioning effectively in this school and it includes:

(i) Library Club

The main activity of this club is to enhance the thinking, reading and writing skills of the students in the school.

(ii) Arts Club

Their main purpose is to provide students who have an interest in art, an opportunity to explore art and craft forms beyond their curriculum.

(iii) Sports Club

The main aim is to promote and develop interest in physical activities, and games.

(iv) Maths Club

They mainly focus on mathematical aspects and its various concepts. It also promotes different activities to establish an interest to this subject.

(v) Nature Club

They conduct various activities which promote an attitude towards healthy environment and take initiatives to avoid environmental degradation.





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- (vi) Yoga Club
They mainly focus on creating healthy habits among students like practising asanas, pranayamas & meditation.
- (vii) Soudhida Club
The aim of this club is to improve the physical, academic and social and inter-personal skill of the adolescents and lead them towards a successful adulthood.

(B) FORUMS

(i) National Service Scheme (NSS)

The students of 11th and 12th grade through this forum get an opportunity to participate in various government led initiatives and programs. Personality & social skill development is the central idea of this forum.



(ii) National Cadet Corps (NCC)

The NCC is open to school students on voluntary basis. It helps to develop leadership quality among students & also acts as a motivation to students. The NCC is considered as one of the pride element of Ebenezer HSS, Veetoor.



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(iii) Student Police Cadet (SPC)

This is a school based initiative by Kerala Police, implemented jointly by the departments of Home and Education. The purpose of this program is to build a bridge between the police and community by including values and ethics in school going students.



(iv) Scout and Guides

This forum mainly intends to inculcate in young boys & girls a spirit of loyalty, patriotism and thoughtfulness for others.



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SCHOOL PROFILE

OF

MRSV HIGH SCHOOL MAZHUVANNOOR

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MRSV HIGH SCHOOL MAZHUVANNOOR



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MRSV HIGH SCHOOL, MAZHUVANMOOR

Address : Mazhuvanmoor Rd, South Mazhuvanmoor
Kamakulam, Kerala
Pin - 686669

Educational district : Muvattupuzha

Block name : Vadavukode

School category : Aided

School headmistress : Anju Zacharia

Medium of Instruction : Malayalam, English

Founded in the year : 1983

Classess : 8-10

Computer aided : Smart classess.

School management : Single

Number of classess : 6

Drinking water type : Well

Play ground : Available

Library : Available



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HISTORY

MRSV HS Mazhuvaymoo is situated in Kummathumadu taluk of Emakulam district. It doesn't have attached pre primary section. In the beginning of the 20th century 2 primary schools were started for girls and boys separately. Sri Ms Raghava Warriar was the founder of this school. In 1937-1938 they started a middle school named MRSV UP school. In 1964 Sri Raghava Warriar started SRV HS unaided Malayalam medium high school. Sri S Parameshwara Iyer was the first headmaster of the school. Sri A.S Hanishara Iyer was the principal. His period witnessed more success in the school.

In the year 1964, Sri Ms Raghava Warriar passed away and Sri M.R Shankara Warriar took the incharge. When the school faced some financial difficulties, with the permission of Govt. Sri K.K Govinda was the principal. from then onwards. There were 20 teachers, 4 non teaching staffs and nearly 300 students in school.

VISION

The vision of the school is to provide quality education to all section of community, prepare them to face the challenges of the society, and to make them better citizens of the future. To foster an enthusiastic creative community of learners prepared to continue their intellectual, emotional and physical development.

MISSION

The mission is to provide a safe place where everyone is valued and respected. All staff members in partnership with parents and families are fully committed to students. Students are empowered to meet current and future challenges to develop social awareness, civic responsibility and personal growth. The goal is to create a relevant learning opportunities for students, both inside and outside the classroom that helps them to develop knowledge, critical thinking skills, and character necessary to face the technologically world.



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OBJECTIVES

FACILITIES OF SCHOOL

- To provide quality education to all children
- To impart knowledge to prepare global citizens.
- To develop skills and explore hidden talents
- To enable to discover true potential
- To enhance the quality of teaching & learning.
- To empower the students, to meet new challenges.
- To develop a sense of social responsibility
- To promote creativity among children.

GEOGRAPHICAL FEATURES AND LOCALITY

MRSV High school is situated in Ernakulam district of Kerala. The school is located in Mazhuvannoor area of Muvattupuzha block of Ernakulam district. The medium of instruction in school is Malayalam and English. This school is situated next to Mazhuvannoor church. The place is full of natural beauty, surrounded by trees, canals etc. The people and authorities around the school always supported the growth of school.



FACILITIES OF SCHOOL

OBJECTIVES

The MRSV HS provide a wide range of facilities to attain prescribed mission and vision. There are two divisions for each standard and the class starts from 8th std. The school timing is from 9:20 AM to 3:20 PM. The classroom facilities are good and each classroom is equipped with a projector and speaker system.

LIBRARY



There is a good library in the school that provide access to 2200 books. There is a library period in each week where the students utilize this time for effective reading. The school also allows the students to take books into home after entering the registers. But the students have to return the book within two week time period.



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PLAYGROUND



There is a large playground in the school along with a volleyball court. The children are provided with 2 periods every week for P.T. They are allowed to take part in various games as a part of physical education which plays a major role in mental health and physical development of students.

AUDITORIUM



The school has an auditorium that can hold around 250 people. It is used for functions like anniversaries, seminars, demonstrations, youth festivals and so on.



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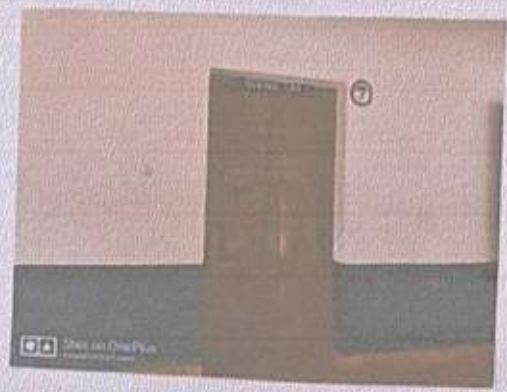
School Bus



There is a school bus facility in the school that provide better safety measures and easy transportation facilities in the school. This facility attracts more students into the school.

LAB FACILITIES

• SCIENCE LAB



There is a well equipped science lab in the school for better understanding of the class. The lab includes microscopes, chemicals, prisms, still models etc.

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COMPUTER LAB

RESULT OF THE SCHOOL



Mrs. Emmy M. Kurriakose is the teacher in charge of computer lab in the school. The IT lab provide opportunity for students to adopt with the technology world as well as making their learning more effective.

SCHOOL LUNCH PROGRAMME



Almost all students use this facility. The lunch is provided at 12:20 pm. The students queued up for the lunch to be served at the dining hall. Besides lunch, students are given egg and milk in a week.



RESULT OF THE SCHOOL

During 2021-22 academic year, the school has secured 100% results for SSLC exam out of 53 students appeared. Out of it, 3 have secured A+ and one has got 9 A+

FACULTY INFORMATION

The faculty of school include both teaching and non teaching staffs. There are twelve teaching and four non teaching staffs including bus drivers.

SCHOOL LUNCH PROGRAMME

ACTIVITIES OF THE SCHOOL

I] CURRICULAR ACTIVITIES

- a) CLUBS
- *) Science club

A science club is one of the most necessary club in a school. It really helps the students to attain a clearer vision of their goals. A science club can clearly creates more enthusiasm among all students.

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There is a well equipped laboratory facility in the school for the better understanding of science. Science club is a platform aimed at developing scientific attitude and scientific temper in students. It helps to increase their interest in science and attaining answers to many questions. The club conduct activities on a regular basis.

* Health club

There is a health club in the school to maintain hygiene of school. First aid kits are available for everyone. Iron tablets as well as injection for 5 year old students are provided on a regular basis at free of cost.

* Mathematics club

This club offers opportunities for more flexible learning of students. It promotes interest and aptitude of students in mathematics.

* Social Science club

This club aims to produce socially responsible citizens and make them aware about the values, responsibilities in the society. Poster making, ~~quiz~~ competitions, quiz are conducted as a part of the club.



* Career guidance and counselling club

This club help the students to cope up with mental stress and other problems of children. It also provide assistance or guidance to make a better future.

* IT club

The IT club enriches the knowledge and skill of students in using computers as well as in understanding the applications better. It also provide video lessons for students.

b) FORUMS

* Guides

Guides is the part of Bharat scouts and guides. It is designed to inspire and challenge the girls of age 10-14 years. Mrs. Kmy M Kurakose is the teacher in charge. It trains the students to become a better citizen and also improve the leadership quality.

* Little kites

Little kites is an information technology initiative which includes around 48 students under the guidance of Mr Basil Kurian. It aims at giving training for the students in cyber security and provide scholarship.



* Sargham

Sargham is a programme that aims to improve and develop the interest of children in the areas of literature and improve their skill in the communication. They promote the students to search their inner talents.

* Alumni Association

The former students associations that arrange programmes such as get together and motivation classess etc. They also provide financial support to the school.

2) CO-CURRICULAR ACTIVITIES

a) Physical Education

It helps the students to develop both physically and mentally. This also act as an agent for maintaining good fitness as well as in mental fitness. It helps in improving physical coordination etc. The teacher incharge was Mrs. Emy M. Kurukose. The students get qualified for state level volleyball championship in 2021 at Punjab. Two of other students also got selection for softball competition among statewise.

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* Sports day

Every year, two days are celebrated as sports day through which participants for district and sub district levels are selected. The items includes 100 m race, 200 m race, 400 m race, shot put, long jump etc.

* Arts day

Arts day is also a 2-day programme, which is celebrated every year. The items include oppam, thiruvathirā, speech, margamkali, mono act, mime etc

* Annual day

Annual day is conducted every year which is celebrated as a festival. The programme starts with an official ceremony and is held in the month of February towards the end of academic year.

3] OTHER ACTIVITIES

* BRC and special training

The school provides special training for students with mental retardation etc and for those who needs an extra caring. Students are provided with activities according to their interests and skills



* School assembly

School assembly is conducted in the morning of Monday, Wednesday and Friday. The assembly is conducted by each class in alternative days. It includes prayer, news reading, thought of the day, and suggestions from HM and is concluded with a national anthem.

* PTA

The parent-teacher association is very active in the school. It acts as the backbone of school and also a very important support system. The meetings are conducted regularly.

STRENGTH AND WEAKNESS OF SCHOOL

A teacher has to be a good mentor and have to work for the welfare of the students. It includes teaching as well as non-teaching methods. The ambience of the school is one of the plus points of school, that provides a friendly atmosphere. Each class of school is equipped with projector and speaker system. Teachers are well-efficient.



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and practised to manage the class. Extra coaching is provided for students. The school provide mid-day meal and proper nourishment to students.

The main weakness of the school is its auditorium. The auditorium doesn't have adequate facilities. Also the science lab is not well-equipped. School fails to conduct assembly on a daily basis. Also the school doesn't provide any counselling facility.

SUGGESTIONS

The school infrastructure has to be improved especially in the case of ~~auditorium~~ auditorium. The auditorium doesn't have any curtain or chairs. The science-lab has to be well equipped. Should provide a sufficient room for non teaching staffs. Discipline marks the character of a person. Imparting more discipline to students will improve the quality of school as well. For getting better understanding about a particular topic, the time allotted for each hour should be a little bit more. Mee



REFLECTION ON THE SCHOOL EXPERIMENT

As a part of BEd curriculum, I had to undergo a school internship programme from 27 June to 22 July of 2022. It was an incredible experience for me. The responsibilities and commitment that a teacher has was understood through this programme. I came to know deeply that for being a good teacher, we have to consider teaching as a passion and not a profession.

I was incredibly nervous on my first day. However my first day at school was, super cool. As day passess, I got better; I started to read through my students and planned to be much more creative in the class. I was able to manage the class well by the end of the programme even though it was difficult in the beginning. This one month enlightened me to work more on my passion side with much happiness and success.



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19/09/22

Reflective Journal

Description of Events: As a part of my B.Ed curriculum, I had a one month induction at MRSV HS Mazhavannoor and I had to prepare when I acquired the chance to know more about the school.

Feeling: It was an overwhelming experience for me. In the beginning, I was very anxious about how my induction is going to be. How I could collect information about the history of school. But the staffs really helped me well.

Evaluation: I have done my work with utmost dedication and sincerity. This work helped me to know the school much better.

Analysis: By preparing the profile of, I could understand that this school plays an important role in creating a multi-dimensional impacts of students.

Action Plan: By practical, I got a detailed information about the school. This will help me to enhance my passion about teaching.



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SCHOOL PROFILE

OF

GOVT HIGH SCHOOL AROOR

GOVT. HIGH SCHOOL AROOR

General Information

Name of School : Govt. H.S Aroor
Found on : 1951
District : Ernakulam
Sector : Government
Section : High school
Medium : Malayalam
Students strength : 177
Headmistress : Sudha NK
Teacher strength : 15

About the school

Govt. H.S Aroor was established in 1957 and it is managed by Department of Education. It is located in rural area under the outskirts of Kothattukulam. Town is Palakuzha Panchayath of Ernakulam district. The school consist of grades from 1-10. Malayalam is the medium of instruction in school. As the school is nearer to MC road, it is approached by all weather road. The academic session



Starts in June. The school is under state board.



Mission of the school

Govt High School Aroor is committed to facilitation of human growth and upliftment, by offering to young minds, perennial sources of knowledge.

Vision of the school

The school is to work towards the generation of star performers with sterling character based on moral values and ethics. It is secular in spirit to

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reform and transform the young minds to be useful and productive citizen. Education activities at empowering the students to empower society, humanity especially the socially and economically marginalised and creating a citizen of love.



HISTORY

The School played an excellent and inevitable role in the academic achievements of lots of people in Aroor and its neighbourhoods. The school continues its journey and it has a lot of stories to tell about its glorious improvements. The institution is the reflection of love and care.

Govt. H.S Aroor was established in Aroor, Thirukochi state, before the transformation of Kerala state in 1957, located in Koothattukulam village (now Dalakuzha village)

The land required for school was donated by Vattakavil family, Vattakavil



Kurian son of Italian Pilla, Vattakavil Mani's Daughter Anna and Elsa. All together contributed 1 acre.

The school opened in 1951 in the status of Middle school (1st form, 2nd form etc) Late in 1954 the school got upgraded to primary school from 1st Standard to fourth standard. As the school got State upper primary school once again vattakavil family donated another 75 cents of Land to the school.

In 2013, August, This school was given a high school status. Then educational Minister of Kerala, Mr. Abdul rab Inaugurated the high school on 20th November 2013.

In 1952 the president of India, Dr. Rajendra Prasad had passed by the school and the school authorities arranged a welcome reception for president. The school authorities handed over a memorandum to the president on that occasion. As a result the school got a well digged and all the water requirements were taken care of.

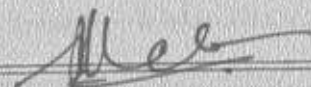
The first batch of SSLC was passed out in the year 2015, from this year onwards, every batch upto 2022, the school has secured 100% passouts. Aroor Govt High School a cluster resource center. The school of



neighbourhood panchayats are also included in this cluster.

Time Schedule

First bell	: 9.45 am
Second bell	: 9.55 am
Third bell	: 9.57 am
First Period	: 10 to 10.40 am
Second period	: 10.40 to 11.20 am
Interval	: 11.20 to 11.30 am
Third period	: 11.30 to 12.10 Pm
Fourth period	: 12.10 to 12.45 Pm
Interval	: 12.45 to 1.30 Pm
First bell	: 1.35 Pm
Second bell	: 1.45 Pm
Fifth period	: 1.45 to 2.26 Pm
Sixth period	: 2.20 to 2.55 Pm
Interval	: 2.55 to 3 Pm
Seventh period	: 3 to 3.30 Pm
Eighth period	: 3.30 to 4 Pm



School Activities

Government high school, plays an important role in curricular, co-curricular and extra curricular development of pupil.

Clubs

The school recognizes that effective learning does not always take place exclusively in the classroom. As a school, they wish to broaden learning horizons so that students can connect the outside world to their experiences in school. Each club in school tries to provide these enrichment activities in their own way. Clubs are perhaps one of the most anticipated programmes of schools.

1. Science club

Science club functions well in the school. The vision of the club is to foster the importance of science and technology in the society. The club also helps in gathering new information in science. The club conducts science day, science related quiz etc.



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2. Nature club

The nature club is running very effectively in school. The club enables the children to know the importance of living with nature.



3. Health club

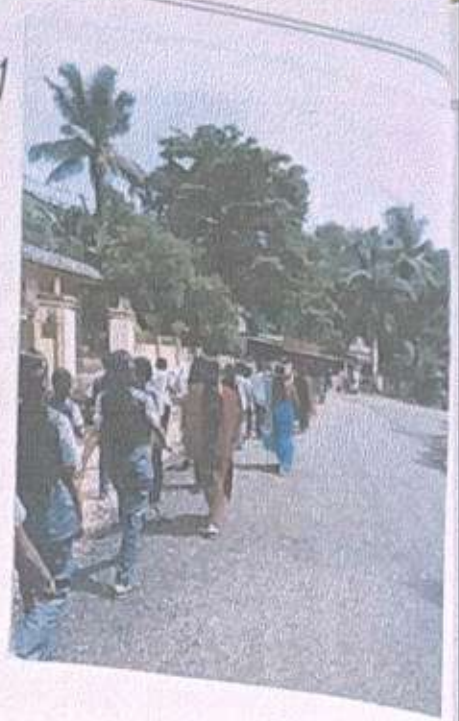
Health club is intended to more students to follow a healthy life style and give them basic health tips that to be followed for a better life. The health club conducts various programmes to nurture the students.



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Health clubs in schools can favorably influence the habits, attitude and knowledge relating to an individual and community. These clubs can modify our behaviour towards the attainment of optimum health. Physical education caters to provide physical fitness which an important component of wellness.



4. Mathematics club

Maths teacher is the supervisor of this club. The students who are passionate in learning maths are the main member of this club.

5. Social Science club

The club's main objective is to create interest and motivation in this subject. Under the supervision of social science teacher, the club functions.

Apart from these clubs, the school has programs organised by the vidhya rangam and kala sabithya vedi.



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Junior Red cross (JRC)

Junior Red cross (JRC) started in Govt. H.S. Aroor, from 2015. Aiming at developing the importance of love, service mentality, brotherhood generosity in students mind. JRC activities include Health care, social service, International harmony and preventing disasters which are practiced in school and in neighbourhood. 'Service' is the prime policy of JRC. Students from 8th, 9th and 10th level actively participate in JRC.

School Assembly

School assembly is one of the most important part of school curriculum. Morning assembly plays an important role in school discipline. School Assembly is a gathering in which the teachers and students can communicate in common. Govt. H.S. Aroor play a prime role in setting up a disciplined school assembly. The assembly is usually conducted on Monday, Wednesday and Friday, starting with a prayer song of school choir. The assembly also includes pledge, news reading, HM's announcement, thought of the day.

Parents - Teachers Association

PTA or parent teachers association aims to improve the quality of school and it aims at making the school a



Like every School Govt. H.S Aroor also plays a vital role in ensuring the nutrition availability to the pupil. Their midday meal consist of rice and different types of nutritious dishes such as vegetables, Grains etc. Also School provide egg and milk once in a week.



School Uniform

Students wear red check shirt with Navy blue pant or skirt on wednesdays and Blue lined shirt with Navy blue pant or skirt on other days. Along with this, the childrens should wear School Identity card and belt. Uniform is compulsory for all days.



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Playground

The school has a large ground near to the school in which all the sports and physical activities of school are conducted. The activities include football, athletic events etc.

Computer Lab

The school is well equipped with a computer lab with almost 8 computers. The students are trained with computer classes from standard one.

Remedial classes are given to the students who need special assistance on Saturdays and Interval time. The students are trained for the science, maths pairs according to their interest in subjects.

Library

A school library is a place in school where vast collection of books, both academic and novel types are kept. The students have access to the library which can increase the reading ability, patience and overall character development of the children. School library



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has more than 2000 books in it. The glossary includes story books, novels, translated novels, subject books, dictionary etc.



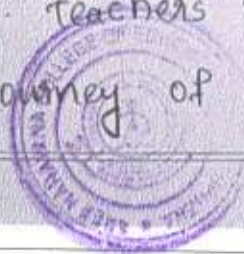
Students come to library once in a week with the guidance of teachers.

Transportation



The school provide transportation facilities for the students those who come from far away. There is around

three rikshas to ensure the transportation of all students and each rikshas take more than one trip. School provide safe and comfortable journey for all students. Teachers provide proper guidance for the safe journey of students.



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School Building

The school has Govt building. It has got 8 classroom for instructional purpose. All the classrooms are in good condition. upper primary and highschool



Sections have digital classrooms. It has a other rooms for non-teaching activities. Activity room is provided for the entertainment purpose. The school has a separate

room for head mistress. Lower primary section is in a separate building. High school section is in first floor and upper primary section is in second floor of another building.

There is a separate building for Anganwadis and pre-primary section. The school has partial boundary wall.

The school has have



M.C.C.



electric connection. The source of drinking water in the school is well and it is functional. The school has 3 boys toilet and 4 girls toilet which is functional. The school has ramp for disabled children to access the classroom. But there is no disabled children in school. The school has proper waste management system.

In 2021, the school witnessed for the foundation laying of the new building which is a two store project. The foundation laid was inaugurated by



honourable chief minister shri, Pinarayi vijayan through online platform due to pandemic situation. In this ceremony, the school was awarded Education excellence award by Dr. Mathew kuzhalanadam, who is the present MLA. The construction work is in progress. This building includes an auditorium and classrooms.

All classrooms are very spacious and has proper lightening and ventilation.

M. C. S.



Achievements

The school got many awards for academic and non academic excellence. School got 100% Result in 2022 SSLC exam. School gets different prizes for Non-academic competitions like cook expo and festival etc.



Old students

The school has produced lot of eminent personalities of which Mr. John Kurjakose, who is a very successful entrepreneur who established one of Asia's largest Dental firm (Dentcare private limited)



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Strength of the School

- School have a strong leading team
- School can provide all the facilities for its students.
- School plays equal attention to curricular, co-curricular and extra-curricular activities.
- School provides best learning atmosphere to students.
- School gives much importance to academic sessions.
- It provides best learning and teaching experience.

CONCLUSION

The school profile is a complete collection of all the data regarding the school. Through creating a school profile of Govt. High school, Aroor. I was able to understand each and every perspective about the school. The school ensures best learning experience to its pupils. The activities make students more active and enthusiastic also helps them to focus more on academic syllabus. All the students and teachers associated with the school are also privileged.

As part of BEd curriculam, we had to



Prepare a school profile on the basis of activities and endeavours hosted by the school which we choose for the induction programme. This was a worth one, that enables me to understanding the functioning, activities, programmes in school. I am also privileged to be a part of this school.

Sr.
15/09/22



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MENTORING & SCHOOL COUNSELLING



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CRITICAL ANALYSIS OF THE STATUS OF
EXCEPTIONAL CHILDREN IN THE SCHOOL

[STATISTICS OF CHILDREN WITH SPECIAL
NEEDS AND THEIR CHARACTERISTICS]



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INTRODUCTION

School children are normally distributed into below average, average and above average. But there are a few children who may be found to deviate mentally, socially, educationally and physically from the normal children. These deviated children like other children, need security, love, affection and satisfaction of their urges. When they are denied the satisfaction of their social and emotional needs, due to some reason or the other they become emotionally disturbed and suffer from adjustment problems. As a result they fail to pay required attention to their studies and thus become educationally subnormal. Learning becomes futile, they become conscious of their inferiority complex and socially they feel isolated.

The achievement of exceptional children seems to be less when compared to normal children. Therefore, they need careful attention. Such children distinctly require special educational care in a specialized manner. In addition to their problems specially in relation to the adjustments have to be considered. These deviated children, often designated as exceptional children can be defined as the ones who differ so much from his peer average group in respect to physical, mental or social characteristics so that he is unable to develop his fullest potential under normal conditions in the ordinary classrooms for these some special organized schools have to be created or should be given special care and attention.



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THE CONCEPT OF EXCEPTIONAL CHILDREN

According to Crow and Crow, "the term 'exceptional' is applied to a trait / to a person possessing trait upto the extent of deviation from normal possession of the trait is so great that because of it the individual warrant or receives special attention from his fellows and his behaviour responses and activities are thereby affected. And according to W.M. Cwickshank, "an exceptional child is he who deviates physically, intellectually, and specially so marked by from normal growth and development that he cannot be benefited from regular classroom programme and needs special treatment in school."

TYPES OF EXCEPTIONAL CHILDREN

• GIFTED CHILDREN

The concept of giftedness varies widely. The talented or gifted child is one who shows consistently remarkable performance in any worthwhile line of endeavour. The psychologists have defined giftedness on the basis of IQ. Children having an IQ of 140 and above are said to be gifted. They have high mental ability, high educational achievement, high social talent, high mathematical ability and high artistic ability.

• SLOW LEARNERS

A child can be described as a slow learner if his or her thinking skills develop at a notably slower rate than that of his / her peers. The child will carry on through the exact same developmental stages as his / her peers but at a comparatively slow rate. Also, the child typically has



below average intelligence.

• CREATIVE CHILD

These children with the ability to make unusual associations or connections between seemingly unrelated or remote ideas. They have the ability to rearrange elements of thought to create new ideas or products. They also have a large number of ideas / solutions to problems. They are also good at adapting, improving or modifying existing ideas, thoughts or products.

• MENTALLY RETARDED

A mentally retarded child is one who is significantly subaverage in general intellectual functioning existing currently with deficits in adaptive behaviours and manifested during the developmental period. This child is mentally deficient due to psychological or environmental factors.

• THE UNDERACHIEVER

An underachiever is a person / a student who fails to achieve his / her potential or does not do as well as expected. Studies of individuals who have not realized their apparent potential have identified learning difficulties, ADHD, and many other educational problems.

• LEARNING DISABLED CHILDREN

Learning disability is a neurological condition which affects the brain's ability to send, receive and process information. A child with a learning disability may have difficulties in reading, writing, speaking, listening, understanding mathematical



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concepts, and with general comprehension. Learning disabilities includes a group of disorders such as dyslexia, dyspraxia, discalculia and dysgraphia etc. Each type of disorder may coexist with another.

• CHILDREN WITH ADHD

Attention Deficit / Hyperactivity Disorder (ADHD) is a chronic condition where the children struggle with low self-esteem, troubled relationships and poor performance in schools. ADHD includes persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior.

• HANDICAPPED CHILDREN

It is that state of the body which obstructs the child from making normal progress in his/her school activities as average children do. These children are medically determined blind, deaf, retarded, emotionally disturbed, orthopedically or otherwise chronically handicapped.

• THE DELINQUENT CHILD

Delinquency is unwelcome action, omission or moral behaviour of a juvenile which is not socially permitted in any society. The child fails to meet certain social obligations anticipated from them by the people. The action of the child can be seen as a foolish childish behaviour, but it can cause serious worry and concern.

• THE SOCIALLY DISADVANTAGED CHILD

They are children who come from socio-economically backward section of the community. They are mostly seen in interior and rural areas of our country where educational and other facilities are lacking as compared to a metropolitan area.



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CHARACTERISTICS OF EXCEPTIONAL LEARNERS

- Superior or inferior to that of the average children
- Deviate from the average people in both directions plus and minus of mean physically.
- They come across learning difficulties in normal setting
- Learn fast / slow in different learning environment
- They are curious
- They are involved in self-analysis and criticism
- Exhibit deviations positively / negatively in behavioural / developmental dimensions.
- Needs special attention and care.

AIMS AND OBJECTIVES

This study mainly focus on identifying the exceptional learners in a particular classroom. It also aims to analyse the social behaviour and relationship held by students among their peers in a classroom environment. This study also aims to identify effective teaching methods to improve or appreciate the exceptional learners. The important aspect of this study gives more attention to the slow learners in the prescribed classroom. After identifying the social relation of each student, a sociogram is prepared and an achievement test is also conducted. Finally, a socio-personal intelligence test is also administered among the students. Thus, this study tries to provide a special attention to the isolate in the classroom.

NEED AND SIGNIFICANCE

Exceptional children often face difficulties to thrive in a learning environment here arises the importance of identifying them and administering the right care to them. It is



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highly important to identify the problems of all learners and provide the right kind of treatment to all the individuals in our class. As a teacher we should be able to identify exceptional learners and provide careful attention to their needs. Hence, this study become significant and relevant.

IDENTIFICATION

As a part of our two year BED curriculum, we need to analyse the students of our class and I conducted this study on the students of Ebenezer Higher Secondary School, Veetthoo. I identified the exceptional learners in standard VIII. Achievement test, & socio-personal intelligence test was conducted to identify the exceptional learners. After the completion of these tests, using the sociometric technique of study, the students are analysed on the basis of their socio-personal relationship with the peers in the same classroom.

METHODOLOGY

Methodology is often described as the body of methods, rules and postulates employed by a discipline to attain a certain goal. Certain systematic techniques and procedures are used by the researcher to make the process more authentic, scientific and valid. With the help of different tools like a questionnaire, the data is collected.

SAMPLE

The study is conducted among the 8th standard students of Ebenezer Higher Secondary School, Veetthoo. They are provided with a questionnaire and 30 samples were collected.



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TOOLS USED FOR THE STUDY

• ACHIEVEMENT TEST

The result of this year's 1st mid term exam conducted by the school for class VIII students were collected and codified.

• SOCIOMETRY

Sociometry is a measurement technique used in social psychology based on the assessment of social choice and interpersonal attractiveness. It is used to mean the quantitative treatment of all kinds of interpersonal relations. This sociometric test assesses the attractions or repulsions within a given group. Here, all the group members are asked to identify specific persons with whom they wish to travel. Each child in the class exhibits his own preference & from the data collected, the investigator can construct a sociometric data sheet followed by a social map which is known as sociogram. This map helps the investigator to identify the star, clique and isolates.

• SOCIO-PERSONAL INTELLIGENCE TEST

The students were provided with a questionnaire with 60 test items and using this tool, the students are analysed for their social and emotional skills.

METHODS USED FOR ANALYSIS

• ARITHMETIC MEAN

Arithmetic mean or just the mean or the average is the sum of a collection of numbers divided by the count of numbers in the collection. The collection is often a set of results of an experiment or an observational study, or frequently a set of results from a survey.

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• SCORING

The scoring was done with 5 point scale and the scores were 1, 2, 3, 4 & 5 for each response.

PROCEDURE

The data required for the analysis of exceptional children in a classroom was collected from the 8th standard students (30 students) of Ebenezer Higher Secondary School, Veettoor. The students are provided with the tool with 60 test items (questionnaire) and with the assistance from the teacher, the students attend to the test items. All the 60 test items were read and answered individually by the students. All the answers are marked from their subjective point of view. The scoring is done with 5 point scale and the respective scores are 1, 2, 3, 4 & 5 for the responses. Using this inventory the exceptional child in that particular classroom is identified. The achievement test, sociometry and the social personal adjustment test has enabled the teacher to arrive at valid conclusions.

ANALYSIS AND INTERPRETATION OF DATA

• ACHIEVEMENT TEST SCORE

Sl. No.	Name	Mal I	Mal 2	English	Hindi	S.S	Maths	Phy.	Chem.	Bio.	TOTAL
1.	Abhinav K.S	19	28	54	18	41	26	13	17	18	234
2.	Abhishek Pradeep	21	26	54	21	24	25	14	18	28	217
3.	Daashan Raj.M	22	25	53	27	64	56	26	24	27	324
4.	Don Justin	21	23	45	18	55	50	25	25	26	298
5.	Evilin Priyesh	25	25	47	10	31	29	11	36	16	230



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6.	Jishnu P.S	27	26	58	26	54	63	32	28	26	340
7.	Mahisha T.S	24	30	65	27	61	56	30	27	31	351
8.	Muhammed Aslam	28	25	62	24	63	60	28	30	23	343
9.	Muhammed Fawaz	26	24	56	23	26	28	16	14	14	230
10.	Muhammed Shuhjaba	26	30	65	27	72	60	29	30	28	367
11.	Sreehari Vinod	25	29	62	29	65	57	30	25	27	346
12.	Sreelesh Kalesh	31	30	44	11	50	43	25	26	25	285
13.	Sreevinayak. K.S	28	28	64	25	66	48	25	28	28	340
14.	Thejas .V.	28	27	54	15	56	51	16	26	30	297
15.	Adhilakshmi Rajeev	21	23	45	18	55	50	25	25	26	288
16.	Anila Soman	30	27	66	28	69	64	32	30	33	379
17.	Anathi Vijayan	28	30	58	31	60	49	27	29	29	342
18.	Aryamanda K.A	28	27	63	26	58	43	24	23	27	319
19.	Ashly Shibu	22	24	51	23	24	38	13	15	15	225
20.	Basila Basheer	24	28	61	24	68	54	22	21	24	326
21.	Beema P.S	25	29	62	21	51	47	28	28	29	320
22.	Devika Bejesh	26	25	63	27	64	57	23	26	25	336
23.	Devikrishna K.S	19	28	54	18	41	25	14	17	18	234
24.	Harshitha Sanjad	24	28	63	28	63	51	22	19	28	326
25.	Jeena Jose	27	31	58	27	72	48	24	25	28	340
26.	Janya Sija	25	27	62	30	76	56	28	24	26	349



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27. Meenakshi K.B	26	29	60	24	56	44	23	27	25	314
28. Nadira T.S.	24	24	57	25	68	49	22	24	25	318
29. Nehamol Ann	28	27	54	15	56	51	16	26	30	297
30. Safna C.S	14	16	46	20	36	34	18	16	15	215

The achievement test was conducted for all the nine subjects and the maximum mark for each subject was 80 and 40. Thus, the total marks for all the 9 subjects was 480. The average score of the class was 304. This was calculated using arithmetic mean. The highest score in the class was 379 and the lowest score in the class was 215. Thus the range of the data collected as a part of this achievement test was 164.

• SOCIOGRAM

The word sociometry comes from the Latin "socius", meaning social and "metrum" meaning measure. At these roots imply, sociometry is a way of measuring the degree of relatedness among people. Measurement of relatedness can be used not only in the assessment of behaviour within groups, but also for interventions to bring about positive change and for determining the extent of change. Sociometry can be a powerful tool for reducing conflict and improving communication because it allows the group to see itself objectively and to analyze its own dynamics.

Jacob Levy Moreno coined the term sociometry and conducted the first long-range sociometric study. For him sociometry is a methodology for tracking the energy vectors of interpersonal relationships in a group.



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It shows the patterns of how individuals associate with each other when acting as a group toward a specified ^{end} goal. Sociometry is based on the fact that people make choices in interpersonal relationships. Whenever people gather, they make choices - where to sit/stand; choices about who is perceived as friendly and who not, who is central to the group, who is rejected, who is isolated.

Choices are fundamental facts in all ongoing human relations, choices of people and choices of things. And these choices are often made on the basis of certain criterion. This criterion can be objective / subjective. When members of a group are asked to choose others in the group based on a special criteria, everyone in the group can make choices and describe why the choices were made. From these choices a description emerges of the networks inside the group. A drawing, like a map, of these networks is called a sociogram. The data for the sociogram may be displayed as a table or matrix of each person's choices. Such a table is called a sociomatrix.

APPLICATION OF SOCIOMETRY

As a part of this practical a sample tool was given to the students of class 8, of Ebenezer Higher Secondary School, Vettoor in order to identify and analyse the socio-personal relationship among the students in the same class.

Name: _____ class: _____ Date: _____

Q: With whom would you love to travel to different places?

Preference 1: _____

Preference 2: _____



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Sl. No.	NAME OF THE PUPIL	CHOICE		TIME CHOSEN		TOTAL NO. OF CHOICES
		I	II	I	II	
1	Abhinav K.S	13	4	2	1	3
2	Abhishek Pradeef	1	6	0	0	0
3	Darshan Raj.M	6	5	1	1	2
4	Don Justin	1	12	1	1	2
5	Ewilia Prigesh	6	14	1	2	3
6	Jishnu P.S.	3	5	2	1	3
7	Mahinsha T.S.	8	1	1	1	2
8	Muhammed Aslam K.B	7	9	1	0	1
9	Muhammed Fawas	11	10	0	2	2
10	Muhammed Shaljahar	11	9	1	1	2
11	Sreehari Vinod	10	7	2	0	2
12	Sreelesh Katesh	4	13	1	1	2
13	Sreeriyajak K.S.	12	1	1	1	2
14	Thijas. V.	5	3	0	1	1
15	Adhilakshmi Rajeev.	16	21	1	1	2
16	Anila Soman	26	21	4	0	4
17	Asathi Vijayan	27	19	1	1	2
18	Ayananda K.A	28	22	1	2	3
19	Aditya Shibu	17	20	0	2	2



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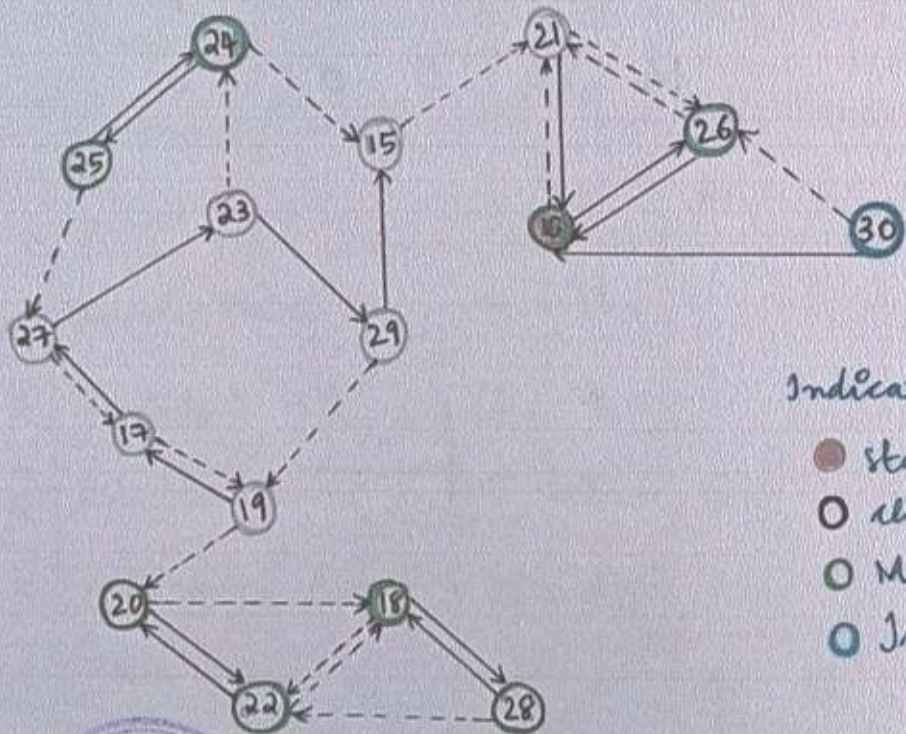
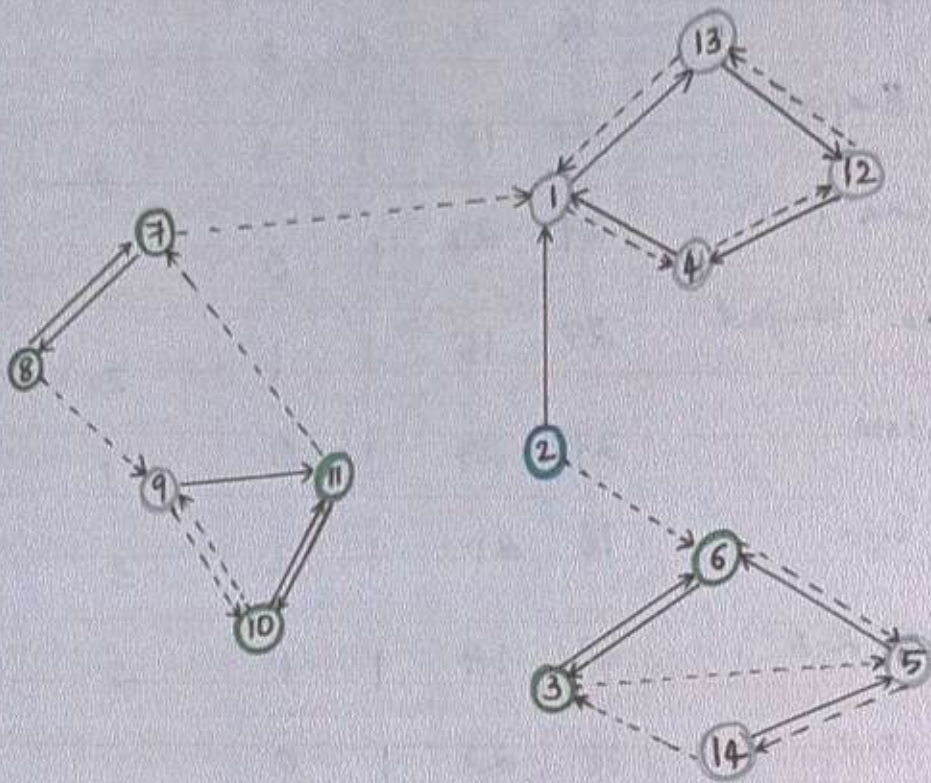
20.	Basila Basheer	22	18	1	1	2
21.	Beema P.S	16	26	0	3	3
22.	Devika Brajesh	20	18	1	2	3
23.	Devikishna K.S.	29	24	1	0	1
24.	Haaritha Sanjad	25	15	1	1	2
25.	Jema Jose	24	27	1	0	1
26.	Jeniga Giju	16	21	1	2	3
27.	Meenalokhi K.B	23	17	1	1	2
28.	Nadisa T.S	18	22	1	0	1
29.	Nehamol Ann Babu	15	19	1	0	1
30.	Safna . C.S.	16	26	0	0	0



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[P.T.O.]



Indicators

- star
- clique (mut)
- Mutual
- Isolate



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Sociometry and sociogram are created by using the data collected from Ebenezer H.S.S, Veethoor.

The following are the findings.

Star - Anila Soman (16)

Clique - nil

Mutuals - Mahinsha⁽⁷⁾, Aslam⁽⁸⁾, Shabjahan⁽¹⁰⁾, Leechari⁽¹¹⁾, Jishnu⁽⁶⁾,
 Daashan⁽³⁾, Harshitha⁽²⁴⁾, Teena⁽²⁵⁾, Anila⁽¹⁶⁾, Jemysa⁽²⁶⁾, Basila⁽²⁰⁾,
 Devika⁽²²⁾, Nadia⁽²⁸⁾ and Aryananda⁽¹⁸⁾.

Isolates - Abhishek⁽²⁾ and Safna⁽³⁰⁾

SOCIO-PERSONAL ADJUSTMENT TEST

I conducted a socio-personal adjustment test among VIIIth standard students of Ebenezer Higher Secondary School, Veethoor. A questionnaire with selected test items was presented to the students and this was done to find out the social and personal relationships of them. The test was given to a sample of 30 students and the test revealed that

Sl. No.	NAME	SCORE	Sl. No.	NAME	SCORE
1.	Abhinav K.S	242	6.	Jishnu P.S	231
2.	Abhishek Pradeep	172	7.	Mahinsha T.S	194
3.	Daashan Raj M.	250	8.	Muhammed Aslam	208
4.	Don Justin	224	9.	Muhammed Fomas	214
5.	Evilin Priyesh	235	10.	Muhammed Shabjahan	228



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11.	Suchali Vinod	237	21.	Beema P.S	243
12.	Sreelath Kalath	217	22.	Devika Brajesh	206
13.	Keerthi K.S.	242	23.	Devikristna K.S	193
14.	Rajas. V	246	24.	Harshitha Sanjad	247
15.	Adhilakshmi Rajeev	184	25.	Teena Jose	224
16.	Anila Soman	261	26.	Jeniya Siju	215
17.	Aarthi Vijayan	219	27.	Meenakshi K.B	227
18.	Arjananda K.A	230	28.	Nadira T.S	248
19.	Ashly shibu	227	29.	Nehamol Ann	253
20.	Basila Basheer	214	30.	Safna C.S.	164

ADMINISTRATION AND SCORING

Maximum score a student can obtain = $60 \times 5 = 300$

So, the total score of the test item = 300

Maximum score of all the students = $300 \times 30 = 9000$

The total score gained by all the students = 6695

Average score = $\frac{6695}{30}$

= 223.16

The scoring for finding the socio-personal adjustment test was done by 5 point scale and the scores were, 1, 2, 3, 4 and 5 for negative to positive responses. From the data collected, the total score of all the students were 6695 of 9000. This creates an average score of 223.16. The highest score is identified to be 261 and the lowest score is 164. Using arithmetic mean 30% of students paper



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really well in the intelligence test and scored high scores and hence exhibited high socio-personal skills and attitudes. 63% of the students scored an average and below average score was shown by 7% of students. The range of the score is 97. From the results, nearly 2 students scored less compared to their peers. And both of them are identified as exceptional learners. Thus this test has also enabled to highlight the exceptional children in the class.

RESULTS AND FINDINGS

The intelligence test was conducted to find the socio-personal adjustment skills of a group of students. It is evident from the survey that the students scored least scores in the socio-personal adjustment test are the poor performers in the class and their scores in the achievement is also comparatively low. This has affected their overall performance in the class. Out of the 30 students there are two isolates and both of them scored comparatively low marks in the mid term exam. So, their poor social intelligence has seriously affected their academic performance in their class. On the other hand, the 'star' identified through the use of the sociogram is good at academics and is the top scorer in the class.

CONCLUSION

Exceptional learners exhibit various kinds of skills, abilities, and knowledge but they vary a lot when compared to the performance of an average student. There are various reasons for their poor performance. As a teacher, it is her duty to analyse and detect the problems of her students and to find a remedial measure to it. Each learner is different and hence, the solutions to their problems are also different.



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APPENDIX IV (A)

SOCIO - PERSONAL ADJUSTMENT INVENTORY- FINAL IN MALAYALAM

Class:

Gender: Male/Female

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ ജീവിതവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് ചുവടെ കൊടുത്തിരിക്കുന്നത്. ഉചിതമായ കോളത്തിൽ നിങ്ങളുടെ അഭിപ്രായം (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. നിങ്ങൾ നൽകുന്ന പ്രതികരണങ്ങൾ ഹോസ്റ്റലിൽ സൂക്ഷിക്കുകയും ഗവേഷണാവശ്യത്തിനായി മാത്രമേ ഞാൻ ഉപയോഗിക്കുകയുള്ളൂ.

നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു.	സാധാരണയോ	നിശ്ചയമില്ല	വിരോധിക്കുന്നു	സാധാരണയോ വിരോധിക്കുന്നു
1.	ചില സന്ദർഭങ്ങളിൽ എനിക്ക് ദേഷ്യം നിയന്ത്രിക്കുവാൻ കഴിയാറില്ല.					
2.	അധ്യാപകർ ഏതെങ്കിലും ജോലികൾ സഹായി ചെയ്ത് തീർക്കുവാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
3.	മാതാപിതാക്കളുടെ പ്രതീക്ഷകൾക്കനുസരിച്ച ഒരു കാര്യം ചെയ്തു തീർക്കാനുള്ള കഴിവെന്തിക്കില്ല എന്നു തോന്നാറുണ്ട്.					
4.	എന്നേക്കാൾ കഴിവുള്ള ഏതൊരു വിദ്യാർത്ഥിയുമായും എനിക്ക് ആത്മവിശ്വാസത്തോടെ ഇടപെടുകാൻ കഴിയാറുണ്ട്.					
5.	നൂതനമായ കാര്യങ്ങൾ കണ്ടെത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
6.	സ്വന്തമായ തീരുമാനങ്ങൾ എടുക്കാൻ എന്റെ മാതാപിതാക്കൾ എന്നെ അനുവദിക്കാറുണ്ട്.					
7.	മറ്റൊരാൾ എനിക്ക് നിർദ്ദേശം തരുമ്പോൾ അതിനെക്കുറിച്ച് കൂടുതൽ ചിന്തിക്കാതെ ഞാൻ തീരുമാനം എടുക്കാറുണ്ട്.					
8.	ഒറ്റയ്ക്കു ജോലിയിൽ വ്യാപൃതനാവുന്നതിനെക്കാൾ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോഴാണ് ഞാൻ കൂടുതൽ സന്തുഷ്ടനാകുന്നത്.					
9.	മുതിർന്നവരുടെ ഇഷ്ടങ്ങൾ എനിക്ക് അടിച്ചേൽപ്പിക്കുന്നതിനോട് എനിക്ക് വിരോധിപ്പിക്കാറുണ്ട്.					
10.	എന്റെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ മറ്റുള്ളവർ ഇടപെടുന്നത് എനിക്കിഷ്ടമല്ല.					
11.	മറ്റുള്ളവരുടെ കൂടെ ആയിരിക്കുമ്പോൾ എനിക്ക് പലപ്പോഴും ഏകാന്ത അനുഭവപ്പെടുന്നു.					



[Handwritten Signature]


12.	മറ്റുള്ളവരുടെ വിഷമങ്ങൾ എന്റെ വിഷമങ്ങളായി എനിക്ക് അനുഭവപ്പെടാറുണ്ട്.						
13.	പരിഷ്കയിൽ പ്രതിഷ്ഠിച്ച മാർക്ക് കിട്ടാതെ വരുമ്പോൾ ടീച്ചേഴ്സിനോട് പലപ്പോഴും എനിക്ക് നീരസം തോന്നാറുണ്ട്.						
14.	ഞാൻ ഇടയിക്കിടെ അകാരണമായി ദുഃഖിതനാകുന്നതുപോലെ തോന്നാറുണ്ട്.						
15.	എന്റെ കൂട്ടുകാരിൽ നിന്നും എല്ലാവർപ്പോഴും എനിക്ക് സഹായം കിട്ടാറില്ല.						
16.	പ്രതികൂലഘട്ടങ്ങളിൽ ഒഴിഞ്ഞുമാറാതെ തരണം ചെയ്യാൻ പലപ്പോഴും ഞാൻ ശ്രമിക്കാറുണ്ട്.						
17.	അധ്യാപകരെ അഭിനന്ദിക്കാൻ കിട്ടുന്ന അവസരങ്ങൾ ഞാൻ പരമാവധി പ്രയോജനപ്പെടുത്താറുണ്ട്.						
18.	പൊതുപരിപാടികളിൽ നിന്നും ഞാൻ ഒഴിഞ്ഞുമാറാറുണ്ട്.						
19.	സ്കൂൾ വിനോദയാത്രകളിൽ നിന്ന് ഞാൻ ഒഴിഞ്ഞുമാറാൻ ശ്രമിക്കാറുണ്ട്.						
20.	മറ്റുള്ളവരെ സഹായിക്കാൻ കിട്ടുന്ന അവസരങ്ങൾ ഞാൻ കഴിവതും പ്രയോജനപ്പെടുത്താറുണ്ട്.						
21.	പരിചയമില്ലാത്ത സ്ഥലത്തേക്ക് യാത്രചെയ്യുമ്പോൾ എനിക്ക് ഭീതി തോന്നാറില്ല.						
22.	അധ്യാപകർ ക്ലാസ്സിൽ ചോദ്യം ചോദിക്കുമ്പോൾ അറിയാവുന്ന ചോദ്യത്തിനുപോലും ഉത്തരം നൽകാൻ എനിക്ക് കഴിയാറില്ല.						
23.	അധ്യാപകരോട് എനിക്ക് യോ തോന്നാറില്ല.						
24.	എനിക്ക് അറിവില്ലാത്ത മേഖലകൾ കൈകാര്യം ചെയ്യേണ്ടി വരുമ്പോൾ ഉത്കണ്ഠ തോന്നാറില്ല.						
25.	പരാജയപ്പെട്ട പുനരാരംഭിക്കുമ്പോൾ എനിക്ക് പരിഭ്രമം തോന്നാറുണ്ട്.						
26.	എന്റെ അധ്യാപകരോട് സഹകരിച്ച് പോകാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.						
27.	എന്റെ പഠനപ്രവർത്തനങ്ങൾ ഒരുമിച്ച് ചെയ്യാൻ ഞാൻ താല്പര്യപ്പെടുന്നു.						
28.	ടീച്ചേഴ്സു മുൻവിധിയോടെ പെരുമാറുന്നതല്ല എന്ന അലോസരപ്പെടുത്താറുണ്ട്.						
29.	സ്കൂളിലെ പെരുത്തപ്പെട്ട പൊകുവാൻ എനിക്ക് കഴിയാറുണ്ട്.						
30.	പാഠപുസ്തകങ്ങളിലെ തുടർപ്രവർത്തനങ്ങൾ എനിക്ക് കഠിനമായി തോന്നാറുണ്ട്.						
31.	പരിചയമില്ലാത്തവരോട് സംസാരിക്കുവാൻ എനിക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.						
32.	വളരെ എളുപ്പത്തിൽ എനിക്ക് സൂഹൃത്തുക്കളെ സമ്പാദിക്കാനുള്ള കഴിവുണ്ട്.						
33.	മറ്റുള്ളവരുമായി സഹകരിച്ച് പ്രവർത്തിക്കാനുള്ള കഴിവ് എനിക്ക് കുറവാണ്.						



Mel

34.	എനിക്ക് എന്റെ മനോരമ വികാരങ്ങൾ മാത്രമല്ല മറ്റുള്ളവരോട് നല്ല രീതിയിൽ പെരുമാറാൻ എനിക്ക് കഴിയുന്നുണ്ട്.				
35.	ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിലും ഷർപ്പുകളിലും സജീവമായി പങ്കെടുക്കാനുള്ള കഴിവുവന്നിട്ടുണ്ട്.				
36.	എന്റെ സുഹൃത്തുക്കൾ എന്നെ മാന്യമായി ഒരു വ്യക്തിയായി കാണുന്നുണ്ട് എന്ന് തോന്നുന്നുണ്ട്.				
37.	ആളുകൾ എന്റെ പെരുമാറ്റത്തെ തിരിച്ചറിയുകയും സ്നേഹം നോക്കി പലപ്പോഴും തിരസ്കരിക്കപ്പെട്ടതായി തോന്നുന്നുണ്ട്.				
38.	സമൂഹത്തിൽ മാന്യമായ രാഷ്ട്ര ഉപയോഗിക്കുന്ന ഒരംഗം എനിക്ക് നിർബന്ധമുണ്ട്.				
39.	എന്റെ അധ്യാപകരും സഹപാഠികളും എന്നെ മതിപ്പുള്ളവരായി വ്യക്തിയായി കണക്കാക്കുന്നു.				
40.	എന്തെങ്കിലും മത്സരത്തിൽ പരാജയപ്പെടുമ്പോൾ വിജയികളായ എതിരാളികൾക്കു മുമ്പിൽ ഞാൻ സ്വയം താഴ്ന്നതായി എനിക്ക് തോന്നുന്നുണ്ട്.				
41.	മറ്റുള്ളവരെ പ്രകോപിപ്പിക്കുന്ന രീതിയിൽ ഞാൻ പെരുമാറുന്നുണ്ട്.				
42.	എനിക്ക് ശക്തമായ മൂല്യങ്ങളുണ്ട്.				
43.	കളികളിൽ തോൽക്കുമ്പോൾ കൂട്ടുകാരോട് ഞാൻ വഴക്കുണ്ടാക്കാറുണ്ട്.				
44.	മറ്റുള്ളവരെ ഉപദ്രവിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നില്ല.				
45.	മറ്റുള്ളവരുടെ വീട്ടിലേക്ക് മാലിന്യം തള്ളുന്നതെറ്റാണെന്ന് ഞാൻ കരുതുന്നു.				
46.	എന്റെ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ മാതാപിതാക്കൾ സഹായിക്കുമെന്നതിൽ വിശ്വാസമുണ്ട്.				
47.	എന്റെ കഴിവുകളിൽ മാതാപിതാക്കൾക്കിടയിൽ സമീപമല്ലെന്ന് എനിക്ക് തോന്നുന്നുണ്ട്.				
48.	എന്റെ മാതാപിതാക്കൾ അനാവശ്യമായി എനോട് ദേഷ്യപ്പെടാറുണ്ട്.				
49.	എന്റെ കാര്യങ്ങളിൽ മാതാപിതാക്കൾ അനാവശ്യമായി ഇടപെടുന്നതായി എനിക്ക് തോന്നുന്നുണ്ട്.				
50.	എന്റെ കൂട്ടംബാന്തരീക്ഷത്തിൽ ഞാൻ സന്തുഷ്ടനും സംതൃപ്തനുമാണ്.				
51.	സ്കൂളിനകത്തും പുറത്തുമുള്ള എല്ലാ മത്സരങ്ങളിലും ഞാൻ പങ്കെടുക്കാറുണ്ട്.				
52.	ക്ലാസ് മുറിയിൽ തന്നെ എന്റെ സാശയങ്ങൾ പരിഹരിക്കാനുള്ള എല്ലാ സൗകര്യങ്ങളും എനിക്ക് ലഭിക്കുന്നുണ്ട്.				
53.	ഗ്രൂപ്പ് പ്രവർത്തനങ്ങൾ നടത്തുമ്പോൾ കൂട്ടുകാരുമായി ഞാൻ സഹകരിച്ച് പ്രവർത്തിക്കാറുണ്ട്.				
54.	ആൺ, പെൺ വ്യത്യാസമില്ലാതെ എല്ലാ കുട്ടികളെയും ഒരേപോലെ കാണുന്നുണ്ട്.				
55.	സ്കൂളിലെ മറ്റു കുട്ടികളുമായി ഉറപ്പുള്ള ബന്ധം സൃഷ്ടിക്കാൻ ഞാൻ മുൻകൈ എടുക്കാറുണ്ട്.				




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 - Muvattupuzha

56.	പാഠ്യതര പ്രവർത്തികളിൽ അധ്യാപകരിൽ നിന്നും വളരെയധികം പിൻതുണ കിട്ടാറുള്ളതായി എനിക്ക് തോന്നുന്നു.				
57.	സാമൂഹിക പ്രവർത്തനങ്ങൾ പണവും സമയവും പാഴാക്കുന്നുവെന്ന് എനിക്ക് തോന്നുന്നു.				
58.	സമൂഹത്തിലെ ജീവകാരുണ്യപ്രവർത്തനങ്ങളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്.				
59.	ഉത്സവങ്ങളിലും ആഘോഷങ്ങളിലും പങ്കെടുക്കാൻ ഞാൻ താല്പര്യപ്പെടുന്നു.				
60.	പ്രാദേശിക ക്ലബ്ബിന്റെ പ്രവർത്തനങ്ങളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്.				



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Reflective Journal

Description of events: As part of the school induction programme during the second semester we had to critically analyse the status of exceptional children in our class. For this, an achievement test score, an intelligence (socio-personal) test score and a sociogram was also constructed.

Feeling: It was a novel experience for each of us and through this test we were able to find the different intelligence level of our students. I felt how important it is to render classes to them according to their capabilities and need.

Evaluation: The practical was executed among my students with the help of an socio-personal adjustment test tool and an achievement test result was collected. After this, a sociometric data sheet was prepared according to the choices made by each student and a sociogram was constructed from this. The entire process was a bit long but towards the end it was so interesting and aroused my curiosity.

Analysis: Preparing the test results and sociogram were done so consciously and patiently and it helped me in understanding the various learning and exceptional children in the class. Most challenging part was the construction of sociogram but the final result was so satisfying.

Action Plan: If I get a chance to do further research in this field I would like to work on the different learning strategies that different children adopt during their school. Learning strategies used by each student can also be used to assess their abilities and needs.



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Muvattupuzha, Ernakulam, PIN : 686661

Ph : 0485 — 2832040, 2836188

Email : sncemu@gmail.com



EDU 302.1 CASE STUDY 2021- 2023


Name : *Meeza John*

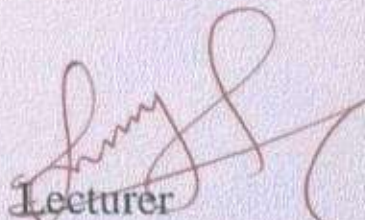
Reg. No : *213240111887*

Subject : *English*

Certified Bonafide Record of Meeza John


Reg. No 213240111887 for the year 202 -202


PROF. (DR.) P.J. JACOB
Principal


Lecturer

PRINCIPAL
Sree Narayana College of Education
Muvattupuzha

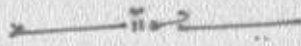



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DECLARATION

I hereby declare that the practical work entitled as "Case study based on learning problems of school pupil" is a bonafied and original work of mine and has not been submitted by me for the reward of any other degree or diploma

Date: 10/01/2023


Meera John





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ACKNOWLEDGEMENT

I would like to express my sincere gratitude to Ms JINCY P JOSEPH, Assistant professor, Sree Narayana College Of Education Muvattupuzha for her guidance and support in completing my case study

I also thank the teachers and students of Ebenezer HSS Veetoor for providing me with all the facilities that was required

Date: 10/01/2023

Meera John



A handwritten signature in black ink, appearing to read 'Meera John', written over a horizontal line.

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CASE STUDY



A handwritten signature in green ink, appearing to be 'M. C. S.', written over a horizontal line.

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CASE STUDY - CHAPTER ONE

INTRODUCTION

Case study can be defined as an intensive study of a single unit for the purpose of understanding a larger class of (similar) units. A unit connotes a spatially bounded phenomenon - e.g. a nation-state, revolution, political party, election, or person - observed at a single point in time or over some delimited period of time. A case is comprised of several relevant dimensions (variables), each of which is built upon an "observation" or "observations." Case studies often rely on the same sort of covariational evidence utilized in non-case study research. In this research methodology, a comprehensive investigation is performed on a subject such as an event, unit, person or group of people. It's also been referred to as a systematic study where phenomenon are examined in their natural setting to uncover insights.

When using the case study approach to study and research a subject, you start with a broad topic and then focus on a specific case. In doing so, you can identify manageable questions at the outset that enable us to collect both quantitative and qualitative data relating to multiple variables. That data can uncover causes, patterns, and behavior motivators related to the subject that help us to give answers to our initial questions. When executed objectively, the takeaways from one case study can be used to better understand similar cases. However, oftentimes, case studies are very subjective, making it difficult to apply the results on a broader scale. Case studies are used in a variety of industries from medicine and education to social work,



psychology, and political science. They can be a useful tool for gaining a better understanding of a subject on a macro scale by looking at micro examples. In psychology case studies are often confined to the study of a particular individual. The information is mainly biographical and relates to events in the individual's past, as well as to significant events which are currently occurring in his or her everyday life. The case study is not itself a research method, but researchers select methods of data collection and analysis that will generate material suitable for case studies.

The procedure used in a case study means that the researcher provides a description of the behaviour. This comes from interviews and other sources, such as observation. The client also reports detail of events from his or her point of view. The researcher then writes up the information from both sources above as the case study, and interprets the information. The research may also continue for an extended period of time, so processes and developments can be studied as they happen. Amongst the sources of data the psychologist is likely to turn to when carrying out a case study are observations of a person's daily routine, unstructured interviews with the participant herself (and with people who know her), diaries, personal notes, or official documents. The case study method often includes simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals; i.e. the ideographic approach. The interview is also an extremely effective procedure for obtaining information about an individual. Most of this data is likely to be qualitative (i.e. verbal description) but the psychologists might collect numeric data as well.



M. C.

TYPES OF CASE STUDIES

The case study approach allows in-depth, multi-faceted explorations of complex issues in their real-life settings. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. There are different types of case studies based on their nature and characteristics and they are:

a) Collective Case Study

It involves studying multiple cases simultaneously or sequentially in an attempt to generate a still broader appreciation of a particular issue or problem. Here, in this type of research several instrumental bounded cases are selected to develop an in-depth understanding of the phenomena than a single case can provide. The researcher here studies a group of people or a community in a particular setting or conditions to gather information about a behaviour or occurrence.

b) Descriptive Case Study

A descriptive case study is one that is focused and detailed, in which propositions and questions about a phenomenon are carefully scrutinized and articulated at the outset. This articulation of what is already known about the phenomenon is called a descriptive theory. Here, starting with a descriptive theory, researchers observe an individual or group and compare observations and information gathered with current views. Starting with a descriptive theory, it observes and compares the gathered information to the pre-existing theory.



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c) Exploratory case study

The exploratory case study investigates distinct phenomena characterized by a lack of detailed preliminary research, especially formulated hypotheses that can be tested, and/or by a specific research environment that limits the choice of methodology. Typically used before a more in-depth study, researchers use this method to gather more information to develop their research questions, hypothesis and form of the case study. These are hence used as a prelude to some in-depth research.

d) Explanatory case study

Explanatory case studies aim to answer 'how' and 'why' questions with little control on behalf of researcher over occurrence of events. This type of case studies focus on phenomena within the contexts of real-life situations.

Explanatory studies are characterized by research hypotheses that specify the nature and direction of the relationships between or among variables being studied. They are often used for causal investigations, researchers look for specific conditions or factors to identify an explanation for something to have occurred.

e) Instrumental case study

An instrumental case study is the study of a case (e.g. a person, specific group, occupation, department, organization) to provide insight into a particular issue, redraw organizations, or build theory. In instrumental case research the case facilitates understanding of something else. So here, the researcher studies the relationship between variables to understand the individual or group better.

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f) Intrinsic Case Study

An intrinsic case study is typically undertaken to learn about a unique phenomenon. The researcher should define the surrounding uniqueness of the phenomenon, which distinguishes it from all others. Here, the aim is fundamentally to understand the case. Also, the researcher has a personal interest in the subject of their studies, such as someone close to them or a group with a condition or behaviour of personal experience.



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NEED AND SIGNIFICANCE

Case studies provide a means for highlighting and extracting practical principles and methods for shaping and accelerating progress in solving real world problems. Case study offer an opportunity to learn from experiences and influence the practice of theories. Case study research has an important role in putting theories into practice, thus developing the practice in the field of educational sciences. Completing a case study can offer insight into individuals, groups or communities to better understand their thoughts and behaviours. A case study allows a researcher to illustrate or test a specific theory. It is often used by psychologists to develop treatments and confirm diagnoses. Case studies also generate new ideas, giving researchers a way to brainstorm creatively in a controlled environment.

Case studies allow researchers to observe and record information about rare, impractical, or unethical conditions and behaviours. They provide researchers with new evidence to support psychological theories. They help researchers develop hypotheses that others can study or add in the future. They often offer researchers additional insights into the phenomenon to gain a better understanding of the behaviour or event. They also allow researchers to evaluate conditions or behaviours in a realworld setting that may be difficult to replicate in a laboratory environment. Case studies enable a holistic view and provides a comprehensive understanding about the problem. This gives the researcher ample time to develop an in-depth understanding of the topic and establish a credible platform to investigate the factors that affect a



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case study in extensive detail.

Case studies reduce bias and they give room to the diversity of perspectives as opposed to when one is using a single view of a person you get with a survey response or an interview. It eliminates chances of potential bias by giving an opportunity to gain a greater understanding of the subject under investigation. A case study can explore common problems in detail. Case studies provide an in-depth analysis into the case through its use of questionnaires, structured interviews and observational methods. As a result of these methods, qualitative data can be collected which can be more useful in aiming to find new evidence to support or disprove a theory, as it provides information in greater detail. Case studies can also be longitudinal which allows information to be gathered over a period of time & can therefore show changes in behaviours or thoughts over the set period.

Case studies are extremely useful in order to gain very detailed accounts from individual cases which are important in psychology. The detailed information within the case studies is invaluable for contributing to support or disprove theories within the field of psychology. Although they cannot be replicated or generalised, the results were valid and they provide greater information for further research to try and expand upon.



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OBJECTIVES

Several objectives are to be mentioned while considering this case study and it includes :-

- a) To provide an insight into the problems faced by children in their school environment
- b) To identify the attainment of the predetermined goals related to learning and teaching.
- c) To fetch the major difficulties faced by the child in his/her learning environment
- d) To identify and evaluate the nuances of the child's behaviour in various places inside the school campus.
- e) To identify if there are any learning difficulties in the child.
- f) To make a clear idea about the various physical or physiological difficulties or deficiencies faced by the child.
- g) To identify the impact of classroom and home learning circumstances in the child.
- h) To have a clear idea about the potential and competencies of the child.
- i) To provide the child with relevant remedies and suggestions to improve and eliminate his deficiencies.



CHAPTER - TWO

TOOLS AND TECHNIQUES

Different types of tools and techniques are used by researchers in educational psychology to collect data and conduct research studies. With the increasing use of educational technology in education, psychology and other social sciences, new research strategies are evolved. Different tools and techniques are available to study the exact behaviour of the child at all developmental levels. They are often used in a classroom environment to identify the case of problem child. As, no single method is considered final or enough, we need many methods, and strategies to get a complete idea about the case. Different methods are used to study individual differences among the students. Studies in the field of educational psychology make extensive use of the various statistical techniques and they can be subdivided into different types of methods. It includes:

- Subjective Method
- Objective Method
- Projective Method
- Personality Assessment Techniques

SUBJECTIVE METHODS

The subjective methods are those in which the individual is permitted to disclose what he knows about himself / herself as an object of observation. They are based on what the subject has to say about his / her traits, attitudes, personal experiences, aims and needs and interests. Some of the important subjective methods are:



M. S. B.

a) Observation

This is a technique usually employed in child study. It is based on facial expressions, speech and other activities which are the symbols of thought and feelings. Here, the observation is done in the natural settings; no controlled condition is provided. When the observed child is in classrooms as well as in play situations we can study and understand many qualities about his sociability and leadership. This method is on the basis of the principle that the external behaviour reflexed the internal state of affairs. This is not always true. Sometimes the subject may deliberately hide his feelings. Through this method we can identify the difficulties and problems of children through this method. Adjustability, social relationships etc. also would be detected. Different types of observations are these:

→ Participant Observation

It is a research methodology where the researcher is immersed in the day-to-day activities of the participants. The objective is usually to record conduct under the widest range of possible settings. Here, the researcher resides for extended periods of time in a small community. It offers researchers the opportunity to collect honest and intimate information about people. However, this information is filtered through the perspective of researchers who, by using this method, run the risk of losing their objectivity and altering with their presence the behaviour of the groups they study.

→ Non-participant Observation

This involves observing participants without actively participating. This method is used to understand a phenomenon by entering

the community or social system involved, while staying separate from the activities being observed. Non-participant observation is often used in tandem with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods.

→ Controlled Observation

It is a research method where researchers watch participants in a contained environment, such as a laboratory. Here, the researcher pre-determines the location, the time, the participants, and the tools used to complete the study. The participants involved in a controlled study are aware that they are being observed, but are randomly assigned to different independent variable groups by the researcher.

→ Non-controlled Observation

If the observation takes place in the natural setting, it is termed as the non-controlled observation. It is done to get a spontaneous picture of life and persons. Here, the conditions are not under the control of the observer. It observes individual and groups in the natural surroundings. The observed are not at all conscious of the observer's presence. Hence, the observer can observe and understand the actual behaviour of the observed.

b) Interview

Interview involves a face to face verbal interchange in which the examiner has the actual proximity of the subject. Interview gives an opportunity for mutual exchange of ideas and information between the subject and the interviewee.

After taking the subject into confidence, the interviewer tries to seek answer to his/her questions. Besides the answers which the subject offers, his expressions, tone, behaviour and other similar factors are also kept in mind for the assessment of the personalities of the child. There are different types of interviews and it includes:

→ Structured Interview

It is a systematic approach to interviewing where you ask the same predetermined questions to all candidates in the same order and you rate them with a standardized scoring system. In research, structured interviews are often quantitative in nature. They can also be used in qualitative research if the questions are open-ended, but this is less common. It is the most systematized type of interview.

→ Unstructured Interview.

It is a data collection method that relies on asking participants questions to collect data on a topic. Unstructured interviews do not have a set pattern and questions are not arranged in advance. Known for being very informal and flexible, they can yield captivating responses from your participants. The questions and the order in which they are presented are not set. Instead, the interview proceeds based on the participants' previous answers.

c) Introspection

Introspection is composed of two words 'intro' and 'spection'. Intro means within or inward and spection means looking. Hence it implies self-observation or looking within or looking inward to experience one's own mental state. It is a process of

examining one's own mental process of thought, feelings and motives. An individual looks within observes, analyses and reports his own feelings. It is a subjective observation. Here, there is no external observer, the observer and the observed are the same.

d) Anecdotal Record

An anecdotal record is a detailed descriptive narrative recorded after a specific behaviour or interaction occurs. Anecdotal records inform teachers as they plan learning experiences, provide information to families, and give insights into identifying possible developmental delays. Observing and making anecdotal notes will enable you to think more deeply about the development and learning of the children. Reflecting on these notes will allow us to measure pupils' progress, identify their strengths and needs, and adjust our activities or lesson plans based on our observations.

e) Cumulative Record.

The cumulative record card is a valuable technique prepared by teachers in the school for the purpose of collection of data about the students as a result of which the teachers and guidance workers become able to offer required guidance service to the pupils for their prosperity and development. It can be described as a method for recording, filling and using information essential to the guidance of students those who are in the school.



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OBJECTIVE METHODS

Objective methods of data collection are not influenced by any subjective view points. It is often based on the analysis of an object through observation. It is often used to describe things like observations, decisions of reports that are based on an unbiased analysis. Different objective methods of data collection includes:

a) Questionnaire

A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences or opinions. It is often used to collect quantitative or qualitative information. Designing a questionnaire means creating valid and reliable questions that address the research objectives, placing them in a useful order, and selecting an appropriate method for administration.

b) Rating Scale

It is defined as a close-ended survey questions used to represent respondent feedback in a comparative form for specific particular features/products/services. It is one of the most established question types for online and offline surveys where survey respondents are expected to rate an attribute/feature. It is a variant of the popular multiple-choice questions which is widely used to gather information that provides relative information about a specific topic.

c) Checklist

A checklist is a form that is used for quickly and easily recording data or identifying actions or requirements. It is usually easy to extract data in a useful manner from a





checklist. It is particularly effective at registering the occurrence of incidents, events, tasks or problems.

d) Sociometry

It is a quantitative method for measuring social relationships. A sociometric measure assesses the attractions / repulsions within a given group. The basic technique involves asking all group members to identify specific persons within the group they would prefer / would not prefer to have as partners in a given activity. A group's networking structure can be exposed through the sociometric technique of recording all interactions between group members.

e) Inventories

It is a tool to measure interest of an individual. It includes essentially a standard set of questions for self appraisal or self reporting. It consists of questions or statements about personal characteristics and feelings etc. A personality inventory is a self-report inventory which is a type of psychological test in which a person fills out a survey / questionnaire with or without the help of an investigator. Personality inventories include questions dealing with situations, symptoms and feelings.

PROJECTIVE METHODS

Projective methods Tests in psychology commonly employs ambiguous stimuli, notably inkblots and enigmatic pictures to evoke responses that may reveal facets of the subject's personality by projection of internal attitudes, traits, and behaviour patterns upon the external stimuli. Other projective methods involve requiring subjects to build wooden block structures, complete sentences, paint with the fingers, or provide

Mcb



handwriting samples; additional methods include association tests in which spoken words serve as the stimuli.

a) Rorschach Inkblot Test

It is a projective test in which subjects' perceptions of inkblots are recorded and then analyzed using psychological interpretation, complex algorithms, or both. This test is used to examine a person's personality characteristics and emotional functioning. It has been employed to detect underlying thought disorders, especially in cases where subjects are reluctant to describe their thinking processes openly.

b) Thematic Apperception Test

Thematic Apperception Test (TAT) is a projective psychological test developed during the 1930s. The subject's responses, in the narratives they make up about ambiguous pictures of people, reveal their underlying motives, concerns, and the way they see the social world. It is widely used for the assessment of children and adults. It is designed to reveal an individual's perception of interpersonal relationships. Thirty-one picture cards serve as stimuli for stories and descriptions about relationships or social situations.

c) Children's Apperception Test

It is a projective personality test used to assess individual variations in children's responses to standardized stimuli presented in the form of pictures of animals or humans in common social situations. In a supplement to this, the stimuli include pictures of children in common family situations such as prolonged illness, births, deaths, and separations from parental figures.



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d) Sentence Completion Test

They are a class of semi-structured projective techniques. Sentence completion tests typically provide respondents with beginnings of sentences, referred to as "stems" and respondents then complete the sentences in ways that are meaningful to them. The responses are believed to provide information of attitudes, beliefs and motivations or other mental states. This promotes the respondents to disclose their concealed feelings.

e) Story Completion Test

It is a method used for qualitative research, wherein participants express their views on a topic by completing a story normally started by the researcher. This method can provide access to a wide range of responses, including responses that may not be socially desirable. Story completion offers a radically different way of collecting data from human participants for qualitative research, which has typically involved asking people to speak/write about what they think, feel, believe, know and do.

f) Word Association Test

It is a test in which the participant responds to a stimulus word with the first word that comes to mind. This test usually consisted of a hundred stimulus words that were read out singly to a subject who was to "answer as quickly as possible with the first word that occurs to you." The reaction time, verbal response, and test behaviour were recorded and analyzed.



M. C. C.

PERSONALITY ASSESSMENT TECHNIQUES

Personality tests provide measures of such characteristics as feelings and emotional states, preoccupations, motivations, attitudes, and approaches to interpersonal relations. There is a diversity of approaches to personality assessment, and controversy surrounds many aspects of the widely used methods and techniques. These include such assessments as the interview, rating scales, self-reports, personality inventories, projective techniques, and behavioural observation. These tools are prescribed to recognize test-takers' personality type and their dominating personality traits. Some common personality assessment tools include:

a) Minnesota Multiphasic Personality Inventory (MMPI)

This test was originally developed to test and develop an instrument that could be used as an objective tool for assessing different psychiatric conditions and their severity. The creators of the test felt that the self-report inventories of the time were too transparent because respondents could easily guess the intent of these inventories, they could also manipulate the results with ease.

b) Sixteen Personality Factor Questionnaire

The 16PF is a self-report personality test developed over several decades to measure the personality of an individual and is used as a clinical instrument to help diagnose psychiatric disorders, and help with prognosis and therapy planning. It provides information about an individual's capacity for insight, self-esteem, cognitive style, internalization of standards, openness to change, capacity for empathy, level of interpersonal trust, attitude toward authority etc.



CHAPTER - THREE

TOOLS AND TECHNIQUES USED FOR THE PRESENT STUDY

The common tools and techniques used for the present study includes:

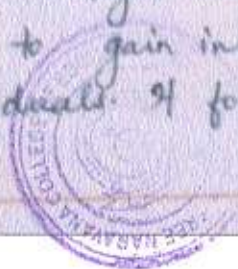
- Observation
- Interview
- Achievement Test
- Personal Data sheet
- Study habit at home and school.

▲ Observation

Observation is a method in which a person observes behaviours to note changes in people or places, typically as the result of an intervention. Most simply it is learning through observing and documenting. It lets the researcher describe situations under study using the five senses. Observation covers a lot of ground. It can involve just watching people, listening to everyday conversations, interviewing individuals and or groups, filling questionnaires and checklists. Here, I observed the subject closely throughout his school hours inside his classroom as well as in play situations. This made me create an open, nonjudgmental attitude towards my subject. This instilled interest in me and I closely observed my subject under natural situations and recorded the information in a detailed manner.

▲ Interview

Interviews allow researchers to gather qualitative data as well as gain insight into the thoughts and behaviours of individuals. It helps to gain insight into the behaviours, attitudes and opinions of individuals. It focuses more on concepts and experiences than on



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numerical values. In this method enables conversations, whose questions are asked to elicit information. The teacher with her preplanned set of questions conduct a face-to-face conversation with her student she poses questions to the interviewee, in an alternating series of usually brief questions and answers. It is this conversation that helps the teacher to fetch information regarding the attitude & behaviour of the student.

▲ Achievement Test

It is a test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. Achievement test scores are often used in an educational system to determine the level of instruction for which a student is prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

▲ Personal Data Sheet

A personal data sheet provides an individual's biographical and logistical information, including contact information, and details such as past places of residence, education and social or community activities. They provide a complete list of accurate information & compile information about an individual's life and living. In this particular I made use of a personal data sheet various sub headings to provide a systematic & organized collection of information from my subject. The personal data sheet covers information regarding the child.



preliminary details, family background, home environment, social background, health, academic performance, his performance in co-curricular activities and about his general behaviour.

→ Family Background

This consists of the collection of information about the subject's family and its members. This enables us to identify his/her family history, family status, psychosocial attitudes in the family and the interactions and relationship between the family members. This highly influences the child's behaviour and hence it is important to study his family first.

→ Home Environment

The atmosphere at home has a vast effect on a growing child. The relation between the parents and the atmosphere they create in the home due to that have a vast effect on the child's growth and development. A child needs a stable and supportive environment within the home for rational, emotional, and physical development. Haywire home atmosphere has negative effects on a child's growth and development not only mentally but also in relation to physical health. A bad environment at home has affected a child in various ways that is from tantrums in kindergarten to criminal behaviour in adolescence. All children are born innocent. It is the environment in which they grow up, which moulds their tender minds. The behavioural pattern of a child depends on various factors, such as, the love and affection that the child gets, the atmosphere at home, the surroundings in which the child is brought up, the education he gets, the influence of family, friends, teachers and others.

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→ Social Background

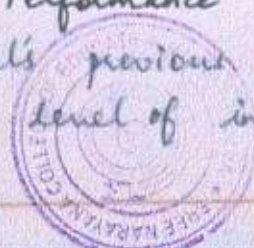
Social environment factors influence a child's development. His physical surroundings, community resources and social relationships influence his behaviour. Housing, society, education of family members, health and recreational facilities seriously influence child's development. This directly impacts on the quality of parenting and affects the development and wellbeing of children. The right school, quality of education, reputation and status of the family, balance between studies and extra-curricular activities can influence the child's behaviour.

→ Health

All children, including those with developmental delays and disabilities, have the right to lead healthy lives. To reach their full potential, children need high quality health care and services—especially in life's early moments. Without regular monitoring, some children miss out on specialized health services and developmental support that could help them fulfil their potential. Early interventions are especially crucial to children with developmental delays and disabilities, but many do not have access to these monitoring. Physical defect in vision, hearing or speech can affect the behaviour of young students. Any other physical deformities, serious illness, injuries or accidents can also affect their performance in a social setting. Along with this, mental deformities or general health conditions of the child can influence his/her behaviour.

→ Academic Performance

The individual's previous achievement, rank in the class, study hours, level of interest, extra learning sessions like



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personal factors, intellectual efficiency often influence the performance of a child in a classroom environment. Hence, it is important to analyse these factors while analyzing his performance.

→ Co-curricular Activities

By analysing the child's various co-curricular activities like reading habits, use and visit to the library, participation in school programs and winning prizes etc can positively influence a child's performance, hence they are analyzed in this case study.

▲ Study habit at home and classroom

A rating scale is used to collect information from the subject about his study habits at home and school. A rating scale is a common method of data collection that is used to gather comparative information about a specific subject. This method of data collection enables survey respondents to measure their feelings, perceptions, interests & preferences. Here, in this case study, 2 different forms of rating scales are used. The first form analyzes the study habits at home and it contains twenty five statements & the second form is to analyze the study habits at school where it includes fifteen statements. Here, the subject has to go through each of these statements carefully and have to put a tick mark in the respective box. The scale used is a fine print scale and they are: A = always, O = often, S = sometimes, R = rarely and N = never respectively.



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CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF DATA

a) Reason for selecting the child

During my internship at Ebenezer Higher Secondary School, Veerthoor I got a chance to teach eight standard students and out of them one child in my class behaved in a different throughout the internship period. He is a student of class VIII-H and his name is Anantha Vinayan. From the initial day onwards I noticed serious conduct and emotional problems with this child. Initially I found it really difficult to carry out my class in his presence as he was totally annoying and disruptive inside the class. He created embarrassing situations for his friends, was totally disinterested in learning and was always curious to make disturbances in the class. He had a strained relationship with his classmates and never carried out his responsibilities properly and even exhibited difficulty in paying attention to my English classes. Because of all these reasons I decided to do this study on him.

b) Identification of the child.

The student Anantha Vinayan from class VIII-H is identified to have serious conduct disorder along with maladjustment problems. Mostly he exhibited undesirable classroom behaviour and have disregarded for basic school norms and etiquettes. He always found it pleasurable to break rules and is seen mostly irresponsible about his own duties and works. He always exhibited a body language of disinterest in attending school or class. Never showed interest in completing notes/homeworks,

He has this tendency to take frequent leave from class and throughout the class he showed disinterest and adjustment problems. He always disturbed his friend disrupt the classroom environment. At times he is seen lying down which clearly exhibits his disinterest. He is lazy to do classworks and finds enthusiasm in playing and fighting with his peers.

c) Symptoms and signs of the problem.

- Bullying his peers
- Engaging in physical fights with his peers.
- Threatening behaviour towards peers
- Breaking the rules of the institution
- Verbally abusing his peers
- Use of unconventional and unwanted words among his peers.
- Tendency to take leave frequently.

PROBLEM IDENTIFICATION FORM

S. No.	Date	Period	Subject	Setting	Incident	Remarks
1	25/10/22	4	English	Classroom	Not paying attention to the class	Disinterested in the class
2	1/11/22	4	English	Classroom	Prolonged absence in the class	Disinterested to come to school
3	7/11/22	5	English	Classroom	Lying down in the class	Lazy and sleepy in the class.

4	8/0/22	5	English	Classroom	Verbally abusing his friends	Disciplined and well behaved in class
5	16/11/22	5	English	Classroom	Fighting amongst the class	Excellent behaviour
6	24/11/22	5	English	Classroom	Using abusive language with his friends	Disciplined and well behaved
7	20/11/22	4	English	Classroom	Coming to school without proper uniform and etiquettes	Needs to be more attentive
8	6/12/22	4	English	Classroom	Coming to school without doing homeworks	Lack of interest in school
	12/12/22	4	English	Classroom	Fighting between classes	Disciplined and well behaved




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PERSONAL DATA

Name of pupil : Anandhu Vinayan
Name of School : Ebenezer Higher Secondary School,
Vesthooz
Age and date of birth : 14 years, 21/5/2008
Religion : Hindu
Boy or girl : Boy
Permanent address : Arayanikal (H), Vesthooz, Nellikud
Mother of tongue : Malayalam
Position of the child in the family : First child

FAMILY BACKGROUND

Father

Name of father : A P Vinayan
Age : 47 years
Education : Degree
Occupation : Business
Monthly income : 30,000/-
Ambition about the child : Lawyer

Mother

Name of mother : Sreeja Vinayan
Age : 43 years
Education : Degree
Occupation : Home wife
Monthly Income : NA
Ambition about the child : Lawyer



Brothers and Sisters

Number of brothers who are studying or employed : 1

If employed, monthly income : NA

No of brothers married : NA

Number of sisters : 0

Are they studying or employed : Studying

Number of sisters married : NA

Total monthly income of family : 30,000/-

Has there been untimely death of father,
mother, brother and sister : No

Are the parents divorced : No

Step parents, if any : No

Joint family or nuclear family : Nuclear family

If joint family members residing in the house : NA

If the relationship with the members
Friendly or hostile : Hostile

Childs attitude towards
Father : Rebel
Mother : Love
Brother : Rebel
Sister

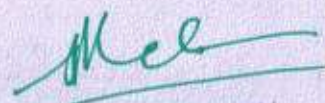
HOME ENVIRONMENT

House whether own or rented : Own

Any change in the residents in the last five years : No

Does the child own a separate room for study? : No




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Any mental deformities : No
General health conditions : Normal

SCHOOL RECORDS

ACADEMIC

Number and name of schools previously attended : Nil
Medium of instruction : English
Post achievements in studies : Below average
The child rank in the class : 34
Does the child feel sad or satisfied on the present achievements : Sad
Spend on study by the child after school hours : No
Does he after feel lazy : Yes
The subject which the child
Likes most : Malayalam
Likes least : Maths and Science
Does the child go for private tuition : No
Educational plans of the child : No plans yet
Childs study habits according to the parents : Irregular study habits
Report of the class teacher regarding the
Intellectual efficiency : Below average

CO- CURRICULAR ACTIVITIES

Does the child enjoying reading books or magazines etc. : No
Does the child like to use library : No
The co-curriculum activities the child takes part in : Nil
Does the school provide proper encouragement to these activities : Yes
Is the child encourages at home participating in their activities : Yes
Has the child won any prize : No



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GENERAL BEHAVIOUR

1. Is he/she obedient?

" No

2. Is he/she respectful to others?

" Yes, but

3. Is he/she honest?

" Not cooperative

4. Is he/she a good worker?

" Careless

5. Is he/she a leader?

" Confident

6. Is he/she a team player?

" Hesitant

7. Is he/she?

" No

8. Is he/she a good friend?

" Yes

9. Is he/she a good student?

" Negative



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ANALYSIS OF PERSONAL DATA SHEET

Personal data sheet is a questionnaire modeled to obtain biographical information about an individual, consisting of age, gender, education, profession, interests and health. During this case study, the personal data sheet was used to collect relevant information about my subject, Anandhu Vinayan. He is a resident of Nellore and lives with his nuclear family, comprising of his father, S.P. Vinayan, mother Sujja Vinayan and he has a younger brother studying in 6th standard. Anandhu is an eight standard student and he belongs to a middle class family from a Hindu background.

a) Family Background

Anandhu is born as the first son of S.P. Vinayan and Sujja Vinayan. His father runs a business of his own (electrical shop). His mother is a home maker. He has a younger brother, Athias Vinayan who is a 6th standard student in the same school. He lives in a nuclear family. Anandhu's attitude towards family is slightly indifferent. He loves his mother so much but holds a rebellious attitude towards his father and brother. They hold a strained behaviour. Though they are from a middle class Hindu family, the family finds it difficult to hold both the children's education. Also, the parents are very strict and ambitious about their children. Contrary to this, the subject (Anandhu) is not interested in studies and dislikes studying. He is irresponsible and prefers to come to school without doing his homeworks and activities. He is slightly withdrawn from all the school activities. He holds a hostile relationship with his family members and is always rebellious towards them.



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b) Home Environment

Anandhu owns a house of his own and his family is not able to provide a separate study room for him. The house is mostly disordered and is occasionally clean and systematic. This adds up to his incoherencies & difficulties in learning. Though his mother is present at home throughout the day, no proper attention is provided to him. But much more care is given to his younger brother. The parents often compel him to do some household chores at home and this adds up to their strained family relationship. Though there is no discriminatory treatment towards him, the quarrel between his parents and him adds up to his problems at home.

c) Social Background.

Anandhu belongs to a middle class family and his family's monthly income is Rs 30,000/-. He lives in a friendly neighbourhood and he freely mingle with other children of his age in his neighbourhood. Though his family restricts him from having friends in his neighbourhood, he tries to connect with them. His involvement in the class is less and hence he has no great friends in the class. He is not a well-liked person in the class. Though he likes his school environment, he failed at making great friends in school. This affected his participation in school activities and hence is withdrawn from all these activities.

d) Health.

The child is physically and mentally fit and does not have any defect in vision, hearing or speech. He has no serious injuries or health issues as a result of any accident.



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He possess no mental deformities and his general health condition is normal and healthy.

e) School Records

(Both academic and co-curricular activities)

He is a below average student in his academics and is one of the least performers in the class. Though he is not interested in his studies, he seriously aspires to achieve and perform more. He spend very less hours for studying. He is often attracted to sports and playing. Most oftenly, he is seen sleepy or unattentive in the class. This shows his laziness. He has a great interest in Malayalam and dislikes Maths and Science. Though his parents wants to make him a lawyer, he has not yet decided his future plans. He has irregular study routines and habits.

Anandhu's laziness and disinterested nature made him less involved in school activities. Though the school provide ample opportunity to encourage student's interests, he is not interested in it. And this has totally affected his presence and performance at school.

f) General Behaviour.

He has no self confidence and is always disinterested at giving proper replies / answers. He is not co-operative in a classroom environment and is mostly irresponsible and careless at his work. He is excessively restless and lacks attention and interest. He often appears neat by is also seen shabby and unkempt. He dislikes such criticisms and expresses aggressive behaviour under such circumstances.



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ACADEMIC ACHIEVEMENTS

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. Academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. It covers a broad variety of educational outcomes. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavours and thus, more or less, mirror the intellectual capacity of a person.

ACADEMIC PERFORMANCE OF THE CHILD.

Name of the student: Anandhu Vinayan

Name of the school: Ebenezer HSS, Vetttoor.

No.	Subject	Grade	Remarks.
1)	English	C	Below average
2)	Malayalam 1	B+	Above average
3)	Malayalam 2	B	Average
4)	Hindi	C	Below average
5)	Physics	D	Very poor
6)	Chemistry	D	Very poor
7)	Biology	C	Below average
8)	Mathematics	D	Very poor
9)	Social Science	B	Average
10)	IT	B+	Above average

NON ACADEMIC PERFORMANCE OF THE CHLD.

SNo.	Subject	Grade	Remark.
1.	Work Experience	B	Average
2.	Sports	B	Average
3.	Music	C	Below average
4.	Club activities	C	Below average



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STUDY HABITS OF THE CHILD.

Study habits are commonly known as the usual behaviours or habitual practices by a person in order to study and learn effectively. Study habits help students make their studies easier to understand and make their learning experience comfortable and enjoyable. Having good study habits are important for a student because it will help them to improve their academic learning and skills. Some students may have ineffective and inefficient study habits which may cause them learning problems and get frustrated.

A rating scale is used to evaluate the study habits of the child. A five point scale is used for this process along with some statements. They include; always, often, sometimes, rarely and never respectively. The respective scorings are, 4, 3, 2, 1 and 0. There are two forms included in this; form A denotes the study habits at home (rating scale) which contains 25 test items. On the other hand, form B denotes the study habits of the child at school and it comprises of 15 test items. This rating scale includes both positive and negative statements. The respective scoring for the negative statements are, 0, 1, 2, 3 and 4. Thus, the total score is tabulated. From this result, we can conclude whether the child is an average, below average or above average student.

Rating Scale	Above Normal	Normal	Below Normal
Study habits at home	> 70%	50 - 70%	< 50%
Study habits at school	> 45%	30 - 45%	< 30%



STUDY HABITS AT HOME (RATING SCALE)

The rating scale Form A of the study habits of the child at home contains 25 test items. There are 22 positive test items and 3 negative test items. The negative test items include statements 7, 19 and 23. The score attained by Anandhu Vinayar is 31 out of 100. The percentage is hence 31% and this shows that it falls under the range of $< 50\%$ and hence he has below normal study habits at home.

STUDY HABITS AT CLASSROOM (RATING SCALE)

The rating scale Form B of the study habits of the child at classroom contains 15 test items. There are 8 positive test items and 7 negative test items. The negative test items include statements 8, 3, 5, 9, 11, 14 and 15. The score attained by Anandhu is 12 out of 60. The percentage is hence 20% and this shows that it falls under the range of $< 30\%$ and hence he has below normal study habits at school as well.



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CASE IDENTIFIED

The case identified was conduct disorder where the student identified was different from his peers in many ways. Anandha is a child with evident conduct disorder and this suited the entire classroom environment. From all the observations, interview and the rating scale I drew the conclusion that Anandha Vinayan of class VIII-H has serious emotional and conduct problems.

Conduct disorder is a type of behavioural disorder. The child may disregard basic social standards and rules. He or she may be irresponsible, skip school or runaway, steal or do things to violate the rights of others. Physically harm animals or other people etc. A child psychiatrist or a qualified mental health expert can diagnose a conduct disorder. We should seek a diagnosis at the right moment and this should not be left unattended.

REMEDIAL MEASURES

After going through the various reasons behind his misconduct and lazy attitude, I took certain measures to improve his status in his class. It includes the following:

- I tried to control his impulsive behaviour by engaging him throughout the class by making him do something related to the subject.
- During his stressful situations I encouraged him to open up to me.
- I tried to avoid conflicting situations with him by channelizing each session according to his interest and attention.



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- I made use of peer interaction and activities for him to mingle with his friends.
- I assigned duties to him on a daily basis to make him more responsible.
- I made him write comprehension passages on a weekly basis to grab his interest to the subject.
- Under certain circumstances I made his parents aware of his classroom behaviour and academic status.
- I frequently asked questions to him to grab his full attention in the class.
- I gave proper guidance and counselling to him to channelize his time and energy.



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CHAPTER - FIVE CONCLUSION AND SUGGESTIONS

The entire aim of this case study was to find a problem child and assess the child for his problem, and its causes through observation & interview. The child I chose was Anandhu Vinayan, an VIIIth standard student. He had severe conduct problems and because of this he expressed great aggression and disinterestedness in the classroom environment. The entire data used in this case study was collected with the help of various methods like, informal conversations, discussions, interview, observation, & achievement test etc. Initially, he was not co-operative but later found greater enthusiasm in talking about himself.

His family and social background along with the attitude of his parents resulted in this behavioural trait. Though they have high expectation about their child, they are less supportive and has a strained family relationship. Anandhu holds a rebellious attitude at home and classroom and this seriously affected his classroom behaviour & performance. He is careless & irresponsible and shows less interest towards school activities. He is lazy to finish his homeworks.

SUGGESTIONS

- The teacher should help family members to communicate properly to their children.
- The teacher should give new learning strategies according to the child's interest and attention.



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- The teacher should address the problem of the child seriously, and should educate his peers in general about companionship and brotherhood.
- The teacher should inculcate new habits in her students.

REFERENCE

- www.psychom.net/conductdisorder
- www.home.csub.edu/the-study-habits-inventory
- www.academia.edu [Academic Performance Rating Scale]
- Clinical Practice Guidelines for the management of conduct disorder.



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APPENDICES

APPENDIX ONE : Personal Data sheet

[Pages

APPENDIX TWO : Rating Scale



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RATING SCALE

The following are some statements related to your ways of learning. They are arranged under two parts. Form A and Form B. Form A deals with study habits at home. Form B deals with study habits in classroom

FORM: A STUDY HABITS AT HOME RATING SCALE

25 statements are included in this section. Read each statement carefully and mark the answer applicable to you. The symbols stand for the following. A= Always, O= Often, S= Sometimes, R= Rarely and N= Never. Use response sheet to mark your answers.

No.	STATEMENT	A	O	S	R	N
1.	I stop studies when I am sleepy	✓				
2.	I prepare notes for myself					✓
3.	I takes note from library books					✓
4.	I prepare special notes for examination				✓	
5.	I underline the important points while I am studying			✓		
6.	I read subjects before it is taught in class					✓
7.	I learn notes by mind				✓	
8.	I study the portion taught in the class on the same day				✓	
9.	I try to remember the portion taught in the class when I am at home				✓	
10.	I review at the end of each week what I have studied during the week					✓
11.	I generally do homework before going to school				✓	



12.	I prepare answers by referring previous examination questions				✓
13.	I distribute my time equally for all subjects			✓	
14.	I take care not to repeat the mistake that have committed at my previous examination		✓		
15.	I consult with my friends to learn difficult portions		✓		
16.	I try to understand the pictures and charts given in the textbook	✓			
17.	I like silent reading		✓		
18.	At home elders help in my studies			✓	
19.	I like to study in the company of others		✓		
20.	My hobbies help my studies				
21.	I have definite time to go to bed and to get up in the morning			✓	
22.	My extra study activities help in my studies				✓
23.	I study a lot on some days and not at all on other days			✓	
24.	I frequently make simple charts and diagrams to represent points in my reading				✓
25.	I like to get homework				✓



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FORM: B STUDY HABITS IN CLASSROOM RATING SCALE

15 Statements are included in this section. Read each statement carefully and write the answers (A, O, S, R and N) applicable to you in the response sheet.

No	STATEMENT	A	O	S	R	N
1.	I take notes while teachers teaches					✓
2.	I keep all notes taken from teaching in one book.			✓		
3.	I prefer to sit at the back of the classroom or near to the door or window.	✓				
4.	I recopy my notes after taking it from teaching.				✓	
5.	I feel nervous when I am asked to explain certain points in the class.	✓				
6.	I look over and edit notes after the class is over.				✓	
7.	I ask questions when I do not understand something that has been explained in the class.			✓		
8.	I am usually late to the classes.		✓			
9.	I whisper to other students while teacher teaches.	✓				
10.	I try to predict questions that can be asked for the next examination to my friends.					✓
11.	I usually forget to take pen, pencil or other study materials when going to school.			✓		
12.	When having difficult in a subject, I try to talk to the teacher after the class				✓	
13.	I have never been punished for being inattentive				✓	
14.	I avoid school on certain days	✓				
15.	I day dream during the class		✓			



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REFLECTIVE JOURNAL

Description of Events.

As part of the two year BED curriculum, the practical prescribed for 3021 was to conduct a case study in order to identify the problem child of the class during the school internship programme. My child was Anandha Vinayan of Ebenezer Higher Secondary School, Vettur.

Feeling.

Through the study, I realised the problem of the child. He had severe conduct disorder and I was able to give some guidance, suggestions and remedial measures to improve his status and solve his problem.

Evaluation.

It was a time consuming process, but I thoroughly enjoyed it. It made me realize the various aspects of his problem. It helped me to analyze the perspective of a high school student.

Analysis.

The whole process was interesting. And different methods like interview, rating scale, questionnaire etc. were used during the study. Altogether it was a novel experience.

Action Plan.

If an opportunity is given, I would like to focus more on his activities at home that caters to his needs and who all are his influences outside the school campus.



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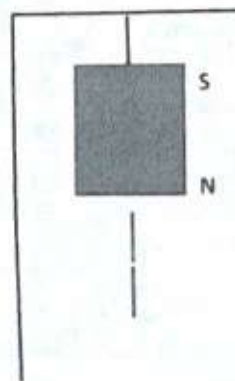
DIAGNOSTIC TEST

PHYSICS

Total Mark: 15

Total Time: 20 Minutes

1. The phenomenon of a magnetic substance acquiring magnetism is called _____.
2. What is induced magnetism?
3. Ability of a magnetic substance to get magnetised under the influence of a magnetic field is called _____.
4. Name the phenomenon that explains why pins are attached back to back?



5. Which metal is more suitable for making permanent magnets?
6. The polarity of induced magnet will be _____ at farther end.
7. The pins attached to the poles of a magnet changes into magnet. Name the process?
8. Which metal is more suitable for making temporary magnets?
9. The polarity of an induced magnet will be _____ at nearer end.
10. Which metal has greater susceptibility?
11. _____ is the ability of a magnetic material to retain its magnetism?
12. Name the phenomenon that explains why iron and steel get magnetised?
13. Give two examples of metals showing magnetic induction?
14. Name the metal that shows greater retentivity?
15. Magnetic poles are developed due to _____ phenomenon?

ALL THE BEST!!!!!!!



A handwritten signature in green ink, appearing to read 'M. S. S.', written over a horizontal line.

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Name:.....

Roll No:.....

EBENEZER HIGHER SECONDARY SCHOOL, VEETTOOR
ACHIEVEMENT TEST DECEMBER 2022

STD: VIII

ENGLISH

TIME: 40 min

Max mark: 20

Instructions

- Answer the questions based on the instructions and marks allotted.
- Answer the questions within the stipulated time

I. Read the following passage from *The Nightingale and the Rose* and answer the following questions. (5 marks)

'Death is a great price to pay for a red rose and life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the hawthorn, and sweet are the bluebells that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?'

- 1) Who is the speaker in the above extract? (1)
- 2) Why is the Nightingale's life dear to her according to this passage? (1)
- 3) What do you mean by the expression "Death is a great price to pay for a red rose and life is very dear to all."? (1)
- 4) Comment on the expression "Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?" (2)

II. Read the following extract from the poem *First Showers* and answer the following questions. (3 marks)

The weary lines did it promptly erase
Of daylong heat and fatigue from my visage.
Wet clothes clung to my body like an infant
To its mother's bosom; unsteady my gait.
The dusty trees stood bathed in an instant
Dressed in washed green looked magnificent.
The scented earth resplendent in damped glory
Sucked in dust giving respite to the travellers weary.

- 5) Who is the speaker in the above lines? (1)



6) Pick out an instance of **simile** from the given extract. (1)

7) Comment on the visible changes on nature as a result of the 'first showers.' (1)

III. 8) Write a **critical appreciation** of the poem *First Showers*.

OR

Write a **short description** about the Nightingale's sacrifice. (3)

IV. 9) Prepare a **poster** on the topic "**Book- Our Best Friends**" for National Reading Day.

OR

Write an **informal letter** to your friend about your latest achievement in a competition. (4)

V. **Fill in the blanks with the suitable forms of words. In some cases, you may have to use a prefix or suffix.** (5 marks)

10) A _____ (history) speech was delivered by the Prime Minister. (1)

11) I want to publish an _____ (education) magazine. (1)

12) The _____ (accident) discovery of radium has led to great advancement in the field of medicine. (1)

13) Pick out the **adjectives** from the following sentences.

- I met a homeless person in New York. (1)
- In the winter you must wear woolen clothes. (1)



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