	<p>Sri Ramakrishna Mission Vidyalaya College of Education (An Autonomous College Affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A⁺⁺ Grade by NAAC with CGPA 3.82) Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoen@yahoo.co.in Website: www.srkvcoe.org</p>	<p>NAAC 3rd Cycle</p> <hr/> <p>Criterion II Metric 2.4.4</p>
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CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating scales**

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Any other relevant Information

Details of the Documents

S.No.	Particulars
1	Workshop Schedule
2	Observation Record
3	Psychology Experiment – Assessment of Intelligence
4	Case Study

1. Workshop Schedule

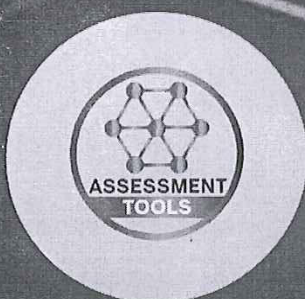


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COLLEGE OF EDUCATION**
(Autonomous)
Coimbatore - 641020

Workshop on Tools of Assessment

Schedule

Date	Topic	Resource Person
23.07.2022	Teacher Made Written Test	Dr. M. Jagadesh
	Observation Modes for Individual and Group Activities	Dr. K. Karthigeyan Dr. R. Ayyappan Sri. V. Eswaran
30.07.2022	Performance Test	Dr. K. Karthigeyan
	Oral Assessment	Dr. N.N. Prapakaran
	Rating Scales	Dr. P. Vel Murugan




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2. Observation Record



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COLLEGE OF EDUCATION

(Autonomous)

Sri Ramakrishna Vidyalaya (Post), Coimbatore - 641 020

OBSERVATION RECORD

Name : S. ARUNKUMAR

Reg.No : 218801

Bonafide record of work done by S. ARUNKUMAR
during the academic year 2021-2022 submitted for the practical examination
held on 24.03.2023 at the Sri Ramakrishna Mission Vidyalaya
College of Education, Coimbatore - 641 020.

Date : 24.03.2023



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College of Education (Autonomous)
Coimbatore-641 020.

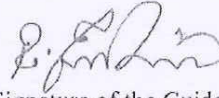
CERTIFICATE

This is to certify that Mr./Selvan ARUNKUMAR.S
(Reg.No. 21 BB 01) student of Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous), Coimbatore has attended to the
Government Higher Secondary School , Asokapuram, Coimbatore for
Observation of 20 teaching classes of Standard XII of TAMIL & ENGLISH
medium from 09.03.2022 to 31.03.2022 in pedagogy Subject
of ENGLISH as a part of II Semester Examination in B.Ed
Programme under my guidance and supervision .

During his Observation period he was punctual and obedient
His conduct and character was Good.

Date : 31.03.2022...

Place : Asokapuram...



Signature of the Guide Teacher

(With seal)
Government Higher Secondary School
Asokapuram - Model,
Coimbatore - 641 022.



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TEACHER TRAINEE DECLARATION

I do hereby declare that this "Observation work" has been originally carried out by me under the guidance and supervision of Mrs. R. Jeyalakshmi M.A., B.Ed as part of 2 Semester of B.Ed Degree programme in partial fulfillment of the requirements for the award of degree of Bachelor of Education.

Date : 31.03.2022

Place : Asokapuram

H. Sundar

Signature of the Teacher Trainee



[Signature]

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Coimbatore-641 020.

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INDEX

S.No	Date	Name of the Experiment	Page.No	Signature of Staff	Remarks
1	09.03.2022	prose - Journey by Train.	01	<i>[Signature]</i>	
2	10.03.2022	poem - Sea Forest.	03	<i>[Signature]</i>	
3	11.03.2022	Grammar - Reported Speech	05	<i>[Signature]</i>	
4	12.03.2022	Supplementary Reader - Sindbad my first voyage	07	<i>[Signature]</i>	
5	14.03.2022	prose - A study of self sacrifice and bravery	09	<i>[Signature]</i>	
6	15.03.2022	Grammar - Superlatives Adjectives.	11	<i>[Signature]</i>	
7	16.03.2022	Grammar - Active & passive voice	13	<i>[Signature]</i>	
8	17.03.2022	poem - courage	15	<i>[Signature]</i>	
9	18.03.2022	poem - The poem of Adventure	17	<i>[Signature]</i>	
10	21.03.2022	poem - wandering singers.	19	<i>[Signature]</i>	
11	21.03.2022	poem - The computer swallowed Grandma	21	<i>[Signature]</i>	
12	22.03.2022	prose - The wind on Haunted Hill	23	<i>[Signature]</i>	
13	23.03.2022	prose - who owns the water ?	25	<i>[Signature]</i>	
14	24.03.2022	Grammar - conjunction.	27	<i>[Signature]</i>	
15	25.03.2022	poem - Indian Seasons.	29	<i>[Signature]</i>	
16	26.03.2022	poem - A Tragic story	31	<i>[Signature]</i>	
17	28.03.2022	Grammar - Adverbs.	33	<i>[Signature]</i>	
18	29.03.2022	prose - That Sunday morning	35	<i>[Signature]</i>	
19	30.03.2022	A childhood in Malabar : A memoir	37	<i>[Signature]</i>	
20	31.03.2022	Supplementary : Brought to Book.	39	<i>[Signature]</i>	




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Coimbatore-641 020.

Name of Student teacher : S. Arunkumar

Name of Guide teacher : Mrs. R. Jayalakshmi
M.A., B. Ed

School : GHSS, Asokapuram.

Standard : VII

Subject : English

Topic : prose - Journey by train.

Date : 09.03.2022

Total No. of pupil : 45

Aim of the lesson :

The aim of the lesson was clearly stated and explained.

Introduction :

The introduction was clear, long and it is linked to the previous knowledge of the learner.

Presentation :

The teacher's presentation was good and it was easily understood to the pupil. The use of teaching aids in the classroom was helpful to the students in understanding the concept. The teacher also used suitable examples for explaining the concept.

Application :

The students applied the theme of the lesson in enhancing their communication skills in English language.

Blackboard usage :

The Teacher used the blackboard efficiently by dividing the blackboard into equal halves and according to the individual concepts to be described. Her handwriting was neat, clear and legible with appropriate spacing. She used colour chalks to highlight the key points.

Pupil's notebook :

Separate notebooks were maintained for the subject. It was properly supervised, collected, corrected and returned by the teacher after the scribification of mistakes.

Questioning :

The teacher asked questions related to the content. The students who answered correctly were appreciated. Doubts of all students were cleared.




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classroom management :

seating arrangement of the pupil was good. Teacher maintained the peaceful and healthy environment. The teacher have good experience in the problem solving and decision making.

The teacher :

The teachers behaviour was good and student friendly. she have deep subject knowledge and good communication skills. she motivated the students and appreciated them to actively participate in the learning.

Remarks and suggestions :

The teacher was punctual, sincere and devoted to her duty. she has good time management and completed the lesson successfully within the allotted time. Her voice was clearly audible and satisfying to all learners.

microteaching skills. :

S.no	skills	very good	Good	Average	poor
1.	Introducing the lesson	✓			
2.	Explanation	✓			
3.	Stimulus variation.	✓			
4.	Illustrating with examples	✓			
5.	blackboard usage	✓			
6.	increasing pupil participation.	✓			
7.	Reinforcement	✓			
8.	Fluency in questioning.	✓			



S. S. Srinivas
Principal i/c
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020.

Name of Student teacher: S. Anunkumar

Name of Guide teacher: Mrs. R. Jayalakshmi M.A.,
S.Ed.,

School: GHSS, Asokapuram.

Standard: VII

Subject: English.

Topic: poem - sea fever

Date: 10.03.2022

Total No. of pupil: 45

Time of the lesson:

The aim of the lesson was clearly stated and explained.

Introduction:

The teacher introduced the lesson by asking some questions which is linked to the previous knowledge of the learner.

Presentation:

The teacher presented the concept in an innovative and interesting way. The presentation was done by using suitable teaching aids. She presented the concept in an easily understanding way using suitable example.

Application:

The students applied the theme of the lesson in improving their communication skills in English language.

Blackboard usage:

The teacher used the blackboard efficiently by dividing the blackboard into equal halves and according to the individual concepts to be described. Her handwriting was neat, clear and legible with appropriate spacing between words, letters and lines. She used colour chalks to highlight the keypoints.

Pupil's notebook:

The pupil were maintained the separate notebook for the subject. It was properly supervised, collected, corrected and returned to the students by the teacher.

Questioning:

The teacher evaluated the understanding of pupil by asking random and individual questions to them. The students who answered correctly were appreciated. Doubts of all students were cleared.




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classroom management :

Seating arrangement of the pupil was good. classroom was well ventilated and illuminated. classroom environment was maintained healthy and peaceful. The teacher was good in problem solving and decision making.

The teacher :

The teacher's behaviour was good and student friendly. she have deep subject knowledge and good communication skills. she motivated the students and appreciated them to actively participate in the learning.

Remarks and suggestions :

The teacher completed the lesson within the allotted time and also managed the class smoothly and efficiently. Her voice was clearly audible and satisfying to the learners. Her pronunciation was excellent. microteaching skills :

S.No	skills	very good	Good	Average	poor
1.	Introducing the lesson	✓			
2.	Explanation.	✓			
3.	Stimulus variation.	✓			
4.	Illustrating with examples	✓			
5.	Blackboard usage	✓			
6.	Increasing pupil participation.	✓			
7.	Reinforcement	✓			
8.	Fluency in questioning.	✓			



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3. Psychology Experiment - Assessment of Intelligence

Experiment no: 2

Assessment of Intelligence

Trainee: M.P.

Date: 3.12.2021

Learner: 21BP05

* Introduction:

- * Intelligence is a complex set of qualities.
- * Appreciation of problem and direction of mind towards its execution.
- * The capacity for making the necessary adaptation to reach a definite end.
- * The power of self-criticism. Elsewhere he wrote, "to judge well, to understand well, to reason well. These are essential qualities of intelligence."
- * Wechsler defined intelligence as "The aggregate of global capacity of the individual to act purposefully to think rationally and to deal effectively with his environment."
- * According to E.L. Thorndike, Intelligence consists in the capacity for more association or connection forming. He emphasised what a person can do, as well as how he does it in his tripartite classification of intelligence. He sub-divided Intelligence into,



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1) Abstract or Verbal Intelligence - "Intelligence consists in the capacity for more association or connection forming". He emphasised what a person can do, as well as how he does it in his tripartite classification of intelligence. He sub-divided Intelligence into,

- * Abstract (or) Verbal Intelligence - Involves facility in use of symbols.
- * Practical Intelligence - Involving facility in manipulating object.
- * Social Intelligence - Involving facility in dealing with human beings.

Problem: To determine the Intelligence of the individual by the use of non-verbal intelligence test.

Method:

a) Learner

b) Materials: Non-verbal Intelligence form, Response sheet, Scoring key.

c) procedure:

There are 78 items in this test. Find out the figure which completes the sequence / analogy / odd man out of the problem figure and put its number in answer sheet.



The learner is seated comfortably and he is put at ease. He is explained with the purpose and value of test before giving test booklet. The following announcement is made.

"Don't open the booklet until I ask you to do so. Don't make any mark on the booklet. Answer must be in the separate answer sheet provided to you. Separate instructions for each test is given in the booklet. Try to follow the instructions as I read it to you. If there is any doubt you ask it before the test is begun. The doubt is cleared.

* Then the booklet (Test booklet) and answer sheets are given to the learner. The instruction given in the booklet is read out and he is asked to follow. Then he is asked to do the test within the time limit. After completion of the test, the test responses are checked with the help of the key.

Then the raw scores are tabulated.

The group scores are collected, discussed and conclusions are drawn.




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Results:

- * Table - I - Shows the score of learner () is Non-verbal intelligence test.
- * Table - II - Shows the group scores in Non-verbal Intelligence test.

Conclusions:

- 1) The learner has high intelligence.
- 2) The learner's low score in non-verbal intelligence test is 60
- 3) In the group of 12 learners out of 15 learners are high in Intelligence.
- 4) In the group 12 learners out of 0 learners are low in Intelligence.
- 5) Individuals differ in their intelligence and non-verbal Intelligence test scores.




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Table I : Shows the score of learner () in non-verbal intelligence test :

Learner	Raw score	classification
m.p	60	very high

Table II : Shows the group scores and level of Intelligence:

Sl.No	Learner	Raw score	classification
1.	S.A	68	very high
2.	Q.H	59	very high
3.	B.S	62	very high
4.	E.m	59	very high
5.	S.S	63	very high
6.	S.A	45	High
7.	m.m	68	very high
8.	A.R.R	68	very high
9.	S.R	66	very high
10.	P.A	61	very high
11.	m.p	60	very high
12.	B.L	68	very high



Reference :

- 1) Gupta R. C (1976) prediction of Teacher effectiveness through personality traits, Ph.D Thesis, Banaras Hindu University.
- 2) Kumar. P and Mutha. A (1973), Teacher effectiveness scale, psychology department, Jodhpur University.




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Questionnaire

Non-Verbal Group Intelligence Test (NVGIT)

Directions and Examples :

Read the Directions and Examples silently.

1. There are 78 questions in order from the easiest to the hardest.
After each question, there are four alternatives answers.
2. There is only one right answer. When you find out the right answer, just put a tick mark on the answer sheet against the appropriate number provided.
3. Now practice the solved examples given as how to solve and mark your responses (Practice 1 to 9 one by one).
4. You may clarify your doubts, if there be any.
5. Try every problem one by one, starting from the first to the last.








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PRACTICE EXAMPLES

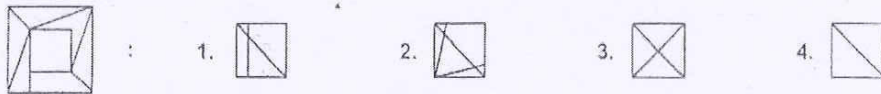
practice these solved examples and learn how to solve and put your responses in your answer sheet.

1. Solve and find out the correct answer :

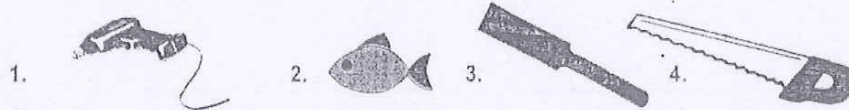
 = 50 liter :
  +
  +
  = _____ liter ?

1. 300
2. 350
3. 400
4. 250

2. Which of the four drawings fits in the incomplete pattern ?



3. Select the one which does not belong to the others :



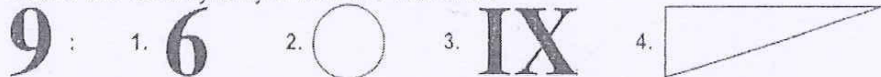
4. Select the correct analogous pictures as the first one :



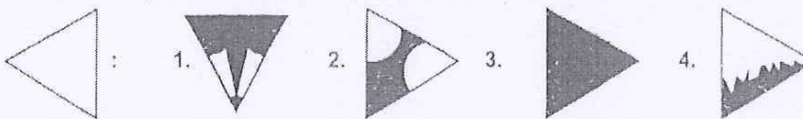
5. Which star has the number of dots equal to the parts in the circle ?



6. Select the best synonym with the first one :



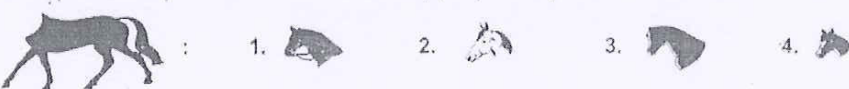
7. Select the right one which is opposite to the first one :



8. Select one pair which is most similar in nature :



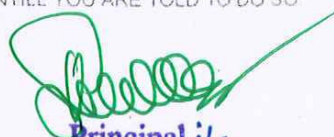
9. Complete the picture with the most appropriate part :



Questions : 1 2 3 4 5 6 7 8
 Answers : 1 4 2 3 4 3 3 3

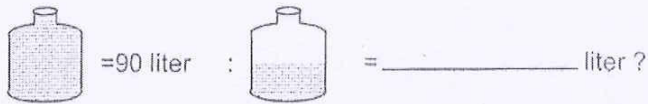
DO NOT OPEN THE NEXT PAGE UNTILL YOU ARE TOLD TO DO SO




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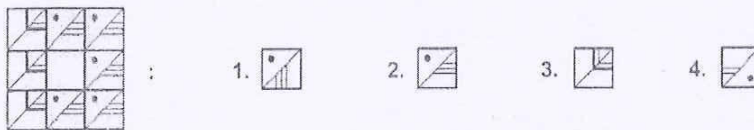
Test Sheet

1. Solve and find out the correct answer :

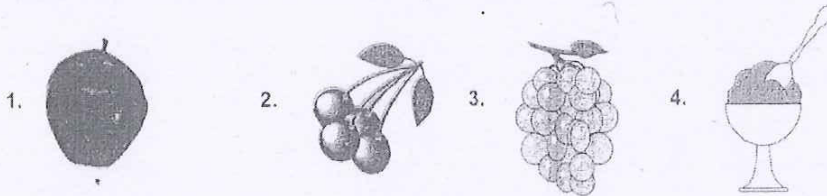


1. 35
2. 40
3. 45
4. 50

2. Which one of the four drawings correctly fits in the incomplete pattern ?



3. Select the one which does not belong to the others :



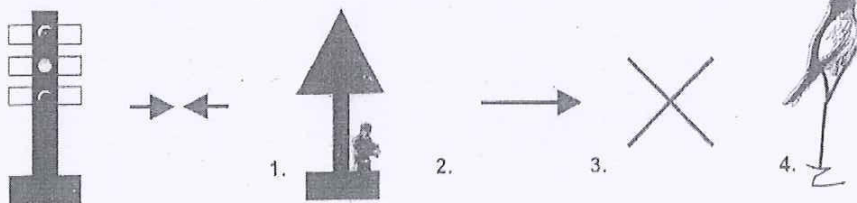
4. Select the correct analogous pictures as the first one :



5. Which flower has corolla equal to the points in the circle ?



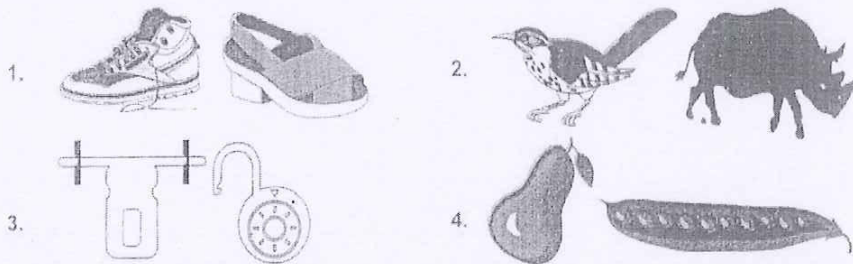
6. Select the best synonym with the first one :



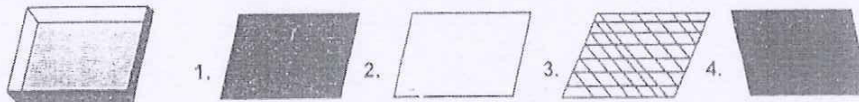
7. Select the right one which is opposite to the first one :



8. Select the one pair which is most similar in nature :



9. Complete the picture with the most appropriate part :

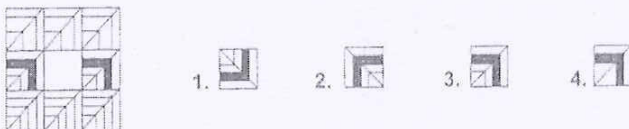


10. Solve the question and find out the correct answer :

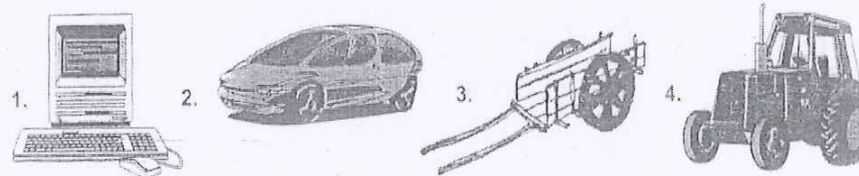
$$\begin{aligned} Y &= 15 \\ F &= 20 : H = Y + G. \quad H = \underline{\hspace{2cm}} ? \\ G &= 10 \end{aligned}$$

1. 35
2. 20
3. 30
4. 25

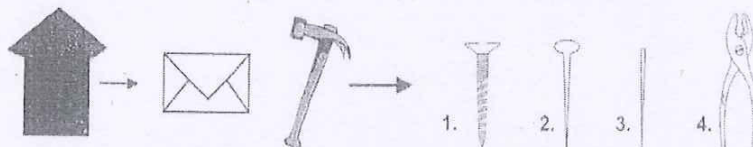
11. Which of the four drawings correctly fits in the incomplete pattern ?



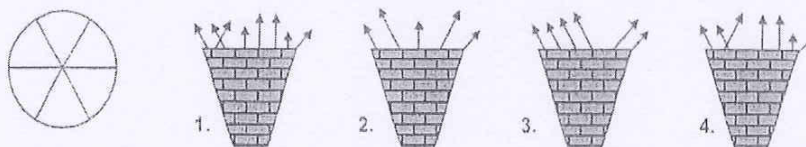
12. Select the one which does not belong to the others :



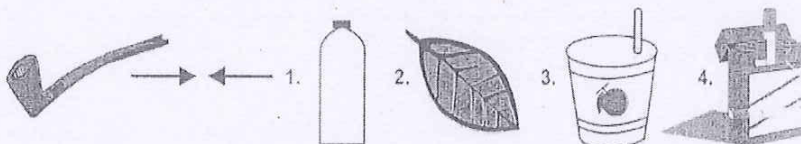
13. Select the correct analogous (parallel) picture as the first one :



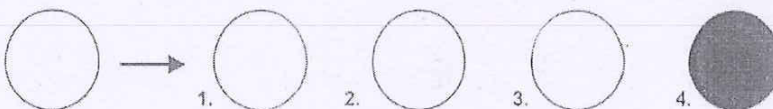
14. Which basket has the number of arrows less than the parts in the circle :



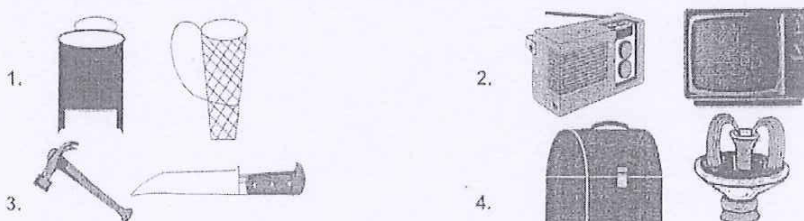
15. Select the best synonym with the first one :



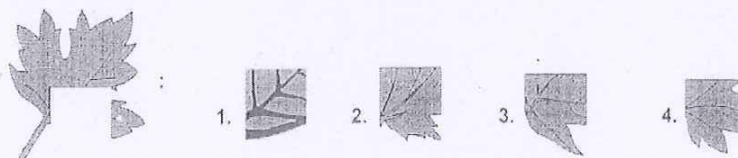
16. Select the one which is opposite to the first one :



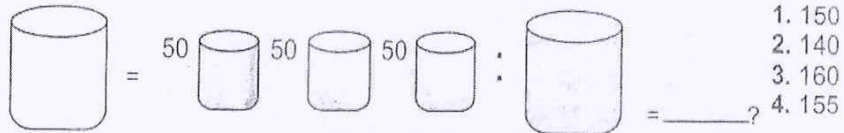
17. Select one pair which is most similar in nature :



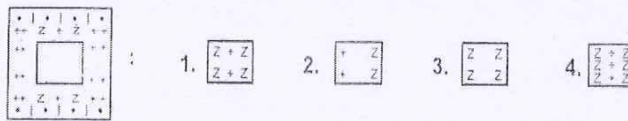
18. Complete the picture with the most appropriate part :



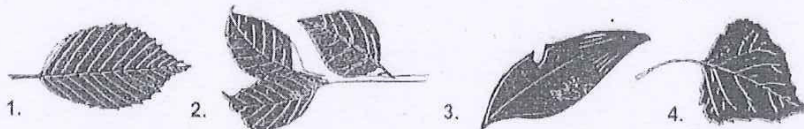
19. Solve the question and find out the correct answer :



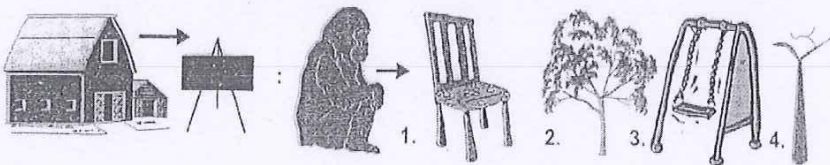
20. Which one of the four drawings correctly fits in the incomplete pattern ?



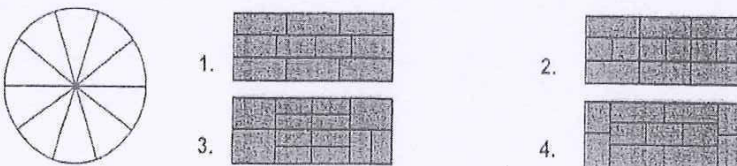
21. Select the one which does not belong to the others :



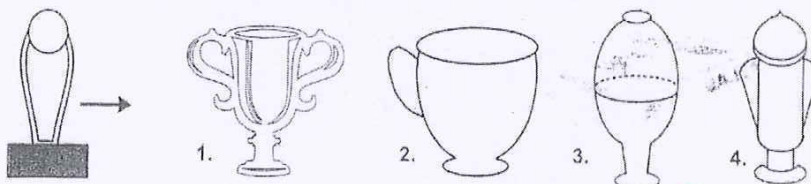
22. Select the correct analogous picture as the first one :



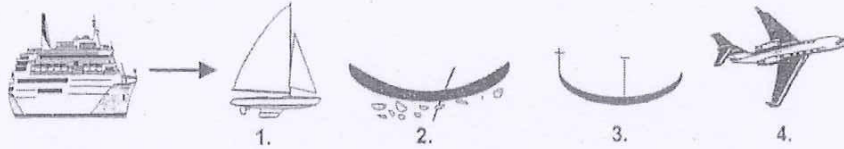
23. Which wall has the number of parts equal to the parts in the circle ?



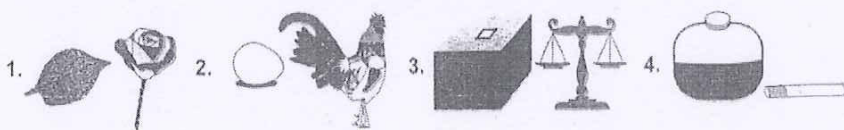
24. Select the best synonym with the first one :



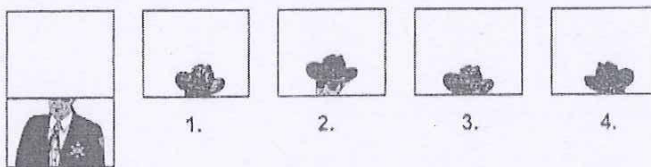
25. Select the right one which is opposite to the first one :



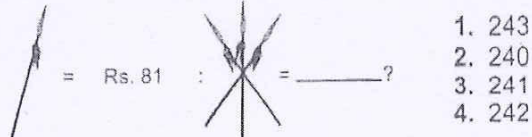
26. Select one pair which is most similar in nature :



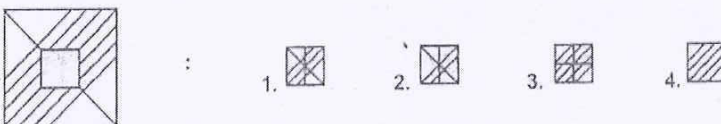
27. Complete the picture with the most appropriate part :



28. Solve the question and find out the correct answer :



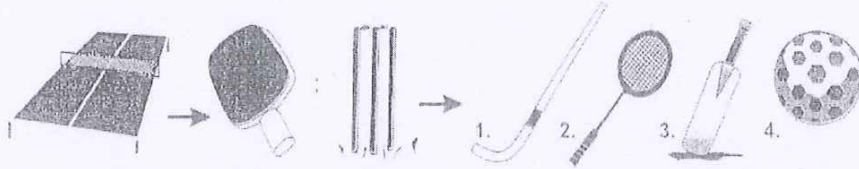
29. Which one of the four drawings fits in the incomplete pattern ?



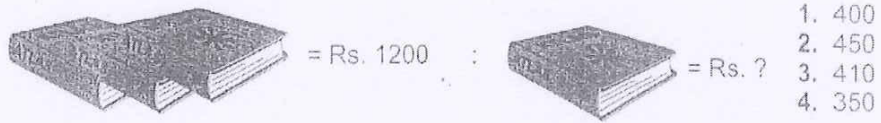
30. Select the one which does not belong to the others :



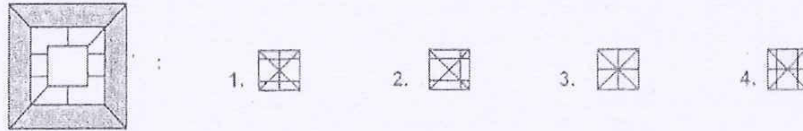
31. Select the correct analogous picture as the first one :



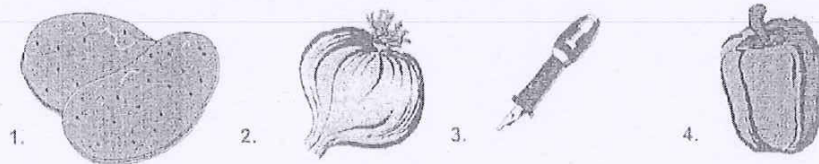
32. Solve the question and find out the correct answer :



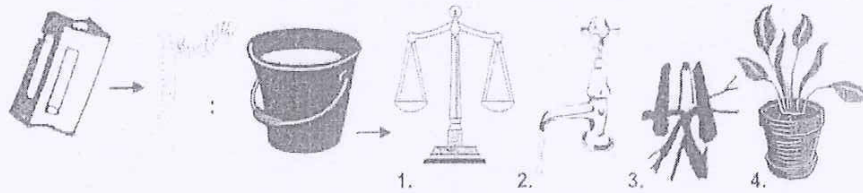
33. Which one of the four drawings fits in the incomplete pattern correctly ?



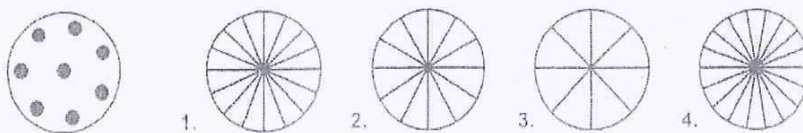
34. Select the one which does not belong to the others :



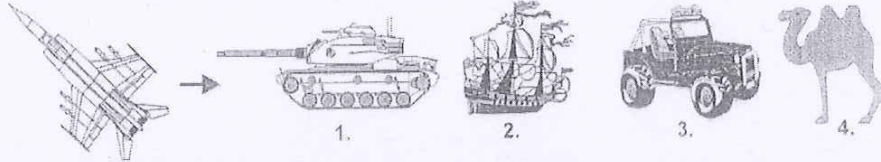
35. Select the correct analogous picture as the first one :



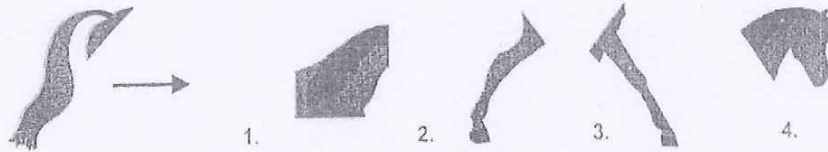
36. Which wheel has number of spokes equal to the points in the circle ?



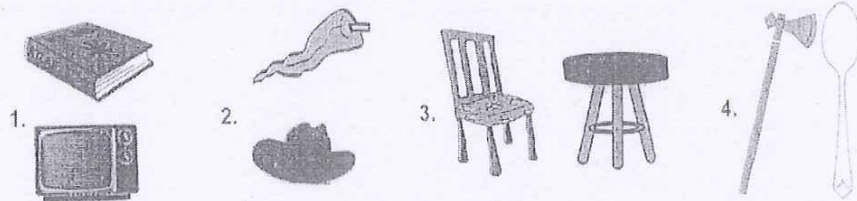
37. Select the best synonym with the first one :



38. Select the right one which is opposite to the first one :



39. Select one pair which is most similar in nature :



40. Complete the picture with the most appropriate part :



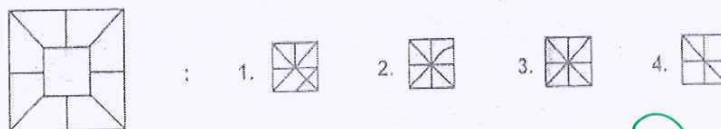
41. Solve the question and find out the correct answer :

$$\begin{aligned} P &= 12 \\ M &= P - N \\ N &= 10 \end{aligned}$$

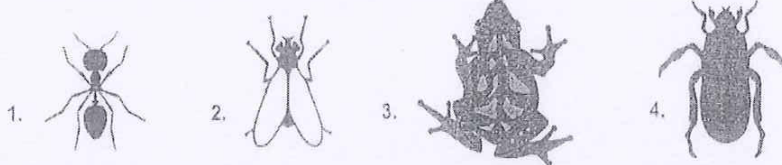
$$M = \underline{\hspace{2cm}} ?$$

1. 4
2. 2
3. 3
4. 6

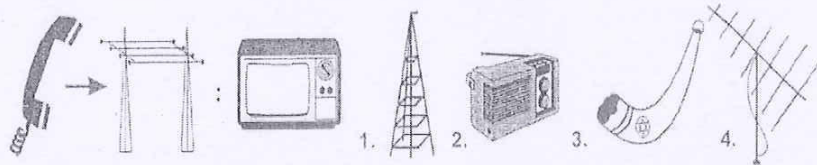
42. Which of the four drawings correctly fits in the incomplete pattern ?



13. Select the one which does not belong to the others :



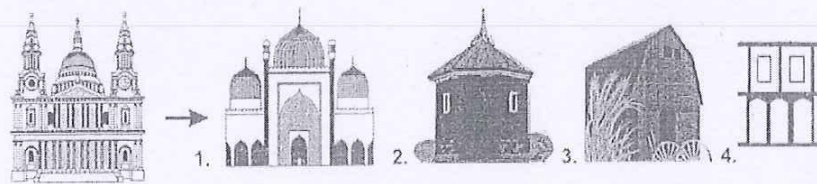
14. Select the correct analogous picture as the first one :



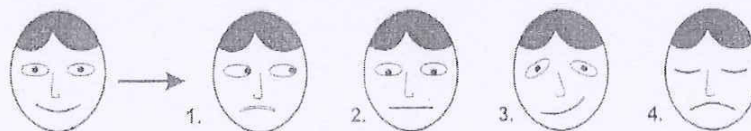
15. Which bundle has the number of sticks equal to the parts in the circle ?



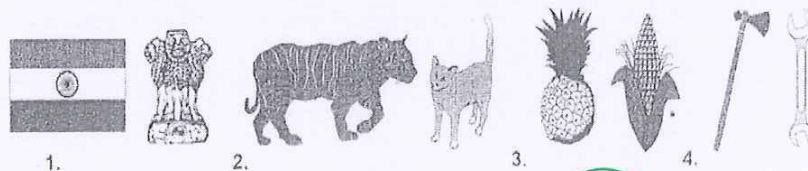
16. Select the best synonym to the first one :



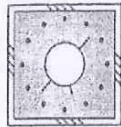
17. Select the right one which is opposite to the first one :



18. Select one pair which is the most similar in nature :



49. Complete the picture with the most appropriate part :



:



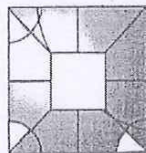
50. Solve the question and find out the correct answer :

A	B
C	D

= 240, B = 60 ; A + C + D = _____?

1. 170
2. 180
3. 190
4. 160

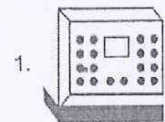
51. Which one of the four drawings correctly fits in the incomplete pattern ?



:



52. Select the one which does not belong to others :



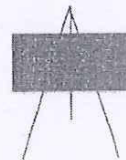
2.



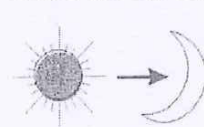
3.



4.



53. Select the correct analogous picture as the first one :



1.



2.



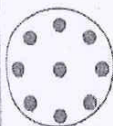
3.



4.



54. Which land has the number of trees more than the dots in the circle ?



1.



2.



3.

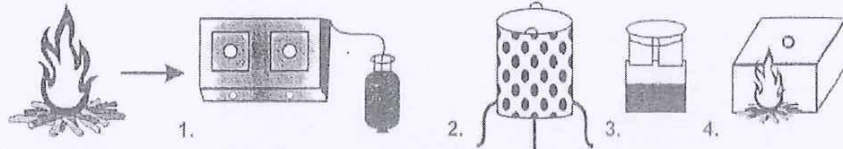


4.

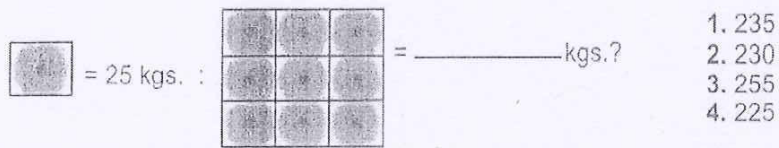


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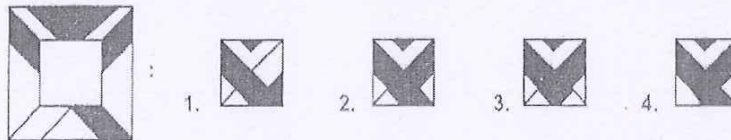
5. Select the best synonym with the first one :



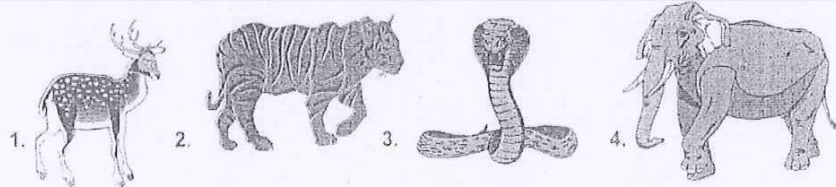
6. Solve the problem and find out the correct answer :



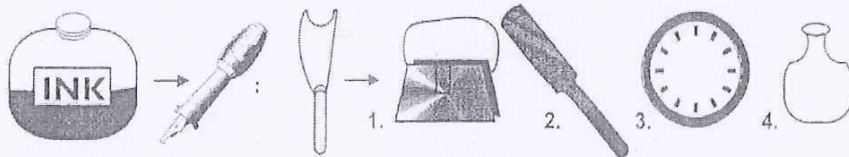
7. Which of the four drawings correctly fits in the incomplete pattern ?



8. Select the one which does not belong to the others :



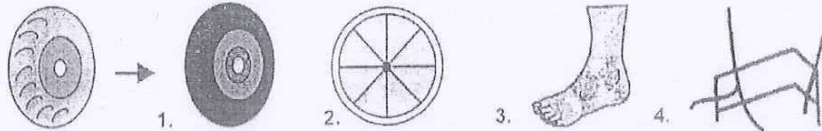
9. Select the correct analogous picture as the first one :



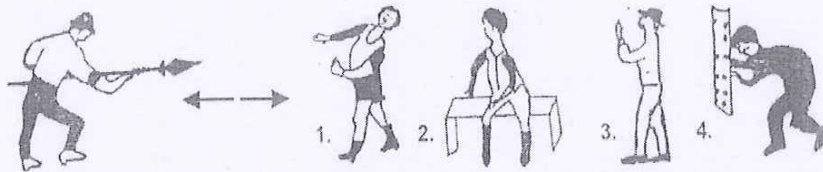
10. Which plate has the number of sweets equal to the dots in the circle ?



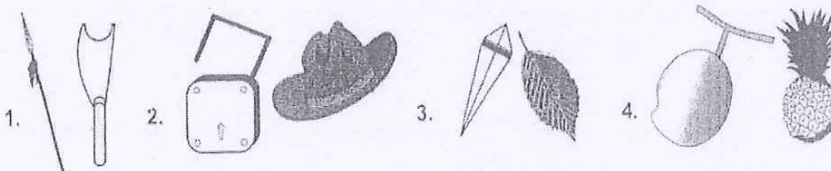
61. Select the best synonym with the first one :



62. Select the right one which is opposite to the first one :



63. Select the pair which is most similar in nature :

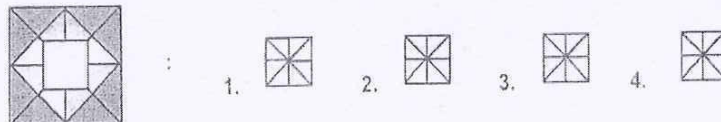


64. Solve the question and find out the correct answer :

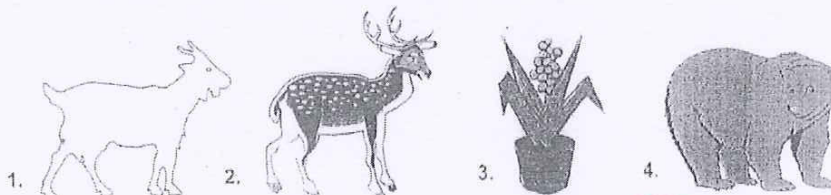
$$\begin{array}{l} \text{30} = W \\ \text{40} = L \end{array} \quad ; \quad W \times L = \underline{\hspace{2cm}} ?$$

1. 1200
2. 1240
3. 1300
4. 1050

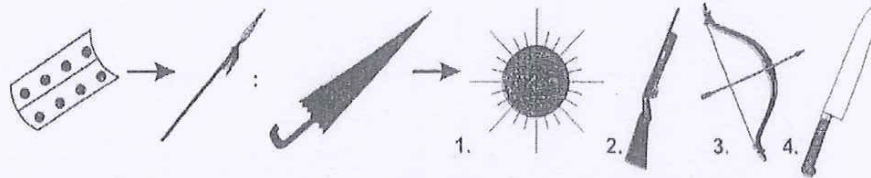
65. Which of the four drawings fits in the incomplete pattern correctly ?



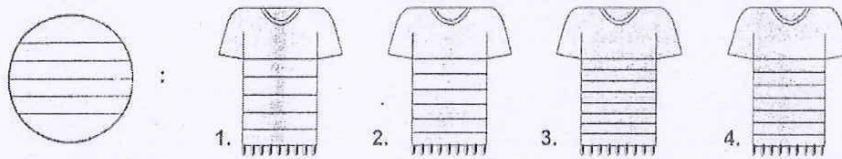
66. Select the one which does not belong to the others :



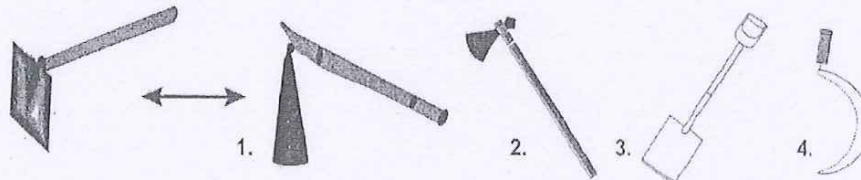
1. Select the correct analogous picture as the first one :



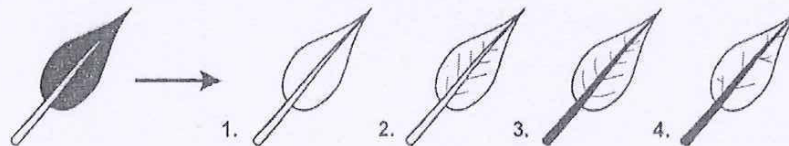
2. Which shirt has the number of lines equal to the lines in the circle ?



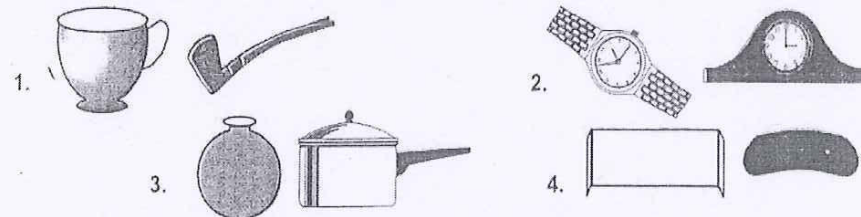
3. Select the best synonym with the first one :



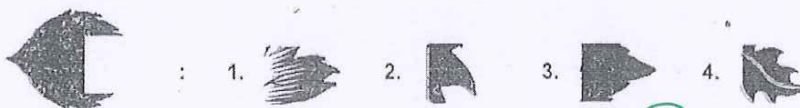
4. Select the right one which is opposite to the first one :



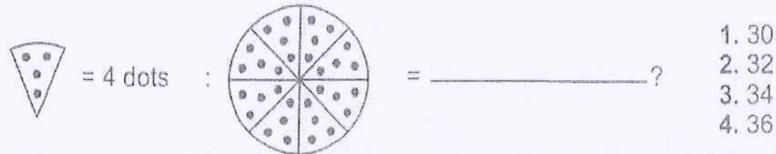
5. Select the pair which is most similar in nature :



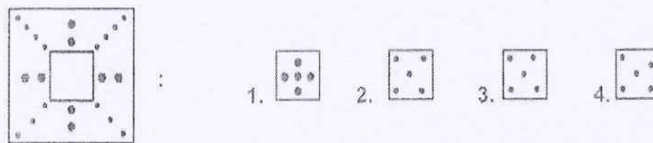
6. Complete the picture with the most appropriate part :



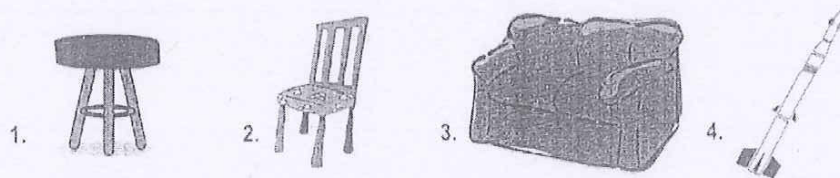
73. Solve the problem and find out the correct answer :



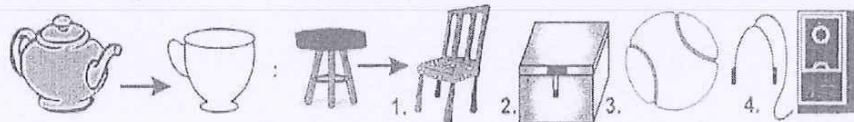
74. Which of the four drawings correctly fits in the incomplete pattern ?



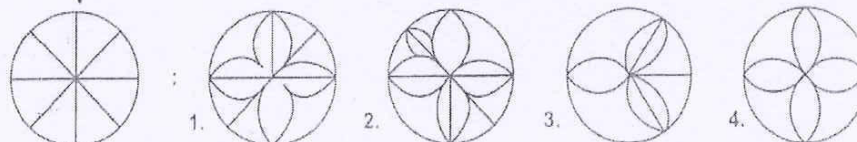
75. Select one which does not belong to the others :



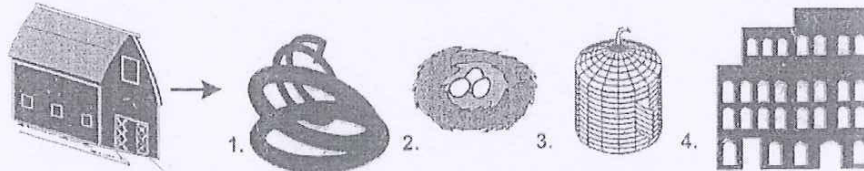
76. Select the correct analogous picture as the first one :



77. Which ball has the number of parts equal to the parts in the circle ?



78. Select the best synonym with the first one :



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TABLE 11
Range of Raw Scores Within DIQ Classification Ranges

DIQ	Age-Groups									Grades				Classification
	12	13	14	15	16	17	18	19	Total	VII	VIII	IX	X	
140 & above	53-56			59-64	64-65	58-67	58-66	58	61-67	56-58		56-66	65-67	EXCELLENT
130-139	48-52	55-58	53-59	52-58	56-63	51-57	51-57	51-57	54-60	49-55	54-59	50-55	58-64	VERY GOOD
120-129	42-47	48-54	46-52	45-51	49-55	45-50	44-50	44-50	47-53	43-48	46-53	43-49	50-57	GOOD
110-119	35-41	41-47	39-45	39-44	41-48	38-44	37-43	37-43	39-46	37-42	39-45	37-42	43-49	ABOVE AVERAGE
100-109	29-34	34-40	32-38	32-38	33-40	31-37	29-36	30-36	32-38	30-36	32-38	30-36	35-42	AVERAGE
90-99	24-28	27-33	25-31	25-31	25-32	24-30	22-28	23-29	25-31	24-29	25-31	24-29	28-34	BELOW AVERAGE
80-89	18-23	20-26	19-24	18-24	18-24	18-23	15-21	16-22	18-24	17-23	17-24	17-23	20-27	SLIGHTLY WEAK
70-79	13-17	14-19	12-18	11-17	10-17	10-17	9-14	12-15	10-17	11-16	10-16	11-16	13-19	WEAK
Below 70	11-12	10-13	5-11	6-10	7-9	5-9			5-9	7-10	5-9	7-10	8-12	VERY WEAK

Scale is based on the classification of Revised Stanford — Binet IQs, F. S. Freeman (1965, P. 223) ; Lee, J. Cornbach (1970, P. 219) ; Dr. G. C. Ahuja Test Manual (P. 16).




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Non-Verbal Group Intelligence Test (NVGIT)
(Answer Sheet)

Item No.	Answers				Item No.	Answers				Item No.	Answers				Item No.	Answers			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
1					21					41					61				
2					22					42					62				
3					23					43					63				
4					24					44					64				
5					25					45					65				
6					26					46					66				
7					27					47					67				
8					28					48					68				
9					29					49					69				
10					30					50					70				
11					31					51					71				
12					32					52					72				
13					33					53					73				
14					34					54					74				
15					35					55					75				
16					36					56					76				
17					37					57					77				
18					38					58					78				
19					39					59									
20					40					60									



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APPENDIX-I (A)

Non-Verbal Group Intelligence Test (NVGIT)

(Scoring Key)

Item No.	Answers	Item No.	Answers	Item No.	Answers	Item No.	Answers
1	3	21	3	41	2	61	1
2	2	22	2	42	3	62	4
3	4	23	1	43	3	63	4
4	2	24	4	44	4	64	1
5	4	25	4	45	1	65	2
6	1	26	2	46	1	66	3
7	3	27	1	47	4	67	1
8	1	28	1	48	2	68	1
9	1	29	4	49	1	69	1
10	4	30	1	50	2	70	1
11	3	31	3	51	1	71	2
12	1	32	1	52	1	72	3
13	2	33	1	53	1	73	2
14	2	34	3	54	2	74	2
15	4	35	2	55	4	75	4
16	4	36	3	56	4	76	1
17	2	37	1	57	2	77	4
18	4	38	4	58	3	78	4
19	1	39	3	59	2		
20	1	40	1	60	3		




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4. Case Study

Introduction

Case study :

Case study is a form of qualitative, descriptive research that is used to look at the individuals, a small group of participants, or a group as a whole.

This qualitative method of study emphasises detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used this case study method of research for more years across various disciplines.

Definition :

It is a systematic inquiry into an event (or) a set of related events which aims to describe and explain the phenomenon of interest.

It is an depth study of a particular person rather than skipping it as a survey.

Revealing factor of case study :

A case study may not answer a question completely but it will give some indications and allows further elaboration and hypothesis creation of the subject.




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CASE ANALYSIS

Name of the Student teacher : M. Praanesh

Register Number : 21BP05

College : Sri Ramakrishna Mission Vidyalaya College
of Education (Autonomous), Coimbatore - 20.

Name of the school underwent training : Amaran . A. Muthu Gounder Government
Higher Secondary School, Annur - 53

Total . No . of students in the school : 1050

No . of . Boys in the school : 619

No . of . Girls in the school : 431

Total staffs of the school : 53

Period undertaken training : 80 days

No . of . pupil for the case study : 3

class of the students of case study : VI



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Case study - I

Name : I. Mohammed Farook

Standard : VI

Age : 10

Sex : male

School : A.A.M.G. GHSS, Annur

Date of Birth : 20-2-2012

Address : 6/108, Othimalai Road, Ramnagar, Annur.

Father's Name : Iffrakim Sharif

Occupation : Electrician

Mother's Name : Shanitha Bhanu

Occupation : Tailor

* I - SCHOLASTIC RECORD

(The data of student's last appeared exam scores)

Subject	Score (100)		Percentage
	Mid-term	Quarterly	
Tamil	✓ 24	31	55 %
English	30	28	58 %
Maths	42	39	81 %
Science	40	35	75 %
Social	22	30	52 %
Total / Rank	158 / -	163 / -	Attendance : 75 %

Class Strength : 39



* i - Family Record

* Father: Alive

* Mother: Alive

* Family: Nuclear Family

* Home Environment: Peaceful

* place for study: No separate place for study

* Hours of study and Guidance: 7pm - 8pm / No-guidance

* ii - Extra-curricular Activities Record:

* Arts and crafts - Not participated

* Agriculture - Not participated

* Literary Activities - Not participated

* Drama/Music/Dance - Dance - Inter school meets.

* N.C.C/ Scout/ Sports - Sports - Athletics

* iv - Health Record:

* Height in cms : 114 cms

* Weight in kgs : 24 kgs

* Suffered from any diseases : Nil

* undergoing medications : Nil

* physical issues : Nil




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* Identification:

- * The student identified for my case study is I. Mohammed Farook.
- * He is a talkative as well as very active person.
- * He maintains a decent rapport with fellow peers as well as the teachers.
- * He doesn't listen to the teacher while a topic being discussed where he gets distracted easily.
- * He keeps on engaging him on some other activities (or) watching the outside activities of the classroom.
- * His approach to others and moral values are average.
- * The aggressive nature of the student is also seen sometimes during the leisure time.
- * The student doesn't seek others help (or) guidance for his improvement, where there is chances are very low too.
- * Irregularities in attending the class is a problem with lack of concentration is an major issue.
- * Sources of Data collected:
 - * The data is collected by methods like,
 - i) observation
 - ii) class Register and Exam Score with help of classteacher
 - iii) Interview from specific student under case study
 - iv) Interview from the peer students and friends



* Family environment :

The student comes from the family where both the parents are working in an occupation. The family atmosphere is decent and good for learning environment. The student lives in the surrounding where his fellow students are also there. The family type is nuclear family.

* Academic level :

The student's performance is very less in the area of academics. The student doesn't maintain the regular work assigned from the school. The student feels very hesitated to ask the doubt regarding the academics. The distraction level of the student is very high.

* Health :

- * Maintains a normal healthy condition
- * Vision, Hearing, Sense and Buccal cavity are normal.
- * His posture of sitting is erect and position of standing is erect.
- * He maintains correct BMI.
- * He could speak in normal word count per minute without any troubles.



* Intellectual activity :

- * He doesn't show interest in specific subject
- * His performance in every subject is very less
- * The student involves in the engagement of general topic alone.
- * His handwriting should be improved.
- * The academic scores are below average for the observed examinations.

* Achievements :

- * The student performs well in the field of dance.
- * The student gives a decent performance in the field of athletics.

* Analysis of the problem :

- * The student is talkative and less obedient in the classroom.
- * The student takes an added advantage towards the school environment.
- * The student says that he is reading and writing everyday in his home where the assigned work is not done.
- * Difficulty in learning and writing is observed.
- * The student feels lost interest in studies, and feels difficult to study and pronounce the words.



* Diagnosis of the problem :

* Mohammed Farook is a good student. His performance in extra-curricular activities is higher than curriculum based activities.

* According to my analysis, he needs to develop in the areas of,

* Extra-learning interest from the teacher.

* Writing practice to improve handwriting

* Small Reading sessions daily.

* He feels less motivated when he couldn't get the expected results and lacks morality among his friends which can be changed with the help of guidance.

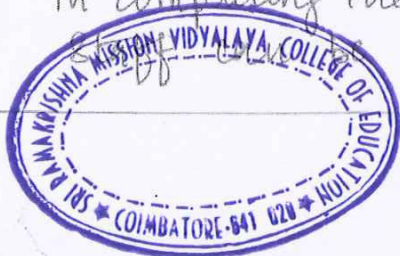
* Remedial measures (suggestions) :

(i) To the student

* He could start to read few non-subject oriented book to create interest,

* He could talk to his friends and seek help to improve studies,

* He could be more open-minded and generous in completing the work where the good support with achieved. The reduction of irregularities



can be overcome by speaking out the fear about homework and the activities assigned.

(ii) To parents of the student

- * Spending time with the student and checking his performance.
- * Motivating him to develop his skill with interest of developing the academics.
- * Assigning small activities like reading newspaper for fear overcome.

(iii) To friends and peers

- * The other classmates could share their learning methods rather than helping him to finish the works.
- * Motivating the student to do more activities even if failed.
- * Criticism and isolation should be avoided.

* Follow up :

At first when the student was introduced to me, he seemed so talkative, less-obedient and uncontrolled nature. He couldn't able to do a work as focussed for a short time. His parents started to leave it where their educational level are low. The student



keeps on skipping the classes when the work is assigned. The student follows a very much little moral and values among the other peers.

I started to spend extra-time with the student by providing him more chances to read small paragraphs, and writing them. I tried to reduce his inferiority complex in learning and keep his motivation high.

Day by Day his positivity and involvement kept increasing and his academic performance came out decent from previous one. I'm sure that he's going to excel without any hesitation further.

* RATING SCALE OF THE STUDENT TEACHER IN CASE STUDY FOR SELF-EVALUATION: ✓

SNo	Statements	Very good (5)	good (4)	Fair (3)	Average (2)	Not fair (1)
1.	Identify the problem		✓			
2.	Collection of data	✓				
3.	Analysis of data	✓				
4.	Remedial measures	✓				
5.	Follow up	✓				

