

St. Joseph's College of Education for Women

Opp. Sambasivapet 2nd Lane, Naaz Center, Guntur, A.P., India.
(Under the Management of Society of Jesus Mary & Joseph)



2.4.7.

Samples of assessed assignments for theory courses of different programmes

Scans of Assessed Assignments

Program: B.Ed.

Sl.No.	Title of Assignment	Type
1.	Glossary of content words for a subject	Library Work
2.	Analyzing the needs and strengths of differently abled children	Library Work
3.	Strategies implied by the Special Schools Teachers	Field Exploration
4.	Case studies of two differently abled children	Field Exploration
	Preparation of Blueprint	Preparation of term paper
5.	Conducting an awareness camp in village	Hands on activity
6.	Visit NGO offering vocational training for special children	Identifying and using the different sources for study

Program: M.Ed.

Sl.No.	Title of Assignment	Type
1.	Related Literature review	Library Work
2.	Research Problem	Library Work
3.	Data Collection	Field Exploration
4.	Tool / Question paper Preparation	Preparation of term paper
5.	Data analysis	Hands on activity
6.	Data Interpretation	Identifying and using the different sources for study

2. ACTIVITY UNDERTAKEN BY ME

Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.

Introduction:

Grammar teaching is essential in language teaching field. English language learners who have been lacking in grammar rules instruction can neither use English language accurately to make a complete sentence, nor speak English language fluently or accuracy. Grammar has a positive and real effect on all the four skills of language learning. Although the benefits of grammar on teaching and improving writing skills have been accepted, its impact on reading, listening and speaking is now being seen to be prominent. Enhanced communication skills call for a high degree of grammatical competence.

I)

class - VI

subject - English

Unit - 2

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Look at the words 'secretly', 'luckily', and 'savagely'. They are formed by adding the suffix '-ly' to the adjectives 'secret', 'lucky' and 'savage'. They are adverbs of manner. They tell us how an action happens.

Read the following passage about Rohini and
Circle the adverbs of manner. Then pick out the
verbs of action that the adverbs refer to.

Rohini was seriously preparing for the state level dance competition at Ravindra Bharathi. I went along with her mother to see the programme. We were comfortably seated in the first row of the auditorium. She appeared to be an angel on the stage and danced wonderfully. We watched the programme enthusiastically. Though Rohini performed excellently, her mother was nervous as she waited for the announcement of the winner. After all the participants had finished, the judge took the stage. The results were announced. Unfortunately, Rohini missed the first prize.

However, she accepted the second prize, a cheque for Rs. 50,000, with tears in her eyes. She voluntarily donated the sum to an orphanage. The audience stood up and loudly applauded her, saying "Rohini, you are really generous."

Analysis:

The above grammar activity is about adverbs. Pupils will be able to learn about parts of speech by learning and practicing the above activity. This grammar activity is given because the lesson includes adverbs. It helps pupils to identify adverbs in the lesson. It is also according to the standard of pupils.

II) Class - VI
 subject - English
 Unit - 5

'Wh-' question words:

Look at the underlined words in the following sentences taken from the text.

How do we know the age of a tree?

What would happen to all of us?

How long can a big tree live?

The underlined words are called 'wh-' words. The other words are 'where,' 'whom,' 'which,' 'when', 'why' and 'who'. They are used to ask questions.

Read the following paragraph and make questions using appropriate wh- words. The first one is done for you.

Dileep and Sindhu are in the class. Sindhu is sitting in the front row. Chandu is reading English but Sindhu is doing exercises. Rajani is sitting in the second row. She is sharpening her pencil carefully. The English teacher is writing on the blackboard. The children in the front bench are taking down the notes. The children in the back bench are murmuring something. Sunita is going out to drink water.

eg: where are Dileep and Sindhu?

Analysis:-

The above activity is about 'wh-' words. First they gave some examples to explain the concept. We can say that they followed Inductive method. Later they gave a paragraph and asked to form questions.

4. ACTIVITY UNDERTAKEN BY ME

Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any textbook of classes VI to X.

Introduction:-

Pronunciation training is very important part of mastering any foreign language, including English. It means that, if we know how to pronounce the words and phrases correctly, with proper intonation, our level of speech understanding is also increased. Spelling is the art of correctly assembling words from their letters. It is one of the essential components of successful writing.

Class-VII, Lesson-5:-

word	Pronunciation activity	Activity for spelling
1. Andaman /ˈændəˌmɑːn/	<u>catching cards:</u> a) Teacher asks students to gather at the back of the room. The teacher throws individual flashcards and students try to catch the card. when they get it, they say the word and show it to everyone.	a) Teacher ask students to write with water on chalkboard. b) Teacher asks student to draw letters in air with a flash light in a darkroom.

b) stepping stones:

Teacher lay the cards on the floor, students use them as "stepping stones" to cross a river, saying each one clearly as they step on it.

c) Teacher says the word silently to the child. Ask them to guess the word by looking at the mouth.

c) Teacher asks students to trace the letters on a partner's back for him to read.

2. Examination

1. Ig, zæm I 'hei
sən

a) Teacher designates particular movements to particular sounds as lively as the child like. The student then pronounce the word with the movements.

b) The students work in pairs. one student read the words and other student writes the word by silently pronouncing the word.

c) Teacher lays some flash cards on the floor and ask each student to take turn throwing bean bag on the cards and clearly saying word 'examination'.

a) Teacher asks students to form letters with tooth picks.

b) Teacher asks students to use letter cut from the magazines or newspaper to form a word

c) Teacher asks students to form letters with play dough inside to make a word

3. Port Blair
/pɔ:t bleɪ/

a) Teacher puts the word containing flashcard on the floor when teacher calls out the word,

a) Teacher asks students to jump from letter to letter

word

Pronunciation activity

Activity for spelling

Page No. : 39

4 storeys
/stɔ:ri:s/

the students should run to it to touch and say it aloud.

b) Teacher takes students to the lab and let them hear the sounds of words through headphones. Later, ask them to say it aloud.

c) Teacher paste the word on the wall in a colourful way and ask them to say it aloud.

a) Teacher reads the text aloud and students follow, marking the text for stress. Teacher reads second time and the students mark for linking. Then students read text with the teacher, who reads the text at normal speed.

b) Teacher writes stories and storeys on the boards and asks students to pronounce the homophones with same sound.

c) The children draw an object that has this sound such as 'storeys'. Inside the picture, they can write other words with same sound such as stories etc.

after spreading some letters on the floor, in order to form correct spelling.

b) Teacher asks students to use letter tiles to form correct word.

c) Teacher asks students to write word on photo-sensitive paper.

a) word hunt:
Have students search through familiar books to look for a particular pattern. After reading the word 'storeys', the students task is to search their text for similar pattern.

b) spelling stairs:
Have students write their spelling word one letter at a time like:

s
st
sto
stor
store
storey
storeys.

c) Teacher asks students to rearrange letters

word	Pronunciation Activity	Activity for spelling Page No. : 40																					
<p>5. chimneys /tʃɪmneɪs/</p>	<p>a) students should use this word to create a story and say aloud.</p> <p>b) The students compete to say a word in most extreme way they can. They take turns being as angry as possible and angriest person wins.</p> <p>c) Team of students try to write as many words with the sound they have been given. Each team member can only write one word before they pass the pen onto someone else. This also works for number of syllables and word stress.</p>	<p>to form a correct spelling</p> <p>a) <u>Roll the dice!</u> Have students write their spelling word once in pencil. Then they must roll the dice to determine how many times they must trace the word with a different coloured crayon.</p> <p>b) <u>crossword puzzle!</u> <u>clues:</u> 1. A hollow tube that allows smoke from a 2. The organ with which we hear.</p> <table border="1" data-bbox="1201 1071 1494 1207"> <tr> <td>C</td> <td>H</td> <td>I</td> <td>M</td> <td>N</td> <td>E</td> <td>Y</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>A</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>R</td> <td></td> <td></td> </tr> </table> <p>c) <u>Oversized Letter</u> Teacher gives students an oversized letter and let them line up they spell the sight word.</p>	C	H	I	M	N	E	Y					A							R		
C	H	I	M	N	E	Y																	
				A																			
				R																			
<p>6. Reflecting /rɪ'fleksɪŋ/</p>	<p>a) Teacher says the word silently to the child. Ask them to guess the word by looking at the mouth.</p> <p>b) The students work in pairs. one student read the words and other student writes the word by silently pronouncing</p>	<p>a) Teacher asks students to form letters of a word with tooth picks.</p> <p>b) Teacher asks students to write letters on photosensitive paper.</p>																					

word

Pronunciation Activity

Activity for spelling

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the word.

c) Teacher reads the word aloud and students follow, marking the stress. The students read the word with teacher, who reads the word at a normal speed.

c) Pupils rearrange the scrambled letters to form a meaningful spelling (eg) Reflecting

7. Dolphins

1 | dɒl.fɪnz |

a) Teacher lays some flash cards on the floor and ask each student to take turn throwing bean bag on the cards and clearly saying the word - dolphins.

a) Spelling Bee:

Teacher divides the class into two teams and have each team stand along an opposite wall of classroom. Give one word like dolphin at a time to each student, alternating teams. If the student spells correctly, she/he goes to the end of the line and wait until his/her turn comes. If she spells incorrectly, she sits down. The last team standing wins.

b) Teacher takes the students to phonetics lab and let them hear the pronunciation of the word dolphins through headphones. Then teacher asks student to tell the word - dolphins aloud.

b) Find the vowels:

For each spelling word, write the word on one card removing the vowels in the card (eg) D-LPH-N) on another card, write the vowels which complete that word (for eg) -O-I). student matches the spelling word with vowels.

Activity Undertaken by me - 1.

Page No. :

1

Topic: Prepare Case Studies of two differently abled children (with different disabilities):

Introduction: - Case Study is an analysis of an individual taking into consideration his/her past developments and adjustments by collecting data about those particular persons, about the parents, family, forefathers, family background and atmosphere, the attitude of the members of the family towards the birth of the persons, age of thinking, walking, talking, mental shocks and deaths in family and reactions. It is nothing but dealing with Subjective data.

It is mainly used to diagnose the causes for the troubles of the students (or) persons with differently abled with different disabilities. It helps the students to solve their educational problems and to treat some specific problems.

Visit to Manovikasa An Integrated School

Along with Our madam. Vijayakumari who deals with inclusive Education, went to visit the place where the differently abled Children are integrated in a school run by St. Ann's Sisters in Manovikas, Guntur.

Preliminary Information-

Name of the place :- Mallikarjunapet

Name of the school :- Integrated School.

Address :- St. Ann's manovikasa Kendra,

Mallikarjunapet,
Guntur - 522002, A.P.



↓
We students with madam



Case Studies taken by me :- I've taken two case studies, children with different disabilities; they are:

- (1). Autism.
- (2). ADHD.

Case Study - I

Page No. : 3

Problem: ADHD

Identification Data

1. Name of the Student: madasu. Shreya.

2. Date of Birth: - 30-8-04.

3. Sex: F



4. Education: - 8 -

II Demographic Data

1. Father's Name: - M.V. David Raju.

2. Occupation: - Station Superintendent

3. Mother's Name: - M. Dayamani

4. Occupation: Teacher

5. Total income: - 4,80,000/-

6. Address: - C/o. M. Narasairah

7. Cast: Sc.

8. Language: - Telugu.



Present Complaints

* Lack of attention span, ADHD

* At the age of 2 years.

Family History:-Type of family:- Nuclear family.Status of family:- middle class.

S ^{no}	members of the family	relation-ship	Age	Education	Occupation
1	M. David Raju.	Father	50	B.Tech	Station Superintendent
2	M. Dayamani	Mother	47	B.A. B.Ed	Teacher
3	M. Anurag	Brother	20	B.Tech	Student
4	M. Shreya.	Daughter	12	-	-

Post-natal History:-

1. Immunization History:- Everything was given.
2. Infections/Injuries:- She fell down, 3 times.
3. Nutritional factors:- Yes.
4. Developmental milestone:- Delayed.
5. Emotional behavioural problems:- Delayed.

Home and Social Environment:-

- * Family involvement:- Yes
- * Neighbourhood interaction:- Yes

participation in social - religious activities with the child :- Yes.

Support of the extended family :- Yes.

Expectation of the parent :- Behaviour modification, Self-dependency.

management plan :- in academics, Self-help skills.


problems :- ADHD It is "Attention Deficit Hyperactivity Disorders" (ADHD).

Characteristics of Shreya :-

- ⇒ It is the visible sign.
- ⇒ She is more active than those without the disorder. Even during sleep.
- ⇒ She has the difficulty to remember, needs help

Individual Educational programme.

S.No.	Activity	Current level	material level used.	Evaluation
I.	<u>Personal Skills</u> eating the mixed food without spilling	she can eat the food without spilling.	Lunch box + Spoon.	The spilling was decreased at some extent.
II.	<u>Social Skill</u> telling the phone number of his school.	She tells the phone no: 0863 - 2250046	-	She tells the phone number. with verbal prompt.

<p>iii. <u>Academic Skills</u></p> <p>a. Colouring the diagram with Crayons.</p> <p>b. Telling No. 2 on his own.</p> <p>c. Identifying the colour red in choice situation.</p> <p>d. Telling the numbers 3-10.</p>	<p>She can colour with verbal prompt.</p> <p>physical prompt.</p> <p>She identifies the colour red. verbal prompt.</p> <p>She can tell the number from 3-10.</p>	<p>Note book, Crayons.</p> <p>pencil, pen.</p> <p>Flash cards different colour papers.</p> <p>-</p>	<p>She can colour the diagrams.</p> <p>He can tell No. 2</p> <p>She identifies the colour red.</p> <p>She tells the numbers with verbal.</p> <p>She cleans the table with the cloth.</p> <p>She can jump at a distance.</p> <p>paper-gems. physical prompt</p>
<p>iv. <u>Occupational Skills</u>-</p> <p>cleaning the table.</p>	<p>She cleans the table on her own.</p>	<p>Cloth.</p>	<p>She cleans the table with the cloth.</p>
<p>v. <u>Recreational Skill</u> -</p>			
<p>a. <u>Outdoor games</u> playing the game long jump.</p>	<p>She can jump at a distance.</p>		<p>She can jump at a distance.</p>
<p>b. <u>Indoor games</u> making simple greeting card.</p>	<p>She can make a simple greeting card.</p>	<p>paper-gems.</p>	<p>physical prompt</p>

Case Study: - II

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Identification Data:-

1. Name of the Student:- Hemanth.
2. Date of Birth: 25-4-2005
3. Sex: m
4. Education: -



Demographic Data:-

1. Father Name:- Srinivas P.
2. Occupation:- Teacher.
3. Mother's Name:- Kalavathi.
4. Occupation:- Teacher.
5. Total Income:- 1,00,000.00.
6. Address:- Mallikarjunapet, Lunkur.
7. Caste:- BC.
8. Language:- Telugu.



Present Complaints:-

1. Lack of attention span.
2. Autism.

Sr No	Family members	Age	Relationship	Education	Occupation
1.	Srinivas P.	47.	B.A. B.Ed.	Father	Teacher
2.	Kalavathi	42	B.A. B.Ed.	Mother	Teacher
3.	Hemalatha.	15	Inter	Sister	Student
4.	Hemanth.	11.	-	Child	-

Post natal history :-

1. Immuni zation History :- Everything was given.
2. Infection :-
3. Nutritional factors :- Yes.
4. Developmental milestones :- Delayed
5. Emotional / behavioural problems Autism.



Home and Social Environments :-

Family involvement :- Yes

Neighbourhood interaction :- Yes

participation in social - religious activities with child :- Yes.

Support of the extended family :- Yes

Expectation of the family :- behaviour modification

management plan :- academics, self-help-groups.

Individual Educational program



S.No	Activity	Current level.	material used.	Evaluation
I.	<u>personal skills</u> eating mixed food quickly.	She can eat slowly	lunch box, spoon	She can eat mixed food.
II.	<u>Social skills</u>			

telling the phone number.

he can repeat the phone number

Page No: he tells

phone number.

iii. Academic Skills-

a. saying alphabets from A-Z.

she can trace alphabets.

Slate/pencil

He can write alphabets.

b. writing the numbers from 10 to 15.

he can write numbers from 10-15.

Note/pencil

He writes the numbers 10-15.

iv. Recreational Skills:-

a. Out door games-
throwing & catching the ball.

he plays throw ball

ball

he plays game on his own.

b. Indoor games:-

playing the game called 'selling fruits'.

he plays the game with verbal prompt.

models of the fruit.

He plays the game on his own.

Characteristics of autism in Hemant:-

⇒ Autism is a neuropsychiatric disorders.

⇒ He moves round actively in front of the children.

⇒ He exhibits self stimulation such as rocking his body when sitting, twisting around, flapping his hand at the wrists.

⇒ He considers things as humans and human beings as things.

⇒ He feels to hug things and feel good.



Conclusion :- Observing or Knowing

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the details of Shreya and Hemanth. Understand that they are able to do something after giving them the special education. They are not disabled but differently abled. They also try to compete with others. They can develop personal skill, academic skill, social skill, emotional skill only through education.



Bibliography

1. Collection of data from manorikasa Kendram.
2. Special Education Neelkamal.
→ Dr. Umadevi. M.R.
3. Inclusive Education (Jayam).
4. Internet.

4/

Topic:- Observation of five Class room teaching periods in each of Special Schools and inclusive Schools and prepare a report highlighting the teaching Strategies implemented by the teachers:

Special Schools:-



Preliminary Information:-

We the B-Ed students visited the Special School, and observed for five classroom teaching periods and teaching Strategies implemented in this school:

Observed five teachers at:- Mamvika Kendra

Address:- Mallikarjuna Nagar
Center

Date:- 3-02-2017.



Special School programmes are designed for those students who are mentally, physically, socially, and/or emotionally delayed.

⇒ Due to these special requirements, students' needs cannot be met in the traditional classroom environment.

⇒ Special education programmes and services adapt content, teaching methodology and delivery instructions to meet the appropriate needs of each child.



⇒ In special schools, special education is a specially designed instruction at no cost to the parent

to meet the unique needs of a child with a disability, but still what exactly is special education?

Often met with an ambiguous definition, the umbrella term of special education broadly identifies the academic, physical, cognitive and social-emotional instruction offered to children who are faced with one or more disabilities.

Disabilities include in this special school are as follows;

⇒ Autism spectrum disorder.



⇒ multiple disabilities

⇒ Traumatic brain injury

⇒ Speech or language impairment

⇒ Intellectual disability

⇒ visual impairment

⇒ Deaf-Blindness

⇒ Developmental delay

- Cognitive development

- physical development

- Socio-emotional development

- Behavioural development

- Communication development

⇒ Emotional disturbance

⇒ Specific Learning disability

⇒ Other Health impairment



Teaching Strategies Implemented in Special

Schools:- Special Education lessons provide a unique service to physically or mentally challenged students.

⇒ Special Schools provide quality education to students with disabilities.

- lies - there are wide range of skill levels and abilities.

1) Teachers form small groups.

→ Students are formed into small groups, within classrooms, according to their level, to help with personalizing teaching.



Example:- In math class one group could be working on the basics, while a more advanced group could be working on their geometry skills.

2) Provide different levels of books and materials

→ to minimize the frustration and maximize confidence, there they use plenty of teaching materials and provide books.



Blindness:- Teachers use other media resources for delivering informa-

-tion (audio cassette, voice file).

→ Teachers use physical model or concrete materials whenever possible, to help student understand concept.



→ they use appropriate assistive technology.

Hearing impaired

⇒ Teachers provide instructions for the hearing impaired by audio-vedio programmes on T.V.



⇒ through drawings and play way method they learn.

⇒ They use activities whenever possible

⇒ They provide material to study. Teachers encourage the by saying 'Like your work instead of you did well.'



⇒ Children with speech and language communication needs benefit from their teachers.

⇒ Encourage children to regulate their behaviours management, by teaching them self-monitoring, self instruction and self-reinforcement skills, which are effective in producing adaptive behaviour change.



⇒ Teachers teach the social skills, like how to teach others and respect others

⇒ Teachers try to improve the status of the pupils with disorders.

Inclusive Schools → have observed
the teachers in Indian Springs in my Internship
Observation of schools.

I also have observed the teachers in
Smt. Kase Sayamma municipal Corporation high school.

→ Inclusive Education means
that all students attend and are welcomed by
their neighbourhood schools in age-appropriate,
regular classes and are supported to
learn, contribute and participate
in all aspects of life of the school.



→ Inclusive Education is about how we develop
and design our schools, classrooms, programs and
activities so that all students learn and participate
together.

Benefits of Inclusive Education -

→ All children benefit from
inclusive education. It allows
them to,



⇒ Develop individual strengths and gifts, with high and appropriate expectations for each child.



⇒ Focus on individual goals while participating in the life of the classroom with other students their own age.

⇒ Involve their parents in their education and in the activities of their local schools.

⇒ Foster a school culture of respect and belonging. Inclusive education provides



opportunities to learn about and accept individual differences, lessening the impact

of harassment and bullying.
⇒ Develops friendships with a wide variety of other children, each with their own individual needs and abilities.



⇒ positively affect both their school and community to appreciate diversity and inclusion on a broader level.

⇒ The journey to becoming an inclusive school may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit all children.

→ Effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.

Teaching Strategies in Inclusive Schools:

Here are some strategies of inclusive education:



Differentiated instruction increases student engagement.

→ One of the important principles of inclusive education is that no two learners are alike, and so inclusive schools place great importance on creating opportunity for students to learn and be assessed in a variety of ways.

→ Teachers in inclusive schools therefore must consider a wide range of learning modalities. Visual, auditory, kinesthetic etc. in designing instruction.



Academic Supports help each student access the full curriculum. Page No.: 19

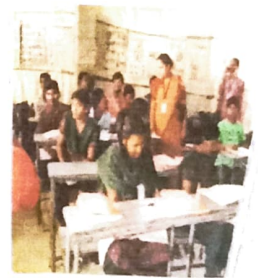
→ Inclusive schools provide academic supports (flexible pacing and grouping, reading and literacy specialists, tutoring etc.), that create supportive environment for all learners.



→ Inclusive schools can also better challenge and engage gifted and talented learners by building a more responsive learning environment.

Behavioural Support help maintain a positive learning environment for everyone:-

→ Another important factor in effective inclusive education is the implementation of consistent behavioural supports throughout the learning environment.



Respect for Diversity Creates a welcoming environment for all:-

→ Inclusive education for students with

disabilities Can Only be successful when those students feel that they are truly a part of the school community.



→ In inclusive schools, the establishment of such a climate benefits everyone by fostering an environment where students and their families are valued for who they are.

Inclusive practices make effective use of a school's resources:-

→ Establish prior knowledges - Teachers needs to establish the knowledge among the children.



→ pre-plan lessons with structured objectives.

→ proceed from simple to complex by using discrete task analysis, which breaks up the learning into parts.

→ Teachers need to use step-by-step approach, teaching in small bites, with much practice and repetition.

→ Incorporate Sensory elements; visual, auditory, and kinesthetic ones, like writing letters in salt trays or creating acute, right, and obtuse angles with Chopsticks.



→ Teach to Strengthen to help Students Compensate for weaknesses such as hopping to math, facts, if a child loves to move about angles but hates number.

→ Give positives before negatives.

→ use modeling with both teachers and peers.

Report:

I've visited Manovikasa Kendra where they (Special Children) are given special education.

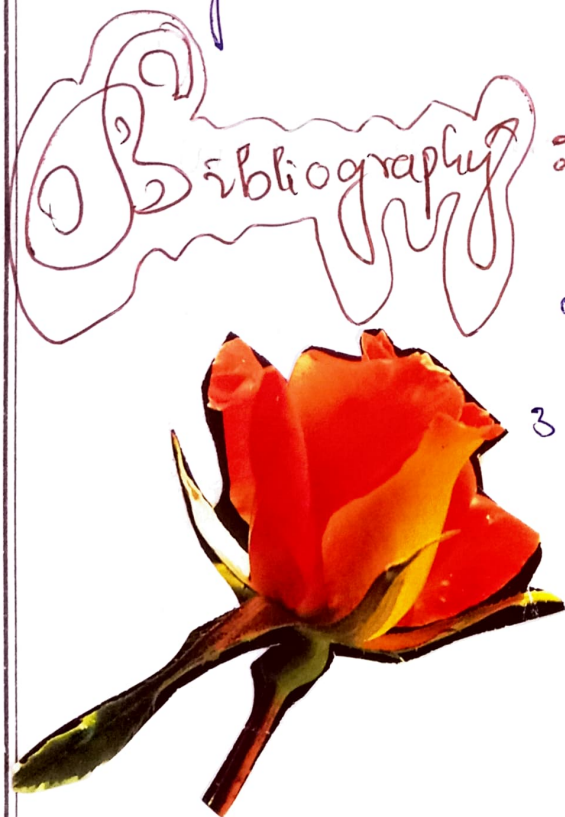
→ The Centre provides or supplies all the necessary teaching strategies for the children to improve for the betterment of their lives.

→ There are children with many disabilities like, mentally challenged, hearing impaired, visually impaired children are there for all of them special strategies are provided.



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Conclusion: - Whether there is a separate Special Education or not we need develop a pedagogy that is inclusive of all learners. The Report considers how the Strategies help them to learn. These Strategies enable the Children to learn more effectively. Early identification and intervention, Early intervention is key to implementing Successful teaching Strategies, for pupils with special needs. Different Strategies enable the Students to improve their learning.



Bibliography

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1. Inclusive Education
- Das. G. K and Pillay.
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Topic - Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report:



In Introduction :- There are individual differences among children. The differences among most children are relatively small enabling them to benefit from general education programme. The needs of exceptional children are different from those of the majority of the children in society. Special children are those who require special education and related services if they are to realize their full human potential. Most people suffer from hearing loss. 1.8 billion people suffer from hearing loss.

Estimates suggest that there are at least 93 million children with disabilities in the world but numbers could be much higher. They are often likely to be among the poorest members of the population.

Preliminary Information:

We formed a small group i.e. 5-7 Student Teachers:



Page No. _____

We conducted an awareness programme in Matikarjuna Nagar, Lunavada.

The Group has participated and given good awareness programme.

Awareness programme on:- Awareness Camp

On Causes, prevention and referral Services available for differently abled Children.



Concluded Date:- 5-02-2017.

No. of Student Teachers:- 7. Namely,

→ Sameetha (myself)

→ Gnana Soundari

→ many.

→ Anitha.



→ Jaya Sri.

→ Hansi Rani. K.

→ Surya Bhavani.

Address -

Mallikarjuna Nagar,
Guntur.

Page No. :



Awareness Camps - I spoke about the different

+ types of disabilities like;

* Hearing impaired

* Blind / visual impaired

* mentally retarded.

* physically challenged etc.

* Causes of hearing impaired :-



Causes of hearing impairment are usually classified into exogenous or endogenous.

→ Exogenous causes stem from factors outside the body, such as disease, toxicity or injury, and reduce the auditory systems,



ability to receive and transmit sounds. Endogenous causes are inherited from parent's genes.

Page No. :



⇒ According to SC Brown (1986) four prevalent causes of deafness are identified. They are!

Maternal Rubella:-

Also known as German measles Rubella. Causes deafness,



visual impairment, heart disorders and a variety of serious disabilities in the developing child when it affects a pregnant woman.

Heredity:-

Genetic factors are one of the leading causes of deafness.

There is strong evidence that congenital hearing impairment runs in some families.



Premature Complications of pregnancy:-



→ Early delivery and lower birth weight been found to be more common among deaf children.

→ Complications of pregnancy arises from a variety of causes.



Meningitis:-

→ It is a bacterial or viral infection that can destroy the sensitive cone apparatus of inner ear.



Otitis media:-

→ It is an infection or inflammation of the middle ear. If untreated, otitis media can result in a build up of fluid and a ruptured ear drum, causing permanent conductive hearing impairment.

These are the different causes of hearing impairment.

Prevention of hearing loss:-

Page No.:

→ The ears are fragile structures that can be damaged in many ways, so it's not always possible to prevent hearing loss.

→ However, by following the advice it is possible to reduce your risk of noise-induced hearing loss (hearing loss from loud noise):

→ Don't have your T.V.s, radio, music on too loud.

→ Nowadays wherever we see people are walking with headphones, earphones. Headphones that go over your ears can also damage your hearing.

→ They're just not as much at a risk as ear buds are;



→ Having the source of the sound in your ear canal can increase a sound's volume by 6 to 9 decibels - enough to cause some serious problems.

Here are some easy ways to protect your

ears and your hearing healthy;

- * use earplugs around loud noises.
- * turn the volume down.
- * Give your ears time to recover.
- * Stop using Cotton swabs in your ears.
- * Take medications only as directed.
- * Keep your ears dry.
- * Get up and move.
- * manage Stress levels



Referral Services Available: (HLAA) the hearing loss association of America is the nation's foremost membership and advocacy organization for people with hearing loss through information, education, support and advocacy. The referral services

include;

- ⇒ Information and Support.
- ⇒ National Support Network.
- ⇒ website and social media.
- ⇒ Hearing loss magazine
- ⇒ walk 4 hearing
- ⇒ Annual Conventions etc are available referral services.



Awareness on mental retardation

Below average level of intellectual functioning, usually defined by an IQ of below 70 to 75,

Combined with limitations in the skills necessary for daily living,

⇒ Daily living skills include such things as communication, the ability to care for oneself, and the ability to work.



↓
Giving awareness on mental retardation

Mental Retardation (MR) is a condition diagnosed before age 18, usually in infancy or prior to birth, that includes below-average general intellectual function, and a lack of the dementia, which can coexist with an MR diagnosis.

Causes of mental Retardation:-

- trauma before birth, such as an infection or exposure to alcohol, drugs, or other toxins
- trauma during birth, such as oxygen

deprivation or premature delivery.

Page No.:

→ Inherited disorders, such as phenylketonuria (PKU) or Tay-Sachs disease.

→ Chromosome abnormalities, such as Down Syndrome.

→ Risk factors are related to the cause.

Causes of intellectual disability can include: infections, present at birth, occurring at birth, Chromosomal abnormalities.

→ Mild intellectual disability: From birth to age six, these children are able to develop social and communication skills, but their motor skills are slightly impaired. In late adolescence, they can usually read at a sixth-grade level.



Prevention of mental Retardation:-

- * Proper prenatal care is the best way to prevent mental retardation in your child.
- * Expecting mothers should abstain from alcohol and drug use during pregnancy.

Page No. :

* Fatal alcohol syndrome is one of the most common types of mental retardation and can be easily prevented.

* Genetic prenatal screening for genetic disorders, along with genetic counseling for those families, in which there is a risk for known inherited disorders, may help to reduce the risk of a child being born with inherited mental retardation.

Referral Services Available for Mentally Retarded:-

There are some referral services available:

14. Department of mental health, mental retardation and substance abuse services.

197. Bureau of mental retardation.

Bureau of mental retardation, Department of mental BMR Health and Mental Retardation.

Child Development Worker - performs in-home programming CDW for the developmentally delayed children from birth to school entrance;
Co-ordination with other agencies for the developmentally delayed children.

Awareness on physically challenged or handicapped:-



A physical disability is the long-term loss or impairment of part of your body's physical functions. It can involve difficulties with walking and mobility, sitting and standing, use of your hands and arms, sight, hearing, speech, breathing, bladder control, muscle control, sleeping, fits and seizures or chronic tiredness.



A physical disability may be genetic. It can also come about through something that happened before or during birth or later in life through an illness or injury. A physical disability may be obvious, such as loss of a limb, or less obvious, for example, epilepsy.

Causes of physically handicapped:-

The causes of physically handicapped are as follows:

- * Inherited or genetic disorders, such as muscular dystrophy

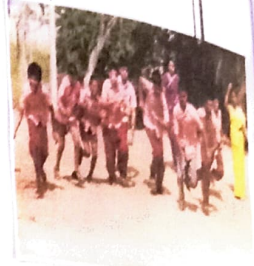
Condition present at birth (Congenital). Such as Spina bifida.

* Serious illness affecting the brain, nerves or muscles, such as meningitis.

* Spinal Cord Injury,

* brain injury.

* Illness like Cancer, heart.



attack or diabetes Cause the majority of long-term disability.

* Back pain, injuries, and arthritis

- Its are also significant Causes. musculoskeletal disorders are the Causes of disabilities. Examples include: arthritis, backpain, Spine / joint disorders, fibromyositis, etc.

Prevention of physically Challenged:

⇒ marriage between very close blood relations like uncle, niece, first-cousin should be avoided for prevention of hereditary disorders.

⇒ Avoid pregnancy before the age of 18 years and after the age of 35 years.

⇒ Consult a doctor before planning the pregnancy.

- If there is incidence of birth defects in your family.
- If you had difficulty in conceiving or had a series of miscarriages, still births, twins, delivery by operation, obstructed labour/prolonged labour or severe bleeding in previous pregnancy.
- If you have Rh - negative blood type.

⇒ Delivery must be conducted by trained personnel, or preferably in a hospital where all facilities are available.

⇒ Babies born prematurely and with a low birth weight (< 2.5 kg) may need neonatal intensive care.

⇒ to protect a child from infections, breast-feeding must be started immediately after birth. First milk (Colostrum) must be fed to the baby and should not be thrown away, as

has antibodies which are protective. Do not slap a child over the face as this may lead to injury of the eardrum and consequent hearing.

Referral Services Available for Physical Handicapped :-



Counseling & Guidance Services for Handicapped Children:

→ this provides psychological support & guidance to physically and mentally challenged children

⇒ the services provided are early identification of disabilities, counselling services, institutional services and medical care.

→ It provides financial assistances for their education and organizes awareness and health camps.

→ parents are encouraged and guide to avail the existing facilities with government and in the community.

Beneficiaries:-

Particulars	male	Female	total.
referral services, institutional placement,	10	5	15
Sponsorship	38	24	62
Entrepreneurship training	2	4	6
Awareness programmes	50	318	368
Total	100	351	451



Report

Page No. :

We were happy to conduct

an awareness programme for the people who were not much literate or some people who gathered there were completely illiterates.

→ we spoke to them about different disabilities which occur because of various reasons.

→ They were asking what happens if we give in marriage our daughters to our blood relations then

we explained that you may be happy to give in marriage but there are several consequences which you need to face, for example if your daughter is married to your brother, she may conceive or may not conceive or even if she conceives the child may be physically or mentally affected.

→ Like this they were interestingly asking and ^{we} were explaining patiently to them.

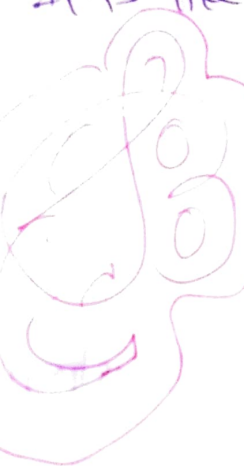
→ It is a good opportunity for us to visit that place and to conduct an awareness camp.

→ There are many people who do not know about the causes of different disabilities. We explained about the causes of hearing impairment and visual impairment, physically, mentally challenged etc.

Conclusion - It is a good activity where we explain or give an awareness for the people who are uneducated.

Guidance and awareness is very important in everyone's life. We need to motivate the people to get motivation, so that they see their children will have good future and all round development.

Teachers also need to give an awareness to the people in the villages and in their own wards or streets. It is like 'lighting the unlighted candles'.



Bibliography :- \Rightarrow Collection of data from awareness Camp; malikarjuna pub.

\Rightarrow Inclusive Education (Jayam)

\Rightarrow Inclusive Education (povudri).

\Rightarrow Special Education

\rightarrow Dr. Umadevi. M.R. (Kleekamal).



ACTIVITY UNDERTAKEN BY ME - 4.

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Topic :- Visit any one NGO offering vocational training for Special Children and prepare a report :-



Introduction :- On one fine day we have visited the Special school where NGO offers vocational training for Special Children. We the II-year B.Eds 46 of us visited this place and have seen the vocational training being offered for the children who are differently abled.

Preliminary Informations

Name of the Centre :- Manovikasa Kendra.

No. of students visited :- 46

Type of school :- Special school

Address of the school :- Malikarjunapet,
Guntur - 522002, A.P.

visited on :- 3-2-2017.



→ Children with Special needs may have mild learning disabilities or profound Cognitive impairment, food allergies or terminal illness;

developmental delays that catch up quickly or remain entrenched; occasional panic attacks or serious psychiatric problems.

→ A child or young person has special educational needs if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age.



Vocational Education

- Blacksmithing is a traditional trade.
- Vocational education is education that prepares people to work in a trade, a craft, as a technician, or in support roles in professions such as engineering, accountancy, nursing, medicine, architecture, or law.
- In order to create awareness in the community they train the students in vocational training.
- This Centre has special working hours for vocational skills.

Vocational Training offered at Manavikas Kendra:-

Page No.



Flower making - Here students
make some flowers.

→ They prepare flowers and arrange in flower
vases.



→ Different varieties
of flowers are made by
Special children.



Paper work - Here they also offer some
paper works. They include:

→ Card making

→ Stationary products like pen
stands,

→ paper holders

→ Table mats

→ Household products like: trays,

→ lanterns etc.



→ The skill training will be in areas of tracing,
drawing, cutting, folding, sticking and
decorating among others.

→ Children of deaf and dumb and physical
-ly challenged will do all these things.

Candle making - Here the students

will learn about candle making.

⇒ They are taught safety and care while working with hot wax, and fire.



⇒ They are taught to make various candles and the procedures associated with it.

⇒ Some kind of candles being taught will be taper candles, mould candles,

floating candles.

⇒ They are also taught how to decorate them.

Painting/Art - Here the students are taught painting work.

⇒ They move their hands with different colours.

⇒ Their paintings are appreciated, their paintings are displayed for exhibitions.

⇒ The art of painting is taught to each of them and they learn from each other. They also learn from their peer group members.

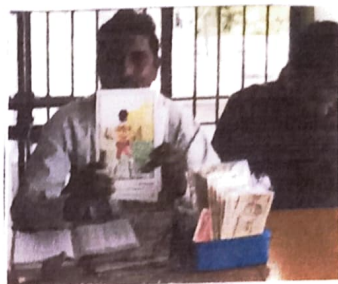


Craft: - The students are taught some specific crafts. Page No. :

Specific Crafts.

⇒ Teachers give guidance how to do the craft works.

⇒ They provide opportunity for all the students to experience the new things.



Gardening - The students also do some physical work in the garden every day.

⇒ The teachers make the students to do

some work in the gardens.

⇒ The need of the hour today is livelihood-based training.

⇒ The trainees are engaged and are trained in washing and wiping of their tables after eating.

⇒ Small children are also engaged in making greeting cards.

Need of training

their

Subject

they

Teachers

along learning

feel the

need of



Teaching in order to engage the children to do something skillfully.

- They learn basic principles and procedures of making things.
- Students prepare the things according to the plan of the teacher.
- In order to create interest among the students the teachers teach in what the students are interested to do.

Attitude of teachers while training the students in vocational training :-

- Here the teachers have many years of experience most of them in this Centre.
- Teachers not only teach the school subjects but also engage themselves in effective teaching of skill and manual work.
- Teachers adjust their lessons based upon the needs and abilities of the pupils accordingly.

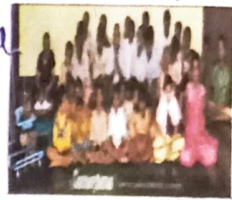


⇒ Teachers help the students in learning and developing day by day



⇒ Students while doing the things and making something like candles and flowers they forget about themselves, their disability and learn and do very well like any other normal

Children.



⇒ Teachers use effective ways and means to teach to the children.

⇒ Teachers interact with the students and they are very approachable and friendly towards the students.

⇒ They do not get angry easily until and unless they become very violent.

⇒ Teachers provide sufficient learning time for learning.

⇒ Teachers demonstrate easily showing to the students how to prepare the greeting cards and other items which were mentioned earlier. The pupils see strictly and try to do on their own.

Occupational and Vocational Skills: Page No. :

There are number of skills and behaviours that most, if not all jobs require, It is important to help students who do not already possess these skills.

"Empowering the youth and disabled people with skills to build a future".

Self-empowerment of disabled children

These vocational training will build the capabilities of children with disability.

Several vocational training programmes are held for the children with disability.

- Greeting card production
- Flower making.
- painting.
- Drawing
- weaving woolen cloths etc.



Advantages of vocational training:-

Page



- vocational training is very helpful for the children who are differently abled.
- this vocational Centre provides many opportunities for the children to occupy themselves with doing something.
- By providing this vocational training for the children we are engaging the students to positively to do the given activities.
- this vocational training provides and make them satisfy themselves.
- parents are happy to see their children learning something for life.
- vocational training helps the students to empower oneself with finance. By doing all these things like painting, making greeting cards, preparing flowers, making flash cards, by drawing etc they can earn for themselves.
- This Centre is co-operating with children and encouraging them so that they feel that they are not disabled but differently abled.

Report: I've visited the place where NCO offers vocational training for the Special Children the details of the Centre is as follows;

Nco/ Name of the institution: - Manovikasa Kendra.

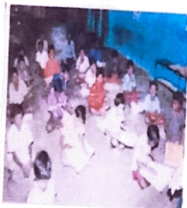
management: - private management

Organisation: - private Organisation



Training offered: -

- Greeting card
- Flower making
- Drawing
- painting
- paper work
- Gardening etc.



Hostel facility: - The Centre has the attached Hostel for the Children, separate hostel for both girls and boys.

Fees: - The Special Children pay very minimum fees 24,000/- per year.

Other expenses: - Children have other expenses met by parents themselves.

→ parents can visit their Children whenever needed, and necessary.

S.No.	Type of Training.	Duration [months].	Total Children	
			Boys	Girls.
1	Making Greeting Cards	2 months	4	5
2	Flower making.	2 months	8	6
3	Painting	2 months	7	4
4	Drawing & Gardening	1 month	5	5
Total: :-			24.	20

No. of trainees :- 44.

Boys :- 24

Others :- 60
(disabled children)

Girls :- 20

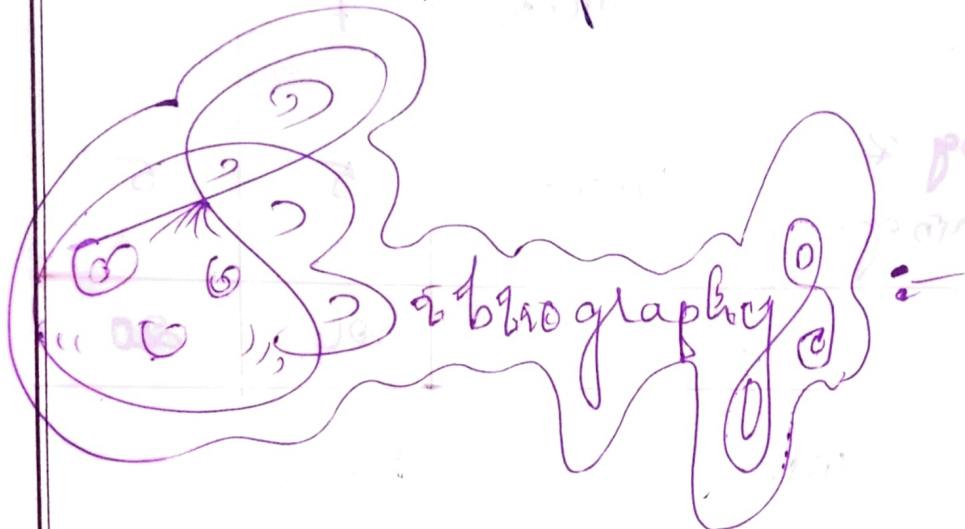


Total :- 44

Facilities :- Other children are provided No. of opportunities to help themselves and to do small things for themselves.



Conclusion: - I'm very happy to visit this Centre, as I've visited I found many vocational trainings are being provided for the children with special needs. Students are taught different things according to their ability and interest. Hence they will improve their skills in doing these things. Teachers always accompany them and teach them patiently.



- visit to mamovikasa Kendra (data collected)
- Inclusive Education
 - (Duvuru)
 - (Keeel karnal)
- Internet.



Topic:- Critically analyse the needs, strengths and issues of differently abled Children - mentally, visually and hearing challenged.

Introduction:- "We are not disabled, we are differently abled".

Differently abled was first proposed (in the 1980s) as an alternative to disabled, handicapped etc. on the grounds that it gave a positive message and so avoided discrimination towards people with disabilities.

- Every child has the right to grow up in a safe environment.



Differently abled Children:-

WHO, has said that "differently abled is a person who has impairment that produces functional limitations, restrictions in activities or has social handicaps

The term differently abled is sometimes used as a substitute for disabled or handi-

capped. Federal laws define a person with a disability as "Any person who has a physical or mental impairment that substantially limits



(one or mental impairment) more major life activities, has a record of such impairment, or is regarded as having such an impairment!"



Types of Disabled Children:-

There are different types of disabilities; they are,



⇒ Autism

⇒ Chronic illness.

⇒ Hearing loss and deafness.

⇒ Intellectual disability

⇒ Learning disability

⇒ memory loss

⇒ mental health

⇒ physical disability



- ⇒ Speech and language disorders.
- ⇒ Vision loss and blindness.

Page No. :

Critical Analysis of mentally Challenged Children:-

mental retardation can be severe, moderate, or mild. Children with



Such problems were called 'slow' or 'retarded', but the society being

sensitive towards disabilities, evolved a better way to address these children - 'mentally handicapped' and 'intellectually impaired'.

According to British mental deficiency Act (1981) "mental Retardation is a Condition of arrested or incomplete development of mind existing before the age of 18 years whether arising from inherent causes or induced by disease or injury. They are not mentally diseased.

Causes of mental Retardation in Children:-

There are different causes;



⇒ Endogenous Factors :- (Hereditary)

⇒ Develops before birth

⇒ If development of brain of parents is not proper, can be inherited by their sons and daughters.



⇒ Neuropathy. Concerns with diseases of nerves e.g. epileptic amentia, epilepsy syphilis etc. If parents has, children can also show.



Developmental Defects :-

⇒ Skull deformities - Oxycephalic, acrocephalic, Scaphocephalic amentia.

⇒ Characteristic faces - mongolian, amentia

⇒ Endocrine Disorders - Hypo-thyroid, Hypopituitary amentia etc.



Metabolic Defects :-

⇒ Reticuloendothelial disorders - Infantile, juvenile Gaucher's amentia etc.

Exogenous Factors (Environment) :-

⇒ Develops after the birth. If in the pregnancy,

mother takes poison or does abortion, brain is affected. These are all Antenatal Conditions. Page No:

Intra Antenatal Conditions: - If at the time of birth mother gets disease or injury to brain child is affected.

Post natal Conditions: - Direct injury to head, brain is damaged or Spinal Chord are diseased or brain is diseased, mental retardation takes place.



Needs of mentally Retarded:

Learning should be facilitated by their first hand experience.

- visual aids, visual cues, in teaching help in clear and fast learning.
- Repetition of the lesson or deed helps in strengthening the Subject for easy recall.
- activity based learning should be advocated for reading and writing.
- They should not be forced to achieve or compete with normal children.



→ They should be taught to develop the self-help skills like eating, dressing, toileting, washing, bathing etc. independently by following the directions of the parents and teachers.



→ Training of motor skills and household skills from dusting to traveling.



→ Training must be given to acquire social skills.

Strengths of mentally retarded:-

- Numerous studies have been conducted concerning the effects mentally retarded children have on their families.
- Most early childhood teachers are strong believers in the concept of developmentally appropriate practice.
- If the child performs best verbally, use that strengths as you work with his less developed skills and abilities.
- Some children will be highly verbal, interactive, creative and pretty good.

Visually Impaired Children

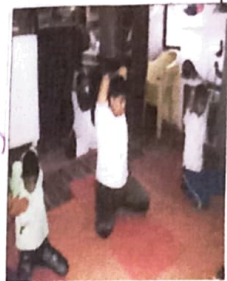
Page No. :

Mental and Social influences of blindness are of two kinds; Objective effects and Subjective effects.

Father Thomas Carol identified 20 kinds of loss due to blindness.

Characteristics of Visually Impaired Children

- Frequently experiences watery eyes.
- Student frequently experiences red or inflamed eyes.
- Students eye movements are jumpy or not synchronized.
- Student experiences difficulty in reading small print.
- Student frequently complains of dizziness (faintness) after reading a passage or completing an assignment involving vision.
- Student frequently complains of headaches or eye infections.



⇒ NCERT has developed a checklist to identify Children who might be having some sort of visual impairment.

⇒ Holds Objects including books close to his eyes.

⇒ Seem very sensitive to light.

⇒ Becomes inattentive during reading sessions.

⇒ Squint eyes.

⇒ Takes false steps while walking.

Causes of visual Impairment :-



⇒ Developmental anomalies in structure of the eye.

⇒ Defects of muscle function that controls the movements of the eyes.

⇒ Injuries to the eyes in play or accidents, explosions or cutting instruments.

⇒ Congenital defects of structure in any of the eight areas - eyeball in general; Cornea.

⇒ premature babies due to lack of Oxygen supply.

⇒ malignant growths.

⇒ As a result of poisoning or trauma.

⇒ Blindness may result from measles,

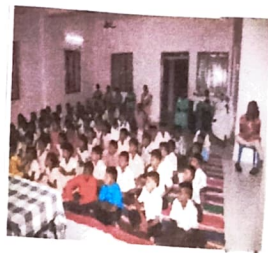
Smallpox, diphtheria, and meningitis.



Needs of Visually Impaired Children

Page No. :

- They need special equipment for teaching and learning for the blind. Equipments such as talking books, record players, wooden relief maps, arithmetic boards
- They need to have specialized training in anatomy and physiology of the eyes, remedial and preventive measures, through knowledge of how to read, write and hear braille.
- programming of Stimulative experience is provided to the children, from the time they begin to walk.
- mental Orientation to their environment can begin by mapping the classroom and having them find their way around it.
- Later the Orientation is extended to the larger school, and still later to the Community through travel instruction.



Strengths of visually impaired:

- Some visually impaired students may not appear any different from other students.
- they have good Organized skills than others.
- they have the ability to read the print through Braille.
- Braille readers can not skim any line
- they have many strengths like that of other students.
- they will have the talent of Organizing orchestra and music and singing.



Hearing Impaired Children:-

- Due to advancement in technology, the identification of hearing impairment has become easier.
- Impairment leads to disability. Due to impairment there is a reduction in functional ability. For example, due to the hole in the ear drum the child is unable to hear normally.

→ The hearing handicapped are those children who have damaged hearing mechanism and interact in face difficulty in speech and language development.

Page No

Characteristics of hearing impaired children:-

→ The degree of hearing loss is less in some children while it is more severe in others.

→ This hearing handicapped may be hard of hearing or deaf.

→ They ask frequently.

→ They feel bad in comparing themselves with others.



Causes:- there are three causes:

→ prenatal cause.

→ perinatal cause.

→ postnatal cause.

→ Prenatal is before birth, if marriage is between close relations.

→ During delivery time if the doctors use forceps and pull forcefully it causes deafness to child.

→ postnatal is after birth due to injuries to head



ACTIVITY UNDERTAKEN BY ME

3. prepare a report by understanding question paper analysis of two school subjects (public examinations of previous years).

Introduction :

The means of evaluation of students in our country is based on their performance in exams. A question paper is the basic tool used in examination. Tests are conducted to assess students knowledge in a subject grading them, to give admission to higher education, placements, scholarships etc. Hence a question paper must be set in a way that can measure the change in the level of students knowledge in a particular subject.

Therefore, a good amount of care and caution is necessary for setting question papers differ with the objective of the examination. Here are some perspectives that every teacher should look at while setting a paper for examination.

- * Objective and scope of the examination
- * Design of the paper and the relative weightage of the concept.

- * Selection of questions

- * Analysis of questions

- * Evaluation aspects and the criteria for moderation.

- * The question paper setter and the evaluator should fulfil their assignment with great honesty, dedication, integrity and seriousness.

- * Common norms that keep teachers an evaluation.

- * The students are tested at the end of a semester or academic year to find out the outcome of their learning in the classroom.

- * A good paper should be prepared to test them in all the areas of learning.

- * The students are tested for their skills acquired in the classroom after the end of the semester or academic year. This test should be comprehensive and they should be tested in all the topics they learn during the year.

- * Teacher should take adequate care and care of setting question paper and it is required through practice and experience over the years through trial and error or in other ways.

- * Constant purposes are to
- * provide formative evaluation during learning process to assess the outcome of learning.
- * Help and motivate the students to make learning more effective
- * costly at the end of the programme.

Framing Effective questions:

The question can be of essay type or objective depending on the purpose and facilities available.

- * Objective test items if framed properly can be used to assess specific competencies in depth.
- * Essay type questions if not framed properly may result in very poor and inconsistent evaluation.
- * Short type questions are not to evaluate certain organisational and other competencies. Analysis the question considering accurately and objectivity in scoring, difficulty level and time etc...
- * Adopt realistic standards in terms of coverage, length of response and expected outcomes.

* Teacher have to play multifaced roles Page No.: 28
as part of these job requirements. They can
contribute significantly in setting a question
papers evaluating the answer script and
awarding the main grade of healthy environ-
ment and social order.

Question paper analysis:

weightage:

weightage of the content:

The syllabus for this formative asse-
ment - I (2019 - 2020) is food components,
acids-bases and animal fibers. This is a
paper of VIII standard.

The content lessons are divided into
students as 2 each

1. Food components:

Su₁ → Identification and confirmation of
food components.

Su₂ → Balanced diet.

2. Acids and Bases:

Su₃ → Colour change [Indicator] acidic na-
Basic nature [Bases] and salts.

3. Animal fibers:

Su₅ → Story of silk

Su₆ → Story of wool

Tools: The basic analysis was actual question paper of school. They were used to find out.

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- * Mental processes involved
- * Content area tested
- * Types of questions
- * Marks allotted
- * Difficulty level estimated
- * Time allotted.

Weightage given to content as per analysis

Content being the means through which objectives, it is necessary to decide the weightage to be given to different level; different sub units (or) different parts the weightage can be represented in the form of a table

Here the question paper is given for (20) marks

There are three units

- Food components
- Acids and bases
- Animal Fibers

which were again divided into 2 from each unit into sub units

S.No	Name of the content	Marks: 3
1	Su ₁ - Roughness and dictatory fibers	5m
2.	Su ₂ - Balance diet	4m
3.	Su ₃ - acidic nature	3m
4.	Su ₄ - Bases & salts	4m
5.	Su ₅ - story of silk	3m
6.	Su ₆ - story of wool	1m
Total		20m

Weightage to objectives: The objectives are designed to develop the students as all round. The objectives are knowledge, understanding, Application and skill.

S.No.	Name of the objective	marks
1	knowledge	3m
2.	understanding	6m
3.	Application	7m
4.	skill	4m
Total		20 marks

weightage to form of questions :

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The test can include many forms of testing items mainly objective type of descriptive type, such as very short, short & essay etc....

S.No.	Form of questions.	Marks allotted.
I	Objective Type (MC)	5m.
II	very short answer type	3m
III	short answer type	8m
IV	Essay type	4m
	Total	20 marks

weightage to form of level of students :

This weightage table can assess the students level whether the students are dull, average and intelligent.

S.No.	level of questions.	No. of questions.	Marks allotted.
1.	Essay	1	5m
2.	Average	6	10m
3.	Difficulty	3	5m
	Total	10 m	25m

Sno	Objectives	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILLS			TOTAL
		MC	FL	SA	MC	FL	SA	MC	FL	SA	MC	FL	SA	
1)	S01	1(1)			1(1)	2(2)		1(1)	1(1)					5(4)
2)	S02				1(1)	2(1)		1(1)						4(3)
3)	S03									2(1)				2(1)
4)	S04							1(1)				4(1)		5(2)
5)	S05			1(1)						2(1)			4(1)	3(2)
6)	S06	1(1)												1(1)
7)	Total			3(3)		6(4)		7(5)				4(1)		20(13)

NOTE: Marks allotted are indicated as outside of bracket and

Descriptive note:

Page No. : 33

MC → multiple choice

V.S.A.Q → very short answer questions

SA → short answer questions

ET → Essay type.

Question wise analysis

S.No. of Questions.	Name of the lesson	Objective	Specification	Form of question	level	mark
1	Su ₁	understanding	Identity	Multiple choice	Average	1
2	Su ₁	knowledge	Recognise	multiple choice	easy	1
3	Su ₆	knowledge	Recall	multiple choice	easy	1
4	Su ₂	Application	prevents	multiple choice	difficult	1
5	Su ₄	Application	Reasons	Multiple choice	Average	1
6	Su ₂	understanding	detects	very short	Average	1
7	Su ₁	Application	suggests	very short	easy	1
8	Su ₅	knowledge	decline	very short	average	1
9	Su ₃	Application	Test hypothesis	Short answer	easy	2
10	Su ₁	understanding	Identity	short answer	average	2

11	SU ₂	understanding	explaining	short answer	Page No.: () Average
12	SU ₃	understanding	Predictions	Short answer	average
13(a)	SU ₃	Skill	Drawing Skill	essay(a)	difficult
13(b)	SU ₄	understanding	Relationship	essay (b)	average

Qualities of Formative assessment:

Formative assessment serves as the of identify the gap between a student's current status in learning and some described goal.

Formative assessment is a process that engages both teachers and students. In student learning it is a mechanism that helps the continuous monitoring to the progress of the student.

Assessment result can also serve as useful indicators for responsive and responsible education. Formative assessment serves an important purpose of sustaining learning with regard to learners with special needs.

Constructing or developing a Question paper:-

subject : English
class : 10th

Marks : 25 M
Max. Time : 45 min

Instructions:

1. The question paper contains section A, B and C.
2. Answer all the questions.
3. Be quick in answering the questions.
4. Answer section-C in question paper itself.

Section-A

Answer all questions.

Read the following lines:

One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen.

Now, answer the following questions: (2x1=2M)

1. who was the Muslim boy mentioned in the above passage?
2. who invited the Muslim boy for a meal?

II) Read the following lines

Let us unite,
and fight against those who incite.
Let us not be misled
by those who want to see us dead.
We are a strong united nation,
all we need is a bit of dedication.

Now, Answer the following questions. (2x1=2M)

3. Pick out the Rhyming words from the above lines.

4. What is the tone of the poem, you identified?

III) Answer the following: (2M)

5. What are the disadvantages faced by Kalam in his childhood?

Section-B

(2x5=10M)

IV) Answer all questions. Each question carries 5 marks.

6. What do you understand by the expression Unity in diversity?

7. Imagine that you were one of the students who witnessed the humiliation done to Kalam in the classroom. Reflect on the incident and write your

emotions in your diary.

section-c

8. Edit the following paragraph. Detect some errors in the areas of punctuation, spelling, tense, prepositions, articles. (2M)

he told me as if thinking aloud abul i know you have to go away to grow did the seagull not fly toward the son alone without a nest he quotes Khalil Gibran to my hesitant mother your children are not your children they are sons and daughters of lifes longing to itself they come to you but not from you you may give them love but not your thoughts for they have there own thoughts.

Answer:

VI. Fill in the blanks with appropriate choices from brackets. (1M)

9. I don't want to go to a restaurant; _____ (besides/as a result), we can't afford it.

10. Transportation has developed a lot in India; _____ (likewise/whereas), the trade too has improved.

VII. Tick (✓) the appropriate meaning of the underlined word in each sentence below. (1M)

11. Kalam's father possessed great innate wisdom and a true generosity of spirit.

a) hospitality b) nobility c) simplicity

12. A sudden demand for tamarind seeds erupted in the market.

a) started b) came up c) appeared suddenly

VIII) Transform one form of speech into other forms (1M)

13. He told the teacher that he should not spread social inequality in the minds of children.

Ans:

13) Fill in the blanks with suitable forms of verbs.

(1M)

14. I used to _____ (wear) a cap which marked me as a muslim.

15. He _____ (look) utterly downcast as I shifted to my seat in the last row.

14) Substitute properly 'a/an/the', in the place of underlined words. Make corrections by placing the correct article. (oral) 3:1M

16. He had a ideal helpmate in my mother.

17. It was the fairly large pucca house made of limestone and bricks on a mosque street in Rameswaram.

18. A image of him weeping, when I shifted to an last row left the lasting impression on me.

Question wise Analysis

S.No	Content	Objectives and specifications	Academic standard	form of questions	level of difficulty	Marks	Time (min)
1	Prose	Knowledge (Recall)	Reading and responding	Very short answer	Easy	1M	1
2	Prose	Knowledge (Recall)	Reading and responding	Very short answer	Easy	1M	1
3	Poetry	(Locates rhyming word) Appreciation (Appreciate message)	Reading and responding	Very short answer	Average	1M	1
4	Poetry	Appreciation	Reading and responding (Written)	Very short answer	difficult	1M	1
5	Prose	Knowledge (Describe)	creative Expression	short answer type	Average	2M	4
6	Prose	Comprehension (Organise ideas)	creative Expression	Essay type	difficult	5M	10
7	Elements of language	EXPRESSION (Detect errors)	creative Expressions of writing	Essay type	Average	5M	10
8	Elements of language	Comprehension	conventions of writing	short answer type	Average	2M	4
9	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	Easy	1/2M	1
10	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	Easy	1/2M	1
11	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	difficult	1/2M	1
12	Elements of language	Knowledge (Recognize)	Vocabulary	objective type	average	1M	2
13	Elements of language	Comprehension (Create forms)	Grammar	objective type	Average	1/2M	1
14	Elements of language	Comprehension (Locate significant ideas)	Grammar	objective type	Average	1/2M	1
15	Elements of language	Comprehension (Substitute)	Grammar	objective type	Average	1/2M	1
16	Language	Comprehension (substitute)	Listening and speaking	objective type	Average	1/2M	1
17	Elements of Language	Comprehension (substitution)	Listening and speaking	objective type	easy	1/2M	1
18	Elements of Language	Comprehension	Listening and speaking	objective type	Average	1/2+1/2	2
					Average	1/2+1/2	2

Report:

The question paper is prepared for 25 marks. The time allotted to answer the questions is 45 minutes. The question paper is prepared based on objectives and Academic standards. More number of objective questions are given, which take less time for the pupils to answer. 18 questions are given under section-A, section-B, section-C. 1 to 4 Questions are very short answer type; 5th, 8th questions are short answer type; 6th, 7th questions are Essay type; 9th to 18th questions are objective type. More number of questions are related to elements of language. Question paper is prepared such that even an average person (Pupil) can answer it easily.

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Prof. Digumarti Bhaskara Rao.
2. X class English Text book - APSCERT.
3. Pedagogy of English - B.Y. Saratchandra
Ch. S. Sailaja

4/4

“IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS.”

Submitted by

T .G. IGNATIUS SANDHYA RANI

M.A., B.Ed.

Reg. No. Y23MED02015

Dissertation submitted under Part IV of M.Ed. Degree Examination.



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St. Joseph's College of Education for Women

Guntur

ACHARYA NAGARJUNA UNIVERSITY, NAGARJUNA

NAGAR, GUNTUR.

2022 – 2024

*Inter Personal
Judgment Scale,
Emotional Competence
480 S.*

*Proposal Presented.
To Subbar*

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Research Proposal

1. INTRODUCTION

“TO MASTER YOUR EMOTIONS IS NOT TO SUPPRESS THEM .IT IS TO PROCESS THEM WITH DELIGENCE AND EXPRESS THEM WITH INTELLIGENCE.”

The term Emotional Intelligence first appeared in a 1964 paper by Michael Beldoch, it gained popularity in the 1995 book by that title, written by author and science journalist Daniel Goleman. Emotional Intelligence is the capability of individuals to recognize their own feelings, emotions and those of others discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior and manage and/or adjust emotions to adapt to environments or achieve one's goal.

Emotional Intelligence is divided into Five Categories; Self-awareness: Awareness of one's own feelings and character, Self-regulation: Fact of something such as an organization that regulates itself without intervention of external bodies, Motivation: Reason or reasons for acting or working for a particular goal(s), Empathy: The ability of a person to understand or share the feelings of another, Social skills: It is a competence facilitating interaction and communication with others where social rules and relations are created.

Emotional intelligence has the following common components: Perceiving: Aware, regard or interpret someone or something, Understanding: Comprehension of something or someone, Using: deploy or utilizing of something or someone, managing: Controlling, authority or control. Perceiving, utilizing and managing emotions is important to everyday practice for people in different careers or management, professionals, business executives, doctors, advocates and even students. Students with low emotional intelligence have a higher risk of indulging

in health-damaging behavior or educational failure and sleep disturbance in response to stress, On the other hand, their emotionally intelligent counterparts were more likely to manage their stress using social and were able to judge that such behavior would not help them.

There are some studies that have been conducted on emotional intelligence and its development (Gyanani, T.C and Kushwahashyam Sundar,2001) and found studies have shown that IQ is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one's health, relationships and performance.

Emotional Intelligence (EI) is a typical social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use the information to guide one's own thinking and actions (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Learning requires thinking. Our thoughts influence how we feel. How we feel influences how we think. The connections between emotion and learning are bi-directional and complex. Emotions are the relay stations between sensory input and thinking. When the input is interpreted positively, we are motivated to act and achieve a goal. When the input is interpreted negatively, we do not act and do not learn. Negative emotions can be the cause or the effect of problems with learning (Candy Lawson, n.d.). Learning is as much a function of a person's emotional response to a learning environment as it is to the instructional method or classroom (Flood, 2003). While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21st century, research shows that EI is a better predictor of "success" than the more traditional measures of cognitive intelligence. EI is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another

(Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

Teaching emotional and social skills is very important in schools and colleges. It can affect academic achievement positively not only during the year they are taught, but during the year that follows as well. Teaching these skills has long term effect on achievement (Elias et al., 1991).

The purpose of this study is to understand emotional intelligence in the Indian context and to establish a score of emotional intelligence, which could be used by future studies to interpret the various correlates of emotional intelligence as well its implications in the professional colleges.

According to Rosanna G. Lea, Sarah K Davis et al, people with higher levels of emotional intelligence (EI: adaptive emotional traits, skills, and abilities) typically achieve more positive life outcomes, such as psychological wellbeing educational attainment, and job-related success.

Goleman (1998) has suggested an EI framework that consists of four clusters: 1. *Self awareness* – being aware of emotions and its significance; having realistic knowledge of strengths and weaknesses; having self confidence. 2. *Self management* – control over emotions; being honest and trustworthy; being flexible and dedicated. 3. *Social awareness* – being empathetic and perceiving another's thoughts and points of view. 4. *Relationship* – helping others to develop themselves; effective leadership; influencing skills and excellent interpersonal communication skills.

Apart from its contribution to academic success, a person with high emotional intelligence is also said to function better as a worker citing reasons such as being able to be a team player, work under pressure, and contribute to organization's productivity. It is becoming more evident that employers nowadays are no longer looking for employees with good grades alone but they are more interested in applicants who can meet the demands of a working world and

adapt to the forever changing climate and needs of their organization. This is especially true in profession that requires the employees to be highly emotionally intelligent. An increasing amount of research is being carried out to examine stress in workplace including in learning institutions involving educators such as teachers and lecturers. This is because teaching profession is recognized to be one of the most stressful professions (Antoniou, 2000; Kyriacou, 1987; Manthei & Solman, 1988 as cited in Noriah, Ramlee, Zuria, SitiRahayah, 2007).

Educational institutions have traditionally focused primarily on logical and linguistic intelligence, with less attention given to other types of intelligence. Yet many researchers are beginning to argue that intrapersonal and interpersonal competencies, or emotional intelligence, may be more important for success in life than logical or linguistic intelligence (Tucker, Sojka, Barone & McCarthy, 2000). In addition, studies of managerial derailment indicate a lack of emotional intelligence. Derailment is frequently attributed to personality characteristics (such as a lack of self-awareness), an inability to change, poor treatment of others and problems with interpersonal relationships (Tucker et al., 2000).

Significance of the Study: In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. The way of managing emotions is crucial for better performance. Even after they got into the field they desire, their academic achievement is not at all adequate. Success in academics can be predicted more by emotional measures. Parent and teachers focus always on academic performance through nurturing intelligence and they give tiniest importance to their emotions. Emotions of a student can affect him in many ways. Intelligence may help students in acquiring subject knowledge but only emotional intelligence can enrich their learning proficiency and make them efficient as well as achievers

The aim of this research is to examine Emotional Intelligence amongst secondary school students and ascertain if there are differences in EQ based on gender.

2. Title of the study

“IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS”.

3. Operational Definitions or key words

- **Impact** : it refers to the level of emotional intelligence affecting the academic performance of secondary school students
- **Emotional Intelligence**: Salovey and Mayer (1997) define EI as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 10).

According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

- **Academic performance**: Academic performance is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations.

Academic performance is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him.

Secondary school students: In this study, it refers to both boys and girl students who were studying 9th and 10th with the age group of 13 -16 years.

4. Objectives of the study

1. To find out the level of emotional intelligence ~~on academic performance~~ of secondary school students
2. To find out the emotional intelligence ~~on academic performance of~~ secondary school students in relation with respect to the following dimension
 - a. Perception of Emotion
 - b. Managing Own Emotions
 - c. Managing Others' Emotions
 - d. Utilization of Emotion
 - e. Uncategorized
3. To find out to the relationship between emotional intelligence and academic performance of secondary school students.
4. To find out the emotional intelligence ~~on academic performance of~~ secondary school students with respect to the following variables
 - a. **Gender** : Male /Female
 - b. **Locality** : Urban/Rural
 - c. **Type of school** : Private /Government
 - d. **No of siblings** : One or None
 - e. **Type of family** : Nuclear /Joint
 - f. **Residence of the student** ; Residential Hostel /Home

5. Hypotheses of the study:

- **H1:** There would be no significant difference in emotional intelligence on academic performance of secondary school students with respect to the gender.
- **H2:** There would be no significant difference in emotional intelligence on academic performance of secondary school students with respect to locality
- **H3:** There would be no significant difference in emotional intelligence on academic performance of secondary school students with respect to type of schools

- **H4:** There would be no significant difference in emotional intelligence on academic performance of secondary school students with respect to number of siblings
- **H5:** There would be no significant difference in emotional intelligence on academic performance of secondary school students with respect to the type of family
- **H6:** There would be no significant difference in emotional intelligence on academic performance of secondary school students with respect to the residence of the students
- **Gender** : ~~Male/Female~~ *Boys and girls.*
- **Locality** : Urban/Rural
- **Type of school** : Private /Government
- **No of siblings** : One or None
- **Type of family** : Nuclear /Joint
- **Residence of the student** ; Residential Hostel /Home

6. Variables of the study:

Boys/Girls

Rural/Urban

Private /Government Schools

Number of Siblings

Type of family

Residence of the student

7. Method of study

Research approach

Research approach is a plan and procedure that consists of the steps of broad assumptions to details method of data collection, analysis and interpretation.

For the present study, a quantitative research approach will be adopted.

Research design

For the present study, descriptive survey method will be used.

Population

It is the aggregation of all units in which a researcher is interested. In other words, population is the set of people or entries to which the results of a research are to be generalized. (Heckathorn D.D, 2002)

The population for the present study will be secondary school student studying 9th and 10th school

8. Scope and delimitations of the study:

1. The scope of the present study is to find out the impact of emotional intelligence on academic performance.
2. The study is limited to 200 pupils to conduct the investigation.
3. This study is limited to only secondary school students.
4. This study is restricted to the in and around Guntur district.
5. Government and private English medium schools only.

9. Sample and Sampling

A sample is a small proportion of a population selected for observation and analysis by observing the characteristics of the sample, we can make inferences on the characteristics of the population. For the present study, simple random sampling technique will be used to collect 200 samples who are belonging to, 9th and 10th classes will be selected for investigation in and around Guntur district

10. The tool used in the study

Development and description of the tool

Tool will consist of 3 sections:

- **Section A:** socio-demographic data
- **Gender** : Male /Female
- **Locality** : Urban/Rural

- **Type of school** : Private /Government
- **No of siblings** : One Or none
- **Type of family** : Nuclear /Joint
- **Residence of the student** ; Residential hostel /Home

Section-B:

The **Schutte Self-Report Emotional Intelligence Test (SSEIT)** is a method of measuring general Emotional Intelligence (EI), using four sub-scales: emotion perception, utilizing emotions, managing self- relevant emotions, and managing others' emotions. The SSEIT is structured off of the EI model by Salovey and Mayer (1990) Scoring technique

The SSEIT is a 33-item, three of which are reverse scored. It is a self-report on a 5-point Likert scale, the score ranged from 33 to 165, with the higher scores indicating more characteristic EI (Schutte et al., 1998).Based on obtained scores the level of emotional intelligence will be categorized as follows.

SCORE RANGE	INTERPRETATION
144-116	Excellent Emotional intelligence
115-88	Good Emotional intelligence
87-60	Moderate Emotional intelligence
59-32	Poor Emotional intelligence
31-0	Very poor Emotional intelligence

Section: c Natário and Serpa (2003) developed the Academic Life Assessment Scale (ALAS) Factor structure for evaluating the academic performance. This rating scale will be used to assess academic performance secondary school children. This scale will be modified according to the investigators need to assess the academic performance of the secondary school children.

It is arranged on 5 point scale strongly agree (5) to strongly disagree (1). Least score will be 23 and highest score will be 115

It has 23 items which deals with academic performance of students

Factor 1 – Student's Ability, items: 10

Factor 2 – Involvement in Non-compulsory Activities, items: 6

Factor 3 – Commitment to the Course, items: 7

11. Statistical Analysis:

Statistics	Method	Objective
Descriptive statistics	Frequency and percentage Mean and standard deviation	To find out the level of emotional intelligence on academic performance of secondary school students
Inferential statistics	Independent 't' test	To find out the emotional intelligence on academic performance of secondary school students in relation to the dimension <ul style="list-style-type: none"> ➤ Perception of Emotion ➤ Managing Own Emotions ➤ Managing Others' Emotions ➤ Utilization of Emotion
	Karl's Pearson correlation	To correlate between emotional intelligence and academic performance among secondary school students. To find out the association between.
	Chi-square	To find out the association between level of emotional intelligence and academic performance of secondary school children with respect to the <ul style="list-style-type: none"> ✓ Gender : Male /Female ✓ Locality :Urban/Rural ✓ Type of school :Private /Government ✓ No of siblings : One or None ✓ Type of family :Nuclear /Joint ✓ Residence of the student :Residential Hostel /Home

12. Probable outcome of the study:

1. Use emotional intelligence on academic performance for Students
2. To know the level of emotional intelligence .
3. The impact of emotional intelligence on academic performance could be more of positive.
4. Emotional intelligence may even affects mental health, physical health of students.
5. Bringing awareness on the usage of emotional intelligence in to the academic performance may increase the overall performance of the student

13. Conclusion

The level of emotional intelligence of the high school students is may increase the levels of academic achievement. As high school students hail from different socio-economic and educational backgrounds, there may be lot of difference between male and female student emotional intelligence. As emotional intelligence has strong motivation on academic performance this will be the more appropriate measure take action on academic duller. Educational institution can make arrangements to train their students to develop more emotional intelligence.

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