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)

LOVE JOY AND SERVICE

2.4.7.

Samples of assessed assignments for theory courses of different programmes

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T. Swarupa Rani
PRINCIPAL
ST. JOSEPH'S COLLEGE OF EDUCATION
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Scans of Assessed Assignments

Program: B.Ed.

Sl.No.	Title of Assignmen	Typ
1.	Glossary of content words for a subjec	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
5.	Preparation of Blueprint	Preparation of term paper
6.	Conducting an awareness camp in village	Hands on activity
7.	Visit NGO offering vocational training for special children	Identifying and using the different sources for study

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T. Swarnalatha
PRINCIPAL
ST. JOSEPH'S COLLEGE OF EDUCATION
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Library Work

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.

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I)
class - VI
subject - English
Unit - 2

Look at the words 'secretly', 'luckily', and 'savagely'. They are formed by adding the suffix '-ly' to the adjectives 'secret', 'lucky' a '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. W were comfortably seated in the first row of t auditorium. She appeared to be an angel on the stag and danced wonderfully. We watched the programme enthusiastically. Though Rohini performe excellently, her mother was nervous as she waited for the announcement of the winne After all the participants had finished, the jud took the stage. The results were announce Unfortunately, Rohini missed the first prize.

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T. Sobanapalem
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Library Work

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 /ˈandəmən/	catching cards: 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.

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word	Pronunciation Activity	Activity for spelling
	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 /Ig,zæmI'neI ʃən/	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 in order to make a word
3 PortBlair /pɔ:t bleər/	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

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word	Pronunciation activity	Activity for spelling
	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.	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.
4. storeys /'st ɔ:riz/	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.	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

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Field Exploration

Case Study :- II

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, Guntur.
7. Caste :- BC.
8. Language :- Telugu.

Present complaints :-

1. Lack of attention span.
2. Autism.

Sl.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.	–	claint.	–

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	Academic Skills	She can colour with verbal prompt.	Note book, Crayons.	She colours the diagram
	Colouring the diagram with Crayons.			
	telling No. 2 on his own.	physical prompt.	pencil, pen	He can tell No. 2
	Identifying the colour red in double choice situation.	She identifies the colour red. verbal prompt.	flash cards different colours papers.	She identifies the colour red
	Telling the numbers 3-10.	She can tell the number from 3-10	-	She tells the numbers verbal
	Occupational Skills:-			
	Cleaning the table	She cleans the table on her own	Cloth.	She cleans the table with the cloth
	Recreational Skills:-			
	Outdoor games			
	playing the game long jump.	She can jump at a distance.		She can jump at a distance
	Indoor games:- matching simple or simple creating card	She can make simple matching card	paper - pens.	physical prompt

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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.

problem :- 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.

Sl. No	Activity	Current level	material used	Evaluation
I	personal skills eating the mixed food without spilling	she can eat the food without spilling.	Lunch box + Spoon.	the spilling was decreased at some extent.
II.	Social skill telling the phone number of his school.	She tells the phone no: 0863 - 2250046	—	She tells the phone number. with verbal prompt.

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Family History:-

Type of family:- Nuclear family.

Status of family:- Middle class.

Sl No	members of the family	relationship	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.	Claint	12	-	-

Post-natal History:-

1. Immunization History:- Everything was given.
2. Infection/Injuries:- ~~Sta~~ 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

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T. Sukumar
PRINCIPAL
ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN
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Field Exploration

Case Study - I.

problem: ADHD.

Identification Data:-

1 Name of the Student : madosu. Shreya.

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

3. Sex: F

4 Education :- —

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. Narasaiah Railway Colony, Obbapuram, prakasam.
7. Cast. Sc.
8. Language :- Telugu.

Present Complaints:-

* Lack of attention Span, ADHD
* At the age of 2 years.

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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 Informations:-

We Students with madam

Name of the place :- Mallikarjunapet

Name of the School :- Integrated School.

Address :- St Ann's manovikasa Kendra,
Mallikarjunapet,
Guntur - 522002, A.P

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

(1). Autism.

(2). ADHD.

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Field Exploration

Activity Undertaken by me - 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.

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Word	Pronunciation Activity	Activity for spelling
	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 /'dɒlfɪns/	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. 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.	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) Find the vowels: For each spelling word, write the word on one card removing the vowels in the card (eg) D_LPH_NS) on another card, write the vowels which complete that word (for eg) O_I). student matches the spelling word with vowels.

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word	Pronunciation Activity	Activity for spelling
		to form a correct spellin
5. chimneys /tʃɪmnɪs/	a) students should use this word to create a story and say aloud. 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. 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	a) Roll the dice: Have students write their spelling word once in pencil. The they must roll the di to determine how many times they mus trace the word with a different coloured crayon. b) crossword puzzle: clues: 1. A hollow tube that allows smoke from al 2. The organ with which we hear. C H I M N E Y A R c) Oversized Letter Ca Teacher gives stude an oversized Letter C and let them line up they spell the sightw
6. Reflecting /rɪ'flektɪŋ/	a) Teacher says the word silently to the child. Ask them to guess the word by looking at the mouth. b) The students work in pairs. one student read the words and other student writes the word by silently pronouncing	a) Teacher asks students to form letters of a word with tooth picks. b) Teacher asks students to write letters on photosensitive pa

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Post natal History:-

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

Home and Social Environment:-

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.	personal Skills			
	eating mixed food quickly.	She can eat slowly	Lunch box, spoon	He can eat mixed food.
II.	Social Skills:-			

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telling the phone number.	he can repeat the phone number	-	he tells phone number.
iii. academic skills:-			
a. saying alphabets from A-Z.	She can trace alpha-bets.	Slate, pencil	He can write alphabets.
b. writing the numbers from 10 to 15.	he can write numbers from 10 to 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 Hemanth:-

⇒ Autism is a neuropsychiatry disorders.

⇒ He moves round actively infront of the children

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

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

⇒ He feels to hugg things and feel good.

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Conclusion :- Observing or Knowing

the details of Shreya and Hemanth, I understand that they are able to do some-thing 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 manovikasa Kendram.
2. Special Education Neelkamal.
   → Dr. Umadevi. M.R.
3. Inclusive Education (Jayam).
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ACTIVITY UNDERTAKEN BY ME -2.

Topic:- Observation of five Class room teaching periods in each of Special Schools and inclusive Schools and prepare a report highlighling 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:- Manovikasa Kendhra

Address:- mallikarjuna Nagar Guntur

Date:- 3-02-2017.

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

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PRINCIPAL
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⟹ Due to these special require-ments, student's needs cannot be met the traditional classroom environment.

⟹ Special Education programme and services adapt content, teaching metho-logy and delively instruction to meet appropriate needs of each child.

⟹ In special schools, Spec education as a specially designed instruction at no cost to the par to meet the unique needs of a child with a disability. but still what exactly is special educati 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.

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PRINCIPAL
ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN
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→ multiple disabilities
→ Traumatic brain injury
→ Speach 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. There are wide range of skill levels and abilities.

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1) Teachers form small groups:-

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

Example:- In maths 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 information (audio cassette, voice file).

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

→ they use appropriate assistive technology.

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Hearing impaireds

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

⟹ Through drawings and play way method they lear.

⟹ They use activities whenever possible

⟹ They provide material to study. Teachers encourage the by saying Dlite your work instead of you did well.

⟹ Children with speech and language Communication needs benefit from their teachers.

⟹ Encourage children to regulate their behaviour manage-ment, 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.

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Inclusive Schools:-

I have Observed the teachers in Indian springs in my Internship Observation of schools.

I also have Observed the teachers in Smt. Kasu 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:

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

→ Work 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 levels.

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

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→ 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 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.

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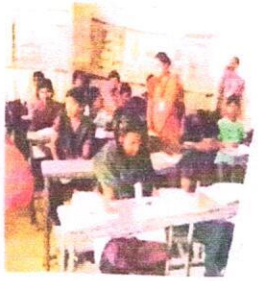
Academic Supports help each Student access the full Curriculum:

→ 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 environ-ment.

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

→ Another important factor in effective inclusive Education is the imple-mentation of consistent behavioural supports throughout the learning environment.



Respect for Diversity Creates a welcoming Environment for all:-

→ Inclusive Education for Students with

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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.

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→ 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~~ about halves 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 disabi-lities 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 Seperate 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. Effective Strategies enable the Students to improve their learning.

Bibliography:-

→ Observation of five school teachers.

1. Inclusive Education
   - Das. G.K and pillay.
2. Inclusive Education (Jayam and Duuuuri).
3. Special Education
   → Umadevi. M.K.

Internet. etc.

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Hands on activity

ACTIVITY UNDERTAKEN BY ME -3.

Page No.:

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:

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 realise their full human potential. Most people suffer from hearing loss. 1.3 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

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Preliminary Information:

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

We conducted an awareness programme in Mallikarjuna nagar, Guntur.

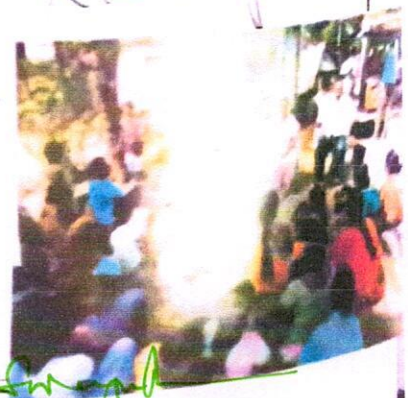
The Group has participated and given good awareness programme.

Awareness programme on:- Awareness Camp on Causes, prevention and referral Services available for differently abled Children.

Conducted Date:- 5-02-2017

No. of Student Teachers:- 7. Namely

→ Suneetha (myself)
→ Gnana Soundari
→ Mary.
→ Anitha.



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Page No

⇒ Jaya Sri.
⇒ Jhansi Rani. K.
⇒ Durga Bhavani.

Address: Mallikarjuna Nagar, Guntur.

Awareness Camp:- 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,

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ability to recieve and transmit Sounds. Endogenous Causes are inherited from parent's genes.

⟹ 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.

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Premature Complications of pregnancy:-

⟹ Early delivery and lower birth weight been found to be more Common among deaf children.

⟹ Complication 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 of inflamonation of the middle ear. If untreated, Otitis media can result in a build up of fluid and a ruptured ear drum, Causing permanent conductive learning impairment.

These are the different causes of hearing impairment.

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GUNTUR-522 001., A.P

Prevention of hearing loss:-

Page No

→ The ears are fragile structures that can be damaged in many ways, So its 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.vs, radio, music on too loud.

→ Nowadays wherever we see people are walking with head phones, Earphones, Head phones 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 decibles - enough to cause some serious problems.

Here are some easy ways to protect your

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ears and your hearing healthy;

Page No.

* 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 Convention etc are available referral services.

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Awareness on mental retardation

Giving 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.

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

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GUNTUR-522 001., A.P

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 causes. Causes of intellectual disability can include; infections, present at birth, occuring 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.

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* 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 sources available:

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

2. Bureau of mental retardation.

Beaureau 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.

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Awareness on physically challenged or handicapped:-

A physical disability is the long-term loss or impairment of part of your body's physical function. 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.

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

Prevention of physically Challenged:-

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

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→ 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 (<2.5kg) 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

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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.

Beneficieries:-

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

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Report: We were happy to Conduct

an awareness programme for the people who were not much literated 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 Concieve or may not Concieve or even if she Concieves 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 impairement and visual impairment physically, mentally Challenged etc.

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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 everyone's life. We need to motivate the people to right motivation, so that they see their children with the 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".

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Identifying and using the different sources for study

ACTIVITY UNDERTAKEN BY ME

Page No. : 4.

Topic :- Visit anyone 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 Information :-

Name of the Centre :- Manovikasa kendra.

No. of students visited :- 46

Type of school :- Special school

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

Visited on :- 3-2-2017.

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

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Vocational Training activities at manovikas Kendra:

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 paperworks. They include;

→ Card making

→ Stationary products like pen stands,

→ paper holders

→ Table mats

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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 eachother. They also learn from their peer group members.

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Crafts:- The students are taught some 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 garden.

→ 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:- Teachers along teaching their subject they feel the need of

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Teaching inorder to engage the Children to do Something skilfully.

→. They learn basic principles and precedures of making things.

→. Students prepare the things according to the plan of the teacher.

→. Inorder 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 subject 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.

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⇒. 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 directly and try to do on their own.

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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 Capababilities 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.

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Advantages of vocational training:-

→ vocational training is very helpful for the children who are differently abled.

→ This vocational centre provides many opportunities for the children to occupy them-selves 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 flex 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.

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GUNTUR-522 001., A.P

Page No

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

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, Seperate 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.

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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.

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ACTIVITY UNDERTAKEN BY ME-5.

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 an possitive 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 substitute for disabled or handi-

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capped. Federal laws define a person

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

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→ Speech and language Disorders.
→ Vision loss and blindness.

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;

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mother takes poison or does abortion, brain is effected. These are all Antinapple Conditions.

Intra Antinapple Conditions: If at the time of birth mother gets disease or injury to brain Child is effected.

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.

→ Repetation 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.

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⇒ 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 aquire Social Skills.

Strengths of mentally retarded:-

→ Numerous Studies have been Conducted concerning the effects mentally retarded children, have on their families.

⇒ Most early Child hood 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.

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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.

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Page No.

⟹ 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.

⟹ Defts 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 meningits.

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FOR WOMEN
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Need of Visually Impaired Children:-

→ 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 bear 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.

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Dt. GUNTUR

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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 functional 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

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

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.

→ perenatal cause.

→ post nalal cause.

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

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

→ post nalal is after birth due to injuries to head

T. [illegible]

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ACTIVITY UNDERTAKEN BY ME

3. prepare a report by understanding question paper analysis of two school subjects (puplic 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

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* 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 serious
* Common norms that keep teachers an evaluation.
* The students are tested at the end of a semister 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 semister 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 co-on of setting question paper and it is required through practice and experience over the years through trail and error or in other ways.

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*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 programs.

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 is not formed properly may result in very poor and in consistant 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.

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* Teacher have to play multifaced roles as part of these job requirements. They can contibute significantly in setting a question Papers evaluating the answer script and awarding the main grade of healthy environment and social order.

Question paper analysis:

weightage:

weightage of the content:

The syllabus for this formative assessment - I (2019 - 2020) is food components, acids - bases and animal fibers. This is a paper of VII 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 nature Basic nature [Bases] and salts.

3. Animal fibers:

SU5 → Story of silk

SU6 → Story of wool

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

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

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 difficult 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

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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

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Weightage to form of questions:

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 weither 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

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S.No	Objectives / Form of questions	KNOWLEDGE				UNDERSTANDING				APPLICATION				SKILLS				TOTAL
		MC	FL	SA	E	MC	FL	SA	E	MC	FB	SA	E	MC	FB	SA	E	
1)	SU1	1(1)				1(1)		2(1)			1(1)							5(4)
2)	SU2						1(1)	2(1)		1(1)								4(3)
3)	SU3											2(1)						2(1)
4)	SU4									1(1)							4(1)	5(2)
5)	SU5		1(1)								2(1)						4(1)	3(2)
6)	SU6	1(1)																1(1)
7)	Total (Q)			3(3)			6(4)				7(5)			4(1)				20(13)

Note: Marks allotted are indicated as outside of bracket and

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Descriptional note:

MC → multiple choice

V.SAQ → very short answer questions

SQ → 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	Shortans ver	easy	2
10	SU_1	understanding	Identity	short answer	average	2

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11	SU_2	understanding	explaing	Short answer	aver
12	SU_3	understang	Predicks	Short answer	avero
13(a)	SU_3	Skill	Drawing skill	essay(a)	diffic
13(b)	SU_4	understang	Relationship	essay (b)	avere

Qualities of Formative assessment:

Formative assessment serves as the of identity the gap between a students a status in learning and some described goal

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

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

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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.

I. 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: (2×1=2M)

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

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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 unitednation,
all we need is a bit of dedication.

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

3. Pick out the Rhyming words from the abovelines.
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

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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 knoco you have to go away to grow and 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:

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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:

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IX) 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.

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

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.

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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	Appreciation (locates rhyming word)	Reading and responding	very short answer	Average	1M	1
4	Poetry	Appreciation (appreciate message)	Reading and responding	very short answer	difficult	1M	1
5	Prose	Knowledge (recall)	creative - Expression (written)	short answer type	Average	2M	4
6	Prose	Comprehension (Describes)	creative Expression (written)	Essay type	difficult	5M	10
7	Elements of language	Expression (organise ideas)	creative Expression (written)	Essay type	Average	5M	10
8	Elements of language	Comprehension (Detect errors)	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	1 M	2
13	Elements of Language	Comprehension (transforms)	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 (locate significant ideas)	Grammar	objective type	Average	1/2M	1
16	Elements of Language	Comprehension (substitute)	Listening and speaking	objective type	easy	1/2 M	1
17	Elements of Language	Comprehension (substitute)	and speaking	objective type	Average	1/2+1/2	2
18	Elements of Language	Comprehension (substitution)	listening and speaking	objective type	Average	1/2+1/2+1/2 = 2.5M	2

Page No.: 60

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Report:

The question paper is prepared for 25 marks. The time alloted 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 veryshort 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.

Reference:

1. Pedagogy of English – by Dr. C. Grace Indira
Prof. Digumarti Bhaskara Rao.
2. X. class English Text book – APSCERT.
3. Pedagogy of English – B.V. Sarat chandra
CH.S. Sailaja

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Scans of Assessed Assignments

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

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Library Work

"IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC PERFORMANCEOF 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.

Intra personal judgment scale.
Emotional competence
480 S.

Under the Supervision of

DR.T.S .SUBHASHINI,

M.Sc., M.Ed., Ph.D. NET., SET

ASSISTANT PROFESSOR.

St. Joseph's College of Education for Women

Guntur

ACHARYA NAGARJUNA UNIVERSITY,NAGARJUNA NAGAR, GUNTUR.

2022 – 2024

Proposal Presented.
Ts Subhashini

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T. Swapna
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INDEX

1. Introduction

2. Title of the study

3. Operational Definitions

4. Objectives of the study

5. Hypothesis of the study

6. Variables of the study

7. Method of study

8. Scope and delimitations of the study

9. Sample and samplings

10. Tool used in the study

11. Statistical Analysis

12. Probable outcome of the study

13. Conclusion

14. Reference

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Research Proposal

1. INTRODUCTION

"TO MASTER YOUR EMOTIONS IS NOT TO SUPRESS 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 ofanother, Social skills: It is a competence facilitating interaction and communicationwith others where social rules and relations are created.

Emotional intelligence has the following common components: Perceiving: Aware, regard or interpret someone orsomething, 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

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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

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(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 onachievement (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, SarahK 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 realisticknowledge 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

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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

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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 of13 -16years.

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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

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- **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.

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Research design

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

Population

It is the aggression of all units in which a researcher is interested. In other words, population is he 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:

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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 ➢ 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 ✓ **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

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Library Work

Study Habits And Acader Achievement of Tribal Studen is Secondary Schools SC & ST

Review of Research Studie and Identification of Research Problems.

Submitted to

Dr. Swarupa Rani. T

Submitted by

M. Krupa Ratnam

Y22MEd 02002

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Content

S.No	Title of the topic	Author	Year	pg.No
1	conduct a study habits and Achievement of Higher Secondary school students	Dr. Kavitha verma	1996	1-2
2.	Study habits of secondary level Arts and science students	Neeru Mohini Aggarwal	2010	2-3
3	Academic achievement of secondary school students in relation to their study habits	Dr. Balvir singh	2014	4-5
4	A study habits of academic achievement among high school students in relation to their study habits	Anju verma	2016	5-6
5.	Academic achievement of high school students in relation to their personality characteristics	Anju verma	2016	7-8
6.	Achievement Motivation, study habits and Academic Achievement of students			

T. Swarupa

at the secondary level.	V.R Santha kumari	2015	8-
7. A comparative study of the study habits of the students from formal and non-formal systems of education	Dr. Naeemullah		11
8. Self-concept, study habit and Academic achievement of student	Dr. S. Chamudeswari	2014	12-1
9. Study of the relationship between study habits and Academic achievement	Evans Atsiaya Siahi	2015	14-
10. Effect of teachers personality, attitude towards profession and teaching effectiveness on academic achievement of students	Dr. K. Dakshina murthy		16-1
11 Some correlates of academic achievement of secondary school students	Dr. K. Vijaya kumari	2006	17-18
12. Emotional intelligence, self esteem and academic achievement of professional course students	Y. Abraham	2014	19

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13.	Study habits of XI standard Arts, Science and commerce students	Prof. Shital S. Salve	2014	20 - 21
14.	Study habits and Academic achievement of IInd year degree students	J. Vijaya kumari	2015	21 - 23.
15	Investigation of some psychological factors underlying the study habits of college students	James, k.k	1961	23 - 24
16.	Comparative study of the performance and study habits of in English & A and non-English	Thrived, R.S	1973	25
17	The effects of counselling on the study habits and achievement of teacher trainers	Sunanda	1930	26
18.	Action research on study habits and study skills of mettallurgy students			

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	of government polytechnic	Chilini kollad	1987	27-
19.	Relationship between self confidence and Academic achievement of Higher secondary students	Dr. A Selvaraj	2013	28
20	Study habits and students achievement in relation to some influencing factors.	Dr. H.K Nalini		29
21	Are Study habits Gender biases	Prof Dr. Susai Rajendar	2009	30-
22.	Study of academic achievement of students in relation to working status of mothers	Dr. Anil Kumar	2016	32-3
23	predictive Efficiency of parental attitude, self-confidence and Academic achievement for Intelligence of secondary school students	Dr. Shikha Dhall.	2015	34-3
24	learning styles of Tribal and Non-tribal secondary school students	Dr. Thomas Varghese	2014	36-

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FOR WOMEN
GUNTUR-522 001., A.P

25.	Interest and study habits of class IX students in relation to their family environment	Dr. Supreet Kaur	2012	38 - 39
26	Dr. study habits and achievement of students	Dr. Panner Selvam	2013	40-41

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Reviews on Study Habits & Academic Achievements of SC & ST Secondary School Students

① Name :- Dr. Kavita Verma

year :- 1996 Conducted a study habits and Achievement of Higher Secondary school students.

② Objectives :- To find out the relation ship between study habits and Academic Achievement of Higher secondary school students

③ Methodology of the study :-

Sample :- The sample consists of 160 higher second students studying in eleventh class, drawn randomly, from various government higher secondary schools in Guntur district

Sample size :- The sample consists of 100 students studying in eleventh class.

Tool :- Study Habit Inventory : (Mukhopadhyay and Samsanwal Revised Version 2005). It has 52 items belonging to nine dimensions of study habits. These dimensions are Comprehension, concentration, Task - Orientation, study sets, interaction, Drilling supports, Recording and language. The reliability of the whole inventory was worked out by using split-half method. The reliability coefficient is 0.91

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T. Swarnapali
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Reviews on Study Habits & Academic Achievements of Secondary School Students of SC & ST

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(4) Findings of the study :-

* That there exists a significant and positive correlation between Hindi subject and various dimesion of study habits.
* It shows no significant correlation with study sets, drilling
* Similarly there exists a significant and positive correlation between English subject with four dimensions of study habits.
* And it shows no significant correlation with concentration, Interaction, drilling, recording, language and composite study habit.
* Further, the table shows that there exists a significant and positive correlation between maths subject and various dimensions of study habits.
* It shows no significant correlation with comprehension, task-orientation, Inter-action, supports, language and composite study habit.
* Similarly there exists a significant and positive correlation between science subject and various dimensions of study habits
* It shows no significant correlation with comprehension, task-orientation and recording

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* Further the table reveals that there exists a significant and positive correlation between social scien and three dimensions of study habit.

* It shows no significant correlation with compre hension, task - orientation, study sets, interaction, drilling supports and composite study habits.

Reference :- August :- 15 vol :- 14 NO :- 12.

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II ① Name :- Neeru Mohini Aggarwal.

Year :- 2010 Study habits of secondary level Arts and science students.

② objectives :- The following objectives were formulated for the present study.

① To study the comparison in study habits of secondary level students belonging to Arts and science streams.

② To study the comparison in study habits of secondary level male students belonging to arts and science streams.

③ To study the comparison in study habits of secondary level female students belonging to Arts and Science streams.

③ Methodology of the study :-

Sample :- This study was conducted on a sample of 100 secondary school students of class XI. out of these students 50 students (25 male and 25 female) were from Arts stream and 50 students (25 male and 25 female) were from science stream. The subjects of the study were selected from five different

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secondary schools.

Sample size :- The sample consists of 100 students studying in XI class students

Tool :- A study habit Inventory by Dr. B.V patel was used as a tool to measure the study habits of students. On the basis of characteristics of the inventory given in the manual of tool, it was considered suitable for the purpose. Rediability and validity of this inventory are satisfactory. This inventory measures the study habits of the students in seven areas. The total score of these seven areas of the inventory represents one's total study habits

(4) Findings of the study :

* On the basis of the obtained results it may be said that secondary level students of Arts and Science streams differ significantly in their study habits.

* Male and female students of science stream had significantly superior study habits than male and female students of Arts stream.

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* It may be said that the stream of study and significant influence on study habits of students at secondary level.

* Students of Arts stream showed poor study habits in comparison to students of science stream.

* Hence the students of Arts stream should be given more personal attention by the teachers and parents so far as study habits are concerned.

* Study habit is important for students in their school education. So it is necessary to inculcate good study habits among the secondary school students.

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Hands on activity

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

The primary objective of the current study was to scrutinize and assess the Emotional Intelligence and Personality Traits of Secondary and Higher Secondary Students. The researcher gathered data utilizing specially designed research tools. Subsequently, the collected data was subjected to a rigorous analysis employing appropriate statistical techniques. The outcomes of this analysis have been presented in forthcoming tables, accompanied by interpretations.

After data collection, it is imperative to process and analyse the data in alignment with the research plan formulated during the study's inception. This step is fundamental to ensure the study's scientific rigour and ascertain the availability of all pertinent data for meaningful comparisons and analysis. Data processing encompasses various tasks such as editing, coding, classification, and tabulation, all aimed at rendering the collected data suitable for analysis. In technical terms, this constitutes data processing.

The term "analysis," as described by **Patton (1990)**, denotes a multifaceted process involving data inspection, cleansing, transformation, and modelling. The overarching goal is to uncover valuable insights, draw conclusions, and facilitate decision-making. Data analysis encompasses various techniques and approaches across domains, including business, science, and social science. It can be approached from qualitative and quantitative perspectives as a central component in research endeavours.

Data analysis entails transforming raw data into meaningful facts and ideas that can be comprehended qualitatively or quantitatively. It involves meticulously examining tabulated data to unearth inherent facts or meanings. Moreover, it

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selected variables under examination. The entire sample and any sub-samples are systematically depicted about the variables in focus, namely Emotional Intelligence and Personality Traits.

4.3. Emotional Intelligence of Secondary School Students

OBJECTIVE: 01. To find out the level of Emotional Intelligence in Secondary and Higher Secondary Students and classify them.

Table 4. 1. Emotional Intelligence of Secondary and Higher Secondary Students.

Sample	Mean	S.D	Percentage %
1004	203.72	23.46	68

Interpretation:

or students

From the above table 4.1, it can be observed that, the overall mean of teachers pertaining to their Emotional Intelligence is 203.72. The obtained percentage is 68 %, it is revealed that the Secondary and Higher Secondary Students are having average level of Emotional Intelligence.

finding - ?

Discussion:

The significance of emotional intelligence in an individual's psychological well-being cannot be overstated. **Goleman (1995)** has provided a comprehensive and highly influential perspective on the vital role of emotional intelligence in personal, social, and professional aspects of people's lives. According to Goleman, while intellectual intelligence contributes to about 20% of an individual's success, the remaining 80% of success in life is attributed to emotional and social intelligence **(Goleman, 1995).**

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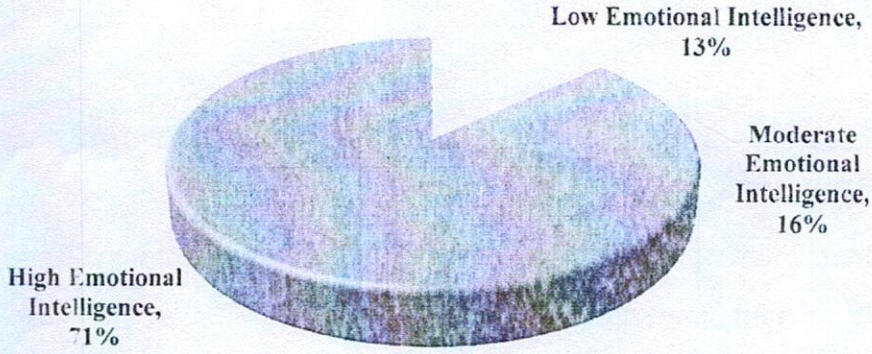
Table 4. 2. Classification of Emotional Intelligence Levels Based on Mean and Standard Deviation.

Sr.No	Scores	Size of sample (N)	%	Verbal Description
1	≤ 180 (M - 1 SD)	131	13	Low Emotional Intelligence
2	In between 180 and 227 (M ±1 SD)	717	16	Moderate Emotional Intelligence
3	≥ 227 (M + 1 SD)	156	71	High Emotional Intelligence
Total		1004	100.0	



Graph 4. 1. Classification of Emotional Intelligence Levels Based on Mean and SD

Interpretation:

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Participants scoring below and equal [Mean - 1SD = 203.72 - 23.46], which equates to 180.26, were categorized as having low Emotional Intelligence. This group comprises 131 individuals, representing 13% of the total sample.

Individuals scoring above and equal [M + 1SD = 203.72 + 23.46], totalling 227.18, were classified as possessing high Emotional Intelligence. This group comprises 156 participants, accounting for 16% of the total sample.

The remaining 71.41% of the sample fell within the moderate Emotional Intelligence group, encompassing scores that ranged between M - 1 SD and M + 1 SD.

These classifications, corresponding percentages, and verbal descriptions have been presented in Table 4.3.2 for clarity and reference.

Findings Based on Emotional Intelligence Classification:

The analysis of emotional intelligence (EI) within the sample has yielded several key findings:

1. Distribution of Emotional Intelligence Levels: The sample's emotional intelligence levels exhibit a diverse distribution, with participants falling into three distinct categories: low, moderate, and high emotional intelligence. This categorization allows for a more nuanced understanding of the emotional competencies within the group.

2. Low Emotional Intelligence Group (13%): A notable portion of the 13% sample falls within the low emotional intelligence group. These individuals exhibit challenges in recognizing and managing their emotions effectively. They may require targeted interventions to enhance their emotional awareness, regulation, and interpersonal skills.

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emotional competencies. These individuals are likely adept at understanding and managing their emotions, fostering positive relationships, and navigating complex social situations. Recognizing this group's existence is valuable as it underscores the potential for emotional intelligence development. Educators can utilize the strengths of these students to serve as role models or peer mentors, fostering a positive emotional climate within the educational environment.

Most participants, comprising 71% of the sample, fall into the moderate Emotional Intelligence group. This group's scores fall within the range of M - 1 SD to M + 1 SD, indicating a balanced distribution of emotional intelligence levels. Individuals in this category likely possess a mix of strengths and areas for improvement in their emotional intelligence. This group presents an opportunity for educators and counsellors to implement broadly applicable emotional intelligence programs that benefit many students. These programs can enhance emotional self-awareness, interpersonal effectiveness, and resilience.

The study conducted by **Dhananjay and Indrajeet (2014)** revealed a notable pattern wherein 79.3% of the student cohort displayed average emotional intelligence levels. Conversely, a distinct minority, accounting for precisely 20.7%, exhibited high levels of emotional intelligence. Notably, their research indicated that both female and male students fell below the threshold of below-average emotional intelligence.

not seen in the stud P.2

Similarly, in the research conducted by **Mu'arofah et al. (2021),** a distinct distribution of emotional intelligence levels was discerned. Specifically, their findings illustrated that 17.65% of the participants demonstrated low emotional intelligence, while a substantial 44.12% displayed a moderate level. Furthermore, 35.29% of the participants exhibited a high level of emotional intelligence, and a smaller fraction, 2.94%, showcased a very high level of emotional intelligence.

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Identifying and using the different sources for study

intelligence as a multifaceted construct with varying impacts on individual behavior and development. As Bar-On (2006) elucidates, emotional intelligence encompasses a wide range of emotional and social competencies, including the ability to understand and manage one's emotions and the emotions of others. The predictive value of self-awareness and handling relationships on personality traits observed in the current study resonates with Bar-On's model, highlighting the importance of these competencies in shaping an individual's personality framework.

The positive association between self-awareness and personality traits found in this study suggests that adolescents with higher self-awareness tend to have more defined personality traits. This observation is consistent with the findings of Mayer, Roberts, and Barsade (2008), who argue that emotional intelligence, particularly understanding one's emotional states, is critical in influencing one's behaviors and interactions. This ability to introspect may facilitate a more precise and consistent expression of personality traits.

Conversely, the negative relationship between handling relationships and certain personality traits may reflect the complex interplay between interpersonal emotional intelligence and the expression of personality. As Brackett, Rivers, and Salovey (2011) discuss, the capacity to manage relationships effectively involves skills that might moderate the expression of more dominant or assertive personality traits, promoting social harmony and adaptability. This finding underscores the adaptive value of emotional intelligence in social contexts, as proficiently managing relationships can lead to more socially desirable outcomes, potentially at the cost of expressing certain innate personality traits.

4.5. Hypothesis Testing

Table 4. 62. Hypothesis testing

S.No	Hypothesis	't'/F/r value	Result	Hypothesis rejected/ accepted
1	There would be no significant difference between Secondary and Higher Secondary Boys	t=2.430	Significant at 0.05 level.	Hypothesis is rejected

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	and Girls in their Emotional Intelligence.			
2	There would be no significant difference among Urban, Rural and Tribal areas Secondary and Higher Secondary Students in their Emotional Intelligence.	F=1.503	Not Significant at 0.05 level.	Hypothesis is accepted
3.	There would be no significant difference among the Secondary and Higher Secondary according to their Age in their Emotional Intelligence.	t=0.578	Not significant at 0.05 level	Hypothesis is accepted
4.	There would be no significant difference among 9th, 10th, 11th and 12th class Students in their Emotional Intelligence.	F=1.503	Not significant at 0.05 level	Hypothesis is accepted
5.	There would be no significant difference among Hindu, Muslim and Christin Secondary and Higher Secondary in their Emotional Intelligence.	F=7.505	Significant at 0.05 level.	Hypothesis is rejected
6.	There would be no significant difference among O.C, B.C, S.C and S.T Secondary and Higher Secondary in their Emotional Intelligence.	F=0.594	Not significant at 0.05 level	Hypothesis is accepted

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Field Exploration (M.Ed)

EIT

Consumable Booklet (16-0349-CB)

Dr. Ekta Sharma
M.Sc., M.Ed., Ph.D.

INSTRUCTIONS:

Against each statement in this booklet five options are given. These options represent five response categories, viz., Always, Most Often, Occasionally, Rarely and Never. You are requested to put a tick mark (✓) on any one of the five alternative response categories, which would represent your true feelings.

DETAILS OF THE RESPONDENT

Name	: Angle sweety
Age	: 15
Gender	: Female
Education	: X
Occupation	: –

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S. No.	Statement	Always	Most Often	Occasionally	Rarely	Never
1.	I can easily impress others.	✓				
2.	I get anxious whenever my exam result is about to be declared.					
3.	I perceive clear goals in my life with a "can do" attitude.				✓	
4.	I take others view points while looking at or while analyzing a situation.			✓		
5.	I feel confident while talking to a new person.			✓		
6.	I can take criticism regarding my physique in a healthy manner.		✓			
7.	Day-dreaming is good for diverting attention.	✓				
8.	I mostly set aside some time for relaxation everyday to relive myself from a stressful life.		✓			
9.	I tend to easily move to tears or laughter.				✓	
10.	It is always wise to avoid an argument.	✓				
11.	I feel jealous when people give compliments to my friends and not me.			✓		
12.	I easily get aggressive with my friends.					✓
13.	I accept myself as I am; with all my strengths and weaknesses.	✓				
14.	I am temperamentally more prone to be skeptic than a believer in god.	✓				
15.	It is okay if parents satisfy demands of younger siblings prior to my demands.		✓			
16.	I am academically brilliant in my class.		✓			
17.	I try to divert my attention to something positive while feeling depressed.				✓	
18.	There is always a chance to correct your mistakes.	✓				
19.	I would rather listen to a story than tell one.				✓	
20.	It is better to talk less than being labeled as a talkative person.			✓		
22.	I am capable of handling every situation in my life.	✓				

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S. No.	Statement	Always	Most Often	Occasionally	Rarely	Never
21.	I find myself tensed up because of petty things in life.	✓				
23.	I believe in the "try, try, try, again, until you succeed" theory.	✓				
24.	I easily believe in the excuses that others give for not doing a job.		✓			
25.	I feel adults impose things on me.	✓				
26.	I get upset upon missing an opportunity in life.		✓			
27.	Hurting someone to make one-self happy is okay.			✓		
28.	Frequent rewards can increase my performance.	✓				
29.	I correct others not because they are wrong but because they irritate me.			✓		
30.	I find myself criticizing others too often.		✓			
31.	I get irritated and depressed when I am unable to solve a given problem.			✓		
32.	I think success depends on what we say and how we say it.		✓			
33.	I feel motivated to do a job in the right manner.			✓		
34.	I feel it is alright to help others financially even when I can't afford it.		✓			
35.	I can learn from the mistakes of others.		✓			
36.	I feel shy when in a group.			✓		
37.	I blame failures on situations.				✓	
38.	I believe in forgiving others rather than remembering their misdeeds.				✓	
39.	I try to remain calm while discussing sensitive/controversial issues.			✓		
40.	I become the center of attraction every where that I go.	✓				
41.	I am capable of doing any work in life if I am interested in doing it.	✓				

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S. No.	Statement	Always	Most Often	Occasionally	Rarely	Never
42.	I feel guilty for not helping others when I could.	✓				
43.	I apologise for my behaviour if I feel I am wrong.				✓	
44.	I am liked by everyone.	✓				
45.	It is better to check oneself rather than being checked by others.				✓	
46.	I can play jokes on myself like I play at others.		✓			
47.	I can get dishonest when the need arises.			✓		
48.	One should take help of a counselor/friend to resolve a conflict/problem rather than doing it on their own.		✓			
49.	I help others at the time of need.			✓		
50.	I can handle a situation better than others can handle it.			✓		
51.	I leave my job in between if I find it to be very difficult.				✓	
52.	I act/behave keeping my interests as priority.	✓				
53.	There is usually a disagreement between my brain and my heart regarding what I should do.			✓		
54.	I can easily get involved in gossiping.					✓
55.	I find myself satisfied in life.	✓				
56.	I face ego problems when I have to apologize.		✓			
57.	I use words like sorry and thank you quite often.		✓			
58.	I believe that nobody is perfect and there is a scope for improvement for everyone.					
59.	In matters of conduct, I prefer to conform to the expected norms.		✓			
60.	I think everybody is right at their own place.				✓	

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Tool preparation (M.Ed)

EYSENCK'S PERSONALITY QUESTIONAIRE – REVISED (E.P.Q.-R)

Instructions: Please answer each question by putting (x) mark in the box following "Yes" or "No". There are no right or wrong answers or no trick questions. Work quickly and do not think too long about the exact meaning of the question.

PLEASE REMEMBER TO ANSWER EACH QUESTION

1.	Do you have many different hobbies?	Yes☑	No☐
2.	Do you stop to think things over before doing anything?	Yes☐	No☑
3.	Does your mood often go up and down?	Yes☑	No☐
4.	Have you ever taken the praise for something you knew someone else had really done?	Yes☑	No☐
5.	Are you a talkative person?	Yes☑	No☐
6.	Would being in debt worry you?	Yes☐	No☑
7.	Do you ever feel "just miserable" for no reason?	Yes☑	No☐
8.	Were you ever greedy by helping yourself to more than your share of anything?	Yes☑	No☐
9.	Do you lock up your house carefully at night?	Yes☑	No☐
10.	Are you rather lively?	Yes☑	No☐
11.	Would it upset you a lot to see a child or an animal suffer?	Yes☑	No☐
12.	Do you often worry about things you should not have done or said?	Yes☑	No☐
13.	If you say you will do something, do you always keep your promise no matter how inconvenient it might be?	Yes☐	No☑
14.	Can you usually let yourself go and enjoy yourself at a lively party?	Yes☐	No☑
15.	Are you an irritable person?	Yes☑	No☐
16.	Have you ever blamed someone for doing something you knew was really your fault?	Yes☑	No☐
17.	Do you enjoy meeting new people?	Yes☑	No☐
18.	Do you believe insurance schemes are a good idea?	Yes☑	No☐
19.	Are your feelings easily hurt?	Yes☑	No☑
20.	Are *all* your habits good and desirable ones?	Yes☐	No☑
21.	Do you tend to keep in the background on social occasions?	Yes☑	No☐
22.	Would you take drugs which may have strange or dangerous effects?	Yes☑	No☐
23.	Do you often feel "fed up"?	Yes☑	No☐

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24. Have you ever taken anything (even a pin or a button) that belonged to someone else? Yes☐ No☐
25. Do you like going out a lot? Yes☐ No☐
26. Do you enjoy hurting people you love? Yes☐ No☐
27. Are you often troubled about feelings of guilt? Yes☐ No☐
28. Do you sometimes talk about things you know nothing about? Yes☐ No☐
29. Do you prefer reading to meeting people? Yes☐ No☐
30. Do you have enemies who want to harm you? Yes☐ No☐
31. Would you call yourself a nervous person? Yes☐ No☐
32. Do you have many friends? Yes☐ No☐
33. Do you enjoy practical jokes that can sometimes really hurt people? Yes☐ No☐
34. Are you a worrier? Yes☐ No☐
35. As a child did you do as you were told immediately and without grumbling? Yes☐ No☐
36. Would you call yourself happy-go-lucky? Yes☐ No☐
37. Do good manners and cleanliness matter much to you? Yes☐ No☐
38. Do you worry about awful things that might happen? Yes☐ No☐
39. Have you ever broken or lost something belonging to someone else? Yes☐ No☐
40. Do you usually take the initiative in making new friends? Yes☐ No☐
41. Would you call yourself tense or "highly-strung"? Yes☐ No☐
42. Are you mostly quiet when you are with other people? Yes☐ No☐
43. Do you think marriage is old-fashioned and should be done away with? Yes☐ No☐
44. Do you sometimes boast a little? Yes☐ No☐
45. Can you easily get some life into a rather dull party? Yes☐ No☐
46. Do people who drive carefully annoy you? Yes☐ No☐
47. Do you worry about your health? Yes☐ No☐
48. Have you ever said anything bad or nasty about anyone? Yes☐ No☐
49. Do you like telling jokes and funny stories to your friends? Yes☐ No☐
50. Do most things taste the same to you? Yes☐ No☐
51. As a child were you ever cheeky to your parents? Yes☐ No☐
52. Do you like mixing with people? Yes☐ No☐
53. Does it worry you if you know there are mistakes in your work? Yes☐ No☐

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54. Do you suffer from sleeplessness? Yes☐ No ☐
55. Do you always wash before a meal? Yes☐ No ☐
56. Do you nearly always have a "ready answer" when people talk to you? Yes☐ No ☐
57. Do you like to arrive at appointments in plenty of time? Yes☐ No ☐
58. Have you often felt restless and tired for no reason? Yes☐ No ☐
59. Have you ever cheated at a game? Yes☐ No ☐
60. Do you like doing things in which you have to act quickly? Yes☐ No ☐
61. Is (or was) your mother a good woman? Yes☐ No ☐
62. Do you often feel life is very dull? Yes☐ No ☐
63. Have you ever taken advantage of someone? Yes☐ No ☐
64. Do you often take on more activities than you have time for? Yes☐ No ☐
65. Are there several people who keep trying to avoid you? Yes☐ No ☐
66. Do you worry a lot about your looks? Yes☐ No ☐
67. Do you think people spend too much time safeguarding their future with savings and insurances? Yes☐ No ☐
68. Have you ever wished that you were dead? Yes☐ No ☐
69. Would you dodge paying taxes if you were sure you could never be found out? Yes☐ No ☐
70. Can you get a party going? Yes☐ No ☐
71. Do you try not to be rude to people? Yes☐ No ☐
72. Do you worry too long after an embarrassing experience? Yes☐ No ☐
73. Have you ever insisted on having your own way? Yes☐ No ☐
74. When you catch a train do you often arrive at the last-minute? Yes☐ No ☐
75. Do you suffer from "nerves"? Yes☐ No ☐
76. Do your friendships breakup easily without it being your fault? Yes☐ No ☐
77. Do you often feel lonely? Yes☐ No ☐
78. Do you always practice what you preach? Yes☐ No ☐
79. Do you sometimes like teasing animals? Yes☐ No ☐
80. Are you easily hurt when people find fault with you or the work you do? Yes☐ No ☐
81. Have you ever been late for an appointment or work? Yes☐ No ☐
82. Do you like plenty of bustle and excitement around you? Yes☐ No ☐
83. Would you like other people to be afraid of you? Yes☐ No ☐

P	E	N	L

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84. Are you sometimes bubbling over with energy and sometimes very sluggish? Yes☐ No☐

85. Do you sometimes put off until tomorrow what you ought to do today? Yes☐ No☐

86. Do other people think of you as being very lively? Yes☐ No☐

87. Do people tell you a lot of lies? Yes☐ No☐

88. Are you touchy about something? Yes☐ No☐

89. Are you always willing to admit it when you have made a mistake? Yes☐ No☐

90. Do you feel very sorry for an animal caught in a trap? Yes☐ No☐

PLEASE CHECK THAT YOU HAVE ANSWERED ALL THE QUESTIONS

PAGE NO	P	E	N	L
1.				
2.				
3.				
4.				
TOTAL				

Emotional Intelligence and Personality traits of Secondary School children.

extraversion
agreeableness
openness
conscientiousness
neuroticism

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PRINCIPAL
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Preparation of term paper (M.Ed)

1. Teacher made written tests essentially based on subject content

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.

I. 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: (2×1=2M)

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

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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. (2×1=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 (2×5=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

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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:

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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:

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IX) 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.

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

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.

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