

STUDENT COUNSELLING

**Case Study of A Child
with Deviant Behaviour**

CASE-STUDY

Definition :

Case study refers to an analysis of persons, groups, events, decisions, periods, policies, institutions or other systems that are studied holistically by one or more methods.

A case study research can be single or multiple case studies, includes quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions.

Importance of Case Study -

- 1) Case studies help to improve the learning experiences.
- 2) Case studies require application of a broad range of skills.
- 3) Case studies describe the problem in detail and solves a ~~problem~~ problem in an effective way.
- 4) It helps the researchers in knowing what, how, when and why to do.
- 5) It eliminates chances of a potential bias by giving an opportunity to gain a greater understanding of the subject under investigation.

Steps Involved in Case Study :

A case study has the following six steps:

- 1) Determine the research questions and carefully define it.
- 2) Choose the cases and state how data is to be gathered and which techniques for analysis are to be used.
- 3) Prepare to collect the data.
- 4) Collect the data in the field.
- 5) Analyze the data.
- 6) Prepare your report.

How to present a Case Study?

To make the presentation of your case study effective, the following points have to be covered :

- > Define the Objective.
- > Detailed description of the steps taken.
- > Define how the challenges were overcome.
- > Describe the results measured.
- > Conclude.

Case Study of a child with Deviant Behaviour

Introduction

Behaviour is seen as deviant when people are alarmed, angered, outraged or threatened by violation of what they consider right and proper. Generally, deviance is a violation of social rules which occurs when someone breaches a society's or group's widely held values and norms.

Objectives

1. To investigate the causes of deviant behaviour in a child.
2. To determine the experiences and effects of deviant behaviour in the child.

Data of the Child

Name : Anmol Singh
Age : 13 years
Gender : Male
Education : studies in class VII
Address : Vill. Bal Khurd, Amritsar
Educational Institution : GMS, Bal Khurd
Diagnosis : Deviant Behaviour

Chief Complaints Regarding The Child

As observed:

1. Sturred speech
2. Stammering
3. Extremely aggressive
4. Shabby clothing
5. Ignorance to hygiene
6. Easily irritated

Complaints from teachers:

1. Becomes angry at simple things.
2. Language is abusive
3. Blames others
4. Difficult to control
5. Uniform, notebooks etc. are not taken care of

Complaints from peers:

1. Is always ready to fight.
2. Try to injure others physically.
3. Annoys his seniors

History of Present Illness

The child use to stammer since the start, became aggressive since a few months.

Treatment History: Is presently under medication

100 Natal History : Everything was normal.

History of illness in family : Grandfather was mentally ill.

Interview With The Child

Q. What's your name?

A. Anmol Singh.

Q. Which is the name of your best friend?

A. I have no best friend.

Q. Why is this so?

A. I don't like anybody.

Q. Which is your favourite subject?

A. Social Science.

Q. Name the ~~union~~ territories of India.

A. Named ~~correctly~~.

Q. Do you like sports?

A. Yes, very much.

Q. Why did you beat up your classmate in

the field today?

A. He wasn't passing me the ball.

Q. Did you take your medications?

A. Yes, I did.

Q. How do you feel now?

A. I feel good.

Family Dynamics

1. Strict family
2. Large family size.
3. No younger child in the family
4. Parental rejection
5. Working mother
6. Absent father

Challenges

When aggressive, the child is extremely out of control. He is unwilling to talk or share his feelings. It was difficult to make him sit for an interview. His language is slurred and hence difficult to understand. The more the questions were asked, the more irritated he became. His family was difficult.

to contact to. The child himself was unwilling to talk about his family.

Results:

1. Aggressive behaviour
2. His behaviour affects his studies, social relations etc.
3. There is absence of guilt
4. Blames others to justify his behaviour.
5. Less academic achievement.

ACTION-RESEARCH

in schools, action research refers to a wide variety of evaluative, investigative and analytical research methods designed to diagnose problems or weaknesses whether organizational, academic or instructional - and help educators develop practical solutions to address them quickly and efficiently.

According to O'Brien, "action research is a natural way of acting and researching at the same time"

The role of action research in education has been acknowledged when Hutchinson and Lomax claim that action research is a research that "concerns with broader curriculum issues, and often with the administration and management of school and institutional change."

ACTION RESEARCH IN MATHS 6

Topic of Project:

Low performance in mathematics of grade six during the Bi-Monthly (Sept) exams.

2. Poor classroom participation of pupils in Math 6. Only 6 out of 25 participated meaningfully.

2. Investigator:

3. Objective of the Project:

- How to increase the performance of the pupils in Math 6.

4. Importance of Project for School:

Math helps us think analytically and have better reasoning abilities. It helps to think us critically about the world around us. Improvement in mathematics improves the overall grades, thus, helping both the students and school.

5. Field of Project:

To identify the causes of poor class participation and low performance in mathematics of grade six.

6. Specification of Project:

The problem is located in class of GMS Bal Khurd. The students of class 6 of

This school show poor participation in discussions, questionings etc.

Analyzing the Causes of Problem: The causes of the problems are identified through questionnaires, interviews, brainstorming or observations.

<u>Possible Causes</u>	<u>Priority</u> (Rank based on discussion)
Poor study habits.	4
Poor pupil ability in four mathematical operations.	1
Boring, dull, dry class	6
Unapproachable teacher	7
Absenteeism of pupils.	9
Infrequent Remedial class held for math 6.	2
Poor nutrition	3
Poor family support.	8
Low mental ability of students.	10

The analysis of the causes of the problem provides the basis for the formulation

of action hypothesis.

8. Formulation of Action Hypothesis:

The following plan of action is developed by considering the causes in (7).

<u>Strategy</u>	<u>Time Frame</u>	<u>Answers</u> <u>Item in (7)</u>
1) Strengthening of Remedial classes and focussing on four fundamental operations.	Sept-Oct	2, 6
2) Counselling / coaching / monitoring of the teachers by Math Co-ordinator as to how to: a. concretize abstract concepts b. make subject more interesting.	Sept-Oct	3
3) Principal counsels then monitors teacher-pupil relations	Sept-Oct	4

<u>Strategy</u>	<u>Time frame</u>	<u>Answers</u> from In(1)
1) Principal teachers to inform parents and govt. to talk about the impact of proper nutrition, tardiness of their children, poor family support on their children in PT meet.	Sept - Oct	5, 7, 8
2) Counsel students on absenteeism	Sept - Oct	5
3) Teaching the proper way of studying	Sep - Oct	1

Testing the Action Hypothesis:

<u>Strategy Implementation</u>	<u>Data Collected</u>	<u>Data Interpretation</u>
1) Strengthening of Remedial classes focussing on four fundamental operations.	Initial Data: 6 pupils OK in 4 operations Current Data: 15 pupils OK in 4 operations	Improved pupil skills on 4 operations

Strategy	Implementation	Data Collected	Data Interpretation
2.)	Counselling / coaching / monitoring of the teachers by the Coordinator as to how to	Initial Data: Teacher lacked teaching strategies	Improved teaching strategies
	a. Concretize abstract concepts b. make subject more interesting	Current Data: Teacher had varied strategies	
3.)	Principal counsels then monitors teacher-pupil relations	Initial Data: ok-ok pupil-teacher relationship	Improved teacher-pupil relationship
		Current Data: Good relationship	
4.)	Principal / teachers informing parents to talk about the impact of proper nutrition, tardiness in their children, poor family support on their children in PTM.	Initial Data: Showed interest	Unsuccessful Intervention
		Current Data: Showed lack in interest	
5.)	Counselling students on absenteeism.	Initial Data: 9 absce students	Marked improvement in attendance
		Current Data: 2 absce students	

<u>Strategy Implementation</u>	<u>Data</u>	<u>Data</u>
Teaching proper way of studying	Collected	<u>Interpretation</u>
	<u>Initial Data:</u>	Improved
	Satisfactory way	study
	<u>Current Data:</u>	habits
	Very satisfactory	

10. Evaluation:

<u>Problem Indicators</u>	<u>Initial Data</u>	<u>Current</u>
<u>Data</u> Average grade in math	76.8%	84.2%
No. of participants active	6 out of 25	15 out of 25

a. Findings:

All the strategies brought improvements except the strategy 4.

b. Conclusion:

Most actions taken were successful. Seemed to have contributed in raising grade in Math and increasing active participation in class discussion. As follow up, need to improve PTM channel.

MAINTAINING DOCUMENTS

Student's Attendance
Register

RESULT REGISTER

BI-Monthly (Sept)

RESULT RECORD

Sr. No.	Name of Student	Father's Name	D.O.B.	English	Hindi	Punjabi	Maths	Science	Social Science	Computer	Art	Physical Education	Marking	Total Marks	Grade	Attendance
1	Amandeeps		14.2.12	40	45	38	27	35	35	45	45	30	308	380	III	
2	Amanpreet		19.6.12	38	40	38	23	31	28	33	29	44	280	380		
3	Balbir S.		25.3.12	29	35	38	27	27	25	34	27	42	210	380		
4	Gurvy		26.8.12	16	25	23	23	16	14	22	24	41	215	380		
5	Gargandeep		27.1.12	25	43	38	33	31	31	33	45	44	335	380	I	
6	Arshtideeps		6.11.12	38	42	40	36	28	27	35	26	44	278	380		
7	Harpreet		12.9.12	35	40	36	27	30	30	35	32	44	271	380		
8	Taspals		5.7.12	14	22	21	09	15	13	25	34	31	181	380		
9	Jiya		6.3.12	35	38	28	28	27	27	32	21	42	270	380		
10	Khushboo		15.6.12	33	32	35	35	28	28	36	27	45	300	380		
11	Kirandeep		8.4.12	22	23	26	13	17	17	22	28	43	211	380		
12	Krishans		7.4.12	15	23	21	14	15	15	23	27	31	182	380		
13	Kushatdeep		6.8.12	31	41	37	25	27	31	33	35	44	304	380		
14	Lakshwars		12.9.12	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	-	380		
15	Lovedeeps		13.8.12	35	43	35	31	30	27	37	28	43	309	380	II	
16	Manisha		6.8.12	32	32	37	20	29	26	33	32	42	283	380		
17	Manmeet S.		9.11.12	38	47	29	38	28	28	38	29	44	313	380		
18	Paramjit		16.8.12	32	40	40	20	28	24	34	29	45	292	380		
19	Rajbir K.		16.9.12	35	36	39	24	29	27	32	35	40	297	380		
20	Ravneet S.		17.11.12	31	41	40	40	29	27	34	30	46	256	380		
21	Rohitdeep		24.1.12	30	39	38	29	31	22	28	28	40	255	380		
22	Sandeep		30.2.12	37	41	38	27	26	24	33	40	44	250	380		
23	Shrishti		6.8.12	31	38	38	35	30	28	35	27	41	270	380		
24	Simranjit		4.4.12	30	29	38	21	31	29	33	26	43	250	380		
25	Sydneydeep		5.6.12	23	40	27	22	19	20	22	24	39	241	380		
26	Sydnali		6.5.12	18	41	32	32	28	30	26	28	48	293	380		
27	Surandeep		6.7.12	19	32	40	35	29	27	37	26	41	286	380		
28	Surandeep		9.8.12	27	29	27	21	24	23	29	28	37	245	380		
29	Talwinder S.		8.6.12	21	29	19	12	14	19	22	24	31	182	380		
30	Tarandeep		13.11.12	24	18	Ab	19	13	Ab	Ab	28	20	102	380		
31	Vanshdeep S.		11.2.12	24	31	25	20	20	17	30	25	30	225	380		

Principal

Exam Incharge

Rechecker

Class VI Teacher

STOCK REGISTER

STOCK REGISTER

DATE OF RECEIPT	NAME OF ARTICLES WITH FULL DESCRIPTION	NO. OR QUANTITY OF ARTICLE	RATE	AMOUNT RS. P.	FROM WHICH SUPPLIED	NO. AND DATE OF VOUCHER	AUTHORITY FOR PURCHASE	ARTICLE'S REMOVED FROM REGISTER		SIGN.	REMARKS
								DATE	WHY REMOVED		
27/3/11	Glass Slab	6 pcs	45/-	270/-	Delux Scientific Store	101 28/3/11	Head of School				
27/3/12	Bar Magnet	6 pcs	45/-	270/-	Newton Sci. Co.	916 28/3/12	Head of School	12/12/12	damaged	Head of School	
2/4/12	China Dishes	4 pcs	55/-	110/-	Newton Sci. Co.	218 3/4/12	Head of School				
3/5/13	Spirit Lamp	1 pc	65/-	65/-	Newton Sci. Co.	123 4/5/13	Head of School				
16/7/13	Fiber Paper	2 pc	30/-	60/-	Newton Sci. Co.	112 17/7/13	Head of School				
17/9/13	Wire Gauge	2	10/-	20/-	Delux Scientific Store	121 18/9/13	Head of School	18/11/13	Lost	Head of School	
2/10/14	Metre Scale Full	2	20/-	40/-	Newton Sci. Co.	129 13/10/14	Head of School				
13/11/15	One way Key	1	85/-	85/-	Newton Sci. Co.	141 14/11/15	Head of School				
14/12/15	Glass Jar	2	40/-	80/-	Delux Scientific Store	151 15/12/15	Head of School				

**ADMISSION AND
WITHDRAWAL
REGISTER**

STUDENT ADMISSION AND WITHDRAWAL REGISTER

DATE OF ADMISSION	SERIAL NO.	NAME OF STUDENTS	DATE OF BIRTH	FATHER'S NAME	MOTHER'S NAME	ADDRESS	CLASS TO WHICH ADMITTED	CLASS TO WHICH WITHDRAWN	DATE OF WITHDRAWN	FEE	FUND	FINE	TOTAL	REMARKS
16/2/19	1.	Mehlab Singh	5.11.06	Navneet Singh	Navpreet Kaur	Dehra, Kherke Sahib	VII							
18/2/19	2.	Abhishek Karam	11.9.04	Jagjit Karam	Anju Bala	Bal Khurd Asr	VIII							
19/2/19	3.	Karampreet Singh	18/1/04	Rajinder Singh	Rekha Kaur	Bal Khurd Asr	VIII							
20/3/19	4.	Farida	26.5.05	Farooq	Afreen	Namli Asr	VII							
25/3/19	5.	Gursewak Singh	1.01.06	Satinder Singh	Harjot Kaur	Bal Khurd Asr	VII							
27/3/19	6.	Kirandeep Kaur	8.9.06	Taranjot Singh	Manjit Kaur	Fategarch Chubiza Road Asr	VII							
28/3/19	7.	Anmol Singh	28.9.05	Jagdeep Singh	Norinder Kaur	Bal Khurd Asr	VIII							
13/4/19	8.	Arshdeep Singh	17.5.04	Jaswan Singh	Simran Kaur	Bal Khurd Asr	VIII							

STUDENT ADMISSION AND WITHDRAWAL REGISTER

DATE OF ADMISSION	SERIAL NO.	NAME OF STUDENTS	DATE OF BIRTH	FATHER'S NAME	MOTHER'S NAME	ADDRESS	CLASS TO WHICH ADMITTED	CLASS TO WHICH WITHDRAWN	DATE OF WITHDRAWN	FEE	FUNO	FHE	TOTEL
17/4/19	9.	Rupnandeep Kaur	17.1.06	Rasnal Singh	Sarbjit Kaur	Fateh Chaman Road, Asr	VII						
18/4/19	10.	Johanpreet Singh	26.6.04	Gurpal Singh	Randeep Kaur	Bal Khura Asr	VIII	VIII	01.05.19				
20/04/19	11.	Navtej Singh	21.1.04	Jaspreet Singh	Herman Kaur	Nangli Asr	VII						
24/4/19	12.	Rajleen Kaur	20.1.04	Sarbjit Singh	Karamjit Kaur	Bal Khura Asr	VIII						
26/4/19	13.	Hargya Singh	9.9.05	Johandeep Singh		Bal Khura Asr	VII						
30/5/19	14.	Sumandeep Kaur	1.11.06	Raghuraj Singh	Sharan Kaur	Bal Khura Asr	VI						
30/5/19	15.	Sandeep Kaur	6.8.06	Davinder Singh	Kuljit Kaur	Bal Khura Asr	VI						

ORGANIZING ACADEMIC AND CULTURAL EVENTS

Co-Curricular Activities

In-curricular activities are the programmes and learning experiences that complement in some way the theoretical knowledge provided to the students.

It helps in development of objective and psychomotor domain of mind. Moreover, it helps in personally development (a-learner) for activities are meant to bring social skills, intellectual skills, moral values, personality, progress and character aspect in students. It includes exhibits, cultural events, library activities, science lab activities, classroom activities, creative arts and recreation etc.

Real aspects of co-curricular activities of school is that they are part of an activity and order of teaching and learning program existing for both students and teachers through classroom activities. Like games, debates, sports, hobbies. There are co-curricular activities are essential for every student along with academics.

Some of the activities performed in the schools related to us under T.P are discussed

Avoid caution that many Arabic words are disappearing from common use, the state school education department has launched a programme in government schools to teach students a core word in English daily. These word of the day, supplied by the education department is taught to students in the morning assembly.

One of such words is 'Unacad' which means 'bar'.

Also, an English word is also seen in help students to improve vocabulary and understanding of the language.

Some of the English words were: Morphology, novel, equity, parallel, artistic etc.

The word of the day comes along with a detailed description in its origin, meaning, usage, synonyms, antonyms etc. and then in the teacher assembly the school head explains it during the knowledge of their own. A use of contributed by explaining the meaning are in my experience.

MPP

is of need, the ambitious project has been launched in 1000 government schools for the students studying in class VI to XII in the state.

The object of Udaan is the improvement of school the general knowledge level besides making the student eligible for competitive exams " said Ujjwal Education Minister Sibender Singh Mahto.

He said through this project students will be made aware about the current national and international affairs so that they can appear in the competitive exams after passing class X and XII examination.

Prime government has also organized training in the staff of 10000 schools in the state and after completion of training 400000000 schools are brought in under the ambit of Udaan.

This project was also undertaken by Chief Minister in which the students were made aware

of general awareness in the morning assembly. If the questions related to the subject of Science were explained by the Science teachers, similarly being a teacher of mathematics I used to solve and explain all the problems of mathematics in lesson on the blackboard. The students used to actively take part in the project and all of the solving knowledge provided to them by the teacher.

One of the most important efforts made in this regard was providing a BSAI (National Curriculum for the school) aligned course translation for the lesson project. It requires Internet accessibility. Monthly tests are also conducted for the same every month over the Internet.

SCIENCE FAIR

As per the notification issued by the Education Department, the schools in the state had been instructed to organise a one day school-level Science Fair' between Oct 3 to Oct 7 under Panch Funtab, Pancha Panchi project. The school as per their convenience can choose one day from three given days. However, Pal Block and Jyoti District levels were organised in November.

From class VI to I are supposed to participate to enhance the purpose of actively-oriented, easy and effective learning. The 'Science Fair' in Pal Block was organised on Oct 7, 2014 under the guidance of Ms. Smita Sharma, the science teacher of the school. All three classes (VI, VII & VIII) participated actively in the fair. Each class was divided into pairs of the weak student with superior student which helped in developing a sense of collaborative and co-operative learning.

Under Ms. Smita's guidance, the students made charts of their respective

activities. Students were provided with the
400 experimental apparatus, rheostats,
resistors etc.

Some of the students also
made small wiring & model like
conductors of electricity, lamps, electric
motor etc.

Higher authorities from the
school less for pain will be invited
to inspect our program the efforts
made by the children.

Pr. G. G. G. helped the
students by preparing them the circuit
charts and explanations. It was a pleasure
working and guiding the students under
the supervision of Mrs. Smita Sharma.

ASSESSMENT OF STUDENT LEARNING

CORRECTION OF
HOME - WORK NOTE BOOK

ASSESSMENT OF STUDENT LEARNING

CONSTRUCTION, ADMINISTRATION
AND ANALYSIS OF ACHIEVEMENT TEST

ACHIEVEMENT TEST

An achievement test is a test of developed skill or knowledge. The most common type of achievement test is a standardized test of elementary skills and knowledge learned in a given grade level usually through planned instruction, such as in a library or classroom. Instruction of measures present proficiency, mastery and understanding of general and specific areas of knowledge.

According to Cronbach "An achievement test is now designed to measure a student's grasp of some body of knowledge or his proficiency in certain skills."

According to Soper "An achievement test or proficiency test is used to determine what good shows which have been learned or how well a job can be performed."

According to Ekin "Any test that measures the attainments or accomplishments of an individual after a period of training or learning is called achievement test. It helps to measure the student in next class."

CONSTRUCTION OF ACHIEVEMENT TEST

Subject: Maths

Total Marks: 30

Class: 7

Time: 80 mins

WEIGHTAGE TO OBJECTIVES

Sl No.	Objectives	Marks	%
1	Knowledge	5	16.67
2	Understanding	5	16.67
3	Application	20	66.67

WEIGHTAGE TO CONTENT

Sl No.	Content	Marks	%
1	Triangles	9	30
2	Algebraic Expressions	7	23.33
3	Exponents of Powers	9	30
4	Practical Geometry	5	16.67

WEIGHTAGE TO FORM OF QUESTIONS

Sl No.	Form of question	No. of ques.	Marks	Percentage
1	Objective	8	8	26.67
2	Short Answer	6	12	40
3	Essay	2	10	33.33

QUESTION PAPER

Subject: Maths

Date: / / 2019

Class: 7

Time: 30 mins

Max marks: 7

Instructions: (i) All questions are compulsory.
(ii) There are three sections (A, B and C).

Section A consist of 2 questions of 1 marks each.
Section B consist of 4 questions of 2 marks each.
Section C consist of 2 questions of 5 marks each.

Section - A (2x1 = 2 marks)

1) A triangle has only one median (T/F)
2) Sum of all the interior angles in a triangle is

3) Add x to 2 times y . State the result.

4) Try the given Section, find the value of x

(i) x (ii) x (iii) x (iv) x

5) Initial is the value of 20°

6) $x^2 + 2xy + y^2$ is the coefficient of y in

7) State whether any two like or unlike terms

8) Find $7^5 \times 7^0$

Section-B (6x5=12 marks)

9) Find x in the given diagram

10) Add $x^2 + 3xy$ and $3x^2 - 4y^2$

11) Subtract $7x^2y^2$ and $3x^2 - 4y^2$

12) Simplify $7x^2y^2$ and write the answer in terms of powers

13) Which is greater: $4x^2$ or $3x^2$? Explain.

14) Subtract $10x^2y^2$ from $12x^2y^2$

15) What is the value of $(4x^2)^2 + (3y^2)^2 + (2z^2)^2$?

Section-C (5x5=10 marks)

15) A stair is built against a wall to reach the window at a height of 4 metres from the floor. The distance of the foot of the stair from the wall is 3 metres. Find the length of the stair.

16) Construct a triangle ABC such that AB = 3cm, AC = 7cm and $\angle A = 60^\circ$

Sectionung Dreie

Section-A

1) Falsch

2) 180°

3) IIII

4) IIII

5) IIII

6) IIII

7) IIII

8) IIII

9) IIII

10) IIII

11) IIII

12) IIII

13) IIII

14) IIII

15) IIII

16) IIII

17) IIII

18) IIII

19) IIII

20) IIII

21) IIII

22) IIII

23) IIII

24) IIII

25) IIII

26) IIII

27) IIII

28) IIII

29) IIII

30) IIII

31) IIII

Section-B

1) $x + 60^\circ + 70^\circ = 180^\circ$ (Angle Sum Property)

2) $x + 180^\circ = 180^\circ$

3) $x = 180^\circ - 180^\circ = 0^\circ$

4) $x = 180^\circ - 180^\circ = 0^\circ$

5) $x = 180^\circ - 180^\circ = 0^\circ$

6) $x = 180^\circ - 180^\circ = 0^\circ$

7) $x = 180^\circ - 180^\circ = 0^\circ$

8) $x = 180^\circ - 180^\circ = 0^\circ$

9) $x = 180^\circ - 180^\circ = 0^\circ$

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16) $x = 180^\circ - 180^\circ = 0^\circ$

17) $x = 180^\circ - 180^\circ = 0^\circ$

18) $x = 180^\circ - 180^\circ = 0^\circ$

19) $x = 180^\circ - 180^\circ = 0^\circ$

20) $x = 180^\circ - 180^\circ = 0^\circ$

21) $x = 180^\circ - 180^\circ = 0^\circ$

$$\frac{x^2 + 2xy + y^2}{4x^2 + 2xy + y^2} = \frac{4}{9}$$
$$\frac{(x+y)^2}{(2x+y)^2} = \frac{4}{9}$$
$$\frac{x+y}{2x+y} = \frac{2}{3}$$
$$3(x+y) = 2(2x+y)$$
$$3x + 3y = 4x + 2y$$
$$3x - 4x + 3y - 2y = 0$$
$$-x + y = 0$$
$$y = x$$

$$\frac{3x^2 + 2xy + y^2}{4x^2 + 2xy + y^2} = \frac{4}{9}$$
$$\frac{3x^2 + 2xy + x^2}{4x^2 + 2xy + x^2} = \frac{4}{9}$$
$$\frac{4x^2 + 2xy + x^2}{4x^2 + 2xy + x^2} = \frac{4}{9}$$
$$\frac{5x^2 + 2xy}{5x^2 + 2xy} = \frac{4}{9}$$
$$1 = \frac{4}{9}$$

12) $4x^2 + 2xy + y^2 = 9$

13) $4x^2 + 2xy + y^2 = 9$

14) $4x^2 + 2xy + y^2 = 9$

15) $4x^2 + 2xy + y^2 = 9$

16) $4x^2 + 2xy + y^2 = 9$

17) $4x^2 + 2xy + y^2 = 9$

18) $4x^2 + 2xy + y^2 = 9$

19) $4x^2 + 2xy + y^2 = 9$

20) $4x^2 + 2xy + y^2 = 9$

$$(12) 10x^2y - 4x^2y = (10-4)x^2y = 6x^2y$$

$$10x^2y - 4x^2y = 6x^2y$$

Section-C

(15) When a stair is built against a wall, a right angled triangle is formed.

According to Pythagoras theorem,

$$(\text{length of stairs})^2 = 4^2 + 3^2$$

$$= 16 + 9 = 25$$

3m

∴ length of stairs = 5 metres.

(16)

Steps of construction

i) Draw $\overline{AC} = 7\text{cm}$.

ii) Draw $\angle EAC = 60^\circ$.

with compass.

iii) cut the line eq.

for more such that

$\angle AEC = 20^\circ$

(17) $\triangle ABC$

(18) $\triangle ABC$ is $\triangle ABC$

Practical Exercise

ADMINISTRATION OF ACHIEVEMENT TEST

After the construction of the test, it

was conducted on 4th of November, 2019 and was administered in the following

ways:

- (i) Open Script: The time limit of test was 60 mins. It was conducted by rotating the first two periods of class. The time was so designed that Section A would take 15 mins, 30 mins for Section B; 25 mins for Section C and 10 mins for first sitting. The question paper and at the end of the provision of answers.

(ii) The room, desks and furniture: The test was conducted in the classroom of 7th standard. Six out of 21 students were present. There were 9 desks arranged in 2 columns. At the extreme columns, one student was seated at each desk. In the middle time, four students were seated at each desk. The question paper and answer sheet were provided. Each student had to write the answers using a blue pen, pencil and scale. Compass were required for constructions work.

Q11) Observation: Most were low towards below to keep an eye on the students Mr. Anandesh Singh (Maths teacher) and 9

ANALYSIS OF ACHIEVEMENT TEST RESULT RECORD

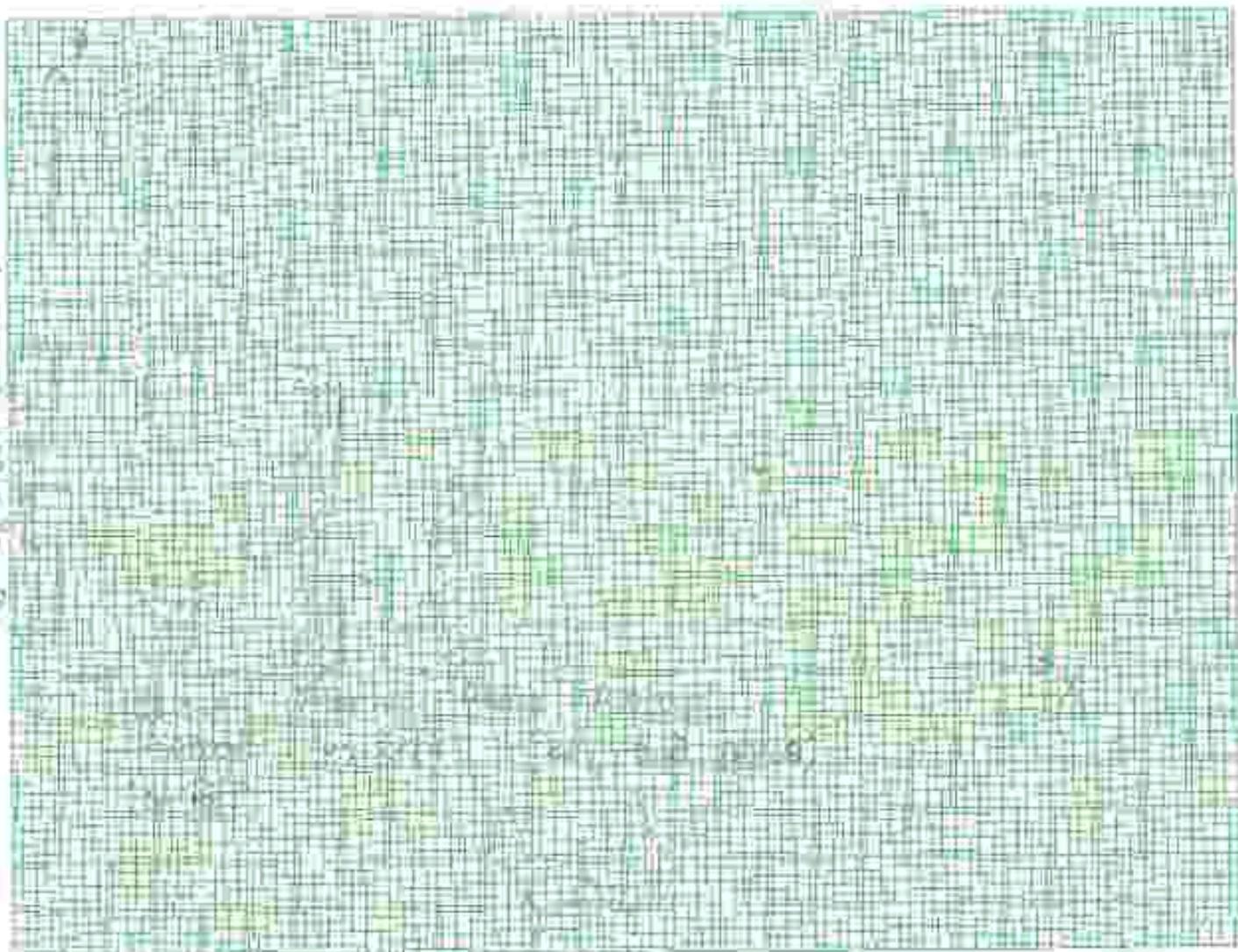
Sl. No.	Student's Name	Marks
1	Anwarpreet Singh	20
2	Sajinder Singh	20
3	Arvi Singh	17
4	Harmandeet Singh	29
5	Harjot Kaur	27
6	Tarsh Singh	11
7	Kangrool Khaw	25
8	Kirtiha	18
9	Nandeeb Singh	19
10	Mandeef Kaur	10
11	Pharwal Kaur	08
12	Sarjool Kaur	12
13	Poojiv Singh	21
14	Shruti Kaur	16
15	Rishi Kaur	15
16	Rishi	24
17	Saharpreet Kaur	25
18	Kahani Kaur	18
19	Koki Kaur	15

Sr. No	Students Name	Marks
22	Kabir Singh	28
23	Sandeep Kaur	40
24	Shivani	18
25	Shraddha Kaur	18
26	Jeewan Singh	40
27	Vishal Singh	25
28	Vishal	20
29	Vanshika	40

Evaluation

Except three students, all the others out of 29 students who attempted the test scored above 10% of marks. Hence, these three students fall under the category of 'Below Average' i.e. student scored 'below an out of 20' which means their percentage above 10% and hence they are the 'Above Average' students. The most of the students with marks lying between the range of 10-30 are 14% and the range of 40-50 are 14% students.

No. of students →



ASSESSMENT OF STUDENT LEARNING

**Preparation of Diagnostic
Test Followed by
Remedial Measures**

Diagnostic Test

The term diagnosis has been borrowed from the medical profession. It means identification of disease by means of particular symptoms. After careful analysis, the prescriber the medicine as individual treatment.

Similarly, in the field of education, diagnosis has many such implications. All faults in learning occur frequently at all levels and among pupils of both high and low mental ability. In order to handle such cases, the teacher also uses similar technique like a nation to diagnose the mistake, strengths and weaknesses of pupil in the specific area of study and analyse the causes for the same and often provides remedial measures as per necessity.

Some features of diagnostic test:

- (i) It is more often limited to low ability students.
- (ii) It is confined to certain.
- (iii) It is much more comprehensive.
- (iv) It focuses on individual's educational weakness or identifying gaps in pupils.

DIAGNOSTIC TEST

Topic: Basic Maths Operations

Date: 10/10/19

Class: VI

Total Marks: 20

General Instructions:

1. There are 20 multiple choice questions.

2. All are compulsory.

3. Each question has 4 choices and you have to choose one of them.

4. Each question carries 100 marks.

POST-TEST

(Session - 2019)

1) $302165 + 3065 + 12431 + 22 + 506 =$

- a. 381802 b. 318252 c. 318024 d. 318602

2) 501003

- 380258

3) 480145 b. 4180345 c. 421025 d. 4186645

4) 4085

$\times 507$

5) 45697140 b. 4687704 c. 4605081 d. 4629304

11) $5x^2 - 0.6 + 31 + 1.0 - 202 + 6^2 =$

a. $0.9 - 31.6$ b. 90.613 c. 90.381 d. 90.163

12) $86.8 - 1.262 =$

a. 85.038 b. 850.88 c. 0.5038 d. 8.035

13) 4.08

$\times 3.5$

a. 0.13464 b. 13.464 c. 13.466 d. 13.464

14) Find the product of 212 and 314

a. 5.174 b. $5^2/12$ c. $5.6/2$ d. 5.84

15) What is the supplement of $2\frac{3}{4}^\circ$

a. 411 b. 311 c. 811 d. 111

16) What is the value of $(314 + 212) \div 516 =$

a. $1\frac{1}{10}$ b. $1\frac{5}{10}$ c. $1\frac{5}{10}$ d. $1\frac{7}{10}$

17) What is the value of $(0.62 - 0.149) \div 0.1 + 4.97$

a. 5.5 b. 6.5 c. 7.5 d. 8.5

11) 8^x is the exponential form of
a. 8x3 b. 8^{-3} c. 8x8 d. $2 \times 2 \times 2 \times 2$

12) Five 38¢ of 50¢
a. 190 b. 200 c. 210 d. 220

13) 25% of what number is 15%
a. 38 b. 48 c. 58 d. 68

14) Which are the prime numbers (10 to 100)
a. 11, 13, 19, 23, 29 b. 11, 13, 17, 19, 23, 29
c. 11, 12, 13, 17, 19, 23

15) Which is 556 781 545 to nearest million?
a. 500 000 000 b. 560 000 000
c. 550 000 000 d. 568 000 000

16) 61.23
x 2.6

a. 159 198 b. 159 078 c. 159 198 d. 159 198

17) $82.08 \div 2.2 =$
a. 37.3 b. 37.3 c. 37.3 d. 37.3

18) $8.6 + 14 + 2.9 =$
a. 25.5 b. 25.5 c. 25.5 d. 25.5

(1) Find $\sum_{i=1}^n x_i$ of 5.83 =
 $\sum_{i=1}^n x_i = 6.156$ $\sum_{i=1}^n x_i^2 = 6.756$

and $\sum_{i=1}^n x_i^2 =$ $\sum_{i=1}^n x_i$ $\sum_{i=1}^n x_i^2$
 $\sum_{i=1}^n x_i =$ $\sum_{i=1}^n x_i$ $\sum_{i=1}^n x_i^2$

RESULT OF POST TEST

Sr.	Names	Marks	Sr.	Names	Marks
1	Amarendra Singh	16	12	Amarendra Singh	16
2	Bellari Singh	13	13	Manish	13
3	Sudh	01	14	Monpreet Singh	11
4	Ayazatkeep Kaur	05	15	Manpreet Kaur	10
5	Karnaei Kaur	14	16	Karnab Singh	18
6	Tarjari Singh	12	17	Sandeep Kaur	17
7	Tiya	03	18	Sumanpreet Kaur	14
8	Krushnan	14	19	Jayanti Singh	15
9	Krishan Singh	01	20	Amarendra Singh	15
10	Ashwini Kaur	03	21	Vanshika Singh	12
11	Prabhu Singh	08	22	Valbhav	14

Identifying students that are Below Average:

A diagnostic test was conducted on 10/11/19 after the poor performance of students in Mathematics grade 8 (B. Math by (Sept)).

91 were found that 6 out of 25 students scored below average marks, i.e. below 8 out of 30.

Essential Measures:

The following several measures were taken:

1. Developing Learning Resources:

In this, children were made to understand by way of exercises and multiplication examples that addition and subtraction concepts involve combination and nature of answer is to increase whereas subtraction and division involve partitioning and nature of the answer is to decrease.

2. Instructional Techniques:

The complex tasks were divided into simple sub-tasks. The children were allowed to master these skills at their own pace. In order to keep up the children's confidence, encouragement through star system was also given.

3. Teaching Fundamental Math:

Before introducing two digit addition,

addition of tens and hundreds was taught. The concept of subtraction was achieved through a directive method of teaching in which children are required to manipulate colorful number blocks and beads. The relation between addition and subtraction. The modeling of multiplication of tens, hundreds and thousands was taught first. Money and some pictorial representations were used to teach division.

These mental measures were taken for one week. 122, 110, 101, 1011.

RE-TEST

After one week, a diagnostic test of word problem type questions of all grade in 3rd grade was taken for these students. The results were better than previous test.

Results of Re-test

Sr.	Names	Marks	Sr.	Names	Marks
1	Bunty	11	4	Krishan Singh	07
2	Madhukesh Kaur	12	3	Kishor Singh Kaur	11
3	Trina	12	5	Shandeep Kaur	12

From the result, it was inferred that
there was an improvement in the student
with the help of nonverbal measures. This
increased the overall performance of
the whole classroom.

Handwritten signature or initials in red ink.



Estd. 2005

KHALSA COLLEGE OF EDUCATION

Ranjit Avenue, Amritsar (Punjab)

Re-accredited 'A' Grade by NAAC *Recognized by NCTE & UGC under Section 2(F) and 12(B)



SCHOOL-WISE INTERNSHIP REPORTS

Name of School: *Ajanta Public School, Amritsar*

REPORT

To give an insight about the school environment to the students, institution organises Internship according to the syllabus prescribed by university. Under this program, students get to know about the different activities conducted in the school and get their hands on classroom teaching. The students are taught how to prepare timetable, organise academic and cultural events, maintain documents, concluding assessments and preparing progress reports. Since counselling and student mentoring is becoming an important part of school environment these upcoming teachers are also trained to become a perfect counsellor and mentor for their students when they enter in their working environment.



Teaching Practice Incharge

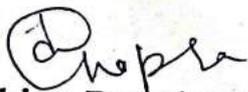


**Principal
Khalsa College of Education
Ranjit Avenue, Amritsar**

Name of School: Madhav Vidya Niketan Senior Secondary School,
Amritsar

REPORT

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Teaching Practice Incharge



**Principal
Khalsa College of Education
Ranjit Avenue, Amritsar**

Name of School:

Sri Guru Harkrishan Public School, Basant Avenue, Amritsar

REPORT

To make students more comfortable and aware of the school environment, the institution organises internship according to university norms. Internship programme is executed through collaboration with different private and government schools. Under this program, students get to know about different activities carried out in school. They are also taught various other things like how to prepare timetable, organise academic and cultural events, maintain documents, preparing assessments, conducting parents-teachers' meetings and making progress reports. Understanding the importance of counselling and mentoring, the students are provided opportunity to conduct mentoring sessions once a week. The students are also trained and motivated to be a part of counselling cell available in the school.

Navdeep K...
Teaching Practice Incharge

SP Dhull
**Principal
Khalsa College of Education
Ranjit Avenue, Amritsar**

Name of School: Sri Guru Harkrishan International School, Amritsar

REPORT

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Nankuresh

Teaching Practice Incharge

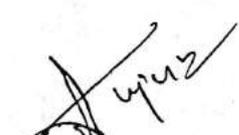
Spoune

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Khalsa College of Education
Ranjit Avenue, Amritsar**

Name of School: Khalsa College International School, Amritsar

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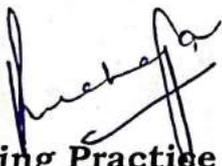

Teaching Practice Incharge


Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

Name of School: Government Senior Secondary School, Vichova.

REPORT

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ACCREDITED 'A' GRADE BY NAAC

*RECOGNISED BY NCTE *AFFILIATED WITH GNDU, AMRITSAR & RECOGNISED BY UGC UNDER SECTION 2(f) & 12 (B)

Ref. 10006

Date 26/7/19

The Principal

Ajanta Public School
Amritsar.

Respected Sir/Madam

It is for your kind information that school internship for B.Ed which is of 15 weeks duration is starting from the month of August. During this period the student teachers are to be given a rich and comprehensive experience of teaching in schools. The institution had already groomed and refined the teaching skills of the student teachers in the college itself through orientation programme. This power packed programme would surely enable them to shoulder the multifarious responsibilities expected of a teacher in an effective & efficient manner viz:

- Preparation of Time Table/School Calendar
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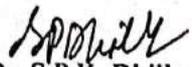
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So you are requested to allow our student teachers to join internship programme in your esteemed institution.

We hope for your kind cooperation.

Thanking You

Yours Sincerely


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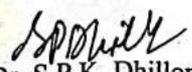
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The Principal

Shri Gurus Harkrishan Public School
Basant Avenue, Amritsar

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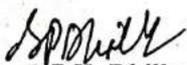
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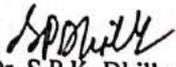
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KHALSA COLLEGE OF EDUCATION RANJIT AVENUE, AMRITSAR

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*RECOGNISED BY NCTE *AFFILIATED WITH GNDU, AMRITSAR & RECOGNISED BY UGC UNDER SECTION 2(f) & 12 (B)

Ref. 10006

Date 26/7/19

The Principal

Govt. Senior Secondary School
Lopoke.

Respected Sir/Madam

It is for your kind information that school internship for B.Ed which is of 15 weeks duration is starting from the month of August. During this period the student teachers are to be given a rich and comprehensive experience of teaching in schools. The institution had already groomed and refined the teaching skills of the student teachers in the college itself through orientation programme. This power packed programme would surely enable them to shoulder the multifarious responsibilities expected of a teacher in an effective & efficient manner viz:

- Preparation of Time Table/School Calendar
- Maintenance of School Records & Registers
- Preparation and Administration of Achievement Test
- Preparation of Case Study
- Action Research
- Organisation of Morning Assembly, Declamation Contest. Debates etc.
- Organisation of NSS Camps/NCC activities

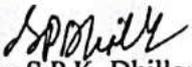
After this orientation programme, the student teachers have to join internship programme at different schools but as per the instructions from the Department of School Education, Punjab, the school internship of B.Ed students has to be interned in Government Schools from session 2019-2020 but till date we have not received any plan of action from Government in this regard.

So you are requested to allow our student teachers to join internship programme in your esteemed institution.

We hope for your kind cooperation.

Thanking You

Yours Sincerely


Dr. S.P.K. Dhillon
Principal

Principal
Khalsa College of Education
Ranjit Avenue, Amritsar