Name: Gaikwad Pooja Kishan

Class: B.Ed.-Second Year (IIIrd Sem.)

Subject: Childhood and Growing Up
(BEDCC - 301)

Roll No:- 20

"Case Study Of An Adolescent Learner"

College Name: Swami
vivekanand college of educati
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＊ CONTENT ＊

✳ case study :-

- The document discusses the case study method of qualitative research. It defines a case study as an in-depth analysis of an individual, group or event. The case study method involves two stages : diagnosis where information is collected to analyze the causes of a problem, and treatment where the clinician tries to modify behavio and the environment. Key steps in a case study include identifying the problem, collecting and analyzing data from multiple sources, identifying causes, and suggesting and implementin remedial measures. While time-consuming, case studies provide comprehensive understanding of individual behaviour in context.

- case studies can be used as teaching tools to help students develop analytical skills and apply their skills to real-world situations. They can also be used to inspire further theoretical inquiry.

① **Introduction :**

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

→ This is qualitative method of study emphasizes detailed contextual analysis of a limited number of events or conditions and their relationships.

→ Researchers have used the case study research method for many years across a variety of disciplines.

→ case study can be used in a variety of fields including psychology, medicine, education anthropology, political science and social work.

→ A case study is deep and intensive study of a particular social unit, the field of case study method is limited but it aims at studying all aspects of a social unit

→ case study in management is very important, than any other stream of study. student needs to prepare for case studies more diligently.

② <u>Aim of Case study :-</u>

*   To provide research into the opportunities within the retail department of increased sales through longer service times spent with the customer.

* study a subject on depth.

* to give the suggestors to removal of the behavioural problems.

* The objective of case study method is to get an insight into the factors that account for the behaviour pattern of the given unit in an integrated totality.

* case studies help in developing communication skills among students. case studies develop self-study habits of the students. case studies facilitate inter disciplinary learning. case studies motivate students to take part in classroom activities which promotes learning.

③ Meaning, Definition Of Case Study:

* A case study is an in-depth study of one person, group, or event. case study involves the intensive investigation of the particular case or an individual. A case is a research strategy and an empirical inquiry that investigates pheno-menon within its real-life context.

* Yin, 1984 :-

   Defines a case study as an empirical enquiry that Investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.

* Mitchell (1983) :-

   Holds that case study is not just a narrative account often involves event or a series of events but it involves analysis against an appropriate the theore-tical framework or in support of theoretical conclusions.

* **PV Young :-**

case study is a comprehensive study of a social unit, be it a person, a group of persons, an institution, a community or a family.

* Characteristic of case Study :-

This method is applicable to an individual case or an institution. This method involves a clinician and an individual having behavioral problems or an institution with some problems. This method employs the method of diagnosis and method of treatment. case study carried out under two stages namely stage of diagnosis and state of treatment.

• **continuity in study -**

Continuous and prolonged study of situations is necessary till the underlying factors are explored and plausible patterns of their interaction/relationship identified.

• **completeness** - A case study involves extensive collection of data concerning interval as well as external environment of the unit under study.

- <u>confidential recording</u> –
  Documentation during a case study needs to be maintained with utmost secrecy.

* <u>Steps in conducting a case study :-</u>

- Step 1 – Locating a case to be studied.

- Step 2 – collection of Data.

- Step 3 – Treatment and Interpretation of Data

- Step 4 – A conclusion is drawn on the basis of analysis and discussion. The work is then properly recorded.

* <u>Process of constructing case Studies</u>

- Step 1 – Assemble the raw case data.

- Step 2 – construct a case record.

- Step 3 – Write a case study narrative.

- Step 4 – Analysis

* <u>This process includes following components</u>

- Designing initial questions pertains to whom what where, when, how.

Study propositions or theoretical framework

Identification of units of analysis.

Linking data to propositions.

Developing criteria for interpreting findings.

⑤ <u>Advantages of case Study:-</u>

- Case study deepens our perception and gives us a clear insight into life. It gets at behaviour directly and not by an indirect or abstract approach.

- Enables the researcher to trace out the natural history of the social unit and its relationship with the social factors and the forces involved in its surroundings environment. case method makes possible the study of social change.

- Case study represents a real record of personal experiences, which very often escape the attention of most of the skilled researchers using other methods.

- Helps in the construction of interview schedule and questionnaire and formulation of relevant hypotheses.

- Enhances the experience of the researchers and this in turn increase their analysing abilities and skills.

Raw → criteria

Data ↑

Knowledge

criteria ← CASE STUDY → Analyzing

Research →

Focus ↑

Case
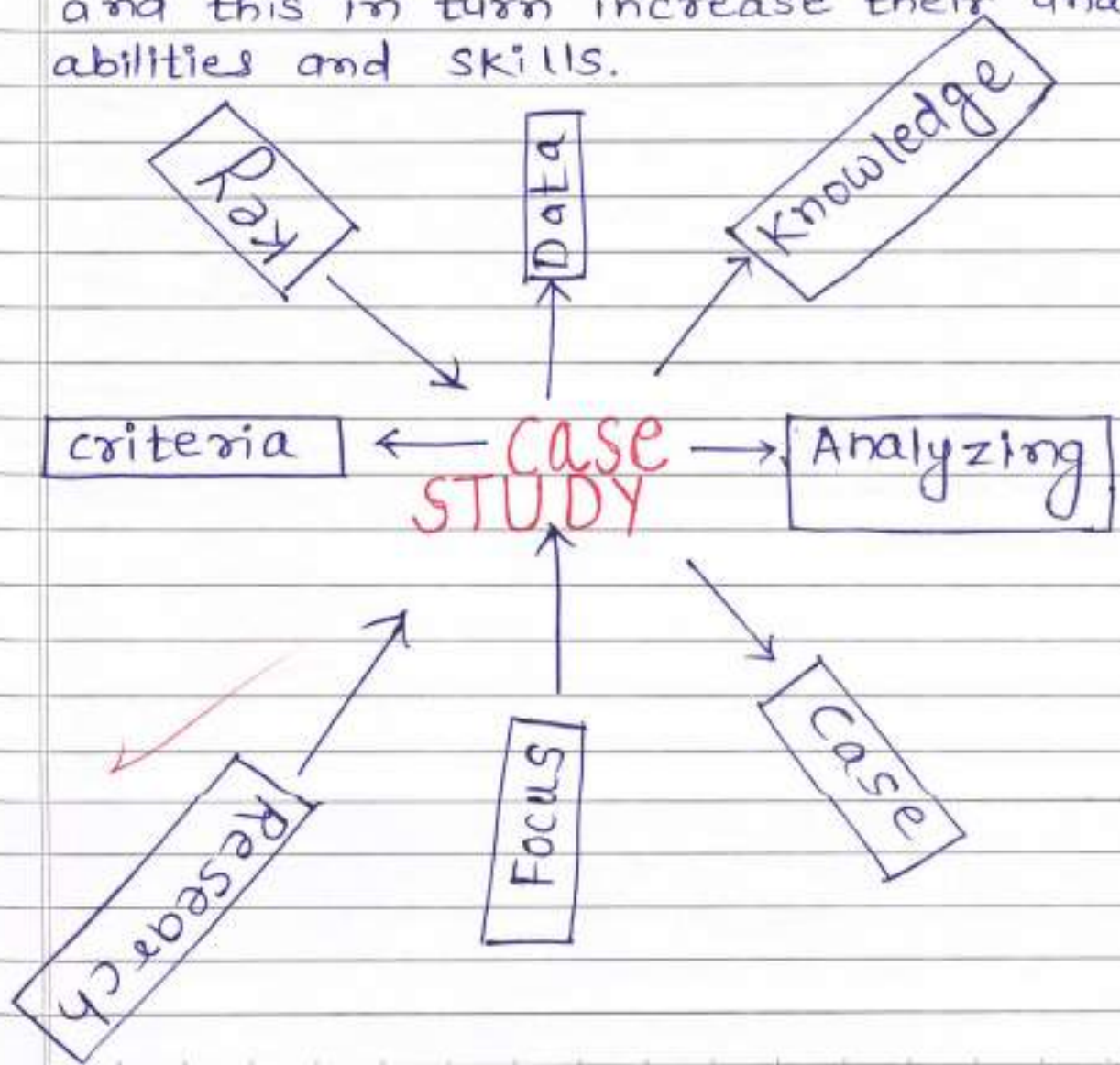
⑥ Disadvantages:-

- Difficult to generalize.

- Time consuming.

- can lose objectivity by getting to know the participant too well.

- Diffculty in establishing case and effect.

- Difficult to replicate.

- Information must be precise and up to date

- Difference between the training situation and real world may not be recognized.

- participants can become too interested in the case content and loose track of the critical issues.

- Possible observer bias.

- possible demand characteristics.

- Potential privacy issues.

⑦ Types Of Case Study :-

On the basis of strategy and method of data collection :

1) • **Historical case studies** :- These studies trace the development of a unit / organization over a period of time.

2) **Observational case studies** :- These studies focus on observing the unit. Both participant and non participant observation.

3) **Oral case History** :-
These are usually first person narratives that the researcher collects using extensive interviewing of a single individual.

4) **Clinical case studies** :-
Understanding in depth, case studies usually employ detailed interviews, non participant observation, documents, records and even testing with a view to understand problems and identifying possible treatments.

5) **Situational Analysis** :
particular events are studied

in the form of case study.

6> **Multi - case studies :-**

A collection of case studies, i.e. the multi case study is not based on the sampling logic of multiple subjects in one experiment.

* 8> Methods Of Case Study:-

① subject

② Research

③ Method

④ criteria

⑤ Data

⑥ Evidence

⑦ conclusion

⑧ knowledge

⑨ case method

⑩ clinical method

⑨ Case Study Of Child:

A+ A child case study is a research method that involves a comprehensive examination of a child's challenges, strengths and experiences. The goal of child case study is to help professionals develop strategies to support the child's development and well-being.

- Here are some tips for writing a child case study:

- Provide context: Include a brief description of the child and their setting.

- Involve the family: Include the perspectives of the child's parents or other family member

- create a plan: Develop an action plan for the child.

- Write objectively: Use objective language and minimize subjective writing.

- check for errors: Review the case study for grammar, spelling, and APA formatting.

10) Diagnosis and Summary of the Case:

→ In the first stage, the clinician diagnosis the behavioral problems by collecting detailed information and interpreting it. The complete information of past history and present condition is collected.

i) Physical - medical examination report.

→ The information is collected from various sources viz., from his parents, his friends, neighbors, doctor, teacher, peer group etc. The following information is collected to analyze the causes for a problem in an individual.

ii) cognitive- general mental ability, IQ, special abilities.

→ Preliminary information - Name, age, sex, parent's age, education, occupation, income number of children in a family, socio- economic status.

iii) Interests - Personal, social, vocational interests.

→ Past history - family history, individual's health history, relation between parents and the child, relation with other member in family. previous.

iv) Emotional - stable/ unstable, anxiety, temperament, frustration, stress. etc.

v) Personality type - introvert / Extrovert / Ambi- vert etc.

* CONCLUSION :-

→   Case study is a valuable method of research, with distinctive characteristic that make it ideal for many types of investigations. It can also be used in combination with other methods. This method is used to collect detailed information on the behavior problems of maladjusted and deviated cases. case study helps to understand the root causes of maladjustmen The objective of case study is to detect the behavioral problems seen in individual and to suggest treatment.

       This method is used very much in abnormal psychology, social psychology, clinical psychology and educational psychology.

Very Good

Name: Gaikwad Pooja Kishan

Class: B.Ed.-Second Year (IIIrd - Sem.)

Subject: Assessment for Learning
(BEDCC-302)

"Developing an achievement test with its Blue print, Answer key & Marks distribution"

1) Developing an achievement test with its Blue Print, Answer Key and Marks distribution:-

- It is an important tool in school evaluation and has great significance in measuring instructional progress and progress of the students in the subject area.

- Achievement tests in education refer to the process used to determine a learner's academic achievement and cognitive performan in a particular course or instructional program.

* Definations:

- NM Downie :

    Any test that measures the accomplishments of an individual after a period of training or learning.

- Throndike and Hagen:-

    The type of ability test that describes what a person has learned to do.

- Achievement tests are used by teachers to measure or test the achievements and success achieved in any particular field by a student. whatever the student learns in school is called his achievement and examinations conducted to test that achievement are called achievement tests.

* classification of Achievement tests :-

(1) Standardized test :

    Any test in which the same test is given in the same manner to all test takers, and graded in the same manner for everyone, is a standardized test.

(ii) Teacher made Test :

    The type of test that is self made by teachers according to their norms and standards.

* Principle of Achievement tests :

    Achievement tests should measure clearly the objectives that have been

formulated. In order to construct a good test, every teacher should be able to formulate clear goals especially specific instructional objectives.

Achievement test should be accordin to the level of students. Achievement test should ~~be accoording~~ include the types of tests items that are most appropriate for measuring the desired learning outcomes. Achievement test should be made as reliable as possible. Achievement tests should improve students learning.

* <u>objective and Characteristics :</u>

→ Identify and explain reasons for performing tests.

→ Understand, communicate testing termino logy to clearly with students and colleagues.

→ Evaluate a test's Validity and reliability.

→ Select appropriate tests.

→ Administer test protocols properly and safely.

ACHIEVEMENT TEST

Standardized Tests

Teacher method Test

→ Aptitude tests

→ Attitude tests

→ Intelligence tests

→ Interest tests

→ personality tests

Written   oral   Practical

Essay Type

Short Answer Type

Objective Type

* USES OF ACHIEVEMENT TEST :-

① Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared.

② High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction.

③ Low achievement scores can indicate the need for remediation of repeatin a course grade.

* FUNCTIONS:

① It provides basis for promotion to the next grade.

② To find out where each students stands in various academic areas.

③ It helps in determination about the place-ment of the students in a particular section. To expose pupil's difficulties which the teacher can help them to solve.

④ To motivate the students before a new assignment has taken up.

* CONSTRUCTION OF ACHIEVEMENT TEST:-

Are test designed to assess the achievement in any subject with regard to a set of predominated objectives.

- Major steps involved in the construction of achievement test :

① Planning test
② Preparation of a design for the test
③ Preparation of the blue print
④ Writing of items
⑤ Preparation of the scoring key & marking scheme
⑥ Preparation of question-wise analysis
⑦

- Planning of Test :-

① Behavioral objectives of the test

② Determine the maximum time and maximum marks

- Preparation of a design for the test :-

Important factors to be considered in design for the test are

① weightage to objectives

② weightage to content
③ weightage to form of questions
④ weightage to diffculty level

① **Weightage to objectives :-**

This indicates what objectives are to be
tested & what weightage has to be given
to each objective.

Sr. NO.	objectives	Marks	percentage
1)	knowledge	3	12
2)	understanding	2	8
3)	Application	6	24
4)	Analysis	8	32
5)	synthesis	4	16
6)	Evaluation	2	8
	Total	25	100

② **Weightage of content :**

This indicates the various aspects of the content to be ~~based~~ tested and to be given to these different aspects.

Sr. No.	content	Marks	Percentage
1>	Sub. topic-1	15	60
2>	Sub topic-2	10	40
TOTAL		25	100

③ **Weightage to ~~form of questions~~ difficulty level :-**

This indicates the total mark and weightage to be given to different level of questions.

Sr. NO.	Form of questions	Marks	Percentage
1	Easy	5	20
2	Average	15	60
3	Diffcult	5	20
Total		25	100

④ **Weightage to form of Questions :-**

This indicates the form of questions to be included in the test and the weightage to be given for each form of the questions.

Sr. No.	Form of questions	No. of questions	Marks	percentage
1.	objective Type	14	7	28
2.	short answer type	7	14	56
3.	Essay Type	1	4	16
	Total	22	25	100

* BLUE PRINT :

- A blue print is a guide for making something - it's a design or pattern that can be followed. Want to build the best tree house ever? Draw up a blueprint and follow the design, carefully. The literal meaning of a blueprint is a paper - which is blue - with plans for a building printed on it.

- Blue Print is a three dimensional chart giving the placement of the objectives, content and form of the questions.

Note :

O → objective type,

SA → short answer type

E → Essay type

- The numbers inside the bracket indicate question number and outside bracket indicate marks.

Objectives Form of qtn content	Knowledge			Under-standing			Appli-cation			Analy-sis			Synthesis			Evalua-tion	
	O	SA	E	O	SA	E	O	SA	E	O	SA	E	O	SA	E	O	SA
Sub Topic -1	2 (4)			1 (2)			2 (4)	2 (3)				4 (1)		2 (1)			2 (1)
Sub Topic -2	1 (2)			1 (2)				2 (1)			4 (2)			2 (1)			
Total Marks	3	0	0	2	0	0	2	4	0	0	4	4	0	4	0	0	2
Grand Total	3			2			6			8			4			2	

	Grand Total
Sub Topic - 1	15
Sub Topic - 2	10
Total Marks and Grand Total	25

* <u>Conclusion</u> :-

Achievement tests and testing are part of education, business, and the regulation of professions in ∉ the United States and are increasing in use internationally. The development of high-quality, accessible achievement tests requires substantial knowledge of a content area- such as mathematics, language arts, or science - and the design of test items or tasks that are fair and valid measures of important knowledge and skills in a given content area.

Good
21K

"To Study the methods &
tools of data Collection
in Action Research"

* Content *

1. Introduction

2. Data collection

3. Methods of data collection

4. Types / Techniques

5. Action research

6.

7.

8.

9.

* Introduction:-

The document discusses various tool & and
methods used for data collection in
research. It describes primary and secondary
sources of data and some common
methods for collecting data like inter-
views, questionnaires, observation and
various scales. Specific tools are discussed
for each method. for interviews these
include interview schedules and opinionna-
ires, questionnaires use tools like attitud
scales and Likert scales, and observation
uses tools like rating scales and checklist
Guidelines for developing questionnaires
and uses of different types of scales
are also provided.

* Methods of data collections

① Experiment   ⑥ schedules

② Survey

③ observation method

④ Interview method

⑤ questionnaires

* ## What is Data Collection ?

* It is the process by which the researcher collects the information needed to answer the researcher problem.

* The Task of data collection begins after a research problem has been defined and research design chalked out.

* Data collection means gathering information to address those critical evaluation questions that the author/researcher has identified earlier in the evaluation process.

* The word data is a pleural form of the word datum which means information that is systematically collected in the course of the study.

* Data are observable and measurable facts that provide information about the phenomenon under study.

* Data collection is the process by which the researcher collects the information needed to answer the research problem.

* **<u>selection of Method of Data Collection:</u>**

①	the nature of pheno-menon under study.	①	Distribution of targe population
②	Type of research subjects.	②	Time frame of the study.
③	The type of research study.	③	Literacy levels of the study.
④	Purpose of research study.	④	Availability of resource and manpower.
⑤	Size of study samples.	⑤	Researcher knowledge level & competence.

* <u>Types of methods/Techniques:-</u>

The means of gathering data with the use of specific tools that are used in given methods are known as techniques of data collection.

Sr. No.	Types of methods/ Techniques	Tools for Data Collection
1.	Interview	→ Interview schedule → Opinionnaire
2.	Questioning	→ Questionnaire → Opinionaire → Attitude scale/composite Scales (Likert scale/ semantic Differential scale) → Visual Analogue scale
3.	Observation	→ Rating scales → checklists → Anecdotes → videotapes / films → closed circuit TV
4.	Biophysiological Methods	→ In vivo Biophysiological Methods → In vitro Biophysiological Methods
5.	Other Methods	→ Projective Techniques → Q-sorts → vignettes

① **observation method :**

It is a method under which data from the field is collected with the help of observation by the observer or by personally going to th~~reed~~ field.

"observation method may be defined as systematic viewing, coupled with consideration of seen phenomenon."

✳ **classification :**

① structured observation
② Unstructured observation
③ participant observation
④ Non - participant observation
⑤ controlled observation
⑥ uncontrolled observation

②✳ ~~Interview~~ steps for effective observation

Determine what need to be observed

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select participant (Random/selected)

↓

conducting observation (venue, duration, recording materials, take photographs)
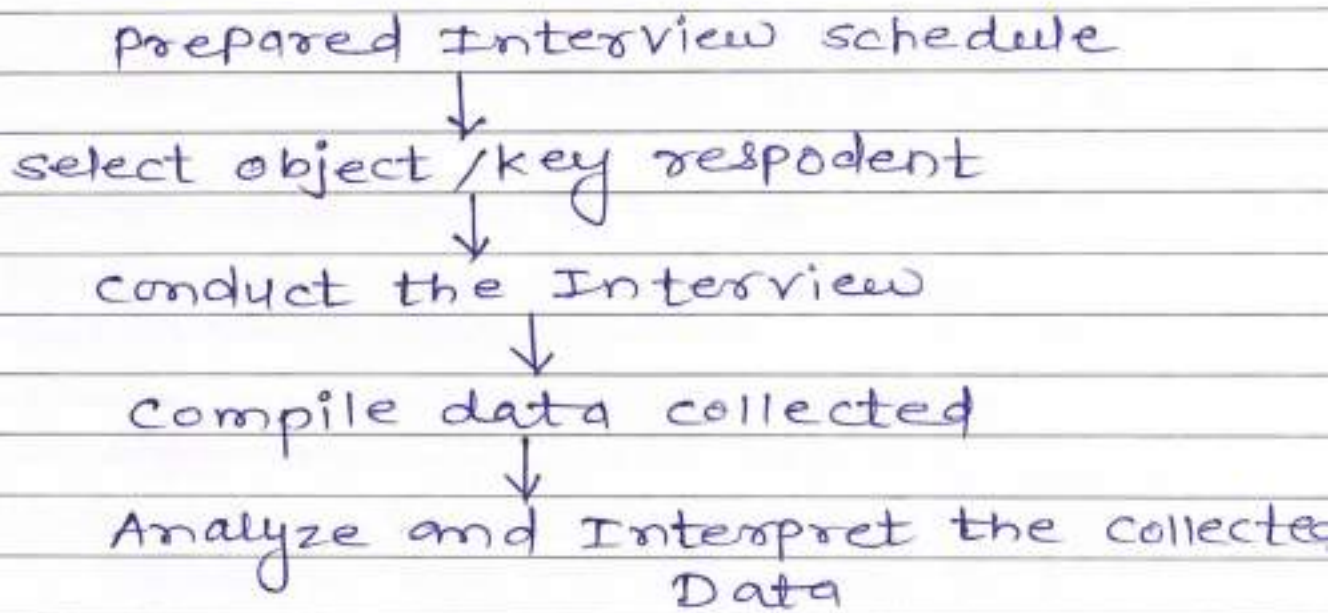
↓

Compile data collected

↓

Analyze & Interpret the collected Data

② **Interview method :**

This method of collecting data involves presentation or oral-verbal stimuli and reply in terms of oral-verbal responses. It is method oral-verbal communication. where interviewer asks questions to respondents.

* **Steps for effective Interview :**

prepared Interview schedule

↓

select object / key respodent

↓

conduct the Interview

↓

compile data collected

↓

Analyze and Interpret the collected Data

* **classifications :.**

① Structural Interview
② unstructural Interview
③ Focussed Interview
④ clinical Interviews
⑤ Group Interview
⑥ Qualitative & quantitative Interview
⑦ Individual Interview
⑧ selection Interview

* **Data collection in action research :-**

- **Surveys :** Pre - and Post - surveys for student and staff, or staff perception surveys and questionnaires.

- **Interviews :** semi - structured interviews.

- **Focus groups :** A research technique that involves a small group of carefully selected people.

- **observations :** Data observation is vital to any investigation.

- **Document analysis :** Analyzing documents.

- **student work samples :** collecting samples of student work.

- **classroom artifacts :** collecting classroom artifacts such as lesson plans, rubrics, and checklists.

- **Attendance records :** collecting attendance records.

- **Discipline data :** collecting discipline data

- **Journals :** collecting journals from students & staff.

- <u>some examples of action research:</u>

Specifically at the time of writing, with COVID & hybrid learning models, how students learn may be of particular interest. It may be interesting to develop studies based on identifying the problem of how student learning has changed due to the pandemic.

- propose a change

- Engage in Action

- observe Results

- Reflect on Action

- In thinking about data collection, possible data sources include questionnaires or surveys, observations (video or written notes), collaboration (meetings, peer coaching), interviews, tests and records, pictures, diaries, transcripts of video and audio recordings, personal journals, student work samples, e-mail.

Excellent!

Name: Gaikwad Pooja Kishan

Class: B.Ed-Second Year (IIIrd Sem.)

Subject: Guidance and
COUNSELLING
(BEDCC-304)

"CONDUCTING A Counselling section based on the problem of two students by using appropriate counselling techique & preparation of report theron"

content

① Aims of counselling

② counselling session

③ Techniques of counselling

④ Advantages

⑤ counselling process

⑥ preparation of report theorm

* Aims of counselling :-

- To help students gain an insight into the origins & development of emotional difficulties, leading to an increased capacity to take rational control over feeling and actions.

- To alter maladjusted behavior.

- To assist students to move in the direction of fulfilling their potential, or achieve an intergation of conflicting elements within themselves.

- To provide students with the skills, awareness & knowledge, which will enable them to confront social inadequacy.

- Helps the students in making appropriate adjustment to academic environment & occupational world, in home the community.

- Professional and individual adjustment in the current situation. Identify the individual student's problems & explore different areas of solution of those problems.

* **Counselling Session:-**

Focus your assignment on the skills & approaches used in the session, & use what happened in the session to illustrate the counsellor's counselling skills. Explain each skill/approach using references & back up your analysis and evaluation of each skill/approach with reference to theory also.

* Counselling is a form of 'talk therapy'. It is a process where an individual, couple or family meet with a trained professional counsellor to talk about issues and problems that they are facing in their lives. professional counselling is confidentia & non-judgmental.

. Counselling can provide people with the opportunity to share their views, be heard & gain new perspectives on their situation & experiences. counselling can help people to gain clarity surrounding issues. Together with their counsellor people identify & work towards achieving the desired outcomes & goals for counselling.

* **counselling session notes :-**

1. Name
2. Type of visit
3. Date
4. Length of visit
5. Developments from previous sessions.
6. observations About the client/patient.
7. Review of the plan previously set in place
8. Details of the session

* **counselling for students :-**

      students counselling cells in colleges are constituted to effectively manage the problems & challenges of students & address their anxiety, stress, & worries. Teachers should learn to be "supportive" and 'listen' to their students who approach them with anxieties & troubles. Trained' teacher-counsellors' would cater to the emotional & intellectual needs of the students.

- The three major techniques used in counselling process in schools. The technique are :
  1. Directive counselling
  2. Non-Directive counselling
  3. Eclectic counselling

* <u>Techniques of Counselling</u>:

① <u>Directive counselling</u> :-

         In this counselling the counsellor plays an active role as it is regarded as a means of helping people how to learn to solve their own problems. This type of counselling is otherwise known as counsellor- centered counselling. Because in this counselling does everything himself

<u>Steps</u> :

Analysis

↓

Synthesis

↓

Diagnosis

↓

Prognosis

↓

Counselling

↓

Follow - up
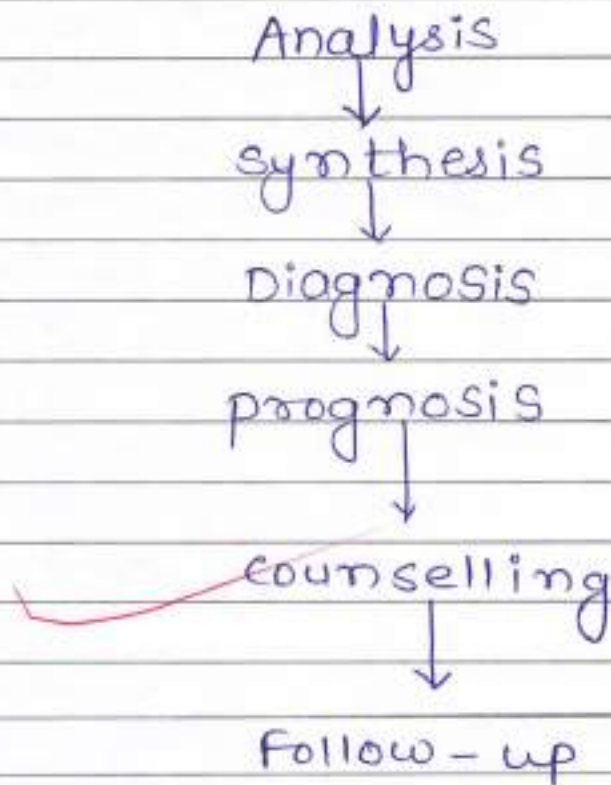
② <u>Non- Directive counselling</u> :-
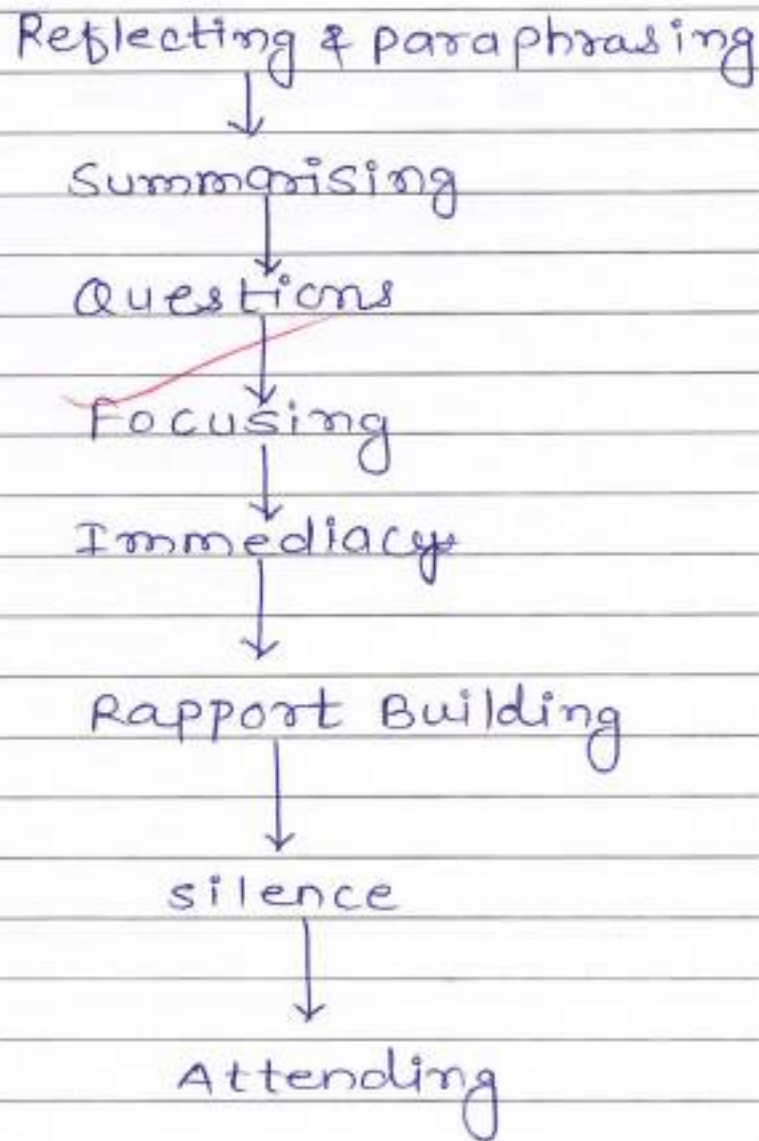
① The pupil or individual comes for help as

the counselee.

② The counsellor is friendly, interested and encourages free expression of feeling regarding the problem of the individual.

③ The counsellor tries to understand the feeling of the individual or client.

④ The counsellor accepts & recognizes the positive as well as the negative feelings.

⑤ The period of release or free expression is followed by a gradual development of insight.

③ Eclectic counselling :-

① Methods of counselling may change from counselee to~~tor~~ counselee or even with the same client from time to time.

② Flexibility is the key note of this counselling.

③ freedom of choice & expression is open to both the counsellor & the client.

④ Experience of mutual confidence & faith in ~~their~~ relationship are basic.

⑤ feelings of comfort zone essential.

* **Basic counselling skills +**

Reflecting & paraphrasing

↓

Summarising

↓

Questions

↓

Focusing

↓

Immediacy

↓

Rapport Building

↓

silence

↓

Attending

* **Psychotherapy techniques for students +**

psychotherapy is a treatment that uses verbal communication & human inter action to treat mental health conditions.

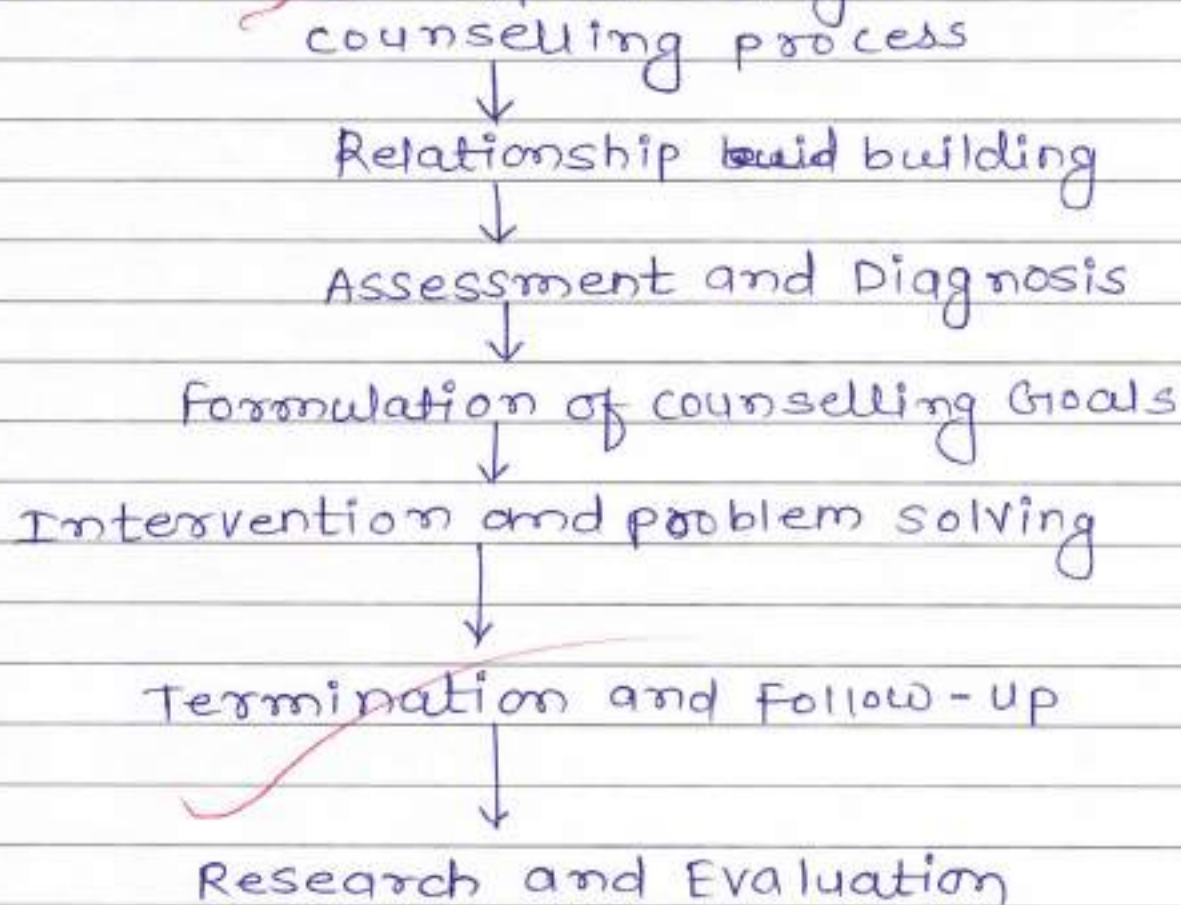① cognitive behavioral therapy

② Dialectal behavioral therapy

③ Interpersonal therapy
④ Psychodynamic therapy
⑤ Supportive therapy

* <u>Advantages/Benefits</u> :-

① Increased self-Awareness

② Increased self-understanding

③ Increased self-confidence

④ Improved Relationships

⑤ Improved wellbeing

⑥ Reduced stress

⑦ self Empowerment

⑧ clear life path

⑨ Improved life skills

⑩ Improved Life strategy

* <u>counselling process:-</u>

- The counselling process is a planned, structured dialogue between a counsellor and a client. It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing.

counselling process

↓

Relationship build building

↓

Assessment and Diagnosis

↓

Formulation of counselling Goals

↓

Intervention and problem solving

↓

Termination and Follow-up

↓

Research and Evaluation

* Preparation of report theron:-

→ All students in a classroom may not always be of the same background, financial set up, academic skills and social behaviour

→ Simply covering the textbook syllabus and expecting them to perform well at the end of the academic year may not always work well.

→ Understanding their emotional concerns and giving them timely moral support and guidance can make a remarkable difference in their overall performance.

→ The family problems, financial worries or bullying can take a toll on the student behavior and performance.

→ This is when counselling as a part of school life becomes a whole lot purposeful.

→ Some schools would arrange a quarterly or annual easy counselling to students by arranging some specialist counselors. While there are others that take into account the importance of regular counselling & have a counselor as part of their teaching team.

- Set up an encouraging and supportive classroom where students can freely share their thoughts.

- Improve their confidence through positive student story telling.

- Teaches them ~~to~~ how to set realistic goals and monitor their progress

- Give sessions to learn how to perform under pressure by overcoming test anxiety.

- Special focus on developing effective interpersonal relationship skills.

- Better decision making.

- Minimal school dropouts.

- Improve social & emotional skills

Excellent.