



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized
by NCTE and ISO Certified

Report on innovations and other initiatives

During the two year B.Ed practice the institution has created an- eco system for innovation and other initiatives for creation and transfer of knowledge that includes various programmes

Brainstorming

The institution organizes periodic brainstorming sections under the supervision of subject teachers to generate new ideas and sharing knowledge to solve certain education related issues since it is a group activity participation of all students is ensured

Research activities

As a part of curriculum enrichment, research activities were implemented by the institution to carry out innovative thoughts of student teachers through certain project works like Action research, Case study and Innovative programmes

Encouragement Of Novel Ideas

The institution has made efforts to encourage the students to present their novel ideas. As a part of this a short film making competition was held in the institution.

Publication

The college journal E-SGIARP is an annual publication which encourages research involvement of faculties and students of our college.



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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

(Affiliated to the University of Calicut & Recognized by NCTE)

RECORD OF PRACTICALS

SEMESTER - III

ACTION RESEARCH

B. Ed 2022 2024



Name: Sarah Simon
Reg No.: GEAWTEG010
Optional Subject English

Certified that this is a bonafide record of practical done by Sarah Simon
..... of this college.

19/11/24
Lecturer in Charge / Assistant Professor
St. Gregorios Teachers'
Training College, Meenangadi

Place: Meenangadi
Wayanad - 673591

Date: 08-01-2024



[Signature]
Principal

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Introduction

Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice. In this way, action research represents an extension of the reflection and critical self-reflection that an educator employs on a daily basis in their classroom. When students are actively engaged in learning, the classroom can be dynamic and uncertain, demanding the constant attention of the educator. Action research offers one path to more deliberate, substantial and critical reflection that can be documented and analyzed to improve an educator's practice.

Kurt Lewin was the first person to propose the term "action research", for a process of inquiry and investigation that takes place as an action is carried out to solve a problem. Currently, we use the term 'action research' for a reflective process of inquiry, performed to improve practice and understanding.



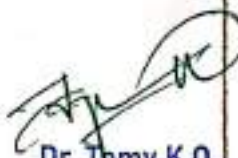

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Identification of the Problem

During my internship at G.H.S.S. Meenangadi, I have found that, few students in XI (C1) had some confusions regarding tenses as they make mistake frequently while writing paragraphs in their own words.

I have understood that these students lack basic knowledge regarding different types of tenses and their formats. For example, if they are supposed to write sentences in present tense, they may end up sentences with past tense forms. With this issue, the main problem that they are going to face is that they could not be able to convey messages in a proper sense and it can eventually lead to miscommunication and misinterpretation.




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Statement of the Problem

I have found that some of the pupils in class XI (C1) of Government Higher Secondary School, Meenangadi, have some problems while using tense forms in English grammar.

Definition of the Term

- According to the Oxford Learner's Dictionary, the term 'tense' is defined as 'any of the forms of a verb that may be used to show the time of the action or state expressed by the verb'.
- The Cambridge Dictionary defines 'tense' as 'any of the forms of a verb which show the time at which an action happened'.




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Objectives of the Study

- To identify the problems faced by the students of XI (C1) at G.H.S.S. Meenangadi, in using correct tense form while writing.
- To help students to become proficient and fluent in using tenses that they are likely to use while writing.
- To help students to identify the difference between past, present and future tenses.
- To make students familiarise with the forms of verbs used in different tenses.




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Hypothesis

- * There is a significant relation between the problem and the lack of primary knowledge about the use of tenses.
- * They have confusions regarding the verb forms used in different tenses.
- * They are not bothered about the tense that they use, when they are supposed to write something in their own words.
- * Some of the pupils were not ready to rectify their mistakes in using tenses while writing.


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Sample

The sample chosen for my study was the 58 students of XI (ci) class of G.H.S.S. Meenangadi.

Duration of the Study

My study was started on 9-10-2023 and ended up on 17-11-2023.




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Pre-Test

On 6-10-2023 Friday, I have asked the learners of XI (C1) to write a paragraph about their concept of happiness in order to check their writing skill.

Sl. No.	Name of the Student	A	B	C	D	E
1.	Abdul Basith E.K.				✓	
2.	Abhinandh P.S.			✓		
3.	Abin Saji		✓			
4.	Akshay Sunilkumari			✓		
5.	Arijun P.			✓		
6.	Asil Hazif	✓				
7.	Basil Roy				✓	
8.	Hanijith K.B.					✓
9.	Harithik Krishna				✓	
10.	Kishon A.R.			✓		
11.	Muhammed Shahabas C.P.			✓		
12.	Muhammed Ansil				✓	
13.	Rahul Raj			✓		
14.	Ajanya C.J.		✓			
15.	Aleena Saji			✓		
16.	Amaya P.S.			✓		




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17.	Ananya A. Nair			✓				
18.	Ashmila M.A.	✓						
19.	Avanija Purushothaman	✓						
20.	Bhasiathi Balakumar B.				✓			
21.	Bilna Eldho.		✓					
22.	Binsha Sheerin T.M.	✓						
23.	Devi Theertha K.G.				✓			
24.	Fathima Dya				✓			
25.	Janaya M.S.					✓		
26.	Krishnapriya K.V.						✓	
27.	Sajna Shamli					✓		
28.	Albin Sabu						✓	
29.	Asun K.S.					✓		
30.	Ashfaq K.		✓					
31.	Dominic Jose						✓	
32.	Fahim Faris T.N.						✓	
33.	Geotham T.G.						✓	
34.	Kenze Comeya				✓			
35.	Mikhtiad Rahman T.					✓		
36.	Muhammed Fayls						✓	
37.	Nidhun Prasad						✓	
38.	Pragwal C.						✓	
39.	Sanjay Krishnan S.						✓	
40.	Sanju Krishna K.R.						✓	



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41.	Sajeesh A.K.					✓
42.	Sinan C.A.	✓				
43.	Thanun Krishna		✓			
44.	Vishnu A.V.			✓		
45.	Adhithya K.J.			✓		
46.	Adhithya S.				✓	
47.	Alfidha Fathima	✓				
48.	Amrutha M.P.				✓	
49.	Amrutha N.A.			✓		
50.	Ashmila P.K.			✓		
51.	Fathima Adna	✓				
52.	Hiba Braundian	✓				
53.	Navya Vijayan					✓
54.	Nesha A.P.		✓			
55.	Raniya K.M.		✓			
56.	Rena Jibin P.		✓			
57.	Sreenag Dinesh					✓
58.	Devapriya P.			✓		



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Total Grade

A - 9

B - 9


C - 17

D = 12

E = 11

From the pre-test, I got an overall idea about the students. 9 students got 'A' grade in the test and again another 9 students got 'B' grade in the test. 17 students got 'C' grade, 12 students got 'D' grade and 11 students got 'E' grade in the test. From this, I have understood that so many students were facing problems in writing something in English.




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Action Programme

PHASE 1 [09-10-2023 to 20-10-2023]

As part of the action research, initially I have tested their previous knowledge by asking some questions on the basic principles of tenses. Then the following activities were given to the students:

Activity I [10-10-2023]

On 10-10-2023 Tuesday, I have asked the learners to write the format of different tense forms in the present tense. A few of them did it well, while others could not write it without some mistakes.

Activity II [13-10-2023]

On 13-10-2023 Friday, I have asked them to write sentences using different tense forms in the present tense.

Activity III [18-10-2023]

On 18-10-2023 Wednesday, I have given them some sentences and asked them to identify its tense form.

Evaluation

I have conducted a test in which the students were asked to write about their favourite teachers.



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Sl. No.	Name of the Student	A	B	C	D	E
1.	Abdul Basith E.K.			✓		
2.	Abhinandh P.S.			✓		
3.	Abin Saji		✓			
4.	Akshay Sunilkumari			✓		
5.	Anjun P.			✓		
6.	Asil Hazif	✓				
7.	Basil Roy			✓		
8.	Harjith K.B.				✓	
9.	Harithik Krishna				✓	
10.	Kishor A.R.			✓		
11.	Muhammed Shahabas C.P.			✓		
12.	Muhammed Ansil				✓	
13.	Rahul Raj				✓	
14.	Ajanya C.J.		✓			
15.	Aleena Saji			✓		
16.	Amaya P.S.			✓		
17.	Ananya A. Nabin	✓				
18.	Ashmila M.A.	✓				
19.	Avanija Purushothaman	✓				
20.	Bhanathi Balakumari B.		✓			
21.	Bilna Eldho		✓			
22.	Binsha Sheerin T.M.	✓				
23.	Devi Theertha K.G.					



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- | | | | | | | | |
|-----|--------------------|--|---|---|---|---|---|
| 24. | Fathima Diya | | | | ✓ | | |
| 25. | Janaya M.S. | | | | | ✓ | |
| 26. | Krishnapriya K.V. | | | | | | ✓ |
| 27. | Sajna Shamli | | | | ✓ | | |
| 28. | Albin Sabu | | | | | | ✓ |
| 29. | Anun K.S. | | | | | ✓ | |
| 30. | Ashfaq K. | | ✓ | | | | |
| 31. | Dominic Jose | | | | ✓ | | |
| 32. | Fahim Fais T.N. | | | | | | ✓ |
| 33. | Geurham T.G. | | | | | | ✓ |
| 34. | Kenze Corneya | | | | ✓ | | |
| 35. | Mikthad Rahman T. | | | | ✓ | | |
| 36. | Muhammed Fayls | | | | | ✓ | |
| 37. | Nidhun Prasad | | | | ✓ | | |
| 38. | Praswal C | | | | | | ✓ |
| 39. | Sanjay Krishnan S. | | ✓ | | | | |
| 40. | Sanju Krishna K.R. | | | | | ✓ | |
| 41. | Sayeesh A.K. | | ✓ | | | | |
| 42. | Sinan C.A. | | | ✓ | | | |
| 43. | Thasun Krishna | | | | | | ✓ |
| 44. | Vishnu A.V. | | | | ✓ | | |
| 45. | Adhithya K.J. | | | | ✓ | | |
| 46. | Adhithya S. | | | | | | |
| 47. | Alfidha Fathima | | ✓ | | | | |



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48.	Anmutha M.P.			✓		
49.	Anmudhaa N.A.			✓		
50.	Ashmila P.K.			✓		
51.	Fathima Adna	✓				
52.	Hiba Baoundian	✓				
53.	Navya Vijayan					✓
54.	Nesha A.P.		✓			
55.	Raniya K.M.		✓			
56.	Rena Jibin P.		✓			
57.	Sneenag Dinesh				✓	
58.	Devapriya P.				✓	

Total Grade

A = 10

B = 9

C = 20

D = 12

E = 7

From the phase I activities, I have understood that students show some progress. 10 students got 'A' grade, 9 students got 'B' grade, 20 students got 'C' grade, 12 students got 'D' grade and 7 got 'E' grade



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 16

PHASE 2 [25-10-2023 to 03-11-2023]

In the second phase, I have taught them the principles and rules regarding the past tense. Then the following activities were given to the students.

Activity I [25-10-2023]

On 25-10-2023 Wednesday, I have asked the learners to write the format of different tense forms in the past tense. Only few of them did it well, while others could not write it without some mistakes.

Activity II [30-10-2023]

On 30-10-2023 Monday, I have asked them to write sentences using different tense forms in the past tense.

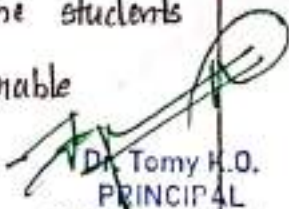
Activity III [02-11-2023]

On 02-11-2023 Thursday, I have given them some sentences and asked them to identify its tense form.

Evaluation

I have conducted a test in which the students were asked to write about their memorable childhood experience.




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Sl. No:	Name of the Student	A	B	C	D	E
1.	Abdul Basith E.K.			✓		
2.	Abhinandh P.S.			✓		
3.	Abin Saji		✓			
4.	Akshay Sunilkumar		✓			
5.	Anjun P.			✓		
6.	Asil Hazif	✓				
7.	Basil Roy			✓		
8.	Hanjiith K.B.				✓	
9.	Hrithik Krishna			✓	✓	
10.	Kishon A.R.				✓	
11.	Muhammed Shahabas C.P.				✓	
12.	Muhammed Ansil				✓	
13.	Rahul Raj					✓
14.	Ajanya C.J.			✓		
15.	Aleena Saji			✓		
16.	Amaya P.S.				✓	
17.	Ananya A. Nair				✓	
18.	Ashmila M.A.	✓				
19.	Avanija Pusrushothaman	✓				
20.	Bhanathi Balakumar B.		✓			
21.	Bilha Eldho		✓			
22.	Binsha Sherin T.M.	✓				
23.	Devi Theertha K.G.			✓		




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24.	Fathima Diya		✓				
25.	Janaya M.S.			✓			
26.	Krishnapriya K.V.					✓	
27.	Sajna Shamli					✓	
28.	Albin Sabu					✓	
29.	Anun K.S.					✓	
30.	Ashfaq K.		✓				
31.	Dominic Jase			✓			
32.	Fahim Fails T.N					✓	
33.	Geotham T.G.					✓	
34.	Kenze Conneya			✓			
35.	Mikthad Rahman T.					✓	
36.	Muhammed Fayls					✓	
37.	Nidhun Prasad			✓			
38.	Brajwal C.					✓	
39.	Sanjay Krishnan S.					✓	
40.	Sanju Krishna K.R.	✓		✓			
41.	Sayeesh A.K.						
42.	Sinan CA.		✓				
43.	Tharun Krishna			✓			
44.	Vishnu A.V.			✓			
45.	Adhithya K.J.			✓			
46.	Adhithya S.					✓	
47.	Alfidha Fathima	✓					



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48.	Amrutha M.P.				✓	
49.	Anirudhsia N.A.				✓	
50.	Ashmila P.K.			✓		
51.	Fathima Adna	✓				
52.	Hiba Broundlan	✓				
53.	Navya Vijayan					✓
54.	Nesha A.P.				✓	
55.	Raniya K.M.		✓			
56.	Rena Jibin P.		✓			
57.	Sneeshag Dinesh					✓
58.	Devapriya P.					✓

Total Grade

A = 8

B = 11

C = 18

D = 16

E = 5

From the phase 2 activities, I have understood that most of them are showing progress. Among 58 students, 8 got 'A' grade, 11 got 'B' grade, 18 got 'C' grade, 16 got 'D' grade and 5 got 'E' grade. Though the process is gradual, most of them showed improvement.



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PHASE 3 [06-11-2023 to 10-11-2023]

In the third phase, I have taught them the principles and rules regarding the future tense. Then the following activities were given to the students.

Activity I [06-11-2023]

On 06-11-2023 Monday, I have asked the learners to write the format of different tense forms in the future tense. Very few students did it well and others made some mistakes.

Activity II [08-11-2023]

On 08-11-2023 Wednesday, I have asked them some sentences and then to identify its tense form.

Activity III [10-11-2023]

On 10-11-2023 Friday, I have asked them to write sentences using different tense forms in the future tense.

Evaluation


I have conducted a test in which the students were asked to write an essay on 'What is Education going to be like in the Future?'




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Sl. No:	Name of the Student	A	B	C	D	E
1.	Abdul Basith E.K.			✓		
2.	Abhinandh P.S.			✓		
3.	Abin Saji		✓			
4.	Akshay Sunilkumar		✓			
5.	Anjun P.			✓		
6.	Asil Hazif	✓			✓	
7.	Basil Roy				✓	
8.	Hasijith K.B.				✓	
9.	Harithik Krishna			✓		
10.	Kishon A.R.			✓		
11.	Muhammed Shahabas C.P.				✓	
12.	Muhammed Ansil				✓	
13.	Rahul Raj		✓			
14.	Ajanya C.J.		✓			
15.	Aleena Saji				✓	
16.	Amaya P.S.		✓			
17.	Ananya A. Nair	✓				
18.	Ashmila M.A.	✓				
19.	Avanija Purushothaman			✓		
20.	Bhanathi Balakumar B.		✓			
21.	Bilna Eldho	✓				
22.	Binsha Sherin T.M.				✓	
23.	Devi Theertha K.G.					




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- | | | | | | | |
|-----|--------------------|--|--|---|--|---|
| 24. | Fathima Diya | | | ✓ | | |
| 25. | Janaya M.S. | | | ✓ | | |
| 26. | Krishnapriya K.V. | | | | | ✓ |
| 27. | Sajna Shanthi | | | | | ✓ |
| 28. | Albin Sabu | | | | | ✓ |
| 29. | Anun K.S. | | | | | |
| 30. | Ashfaq K. | | | ✓ | | |
| 31. | Dominic Jose | | | | | ✓ |
| 32. | Fahim Fancis T.N. | | | | | ✓ |
| 33. | Goutham T.G. | | | ✓ | | |
| 34. | Kenze Correya | | | | | ✓ |
| 35. | Mikhatad Rahman T. | | | | | ✓ |
| 36. | Muhammed Fayis | | | | | ✓ |
| 37. | Nidhun Prasad | | | | | ✓ |
| 38. | Pragwal C. | | | | | ✓ |
| 39. | Sanjay Krishnan S. | | | ✓ | | |
| 40. | Sanju Krishna K.R. | | | | | ✓ |
| 41. | Sayeesh A.K. | | | ✓ | | |
| 42. | Shan C.A. | | | | | ✓ |
| 43. | Tharun Krishna | | | | | ✓ |
| 44. | Vishnu A.V. | | | | | ✓ |
| 45. | Adhithya K.J. | | | | | ✓ |
| 46. | Adhithya S. | | | ✓ | | |
| 47. | Alfidha Fathima | | | | | ✓ |



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48.	Amsrutha M.P.		✓			
49.	Anshudhara N.A.		✓			
50.	Ashmila P.K.	✓				
51.	Fathima Adna	✓				
52.	Hiba Brouncian	✓				
53.	Navya Vijayan			✓		
54.	Nesma A.P.		✓			
55.	Raniya K.M.	✓				
56.	Rena Jibin P.	✓				
57.	Sreerag Dinesh					✓
58.	Devapriya P.		✓			

Total Grade

A = 12

B = 18

C = 13

D = 13

E = 2

From the phase 3, I have understood that, if the students are guided properly, there will be improvement in the learning process. Among 58 students, 12 got 'A' grade, 18 got 'B' grade, 13 got 'C' grade, another 13 got 'D' grade and only 2 got 'E' grade.



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PHASE 4 [13-11-2023 to 17-11-2023]

In the fourth phase, I have revised their previous knowledge and then the following activities were given to the students.

Activity I [13-11-2023]

On 13-11-2023 Monday, I have asked the learners to write the formats of all the 12 tenses. Most of them have did it well.


Activity II [16-11-2023]

On 16-11-2023 Thursday, I have given them some sentences and asked them to identify the tense form of each sentence.

Evaluation

I have conducted a test to know their understanding and asked them to write an essay on the topic "the most interesting thing that you've learned in your life".




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Sl. No.	Name of the Student	A	B	C	D	E
1.	Abdul Basith E.K.			✓		
2.	Abhinandh P.S.			✓		
3.	Abin Saji		✓			
4.	Akshay Sunilkumar		✓			
5.	Anjun P.			✓		
6.	Asil Hazif	✓				
7.	Basil Roy			✓		
8.	Hanijith K.B.			✓		
9.	Harithik Krishna			✓		
10.	Kishon A.R.		✓			
11.	Muhammed Shahabas C.P.		✓			
12.	Muhammed Ansil			✓		
13.	Rahul Raj				✓	
14.	Ajanya C.J.		✓			
15.	Aleena Saji		✓			
16.	Amaya P.S.	✓				
17.	Ananya A. Nalin	✓				
18.	Ashmila M.A.	✓				
19.	Avanija Punushothaman	✓				
20.	Bhanathi Balakumar B.		✓			
21.	Bilna Eldho	✓				
22.	Binsha Shenin T.M.	✓				
23.	Devi Theertha K.G.		✓			




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- | | | | | | | |
|-----|--------------------|---|---|---|---|--|
| 24. | Fathima Diya | | | | | |
| 25. | Janaya M.S | ✓ | | | | |
| 26. | Krishnapriya K.V. | ✓ | | | | |
| 27. | Sajna Shamli | | | ✓ | | |
| 28. | Albin Sabu | | | ✓ | | |
| 29. | Anun K.S. | | | ✓ | | |
| 30. | Ashfaq K. | | ✓ | | | |
| 31. | Dominic Jose | ✓ | | | | |
| 32. | Fahim Fatis T.N. | ✓ | | | | |
| 33. | Goutham T.G. | | | | ✓ | |
| 34. | Kenze Correya | ✓ | | | ✓ | |
| 35. | Mikethad Rahman T. | ✓ | | | | |
| 36. | Muhammed Fayis | | | | ✓ | |
| 37. | Nidhun Prasad | | | | ✓ | |
| 38. | Pranjwal C. | | | | ✓ | |
| 39. | Sanjay Krishnan S. | | | | ✓ | |
| 40. | Sanju Krishna K.R. | ✓ | | | | |
| 41. | Sayeesh A.K. | | ✓ | | | |
| 42. | Sinan C.A. | ✓ | | | | |
| 43. | Tharun Krishna | ✓ | | | | |
| 44. | Vishnu A.V. | | | | ✓ | |
| 45. | Adhithya K.J. | | | ✓ | | |
| 46. | Adhithya S | | | ✓ | | |
| 47. | Alfida Fathima | ✓ | | | | |



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48.	Amrutha M.P.		✓			
49.	Anirudhina N.A.		✓			
50.	Ashmila P.K.	✓				
51.	Fathima Adna	✓				
52.	Hiba Broundlan	✓				
53.	Navya Vijayan		✓			
54.	Nesha A.P.	✓				
55.	Raniya K.M.	✓				
56.	Rena Jibin P.	✓			✓	
57.	Sneenag Dinesh					
58.	Devapriya P.		✓			

Total Grade

A = 23

B = 16

C = 16

D = 3

E = 0

From phase 4, I have understood that a vast majority of the students have improved their performance. Among the 58 students, 23 got 'A' grade, 16 got 'B' grade, and another 16 also got 'C' grade, 3 got 'D' grade and nobody got 'E' grade.

Conclusion

During my Internship at G.H.S.S. Meenangadi, I have found that many students face problems and confusions regarding the usage of tenses and they sometimes end up with different tense forms while writing. In order to correct it, I have chosen XI (C1) to conduct action research programme on this issue.

The research was conducted in the time span of almost one and half months from 09-10-2023, lasting till 17-11-2023. At first, I have noticed that the mistake made by the students were due to the lack of basic knowledge on tenses. I have done the action research in four phases - the first three been focused on three tenses and its divisions and the final one, focussed on the overall idea. Through different individual activities and evaluation, they have improved a lot and showed their ability to achieve high grades.



A handwritten signature in blue ink, appearing to be "M. J. J.", written over a circular stamp.

CASE STUDY

Martin
21/11/2019

[Signature]

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Submitted By,
Martin Martin



INTRODUCTION

A case study is a research - strategy of an empirical inquiry that investigates a phenomenon within its real life context. Case studies are in-depth investigations of a single person, group, event or community. The case study research method originated in the case history, i.e. the patient's personal history. A variety of techniques may be employed including personal interviews, direct observation etc. In psychology, case studies are often confined to the study of a particular individual. It is a written account that gives detailed information about a person. A case study provides a systematic way of looking at events, collecting data, analysing information and reporting the results about an individual.





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IDENTIFICATION OF THE PROBLEM

During my internship in U.H.S.S Tharuvana, I identified a problem child in 8D Standard. His name is Shannad.T. The problem of the child was, he had difficulty in interacting with other students in his class. And also he was a slow learner. He did not communicate with other students. He is a short-tempered student with his classmate. He felt problems in using English language, doing homework, social skill, interaction and academic class room performance. He was little bit shy to communicate with others especially to teachers. His learning process takes place at a reduced rate compared to his peers.





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FORMATION OF HYPOTHESIS

From my observation I formed some hypothesis:

- 1, Lack of interest in study
- 2, Lack of attention from teachers
- 3, Lack of proper parental care
- 4, Avoidance from friends
- 5, Lack of confidence
- 6, Lack of proper memory and attention span.
- 7, Maintain a feelings of inferiority.
- 8, Slow learner
- 9, Develop a low self-esteem.
- 10, Problems in the family.




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METHODS OF DATA COLLECTION

- a) Observation
- b) Unstructured interview

PERSONAL DETAILS

Name : Shamsud . T
Father's Name : Sharafudheen
Mother's Name : Bushara
Date of Birth : 05/02/2005
Religion : Islam
Address : Thottoli (H)
Tharuvana p.o
Wayanad
Class : VIII D
Blood group : B+ve
School : C.H.S.S Tharuvana




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→ FAMILY BACKGROUND

Number of members in the family : 5
Father, mother, elder brother and younger sister.

→ SOCIO - ECONOMIC BACKGROUND

Shaunshad. T belongs to a middle class family. His father is a coolie and mother is a housewife. He belongs to muslim OBC.

→ EDUCATIONAL BACKGROUND

Shaunshad was a below - average student in the class. He got very low marks in all the subjects in every - examinations, while he was studying in hp up classes. His social skills were below average level.




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May 2019

ANALYSIS AND INTERPRETATION

When I realised Shamsheer as a problem child, I decided to make an unstructured interview with him. At first he hesitated to speak out. He showed a negative and shy attitude towards me. In the 'Akshara kalari' class I mainly concentrate on Shamsheer and try to understand his problems. He did not stand up when I called him. When I asked simple questions related to him, he is so shy to speak out.

Firstly - I enquired to his classmates. They said that he did not communicate with them and he did not give any attention to any class. He doesn't have any best friends. Then I tried to talk with him. I always tried to listen him in all the class. I started to teach him the basic Alphabetic letters, arithmetic problems and encourage to write simple sentences. Then I started to check his notes and appreciated him.




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Then he slowly started to co-operate with me. He tried to learn the things which I taught him slowly. Then, I asked him to read the lesson but he showed some difficulty. Later I found that he had some difficulty to memorize the letters while reading. And also I found that he was a slow learner and he has some difficulties in learning compared to his peers. So, he felt some difficulties to mingle with other students. All the problems lead him to poor academic background and social life.

Later, I encouraged Shamsud to speak out and I tried to help him to complete his homework. I gave him good support for all the activities. And I made him more confident in front of others. Then I gave simple learning tasks which he can perform successfully. And I help him to develop self confidence leading to self-esteem. I provide him a proper situation to make him revised the lesson frequently.




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**St. GREGORIOS TEACHER TRAINING COLLEGE,
MEENANGADI**

(Affiliated to University of Calicut, Recognized by NCTE and ISO)



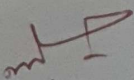
Name: HRIDHYA K.V

Reg.No: GEAWTEG005

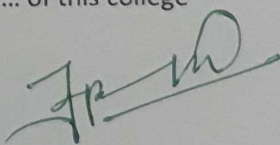
Optional Subject ENGLISH

Certified that this is a bonafide record of principal done by

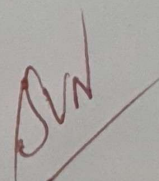
HRIDHYA K.V of this college


Lecture in charge
Assistant Professor
St. Gregorios Teachers'
Training College, Meenangadi
Wayanad - 673591

Date: 8-01-2024



Principal
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
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CERTIFICATE

This is to certify that Ms. HRIDHYA KV, B.Ed. English teacher trainee from St. Gregorios Teachers' Training College, had organized a **menstrual hygiene workshop** for the students of this institution as part of their B.Ed curriculum.

The programme was organized well and was useful for the students.

Place:

Date : 7/11/23



A handwritten signature in green ink, appearing to read "G.Saji".

Headmaster

G .H .S Beenachi

(Institution Seal)

HEADMASTER
GHS BEENACHI
BEENACHI P O
SULTHAN BATHERY
WAYANAD 673592

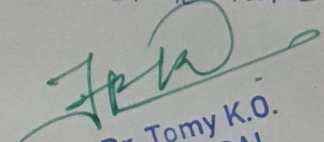
Report

Menstrual Hygiene

As part of our B.Ed curriculum, we have decided to conduct an innovative programme in our school GHS Beemachi. We the teacher trainees decided to organize a class on personal hygiene during menstruation called period positive for class 9 girls of GHS Beemachi. For this purpose we met the headmaster of school on 1st November 2023 for permission. We decided to organize the programme on 2nd November 2023. For that we invited Ariswarya and Alena the final year nursing students of Vinayaka Hospital Sulthan Bathery to take the class.



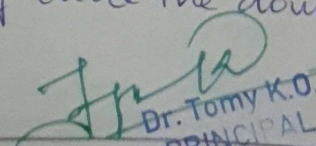
The class started with a welcome speech by



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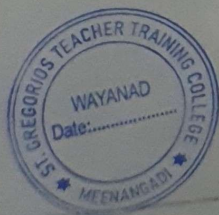
teacher trainee solima. She introduced
Aiswarya and Alena to the children. The
presence of our Headmaster Saji Sir and PTA
President Krishna Kumar Sir was there. The class
started by explaining what is menstruation and
why it occurs. The class was organised to make
clear menstrual related doubts and also create
awareness about menstrual hygiene. Children
were made clear that menstruation is a process
that all girls experience after a certain age and
it is not something to hide. They introduced
menstrual period materials like menstrual cup
to students. They also explained how to use it
and its advantages. They also told about the
physical and mental changes that occur during
menstruation. They explained all the details about
the process of menstruation and its functions with
the help of projector. In between they clear the doubts



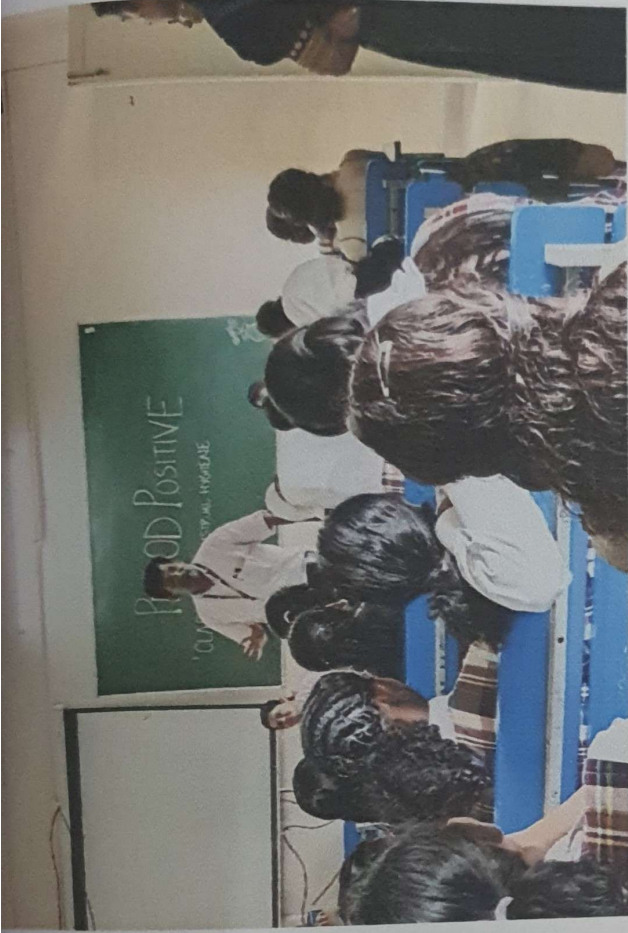

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of students also gave a solution to these problems. At the end of the class, they were given an opportunity for students to ask questions. All the concepts related to menstrual hygiene were covered in the class in a short period of time. The class was managed in a friendly manner along with a very close interaction with the children.

The class helped the students to gain new knowledge. Giving the students a class on this subject was inevitable. It was a good class and it was informative to students. Arswarya and Alena managed the class very well. The children were cooperative throughout the class and they asked doubts they had. A class on such an important and relevant topic is very necessary for the students. Abhirami, a teacher trainee from Poomala delivered the vote of thanks. Pupils were also share their opinion about the overall class.



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Principal
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