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## A CASE STUDY OF A CHILD WITH SPECIAL NEED/LEARNING DIFFICULTY

### Researcher

**Vipan Raj**

Scholar PhD English

Sardar Patel University Balaghat, {MP}

Perminent Address:

**Jagota, Teh: Bhella. District: Doda. State/UT: Jammu & Kashmir.**

**Abstract.** The study has been conducted to investigate the levels and kind of difficulty the child/student is facing in learning things in or outside the classroom.

It also examines the relationship between the school and home environment of the student with special needs who is facing difficulty in learning i.e. reading, writing listening or speaking.

The case study was conducted by keen observations of the special needed child by involving and getting information directly from different reliable sources like, concerned teachers, peer groups from the school, parents, family members and peer groups of the child from the home environment. The tools used in the study were 1. Qustionnaire. 2. Direct observation. Etc. The study reveals the fact that the actually the child not having any slow learners like problem nor she is shy or un interested in learning by nature but she loves to read , learn , take part in different activities, she is having a creative mind by birth or nature but only the problem of her difficulties in learning is because of the depression she has laid in her mind of part of the home environment and improper treatment given to her by parents, family, teacher' s, elder' s in the school or at home.

**Key words:** concentrate, interactive, loneliness, aggressiveness, peer groups, shy, Sympathy, intellectual etc.

**Introduction:** In this activity have taken a real situation of a student/ child of a village, Jagota of tehsil Bhella , District Doda Jammu & Kashmir (India) from class 6<sup>th</sup> from a government school with special need/learning difficulty where the student is not able to understand concepts, despite teachers' effort, a research based on a case study may be conducted to understand the reasons behind that and find a reliable, applicable and effective solution of the problem of the child/student.

### **I- Research proposed /**

#### **Case Study: -**

#### **A Case Study on a actual situation:-**

In this activity I Mr Vipan Raj Sardar Patel University Balaghat, {MP}

have taken a real situation of a student/ child of a village, Jagota of tehsil Bhella , District Doda Jammu & Kashmir (India) from class 6<sup>th</sup> from a government school with special need/learning difficulty where the student is not able to understand concepts, despite teachers' effort, a research based on a case study may be conducted to understand the reasons behind that and find a reliable, applicable and effective solution of the problem of the child/student.

## II. Justification and Rationale

An actual problem based on research have been taken of a slow learner student from class 6<sup>th</sup> and started working on to solve this problem and make future planning which will work in such a cute situation.

## III. Objectives

- 1. To find out the real and factual problem faced by both the student/child and the teachers teaching the child/student.
- 2. To collect the factual data/information about the child' s behaviour and back ground.
- 3. To reach at some reliable conclusion.
- 4. Plan future strategy to solve this problem based on the conclusion.
- 5. To encourage this student/child to come forward and enjoy the teaching learning in a natural and real atmosphere to create new and creative things using his/her mind.

## IV. Methodology

- **CASE STUDY:- Observation & Questionnaire methods applied.**



## V. Cooperation- Colleagues, Students, Community, Institution

- To collect the primary data directly interacting with the Teacher' s, Parents, and peer groups from both school as well as home.

## Collecting Data from the peer groups:-



## Means of Collecting data from the teachers:-

- Collected the data from concerned teachers by contacting them personally and on phone call and discussed in length about the problem, learning level, interest, likes and dislikes of the student.

## Collection of data from Teacher' s :-

1. Did not concentrate when teacher is teaching and looks here and there.
2. She did not respond to the questions asked by the teacher.
3. Did not do her home work completely.
4. Her writing is very bad.
5. Despite using teaching methods, she can not get what we teach her.
6. While other children interested in any topic she did not show interest in learning but instead makes fun of others.
7. One teacher said that she is frank with me and learns her lesson as well as does her home work too.

### Collecting data from peer groups of school:-



#### Peer Groups in school

1. Did not show interest in learning in the class but shows interest in playing in the play ground.
2. She likes playing games like, Khokho, Race, pebbles, hide & seek ..
3. Sings in loneliness on her own.
4. Performs some interactive actions while playing.
5. She is shy in the class room but not that much while playing with her peer groups.
6. She is not interested in majority of teachers except one .

**Data Collection from Parents At Home :****General**

1. She feels shy.
2. Opens her books if asked to learn her lesson and shows her interest in learning.
3. She is slow in her reading, writing and doing other domestic work.

**LIKES OF THE CHILD AT HOME:-**

1. Likes playing with girls of her age.
2. Likes games like skipping, race, khokho, hide and seek and making clay pots.
3. Likes playing with domestic animals etc..etc..
4. loves to Sympathy of parents and the peer groups.
5. Likes listening to stories, plays, Cartoon plays on TV .

**DIS LIKES AT HOME: -**

1. Did not like to go to the houses of other people in the neighbor hood.
2. Did not like Harsh treatment from any one in the family.
3. Dislikes aggressiveness .
4. Did not like reading books herself.

## Data from the Peer Groups of Home:-

### General

1. She is normal and not much shy.
2. Did not want to learn her books as it looks a boring for her.
2. likes to learn from stories, plays and to play with natural things like, clay pots, pebbles, pet animals, and peer group girls.
3. not interested in making friends as she feels shy in making friends.
4. Likes to eat good food, fruits, sweets.

### LIKES OF THE CHILD AT HOME:-

1. Likes playing with girls of her age.
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### DIS LIKES AT HOME: -

1. Did not like to go to the houses of other people in the neighbor hood.
2. Did not like Harsh treatment from any one in the family.
3. Dislikes aggressiveness .
4. Did not like reading books herself.

## Data Analysis & Conclusion

- The information /Data collected from different sources as primary & secondary data collected from reliable sources shows a big difference in the behavior of the child in her home, School and peer groups in both at home or school.

It also shows that the child is really not a slow learner by birth but she is made a slow learner by the environment being provided to her in both her home as well as at her school.

It also shows that there is a big need of teachers and parents to give the child a psychological treatment, know the child properly as the concept of slow in her learning at school or home is of more varying nature then the actual and natural behavior and level of her interest in different things , like playing games of different things.

Her great interest in listening to the stories ,counting things, playing and love with pet animals. It shows that if the teachers and know the child psychology, and with the cooperation of parents they can make the child really an intellectual by teaching her in a practical way using natural things to teach and take the child out of their class room and out of book craming methods.

## **Solutions:-**

- The child is nature loving, soft hearted and needs a loving and caring teachers treatment instead of a autocratic or rude behavior of the teacher.
- The child should be taught in a natural environment using the natural and real things to teach the child and no doubt it can make any slow learner learn in a brilliant way and with a great interest.

## **VI. Impact/Effectiveness**

- The conclusions obtained will have a great and fruitful impact of the research done on the situation and problem faced by both the teachers as well as students to solve the problem where a child or student despite of making efforts in the classroom by the teachers to make their students learn properly in or outside the classroom. And no doubt the child will really learn and enjoy the learning in a natural environment using natural things as TLM

## **VII. Future Planning**

- The child is nature loving, soft hearted and needs a loving and caring teachers treatment instead of a autocratic or rude behavior of the teacher.
- The child/students facing this kind of problem as well as all other normal students should be provided an of free stress and natural environment.
- The should should be treated with love and sympathy.
- The child should be taught through natural and actual things as supporting TLM.
- The child is nature loving, soft hearted and needs a loving and caring teachers treatment instead of a autocratic or rude behavior of the teacher.
- The child should be taught in a natural environment using the natural and real things to teach the child and no doubt it can make any slow learner learn in a brilliant way and with a great interest.
- Thanks

Here is the table of contents showing all the procedure of research conducted and finding the applicable solutions there of.

Data Collection		Data Analysis & Conclusion		Solutions	
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Teacher' s	Peer Groups in school	Parents	Peer Groups		
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