

Case Study Submitted by :

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Theme :

ACADEMIC LEADERSHIP/PEDAGOGICAL LEADERSHIP

FOR ENHANCING STUDENT LEARNING COMPETENCIES

PREFACE

Today, the majority of children studying in the public education system were born after 2010. The special characteristics of these children, born GEN ALPHA period , and their emerging learning issues are being studied at VOUP school Punalur."In earlier times, after school, children used to return home and spend their evenings playing various games with friends of the same age. These activities helped to improve the children's physical and mental strength, social awareness, team spirit, cooperation, leadership skills, and mutual respect. Since such an environment is not available for children of the GEN ALPHA generation, more time needs to be given for such activities during school hours.

PROBLEM

- The students who were studying in the fifth standard in the academic year 2023-24 entered the sixth standard in 2024-25, and after the first term examination, their interest in studies decreased.
- This is the main reason for conducting this study.

HYPOTHESIS

The SRG analyzed the problem and, through this analysis, recognized the need to modify the school environment according to the characteristics of children of the Gen Alpha generation.

Two important characteristics of this generation of children were selected for the study, and various activities were designed based on them:

- Increased learning speed - reduced attention span
- Emotional challenges arising from reduced social interactions

MILESTONE ACHIEVED

- A total of 32 students from one division of the sixth standard were included in the study.
- The study was conducted for one year, from October 2024 to November 2025.

CHARACTERISTICS OF GEN ALPHA CHILDREN

1. They have a strong interest in technology
2. They learn quickly, but can concentrate only for a short period of time.
3. They are interested in creating new ideas.
4. They value freedom of opinion and are confident.
5. They face emotional challenges due to limited social interactions.

AREA : 1

Increase in learning speed and decrease in attention span.

Activities Conducted

1. The lesson presentation was made brief and attractive.
2. An activity-based learning method was followed in the classroom.
3. A daily self-assessment process was introduced.
4. A monthly learning festival was conducted, giving children freedom to express their ideas.

AREA : 2

Emotional challenges arising from reduced social interactions.

Children of this generation do not have a group of same-age friends to play with or interact with after returning home from school. As a result, they develop stress and sadness, and they are unable to control their emotions. These emotional difficulties can lead to various mental issues. Such mental problems may cause lack of attention, reduced memory power, poor problem-solving ability, and a loss of interest in academic activities, ultimately leading to learning difficulties.

ACTIVITIES CONDUCTED

- Every day, at least 30 minutes of physical fitness activities were included.
- A monthly live learning festival was organized.
- Follow-up activities were diversified according to the different levels of multiple intelligences.
- A programme named "Sora Parayam" was arranged, where parents were required to spend half an hour daily listening to their child and talking with them.

FINDINGS

- When children engage in physical fitness activities, happiness hormones such as endorphin, dopamine, serotonin, and adrenaline become active in the body. This increases enthusiasm, self-confidence, and happiness in children. It also enhances peace of mind and self-control, which in turn improves their interest and focus in learning.
- The monthly live learning festival guides children towards knowledge construction and provides opportunities for them to showcase their abilities.
- The awareness that parents are available to listen to them increases children's self-confidence.
- A single uniform pattern of follow-up activities may not be suitable for all children.

ACHIEVEMENTS

- Interest in learning increased
- Children show continuous active participation both at school and at home
- Self-confidence among children improved
- Social awareness and cooperative attitude developed
- Screen time reduced
- Children developed self-control

CONCLUSION

Although a 45-minute classroom period has now been reduced to 35 minutes, it is important to prioritize how this time is used. The lesson presentation and explanation should be completed within 15 minutes, and the remaining time should be used to provide children with opportunities for diverse, activity-based learning that incorporates the principles of multiple intelligence theory.



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