

Chapter - 5

CHAPTER - V

CASE STUDIES

- 5.1 Introduction
- 5.2 Case Study of Student A
- 5.3 Case Study of Student B
- 5.4 Case study of Student C
- 5.5 Case study of Student D
- 5.6 Observations

CHAPTER - V

CASE STUDIES

5.1 Introduction

The case study is a procedure that concerns itself with all the pertinent aspects of a single unit - an individual, an institution, a family, a community. All the factors and the combination of factors involved in a given behaviour are examined to determine the existing status and to identify the casual factors operating.

Case study involves an intensive investigation. It is analytical in nature, and it includes interpretations of the data and techniques used together with the recommendations.

Case studies present a continuous and a coherent picture of an individual which no other technique can provide. It also helps in understanding of the inner life of the individual, his/her surroundings and his/her behaviour.

A case study can not be considered complete without evaluative report of interviews.

In the present chapter, objective (4) was to make a detailed study of two students having good learning strategies and two students having poor learning strategies. In response to this objective the following four case studies

were done.

The cases were studied on the basis of their

- (1) Personal data
- (2) Interview
- (3) Performance on (a) Student's Learning Orientation Profile (SLOP), (b) Learning And Study Strategies Inventory (LASSI) and (c) Academic Achievement.

Data collected on SLOP and LASSI were analyzed quantitatively and qualitatively.

5.2 Case study of Mr. A

Mr. A is a student of Lal Bahadur Shastri high school, one of the anami group schools. He is high achiever. He goes to school on a bicycle. Apart from school activities, he goes to tuition class every day and to Balbhawan (a voluntary organisation which is setup for the promotion of culture and sports for young children) for cricket class twice a week regularly. He loves music and enjoys reading short stories and comics.

Family Environment

His father is an aurvedic doctor (B.A.M.S.) working in Calico Company Ltd. as a company's physician. Mother is M.A. B.Ed. and she is a school teacher. He has one elder sister, studying in XIIth class and has no brother. His family is nuclear and has own house. His house and school are in same locality, that is in Jarelibaug. His family is a typical higher middle class family. As both the parents have been working, children are motivated to become independent. The family is closely knit and enjoying conducive and warm home environment. He enjoys himself in the family and finds himself secured. The family members are quite in harmony with each other. Parents are taking interest in his study and provide adequate guidance to him in time.

He, being youngest member in the family gets total support and help in his study from parents and elder sister.

When he gets his examination result, his result is discussed in detail at home.

As he is typical adolescent boy sometimes he denies authority. He feels that his parents are orthodox, suspicious by nature, finds false fault in him. He also suspects that sometimes family members have a watch on his activities. Sometimes he feels that parents become unnecessary strict, rigid and are over indulgent in his matter. Here he admits that when he tries to analyse his parent's behaviour he thinks that they are right many a time. Parents want to protect him with positive intention from evil company and any bad influence so he expects that the parents approach should be little softer and friendly.

Except above complaints, he is quite satisfied and comfortable in his family.

Classroom Environment

At first sight he finds his classroom environment warm. He have very positive feeling about his teachers. In classroom when he asks questions or raised doubts, they are answered or cleared. Teachers have confidence in students and in turn students also have faith in them. He is friendly with all classmates. He enjoys being with peers in classroom. With some classmates he has developed family relations too.

Learning Orientation

Students learning orientation profile was administered on him along with other students.

Table 65

Scores obtained by Mr. A on Learning Orientation Profile.

Scales	Score obtained out of 32	Percentage
PEDOL	22	68.75
ADOL	20	62.50
INJOL	20	62.50
APAL	27	84.32
INVOL	18	56.25
EXOL	18	56.25
SIGOL	32	100.00
TOTAL	157 / 224	79.09

It is noticed in table 65 that his performance on different scales of learning orientation varies from 56.25 percent to 100.00 percent. He obtained full score on SIGOL. This indicates that he is significant-Other oriented. It means that he gives importance to others. He obtained second highest score on the scale of apathy in learning. It is significant to note here that all the items in this scale were negatively worded and higher score shows lower apathy. Hence higher score achieved by Mr.A indicates his sincerity in learning. He secured the third highest score in PEDOL, which

indicates that he is self disciplined, able to organise his thoughts properly. It also indicates his ability to persevere. He obtained 62.5 percent in ADOL and INJOL. This shows that he has assessment domination in learning and he gives importance to pass the examination with good marks as well as to study all the topics which are there in syllabus. He is also interested in preparation of the examination.

He obtained 56.25 percent score on INVOL. This indicates his involvement in learning. His scores on EXOL gives a clear indication of the future perspective with extrinsic motivation as a domineering instrumental value in learning.

Looking to his response to the items of learning orientation profile it can be said that he likes giving examinations. He also likes to participate into the classroom discussion as it helps in arranging his thoughts. He also believes that examination teaches individual to be self-disciplined and prepares and develops the ability to process further steadily. About the classroom, he very strongly believes that classroom teaches him to become disciplined. His above opinion shows that he gets inspiration of learning from teachers and classroom.

He feels that if he does well in examination, people will look at him with honour. He works hard for examination to please the parents and the teachers and also to compete

with peers, because he thinks that if he does not work hard, he will be lagging behind in his studies. He thinks that the performance in tests helps in gaining recognition at home, school and society. This reveals that he learns to please others, that is, his learning orientation is significant to others.

He has also stated that he will select those subjects in which he is interested and will also keep in mind the high scoring nature of the course. He thinks that, scoring in test is very important aspect as to get entry into competitive status oriented courses, which demand high scores. Explaining himself further he says that even if the person is knowing all the fundamentals of the course very clearly but if he fails to achieve an impressive results in examination, the person is of no use; he can not keep his existence in the competitive nature of the society and world at large.

He has intrinsic orientation in job getting and learning. He wants to become creative and original. He enjoys doing well in examination. He gets intrinsic pleasure when he passes his examination with high marks. He wants to take up a job or activity of such a nature that he can express his work efficiency and ability fully and has enough scope of progress.

He is quite involved in learning and interested in learning all study activities. He finds most of his subjects

really exciting. This indicates that he is involved in learning and also confirms to the responses of APAL.

He does believe that performance in examinations will determine the success of future but not solely. Results of examination may help in fetching the job but to enjoy the work in the job or to get success in career, the mastery of the subject and other practical skills are equally important. He also expresses his wish that he would like to do the job which fetches more financial benefits but along with this, he expects the work to be more challenging and creative. This expression of the his gives an idea that he has extrinsic motivation in learning but puts it very rationally and effectively with its practical bearing.

From above discussion, briefly it can be stated that he is positively oriented to learning. He has clear concepts and perceptions of learning with future perceptives.

Learning Strategies

Table 66

Scores Obtained by Mr. A on Learning And Study Strategies Inventory.

<u>Scales</u>	<u>Scores</u>	<u>out of</u>	<u>Percentage</u>
ATT	21	30	70.00
MDT	20	35	57.14
TMT	30	40	75.00
ANX	24	40	60.00
CON	30	40	75.00
INP	32	40	80.00
SMI	15	25	60.00
STA	30	40	75.00
SFT	34	40	85.00
TST	39	40	97.50
TOTAL	275	370	74.32

Table 66 shows the scores and respective percentages obtained by Mr. A on each scale of learning and study strategies. Table shows that he obtained high percentages in almost all scales. This indicates that he uses all the learning and study strategies effectively.

His responses to the items of learning and study strategies inventory reveals that he has positive attitude

and more interest in study. He is highly motivated diligent and self disciplined. He shows willingness to work hard. He is prepared to take up new and difficult work, that is, challenging work. He shows anxiety and worry about school performance. He feels that classroom activities and examination are very important activities. This helps him in realising his own potentials. He can concentrate and attend to academic tasks effectively. He understands his concepts thoroughly. He acquires knowledge and develops reasoning.

He makes use of all learning and study strategies very effectively. He uses time management principles for academic tasks. He makes use of support techniques and material for strengthening his learning. Before examination, he prepares for it, makes his own self tests, makes his own study materials and reviews the material like class notes, textbooks and related books. He develops his own test strategies and works hard in planning for the tests.

Academic Achievement

Table 67
Subjectwise Marks Obtained by Mr.A

Subjects	Marks obtained out of 100
Gujarati	65
Mathematics	74
Science	67
Social Studies	69
Hindi	77
English	72
Sanskrit	90
Drawing	77
P.T.	61

$$652 / 900 = 72.44\%$$

Table 67 shows the marks obtained by Mr.A in different subjects at the annual examination of IXth standard. He obtained more than 60 percent marks in each subject. The total marks obtained by him is 72.44 percent.

From the data collected about Mr.A it is found that he has positive orientation for learning. He takes his learning very seriously and meaningfully. He has very warm family environment, which also encourages him to learn. In classroom he is happy with teachers and their styles of teaching. He

enjoys classroom environment. All these factors influence on his learning strategies because this environmental influences make him clear about his goals for study. He is confident about his ways of dealing with his studies and this is what confirmed on his reaction to learning and study strategies.

He has strong orientation in learning, better learning and study strategies and high academic achievement. This is in confirmation with the general findings of this study.

5.3 Case study of Student B

Miss B is a student of Hill Memorial high School. She is a high academic achiever from one of the independent schools. After and before school hours she helps her mother in household work. She independently cooks the meals both the time in a day, feed to all siblings and get them ready to go to school. Sometimes she helps her younger siblings in their study.

Home Environment

Her father is a peon in a christian trust office. He studied upto VIIth class. Mother is illiterate. She is a full time domestic servant and cooks in school's principal's home. She has another four siblings. One elder brother studied upto IXth class and left his studies after failing in Xth twice. Now he is a paper vendor and also involved in some miscellaneous seasonal activities. Another two sisters and one brother who are younger to her are studying in school. They are staying in out house of school principal's residence.

She is playing a child-mother's role in the family as her mother is busy in her duties at principals' residence. She plays very responsible family member's role as she is the eldest girl child in the family. She thinks that from the childhood they are trained and nurtured to be devoted hard workers. All the members are of her family are very God-fearing religious minded. They are very loyal to their christian community. She enjoys her role in the family, and satis-

fied with whatever she has. At home all the members have assigned work and time to time all the carry it out quite satisfactorily with out any complaints. She is quite contented with her family environment.

Classroom Environment

She likes to go to the school but she does not like to participate in any classroom activities. She enjoys peer group company and also admires teachers. She is very regular in attending classes and school assignments. She finds most of the school activities meaningful. She likes almost all subjects to learn.

Learning Orientation

Table 68

Scores obtained by Miss B on Learning Orientation Profile.

Scores	Scores obtained out of 32	Percentage
PEDOL	32	100.00
ADOL	30	93.75
INJOL	12	37.50
APAL	08	25.00
INVOL	08	25.00
EXOL	32	100.00
SIGOL	29	90.62
TOTAL	175 / 224	78.12

Table 68 shows that the score obtained by Miss B on the different scales of learning orientation profile. She got full scores in PEDOL and EXOL. This indicates that she is self disciplined and has ability to persevere. Her performance in EXOL indicates her sincerity and strong extrinsic orientation. She obtained good score, that is, above 90 percent in ADOL and SIGOL. The scores show that she studies to pass the examination and concentrates on topics prescribed in the syllabus for the examination. She is an examination oriented learner. - Her performance in SIGOL indicates that she is significant other oriented. She has very high regards for the principal of the school, and she has promised him that she

will not leave her studies half way. She always says that credit of her success, in academic field goes to her principal. This means that she studies to please others. Her scores on INJOL, APAL and INVOL is low. This shows that she does not perceive learning as a pleasurable experience. According to her she is not able to justify learning time-wise. She expresses her desire to find an activity which would bring her intrinsic satisfaction. She does not actively involve in learning. She obtained 78.12 percent of scores on total basis. Hence it can be said that on the whole she has shown her domination in learning.

Explaining her low performance on APAL, INJOL and INVOL, she says she likes her study but not at the cost of household work. She gives her second priority to studies.

Learning Strategies

Table 69

Scores obtained by Miss B on Learning And Study Strategies Inventory.

Scales	Scores	Out of	Percentage
ATT	19	30	63.30
MDT	21	35	60.00
TMT	25	40	62.50
ANX	30	40	75.00
CON	30	40	75.00
INP	30	40	75.00
SMI	20	25	80.00
STA	34	40	85.00
SFT	30	40	75.00
TST	27	40	67.50
TOTAL	266 /	370	71.89

Table 69 shows the scale wise scores and respective percentages obtained by Miss B. The entries of the table reveal the fact that she obtained more than 60 percent score in all the scales of learning and study strategies inventory. This means that she adopts the effective ways of learning.

According to her, after school hours, except doing her homework, she never studies or makes any special attempt to learn. Her classnotes are very clear and perfect. She does not

need extra reading or preparation. She prepares for test on the basis of her notes. She is very sincere in her work at home and also at school.

She is able to use the learning strategies effectively even if she is not making any conscious efforts. This may be because she is very perfect and regular in her domestic affairs, that may help her in a way of transfer of learning. She makes use of almost all strategies in learning.

Academic Achievement

Table 70

Subjectwise Marks obtained by Miss B.

Subjects	Marks out of 100
Gujarati	54
Mathematics	60
Science	68
Social studies	67
Hindi	63
English	60
Sanskrit	63
Drawing	73
P.T.	65

$$573 / 900 = 63.67 \%$$

Table 70 shows that Miss B is good at study. She receives 60 or more percent of marks in all the subjects except Gujarati. In all she gets 63.67 percent of marks.

From the above discussion it is clear that Miss B has strong learning orientation. She obtained good percentage of marks at annual examination of IXth standard. It is very surprising to note here that although this girl is not able to spend full time for studies, she is able to obtain higher score in examination. She is involved in two important full work assignments, and she is able to justify both equally. She is very sharp, and deal with all the activities very intelligently. She has the capacity to work effectively with whatever little resource available at her disposal. She is very systematic and successful in her work so it gets transferred to all her other abilities in different fields.

On the whole she has high orientation for learning, good learning strategies and high academic achievement.

Though she is good at study she may suggested that she should be conscious and serious about her study, and she should participate in the classroom activities actively. If she tries more her academic future can be brighter.

5.4 Case study of Student C.

Miss C is a student of Utkarsh Vidyalaya one of the independent schools. She is a low academic achiever. After school hours she goes for personal tuition to her school teacher everyday. She likes outings and most of the out door activities.

Family Environment

Her father was an engineer and was working in reputed firm. She has lost him when she was two years old. Mother is PTC teacher, and earns about Rs. 3000 per month. She is the only child. She along with her mother stays at her maternal uncle's place. She is not happy in the environment where she lives. Her mother is not able to devote much of her time to help her in her study or in any other work. Mother is busy with cooking the meals and her school service. She is able to talk to her mother or share her joy or sorrow only at night as they do not have any private place. She and her mother share the room with uncle's children. She does not find any cohesion or warmth in the family as she finds no openness among family members. They do not take any meal together. Even taking any important decision, all family members are never consulted. She hesitates to call her friends at home and she finds her family environment quarrelsome and feels that friends may be insulted by cousins or uncle. She never likes to spend her free time at home and most of her time she spends with her friends at their residence. Her cousins sometimes tease her and make fun of her. She is afraid of her

mother and all the members of maternal uncle's family. Whenever she says something or gives her opinion, she has to convince them by swearing or producing proofs. She always feels to runaway from home or committing suicide. The worst part she feels at home is that even the mother is not able to give her support, as she does not have any voice in the family. She is never allowed to participate in family matters. Her mother has become short tempered and irritated because of illtreatment she receives from her own brother and his family. Mother displaces her anger, agony and feeling of disgust to her, which pinches her too much.

In short, Miss C has very negative picture of her family. She is deprived of love, warmth, care etc. She always feels of being out of place from the family and curses herself as she does not have her father alive. She thinks that if her father was alived, the picture of family would have been very differnet. She belives that after few years when she will also start earning, then her mother and she can live independently. At that time she will feel what a home can be.

Classroom Environment

She loves to be in the classroom. She follows her teacher blindly. She has fullfaith in teachers to the extent that whatever they say are the BIBLE words. She thinks that today, whatever self confidence she possesses is the result of her teachers warmth and care expressed to her. She feels

open and free to ask the clarity of any doubts or confusions. She finds her teachers very approachable. Sometimes she discusses her personal problems to them and finds all her teachers very helpful. They encourage her in studies. Under the guidance of teachers, she is quite confident about goal setting.

In contrast to her feeling about her family, she is much secured at school. She loves her teachers and classroom activities. She finds classroom environment very warm. She likes to be in school and enjoys the company of friends and teachers.

Learning Orientation

Table 71

Scores obtained by Miss C on Learning Orientation Profile.

Scores	Scores obtained out of 32	Percentage
PEDOL	16	50.00
ADOL	25	78.12
INJOL	20	62.50
APAL	08	25.00
INVOL	10	31.25
EXOL	16	50.00
SIGOL	29	90.62
TOTAL	133 / 224	59.38

From table 71 it is very clear that she has little high learning orientation. She is not interested in learning by her own. She studies to please her mother and teachers. She wants to have her future secured, that is to get a job and earn. She is very firm about this view because she thinks that education will help her to get a job and then only they can have a home where she can stay with her mother independently. She believes that learning is examination oriented, as the examination results decides the success of future life. She aspires to take a job in university or in any reputed firm. Her association to learning is just money, that is, she has very strong belief in her mind that learning is only to fetch a job which in turn fetch more amount of money which ultimately brings happiness.

She does not find studies interesting or encouraging. She never does any extra reading. She does not like to indulge into any hard work or challenging task.

She is highly assessment dominated. She feels that study helps an individual to develop overall personality.

Overall, she finds study meaningful to earn reputation and status in society and to get good job.

Learning Strategies.

Table 72

Scores obtained by Miss C on Learning And Study Strategies Inventory.

Scales	Scores	Out of	Percentage
ATT	10	30	33.33
MDT	11	35	36.67
TMT	08	40	20.00
ANX	08	40	20.00
CDN	08	40	20.00
INP	08	40	20.00
SMI	05	25	20.00
STA	08	40	20.00
SFT	09	40	22.50
TST	08	40	22.50
TOTAL	83	370	20.43

Table 72 shows low scores of Miss C in almost all the scales of learning strategies. She has little motivation and attitude towards study. She hardly adopts and use other learning strategies. On almost all the scales she has very poor scores. This indicates that she has poor learning strategies. In response to this she has very humbly admitted that for last few years she had never worked hard to get good marks. She has confidence that if she works hard she may get good marks, but she does not make any sincere attempt to study. She is very anxious about her study and have insecurity and survival threat. This is so strong that she is not able to concentrate on any things.

Academic Achievement

Table 73

Subjectwise Marks obtained by Miss C

Subjects	Marks out of 100
Gujarati	46
Mathematics	36
Science	35
Social studies	35
Hindi	38
English	32
Sanskrit	32
Drawing	46
P.T.	49

$$349 / 900 = 38.78 \%$$

Table 73 shows the marks obtained by Miss C at the IXth standard annual examination. She fails in English and Sanskrit but she was promoted to higher standard. She got only 38.78 percent marks. Her performance in academic field is very poor.

From the above discussion, it can be said that she is deprived of love and warmth. She finds herself very insecure. This is quite evident to her age. She is an adolescent girl having lots of zeal of life. If this girl gets recognition, attention and warmth at home, she may turn to be a good student. In the entire interview, her grivences about her family dominates. She tries to get all what she has deprived at home, from teachers and friends.

Though it is not under the perview of this study, she was suggested that she should accept reality positively and if she wants a bright future without keeping any grivances in mind and wasting her time and energy she should make proper use of learning strategies and concentrate on study.

5.5 Case study of Student D

Mr D is a student of Shreyas Vidyalaya, one of the independent schools. He is a middle academic achiever. Apart from studying in school, he goes to tuition class and spend time in his father's shop to help him. His performance is very low on learning and study strategies inventory.

His father is an Arts graduate and has a grocery shop. His mother is also an Arts graduate and is a housewife. In her leisure time she also works in grocery shop. His has an elder sister studying XIIth standard. They have their own house. His family is a nuclear type of family.

He loves his home and enjoys his family. His parents encourage him in his studies. He can discuss all his problems related to studies and even personal problems with parents and sister. He feels very warm in the home. Elder sister helps him in his studies when he asks for. His parents do not have much expectation from him regarding his study. They want him to be atleast graduate, learn accounts and some skills of business. He is being only son in family ultimately he has to look after shop and expand business. He finds his home very conducive for his overall development and finds no conflicts with parents and elder sister.

Classroom Environment

He likes to be in classroom. He enjoys being with peer groups. Most of the classmates are his friends. He likes to be involved more in many practical and light activities like funfair, cultural programme, picnic etc. than some serious academic activities like participating in quiz, debate, etc. He has leadership qualities. He takes initiative in activities which are based on field work. He finds his classroom conducive.

Learning Orientation

Table 74

Scores obtained by Mr D on Learning Orientation Profile

Scores	Scores obtained out of 32	Percentage
PEDOL	16	50.00
ADDL	20	62.50
INJOL	08	25.00
APAL	15	46.87
INVOL	11	34.37
EXDL	15	46.87
SIGOL	14	43.75
TOTAL	99 / 224	44.20

Table 74 shows that Mr. D obtained 44.20 percentage of total scores on learning profile. It further reveals that he obtained the highest score on ADDL. This shows that he has

assessment domination in learning. He gives importance to examination. Table future shows that he secured the second highest score, that is, 50.0 percent in PEDOL. He has the lowest score on INJOL, that is 25.0 percent, which indicates that he is not serious in getting job. This is quite obvious as he is not studying for this purpose, and he is over secured about his future.

The above discussion shows that he does not have strong learning orientation and this, he revealed while responding to the items on learning orientation profile. He believes that classroom activities and examination help in personal development. He seems to perceive the beneficial impact of classroom learning on character development.

Learning Strategies

Table 75

Scores obtained by Mr D on Learning And Study Strategies Inventory

Scales	Scores	Out of	Percentage
ATT	06	30	20.00
MDT	11	35	31.40
TMT	08	40	20.00
ANX	08	40	20.00
CDN	08	40	20.00
INP	08	40	20.00
SMI	07	25	28.00
STA	12	40	30.00
SFT	08	40	20.50
TST	08	40	20.50
TOTAL	84	370	22.70

Table 75 shows scalewise score and respective percentage obtained by Mr.D.The entries in the table shows that he is very poor in learning strategies and he makes very little use of these strategies. He has little motivation in learning. This shows that he puts less efforts in his study. Similarly he makes little use of support techniques for learning.

He feels secure of his future. His feeling of security is dominating all his thoughts about learning. He just want

to pass his schooling to get entry into university and have one graduate degree as he believes that in today's world one should at least possess one degree.

He does not show much interest towards study. He has certain degree of motivation and do believe that study helps in being diligent and self disciplined. He is willing to work hard on the task which gives him practical experiences. He hardly makes use of time management techniques or any support technique or material or selftesting or test strategies. He is not anxious or worried about his school performance.

On the whole he is not much serious about using any learning and study strategies. He is the only child of businessman. He does not have much ambitions about higher education as future assignment is ready for him. But still believes that school work and learning are important for character development.

He is interested in father's occupation and in future he wants to convert this grocery shop into departmental store. For this reason, he wants to learn about marketing, accounts etc. through the course in commerce.

Academic Achievement

Table 76

Subjectwise Marks obtained by Mr D

<u>Subjects</u>	<u>Marks out of 100</u>
Gujarati	52
Mathematics	46
Science	46
Social studies	45
Hindi	46
English	38
Sanskrit	44
Drawing	50
P.T.	52

 $419 / 900 = 46.55 \%$

Table 76 shows that Mr.D achieved 50.0 percent and above in three subjects like Gujarati, Drawing and P.T.. He secured lowest in English. In remaining subjects he got the scores within range of 44 to 46. His total percentage of marks is 46.55 . He is middle academic achiever. He has low learning orientation and also poor learning and study strategies. All his performances are due to his not having motivation for good study. He was advised that though he wanted to pick up his father's business, he should have some knowledge about business. Moreover, he wants to convert his father's simple grocery shop into departmental stores. This would require business skills alongwith deep knowledge about it. For

this purpose he should be serious about his studies. He was also explained about different learning strategies and advised to make use of these strategies to improve upon his learning.

5.6 Observations

Mr. A's home and classroom environment are conducive. He has strong learning orientation and he adopts and use effective learning strategies. All these reflected to his achievement.

Miss B finds healthy home and classroom environment. She also has strong learning orientation. Though she has very little time at her disposal for study, she achieved more by using effective ways of study.

Miss C is deprived of love and affection at home but it gets compensated by school teachers and friends. She has poor learning orientation and learning strategies, which resulted in her academic achievement.

Mr. D perceives favourable environment at home and school. His feelings of over security about future career made him careless in his study, though he wants to have atleast one university degree. He fails to have good learning orientation and also to use learning strategies. These resulted in low performance at annual examination.