



**K.R. MANGALAM UNIVERSITY**

**THE COMPLETE WORLD OF EDUCATION**

## **SCHOOL OF EDUCATION**

### **BACHELOR OF ELEMENTARY EDUCATION**

#### **RESEARCH PROJECT I (CASE STUDY)**

**Course Code: - SEED455A**

**Submitted By: -**

**Devika Thakran**

**[2011260007]**

**B.EL. ED- 7th Sem**

**Submitted To: -**

*Dr. Kanchan  
Khatrija  
(Assistant Professor)*

**Supervisor:- Dr. Pooja Verma (Assistant Professor)**

**School Supervisor:- Dr. Pooja Verma (Assistant Professor)**

Registrar  
K.R. Mangalam University  
Sohna Road, Gurugram (Haryana)



## **ACKNOWLEDGMENT**

I would like to express my special thanks of gratitude to my Special Case Study teacher "Dr. Kanchan Khatreja" ma'am for their able guidance and support in completing my assignment.

I would also like to extend my gratitude to family members and friends for providing me with all the material that was required.

Devika Thakran  
(2011260009)





**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

## **SCHOOL OF BASIC & APPLIED SCIENCES**

### **(SBAS)**

### **MASTER OF SCIENCE– CHEMISTRY**

**M.Sc. Chemistry**

**Programme Code: 68**

**Programme Level: Postgraduate**

**Programme Duration: 2 Years**

**PEO, PO, PSO, CO and Relevance of Courses to Key Indicators**



## **CERTIFICATE**

This is to certify that Devika Thakran, pursuing Bachelors of Elementary Education (B.El.Ed.) from K.R. Mangalam University, has successfully completed the project entitled "Challenges faced by the teachers in Real Classrooms by using Multimedia" under the guidance of Dr. Kanchan Khatreja. The Research Project submitted by me is an outcome of my independent and original work.





**K.R. MANGALAM UNIVERSITY**

THE COMPLETE WORLD OF EDUCATION

## **SCHOOL OF BASIC & APPLIED SCIENCES (SBAS)**

### **BACHELOR OF SCIENCE (HONS) - CHEMISTRY**

**B.Sc. (H) Chemistry**

**Programme Code: 10**

**Programme Level: Undergraduate**

**Programme Duration: 3 Years**

**PEO, PO, PSO, CO and Relevance of Courses to Key Indicators**



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**School Of Humanities (SOHS)**

**Bachelor of Arts  
(B.A. Program)**

**Programme Code: 25**

**Programme Name: B.A. Program  
Programme Level: Undergraduate  
Programme Duration: 3 Years**

**PEO, PO, PSO, CO and Relevance of Courses  
to Key Indicators**



# Part 1

## [Case study of a child]

A special child case study refers to a detailed and comprehensive analysis of a particular individual who has unique needs, challenges, or characteristics that require specialised attention and support. These case studies focus on children with special needs, which may encompass a range of conditions or disabilities such as learning disabilities, developmental disorders, physical disabilities, behavioural disorders, or chronic health conditions. The purpose of a special child case study is to gain a thorough understanding of the child's strengths, weaknesses, abilities, and challenges within various contexts, such as home, school, and community. These case studies typically involve an in-depth examination of the child's background, medical history, educational experiences, family dynamics, and the interventions and strategies implemented to support their development and well-being.

### **Key components of a special child case study may include:**

**Diagnostic Information:** Details about the child's specific condition, diagnosis, and any relevant medical or psychological assessments.

**Educational History:** Information about the child's educational experiences, including any individualised education plans (IEPs) or special education services.

**Family Background:** Insights into the family dynamics, support systems, and the impact of the family environment on the child's development.

**Intervention Strategies:** An analysis of the interventions, therapies, accommodations, or support systems employed to address the child's unique needs.

**Social and Behavioural Observations:** Observations of the child's social interactions, behaviours, and responses in different settings.



DEPARTMENT OF FASHION DESIGN  
(SOAD-FD)  
K.R. MANGALAM UNIVERSITY  
SOHNA, GURUGRAM

DHEERAJ S NAIR

INTERSHIP REPORT



**Progress and Outcomes:** Documentation of the child's progress over time, including any improvements or challenges faced during the intervention process.

**Collaboration Among Professionals:** Information about the collaboration and communication between various professionals involved in the child's care, such as educators, therapists, and healthcare providers.

Special child case studies are valuable tools for educators, researchers, and practitioners to gain insights into effective strategies for supporting children with special needs. They contribute to the knowledge base in fields such as special education, psychology, and healthcare, helping to inform best practices and interventions for children facing unique challenges.

### **Types of case study:**

Case studies involving special needs children can take various forms, each focusing on different aspects of the child's life, development, challenges, and interventions. Here are several types of case studies that may be conducted on special needs children:

**Diagnostic Case Studies:** These focus on the process of diagnosing a child's condition, detailing symptoms, assessments, and the journey to arriving at a specific diagnosis (e.g., ADHD, autism, dyslexia).

**Intervention-based Case Studies:** These concentrate on the effectiveness of specific interventions or therapies employed to support a child's development, learning, or behaviour. They may explore the before-and-after effects of an intervention.

**Longitudinal Case Studies:** These track a child's progress and development over an extended period, observing changes in behaviour, academic performance, social skills, and interventions implemented over time.

**Educational Case Studies:** These focus on a child's experiences within an educational setting, exploring the effectiveness of educational plans, accommodations, or teaching strategies in meeting the child's needs.



DHEERAJ S NAIR-  
B. DES (Fashion design)  
Semester 3

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**Social and Behavioral Case Studies:** These examine a child's social interactions, relationships, and behavioural challenges. They may delve into the impact of interventions on improving social skills and reducing behavioural issues.

**Family-centred Case Studies:** These consider the influence of the family environment, dynamics, and support systems on a special needs child's development, behaviour, and well-being.

**Cross-disciplinary Case Studies:** These involve collaboration among various professionals (e.g., educators, psychologists, therapists) to holistically understand and address the needs of the child.

**Technological Intervention Case Studies:** These focus on the utilization and effectiveness of technological aids or assistive devices (e.g., apps, specialised equipment) in supporting the child's learning or daily functioning.

**Inclusive Education Case Studies:** These explore the integration of special needs children into mainstream educational settings, assessing the benefits, challenges, and outcomes of inclusive education practices.

Each type of case study provides a unique perspective on understanding and addressing the needs of special needs children. They contribute to the body of knowledge and help in developing tailored strategies and interventions for better support and inclusion

### **Where to find data for case study :**

Finding data for a case study involving a special needs child can involve various sources, depending on the nature of the study and the specific aspects being investigated. Here are some potential sources to consider

**Educational Institutions:** Schools, special education departments, or educational institutions often maintain records and data on students receiving special education services. This might include Individualised Education Plans (IEPs), academic progress reports, behavioural assessments, and intervention strategies.

**Healthcare Providers:** Hospitals, clinics, or healthcare facilities where the child receives medical care can provide valuable information. This



tapio

TAPIO CREATIONS PRIVATE LIMITED

INTERNSHIP REPORT



might include medical histories, diagnostic assessments, therapy reports, and treatment plans.

**Specialised Programs and Centers:** Organisations dedicated to supporting children with specific disabilities or conditions might have relevant data. This could include research institutions, autism centres, or centres for learning disabilities.

**Families and Caregivers:** Interviews or discussions with the child's family or caregivers can provide insights into the child's home environment, daily routines, challenges faced, and the impact of the family dynamic on the child's development.

**Direct Observation and Interviews:** Conducting observations and interviews with the child, teachers, therapists, or other professionals directly involved in the child's life can yield firsthand information about behaviours, challenges, and interventions.

**Public Databases and Research Papers:** Some governmental or educational institutions maintain databases with anonymized data related to special education, disabilities, or child development. Research papers, journals, or published studies in the field can also provide valuable information and references.

**Assessment Tools and Instruments:** Utilising standardised assessment tools, surveys, or questionnaires designed for evaluating specific aspects of a child's development or condition can contribute to data collection

**Ethical Considerations:** It's crucial to ensure ethical considerations and permissions when accessing data related to children. Respect privacy laws, obtain consent where necessary, and maintain confidentiality and anonymity when dealing with sensitive information.

Combining data from multiple sources, such as educational records, medical reports, direct observations, and interviews, can provide a comprehensive understanding of a special needs child's case. Researchers often employ a mixed-methods approach, combining qualitative and quantitative data sources, to gain a well-rounded perspective for their case study.

## **Advantages:**

**In-depth Understanding:** Case studies allow for a detailed exploration of the unique circumstances, behaviours, and needs of the individual



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providing a comprehensive understanding that might not be achieved through other research methods.

**Holistic Perspective:** They enable researchers to consider multiple aspects of the individual's life, including social, familial, educational, and health-related factors, offering a holistic view.

**Tailored Interventions:** Insights gained from case studies can inform personalised interventions and strategies, helping professionals create targeted support plans for the individual's specific needs.

**Rich Qualitative Data:** Case studies often generate rich qualitative data through interviews, observations, and documentation, offering detailed descriptions and insights into the individual's experiences.

**Informative for Complex Situations:** Particularly useful for complex or rare cases, where a more general research approach might not sufficiently capture the nuances or intricacies involved.

### **Disadvantages:**

**Limited Generalizability:** Findings from a case study might not be broadly applicable or generalizable to larger populations due to the unique nature of the individual case.

**Subjectivity and Bias:** Researcher bias and subjectivity can affect the interpretation of data, potentially influencing the conclusions drawn from the case study.

**Time and Resource Intensive:** Case studies can be time-consuming and require substantial resources, especially when conducting extensive observations, interviews, and data analysis.

**Ethical Considerations:** Respecting the privacy and confidentiality of the individual, especially when dealing with sensitive information, can be challenging. Obtaining consent and maintaining confidentiality are crucial but can be complex in practice.

**Difficulty in Causation:** It can be challenging to establish causation between interventions and outcomes in a case study due to various influencing factors and the absence of controlled conditions.

**Difficulty in Replication:** Case studies might be difficult to replicate due to the uniqueness of each case and the specific context in which the study was conducted.

Understanding these advantages and disadvantages helps researchers and practitioners assess the suitability of using a case study approach



# INTERNSHIP OFFER LETTER

taplo

Ref: TCTP/HR-ITS/2022/001

Mr. Dhieraj S. Nair

Subject: Internship Offer Letter

Dear Dhieraj,

With reference to our discussions, we are pleased to inform you that you have been selected for 6 weeks of Graduation Project & Internship in our organization Taplo Creations Pvt. Ltd. Gurugram.

You are hereby requested to join our Company as an intern on 18<sup>th</sup> July 2022 and return a signed copy of this Internship Offer Letter to our office within 1 days of the date of this Internship Offer Letter, after which this Internship Offer Letter shall no longer be valid.

You are required to bring the following on the day of joining

1. Date of Birth certificate (Class X Certificate)
2. Letter from Your present college (NIFT) regarding request for Graduation Project & Internship 14 weeks training - From 18/7/22 to 18/9/22
3. Address proof attested copy of Ration Card / Voter Card/Passport.
4. Aadhar card copy.

We are sure that you will have a beneficial association with us.  
Congratulations and best of luck!

Regards



Authorized Signatory.

For, Taplo Creations Pvt. Ltd.



# **CASE STUDY**

**(THE NORMAL CHILD)**



## ACKNOWLEDGMENT

I would like to thank all my faculty including Miss Chandni, our mentor Mr. Sarjeet, Miss Sukriti and Miss Yashasvi and Tapio creations for providing me this opportunity to complete my internship.

I would also like to thank Ms. Pratikshya Behera, Mr. Anand Mohan and the whole design team of Tapio creations for being such a good mentor by providing me with valuable knowledge and information.

I would like to thank everyone who helped me, as without the help of them, it would have been difficult for me to complete my internship.





## CASE STUDY

### Profile of the Child

Name of the child: Yashika  
Age / Gender: 6 Class: 1 (Grade I)  
Name of the school: Lancers International School  
How long have you been in the school? 2 years  
Father's Name: Rohit Sharma  
Mother's Name: Preeti Sharma  
Address: Sector 54 Gurgaon.  
Phone No.: 9999608605

### HEALTH STATUS:

Height- 128 Weight- 34  
Any physical problem: No  
Religion/ Nationality: Indian  
Native place: India

### FAMILY DATA:

Father's Qualification- MBA  
Father's Occupation- Businessman  
Mother's Qualification- Housewife  
Mother's Occupation- Graduation  
How many siblings do you have? 2

What is your status among the siblings? Eldest

☐

Youngest

☒

Middle

☐



## INTRODUCTION

This Internship Report is based on the 62 days of internship completed at Tapio Creations pvt. Ltd. Udhog Vihar, sector-37 Gurgaon, Haryana. This report is made by Dheeraj S Nair of Second year, B. Des (Fashion design), at K.R. Mangalam University, Sohna Road, Gurgaon, Haryana.

The Internship period was from 18th July 2022 to 18th September 2022. This Report was made under the Guidance of Miss Chandni, our mentor Mr. Sarjeet, Miss Sukriti and Miss Yashasvi.

During my internship period I was in the Design Department under Anand Mohan (Head of Design department) and Priya.





How many members are there in your family?

Out of them, how many are earning?

Monthly Family Income-

10,000- 20,000  20,001-30,000  30,001- 40,000  40,001 & above ☒

Do you assist your parents in family affairs?

Never ☐ Occasional ☒ Sometimes ☐ Often ☐

### EDUCATIONAL DATA:

Daily Routine:

How much time you study?

How much time you play?

What do you do in your leisure time?

- a) Dancing  
b) Reading

Do you participate in co curricular activities?

Always ☒ Sometimes ☐ Never ☐

In which activities do you participate?

Music ☐ Dance ☒ Drama ☐ Debate ☐ Games ☒ Any other ☒

Do you share your routine with your parents?

Always ☒ Occasional ☐ Often ☐ Sometimes ☐ Never ☐

How many marks did you get in last class?

Language Known:

87%

English	Read:	Write:	Speak:
Hindi	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sanskrit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Punjabi	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Any Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



## ABOUT TAPIO CREATIONS

Tapio creations is a Designing and manufacturing house based in India which was established on 20 November 2008. its headquarters is in Gurgaon Haryana and is classified as non-govt company and is registered at Registrar of Companies, Delhi. Its authorized share capital is Rs. 5,000,000 and its paid-up capital is Rs. 2,598,000. Its Founder and CEO is Ravi Vaidyanathan. Tapio started its first Factory (its first fully owned factory) in January 2018, in December 2019; Tapio started its 2nd factory. They primarily deal in apparel and fashion accessories. They mainly focus on producing fashion women wear and kids wear in both woven and knits/jersey wear. Embellishment, Prints, Garment Dyeing and Applied effects are their specialties. It is a young company and supply to various retailers in India, US and Europe.

Some of their best clients include ASOS, Rina, Blue Age, Bestseller (Noisy May, Junarose & Vero Moda), Shoppers Stop, Pantaloons. With their experienced product development, design and merchandising teams, they can offer a design to delivery solution to bring us the right product at the right time.



Do your parents help you in your studies? Yes

☒

No

☐

Do you undergo private tuitions? Yes

☐

No

☒

If yes, then is it

Subject oriented

☐

Competitive Exams

☐

Individual Coaching

☐

Group Coaching

☐

Duration of Private Coaching (in hrs /week)

### SOCIO ECONOMIC DATA:

Area in which you live:

Urban

☒

Semi urban

☐

Rural

☐

Type of house:

Rented/ Owned

☒ owned

Tick your household items:

Name of the item	Yes/ No	Number	Status/ Brand
Air Conditioner	Yes		
Credit/ Debit Card	Yes		
Refrigerator	Yes		
Vacuum Cleaner	No		
DVD Player	Yes		
Mobile Phone	Yes		
Music system	Yes		
Heater	Yes		
Washing machine	Yes		
Laptop	Yes		
Handy camera	No		
Computer	Yes		
Microwave	Yes		
Bike/ Scooter	Yes		
Car	Yes		
Passport	Yes		
Geyser	Yes		
TV/ LCD/ LED	Yes		
Internet connection	Yes		Airtel

Do you have domestic help?

Yes

☒

No

☐



## BRANDS

Over the years, Tapio is associated with some of the best-known ethical retail brands in the world. Some of these brands are:

- **BESTSELLER DENMARK**
- NOISY MAY
- VERO MODA EXPRESS
- VEROMODA GIRL
- AWARE
- VERO MODA BOUTIQUE
- **BESTSELLER INDIA**
- VERO MODA INDIA
- JUNAROSE
- ONLY
- SHOPPERS STOP
- RELIANCE-AJO
- BEELINE
- **DOEN**
- **SOMETHING NEW**
- **ASOS**
- **NYKAA**



Do you get pocket money? If Yes how much?

1000

How did you spend it?

snacks

How do you come to school?

car

Do you go for outstation trips? Always

☐

Sometimes

☒

Never

☐

Do you go to Restaurants/ Hotels for dinner/ lunch? Always

☐

Sometimes

☒

Never

☐

How often do you get the following things?

	Often	Occasional	Rarely
New clothes	✓		
New books	✓		
New shoes	✓	✓	
Music			
New stationeries	✓		
New accessories	✓		
Bottle, bag, lunch box for school		✓	
New toys		✓	





Foxcroft  
NYC

★ BLUEAGE

SHOPPERS STOP

Allen Solly



pantaløns

NYKAA  
FASHION

ONLY

RINA

DRAPERS & DAMONS

NOISY MAY

fuk

VERO MODA

osos

[JUNAROSE]



# **CASE STUDY**

**(THE SPECIAL CHILD)**



## COMPANY CONTACT

ADDRESS - Tapio Creations Pvt Ltd Plot 50, Udyog Vihar  
Phase 6, Sector 37, Gurgaon - 1220015 Haryana, India.

CONTACT NO. - +91-124-4132700

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Sumedha Batra (Creative Director) -

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Pratiksha Behera (Business development and Design Head)

[Pratiksha.behera@tapiocreations.com](mailto:Pratiksha.behera@tapiocreations.com)

Anand Mohan (Head Designer) -

[Anand.mohan@tapiocreations.com](mailto:Anand.mohan@tapiocreations.com)



for examining special needs children and informs the interpretation of findings within its limitations and context.

## **Case study of child**

Sarah is a third-grade student diagnosed with ADHD. She often struggles with maintaining focus in class, completing assignments, and following instructions. Sarah is creative and excels in subjects that interest her but faces challenges in tasks that require sustained attention.

### **Challenges:**

**Attention Difficulties:** Sarah struggles with sustained attention, often becoming easily distracted, particularly during lengthy tasks or when the material isn't engaging to her.

**Task Completion:** Completing assignments on time poses a challenge for Sarah, especially tasks that require sustained effort or involve multiple steps.

**Organisation:** Sarah finds it challenging to stay organized, often misplacing materials or forgetting instructions.

### **Strengths:**

**Creativity:** Sarah demonstrates remarkable creativity, especially in activities that allow her to express herself artistically or through storytelling.

**Enthusiasm for Specific Subjects:** She exhibits a strong interest in subjects that capture her imagination, showing eagerness to learn when the material aligns with her interests.

**Strategies and Interventions Employed:** Individualised Learning Plan (ILP): Sarah's ILP includes tailored strategies and accommodations:

- Extra time for assignments and assessments.
  - Use of visual aids and reminders to enhance organisation and task management.
  - Incorporation of movement breaks to help Sarah regulate her energy levels.
- Differentiated Instruction: Teachers engage Sarah through various methods:



## LIST OF DEPARTMENTS

There are 11 Departments in Tapio creations, these are:

- DESIGN DEPARTMENT
- MERCHANDISING DEPARTMENT
- FABRIC AND TRIMS STORE DEPARTMENT
- EMBROIDERY DEPARTMENT
- SAMPLING DEPARTMENT
- PATTERN MAKING DEPARTMENT
- PRODUCTION DEPARTMENT
- CUTTING DEPARTMENT
- STITCHING DEPARTMENT
- FINISHING DEPARTMENT



- Hands-on activities and interactive lessons to cater to her kinesthetic learning style.
- Incorporating her interests into lessons to boost engagement and participation.
- Positive Reinforcement and Support: Teachers employ a system of positive reinforcement, providing consistent praise and rewards for Sarah's efforts and progress.
- Collaboration and Communication: Regular communication between teachers and Sarah's parents ensures a consistent approach to support her needs, both at school and at home.

### **Progress and Observations:**

Over time, Sarah shows improvement in task completion and engagement in subjects that align with her interests. While she still faces challenges with sustained attention, the use of tailored strategies has led to more focused periods during activities that capture her imagination. Collaboration between teachers and parents has resulted in a more cohesive support system for Sarah, contributing positively to her overall progress.

### **Teachers' Suggestions:**

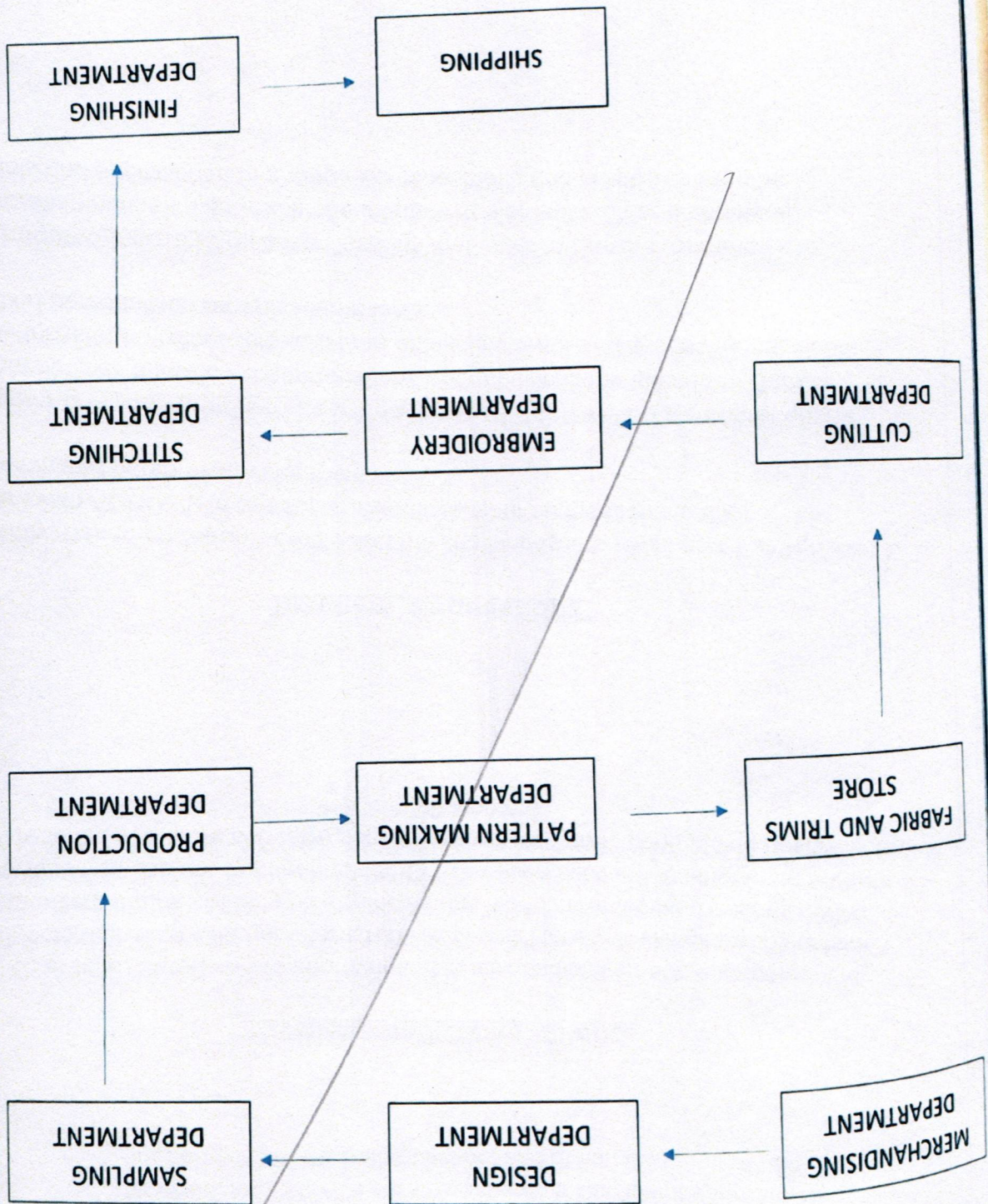
Certainly! Based on Sarah's profile and the challenges she faces as a third-grade student with ADHD, here are some specific teacher suggestions to support her academic and personal development:

**Implementing Individualised Learning Plans (ILPs):** Develop a comprehensive ILP that outlines specific accommodations and modifications tailored to Sarah's needs. Include provisions for extra time on assignments and assessments, visual aids, and personalised organisational tools.

**Differentiated Instruction:** Design lessons that cater to Sarah's learning style, incorporating hands-on activities and interactive elements. Offer a variety of materials and approaches to engage her kinesthetic and creative strengths.



## PROCESS FLOW





**Use of Visual Aids:** Integrate visual aids such as charts, diagrams, and graphic organisers to enhance Sarah's understanding and organisation. Visual cues can serve as effective reminders for tasks and deadlines.

**Incorporate Interests Into the Curriculum:** Identify opportunities to weave Sarah's interests, especially art and storytelling, into the curriculum. This can motivate her to actively participate in lessons and assignments.

**Provide Clear and Concise Instructions:** Break down tasks into manageable steps and offer clear, concise instructions. This helps Sarah process information more effectively and reduces the likelihood of feeling overwhelmed.

**Establish Predictable Routines:** Create a predictable daily routine to provide structure and stability. Clearly communicate transitions between activities and incorporate visual schedules to help Sarah anticipate changes.

**Allow Movement Breaks:** Recognize the need for movement and incorporate short, purposeful breaks during lessons. This can help Sarah regulate her energy levels and improve focus when returning to tasks.

**Positive Reinforcement and Feedback:** Implement a system of positive reinforcement, offering praise and rewards for Sarah's efforts and accomplishments. Regular, positive feedback can boost her self-esteem and motivation.

**Regular Communication with Parents:** Maintain open and regular communication with Sarah's parents. Share insights into her progress, challenges, and strategies that prove effective. Collaborate on a consistent approach to support her needs both at school and at home.

**Consideration for Social-Emotional Learning:** Integrate social-emotional learning (SEL) activities to help Sarah develop self-regulation skills, emotional awareness, and positive peer interactions.

**Professional Development and Collaboration:** Encourage professional development opportunities for teachers to enhance their understanding of ADHD and effective teaching strategies. Foster collaboration among educators to share insights and approaches that have proven successful.

***By implementing these teacher suggestions, the aim is to create a supportive and inclusive learning environment that addresses Sarah's unique needs, fosters her strengths, and promotes her overall well-being.***





**K.R. MANGALAM UNIVERSITY**  
**THE COMPLETE WORLD OF EDUCATION**

**TITLE : REFLECTICE DIARY  
(SCHOOL INTERNSHIP)**

**PROGRAMME : BACHELOR OF EDUCATION (SEM - 3)**

**Submitted to**

**Prof. Kanchan Khatreja**

**Submitted by**

**Nandini Verma**

**(2111270005)**



STUDENT'S NAME: Saraha Ajiki  
SCHOOL NAME: Lancus International School

**INFORMATION OF PATIENT**

NAME: Saraha Ajiki  
AGE: 8 year  
SEX: Female  
OCCUPATION: Student  
RELIGION: Japanese  
EDUCATIONAL STATUS: Grade 3  
CASTE:

RELIGION: Buddhism  
ADDRESS: Asanaldi Woods

**SOURCE OF REFERRAL**

INFORMANT'S NAME: Bhumi Kher

AGE: 28 years

RELATION WITH PATIENT: child psychologist at Lancus.

**PRESENTING COMPLAINTS:**

- Issue with loud / harsh / high volume sound.
- Self - laughing
- Non - social Behaviour
- Communication hindrance

**HISTORY OF PRESENT ILLNESS:**

- delay in Vocabulary
- hyper-active
- Lack of Concentration
- Organisational



# ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my Internship Co-ordinator teacher, "Prof. Kanchan Khatriya" for their able guidance and support in completing my project.

I would like to extend my gratitude to the Principal Ma'am of the School, 'K.R. Mangalam Model School', 'Ms. Aparna' and Primarily using co-ordinator 'Ms. Kavita Ma'am' for providing me with all facility and information that was required.

Nandini Verma  
B.Ed (Semester - 3)  
2111270005.



**DESCRIPTION OF PRESENT ABNORMALITIES/COMPLAINTS IN DETAIL:**

- fail to pay attention
- trouble staying focused
- little distracted
- trouble in organising

**RELEVANT POSITIVE/ NEGATIVE POINTS:**

Positive: flexibility tend to think about several options.

Negative: Inattentive don't have energy level seen in other with ADHD

**BIOLOGICAL SYMPTOMS:**

Difficulty with the relatives of ADHD as it can pass from a family member

**CONSEQUENCES OF ILLNESS:**

- Behaviour Change
- Peer Interference
- Anxiety & depression

**TREATMENT HISTORY:**

- Medication
- Psychoeducation
- Behaviour therapy
- Diet.

**PAST HISTORY:**

Genetic behaviour or symptoms are show from beginning & infancy.



Topic \_\_\_\_\_

Date \_\_\_\_\_

## Week 1-

It was an Amazing week - with lots of learning. We went to K.R. Mangalam World School, (Bungoor) We all entered the school at 8:30 am and had a short meeting in a conference room with the Principal Ma'am, Vice-Principal ma'am and Primary Coordinator ma'am of the school along with our supervisor Kanchara ma'am and my 6 fellow mates.

After sometime we were given our respective timetable of the subject and classes assigned to us by Kanika Ma'am. I was given the timetable of Gunpreet Ma'am who had left the school and I was suppose to take her classes for SST that included Civics, Geography and History. All my fellowmates had a buddy teacher to guide them but I had to take the classes all by myself. This was really challenging for me for the 1st few weeks I had to also take the G.K. classes for Class 5C, 5D and 4F. It was a great experience of learning as I was able to teach classes ranging from 4 to 7 and it was very fun to get to know the students of all age groups. All told there were 9 periods for the day starting from 8.00 am to 2:10 pm. I took SST for 6A, 7A, 7E and 5C. First week was very nice as it went into introduction of classes and getting to know the students and they were taught the subject by their previous teachers. I got to know about the school and the students in the first week properly.

TIME TABLE

Class	Subject	Teacher
4A	Civics	Kanika Ma'am
4B	Geography	Kanika Ma'am
4C	History	Kanika Ma'am
4D	SST	Kanika Ma'am
4E	Civics	Kanika Ma'am
4F	Geography	Kanika Ma'am
5A	History	Kanika Ma'am
5B	Civics	Kanika Ma'am
5C	Geography	Kanika Ma'am
5D	SST	Kanika Ma'am
5E	Civics	Kanika Ma'am
5F	Geography	Kanika Ma'am
6A	History	Kanika Ma'am
6B	Civics	Kanika Ma'am
6C	Geography	Kanika Ma'am
6D	SST	Kanika Ma'am
6E	Civics	Kanika Ma'am
6F	Geography	Kanika Ma'am



**PSYCHIATRIC TREATMENT:**

ADHD can effect child performance in  
School behaviour, feeling & relations.

**MEDICAL HISTORY:**

- Depression
- Eating disorder
- Learning disability

**FAMILY HISTORY:**

- Aggression
- Confused behaviour
- Inattentive

**PERSONALITY TRAITS:**

- Lazy
- Don't want to work.

**EVENT AFTER BIRTH:**

Parental exposure to maternal adversal life  
events has been associated with affection.

**ORIENTATION:**

Evening oriented.





FAREWELL CARD FOR THE  
PRINCIPAL MAM

Topic \_\_\_\_\_

The first week was quite challenging and also great-learning as well as hectic. All the fellow mates made a farewell card for the Principal who was retiring from the school.

## WEEK 2

The week started with taking UT's (Unit Test) for class 5C, UT's are mainly taken by the class teacher. During the Unit Test, but as class 5C had no class teacher, I had to organise and conduct classes for them. Every Thursday they had assembly, the topic of the assembly was 'Inventions and Innovations are the keys to success in this constantly changing and competitive environment.' which was presented by grade 4. It was an outstanding assembly done by grade 4. The assembly started with free or warm-up exercises followed by Gangaal Mautia, Prayers, Role play and ended with National Anthem. In class 7E I started teaching Civics Chapter 'Growing Up as Boys and Girls', it was very interesting and an on-going topic going in the world. I took same topic for class 7B. For class 6A I took the topic Kingdoms, Kings and an Early Republic, it was a very informative lesson as I got to teach the topic Janapadas and Mahajanapadas and learn about the Kingdom of Magadha. For class 5C I took the Chapter 'Towards Freedom' I showed them a video regarding the chapter and they enjoyed the video while watching it, they had some questions regarding/related to the chapter, which I cleared that time only.



#### MANAGEMENT PLAN:

- create routine
- discipline
- goal that are achievable.

#### THERAPY, PHYSIAN:

Effective treatment of ADHD often include approach. medication, therapy, behaviour counselling.

#### TREATMENT HISTORY & EFFECT ON COURSE & SEVERITY OF ILLNESS:

- Improvement with after treatment, therapy, counselling
- an aggregate from mild to moderate

#### SUGGESTION TO THE CHILD

- Be involved
- Talk about it / share.
- spend special time with family.
- Regulate sleep pattern.





SST CLASS FOR CLASS 7A

We had so much fun in the 2nd week as we celebrated children's Day together. The students were enjoying the day as it was a non-teaching day. They danced a lot, sang songs, watched videos on smartboard, played games. I also learnt so many things from the students. I also learned to teach through the help of the smart board. The week was a great fun and with a lot of learning my week ended.

### Week 3

The week was very ~~boisterous~~ as I had to check many worksheets and notebooks one by one of class 5C and 6A. It was very tiring work because students had made a lot of mistakes in their notebook while writing and copying from the smartboard. Either they had written sentences in a wrong manner or made spelling mistakes. Some of their work was incomplete or pending. Few notebooks were written neatly and properly with mentioning proper date and heading of the chapter. But some of them directly copied the question - answers without mentioning the date and chapter's Name.

In the same week, they had olympiad exam for science subject. First I had to distribute the admit cards according to the roll number and made the students sitting arrangement according to their roll number, then distributed the question paper followed by OMR sheets and then I had to sign on all the



## Part - 2

### Case study on Educational issues in a school

#### Topic - challenges faced by teachers in real classroom teaching while using multimedia

#### INTRODUCTION

Integrating multimedia tools into the classroom offers immense potential for enhancing the learning experience. However, it also presents teachers with several challenges that can impact the effectiveness of utilising these tools in education. These challenges highlight the complexity of integrating multimedia into classroom teaching. Addressing these obstacles requires a comprehensive approach that involves technical support, professional development, adaptability in teaching methods, and a focus on catering to diverse student needs to maximise the benefits of multimedia in education.

#### • MULTIMEDIA IN CLASSROOM

*Multimedia in the classroom refers to the integration of various forms of media, such as text, graphics, audio, video, and interactive elements, to enhance the learning experience. It's an approach that utilises different digital formats and tools to deliver educational content in a more engaging, dynamic, and interactive manner.*

Here's a breakdown of what different types of multimedia entail in the classroom:

- **Text:** Traditional written content, including textbooks, articles, and written assignments, remains a fundamental component. However, it's often supplemented or complemented by other multimedia elements.
- **Graphics and Images:** Visual aids like diagrams, charts, photographs, and infographics are used to illustrate concepts, make abstract ideas more tangible, and aid in understanding complex information.
- **Audio:** Recorded lectures, podcasts, sound clips, and music can provide auditory reinforcement, aid in language learning, or offer additional context to the presented material.
- **Video:** Educational videos, documentaries, animations, and clips can bring concepts to life, demonstrate processes, and provide real-world examples, making learning more engaging and accessible.



Date: .....  
 Pupil Teacher's Name: Nandini Sharma  
 Pupil Teacher's Roll No: 2111270005  
 Duration of the period: 35-40 minutes

Class: VII  
 Subject: English (Prose)  
 Topic: Gopal and the Hilsa Fish

## CONTENT ANALYSIS -

The lesson Gopal and the Hilsa Fish is a comic visualization of a story of a King who challenged his witty courtier Gopal to bring Hilsa fish to the court.

The lesson tells us about Gopal and the Hilsa Fish. It is nothing is impossible in the world. Smart people can achieve anything in the world with his or her intelligence.

## GENERAL OBJECTIVES -

1) To enable the learner to communicate effectively and appropriately in real life situation.

2) To use English effectively for study purpose across the curriculum.

3) To develop <sup>in</sup> interest and appreciation of literature.

## SPECIFIC OBJECTIVES -

1) Cognitive Domain - To understand the text and answer questions on it.



- **Interactive Elements:** This includes interactive whiteboards, simulations, educational games, and software that allow students to actively engage with the content, fostering hands-on learning and problem-solving.

*Integrating multimedia in the classroom aims to cater to diverse learning styles, enhance engagement, promote information retention, and encourage critical thinking and creativity among students. Teachers use these tools to create dynamic lessons, encourage active participation, and make learning more interactive and relevant to students' lives.*

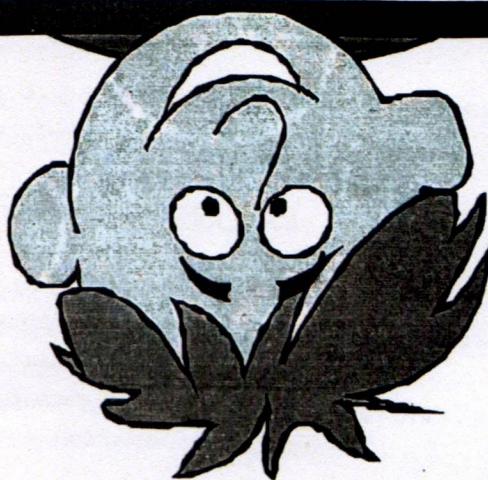
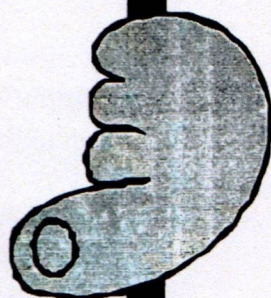
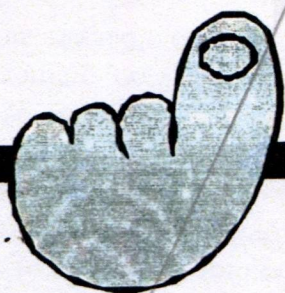
### • **ADVANTAGES OF MULTIMEDIA IN CLASSROOM**

Integrating multimedia in the classroom offers numerous advantages that contribute to a more engaging, interactive, and effective learning environment. Here are some key advantages:

1. **Enhanced Engagement:** Multimedia tools capture students' attention and interest, making learning more enjoyable and engaging. Visuals, videos, and interactive elements stimulate curiosity and motivate students to participate actively in lessons.
2. **Improved Retention and Comprehension:** Multimedia facilitates better retention of information. Visual aids, videos, and graphics help clarify complex concepts, making abstract ideas more tangible and enhancing students' understanding.
3. **Catering to Diverse Learning Styles:** Multimedia accommodates various learning styles. It allows for auditory, visual, and kinesthetic learning, catering to students with different preferences and optimising their ability to absorb and process information.
4. **Facilitating Active Learning:** Interactive multimedia tools encourage active participation. Activities, simulations, and educational games prompt students to interact with the content, fostering critical thinking, problem-solving, and hands-on learning experiences.
5. **Real-World Context and Application:** Multimedia brings real-world examples into the classroom. Videos, simulations, and case studies provide practical applications of theoretical concepts, enabling students to relate learning to real-life scenarios.
6. **Customization and Adaptability:** Teachers can customise multimedia content to suit specific learning objectives and student needs. They can adapt lessons by incorporating various media formats to cater to different topics or student abilities.
7. **Accessibility and Inclusivity:** Multimedia tools can enhance accessibility for diverse learners, including those with disabilities. Closed captions, audio



# MEGA TEACHING LESSONS





descriptions, and interactive features accommodate different learning abilities, fostering a more inclusive learning environment.

8. **Fostering Creativity and Collaboration:** Multimedia encourages creativity in both teaching and learning. Students can create multimedia projects, presentations, or videos, fostering collaboration and innovation among peers.
9. **Global Learning Opportunities:** Multimedia tools facilitate access to a wealth of information and resources from around the world. Virtual tours, online collaborations, and access to diverse perspectives broaden students' horizons beyond the traditional classroom setting.
10. **Preparation for the Digital Age:** Utilising multimedia prepares students for the digital world they'll encounter in their future careers. Familiarity with various digital tools and media platforms equips them with essential skills for the modern workforce.

By leveraging the advantages of multimedia in the classroom, educators can create dynamic and inclusive learning experiences that enhance student engagement, understanding, and overall academic achievement.

### **OBJECTIVES OF CONDUCTING THIS SURVEY**

Through this survey conducted with the teachers of a school, I had the objective to:

1. To learn about the problems and challenges faced by the teachers during using multimedia in the classroom.
2. To determine the cause of those challenges.
3. To understand the effects of those challenges faced by the teachers.
4. To appraise the possible solution as well as acknowledge the solution that the teachers find to solve these problems and overcome these challenges.

### **METHODOLOGY:**

The method used to conduct this case study is the **survey method**. I conducted a survey with the teachers of the school through the use of a **questionnaire** that I created in order to find more information regarding my topic. I then analysed the responses and gathered the interpreted information regarding the same.



## Historical Background of Microteaching

Microteaching is an educational technique that originated in 1960s as a part of teacher training programs. It was developed by D.M. Allen and his colleagues at Stanford University. The goal of microteaching is to provide prospective teachers with a controlled environment to practice and refine their teaching skills in small segments or "micro lessons."

Microteaching involves breaking down teaching into manageable components, such as introduction, questioning and closure. These segments are practiced in front of peers or mentors who provide feedback and constructive criticism. The technique allows teachers to focus on specific aspects of teaching, gradually improving their overall effectiveness.

Microteaching gained popularity due to its effectiveness in helping teachers build confidence, improve their teaching techniques, and develop self-awareness. It has since been adopted worldwide as a valuable tool in teacher education and professional development.



- descriptions, and interactive features accommodate different learning abilities, fostering a more inclusive learning environment.
8. **Fostering Creativity and Collaboration:** Multimedia encourages creativity in both teaching and learning. Students can create multimedia projects, presentations, or videos, fostering collaboration and innovation among peers.
  9. **Global Learning Opportunities:** Multimedia tools facilitate access to a wealth of information and resources from around the world. Virtual tours, online collaborations, and access to diverse perspectives broaden students' horizons beyond the traditional classroom setting.
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## Meaning and Definitions of Microteaching

Microteaching is a teacher training technique for learning teaching skills. It develops real teaching situation for enhancing skills and helps to get deeper knowledge regarding the art of teaching.

Microteaching introduce the teacher trainee to a wide range of teaching skills and allows the teacher trainee to practice each skill one at a time until he or she become proficient in the skill. Later on, the teacher trainee will be able to link many such skills to achieve the desirable outcome, microteaching provides teachers with a practice setting or instruction in which the normal complexities of classroom and reduced and in which the teacher gets feedback on performance.

## Definition of microteaching

According to D.W Allen, "Microteaching is a scaled down teaching encounter in class size and time."



**KR MANGALAM UNIVERSITY [Sohna Rural, Haryana]**

**Course: SEED455A - Research Project 1 [ Case Study]**

Dear Teacher,

Thank you for participating in this survey. Your feedback is valuable in understanding the challenges faced by teachers in using multimedia in the classroom. Please take a few minutes to complete the following questionnaire.

1. How frequently do you incorporate multimedia elements in your teaching?

- a) Always
- ☒ b) Often
- c) Occasionally
- d) Rarely
- e) Never

2. What types of multimedia tools do you use in your classroom? (Select all that apply)

- a) Interactive Whiteboards
- b) Projectors
- c) Videos
- d) Educational Software
- ☒ e) Audio Clips
- f) Other (please specify)

3. What challenges do you face when integrating multimedia into your teaching? (Select all that apply)

- a) Technical issues (e.g., equipment malfunction)
- b) Lack of access to multimedia tools
- c) Insufficient training on multimedia usage
- d) Limited time for preparation
- e) Incompatibility with the curriculum
- ☒ f) Student distraction
- g) Other (please specify)

4. How comfortable do you feel with troubleshooting technical issues related to multimedia tools?

- a) Very comfortable
- b) Comfortable
- ☒ c) Neutral
- d) Uncomfortable
- e) Very uncomfortable



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION



## **SCHOOL OF EDUCATION**

### **Microteaching Record**

**ACADEMIC SESSION 2023-2024**

Name: Nideshika Panchal Enrolment No: 221127007  
Programme: B.Ed. Batch: \_\_\_\_\_ Session: \_\_\_\_\_  
Teaching Subject I: Pedagogy of Hindi. (SEED553A)  
Teaching Subject II: Pedagogy of Social Science. (SEED555A)  
Faculty Supervisor: \_\_\_\_\_



5. To what extent do you think multimedia enhances student engagement and understanding?

- a) Significantly
- b) Moderately
- ☒ c) Slightly
- d) Not at all

6. How do you assess the effectiveness of multimedia integration in your teaching?

- a) Student feedback
- b) Improved student performance
- ☒ c) Observation of student engagement
- d) Self-assessment
- e) Other (please specify)

7. What kind of support would you find most beneficial in overcoming challenges related to multimedia usage in the classroom?

- a) Technical training
- b) Curriculum integration guidance
- ☒ c) Access to updated multimedia resources
- d) Collaborative planning with colleagues
- e) Other (please specify)

8. In your opinion, what additional resources or tools would help you better integrate multimedia into your teaching?

9. How confident are you in adapting multimedia materials to cater to diverse learning styles in your classroom?

- a) Very confident
- b) Confident
- ☒ c) Neutral
- d) Not confident
- e) Not at all confident

10. What topics or areas would you like more professional development or training in regarding multimedia integration?

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Thank you for completing the questionnaire. Your insights are invaluable for improving the use of multimedia in education.

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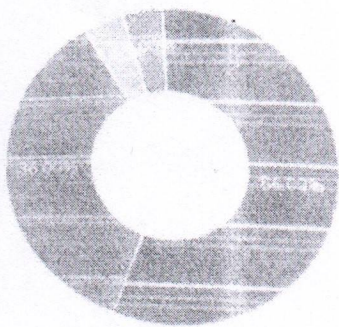


# INDEX

Sr. No.	Topic	Date	Pages	Signature
1)	Micro Teaching Lessons			
1.	Grasslands.			
2.	Deserts			
3.	National Symbols			
4.	Solar System			
5.	Communication			
2)	Mega Teaching Lessons			
1.	Water			
2.	Markets around us.			
3.	Environments			
4.	Advertising and its effect			
5.	Revolt of 1857			
3)	Discussion Lessons-I			
1.				
4)	Real / School Teaching Lessons			
1.				
2.				
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4.				
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7.				
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12.				
13.				
14.				
15.				
5)	Discussion Lessons-II			
1.				

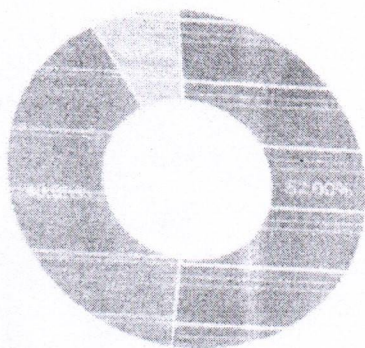


## Analysis of data collected:-



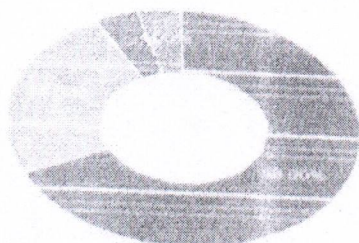
Always Sometimes Not at all Never

This data shows that out of 25 teachers only 56% teachers feel enthusiastic about teaching by using digital board/Smart board in their real classroom teaching. On the other hands 36%,4%,4% teachers feel the same enthusiasm sometimes, not at all, never respectively.



Always Sometimes Not At All Other

This data shows that out of 25 teachers only 52% teachers always satisfy their students in what they are learning by using smart board or videos is not only digital knowledge but also authentic or real-life based knowledge. 40% teachers sometimes satisfy their students for the same and 8% teachers are unable to satisfy their



Always Sometimes Often Rarely

This data shows that out of 25 teachers only 68% teachers respect the individuality of students and 24%, 4%, 4% teachers often, never, rarely respectively respects the individuality of students.

students for the same.





KRM/23/010

**K.R. MANGALAM**  
WORLD SCHOOL

E-Block, South City-I, Gurugram - 122001  
Ph.: 0124-2382596, Mob.: 9540052727, 9540062727  
e-mail : southcity@krmangalam.com  
website : www.krmangalam.com

## SCHOOL INTERNSHIP CERTIFICATE OF COMPLETION

This is to certify that Ms. Nandini Verma , D/O Subramaniam Verma, University Roll No.2111270005 pursuing B.Ed programme, Semester III, at School of Education, K.R. Mangalam University, Gurugram, Haryana has successfully completed the School Internship at K R Mangalam World School from 01 November 2022- 23 December 2022. During the period of her school internship with us she completed teaching lessons through use of various pedagogical methodologies and innovative teaching-learning material in classroom discourse, preparing an achievement test report, undertaking research project (case study), conducting a field project on curricular & co-curricular activities and was found hardworking and inquisitive in her approach.

We wish her/him every success in life.

Name & Signature of the Principal:

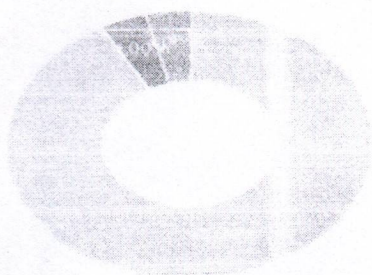
*Neelaksh*

Date: 16.1.2023

School Stamp:

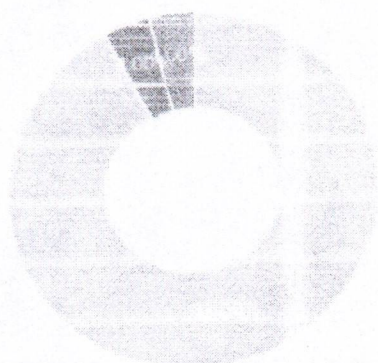






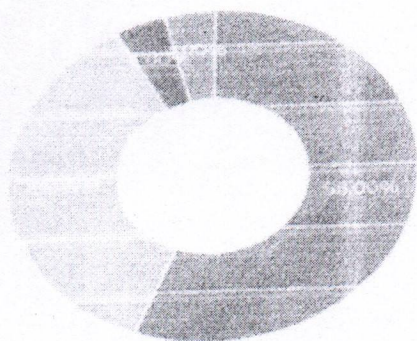
☐ Only scholastic aspects 
 ☐ Only co-scholastic aspects 
 ☐ Both scholastic and co-scholastic aspects 
 ☐ None of the above

This data shows that out of 25 teachers 92% teachers believes that both scholastic and co-scholastic aspects have its own importance and 4%,4% teachers believe in co-scholastic, scholastic aspects respectively for the same.



☐ Only skill 
 ☐ Only practice 
 ☐ Both (Skill, Practice) 
 ☐ None of the above

This data shows that out of 25 teachers 92% teachers believe that both (skill, practice) are equally important to use multimedia in their classroom.4%,4% think only skill, only practice respectively is important for the same.



☐ By ignoring 
 ☐ By trying to learn their language 
 ☐ By restricting them to speak English language only 
 ☐ None of the above

This data shows that out of 25 teachers only 56% teachers manage the multilingual students by trying to learn their language. 36%, teachers manage by restricting them to speak English language only and 4%, 4% manage by ignoring and by others

respectively.



- Apply the knowledge of Reported Speech.

## 2) Affective Domain -

- Students will be able to relate to the emotion of ob-session.
- Describe the behaviour of various characters.

## 3) Psychomotor Domain -

- Interpret the message given through the story.
- Apply the moral of the story in their day to day life.

## METHODOLOGY

- Discussion Method.
- Explanation Method.

## TEACHING AIDS -

White Board | Black board, Pointer, Marker,  
PPT (Presentation)

## PREVIOUS KNOWLEDGE TESTING - The student knows about

the common Indian Comics and Cartoon characters.

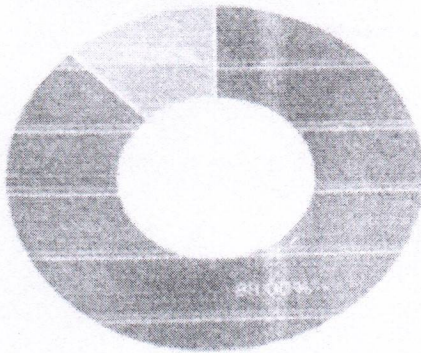
S.No	Pupil Teacher's Activity	Student's Activity
1.	What do you call a book or magazines that express ideas with images often combined with text or other visual information.	It is called a comic book.
2.	Do you like to read Comics.	Yes, Mam.
3.	Name some of the comics that you people love to read.	Pachakutika, Chacha Chaudhary Champak, Tenali Raman.
4.	Have you heard of a comic named 'Gopal and the Hilsa Fish'?	No Response.

## ANNOUNCEMENT OF THE TOPIC - Students, Now let

us read what Gopal did to distract people from their ob-session with the Hilsa fish -

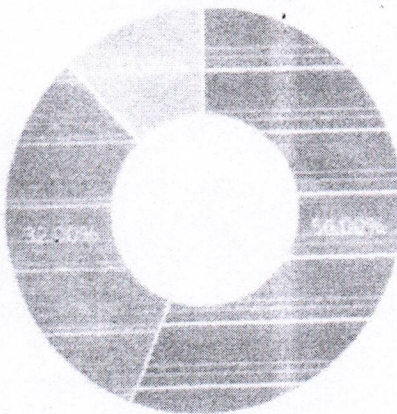
'Gopal and the Hilsa-Fish'





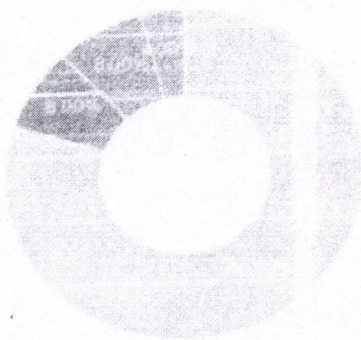
This data shows that out of 25 teachers 80% teachers manage a special child in an inclusive classroom by motivating and 12% teachers by giving harsh reactions.

● By ignoring ● By motivating ● By giving harsh reactions ● None of the above



This data shows that out of 25 teachers only 56% teachers believe that student should speak more in the classroom discussion and teacher should listen more and respond as per the requirements. 32% believe that teacher should speak more, and students should listen more and 12% believe that only teacher should speak and listen more.

● Student teacher ● Teacher Student ● Only teacher ● Only students



This data shows that out of 25 teachers 80% teachers focus on Holistic approach and 8%, 8%, 4% teachers focus on scholastic, co-scholastic, and non-scholastic approach respectively.

● Scholastic approach ● Co-scholastic approach ● Holistic approach ● None holistic approach



Date: .....  
 Pupil Teacher's Name: Nandini Sharma  
 Pupil Teacher's Roll No: 211270005  
 Class: VII  
 Subject: English (Prose)  
 Topic: Gopal and the Hilsa Fish  
 Duration of the period: 35-40 minutes  
 Average Age of the pupils: .....

## CONTENT ANALYSIS -

The lesson Gopal and the Hilsa Fish is a comic visualization of a story of a King who challenged his witty courtier Gopal to bring Hilsa fish to the court.

The lesson tells us about Gopal and the Hilsa Fish. It is nothing is impossible in the world. Smart people can achieve anything in the world with his or her intelligence.

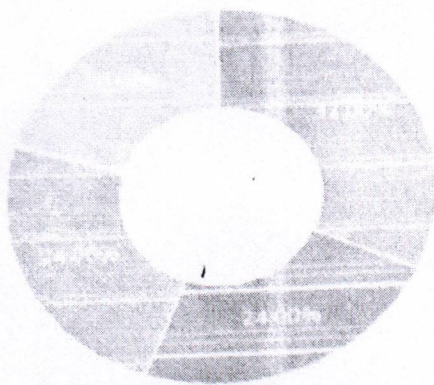
## GENERAL OBJECTIVES -

- 1) To enable the learner to communicate effectively and appropriately in oral life situation.
- 2) To use English effectively for study purpose across the curriculum.
- 3) To develop <sup>in</sup> interest and appreciation of literature.

## SPECIFIC OBJECTIVES -

- 1) Cognitive Domain - To understand the text and answer questions on it.





● Regular Assessment ● Formative assessment ● Competency based assessment  
● All of the above

This data shows that out of 25 teachers only 24% teachers believe that regular assessment reduces the pressure of coaching culture. 24% believe that regular, formative, competency all assessments helps to reduce the pressure of coaching culture and 20% and 32% believe that competency based and formative based helps for the same respectively.

#### Suggestions: -

This survey shows that most of the teachers are competent enough to implement NEP2020 policy's guidelines in their real classrooms situations but here, I would like suggest all the teachers to respect the individuality of students and should not judge any students on the basis of their language means; English speaker are not always superior than Hindi speaker or regional speaker.



- Apply the knowledge of Reported Speech.

## 2) Affective Domain -

- Student will be able to relate to the emotion of obsession.
- Describe the behaviour of various characters.

## 3) Psychomotor Domain -

- Interpret the message given through the story.
- Apply the moral of the story in their day to day life.

## METHODOLOGY

- Discussion Method.
- Explanation Method.

## TEACHING AIDS -

White Board | Black board, Pointer, Marker,  
PPT (Presentation)

## PREVIOUS KNOWLEDGE TESTING - The student knows about

the common Indian Comics and cartoon characters.

S.No	PUPIL TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
1.	What do you call a book or magazines that express ideas with images often combined with texts or other visual information.	It is called a comic book.
2.	Do you like to read Comics.	Yes, Ma'am.
3.	Name some of the comics that you people love to read.	Pachakutika, Chacha Chaudhary Champak, Tenali Raman.
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'Gopal and the Hilsa-Fish'