

PROJECT REPORT

SANCHITA SOBTI

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PROJECT OVERVIEW

These are illustrations/
images of some of the
projects undertaken at
the site.

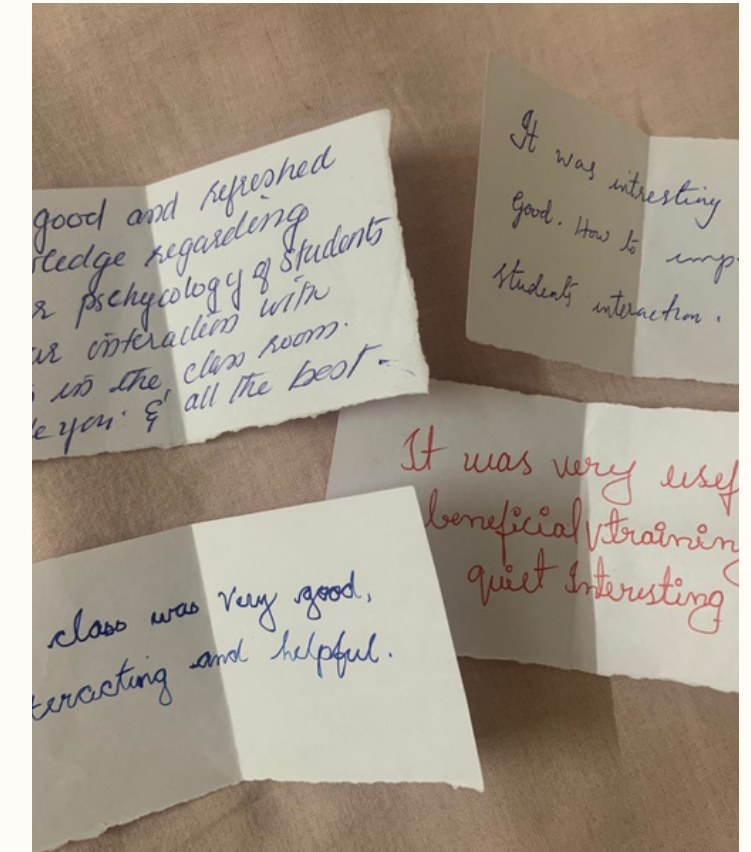
The site is a co-ed ICSE
school with students
from mostly lower socio-
economic background.



PROJECT



IMAGE



PROJECT



Needs Assessment

A need assessment was done in order to understand the current affairs and concerns of the school stakeholders.



Data Analysis of needs assessment process:

1) Memory/ attention span of students decreasing -	2) English Communication skills gap after covid	3) Extensive use of phone/ screen time increase
4) Teacher communication skills with parents	5) Slow learners in school- dyslexia, adhd, 'slow learner' implication? Students not copying, speaking in class, not completing work	6) Classroom management strategies (For teachers)
7) Bullying- teasing- inclusion (for students)	8) Handwriting	9) Corporal Punishment in school
10) Exam Stress	11) Career Counseling	

Theoretical Underpinnings

- Needs Assessment was previously learnt as part of Service Learning Pedagogy in Semester 2
- A needs assessment is an examination of current practices against a model of what practice should be
- Research has pointed out that needs assessment is vital for professional development and to implement changes in practice.
- Needs Assessment is a key starting point for designing formalised educational systems in place.
- In a research by Gairra (2017) it was noted that Needs Assessment stands vital in order to recognise gaps in existing and desired practice and helps in developing interventions

GOOD TOUCH BAD TOUCH

**“YOUR BODY
BELONGS TO
YOU”**



01

You are the boss
of your body

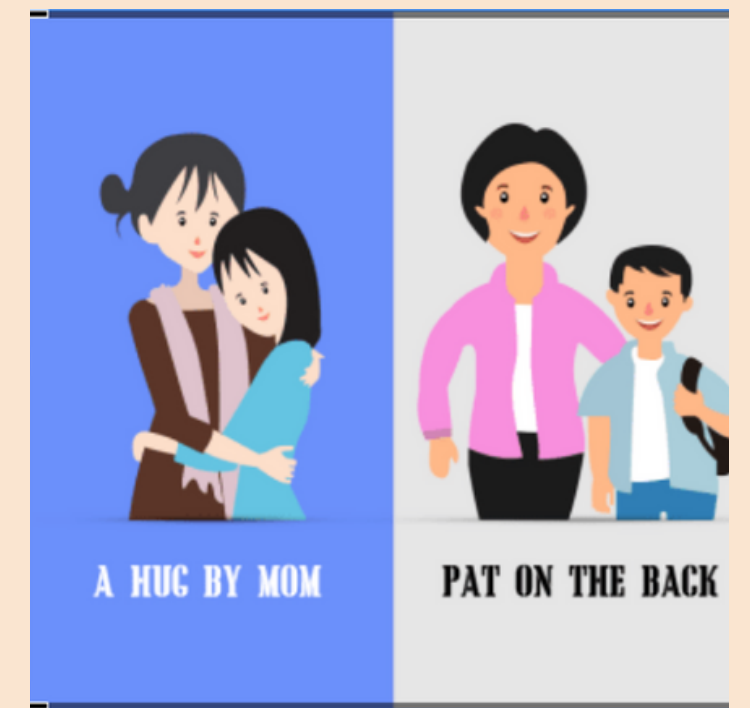
02

“IT IS NOT OKAY” if
to ask you to touch
private parts.

03

“IT IS NOT OKAY” if
someone else’s private
parts.

The following module was created in order to create awareness regarding appropriate forms of communicative behaviour and also to protect against any form of unsafety. It was delivered to 3rd, 4th, 5th and 6th and 8th graders.



Link to doc:

https://docs.google.com/presentation/d/1e3mLyzYOYdx3qBEMQMKJoly9AP5mYb5xfAowC6q_N-4/edit?usp=sharing

Theoretical Underpinnings

- Creating this module required a thorough understanding of Piaget's theory of cognitive development in order to curate a developmentally appropriate module (Woolfolk, 2022, Marwaha, 2017).
- Knowledge of the blooms taxonomy helped in developing appropriate assessments for learning to facilitate discussions in order to gauge if what is taught is being grasped by the students or not.
- Differentiation of instruction command helped in tweezing the module content for different grades while presenting the module to different grades all at once

MENSTRUAL HYGEINE

MENTAL TENSION

A girl/woman may feel tense during menstruation. Reasons may be lack of complete information. In several homes, girls are made to sit separately and are not allowed to enter the kitchen and temple during this time. This develops a sense of inferiority. Girls need to be encouraged at this time. It is essential to change the attitude.

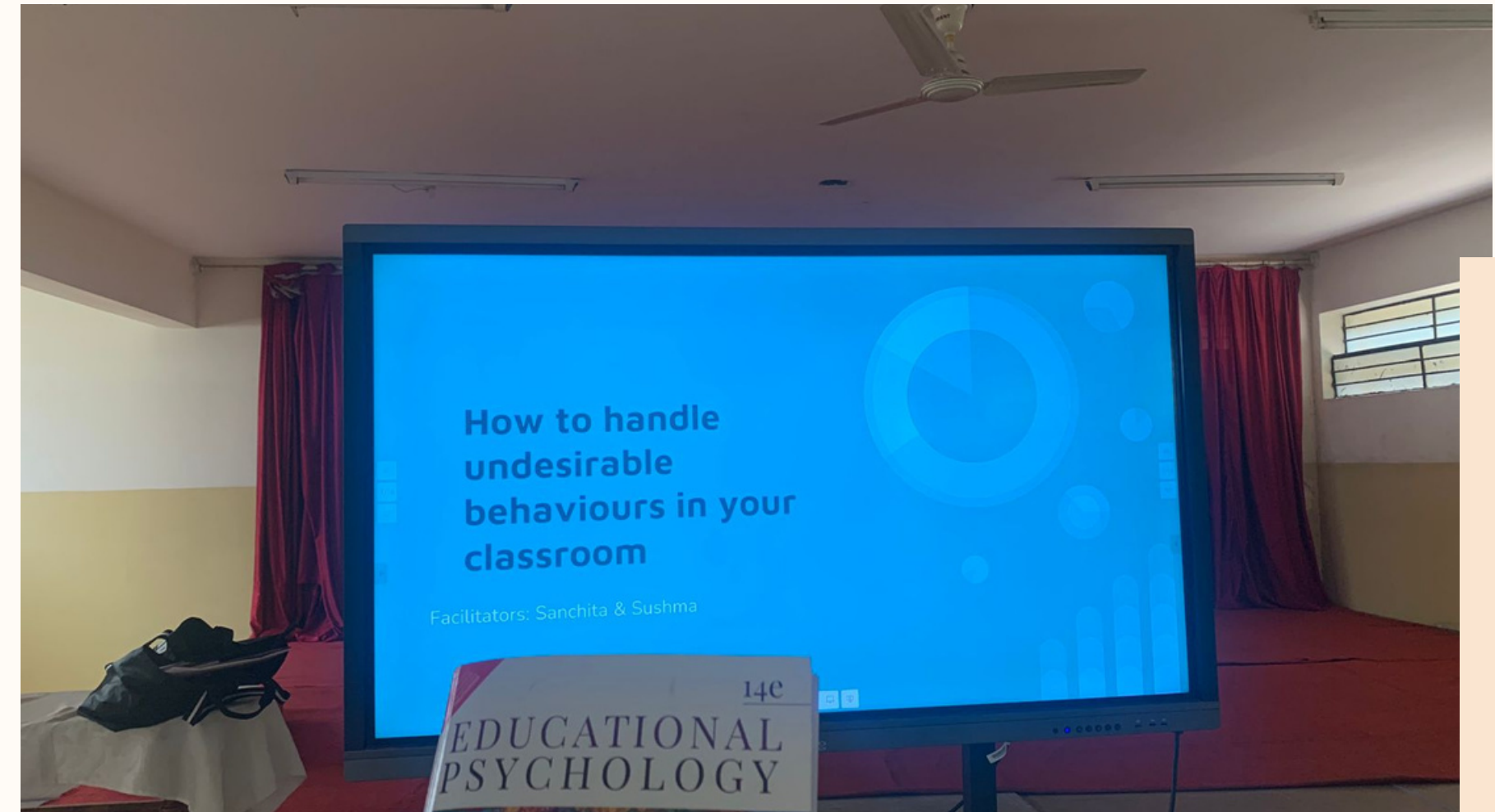
This module was prepared impromptu in order to address 9th and 10th graders.

Theoretical Underpinnings

- We incorporated the use of blooms taxonomy while creating the content for this session.
- Further, the aim was to relate menstrual hygiene with mental health during that time in order to steer discussion regarding emotional regulation and stress management.
- This was again, inspired by the CASEL framework

Classroom Management Module for teachers

A module prepared and delivered to teachers in two parts. Part One focusing on the causes of misbehaviour and part two addressing strategies for managing classroom.



Link to doc :

<https://docs.google.com/presentation/d/1G92vMSorOYIUfMj2YeZLPAGTWiZ1kQF2Kwt>

Theoretical Underpinnings

The module preparation involved a multi-disciplinary approach such as :

- Knowledge of multi-cultural education theory in order to create a culturally appropriate module.
- Knowledge of curriculum design such as blooms taxonomy, universal design for learning (Adams, 2015).
- Knowledge of various schools of thought in psychology, particularly behavioural theory was used to discuss classroom management strategies (Woolfolk, 2022).

CREATING SAFE SPACES IN CLASSROOM

This module was created specifically to address the numerous referrals of bullying in the school. Hence this was part of a Tier 1 intervention.



When we share acts of Kindness, we
COLOR
Our World

Link to doc: <https://drive.google.com/file/d/1LOPtBkQ4eJi2ULW6M4vpu1Ztke0uM8Pp/view?usp=sharing>

Theoretical Underpinnings

- The framework of SEL (socio-emotional learning) was thought of to address bullying.
- The CASEL framework was referred before preparing this module (What Is the Framework?, 2022).
- Particularly, Relationship Skills from the CASEL framework was prioritized.
- The main aim was to foster protective factors against bullying rather than focusing on only the risk factors.
- Perspective taking was fostered (Healey & Grossman, 2018).

COUNSELLING

One on one counselling sessions were taken simultaneously for students who self-referred and were referred by the school. Only an exemplar is provided of the same.



CASE HISTORY TAKING INTERVIEW CONTENT- Client A

1. Identifying information

- a. Name- Client B
- b. Age- 15 years
- c. Gender- Female
- d. Languages- Hindi, english
- e. Marital status- Unmarried
- f. Occupation- Student
- g. Education- 10th Std

Informant : self

2. Presenting problems- Stress, time management, menstrual pain

3. Biological functioning (at present)

- a. Sleep: Decreased
- b. Appetite: Unchanged
- c. Energy: Unchanged

PROGRESS NOTE ON COUNSELLING SESSION- Client A

Summary of the sessions: - (Objective)

The client presented difficulties with time management and exam stress. A collaborative plan was curated to follow a routine time table to manage time. Further, certain relaxation activities were given to the client.

Hypothesis: The stress is arising from a sense of perfectionism related to academic achievement

CAREER GUIDANCE SESSION FROM A POINT OF VIEW OF SOCIAL JUSTICE



This module was created specifically to address the career information literacy needs of a specific community. This module was created from a socially just lens in the sense that it took into consideration the needs of specific communities.



Link to doc:

https://drive.google.com/file/d/1_0aSLp5ADLgcjRLcEqdEWlX7JMzV44gc/view?

Theoretical Underpinnings

- Nancy Fraser's theory of social justice has been taken into consideration while curating this module. This theory talks about redistribution, recognition and representation of resources. This has been extended to the career literacy domain.
- Hence in order to provide career literacy to a specific community that is relatively from a lower socio-economic background, understanding the needs of this community preceded the formulation of the module.
- Module focused more on providing career literacy in a non-directive sense rather than simply prescribing career professions for each stream. The 'one size fits all' approach was discarded.

THANK YOU