



DAV INSTITUTE OF ENGINEERING & TECHNOLOGY

(A Unit of Dayanand Anglo Vedic College Trust & Management Society)

Kabir Nagar, Jalandhar, Punjab - 144 008

Accredited by NAAC with "A" Grade & Recognized by UGC under Section 2(f)

Approved by AICTE; Affiliated to IKG-PTU, Jalandhar | Managed by DAV College Managing Committee, New Delhi

CRITERION NUMBER 6	CRITERION NAME GOVERNANCE, LEADERSHIP AND MANAGEMENT	MARKS 100
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INDEX

CRITERION-6 (GOVERNANCE LEADERSHIP AND MANAGEMENT)

6.5.1 INTERNAL QUALITY ASSURANCE CELL (IQAC) HAS CONTRIBUTED SIGNIFICANTLY FOR INSTITUTIONALIZING THE QUALITY ASSURANCE STRATEGIES AND PROCESSES. IT REVIEWS TEACHING LEARNING PROCESS, STRUCTURES & METHODOLOGIES OF OPERATIONS AND LEARNING OUTCOMES AT PERIODIC INTERVALS AND RECORDS THE INCREMENTAL IMPROVEMENT IN VARIOUS ACTIVITIES (15 MARKS).

TABLE OF CONTENTS

S.No.	Particulars	Page No.
1	Link of online classes	1
2	Appreciation Letter	2
3	Activity Based Teaching -Learning	3-35

<https://www.davietjal.org/wp-content/uploads/2021/06/Video-Lecture-Details-final.pdf>

<https://www.youtube.com/channel/UCnxvbGLoQgCSMTgnYOEg1cw/videos>

Prof. (Dr.) Vikas Chawla
Dean (Academics)



PTU

ਆਈ. ਕੇ. ਗੁਜਰਾਲ ਪੰਜਾਬ ਟੈਕਨੀਕਲ ਯੂਨੀਵਰਸਿਟੀ

Estd. Under Punjab Technical University Act, 1996
(Punjab Act No.1 of 1997)

Ref. No. IKGPTU/DA/2904

Dated 22/06/21

Principal
D A V Institute of Engineering and Technology,
Kabir Nagar, Jalandhar

Subject: Appreciation letter for the conduct of the Online Classes during on-going Covid-19 pandemic.

Sir/Madam,

Greetings from IKGPTU !

At the outset, I hope that all will be safe and healthy at your esteemed institution during this Covid-19 pandemic.

Further, in compliance to our letter No. IKGPTU/DA/2832 dated 19-05-2021; your good office has submitted the links of online classes along with the timetable of courses of the current semester in the prescribed format for virtual inspection by the University inspection team.

I understand that online teaching during this pandemic is a huge task for all the educational institutions. I am really glad to share with you that during virtual inspection by our inspection team, the report of your esteemed institute regarding conduct of online classes have been found satisfactory. The timetable of conduct of online classes has been prepared very meticulously by the team of your faculty members under your able guidance. The inspection team of the University is impressed with the teaching methodology of your faculty during the online classes. I really appreciate the way in which your faculty members are putting in a lot of effort to conduct online classes in an innovative way and also grab the attention of the far-flung students. Your institute has done a commendable job by providing quality education (by virtual mode also) to our budding students.

At the end, I extend my best wishes to your institute, faculty and staff who are earnestly doing their duty during these difficult times of Covid-19 pandemic and hope that your institute will continue this in future also for the benefit of the students and society.

With Regards,

Prof.(Dr.) Vikas Chawla
Dean (Academics)

"Propelling Punjab to a Prosperous Knowledge Society"

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TEACHING-LEARNING ACTIVITY

Name of Activity	Think-draw-Share
Date	19-05-2022
Class	B.Com 2nd Semester
Academic Year	2021-22
Course name	ENVIRONMENTAL STUDIES (EVS 102-18)
Faculty Coordinator	Dr. Bhupinder Singh

Context: This is a group activity. The aim of this activity is to make the students think over the given current environmental issue in groups, get involved with the other groups of their classmates for discussion about the given environmental issue, its impact on life on this planet and feasible solutions. In this way they engage more with each other, learn more and accomplish more with active learning.

Activity Description

- ❖ Firstly, a **lecture** on the topic of **water and air pollution** was delivered by the faculty mentor followed by discussion on various aspects of the issues.
- ❖ Students were given home assignment to prepare posters elaborating environmental issues and sustainable development.
- ❖ Pairs of students were formed as per their choice and comfort zone to get better outcome.
- ❖ Open-ended questions were posed and asked the students to come up with their best answers through discussion with each other.
- ❖ Got two pairs together, allowed 10 minutes time to discuss.
- ❖ Then invited them on the front to discuss their thought process with the whole class openly.
- ❖ The other students were prompted to get involved in the discussion.
- ❖ Likewise other pairs were appraised.

Course Outcomes covered:

1. Students will enable to understand environmental problems at local and national level through literature and general awareness.
2. The students will gain practical knowledge by visiting wildlife areas, environmental institutes and various personalities who have done practical work on various environmental Issues.
3. The students will apply interdisciplinary approach to understand key environmental issues and critically analyze them to explore the possibilities to mitigate these problems.
4. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world

Photos of activity







Critics

Following are the observations of this activity:

- Students considered this activity as a richer learning experience.
- They actively discussed and presented the given topics on environmental issues of everyone's concern.
- Students experienced the importance of **peer learning, team work and soft skills.**
- They learnt about **their social obligations.**

Name of Activity	Mind Map: Problem Solving (Hypothesis Testing)	
Class	B. Tech. (CSE-I(B)) Semester: 2	
Academic Year	2021-22	
Course name	Probability & Statistics: BTAM204-18	
Semester	2nd	Date: 11 May, 2022
Faculty Coordinator	Ashwani Kumar (Department of Applied Sciences)	

Context: Planned activity is the group activity. Basically student involvement, thinking on problem statement, group discussion among the team and identification of solution is done.

Four groups of 6-6 students formed as per the choice of students and comfort zone to get better outcome. Each group has assigned a group leader (on the bases of performance in the previous assessments) and given a **problem to solve**. The problem statements will be different for each group so that the group members concentrate on their own problem. Leader first explain the topic to the group to which the problem is concerned and the method to solve the problem (if required) so that every member become a master to solve the problem. Then leader of the group will discuss the given problem with the group members and decide and distribute the tasks among the group members for timely submission of task. This will help students to **work in a team** and the leader member to enhance his/her **leadership qualities**. During their task of problem solving students are kept free to ask any doubt or query with the teacher. After all satisfactory discussion, students sit together (group wise) and prepare a solution for the given problem statement. Once the flowchart of the methodology and problem solution is ready, students have to draw the complete details on a chart paper and present in front of the complete class. It is kept mandatory for every member of the group to present a part of the problem solution which will **enhance the communication skill** of every individual student and will **remove the stage fear** of the students. The instructor and other students are expected to ask the cross questions and get involve in each other's work.

Activity Description

- Step1- A lecture on the topic was earlier delivered
- Step 2- Selection of team members as per choice and comfort level and assigning a leader.
- Step 2- Assigning problem to solve to each group
- Step 4- Discussion on topic related to problem within group by the leader
- Step 4- Discussion on solution to the problem and explain methodology of it within group.
- Step 3- Distribution of tasks by leader in coordination of team members
- Step 5- Finalization of most suitable solution
- Step 6- Drawing the complete flow chart, solution and key points on chart
- Step 7- Presentation of the solution to problem given and chart in front of the class
- Step 8- Discussion and answering the questions by friends and teacher.

Practice (Problem Statement, Rubrics)

1. This activity will be in class activity. **This will be graded activity.** Students groups will be formed with 6 students per group. Problem statement is given well in advance to students so that they can get prepared well and come with the required solution. 20 minutes will be given for understanding topic and discussion among the members after giving problem before presentation.
2. After 20 minutes instructor will announce the time and take review on student's performance. Students will be instructed to present the work in front of complete class.
3. Faculty will coordinate and will help students in clarifying the understanding of the problem statement and the topic anytime.
4. Faculty then will invite each group to present their poster and explain the flowchart and problem solving methodology. Likewise every group will be evaluated.
5. Faculty will give feedback (reflections on performances) on every group's performance.
6. All groups will be asked to submit a chart on the activity including flowchart, problem solution and the key points.
7. Forum will kept open for suggestions and discussions.
8. Questions sample:

Sr. No.	Problem Statements	COs	RBT Level
1	In a hospital 475 female and 525 male babies were born in a week. Do these figures confirm the hypothesis that male babies born more as compared to female babies?	CO3	L6
2	In a city a sample of 1000 people were taken and out of them 540 are vegetarian and the rest are non-vegetarian. Can we say that the both habits of eating (vegetarian or non-vegetarian) are equally popular in the city at (i) 1% level of significance (ii) 5% level of significance?	CO3	L6
3	325 men out of 600 men chosen from a big city were found to be smokers. Does this information support the conclusion that the majority of men in the city are smokers?	CO3	L6
4	Random sample of 400 men and 600 women were asked whether they would like to have a school near their residence. 200 men and 325 women were in favour of proposal. Test the hypothesis that the proportion of men and women in favour or the proposal are same at 5% level of significance.	CO3	L6
5	In a town A, there were 956 births of which 52.5% were males while in towns A and B combined, this proportion in total of 1406 births was 0.496. Is there any significant difference in the proportion of male births in the two towns?	CO3	L6
6	A sample of 1000 students from a university was taken and their average weight was found to be 112 pounds with a S.D. of 20 pounds. Could the mean weight of students in the population be 120 pounds?	CO3	L6
7	A random sample of 200 measurements from a large population gave a mean value of 50 and a S.D. of 9. Determine 95% confidence interval for the mean of population.	CO3	L6

Criteria	Ratings				Pts.
	10	08	06	04	
Flowchart making & problem solution	Correct Solution with proper explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	10
Chart making and presentation	5	4	3	1	
	Poster prepared with correct Flowchart & neat & complete explanation	Poster prepared with correct flowchart & incomplete explanation	Poster prepared with Partially correct design and explanation	Poster prepared with in correct design and explanation	05
Total					15

Evidence of Success / Outcome / Post reflection:

This activity basically help the students in developing the various essential qualities among them like, team work, group discussion, involvement, thinking and learning critical topics, presentation skills, communication skills and leadership qualities and removal of stage fear of the students. Students are motivated to work well and produce good results. Also it is always desired that all the team members are involved and participated equally. Definitely student's involvement was always good and satisfactory performance is observed during the presentations.

PHOTOS OF THE ACTIVITY:



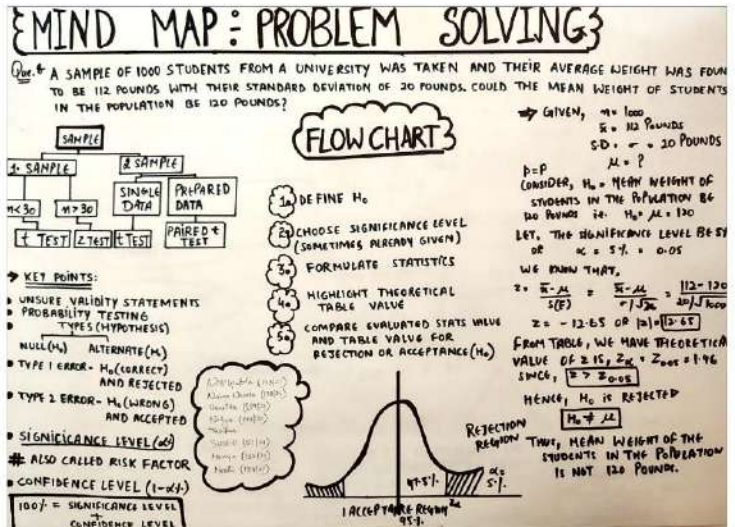
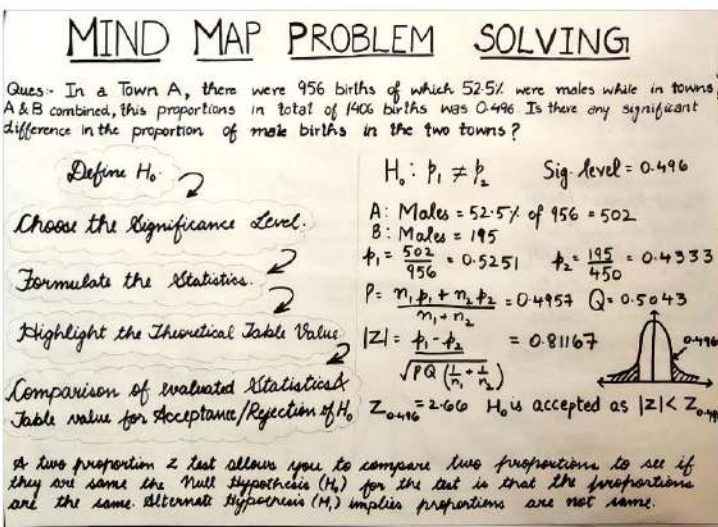
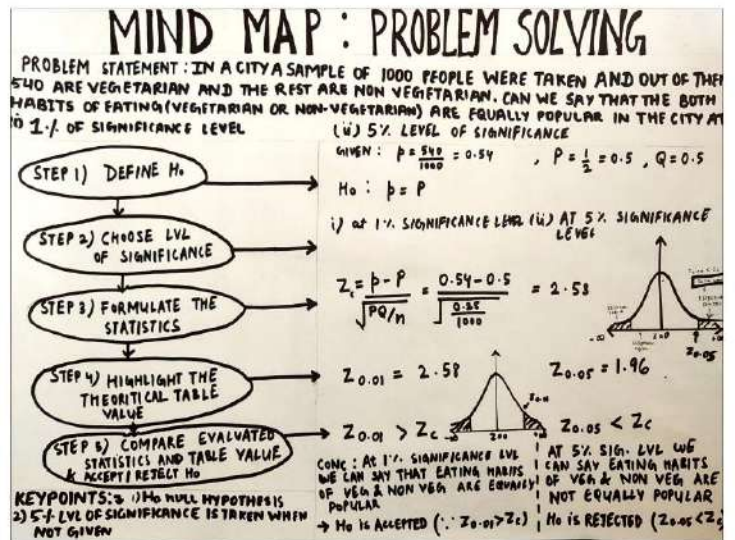
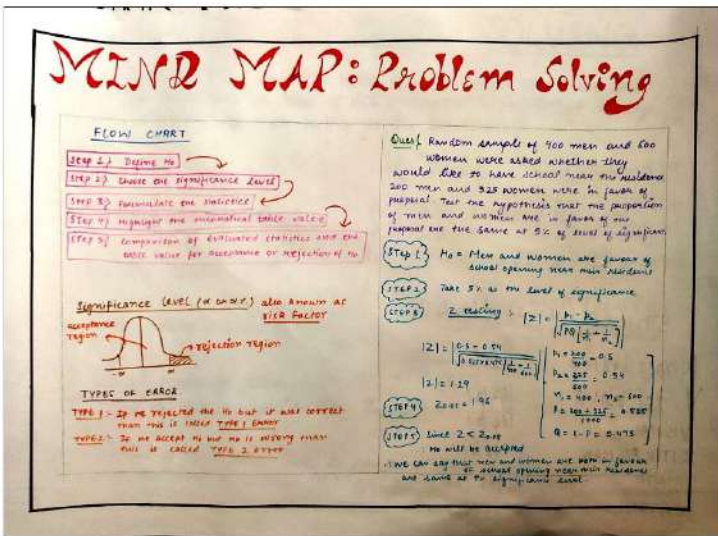
Students having a discussion in group



Mind map-chart preparation by students



Groups presented on stage one by one



Mind maps-charts prepared by students

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally as well as through Google form:

<https://forms.gle/B25mkL6ntaK3tpeA8>

Positive observations -

- Students are groomed to enhance the Communication skill and presentation skills
- Students start thinking to find solution of problem on their own way
- Enhance the team work, leadership and social responsibilities
- Students are groomed to reduce their stage fear
- Most of the students are active in this activity
- Most students like the idea of involving activities in teaching-learning

Negative observations -

- In many group it has been observed that few students are inactive and not much involved.

Name of the Activity: Presentation on Admission, Retirement and Death of partners

Class: MBA 2nd Sem,

Subject: Legal environment for business

Year: 2021-23

Context: This was a group presentation which will help to learn something new in an effective way .

ACTIVITY WAS ALLOTTED ON 30TH APRIL 2022 AND WAS CONDUCTED ON 9TH MAY 2022 IN ROOM NO.28

This group presentation was presented by Ritambhara and Anjali in the presence of Dr.Megha M Sharma . The purpose of this was concept clarity to students, a quick revision after delivered the presentation.

Activity description

Presentations convey a information from speaker to an audience. It usually requires preparation, organization, event planning, writing, use of visual aids, and answering questions.

In our presentation Activities is also involved like

1. Examples were given to the students
2. Asked them to note everything which was important
3. At last, a small test was prepared by the presenters in google form to know about the understanding of students.

Presentations is helpful to enhance the confidence of the students as well as who listens they get better understanding of the concepts because it includes images , to the point topics , Visuals.

How Activity Was Conducted

1. Activity was conducted using projector available in the classroom with the help of PPT .
2. Examples was given in between for better understanding
3. Students also giving response side by side
4. Mam was supported us in between to make the things clearer to the students
5. Students prepared notes of the topics
6. Topics learned by the students which was important
7. Practice questions were provided to the students in Google form.
8. We prepared two google forms one for practice and other for feedback .

At the end we took a small test of the students which were MCQ based questions . Everyone was

given that test and get score and learn something new in the class by their own friends .

What We Felt Before and After Presenting

We both were very excited as well as nervous before presentation but we practiced together in vacant room and planned accordingly.

At the time of presentation initially we both were scared but gradually the things were going good and every thing gone smoothly as we planned. Then we both were motivated when our mam Dr.Megha M. Sharma joined us and makes the things more clear to the students . Which enhance our confidence .

At last we felt motivated when students gave us very positive feedbacks and appreciations to both of us which makes our day . Overall It was a wonderful experience.

Our personal views

RITAMBHRA : I learnt a lot from this that how to presents yourself like professionals ,How to makes the things more interested and attractive.

ANJALI. : It help me to enhance my confidence I would like to take more part in class activities to overcome stage fare by grabbing opportunities . When u get appreciation s it give s motivation to do more & more I feel so motivated.

Evidence Of Activity Conducted :



Practice questions we asked :

Google form link of practice questions

<https://forms.gle/3HQ7eYdj4jUjShNC8>

These are some practice questions which we asked to the students in the google form.

Q:- An outgoing partner may carry on a business competing with that of the firm and hemay advertise such business, but, subject to contract to the contrary, he may not :

- Solicit the custom of persons who were dealing with the firm before he ceased to be a partner. Agreements in restraint of trade.
- Use the firm name
- Represent himself as carrying on the business of the firm
- All of the above

Q: A retiring partner does not have the following except :

- to carry on any business
- to represent himself as carrying on business of the firm
- to use firms name
- to solicit customers from the person who were dealing with the firm before his retirement
- Other:

Q ;Section 35 of Indian partnership Act, 1932 deals with ?

- Liability of the estate of a deceased
- Liability of the firm for misapplication of partners
- expulsion of a partner
- compulsory dissolution

Q: A partner can retire by notice of intention to retire ,where

- the partnership at will
- the partnership is for a specific period
- where a contract has been made between the partners for its determination
- none of the above

RESPONSES GIVEN BY STUDENTS OF PRACTICE QUESTIONS :

Evidences of responses

Practice question
Total points 8/9 ?

Email *
imashimasharma@gmail.com

In what circumstances partner may retire :

Column 1	Score
in accordance with an express agreement	<input type="radio"/> .../0 <input checked="" type="checkbox"/>

Practice question
Total points 5/9 ?

Email *
raghavchatrath7@gmail.com

In what circumstances partner may retire :

Column 1	Score
in accordance with an express agreement	<input type="radio"/> .../0 <input checked="" type="checkbox"/>

Practice question
Total points 7/9 ?

Email *
pt5798502@gmail.com

Feedback form

Google link of feedback form :

<https://forms.gle/uAe3d7DaLjixXEuE9>

These are the questions which we asked in the feedback form .

Did our presentation help you with new learning or knowledge? *

Yes

No

How satisfied with you with each of the following? *

	Highly	Medium	Low	Not satisfied
Confidence of team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Way of giving presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical look of team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coverage of topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scope of improvement in Anjali ? *

Scope of improvement in Anjali ? *

Your answer

Scope of improvement in Ritambhra ? *

Your answer

Would you like to work with us in future ?

Yes

No

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Google Forms

Feedback

We got a very positive feedbacks from our friends and our teacher. With this we saw our mistakes and also get appreciations for the good work which we were presented.

Excel sheet of responses:

Untitled form (Responses)									
B	C	D	E	F	G	H	I	J	K
Address	Did our presentation help you	How satisfied with you with e	How satisfied with you with e	How satisfied with you with e	How satisfied with you with e	How satisfied with you with e	Scope of improvement in Anj	Scope of improvement in Rita	Would you like to work with u
alhotra388@gmail.co	Yes	Medium	Highly	Highly	Highly	Highly	Tingi pingi	Tingi pingi	Yes
munjai@yahoo.com	Yes	Highly	Highly	Highly	Highly	Highly	Stage fear and work more on	More Elaboration and depth k	Yes
shav042@gmail.com	Yes	Highly	Highly	Highly	Highly	Highly	No need of improvement It w	No need of improvement It w	Yes
oshi1277@gmail.com	Yes	Highly	Highly	Highly	Medium	Highly	Clarification of case studies r	Pitch of voice must be little b	Yes
anra123@gmail.com	Yes	Medium	Medium	Medium	Medium	Low	Nice approach more confiden	Nice approach confidence an	Yes
ouravsaini2203@gmai	Yes	Highly	Highly	Highly	Medium	Highly	Be Self Confident	It was great	Yes
idhall@gmail.com	Yes	Medium	Highly	Medium	Highly	Highly	Speech and tone	Accent- speech pattern	Yes
2000.as@gmail.com	Yes	Highly	Highly	Highly	Highly	Highly	Need improvement in body la	No need	Yes
asson5@gmail.com	Yes	Medium	Highly	Medium	Highly	Highly	Be more confident	Best presenter	Yes
anishameeni12@gma	Yes	Medium	Medium	Medium	Highly	Medium	Presentation delivered was gr	Overall was good , but someh	Yes
masharma@gmail.co	Yes	Highly	Highly	Highly	Highly	Highly	Focus more on facial express	She was good	Yes
wati1313@gmail.com	Yes	Medium	Medium	Highly	Medium	Medium	Confidence	English	Yes
rashi@gmail.com	Yes	Highly	Highly	Highly	Highly	Highly	No	No	Yes
shivani134@gmail.co	Yes	Highly	Highly	Highly	Highly	Highly	Communication skills	She was excellent in presents	Yes
gra27@gmail.com	Yes	Highly	Highly	Highly	Highly	Highly	More efforts can added in cor	Dynamic movements can ens	Yes
0226@gmail.com	Yes	Medium	Highly	Highly	Highly	Highly	Confidence level should be in	English speaking could be im	Yes
502@gmail.com	Yes	Highly	Highly	Highly	Highly	Highly	Need improvement in body la	No need .	Yes
rani695@gmail.com	Yes	Medium	Medium	Medium	Highly	Highly	More confidence	Overall presentation is good	Yes
ig3390@gmail.com	Yes	Medium	Highly	Highly	Highly	Highly	Anjali needs to work on her c	No such improvements accor	Yes
gggarwal596@gmail.c	Yes	Highly	Highly	Highly	Medium	Highly	Fine	Good	Yes
var.pathania26@gmail	Yes	Medium	Highly	Medium	Highly	Medium	More louder	Less of hand movements	Yes
chatrath7@gmail.com	Yes	Medium	Medium	Highly	Medium	Highly	Eye contact with entire class	Stage movement	Yes
arma@gmail.com	Yes	Medium	Medium	Medium	Medium	Highly	Work on stage confidence	Pitch was low	Yes
anu72@gmail.com	Yes	Medium	Highly	Highly	Highly	Highly	Increase		
3881@gmail.com	Yes	Medium	Medium	Medium	Medium	Medium	No ni		
nbisht9235@gmail.co	Yes	Medium	Medium	Medium	Highly	Highly	She s		
kainth786@gmail.com	Yes	Highly	Highly	Highly	Highly	Highly	Conf		

 [Open in Google Sheets](#)

Conclusion:

At last we both conclude that it was a marvelous experience and also we love to take more part in such activities near future . we are very glad that we received this opportunity to present ourselves in front of class.

Thank You

Name of the Activity: ROLE PLAY ON NIRAV MODI PNB SCAM

Class: MBA 2nd Sem

Subject: LEGAL ENVIRONMENT FOR BUSINESS

Year: 2021-23

Context:

This is a group activity. It involves planning, scripting, executing, acting, and performing.

The activity was allotted on 26 April 2022 and will be conducting on 13 May 2022 in the 4th lecture in Room No. 28.

We would like to express our heartiest gratitude to our teacher Dr. Megha M. Sharma, who gave us a golden opportunity to do this wonderful activity regarding the legal case of NIRAV MODI SCAM. Her continuous input and support have helped us to complete this activity. This role-play activity has helped everyone to learn something new and enhance their communication skills, confidence, management skills, and ensure coordination among the team.

This is a group activity, a team of 12 members who are presenting the role play on the NIRAV MODI PNB SCAM. The play will help in knowing the various unknown facts about the case. It will enhance our confidence and will help every member of the team to explore their acting skills. Every team member is giving their best. Every member is acting as a helping hand in the difficulties of each other. All of us are showing our full support and coordination to make this play successful and knowledgeable.

ACTIVITY DESCRIPTION

The basis of the activity is for each person to become an expert in the subject and then to teach that information to their peers. It can be somewhat confusing to figure out how to group the students, but if you have the patience to try it, it can be an excellent resource when you need to convey a lot of information in a small amount of time.

1. Students are playing the different characters involved in the scam. Each character has equal importance and relevance in the play.
2. The activity is basically about the deep study of how the fraudulent activities were being conducted by Nirav Modi which were unknown to law and order and financial institutes of the country for a long time.
3. Group of 12 members is made and asked to conduct the whole scam in the form of roleplay.

Roleplay exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Basically, it is the practice of having students take on specific roles - usually ones in which they are not familiar - and act them out in a case-based scenario for the purpose of learning course content or understanding. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal feelings toward others and their circumstances.

The main aim of conducting this activity is to introduce an effective learning atmosphere where students can relate to the theoretical knowledge through the act of play. The theoretical subject matters become easy to understand when they are explained in simplified and cinematic presentations.

HOW IT IS CONDUCTED

1. Team of 12 members is created. Everyone is asked to search about the case study of the scam. Viewpoints regarding the execution and planning are contributed by everyone.
2. One voluntary member solely writes the screenplay and dialogue for each character.
3. The write-up of the script shows the writer's dedication, hard work, and commitment to his work.
4. Then characters were allotted to every one according to their compatibilities and communication skills.
5. Use of a projector, chairs, tables, narrator, audio, and videos is made to make it more impactful and realistic.
6. Continuous practices were done to manage the coordination and synchronization of scenes.
7. It will be performed in our classroom, room no.28 in front of our teacher and other classmates.
8. The role play is about 20 mins.
9. We have tried to make our audience understand, how actually scam was being conducted by Nirav Modi by issuing a FAKE LETTER OF UNDERTAKINGS.
10. We have explained the various terms like LOUs, SWIFT, MONEY LAUNDERING, and CBS through the case. Also, how Nirav Modi and his uncle Mehul Choksi misused the loopholes of our country's financial system for their benefit.

WHAT WE HAVE LEARNT FROM IT

Everyone has furnished their communication skills and enhanced their confidence level. Many of us have overcome their stage fear. The continuous support and guidance from our worthy teacher Dr. Megha M. Sharma mam have helped us in making the challenging thing possible easily.

Everyone was initially nervous and quite worried about how things will happen but the support and courage we got from our classmates made us enthusiastic. We have learned to manage things with available resources.

WHAT WE EXPERIENCED

During and after this activity we have learned and will be working on our mistakes:

ESHAN: I worked on my body language and interaction with the audience

HARDHIKA: I felt confident and motivated to participate in these activities.

SHIVANI: I worked on my tone and pitch of speech.

ASHIMA: I felt confident and ensured my participation in the future.

AVINASH: It helped me to improve my communication skills

AKASH: How to be a team player

ANJALI: It's a very new experience for me before I never did any kind of roleplay. This activity helps me to enhance my confidence.

RITAMBHARA: I learned how to express different emotions, expressions, and the importance of lawyers in legal cases. Overall, it helped me to showcase the best version of myself.

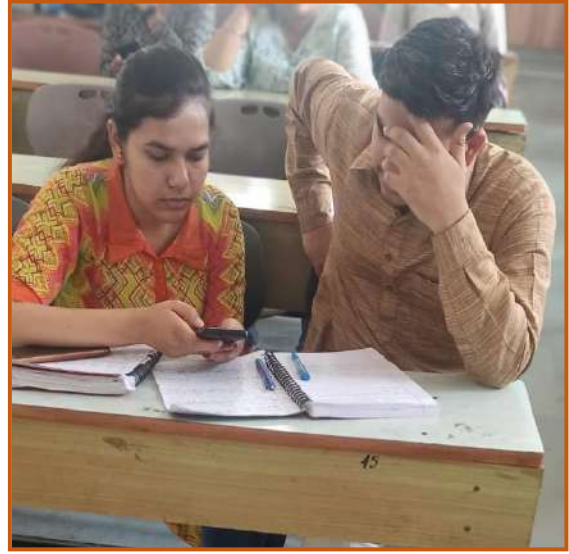
NEEL: I furnished my skills like coordination, teamwork, and collective efforts.

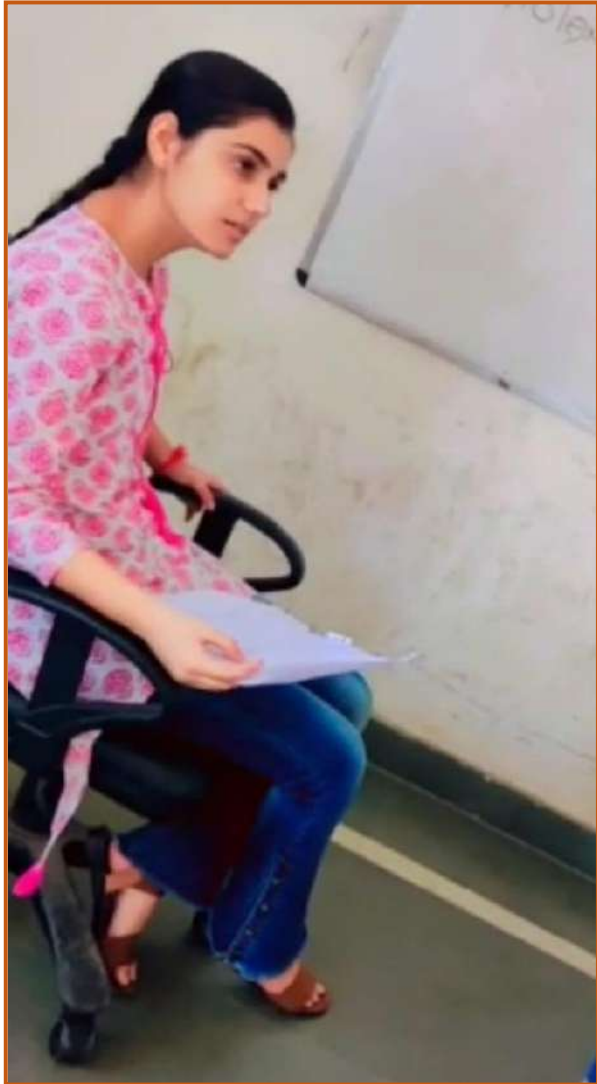
MANSI ANAND: It improved my communication skills.

AARUSHI: It increased my social space and developed my listening as well as speaking skills. This Roleplay was a flexible tool that helped me to make a sense of theory through practical experience.

SOURAV: It was my first time doing a roleplay. I got out of my comfort zone and gained human interaction.

FUN WHILE WE LEARN





THE FINAL SHOT



SCENE 1 & SCENE 2



SCENE 3



SCENE 4



SCENE 5



THE END



***TEAM NIRAV MODI
BEFORE THE ROLE PLAY***



***OUR TEAM AFTER
SUCCESSFULLY EXECUTING
THE ROLE PLAY***



ONE WITH OUR SUPPORT SYSTEM

AT LAST, WE CONCLUDE THAT IT WAS A FABULOUS EXPERIENCE AND WE ALL ENJOYED PERFORMING THIS ACTIVITY VERY MUCH. THANK YOU, OUR RESPECTED TEACHER, FOR THIS OPPORTUNITY.