



How to document your Innovative Pedagogy Project?

When you do any project, you follow these steps:

1. Recognise the challenge you face
2. Develop an action plan defining action steps
3. Take action to solve this challenge
4. Analyse the impact of your action steps

Let us understand this using an example:



Hello, I am Santosh. I teach language to Class 1 in a school in Chhattisgarh. I have 40 students in my class. In spite of using a variety of Teaching Learning Materials (TLMs) I am facing a challenge in achieving the learning outcomes mapped to Development Goal 2 under NIPUN Bharat mission. I decided to study the problem as to why my students were not achieving the learning outcomes.

I narrated a story to my students, but they did not find it interesting. I reflected on my teaching methodology and realised that I was not involving any activity or using voice modulations to attract my students' attention towards the story. I also realised that the way I was using the TLMs led to a lot of mismanagement, not leading to the achievement of desired learning outcomes.

I observed that my students found it difficult to read long words, remember the sequence of the events in the story and identify the illustration corresponding to the text.

I decided to work on the learning outcome where students "connect the text with illustrations while reading a story" (ECL2-4.7 of development goal 2) by trying a new pedagogy.

My Project Objective

To ensure that students achieve the desired learning outcome of connecting the text with the illustrations while reading a story.

This is what I did -

To make the students understand the story better

- I decided to use various teaching learning resources available on DIKSHA
- I decided to share the digital resources with the children which they can watch before coming to the class
- I discovered that some of the students in my class do not have access to the digital devices

- I prepared a list of students with and without digital devices
- I made groups of students based on the availability of digital devices and the area they lived in to ensure peer learning by sharing the device
- I shared the byte sized video resource of ECL2-4.7 with students and requested the parents to let them watch it on their devices

Next day, I asked my students some comprehension questions from the video to check their understanding. I noticed that a few students were still not able to respond well.

I then used the infographic of ECL2-4.7 available on DIKSHA. I used two separate sets of flash cards for my students. One set of flashcards had the illustrations of the story while the second set of flashcards had the text related to the illustrations. I asked the students that as I read aloud the story, they have to arrange the first set of flashcards in sequence and match them with the second set of flashcards having the text from the story. The students then read their comic in unison.



Once upon a time, there lived a happy family.



They never fought with each other. They helped their parents at home and in the fields.



But they were not allowed to go near a fire.

I also utilised the relevant worksheets for the students to revise the story. I observed that 90% of my students had achieved the desired learning outcome.

I projected the video resource again to discuss the illustrations in the story along with the plot sequence. The students shared how interesting the pictures were. They also imitated how the story was read out in the video.

By administering DIKSHA's assessment sheets, the remaining 10% of the students were also able to achieve the learning outcome.



Impact of Mr. Santosh's action steps

All the 40 students were able to connect the text with illustrations while reading a story.

Mr. Santosh's Project

Project Title: VAM_Synopsis_Connecting text with illustrations

Project Objective: To ensure that students achieve the desired learning outcome of connecting the text with illustrations while reading a story.

Action Steps

1. Recognized the challenges in achieving learning outcomes by checking for understanding with the students
2. Found out how many students have digital devices at home
3. Grouped students such that all of them can watch the video
4. Shared the link of the video read-aloud of the story with parents before the class
5. Guided the students in using separate flash cards (illustrations and text) to make their comics
6. Utilised the worksheet and projected the video read-alouds of the story again in the class followed by discussion around the story
7. Administered DIKSHA assessment sheets to analyse the achievement of the learning outcome

Impact

1. All students were able to read the text and connect the same with the illustrations

Here is another example



Hello, I am Sapna, a school leader from Bihar. I was recently transferred to this school. By doing classroom observations, I noticed that one third of the children in classes 6-8 were not able to read class 2 level text. Thus, I wanted to ensure that the teachers focus on developing reading skills in students.

Project Title: VAM_Synopsis_Read aloud

Project Objective: Ensuring that teachers are focusing on developing reading skills of students of classes 6-8

Action Steps

1. Organised meeting with teachers to conduct read-aloud activity in classes 6-8
2. Suggested students can pick their favourite book from library for the read-aloud activity
3. Informed parents to help children in reading from the library book
4. Observed classes when teachers conducted the reading activity
5. Conducted post class meeting with the teachers to give feedback and share learnings

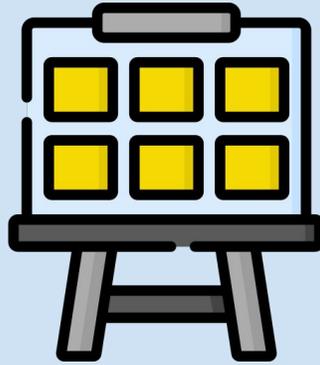
Impact

110 out of 120 students from classes 6-8 can read class 2 level text

Ms. Sapna conducted following reading projects in her school throughout the year -



Read-aloud



Reading corners



Word search



Print rich theme based display board



Promotion of reading through role-play

Summary

Like Mr. Santosh and Ms. Sapna, you also can document your innovative pedagogy project by writing:

1. An appropriate project title
2. Objective of your project
3. Action steps
4. Impact of your steps
5. Add your Vidya Amrit Mahotsav Journey Video

Things to Keep in Mind

While writing objective

1. Be clear and specific in writing the objective

While writing action steps

1. Go into details of your project. Write down every step you took.

While writing impact

1. List 3-5 changes you can see in your target audience
2. Add photos, videos or a document as evidence
3. Share how others can use your project in their school or classroom

Making the Journey Video

Attaching journey video is necessary for your project to be considered for evaluation in Vidya Amrit Mahotsav

In this video, you will showcase your journey of innovation through pictures and videos and speak about your experience. The journey video will have the project objective, action steps and impact.

Checklist

My Journey Video:

- Has a logical flow
- Is free of factual errors
- Is not more than 5 minutes long
- Is not more than 50 MB in size
- Includes evidences in the form of short video clips, photographs in the video
- Does not have any discriminatory content based on age, gender, religion, community, disability etc.
- Does not have copyright and IPR violations
- Does not have any hate speech, defamation or violence
- Has consistent font size, colour, and style for headings / sub-headings / supportive text
- Has clear, modulated and comprehensible audio

Note: You can make the video on apps like InShot, YouCut etc.