



नवोन्मेष

Pioneering Excellence in Education

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तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

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संदेश

पत्रों की सरसराहट, पक्षियों की चहचहाहट उनके होने के अस्तित्व की अभिव्यक्ति है। धूप-बारिश, गर्मी-सर्दी एवं सारा ऋतुचक्र ही प्रकृति के परिवर्तन की अभिव्यक्ति है। प्राणिमात्र अभिव्यक्त होना चाहता है। इस पत्रिका का प्रकाशन भी सृजन और अभिव्यक्ति का ही प्रयास है। बहुत लम्बे समय से एक ऐसे माध्यम की आवश्यकता महसूस की जा रही थी जो हमारे शिक्षा-नायकों को अपनी बात और समझ को साझा करने का अवसर प्रदान करे। आज शिक्षा-जगत आमूलचूल परिवर्तन के चक्र से गुजर रहा है। कक्षा-शिक्षण से लेकर शिक्षाशास्त्र और शिक्षण-पद्धति में नित्य-नवीन प्रयोग हो रहे हैं, उसे व्यवहार में लाने वाले शिक्षक के मन में उथल-पुथल की स्थिति होना स्वाभाविक है। अतः बहुत जरूरी है कि उनके प्रयोग, नवाचार और जिज्ञासा को स्वर मिले, शिक्षा से जुड़े लोग उनके सरोकारों को समझें, उनके प्रयास के साक्षी बनें। केन्द्रीय विद्यालय संगठन के प्रशिक्षण विभाग की यह पत्रिका 'नवोन्मेष' शिक्षा जगत के ऐसे ही नवाचार-नायकों यानी शिक्षकों की विचारशीलता को स्वर देने का प्रयास है।

किसी भी रचना में कलाकार की अंतःआत्मा झलकती है। प्रशिक्षण विभाग की इस पत्रिका 'नवोन्मेष' को आपको सौंपते हुए मुझे भी सृजन सुख की अनुभूति हो रही है क्योंकि इसमें केन्द्रीय विद्यालय संगठन की आत्मा विराजमान है। भारत के प्रत्येक भाग में उपस्थित लगभग 60 हजार नवोन्मेषी पढ़ाई की संख्या का यह परिवार अपने शिक्षकों, कर्मचारियों और प्रशिक्षण संस्थानों से मिलकर निर्मित होता है। इन सभी में विशिष्ट क्षमता निर्मिति हेतु मानसिक स्वास्थ्य, समय-प्रबंधन, नई शिक्षण तकनीक से लेकर प्रशिक्षण संस्थानों द्वारा अपनाए गए नए प्रशिक्षण कार्यक्रमों पर केन्द्रित यह पत्रिका पूरे केन्द्रीय विद्यालय संगठन का प्रतिरूप है। 'नवोन्मेष' अपने सभी हितधारकों को एक समृद्ध वैचारिक मंच प्रदान करने का प्रयास है जिसमें वह अपनी भावयित्री प्रतिभा का व्यापक प्रयोग कर सकें। 'नवोन्मेष' केन्द्रीय विद्यालय संगठन के वरिष्ठ अधिकारियों, प्राचार्यों और शिक्षकों के गहन अनुभवों को समेटे हुए है जिनसे हमारे नए शिक्षक क्षमता विकास से लेकर कार्य और व्यक्तिगत जीवन के सामंजस्य को किस प्रकार संतुलित करें, सीख सकते हैं।

कृत्रिम बौद्धिकता की ओर बढ़ रहे समाज और पीढ़ी को सीखने-सिखाने के लिए हमें नए प्रयास, नए तौर-तरीके अपनाने होंगे। वास्तव में हमारे शिक्षकों और प्राचार्यों का इन परिवर्तनों के लिए तैयार होना भी अपने आप में एक चुनौती है। केन्द्रीय विद्यालय संगठन उनकी इन आवश्यकताओं को समझते हुए 50 घंटे की CPD तथा अन्य प्रशिक्षण कार्यक्रमों के माध्यम से उन्हें उन्नत होने के सतत अवसर प्रदान कर रहा है। हम जानते हैं कि प्रशिक्षण विकसित होने की पहली जिम्मेदार कोशिश है और इस जिम्मेदारी के प्रति केन्द्रीय विद्यालय संगठन के प्रशिक्षण विभाग ने सदैव ही अपनी प्रतिबद्धता दर्शाई है। केन्द्रीय विद्यालय संगठन (मु.) के प्रशिक्षण विभाग के निर्देशन में हो रहे नए सृजन को यह पत्रिका अपने अन्दर समेटे हुए है। राष्ट्रीय शिक्षा नीति 2020 का मूल उद्देश्य सभी स्तरों पर पाठ्यचर्या और शिक्षा विधि का समग्र केंद्रबिंदु शिक्षा प्रणाली को रटने की पुरानी प्रथा से अलग वास्तविक समझ और ज्ञान की ओर ले जाने की है। शिक्षा का उद्देश्य केवल संज्ञानात्मक समझ न होकर विद्यार्थियों के चरित्र निर्माण और उन्हें 21वीं शताब्दी के मुख्य कौशल से सुसज्जित करना है। इन तथ्यों को ध्यान में रखकर किए जा रहे नवीन प्रशिक्षण कार्यक्रमों और उन कार्यक्रमों से होने वाले परिवर्तनों के अनुभव भी आप इस पत्रिका में पढ़ेंगे।

मैं जब भी हमारे तेजस्वी शिक्षकों और खिलते-खिलखिलाते बच्चों के बीच होती हूँ तो उनकी दृष्टि और उनके हाव-भाव मुझे बताते हैं कि वे कितनी ऊर्जा और समर्पण से सीखने की चाह रखते हैं। प्राचार्य अपने नेतृत्व से, शिक्षक अपने सृजन से और बच्चे अपनी आकांक्षाओं से शिक्षा जगत की उस ऊंचाई तक पहुँचने के आग्रही हैं जहाँ उनके प्रयास से ही विकसित भारत की संकल्पना पूर्ण होगी। बच्चों के भावों-विभावों को गढ़ने वाले ये शिक्षक इस पत्रिका के माध्यम से अपने मानस को आपके समक्ष प्रस्तुत कर रहे हैं। आशा है आप भी इनके ज्ञान से आलोकित होंगे। इन्हीं शुभकामनाओं के साथ 'नवोन्मेष' पत्रिका के प्रथम अंक से जुड़े प्रत्येक हेतु को इस नवीन सृजन के लिए साधुवाद देती हूँ और यह प्रयास अनवरत जारी रहे, इसके लिए सभी को मेरी अग्रिम शुभकामनाएं।

निधि पाण्डे
आयुक्त
केन्द्रीय विद्यालय संगठन



Preface

In the hallowed halls of academia, where knowledge reigns supreme, there exists a cadre of revered heroes: teachers. They are the custodians of enlightenment, the architects of intellect, and the guardians of future. In their hands lies the formidable task of shaping minds, moulding characters, and igniting the flames of curiosity.

But behind the serene facade of the classroom lies a rigorous journey of preparation, of honing skills, and mastering the craft of disseminating knowledge. For teachers, training is not merely a prerequisite; it is the cornerstone upon which their profession stands.

Training equips them with the tools of the trade – strategies to engage, techniques to inspire, and methodologies to cater to diverse learners. It is the compass guiding them through the labyrinth of pedagogy, illuminating pathways to innovation and excellence.

Through training, teachers transcend the boundaries of their own expertise, delving into new disciplines, exploring emerging trends, and embracing the dynamic landscape of education. They become not just purveyors of information but cultivators of critical thinking, instilling in their students the capacity to question, analyze, and innovate.

In a world where change is the only constant, the role of the teacher extends far beyond the confines of the classroom. They are the architects of a brighter future, empowering individuals to navigate the complexities of the modern world, to confront challenges with resilience, and to pursue dreams with determination.

The journal ‘Navonmesh’ is an attempt to trace this transformative voyage of the nation builders, the teachers who joyously embraced the rigours of the training crucible in order to emerge as refined beacons of knowledge and wisdom.

Here’s to the spirit of self-improvement and community service!

N.R. Murali
Additional Commissioner (Acad.)



Editorial

We are thrilled to unveil the inaugural edition of 'Navonmesh- Pioneering Excellence in Education' a bi-annual journal brought out by the Training Department of Kendriya Vidyalaya Sangathan. A teacher's role in the ever-evolving educational domain is of paramount significance and equally important it is to equip the teacher with new-age pedagogical approaches and innovative transaction techniques. We at KVS believe in providing the requisite training to our educators in order to make the process of teaching and learning both joyful and meaningful.

The purpose of this journal is to allow a platform to both our trainers and teachers, our mentors and mentees to share the reformative experiences they have had at the various training programmes they attended. So, in 'Leaders speak' we have administrators and senior teachers across cadres voicing their thoughts on topical issues such as new-age pedagogical practices, work-life balance, safeguarding mental health in workplace etc. The segment 'Teachers in Action' showcases the remarkable research endeavours of our educators, while 'Unique Training Programmes' highlights distinctive initiatives undertaken by ZIETs and ROs, in collaboration with other Knowledge partners. Through 'Training Impact', educators eloquently illustrate how professional development programmes have transformed their pedagogical approaches and paved way for personal growth. From classroom innovations to community engagement endeavours, these stories exemplify the transformative power of research-driven pedagogy and the tireless dedication of our teaching fraternity. Furthermore, 'Case Study' presents captivating narratives of real-world challenges and innovative solutions in school settings, whereas 'Highlights' showcases a comprehensive overview of the enriching courses and initiatives offered by ZIETs, underscoring our commitment to excellence and innovation in teacher education.

Through this journal we look forward to spark dialogue, foster collaboration and inspire transformative action, empowering us all to shape a promising future for school education.

Happy reading !

Chandana Mandal
Joint Commissioner (Training)



**SECTION-I
LEADERS SPEAK**

1

Impact of Language on Making Schools a Happy Place



A lot of emphasis is placed on Schools being Happy Places. UNESCO views a ‘Happy School’ as a place that supports learning, health, well-being and joyful mental state of the entire school community. In essence, a happy school is made up of happy learners, happy teachers and happy community members, defined as individuals who embody traits such as collaboration, communication, understanding, empathy, motivation, engagement, curiosity, resilience and empowerment.

The concept of a happy school is directly related to SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” And that all learners receive complete, free, equitable and quality primary and secondary education leading to relevant and effective learning.

In addition to collaboration, democratic decision-making process, inclusiveness, etc., language used in schools inside the class room and outside, for discipline or instruction or interaction amongst stakeholders, too, plays an important role in instilling confidence and raising self-esteem in students and other members of the school community, creating a positive work environment and thereby leading to an ideal atmosphere in the learning space, conducive to collaborative growth and transformative mindset.

Communication with students, parents, teachers and community ought to be carefully crafted. Words, gestures, expressions, tone, volume, facial expressions, even the ambience or physical setting where communication takes place, all have an impact on the message conveyed and received.

A careless word spoken casually or in jest can have a long-lasting impact on the psyche of a young adolescent. As responsible adults it is our duty to not only exhibit behaviour that can be emulated by students but also to reflect on our institutions and professions positively. Hence language that we use, our tone, gestures and behaviour- all should reflect the ethics and principles of our organisation and our commitment to providing not only world class education but also bringing out citizens who can contribute to the development of their country.

Language used to discipline students or instruct them in class or in the campus of the school should be such that it communicates our concern for their well-being and future success, and not act as a means of punishment. If words and tone or manner of conveying our thoughts are construed by the listener as threats or derogatory comments, the impact in short term may be considered as a way to induce discipline, but such discipline is short lived and the negative effect of such harsh words on the heart and mind of the child may be long lasting.

During adolescence, when children are already struggling with coming to terms with the world, family, friends, the changes in their bodies, emotions and thinking, they also have to deal with expectations from themselves, society and school. At such a crucial time in their lives, a perceived slight, an unintentional harsh word or even an idea that they are unimportant in their social circle can have a deep impact on their psyche and affect their future.

Recognising the need for ensuring use of respectful and correct language in schools as a step towards making schools a happy place for all stakeholders, need for using appropriate language for communication with stakeholders, especially students was discussed with teachers during the 1st spell of the 21-day Inservice Course and teachers were asked to explore the possibility of bringing about a change in the way they interact with students.

In the 2nd spell of the In-Service Course, teachers shared their insights on how students opened up to them with their thoughts and feelings. Out of the many reports shared- both verbal and written-two experiences are being shared here.

The 1st experience on 'Impact of Teacher Utterances on Student Learning Experience' is by Ms Geetanjali Kumar, PGT (Eng) PM SHRI KV No. 1 Calicut, Ernakulam Region. She conducted a survey on a small sample of class XII students to collect data on the impact of utterances by teachers in their classroom. On the basis of the survey, she then arrived at some recommendations on how teachers can optimise language usage for maximum student benefit.

The 2nd response shared here on 'IMPACT OF LANGUAGE USAGE ON CHILDREN' is by Ms. Sarmishtha Mishra, PGT (Eng) PM SHRI KV Kankinara, Kolkata Region, who after taking verbal feedback from students during a counselling session, conducted meetings with teachers on self-analysis of their body language and verbal discourse. Following this, teachers in her school were asked to modify their language of instruction to students. Though taxing, the final feedback by most teachers and observation of student-teacher interaction and classroom management indicate positive changes in the behavior of the students.

Hence, the surmise that positive, courteous, refined, decent and respectful language used by educators can truly transform the schools into happy learning zones for children.



Menaxi Jain
Director
ZIET Mumbai



Geetanjali Kumar
PGT English
KV 1 Calicut



Sarmistha Mishra
PGT English
KV Kankinara



2

Learning with Fun: A Journey through Kendriya Vidyalayas



Education is not just about acquiring knowledge; it's about fostering a love for learning that lasts a lifetime. In Kendriya Vidyalayas, this philosophy is brought to life through innovative teaching methodologies that make learning a joyful and engaging experience. This article explores how KVs use the concept of “learning with fun” to nurture young minds and instil a passion for learning.

Research has shown that when students are actively engaged and enjoying themselves, they are more likely to retain information and develop a deeper understanding of the subject matter. KVs recognize the significance of this and have incorporated various fun-based learning activities into their curriculum.

One of the unique approaches used in KVs is toy-based pedagogy, where toys are used as tools for learning. This method not only makes learning enjoyable but also helps in developing cognitive skills and creativity. Teachers in KVs use toys creatively to explain concepts in subjects like Mathematics, Science, and Languages, making learning more lasting and effective.

The play-way method is another key component of learning in KVs. This method emphasizes learning through play, allowing students to explore, experiment, and discover on their own. Play-way activities are designed to be both educational and enjoyable, helping students develop critical thinking skills and problem-solving abilities.

Kendriya Vidyalayas emphasize learning through real-life experiences and activities. KVs integrate experiential learning into their curriculum to enhance students' understanding and retention of concepts. This approach allows students to engage actively in their learning

process, leading to deeper insights and practical skill development. Through experiments, field trips, projects, and interactive activities, students in KVs are encouraged to explore, experiment, and discover, fostering a love for learning and preparing them for future challenges. Experiential learning in KVs not only complements traditional teaching methods but also nurtures critical thinking, problem-solving, and creativity, empowering students to become lifelong learners.

KVs promote an interdisciplinary approach to learning, where subjects are not taught in isolation but are integrated to show their interconnectedness. This approach helps students see the relevance of what they are learning and encourages them to think across different disciplines. For example, a Science lesson on the solar system could also incorporate elements of Mathematics and Geography.

Teachers in KVs play a crucial role in facilitating learning with fun. They act as mentors, guiding students through their learning journey and encouraging them to explore new ideas and concepts. Teachers use innovative teaching techniques, such as storytelling, role-playing, and group activities, to make learning engaging and enjoyable.

Our vidyalayas are known for our vibrant and stimulating learning environments. Classrooms are decorated with educational posters, charts, and models to create an atmosphere conducive to learning. Students are encouraged to decorate their classrooms and display their artwork, creating a sense of ownership and pride in their learning space.

KVs leverage technology to enhance learning with fun. Smart classrooms equipped with interactive whiteboards and audio-visual aids are used to make learning more engaging. Educational apps and online resources are also integrated into the curriculum to provide students with additional learning opportunities outside the classroom.

Apart from academics, KVs also place a strong emphasis on extracurricular activities, such as sports, music, dance, and art. These activities not only provide students with a break from their regular studies but also help in developing their personality and talents. Competitions and events are organized regularly to showcase students' skills and talents.

Learning with fun is not just a slogan in Kendriya Vidyalayas; it's a way of life. By incorporating innovative teaching methodologies, creating stimulating learning environment, and promoting a holistic approach to education, KVs are nurturing young minds and preparing them for success in the 21st century. As we foresee the future of education in our country, KVs serve as a shining example of how learning can be both meaningful and enjoyable.



R.C.Gond
Principal
PMSHRI KV Patratu



Children love playing and listening to stories very much. Hence, games and stories must be used as an effective pedagogical tool. This will make learning easier, faster and long-lasting. Stories not only teach morals, but also introduce, explain, summarize and assess learning outcomes as highly effective pedagogical tools. Story telling can be applied in any subject, and at any stage of a lesson. For instance, the Fall of the Apple can introduce a

lesson on gravity. Thousands of English words like 'boycott', 'sandwich', 'red-carpet' and 'red-tape' have interesting stories behind them and telling those stories would enable learners retain the meaning and usage of the words very effectively. Questions in story forms, can be very useful and serve as an interesting tool for formative and summative assessments in Mathematics at all levels- Foundational, Preparatory and Middle stages of school education.

Story-telling captures learners' attention, motivates them, sustains their interest and makes learning long-lasting. Almost all teachers know the 'what', 'how', 'when' and 'why' of story-telling pedagogy, but it needs more effective implementation in the classrooms. An analysis of classroom teaching and even the question papers of the Foundational, the Preparatory and the Middle stages of school education reveal that the potential of story-telling pedagogy is yet to be explored fully. Simply telling the meaning of a word or assigning a problem in Mathematics in a mechanical form seems to be easing the business of the teachers, but it reduces motivation, retention and drive amongst the learners. But introducing a lesson through a story, assigning a question in the form of a story, using stories as tools of assessment require extensive reading and well-thought of lesson plans on the part of the teaching community.



Dibakara Bhoi
Assistant Commissioner
KVS RO Kolkata

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Work - Life Balance



Working professionals seek job satisfaction along with a gratifying private life. As professional work gives us satisfaction, recognition and social identification, our happiness in personal life gives us strength, support and comfort. A loving family can provide the requisite support to take on the pressures of the professional life. We can consider work and professional life as two sides of the same coin or it can also be recognized as parallel wheels of the vehicle of life. In our professional life, we find people with varying personalities. Some people are optimistic and adaptable to change, whereas some lament and grumble over everything. The optimistic people lead a satisfying life, whereas those who vilify, create an unhealthy and complex work environment for themselves and for others as well. As we go deep in understanding such callous personalities, we notice the baggage of disappointments and failures of the past, they carry in their personal or professional life, which overshadow their present life, largely affecting their behavioral patterns, making them unhappy and discontented with their life. Hence a balance is needed to ensure a fulfilling and wholesome life.

For a 21st century professional, challenges are enormous. Teachers are role models in society. But with the emerging advancements and complexities, teachers must be able to acclimatize with the dynamic environment. Teachers have to constantly develop their skills to adapt to the changing circumstances. Role of multi-tasking has become essential in today's perspective. Therefore, the need to harmonize work and personal life becomes even more pertinent.

We are lifelong learners but sometimes it is important that we need to unlearn attitudes, behaviours, thoughts that limit our growth. Self-love doesn't mean being self-centered rather it means to be more open to one's own acceptance of flaws and working on the strengths. What we are is what we perceive in others. Positive affirmations, self-respect, endorsing change will complement the confidence one aspires to gain. Hence it is important that we acknowledge our past, enjoy the present moment and be futuristic.

Individuals need to be aware of their purpose in life. Goals can be achieved only when one puts relentless efforts to achieve it. Therefore, a disciplined life is inevitable. Disciplined life

balanced diet, reducing the screen time and social media exposure, adopting self-care routine, indulging in positive self-talk and having a sound sleep. A conscious diminutive change in daily life brings noticeable variations in one's productivity.

Feeling grateful for our existence, being thankful to the contribution of all individuals in our life, forgiving others their trespasses, practicing daily journaling with a positive outlook, have resulted in rewarding outcomes in lives of successful people.

Prioritising various tasks, setting deadlines, avoiding procrastination will ensure that assignments are completed without placing any undue mental pressure on individuals.

Human beings live in a dynamic environment. There may be situations which arrive unforeseen. Instead of being critical and questioning the circumstances or individuals, it's better to be sanguine and accept the challenges with calmness. Challenges are great learning experiences. They mould us and help in identifying our level of endurance.

Teachers must be avid readers. Inspired writings provide diverse knowledge, widen mental horizons, develop innovation, promote spiritual journey.

Calm and positive demeanour is always admired by everyone. Egoistic clashes hamper team work, therefore it must be avoided in order to develop a conducive work environment. Being polite in words and actions will exude good vibrations. Teachers have to constantly interact with different stakeholders – parents, students, community members etc. Hence a courteous and dignified conduct will surely be recognized and appreciated.

As much as professional commitment is important so is spending time with family equally imperative. Quality time with family members, be it with spouse, kids or parents, ensures strong bond, and establishes a sound support system.

Mindfulness, yoga and positive outlook will guarantee a peaceful personal life, thereby leading to a successful professional life. An educator acts as a mentor, guide and facilitator for young minds. Teachers inspire innovative and critical thinking, foster compassion and empathy, and teach students to embrace change and develop inquisitiveness. Consequently, teachers are expected to bid goodbye to conventional approaches and adopt more innovative strategies for developing in pupils soft skills in tune with latest best practices in classroom teaching. All this requires constant up-gradation. An open mind will surely upscale our performance. Let's not forget, one teacher's optimistic personality can transform the lives of millions of young minds.



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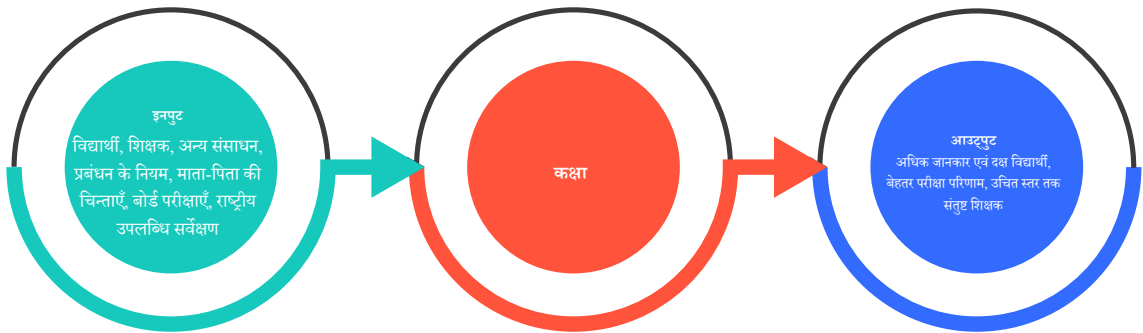
प्रभावी शिक्षण के लिए बेहतर कक्षा प्रक्रिया की ओर

स्कूली शिक्षा का उद्देश्य क्या है? ...सीखना...

शिक्षा कैसे प्राप्त की जाती है? सीखने का कार्य कक्षाओं में होता है। सीखने की प्रक्रिया बहुत हद तक शिक्षक और विद्यार्थियों द्वारा अपनाई गई अधिगम प्रक्रिया पर निर्भर करती है।

प्रस्तुत संदर्भ में यह स्पष्ट है कि शिक्षकों का कार्य अत्यंत जटिल है। विविध पारिवारिक, सामाजिक, धार्मिक, भावनात्मक पृष्ठभूमियों से आने वाले बच्चों को सुरक्षित रूप से संभालते हुए उन्हें तत्काल सीखने और भविष्य में बेहतर विद्यार्थी बनने के लिए प्रेरित करना एक दुष्कर कार्य है।

शिक्षा के मानकों को बढ़ाने और राष्ट्रीय शिक्षा नीति को प्रभावी रूप से लागू करने के लिए हमें शिक्षकों की प्रभावशीलता को बढ़ाने की जरूरत है। शिक्षकों के प्रभावशीलता एवं शिक्षा के स्तर में सीधा संबंध है।



हमारी कक्षाओं में विभिन्न प्रकार के विद्यार्थी होते हैं और उनकी अधिगम प्रणाली में भी कई प्रकार की विभिन्नताएँ होती हैं।



कक्षा में शिक्षण-अधिगम का एक पहलू जिसमें हम सुधार कर सकते हैं, वह है- रचनात्मक मूल्यांकन (Formative Assessment)। रचनात्मक मूल्यांकन प्रभावी शिक्षण एवं अधिगम के केंद्र में है। मूल्यांकन के तीन प्रकार होते हैं: 1. सीखने के रूप में मूल्यांकन (Assessment as Learning), 2. सीखने के लिए मूल्यांकन (Assessment for Learning) और 3. सीखने की प्रक्रिया की निष्पत्ति का मूल्यांकन (Assessment of Learning)

स्कूल आधारित मूल्यांकन (School Based Assessment) का संबंध सीखने के रूप में मूल्यांकन से अधिक और सीखने की प्रक्रिया की निष्पत्ति का मूल्यांकन से कम है। रचनात्मक मूल्यांकन में सीखने के रूप में मूल्यांकन और सीखने के लिए मूल्यांकन शामिल है।

रचनात्मक मूल्यांकन सक्रिय अधिगम (Active Learning) की अवधारणा पर आधारित है। सक्रिय (अधिगम) सीखने से प्रभावी शिक्षण हो सकता है। इसलिए कक्षा के क्रियाकलापों में विद्यार्थियों को सक्रिय रूप से शामिल होना होगा। मूल्यांकन हमारे शिक्षार्थियों को कक्षा के क्रियाकलापों में शामिल करने और कक्षा संचालन के लिए हमारी गतिविधियों की योजना बनाने के लिए हमारे शिक्षार्थियों की समझ के बारे में जानकारी देने का एक उपकरण हो सकता है।

रचनात्मक मूल्यांकन (Formative Assessment) को प्रभावी कक्षा एवं अधिगम के लिए उपयोग में लाने के मार्ग में कई समस्याएँ आती हैं। शिक्षक आम तौर पर समझ विकसित करने के लिए परीक्षणों (Tests) का उपयोग करते हैं। परंतु कई बार शिक्षकों द्वारा उपयोग किए जाने वाले परीक्षण रटने और सतही समझ को प्रोत्साहित करते हैं। शिक्षकों के बीच प्रश्न निर्माण की प्रक्रिया में सहभागिता की कमी एक अन्य महत्वपूर्ण विचारणीय विषय है। एक शिक्षक द्वारा निर्धारित / निर्मित प्रश्नों की आलोचनात्मक समीक्षा प्रश्नों की विषय-वस्तु (Content Validity) और उनके द्वारा वास्तव में मूल्यांकन किए जाने के संबंध में वैधता (Reliability) के आधार पर शायद ही किसी साथी शिक्षक द्वारा किए जाते हैं। आमतौर पर शिक्षकों में काम की मात्रा और प्रस्तुति पर जोर देने और अधिगम प्रक्रिया की गुणवत्ता की उपेक्षा करने की प्रवृत्ति होती है। उत्तर पत्रकों और नोट बुक पर अंक देने और ग्रेडिंग कार्य पर अधिक जोर दिया जाता है जबकि उपयोगी सलाह देने और सीखने के कार्य पर कम जोर दिया जाता है। कई बार शिक्षक सुधार के लिए प्रेरित करने के लिए एक विद्यार्थी की तुलना दूसरे से करते हैं। लेकिन कई बार, मूल्यांकन फ्रीडबैक देने की यह प्रक्रिया कम उपलब्धि प्राप्त करने वाले विद्यार्थियों के मन में यह भावना भर देती है कि वे चाहे जो भी कर लें, उनकी क्षमता इतनी कम है कि वे सीखने में असमर्थ हैं। शिक्षक ज्यादातर असेसमेंट फ्रीडबैक अधिगम प्रक्रिया के मुद्दों को ताक पर रखकर मात्र प्रबंधकीय जिम्मेदारियों को पूर्ण करने के लिए देते हैं। इससे सीखने की प्रक्रिया पर बुरा असर पड़ता है। यह भी देखा गया है कि शिक्षक आम तौर पर बोर्ड परीक्षा के प्रश्नपत्रों के प्रारूप में प्रश्न-पत्र परीक्षण बनाते हैं। ये परीक्षण शिक्षार्थियों की सीखने (अधिगम) की जरूरतों के बारे में बहुत कम जानकारी देते हैं। इसलिए शिक्षक अक्सर बाहरी परीक्षणों (बोर्ड परीक्षाओं) में विद्यार्थियों के परिणामों की भविष्यवाणी करने में सक्षम होते हैं, लेकिन अपने विद्यार्थियों के अधिगम संबंधी जरूरतों के बारे में काफ़ी कम बता पाते हैं। आमतौर पर यह भी देखा गया है कि अभिलेख भरने को अधिक प्राथमिकता दी जाती है। सीखने की जरूरतों को समझने के लिए छात्रों के प्रदर्शन का विश्लेषण शायद ही कभी किया जाता है। इसके अलावा, शिक्षक अपने विद्यार्थियों के पिछले शिक्षकों के मूल्यांकन रिकॉर्ड पर बहुत कम ध्यान देते हैं। प्रभावी अधिगम (सीखना) प्राप्त करने के लिए शिक्षक और विद्यार्थी के बीच रचनात्मक फ्रीडबैक प्रवाहित होना आवश्यक है, छात्रों को सक्रिय रूप से वर्ग क्रियाकलापों में शामिल होना चाहिए एवं शिक्षण और सीखने को समायोजित करने के लिए (रचनात्मक) मूल्यांकन के परिणामों का उपयोग करना चाहिए। शिक्षकों को खुद से एक प्रश्न पूछना चाहिए, “क्या मैं वास्तव में अपने छात्रों की समझ के बारे में इतना जानता हूँ कि उनमें से प्रत्येक की मदद करने में सक्षम हूँ?”



अंत में सक्रिय एवं प्रभावी अधिगम के लिए और फार्मेटिव असेसमेंट के कक्षा क्रियाकलाप में प्रभावी समावेशन के लिए इन सुझावों को अपनाया जा सकता है- जैसे प्रश्न पूछने के बाद छात्रों को उत्तर सोचने और देने के लिए समय दिया जाए, वे आपस में जोड़ियों में चर्चा कर सकें इसका समय भी विद्यार्थियों को दिया जाए। यह निषिद्ध कर दिया जाए कि कोई विद्यार्थी उत्तर देने के लिए अपना हाथ उठा सकता है इसके बजाय, शिक्षक किसी भी विद्यार्थी से उत्तर माँगें। शिक्षक किसी दिए गए उत्तर को तुरंत 'गलत' या 'सही' नहीं कहें। इसके बजाय जब एक विद्यार्थी उत्तर दे तो उससे उस उत्तर देने के पीछे का कारण पूछा जाए फिर अन्य छात्रों से पूछा जाए कि क्या वे इन कारणों से सहमत हैं या नहीं। इस प्रकार चर्चा शुरू करने के लिए प्रश्नों का उपयोग किया जा सकता है। इससे छात्रों के मन में छिपी मान्यताओं को सामने लाने में मदद मिलेगी और साथ ही किसी उत्तर पर पहुंचने के लिए उन्होंने किस तरह का तर्क अपनाया, यह भी जाना जा सकेगा। गलत उत्तर कक्षा के लिए बहुत मूल्यवान इनपुट बन सकते हैं और किसी विषय में बुनियादी वैचारिक स्पष्टता लाने में मदद कर सकते हैं। शिक्षक कक्षा में कम संख्या में प्रश्न पूछ सकते हैं, लेकिन प्रत्येक प्रश्न के बाद होने वाली चर्चा पर अधिक समय देना शुरू कर सकते हैं। शिक्षकों को अपने पाठ की योजना बनाते समय यह ध्यान से सोचना चाहिए कि उन्हें किस प्रकार के प्रश्न पूछने चाहिए; किस प्रश्न से विद्यार्थी की सोच का कौन सा पहलू उजागर होता है; कौन से मानदंड तय करें कि कौन से प्रश्न अच्छे हैं या बुरे? शिक्षकों को विद्यार्थियों के काम पर केवल अंक या ग्रेड देने की अपेक्षा उनके कार्य पर टिप्पणियाँ देना शुरू करना चाहिए। इन टिप्पणियों से छात्रों को आगे के काम के लिए मार्गदर्शन मिलेगा। शिक्षकों को चाहिए कि वे छात्रों में पाठ के उद्देश्यों और अच्छे प्रदर्शन के मानदंडों को समझने की योग्यता विकसित करें। इससे विद्यार्थी दक्षता आधारित शिक्षा के एक मूलभूत सिद्धांत अधिगम का स्वामित्व पर भी अमल किया जा सकेगा और विद्यार्थी एक जिम्मेवार अध्येता (Learner) बन कर उभरेंगे। इसके लिए शिक्षकों को विद्यार्थियों को धैर्यपूर्वक सहायता और प्रशिक्षण देना होगा। हमें विद्यार्थियों में सीखने के उद्देश्यों को समझने की क्षमता विकसित करनी होगी, ताकि वे समझ सकें कि उनमें कहां आत्मविश्वास की कमी है और कहां उन्हें दूसरों की मदद की जरूरत है। दूसरे शब्दों में उनमें अपने सीखने की प्रक्रिया को समझने और उसका विश्लेषण करने की क्षमता विकसित करनी होगी।



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के वि सं क्षेत्रीय कार्यालय, पटना

6

यूँ ही नहीं हारता कोई मन का अंतर्द्वंद्व

(मन के अंतर्द्वंद्व को दिखाती हुई यह कविता जीवन को हार-जीत की कसौटी से ऊपर उठकर देखने की मांग करती है। अपने स्व को मारकर जीती हुई बाज़ी के पीछे की हार हमें नहीं दिखती। जीवन में प्रेम और अपनों के साथ की खुशी हमें मानसिक रूप से दृढ़ बनाती है और यह दृढ़ता मनुष्य की जिजीविषा बनकर सदा उसे थामे रहती है। यह कविता अंतर्मन की प्रसन्नता पर जोर देती है जो प्रसन्नता हार और जीत से ऊपर उठकर हमें मनुष्य बनाती है। अभिव्यक्ति के महत्त्व को रेखांकित करती यह कविता व्यक्ति के मानसिक स्वास्थ्य से जुड़ती है और उसे ही जीवन का आधार मानती है क्योंकि एक व्यक्ति अपने अंतर्मन में यदि पराजित हो गया तो उसे उस स्थिति में लाने की एक पूरी प्रक्रिया रही होगी। उस प्रक्रिया से पराजित व्यक्ति को बचाया जा सकता था, उसे उबारा जा सकता था। यह कविता उस उबरने की प्रक्रिया की वकालत करती है।)



बचपन से हमे सिखाया गया, जीतना जीवन के हर द्वंद्व को।
 सदा बताया गया, जीतना बहुत जरूरी है हर जंग को।
 बस आगे बढ़ना और बढ़ते जाना सिखाया, सफ़र हो कैसा भी बस मंजिल को पाना जरूरी बताया।
 स्व अस्तित्व को मेरे नकार कर, कोई कितना बेहतर है मुझसे, बस हर बार ये है बताया।
 किसी पुराने नल से बूँद-बूँद सा रिसता, मन में उबलता लावा, जलाता रहा अंतर्मन को।
 कितने ही अंतर्द्वंद्व लड़ने होते हैं मन ही मन,
 काश सिखाया होता बाहर निकलना मनोभूमि के चक्रव्यूह से।
 मंजिल पाने की अंधी दौड़ में बस दौड़ता ही रहा, क्यों न सिखाया जीना, सफ़र में गुजरे लम्हों को।
 जब-जब मैं कुछ बोलता था क्यों चुप रहना सिखाया, मन का दर्द मन में दबाना क्यों सिखाया।
 यूँ ही नहीं हारता कोई मन का अंतर्द्वंद्व, यूँ ही नहीं जीत जाती मृत्यु जीवन की जंग।
 बहुत संघर्ष करता है हर रिश्ता मन ही मन जड़ों तक सूखने से पहले,
 तरसता है कुछ बूँदें अपनेपन की पाने को।
 कुछ टूटी उम्मीदें बार-बार करती हैं मन को घायल, खुले घाव से रिस रहा हो दर्द जैसे मवाद बन कर।
 काश सिखाया होता खोजना उन मरहम लिए हाथों को, तो न बनता नासूर, वो छोटा सा निराशा का घावा।
 काश सिखाया होता पिघलाना...मन में जमे द्वंद्व के कोहरे को, किसी चाय की प्याली में डुबो देते हर दर्द को।
 यूँ ही नहीं हारता कोई मन का अंतर्द्वंद्व...पस्त हो जाता है मन जब अपेक्षा और उपेक्षा के दलदल में।
 दलदल से निकलने के संघर्ष में, और फँसता जाता है मन, मकड़ी के जाले में फँसी मक्खी सा, और फँसता जाता है जीवन की जंग में।
 काश सिखाया होता, बाहर निकलना मन के अंतर्द्वंद्व से, यूँ न हारता मन जीवन की जंग को।
 काश सिखाया होता, हार जीत से भी ज्यादा जरूरी है, जीना जीवन के हर रंग को।
 काश सिखाया होता, असफलता उतनी भी बुरी नहीं और सफलता उतनी भी जरूरी नहीं की हार जाए जीवन को।
 यूँ ही नहीं हारता कोई मन के अंतर्द्वंद्व को।
 काश बचपन से न सिखाया होता, यूँ चुप रहना, तो यूँ न हारता जीवन की जंग को।



दिनेश कुमार सोनी
 स्नातकोत्तर शिक्षक- जीव विज्ञान
 पीएम श्री केन्द्रीय विद्यालय इन्दरपुरा, राजस्थान



SECTION-2
TEACHERS IN ACTION

1

Toy Based Pedagogy: A Creative Teaching Technique

Project Title: FLN – Toy Based Pedagogy in Teaching the Concept of Weights and Measures in Class 3

Teacher in Action: Mrs. K Chitra, PRT KV DRDO



The training sessions on 'Toy Based Pedagogy' were conducted at KV DRDO during the months of July and August 2023. The focus of the training was on FLN (Foundational Literacy and Numeracy) methodologies, and it was implemented by Mrs. K. Chitra, PRT of the Vidyalaya.

Overview of the Lesson taken up by Mrs. K Chitra:

The project taken up by Mrs. K Chitra at KV DRDO focused on strengthening Foundational Literacy and Numeracy (FLN) through an innovative approach to teaching weights and measures in Class 3. The lesson revolved around the concept of measuring weights of few objects in classroom situation and comparing them, connecting the concepts directly to the everyday life experiences of the children. Mrs. K Chitra employed toy-based pedagogy, making the learning process engaging and interactive.

Toy-Based Pedagogy and its Impact

The introduction of toys in the learning process has proved to be highly effective. The utilization of toy balances has made the lesson more interesting, capturing the attention of the children. The hands-on experience of using toy balances has not only engaged the students but has also made them eager to participate actively in the measurement activities. This approach has transformed the classroom atmosphere, making it less monotonous and more responsive.

Positive Outcomes and Better Grasp

The incorporation of toy-based pedagogy has brought about a noticeable improvement in the learning atmosphere. Students, including those who may typically struggle to grasp concepts, have shown a better understanding of weights and measures through FLN methods. The hands-on experience, such as the creation of their toy balances, has allowed students to learn by doing, reinforcing their understanding and retention of the concept.

Effectiveness of Teacher Training

The training provided by Mrs. K Chitra to other teachers has proved to be highly effective. The methodology is particularly useful, especially in teaching Mathematics. The success of this approach has inspired Mrs. Chitra to explore the inclusion of additional FLN methods during assessments, aiming to continually enhance the learning experience for the students.

Mrs. K Chitra's project exemplifies the positive impact of innovative teaching methods on the educational atmosphere. Through the implementation of FLN using toy-based pedagogy, the classroom has become more engaging, responsive, and conducive to effective learning. The success of this initiative not only reflects in the students' improved grasp of the subject but also in the teacher's commitment to further integrate such methods into the assessment process. This research highlights the transformative power of creative teaching in shaping a vibrant and effective educational environment.



Jayasree Raja
HM
KV DRDO, Bengaluru Region



2

Breaking Barriers & Embracing Inclusivity

ABSTRACT:

National Education Policy 2020 states under the segment, “Equitable and Inclusive Education: Learning for All” (6.10) that “For ensuring the inclusion and equal participation of children with disabilities in ECCE the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education.

The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a ‘system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education.”

PM SHRI Kendriya Vidyalaya No. 7 CISF Jaipur also believes that - Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones under the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways to promote an inclusive and tolerant society.



INTRODUCTION:

By introducing sign language in school education, PM SHRI Kendriya Vidyalaya No.7, CISF Jaipur broke down barriers that hinder effective communication and created a more inclusive environment. Including sign language as a recognized language in the curriculum sent a powerful message of acceptance and understanding. It allowed students with disabilities to participate fully in classroom activities, social interactions, and extracurricular events, fostering a sense of belonging and equal opportunities for all.

RATIONALE:

Sign language enabled effective communication beyond spoken language. By learning sign language, students developed a deeper understanding of different modes of communication and gained the ability to connect with diverse individuals. This promoted empathy, cultural understanding, and appreciation for linguistic diversity.

IDENTIFICATION OF THE PROBLEM:

Students and young people with hearing impairment found it difficult to communicate at school and home. Their parents and friends often found it difficult to communicate with them, as they did not understand sign language. School promoted sign language with different programs not only for students with hearing impairment but also for others. The sign language being taught in school allowed the students as well as teachers to communicate with their peers with hearing impairment and thus, allowed them to have an effective interaction.

STRATEGIES:

At first five students were taught the National Anthem through sign language by the Music teacher of PM SHRI Kendriya Vidyalaya no.7, CISF Jaipur. Gradually it was taught to each



class in the music period. After that one demo was given by those students in the morning assembly. Finally, it was started in the morning assembly on regular basis. To support, establish and sustain the program, school introduced the program to the parents in a meeting.

IMPLEMENTING THE PLAN:

Singing National Anthem in Sign Language was successfully implemented in the morning assembly by all the classes. Students were excited about this new change in their morning assembly. Initially 60% students were able to sing it accurately with proper action and gestures.

CHALLENGES FACED DURING THE IMPLEMENTATION:

ISSUES

The main issue was that students were not able to perform it with ease. Sometimes they got confused with the direction of the step.

SOLUTION

Constant reminders were given to the students in the assembly and they were taught personally by the peers and Music teacher. Gradually maximum strength was able to sing it properly making use of the sign language.

REVIEW OF THE STRATEGIES:

Initially it was noticed that students did not get the main idea behind it and took it casually. The first strategy planned was that importance of sign language was taught by the Special Educator of PM SHRI Kendriya Vidyalaya No.7 CISF Jaipur through a special program conducted by the special children themselves in the morning assembly. The second strategy planned was to give One handed English Alphabets in Sign language to the first monitors of each class and a printout of the same was also pasted on the notice board of each class. Students in their free time learnt the alphabets in sign language. Finally, another effective strategy was implemented by teaching the students some small keywords used in their daily life in sign language like 'Thank you', 'Sorry', how to clap, etc.

Follow-up was done to motivate the students for this initiative and to make this program a success.



CONCLUSION:

The inclusion of sign language in school education holds immense potential for creating a more inclusive and communicative learning environment. By recognizing the value of sign language and incorporating it into the curriculum, we break down barriers, enhance inclusivity, and promote cognitive development. PM SHRI Kendriya Vidyalaya No.7 CISF took this initiative and all the students actively participated in this innovative sign language program. By doing so, we have successfully paved the way for a more inclusive society that values effective communication and celebrates diversity.

“Sign language is the noblest blessing God has given to hard of hearing individuals. Why not learn this language and spread love?”

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free. All the teachers were able to understand the session and were thankful for providing such a wonderful and informative workshop.

The third session of the workshop was conducted on 29/11/2023 and 30/11/2023 for primary teachers on “Demonstration of Jaadui Pitara”.

The aim of this workshop was basically to help the teachers and trainers to achieve the goals of National Curriculum Framework for foundational stage which has been recommended by NEP 2020. Jaadui Pitara was presented in front of everyone which contained Varnamala chart, story/poem posters, flash cards and story cards for development of language and communication skills. Also, many toys, games, musical instruments, zig-zag puzzles, shape tiles, pocket holders and hanging ladders were demonstrated and many activities were conducted.

Activity books and handbooks like “Unmukh” were also provided for trainers and teachers which would definitely be helpful in achieving physical development, socio-emotional development, cognitive development, language and literacy development and aesthetic and cultural development of children.

The training on Jaadui Pitara has created a very positive impact on teaching-learning process. As teachers we are able to develop our own Jaadui Pitara by adding different toys, games, musical instruments, puppets, puzzles, shape tiles, pocket holders and hanging ladders, etc. for students.

The Jaadui Pitara helps in strengthening conceptual understanding amongst the students as it provides child-centric and innovative learning experiences to the students. It helps to develop curiosity and accommodates the diverse needs of students at the foundational stage.

As the Jaadui Pitara recommends learning and development in different domains, we become more familiar with the objectives of different domains (Physical, Socio-emotional, Ethical, Cognitive, Aesthetic and Cultural development) and are able to build positive learning habits.

Jaadui Pitara helps to spark creativity and imagination among students. We can create diverse learning experiences by using resources from magic box in the lessons. It helps us to create innovation in our teaching. It helps in enhancing the basic skills of children and making teaching learning process interesting for teachers.



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4

Constructing Paradigm Through Art

In-Service Course for Art Teachers at ZIET Gwalior

It is said 'Educating a woman is not educating one woman; it is educating many generations'. I extend this statement by replacing the word 'educating' with 'training' and 'woman' with 'TEACHER'. Now the sentence will read 'Training a teacher is not training one teacher; it is impacting Nation building'. Teacher has the power of shaping up the young minds, a teacher determines the entire future of the nation. For this reason, training programs conducted for teachers play a pivotal role in education system. A single teacher up-skilled through such programs can go on to impact thousands of students, making them able and worthy citizens of tomorrow.

In this context ZIETs have proved their sapiential role in educational system of India. In India among six Zonal Institutes of Education & Training; ZIET Gwalior is a renowned institute for training the teachers of various posts from all over India. It organizes variety of training programs throughout the year; but In-Service Course for Art Teachers stood out as the most demonstrative amongst all. This was on account of the availability of huge outer space for exhibiting the creative expressions of the dynamic Art Teachers of Kendriya Vidyalaya Sangathan. During the on-going 21 Day In-Service Course for TGT AE at ZIET Gwalior (13 February 2024 to 04 March 2024) 47 participant teachers from 17 different regions of the country, with deputed resource persons, along with dedicated Training Associates of ZIET under the guidance of charismatic leadership of the Director, Dr. Anurag Yadav; were all set to make a difference by creating rare specimens of Art that were to adorn the ZIET Gwalior premises.

Let's begin with the inner sides of the boundary walls of ZIET Gwalior; which were converted into life size picture books. Picture books that tell the stories of government education policies and various educative campaigns like NEP (National Education Policy), the contribution of KVS in its 60 years, cultural diversity of India, Pariksha Pe Charcha Program, Online Education in Covid-era, Pustakophar program, Chandrayan mission and Skill development programs. Besides the walls, the cemented circles beneath the trees all around the campus were painted with different colours and designed with Folk Art patterns. The aim was to create an engaging and interesting milieu of learning through Art. Apart from the two-dimensional learning aids there were three dimensional art specimens created by talented teachers. In accordance with the vision of the Director/DC, a biodiversity park was created in the area of approximately 150x100 feet. Life size sculptures of zebra, rabbit, deer, swan, lion, tiger, etc. were made with a view to promote conservation of bio-diversity on earth. A bust sculpture of Dr. Sarvepalli Radhakrishnan, 7 feet in height, was also created by Art teachers. The objective was to personify invaluable contribution of teachers to society.

Through the committed and dedicated Inservice Course participants, we believe ZIET Gwalior campus has successfully constructed a paradigm in the field of education and training.

Nisha Aggarwal

TGT AE

PM Shri KV Sainik Vihar, II Shift, Delhi Region
(Resource Person, 21 Day ISC TGT AE 2023-24 Gwalior)



5

KV Teachers Across Borders



Do we trained K.V teachers, make a difference in a friendly neighbouring country, Far away from our motherland, across the borders? You may ask, you bet, we do; We, with a unique blend of Indian and Nepali children in classes, innovate on the go. We have to, you see, when my students are driven, career-oriented and raring to go. With exceptional command over spoken and written English, their sharp minds looking Intently, for new challenges, this English teacher has no option, but take up action research, As an English Project as prescribed in curriculum, in tandem with principles of NEP 2020.

It wasn't easy, trying to get 11 and 12 graders, 194 of them, away from their mobiles. To work on a plethora of socio-economic relevant topics, relatable to young adults; I thanked the Gods, for my KVian in house trainings with adolescents, and set to work: Multiple Orientation sessions followed, to brief and groom them to conduct interviews, One-on-One with natives of target age groups, visiting their homes, over a cup of tea. My post covid, socially-wary teenagers, took hesitant, tentative steps; towards meeting people to ask critical, thoughtful questions about dyslexia, anxiety, and what not!

With exhaustive prep-work under their belts, before they ventured into the real world, Two Questionnaires; subjective, and with MCQs, they explored Google forms like pros, Raising thought-provoking questions and getting creative in discovering subjects for Interview, I discovered only when, colleagues came up to thank me, for involving them; It dawned, how values of gratitude, giving back to society, were subconsciously caught. They gathered relevant data and recorded their efforts of field work through snapshots; For compilation and documentation in their Project File for use, later on.

Observation of the data, sifting for relevant information and discarding the immaterial, Couldn't have been easy, but as I had thought, they rose to the occasion with gusto; They rallied with their work exhibiting endurance, diligence, and perseverance in plenty: Graphs emerged for their questions and they learned interpretation of graphical data.

6

Enhancing English Communication Skills of Students Using Language Games

Background:

The question has very frequently been raised by the concerned that the students of Kendriya Vidyalayas are prepared well to be valuable citizens of the society in all fronts in life, whether it be the challenges of professional career or the values to be followed in life, in general. Still one aspect of education that lacks in their preparation for life is their command over English Communication Skill.

The students coming from different backgrounds have inherent difficulties in them to cope up with the pattern of teaching-learning in the Kendriya Vidyalayas.

Inputs from the other English teachers and my own experience in the field has led me to believe that failure of all the sincere efforts to bring about the students to an acceptable level of expertise in English Communication Skill cannot be addressed until some efforts are made specifically to deal with the difficulty and a holistic approach is adopted with an individualized remedy. It impelled me to conduct an action research taking a set of students from class VIII of Kendriya Vidyalaya Jutogh Cantt to find the status as well as to devise some concrete outcome to bring about some positive change in the status.

Road Map for the Action Research:

Step-I : The idea of conducting an Action Research fuelled up when a workshop was conducted on Unique Pedagogical Practices during the last session 2022-23 for TGTs and PGTs of English separately wherein the teachers showed their concern towards this issue. It was decided then to conduct a detailed Action Research in any of the schools of feeder region so that the long persisting weakness should be addressed.

Step-II : Kendriya Vidyalaya Jutogh Cantt under Regional Office Gurugram was selected to conduct the action research and a permission to conduct the survey was obtained. There were no financial implications in conducting this action research.

Step-III : The vidyalaya was visited on 06.09.2023 and 08.09.2023 and class VIII students were eager to take part in the action research activities.

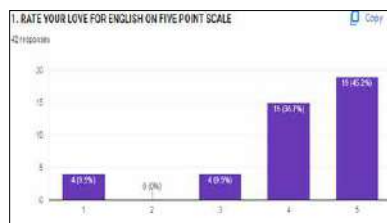
Step-IV : After a brief introduction and ice breaking, a questionnaire was distributed among students and responses were received. Eventually, analysis of the inputs from responses were then organized and some selected questions along with the options and number of responses in each were presented with graphical representation to understand the difficulty encountered in improving English Communication Skills and devise some practical solution.

Step V : The intervention was made by introducing certain language games to see and observe the impact the students make in acquiring the language. Feedback was received from

students. Finally a few practical suggestions were provided to the Subject teacher to enhance the speaking proficiency of the students.

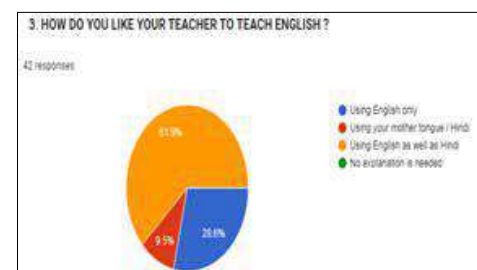
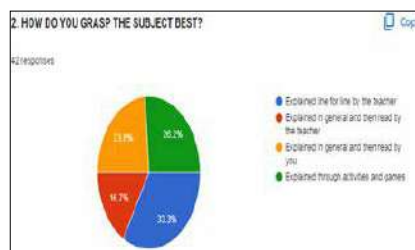
Analysis:

There were different categories of the questions in the questionnaire that was administered with the intention to know the background, interest, efforts, level of English Communication Skills and thought process.



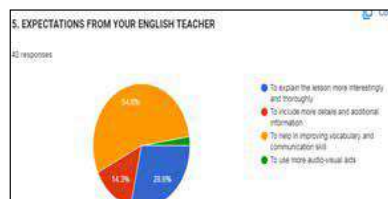
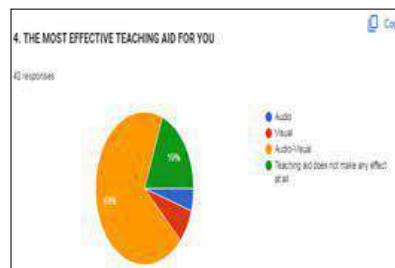
The poor communication skills among the students of KVs have always been an alarming issue and it is visible from the responses of all the students under the title “Rate your love for English language on four point scale”. The responses are eye openers. There are only 19 students out of 42 who give the first preference to it whereas maximum number of students keep it on second, third or

even fourth place. Another visible and surprising disclosure is made through question number 2 and 3 dealing with the level of their understanding of the subject along with the thought process involved while thinking about English as a subject. It is noteworthy that they make efforts to understand the language only after it has been explained and read by the teacher in the class.



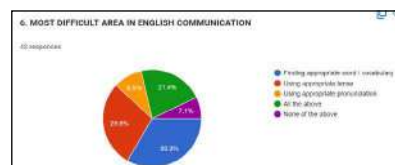
It would be relevant to mention in this regard that the students need to be trained from the early stage to think, understand and remember the facts and information directly in English instead of translating them in Hindi or their mother

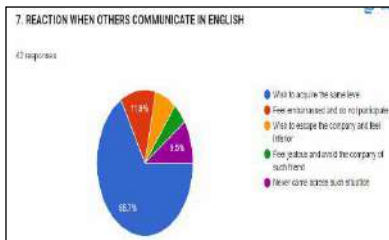
tongue. The practice would enable the students to have direct retrieval of information.



Later while analyzing the preferred way of teaching English to the students, 69% students have accepted that audio-visual aids help them understand better. It caters to the needs of all types of learners together viz. Visual Learner, Auditory Learner or Kinesthetic or Tactile Learner. It would be advisable for the teachers to try to explain the

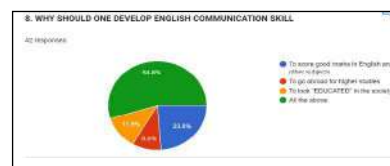
facts and information using lowest level of vocabulary. 54.8% students expect their teachers to teach vocabulary else the students grapple for words and sentences.





It is well said by Sri Rabindra Nath Tagore that a successful teacher needs one fourths knowledge and three fourths drama. It is equally applicable in case of imparting English Communication skills. Any haphazard and unsystematic approach on part of the teacher at any level can be drastic and can develop a weakness in the students for ever. Knowledge of proper English grammar is also another area where the

students need a lot to practice. The use of tenses, sentence pattern, derivative of words and schematic arrangement of the inflectional forms of verbs to suit mood, voice, tense, person and number plays an important role in communication.



Experimentation using language games

In order to improve speaking proficiency, the classroom action research was implemented by using language games collaboratively with the teacher where the role was taken as a practitioner, while the English teacher was an observer. The aim of the observation was to gather information about the activities during the teaching learning process by implementing the technique of games.

The research was conducted in two meetings. Feedback was taken from each meeting in order to identify the improvement of the students' speaking proficiency. The findings of the research were in line with the research-questions whether the implementation of games can improve students' speaking proficiency especially in accuracy and fluency or not and knowing the atmosphere of the classroom during the implementation of games.

The process of teaching and learning became more communicative and learning anxiety reduced. The students were not ashamed of putting up questions to the teacher and answering her questions. They also were actively discussing the task with their friends. In the guessing game, they looked more competitive. They had to discuss with their group to predict the meanings of the words. They felt relaxed in speaking; they got new knowledge from the games played. It also made the teaching learning process enjoyable and full of fun. It is concluded that the use of games is able to improve the students' speaking proficiency and make the atmosphere of the classroom more alive.



Research Finding includes:

The use of games helped the students to comprehend the vocabulary and grammar. Finally, they were able to use the vocabulary, grammar and the expression in real communication. Games made the students think intensively and concentrate in learning process. By doing so, they were able to express their ideas, think naturally.

Suggested Language Games for Students : Ladder Game, Guessing Game, Alphabet Game, Memory-Retention Game, Card Exchange Game, Draw your Expressions, Listening with a Purpose etc.



Feedback received from the Subject Teacher Mrs Kanchan Kaundal, TGT English, KV Jutogh Cantt Shimla after three months of implementing a few suggested language games:

“A significant difference is seen in students’ achievement. Learning through games has had a positive influence on their attitude towards learning English. The language games introduced have significantly contributed to enhancing the students’ engagement and enthusiasm in learning English. The interactive nature of the games has not only made the learning process enjoyable but has also fostered a collaborative learning environment where students actively participate and communicate in English.

Moreover, I have observed notable improvement in the students’ language skills, particularly in vocabulary retention, grammar usage, and fluency and students seem to have developed a better grasp of the language through consistent practice.



Overall, I am pleased to report that the implementation of the suggested language games has been a great success. I look forward to continuing to explore new avenues for enhancing English language learning experiences for our students.”



Aparna Ray
Training Associate (English)
ZIET, Chandigarh



SECTION-3
UNIQUE TRAINING
PROGRAMME

1

वैकल्पिक शिक्षण शास्त्र के रूप में थियेटर, सिनेमा, कठपुतली



(शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान, चंडीगढ़ में अनूठी कार्यशाला का आयोजन)

राष्ट्रीय शिक्षा नीति 2020 सभी चरणों के शिक्षण में प्रायोगिक आधारित अधिगम को अपनाने और स्वयं करके सीखने पर बल देती है। जीवन में जो कार्य हम स्वयं करके सीखते हैं, वह हमेशा याद रहता है। खेल-खेल में कहानी, नाटक, कठपुतली आदि के साथ सीखना विद्यार्थियों के लिए बेहतर और सुरुचिपूर्ण है। इन माध्यमों से पढ़ा हुआ पाठ विद्यार्थी कभी नहीं भूलता। इन्हें तथ्यों को ध्यान में रखते हुए केन्द्रीय विद्यालय संगठन, शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान, चंडीगढ़ द्वारा प्राथमिक शिक्षकों के लिए वैकल्पिक शिक्षणशास्त्र के रूप में थियेटर/ सिनेमा/ कठपुतली/ कथाकारिता विषय पर दिनांक 20/11/2023 से 24/11/2023 तक पाँच दिवसीय अनोखी कार्यशाला का आयोजन किया गया। इस कार्यशाला में जीट चंडीगढ़ के अंतर्गत पाँच फीडर संभागों दिल्ली, देहरादून, जम्मू, चंडीगढ़ और गुरुग्राम के विविध केन्द्रीय विद्यालयों से 36 प्राथमिक शिक्षकों ने प्रतिभागिता की। कार्यशाला का उद्देश्य शिक्षकों के साथ वैकल्पिक शिक्षणशास्त्र के रूप में थियेटर/ सिनेमा/ कठपुतली/ कथाकारिता से संबंधित तकनीकों, उपकरणों, रणनीतियों, एवं तरीकों को साझा करने के साथ ही उन्हें ज्ञान, कौशल और विशेषज्ञता से संपन्न बनाना था। कार्यशाला का उद्घाटन माननीय उपायुक्त एवं पाठ्यक्रम निदेशक श्री मुकेश कुमार जी द्वारा किया गया।

कार्यशाला का मुख्य उद्देश्य दिन-प्रतिदिन की शिक्षण प्रक्रिया में छात्रों के साथ आने वाली समस्याओं और उसके समाधान की संभावनाओं को खोजना था। कार्यशाला में इस बात पर विशेष ध्यान केंद्रित किया गया कि छात्रों को सीखने के लिए कैसे तैयार किया जाए। वैकल्पिक शिक्षणशास्त्र के रूप में थियेटर/ सिनेमा/ कठपुतली/ कथाकारिता को शामिल करके सीखने की प्रक्रिया में गति लाने को प्रमुखता दी गई। प्रतिभागियों को इस सन्दर्भ में प्रशिक्षित किया गया कि कथाकारिता को शिक्षण और अधिगम प्रक्रिया की रीढ़ के रूप में उपयोग किया जाना चाहिए ताकि बच्चों में भावनात्मक विकास को मजबूत बनाया जा सके। छात्रों के भाषाई विकास के लिए शिक्षकों को फिल्म शो के रचनात्मक एवं संवादात्मक उपयोग का ध्यान रखना चाहिए। बच्चों में उत्सुकता एवं रुचि जाग्रत करने की जिम्मेदारी शिक्षकों को लेनी ही चाहिए। कार्यशाला में रंगमंच, अभिनय, निर्देशन एवं साहित्य जैसे विभिन्न आयामों से सभी प्रतिभागियों को परिचित कराया गया। आज के शैक्षणिक परिवेश में रंगमंच को एक वैकल्पिक अध्यापन उपकरण के रूप में अपनाया जा सकता है। बिना या कम लागत वाली शिक्षण-अधिगम सामग्री के रूप में थियेटर का उपयोग किया जा सकता है।

छात्रों के बीच मूल्यों को विकसित करने के लिए साहित्य की किताबें पढ़ने और कक्षा में संबंधित कहानियों का उपयोग करने पर जोर दिया गया। बच्चों पर फिल्मों का स्थायी प्रभाव पड़ता है, इसलिए कक्षा में शैक्षिक पृष्ठभूमि पर बनने वाली फिल्मों की चर्चा करना आवश्यक है। एक वैकल्पिक अध्यापन पद्धति के रूप में सिनेमा के उपयोग को प्रभावशाली अस्त्र के रूप में स्वीकार किया जाना चाहिए। प्रशिक्षणार्थियों को यह बात मालूम हुई कि रंगमंच के माध्यम से संवेदी तंत्र को विकसित करने और भावनाओं की अभिव्यक्ति को नियंत्रित किया जा सकता है। स्पष्ट भाषा प्रयोग के लिए उन्हें रंगमंच से संबंधित कुछ नई अवधारणाओं की जानकारी हुई। बच्चों की चिंतन क्षमता को विकसित करने के लिए कठपुतली और छाया कठपुतली का बहुआयामी उपयोग किया जा सकता है। प्रशिक्षकों द्वारा प्रतिभागियों से कई तरह की कठपुतलियाँ बनवाई गईं और उनसे कठपुतली शो भी प्रस्तुत कराया गया। होमोफोन और होमोनिम्स पर गतिविधि आयोजित की गई और प्रतिभागियों से विभिन्न जानवरों का अभिनय भी कराया गया।

21वीं सदी के कौशल विकास में नए आयाम जोड़ने की जरूरत है। तकनीकी आधारित शिक्षा सबको सुलभ हो सके इसके लिए बच्चों में कौशल विकास एवं उनकी क्षमताओं को विकसित करना जरूरी है। वैकल्पिक अध्यापन पद्धति को इससे जोड़कर देखने का भरसक प्रयास किया गया। अतिथि वक्ताओं के द्वारा शिक्षकों को उन बिन्दुओं को चुनने की आजादी दी गई जिनमें वे स्वयं सहज महसूस कर सकें। इसके साथ ही कक्षा में बच्चों को सक्रिय एवं रचनाशील बनाए रखने के लिए शिक्षकों को पॉप-अप कार्ड बनाना सिखाया गया और वैकल्पिक शिक्षण प्रणाली के रूप में इसकी उपयोगिता को स्पष्ट किया गया। आकृति, आरेखन एवं रंग संचरना का अनूठा संगम पॉप-अप कार्ड में देखने को मिलता है। कार्यशाला में शिक्षण तकनीकी के रूप में इसका इस्तेमाल करना सिखाया गया। सभी प्रशिक्षार्थी इस बात से सहमत थे कि, विद्यार्थियों में व्यवसायपरक शिक्षा का उन्नयन करना उनके भावी जीवन को नया आकार देने के सामान है। शिल्प शिक्षा के माध्यम से उनमें सौन्दर्य बोध को विकसित किया जा सकता है। इस तथ्य को ध्यान में रखते हुए एक विशेष सत्र का संचालन किया गया जिसमें शिक्षकों को कागज से विभिन्न प्रकार की आकृतियाँ बनाना सिखाया गया जिसे वैकल्पिक अध्यापन पद्धति के रूप में आसानी से इस्तेमाल किया जा सकता है।

इस कार्यशाला में इस तथ्य को स्वीकार किया गया कि सीखने और सिखाने के लिए एक विशेष मानसिक दशा की जरूरत होती है जिसके लिए वैकल्पिक अध्यापन पद्धति का इस्तेमाल किया जाना चाहिए। इस प्रकार प्राथमिक शिक्षकों के लिए आयोजित की गई यह पाँच दिवसीय विशेष कार्यशाला प्रतिभागियों के दृष्टिकोण से बिलकुल नई और अनूठी थी।



संतोष कुमार कुशवाहा

सह- प्रशिक्षक

आंचलिक शिक्षा प्रशिक्षण संस्थान- चंडीगढ़

2

कल्पना के पंखों को मिली उड़ान Go It (Go Innovate Together)



पीएम श्री केंद्रीय विद्यालय क्रमांक-2, बीएसएफ इंदौर ने बीएसएफ एवं टीसीएस के सहयोग से सत्र – 2022-23 एवम 2023-24 में विद्यार्थियों के लिए GO IT (GO INNOVATE TOGETHER) प्रशिक्षण कार्यक्रम सफलतापूर्वक संपन्न हुआ। इसमें प्रतिवर्ष कक्षा आठवीं के 50 छात्रों को टीसीएस के वॉलेंटियर्स के द्वारा MIT एस्टीम्यूटर द्वारा ब्लॉक बिल्डिंग का प्रयोग करके विभिन्न समस्याओं के निराकरण के तौर पर एंड्राइड ऐप बनाना सिखाया जाता है। एक सप्ताह के प्रशिक्षण के बाद विद्यार्थी सामूहिक रूप से कुछ ऐप बनाते हैं, जो उनके द्वारा पहचानी गई समस्याओं के निदान पर आधारित होते हैं। इस प्रशिक्षण कार्यक्रम का विद्यार्थियों पर अत्यंत सकारात्मक प्रभाव पड़ा। विद्यार्थी उत्साहपूर्वक समस्याओं के नए समाधान खोजने और धरातलीय स्तर पर प्रयोग लायक हल निकालने के लिए सक्षम बनते हैं। उनमें स्वयं समाधान निकालने के प्रयासों से 'लर्निंग बाय डूइंग' पद्धति का यथार्थ प्रयोग होता है और वे 21वीं सदी की स्किल सीखते हैं। इन सभी के द्वारा विद्यार्थियों में आत्मविश्वास का संचार होता है।

सत्र 2022-23 में विद्यालय के छात्र रौनक खत्री ने ICSद्वारा आयोजित TCS, CSR GLOBAL GOIT INNOVATOR OF THE YEAR 2022 ऑनलाइन प्रतियोगिता में भाग लिया और उन्हें इस प्रतियोगिता में Honourable Mentions of global GoIT Innovator of the year 2022 से सम्मानित किया गया। इस प्रतियोगिता में विश्व के 42 देशों के प्रतिभागियों ने हिस्सा लिया था। रौनक का ऐप उपयोग करने वाले व्यक्ति को एवम समाज को पर्यावरण के अनुकूल विकास के विभिन्न तरीकों के बारे में बताता है।

इसके अलावा विद्यालय, बीएसएफ एवं टीसीएस के सहयोग से शिक्षकों के लिए भी दो दिवसीय प्रशिक्षण कार्यक्रम CTIS - कंप्यूटेशनल थिंकिंग इन स्कूल आयोजित करता है। इसमें इंदौर के शासकीय एवं केंद्रीय विद्यालय क्रमांक-2, इंदौर के लगभग 32 शिक्षकों ने प्रशिक्षण प्राप्त किया। इस प्रशिक्षण में यह सिखाने का प्रयास किया गया कि विभिन्न विषयों को पढ़ाते समय शिक्षक विषय-वस्तु और परिणाम प्राप्ति से अधिक वह विधि सीखें जिससे कि स्वयं विद्यार्थी खोज के परिणाम तक पहुँच सकें। इसके साथ ही विभिन्न समस्याओं का समाधान करने के लिए जिन चरणों का प्रयोग किया जाता है उन

चरणों के अनुसार विद्यार्थी की सोच तैयार हो और बड़ी समस्याओं को छोटे में तोड़ना और उनका चरणबद्ध हल निकालकर बड़ी समस्या को सुलझाने जैसे मुद्दों पर प्रकाश डाला गया।

शिक्षक इस कार्यक्रम के दौरान कॉरपोरेट जगत के काम करने के तरीके एवं सोच को अपने अन्दर विकसित करते हैं। इस प्रशिक्षण के आधार पर शिक्षकों ने विद्यार्थियों के साथ कक्षा में विभिन्न तरीकों का अनुपालन किया जिसके सकारात्मक परिणाम देखने को मिले।

इस अनुपालन के आधार पर स्वैच्छिक रूप से शिक्षको ने राष्ट्रीय स्तर पर TCS Pathshala के वार्षिक कार्यक्रम में अपनी कक्षा में क्रियान्वयन के अनुभव के आधार पर पेपर भेजा। भारत के विभिन्न शासकीय और अशासकीय विद्यालयों के लगभग 2000 शिक्षकों द्वारा भेजे गए सर्वश्रेष्ठ 50 पेपर्स को ISER पुणे में प्रस्तुत किया गया। इसमें केंद्रीय विद्यालय क्रमांक-2, इंदौर के श्री सुधीर जैन का संस्कृत व्याकरण शिक्षण संबंधी पेपर भी चयनित हुआ जिसे उन्होंने प्रस्तुत किया।

उपर्युक्त प्रशिक्षण कार्यक्रम राष्ट्रीय शिक्षा नीति के अनुरूप कॉरपोरेट जगत के सामुदायिक योगदान का उत्कृष्ट उदाहरण है, जो विद्यार्थियों एवं शिक्षकों में 21वीं सदी के जरूरी कौशल विकास एवं सोच को विकसित करता है।



पीएम श्री के.वि. क्र.-2 बीएसएफ इंदौर
भोपाल संभाग

3

केन्द्रीय विद्यालय संगठन पीएम ई विद्या चैनल: मेरे अनुभव के आइने में (संस्मरण)



वह दृष्टि और वह विचारधारा सबसे महत्वपूर्ण होती है जिसमें 'बहुजन हिताय बहुजन सुखाय' की अवधारणा निहित हो। जब हम किसी बड़े उद्देश्य को लेकर काम करते हैं तो वह संपूर्ण मानवता के लिए हितकर होता है। ऐसे कार्य परोपकार और पुण्य की श्रेणी में आते हैं। ऐसे अनेक उदाहरण मिलेंगे जहाँ दूरदर्शी विचार और बृहद् उद्देश्यों को लेकर शुरू किए गए कार्य सफलता की नई इबारत लिख रहे हैं। ऐसी ही दृष्टि के साथ, एक ऐसा कार्य केंद्रीय विद्यालय संगठन के द्वारा भी किया गया है। जी हाँ! आप बिल्कुल सही समझ रहे हैं। मैं बात कर रहा हूँ - केविएस पीएम ई विद्या चैनल (KVS PM eVIDYA Channel) की। PM eVIDYA कार्यक्रम मई, 2020 में शिक्षा मंत्रालय, भारत सरकार द्वारा शुरू किया गया। इसके तहत सरकार के द्वारा पहली से लेकर बारहवीं तक हर कक्षा के लिए टीवी चैनल लॉन्च किया गया है। बच्चे इन चैनलों के द्वारा डिजिटल/ऑनलाइन माध्यम से अपने पाठ्यक्रम का अध्ययन कर सकेंगे। इसके तहत शैक्षणिक चैनल, कम्युनिटी रेडियो एवं कई ई-कोर्स शुरू किए जा रहे हैं।

विगत कुछ वर्षों में कोरोना महामारी ने समस्त दुनिया को भयाक्रांत कर दिया था। जीवन की आवश्यक गतिविधियाँ भी थम सी गई थीं। शिक्षण-अधिगम के तमाम पारंपरिक स्रोत जब नाकाफी सिद्ध हो रहे थे तब केंद्रीय विद्यालय संगठन ने ऑनलाइन प्लेटफॉर्म का बहुत ही सार्थक उपयोग करते हुए देश भर के विद्यार्थियों के ज्ञानार्जन का मार्ग प्रशस्त किया। हालांकि उस समय केविसं के शिक्षकों के लिए डिजिटल प्लेटफॉर्म पर आकर शिक्षण कार्य करना एक

चुनौतीपूर्ण कार्य था फिर भी छात्र हित में सभी बड़ चढ़कर ज्ञानदान के इस पुनीत कार्य का हिस्सा बने। मुझे याद है वह दिन जब मुझे डिजिटल प्लेटफॉर्म पर शिक्षण कार्य करने के लिए कहा गया। हमने गूगल क्लास के माध्यम से विद्यार्थियों के शिक्षण-अधिगम की प्रक्रिया सुचारू रूप से संपन्न करने के लिए सबसे पहले व्हाइट बोर्ड खरीदा, मोबाइल को कैमरे की तरह प्रयोग करने के लिए कैमरा स्टैंड खरीदा, अपने घर के एक कमरे को डिजिटल क्लासरूम में तब्दील किया और ऐसा सिर्फ मैंने ही नहीं बल्कि संगठन के हजारों शिक्षकों ने इसे अपनाया और विद्यार्थियों के शिक्षण अधिगम प्रक्रिया को सुचारू बनाया। 'आवश्यकता ही आविष्कार की जननी है', यह अवधारणा एक बार फिर सिद्ध हुई।

हम सभी जानते हैं कि वर्तमान समय डिजिटल तकनीक का है। इस समय यह प्लेटफॉर्म विद्यार्थियों के लिए किसी वरदान से कम नहीं है। मैं आपको बताना चाहूँगा कि किसी भी बृहद् उद्देश्य के लिए सारी चीजों का किसी एक प्लेटफॉर्म पर उपलब्ध हो जाना आसान नहीं होता लेकिन केंद्रीय विद्यालय संगठन ने इसे न सिर्फ आसान किया अपितु विद्यालयी शिक्षण के ज्ञान के समस्त स्रोत को एक डिजिटल प्लेटफॉर्म पर लाकर संभव कर दिखाया जिससे विद्यार्थियों का ज्ञानार्जन और ज्ञानवर्धन हो रहा है। आज केविसं के विभिन्न विद्यालयों के शिक्षक केविएस पीएम ई विद्या चैनल के लिए अपने विषय को विभिन्न नवाचार पद्धति के साथ रिकॉर्ड कर रहे हैं और विद्यार्थी उक्त चैनल के माध्यम से सहजता के साथ अपने सभी विषयों का अध्ययन कर लाभान्वित हो रहे हैं।

केविएस पीएम ई विद्या चैनल पर पाठ की रिकॉर्डिंग के मेरे अपने भी अनुभव हैं जो अत्यंत उत्साहवर्धक एवं रोचक हैं। पहली बार जब मुझे यह निर्देश मिला कि आपको उक्त चैनल के लिए कक्षा 11वीं /12वीं हिंदी (आधार) पाठ्यक्रम के पाठ की रिकॉर्डिंग करानी है तब मेरा मन तमाम आशंकाओं से घिर गया क्योंकि यह मेरे लिए नितांत नया कार्य था। स्टूडियो में बैठकर रिकॉर्डिंग कराना, रिकॉर्ड होना किसे नहीं अच्छा लगेगा परंतु जब बारी आई तो मन में घबराहट होने लगी कि क्या मैं ये कर पाऊँगा! केविसं ने जो दायित्व सौंपा है, उस पर खरा उतरने की चुनौती थी। सार्वजनिक प्लेटफॉर्म पर जाकर क्या बच्चों के लिए रोचक व ज्ञानवर्धक रिकॉर्डिंग करा पाऊँगा? क्या वह बच्चों के लिए उपयोगी होगा? इसी उधेड़बुन के साथ निर्धारित दिवस पर मैं एनसीईआरटी के उस स्टूडियो में पहुँच गया जहाँ मेरी पहली रिकॉर्डिंग होनी थी। स्टूडियो में रिकॉर्डिंग टीम के डायरेक्टर और उनकी तकनीकी टीम बड़ी सहजता से मिली और रिकॉर्डिंग के लिए हमें सहज भी किया। मेरी आशंकाएँ निर्मूल साबित हुईं उन्होंने मुझे कुछ निर्देश दिए। उनके निर्देशों का पालन करते हुए, कुछ 'कट' के साथ मेरी पहली रिकॉर्डिंग संपन्न हुई। अब आत्मविश्वास आया कि आगे और रिकॉर्डिंग कराई जा सकती है। उसके बाद मेरे कई और पाठों की रिकॉर्डिंग हुई जिसे मैं सहजता से कर पाया।



यह कार्य बड़ी जिम्मेदारी का था क्योंकि उसके पीछे जो उद्देश्य था, वह बहुत ही बड़ा था। देश भर के वे सभी विद्यार्थी जो किन्हीं कारणों से शिक्षा के अन्य माध्यमों का उपयोग नहीं कर पा रहे, जिनके लिए सहयोगी सामग्री की उपलब्धता सुनिश्चित करना दुष्कर कार्य है, उन तमाम विद्यार्थियों के लिए एक डिजिटल प्लेटफॉर्म पर शिक्षण- अधिगम सामग्री को संपूर्णता के साथ उपलब्ध करा देना, किसी चुनौती से कम नहीं था। यह किसी सपने के साकार होने जैसा था। केंद्रीय विद्यालय संगठन ने इस चुनौती को स्वीकार करते हुए सपने को मूर्त रूप भी प्रदान कर दिया। केविएस पीएम ई विद्या चैनल उसी का प्रमाण और परिणाम है। केंद्रीय विद्यालय संगठन नित विद्यार्थियों के हित में नए कदम उठाने के लिए तत्पर रहता है।

चैनल पर सभी विषयों के जिन पाठों की रिकॉर्डिंग की गई है, विद्यार्थी अब उनसे लाभान्वित भी होने लगे हैं। विद्यालय में शिक्षकों के द्वारा और घर में उपलब्ध डिजिटल संसाधनों के सहारे विद्यार्थी उन पाठों का अध्ययन कर रहे हैं जो उनके अधिगम के लिए बड़ा ही लाभदायक सिद्ध हो रहा है। सत्र 2024-25 में मैं अपने शिक्षण में केविएस पीएम ई विद्या चैनल का उपयोग विशेष रूप से कर रहा हूँ। विद्यार्थियों को जब यह पता चला कि वे जिन पाठों का वीडियो देख रहे हैं, वह केंद्रीय विद्यालय संगठन के उनके अपने शिक्षकों के द्वारा रिकॉर्ड कराया गया है तो उनकी बाँछें खिल जाती हैं। अगर आपने स्वयं रिकॉर्डिंग कराई है और आप उस वीडियो को अपने विद्यार्थियों को दिखाते हैं तो उनकी खुशी का ठिकाना नहीं रहता। विद्यार्थी जब आपके कार्यों की सराहना करते हैं तो हम शिक्षकों का भी उत्साहवर्धन होता है और तब हमें प्रेरणा मिलती है कि बच्चों के इस आनंद में और वृद्धि करने के लिए इस डिजिटल प्लेटफॉर्म पर और कार्य करने की जरूरत है।

लेकिन इस डिजिटल प्लेटफॉर्म के प्रचार-प्रसार पर अभी और कार्य करने की आवश्यकता है। जैसे, विद्यार्थी इस चैनल को सभी तरह के डीटीएच चैनलों पर देख पाएँ। जैसे मुझे पूरा विश्वास है कि संगठन द्वारा इस दिशा में कार्य किया जा रहा होगा। रिकॉर्डिंग कराने के क्रम में अन्य विषयाध्यापकों से मुलाकात होती थी और रिकॉर्डिंग की चुनौतियों पर चर्चा की जाती थी। वहाँ पर खुद की रिकॉर्डिंग कराने और अन्य अध्यापकों की रिकॉर्डिंग को देखते हुए मुझे ऐसा लगा कि स्टूडियो में जाकर किसी पाठ योजना की रिकॉर्डिंग कराना नितांत अलग कार्य है। जो शिक्षक विद्यालयी शिक्षण की दृष्टि से उत्तम है, कोई जरूरी नहीं कि वह वहाँ भी अपने पाठ का प्रेजेंटेशन उत्तम तरीके से कर सके क्योंकि कैमरे के सामने सहज होकर अपनी बात को रख पाना आसान नहीं होता। इस संदर्भ में मैंने और समय-समय पर वहाँ आने वाले केंद्रीय विद्यालय संगठन के पदाधिकारियों ने भी अनुभव किया कि प्रेजेंटेशन के लिए हमें जैसे विषयाध्यापकों का चयन करना चाहिए जो अपने विषय से संबंधित पाठ को सहज रहते हुए रोचक तरीके से रिकॉर्ड करा सकें। ऐसा न लगे कि वहाँ शिक्षक पाठ की रीडिंग कर रहे हैं या उच्चारण में अशुद्धि आ रही है। आशा है, केंद्रीय विद्यालय संगठन इस योजना पर कार्य कर रहा होगा। साथ ही, चैनल पर जो पाठ अपलोड किए जा रहे हैं, एक समीक्षा समिति उसमें सुधारात्मक सुझाव दे जो आगे रिकॉर्डिंग करने वाले शिक्षकों के लिए एक उचित मार्गदर्शन होगा।

अंततः मैं विश्वास के साथ कह सकता हूँ कि केविएस पीएम ई विद्या चैनल, केंद्रीय विद्यालय संगठन का अत्यंत दूरदर्शी प्रयास है। यह न सिर्फ केंद्रीय विद्यालय के विद्यार्थियों अपितु देश भर के विद्यार्थियों के लिए अत्यंत लाभदायक सिद्ध होगा। यह विद्यार्थियों के शिक्षण- अधिगम प्रक्रिया के लिए एक नई डिजिटल दुनिया का मार्ग प्रशस्त करेगा। भविष्य में इसका दूरगामी परिणाम अवश्य देखने को मिलेगा। केंद्रीय विद्यालय संगठन का प्रत्येक विद्यार्थी देश की 'डिजिटल क्रांति' का अहम हिस्सा साबित होगा। केंद्रीय विद्यालय संगठन के इस अत्यंत छात्रोपयोगी प्रयास के लिए सभी शिक्षक एवं विद्यार्थी संगठन के प्रति सदा आभारी रहेंगे।



डॉ. शुभ नारायण सिंह
स्नातकोत्तर शिक्षक - हिंदी
डॉ. राजेंद्र प्रसाद केंद्रीय विद्यालय, राष्ट्रपति भवन, नई दिल्ली



SECTION-4
TRAINING IMPACT

1

Transforming English Teaching through Music



Reflecting on Professional Growth Post-Training

This article reflects on the profound impact of a workshop on Teaching Reading, organized by the Regional Office, Ranchi, on my teaching practices, pedagogical approach, and professional development as a TGT-English at Kendriya Vidyalaya No. 2, Dhanbad. Focused on incorporating music into English language teaching for classes 6 to 8, the training not only enriched my teaching toolkit but also significantly improved student engagement and learning outcomes. This narrative explores the journey of integrating innovative practices into traditional classrooms, highlighting the resultant pedagogical transformation and professional growth. Continuous professional development is essential for educators to refine their teaching methods and adapt to the evolving educational landscape. The workshop on Teaching Reading I attended in April 2023 served as a pivotal moment in my teaching career, introducing me to the pedagogical potential of integrating music into English language teaching. This article recounts my experiences post-training, emphasizing the enhanced learning environment and the professional growth that ensued.

The two-day workshop provided comprehensive insights into various strategies for teaching reading skills, with particular emphasis on using music as a pedagogical tool. This innovative approach resonated with me, offering a solution to engage first-generation English learners more effectively.

Inspired by the workshop, I integrated English songs into my teaching strategy for classes 6 to 8. This initiative aimed to improve pronunciation, listening skills, and overall engagement in English learning. The selection of songs was tailored to complement the existing curriculum and address the linguistic challenges faced by first-generation English learners.

The introduction of music into English lessons marked a noticeable improvement in student participation and enthusiasm. Learners who previously exhibited reluctance towards English classes demonstrated increased interest and engagement, indicating a significant shift in their learning attitudes.

Notably, the use of songs facilitated a deeper understanding and retention of new vocabulary, as well as improved pronunciation skills. The music provided a relatable and enjoyable medium for students to practice and internalize English, fostering a more conducive learning environment.

The training workshop was instrumental in broadening my pedagogical skills, particularly in adopting a more creative and student-centered approach to teaching. It also heightened my awareness of the potential for music to bridge language learning gaps, reinforcing the importance of innovation in education.

This experience has significantly influenced my teaching philosophy, underlining the value of integrating arts into language teaching. It has taught me the importance of flexibility, creativity, and responsiveness to students' needs and interests, guiding my ongoing professional development journey.



The workshop on Teaching Reading has had a lasting impact on my teaching practices and professional outlook. By integrating music into the English curriculum, I have not only witnessed a transformation in my students' learning experiences but have also experienced considerable professional growth. This journey underscores the critical role of continuous professional development in teaching, advocating for innovative approaches to enhance student engagement and outcomes.



Neha Kerketta
TGT-English
KV No. 2 Dhanbad

2

My Transformative Journey



This is Dr. Atul James Singh, PGT English at Kendriya Vidyalaya SSB Srinagar Garhwal in the Dehradun Region. My professional journey has been significantly enriched through my engagement with Teachers Training Programmes offered by CIET, NCERT and ZIET, as well as Continuous Professional Development (CPD) initiatives. These platforms have not only allowed me to update my pedagogical practices, but also empowered me to embrace new skills, values, and a contemporary teaching approach that is essential in the modern era. This article shares my transformative journey, emphasizing the fluid dynamics of the teaching-learning process, understanding learners' needs, and the impact of digital learning on my professional development.

CIET, NCERT and ZIET Training Programmes:

My engagement with CIET and ZIET training programmes has been pivotal in shaping my pedagogical practices. The modules offered not only allowed me to enhance my understanding of the curriculum but also introduced me to innovative teaching methodologies. For instance, the workshop organized by CIET, NCERT on 'Social Media and Cyber-Security' helped me to pace up with modern problems of cyber threats. The workshop on 'Development of e-Content : Audio Resources' and 'Development of e-Content : Video Resources' provided me with effective, easy to use tools for content development to make language learning more interactive and engaging for my students. Furthermore, through ZIET's "Language Enrichment Programme," I had the opportunity to collaborate with educators from diverse backgrounds, offering insights into different teaching methods and perspectives.

Continuous Professional Development (CPD) Programmes:

Participating in CPD programmes has been instrumental in keeping me updated with the latest educational trends, digital tools, and best practices. The "Inclusive Classroom Workshop" I attended through CPD not only honed my skills in addressing diverse learning needs but also instilled in me a new set of values centred around empathy and inclusivity. Self-paced learning, accommodating, having adaptive equipment and assisted technologies in the classroom, maintaining a positive attitude, avoiding stereotypes, using the universal language of music, providing them equity in opportunity, etc. are a few practical aspects to address the needs



of inclusivity in pupils. Furthermore, the “Digital Literacy and Blended Learning” workshop broadened my understanding of integrating technology into the teaching-learning dynamics, enhancing my ability to create interactive and dynamic learning experiences for my students

Evolving as a Modern-Era Teacher:

Embracing these training and development opportunities has significantly contributed to my evolution as a modern-era teacher. The words of John Dewey resonate with me, “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” This echoes the essence of our role as educators in adapting to the evolving needs of our learners, an idea I constantly endeavour to embody in my teaching practice. With learning of tools like Wondershare Filmora, Power Director, InVideo AI, Midjourney AI, Canva, I feel more empowered today which helps me to stay updated with modern approaches and global pedagogies.

Fluid Dynamics in the Teaching-Learning Process:

The training programmes and CPD initiatives have enabled me to navigate the fluid dynamics within the teaching-learning process. For instance, the implementation of project-based learning, inspired by a CPD workshop, brought a transformative shift in my classroom dynamics. It encouraged critical thinking and collaborative skills among students, fostering a holistic learning environment.

Understanding Today’s Learners’ Needs:

Through these programmes, I have gained a deeper understanding of today’s learners’ needs. Recognizing the multi-faceted nature of their challenges, I have integrated mindfulness practices inspired by a CPD session, resulting in improved attention spans and emotional regulation among my students. It’s not the start line which is important. As a humanist, our job is to ensure that all students reach the finish line as well.

Digital Learning and Skill Enhancement:

The integration of digital learning platforms has been transformative, enhancing my pedagogical skills. By incorporating platforms like Khan Academy and Quizlet, I have facilitated personalized learning experiences, catering to the unique learning styles and pace of my students.

To conclude, the training programmes by NCERT, CIET and ZIET, along with Continuous Professional Development initiatives, have been instrumental in enriching my pedagogical practices and fostering continuous growth in my career. As I continue to evolve as an educator, I am reminded of the profound words of Nelson Mandela, “Education is the most powerful weapon which you can use to change the world.” The impact of these programmes on my professional journey has not only equipped me with new skills and insights but has also reinforced my commitment to shaping the future of my students through education.



Dr. Atul James Singh

PGT English

KV SSB Srinagar Garhwal, Dehradun Region

3

The Difference a Trained Teacher Makes

In the field of education, no one can deny the importance of well-designed training programmes. If I talk about my experience, I have learned various learning and developmental theories in my college time while pursuing education. And I was sure that I would easily apply all this when I go on board. And when I got this opportunity to apply all those previously learned theories, the experience was quite chaotic in the classroom. And here come the training programmes in the picture, which are very beneficial, especially for the young teachers who have just started their professional career.

A training programme not only shapes the pedagogical approach but also accelerates the professional growth of a teacher. It has been more than a month since I joined the prestigious organization of this country, Kendriya Vidyalaya Sangathan, and I have been provided and introduced to the best content by my senior teachers.

I would like to briefly share details of some training programmes/courses that I got enrolled in, a month after my joining Kendriya Vidyalaya, Malleswaram as a Primary Teacher.

While we emphasize inclusivity in our classroom discussions, we encounter challenges incorporating all students because we lack proper guidance on identifying and addressing the needs of special children. **PROJECT INCLUSION**, an App by Sri Aurobindo Society empowers teachers to identify and support students with special needs. It offers modules that cover various aspects of inclusive education, including understanding different disabilities, adapting teaching strategies, and creating inclusive learning environments. This App tries to sensitize teachers about various kinds of students and their needs. It aims to empower teachers with the knowledge and tools necessary to meet the diverse needs of all students in the classroom effectively.

There is only one course available in the App, 'Learning Difficulties- Understanding and Management' in which 17 modules are provided. Each module specifically deals with a topic and what we are supposed to do as a teacher if we interact with students with special needs.

I was introduced to this App by Mrs. Nidhi Balodi, the HM of my school. There is no specific duration given in the course. One can join at any point of time and complete all the modules accordingly.

These modules were very helpful to me as I have two special children in my class. Initially, I was clueless about what to do, but gradually, I am learning how to deal with them, and I can see the difference as they have started listening to me.

I was also selected to attend a webinar on '**Promoting Play and Play-based learning during Foundational Stage**' which was organized by NCERT under the MoU between NCERT and National Agency of Education (EDUFI) and GINTL, Finland. The webinar was about how playing



is helpful for the holistic development of the child and promotes the learning of academic skills.

Through this webinar, I came to know that for children, play is not just a time-pass activity, but they consider it a serious task. They learn various things while playing - all the developmental aspects of life including cognitive, emotional, and physical. It is the responsibility of the teacher how he/she can plan the play activities in the school premises by including the expected learning tasks implicitly and not explicitly.

Due to this, I have prepared various activities for the first graders, such as pretend play, art & craft, and clay molding. Now, during my arrangement period, I engage them in these activities. Instead of wandering around the class, they participate calmly and enjoy themselves.

An Orientation programme was organized for new entrants at KV, DRDO on 6th January 2024. It was a one-day programme, conducted by the KVS, Regional Office, Bengaluru. The programme really motivated us as to why and how we should be conducting small activities in the classroom to engage our learners. We have a lot of resources readily available to us in our surroundings to make our lessons interesting. They taught us the importance of 'Building as a Learning Aid (BALA)' and how we can use school premises as a resource for our teaching. For example, we can bring our students to the school grounds and we can plan various activities around it.

During the orientation, one of the faculty members asked- 'how will you make a paper boat float on the water for a long time?' This particular question sparked my curiosity about how a small activity can serve as the foundation for various concepts that can be discussed in the classroom. This taught me a teacher's job is not just to impart the lesson but to make it enjoyable as well so that their learning can be long-lasting.

In this 21st century, we have been blessed with technology where we can access information anytime and anywhere. As a teacher, it is not feasible to go on a training programme for several days. And that is where a platform like DIKSHA is very useful to all. DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education, an initiative by the National Council for Educational Research and Training (NCERT), under the aegis of the Ministry of Education (MoE), Government of India.

The App offers various courses and training modules designed to enhance teachers' pedagogical skills, subject knowledge, and classroom management techniques.

As a part of Continuous Professional Development, we enrolled ourselves in various courses of the DIKSHA App like FLN, Significance of ECCE, Competency-based learning, Play-based learning, and many more, which are formulated by one of the best faculties in our country. There is no specific duration to complete the course/modules which you join. You can do it at your own pace. Although, there is always a given date to join and complete the course.

I have been introduced to this wonderful platform by Mrs. Nidhi Balodi, the Head Mistress, and Mr. Sasimohan, the Principal of my school. Also, I came to know about this app while working at the NCERT for a brief period.

The ongoing training programmes are beneficial in enhancing the understanding of basic pedagogy. We came to know various methodologies aligned with the New Education Policy 2020, providing valuable insights into effective teaching practices. The programmes offered clear guidance on incorporating technology and activities into education, illustrating how these elements can significantly contribute to improving children’s comprehension of concepts. Through practical examples and hands-on approaches, educators gained a comprehensive understanding of leveraging modern techniques to enhance the learning experience for students.

It also helps teachers to get new ideas on how we can apply these ideas or pedagogical approaches in our classroom.

From training programmes, we get to know about different problems which we may face in our future and also come to know about the different ways/precautions/steps that should be taken to avoid all such issues.

These training programmes have given me a lot of valuable insights and methodologies which are going to elevate my teaching skills. The pursuit of knowledge and growth is an ongoing journey and these kind of well-crafted training programmes are always going to help teachers to be at par with the ongoing demands and needs of the society.



Vanshika Singh
Primary Teacher
PM SHRI KV Malleswaram (Shift-1), Bengaluru Region

4

Digital Empowerment



A 5-day workshop from 18.12.2023 to 22.12.2023 was conducted on Digital resources and effective use of OER in teaching-learning and blog creation by KVS RO Chandigarh at ZIET Chandigarh.

The knowledge about 'Open Educational Resources' (OERs) like vlog and wakelet has helped me immensely in the classroom. After attending this workshop I found a variety of course materials prepared by other specialists that are relevant to my subject area. Because of the flexibility

afforded by OER to keep, reuse, alter, remix, and redistribute without asking for permission, I can personalise these course materials to meet the needs of my students. Using OER, I try to encourage pupils to learn on their own. Many organisations have created well-organized resource centres for instructors and students to utilise. Using OERs, I also encourage pupils to learn more. The OER gives students the option to access high-quality course materials for their courses and helps me improve their academic results.

I use Wakelet to improve efficiency by bookmarking content into visual collections to share with my students. I have started structuring my learning materials into a Lesson Plan and share it with my students. Regardless of whether my students are in the classroom or learning from home – I rest assured that everyone in my class can access key learning materials, all within a safe environment! Wakelet is awesome for creating and sharing Newsletters too. I add updates and news items in the form of multimedia content to a Wakelet collection, so my students can stay up-to-date and navigate the collection with ease.

My use of OER has shown to increase student learning while breaking down barriers of affordability and accessibility. OERs have given me the ability to customize course materials, creating the "perfect" course packet or textbook instead of being bound to a traditional one-size-fits-all model. This was a very fruitful workshop for me.



Gulshan Verma
TGT-SST

PM SHRI KV Kapurthala Cantt

5

Awakening-Value Education Programme, KV DRDO



The training, conducted by Swami Vivekananda Institute of Value Education under the aegis of KVS was with the objective to enable them to effectively implement the Awakening program. The focus of this training was to equip educators with the necessary skills and knowledge to facilitate the program's modules, emphasizing values such as Love, Respect, Courage, and Excellence. Specifically, teachers were trained to guide students in exploring these values rather than merely prescribing them, fostering a more holistic and personalized understanding.

The training covered strategies to engage students actively in the learning process, ensuring that the values imparted through the Awakening program became an integral part of their overall development.

Moreover, the training focused on creating an inclusive and nurturing learning environment, providing teachers with tools to adapt the program to the specific needs and dynamics of their classrooms. This approach aimed to empower teachers to play a pivotal role in shaping the values and attitudes of their students.

A module on 'Sharing and Caring' was taken up by the teacher with the students of class 1. It emphasized the exploration of values rather than prescribing them to students. Practical activities were designed to allow students to understand concepts like interdependence, with a specific focus on the food habits of animals and birds in the surrounding environment. The emphasis on exploration allowed students to grasp the concepts in a meaningful manner.

As a teacher who actively participated in the Awakening session, I have witnessed a positive transformation in both my pedagogical approach and professional growth. The program's focus on exploration, rather than a specific teaching approach, has made me humbler and more caring towards the young minds in my classroom. The exposure to diverse perspectives and the encouragement of independent thought have been instrumental in shaping my teaching philosophy.

The training has bolstered my confidence in bringing positive changes in primary education. Specifically, the emphasis on values like sharing and caring has led to a noticeable change in students' behavior, making them gentler and more considerate. This newfound confidence will undoubtedly benefit my fellow teachers as we collectively work towards creating and nurturing a positive learning environment. The Awakening program has played a crucial role

in my professional development, fostering a more open-minded and adaptable approach to education.

In conclusion, the Awakening-Value Education Program has proved to be a transformative experience, fostering a more caring approach for us teachers and students. The emphasis on exploration has not only impacted the immediate classroom environment but has the potential to create a ripple effect that will positively influence the broader educational community.



Archana Kumari
PRT
KV DRDO Bangalore



6

How I Evolved as a Librarian



I started my career in KVS as a LIBRARIAN in March 2019. As everyone else, I too had a period of struggle which is common for every newly recruited person to learn things in the new work environment. But I consider myself lucky to be a part of the 10 DAY INDUCTION TRAINING FOR NEWLY RECRUITED LIBRARIANS. More than 40 Librarians from different KVs of Ernakulam, Chennai, Bengaluru, and Hyderabad Region were the participants. The course was held at Kendriya Vidyalaya Pattom– Ernakulam Region from 23/12/2019 to 01/01/2020. Mr. Faizal – Librarian KV Pattom and Mr. Mujeeb Rehman – Librarian KV Kanjikkode were the Resource Persons.



SECTION-5
CASE STUDY

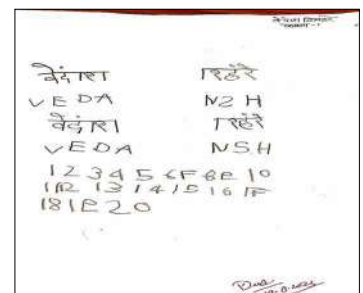
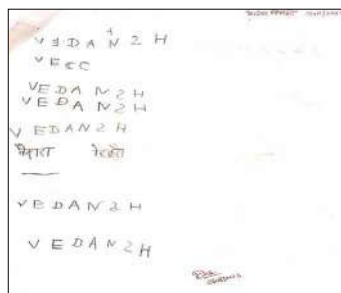
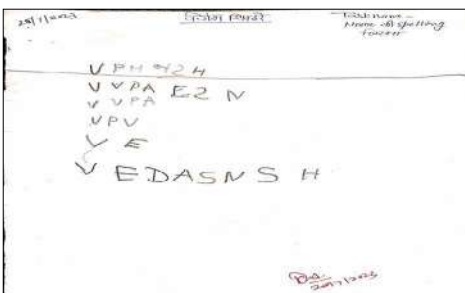
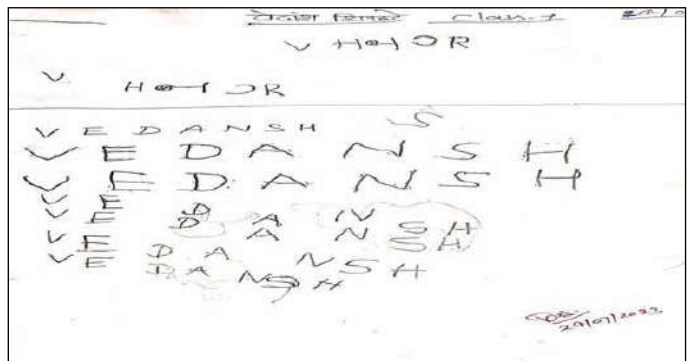
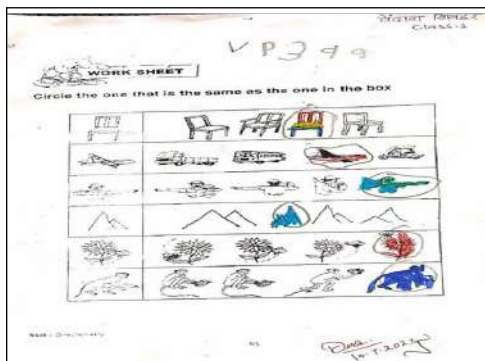
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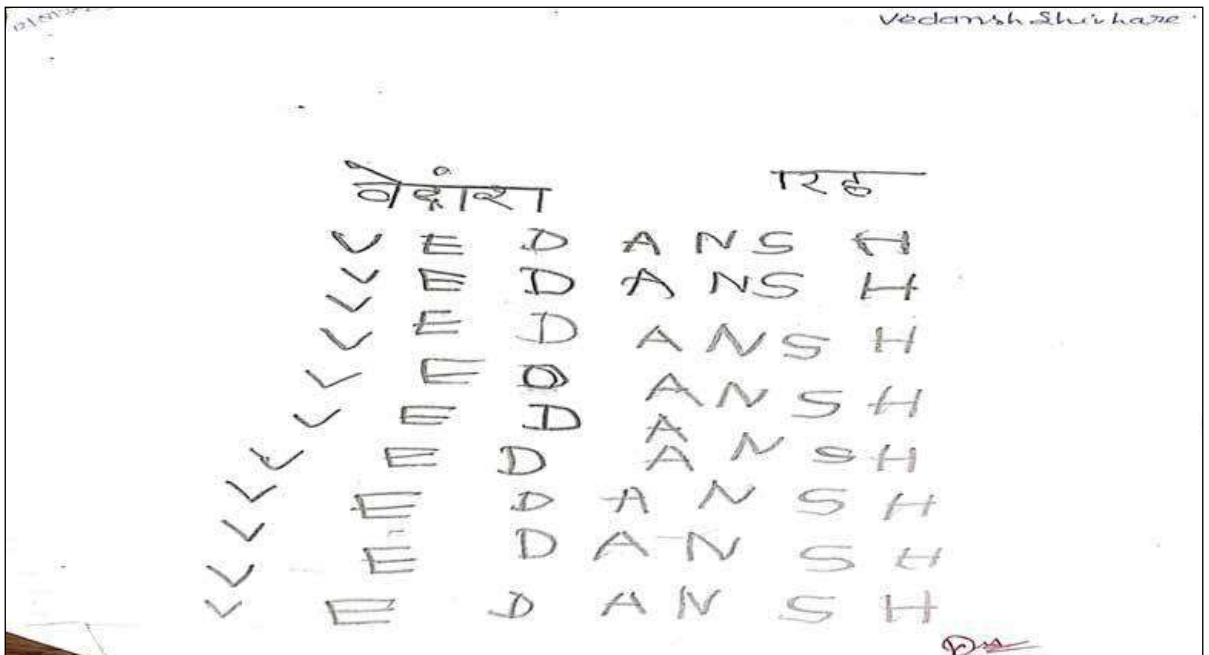
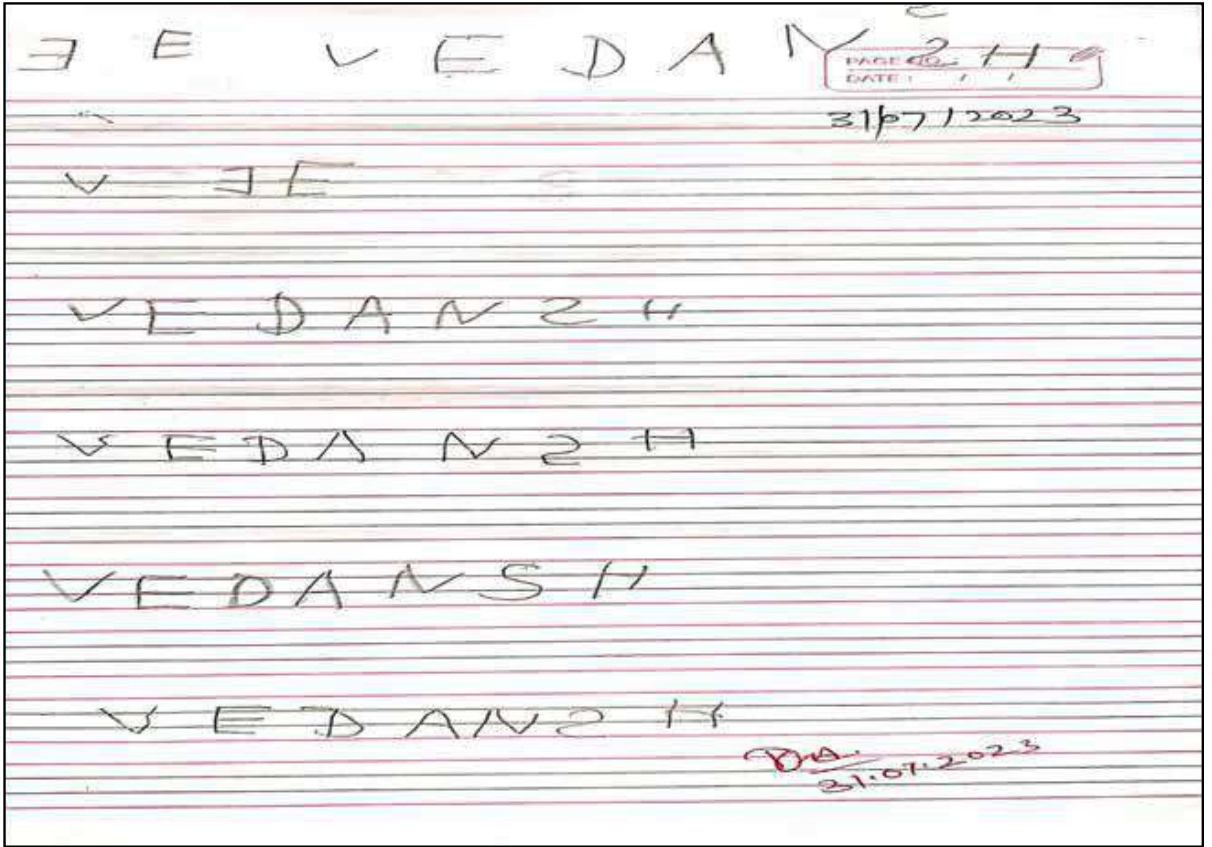
Observation of Progress in Learning Disability of CWSN Student

The concept of inclusive education is founded on the principle that when all children, including those with special needs, receive education together despite differences, true inclusivity is achieved. This involves the active participation and partnership of children with special needs alongside their peers. Social qualities such as brotherhood nurture team spirit and cooperation among all students. Individualized education programs tailored to children with diverse learning difficulties are developed under teacher supervision within the classroom. These programs are crafted following an initial intervention phase to address students' specific needs, bridging the gap in their learning abilities by establishing short- and long-term objectives. In this context, during a series of assessments and initial observations, it was identified that Vedansh Shivhare, a student in the classroom, has dyslexia, a learning disorder impacting reading and writing skills.

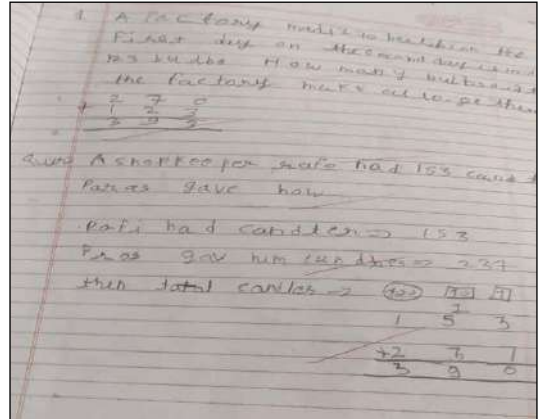
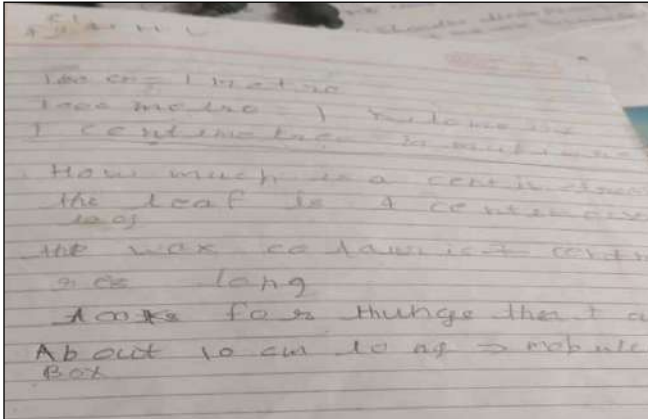
CASE 1

Individual Educational Program (I.E.P.) was created on July 10, 2023 for Vedansh (Class 1). The special instructor established short-term objectives for Vedansh, one of them being the identification and writing of Vedansh's own name. With the help of numerous customized educational program sessions, specialized teaching techniques, and flash card films, Vedansh has gained the ability to independently and reliably write his name. He occasionally spells his name in reverse because he is not very experienced. Here are photos of a few of his techniques:





In light of this, the 'Vedansh' name practice might be evaluated. Following the same pattern, under the observation in class one, kids whose handwriting was not legible were given the opportunity to learn cursive writing every day in a dedicated session.

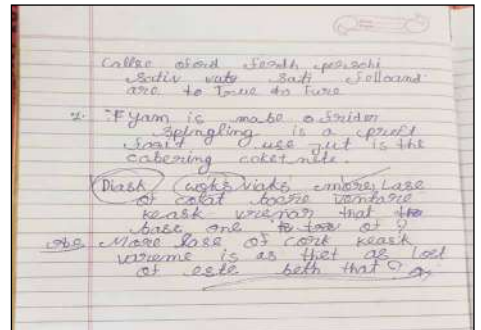


CASE 2

In the same sequence, Naman Soni, a student of class 7 in the Vidyalaya, is suffering from the condition of dysgraphia under learning ability. It pertains to the ability of writing skill. It is a disorder in which the child has difficulty in writing, typing and spelling. Naman has difficulty in copying what the teacher writes on the board. Very often the way the words are spelt, make no sense.

Some common characteristics of dysgraphia include:

- Difficulty copying words
- Difficulty visualizing words before writing them.
- Incorrect spelling and capitalization.
- Mix of cursive and print letters.
- Inappropriate sizing and spacing of letters.
- Slow or laboured writing.
- Unusual body or hand position when writing.



At the aforementioned sequence, children are provided a personalized educational curriculum at school, which prevents disability discrimination in our society and raises awareness about the various forms of disabilities prevalent in children, even those in the educated classes.

It is true that society discriminates against children who suffer from mental illnesses. Making a difference in the education of children from different categories is a universal practice, and even in the National Education Policy 2020, provision has been made for children from different categories to receive education at every level, as well as providing special education to children so that they can have overall development and contribute to the country's development by connecting with the mainstream of society.



Kuldeep Kumar
Sp. Educator / CONTR.
KV Sumerpur, Hamirpur

2

Developing Language Skills

“One teacher, one pen, one mind can educate the entire nation for a better world.”

A teacher plays an important role to mould and shape the life of a student. S/he ignites the young mind to dream, create and innovate better ideas, through the noble act of teaching and learning.

As it has been beautifully expressed in “Kintsugi” a Japanese art, which means “join with gold”. It is an art of joining and repairing all the broken objects and pieces, often ceramic pottery or glass to create even more beautiful objects.

A teacher also comes across many broken pieces, fragments and remnants in terms of students who are trying to evolve through the circumstances and coping up to adapt to the surroundings. I have faced couple of such students who were struggling with their lexicon even in the class, namely Vaishnavi Kumari of class X B. She got admitted in the school in the mid-session. Initially, she used to be very quiet and indifferent to the group, hardly spoke and expressed her views and opinions. She was always conscious about her inability to read and write properly and scored low marks in the exams.

I took the initiative to help her with her performance. After talking to her parents regularly, inquiring about their family background, I finally learnt that she was the first generation learner. Her parents never got an opportunity to be educated. Their financial background was also not very strong. Once, while sharing her experiences with me, she cried bitterly, acknowledging that there is no one to help her out.

I encouraged her, earnestly motivated and involved her in the group activities, which we had learnt during Regional level workshop on “Developing Language Skills”. Listed below are the interesting activities which have helped Vaishnavi overcome her limitations.

- Running dictation
- Back to back dictation
- Pass the ball / Share your experience
- Learning through songs – vocabulary, sentences, expression
- Modification of dictation
- Flash cards – word building, word clouds
- Adman – create advertisement, catchy slogans
- Dumb charades
- Stress words / syllables
- Circle time

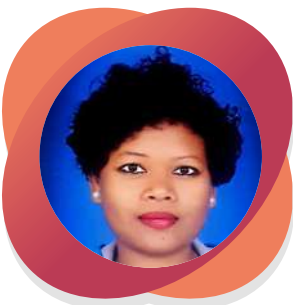
These activities have not only boosted her morale and confidence but also opened her inner self. She felt accepted in the group, learnt to be happy, which enabled her to get satisfactory marks in her tests and exam. Now, she is ready to appear in board exam of Class X.



Like Vaishnavi there are many other students, Nabhya Dangi of Class XB, Shubham Sharma of Class X, Gaurav Kumar of Class IX B and Anushkha of Class IX B, who have been benefitted by the activities introduced to them.

I have tried to bring the best creation out of these broken pieces and believe that they would bring more colours to the world and prove themselves to be worthy citizens. May the learning of TODAY become the FUTURE of TOMORROW.

“A simple but powerful reminder of the positive domino effect a good education can have on many aspects of a person’s life and outlook.”



Anupa Kerketta
TGT- English
PM SHRI KV Diesel Colony, Patratu



SECTION-6 HIGHLIGHTS



1

Highlights from ZIET Chandigarh

a) बालवाटिका मास्टर ट्रेनर्स की उपयोगिता

केन्द्रीय विद्यालय संगठन, शिक्षा एवं प्रशिक्षण का आंचलिक संस्थान, चंडीगढ़ द्वारा मुख्य-अध्यापकों के लिए बालवाटिका मास्टर ट्रेनर्स विषय पर दिनांक 14/03/2023 से 16/03/2023 तक तीन दिवसीय अनोखी कार्यशाला का आयोजन किया गया। इस कार्यशाला में जीट चंडीगढ़ के अंतर्गत पाँच फीडर संभागों दिल्ली, देहरादून, जम्मू, चंडीगढ़ और गुरुग्राम के विविध केन्द्रीय विद्यालयों से 46 मुख्याध्यापकों ने प्रतिभागिता की। एनईपी 2020 के प्रावधानों के तहत प्रारंभिक बाल्यावस्था में देखभाल और शिक्षा की नींव की सुदृढ़ता एक महत्वपूर्ण तत्व है। इस कार्यशाला का मुख्य उद्देश्य मुख्याध्यापकों द्वारा बालवाटिका 1, 2 एवं 3 के बच्चों के मस्तिष्क के उचित विकास और शारीरिक वृद्धि को सुनिश्चित करने के लिए लचीली, बहुआयामी, बहु-स्तरीय, खेल-आधारित, गतिविधि-आधारित और खोज आधारित गतिविधियाँ बनाना था।

प्रतिभागियों को जानकारी प्राप्त हुई कि जादुई पिटारे का बालवाटिका के बच्चों के लिए प्रभावी उपयोग किया जाना चाहिए ताकि बच्चों में बहुआयामी, बहु-स्तरीय विकास को मजबूत बनाया जा सके।

बालवाटिका के बच्चों का मूल्यांकन सतत होना है। समग्र, 360-डिग्री, बहु-आयामी प्रगति पत्र बनाने हेतु एनसीएफ-एफ एस के आधार पर मूल्यांकन उपकरण बनाने की विधियाँ निश्चित की गईं।

लचीली, बहुआयामी, बहु-स्तरीय, खेल-आधारित, गतिविधि-आधारित और खोज आधारित शिक्षा हेतु साप्ताहिक योजना का प्रारूप तैयार किया गया।

बालवाटिका के बच्चों के बचाव और सुरक्षा हेतु एस ओ पी पर विद्यालय स्तर पर योजना बनाने का प्रारूप तैयार किया गया। इस तरह से मुख्याध्यापकों के लिए आयोजित की गई यह पाँच दिवसीय कार्यशाला प्रतिभागियों के लिए बिलकुल नई और अनूठी थी।

b) Communication Skills and Joyful Learning

A workshop was held at Zonal Institute of Education and Training (ZIET) in Chandigarh from 11 Dec, 2024 to 15 Dec, 2024 aimed to empower TGTs of English, Social Science, Science, and Maths with innovative teaching methodologies and strategies and to equip them with effective communication skills to enhance their ability to articulate concepts clearly, engage students in meaningful discussions, and foster a positive and joyful classroom environment.

The workshop incorporated a diverse range of engaging and interactive activities. Teachers were engaged in facilitated discussions and collaborative tasks centred around specific teaching challenges and subject-matter content, engaging activities and games specifically designed to make learning enjoyable and interactive within their respective subjects.

The workshop received overwhelmingly positive feedback from participants. Teachers reported a significant improvement in their ability to communicate effectively, both verbally and non-verbally. They felt more confident in their ability to explain complex concepts clearly, address student queries efficiently, and facilitate interactive classroom discussions.

Participants appreciated the introduction to a variety of innovative joyful activities, including educational games, simulations, and technology-integrated activities (development of mind

maps through Mind Maple). They expressed their intent to incorporate these methods into their own teaching practices to enhance student engagement and learning outcomes. The implementation of joyful activities were shown later in the reflective session conducted on 18.03.2024.

c) **Adolescent Education Programme and Inclusive Education**

Adolescence is a crucial phase in a student's life when they undergo significant physical, emotional, and cognitive changes. At ZIET, Chandigarh a five-day workshop was conducted from 30.10.2023 to 03.11.2023. The workshop aimed to empower PGTs under feeder regions of ZIET, Chandigarh with the knowledge and skills necessary to address the challenges of adolescents and to implement an inclusive learning environment in the Vidyalaya. 39 PGTs of diverse subjects participated actively in the workshop under the facilitation of the course Director, resource persons, expert guest lecturers, and coordinators. All the sessions were well-designed with learner-centric approach. Activity-based sessions such as poster making, case study, role play, nukkad natak, etc. made the workshop more interesting and valuable.

Workshop on Vedic Mathematics

Vedic Mathematics is an ancient Indian system of Mental Maths that offers unique techniques to solve problems with ease. It goes beyond memorization, teaches effective methods for calculations and improves-Mental Maths abilities, Problem-solving skills and Mathematical confidence. A two day online workshop was conducted from 29 .01.2023 to 30.01.2023. The workshop aimed to empower TGT (Maths) under feeder regions of ZIET, Chandigarh with the knowledge and skills of Vedic Mathematics which is useful in class room teaching, especially in classes VI to VIII, to empower students to master powerful Mental Maths techniques , boost problem-solving skills, develop a deeper understanding of mathematical concepts and save time and effort on calculations. 50 TGTs (Maths) participated actively in the workshop. All the sessions were interactive and full of practical approach and the tricks shared were highly appreciated by the fellow teachers and they were also encouraged to devise more techniques to make Mathematics teaching enjoyable.



2

Highlights from ZIET Bhubaneswar

a) 5-DAY WORKSHOP FOR TGTs ON 'INTEGRATED LEARNING APPROACH IN MIDDLE STAGE' FROM 9TH TO 13TH OCTOBER 2023.

A 5-day Workshop for a mixed group of TGTs (English/Hindi/Mathematics/Science, Social Science, Art Education and Work Experience) on 'Integrated Learning Approach in Middle Stage' was held at ZIET Bhubaneswar from 9th to 13th October 2023, which was attended by 44 participants from feeder regions. TGTs of different subjects worked in mixed groups



for devising strategies and activities through integrated learning approach for experiential learning in English, Hindi, Maths, Science and Social Science in middle stage. Apart from this, avenues for integration of Art, Sports, ICT and Multidisciplinary projects were also explored. Other areas like NCF for Schools Education 2023, preparing Learning Outcome based lesson plans and Competency-based assessment were also focused during the workshop.

b) 5-DAY WORKSHOP ON 'EXPERIENTIAL LEARNING APPROACH IN MATHEMATICS' FOR PGTs (MATHS) FROM 6TH TO 10TH NOVEMBER 2023:

A 5 - day Workshop on "Experiential Learning Approach in Mathematics" was conducted from 6th to 10th November 2023. 37 PGTs (Maths) from feeder regions participated in this workshop, which aimed to explore and enhance participants' understanding of experiential learning methods and their application in teaching learning process. The workshop comprised interactive sessions, group discussions, and practical/hands-on activities. Topics like-Writing Statement of Teaching Philosophy, SMART Learning Outcomes, Lesson planning, Competency based Assessment, Experiential learning, Integrated learning, Project-based learning, Case-based learning, Art-integrated learning, Sports integrated learning & Gamification, ICT integration etc. were discussed during the workshop.

c) 5-day Workshop for HMs on 'COMPETENCY BASED LEARNING AND TRANSFORMING ASSESSMENT IN FOUNDATIONAL & PREPARATORY STAGES 'FROM 20TH to 24TH NOV 2023:

A 5-day workshop on 'Competency based Learning and transforming assessment in Foundational & Preparatory stages' was conducted from 20th to 24th November 2023 for the HMs from the feeder regions. This workshop focused on NCF for Foundational Stage, designing lesson plans aligned with learning outcomes, and fostering competency-based assessments through multidisciplinary projects, sample rubrics, and ICT-enabled exercises. Various pedagogies such as experiential learning, integrated learning, and active learning methods were explored, emphasizing competency-based education and holistic assessment at the Foundational and Preparatory stages.



3

Highlights from ZIET Mumbai

a) WORKSHOP ON TOY BASED PEDAGOGY (CHILDREN'S TOY FOUNDATION):

A 3-day workshop on Toy Based Pedagogy was conducted by Children's Toy Foundation from 03/10/2023 to 05/10/2023. The participants were the Training Associates from the ZIETs. A number of games that can be used in the classes to make teaching-learning interesting and joyful, were introduced during the workshop. Some well-known board games and some lesser known games like the Mastermind were introduced during the sessions.

b) BALVATIKA:

The 3-day workshop on Balvatika was conducted for HMs and PRTs from 20th to 22nd November 2023. Ampersand group Mumbai conducted the workshop and it mainly focused on NCF 2020, the learning style and pedagogy in the foundation years of the child's schooling, understanding of Curriculum Goal, competencies and learning outcome in foundation years and assessment and types of assessment.

c) TEACHING WITH A TWIST:

In the month of December 2023, a 5-day workshop on "TEACHING WITH A TWIST FOR JOYFUL LEARNING" was conducted for the Primary teachers. As the name suggests, the workshop was primarily aimed at creating an atmosphere to make learning joyful in the primary classes. The sessions were planned in accordance with NEP 2020 and NCFES. Some of the topics which were included were- Jadui Pitara, Story-telling as a pedagogy, Gamification, 21st century pedagogies, etc. The target group of this workshop was the Primary teachers. An important highlight of this workshop was the preparation of Teaching-learning materials by the participants.



4

Highlights from ZIET Gwalior



ISC TGT AE 2023-24

The 21-Day ISC for TGT (Art Education) of KVS focused on enhancing educators' skills in integrating art into education while promoting experiential learning. With the objective of cultivating teachers' abilities to use art as a tool for experiential learning, participants developed skills in designing and implementing educational projects

collaboratively. This training program provided a comprehensive platform for professional development, emphasizing the integration of art and experiential learning.

A key highlight of the program was the development of a biodiversity park by participants, emphasizing hands-on activity, collaborative brainstorming and creativity in Art Education. Through hands-on projects like biodiversity park development, participants are empowered to create engaging and meaningful learning experiences for their students while working at School. Development of a biodiversity park serves as an outcome, showcasing participants' collaborative efforts and creativity.

Capacity Building Programme of Master Trainers for the Training of Balvatika Teachers/ Staff of PM SHRI KVs

The Three-Day training programme aimed to enhance the skills and knowledge of master trainers of KVS responsible to train teachers/staff for Balvatika education in PM Shri KVs. The programme focused on equipping trainers with innovative teaching methodologies, effective classroom management techniques, and holistic child development strategies on the basis of NCFFS 2022 and ECCE. Objective was on child psychology and development to understand the cognitive, emotional, and social needs of young learners. Dedicated Resource Person for the course, Dr. Reeta Sonawat, Director, Ampersand, Executive Director, ECA, Former Dean, Prof. and Head Department of Human Development, SNDT Women's University, Mumbai worked on age-appropriate curriculum design and instructional strategies tailored for Balvatika.

The Three-Day training programme provided master trainers with valuable insights, skills, and strategies to effectively facilitate Balvatika education in PM Shri Kendriya Vidyalayas. By enhancing their pedagogical knowledge and classroom management skills, the trainers are better equipped to nurture the holistic development of young learners and contribute to the overall educational excellence of the institutions. Ongoing support and follow-up sessions will be crucial for sustaining the momentum gained from this training programme.

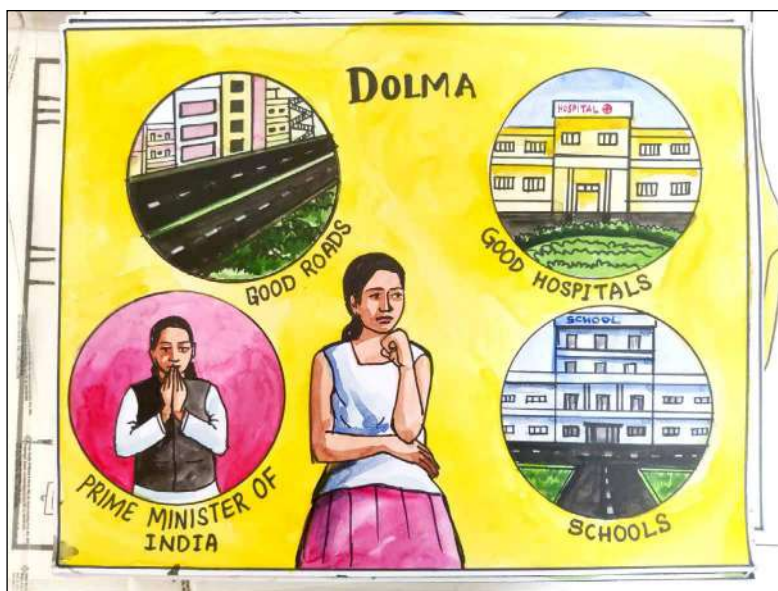
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Highlights from ZIET Mysuru

1. WORKSHOP ON “HOLISTIC EDUCATION FOR HOLISTIC DEVELOPMENT w.r.t NEP 2020” ONLINE - (04.09.2023 to 05.09.2023)

This workshop was conducted for the Primary teachers, TGTs as well as PGTs of the four Feeder regions coming under its purview. The participants wholeheartedly participated and made contributions during the workshop. The importance of developing Emotional intelligence, Physical health & wellness, Social skills, Critical thinking, Cultural awareness & community engagement among the students as well as professional development for teachers were highlighted during the workshop. An open forum was held wherein the participants had a discussion on the various challenges they expect to face while implementing their learning after going back to their Vidyalayas. The main objectives of the workshop were:

- To develop amongst trainee teachers:
 - An understanding to treat school education holistically as a continuum from Pre-school to Class 12.



- An insight into bridging Social and Gender Gaps in School Education.
- Effective strategic thinking for supporting Children with Special Needs.
- Better awareness of the strategies to care for the diverse background, multilingual needs, different academic abilities of the students and make them active participants in the learning process.
- To make the trainee teachers more equipped to create an equitable & inclusive atmosphere in their classrooms.
- To emphasise on the importance of developing E-content and digital resources.
- To specify modalities on quality education emphasizing capacity building of teachers and strengthening of Teacher Education Institutions.





2. WORKSHOP ON “UNBOX MODERNISATION OF LAB AND ENHANCEMENT OF LABORATORY SKILL”

ONLINE - (04.10.2023 to 06.10.2023)

The workshop was designed to enhance the practical skill and to use modernization of lab equipment in true spirit in the benefit of the students. To develop scientific temperament among the students and to make them critical and creative thinkers, activity based teaching, experiential learning and learning by doing are the best techniques.

Director, ZIET Mysuru, in her inaugural address, emphasised the importance of Practicals in daily life and use of activity-based teaching methodology for students. She also suggested that children should be encouraged to apply scientific facts practically rather than learning it by heart. To inculcate Indianness and Indian Knowledge system among the students it was suggested to display the portraits of Indian scientists along with their contribution towards science and society.

3. WORKSHOP ON “CLASS LIBRARY - AN EFFECTIVE LEARNING TOOL” for PRTs.

ONLINE - (28.11.2023 to 29.11.2023)

The workshop for Primary Teachers held from 28 to 29 November 2023 was designed to make it the ideal platform for learning, connecting, sharing and cultivating support systems in their fraternity. The workshop design has also considered the importance of Class Library as a tool in teaching learning process. Accordingly, experts have been engaged to enlighten the trainees through lectures and hands-on practice. It has been the attempt of ZIET Mysuru to make this workshop an enriching experience for the trainees and enable them to continue their journey of life-long learning so as to give their best to the KV they are in.

During these 2 days participants were able to discuss various strategies for making Teaching-Learning Process effective which will enable them to organize a better learning environment in the class room and Vidyalaya that fosters an atmosphere of success and acceptance, joy and challenge.

The take away for participants has not only been the tools & techniques of teaching learning processes using Class Library but essence of empathy and productivity. We are very sure that they will be able to construct a stimulating learning environment in the primary section.



Trainee Talk

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Pedagogical Processes to Enhance Functional Mathematical Skills

At this workshop I learnt that grid pattern based approach could be integrated into playground activities. We can also use Ginladi to teach the basic mathematical concepts like counting, addition and subtraction.

Neha, PM Shri Kendriya Vidyalaya Pitampura, Delhi

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Theatre, Cinema, Puppetry and Story Telling as Alternative Pedagogies

Having attended this workshop, I realized that toy-based learning keeps young minds active and enhances their imagination. It has facilitated better understanding of content through experiential learning. Integrating film shows, storytelling and puppetry has literally revolutionized classroom teaching.

Hari Darshan, PRT, KV GC CRPF Sonipat

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Challenges in Education and Effective Pedagogical Practices

The online workshop aimed to bring a unique set of skills, strategies, and insights to the table, making collaboration a valuable resource for enhancing teaching practices.

The sessions “Pragmatic Teacher’s Toolbox”, “Creative Pedagogy”, “Flipped Classrooms and Blended Learning Tools” were indeed a delightful experience.

Nisha Khan R, PGT English PM SHRI Kendriya Vidyalaya Lakhanpur (J&K)

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Training on PhET for PGT Physics

At this two-day workshop I learnt how simulations can be applied to explain complex topics and solve different problems. By the end of the training, I felt considerably more confident in my ability to use simulation as a problem-solving tool. The workshop has equipped me with valuable skill sets that I have since successfully implemented in my classes.

Mamata Singh, PGT Physics, KV, Dappar

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AEP and Inclusive Education

The 5-day workshop on AEP & Inclusive Education covered topical issues such as gender sensitization, inclusive education, child abuse, bullying, drug-related issues, and legal acts such as the POCSO Act. The experience will go a long way in handling adolescent issues effectively.

Bhumika Mandyal PGT Bio Mussoorie

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