



Empowering Teachers through Training

The global education landscape is undergoing rapid transformation due to technological advancements that have redefined traditional teaching methods. It also compels us to rethink education not being limited to the syllabus, but as a tool to empower student with knowledge and skills to be able to navigate their environment.

To be able to align towards this objective, National Education Policy (NEP) 2020 places teachers at the core of educational transformation entrusted with shaping the learners of tomorrow. And hence, empowerment of teachers through continuous training becomes crucial. Kendriya Vidyalaya Sangathan (KVS) has significantly revamped its training framework to make it more inclusive, flexible, need-responsive and future-ready. Training initiatives have been strategically aligned with thematic priorities outlined in NEP 2020. Efforts have been made to equip teachers with knowledge, skills and different pedagogies and cultivate in them a centric approach towards teaching.

50 hours of CPD for every teacher ensures

ongoing, relevant, and competency-based professional development. The in-service course has been redesigned into a modular structure aligned with the CPD framework. This restructuring has made training more targeted, outcome-oriented and reflective of classroom realities.

Training initiatives now encompass all cadres—including Principals, Vice Principals, Headmasters, teachers, and non-teaching staff—to promote leadership development, systemic coherence, and institutional excellence. The blended model of online and offline training provides flexibility to employees, enhancing reach and engagement across diverse geographies. The schedule includes live virtual sessions, self-paced modules and physical workshops.

KVS has partnered with institutions like NCERT, NIEPA, HBCSE, IITs, IISERs, APU, SAS, and others to co-develop and deliver high-quality training resources and expert-led modules, grounded in research and innovation. Exposure visits to leading institutions of learning are being encouraged to observe best practices,

engage with leaders and enrich their professional outlook.

As a special focus on the diverse learning needs of children with disabilities, socio-economic disadvantages, and linguistic barriers, the initiative, termed Project Inclusion, has been started in coordination with SAS. The programme includes sensitisation workshops, classroom strategies for differentiated instruction, and modules on Universal Design for Learning (UDL), thus working towards NEP's vision of inclusive, engaging classrooms. Training programmes on mental health empower teachers as a frontline response mechanism for students' mental health needs.

The systematic documentation and dissemination of best practices emerging from classrooms and training programmes has created a culture of peer learning and continuous improvement. This environment has been created to equip its educators to lead 21st-century classrooms, foster holistic student development, and contribute meaningfully to India's evolving education landscape.

~Nidhi Pandey
Commissioner



The Role of Theatre in School Education as per NEP 2020

A Transformative Initiative in KVS Lucknow Region

Sona Seth

Deputy Commissioner, KVS RO Lucknow

The National Education Policy (NEP) 2020 envisions a holistic, multidisciplinary, and experiential approach to education that nurtures the intellectual, emotional, and creative capacities of learners. In alignment with this vision, theatre emerges as a powerful pedagogical tool that fosters creativity, critical thinking, empathy, and effective communication.

Theatre enables experiential learning by immersing students in real-life contexts through role-play, dramatization, and storytelling. It cultivates emotional intelligence, enhances language proficiency, and builds confidence, while encouraging teamwork and respect for diverse perspectives. These outcomes resonate with NEP 2020's aim of developing well-rounded, future-ready learners equipped with 21st-century skills.

Recognizing the transformative potential of theatre, KVS Lucknow Region organized a three-day intensive workshop to equip educators with the skills to integrate theatre effectively into classroom instruction, to enhance learning outcomes, particularly at the foundational level.

Renowned theatre personalities guided participants through the entire creative process—from ideation and script-writing to props, stage design, music, acting, and direction. The sessions were interactive and inspiring, generating enthusiasm among teachers.



Showcasing how social media can trap children, so parents should prioritise quality time to guide and nurture them.

Post-training, many teachers replicated the initiative in their schools. Theatre clubs were formed, student workshops conducted, and school-level plays staged. Students actively participated in every aspect—writing, designing, and performing—making the learning process joyful, inclusive, and hands-on. These performances were warmly received by the school community and parents.

"Following the training, teachers initiated theatre clubs, enabling students to actively participate in writing, designing, & performing."



A remarkable highlight was the thought-provoking and well-executed play presented by students of KV No. 1, Armapur, under the banner of Kashika Theatre, showcasing the implementation of NEP 2020 in Kendriya Vidyalayas. Their performance earned wide appreciation.

Through this initiative, KVS Lucknow Region has exemplified how theatre can transform classrooms into dynamic spaces of learning and expression. By integrating arts into education, KVs are nurturing engaged, confident learners—fulfilling the NEP's vision of making education not only informative but also joyful and transformative.

A Trailblazing Digital Literacy Workshop for Visually Challenged Teachers of KVs in Mumbai

An Initiative by ZIET Mumbai in collaboration with XRCVC

Shahida Parveen

Director, ZIET Mumbai

In a significant stride towards inclusivity, ZIET Mumbai, in collaboration with the Xavier's Resource Centre for the Visually Challenged (XRCVC), conducted a two-day workshop on computer literacy for visually challenged teachers from Kendriya Vidyalayas (KVs) across Mumbai. Held on 24th–25th April 2025, the pilot initiative was experimental in nature but impactful in execution.

With daily sessions from 11:00 a.m. to 5:00 p.m., the programme introduced participants—new to digital technology—to essential skills needed in today's tech-driven education. The aim was to bridge the digital divide and empower educators with tools for both personal and professional transformation.

Three enthusiastic teachers—Mr. Vivek Devkate (KV No.1 Colaba), Mrs. Anita Rawat and Mrs. Jyoti Thakre (KV Ambarnath)—took part, showing inspiring willingness to step beyond their comfort

zones.

The carefully designed curriculum covered basics like screen readers, Braille displays, keyboard shortcuts, and file management. It also introduced mobile-based applications for teaching and learning, expanding digital access and utility.

The workshop was made possible by XRCVC, which provided the training free of cost through donor support. Their dedication to promoting accessibility continues to make a meaningful impact.

Following positive feedback, the initiative aims to include educators with other disabilities in future sessions, broadening the scope of inclusive capacity building.

This workshop was more than digital training—it was a journey of confidence, opportunity, and inclusion. It reaffirmed that technology, when accessible, can empower and uplift.



Fueling Young Minds: STEM Week in Kendriya Vidyalayas

July 14: Kendriya Vidyalaya Sangathan has launched STEM Week 2025 across all its schools from 14th to 18th July, under the theme "Igniting Innovation: STEM for a Sustainable Tomorrow." The week-long celebration aims to

foster scientific curiosity, technological creativity, and innovative thinking among students, with a focus on sustainability and real-world problem solving. Various activities including science exhibitions, model-making, robotics

workshops, coding challenges, and interactive sessions with experts are being held to promote the integration of Science, Technology, Engineering, and Mathematics (STEM) in school learning.

Best Practices of KVS

Project NALIB – A Green Tapestry of Insight

*A Pedagogical Approach Through The Lens Of Nature***Indira S Buragohain***Principal, PM SHRI KV CRPF Amerigog*

The Nature as Library (NALIB) Project is an educational initiative by PM SHRI Kendriya Vidyalaya, CRPF Amerigog, Guwahati. It integrates

environmental education with literacy enrichment to foster reverence for nature and promote sustainable development across the foundational, preparatory, and middle stages.

NALIB transforms nature into an extension of the class library. Through nature-centric literature and outdoor learning, it enhances students' reading, comprehension, and ecological awareness.

Deep reading habits are cultivated through selected texts on wildlife, climate, and sustainability. The specially developed NALIB Park sparks curiosity, builds vocabulary, empathy, and a deeper understanding of ecological interdependence.

Storytelling, tactile games, and reading materials like posters and cards make learning joyful and memorable, improving cognitive retention.

Journaling, storytelling, poetry, and

scientific writing based on natural observations enrich vocabulary and creativity.

Literature blends with sustainability through activities like garden care, scavenger hunts, bird/butterfly watching, soil exploration, experiments, crafts, and eco-art.

Students engage in vermi composting, sustainable horticulture, rainwater harvesting, and maintain the Herbal Garden, Kitchen Garden, Science Park, Drip Irrigation systems, and Mushroom cultivation.



"The bird nests nestled in the trees take the young children to the world of *The Jungle Book*."

The park features bamboo huts, nature-themed artwork, and sensory elements of wood, stone, and greenery. Earth-toned zones, tree-placed bird nests, and interactive spaces evoke the world of *The Jungle Book*.

Guided by Sri C S Azad, Deputy Commissioner, KVS RO Guwahati, the project aligns with NEP 2020 and the Sustainable Development Goals. A cost-effective innovation, NALIB nurtures critical thinking, sustainable habits, and ecological literacy, setting an example of holistic education.

Redefining PTMs: A Transformative Partnership at Dr. Rajendra Prasad KV

Charu Sharma*Principal, Dr Rajendra Prasad Kendriya Vidyalaya*

As the Principal of Dr. Rajendra Prasad Kendriya Vidyalaya, I am proud of our innovative Parent-Teacher Meetings (PTMs), uniquely designed to drive student success through data-driven, action-research-oriented strategies. Unlike traditional PTMs, we organise ours based on performance, with tailored slots for slow, average, and high achievers across Classes III to XII.

For Classes III to VIII, we further customise sessions for specific groups, such as RTE-promoted students and those who cleared supplementary exams. A distinctive feature is our student-led presentation model, with students presenting on the Interactive panel, the school's academic portfolios, progress charts, and achievements in academics, sports, co-curricular activities, and cultural events for that month, incorporating NEP 2020 updates and the latest assessment and evaluation pattern. This fosters pride and belongingness, transforming the mindset of students and parents while elevating our school's reputation.

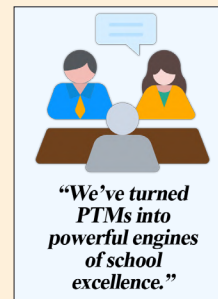
For Classes IX to XII, we set a collaborative tone by starting with sessions on our academic vision and expectations. From the first assessment itself, we meticulously prepare subject-wise progress charts, aligning with our "Each One Jump One" goal to ensure every student's progress graph rises. If progress

stalls, we implement immediate remedial steps, sometimes involving parents in these classes to replicate teaching at home.

Our most distinctive feature is the robust post-PTM follow-up, grounded in Action Research. Class teachers diligently contact absent parents, using specially designed proforma to understand barriers like economic challenges, emotional factors, or domestic issues. For students whose parents have genuine reasons and cannot attend, we create exclusive support capsules, with teachers or the school adopting them, providing focused attention and empathy. This ensures no academic loss, enabling these students to thrive.

We have delivered 100% results in Classes X and XII consistently for five years, but with our unique, data-driven PTM methodology this year, the performance Index has shown an impressive improvement of 17.9 and 22.79 points, respectively. This innovative, inclusive approach strengthens parent-school partnerships and nurtures holistic student development.

Our trailblazing PTM approach unites stakeholders, ignites student potential, strengthens parental trust, and empowers teachers, creating a thriving system where every child's success fuels our collective triumph.



Breaking Boundaries: Classroom Design Transforms into Mini Learning Labs

Ekta Chauhan*PRT, PM SHRI KV IMA, Dehradun*

In today's rapidly evolving educational landscape, the classroom is no longer just a place to "attend" but a space to "experience learning." It is a dynamic environment where students are encouraged to explore, experiment, collaborate, and innovate. I firmly believe that learning becomes truly meaningful when students take ownership of it by actively engaging with concepts, asking questions, and applying their understanding in real-world contexts.

To nurture this mindset, I have transformed my classroom into a **Mini Learning Lab** — a **hub of creativity, curiosity, and discovery**. This lab is designed to go beyond traditional teaching methods and embrace a hands-on, inquiry-based approach. Students are provided with opportunities to investigate problems, build models, use technology, and collaborate in teams — all within a stimulating, learner-friendly environment.

This transformation supports a **vibrant learning ecosystem** where education is not only joyful and experiential but also **holistic and future-ready**. Whether through role-play, digital tools, peer

teaching, or group discussions, each activity is planned to make learning more **engaging and meaningful**.

The Mini Learning Lab also focuses on developing 21st-century skills such as:

- Critical thinking
- Communication
- Collaboration
- Creativity
- Problem-solving
- Digital literacy

These competencies are embedded into everyday learning experiences, ensuring that students are prepared not just for

exams, but for life.

Moreover, the child-centred layout of the classroom — with flexible seating, interactive learning corners, and student-made displays — creates an inclusive space that supports **individual learning styles and multiple intelligences**.

In essence, my classroom has become a **living lab**, where learning is not confined to the textbook but blossoms through interaction, exploration, and innovation. It is a place where **students don't just learn, they thrive**.

Success Story

My Journey – From an Idea to Japan

Kripali Sunil*Student, PM SHRI KV Payyannur*

I am Kripali Sunil, a Class X student of PM SHRI KV Payyannur, Ernakulam Region. My journey to the Sakura Science Exchange Programme in

Japan began with a simple concern—helping people with back pain in daily life.

Personal Inspiration

The idea emerged when I saw my mother struggling with back pain. Her discomfort made me realise how routine tasks can

become painful without proper spinal support. I also noticed how common this issue is, especially among the elderly and people who sit for long hours.

From Observation to Innovation

I began researching spinal health. With guidance from my mentors and basic materials, I created a prototype for affordable back support.

The device has a handle that lifts weight from a platform when rotated, reducing strain on the back during lifting. I aimed to design something simple and effective that could improve daily life. The process showed me how creativity and compassion

can solve real problems.

Recognition and Global Exposure

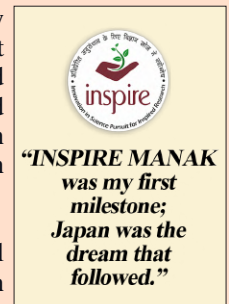
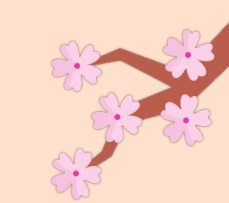
The project was selected for the INSPIRE Award MANAK, motivating me to aim higher. Being chosen for the Sakura Science Exchange Programme in Japan was a proud moment. I interacted with international students and scientists, visited labs, and saw how innovation fuels progress.

Message to Fellow Students

Observe, ask questions, and don't hesitate to try. Your ideas matter. Start small, stay consistent, and believe in your purpose.

This journey taught me that determination and empathy, combined with innovation, can take you far, even beyond borders.

I am grateful to KVS for an education system that empowers students with not just knowledge but the freedom to explore, innovate, and create through experiential learning.



Special Story

Building Classrooms Where Every Learner Belongs

Project Inclusion in KVS

Ratna Pathak*Assistant Education Officer, KVS (HQ)*

The true strength of a school system lies not only in how it nurtures excellence but in how it cares for and uplifts every learner.

At Kendriya Vidyalaya Sangathan (KVS), inclusion is not just a peripheral concern—it lies at the heart of our commitment to equitable education. As envisaged in Chapter 6 of the NEP 2020, SDG 4, and guided by the Rights of Persons with Disabilities (RPwD) Act, 2016, we are striving to ensure that every child, regardless of ability or need, receives quality education with dignity.

Foundations for Inclusive Education

KVS has been pursuing inclusive education through structural measures such as horizontal reservation for Children with Special Needs (CwSN) at the entry stage of admission. Tools like PRASHAST have been introduced to help identify students requiring additional support. But identification alone is not enough. In recent years, we have placed a strong focus on sensitising our teachers—on helping them see the potential in every learner, and engaging meaningfully with children who learn differently.

Project Inclusion: A Vision Realised

This vision took concrete shape through Project Inclusion (PI), launched in collaboration with the Sri Aurobindo Society. The initiative aims to transform our classrooms into inclusive spaces by equipping teachers to identify and support children with neurodevelopmental disorders such as autism, ADHD, dyslexia, and learning disabilities.



Key Outcomes

- Increased sensitivity of KV teachers toward diverse learners
- Enhanced teacher confidence and competency in supporting diverse learners
- Improved concept learning outcomes for children through personalised plans
- Positive and productive classroom environments for all students

Empowering Educators

The first phase involved extensive teacher training and sensitisation. Thousands of KVS teachers have now completed self-paced digital modules, attended webinars, and reflected on real classroom situations. A structured three-tier screening tool was introduced to assist them in the early identification of learning or behavioural challenges.

From Identification to Intervention

What followed was intervention planning—practical, classroom-level adaptations based on Universal Design for Learning (UDL). Mentors, peer coaches, and expert consultations provided ongoing support to teachers as they implemented inclusive practices.

Building Trust Through Parent Engagement

We also encouraged parent engagement through awareness sessions, building trust and ensuring consistency in support between home and school. Monthly reviews, reporting mechanisms, and the development of regional resource centres are helping strengthen the implementation framework.

A Cultural Shift Towards True Inclusion

Through Project Inclusion, KVS is not just fulfilling its mandate—it is reshaping its culture. We are moving from access to true inclusion, where every child feels supported, and every teacher feels capable. The journey continues—but with renewed purpose, and with every child at the centre.

PI IMPLEMENTATION IN KVS

Orientation Sessions: Pan-India webinars to introduce the programme and provide a walkthrough of the digital platform for smooth onboarding & engagement

Phase I: Multilingual video content with integrated assessments to ensure flexible and effective learning enabling understanding of both ends of the inclusion spectrum

Phase II: Early Observation based Screening tool for deeper understanding of students and affected domains

Phase III: To enable trained educators to apply inclusive strategies in classrooms with ongoing support from experts

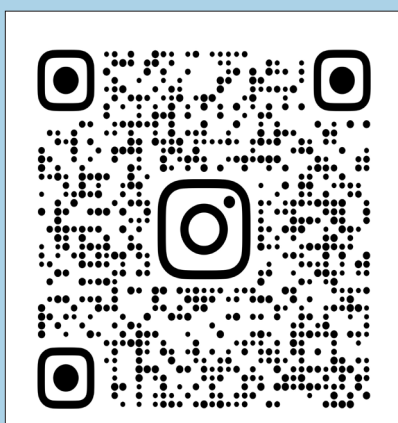
Support & Monitoring: Tech support & mentorship, 90%+ users found content highly useful

Latest Publications



Scan the QR Codes to read!

Video of the Month



Scan the QR Code to watch!

Jaadui Pitara: bringing stories and joyful activities

Healthy Moves in KVs!

Kendriya Vidyalayas across India promote student wellness through simple yet effective initiatives like:

- > **Water Breaks** – Regular hydration to build healthy habits.
- > **Mid-Day Fruit Sharing** – Promoting natural nutrition through seasonal fruits.
- > **No Junk Food Campaigns** – Spreading awareness for a balanced diet.



Thought to Ponder

“There is wisdom behind the ignorance of the world.”

— Sri Aurobindo



