

Format for Submission of Best Practices

1. Title of the Best Practice: **ELEVATING STUDENT VOICE: THE CLASSROOM PRESENTATION PLAYBOOK**

2. Kendriya Vidyalaya

- Name of KV: KV NO 1 RAIPUR SHIFT 2ND
- Region: RAIPUR REGION

3. Name and Designation of the Contributor(s) **HIRDEI TEAKUR (PGT ENGLISH)**

4. Target Group

- Class(es): XI & XII
- Subject(s): ENGLISH
- Number of students benefited: 250

5. Theme/Area

The practice is aligned with the vision of NEP 2020, particularly student-centred learning, competency-based education, communication skills, creativity, critical thinking, experiential learning and holistic development.

6. Context/Need

- Brief description of the challenge or need addressed. Traditional classroom practices may sometimes provide limited opportunities for students to express their ideas, opinions, experiences and perspectives. Many students possess creative ideas but hesitate to speak because of fear of making mistakes, lack of confidence or limited opportunities for meaningful participation.
- The practice of "Elevating Students' Voice" was introduced to create an inclusive and democratic classroom environment where every learner gets opportunities to speak, listen, question, discuss, create and lead.
- The objective was not merely to improve English-speaking skills but to empower students to become confident communicators, thoughtful listeners, critical thinkers and active participants in the learning process.

7. Description of the Practice

- **Objectives**
- To provide every student with opportunities to express ideas and opinions.
- To develop confidence in speaking and communication.
- To improve listening, questioning and presentation skills.
- To encourage critical and creative thinking.
- To develop collaboration, empathy and respect for diverse viewpoints.
- To promote student agency and leadership.
- To make the English classroom more interactive and learner-centred.
- Implementation process (step-wise)

- Resources/materials used
- Textbooks and supplementary reading material
- Worksheets
- Newspaper articles and authentic texts
- Posters and visual prompts
- Audio-visual resources
- Digital resources/PPTs
- Student-created content
- Rubrics and peer-feedback sheets
- Reflection sheets
- **Duration/Frequency**
- The practice is implemented throughout the academic session and integrated into regular English teaching.
- Short speaking activities – regularly
- Student presentations/discussions – periodically
- Creative writing – as per lesson plan
- Peer feedback and reflection – after major activities
- Student-led activities – whenever appropriate.

8. Innovation

The uniqueness of the practice lies in moving from “teacher speaks–students listen” to “students speak–students listen–students learn.”

Students are not treated merely as recipients of information; they are given an active role in constructing and sharing knowledge.

The practice provides multiple platforms for student voice—speaking, writing, discussion, questioning, presentation, creative expression and leadership.

A particularly significant feature is that participation is not restricted to high achievers. Hesitant and less-confident learners are deliberately encouraged and supported to find their voice.

9. Outcomes/Impact

The practice has contributed to:

Increased student participation in classroom discussions.

Improved confidence in public speaking and presentations.

Better articulation of ideas and opinions.

Improvement in listening and interpersonal communication.

Greater willingness to ask questions.

Development of critical and creative thinking.

Improved collaboration and peer learning.

Greater student ownership of classroom activities.

Increased interest and engagement in English lessons.

Development of leadership and decision-making skills.

Evidence of Impact

The impact can be documented through:

Samples of student speeches and creative writing.

Student presentations and classroom activities.

Photographs/videos of student-led activities.

Worksheets and reflection sheets.

Peer-feedback records.

Assessment rubrics.

Student feedback and self-reflection.

Comparative classroom participation records.

Both qualitative evidence such as confidence, participation and expression, and quantitative evidence such as activity participation and assessment performance may be maintained.

10. Scalability and Replicability

The practice is simple, low-cost and easily replicable in other Kendriya Vidyalayas.

Other KVs can adopt the practice by:

Identifying regular opportunities for student expression.

Including student-led activities in lesson plans.

Creating a safe and inclusive classroom environment.

Using discussion, debate, presentation and creative-writing activities.

Maintaining student portfolios as evidence.

Using peer assessment and self-reflection.

Encouraging students to take leadership roles.

Sharing successful activities among teachers through departmental meetings and professional-learning platforms.

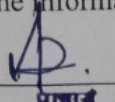
11. Supporting Documents

- PPT
- Links to videos or digital resources

12. Certification

The Principal of the Kendriya Vidyalaya No 1 Raipur certifies that the practice has been implemented in the school and the information furnished is authentic.

Signature of the Principal



Date: 31/07/2026

प्राचार्य
PRINCIPAL
केन्द्रीय विद्यालय क्रमांक-१
Kendriya Vidyalaya No. 1
इ.पू.म. रेल्वे/SEC Rly.
इन्डियन आर.एस. कॉलोनी
W.R.S. Colony
रायपुर (छ.ग.) 2005