

Kendriya Vidyalaya Sangathan



Foundational Literacy and Numeracy

NIPUN BHARAT MISSION



आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मैसूरु

Zonal Institute of Education & Training, Mysuru

**Showcasing FLN Lesson Plan Presentation and
Innovative Practices in Classroom Teaching
during Training and Development Week
Celebration**

**by HMs and PRTs of KVS Bangalore, Chennai,
Ernakulam & Hyderabad Region
on 07.10.2025**



COURSE DIRECTOR

Ms. MENAXI JAIN
DEPUTY COMMISSIONER, KVS &
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COURSE CO-ORDINATOR

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PARTICIPANTS

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Ms Shraddha	PRT	No 2 Madurai	Chennai
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Ms. Swati Rai	PRT	KV Waltair	Hyderabad
Ms. Sreekala G	PRT	PM SHRI KV Payyannur	Ernakulam
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प्राक्कथन/Foreword

केंद्रीय विद्यालय संगठन (KVS) सदैव नवीन, बाल-केंद्रित एवं सृजनात्मक शिक्षण-पद्धतियों को प्रोत्साहित करने में अग्रणी रहा है। इसी कड़ी में “**FLN पाठ योजना प्रस्तुति एवं कक्षा-कक्ष में नवोन्मेषी शिक्षण-पद्धतियाँ**” पर आधारित यह **संकलन** के.वी.एस. शिक्षा एवं प्रशिक्षण आँचलिक संस्थान मैसूरु की एक सराहनीय पहल है, जिसका उद्देश्य आधारभूत साक्षरता एवं संख्यात्मकता (FLN) को सुदृढ़ करना और शिक्षण को रचनात्मक दिशा प्रदान करना है।

दिनांक 7 अक्टूबर 2025 को चार फीडर क्षेत्रों—**बेंगलुरु, चेन्नई, एर्नाकुलम एवं हैदराबाद**—से चयनित छह प्राथमिक शिक्षकों ने अपनी उत्कृष्ट प्रस्तुतियाँ दीं, जिनमें **तीन FLN पाठ योजना एवं तीन नवोन्मेषी शिक्षण-पद्धतियों** पर आधारित थीं। इन प्रस्तुतियों ने न केवल शिक्षकों की प्रतिबद्धता और कल्पनाशीलता को दर्शाया, बल्कि यह भी प्रदर्शित किया कि कैसे शिक्षण को आनंदमय, अनुभवात्मक और दक्षता-आधारित बनाया जा सकता है।

यह पुस्तिका इन सभी शिक्षकों के प्रयासों का संकलन है और अन्य शिक्षकों के लिए एक उपयोगी संसाधन सिद्ध होगी। मैं सभी प्रतिभागियों, मार्गदर्शकों तथा शिक्षा एवं प्रशिक्षण आँचलिक संस्थान मैसूरु के अकादमिक समन्वयक श्री बरुण कुमार झा, प्रशिक्षण सहयोगी (प्राथमिक) के समर्पित प्रयासों की सराहना करता हूँ। आशा है कि यह प्रयास शिक्षकों को नवाचार के लिए प्रेरित करेगा और प्रत्येक बालक तक आधारभूत साक्षरता एवं संख्यात्मकता का लक्ष्य प्राप्त करने में सहायक होगा।

The Kendriya Vidyalaya Sangathan (KVS) has always been at the forefront of implementing innovative and child-centered pedagogical approaches aligned with the vision of NEP 2020. In this direction, the **compilation on FLN Lesson Plan Presentation and Innovative Pedagogical Practices in Classroom** prepared by **ZIET Mysuru** is a commendable initiative aimed at strengthening the foundational learning framework and fostering creativity in classroom teaching.

On **7th October 2025**, six enthusiastic **Primary Teachers** representing the four feeder regions—**Bengaluru, Chennai, Ernakulam, and Hyderabad**—presented their meticulously designed lesson plans and classroom innovations. The presentations—**three on Foundational Literacy and Numeracy (FLN)** and **three on**

Innovative Pedagogical Practices—reflected their deep understanding, commitment, and creativity in nurturing young minds.

This compilation encapsulates their efforts and serves as a resource document for other teachers to adopt and adapt effective strategies in their own classrooms. It showcases how teachers can integrate joyful learning, experiential activities, and competency-based approaches to make teaching more engaging and outcome-oriented.

I appreciate the sincere efforts of all participants, mentors, and the academic Coordinator Mr Barun Kumar Jha, Training Associate (Primary) of **KVS ZIET Mysuru** for curating and compiling this manual. May this endeavor inspire many more teachers to innovate and contribute meaningfully towards achieving the goals of **Foundational Literacy and Numeracy for all children**, and to make learning a truly enriching experience.

(मीनाक्षी जैन /Menaxi Jain)

निदेशक /Director

के वि एस ज़ीट मैसूर/KVS ZIET Mysore

KENDRIYA VIDYALAYA BRBNMPL MYSURU

Bengluru region

Training and development week

Innovative pedagogical practices under FLN in teaching action words:

Introduction:

SUSTAINABLE DEVELOPMENTAL GOALS AND CURRICULAR GOALS IN TEACHING THE LANGUAGE (R1)

The broader sustainable goal is providing quality education to all.

The curricular goal is **CG 9: Children develop effective communication skills for day-to-day interaction. With indicators 9.1,9.2, 9.4, 9.7 and 4.4**

LEARNING OUTCOMES ENVISAGED: To expand vocabulary and follow the instructions. Enable them to communicate ideas effectively in day-to-day life.

LEARNING HURDLES EXPERIENCED WHILE TEACHING: Students struggled to **identify, differentiate, relate and use action words.**

Examples: confusion in identifying hop- jump cut and chop etc.

Reinforcement through NEP 2020 was planned where the following methodologies adopted.

1.Theatre 2. Art integrated 3. Play based.

The 21st century skills focused were critical thinking collaboration and communication skills

Methodology used for achieving the learning outcomes are 1) warm up activity - a play-based activity was conducted through Fire in the mountain where the students were initiated into the world of actions and followed the instructions.

The next step was to interpret the actions and identify the picture. The students scanned action word images and reproduced words within a time limit. They played relay memory game to recollect and reproduce the words learnt earlier.

Learning outcome achieved: Enhanced memory, recognition of action words., and retrieval speed is tested.

**Next Dice Play method was conducted where 4Cs Integration is followed.
(21st century skills)**

In this activity children rolled a dice, read the word silently - they act and others guess and identify the word.

The learning outcomes were - Fostering critical thinking, Collaboration, Creativity and Communication. All four 21st century skills were effectively tested and brought forward.

Next pedagogy was theatre. The students danced and showed actions to a song and represented the words on a chart.

The students were exposed to the real-life situations like gardening and making lemonade.

They prepared lemonade using words like -CUT, SQUEEZE, SPRINKLE, STIR.

The methodology was Integrated with Gardening - to Learn action words associated with Gardening -pouring, picking, watering, plucking etc.

The children applied the vocabulary in real life situations and communicated their feelings and ideas.

The children played the game Hopscotch and reproduced the action words represented in the poem.

Assessment was done through creative expression using the comic strips and a simple substitution table.

As a conclusion it is observed that after the integrated teaching the children were able to speak about their real-life situations using action words. They could create simple rhymes and made interesting comic strips.

C. SESHAKUMARI

PRT

INNOVATIVE PEDAGOGICAL PRACTICE

CLASS – 2

SUBJECT – HINDI

CG 10: बच्चे धाराप्रवाह पठन व लेखन करते हैं ।

ध्वन्यात्मक जागरूकता विकसित करता है और अक्षरों को शब्दों में मिलाता है ।

CG 11: बच्चे भाषा 2 में पढ़ना और लिखना शुरू करते हैं ।

लिपि की वर्णमाला के सबसे अधिक बार आने वाले अक्षरों को पहचानता है और इस ज्ञान का उपयोग सरल शब्दों और वाक्यों को पढ़ने और लिखने में करता है ।

अपेक्षित ज्ञान : अक्षरों की पहचान



गतिविधि का आरंभ - 1. अध्यापिका नंबर बोलेंगी व बच्चों को उस नंबर पर लिखे अक्षर को लिखना व बोलना होगा | फिर दूसरा नंबर बोलने के बाद बच्चों से पूछा जाएगा कि कौन सा शब्द बना -

$$22 + 28 = \text{फल}$$

बनाए गए शब्द के बारे में चर्चा की जाएगी - शब्द का अर्थ (English , तमिल में)

शब्द से एक छोटा सा वाक्य बनाओ

2. 2 अक्षर वाले शब्द फिर 3 ,4 अक्षर वाले शब्दों का निर्माण करवाया जाएगा |

3. मात्रा वाले शब्द - जो शब्द बच्चों ने कहानी या कविता में पढ़ा है उन्हीं को इस गतिविधि में करवाया जाएगा -

जैसे - शब्द - बादल के लिए -

$$23 + \text{आ की मात्रा} + 18 + 28 = \text{बादल}$$

शब्द पर चर्चा - अर्थ बताओ , वाक्य बनाओ आदि |

MADHU

PRT

PMSHRI KENDRIYA VIDYALAYA NO. 2 MADURAI

Best Practices in Teaching Various Topics Based on Experiential Learning at PMSHRI K V No. 1 Palakkad (ERNAKULAM REGION)

By NEERAJ YADAV, PRT

At PMSHRI K V No. 1 Palakkad, we believe that education is most effective when students are actively involved in the learning process. Experiential learning emphasizes hands-on activities, real-world connections, and personal reflection, which helps students deeply understand concepts and retain knowledge. Below are best practices for teaching important topics like Disaster Management, Traffic Rules, Preservation of Food, Groundwater Formation, River Flow Dynamics, the Difficulties Faced by Children with Special Needs (CWSN), and the Concept of "Our School as a Happy Place."

1. Disaster Management (Earthquake)

- **Simulated Earthquake Drills:** Conduct periodic earthquake drills where students can practice what to do during an earthquake. This includes identifying safe zones, practicing "Drop, Cover, and Hold On," and evacuating in a calm and orderly manner.

2. Traffic Rules

- **Role-playing and Simulations:** Set up mock traffic scenarios where students can practice being pedestrians, cyclists, or drivers, learning how to follow traffic rules safely.

3. Preservation of Food from Spoilage

- **Hands-on Activities:** Let students observe and participate in different methods of food preservation such as canning, salting, or freezing. This can be done by preserving fruits or vegetables in class.

- **Science Experiments:** Teach students about the science of microorganisms, oxidation, and how these contribute to food spoilage. Students can test food preservation methods by comparing the shelf life of preserved vs. unpreserved foods.
- **Cooking and Demonstration:** Involve students in preparing food and using different preservation methods, allowing them to understand the practicality of the process.

4. Groundwater Formation

- **Model Making:** Allow students to build a model of the water cycle or a groundwater table using materials like sand, gravel, and water. This hands-on activity helps them visually understand how water seeps into the ground.

5. River Flow Dynamics

Best Practices:

- **Creative Visualization:** Have students draw or build 3D models of rivers, showcasing the dynamics of water flow, meanders, and deltas, which helps to make the concept more tangible.

6. Difficulties Faced by Children with Special Needs (CWSN)

- **Inclusive Activities:** Organize sessions that include all students, encouraging awareness of different disabilities through activities using wheelchairs.
- **Peer Mentoring:** Set up peer support systems where students can help and learn from each other. This fosters a sense of inclusivity and encourages

students to understand the challenges faced by CWSN.

- **Simulations:** Conduct exercises where students simulate disabilities (like limited movements) and experience how difficult tasks can become. This builds compassion and problem-solving skills.

7. Our School as a Happy Place

- **Positive Behavior Reinforcement:** Celebrate achievements through assemblies, recognition programs, and classroom awards. Emphasize the importance of kindness, respect, and collaboration. Field visit in the Vidyalaya. Foster teamwork through group projects, allowing students to work together on activities that benefit the school, such as organizing events, beautifying the campus, or creating a community garden.

At PMSHRI K V No. 1 Palakkad, we strive to make learning an engaging, hands-on experience for every student. By incorporating experiential learning practices into a diverse range of topics, students not only acquire knowledge but also develop critical thinking, problem-solving, and empathetic skills. This approach ensures that students are not passive recipients of information but active participants in shaping their understanding of the world around them.

Through interactive and inclusive methods, we aim to create a learning environment where students are not only well-informed but also inspired to contribute positively to society.

Thank you

PM SHRI KENDRIYA VIDYALAYA NO 2 MADURAI (CHENNAI REGION)

Subject: English (Class 2) (WRITE UP) (THIS IS MY TOWN)

Duration: One Week

Learning Outcomes

By the end of the lesson, the students will be able to:

Read and recite the poem "This is My Town" with correct pronunciation and understanding.

Recognize and read sight words related to the theme (park, mall, road, school, shop, etc.).

Write their own address correctly with/ without teacher's guidance.

Identify and use 'sh' blended words (shop, shoe, ship, fish, brush, etc.) through phonics activities.

Respond to competency-based questions such as:

Where do children go to have fun? (Park)

Where do people go to buy things? (Mall or shop)

Where do we post letters? (Post office)

Develop understanding about the features of their town and community helpers.

Integration with Other Subjects-TWAU (Surroundings): Talk about places around them - park, school, hospital, etc.

Music: Sing a phonics song on 'sh' words or a simple song about "My Town".

Maths: Counting buildings, shops, and houses; simple map reading or direction activity.

Art & Craft: Drawing or making a collage of their town using cutouts or flashcards.

Activities and Strategies

Warm-up: Show a picture of a town and ask, "What can you see in this picture?"

Reading the Poem: Read aloud "This is My Town" with rhythm and actions.

Sight Word Game: Use flashcards to recognize and match words like park, road, shop, mall.

Address Writing: Guided activity - "My name is __, I live in __." (Address puzzle can be given.)

Phonics Corner: Practice 'sh' words with a phonics song and sorting worksheet.

Speaking Activity: "My favourite place in my town is..." - students describe in short sentences.

Worksheet Practice: Matching places to their functions (e.g., Park → Play, Shop → Buy things).

FLN (Foundational Literacy and Numeracy) Lakshyas Covered

Reads small texts with understanding.

Identifies sound patterns like blends (sh, ch, th).

Writes familiar words and short sentences.

Uses basic numeracy while identifying numbers, directions, or counting. Connects learning to real-life surroundings.

Resources

Flashcards of town places and sight words.

Worksheets (matching, fill in the blanks, address writing).

Chart of 'sh' blend words.

Audio/Video of phonics song or poem.

Real-life photos of the local town or community.

Skills Developed

Information Literacy: Identifying and understanding key places in the town.

Communication Skills: Expressing thoughts about their surroundings.

Collaborative Skills: Group activities like town map creation or role-play.

एफ.एल.एन. आधारित पाठ योजना पर प्रस्तुति रिपोर्ट
विद्यालय का नाम: पी.एम. श्री केन्द्रीय विद्यालय, वाल्टेयर, विशाखापत्तनम
दिनांक - 07/10/2025
शिक्षिका का नाम: स्वाति राय
कक्षा: 1
विषय: हिंदी
पाठ का नाम: तीन साथी

आधार: FLN (Foundational Literacy and Numeracy), NEP 2020, NIPUN Bharat

Teachers act as the bridge between NIPUN Bharat's vision and classroom implementation, translating goals into real learning outcomes.

"Teachers are the torchbearers of NIPUN Bharat — empowering every child to become a confident, competent, and joyful learner."

प्रस्तुति का उद्देश्य:

इस प्रस्तुति का उद्देश्य यह दिखाना था कि किस प्रकार एफ.एल.एन./निपुण भारत के लक्ष्यों को ध्यान में रखते हुए भाषा शिक्षण को बाल-केंद्रित, खेल-आधारित और अनुभवात्मक बनाया जा सकता है।

पाठ योजना का सारांश:

यह पाठ योजना "तीन साथी" कहानी पर आधारित थी, जिसमें "छोटी इ" और "बड़ी ई" मात्रा की पहचान, उच्चारण, प्रयोग तथा शब्द-निर्माण जैसी दक्षताएँ विकसित करने पर बल दिया गया।

मुख्य अवधारणाएँ

पाठ्य विषय या अवधारणा का चयन करते समय हमारी सोच दूरदर्शी होनी चाहिए, ताकि वह न केवल बच्चों की वर्तमान सीखने की आवश्यकताओं को पूरा करे, बल्कि FLN और NIPUN भारत के लक्ष्यों की प्राप्ति में भी सहायक बने।"

- 1.छोटी इ और बड़ी ई की पहचान।
- 2.सही उच्चारण और प्रयोग।
- 3.शब्द और वाक्य निर्माण।

शिक्षण रणनीतियाँ:

(While selecting FLN activities we have to keep in mind that activities should be engaging, interactive, based on learning by doing).

खेल आधारित शिक्षण जैसे “हॉपस्कोच”, “मात्रा रिंग टॉस”, “म्यूज़िकल चेयर”, मात्रा व्यायाम, पजल खेल, मात्रा ट्रेजर हंट, मात्रा रोल प्ले, मात्रा खोज(सुनने का कौशल)

सक्रिय सहभागिता आधारित गतिविधियाँ – समूह कार्य, पपेट शो, चित्र मिलान, रेत/जादुई स्लेट पर लेखन।

बहुविषयक दृष्टिकोण – गणित (गिनती), कला (चित्र निर्माण), संगीत, पर्यावरण अध्ययन (पेड़-पौधों और जानवरों से जुड़ाव)।

(Connection makes concepts easy to remember and provide multiple perspective to solve the problem)

मूल्यांकन:

Assessment helps teachers to identify learning gaps so that early identification can be provided before gaps become too wide.

मूल्यांकन बहुआयामी और सतत –

मौखिक मूल्यांकन - चित्र पहचान व प्रश्नोत्तर।

लिखित मूल्यांकन - रिक्त स्थान भरना, शब्द-चित्र मिलान।

रचनात्मक मूल्यांकन - बच्चों द्वारा स्वयं कहानी या चित्र बनाना।

21वीं सदी की दक्षताएँ और मूल्यपरक शिक्षा:

इस पाठ के माध्यम से विद्यार्थियों में आलोचनात्मक सोच, रचनात्मकता, संचार कौशल और सहयोगात्मक कार्य को प्रोत्साहित किया गया।

मूल्य शिक्षा के रूप में “प्रकृति, पशु-पक्षियों और मनुष्यों में परस्पर संबंध” का संदेश दिया गया।

प्रस्तुति का परिणाम:

प्रस्तुति के दौरान शिक्षकों ने यह अनुभव साझा किया कि FLN आधारित पाठ योजनाएँ वास्तव में बच्चों को भाषा की बुनियादी समझ में मदद करती हैं और शिक्षण प्रक्रिया को आनंददायक बनाती हैं।

बच्चों के स्तर, रुचि और अनुभवों के अनुसार गतिविधियाँ जोड़ना सबसे प्रभावी रहा।

FLN is the beginning of lifelong learning journey.

FLN act as a bridge between mother tongue and hindi and helps to carries ideas smoothly one language to another).

WRITE UP ON FLN PRESENTATION

TRAINING AND DEVELOPMENT WEEK

Name of the Presenter: Ms. Sreekala G

Designation: Primary Teacher

School SHRI Kendriya Vidyalaya Payyanur, ERNAKULAM REGION

Venue: ZIET Mysore

Date: 07 October 2025

Topic: Introduction of Fraction

An engaging and well-structured FLN-based lesson on "Introduction of Fraction" at ZIET Mysore on 07/10/2025. The presentation focused on demonstrating effective FLN practices and innovative pedagogical strategies to enhance conceptual understanding and joyful learning among primary learners.

Key Points of the Presentation

Importance of FLN in the Current Education System*

The presenter highlighted the vital role of FLN in laying a strong foundation for lifelong learning. She emphasized how integrating FLN principles ensures conceptual clarity, skill development, and confidence among early learners.

Role of Lesson Planning*

A well-framed lesson plan was presented as a tool that helps teachers systematically achieve Targeted Learning Outcomes (TLOs) and create enjoyable, meaningful learning experiences for students through structured pedagogy and assessment.

Targeted Learning Outcomes (TLOs)

By the end of the lesson, students were expected to:

- Recognize and describe fractions as parts of a whole.
- Identify fractions using real-life objects such as fruits and paper folding.
- Represent fractions through pictorial models and number cards.
- Compare and differentiate between $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
- Apply the concept of fractions in real-life situations.

The presentation effectively demonstrated how foundational numeracy skills can be developed through innovative, child-centric approaches. The use of multisensory strategies, integration of ICT tools, and multilingual connections showcased best FLN practices that can be adopted by primary teachers to make mathematics learning more joyful, meaningful, and experiential.

Links for PPTs & Videos

Sesha Kumari- Innovative Practices (Bengaluru Region)-

<https://drive.google.com/file/d/1RorBzWLTeoOpbIbBkxiU6nxNN1xo7kH1/view?usp=sharing>

Neeraj Yadav - Innovative Practices (Ernakulam Region)-

<https://drive.google.com/file/d/1jMkc4KdWIbxCgyGUz60ICGzmRDWfJULa/view?usp=sharing>

Madhu - Innovative Practices (Chennai Region)-

<https://drive.google.com/file/d/1aVMKptg6gp2iEwFH3NcSohDyIo4ZV6OG/view?usp=sharing>

Sreekala - FLN Lesson Plan Presentation (Ernakulam Region)-

https://drive.google.com/file/d/14HQkoAK8_wynBPcykSzqDgcj_w1NNv18/view?usp=sharing

Shraddha Shulka - FLN Lesson Plan Presentation (Chennai Region)-

https://drive.google.com/file/d/1h2LEyjC-jyAXy_L33cV_CTqyuDR9lBNh/view?usp=sharing

Swati Rai - FLN Lesson Plan Presentation (Hyderabad Region)-

https://drive.google.com/file/d/1doZy-k8HhAFE9_MftKscd961Fp44ALvh/view?usp=sharing