

**KENDRIYA VIDYALAYA SANGATHAN**  
**ZONAL INSTITUTE FOR EDUCATION AND TRAINING**  
**MYSURU TRAINING AND DEVELOPMENT WEEK**  
**CELEBRATION**  
**(03-10-2025 TO 13-10-2025)**



## Preface

The Training and Development Week at ZIET Mysuru stands as a dynamic confluence of reflection, renewal, and reinvention in the field of education. It epitomizes the institution's enduring commitment to nurturing professional excellence through innovative pedagogies, experiential learning, and continuous capacity building. This magazine seeks to chronicle the vibrant tapestry of ideas, insights, and practices that emerged during the intellectually stimulating inaugural session in which the chosen participants from the four feeder regions presented their best practices.

Each session and activity resonated with the ethos of *learning by doing*, inviting educators to engage in deep inquiry, creative experimentation, and collaborative growth. From explorations in art-integrated learning and Foundational Literacy and Numeracy (FLN) to the infusion of technology and experiential pedagogies, the week underscored how education thrives when knowledge is made living, contextual, and transformative.

May this compilation serve not only as a record of the inaugural day's enriching engagements but also as a source of inspiration for educators who aspire to make learning an ever-evolving, joyous pursuit of excellence.



## **MESSAGE**



**MS. MENAXI JAIN**

**DC&DIRECTOR, ZIET**

**MYSURU**

The *Training and Development Week 2025*, inaugurated at ZIET Mysuru on 3rd October 2025, has been a journey of rediscovery, reflection, and renewal. As educators, we constantly evolve — and this inaugural day has reaffirmed that professional growth is not a destination but a continuous process of learning, unlearning, and innovating.

At ZIET Mysuru, we believe that every training initiative must transcend the routine and touch the realm of inspiration. The best practice sessions exemplified this belief — they brought together the wisdom of experience and the curiosity of new ideas, creating a dynamic space where knowledge truly became transformative.

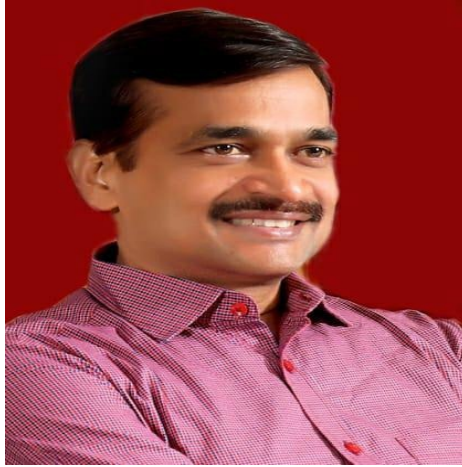
This magazine is more than a record of events; it is a celebration of ideas and innovation. The contributions within — ranging from presentations of Deputy Commissioners to Best Practices from the four regions of Bengaluru, Chennai, Ernakulam and Hyderabad— stand as living proof of the creativity and commitment that our KVS teachers embody. Each report tells a story of dedication, experimentation, and success born from the classroom experience.

As we turn these pages, may we be reminded that the strength of Kendriya Vidyalaya Sangathan lies in its teachers — in their willingness to grow, their courage to innovate, and their resolve to make every child a confident learner.

I extend my sincere appreciation to all participants, mentors, and contributors who have enriched this celebration with their presence and passion. My heartfelt congratulations to the editorial team for bringing this vision to life in such an inspiring manner.

Let this spirit of learning continue to guide us forward — from training to transformation, and from knowledge to wisdom.

## **MESSAGE**



**MR. SHAIK TAJUDDIN**

**DEPUTY COMMISSIONER, BENGALURU REGION**

Kendriya Vidyalaya Sangathan being the pace setter in the field of education, is giving lot of importance to invest in its teachers through Training and Development. Training and Development is very essential for a learning organization like Kendriya Vidyalaya Sangathan, to expand the knowledge boundaries, upskill and to upgrade attitudinal understanding of its teachers, to reach societal aspirations.

Through its progressive Training Policy, Kendriya Vidyalaya Sangathan is imparting training to its human resources continuously and continually to achieve training goals.

KVS is not only focussing of upskilling its teachers but also enhancing their knowledge base and facilitating in improving the progressive mindset.

The Principals of Kendriya Vidyalaya play a very important role in identifying the training needs of teachers and recommending for training and development. They are very crucial in bringing the visible change in the performance of a teacher who undergone training through various follow up actions.

They must mentor, guide and support teachers post-training and help them overcome challenges.

## IGNITE INNOVATION -STEAM ACTIVITIES of KVS Ernakulam Region



**MR. SANTHOSH KUMAR N**

**DEPUTY COMMISSIONER, ERNAKULAM REGION**

Atal Tinkering Labs are established to inculcate skills such as design thinking, computational thinking, adaptive learning, physical computing etc. It fosters innovation and entrepreneurship. Atal Tinkering labs provide spaces for learning innovation skills, sculpt ideas through hands-on activities, work and learn in a flexible environment. They empower our youth with 21<sup>st</sup> century skills of creativity, innovation, critical thinking, design thinking, social and cross-cultural collaborations, ethical leadership etc.

KVS Ernakulam region has 39 KVs out of which 25 have ATL Labs. Some of them started in 2025. Recently 8 more added as they became PMSHRI Schools. During our visits, it has been observed that these labs are underutilized due to lack of proper guidance to teachers, lack of training for the motivated teachers. So, with the help of STEAM cube, we prepared a road map. Mr. Joji Jacob, mentor, STEAM cube gave guidance and help in preparing the roadmap and conducting the workshops.

In all the 25 KVs a STEAM team was formed. Each team consisted of 5 teachers viz. PGT CS, PGT Science, PGT Mathematics, PGT English and TGT WE. One day workshop was conducted for all the 125 STEAM teachers at three different venues. In the workshop, four modules on ignite innovation were deliberated for 8 hrs.

Module 1. Arts in STEAM &SDG story framing

Module 2. Generative AI for lesson planning

Module 3. Scientific Research & AI for conceptual quality

Module 4. Implementation strategies

12 assignments were given to these STEAM teachers for 3 months. Weekly program was mentioned. Based on the rigorous certification process for about 50 hrs, all those 125 teachers became certified STEAM Educators. Due to the success of the same, the other non ATL Schools integrated into the existing clusters.

Then we decided to organize **KVS AI Tinker fest 2025**. For this, the certified STEAM teachers become mentors. At school level they identified interested children to come forward with innovative ideas.

During this period only the Neeti Ayog organized mega Tinkering Day on 12<sup>th</sup> August. In this, large number of students participated from KVs of Ernakulam Region.

In the KVS AI Tinker fest held on 20<sup>th</sup> September at KV NAD Aluva, one student each from middle and secondary section was asked to participate. 77 students (43 from secondary and 34 from middle school) participated. **Mr. Shubham Gupta and Ms. Suman Pandit** from **Atal Innovation Mission** visited the exhibition and judged the exhibits. The Ideas and Prototypes prepared by students were excellent. Among them first three position holders were identified with difficulty. They were given certificates. Exhibits prepared by Mrs. Jayasree, TGT WE KV Pattom and Mrs Sreelekshmi S, PGT CS, KV Pallipuram were highly appreciated by all.

I am sure that such programs will transform ignited young minds and lead our country to self-sufficient innovative hubs producing patents and viable startups. We will be able to achieve Atmanirbhar Viksit Bharat 2047

<https://docs.google.com/presentation/d/1wQG-58NsKx6GtmnocPHmr0J2JNjAlFZm/edit?usp=sharing&ouid=111925781659319032613&rtpof=true&sd=true>

(Link to the Power Point Presentation on the topic)



# BEST PRACTICES

Innovative teaching is the heartbeat of effective education, breathing life into classrooms and inspiring learners to explore, create, and grow. This section showcases exemplary practices that enrich learning through experiential methods, foundational literacy and numeracy (FLN) integration, and art-based approaches. By blending creativity with concept mastery, these practices make learning joyful, meaningful, and deeply connected to real-life experiences—fostering holistic development in every learner

## STUDENT TRACKING SYSTEM (STS APP)

BY ASHISH KUMAR JOSHI, PRINCIPAL PM SHRI KENDRIYA VIDYALAYA NAGERCOIL, CHENNAI REGION

In our constant endeavour to enhance educational excellence through innovation, **PM SHRI Kendriya Vidyalaya Nagercoil** has taken a significant digital leap with the **development of the Student Tracking System (STS App)** — an in-house, comprehensive digital platform designed to centralize, monitor, and enhance every aspect of student-related data and communication.

### Vision Behind STS:

In today's dynamic educational environment, timely communication, accurate data management, and informed decision-making are essential. We recognized challenges such as **delayed parent communication, decentralized student information, and lack of real-time academic insights**. To address these, our team envisioned a unified digital ecosystem that could bridge the gap between **administration, teachers, and parents**, ensuring that every stakeholder remains informed and engaged.

The **STS App** was thus conceived with a clear vision — *to provide all student-related data at one stroke*, empowering decision-makers with live insights and fostering stronger school-home partnerships.

### Primary Objectives:

#### 1. Centralization of Data:

To establish a single, secure, and reliable source of truth for all academic and administrative student data, eliminating scattered and inconsistent records.

#### 2. Enhanced Communication:

To build a transparent and instant communication channel between the school, teachers, and parents, ensuring timely updates on attendance, performance, and discipline.

#### 3. Real-Time Insights for Leadership:

To provide live dashboards that allow the Principal and staff to monitor attendance and academic performance across the school, enabling data-driven and proactive decisions.

#### 4. Automation for Efficiency:

To reduce manual workload by automating administrative tasks such as attendance entry, report generation (mark slips, certificates), and communication, freeing teachers to focus on teaching.

### Methodology: A Structured, In-House Innovation

The STS App was developed entirely **in-house** through a structured, phased methodology:

#### 1. Requirement Analysis & Design:

The project began with a detailed study of user needs — administrators, teachers, and parents — leading to the creation of three **role-based dashboards** for each user group, ensuring simplicity and purpose-driven functionality.

#### 2. Technology Framework:

The application was developed using **Next.js and Firebase**, ensuring scalability, real-time synchronization, and data security — key essentials for a school ecosystem.

#### 3. Modular Development:

The STS comprises interconnected modules:

- **Student Information System (SIS)** – Centralized student profiles.
- **Attendance Management** – Real-time marking and instant parent notifications.

- **Exam & Marks Management** – Centralized exam creation, marks entry, and automated report generation.
- **Communication & Reporting** – Announcements, parent queries, and on-demand report generation (ID cards, Bonafide, Mark Sheets).
- **Live Display Module** – A dynamic reception screen broadcasting real-time school updates.

#### 4. Iterative Feedback & Refinement:

The system was deployed in phases, incorporating continuous feedback from teachers and administrative staff, ensuring the final product was robust, practical, and perfectly suited to our school's workflow.

#### Key Features and Outcomes:

The **STS App** now serves as the digital backbone of our school administration, offering:

- **Principal Dashboard:** Real-time school-wide insights and control.
- **Teacher Dashboard:** Streamlined attendance, marks entry, and student data management.
- **Parent Dashboard:** Instant updates on attendance, performance, and announcements.

Additional features include:

- Live attendance tracking and class-wise summaries
- Comprehensive student information management
- Indiscipline reporting and monitoring
- Automated and report generation
- Two-way parent-teacher communication tools

#### Feature Highlight: The Live Reception Display

One of the most visible and impactful outcomes of the STS project is the **Live Reception Display** — a dynamic, digital notice board that showcases:

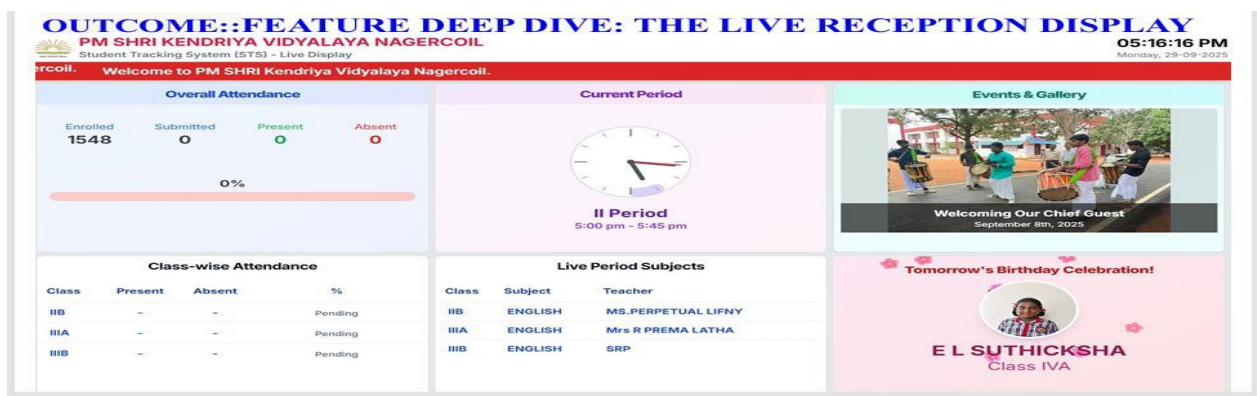
- **Real-Time Attendance:** Overall and class-wise data updated instantly.
- **Live Timetable & Period Display:** Reflecting ongoing academic activity across the school.
- **Announcements & Events:** Scrolling updates, photo galleries, and birthday greetings that foster a positive and connected school environment.

This feature has transformed our reception into an **interactive information hub**, enhancing transparency and presenting a modern, professional face to every visitor.

#### Impact and Reflection:

The **Student Tracking System (STS App)** stands as a testament to how innovation, when guided by clear educational purpose, can transform institutional functioning.

It has strengthened communication, streamlined administration, and empowered teachers and parents alike. Most importantly, it has enabled our school to **respond to student needs proactively rather than reactively**, ensuring that every learner receives timely support and recognition.



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## **TOWARDS ACHIEVING Foundational Literacy and Numeracy**

**BY MS. AMUTHA, HM, PM SHRI KV NO2 MADHURAI AND MRS. G. MEENAKSHI,**

### **PRT KV GOLDEN ROCK TRICHY-4 CHENNAI REGION**

#### **HINDI READING CARDS**

Objective: To strengthen word recognition and reading fluency in Hindi through repeated practice.

Methodology: Flashcards with letters, words, and pictures used in class; children practice recognition, blending, and reading aloud.

Outcome: Improved phonological awareness, better reading fluency, and confidence in early learners.

Sustainability: Low-cost, reusable, can be replicated by teachers easily with handmade cards

#### **READING BEYOND TEXTBOOKS WITH YOUNG WORLD**

Objective: To expose students to real-life English usage and improve reading, vocabulary, and communication.

Methodology: Students read articles aloud, discuss current topics, identify new words, attempt quizzes, and write creative summaries.

Outcome: Enhanced vocabulary, comprehension, general knowledge, and speaking confidence.

Sustainability: Weekly practice with available newspapers; adaptable for group or individual work.

#### **GAME SCHOOLING**

Objective: Joyful, activity-based learning integrating subjects with play.

Outcome: High engagement, better concept clarity, teamwork, confidence, and joyful participation.

Sustainability: Durable, reusable mats; adaptable to all subjects and grades; eco friendly and cost-effective

#### **SNAKE AND LADDER GAME CONCEPT AS AN EDUCATIONAL TOOL**

##### **OBJECTIVE :**

- Basically to recognize numbers and directions to move the coin.
- To develop determination and adapt to unexpected challenges.
- To recall and remember the various terms, facts, operations in mathematics, language parts etc based on the concept of customization of the game
- To realise that learning always takes place with ups and downs.
- To feel and understand that learning is simple if they take risk and plan.
- To know that each move teaches some reality without fear
- To make learning interactive.

##### **METHODOLOGY:**

5. Any number of players can be allowed with single coin. Also multiple players are allowed with multiple coins.

6. To start the game by throwing the dice. No hard and fast rule of getting a chance of Number 1(thayam) in the dice. Start with any number that you get from the throw.

7. Move the coin from the starting square and read the content where they reach.

Ladders will lead to further up the board representing progress and snakes will take you down the board representing setbacks.

8. Snake and ladders are replaced by instructions too. Here, instructions to be followed and move accordingly.

9. The goal is to learn through the game the concepts, language part and the numerical part and strictly not who finishes first.

10. The facilitator can intervene with questions during the course of the game.

11. Learning in least restricted environment without the fear of mistakes but taking the challenges to bounce back and learn.

### LEARNING OUTCOME:

- Participates actively in the game.
- Experiences peer group guidance.
- Without hesitation and fear continues the game
- Recollects and retains the concepts in an easy way in memory.
- Correlates what they experienced while playing the game with real life.
- Practices more while passing through various squares.
- Recollects the sequence of numbers and understands that numbers and counting plays vital role in all walks of life.
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### SUSTAINABILITY:

- **Its adaptability as an educational tool for variopus complex topics:**

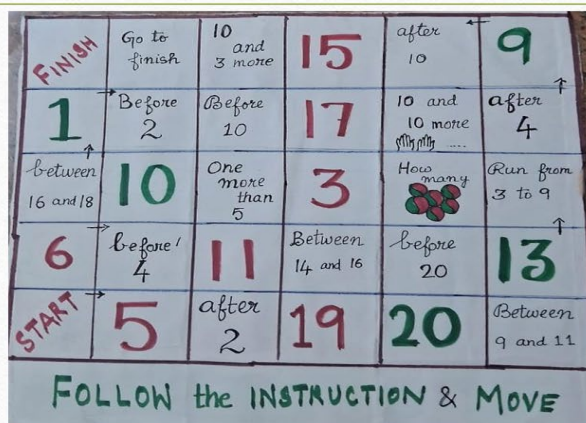
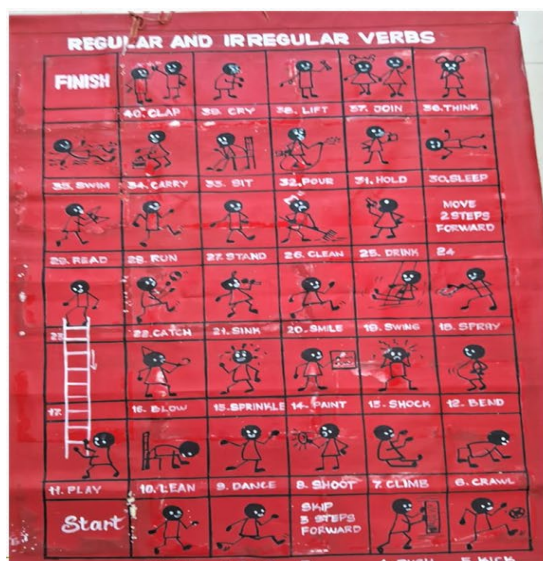
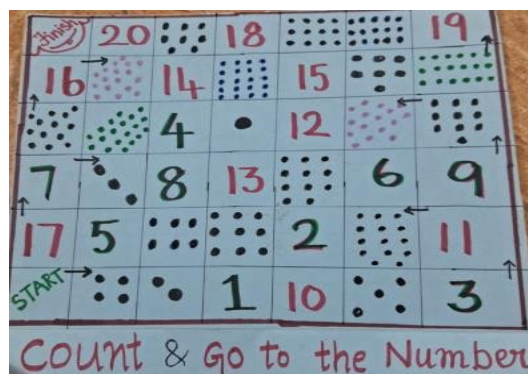
**Environmental Education** -like designing 'snakes' for junk food, environmental damage etc... and 'ladders' for healthy food , eco-friendly actions etc..

Health and Hygiene, climate changes, seasonal costumes etc....

**Mathematics – counting and matching** , wrong matches leading down through snakes, dots and multiplication facts, four operations and resultant values ...

**Languages: - Letters to words , wprds to meanings, words to syllables etc.**

- **Accessibility :** Suitable for wide range of ages , participants of diverse communities and diverse capacities ( CWSN)
- **Promotes Action :** Positive and negative actions promotes easy learning without fear.



# **SUSTAINABLE PRACTICES IN ART**

**BY MRS. MONOSREE ROY, TGT ART EDUCATION**

**PM SHRI KENDRIYA VIDYALAYA M G RAILWAY, BENGALURU**

## **INTRODUCTION**

Sustainability has become one of the most pressing concerns in today's world, as issues such as pollution, climate change, and the growing volume of waste demand urgent attention. Art, as a medium of creativity and social reflection, holds immense potential to address these challenges by inspiring change and promoting eco-conscious practices. This project, titled "Sustainable Practices in Art", focuses on the innovative use of waste materials in artistic creations. Instead of relying on harmful or non-renewable resources, discarded items such as plastics, paper, metals, and textiles are repurposed to produce meaningful artworks. The purpose of this project is not only to reduce waste and minimize environmental impact but also to showcase how creativity can transform discarded objects into powerful expressions of sustainability. By turning waste into art, the project highlights the importance of recycling, upcycling, and responsible consumption, while encouraging communities to view waste as a resource rather than a burden.

## **TEACHING METHODOLOGY**

- Collection of waste materials like plastics, paper, metal, textiles, etc.  
Reuse of waste materials in to uses.
- Creative design and transformation into artworks.
- Demonstration
- Hands-on Practice
- Group Work
- Community Engagement

## **OBJECTIVES**

The primary objectives of the project were to:

- Nurture creativity with environmental responsibility.
- Inspire students to adopt Reduce, Reuse, Recycle, and Recover in art.
- Encourage the use of waste materials in creative practices.
- Promote sustainable habits through artistic expression.
- Raise awareness about sustainability and eco-conscious living through art.
- Demonstrate that art can transform waste into valuable and meaningful expressions.

## **OUTCOMES**

The project led to several positive learning outcomes:

- These sustainable practices enhance their creativity and observation skills
- Creative artworks were produced using waste and discarded materials.
- Students developed a sense of environmental responsibility in their art practices.
- Increased awareness of the **4Rs** – Reduce, Reuse, Recycle, Recover – through artistic expression.
- Waste materials were effectively repurposed, reducing their environmental impact.
- The project demonstrated how art can inspire sustainable thinking in the community.

## **SUSTAINABILITY**

- The project promotes a long-term culture of Reduce, Reuse, Recycle, and Recover (**4Rs**) in art, which can be continuously applied in future creative practices.
- The artworks created can serve as educational models to spread awareness and inspire others, ensuring ongoing impact.
- Uses readily available waste materials, making it cost-effective and ongoing.
- Inspires students and communities to practice eco-friendly art habits.
- **It aligns with global sustainability goals (SDGs), making it socially and environmentally relevant for the future. Particularly SDG -12(Responsible Consumption) and the SDG-13 (Climate Action)**

## **CONCLUSION**

Incorporating sustainable practices in art classes allows students to see waste as a resource rather than a problem. By creating artworks with discarded materials, they learn that innovation and responsibility can go hand in hand. Such practices not only enhance creativity but also cultivate environmental awareness, encouraging students to become agents of positive change in their communities.



## USE OF PAINT BUCKETS AND PLASTIC CONTAINERS



PROJECT -2



<https://docs.google.com/presentation/d/1psDNtY9XHBhTH-OP7NHNPjv7vFKjTXFN/edit?usp=sharing&ouid=111925781659319032613&rtpof=true&sd=true>

## ART INTEGRATED PROJECT -IMPROVEMENT IN FOOD SOURCES

BY SUMAN VERMA, PGT BIOLOGY, PM SHRI KV AFS SAMBRA

### Crop Management Park

The Crop Management Park has been creatively developed by the students of Class IX A, P.M. Shri K.V. No. 1 AFS Sambra, under the expert guidance of Ms. Suman Verma, PGT (Biology). This innovative project is based on the NCERT chapter “Improvement in Food Resources” and serves as an excellent example of Art Integrated, Multidisciplinary, and STEAM-based learning.

The park beautifully showcases various aspects of crop production and management, highlighting the importance of sustainable agricultural practices in ensuring food security. The exhibits include models and displays on agricultural tools, irrigation methods, crop protection techniques, and soil management. It also features sections on aquaculture, apiculture, poultry, and dairy farming, emphasizing the integration of allied sectors that contribute to improving food resources.

Through this project, students combined science, technology, engineering, art, and mathematics (STEAM) to design informative and visually appealing displays. The artistic presentation reflects creativity, while the scientific content demonstrates a strong conceptual understanding of how food resources can be improved using modern methods.

This multidisciplinary initiative not only deepened students’ understanding of the topic but also encouraged teamwork, innovation, problem-solving, and environmental awareness. The Crop Management Park stands as a vibrant learning space, inspiring visitors to appreciate the role of science and technology in advancing sustainable agriculture.





## FIELD VISIT TO CPCRI CATTLE FARM – LINKING LITERATURE WITH EXPERIENTIAL LEARNING

BY MS. REENA P P, KV NO1 CPCRI KASARGOD

### OBJECTIVES:

1. To integrate classroom learning with real-life experiences in alignment with NEP 2020.
2. To connect the English lesson “*Animals, Birds and Doctor Dolittle*” with observation of animal care and scientific practices.
3. To foster curiosity, empathy, and awareness about animals and their significance in human life.
4. To promote interdisciplinary learning by linking English literature with environmental studies and science.

### METHODOLOGY:

- A field visit was organized to the **CPCRI Cattle Farm, Kasaragod** for Class VII students.  
The visit was facilitated by **Mrs. Reena, TGT English**, who oriented the students about the lesson’s theme before the visit.
- Students observed cattle, their feeding practices, healthcare methods, and scientific management.
- Interaction sessions with farm staff helped students understand the importance of animal care and sustainable practices.
- Post-visit, students reflected through discussions, diary entries, and short write-ups to consolidate their learning.

### OUTCOMES:

1. Students developed a practical understanding of animal care and management.
2. They could relate classroom content (*Doctor Dolittle’s love for animals*) with real-world practices.
3. The visit enhanced vocabulary, comprehension, and creative expression through reflections and write-ups.
4. Students exhibited increased empathy towards animals and awareness of sustainable livestock practices.
5. Experiential learning motivated learners to value the harmony between humans and animals.

### SUSTAINABILITY:

- Similar visits will be planned regularly to link lessons across subjects with real-life contexts.
- Reflective journals and creative writing activities will continue as follow-up practices.
- Collaboration with CPCRI and other local institutions will ensure long-term experiential learning opportunities.
- Integration of such practices into school activities will sustain the NEP 2020 vision of **holistic, joyful, and experiential education**.



<https://docs.google.com/presentation/d/1eHigdHKqP0hiNMLKW0sHbjmFGGPpV4HX/edit?usp=sharing&ouid=111925781659319032613&rtpof=true&sd=true>



# FROM LESSONS TO PICTURES AND BRINGING 'THE SOUND OF MUSIC' ALIVE

BY MS. ELICE BENNY, PGT ENGLISH, KV CRPF PERINGOME, ERNAKULAM  
REGION

A picture is worth thousand words – it can ignite imagination, stimulate creativity and enhance one's comprehension. The NCERT textbooks of English core for classes XI and XII, however, contain very illustrations that appeal to young learners. To bridge this gap, I initiated an art integrated project for class XI 'From Lessons to Pictures', an innovative approach that visualizes literature through art.

## **OBJECTIVES:**

- To make literature more engaging & accessible by supplementing text with hand-sketched pictures, paintings or digitally generated visuals (AI or using any other app).
- To encourage creative interpretation of literary texts & enhance comprehension.
- To integrate art & technology in the learning process, promoting multidisciplinary skills.
- To build collaborative learning and ownership of knowledge
- To support competency based learning by moving beyond rote memorization towards creative application

## **METHODOLOGY:**

- Students are given the freedom to select their preferred topic or lesson and may work individually, in pairs, or in groups.
- **Idea Formation:** Key themes, characters, and events are identified through classroom discussions and brainstorming sessions.
- **Sketching Phase:** Students create simple hand-drawn or matchstick sketches depicting scenes, characters, or key ideas from the text.
- **Final Creation:** Sketches are refined or recreated using digital tools or AI-generated visuals to add depth and creativity.
- **Compilation:** The visuals are compiled into a visual album with minimal text to highlight interpretative skills.
- **Presentation:** Students vocalize their visuals by explaining the artistic choices, symbolism, and literary understanding behind their work.

## **OUTCOMES:**

- Improved comprehension and long-term retention of literary texts.
- Development of visual literacy, creativity, and interpretative abilities.
- Enhanced digital competency and technological confidence.
- Increased motivation and engagement in literature learning.
- Strengthened collaborative spirit and peer learning.
- Creation of a student-made visual resource bank to support future learners.

## **SUSTAINABILITY:**

- Creation of a digital repository to preserve and share student-generated resources.
- Cost-effective practice requiring minimal materials or digital tools.
- Promotes essential 21st-century skills like creativity, collaboration, critical thinking, and digital literacy.
- Offers relevance beyond the classroom by linking literature with art, ICT, and real-world applications.
- Can continuously evolve with advancing technology, ensuring innovation and long-term relevance.

**PART II-** This is based on the lesson 'The Sound of Music' from class IX that narrates the inspiring life journey of two legendary musicians – Evelyn Glennie, who overcame her hearing impairment to become one of the renowned percussionists of the age and Ustad Bismillah Khan who brought Indian classical music to the world stage. Instead of merely reading about these brilliant musicians the students decided to explore the universality of music by transforming their class into a performing stage through a live music concert that included instrumental performance, vocal rendition, a chat show, dance and yoga display. It was joyful learning beyond the text and into real life.

### **OBJECTIVES:**

- To enrich textbook learning by connecting it with real life performance.
- To make learning joyful by integrating music, dance and yoga.
- To build confidence, communication and performance skills among students.
- To promote teamwork and ownership of learning.

### **METHODOLOGY:**

- Students brainstormed ways to present music in action, beyond just words in the book.
- Planned activities like music concert, keyboard play, dance, vocal music and yoga demonstration.
- Classroom transformed into a performance stage, children expressed what they learned through multiple art forms.

### **OUTCOMES:**

- Gained deeper appreciation of music as a universal language
- Development of confidence, stage presence & creativity
- Improved collaboration and teamwork through group performance
- Stronger connection between the text and real-life experience.
- The learning process was more interactive, joyful and memorable.

### **SUSTAINABILITY:**

- Concert model requires minimal resources- creativity, teamwork, practice & enthusiasm
- Similar activities can be planned on lessons that focus on personalities, culture or art.
- Video archive of performance can be built for future reference.

Aligns with NEP's vision of art integrated learning & can evolve



[https://drive.google.com/file/d/1OoVJGu4\\_Dw7Gc7LRt4sITUXvUa4qYHFd/view?usp=sharing](https://drive.google.com/file/d/1OoVJGu4_Dw7Gc7LRt4sITUXvUa4qYHFd/view?usp=sharing)

<https://youtu.be/WKPvcivAISY>

## तौसिया का सपना

लेखक: अजय कुमार यादव, प्रा.प्रा., केवी श्रीकाकुलम, हैदराबाद क्षेत्र

उद्देश्य:

1. बच्चों में सुनने और कहानी सुनाने के कौशल का विकास करना
2. बच्चों को पात्रों और उनकी भावनाओं को समझने में मदद करना
3. शब्दावली विकास
4. मूल्यों का विकास

कार्यप्रणाली

चरण 1 (कहानी सुनना):

शिक्षक कक्षा में कहानी को ज़ोर से पढ़ेंगे और छात्र ध्यानपूर्वक सुनेंगे।

कहानी बच्चों को लघु फिल्मों के माध्यम से भी दिखाई जाएगी, जिससे उन्हें हिंदी में रुचि विकसित करने और उत्साह के साथ भाषा सीखने में मदद मिलेगी।

कहानी सुनाने के दौरान, शिक्षक छात्रों को शामिल करने और प्रेरित करने के लिए प्रश्न पूछ सकते हैं।

चरण 2 (चर्चा):

कहानी पूरी होने के बाद, छात्र समूहों में चर्चा करेंगे कि तौसिया कौन थी, उसका सपना क्या था और उसने अपने सपने को कैसे पूरा किया।

चरण 3 (पढ़ना और सही उच्चारण):

बच्चे शिक्षक के साथ कहानी पढ़ेंगे, जिससे उन्हें अक्षरों और स्वर चिह्नों को पहचानने और शब्दों और वाक्यों का सही उच्चारण करने में मदद मिलेगी।

यह गतिविधि उनके पढ़ने और बोलने के कौशल को विकसित करने में मदद करेगी।

चरण 4 (गतिविधि):

बच्चे अपने सपने साझा करेंगे, जिससे उन्हें हिंदी में ज़्यादा बोलने की प्रेरणा मिलेगी और उनका आत्मविश्वास बढ़ेगा।

चरण 5 (गतिविधि - FLN):

बच्चे अपनी पाठ्यपुस्तकों में शिक्षक द्वारा दिए गए इंटरैक्टिव पैनल/बोर्ड पर अलग-अलग रंगों से शब्दों को ढूँढ़ेंगे और उन पर गोला बनाएँगे।

वे अपने लेखन विकास में सहायता के लिए और सही वर्तनी और उच्चारण का अभ्यास करने के लिए इन शब्दों को अपनी नोटबुक में भी लिखेंगे।

## चरण 6 (गतिविधि - चित्र व्याख्या):

बच्चे अपनी पुस्तकों में दिए गए चित्रों को देखेंगे और उनका वर्णन करेंगे।

इससे उन्हें आत्मविश्वास बढ़ाने, आत्म-विश्वास विकसित करने और दैनिक जीवन में हिंदी का अधिक सहज उपयोग करने में मदद मिलेगी।

## चरण 7 (गतिविधि - वाक्य निर्माण और उच्चारण):

शिक्षक कहानी से शब्द चुनेंगे और बच्चे उन शब्दों का प्रयोग करके अपने वाक्य बनाएंगे।

फिर वे इन वाक्यों को कक्षा के सामने प्रस्तुत करेंगे और स्पष्ट उच्चारण और अभिव्यक्ति का अभ्यास करेंगे।

## चरण 8 (गतिविधि - रचनात्मक अभिव्यक्ति):

कहानी से प्रेरित होकर, छात्र अपने किसी सपने या इच्छा को चित्र बनाकर या कुछ शब्द लिखकर व्यक्त करेंगे।

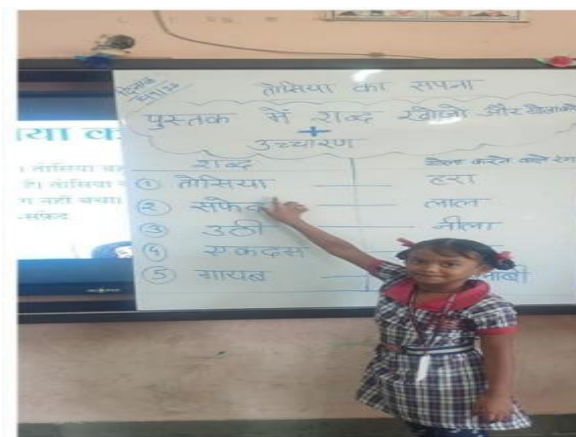
वे कहानी के पात्रों की भूमिका निभाते हुए एक छोटा सा रोल-प्ले भी कर सकते हैं।

### परिणाम:

- छात्र कहानी को अधिक प्रभावी ढंग से समझ पाए।
- उनकी कल्पनाशीलता और रचनात्मकता में वृद्धि हुई।
- कहानी से उन्हें अपने सपनों के बारे में सोचने और चिंतन करने की प्रेरणा मिली।
- उनके भाषा कौशल (हिंदी में) में सुधार हुआ।

### स्थायित्व:

- यह परियोजना रचनात्मक और कलात्मक गतिविधियों के माध्यम से छात्रों की कल्पनाशीलता को पोषित कर सकती है।
- कहानी को एक नाटक के रूप में प्रस्तुत किया जा सकता है, जिसे प्रत्येक वर्ष स्कूल के वार्षिक कार्यक्रमों में शामिल किया जा सकता है।



# MEASURING LENGTH

BY MS. PRIYANKA, PRT, KV SRIKAKULAM, HYDERABAD REGION

## Objectives

- \* To teach students how to measure the length of various objects using non standard units like hands, footsteps, pencils, etc.
- \* To help students understand the necessity of standard units such as centimeters, meters, and kilometers.
- \* To instruct students on the correct use of various measuring tools like rulers, measuring tapes, etc.
- \* To explain the importance of measuring length in everyday life.

## Methodology

This project will be completed in two phases:

### Phase 1: Non-Standard Measurement

In the classroom, ask students to measure the length of their desks, books, or the classroom using their pencils, hands, or footsteps with their bench peer where they have seated. Discuss why different individuals' measurements yielded different results. This will help them understand the limitations of non-standard units.

### Phase 2: Standard Measurement

Show students rulers and measuring tapes and explain standard units like centimeters and meters. Teach them how to measure the length of their notebooks, pencil boxes, etc., using a ruler. Ask them to measure the length of the classroom door, window, or blackboard using a measuring tape. Organize a individual/team game where students work in groups to measure the length of larger objects like the school playground or corridor.

## Outcomes

Students understood the difference between non-standard and standard measurement.

- \* They learned correctly to use centimeter and meter scale.

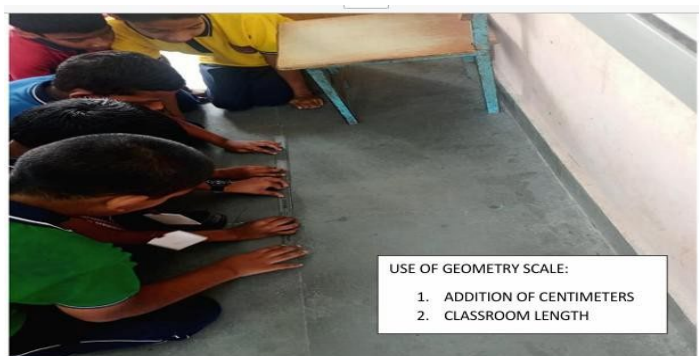
Students comprehend the relationship between centimeters, meters, and kilometers.

- \* Above activities foster their interest in mathematics and experience that math is not just limited to textbooks.

## Sustainability

This project can be repeated every year with new students.

- \* Its content can be integrated into other subjects like mathematics, science, and art, for example, measuring precise lengths for an art project.
- \* The project can also be shared with parents so they can help children practice at home.
- \* Pictures of measuring tapes or rulers can be drawn on school walls to serve as permanent teaching resources. This project will help students understand the concept of measurement in a fun and practical way.



As we conclude this compilation on *Best Practices in Teaching*, we celebrate the passion, creativity, and commitment of educators who continuously strive to make learning meaningful and inclusive. Their innovative approaches—rooted in experiential learning, FLN integration, and art-infused pedagogy—serve as an inspiration for transforming classrooms into dynamic spaces of exploration and growth. May these shared experiences continue to spark new ideas, nurture collaboration, and strengthen our collective mission to empower every learner to reach their fullest potential.