



# केन्द्रीय विद्यालय संगठन

आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुम्बई

KENDRIYA VIDYALAYA SANGATHAN

ZONAL INSTITUTE OF EDUCATION & TRAINING MUMBAI

Naval Civilian Housing Colony Kanjurmarg (West) Mumbai -400078



## अनन्य शैक्षणिक प्रक्रियाएं UNIQUE PEDAGOGICAL PRACTICES

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# ACKNOWLEDGMENT

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## FOREWORD

***“Pedagogy must be oriented not to the yesterday, but to the tomorrow of the child's development. Only then can it call to life in the process of education those processes of development which now lie in the zone of proximal development.” Lev S. Vygotsky***

Working in the cutting edge of educational technology, there have been massively steep expectations for better quality education from the learning fraternity. This demand makes it indispensable that pedagogical practices are revisited with the ever dynamic times and equally vibrant learning experiences. Teaching-learning propositions have witnessed an extraordinary transformation in the recent years. These makeovers have necessitated the introduction of unique pedagogical practices so that the learners are equipped with futuristic skills.

It gladdens me to present the newly designed pedagogical approaches which will prove to be path breaking in the acquisition and realisation of learning outcomes.

Kendriya Vidyalaya Sangathan unremittingly propels its machinery specially its ZIETs to ascertain that our academic approaches are in tandem with mutating scholastic obligations.

***“The secret of change is to focus all of your energy, not on fighting the old, but building on the new.” Socrates***

Pedagogical practices applied in the classrooms for learning and demystifying the concepts need to be child centred so that the child gets groomed in such a way that she masters potential life skills and becomes an active contributor in the development of the society.

This is the time when experiential and art integrated learning techniques are occupying the places earlier held by old teaching approaches. Children need to adopt adaptive aptitudes for delivering the best to the society. When creative and critical thinking skills along with other set of skills are defining the degree of accomplishments in numerous fields, it becomes enormously imperative that today's children are ornamented with these 21<sup>st</sup> century skills.

I whole heartedly thank the team of diligent teachers five feeder regions viz. Ahmedabad, Jaipur, Mumbai, Patna and Raipur for contributing immensely in bringing out this anthology of unique pedagogical approaches. I am sure that this compilation will boost teaching learning processes among all the stake holders constructively.

The words of William Brody will help me culminate what I wish to say:

***“What is the calculus of innovation? The calculus of innovation is really quite simple: Knowledge drives innovation, innovation drives productivity, productivity drives economic growth.”***

***Wish you the optimum use of this resource...***

Shahida Parveen  
Deputy Commissioner & Director  
KVS ZIET, Mumbai



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*The art of giving is social reformation*







## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION: MRS. AYONA KPS (Primary Teacher)**

**SUBJECT: ENGLISH**

**CLASS: II**

**NAME OF THE K.V.: K.V. NO3, KORBA, KUSMUNDA**

**REGION: RAIPUR**

**NAME OF THE TOPIC: NOUN**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

**PEDAGOGICAL IDEA TO TEACH NOUN: PLAY WAY METHOD / TOY BASED**

Teacher plays a game with the students to introduce NOUN. The name of the play is NAME, PLACE, ANIMAL, THING

The student says start and the teacher reads the alphabets in mind and when the students say stop the alphabet which comes in flow of alphabet recitation (say alphabet L) is the start of the play. The students are asked to tell a name of a person, name of a place, name of an animal and name of a thing which starts with the alphabet L. Likewise, the game continues for different letters. Then the teacher asks what are these, these are the names. And finally tells them that these words are naming words or NOUN.

Assessment can be done by a toy-based method. Using two cubes. One dice has all 6 numbers while the other dice has NAME, PLACE, ANIMAL, THING written on the dice. Student throws it and supposing the dice shows 2 and the other dice shows THING, the student tells the name of 2 things. The students understand NOUN by this play way method.

### **LEARNING OUTCOMES: LEARNS NOUN**

**CORRELATION WITH EVS AND MATHS:** Dice helps understand the shape and face of the cube. This helps observing things around along with knowledge of places, animals. They can be explained about various places like Hospital – people in the hospital like doctors, nurses etc., who are our helpers.

Link for Video Lesson-

<https://drive.google.com/drive/folders/1656YPNWivYQIEAvfmgxlvx5nv-Muvt2I>

*The art of giving is social reformation*





## UNIQUE PEDAGOGICAL PRACTICE-2

**NAME AND DESIGNATION:** MS. Deepa Rani (Primary Teacher)

**SUBJECT:** ENGLISH

**CLASS:** I

**NAME OF THE K.V.:** K.V. Suratgarh Cantt

**REGION:** RAIPUR

**NAME OF THE TOPIC:** Sink and Float (The bubble, the straw and the shoe )

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Description in the light of NEP 2022. This has been selected from the English book Marigold of Class-1. I believe that children love to perform activities and experiments. In early age whatever they see or observe would remain forever in their mind, specially when they do something on their own. Also, it makes them curious and develops a scientific attitude in them. They start finding the facts behind the things which are happening around.

#### **Learning outcomes**

Learners will be able to understand the concept of sink and float.

Learners will be able to perform the activity and also will be able to classify/segregate the things.

#### **Correlation with other subject –**

This topic / activity can be correlated with EVS and Maths.

**Link for Video Lesson- [Sink/Float](#)**

*The art of giving is social reformation*







### UNIQUE PEDAGOGICAL PRACTICE-3

**NAME AND DESIGNATION:** Himanshu (Primary Teacher)

**SUBJECT:** ENGLISH

**CLASS:** I-5

**NAME OF THE K.V.:** KV AFS Darbhanga

**REGION:** PATNA

**NAME OF THE TOPIC:** Action word , prepositions , English communication ,phonics

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

1. Some fun and learning by doing activities are involved to teach English as a second language.
2. Communication is a key factor for any language so some activities are included in teaching learning methods.
3. Phonics helps students to improve their pronunciation.

**Learning outcomes achieved by the students**

1. Students understand the basic words to use in their communications.
2. Students can speak small sentences in their routine.
3. Students can speak words with correct pronunciation cations.

**Can the same practice be correlated with another subject? If yes, give the brief description.**

Yes, communication game can be used to teach any of the language.

**Any other point to be mentioned:**

These methods can help to build the basic vocabulary for any of the subject

**Link for Video Lesson-**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747123845135104927&th=183f07e167e47b9f&view=att&disp=safe&realattid=183f07d13c8802faf391>







## UNIQUE PEDAGOGICAL PRACTICE-4

**NAME AND DESIGNATION:** Anjali (Primary Teacher)

**NAME OF THE K.V.:** Kendriya vidyalaya no- 2 , Bailey road Patna (ss)

**SUBJECT:** ENGLISH

**CLASS:** I-5

**NAME OF THE TOPIC:** RAIN

**REGION:** PATNA

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Critical thinking and creativity are emphasized in teaching under NEP. Through this presentation I have explained how to recite poetry with correct pronunciation. Also told about the things seen in the rainy season. Learned the spellings of different words. I have used puppets to make my lesson more attractive. Through puppets, the attention of children remains in teaching. And through various pictures, many words have been learned. When asking about the weather, the rainy season is told.

**Learning outcomes-** Students will be able to recite the poem with proper pronunciation and gesture.

Students will know the things that are related to the rainy season.

Yes, as we know, one subject has to be connected with other subjects. Similarly, in this poem, it is told that rain water goes in different ways in rivers, ponds, oceans and land. All these can be taught in the subject of environmental studies in different sources of water. Similarly, it can be told which are man-made and which are natural sources. Rainbow can be modelled in art through clay. Names of colours of rainbow in Hindi also. Recitation of a poem of the rainy season and knowledge of spelling.

**Link for Video Lesson-**

<https://drive.google.com/file/d/1GmnmQe0OSrz4YmtTGMMydz7IFYcXGrVyf/view?usp=drivesdk>







## UNIQUE PEDAGOGICAL PRACTICE-5

**NAME AND DESIGNATION:** Mrs. Manisha Gupta (Primary Teacher)

**NAME OF THE K.V:** KENDRIYA VIDYALAYA JAMALPUR BIHAR

**CLASS:** III, IV, V

**SUBJECT:** EVS

**REGION:** PATNA

**NAME OF THE TOPIC:** Sunita in Space, Seeds and Seeds, What Floats What Sinks?

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Effective pedagogical practice must be designed with the learner in mind in order to maximize engagement and ultimately impart mastery of student outcomes.

My unique pedagogical practice includes as

1. Planning lessons.
2. Involving all
3. Talk for learning
4. Using unique methods to promote thinking
5. Using local resources
6. Storytelling, demonstrations, role play
7. Using simple examples to make the topic understand
8. Create a safe, welcoming learning environment.

### **Learning outcomes achieved by the students**

As we know that

Learning is a lifelong process and it can't be confined to the four walls of the classroom and holds the power to impact a learner's life.

My teaching focuses on students' growth and enables them to develop lifelong learner mind-set, makes students capable of handling problems in real life situations.

My teaching makes the learning student – centric and are not limited to just the academic growth of a learner. It encourages students to think, analyses and understand in depth the value of certain concept and then behaved accordingly.

Students are able to develop value system.







**Can the same practice be correlated with another subject description.**

Different subjects of curriculum are related to one another-

For e.g. – Different lessons of EVS are related to different subject such as Walls Tell Stories have connection with History, English, General Knowledge, Art & Craft, Maths sub topics related to different subjects. It enhances different skills also such as imagination, critical thinking, rationalization etc.

**Link for Video Lesson-**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747043433298325820&th=183ebeb10ecf13c&view=att&disp=safe&realattid=183ebeb4b0d6d3cce251>







## UNIQUE PEDAGOGICAL PRACTICE-6

**NAME AND DESIGNATION: SUMITRA JHA (Primary Teacher)**

**NAME OF THE K.V.: - KENDRIYA VIDYALAYA NO.4 KORBA**

**SUBJECT: EVS**

**CLASS: I**

**REGION: RAIPUR**

**NAME OF THE TOPIC: Parts of the plant**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Here, the teacher is using Clay based Activity Method to teach the children about different parts of plant. For this, children are first asked to make parts of plant using clay and then to make spellings of those parts with clay.

**Learning outcomes achieved by the students** -Students will be able to Observe and Identify different parts of the plant.

**Can the same practice be correlated with another subject? If yes, give the brief description** -Yes.

With English -While explaining the topic simple questions related to the topic can be asked and while giving their answers students can learn to express themselves in English. They can also learn the spellings which will enrich their vocabulary.

With Math - We can ask many questions using ' How many ....? ' like , How many leaves you have made?

With Art - Children can be asked to draw the parts of the plant.

**Any other point to be mentioned -**

In free time also children can be asked to make spellings of words using clay, or can be asked to make fruits, vegetables, simple animal forms bird forms etc. This will not only improve their vocabulary, but also, they will be thoroughly engaged and will be developing their fine motor skills.

**Brief Write up of the Pedagogical practice: -**

Children learn best when they are totally engrossed and involved in the topic they are learning, keeping this in mind I have used Clay based Activity Method here to teach the children about parts of plant. Other than this, to teach other topics also like pet animals, wild animals, water animals, fruits, vegetables etc. they can be asked to make fruits, vegetables, simple animal forms, bird forms etc with clay. After making this, the children can also be asked to make the spellings of these things with clay.

Here also the children are first introduced, the topic 'Parts of the plant' by the teacher by drawing a picture of Plant on the green board and telling the names of different parts to the students, then







they are asked to make the different parts using clay of different colours. Students were very eager to make these parts, they also came up with their unique creativities.

**Then to relate it with Math** (here counting),

I asked them questions like,

' How many leaves are there?

How many flowers are there?

How many branches are there? etc.'

**And to relate this with English: -**

Students were then asked to make spellings of different parts using clay namely bud, stem, branch, leaf or leaves, flower, root and fruit, this will enrich their vocabulary, other than this they can also be asked the sounds of different letters, also when they are asked simple questions like,

What are you making?

What is the colour of the leaf, flowers, roots? etc.

By telling the answers they are motivated to answer in simple sentences in English, their English speaking will gradually improve.

**Link for Video Lesson-**

[https://drive.google.com/drive/folders/1h0fhaUpBBA3qO-hwtl8XCDn\\_xLgaW-Lx?usp=mail](https://drive.google.com/drive/folders/1h0fhaUpBBA3qO-hwtl8XCDn_xLgaW-Lx?usp=mail)







## UNIQUE PEDAGOGICAL PRACTICE-7

**NAME AND DESIGNATION:** MRS.DARSHANA CHAUHAN (Primary Teacher)

**NAME OF THE K.V.:** - KENDRIYA VIDYALAYA JETPUR

**SUBJECT:** EVS

**CLASS:** V

**NAME OF THE TOPIC:** Parts of the plant

**REGION:** AHMEDABAD

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

More focus is given to experiential learning and L1, L2, and L3 LANGUAGE is used where students are allowed to speak in Hindi /English, and Gujarati (mother tongue)

Learning outcomes achieved by the students: TLOs are mentioned in the report.

Can the same practice be correlated with another subject? If yes, co-relation is given in the report.

#### **Link for Video Lesson-**

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#### **MDP report-**

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#### **Subject Enrichment term 1 EVS V-**

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## UNIQUE PEDAGOGICAL PRACTICE-8

शिक्षक का नाम एवं पद:- महेन्द्र कुमार, प्राथमिक शिक्षक

विषय:- हिन्दी

विद्यालय:- केन्द्रीय विद्यालय फुलेरा, जरपुर

कक्षा- द्वितीय

प्रकरण:- तितली और कली

क्षेत्रीय कार्यालय:- जयपुर

**\*शीर्षक :- कठपुतली के माध्यम से अध्यापन(अधिगम)\***

कठपुतली के माध्यम से विद्यार्थी रुचि पूर्ण एवं मनोरंजक तरीके से शिक्षा ग्रहण करते हैं। उन्हें हमारी प्राचीन कला कठपुतली के बारे में अवगत कराया जाता है। एवं बच्चे भी भिन्न- भिन्न प्रकार की कठपुतलियां बनाते हैं एवं उनका उपयोग करते हैं।

कठपुतली के माध्यम से कराया गया शिक्षण प्रभावी एवं जीवन पर्यन्त मानस पटल पर अंकित रहता है। यह एक बहुत ही सरल विधा है एवं इसका उपयोग किसी भी विषय को रुचिकर बनाने में सहायक होता है।

**\* शिक्षण-अधिगम उद्देश्य:-**

- \* पौधों के विभिन्न भागों की जानकारी।
- \* लाभदायक और हानिकारक कीटों की समझ।
- \* पौधों से मिलने वाली वस्तुओं की जानकारी।
- \* अन्य विषयों से संबंध-

**गणित:-**

- \* विभिन्न प्रकार के आकृतियों का ज्ञान
- \* संख्या ज्ञान

**EVS:-**

- \* जीवन में पेड़-पौधों का महत्व
- \* पेड़ों से होने वाले लाभ
- \* पेड़ों से प्राप्त वस्तुएँ।







**संगीत:-**

\* उचित हाव-भाव और लय में गाना।

**कला:-**

\* विभिन्न प्रकार के जीव जंतुओं के मुखौटे बनाना, उनके चित्र बनाना आदि

**Link for Video Lesson-**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746928941958411560&th=183e569df947b528&view=att&disp=safe&realattid=183e56408518c9294993>







## UNIQUE PEDAGOGICAL PRACTICE-9

शिक्षक का नाम एवं पद:- ओमप्रकाश चंद्राकर, प्राथमिक शिक्षक

विषय:- हिन्दी

विद्यालय:- केन्द्रीय विद्यालय महासमुंद

कक्षा- द्वितीय

प्रकरण:- तितली और कली

क्षेत्रीय कार्यालय:- रायपुर

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

The emphasis is on activity-based learning in nep 2020. Along with this, it has been said to involve the learners in the activities.

I have tried to teach about environment along with poetry in this video. In this way, we can make a topic effective by relating it to other subjects as well.

j. Learning outcomes achieved by the students - कविता वाचन क्षमता का विकास, परिवेशीय जागरूकता (पेड़ पौधों के अंगों की जानकारी)

Can the same practice be correlated with another subject? If yes, give the brief description. -  
Yes, Correlating a topic with another subject makes it interesting. With this, the student learns other subjects as well.

Any other point to be mentioned- Students should be given maximum opportunities for speaking and activity. Teaching a topic by connecting it to its environment helps in learning. Students also take interest.

#### **Link for Video Lesson-**

<https://doc-0k-8o-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/ideqi02dje8ov0qtgh2qlrca6379llif/1669695825000/05456717429722533320/01628675770835952945/1L7FGYkMbTbcBX-pfIKN3euMXeizF1uSV?e=download&authuser=0>







## UNIQUE PEDAGOGICAL PRACTICE-10

**NAME AND DESIGNATION:** – Mrs Bindu Pradeep Nair (Primary Teacher)

**NAME OF THE K.V. - K.V. Durg**

**SUBJECT: MATHEMATICS**

**CLASS: V**

**NAME OF THE TOPIC:** – PLACE VALUE CHART

**REGION: RAIPUR**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

#### **For Sustainable Development**

- ❖ Repetition of multiplication before starting the lesson. Dodging of table learned till now.
- ❖ Questionnaire method applied for recapitulation of some confusing spelling of numbers like Forty, Ninety, Two, Fourteen etc.
- ❖ Use a daily place value warm-up to build confidence.

#### **Learning outcomes achieved by the students-**

Students will be able to identify different place value digits within a number.

Write the number in word form.

Write the number in digit form.

Write the number in expanded form.

Create/Form different number using the given number.

Represent the number with beads on an abacus.

Write a number greater/lesser (successor /predecessor) than the given number.

#### **Can the same practice be correlated with another subject? If yes, give the briefdescription.**

Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.

#### **Any other point to be mentioned-** First and for most thing is to -Know Your Learner.

- Not only to achieve short term goals like scoring well in examinations, but also long-term progress to achieve their goals.
- Correlate the learning with real life experiences,







**Link for Video Lesson-**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746924569939018590&th=183e52a4089e035e&view=att&disp=inline&realattid=183e5290445a1c5e17e1>

**TLM-1**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746924457578302012&th=183e5289df658a3c&view=att&disp=safe&realattid=183e5274cc1df748191>







## UNIQUE PEDAGOGICAL PRACTICE-11

**NAME AND DESIGNATION:** Amit kumar Choudhary (Primary Teacher)

**NAME OF THE K.V.:** -- I O C BARAUNI

**SUBJECT:** MATHEMATICS

**CLASS:** IV

**NAME OF THE TOPIC:** – JUNK SELLER

**REGION - PATNA**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

In this session I am teaching Mathematics in class IV and V. In my teaching, I place more emphasis on Activity Based Learning. I always connect my teaching with the activities of daily life. I use Google Forms and Worksheets for the Assessment of children and Learning Achievement Tests. I seek all round development in children through my teaching. I use constructivist approach in my class room teaching, which promotes higher order thinking instead of rote memorization. Constructivist approach radically changes the process of teaching and learning mathematics, connecting it with daily life, rather than teaching only abstract formulas and using a creative approach to mathematical tasks solving. I acts as a facilitator and provides students such experiences that allow them to hypothesize, predict and manipulate mathematical facts. I ask to students to use Inquiry-Based Learning. Inquiry-based learning involves students' centered activities that develop confidence and ability to do mathematics on their own. It starts by posing questions rather than simply presenting established facts or portraying a smooth path to knowledge. I use Technology Enabled Learning in my class room teaching. Technology reduces the effort of human being and increase the efficiency in all sphere of life. I teach using different apps like ZOOM, Google meet, Digital Blackboard, ARloopa Software, Virtual Background, Photoshop, MS Paint, PPT, PDF Books sharing, Screen Recorder etc. From the early days of the Corona epidemic, I took the help of YouTube channel and my blog to reach 100% of the students. My you tube channel has more than 350 subscribers, 45000 views and benefits taken by students.

### **Learning outcomes achieved by the students-**

Student's own intuitive mathematical thinking gradually becomes more abstract and powerful through interaction with mathematical tasks Constructivist approach-based classroom is distinguished from a conventional classroom by a number of identifiable qualities like learner activeness, democratic environment, interactive and student-centered activities. In the constructivist classroom, students are encouraged to construct their own ideas on the basis of their prior knowledge and experiences. This approach has positive impact on achievement in mathematics of students as well as helpful to develop a positive attitude towards mathematics.







**Can the same practice be correlated with another subject? If yes, give the brief description.**

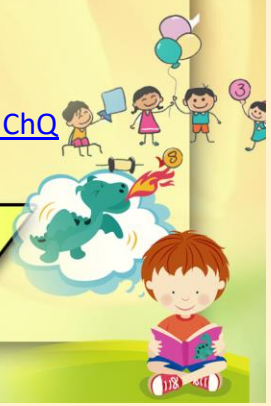
Yes, as we see in primary classes all the subjects are related to each other so we can correlate almost all the lessons of Mathematics to EVS, Language classes, Art, Music classes etc. There is consistency in maths just like water. They don't appear out of nowhere but have come from something and lead to something

**Any other point to be mentioned**

“March 2020” will forever be known in the education community as the month when almost all the world's schools shut their doors. In response to the COVID-19 school closings, teachers all over were required to shift gears immediately to respond to students' and families' needs with synchronous and asynchronous virtual instruction. Teachers literally responded overnight to teach in new modalities. They have filmed themselves conducting experiments, hosted Zoom show-and-tell with students, prepared materials for students with variable Internet access, and even demonstrated concepts outside students' screen doors. There is no question that teachers of all grade levels, content areas, and in all sectors of education are capable of incredible things. They have truly risen to this occasion. AMIT KUMAR CHOUDHARY is one of them whose tendency to care has very changed during the sharp transition from traditional schooling to pandemic schooling. He was felt worry, frustration, overwhelm, and many other emotions during their planning and instructional efforts even that situations. However, if we consider care as a relation, where a caring teacher requires confirmation, the care has been received and interpreted as such, COVID-19 has been a massive interruption. He took a big step to remove the problems of the students. He is a qualified, hardworking young, dynamic and honest Primary teacher of our school. He had joined Kendriya Vidyalaya Sangathan on 6 September 2012. His first posting was Kendriya Vidyalaya IOC Haldia Kolkata Region, after that he worked 4 years in Kendriya Vidyalaya Happy Valley Shillong, Silchar Region. He is working in Kendriya Vidyalaya IOC Barauni since 20 September 2018. He has a Bachelor's degree in science (Physics- Honours) from Ganesh Dutt College Begusarai under Lalit Narayan Mithila University Darbhanga. He has obtained a Bachelor's degree in education also from Indrapastha University New Delhi. He has Master Diploma in Computer software Hardware and Networking. Amit Kumar Chaudhary is a very popular teacher among the children also of primary Section in our Vidyalaya. Children are greatly influenced by his teaching techniques. Apart from teaching, he has very good knowledge of computer Software, Hardware and Networking. He has an amazing ability to telling stories to children. He also has great expertise in dramatization and arts and crafts. Due to all the above qualities, their teaching is very effective.

**Link for Video Lesson-**

<https://youtube.com/watch?v=7dfzOj6STYQ&feature=share&si=EMSikaIECMiOmarE6JChQ>







## UNIQUE PEDAGOGICAL PRACTICE-12

**NAME AND DESIGNATION:** JAYESH KUMAR KELAR (Primary Teacher)

**NAME OF THE K.V.:** - ONGC CHANDKHEDA AHMEDABAD

**SUBJECT:** MATHEMATICS

**CLASS:** IV

**NAME OF THE TOPIC:** – Feeling Maths  
AHMEDABAD

**REGION-**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

I have given project “Feeling Maths” and ask them to connect Maths with your daily life and find some activities which connected with Maths. Students have prepared videos of that activity and connect with the maths.

Learning Outcomes achieved by the students-

“Understand the basic concept and connect the mathematics with the daily routine life”

Can the same practice be correlated with another subject? If yes, give the brief description

Any other point to be mentioned-

Our Guidance and motivation always help the students to achieve the target.

### **FEELING MATHS**

**Mathematics is a subject connected with our nature.**

Feeling Maths is an initiative project for primary Classes. One day a guardian called me saying that sir, my daughter doesn't like Maths at all. Whenever I ask her to study Maths, she feels arrant with Maths, she feels uncomfortable to study the Maths.

When I heard this, I suddenly thought that very less chances of opening a school in such a terrible situation in Corona pandemic. I have to think about physical activities in Mathematics so I tried my best and I was sure to succeed





in my endeavors inspite of closed school I wanted to instill in him a sense of respect and love for the subject of mathematics.

**Mathematics is the most beautiful and powerful creation of human spirit.**  
**Steafen Banach**

During the new session, online classes started, all the students gradually joined the online class I told them about "Feeling Maths' then most of students thought that we have to stick photos or drawing on given topic on paper. I elaborated them about this project- Feeling Maths project is related only physical Activities which are done in our daily life.

I asked the students, "how much time do you study of mathematics?" So everyone had a different answers that 'one hour', 'two hours', one of them said that after completing the online class, I will finish my homework in half an hour then I will never touch Maths because I don't like Maths but I answered them, "Dear students, You touch constantly to Maths. You never be apart from Maths because Maths is your in Nature. Even God has also used Mathematics in creating the world.

**Without Mathematics, there is nothing you can do. Everything around you is Mathematics. Everything around you is numbers.**  
**Shakuntala devi**

Even a person who has never been to school keeps learning math. Students told me How sir? I never feel like this about Mathematics.

I replied like this-

When we get up early in the morning, we read the clock or ask about time  
When we brush our teeth then taking paste less than 5 2gm paste on the brush  
When we take bath, we can observe the water containers and compare them like water capacity of different buckets and mugs. We use water more than one litre during bathing.

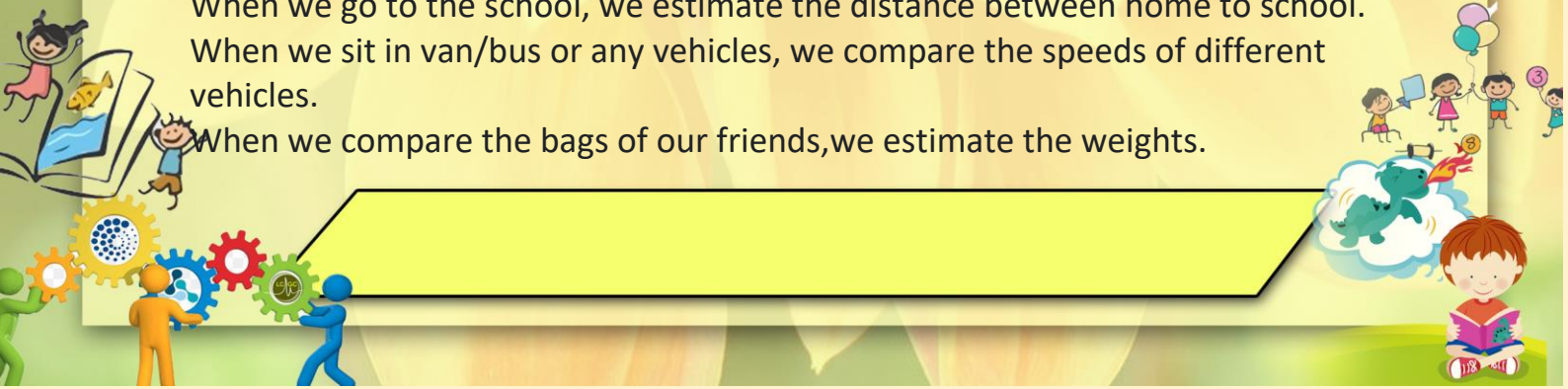
When we wash our body after bathing, we use rectangular towel.

When we take breakfast, we observe rectangular or circular biscuits.

When we go to the school, we estimate the distance between home to school.

When we sit in van/bus or any vehicles, we compare the speeds of different vehicles.

When we compare the bags of our friends, we estimate the weights.







When we hold our books, we understand the rectangular shapes.

When we observe any objects, we understand the concept of 2D and 3 D objects.

When we observe the Grill, Jali, Floor, Bricks of wall or any design ,we observe the patterns.

When we read the calendar, we understand the concept of time.

When we write something by pencil then we estimate the length.

When we read school time table, we understand the concept of Time, Numbers

When we play the games, we continuously use all basic operations and themes of Maths.

When we observe the things in our bedroom then we can understand the different views like top, side, front and backside views of 3-D objects.

When we go in kitchen and observe the cooking methods, we understand the concept of estimation, weights and shapes.

When we read the Electricity bill then we understand the basic operations of Maths.

When we go to buy anything in the market, we use all basic operations of Maths.

When we think about our pocket money from parents, we think Maths.

When we cut Pizza and distribute among our siblings, we understand the concept of fraction.

When we feel hungry and want to take dinner then we observe the time.

When we go to sleep we observe the bed sheet, pillow and also understand time.

So..... Mathematics is like breathing... Mathematics is completely touch our emotions .We feel Mathematics everytime .Mathematics is everywhere. We never go far from Mathematics. So throw the fear of Mathematics, You love Mathematics, You enjoy Mathematics.

As a teacher, I just motivated my students and all students enjoyed the all hands on activities which are related Mathematics.

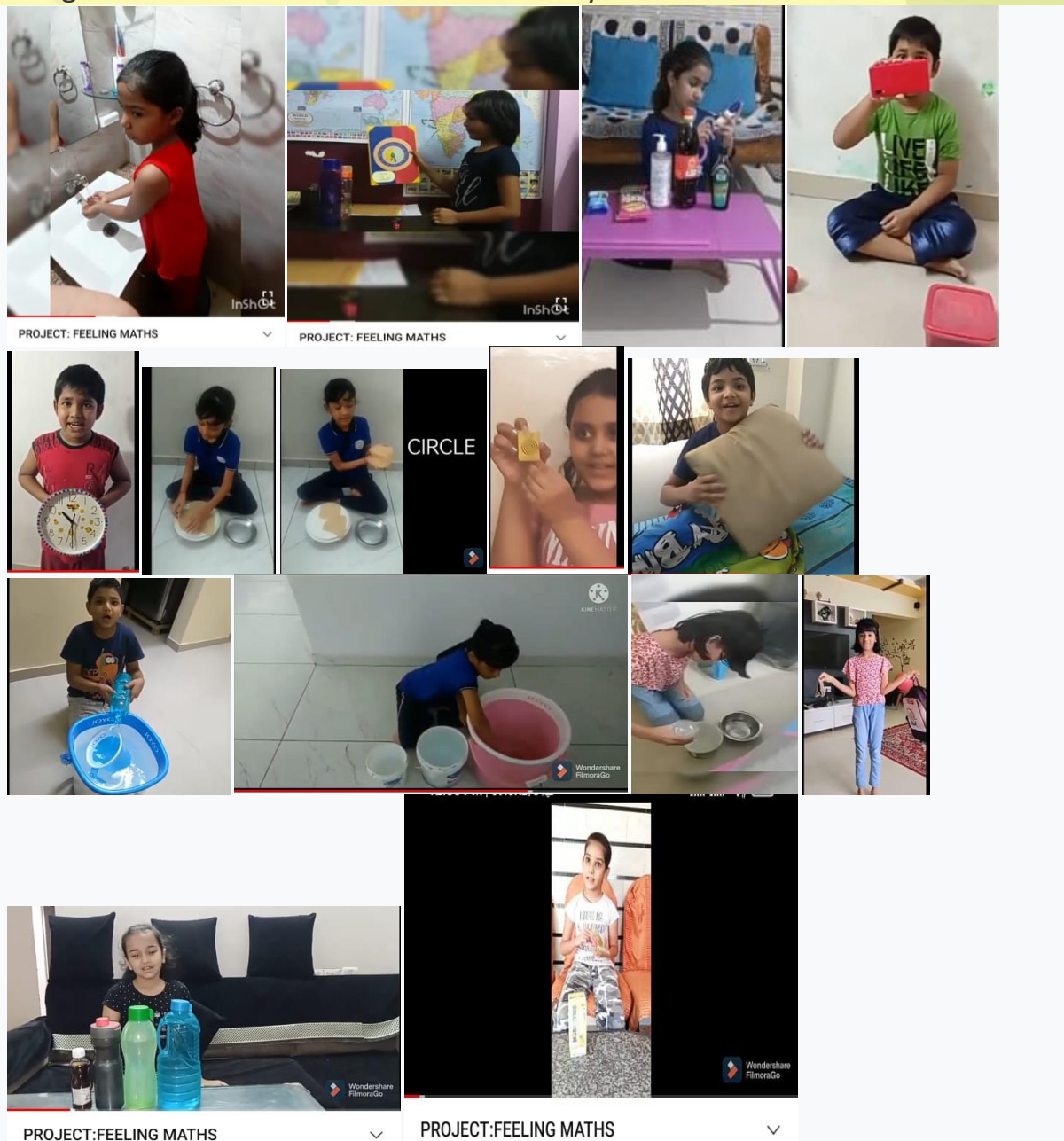
Parents can help children connect math they learn in school and their everyday lives. As a parent, we have to share the examples of everyday math applications. You could talk to your children about how you use math in your daily life.

Please talk to your children about these math connections to real world. Remember that you as a parent can greatly influence how your child thinks about mathematics.





Today onwards, we all become the best motivator, facilitator of our children and guide them to feel the maths constantly.



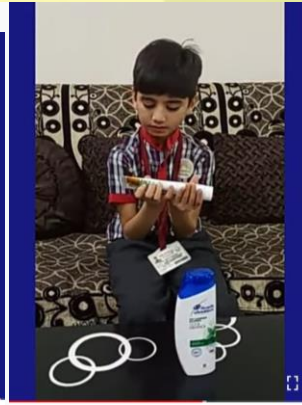




Feeling Maths Project



Feeling Maths Project



Feeling Maths Project



Feeling Maths Project



Feeling Maths Project



PROJECT: FEELING MATHS

Link for Video Lesson-

[https://drive.google.com/file/d/1exl6W99K9SNZrRT0GGWGbBJDw7MuFaYL/view?usp=drive\\_web](https://drive.google.com/file/d/1exl6W99K9SNZrRT0GGWGbBJDw7MuFaYL/view?usp=drive_web)





## UNIQUE PEDAGOGICAL PRACTICE-1

NAME AND DESIGNATION - . Sushmita Mahanty ,HM

SUBJECT: EVS

CLASS: V

NAME OF THE K.V – ONGC Chandkheda Ahmedabad

REGION- AHMEDABAD

Name of the topic: : Super Sense

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Using activity of observing picture cards, Students pick up one by one picture cards and tell something special characteristics about that picture.

#### **Learning Outcomes achieved by the students-**

“Students can able to recognize the animals and understand the super sense of animals.”

#### **Can the same practice be correlated with another subject? If yes, give the brief description**

English-Students can frame the questions using Wh-questions?

Hindi- जानवरो के बारे में जानकारी।

Art- making mask of animals

Maths- Count the sense organs of animals.

#### **Any other point to be mentioned-**

As a teacher, we have to give perfect atmosphere and entertainment to involve the students in the teaching learning process.

#### **Link of Video-**

<https://doc-04-6g->

[docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/28bj4uftmttn94csp5up8e0ivff1jgk2/1669805475000/13409167232894628892/01628675770835952945/1yVwLKhEqGfOUzbY-3nI4JVv9e9iD30Zx?e=download&authuser=0](https://docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/28bj4uftmttn94csp5up8e0ivff1jgk2/1669805475000/13409167232894628892/01628675770835952945/1yVwLKhEqGfOUzbY-3nI4JVv9e9iD30Zx?e=download&authuser=0)







## UNIQUE PEDAGOGICAL PRACTICE-2

NAME AND DESIGNATION - . SUMANLATA PAHADIA, HM,

SUBJECT: HINDI

CLASS: V

NAME OF THE K.V – KV NO. 1 BAJAJ NAGAR JAIPUR

REGION- JAIPUR

Name of the topic: : पत्ते ही पत्ते

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

**PPT ATTACHED**

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<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746933981457625775&th=183e5b3352d732af&view=att&disp=safe>

Link of Video-

[https://drive.google.com/file/d/1uBAyXG9DkEoUoUKdysPWE4InfIj4iHDI/view?usp=drive\\_w eb=](https://drive.google.com/file/d/1uBAyXG9DkEoUoUKdysPWE4InfIj4iHDI/view?usp=drive_w eb=)





## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION:** Sunil Dutt Sharma, TGT- English

**SUBJECT:** ENGLISH

**CLASS:** X

**NAME OF THE K.V.:** - Kendriya Vidyalaya, Mashrak, Saran, Bihar

**REGION-** AHMEDABAD

**NAME OF THE TOPIC:** Modal

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

As a teacher I feel that every child is unique, precious and different from others. And time can change coal into diamond. So, I try my level best to make sure that at the end of my class my students are happy, confident and ready to face the real world.

While teaching modals in class IX/X first two days I taught my students traditionally- What are modals? How many models are there? And the general rules for the use of modals.

On the third day I took some newspapers of English from our library and distributed one page of newspaper on each bench (to two students) in my class. I asked the students to read that page and underline all the modals used on that page and also find out the purpose of using those models in those sentences. They were allowed to discuss all these things with their benchmates.

After 30 minutes they were called one by one in front of the class in a group of two students each. They read the modals, which they had underlined, to the whole class and also told the purpose of the use of those models in those sentences.

I witnessed a wonderful scene in my classroom. Students were discussing very logically and learning the proper use of modals. I found that they had not only learnt modals but also their reading and communication skills had improved. Now they were not simply decoding but reading with comprehension. I found this process innovative, interesting, inexpensive and effective for my students. It was a joyful, stress-free and peer-learning. They learnt the concept with clarity and discussed all the doubts without hesitation. This practice can be used in teaching other topics of grammar also.

### **Learning outcomes achieved by the students**

The students learnt the use of modals.

Their reading and communication skills improved.

**Can the same practice be correlated with other subjects?** If yes, give the brief description.







Yes, this practice can be used in teaching all the languages.

**Any other point to be mentioned**

This practice is equally useful for both- the students of the metro cities and the students of the rural areas.

**Link for Video Lesson-**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746757861377739653&th=183dbb052c0a8b85&view=att&disp=safe>





## UNIQUE PEDAGOGICAL PRACTICE-2

**NAME AND DESIGNATION:** Yogesh Jethava, TGT- English

**SUBJECT:** English

**CLASS:** 6 to 10

**NAME OF THE K.V.:** - Kendriya Vidyalaya Rajkot

**REGION-** AHMEDABAD

**NAME OF THE TOPIC:-**GRAMMER

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

#### 1. Watching Comprehension

Students were given short mute films to comprehend and they were told to understand the theme of the story and create dialogues. They were told to give voice to the characters and edit through an app and submit this to teacher.

#### 2. Reverse Reading and Stopwatch Reading.

The students were given two different types of activities to develop reading comprehension.

A) Under Stopwatch reading they were given specific time period to complete their reading.

B) In reverse reading they were informed to read keeping their book upside down and read a page every day.

#### 3. Translation in Class 9th and 10th

Students of class 9th and 10th were given selected poems in hindi and local language to translate in English to develop multi linguistic ability among the students.

#### 4. Brainstorming Activities

The students of class 6 to 10 were given various picture prompts to write a sentence, write one stanza, write a creative story.

Learning Outcomes: -

#### 1. Learning Outcomes of Watching Comprehension



The students started thinking creatively and started to observe the storyline minutely.



They developed writing skills by watching a mute film.



The students learnt to speake with proper intonation and pitch.



The students also learn video and audio editing.



They Developed acting skills and gestures







## 2. Learning outcomes of Reverse Reading and Stopwatch Reading.

- Their reading speed increased
- They learnt to comprehend a little better.

## 3. Learning outcomes of Translation in Class 9th and 10th

- They developed dictionary skills
- Their vocabulary increase
- They started understanding the core theme of the poems and intended meaning.
- They developed linguistic skills.

## 4. Learning Outcomes of Brainstorming Activities

- The students developed creative thinking
- They started writing in their own words
- They developed different attitude towards looking at the situations

### Correlation with other Subjects: -

1. Watching comprehension can be used in other languages
2. Reverse reading can be used for other languages same as English.
3. Translation can be used in other languages.
4. Brainstorming can be used in any subject be it Science, math, SSt etc through the picture prompts.

### Link for Video Lesson-

<https://drive.google.com/file/d/15iw1ufFkqSAZ5KrXXJwaJgH4Euwq653E/view?usp=drivesdk>





### UNIQUE PEDAGOGICAL PRACTICE-3

**NAME AND DESIGNATION:** MEENA GUPTA, TGT- English

**SUBJECT:** English

**CLASS:** X

**NAME OF THE K.V.:** - KV DURG, Near Five Building, Durg, (C.G.)

**REGION-** RAIPUR

**NAME OF THE TOPIC:** POEM-AMANDA

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

1. To enhance the Reading and comprehension skills of the students - Project is assigned to each student to prepare one Reading card along with answer card, so that drilling of the Reading section is done effectively through the collection of Reading cards in each class. 2. For improvement in the writing skills - Format and language to develop the writing section is drilled through group discussion and inputs are given to develop the writing skills. 3. To strengthen the literature section - Group presentation is given by the students under the teacher's guidance to strengthen the contents of the literature. This improves their spoken skills also. 4. Drilling of the concept and usage of grammar topics is done to enhance the concepts of grammar. 5. To enrich the vocabulary of the students- Daily dictation/spell check given. 6. CCT - CCT Reading literacy passages to develop creative and critical skills of the students.

Learning outcomes achieved by the students \*

1. Students are able to read and comprehend.
2. Students are able to write and express in grammatically correct English.
3. Students are able to interpret and analyse the text.
4. Students are able to speak grammatically correct English. Students enrich their vocabulary.
5. Students develop their creative and critical skills.

**Can the same practice be correlated with another subject? If yes, give the brief escription.**

Some of the practices, like vocabulary enrichment, group presentation etc. can be correlated with other subjects.







### **Learning Objectives:**

Enable the students to

- develop comprehension skills and language skills
- analyse the situations and characters of the chapter
- enhance reading and understanding skills
- develop spoken skills.

### **Learning Outcomes:**

- Make poetry reading / listening an enjoyable experience
- Inculcate an appreciation for poetry and the poem in this unit
- Connect learning with the learner's context and experiences
- Learn the use of new words and phrases
- Learn the use of imperatives
- Give confidence to create a new poem

### **My Statement of Teaching Philosophy:**

- I focus on three goals: What students should know, what they should be able to do and how they would use their knowledge, skills and abilities in real life situations.
- The motto of my class is to help students think and speak, to act as a facilitator to help students understand and appreciate the poem.

### **Teaching methodologies/strategies followed:**

- Interaction-eliciting answers
- Playing audio of the relevant section of the lesson
- Worksheets
- Discussion and development of the ideas
- Recapitulation and Assessment

### **Teaching & Learning materials / aids used:**

- Audio file of the lesson
- Hand-outs/worksheets
- Google Forms





## Previous Knowledge:

### Literary devices.

- i. Rhyme scheme
- ii. Alliteration
- iii. Repetition
- iv. Anaphora
- v. Metaphor

### Resources:

- i) DIKSHA resources
- ii) Power point presentation
- iii) You tube video

## ALTERNATE ACADEMIC CALENDER (AAC Activity)

Spell Check- Daily dictation

### GIST OF THE LESSON

Robin Klein has expressed the views of a little girl, Amanda who is constantly pointed out by her mother for making mistakes. Mistakes which she considers so as they are not part of the code of good conduct laid out by the society in which we live.

## PRESENTATION/ TEACHING METHODOLOGIES

### i. Pre Reading

Here is a list some of things that children love to do. These things aren't always healthy or good for children and hence their parents / guardians either limit these activities or do not allow them at all. Tick those activities that your parents / guardians do not allow you to do.

- Eating junk food/chocolates/sweets
- Talking with friends on the phone for long hours
- Going out / playing with friends all day
- Watching television for long hours
- Sleeping till late in the morning
- Doing / using cosmetics / make up
- Tying out stylish hair styles
- Playing video games all the time
- LOUD READING: Either by teacher or student







## ii. While reading activity

It is understood that every child feels that she/he is controlled and instructed not to do one thing or another. You too may have examples of times when you wanted to do something but weren't allowed to (maybe for your own good?) and felt that your freedom was curtailed.

1. Write down some of the things you want to do, but your parents / elders / guardians did not allow you to.

Read the poem again focusing on the rhyming words and the rhythm of the poem. Note how the rhyming words.

2. Go back to the poem and find more examples of rhyming words.

### key points

- Every child feels that she / he is controlled and instructed not to do one thing or another.
- Children have certain habits.
- Their parents teach them to mend those habits.
- These are for their benefit.
- Children have these habits because they want freedom.
- They want to feel naturally at home.
- Amanda is a small girl has certain unwanted habits.
- She is politely asked to mend those habits.
- But she seems to live in her own world as she is moody.

### ASSESSMENT AS / FOR LEARNING (FORMATIVE) -POST READING ACTIVITY [CCT BASED]

1. Somebody seems to be speaking to Amanda in this poem. Who could it be?

(Apply a tick to the option that is correct. )

- a) Her Mother
- b) Her Friend
- c) Her Sister
- d) Her Brother

2. In which of the following groups of stanzas is someone speaking to Amanda.

(Apply a tick to the option that is correct.)

i.1,3,5,7

ii.2,3,4,5

iii.3,6,7,1

iv.1,2,4,6





3. What is happening in stanzas 2,4 and 6? Amanda is

- i. Reading stories.
- ii. Lost in her own world.
- iii. Having a dream.
- iv. Speaking another person.

4. Choose the correct word.

In stanza 2, Amanda imagines herself to be a \_\_\_\_\_

(orphan, emerald, mermaid)

### Assessment of Learning (Summative)

1. Pick up words and phrases in the poem that indicate that Amanda is happy in her own world. (For example, drifting blissfully, freedom is sweet)
2. Find out Literary devices with examples.
3. Write the appropriate adjective for a person who has the following habits.

Rude, Careless, Impolite, Unhygienic, Dirty, Uncultured

1. Not greeting or wishing anyone \_\_\_\_\_
2. Picking nose in public \_\_\_\_\_
3. Speaking loudly in public \_\_\_\_\_
4. \_\_\_\_\_ a messy bathroom \_\_\_\_\_
5. Having overgrown nails \_\_\_\_\_
6. Wearing dirty, unpolished shoes \_\_\_\_\_
7. Making noisy sounds while eating \_\_\_\_\_
8. Wiping hands on one's dress \_\_\_\_\_
9. Having a foul breath \_\_\_\_\_
10. Pushing people in a queue \_\_\_\_\_
11. Not covering mouth and nose while sneezing \_\_\_\_\_

4. Identify and name it.

Link for Video Lesson- <https://youtube.com/watch?v=k5AShhDp4Ew&feature=share>

AMANDA POEM ppt

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746996339201258519&th=183e93ea1dff417&view=att&disp=safe&realattid=f\\_l9doe5l](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746996339201258519&th=183e93ea1dff417&view=att&disp=safe&realattid=f_l9doe5l)

41







## UNIQUE PEDAGOGICAL PRACTICE-4

**NAME AND DESIGNATION:** Kamal Kumar Arora, TGT- English

**SUBJECT:** ENGLISH

**CLASS:** VI

**NAME OF THE K.V.:** - K.V No.2 AFS Suratgarh

**REGION-** JAIPUR

**NAME OF THE TOPIC:** The Wonder Called Sleep

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

NEP 2020 mandates that the learning should be holistic, integrated, inclusive, enjoyable, and engaging. In order to minimize rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, multilingualism, problem solving, ethics, social responsibility and digital literacy; curriculum, textbooks, pedagogy and assessment at all stages of school education shall be transformed. It stresses that in all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects.

All these mentioned guidelines/factors have been incorporated in the pedagogy adopted. It has interdisciplinary approach (as the pedagogy has been interlinked with subjects like Science, Mathematics, Physical Education, Yoga and Meditation) to promote holistic development with skills like critical thinking, scientific temper, experiential learning in such an inquisitive and joyful way.

**Learning outcomes achieved by the students: -**

In accordance with NCERT's instructional manual for Learning Outcomes for class VI Page No. 52 Learning Outcomes by NCERT

The following Learning outcomes will be achieved by the students.

- To look at cartoons/ pictures/comic strips with or without words, and talk/write about them
- To refer to dictionary to check meaning and spelling, and to suggested websites for information
- To respond to a variety of questions on familiar and unfamiliar texts verbally and in writing





- To read to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.
- To use meaningful sentences to describe / narrate factual / imaginary situations in speech and writing
- To participate in activities in English like role play, group discussion, debate, etc
- responds to announcements and instructions made in class, school assembly, railway station and in other public places

**Can the same practice be correlated with another subject? If yes, give the brief description.: -**

Yes, can be correlated with Science, Mathematics, Physical and Health Education, Yoga and Meditation

**Any other point to be mentioned: -**

The Prime aim of using such type of pedagogy is to make students aware about their physical and mental health and lead such a healthy life not only for themselves but also the members of their family and neighborhood to enable them to contribute

**Link for Video Lesson and ppts and other resources-**

<https://drive.google.com/drive/folders/1O3apMxnXZDJrFpS086pxfJaZJ7yAyCqz?usp=mail&ts=634d722a>







## UNIQUE PEDAGOGICAL PRACTICE-1

शिक्षक का नाम एवं पद:- श्रीमती माया गुप्ता प्रशिक्षित स्नातक शिक्षिका

विद्यालय:- केंद्रीय विद्यालय क्रमांक -4 कोरबा (छ.ग)

विषय:- हिन्दी

पाठ का नाम-मेघ आए ( कविता ) कवि -सर्वेश्वर दयाल सक्सेना

कक्षा- नौवीं

क्षेत्रीय कार्यालय:- रायपुर

### शिक्षण पद्धति का वर्णन -

मेघ आए कविता के कवि श्री सर्वेश्वर दयाल सक्सेना जी हैं । कवि ने कविता में मेघों को विभिन्न उपमानों के द्वारा सुसज्जित किया , मानवीकरण अलंकार का प्रयोग कर काव्य में चमत्कार उत्पन्न किया है , जैसे -

धूल- मेघ रूपी मेहमान के आगमन से उत्साहित अल्हड़ बालिका का प्रतीक है।

पेड़- गाँव के आम व्यक्ति का प्रतीक है जो मेहमान को देखने के लिए उत्सुक है।

नदी- गाँव की नवविवाहिता का प्रतीक है जो पूँछट की ओर से तिरछी नज़र से मेघ को देखती है।

लता- नवविवाहिता मानिनी नायिका का प्रतीक है जो अपने मायके में रहकर मेघ का इंतजार कर रही है।

ताल- घर के नवयुवक का प्रतीक है जो मेहमान के पैर धोने के लिए पानी लाता है।

बादलों के आने पर प्रकृति में जिन गतिशील क्रियाओं को कवि ने चित्रित किया है ।

बादलों के आने पर प्रकृति में निम्न गतिशील क्रियाएँ हुई-

- 1-बयार नाचती-गाती चलने लगी।
- 2-पेड़ झुकने लगे, मानो वे गरदन उचकाकर बादलों को निहार रहे हों।
- 3-आँधी चलने लगी। धूल उठने लगी।
- 4-नदी मानो बाँकी नज़र उठाकर ठिठक गई।
- 5-पीपल का पेड़ झुकने लगा। लताएँ पेड़ों की शाखाओं में छिप गईं।
- 6-तालाब जल से भर गए।
- 7-क्षितिज पर बिजली चमकने लगी।





उपरोक्त भावों व संदर्भ की भावभिव्यक्ति हेतु छात्रों के अनुभव, उनके परिवेश से तारतम्य करते हुए कविता शिक्षण करना जिससे उन्हें भी विषय में रुचि व रसानुभूति उत्पन्न हो ।

कक्षा में जीवंतता पैदा करने हेतु छात्रों को प्रत्यक्ष रूप से सहभागी बनाया गया , क्रियात्मक गतिविधि द्वारा कविता शिक्षण किया गया ।

वर्षा ऋतु सभी को प्रिय है । ग्रीष्म काल की तपन मेघों के आगमन से ही शांत होती है । शिक्षक का प्रमुख उद्देश्य छात्रों के हृदय में काव्य की रसानुभूति उत्पन्न करना , इसके साथ ही उनको प्रेरित करना की स्वयं बादल , मेघ ,घटा आदि पर स्वयं भी कुछ पंक्तियाँ बना सकें ।

काव्य शिक्षण के दौरान छात्रों से ग्रीष्म काल के अनुभवों को पूछना और उनके अनुभवों के आधार पर ही वर्षा के लिए व्याकुलता ,व्यग्रता ,प्रतीक्षा के भावों को छात्रों के माध्यम से ही प्रगट कराना ।

#### 10- विद्यार्थियों द्वारा सीखने का प्रतिफल प्राप्त करना \_

1- काव्य शिक्षण का प्रमुख उद्देश्य कविता व साहित्य में रुचि व रस उत्पन्न कराना ।

छात्रों ने कविता का आनंद लिया(उचित आरोह व अवरोह द्वारा सस्वर वाचन ) व स्वयं भी बादलों से संबन्धित अन्य कविताओं का भी वाचन किया ।

2- कविता समझ कर उसे समझना तथा भाव व्यक्त करना

कविता से CCT प्रश्नों को भी कुछ छात्रों ने हल किया ।

सहायक सामाग्री – पीपीटी , शब्दार्थ व पर्यावाची शब्द के फ्लैश कार्ड , श्रव्य सामाग्री (फिल्मी गीत) , चार्ट ( जल चक्र ) आदि

11- अन्य विषय से सहसंबंध – हाँ , मेघ आए कविता (विषय )का सहसंबंध विज्ञान विषय से है। छात्रों को चार्ट के माध्यम से जल चक्र के विषय में बताया गया। छात्रों से जल चक्र का चित्र विस्तार पूर्वक बनाने कहा गया ।

12-अन्य सूचना – मेघ , वर्षा विषय से मनुष्य हमेशा प्रभावित रहा है , अतः छात्रों का प्रिय विषय होने के कारण पठन -पाठन में छात्रों को बहुत आनंद आया। अगर इस कविता को वर्षा हो रही हो तो हम विद्यालय के बाहर भी ले जाकर शिक्षण कर सकते हैं ।

Link for Video Lesson-

[https://drive.google.com/file/d/1nstUSaTDqHXXrlyfD8\\_J0Atq-7BJ9OCL/view?usp=sharing](https://drive.google.com/file/d/1nstUSaTDqHXXrlyfD8_J0Atq-7BJ9OCL/view?usp=sharing)







## UNIQUE PEDAGOGICAL PRACTICE-2

शिक्षक का नाम एवं पद:- माधुरी सिंह प्रशिक्षित स्नातक शिक्षिका

विषय:- हिन्दी

विद्यालय:- केन्द्रीय विद्यालय नक्र 3, गांधीनगर कैंट, गुजरात

कक्षा- दसवी

प्रकरण:- फसल - नागार्जुन

क्षेत्रीय कार्यालय:- अहमदाबाद

### शिक्षण पद्धति का वर्णन

राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में शिक्षण-अधिगम प्रक्रिया में कौशल केंद्रित शिक्षण पर विशेष बल दिया जा रहा है। अधिगम की प्रक्रिया में मात्र सूचनाएँ एकत्र करने का कार्य विद्यार्थी के द्वारा न किया जाए, बल्कि संवेदनशीलता, सृजनात्मकता, हस्तशिल्प तथा जीविकोपार्जन से संबंधित क्षेत्रों का ज्ञान भी विद्यार्थी को प्रदान किया जाए। पठित ज्ञान को अपने परिवेश से संबद्ध कर तदनुसार निर्णय ले पाने में सक्षम बनाया जाए। काव्य पाठ, नाट्य मंचन, प्रश्नोत्तरी, रचनात्मक लेखन, दृश्य और श्रव्य सामग्री के माध्यम से विद्यार्थियों की समझ को विकसित करने का प्रयास किया जाता है। कार्यानुभव हेतु विभिन्न कौशलों में कुशल कारीगरों से भविष्य में संपर्क कर विद्यार्थियों को प्रोत्साहन देने की योजना है।

Learning outcomes achieved by the students :

- \*पाठ विशेष की समझ और उससे जुड़े मुद्दों पर अपनी राय देने में सक्षम।
- \*फसल तैयार होने में कृषक और प्राकृतिक संसाधनों के उपयोग की सार्थक भूमिका की समझ।
- \*प्रकृति और मनुष्य के सहयोग से ही सृजन संभव।
- \*उपभोक्तावादी संस्कृति में कृषि संस्कृति के प्रति लगाव।
- \*कवि नागार्जुन के व्यक्तित्व और कृतित्व की जानकारी।
- \*कृषि कार्य से संबंधित शब्दावली की जानकारी।
- \*प्रकाश संश्लेषण का पुनरावर्तन ।
- \*मुख्य काव्य बिंदुओं की समझ।

Can the same practice be correlated with another subject? If yes, give the brief description:





- \*'फसल' कविता विज्ञान विषय से संबंधित है जिसमें कृषि विज्ञान से संबंधित विविध विषयों व शब्दावली की जानकारी प्राप्त होती है।
- \*प्रकाश संश्लेषण की प्रक्रिया विज्ञान विषय से इसे संबद्ध करती है।
- \*कविता सामाजिक विज्ञान विषय से संबंधित है जहां फसल के उत्पादन के लिए विविध प्रकार की मिट्टी और पैदावार की जानकारी प्राप्त होती है।

**Link for Video Lesson-** [https://doc-0s-14-](https://doc-0s-14-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/hgdc7venlrve2aoe4c56vst7a5turqn/1669702425000/02706427147912702485/01628675770835952945/1if36_OTNm1cOvNhxWdWqRHv5C5XeRIR?e=download&authuser=0)

[docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/hgdc7venlrve2aoe4c56vst7a5turqn/1669702425000/02706427147912702485/01628675770835952945/1if36\\_OTNm1cOvNhxWdWqRHv5C5XeRIR?e=download&authuser=0](https://doc-0s-14-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/hgdc7venlrve2aoe4c56vst7a5turqn/1669702425000/02706427147912702485/01628675770835952945/1if36_OTNm1cOvNhxWdWqRHv5C5XeRIR?e=download&authuser=0)

**Link for Ppt-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:174763824021113745&th=1840dbb857ac1711&view=att&disp=safe&realattid=f\\_l9nstbn\\_c0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:174763824021113745&th=1840dbb857ac1711&view=att&disp=safe&realattid=f_l9nstbn_c0)







### UNIQUE PEDAGOGICAL PRACTICE-3

शिक्षक का नाम एवं पद:- दिनेश दान प्रशिक्षित स्नातक शिक्षिका

विषय:- हिन्दी

विद्यालय:- केन्द्रीय विद्यालय क्रमांक 2, पैदल वाहिनी, जामनगर

कक्षा- दसवी

प्रकरण:- अलंकार

क्षेत्रीय कार्यालय:- अहमदाबाद

#### शिक्षण पद्धति का वर्णन

विभिन्न उदाहरणों और कविता के माध्यम से प्रकरण को रुचिकर बनाया गया है।

Learning outcomes achieved by the students विद्यार्थी अलंकार की परिभाषा और भेदों को समझ सकेंगे।

Can the same practice be correlated with another subject? If yes, give the brief.

काव्य शास्त्र, संस्कृत, अंग्रेजी आदि

#### Link for Video Lesson-

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747368128959984117&th=183fe60e2a7fb1f5&view=att&disp=safe&realattid=183fe5bd7ca64ce52491>





## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION:** Dr. Mridula Chaturvedi, TGT- Maths

**SUBJECT:** MATHEMATICS

**CLASS:** X

**NAME OF THE K.V.:** - Kendriya Vidyalaya Durg

**REGION-** RAIPUR

**NAME OF THE TOPIC:** Heights and Distances

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

As per NEP 2020 a class room and field experiences in Heights and Distances were provided. This procedure was based on a constructivist view of learning and was supported by instructional material devised specially to meet the need of research. There is a significant and generalized increase in the development of Problem solving skills. Students developed love for the Mathematics and were enthusiastic to learn more and more word problems of Heights and Distances.

#### **Learning outcomes achieved by the students:**

Slow learners are improved a lot. They understood the problem properly, made the diagram and were able to solve the question. Even bright students brought up the level of excellence on the basis of mistakes discussed in the project. Students are confident enough and ready to attempt new problems related to the Heights and Distances.

#### **Can the same practice be correlated with another subject? If yes, give the brief description:**

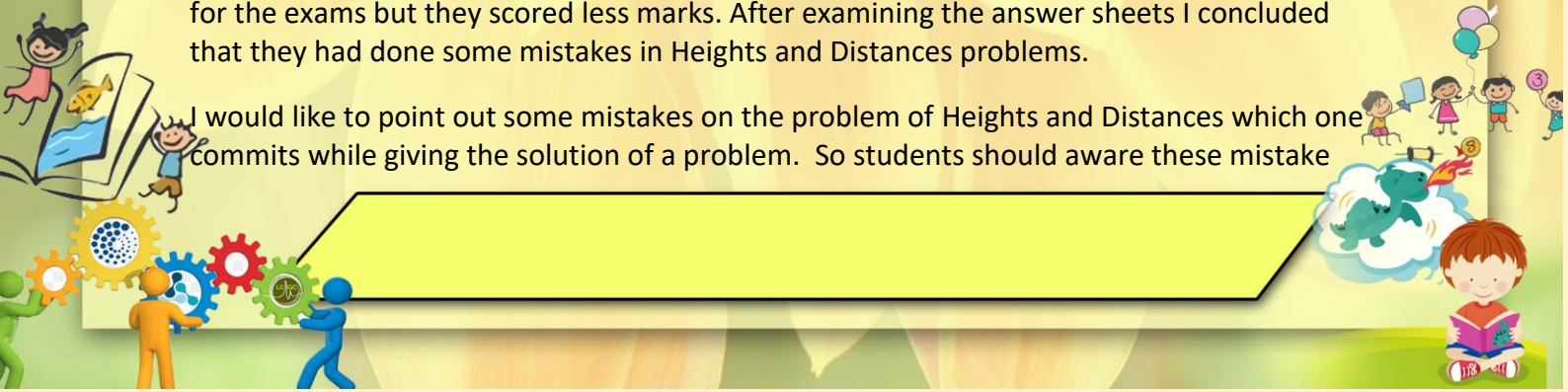
Yes it can be co related with Geography like measurements of mountains and can estimate the related information to proper analyses the situation in hilly area. In Economics- To estimate the cost of different types of towers and buildings

**Any other point to be mentioned- Used the Teaching Aid- CLINOMETER**

## GENESIS:

One day I talked with some disappointed students they said that they prepared well for the exams but they scored less marks. After examining the answer sheets I concluded that they had done some mistakes in Heights and Distances problems.

I would like to point out some mistakes on the problem of Heights and Distances which one commits while giving the solution of a problem. So students should aware these mistake







which occur either unknowingly or due to carelessness or when one starts answering before thinking for the same.

The most challenging portion for the students in CBSE exam is the Heights and Distances questions. To solve this question the students should draw the diagram correctly keeping in view of the various parameters given in the question. Most of the time, it is easy to find Heights and Distances by using T-ratios. It makes the question simple and error free. Secondly equate the quantified relations to get the result.

No student in CBSE exam aiming to score 80 marks can afford to ignore trigonometry. Anyway it is not difficult to attain expertise if the questions are tried correctly.

**OBJECTIVE:** The frame work for this project is a proposal for assessing mathematics learning by means of problem solving.

**RESULT:** A class room experience in Heights and Distances was devised. Students centered tasks were favoured, which encouraged discussion and provided interactive practice activities with the teacher. This class room procedure was based on a constructivist view of learning and was supported by instructional material devised specially to meet the need of research.

The result of quantitative study is that there is a significant and generalized increase in the development of certain skills and in the use of knowledge specifically the teaching of Heights and Distances.

**CONCLUSION:** Slow learners are improved a lot. They understood the problem properly, made the diagram and were able to solve the question. Even bright students brought up the level of excellence on the basis of mistakes discussed in the project. Students are confident enough and ready to attempt new problems related to the Heights and Distances.

**Link for Video Lesson-** [https://doc-08-84-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/b6bpkto ttdtb254j4e658hcbaebc7q93/1669704375000/10881874367752485615/01628675770835952945/1LB1ThRP\\_0Orq7ZhXqGjg5wg3AlF67dmP?e=download&authuser=0](https://doc-08-84-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/b6bpkto ttdtb254j4e658hcbaebc7q93/1669704375000/10881874367752485615/01628675770835952945/1LB1ThRP_0Orq7ZhXqGjg5wg3AlF67dmP?e=download&authuser=0)

**Ppt-** [https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746956787134896112&th=183e6ff12f2217f0&view=att&disp=safe&realattid=f\\_l9d0q1x61](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746956787134896112&th=183e6ff12f2217f0&view=att&disp=safe&realattid=f_l9d0q1x61)





## UNIQUE PEDAGOGICAL PRACTICE-2

NAME AND DESIGNATION: SANGEETA, TGT- Maths

SUBJECT: MATHEMATICS

CLASS: VI

NAME OF THE K.V.: - KV KOLIWADA

REGION- MUMBAI

NAME OF THE TOPIC: PERIMETER OF A RECTANGLE AND SQUARE

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

Students are asked to measure the edges and find the sum of edges of the rectangular and square shapes.i.e. notebook, chess board, teachers table, whiteboard, rectangular box, coloured square papers, square shaped board provided to them by using rope, scale, inch tape for understanding the concept of perimeter of a rectangle and a square.

**Learning outcomes achieved by the students** - Students can find the perimeter of a rectangle and square with or without using their formula. Students can derive the formula of perimeter of a rectangle and a square by measuring different rectangular and square objects.

**Can the same practice be correlated with another subject? If yes, give the brief description.**

Yes, this can be correlated with social science. We can find the perimeter of a region which is approximately near to rectangular and square shapes

**Link for Video Lesson-**

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## UNIQUE PEDAGOGICAL PRACTICE-3

NAME AND DESIGNATION: NARESH KUMAR PADHAN, TGT- Maths

SUBJECT: MATHEMATICS

CLASS: IX

NAME OF THE K.V.: - KENDRIYA VIDYALAYA, JAWAHARNAGAR

REGION- PATNA

NAME OF THE TOPIC: SURFACE AREA AND VOLUME OF CYLINDER

### BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-

I have used to teach my subject by keeping the interest of students on the topic should be always high as they are learning the topic with help of play way method, art integrated method of teaching, activity-based teaching, demonstrating the proofs, easy funny tricks to remember the formula and giving extra some creative & critical thinking questions for the students to solve to encourage their thinking level

### LEARNING OUTCOMES ACHIEVED BY THE STUDENTS:

1. What is meaning curved surface area, total surface area, volume of cylinder
2. Formula of csa, tsa and volume of cylinder
3. Applications of the formula....



Link for Video Lesson-

[https://drive.google.com/file/d/1WYofI2GjDX\\_CyqEM\\_DKx2J47dogKADz5/view?usp=drivesdk](https://drive.google.com/file/d/1WYofI2GjDX_CyqEM_DKx2J47dogKADz5/view?usp=drivesdk)

[https://drive.google.com/file/d/1WRC8aMddnDHhAW1dRovQZ4GuRlyM\\_9hG/view?usp=drivesdk](https://drive.google.com/file/d/1WRC8aMddnDHhAW1dRovQZ4GuRlyM_9hG/view?usp=drivesdk)







## UNIQUE PEDAGOGICAL PRACTICE-4

**NAME AND DESIGNATION:** Mr. Varish, TGT- Maths

**SUBJECT:** MATHEMATICS

**CLASS:** VI (In classes VII, VIII and IX for remedial measures)

**NAME OF THE K.V.:** - Kendriya Vidyalaya Dwarka, Gujarat

**REGION-** AHMEDABAD

**Name of the topic :** Integers and Operations on Integers

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

The pedagogical skill used here is STORY-TELLING in MATHEMATICS.

As per NEP 2020 para 4.5 and 4.6 using innovative pedagogical skills like Storytelling open a space for creative & critical thinking, problem solving skills and more holistic, inquiry based, analysis and curiosity-based learning. It promotes experiential learning in students which will result in more focused attainment of learning outcomes by the learners

**Learning outcomes achieved by the students:** After this story students will be able to:

- o Explain integers as positive and negative numbers.
- o Compare the positive and negative integers.
- o Perform addition on integers
- o Perform subtraction on integers
- o Perform multiplication on integers
- o Perform division on integers
- o Solve the daily life problem based on operation of integers.

**Can the same practice be correlated with another subject? If yes, give a brief description.**

The pedagogical tool of storytelling is best blended with topics of languages and social science. But this tool is so dynamic and diverse that it can be used in mathematics and sciences too. This tool promotes 21st century skills like critical thinking, communication skills, creativity, problem solving and value generation.

**Any other point to be mentioned**

- This story is in two parts hence should be covered in at least three - four sessions by leaving a suspense in the end for students for next day. Like the first class may end at the







war between one angel and devils and the teacher may ask students to think if one angel catches devils or vice-versa then what will happen. Many such thought provoking situations can be left open ended for class.

- A more enhancement to storytelling can be brought by the Dramatic skills of a teacher in class.

- This story of Angel and Devils in Mathematics helps a teacher to transcend the boundary of monotonous classroom teaching of mathematics. It helps students to understand the larger picture that mathematics can be associated and experienced in a mundane lifestyle. This will surely try to reduce the fear and phobia of mathematics in learners unto some extent.

#### **Link for Video Lesson-**

[https://doc-0c-a8-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/j6dlv81u7oam06kghigsm1h70g7kq0ad/1669705725000/15844556206120197463/01628675770835952945/1kSEKeoJn3BLe3jCdEv\\_qtAb7SfEMgjVm?e=download&authuser=0](https://doc-0c-a8-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/j6dlv81u7oam06kghigsm1h70g7kq0ad/1669705725000/15844556206120197463/01628675770835952945/1kSEKeoJn3BLe3jCdEv_qtAb7SfEMgjVm?e=download&authuser=0)





## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION:** Juhi Chakraborty , TGT Biology

**SUBJECT:** SCIENCE

**CLASS:** VIII

**NAME OF THE K.V.:** - Kendriya Vidyalaya Bilaspur

**REGION-** RAIPUR

**Name of the topic :** Conservation of Plants and Animals

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

**Learning outcomes achieved by the students:**

- \*Students will be motivated to express themselves fearlessly
- \*Will get exposure in class and will be able to perform well in other competitions.
- \*Will enthusiastically learn the part given to them .
- \*Will improve day by day with more chances to present themselves, will develop confidence.

**Can the same practice be correlated with another subject? If yes, give the brief description.**

Yes, this method can be suitable for every subject with a little preparation beforehand.

Teacher should select students and brief them accordingly.

Ex: Maths to explain variables and numerals, student should be given parts to be enacted.

**Any other point to be mentioned: some other practices are in form of ppt.**

### **Role Of KVS In Shaping Of Enlightened And Strong India**

A Strong India, was always a dream of every citizen of our country and if the soul of everyone is enlightened then the heaven on earth can be again created as our culturally rich 'Ancient India'.

Astoma Sadgamaya ..... This Shloka is taken from 'Brihadaranyakopnishada' and means – Take me from untruth to truth ,from dark to light ,from death to immortality .

These lines are soul of Kendriya Vidyalaya , and so true are the lines which depicts the real and true picture of KVS. The only aim of KVS is to create a golden future for our country by moulding the future clays which are the foundation of strong India.

The teachers are the mason and working hard to shape up the clay and slowly by their efforts and efficient work are giving them strength to face each and every hardships coming







on their path. Gurus are the facilitator who make the students walk on the hard horny path and give them blessings of life skills. Students become a perfect citizen under able guidance of teachers.

KVians have proved themselves in every situation and have given able pillars for country, may it be in field of space , as defenders in defence , as journalists etc . Students of Kendriya- Vidyalayas have always raised banner of country high in every field they stepped in. The all round development of students is fully ensured by administration and teachers as a working team. Children come to school with a joyous mood and take part in each and every teaching learning activities so done in school. Teachers equally involve themselves with these angels and motivate them to be the best of all , so that they stand with country when ..... country needs them.

Each and every day we KVians dream to make the laurel of country fly high, fight all situation adverse may be and still stand with country and prove to be true citizen. Let's remember and salute Our Hero Wg Cdr Vir Chakra Abhinandan Varthaman , isn't it a proud feeling ? Yes definitely it is . It is said that when the foundation of a country is strong country becomes strong in itself . Kendriya Vidyalaya is such a institution which is continuously working for betterment of country and her citizens. We have seen this in Corona period how teachers switched from offline to online mode facing lots and tons of difficulty and became digital Guru in couple of months . Truly its because we are one working under one hand and with soul motto .....

“ Bharat ka Swarnim Gaurav KENDRIYA VIDYALAY Laega ..... Takshila Nalanda ka Itihas loutkar aega ”

And the day will arrive when our country will chirp like Golden Bird again. We believe in KVs principles and power which can shape our nation and bring to it become Vishwa Guru to establish peace in world and inculcate values in whosoever comes here because here lives mother India's true sons .

When we are ready to build a Enlightened and strong Nation then why to hesitate just stand and show love for nation by becoming a part of Kendriya Vidyalaya in thought , in deeds , in leadership and so on .....

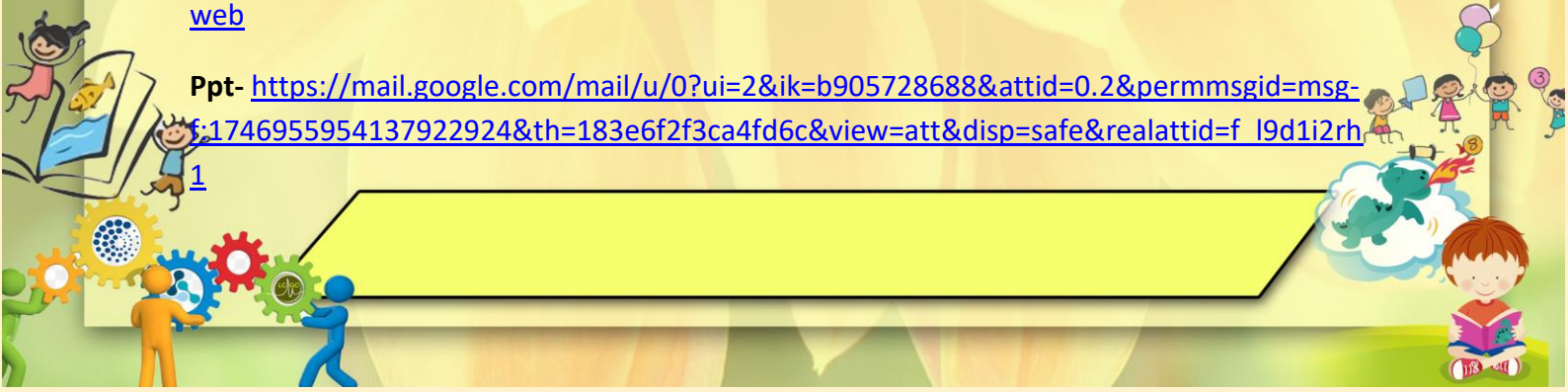
Yes we will bring the Golden Age soon .....JAI HIND !

**Link for Video Lesson-**

[https://drive.google.com/file/d/1BZZwZVry2tpzYUXfMuqqBdhPGbB\\_0zm/view?usp=drive\\_web](https://drive.google.com/file/d/1BZZwZVry2tpzYUXfMuqqBdhPGbB_0zm/view?usp=drive_web)

**Ppt-** [https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746955954137922924&th=183e6f2f3ca4fd6c&view=att&disp=safe&realattid=f\\_l9d1i2rh](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746955954137922924&th=183e6f2f3ca4fd6c&view=att&disp=safe&realattid=f_l9d1i2rh)

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## UNIQUE PEDAGOGICAL PRACTICE-2

**NAME AND DESIGNATION:** Ramesh Kumar Yadav, TGT (Science)

**SUBJECT:** SCIENCE

**CLASS:** VII

**NAME OF THE K.V.:** - Kendriya Vidyalaya Mashrak

**REGION-** PATNA

**Name of the topic :** Physical Change

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Learning outcomes achieved by the students: Learners would understand and explore the Physical change .in their day-to-day life.

#### **Brief description of unique pedagogical practices/Best practices carried on :**

Learning by doing

Activities on Physical change by demonstration for class VII students.

Materials Required: A sheet of paper, Chalk, Duster, Water

First of all Introduced the Physical changes with many daily life examples and asked some events of daily life where physical changes are seen. After that started the demonstration by showing them the folding of paper sheet and asking them questions based on the changes in size of the sheet of paper. Now I unfolded the sheet of paper and the paper comes in its original size. So the students understand the physical change .

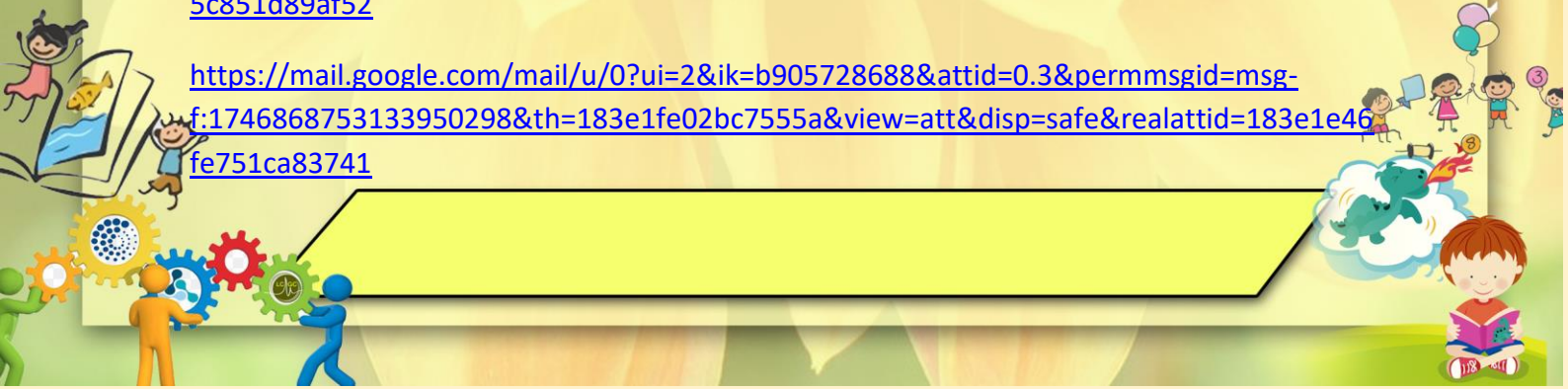
In second demonstration I took a piece of chalk and showed them to students in its original shape. Now I make the chalk dust by crushing the chalk by wooden duster in front of students. Now chalk powder is ready. I mixed the water in chalk dust and made a paste of that. After that I gave the paste a shape of chalk by rolling it and left to dry for some time. Now the chalk is ready to write.

So like this the students can do the activities at home and understand the concepts with learning by doing.

#### **Link for Video Lesson-**

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<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.3&permmsgid=msg-f:1746868753133950298&th=183e1fe02bc7555a&view=att&disp=safe&realattid=183e1e46fe751ca83741>







### UNIQUE PEDAGOGICAL PRACTICE-3

NAME AND DESIGNATION -Mrs. Geeta Mali,TGT (Science)

SUBJECT: SCIENCE

CLASS: IX

NAME OF THE K.V.: - Kendriya Vidyalaya Durg

REGION- RAIPUR

Name of the topic : Buoyancy

#### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

I try to correlate the buoyancy they have experienced.

The spring balance was used to make the children understand that when an object is immersed in water it's weight decrease.

Learning outcomes by students -

1. Student learnt the concept of upthrust.
2. Decorated the buoyancy with their daily life experiences.
3. They understood that when an object is emerged in water its weight gradually decreases.

Link for Video Lesson-

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## UNIQUE PEDAGOGICAL PRACTICE-4

NAME AND DESIGNATION - PALLAVI, TGT (Science)

SUBJECT: SCIENCE

CLASS: VII

NAME OF THE K.V.: - K.V. KANKER

REGION- RAIPUR

Name of the topic : Human Respiratory System

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Art Integrated Learning activities, Experiential learning, Play-based learning- Human respiratory system Students can be taken to the open space/playground or corridor and draw 10-15 feet long human respiratory system with chalk/ charcoal or with a stick on the ground. Colours/ rangoli colours may be used to highlight different parts of the system. The students will be involved in making flags/ placards or labels of different parts of the respiratory system (such as- nostrils, pharynx, larynx, trachea, bronchi, bronchioles, alveoli, lungs and diaphragm).

#### **Link for Video Lesson-**

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<https://doc-14-0g-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/ugu5mqbql1ik5g14j0u0qbocmsug0srk/1669713300000/16411187632312344991/01628675770835952945/1FjaaJoUqYeZ0RcbErCOuVGJ--Bpa3yAo?e=download&authuser=0>

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## UNIQUE PEDAGOGICAL PRACTICE-1

NAME AND DESIGNATION - DINESH KUMAR SONI, PGT (Bio)

SUBJECT: BIOLOGY

CLASS: XII

NAME OF THE K.V.: - K.V. INDRAPURA

REGION- JAIPUR

Name of the topic : Human Respiratory System

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

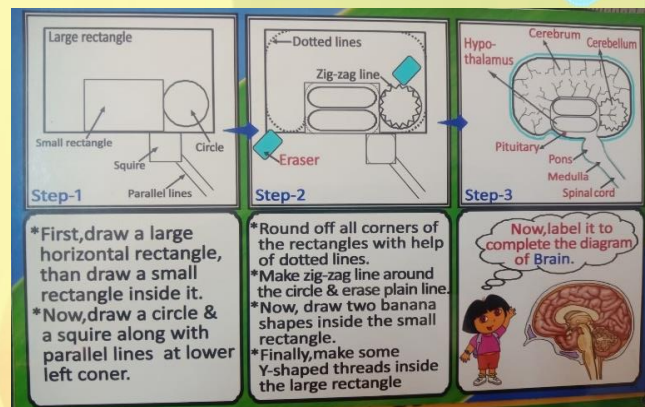
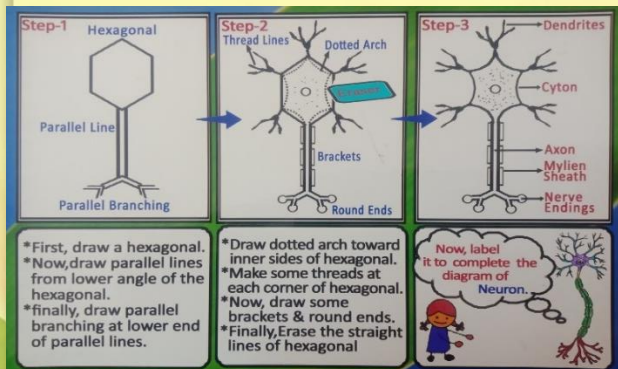
1. Easy drawing steps for science/biology students.
2. Developing a set of flash cards for class XII biology
3. Developing comic strips on various biology concepts

#### **1. Easy drawing steps for science/biology students.**

- Very often students of class VIII & IX, even X & XI feel difficulty to draw biology diagrams. As result they avoid them or draw wrong diagrams, which lead to their poor understanding of concepts as well as couldn't get good marks in examination.
- More over some science teachers also feel such difficulty during drawing diagram on black board, as they found it time consuming and tough.
- In this project I have tried to innovate some easy drawing steps for biological diagrams, which could be very fruitful to them.
- As these drawing techniques are based on "Learn with fun" and "Learning by doing", which are the core of overall teaching-learning process.
- In this project, drawing of biological diagrams is made easy and interesting, as I have used some simple mathematical figures like plain lines, parallel lines, square, rectangle, hexagon, triangle, circles etc.
- Normally everyone is familiar with these figures up to class VIII level, so it becomes quite easy to attract student's attention.
- After going through these easy drawing steps students could tackle their fear of drawing typical biology diagrams.
- Once a student practice it at home these diagrams help him/her to recall such diagrams in examination as well as in their better understanding if the concern concepts.
- The colourful drawings will also help them in better understanding of subject.







## 2. Developing a set of flash cards for class XII biology

- ✓ Moving from rote-based learning to competency-based learning with help of flash cards developed for class XII biology students.
- ✓ With help of my photography skill along with a little knowledge of Photoshop helped me to develop a set of flash cards and biology practical content for class 12 Biology students.







### 3. Developing comic strips on various biology concepts

Supporting students with special talent I have been working on my other project that is developing comic strips on various biology concepts. I have asked some students also to be a part of it.

#### Learning outcomes achieved by the students

1. This will definitely improve the student's result and grip over the subject.
2. This project also helps in better orientation of students toward biology subject, that could help them at the time of subject selection after passing class X.
3. During testing the utility of the project, I have found that slow learner students gave more attention and show much interest, as diagrams are part of non-linguistic approach therefore they found it quite easy and suitable instead of lengthy theory in examination.
4. With help of these techniques even some science teacher could be benefitted to draw such diagrams on black board.
5. Teachers could develop biological concepts more confidently and interestingly.

#### Can the same practice be correlated with other subject? If yes, give the brief description

Yes, Project can be correlate with Mathematic, Drawing, Paper art, Photoshop (Computer science) etc. subjects

#### Any other point to be mentioned

- ✓ For last five years I am working on a project for developing self-discipline and positive mind set in students. The project titled as "No complain class".
- ✓ In general students were asked to write name of misbehaving students on blackboard in absence of a teacher and very often we observe students complaining for very small issues in class. So, I have been trying a different approach, every year I arrange a discussion session with new comer students in class 6 (As willingly I am class teacher of class 6 for many years.) and make a common agreement on few points. As per the agreement every day students will be given a chance to appreciate others for any good thing happened with them instead of making complaint for small issues, and in absence of teacher class monitor will write name of good behaving students on black board to motivate others for good behaviour. This project is really working wonderfully till date.





# CLASS - VI SESSION-2019

## NO COMPLAINT CLASS

co-ORDINATOR-DINESH SONI

### AIM/OBJECTIVES

- To be a GOOD and HAPPY human being
- To Learn with JOY and Fun.
- To appreciate good done by others.

Sl. No.	NAME	Sl. No.	NAME	Sl. No.	NAME	Sl. No.	NAME	Sl. No.	NAME
1	Amish	11	Lakshya	21	Rishabh	31	Sanam	41	Soni
2	Bharati	12	Manish	22	Rishabh	32	Soni	42	Soni
3	Disha	13	Manish	23	Rishabh	33	Soni	43	Soni
4	Divya	14	Manish	24	Rishabh	34	Soni	44	Soni
5	Dishant	15	Manish	25	Rishabh	35	Soni	45	Soni
6	Dishant	16	Manish	26	Rishabh	36	Soni	46	Soni
7	Dishant	17	Manish	27	Rishabh	37	Soni	47	Soni
8	Dishant	18	Manish	28	Rishabh	38	Soni	48	Soni
9	Dishant	19	Manish	29	Rishabh	39	Soni	49	Soni
10	Dishant	20	Manish	30	Rishabh	40	Soni	50	Soni
11	Dishant	21	Manish	31	Rishabh	41	Soni	51	Soni
12	Dishant	22	Manish	32	Rishabh	42	Soni	52	Soni
13	Dishant	23	Manish	33	Rishabh	43	Soni	53	Soni
14	Dishant	24	Manish	34	Rishabh	44	Soni	54	Soni
15	Dishant	25	Manish	35	Rishabh	45	Soni	55	Soni
16	Dishant	26	Manish	36	Rishabh	46	Soni	56	Soni
17	Dishant	27	Manish	37	Rishabh	47	Soni	57	Soni
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23	Dishant	33	Manish	43	Rishabh	53	Soni	63	Soni
24	Dishant	34	Manish	44	Rishabh	54	Soni	64	Soni
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26	Dishant	36	Manish	46	Rishabh	56	Soni	66	Soni
27	Dishant	37	Manish	47	Rishabh	57	Soni	67	Soni
28	Dishant	38	Manish	48	Rishabh	58	Soni	68	Soni
29	Dishant	39	Manish	49	Rishabh	59	Soni	69	Soni
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33	Dishant	43	Manish	53	Rishabh	63	Soni	73	Soni
34	Dishant	44	Manish	54	Rishabh	64	Soni	74	Soni
35	Dishant	45	Manish	55	Rishabh	65	Soni	75	Soni
36	Dishant	46	Manish	56	Rishabh	66	Soni	76	Soni
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47	Dishant	57	Manish	67	Rishabh	77	Soni	87	Soni
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59	Dishant	69	Manish	79	Rishabh	89	Soni	99	Soni
60	Dishant	70	Manish	80	Rishabh	90	Soni	100	Soni
61	Dishant	71	Manish	81	Rishabh	91	Soni	101	Soni
62	Dishant	72	Manish	82	Rishabh	92	Soni	102	Soni
63	Dishant	73	Manish	83	Rishabh	93	Soni	103	Soni
64	Dishant	74	Manish	84	Rishabh	94	Soni	104	Soni
65	Dishant	75	Manish	85	Rishabh	95	Soni	105	Soni
66	Dishant	76	Manish	86	Rishabh	96	Soni	106	Soni
67	Dishant	77	Manish	87	Rishabh	97	Soni	107	Soni
68	Dishant	78	Manish	88	Rishabh	98	Soni	108	Soni
69	Dishant	79	Manish	89	Rishabh	99	Soni	109	Soni
70	Dishant	80	Manish	90	Rishabh	100	Soni	110	Soni
71	Dishant	81	Manish	91	Rishabh	101	Soni	111	Soni
72	Dishant	82	Manish	92	Rishabh	102	Soni	112	Soni
73	Dishant	83	Manish	93	Rishabh	103	Soni	113	Soni
74	Dishant	84	Manish	94	Rishabh	104	Soni	114	Soni
75	Dishant	85	Manish	95	Rishabh	105	Soni	115	Soni
76	Dishant	86	Manish	96	Rishabh	106	Soni	116	Soni
77	Dishant	87	Manish	97	Rishabh	107	Soni	117	Soni
78	Dishant	88	Manish	98	Rishabh	108	Soni	118	Soni
79	Dishant	89	Manish	99	Rishabh	109	Soni	119	Soni
80	Dishant	90	Manish	100	Rishabh	110	Soni	120	Soni
81	Dishant	91	Manish	101	Rishabh	111	Soni	121	Soni
82	Dishant	92	Manish	102	Rishabh	112	Soni	122	Soni
83	Dishant	93	Manish	103	Rishabh	113	Soni	123	Soni
84	Dishant	94	Manish	104	Rishabh	114	Soni	124	Soni
85	Dishant	95	Manish	105	Rishabh	115	Soni	125	Soni
86	Dishant	96	Manish	106	Rishabh	116	Soni	126	Soni
87	Dishant	97	Manish	107	Rishabh	117	Soni	127	Soni
88	Dishant	98	Manish	108	Rishabh	118	Soni	128	Soni
89	Dishant	99	Manish	109	Rishabh	119	Soni	129	Soni
90	Dishant	100	Manish	110	Rishabh	120	Soni	130	Soni
91	Dishant	101	Manish	111	Rishabh	121	Soni	131	Soni
92	Dishant	102	Manish	112	Rishabh	122	Soni	132	Soni
93	Dishant	103	Manish	113	Rishabh	123	Soni	133	Soni
94	Dishant	104	Manish	114	Rishabh	124	Soni	134	Soni
95	Dishant	105	Manish	115	Rishabh	125	Soni	135	Soni
96	Dishant	106	Manish	116	Rishabh	126	Soni	136	Soni
97	Dishant	107	Manish	117	Rishabh	127	Soni	137	Soni
98	Dishant	108	Manish	118	Rishabh	128	Soni	138	Soni
99	Dishant	109	Manish	119	Rishabh	129	Soni	139	Soni
100	Dishant	110	Manish	120	Rishabh	130	Soni	140	Soni
101	Dishant	111	Manish	121	Rishabh	131	Soni	141	Soni
102	Dishant	112	Manish	122	Rishabh	132	Soni	142	Soni
103	Dishant	113	Manish	123	Rishabh	133	Soni	143	Soni
104	Dishant	114	Manish	124	Rishabh	134	Soni	144	Soni
105	Dishant	115	Manish	125	Rishabh	135	Soni	145	Soni
106	Dishant	116	Manish	126	Rishabh	136	Soni	146	Soni
107	Dishant	117	Manish	127	Rishabh	137	Soni	147	Soni
108	Dishant	118	Manish	128	Rishabh	138	Soni	148	Soni
109	Dishant	119	Manish	129	Rishabh	139	Soni	149	Soni
110	Dishant	120	Manish	130	Rishabh	140	Soni	150	Soni
111	Dishant	121	Manish	131	Rishabh	141	Soni	151	Soni
112	Dishant	122	Manish	132	Rishabh	142	Soni	152	Soni
113	Dishant	123	Manish	133	Rishabh	143	Soni	153	Soni
114	Dishant	124	Manish	134	Rishabh	144	Soni	154	Soni
115	Dishant	125	Manish	135	Rishabh	145	Soni	155	Soni
116	Dishant	126	Manish	136	Rishabh	146	Soni	156	Soni
117	Dishant	127	Manish	137	Rishabh	147	Soni	157	Soni
118	Dishant	128	Manish	138	Rishabh	148	Soni	158	Soni
119	Dishant	129	Manish	139	Rishabh	149	Soni	159	Soni
120	Dishant	130	Manish	140	Rishabh	150	Soni	160	Soni
121	Dishant	131	Manish	141	Rishabh	151	Soni	161	Soni
122	Dishant	132	Manish	142	Rishabh	152	Soni	162	Soni
123	Dishant	133	Manish	143	Rishabh	153	Soni	163	Soni
124	Dishant	134	Manish	144	Rishabh	154	Soni	164	Soni
125	Dishant	135	Manish	145	Rishabh	155	Soni	165	Soni
126	Dishant	136	Manish	146	Rishabh	156	Soni	166	Soni
127	Dishant	137	Manish	147	Rishabh	157	Soni	167	Soni
128	Dishant	138	Manish	148	Rishabh	158	Soni	168	Soni
129	Dishant	139	Manish	149	Rishabh	159	Soni	169	Soni
130	Dishant	140	Manish	150	Rishabh	160	Soni	170	Soni
131	Dishant	141	Manish	151	Rishabh	161	Soni	171	Soni
132	Dishant	142	Manish	152	Rishabh	162	Soni	172	Soni
133	Dishant	143	Manish	153	Rishabh	163	Soni	173	Soni
134	Dishant	144	Manish	154	Rishabh	164	Soni	174	Soni
135	Dishant	145	Manish	155	Rishabh	165	Soni	175	Soni
136	Dishant	146	Manish	156	Rishabh	166	Soni	176	Soni
137	Dishant	147	Manish	157	Rishabh	167	Soni	177	Soni
138	Dishant	148	Manish	158	Rishabh	168	Soni	178	Soni
139	Dishant	149	Manish	159	Rishabh	169	Soni	179	Soni
140	Dishant	150	Manish	160	Rishabh	170	Soni	180	Soni
141	Dishant	151	Manish	161	Rishabh	171	Soni	181	Soni
142	Dishant	152	Manish	162	Rishabh	172	Soni	182	Soni
143	Dishant	153	Manish	163	Rishabh	173	Soni	183	Soni
144	Dishant	154	Manish	164	Rishabh	174	Soni	184	Soni
145	Dishant	155	Manish	165	Rishabh	175	Soni	185	Soni
146	Dishant	156	Manish	166	Rishabh	176	Soni	186	Soni
147	Dishant	157	Manish	167	Rishabh	177	Soni	187	Soni
148	Dishant	158	Manish	168	Rishabh	178	Soni	188	Soni
149	Dishant	159	Manish	169	Rishabh	179	Soni	189	Soni
150	Dishant	160	Manish	170	Rishabh	180	Soni	190	Soni
151	Dishant	161	Manish	171	Rishabh	181	Soni	191	Soni
152	Dishant	162	Manish	172	Rishabh	182	Soni	192	Soni
153	Dishant	163	Manish	173	Rishabh	183	Soni	193	Soni
154	Dishant	164	Manish	174	Rishabh	184	Soni	194	Soni
155	Dishant	165	Manish	175	Rishabh	185	Soni	195	Soni
156	Dishant	166	Manish	176	Rishabh	186	Soni	196	Soni
157	Dishant	167	Manish	177	Rishabh	187			





## UNIQUE PEDAGOGICAL PRACTICE-2

**NAME AND DESIGNATION - Mrs. Geetu, PGT (Biology)**

**SUBJECT: BIOLOGY**

**CLASS: 12**

**NAME OF THE K.V.: - - Kendriya Vidyalaya CISF Bhilai**

**REGION- RAIPUR**

**Name of the topic : Human Respiratory System**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

a) Empowering the conceptual understanding rather than rote learning. It aims to go beyond text books and linking the bookish knowledge with the real life events and experiences. So to enable the students to have experiential learning using the home labs I have designed various experiments which students perform at home to prepare their investigatory projects.

In my Vidyalaya, investigatory projects which is a part of Biology practical is done sincerely by investigating and not by mere copying from internet.

Study of rate of photosynthesis by taking leaf circles, Curd preparation experiments, and culture of fruit flies were done by students during COVID 19 lockdown and even now also by class 12 students. These topics are linked with their theoretical topics also.

b) Later part of the video Integrates Ch-11 Biotechnology: Principles and Processes with art . NEP 2020 is promoting Art Integrated Learning in classroom for holistic development. This I have put into practice and students learn how r-DNA is made in laboratories through paper craft activity.

Every day at home all students eat curd but none has ever prepared it on their own. Students made curd for the first time at home and learnt how to make good textured curd with proper flavour.

They also saw the fruit flies and their life cycle about which they studied in genetics .

They could answer to the questions related to formation of r-DNA after making the paper craft r-DNA.

Small experiments can be done in home labs in physics and chemistry also as investigatory projects.

#### **Link for Video Lesson-**

<https://doc-14-70-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/gi2mb9kql1jtsjrsvs37bk01bors9hc56/1669714875000/07538828457275266630/01628675770835952945/1KswuThl1s74OCmt1OgaUC5PpFqO2aXbU?e=download&authuser=0>





### UNIQUE PEDAGOGICAL PRACTICE-3

**NAME AND DESIGNATION - Ms.Pratibha Sharma, PGT (Biology)**

**SUBJECT: BIOLOGY**

**CLASS: 11**

**NAME OF THE K.V.: - - K.V No.3 Gandhinagar Cantt.**

**REGION- AHMEDABAD**

**Name of the topic : Selection Of Recombinants (Chapter.11 Biotechnology: Principles and processes)**

#### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

- ✓ Initially the topic was taught using the PowerPoint presentation prepared by me.
- ✓ The explanatory video of the topic and entire chapter is also uploaded on my you tube channel, so that students can refer the video for quick revision. Link of the you tube video: <https://youtu.be/NEKUMAEBJTA>
- ✓ Followed by role play of the topic by students. Role play is also accompanied by the demonstration by the teacher.
- ✓ This type of teaching helps in better understanding and caters to Audio, Visual and Kinaesthetic categories of learners.
- ✓ A short quiz is also conducted at the end on Quizizz.com to assess the learning outcome of students and to determine their weak areas for remedial teaching.
- ✓ In the next class a slip test will be conducted on the taught topic.

#### **Learning outcomes achieved by the students:**

- The students are able to state the application of recombinant DNA technology in day-to-day life.
- The pupil is able to distinguish between transformants and non-transformants.
- The Pupil are able to differentiate between recombinant transformants and non-recombinant transformants.
- The pupil are able to draw and label the structure of the vector pBR322.
- The pupil are able to explain the procedure of selection of transformants over non-transformants.
- The pupil are able to describe selection of recombinants over non-recombinants







**Can the same practice be correlated with another subject? If yes, give the brief description.-**

YES the same techniques can be used in every subject. Like in Hindi, English, the teacher can use these techniques, so every students will be involved and learning will be more fun.

**Link for Video Lesson-**

[https://doc-14-ac-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbncpt2hdu2/sklivrlfgpcjnvodrggh3992r3mg1v75u/1669715550000/01767832105459902143/01628675770835952945/1pdk\\_Ldt6JwLXziMoKH-u46f3cIn4CxZn?e=download&authuser=0](https://doc-14-ac-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbncpt2hdu2/sklivrlfgpcjnvodrggh3992r3mg1v75u/1669715550000/01767832105459902143/01628675770835952945/1pdk_Ldt6JwLXziMoKH-u46f3cIn4CxZn?e=download&authuser=0)  
<https://www.youtube.com/watch?v=NEKUMAEBJTA&authuser=0>





## UNIQUE PEDAGOGICAL PRACTICE-4

**NAME AND DESIGNATION - Ms Nimisha Singh, PGT (Biology)**

**SUBJECT: BIOLOGY**

**CLASS: 11**

**NAME OF THE K.V.: K V Artillery Centre, Nasik Rd Camp**

**REGION- MUMBAI**

**Name of the topic : Selection Of Recombinants (Chapter.11 Biotechnology: Principles and processes)**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Play-way method (paper toys, use of students in clearing concepts), role play

#### **Learning outcomes achieved by the students:**

- ✓ Clear understanding of difficult concepts/ideas
- ✓ Increased interest & more involvement of students in learning
- ✓ Enjoyment in learning
- ✓ Confidence building by students' participation

#### **Can the same practice be correlated with another subject? If yes, give the brief description**

Yes. It can be correlated with performing arts or with shapes of Maths when paper puzzle or cut-outs are used

#### **Any other point to be mentioned**

Most innovative ideas or unique pedagogical practices are like sudden prerogatives of a teacher, when he or she sees a problem in teaching-learning process or tries to make his/her teaching more interesting & enjoyable for the children.

#### **Link for Video Lesson-**

[https://drive.google.com/file/d/1ultHmEeX5vfuFNH\\_XDbOfRrj2jv\\_yqPE/view?usp=drive\\_web](https://drive.google.com/file/d/1ultHmEeX5vfuFNH_XDbOfRrj2jv_yqPE/view?usp=drive_web)

[https://drive.google.com/file/d/1UNLZyZAEzJobepmBbQ4\\_ulGiYr7eOFlx/view?usp=drive\\_web](https://drive.google.com/file/d/1UNLZyZAEzJobepmBbQ4_ulGiYr7eOFlx/view?usp=drive_web)







## UNIQUE PEDAGOGICAL PRACTICE-1

NAME AND DESIGNATION - Mrs. MADHU KUMARI, PGT CHEMISTRY

SUBJECT: CHEMISTRY

CLASS: XII

NAME OF THE K.V.: - - KENDRIYA VIDYALAYA NPGC, NABINAGAR

REGION- MUMBAI

Name of the topic : OSMOSIS AND OSMOTIC PRESSURE

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

RELATION WITH PREVIOUS KNOWLEDGE AND GAME. TO TELL THE CONCEPT OF PASSAGE OF SOLUTES OF DIFFERENT SIZE WITH THE HELP OF GAME.

#### **Learning outcomes achieved by the students:**

KNOWLEDGE OF OSMOSIS,

SEMI-PERMEABLE MEMBRANE, AND OSMOTIC PRESSURE.

UNDERSTANDING OF CONCEPT OF OSMOTIC PRESSURE AND DERIVING ITS RELATIONSHIP.

#### **Can the same practice be correlated with another subject? If yes, give the brief description:**

YES, SOME GAMES AND ACTIVITIES CAN BE RELATED TO FEW TOPICS OF OTHER SUBJECTS.

#### **Link for Video Lesson-**

[https://doc-04-98-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/i7lcgi80h35c54g8ndqttnuolr2pvusk/1669779975000/04719490165072831024/01628675770835952945/10x9VRwMH3UC9\\_bYhdRrJ6gpduDxZdO8k?e=download&authuser=0](https://doc-04-98-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/i7lcgi80h35c54g8ndqttnuolr2pvusk/1669779975000/04719490165072831024/01628675770835952945/10x9VRwMH3UC9_bYhdRrJ6gpduDxZdO8k?e=download&authuser=0)





## UNIQUE PEDAGOGICAL PRACTICE-2

**NAME AND DESIGNATION - MRS NEELIMA PATHAK, PGT CHEMISTRY**

**SUBJECT: CHEMISTRY**

**CLASS: XI and XII**

**NAME OF THE K.V.:K.V. ,VAYUSENA NAGAR ,NAGPUR**

**REGION- MUMBAI**

**Name of the topic : REUSABLE WORKSHEETS**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

This methodology makes the students learn in an interesting way different from rote and usual learning techniques. This simple pedagogy include hands on activity cum learning with the help of art integrated aid used to make learning interesting and effective in the school classroom The waste sheets supposed to be discarded is being used as a permanent teaching aid which can be used again and again with scope of modification by the student and also by the teacher.

#### **LEARNING OUTCOMES: -**

- \*\*Students will be skilled in problem solving, critical thinking and analytical reasoning as applied to scientific problems.**
- \*\*Students will be able to clearly communicate the results of scientific work in oral, written and electronic formats to both scientists and the public at large.**
- \*\*Writing practice which is the prime reason behind low score is fully solved through this pedagogy.**

#### **Can the same practice be correlated with another subjects?if yes , give brief description.**

Yes,it can be correlated with all subjects as it can be applied for writing practice of all subjects by all the teachers.

#### **ANY OTHER POINT TO BE MENTIONED: -**

The waste sheets supposed to be discarded is being used as a permanent teaching aid which can be used again and again with scope of modification by the student and also by the teacher.

#### **Link for Video Lesson-**

[https://docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/2nv84gp\\_iuabnkmeli9i033ac7cj8qkb8/1669780275000/09353231101342273795/01628675770835952945/1E8BQqVbLimfYkEPa0xgGDXUysfwm2iwq?e=download&authuser=0](https://docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/2nv84gp_iuabnkmeli9i033ac7cj8qkb8/1669780275000/09353231101342273795/01628675770835952945/1E8BQqVbLimfYkEPa0xgGDXUysfwm2iwq?e=download&authuser=0)







### UNIQUE PEDAGOGICAL PRACTICE-3

NAME AND DESIGNATION RUDRA KANT JHA, PGT CHEMISTRY

SUBJECT: CHEMISTRY

CLASS: XII

NAME OF THE K.V.: KENDRIYA VIDYALAYA NO. II RAIPUR

REGION- RAIPUR

Name of the topic : Nucleophilic substitution reactions in haloalkane

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Holistic approach,  
Demonstration, involvement of students, modelling, toy based

**Learning outcomes achieved by the students:** - understanding of mechanism in organic reaction

**Can the same practice be correlated with another subject:** -

YES, it correlates with biology

**Link for Video Lesson-**

<https://drive.google.com/file/d/1VQTcQKgo41nDngEQKcL1xwx-kKhcLaF6/view?usp=drivesdk>





## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION - Deepak Kumar, PGT COMMERCE**

**SUBJECT: COMMERCE**

**CLASS: XI and XII**

**NAME OF THE K.V.: Kendriya Vidyalaya Katihar**

**REGION- PATNA**

**Name of the topic : Consumer Rights**

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

I Have Used Unique Pedagogy Of 'Role Play' Where Students Played Role and Showcased Their Talent to Learn Business Studies Topics in Easy Method. Each Student Participation Was Ensured to Make Them Play Their Role and Understand Topic in Practical Manners.

Learning Objectives Achieved- Students Got to Know About Relevance of Consumer Rights in Real Life Situations.

The Same Pedagogy Practices Can Be Used in Subjects Like Social Science, History, Geography, English and Science as Well.

I Am in The Path Of Making Theoretical Subjects More Interesting For Students While Engaging Them In Role Play And Other Practical Aspects.

**Link for Video Lesson-**

[https://drive.google.com/file/d/1iwdKBZ0fqJdRUwFXbjE\\_vVh9hZ1NUtaQ/view?usp=drive\\_web](https://drive.google.com/file/d/1iwdKBZ0fqJdRUwFXbjE_vVh9hZ1NUtaQ/view?usp=drive_web)







## UNIQUE PEDAGOGICAL PRACTICE-2

NAME AND DESIGNATION - PATIDAR NARESH KUMAR, PGT COMMERCE

SUBJECT: COMMERCE (ACCOUNTANCY)

CLASS: XI

NAME OF THE K.V -KV SABARMATI

REGION- AHMEDABAD

Name of the topic : BANK RECONCILIATION STATEMENT

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Demonstration by hand movement and concept of cash book and pass book.

#### **Learning outcomes achieved by the students-**

Students know how to solve numerical problems of Bank Reconciliation statements.

Can the same practice be correlated with another subject? If yes, give a brief description. -  
No.

#### **Link for Video Lesson-**

[https://drive.google.com/file/d/1SLmWfYPq0PahJ0FeAQoG\\_LaCwRyTQ5-6/view?usp=drive\\_web](https://drive.google.com/file/d/1SLmWfYPq0PahJ0FeAQoG_LaCwRyTQ5-6/view?usp=drive_web)

[https://drive.google.com/file/d/1hYv51yDxh-sgZsrH5dZGPzX9gCtAzktY/view?usp=drive\\_web](https://drive.google.com/file/d/1hYv51yDxh-sgZsrH5dZGPzX9gCtAzktY/view?usp=drive_web)





### UNIQUE PEDAGOGICAL PRACTICE-3

NAME AND DESIGNATION - Pradeep Sardana, PGT COMMERCE

SUBJECT: COMMERCE (ACCOUNTANCY)

CLASS: XII

NAME OF THE K.V - Kendriya Vidyalaya Dantewada

REGION- RAIPUR

Name of the topic: Forfeiture of shares issued at par

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

I try that my students get a deep understanding of concept rather than rote learning.

**Learning outcomes achieved by students-**

Students learnt the meaning of Forfeiture of shares and journal entries to be passed for forfeiture of shares.

Can the same practice be correlated with other subjects- Yes, with any other subject.

**Link for Video Lesson-**

<https://drive.google.com/file/d/1spLZa0iOv5IU6E8R7IEfskHhiHg-DaCg/view?usp=drivesdk>







## UNIQUE PEDAGOGICAL PRACTICE-4

NAME AND DESIGNATION - Divya Jolly, PGT COMMERCE

SUBJECT: COMMERCE (BUSINESS STUDIES)

CLASS: XII

NAME OF THE K.V - Kendriya Vidyalaya No.1, Kankarbagh, Patna

REGION- PATNA

Name of the topic : Promotion Mix

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

“Role-playing method”. This is the changing of one’s behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. Role play exercises give students the opportunity to assume the role of a person or act out a given situation.

#### **Learning outcomes achieved by the students-**

1. Understand the concept of promotion as an element of marketing mix.
2. Describe the elements of promotion mix.
3. Understand the concept of advertising.
4. Understand the concept of sales promotion.
5. Discuss the concept of public relations.

#### **Can the same practice be correlated with another subject? If yes, give the brief description.-**

Yes, in Hindi, English and Economics. Role play exercises give students the opportunity to assume the role of a person or act out a given situation.

#### **Link for Video Lesson-**

<https://drive.google.com/file/d/1N3VPLedGaRewDsSoplzD65aPYJQszaRd/view?usp=sharing>





## UNIQUE PEDAGOGICAL PRACTICE-5

**NAME AND DESIGNATION - Ms. Preksha Mehta, PGT COMMERCE**

**SUBJECT: COMMERCE (Business Studies)**

**CLASS: XII**

**NAME OF THE K.V - Kendriya Vidyalaya, Bailey Road (SS)**

**REGION- PATNA**

**Name of the topic : Consumer Protection**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Have prepared an extensive subject blog on commerce

(Blog Link <https://businessstudieswizard.blogspot.com/2021/02/bstclass12.html> ).

In this blog, I add self-prepared notes, quizzes, worksheets, games and also creative work done by students. The students can easily access the resources at any time.

- Have also created a YouTube Channel where add explanatory videos on few topics and also animated videos on summary of chapters. Link - <https://youtube.com/c/PrekshaMehta8>
- The given video (attached in the email) is created by compiling the drawings prepared by the students on the topic Consumer Protection of Class 12 Business Studies. There is engagement of students, facilitating their creative thinking abilities, and making the learning interesting using pictures.

**Learning outcomes achieved by the students** - The students are able to understand the consumer rights and responsibilities and reliefs available to them.

**Can the same practice be correlated with another subject? If yes, give the brief description. –**

The use of pictures can be a useful and interesting way to explain the concepts in different subjects.

Any other point to be mentioned - Have been awarded with a certificate for contribution to the blog of KVS RO Patna for the session 2020-21.

**Link for Video Lesson-**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746868438243893047&th=183e1f96dade5f37&view=att&disp=safe&realattid=183e1f887665abbe2401>







## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION - Abhijeet Singh Gureniya, PGT (CS)**

**SUBJECT: COMPUTER SCIENCE**

**CLASS: XI**

**NAME OF THE K.V - Kendriya Vidyalaya AFS Darbhanga**

**REGION- PATNA**

**Name of the topic : Functions In List Data Structure in Python**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

1. Focusing more on learning by doing rather than lecture method.
2. Showing students the practical implementation of the concepts and their use in IT Industry.
3. Try to implement the programming for solving day to day problems and automate the boring manual stuff with programming.

#### **Learning outcomes achieved by the students –**

Better understanding of the concept and its significance in practical life and to get an idea about Implementing the concept among various problems.

#### **Can the same practice be correlated with another subject? If yes, give the brief description. –**

Yes, Computer Science can be correlated with various subjects since we can write python programs to solve problems of various subjects like physics, chemistry, mathematics, etc.....

#### **Link for Video Lesson-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746945747493384351&th=183e65e6d138f09f&view=att&disp=safe&realattid=f\\_l9cvihg91](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746945747493384351&th=183e65e6d138f09f&view=att&disp=safe&realattid=f_l9cvihg91)





## UNIQUE PEDAGOGICAL PRACTICE-2

**NAME AND DESIGNATION - Dr. AMARNATH PATHAK,, PGT (CS)**

**SUBJECT: COMPUTER SCIENCE**

**CLASS: XI**

**NAME OF THE K.V - KENDRIYA VIDYALAYA KHAIRAGARH**

**REGION- RAIPUR**

**Name of the topic : UNIQUE PEDAGOGICAL PRACTICES**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

- (i) Focus on relating subject topics with real life examples
- (ii) application-oriented learning
- (iii) promoting research mind set
- (iv) using the acquired knowledge to carry out mini projects, with primary focus being heritages and cuisines of the Chhattisgarh state
- (v) Including support for Competency based questions in assessments
- (vi) Making students aware about the state-of-the-art techniques being used in the fields related to their subject topics

### **Learning outcomes achieved by the students –**

- (i) Students depict more interest towards the subject topics
- (ii) Students are familiarized with the processes of data gathering, data processing and data analyzing, which promotes research and innovation
- (iii) Students have also gained familiarity with the latest techniques and trends related to their subject topics
- (iv) Students are equipped with the techniques to visualize the problem at hand from different perspectives, thereby enabling them to solve it using different methods
- (v) Better academic performance

### **Can the same practice be correlated with another subject? If yes, give the brief description. –**

Yes, for example, the practice of competency-based question answering in other subjects also can enhance the thinking abilities of the students. Furthermore, the practice of application oriented and example-based learning can better the interests of students in any subject.

### **Any other point to be mentioned-**







My focus in classroom is to always teach the concepts by quoting their suitable examples and applications. I also believe in demonstrating the concepts of computer science subject through sample computer programs so as to enable better visualization of the concepts.

**Link for Video Lesson-**

[https://drive.google.com/file/d/1ywl18EylpOnjPDQ1xv08HpMrQ\\_qS05AW/view?usp=drive\\_web](https://drive.google.com/file/d/1ywl18EylpOnjPDQ1xv08HpMrQ_qS05AW/view?usp=drive_web)





### UNIQUE PEDAGOGICAL PRACTICE-3

NAME AND DESIGNATION - MAYURI PATEL , PGT (CS)

SUBJECT: COMPUTER SCIENCE

CLASS: XII

NAME OF THE K.V - Kendriya Vidyalaya Silvassa

REGION- AHMEDABAD

Name of the topic : Data Structure - Stack

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

File attached- <https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1747013435584943364&th=183ea376ade01504&view=att&disp=safe>

**Learning outcomes achieved by the students:** Students able to implement concept in real world application

**can the same practice be correlated with another subject? if yes, give the brief description:**

file attached - <https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747013435584943364&th=183ea376ade01504&view=att&disp=safe>

**Link for Video Lesson-**

[https://doc-0o-a4-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/8gssnue-t625tvqkf7qr62olck4d4c7r/1669784400000/00968389160597883500/01628675770835952945/1CrebVwluYeM\\_niwXyJl8ZGEFOzJrpsdg?e=download&authuser=0](https://doc-0o-a4-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/8gssnue-t625tvqkf7qr62olck4d4c7r/1669784400000/00968389160597883500/01628675770835952945/1CrebVwluYeM_niwXyJl8ZGEFOzJrpsdg?e=download&authuser=0)







## UNIQUE PEDAGOGICAL PRACTICE-4

NAME AND DESIGNATION SANDEEP KUMAR SRIVASTAVA, PGT (CS)

SUBJECT: COMPUTER SCIENCE

CLASS: XII

NAME OF THE K.V - KV JASHPUR

REGION- RAIPUR

Name of the topic : CSV FILE

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

File attached-

<https://doc-10-98-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/5brvc92mn5tr94uma5cvnb8fdrq536t2/1669784625000/13151252597818960286/01628675770835952945/1n57dArPuuZ2aHgoNLx5JnIFixIXVy5x?e=download&authuser=0>

Link for Video Lesson-

[https://doc-0g-98-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/j677ve7ebt2jcot5jp5e7h0iqte9vo6h/1669784625000/13151252597818960286/01628675770835952945/14-9H8WKDmM9nw\\_Llqg-PG8VmcFlk5taX?e=download&authuser=0](https://doc-0g-98-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/j677ve7ebt2jcot5jp5e7h0iqte9vo6h/1669784625000/13151252597818960286/01628675770835952945/14-9H8WKDmM9nw_Llqg-PG8VmcFlk5taX?e=download&authuser=0)





## UNIQUE PEDAGOGICAL PRACTICE-5

NAME AND DESIGNATION SANDEEP KUMAR SRIVASTAVA, PGT (CS)

SUBJECT: COMPUTER SCIENCE

CLASS: XII

NAME OF THE K.V - KV JASHPUR

REGION- RAIPUR

Name of the topic : LIST

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

File attached-

link of folder :-

[https://drive.google.com/drive/folders/1N6qZIZ\\_pO0zEb5lKq2DNuDW4TuvNL5SS?usp=sharing](https://drive.google.com/drive/folders/1N6qZIZ_pO0zEb5lKq2DNuDW4TuvNL5SS?usp=sharing)

link of ppt 1 :-

<https://drive.google.com/file/d/1ZX2ZQTQlScBOCG72WQIE6JdEx5dQ0DUT/view?usp=sharing>

link of ppt 2:-

[https://docs.google.com/presentation/d/1\\_KFvwoMGK-LO4sp5zV\\_3CnggLy6V3gBA/edit?usp=sharing&oid=115943613160590642502&rtpof=true&sd=true](https://docs.google.com/presentation/d/1_KFvwoMGK-LO4sp5zV_3CnggLy6V3gBA/edit?usp=sharing&oid=115943613160590642502&rtpof=true&sd=true)

Link of vedio:-

<https://drive.google.com/file/d/1AHb1ZK8tJBW2kDSc6iUFlmyfcMgH614p/view?usp=sharing>







## UNIQUE PEDAGOGICAL PRACTICE-6

NAME AND DESIGNATION - SURENDRA KUMAR MEHRA, PGT (CS)

SUBJECT: COMPUTER SCIENCE

CLASS: XII

NAME OF THE K.V - K.V. KHETRI NAGAR

REGION- RAIPUR

Name of the topic : FLOW OF CONTROL

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

CONCEPTS OF PYTHON IMPLEMENTED PRACTICALLY IN PYTHON INTERPRETER

Learning outcomes achieved by the students: STUDENTS UNDERSTAND THE CONCEPT IN DETAILED WITH IMPLEMENTATION IN PYTHON

Link for Video Lesson-

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747208431560347582&th=183f54cfb7b8cfbe&view=att&disp=safe&realattid=f\\_l9h0sgxg0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747208431560347582&th=183f54cfb7b8cfbe&view=att&disp=safe&realattid=f_l9h0sgxg0)





## UNIQUE PEDAGOGICAL PRACTICE-7

**NAME AND DESIGNATION - Satish Soni, PGT (CS)**

**SUBJECT: COMPUTER SCIENCE**

**CLASS: XI / XII**

**NAME OF THE K.V - Kendriya Vidyalaya Inderpura**

**REGION- JAIPUR**

**Name of the topic : Sequential Programming Construct**

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Learning by doing, live execution of programmes/ programming concepts and then give the problems to students to solve on computers and if they got stuck at any point, assist/ guide/help them to rectify.

**Learning outcomes achieved by the students:**

Students are able to understand the concepts easily and implement their skills to solve the real-life problems by automaticity of those problems.

**Can the same practice be correlated with another subject? If yes, give the brief description:**

Yes, in Science, Maths, Accountancy, Business Studies etc.

**Any other point to be mentioned:**

Live demonstration of videos during lecture gives the pictorial representation of the concept to students so that they are able to grasp the concept easily and strongly.

**Link for Video Lesson-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746642869029460330&th=183d526f6df8596a&view=att&disp=safe&realattid=f\\_l983oc820](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746642869029460330&th=183d526f6df8596a&view=att&disp=safe&realattid=f_l983oc820)







## UNIQUE PEDAGOGICAL PRACTICE-8

**NAME AND DESIGNATION - Anugrah Narayan Choubey, PGT (CS)**

**SUBJECT: COMPUTER SCIENCE**

**CLASS: XII**

**NAME OF THE K.V - Kendriya Vidyalaya Jawaharnagar**

**REGION- JAIPUR**

**Name of the topic : Like Operator(SQL)**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Attached in Write up-

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746929385498448024&th=183e57053e539098&view=att&disp=inline&realattid=f\\_l9cm9r7o0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746929385498448024&th=183e57053e539098&view=att&disp=inline&realattid=f_l9cm9r7o0)

**Learning outcomes achieved by the students:**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746929385498448024&th=183e57053e539098&view=att&disp=inline&realattid=f\\_l9cm9r951](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746929385498448024&th=183e57053e539098&view=att&disp=inline&realattid=f_l9cm9r951)

**Can the same practice be correlated with another subject? If yes, give the brief description:**

Attached in Write up

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746929385498448024&th=183e57053e539098&view=att&disp=inline&realattid=f\\_l9cm9r951](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746929385498448024&th=183e57053e539098&view=att&disp=inline&realattid=f_l9cm9r951)

**Link for Video Lesson-**

[https://drive.google.com/file/d/1allp-bnTX50lCrM3180iw4\\_OlW8599JH/view?usp=drive\\_web](https://drive.google.com/file/d/1allp-bnTX50lCrM3180iw4_OlW8599JH/view?usp=drive_web)

[https://drive.google.com/file/d/1jnTjSS-x35pxxruB-vNHAiqHOBliizylj/view?usp=drive\\_web](https://drive.google.com/file/d/1jnTjSS-x35pxxruB-vNHAiqHOBliizylj/view?usp=drive_web)





## UNIQUE PEDAGOGICAL PRACTICE-1

NAME AND DESIGNATION - M. K. BORKER, PGT (ECONOMICS)

SUBJECT: ECONOMICS

CLASS: XII

NAME OF THE K.V - KENDRIYA VIDYALAYA DURG

REGION- RAIPUR

Name of the topic: HUMAN CAPITAL FORMATION

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

USE OF LOCAL LANGUAGE

**Learning outcomes achieved by the students. -**

Students will be able to understand the Human capital formation.

Students taking interest to learn

**Link for Video Lesson-**

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746930438722253306&th=183e57fa775b71fa&view=att&disp=safe&realattid=183e57f2af19f087f791>

<https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746930328100297667&th=183e57e0b5c65bc3&view=att&disp=inline&realattid=183e57d92ff9f1696fa1>







## UNIQUE PEDAGOGICAL PRACTICE-2

NAME AND DESIGNATION - Pardeep Kumar, PGT (ECONOMICS)

SUBJECT: ECONOMICS

CLASS: XII

NAME OF THE K.V - Kendriya Vidyalaya, Kanker

REGION- RAIPUR

Name of the topic: Excess Demand

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Video of Ppts

Link for Video Lesson-

[https://drive.google.com/file/d/1FKotqaHIF0ohDaKSbRifWD-J2CdBjKGf/view?usp=sharing\\_eil\\_se\\_dm&ts=63746dc9](https://drive.google.com/file/d/1FKotqaHIF0ohDaKSbRifWD-J2CdBjKGf/view?usp=sharing_eil_se_dm&ts=63746dc9)





### UNIQUE PEDAGOGICAL PRACTICE-3

NAME AND DESIGNATION - RASHMI PANDEY, PGT (ECONOMICS)

SUBJECT: ECONOMICS

CLASS: XII

NAME OF THE K.V - KV NO.1 ICHHANATH SURAT

REGION- RAIPUR

Name of the topic: EMPLOYMENT, GROWTH, INFORMALISATION AND OTHER ISSUES

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

I used art integration in classroom teaching for making my topic more effective and interesting for children as economics is a dynamic subject and needs a lot of real-world examples

**LEARNING OUTCOMES –**

- (1) After reading this topic student will understand the meaning of economic activities
- (2) Students can find worker population ratio
- (3) They will understand types of economic activities
- (4) They will understand concept of casualisation and informalisation of workforce it's causes and effects
- (5) They will identify types of unemployment and it's causes and
- (6) They will understand government effort for removing unemployment from india

**USE OF SAME PRACTICE IN OTHER SUBJECTS-**

Yes it can be used for teaching history and geography subjects as these subjects are also relates to some kind of art

**Link for Video Lesson-**

[https://drive.google.com/file/d/1Y4\\_BLjk19NADByf6np5mTpmhxAMXPBzg/view?usp=drivesdk](https://drive.google.com/file/d/1Y4_BLjk19NADByf6np5mTpmhxAMXPBzg/view?usp=drivesdk)







## UNIQUE PEDAGOGICAL PRACTICE-4

NAME AND DESIGNATION -NARINDER SINGH JASSAL, PGT (ECONOMICS)

SUBJECT: ECONOMICS

CLASS: XII

NAME OF THE K.V – K. V. NO.1, SHAHIBAUG, AHMEDABAD

REGION- AHMEDABAD

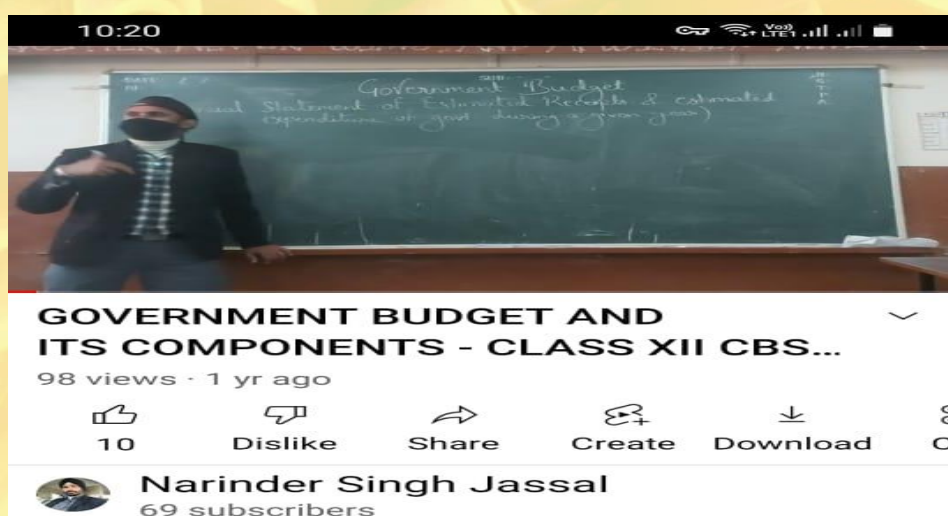
Name of the topic: EMPLOYMENT, GROWTH, INFORMALISATION AND OTHER ISSUES

### BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:

#### DIGITAL INITIATIVE TAKEN UP DURING 2021-22

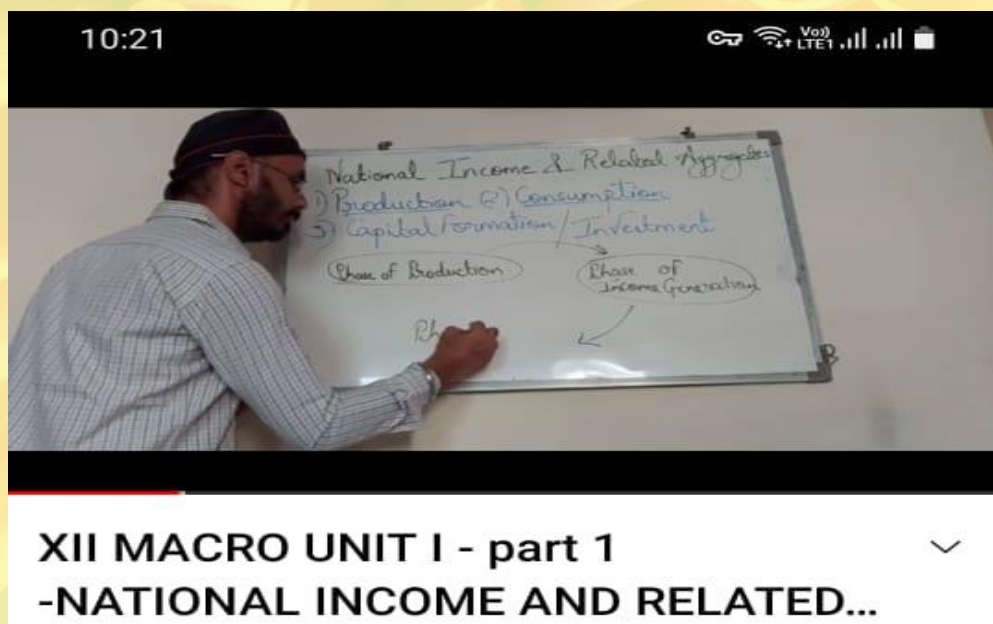
As the pandemic COVID strike the world leading to closing of schools and beginning of online classes , I felt the need to bring classes to the home of students which they can watch at their convenience. Hence I initiated to make video of important units of Macroeconomics as well as Indian Economic Development ; and upload it on my YouTube channel , so that the students can watch it using the links at their home as per their convenience. Though due to certain limitations I wasn't able to make much of them but still was able to make and upload five videos, the link for the same are given below

1. <https://youtu.be/yYZSPSjaCgs>





3. [https://youtu.be/yIs7\\_CTr0sI](https://youtu.be/yIs7_CTr0sI)







4. <https://youtu.be/oIbfEoTk0bg>



5. <https://youtu.be/EsU3PTOdUvk>





## UNIQUE PEDAGOGICAL PRACTICE-1

NAME AND DESIGNATION - Bidhan Chandra Singh, PGT (ENGLISH)

SUBJECT: ENGLISH

CLASS: XII

NAME OF THE K.V - KV JAMALPUR PATNA

REGION- PATANA

Name of the topic: EMPLOYMENT, GROWTH, INFORMALISATION AND OTHER ISSUES

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

#### **TEACHING STEPS AND STRATEGY EMPLOYED-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f\\_I9fy515f53](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f_I9fy515f53)

#### **MCQs UPP-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.3&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f\\_I9fy514y2](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.3&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f_I9fy514y2)

#### **TLOs & COMPETENCIES-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f\\_I9fy515f4](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f_I9fy515f4)

#### **TRANSCRIPT OF VIDEO LESSON UPP-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.6&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f\\_I9fy515f5](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.6&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f_I9fy515f5)

#### **LINK OF VIDEO-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.4&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f\\_I9fy514o1](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.4&permmsgid=msg-f:1747140313319159484&th=183f16dbb42736bc&view=att&disp=safe&realattid=f_I9fy514o1)







## UNIQUE PEDAGOGICAL PRACTICE-2

NAME AND DESIGNATION - RAJESH KUMAR DEWANGAN, PGT (ENGLISH)

SUBJECT: ENGLISH

CLASS: XII

NAME OF THE K.V - KENDRIYA VIDYALAYA NO.2 KORBA

REGION- RAIPUR

Name of the topic: AUNT JENNIFER'S TIGERS

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

**Brainstorming:** The students are encouraged to come up with different ideas without the fear of being judged whether their idea is right or wrong.

**Pedagogical creativity:** Inclusion of visual exercises, that can strike the chord of young minds, encouraging the students to stretch their creativity.

**The Use of Audio Video Teaching Tools:** Classroom transaction teamed with AV tools will sharpen their audio and visual skills, they will also start to understand the concepts better and deeper.

**Storyboarding/story telling:** Alongside unleashing the imaginative skills of students, story-telling can also work as communication tools between students when the poem is narrated as a story citing anecdotes from history.

#### **Learning outcomes achieved by the students:**

Realization of the constraints of married life that a women experiences in a patriarchal society.

To prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm.

**Can the same practice be correlated with another subject? If yes, give the brief description.**

**HISTORY:** The speaker critiques marriage and how it has systematically oppressed women for centuries. The poem reflects the gender struggle that persists in the society since ages throughout the world.

#### **Link of the Video-**

[https://drive.google.com/file/d/1Dfq9k83FmMpKVJyu2DHIXZmqcKCxWRkC/view?usp=drive\\_web](https://drive.google.com/file/d/1Dfq9k83FmMpKVJyu2DHIXZmqcKCxWRkC/view?usp=drive_web)





### UNIQUE PEDAGOGICAL PRACTICE-3

**NAME AND DESIGNATION - Rakesh Kumar Gill, PGT (ENGLISH)**

**SUBJECT: ENGLISH**

**CLASS: XII**

**NAME OF THE K.V – K V (AFS) Uttarlai, Barmer**

**REGION- JAIPUR**

**Name of the topic: Keeping Quite**

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

First of all the students will be brainstormed by the repercussions of war and how contemporary countries are fighting for power and dominance reflecting on the current Russian-Ukrainian war going on for the last two and half months. Amid this being, keeping quiet will be a rebirth for the human soul. The power of meditation surely feels the mankind with extraordinary vitality and the students will understand the futility of war.

**Learning outcomes achieved by the students:**

- 1 Strengthening literary devices.
- 2 Understand that introspection makes find our flaws.
- 3 Understand not to harm the wildlife.
- 4 Students will inculcate values like patience and responsibilities.
- 5 Students will understand the futility of war and develop brotherhood after reading this poem.

**Can the same practice be correlated with another subject? If yes, give the brief description.:**

Yes, The historical evidence from the history Ashoka, the great who emphasized peace after winning many battles. Modern distress related problems among the youth are due to multitasking and meditation is a must to solve modern day enmity among the varied countries of the world. Recently Russia-Ukrainian war is in ample evident.

**Link of the Video-**

[https://drive.google.com/file/d/1-mXUngEumczmaAkVOSl11Cr\\_nScu2Urf/view?usp=drive\\_web](https://drive.google.com/file/d/1-mXUngEumczmaAkVOSl11Cr_nScu2Urf/view?usp=drive_web)







## UNIQUE PEDAGOGICAL PRACTICE-4

NAME AND DESIGNATION - V K Singh, PGT (ENGLISH)

SUBJECT: ENGLISH

CLASS: XII

NAME OF THE K.V – K.V. ISF Bhilai

REGION- RAIPUR

Name of the topic: On The Face of It

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-**

Multidisciplinary approach, Peer Tutoring, Use of Audio clips to enhance Listening Skills, Activity method (Learning by doing and exploring), Dramatization

#### **Learning outcomes achieved by the students –**

The students developed empathy towards the differently abled people, the students are able to fight out their loneliness, depression and disappointment, they would accept the differently abled people positively in their life and expand their social interaction, enhancing listening and speaking skills of the students

#### **Can the same practice be correlated with another subject? If yes, give a brief description.–**

Multidisciplinary approach and Activity method could be followed in all subjects, use of audio clips and dramatisation could be done in Hindi and Sanskrit.

**Any other point to be mentioned** - The video is a glimpse of the activity carried out in the class

#### **Link of the Video-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746948503424469951&th=183e68687b840bbf&view=att&disp=inline&realattid=f\\_l9cx74vz1](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746948503424469951&th=183e68687b840bbf&view=att&disp=inline&realattid=f_l9cx74vz1)

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.3&permmsgid=msg-f:1746948503424469951&th=183e68687b840bbf&view=att&disp=inline&realattid=f\\_l9cx7e962](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.3&permmsgid=msg-f:1746948503424469951&th=183e68687b840bbf&view=att&disp=inline&realattid=f_l9cx7e962)

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746948503424469951&th=183e68687b840bbf&view=att&disp=safe&realattid=f\\_l9cx5f1j0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746948503424469951&th=183e68687b840bbf&view=att&disp=safe&realattid=f_l9cx5f1j0)





## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION - Abhay Kumar Vishwakarma, PGT (GEOGRAPHY)**

**SUBJECT: GEOGRAPHY**

**CLASS: XI**

**NAME OF THE K.V – Kendriya Vidyalaya Kanker**

**REGION- RAIPUR**

**Name of the topic: Factors which affect the climate of India**

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Teaching must be student centric. the students must understand the concept. they should be involved so that the teaching must be enjoyable.

**Learning outcomes:**

The students will be able to understand the factors which affect the climate of India before teaching about the mechanism of Monsoon.

**Link of the Ppt-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746926896436822830&th=183e54c1b6b1432e&view=att&disp=safe&realattid=f\\_l9ckt4we0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746926896436822830&th=183e54c1b6b1432e&view=att&disp=safe&realattid=f_l9ckt4we0)

**Link of the Video-**

[https://doc-14-0g-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/t69nlNls\\_n0g6t9s62kneo4lb61bgkren/1669792800000/16411187632312344991/01628675770835952945/1Svi-cBTmNoCJmWWLBzZFjDyN4r64IznJ?e=download&authuser=0](https://doc-14-0g-docs.googleusercontent.com/docs/securesc/vdhu1scb7v76hiq4iuoekbnpcpt2hdu2/t69nlNls_n0g6t9s62kneo4lb61bgkren/1669792800000/16411187632312344991/01628675770835952945/1Svi-cBTmNoCJmWWLBzZFjDyN4r64IznJ?e=download&authuser=0)







## UNIQUE PEDAGOGICAL PRACTICE-2

NAME AND DESIGNATION - Dr. RAJENDRA KUMAR MEENA, PGT (GEOGRAPHY)

SUBJECT: GEOGRAPHY

CLASS: XI

NAME OF THE K.V – K. V. NO.03, KORBA, KUSMUNDA

REGION- RAIPUR

Name of the topic: LATITUDE AND LONGITUDE

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

: Used Power Point Presentation on projector and also used Globe (Model) and map.

#### **Learning outcomes:**

Important Parallels of Latitudes, Heat zones of the earth and Longitude and time was taught in the class using the Lecture method and Demonstration method.

#### **Link of the Ppt-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746941237163471360&th=183e61ccac9c3200&view=att&disp=safe&realattid=f\\_l9ct1dtg0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746941237163471360&th=183e61ccac9c3200&view=att&disp=safe&realattid=f_l9ct1dtg0)

#### **Link of the Video-**

<https://drive.google.com/drive/folders/1v25ABymelh2KPsZ0I2FNzD2JxskFBkKV?usp=sharing>





### UNIQUE PEDAGOGICAL PRACTICE-3

NAME AND DESIGNATION - . Raj Kumar, PGT (GEOGRAPHY)

SUBJECT: GEOGRAPHY

CLASS: XI

NAME OF THE K.V – K V NO.02, ORDNANCE FACTORY, DEHU ROAD PUNE

REGION- MUMBAI

Name of the topic: Chemical Weathering

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Link of ppt-

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746951808571866072&th=183e6b6a05a6fbd8&view=att&disp=safe&realattid=f\\_l9cz0f5u1](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746951808571866072&th=183e6b6a05a6fbd8&view=att&disp=safe&realattid=f_l9cz0f5u1)

Link of Video-

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746951808571866072&th=183e6b6a05a6fbd8&view=att&disp=safe&realattid=f\\_l9cyzxy0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746951808571866072&th=183e6b6a05a6fbd8&view=att&disp=safe&realattid=f_l9cyzxy0)







## UNIQUE PEDAGOGICAL PRACTICE-1

शिक्षक का नाम एवं पद:- सुरेश चंद बैरवा, प्राथमिक शिक्षक  
विद्यालय:- केन्द्रीय विद्यालय ओ एन जी सी, मेहसाणा  
प्रकरण:- जनसंचार माध्यम

विषय:- हिन्दी  
कक्षा- 11  
क्षेत्रीय कार्यालय:- अहमदाबाद

### BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020:-

कविता के द्वारा संचार, संचार के प्रकार, जनसंचार माध्यम की परिभाषा समझाना |

#### Learning outcomes achieved by the students: -

1. विद्यार्थी संचार की परिभाषा संचार के प्रकार, जनसंचार के माध्यमों को समझ सकेंगे |

#### Link of the Video-

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747291086885526934&th=183f9ffc69049d96&view=att&disp=safe&realattid=f\\_l9iaso380](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1747291086885526934&th=183f9ffc69049d96&view=att&disp=safe&realattid=f_l9iaso380)





## UNIQUE PEDAGOGICAL PRACTICE-1

NAME AND DESIGNATION - . Gajraj Meena, PGT (CS)

SUBJECT: Informatics Practices

CLASS: XI

NAME OF THE K.V – Kendriya Vidyalaya Karauli

REGION- JAIPUR

Name of the topic: : Basics of Python

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Holistic and Integrated Education

#### **Learning outcomes achieved by the students:**

Students will know about the basics of Python like data types, identifiers, variables etc.

#### **Can the same practice be correlated with another subject? If yes, give the brief description:**

Yes, in Computer Science or any other logical subject

#### **Any other point to be mentioned:**

Attached a file in PDF format –

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746745358458599880&th=183dafa61bfc9c8&view=att&disp=inline&realattid=f\\_l99pu1b21](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1746745358458599880&th=183dafa61bfc9c8&view=att&disp=inline&realattid=f_l99pu1b21)

#### **Link for Video-**

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746745358458599880&th=183dafa61bfc9c8&view=att&disp=safe&realattid=f\\_l99psuko0](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.1&permmsgid=msg-f:1746745358458599880&th=183dafa61bfc9c8&view=att&disp=safe&realattid=f_l99psuko0)







## UNIQUE PEDAGOGICAL PRACTICE-1

**NAME AND DESIGNATION - . Mrs. Rakhi Gangwal, PGT Physics**

**SUBJECT: PHYSICS**

**CLASS: XII**

**NAME OF THE K.V – Kendriya Vidyalaya No. 3 , Jaipur**

**REGION- JAIPUR**

**Name of the topic: : Eddy Currents**

### **BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Experiential Learning, as envisaged by NEP 2020 is used for making the students understand the topics of XII Physics. NEP 2020 recognizes the importance of Experiential Learning to make teaching and learning more meaningful.

The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in -person modes of education are not possible. The project mentioned here uses IT for easy understanding using Experiential Learning .

**Aim:** In order to improve the understanding of difficult concepts of Physics, the project was introduced and worked out with the students of Class XII D(2021-22), Physics at K.V.No.3 Jaipur in the month of August 2021. The students experienced and learned about the magical Electromagnetic Induction phenomenon and the invisible but observable Eddy currents.

**Genesis :** The students were attending classes in online mode from their homes. The concepts of Eddy currents were explained and activities related to it were performed by the teacher during online class to make the students understand the production and effects of eddy currents. The activity video was made in Physics lab using various costly equipments .





But when the questions were asked from the topic the students were not able to answer properly. The analytical part of it was missing in understanding as Eddy currents cannot be seen. It has to be imagined and only its effects, uses and disadvantages are observable. The students could not analyze the questions of reasoning as the approach of learning by doing was missing. Hence the project was introduced.

Each student was allotted an activity to be performed at home using zero cost left over materials available at home to show production of eddy currents.

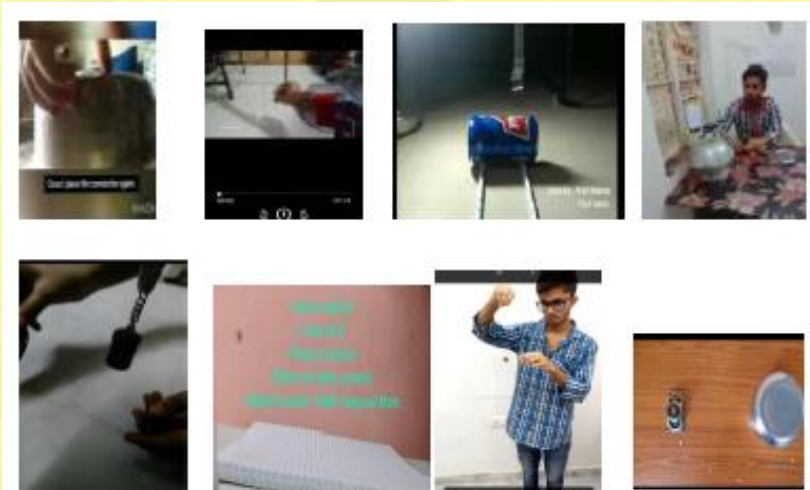


### Procedure:

Students were asked to perform the activity. They used waste materials available at home in zero cost ,under the guidance of the teacher. The students performed the activity and shared the video of the same at Google Classroom . In the process of doing by self the students learnt the various concepts of Eddy currents, Electromagnetic Induction, damping of oscillations and enjoyed the magic of changing magnetic flux.







After a few days the students were asked the questions again to test the level of understanding . This time the response was better. A Google form quiz was shared with students where questions related to the topic eddy currents were asked. Screen shot of Google quiz is attached.

**Eddy currents( L- Electromagnetic Induction )**  
Short answers/MCQ of topic Eddy currents

Name of the student  
Short answer text

Name of the school \*  
Short answer text

Phone number  
Short answer text

Q1: Name the current induced in solid metallic surface when the magnetic flux threading through them changes. \*

☐ Faraday's Current  
☐ Solenoid Current  
☐ Eddy Current  
☐ Ampere's current

Q2: Which of the following is not an application of Eddy Currents? \*

☐ Electric Brakes  
☐ Dead beat galvanometer  
☐ Speedometer  
☐ Ammeter

Q3: Identify the law which is used to find out the direction of eddy currents. \*

☐ Lenz's law  
☐ Faraday's law  
☐ Ampere Circular law  
☐ Maxwell's Law

Eddy currents( L- Electromagnetic Induction ) All changes saved in Drive

Questions Responses Total points: 14

☐ Induced currents due to changing magnetic flux  
☐ Induced currents in magnetic field  
☐ Induced currents in material  
☐ Uniform currents in conductor

Q5: Eddy currents have very large magnitude as \_\_\_\_\_. \*

☐ they are induced currents  
☐ they are circulating currents  
☐ magnetic field is very strong  
☐ the resistance of metals is very small





## 10. Learning Outcomes :

The students were given a test in the form of google quiz. This time, as they have performed the experiments themselves. So –

- They were able to experience the effects of Eddy currents.
- The students could answer the reasoning questions related to electromagnetic Induction.
- The students could analyze the phenomenon of Electro Magnetic Induction.
- The list of marks scored by them in the test is enclosed. It clearly shows that a reasonably good level of learning is achieved by students.

Screen shot of results of Quiz is enclosed below :-

Timestamp	Score	Name of the student	Name of the school	Phone number	Q1. Name the current in	Q2. Which of the followin	Q3. Identify the law which	Q4. Eddy currents are	Q5. Eddy currents have v	Q6. Eddy curn
03/09/2021 07:08:03	8 / 10	Nitya soni	Kendriya vidyalaya no. 3	7897468987	Eddy Current	Dead beat galvanometer	Lenz's law	induced currents due to c they are circulating curre	sparkin	
03/09/2021 07:08:19	7 / 10	Karamveer Singh bhati	Kendriya vidyalaya no. 3	9950795827	Eddy Current	Dead beat galvanometer	Lenz's law	induced currents due to c magnetic field is very strc	sparkin	
03/09/2021 07:08:34	8 / 10	Pralbha	Kv 3	8005846077	Eddy Current	Electric Brakes	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 07:20:56	5 / 10	Prahlad	Kv 03 Jaipur	8305839804	Eddy Current	Ammeter	Lenz's law	induced currents in magr they are induced current	sparkin	
03/09/2021 07:21:25	7 / 10	GAURAV MEENA	KENDRIYA VIDYALAYA	9024404737	Eddy Current	Dead beat galvanometer	Lenz's law	induced currents due to c they are induced current	sparkin	
03/09/2021 07:55:32	9 / 10	Kashish	K. V. No.3 Jaipur	6375575599	Eddy Current	Ammeter	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 07:57:22	6 / 10	Shivam Sharma	Kendriya vidyalaya No-3	7690892629	Eddy Current	Speedometer	Lenz's law	induced currents due to c they are induced current	sparkin	
03/09/2021 08:00:02	4 / 10	Hritik yadav	Kendriya vidyalaya	9680415880	Eddy Current	Ammeter	Lenz's law	induced currents in magr they are circulating curre	heating	
03/09/2021 08:16:00	7 / 10	Lovleen Rahi	Kv3	8058053711	Eddy Current	Speedometer	Lenz's law	induced currents due to c they are induced current	sparkin	
03/09/2021 08:25:01	7 / 10	Keshav Vyas	Kendriya Vidyalaya No.3	9636757496	Eddy Current	Dead beat galvanometer	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 08:29:37	9 / 10	Anil neemwal	Kv3		Eddy Current	Ammeter	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 08:34:13	7 / 10	Saksham	Kv3	7976196841	Eddy Current	Ammeter	Lenz's law	induced currents due to c they are induced current	damping	
03/09/2021 08:34:29	5 / 10	Ankit meena	Kendriya vidyalaya no.3	09950019962	Eddy Current	Ammeter	Faraday's law	induced currents due to c magnetic field is very strc	damping	
03/09/2021 08:46:01	7 / 10	Kusum Sharma	Kendriya vidyalaya no.3	7740970727	Eddy Current	Dead beat galvanometer	Lenz's law	induced currents due to c they are induced current	loss of energy	
03/09/2021 08:48:15	9 / 10	kumkum	kv3	9414992471	Eddy Current	Ammeter	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 08:49:36	9 / 10	Aishwarya Pareek	K. V. No. 3 Jaipur	+919587461687	Eddy Current	Dead beat galvanometer	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 08:56:08	9 / 10	Shubhlaxmi Suman	Kv3 jaipur	9214322619	Eddy Current	Dead beat galvanometer	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 09:41:59	9 / 10	Rishi soyal	kendriya vidyalaya No.3	6367830221	Eddy Current	Ammeter	Lenz's law	induced currents due to c magnetic field is very strc	sparkin	
03/09/2021 09:44:04	9 / 10	Rohit Kumar Meena	Kendriya vidyalaya no.-3	9829271757	Eddy Current	Ammeter	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 09:44:24	9 / 10	Vipul nama	Kv 3 jaipur	6376257998	Eddy Current	Ammeter	Lenz's law	induced currents due to c they are induced current	sparkin	
03/09/2021 09:57:09	7 / 10	Ruchi sharma	Kv no 3 jaipur	7891561274	Eddy Current	Ammeter	Lenz's law	induced currents due to c magnetic field is very strc	sparkin	
03/09/2021 10:53:18	7 / 10	Anushka Meena	KV no. 3	8239858500	Eddy Current	Ammeter	Lenz's law	induced currents due to c magnetic field is very strc	sparkin	
03/09/2021 11:14:07	9 / 10	Tan huushika nayak	Kv no. 3	9887157668	Eddy Current	Ammeter	Lenz's law	induced currents due to c the resistance of metals i	sparkin	
03/09/2021 11:26:31	7 / 10	SUBHASHI 12D	Kvs no.3	9660200340	Eddy Current	Electric Brakes	Lenz's law	induced currents due to c magnetic field is very strc	sparkin	
03/09/2021 12:25:10	7 / 10	GAURAV SINGH	Kv3	+918290166234	Eddy Current	Speedometer	Lenz's law	induced currents due to c the resistance of metals i	loss of energy	
03/09/2021 14:14:02	10 / 10	Natasha Sharma	Kendriya vidyalaya 3	6378353987	Eddy Current	Ammeter	Lenz's law	induced currents due to c the resistance of metals i	sparkin	

Can the same be correlated? If Yes, description :

Experiential Learning can be correlated with various subjects – S.No.

- Chemistry
- Maths
- Geography
- English language

Description of Experiential learning topics

- How buffers work and maintains a constant pH ?
- Chart the no. of hours a day students spend on watching mobile. Calculate Range, mean , mode and median.
- Check for the temperatures in different cities around the world and calculate ranges and averages both within and across cities
- Learning cooking vocabulary- Decide to make a recipe. Now list ingredients and pen down the steps to make it. Cook







the recipe. Write the directions used to make it and the

**Link of Video-**

[https://drive.google.com/file/d/1DymHgi6o5Xw6b6bt8mGUteGVOABlnae1/view?usp=drive\\_web](https://drive.google.com/file/d/1DymHgi6o5Xw6b6bt8mGUteGVOABlnae1/view?usp=drive_web)

[https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1747031140313932363&th=183eb390e1f5224b&view=att&disp=safe&realattid=f\\_l9e7ko9n1](https://mail.google.com/mail/u/0?ui=2&ik=b905728688&attid=0.2&permmsgid=msg-f:1747031140313932363&th=183eb390e1f5224b&view=att&disp=safe&realattid=f_l9e7ko9n1)





## UNIQUE PEDAGOGICAL PRACTICE-2

**NAME AND DESIGNATION - . Runa Choudhury, PGT Physics**

**SUBJECT: PHYSICS**

**CLASS: XII**

**NAME OF THE K.V – KV ,CISF, Bhilai**

**REGION- RAIPUR**

**Name of the topic: : Electricity and Magnetism**

**BRIEF DESCRIPTION OF UNIQUE PEDAGOGICAL PRACTICES/BEST PRACTICES CARRIED ON BY THE TEACHER IN THE LIGHT OF NEP 2020-:**

Learning physics through Experiments, Learning by doing

**Learning outcomes achieved by the students –**

Learning physics through experiments - NEP 2020 includes inquiry - based learning, interactive classroom , transdisciplinary study and flexible assessments. So , I incorporate activities such as experiential learning , creativity and critical thinking in my teaching learning process. Experiments and Activities are the key education in physics. The most important aspect of physics is that we can experience physics anywhere and anytime . I believe in learning Physics through Experiments. Students have performed the experiments in their home by the help of self-made apparatus. Getting result with the help of the self-made apparatus is the most enjoyable experience in the Physics

**Link of Video-**

[https://drive.google.com/file/d/1EjZli\\_MkV6M2jO5fYsQkfNvPv9OOkAc/view?usp=sharing\\_eil\\_m&ts=634d04d4](https://drive.google.com/file/d/1EjZli_MkV6M2jO5fYsQkfNvPv9OOkAc/view?usp=sharing_eil_m&ts=634d04d4)

