

PM SHRI KV SEC5 DWARKA

DIFFERENT PM SHRI ACTIVITIES BOOKLET



PM SHRI KV SEC5 DWARKA

CHILDREN WITH SPECIAL NEEDS (CWSN)

PM SHRI KV SEC5 DWARKA

KEEPING IN VIEW THE VISION OF INCLUSIVE EDUCATION UNDER THE PM SHRI INITIATIVE AND THE PRINCIPLES OF THE NATIONAL EDUCATION POLICY (NEP) 2020, OUR VIDYALAYA IS COMMITTED TO PROVIDE EQUAL LEARNING OPPORTUNITIES TO ALL CHILDREN INCLUDING CHILDREN WITH SPECIAL NEEDS (CWSN). THE SCHOOL ENSURES THAT EVERY CHILD REGARDLESS OF ABILITY OR DISABILITY WILL RECEIVE THE NECESSARY SUPPORT TO ACHIEVE THEIR FULL POTENTIAL.

SPECIAL ATTENTION IS GIVEN TO THE STUDENTS WITH LEARNING DISABILITIES- SPEECH AND HEARING DIFFICULTIES, VISUAL IMPAIRMENT, INTELLECTUAL CHALLENGES PHYSICAL DISABILITIES ETC. THESE STUDENTS ARE SUPPORTED THROUGH INDIVIDUALIZED EDUCATION PLANS (IEPS) AND REGULAR GUIDANCE BY THE SPECIAL EDUCATORS. TEACHERS ADOPT DIFFERENTIATED INSTRUCTIONAL METHODS AND USE MULTI-SENSORY TEACHING AIDS, TLMs, AND ASSISTIVE TECHNOLOGIES TO MAKE LEARNING ACCESSIBLE AND ENJOYABLE FOR SUCH STUDENTS.

- Regular remedial classes, counseling sessions, and peer support activities are conducted to strengthen the confidence and participation of the CWSN students. The school also organizes awareness programs and workshops for the teachers and parents to promote understanding and sensitivity towards the needs of these children.
- Inclusive classroom practices and a positive environment have helped the CWSN students to participate in academic, co-curricular, and sports activities actively and reflect the school's ideal belief that every child can learn and grow to have right guidance and care.
- Through continuous support and inclusive initiatives our Vidyalaya strives to nurture empathy, equality, and acceptance—ensuring that all learners move forward together, without barriers.



Teaching Learning Materials

The TLM program aims to help slow learners achieve learning outcomes by providing teaching materials aligned with language, literacy, math, and cognitive skills. Schools should encourage visuals, such as infographics, and provide building block play areas to stimulate mental activity.

Core TLM should be incorporated into daily lesson plans and students can create puppets for storytelling and play, enhancing communication and oral expression skills. Indigenous toys, games, and art can be mapped to the curriculum and used in the classroom. Students can share indigenous folk stories and visit cultural exchange programs to identify indigenous settlements in their city or town. Schools should showcase their impact on students and parents' feedback through photos and videos on social media platforms and school websites. These activities are suggestive and can be designed based on context or specific needs.



REMEDIAL TEACHING

THE LEARNING ENHANCEMENT PROGRAMMER AIMS TO IDENTIFY LEARNING GAPS AND AREAS OF DIFFICULTY IN STUDENTS. IT INVOLVES PROVIDING PRINTED MATERIAL, RECORDING STUDENT PROGRESS, AND GAINING PARENTS' FEEDBACK. CLASSROOM-BASED INTERVENTIONS FOCUS ON ENHANCING STUDENTS' LEARNING CAPACITIES, WHILE ACADEMIC ENRICHMENT INVOLVES ENGAGING STUDENTS BEYOND THE CLASSROOM. INDIVIDUALIZED LEARNING INTERVENTIONS ARE UNDERTAKEN FOR CHILDREN WITH SPECIAL NEEDS AND SLOW LEARNERS. SCHOOLS SHOWCASE THEIR IMPACT ON STUDENTS AND PARENTS THROUGH SOCIAL MEDIA AND WEBSITE. ACTIVITIES CAN BE TAILORED TO SPECIFIC NEEDS.



Science Kit and Maths Kit

Science and Math kits are valuable resources for teaching and learning, providing hands-on experiences and reinforcing key concepts. These kits are suitable for students in class VI and above. To effectively use these kits, teachers should read the instruction manual, organize the kit, plan lessons and experiments, prioritize safety, encourage hands-on learning, monitor progress, integrate technology, evaluate and reflect on the kit's effectiveness, maintain and store the kit, collect feedback from students and educators, and record utilization through photographs and short videos uploaded on Vidyalaya's social media platform and website. These guidelines ensure effective use and maintenance of these kits.



EXPOSURE VISITS



“Exposure Visit is an essential practical component of PM SHRI program wherein students from classes VI to XII are exposed to Science Museums, Innovation hubs under mentorship of Higher Education Institutions like IITS, NITS, IISc, IISER, NISER, BITS PILANI or Eminent institutions of STEM.

Exposure visits play a crucial role in making students aware of worlds beyond the one they inhabit.

These visits are arranged with the objective of guiding students for the upcoming challenges which they learn through interaction during organizational group visits.

• These visits help students enhance their observational skills.





The National Education Policy (NEP) 2020 emphasizes the importance of holistic development, including physical well-being for students. Schools should provide a diverse range of sports equipment to cater to different interests and abilities. The procurement of sports equipment should align with the principles of NEP 2020, including athletics, team sports, racket sports, traditional and indigenous sports, combat and martial arts, fitness and wellness, and other sports and games. The procurement should be through GeM, and the salary of a regular sports coach should not be paid from this head.

Bagless Days



The program includes activities such as introductions, crafts, adventure, problem-solving, innovation, service, sustainability, sports, life skills, cultural exchange, career exploration, and closure. Special education teachers accompany children with special needs during Bagless Days activities to help them understand the relevant concepts.



10 bagless days is a program designed to make bagless days an integral part of the teaching learning process, reducing the boundaries between bookish knowledge and practical application. The program aims to build observation-based learning capacity, develop understanding of community interdependence, promote dignity of labor through hands-on activities, and expose children to possible career and higher education avenues. The program uses educational tours, field visits, experiments, natural explorations, surveys, case studies, and interviews with community members.



A sample plan for Kendriya Vidyalayas includes an introduction, theme introduction, team building activities, creativity and crafts, adventure and exploration, problem-solving and innovation, service and sustainability, sports and teamwork, life skills and wellness, cultural exchange and expression, career exploration and entrepreneurship, and reflection and closure. The goal is to create a fun, engaging, and educational experience that aligns with the NEP 2020 vision, making bagless days an unforgettable learning adventure for students.



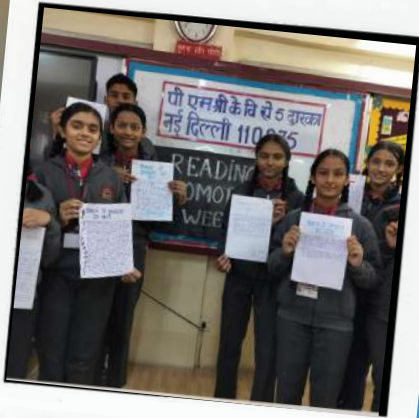
Magic Slate

Magic slates are a valuable tool for children, aiding in writing, reading, and drawing. The guidelines suggest providing them to all 1st and 2nd-grade students, with distribution in the presence of VMC and parents. Records should be maintained at Vidyalaya level, and daily use should be encouraged. Parents and students should provide feedback on the item's usefulness, and the PM SHRI committee should ensure high-quality Magic slates with maximum warranty.



Reading Promotion Week

Regular activities promoting reading habits among class 1-8 students should be organized under teacher guidance. These include quarterly reading weeks, competitions like reading aloud, book reviews, author biographies, plays, story-telling, poem recitation, and correct words per minute. Activities under Bhasha Sangam/Language festival can also be organized. Costs for stationery, certificates, stop clocks, prizes, and mementos may be involved. Classes from 1-8 may participate.



GUIDANCE AND CAREER COUNSELLING



Guidance and career counselling are crucial for secondary and senior secondary students in classes 9th-12th to prevent confusion and help them identify suitable careers based on their skills, interests, and personality traits. Proposed norms include conducting psychometric tests for carrier selection, paying experts for one-hour sessions on guidance and career counselling, and providing honorariums for mental health and wellbeing sessions, teacher training workshops, and social and emotional health workshops in the classroom.



ORGANISING HEALTH CAMPS



Health is a state of complete physical, mental, and social well-being, and regular health checkups should be conducted in schools. The proposed guidelines include twice a year, with local authorities' assistance, and mandatory check-ups for height, weight, and eye, ear, and teeth. The procurement includes printing medical health cards, purchasing weighing machines, pulse oximeters, digital BP monitors, and eye testing charts.



Art & Cultural Programme

Art and cultural programs are regularly conducted in schools to develop confidence, self-expression, aesthetic sense, and stage presence. Examples include conducting solo and group song, dance, mono acting, drama/skit, Ek Bharat Shreshtha Bharat (EBSB) activities, drawing and painting competitions, Sanskrit week celebrations, and organizing other art and culture activities. Expenses may include prizes, printing flex banners, costume ,purchases, and stationary and painting articles.





"As a part of the STEM Week Celebrations, a Quiz Competition was organized in PM SHRI Kendriya Vidyalaya Sec-5 Dwarka to foster scientific temper and enthusiasm among students.

STEM WEEK



The event witnessed enthusiastic participation from six teams, each comprising bright young minds from different sections of class 10th. The quiz was structured into four engaging rounds, namely:

1. General Science Round
2. Technology and Innovation Round
3. Life science
4. Earth Science.



BHARTIYA BHASHA UTSAV

' Highlighting the importance of linguistic unity and cultural preservation, Bharatiya Bhasha Utsav was celebrated. It was a week-long celebration organized by the Department of School Education and Literacy, Ministry of Education. This year's theme, "Unity through Languages" , highlights the importance of linguistic diversity in promoting national unity. It was aligned with NEP 2020 and aimed to celebrate India's linguistic heritage, foster pride in Indian languages, and encourage students to embrace their linguistic roots. The objective of conducting this activity was to encourage students to express their thoughts and ideas effectively, and to promote the importance of eloquence in communication. Students from Class 5 participated in the competition, showcasing their public speaking skills and confidence. The participants delivered speeches, recited poems on various topics, using different Indian languages and expressing their thoughts and ideas clearly and effectively.

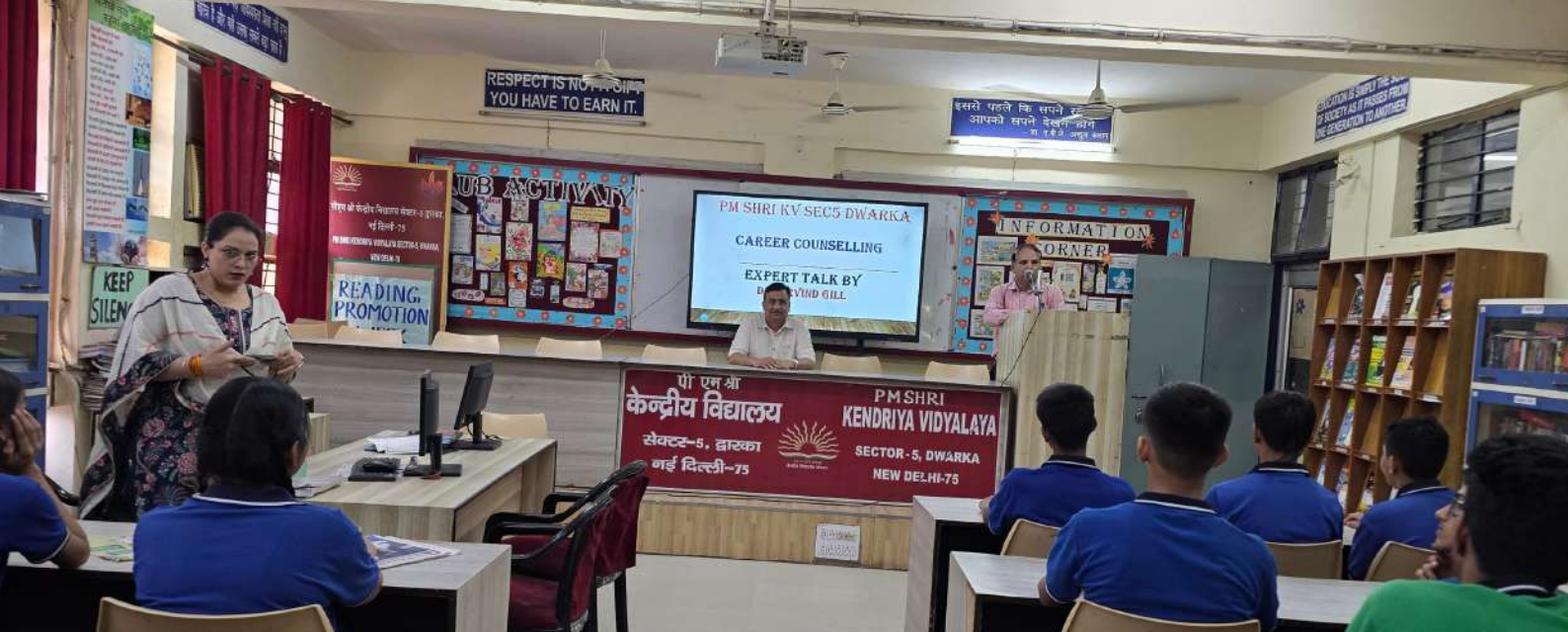


UNITY DAY (RUN FOR UNITY)

"Unity Day, also known as Rashtriya Ekta Diwas, was celebrated in our school on (date) to commemorate the birth anniversary of Sardar Vallabhbhai Patel, the Iron Man of India. The event aimed to promote the spirit of national integration and unity among students."



The celebration began with a special assembly highlighting the life and contributions of Sardar Patel. Students delivered speeches and recited poems emphasizing the importance of unity and integrity in our nation. After the assembly, a "Run for Unity" was organized, in which students, teachers, and staff members enthusiastically participated, holding placards and chanting slogans promoting harmony and togetherness.



MENTORING BY EMINENT EXPERTS TALK (NATIONAL)

Mentoring school students by eminent experts can significantly enhance their educational and personal growth. To create a successful program, identify an expert with a strong background in STEM, define the program's objectives, match students with the expert, set expectations, develop a mentoring plan, encourage feedback, and adjust the program as needed. Record and upload photos and videos of activities on Vidyalaya's social media and website. At least two sessions must be organized by each Vidyalaya, with remuneration for speakers and banners.



Engagement of Yoga / Sports Teacher/Coaches



“The National Education Policy (NEP) 2020 encourages the involvement of yoga, sports teachers, and coaches in schools to train students with potential in special fields after school hours. This initiative supports holistic education and the development of students' physical and mental well-being. The guidelines include identifying talent, hiring qualified instructors, designing customized training programs, scheduling sessions after school hours, promoting a holistic approach, involving parents in discussions about their child's potential, ensuring adequate facilities and equipment, and monitoring progress. Parents should be kept informed about their child's progress and achievements. Progress monitoring and feedback should include regular feedback from students and parents, and the use of photographs and short videos of activities should be recorded and uploaded on Vidyalaya's social media platform and website. It is important to note that coaches engaged under these heads should focus on their assigned tasks, not on regular classes or arrangements.



SELF DEFENCE TRAINING



In alignment with the directives of Kendriya Vidyalaya Sangathan (KVS) and the Ministry of Education, self-defence training is a mandatory initiative for girls in KVs across India. Specifically implemented under the Rani Laxmibai Atma Raksha Prashikshan scheme, this program aims to empower girl students from Classes VI to XII with the skills to protect themselves and build unwavering self-confidence.

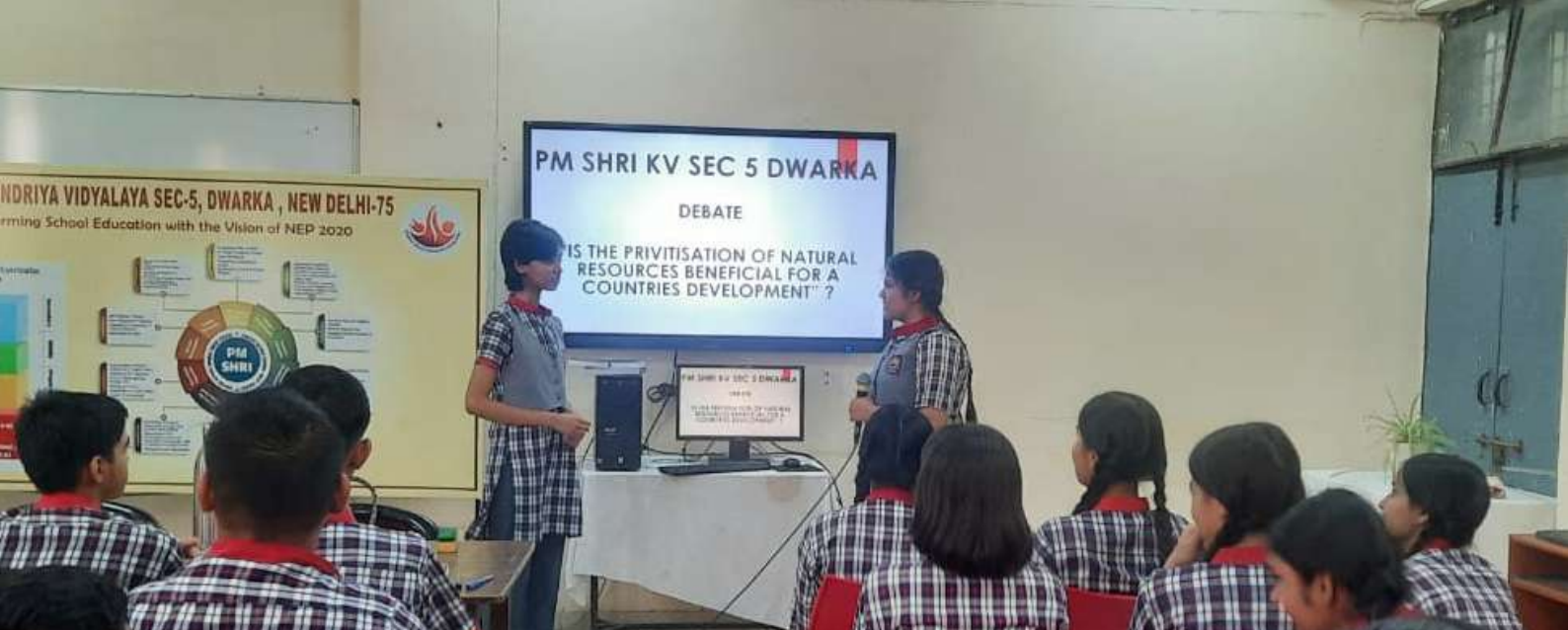




ATAL TINKERING LAB/ROBOTIC LAB/INNOVATION COUNCIL (NR)

'AIM has proposed establishing a network of Atal Tinkering Laboratories (ATL) in the country to foster scientific temper and curiosity among young minds. ATLs provide a hands-on, do-it-yourself space for young minds to develop innovation skills. The requirements include a 1500 Sq. Ft built-up space in secondary/senior secondary schools, 1000 Sq. Ft for hilly/Himalayan and island states, and UTS. The program will purchase items such as electronics development, robotics, IoT, sensors, rapid prototyping tools, and construction kits





FURNITURE FOR THE SCHOOL



Library furniture should be functional, durable, and inviting to create a welcoming atmosphere for students. The priority set for library furniture includes desktop computer procurement under PM SHRI fund, student chairs, library tables, book racks, newspaper stands, and a librarian counter. Higher priority items should only be purchased if the lower priority item is already available in the vidyalaya. Avoid purchasing long tables for easy movement and cleaning.



GREEN SCHOOL PROGRAM

The Green School Program (GSP) is an innovative environmental education initiative designed to transform schools into resource-efficient, eco-friendly hubs. Unlike traditional learning, the GSP, pioneered by the Centre for Science and Environment (CSE), moves beyond textbooks to focus on "doing." It empowers students to audit their own campuses, identifying how resources like water and energy are used and where waste can be reduced. This program is not just about planting trees; it is a comprehensive management system that instills a lifelong "green culture" in the next generation of leaders.



Awakened Citizen Programme (ACP)

The Awakened Citizen Programme (ACP) is a comprehensive three-year graded value education initiative developed by the Ramakrishna Mission, New Delhi. Grounded in the philosophy of Swami Vivekananda, the program aims to help students discover their "infinite potential" and develop a strong sense of self-belief (Atmashraddha). Endorsed by the CBSE, the program is widely implemented in Kendriya Vidyalayas, Navodaya Vidyalayas, and numerous private schools across India to foster character development and ethical leadership.

Core Philosophy and Structure

The foundation of ACP is the "Human Possibilities Framework," which posits that every individual possesses a vast source of inner power and goodness. The program is structured into 48 interactive modules spread over three years (16 modules per year) for students typically in Classes 7 to 9 (or 6 to 8).

The curriculum is divided into a progressive learning path:

- Year 1: Discovery of Values – Students explore fundamental human possibilities and begin to recognize their internal strength.
- Year 2: Deepening of Values – Modules focus on internalizing these values through deeper reflection and discussion of consequences.

Year 3: Practicing Values – Students are encouraged to proactively apply these values to real-life situations, preparing them to be responsible global citizens.

