

# किसलय

नन्हें कदम क्षितिज की ओर





# किसलय

PURPOSIVE PEDAGOGICAL PRACTICES

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## संदेश

किसी भी रचनात्मक कार्य को करने का सर्वोच्च पुरस्कार जो हो सकता है, वह है रचनात्मक होने का सुख और इस अनूठी पुस्तक को आपको सौंपते हुए मुझे उसी सुख का अनुभव हो रहा है। यह पुस्तक केवल एक दस्तावेज़ नहीं है जिसमें प्राथमिक शिक्षकों के नवाचारों को संकलित कर लिया गया है बल्कि यह रोमांच और नवोन्मेष की वे कहानियाँ हैं जहाँ कुछ शिक्षकों ने बच्चों के सहज सीखने के अनुभवों को देखकर अपनी शिक्षण विधियाँ ईजाद कर निश्चित परिपाटी को तोड़ा है। इन प्राथमिक शिक्षकों के अनुभवों को पढ़ना किसी रोमांचक चित्रकथा-सा ही है जहाँ हमारे नन्हें विद्यार्थी हँसते-मुस्कराते-गाते जीवंत पात्र बनकर कितने ही नाटकीय मोड़ ले आते हैं।

राष्ट्रीय शिक्षा नीति 2020 अपने साथ एक नया खुशनुमा माहौल लेकर आई है। यहाँ शिक्षक-विद्यार्थी दोनों के लिए नए प्रयोग और रचनात्मक अनुभवों का एक ऐसा विस्तृत क्षेत्र है जहाँ नवाचार करना चुनौतीपूर्ण नहीं लगता बल्कि रोचक गतिविधि बन जाता है। भारत सरकार और शिक्षा मंत्रालय द्वारा आरंभ किए गए निपुण भारत मिशन की महत्वाकांक्षा को पूरा करना तथा FLN के उद्देश्यों को प्राप्त करना हमारा महत्वपूर्ण उत्तरदायित्व है, इसके अंतर्गत हमारे शिक्षक और बच्चे दोनों ही स्वतंत्र होकर स्वाभाविक गतिविधियाँ कर रहे हैं तथा पहले से कहीं बेहतर अधिगम लक्ष्यों को प्राप्त भी कर रहे हैं।

वास्तव में आपके अलावा आपको कोई भी आपके बारे में नहीं सिखा सकता, इसलिए अपना गुरु और शिष्य आपको स्वयं बनना होगा और स्वयं से सीखना होगा। आप दूसरों से जो सीखते हैं वह सत्य नहीं है। श्री जिड्डु कृष्णमूर्ति जी का यह कथन आज के शिक्षण-अधिगम को पूर्णतः सार्थक करता है। केंद्रीय विद्यालय संगठन अपने मिशन के अनुसार शिक्षण के प्रत्येक आयाम को उत्कृष्टता तक पहुंचाने के लिए निरंतर प्रतिबद्ध है। 21 वीं सदी के भारत को उसकी प्रतिष्ठा के साथ स्थापित करने में इन शिक्षा के क्रांतिवीरों की महत्वपूर्ण भूमिका को पहचान मिले तथा भारत शिक्षा के माध्यम से 'नॉलेज सुपर पावर' बन कर उभरे, इन्हीं शुभाकांक्षाओं के साथ मैं इस पुस्तक से जुड़ी प्रत्येक प्रत्यक्ष एवं अप्रत्यक्ष इकाई को उनके प्रयास के लिए साधुवाद देती हूँ।

निधि पाण्डे  
आयुक्त

## प्राक्कथन

यह प्रकाशन एक कहानी है उन सभी उत्सुक जागृत मानस स्वरूपों की जो शिक्षा और ज्ञान से विश्व को खुशहाल बनाना चाहते हैं-शिक्षा का खुशबाश शहर!

कथानक की पृष्ठभूमि और देशकाल एवं परिवेश को समझने के लिए स्मृति-यात्रा आरंभ करनी होगी तीन दशक पूर्व से- 1986 से 2020 तक देश और दुनिया की जो तस्वीर बदली है, उसके संदर्भ में उपजी आकांक्षा और महत्वाकांक्षा को आकार देने के लिए राष्ट्रीय शिक्षा नीति 2020 अस्तित्व में आयी। कहानी में महानायक की भूमिका का निर्वहन करते हुए माननीय प्रधानमंत्री श्री नरेंद्र मोदी जी की दूरदृष्टि और युगबोध ने इसकी पृष्ठभूमि तैयार की और 2015 में पूर्व कैबिनेट सचिव श्री टी.एस. आर. सुब्रमण्यम की अध्यक्षता में कार्य आरंभ हुआ। इस समिति की रिपोर्ट के आधार पर 2019 में पूर्व भारतीय अनुसंधान संगठन(इसरो) प्रमुख श्री कृष्णास्वामी कस्तूरीरांगन के नेतृत्व में राष्ट्रीय शिक्षा नीति के ड्राफ्ट को प्रस्तुत किया गया और फिर इन 484 पृष्ठों पर कई सार्वजनिक परामर्श हुए- ग्राम पंचायतों, ब्लॉक, शहरी स्थानीय निकायों और जिलों से सभी हितधारकों के लगभग 2 लाख से अधिक सुझाव प्राप्त हुए।

29 जुलाई 2020 को जब राष्ट्रीय शिक्षा नीति देश के समक्ष आई तो इसका मुख्य आकर्षण था- मूलभूत साक्षरता और संख्यात्मक ज्ञान। 'शिक्षा प्रणाली की सर्वोच्च प्राथमिकता प्राथमिक विद्यालय में सार्वभौमिक मूलभूत साक्षरता और संख्यात्मकता प्राप्त करनी होगी'। राष्ट्रीय शिक्षा नीति 2020 के इस महत्वाकांक्षी उद्देश्य की प्राप्ति के लिए 'निपुण भारत मिशन' 2021 में प्रारंभ किया गया। केंद्रीय विद्यालय संगठन देश की सर्वोच्च शिक्षण संस्था है जो शिक्षा मंत्रालय और भारत सरकार की महत्वाकांक्षी योजनाओं को प्रगतिशील बनाने में सदैव अग्रणी रही है। केंद्रीय विद्यालय संगठन में FLN के इस अद्वितीय कथानक को इसके उत्कर्ष तक पहुँचाने का श्रेय माननीया आयुक्त महोदया को जाता है, जिनके ओजस्वी मार्गदर्शन में हम केंद्रीय विद्यालयों में बालवाटिका की स्थापना कर एवं प्राथमिक कक्षाओं की शिक्षण- पद्धति में महत्वपूर्ण परिवर्तन लाते हुए निपुण भारत के लक्ष्यों को प्राप्त करने हेतु निरंतर प्रयासरत हैं-इसी मिशन माध्यम की प्रणाली से हम मूलभूत साक्षरता और संख्यात्मक ज्ञान के शिक्षण हेतु कई उल्लेखनीय परिवर्तन ला रहे हैं- गतिविधि आधारित शिक्षण, खिलौना और खेल आधारित शिक्षण, कहानी-कथन और अनुभव एवं खोज आधारित ज्ञान इस क्रांतिकारी परिवर्तन के प्रमुख स्तंभ हैं।

हमारे शिक्षक और प्यारे बच्चे इस कहानी के प्रमुख पात्र हैं - और इस पत्रिका में आप प्रत्येक पृष्ठ पर उस नई पहल और नवाचार के परिदृश्य देखेंगे जो जल्दी ही भारत की शिक्षा प्रणाली में मूलभूत साक्षरता और संख्यात्मक ज्ञान को स्थापित करेगी।

किताबें बचपन का दर्पण हैं,  
एक ही आईने में निरंतर गढ़ते  
परिपूर्णता के दो अलंकरण हैं।





## भाषा-शिक्षण Language Teaching

4.21. सभी भाषाओं के शिक्षण को नवीन और अनुभवात्मक विधियों के माध्यम से समृद्ध किया जाएगा, जिसमें सरलीकरण और ऐप्स के माध्यम से, भाषाओं के सांस्कृतिक पहलुओं - जैसे कि फिल्म, थिएटर, कथावचन, काव्य और संगीत - को जोड़ते हुए, और विभिन्न प्रासंगिक विषयों के साथ और वास्तविक जीवन के अनुभवों के साथ संबंधों को दिखाते हुए इन्हें सिखाया जाएगा। इस प्रकार, भाषाओं का शिक्षण भी अनुभवात्मक- अधिगम शिक्षण शास्त्र पर आधारित होगा।

22.7 भाषा शिक्षण में भी सुधार किया जाना चाहिए ताकि वह अधिक अनुभव - आधारित बने और उस भाषा में बातचीत और अन्तःक्रिया करने की क्षमता पर केन्द्रित हो न कि केवल भाषा के साहित्य, शब्दभंडार और व्याकरण पर। भाषाओं को अधिक व्यापक रूप में बातचीत और शिक्षण- अधिगम के लिए प्रयोग में लिया जाना चाहिए।

राष्ट्रीय शिक्षा नीति 2020 भाषा शिक्षण पर विशेष बल देती है। भाषा शिक्षण की पुरानी तकनीकी के स्थान पर नवीन तकनीकी एवं अनुभवात्मक विधियों के प्रयोग पर इसका पूरा बल है। विद्यार्थी सर्वप्रथम भाषा सीखता है और अन्य विषयों की समझ का मार्ग इसी के माध्यम से होकर गुजरता है। अपनी स्वयं की भावनाएं हों या दूसरों के साथ उसके सम्बन्ध, भाषा के माध्यम से ही वह व्यक्त होता है। इसलिए एक प्राथमिक शिक्षक के रूप में भाषा शिक्षकों की जिम्मेदारी अत्यधिक महत्वपूर्ण हो जाती है क्योंकि विद्यार्थी का भविष्य उनसे जुड़ा होता है। इस महत्वपूर्ण कार्य की जिम्मेदारी को समझते हुए केन्द्रीय विद्यालय संगठन के अत्यंत उत्साही और होनहार शिक्षकों द्वारा कर्मठतापूर्वक अपने कार्यों को सम्पादित किया जा रहा है। आगामी अनुभवों में आप देखेंगे कि किस तरह से खेलों, गीतों, खेलौनों, कठपुतलियों के माध्यम से बच्चों को भाषा सिखाई जा रही है। कॉमिक बुक का निर्माण हो या कविताओं को गीतों में बदलने का काम, शब्दों की पिकनिक हो या चित्रों को देखकर अपनी भावनाओं को व्यक्त करना, हमारे शिक्षक पूरे जी जान से इस कार्य में लगे हैं। हिंदी भाषी राज्यों में अंग्रेजी की शिक्षा हो या हिंदीतर भाषी राज्यों में हिंदी भाषा का ज्ञान, यहाँ तक कि भारत से बाहर भी हमारे शिक्षक, इन सभी चुनौतियों पर विजय प्राप्त करते हुए भाषा शिक्षण के क्षेत्र में अविस्मरणीय योगदान दे रहे हैं। तो आइये भाषा शिक्षण के इन नवप्रयोगों से आपको मिलवाते हैं और ले चलते हैं केन्द्रीय विद्यालय संगठन की बहुरंगी दुनिया में जहाँ भाषा, क्षेत्र, यहाँ तक कि देश की सीमाओं से पार उन कक्षाओं में जहाँ बच्चों की खिलखिलाहट गूंजती है।



## 01

मस्ती की पाठशाला:  
खेल, गीत व कला के द्वारा

- \* हिन्दी विषय में समझ का विकास करके छात्रों को हिन्दी के अक्षरों व मात्राओं की पहचान करने के योग्य बनाना जिससे वे प्रारंभिक स्तर पर शब्दों को पढ़ सकें, नए शब्द का निर्माण कर सकें व तर्क कर सकें।
- \* खेल-खेल में छात्रों के ज्ञान का अनौपचारिक मूल्यांकन करके परीक्षा के भय को दूर करना।
- \* नेतृत्व क्षमता एवं टीम (समूह) में काम करने की क्षमता का विकास।

के. वि. की मैं शिक्षिका हूँ  
पूरब से पश्चिम को जाऊँ  
या फिर दक्षिण से उत्तर मैं काठमांडू आऊँ  
नई शिक्षा नीति के हित नई-नई गतिविधियाँ बनाऊँ  
शिक्षा की सुरभि को सुमन रूप में मैं फैलाऊँ

केंद्रीय विद्यालय की सुलभ स्थानांतरण नीति के अंतर्गत मुझे अम्बिका बनने का सौभाग्य मिला। अम्बिका के क्रम में मैं अ- अहमदाबाद संभाग, म- मुंबई संभाग, ब - बंगलूरु और क - काठमांडू में शिक्षण कार्य कर रही हूँ अर्थात् मुझे देश व विदेश की धरती पर शिक्षण कार्य का अवसर मिला। इस शिक्षण कार्य की अवधि में काठमांडू में कार्य करना मेरे लिए एक सुखद अनुभूति है। परन्तु विदेशी धरती पर बच्चों में हिंदी भाषा के प्रति सहज प्रेम उत्पन्न करना सचमुच एक चुनौतीपूर्ण काम है और सहजता से हिन्दी भाषा न सीख पाने के कारण ईश्वर की सर्वोत्तम रचना चहकते बच्चों, का स्वामोश रहना मेरे अंतर्मन को झकझोर रहा था। भविष्य में अपनी जगमगाहट से शिक्षा रूपी आकाश को रोशन करने वाले इन सितारों को मैं जमीन पर गिरकर खोने नहीं देना चाहती थी। इसलिए मैंने सोचा कि जो बच्चे मेरे पास सीखने के लिए आए हैं, उन्हें हर संभव प्रयास से सिखाना मेरा दायित्व है और मेरी इसी सोच ने काठमांडू में मेरे शिक्षण को नई दिशा दी।

सीखने की प्रक्रिया के आरंभिक स्तर पर मौखिक रूप से उच्चारण दोष के कारण व वर्णों की उचित पहचान न होने के कारण छात्र शब्दों को सही ढंग से पढ़ व लिख नहीं पा रहे थे। शुरुआती दौर में मैंने उन्हें हिन्दी भाषा की सहजता का आभास कराने का प्रयास किया। इसके साथ ही निम्नलिखित गतिविधियाँ द्वारा उन्हें हिंदी सिखाने का प्रयास किया-

### कविता व गीत गायन

मैंने कविता व गीत गायन द्वारा हिंदी के प्रति छात्रों में रुझान उत्पन्न किया जिससे छात्रों ने आनंदपूर्वक इसमें भाग लिया। इस तरह भाषा के दो कौशलों का विकास हुआ। विकास दो स्तरों पर हो रहा था। छात्र हिंदी के प्रति आकर्षित हो रहे थे और मैं उनसे संवाद स्थापित करने के लिए नेपाली भाषा सीख रही थी। बहुभाषिकता, जो राष्ट्रीय शिक्षा नीति 2020 का एक महत्वपूर्ण तत्व है, उसका पालन दोनों स्तरों (छात्र-शिक्षिका) पर एक साथ हो रहा था।

### चित्रकला

मैंने चित्रकला को भाषा का अभिन्न अंग बनाकर छात्रों से उस चित्र को देखकर वाक्य बोलने को कहा जिससे छात्रों के शब्द भण्डार में वृद्धि हुई व उन्होंने वाक्य बनाने की कला खेल - खेल में सीख ली।



- \* Aligns with NEP 2020, improves reading skills, and creates joyful learning for primary students.
- \* Strategies like play-based learning, inquiry, and technology make classrooms positive and engaging.
- \* Language teacher tackles reading challenges with early intervention, phonics, and relevant content.

**Albert Einstein once said,**

*"I never teach my pupils; I only attempt to provide the conditions in which they can learn".*

This is exactly what I intend to do for my students. My focus is on providing a conducive learning environment to the students wherein instead of feeling burdened by the curriculum they engage in joyful learning experiences.

When I was in primary school I was awestruck by my English teacher. She was a truly amazing teacher and was a favourite of the students. By virtue of her innovative and fun teaching methods, she kindled in her students an undying love for learning. I wanted to follow in her footsteps, and I started teaching the students of classes I-VIII when I was in college. I found this experience so satisfying that I decided to make my career in teaching only. I joined KVS in 2002 as a primary teacher and my journey as a teacher has been quite amazing so far.

At present, I am posted at KV No. 3, Bhopal. All these years, I have been sure of one thing. I want the same rapport and relationship with my students as our English teacher had with us. Just like her, I want to love, teach, and be a source of inspiration for my students. For me, nothing is more gratifying than to make my students fall in love with learning and have an insatiable appetite for knowledge.

However, being a primary teacher is no easy task. It takes a lot of patience to teach the tiny tots get easily distracted by the slightest distraction. Also, as a language teacher, the biggest challenge I face in my class is the poor reading skills of the students. With no phonological awareness, poor word recognition and vocabulary, poor fluency, and a lack of comprehension, no wonder my students at the elementary level often dread English.



That is when the guidelines of the New Education Policy come to my aid and help me engage my students in a joyful learning experience. The National Education Policy (NEP) 2020 emphasizes the need for joyful and experiential learning approaches to enhance the educational experience of primary students. In line with the guidelines of NEP, I have taken a few initiatives to enhance the reading skills of students, like early and continuous reading intervention, phonics-based instruction, balanced literacy approaches, multilingual resources, culturally relevant content, etc. Play-based learning, inquiry-based approaches, integration of arts and culture, real-life connections, technology integration, and student-centered approaches are the strategies that have truly worked wonders for my students.

Implementing these practices has not only supported the development of essential skills but has also cultivated a lifelong love for learning in young learners, setting a solid foundation for their educational journey.

My students look forward to the English period now and that is the biggest validation for me as a teacher. The smiles on the innocent faces of these tiny tots is the biggest reward for me and it reinstates my faith in Malala Yousufzai's words

“One child, one teacher, one pen and one book can change the world.”



**Manjeet Pushp**  
PRT  
KV No. 03, BHOPAL



## 03

## Unleashing The Magic Of Music

- \* Experiential learning strategy through music
- \* Peer learning enhances their social bonding.
- \* Children enjoy and learn with happiness by actively participating in the activities.

Music is a language that is understood by everyone. I use music in the diverse and dynamic setting of Kendriya Vidyalaya Sangathan, where students from various backgrounds come together. As one size does not fit all, traditional, and uniform teaching methods may not always cater to the unique needs of each learner. Since my job is not just to provide them with academic know-how, but also to help them develop holistically, music comes to my help.

This time, the challenge was to teach English to the students of grade III. Since English is a second language for my students, I find them struggling with it. Recognizing the challenges faced by my students, I decided to infuse joy and excitement into the process by using the language of music. English songs became our gateway to the language, making learning feel like a delightful adventure. The students embraced the songs eagerly, leading to the transformation of textual poems into engaging musical renditions with expressive actions.

To facilitate better retention, I decided to bring my teaching to the level of the learners. I integrated adaptive teaching techniques such as Crossover Learning which integrates the strengths of both formal and informal learning environments, Embodied Learning which involves not just the mind, but all the five senses during learning, and Learning by Doing. Actions and muscle memory played a pivotal role and helped my students recall challenging words effortlessly. My students began singing and dancing in the classroom and my class was bubbling with action. I also introduced self-tailored videos to deepen their understanding, while role plays brought real-life context to language learning.





I observed the peer groups of my students and decided to use them for learning. I encouraged the use of a buddy system where students could freely discuss doubts and help each other grasp concepts better. If a student is absent someday, his/her buddy takes charge to cover up their academic loss. These buddies are often seen talking in rhyming sentences.

Constant efforts in the classroom are paying off and my students are confidently using the English language in their day-to-day conversation. Their interest in learning has been reignited. They can create new songs independently. Their creativity is fostered, and they have developed a genuine love for the language. Through these methods, their vocabulary has expanded, and their comprehension of written text has improved significantly. Adding icing on the cake, they have also begun to write the stories in their own words after listening to them. They also use their toys in weaving original stories.

Of course, no teaching method is without its challenges. I observed that my students relied a lot on gadgets like mobile phones and television in their quest for music. To keep my students away from these gadgets, I swiftly adapted by providing in-class directives to ensure all students received the necessary guidance on time. This has also enhanced their listening skill.

The biggest gratification was when the parents appreciated my approach. Their words boosted my morale and gave me the courage to experiment more.

As a practical tip for fellow educators, I recommend starting with just five English songs - short, simple, and easy to learn. Witness the magic of music as it becomes magical in the teaching-learning process. Be the illuminator and let the joy of learning radiate in your classroom. We have promises to keep, and miles to go before we sleep...



**Reena Pandey**  
PRT  
KV BKT Lucknow

- \* Pedagogical practices adopted for experiential learning on the topic 'adjectives' in class 5 English.
- \* The learning outcome is to understand the concept of adjectives and expand their vocabulary and develop their descriptive skills.
- \* Vibrant and playful learning



Once upon a time in a small town, there was a vibrant and imaginative class of fifth-grade students. One day, I planned a special lesson on adjectives, aiming to teach my students the power of descriptive language.

As the students settled down in their seats, I entered the classroom with a mysterious box in my hands. With a twinkle in my eyes, I announced, "Dear students, today we are going on a magical journey through the world of adjectives!"

Excitement filled the air as the students leaned forward in anticipation. I opened the box, revealing a collection of coloured balloons. Each balloon had an adjective written on it. The students were instructed to choose a balloon that resonated with them and use the adjective to describe an object of their choice.

The classroom transformed into a lively marketplace of ideas as students shared their chosen adjectives and creative descriptions. Some adjectives were "sparkling," "magnificent," and "delightful."

Next, I led the class outside to the school garden, where I had prepared an adjective scavenger hunt. The students were given a list of adjectives, and their task was to find objects that matched each description. They ran around the garden, eagerly seeking out items that were "fragrant," "vibrant," and "playful." The activity helped them reinforce their understanding of adjectives in a hands-on and experiential way.

Back in the classroom, I encouraged the students to create adjective-rich stories. I provided them with pictures of various scenes and asked them to weave imaginative tales, incorporating as many adjectives as possible.



Back in the classroom, I encouraged the students to create adjective-rich stories. I provided them with pictures of various scenes and asked them to weave imaginative tales, incorporating as many adjectives as possible.

In this imaginative and experiential lesson, the students not only learned about adjectives but also discovered the joy of expressing themselves through the power of descriptive language. Not just students, I too, enjoyed teaching this lesson as we got a chance to go out in the open in fresh air bringing the students close to nature.



**Vandana Rana**  
PRT  
KV No.1 Surat



## तस्वीर एक कविता है

- \* छात्र कक्षा में दिखाए गए चित्र पर चर्चा करते हैं और खुद के अनुभवों से जोड़ने में सक्षम होते हैं।
- \* छात्र तरह-तरह के भाषिक आदान-प्रदान में भी बात-चीत के सूत्र को बनाए रखते हैं।
- \* चित्र और संदर्भ संकेतों का इस्तेमाल करते हुए अनजान शब्दों के अर्थ का अनुमान लगाते हैं।

कला जहाँ तक संभव होता है प्रकृति का अनुकरण करती है। उसी प्रकार जिस प्रकार एक शिष्य अपने गुरु का अनुकरण करता है। अतः तुम्हारी कला ईश्वर की अनुकृति होनी चाहिए- दांते

5 से 8 वर्ष की आयु वर्ग के बच्चे सबसे प्रभावी ढंग से आसपास की भौतिक और सामाजिक दुनिया के साथ अंतःक्रिया करते हुए और उससे सक्रिय रूप से जुड़कर सीखते हैं। बच्चे कई तरीकों से सीखने का आनंद लेते हैं- जैसे बात करना, सुनना, खेलौनों से खेलना, सामग्री को काम में लेना, पेंटिंग और ड्राइंग, गायन, अभिनय करना, नृत्य, दौड़ना और कूदना आदि। कक्षा में शिक्षण के दौरान मैंने पाया है कि बच्चे चित्र पर बात-चीत करना, स्वयं के अनुभवों को जोड़ना और सवाल करने में काफी उत्सुक रहते हैं। छात्रों को मैंने स्वयं के आसपास के स्थानीय वातावरण या कक्षा-कक्ष से संबंधित वातावरण को चित्रों पर उल्लेख कर पढ़ने- लिखने - बोलने का अवसर दिया।

गतिविधि: चित्र देखकर बातचीत आरंभ करना (अवलोकन, आलोचनात्मक विचार व निर्णय क्षमता)

होरेस कहते हैं कि “तस्वीर एक कविता है जिसके शब्द नहीं”- मुझे लगा यदि मैं इन चित्रों के पीछे की कहानी अपनी कक्षा से पूछूं तो जवाब कैसे मिलेंगे? इसका जवाब पाने के लिए मैंने चार्ट प्रदर्शित करने हेतु प्रासंगिक कहानी या स्कूल के आसपास या बच्चों के घरों में पाई जाने वाली वस्तुओं की तस्वीरों को बच्चों की भागीदारी से तैयार कराया।

किसी भी चीज को सीखने से पहले हम उसे करके देखते हैं। यहां छात्रों ने चित्र को देखा और अपने पूर्व अनुभवों, कल्पनाशीलता और सृजनशीलता जैसे कौशलों का प्रयोग कर मौलिक चिंतन से अपने विचारों को प्रकट किया।

भाषा की कक्षा के दौरान मैंने चित्र को चार्ट पर चिपकाया और बच्चों को गोल घेरे में बिठा कर उन्हें चित्र दिखाया। बच्चों को इस तरह से बैठाया गया कि सभी चित्र को सीधा और ध्यान से देख पाएं। कुछ समय बाद आवश्यकता पड़ी तो मैंने बच्चों को 5-5 के समूह में विभाजित कर, चित्रों को बच्चों में वितरित किया और साथ ही उन्हें दिशा-निर्देश देकर उनका मार्गदर्शन किया। चित्र पर बातचीत शुरू की गई और चित्र में क्या दिखाई दे रहा है?, यह कहाँ का चित्र होगा?, चित्र में कितने लोग हैं?, कौन से पशु-पक्षी चित्र में दिखाई दे रहे हैं?, वह आपस में किस प्रकार की बातें कर रहे हैं?, वह क्या सोच रहे होंगे?, क्या इनका आपस में कोई रिश्ता है?, आस-पास कौन से सामान रखे हुए हैं? इस प्रकार के सामान्य प्रश्न पूछे गए। सामान्य प्रश्नों और बातचीत के बाद बच्चों से सवाल पूछा गया कि इस चित्र में बस स्टॉप के पीछे खड़े बच्चे क्या बात कर रहे होंगे?, चित्र में जो बिल्डिंग दिखाई दे रही है, वो क्यों बनाई गई होगी?, दुकानदार आसपास आने-जाने वाले लोगों के बारे में क्या सोच रहा होगा? फिर बच्चों से पूछा गया क्या उन्होंने ऐसा दृश्य अपने आसपास कहीं देखा है?, क्या कभी वह दुकान गए हैं?, क्या कभी उन्होंने बस स्टॉप देखा है? इसी तरीके से चित्र पर बातचीत की प्रक्रिया को मैंने आगे पढ़ने-लिखने की प्रक्रिया से जोड़ा। इसके पश्चात् मैंने छात्रों को उनके अनुभवों के माध्यम से समस्याओं को हल करना और निर्णय लेने की क्षमता का मिश्रण कर कक्षा-कक्ष में चल रही शिक्षण प्रक्रिया (चित्र पर बातचीत) के उद्देश्यों को प्राप्त करने हेतु निम्नलिखित गतिविधियों का कक्षा में संचालन किया-

मैंने बच्चों को प्रश्न पूछने के लिए प्रेरित किया कि आप भी मुझसे, एक-दूसरे से इस तरह के सवाल पूछ सकते हैं। मैंने उन्हें बताया कि सवाल पूछने में- किसने? कौन? कब? क्या? कैसे? क्यों? कहां? आदि का उपयोग करते हैं। इसके पश्चात् मैंने बच्चों से किसने? कौन? शब्दों का प्रयोग करके प्रश्न बनवाए और उदाहरण देकर प्रकरण को समझाने का प्रयास किया।

जैसे:

1. यह चित्र किसके बारे में है?
2. इस चित्र में आपको कौन-कौन नजर आ रहा है?
3. यह चित्र किसने बनाया होगा?

इस पूरी शिक्षण प्रक्रिया में 'सहयोगात्मक विधि' का भी प्रयोग किया गया जिससे छात्रों की विषय के प्रति संलग्नता को बढ़ाया जा सके और छात्र एक-दूसरे से सीख सकें। मैंने विभिन्न प्रकार के चित्रों का संकलन कर, अगले दिन पुनः कक्षा में उन्हें गोल घेरे में बैठाकर 5-5 के समूह में विभाजित कर, चित्रों को वितरित किया।

उसके बाद मैंने पाया कि चित्रों में कुछ वस्तुएं, पशु-पक्षी ऐसे हैं जिनके बारे में बच्चे नहीं जानते। मैंने उस पर बातचीत शुरू की और बच्चों को अनुमान लगाकर उनका नाम बताने के लिए प्रेरित किया। छात्रों को प्रोत्साहित किया गया कि वे अपने घर के आस-पास के वातावरण में इस प्रकार की वस्तुएं, पशु-पक्षी या बड़े जानवर देखें तो अपने आस-पास के लोगों से इनका नाम पूछें, कॉपी में लिखें व अगले दिन कक्षा में लाकर उस पर बातचीत शुरू करें। इन क्रियाओं के परिणाम स्वरूप बच्चों में खोज करने व प्रश्न करने जैसे कौशलों का विकास धीरे-धीरे होने लगा। इसके अलावा चित्रों पर बातचीत करने का लाभ यह हुआ कि बच्चों के भाषाई कौशल का विकास बेहतर तरीके से होने लगा और बच्चे स्वयं घर से विभिन्न प्रकार के चित्र, अखबारों या विज्ञापनों की कटिंग लाकर उस पर बातचीत की प्रक्रिया का आरंभ करने लगे।





मैंने विविधताओं से भरे चित्रों का प्रयोग किया और इस बात का विशेष ध्यान रखा कि चित्रों में दर्शाए जा रहे दृश्य, वस्तुएं बच्चों ने पहले देखी हों और चित्र बच्चों को बातचीत करने के भरपूर अवसर देते हों। इसका फायदा यह रहा कि बच्चे चित्रों में बने पात्रों के चेहरे के हाव-भाव को देखकर, अनुमान लगाकर, उस पर बातचीत करना शुरू कर देते हैं।

जैसे : सर यह बच्चा तो रो रहा है।

यह अंकल जी तो गुस्सा हो रहे हैं।

इस प्रकार के हाव-भाव बच्चों में चित्रों के पात्रों की भाव - भांगिमाओं का अनुमान लगाने में उत्सुक दिखाई दिए।

मैंने इस प्रकरण को बच्चों की वास्तविक जीवन की परिस्थितियों से जोड़ा और उन्हें अपने अनुभवों से सीखने का अवसर दिया। इसके साथ ही छात्रों ने अपनी इंद्रियों का प्रयोग करके सुनने, बोलने, पढ़ने और लिखने जैसे कौशलों का विकास किया। मैंने बच्चों को चित्रों का चुनाव करने का अवसर दिया और चित्रों पर जो भी बातचीत हुई, उन प्रतिक्रियाओं को दर्ज किया, साथ ही चित्रों में प्रदर्शित दृश्यों का परिचय बच्चों को कराया। चित्र को आधार बनाकर उसमें निहित अक्षरों की पहचान भी कराई गई। इस प्रकार छात्रों की कल्पनाओं को चित्रों और शब्दों की उन्मुक्त दुनिया में छोड़कर मैंने पाया कि वे अपने विचारों को इस डोर के सहारे इस प्रकार उड़ाते हैं जिससे उनके अंतःकरण के भाव भी प्रकट हो जाते हैं। इस प्रक्रिया से छात्रों की मौलिक अभिव्यक्ति प्रकट होती है जो उनके अधिगम और मूल्यांकन में सहायक होते हैं।

नोट: बच्चों को इन चित्रों के लिंक शेयर किए गए जिससे बच्चे ज्यादा से ज्यादा इन चित्रों पर बातचीत कर सकें।



**अनिल कुमार**  
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06

## आओ सीखें खेल-खेल में

- \* खेलौनों और कहानियों पर आधारित भाषा शिक्षण
- \* अहिंदी-भाषी क्षेत्रों में हिन्दी का प्रसार
- \* विद्यार्थियों में जिज्ञासा उत्पन्न करना

खिलौना आधारित शिक्षण पद्धति द्वारा शिक्षण अधिगम प्रक्रिया के माध्यम से कक्षा दूसरी में हिंदी भाषा में रुचि एवं अवधारणाओं को खेल-खेल में सीखने का वातावरण निर्माण किया गया। बच्चों के जीवन में खिलौने एक महत्वपूर्ण भूमिका निभाते हैं। खिलौना उसके हर वक्त का साथी है। वह उस खिलौने को सजीव रूप में वार्तालाप करते हुए स्पर्श करता है, साथ ही साथ सहानुभूति भी प्रकट करता है। बच्चों की कल्पना की दुनिया को बनाने के लिए उनके खेल की दुनिया को समझना जरूरी है। खिलौना आधारित शिक्षण-कला मुख्यतः चित्रकला पर केंद्रित है जिसमें बच्चे पढ़ने की ओर स्वयं प्रेरित होकर जिज्ञासा बन जाते हैं। उनमें उत्पन्न जिज्ञासा से अवधारणाओं को आसानी से समझ लेते हैं और वास्तविक जीवन के साथ अपने आप को जोड़ लेते हैं। बच्चों को जब कहानी के पात्रों और उनकी भूमिका को सुनाया जाता है तो वह आनंदमय होकर विभिन्न संस्कृति और सभ्यताओं की ओर सोच को भिन्न दिशा की ओर ले जाने में सक्षम बन जाते हैं। इसका परिणाम यह है कि बच्चों में विचारों का निर्माण, देखकर सीखना, तार्किक समस्या सुलझाने का कौशल विकसित होता है और सामाजिक तथा नैतिक मूल्य उनकी आदतों में अवचेतन रूप में समाविष्ट हो जाते हैं। खिलौना आधारित शिक्षण से पाठ को सजीव बनाया जा सकता है जिससे छात्र अवधारणाओं को आसानी से समझ सकते हैं। फिर वे कहानी को वास्तविक जीवन के साथ आसानी से अपने आप को जोड़कर कहानी को पुनः दोहराते हैं और लघु उत्तरीय प्रश्नों के उत्तर आसानी से देते हैं। कहानी के सजीव प्रदर्शन से छात्र अपने अवचेतन रूप में ही सीख कर उसे बरकरार रखकर अपने परिवेश या अपनी जरूरत के लिए आसानी से प्रयोग में लाते हैं जिसका पता उनके प्रभावशाली ढंग से नाटककीकरण प्रस्तुति से पता चलता है। पक्षैश काई एवं चित्र द्वारा बच्चे कहानी के पात्रों के नाम एवं कहानी में आए नए शब्दों को और उनके अर्थ को आसानी से पढ़कर बोलते हैं जिसकी छाप उनके दिमागी नक्शे में उत्कीर्ण हो जाती है और इसका पता आकलन द्वारा पता चलता है। मेरे विद्यालय में ज्यादातर बच्चे हिंदी सीखने वाली पहली पीढ़ी होने के कारण मुझे पारंपरिक प्रक्रिया को पीछे छोड़कर नवाचरों का उपयोग करना पड़ता है, जिससे विद्यार्थियों में रटने कि प्रवृत्ति न विकसित हो। मेरा उद्देश्य अपने विद्यार्थियों को हिन्दी भाषा की ओर आकर्षित करना है, जिससे वे इस भाषा का अपने दैनिक जीवन में सरलता से प्रयोग करें। खिलौना आधारित शिक्षण से मुझे इस दिशा में काफी सफलता मिली है।



**हेमंत कुमार कश्यप**

प्राथमिक शिक्षक  
केन्द्रीय विद्यालय चिरमिरी



- \* Experiential learning strategy for categorizing animals: Fun game using slips and toy animals.
- \* Interdisciplinary approach: English reading, math shapes, and Hindi speaking integrated joyfully.
- \* Students enjoyed and learned with happiness, actively participating in the activity.

This land, this water, this air, this planet- this is our legacy to our young. My subject, Environmental Studies (EVS) helps me to pass this knowledge on to the future generation. But, many a time, the little scholars are not able to understand the concepts that our adult mind thinks to be simple. I want to share one such experience here. I was teaching EVS in primary class where the students had to identify and categorize different animals into LAND and WATER animals. I observed that when I called out the names of animals, the students shouted in unison as to which category they belonged to, but when it came to writing in exams, only 30–40% of students could write their answers correctly. At first, I could not understand the reason, but then I noticed that these students were facing problems in reading the names of some of the animals and could not categorize them properly.

So, to make them read, understand, and then identify and categorize, I began to think of some LEARN BY FUN strategies to make their learning JOYFUL.

This reminded me of the traditional game we used to play in our childhood days by the name of NADI YA PAHAAD (Land or Water) where the denner has to choose between symbolic water (nadi) or mountains (pahad) and whatever they choose is where the rest cannot go. So, I adapted this game to the needs of my lesson. Instead of nadi-pahad, there were 'land animals and water animals'.

The class was divided into two groups with 20-25 students in each group. Group A made a circle and Group B stood along the diameter of the circle. Now, the left half of the circle was meant for LAND ANIMALS and the right half for WATER ANIMALS. I took two boxes/baskets. In one, I kept some slips with the names of different types of animals (land and water), and in another, the related TOY ANIMALS.

Then, the game started with music/poems.

Here, we go round the mulberry bush, mulberry bush.

The students in the circle start moving round and round. When the music or poem stopped, the two students standing at both ends of the DIAMETER were supposed to come out.

One of them picked up the slip and read out the name of the animal. The other child took out the related animal from the basket and, showing the animal, called out its name loudly.

The students standing in line will jump on the side (land or water) to which the animal belongs. The child who jumps in the wrong half will be considered OUT. But this child (who is OUT) will be asked to say a few sentences about that animal in Hindi. And he/she will be allowed to stand in a circle. The two students who took out slips and animals were asked to join the line.

Again, the music/poem starts

Here we go round the mulberry bush...

The circle moves round and round. Likewise, the joyful learning continues.

Thus, I was able to integrate various subjects into one activity. This activity involved an interdisciplinary approach (English reading of Animal names, math shapes (line, half, and full circle), Hindi-speaking), and a toy-based pedagogy (use of toy animals).

A great feeling of joy and happiness was seen on their faces as every child was getting a chance to perform in some or the other way.

This activity gave me an insight into the idea that costly gadgets and complicated techniques are not the solution every time. Simple childhood games, using the resources easily around us, can be equally effective.



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KV NO.1, INDORE- SHIFT 1



- \* खेल व गतिविधियों के माध्यम से हिन्दीतर भाषी बच्चों में हिन्दी पढ़ने, समझने की क्षमता का विकास
- \* सम्प्रेषण के लिए हिन्दी भाषा का उपयोग
- \* रोचक क्रियाकलापों द्वारा विद्यार्थियों की बौद्धिक क्षमता और भाषा में सुधार लाना

महात्मा गाँधी ने कहा था “हिन्दी भाषा के लिए मेरा प्रेम सब हिन्दी प्रेमी जानते हैं। हिन्दी भाषा का प्रश्न स्वराज का प्रश्न है। अखिल भारत के परस्पर व्यवहार के लिए ऐसी भाषा की आवश्यकता है जिसे जनता का अधिकतम भाग पहले से ही जानता समझता है। और हिन्दी इस दृष्टि से सर्वश्रेष्ठ है।”

विविधताओं से भरे देश में रहने के कारण मैं जानती हूँ कि भारत एक बहु भाषी देश है, यहाँ विभिन्न भाषाएँ और बोलियाँ बोली जाती हैं। यह एक देश के रूप में हमें विविधताओं का रंगबिरंगा गुलदस्ता बनाता है। भारत में स्थित पंजाब और बंगाल राज्य की संस्कृति, खान - पान और वेशभूषा में जितना अंतर है उतना यूरोप के दो अलग - अलग देशों में भी नहीं है। यही विविधता हमारे देश को विशिष्ट बनाती है। परन्तु यह विविधता भाषा के स्तर पर कई बार चुनौती बनकर खड़ी हो जाती है। दो अलग भाषाओं को जानने वाले लोग जब मिलते हैं तो उन्हें विचारों के सम्प्रेषण के लिए एक तीसरी भाषा का प्रयोग करना पड़ता है जिसे संपर्क भाषा कहते हैं। संपर्क भाषा के रूप में हिन्दी सदैव महत्वपूर्ण रही है। इसलिए अपनी मातृभाषा के साथ-साथ हिन्दी भाषा का ज्ञान भी विद्यार्थियों के लिए महत्वपूर्ण हो जाता है। केन्द्रीय विद्यालय की कक्षाओं में बहुभाषी विद्यार्थी होते हैं। इसकी प्रत्येक कक्षा अपने आप में एक छोटा भारत है। हिन्दी भाषी तथा हिन्दीतर राज्यों के विद्यार्थियों को हिन्दी सिखाना और उन्हें हिन्दी पढ़ाना मेरे लिए एक बड़ी चुनौती थी। शिक्षा के क्षेत्र में हिन्दी भाषा का महत्व प्राचीनकाल से ही जाना जाता रहा है। मैंने विद्यार्थियों में हिन्दी विषय के प्रति रुचि विकसित करने के लिए खेल और गतिविधियों को संयोजित करने का प्रयास किया। यह विद्यार्थियों को हिन्दी पढ़ने, समझने और सीखने की क्षमता को सुधारने का एक सरल और आसान तरीका है।

इस गतिविधि के अंतर्गत मैंने कई प्रकार के क्रियाकलाप विद्यार्थियों से कराया - जैसे सुनकर वर्ण / अक्षर पहचानने के लिए सामूहिक गतिविधियाँ आयोजित की, साथ ही विद्यार्थियों को अक्षरों का चयन करने के लिए खेल-खेल में प्रोत्साहित किया, विद्यार्थियों को वास्तविक जीवन में भाषा के प्रयोग के अवसर प्रदान किए आदि। इसी तरह के विभिन्न रोचक क्रियाकलापों द्वारा विद्यार्थियों की बौद्धिक क्षमता और भाषा में सुधार लाना ही इस कार्य का उद्देश्य है। यह गतिविधियाँ विद्यार्थियों में हिन्दी विषय को सीखने और उसमें सुधार के लिए रामबाण उपाय की तरह कार्य करती हैं।





इस कार्यक्रम के कुछ प्रमुख लक्ष्य हैं। पहला, बच्चों में हिंदी विषय के प्रति रुचि का विकास करना। विद्यार्थियों के मन में हिंदी भाषा के प्रति रुचि पैदा करने के लिए मैंने इन गतिविधियों का उपयोग किया है। विद्यार्थियों द्वारा इन गतिविधियों के माध्यम से विभिन्न हिंदी पुस्तकों को पढ़ने का प्रयास किया जा रहा है। इसके प्रयोग से मैंने देखा कि विद्यार्थियों के भाषा ज्ञान में सुधार के साथ पढ़ने में विराम चिन्ह और गति की समझ, पढ़े गए अनुच्छेदों को समझने का प्रयास किया जा रहा है जिससे उनकी हिंदी भाषा की समझ में सुधार हो रहा है। बच्चों में दिए गए आदेशों को समझकर उनका पालन करने की क्षमता को विकसित होने लगी है। बच्चों ने हिंदी के सरल वाक्यों का प्रयोग करना धीरे-धीरे सीख लिया है। खेल के माध्यम से बच्चों को शिक्षा और उनकी रुचि के साथ जोड़ने से उन्हें शिक्षा के प्रति अधिक प्रोत्साहित किया जा सकता है। बच्चे प्राकृतिक रूप से खेल के प्रति आकर्षित होते हैं और उनका यही स्वभाव उन्हें स्वयं से हिंदी भाषा को सही से सीखने के लिए प्रेरित कर सकता है। बशरि बद्र जी की ये दो पंक्तियाँ सदैव मुझे कुछ नया करने के लिए प्रेरित करती हैं जिससे मेरे ये 'नन्हें परिदे' अपनी कल्पना की उड़ान पूरी कर सकें -

उड़ने दो परिदों को अभी शोरव हवा में  
फिर लौट के बचपन के ज़माने नहीं आते

अनुभवात्मक शिक्षा का अवसर मिलता है। यह एक सकारात्मक शिक्षण परिवेश एवं समग्र विकास को बढ़ावा देता है और छात्रों में सीखने और सृजन के प्रति प्रेम पैदा करता है। 'राष्ट्रीय शिक्षा नीति 2020' विद्यार्थियों को सम्मिलित शिक्षार्थी (Involved Learners) और प्रभावी संचारक (Effective Communicators) बनाने पर केंद्रित है और यह शिक्षाशास्त्र निश्चित रूप से परिकल्पित लक्ष्यों की पूर्ति करता है।



**सोनिया**  
प्राथमिक अध्यापिका  
केन्द्रीय विद्यालय धर्मपुरी





At the end of the academic year, I found that children showcased an enriched vocabulary by incorporating new words into their conversations and written work. Engagement with games and storytelling helped me achieve the desired results.

“WORDPLAY QUEST”, my initiative for enriching the vocabulary through games demonstrated the effectiveness of gamified approaches in enhancing vocabulary skills among children. By combining the excitement of play with meaningful learning experiences, these activities successfully created a pathway for children to develop a strong vocabulary foundation, leading to proficiency and academic success.



**GEETHA SRINIVASAN**  
PRT  
KV Moscow

## Word Garden

This is an innovative method for introducing the hard or new words by creating a beautiful garden scene. We can also take the children to the garden .When children connect with nature, they will learn easily and enjoy the process.



As teachers, we must highlight the importance of consuming healthy food. This activity emphasizes the significance of eating fruits and vegetables while enriching vocabulary.



**BLOW THE WORD**



**KNOW YOURSELF**



**WORD BAND**



## अनुभवात्मक अधिगम Experiential Learning

4.6 सभी चरणों में, प्रायोगिक आधारित अधिगम को अपनाया जाएगा, जिसमें अन्य चीजों के अलावा स्वयं करके सीखना और प्रत्येक विषय में कला और खेल को एकीकृत किया जाएगा, और कहानी आधारित शिक्षण-शास्त्र को प्रत्येक विषय में एक मानक शिक्षण-शास्त्र के तौर पर देखा जाएगा। साथ ही विभिन्न विषयों के बीच संबंधों की खोज को प्रोत्साहित किया जाएगा। वर्तमान अधिगम प्रतिमान (लर्निंग आउटकम) और वांछनीय अधिगम परिणामों के बीच खाई को पाटने के लिए कुछ विषयों में कक्षा - कक्षीय प्रक्रियाओं में परिवर्तन होंगे, जहां भी उचित होगा वहां उन्हें दक्षता - आधारित अधिगम और शिक्षा की ओर उन्मुख किया जाएगा। आकलन के उपकरणों (जिसमें सीखने “के रूप में” “का” “के लिए” आकलन शामिल हैं) को दिए गए वर्ग के हर विषय के अधिगम परिणामों, क्षमताओं और रुझानों के साथ भी संरेखित किया जाएगा।

जीवन में जो कार्य हम स्वयं करके सीखते हैं, वो हमेशा याद रहते हैं। राष्ट्रीय शिक्षा नीति 2020 स्वयं करके कला और खेल के माध्यम से सीखने पर बल देती है। केंद्रीय विद्यालय संगठन के शिक्षक अपने विद्यार्थियों को खेल - खेल में सिखाने के लिए सदैव तत्पर रहते हैं। आप को अगले अनुभवों में शिक्षक विज्ञान को कहानी के माध्यम से पढ़ाते हुए मिलेंगे, जिसके परिणामस्वरूप बच्चे भी रोजमर्रा के जीवन में वैज्ञानिक दृष्टिकोण का प्रयोग करते हैं। विज्ञान ही या भाषा सभी को कहानियों और खेल आधारित शिक्षण पद्धति के माध्यम से पढ़ाने पर वह विषय हमेशा याद रह जाता है। तो आइए देखते हैं इन अनुभवों को ...



## 10

## Science Through Stories

- \* Teaching Science through storytelling
- \* Developing listening skills
- \* Developing scientific temperament in students

*“Those who tell the stories rule society.” - Plato.*

Storytelling is a potent pedagogical tool that captures the learners' attention, simplifies complex concepts and fosters critical thinking. It promotes a dynamic learning experience, making knowledge more relatable and impactful.

In the realm of education at the elementary level, storytelling emerges as a champion pedagogical practice for developing scientific concepts. By awakening curiosity, bridging the gap between abstract and concrete understanding, facilitating hands-on exploration, fostering empathy and connection, and cultivating critical thinking, storytelling creates an immersive learning experience. It sparks joy, ignites passion and paves the way for a lifelong love for science in young learners.

While teaching the concept of the Water-cycle in a Primary Classroom, I conducted the following activities that align with the guidelines of NEP and aim at experiential, art-integrated and joyful learning.

A. Learning Science concepts by listening to a story and the Genesis of Curiosity- To awaken the students' curiosity, I introduced the concept of the Water Cycle through a captivating tale. The story was structured to connect a variety of scientific ideas and teach the meaning of evaporation and condensation.

It began with water in the sea, followed by evaporation, condensation, cloud formation, rain, the journey to the sea, and finally, a review of the cycle. The story stopped at intervals to allow the children to revise the meaning of different scientific vocabulary and predict what would happen next.

B. Retaining science concepts learned- Children wrote the story. The purpose was to ascertain what the children remembered about the story, especially their use of scientific terminology.

The Science concepts developed were: Water is transparent, a large proportion of the earth is covered by water, the sun is a source of heat, evaporation is caused by heat, evaporation is a change from liquid to gas, condensation is a change from gas to liquid, precipitation – Drops fall down, Collection – Water collects all over the ground

C. Connecting Science and Everyday Life: As the story came to an end, children eagerly shared their own experiences with rain and puddles, connecting the story to their daily lives. I encouraged them to think about how the water cycle impacted the environment and the importance of conserving water.

D. HANDS-ON ACTIVITIES - EXPERIENTIAL LEARNING:

1. Drawing different shapes of clouds looking like animal figures. (INTEGRATION WITH HINDI)

E. Making boats and Digital skills which engage the child's senses of touch, feel, smell, sight and sound



which are extremely effective in helping them to grasp, explain and retain otherwise difficult concepts.

#### F. Multidisciplinary Approach: Recitation of Poem मन के भीले भाले बादल

The students recited the poem in the morning assembly with displays of clouds resembling different shapes in order to enhance the scope and depth of learning.

These activities reinforced the concepts learned, fostering a deeper understanding and igniting the students' passion for scientific exploration.

Also, I inspired the kids to work together and make their own cool science stories. They learned how important it is to talk well, think smart, and be a team player. They also learned about understanding others, working together, and being a leader, and it helped all my students become better all-around.

The students got really good at thinking and solving problems. They thought about how people have a hard time when it rains a lot or not at all and about the different kinds of water. They even figured out why we should save water!

After this, the rain became super special for the kids. Whenever they saw clouds or felt a raindrop, they remembered the awesome trip of a tiny water drop and the cool water cycle. With storytelling, I made science fun and exciting, and the kids loved it. The water cycle wasn't just words in a book anymore; it turned into a fun adventure the kids will always remember.

Let storytelling make science amazing for everyone!



**Champa Singha**

PRT

KV IOC Noonmati, Guwahati

## 11

## Nurturing Creativity

- \* Experiential learning approach to make learning more practical and meaningful
- \* Art-integrated learning to ensure holistic growth of the learners
- \* Activity-based learning for enhanced foundational skills.

*“Uniting diverse pedagogical approaches paves the path to profound foundational learning, where the fusion of methods crafts a tapestry of understanding.”*

Aligning with the guidelines of NEP 2020, I try to incorporate various pedagogical practices in my teaching to help the young learners achieve foundational literacy and numeracy goals. Experiential learning is a cornerstone of my teaching approach. Through hands-on experiences, students actively engaged with concepts, making learning more meaningful. By immersing themselves in the subject matter, students gained a deeper understanding of how language and numbers work.

Art-integrated learning adds a creative dimension to literacy and numeracy education. The Waste to Wonder activities engaged students in creative recycling projects. Through the pulse activity, students learned about various pulses and their health benefits. Creating animals with fingerprints fostered artistic expression and learning. The clay, water, and tissue paper activity promoted hands-on exploration. Exploring a khichdi recipe taught students about spices and ingredients.

The bricks and dice activity enhanced knowledge of different shapes. When students create art inspired by stories or use numbers to design patterns, they're not just memorizing facts; they're internalizing information in a unique way. This integration sparks their imagination and taps into different areas of their brains, reinforcing their learning and making it more holistic.

Learning by doing is a philosophy I stand by. Encouraging students to work through challenges, write stories, and solve problems empowers them to take ownership of their learning journey. The students' enthusiasm for thread and needle activity filled me with immense joy.



Activity-based learning is another tool in my arsenal. By structuring lessons around interactive activities, I cultivate an environment where students collaboratively learn while solving real-world problems. For instance, when students work together to create a budget for a fictional event, they apply numeracy skills in a context that mirrors actual life situations. This bridges the gap between theory and application, enhancing their foundational skills.

In conclusion, the amalgamation of experiential learning, art integration, hands-on engagement, learning by doing, and activity-based learning forms a potent formula for nurturing foundational literacy and numeracy. By tapping into multiple learning styles and allowing students to actively participate, I'm not just teaching them subjects; I'm equipping them with skills that will serve as building blocks for their future academic and personal pursuits.



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12

## खिलौनेवाले

- \* विद्यार्थियों में सृजनात्मक क्षमता का विकास करना
- \* उन्हें सम्मिलित शिक्षार्थी एवं प्रभावी संचारक बनाना
- \* उन्हें मूर्त से अमूर्त की ओर ले जाना



“समस्त ज्ञान चाहे वह लौकिक हो या आध्यात्मिक, मनुष्य के मन में है परन्तु प्रकाशित ना होकर वह ढका रहता है। अध्ययन से वह धीरे - धीरे उजागर होता है।” स्वामी विवेकानंद

एक प्राथमिक शिक्षिका होने के नाते मेरा परम दायित्व है कि मैं अपने विद्यार्थियों को संसार की ज्ञानराशि से परिचित कराऊँ। यह परिचय एकांगी और अधूरा ना रह जाए इसका भय मुझे सदैव नई बातें सीखने और अपनी कक्षा तक उसे पूर्ण रूप में पहुँचाने के लिए प्रेरित करता है। मैं कक्षा पांचवीं के विद्यार्थियों को हिंदी पढ़ाती हूँ। मेरे लिए मेरे विद्यार्थियों की खुशी और उनका कुछ नया सीखने के लिए उत्साह सबसे अधिक महत्व रखता है। इनको पढ़ाना और हर दिन कुछ नया प्रदान करना जिससे इनमें भी उत्साह बना रहे, मेरे लिए सबसे बड़ी चुनौती है। इन चुनौतियों का सामना करना और अपने आप को इनके अनुसार तैयार करना मुझे बहुत पसंद है। कक्षा पांचवीं के पाठ्यक्रम में जैसे ही 'खिलौनेवाला' कविता पढ़ाने के लिए आती है मेरे मस्तिष्क में नए- नए विचारों और खिलौनों की दुनिया तैर जाती है। इन बच्चों के साथ मेरा मन भी बच्चों की जमीन तक पहुँच जाता है। 'खिलौनेवाला' कविता को पढ़ाने के लिए मैंने 'खिलौना आधारित शिक्षा शास्त्र' का प्रयोग किया। मैंने विद्यार्थियों से कहा कि वे खुद हाथ से बने खिलौने बनाएं और उन्हें अपनी कक्षा के साथियों के समक्ष प्रस्तुत करें। विद्यार्थियों से यह भी कहा गया कि कक्षा में एक 'खिलौना प्रदर्शनी' का आयोजन भी किया जाएगा। अगले दिन के लिए मैं बहुत उत्साहित थी। बच्चे कौन - कौन से खिलौने बनाकर लाएंगे यह उत्सुकता मेरे साथ पूरी कक्षा में भी थी। जैसे ही मैं कक्षा में प्रवेश करती हूँ तो पाती हूँ कि पूरी कक्षा ही रंग - बिरंगे खिलौनों से भरी पड़ी है। किसी ने कठपुतली बनाई तो किसी ने बोलने वाली

हाथ की गुडिया, किसी ने रेगिस्तान के ऊँठ बनाए तो किसी ने टेलीफोन। कोई खिलखिलाता हुआ तिरंगे का फूल बनाकर लाया तो कोई 'मिट्टू' तोता। सबके हाथों में कोई न कोई खिलौना था। सभी विद्यार्थियों ने एक - एक कर के अपने - अपने खिलौने को तैयार करने की प्रक्रिया और उपयोग के बारे में पूरी लक्ष्मा को बताया। सबके चेहरों पर कुछ नया सृजित करने की प्रसन्नता थी।

खिलौने विद्यार्थियों को बातचीत करने के लिए मूर्त वस्तुएं प्रदान करते हैं जिससे उन्हें व्यावहारिक तथा अनुभवात्मक शिक्षा का अवसर मिलता है। यह एक सकारात्मक शिक्षण परिवेश एवं समग्र विकास को बढ़ावा देता है और छात्रों में सीखने और सृजन के प्रति प्रेम पैदा करता है। 'राष्ट्रीय शिक्षा नीति 2020' विद्यार्थियों को सम्मिलित शिक्षार्थी (Involved Learners) और प्रभावी संचारक (Effective Communicators) बनाने पर केंद्रित है और यह शिक्षाशास्त्र निश्चित रूप से परिकल्पित लक्ष्यों की पूर्ति करता है।

शिक्षा का अवसर मिलता है। यह एक सकारात्मक शिक्षण परिवेश एवं समग्र विकास को बढ़ावा देता है और छात्रों में सीखने और सृजन के प्रति प्रेम पैदा करता है। 'राष्ट्रीय शिक्षा नीति 2020' विद्यार्थियों को सम्मिलित शिक्षार्थी (Involved Learners) और प्रभावी संचारक (Effective Communicators) बनाने पर केंद्रित है और यह शिक्षाशास्त्र निश्चित रूप से परिकल्पित लक्ष्यों की पूर्ति करता है।



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## 13

## Dramatisation for Joyful Learning

- \* Dramatisation and role-play are used as powerful tools for engaging students in joyful learning.
- \* Teaching through the arts links past experiences with new knowledge.
- \* Drama in the elementary classroom involves students in a stress-free learning environment, empowering them in their education



How can you make a mundane history lesson come alive in a classroom? What is the best way to help kids improve their language skills? How can we teach traffic rules to students in an interactive and fun manner? The answer to these questions might lie in asking kids to take up roles and step into the story. This simple act is called role play.

We are often fascinated by how children love to enact the roles of their parents and teachers. We decided to use this to help them achieve the goals of FLN. So, we decided to use dramatisation and role-play as powerful tools for engaging students of grades I and II. This approach reaches those who might not be easily reached and challenges those who already grasp the concepts.

Championing joyful and effective English teaching in Grade II has been a significant challenge. At this foundational stage, children tend to prefer their regional language or Hindi for communication. We tackled this by speaking and acting like the students, meeting them at their level. This strategy enhanced their vocabulary, listening skills, and creative expression. Dramatisation has become a part of my students' lifestyle, fostering improved communication, understanding, and reasoning abilities.

By incorporating methods such as Spiral Learning, Learning by Doing, and Integrated Learning, as advocated by FLN, we've made these concepts accessible and effective in my teaching approach. The art-integrated aspect is evident as peer groups create props for various stories, such as "I Want" and "The Wind and the Sun." Parents also support and appreciate their children's enhanced speaking and performance abilities.

In conclusion, emotional connection to concepts deepens understanding. Teaching through the arts links past experiences with new knowledge. Drama in the elementary classroom involves students in a stress-free learning environment, empowering them in their education. Moreover, peer learning benefits both students and teachers, serving as a form of micro-teaching and setting an example in our Vidyalaya. This approach effectively achieves learning outcomes defined for each class.



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## प्रौद्योगिकी का उपयोग और समन्वय Technology Use and Integration

23.1 भारत, सूचना एवं संचार प्रौद्योगिकी तथा अंतरिक्ष जैसे अन्य अत्याधुनिक क्षेत्रों में वैश्विक स्तर पर नेतृत्व कर रहा है। डिजिटल इंडिया अभियान पूरे देश को एक डिजिटल रूप से सशक्त समाज एवं ज्ञान आधारित अर्थव्यवस्था में परिवर्तित करने में मदद कर रहा है। इस रूपांतरण में गुणवत्तापूर्ण शिक्षा के साथ प्रौद्योगिकी भी शैक्षिक प्रक्रिया एवं परिणामों के सुधार में महत्वपूर्ण भूमिका निभाएगी। इस प्रकार, सभी स्तरों पर प्रौद्योगिकी और शिक्षा के बीच द्विदिश संबंध है।

केंद्रीय विद्यालय संगठन भारत में शिक्षा के क्षेत्र में अग्रणी रहा है। जब राष्ट्रीय शिक्षा नीति 2020 ने शिक्षा में प्रौद्योगिकी के व्यापक उपयोग की वकालत की, तो उत्साही शिक्षकों ने इस अवसर का लाभ उठाया और नवीनतम तकनीकों के साथ खुद को अपडेट किया। ऑगमेंटेड रियलिटी (संवर्धित वास्तविकता) अभी भी एक नया क्षेत्र है, फिर भी हमारे शिक्षकों ने इसे आसानी से उपयोग करना शुरू कर दिया है। सराहनीय तथ्य यह है कि शिक्षक आत्म-प्रेरित हैं और अपने छात्रों को सिखाने के लिए कोई कसर नहीं छोड़ते हैं। आइये मिलते हैं एक ऐसे शिक्षक से जिन्होंने ऑगमेंटेड रियलिटी के साथ नए प्रयोग करके अपने शिक्षण को रुचिकर और प्रभावशाली बनाया है। ये तकनीक के माध्यम से कभी अपनी कक्षा में जिज्ञासु को उड़ी रूप में ले आते हैं तो कभी उनकी कक्षा से टेलाइट प्रक्षेपण स्थल के रूप में बदल जाती है। सोच के देखिये इनकी कक्षा के माहौल के बारे में, बच्चों के उत्साह और जिज्ञासाओं के बारे में। तो चलिए आपको लिए चलते हैं इस अनूठी और रोमांचकारी कक्षा में.....



## 14

## Reality Redefined

- \* Adopting real-life simulation
- \* Art-integrated learning to ensure holistic growth of the learners
- \* Adopting blended learning

The video game programmer, Tim Sweeney says- 'I believe that augmented reality will be the biggest technological revolution that happens in our lifetimes.'

Talking about the technological revolution, Section 23.3 of the National Education Policy 2020 mentions- Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up.

Following the NEP 2020, I grabbed the opportunity to integrate technology into my teaching. I was going to teach the lesson 'I am Lucky' in grade II. This lesson is about different types of wild and domestic animals. I decided to use the augmented reality approach. This approach is an important ICT tool in experiential learning. In primary classes where the attention span of a child is very less, this approach keeps them intrigued.

This approach gives the child an opportunity to experience the objects or things that are not present around them in reality. I use a blend of computer-generated images projected on the screen with free AR application software. I downloaded the application on the I-pad and connected it to the projector. This arrangement created 3D models of animals in the classroom. In other words, I brought different animals to my class. The students were awe-struck to see wild animals in the classroom. They recognized them one by one and spoke about their experiences. They experienced the dimensions, shapes, sizes, and colours of the animals.





After being successful in one class, I decided to take my approach to the next class where I had to teach about space. This time, I set up the devices in the school playground and created a scenario of a satellite orbiting the Earth. After this lesson, the students were asked to create a similar video using the AR application.

The augmented reality approach has opened up a new dimension in my teaching where I am able to give realistic experiences to my students without leaving the safe atmosphere of the school campus.



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## गणितीय सोच Mathematical Thinking

4.25 यह माना जाता है कि गणित और गणितीय सोच भारत के भविष्य और कई आगामी क्षेत्रों और व्यवसायों में भारत की नेतृत्वकारी भूमिका के लिए बहुत महत्वपूर्ण होगी। इन उभरते हुए क्षेत्रों में आर्टिफिशियल इंटेलिजेंस, मशीन लर्निंग और डेटा साइंस शामिल हैं। इस प्रकार गणित और कम्प्यूटेशनल सोच को विभिन्न प्रकार के अभिनव तरीकों के माध्यम से फाउंडेशनल स्तर से शुरू करके स्कूल की पूरी अवधि के दौरान विभिन्न तरीकों, जिनमें पहलियाँ और गेम का नियमित उपयोग शामिल है जो गणितीय सोच को अधिक आनंददायी और आकर्षक बनाते हैं, के माध्यम से सिखाने पर जोर दिया जाएगा।

गणित की ख्याति एक ऐसे विषय के रूप में है जिससे सभी डरते हैं। यह डर तब और बढ़ जाता है जब इसे आनंदपूर्वक न समझा जाए। राष्ट्रीय शिक्षा नीति 2020 गणितीय सोच को छात्रों के प्रत्येक स्तर के लिए पहलियों, खेलों आदि से रोचक बनाने को पक्षधर है। रटने की जगह समझने की प्रक्रिया को हमारे केंद्रीय विद्यालय संगठन के गणित शिक्षकों ने एक चुनौती के रूप में लिया। विद्यार्थियों में गणितीय सोच को पुरस्ता करने के लिए हमारे शिक्षकों ने खेल - खेल में गणित सिखाना प्रारंभ किया। उन्होंने कोण पढ़ाने के लिए 'डिग्री वर्चॉक' का प्रयोग किया तो पूरी कक्षा उसमें जोर-शोर से शामिल हो गई। फिर क्या था अंग्रेजी के वर्गों से लेकर आस - पास के भवनों तक में छात्र कोण ढूँढने में लग गए। शिक्षकों ने गणित को पैटर्न के माध्यम से समझाया तो योग की मूढ़ा में भी बच्चों को गणित दिखाने लगा। ये पैटर्न यहीं नहीं रुका बच्चों ने संगीत और भवनों में भी पैटर्न देखने शुरू कर दिए। अब उन्हें गणित से डर नहीं लगता क्योंकि अब गणित तो खेलों में भी मिलने लगा है। बच्चों को जादूगर के जादू खूब भाते हैं। हमारे शिक्षक कहां पीछे रहने वाले थे, उन्होंने 'मैथ मैजिक' के माध्यम से जादू दिखाना शुरू किया तो बच्चे खुशी और रोमांच से झूम उठे। हमारे शिक्षक ब्लैकबोर्ड के अलावा अब 'इलेक्ट्रिक बोर्ड' से लेकर 'जियो बोर्ड' तक का प्रयोग कर के गणित की गणनाओं को बच्चों को समझाने में लगे हैं। तो आइए आपको दिखाते हैं ऐसे ही कुछ किस्से जिसमें गणित के 'भूत' को कैसे जादूगर बनकर 'छू-मंतर' से गायब करते हैं हमारे शिक्षक...



## 15

## Angles Unveiled: A Joyful Journey Of Discovery

Look at situations from all angles, and you will become more open.

This quote from Dalai Lama makes me explore new horizons as a teacher. Here I would like to share my experience while teaching the topic 'Angles' in Mathematics in class V. This topic was an exciting adventure that went beyond the confines of the classroom. With the aim of fostering curiosity and engagement, I carefully planned a captivating lesson using visual aids, an angle scavenger hunt, and hands-on angle construction activities. Let's dig into the thrilling experience of exploring angles with my young learners.

To pique the interest of my students, I decided to venture outside the classroom and employed various visual aids like a degree clock and an angle tester. These tools brought angles to life, making the topic easily relatable and fascinating for the students. I even incorporated an exciting angle scavenger hunt, a joyful twist on a classic game, where students explored their surroundings to identify acute, obtuse, and right angles. This approach ensured that learning about angles was not just theoretical but applicable in the real world.

To make the concept more relatable, I cleverly associated different letters of the English alphabet with specific angle types. Students enthusiastically co-related angles with familiar shapes, such as L for right angles and V for acute angles. Utilizing wall tubes to construct shapes during discussions added depth to their understanding, making the topic tangible and memorable.

With the foundations laid, I introduced the terms 'acute', 'right', and 'obtuse' angles and provided clear explanations for each. After a quick recapitulation, I encouraged students to define these angles independently. It was heartening and motivating to see the delight and wonder of my students.

Furthermore, I took learners to the school premises to play the game of angle scavenger hunt where the students looked for different types of angles. The excitement was palpable as the children embarked on their scavenger hunt. It was mesmerizing to witness them discovering angles in various nooks and corners of the school building. Now, my students can draw angles using a protractor. They have begun experimenting with adding and subtracting angles.

Overall, the activity not only reinforced their understanding of angles but also nurtured their ability to apply this knowledge practically in their surroundings. The engagement and participation displayed by the students affirmed the effectiveness of experiential learning in making the topic of angles come alive.

To ensure a solid grasp of the topic, I posed thought-evoking questions to my eager learners. Their ability to articulate definitions for acute, right, and obtuse angles showcased their growing understanding. They were able to identify the angles correctly. Witnessing their progress was truly awe-inspiring.

### Angles in Classroom





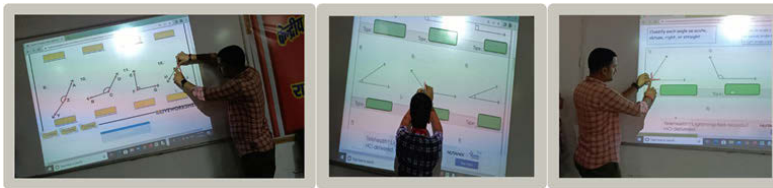
As the topic of Angles concluded, I felt satisfied with the successful execution of my planned activities. My students achieved a deeper understanding of angles in a joyful manner. They could classify angles correctly, identify real-life examples, and comprehend the connection between angle construction and measurement. The positive outcome has motivated me to continue planning future topics in similarly innovative ways.

As I reflect upon my experience, I am filled with joy and satisfaction. By planning a well-structured and engaging lesson that extended beyond the classroom, I successfully sparked curiosity and fostered a deeper understanding of angles. Seeing my young learners grasp these mathematical concepts with enthusiasm reaffirmed the power of joyful learning and exploration.

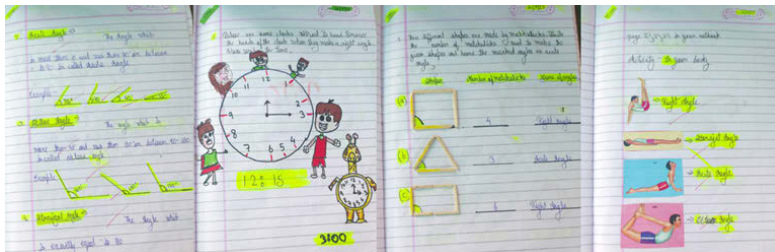


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### Smart Class of Angles



### Classwork Of Students



### A Hunt for Angles



## 16

## Mathematics Through Patterns

- \* Kinesthetics as a pedagogical tool
- \* Experiential Learning
- \* Developing Mathematical concepts

The ever-changing education environment requires educators to be innovative and try new things to help students learn effectively. With new technologies, hybrid models and the changing landscape of education, it is more important than ever to ensure that students learn and enjoy their journey. During the foundational stage, the focus has been laid on learning through exploration indoors and outdoors, puzzles, drawing and painting etc. A key goal of the new policy is to promote research & innovation.

To achieve these goals, we always plan some innovative and experiential learning for our students. We would like to share some of our success stories here.

**Pattern walk**

Students love the outdoors and the mention of going outdoors in Mathematics period fills them with excitement. So, we took the students to the school ground and asked them to observe the patterns around them. They were able to distinguish many patterns in the surroundings, like in the trees, the buildings around the school, the insects, the birds, and many more. This connection with the environment paved the path to the next step. We asked them to perform some actions showing different patterns. This was fun for them.

Then, they came up with the idea that they can demonstrate various patterns using yoga poses. They readily brought the yoga mats from the Sports room and started demonstrating their kinaesthetic skills and flexibility by performing various yoga poses. It was very satisfying to watch the students showing interest in a subject like Mathematics and enjoying learning.

**Patterns Using Objects**

Next, we decided to use various household objects to create patterns. The idea was to use the easily available material in the house or surroundings and to integrate art and craft with Mathematics. The students used ice cream sticks to make different shapes. They also brought bindis from their homes and created beautiful patterns in their notebooks.

They grouped the objects with similar patterns. They used yoga mats to make cylindrical patterns. They observed their water bottles and tiffin boxes for their pattern.

All these activities were done in groups. They helped each other in identifying and making the patterns.



Making patterns using different yoga postures

### Music pattern

Another fun activity that students enjoy doing is creating music through clapping. They were asked to try various clapping patterns to create rhythm. They also learned to observe the series and fill in the next number through this activity.

Also observed the skip pattern in it.

They asked themselves- What comes next? What comes next?

Think, Think, ...Observe the sequence.

Students observed the pattern and told the number which number would come next.

### Building shapes with the body

There was still a lot of scope to improve this lesson. We decided to make the students do some physical training exercises. We asked them to bring the yoga mats again and place them in the shapes of polygons. Then, they were asked to lie down and use themselves to make different patterns. To our boundless joy, they did it successfully.



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**Madhu Gulia**  
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KV Bantalab, Jammu

### Making patterns using different yoga postures



## 17

## Learning Mathematics Through Toys

- \* Class II Maths: Joyful learning with stories, toys, and arts
- \* Personalized approach: Friendly environment, diverse materials, adaptation.
- \* Transformation in students: The students no longer fear Maths. On the contrary, they now look forward to Maths period.

*"I aim to teach Maths by adding a little fun and by subtracting the fear of failure."*

As an educator, I believe that teaching should be a joyful and creative experience, especially for young learners at the foundational stage. When I was assigned to teach Class II Mathematics during the session 2022-23, I noticed that many students were attending school for the first time after the disruption caused by COVID-19. However, I also observed that some students exhibited anxiety and phobia



Experiential Learning Is Joyful Learning

towards mathematics, viewing it as a challenging subject. Recognizing this fear, I was determined to transform their perception of mathematics and make the learning process enjoyable and engaging.

To begin with, I focused on building a strong connection with each student in my class. By establishing a comfortable and friendly environment, it became easier to identify students who required additional attention and support. My pedagogical approach emphasized learning by doing, experiential learning, and collaboration. I introduced basic concepts using colourful beads, ice cream sticks, self-designed teaching-learning materials, and role play. These activities encouraged critical thinking, problem-solving, and decision-making, empowering students to construct knowledge actively.

The power of storytelling can play a significant role in teaching Maths to the tiny tots. Through creative storytelling and dramatization, students immersed themselves in arithmetic problems, making the learning process relatable and enjoyable. Additionally, I incorporated various indoor and outdoor games to teach different mathematical concepts, fostering social interaction and enthusiasm for learning.

Toys became a valuable tool in my classroom, as they brought immense joy and entertainment while facilitating multidisciplinary and interdisciplinary learning. By using toy cars, plastic blocks, and other playthings, I introduced basic mathematical operations such as addition, subtraction, division, and multiplication.

Art integration was another key aspect of my pedagogy. Thumb painting, drawing, and other artistic activities became means to teach various concepts like addition, patterns, and grouping, enhancing students' understanding and long-term retention of knowledge.

Understanding that each student has unique strengths and weaknesses, I employed alternative approaches to ensure that all children grasped mathematical concepts thoroughly. I used project-based learning, real-life objects, self-made teaching-learning materials, and Pictionary-based pedagogy to create an environment where students felt comfortable and excited to explore and learn.

By adopting innovative and inclusive pedagogical practices, I have been able to instil a love for mathematics among my young learners. As they progress in their academic journey, I hope this foundation will inspire them to embrace challenges, think critically, and become lifelong learners, confident in their abilities to conquer any obstacle that comes their way.

**OH YESSS!! MATHS CAN BE A GREAT FUN  
WITH INNOVATIVE WAYS TO TEACH AND LEARN**

**Tamanna Rathee**  
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18

## Math Magic-Making Mental Calculations Easy

- \* Joyful learning fostering strong interpersonal skills
- \* Activity and game-based pedagogy
- \* The difficulty area addressed- Mental Maths for addition



*“Engaging in activity and game-based learning turns the journey of acquiring knowledge into an exciting adventure, where every challenge conquered becomes a stepping-stone toward mastery.”*

I always strive to make math engaging for my students. Through activity-based pedagogy, I transform abstract concepts into hands-on experiences. By incorporating games, puzzles, and real-world applications, I ignite their curiosity and turn learning into a thrilling adventure.

While teaching grade III, I realized that not all my students were performing addition operations accurately. While only a few managed mental additions, I saw the need for an enjoyable and effective teaching approach. I decided to introduce a game, creating excitement by framing it as a magic show.

With a prepared chart and menu card, I turned the lesson into an engaging experience. I transformed the concept into a playful game using delicious food items as addends. No pen and paper were required.

I set up 5 columns with the names of tempting food items. Each child chose their favourite, keeping it a secret. Then, they searched for it in the columns, providing me with responses. By adding the column numbers, I could identify their chosen names. This strategy not only engaged them but also made the learning process more effective.

I invited a child to secretly pick a food item from the menu. Without revealing the choice, we used a different chart, adding columns based on their responses. It created a captivating “Maths Magic” moment, revealing hidden knowledge. The kids’ curiosity surged when I promised to teach this enchanting trick. The classroom buzzed with excitement and a “Ready to learn” vibe. I turned addition practice into a playful game, with each child choosing and guessing items, honing mental math skills.

Stakeholders from various contexts, such as parents, peers, and neighbours, engaged in the game both inside and outside the classroom, building confidence and quick mental math skills through enjoyable repetitions.

The use of Teaching Learning Materials (TLM) and activities enriched the learning experience. This innovative approach extended beyond the classroom as students presented it to society, mastering two-digit addition. They explored diverse addends like flowers and countries, enhancing vocabulary and spelling while integrating language and EVS.

In my opinion, an effective pedagogical approach eliminates students’ fear of math, fostering understanding and confidence. When concepts are explained clearly and engagingly, math becomes an approachable subject, promoting active participation and learning.



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## भारतीय एवं स्थानीय संदर्भ Indian and Local Context

4.29 फाउंडेशनल स्तर से शुरू करके बाकी स्तरों तक, पाठ्यचर्या और शिक्षण-शास्त्र को एक मजबूत भारतीय और स्थानीय संदर्भ देने की दृष्टि से पुनर्गठित किया जायेगा। इसके अंतर्गत संस्कृति, परंपराएँ, विरासत, रीति-रिवाज, भाषा, दर्शन, भूगोल, प्राचीन और समकालीन ज्ञान, सामाजिक और वैज्ञानिक आवश्यकताएँ, सीखने के स्वदेशी और पारंपरिक तरीके आदि सभी पक्ष शामिल होंगे जिससे शिक्षा यथासंभव रूप से हमारे छात्रों के लिए अधिकतम भरोसेमंद, प्रासंगिक, रोचक और प्रभावी बने। कहानियों, कला, खेलों, उदाहरणों और समस्याओं आदि का चयन जहाँ तक संभव हो भारतीय और स्थानीय भौगोलिक सन्दर्भों के आधार पर किया जायेगा। शिक्षा को इस तरह का आधार मिलने पर निश्चित रूप से अमूर्त चिंतन, नए विचारों और रचनात्मकता को निखरने का अवसर मिलेगा।

शिक्षा के संदर्भ का भारतीय और स्थानीय होना अत्यंत आवश्यक है। राष्ट्रीय शिक्षा नीति 2020 के मूल में भारतीयता है और केंद्रीय विद्यालय संगठन भारतीयता की इस संकल्पना को 1963 से ही पूरा करता आ रहा है। हमारे शिक्षकों ने भारत के सभी क्षेत्रों, सभी प्रांतों की भावनाओं की रक्षा करते हुए छात्रों में भारतीयता के तत्व को सर्वोपरि रखा है। भारत के सभी प्रांतों के सभी घरों में अचार और चटनी जैसी चीजें अवश्य ही बनती हैं। हमारे शिक्षकों ने अपनी कक्षाओं में इस भारतीय कला को सिखाने का प्रयास किया तो बच्चों की प्रतिक्रिया अत्यंत उत्साही रही। बच्चों को भारतीय संस्कृति और इतिहास से परिचित कराने के लिए अपने शहर के ऐतिहासिक स्थलों का भ्रमण कराया गया तो उनके कोमल हृदयों पर उसकी अमिट छाप पड़ी। इसके पश्चात वास्तविक जीवन से बच्चों को परिचित कराने के लिए जब कक्षा को खेलों में स्थानांतरित किया गया तो वह ज्ञान अपने आप में अनुपम बन गया। इस तरह कक्षा की सीमाओं को पूरे देश तक और पूरे देश को कक्षा तक लाने का काम हमारे शिक्षकों ने बखूबी किया है। तो आइए देखते हैं कुछ ऐसे संदर्भ जो हमारे बच्चों को अपनी जड़ों से जोड़ने का काम कर रहे हैं।





## 19

## Pickle It! Mangoes Round The Year

- \* Developing life skills
- \* The learner will be able to understand the different methods of preserving food items for a longer period.
- \* The learner will be able to understand the steps involved in the preparation of Mango Jelly (Mamidi Tandra)

*The jelly - the jam and the marmalade,  
And the cherry-and quince-'preserves' she made!  
And the sweet-sour pickles of peach and pear,  
With cinnamon in 'em, and all things rare!  
And the more we ate was the more to spare,  
Out to old Aunt Mary's! Ah!  
-James Whitcomb Riley*

I was reminded of this poem when I was about to teach the lesson- Mangoes Round the Year. Food brings memories; it harnesses imagination. The lesson talked about the techniques for preserving food items. So, I planned to give a memorable experience to my students along with experiential learning through an inquiry-based approach and a reflective approach.

Making pickles and jellies at home has been a part of our culture. But the modern generation is forgetting this art. I want to teach my students to be self-sufficient and learn the techniques of food preservation. Such exposure at an early stage could also help them in choosing cooking or food preservation as a career option.



We began the session with a discussion on the fungus on the bread and the spoilage of food items at home. The students shared their experiences. They discussed the ways we can stop the wastage of food. They watched videos online on the preservative techniques of food items. They were motivated to inquire about the preparation method of mango jelly/mango pickle or any other pickle.

Then began Project Pickles! Summer vacation had begun, and it was mango season. The students talked with their elders at home and learnt the recipes of pickles and jellies. They recorded the videos of their elders and later, tried making the pickle themselves.

Students enthusiastically participated in the activities; some students shared photos, and others shared videos. They enjoyed doing the activities some students even brought the prepared items to school and shared them with their classmates. Reflecting on this lesson, I realized that school should get engaged in more such activities where the students learn to preserve their family traditions and get an opportunity to bond with their elders.



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## My City, My Learning Tool

- \* Acquainting the students with the cultural heritage of the city
- \* Enhancing analytical and critical skills
- \* Using technology to enhance learning experience



A few years ago, I got posted at a quaint little school, Kendriya Vidyalaya, Bundi situated in the magnificent historical town of Bundi. The town attracted me for its rich architectural heritage. I have always been keen on finding new and innovative methods to teach my students, and they, in turn, enjoy these creative approaches as they make learning enjoyable for them. Since the town is full of historical palaces, I decided to use these as a learning tool for my class.

One day, I decided to embark on a different educational journey, aiming

to connect all subjects - English, Environmental Studies (EVS), and Mathematics - with the help of physically and virtually exploring their own city, Bundi.

Gathering my class, we set off on a trip to Bundi, and the students were thrilled as they boarded the bus, filled with anticipation of the adventure that lay ahead of us.

Our first stop was the grand Taragarh Fort, standing majestically on a hilltop. Here, I connected history and Geography with environmental science, explaining the significance of the fort and its surrounding landscape.

Next, we visited the mesmerizing Bundi Fort adorned with murals and intricate architecture. I tried to turn this visit into an interactive English lesson, encouraging the students to express their thoughts and feelings about the artwork. The students wholeheartedly participated in this venture of integration of learning while exploring.

During our tour in Bundi, we explored natural wonders like Jait Sagar Lake and Raniji ki Baori step well. I turned these sights into engaging math problems for the students, challenging them to calculate depths, volumes, and areas. In English class, the children wrote creative stories about Taragarh Fort, filled with magical adventures. They also crafted poems dedicated to Sukh Mahal's beauty.

The shapes and architectural structures helped in teaching measurement, thus bringing Math lessons to the Fort. The historical significance of the step well helped in the EVS lesson and the students learnt

to the Fort. The historical significance of the step well helped in the EVS lesson and the students learnt about water management in the historical times.

Students visited their own city and got all the information about the history and importance of the place. They were taken to the historical sites, the museum, the zoo sanctuary, etc. to instill cultural values. It also improved their social skills as students got to interact with the local people.

They discussed these features with peers. They made files, notebooks, projects and charts in a creative manner in which they described the experience in their own words in Hindi as well as in English.

With the tech-savvy Work Experience teacher's help, we used Google Earth for a virtual tour of Bundi, connecting it with science, social studies, and languages. The students eagerly looked forward to each new lesson, sparking a newfound enthusiasm for learning.

The chapter of their Enchanting Expedition of Learning about their own city ended, but the impact lingered in the hearts of the students forever. They not only explored the beauty of Bundi but also discovered the interconnectedness of knowledge, proving that learning knows no bounds when taught with passion and creativity.

'My city- my learning tool' pedagogy practice acted as a helping hand to achieve the goal of NIPUN Bharat which aims at developing the students' literacy, numeracy, and basic language skills. This practice played a significant role in enhancing the knowledge of students' local area, culture, and tradition. Once the students became aware of it they could exchange their thoughts, ideas and proficiency with others under the Ek Bharat Shreshtha Bharat.



**Poonam Kapil**  
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KV Bundi



## 21

## From Market To Home

- \* The students of Grade IV engaged in a unique and joyful role-play activity.
- \* The teaching pedagogy incorporated a personalised, interactive and holistic learning approach.
- \* The pedagogical approach effectively aligns with the NEP 2020 guidelines to help the learners attain the targeted learning outcomes in a joyful way.

*“Education is the kindling of a flame, not the filling of a vessel.”*

These wise words of Socrates keep reminding me that my job as a teacher is not only to impart knowledge but also to make my students have a lifelong love for learning. I make sure that my students do not take learning as something monotonous and cumbersome and that is why I always make it a point to engage them in joyful learning experiences. Given below is a synopsis of an interesting and enriching session.

The students of Grade IV were about to embark on a delightful journey of discovery as I decided to teach them the EVS lesson ‘From Market to Home’ in a fun way.

I had a surprise for them—a role play activity to explore the fascinating world of fruits and vegetables’ textures. The classroom board was transformed into a two-sided wonderland: one side dedicated to the smooth surfaces and the other to the rough ones. All their thoughts and ideas were carefully recorded on the board.

The children were assigned a unique task—they each became the ambassador of a fruit or vegetable. As instructed by me they had crafted on chart papers, the shapes of their chosen foods at home. Basic details about their assigned characters were provided, but the real adventure was in discovering more facts about their heroes from home. Excitement filled the air as they prepared to step into the shoes of their favourite edibles.

As the classroom lights dimmed, the children took their turns on the imaginary stage. With confidence, they introduced themselves as their fruity or veggie alter egos, sharing tales of each character’s uniqueness. It was as if the classroom had turned into a theatre, filled with stories waiting to be told.

After each performance, a wealth of knowledge was amassed on the board. However, the excitement didn’t end there. Engaging discussions followed, aimed at reinforcing the insights shared by the children. I posed thought-provoking questions about the nutritional benefits of their characters and how these fruits and vegetables played a vital role in maintaining a balanced diet.

And so, the story reached its crescendo—the learning outcomes. This activity wasn’t just about exploring textures; it was a transformative experience. The children not only learned about the surfaces of different fruits and vegetables but also internalized the importance of healthy eating. Their creativity blossomed, research skills were honed, and collaboration among the students flourished. The learning process became an interactive and enjoyable adventure, weaving a tapestry of knowledge and discovery.

Aligning with the NEP 2020, the pedagogical approach employed here was experiential and immersive learning. By incorporating a role play activity, I attempted to create an environment where students actively engaged with the subject matter. This approach combined sensory exploration (textures of fruits and vegetables), personal involvement (crafting and embodying characters), and storytelling (presenting alter egos) to enhance learning.



**Sonali De**  
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## 22

## Learning Through Farming

- \* Integrating teaching learning with real life
- \* Promoting love for nature and taking care of the planet
- \* Hands-on training of growing plants



In the words of M S Swaminathan-

*'If agriculture goes wrong, nothing else will have a chance to go right.'*

As a teacher, it is my pious duty to keep my students connected with the land. This connection should begin at a very early stage. Following this belief, I decided to acquaint my students with the process of growing crops through the FLN activities. Incorporating these activities has resulted in remarkable changes in my students' learning experience. By utilizing various engaging activities and resources, I have observed enhanced engagement, improved comprehension, better memory retention, increased participation, and meaningful real-world connections among my students.

I took the help of the lesson- 'Basva's Farm' to teach the importance of agriculture and the steps involved in farming, as well as fostering a deeper appreciation for the origins of their food and the effort put into its production. The simplest resource to begin this discussion was the tiffin boxes of the students. I initiated a discussion about the food they bring in their tiffin boxes, encouraging them to identify and understand the ingredients used in their meals and how they are connected to farming and agriculture. This step sparked their curiosity and allowed them to make meaningful connections between their daily meals and the broader context of farming practices. The engagement and interest displayed by my students throughout this activity were truly inspiring.

eat is grown by farmers. I showed them various tools and machines used in farming. I used videos to show them different types of farms.

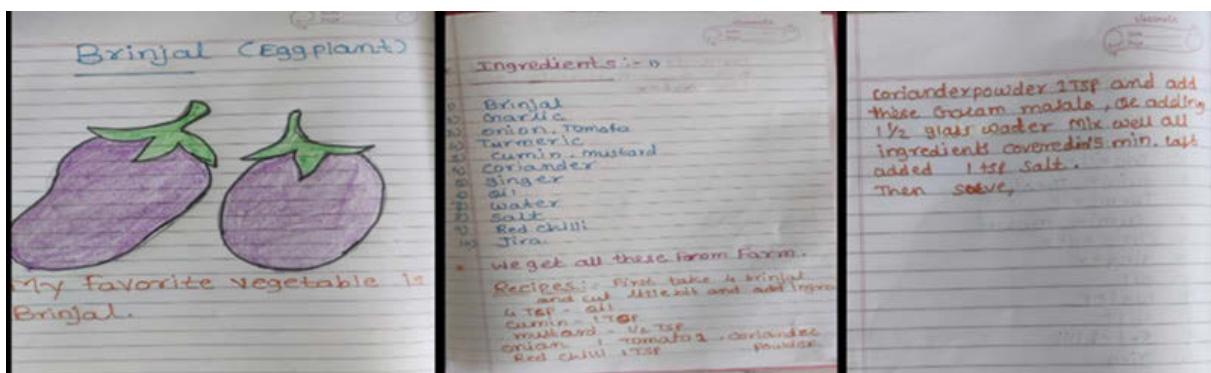
Observing the curiosity of my students, I decided to take them to a nearby farm. They talked with the farmer and learned about his life. The language barrier did not cause any problem as I translated everything into Hindi and English. This real-life experience was much more effective than the knowledge they would have gotten from their books.

Now, it was the time to give hands-on training to the students. They sowed seeds and grew plants. They shared their experiences with their peers. They brought their produce to the classroom and played a guessing game by closing their eyes and identifying the vegetables grown by their friends. They even learned which vegetables had soft skin and which had rough skin. They even tasted some food items and categorised them into bitter, sour, sweet, and tasteless.

This experience will stay permanently with the students as their hands, head, and heart were involved in this activity. I have a sense of contentment as I have been successful in drawing my students closer to the fields.



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## आकलन Assessment

4.34 हमारी स्कूली शिक्षा प्रणाली की संस्कृति में आकलन के उद्देश्य को योगात्मक - जो मुख्य रूप से स्तंभ याद करने के कौशल को ही जांचता है- से हटाकर नियमित रचनात्मक आकलन की ओर ले जाना होगा - जो अधिक दक्षता- आधारित है, यह हमारे विद्यार्थियों में सीखने और उनके विकास को बढ़ावा देता है, और उनकी उच्चतर-स्तरीय दक्षताओं जैसे कि विश्लेषण, तार्किक चिंतन और अवधारणात्मक स्पष्टता को जांचता है। आकलन का प्राथमिक उद्देश्य वास्तव में सीखने के लिए होगा - यह शिक्षक-विद्यार्थी और पूरी स्कूली शिक्षा प्रणाली में मदद करेगा, सभी विद्यार्थियों के लिए सीखने और विकास का अनुकूलन करने के लिए, शिक्षण और सीखने की प्रक्रियाओं को लगातार संशोधित करने में मदद करेगा।

राष्ट्रीय शिक्षा नीति 2020 रटने के स्थान पर समझने पर बल देती है। हमारे शिक्षक एक ऐसी मूल्यांकन पद्धति पर काम करने के लिए पूरी तरह से तैयार हैं जो छात्रों की तार्किक क्षमता के विकास में सहायक हो। अगले लेख में शिक्षिका ने प्रश्न-पत्रों का विश्लेषण करने के पश्चात बच्चों से रीडिंग कार्ड बनवाए। इनमें विद्यार्थियों ने अपने अनुभवों को शब्दों का रूप दिया है। आइए पढ़ते हैं इन अनुभवों को...





## 23

## A Simple Research With Great Changes A Teacher on Move

- \* Role of research in teaching learning
- \* Designing questions as per the need of the students
- \* Improving assessment techniques

*What greater joy can a teacher feel than to witness a child's success?  
— Michelle L. Graham*

During my time as a teacher and administrator in Kendriya Vidyalaya Sangathan, I realized the importance of teacher research. I noticed a learning gap between primary and middle school classes. To figure out why, I decided to look into assessment exams conducted by other agencies.

A few years ago, I started researching a term-end assessment program called PSA (Problem-Solving Analysis). I focused on secondary school students from class VI onwards. I analyzed question papers from classes VI and VII, as well as those from State Level Achievement Surveys (SLAS) and National Achievement Surveys (NAS) in different states. I also checked questions from skill-based assessment tests on various websites.

These papers tested competencies, concepts, and skills without relying on textbook content. I then began using similar question papers for classes II to V, especially in languages, and gave them to students on Saturdays. I shared the results with parents.

I started focusing on the PISA and Reading Challenge programs in KVS. I created level-based questions for classes III to V based on these programs. Even during the pandemic, I continued the practice by sending multiple-choice questions through Google Forms, Testmoz, WhatsApp groups, and Google Classrooms.

The results showed that while students in classes III to V met the expected reading standards, younger students struggled a bit. They could understand English questions better than Hindi. Despite limited Hindi reference materials, I emphasized creating Hindi papers as well, as it's an essential language in school.

I observed classrooms personally and encouraged students to read beyond textbooks, like math books, notebook covers, or biscuit wrappers. I documented this activity for diagnosis. Initially stumbling, students improved over time as I stressed diverse reading resources. I suggested that they should read billboards, bus routes, ads, and street names around them. Education is what remains after forgetting textbook knowledge.

We improved their English reading, but Hindi lagged due to less home exposure and limited reading materials. To boost Hindi reading interest, I conceived colourful, graded Hindi reading cards. I guided teachers in creating cards for classes I and II, even making a few myself. I provided a standard design, indexing, and expected outcomes for each card.

Class I cards started with letters -vowels, consonants, two-word sentences without matras (for example- मदन चल), and two-word sentences with matras (मोहन चलो) to increase the level to full-fledged sentences. Names for characters in the cards were chosen from among the students in the school for familiarity.



Class II cards ranged from Sanyuktakhsar to numbers in Hindi. I felt that students should also know numbers in Hindi as I found it essential. I had been to a place in the North of India and the shopkeepers told me the price only in Hindi. I could manage. I wanted my students too to manage. I would also like to mention that we have a mass repetition of numbers in Hindi as one of the activities in the morning assembly.

Class III cards had a card on high-frequency words (बार बार प्रयोग किए जाने वाले शब्द, example- कक्षा , पढ़ो जैसे , etc). English has many such sets (Dolch Sight Words List) but we don't have one for Hindi. I have taken up the task of creating such sets in the Hindi language with the help of my team. Such cards are need of the day for students whose mother tongue is not Hindi.

We also made a card for frequently used sentences to help them read standard instructions in readers or question papers (बार बार प्रयोग किए जाने वाले शब्दों से वाक्य , example- खाली स्थान भरो, चित्र देखकर शब्द लिखो). Interesting stories were also included with pictures.

Teachers incorporated these cards into their routine, allowing students to choose cards according to their level. This approach increased interest and catered to individual needs. Some students from pandemic-affected batches still use lower-level cards due to missed learning time. Nonetheless, the interest has been ignited, and we're confident in their progress.

Our efforts aligned with the NIPUN BHARAT document, reflecting our academic goals. Our journey from Padhe Bharat to Badhe Bharat under the NEP's guidance has begun, and we're gaining momentum. In the future, our students might even excel in assessments like NAS, particularly in Hindi.



**Chemmalar Shanmugam**  
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## सर्वांगीण विकास Holistic Development

4.4 सभी स्तरों पर पाठ्यचर्या और शिक्षा विधि का समग्र केंद्रबिंदु शिक्षा प्रणाली को रटने की पुरानी प्रथा से अलग वास्तविक समझ और ज्ञान की ओर ले जाना है। शिक्षा का उद्देश्य केवल संज्ञानात्मक समझ न होकर चरित्र निर्माण और 21वीं शताब्दी के मुख्य कौशल से सुसज्जित करना है। वास्तव में ज्ञान एक छुपा हुआ खज़ाना है और शिक्षा व्यक्ति की प्रतिभा के साथ इसे प्राप्त करने में मदद करती है।

राष्ट्रीय शिक्षा नीति 2020 में विद्यार्थियों के सर्वांगीण विकास के लिए उनके समझने पर विशेष बल दिया गया है। केंद्रीय विद्यालय के शिक्षकों ने अपनी कक्षा शिक्षण पद्धति में कई ऐसे प्रयोग किए जिनसे विद्यार्थी उस पाठ और कार्य में पूरी तरह से सम्मिलित होकर अपना योगदान देते हैं। शिक्षकों ने बच्चों से पौधों के बीज मंगवाकर उन्हें विद्यालय में उगवाया फिर उनसे लृक्षारोपण कराया। इसके साथ ही शिक्षकों ने विद्यार्थियों के अभिभावकों से भी संपर्क करके विद्यालय को घर से जोड़ने का प्रयास किया जिससे विद्यार्थी भावात्मक रूप से भी समृद्ध हुए। इन सबके माध्यम से शिक्षकों ने अपनी कक्षा के विद्यार्थियों की छिपी प्रतिभा को बाहर निकालकर उन्हें निखारने का कार्य किया है। आइए पढ़ते हैं इन अनुभवों को...



## Cultivating Nature's Secrets: Exploring the World of Seeds with Joy and Creativity

- \* Kids played a fun game with tamarind seeds, got curious, and talked a lot about different seeds.
- \* We went on a trip to learn about seeds growing in a nursery, and how seeds spread in nature, connecting us with nature.
- \* Students made seed balls to plant more trees, learning to take care of the environment and be responsible.

Margaret Mead Said-

*'Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.'*

I am one of those fortunate people who have got the opportunity to mould young minds to make them committed citizens. I teach Environmental Science (EVS) to class V. EVS at the elementary level serves as a bridge between classroom knowledge and real-life experiences. I took a unique approach to teaching the lesson "Seeds and Seeds." By embracing interdisciplinary methods and community involvement, I aimed to achieve specific learning outcomes while nurturing a deeper connection with nature.

The journey to ignite the curiosity of the young learners began with a heartwarming activity: introducing the students to the indigenous game of Tamil Nadu, Pallankuzhi (bean hole), which is played using tamarind seeds. This fun game served as a perfect stepping stone for the subsequent classroom discussion. It was interesting to observe that the students had knowledge of seeds, thus turning the conversation to the diverse uses of seeds.

The conversation on seeds gathered momentum and it was integrated into Mathematics. The students were encouraged to collect different seeds from their surroundings and work collaboratively in groups to analyse them based on size, shape, and usage. This hands-on approach familiarized the students with various types of seeds and also applied their prior mathematical knowledge to sliding and rolling objects.

Taking learning beyond the confines of the classroom, I organized a field trip to the Department of Horticulture Research and Maintenance, Government of Tamil Nadu. Here, the students witnessed the process of seedling production using nursery seedling trays and were introduced to the concept of seed dispersal, enabling a better understanding of nature's mechanisms.

The staff at the horticulture department was delighted to see such young students taking interest in seeds and their experts visited the class, showcasing a wide array of seeds and explaining their germination. Each child was gifted seeds to start their own kitchen garden, instilling a sense of responsibility towards nature's preservation.

I never miss an opportunity to foster critical and creative thinking. A captivating question, "Imagine what will happen if plants start walking?" encouraged the students to ponder and express their imaginative responses in either Hindi or English. This exercise seamlessly connected EVS with language arts,

inspiring young minds to think beyond boundaries.

Adding a musical touch to the lesson, the teacher and the students sang a delightful song about seeds from the textbook. The joyous experience included translating the song into Hindi, creating an enriching cultural and linguistic integration.

चना किसने बोया किसने बोया रे... चना हमने बोया तुमने बोया सबने बोया रे....  
आलू टमाटर कहाँ से आया, कहाँ से आया रे ?  
दक्षिण अमेरिका दक्षिण अमेरिका से आया रे ....  
आलू टमाटर किसकी लाये किसकी लाये अपने साथ रे ?  
हरी मिर्च ...हरी मिर्च अपने लाये साथ रे...

The students also created unique art pieces using various seeds demonstrating an amalgamation of art and seeds. Each artwork was accompanied by an explanation of the seeds used, fostering an appreciation for nature's beauty.

To express their gratitude towards nature, a beautiful initiative was undertaken during the lesson. It was the seed ball project. The students prepared seed balls, small spheres of soil mixed with seeds, which they distributed as thoughtful gifts. The seed balls could be scattered in areas with fewer trees, planting the seeds of future forests.

Throughout the lesson, the students exhibited a heightened desire for further exploration and learning, embodying the essence of preserving and cherishing nature.

The EVS lesson "Seeds and Seeds" became an unforgettable experience of joy, creativity, and learning for young minds. With an interdisciplinary approach, community participation, and a plethora of engaging activities, as a teacher, I cultivated a deeper appreciation for nature while inspiring the students to become responsible custodians of the environment. By sowing the seeds of knowledge, I have undoubtedly nurtured a greener and more compassionate generation for the future.



**Amutha J.**  
Headmistress  
KV No.2 Madurai



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## The Difference A Teacher Can Make

- \* Building parent-teacher links for the holistic development of the students
- \* Improving handwriting
- \* Guidance and counselling

After 15 years of teaching in Kendriya Vidyalaya Sangathan, across five schools in two states, I was about to believe I had conquered every challenge a primary teacher could face. In the session 2022–23, I was blessed to be given these three sections of class 5 for teaching English. Initially, I found the students to be irregular in completing the work given, but when I went deeper, I realized, their nay-saying attitude towards learning was creating this irregularity. Moreover, I was concerned to know that many students were still struggling with proper letter formation. It was painfully obvious that my students were standing miles away from achieving the targeted learning outcomes.

To reduce the years-long gap in learning, I decided to hold hands with the parents. It was disappointing to see that some, due to ignorance, and others, due to never prioritizing their role in the learning process of their child, were not playing their role as needed. Through continuous interaction with parents, I witnessed a weak value system eating into the families. To combat these multiple challenges, I relied upon my core strategy of positive reinforcement and instilled a sense of achievement in the students as well as the parents. Completion of work assigned was encouraged daily with a reward of an item of their choice, such as a pencil or a treat. To motivate the parents to play their role in their wards’ learning process, I started to announce the ‘Star Parent of the Day’. This little initiative led to a huge positive impact on the parents’ mindset. Through audio messages and PTMs, I shared parenting tips derived from wisdom literature I had read over the years. The table below shows two memory-based shared tips from the last session:

Challenges faced by the parents	Parenting tip
The child shows unpleasant behaviour	Show the exact opposite behaviour. For example, if a child is aggressive, show patience and calmness; if a child uses bad words, speak refined language; if a child is clumsy/dirty, practice proper organization and hygiene at home. Apply this opposite behaviour rule to every unpleasant trait shown by the child.
The child doesn't obey the parent	Practice all that you want to inculcate in your child.  Don't PREACH them; SHOW them.

I resolved to help my students improve their handwriting. An index was given to each student to help them keep a check on their own progress and feel motivated to keep it up. Students were asked to use an extra dark pencil instead of a pen and to tackle the issue of poor formation of letters, their regular two-line notebook was replaced with a four-line notebook. They were given the target of earning the right to write with a pen by improving their handwriting and, each one of them showed improvement.

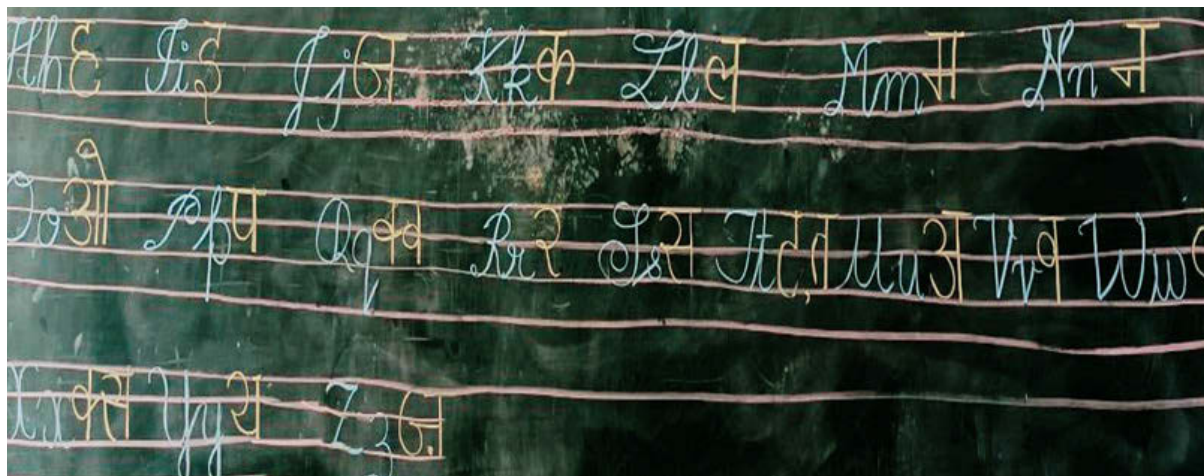
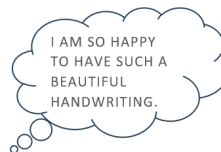
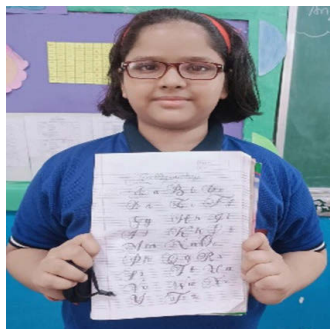
I integrated language learning with Arts & Craft to make language learning fun for the students. Later, displaying their work in class kept them motivated with a daily visual dose of a sense of achievement. Students were encouraged to recite the poem in their own freestyle by making them believe there cannot be one right tune for any poem. I motivated them to sing it their own way. Musically, the performances might not have been extraordinary, but they surely put their heart and soul in their singing and recitations. I announced an open hour on WhatsApp for being connected with the students beyond school hours. During that one hour, the students could submit pictures or short video clips of their home assignments after completion. This initiative also led to desired results and the students started completing their homework more regularly and enthusiastically.

The same practice was followed during vacations/breaks, and preparatory leaves. I encouraged the students to make their own books, their first notebooks, and it helped them search for answers to the question first. Through this practice, I observed my students writing their answers with fewer mistakes. The best outcome of this experimental strategy was that it aided their reading and writing skills together.

**Anuradha Sharma**

PRT

Dr. Rajendra Prasad KV



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## Growing Minds: Cultivating Curiosity and Joy

- \* A perfect blend of art-integrated learning and experiential learning, following a multi-disciplinary approach
- \* Learning with nature
- \* Using visual tools for comprehension

As a teacher, I continually remind myself that my students should not wonder where they will apply the concepts they learn in school. Therefore, I lay emphasis on experiential learning and never confine my students only inside the four walls of the classroom. I have incorporated many aspects of NEP 2020 into my teaching, such as activity-based teaching, toy-integrated learning, storytelling methods, and an interdisciplinary approach. I understand that learning does not happen in silos; it requires a holistic approach. As an EVS teacher, my goal is to help learners build connections with life, explore topics beyond textbooks, engage with their peers, and understand their immediate environment.

I believe that learning is a lifelong process that goes beyond just remembering facts and information. Experiential learning makes classroom teaching genuine and memorable. So, I don't limit my classroom to four walls but extend it to the lives of my students, creating a learning space where they can learn by doing, experiencing, playing, making art, helping their peers, analysing, applying, reflecting, and enjoying what they learn.





Once during a regular class with my 4th-grade students, I took them to the Vidyalaya garden to study plants. Prior to the trip, I assigned various tasks to the students. Ayush recited a poem on plants, Kavya prepared a short speech on plants and their utilities for human life, and Abhijeet and Minaxi brought different types of plant leaves commonly used in our daily lives, such as bay leaves and tea leaves.

During the class, I introduced the different parts of plants and their definitions. We used Constant Time Delay Flash Cards for a quiz where students had to identify the displayed pictures and learn the corresponding words on the reverse side of the cards. The students also collected different kinds of leaves and pasted them in their notebooks.

In this interesting art-integrated and experiential learning session, I told them to draw their favourite flower or tree. I also asked them to label its different parts. In no time, the little artists were ready with their masterpieces. They made beautiful drawings and paintings and the cherry on top was they had labelled the parts correctly. Witnessing the gleeful expressions on their faces, their eyes gleaming with joy as they discovered new things beyond their usual experiences was a source of immense satisfaction to me.

With these teaching methods and activities, I strive to make the learning process enjoyable and meaningful for my students, fostering their curiosity and love for learning.



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PRT

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## *Students spelled different parts of plant.*





## कला - समन्वय Art-integration

4.7 कला - समन्वय (आर्ट - इंटीग्रेशन) एक क्रॉस-करिकुलर शैक्षणिक दृष्टिकोण है जिसमें विविध - विषयों की अवधारणाओं के अधिगम आधार के रूप में कला और संस्कृति के विभिन्न अवयवों का उपयोग किया जाता है। अनुभव आधारित अधिगम पर विशेष बल दिए जाने के अंतर्गत कला - समन्वित शिक्षण को कक्षा प्रक्रियाओं में स्थान दिया जाएगा जिससे न सिर्फ कक्षा ज्यादा आनंदपूर्ण बनेगी बल्कि भारतीय कला और संस्कृति के शिक्षण में समावेश से भारतीयता से भी बच्चों का परिचय हो पाएगा। इस एप्रोच से शिक्षा और संस्कृत के परस्पर संबंधों को भी मजबूती मिलेगी।

हिंदी विषय की कविता 'खिलौनेवाला' राष्ट्रीय शिक्षा नीति 2020 में वर्णित कला - समन्वय शिक्षा के लिए सर्वाधिक उपयुक्त पाठ है। यह कविता शिक्षक और विद्यार्थी दोनों को ही अपनी कल्पना की कला को विभिन्न प्रकार से व्यक्त करने का अवसर प्रदान करती है। इस अनुभव में शिक्षक के द्वारा बच्चों को खुद से बने खिलौने बनाने के लिए प्रेरित किया गया है। बच्चों ने गुड़िया, कठपुतली, हाथ का प्रयोग कर बोलने वाली गुड़िया, चरखे, पंखे और अनेक रंग - बिरंगे भारतीय खिलौने बनाए। तो आइए विस्तार से पढ़ते हैं इस कहानी को-



## कल्पना की उड़ान को पंख

- \* विद्यार्थियों में अभिव्यक्ति की क्षमता का विकास करना
- \* पढ़ने की रुचि विकसित करना
- \* अभिभावकों को विद्यालय की गतिविधियों से जोड़ना



बाबा साहब भीमराव आंबेडकर के शब्दों में “महान प्रयासों को छोड़कर दुनिया में कुछ भी बहुमूल्य नहीं है।”

एक शिक्षक होने के नाते मुझे हमेशा यह महसूस होता है की अपनी कक्षा के विद्यार्थियों को कुछ अतिरिक्त देने का प्रयास करूं, कुछ अतिरिक्त करने का प्रयास करूं जिससे उनका सर्वांगीण विकास हो सके। मेरे विद्यार्थी अपनी भावनाओं और विशेषताओं को जिन माध्यमों से अभिव्यक्त कर पाएं उन माध्यमों की खोज मुझे नित् नए प्रयास करने के लिए प्रेरित करते हैं। ऐसी ही ‘कॉमिक बुक’ परियोजना, एक बहुत दिलचस्प परियोजनाओं में से एक है जिसे मेरे विद्यालय की कक्षा पांच के विद्यार्थियों की मदद से पूरा किया गया है। यह परियोजना कार्य पूर्णतः विद्यार्थियों के द्वारा तैयार किया गया है, मैंने केवल विद्यार्थियों के काम को सुधारा है। यह परियोजना विद्यार्थियों की पसंद और रुचि पर आधारित है। मैंने विद्यार्थियों से बात कर जाना कि उनकी रुचि साधारण किताबों से अधिक कॉमिक्स में है। मैंने पाया कि सभी विद्यार्थियों को अगर लाइब्रेरी अवधि में कॉमिक बुक दी जाए तो वे सभी उसे बड़े उत्साह से पढ़ने और आनंद लेने के लिए तैयार हो जाते हैं। कॉमिक बुक में कहानी को कुछ संवादों के रूप में लिखा जाता है, जिससे विद्यार्थियों को समझने में आसानी होती है और रंगीन चित्र भी उन्हें आकर्षित करते हैं। इससे उन्हें संबंधित बातों का पूर्वानुमान लगाने में भी मदद मिलती है। विद्यार्थियों के कॉमिक बुक के प्रति इसी रुझान को देखते हुए, मैंने अंग्रेजी एनसीईआरटी की पाठ्यपुस्तक को कॉमिक बुक में बदलने का फैसला किया। सभी विद्यार्थियों ने इसमें मिलजुलकर भाग लिया और समूह बनाकर पाठों पर काम करना शुरू कर दिया। देखते ही देखते सबके सामूहिक प्रयास से यह परियोजना कार्य संपन्न हुई। आज मेरी कक्षा को अंग्रेजी की पाठ्यपुस्तक के प्रत्येक पाठ, उसकी प्रत्येक घटना और सभी पात्र पूरी तरह से याद हैं।

विद्यार्थियों के सर्वांगीण विकास के लिए मैंने कई और नवोन्मेषी प्रयास किए। मुझे यह बताते हुए बहुत खुशी होती है कि फ़नडे (शनिवार) के सत्रों में माता-पिता को आमंत्रित करने का मेरा विचार सभी को पसंद आया। ‘फ़नडे’ (शनिवार) के सत्रों में माता-पिता को आमंत्रित करने से छात्रों को अध्यापकों के अलावा बाकी लोगों से भी बातचीत करने के अधिकतम अवसर मिले। इससे उन्होंने शिक्षण और सीखने की प्रक्रिया में बाकी लोगों को भी शामिल किया।

है। विद्यार्थियों को इस गतिविधि से अवगत करवाने के लिए बेकार पड़े सामान जैसे बक्सा, खिलौने या इस्तेमाल किए गए कागजों से एक थिएटर तैयार कर कहानी के पात्रों के अनुसार स्टिक कार्ड्स तैयार किये गए और उसका प्रयोग अध्यापन प्रक्रिया में किया गया। कक्षा के प्रत्येक विद्यार्थी ने सक्रिय रूप से इसमें भाग लिया और खूब आनंद उठाया।

कक्षा में रंगीन एवं आकर्षक शिक्षण साधनों के प्रयोग द्वारा बच्चों में ज्ञानेन्द्रियों का पूर्ण उपयोग होता है और सीखना स्थाई एवं दीर्घकालिक होता है। इसी ध्येय के साथ मैंने कक्षा में विद्यार्थियों को रंगीन एवं आकर्षक शिक्षण उपकरणों का इस्तेमाल कर पढ़ाया, जिससे छात्रों को पढ़ाई अत्यधिक रोचक लगी। आकर्षक आधुनिक शिक्षण सामग्री जैसे 'टेक्नोलॉजी एवं अध्ययन के लिए युक्ति भाषा' (Technology and Language Understanding Model) की मदद से कई अवधारणाओं को स्पष्टता दी जा सकती है उदाहरण के लिए ध्वन्यात्मकता, समय, भाषण के भाग आदि। टीएलएम कक्षा पुस्तकालय की अवधारणा को बढ़ावा देती हैं जिससे छात्रों की पढ़ाई में दिलचस्पी बढ़ती है।

विद्यार्थियों में विद्यालय भवन और उसके माहौल के बारे में जागरूकता बढ़ाने के लिए मैंने कई पाठ्य सहगामी गतिविधियाँ (Co-curricular Activities) आयोजित कीं। विद्यार्थियों के द्वारा इन गतिविधियों में सक्रिय रूप से भाग लेने से उनकी बुनियादी साक्षरता और अंक ज्ञान सुनिश्चित करने का प्रयास किया गया। इन विभिन्न प्रयासों से मुझे मेरी कक्षा के सफल सञ्चालन और विद्यार्थियों के सतत और समग्र विकास में अपार सफलता प्राप्त हुई। यह सफलता मुझे और अधिक प्रयासों के लिए प्रेरित करती है।



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## खेल-समन्वय अधिगम Sports-integrated learning

4.8 खेल-समन्वय एक और क्रॉस-करिकुलर शैक्षणिक दृष्टिकोण है जिसके तहत स्थानीय खेलों सहित विविध शारीरिक गतिविधियों का शिक्षण प्रक्रियाओं में उपयोग किया जाता है, ताकि परस्पर सहयोग, स्वतः पहल करना, स्वयं निर्देशित होकर कार्य करना, स्व-अनुशासन, टीम भावना, जिम्मेदारी, नागरिकता, आदि जैसे कौशल विकसित करने में सहायता हो सके। खेल समन्वय अधिगम कक्षा के दौरान होगा ताकि छात्रों को फिटनेस एक आजीवन दृष्टिकोण के रूप में अपनाने और फिट इंडिया मूवमेंट में परिकल्पित किए गए अनुसार फिटनेस के स्तर के साथ-साथ संबंधित जीवन कौशल प्राप्त करने में मदद मिल सके। शिक्षा में खेलों के समन्वय की आवश्यकता को पहले ही पहचाना जा चुका है क्योंकि इससे बच्चों का शारीरिक और मनोवैज्ञानिक कल्याण के माध्यम से सर्वांगीण विकास होता है और संज्ञानात्मक क्षमताएं भी बढ़ती हैं।

अरस्तू के अनुसार, “एक स्वस्थ शरीर में स्वस्थ मस्तिष्क निवास करता है।” इस तथ्य को स्वीकार करते हुए राष्ट्रीय शिक्षा नीति 2020 ने खेल-समन्वय अधिगम को बच्चों के सर्वांगीण विकास का एक महत्वपूर्ण जरिया माना है। केंद्रीय विद्यालय संगठन खेलों के क्षेत्र में भी अपना अनुपम योगदान देता आया है। अवनी लेखरा (पैरालंपिक स्वर्ण पदक विजेता) से लेकर मनीष पांडे (क्रिकेटर) तक के पूर्व केलियन विश्व पटल पर भारत का नाम रोशन करते आए हैं। आगामी अनुभवों में आप केंद्रीय विद्यालय संगठन के शिक्षकों के खेल-समन्वय अधिगम के प्रयासों को देखेंगे जिसमें गणित विषय का शिक्षण खेलों के माध्यम से कराया जा रहा है। तो चलिए आपको लिए चलते हैं खेलों की विस्मित कर देने वाली दुनिया में...



- \* Learning Mathematical concepts through play-way method
- \* Integrating games in Mathematics
- \* Using visual tools for comprehension

Albert Einstein once said-

*Pure mathematics is, in its way, the poetry of logical ideas.*

Similar to reading poetry, learning mathematics becomes fun for the students when the teacher connects the concept with the outer world and allows the worldly experiences felt by the learner to come into action. I want my students to fall in love with Mathematics. So, I try to pave their Mathematical path through experiential learning. I want them to connect mathematics to real life, and not treat it as a dreaded subject taught in isolation.

Before teaching the students, I had to be very clear about the learning outcomes I intended to achieve. Pre-decided learning outcomes provide an opportunity to adopt the constructivist approach of learning where I should be able to engage the students through various activities.

I came up with the idea of a game that I named- Tiptop Ball. I brought a canvas ball to the classroom. The students were amused. Their faces beamed in anticipation. After announcing the ground rules and assigning roles to the students, I became an observer. One student, as a storyteller directed four students to come one by one and hit the canvas ball onto the ground. The ball bounced and the storyteller wrote the number of bounces on the blackboard. It gave a four-digit number. Say, for example, 3216.





The students were asked to write the different combinations of the number 3216 and write the numbers on the board. Cards showing the values of 1, 10, 100 and 1000 were used by the children to show the place value of the digit and they were exchanging these cards as the places of the number 3216 kept on changing.

The number 3216 made 24 combinations of different numbers. Through this activity, I also introduced the concept of ascending and descending order. Now, my students were playing with numbers. Later on, I moved to addition and subtraction of the numbers found by jumbling the digits of the number 3126.

At the end of the lesson, the students were not only confident in place-value, ascending and descending order, addition and subtraction, but also they learnt that Mathematics is a subject to be loved.



**Shubham Pundir**

PRT

KV 39 GTC, Varanasi Cantt.



## समतामूलक और समावेशी शिक्षा Inclusive and Equitable Education

6.1 शिक्षा, सामाजिक न्याय और समानता प्राप्त करने का एकमात्र और सबसे प्रभावी साधन है। समतामूलक और समावेशी शिक्षा न सिर्फ स्वयं में एक आवश्यक लक्ष्य है, बल्कि समतामूलक और समावेशी समाज निर्माण के लिए भी अनिवार्य कदम है, जिसमें प्रत्येक नागरिक को अपने संजोने, विकास करने और राष्ट्र हित में योगदान करने का अवसर उपलब्ध हों। यह शिक्षा नीति ऐसे लक्ष्यों को लेकर आगे बढ़ती है जिससे भारत देश के किसी भी बच्चे के सीखने और आगे बढ़ने के अवसरों में उसकी जन्म या पृष्ठभूमि से संबंधित परिस्थितियां बाधाक न बन पायें। यह नीति इस बात की पुनः पुष्टि करती है कि स्कूल शिक्षा में पहुंच, सहभागिता और अधिगम परिणामों में सामाजिक श्रेणी के अंतरालों को दूर करना सभी शिक्षा क्षेत्र विकास कार्यक्रमों का मुख्य लक्ष्य होगा।

यह एक दुःखद वास्तविकता है कि लाखों लोग आज भी शिक्षा के अधिकार से वंचित हैं। विश्व में प्रत्येक पांच में से एक बच्चा गरीबी, भाषा, लिंग, धर्म, विकलांगता, विस्थापन आदि कारणों से शिक्षा से दूर है। लगभग 40 प्रतिशत बच्चों को उनकी मातृ भाषा में शिक्षा उपलब्ध नहीं है और दिव्यांग बच्चों की शिक्षा से दूरी की संख्या तो हृदय विदारक है। इस निराशाजनक परिदृश्य को भारत से दूर रखने के लिए राष्ट्रीय शिक्षा नीति 2020 ने समतामूलक और समावेशी शिक्षा को अपनाया है। केंद्रीय विद्यालय संगठन के शिक्षकों के आगामी प्रयास हज़ारों दिव्यांग बच्चों के लिए आशा की एक किरण बनकर उभरी है। नई शिक्षा नीति 2020 के अनुरूप वे इन बच्चों को मुख्यधारा में शामिल करने के लिए अथक प्रयास कर रहे हैं। समावेशी शिक्षा के लिए इनके प्रयास वास्तव में सराहनीय हैं। अगली कक्षा में आप इन बच्चों को सशक्त बनाने के लिए की जा रही सभी पहलों से स्वरू होंगे और जानेंगे कि किस तरह हमारे शिक्षकों ने तथाकथित 'विकलांगों' को 'सुपर एबल' में बदल दिया है।





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## Lighting The Way: A Journey Of Empowerment For The 'Specially-Abled'

- \* My life changed after losing eyesight at the age of 16 and I committed to empowering 'divyangs' and changing societal mindsets.
- \* Efforts in sensitizing schools, parents, and caregivers achieved significant milestones: organized workshops, surveys, and interventions for the 'super-abled.'
- \* Collaboration with organizations reached thousands of 'divyangs,' which ensured inclusive education.

The New Education Policy 2020 lays emphasis upon the need of ensuring inclusive education so as to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Ensuring inclusive education to empower the specially-abled has become my mission for life and it is imperative that I share with all how and when I decided to strive for inclusive education.

At the age of 16, life held boundless promises for me. Filled with confidence and dreams of a bright future, I reveled in the vivaciousness of adolescence. However, destiny took a cruel turn when an accident snatched away the most precious gift of God- my eyesight. Suddenly, my world plunged into darkness, both literally and metaphorically. The loss left me bewildered, isolated, and devastated, especially in a society that lacked sensitivity and understanding towards individuals like me, who are often referred to as 'divyangs.'

Seeking solace, I joined Shakuntala Mishra National Rehabilitation University, but my grief only multiplied as I encountered hundreds of others sharing a similar fate. We felt inferior, isolated, and unwanted, like weeds in society. Despair became a daily ritual.

But amidst the gloom, a saying resonated with me: 'It is wiser to light a candle than to curse the darkness.' I made a solemn pledge to devote my life to the cause of 'divyangs' and to fill them with hope, positivity, and enthusiasm. My mission was clear - I would change societal mindsets, raise awareness, and empower 'divyangs' by showcasing the resources available to them. Thus, within my limited world, I began crafting short WhatsApp messages to uplift and encourage the 'super-abled.' Yet, I knew that this was not sufficient. To truly transform the lives of such children, I needed to do so much more.

My life took a transformative turn when I became a Primary Teacher (PRT) in the Kendriya Vidyalaya Sangathan. This provided a unique platform to sensitize teachers, parents, and students about the emotional and mental states of 'super-abled' individuals: their hopes, fears, and expectations from society. My journey gained momentum at KV No. 1 Agra, where I shared my vision and mission with the vice principal and principal. With their support, I designed a Google form to conduct a school survey, leading to the identification of 17 'divyang' children. Counseling sessions and discussions with caregivers ensued, and plans for better inclusion and rehabilitation were set in motion.

A significant milestone was achieved on 3rd December 2020 when, in collaboration with Shakuntala Mishra National Rehabilitation University, an online workshop was conducted to sensitize parents, teachers, and students. Furthermore, my appearance on "Kaun Banega Crorepati" on 31st August 2021 provided a much-needed boost, inspiring me to expand my mission beyond the school's confines. A survey was conducted across all four KVs in Agra, followed by an offline workshop on 7th Oc-

tober 2021 to address 'divyangs' and their caregivers. This initiative encouraged children and parents to embrace empowerment wholeheartedly.

However, my ambition stretched far beyond the school premises. With the cooperation of the Divisional Commissioner, Agra, and in collaboration with UNICEF, I reached out to 3000 'divyangs' through 32 camps in 16 blocks of the Agra division. Together with the support of 'Gram Pradhans' and 'Anganwadi Workers,' we launched a single-window platform to address various challenges faced by 'divyangs,' such as obtaining an Aadhar card for admission or acquiring assistive devices. My efforts gained recognition as I was invited twice to give presentations before the Chief Minister of Uttar Pradesh, who lauded my work and promised to extend similar camps statewide.

The outcomes of my endeavors fill me with immense joy. A profound change in mindset has occurred. The so-called 'disabled' students at my KV are no longer referred to as 'divyangs', disabled or handicapped. They are now called 'super-abled'. Parents and teachers have wholeheartedly accepted these children, leading to a considerable increase in their enrollment and attendance at school. A dedicated lab now offers necessary assistive devices like braille books, acupressure kits, text-to-speech converters, and talking calculators to enhance learning and build confidence. Sessions on braille training and speech therapy have become regular, while mental math coaching has instilled confidence in these children.

Aligning with the guidelines of NEP 2020, we have made strides in achieving inclusive education. The 'super-abled' are included in regular classroom activities, with visually impaired children learning to use 'screen readers independently and children with ADHD engaging in joyful math games and puzzles. Moreover, children with muscular dystrophy receive acupressure kits to improve muscle control and fine motor skills, fostering a sense of belonging and academic improvement.



Although the goal is monumental, I am resolute in my determination to empower every ‘divyang’ child and ensure they are accepted and not treated as outcasts. The words of Robert Frost’s ‘Stopping by Woods on a Snowy Evening’ epitomize my journey thus far: “The woods are lovely, dark, and deep. But I have promises to keep and miles to go before I sleep.”

As Confucius wisely said, “It does not matter how slowly you go as long as you do not stop.” And I shall never stop until I see the day when every ‘divyang’ child stands empowered and embraced in the warmth of society’s acceptance.



**Himani Bundela**  
PRT  
KV No. 1, AFS, AGRA





## अनिवार्य अधिगम एवं आलोचनात्मक चिंतन Essential Learning and Critical Thinking

4.5 पाठ्यक्रम की विषय-वस्तु को प्रत्येक विषय में कम करके इसे बेहद बुनियादी चीजों पर केन्द्रित किया जाएगा ताकि आलोचनात्मक चिंतन और समग्र, खोज-आधारित, चर्चा-आधारित और विश्लेषण-आधारित अधिगम पर ज़रूरी ध्यान दिया जा सके। यह विषय वस्तु अब मुख्य अवधारणाओं, विचारों, अनुप्रयोगों और समस्या-समाधान पर केंद्रित होगी। शिक्षण और सीखना अधिक संवादात्मक तरीके से संचालित होगा, सवाल पूछने को प्रोत्साहित किया जाएगा, और कक्षाओं में नियमित रूप से अधिक रुचिकर, रचनात्मक, सहयोगात्मक और खोजपूर्ण गतिविधियाँ होगी ताकि गहन और प्रायोगिक सीख सुनिश्चित किया जा सके।

बच्चों के सवाल से क्या आप परेशान होते हैं? आप होते होंगे पर शिक्षक नहीं। राष्ट्रीय शिक्षा नीति 2020 आलोचनात्मक चिंतन और संवादात्मक तरीके से सीखने पर बल देती है जिसमें बच्चों को सवाल पूछने के लिए प्रोत्साहित किया जाता है। केंद्रीय विद्यालयों का पूरा वातावरण बच्चों की प्रतिभा को सम्पूर्ण रूप में बाहर निकालने के लिए प्रेरित करने वाला है। आगामी प्रयासों में शिक्षकों ने पहेलियों, मस्तिष्क के खेलों द्वारा, कृत्रिम विक्रेता बनाकर बच्चों के आलोचनात्मक चिंतन को अभिव्यक्त करने का प्रयास किया है। आइए देखते हैं इन प्रयासों को...



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## Flourishing Flowers

- \* Positive affirmation for mental health and building confidence
- \* Activities conducted to improve motor skills and cognitive function
- \* Emphasis on peer learning, hands on experiences, and interdisciplinary approach

In light of NEP 2020, education finds its purpose in unleashing the innate creativity within each individual. It's not only about cognitive growth, but also about nurturing social, ethical, and emotional dimensions.

As an educator, I stress encouraging peer learning and hands-on experiences. I plan my lessons in such a way as to harmonize health, communication, and engagement goals, while interweaving subjects for a richer perspective. Experiential learning is adopted, including hands-on learning, arts-integrated and sports-integrated education, and story-telling-based pedagogy. My aim is to make learning a joyful journey, fostering well-being, effective communication, and a strong connection to the immediate environment.

In our recent activities, I've seen my students grow in amazing ways. By creating a positive atmosphere, I've noticed them confidently saying positive things like "I'm healthy and happy" or "I can do anything." We did cool brain exercises, like drawing shapes with both hands, that made them even better at coordination.

We sang the "Our Helpers" song, which helped them understand how every job matters and should be respected. It's awesome to see them appreciating all types of work.





In our math time with the “My Toy Shop” game, they learned how to add and subtract while playing shopkeeper and customer. It was a fun way to understand real-life math. The “Snake Charmers” story activity brought out their creativity, and the Letter Box game taught them about communicating.

We had a super fun blindfold activity where they guessed things using their senses, which made them understand taste, smell, and touch better. The water experiment was also cool. They learned how things dissolve in water, which was like magic to them!

Seeing my students learn and do well has made this journey really fulfilling. I’m excited to keep helping them learn and grow.



**Anju Yadav**  
PRT

KV No.1 AFS, Gurugram

31

## Lightening The Bag

- \* Developing critical thinking in students
- \* Teaching decision making
- \* Making the students responsible

I have been teaching in Kendriya Vidyalayas for the past 27 years. I try to explore the real world of children through my teaching. I devoted my life to education and want to contribute to my community in a meaningful way. Teaching is a complex and challenging task. My main focus is on the holistic development of children. To deal with the diversity in my classroom and to maintain balance for the different learning needs of students I adopt innovative practices and support each child emotionally. I am highly tech-savvy, and I am at ease with computer-aided teaching techniques. Using the latest ICT -tools also helps me to provide good quality of education and make my teaching-learning process a very effective one. This helped me a lot during online classes.

With my innovative pedagogical experience, I try to bloom the hidden talent of her students. With my creative imagination, I try to nurture young minds. I motivate all my students in classes 4 and 5 to do projects using computers and collecting information online. I try to prepare the students to learn, work and live successfully in a knowledge-based global society. I believe that Experiential Learning i.e. learning by doing is the best process of learning. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.

My innovations require zero monetary investment. I started my innovative project when I found difficulty in teaching basic operations in mathematics under problem-solving competency. I correlated it with heavy bag packs of children. So, I named my innovative project- HOW HEAVY IS MY BAG!

I, with a team of my students, did various activities that helped in spreading awareness about the heavy weight of school bags among the students and the consequences of carrying heavy backpacks. In this activity, I encourage students to measure the weight of their bags daily and add the bag weights weekly. Let the child find out how they can reduce the bag weight. Competitions were organized in which the team with a lighter school bag was the winner. It will help in improving their mathematics skills. The children will comprehend the basic knowledge of concepts with the help of practising the worksheets. I motivate them to go to the market along with their parents to find out how the shopkeepers weigh the things and calculate the cost of that thing. The child was motivated to sort the school bag every night.

I try to overcome this situation by making the students understand through learning by doing methodology, they were given the situation:” Why my bag is heavy!” and they solve it by themselves with the help of measurement after weighing school bags.

My innovative project: “Who will do this work?” drew the attention of children toward cleanliness as no one want to do the cleaning jobs. They critically thought and drew innovative machines to pick garbage.

My innovative project; Enjoy the food in a healthy way, helps the children think what they are eating and why they are eating. I also guide the mothers how they can replace junk food with healthy recipes.

I also adopt toy-based pedagogy that helps in joyful learning. We can use different toys while teaching means of transport. We can use dolls to tell parts of the body, the types of clothes worn by people.

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A range of activities are planned by me for a joyful learning experience for the students.



**Neeru Sangotra**  
PRT  
KV Sec 47, Chandigarh







## शिक्षक स्वायत्तता Teacher Autonomy

5.14 शिक्षकों को पाठ्यक्रम और शिक्षण के उन पहलुओं को चयनित करने के लिए ज्यादा स्वायत्तता दी जाएगी, जिससे वे उन तरीकों से पढ़ा सकें जो उनकी कक्षाओं और समुदाय के विद्यार्थियों के लिए अधिक प्रभावी हों। शिक्षक सामाजिक - भावनात्मक पक्षों पर भी ध्यान देने जो कि विद्यार्थी के सर्वांगीण विकास की दृष्टि से नितांत आवश्यक पक्ष है। शिक्षकों को ऐसी शिक्षण विधि अपनाने के लिए सम्मानित किया जाएगा जिससे कक्षा में विद्यार्थियों के सीखने के प्रतिफल में वृद्धि हो।

मनुष्य वह कार्य सर्वाधिक लगाव से करता है जिसको करने की उसे आज़ादी मिले। राष्ट्रीय शिक्षा नीति 2020 इस महत्व को समझते हुए शिक्षकों की स्वायत्तता पर विशेष ध्यान की वकालत करती है। केंद्रीय विद्यालय संगठन शिक्षकों की स्वायत्तता पर हमेशा मुखर रहा है। शिक्षकों की नई शिक्षण पद्धतियों को सदैव ही प्रोत्साहित किया जाता है। आगामी अनुभवों में हम आपको हमारे ऐसे ही नवोन्मेषी शिक्षकों की कक्षाओं में ले जाएंगे जिन्होंने कक्षाओं और छात्रों की बनी - बनाई सीमाओं को तोड़कर पूरे समाज को इसमें शामिल कर लिया है। शिक्षकों ने आत्महत्या रोकने के लिए कभी नाटक तैयार किए तो कभी सड़क पर होने वाली दुर्घटनाओं से बचने के लिए हेलमेट पहनने पर डॉक्यूमेंट्री फिल्म बनाई। बच्चों से किताबों को कॉमिक बुक में बदलवाना हो या संवादों को लिखवाने का काम, हमारे शिक्षक इन सबमें अनूठा प्रयोग करने में माहिर हैं। तो आइए सीमाओं को तोड़ती इन कक्षाओं में चलते हैं।



## 32

## For The Joy Of Reading

- \* The textbook lessons are recreated and turned into comics
- \* Aim - To make every child read.
- \* Target subjects & Standard- Language & EVS; Standard 3, Preparatory stage.

*“Reading is the foundation of all learning. It’s the gateway to knowledge, imagination, and critical thinking. Mastering reading skills at the elementary level sets the course for a lifetime of discovery and success.”*

NEP 2020, lays emphasis on the need of foundational literacy and numeracy. To attain this goal, it’s imperative for the students to have good reading skills. It’s a cornerstone of a child’s education that influences their growth in many areas, from language to cognitive abilities and even emotional intelligence.

I want my students to have good reading skills and I believe that teaching reading skills through comics is remarkably effective due to its engaging visual format. Comics combine text and images, enhancing comprehension and vocabulary development. The sequential nature encourages students to follow a storyline, improving their narrative understanding. This approach caters to various learning styles, making reading enjoyable and aiding struggling readers in developing crucial literacy skills.

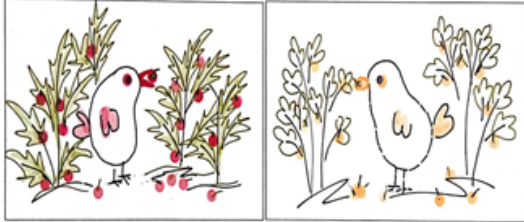
Ergo, I attempted to recreate textbook lessons and stories outside of textbooks by drawing pictures on digital media and turning the lessons into comic strips with text. The children were drawn to the comics, creating an initial interest in the lessons. Afterwards, they attempted to read the material. This method was designed to make reading feel like a fun activity rather than a serious text-reading session with performance evaluation. Making reading appear glamorous was just as important as the content itself. Children always seemed more attracted to pictures than written text, so I used this approach to make the text irresistible to them. I utilized my own drawing skills to create the comics at the start of the project, and later, I also incorporated picture illustrations drawn by the children. As the project progressed, I even taught the children how to create their own comics. The following are some of the activities that I conducted in the classrooms to help my students improve their language skills:





एक मुर्गी थी।  
 मुर्गी के दो  
 चूजे थे। लालू  
 और पीलू।

लालू लाल चीजे खाता था। पीलू पीली चीजे खाता था। एक दिन लालू ने एक पीधे से कुछ

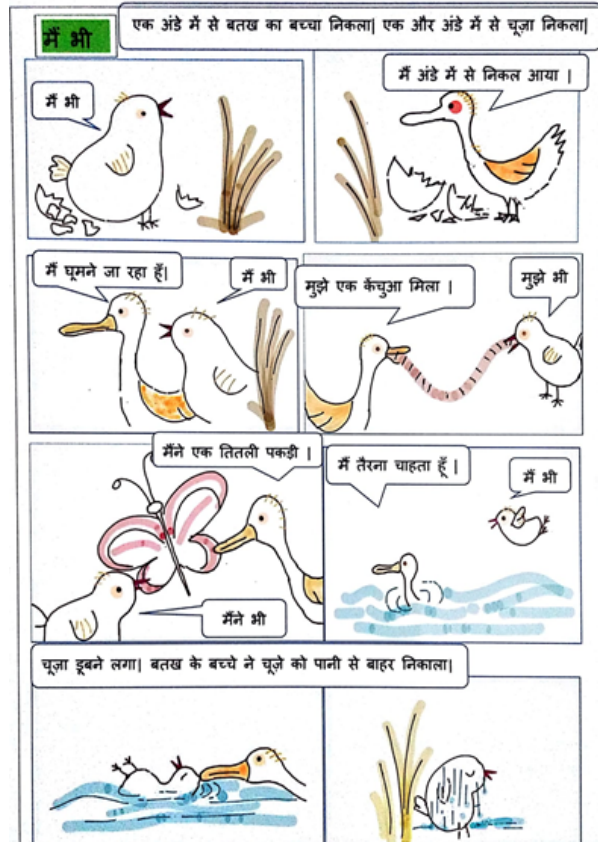


लाल-लाल खा लिया। अरे यह तो लाल मिर्च थी! लालू की जीभ जलने लगी। वह रोने लगा।  
 तभी पीलू पीले-पीले गुड़ का टुकड़ा ले आया। लालू ने झट गुड़ खा लिया। उसके मुँह की  
 जलन ठीक हो गई। मुर्गी ने लालू और पीलू को लिपटा लिया।



Innovation and Experimentation 2017-18

Jainus Jacob



1. Stories and textbook lessons recreated as comics.
2. Reading activity using the comics recreated.
3. Writing activity – dialogue writing in comics.
4. Story narration activity on the comic drawn.
5. Creative activity – for making comics on the stories of choice.

This method has been incredibly valuable for me as a teacher in nurturing higher-order thinking skills among my standard 3 students. I've observed them eagerly crafting their own comic strips, each centered around lessons of their preference. This approach has led to notable enhancements in their reading abilities, encouraging them to thoughtfully analyze and properly sequence narratives. Moreover, I've noticed a surge in their rational thinking, creative expression, and free communication. The benefits have been remarkable - fostering a genuine interest in reading, promoting self-directed learning, and making reading a tangible experience.

Visual graphics aid memory, emphasizing sequencing for comprehension. It's especially helpful for kids struggling in regular classes, aiding story recall and event order. Some hesitant students express themselves better through drawing than writing. Positive feedback shows that this technique boosts confidence. Moreover, the approach also connects with subjects like EVS, Art, Values, and General Awareness.



**Jainus Jacob**  
 PRT  
 KV Thrissur, Kerala

- \* Professional growth of a teacher through multi-disciplinary approach
- \* Contribution of a teacher to society
- \* Teacher as a mentor to other teachers

*“Teaching is not just a job; it’s a dedication to nurturing minds, igniting passions, and shaping futures.”*

Guided by this belief that teaching transcends mere occupation, I am committed to nurturing young minds, igniting their passions, and playing a role in shaping their future trajectories.

I joined Kendriya Vidyalaya Sangathan in 2009 as a primary teacher at Kendriya Vidyalaya Adoor (Shift II), Kerala. Presently, I am working at Kendriya Vidyalaya Koraput, Odisha. I hold a Post Graduate degree in Mathematics and have completed my D.Ed and B.Ed for my professional career.

I’ve had the privilege of exploring different ways to enhance students’ education through various web-based tools. I’ve tried my hand at customizing these tools for classroom teaching, hoping they might offer some innovative digital services and learning resources. It’s been a humbling experience to see my educational blog “Anubhuti” receive around 4.9 lakh hits, hopefully serving as a helpful platform for students and teachers, particularly during the pandemic. On a smaller note, I’ve also managed to put together a few educational videos on my YouTube channel, and I’m grateful to have around 3.54K subscribers and 148 uploads so far.

During the pandemic, I reached out to students and parents, guiding them to connect with digital classrooms. I’ve also written numerous short plays, scripts, and poems in Odia and Hindi. Several Hindi poems were published in the weekly magazine ‘Chhattisgarh Janadesh’ from Mahasamund, Chhattisgarh. My short play ‘Muawaja (मुआवजा)’, focused on farmer suicide, secured the first position in the Bhubaneswar region and was performed at Vigyan Bhawan, New Delhi, as part of the national level competition “Ek Bharat Shrestha Bharat 2018” initiated by KVS.

I’ve been fortunate to receive some recognition for my efforts in education. In 2012, I was honoured to receive the C V Raman Science Teaching Award for my attempts to make science teaching a bit more joyful. On another note, back in 2014, I introduced English lessons through smartphones, even during times when mobile data wasn’t as affordable, and this initiative earned me a National award for innovation and experimentation, courtesy of KVS and ETMA.

In a different sphere, I had the privilege of writing and directing a short film called ‘Sadak’, which aimed to highlight road safety. I’m humbled that it even received the Best Actress award at the National Road Safety Short Film Festival in 2022, organized by the State Transport Authority in Odisha. It was quite touching to see the student actresses who won the award being given the opportunity to address the Central Hall of Parliament in New Delhi.

A millet-based project I developed was showcased before Hon’ble Prime Minister Sh. Narendra Modi and Hon’ble Education Minister Sh. Dharmendra Pradhan at Pariksha Pe Charcha 2022. To promote a healthy environment, I initiated a campaign to celebrate every Monday as Mandia (Millet) Day.

A short film ‘Parivartan’, aimed at raising awareness about HIV and AIDS, was acknowledged by the District AIDS Protection and Control Unit, Koraput, Odisha, and widely praised by viewers.

In efforts to reduce the weight of school bags, I launched the ‘Light Bag Happy Back’ campaign in the Vidyalaya, which gained significant acknowledgment from parents, students, and stakeholders.

I’ve also contributed to training numerous teachers in in-service courses and other training programs as a resource person. I am honoured to have been selected as a National level Mentor by NCTE, New Delhi, under the Ministry of Education, Govt. of India, for the National Mission for Mentoring (NMM).

Being a part of Kendriya Vidyalaya Sangathan has been an immense privilege and a source of pride for me. The diverse and dynamic environment within Kendriya Vidyalayas has provided me with the opportunity to engage with students from various backgrounds, fostering a rich learning experience for all.

Looking ahead, my hope is to continue contributing to the growth and development of the students. I aspire to further innovate in the field of education, embracing new technologies and pedagogical approaches to create an even more enriching learning environment. Ultimately, my goal is to empower my students with the skills, knowledge, and values they need to succeed in an ever-evolving world while fostering a lifelong love for learning.



**Tarun Kumar Dash**  
PRT  
KV Koraput



NEP  
2020

## सामुदायिक भागीदारी Involving Community

2.9 जब बच्चे कुपोषित या अस्वस्थ होते हैं तो वे बेहतर रूप से सीखने में असमर्थ हो जाते हैं। इसलिए, बच्चों के पोषण और स्वास्थ्य (मानसिक स्वास्थ्य सहित) पर ध्यान दिया जाएगा, पुष्टिकर भोजन और अच्छी तरह से प्रशिक्षित सामाजिक कार्यकर्ताओं, काउंसलर, और स्कूली शिक्षा प्रणाली में समुदाय की भागीदारी के साथ-साथ शिक्षा प्रणाली के अलावा विभिन्न सतत उपायों के माध्यम से कार्य किया जाएगा।

स्वस्थ शरीर में ही स्वस्थ मस्तिष्क का निवास होता है। इस तथ्य को ध्यान में रखते हुए राष्ट्रीय शिक्षा नीति 2020 बालक के शारीरिक स्वास्थ्य से लेकर मानसिक स्वास्थ्य पर विशेष बल देती है। केंद्रीय विद्यालय संगठन इस संकल्पना की पूर्ति के लिए अपनी बालवाटिका में आवश्यक कदम उठा रहा है। अगले अनुभव में आप देखेंगे कि किस प्रकार बच्चे स्वस्थ भोजन की आदतों के बारे में सामूहिक भोजन से सीख रहे हैं। इसके साथ ही वे अपनी वस्तुओं को दूसरों के साथ साझा करने से लेकर एक दूसरे की भावनाओं का खयाल करना भी सीख रहे हैं। आइए मिलते हैं इस कक्षा से जो रोमांचकारी और स्वाद से भरपूर है...



## 34

## Sharing Is Caring-The Food We Eat

- \* Promoting healthy eating in the students
- \* Involving the community in school activities
- \* Promoting the value of sharing and caring



***We win as a community.  
We lose as a community.  
We succeed as a community.  
We fail as a community.***

Kendriya Vidyalaya Sangathan is a diverse organisation where students from all over the world come for their ALL-ROUND DEVELOPMENT, where students from various backgrounds come together under one roof despite the fact that they belong to different traditions and boundaries. Embassy of India School is an International school aiming at the holistic development of children from all around the world. The most beautiful part is that it showcases the children of the Diaspora. My job is not only to provide academic knowledge but also to help them develop holistically.

While teaching the chapter FOOD WE EAT – I organised a class lunch as an activity under FLN and asked them to bring their favourite food from their homes. I am not exaggerating but it was their favourite day of the school. It ranks high on the list because they share and care for their friends.

I showed them that sharing a meal is an excellent way to care for the other kids in the class and instil in them a sense of responsibility. It's also a great way to introduce kids to new foods and food of different cultures which is a rare thing in Moscow. Apparently, they will eat things at school with their friends that they would never touch at home. This is one of those times that peer pressure asserts its influence for good. They started the activity with games that helps them in achieving their physical, emotional and social development and then they all recited a THANK YOU GOD poem to enhance the feeling of gratitude. After that, they all sat together singing rhymes and sharing their food with each other. It was a rare sight to be seen where the student's not only from different parts of India but

different countries exchanging the food and thoughts. They brought an irresistible variety of food like honey puff pancakes with maple cream, sandwiches, momos, pasta, cake, gol gappas, strawberries and many more. What fun I integrated Sports, music, dance and Maths along with EVS. My students were so enthusiastic and learned everything in a play way manner. The classroom was bubbling with confidence and a chorus of different cultures. My biggest gratitude is towards the parents who appreciated and contributed towards indirect learning. Their kind words boosted my morale and inspired me to continue activity-based teaching-learning. Last but not least as per the new NEP 2020 we must integrate our teaching with the environment and focus on activity-based learning.

As it is rightly said, “ I heard I forgot, I saw I remembered, I did I learned.”



**Payal Gupta**  
PRT  
KV Moscow







## प्रारम्भिक बाल्यावस्था देखभाल और शिक्षा Early Childhood Care and Education (ECCE)

1.2 ईसीसीई में मुख्य रूप से लचीली, बहुआयामी, बहु-स्तरीय, खेल-आधारित, गतिविधि-आधारित, और खोज-आधारित शिक्षा को शामिल किया गया है। जैसे अक्षर, भाषा, संख्या, गिनती, रंग, आकार, इंडोर एवं आउटडोर खेल, पहलियाँ और तार्किक सोच, समस्या सुलझाने की कला, चित्रकला, पेंटिंग, अन्य दृश्य कला, शिल्प, नाटक, कठपुतली, संगीत तथा अन्य गतिविधियों को शामिल करते हुए इसके साथ अन्य कार्य जैसे सामाजिक कार्य, मानवीय संवेदना, अच्छे व्यवहार, शिष्टाचार, नैतिकता, व्यक्तिगत और सार्वजनिक स्वच्छता, समूह में कार्य करना और आपसी सहयोग को विकसित करने पर भी ध्यान केंद्रित किया गया है। ईसीसीई का समग्र उद्देश्य बच्चों का शारीरिक- भौतिक विकास, संज्ञानात्मक विकास, समाज-संवेगात्मक-नैतिक विकास, सांस्कृतिक विकास, संवाद के लिए प्रारंभिक भाषा, साक्षरता और संख्यात्मक ज्ञान के विकास में अधिकतम परिणामों को प्राप्त करना है।

आपने कभी छोटी सी फूलों की बगिया देखी है ? जरूर देखी होगी। वहां भांति - भांति के रंग - बिरंगे फूल देखने को मिलते हैं। ऐसे फूल जिनकी अपनी अलग-अलग खूबियां हैं। इन फूलों की एक माली पूरी तत्परता से देखभाल करता है। उसकी देखरेख में उन फूलों को खेलखिलाने का अवसर मिलता है। राष्ट्रीय शिक्षा नीति में वर्णित ईसीसीई में ऐसे ही नन्हें मुन्ने बच्चों को खेल और गतिविधि आधारित शिक्षा शास्त्र से छटा बिखेरने का मौका मिल रहा है। केंद्रीय विद्यालय संगठन की बालवाटिका के शिक्षक एक माली के रूप में इन बच्चों की देखभाल कर रहे हैं, जिससे ये बच्चे अपनी बहुरंगी छटा बिखेर सकें। अगले अनुभव में आप ऐसी ही एक बालवाटिका की सैर करेंगे जहां खेल - खेल में बच्चे गणित, भाषा और जीवन के लिए आवश्यक तमाम अनुभव सीख रहे हैं। तो आइए मिलते हैं ऐसी ही एक कक्षा से-



## 35

## Fostering The Tiny Tots –Balvatika Kids

- \* Utilizing play as an educational tool fosters a natural and enjoyable environment for young children to develop their number sense.
- \* Joyful learning games and activities help children begin to grasp fundamental numerical
- \* Concepts that will serve as building blocks for more complex mathematical understanding in the future.

“Planting the seeds of strong number sense through play, we nurture minds that will blossom with mathematical prowess and endless curiosity.”

Fostering a strong number concept in young children is essential for their holistic development. It forms the basis for mathematical and cognitive skills, problem-solving abilities, language development, and overall academic success. Through play-based and engaging activities, teachers can help young children build a solid understanding of numbers and set them on a path of lifelong learning.

I conducted the following activities in Kendriya Vidyalaya No 2 AFS Pune for the Balvatika-3 Kids.

1. Counting Games: Toys and blocks were used to play counting games. Children were asked to count how many blocks/balls/toys they had, how many fingers they were holding up, how many objects were hidden in a container, etc.
2. Number Balloons: Numbers were written on the balloons and the children popped the balloons in numerical order as they counted.
3. Number Songs and Rhymes: Singing catchy number songs and rhymes that involve counting, such as “Five Little Ducks” or “Ten in the Bed” made learning numbers enjoyable and memorable.
4. Number Puzzles: Simple number puzzles were provided to the children that required them to arrange the pieces in order. We used foam puzzle pieces with numbers on them, and as the kids completed the puzzle, they got to learn the order of the numbers.
5. Number Hunt: Numbers were hidden around in the room and sometimes in the outdoor play area also. Children were given a number to find, and when they found it, their victory was celebrated together.
6. Number Hopscotch: Hopscotch grids with numbers were used instead of boxes in this activity. Children hopped from number to number while saying the numbers out loud.
7. Math in Nature: Children were taken on a nature walk and they counted objects they found such as leaves, rocks, or flowers. This hands-on experience reinforced number concepts.
8. Cooking and Baking: Children were involved in simple cooking activities where they needed to measure ingredients using measuring cups and spoons. This helped them understand the concepts of quantity and measurement.
9. Dice Games: Children rolled the dice and counted the dots, also rolled two dices together, and added the numbers together.

10. Number Art: Art and craft activities were taken to create numbers. Children made numbers using play dough, finger painting, or other creative methods.

11. Number Storytelling: Short stories that involved counting and addition were made by the teacher and the children. For example, “Three little bears went for a walk and met five friendly birds. How many animals did they meet in total?”

12. Number Bingo: A simple bingo game helped the students become better acquainted with numbers. The teacher called out a number and the children marked it on their bingo cards.

13. Number Building: Building blocks were used to construct numbers. This helped children visualize and understand the shapes of different numbers.

14. Number Sorting: A variety of objects were provided to children and they were asked to sort them into groups based on a certain number. For example, they sorted objects into groups of 1, 2, 3, etc.

We teachers need to remember, the little ones have fleeting attention spans. That’s why I kept the activities brief, exciting, and diverse. I believe that the secret lies in seamlessly weaving number learning into their playful adventures, making it a joyful and instinctive journey.



**Sanjay Kumar Patil**  
Head Master  
KV No 2 AFS Lohegaon Pune



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## A New Beginning With The Little Ones

- \* Embracing the NEP 2020 by creating an engaging and colourful campus
- \* Adopted interactive teaching techniques like alphabet flashcards, sequence trains, and phonics songs
- \* Shape recognition through toys and art-based counting

The New Education Policy brought the tiny tots to our school and the school campus was filled with their giggles. This breeze of fresh air enlivened the atmosphere. A new classroom was set up and vibrant colours decorated the campus. We teachers also prepared ourselves for the little ones. Many new games were designed and played.

### Flashcards

After acquainting the students with the letters of the English and Hindi alphabets, it was important to teach the concept of capital and small letters. We created flashcards with capital and small letters. These cards were randomly distributed to the students, and they were asked to match the capital letter with the small one.

### My Sequence Train

The Sequence Train activity was designed to teach the sequence of the letters of the alphabet. We provided flashcards of the letters to students and directed them to make a sequence train of the letters. The students sang the phonic song along with the teacher.



### Tracing alphabets

The students were taken to the sandy ground, they enjoyed free play with sand and traced the letters of Hindi and English alphabets. In the classroom, they formed letters with grains (pulses, beans etc.) matchsticks, clay etc.

For teaching English speaking, phonics was introduced and the students learned what songs the letters sing.

### Teaching Numeracy

Similarly, there were new games each day to keep the students attracted towards learning. Numeracy too was taught using innovative tricks. This included riddles, puzzles, games like 'snake and ladder', and many more.

They were taught strokes and lines for making numbers. They used their hands and feet to show the shapes of numbers.

### Relating toys to shapes and story

Students make simple shapes using matchsticks. They follow simple instructions given by the teacher and relate the shapes to their toys at home and narrate a story related to their toy.

### Art integrated counting

Students count different beads upto 20 and make any shape of their choice like cat, tree any fruit etc (individual activity)

At the end of the session, we successfully achieved our learning outcomes through these activities and the children had a joyful learning. Now, we are ready with the next batch, and we are again busy designing new ways of teaching them. It gives a sense of contentment and achievement seeing our tiny tots moving forward in their lives.



Deepika Joshi, PRT, KV KASHIPUR



Ritu, PRT, KV KASHIPUR



## Where the mind is without fear



Where the mind is without fear and the  
head is held high  
Where knowledge is free  
Where the world has not been broken up into  
fragments  
By narrow domestic walls  
Where words come out from the depth of  
truth  
Where tireless striving stretches its arms  
towards perfection  
Where the clear stream of reason has not  
lost its way  
Into the dreary desert sand of dead habit  
Where the mind is led forward by thee  
Into ever-widening thought and action  
Into that heaven of freedom, my Father,  
let my country awake.

**-Rabindranath Tagore**



National Awardee Primary Teachers of KVS were specially invited to witness the Independence Day Celebrations 2023 at the Red Fort as India celebrates Azadi ka Amrit Mahotsav. This group of KVS teachers also visited KVS headquarters and shared their experiences and innovations with the Commissioner, KVS and all the senior officials.





तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

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