Beyond Boundaries

Exploring Academic Enhancement in CBSE Schools

CENBOSEC July to December 2023

www.cbse.gov.in

INDEX

Message from Chairperson CBSE

I welcome you to the latest edition of CENBOSEC and thank the schools for generous participation in sharing their best practices with the rest of the country.

The lines between formal and informal learning, global and national policy-making, and public and private education are becoming increasingly blurred. The National Education Policy 2020 serves as a comprehensive and unifying directive, steering educational efforts toward excellence. Emphasizing quality education, universal access, equitable learning, and lifelong education, NEP 2020 aligns with the fundamental principles of the Sustainable Development Goal 4.

In the spirit of collaborative resource utilization and shared learning, this issue of CENBOSEC focuses on optimizing learning spaces within schools through diverse pedagogical interventions. The theme, 'Beyond Boundaries: Exploring Academic Enhancement in CBSE Schools,' represents an ongoing commitment to improving classroom transactions and assessment practices that foster learning for all. It underscores education as a vital tool for sustainable development, striving to ensure accessibility, relevance, and high quality for learners, irrespective of their backgrounds.

CBSE is actively amplifying its initiatives to achieve SDG 4, aligning with ongoing education reforms. Given the diversity of India, attaining these goals demands innovative and multi-pronged approaches, aiming to reach every child and youth, enhance learning outcomes, and equip them with 21st century skills. The entire academic ecosystem needs to embrace a mission-oriented approach to address today's challenges, employing innovation as a tool to create sustainable solutions with a broader societal impact.

In this paradigm shift, schools play a crucial role by taking ownership and responsibility for developing a sustainable learning culture. Quality assurance involves a systematic review of educational programs and processes, aiming to enhance their quality, equity, and efficiency. While the design of quality assurance mechanisms may vary, the ultimate goal is to improve teaching and learning for the best outcomes.

The transformation is evident in the practices submitted by schools, with innovations supporting quality, equity, and efficiency in teaching-learning processes. The shift from rote to experiential learning, well-designed lesson plans, and assessment

strategies focusing on learning are key aspects. A Leadership model that empowers individuals, organizations, and society can effectively instill quality consciousness in school processes.

Educational leaders are urged to rethink and reimagine the education system, necessitating a change in mental models and stepping out of comfort zones. Enablers for developing a Quality Leadership Model include leveraging technology for increased productivity, mobilizing intellectual capital, adopting a systems thinking approach, achieving personal mastery, anticipating future education trends, embracing change, investing in capacity building, fostering synergies with communities, developing shared leadership, and appreciating diversity.

As schools evolve and grow, educational organizations in this decade are expected to establish clear goals and measurable indicators to assess learner progress while redefining their role in contributing to an evolving educational landscape.

"If you want to leave footprints on the sands of time, do not drag your feet!"
[APJ Abdul Kalam]

Wishing you all a Happy New Year !

Smt. Nidhi Chhibber IAS

Chairperson
Central Board Of Secondary Education

Foreword from the Director Academics

Exploring Academic Enhancement in CBSE Schools in 2023 and Anticipating a Promising 2024

Dear Teachers, Students, and Parents,

I am excited to introduce the latest edition of the CENBOSEC e-magazine, a compilation showcasing the incredible strides made by CBSE schools in the pursuit of academic excellence. As we conclude 2023 and embark on 2024, I am immensely proud to present the diverse array of innovative practices and initiatives undertaken by our schools, highlighting their collective dedication to education. Together, they have steered the focus towards creating an enriched learning environment that transcends conventional academic pursuits. Embracing innovation in teaching methodologies, integrating technology into curriculum, and placing a premium on the holistic well-being of our students have been the primary endeavour of our schools. You will be able to understand the best practices, activities fostering competencies and pioneering educational strategies. The selected articles showcase unprecedented educational enhancements and transformative learning methodologies, aimed at elevating student learning experiences and competencies as per the guidelines of NEP 2020 and NCF.

1. Lesson Planning

Improving lesson planning stands as a pivotal element in empowering teachers to craft impactful and captivating learning opportunities for their students facilitating active learning. In this section, we have curated a range of articles that spotlight how our educators have elevated their lesson planning strategies. They've achieved this by establishing distinct competencies and learning outcomes, employing differentiated instruction to cater to diverse learner needs, integrating a spectrum of technology tools for an enriched learning experience, anchoring lessons to real-world applications, crafting activities fostering active participation and critical thinking, and infusing creativity and enjoyment into their lessons, thereby amplifying student motivation and engagement.

2. Pedagogies: Storytelling and Case-Based Teaching

In this section, teachers have presented a multitude of compelling instances where storytelling emerges as a powerful pedagogical tool. Through numerous examples, they've highlighted how storytelling establishes an emotional rapport with the content, significantly enhancing its appeal to learners. Stories serve as a contextual framework for information, facilitating easier retention and recall of details. They foster comprehension and nurture critical thinking skills while also elevating language proficiency and sparking creativity. Moreover, storytelling serves as a conduit for imparting morals, values, and valuable life lessons.

3. Assessment Strategies:

Articles presented here highlight assessment's crucial role in refining classroom teaching and learning. NCF 2023 is heavily competency based and brings in the importance of assessment while it focusses more on student performance and improvement than rote learning and marks. These articles showcase how teachers leverage assessment data to tailor their instruction, identify misconceptions, and provide specific support where needed. These articles show how assessment not only tracks student progress but also guides instructional decisions, fostering ongoing improvements in education.

4. Student Support Activities:

Within this section, the selected articles delve into compelling and verified remedial practices designed to elevate student learning. They encompass a spectrum of methodologies such as peer tutoring, small group instruction, interactive learning games, technology-assisted learning, scaffolded instruction, employment of graphic organizers, differentiated teaching approaches, mnemonic devices, and applications rooted in real-world contexts. These practices collectively contribute to enriching and augmenting the learning experiences of students.

5. Life Skill Integration:

In this section, the featured articles spotlight the seamless integration of life

skills into pedagogy, recognizing their significance beyond academic knowledge. Emphasizing social, emotional, and practical abilities, these pieces highlight diverse strategies such as real-world applications, collaborative learning, role-playing, using simulations, reflective practices, problem-based learning, guidance on career readiness, responsible use of technology, media literacy, and effective online communication. Together, these approaches foster a holistic development that extends far beyond the traditional realms of education.

Looking ahead to 2024, we anticipate several exciting advancements:

Enhanced Student Enrichment Activities: We plan to expand our student enrichment offerings to provide students with a broader range of opportunities for personal growth, skill development, and self-expression.

Strengthening Parent-Teacher Collaboration: Building stronger bridges between parents and educators is a key focus. We will introduce regular interactive sessions, workshops, and forums for stakeholders which aims to foster open communication and a shared dedication to our students' success.

Community Engagement and Learning Partnerships: Let us encourage our students to contribute to society by actively participating in community service initiatives. Through collaborative projects, let us aim to instill in our students a sense of social responsibility and empathy. Initiatives to establish partnerships with other educational institutions will help in fostering global perspectives and cross-cultural understanding among our students.

Professional Development for Educators: Our faculty's continuous professional development is essential for maintaining the high standards of education we strive for. In 2024, we will be investing in more training programs to keep our educators at the forefront of educational best practices.

I want to express my heartfelt appreciation for your enduring support and collaboration. Together, let us continue to nurture a learning environment that empowers students to excel academically, socially, and personally.

Wishing you all a joyous holiday season and a prosperous New Year !

Warm regards,

Dr. Joseph Emmanuel

DIRECTOR – ACADEMICS
Central Board of Secondary Education.

Sub-theme 1

Planning the Lesson

Sub-theme 1

Planning the Lesson

पाठ योजना बनाना

मेरा मानना है कि पाठयोजना, शिक्षण प्रक्रिया में एक महत्वपूर्ण भूमिका निभाती है । यह ऐसी होनी चाहिए कि शिक्षक और शिक्षार्थी दोनों ही इसके द्वारा आनंद उठाते हुए उद्देश्य की ओर बढ़ सकें । हम अपने विद्यालय में भाषा शिक्षण के लिए विषय के अनुसार अलग-अलग अवधारणाओं का प्रयोग करते हैं, जिसके द्वारा विद्यार्थियों में विभिन्न भाषायी कौशलों जैसे- श्रवण कौशल, पठन कौशल, लेखन कौशल, अभिव्यक्ति कौशल, चिंतन कौशल आदि का विकास हो सके । उन्हें विषय वस्तु का स्पष्ट ज्ञान हो सके तथा दैनिक सामाजिक जीवन में भाषा प्रयोग तथा अभिव्यक्ति के पर्याप्त अवसर प्राप्त हो सकें | इसके अंतर्गत विषय संवर्धन गतिविधि जैसे गीत ,स्टेज वार्तालाप, कहानी-कविता सुनाना, कहानी को कविता के रूप में परिवर्तित करना, वाद- विवाद तथा विशेष प्रार्थना सभाओ के आयोजनों द्वारा अभिव्यक्ति के अवसर प्रदान किए जाते हैं। मॉडल, पी0 पी0 टी, कार्टून, स्मार्ट बोर्ड द्वारा चलचित्र के प्रदर्शन आदि को शामिल किया जाता है।

रोचक -हर्षित कक्षा तथा कला समेकित अधिगम को ध्यान में रखकर पाठ -योजना को बाल-केंद्रित बनाया जाता है । विशेष तौर पर कला एकीकरण द्वारा गंभीर विषय को भी सरलता से समझाया जाता है। इसके माध्यम से शिक्षार्थी विषय वस्तु के साथ बेहतर जुड़ाव महसूस करते हैं । विषय उनके मानस पटल पर अंकित हो जाता है। उनमें आनंद, सक्रियता,

कलात्मकता, रचनात्मकता और नवीनता से चिंतन कौशल का विकास होता है। मेरा यह मानना है कि सीखी गई कला भविष्य में कार्यस्थल पर या वास्तविक जीवन में स्वाभाविक रुप में आने में मदद करती है।

उपरोक्त बातों को ध्यान में रखकर अभी कक्षा 5 में 'एक भारत,श्रेष्ठ भारत' की तर्ज़ पर मणिपुर से संबंधित प्रोजेक्ट करवाया गया जिसमें बच्चों ने रद्दी कागज से एक पहाड़ का प्रतिरूप (माडल) तैयार किया और उसपर मणिपुर की प्राकृतिक सुंदरता, नदियाँ, झीलें, भाषा, व्यवसाय, खानपान आदि को प्रदर्शित किया जैसा कि संकलित चित्र में प्रस्तुत है। यह कार्य कक्षा-5 की हिंदी की पाठ्य पुस्तक 'बरखा' में दिए गए पाठ 'मणिपुर' को आधार बनाकर करवाया गया।

उद्देश्य पूर्ति :-

इस कला एकीकृत गतिविधि के द्वारा शिक्षार्थी के मानस पटल पर मणिपुर की संस्कृति और सभ्यता अंकित हो सकी। उन्होंने अवधारणा को केवल पढ़कर ही नहीं अनुभव करके सीखा। वे अपने देश के मणिपुर राज्य के बारे में विस्तृत रूप से जान सके और उनके मन में उसे देखने की ललक जागृत हो सकी। उनमें देशभक्ति की भावना उजागर हुई| व्यर्थ चीजों से उपयोगी वस्तु बनाने की कला का विकास हुआ। अपने द्वारा बनाई गई वस्तु को प्रदर्शित करके और उसके संबंध में अपनी अभिव्यक्ति द्वारा जानकारी देकर वे गर्व महसूस कर सके । विद्यार्थियों के लिए इस कार्य को करना आनंददायक और आकर्षक अनुभव रहा ।

विद्यालयों में इस गतिविधि को नृत्य, संगीत, पर्यावरण शिक्षा, भूगोल, गणित, अंग्रेजी और सामान्य ज्ञान से भी एकीकृत करके करवाया जा सकता है। जैसे नृत्य की कक्षा में मणिपुर के प्रसिद्ध नृत्य, संगीत की शिक्षा में वहाँ के गीत-संगीत, गणित की कक्षा में मणिपुर के भौगोलिक माप, आकार आदि के बारे में जानकारी दी जा सकती है। भाषा शिक्षण में मणिपुर से संबंधित चित्र वर्णन, अनुच्छेद लेखन इत्यादि करवाया जा सकता है। भूगोल के अंतर्गत वहाँ की भौगोलिक स्थिति के बारे में जानकारी दी जा सकती है। पर्यावरण शिक्षा में वहाँ के पर्यावरण, तापमान इत्यादि के बारे में बताया जा सकता है ।

इन सबके अतिरिक्त मणिपुर के परिधान खानपान संस्कृति और सभ्यता से संबंधित प्रदर्शनी भी लगाई जा सकती है ।

उपरोक्त गतिविधि की तर्ज़ पर किसी भी राज्य के बारे में विद्यार्थियों को ज्ञान देना सहायक रहेगा।

ओम वती शर्मा

विद्यालय का नाम : हिलवुड्स अकादमी

विद्यालय संबद्धता संख्या :   2730234

Subject Enrichment Activity-श्रेष्ठ भाषा समृद्धि गतिविधि

'हर ज़माना अपने–अपने ढंग से कामयाब लोग तैयार करता है।'–मुक्तिबोध

और शायद यह हमारा ढंग है कामयाब लोगों को तैयार करने का। बात जब भाषा शिक्षण की आती है तो विद्यालय स्तर पर कई चुनौतियाँ सामने आती हैं । छात्रों को केवल किताबों तक ही सीमित न करते हुए उनकी रुचि व क्षमताओं दोनों को ध्यान में रखते हुए पाठ योजनाओं का निर्माण कुछ इस तरीके से करना चाहिए कि प्रत्येक छात्र सहज रूप से स्वयं को अभिव्यक्त कर पाए । हर चीज को असाधारण व अलग तरीके से किया जा सकता है । आवश्यकता है तो केवल एक ऐसी योजना की जिसके माध्यम से अधिगम को सरल व सुग्राह्य बनाया जा सके । अत: साहित्य को केवल पाठ्यक्रम तक ही सीमित न करते हुए निर्मल भरतिया विद्यालय में साहित्य व भाषा के समग्र विकास के लिए वर्ष में दो बार पठन तथा लेखन परियोजना का आयोजन किया जाता है। अंग्रेजी व हिंदी दोनों ही भाषाओं में उस वक्त यहाँ का माहौल साहित्यमय हो जाता है। पठन परियोजना अप्रैल-मई माह में आयोजित की जाती है तथा लेखन परियोजना अक्टूबर माह में।

छात्रों का मौलिक लेखन

वर्तमान में साहित्य व भाषा के विकास के लिए शिक्षक समुदाय को थोड़े अधिक प्रयास करने पड़ रहे हैं क्योंकि सबसे बड़ी समस्या छात्रों का पढ़ने व लिखने से जी चुराना है । अत: हमने पाठ योजनाओं का कुछ इस तरह से निर्माण किया कि छात्रों को अधिक से अधिक पढ़ने व लिखने के लिए प्रेरित किया जा सके । अधिकतर छात्र साहित्य की विधाओं में केवल कविता और कहानी को ही जानते हैं इसलिए हमने सबसे पहले कक्षाओं के आधार पर विधाओं को विभाजित किया । जैसे छठी-कहानी,सातवीं-यात्रा वृतांत,आठवीं-एकांकी व नवीं-संस्मरण आदि । इस प्रकार छात्र न केवल साहित्य को पढ़ते हैं साथ ही इन विधाओं से भी परिचित होते हैं । यहाँ तक कि उनके पाठ्यक्रम में कई ऐसे पाठ हैं जोकि साहित्य की एक विधा है परंतु वे अनभिज्ञ होते हैं ।

छात्र रचना प्रस्तुति

इस प्रकार से छात्र 10 दिन तक प्रतिदिन कक्षा में अपने साथियों के साथ,अपनी चुनी हुई विधा की पुस्तक को पढ़ते हैं । प्रतिदिन शिक्षक कक्षा में उस नई विधा के बारे में बताते हैं तथा रुचिकर तथ्यों से परिचित करवाते हुए उस विधा में अपना स्वयं का लेख लिखने के लिए प्रेरित भी करते हैं । खास बात यह है कि सभी छात्र परियोजना के अंत में अपनी एक सामूहिक व एक मौलिक रचना की प्रस्तुति देते हैं । हमें तब हैरान रह जाते हैं, जब एक छात्र अपनी स्वयं की रचित कविता,संस्मरण या यात्रा वृतांत लिखकर लाता है तथा कक्षा में प्रस्तुत करता है । भाषा शिक्षक के रूप में अपना उत्तरदायित्व समझते हुए तथा छात्र समुदाय को प्रेरित करने के लिए हमने पहली बार इस वर्ष उन रचनाओं को प्रकाशित भी करवाया है । साथ ही उनको अलग-अलग मंचों पर वितरित करना भी शुरू कर दिया है । निश्चित रूप से यह हिंदी भाषा के छात्रों के लिए अनूठी उपलब्धि है ।

THE INDIAN EXPRESS, THURSDAY, MAY 18, 2023

PETRONET During the current quarter ended 31 st March, 2023, Dahej terminal processed 172 TBTU of LNG as against 154 TBTU during the previous quarter ended 31 st Dec., 2022 & 178 TBTU during the corresponding quarter ended 31 st March, 2022. During the current financial yr ended 31 st March, 2023, Dahej terminal processed 704 TBTU of LNG as against 793 TBTU processed during the previous financial year ended 31 st March, 2022. The Company has reported PBT of Rs 818 Cr in the current quarter, as against Rs 1,586 Cr in the previous quarter & Rs 984 Cr in the corresponding quarter. The PAT of the current quarter is reported at Rs 614 Cr as against the PAT of the previous & corresponding quarters of Rs 1,181 Cr & Rs 750 Cr respectively. The Company has reported highest ever turnover of Rs 59,899 Cr in the current financial year as against Rs 43,169 Cr in the previous financial yr, registering a growth of 39%. The Company has reported PBT & PAT of Rs 4,335 Cr & 3,240 Cr in the current financial yr as against Rs 4,474 Cr & Rs 3,352 Cr respectively in the previous financial yr.

CISS Under the guidance of DM (West) & SDM (Rajouri Garden), a movie show was organized for street children recently. This movie show programme was conducted as a part of the Project (Children in Street Situations) ongoing in District West from Mid December, 2022.

McNROE A leading personal care products company offering high-quality fragrances, McNROE Consumer Pvt. Ltd, released its insights on how fragrances define personality & enhance personal image. Ankit Daga, the Head of Business Development at McNROE, highlighted fragrances' ability to convey unique personality, identity & values.

ACADEMICS

Nirmal Bhartia School, Dwarka, Delhi organised a reading project for the students. Dr. S Rituparn, Dir, KK Birla Foundation; Dr. Lalitya Lalit, Editor, NBT; Usha Chhabra, Independent Storyteller & Podcaster & Kamini Jha were invited for the talk. as a part of a special programme organised for the students. The Hindi department & the school management have taken a new initiative to create interest in art and literature for the new generation.

'कुछ कविताएँ –हमारी कलम से' काव्य संग्रह छात्रों द्वारा रचित एक ऐसा काव्य संकलन है जिसमें छात्रों ने स्वयं के विचारों व भावनाओं को सहजता से अभिव्यक्त किया है। आशा है कि हिंदी भाषा के विकास का यह अनुष्ठान सफल सिद्ध होगा। यही नहीं , इस अनुभव को और भी अधिक समृद्ध करने के लिए प्रत्येक वर्ष साहित्य, लेखन, संपादन आदि क्षेत्र से जुड़ी हस्तियों को अपने अनुभव साझा करने के लिए आमंत्रित किया जाता है । जिसके माध्यम से छात्रों को पढ़ने और लिखने के कौशल, प्रकाशन, मुद्रण और अन्य संभावित तथ्यों की जानकारी मिलती है। अभी तक हम अपने विद्यालय में **के के बिरला फाउंडेशन के निदेशक डॉ सुरेश ऋतुपर्ण, कवि व लेखक डॉ ललित लालित्य,डॉ पंकज चतुर्वेदी, दिल्ली हिंदी अकादमी के अध्यक्ष डॉ जीतराम भट्ट, श्रीमती क्षमा शर्मा** आदि कई साहित्यिक हस्तियों को आमंत्रित कर चुके हैं । वातावरण को एक नया रूप देने के **लिए राष्ट्रीय पुस्तक न्यास के सौजन्य से प्रतिवर्ष 'बुक बस'** को भी आमंत्रित किया जाता है । छात्रों को वातावरण दिया जाता है जहाँ वे अधिक से अधिक पुस्तकें पढ़ने के लिए प्रेरित होते हैं ।

यह संभवत: पूरे देश भर में हिंदी साहित्य के विकास के लिए विद्यालय स्तर पर चलाई जाने वाली एक अनूठी पहल है।

योजना के सफल संचालन के लिए ध्यान रखने योग्य कुछ प्रमुख बाते :-

- इसमें अतिरिक्त समय की आवश्यकता नहीं है । पाठ्यक्रम से जोड़ते हुए निरंतर कक्षाओं में ही इन परियोजनाओं को करवाया जा सकता है ।

- छात्रों की क्षमता हमारे सोच से परे है । कई बार वे ऐसी रचनाएँ बना कर ले आते हैं कि हम सोच भी नहीं सकते।

- साहित्य के माध्यम से छात्रों में संवेदनशीलता,प्रेम,करुणा,दया आदि भावों का सरलता से समावेश किया जा सकता है ।

- अपनी रचनाओं को प्रस्तुत करने से छात्रों को एक साहित्यिक मंच मिलता है जहाँ उनमें एक नया आत्मविश्वास उत्पन्न होता है तथा वे मौलिक लेखन व वाचन सीखते हैं ।

- इसी बहाने वे साहित्य को पढ़ना व लिखना सीखते हैं तथा नई शब्दावली का विकास भी करते हैं ।

- भाषा के कौशलों के विकास के क्रम में ऐसी योजनाएँ कारगर सिद्ध हो सकती हैं ।

'NBT बुक BUS'

लेखन परियोजना के सफल क्रियान्वयन के लिए अनेक गतिविधियों का आयोजन किया जाता है । इसी क्रम में दिनांक-17 व 18 अक्टूबर,2022 को नेशनल बुक ट्रस्ट की बुक बस को विद्यालय में आमंत्रित किया गया।

कक्षा-आठवीं तथा नवीं -डायरी लेखन व कविता लेखन (कार्य प्रतिदर्श)

नीरज कोठियाल
विभागाध्यक्ष , हिंदी विभाग
निर्मल भरतिया विद्यालय
सेक्टर-14,द्वारका,नई दिल्ली

Ek Bharat Shreshtha Bharat Activities

Our motherland India has been a country with age-old traditions, time-tested values, rich culture and socialistic ethos. In our motherland, we also witness a wide array of diversity in terms of religion and languages. Although India is a land of wide diversity, the beauty of this country lies in the fact that people belonging to a diverse spectrum have been living here together for many centuries which evidently manifests the profound sense of tolerance and unity among the people, demonstrating a strong vibe of 'Unity in Diversity'.To promote the uniqueness of each state of the country, encourage and strengthen the traditionally existing emotional bonding amongst the citizens of the nation and ensure that no Indian citizen from one's own part of the country feels a stranger in another part of the country, the Honourable Prime Minister of India, Shri Narendra Modi announced the Ek Bharat Shreshtha Bharat (EBSB) scheme on 31st October, 2015 on the occasion of the 140th birth anniversary of Sardar Vallabhbhai Patel, the great patriot and worthy son of our motherland. The scheme aims at enhancing the bonding and understanding amongst Indian citizens living in the country.

Children are the edifice on which stands the future of a nation and they must learn the significance of national integration.Therefore, the scheme of Ek Bharat Shreshtha Bharat was implemented in schools, in which one state was paired with another, through which students of one state could know the various aspects of the paired state and vice-versa. At Delhi Public School ONGC, Nazira also, various activities relevant to the scheme of Ek Bharat Shreshtha Bharat were implemented.

The prime objectives of getting the EBSB scheme implemented in our school are:

- Exposing students to the languages, alphabets, proverbs, cuisines, culture and traditions of the paired states.
- Giving an opportunity to the students to know the songs, music, folklore and attire or costumes, historical monuments, flora and fauna and handicrafts of the partnered states.

In the session 2022-23, our state awesome Assam was paired with royal Rajasthan.

Some of the activities conducted are listed below:

Classes VI to VIII

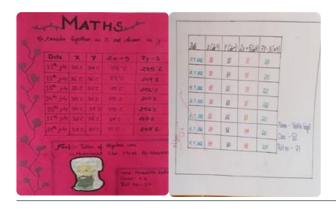**Children's Film Festival- 'Stories set in Stones'**

Appropriate entertaining films and informative videos from/on Rajasthan were selected and shown to students. Teachers went through the films and videos beforehand and noted down the varied aspects of Rajasthan reflected in the films and videos. After those were shown to the students, teachers held discussions on what the students learnt about Rajasthan and its culture, traditions, practices, music, cuisines etc. Thereafter, students shared their responses through a Google Form, on their experiences gained. Students were able to understand the subject matter of the films and videos, evaluate the actions of the people in them and apply the lessons learnt, in their own life.

The documentary film 'Every Drop Counts' (Hindi version) based on the methods of water conservation in Rajasthan was screened. Students could identify the various water conservation methods adopted by the people of Rajasthan.

Making a comparative study about the rainfall and weather patterns of Assam and Rajasthan- Students recorded the maximum rainfall in Assam and Rajasthan for seven days in the month of July 2022. They could compare the climatic conditions and weather patterns of both the states during the monsoon season.

Cultural Fusion- Students were asked to draw the musical instruments used in the paired states and were exposed to the usability of each instrument in the folk music of each state. Students could also know the materials used to make the instruments. Students were able to identify the various instruments and by drawing those, there was enhancement of their creative and artistic skills. The activity infused in the students, a sense of patriotism and unity too. A fusion of Bihu dance and Ghoomar dance was also presented by the students.

Wall Magazine: An Inter-house Wall Magazine competition was held on the theme 'Ekaatmak Sanskaran' in which the students of the four Houses creatively displayed varied aspects of Rajasthan and Assam.

In the year 2023-24, the state of Assam was paired with Andhra Pradesh. Some of the activities carried out at our school are mentioned below:
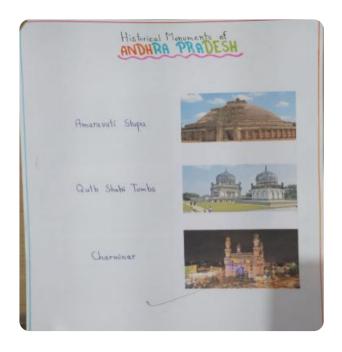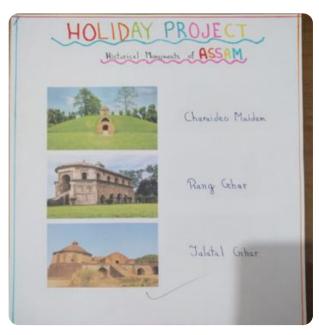
Classes III to V

Project on the Historical Monuments of Andhra Pradesh- Students were involved in project work in which they collected information about the various historical monuments of Andhra Pradesh. Through this, they learnt about builders and architecture of the monuments.

Pasting pictures of endangered species of animals and birds of Assam and Andhra Pradesh and various plants found in both the states-
Students were able to identify the endangered species of birds and animals, know the reasons for the species becoming endangered and develop empathy towards the environment and its inhabitants.

Display of Handicrafts of the paired states- Students were able to identify the various handicraft items of Assam and Andhra Pradesh, know about the materials used to produce those and thereby, develop an understanding towards the culture and art of the paired states. Students were also taught '**Kalamkari**' which is a typical art form of Andhra Pradesh.

Converting the Roman numerals into Indian numerals and writing those in Assamese and Telugu and writing the numbers from 1 to 10 in Telugu and Assamese- Students could identify the differences and ways of writing the numbers in both the languages.

Writing the letters of the Telugu Alphabet- Students were able to identify the differences between the Assamese and Telugu Alphabet in terms of pronouncing those and writing those in the desired and appropriate style.

Project on food items of the paired states- Students were able to distinguish the tastes and aroma of the various food items of both the states, learn the ways of cooking those and know the ingredients used in their preparation.

Through the activities, students could get an exposure to the varied aspects of the paired state. The students were able to respect the diversity that persists in our country. The activities of EBSB, gloriously manifest the unity in diversity of our nation and are an instrument to foster mutual bonding among Indians.

Mr. Partha Sarathi Sarkar

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Delhi Public School ONGC, Nazira
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Fostering Multidisciplinary Academic Excellence: The Art Integration Study between Chhattisgarh and Kerala

In an era where education is rapidly evolving, Assumption Public School initiated a groundbreaking art integration study between the diverse regions of Chhattisgarh and Kerala. Over six months, from July to December 2023, this unique initiative aimed to explore the synergies between art and academics, fostering multidisciplinary academic excellence.

Education is a constantly evolving field, adapting to the changing needs and demands of the modern world. In this dynamic landscape, the traditional boundaries of subjects and disciplines are increasingly giving way to multidisciplinary approaches that emphasize a holistic and interconnected style of learning. Recognizing the significance of this shift, Assumption Public School, located in Kerala, India, embarked on a transformative journey that united the regions of Chhattisgarh and Kerala in a groundbreaking art integration study. The initiative aimed to explore the profound connections between art and academics, with the goal of nurturing multidisciplinary academic excellence.

The Significance of Art Integration:

Art integration in education is a practice that involves infusing various forms of art into traditional academic subjects. It is based on the belief that art has the power to stimulate creativity, imagination, and critical thinking in students. More than just adding aesthetic appeal to the curriculum, art integration serves as a catalyst for deeper learning. It helps students connect abstract concepts with tangible experiences, thereby enhancing their comprehension and retention of knowledge. Furthermore, this pedagogical approach promotes cultural understanding, empathy, and emotional intelligence.

Collaboration between Chhattisgarh and Kerala: The choice of collaboration between Kerala and Chhattisgarh was not arbitrary. These regions represent stark cultural and geographical differences, providing a unique opportunity to explore how art integration can bridge these divides and create a richer educational experience. Chhattisgarh, located in Central India, is known for its rich tribal culture, vibrant folk art, and a predominantly agrarian society. In contrast, Kerala, situated in the southern part of the country, boasts a diverse cultural heritage, tropical landscapes, and high literacy rates. By connecting these two regions, the study sought to create a cross-cultural dialogue that would expose students to the diversity and complexity of India's cultural tapestry.

The Study's Objectives: The art integration study conducted at Assumption Public School had several key objectives:

1. To Promote Multidisciplinary Learning by Creativity and Innovation: The study aimed to break down the

barriers between subjects and disciplines, encouraging students to see the interconnectedness of knowledge.

2. To Cultivate Cultural Understanding: Chhattisgarh and Kerala, being culturally diverse, offered a unique opportunity for students to appreciate and understand different cultural perspectives.

3. To Improve Academic Performance: It was expected that by engaging with art, students' comprehension and retention of academic content would improve, leading to enhanced academic performance.

4. To Develop Holistic Individuals: The study aimed to nurture well-rounded individuals who could apply their knowledge and creativity to real-world situations.

The Methodology: The art integration study at Assumption Public School was conducted over the course of six months, from July to December 2023. It was designed to be a comprehensive and immersive experience for students of various age groups. The study employed the following methodology:

1. Curriculum Modification: A team of educators and curriculum developers worked to identify opportunities for integrating art into the existing curriculum. Lessons were redesigned to incorporate art components.

2. Collaborative Projects: Students from Chhattisgarh and Kerala were paired to work on collaborative projects that combined elements of both regions' art forms and academic subjects.

3. Assessment and Feedback: Regular assessments and feedback sessions were conducted to gauge the impact of the art integration study on students' academic performance, creativity, and cultural awareness.

Figure 1: Art integrated works done by students of APS.

Results and Findings: The art integration study yielded a wealth of valuable findings and results:

The files can be accessed from this link: https://drive.google.com/drive/folders/1JRdasX4kpVUwwr-Pd7z-Jwj5eYWaHN_j?usp=drive_link

1. Enhanced Academic Performance: Students demonstrated improved academic performance, particularly in subjects where art was integrated. The creative aspect of learning helped them better understand and remember academic content.

2. Increased Creativity: The integration of art into the curriculum nurtured students' creativity and innovative thinking. They were more willing to experiment, take risks, and explore new approaches to problem-solving.

3. Cultural Understanding: The exchange between Chhattisgarh and Kerala provided a profound cultural experience for students. They developed a deeper appreciation for the diversity within India and learned to respect and understand different cultural perspectives.

4. Holistic Development: Students who participated in the art integration study emerged as more well-rounded individuals. They were not only academically proficient but also exhibited greater confidence and social skills.
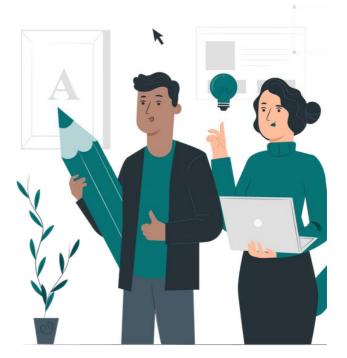
Challenges and Lessons Learned: The art integration study was not without its challenges. Language barriers, logistical issues, and cultural differences sometimes posed difficulties for students and educators. However, these challenges were ultimately seen as opportunities for growth and learning. The study highlighted the importance of adaptability, open-mindedness, and the need for effective communication in cross-cultural collaborations.

The art integration study conducted between Chhattisgarh and Kerala at Assumption Public School stands as a beacon of hope in the evolving landscape of education. It demonstrates the power of art in fostering multidisciplinary academic excellence, promoting creativity, nurturing cultural understanding, and developing holistic individuals. By embracing art integration, educational institutions can pave the way for a more inclusive, creative, and interconnected future.

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Planning Effective Primary English Lessons

To meet the needs of young learners, lesson plans for primary English classrooms should be dynamic, interesting, and age-appropriate. The following suggestions offer top strategies for organizing English instruction in primary schools:

1. Storytelling and Reading Comprehension:
- Choose engaging children's books or narratives that introduce the lesson's theme.
- Follow reading sessions with discussions and related activities such as character sketches or role-playing.
2. Phonics and Vocabulary Games:
- Include enjoyable phonics exercises and games to aid in letter sound learning and vocabulary development.
- Utilize interactive applications, word puzzles, and flashcards to improve word recognition and phonics.
3. Interactive Writing Exercises:
- Encourage students to write short poems, phrases, and stories.
- Provide creative writing exercises or visual cues to stimulate their imagination.
4. Role-Play and Drama:
- Engage students in role-play or drama exercises to develop speaking and listening skills, using props and costumes to enhance participation.
5. Theme-Based Lessons:
- Create lessons centred around a topic to help students relate to and retain what they are learning.
- Include English language exercises

related to the theme, such as creating Christmas cards or nature journals.
6. Enrichment Activities:
- Develop activities based on the lessons taught to enhance understanding and learning.
- Offer creative and interesting activities to generate interest in the lesson.
7. Art Integrated Learning:
- Integrate writing and reading assignments into craft and art projects.
- Engage in learning through art integration to make it more interesting and enjoyable.
8. Incorporate Technology:
- Use age-appropriate educational apps, interactive whiteboards, and online resources to reinforce English language skills.
9. Collaborative Projects:
- Arrange group assignments where students collaborate on tasks like writing a storybook, a short play, or a class newsletter.
10. Toy Pedagogy:
- Use toys to explain lessons to learners, promoting cognitive development and making learning easy and enjoyable.

Pedagogies:

- Select Captivating Narratives: Choose stories aligned with learning objectives and appropriate for students' age, encompassing a mix of stories, folktales, and modern literature.

- Introduction: Teach students to provide dynamic and interesting story introductions.

- Oral Storytelling: Encourage expressive storytelling using tone, gestures, and pauses to engage students actively.
- Post-Reading Discussion: Engage students in discussions about themes, characters, storylines, and moral lessons.
- Writing and Vocabulary: Introduce new terms from stories for students to use in sentences or paragraphs.
- Imagination Utilization: Encourage students to sketch scenes, act out passages, or devise alternate endings.
- Evaluation: Assess students through writing projects, oral presentations, and exams related to the story.

Assessment Strategies:
For Classes 1 & 2:
- No formal assessments, following the Continuous and Comprehensive Evaluation (CCE) pattern.
- Assessment based on Reading and recitation, Vocabulary and handwriting, Regularity, Maintenance of Notebooks, Class Performance, Activity, and Project.

Parameters
- Reading & Recitation
- Vocabulary & Handwriting
- Regularity
- Maintenance of Notebooks
- Class Performance
- Activity
- Project

S.No	Name of the Examination
1.	**Internal Assessment 1**
	Subject Enrichment
	Project-based Activities
	Portfolio
	Periodic Test
2.	**Mid-Term Exam**
	Attendance
3.	**Internal Assessment 2**
	Subject Enrichment
	Project-based Activities
	Portfolio
	Periodic Test
4.	**Annual Exam**
	Attendance

Parameters for Internal Assessment	
Subject Enrichment Activities	Poster Making
	Quiz
	Theme-Based Art Activities
	Collage Making Activities
	Role Play
	Display Board Presentation
	Theatre/Dramatic Activities
	Debate/Declamation
Multiple Assessment	Poem Recitation (Hindi)
	Class Discussion
	Oral Test
	Listening Activities
	Poem Recitation (English)
	Group Activities
	Speaking Activities
	Quiz
Project Based Activities	Logical Thinking Activities
	Critical Thinking Activities
	Problem-solving Activities
	Inference Making Activities
Portfolio	Bal Sabha Activities
	Class Activities
	Notebook Assessment
	Community Service Activities
Periodic Test	1 lesson for each subject
Mid Term Exam	Term I Syllabus
Annual Exam	Term II Syllabus

CLASS IV – V

PEN AND PAPER TEST
PERIODIC TEST 1
MIDTERM EXAM
PERIODIC TEST 2
ANNUAL EXAMINATION
Attendance of the student
Subject Enrichment Activities
Project Based Activities
Portfolio
Multiple Assessment Tests
Periodic Tests
Mid Term Examination
Annual Examination
TOTAL

To help kids succeed academically, develop their language abilities, and boost their confidence, student support activities for English language instruction are laid in school. The following list of activities can help students learn English more successfully:

- Peer Tutoring: A peer tutoring programme is applied wherein older or more experienced students help their peers with English language exercises, like speaking, writing, and reading.
- Reading Programs: Reading initiatives are being taken in class that motivate pupils to peruse English-language newspapers, periodicals, and books. To make reading more fun, book groups are organised and host reading challenges are being given.
- Remedial Classes: Remedial classes are initiated to help student upgrade their grades.
- Exchange Programs: Cultural exchange programs are promoted, where students connect with the students of different branches of BBPS through video conferencing or correspondence.
- Individualized Support: Providing extra assistance to students who might need it in the form of individualised learning plans, one-on-one tutoring, or resources catered to their specific requirements.
- Language Competitions: To test their language abilities and increase motivation, students are motivated to compete in local, interschool or national language contests.
- Speech and Pronunciation Therapy: Providing speech and pronunciation therapy to students through pronunciation drills and phonetics etc. particularly those learning English as a second language, to assist them in overcoming linguistic barriers.

Ms. Poonam Sanadya

Assistant Teacher
Bal Bharati Public School, NTPC
Gadarwara

Interdisciplinary Lesson Plan: "Chuskit Goes to School"

In today's interconnected world, English serves as a global lingua franca, transcending borders and cultures. Integrating knowledge from various academic disciplines provides a holistic perspective on the English language, stimulating critical thinking, analysis, and creativity, and connecting learners to the real world.

Let's know how these objectives can be achieved using an interdisciplinary approach through a prose chapter named, 'Chuskit Goes to School.'

'Chuskit Goes to School' is a story about a girl named Chuskit from Ladakh, who is confined to a wheelchair and is eager to go to school. Due to various constraints, she is unable to go to school. After learning about human rights at the local school, Abdul, a boy, initiates an effort to change this with the help of the headmaster.

Lesson Objectives

- Develop listening and reading comprehension skills

- Enhance expressive and coherent writing abilities

- Encourage logical, imaginative, and analytical language expression

Warm-up Activity

Engage students with interactive games like blindfolding and dumb charades, fostering bodily-kinaesthetic and verbal-linguistic intelligence. This activity helps students connect with Chuskit and prepares them for the lesson.

Discussion and Exploration

1. Physically Challenged Personalities:

Initiate discussion on renowned personalities with physical challenges, nurturing interpersonal intelligence.

2. Geographic Exploration:

Locate Ladakh on the map, studying its features, culture, and traditions through visual aids. Tap into visual-spatial intelligence to understand the story's setting.

3. Introduction to Author and Filmmaker:

Introduce Ms. Sujatha Padmanabhan, the story's author, and Ms. Priya Ramasubban, the filmmaker, using visual materials to immerse students in the topic.

Comprehensive Study of the Story

- Reading and Vocabulary Building: Read and explain the story, discussing new vocabulary with context and visuals. Allow silent reading sessions for comprehension. Encourage various reading methods
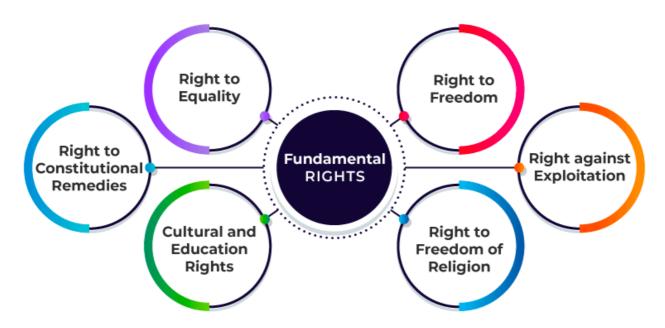
like choral and individual reading to enhance skills.

- Writing Practice: Frame sentences using new vocabulary, answer questions, and analyze context. Assign vocabulary worksheets and prompt students to find synonyms using a thesaurus.

Deeper Exploration

1. Fundamental Rights Discussion: Explore fundamental rights, emphasizing Cultural and Educational Rights, bridging literature and civics. Examine scenarios of education deprivation's impact on individuals and society.

2. Promoting Inclusivity: Introduce the International Symbol of Access (ISA), wheelchair functions, ramp usage, and International Day of Persons with Disabilities (3rd December). Foster empathy and inclusivity among students.

3. Demonstrating Humanity: Illustrate sympathy vs. empathy through classroom incidents. Encourage students to express sensitivity towards physically challenged children and discuss events like the Paralympics and Special Olympics.

Creative Task

Story Crafting: Encourage students to create their story based on 'Chuskit Goes to School,' fostering critical analysis and synthesis of story elements. Relate it to other literary works they've encountered.

Conclusion and Reflection
Conclude with a reflective session on the lessons learned from 'Chuskit Goes to School,' catering to students' aesthetic and cultural development.

Interdisciplinary Integration
Interrelate academic disciplines within the teaching and learning process. Emphasize the holistic approach to create responsible, empathetic individuals shaping a more promising world.

Freytag's Pyramid

Ms. Deepa H K

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Acceptance of Failure

Introduction:

Failure is a universal experience that transcends boundaries, touching every facet of human life. To comprehend and embrace the concept of failure, we embark on a multidisciplinary journey through the lenses of physics, chemistry, biology, economics, mathematics, and history. By integrating these diverse fields of knowledge, we aim to uncover invaluable lessons about accepting failure.

Physics:

The Dance of Discovery Physics teaches us that failure is an integral part of scientific progress. Countless experiments, from Ernest Rutherford's gold foil experiment to the search for the Higgs boson, didn't yield the expected results. Each "failure" offered crucial insights, paving the way for groundbreaking discoveries. Physics emphasizes that setbacks are not roadblocks but stepping stones on the path to understanding the universe. Discussing experiments that often fail to meet expectations, illustrates how failures provide insights that lead to success. Conducting a simple pendulum experiment will enable students to adjust variables, observe the learning curve from failures, and improve results.

Chemistry:

Serendipity and Breakthroughs Chemistry's history is filled with stories of serendipitous discoveries arising from apparent failures. For instance,

Alexander Fleming's accidental observation of mould led to the development of penicillin, revolutionizing medicine. Emphasizing the acceptance of unexpected outcomes in chemistry underscores the importance of remaining open to the unanticipated, as failures often seed transformative breakthroughs.

The Salt Analysis Experiment:

Instruct students to perform a series of tests to identify ions in a sample. Guiding them through each test's procedure and expected results, such as observing the formation of a white precipitate when testing for chloride ions with silver nitrate. Discussing real-life applications of accurate salt analysis in various fields like environmental testing and pharmaceutical quality control.

Biology:

Evolutionary Resilience Biology reveals that failure is intrinsic to life itself. Natural selection relies on the survival of the fittest, where failures in adaptation lead to species evolution. Discussing concepts of evolution and adaptation, emphasizing how species failing to adapt face extinction.

Illustrating how failures, like mutations or genetic errors, can drive evolutionary changes. Stressing the significance of adaptation and resilience for survival.

History: Lessons from the Past History serves as a repository of lessons about accepting failure. From the Titanic sinking to the Challenger disaster, history reminds us of human endeavours' vulnerability to setbacks. However, it also highlights our capacity to learn, adapt, and improve post-failure.

Yoga: The Path to Healing Acknowledging failure and its associated anxieties leading to addiction, yoga provides a holistic approach to recovery. Yoga's practice aids in managing anxiety, and fostering self-awareness, emotional balance, and resilience. It offers a path to break free from addiction, providing a space to confront failures and find strength.

Conclusion: Integrating physics, chemistry, and biology to teach the acceptance of failure prepares students for life's challenges. Through these disciplines, students learn that failure is not to be feared but embraced as a guide, a teacher, and a catalyst for growth. This cross-disciplinary approach empowers students to be resilient, innovative, and adaptable, imparting a lifelong lesson beyond the classroom.

Rally in the School: The students conducted a rally to create awareness among their peers. Sharing knowledge empowers individuals, and passing it on exemplifies humanity. Exchanging thoughts in every classroom fostered a collaborative learning environment.

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Subject enrichment activity on the lesson Resources - Grade 8

ABSTRACT

Creative teaching practices play a pivotal role in helping learners grasp the importance of enhancing their understanding of taught concepts. Subject enrichment activities foster enthusiasm for learning, promoting critical thinking, problem-solving, analysis, and inquiry-based learning. This paper presents a subject enrichment activity conducted for Grade 8 students, aiming to encourage reflection and learning about the responsible utilization of present resources in line with sustainable development goals.

Keywords: Inquiry-based learning, sustainable development.

1. INTRODUCTION

The lesson plan focusing on Geography's Chapter 1 - Resources incorporated a subject enrichment activity titled "My Trash, My Treasure." The primary objective was to empower learners to analyze available resources, create models utilizing unused household items in an environmentally responsible manner, and instil a sense of sustainable resource usage.

1.1 Expected Learning Outcome (ELO) for the Activity

The completion of this subject enrichment activity aims to cultivate action to reduce landfill waste, encourage creative innovation in transforming unused resources into meaningful treasures, and foster critical thinking for wise resource reuse.

1.2 Skills Addressed

This activity hones critical thinking, observation, analytical, and creative skills.

2. ACTIVITY PROCEDURE

The activity revolves around identifying discarded materials at home and repurposing them into a gift (like a bouquet), wall hanging, or other creative objects. Materials such as waste cloth, used stationery, thread, old plastic containers, bottles, and decorative items (craft) can be utilized.

2.1 Activity Instructions

Procedure for completing the activity:

1. Capture images of unused materials at home and upload them to a personal Google Docs document.
2. Reflect on the potential consequences if these materials were not reused.
3. Evaluate if proper plans are in place for discarding these unused materials. If not, how could this be done better?
4. Identify potential consequences of improper disposal of these unused resources.
5. Propose measures to mitigate these consequences.
6. Differentiate between items purchased out of necessity and those bought out of obsession.

Analyze this list and set sustainable development goals for the future. Analyze the list that you have mentioned and set a goal for your future to attain sustainable development.

7.Fill in Table 1 based on the experience and knowledge gained on completion of the activity.

Table 1. Student's reflection on achieving sustainable development

Knowledge gained (how to use resources)	Do you think this act of yours would lead to the sustainable development of the resources? If yes, How? If not, Why?

Mode of Submission: Paste the link to your completed document in the Google Sheet shared by your subject teacher and bring the finished model to the class.

3. TEACHER REFLECTIONS

This SE activity turned out to be a good analysis of the resources that were left unused at home and how better the students can plan for use of the resources in future. This I could infer from the interest exhibited by the students in doing the activity. The activity as such demanded repeated orientation about the instructions to be followed for the completion of this activity. Hence, a sample document was shared for further understanding. The students paid good attention during the discussion of the SE activity. However, when they individually started to work on the questions, they asked for more clarity and explanations and the same was done in the forthcoming class. A good number of students in each section (12 to 15) completed the activity on time. Most of the students did wall hangings and a few students made a photo frame. Many students submitted unique works of craft and art. Some students have exhibited their innovative skills by creating innovative games, a working model of a windmill, a working model of a moving robot, and the like.

A very few (2 to 3) students in each class did not exhibit good interest in the completion of the activity and those students were oriented on the real purpose of their involvement in this activity and how this small initiative will help them to realize the goals of sustainable development.

4. CONCLUSION

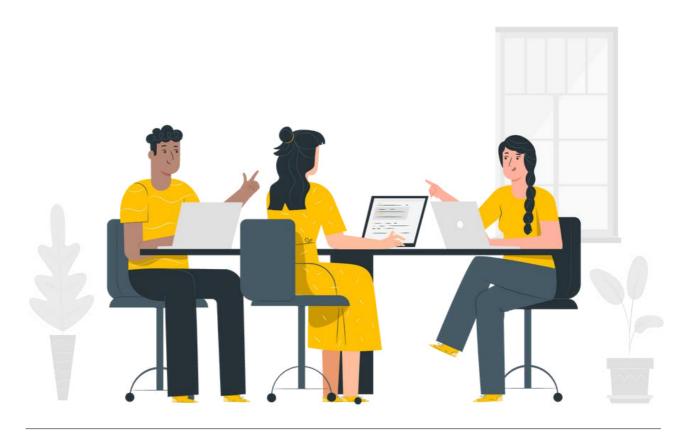The initiative to conduct the subject enrichment activity was based on the need for the learners to realize the availability of the resources worldwide and also to gain clarity about the best use of the available resources and work towards achieving sustainable development at large.

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Unveil the Power of Innovation: Blend Trends

The National Curriculum Framework for School 2023 emphasizes holistic student development over mere academic progress. Teachers undergo regular capacity-building programs to elevate their skills, fostering a deeper understanding of concepts from various perspectives in line with NCF 2023 objectives. Interdisciplinary and enrichment activities are integral in equipping students with 21st-century skills, emphasizing synthesis, application, and acquisition of diverse skills.

To foster overall personality and critical thinking, learning intentions connect classroom learning with real-life situations, emphasizing contemporary topics such as SDGs, Fit India, Veer Gatha Project, Ek Bharat Shrestha Bharat, and initiatives by CBSE, Nishtha, and Diksha. The lesson design aligns with goals set by the National Mission on FLN Mission, NIPUN Bharat.

Following NEP 2020, multilingualism is encouraged, promoting the use of vernacular languages during class activities, and assemblies, and commemorating significant days. This approach cultivates pride in students' culture while fostering an understanding of others. Emphasis on language skills enables students to appreciate, critically evaluate, and express opinions effectively.

The focus lies in crafting learning intentions and outcomes that facilitate transdisciplinary skills.

Our school integrates digital technologies and a comprehensive curriculum to extend learning beyond traditional boundaries. The lesson plans emphasize sensory stimulation, technology integration, and multiple intelligences to fortify comprehensive learning and develop various skills.

Blended learning, a key consideration, involves accessing online content a day before class, culminating in in-depth discussions and activities. This approach fosters collaboration, autonomy, and learning flexibility, nurturing digital literacy and lifelong learning. The lesson plans strategically incorporate links to introduce and reinforce ideas, implicitly encouraged in NEP 2020 for meaningful learning.

Our lesson plans feature various technology-based activities, e-resources, and interactive content, promoting both group and personalized learning. Teachers employ case studies, online resources, concept maps, infographics, eBooks, and e-games to enhance learning. Continuous assessments, encompassing oral presentations, group discussions, portfolios, and projects, aim to gauge student competency levels beyond traditional evaluations.

Podcasts and audiobooks aid in developing e-content and enhancing

listening skills, proving effective in assessments and hands-on activities. Utilizing videos and ebooks enhances information retention compared to traditional methods.

Digital storytelling enriches the classroom experience, encouraging students to create and present narratives using various formats. This practice nurtures communication skills, aiding social interactions and creative expression.

Gamification enhances learning objectives, creating an interactive and virtual environment to reinforce concept retention. Students engage in collaborative, hands-on learning through formats like online quizzes, fostering tenacity and aligning with learning outcomes.

NEP 2020 underscores the importance of ICT infrastructure in schools, enabling educational instruction. Interactive ebooks, games, and diverse content formats cater to inclusive education and

multiple intelligences, benefiting students with special needs.

Teachers conduct action research to refine their approaches and address challenges, ensuring meticulously crafted lesson plans that engage students comprehensively in the learning process.

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Sub-theme 2

Pedagogies: Storytelling and Case-based Teaching

Sub-theme 2

Pedagogies: Storytelling and Case-based Teaching

कहानी और केस स्टडी पर आधारित शिक्षण; आज की आवश्यकता

शिक्षा के लगातार विकसित हो रहे परिदृश्य में, 2020 नई राष्ट्रीय शिक्षा नीति एक महत्वपूर्ण दस्तावेज़ के रूप में हमारे सामने आई है, जो भारतीय शिक्षा प्रणाली में परिवर्तनकारी अदलाव की कल्पना करती है।

जी. डी. गोयंका पब्लिक स्कूल द्वारका एक प्रमुख संस्थान के रूप में सर्व व्यापी उद्देश्यों के साथ नवीन शिक्षाशास्त्र को लागू करने में सबसे आगे है। दो ऐसे प्रभावी शैक्षणिक दृष्टिकोण जो प्रमुखता प्राप्त कर रहे हैं, वह है : कहानी सुनाना और केस आधारित शिक्षण। यह लेख इस बात पर प्रकाश डालता है कि समग्र और गहन शिक्षण अनुभवों को बढ़ावा देने के लिए इन पद्धतियों को जी. डी. गोयंका पब्लिक स्कूल, द्वारका पाठ्यक्रम में कैसे एकीकृत किया जा रहा है -

कहानी सुनाना प्राचीन से ही एक संचार और सीखने का शक्तिशाली माध्यम रहा है। नई राष्ट्रीय शिक्षा नीति शिक्षा में कहानी कहने के महत्व को पहचानती है क्योंकि यह रचनात्मकता, कल्पना और भाषा कौशल को बढ़ावा देती है। हमारे विद्यालय में, कहानियों को विभिन्न कक्षा स्तर के आधार पर पाठ्यक्रम में बुना गया है।

भाषा कौशल: कहानी सुनाना छात्रों को विविध शब्दावली और कथा संरचनाओं से परिचित कराकर भाषा दक्षता को बढ़ाता है। विद्यालय में कहानी सुनने के आयोजित सत्रों के माध्यम से छात्र अपने सुनने, बोलने, पढ़ने और लिखने के कौशल में सुधार करते है। भाषा कौशल संज्ञान का एक अच्छा उदाहरण हमारे छात्रों ने हिंदी वार्षिक पत्रिका किशोर दर्पण के माध्यम से प्रस्तुत किया है यह तीसरा वर्ष है जब लगातार छात्र संपादन, चित्रांकन, कहानी लेखन, कविता लेखन, लेख आदि के द्वारा प्रत्येक वर्ष हिंदी दिवस के अवसर पर हिंदी भाषा की एक पत्रिका निकालते हैं। यही नहीं कहानी वाचन के समय आए नए शब्दों पर छात्र शब्द पट्टी भी बनाते हैं ।

सांस्कृतिक और नैतिक मूल्य: कहानियाँ अक्सर सांस्कृतिक और नैतिक मूल्यों को व्यक्त करती हैं। हमारे छात्रों के बीच सांस्कृतिक विविधता और नैतिक समझ को बढ़ावा देने के लिए विभिन्न संस्कृतियों की कहानियों को शामिल किया जाता है। समय- समय पर सी. बी. एस. ई द्वारा प्रशिक्षित कहानी वाचकों द्वारा कहानी वाचन के सत्र आयोजित किए जाते हैं।

आलोचनात्मक सोच को प्रोत्साहित करने के लिए छात्रों से कहानी विश्लेषण भी करवाया जाता है। छात्रों को प्रश्न पूछने, अर्थ निकालने, कहानी में आए शब्द रूपों पर आधारित गतिविधियों के लिए प्रोत्साहित किया जाता है, जिससे बौद्धिक विकास को बढ़ावा मिलता है।कहानी सुनाना भाषा विषयों तक सीमित नहीं है। इसे कला समेकित शिक्षण के द्वारा विज्ञान ,इतिहास और गणित आदि से भी एकीकृत किया जाता है।जो अमूर्त अवधारणाओं को अधिक सुलभ और आकर्षक बनाती है।

केस आधारित शिक्षण का प्रयोग सिद्धांत और व्यवहार के बीच अंतर को समाप्त करने के लिए किया जाता है। छात्रों को वास्तविक जीवन की स्थितियों यथा प्रदूषण, स्त्री शिक्षा, अंगदान, स्कूल में बाल अपराध आदि पर आधार-सामग्री का संग्रह व समसामयिक तत्थ एकत्रित कर उन पर जागरूकता अभियान चलाने के कहा जाता है ताकि वे समाज की बेहतरी में अपना योदगान दे सकें। वे विभिन्न समस्याओं पर नुक्कड़ नाटक आदि के माध्यम से प्रस्तुति देकर लोगों को जागरूक करते हैं। यह शिक्षण समग्र शिक्षा को प्रोत्साहित करता है क्योंकि इसमें कई विषयों को शामिल किया जाता है और छात्रों को समस्याओं को हल करते समय विभिन्न दृष्टिकोणों पर विचार करने के लिए प्रोत्साहित किया जाता है। छात्र किसी मामले के विभिन्न पहलुओं की जाँच करके प्रमुख मुद्दों की पहचान करके और समाधान रणनीतियों को प्रस्तुत करके महत्वपूर्ण विश्लेषण कौशल विकसित करते हैं।

नई राष्ट्रीय शिक्षा नीति एक लचीली और समग्र शिक्षा प्रणाली को प्रोत्साहित करती है। हमारे विद्यालय में कहानी कहने और केस – आधारित शिक्षण के माध्यम से इस दृष्टिकोण को सक्रिय रूप से अपना रहे हैं। ये शिक्षाशास्त्र, आलोचनात्मक सोच और अनुभावनात्मक शिक्षा को बढ़ावा देने के नई राष्ट्रीय शिक्षा नीति के उद्देश्यों के अनुरूप विद्यालय अपने मूल्यांकन तरीकों को नया रूप दे रहा है तथा समग्र मूल्यांकन तरीकों की ओर बढ़ा रहा है |

विद्यालय शिक्षकों को इन शैक्षणिक दृष्टिकोणों को प्रभावी ढंग से लागू करने के लिए आवश्यक कौशल और ज्ञान से निरंतर शिक्षक प्रशिक्षण कार्यक्रमों में निवेश कर रहा है।

छात्र – केंद्रित शिक्षा की ओर ध्यान बढ़ रहा है, जिससे छात्रों को अपनी शिक्षा का स्वामित्व लेने, अपनी रुचियों का पता लगाने और २१वीं सदी के आवश्यक कौशल विकसित करने की अनुमति मिलती है।

विद्यालय के पाठ्यक्रम में कहानी कहने और केस – आधारित शिक्षण को शामिल करना केवल एक शैक्षिक रणनीति नहीं है; यह २१वीं सदी की चुनौतियों का

सामना करने के लिए तैयार सर्वांगीण व्यक्तियों का पोषण करने की प्रतिबद्धता है। विद्यालय में इस दौरान यह सुनिश्चित भी किया जाता है कि विशेष आवश्यकता वाले छात्र (CWSN) सक्रिय रूप से भाग लें। ये शिक्षाशास्त्र, राष्ट्रीय शिक्षा नीति के अनुरूप छात्रों को सीखने के प्रति प्रेम को बढ़ावा देते हुए महत्वपूर्ण सोच, रचनात्मकता और समस्या-समाधान कौशल विकसित करने के लिए एक मंच प्रदान करते हैं।इन नवीन दृष्टिकोणों के प्रति हमारा समर्पण गुणवत्तापूर्ण शिक्षा प्रदान करने की उनकी प्रतिबद्धता का एक प्रमाण है, जो छात्रों को तेज़ी से बदलती दुनिया के लिए तैयार करती है ।

 विषय संवर्धन गतिविधियों के लिए विद्यालय द्वारा निम्न मूल्यांकन बिंदुओं का प्रयोग किया जाता है ।

मूल्यांकन बिंदु

छात्रों के नाम	भाषा कौशल	सांस्कृतिक और नैतिक मूल्य	आलोचनात्मकसोच	विषय एकीकरण	अवधारणाओं का अनुप्रयोग	समग्र अधिग्रहण	महत्वपूर्ण विश्लेषण	सहयोग

श्रीमती सरिता शर्मा

विभागाध्यक्षा
जी.डी. गोयंका पब्लिक स्कूल द्वारका,
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Stories in Computer Science

I am not your ordinary computer science teacher; I am a dream-weaver, a storyteller at heart. My classroom is not just a space for lectures; it's a portal to a world of imagination and wonder.

I have a vision - a vision to ignite the flame of curiosity in the hearts of my students. I believe that the fusion of storytelling and case-based teaching holds the key to providing the highest quality education, as envisioned by the Constitution, and to create an inclusive and equitable society. With this dream in my heart, I embarked on a remarkable journey.

One sunny morning, I stood before my eager students. I began with a tale, a story of a young programmer named Alex, who embarked on a quest to solve a seemingly insurmountable problem. As I spun the narrative, my classroom transformed into a realm of possibilities. Alex's journey was not just a story; it was a vessel carrying knowledge and wisdom. My students were no longer passive listeners; they were active participants in the unfolding adventure. They delved deep into the story, relating to Alex's struggles and rejoicing in his triumphs. Emotions coursed through the classroom - the frustration when Alex encountered a coding error, the thrill when he cracked a challenging algorithm, and the empathy they felt when he faced ethical dilemmas. Through storytelling, I had breathed life into abstract computer science concepts, making them relatable and real.

One crisp autumn day, I introduced a new chapter on cybersecurity. Instead of plunging into dry lectures, I presented a real-world case study that had made headlines - a cybersecurity breach that had shaken the tech world.

The classroom buzzed with anticipation as they immersed themselves in the case. They dissected the breach, analyzed vulnerabilities, and debated ethical implications. It was not a mere lesson; it was an exploration of the digital frontier, where theory and reality converged.

Through this immersive experience, my students bridged the gap between the abstract concepts they had learned in textbooks and their practical applications. They were no longer confined to the theoretical realm; they were warriors in the battle against cyber threats.

My classroom became a crucible for critical thinking. Instead of spoon-feeding information, I posed challenges within the context of gripping narratives. I presented my students with programming puzzles embedded in thrilling stories.As the students grappled with these puzzles, they became detectives, deciphering clues, and unraveling mysteries. They learned to ask the right questions, experiment with different solutions, and arrive at logical conclusions. In this nurturing environment, they didn't just learn to code; they learned to think. The classroom echoed with the sound of vibrant discussions, as students debated the merits of their solutions. It was not about finding the one right answer; it was about exploring the myriad ways to approach a problem. My students were becoming problem solvers, equipped to face the complexities of the real world.

I was determined to go beyond the conventional boundaries of education. I knew that to realize an equitable, inclusive, and plural society, my teaching must celebrate diversity. I wove narratives that showcased the achievements of underrepresented groups in tech.

My stories introduced my students to remarkable women, people of color, and individuals with disabilities who had left indelible marks on the world of computer science. These narratives challenged stereotypes and instilled a sense of belonging and possibility in my students.

In my classroom, diversity was not a mere buzzword; it was a living, breathing reality. Students from various backgrounds came together, united by their passion for technology and inspired by the stories of those who had triumphed against all odds.

As the school year progressed, my teaching philosophy continued to evolve. I realized that through storytelling and case-based teaching, I was not just imparting knowledge; I was fostering a mindset.

My students were no longer passive learners; they were creators of solutions. They had learned to navigate the complexities of technology with empathy, ethics, and innovation. They were ready to embrace a world that was changing at an astonishing pace.

As the school year culminated, I stood before a national-level competition. I was not just a teacher; I was a conductor of dreams, a guardian of aspirations. My

journey had taken me beyond boundaries, and I had seen my students transform into young minds ready to shape the future.

In the end, my tale was not just about teaching computer science; it was about nurturing the minds that would shape the future of technology and society. My classroom had become a stage where the drama of learning unfolded, where emotions and intellect danced in harmony.

As I stood before the national-level competition, I carried with me the stories of my students, their dreams, and their potential. Together, we embarked on an odyssey that was nothing short of epic, fueled by the power of stories, the spirit of inclusion, and the promise of a brighter tomorrow.

And so, in the heart of that classroom, where I wove the tapestry of education with stories and cases, a new generation of thinkers and innovators was born, ready to embrace a world beyond boundaries.

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The Plagiarism Predicament: A Lesson in Honesty

Once upon a time, in the bustling town of Hyderabad, there lived a group of friends, Ishaana, Javin, and Lily, who were all 14-15 years old. They were diligent students, often working on school assignments together, especially when it came to research projects. However, one day, they found themselves in the middle of an unexpected adventure - a lesson on plagiarism.

It all started when their English teacher, Mrs. Kapoor, assigned a research project on famous historical figures. Each student was required to choose a historical figure, conduct research, and create a presentation about that person's life and impact on history.

Excited and eager to get started, Ishaana, Javin, and Lily gathered at the local library, armed with their notebooks, pens, and laptops. They browsed through the history section, picked their historical figures, and dove headfirst into the world of research.

Lily decided to research Eleanor Roosevelt, Ishaana chose Albert Einstein, and Javin selected Martin Luther King Jr. After several days of diligent research, they had amassed a wealth of information about their chosen figures. However, as the submission date approached, they faced a dilemma - they were running out of time to compile their findings into presentable projects.

Ishaana, the tech-savvy member of the group, came up with a brilliant idea.

"Why don't we divide the workload and combine our research to create a super project?" she suggested.

The others agreed, seeing it as a great way to save time. They decided that each of them would work on a particular section of the presentation. Javin would create the introduction, Lily would handle the body of the project, and Ishaana would take care of the conclusion. They pooled their research findings and went to work, diligently writing and organizing the information.

However, in their enthusiasm, they made a critical mistake. They didn't properly attribute the information to their respective sources. Their presentation was beginning to take shape, but the words and ideas within it bore no names or citations.

A week later, they stood before their class to present their project. The presentation was well-prepared and informative, and the classmates were impressed. But their English teacher, Mrs. Kapoor, had a discerning eye, and as they presented, she noticed something amiss.

After the presentation, Mrs. Kapoor asked them to stay behind. She gently inquired, "Did you all work on this presentation together?"

"Yes, we did," Ishaana replied, smiling.

Mrs. Kapoor looked concerned. "And did you properly cite your sources for all the information you presented?"

The three friends exchanged nervous glances and realized their error. "We didn't include citations," Javin admitted reluctantly.

The teacher nodded. "That's a form of plagiarism, my dear students. When you present someone else's work or ideas without giving them credit, it's like taking credit for their hard work. It's not honest, and it's against our school's policy."

The friends were mortified and ashamed. They hadn't intended to cheat or steal ideas; they were simply trying to save time by working together. But they now understood the importance of giving credit to the original authors and creators of the information they used.

Mrs. Kapoor gave them a stern but understanding lecture about the significance of academic honesty and integrity. She explained that plagiarism was not just a school rule but an ethical principle that extended beyond the classroom.

"We have a responsibility to respect and honour the work of others," she said. "Plagiarism not only diminishes your own learning but also undermines the trust your teachers and peers have in you."

The friends felt remorseful, realizing they had let their desire for convenience cloud their judgment. They asked for guidance on how to correct their mistake and make amends.

Mrs. Kapoor proposed a solution. She asked them to redo their presentation, this time ensuring that all sources were properly cited. She also assigned them an extra research project about the importance of academic integrity, to deepen their understanding of the topic.

The friends spent days revising their presentation, making sure to attribute every piece of information to its rightful source. They also researched and wrote a thoughtful paper on academic integrity, which included their personal reflections on how they had learned the importance of honesty in their academic work.

When they resubmitted their presentation, Mrs. Kapoor was impressed with the growth and maturity the friends had displayed. She praised their efforts and emphasized that learning from their mistakes and striving to do better was an important part of growing up.

As they walked out of the classroom, Javin, Lily, and Ishaana felt a sense of pride in the lessons they had learned. They knew that honesty and integrity were virtues that extended far beyond their school assignments. They had gained not only a deeper understanding of plagiarism but also a newfound respect for the hard work and creativity of others.

The friends left behind the "Plagiarism Predicament" as better students and, more importantly, better individuals. They had discovered that integrity and respect for others' work were valuable principles that would serve them well in their academic journeys and throughout their lives.

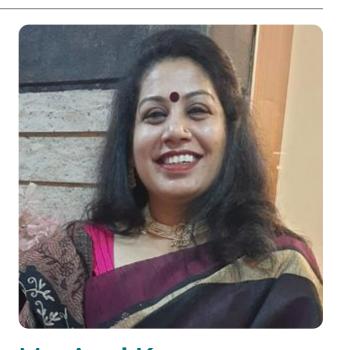**Title: PEDAGOGIES: STORYTELLING AND CASE-BASED TEACHING (Stories in Computer Science)**

Context: The story "The Plagiarism Predicament: A Lesson in Honesty" was crafted to address the issue of plagiarism, an important topic in education and academic integrity. The story is suitable for students aged 14-15 and serves as a medium to help them understand the consequences of plagiarism, the importance of academic integrity, and how to rectify their mistakes.

Content: Present a story of friends who unintentionally commit plagiarism, learn from their mistakes, and make amends.

Reflection: Encourage students to reflect on the story, discussing the consequences of plagiarism and the importance of citing sources.

Best Practices: Promote class discussions on plagiarism, emphasizing its real-world implications and discussing strategies for avoiding it.

Tips: Use the story as a launchpad for teaching the value of academic honesty, referencing, and critical thinking. Encourage open dialogue, emphasizing the development of integrity as a lifelong skill.

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Stories across subjects

In the dynamic landscape of education, CBSE schools consistently pioneer innovation. At Advanced Academy, located in Indore, we embrace a comprehensive approach to academic enrichment that surpasses conventional limitations.

Pedagogical Innovations and Case-Based Teaching

1. Stories within Science

1. a) "Every Drop Counts"

Context: Witness the primary students of Advanced Academy championing the cause of water conservation in an enthralling Mime performance titled "Water Conservation - Every Drop Counts." This compelling skit shed light on the ramifications of water wastage while emphasizing the vital significance of water for all life forms.
Reflection: This ingenious approach not only imparted knowledge but also deeply resonated with the audience on an emotional level. Through storytelling, the message of water conservation was effectively conveyed, fostering both education and engagement simultaneously.

Best Practices:

- **Infusing Creativity:** Utilize artistic mediums like Mime to render intricate subjects more accessible and relatable.
- **Establishing Emotional Bonds:** Foster emotional engagement to effectively convey the intended message.

1. b) First Aid in the Digital Era

Context: Grade 4 students orchestrated an event commemorating "First Aid in the Digital World" in honour of World First Aid Day. Through a blend of songs and enactments, they underscored the pivotal role of technology in preserving lives.

Reflection: This event served as a testament to the students' exceptional talents and unwavering commitment. Simultaneously, it underscored the contemporary significance of first aid in our digital age, showcasing the students' understanding and adaptability to modern technological advancements.

Best Practices:

- **Embrace Multifaceted Learning:** Fuse music and drama into the educational framework to enhance engagement and understanding.
- **Practical Utilization:** Illustrate to students the practical applications of technology in the realm of healthcare.

1. c) Protecting Our Tigers

Context: Enthusiastic participants from KG I and KG II at Advanced Academy took part in a series of initiatives aimed at raising awareness about the endangered tiger species. Through a poignant skit, they shed light on the detrimental impact of poaching, fostering discussions regarding the interconnectedness between wildlife and human existence.

Reflection: This initiative was crafted with the intent to sensitize young minds to the critical significance of wildlife

conservation, instilling a sense of responsibility among students towards preserving our natural world.

Best Practices:

Early Awareness: Start teaching conservation from a young age.

Interactive Learning: Use skits and discussions to foster understanding.

1.d) Say "No" to Plastic Bags

Context: Students from Grade 1 to Grade 5 united on Paper Bag Day to raise awareness about the hazards of plastic bags. They demonstrated how to make paper bags and conducted experiments to display the non-biodegradable nature of plastic.

Reflection: This hands-on approach empowered students to actively contribute to environmental protection.

Best Practices:

- **Practical Work:** Encourage students to participate in eco-friendly activities.
- **Hands-on Experiments:** Visualize the environmental impact for better understanding.

1. e) The Art of Making Chocolates

Context: Celebrating World Chocolate Day, students learned about the art of making chocolates. They explored the history and health benefits of chocolates while also enjoying chocolate recipes.
Reflection: Combining fun and learning, this activity made the subject engaging and memorable.

Best Practices:

- **Relatable Topics:** Choose subjects that students are passionate about.
- **Interactive Sessions:** Encourage students to actively participate.

2. Stories in Language

2. a) Adjective Adventure - Zesty Lemon Spoon Challenge

Context: Grade 5 students undertook the "Adjective Adventure - Zesty Lemon Spoon Challenge," incorporating adjectives into a physical activity. They creatively described their experiences while balancing lemons on spoons.
Reflection: This innovative approach blended physical activity with linguistic learning, making it enjoyable.

Best Practices:

- **Physical Learning:** Incorporate movement into language lessons.
- **Creativity:** Encourage students to express themselves using descriptive language.

2. b) Exploring Trees Through Poetry

Context: Grade 3 students explored nature and imagination through the poem "Every Time I Climb a Tree." They observed trees, created artwork, and shared their interpretations.

Reflection: This interdisciplinary approach connected poetry, art, and nature exploration.

Best Practices:

- **Nature Integration:** Take lessons outdoors for hands-on learning.

- **Creative Expression:** Combine art with literature for a holistic experience.

2. c) International Mother Language Day

Context: Students of Grade 1 celebrated International Mother Language Day by showcasing multiple languages and emphasizing the importance of multilingualism. A role play demonstrated the advantages of learning multiple languages.

Reflection: This activity promoted linguistic and cultural diversity among young learners.

Best Practices:

- **Cultural Awareness:** Celebrate diversity through language and culture.
- **Real-Life Scenarios:** Use role plays to illustrate the practical benefits of language learning.

2.d) 'India' Vs 'Bharat' Debate on Hindi Diwas

Context: Students celebrated Hindi Diwas with a debate on whether to change India's name to "Bharat." Both sides presented well-researched arguments, fostering a deeper understanding of the nation's identity.
Reflection: This debate encouraged critical thinking and respect for linguistic diversity.

Best Practices:

- **Critical Thinking:** Encourage students to debate on relevant issues.

- **Respect Diversity:** Embrace different linguistic identities within the nation.

3. Stories in Social Science

3. a) Quit India Movement Re-enactment

Context: Grade 1 students re-enacted the Quit India Movement, bringing history to life. The skit portrayed the struggle for independence and its impact on India's freedom.

Reflection: This immersive experience helped students connect with their country's history.

Best Practices:

- Experiential Learning: Bring history to life through re-enactments.
- Connect to Present: Show how historical events shape the present.

3. b) Discussion about Justice

Context: On International Justice Day, Grade 4 students engaged in a discussion about poverty eradication, equal rights, and economic justice. The importance of justice in society was emphasized.

Reflection: This discussion instilled valuable lessons about justice and equality in young minds.

Best Practices:

- **Real-World Topics:** Discuss current societal issues for relevance.

Empathy Education: Teach students to understand the importance of justice.

3.c) Panchayati Raj Day

Context: Grade 1 students enacted a skit depicting the functioning of a Panchayat, highlighting the importance of local governance in rural India.

Reflection: This skit provided insights into grassroots governance and its significance.

Best Practices:

Civic Education: Educate students about local governance structures.
Practical Understanding: Use role-plays for better comprehension.

4. Stories in Mathematics

4. a) Math Equal to Magic

Context: Grade 3 students conducted a special session titled "Math Equal to Magic." They used a skit to explain the concept of zero and its importance.

Reflection: This engaging approach aimed to remove the fear of math and highlight its significance.

Best Practices:

- **Engaging Narratives:** Use storytelling to simplify complex topics.
- **Positive Reinforcement:** Celebrate the beauty and power of mathematics.

Incorporating such innovative pedagogical methods and interdisciplinary approaches can transform the educational experience for students, making learning not only effective but also enjoyable. By combining creativity, practicality, and relevance, educators can truly go "Beyond Boundaries" in academic enhancement.

Ms. Timsi Rai

Headmistress
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Stories in Languages

Communication, the essence of interaction among all living organisms, gained clarity and depth through the evolution of languages. Diverse cultures and civilizations have given rise to a rich array of languages, each with its distinct characteristics.

Languages stand as a defining attribute of humanity. They serve as the conduit through which individuals engage with the world, enabling them to comprehend and fulfill their needs. It's paramount to bolster a child's language skills in their formative years, allowing them to navigate life uninhibited and lead a fulfilling existence.

Teachers, in this regard, wield significant influence in shaping the future trajectory of their students.

Languages not only facilitate communication but also serve as vehicles of expression, thought, and cultural preservation. A child's proficiency in language enables them to articulate their thoughts, emotions, and aspirations, fostering holistic development and paving the way for a well-rounded and meaningful life.

Educators play a pivotal role in nurturing language capabilities. By employing innovative pedagogies like storytelling within language instruction, teachers can instil a love for language learning. Storytelling transcends mere linguistic instruction; it kindles imagination, ignites curiosity, and nurtures empathy.

Through stories, children not only absorb language intricacies but also imbibe valuable life lessons, cultural insights, and ethical values.

Moreover, case-based teaching within language studies presents real-life scenarios, encouraging students to apply linguistic skills to practical situations. By delving into authentic cases, students not only refine language proficiency but also develop problem-solving abilities, critical thinking, and a deeper understanding of societal contexts.
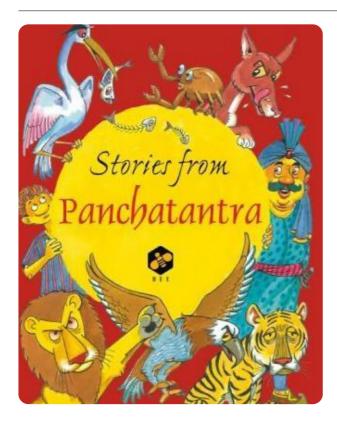
Ultimately, nurturing language skills through innovative pedagogies goes beyond the realms of linguistic competence. It serves as a gateway to fostering well-rounded individuals who are not only proficient in communication but also equipped with the skills and sensibilities necessary to navigate an ever-evolving global landscape. Teachers, as facilitators of this journey, bear the responsibility of nurturing linguistic capabilities that transcend mere verbal communication, thereby sculpting future generations capable of thriving in diverse and interconnected environments.

Pedagogy describes the art and science of teaching students. Various types of pedagogy have been developed over time to efficiently engage students in their learning process. The **Inquiry-based Approach** is unique in the sense that it encourages learners to engage in exploration, investigation, research and study. It begins with presenting questions, scenarios or problems that require critical thinking to solve them.

Touchstone

involves presenting students with real or hypothetical situations (cases) to analyse and solve. It encourages active learning, problem-solving and decision-making skills. Both approaches provide a structure for remembering the course material.

The pedagogy of storytelling and case-based teaching expands very fluidly in the arena of teaching languages like English, where the main objectives are to develop student's proficiency in the four language skills: listening, speaking, reading and writing.
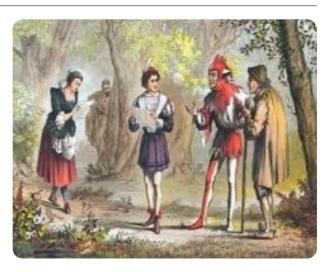
 Oral storytelling is an ancient tradition in many cultures. It's a way to pass down history, legends and moral values from one generation to the next. Panchatantra Stories and Aesop Fables serve the same purpose.

 Storytelling and **case studies** belong to the Inquiry-based pedagogical approach to teaching and the **Student-centred Approach** to learning. Storytelling in Education involves using narratives, anecdotes or real-life stories to convey information and concepts.
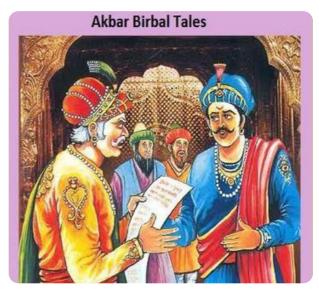
It makes learning more relatable and memorable as students can connect to the content on a personal level. This approach can be used in various subjects to illustrate complex ideas and enhance understanding to facilitate critical thinking, while Case-based teaching

Stories come in various forms including folktales, myths, legends, fairy tales, novels, fiction and more, each offering a unique perspective on language and culture. Case studies are scenarios found in the real world.

Certain basic criteria need to be considered while choosing stories as a teaching tool. Firstly, stories should be age-appropriate. For young learners, simple and easy-to-understand illustrations are ideal. For older students, complex and challenging stories will be more satisfying. Secondly, besides the entertaining plot, a story should contain helpful activities and exercises to reinforce the newly learned material. Finally, teachers should avoid the ones that may suggest unwanted topics or ideas causing negative or unhealthy adverse thought processes in the learner. My choice of stories is the one which mostly involves a court jester or a similar character, who will inherently kindle the curiosity and guide the students to think critically and 'out of the box.'

Tenali Raman

Teachers should adopt a predefined procedure or steps to make this inquiry-based approach very effective in delivering lessons. The following **tips** could be helpful.

- Ask the students either individually or collectively to read the material aloud permissibly. This helps them to improve their pronunciation and reading skills.
- Encourage them to ask if there is anything that they are unsure about to expand their vocabulary.
- Do not let students read mechanically but with understanding, with the teacher's help.
- Ask the students to either say or write the story in different tense forms, to better their grammar.
- Engage them in reinforcing activities like fill-in-the-blanks, matching exercises, jigsaw puzzles and reference to context questions.
- Carry Out a fun activity, make a project skit, or enact the story.
- Suggest a literary theme for them to create a story to train their sense of sequencing the events in proper sentences.
- Make sure to always have a good selection of stories to choose from.
- Assign role-playing opportunities for students to enter into the stories of other people, especially during case study sessions to form a good perspective of the environment around them.
- Encourage them to submit a report on the case discussed to develop their writing skill.

To conclude: Stories and reading are an important part of a child's growth and development.

The **New Education Policy** (NEP) 2020 emphasizes the importance of well-stocked school libraries and digital libraries to attain the goal of foundational literacy for all children by the year 2025. Reading encourages children to build vocabulary, derive connections between stories and their own lives and understand how different people think about different things. In addition to traditional storytelling, modern media like movies, TV shows and digital content provide opportunities to experience stories in various languages.

The **Educational Objectives** of Creating curiosity and increased interest, Improving verbal skills, Discovering the meaning of events, Developing a love for language, Encouraging higher levels of cognitive thinking, Improving imaginative skills, Improving writing skills, Encouraging active participation in the learning process, promoting collaborative spirit and more could be

successfully achieved through the Pedagogy of Storytelling and Case-based Teaching.

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From Mysterious Math to Mathematical Marvels: Math Made Easy Through Stories

It's commonly acknowledged that while primary school students often consider Math their favourite subject, this sentiment frequently changes as they progress to middle o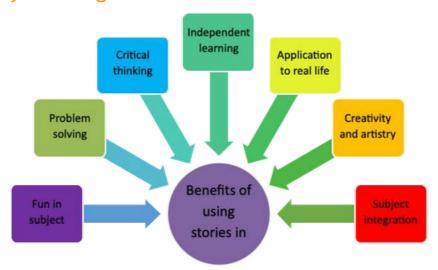r high school. Many students start finding Math difficult and lose interest. The reasons for this shift can be numerous:

- Students perceive Math as dull and abstract, making it challenging to comprehend.
- The subject demands a significant amount of memorization, especially concerning rules and equations.
- Relentless drilling and practice with the sole aim of achieving better grades in exams can lead to disinterest.
- They struggle to see the connection between what they learn and real-life applications.

Mathematics holds universal importance, so how can we tackle the fear of Math among students, enhance pedagogy, and make Math more appealing? What can be done to demonstrate the fun side of Math?

The Department of Mathematics at Delhi Public School, Nacharam, Hyderabad, initiated a program called "Stories in Math" to address these concerns.

Stories play a crucial role in making Math easy and enjoyable:

1. Fun in Subject: Presenting Math through stories makes it engaging and enjoyable for students.
2. Problem-Solving: Creating stories or word problems helps build understanding and enhances problem-solving skills.
3. Critical Thinking: Encourages critical thinking when students create their own math stories.
4. Independent Learning: Helps students recall key concepts and become independent learners.
5. Application to Real Life: Using stories helps in applying mathematical knowledge to solve practical problems.
6. Creativity and Artistry: Writing math stories fosters creativity and artistic skills.
7. Subject Integration: Storytelling introduces challenging concepts in a student-centered way.

Let's explore a story from our Math class to understand the topic - Factors:

Title: Chota Bheem Factors

In Dholakpur village, Tuntun Aunty, renowned for her laddus, was affectionately called Tuntun Mausi by all.

BHEEM: Hello Chutki! I got full marks in today's Math test! CHUTKI: Fantastic! Let's celebrate by having some laddus made by my mother.

(Bheem and Chutki head to Tuntun Mausi's house) BHEEM: Tuntun Mausi! I got full marks and want 12 laddus to celebrate with Chutki. TUNTUN MAUSI: Congratulations, Bheem! Here are your 12 laddus.
(Bheem decides to share the laddus equally among his friends)

- Shared 6 laddus with Chutki (12 ÷ 2 = 6)
- Shared 4 laddus each with Raju, Bheem, and Chutki (12 ÷ 3 = 4)
- Shared 3 laddus each when Jaggu joined (12 ÷ 4 = 3)
- Shared 2 laddus each with Dolu and Bolu (12 ÷ 6 = 2)

CHUTKI: We shared 12 laddus equally among us—1 group of 12, 2 groups of 6, 3 groups of 4, 4 groups of 3, 6 groups of 2, and 12 groups of 1. These are the factors of 12—1, 2, 3, 4, 6, and 12.

BHEEM: Right, Chutki! Understanding factors through storytelling is amazing! Encouraging students to weave stories in Math class aims to instil intrinsic mathematical thinking needed for problem-solving.

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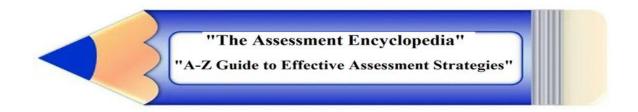
Sub-theme 3

Assessment Strategies

Assessment Strategies

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Assessment for the Preparatory Stages (Classes 3, 4, 5)

"The Assessment Encyclopedia"
"A-Z Guide to Effective Assessment Strategies"

As educators, our primary responsibility is to nurture and guide young learners through assessments. These assessments aren't merely about gauging a child's learned content but about understanding their strengths and areas for improvement, thereby unlocking each child's full potential.

The preparatory stage, spanning ages 6 to 11, marks a crucial period in a child's educational journey. It lays the foundation for lifelong learning and shapes each child's unique potential. Our goal here is to provide various age-appropriate assessment techniques to foster a positive learning environment. Let's enhance the learning outcomes of our students using this comprehensive array of A-Z assessment tactics:

Art-Based Assessment: Engaging students in creative activities and projects to evaluate their understanding, skills, and expression in visual arts provides a holistic view of their development, which can be more engaging than traditional tests.

Blackboard Assessment: Creating a flexible learning environment that promotes student engagement and streamlines the assessment process, effective in both traditional and online or blended learning settings.

Continuous Comprehensive Evaluation (CCE): An ongoing process covering all learning domains—cognitive, affective, and psychomotor—aiming to make learning enjoyable and stress-free, eliminating pre- and post-examination anxiety.

Diagnostic Assessment: Understanding and diagnosing the root cause of students' learning difficulties to find precise remedies rather than assuming repeated teaching of the same lesson will ensure better understanding.

Energizers: Boosting energy levels and improving attention indirectly assesses students' enthusiasm, engagement, collaborative skills, emotional well-being, and physical abilities, contributing to a conducive learning environment.

Formative Assessment: Providing evidence of students' current learning stages helps bridge gaps and adjust the curriculum based on their performance. Game-Based Assessment: Using gaming elements with educational objectives to assess knowledge, skills, and abilities, fostering engagement through challenges, puzzles, quests, or decision-making scenarios.

Homework Assessment: Reinforcing classroom learning and assessing

students' study habits based on homework completion and accuracy.

Interviews: Gathering qualitative information through one-to-one discussions to gain deeper insights into students' thinking, attitudes, and experiences.

Journals: Encouraging students to maintain learning journals offering insight into language development, creativity, and critical thinking.

Keen on Technology (EdTech Assessment): Scalable and flexible assessment leveraging technology for instant feedback, data-driven insights, and personalized learning.

Logical Reasoning Assessment: Designed to measure critical thinking, problem-solving, and logical reasoning abilities to identify areas for support and development.

Multiple Choice Questions: Assessing factual knowledge and informed choices among given options.

Narrative Assessment: Utilizing storytelling and group discussions for insights into individuals' experiences, growth, and development, especially when quantitative assessments might lack depth.

Observation: Assessing behaviour, communication skills, social interaction, and teamwork through anecdotal records.

Peer Assessment: Encouraging collaborative relationships fostering mutual trust among students and self-reflection through self-assessment.

Quizzes: Efficiently measuring fundamental knowledge and providing immediate feedback for continuous improvement.

Reading Assessment: Evaluating reading skills and comprehension.

Self-Assessment: Encouraging students to reflect on their learning experiences, strengths, weaknesses, and learning strategies.

Timely Feedback: Providing constructive feedback promptly after assessments to understand strengths and areas for improvement.

Understanding of Content: Ask students to create their worksheets to increase their understanding and confidence in the content.

Vocabulary Assessment: Evaluating vocabulary knowledge and usage, particularly relevant in language learning and literacy development.

Worksheets: Assessing understanding and accuracy through math problems, reading comprehension exercises, etc.

Experiential Learning: Assessing practical application of theoretical knowledge through hands-on activities for deeper understanding and real-world preparedness.

Year-End Summative Assessment: Covering the entire curriculum to measure overall progress and readiness for the next grade level.

Zero-Stake Assessment: Ungraded assessments provide practice without fear of negative consequences.

This comprehensive spectrum from A to Z ensures no aspect of learning is left unaddressed. By embracing these strategies, we pave the way for a future where education focuses not just on what we teach but how effectively we enable every student to learn, grow, and thrive, preparing them for challenges and opportunities ahead.

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Sub-theme 4

Student Support Activities

Sub-theme 4

Student Support Activities

Sub-theme 4

Student Support Activities

विषय संवर्धन गतिविधि

अनुभव पर आधारित अधिगम कार्य करके सीखने के सिद्धांत पर आधारित है। सुनने से ज्यादा देखने से और देखने से ज्यादा स्वयं करने से हम अधिक सीखते हैं और यही प्रक्रिया विषय संवर्धन गतिविधियों पर शत प्रतिशत सटीक प्रतीत होती है।

विषय संवर्धन गतिविधि के अंतर्गत छात्र स्वयं अनुभव के द्वारा सीखने की प्रक्रिया की तरफ प्रोत्साहित होते हैं जो छात्रों में जानकारी को बनाए रखने व तथ्यों को याद रखने में सहायक होती हैं तथा छात्रों की क्षमताओं का विकास करके उनकी अधिगम प्रक्रिया को सुगम बनाती है।

परिवर्तन जीवन का नियम है। ठहरे हुए जल में भी काई लगने पर वह बदबू मारने लगता है। ठीक इसी तरह से शिक्षा और शिक्षण प्रक्रिया में समय के साथ परिवर्तन तथा सुधार न किया जाए तो पाठ्यक्रम व शिक्षण क्रिया उदासीन प्रतीत होती जान पड़ती हैं।

समय के साथ बच्चों के व्यवहार में भी स्वत: परिवर्तन दिखाई देने लगा है। आज के बच्चे पिछले दो दशकों में जन्मे बच्चों से अधिक सुविधा संपन्न और जन्मजात ही तकनीकी क्षेत्र में दक्ष जान पड़ते हैं। जहां कक्षा 10 के छात्रों तक में भोलापन व बचपना रहता था आज वहां कक्षा 5 में ही छात्र स्वभाव से कक्षा 10 के बच्चों की तरह व्यवहार करने लगे हैं। उनके मानसिक और शारीरिक विकास की गति का पहिया बहुत तेज गति से दौड़ रहा है। ऐसे में जब हम सब प्रौद्योगिकी के दौर में जी रहे हैं तब वे छात्र एक विद्यालय में कदम रखते हैं तो पाठ्य पुस्तक व शिक्षकों के अतिरिक्त उनके पास शिक्षा ग्रहण करने के अन्य उपकरण तथा विकल्प पहले से ही विद्यमान रहते हैं। ऐसे में सबसे बड़ी चुनौती बनती है शिक्षण विधि में नवीनता लाना तथा उसे छात्रों के लिए रुचिकर बनना साथ ही उन्हें एक जिम्मेदार तथा नैतिकता से परिपूर्ण नागरिक बनाने हेतु पाठ्यक्रम तथा शिक्षण से इतर तरह तरह की गतिविधियों का निर्माण करना।

चूंकि आज तकनीकी और सोशल मीडिया का दौर है। ऐसे में छात्र अपना अधिकतर समय ऑनलाइन गेमिंग अथवा चैटिंग में व्यतीत करते हैं। ऐसे में छात्र वास्तविक दुनिया से दूर एक काल्पनिक अथवा वर्चुअल दुनिया में उड़ान भर रहे हैं। ऐसे में उनके लिए चिंतन कौशल पर आधारित गतिविधियां, समस्या समाधान गतिविधियां, योग्यता आधारित गतिविधियां निर्मित करना अत्यंत आवश्यक हो गया है।

सीखने-सिखाने की प्रक्रिया में इन बदलावों से बच्चों को कई फायदे होंगे। एक शिक्षक के रूप में हम आज की शिक्षा प्रणाली में सकारात्मक बदलावों का अनुभव स्वयं भी कर रहे हैं। इस तरह की शिक्षण प्रणाली का दृष्टिकोण बच्चों के सीखने को आनंदमय और बोझ-मुक्त बनाते हैं।

अब सभी विद्यालयों का स्वरूप बदलने लगा है शिक्षा , शिक्षक केंद्रित न होकर छात्र केंद्रित हो गई है। ऐसे में एक शिक्षक का कार्य मार्गदर्शक का बन गया है।

पहले शिक्षक व्याख्यान पद्धति तथा संवाद पद्धति के माध्यम से शिक्षण कार्य संपन्न करते थे लेकिन आज शिक्षक छात्रों के साथ मित्रवत व्यवहार करते हुए, उनका विश्वास हासिल करते हुए खेल विधि , परियोजना विधि से पढ़ाते हैं। जिसके अंतर्गत कला समेकित शिक्षा, एकीकृत शिक्षा कहानी सुनाना, साक्षात्कार गतिविधि, भाषण, वाद विवाद, भूमिका निर्वहन, चित्रकथा, कविता वाचन, आदि गतिविधियों के द्वारा पाठ्यक्रम को सुगम व सुग्राह्य बनाया जाता है।

जहां केवल ये गतिविधियाँ केवल एक विषय तक सीमित रहती थीं, आज प्रत्येक विषय को इन गतिविधियों के माध्यम से जोड़कर ग्रहण करना सरल प्रतीत हो गया है। जैसे अपठित गद्यांश पहले केवल भाषा के विषय तक सीमित थे लेकिन आज गणित, विज्ञान, सामाजिक विज्ञान में भी इसका प्रयोग होने लगा है। कहानी , डिबेट, साक्षात्कार, भूमिका निर्वहन भाषा के अतिरिक्त अन्य विषयों पर भी लागू हो सकते हैं। इस प्रकार से सभी विषयों का एकीकरण कर दिया गया है। इन्ही विषयों के साथ तकनीकी का प्रयोग कर छात्र तकनीकी में भी कुशल हो जाते हैं |

जहां पहले केवल चाक डस्टर का प्रयोग किया जाता था आज वहां छात्रों से विषय पर पीपीटी निर्माण, ब्लॉग, आदि का निर्माण करवा कर या इनके माध्यम से शिक्षण क्रिया करके पठन पाठन क्रिया में विविधता लाई जा रही

है। छात्र प्रौद्योगिकी का प्रयोग कर तकनीकी का इस्तेमाल करते हैं जिससे बस्ते व पुस्तकों के बोझ से अलग महसूस करते हैं।

आधुनिक शिक्षा प्रणाली में विषय संवर्धन गतिविधियों का सहसंबंध छात्रों के जीवन कौशल में वृद्धि करता है। हम कह सकते हैं कि शिक्षण-सीखने की प्रक्रिया विशेष रूप से प्राथमिक, माध्यमिक स्तर पर गतिविधि-आधारित शिक्षा में स्थानांतरित हो गई है। इसलिए उन्हें गतिविधि-आधारित शिक्षा सिखाने के लिए विषय संवर्धन गतिविधि एक महत्वपूर्ण भूमिका निभाती है।

विषय संवर्धन गतिविधियाँ सीखने के परिणामों का समर्थन करती हैं। छात्रों के विभिन्न रचनात्मक विचारों से शिक्षण को समृद्ध बनाती हैं। संवर्धन गतिविधियाँ बच्चों को लीक से हटकर सोचने का अवसर प्रदान करती हैं। साथ ही उन्हें वास्तविक दुनिया और प्रकृति से जोड़कर रखती हैं। जो बच्चों के सर्वांगीण विकास के लिए बेहद जरूरी हैं।

शिक्षक का अर्थ होता है गुरु। गुरु शब्द की उत्पत्ति हम गुरुत्वाकर्षण शब्द से हुई मान सकते हैं। जिस प्रकार पृथ्वी गुरुत्वाकर्षण बल के चलते प्रत्येक वस्तु को अपनी ओर आकर्षित करती है ठीक उसी प्रकार एक गुरु का कर्तव्य बनता है कि वे अपने शिक्षण को विभिन्न कौशलों से परिपूर्ण करते हुए इतना रुचिकर बनाएं कि छात्र विद्या प्राप्त करने हेतु अपने गुरु की ओर आकर्षित होते चले जाएं।

सुजाता परमार

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प्रस्तावना:

शिक्षा एक व्यक्ति के व्यक्तिगत और सामाजिक विकास का महत्वपूर्ण हिस्सा है। विद्यालय छात्रों के जीवन के अहम पहलुओं को समृद्ध करने के लिए विभिन्न विषय संवर्धन क्रियाएँ आयोजित करता है। इन संवर्धन क्रियाओं के माध्यम से छात्र न केवल विद्या के क्षेत्र में सुधार करते हैं, बल्कि उनके सामाजिक, मानसिक, और शारीरिक विकास को भी बढ़ावा मिलता है। इस लेख में, हम जानेंगे कि विद्यालयों द्वारा आयोजित श्रेष्ठ विषय संवर्धन क्रियाएँ कौन-कौन सी होती हैं और इनके क्या फायदे होते हैं।

1. विज्ञान मेला:

विज्ञान मेला एक ऐसा कार्यक्रम होता है जिसमें छात्र विज्ञान और प्रौद्योगिकी के क्षेत्र में अपनी रुचि को प्रकट करते हैं। इसमें विभिन्न विज्ञान और प्रौद्योगिकी प्रकल्पों का प्रदर्शन किया जाता है, और छात्र इन प्रोजेक्ट्स को देखकर प्रेरित होते हैं। विज्ञान मेला छात्रों के वैज्ञानिक दृष्टिकोण को विकसित करता है और उन्हें नवाचारी विचारों के साथ जुड़ने का अवसर प्रदान करता है।

2. गणित प्रतियोगिता:

गणित प्रतियोगिता छात्रों के गणित कौशल को मजबूती से विकसित करने का एक अच्छा तरीका होता है। इसमें छात्र विभिन्न स्तरों के गणित के प्रश्नों का समाधान करते हैं और प्रतियोगिता में भाग लेते हैं। गणित प्रतियोगिताएँ छात्रों की मानसिक गतिविधियों को बढ़ावा देती हैं और उन्हें समस्याओं पर विचार करने के लिए प्रोत्साहित करती हैं।

3. साहित्यिक प्रतियोगिता

साहित्यिक प्रतियोगिता विद्यालय में पढ़ाई करने वाले छात्रों के भाषा कौशल को विकसित करने का अच्छा माध्यम होता है। इसमें कहानी लेखन, कविता पाठ, और भाषा विज्ञान से जुड़ी प्रतियोगिताएँ होती हैं। साहित्यिक प्रतियोगिताएँ छात्रों की साहित्यिक रुचि को बढ़ावा देती हैं और उन्हें अच्छे लेखक और कवि बनने के लिए प्रोत्साहित करती हैं।

4. संगीत और नृत्य प्रतियोगिता:

संगीत और नृत्य प्रतियोगिताएँ छात्रों के कला कौशल में निखार लाती हैं। छात्र इसमें गायन, संगीत, वादन, और नृत्य के क्षेत्र में प्रतिस्पर्धा करते हैं। ये क्रियाएँ छात्रों को संगीत और नृत्य की महत्वपूर्ण भूमिका में गम्भीर रूप से शामिल होने का मौका देती हैं और उन्हें कला के सौंदर्य को समझने का अवसर प्रदान करती हैं।

5. खेल प्रतियोगिताएँ:

खेल प्रतियोगिताएँ छात्रों के शारीरिक स्वास्थ्य को बढ़ावा देती हैं और उन्हें समर्पण और साझेदारी की महत्वपूर्ण शिक्षा प्रदान करती हैं। विभिन्न खेल जैसे कि क्रिकेट, हॉकी, फुटबॉल, बास्केटबॉल, और अथलेटिक्स की प्रतियोगिताएँ आयोजित की जाती हैं। ये प्रतियोगिताएँ छात्रों के शारीरिक स्वास्थ्य को सुदृढ़ करती हैं और सामूहिक कार्य करने की महत्वपूर्ण शिक्षा प्रदान करती हैं।

6. सामाजिक जागरूकता कार्य क्रियाएँ:

विद्यालय में छात्रों की सामाजिक जागरूकता को बढ़ावा देने के लिए भी कई कार्य आयोजित किए गए हैं। इनमें नाटक, प्रस्तुतिकरण, और वाद-विवाद प्रतियोगिताएँ शामिल हैं। ये क्रियाएँ छात्रों के भाषा कौशल को विकसित करती हैं और उन्हें सामाजिक मुद्दों के प्रति जागरूक बनाती हैं।

श्रेष्ठ विषय संवर्धन क्रियाओं के लाभ:

1. सामाजिक विकास: इन संवर्धन क्रियाओं के माध्यम से छात्रों का सामाजिक विकास होता है। वे अपने साथियों के साथ समूह में काम करते हैं | दोस्ती और सहयोग के माध्यम से वे जीवन के महत्वपूर्ण मूल्यों को समझते हैं जिससे उनका सामाजी विकास होता है |

2. आत्म-प्रवृत्ति: संवर्धन क्रियाएँ छात्रों के रुचि क्षेत्रों को पहचानने में मदद करती हैं और उन्हें अपने स्वभाव के नए रूप का सटीक ज्ञान प्रदान करती हैं।

3. सामर्थ्य विकास: विषय संवर्धन क्रियाएँ छात्रों के ज्ञान और कौशल में सुधार करने का मौका प्रदान करती हैं। ये क्रियाएँ उनके मानसिक संवर्धन को बढ़ावा देती हैं और उन्हें नए और रोचक विषयों के प्रति उत्सुक बनाती हैं।

4. स्वास्थ्य और फिटनेस: खेल प्रतियोगिताएँ छात्रों के शारीरिक स्वास्थ्य को बढ़ावा देती हैं और उन्हें फिट और स्वस्थ रहने की महत्वपूर्ण शिक्षा प्रदान करती हैं।

5. साहित्यिक रुचि का विकास: साहित्यिक प्रतियोगिताएँ छात्रों के साहित्यिक रुचि को विकसित करती हैं और उन्हें अच्छे पाठक और लेखक बनने के लिए प्रोत्साहित करती हैं।

शिक्षा केंद्रित विषय संवर्धन क्रियाएँ छात्रों के विकास को समृद्ध करने का महत्वपूर्ण हिस्सा हैं। ये का क्रियाएँ छात्रों के जीवन में नई उम्मीदें पैदा करती हैं और उन्हें अपने रुचि क्षेत्रों में सफलता पाने के लिए प्रोत्साहित करती हैं। इन क्रियाओं के माध्यम से छात्र न केवल अपनी अकादमिक उपलब्धियों को बढ़ावा देते हैं, बल्कि अपने सामाजिक और आत्मिक विकास की और भी अग्रसित होते हैं।

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प्रभावी शिक्षण सहायक सामग्री - एक प्रत्यक्ष अनुभव

एक अध्यापक हमेशा अपने विद्यार्थियों को अभिप्रेरित तथा प्रोत्साहित करना चाहता हैं अतः वे विद्यार्थियों की अधिगम प्रक्रिया को रुचिकर बनाने के लिए टी .एल. एम. का प्रयोग करते हैं| शैक्षिक भ्रमण , रोल प्ले ,कठपुतली का खेल आदि विधियों तथा तरीको का प्रयोग करके वे शिक्षण को रुचिकर बनाते हैं |

शिक्षण सहायक सामग्री के तौर पर सूचना और संचार प्रौद्योगिकि की शिक्षा में बदती हुई उपयोगिता के कारण खास तौर पर करोना काल से शिक्षक की भूमिका में काफी बदलाव आया हैं और हमारी नई राष्ट्रीय शिक्षा नीति 2020 के तहत आई. सी. टी. के महत्व को मान्यता प्रदान करते हुए मानव संसाधन विकास मंत्रालय ने मिशन दस्तावेज़ों के अनुसार इसका प्रयोग शिक्षा में एक उपकरण की भाँति किया है |

रुचिकर उपचारात्मक अभ्यास जो शिक्षण में प्रभावी साबित हुए हैं-

विद्या प्रवेश कार्यक्रम के तहत इस वर्ष हमने अनेक गतिविधियाँ करवाई जिसमें पहली कक्षा के विद्यार्थियों को तीन माह का एक कोर्स करवाया गया । इसमे बच्चो को खेल –खेल में ज़रूरी अक्षर और संख्या का ज्ञान दिया गया |

जादुई पिटारे के माध्यम से स्कूली छात्रों द्वार की गई गतिविधियाँ -

- वर्णमाल गीत
- शब्द अंताक्षरी
- अपठित गद्यांश
- वर्ग पहेली
- अनुच्छेद लेखन
- रोल प्ले
- चित्र वर्णन
- कहानियाँ
- कठपुतली का खेल

वर्ग पहेली

आओ सुने कहानी

जब हम बच्चे को टी.एल. एम. दिखाते हैं तो उसमे एकाग्रता, सक्रियता, बढ़ती हैं । नीरसता खत्म हो जाती हैं जटिल व कठिन प्रकरण बच्चे को आसानी से स्पष्ट हो जाते हैं स्मरण शक्ति बढ़ती हैं| हम शिक्षण में जितना अधिक ज्ञान इन्द्रियों का प्रयोग करते है उसका प्रभाव लम्बे समय तक रहता हैं, इगर डेल कॉन के अनुसार -

मैं देखता हूँ ,
मैं भूल जाता हूँ।
मैं सुनता हूँ
मैं याद रखता हूँ।
मैं महसूस करता हूँ
मैं समझता हूँ।

मात्रा चक्र

पशु-पक्षियों के मुखौटे

गतिविधियों के माध्यम से सीखी गई विषयवस्तु को बच्चे लम्बे समय तक याद रख पाते है । प्राथमिक स्तर पर साहित्य केवल साधन का कार्य करता हैं । भाषा कौशलों के माध्यम से विभिन्न भाषिक तत्वो की जानकारी प्रदान की जाती हैं उदाहरण के लिए विभिन्न ध्वनियों का उच्चारण सिखाना, शब्द निर्माण की प्रक्रिया बताना, हिन्दी भाषा के वाक्य – रचना की जानकारी प्रदान करना आदि ।ये समस्त कौशल विकसित करने के लिए साहित्य की विभिन्न विधाओं को आधार मानकर हमने विद्यालय मे कहानी, रोल प्ले, शब्द – अंताक्षरी , कविता-वाचन, अनुच्छेद लेखन , नाटक आदि गतिविधियों का आयोजन करवाया।

एक शिक्षक के लिए आसान नहीं होता किसी खास प्रकरण पर टी.एल.एम तैयार करना जो बच्चे को अपनी ओर आकर्षित कर सके | इसमें शामिल होती है एक शिक्षक की घण्टों की सोच | क्या बनाएँ ? कैसे बनाएँ ?

कबाड़ से जुगाड़ कैसे बैठाएँ
सस्ते दामो पर इन्हें कैसे बनाएँ ?
जीवन जीने के तौर-तरीके कैसे सिखाएँ ?

टी .एल. एम. (शिक्षण सहायक सामग्री) पढ़ना ,लिखना सिखाते है ,
ना उम्मीदी के बादलो के बीच उम्मीद का सूरज जगाते है ,
बच्चो की मुस्कान को उत्साह से भर जाते हैं।

छुक -छुक रेल   आओ बनाएँ शब्द

सुशीला कुमारी
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लेख- विद्यार्थियों के लिए सहायक गतिविधियाँ

शिक्षा द्वारा बच्चों का सर्वांगीण विकास संभव है। एक अध्यापक होने के नाते हमें चाहिए कि हम बच्चों का चहुँमुखी विकास करें, उनके व्यक्तित्व को निखारें और समाज में उन्हें प्रतिष्ठित स्थान दिलवाने में मदद करें। यह कठिन है लेकिन असंभव नहीं है। अभिभावकों तथा शिक्षकों के समन्वित प्रयास से यह संभव हो सकता है। इसके लिए हमें मनोयोग से कार्य करना होगा और कुछ गतिविधियों या कार्यकलापों की ओर ध्यान देना होगा जिससे हर उम्र के बच्चों में शिक्षा के प्रति उत्साह व जोश उत्पन्न हो और वह अपनी-अपनी रुचि के अनुसार प्रभावपूर्ण तरीके से शिक्षा प्राप्त कर सके। इन गतिविधियों द्वारा बच्चों में सकारात्मकता व निर्णय लेने की क्षमता का विकास होगा,आपसी समझ बढ़ेगी तथा वे व्यवहार कुशल बन सकेंगे। इससे उनमें क्रियात्मकता, सक्रियता व सजगता बनी रहेगी और पढ़ाई बोझिल व उबाऊ नहीं लगेगी। कुछ गतिविधियाँ इस प्रकार हैं-

1-बच्चों द्वारा एक दूसरे से प्रश्न पूछना-

जब बच्चे स्वयं ही प्रश्न बनाकर एक दूसरे से पूछते हैं तो उनमें आपसी सहभागिता का विकास होता है। वह अपनी समझ से, अपने स्तर के प्रश्न पूछते हैं इससे विषय को समझना आसान हो जाता है।

2- बच्चों द्वारा सलाहकार की भूमिका निभाना -

जिन बच्चों को विषय और उसके उप- विषय समझ में आ गए हैं वे एक सलाहकार की भूमिका अदा कर सकते हैं। वे कमज़ोर विद्यार्थियों को उनके स्तरानुसार समझा सकते हैं।

3- परियोजना कार्य-

इसके अंतर्गत बहुत सारी गतिविधियाँ आ सकती हैं- जैसे पोस्टर निर्माण, कार्ड निर्माण, पत्रिका निर्माण आदि। इससे विषय से संबंधित बच्चों की कल्पनाशीलता का विकास होता है। हिंदी में व्याकरण से संबंधित; सामाजिक विज्ञान में नदियों -पहाड़ों, खाद्य पदार्थों से संबंधित; विज्ञान में शरीर के अंगों से संबंधित अनेक ऐसे विषय हैं जिनका मॉडल आदि बनाया जा

सकता है। यह कार्य अंकों के लिए नहीं होना चाहिए क्योंकि अंकों के भय से कार्य की उत्कृष्टता प्रभावित हो सकती है। बच्चों की प्रशंसा ही सबसे बड़ा अंक है। शिक्षक को एक मित्र की भाँति इन कार्यों को करने में बच्चों की मदद करनी चाहिए। उनको सलाह देनी चाहिए। छोटे बच्चों को हिंदी व अंग्रेजी की वर्णमाला देकर शब्द निर्माण करवाया जा सकता है।

4- शब्द देकर वाक्य बनाना-

हिंदी व अंग्रेजी में शब्दों द्वारा वाक्य बनवाए जा सकते हैं। यह कार्य मौखिक और लिखित दोनों रूपों में हो सकता है।

5- शब्द वर्ग पहेली-

इसमें दिए गए शब्दों को ढूँढा जा सकता है या प्रश्न पूछे जा सकते हैं तथा उत्तर से संबंधित पहला अक्षर देकर उसका उत्तर लिखने को कहा जा सकता है।

6- स्मरण शक्ति परक खेल-

बच्चों को एक साथ 15-20 चीज दिखाकर फिर उन्हें कागज पर लिखने के लिए दिया जा सकता है। इससे वस्तुओं को पहचानने तथा याद रखने की शक्ति का विकास होगा।

7- शब्दों की सीढ़ी बनाना-

जिस प्रकार अंताक्षरी में अंतिम शब्द से बोला जाता है उसी प्रकार शब्द के अंतिम अक्षर से कोई दूसरा शब्द बनाने को कहा जा सकता है।

8- दृश्य-श्रव्य सामग्री का प्रयोग-

इसका प्रभाव बहुत लाभकारी होता है। बच्चे विषय को लंबे समय तक याद रख सकते हैं। बच्चों को शिक्षाप्रद कहानियाँ दिखाकर या सुनाकर, डॉक्यूमेंट्री दिखाकर विषय को समझाया जा सकता है।

9- कक्षा से बाहर जाकर विषय को समझना-

इस विधि द्वारा व्याकरण को बड़ी ही सरलता से समझाया जा सकता है |जैसे - उनसे संज्ञा ढूँढने के लिए कहा जा सकता है | फिर यह कैसी है, इसका क्या लिंग है,यह व्यक्तिवाचक है या जाति वाचक आदि |यह विधि विज्ञान संबंधी विषयों के लिएभी काफी महत्वपूर्ण है।

10- शैक्षणिक भ्रमण-

बच्चों को प्रत्यक्ष तथा स्थाई ज्ञान देने की यह सर्वोत्तम विधि है। बच्चों को पार्क जैसे बोटैनिकल गार्डन ले जा सकते हैं। सब्जी- मंडी, लघु-कुटीर उद्योग ले जाकर ज्ञानवर्धन किया जा सकता है।

11- पुस्तकालय-

पुस्तकालय की भी महत्वपूर्ण भूमिका है |बच्चे अपनी रुचि के अनुसार पुस्तक पढ़ सकते हैं तथा चित्र देख सकते हैं।

12- नाट्य मंचन-

पुस्तक के पाठों से संबंधित या किसी ऐतिहासिक विषय को लेकर नाट्य मंचन किया जा सकता है।

13- आशु वाचन-

छोटे बच्चों से लेकर उच्च शिक्षा प्राप्त करने वाले विद्यार्थियों के लिए इसका उपयोग किया जा सकता है। बच्चों की उम्रानुसार चिट पर विषय लिखकर उस पर एक से दो मिनट तक बोलने के लिए कह सकते हैं।

14- स्व अधिगम-

बच्चों द्वारा अलग-अलग स्रोतों से जानकारी प्राप्त कर उन्हें प्रस्तुत करना।

15- खेल खेल में सीखना-

छोटे बच्चों के लिए यह एक कारगर गतिविधि है। बाल मनोविज्ञान के अनुसार बच्चों की खेल के प्रति स्वाभाविक मनोवृति होती है। इसके अंतर्गत शब्दों की अंताक्षरी, पहेलियाँ सुलझाना, रंगों का चुनाव, गणित की आकृतियों को खाँचे में लगाना आदि गतिविधियाँ आ सकती हैं।

इसके अलावा भी बहुत सारे कार्यकलाप हो सकते हैं जिनके द्वारा बच्चे सरलता से ज्ञान अर्जित कर सकते हैं। अलग-अलग विषय के अनुसार शिक्षक अलग-अलग तकनीक का प्रयोग कर सकते हैं। बच्चों की मनोवृत्ति को समझ कर उसी के अनुरूप गतिविधियाँ अपनानी होंगी।बच्चों का ध्यान पढ़ाई से बहुत जल्दी ऊब जाता है लेकिन इन गतिविधियों द्वारा बच्चों में उत्सुकता पैदा कर ध्यान केंद्रित करने में सहायता मिलती है।

"पढ़ते रहें , सीखते रहें और आगे बढ़ते रहें"

Ms. Anjali Mathur

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सीखने में सहायक गतिविधियाँ निरंतर सीखना प्रगति के मार्ग पर अग्रसर करता है

विद्यार्थियों के सीखने में सहायक गतिविधियाँ महत्वपूर्ण होती हैं क्योंकि वे न केवल शिक्षा को रोचक और रंगीन बनाती हैं, बल्कि छात्रों को सरलता से समझने में भी मदद करती हैं। ऐसी गतिविधियाँ छात्रों में स्वतंत्रता, स्वाधीनता और रचनात्मकता का विकास करती हैं और उन्हें स्वयंसेवक बनाती हैं।

सहायक गतिविधियाँ किसी भी शिक्षा प्रक्रिया को रोचक और आकर्षक बनाती हैं ताकि छात्र उसे गहराई से समझ सकें और उसे अपने जीवन के अलग-अलग पहलुओं में लागू कर सकें। सहायक गतिविधियों के उदाहरणों में प्रदर्शन, संगणक प्रदर्शन, चित्रलेखन, रंग-कटाई, और भाषा क्रियाएँ शामिल हो सकती हैं।

इसके अलावा, सहायक गतिविधियों का प्रयोग करने से शिक्षार्थी सहज होते हैं और विषय से जुड़ी अवधारणाओं को बेहतर ढंग से समझ पाते हैं। इन गतिविधियों के माध्यम से विद्यार्थी की भौतिकी, गणित, भूगोल, इतिहास, रसायन और अन्य विषयों में रुचि जागृत होती है और ये विषय उनके लिए रुचिकर बन जाते हैं।

सहायक गतिविधियाँ न केवल शिक्षा को प्रभावी और यादगार बनाती हैं, बल्कि छात्रों को दर्शाती हैं कि पढ़ाई रोमांचकारी व जीवन में सीखने की एक ऐसी प्रक्रिया हो सकती है जो रुचिकर और मनोहारी हो सकती है।

विद्यार्थियों के सीखने में सहायक गतिविधियाँ कई हो सकती हैं। यहाँ कुछ प्रमुख सहायक गतिविधियाँ हैं:

1. समूह में पढ़ाई करना : विद्यार्थी समूह में मिलकर पढ़ाई कर सकते हैं। यह एक बेहतरीन तकनीक है क्योंकि विद्यार्थियों को एक दूसरे के साथ विषयों को अच्छी तरह समझने में मदद मिलती है और उन्हें नए और व्यावहारिक विचारों की जानकारी प्राप्त होती है।

2. नोट्स बनाना: विद्यार्थी अपने खुद के नोट्स बना सकते हैं। इससे उन्हें नए और महत्वपूर्ण ज्ञान का संग्रह करने में मदद मिलती है और वे बाद में इन नोट्स का उपयोग करके अच्छे अंक प्राप्त कर सकते हैं।

3. प्रश्नोत्तरी करना: विद्यार्थी अपने दोस्तों, परिवार के सदस्यों या अपने शिक्षकों से प्रश्नोत्तरी कर सकते हैं। इससे उनमें नवीनता का संचार होता है और वे अपने अनुभव और ज्ञान को साझा कर सकते हैं।

4. गतिविधियों में भाग लेना: विद्यार्थी विद्यालय, कोचिंग संस्थान, सोसाइटी या अन्य संगठनों की गतिविधियों में भाग ले सकते हैं। यह उन्हें नए कौशल और ज्ञान के साथ-साथ टीम के साथ भी काम करने का अवसर प्रदान करती है।

5. इंटरनेट का उपयोग करना: विद्यार्थी इंटरनेट के माध्यम से विभिन्न शिक्षाप्रद वीडियो, ऑनलाइन ट्यूटोरियल, विभागीय सामग्री आदि देख सकते हैं। इससे उन्हें स्वतंत्र रूप से पढ़ने के लिए विविध साधनों की सुविधा मिलती है।

6. अवधारणा के बारे में चर्चा करना: विद्यार्थी विभिन्न अवधारणाओं के बारे में चर्चा कर सकते हैं और इन अवधारणाओं की समझ बढ़ा सकते हैं। यह उन्हें नया दृष्टिकोण विकसित करने में मदद करती है।

7. स्वतंत्र अध्ययन करना: विद्यार्थी स्वतंत्र रूप से पढ़ाई कर सकते हैं और अपनी ध्यान केंद्रित क्षमता को विकसित कर सकते हैं। इससे उन्हें उच्चतर सोचने, स्वतंत्रता को महसूस करने और स्वतंत्र रूप से अध्ययन करने का अवसर मिलता है।

सहायक गतिविधियों का विश्लेषण करने से हमें यह पता चलता है कि वे सीखने में कितनी मददगार हो सकती हैं। ये गतिविधियाँ छात्रों के सीखने की प्रक्रिया को प्रभावी बनाने में मदद करती हैं। इसके साथ ही यह भी ज्ञात होता है कि किस प्रकार की गतिविधियाँ सीखने के लिए अधिक मददगार हो सकती हैं।

इस प्रकार सहायक गतिविधियाँ छात्रों को अधिक सक्रिय और सामर्थ्यवान बनाती हैं और उन्हें स्वयं को और अच्छी तरह से सीखने के लिए प्रेरित करती हैं।

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सरल सहज भाषा के साथ, शिक्षा है सबका अधिकार

आज के परिप्रेक्ष्य में शिक्षा एक ऐसी आवश्यकता है जिसके बिना जीवन की कल्पना करना भी कठिन प्रतीत होता है। शिक्षा के बिना अपने परिवार, अपने राज्य व अपने देश की प्रगति को बढ़ा पाना लगभग असंभव है। जैसा कि कहा ही जाता है कि एक शिक्षित व्यक्ति हर जगह सम्मान पाता है। इसलिए अपने राष्ट्र को सम्मान दिलाने हेतु यह आवश्यक है कि हमारे देश का प्रत्येक नागरिक सुशिक्षित हो तथा हमारे देश को वैश्विक गुरु बनाने में अपना योगदान दे।

जैसा कि हम सभी जानते हैं कि नई शिक्षा नीति 2020 के अंतर्गत शिक्षा का स्वरूप काफी बदल चुका है तथा नेशनल एजुकेशन पॉलिसी 2023 के नए बदलावों के साथ अब इसे लागू भी किया जा रहा है। जिसका मुख्य उद्देश्य छात्रों के सर्वांगीण विकास के द्वारा भारत को वैश्विक ज्ञान महाशक्ति बनाना है।

आजकल शिक्षा में प्रभावी उपचारात्मक प्रथाओं को बढ़ावा दिया जा रहा है। अकादमिक रूप से कमज़ोर छात्रों के लिए यह कदम किसी सूर्य की किरण से कम नहीं है जिसकी सहायता से वह भी अपने अंधकार रूपी ज्ञान को प्रकाशवान बनाने में सक्षम हो सकेंगे। ये उपचारात्मक अभ्यास निश्चित रूप से उपयोगी सिद्ध होंगे।

व्यक्तिगत ध्यान- शैक्षिक रूप से कमज़ोर छात्रों पर व्यक्तिगत रूप से ध्यान देने और सहायता प्रदान करने पर काफी हद तक छात्रों में सकारात्मक बदलाव देखने को मिलते हैं। छात्र भावनात्मक रूप से शिक्षक से जुड़ कर उन्हें अपनी समस्याएँ कह पाते हैं जिसके परिणामस्वरूप उनकी समस्याओं का समाधान संभव हो पाता है तथा विद्यार्थियों के आत्मविश्वास में वृद्धि कर उनके शैक्षिक पक्ष को मज़बूत बनाने में सहायता मिलती है।इस प्रकार से छात्र शिक्षक द्वारा दिए गए निर्देशों को सरलता से समझकर तत्काल प्रतिक्रिया देने में सक्षम होता है तथा उसकी शिक्षा में आने वाली समस्याओं को समझने व उनका हल निकालकर छात्र को प्रगति की ओर अग्रसर करने में शिक्षक समर्थ हो पाते हैं।

सहपाठी सहायता प्राप्त शिक्षण- इसके अंतर्गत छात्र एक-दूसरे को पढ़ाने में सहायता प्रदान करते हैं। शैक्षिक रूप से असमर्थ छात्र को कक्षा के किसी शैक्षिक रूप से सुदृढ़ छात्र के साथ बैठाया जाता है जो बड़े प्रेमभाव से साथी छात्र की उसके कार्य पूर्ण कराने में, विषय को समझाने आदि में सहायता प्रदान करता है। इससे संचार कौशल को विकसित करने में सहायता मिलती है तथा छात्रों में आत्मविश्वास को बढ़ाने में सहायता मिलती है।

लघु समूह गतिविधियाँ – शैक्षिक रूप से संघर्षरत विद्यार्थियों को एक लघु समूह में एकत्रित कर गतिविधि कराने पर छात्र लक्षित निर्देशों को बिना किसी हिचकिचाहट के ग्रहण करने में समर्थ हो पाता है। उसे आंतरिक भय नहीं सताता तथा वह अपने सहपाठियों के साथ सहयोग व सहभागिता के साथ कार्य करने में सक्षम बन पाता है | उन्हें छोटे समूहों में निर्देशों को समझने व अपने कौशलों को बेहतर बनाने में सहायता मिलती है।

दृश्य,श्रव्य सामग्री का प्रयोग- शैक्षिक रूप से कमज़ोर छात्रों को विभिन्न प्रकार की दृश्य व श्रव्य सामग्री के प्रयोग के माध्यम से विषय को रोचक ढंग से पढ़ाया जा सकता है। इस प्रकार की सामग्री के प्रयोग द्वारा छात्रों की विभिन्न इंद्रियाँ सक्रिय होती हैं तथा यह विधि उनके सीखने में विशेष रूप से प्रभावशाली सिद्ध होती है।

माइंडफुलनेस अभ्यास- माइंडफुलनेस का नियमित रूप से अभ्यास करने से छात्रों में ध्यान केंद्रित करने की शक्ति को बढ़ाया जा सकता है। इसके अभ्यास से छात्रों का तनाव कम करके केन्द्रीयकरण की क्षमता का विकास संभव हो पाता है जिससे विद्यार्थी भावात्मक रूप से सुदृढ़ होकर सीखने के लिए अनुकूल वातावरण को महसूस कर पाता है तथा सकारात्मक व्यवहार के साथ शैक्षणिक प्रगति करने में सक्षम होता है।

प्रौधोगिकी सहायता- वर्तमान समय में प्रौधोगिकी एवं तकनीक के नवीन आयामों से कोई भी अछूता नहीं है तथा शैक्षणिक स्तर पर कई एप्स तथा ऑनलाइन प्लेटफॉर्म उपलब्ध हैं जिनकी सहायता से शैक्षिक रूप से कमज़ोर छात्रों की मदद संभव है जो कि तत्काल अपनी प्रतिक्रिया प्रदान कर उनकी समस्याओं का निवारण करने में शिक्षक की सहायता करते हैं।

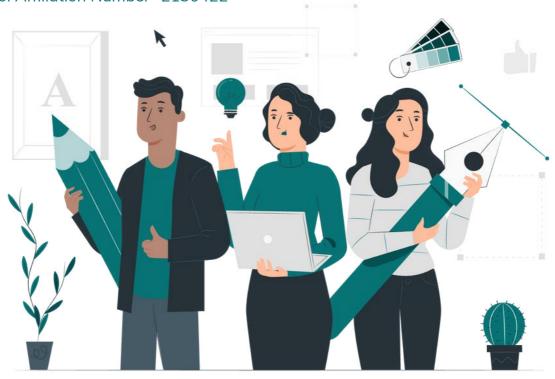हैप्पीनेस पाठ्यक्रम - हैप्पीनेस पाठ्यक्रम की सहायता से सकारात्मक वातावरण का निर्माण किया जा सकता है जिसके कारण छात्रों का ध्यान ना केवल क्षणिक बल्कि गहरे और टिकाऊ रूप में खुशी की खोज के साथ सीखने की भावना जागृत करने में प्रभावी सिद्ध होगा। यह विद्यार्थी को खुशी पहुँचाकर अनुभव एवं अभिव्यक्ति को समझने में सक्षम बनाएगा।

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Differentiated Learning, Learning Support/ Enhancement Activities

1. Context

In today's dynamic educational landscape, student support activities continue to be paramount for shaping well-rounded individuals. Within this realm, we explore the sub-themes of differentiated learning and learning support/enhancement activities. These components offer personalized educational experiences that cater to diverse student needs and foster holistic development.

2. Differentiated Learning: Practical Implementation Tips with Results

2.1. Assessment of Diverse Learning Styles

Differentiated learning acknowledges that each student possesses a unique learning style and pace. Implementing differentiation successfully requires a multi-faceted approach:
Begin by understanding your students' individual learning preferences. Use tools like learning style inventories and surveys to gather this data.

2.2. Flexible Grouping
Create small groups or pairs of students based on their readiness and interests. This allows for personalized instruction and collaboration.

2.3. Varied Resources
Provide multiple resources, such as texts, videos, and interactive materials, to cater to different learning modalities.

2.4. Tiered Assignments
Develop assignments with varying levels of complexity, enabling each student to engage at their appropriate challenge level.

2.5. Ongoing Assessment
Continuously assess student progress and adjust instruction as needed. Implementing differentiated learning effectively can lead to improved academic outcomes, with students feeling more engaged and motivated in their learning journey.

Table 1: Differentiated Learning by Learning Style

Learning Style	Teaching Strategies
Visual Learners	Visual materials, charts, diagrams.
Auditory Learners	Lectures, podcasts, discussions.
Kinesthetic Learners	Hands-on activities, experiments.

3. Learning Support/Enhancement Activities

Learning support/enhancement activities extend beyond the classroom, equipping students with invaluable life skills:

3.1.Mentorship Programs

Establish mentorship programs that connect students with experienced individuals. Mentors provide guidance, support, and insights into various life aspects, nurturing personal and professional development.

3.2.Counselling Services

Make counselling services readily available. These services create safe spaces for students to address emotional and personal challenges, promoting mental health and well-being.

3.3.Career Guidance

Offer comprehensive career guidance activities. These activities assist students in making informed decisions about their future educational and career paths.

3.4.Extracurricular Activities

Encourage student participation in a variety of extracurricular activities. These pursuits foster teamwork, leadership, and personal growth, enhancing students' overall development.

3.5.Tutoring and Academic Support

Provide academic support through tutoring programs, helping students excel academically.

Table 2: Student Support Activity Impact Assessment

Activity	Impact on Student Development
Mentorship Programs	Personal growth, career insights, networking.
Counselling Services	Emotional well-being, mental health support.
Career Guidance	Informed career decisions, academic planning.
Extracurricular Activities	Teamwork, leadership skills, personal growth.
Tutoring and Academic Support	Improved academic performance, subject mastery.

4. Reflection

Student support activities, including differentiated learning and learning support/enhancement initiatives, are pivotal for ensuring student success. Implementing these practices offers a diverse range of benefits:

- Academic success and higher engagement.
- Improved emotional well-being and mental health.
- Personal growth and life skill development.
- Enhanced career readiness and decision-making abilities.

5. Best Practices and Tips for Implementation
To successfully implement these practices:-

5.1.Assess and Tailor
Continuously assess students and tailor support to their specific needs.

5.2.Resource Allocation
Allocate resources and personnel adequately to support these activities.

5.3.Awareness and Communication
Actively promote these activities, communicating their availability to students and parents.

5.4.Regular Evaluation
Regularly evaluate the impact of these activities to adapt and refine them for changing needs.

Table 3: Resource Allocation for Student Support

Support Activity	Percentage of Resources Allocated
Counselling Services	25%
Extracurricular Activities	20%
Tutoring Programs	15%
Career Guidance	20%
Mentorship Programs	20%

6. Interesting Remedial Practices

Innovative remedial practices that have proven effective include gamified learning apps, peer tutoring, and flipped classrooms. Gamified apps make learning engaging and enjoyable. Peer tutoring fosters a collaborative learning environment, while flipped classrooms allow students to learn at their own pace.

Table 4: Impact of Remedial Practices

Remedial Practice	Benefits	Challenges	Outcomes
Gamified Learning Apps	Engaging, fun learning experience.	Access to technology required.	Improved retention, motivation.
Peer Tutoring	Personalized help, peer interaction.	Availability of peer tutors.	Improved understanding, collaboration.
Flipped Classrooms	Self-paced learning, active engagement.	Planning and resource demands.	Enhanced self-learning, application.

7. In Conclusion

Student support activities, encompassing differentiated learning and learning support/enhancement initiatives, empower students to excel academically, emotionally, and personally. These practices offer invaluable life skills, enhancing career readiness and equipping students to face the challenges of the modern world. Implementing them effectively is an investment in future leaders and the betterment of society.

8. References

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DLFPS's Kinder Approach to Education: Fostering Emotional Growth Through Self-Reflection

In the realm of education, our ultimate goal extends beyond imparting knowledge and skills. We aim to nurture well-rounded individuals capable of giving back to society. While discipline and order are undoubtedly crucial in any educational institution, I firmly believe that there's a more effective and compassionate approach to dealing with challenges and missteps: self-reflection. In my 37 years of being an educator, I have come to believe more and more in the magical power of reflection as a corrective measure instead of punitive methods.

Traditional punitive might temporarily deter undesirable behavior, but they do little to foster long-term personal growth, empathy, and self-awareness.

Reflection Forms: DLFPS's Unique Magical Tool

Although I had been using the power of self-reflection to help my students examine their own behaviour, eventually, we as an institution decided to give structure and form to this exercise by doing it pro forma. We decided to design reflection-forms that contained thought-provoking questions that gently guided the students to re-look at their actions and helped them understand both the causes and effects of their action.

 A reflection form is a special form that every child who veers away from good behaviour has to fill.

The form is designed to help the child to look within and realize their own mistakes. The child is not scolded or punished for the behaviour. Rather, a quiet space is provided, usually in a quiet space, for the child to reflect on the questions in the reflection form. A counsellor or a teacher is present to assist the child in thinking clearly and coming to the realization. Parents are called to participate in the discussion regarding a child's behaviour and strategize to help the child improve. Our observation is that post one reflection, most children did not repeat the behaviour.

I am happy to say that the decision to do this pro forma paid off because it did two things for us. It simplified the act of self-reflection for the children, even when they did not understand the profundity of the term and it also helped us in teaching the child the value of accountability. And we soon realised that allowing the child to reflect on his/her actions was an innovative and non-threatening way of dealing with aberrant behaviour.

These reflection forms when filled out by students also become a very critical tool for our school counsellors to gain an insight into the challenges, complexes, and emotional predicaments faced by the students that usually drive them to do things that we deem inappropriate. The inferences made through these reflection forms inform the topics taken up by counsellors in the life-skill classes and even by the peer-educators.

The Power of Self-Reflection

Self-reflection is a powerful tool that encourages students to take responsibility for their actions and learn

from their mistakes. It involves pausing to think about their behavior, its consequences, and the underlying reasons for their actions. This process not only addresses the specific incident but also promotes emotional intelligence and empathy.

When students engage in self-reflection, they are more likely to internalize the lesson learned from an unpleasant episode without it scarring them. They develop a deeper understanding of the impact of their choices on themselves and others. This newfound awareness forms the foundation for personal growth and positive change.

Encouraging Accountability

Self-reflection fosters a sense of accountability that goes beyond the fear of punishment. Students learn that their actions have consequences, not only for themselves but for the broader community as well. By making them accountable for their choices, we empower them to make better decisions in the future.

At DLF Public School, we have witnessed remarkable transformations in students who have embraced self-reflection. They become more proactive in addressing their shortcomings and actively seek opportunities for improvement. This sense of ownership is a valuable life skill that extends far beyond the classroom.

Building Empathy and Understanding

Empathy is a vital life skill that is often overlooked in traditional punitive systems. When students engage in self-

reflection, they are prompted to consider the perspectives and feelings of others. This process naturally builds empathy, as they begin to understand the impact of their actions on their peers, teachers, and the community.

Ultimately, self-reflection promotes a harmonious and respectful school environment where teachers as well as students lead with empathy.

Supporting Mental Health and Well-being

The mental health and well-being of our students are paramount. Punitive measures can sometimes exacerbate stress and anxiety, leading to negative emotional and psychological consequences. In contrast, self-reflection provides a safe space for students to process their emotions and seek support when needed.
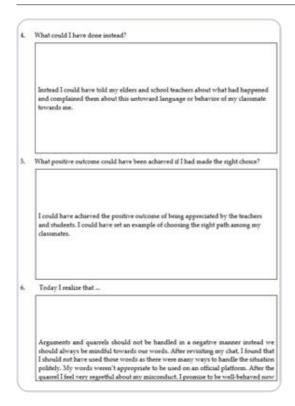
In our school, we prioritize the mental health of our students. Self-reflection is a tool that promotes emotional intelligence and self-regulation, contributing to a positive and supportive school environment.

4. What could I have done instead?

Instead I could have told my elders and school teachers about what had happened and complained them about this untoward language or behavior of my classmate towards me.

5. What positive outcome could have been achieved if I had made the right choice?

I could have achieved the positive outcome of being appreciated by the teachers and students. I could have set an example of choosing the right path among my classmates.

6. Today I realize that ...

Arguments and quarrels should not be handled in a negative manner instead we should always be mindful towards our words. After revisiting my chat, I found that I should not have used those words as there were many ways to handle the situation politely. My words weren't appropriate to be used on an official platform. After the quarrel I feel very regretful about my misconduct. I promise to be well-behaved now.

The Challenges

While we have celebrated self-reflection as a powerful approach, it is not without its challenges. It requires time, patience, and guidance. It has been seen in our experience that some students may initially resist introspection, finding it difficult to confront their mistakes or emotions. However, with consistent support and encouragement, most students come to appreciate the transformative power of self-reflection.

In Sum

As educators, we must be committed to nurturing not just academically successful students but also compassionate, responsible, and self-aware individuals. By using self-reflection as a corrective measure, we aim to create a school environment that promotes personal growth, empathy, and lifelong learning.

While punitive measures may have their place in maintaining discipline, they should not be our default response. Instead, we prioritize self-reflection, empathy, and accountability as we guide our students on their journey to becoming confident, capable, and compassionate citizens of the world. As a school we are steadfast in our commitment to transform the world— one child at a time.

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Role of visual art in fostering academic enhancement

In the dynamic world of education, the Central Board of Secondary Education (CBSE) has consistently been at the forefront of innovation. One area that often goes underappreciated is the role of Visual Art in fostering academic enhancement. While traditional pedagogical methods have their place, integrating Visual Art into the curriculum can lead to a more holistic and enriching learning experience. This article explores the significance of Visual Art in CBSE schools, emphasizing the importance of lesson planning, innovative pedagogies such as storytelling, case-based teaching, and toy-based pedagogy, effective assessment strategies, student support activities, and the integration of Visual Art with other scholastic subjects.

Planning the Lessons: A Foundation for Success

Lesson planning in the realm of Visual Art is not just about determining what students will create; it's about fostering creativity, nurturing critical thinking, and encouraging self-expression. When designing lessons, CBSE schools need to consider the diverse backgrounds, interests, and abilities of their students. A well-structured lesson plan should incorporate various art techniques, styles, and themes, allowing students to explore and experiment.

Furthermore, teachers should encourage students to draw inspiration from various sources, including famous artists, cultural traditions, and contemporary issues. This not only broadens their horizons but also connects the world of Visual Art with other subjects like history, sociology, and science.

Pedagogies: Storytelling and Case-Based Teaching

Storytelling: Storytelling is a powerful pedagogical tool that can make art more accessible and engaging for students. Teachers can weave narratives around art history, artists' lives, or the significance of a particular artwork. For instance, when teaching about Vincent van Gogh's "Starry Night," educators can delve into the artist's life and struggles, allowing students to connect with the painting on a deeper level. This approach humanizes art and makes it more relatable, even for students who might not have considered themselves "art enthusiasts."

Case-Based Teaching: Case-based teaching in Visual Art involves presenting students with real-life scenarios or artistic problems to solve. For example, a case could revolve around a public art project, where students need to propose a mural design that reflects the cultural heritage of their city. This approach not only promotes problem-solving skills but also encourages collaboration and the application of art knowledge to practical situations.

Toy-Based Pedagogy: Toy-based pedagogy is a creative approach that involves using toys, like modeling clay, LEGO, or art puzzles, to teach art concepts. It makes learning interactive

and fun, especially for younger students. For instance, using modeling clay to sculpt a three-dimensional form helps students understand the principles of volume and shape.

These innovative pedagogical approaches transcend conventional teaching methods, making Visual Art a dynamic and thought-provoking subject.

Assessment Strategies: Beyond Traditional Tests

Evaluating student performance in Visual Art goes beyond traditional tests and exams. Assessment should be a reflection of the creative process and the ability to communicate through art. A few assessment strategies that CBSE schools can adopt include:

Portfolio Assessment: Students can maintain portfolios that showcase their artistic journey throughout the academic year. These portfolios should encompass a variety of works, demonstrating their growth in technique, creativity, and self-expression.

Peer Assessment: Encouraging peer evaluation can be enlightening for students. They learn to critique and appreciate each other's work, promoting a sense of community and constructive feedback.

Exhibition and Presentation: Organizing art exhibitions or presentations where students explain the concepts and techniques behind their artwork can be a powerful assessment tool. This not only assesses their art skills but also their ability to articulate their ideas.

Student Support Activities: Nurturing Artistic Talent

CBSE schools should create an environment that nurtures artistic talent. This can be achieved through the following activities:

Art Clubs: Establishing art clubs within the school encourages students to engage in art-related activities outside the classroom. These clubs can organize workshops, competitions, and field trips to art exhibitions.

Guest Artists: Inviting artists to interact with students can provide real-world insights and inspire young artists. Guest artists can conduct workshops, share their experiences, and even collaborate on projects.

Art Scholarships: Offering scholarships to students who show exceptional promise in Visual Art can motivate them to pursue their artistic passions further.

Integration of Visual Art with Other Scholastic Subjects

Visual Art should not exist in isolation. Integrating it with other scholastic subjects enriches the learning experience. Here's how it can be achieved:

Art and Science: Science concepts can be illustrated through art. For instance, students can create models to understand the solar system or depict biological processes through drawings.

Art and History: Visual Art can serve as a lens to understand historical periods

and events. Students can recreate historical artifacts or artworks, enabling them to step into the shoes of people from different times.

Art and Literature: Literature often contains vivid descriptions that can inspire artwork. Students can create visual interpretations of characters, scenes, or themes from the literature they are studying.

Art and Math: Geometry and mathematics can be explored through art, such as creating geometric patterns, tessellations, and fractal art.

By integrating Visual Art with other subjects, students not only gain a deeper understanding of the subject matter but also develop a multidisciplinary approach to learning.

In conclusion, Visual Art plays a vital role in academic enhancement in CBSE schools. By carefully planning lessons, adopting innovative pedagogies like storytelling, case-based teaching, and toy-based pedagogy, implementing effective assessment strategies, and offering student support activities, schools can provide a more enriching and holistic education. Additionally, the integration of Visual Art with other subjects promotes a well-rounded educational experience that nurtures creativity and critical thinking, skills that are essential for success in the modern world. In embracing Visual Art, CBSE schools can truly go beyond boundaries in education.

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Pedagogic Exemplar: Self Profiles

Life-long education is a cherished goal of the educational process. Education has evolved in a unique way amidst changing scenarios. It became a great opportunity in disguise for all the learners who experienced learning from an entirely new perspective post pandemic time. Schools support students to kindle the spark for learning so that they achieve great goals embracing immense satisfaction and motivation. As progressive learning institutions with a global outlook and progressive vision we at Bal Bharati Public School, GRHM, proffer that learning is meant to be open and wherever the origin of excellence is, it is appreciated and provided the right environment for it to bloom.

Excellence cannot be quartered in segments or blocked in boundaries of a rigid curriculum. Young learners must be provided an all-inclusive broad based environment in schools that enables them to soar high and cover the unchartered territories and also remain grounded to the values. Individual and group learning tasks allow students to grow holistically and also allow them to assess their level of competency. They learn together and learn the ways to learn new ideas and assimilate them in their learning pattern. Unique learning activities add a new real-life dimension and conclude it as an exclusive learning moment.

We design such unique learning programs that help each child grow as confident individuals. Such activities allow students of different learning patterns come together and collaborate with peers. Their collaboration becomes the foundation of learning for others. They connect socially and emotionally and then evolve as grounded and happy individuals.

Students gain an insight into the subject matter and become proficient. When we along with students strive to create unique learning designs then the learning journey becomes rewarding and all the stakeholders participate together and become accountable. Seeking the strength from such illuminating words of Mahatma Gandhi, i.e. 'Literacy is not the end of education nor even the beginning. It is only one of the means by which one can be educated. I would therefore begin the child's education by teaching a useful handicraft and enabling it to produce from the moment it begins its training.' I as a facilitator believe that each learner must be given opportunities to gain confidence, shape character and augment hope quotient for a bright future ahead.

Learners grow together in a community so we need to design group tasks and validate the success of mutual learning and growth of expansive knowledge graph. When learning objectives are laid clearly and the subsequent plan of action is created keeping in mind pros and cons, then a well assessed strategy is formulated. We envision involving all the learners on a common progressive platform and helping them unveil their talent so they strive for better in their lives. Same is the thought process behind the pedagogical innovations at our school.

In the present scenario, communication skills have become imperative for all the people to connect with surroundings, deal with people and associate with organizations etc. Learners need to know about themselves and should have the art and skill of presenting their own profiles. They face a lot of difficulty when they are asked to describe their personalities in real life situations. They find it difficult to portray their entire learning journey in a precise way and fall short in explaining their abilities and talents. Students lag behind due to low confidence and low self-esteem. These factors totally fade away their chances of attaining success. They remain restricted in their own shell and do not interact with others. They need to be given supportive environment to believe in themselves and grow as prudent beings. Learning must be sustained with a clear vision.

Plan of Action

Students were asked to create self-profiles and mention about their skills, talents and vision as learners. The activity was planned with the students in the middle school. Students of Class VIII created their Self Profiles and wrote about their own persona. Some of them created acrostic poems and beautifully presented their profiles. They wrote about their traits, skills, their aspirations and goals. They pasted their pictures and displayed their profiles for others to see. They spoke about their experiences and became learners for self and others. They were guided to speak confidently and believe in themselves.

Students gained confidence and learnt the ways of public speaking. They learnt new vocabulary words from each other and were guided to cover the gaps for better expression. This activity facilitated holistic learning and oriented students about life skills. A new wave of zest, verve and optimism envelops all the learners as and when we prepare for our next lesson. They upheld distinctive concepts ingeniously and emerged as multifaceted presenters, campaigners, researchers and reporters, articulating their insight in a range of learning situations. All the elements in the inventive teaching learning model converged to bring out the best in every child and enabled Bal Bharatians to nurture the lasting passion for learning. (Skills gained: Literacy skills, communication, critical thinking, public relation skills, tech skills etc.)

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Revolutionizing Learning: The Power of Engaging Activities Across Subjects

In the realm of education, keeping students engaged and motivated is an on-going challenge. One effective approach to addressing this issue is the use of activities that not only make learning fun but also stimulate critical thinking and creativity. Through this article, I will share a few such effective strategies which can be utilized across subjects and grades. These activities are designed to foster an interactive and dynamic educational experience. They encourage students to actively participate in the learning process, engage with their peers, and apply their knowledge to real-world situations. Let's delve into these activities and some specific examples to understand their implementation:

Reverse Classroom with Mystery Investigation: An innovative teaching approach that flips the traditional learning model. It begins by assigning students preparatory materials to study outside of class, such as videos, articles, or textbooks, related to a specific topic. When students come to class, they engage in an investigative activity, often presented in the form of a mystery or problem-solving scenario. During this in-class investigation, students apply the knowledge they gained from their pre-class preparation to solve the mystery or tackle the problem. The teacher takes on the role of a facilitator, providing guidance and support as needed. This approach promotes self-directed learning, critical thinking, collaboration, and making learning more experiential

and memorable as students actively apply their knowledge to real-world situations.

Educational Escape Room: An engaging and hands-on learning activity that can be applied across various subjects. In this approach, educators can create an escape room experience with subject-related puzzles and challenges. Students are divided into small teams and tasked with solving the puzzles within a specified time limit. To successfully complete the escape room challenge, students must apply their knowledge of the subject matter, promoting problem-solving skills and teamwork. This method makes learning fun and memorable by turning abstract or complex concepts into tangible challenges. It allows for immediate feedback and reflection on students understanding of the subject, making it an exciting and versatile teaching tool.

Socratic Seminars with a Twist: are discussion-based teaching methods where students engage in dialogue about a specific text or topic. The "Twist" in this technique is the incorporation of randomness and roles. Before the 'seminar', students are provided with a list of potential roles such as "Devil's Advocate," "Fact Checker," "Summarizer," and "Discussion Director." Instead of choosing their roles, students are randomly assigned one before the class begins. This ensures that students must approach the discussion from various perspectives, which encourages active participation and adaptability. It also makes Socratic Seminars more dynamic and engaging, enhancing students ability to consider diverse viewpoints and deepening their understanding of the subject matter.

Imagine a psychology class where students are introduced to the complex topic of intelligence. To make this topic more engaging, educators can employ a **"Mystery Investigation"** approach. In this scenario, students become detectives tasked with solving a mystery related to intelligence. They work in teams, collaborating to analyse evidence, theories, and psychological experiments. Each group presents their findings and conclusions, promoting critical thinking and problem-solving. This method not only makes the learning process memorable but also encourages students to think critically about intelligence theories and their practical applications.

In political science, learning enhancement activities can involve **debates**. For instance, students can be assigned a controversial political topic to research and debate in class. They must present evidence, articulate their arguments, and respond to counterarguments. This approach not only deepens their understanding of political issues but also hones their public speaking and persuasion skills. Students learn to critically analyse and constructively discuss different perspectives, a crucial skill for future citizens and leaders.

Economics classes can be enlivened by creating **simulated marketplaces**. Students can participate in a virtual stock market game, where they are given a budget to invest in stocks, commodities, or other assets. They must make strategic decisions based on their understanding of economic principles, market trends, and their predictions of future developments. These simulations provide a practical application of

economic theories, enhancing students' financial literacy and decision-making abilities. Moreover, they can gain insights into the unpredictability and complexity of real-world economic systems.

In social science subjects, learning enhancement activities can involve **cultural exchanges**. Students can be paired up with peers from different cultural backgrounds to learn about each other's customs, traditions, and ways of life. This fosters intercultural understanding and empathy, helping students see the world from diverse perspectives. By immersing themselves in another culture, students gain first-hand knowledge of the social dynamics and challenges people from different backgrounds face. Such experiences can be eye-opening and contribute to well-rounded, culturally aware individuals.

Science classes can benefit from **hands-on experiments**. Consider a physics class where students build and launch rockets. They learn about the principles of thrust, drag, and gravity while applying mathematical formulas to predict the rocket's flight path. The excitement and engagement generated by such activities are invaluable. Students not only grasp scientific concepts more effectively but also develop practical skills in experimentation, data collection, and analysis. These activities also encourage creative problem-solving, as students may need to troubleshoot and adjust their rocket designs to achieve the desired outcome.

There are numerous advantages of incorporating learning enhancement activities into the curriculum:

- They boost engagement capturing students' interest and encouraging active participation.
- Develop critical thinking
- Foster collaboration enhancing students' teamwork and communication skills.

- Enhance memory retention . When students are actively engaged in the learning process, they tend to remember and understand better, and,
- Promote creativity

Learning enhancement activities have the potential to transform education into engaging and effective processes. They provide a fresh perspective on traditional teaching methods and enable students to actively participate in their own learning journey.

By incorporating such activities across various subjects, educators can create a holistic learning experience that equips students with both subject knowledge and vital life skills.

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Engaging curriculum

Every child has the fundamental Right to Education. The role of the teacher is taken into consideration when creating a learning plan for any classroom. We as teachers should create an instructional outline that supports students' mental fortitude. Although the curricular framework and classroom rules may appear ideal on paper, how they are executed hurts students' learning and advancement. There can be no educational enrichment without a teacher present. Through implementing a rich and engaging curriculum half battle is won and moreover they are in charge of moulding their student's futures.

How do these activities work?

These enrichment activities embrace values adding deeper meaning to the lesson and targeting all kinds of learners in a classroom. Through these activities we can enrich the content grasping, they can focus on skills that are important or relevant to real- life situations. The students come together during these activities and from research, brainstorming the topics, creating rough drafts, to creative expression are some of the steps until they finally achieve their goal. Such activities leave students motivated and they endeavour better in the near future.

Study Aids: Games

At Zebar, we strive to develop fresh approaches to involve students, make them a part of, and involve them in the

process. Instead of the mundane methods, we achieve a breakthrough by engaging in other activities. The grade XI political science students designed their own study aids. To appreciate each student's participation and provide opportunities for learning, the students organized groups. They worked on the rough draft in groups, choosing a chapter of their choice, then discussing it. It took them a week, but they succeeded in making fantastic games that the entire class participated in and learned from. They had a clear awareness of their areas of concern and could evaluate how well they knew the subjects discussed. They were urged to go beyond the text rather than being forced to stick to it.

Good and the Evil:

The enrichment activity which was named as "good and the evil" served as the pupils' second revision exercise. They had to read over any subjects they were already familiar with and conduct research on those subjects where they had many uncertainties and unresolved queries. On the first day, they were divided into groups without being informed of the process, and after being split into groups A and B, they were instructed to prepare questions for the other group and ask them in turn. The groups were switched around on day two, and they were required to read from themes that seemed bad to them and prepare questions about them. Unaware of their preparation, the children gave each other and themselves a test to take. Through, these activities, learning was made enjoyable, there was conversation, willingness to read their texts, discussion, agreements, and disagreements and even the slow readers had something to say and contribute.

GUESS WHO?

Students in grade XII History-built copies of the Guess Who game from the 1990s. The students made flash cards with

various hints to be able to identify the personality using all the significant characters from their cards. For the aesthetic treat, they also pasted the images. Groups were formed for the creative portion, and a few periods were provided for them to play this game and gauge their own comprehension of the material.

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MAP SHUFFLING:

Most students have trouble identifying locations on a given map. At my school, students are given a map to review and are asked to bring a ludo token or another object to mark the location on the map. Place the maps and instruct the pupils to place the Ludo tokens for their fellow classmates' movement. After the tokens have been set, the owner of that specific map must remember the locations and mark them before removing the token. These tasks can be

completed alone or in pairs. This will aid in their retention of the material and improve their involvement in class.
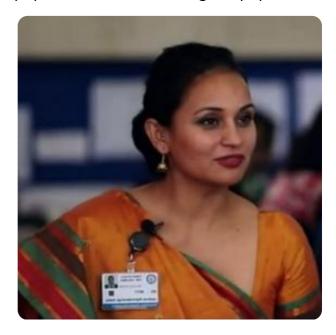
CREATING TEST PAPERS:

These exercises allow students to work both solo and in pairs while being assigned a specific set of curriculum or upcoming test subjects. They are urged to format test questions in a particular way. Later, the test papers are divided among the pupils so they can answer each other's questions. These exercises also focus on developing creative abilities, reading comprehension, question framing, group work, research, etc.

https://drive.google.com/file/d/1csDYYDI UnMI7cIs0HE153z_Izeexgirf/view? usp=sharing

These are a few strategies that we use at Zebar to make the curriculum engaging while also working to increase student involvement, make them love their topic, and get them excited about producing and feeling successful. The pupils of today, or what they refer to as the "Gen G" generation, are more capable than we realize, but only in the appropriate circumstances, with the correct tools, and with the understanding that every star is different and has its own twinkling.

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Empowering Student Success: Innovative Approaches to Student Support

 In the pursuit of fostering excellence in education, we embark on an exploration of dynamic student support strategies. This article uncovers various facets of student support, including effective remedial practices, personalized learning experiences, and engaging enrichment activities. Drawing upon our experience at KR Mangalam World School GK 2, I will elucidate insights and methodologies that empower student success.

As we set sail on the voyage of education, much like "casting our net wide," we aim to capture the essence of dynamic student support. At KR Mangalam World School GK 2, we believe in providing our students with a supportive and engaging learning environment. In this article, we will delve into three pivotal components of student support, offering insights into effective remedial practices, the art of personalized learning, and the enrichment activities that elevate education to new heights.

process. Instead of the mundane methods, we achieve a breakthrough by engaging in other activities. The grade XI political science students designed their own study aids. To appreciate each student's participation and provide opportunities for learning, the students organized groups. They worked on the rough draft in groups, choosing a chapter of their choice, then discussing it. It took them a week, but they succeeded in making fantastic games that the entire class participated in and learned from. They had a clear awareness of their areas of concern and could evaluate how well they knew the subjects discussed. They were urged to go beyond the text rather than being forced to stick to it.

Table : Remedial Strategies

Strategy	Description
Diagnostic Assessment	Identifying areas of student difficulty through assessments.
Small Group Learning	Collaborative learning in small groups, fostering peer interaction.
Gamification of Learning	Incorporating games and quizzes into teaching for engagement.
Continuous Monitoring	Ongoing tracking of student progress and feedback.
Personalized Support	One-on-one sessions to provide individualized guidance.
Success Stories	Inspiring examples of students who have overcome challenges.

1. Effective Remedial Practices: To ensure that every student reaches their full potential, we employ a range of strategies aimed at addressing learning challenges. Let's explore these strategies in detail.

Diagnostic Assessment: We commence our journey by conducting diagnostic assessments. These assessments help us identify the specific areas in which individual students may be facing difficulties. It's akin to mapping out the terrain before embarking on an expedition.

Small Group Learning: Instead of solitary endeavors, students participate in small group learning experiences. These groups allow for peer collaboration and shared learning. Think of it as a team effort where each member contributes to the collective knowledge.

Gamification of Learning: Learning can be fun! We incorporate gamification elements into our remedial sessions. Educational games and interactive quizzes turn learning into an engaging adventure, much like solving puzzles to unlock new knowledge.

Continuous Monitoring: Our journey doesn't has a fixed destination. We continuously monitor student progress and adapt our strategies accordingly. Frequent feedback sessions ensure that

we stay on course and adjust our compass as needed.

Personalized Support: For students in need of additional assistance, we offer personal contact classes. These one-on-one sessions provide tailored guidance, much like having a personal coach to enhance specific skills.

Success Stories: Let me share an inspiring success story in the field of English education. We had a student who initially struggled with English. Through the dedicated support of our personalized approach, including personal contact classes, the student transformed into a confident and proficient English learner. This journey underscores the effectiveness of tailored assistance in enhancing English language skills.

2. The Art of Personalized Learning: Each student is unique, and their learning journey should reflect this individuality. Let's explore how we personalize education for our students.

Comprehensive Student Profiling: Our journey begins with a comprehensive profiling of each student. We seek to understand their learning styles, strengths, weaknesses, and interests. This knowledge forms the foundation for creating individualized learning plans.

Flexible Grouping: In our educational landscape, students are grouped flexibly based on their readiness and abilities. This dynamic approach ensures that each student receives tailored challenges and support as required, akin to offering various paths up a mountain to suit different hikers.

Diverse Learning Resources: Our toolkit consists of an array of learning resources. These resources range from multimedia presentations to hands-on activities and peer-led sessions. It's akin to offering a diverse menu at a restaurant, catering to various tastes and preferences.

Continuous Assessment and Feedback: The journey of learning is accompanied by continuous assessments that provide valuable feedback. This feedback guides students and instructors, ensuring that everyone stays on track, much like using a map to navigate unfamiliar terrain.

Celebrating Achievements: In our educational landscape, we celebrate every accomplishment, regardless of its scale. This recognition serves as a motivational force, much like the wind in our sails, propelling us forward.

Personal Contact Classes in Personalized Learning: Within the realm of personalized learning, personal contact classes hold significant importance. These sessions provide an intimate setting for students to explore and engage with specific topics, much like having a personal guide on a customized tour.

3. Enrichment Activities: Elevating Education: Education extends beyond the classroom, and enrichment activities are the bridge to a well-rounded experience. Let's embark on this exploration of educational enrichment.

Mentorship Programs: Our mentorship programs foster a sense of community and responsibility among students. Mentors guide their mentees on a shared journey of growth, similar to experienced travelers showing the way to novices.

Extracurricular Endeavors: Our school offers a plethora of extracurricular activities, from scientific clubs to artistic pursuits. These activities allow students to explore their passions, much like choosing different paths on a hiking trail.

Community Engagement: Our students are encouraged to engage with their local communities through service projects and outreach programs. This engagement cultivates empathy and a sense of responsibility, much like becoming stewards of the land we traverse.

Career Counseling: Beyond academic excellence, we provide comprehensive career counseling, guiding students towards their chosen paths. This counseling serves as a navigational tool, much like a compass pointing towards future destinations.

Health and Well-being Initiatives: The well-being of our students is a top priority. We organize yoga and mindfulness sessions, promoting physical and mental health. These activities are akin to providing travelers with the sustenance and rest needed for their journey.

Conclusion: As we conclude our expedition through the realm of student support, one truth becomes evident - education is an odyssey worth undertaking. At KR Mangalam World School,GK 2, we are committed to crafting a learning experience that is both supportive and exhilarating. By embracing effective remedial practices, personalized learning, and enriching activities, we empower students to navigate the complexities of education with confidence and enthusiasm. Together, we embark on an educational voyage that celebrates individuality and prepares students for the challenges and adventures that lie ahead, ensuring that they are well-equipped to "weather the storms" of knowledge and "chart their own course" in the world.

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Differentiated Learning– Practical Implementation Tips with Results

(for Primary Classes)

As Educators, our role in shaping young minds is both a privilege and a responsibility. In the quest to nurture individuality and empower our students', differentiated learning is the compass that guides us. It's not just a teaching strategy; it's a holistic philosophy that celebrates diversity in the classroom and tailors' education to the unique needs, styles, and interests of each student. Here are some practical suggestions on how to implement differentiated learning effectively:

Just as the universe is vast and teeming with variety, so is the landscape of student abilities and interests in science. Differentiated learning is the telescope through which we observe these differences and the rocket that propels each student on their cosmic journey of understanding.

Imagine a classroom as a laboratory, a place where experimentation and exploration reign supreme. The teacher takes on the role of the scientist, guiding students through the intricate process of inquiry. Here, the principle of differentiation becomes the catalyst for scientific growth.

Differentiated learning is an educational approach that recognizes and addresses the diverse abilities, learning styles, and needs of students. This article provides practical implementation tips, real-world classroom examples, and the outcomes

of employing these strategies. Differentiated learning for primary classes is about adapting instruction to cater to the unique needs of young learners. It acknowledges that students vary in their readiness to learn and require varied teaching methods to thrive academically. The goal is to create a nurturing and inclusive environment that fosters engagement and comprehension.

Understanding Differentiated Learning for Primary Classes

In a world filled with students with varying abilities and learning styles, the one-size-fits-all approach to education falls short. Differentiated learning for primary classes is a response to this challenge. It recognizes the diversity of primary students' abilities, learning styles, and readiness levels, and seeks to address these differences to foster a more inclusive and effective educational environment.

Primary classrooms are dynamic, vibrant spaces where students come with unique backgrounds, experiences, and abilities. Some students may excel in reading, while others struggle with basic phonics. Some may have a keen interest in science, while others are more drawn to creative arts. Effective teaching for primary students requires an approach that honors these differences and provides tailored instruction to meet individual needs.

Practical Implementation Tips

Implementing differentiated learning for primary classes involves several practical strategies that cater to the diverse needs and learning styles of young students.

1. Assess Readiness and Interests

Example: In a 1st-grade math class, the teacher begins the unit on addition by engaging students in a simple game that assesses their readiness to understand basic addition concepts. Additionally, the teacher discusses students' favorite things, such as animals or colors, to integrate personal interests into the lesson.

Result: By understanding each student's readiness and interests, the teacher can tailor instruction to meet them where they are. This fosters a positive and engaging classroom atmosphere, as students feel that their teacher understands them and values their unique qualities.

2. Flexible Grouping Based on Learning Styles

Example: In a 2nd-grade language arts class, students are given choices in how they want to learn spelling. Visual learners use flashcards, auditory learners engage in spelling bees, and kinesthetic learners practice spelling through hands-on activities.

Result: Primary students can engage with the material in a way that suits their learning style, resulting in improved comprehension and enthusiasm for learning. The use of flexible grouping promotes a sense of empowerment and autonomy among students, as they are given the opportunity to make choices aligned with their preferences.

3. Varied Assessment Methods

Example: In a 4th-grade science class, students are assessed using a combination of methods. Some students write a short report, while others create drawings or perform simple experiments to demonstrate their understanding of a scientific concept.

Result: Students are empowered to showcase their knowledge using their strengths, leading to a more comprehensive assessment of their learning and skill development. By offering a variety of assessment methods, teachers can better identify and understand the talents and challenges of their primary students.

4. Personalized Learning Paths

Example: In a 5th-grade class, students choose books from a selection of leveled readers. Each student reads books at their own pace and level, ensuring they are challenged but not overwhelmed.

Result: Young students gain autonomy over their education and develop a love for reading. This leads to improved reading skills and comprehension. The personalized learning path fosters a sense of ownership over their learning journey, making education more engaging and enjoyable.

5. Scaffolding and Tiered Assignments

Example: In a 5th-grade class, students receive different levels of support for a research project. Some students have more structured guidance, while others have more freedom to explore their topic.

Result: All students receive the appropriate level of challenge, and they develop research and critical thinking skills while maintaining interest in the project. Scaffolding and tiered assignments ensure that students are appropriately challenged while receiving the support they need to succeed.

Conclusion

Differentiated learning is more than an educational strategy; it's the fuel that propels the rocket of student discovery.

It is the key to the mysteries of the universe. Through differentiation, each student becomes the captain of their own scientific spaceship, embarking on a voyage through the cosmos of knowledge that is uniquely their own. It is a journey of discovery, a celestial odyssey, and a testament to the boundless potential of the human mind. By implementing practical strategies like assessing readiness and interests, flexible grouping, varied assessment methods, personalized learning paths, and scaffolding, educators can provide young learners with a personalized and engaging education.

With differentiated learning as their guide, students traverse the educational landscape, charting their unique courses in the infinite universe of knowledge.

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Cultivating scientific Curiosity

"सा विद्या या विमुक्तये"
"Knowledge is that which liberates."

As educators at Bal Bharati Public School in Noida, we view our role as extending far beyond the confines of textbooks and classrooms. Our mission isn't solely about imparting knowledge; it's about igniting the flames of curiosity and fostering a deep love for science in our young learners. Through innovative and tailored student support activities, we strive to engage, inspire, empower, and liberate our students, nurturing not just fleeting interests but a profound appreciation for inquiry, critical thinking, and the vast realm of scientific exploration.

At our institution, the commitment to cultivating scientific curiosity is reflected in diverse student support initiatives. These encompass hands-on experiments, interactive activities, toy-based pedagogy, science songs, mind maps, augmented reality, virtual labs, critical thinking exercises, global collaborations, storytelling, project-based learning, gamification, and technology integration. Moreover, our approach is inclusive and sensitive, emphasizing constructive feedback, encouragement of reflection on students' work, and fostering introspection among the students themselves.

Hands-On Experiments:

Making Learning Tangible An integral part of our education strategy is hands-on experimentation. By integrating experiments, we aim to render abstract concepts concrete and relevant.

Students engage in experiments exploring various scientific phenomena like solubility, sound, and static electricity. This approach not only enhances their understanding but also prepares them for more advanced experiments in their academic journey.

Active Learning through Young Scientists at Work To foster active learning, we organize hands-on activities, roleplays, and group discussions. For instance, in teaching about states of matter, we initiated a collaborative project where students constructed 3D models, encouraging teamwork, creativity, and critical thinking.

Learning through Play with Toy Pedagogy Educational toys and puppets play a pivotal role in making learning enjoyable and memorable, particularly for younger students. These tools not only engage students but also make complex concepts accessible and entertaining.

Harmonizing with Science Songs Utilizing music in teaching has proven highly effective for retention. We've composed science songs covering topics such as photosynthesis, aiding students in remembering and recalling scientific information with enthusiasm.

Visualizing Knowledge through Mind Maps Encouraging students to create mind maps helps them organize thoughts and connect ideas visually. For instance, during the study of ecosystems, students designed mind maps showcasing the interdependence of various organisms within a habitat, fostering critical thinking skills.

Embracing Augmented Reality (AR) Learning The incorporation of AR models into teaching elevates the learning experience. Students explore complex structures like the digestive system or tooth and jaw structures through interactive AR apps, enhancing comprehension.

Digital Exploration with Virtual Labs While physical labs are invaluable, virtual labs provide practical experiences. During our study of state interconversion, students engaged in a virtual lab simulating processes related to temperature and pressure, deepening their understanding.

Cultivating Critical Thinkers through Open-Ended Questions We cultivate critical thinking by posing open-ended questions that require analysis and evaluation. This approach encourages students to think critically, analyze from multiple perspectives, and develop problem-solving skills.

Global Exposure through Collaborations Venturing into international collaborations broadens students' horizons and exposes them to diverse perspectives, enhancing global awareness, curiosity, and empathy.

Journeying Through Virtual Tours The Integration of virtual tours enables students to explore different cultures, technological projects, and natural wonders. Initiatives like tours to the Western Ghats, the International Space Station, and wind farms spark curiosity and cultural awareness.

Contextualizing Concepts through Science Stories Storytelling makes scientific concepts relatable and engaging. Stories about animals in habitats, evolution, and the universe's origin help students connect with complex concepts.

Empowering Ownership with Project-Based Learning Implementing project-based learning empowers students to take ownership of their learning, fostering research and analytical skills.

Gamifying Learning Experiences To boost motivation, we've gamified learning with interactive sessions like Science Atlas and peer quizzes, fostering healthy competition and engaging learning experiences.
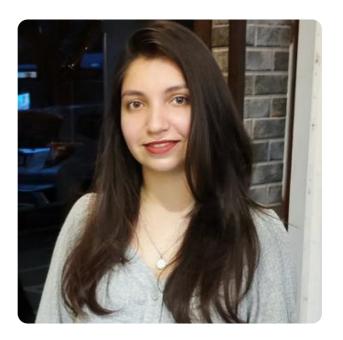
Clarity through Technology: The Personal Microphone In our dynamic learning environment, personal microphones ensure clear communication, especially during experiments, discussions, and storytelling sessions, promoting inclusivity and engagement.

Conclusion

Within the ever-evolving educational landscape, our student support activities are fundamental in nurturing qualities essential for the future—adaptability, creativity, and critical thinking. We aim to design comprehensive learning experiences, ensuring that every student embarks on a transformative journey marked by growth, enlightenment, and personal empowerment.

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Planning Effective Enrichment Activities for Optimal Learning

Creating a conducive and effective learning environment within a school is pivotal for students, especially in today's era filled with diverse global challenges and numerous distractions. Educators bear the responsibility of not just capturing students' attention but also fostering a genuine interest in learning. Implementing a variety of enrichment practices is key to benefiting both students and educators, nurturing academic excellence, and aiding students in becoming well-rounded individuals equipped to tackle the challenges of a globalized world. Here are some of the best practices adopted by our school:

Quality Management and Infrastructure

From the moment students step in until they leave, our institution ensures top-notch infrastructure and technical support. Our management prioritizes quality in every aspect, recognizing that a conducive environment is fundamental to effective learning.

Mission for Quality Teaching

Our primary mission revolves around employing a dedicated team of well-qualified, experienced teachers who engage in the best teaching-learning methodologies. This, coupled with excellent infrastructure, technological integration, and active parental involvement, fosters holistic development and excellence among our young learners.

Continuous Teacher Development

To ensure the delivery of quality education, our teachers undergo regular in-service training, including professional development sessions, department presentations, and symposiums. This ongoing training equips our educators with the latest pedagogical approaches and strategies, enhancing their teaching effectiveness.

By focusing on these core principles, our school aims to provide a nurturing and vibrant learning environment where students can flourish, develop essential skills, and excel in their chosen fields.

Enriching Learning Through Curriculum and Activities at Vels Vidyashram

At Vels Vidyashram, we take pride in our comprehensive curriculum that aligns seamlessly with educational standards while remaining adaptable to cater to individual student needs. Our approach incorporates real-world applications, making learning not just relevant but also enjoyable. We have tailored curricula for different levels:

Tailored Curricula

- **"KINDLE KIDS" Curriculum:** Designed specifically for our Kindergarten classes, this curriculum focuses on nurturing young minds and instilling a love for learning from the early stages.
- **Xseed Curriculum:** Implemented in our primary and middle school levels, this curriculum fosters critical thinking, active participation, and collaborative learning, nurturing essential 21st-century skills among students.
- **NCERT for High School and Senior Secondary Levels:** Aligned with NCERT standards, this curriculum ensures a solid academic foundation while encouraging holistic development.

Enrichment Activities
Parent Observation Week
An integral part of our enrichment activities is the "Parent Observation Week" initiative. Parents of students from classes 1 to 8 are invited to observe their children's classes across various subjects. Their feedback, whether appreciative or critical, serves as valuable motivation for our teachers to improve and enhance their teaching methodologies.

VELS IGNITE Programme

Our "IGNITE" program is a platform where we invite both parents and alumni who are subject matter experts to share their insights and knowledge with our students. This interaction not only instils a sense of pride and encouragement among students but also significantly enriches their learning experiences.
Through these initiatives and activities, we aim to create a dynamic learning environment that goes beyond textbooks, encouraging students to explore, engage critically, and excel in their academic pursuits while honing essential life skills.

Roleplay

We take pride in our innovative approach to enriching students' learning experiences through engaging project days across various levels of education.

Project day
Agriculture

Kindergarten's "VELS SANDHAI" Project Day

Our Kindergarten students participate in the vibrant "VELS SANDHAI" project day. Here, they immerse themselves in dressing up as community helpers and engage in an interactive marketplace where they sell various items to parents, teachers, and friends. This immersive project isn't merely a play; it's a comprehensive learning experience. It allows children to explore colours, shapes, quantities, and financial transactions while gaining a deeper understanding of the roles played by farmers, vendors, hawkers, policemen, and sweepers in society.

Additionally, our younger students learn about traffic rules, signals, and road safety through engaging in role plays, simulating driving vehicles, and practising road-crossing in a designated play area. Our "MOM & DAD AND ME" activities involve parents in the learning process, fostering an environment conducive to enhanced learning experiences.

Primary to Secondary Level Project Days

For our primary to secondary levels, we organize "PROJECT DAYS" focusing on diverse themes such as "KADHAI KADHAYAAM KAARANAMAAM - Concepts and Value Teaching through Various Enactments" and "RECONNOITRE - Evolution of Cultivation, Transport, Communication, and Clothing." These projects integrate art with various subjects, encouraging

collaborative learning experiences that offer hands-on activities. By intertwining subjects and fostering experiential learning, students gain a deeper understanding of the topics while developing essential skills.

These interdisciplinary project days serve as platforms where theoretical knowledge converges with practical experiences, fostering a holistic understanding and appreciation for the subjects taught.

Innovative Teaching Approaches at Our School

Team Teaching for Diverse Learning Experiences

Our educators frequently engage in cross-teaching initiatives between our school and its branch locations. This practice exposes students to varied teaching methodologies, catering to diverse learning styles and individual needs. The exchange of teaching styles enriches the learning experience, offering students a broader perspective on subjects.

Varied Teaching Environments for Inclusivity

To foster an inclusive environment accommodating diverse learners, our teachers actively change teaching settings. They often take students out of traditional classrooms, creating dynamic and stimulating environments that break the monotony and promote joyful learning experiences.

Tailored Education Plans for Special Needs Students

In our commitment to inclusivity, students with special needs are integrated into regular classrooms.

Individualized Education Plans (IEPs) cater to their unique requirements. Teachers are encouraged to adopt differentiated approaches in lesson planning, teaching methods, and assessment creation, ensuring that students' competencies at different levels are effectively addressed. The integration of art and collaborative learning further promotes diversity and cultural sensitivity within our curriculum.

Mentorship Programs for Holistic Development

Prioritizing students' mental and emotional well-being, our school implements a robust mentorship system. Individual attention is provided to students, fostering coaching, collaboration, and skill-building to meet educational standards. Through constructive feedback and encouragement, mentors support students in their competency and confidence development.

Additionally, mentorship isn't limited to students; new teachers benefit from the guidance of experienced educators. This mentor-mentee relationship aids in explaining school policies, sharing resources, problem-solving, and providing personal and professional support.

Enriching Experiences Through Field Trips and Exchanges

Our school organizes purposeful field trips that extend beyond entertainment, aiming to provide extended learning opportunities. Visits to places such as zoos, planetariums, museums, and farms offer students both visual stimulation and hands-on learning experiences.

Furthermore, our students participate in international programs and competitions like WORLD SCHOLAR CUP, immersion programs in schools abroad (such as in Malaysia & Japan), and VMUN - a simulation of United Nations committees. These experiences broaden students' horizons, forming the bedrock of a successful and enriching educational journey.

Ms.Prabha .S

Vice Principal
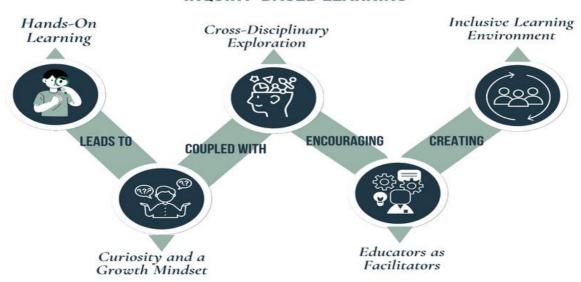Vels Vidyashram, Darga Road
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Nurturing Critical Thinkers: Fostering Inquiry-Based Learning in Classrooms.

The National Curriculum Framework for School Education 2023 stands as a revolutionary blueprint, envisioning a quality education for every child in India, ensuring equity, inclusivity, and pluralism as mandated by our Constitution. In this article, we aim to showcase our institution's fervent adoption of inquiry-based learning, a pivotal methodology fostering critical thinking skills. This approach not only prepares students for academic accomplishments but also equips them for active engagement in our diverse society.

Adopting Inquiry-Based Learning:

Inquiry-based learning transcends mere teaching; it champions a philosophy that places students at the heart of their educational journey. Rather than passively absorbing information, students are encouraged to ask questions, explore their interests, and seek answers. This transformative approach shifts them from passive recipients to active contributors in their learning process. By nurturing their innate curiosity, we empower students with the tools necessary to navigate a constantly evolving world.

Harnessing Hands-On Learning:

At the core of our methodology lies the integration of real-world applications into our curriculum. We firmly believe that learning is most effective when it's tangible and relevant. Through hands-on experiments, field trips, and projects, students have opportunities to apply theoretical concepts to practical situations. For instance, our physics lessons extend beyond chalkboard equations to dynamic experiments showcasing the laws of motion. This approach not only solidifies their comprehension but also instils a deeper appreciation for the subject.

Cultivating Curiosity and a Growth Mindset:

Inquiry-based learning nurtures a growth-oriented mindset. Students learn to perceive challenges as opportunities for growth rather than insurmountable obstacles. When confronted with questions or problems, they are encouraged to persist, seek resources, and collaborate with peers. This cultivates resilience and ownership of their learning, fostering a lifelong love for acquiring knowledge.

Encouraging Cross-Disciplinary Exploration:

Recognizing the complexity of contemporary issues, we actively promote cross-disciplinary learning. By examining topics from diverse perspectives, students gain a holistic understanding of multifaceted issues. For instance, studying environmental concerns extends beyond biology to encompass geography, economics, and ethics. This approach equips students not only to tackle multidimensional challenges but also to embrace a broader worldview.

Reforming Assessment Practices:

Inquiry-based learning necessitates a reevaluation of how we assess student understanding. While traditional exams have their merits, they often fall short in gauging critical thinking abilities. Thus, we've transitioned to student-centred assessment methods like performance tasks, portfolios, and presentations. These diverse methods allow students to showcase their understanding creatively

and comprehensively, moving beyond memorization to application in real-world contexts.

Empowering Educators as Facilitators:

Central to the success of inquiry-based learning is the evolving role of educators. Instead of being the sole source of knowledge, teachers become facilitators of learning. They guide students through the inquiry process, offering support and guidance. This transformation empowers educators to tap into students' curiosity, tailor instruction to individual needs, and foster a collaborative learning environment.

Creating an Inclusive Learning Environment:

Inquiry-based learning inherently embraces inclusivity by respecting diverse perspectives, interests, and abilities. This approach bridges gaps and fosters a sense of belonging among students of varying backgrounds. Our classrooms serve as spaces where students collaborate, exploring common questions and seeking shared solutions, fostering a culture of acceptance and understanding.

Engaging Parents and Community:

Parental and community involvement is integral to the success of inquiry-based learning. We actively engage parents in classroom activities, inviting them to participate and volunteer. This strengthens the home-school connection, empowering parents to support their child's educational journey. Collaborating with experts and professionals enriches

students' learning experiences by providing real-world contexts for their inquiries.

Reflection on the Journey:

Reflecting on our commitment to inquiry-based learning, we witness a transformation in our students. They are no longer passive learners; they are curious, engaged, and confident in their pursuit of knowledge. Inquiry-based learning empowers students to become lifelong learners and critical thinkers. By nurturing curiosity, encouraging collaboration, and valuing diverse perspectives, we prepare our students not only for academic success but also for active engagement in a diverse and pluralistic society, as envisioned by our Constitution. Through this approach, we shape future leaders, innovators, and engaged citizens.

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Sub-theme 5

Integration

Sub-theme 5

Integration

जीवन कौशल एकीकरण उदाहरण

शिक्षण में नवाचार शिक्षा के महत्व को बढ़ाने और शिक्षा को रुचिपूर्ण तरीके से छात्रों तक पहुँचाने के लिए किए गए । नवाचार दो शब्दों नव और आचार के योग से बना है। अतः नवाचार वह परिवर्तन है, जो पूर्व शिक्षण विधियों में नवीनता का संचार करे। जीवन को सकारात्मक, सरल और सहज बनाना ही जीवन कौशल है। यह वह क्षमता व कौशल है जो व्यक्ति को अपने जीवन की चुनौतियों से निपटने में सहायक सिद्ध होती है। इन्हीं को ध्यान में रखते हुए छात्रों के पाठ्यक्रम का एकीकरण विषयवस्तु से प्राप्त जीवन कौशल को अपने जीवन में परिमार्जित करने के उद्देश्य से प्रारंभ किया गया । इसके अंतर्गत छात्रों को **"पौधों के जीवन चक्र"** से परिचित करने के लिए विभिन्न क्रियाकलापों का एकीकरण किया गया । जिसमें छात्रों ने स्वयं वृक्षारोपण कर पौधों के जीवन चक्र को समझा तथा वृक्षारोपण, बागवानी जैसे जीवन कौशल को अर्जित किया । इस माध्यम से छात्रों ने आनंदपूर्ण अधिगम के रूप में पर्यावरण संरक्षण का ज्ञानार्जन किया । इसके साथ ही छात्रों ने बीज अंकुरण की प्रक्रिया को भी चित्रात्मक रूप में प्रस्तुत कर अपने शब्दों में उसे लिखने का प्रयास किया और अंकुरित दाल, बीजों या अंकुरित अनाज के पौष्टिक तत्व को समझते हुए चार्ट बनाने के कौशल को अर्जित किया ।

Ethics and Value integration (नैतिक शिक्षा एवं जीवन मूल्यों का एकीकरण)

नैतिक शिक्षा नैतिक आचरण एवं व्यवहार के लिए दी जाने वाली वह शिक्षा है, जिसके परिणाम स्वरूप बालक में नैतिकता का विकास होता है। इसका परम उद्देश्य छात्रों का उत्तम चरित्र निर्माण करना है ताकि वे समाज में अपनी अस्मिता बना सकें। प्रत्येक व्यक्ति के मानवीय और नैतिक व्यवहारों को लेकर अपने नीति नियम होते हैं और वे उन्हीं के अनुसार किसी भी बात का (गलत या सही का) फैसला करते हैं। Ethics नैतिक मूल्यों और नियमों का विशिष्ट अध्ययन है। छात्रों के दैनिक पठन-पाठन में कथा वाचन द्वारा विशेष जीवन मूल्य व नैतिक शिक्षा का एकीकरण कर विषय को रुचिकर और आकर्षक बनाया जाता है। उदाहरण के रूप में – "रामायण" के कथा वाचन व चरित्र मंचन द्वारा राम जी का जीवन चरित्र मर्यादा पुरुषोतम, साहसी, पितृभक्त, आशावादी, सत्यवादी, सदाचारी, दृढप्रतिज्ञ के रूप में उभरकर सामने आया। उनके नीतिशास्त्र (सदाचार) के लिए उन्हें बहुत ही सम्मान दिया जाता है। अर्थात छात्रों में इन्हीं जीवन मूल्यों व नैतिक शिक्षाओं का विकास शिक्षण अधिगम प्रक्रिया के दौरान दिया गया। पाठ: केरल की सैर –पर आधारित विभिन्न रचनात्मक तथा अनुसंधान आधारित अधिगम छात्रों को कराया गया। छात्रों ने केरल राज्य की भाषा, वेशभूषा स्वयं धारण की, वहाँ का भोजन खाया, वहाँ के नृत्य संस्कृति आदि का पूर्णत: प्रदर्शन कक्षा में किया तथा इस एकीकृत शिक्षण पद्धति द्वारा सभी राज्य, धर्म, संस्कृति का सम्मान करने का जीवन मूल्य अपने जीवन में आत्मसात करने का प्रयास किया।

Sample portfolios prepared by students

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Sample portfolios prepared by students

Some strategies to integrate Ethics and Value

Education in the 21st century has become a transformative experience as it has expanded its dimensions and become multi-disciplinary in texture. Further it entails the holistic development of an individual which calls for the integration of physical, intellectual, emotional, ethical and spiritual upliftment of an individual. This lofty target, for sure cannot be achieved without designing value-based modules with an ethical outlook. Education is not just the transference of knowledge and content in the textbooks rather a thoughtful and effective transmission of lot many things beyond the text.

As per the perspective of NCF, education aims at empowering learners for a sustainable future. As such the prerequisite for it is the constructive amalgamation of educational content, knowledge, skills, virtues and involvement of students which converts the classroom transactions into a learning for life.

School is the sanctuary where students are groomed into global citizens by taking a plunge into different subjects and imbibing the values and ethics required for the development of a wholesome personality. Ethics and value integration cannot be a stand-alone realm. Value integration must be a part of the lesson plans and must be a predominant objective.

Each subject and for that matter every lesson has some value/s to impart. For instance if a lesson is to be taught in the language subject, the chapter in hand has some specific message to convey which is a distinctive value addition beyond the text. For handling a lesson, the following can be done in the classes which will be a powerful value integration.

Discussion Directors can be appointed and they'll find out questions for discussions. Certain students can be picked up who will contextualize the text by elaborating upon some real-life incident, things going around etc. and be designated as Creative Connectors. Other set of students can be Word Wizards, who will explain the new words in different aspects e.g. meaning, part of speech, synonyms, antonyms and collocation. Yet another group can be asked to summarize the lesson and will be named as Stupendous Summarizers. This method can be used in other subjects too and in subjects like AI, Science and Mathematics, this process can be altered a bit. After the explanation of the teacher, if this methodology is followed, it will prove beneficial for the students. In these subjects the word wizards will go about describing the technical terms. The value integration here will be fostering respect for others, cultivating patience, learning to wait for one's turn, getting connected with the contemporary world, acquiring decency and embellishing etiquettes. This will also generate a congenial atmosphere.

Furthermore, the use of "Think Marks" using emojis for: I infer, I predict, Exciting, Cause – Effect, Key points etc. in all the subjects can sharpen the curiosity on one hand and lead to value inculcation on the other as it will promote straightforwardness and openness in the students, thereby enabling them to come

on a common platform for caring and sharing.

Value integration in the subject of social science is aligned with respect for the past, customs, traditions, boundaries, developing non-judgemental attitude, appreciation for diversity, the numerous political set ups and engendering peace. The values integrated in science are developing a bonding with society, maximizing the gifts of science, computational thinking and enabling the students to become global think tanks. Mathematics has some precious values inherent in it like perseverance, precision, tackling tough problems, different methods to solve a problem which are closely associated with life skills.

Every subject and lesson need to be linked with sustainable development goals which are seventeen in number catering to the different facets of human life and values. These SDGs are the guiding lights for the best virtues in service of humanity.

If the stakeholders conscientiously plan their curriculum with the incorporation of values, the beneficiaries will reap multifarious returns. The modern shift is from Content to Context, the adjusting of the lens according to the demands of the 21st century skills and the demands of the fast paced ever changing world. If we glance at the pre- primary stage, the greatest emphasis is on inculcating values in the raw learners who exhibit these values lifelong. Value integration certainly enhances the ethical standards of a well-groomed generation by

redefining their thinking process and altruistic yearnings. They'll feel more accountable as the most responsible global citizens devoted to humanitarian ideals. Ethics and values inculcated will be the consummation of the fruitful formative years of an individual leading to rich yields that will immensely contribute to a transformed world order. Ethics and value integration must find a place in the intricate intertwining of the rubrics of lessons to deliver the goods. Then, it will be:

"A touch that is sure to transform
To make ethical standards conform
For an idealistic society in full form
To gallantly ride over any and every storm"

What can ever be more fulfilling than indoctrinating the future generation in this way, as nation builders and global citizens?

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PGT English
Gail Dav Public School

Importance and strategies of Ethics and Values in Schools

Introduction

Education is not just about imparting knowledge; It is also about shaping the character of future generations who will eventually lead the nation. Therefore, the integration of ethics and values into the school curriculum holds paramount importance in nurturing well-rounded individuals with strong moral principles and a solid ethical footing. Children who internalize ethical values often demonstrate elevated levels of self-awareness and emotional intelligence, which, in turn, contributes to their overall well-being, and their ability to shoulder social responsibilities.

The Importance of Ethics and Values in Education and Strategies: -

Character Building: Life is full of challenges, realizing how to deal with them holds utmost importance. Children with good ethics and moral values will never take any negative step to fulfil his or her desired achievements. Children learn from their surrounding environments. Thus, Ethics and moral values should be learnt at home, in school and everywhere the child is exposed. When children are exposed to a framework of ethics and values, they are more likely to develop a strong sense of integrity, empathy, and responsibility.

Strategies: In a school, a "Character Education" program may be implemented, where students engage in discussions about honesty, kindness, and empathy. They can create a "Kindness Wall" where they post examples of acts of kindness they witness or perform themselves. It can even be a part of morning assembly.

Moral Decision-Making: Ethical dilemmas are a common part of life, and children, in particular, will often encounter them in various aspects of their lives. These dilemmas arise when individuals are faced with difficult choices where moral principles and values come into conflict. Teaching ethics equips children with the tools to analyse complex situations, make ethical decisions, and consider the consequences of their actions.

Strategies: For five years of Foundational stage (ages: 3 to 8 years, classes: Anganwadi/ pre-school, class 1, class 2), three years of Preparatory stage (ages: 8 to 11 years, classes: 3 to 5), three years of Middle stage (ages: 11 to 14 years, classes: 6 to 8) one period per week and for four years of secondary stage, one period once a month may be allocated to instil moral values among children according to their age group. Using examples and case studies, children can be presented with real-life ethical dilemmas and encouraged to discuss the most appropriate course of action. For example, situations that encompass actions inconsistent with social ethics, the allure of cheating during examinations, the posting of photos or information about others without their consent, or sharing copyrighted materials in violation of intellectual property rights (with a specific emphasis on secondary level students), can be pondered. Some of the Zero-periods may also be utilised to

engage children (Secondary Stage) in open discussions about real-life ethical dilemmas, fostering critical thinking and empathy. Community leaders, professionals, and experts may be invited as guest speakers to share their experiences and ethical challenges with students. For this, ten bagless days may also be utilised.

Empathy and Tolerance: Schools should promote values like empathy, respect for diversity and tolerance. These values create a more inclusive and compassionate society. Students learn to appreciate different perspectives, reducing prejudice and discrimination.

Strategies: A "Diversity Week" at a school can include activities where students learn about various cultures, religions, and traditions. As part of the morning assembly, there can be short presentations showcasing celebrations from various cultures through dance, speeches, recitations, or poster displays. Children may also be motivated to share artifacts or stories from their own cultural backgrounds or may be encouraged to participate in a culinary competition featuring dishes and salads from different cultural backgrounds. This approach nurtures respect and tolerance for diversity. To accommodate these activities, the possibility of implementing ten bag-less days in accordance with NEP-2020 can be explored.

Preventing Misconduct: An ethical education serves as a preventive measure against unethical conduct, including cheating, bullying, fighting and dishonesty. When children understand the value of honesty and integrity, they are less likely to engage in unethical behavior.

Strategies: Schools can implement honour codes and integrity pledges that students must adhere to. When children understand the consequences of misconduct, they are more likely to make ethical choices. To motivate children, a special badge of honour and a trophy or memento can be awarded on a quarterly or biannual basis to the best students who consistently adhere to the honour codes.

Global Citizenship: In this digital era, it's essential to cultivate students' awareness of global issues and their roles as responsible global citizens. Instilling values for sustainable management and promoting social responsibility encourages children to expand their thinking beyond their immediate surroundings.

Example: A school can organize initiatives like **"Green Initiatives Week,"** where students participate in activities such as **tree planting, recycling projects, or discussions about climate change and its global impact**. This inculcates values related to environmental responsibility and global awareness.

Service Learning may be integrated into the curriculum, allowing children to actively participate in projects that address social issues, thereby promoting a sense of social responsibility. Initiatives can also be undertaken to collect slightly used or almost new clothing that children no longer need, especially if the items have become too small in size but are still in good condition. These items can then be cleaned, ironed and distributed to children from financially disadvantaged backgrounds in a nearby village. Encouraging school leaders among the students' such as the School

Captain, House Captain, etc., to lead and support these initiatives, can help instil a sense of empathy and social responsibility among students.

Conclusion:

Integrating ethics and values into education is a commitment to nurturing not just knowledgeable individuals but also compassionate, principled and responsible global citizens. The examples and strategies mentioned earlier can be implemented in schools to progress "academic enhancement beyond boundaries," aligning with the National Curriculum Framework for School Education 2023. These strategies can play a pivotal role in shaping the future generation, who will emerge as not only academically proficient individuals but also ethically aware, constructive contributors to our ever-evolving world.

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Fig: *Spreading awareness for planting trees to protect our Mother Nature and to get purified Beathing Air. A Vanmahotsav week (1st July to 7th July) was observed in nearby residential complexes by distributing saplings by involving parents and students.*

One Step Ahead

Delhi Public School, Kamptee Road, offers the opportunity for students to apply skills in a real-world context as a part of a well – rounded education by introducing **FINE SKILLS** and **VALUE EDUCATION** subject which is integrated within the academic curriculum.

PSYCHOLOGY subject in Humanities – not only helps students understand mind and behaviour but also integrates Life Skills like ethics, decision making, coping up with stress, emotional intelligence, self-concept, self-efficacy, self-esteem, promoting positive health and well-being, enhancing memory etc. These topics are not just taught through theory but are taught through practical implementations, hands-on work like preparing charts, demonstrations, survey methods, model making, giving examples from real life etc.

Our Fine Skills curriculum is tailored to prepare the students for Life Skills which is required for managing their daily life issues like:

- **self-grooming,** etiquettes like washroom, travel, telephone, table manners and etiquettes.

- **life skills** which helps the students to acquire skills to manage their day to day life like anger management, overcome fear, budgeting, time management, follow your passion etc.

- **being self-dependent** by conducting practical activities like tying shoe lace and shoe polishing, folding clothes, brushing teeth, road safety, book covering etc.

- **vocational education** topics like, block printing, tie & dye, stitching, paper bag making, pottery, plumbing, wood work, flower arrangement (Ikebana) etc.

Following activities are taught in school with the intent to integrate the essential life skills along with being able to be independent enough to carry out daily tasks.

Learning ISL (Indian Sign Language) – Students are taught ISL so as to prepare them to interact with special needs children, to be sensitized towards them so that this way we can practically inculcate inclusive education]. Special needs children have been given an opportunity to perform on stage as a medium to showcase their talent.
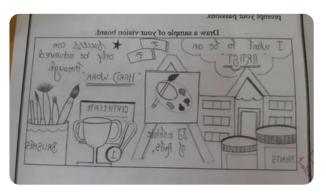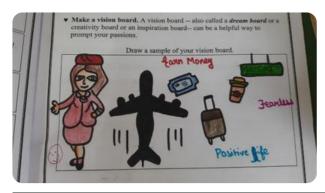
Tying shoe lace & Polishing shoes - Learning to tie your own shoe laces and teaching proper technique of shoe polishing is also a fine motor skill for children giving the children a sense of independence and responsibility.

Folding clothes - The goal of folding is to make an item into a square- like shape. This keeps the children occupied in a constructive way of learning the chores.

Table manners and etiquettes – fork and knife, chopsticks - Children are taught table manners and etiquettes. Having good table manners **gives us the confidence to participate** in any dining situation with ease.
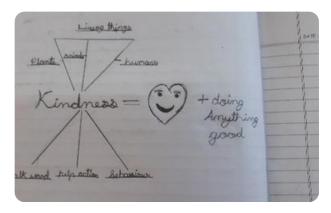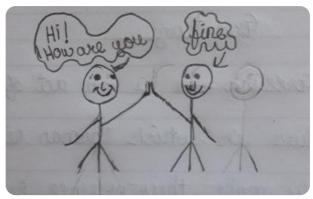
Crisis Management - Knowing how to respond and being prepared as much as possible, quickly and efficiently in a crisis will help us to make through it safely.

Life is beautiful - To instill in our children that nothing is greater than the beautiful life that we have got, neither our fear, nor our mistakes.

Washing Hands – 10 steps of washing hands is taught, to create awareness and instill the habit for maintaining self – hygiene.

Our Value Education curriculum is crafted to instill and reinforce the core values that reside within each of us, serving as timely reminders for their practical implication. The following topics are seamlessly integrated with our academic curriculum, ensuring that they are not only taught in theory but also conveyed through hands-on experiences and the art of storytelling.

Greetings – Teaching students' basic social skills, like greeting others with politeness, remains important for building positive relationships and social cohesion.
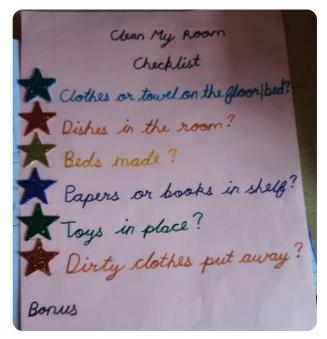

Respect – Respect taught in school involves not only respecting elders and younger ones but also respecting individuals regardless of their gender, race or background. Teaching self-respect sets the foundation boosts for healthy self-esteem and relationships with self.

Appreciation – Students are taught to appreciate and acknowledge the efforts of others which is a crucial skill for building positive relationships and fostering a supportive environment promoting empathy and kindness.

Patriotism – Students are taught love for the nation and also taught about the life of soldiers and their struggles, significance of Republic Day and Independence Day, respecting the national flag, diversity and integrity of the nation and how we can contribute towards the growth of our nation through various activities.

Responsibility – This is the most required life skill taught as the students learn to take charge of their lives and be committed towards their work. Students are taught to be responsible towards self, their school, and their society.

Service to humanity – As it is the duty of a doctor is to treat his/her patients, duty of a teacher is to educate her/his students, the basic duty of human is humanity, which is taught by giving hand on experience to the students by planning visits to orphanage, old age homes, special schools etc.
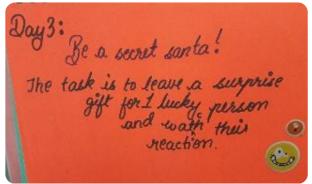
Kindness – Students need to be sensitized towards all living being around them, so they are taught to be kind with the animals, other people around them and most importantly being kind with the environment through various activities.

Honesty & sincerity – Students are made aware of the perks of being honest and being sincere to themselves and in their conduct through activities.
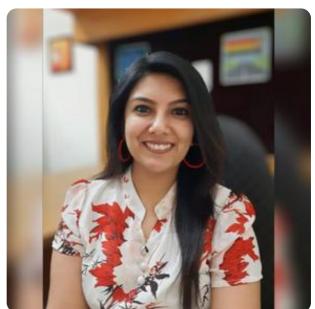

The beauty of teaching Fine Skills, Value Education & Psychology is that it is based on various methods like experimental & practical learning, group

learning that develops the students' interest in learning, helps in the cognitive and fine motor development and helps to create awareness and responsibility towards self and the society.

Such activities increase the student's sense of engagement or attachment to their school. These activities will become very important later, because they help develop your talents, interests, and passions.

The students are taught life skills through hands-on activities like poster making, clay modelling, feeding the birds, making a checklist to be responsible, saving resources, role plays, to prepare for field visits to orphanages and such social places by collecting material for donation, making goody bags for them, group work to build team spirit, videos, badge making, story telling etc.

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Ongoing journey through a child's life

As social beings, humans are profoundly shaped by the societies they inhabit. As educators, we have to furnish young minds with frameworks for moral development and critical thinking, empowering them to make informed judgments. Our conduct is influenced by various factors—family, culture, society, and the environment all contribute significantly.

To guide these spirited individuals toward growth, imparting life skills and values is paramount. In the 21st century, education's true empowerment lies in integrating learning, literacy, and life skills. Among these, the indispensability of life skills cannot be overstated. Educators bear the responsibility of highlighting the relevance of life skills in daily life.

In a world where fundamental values and ethics are often compromised, teaching students about morality and life skills is crucial. Establishing a strong connection between school, child, and parent is essential to instilling these values. Today's nurturing and guidance pave the way for young minds to evolve into compassionate, principled individuals, regardless of their chosen profession.

The teaching of life skills and values significantly shapes a child's future. As children learn, they cultivate empathy, leadership, and task-oriented knowledge for maximum productivity. Socially, they become more adept, honing their interpersonal and intrapersonal skills.

These abilities are interconnected, leading to substantial improvements in a child's personality.

Encouraging children to use their senses to comprehend the world around them fosters gratitude for the positives in life. By instilling these values and life skills, we guide our students towards a more positive life perspective, setting them on a path to success. Life skills and value education are pivotal for holistic development. Emotional intelligence is as vital, if not more, than intellectual intelligence. Thus, integrating life skills and value education greatly enriches emotional intelligence, nurturing well-rounded and successful individuals.

During our "LIFE SKILLS AND VALUE EDUCATION: ARISE WEEK," we dedicated the first day to GRATITUDE. Practising gratitude profoundly affects life by strengthening faith and fostering a closer connection with both the inner self and the divine. Aligning oneself with life's source opens up to boundless energy. Gratitude, as a powerful tool, enables control over thoughts and emotions, cultivating a more positive outlook and attracting abundance and joy into daily experiences.

Instilling the value of time management in children is paramount for their overall development. Teaching them to plan and prepare in advance is a crucial skill that can be imparted through simple yet effective practices. For instance, organizing their school bags in alignment with the provided timetable, setting out their uniform the night before, and ensuring their water bottles are filled and ready to go are excellent ways to start.

As Winston Churchill famously said, "He who fails to plan is planning to fail." Time management is indeed critical for smartly organizing our daily activities, respecting not only our own time but also that of others. This practice helps in developing the discipline required to arrive at school punctually and maintain a structured routine.

Furthermore, personal hygiene and cleanliness are fundamental aspects that children must comprehend. Embracing the philosophy of Swami Vivekananda, who emphasized the importance of

keeping the body in good health through mindful eating and drinking and being conscious of our actions, is pivotal.

Teaching children to maintain personal cleanliness extends beyond just personal grooming; it encompasses the upkeep of their surroundings as well. Starting with small tasks, such as tidying their study tables, organizing their wardrobes, folding their clothes, polishing their shoes, and mastering skills like tying shoelaces and school ties, lays the foundation for a healthier and more productive life.

Prioritizing personal hygiene and cleanliness within educational institutions creates a safe and healthy learning environment for students. By integrating these practices into the educational curriculum, we equip our students with essential life skills that will serve them well beyond their academic years.
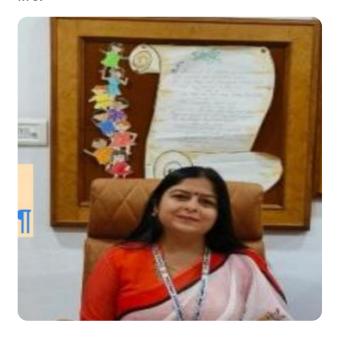
Meditation stands as a foundational practice capable of harmonizing a child's mind, body, and soul. By acquainting children with meditation, they can cultivate concentration and focus towards achieving their goals. A potent tool not only enhances academic performance but also augments overall well-being. Through meditation, children can diminish stress, anxiety, and depression while augmenting mental clarity and emotional stability.

In tandem with meditation, team-building activities play a pivotal role in fortifying bonds among individuals. In a recent activity titled "Introduce Your Friend," we witnessed the fervour and enthusiasm with which students showcased their friendships. This activity exemplified the strength of positive relationships in fostering a supportive and empathetic environment.

Such initiatives foster an appreciation for differences, nurturing respect and understanding among students, ultimately leading to stronger bonds and improved teamwork. As educators, it is our responsibility to provide many opportunities for students to hone these crucial social skills, which serve as valuable assets throughout their lives. Consistent practice of life skills empowers children to develop confidence, self-awareness, and resilience essential for navigating life's challenges. These skills are enduring companions, shaping responsible, independent, and successful adults.

Understanding that life skills are cultivated through patience, consistency, and dedication, it is imperative to encourage daily practice.

The acquisition of life skills and values shouldn't be perceived as a singular event but rather an ongoing journey throughout a child's life. By instilling a culture of continuous learning and practice, we empower children to realize their full potential, enabling them to confront life's hurdles with confidence. These acquired skills form an everlasting foundation for a fulfilling and prosperous life.

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Fostering Values and Life Skills

Introduction:

"If a person is losing the right track, he doesn't require inspiration to pick up the pace to stay in the race. What he requires is to be educated to turn his personality around." In the contemporary period, Educational institutions have been pushed to keep up the culture, principles, and values. Is it the liability of schools and colleges to impart values? Are value systems vital for life skills? Can we suitably pay no heed to our liabilities stating? It is not our apprehension as it is ingrained in relations and society. The indecisive and destructive world we are alive in today is a result of bailing out from standards to excessive realism. This article is an effort to display the challenges faced by teenagers in this recent world, explaining accurate value systems, roles and accountabilities of educators, how values can be conveyed through substantial branches of knowledge, association with values and life skills, and lastly ways in which values can be conveyed.

Challenges of Teenagers:

Mass media has blasted the ethics and principles of teenagers. It broadcasts burglary as heroism, revenge as well, assassination as daring, and Love is acquired through desire. All pleasure is set up in this money-oriented world. Romance and fancy are defined to be reasonable. Games cause agonizing ache even leading to bereavement which is horrendous. All that was measured as taboo is no more a taboo. Spiritual men

and women who are hypothetically setting up an example have turned out to be a great humiliation. On the other way round, we observe students burdened with disgust, annoyance, aggression, disagreement, aggravation and misery leading to committing suicides, expressing their grief out for assistance, knowing where to seek direction and help, down the line where they are extremely dejected and go off track.

Roles and Responsibilities of Educators:

Teaching your students is not an occupation, it's a vocation, a unique label where one is asked not only to teach but to instruct and impart the correct values to make them educated. At present, the roles and duties of educators or teachers have taken a change in their pedagogy considerably in sharing the values morally and ethically. The behaviour of the teacher directly or indirectly leaves an impact towards the values of the youngsters.

Imparting Values Through Subjects:

We live in a time where guardians are constantly escaping their everyday jobs in bringing up their children. It has now become the ethical accountability of educators to help students develop moral values. One of the valuable ways of extending values can be through the expansion of a suitable prospectus.

English:

English is not only a subject or language; it is a way of life, a culture dealing with self. Literature has a wide range including story and poetry, fiction and non-fiction that expresses human

understanding and response to life and death. A motivating story can make changes in the life of an individual. They feel comfortable emoting feelings and emotions, knowing that words have the power to control their mindset. The right prospectus and set of courses can do wonders.

Activity 1: Contextual meanings from the given words list.
Activity 2: Picture Perception

Science:

Science aims at the expansion of understanding of the concepts, ideology, and essential theories. It helps the student to replicate the secrecy of the natural world.

Mathematics:

Mathematics should have a different methodology including a wide variety of conceptual games to create interest and enhance social interaction, taking turns, and working with peers and groups to gather information through which they can solve problems.

Physical Education:

Physical Education exposes students to the sports arena. When students participate in team sports events and follow rules & regulations, they automatically start rejoicing in accomplishment which increases a sort of sense of fair play and it directly helps one to develop values.

Life Skills and Values:

Values and life skills are like the two wheels of the same cart which balances an individual. When the right values are taught, students expand their self-assurance, and self-analytical thinking, and can handle their anxiety issues like-hopelessness, failures, and low self-respect. It ensures a strong and dynamic life. Human beings become more competent in dealing with the complexities that they come across every day and build up a positive attitude towards life and society. Education in terms of values also composes students for the working world. Values like dedication, obedience, collaboration, sincerity, communication skills etc. enable them to develop healthy relationships at home and in college which in turn facilitate their better adjustment to the profession.

Technique to Impart Values:

Values need not essentially be restricted to classroom teaching only. This may also be conducted instinctively through games but an awareness of the process needs time for reflection, which often gets pushed to the backburner in most cases. Secondly, it can be imposed into the timetable. Thirdly, group discussion leads to team structure. When members in the group share their ideas, it leads to team building built with love and care. This also makes one feel accepted and gains courage.

Conclusion:

Life skills move toward assistance to an individual leading in the right direction to have a strong belief in self and towards the world. Undoubtedly, imparting value is a collective responsibility of guardians and educational institutions. Its

endeavour is to be seen as a venture in building the basis for permanent learning, promoting human expertise and global unity. The task of imparting values and life skills to the younger generation is of utmost importance in our contemporary society. Today's educational institutions are tasked with the responsibility of upholding cultural norms, principles, and values. However, the question arises - is it solely the obligation of schools and colleges to impart these values? Are value systems integral for the development of life skills? Can we afford to overlook our responsibilities by stating that it is not our concern but rather an intrinsic part of relationships and society?

The challenges faced by teenagers in today's world are extensive. Mass media bombards them with conflicting messages, often portraying unethical behaviour as heroic, revengeful acts as courageous, and love as something attained through desire. Pleasure and materialism dominate this world, blurring the lines of what was once considered taboo. The role models, once revered for their moral standing, have now become symbols of shame. Consequently, we witness an alarming rise in negative emotions among students leading to instances of distress, anger, aggression, and even suicidal tendencies due to a lack of direction and support.

Educators have a profound role beyond simply teaching subjects; they are entrusted with the task of imparting the right values. Their behaviour and actions directly influence the moral compass of the young minds they engage with.

Subjects such as English, Science, Mathematics, and Physical Education

can be instrumental in nurturing values. Literature, through its stories and poetry, can evoke emotions and teach valuable life lessons. Science helps students understand the mysteries of the natural world, while Mathematics can incorporate conceptual games to promote teamwork and problem-solving. Physical Education introduces students to sportsmanship, fair play, and the joy of accomplishment.

Values and life skills are inseparable; they function as the two wheels of the same cart, balancing an individual's character. When taught effectively, they enhance confidence, critical thinking, and resilience. They equip students with the tools to navigate life's complexities and foster positive attitudes towards society. Moreover, these values are invaluable in preparing students for the professional world, enabling them to build healthy relationships and adapt to various environments.

Methods to impart values can extend beyond classroom teaching.Values and life skills are inseparable; they function as the two wheels of the same cart, balancing an individual's character. When taught effectively, they enhance confidence, critical thinking, and resilience. They equip students with the tools to navigate life's complexities and foster positive attitudes towards society. Moreover, these values are invaluable in preparing students for the professional world, enabling them to build healthy relationships and adapt to various environments.

Methods to impart values can extend beyond classroom teaching. Games, timetable integration, and group discussions foster team-building,

acceptance, and courage among students. These approaches create opportunities for reflection and introspection, which are crucial in the learning process.

In conclusion, life skills pave the way for individuals to develop a strong sense of self-belief and a positive outlook towards the world. The responsibility of imparting values is a shared venture between guardians and educational institutions. It should be seen as an investment in laying the groundwork for lifelong learning, promoting human potential, and fostering global unity.

Imparting Values and Life Skills in Teaching Practices

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PGT, Commerce,
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Nurturing goodness-values in education

Context:
Sri Sri Ravishankar Vidya Mandir - Bangalore East stands as a testament to the transformative power of education in today's ever-changing world. Committed to adaptation and evolution, the institution is sculpting a generation of forward-thinking, self-reliant individuals poised to be influential contributors to our global society. The school empowers students to make decisions, fostering a sense of responsibility and ownership over their education. It cultivates confidence and nurtures leadership skills crucial for the future.

Content:
"Cultivating Ethical and Compassionate Students: The Vital Role of Values in Education"

Instilling ethics and values in young students is fundamental to their education. One highly effective method of imparting these crucial life lessons is through engaging and relatable stories. In this context, the "Being a Bee" lesson in the Grade 3 English curriculum presents a remarkable opportunity to achieve precisely that. By exploring the intricacies of honey bee life, educators seamlessly infused ethical and moral principles into their teaching, enabling students to cultivate a profound

- Compassion and Empathy: The character of Buzz, the honey bee, serves as a starting point to teach compassion and empathy.

Encouraging students to reflect on how they can help their peers and be more considerate in their daily lives fosters the value of empathy.

- Cooperation and Teamwork: Bees' remarkable teamwork emphasizes the value of cooperation. Guiding students on the benefits of teamwork in their classroom and lives demonstrates how cooperation leads to success.

- Respect for Authority: Understanding the role of the queen bee introduces respect for authority figures. Students learn to respect and follow instructions from authority figures in society.

- Responsibility and Hard Work: Buzz's depiction of hard work teaches the values of responsibility and diligence. Encouraging students to take responsibility for their tasks extends to discussions about completing homework and other responsibilities.

- Environmental Responsibility: The vital role of bees in the ecosystem sparks discussions about environmental responsibility. It educates students about conserving natural resources and protecting the environment.

- Non-Aggression and Conflict Resolution: The lesson on stinging teaches non-aggression and peaceful conflict resolution. It emphasizes communication and empathy in resolving differences.

7. Lifelong Learning and Mentorship: Buzz's mention of adult bees teaching baby bees illustrates mentorship and lifelong learning. This inspires students to appreciate learning from others and becoming mentors themselves in the future.

8. Understanding Life's Transience: Discussing the short lifespan of bees encourages reflection on time value and the impermanence of life, urging students to make the most of their time and appreciate life's fragility.

Conclusion:

The "Being a Bee" lesson for Grade 3 provides a rich platform for teaching ethics and values. Teachers effectively imparted compassion, cooperation, and environmental responsibility. Students learned to apply these values, becoming more responsible, empathetic, and ethical individuals.

Reflection:

Sri Sri Ravishankar Vidya Mandir - Bangalore East's transformative education approach is evident through the "Being a Bee" lesson. It effectively imparts values and fosters empathy, teamwork, and respect, making students aware of their relevance in daily life. Education extends beyond textbooks, nurturing responsible, empathetic, and ethical individuals who contribute positively to the world.

Best Practices and Tips:

1. Use engaging and relatable stories to teach ethics and values, connecting lessons to real-life situations.
2. Teach empathy and compassion, encouraging students to reflect on helping peers and emphasizing teamwork.
3. Encourage responsibility for tasks, including completing homework, and handle conflicts peacefully, emphasizing communication and empathy.
4. Help students apply learned values in their lives, enriching their educational experience and fostering strong ethical foundations.

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PRT-English Sri Sri Ravishankar Vidya Mandir
Bangalore East, 830320

Nurturing Ethical leaders through Holistic Education

Our school aligns with the National Curriculum Framework 2023 and National Education Policy 2020, emphasizing holistic development and value-based education in harmony with Indian educational principles. We prioritize the cultivation of physical, emotional, intellectual, and spiritual growth while instilling traditional and constitutional values. Our vision at Bal Bharati Public School is deeply rooted in the NCF, emphasizing robust work ethics and respect for all forms of labour in our fast-evolving world.

Ethical Foundations and Mission

Our mission is to imbue students with ethical conduct, compassion, and empathy. We believe that nurturing these values isn't just about education; it's about shaping responsible, morally grounded individuals who will become compassionate global citizens.

Blend of Activities

We offer a blend of non-competitive and competitive activities open to every student. Recitations, storytelling, art & craft, quizzes, and sports activities are provided as significant platforms for acquiring attributes like teamwork, resilience, and the capacity to gracefully accept success and failure. Collaborative activities seamlessly integrate various subjects like art, music, dance, and sports into our curriculum.

Community Service and Holistic Education

Community service activities in collaboration with NGOs nurture empathy, sharing spirit, and genuine care in our students. Our holistic approach prepares students not just academically but also as responsible and compassionate individuals, well-equipped for future challenges.

Foundational Values from Early Years

In our Montessori Department, we employ a holistic approach using storytelling, puppet shows, and assemblies to impart foundational values like kindness, empathy, honesty, and respect. This method ensures academic excellence while developing morally enriched individuals.

Value Education Integration

Value Education is integrated into the primary curriculum, emphasizing the practical understanding of values through multimedia presentations and interactive activities, promoting life skills, good habits, and positive outlooks.

Empowering Workshops and Life Skills

Beyond academics, workshops empower students with life skills such as self-discipline, empathy, and time management, aiding their decision-making and relationship-building capabilities.

Future-Oriented Values and Ethics

Collaborating with curriculum partners, we aim to create smart, empathetic global citizens equipped with 21st-

Holistic Approach in Middle and Secondary Stages

The middle and secondary stages involve comprehensive programs like the Awakened Citizen Programme. Discussions, case studies, role-plays, debates, and projects deepen students' understanding of complex values, fostering ethical reasoning and global perspectives.

Recognitions and Teacher's Role

The school's efforts in promoting values are reflected in accolades like the International Humanity Olympiad. Teachers play a pivotal role in character development through talks, discussions, and open dialogues, emphasizing integrity, resilience, and compassion.

In conclusion, Bal Bharati Public School's dedication to instilling ethics and values exemplifies its commitment to nurturing responsible and compassionate individuals, transcending mere academics to shape future leaders and global citizens making a positive impact on the world.

Ms. Reetu Dawar

Headmistress
Bal Bharati Public School, Gangaram
Affiliation Number: 2730045

Role of Ethics and Values in academics

Life skills are essential competencies beyond academics that empower individuals to navigate various life situations effectively, fostering better management and adaptability. When introduced and cultivated from childhood within the academic setting, these skills become ingrained habits, shaping one's character.

Life skills encompass a spectrum of abilities such as communication, critical thinking, problem-solving, emotional intelligence, and financial literacy. Integrating these skills into the academic curriculum equips students with a comprehensive understanding of the world, preparing them for success in diverse scenarios beyond classroom boundaries.

Research consistently highlights the positive outcomes of incorporating life skills into education. These advantages include improved academic performance, enhanced mental well-being, heightened employability, and an overall better quality of life.

Incorporating life skills within specific subjects, such as mathematics, can be achieved through financial literacy activities. For instance, students can create personal budgets based on hypothetical incomes and expenses. This exercise helps them learn financial management, prioritize spending, and develop habits of saving for future goals, nurturing responsible financial decision-making.

Similarly, integration into the English Language curriculum can occur through Group Discussions and Debates. Assigning topics and dividing students into groups enables structured discussions and debates. Emphasizing active listening, respectful expression of opinions, and presenting well-reasoned arguments, this activity encourages effective communication, consideration of diverse viewpoints, and the enhancement of critical thinking skills.

Debate participation and role-play activity by students

Teaching ethics and values encourages students to be socially responsible. They learn to consider the needs and perspectives of others, promoting a

sense of community and a willingness to contribute positively to society. This can be achieved through learning about concepts in social studies.

Learning about the 24 spokes of the national flag

Litmus Test- checking the nature of MgO

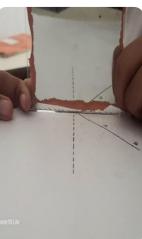**Phenolphthalein shows a pink colour when pH>7**

Learning the laws of reflection

Robotics Club Activity

Ethics, Values, and Life Skills in Academics: Shaping Principled Individuals

Ethics and values in academic settings foster a culture of moral responsibility, integrity, and principles. Here's an exploration of their significance:

1. **Moral Compass:** Integrating ethics and values in academics aids students in developing a strong moral compass. It guides them in ethical decision-making, understanding consequences, and discerning between right and wrong.
2. **Character Building:** Schools play a pivotal role in shaping students' characters. Incorporating ethics and values into the curriculum nurtures virtues like honesty, empathy, respect, and fairness, cultivating individuals with strong character and integrity.
3. **Conflict Resolution:** Understanding ethical principles facilitates conflict resolution. Students learn respectful and fair ways to handle disagreements, fostering a harmonious and inclusive learning environment.
4. **Academic Integrity:** A focus on ethics discourages academic dishonesty, plagiarism, and cheating. Students value honesty and appreciate the importance of their efforts, in upholding academic integrity.
5. **Empathy and Diversity:** Ethics education cultivates empathy and an appreciation for diverse cultures and beliefs. Students learn to respect differences, fostering inclusivity and tolerance.

To instil ethical behaviour, critical thinking, and values in middle school students, the following techniques can be utilized:

1. **Case Studies:** Engage students in real or hypothetical moral issues, encouraging discussions to analyze situations from various perspectives and propose ethical solutions.
2. **Role-playing Exercises:** Create scenarios for students to enact moral dilemmas, allowing them to practice applying moral concepts and understand consequences.
3. **Guest Speakers:** Invite professionals or community leaders to share their ethical insights and experiences, providing diverse perspectives.
4. **Service Learning Projects:** Encourage participation in community service programs that promote moral principles like empathy and social responsibility, fostering compassion.
5. **Journal Reflections:** Assign regular journal reflections for students to articulate ethical choices, encouraging introspection and self-reflection.
6. **Debates and Discussions:** Include ethical issues in class debates to allow students to express thoughts respectfully and defend their positions.
7. **Ethics in Literature:** Incorporate literature that explores ethical issues, initiating conversations about moral implications.

In conclusion, integrating life skills, ethics, and values into school curricula is pivotal for shaping empowered, principled individuals. This holistic approach prepares students not just academically but also equips them with essential life skills and a strong moral foundation for a fulfilling life and meaningful contributions to society.

Ethics and values in academics and schools refer to fostering a culture of moral responsibility, integrity, and principles within the educational setting. Here's an interpretation of their significance:

1. Moral Compass: Embedding ethics and values in academics helps students develop a strong moral compass. It guides them in making ethical decisions, considering the consequences of their actions, and understanding the difference between right and wrong.

2. Character Building: Schools play a vital role in shaping students' characters. Integrating ethics and values into the curriculum helps inculcate virtues like honesty, empathy, respect, and fairness. This, in turn, cultivates individuals with strong character and integrity.

3. Conflict Resolution: Understanding ethical principles aids in conflict resolution. Students learn how to handle disagreements and disputes respectfully and fairly, promoting a harmonious and inclusive learning environment.

4. Academic Integrity: Instilling a strong sense of ethics discourages academic dishonesty, plagiarism, and cheating. Students are more likely to uphold academic integrity when they appreciate the importance of honesty and the value of their efforts.

5. Empathy and Understanding Diversity: Ethics education fosters empathy and an understanding of diverse cultures, beliefs, and backgrounds. Students learn to appreciate differences and respect others, promoting a more inclusive and tolerant society.

To instill ethical behaviour, critical thinking, and a strong sense of values in middle school students, the following techniques can be used:

1. Case Studies: Present understudies with reality or theoretical moral issues and draw them into conversations and discussions. Urge them to break down the circumstance according to different points of view and propose moral arrangements.

2. Role-playing Exercises: Plan role-playing exercises where students portray moral dilemmas. This gives children the chance to practice using moral concepts and comprehending the effects of various behaviours.

3. Guest Speakers: Invite professionals, community leaders, or ethicists to share their respective fields' experiences and insights about ethics and values. This provides students with diverse perspectives and real-world applications.

4. Service Learning Projects: Encourage students to take part in community service efforts or programs that support moral principles like empathy, selflessness, and social responsibility. This encourages compassion and empathy for others.

5. Journal Reflections: Give students regular journal reflection assignments where they describe ethical choices they've made, how they handled them, and what they took away from the experience. This promotes introspection and self-reflection.

6. Debates and Discussions: Include ethical issues in class debates and open

discussions to allow students to voice their thoughts, listen to others, and respectfully defend their positions.

7. Ethics in Literature: Include literature that explores ethical issues or shows characters making moral decisions. After reading, start conversations about the moral implications of the story.

In conclusion, integrating life skills, ethics, and values into school curricula is a paramount undertaking that holds immense potential to shape a generation of empowered and principled individuals. By incorporating these vital aspects into the academic realm, educational institutions can cultivate a holistic educational experience that extends beyond textbooks and classrooms.

Life skills include a wide range of qualities required for success in the modern world, such as effective communication, critical thinking, flexibility, emotional intelligence, and financial literacy. By incorporating these skills into the educational fabric, students are armed with practical information and talents necessary for negotiating the difficulties of everyday life.

Furthermore, character development and social contribution are built on ethics and values. Instilling in students a feeling of accountability to oneself and the community through the teaching of ethical decision-making, empathy, respect, and integrity. Along with

developing their academic skills, students also mature into compassionate people who place morality first in all of their relationships. In essence, a more well-rounded, competent, and ethical generation is made possible by the incorporation of life skills, ethics, and values into school curricula. It instils in students the fundamentals of humanity and civic responsibility, preparing them not only for academic achievement but also for a fulfilling life. As education develops, accepting these integrations becomes crucial for raising people who make meaningful contributions to society and can successfully manage the complexity of our fast-changing global environment.

Ms. Divyanshi Shah

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Delhi Public School, Nacharam
Affiliation Number - 3630057

Nurturing values in modern education

Ethics stand as the foundational pillar of any society, forming an integral part of a school's curriculum. Education's purpose transcends the mere imparting of material and scientific knowledge; it aims to shape individuals for positive societal contributions. Throughout India's ancient history, ethics and values have held pivotal roles in the primary education of children in Ashrams and Gurukuls. The Guru-Shisya Parampara, prevalent in these ancient centres of learning, ingrained various moral values and fundamental beliefs as the initial learning for pupils, before delving into other subjects.

However, in observing our modern society, a noticeable decline in ethical and moral values becomes evident. This downward trend stems from a shift in focus within our educational institutions- from the moral development of students to a singular emphasis on material education, driven by the need for success in a competitive world. This shift originated with the British presence in India, where the colonial administration emphasized an educated class that conformed to British servitude. This led to the prioritization of book-based rote learning over the traditional value-based educational system. Consequently, this alteration brought forth a generation adept at academics but lacking in addressing moral challenges both professionally and personally.

The collective decline in moral values among the present educated generation necessitates a reevaluation of current academic practices. It's essential to reaffirm that schools serve a broader purpose than solely academic learning. They are the nurturing grounds for young minds, moulding them in ethical frameworks. Schools, being the environment where students spend a significant part of their formative years, hold a crucial role in fostering ethical citizens by instilling values such as honesty, integrity, empathy, respect, and social responsibility.

The integration of ethics and values into the school curriculum facilitates moral development, contributes to character building, enhances conflict resolution skills, and teaches the significance of social responsibility to students at a young age. It enables them to discern between right and wrong, fostering qualities like kindness, humility, teamwork, cooperation, and honesty. Engaging students in community service roles further reinforces these values, encouraging them to strive for a fair and just world.

Integrating ethics and values into school environments can be achieved through curriculum incorporation. Encouraging open discussions on various values and ethical dilemmas allows students to express their thoughts and engage in complex moral issues. Teachers, staff, and management serve as role models for ethical behaviour, influencing students' conduct. Encouraging student participation in community engagement projects reinforces the idea of social responsibility.

At our school, recognizing the significance of ethical values, especially at the primary level, remains our priority.

Each month, a value-based theme is chosen, incorporating various values throughout the year. Activities designed around these values, such as group discussions, storytelling, and collective problem-solving, create an environment where students consciously adopt these values in their beliefs and actions. This consistent engagement results in positive behavioural changes reflected in monthly feedback from parents.

In modern times, when working parents in nuclear setups have limited time to instil ethical values in their children, ethical education in schools becomes even more critical. While academic excellence is imperative in a competitive world, balancing this with an emphasis on ethical dimensions ensures that academic achievements are not squandered in an unethical society. Challenges in time allocation and effective student engagement exist, but our school's experience has shown that even simple, regular activities yield effective and positive outcomes.

Implementing ethical value integration with necessary commitment will pave the way for an ethical and just future for our children and communities.

Ms. Anamika Sharma

Primary Teacher
Gurukul Global School
2630061

Grooming Responsible And Enlightened Individuals

The Ultimate Aim of Education:

Education's goal extends beyond intellectual training; it aims to shape well-rounded individuals with essential skills for purposeful lives. Instilling attitudes, values, and ethics in the younger generation is crucial for societal progress. These values play a pivotal role in shaping individuals' character and personality, helping them discern between 'right' and 'wrong.' An integrated approach to value education establishes meaningful connections between learning experiences and real-life situations.

As stated, "Education, to be complete, must be humane, including the refinement of the heart and the discipline of the spirit."

A Multifaceted School Approach:

At Salwan Public School, we endeavour to cultivate responsible individuals within a holistic learning environment. Ethics and values are foundational to our school's ethos. Rather than teaching values in isolation, they are seamlessly interwoven into all school activities, programs, curricula, and teaching methodologies. Our curriculum aligns with the educational aims outlined in the NCF 2023, emphasizing universal human values, constitutional values, and those essential for emotional and ethical development.

Integrated Curriculum Strategies - Exemplary Practices:

We employ five core approaches for integrating values: inculcation, moral development, analysis, values clarification, and action learning. For instance, our annual 'Samman Diwas' honours the Indian Armed Forces' brave soldiers, fostering a spirit of patriotism among learners. Organizing a Blood Donation Camp in collaboration with the Armed Forces Transfusion Centre instills the values of service and gratitude. Community engagement, such as 'Mahabhoj' - a Food Festival for soldiers and 'Patient Welfare Amenities' at the Army Hospital, serves to express appreciation towards our armed forces.

Reflective Evaluation and Educator Guidance:

Educators must assess the internalization of values in learners post-activity. Reflective questions such as the imbibed ethics, observed behavioural or attitudinal changes and practical application of values in real-life situations aid in gauging effectiveness. Data collection via observations, surveys, feedback, and learner profiles assists in tracking changes and customizing experiences. Collaborative efforts involving parents and positive role models further reinforce moral and ethical practices.

The Impact and Conclusion:

Value integration profoundly impacts the holistic development of learners, including those facing challenges or having diverse needs. Bridging different aspects of learning nurtures enlightened individuals and responsible citizens capable of making informed decisions. Aligning our education system with

strong values and ethics fosters an equitable society and a peaceful world in today's evolving dynamics.

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Appendix

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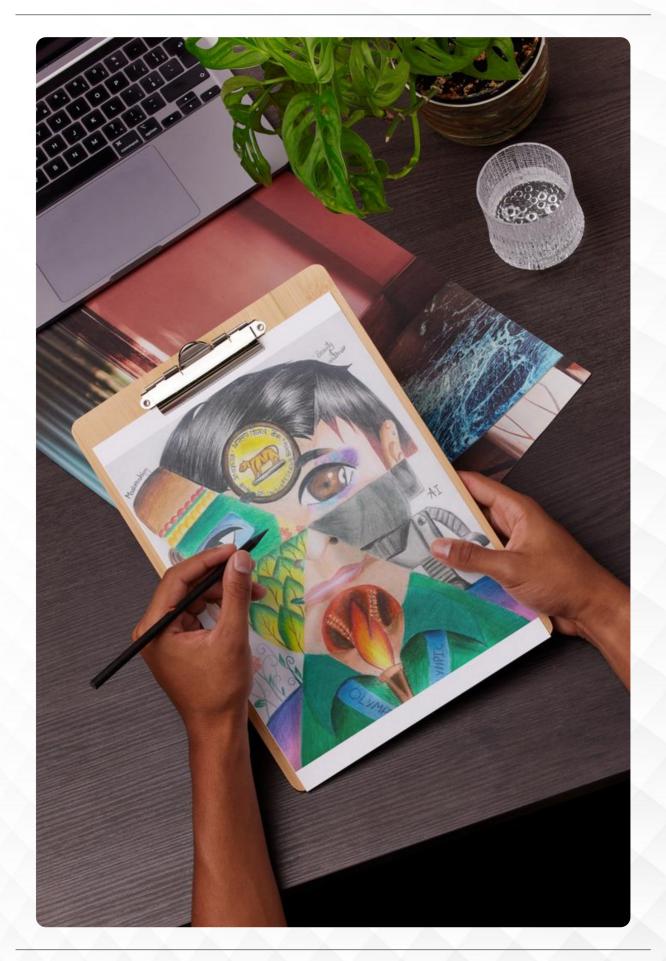

Ms. Mala Kapoor

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Report on the CBSE Adolescent Leadership Summit 2023

NATIONAL ADOLESCENT SUMMIT
On Life Skills, Mental Health, Safety & Wellbeing 2023

Organised by

The Central Board of Secondary Education (CBSE) Delhi in collaboration with Expressions India - The National Life Skills & School Wellness Programme

In pursuit of participatory growth of Life Skills & Wellbeing, CBSE which provided them with an opportunity to interact with one organized a Three-Days International Life Skill, School Health and Well-being Summit 2023. The National Adolescent Summit on Life Skills, Mental Health, Safety, Wellbeing 2023 organised by the Central Board of Secondary Education CBSE, Delhi in collaboration with Expression India went underway on 19-21 December 2023 at the National Bal Bhavan Centre, New Delhi.

The summit witnessed over 210 schools with more than 1200 student's participants were actively involved in the proceedings. With the aim of Building Life Skills & Wellbeing Ambassadors for the Nation, the 3-day Summit showcased a wonderful portfolio of events to a large community of youth and educationalists.

The Chief Guest for the inaugural ceremony was Smt. Nidhi Chhibber, IAS, Chairperson, Central Board of Secondary Education, New Delhi.

Other guests included Dr Joseph Emmanuel, Director (Academics), Central Board of Secondary Education, New Delhi, Sri Himanshu Gupta, IAS, Secretary, Central Board of Secondary Education, New Delhi, Sri Manoj Srivastav, Director , Professional Exams, CBSE, New Delhi, Ms. Arunima Mazumdar, Joint Secretary (Academics), CBSE, New Delhi, Madam Amritha Sruthi Radhakrishnan (Indian Classical Dancer), and many others. Students and teachers from various Government and Public Schools from across the country participated in the 3-day Summit, which provided them with an opportunity to interact with one another on an array of topics.

The Central Board of Secondary Education (CBSE) introduced Life Skills based Health and Wellbeing Education as an integral part of its curriculum to empower the holistic development of all types of learners so that they are able to develop a sense of self-confidence, eco-sensitivity, and right approaches to lifelong learning. The Summit works to enable the voice of adolescents on wide-ranging issues such as gender equality, child safety, and mental health from their own vision as well as recommendations on going forward. The participating students get together to formulate a Charter for their education and well-being to facilitate Adolescent Leadership Skills for the Nation.

National Adolescent Summit 2023 began with a beautiful Global School Health Exhibition showcasing the work being done by the schools in promoting the key Co-Scholastic areas viz: life skills, attitudes, values, mental health and wellbeing, physical education, and other allied areas like child rights, peer mentoring, positive parenting being discussed. Another health drive tool was The National Youth Health Parliament which focused on students' interface with experts in the field of health education and promotion, life skills, the culture of wellness, child health, and nutrition status, mental health and behavioral issues, mental health and child rights education.

Students participated in the first written round of the Quiz and expressed their creativity and artistic talents through an On-the-Spot-Painting event – Utopia.

This was followed by the energetic participants presenting 'Nukkad Natak' on Contemporary Themes like school safety, girl child, mental health, bullying, etc. Rhetorics - The Young Orators Championship was organized with Mr. Rajat Sharma and other esteemed dignitaries where the participants picked a topic on the spot and expressed their views on a wide range of topics such as peer pressures, spirituality, democracy, education, and anger to name a few. Going deeper into the health drive on an analytical note, Selected Short films made by students using focused group discussions were presented. Another remarkable feature was Sur Taal where students participated in the 'SurTaal' - Indian Classical Group Dance to display their individual brilliance, apply life skills, and 'be the star of the stage'.

The student participated hands-on, in an interactive and participatory workshop for Adolescent Peer Educators on Bullying in Schools: Role of Adolescents as Agents of Change and Leadership Orientation in Life Skills, Values & Well-being to enhance their skills as peer educators.

These intense sessions were balanced off by a short informational session on performing arts and links with well-being.

The grand event also saw the felicitation of the erudite Master Trainers who have been tirelessly striving to build the Life Skills Peer Educators for Schools across the country.

This successful Summit ended on a high note as it celebrated the energy and fervor of the youth with the aim to channelise the inherent potential and vivacity of the youth of the country.

Activity Board

Central Board of Secondary Education
NATIONAL ADOLESCENT SUMMIT 2023
Building the Life Skills & Wellbeing Ambassadors for the Nation

Academic Circulars:
July to December 2023

Circulars- 2023	Month	Subject
Acad-77/2023	July	Self Nominations for the National Awards to Teachers 2022-23 - Click here to Apply
Acad-78/2023	July	Webinar Series on SQAA Framework (SQAAF)– reg.
Acad-81/2023	July	Events to be Organized under the Theme 'Tribal Empowerment' under the aegis of Azadi ka Amrit Mahotsav Celebrations – reg.
Acad-82/2023	July	WizQuiz – All India Inter-School Quiz Competition by National Defence Academy (NDA) – reg.
Acad-83/2023	July	Shiksha Sankalp – An Online e-Pledge – reg.
Acad-84/2023	July	Multilingual Education and using mother tongue as a medium of instruction
Acad-85/2023	July	Commemoration of 3rd Anniversary of NEP-2020 through CBSE - One Child, One Plant Campaign
Acad-86/2023	August	'Angdaan Mahotsav' – Indian Organ Donation Day – reg.
Acad-88/2023	August	2nd CBSE Expression Series For Academic The Session 2023-24
Acad-89/2023	August	Adolescent Peer Educators Leadership in Life Skills, Health and Wellbeing Programme - Registrations for Fourth Phase of Training Programmes
Acad-90/2023	August	Āryabhaṭa Ganit Challenge - 2023 : Click Here to Apply
Acad-91/2023	August	Observance of 'Partition Horrors Remembrance Day' on 14th August 2023
Acad-92/2023	August	Har Ghar Tiranga Program – reg.

Circulars- 2023	Month	Subject
Acad-93/2023	August	"Meri Mati Mera Desh" 2023
Acad-94/2023	August	Five-day exhibition on the "Story of India's Partition
Acad-96/2023	August	Broadcasting of Chandrayaan-3 Mission – reg.
Acad-97/2023	August	Project Veer Gatha Edition 3.0
Acad-99/2023	August	CBSE Reading Mission and Initiatives - Apply Now
Acad-100/2023	August	CBSE Games (2023-24)
Acad-101/2023	August	Formation of CYBER CLUBS in Schools for developing an Ecosystem to Prevent Cybercrime-reg.
Acad-103/2023	September	Swachhata Pakhwada 2023 – reg.
Acad-104/2023	September	SAFAL Pilot (Feb 2023) Reports
Acad-106/2023	September	Inviting articles for CENBOSEC (July - December 2023) – reg.
Acad-107/2023	September	Self-assessment on SQAAF portal
Acad-108/2023	September	Hyderabad Liberation Day Celebration on 17th September 2023 – reg.
Acad-109/2023	September	Extension of Last Date to Conduct Activities and Upload Best Entries of Veer Gatha 3.0 on MyGov Portal

Circulars- 2023	Month	Subject
Acad-110/2023	September	Indian Army Quiz – 2023
Acad-111/2023	September	Extension of Last Date for 'Registration' and 'Applying to Participate' in CBSE Games (2023-24) – reg.
Acad-112/2023	September	CBSE Adolescent Leadership Summit on Life Skills, Mental Health, Safety and Well Being, New Delhi (19 - 21 December 2023) – reg.
Acad-113/2023	September	Amrit Kalash Yatras under 'Meri Maati Mera Desh' Campaign
Acad-114/2023	September	"Bharatiya Bhasha Utsav" from 28th September to 11th December, 2023 – reg
Acad-115/2023	September	CBSE Heritage India Quiz – 2023 - Apply Here
Acad-116/2023	September	Extension of Last Date for 'Registration' and 'Applying to Participate' in CBSE Games (2023-24) and Participation of Government Category Independent Schools in CBSE Games
Acad-117/2023	September	Observance of Mental Health Week in schools during 4-10 October, 2023 – reg.
Acad-118/2023	September	Swachhata Hi Seva Campaign - 2023 reg.
Acad-119/2023	September	Special Campaign 3.0 – reg.
Acad-120/2023	October	CBSE Science Exhibition 2023-24	Click Here to Apply
Acad-123/2023	October	Chandrayaan-3 Maha Quiz
Acad-124/2023	October	'Run for Unity' on Rashtriya Ekta Diwas (National Unity Day)

Circulars- 2023	Month	Subject
Acad-125/2023	October	Observance of "Vigilance Awareness Week (VAW) – 2023" from 30.10.2023 to 05.11.2023 in the Schools Affiliated to CBSE
Acad-126/2023	October	Extension of Last Date for Registration for CBSE Heritage India Quiz 2023
Acad-127/2023	October	State Educational Achievement Survey (SEAS) -PARAKH Implementation
Acad-128/2023	November	Establishing Culture and Heritage Clubs in School with SPIC MACAY as Knowledge Partner
Acad-129/2023	November	CBSE Budding Authors Programme 2023-24	Click here to Register
Acad-130/2023	November	Fit India Week (2023)
Acad-132/2023	November	Celebration of Constitution Day
Acad-133/2023	November	3rd CBSE EXPRESSION SERIES for Academic the Session 2023-24
Acad-134/2023	December	Celebration of Bharatiya Bhasha Ustav – reg.
Acad-136/2023	December	Pariksha Pe Charcha 2024 – reg.
Acad-137/2023	December	Submission of details of Art-Integrated Project at KALASETU Portal
Acad-138/2023	December	'Veer Baal Diwas' 2023 – reg.
Acad-139/2023	December	Live Telecast of National Program on Veer Baal Diwas (26.12.2023)
Acad-140/2023	December	Join Drive Against Drug Abuse: e-pledge – reg.

Acknowledgement

Acknowledgement

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Beyond Boundaries

ENGAGEMENT WITH SOCIETY

EMPLOYABILITY ENHANCEMENT

SKILLS

ACTIVATING TEACHING AND LEARNING

INTEGRATION OF RESEARCH AND TEACHING

FLEXIBLE LEARNING PATHWAYS

APPLICATION OF TECHNOLOGY

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