

Learning for Life

CENBOSEC

January - June 2023

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Chairperson's Message

The release of this edition of CENBOSEC by the CBSE is a moment of great pride and significance. India's remarkable growth on all fronts has captured global attention, with unprecedented advancements in every sector, including education. The ground breaking National Education Policy 2020, followed by the National Curriculum Framework 2023, and the recent honour of our Nation being bestowed with the G20 Presidency, have paved a clear path for educators to align their institutions with the visions and missions of the future.

India's elevation to the prestigious G20 Presidency, has turned the global spotlight onto our nation. With our country's commitment to global cooperation among nations, it is only natural to discuss the implications of the G20 for CBSE and, more specifically, CBSE schools. The Prime Minister of India has aptly described India as a microcosm of the world, and our G20 presidency aims to promote the universal sense of oneness encapsulated by the principles of "Vasudhaiva Kutumbakam".

Undoubtedly, India's G20 presidency will usher in an era of global citizenship, where we actively work towards creating a new world order. Our education system and skills ecosystem will rightly receive the much-needed focus and impetus. The National Education Policy (NEP) 2020, which is based on the principles of Access, Affordability, Accountability, Equity, and, above all, Quality, perfectly aligns with the spirit of the G20 presidency.

In light of this unique opportunity, the CBSE is dedicated to creating awareness among schools, urging them to organize workshops, debates, quizzes, essay competitions, rallies, and other activities. This edition of CENBOSEC revolves around the theme: "Learning for Life," which draws inspiration from the essence of the NEP 2020. The learner is at the heart of every educational design, and diverse pedagogical structures have been suggested to ensure quality and equity for all our young learners.

It is worth recalling the Delor's Commission Report (1996), titled "Learning: The Treasure Within." This report, presented to UNESCO, proposed an integrated vision of education based on two key concepts: "learning throughout life" and the four pillars of learning: Learning to know, Learning to do, Learning to be, and Learning to live together. This humanistic approach is abundantly reflected in the NEP 2020, which strives to ensure that classroom learning focuses solely on empowering each learner to find their rightful place in life and serve society as empowered and responsible citizens. Thus, "Learning for Life" encompasses a wide range of readiness, equipping every child with the necessary skills for survival and transforming them into future-ready citizens who can make a lasting impact.

It is imperative for schools to fully comprehend the intent of the NEP and NCF, embracing a missionary zeal to redesign learning in their unique settings. Most importantly, schools must enable their young learners to step out of their portals with confidence, courage, and readiness to face challenges. These skills, along with the numerous 21st-century skills we instil in our students, are timeless contributions that will never become outdated. They ensure a secure future for our young minds, nurturing them into individuals who can lead the world towards peace and development.

When students learn for life, not only do their academic outcomes flourish, but they also develop a positive mind-set, well-being, self-satisfaction, and enduring academic success. If schools and heads of institutions embrace this missionary zeal and re-imagine our educational landscape, our young minds are guaranteed a bright future that will propel the entire world on a journey of peace and development.

With Best Wishes !



Smt. Nidhi Chhibber IAS

Chairperson
Central Board Of Secondary Education

Foreword from the Director Academics

I am delighted to present the January to June 2023 edition of CENBOSEC. This edition holds immense significance as it coincides with India's Presidency of the 2023 G20 summit, which places a strong focus on the priorities of the G20 Education Working Group. At CBSE, our mission has always been to promote inclusive, equitable, and high-quality education, while also providing lifelong learning opportunities for all our students. The central theme of this edition revolves around "Learning for Life," which perfectly aligns with the spirit of the National Education Policy (NEP) 2020.

In this edition of CENBOSEC, we delve into dynamic themes that address the evolving needs of educators. CBSE supports and guides educators in exploring new frontiers of pedagogy, with a strong emphasis on innovative teaching methods. Additionally, we prioritize the enhancement of quality and excellence in schools through continuous professional development for teachers and the creation of relevant resource materials. The School Quality Assessment and Assurance Framework (SQAAP) program has also been introduced to empower schools to conduct self-assessments and work towards quality enhancement.

This edition of CENBOSEC showcases the best practices and success stories of CBSE schools, highlighting academic and assessment reforms, career guidance, and the effective utilization of technology. A significant aspect of this edition focuses on the assessment reforms that enable a comprehensive evaluation of students' competencies in all domains. The articles provide insights into the Holistic Progress Card, which offers a 360-degree view of each learner's progress. By sharing the efforts and results of these subthemes, schools aim to inspire and guide others in implementing similar practices in their own institutions.

CBSE acknowledges the importance of equipping students with the necessary tools to make informed choices for their future. The articles in this edition also reflect on the various career guidance initiatives and counselling support provided by our schools, in line with CBSE guidelines and circulars. Furthermore, as schools venture into the realm of technology-enabled learning, a few articles have showcased how technology can be effectively utilized to enhance educational outcomes.

I would like to express my appreciation to all the contributors who have made this edition of CENBOSEC a valuable resource for improvement. I invite all readers to explore the articles, gain insights, and discover practical strategies shared in this edition. Let us embark on a transformative journey in education, empowering future generations and fostering a brighter tomorrow by sharing our best practices.



Dr. Joseph Emmanuel

DIRECTOR - ACADEMICS

Central Board of Secondary Education.



ARTICLES

Sub-theme 1

EXPLORING NEW FRONTIERS OF PEDAGOGY



Exploring new frontiers of Pedagogy

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Exploring new frontiers of Pedagogy

Pedagogy means the simple way of effective teaching and learning which helps in the emotional, personal, social, political and overall development of learners, in my view. It plays a vital role in moulding the lives of learners and hence needs to be revived in due course of time. NEP2020 was such a revolutionary step in the education system after 34 years. The NEP2020 has introduced the 5+3+3+4 system which means Foundational Stage, Preparatory Stage, Middle Stage and Secondary Stage respectively. The vision of this policy is to provide high-quality education practising equity and inclusivity to make India a global knowledge superpower and no stone is left unturned by the CBSE and the institutions in order to achieve this goal. NEP2020 focusses on Competency Based Education (CBE) and experiential learning which enhances the skills and helps the learner to lead a meaningful and better life and ultimately builds a strong and reliable society. This method is customised to meet different learning abilities and can achieve efficient learning outcomes. CPE promotes learning higher order skills like critical thinking, creativity and problem solving. My school, “Shikshankur The Global School” is a place where values are valued, nature is nurtured, safety is sowed and love is reaped. The mission of my school is “To Nurture A Vibrant Learning Community Which Inspires And Empowers” with a vision of making “Responsible Future Ready Global Citizens Empowered To Make A Difference”.

We totally believe and practise NEP2020 in every possible way and create opportunities for better learning of both the students and the educators. We have a well-integrated lesson plan for each topic (that includes the learning objectives, learning outcomes, methodology, art integration, activities, reflection opportunities and observations) which help us to have a clear idea and vision of that particular topic and

also note observations to make a holistic report card of each and every child. CBSE has introduced apps like DIKSHA and NISHTHA which guide understanding of the CBE by the Administrator, Parent, Student and Teacher learning becomes easier. Through courses with videos, activities, quiz and assessments. There are also courses such as Nishtha FLN courses, FLN_C5_ “Understanding” Vidya Pravesh ” and “Balvatika”. My school encourages these learnings and also organises workshops which work as self-assessment and peer assessment on such topics. We follow the Montessori method of teaching for kindergarten in parts and use of Phonetics for learning English which ensures the Foundational Literacy and Numeracy. Learning through hands-on activities (experiential learning) is practised across the grades (Kindergarten to XII) which ensures long term learning. To cater to the soft skill and vocational skill enhancement and remove barriers between Academic and Vocational subjects we have various programs round the year. The Meraki and Mindfulness program help in learning yoga and meditation which improves our health (both physical and mental), our concentration and decision making skill ; Katha Kahani and Abhinay work on the language and literature skills, writing and enactment skills; Avishkaar unfolds the inquisitive and explorative skills; Adbhut deals with technology skills; Digital citizenship makes the learners aware, alert and responsible digital citizens; Indradhanush explores the artist within the learner; Akriti the pottery program hones motor skills; Sur Taal is close to the learners having music in their hearts; Utkrisht focuses on the sporty side of the learner; Karuna deals with following SDG’s,



empathising with the environment and society and try to make mother Earth a better place in every possible way by us; Antarang is the peer building program which improves the social, collaborative and communication skills; Manthan is a great platform to connect with the parents/guardians and discuss the emotional aspects of development. Along with these programs the CBSE student enrichment activities are also carried out regularly. Some of them are Pariksha Pe Charcha which made the children vocal and overcome their assessment anxiety; Vaccination buddy- YUWAAH program, COVID Responsive Behaviour which made us aware of the facts and myths about coronavirus and ensured about the safety measures to be taken; CBSE Heritage Quiz took us back to our roots, culture and rich heritage of our motherland "INDIA"; CBSE Reading Challenge 2.0 ensured the foundational literacy program; Cyber Hygiene and Digital citizenship made us digitally responsible and taught us how to keep a check on our digital footprints, Environmental Hazards of Electronic Wastes (e-Waste) made us aware about the alarming condition of our mother Earth and how we should try to make it a better place. NEP 2020 has also suggested transformation in the assessments which will be easier and primarily test core competencies through more multiple choice questions which will develop interest and love for the learning in the learner.



It also suggests the learner paced assessments, self-assessments and peer assessments. We try to follow each specification suggested, observe and create a holistic report card based on academics, co-curricular activities, skills of the learner. These changes actually have made a huge difference to the learners and the educators and have contributed to their overall development. It gives me great pleasure to express my gratitude towards NEP 2020 and CBSE for making it acceptable and easy to adapt through their valuable guidance.



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Exploring new frontiers of Pedagogy

Context

The level of development and success of any nation is determined based on the knowledge, skills and human resources of that nation. How the New Education Policy 2020 has changed linearly and horizontally with the values of “Nit nootan, Chir puritan” (Ever–New, Ever–Old), the concept is not only compatible with the Indian knowledge system, but it will also see fundamental changes in the current education system.

The new education policy advocates a shift towards more holistic and experiential education, where students are encouraged to actively participate in the learning process and engage with real–world challenges. This approach aims to help students develop critical thinking, problem–solving and creativity skills that will prepare them for the challenges of the 21st century.

NEP 2020 also recognizes the importance of technology in education and encourages the use of digital tools and resources to enhance the learning experience. The policy recommends the development of digital infrastructure and resources to support online and distance learning, which can help address issues of access and equity in education.

IMPLEMENTATION PLAN

To ensure that students acquire the knowledge, skills and abilities they need to be successful in their chosen fields, New Education Policy focuses on the mastery of specific competencies

Competency–based curriculum that focuses on critical thinking, problem–solving, communication, collaboration and creativity is followed in all the classes from III to XII. In addition, our main focus is to ensure assessing the students' competencies through various methods, including formative assessment, project–based assessment and performance–based assessment.

Foundational literacy and numeracy:

Foundational literacy and numeracy are critical for the holistic development and future success of children. Various strategies have been planned and incorporated in the school curriculum for ensuring that all students in grades 1 to 5 acquire basic literacy and numeracy skills.

1. Early Childhood Care and Education:

To help children develop their language, cognitive and social–emotional skills, the school runs EEDP Program as per guidelines issued by DAV CAE and Directorate of Education from class Pre–School to II. Under NEP, we are working on the implementation of Anganwadi from session 2024–25.

2. Remedial Instruction and Evaluation:

We ensure that students who have not achieved basic competencies in reading and number sense by grade 3 be given remedial instruction and evaluation. This will help identify learning gaps and provide targeted support to help these students catch up.

3. Multilingual Education:

The medium of instruction is multilingual (Hindi, English, and Sanskrit) in school. This will help children develop their conceptual understanding and improve their overall learning outcomes. Besides this, we observe Language Days and celebrate Regional Language Diversity to introduce greetings and basic conversations in various languages.



4. Technology–Enabled Learning:

The school has required digital infrastructure wiz SmartBoard enabled Classrooms, well equipped 3 Computer Labs with internet connectivity, Teachers Resource Room and ATL Lab. In addition to this, the use of technology–enabled learning solutions such as educational apps and games to supplement classroom learning provides personalized learning experiences to students.



5. Professional development for teachers:

We are constantly working for the professional development of teachers to help them develop effective strategies for teaching learning through the timely conduct of Workshops, seminars, and webinars conducted by CBSE, DAV CAE and other educational organizations.



Academic and Vocational Subjects

Vocational education is successfully introduced from the secondary level itself, and students have the option to choose from several vocational courses along with their regular academic subjects. We provide them

opportunities to learn practical skills and gain hands–on experience and knowledge in sectors such as IT, AI and Food Production, making them more employable and better prepared for the future.

Academic and Vocational Subjects

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ENRICHMENT ACTIVITIES

Various enrichment activities initiated by the Central Board of Secondary Education (CBSE) are adopted by the teachers to enhance the skills and knowledge of the students.

1. Art–Integrated Education: This activity encourages students to explore their creativity through art such as music, dance, drama and visual arts. It has been observed in the past few years that by integrating arts into the curriculum, we are successful in engaging students in learning and thereby achieving academic success.

Post Covid this pedagogy helped a lot in enhancing the social and emotional well–being of the students. Students have developed problem–solving aptitude and creativity in solving mathematical problems, learning language through music & dance, and exploring history through drama & painting.

2. Health and Wellness Activities:

To promote physical fitness, reduce stress, and improve mental health, Physical Education, Yoga and Meditation classes are embedded into the regular curriculum. In addition to that,

students are taught about proper nutrition which can help them make healthy choices and develop good eating habits. Our school offers classes & workshops on nutrition and also provides healthy food options in the school cafeteria. A school also provides resources and education on mental health and wellness.

By incorporating these health and wellness activities in school our students have developed healthy habits that will benefit them throughout their lives.



3. Entrepreneurship Education:

Developing an entrepreneurial mindset and encouraging them to explore new ideas and start their ventures, every year, Diwali Haat is organized where students purchase raw materials, prepare finished products and sell them to fellow students, parents and teachers to learn entrepreneur skills.



4. Leadership and Life Skills:

The school has a separate Student Council for the Primary and Senior Wing. These activities focus on developing leadership and other essential life skills such as communication, problem-solving and decision-making among the students.



Conclusion:

Overall, we can say that features of NEP serve to be new frontiers of pedagogy for quality education by promoting innovative and learner-centric approaches to education. The policy has the potential to transform the education system in India and prepare students for the challenges of the 21st century. However, the successful implementation of the NEP 2020 will require concerted efforts and collaboration from all stakeholders involved in education, including policymakers, educators, and parents.



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Exploring new frontiers of Pedagogy

The field of education is an ever-changing and evolving phenomenon as it develops with the human race. The Indian Education system has seen many changes since its Independence in 1947. National Education Policy 2020 is the latest initiative taken by the Government of India. It mainly emphasizes on Competency-Based Education which makes the learner transfer his knowledge, attitude and skills into real-life situations. It provides flexibility in selecting subjects and focuses on proficiency in language, scientific temper, mathematical skills, creativity and innovation, art and aesthetics, health and nutrition, and fitness and wellness. The content is presented in an integrated way and assessment is based on learning outcomes.

Gwalior Glory High School has taken NEP 2020-based initiatives to make the learners competent in knowledge and skills which can be utilized in real-life situations. First of all, the school has trained its teachers to ensure that Competency Based Education can be imparted to learners to the fullest. Various workshops have been conducted on different aspects of NEP 2020 such as Competency-Based Education, Integrated Learning, Health and Wellness, etc. Additionally, all the faculty members have done courses and are certified by the Deeksha Portal.



Competency-Based Education and Learning Outcomes

After developing a clear understanding of the Competency-Based learning system, teachers have been educating and guiding the learners using fun-filled activities, experiential learning and technology. They are consistently trying to remove hurdles between academic and vocational education. Mass Media, Entrepreneurship, Artificial Intelligence, and Information Technology are taught in harmony with academic subjects. A newly introduced Course on Financial Market Management (FMM) is making our students aware of financial matters in daily life. At an early age, they are learning about investments and saving money which will surely make them skilled in budgeting, disciplined savings and intelligent use of assets.

Literacy and numeracy are significant components, especially for grades 1 and 2. Our school has adopted the pedagogical techniques suggested by NCF. They are given ample opportunities through emergent reading and writing skills. They draw the alphabet on walls, notebooks and even on smart boards in the Play way method. The five-block approach, for example, oral language development, word recognition, reading and writing are imparted through various activities.



Literacy and Numeracy Session

Similarly, numeracy is being developed through ELPS. For example, Experience, Spoken Language, Pictures and written symbols. They are motivated by real-life mathematics like counting coins addition and subtractions through currency, vegetable and

fruit items. They are divided into groups and then they count each other. Mathematical talk is also conducted to make them aware of various terms used in mathematics. The school has a mathematics lab also to give a real environment to our students.

Sports, health and wellness programmes are being conducted on an almost daily basis which makes our learners physically, emotionally, mentally and spiritually fit. Our expert trainers of Hockey, Cricket, Football, Basketball, Volleyball, Taekwondo and Yoga impart life skills such as leadership, cooperation, team building, empathy and decision-making. Through various sports activities, the learners are enriched not only physically but also behaviorally. They are developing their acumen for the integrity of life.



Khelo India Programme Conducted on Campus

Indian heritage, culture and traditions are as important as any other academic subject. New Education Policy 2020 has given enough emphasis on ethical and moral reasoning, gender sensitivity, citizenship skills and resource conservation. Practicing these things on school campuses sensitize the learners to become polished citizens who know the value of being human and follow the values in their life. The programs such as Ek Bharat Shrestha Bharat, Matri Bhasha Diwas, The Constitution Day, and CBSE Heritage India Quiz are being organized to develop harmony and integrity in the thought and behaviour of the students.

These programs are making our learners groom their personalities outside the classroom. They are not bench-bound listeners, but they learn by doing themselves which is the motto of Competency-Based Education.



Ek Bharat Shrestha Bharat Exhibition

“Cleanliness is next to God” has become our regular practice under Swachh Bharat Abhiyan and ECO-Club Activities. These activities create awareness of environmental conservation and protection and develop cleanliness habits among students. With Poster Making Competition, Slogan Writing, and Classroom Cleaning Campaign, the school is continually building habits into daily life practices. Students are motivated by health and hygiene, so that not only their immune systems can work well, but also they can help others to deal with such things in routine life.

In this way, our school system is exploring new frontiers of Pedagogy following the New Education Policy 2020 and developing a new arena of education ecosystem where the holistic development of our students has become our goal.

Reflecting upon the pros and cons of the implementation of NEP 2020 in our functioning, we faced several challenges also.

Our teachers needed to be equipped with various resources which took a little time to reinvent and formulate in practice. For example, financial management has been completely a new area for the teachers and study material was not available properly. Consequently, compiling the study material took a little time with certainly delayed deliverance. However, our competent teachers accomplished the work by the end of the session successfully. National Curriculum Framework (NCF) focuses on play-way pedagogy. At times, it was difficult to convey and convince the parents as it seems a little vague in the beginning. For concrete outcomes, it needs some time. Parents feel that their children are not doing anything except playing. However, when they showed their conceptual clarity, especially for numeracy, they were convinced enough to continue their children's study in the same way. Changing the mindset for the pattern of study has always been a challenge among parents and students, but we will do it eventually for sure.



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Exploring new frontiers of Pedagogy

Removing barriers between academic and vocational subjects

The trend of academic-based subjects and occupations being more valuable than vocational ones can be traced back in history. Our civilization has deep roots in societal divisions based on the type of work performed by a person for example people who made their living through handicrafts, craftsmanship, agriculturalists, artisans were not given much importance as compared to priests ,warriors ,administrators or kings in our Varna system.



This further manifested itself in the conventional education system implying that the major barrier responsible for creating the dichotomy between the academic and vocational subjects is the mindsets of the people. Subjects such as mathematics, science, and English have always been valued highly. However, vocational subjects such as food processing, fine arts, and marketing have been regarded as secondary, lower-value subjects that are frequently overlooked. This perception comes from the belief that vocational topics tend to be less intellectually demanding and challenging than academic subjects. As a consequence, students who choose vocational topics are frequently perceived as less intelligent, and their achievements are not valued as highly as students in academic subjects. This approach has resulted in a schism between academic and vocational subjects, making it difficult for students to cultivate an interest in the latter.

Conventional Academic Subjects

Mathematics, Science, S. studies etc.
English, Hindi , Physics , Chemistry ,
Biology , Geography, Accountany etc

Vocational Subjects

Food processing, Fine arts, and marketing etc
Pottery ,dairying ,automobile engineering horticulture, health care and beautv culture. medical lab



Our Specially-abled students in the Vocational Stream (Inclusive Education)

Impediments in the implementation of Vocational subjects —

- When children are assigned to a vocational stream, parents frequently become enraged, saying that the child will be unable to find work in the future and even speculating on what relatives and other members of society will think if their child chooses these subjects for a career. As a result, it became a symbol of 'low societal prestige'.
- Academic and vocational topics are frequently perceived as distinct and

separate from one another. This means that rather than having the option to investigate both, students are encouraged to choose one over the other. Students miss out on the benefits of learning both academic and vocational topics, such as critical thinking, problem-solving, and practical skills, as a result of this separation. Despite the fact that, in today's digital world, students have access to information from all over the globe, many are still unaware of career options after pursuing vocational courses.

- Another impediment is a scarcity of resources for vocational courses. Academic subjects frequently receive more resources, such as books, labs, and technology. As a result, vocational subjects are frequently taught in an out-of-date manner or with inadequate facilities.
- The lack of competent teaching staff for the same acts as a hurdle.
- Moreover, vocational courses are vaguely defined, fragmented and disjointed with no proper, detailed curriculum and books. Only a basic introduction to all vocational courses is available, which is ineffective in attracting school students' interest in vocational education.

Several initiatives can be taken to close the gap between academic and vocational topics –

- First and foremost, vocational topics must receive the same recognition and respect as academic subjects. They should become part of the curriculum from the primary level with the same credit points, and weightage in result assessment as mainstream subjects of now.
- Highlighting the advantages of vocational education and demonstrating how it can result in rewarding jobs through media campaigns, general awareness initiatives, and outreach programmes for both

parents and students can be helpful. Inviting alumni and highlighting their accomplishments after pursuing vocational education will be a source of authentic information to motivate the present students.

- Schools can showcase the accomplishments of their vocational students, such as employment placements and their own businesses.
- Interdisciplinary courses that combine academic and vocational topics, such as a course on sustainable agriculture that integrates biology, environmental science, and agriculture, can be offered by schools.
- By demonstrating how academic concepts apply to real-world vocational settings, we can help students see the value of vocational education and break down the perceived divide between vocational and academic courses.
- Schools must give students the chance to explore both academic and vocational subjects. This can be accomplished by implementing programmes that enable students to switch between academic and vocational subjects and by offering vocational training in academic subjects. A student interested in physics, for example, could take an electronics or robotics programme. Offering a diverse variety of vocational classes can help to dispel stereotypes. We can demonstrate the broad spectrum of vocational education and how it can be applied in a variety of sectors by offering classes in technology, health care, construction, and business. Rather than having stream categories, flexibility should be given. Students can choose medical along with home science, and fine arts to broaden their horizons.

Facing the challenges with stride to achieve holistic growth in our students

Although, in addition to craft rooms, and robotics labs, our school also has home science, computer science, and music courses in both theoretical and practical forms with subsequent practice rooms and

laboratories and with the implementation of NEP, the school also established ATAL labs to encourage students' interest in tinkering.

- These subjects and activities are not only given as an additional or a leisure activity period, or as substitute subjects for students who fail to do well in mainstream subjects but also as few regular periods to the interested students.
- Home science, IT, Artificial Intelligence, commercial art etc are offered not only under Humanities/Vocational but under all the streams to the interested students wherever possible streams in our school.
- Career counselling and guidance is done regularly for students as well as parents and stakeholders so that they can make accurate choices about their career and future pathways. Many students may be unaware of the various career options accessible to them, or they may be perplexed about how academic topics can be applied in vocational settings.

It is critical that vocational lessons receive the same funding and resources as academic courses. This entails investing in state-of-the-art equipment and facilities, as well as qualified vocational teachers.

Through vocational training starting in primary school, Mahatma Gandhi ji believed that elementary and mass education could lead to national integration. He emphasized that literacy is not the same as schooling and that starting a child's education with a practical handicraft and allowing him to create and generate new things on his own will make both the child and the school self-sufficient.

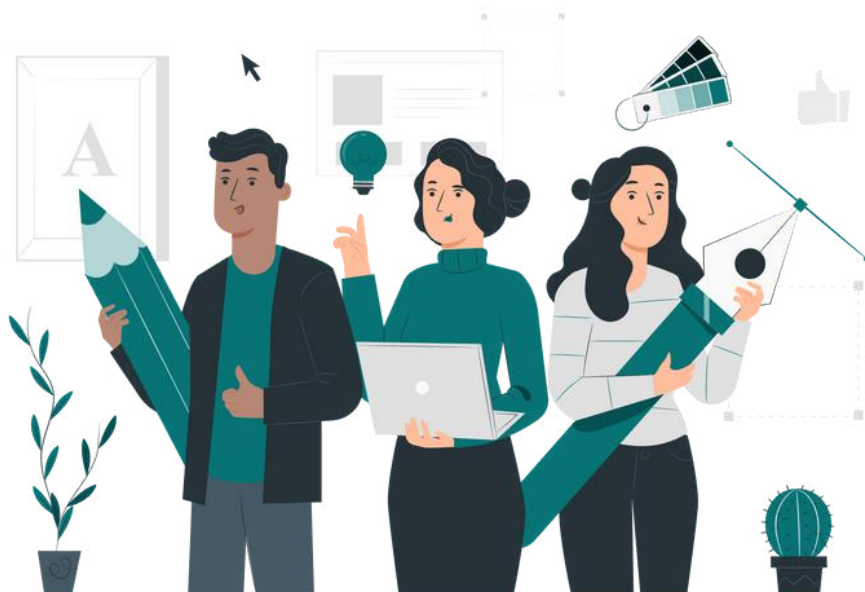


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Exploring new frontiers of Pedagogy

We are living in a dynamic era where learning has become student oriented. The change has become the acknowledged norm of the day. Keeping this in view, we have focussed on co-curricular activities as these activities are in partnership with academic study for students' growth. These activities help in building a solid foundation for moving on to university education and lifelong learning. Regular engagement with different co-curricular activities can motivate everyone to become important advocates of various issues— be they related to the campus, the local community or the world. Students are able to acquire greater understanding of human needs, concerns, interests and values through participation in these activities. Besides we have focussed more on technology based teaching methods also. We have introduced interactive methods of teaching. Interactive Lessons, Use of Led and Projectors, Open Ended Questions, Blended Learning, Role Play etc. have become a part and parcel of our teaching methods. Learners' inter and intra personal skills along with the skills of harmonious development develop through participation in the activities which are purely designed for them to understand the complexities of human life. We have also put emphasis on the constructive approach where learners actively participate in the whole learning process. True and practical learning of the learner is our primary target. Students also have exposure to different tours as the tours give first hand information about things, places, persons and events. They also provide an opportunity for acquiring practical knowledge of men and matters and enable us to fight the battle of life in a more successful way besides filling within us a sense of beauty, curiosity and joy.

Implementation and evidence

Technology enabled learning: The unprecedented covid 19 made this obligatory

for all of us to follow Technology enabled learning. In the beginning, it was quite troublesome for the teachers around the corners but then became a blessing as it created new opportunities for personalized and interactive learning experiences. This includes the online classes using Microsoft Teams, Zoom or learning platforms like Google Classroom, Microsoft Educators Portal etc. Teachers as well as students have got ample knowledge about the content.

Culturally responsive teaching: We as teachers always focus on the recognition of the diverse backgrounds and experiences of students, and seek to create inclusive and culturally relevant learning environments.

Experiential learning: Experiential learning involves hands-on, practical experiences that allow students to apply what they have learned in real-world situations. Students get chance to have hands-on practice in Tinkering Lab, AI lab & IT lab. They create various models using new technology. They are further given a chance to access different skill modules that are offered by CBSE.

Collaborative learning: Different activities and competitions are organized on a regular basis in which students work together to solve problems, discuss ideas, and learn from one another.

Gamification: concepts are taught to the students using different language games. Tests are also conducted in such a manner which do seem burdensome to the students.

Digital literacy: As technology becomes more central to our lives, it is essential that students develop the skills to navigate digital tools and resources effectively. Digital literacy includes skills such as information literacy, media literacy, and online safety. Time to time, sessions are organized to acquaint the teachers with digital literacy skills so that they can help the students in each aspect.

Reflection (what went wrong & what went right)

By far the various pedagogies used in the current scenario have opened new horizons for the teachers and students. But as everything has its cons, this too is not untouched by the same. Teachers as well as students across the nation, faced unavailability of the resources. Students who have access to it, use it in the wrong manner. That is the reason teachers and stakeholders prefer offline teaching to online one.

The kind of labs that the schools own give a chance to a limited number of students and in this way sometimes the students who have the potential to learn and excel in the field are left behind.

I would like to say in the end that it is the need of the hour to prepare students for lifelong learning as it is the age of neck to neck competition. Static persons always fail to keep pace with the world. It's only dynamic persons who progress by leaps and bounds. Collaborative activities have helped us to achieve our desired target.

Our pupils remain active, learn more effectively, understand key concepts in a better way, feel supported in the learning process and participate with full zeal and enthusiasm. I hope that our students will definitely touch the boundaries beyond the sky with their hard work, dedication and with their constructive approach.



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Exploring new frontiers of Pedagogy

Introduction

Education is an ever-evolving field, and there are always new frontiers to explore some of the most exciting and innovative trends in education include:

Personalized learning, Experiential learning, Flipped learning, Gamification, Blended learning, Social and emotional learning, Augmented reality and virtual reality, Project Based Learning, Global Education, STEM education and Competency-Based Education.

Competency-Based Education(CBE)

Competency-based education is an approach to teaching and learning that emphasises the mastery of specific skills or competencies, rather than simply accumulating credit hours or grades. In CBE students progress through their education by demonstrating their mastery of skills or competencies through various assignments.

The main idea behind CBE is that every student has different strengths and weaknesses and learns at their own pace. Therefore, the traditional model of learning, which relies on standardized assessments and grades, may not accurately reflect a student's abilities or readiness for college or career.

CBSE and CBE

The CBSE board is implementing competency-based education in its curriculum through several initiatives.

Learning Outcomes

Based on CBSE we have introduced new learning outcomes for each subject and grade, which outline the specific competencies that students should acquire in our school

curriculum. These learning outcomes are designed specifically to be learner-centric and focus on the development of critical thinking, problem-solving, communication, collaboration and creativity skills.

Pedagogy

We follow the learner-centred pedagogy that encourages active learning, exploration, and discovery. We encourage teachers to use a variety of teaching methods and tools such as project-based learning, inquiry-based learning and experiential learning to help students develop the required competencies.

Assessment

Our school has introduced new assessment practices that focus on evaluating students' understanding and mastery of specific competencies. We also promote the use of formative assessments which provide ongoing feedback to students on their learning progress, and summative assessments, which measure students' overall learning outcomes.

Teacher Training

CBSE is providing professional development and training opportunities for teachers to help them understand and implement the CBE approach. We encourage teachers to develop their competency-based learning resources and use them in their classrooms.

Curriculum Design

CBSE is redesigning its curriculum to align with the competency-based education approach. The board is integrating new subjects and topics that focus on developing specific competencies, such as environmental studies, physical education, and life skills which are given priority while we design the curriculum for our school students.

Ensuring Foundation Literacy and Numeracy

Ensuring foundation literacy and numerical

learning in the early stages of school education is essential for a child's academic and personal development.

Develop a love for reading

We encourage children to read books that interest them. Provide them with a variety of books, including picture books, storybooks, and non-fiction books.

Build phonemic awareness

We teach children the sounds of the letters and how they come together to form words. Play word games, sing songs, and read books that emphasize rhyming words.

Visual Aids

Teachers use pictures, diagrams and videos to reinforce concepts. This helps children understand abstract concepts more easily.

Hands-on learning opportunities

We encourage children to use manipulatives such as blocks, counters, and puzzles to explore maths concepts. This helps make math more engaging and less intimidating.

Create a supportive learning environment

We have created a supportive learning environment where children feel safe to make mistakes and ask questions. We don't miss celebrating their success and providing constructive feedback to help them improve.

Involve parents

We meet parents at regular intervals and encourage them to read to their children and practice basic math skills at home. This reinforces learning and helps children see the importance of education.



Removing barriers between academic and vocational courses

Removing barriers between academic and vocational courses can have several benefits for learners, such as increasing access to different types of learning pathways, improving career prospects, and reducing skills gaps in the job market. A few potential ways to remove barriers between academic and vocational courses are:

- Increase collaboration between academic and vocational institutions
- Develop flexible learning pathways
- Promote recognition of vocational qualifications

CBSE student enrichment activity

CBSE recommends a variety of student enrichment activities that aim to develop their cognitive, social, emotional, and creative abilities. The activities that we follow in our school are:

- Debate
- Science Exhibitions and Fairs
- Quiz
- Creative writing

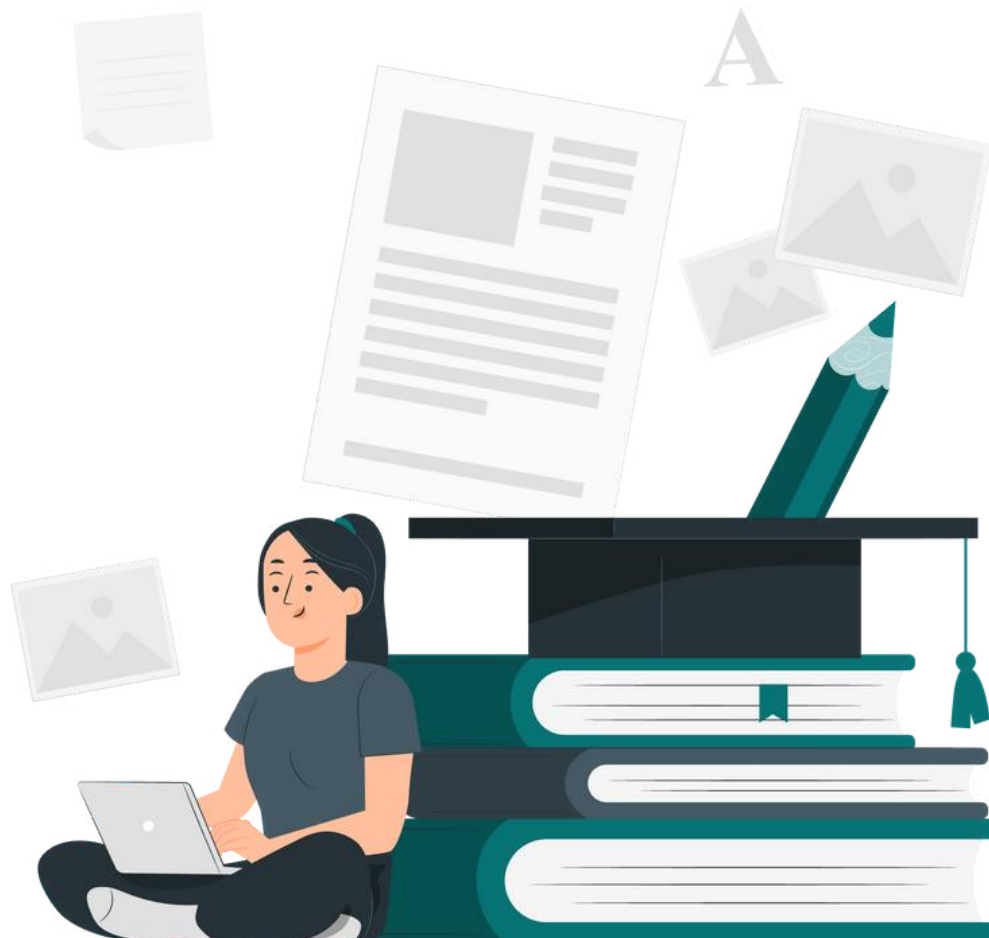
- Storytelling
- Art and Craft
- Music and dance
- Sports events
- Community service projects
- Field Trips
- Personality development programs
- Career counselling sessions
- Intra and Inter school cultural

These activities help enhance their knowledge, confidence, self-esteem, and cultural awareness. CBSE schools are encouraged to organise such activities and involve students in planning, executing and evaluating them. Overall, these trends represent exciting new frontiers in education that are transforming the way we teach and learn. By embracing these innovations, educators can better prepare students for success in the rapidly changing world of tomorrow.



Dr.N.Sudha

Principal, Sai Ram Vidyalaya, Puducherry



Exploring new frontiers of Pedagogy

THE CONTEXT

It is the best of times, it is the worst of times. It is the time when life unfolds with myriad challenges and opportunities. The 21st century has its own parameters definitely, hitherto, unexplored in the previous century for the traditional curriculum did not create a well defined structure that would develop inquisitive minds. I was born in the erstwhile century and hence the evolution is all the more so very tangible for me. But hasn't the previous century or times prior to that not witnessed stalwart teachers who transmitted love for learning in their students? Pedagogy was much more individualized then. The past has witnessed the touch of gifted teachers who within the stereotyped regimes of curriculum created windows for creativity and imagination. However, there is no denying the fact that somewhere down the line, Indian Education at large has failed to ensure creativity and imagination and unnecessary thrust on rote learning and examination-oriented approach has not only stolen the joy of learning but has also defeated its aim. In the context of this disappointment, a paradigm shift from stereotyped to a dynamic modus operandi of teaching-learning has emerged as a dire requirement that National Curriculum Framework (2005) holds mirror to.

IMPLEMENTATION PLAN OF CBE AT APS BARRACKPORE

Since its inception on 1st April 1998, APS Barrackpore -- a brainchild of AWES with its motto 'Quality Education & Character Building' has come a long way. Catering to the educational needs of the children mostly hailing from the Armed Forces, APS Barrackpore is a veritable potpourri of scholastic and co-scholastic activities. The vibrant curriculum of the school strives to hone the skills of the learners in varied domains to enable them to approximate excellence in their individual way and in a holistic manner. The school aims at constant

professional upgradation of the teachers to keep pace with the 21st century learning demands. Interactive milieu of the school community paves way for regular dialogues with the parents to be abreast with the requirements and the problems of the children. The school leadership believes in the maxim 'Know Each learner'. A well-defined hierarchy of school leadership and networking of mentors, coordinators, HODs, counsellors, special educators vis –a – vis a self-motivated team of faculty members aspires to provide the best learning experience for each child. The anecdotal registers maintained by the Class Teachers contain inputs of individual subject teachers. They endeavour in unison to diagnose the nuances of learning of each child and take remedial measures to help them cope with the curricula at their own pace. Inclusivity and equity are the prime areas of focus. Over a passage of 25 years, the school has been able to achieve development of the student community at large and individual student development. Every teaching-learning session witnesses a journey from surface learning to deep learning so much so that individual competencies are well nourished. As article 51A(h), Constitution of India so defines developing "Scientific temper, always humanism and the spirit of inquiry and reform" will always be the regular enterprise of APS Barrackpore family. Every administrative decision and step points to that.

Evidence of implementation of CBE at APS Barrackpore:

Competency is an all comprehensive term that includes all domains of holistic development-- knowledge, skills, attitude, value orientation et al. In order to facilitate a structured approach, some competencies find a special place in a teacher's lesson plan :

(Varied Activities)

- Linguistic competence
- Social competence
- Citizenship competence – National and International
- Entrepreneurship competence

- Cultural competence
- Digital competence
- Competence in STEM
- Literacy competence
- Emotional competence
- Personal competence

The list cannot be exhaustive. In order to foster the competencies, some basic 21st century skills need to be honed ---- creativity, communication, critical thinking, collaboration , Successful implementation of CBE calls for a 21st century skill based curriculum that champions application of ideas over content acquisition.

CBE has found reflection in the areas of Teaching Learning and Assessment. APS Barrackpore fraternity pays due emphasis on teachers' workshops and professional upgradation exercises. The essence of the academic curriculum is essentially activity – centric. Each Concept Map paves a steady way for the development of HOTS. An inter-disciplinary perspective at all levels generates interest in the learners. Inclusiveness and equity impart a democratic tinge to the classrooms. Collaborative learning makes the stay in school enjoyable for the students. At all levels, assessments diagnose application of knowledge and hands-on learning. It is this connection that speaks volumes on the high Happiness Quotient and Empathy Quotient of the institution.

REFLECTION

Journey of APS Barrackpore with CBE has been extremely rewarding. Implementation of CBE led to the overall academic enhancement of the institution. The school has bagged the first position in respect of class X Board Examination among the very large category APSs across the country. At all levels,

a tangible improvement has been noticed in the learning index of the students with learning gaps. The gifted students of the school are also proving their mettle in various fields. Bestowed with a self-motivated team,

APS Barrackpore aspires to approximate higher targets realizing that a lot more has to be achieved. More lives have to be touched and given shape. More infrastructural embellishments would be required to accomplish more programmes.

FINAL BEST PRACTICES AT A GLANCE:-

- Constant professional upgradation
- Anecdotal records of each child
- Connection with parents
- Students' workshops
- Co-curricular activities
- Activity- centric learning
- Inclusive Education
- Equal educational opportunity to each child
- Progress from surface learning to deep learning
- Interdisciplinary approach
- Value based learning
- Enhancing communication – oral and written
- Philanthropic activities
- Entrepreneurship programmes
- Enhancing safety, security and happiness.

CBE is here to stay and sway its magical brush on the educational canvas of the world and make it further smaller.



Sangeeta Basu Roy

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Army Public School Barrackpore
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Learning Together– Nurturing Mentorship & Leadership

Mentoring is a brain to pick, an ear to listen, and a push in the right direction.” — John Crosby

The context

The role of teachers underwent a paradigm shift especially during the pandemic years when face to face teaching wasn't possible. But this also proved to be a blessing in disguise for some progressive educators who leveraged the opportunity to foray into novel and innovative methods of facilitating learning by partnering with the senior school students not only to exploit technological platforms but also to nurture mentorship for the middle school students. Thus, these experiential learning projects were a testimony to how student initiatives and their single minded efforts can be harnessed to try out new pedagogical methods and empower both student mentors and mentees. So, we at Army Public School, Shankar Vihar tried to enhance English Language proficiency among the middle school students through an experimental project titled “Litfest Funcamp.” This ‘Litfest’ was organized from 23–25 March 22 for the students of classes VI – VIII. Student mentors from class XII independently organized fun filled and enriching activities ranging from Public Speaking, Poetry Writing and Recitation, News Reading and Cartoon Strip preparation on all the three days in a thoroughly professional manner with minimal teacher intervention thereby displaying excellent leadership skills. This project can be adapted and molded in different ways in parts or as a whole to be a part of CBSE student enrichment activities.

Implementation plan of the school

After observing around 25 English language proficient students (B1 CEFR) in the previous

academic session (Class XI) through various scholastic and co scholastic assessments, 8 students were shortlisted to be the mentors for the Litfest.

Students from classes VI – VIII desirous of joining the Litfest were invited for consent in the month of February 2022. Though almost 100 students expressed their interest, a group of 36 students was formed by the teachers by conducting a short reading and speaking test (Rubrics attached– Appendix ‘A’). This was done keeping in mind the easy management and limited experience of the student mentors– this being a maiden exercise for them.

A large, airy classroom with an interactive panel– Senses Board was dedicated for the conduct of the project for three days– 23, 24 and 25th March 2022 from 9am– 12:30pm every day. These days were specially chosen to optimize the session break for classes when there is no interference in the regular timetable and both the student mentors and mentees can plan and enjoy the various activities with no constraints of academics or assessments. Since teacher interference was intentionally kept minimum, English teachers conducted brainstorming sessions with the mentors to decide upon the topics, activities and duration of sessions for the three days and allowed the student mentors to conduct the same independently. An in–depth research work with the teacher facilitator ensured a packed itinerary supplemented by multimedia resources for the action filled three days. (Appendix– ‘B’)

Evidence of implementation by the school–(Video/Audio/PPT/Pics Links – Appendix– ‘C’)

Day 1– The Lit Fest began with an icebreaker activity wherein the mentees were asked to participate in a snowball game. The game allowed each and every member to know each other well– their likes and dislikes, their interests. The excitement and expectation on Day 1 was palpable with a creative cartoon sketching demonstration by the Art Teacher

resulting in creative comic strip display by the mentees. Firstly, they were trained to get a good hand at caricature and then they framed their stories. Finally they used their knowledge and ideas to bring out their creativity portrayed in a comic strip with a social message— messages ranged from anti bullying to saving the girl child. This was followed by an informative presentation and an interactive quiz on body language by the mentors. All the young minds were put to work by the mentors when the day culminated with a mock interview session where mentees were divided into groups, each group having two mentors conducting a mock interview for the selection of student council.

Day 2– Beginning with poetry writing/recitation to news reading, Day 2 was all about inculcating a love for the language and confident presentation. Whether reciting self-composed poems or displaying the correct intonation for news reading, the activities provided an opportunity to the students to synergize their creativity leading to good teamwork between the juniors and seniors.

Day 3– Role plays are probably one of the most interesting and engaging activities for most students and so the concluding episode of the Lit fest saga was dedicated to script writing and enactment of the given situation. Mentees were divided into groups led by a mentor and role plays with improvised costumes and props were presented at the end of the activity. Yet another very important skill of public speaking was also emphasized upon through a multimedia presentation in this session.

Reflection (What went right and what went wrong)

This highly engaging and experiential event provided an opportunity to showcase the amazing talents that the students and the mentors possessed. The learning experience of both the student mentors and mentees was unique and rewarding. As one of the mentors

remarked, **“I’m sure the mentees enjoyed as much as we did. The reason I came to this conclusion is because–**

- ♦ **They were all attentive to everything we said**
- ♦ **Highly engaged and always ready to answer**
- ♦ **Not Even one shied away**
- ♦ **Were always ready to take pictures**
- ♦ **laughed and smiled, the whole time (my favourite thing to see perhaps was this)”**

Another one said, **“I, being the mentor personally, learned just as the children because they were engaged and asked questions from the world knows where, providing me a chance to see and look for those very answers myself.”** Padlet Link:

<https://padlet.com/apoorvajoshi2512/1it-fest-qc4twg00xh7fu4i3>

Final best practices and tips that can be shared with others who are implementing / would like to implement

- Teachers can decide upon the class levels and rubrics to select the mentors and mentees depending on the availability of time and number of activities planned.
- Technical resources including interactive panels, projectors, laptops/tablets and LMS should be independently available to the student mentors and mentees.
- Since teacher intervention is intentionally minimal, it is imperative to implement discrete observation to prevent any bullying or disciplinary issues.
- English teachers can also devise ‘Train the Trainer’ sessions for the mentor students with the help of free resources available on English Language proficiency building sites of British Council and Trinity College, London.

THE WAY AHEAD

- We intend to make this an annual practice with engagement of more mentor and

- mentee groups with new LSRW activities for building English language proficiency.
- We also envisage partnering with external agencies like Scholastic who conduct activities like 'Young Writers Program' to encourage budding authors through the Litfest.
- English teachers from middle school often partner with the senior students now to conduct a single classroom activity as a part of CBSE enrichment activity.

The learning experience of both the student mentors and mentees was unique and rewarding. **“In learning, you will teach, and in teaching, you will learn.” – Phil Collins**

APPENDIX–‘A’ RUBRICS FOR SELECTION OF MENTEES

| Jan-22 | DELIVERY | | | | | | LANGUAGE CONTROL | | |
|--------|-----------|--------------------------|------------|----------------|-----------------------------|---------|------------------------|---------------------|---------------------|
| | S.NO | NAME OF STUDENT (SAMPLE) | CLASS/ SEC | COMPREHENSIBLE | LEXICAL STRESS / INTONATION | FLUENCY | EFFECT ON THE LISTENER | RANGE OF VOCABULARY | ACCURACY/ PRECISION |
| | ASHA DEVI | 7B | 3 | 4 | 2 | 3 | 4 | 3 | 2 |

APPENDIX– ‘B’ DAY WISE IMPLEMENTATION PLAN OF THE SCHOOL

| Day 1 | Duration | Name of Activity | Steps of Conduct |
|-------|------------|---|--|
| | 30 Minutes | Ice breaking activity– Snowball name game | Mentees write their name on a piece of paper and crumple it to resemble a snowball and throw it away. Then, they pick up another snowball, discover the name and interests written on it and try to find that person within the given time frame. |
| | 1 Hr | Cartoon Strip Making with a message | a) Demonstration of simple caricature drawing by the art teacher b) Brainstorming of stories to be conveyed through caricatures c) Independent creation of cartoon strips with a unique social message by the mentees |
| | 1 Hr | Body Language | a) Introduction of body language and its importance along with tips to appear confident by the mentors. b) An interactive quiz on positive and negative body language signs. |
| | 1 Hr | Mock Interview Session | a) Demonstration of good Pronunciation And Enunciation for an interview– Videos/ Audios b) Mentees faced a mock interview for selection of Student Council |
| Day 2 | Duration | Name of Activity | Steps of Conduct |
| | 1.5 Hrs | Creative Poetry writing | a) An exercise on rhyming sentences/couplets as an introductory activity b) Small group tours, 10 min each group in search of prompts/ Stimuli for the poem c) Each group flips a dictionary and stops at a page randomly choosing one word and composing a poem on it. d) Recitation of individually composed poems by the mentees |
| | 1.5 Hrs | News Reading– Introduction and Basic tips | a) Videos of famous news readers played to observe voice modulation and facial expressions b) News videos played without sound to emphasize on correct body language. c) News reading exercises (Pairwork) to build confidence and presentation. |

| Day 3 | Duration | Name of Activity | Steps of Conduct |
|-------|----------|------------------------------------|---|
| | 2 Hrs | Theatrical Role play– Extempore | a) Mentor led brainstorming session with flow charts for developing a situation involving drama and theatrics. b) Script writing in groups based on a given situation c) Enactment and presentation of the prepared role play with improvised costumes and props. |
| | 1.5 Hrs | PUBLIC SPEAKING– BASIC | a) The mentors played video clips and PPTs highlighting good styles of Public Speaking b) Mentees were provided random topics ranging from descriptive to experiential through a draw of lots and they were encouraged to present the same with the correct pronunciation, intonation and body language. |
| | | | |

**APPENDIX– ‘C’
VIDEO/AUDIO/PPT/PICS LINKS**

<https://padlet.com/apoorvajoshi2512/lit-fest-qc4twg00xh7fu4i3>

<https://www.youtube.com/watch?v=taQSopdaVQA&list=PLQwT36dNfdRZIfowzjk9cP5IVsrz-YXw&index=5>

https://drive.google.com/file/d/1BqjLUJ_9a9ZgoevkArTxGxw5lOnUl3WK/view?usp=sharing

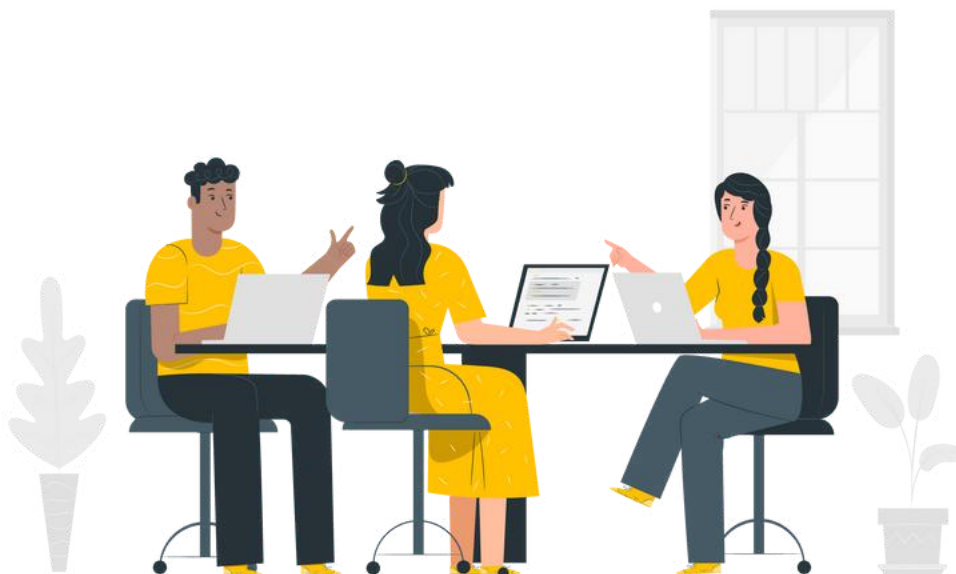
https://drive.google.com/drive/folders/12q6UwY8y8FURw2h6mb5ApMPXnXkrQGVB?usp=share_link



Ms Monica Singh

PGT English

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Sub-theme 2

ENHANCEMENT OF QUALITY AND EXCELLENCE IN YOUR SCHOOL



Enhancement of Quality and Excellence in your school

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छात्रों के सर्वांगीण विकास एवं कौशल वृद्धि में सहायक पाठ्येतर गतिविधियाँ (ECA)

मानव जीवन की विभिन्न आवश्यकताओं में से एक है शिक्षा और इस शिक्षा का उद्देश्य है हर एक छात्र को समाज में एक सुदृढ़ एवं सफल व्यक्तित्व के रूप में प्रतिष्ठित करना।

शिक्षा का अर्थ हम केवल पुस्तक एवं पाठ्यक्रम पर आधारित शिक्षा से समझते हैं। ऐसी शिक्षा छात्रों के एकांगी विकास में सहायक तो हो सकती है पर यह विकास अपूर्ण विकास ही कहा जाएगा। छात्रों के सर्वांगीण विकास से ही शिक्षा का मुख्य उद्देश्य सिद्ध हो सकता है। इन पाठ्येतर गतिविधियों को हम सह पाठ्यक्रम गतिविधि के नाम से भी जानते हैं जो गैर शैक्षणिक पाठ्यक्रम का एक हिस्सा था। इस शिक्षा पद्धति की प्रधान विशेषताओं में से एक है छात्रों के व्यक्तित्व के विभिन्न पहलुओं के विकास में मदद करना। बच्चों के सर्वांगीण विकास के लिए भावनात्मक, शारीरिक, आध्यात्मिक और नैतिक विकास जरूरी है। जहाँ सह पाठ्यक्रम गतिविधियाँ पूरक के रूप में काम करती हैं। सह पाठ्यक्रम गतिविधियाँ आपके पाठ्यक्रम का नहीं बल्कि आपके जीवन का महत्वपूर्ण हिस्सा है। यह एक ऐसी गतिविधि है जो आपके विभिन्न विकास जैसे बौद्धिक विकास, भावनात्मक विकास, सामाजिक विकास, नैतिक विकास और सौंदर्य विकास में अहम भूमिका निभाती है।

अब हम इन पाठ्येतर गतिविधियों की परिभाषा, इनके प्रकार एवं इनसे होने वाले लाभ पर थोड़ी चर्चा करेंगे- मोटे तौर पर इसको इस तरह परिभाषित किया जा सकता है - "सह पाठ्यक्रम गतिविधियाँ एक ऐसा पाठ्यक्रम है जो मुख्य पाठ्यक्रम के पूरक के रूप में काम करता है। यह पाठ्यक्रम का बहुत ही महत्वपूर्ण हिस्सा है जो छात्रों के व्यक्तित्व का विकास करने के साथ ही कक्षा शिक्षा को मज़बूत करने में सहायक है।" इस तरह का कार्यक्रम विद्यालयों के नियमित समय के बाद आयोजित किया जाता है इसलिए इसे पाठ्येतर गतिविधियों के रूप में जाना जाता है।

पाठ्येतर गतिविधियों के प्रकार-

खेल, संगीत, बहस, कला, नाटक, भाषण प्रतियोगिता, कहानी लेखन, कला शिल्प, सजावट, मूर्ति कला, खिलौने बनाना, नृत्य, फोटोग्राफी सिलाई, हर प्रकार के शिल्प से जुड़ा कार्य इत्यादि।

आउटडोर सह पाठ्यक्रम गतिविधियाँ

सामूहिक पेटेड, सामूहिक ड्रिल, व्यायाम, बागवानी, साइकिल चलाना, क्रिकेट, फुटबॉल, समाजसेवा से जुड़े कार्य, गाँव सर्वेक्षण इत्यादि।

पाठ्येतर गतिविधियों से लाभ-

वैसे तो सह पाठ्यक्रम गतिविधियों के बहुत सारे लाभ हैं लेकिन यहाँ पर कुछ महत्वपूर्ण लाभों के बारे में थोड़ी चर्चा की जा रही है।

1. सह पाठ्यक्रम गतिविधियाँ खेल अभिनय गायन एवं कविता पाठ छात्रों को इनके इस क्षेत्र में अपने कौशल को अभिव्यक्त करने के लिए प्रोत्साहित करता है।
2. ये गतिविधियाँ जैसे खेल, बहस में भागीदारी, संगीत, नाटक आदि शिक्षा को पूर्ण करने में मदद करता है।
3. यह बहस के माध्यम से स्वतंत्र रूप से खुद को अभिव्यक्त करने के लिए छात्रों को सक्षम बनाता है।
4. खेल बच्चों को फिट एवं ऊर्जावान बनाने में मदद करता है।
5. यह स्वस्थ प्रतिस्पर्धा की भावना को विकसित करने में सहायक सिद्ध होता है।
6. यह गतिविधियाँ यह बताती है कि किसी भी काम को संगठित रूप में कैसे करना चाहिए, कौशल विकसित कैसे किया जाये और सबसे महत्वपूर्ण बात छात्रों में संगठित रहना एवं एकता की भावना को विकसित करता है।
7. आउटडोर पाठ्येतर गतिविधियाँ एकता, सांगठनिक क्षमता, नेतृत्व करने का कौशल इत्यादि के साथ-साथ छात्रों के आत्मविश्वास को भी मज़बूत बनाने में सहायक सिद्ध होती हैं।

अब हम पाठ्येतर गतिविधियों में शिक्षकों की भूमिका पर थोड़ी-सी चर्चा करेंगे-

शिक्षक समाज के वे आदर्श व्यक्तित्व होते हैं जो स्वयं छात्रों के भविष्य निर्माता तो होते ही हैं साथ ही छात्रों के आदर्श भी होते हैं, जिनका अनुसरण करके छात्र अपने जीवन का लक्ष्य निर्धारित करते हैं। इस तरह शिक्षकों के कंधे पर सुदृढ़ और आदर्श समाज एवं राष्ट्र निर्माण का महत्वपूर्ण उत्तरदायित्व होता है। एक आदर्श शिक्षक के रूप में पठन-पाठन के साथ-साथ पाठ्येतर गतिविधियों के आयोजन में भी शिक्षकों की बहुत अहम भूमिका होती है।

1. शिक्षक को एक अच्छा योजनाकार होना आवश्यक है तकि विभिन्न गतिविधियों को व्यवस्थित ढंग से पूरा किया जा सके ।
2. शिक्षकों का यह कर्तव्य होना चाहिए कि वह पाठ्यक्रम गतिविधियों का प्रदर्शन करते हुए बच्चों को अधिक से अधिक अवसर प्रदान करें ।
3. शिक्षक को एक अच्छा आयोजक होना चाहिए ताकि छात्र इससे अधिक से अधिक लाभ उठा सके।
4. शिक्षक को आवश्यकता पड़ने पर स्वयं भी इन गतिविधियों में हिस्सा लेना चाहिए ताकि वह अपने छात्रों को इन गतिविधियों में सक्रियता से हिस्सा लेने के लिए प्रेरित कर सकें ।
5. शिक्षकों को इन गतिविधियों का पर्याप्त ज्ञान होना भी आवश्यक है ताकि छात्रों के संशय को दूर कर सकें और उन्हें इन गतिविधियों में हिस्सा लेने के लिए प्रोत्साहित कर सकें ।

पाठ्येतर गतिविधियों पर आधारित शिक्षा से अन्य लाभ- जैसा कि पूर्व में कहा गया है शिक्षा का मुख्य उद्देश्य छात्रों का सर्वांगीण विकास करना है और यह सर्वांगीण विकास केवल पाठ्यक्रम पर आधारित शिक्षा से संभव नहीं है । चाहे कोई भी शिक्षा हो उसमें शत प्रतिशत उद्देश्य की प्राप्ति तभी संभव है जब इसमें छात्रों की व्यक्तिगत अभिरुचि के अनुसार शिक्षा का प्रावधान हो ।

हर व्यक्ति प्राकृतिक रूप से अपने अलग और विशिष्ट गुणों के साथ जन्म लेता है जिस कारण हर व्यक्ति की अपनी अलग और विशिष्ट प्रतिभा और अभिरुचि होती है । पाठ्येतर गतिविधियाँ हर छात्र को यह अवसर प्रदान करवाने में सक्षम है।

इससे छात्रों की अभिरुचि उनकी प्रतिभा और कौशल की ना सिर्फ पहचान होती है बल्कि उनकी प्रतिभा और अभिरुचि के अनुसार शिक्षा के द्वारा उनके कौशल के विकास पर बल दिया जाता है ताकि वह अपनी रुचि और प्रतिभा के द्वारा अपने कौशल का विकास कर सकें और अपने उज्ज्वल भविष्य का निर्माण कर सकें । इस प्रकार हम कह सकते हैं कि छात्रों के सर्वांगीण विकास में पाठ्येतर गतिविधियाँ अपनी महत्वपूर्ण भूमिका निभाती हैं । इसमें कोई संदेह नहीं ।



डॉ० संगीता मिश्र

सहायक शिक्षिका

टेक्नो इंडिया ग्रुप पब्लिक स्कूल , बोलपुर
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आप के विद्यालय में गुणवत्ता और उत्कृष्टता में वृद्धि तंत्रज्ञान, नीतिमत्ता, गुणवत्ता है पहलू चरित्र के, बुद्धिमत्ता, कलात्मकता की उत्कृष्टता पर है ये निखरते।

नई शिक्षा नीति का मसौदा इसी के प्रमुख डॉक्टर के.कस्तूरीरंगन की अध्यक्षता में तैयार किया गया यह शिक्षा नीति उच्च शिक्षा में छात्रों की मदद करने के लिए आवश्यक सुधार प्रदान करती है। इसका उद्देश्य बच्चों के प्रारंभिक जीवन की देखभाल, शिक्षक प्रशिक्षण को मजबूत करना, मौजूदा परीक्षा प्रणाली में, शिक्षा के ढाँचे में सुधार आदि ऐसे आवश्यक क्षेत्रों पर ध्यान केंद्रित करना है।

इसके ही अंतर्गत पाठशाला की गुणवत्ता मूल्यांकन और आश्वासन (SQAA) फ्रेमवर्क को जोड़ा गया इस योजना के द्वारा सरकार देश की सभी सरकारी शालाओं की गुणवत्ता का मूल्यांकन करेगी और उसे उचित स्तर का बनाने का प्रयास किया जायेगा। इसकी घोषणा 7 सितम्बर 2021 में प्रधान मंत्री द्वारा शिक्षक पर्व में जारी की गई। हमारे विद्यालय रिलायंस फाउंडेशन स्कूल में छात्रों की गुणवत्ता और उत्कृष्टता बढ़ाने के लिए सीखे, कल्पना करें, उत्कृष्टता प्राप्त करें इस उद्देश्य को ध्यान में रख कर बहुत सारे उपक्रम किए जाते हैं। जैसे कि



1. दीक्षा संगणक एप्लीकेशन का प्रशिक्षण।
2. माइक्रोसॉफ्ट द्वारा नए तंत्रज्ञान की शिक्षक और छात्रों को जानकारी देना (प्रशिक्षण)
3. छात्रों के लिए भाषण, प्रश्नोत्तरी, नृत्य प्रतियोगिता।
4. विज्ञान, कला प्रदर्शनी।
5. सड़क सुरक्षा, अग्नि सुरक्षा पर व्याख्यान और प्रत्यक्ष दर्शन।
6. कारखाना, बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन आदि की सैर।
7. शारीरिक शिक्षण के अंतर्गत विभिन्न खेलों की प्रतियोगिताओं का आयोजन।

8. एन.सी.सी., स्काउट, गाइड शिक्षा का प्रबंधन।
9. त्यौहार तथा विशेष दिनों का महत्त्व।
10. गणतंत्र दिवस के अवसर पर विभिन्न विषयों पर जाकियाँ प्रस्तुत करना।
(साइबर क्राइम, छत्रपति शिवाजी महाराज का अष्टप्रधान मंडल इ.)
11. भूतपूर्व छात्रों द्वारा करियर मार्गदर्शन।
12. देशभक्ति गीत गायन प्रतियोगिता।
13. संतुलित आहार प्रतियोगिता।
14. महान नेताओं की फिल्म दिखाना।

हमारे विद्यालय के अध्यापक पाठ्यक्रम के साथ साथ सह पाठ्यक्रम गति विधियों पर विशेष ध्यान देते हैं। छात्र अपने विचार सबके सामने रख सके इसलिए शिक्षुवर्ग से कहानी सुनना, भाषण, देशभक्ति गीत आदि प्रतियोगिताओं का आयोजन किया जाता है। "हमारे मददगार" (Our Helpers) समझने के लिए इस विषय पर फैसी (fancy) ड्रेस प्रतियोगिता का आयोजन किया जाता है। हर कक्षा को सुबह की प्रार्थना प्रस्तुत करने का अवसर मिलता है। इससे कक्षा के कुछ छात्र उस सप्ताह में सुविचार, समाचार, व्यावहारिक ज्ञान से सम्बंधित प्रश्न प्रस्तुत करते हैं। छात्र अपना परियोजना कार्य (प्रोजेक्ट), अपनी कल्पनाएँ सबके सामने प्रस्तुत करते हैं। शिक्षक हमेशा विभिन्न शिक्षा की विधियों / रणनीतियों को अपनाते हैं। कभी चर्चा, तो कभी मानसिक गतिविधियाँ पपेट, कठपुतली तो कभी कहानी सुनाकर पाठ को समझाने का काम करते हैं।

अल्बर्ट आइंस्टीन ने शिक्षा प्रणाली के बारे में कहा है,
सीखने में आनंद और रुचि पैदा करना ही शिक्षक की सर्वोच्च कला है।



आज हम ऐसे ही नाटक और वार्तालाप क्रियापद्धति के बारे में बातचीत करेंगे। कला-शिक्षण छात्रों को शिक्षण के आनंद का पूरी तरह से अनुभव करने में सक्षम बनाती है। ब्रम्हांड की सुंदरता की सराहना और अनुभव कराती है। उनके मानसिक विकास में मदद करती है। विभिन्न कलारूपों जैसे चित्रकला, मूर्तिकला, नृत्य-नाटक, संगीत, पारम्परिक कला, हस्तशिल्प आदि को पाठशाला के पाठ्यक्रम में विभिन्न चरणों में प्रस्तुत किया जाता है। इससे छात्रों को आत्मविश्वास हासिल करने में मदद मिलती है। समस्या समाधान छात्रों को आजीवन विद्यार्थी बनने में मदद करता है।

इस क्रियापद्धति का उपयोग हमारी पाठशाला में शिक्षुवर्ग से ही होता है। सार्वभौमिक विकास पर ज्यादा ध्यान दिया जाता है। पाँचवीं से आठवीं कक्षाओं के लिए वर्ष में एक बार बाल नाट्य कार्यशाला का आयोजन किया जाता है। जिसमें नाट्य शास्त्र के बुनियादी गुणों की चर्चा करते हुए प्रशिक्षित अध्यापक के द्वारा व्यावहारिक ज्ञान का परिचय दिया जाता है। छात्र अपना समूह बना कर अपनी छोटी-सी प्रस्तुति सबके सामने पेश करते हैं।

छात्रों को विज्ञापन की प्रस्तुति, प्रश्नोत्तर चर्चा, अपने प्रयोगों की जानकारी देना, नृत्य, नाटक, संगीत, डॉक्यूमेंट्री फिल्म्स बनाने के लिए प्रोत्साहित किया जाता है।

इसका उद्देश्य छात्रों को जीवन में आनेवाली कठिन परिस्थितियों का सामना करना, सामूहिक कार्य, मित्रता, सहकार्य, सहयोग, नेतृत्व जैसे विभिन्न कौशल प्रदान करता है। इस से उन की नकारात्मक भावना दूर हो जाती है। नाटक से लेखन, कविता, संगीत, नृत्य, नेपथ्य आदि कलाओं की प्रतिभा का विकास होता है।

कक्षा में पाठ के साथ सभी विषयों में इसे अपनाया जा सकता है। सामाजिक शास्त्र, गणित, विज्ञान जैसे कठिन विषय नाटक द्वारा सहजता से समझाए जा सकते हैं। छात्रों में रुचि पैदा कर सकते हैं। छात्र बेहतर विद्यार्थी बनते हैं। नैतिक मूल्यों का विकास होता है। पारिवारिक तनावों को या मानसिक तनावों को हल करने में मदद करते हैं। शिक्षा के मूल तत्वों को समझ कर निरीक्षण दृष्टि, एकाग्रता आदि बढ़ती हैं।

नया विहान नई डगर, चलो शिक्षा का करे सफर।



हमारी पाठशाला के छात्र हर साल महाराष्ट्र राज्य बालनाट्य प्रतियोगिता में हिस्सा लेते हैं और प्रशंसा के पात्र बन जाते हैं। दैनिक सकाळ नाट्य वाचन प्रतियोगिता तथा झांकृति नृत्य 2022 प्रतियोगिता में सेमीफाइनल में पहुँचे हैं।

सीबीएसई संस्कृति नृत्य, नुक्कड़ नाटक प्रतियोगिता, विविधा विज्ञान प्रतियोगिता में हिस्सा लेते हैं। इन्स्पायर साईंस प्रोजेक्ट में अपना नाम कमाते हैं। ऑल इंडिया रोबोटिक्स प्रतियोगिता में रोबोट बना कर सेमीफाइनल तक पहुँचे हैं। इस तरह हमारी पाठशाला छात्रों में गुणवत्ता और उत्कृष्टता में वृद्धि लाने की कोशिश कर रही है। प्रत्येक पाठशाल में शिक्षा के साथ साथ आत्मनिर्भरता बढ़ने के लिए आत्मरक्षा का प्रशिक्षण होना जरूरी है। सभी विद्यालयों के बच्चों को पाठशाला की चार दीवारी से परे समुदाय के साथ काम करने का अनुभव देना चाहिए।

सबका है एक ही प्रयास सब की ओर से हो शिक्षा का प्रकाश।



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Enhancement of Quality and Excellence in the school

Context

Tagore International School firmly believes that in order to give a holistic growth to its students, it is important to allow them to probe into things independently, gather relevant information at their pace, and create an atmosphere of learning for themselves. The school has experimented with many educational innovations with the focus on enabling teachers and students to become reflective practitioners through experiential and inquiry based learning, decision-making and interpersonal trust.

Implementation plan of the school

Keeping the NEP, 2020 in mind, the school initiated, in this session, its Project Based Learning, as one of its best practices for the students of Class XI, an initiative to approach the school curriculum with new perspectives. This methodology required collaboration and involved attitudes that facilitated support where students were stimulated by both their own class-mates and teachers. The objectives that were kept in mind were very clear and simple. Students had to be given the opportunity to expose themselves to a life beyond textbooks, the opportunity to analyse and evaluate real-world scenarios using theoretical constructs and arguments. As such, an investigating approach to encourage inquiry, an approach that could nurture scientific temperament, attitude and curiosity in students was developed. A total of 120 students from Class XI were engaged in the practice. They were organized into groups according to the subject specialisation that they were enrolled in, Humanities, Commerce and Science. The whole class of students and teachers got involved, These situations provided real interaction among students, making mutual assistance possible and improving their social relationships.

Before presenting the proposal to the students, the teachers participated in several brainstorming sessions, where the learning objectives, plan for integrating different fields of study and research topics were discussed. The teachers of the same stream formed teams and discussed the relevance, scope and feasibility of the proposed plan. They then merged topics of different subjects to offer an integrated topic. The topics were finalized and the field was set for the students to explore the interconnection between the subjects they learn and understand the whole purpose of learning the offered subjects. Students were acquainted with the idea of project based learning and the concept of interdisciplinary or integrated learning as one of the most important phases of the project. An orientation session was held and all the students of Class XI were introduced to the plan and a series of meetings and discussions followed, where the students were familiarized with the plan of action and topics of their project. The students were informed that though it was a collaborative effort, the individual contribution of each team member would also be taken into account, thus ensuring that each one contributed and gained from the experience. This opportunity enlarged the canvas of their creative thinking skills and they were able to get the first hand experience of integrated and interdisciplinary learning. The students connected with their peers virtually, to work on their projects on a regular basis and discussed their progress with their teammates. Various other tools were used to carry out the research work and prepare the presentations. Frequent doubt clearing, feedback and guidance meets were conducted by the subject teachers with the groups during the entire time frame given to the students before the final presentation. Various assessments were conducted through presentations, observations, tests and questionnaires. Observations were made to obtain data about student activity in the learning process, tests were used to obtain data about learning outcomes in the different domains. Learning activities were assessed by the way the teachers made observations during learning.

The questionnaires/question answer sessions were conducted to obtain data about student responses of the understanding of the concepts, synthesizing information, managing their own learning process, exploring their creativity, utilising technological tools and managing their time to the implementation of the project-based learning as a best learning practice. Results showed that students got real experience contextually, they were able to engage themselves in higher quality work and delved deeper into the concepts. They were also able to improve upon their interpersonal, critical thinking, qualitative and quantitative analytical skills

Evidence of implementation by the school



Reflection (What went right and what went wrong)

Students in groups tried to develop learning scenarios that are appropriate for the subject matter chosen. Students looked increasingly critical in analyzing their learning models, taking responsibility for tasks in accordance with their respective job descriptions. After completing the plan monitored by the teachers in the classroom, students presented their results by practicing to become classroom teachers. Our students reported that such learning was more fun than other curriculum components. They said that it improved their problem solving skills and learning tasks. The results in general showed that it fostered students' independence and ownership of his/her work and developed the Twenty- First Century skills in them.

Final best practices and tips that can be shared with others who are implementing /would like to implement

Students should be allowed to take an active role in their education, they must be allowed to collaborate with their teachers and learn together so that they establish a relationship with them for a better learning environment. They must be allowed to make decisions and take the onus. If so, they will learn how to research, enquire, think logically, make decisions and develop themselves holistically. If students are allowed to take the lead with the teacher as the facilitator, they will be able to articulate their thoughts and opinions better, they will become more confident and turn themselves into better leaders finding joy through educating themselves.



Ms. Ghazala Roy

Tagore International School, East of Kailash, New Delhi.



Enhancement of Quality and Excellence in the school

Context– To ensure that students receive the optimum education and preparation for the future, it is crucial to improve the standard of excellence and quality in the classroom. A school should be an environment in which children may develop their social skills, creativity, critical thinking, and problem-solving ability in addition to teaching them the fundamentals of math, science, and language arts. Active learning entails involving students in the learning process through the use of practical, hands-on activities. Project-based, collaborative, and experiential learning are all examples of active learning strategies. Schools can support students' growth in critical thinking and problem-solving abilities as well as a deeper comprehension of the subject matter by offering chances for active learning. Offering students a hands-on, practical challenge is a terrific opportunity for them to exhibit their abilities and the progress they have made while also understanding the significance and wider applications of the knowledge and skills they have gained.

It is supposed to be a significant challenge to integrate classroom instruction with experiential, real-world learning. The school decided to give commerce students real learning opportunities through the initiative "Earning While Learning," where they were required to create their company plans, advance their knowledge and expertise in this area, and perform community service. Theoretical knowledge and practical knowledge are two sides of the same coin. Students taking part in this programme will have the ability to put their understanding of business studies, accounting, marketing, and economics into practice because both are essential.

Implementation plan of the school –

| Steps | Action |
|-----------|--|
| Day 1 | Meeting of commerce teachers regarding the project's planning and implementation |
| Day 2 | Announcement and explanation to the students regarding the project. |
| Day 3 | Formation of the students' groups |
| Day 4–6 | Discussion by the students regarding business plans including market survey, calculation, Plan in black and white, and name selection of business. |
| Day 7 | Presenting the plan before teachers and improvement. |
| Day 8 | Preparing Posters for the publicity |
| Day 9–10 | Preparing Advertisement |
| Day 11–12 | Presenting advertisement before customers (Students of school from 7th to 12th) |
| Day 13 | Preparation of stalls |
| Day 14 | Event Day |
| Day 15 | Prize distribution |

Evidence of implementation by the school

Pav Bhaji

| Ingredients | | |
|-----------------|-----------------------------------|----------------------|
| 1/2 kg | Matar | 100 Rs |
| 4 kg | Aloo | 110 Rs |
| 2 kg | Cassia | 40 Rs |
| 200g | Green Chilli | 60 Rs |
| 3 kg | Tomato | 80 Rs |
| 5 kg | Onion | 150 Rs |
| 3 kg | Ghya | 90 Rs |
| 5 kg | Broccoli | 30 Rs |
| 200g | Garlic | 40 Rs |
| 1/2 kg | Shimla Mirch | 60 Rs |
| ₹ 730 Rs | | |
| (+) | Pav-Bread = 50 packets → 238 each | → 1990 Rs |
| (+) | Masala | = ₹ 200 |
| (+) | Butter | = ₹ 200 |
| | | logg. Bot = 45 Rs |
| | | Total Cost = 3030 Rs |

Business Plan



Stall on Event Day



Students Enjoying eatables



Winners Appreciated

Students collaborated in groups of 10 to 12 to develop a business strategy for a stand. This required determining the needs and preferences of potential customers in the neighbourhood, estimating production costs and other costs, selecting a profit margin and pricing structure to achieve their goals, and coming up with a name and slogan for their stall.

Ethics and social responsibility are significant components of the curriculum; students are required to adopt moral business, sales, and marketing practices. They also choose a charitable organisation to donate a portion of their earnings. Teachers are shown the business strategy before it is implemented after approval.

Students used a Day Book to keep track of their finances, including purchases, other expenses, and sales, as well as to determine their profit. They employed a range of marketing strategies, such as designing posters that caught people's attention, playing out engrossing advertisements, and genuinely attempting to influence buyers. They were encouraged and instructed not to break any corporate ethics policies.

They staged a one-day festival at the school where they offered their wares for sale to teachers, students from nearby schools, and students in Classes 7 through 11. These new business owners must consider prospective rivals, materials, and suppliers and strike a balance between quantity, quality, and consumer demand if they are to fulfil and surpass their business objectives and draw customers to their stall.

An essential part of the task is evaluating their performance, highlighting the successes and considering areas that need improvement. Trophies and certificates are also awarded, and the four categories for grading—marketing, presentation, business proposal, and profit—are all included.

Reflection—The exercise not only benefited the students who participated but also other SECTIONS of the school community. The students created a business plan, carried it out, used various business and marketing tactics, and determined the profit of their venture.

In addition, Class 12, and Class 11 students also gained from this exercise and were driven to outperform their peers in the same endeavour the following year. Parents, educators, and judges from different institutions all valued the activity and were pleased to see the kids learning by doing, taking charge of everything, and developing human and commercial principles.



Dr Yogesh Gambhir

Principal

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Enhancement of Quality and Excellence in the school

The present day is characterised by the cultural and societal shifts that emerge with each passing generation. It is rather accurate to state that the world is witnessing scientific breakthroughs and technological upgrades with mere clicks. In this inevitably evolving era, a strong educational foundation is indeed crucial to thrive and shape a favourable future.

Education has proven to be one of the most effective armors in human history. If we look at the ideology adopted by many developing countries, the focus has shifted from weaponizing to a much broader spectrum of producing self-sufficient, high calibre professionals who can be the flag bearers in the quest of becoming the next powerful economy of the world.

This can be achieved by providing the future generations with high-quality education. At GDGIS, the students are given access to an all-encompassing curriculum which is framed beyond the rudimentary approach of studying, leading to a path driven with sheer innovation and creativity.

Value Addition of GDGIS in the Educational Sphere

The sophisticated structure of meticulous learning developed by the educators at GDGIS, has become an imperative aspect in achieving the vision of development. Factors that lead to Enhancement of Quality and Excellence at GDGIS are:

1. Mentoring over Memorising

The results of an observational assessment conducted by the educators at GDGIS pointed out that students are primarily focused on memorizing, inclining towards rote learning than comprehending the concepts being taught.

This led to the initiative of “mentoring over memorizing” that has enabled the students to transcend beyond the traditional book-based learning. With the help of this initiative, the students are more likely to master the content than simply memorize it. The lectures have been carefully planned to blend learning with state-of-the-art-technology by the inculcation of different tech platforms such as google classroom, teaching smartboard and the installation of Atal tinkering lab, robotics lab, etc.



2. Collaborative Learning

The unique curriculum designed by GDGIS elucidates the importance of collaboration in education and its impact of rendering a more engaging learning for the students. The emphasis on hands-on, experiential learning through involvement in various activities such as group discussions, lab-based experiments, field trip projects, etc. in lieu of solely relying on textbook knowledge encourages students to interact and implement the concepts in real life making education relatable. This approach has been particularly effective in enhancing reasoning skills, solution-oriented skills, and resourcefulness in students.



3. Student Centric Classroom

The learning environment created by the educators at GDGIS provides students with a personalized learning space which places learners at the center of the education process. Each classroom is designed to be interactive and participatory ensuring that students reciprocate to what is being taught. This support and encouragement provided to the students to independently explore the intricacies of a concept enables them to take ownership of their learning process. By empowering the students to be the directors of their education while keeping a watchful eye on their academic progress allows students to build confidence in each subject.



4. High Impact Learning

The leading-edge infrastructure of GDGIS is conceptualized with high-impact learning for every student. The robust Learning Management System and a dedicated School App for students, parents, and teachers, establishes transparent channels of communications that include the school community in blended-learning.

We have framed an academically-rich curriculum that meets the unique needs of every child, respecting their curiosity as learners. This approach is devised with a variety of instructional strategies and implementation practices with a goal of equipping students with practical expertise and to have a lasting impact on students' personal development.

5. Incremental Life Skills

The recently adopted incremental life skills lessons facilitate the gradual introduction of practical skills essential for daily living. These skills are inculcated in small but noticeable steps throughout the educational journey of a student in GDGIS.



Teaching basic life skills in age-appropriate ways such as cooking, financial literacy, time management, stress management, etc. especially at the cusp of adulthood enables students to navigate through challenges with a realistic outlook. Imparting life skills lessons at developmental stages serves them well throughout their lives. It is in this learning environment of acceptance, respect, and moral values, each student is nurtured with these qualities thereby nurturing creative, critical thinkers to solve problems.

6. Professional and Well-trained Teaching Staff

The significance of a professional and well-trained teaching staff cannot be overstated. The educators at GDGIS have undergone

extensive training in their subject areas and have developed necessary pedagogical skills to handle the academic future of the students. The educators, being dedicated to their craft, devise effective lesson plans that align with the curriculum benchmark for quality education.

With tech modernization and the natural inclination of students towards technology and the internet, it becomes immensely crucial to be vigilant and monitor the subjection of tech learning for students. The teachers at GDGIS are well-versed with the gadgets, applications and other digital tools important to facilitate advanced learning that makes them proficient in the subject while creating a responsible environment.

Conclusion

Enhancement of Quality and Excellence is a continuous yet indispensable educational journey that requires a comprehensive and collaborative approach from all the stakeholders of the school community. Since its inception, GDGIS has set high standards of academic progress, self-improvement and non-scholastic participation that the students strive for.

With excellence at its priority and dedicated professionals to facilitate the same, GDGIS has provided engaging educational programs that deliver enhanced learning experience for the students.

Over the years, GDGIS has been successful in creating a supportive and inclusive culture where students feel safe and welcoming to reach their full potential. With the aim of fostering students with opportunities and exposure, GDGIS has a vision of changing the landscape of the educational system. The journey to achieving that is laborious but GDGIS is relentlessly working in that direction by partnering with families and communities to supplement the development of the succeeding generations.



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Enhancement of Quality and Excellence in the school

Education is the backbone of any society, and investing in it for the future is essential. With the rapid development of technology and changes in the job market, it is more important than ever to equip our children with the right skills and knowledge to succeed. Gwalior Glory High School strives to instill our students with 21st Century skills by fostering Learning Skills (4 C's), Literary Skills (IMT), and Life Skills (FLIPS) in students enabling them to become good nation builders.

We seek a conducive learning environment for students including the provision of appropriate resources such as textbooks, laboratories, and libraries. We provide an atmosphere that is safe, supportive, and conducive to learning. We have established standards and best practices as a paradigm for achieving personal and institutional excellence. The school has revised its pedagogy to enrich the journey of learning, in a fun way. To make our students future-ready citizens, we follow a well-designed curriculum plan that clearly defines the teaching-learning processes incorporating student enrichment programs, and a strong focus on Physical education, sports, values, and ethos. The school addresses the overall development of the students, in the cognitive, affective, or psychomotor areas. This is reflected in the school transformation and quality enhancement of our services to our stakeholders.

We have incorporated innovative methods by introducing learning management systems that are mapped to the curriculum and teachers use them as a part of teaching to enhance the understanding process which includes interactive software, online learning sources, and digital textbooks. To enable the children to understand the practical aspects of life, we

run various capacity-building programs for the staff. The school has introduced a software-level concern module for ensuring the complete satisfaction of all the members, students, parents, staff and alumni.

Creating a positive and inclusive school culture is important, because it fosters a sense of belonging and safety, promotes positive relationships, and fosters academic and personal growth of all students. We implement school-wide programs and initiatives that celebrate diversity, promote empathy, and encourage mutual respect and understanding among students and staff.

Concept and project-based learning, regular internal and external workshops, seminars, and interventions, and a multidisciplinary approach to teaching and learning concepts help both our students and faculty, co-relate, and learn easier, retain better, and aid excellent retrieval. We regularly run programs in coordination with alumni members. To foster a sense of community while facilitating a sense of connectedness, we have prepared a series of ..



Let's Connect Alumni Perspective

The school policy explicitly incorporates competency-based activities to foster our student's innate potential through training and learning. It starts with planning and moves to

implementation. It simultaneously monitors and reviews activities undertaken to assess their effectiveness and update stakeholders on the overall development of students.



Demo on making Compost Pit



Bird House made by Students

The activities help the students to experience leadership opportunities and develop important personal qualities such as self-discipline, perseverance, and a strong work ethic. These qualities are essential for success in any field and are especially important in today's rapidly changing world. Under the teachers' direct supervision and guidance, activities contribute to the school's educational (academic and non-academic) objectives. Our students participate in various events like MACFAIR INTERNATIONAL, UDYAMITA, QUALITY CIRCLE CONVENTION, and KALEIDOSCOPE to promote cross-cultural exchange, enhancing skills and attitudes needed for the 21st century. The events served as a benchmark for excellence and provided an engaging platform for budding aspirants to display their creativity and talent in a wide array of competitions.



MACFAIR INTERNATIONAL

Our students participate in a variety of in-house Literary activities such as Youth Parliament, as well as in vivid competitions conducted by various known organizations like Katha Utsav, Scholastics India, CBSE BUDDING AUTHORS' PROGRAMME, etc. that allow grooming, and overall personality development of the learner's creative skills. The Clubs function as 'Life Rhythm' offering each student 360-degree learning dimensions enabling them to make informed decisions and communicate effectively.



School Clubs

In today's fast-paced, stressful world, we have prioritized the well-being and mental health of students in schools, along with their academic performance. Students who feel emotionally and spiritually supported engage in better learning, be more motivated, and ultimately achieve better academic performance. We promote the Mental Health Development of students by offering Mental Health Education through various Enlightenment programs like Pariksha Par Charcha to support the intellectual development of our students. We have active sessions by Experts on sessions like Teen Talks and Adolescent Issues. Through Career Counselling Sessions the students are suggested to opt for those institutions that focus on communication skills, and critical thinking skills.



Pariksha Par Charcha

One of the biggest challenges that students face in school is time management. It was initially difficult to find enough time to complete everything with so much to do. The key to improving these areas was derived from better time management skills through various Sessions.

We believe in the Promotion and empowerment of our School Leaders. We encourage all teachers to actively participate in at least 50 hours of Continuous Professional Development as recommended by the National Education Policy 2020. Each faculty member also participates in the in-house meetings aligned in the form of seminars, conferences, Workshops, and online

courses for exposing new ideas and techniques which further help the Educators in innovative teaching practices and improved student engagement. It also helps the teachers build relationships with other educators, fostering a sense of community and collaboration that benefits all involved.



Faculty Development Session

We strive to encourage student-centred learning, leverage technology, enhance teacher training and support, involve families and communities, and create a safe and inclusive learning environment for our students that promotes quality and excellence in our school. By focusing on time management and organization, students have improved their productivity making for a more successful and enjoyable school experience with enhanced Quality and Excellence in our School.



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School Quality Assessment and Assurance (SQAA) Framework

Context:

The progress of any organization lies in constant reviewing, reflecting on the practices and adapting to the requirements. Sishya, being a pioneer in the field of education, implemented the policies of SQAA introduced by the CBSE to meet the mandatory requirements for creating holistic individuals.



Domains of School Quality Assessment and Assurance

Implementation plan of the school:

The CBSE board has divided quality checking into 8 broader categories. As per the mission, 'to inspire schools to review and reflect on their scholastic and co-scholastic processes and outcomes, team Sishya has started working on domain 6 and focussed on the criteria of a few other domains too. Before delving into the 6th domain, the objective of SQAA, "Use the rich data assimilated to respond proactively to the changing

paradigms in the field of education" was familiarized by the committee members specially constituted for this purpose by Sishya Management. This paper deals with some of the practices implemented in the Sishya school to enhance the quality.

The Vision of Sishya School: 'to pursue **global standards that nurture holistic individuals through a child-centric environment**' amply exemplifies the focus on updating all practices.

Similarly, the Mission of Sishya School states that '**we aim to engender empowered learners with 21st-century skills to go beyond cognitive abilities and have the right values and attitudes as their natural response to life**' further strengthens the very purpose of quality in all practices.

Keeping this in mind the exclusive SQAA committee of Sishya School has worked over the past 6 months by Thoroughly examining the SQAA document of CBSE and syncing the requirements to School practices.

- Re-framing some existing policies to align the school policies to SQAA.

Areas that have been worked upon are:

- **Work distribution for creating policies**

To launch the practices mentioned in the SQAA manual successfully in schools, a few policies needed to be created under various heads. So, a different team of teachers has been created based on their experience in the specified area to augment the quality of inputs by team members to frame policies.

- **Creating the SOPs**

The SQAA department along with the Head of the institution discussed crucial areas which need SOPs (Standard Operating Procedures). The areas enlisted have been handed over to the core team members to create SOPs. These

SOPs were discussed with the members in the Open Forum to acclimatize them.

- **Collecting feedback:**

One of the simplest yet powerful ways to review any process is collecting feedback. Therefore, the feedback on Scholastic, Co Scholastic, infrastructure, leadership, and functions was collected. Once the feedback was received, the concerned areas of improvement were addressed through a one–one conversation with the involved members and measures for improvisation were also suggested.

- **Modifications in Lesson Plan**

To implement and accommodate the NEP & NCF recommendations in the school's curriculum, the lesson plan template has been re–designed. The lesson plans are further checked by the Subject Heads and reviewed regularly.

- **Internal audits**

To examine the quality of materials available in the school, internal audits were conducted which help us in reviewing the existing system of recording transactions. In Sishya, the teachers audit the library, sports equipment, furniture, fixtures, and labs. The reports and findings of all the audits are examined, action is taken wherever needed and then documented. To handle school properties safely, an exclusive register called the property management register has been created.

- **Equal opportunity for students**

Everyday assembly starts with the prayer, thought for the day, snippet, and health tips by the students. To give equal opportunity to students, a separate register is maintained to document their participation. In equal intervals,

the name list of the participants is circulated to the teachers to give opportunities to other students who have not got a chance to present. Certificates of participation are given to motivate students and strengthen their input for their portfolios.

- **Kaizen award:**

Innovation in academic and administrative practices is a key determiner of any School's commitment to quality. So, the Japanese KAIZEN AWARD for Innovative Practices has been instituted in 2019 for teachers, members of the administration, and service staff to focus on innovation and change that leads to productivity improvement as an ongoing movement. The innovation was validated with the set of criteria, verified, and recommended for the Kaizen award with some monetary benefits and certification.

- **Parents as resources**

No other support is as great as the support of the beneficiaries of an organization. The parents of Sishya have always been the backbone of the school. Sishya School has worked on using parents in various ways as suggested by SQAA. A form has been sent to the parents to fill in their interested areas of support which is further consolidated by the school for using parents as resources for accompanying the students for field trips, invigilating the exams, guest lectures and so on. Through these activities, the bond between the parents and the school is strengthened through mutual respect, support and understanding that is furthered.

- **Parent observation**

Among so many ways of reviewing and improving the teaching style, receiving feedback from the beneficiaries is highly effective. Therefore, the help of the parents is sought to observe the teachers of her/his child's class. This observation would then provide feedback for further improvement of the teachers.

In a nutshell, the novel initiative of CBSE helps all the schools across the country to reflect on and review various practices implemented in their school.

Reflection:

Any initiative has two sides like a coin. The practices which are mentioned above were designed, planned, and executed with the support of all the members of the institution. If everyone is mindful of their responsibilities, any initiative could succeed. Special mention of appreciation to the CBSE board for the crystal-clear instructions to implement the SQAA framework in the institutions.

Reference:

https://cbseacademic.nic.in/web_material/Manuals/SQAA_FINAL.pdf



Ms. Sherline. D

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A Healthy Mind In A Healthy Body

Education is to make us strong personalities leading the world towards progress through love & compassion. It is not meant to just make us tablets of information but living examples of high standards in ethics.

As I look back with nostalgia, I would like to dip into my huge treasure chest of memories that have left indelible impressions on my mind. Teaching has been a stimulating experience! Quoting William Wordsworth the simple line “Child is the father of Man” seems to me a profound truth and with timeless appeal! A teacher is a second parent, an integral part of society who addresses the whole child—head, hand and heart. The global disruption caused by Covid has made a tectonic shift in the education system and the development of a healthy body and mind has become the prime focus in today’s education system.

Technology is weaning children away from the realistic natural world and it leaps in ways unfathomable a few decades back. It is influencing their precious time and energy. Children are tethered to the screens and e-devices which have practically become a part of their central nervous system. Lethargy and behavioural problems top the list of complaints from parents. Teachers often become baffled at the changing thought processes and behaviour of children nowadays. How many of us realize that the right growth and development of a child needs the right training of body and mind?

A typical home today resembles a call centre! Parents are glued to their mobile phones and lack of attention, pampering and wrong parenting leave a painful mark on the mental development of a child. Many parents believe that it is the sole responsibility of the teacher to ensure the character formation of a child. The fact is that the right growth is the total result of good parenting and good learning

experiences along with the guidance provided by the School. Etiquette and manners should be given prime importance in schooling. Citizenship training is very essential at the grassroots level. ‘Child friendly’ and ‘Child Oriented’ are words that are often misunderstood, usually ending up in waywardness and ‘child domination’ in class which does not deliver the actual results of right mental development.

Development of the body is very important for every child. There should be a system in school that ensures that the children are following a nutritious diet at home. Parents should be guided properly in abstaining from fast food practices since junk food and fizzy drinks ruin the health of a child. Proper physical exercise should also be ensured both at school and at home. Private tuitions and extra coaching classes steal away much of the child’s productive time for which schools can adopt homeroom periods that help them complete daily work in school before going home. Games & sports should have a prominent place in a child’s life.

Yoga and breathing exercises should become an integral part of the morning assembly in all schools since ‘Breath is the link between the body, spirit and mind’. Breathing exercises can recharge the body and mind with positive energy and regular assemblies provide a sense of social awareness and belongingness in children. The Art of Living courses propagated by Sri Sri Ravishankar provide a great example of experiencing a joyful childhood. Such practices should be included in the curriculum so that our students are given regular awareness classes on healthy living, social causes, humanity, brotherhood, love, dignity and peace. We are shaped by our thoughts, hence let’s train our children to nurture healthy thoughts.

A holistic education provided to students should aim at creating leaders in the society and every leader in the society and every child should be able to say “I can...”.Responsible citizens with good values and strong ethics

would make India the global leader of tomorrow.

Leaders are born of great attitude and a shift in thinking from 'me' to 'thy'!

Attitude is developed over a period of time through conscious understanding and continuous effort. To facilitate this effort the CBSE should introduce activities based on the 'Acts of kindness'. Developing a healthy point of view through such activities will make the next generation sensitive to humanitarian thoughts. Rational skills are very important to make a leader. School exchange programmes should be organized at an interstate level so that students get to know about different cultures and more about different states. Children should be trained to face the 'fear of failure' with an unfazed attitude. The development of skills and values makes the knowledge acquired meaningful. Leadership is all about nurturing and enhancing as Tom Peters rightly said 'True leadership always begins with the inner person. Hence training the inner self is also very important.



Meditation should be given an important place in our curriculum to enable students to cope with stress, fill their inner selves with energy and keep their body and mind fit and healthy. "Most of us are not living our dreams because we are living our fears"—says Les Brown! Let's help our children to lead a fearless and happy life.



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Tough School Work And The Right Anxiety

Self-doubt and insecurity are not always detrimental to learning. Confusion and frustration can be helpful and promote deeper learning. When students face academic challenges, such as unfamiliar math problems, they may experience fear and feelings of inadequacy. However, some amount of anxiety can be beneficial and can even boost a student's self-esteem as they face more difficult challenges in the future.

Butterfly flights before an important presentation or nervousness at the start of a new project are common reactions to seemingly difficult events. By creating a classroom environment that normalizes mistakes and gives students time and opportunities to deal with difficult emotions, teachers can help students improve problem-solving, critical thinking, and collaboration skills.

When students are struggling, the instinct to jump in and help them can sometimes hinder their learning. It is important to resist the urge to intervene too quickly. Every intellectual task and complex problem requires some level of frustration, and it is through grappling with difficult concepts that true learning occurs.

While positive emotions can be beneficial for learning, research shows that negative emotions can also be a powerful motivator for deep learning. It is therefore important to carefully design curricula that push students to their limits and encourage them to take risks, while also providing support and scaffolding to help them through challenging tasks.

In summary, effective education requires a balance of challenge and support. By creating a safe and supportive learning environment that encourages risk-taking and perseverance, we can help students develop the resilience and critical thinking skills they need to succeed in the classroom and beyond.

Effective teaching strategies can help create a classroom environment that promotes learning and encourages students to take academic risks. Here are some strategies to get started:

1. Build strong relationships with your students. Get to know your students and demonstrate that you care about their success. Research shows that students work harder and are more engaged when they feel that their teacher cares about them.
2. Normalize mistakes and failures by explaining that they are a natural part of the learning process. Encourage students to learn from their mistakes and reward them for identifying and correcting errors.
3. Encourage "rough draft" thinking. Help students develop a growth mindset by emphasizing that initial attempts at solving difficult problems are just a starting point. Encourage students to reflect on their mistakes and identify ways to improve and reach the right solution.
4. Evaluate less and learn more. Assign more tasks and consider less formal assessments. This can reduce the pressure on students to perform perfectly and encourage them to take risks in their academic pursuits.
5. Use student hobbies to encourage risky behaviour. Find out what your students are passionate about and use these topics to develop engaging and responsive lessons. Research shows that students are more engaged when they are interested in the material being taught.

By creating a classroom environment that promotes learning and encourages academic risk-taking, teachers can help students develop the skills and confidence they need to succeed both in and out of the classroom.

Use scaffolding. Scaffolding involves breaking down complex tasks into smaller, more manageable steps. This can help students who may feel overwhelmed by a difficult task to approach it more confidently. Scaffolding can

take many forms, such as providing prompts or guiding questions, offering examples or models, and breaking tasks down into smaller components. As students become more comfortable with the task, the scaffolding can be gradually removed, allowing them to take more ownership of their learning.

Provide feedback. Feedback is essential for helping students to understand where they are in their learning and how they can improve. Effective feedback should be specific, timely, and focused on the task or goal at hand. Feedback can take many forms, such as written comments, verbal feedback, or peer feedback. It is important to also encourage self-reflection and self-assessment so that students can take ownership of their learning and make progress independently.

Encourage collaboration. Collaboration can be a powerful tool for consolidating complex tasks in the classroom. Working with others can help students to approach difficult problems from multiple perspectives, share ideas and strategies, and provide support and encouragement to each other. Collaborative learning activities can take many forms, such as group discussions, problem-solving tasks, or peer teaching.

Provide practice opportunities. Practice is essential for consolidating complex tasks in the classroom. Students need time to apply their learning in a variety of contexts and to receive feedback on their progress. Practice

can take many forms, such as homework assignments, classwork, or simulations. It is important to ensure that practice activities are aligned with the learning objectives and that students receive appropriate support and feedback.

Encouraging student-led discussions before giving directions or instructions is a powerful teaching strategy that can help prepare students for deeper learning and engagement.

This technique is sometimes referred to as a "hook" or "anticipatory set" that activates prior knowledge and encourages students to think critically about a topic. By allowing students to discuss a topic without being prompted, they are more likely to be motivated and invested in the learning experience.

Engaging in debates and discussions can help students develop their critical thinking and collaboration skills, as well as improve their organizational and presentation skills. These skills are essential for success both in and outside the classroom, and students who have honed these skills are better equipped to navigate complex issues and communicate effectively with others.

Discussions can also be used to explore difficult or controversial topics, such as the validity of evolutionary theory or ethical issues in literature. These types of discussions can help students develop their ability to analyze different perspectives, form evidence-based arguments, and engage in respectful discourse with their peers.



Another way to use discussions is to ask students to apply the concepts they have learned to new, larger learning areas. For example, students can use their understanding of biodiversity to discuss whether recycling programs are sufficient to reduce plastic pollution. This type of exercise challenges students to think beyond the classroom and apply their knowledge to real-world problems.

Overall, allowing students to lead discussions before receiving directions from the teacher is a powerful teaching strategy that can promote deeper engagement, critical thinking, and collaboration skills. It is an effective way to activate prior knowledge, encourage student motivation, and build a strong foundation for learning.



M S Saravanan

Head of Shrishti Schools, Vellore



Decisions made in high school can make or break a student's career

After completing senior secondary school, students tend to opt for STEM subjects over others. They are hardly ready to explore subjects that they have not heard of, even if it means a lucrative career option or that they may be cut out for it. This is a common trend in a country like India where we follow the masses. What if we tell our students that this was mainly because of their lack of awareness about opportunities that other vocational courses offer? This antiquated way of thinking is pushing students into careers they are not interested in. Often, we find that youngsters don't realise their true potential because they end up on the wrong career path, and this is where career counselling comes in.

A plethora of options await students as they get ready to finish their schooling, much more than ever before. There is a wide range of courses to choose from, careers to aspire for, and areas of interest to delve into.

Role of Teachers in Counselling Students

When making an important decision, it's useful to have in-depth knowledge and research to help students make an informed choice. Learning how to make an informed decision can help them have confidence that they're choosing the right option. So, as a first step, a teacher needs to know and let his or her students know what informed decision-making is and provide a list of steps that their students can follow to make a well-informed decision.

What is an informed decision?

An informed decision is a choice that individuals make once they have all the

information related to the decision topic. It involves analyzing potential outcomes, benefits and risks associated with each option, and then deciding which choice is the best for you. After considering all factors involved with each option, students can decide which option meets their needs and bring them closer to achieving their goals.

Importance of making informed decisions

Improving confidence: Making an informed decision may help individuals feel more confident that they made the correct choice and keep them from second-guessing their decision.

Creating more realistic expectations: With informed decision-making, individuals can have a better idea of the risks and benefits related to each option, which gives them more realistic expectations of the decision's outcome.

Learning more options: Receiving information to make an informed decision may help you learn more options that you might not have considered before.

Allowing for more control: When individuals make informed decisions, it gives them more control over making the choice that they feel is best for them after they've considered all variables related to making an informed decision

Things to keep in mind for students when making an informed decision:

Taking a reasonable amount of time to decide

While making an informed decision, it's important to take a reasonable amount of time to decide so that the options don't change or expire. If too much time passes, the variables and outcome of each decision may shift. For example, if students decide which job offer to pursue, they want to decide before each job offer expires.

Talking to others about the decision

It's helpful to talk to other individuals about the decision. Teachers can provide students with details about each option, like what the variables are, how each decision may impact them and the various outcomes. Teachers may provide the students with meaningful feedback or valuable advice about which option they should take. It's helpful if teachers have encountered a decision related to students so that students can ask them how they decided on their decision, what factors led them to their decision and what the outcome of their decision was.



Implementation Plan:

AY 2022–23: We regularly conduct career guidance sessions at school for the students of classes VIII to XII. We invite experts from deemed universities and professionals in the field of Arts, Science, Banking, and Administration for guiding and motivating students on career options and prospects after schooling. Alongside this, we also schedule Alumni Interaction Sessions for the Secondary and Senior Secondary students.

Apart from regular sessions on Career & College Counselling, students of class XI and XII were provided with an opportunity to visit a career Fair organized by the International Career & College Counselling, Regional Forum at Centre Point School, Katol Road Nagpur.

Evidence: (a few pics of the career guidance session in AY 2022–23)



Reflection:

We could achieve the targeted sessions with the external faculties, guests and experts for the entire session as planned. It was a fruitful exercise as parents and students could make their decision based on the available data and the student's inclination towards a particular vocation/stream/programme.

Final tips for the schools:

Positives: One of the most important benefits of career guidance that we noticed in students is that it could help students figure out what they want to do with their lives. This is especially important for senior secondary students who are just starting to think about their future. Career guidance in school could provide them with information and resources to help them make their decision.

Hurdles: Parents have dreams, but the real problem occurs when that comes in the way of the student pursuing what aspires to them the most. With parents being stringent with choosing mainstream careers, this can overshadow the dreams and aspirations of the child. As the decisions are already made by the parents, they do not feel the need to consult an education expert or a counsellor.

Nisaroddin Kazi

Reliance foundation school
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Career Counselling And Skill Building– Need Of The Hour

The world is changing faster than ever before, and students face a multitude of challenges as they prepare for their future careers. From technological advancements to economic uncertainty, students must navigate an ever-evolving landscape of opportunities and obstacles. To help students make informed choices about their future, schools must prioritize career counselling and skill-building activities that prepare learners to address contemporary challenges.

Kamal Model Senior Secondary School, Delhi plays a crucial role in the transformation of cognitive, linguistic and psychological competencies thereby creating a happy, healthy and harmonious school environment. The school management along with their coordinators, teachers and counselors emphasize the uniqueness of each student. Students are motivated to explore their skills and talents by providing room for vigorous physical and mental activities.

Our school implements three-cornered effective strategies– at student, teacher and parent levels. Organizing individual, peer and group counselling sessions for students and parents, class orientation, group discussions and workshops on personality development, interpersonal relationships, time management etc. lead to the well-being of students. Teachers adopt strategies to build strong bonds with students so that they open up without fear. Parents are given tips on 'Positive Parenting'. Peer educators, especially adolescents are made 'Well-being Ambassadors' of the school.



Workshop on Personality Development

Students and their parents are very often perplexed due to the copious amount of information flooding social networking sites. Hence, it is the need of the hour to develop proper career guidance and counselling sessions for students and parents. Career counselling involves exploring career options, identifying strengths and weaknesses, and developing a plan to achieve career goals. In a rapidly changing world, it is critical that students receive guidance from experienced professionals who can help them navigate the complexities of the job market. To fulfil this requirement, expert Counsellors have been appointed and a Career Guidance Cell set up in the school. Some of the activities conducted at school are Career Fair, Career Conclaves, Career Orientations, Psychometric Tests, Individual Career Counselling Sessions etc.

Career Fair is a unique event of our school, where the students of class 8th, 9th and 11th participate. Career Exhibition comprises various events like PowerPoint presentations, Role plays, Street Plays, and Panel discussions. The above activities help students to discuss

various career parameters– definition, educational qualification, work environment, skills required and job opportunities for different professions belonging to different streams. It allows the inculcation of communication skills, presentation skills, teamwork skills, time management skills, decision-making skills, and organization skills which help students to nurture their personalities. Students of classes 10th and 12th attend these Career Fairs with their parents.

Career Conclave is a parallel event which runs during the Career Fair event in which our successful alumni, parents and some experts from various career fields share their career success graph, as well as, hurdles faced in their field and how they overcome those barriers. Career conclave is organized for both parents and students of classes 10th and 12th.

The Career Orientation Program is conducted by our school Counsellor for the students of class 10th to help them select the right stream in class 11th.



Career Orientation Program

Psychometric Tests comprising aptitude tests and interest are also conducted for the students of class 10th to understand their strengths and weaknesses as well as their liking for the jobs.



Psychometric Test for Class 10th Students

Individual Career Counselling sessions are organized in our school by our school Counsellors from time to time to inform about various career opportunities available after class 12th, to clear career confusion, to help in stream selection, and also to inform about the preparation of entrance exams and best institutions available.

One of the key challenges facing students today is the need to develop skills that are relevant in a rapidly changing world. From digital literacy to critical thinking, students must acquire a broad range of skills. Schools must prioritize skill-building activities that prepare learners for the challenges of the future.

One effective way to build skills is through experiential learning. This involves hands-on activities like coding workshops, entrepreneurship programs, or design

thinking challenges that allow students to develop practical skills in a real-world setting. These activities not only help students develop skills but also expose them to different career paths and industries.



Individual Career Counselling Session

Another important aspect of skill-building is developing a growth mindset. This means fostering an attitude of continuous learning and improvement. Students must understand that skills are not fixed and that they can always improve with practice and dedication. Schools can promote a growth mindset by emphasizing the importance of effort and perseverance, rather than just natural talent. Of course, skill-building alone is not enough. Students must also be guided towards careers that align with their strengths and interests. Career counselling can help students identify their passions and explore career options that align with those passions. By understanding their strengths and interests, students are more likely to find careers that are fulfilling and sustainable.

One important resource is networking. By connecting students with professionals in their field of interest, they can gain valuable

insights into the job market and learn about potential career paths. Schools can facilitate networking by hosting career fairs, inviting guest speakers, and connecting students with alumni in their fields of interest.

Another important resource is mentorship. By pairing students with mentors who have experience in their field of interest, they can gain valuable guidance and support. Mentors can provide advice on job search strategies, offer feedback on resumes and cover letters, and provide insights into the day-to-day realities of different career paths.

To conclude, helping students make informed choices through career counselling and skill-building activities is essential to prepare learners to address contemporary challenges. By providing students with the resources and support they need to navigate the complexities of the job market, schools can help students find fulfilling careers that make a positive impact on society. With the right guidance and support, students can achieve their full potential and make a meaningful contribution to the world around them.



Mrs. Vandana Tandon

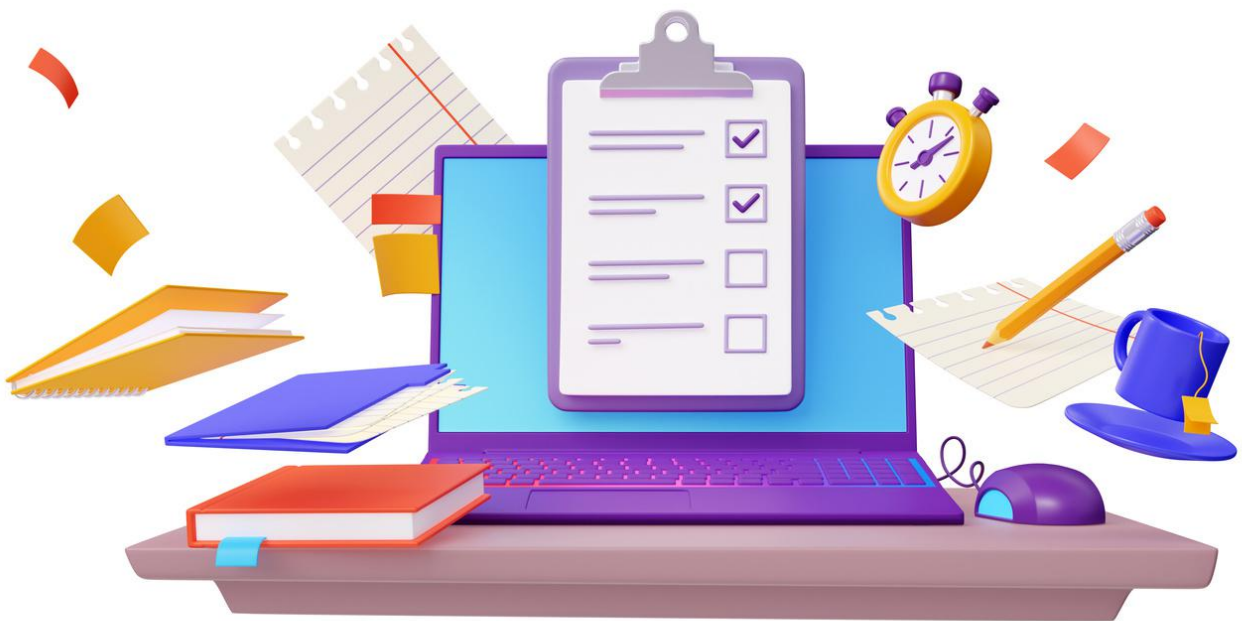
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Sub-theme 3

GAUGING 360° COMPETENCE THROUGH ASSESSMENT REFORMS



Gauging 360° competence through Assessment Reforms

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उप-विषय 3 – मूल्यांकन सुधारों के माध्यम से 360° क्षमता का आकलन

प्राचीन भारत विश्वगुरु के नाम से प्रसिद्ध था और उच्च शिक्षा प्राप्त करने के लिए विदेशी छात्र तक्षशिला तथा नालंदा विश्वविद्यालय में शिक्षा प्राप्त करने हेतु तत्पर रहते थे। उच्च शिक्षा के साथ-साथ मूल्यांकन की प्रणाली सर्वांगीण होती थी। आज भारत पुनः उसी दिशा में अग्रसर होते हुए 'नई शिक्षा नीति' के तहत शिक्षा एवं शिक्षण मूल्यांकन के क्षेत्र में

आमूलचूल परिवर्तन ला रहा है।

स्कूल की कार्यान्वयन योजना NEP के तहत NCERT के दिशा निर्देशों के अनुसार हमारा विद्यालय 'जी. डी. गोयनका इंटरनेशनल स्कूल सूरत' उसे आत्मसात कर रहा है। हमारे विद्यालय में शिक्षकगण पठन-पाठन के साथ-साथ अधिगम के रूप में आकलन के महत्त्व को समझते हुए सीखने की प्रक्रिया में छात्रों को सक्रिय रूप से शामिल करते हैं। बच्चे क्या सीखें? उनके सीखने का आकलन (ASSESSMENT OF LEARNING) और उनके सीखने के लिए आंकलन (ASSESSMENT FOR LEARNING) दोनों ही आवश्यक है परंतु उनके सीखने का आकलन करना ही उचित है।

उनके सीखने का आंकलन (ASSESSMENT OF LEARNING) सभी बच्चों पर 100% लागू नहीं हो पाता। हालाँकि हम शिक्षकों का प्रयास होता है हमारे प्रत्येक विद्यार्थी के आकलन की कसौटी ऐसी हो कि वो अपने डर को निकाल कर परीक्षा दें और स्वमूल्यांकन भी करें। इसके लिए हमारा विद्यालय 'जी. डी. गोयनका इंटरनेशनल स्कूल सूरत' ने एक नई पहल की। हम बच्चों से ही प्रश्न पत्र बनवाते हैं और यह एक सामूहिक क्रियाकलाप होता है। जिससे बच्चे पूरे पाठ को दो से तीन बार पढ़ते हैं और फिर चर्चा करके कक्षा में प्रस्तुत भी करते हैं। एक समूह का प्रश्न पत्र दूसरा समूह हल करेगा और दूसरे समूह का प्रश्न पत्र तीसरा हल करता है। और जाँच का कार्य भी बच्चों के द्वारा ही होता है जिससे उनको अंक योजना का ज्ञान होता है।

बच्चों के सर्वांगीण विकास के लिए सीखने के आकलन (ASSESSMENT FOR LEARNING) को ही अधिक प्रभावशाली पाया गया है। इससे बच्चे खेल-खेल में सब सीखा हुआ कब और कैसे समूह में अपना प्रदर्शन करते हैं उन्हें पता भी नहीं चलता। इस प्रकार का निर्माणात्मक मूल्यांकन महत्वपूर्ण सोच, कौशल तथा

समस्या- समाधान सिखाता है और छात्रों को अपने लक्ष्य निर्धारित करने और उनकी प्रगति को मापने के लिए प्रोत्साहित करता है।

अधिगम की प्रक्रियाओं को और भी मजबूत बनाने के लिए हम शिक्षकों को सर्वप्रथम यह समझना होगा कि कक्षा में अलग-अलग प्रकार की बुद्धि के बच्चे हैं। कुशाग्र बुद्धि वाले, कुछ थोड़े समय में करके समझनेवाले तथा कुछ बच्चे सिर्फ प्रयोगात्मक क्रिया से ही सीख पाते हैं ऐसे में उनके सीखने का आकलन (ASSESSMENT FOR LEARNING) वाली पद्धति कारगर साबित होती है।

जैसे भाषा शिक्षण के दौरान साहित्य की कक्षा-6 में पाठ-12 'संसार पुस्तक है' को सीखने के पश्चात छात्रों का आकलन किया गया। प्रत्येक छात्र को जीवन में कल्पना की दुनिया से परिचित कराने, बाहरी दुनिया का ज्ञान प्रदान करने, उनके पढ़ने, लिखने और बोलने के कौशल में सुधार करने के साथ-साथ स्मृति और बुद्धिमत्ता को बढ़ाने हेतु 'प्रकृति का पठन' क्रिया-कलाप करवाया गया। इस प्रक्रिया में हम विद्यार्थियों को प्रकृति की गोद में वट वृक्ष के नीचे ले गए। प्रकृति के प्रत्येक तत्व को विद्यार्थियों ने महसूस किया और प्रकृति की कहानी अपनी जुबानी कक्षा में सभी के सामने प्रस्तुत की।



इस क्रिया-कलाप के आकलन हेतु एक दिन पहले ही विद्यार्थियों को दिशा निर्देश दिया गया कि-

1. कल की कक्षा में हम प्रकृति भ्रमण करेंगे।
2. प्रकृति भ्रमण के दौरान प्रकृति के विभिन्न तत्वों के समीप बैठेंगे और उनसे भावनात्मक रूप से जुड़ेंगे।
3. प्रकृति की कहानी अपनी जुबानी कक्षा में सभी के सामने प्रस्तुत करेंगे।

आकलन हेतु अंक योजना –

| आत्मविश्वास | प्रस्तुतिकरण | विषय-वस्तु | भाषा-कौशल | समयावधि | कुल-योग |
|-------------|--------------|------------|-----------|---------|---------|
| २ | २ | २ | २ | २ | १० |

इस क्रियाकलाप को करते समय बच्चे बहुत ही आनंदित हुए और उनकी प्रस्तुतिकरण के पश्चात हमें भी ज्ञात हुआ कि हमारे बच्चों ने पाठ के मूलभाव को अच्छी तरह से समझ लिया है।
हाँ इस क्रियाकलाप को करते समय दो सबसे बड़ी बातों का हमें ध्यान रखना होगा | पहला– यदि कोई बच्चा अनुपस्थित होता है तो आप उसका आकलन कब और कैसे करेंगे तथा दूसरा समयावधि का ध्यान रखना होगा |

ऐसे और भी क्रिया-कलाप हमारे विद्यालय में करवाए गए हैं। विज्ञापन लेखन के साथ-साथ उसका प्रचार-प्रसार कक्षा में करवाया गया। बच्चों ने अपनी-अपनी वस्तुओं को कक्षा में अपने साथी को बेचकर दिखाया | और फिर उसके आकलन हेतु अंक योजना बनाकर कक्षा में बच्चों को अंक दिए गए। इससे बच्चों के अन्दर व्यापारिक समझ विकसित होती है।

स्कूल द्वारा कार्यान्वयन का साक्ष्य



प्रतिबिंब (क्या सही हुआ और क्या गलत हुआ) दोनों ही प्रकार की अधिगम आकलन शैली उचित है परंतु बच्चों की बौद्धिक भिन्नता तथा उनकी सीखने की रूचि के स्तर को बढ़ावा देने के लिए सीखने के लिए आकलन (ASSESSMENT FOR LEARNING) की प्रक्रिया अधिक उचित है जिससे निम्न बातों का विकास होता है –

- आत्मविश्वास
- आपसी सहयोग की भावना
- प्रकृति से लगाव
- परीक्षा के भय से मुक्त

अंतिम सर्वोत्तम अभ्यास और युक्तियाँ जिन्हें अन्य लोगों के साथ साझा किया जा सकता है जो लागू कर रहे हैं / लागू करना चाहते हैं– सर्वप्रथम हमें एक शिक्षक के रूप में अधिगम के नियम को समझना होगा जिससे हमें अपने बच्चों की ज्ञानार्जित क्षमता का सही ज्ञान हो सके। अधिगम के सभी नियमों को ध्यान में रखते हुए हम सभी शिक्षकों ने सभी विषयों में ऐसे कुछ-न-कुछ नए प्रयासों से उनके सीखने की रूचि को अग्रसित किया है। उपरोक्त क्रियाकलाप एक उदाहरण मात्र है।



रेनू शुक्ला उपाध्याय

हिंदी विभाग माध्यमिक शाला (TGT)
जी. डी. गोयंका इंटर नेशनल स्कूल,
वेसू सूरत (संबद्धता संख्या ४३०१६६)



Gauging 360° competence through Assessment Reforms

The traditional approach of assessing students based on exams and grades has been questioned by the new education policy, which emphasizes assessing students “for” learning rather than “of” learning. The focus is on 360-degree competence, which is not just about academic excellence but also involves assessing a student’s life skills, creativity, and critical thinking abilities.

Assessment reforms are necessary to measure 360-degree competence. The new approach to assessment is more student-centric and involves a continuous evaluation process rather than just one-time exams. The objective is to evaluate the progress of a student’s learning journey and provide feedback to help them improve. The assessment reforms are designed to cater to the diverse needs of students and their different learning styles.

Another aspect is the evaluation of life skills. Life skills such as problem-solving, communication, and teamwork are crucial for success in both personal and professional life. The assessment of life skills is done through various activities and projects that simulate real-life situations. This helps students apply their theoretical knowledge to real-life scenarios and develop practical skills.

In conclusion, the assessment reforms are a step towards achieving 360-degree competence. The focus is on assessing students’ “for” learning rather than “of” learning. The use of technology and the evaluation of life skills, creativity, and critical thinking are crucial aspects of the assessment reforms. The reforms aim to provide a more holistic approach to education and prepare students for success in the real world.

In addition to the traditional methods of teaching, Delhi Public School has implemented

innovative methods to enhance the learning experience of students. One of the unique steps taken is the Ability Test, which is conducted to test higher-order thinking skills in students. This test helps identify students who have exceptional critical thinking and problem-solving skills, enabling them to pursue higher education opportunities in the future.

Delhi Public School also encourages the culture of competition and winner spirit through Olympiads. These exams provide an opportunity for students to compete with their peers at the national level, enabling them to showcase their talent and hone their skills.

The school also conducts various tests and exams in-house to monitor the progress of students throughout the academic year. These tests and exams are designed to assess the understanding of concepts and provide constructive feedback to students to help them improve their performance.

The Department of English at DPS Ranchi took a creative initiative and published a bonafide vocabulary handbook, *Starken Glossa*, exclusively compiled with selected idioms, phrases, synonyms, antonyms, and vocabulary for classes V to X in the academic session 2022-23. The winning team at the *Starken Glossa* quiz, received the top five Lexical Star Badges, lauding the top five language wizards.

To acknowledge, promote, and reinforce the mathematical acumen of students securing 90% and above in Mathematics, a High Order Thinking Mathematical Aptitude Test was conducted for mathematical enthusiasts of classes III to XII. The top two performers from each class were awarded the Ganit Bhaskar Badges.

Moreover, Delhi Public School also organized various tests and exams to measure the competence of students. Additionally, Olympiads were conducted to encourage competition and inculcate a winning spirit among the students. These initiatives have

helped the school to gauge the 360-degree competence of students, which is the need of the hour in today's education system.

Delhi Public School, Ranchi takes pleasure in announcing the online Inter-School 'AD MELIORA' Quizzing League, consisting of 3 Quizzes in the League Stage and a GRAND FINALE Quiz. The event is open to students of CLASSES IX–XII, intending to foster a culture of knowledge-seeking and nurturing the competitive spirit among them. The league intends to cultivate an unparalleled quizzing culture, fostering the intellectual growth and development of the participating students.

In conclusion, Delhi Public School has taken various innovative steps to enhance the learning experience of students. By implementing these programs, the school aims to provide a well-rounded education that not only focuses on academic excellence but also the holistic development of students. These innovative steps have helped shape the future of education in India and are a testament to the commitment of the school towards providing quality education.



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Gauging 360° competence through Assessment Reforms

Sishya School's Innovative Design Of The Holistic Progress Card 360 Degrees –from The Practitioner's Perspective

The Holistic Progress Card which is a natural product of the NEP 2020 that has emphasized quality education and equity in education has certainly placed the student at the centre of all the academic activities that Schools are planning to take up!

The C.B.S.E has constituted a high profile committee of experts and educationalists including Principals (like this writer) who have worked very meticulously on the Holistic Progress Card.

As a School that promotes innovation especially practices that are student centric, we at Sishya School, Hosur have worked on the Holistic Progress Card **as a component that supports the students Portfolio – from our perspective.**

The key features of the HPC that we have designed have the following features:

1. clarity of purpose
2. supportive reflective practices
3. user-friendly data.

Of course we need to ensure that there are guidelines that are clear and precise as well as practical for end users–or stakeholders–teachers–parents–peers–above all the student!!

We have based our guidelines on three 'Cs, namely, Collaboration, Choice and Cooperation.

We have therefore designed four major domains of our HPC with examples that included: (i) Academic Initiated Development Experience (A.I.D.E) covering domain of scholastic and co-scholastic, (ii) Collaborative Initiative Development Experience (C.I.D.E)

which includes cultural environmental and social pursuits etc., (iii) Wellness Initiative Development Experience (W.I.D.E) which includes physical fitness, diets, games and sports, yoga and meditation and, (iv) Self-Initiative Development Experience (S.I.D.E) covering domains like hobbies, job shadowing, careers and skills.

The aspect of 360 degrees or multidimensional assessment through the stakeholders like students, peer, teachers and family members need to be authentic in nature and supportive, predictive and decisive for the child.

We have further used a graphic to capture the longitudinal assessment of children over the years in different domains, which is easy to use for teachers, even without high end-technology.

There are several steps involved for management of the portfolio and assessment of portfolio which is an important component of HPC.

The process of development of HPC that includes six stages:

1. Design of card inputs from all stakeholders
2. Orientation on how to gather evidences for inputs
3. Collating inputs as evidences for entry into the HPC
4. Preparation of the HPC
5. Reflection/discussion on target and review of timelines and working on targets within timelines.

Schools may encourage students to cite several examples related to their activities taken up like tree plantation drive, street plays and community service to capture several aspects of an individual's personality.

Through these activities students are able to reflect on their strengths and limitations, which ultimately are part of HPC for **seeking direction and for better learning.**

We have emphasized the role of reflective practice in assessment as we know that

reflection is an integral part of the learning process. These reflections also need to be part of the portfolio.

We need to note that the article here describes SISHYA SCHOOL 's journey into the design of the HPC which is integrated into our Portfolio of the student.

The CBSE design of the HPC is different in that it seeks to focus on various other dimensions and readers of this article may please follow the pattern of HPC as envisaged by CBSE.



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Sub-theme 4

HELPING STUDENTS MAKE INFORMED CHOICES



Helping students make informed choices

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Helping Students Make Informed Choices

आत्मप्रेरित छात्र किसी भी परिस्थिति में स्वयं को ढाल सकता है। स्वयं मार्गदर्शित होकर नवीन आयाम व दिशाएँ खोज सकता है। इस उद्देश्य की प्राप्ति हेतु व किसी भी कठिनाई से उबरने के लिए मार्गदर्शन एवं परामर्श की नितांत आवश्यकता होती है। वह चाहे जीवन के किसी भी क्षेत्र में हो या ज़िंदगी के किसी भी पड़ाव में। यदि अधिगमकर्ता (सीखने वाला छात्र) खुद से प्रेरित है तो उसे किसी कौशल को पाने के लिए मशक्कत नहीं करनी पड़ेगी बल्कि अधिगम उसे सहज प्रक्रिया द्वारा ही प्राप्त हो जाएगा। विद्यालयी जगत में भी शिक्षक एवं छात्र के संबंध से जो अपेक्षाएँ की जाती हैं उसके द्वारा शिक्षक का सहानुभूतिपूर्ण दृष्टिकोण, छात्रों की प्राथमिकताएँ, परिस्थिति का दीर्घकालिक प्रभाव आदि गहन विषयों पर हमेशा ध्यान होना चाहिए ताकि मार्गदर्शन एवं परामर्श उचित दिशा में हो सके। छात्रों को विपरीत परिस्थितियों में यदि सही समय पर मार्गदर्शन मिल जाए तो वे अपने उज्ज्वल भविष्य की ओर अग्रसर हो सकते हैं। स्कूल एवं कॉलेज में कई पेचीदा मुद्दों को सुलझाने में परामर्श एवं मार्गदर्शन का क्षेत्र और भी विस्तारित हो जाता है। भावात्मक पहलू, सामाजिक पहलू, राजनीतिक पहलू सभी में परामर्शदाता की अहम भूमिका होती है जिसमें छात्र अपने संवेदनात्मक दृष्टिकोण को शक्तिशाली बनाता है। इसलिए विद्यालय में परामर्शदाता को नियुक्त किया जाता है जिसमें परामर्शदाता उदारचित्त हो सहायता करने के लिए इच्छुक रहता है।

शिक्षक परामर्शदाता एवं छात्र के बीच कड़ी का काम करता है। यदि हम बात करें तो 21वीं सदी के कौशल ऐसे कौशल हैं जो प्रत्येक विद्यार्थी के भीतर विद्यमान तो हैं लेकिन उजागर नहीं हो पा रहे हैं। इस सुप्त अवस्था में बैठे इन कौशलों को यदि परिस्थिति प्रदान की जाए, नेतृत्वपूर्ण कार्य दिए जाएँ, पाठ्येतर क्रियाओं में भागीदारी हो तो जीवन कौशलात्मक रूप से दृढ़ हो जाएगा और उनका हुनर ही उन्हें सशक्त बना देगा। जटिल समस्या समाधान, तार्किक मंथन, ज्ञानेंद्रियों द्वारा ज्ञानार्जन 21वीं सदी के कौशलों की नींव है। पूर्ण रूप से सक्रियता सीखने की प्रबल प्रवृत्ति इनका आधार है। किसी अन्य व्यक्ति के दृष्टिकोण को समझने की क्षमता सभी प्रकार के सामाजिक संबंधों के लिए फायदेमंद है।

विद्यार्थी अपनी दूरदर्शिता और जटिल समस्याओं को हल करने की क्षमता का विस्तार करना शुरू कर देते हैं। अपने साथ जुड़ाव व प्रकृति से जुड़ने के उपरांत स्वतः ही उनके भीतर नैसर्गिक गुणों का समावेश हो जाता है।

आलोचनात्मक सोच छात्रों की शिक्षा को गहरा करती है जो सफल बातचीत और रिश्तों के लिए फायदेमंद है। दूसरों के साथ सक्रिय रूप से सुनने और सम्मानपूर्वक संवाद करने की क्षमता छात्रों को मज़बूत संबंध में पिरो देती है। यह कक्षा और दैनिक जीवन दोनों में बहुभाषी और बहुसांस्कृतिक वातावरण में संचालन के लिए एक महत्वपूर्ण कौशल है। जब छात्र सहयोग करते हैं, तो उन्हें एक-दूसरे के दृष्टिकोण और अनुभवों पर विचार करना चाहिए क्योंकि वे साझा लक्ष्यों को प्राप्त करने के लिए अद्वितीय भूमिकाएँ निभाते हैं। इन्हीं मंतव्यों को ध्यान में रखते हुए विद्यालय में निरंतर कई रणनीतियों का क्रियान्वयन किया जाता है। डिजिटल साक्षरता के सेमिनार, कैरियर एवं जीवन कौशल सत्र, क्षमता संवर्धन कार्यशाला आदि इसी मुहिम को चला रहे हैं। यही नहीं विद्यालय में स्पेशल एजुकएटर को भी नियुक्त किया जाता है जो छात्रों के साथ अधिकाधिक समय बिताते हैं। छात्र अपनी छोटी से छोटी गलती को सुधारने में संलग्न रहते हैं। इस विशिष्ट शिक्षा में धीमी गति से चलने वाले छात्र, भाषाई कौशल (श्रवण, वाचन, पठन, लेखन) में अपूर्ण छात्रों को चयनित किया जाता है। उन्हें उनकी गति, स्तर आदि के द्वारा कार्य दिया जाता है ताकि वे बच्चे भी सामान्य शिक्षा श्रेणी में श्रृंखलाबद्ध हो सकें।

विद्यार्थियों को सभी कौशलों से अवगत कराने हेतु एक्टिविटी कैलेंडर को भी बनाया जाता है जिनके माध्यम से बच्चों में जीवन कौशल, शारीरिक एवं मानसिक स्वास्थ्य, नवीन शिक्षा नीति का ज्ञान, 21वीं सदी के कौशलों की प्राप्ति तालिका बद्ध है। समय सारिणी में कालांश को सम्मिलित करना अनिवार्य कर दिया है ताकि उपरोक्त कौशलों की एक-एक करके प्राप्ति हो सके। स्किल डेवलपमेंट द्वारा विद्यार्थियों में जिन मानवीय मूल्यों जैसे आत्मविश्वास, समूह समायोजन, समाजीकरण का विकास होगा उन्हें तो आँका भी नहीं जा सकता। उपरोक्त विचारों का व्यवहारिक रूप देखकर कई ऐसे विद्यार्थी हैं जो उच्च पद पर आसीन हो चुके हैं और कुछ ऐसे हैं जो उचित अवसरों पर सेवाएँ देने के लिए नियुक्त हो रहे हैं। अध्यापकों की क्षमता संवर्धन हेतु कार्यशालाओं का आयोजन सभी का प्रतिबिंब विद्यालय की छवि को परिलक्षित करता है। यह प्रतिबिंब स्वतः ही उभर कर नहीं आया अपितु विद्यार्थियों के छोटे-छोटे व नन्हें प्रयासों को जब हवा मिली, मंच उपलब्ध हुआ, तो ये बच्चे आसमान में अपनी उड़ान भरने लगे। मानव मस्तिष्क की अनूठी शक्ति पर जितेंद्र कुमार जांगड़ा विशेषज्ञ के रूप में अपनी सेवाएं दे रहे हैं। इनके मार्गदर्शन में कई विद्यार्थियों ने प्रतियोगी परीक्षाओं की तैयारी की और सफलता प्राप्त करते हुए उच्च पद पर आसीन भी हुए हैं। विभिन्न दृष्टिकोणों के बारे में सीखना, सोच के नए तरीकों को अपनाना, रचनात्मकता और नवीनता को प्रोत्साहित करना समस्या-समाधान कौशल को बढ़ा सकता है। इसलिए

निम्नलिखित रणनीतियों को अपनाकर उपरोक्त चर्चित बिंदुओं को प्राप्त करने का प्रयास किया जा सकता है :-

1. छात्रों के नन्हें-नन्हें प्रयासों की प्रशंसा की जाए।
2. विद्यार्थियों को आत्मसम्मान से भर दिया जाए ताकि वह अपने कार्य को कुशल रूप से क्रियान्वित कर सकें।
3. छात्रों के समस्या समाधान कौशल को जगाने हेतु परिस्थिति प्रदान की जाए।
4. समाज एवं कार्य स्थलों में अर्जित कौशलों का व्यावहारिक रूप सिखाया जाए।
5. कथनी और करनी में समानता के दृष्टिकोण से अवगत कराया जाए।
6. डिजिटल साक्षरता का विशेष रूप से ध्यान रखा जाए।
7. कैरियर एवं जीवन कौशल की महत्ता बताई जाए।
8. परामर्श एवं निर्देशन के प्रति संवेदनशील बनाया जाए।

अतः अंत में अपनी स्वरचित पंक्तियों से मैं अपनी वाणी को विराम देना चाहूँगी:-

“जीवन कौशल हो सार्वभौमिक, क्षेत्र हो राजनीतिक या सामाजिक,
सशक्त एवं सक्षम बनें स्वयंसेवक, क्षमता का संवर्धन करें हर एक।।”



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Helping Students Make Informed Choices

As educators and parents, one of our most important responsibilities is to help students make informed choices. Whether it's choosing a career path, selecting a college or university, or making decisions about their academic pursuits, students need guidance to ensure they make choices that align with their interests, abilities, and goals. In this article, we will explore strategies for helping students make informed choices to set them up for success.

When a lot of brainstorming among educators & our stakeholders took place our school came up with the below listed strategies in six steps to help our students make informed choices.

Encouraging Self-Reflection: Before students can make informed choices, they need to understand themselves better. We encourage students to reflect on their interests, values, strengths, and weaknesses. We help them identify their passions and talents and explore different career options and academic pathways that align with their interests. This is done through self-assessment tools, career exploration activities, and open-ended discussions. By understanding themselves better, students can make choices that are authentic and aligned with their unique strengths and aspirations.

Fostering Critical Thinking and Decision-Making Skills: Critical thinking and decision-making skills are essential for making informed choices. We encourage students to think critically, analyse information, weigh pros and cons, and evaluate different options before making a decision. We teach them how to consider long-term implications, set goals, and create action plans to achieve their goals. We also provide opportunities for students to practice decision-making in different contexts, such as

in class projects, group discussions, or real-life situations. These skills will serve them well throughout their lives as they continue to make choices in various aspects of their personal and professional lives.

Encouraging Exploration and Experiential Learning: Inspired by NEP's experiential learning tools & techniques we encourage students to explore different options and gain hands-on experience through internships, volunteering, job shadowing, or informational interviews. Experiential learning allows students to get a feel for different fields, industries, or academic programs, and help them make more informed choices based on real-world experiences. It also provides opportunities for students to network with professionals and learn about the skills and qualifications required for different careers or academic programmes.



Providing Supportive Guidance: Students need supportive guidance from educators and parents as they navigate the decision-making process. Be available to listen to their concerns, answer their questions, and provide feedback and advice. Help them evaluate the pros and cons of different

options, and encourage them to reflect on their values, interests, and goals when making choices. It's important to respect their autonomy and choices, even if they differ from what we would choose for them. Remember that the goal is to help them make informed choices that are aligned with their individual needs and aspirations.

Providing Information and Resources:

Students need access to accurate and relevant information to make informed choices. As educators and parents, we provide them with resources such as books, articles, websites, and online tools that provide information about different career options, educational pathways, and opportunities for further study or training. We ensure that the information is up-to-date, reliable, and unbiased, so students can make informed decisions based on facts rather than assumptions. We keep organizing Career counselling session quarterly to keep our students well-informed. Experts from different fields i.e. Medicine, Business, Law, MNC & Defence have been true mentors for our students over the years.



Promoting Holistic Development:

We encourage students to consider their holistic development when making choices. This includes not only their academic interests and career aspirations, but also their personal, social, emotional, and physical well-being. Help them consider how different choices may impact their overall well-being and balance in life. For example, if a student is interested in pursuing a highly competitive academic program that requires extensive study hours, we support them to consider its potential impact on their social life, hobbies, and health. We have been successful in encouraging them to find a balance that supports their overall well-being.

In conclusion, helping students make informed choices is a critical aspect of their educational journey. By encouraging self-reflection, providing information and resources, fostering critical thinking and decision-making skills will benefit the students in the long run. We aspire to make our students responsible individuals who later become valuable citizens of our country.

Reflections:

In this fast paced and ever changing world it is difficult for our students not to be distracted yet by following the above six step SOP (Standard Operating Procedures) our students have got better clarity in choosing the right career by considering their skills and interests. As the plan was based on extensive research we didn't find anything going hay way as such. A few strategies may not work for everyone as there are different limitations in different parts of the country such as geographical, cultural, religious etc. One needs to keep all these limitations in consideration.

Final best practices: As Grade-10 Board Exam is a common test for all young aspirants, the actual guidance is required only after that as

stream selection is one humongous step to cross before diving into the sea of career options.

It is advisable for schools to mainly focus on recognizing areas of interest (mapping intelligence), methods of learning and skill development of students. It would be too early if one thinks of implementing the above steps before High school as their brain may not be receptive for any extensive programme.

It's a matter of contemplation for all of us to treat our students as individual human beings and help them cope with the upcoming challenges, saving them from peer pressure, emotional threats & mental health issues and keeping them aware of their surroundings. A school builds the character of students and the first steps start after one steps out of the gates of schools.

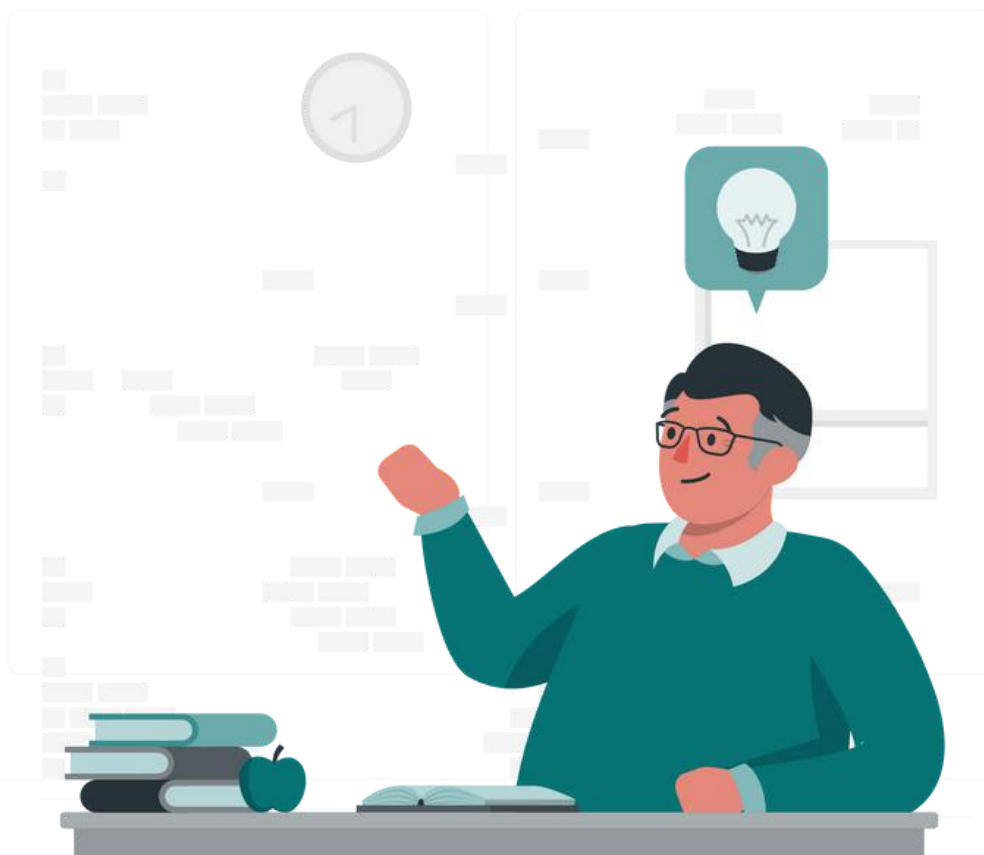


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Helping Students Make Informed Choices

Achievements are made easier through proper strategies. And strategies are incomplete without informed choices. Therefore, achievement of any sort or intensity and degree cannot be accomplished devoid of informed choices. Now let us understand what does 'informed choice' mean? Literally 'informed choice' is a tool, to pick up from a set of options available, to do any particular task. Hence, informed choices are not identical in all cases; rather they are different for different tasks. With the spread of education and technology, knowledge has been transmitted from classes to masses. In each sphere, innovative ideas, discoveries and inventions made life informed. Thus, the scope of informed choice has been widened.

Informed choice is not a new concept. Since ages, it has been practised in many civilizations across the globe. Everything we are now at present is the evolution of informed choices in the past. However, informed choices were subject to its limit in the early societies and communities. Only the elitist group and educated few had a wider scope of using informed choice as compared to common people. Now-a-day, its area of operation has no boundary to confine with. Every single individual is availed with handful of informed choices in the present age to pursue their goal and career.

Why should informed choice be a Right!

Humans are the most intelligent creatures. And so they are called 'Resource'. To utilize their potential most effectively for the greatest benefit of mankind, they are needed to be skilled and guided. Since informed choices encompass many skills, acquisition of skills and taking guidance would certainly help individuals make informed decisions. It has been proved that informed decisions have a

tremendous impact upon resolving many social, psychological, mental and moral issues. Its application in every walk of life would benefit the youngsters, students and other stakeholders so much so to avoid any stupidity. Lack of informed choices, at times, brings failure in life.

In India, for a long time, most of the students as learners pursued their academic and scholastic education in schools and colleges were basically unaware about their goal of learning. They received education as a trend in the society. Parents very often expected some employment or a job for their learned children. That remained as the ultimate goal in most families. The tendency of employment has become the symbol of status as well. Unfortunately such trends have lasted for many long decades in India, whether it is rural or urban.

However, in the current decades of the 21st century, there is a paradigm shift. Understanding the global scenario and human resource prospects across the countries, our educationists, philanthropists, pragmatists, philosophers, planners, scientists and think-tanks have urged the nation for its human resource development. They emphasized that the young and adult population of our nation should be self-reliant, creative and depressurized. This novel thought redefined our education system into a broader concept. Learning has now applied in every aspect to lead life, and counselling to brainstorm every single child. Teenage issues, malicious and unsocial activities, erratic behaviour, emotional break-down and so on and so forth are treated through counselling cells in the schools and college premises. As a result, to a larger extent, students' mental health has been managed. Moreover, counselling and guidance works as a panacea for mental agony, fear and phobia, distress and disarray among students. On the other hand, effective counselling ensures students to rise above the difficulties, plan effectively, mold the worst into the best, and enhance their strengths and create

stability. Any sort of delinquency, arrogance, aloofness and negative impulse among students can be retrieved to normalcy by counselling. Rising number of incidents of rude and inappropriate behaviour among students compels the schools and colleges to establish counselling cells in their premises.

When the students remain indecisive in setting a goal or choosing a career, through career counselling, a number of informed choices can be offered to them. Career counselling, a branch of counselling and guidance, helps students to pick out the best suited for them. In the schools and colleges many programmes vis-a-vis career counselling are being offered to students from public and private stakeholders. Students from every segment of society —privileged and underprivileged—can widely use counselling as a means to an end for choosing the most sought-after career. Similarly, career counselling as a part of informed choice guides students in matters of social, political, economic and occupational affairs.

21st century skills

More alike area to help students make informed choices is 21st century skills. These are a set of skills that enable students to handle situations independently. And these skills are achievable through continuous training and practice. Important among these skills are four C's such as critical thinking, creativity, collaborative and communication. Besides skills such as media, digital knowledge, technology, problem-solving and leadership are essential for each student. Students could reap the benefit of 21st century skills to conquer over the new challenges that they counter in modern days. 21st century skills are typically informed choices which have multiple application avenues.



Career Counselling by District Employment Officer and Team at EMRS Pungar Koraput

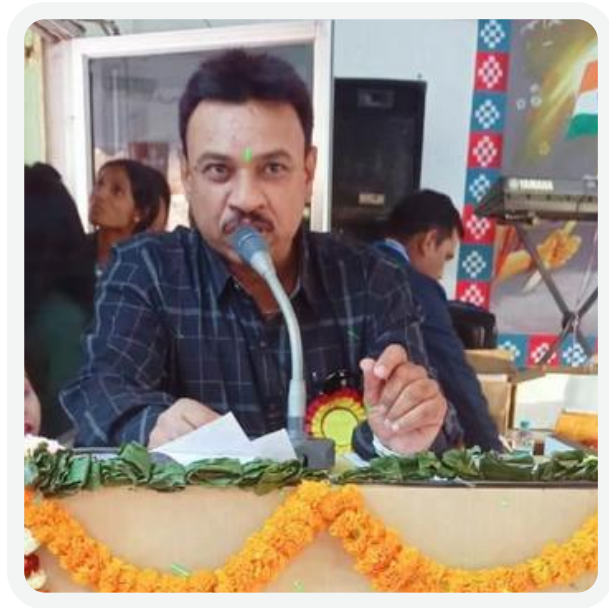


Reflection

Implementing or activating school counselling cells and continuous skill development practices never let a school downgrade. They help students to boost their morale. For instance, in our school, students demonstrate more confidence than before (as their anecdotal record shows), after attaining skill development practices such as digital literacy, media, creative writing, communicative skills etc.

Tips for Best Practices

- Expose each child in school assembly to perform some activity.
- Provide much scope to them in problem-solving, critical thinking, collaboration/group activities.
- Allow them to do any spontaneous error, provide informed choices to them.
- Have patience to listen to them. They would give you wonder.
- Conduct friendly competitions, games, sports to inculcate toleration and empathy.



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Skill development (21st century skills) to prepare learners to address contemporary challenges.

In India the objective of education such as perfection of the physical, mental and intellectual personality of student, formation of good and moral character, inculcation of social and civic duties, development of vocational efficiency, healthy and positive attitude, dignity of labor, all were there from the Vedic period to create better future life of the students. Activities competitions and sessions were organized by the school to build and enhance skills required to achieve these objectives. School adopted the set of academic and non-academic activities to development and raise the learners as per the current status of the world 21st century skills are a set of competencies that are essential for success in the 21st century skills such as critical thinking, communication, collaboration, creativity, digital literacy, resilience and social and emotional intelligence. The 21st century skills are essential in addressing issues such as technology, globalization, and environmental issues. School incorporated these skills into its curriculum and provided opportunities for learners to develop them. By doing so, the school was able to equip learners with the skills they need to become responsible and effective global citizens who can tackle the challenges of the 21st century.

Multidirectional approach was used by the school to develop and enhance 21st century skills among the students. Skill enhancement was done by implementing following:

House system-inter house competition-Solo Folk Dance, Drawing and Painting, Hindi & English Poem Recitation, Debate-Climate change, Extempore, Creative writing-Indian

Heritage, singing competition-theme Patriotism, Best out of waste, Quiz competition-World around us. Tug of war, Kabaddi Match, Cooking without Fire, Science and social science model competition, group dance classical, Nuked Natak, drama, theater, card making activities, skating, taekwondo Volleyball competition etc. Student council, Inter class activities/competition, Celebration of important days, Awarding student of the month, Motivational sessions, Participating in activities planned by CBSE for various levels of Student, Community service and public awareness activities, Appointment of Prefects, Club activities/SUPW activities, Kala utsav, Celebration of sports days, Participation in zonal sports and various competition, NCC/Scout and guide, Running documentary on our leaders and achievers, First aid training, Community cultural programs, Robotics classes, Cultural functions, Participation in inter school competition, Art integrated and subject enrichment activities. These skill building sessions/competitions etc. aimed to achieve the enhancement of skill in an integrated manner as these skills cannot be achieved in isolation.

Critical thinking is also the ability to evaluate, and synthesize information to form reasoned judgments or decisions. In the 21st century, critical thinking is essential for learners because it enables them to make sense of complex and rapidly changing information. With the explosion of data and information, learners need to be able to filter and analyze information to identify what is relevant and what is not. Critical thinking also helps learners to develop creative solutions to complex problems and make informed decisions.

Problem-solving is the ability to identify problems and find solutions to them. This skill is important in addressing contemporary challenges such as climate change, poverty, and inequality. They need to learn how to work collaboratively and use technology to find solutions.

Communication is the ability to express ideas and information effectively. This skill is important in addressing contemporary challenges such as global communication, diversity, and inclusion. They need to learn how to express themselves clearly and respectfully. Sessions on how to use different forms of communication such as social media, video conferencing, and email were organized by the IT department. Currently learners are learning 4 languages so that they can be able to communicate effectively with people from diverse cultures and backgrounds.

Collaboration is the ability to work with others towards a common goal. This skill is important in addressing contemporary challenges such as sustainable development, social justice, and human rights. Learners were given opportunities to learn and to work collaboratively with learners from different backgrounds and cultures. They learnt how to share ideas, listen to others, and respect different perspectives. They also learnt how to use technology to collaborate with others remotely.

Creativity is important in addressing contemporary challenges such as technology, design, and art. Learners learnt how to be creative and take risks. They learnt how to use different forms of technology to express themselves creatively. They also learnt how to appreciate different forms of art and design. In the 21st century, creativity is important for learners because it enables them to think outside the box and come up with innovative solutions to complex problems. Adaptability is the ability to adjust to new situations and environments. This skill is important in addressing contemporary challenges such as globalization, technology, and climate change. Learners learnt how to be flexible and adaptable. They learnt how to learn from their mistakes and adjust their behaviour accordingly. They also learnt how to embrace change and uncertainty.

Digital literacy is the ability to use digital tools and technologies to find, evaluate, create, and communicate information. In the 21st century, digital literacy is important for learners because technology has become an integral part of daily life. Learners were given training and sessions to be able to use digital tools to access information, communicate with others, and create content. Digital literacy also helped learners to develop critical thinking skills and evaluate information from different sources.



Social and emotional intelligence is the ability to understand and manage one's emotions and to empathize with others. In the 21st century, social and emotional intelligence is important for learners because it enables them to work effectively with others, build relationships, and navigate complex social situations. With the increasing diversity and complexity of the world. Meditation sessions and yoga training etc. was given, in preparing learners to address contemporary challenges.



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How do we innovate teaching to create innovators?

The context

All Educational institutes today face a major challenge to create a progressive roadmap to get both their faculty and students 21st-century ready. The focus has now shifted from preparing students as job seekers to job creators and to programming their thinking skills to solve the unforeseen. This herculean task needs to orient students for opting for suitable subject combinations and train educators to modulate their teaching methodology to transform learners into thinkers that can address the contemporary challenges of tomorrow through innovation.

Implementation plan of the school

“Innovation resembles mutation, the biological process that keeps species evolving so they can better compete for survival” [1]. A unique roadmap for both educators and learners to a common target of skill development is a mandate today for progressive evolution. The goal of education today is to cultivate and support the scholarly development, investigation and dissemination of innovative and evidence-based teaching and learning.

According to an Organization for Economic Cooperation and Development (OECD) report, “the pressure to increase equity and improve educational outcomes for students is growing around the world” [2]. Therefore, there is an urgency to design an impactful teaching-learning model that is research-oriented and interdisciplinary so that students can understand the connections between diverse forms of human knowledge and experience learning to develop 21st-century skills that is a major focus of National Education Policy 2020

Interdisciplinary Faculty learning community to sensitize students to make informed choices

Instead of being guided by a handful of teachers at the end of their schooling, students of our school are mentored about their potential from the very beginning by teachers of all the subjects. Our school has an interdisciplinary group of faculty that meet monthly as the Hybrid Course Design faculty learning community. Representing nine (Languages, Maths, Science, Art, Music, Sports, Psychology, Social science, Computer science) academic units, the group considers questions around the building and implements plans to foster learning in hybrid courses. They discuss the calibre and inclination of each student to orient them towards the most befitting subject combination in future. Students are oriented by proper career counselling through the experts and well-renowned personalities of the field through both online meetings and offline sessions. Not only this but the parents are also sensitized about the new subject options available according to NEP2020 and its career options.

1. SDG activities through innovative IPL mode: Help students realize that taught concepts are everywhere

Students do not usually recognize the significance of learning varied subjects in their daily lives. Instead of letting students continue to see subjects as unnecessary chores. The school has decided to create an IPL mode of teaching and learning that would encourage them to explore taught concepts and skills and, at the same time, realize how useful they are.

Teachers Initiate Plan to Lead Students to Identify, Produce and Learn. IPL model has been an innovative way of inducing 21st-century skills in both educators and learners keeping one SDG as a major goal. Teachers on

the one hand have initiated the design of new pedagogical methods which are project-based, game-based and activity based, produce targeted lesson plans and lead their proper implementation in respective classes. Students, on the other hand, will Identify a contemporary unaddressed problem of Indian society that can be addressed to some extent at the school level either through research or action, and work together in teams to Produce a project-based solution and Learn (IPL) during the activity. It has further ensured flexibility, adaptability, responsibility and development of integrating different concepts.

Both teachers and students were motivated by various online and offline workshops to motivate them to work in a manner as never before where they have to pin a common point between the ideology of 21st-century skills to the reality of the existing Indian school education system (Figure.1).

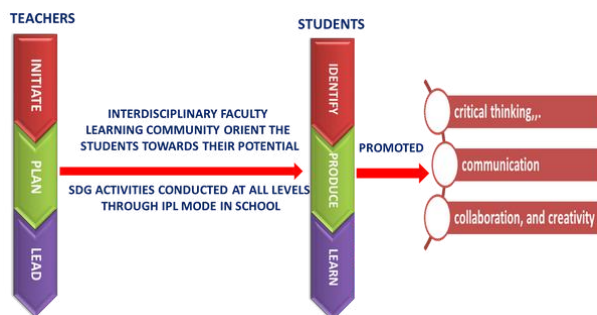


Figure.1 The innovative IPLmodel to craft innovators

Evidence of implementation by the school

Workshops upskill teachers and equip them with newly evolved teaching methodologies to become better educators so that they can guide students more effectively. Workshops are instrumental in orienting the students towards better career options and the latest subject combination (Table.4). The students in our institution were skilled by the close

collaboration of research centres and teachers in school to design various innovative prototypes that had the potential to solve unaddressed problems of society and were recognized by the government and private agencies (Table. 2). Each innovation was designed to bolster the objectives of SDGs.

Glimpses Of Some In-House Workshop Organized For Educators



CPD Workshop 19th to 27/5/2022



Reimagining Education Workshop- 18/11/2022

Glimpses Of Some In-House Workshop Organized For Our Students



Career Counselling Seminar (Queen's University Belfast, UK)- 06/04/2022



MAAC Workshop-26/08/2022



**Motivational Talk by Mr. B L Vohra
- 20/07/2022**



Robotics clubs



**Orientation session By AMITY
University 9/11/2022**




Table. 1 Glimpse of some workshops attended by teachers & students

| | Identification of local problem | Planning of affordable solution | Learning outcome |
|---|---|---|--|
| 1 | Lack of microscopes in schools due to lack of funding | Plastoscope, a microscope from waste plastic bottle costing Rs 250 was designed. | Adjustment of lenses in microscope. SDG 4 QUALITY EDUCATION |
| 2 | Pollution due to cigarette butts and mosquito borne illnesses | Larvaecidal cakes that attracts and kills the mosquito and its larvae was composed in lab. | Production of carbon dioxide by fermentation and it acting as a bait for attracting mosquitoes and lethal action of nicotine. SDG 3 GOOD HEALTH & WELL BEING |
| 3 | Presence of invisible but harmful radiations | Ecodos, first radiation tracker was made using non pathogenic strain of bacteria <i>E.coli</i> . Done in Nuclear Research Laboratory, ICAR-IARI, New Delhi under Dr. Bhopinder Singh Principal Scientist & Radiation Safety Officer | Bacterial growth curve and mode of action of gamma radiation SDG 3 GOOD HEALTH & WELL BEING |
| 4 | Crop destruction due to late detection of pathogenic fungal attack | A simple apparatus that pumps free aid to help invisible fungal spores settle down on slide that can be periodically checked for the pathogen presence in the air. | Fungal pathogens and famines caused by them SDG 2 ZERO HUNGER |
| 5 | Electricity wastage due to working of fans and lights in public places even if there is no user | Smart electric circuits were designed that switches on only when there is user | Electric circuits and sensors SDG 11 SUSTAINABLE CITIES |
| 6 | Unhygienic Indian public toilets due to irresponsible users | Self-cleaning, sanitizing Indian public toilets based on sensor based circuits | Electric circuits and sensors SDG 11 SUSTAINABLE CITIES |
| 7 | Water wastage on one hand and depletion of underground water on the other hand | Quencher were designed | Conservation of water SDG 11 SUSTAINABLE CITIES |

Table. 2 SDG-directed award-winning prototypes designed by students

Reflection

The research-to-practice gap has been narrowed by the effective implementation of a multilevel model that identifies factors that influence implementation quality in school settings. The teachers and students have effectively innovated new teaching methodologies and conceptual models that were acknowledged by multiple renowned educational government agencies (Table 3).

| S.no. | REFLECTIONS | |
|-------|---|--|
| | Vivekananda Sustainability Award-23042022 |  |
| 1 | Contribution to Vidyadaan: National portal for CBSE | <p>https://diksha.gov.in/play/collection/do_31307360996459315213259?contentId=do_31307180109248102411329</p> <p>https://diksha.gov.in/play/collection/do_31307360996459315213259?contentId=do_31307180255659622411371</p> <p>https://diksha.gov.in/play/collection/do_31307360996459315213259?contentId=do_31307180019803750411909</p> |

| S.no. | REFLECTIONS | |
|-------|---|--|
| 1 | Contribution to Vidyadaan: National portal for CBSE | <p>https://diksha.gov.in/play/collection/do_31307360996459315213259?contentId=do_31307179751524761611466</p> |
| 2 | National publications on research and innovation | <p>Project Based Learning: An Informal Way of Meaningful Science Education. Educational Quest- An International Journal of Education and Applied Social Sciences, Year : 2019, Volume : 10, Issue : 2, First page : (85) Last page : (90), Print ISSN : 0976-7258. Online ISSN : 2230-7311. Article DOI : 10.30954/2230-7311.2.2019.3 Dr. Shilpa R Chauhan.</p> <p>Poor scientific prominence of science education in schools of developing countries: Challenges sorted by customized teacher's training Proceedings of ICSS Bhopal 2019- International Conference on Emerging Trends and Innovations on School Sciences.6-8 Feb, 2018. Dr. Shilpa R Chauhan.</p> <p>Scientific Temper in India: History, Current Situation And Role of Teacher. Proceedings of CBSE Teachers' Conference –16th and 17th May 2018. Dr. Shilpa R Chauhan.</p> <p>"Why to learn if already a leader" In National Conference on School Leadership Practices 2020, 26th - 28th February 2020, organized by the Department of Teacher Education, NCERT, New Delhi Dr. Shilpa R Chauhan.</p> <p>Systemic Treatments: Is it making Cancer Patients more Vulnerable to COVID 19 Journal of Global Public Health. Dr. Shilpa R Chauhan 2021; 3(1): 23–26.</p> <p>Zip Lock Model For Educating Indian Tribals: A Multipronged Approach for Educational, Social and Economic Equity" Priyanka Barara, Shilpa Raghuvanshi Chauhan, 2023; Proceedings of the National Conference on School and Teacher Education, organized by SCERT, New Delhi.</p> |
| 3 | Pedagogical Innovation | <p>1. Dr. Shilpa Raghuvanshi Chauhan, PGT Biotechnology designed a pedagogical innovation that was a Stapoo game to help students understand structure and working of human heart. The objective of the project was to help students enjoy learning long biological processes that can be retained for a longer time through games that are affordable. These games can be easily designed so that students from all sections of society are benefited from them. It was ranked first in Delhi under Vidya Amrit Mahotsav is an innovative pedagogy festival in which SCERT, Delhi invited all the teachers and school leaders to submit their innovative practice as projects on the DIKSHA app.</p> <p>2. Ms. Deepika Sharma, Assistant Teacher from Salwan Public School, Rajendra Nagar, contributed two of her game based group activities designed for upper primary classes, which have been selected for publication in SCERT resource that was launched to provide a platform to the creativity and innovative pedagogies practised by the teachers in elementary classes</p> |


| S.no. | REFLECTION | | |
|-------|--------------------------------|--|---|
| 1 | National awards for innovation | Plastoscope, a microscope made of waste plastic bottle, National award INSPIRE MANAK. Awarded by Vice president of India. Showcased at IIT Delhi, IISc Bangalore and ISRO under DHRUV program. |  |
| | | Larvaecidal cake from waste cigarette butt. National ATL Marathon Award by NITI aayog | https://aim.gov.in/pdf/Coffee Table Book Final.pdf Innovation covered in National NITI Aayog Book Pg107 |
| 2 | | Beside national awards the students have innovated multiple scientific projects that were funded and awarded by government of India like Ecodos: World's first biological radiation tracker, Color based BP detectors for villagers, Fungal spore detector for Indian farmers, quencher: a device to channelize waste water to replenish underground water etc. Not only scientific temperament the students have bagged numerous awards at state and district level in field of languages, sports, art, music etc | https://salwanpublicschool.com/achievements/ |

Table. 3 Reflection in terms of research and innovation by faculty & students of the school

Stepwise working module standardized for maximum impact on students and teachers

While most students today are proficient in solving paper questions, they may not be proficient at providing optimal solutions to pragmatic project-based problems that require systematic learning strategy, innovation, problem-solving, and execution.

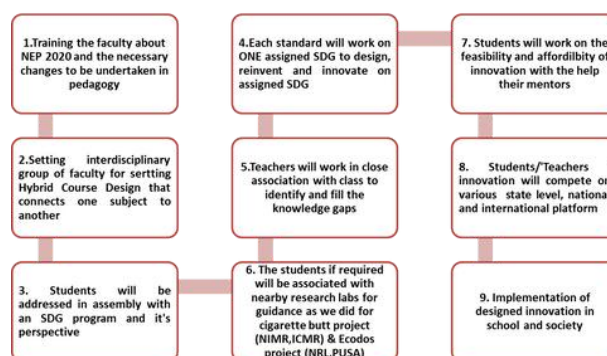


Fig. 2 Stepwise standardized working module for students and teachers

A stepwise time-based module has been standardized to ingrain 21st-century skills in our students & teachers ingrained to sow innovation at each level of learning and teaching today and in future.

Reference

1.Hoffman, A. and Holzhter, J. (2012), "The evolution of higher education: innovation as natural selection", in Hoffman, A. and Spanghehl, S. (Eds), Innovation in Higher Education: Igniting the Spark for Success, American Council on Education, Roman & Littlefield Publishers Inc., Lanham, MD, pp. 3-15.

2.Vieluf, S., Kaplan, D., Klieme, E. and Bayer, S. (2012), Teaching Practices and Pedagogical Innovation: Evidence from TALIS, OECD Publishing, Paris, available at: [www.oecd.org/edu/school/TalisCeri%202012%20\(tppi\)-Ebook.pdf](http://www.oecd.org/edu/school/TalisCeri%202012%20(tppi)-Ebook.pdf)



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Sub-theme 5

TECHNOLOGY- ENABLED LEARNING



Technology-Enabled Learning

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प्रौद्योगिकी सक्षम शिक्षा

प्रौद्योगिकी सक्षम शिक्षा उचित तकनीकी प्रक्रियाओं और संस्थानों के शीर्षक, उपयोग तथा प्रबंधन के द्वारा अधिगम और कार्य प्रदर्शन सुधार के अध्ययन और नैतिक अभ्यास को कहते हैं। यह एआई सीटीई राष्ट्रीय पहल तकनीकी शिक्षक प्रशिक्षण के रूप में एक ऑनलाइन स्वयं पाठ्यक्रम है जिसके द्वारा आसानी से शिक्षा प्रदान की जा सकती है। आज का युग पूरी तरह से प्रौद्योगिकी का युग बन चुका है। इसे फैंकल्टी सदस्यों को इंटरएक्टिव एम. ओ. ओ. सी. सीखने का अनुभव प्रदान करने और कक्षा निर्देश में प्रौद्योगिकी को शामिल करने की समझ विकसित करने के लिए बनाया गया है। कई उदाहरणों और केस स्टडीज के माध्यम से प्रतिभागियों को यह बताया जाएगा कि उनके निर्देश के लिए प्रौद्योगिकी का प्रभावी ढंग से उपयोग कैसे किया जाए और प्रौद्योगिकी के साथ पाठ्यक्रम को तैयार करते समय किस पहलू को ध्यान में रखा जाए। इसके अलावा छात्रों को यह बताया जाएगा कि तकनीकी उपकरण कैसे आकर्षक निर्देशात्मक सामग्री प्रदान करते हुए सहयोग को बढ़ावा दे सकते हैं। यह छात्रों को पढ़ने, सोचने विश्लेषण करने और फिर प्रदर्शन करने में मदद करेगा, यह निश्चित रूप से शिक्षा के मानकों को बढ़ाएगा। प्रौद्योगिकी की मदद से ज्ञान प्राप्त करने में बाधा नहीं बनेगी। उन्नत अनुसंधान कार्यक्रम करने और नई – नई चीजें सीखने में यह पूरी तरह से हमारी मदद करता है। कक्षा में शिक्षण तकनीकों का उपयोग करके सीखने की अवस्थाओं में सुधार किया जा सकता है। इससे शिक्षण एवं प्रशिक्षण को प्रभावशाली बनाया जा सकता है।



शिक्षा में प्रौद्योगिकी बच्चों को सीखने की अपनी गति को समायोजित करने में सक्षम बनाती है। जिन छात्रों को अतिरिक्त समय की आवश्यकता होती है, वे जब तक समझ नहीं जाते, तब तक व्यायाम पर अधिक समय व्यतीत कर सकते हैं, जबकि जिन छात्रों को कम सहायता की आवश्यकता होती है, वे आगे बढ़ सकते हैं। यह उन बच्चों की मदद करने के लिए शिक्षक को भी मुक्त करता है जिन्हें व्यक्तिगत स्तर पर अधिक सहायता की आवश्यकता होती है। प्रौद्योगिकी उन्नत शिक्षा कई कारणों से कक्षा में महत्वपूर्ण है। यह न केवल महत्वपूर्ण है क्योंकि यह शिक्षा का वह स्तर है जो आज अपेक्षित है, बल्कि यह शिक्षा में सुधार भी करता है। छात्र पहले से कहीं अधिक तकनीक – प्रेमी हो गए हैं और उनका अधिकांश दिन किसी न किसी रूप में प्रौद्योगिकी के साथ बातचीत करने में व्यतीत होता है। इस प्रकार आसानी से वे तकनीक को नेविगेट करते हैं | उनके आराम के स्तर का मतलब है कि स्मार्टफोन, टैबलेट, और कंप्यूटर | अधिक से अधिक वर्चस्व वाले समाज में बच्चे आज प्रौद्योगिकी के साथ बातचीत करते समय उम्मीद रखते हैं और वास्तव में कामयाब होते हैं। शिक्षक अपनी कक्षाओं और व्याख्यान थिएटरों के भीतर बातचीत, जुड़ाव और समाज को बेहतर बनाने के लिए प्रौद्योगिकी के साथ शिक्षण द्वारा इस बढ़ती तकनीक-कुशलता का उपयोग कर सकते हैं। प्रौद्योगिकी बच्चों को व्यस्त रखती है, बच्चे अपने गति से सीख सकते हैं। वास्तविक दुनिया में सफल होने के लिए प्रौद्योगिकी आवश्यक ही नहीं बल्कि बहुत ज्यादा जरूरी भी है।



कोविड-19 महामारी के दौरान दूरस्थ शिक्षा के एक साल बाद, दृष्टिकोण बदल रहे हैं। इसे केवल 'सहन' करने के बजाय, प्रशिक्षक यह महसूस कर रहे हैं कि प्रौद्योगिकी और डिजिटल उपकरणों, ऐप्स और उपकरणों की शक्ति जुड़ाव बढ़ा सकती है, सहयोग को प्रोत्साहित कर सकती है, नवाचार को बढ़ावा दे सकती है। शिक्षा प्रौद्योगिकी का परिणाम प्रभावी शिक्षण और सीखने में नहीं होता है। इसके लिए अभी भी एक शिक्षक और एक उद्देश्य की आवश्यकता है। लेकिन अगर इरादे के साथ प्रयोग किया जाता है तो शिक्षा प्रौद्योगिकी को छात्र उपलब्धि पर सकारात्मक प्रभाव के साथ एक प्रभावी शिक्षण उपकरण के रूप में परिवर्तित किया जा सकता है। बच्चे कम उम्र से ही तकनीकी से घिरे होते हैं और इसके साथ सबसे सहज होते हैं। कई एड-टेक कंपनियाँ छात्रों की दिलचस्पी बनाए रखने के लिए गेमिफिकेशन और इंटरैक्शन की थीम पर जोर दे रही है। वास्तविक दुनिया में सफल होने के लिए प्रौद्योगिकी की आवश्यकता है। शिक्षा में प्रौद्योगिकी का हमेशा यह अर्थ नहीं होता है कि शिक्षकों को बदल दिया जाएगा। कम से कम स्वचालित होने की संभावना वाले व्यवसायों में से एक शिक्षण है। दूसरी और प्रौद्योगिकी में क्रांति लाने की क्षमता है कि छात्रों और शिक्षकों की बातचीत कैसे होती है और सीखने और सिखाने को बढ़ाने के लिए एक उपकरण के रूप में उपयोग किए जाने पर सीखने के अनुभव में सुधार होता है। प्रौद्योगिकी के बिना सबकुछ असंभव सा लगता है।

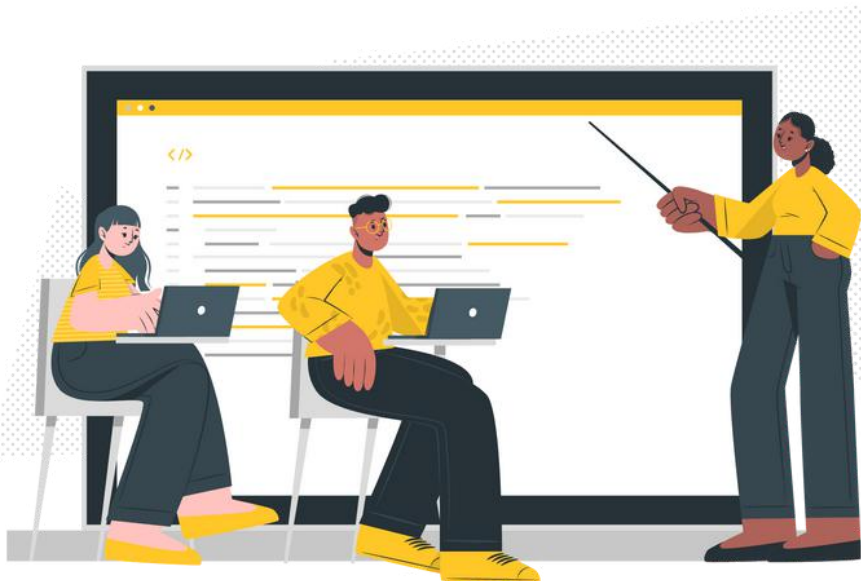


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प्रौद्योगिकी सक्षम शिक्षा

शिक्षण संस्थानों में प्रौद्योगिकी पारंपरिक शिक्षण और सीखने की प्रथाओं को मजबूत करने पर केंद्रित है। हालांकि, आधुनिक शिक्षा प्रणाली को ऐसी शिक्षा की आवश्यकता है जो ज्ञान को लागू, मूल्यांकन, निर्माण और पुष्ट करे। हाल के शोध से पता चला है कि, कोई भी तकनीक तब सफल होती है जब यह इंटरैक्टिव होती है। इसमें टीचल- टाइम फीडबैक शामिल होता है और छात्रों को रचनात्मक रूप से कार्य करने और मूल्यांकन करने की अनुमति देता है, बजाय इसे गहन "ड्रिल एंड किल" अभ्यासों के लिए उपयोग करने के लिए।

आज की उच्च शिक्षा प्रणाली में शिक्षण अब केवल पढ़ाना, परीक्षा लेना और प्रश्नपत्र सही करना ही नहीं रह गया है। सहायक अनुदेशात्मक उद्देश्यों के साथ छात्र सीखने को गहरा करने में एक शिक्षक की भूमिका में कई चुनौतियाँ हैं। असंख्य प्रशासनिक कार्यों के अलावा, उन्हें छात्र परामर्शदाता और मनोविश्लेषक सहित कई और भूमिकाएँ निभानी होती हैं। परिणाम योजना बनाने, पढ़ाने और न्यूनतम करने के लिए कम समय है। छात्रों के साथ एक गहन संबंध की कमी के परिणामस्वरूप छात्रों के फोकस और ड्रॉप- आउट दर में वृद्धि हो रही है।

टीईएल का उचित उपयोग इस तीव्र विकास में सहायता कर सकता है, शिक्षण और सीखने में बाधाओं को दूर कर सकता है, और स्थान और समय के परिणामस्वरूप आजीवन शिक्षा प्राप्त कर सकता है। टीईएल उच्च शिक्षा में शिक्षकों और छात्रों के सामने आने वाली समस्याओं को हल करने के लिए तरीकों और उपकरणों की पेशकश कर सकता है। शिक्षकों के पास छात्रों के साथ संवाद करने के बेहतर साधन होंगे और बेहतर कक्षा प्रबंधन और संसाधनों को प्राप्त करने के लिए शिक्षण सामग्री को तैयार करने में समय की बचत होगी। दूसरी ओर, छात्र अपने द्वारा लिए जा रहे पाठ्यक्रम से प्रेरित, सशक्त और आश्वस्त महसूस करेंगे।

सीखने के लिए "सर्वश्रेष्ठ" तकनीकी उपकरणों की पहचान हो जाने के बाद, उन्हें शिक्षण प्रक्रिया में एकीकृत किया जा सकता है:-

1. प्रस्तुति सॉफ्टवेयर (जैसे पॉवरपॉइंट) पाठ और मौखिक व्याख्यान सामग्री को बढ़ाने के लिए उच्च-रिज़ॉल्यूशन तस्वीरों, आरेखों, वीडियो और ध्वनि फ़ाइलों को एम्बेड करने में मदद करता है।

2. Google Apps जैसे ऑनलाइन सहयोग उपकरण ऑनलाइन दस्तावेज़ों को साझा करने, वास्तविक समय में संपादित करने और उन्हें स्क्रीन पर प्रोजेक्ट बनाने की अनुमति देते हैं। छात्रों को विचारों पर मंथन करने और पाठ और छवियों का उपयोग करके अपने काम का दस्तावेजीकरण करने के लिए एक सहयोगी मंच मिलता है।

3. टैबलेट को कंप्यूटर, प्रोजेक्टर और क्लाउड से जोड़ा जा सकता है ताकि छात्रों और प्रशिक्षकों को पाठ, रेखाचित्रों और आरेखों के माध्यम से संचार किया जा सके।

4. अमीगो जैसे शिक्षण प्रबंधन उपकरण, पाठ्यक्रम की बातचीत के लिए ऑनलाइन वातावरण प्रदान करते हैं, प्रशिक्षकों को उन सभी संसाधनों को व्यवस्थित करने की अनुमति देते हैं जिनकी छात्रों को कक्षा के लिए आवश्यकता होती है (जैसे पाठ्यक्रम, असाइनमेंट, रीडिंग, ऑनलाइन क्विज़ आदि), मूल्यवान ग्रेडिंग उपकरण प्रदान करते हैं और चर्चा के लिए स्थान बनाते हैं। दस्तावेज़ साझा करना और ऑडियो/ वीडियो कमेंटरी करना आदि। अगर इसे सुचारु रूप से किया जाए, तो ये उपकरण और प्रौद्योगिकियाँ बेहतर पाठ्यक्रम प्रबंधन सक्षम कर सकते हैं। प्रबंधन प्रणाली का उपयोग करते हुए संकाय वर्ग सामग्री -

1. *पाठ्यक्रम*- पाठ्यक्रम और हैंडआउट्स पोस्ट करेंगे। जिससे छात्र के सीखने की क्षमता का विश्लेषण होगा।

2. परिष्कृत एआई सिस्टम- इससे छात्र व्यवहार का विश्लेषण करते हैं।

3. टेस्ट स्कोर विश्लेषण और पैटर्न- ट्रैकिंग अवधारणा वितरण विधियों को बदलने में मदद करते हैं।

4. शिक्षार्थियों की रुचियों के अनुसार सीखने को बढ़ावा दें: छात्रों की रुचि के अनुसार पाठ्यक्रम को अनुकूलित कर सकता है और उनकी अनुकूलन क्षमता को बढ़ा सकता है। उचित रूप से क्रियान्वित एआई शिक्षकों को भ्रमित करने वाले विषय क्षेत्रों पर कम समय बिताने, मिश्रित संदेश भेजने से रोकने और सीखने में तेजी लाने में मदद करता है।

5. प्रशासनिक बोझ कम करें: ए.आई. शिक्षकों को प्रशासन के लिए कभी भी डेटा जमा करने में मदद करते हैं। मार्क के मुताबिक, ए.आई होमवर्क और टेस्ट की ग्रेडिंग को आसान बनाकर शिक्षकों का वर्चुअल असिस्टेंट भी बन सकता है।

प्रौद्योगिकी और इसके द्वारा उत्पन्न वीएलई डेटा का उपयोग, दुनिया भर के प्रशिक्षकों अपने और अपने छात्रों के सीखने के परिणामों के लिए बेहतर शिक्षण का निर्णय लेने में सक्षम बनाता है।



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Technology – Enabled Learning

Implementing technology-enabled learning can provide numerous benefits for students, such as increased engagement, personalized learning, and improved access to educational resources. Here are some steps that school has taken to implement technology-enabled learning:

Conduct a needs assessment: – The first step has been taken to identify the specific needs and goals of the school in terms of technology-enabled learning.

Identify appropriate technologies: – Once the needs are identified, the next step has taken to identify appropriate technologies that can support those needs.

Infrastructure: – Technology-enabled learning requires a robust technological infrastructure, including high speed internet, appropriate hardware, and software. This school has been planned for and budget appropriately for infrastructure upgrades and maintenance.

Train faculty and staff: – The success of technology-enabled learning depends on the knowledge and skills of the faculty and staff. The school has been provided appropriate training and professional development opportunities to ensure that the staff is equipped to use technology effectively.



Taking Seminar on Technology Enabled Education

Evaluate and iterate: – Finally, the school has regularly evaluated the effectiveness of T.E.L and iterate on their students. This is included soliciting feedback from students and teachers, analyzing data on learning outcomes, and made adjustments to the technology or implementation plan as necessary.

THE CONTEXT:–

This included a wide range of technologies, such as online platforms, educational apps, interactive whiteboards, and other digital tools.

Advancements in technology: – Rapid advancements in technology have made it easier and more cost-effective for schools to implement it. This included the increased availability of high-speed internet, as well as the development of more user-friendly digital tools and platform.

Changes in teaching and learning: – Technology-enabled learning has also been shaped by changes in teaching and learning practices. This included a shift towards more student-centered learning, as well as the use of digital tools to facilitate personalized and adaptive learning.

The COVID-19 pandemic: – The COVID-19 pandemic has significantly accelerated the adoption of technology-enabled learning, as schools and universities have been forced to adapt to remote and hybrid learning models. This has highlighted both the potential benefits and challenges of T.E.L

IMPLEMENT PLAN OF THE SCHOOL FOR TECHNOLOGY INFRASTRUCTURE:

Before implementing any technology-enabled learning plan, we assessed the current technology infrastructure in the school. This included evaluating the availability and reliability of resources.

Identify appropriate technology tools and resources: – This included learning management systems, educational apps, interactive whiteboards, and other digital tools.

Develop a plan for implementation: – Based on the goals, objectives, and available technology resources, we developed a plan for implementing the technology-enabled learning.

Provide training and support: – The success of technology-enabled learning depends on the knowledge and skills of the faculty and staff. So, it is provided appropriate training and support to ensure that the staff is equipped to use technology effectively.

REFLECTION OF TECHNOLOGY-ENABLED LEARNING:-

Increased access to educational resources: Technology-enabled learning has made it possible for students to access educational resources from anywhere, at any time.

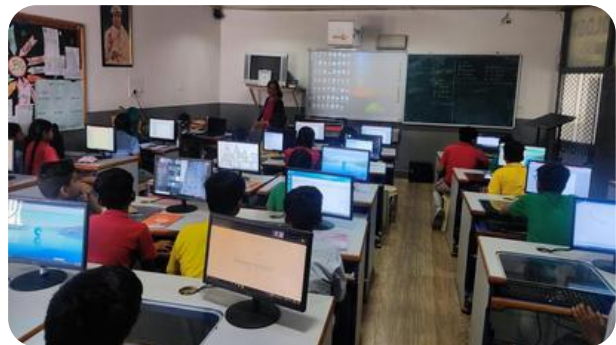


Student Taking Adaptive Education in Bio Lab and ICT Lab

Personalized and adaptive learning: – Digital tools and platforms have made it possible to deliver personalized and adaptive learning experiences that can be tailored to the needs of individual students.

Improved collaboration and communication: – Technology-enabled learning has made it easier for students and teachers to collaborate and communicate with each other. This includes online discussion forums, video conferencing, which can facilitate group work and peer-to-peer learning.

ICT Enable Learning



Challenges with access and equity: – Despite the many benefits of technology-enabled learning, we faced some challenges with access and equity. Not all students have access to high-speed internet or the necessary hardware and software to fully participate in digital learning environments. This can create barriers to learning for some students and exacerbate existing inequalities

The need for ongoing evaluation and iteration: – Technology-enabled learning is a rapidly evolving field, and it is important to regularly evaluate the effectiveness of digital tools and platforms and iterate on implementation plans as needed. This can help to ensure that technology-enabled learning is meeting the needs of students and teachers and is aligned with the school's goals and objectives.

Here are some best practices and tips for implementing technology-enabled learning that can be shared with others:–

Goals and objectives: – The first step in implementing technology-enabled learning is to set clear goals and objectives that align with the school's overall mission and vision.

Involve all stakeholders: – Implementing technology-enabled learning requires the support and participation of all stakeholders, including teachers, students, administrators, and parents, involve all stakeholders in the planning, implementation, and evaluation process to ensure that everyone has a voice.

Start small and iterate: – It can be tempting to try to implement a large-scale technology-enabled learning program all at once, but it is often more effective to start small and iterate. Begin with a pilot program or a small-scale implementation, gather feedback and data and do adjustments and improvements over time.

Provide adequate training and support: – The success of technology-enabled learning depends on the knowledge and skills of the

faculty and staff. Provide adequate training and support to ensure that everyone is comfortable and proficient in using the technology tools and platforms.

Address issues of access and equity: – Technology-enabled learning can create opportunities for all students, but it is important to address issues of access and equity. Ensure that all students have access to the necessary equipment's why ch. are necessary for technology-enabled learning.

Foster an experimentation culture of innovation: – Encourage teachers and students to try new tools and platforms and provide opportunities for sharing best practices.

Overall, implementing technology-enabled learning requires careful planning, ongoing evaluation and a commitment to collaboration, and innovation by setting clear goals, involving stakeholders, starting small and iterating, providing training and support, addressing issues of access and equity and fostering a culture of innovation and experimentation.



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Technology–Enabled Learning

INTRODUCTION/ CONTEXT:

A popular Chinese proverb says– “Do not confine your children to your learning, for they were born in another time.”

One cannot teach a child of the 21st century with the method of the 19th century. Today, there is much more information to be given and many more books to be taught than 20 years ago and the condition is –one has to deliver convincingly, more interestingly while juggling with time constraints. In such a scenario, technology comes to the rescue. As technology changes the way we communicate, connect, create, consume and innovate, it is distending and democratising opportunities in the field of Education as well. Educationists need to adopt technology briskly as it has visibly influenced the practical side of learning. It has enabled distance learning, increased the availability of information, and provided numerous applications and software that help not only students to organize their time and acquire new knowledge more easily but also professors to adapt and improve their teaching methods. With sweeping changes brought by ICT all over, our institution remains no exception.

Implementation plan of the school:

Keeping abreast with changes, Bal Vidya Mandir began its expedition with technology in the year 2014 by mounting the Interactive Whiteboards for interactive and collaborative learning in all its classes starting from Pre Primary up to the senior secondary classes. The workshops for teachers to make them acquainted and receptive to the influx of technology were conducted in several stages. Soon they adapted to this radical change, saw the benefits and welcomed the digitalised transformation of their classrooms. This in a way revolutionized the learning journey for teachers and students. It led to the improved

and effective classroom content delivery and smart integration of all teaching tools like audio, video, images, charts and graphs on a single platform. It was an exotic experience to be learning like this instead of the age–old analogous method of text–reading learning. Teachers could now give multimedia presentations. Sharing digital files helped reduce paper usage and supported the school’s green initiatives. With the interactive whiteboards as the central tool, teachers could pose a question to the group and hand the reins over to students to let them solve the problem. Students could get hands–on and collaborate using the whiteboards. Because it’s connected to the internet, students could also use the online information to help them conclude. Recordings on the system played the role of the podcast. The result registered a dramatic change. Students began showing a better conceptual understanding which reflected well both in their formative and summative assessments. Classrooms assumed a greater democratic dimension and students felt empowered to be allowed more interactive, hands–on and self–exploration opportunities.



COVID AS THE CATALYST OF DIGITAL TRANSFORMATION AT BVM:

The digital transformation of education was sped up all over as an outcome of exigencies imposed by the global crisis of COVID 19 and so it did in



our institution. Overnight, We had to implement various operational measures and adjust our school programmes chiefly the teaching-learning process and the co-scholastic activities. With the sudden school closure, academics couldn't have been kept at a standstill for a period that lasted over 2 years. Many teachers from the chalk and duster era had to embrace newer mediums of technology. Clueless, they began staggering with virtual classes on Zoom and Google Meet. As a result, students who had fled to their safe sanctuaries in the central/remote distant areas did not miss out on their studies. Thus we see that the conscientious application of technology once again served the cause of education effectively.

REFLECTION:

With the immense pros of the technological upgrade, some cons too were felt. As it usually happens a lot of innovations, especially gadgets, tend to experience some errors so it is with the digital classroom set-up. Many times, the server experiences problems and has downtime, inconveniencing learning. Connection problems are also quite common.

These challenges take time to be fixed. Besides, some of the old school teachers felt uncomfortable with using high-tech devices in the classrooms. Some of them found the device too complex. Others from the newer generation too were confused in operating the system and this lowered their self-esteem when they were left to wrestle with the device. However, with time all of us managed to productively integrate technology into our teaching strategies.

FINAL BEST PRACTICES AND TIPS:

Technology can be put to more effective use by being a little more conscientious. One can bolster lesson plans by using videos sometimes as stand-alone overviews for topics, especially the ones which are tricky. This adds a multimedia element to lessons which can effectively resonate with visual learners. Research has shown that the use of animated videos can positively impact a child's development in several competence areas including memory, creativity, critical thinking and problem-solving.

Recording lessons can provide several benefits to both students and teachers. Recording lessons and posting them to a class site allows students to revisit portions as needed. To compensate for her absence, the teacher can also pre-record some interactive videos to keep students on task. It is suggested that rather than stressing yourself out trying to learn about each tool, one must focus on her subject and find technology that enhances one's teaching. Let learners make suggestions, check out their ideas, compare them and select the application or resource that best meets your needs. Getting learners involved in the decision-making process will help them stay engaged. Despite the best-laid plans, sometimes the Wi-Fi goes out or there is an unexplained technical glitch. When this happens, it's crucial to have a backup plan to keep students engaged.

CONCLUSION:

The future of technology in education is only going to continue to grow as our tech capabilities continue to advance. Virtual reality and augmented reality technologies are soon going to fire the Indian classrooms as they offer students unique educational opportunities and help them unlock more learning experiences previously unavailable to them.

So much said and done in favour of the technological sweep taking over the field of education, one important aspect from the old era that shall remain important at all times is – the TEACHER– FACILITATOR– learners would still need the personal touch and warmth of their teachers to make them humane. While technology will feed facts and knowledge to them, teacher–facilitators will provide human virtues that shall make children more human and less machine.



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Technology–Enabled Learning

Learning is never disabled as it has the power to transform lives, but it is undoubtedly a Herculean task to make knowledge accessible to all its aspirants. The surge of technological inventions bridged the gap between the knowledge providers and the knowledge seekers as we entered this hitherto unexplored era of Technology Enabled Learning. Perhaps, the invention of the internet is a blessing to mankind which has given a one–stop solution for all the connectivity and communication issues among the people on this earth. One might question its ability to educate the young minds who are restless, anxious, and extremely curious but technology–enabled learning is an answer to that as it has helped to materialize and incorporate Thorndike’s Multifactor Theory of Intelligence to transfer the knowledge from the instructor to the learners having diversified learning needs by multiple means. Numerous schools have taken up the challenge to leave the traditional teaching methods and have gladly accepted the modern methods. However, the transition seems unbridgeable at times. To maximize the potential of the internet and minimize the risk of distraction caused by prolonged screen usage, few schools practice the unique combination of both the traditional and modern methods of education. Our school is a pioneer in that and has been a trendsetter as far as teaching–learning methods are concerned.

Teaching Pedagogy and Methodology– In Udgam School for Children (USFC), there is definite strategic planning to teach the course content. It is broken into chunks to be taught in a specific time duration. The content is put across among the students with the help of PowerPoint Presentations; Components of Food ppt.ppt 2 for Body Movements, Extra Marks Application’s videos along with the NCERT prescribed textbook along with carefully formatted notes.

Teacher–made worksheets and quizzes from the Extra Marks Application are used to gauge the learning outcomes and the success of the teaching pedagogy. The Notes and Worksheets are scrutinized by the Subject Matter Experts to trace errors of any kind before they get circulated. Both the softcopy and the hard copy are possessed by the students. All the subject teachers have access to the Teaching Learning Application called Extra Marks which can be used to present, teach, or assess the knowledge of the learner. Microsoft Teams is another common platform for the USFC family, for interpersonal communication. Using Teams’ ‘OneDrive’ feature, personal documents can easily be accessed in the classroom. This was like a lifeline for the smooth conduction of virtual classes during the Covid lockdown. However, the Connecting Millions Application is the most preferred platform for all the stakeholders of the Udgam School for Children where students can access their assignments, class work and other important documents and parents can assess their wards’ progress too.

Assessment –Formative assessments (twice–PT1 AND PT 2), Summative Assessments (twice–Half Yearly and Annual) and Detailed Assessments (6 times/year) are conducted in appropriate time spans in the entire academic session. Each chapter ends with a worksheet including HOT questions to generate the required spark.

Outstanding Efforts by USFC to Support Inclusion –The greatest challenge lies with the Physically and/or differently abled, who have mild to severe limitations while interpreting and responding to instructions. To ensure mainstream education, inclusion of the Children with Special Needs (CWSN) in the class is the best practice, which is what USFC believes in, and practices as well. CWSN in our school sit in the same class and this allows them to have a sense of peer acceptance and inclusion. Apart from this, special classes with smart boards and teaching materials are arranged by trained and specialized Special Educators headed by the Vice Principal of the Special Education Department to help them cope with the major subjects, during extra

periods without compromising their Physical Activity needs. Their progress is gauged by their involvement and participation and not by their scores only. With interactive smart board teaching along with the traditional board, children are encouraged to participate and gain overall confidence. This has shown significant improvement in their performance. To aid children having mobility issues, wheelchairs are provided along with a dedicated staff member. The examination is also conducted inclusively but children with visual challenges are offered question papers with larger font sizes. This is only possible due to technology. As far as children with special needs are concerned technology is like a boon for them. With the help of assistive technology, they can have personalized learning experiences made suitable per their learning needs. If we kept following the old chalk and blackboard method, inclusion would have been left as a dream far away from being realized. Considering both the pros and the cons, we as educators have chosen to continue with the magical amalgamation of the blackboard and the smart board with all its innovative applications, be it Canva, Interactive simulation websites, Vikaspedia, Wikipedia, Youtube, the list to access any information and utilize it, is endless! Even children belonging to rural communities have access to education through remote educational channels like virtual classes. The boredom of the teacher-centred one-way education process no longer exists as technology provides learner-specific resources and ensures maximum involvement of the students. It has made the process of teaching and learning enriched and collaborative. It's like a balanced diet with the Vitamins and minerals which were otherwise missing! Lest the nestling steps out of the nest accepting the challenge of falling or flying, it

would never learn to fly and span the sky! So, let's not police them extensively but let them explore their hidden talents and skills under occasional surveillance. Let's all become the creators and the change makers, quintessentially, becoming a cause of pride to the nation.

Below are the links to access some of the free websites that are pioneers in Technology Enabled Learning:

[Swayam](#)

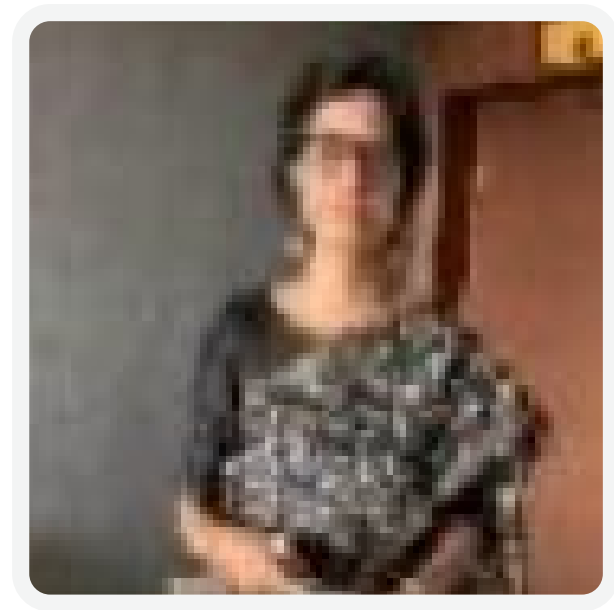
[Diksha](#)

[Inflibnet-Shodh Sindhu](#)

[epg.pathshala-](#)

[Swayam Prabha](#)

[NTPEL](#)



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Technology Enabled Learning(TEL)

“Where my reason, imagination or interest were not engaged, I would not or I could not learn.” – Winston Churchill

Any learning experience may be made more effective if it focuses on the learner's participation and piques his curiosity and creativity. According to the NEP-2020, education must emphasise conceptual comprehension, creativity, and critical thinking, as well as human ethical principles and constitutional values. It also recommends making substantial use of technology in educational planning and management, eradicating language obstacles in teaching and learning, and enhancing access for Divyang students.

Integrating Technology in Education to Enhance Learning Outcomes

TEL frees instructors from the constraints of traditional instructional methods. Numerous different types of technology are utilised in the classroom to help students become actively involved in their learning goals. Among the technology and support materials required are a smartboard with accompanying software, Internet resources, PowerPoint presentations, scanners, and printers.

Learning materials can be shared or presented using Learning Management Systems(LMS) or through online conferencing, such as Zoom or Google Meet. There are numerous apps which can be used to make learning exciting and engaging. The challenge is how to choose suitable technology to achieve learning results. Choosing the best educational applications and tools for the classroom to improve learning outcomes may take a lot of work. For the effective selection of technology, defining the pedagogic approach is very important. For this purpose, educators can follow the Pedagogical Wheel Model developed by Allan Carrington.

Implementation Plan in our school

The first step in implementing TEL is to identify the varying learning needs of the learners in the school. Improving teaching and learning was the primary driving force behind the decision to introduce all types of technology.

We followed the Flipped **Classroom Model** during the pandemic to implement teaching–learning. It was decided to use Google Classroom as the learning platform through which all communications, presentations and videos were shared. Videos are prepared by teachers using various video editing apps and then shared through Google Classroom. These videos helped learners to understand the topic engagingly before the actual class began. Classes were scheduled using Zoom and the link was shared through the Google Classroom platform. Whatsapp messages were also used to send the links in some cases. Evaluation of the learners was also done online with the help of Google Forms. Also, various PDF editing tools were used to assess students' work. Using the Zoom platform Parent Teacher Meetings, Grandparents Day celebrations, Annual Day celebrations, and webinars for students, parents and teachers were conducted. The Inter–school competition Read 'N' Grow organised by our school was also conducted online. **Project Based Assignments** were done in a collaborative manner using **Google Docs**. Students work together on the same document at the same time from another device. This helped them to share their thoughts. **Padlet boards** are also used to pin ideas on **collaborative** projects. Younger ones in the foundation group enjoyed a **virtual tour** to Agra which helped them learn in real time. **Gamification** of Learning is achieved using **Kahoot, Quiz** and **Mentimeter** apps.

The use of technology is encouraged in the regular teaching–learning process even after the pandemic. All the classrooms are enabled with Interactive whiteboards which help to keep the attention of learners by converting standard lessons into interactive activities. It also helps in integrating various learning styles into one experience. This helps students to

learn better and remember more. Videos of lessons and educational games helped inclusiveness and also helped in providing immediate feedback.

Evidence of implementation by the school



Reflection

Even though TEL provides numerous benefits for students, there are several implementation-related challenges.

- Poor internet connection or lack of equipment prevents proper TEL adoption.
- If instructors do not receive quality professional development on new technology, they will not be able to utilize them to their fullest capacity.
- Inadequate technical assistance and peer/administrative support are two types of support that prevent technology integration.

Best practices and tips for implementing TEL

- Technology shouldn't and cannot take the place of the teacher. Teachers still need to

- engage with students, give advice and help, and present interesting, understandable lessons.
- Teachers must get technical training on utilising new technologies. This will help them to become more capable, self-assured, and productive in the classroom.
- Every technological tool might malfunction or stop working. As a result, while using technology in the classroom, be careful to have a backup plan so that class can be continued without modifying the lesson plan.

Conclusion

If used properly, technology may significantly increase student engagement and success. In the classroom, technology may promote alternative modes of communication and improve information availability. Moreover, it helps learners to connect with the future. In the end, we want students who can think critically as well as Google, who can engage socially and discover excellent internet resources for an essay, and who can empathise, focus, and collaborate with others.



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Sub-theme 6

EDUCATING THE EDUCATORS



Educating the Educators

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तकनीकी समर्थित अधिगम

वैज्ञानिक आविष्कारों, नियमों, सिद्धांतों तथा प्रक्रियाओं का जीवन के विभिन्न पहलुओं में प्रयोग किया जाना ही तकनीकी के अंतर्गत आता है। शिक्षण अधिगम प्रक्रिया को सहज, सरल, सक्षम तथा प्रभावशाली बनाने हेतु वैज्ञानिक तकनीकी, मनोवैज्ञानिक सिद्धांतों तथा विधियों का जब उचित ढंग से प्रयोग किया जाता है तो यही शैक्षिक तकनीकी के अंतर्गत आता है।

शिक्षा जीवन में सतत चलने वाली प्रक्रिया है। क्षमता निर्माण के उपाय जीवन भर सीखने की प्रक्रिया को बढ़ावा देने में महत्वपूर्ण भूमिका निभाते हैं। इसमें कोई संदेह नहीं कि शिक्षा के क्षेत्र में आई. सी. टी पर विशेष बल देने की आवश्यकता है क्योंकि यह गुणवत्ता के साथ बिना कोई समझौता किए विद्यार्थियों के क्षमता निर्माण के प्रयासों में विशेष भूमिका निभाता है।

वर्तमान समय में जिस दर से सूचना प्रौद्योगिकी का ग्राफ निरंतर बढ़ रहा है यह इस बात को प्रमाणित करता है कि इसने हमारे जीवन के सभी पहलुओं को प्रभावित किया है। वर्ष 2009 में आईसीटी के माध्यम से राष्ट्रीय शिक्षा मिशन की शुरुआत की गई। इस मिशन के अंतर्गत कंटेंट निर्माण, शिक्षा प्रदान करने संबंधी महत्वपूर्ण क्षेत्रों में अनुसंधान और अन्य देशों में विकास के साथ कनेक्टिविटी के बीच समुचित संतुलन बनाना जरूरी है।

शैक्षिक प्रौद्योगिकी -

शैक्षिक प्रौद्योगिकी सीखने की सुविधा के लिए कंप्यूटर हार्डवेयर, सॉफ्टवेयर और शैक्षिक सिद्धांत और अभ्यास का संयुक्त उपयोग है। इसमें सीखने के सिद्धांत, कंप्यूटर आधारित प्रशिक्षण, ऑनलाइन शिक्षा और लर्निंग सहित कई डोमेन शामिल हैं जहां मोबाइल प्रौद्योगिकियों का उपयोग किया जाता है। यह आमने-सामने या ऑनलाइन सीखने के उपयोग में कक्षा में अधिगम को बढ़ाता है।

शिक्षण अनुप्रयोग सीखने को अधिक दृश्य बनाते हैं जो छात्रों को अमूर्त धारणाओं को समझने में मदद करता है। लर्निंग एप्लीकेशन दृश्य और श्रव्य शिक्षार्थियों दोनों के लिए विषय वस्तु को स्पष्ट, बोधगम्य और दृश्य बनाते हैं। एसपीएम मेकर, स्पेस और रोबोटिक एप्लीकेशन जैसे सहायक उपकरण शिक्षार्थियों को नए समय के साथ जुड़ने और अपनी क्षमताओं का विकास करने के बेहतर अवसर प्रदान करते हैं। 2024 में भारत सरकार ने बच्चों और किशोरों के लिए एक राष्ट्रीय डिजिटल लाइब्रेरी स्थापित करने का प्रस्ताव दिया है।



शिक्षा के क्षेत्र में तकनीक का प्रयोग-

शिक्षा के क्षेत्र में तकनीक का प्रयोग कम समय में, कम से कम शक्ति का उपयोग करके अधिक से अधिक लाभ उठाने का अवसर प्रदान करता है। तकनीकी समर्थित शिक्षा की आवश्यकता निम्नलिखित कारणों से होती है -

1. यह शिक्षा को प्रभावशाली बनाने के लिए नवीनतम विधियों के विकास पर पूरी तरह सकारात्मक बल देती है।
2. तकनीकी से समर्थित शिक्षा शिक्षण समस्याओं के समाधान हेतु उचित मार्गदर्शन करती है।
3. तकनीकी शिक्षण शैक्षिक प्रक्रिया को वैज्ञानिक, वस्तुनिष्ठ, स्पष्ट, सरल, रुचिकर तथा प्रभावशाली बनाता है।
4. यह शिक्षण व शिक्षार्थी के बीच होने वाले विचारों के आदान-प्रदान में संप्रेषण की एक प्रभावशाली कला के रूप में महत्वपूर्ण स्थान रखता है।
5. यह शिक्षा को सरल और कुशल बनाने के लिए शिक्षा के विभिन्न क्षेत्रों को एकीकृत करने के लिए शुभ संकेत देता है।

शिक्षा में प्रौद्योगिकी के लाभ-

बच्चों के लिए अवसरों का निर्माण करना अत्यंत आवश्यक है जिससे वे प्रौद्योगिकी का उपयोग करके अपनी समस्याओं को हल कर सकें। श्रव्य दृश्य साधनों के संयोजन से बच्चे सबसे अधिक सीखते हैं। शिक्षा अधिगम प्रक्रियाओं के लिए प्रौद्योगिकी का अधिक से अधिक प्रयोग उचित है। कंप्यूटर और रोबोट ने छात्रों के लिए सीखने को व्यावहारिक बना दिया है। शिक्षा में प्रौद्योगिकी के मुख्य लाभों में से एक यह है कि यह इसे हर संभव तरीके से सभी छात्रों के लिए समावेशी बनाता है। प्रौद्योगिकी छात्रों को अपनी गति से सीखने में सक्षम बनाती है। नेत्रहीनों के लिए यह ऑडियो ऐड्स के रूप में

सहायक है तो दूरस्थ क्षेत्रों में छात्रों के लिए प्रौद्योगिकी दूरस्थ क्षेत्रों तक उन्हें पहुँचने में सक्षम बनाती है। शैक्षिक प्रौद्योगिकी आज समाज का महत्वपूर्ण हिस्सा है। इसमें इ लर्निंग, सूचना और संचार प्रौद्योगिकी, मल्टीमीडिया, शिक्षा प्रौद्योगिकी संवर्धित शिक्षण, कंप्यूटर आधारित ऑनलाइन शिक्षा, इंटरनेट आधारित प्रशिक्षण, वर्चुअल लर्निंग, डिजिटल शैक्षिक सहयोग, साइबर लर्निंग आदि कई क्षेत्र शामिल हैं।

शिक्षा में डिजिटल प्रौद्योगिकी की भूमिका -

यह छात्रों को अमूर्त भावनाओं को समझने में मदद करती है। पिछले कुछ वर्षों में प्रौद्योगिकी हमारे काम और जीवन के विभिन्न क्षेत्रों में प्रवेश कर रही है। पिछले डेढ़ साल ने विशेष रूप से तकनीकी सक्षम शिक्षा के लिए शैक्षिक प्रणालियों की डिफॉल्ट रीढ़ के रूप में उभरने के लिए एक वातावरण तैयार किया है।

कोविड महामारी के दौरान समूचे विश्व के सामने यह एक बहुत बड़ी समस्या थी कि इस महामारी के समय शिक्षण कार्य को कैसे सुचारु रूप से चलाया जाए। ऐसे समय में शिक्षा और तकनीक को आपस में जोड़कर विषम परिस्थितियों में भी कक्षाएं चलाई गईं। तकनीक के माध्यम से कक्षाएं घर तक पहुँचीं और निर्बाध रूप से शिक्षण कार्य चला। ऐसा देखा गया है कि विद्यार्थी तब अच्छी तरह से सीखते हैं जब उसमें तकनीक शामिल होती है। आने वाले वर्षों में भारत के शीर्ष संस्थानों में एआई में तीन उत्कृष्टता केंद्र स्थापित किए जाएंगे।

इसमें मेक ए आई इन इंडिया और मेक ए आई वर्क फॉर इंडिया के विजन को साकार करने में मदद मिलेगी। इसमें कोई संदेह नहीं कि शिक्षण पद्धति में तकनीक को शामिल करके सुखद परिणाम प्राप्त किए जा सकते हैं और शिक्षण को सरल, बोधगम्य और अधिक उपयोगी बनाया जा सकता है।



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Educating for Educators

समय बदलता है,
परिस्थिती बदलती है,
बाती जलती है और लोग
कहते हैं दिया जलता है।

गुरु, शिक्षक एक ऐसा नाम, एक ऐसा ओहदा जो प्राचीन काल से गीली मिट्टी रूपी बच्चों को एक सार्थक आकार देता आ रहा है। भविष्य गढ़ते आ रहा है। जैसे-जैसे समय बदल रहा है, परिस्थितियाँ बदल रही हैं। वैसे ही शिक्षा का स्वरूप भी बदल रहा है। ऐसी बदलती, परिस्थितियों में एक शिक्षक को भी अपने तरीके और अपने तरकश के बाण को अधिक कारगर बनाना होगा।

जिस प्रकार एक योद्धा अपने अस्त्र-शस्त्र को धार देता है, समय - समय पर उनकी देखभाल करता है ताकि वे अच्छे से चले, उनकी धार कम ना हो। उसी प्रकार शिक्षक को भी अपने अस्त्र-शस्त्रों को धार देने की, परिस्थितियों के अनुसार उन्हें बदलने की आवश्यकता होती है, ताकि वह एक अच्छा व जिम्मेदार कल का नागरिक बना सके।

कोविड के दौरान जब सब कुछ थम गया था तब भी शिक्षकों के हाथ लगातार चल रहे थे। उन्होंने अपने कदम पीछे नहीं हटाए। कम समय में ऑनलाईन कक्षाएँ कैसे ली जाए यह सीखकर उन्होंने बच्चों की पढ़ाई नहीं रुकने दी।

इस कार्य में उनका महत्वपूर्ण सहयोग दिया केंद्रीय माध्यमिक शिक्षा बोर्ड या सीबीएसई ने। कोरोना काल के पहले सीबीएसई विभिन्न कार्यशालाओं के माध्यम से शिक्षकों को नई जानकारी, नई तकनीक से उन्नत करती थी। मैंने स्वयं ने सीबीएसई की दो से तीन दिवसीय कार्यशालाओं में भाग लिया है। जिसका मुझे व मेरे विद्यार्थियों को काफी लाभ हुआ है। कोरोना काल में सीबीएसई ने कई ऑनलाईन ट्रेनिंग प्रोग्राम लेकर शिक्षकों के कार्य में सहयोग किया है। इन ट्रेनिंग प्रोग्राम में जहाँ एक ओर विभिन्न विषयों से संबंधित जानकारी साझा की गई। जिसमें सभी मुख्य विषय शामिल थे। साथ ही आज की बदलती शिक्षा व्यवस्था व शिक्षण प्रक्रिया में हो रहे महत्वपूर्ण बदलाव और जरूरी स्किल (कुशलताओं) सीखने में मदद की।

इन ट्रेनिंग प्रोग्राम की मदद से विद्यार्थियों के कौशल व उनके संपूर्ण विकास में सहायता मिली। जिससे विद्यार्थी न केवल पढ़े बल्कि समझे और विषय संबंधित जरूरी जानकारी को याद रखे। इसके माध्यम से विद्यार्थी एक्टिव (सक्रिय) बनते हैं।

जब वे किसी विषय को समझते हैं तो उनमें अनेक मूल्यों का भी विकास होता है। वे केवल पुस्तकों तक ही सीमित नहीं रहते बल्कि बाह्य जगत से भी रुबरु होते हैं। उनमें बोलने, बातचीत करने का कौशल विकसित होता है, वे विभिन्न परिस्थितियों में व्यवहार करना सीखते हैं। उनका आत्म विश्वास बढ़ता है और वे अनुकूल /प्रतिकूल परिस्थिति में खुद को साबित कर सकते हैं।

अगर हम विषयों के अतिरिक्त अन्य ट्रेनिंग कार्यक्रमों की बात करें तो एक शिक्षक के माध्यम से विद्यार्थी अनेक जीवन कौशलों से अवगत होता है। वह विभिन्न रोजगार विषयक क्षेत्रों को जानता है। वह तनाव प्रबंधन के माध्यम से ज्यादा व्यावहारिक बनता है। वह विभिन्न तनाव कम करने वाली तकनीकों से रुबरु होता है।

राष्ट्रीय शिक्षा नीति 2020 के माध्यम से हम जिस प्रकार के भविष्य का निमण करना चाहते हैं। उसमें सहयोग करने का कार्य इन ट्रेनिंग कार्यक्रमों के माध्यम से हुआ है।

एक शिक्षक की नजर से देखा जाए तो सी. टी. ई.टी./ केंद्रीय शिक्षक पात्रता परीक्षा के दृष्टिकोण से भी ये ट्रेनिंग कार्यक्रम अधिक लाभप्रद है क्योंकि ये कार्यक्रम इस परीक्षा की तैयारी में काफी सहयोग करते हैं, जो कि शत-प्रतिशत सही है।

अगर हम भविष्य की तैयारी की बात करें तो, अगर हमारे बच्चे विषय की गहरी समझ रखते हैं, नैतिक मूल्यों को जानते हैं, 21 वीं सदी की तकनीक को सीख उसका उपयोग करते हैं तो उन्हें आगे बढ़ने से और सफल होने से कोई भी नहीं रोक सकेगा क्योंकि शिक्षा व्यक्ति को कामयाब बनाती है। यह कार्य इन ट्रेनिंग कार्यक्रमों में बखूबी हुआ है। जिसके लिए हम माध्यमिक शिक्षा बोर्ड के हृदय से आभारी हैं।

Evidence of Implementation:-





Implementation plan of the School:- प्रतिवर्ष शैक्षणिक वर्ष के आरंभ में इस प्रकार की गतिविधियाँ ली जाती हैं। वर्ष के मध्य में इस प्रकार की कुछ जानकारी आने पर ट्रेनिंग कार्यक्रमों का आयोजन किया जाना चाहिए।

Reflection:- इस प्रकार के कार्यक्रम शिक्षकों को सक्षम बनाते हैं अतः इस प्रकार के कार्यक्रम प्रतिमाह या दो माह पश्चात कक्षानुसार तथा विषय के अनुसार आयोजित किए जाने चाहिए। विषयानुसार ट्रेनिंग कार्यक्रमों की संख्या बढ़ाई जानी चाहिए।

Tips :- इस प्रकार के कार्यक्रम विद्यालय में विषय समितियों का गठन करके आयोजित किए जाने चाहिए। समयसीमा में विषय को प्रमुखता दी जानी चाहिए। शिक्षक अपने विभिन्न कार्यानुभव साझा करे यह सुनिश्चित किया जाए।



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Educating the Educators

In today's fast-paced world, where technology is advancing at a breakneck speed, it is essential to keep up with the changes and adapt to new methods of teaching and learning. To achieve this, it is crucial to have a strong foundation in education, and this starts with the educators. The Central Board of Secondary Education (CBSE) has launched an initiative called "Educating the Educators" to help build the capacity for teaching and learning in schools.

The initiative aims to provide training and development opportunities to teachers to enhance their skills and knowledge. The program offers a range of workshops, seminars, and training sessions to teachers on various topics related to teaching and learning. The program's primary objective is to help teachers become more effective and efficient in their roles and enable them to deliver high-quality education to their students.

The program's content is designed to cover a wide range of topics, including innovative teaching techniques, curriculum design, classroom management, and student assessment. The program also focuses on the use of technology in education and how it can be used to enhance the learning experience of students. The program is available to all teachers affiliated with the CBSE, and they can participate in it at any time during the academic year.

One of the main benefits of the "Educating the Educators" program is that it provides teachers with an opportunity to network with their peers and share best practices. Teachers can learn from each other's experiences and gain valuable insights into how they can improve their teaching skills. The program also provides teachers with access to a range of resources and materials, such as online

learning modules and training videos, which they can use to enhance their skills.

Another benefit of the program is that it helps teachers stay up-to-date with the latest teaching trends and techniques. As technology continues to advance, new teaching methods are emerging, and it is essential for teachers to be aware of them. The program ensures that teachers are equipped with the knowledge and skills needed to deliver high-quality education that meets the needs of their students.

The program also provides teachers with an opportunity to reflect on their teaching practices and identify areas for improvement. The program encourages teachers to be self-reflective and to evaluate their teaching methods regularly.

In conclusion, the "Educating the Educators" initiative by the CBSE is an essential step towards building the capacity for teaching and learning in schools. The program provides teachers with the training and development opportunities they need to enhance their skills and knowledge, stay up-to-date with the latest teaching trends and techniques, and deliver high-quality education to their students. It is an excellent example of how investing in teacher training can have a significant impact on the quality of education provided to students.

The program is available to all teachers affiliated with the CBSE, and they can participate in it at any time during the academic year. This flexibility allows teachers to access training when it is most convenient for them, ensuring that they can continue to teach while also improving their skills.

The role of teachers in society is vital, as they play a significant role in shaping the future of individuals and society as a whole. In today's rapidly evolving world, it is essential that teachers stay up-to-date with the latest teaching practices and techniques to help students thrive in an ever-changing society.

This is where the need for educating the educators comes in.

Here are a few reasons why there is a need for educating the educators:

1. Ensuring the quality of education:

Educators are responsible for delivering high-quality education to their students. Educating the educators ensures that they are equipped with the knowledge and skills needed to provide the best possible education to their students. This, in turn, ensures the quality of education provided to students.

2. Keeping up with the latest trends and technologies:

The world is rapidly changing, and new teaching methods and technologies are emerging all the time. Educating the educators ensures that they are up-to-date with the latest teaching trends and techniques. This enables them to deliver high-quality education that meets the needs of their students.

3. Enhancing teaching skills:

Teaching is a skill that requires constant improvement. Educating the educators provides them with the training and development opportunities they need to enhance their skills and become more effective in their roles.

4. Addressing individual student needs:

Every student is unique and has different learning needs. Educating the educators ensures that they are equipped with the skills and knowledge needed to address the individual needs of each student, enabling them to reach their full potential.

5. Encouraging lifelong learning:

Educating the educators encourages them

to be lifelong learners themselves. By staying up-to-date with the latest teaching trends and techniques, they become role models for their students, encouraging them to embrace lifelong learning.

In summary, educating the educators is essential as it ensures the quality of education provided to students, enables teachers to keep up with the latest teaching trends and technologies, enhances teaching skills, addresses individual student needs, and encourages lifelong learning. Investing in teacher training is an investment in the future of our society, as it ensures that the next generation is well-equipped to thrive in an ever-changing world.



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Educating the Educators

We are in a time when a good amount of focus has been shifted to the grooming of a child for the future to comply with the needs of keeping our globe safe and secure. In this regard, the 17 sustainable development goals clinch the priority. The question that mounts at this juncture is – are we truly ready to take on the task as educators? Being a part of an education system, which has its legacy, tradition and success, we have to find untouched areas which require attention. The legacy and tradition of the education system should not emerge as hindrances towards time-bound changes to meet global needs.

The educators and their role in the transformation of the teaching-learning process have been given the due mileage in recent times. The paradigm shift in the periphery of education is under process as the educators' lack of education because of the one-sided approach towards learners is being given utmost importance. There is no doubt that the capacity-building programmes being conducted by CBSE at various stages on various platforms to change the approach of the educators towards the teacher-learner relationship and the nuances of delivering by revamping the curriculum as well as the basic infrastructure will accelerate the futuristic goal of building up competent individuals to match up the global demand.

The advent of the National Education Policy 2020 and its recommendations have made educators stand at a turning point from where they need to re-evaluate their roles in schools. Educators are no longer only a mechanism of teaching but they are also an integral part of learning as well. They need to put their feet into the shoes of the children and become more teachable. "How to learn" has got equal weightage with "How to teach". It is a fundamental switch-over that needs wholehearted acceptance to be supported by highly developed openness in thinking.

Digital Infrastructure for Knowledge Sharing (DIKSHA), the national teacher's platform for school education is a revolutionary measure adopted by NCERT to meet the need of the hour. The online capacity-building programmes to percolate the gaps by engaging the teacher fraternity have gained momentum already. The availability of the platform at one's fingertips in the form of mobile apps and the online portal has made the whole function easily reachable.

The alignment of skills, abilities and knowledge to develop the competency in an individual to perform a task effectively in his/her real life has become the primary objective of today's education. In this regard, DIKSHA has been playing a pivotal role as the platform has come up with modules where teachers can interact and deepen their understanding of competency-based education. There has been a constant effort from the end of CBSE to make the teachers acquainted with the National Curriculum Framework where the changes to be adopted in classrooms have been suggested.

Introduction of Integration of Art through Experiential Learning at various levels of school education is under full swing. The capacity-building programmes in both online and offline modes have been helping the teachers devise techniques to create a conducive environment for the learners to integrate art through experiential learning. Ample information and design being served during the CBPs are turning out to be the teachers' forte to open new vistas of competency-oriented learning. The use of different media and techniques are allowing the learners to maximise their creative and productive expressions. Moreover, the aesthetic, social and cultural sensibilities of the learners are also gaining impetus and refinement in this process.

The takeaways from the CBPs need to be catered to and curated with utmost care in the schools. The learners belonging to the demography and their lifestyle, culture,

heritage, values, etc cannot be ignored at any cost. The design and devise hence be flexible enough to receive the best outputs. The framework devised by the schools should have ingenuity. A lot of brainstorming from the end of the teachers cannot be avoided. The learners need not feel any discomfort while going through the learning. The lesson plans should provide the learners with enough opportunities to interact. The school will be a hub of activity and creation where the learners can easily find out the resources and materials to give shape to their thinking.

To sum up one might expect to see a mini globe within the school where information, technology, art, culture, society, state, language and all other necessary components will be constituted for the learners to experience the real world to become a competent individual in future.



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Importance of Educating the Educators

It is important to educate educators because they are the ones who shape the minds of future generations. Educators are responsible for providing students with the knowledge and skills they need to succeed. However, the world is constantly evolving and changing, and educators need to be equipped with the latest information and teaching strategies to effectively prepare students for the future.

Here are some reasons why it is important to educate educators:

- **Keeping up with changes in education:** Education is constantly evolving, and educators need to be aware of the latest trends and best practices to be effective in their roles. By providing ongoing professional development and training opportunities, educators can stay up-to-date with new technologies, teaching methodologies, and other developments in their field.
- **Enhancing student learning:** Educators who are well-trained and knowledgeable are better equipped to provide high-quality instruction to their students. When educators understand how to engage students and make learning fun and meaningful, they can create a positive learning environment that promotes student success.
- **Ensuring educational equity:** Educators who are trained to be culturally responsive and inclusive can help create an environment where all students feel valued and supported. This is especially important in diverse communities where students come from different backgrounds and experiences.
- **Addressing student needs:** Educators can better identify and address the individual needs of their students. This includes recognizing learning differences, providing targeted instruction and support, and fostering positive relationships with students.

Educating educators is important because it helps ensure that students receive high-quality instruction that is tailored to their needs and prepares them for success in the future. It is an investment in the future of education and the well-being of our society. Over here in G. D. Goenka International School, Surat; we provide extensive training to teachers to ensure quality education, improve student outcomes, create a positive school culture, address diverse student needs and support the professional development of teachers.

We tend to take professional development sessions with the teachers led by school pioneers and subject experts. Recently, we took a PD session on art integration in middle school. Art integration in middle school is important for several reasons.

- **Enhancing creativity:** Art integration can help middle school students develop their creativity and imagination. Art classes provide opportunities for students to express themselves in unique ways and explore new ideas.
- **Improving academic performance:** Studies have shown that art integration can improve academic performance in middle school students. Integrating art into other subject areas, such as math or science, can help students better understand and retain information.
- **Developing critical thinking skills:** Art integration encourages students to think critically and solve problems in creative ways. Through art projects, students learn to analyze information, make

connections, and develop their ideas.

- **Fostering teamwork and collaboration:** Art integration often involves group projects, which can help students develop teamwork and collaboration skills. Learning to work together with others to create a piece of art can teach students important social and communication skills.
- **Promoting cultural awareness:** Art integration can expose middle school students to different cultures and traditions. By studying art from around the world, students can develop an appreciation for diversity and expand their understanding of other cultures.



Here are a few glimpses of the Art Integration Workshop

We implemented art integration in school through the structured process involving the following steps:

Planning: Determining the learning objectives that art integration will support and the specific art forms that will be used.

- **Curriculum Design:** Integrating art into existing curricula and/or designing new curricula that incorporate art.
- **Collaboration:** Encourage collaboration among teachers, artists, and other professionals to enrich the learning experience.
- **Resources:** Providing resources and materials necessary for art integration, such as art supplies, technology, and equipment.
- **Implementation:** Integrating art into instruction in a way that is meaningful, engaging, and relevant to students' lives.
- **Evaluation:** Continuously evaluate and refine art integration efforts based on student learning outcomes and teacher feedback.

By following these steps, we are successful enough to implement art integration and provide students with a well-rounded education that supports their academic and personal development. Also, our teachers have framed lesson plans and conducted activities inculcating art in their respective subject groups. Some evidence is shown below.



| | |
|--------------------|--|
| Art Integration | <ol style="list-style-type: none"> 1. Food photography: Photography can be used to document the different ways people consume food around the world, from street food to gourmet cuisine. It can also be used to highlight the beauty of different foods, or to draw attention to issues such as food waste. 2. Make a poster to spread awareness on food wastage. <p>Refer Annexure:1</p> |
|--------------------|--|



| | |
|--------------------|--|
| Art Integration | <p>Integrated with Art and Craft (Colouring Particular part of whole in Mandala art).</p> <p>Reference Link: https://www.youtube.com/watch?v=A4zDec4KnIQ</p> |
|--------------------|--|

Art Integration implemented in GDGIS Lesson plans with Science and Mathematics respectively

From students' reflections on art integration activities, we have concluded that art integration provides opportunities for students to express themselves creatively and develop their artistic skills. It also aided them to boost their confidence and self-esteem and provided a sense of personal satisfaction and accomplishment.

Art integration is a great way to enhance learning and engage students in a variety of subjects. **Here are some best practices and tips that can help you successfully implement art integration in schools:**

- Start with clear learning objectives
- Choose the right art form
- Provide professional development
- Collaborate with arts educators
- Incorporate student choice and creativity
- Assess student learning
- Showcase student work



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Educating the Educators

‘Bring the change in you that you want to see around.’

‘A good teacher is always a learner’.

Keeping in view the above statements, CBSE has taken the initiative to educate the educators by providing various platforms to boost different competencies among the teachers so that they can equip young learners with 21st century skills.

A teacher is not only linked with the students, but also with the parents and society as a whole. The morals and attitudes learnt from teachers in the school automatically spreads in the society. So if we want a progressive and stable society, we need to work on ourselves as we are the role models for them.

The objective of 21st century education is all round development of the students and to develop life skills. Teachers need to prepare themselves for the upcoming challenges in the field of education. CBSE has left no stone unturned to enable the teachers to meet the needs of students and parents. Teachers can access training on various topics through the CBSE portal by registering themselves easily. It is available in both online and offline mode. Most of them are available free of cost.

There is no topic that has remained untouched on CBSE Portal. Most of the time we find difficulty in classroom management. In the webinar I get to know different strategies to cope up with the challenges of everyday classroom. Other related topics like Happy Classroom, Gender Sensitivity, Managing Time, Stress Management and Understanding Multiple Intelligence are really eye awakening. Although we all know everything, it is something that we need to ponder upon from time to time.

Different training and programs really help teachers to maintain cordial relations with the students and interact with them more effectively. His / her role as a counselor has been given due importance.

CBSE has been updating our teaching learning styles that is the prerequisite of this changing scenario. The role of teacher has gone under change. Now he is not only providing knowledge of subjects but also acting as facilitator. New methods are introduced to make teaching more effective and interesting. I attended a Story Telling Session , got impressed and included in my teaching . I can really feel the difference. Now there are so many stories in my mind that I tell to my students in every context and it has a long lasting effect on young minds.

A webinar on gamification is the one that I really appreciate. I learnt the importance of including fun games in teaching. Now we have included games with every topic of grammar. Motivating the students is also the best way to get desired results. This is what I really owe to the training sessions held from time to time by CBSE personnel.

Our school has the responsibility to enlighten the learners by adopting Flipped Learning, Experiential Learning, Art Integration and Competency based Learning. We are making our lesson plans by including all these methods. Problem solving , critical thinking and creative thinking is also part and parcel of every day teaching. Value education is also integrated with chapters.

CBSE has held many workshops to enhance analytical and critical thinking. Our school is going hand in hand with CBSE in building Innovative and scientific temperament among the children. Well-equipped Tinkering Lab , Computer labs, Language labs , Mathematics Lab and Science Labs are the best places where students give wings to their imagination.

CBSE has also initiated Google Classroom. Digital Literacy, Cyber Security and Artificial Intelligence etc. have really widened our horizon of knowledge. These days our young generation is struggling with many problems like Hormonal disorder, bullying, peer pressure etc. CBSE has taken care of these sensitive issues and is always on toes to give tips to handle such situations and make the students more confident in decision making.

CBSE held our hands during difficult times of Covid. It enabled and encouraged us not to lose hope and work efficiently through technology. Post Covid situations in schools, when they reopened, were really challenging. Various programs guided us on how to make the students comfortable in schools and guidelines were shared to keep them safe and healthy in schools.

Teachers are free to choose any webinar as per their requirement and need. They are free to attend these webinars at their desired time and date. After attending webinars, we can easily get certificates which will really prove useful in our professional life.

I feel myself growing every year when I get a chance to polish my skills and teaching methods through CBSE Training Portal. Now we are in the know of all types of Pedagogies which are really helpful in making the students efficient and competent learners who can face the odds of life and emerge as winners on the path of life.



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Educating the Educators

The year 2020 gave India, a new education policy, NEP, a landmark decision by the MoD in the policy making and an oceanic change in the academic and education system. It is being implemented gradually into the existing system, which shall bring about a new dawn in the way India departs education to its children and youth. One of the interesting aspects of NEP 2020 is the empowerment of students using new classroom skills that will equal rapidly progressing 21st century lives and careers. There are various aspects that one should learn for effective personal and career development both in the students' and teachers' perspective. These are digital literacy, problem solving, communication, critical thinking, creativity, health and fitness, social responsibility, ethics, scientific temper, and collaboration.

One of its key features is the focus on teacher education, which acknowledges that the quality of education is only as good as the quality of teachers. The NEP 2020, therefore, emphasizes the need to educate the educators themselves. In this essay, we will examine the various measures proposed by the NEP to educate the educators in India.

The NEP 2020 recognises that the current teacher education system in the country is inadequate and requires urgent reform. It highlights the need to create a teacher education system that is "multidisciplinary, integrated, and flexible." To achieve this goal, the NEP proposes several measures to educate and empower teachers.

One of the key proposals of the NEP is the creation of a new regulatory body called the National Council for Teacher Education (NCTE), which will replace the existing regulatory body, the National Council for Teacher Education Act, 1993 (NCTE Act).

The NCTE will be responsible for formulating policies and standards for teacher education and accreditation of teacher education programs. It will also provide guidelines for the continuous professional development of teachers.

The NEP also proposes a four-year integrated B.Ed. program, which will replace the existing two-year B.Ed. program. The new program will be multidisciplinary in nature and will focus on both subject-specific knowledge and pedagogical skills. It will also include internships and apprenticeships, which will provide practical experience to aspiring teachers. The NEP also proposes the creation of a National Curriculum Framework for Teacher Education (NCFTE), which will provide guidelines for the design of the new B.Ed. program

To improve the quality of teaching in schools, the NEP proposes the introduction of a rigorous teacher recruitment process. It recommends that all teachers should be required to pass a common entrance examination, which will test their subject-specific knowledge, pedagogical skills, and aptitude for teaching. The NEP also recommends the creation of a National Professional Standards for Teachers (NPST), which will provide guidelines for the assessment and evaluation of the teachers.

The NEP also recognizes the importance of continuous professional development (CPD) for teachers. It proposes the creation of a National Mission for Mentoring (NMM), which will provide mentoring and professional support to teachers. The NMM will also provide opportunities for teachers to participate in training programs, workshops, and other CPD activities. It also highlights the importance of technology in teacher education. It proposes the creation of a National Educational Technology Forum (NETF), which will be responsible for the integration of technology in teacher education.

The NETF will provide training and support to teachers on the use of technology in teaching and learning. Another important proposal of the NEP is the creation of a National Research Foundation (NRF), which will promote research in various fields, including education. The NRF will provide funding and support to researchers in education, which will help in the development of evidence-based policies and practices

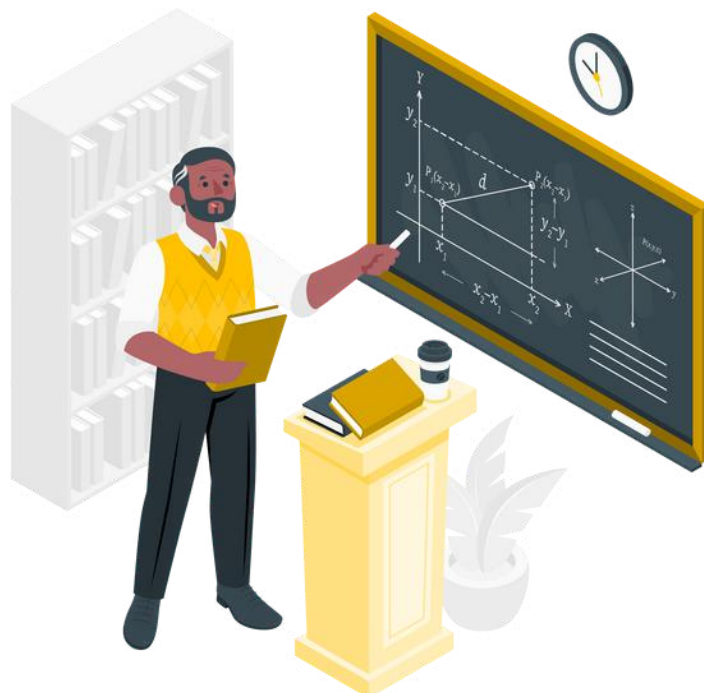
In conclusion, the NEP 2020 recognizes that the education system in India can only be improved by educating and empowering the educators. The various measures proposed by the NEP, such as the creation of the NCTE, the new four-year B.Ed. program, the introduction of a rigorous teacher recruitment process, and the emphasis on CPD, are all steps in the right direction. If implemented effectively, these measures can help create a teacher education system that is multidisciplinary, integrated, and flexible, and can produce highly skilled and motivated teachers who are equipped to meet the challenges of the 21st century.

We at our school, have conducted various webinars throughout the session 2022-23 where every teacher had to complete a 25-hour CoE training, trainings listed on CIET, NISHTA, DIKSHA portals and 25-hour in house trainings. The topics ranged from a variety of subjects and were 21st century related.



Ms. Saritha Bhagat

Kids World School, Nagpur



Educating the Educators

‘Memories fade with time and lessons are forgotten, but experiences shape a human being and leave a lasting mark. Teachers have the privilege of guiding early experiences and discoveries.’

Education is the cornerstone of an egalitarian society. Children and young people in our country will grow into capable and responsible citizens via excellent education that equips them with the necessary mindset, values, knowledge, and skills. But simply attending school will not be enough to help our kids learn. The quality of the teachers is largely responsible for the efficacy of the educational system, and the quality of teacher preparation plays a significant role in the calibre of teachers. Being a competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning; he is the one in charge of making/helping students learn and benefit or suffer from the quality of his teaching. Given this, the teacher and the quality of his teaching are always under discussion and receive prevalent importance in education. With time, the world has evolved in every way. New innovations and inventions are happening with an ever-accelerating rate. Hence the expectations from professionals have also increased.

Today, there is a need to shift from traditional-based teaching that is largely based on theoretical educational processes to a research-theory-based teaching that informs and inspires teaching practices. This is claimed to have a deep implication in education reflecting the fact that teachers should be in constant contact with research for possible future teaching innovations and incorporating new research findings in their teaching practices to improve learning and

assure high-quality teaching. Teachers’ professional training and professional development is a necessary ingredient to support innovative and beneficial teaching. Training involves understanding basic concepts and principles as prerequisites for applying them to teaching and the ability to demonstrate principles and practices in the classroom.

In terms of professional development types, Richards and Farrell (2005) differentiate, for instance, between two types of professional development: the individual professional development and the institutional professional development. Another example comes from Pelochino (2014), who identifies five major types of teachers’ professional development. These well-spread types can be used by teachers in order to improve their teaching and have a continuous professional development in their teaching career.

- **In-House Professional Development** – It is a type of professional development that is offered for teachers at the site of schools. This type of professional development takes time weekly and a member of the staff in a given school is in charge of that. Different staff members can have different sessions in the whole year.
- **District-wide or Organizational-wide Professional Development** – This type of teachers’ professional development requires collaboration in multiple sites whereby it can be scheduled in advance and can take long periods. It can have the form of half-day, full-day or even multiple day professional development. In this way, teachers will have the opportunity to receive a kind of professional development, collaborate together, learn something in common since they are from the same district and can meet in such occasions.
- **Institution-Based Professional Development** – The institution-based professional development is a long term one and it usually centres around a common theme or content, say assessment

or teaching methods. Such a type of professional development intended for teachers is often related to a university, non-profit organization or research institution. Such events are funded and teachers may receive a stipend both for time and for participation.

So, the Central Board of Secondary Education (CBSE) has introduced training programmes to help teachers teach better. Among many other benefits, these CBSE Training Programmes will help teachers communicate better with their class, make lectures more effective and understand students' needs and expectations. The initiative will enable principals and teachers to become more than just subject matter experts. It will create brilliant mentors who can propel the country's growth in the modern world.

A variety of personal development areas are covered via CBSE Teacher Training Programmes by the wide range of training topics like –

- **Classroom Management** – Sessions in the program introduce participating teachers to practical classroom management methods and practices. Thus, it helps them to evaluate their teaching methods and improve them to successfully manage huge classrooms.
- **Career Guidance** – This training program offers sessions to inform teachers of the value of providing career assistance to students. CBSE provides online sessions on the factors affecting career guidance and the evolving nature of the workplace during the training session.
- **Values Education and Life skills** – Teacher training programs urge teachers to think about the things we value and the definition of values. It contains sessions on instilling values and using a whole school approach to value education.
- **Gender Sensitivity** – There are many different programs conducted for teachers to improve teaching skills, but it is one of the most important ones to know and make

students aware of gender respect. In addition, it offers advice to teachers on how to be sensitive to gender.

- **Adolescent Education** – Adolescents education can express their opinions and views about adolescence and adolescents, describe different aspects of a school that make it a child-friendly school, consider the needs and concerns of adolescence, recognize peer pressure in children.
- **Redesigned Assessment Framework** – This training program for teachers includes sessions that represent the overall structure of the redesigned assessment structure, activities related to periodic tests, notebook submission, and subject enrichment, tasks like preparation of question papers for periodic tests and framing of simple rubrics for notebooks.

Teachers will always be learners and learning is an ongoing process and knowledge has no reachable limits. Teachers' learning process is more complex than is perceived and needs continuous reflection and evaluation if we aspire to achieve improvement and change in the education system.

knowledge has no reachable limits.



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Educating the Educators

Teachers will have to evolve and adapt quickly to virtual landscapes as the world switches to hybrid models of learning. J Krishnamurti had said: 'The problem is not much with the student but the person who needs educating much more than the pupil.

The transition from offline to online and remote learning has been fast, drastic and unprecedented in the current education system. It has been seen that the educator community has come together by sharing resources, expertise and tips to make this transition as simple and friendly as possible. The following practices have engaged educators to learn, connect & adapt to the current and future needs of their students. Pedagogies and curriculum have been juggled and innovated to meet new learning needs but one thing is certain: the future belongs to those who can quickly adapt to the off site or virtual landscape and its related learning. The complete learning process is no longer restricted to the four walls of the classroom

rather it has spread itself also to the virtual and real world. Gathering and collecting the importance of experiences and learning outside the classroom is critical to develop life skills, moral values and be a life-long learner. Teachers are not only the trailblazers of this change but also the leader of the path that has to be travelled with the children for a successful learning journey. Throughout the training program, the teachers were taught to encourage the students to actively participate in the activities conducted for their benefit and to ask questions related to those different topics. This would help in the holistic development and growth of the child and would also increase his capability and finally his grades.

Teachers learned new and entertaining ways of teaching in these teacher training programs. They introduced and involved new games and other methods of teaching to make the concepts crystal clear to the students. Teachers learned to improve their educational skills, organizational skills, time management skills and technical knowledge. They learned better ways to promote and motivate the students in all aspects. Teachers were taught



Teacher training being conducted inside the school

to encourage the students to actively take part in the activities conducted for their benefit and to ask questions. This would help in the overall development of the child and would also increase his overall capability along with his grades.

Methods of student assessment now have a more holistic and all round approach that is beyond academic performance. Using the proper training, the assessment of students has become easier including their curricular and extracurricular performance. The teacher training programs have encouraged teachers to talk about what consisted of good pedagogical practice i.e. the elements that are needed to be present for effective teaching and successful learning to take place and how these elements would react. The programs helped the teachers in developing a common vocabulary to enable them to converse across all sectors, settings, and phases. They were also taught to monitor the students when required and these skills helped the teachers in making the students more clear and direct with their concepts.

The training programs organized by the institutions are mostly ineffective because they often fail to check on the outcomes of training and whether it has addressed the specific needs of teachers and its outcomes on student growth and development. That is they are either complex concepts that have no practical use or they do not cater to the needs of the



teachers and quality development. Now, when it comes to the pattern of implementation of these training and sharing tips with who are implementing these below points should be taken into consideration.

Need-based training:

Every teacher has a different set of skills and requires training in some specific zone or areas. A single teacher can be good at disciplines but may not be good with lesson planning. Every teacher has unique skill sets and might face different challenges in each classroom. Another teacher can have strong digital skills but is not so good in communication. Therefore the teacher training cannot be generic considering these variations. Schools should always insist in providing specific training courses or workshops to the faculties based on their needs.

Bringing together the educators:

Teamwork along with collaboration is very important for high-quality teacher training. Every teacher brings to the table a different set of skills, experience and strengths. Teachers like to engage in practical activities along with covering their classroom discourse. During teacher training, teachers can come together to share good practices and experiences. When we speak about educators, not everyone can use a common technique but all practices can be interpreted and observed in accordance to their context.



Continuous professional development:

Teachers have to be really careful about what is having a good impact and what practices are having a bad impact in the classroom. They will only be effective if they learn continuously with their mistakes and the classroom environment. The schools can make reports on what type of help a teacher needs and where the teacher is facing problem inside the classroom.

Teacher training should always be a continuous process which should be repeated at regular intervals and can also be integrated in the school ecosystem.

Comprehensive training programs on Bloom's Taxonomy, Curriculum Development, Teaching and Learning Styles, Research Methods and Materials Production are much required and may require the involvement of educators from all departments. Training programs will help reduce pitfalls like bad discipline, inefficient use of pedagogical aids, improper PPTs, bloopers, and reducing morale of teachers.



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GOOD EDUCATION IS ALL ABOUT GOOD SCHOOLS



Good Education is all about good schools

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn,” – Alvin Toffler in his ‘Future Shock’.

Preamble

We often forget the basics when talking about education. We consider lofty ideas and an array of new technology-driven expensive investments. We tend to be carried away by the glitz and glamour of the affluent west, and their imitations in our own urban centres.

It appears that our emphasis has shifted to fanciful infrastructure in schools instead of many other significant factors that go to make a school effective and successful. State-of-the-art facilities do not necessarily make a great school. The soul of the school is elsewhere. Here is an attempt to delve deep and discover the quintessence of good schooling.

The reality is that without providing the essentials of a good school all over the country, we will not reach our destination of equitable quality education or lifelong opportunities to the vast student population spread across our cities, towns, villages, slums and tribal areas. A high-level farsighted intervention is required to do justice in terms of providing quality education for all.

Good education starts and ends with good schools. To use a metaphor, if we nurture the plants, chances are that we get healthy trees that bear good fruits. It's as simple as that. However, let's remember that 'simplicity' is not the same as 'simplism'

School Ambience

The location and atmosphere of a school are supremely important as they form the very first

condition for its assured success. A friendly ambience makes the students feel at home. They will have less distraction in such a setting. Many studies have shown that student absenteeism can be reduced if we improve the ecosystem of a school.

This doesn't apply only to students. Teachers also feel motivated and energised by the positive climate of a school campus. After all everybody loves to have a loving home. Home is where the hearth is, and the heart too is. Both students and teachers deserve a school with good facilities and a good climate. They would love it.

Leadership

Ralph Waldo Emerson once said, “An institution is nothing but the lengthened shadow of one man/woman”. What a prophetic statement that is!

In the bureaucratic scheme of things, seniority alone counts. We should realise at this point that a head should not be chosen just by virtue of one's seniority. We need to assign leadership to the most deserving in terms of potential. Anyone chosen as leader should fulfil certain essential conditions of leadership.

An institution's success is determined largely by its leadership. We need to train and build a cadre of leaders who are a cut above the rest. They must adorn positions of leadership by sheer virtue of their qualities of head and heart.

A leader must model unimpeachable conduct, behaviour and performance. ‘Caesar's wife must be above suspicion’ goes the saying. The leader must necessarily have an inspiring unblemished record and the credibility to lead the team.

School culture / Traditions

School culture and traditions are carefully nurtured by the teachers under the leadership of the school head. A lot of thinking and planning go into the creation of a positive culture.

School culture implies 'the way we do things here'. Traditions are the record or reminiscences of the many good things the school has done in the past. It becomes almost like a folklore. Generations will speak about them. The future generations will hear this being retold time and again. They form the traditions of the school.

Culture and traditions matter a lot. Every new student gets sucked into the solid culture and the noble traditions of the institution.

Teachers' calibre and commitment

A School is only as good as its teachers. Qualified teachers have to be available. Their salary and conditions of service must be such that they are secure and satisfied and stay on in the job. Their calibre, contentment and commitment are directly related to student achievement.

Teacher training at regular intervals under scholarly trainers should be ensured. It's very important that teachers are constantly updated. A good teacher has to be a lifelong learner.

Teacher–student rapport

Well trained teachers with high levels of motivation will ensure an empathetic approach towards students. We normally describe this as teacher–student rapport. It's this rapport that makes for a student–friendly school which is the best thing that can happen.

Teachers need to follow the dictum prescribed by Goethe, which goes as follows;

“When we treat child as he is, we make him worse than he is. If we treat him as if he potentially could be, we will make him what he should be.”

Infrastructure / Financial backup

Good classrooms, clean toilets, playgrounds,

library, labs, qualified teachers, electricity, potable water etc are basic needs. No school shall exist without them.

Physical infrastructure as already alluded needs careful planning and attention. Finance should be made available to ensure the maintenance of the school and its facilities. Schools of the 21st century should match up to the demands of the new era. Money must be found, whether in the public sector or private. There is no excuse to reduce allotment for education. Governments must consider health and education as paramount, next only to defence.

Parental support

Student success is the result of a collaborative effort on the part of the teachers and the parents. Needless to say, parents need to be involved in the upbringing and education of children. Parents need guidance especially if they are themselves not much educated. This is a painstaking process, but teachers shall not shy away from this onerous responsibility.

Policies of government local bodies

Governments need to give financial and logistical support to schools without discrimination of any kind. Government or private, all schools must be seen as worthy enterprises engaged in nation–building. They must be supported by the government and local bodies.

Teacher motivation

Teachers form the very backbone of a school. So they need to be given due respect and provided the much–needed moral support by the community. 'Good teachers are costly, but bad teachers cost more'. (Bob Talbert). It goes to say that teachers have to be paid well as they do in some countries like Luxemburg, Germany, Finland, Canada, Japan, Singapore etc who are also top performers in PISA

(Programme for International Student Assessment). Indian students too can perform well if they have good schools with good teachers.

High standards to be set and achieved

An institution has to have lofty ideals and ambitious targets to achieve. It has to keep its sights high and try to reach them. This is a challenge to be undertaken by the teachers, parents and students together. This collaborative effort will yield great results. As Nelson Mandela said, 'Education is the most powerful weapon which you can use to change the world'.

“Education is not a name of any degree or certificate that can be shown to others as a proof. Education is the name of our attitude, actions, language and behaviour with others in real life.”
Barrack Obama

Editor’s Note:

This article is written by someone who was in the field of education for half a century. He taught in Colleges and Schools, worked as Principal of a College for 8 years, and then spent most of his life in a CBSE School, as its principal for about 28 years.

This article is more like his testimony; his blue-print for an effective school! He dreams about such a school in every nook and cranny of our country. He believes that it’s possible and if it does, India will emerge as the most powerful country in the world.



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G20 REPORTS FROM VARIOUS COE REGIONS



Name of the CBSE Region: AJMER
Name of the School: BHUPAL NOBLES' PUBLIC SCHOOL, UDAIPUR RAJ.

Activities:

- 1) Fancy dress
- 2) Poster and teaching aids Exhibition on the theme
- 3) Rangoli competition
- 4) Quiz
- 5) Mono acting
- 6) Poem Recitation (Both Eng and Hindi)
- 7) Solo song
- 8) Solo dance

Key highlights of the activities:
Introduction to Pre-primary Education: Participants learn about the goals, curriculum, and teaching methodologies in early childhood education, emphasizing the importance of creating a nurturing environment.

Chief Guest: Col Shiv Singh Ji Sarangdevot active president of BN Sansthan and Vice Chancellor of Janardan Rai Nagar Rajasthan

Number of participating schools: 50 schools

Name of the CBSE Region: AJMER
Name of the School: PRAKASH HR.SEC.SCHOOL,AHD

Activities:

PPT Presentation on G 20

Key highlights of the activities:

Students from Classes VI to XII attended a seminar conducted by School on G 20. 270 students, 55 staff and 20 parents attended the seminar.

Discussion on G 20 held between all presented students, staff and parents.

A question / Answer session was also held where students asked questions and replied to the Principal.

Importance of G 20 given by Principal Mr. Mrugen shah

Number of participating schools: 1

Name of the cbse region: Allahabad

Name of the school: by sahodaya schools' complex lucknow chapter, uttar pradesh

Activities: talk show/ lecture/ panel discussion/ quiz/ song/dance

Key highlights of the activities: A massive conference on national foundation literacy, national education policy and g20 was held in Lucknow at Rani Laxmi Bai memorial school, sector 4, Indira nagar, Lucknow on 14th june 2023, which witnessed a plethora of educationist sharing their invaluable experience and views. It was an educational treat for the audience which comprised of students, teachers, principals and parents. The conference was flavored with an aesthetic dance performance and a thought provoking quiz on g20. The programme was organized by sahodaya schools' complex lucknow chapter, Uttar pradesh.

Chief guest: chief guest – Mr Lalit Kumar Kapil, cbse regional officer, Allahabad and guest of honour – Mr Anurag kumar singh, under secretary, cbse, allahabad

Number of participating schools: 300

Name of the CBSE Region: BANGALORE
Name of the School: SRI SRI RAVISHANKAR VIDYA MANDIR, BANGALORE EAST

Activities: Panel Discussion on FLN, NEP 2020, G20 and Nipun Mela

Key highlights of the activities: Sri Sri Ravishankar Vidya Mandir, Bangalore East organized a CBSE Karnataka State-level conference on the theme of 'Foundational Literacy and Numeracy (FLN), NEP (National Education Policy), and G20'.

The conference was part of the Janbhagidari events in commemoration of India's Presidency of G20 and was led by the Central Board of Secondary Education (CBSE) under the Ministry of Education, Government of India. The program witnessed a collaboration of educators, policymakers, and stakeholders from the education sector in Karnataka. The conference focused on promoting foundational literacy and numeracy skills among students.

The discussions and presentations by eminent speakers highlighted strategies, methodologies, and best practices to enhance fundamental skills.

The conference also aimed to create awareness about the National Education Policy (NEP), its key features, goals, and implementation strategies. The significance of the G20 in the field of education was emphasized, recognizing the global importance of education. The conference served as a valuable platform for stakeholders to gain insights, exchange knowledge, and foster collaboration in the education sector.

Chief Guest: Shri. Ramesh Menon Deputy Secretary & Regional Officer, Bangalore
Ms. Rekha Saraswat, Under Secretary & Head – Centre of Excellence, Bangalore.

Dr. Jangam Sunil Kumar, Under Secretary Regional Office Bangalore,

Shri. Rahul Singh Rathore, Assistant Secretary, Regional Office Bangalore

Shri. Paramasivam, Section Officer Exam Department Regional Office Bangalore

Shri. Padmanabhan, Section Officer, CoE, Bangalore

Shri. P Srinivasa Rao, Superintendent, CoE Bangalore

Smt. Vamsheepriya Amar, Chairperson Bangalore Sahodaya Schools Complex, & Principal MVJ International School Bangalore

Smt. Mini Johny, Treasurer Bangalore Sahodaya Schools Complex & Founder Principal, Yashasvi Vidhyanikethan Bangalore

Number of participating schools: 350

Name of the CBSE Region: Bhopal

Name of the School: St. Mary Champion H.S. School

Activities: Painting Panel Discussion Singing Classical Dances Speeches

Key highlights of the activities: Screening of film on Foundational Literacy and Numeracy: Participants are inspired by real-life success stories, raising awareness and sparking discussions on improving literacy and numeracy outcomes.

Exhibitions on Symposium on Foundational Literacy and Numeracy: Educators and stakeholders explore resources, teaching materials, and innovative projects related to foundational literacy and numeracy.

Cultural events by the students: Students showcase their talents in music, dance, drama, and visual arts, fostering a sense of community and providing a platform for self-expression.

Chief Guest: Mr. Shankarji Lalwani – Member of Parliament, Madhya Pradesh

Number of participating schools: 185

Name of the CBSE Region: Bhopal

Name of the School: DALY COLLEGE, INDORE

Activities: CBSE Regional Conference on FLN and NEP 2020 (under Janbhagidari)

Key highlights of the activities: Two panel Discussions, one each on FLN and NEP 2020 were conducted. The educationists of eminence decoded the FLN and NEP for easier and holistic comprehension of all stakeholders. The state level conference was attended by nearly 1000 participants. The gathering consisted of Principals, teachers and parents from across MP.

Chief Guest: Member of Parliament from Indore, Mr Shankar Lalwani.

Number of participating schools: 126

Name of the CBSE Region: Bhubaneswar

Name of the School: BNNR Public School

Activities: Number count

Name of the School: Aryavart Ancient Academy, Khordha

Activities: G-20 awareness program – plantation and poster making (cleanliness of water bodies)

Key highlights of the activities: Poster making – 2/06/2023 and plantation 23rd May.

Name of the CBSE Region: BHUBANESWAR ODISHA

Name of the School: HI-TECH PUBLIC SCHOOL BHUBANESWAR

Activities: 1. Reading Fluency 2. Introduction to Numeral 2 3. Concept of ascending and

descending order 4. Foundation Numeracy
Key highlights of the activities: 1. Reading Fluency – To enable the students with reading habits which will help them to understand the topic well, also increase vocabulary, grammar sense and fluency. Reading habits also develop concentration. 2. To improve the memorisation of number '2' via auditory, visual and kinesthetic methods. 3. Concept of ascending and descending order – Ascending and descending order is required for arranging the date from oldest to newest and vice versa in the data arrangement system.

Chief Guest: Mr. K. Shrinivashan RO CBSE Bhubaneswar

Name of the CBSE Region: BHUBANESWAR, ODISHA

Name of the School: YOUNG PHOENIX PUBLIC SCHOOL

Activities: 1. TARSIA PUZZLE 2. Place value of 4 digit number 3. Multiplication whole + fraction

Key highlights of the activities: Different activities related to FLN were presented for developing child's ability to read and use basic calculation, mathematical operations in daily life and also to provide a joyful environment

Chief Guest: Mr. K. Shrinivashan RO CBSE Bhubaneswar

Name of the CBSE Region: Bhubaneswar

Name of the School: ODM Public School, Bhubaneswar

Activities:

1. Panel Discussion on Foundational Literacy and Numeracy
2. Deliberation on NEP
3. Introduction to Pre–primary Education
4. Symposium on Toy–based Pedagogy
5. Screening of film on Foundational Literacy and Numeracy
6. Exhibitions on Symposium on Foundational Literacy and Numeracy
7. Cultural events by the students

Key highlights of the activities: Experts discuss effective teaching methods, curriculum development, and strategies to improve

literacy and numeracy outcomes. Participants analyze the provisions and implications of the National Education Policy, focusing on curriculum reforms, teacher training, and inclusive education practices. Participants learn about the goals, curriculum, and teaching methodologies in early childhood education, emphasizing the importance of creating a nurturing environment. Educators explore the use of educational toys to promote interactive and experiential learning through workshops and demonstrations. Participants are inspired by real-life success stories, raising awareness and sparking discussions on improving literacy and numeracy outcomes. Educators and stakeholders explore resources, teaching materials, and innovative projects related to foundational literacy and numeracy. Students showcase their talents in music, dance, drama, and visual arts, fostering a sense of community and providing a platform for self-expression.

Chief Guest:

1. Prof. Prakash Chandra Agarwal, Principal, RIE Bhubaneswar, Professor of Physics
2. Mr. K. Srinivasan, Regional Officer, CBSE – Bhubaneswar Region
3. Shri Jyoti Ranjan Mishra, Director, Elementary Schools & Mass Education Govt. of Odisha, Bhubaneswar

Number of participating schools: 70

Name of the CBSE Region: Bhubaneswar

Name of the School: Delhi Public School Kalinga

Activities: AWARENESS SESSION ON NIPUN BHARAT MISSION
SUSTAINABLE CRAFT MELA
QUIZ ON G20

Key highlights of the activities:

- Discussion on the National Mission for attaining the goals of FLN for the Teachers of Pre primary and Primary school.
- Learning Outcomes: Granular milestones of learning and progress leading to attainment of competencies
- Principles of Pedagogy for the Foundational Stage
- Learning through Play – Conversation, Stories, Toys, Music, Art and Craft, Outdoor Activities
- Strategies for Literacy and Numeracy at the Foundational Stage

Craft, Outdoor Activities • Strategies for Literacy and Numeracy at the Foundational Stage

• Showcased India's tradition, craft culture, local handicrafts, as a part of Azadi ka Amrit Mahotsav • Workshops were conducted for students by local artisans on pottery making, terracotta and bamboo articles which are environment friendly and sustainable.

Raised awareness about the historical background of G20 summit • Developed knowledge about the objectives of G20 • Focussed on promoting understanding of the importance of promoting peace and harmony amongst the students

Chief Guest: Mrs Mala Mishra ,PVC Dps Kalinga

Name of the CBSE Region: BHUBANESWAR

Name of the School: KRISHNA PUBLIC SCHOOL

Activities: CBSE led State Level Conference on FLN, focusing on FLN, NEP and G20 (Under Janbhagidari Events)

Key highlights of the activities: CBSE led State Level Conference on FLN, focusing on FLN, NEP and G20.

1. Session 1 on FLN by eminent speakers – State Coordinator SCERT (CG) – Mr. Sunil Mishra, and Head, COE, CBSE, Bhubaneswar – Dr. Akhilesh Kumar. Keynote speaker – Joint Director, SCERT, Chhattisgarh State, Dr. Yogesh Sheohare.

2. Session 2 on NEP by Resource Persons – State Nodal Officer, CG State, Mr. Alok Sharma and Executive Director, KPS, Raipur Region, Mr. Ashutosh.

3. Panel discussion on G20 by the Panelists – (1) Director, IIM Raipur – Prof. Ram Kumar Kakani, (2) Dean, IIT Raipur – Prof. Dr. Rajesh Ingle, (3) Dean, HNLU Raipur – Dr. Yogendra Kumar Shrivastava and (4) Dean, IGKV, Raipur – Prof. Dr. Vinay Kumar Pandey.

4. Power Point Presentation of FLN activities (Janbhagidari Events), organized by the school.

5. Quiz Competition on G20.

6. Painting Exhibition

7. Valedictory Ceremony

Chief Guest:Padmashri Dr. Surendra Dubey

Number of participating schools: 104

Name of the CBSE Region: Bhubaneswar

Name of the School: ABHINAV BHARATI HIGH SCHOOL in association with CBSE Principals' Sahodaya Complex Kolkata

Activities: NEP–2020 , FLN & G20

Key highlights of the activities: 1. Grand Inauguration in presence of RO Sir Bhubaneswar & West Bengal state education officers , 2. Excellent performance by special School Children 3. Five FLN Stations were presented & a painting corner where paintings of students of various schools were displayed 4. 262 participants which included Principals & Teachers of CBSE affiliated Schools in West Bengal .Parents & Students were also present there . 5. Two panel discussions were held on NEP & FLN and also speech & presentation were conducted ON G20 . The venue was well decorated with standees , flex , logos ,cutouts of G20 and Azadi Ka Amrit Mahotsav .

Chief Guest: Shri K Srinivasan , Regional Officer , CBSE , Bhubaneswar

Number of participating schools: 132

Name of the CBSE Region: Chandigarh

Name of the School: Delhi Public School Jammu

Activities: Inter–School Poster–Making Competition

Jadui Pitara Activity on FLN

Puppet Show highlighting Story–based pedagogy

Group Song on G20 theme

Expert Talks on FLN & G20 and the Road Ahead

Mega Conference

Panel Discussion on NEP Implementation

Student Experience Sharing on 9 day Summer Internship Program. Vocational & Skill Education

Teacher Talk on Spreading Menstrual Health awareness among rural girls and women under G20 goal

DPS teachers Presentations on G20, FLN & NEP:A Comprehensive Overview

Quiz on G20

Key highlights of the activities: Symposium on Toy-based Pedagogy: Educators explore the use of educational toys to promote interactive and experiential learning through workshops and demonstrations.

Chief Guest:

1. Ms. Sunita Rani, Under Secretary, CBSE RO Chandigarh
2. Ms Reva Sharma, J&K IMPARD, Jammu
3. Padma Shree Mohan Singh, renowned Dogri Author & playwright

Number of participating schools: 25

Name of the CBSE Region: Chandigarh (UT)

Name of the School: St. Joseph's Senior Secondary School 44d Chandigarh

Activities: 1>Welcome song and dance performance 2.Presentation on Innovative ideas for FLN related pedagogies/Activities 3.Release of Handbook designed on Innovative Practices to decode the Gamified Learning) 4. Release of Calendar designed on Innovative Practices to decode the Gamified Learning) 5.Two presentations by host school Coordinators (for class Balvatika to

Kindergarten , class first to third) 6.First Panel discussion on NEP 7.Exhibition on Innovative Pedagogies designed by St. Joseph's teachers(80 games) 8.Second Panel discussion on FLN 9. Food stall laid out by students from the Cookery Club was the centre of attraction. (chat, salads and different varieties of summer drinks) 10. Singing of a self composed song on FLN by a host school teacher. 11. Inter School Competition among students on Innovative ideas to strengthen on FLN and the winners were felicitated.

Key highlights of the activities:

- 1.The Exhibition having 80 Innovative games designed by teachers (based on FLN) of St. Joseph was the main highlight. Educators were awestruck to see the Creativity. 2. Coordinators of host school enlightened everyone about the salient features of FLN 3. A Quiz on FLN related terminology like NISHTHA, DIKSHA, NIPUN. 4. One Minute games to highlight the importance of listening & comprehension, which are base elements of FLN.. 5.Educational toys specially curated by students were deeply appreciated by all visitors. 6. Students handmade artifacts were presented as take-aways and Creative Bookmarks and handouts were distributed. 7.In order to promote (Go Local for Vocal) local artists and hand craft items were also presented.

Chief Guest: Mrs. Harjinder Kaur CCPCR Chairperson, Ms.Ravinder Kaur –Deputy Director School Education–cum Deputy State Project Director , Ms Reema Dewan –City Coordinator CBSE Principal DPS Chandigarh
Number of participating schools: 15

Name of the CBSE Region: Chennai

Name of the School: Govt. Girls Sr. Sec School

Activities: Displayed indigenous TLM, Activities related to FLN, Painting competition were conducted, Cultural program presented by students of different schools.

Key highlights of the activities: FLN activities carried out by the DIET in the island

also highlighted the importance of FLN and its potential to save the future of education in the islands.

Chief Guest: Mr. Aditya Kumar Jha, DANICS, Director of Education

Number of participating schools: 15

Name of the cbse region: chennai,tamil nadu

Name of the school: b v bhavan's rajaji vidyashram

Activities: G20, seminar,panel discussion on G20, foundational literacy and numeracy, screening of film on fln lecture on nep implementation by resource persons, quiz, drawing competition,poster making, programme by primary students

Key highlights of the activities: pencil sketching and quiz competitions engaged the student participants.Salient features of nep and implementation of nep were discussed in detail.

There was a panel discussion by the dignitaries on the issues on implementing nep.

A talk on G-20 by shri. Vasudevan was informative.

A mock panel discussion by the students was very impressive.

Certificates were given to all the participants . The G-20 summit was concluded with a vote of thanks.

Chief guest: mr. Dinesh ram, ro cbse, chennai

Number of participating schools: 145

Name of the CBSE Region: CHENNAI

Name of the School: HOST SCHOOL – ADITYA VIDYASHRAM RESIDENTIAL SCHOOL – IN COLLABORATION WITH SAHODAYA SCHOOL COMPLEX PUDUCHERRY

Activities: The event involved participation of students; teachers and parents. Students from all CBSE affiliated schools of our UT are being engaged in various events like Painting, Play, Quiz and Dance on G 20 and NEP and Video shares on FLN. Experts Resource Persons presented an interactive session on NEP and G 20 and the event schedule

included screening session on Foundational Literacy and Numeracy

Key highlights of the activities: The audience included over 145 participant students from 22 schools, plus Scouts, Guides, NCC Naval, Air Force cadets, Volunteers, Guard of honor students and compering team with teachers and parents, field experts, Principals, Sahodaya School Complex Executives, and Members, comprising a total of 793 in the Inaugural function and over 800 in the Valedictory Ceremony.

Chief Guest: The Presence & blessings of Her Excellency Dr(Smt.) Tamilisai Soundararajan – The Lieutenant Governor of Puducherry, on virtual mode in this auspicious occasion was blissful, encouraging the commitment, governance, of our 'janbhagidari' for the top notch reach in our observation in this conference on the theme: Foundational Literacy and Numeracy, National Education Policy and G 20.

We were fortunate and honored and extend our courteous gratitude to Shri.A.Namassivayam – The Ministerial Chief Guest of the Inaugural function – The Education Minister of Government of Puducherry, for the enlightening speech to the participants and to the educators at the event, on the importance of G 20, NEP and FLN, Showering the light of elegance in all special inspiration.

Number of participating schools: 22

Name of the CBSE Region: Dehradun

Name of the School: Delhi Public School Ranipur Haridwar

Activities: Cycle rally, Painting Competition, Sports Drill show, Dance performance

Number of participating schools: 187

Name of the CBSE Region: Dehradun

Name of the School: Universal Convent Sr. Sec. School RTO Road, Ward no– 43, Jaidevpur, PO– Haripur nayak, Kusumkhara, Haldwani (Nainital)

Activities: Play, Dance, Art & Craft, Nukkad Natak, Wall painting, Drawing, Quiz on G-20
Key highlights of the activities: 1.Lecture/talk

on- *National Education policy, * G 20,*
Foundational literacy & numeracy.

2. FLN station- phonics practice & number recognition

3. FLN Technology Exhibition

4. FLN reading festival

5.Awareness programs on theme G 20 , NEP & FLN through Nukkad Natak, Wall painting , Group dance , Art ,Craft & Out- reach in neighbourhood or campaign

Chief Guest: Dr. Ranbir Singh, Regional Officer, CBSE, Dehradun

Number of participating schools: 135

Name of the CBSE Region: Delhi West

Name of the School: Prudence School (Indraprastha School Sahodaya)

Activities: Nipun Bharat Pledge, Activities for students like Nukkad Natak (Street Play) on G 20, Mime Act on NEP 2020 & Best Out of Waste ,Session on NEP, Session on FLN, Session on "Theatre In Education", Quiz on FLN, NEP and G 20, for Principals & Educators, Honouring distinguished Community members

Key highlights of the activities: Through Nipun Bharat Pledge the participants committed themselves to build a cleaner and more sustainable India for present and future generations. Session on NEP helped educators to understand their role in shaping the future of education and improving the overall quality of learning experiences for students in alignment with NEP 2020. Session on FLN contribute to reducing the learning gaps and ensuring equal opportunities for all students. Session on FLN helped to understand the crucial role FLN plays in improving overall literacy and numeracy rates, which are essential for academic success and lifelong learning thus contributing to reducing the learning gaps and ensuring equal opportunities for all students. Street play on G20 encouraged active citizenship and inspired collective action towards building a more inclusive and sustainable world. Through Mime Act, students depicted the

transformative changes envisioned by the NEP, such as holistic education, skill development, and promoting critical thinking. Students participated in Best Out of Waste activity for students helped to promote sustainability, resourcefulness, and a sense of responsibility towards our planet and inspiring others to adopt eco-friendly practices in their daily lives. Session on "Theatre in Education " empowered to enrich the educational journey and foster a vibrant and inclusive learning environment. The quiz on FLN, NEP, and G20 for school heads and educators served as a valuable assessment tool and knowledge-building exercise. Distinguished Community members, Sh. Srinivas Sharma, Founder Hindustan Scouts and Guides and Dr. (Mrs) S.D. Malik, Chairperson Lovely Public School – these recognitions not only uplift individuals but also strengthen community bonds and encourage others to strive for excellence in their respective fields.

Chief Guest: Dr. Vinay Sahasrabudhe, President, Indian Council for Cultural Relations (ICCR) (Former Rajya Sabha Member)

Number of participating schools: 78

Name of the CBSE Region: Delhi West

Name of the School: Mount Abu School (Delhi Sahodaya Schools Complex)

Activities: Nipun Bharat Pledge, Activities for students like Nukkad Natak (Street Play) on G 20, Mime Act on NEP 2020 & Best Out of Waste ,Session on NEP, Session on FLN, Session on "Theatre In Education", Quiz on FLN, NEP and G 20, for Principals & Educators, Honouring distinguished Community members

Key highlights of the activities: Through Nipun Bharat Pledge the participants committed themselves to build a cleaner and more sustainable India for present and future generations. Session on NEP helped educators to understand their role in shaping the future of education and improving the overall quality of learning experiences for students in alignment with NEP 2020. Session on FLN contribute to reducing the learning gaps and ensuring equal opportunities for all students.

Session on FLN helped to understand the crucial role FLN plays in improving overall literacy and numeracy rates, which are essential for academic success and lifelong learning thus contributing to reducing the learning gaps and ensuring equal opportunities for all students. Street play on G20 encouraged active citizenship and inspired collective action towards building a more inclusive and sustainable world. Through Mime Act, students depicted the transformative changes envisioned by the NEP, such as holistic education, skill development, and promoting critical thinking. Students participated in Best Out of Waste activity for students helped to promote sustainability, resourcefulness, and a sense of responsibility towards our planet and inspiring others to adopt eco-friendly practices in their daily lives. Session on "Theatre in Education" empowered to enrich the educational journey and foster a vibrant and inclusive learning environment. The quiz on FLN, NEP, and G20 for school heads and educators served as a valuable assessment tool and knowledge-building exercise. Distinguished Community members, Sh. Srinivas Sharma, Founder Hindustan Scouts and Guides and Dr. (Mrs) S.D. Malik, Chairperson Lovely Public School – these recognitions not only uplift individuals but also strengthen community bonds and encourage others to strive for excellence in their respective fields.

Chief Guest: Dr. Vinay Sahasrabuddhe, President, Indian Council for Cultural Relations (ICCR) (Former Rajya Sabha Member)

Number of participating schools: 78

Name of the CBSE Region: Ernakulam Region

Name of the School: Kendriya Vidyalaya kavaratti

Activities: 1. Streaming Videos G 20 2. STORYTELLING 3. Rangoli Making, Environment Day Celebration 4. Cycle Rally 5. AUDIO-VISUAL AIDS 6. FLN- ART AND

CRAFT COMPETITION 7. FLN-SPORTS ACTIVITY 8. Poem Recitation under FLN 8. Students from class 6 to 12 participated in a Poem recitation competition. 9. Parent Teacher Meeting. 10. Screening videos . 11. Workshop: 12. Screening videos .

Key highlights of the activities: 1. Introduction to G 20 "Awareness on FLN" 2. Conducted FLN based special story telling activity 3. G20 FLN 4. Cycle rally to create awareness about G20 by students of classes VI to XII. The program was flagged off by In charge Principal 5. FLN videos on use of toys & ICT in classroom 6. MAKING OF VARIOUS TOYS, ART ITEMS FOR BETTER LEARNING. 7. FLN using games and toys for creating a learning environment. 9. Parents Teacher meeting from class 3 to 5 on awareness of G20 and FLN . 10. Screening videos on awareness of G20 and FLN (from class 9 to 12). 11. Awareness Programme on LAKSHYAS AND ITS IMPLEMENTATION UNDER FLN NIPUN BHARAT MISSION FOR PSTs/ PRTs. 12. Screening videos on awareness of G20 & FLN for classes 6 to 8.

Chief Guest: 1. Shri. E. Ravindranathan: District Education Officer, Department of Education UTL 2. Shri. Saju Thomas: Principal, DIET 3. Smt. Safiya C O: Lecturer DIET. 4. Shri. Mohammed Hashim S V: Lecturer DIET 5. Shri. Anwer Sadath, Co-Ordinator Samagra Shiksha 6. Dr. Badeuddin Thangal: Lecturer DIET and Resource person 7. Shri. Sayyed Sabiq T, Lecturer DIET, Resource person.

Number of participating schools: 3

Name of the CBSE Region: Greater Noida West

Name of the School: BCM Arya Model Sr. Sec. School, Shastri Nagar, Ludhiana Punjab
Activities: Poster-making Competition, Literacy station, Numeracy station, Exhibits related to SD Goals, Tech Hub, screening of FLN videos Awareness rally

Key highlights of the activities: Various activities and aids related to Foundational Literacy and Numeracy, Interdisciplinary teaching learning aids related to SD Goals, Latest innovations in Technology provided a dynamic and immersive learning environment

for students, teachers and parents

Chief Guest:

1. S. Mandeep Singh Sidhu IPS, Commissioner of Police, Ludhiana
2. Mrs. Nisha Garg, District Attorney (Legal)

Number of participating schools: 250

Name of the CBSE Region: Greater Noida West

Name of the School: The Manthan School

Activities: Painting Competition, Shadow Puppetry, Karadi Kaksha, floor Maze, Puzzles, JAM sessions, Art & craft corner, Literacy stations and numeracy stations, story telling stations, story creating activity Nipun mela, tambola, Sports Integration in Numeracy, Quiz Competition on G20

Chief Guest: Ms. Urmila, Joint Secretary, CBSE and Mr. Satya Narayan Sahu, OSD and press secretary to former President of India K R Narayanan

Number of participating schools: 133

Name of the CBSE Region: Guwahati

Name of the School: Holy Brook School

Activities: Painting Competition, FLN Station, Story Booth, Awareness Programme on FLN

Key highlights of the activities:

Screening of videos related to FLN, Five best entries of the winners in Painting competition were displayed and students were awarded with a certificate and a trophy. Parents along with their students of pre–primary sections attended the FLN station as well as the Story telling booth. Students of class 9 to 12 visited the neighbouring community and displayed the concept of FLN and distributed books of pre–primary classes to the parent

Chief Guest:

1. Sri T.S. Tamuli, District Programme Officer, SSA
2. Sri. Rishi Das, HOD Zoology Dept, Tinsukia College

Number of participating schools: 70

Name of the CBSE Region: Guwahati, Assam

Name of the School: South Point School

Activities: Panel Discussion, Presentation on NEP, Quiz, Painting Competition, Story Narration, Vocabulary

Key highlights of the activities:

1. Conference/Seminar on NEP, G20 and FLN
2. Panel Discussion by participating schools.
3. FLN Stations are created.
4. Story narrations with props and a lesson on vocabulary.
5. Q&A Session
6. FLN Technology were demonstrated using resources provided in cbseacademic.nic.in/fln
6. Quiz
7. Drawing competition

Chief Guest: Mr Thongkholet Mate, Regional Officer, CBSE Guwahati

Number of participating schools: 160

Name of the CBSE Region: Guwahati

Name of the School: Govt. T N Sr Sec School

Activities:

1. FLN technology Exhibition
2. FLN stations (Phonic, Reading, Number
3. NIPUN mela
- 4 Teacher Led presentation
5. FLN Story Booth
6. FLN reading Festival
7. Live classroom experience for parents/SMCs
8. Senior students as FLN ambassador

Key highlights of the activities:

1. NIPUN mela
2. FLN station
3. Participation of various schools
4. FLN tlm Exhibitions
5. Panel discussion
6. Story telling sessions

Chief Guest:

Shri Ravindra Telang, Additional Chief Secretary, Education Department Govt. of Sikkim

Number of participating schools: 115

Name of the CBSE Region: Guwahati (R.O)

Name of the School: Modern Hr. Sec. School

Activities: Inauguration : a.Lamp Lightning, b. National Anthem, c. Welcome Song, d. Folk Dance, e. Welcome address by Mrs.Chandni Chandran(Director Secondary Education ,govt. of Tripura, f. Mime show by the Students

Key highlights of the activities: This program highlighted the importance of FLN, G20,and its potential to save the future of education and environment . Awareness program on the theme G20,Mime show ,Nipun Mela, Painting Exhibition, Group dance, Quiz Competition , Number Game, NEP,conference/seminar on FLN,G20.

Chief Guest: Chandni Chandran, Director of Secondary Education, Govt. of Tripura

Number of participating schools: 127

Name of the CBSE Region: GUWAHATI

Name of the School: LIVINGSTONE FOUNDATION INTERNATIONAL

Activities:

1. Conference/Seminar on NEP, G20 and FLN
2. Panel Discussion by participating schools.
3. FLN, NEP, G20 was explained through PPP .
4. Q&A Session
5. Drawing competition

Key highlights of the activities: The conference was graced by Prof. Dr. Saundarjya Borbora, Vice Chancellor, ICFAI University Nagaland as the Chief Guest who was also a guest speaker on G20. The other guest speakers on the occasion included Prof. John Sema, Professor, Department of Political Science, Nagaland University, Dr. Yolila Sangtam, Assistant Professor, Department of Teacher's Education, Nagaland University and Dr. Tolto Metha, Team Member, Nagaland Bamboo Development Agency.

Chief Guest: Prof. Dr. Saundarjya Borbora, Vice Chancellor, ICFAI University Nagaland

Number of participating schools:24

Name of the CBSE Region: Guwahati

Name of the School: Kingcup Public School

Key highlights of the activities: State level Principals meet was organized

Chief Guest: Smti K K Meena Education Officer

Number of participating schools:74

Name of the CBSE Region: GUWAHATI

Name of the School: MIZORAM INSTITUTE OF COMPREHENSIVE EDUCATION, AIZAWL MIZORAM

Activities:

1. FLN Reading festival.
- 2.FLN stories
3. Painting competition

Key highlights of the activities:

1. FLN Reading festival is organized where parents narrate stories in English and Mizo languages. Different tables are set up and students and parents are distributed into groups.

2. Teacher–governed FLN story booths are set up and students used print materials and props to create stories.

3. FLN stories are set up focusing on specific skill/ concept on Phonetics & Languages and numeracy (number recognition) and reading comprehension.

4. Painting competition is held on the theme 'Better Environment: Better Tomorrow'.

Name of the CBSE Region: GUWAHATI

Name of the School:ARMY PUBLIC SCHOOL SHILLONG

Activities: Lecture and Panel Discussion on FLN, Cultural Dance, Quiz Competition, Exhibition of Teaching Aids for FLN

Key highlights of the activities: Army Public School Shillong, hosted a one day State Level Seminar on "Foundational Literacy and Numeracy (FLN) in collaboration with the Central Board of Secondary Education, New Delhi, on 15th June 2023. The conference was held in commemoration of India's Presidency of G20 and was led by the Central Board of Secondary Education (CBSE) under the Ministry of Education, Government of India. The main objective of this session was to create awareness about FLN amongst teachers and to familiarize them with the skills to help them understand its nuances, curricular

expectations, shift in the pedagogical skills and its implementation for the 360 degree holistic development of its stakeholders, the students.

Chief Guest: Brig. Jitendra Sharma, Brig ADM, 101 Area

Number of participating schools:31

Name of the CBSE Region: Leh Ladakh

Name of the School: Mahabodhi Residential School

Activities: 1. Inter CBSE School Drawing & Painting Competition on G20. 2 FLN Stations exhibiting various TLM stalls related to teaching of Literacy and Numeracy by the different CBSE affiliated schools of Leh Ladakh. 3. Key Note address on FLN by Ms. Deepti Sawhney, the CEO and Founder Mahattattva, New Delhi 4. Enriching talks on NEP 2020 and G20 by various personalities. 5. Panel Discussion on FLN. 6. Distribution of handouts regarding Salient Features of NEP and FLN to over 300 Foundational Stage teachers of Leh and Kargil district.

Key highlights of the activities: The Conference was one of its kinds in the U.T of Ladakh and was a huge success. There was an overwhelming response from all stakeholders and participants. As many as 310 teachers, 215 students, over 100 dignitaries, parents and guests participated in the conference. Everybody went back with much inspiration and new ideas for a better imparting of FLN in their respective schools and educational institutions.

Chief Guest: His Eminence Prof. Samdhong Rinpoche, The Former Prime Minister of Central Tibetan Administration (CTA) for the inaugural session and Sh. Sonam Dorjey Namgial, The Chief Education Officer Leh Ladakh for the Panel Discussion in the afternoon session.

Number of participating schools: 36

Name of the CBSE Region: PANCHKULA

Name of the School: GATEWAY INTERNATIONAL SCHOOL, SONIPAT, HARYANA

Activities: G-20 STATE LEVEL SCHOOL CONFERENCE

Key highlights of the activities: Two panel discussions (one for school heads on nep, and one by school educators on fln), painting activity and cultural activity

Chief guest:dr rajendra kumar anayath, vice chancellor, dcrust university, murthal

Number of participating schools:34

Name of the CBSE Region: Patna

Name of the School: S.D.S.M. School for Excellence

Activities: Panel Discussion, Painting Competition, Quiz Contest

Key highlights of the activities: Jamshedpur hosts CBSE led One Day Conference on FLN, NEP & G20 at S.D.S.M. School for Excellence. 533 participants from 57 schools across the state includes Principals, Panelists from various walks, students & parents under the G20 theme 'Vaudhaiva Kutumbakam'. Quiz & Painting competitions for students, Expertise Opinion from Panelists & Learning Interaction with knowledge sharing. An enriching experience for all.

Chief Guest: Inaugural Guest – Ms. Nirmala Kumari Barelia, DEO & Ms. Nishu Kumari, DSE, Valedictory Guest – Mr. Kunal Sarangi, Spokesperson, BJP

Number of participating schools: 57

Name of the CBSE Region: PATNA

Name of the School: ACHARYA SHRI SUDARSHAN PATNA CENTRAL SCHOOL

Activities: FLN, NEP, G20 and Painting Competition

Key highlights of the activities: Painting competition was conducted based on the theme "One family, One earth, and One future" in which 67 schools participated with 158 students across the state to create awareness, promote understanding and enhance knowledge about G20 on the basics of NEP.

Chief Guest: Mr. VIVEK KUMAR SINGH – IAS, Development Commissioner gov. bihar, patna

Number of participating schools: 123

Name of the CBSE Region: PATNA
Name of the School: DAV PUBLIC SCHOOL
 BSEB COLONY, PATNA
Activities: FLN, NEP, G20
Key highlights of the activities:
 FOUNDATIONAL LITERACY & NUMERACY
 MISSION
 NATIONAL EDUCATIONAL POLICY
 Training & Workshop
Chief Guest:
 1. Dr. Joseph Emmonéal– Director(Academics)
 2. Mr. Manoj Shrivastav–
 Director(Professional)Exam
 3. Mr. Ram Shanker – Director (Training)
 CBSE
 4. Mr. Biswajit Saha – Director (Skill
 Education)
 5. Mr Arvind Kumar Mishra – RO CBSE Patna
 6. Tarun Kumar– Joint Secretary & Head COE,
 Patna
Number of participating schools: 246

Name of the CBSE Region: Pune
Name of the School: Mount Litera Zee
 School, Goa
Activities: State Conference on G–20, NEP
 and FLN
Key highlights of the activities: State
 conference on G–20, NEP and FLN was
 conducted on 10/06/2023 from 9.00a.m. to
 1.00p.m. for teachers and other dignitaries
 from the Education Department of Goa. 1.
 CBSE Sahodaya, Goa Schools and members of
 AGGRUSA encouraged the teachers to attend
 the Conference. 380 teachers attended the
 conference. 2. Welcome of dignitaries by Dr.
 Sandhya Venkatesh, President Goa Sahodaya
 3. Session on NEP by Dy Director Shri Manoj
 Sawaiker. 4. Session on Foundational Literacy
 and Numeracy by Shri Sawant. 5. Short
 documentary on FLN 6. Implementation of G–
 20 in schools by Mast Kushal Melvani student
 of Sunshine Worldwide School. 7. Valedictory
 8. Vote of thanks by Ms Sindu Hemant
 Secretary Goa Sahodaya
Chief Guest: Dy Director Education, Goa
 Education Department
Number of participating schools: 28

Name of the CBSE Region: Pune
Name of the School: Sahodaya School
 Complex, Pune
Activities: FLN/ NEP2020/ G20/Mental
 Health & Well being– Nukkad Natak, Dance,
 Singing, Musical performance, Exhibition–
 Models and Plan of action
Key highlights of the activities: “School
 Health, Life Skills and Wellbeing Exhibition” by
 Dr Mohan Agashe– Padmashri and veteran
 actor, Dr Emmanuel, Dr Ram Shankar, Dr Rama
 Sharma, Mr Ram Veer, Address by Dr Jitendra
 Nagpal, Program Director, The Life Skills &
 School Wellness Program Keynote Address by
 Guest of Honor Padma Shri Dr Mohan Agashe
 veteran Indian actor & Psychiatrist , Street
 Play : On Contemporary Themes, Quizzard:
 The Adolescence Quiz (Written Round), Other
 Student participants will witness the NUPUR
 2023 in Hall 2, Panel Discussion FLN : The
 Umbilical Cord of Holistic Development, Dr
 Anjali Gurjar, Ms Devika Nadig, Ms Mrinmayee
 Bhawe, Ms Nirmal Waddan , Lt. Col Dr. Prateek
 Yadav Moderator : Mr Pranay Oswal, NUPUR
 2023: Indian Classical / Western Music/
 Songs Representation, Street Play : On
 Contemporary Themes for Students ,
 RHETORICS: The Young Orators
 Championship, Quizzard: The Adolescence
 Quiz (FINAL STAGE ROUND) – Mr Anansh
 Prasad, Bharatiya Yuva Sansad: The National
 Youth Health & Wellbeing Parliament
 (Facilitation: Team Expressions India),
 Interaction with SMT. NIDHI CHHIBBER,
 Chairperson CBSE, Way Forward for NEP
 2020 – Teachers Workshop on ‘Leadership in
 Pedagogy for Safe Schools of 21st Century
 India’ , Reformation taken by CBSE– SAFAL,
 HOLISTIC PROGRESS CARD, SQAA – Dr
 Pragya Director, Academic Assessment,
 Ambassadors for an enriched future,
 Workshop for Educators & Adolescent Peer
 Leaders School Safety in the Context of
 Behavioural and Emotional Wellbeing –
 Empowering Role of Adolescents & Educators
 as Agents of Change– Ms. Geeta Mehrotra,
 Col Lt. Dr Prateek Yadav, Ms Aprajita Dixit ,
 Moderator – Ms Jayshree Venkatraman, The
 Adolescent Pledge Holistic Learning: Mind,
 Body and Spirit Benefits of Drama and Art in

Education– Dr Rupali Dhamdhare, Students Workshop on a Life Skills Approach to Understanding Gender and Wellbeing Transformational Leadership – Mr Shirish Sebastian

Chief Guest:

Padmashri, renowned veteran actor Dr Mohan Agashe, Panelist: FLN the Umbilical Cord of Holistic Development

Dr. Anjali Gurjar– Principal, Pawar Public school Nanded City

Ms. Devika Nadig – Shikshangan Founder

Ms. Mrinmayee Bhawe– Founder, SES Gurukul School

Ms. Nirmal Waddan– Principal, The Kalyani School

Dr Lt. ColPrateek Yadav– Professor Psychiatry AFMC,

Moderator: Mr Pranay Oswal Founder and Managing Director of IQube

Anansh Prasad: Quiz, Sansad.

Founder and Managing Director of Skillsphere Education

(Moderator)Savita Travis –Principal ,Pratibha International School

Jayshree Venkatraman: Principal, SNBP Rahatni

Dr Rupali Dhamdhare, Principal ,Trinity Interanational School

Dr Bharati Rajguru (RP) ,Consultant Clinical Psychologist

Shirish Sebastian (RP) ,International Educator & Wellness Coach

Geeta Mehrotra,Sr. Resource Faculty Expression India

Aparajita Dixit ,Clinical Psychologist

Dr Jitendra Nagpal ,Director,Expressions India

Number of participating schools:200

Name of the CBSE Region: TRIVANDRUM ,KERALA

Name of the School: NAVAJEEVAN BETHANY VIDYALAYA

Activities: Talk on G20 , Talk on Implementation of NEP , Talk on FLN , FLN stations (Story telling numbers and grammar),Story telling by parent , Live Class

rooms on experience on math

Key highlights of the activities:

Deliberation on NEP: Participants analyze the provisions and implications of the National Education Policy, focusing on curriculum reforms, teacher training, and inclusive education practices.

Chief Guest:

Sri Mahesh Dharmadhikari , CBSE RD , Kerala Region, Sri . T P Sreenivasan , Former Diplomat, Smt. Sreerexha prasad , CBSE Recourse Person & Mr. Bineesh Menon ,

Number of participating schools: 188

Name of the CBSE Region: VIJAYAWADA

Name of the School: VISAKHA VALLEY SCHOOL

Activities: Talk and Lecture on Foundational Literacy and Numeracy

Panel Discussion on FLN

NEP & G20

Key highlights of the activities: The seminar will delve into three interconnected themes: Foundational Literacy, Numeracy, and their alignment with the goals of the National Educational Policy, while also exploring their significance within the G20 framework. Experts from the fields of education, policy-making, and academia will serve as panelists, leading interactive sessions and discussions on these crucial topics. Participants will have the opportunity to engage in fruitful dialogue, share best practices, and gain a deeper understanding of the subject matter.

The State level CBSE Seminar on Foundational Literacy and Numeracy, National Educational Policy, and G20 at Visakha Valley School marks a significant milestone in the pursuit of quality education. By bringing together key stakeholders, the seminar aims to inspire transformative changes in teaching practices, policy implementation, and international collaboration. The event holds the potential to shape the educational landscape, empower educators, and contribute to the holistic development of students across the state and beyond.

Chief Guest:

1. DR.SMT.ESHWARI PRABHAKAR PRINCIPAL, VISAKHA VALLEY SCHOOL

2. MR.S.K.PANDEY, PRINCIPAL, DPS UKKUNAGARAM
3. MR.KAMALJEET, PRINCIPAL, KV WALTAIR
4. MRS.V.SUSHEELA, PRINCIPAL, STEEL CITY PUBLIC SCHOOL DUVVADA
5. MR.J.SREENIVASA RAO, PRINCIPAL, NSTL
6. MRS.SITA SRINIVAS, STORY TELLER
7. PROF.A.CHANDRA MOHAN, VC, CUTN
8. MRS.A.KOUSALYA, PRINCIPAL, SRI SATYA SAI VIDYA VIHAR
9. DR.SMT.PARUL KUMAR, PRINCIPAL, NAVY CHILDREN SCHOOL
10. MRS.C.VASUNDHARA DEVI, PRINCIPAL, VIJAYAM SCHOOL
11. MRS.K.MADHURI, PRINCIPAL, VIGNAN WORLD ONE SCHOOL

Number of participating schools: 25

Name of the CBSE Region: Vijayawada

Name of the School: Delhi Public School Nacharam

Activities:

1. Set up FLN stations
2. Teacher-led presentations on the impact of innovative practices (TLMS/Guides/Pedagogical Innovation) on foundational literacy and numeracy.

3. Organize a FLN reading festival where parents narrate stories to encourage reading amongst children.
4. Create awareness amongst parents around FLN by giving them a live classroom experience
5. Form groups of senior students who can create FLN related materials for FLN grade students, which can be demonstrated by them in classrooms.
6. Appoint school seniors as FLN ambassadors where they can be mapped to FLN grades and organize play-based activities for them focusing on FLN concepts.

Key highlights of the activities:

1. As part of FLN reading festival, parents were seen choosing story books of their ward's interest and read out the stories to them
 2. FLN stations were created in all classrooms as well as library in which students learned about phonics, reading and numbers
 3. Senior Secondary students created learning materials on topics based on Literacy and Numeracy skills relevant for classes I & II and demonstrated the lessons in their classrooms
- Chief Guest: Prof B. J. Rao – Vice-chancellor – University of Hyderabad

Number of participating schools: 190



ACADEMIC CIRCULARS JANUARY TO JUNE 2023



Academic Circulars January to June 2023

| Circulars- 2023 | Month | Subject |
|-----------------|----------|--|
| Acad-03/2023 | January | Prevention of cervical cancer among girl students |
| Acad-06/2023 | January | Observance of Road Safety Week under "Swachhata Pakhwada" 2023 |
| Acad-07/2023 | January | CBSE Storytelling Competition- 2022-23 Click Here to Apply. |
| Acad-10/2023 | January | Celebration of 18th Foundation Day of National Commission for Protection of Child Rights (NCPCR) |
| Acad-12/2023 | January | 4th CBSE EXPRESSION SERIES for the Session 2022-23 |
| Acad-14/2023 | January | Celebration of National Girl Child Day on 24.01.2023 |
| Acad-15/2023 | January | Live Broadcast of Pariksha Pe Charcha 2023 on January 27, 2023 |
| Acad-16/2023 | January | Calendar of Student Enrichment Activities 2023 |
| Acad-17/2023 | January | Brief Write ups on G20 |
| Acad-21/2023 | February | Cyber Awareness Campaign – 'Stay Safe Online' |
| Acad-25/2023 | February | Launch of CBSE's Draft Learning Frameworks of Classes XI-XII For feedback from Principals/Teachers |
| Acad-27/2023 | February | Launch of the CBSE Reading App |
| Acad-30/2023 | February | Online Course on 'Catch the Rain – Jal Shakti Abhiyan' by NCERT on Diksha Portal |
| Acad-31/2023 | February | Adolescent Peer Educators Leadership in Life Skills, Health and Wellbeing Programme-Registrations for Third Phase of Training Programmes |

Academic Circulars January to June 2023

| Circulars- 2023 | Month | Subject |
|-----------------|-------|---|
| Acad-32/2023 | March | Observance of International Women's Day |
| Acad-33/2023 | March | Universal Postal Union (UPU) 2023 – International Letter Writing Competition |
| Acad-34/2023 | March | Observance of International Year of Millets (IYOM) |
| Acad-35/2023 | March | Inviting articles for CENBOSEC (January – June 2023) |
| Acad-36/2023 | March | Mission Life Style For Environment (LiFE) |
| Acad-39/2023 | March | Secondary and Senior School Curriculum and Sample Question Papers for the session 2023-24 |
| Acad-41/2023 | April | CBSE Science Challenge 2023-24 |
| Acad-45/2023 | April | Assessment and Evaluation Practices of the Board for the Session 2023-24 |
| Acad-46/2023 | April | Inviting Suggestions and Ideas for 100th Episode of 'Mann Ki Baat' Program |
| Acad-47/2023 | April | Vidyanjali Program – reg. |
| Acad-52/2023 | April | 1st CBSE EXPRESSION SERIES for the Session 2023-24 |
| Acad-53/2023 | April | 'Children Sports Festival' to be observed under Azadi ka Amrit Mahotsav |
| Acad-54/2023 | April | Art-Integrated Projects from classes I to X with Pairing of States/Union Territories |
| Acad-58/2023 | May | International Al-Beruniy Chemical Olympiad at Uzbekistan – reg. |

Academic Circulars January to June 2023

| Circulars- 2023 | Month | Subject |
|-----------------|-------|--|
| Acad-59/2023 | May | <u>National Level Awareness Webinar for Physical Education Teachers by NADA</u> |
| Acad-60/2023 | May | <u>National Technology Week 2023 – reg.</u> |
| Acad-63/2023 | May | <u>International Museum Expo 2023 – reg.</u> |
| Acad-68/2023 | June | <u>P.N. Panicker National Reading Day, Week and Month 2023 Celebrations</u> |
| Acad-69/2023 | June | <u>Compulsory online training program PRAYOG for Principals (July & August 2023)</u> |
| Acad-72/2023 | June | <u>Celebration of International Day of Yoga 2023 – reg.</u> |

ACKNOWLEDGEMENT



ACKNOWLEDGEMENT

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We would also like to congratulate the schools whose contributions have been selected for the cover pages: Sandipani School, Nagpur and Guru Nanak International Public School, Gujarkhan Campus, Model Town, Ludhiana. Their valuable insights and perspectives have added depth and diversity to the magazine.

We would like to extend a special thank you to Mr Henrich P, our talented magazine designer and his team, for their exceptional skills in bringing our vision to life. Their creative prowess and attention to aesthetics have transformed the magazine into a visually captivating masterpiece. Their dedication and hard work are greatly appreciated.

We would like to thank our Chairperson Smt Nidhi Chhibber, IAS and Director Academics Dr Joseph Emmanuel for their constant support and for providing us with the resources necessary to bring this magazine to fruition.

Lastly, we would like to thank all our readers for their continued support and engagement. We at the CBSE Academic Unit are looking forward to your feedback to further enhance the quality of the upcoming CENBOSEC issue. Kindly send your feedback to cenbosec1@gmail.com

Sincerely

Arunima Mazumdar
Joint Secretary (Academics)
CBSE

LEARNING FOR LIFE

January – June 2023



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