



# PURPOSIVE PEDAGOGICAL PRACTICES

*AN ANTHOLOGY OF EXEMPLARY  
CLASSROOM TRANSACTIONS*

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An Anthology of Exemplary Classroom Transactions



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

Kendriya Vidyalaya Sangathan, New Delhi



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## **Purposive Pedagogical Practices**

An Anthology of Exemplary Classroom Transactions

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### **E-Book**

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## Foreword

So how do we describe a teacher? Dictionary defines the teacher as ‘one who teaches, an educationist’. So, is the teacher supposed to confine imparting knowledge of the prescribed text or get the students involved in the learning process making learning a lifelong journey? Dr. S.V. Radhakrishnan mentions that “true teachers are those who help us think for ourselves”. The thought encapsulates the responsibility that teacher has in shaping a student’s life through their conduct and way of teaching. They teach and explain, discipline and guide, encourage and nurture so that students are encouraged to explore the world around them. The curiosity for learning once kindled helps students to reflect, absorb and develop abilities and skills essential for their growth, the very purpose of education. Learning then becomes a lifelong joyful activity.

National Education Policy (NEP) 2020 recognizes the role of teachers as central to the transformative process to bring purposeful changes in the education sector. With the child at the centre of the reform process, it encourages teachers to experiment with effective pedagogies in classroom transactions. It speaks of the overall development of child by emphasising on socio-emotional learning of the child in his formative years of growing. Kendriya Vidyalayas in its journey of more than five decades is known to provide a holistic quality learning experience to the students. Teachers in Kendriya Vidyalayas have started working to realign teaching as per recommended pedagogies to improve classroom learning outcomes. My recent interaction with a student of class II of a KV in Hissar confirms the belief when he innocently says that he enjoys offline classes because the teacher makes him understand things in different ways.

This compilation is an attempt to document the unique, interesting, and innovative pedagogical practices observed during inspection or classroom observation through the eyes of supervisory officers. The idea is to encourage supervisory officers to recall interesting classroom engagement in the spirit of NEP that speaks of giving freedom to the teacher to explore, experiment, innovate and teach in different ways making learning an engaging experience for students and teachers as well. What comes out through these observations is a broad picture of teachers of Kendriya Vidyalayas, i. e. a teacher who is involved, is able to engage with students through innovative methods, and seamlessly adapts to challenges.

My sincere thanks to the officers who have contributed by penning their observations and seem to have enjoyed doing so. I am grateful to our art teachers who have added colours to the compilation by capturing the essence of narration by their creative portrayal. I hope this effort which was started in the academic year 21-22, would continue to serve as a learning for others and a repository of good practices in this organization.

**Nidhi Pandey**  
**Commissioner**





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# 1

## A Salute to The Gurus in KVS



Illustrations: P.S. Mishra, TGT (AE), KV No. 1 Gurugram

When I became a teacher more than three decades ago, my utmost curiosity was to find who were the popular teachers in the school and to know the reasons for their popularity. My earliest memory in this regard is a conversation that I had with a colleague of mine whose son was in primary class. I asked him the question, “Who is your son’s favourite

teacher?” I was expecting a name from among the microscopic list of teachers, which I had guessed. But to my total surprise he said Mrs. L was his son’s favourite teacher. He further added that she is perhaps the best story teller in the school and that’s why she is the favourite of not only his son but the entire class. He further requested that for her past students too, she continues to be their favourite teacher. Also he elaborated, what impact those stories had on his son and so on. Of course, I later on learnt that possibly Panchatantra tales were among the earliest pedagogies in the world. Also our Vedas and Upanishads have lot of stories to convey some of the complex ideas in easily comprehensible terms. (By the way, the initial part of KVS prayer is taken from Taitriya Upanishad. And there is an interesting story related to the name of this Upanishad.)

The next reminiscence refers to an incident that happened more than two decades ago. Dates back to my initial days in the regional office. After completing the panel inspection, we were waiting to board a local train to get back home. A very senior Principal was a member of this team. I recalled her appreciation of a class in the post inspection meeting and asked her to tell me what was so special in that class. Those were the days when Primary Teachers were being trained to adapt to the 'Activity Based Teaching – Learning'. Then she started by saying that she had never seen such an activity to teach prepositions. With a lot of excitement, she narrated her experience. Even though more than two decades have passed after that conversation, still I am able to recall most of it. Let me try to describe it in her own words:

“When I entered the class, all furniture items except a few, were pushed to the side of the walls and a large circle was drawn in the centre. The few furniture items were placed in a zig zag fashion inside that circle.

When I asked the teacher to begin her class, she said, “Children we are going to play a game today”. Then she asked a few students to get inside the circle. She further assigned an animal to each one of them. She then narrated the rules of the game which were simple: 1. Identified students shall play roles of the assigned animals; 2. When start signal is given, the students shall try movements similar to that of the animals which they were assigned and 3. When stop signal is given, all students should come to rest. What happened then, was a sheer delight to watch.

When she gave the start signal, children started imitating the respective animals. Rest of the class enjoyed. After a couple of minutes, she gave the signal to stop. Then she asked the children whether they enjoyed it and asked the question, if someone could not see, how can that person be helped? When students could not answer, she said can we describe what is happening inside the circle. Then she gave the start signal and also started describing the movements. Statements like ‘monkey is trying to jump over the bench’, ‘elephant is unable to climb on top of the table’ etc. Again after a few minutes, she gave the signal to stop. This time she changed the students. Then she lets the student continue to play for a while. During the break she recalled the statements and wrote them on the black board. She then identified the prepositions, underlined them and gave a simple explanation to the concept of prepositions.

But when the next few rounds were played, student volunteers were called to describe. And when the statements were being recalled, she was writing only the prepositions on the board. Thereafter when the game concluded, the students were asked to take their notebooks, recall the descriptive statements and write five of those statements. When the students had written the statements, she once again explained what a preposition is, and asked the students to underline prepositions in the

statements written by them. All these were done within the allotted time of the period which is 35 minutes.”

To her pleasant surprise, the Principal said, she checked a few note books, but could not spot even one mistake. This made her conclude, how effective the class was! What I rue even today is that I did not get the opportunity to witness that class nor am I able to recall the name of that teacher (very bad on my part).

Down the memory lane, more than a decade back, I was on a panel inspection to a KV at Guwahati. This time again, a Principal (member of the panel) was very exuberant in praise of a Primary Teacher, in the post inspection meeting. After the end of the meeting, I asked the Principal what was so special in that class which she was referring to in her speech. The Principal then said, this teacher who appears to be shy and withdrawn actually transforms into a magical person, when she starts the class and explained how she was actually making the students to sing a rhyme in Class II.

This time I decided to not only see that class but also record the lesson with the help of an Art Teacher, who was equally keen to learn. And what a sight it was. Indeed, the shy looking teacher transformed into a magical performer once the singing started. The recording is available at this link: <https://www.youtube.com/watch?v=qgc325GoJBg&t=87s>

What is noteworthy in this video was the innovation of the teacher in localizing the rhyme. Western musical instruments along with the typical sound they produce were referred in the rhyme; but the teacher adapted it to include Indian musical instruments with which the students of Class II are familiar. These are only a few examples and that too I have





listed from my personal experiences. But KVS is blessed with such a wonderful set of teachers who have dedicated themselves to the cause of nation building with their competence and commitment. I wish that such stories continue to inspire every one and give us the confidence to successfully implement the ideas/ recommendations/ suggestions listed in the NEP-2020.

---

**N.R. Murali**

**Jt. Commissioner (Trg)**

**KVS (HQ) New Delhi**

## Teachers Worth Emulating

# 2



Illustrations: P.S. Mishra, TGT (AE), KV No. 1 Gurugram

I taught science in schools for about 12 years. We have a hierarchy of subjects in our social milieu which are largely market-driven. Science is on the top followed by commerce and humanities streams. Subjects like arts, music, sports are rarely mentioned. This false notion of superiority is very common in our society and it took some time to erode this notion

from my mind too. With the passage of time, I realised that every subject has the potential to be the best for a child or a group of children. An effective teacher can create love for the subject among the students. Later in life, my professional commitments gave me the opportunity to visit large number of schools and interact with hundreds of teachers and students. I met many exemplary and dedicated teachers. However, due to limitation and format of the article I am sharing my thoughts about two outstanding teachers who amazed me with their ability to connect with students and motivate them.

I met an Art teacher in Jaipur during my tenure between 2015 and '18. He is a very self-effacing sort of a person but very hardworking. My first introduction and interaction took place in the seminar hall of KV No 1 Jaipur where he along with his students exhibited drawing and painting. Soon I realised that he enjoyed a good reputation amongst students. As an art teacher, one is supposed to teach the students up to class VIII normally. But I found that large number of students of class 11th and 12th also visit his class and continue to learn artwork from him. While observing his class it is noticed that he gives a lot of freedom to the students to choose the medium of painting, also the technique and methods associated with it. This freedom to choose is very crucial for the creative input that they easily do not get.

His pedagogy can be summarised in three words- 'imagination, thinking and encouragement'. In order to elaborate my point, I would like you to have a look at the picture of a naked dry tree drawn by a student of Class VI. The student with the help of one or two drops of ink on a piece of paper and gently blowing them with patience and little bit of tilting the canvas created a beautiful piece of art which is absolutely captivating. It's nothing but imagination and power of thinking which is associated

with the skill that the students learn gradually from their teacher with practice and perseverance.

His multifarious approach to art education intrigued me. His ability to connect with local surrounding and identifying the areas of artwork is praiseworthy. He encouraged students to undertake projects on Bheel Art of Jaisalmer while working in Kendriya Vidyalaya, Jaisalmer. It was presented in National Kala Utsava - 2016 by the students and widely appreciated.

Students take keen interest in learning the Calligraphic techniques with great interest. He also engages students in mask making and painting with natural organic colours. He very often organises the art exhibition to depict the artwork of the students which is very popular in Rajasthan. The biggest achievement of a teacher is to create the love for the subject in the hearts and minds of the students. Once I asked him about his achievements - he instantaneously said that large number of students from class 11th and 12th do come to me to continue their practice in art work which is very satisfying; specially when art is not a compulsory subject for them and not a part of their examination. Quite a good number of his students have pursued fine arts as their career. He also named many brilliant students who could have otherwise opted for engineering and other such professional courses but have pursued five years integrated course in Fine Arts. He shared works of many of his students who are now engineers and management consultants or doctors and are working with very prestigious organisations and still continuing painting as hobby and they keep on posting him through WhatsApp and social media even after lapse of so many years.

He himself is an artist of par excellence and organised many national

and state level exhibition to showcase his artwork. His charcoal portraits are stunning.

His landscape paintings with watercolour are the main attractions at various exhibitions. He is an asset to the organisation. If you ever happen to visit KVS Regional Office Jaipur you can see some of the best portraits and paintings by him on the walls of the Regional Office. He has considerable years of service left and I hope that with his indomitable spirit he would continue to guide the upcoming students with zeal and dedication.

Now let me share about a note worthy Primary Teacher whose ability to go down to the level of student is appreciable.

She is an experienced primary teacher with almost 28 years of service in different school systems. I visited her Vidyalaya in November, 2019 along with few Principals to supervise the Vidyalaya. I was very desperate to observe a good class. Normally, if you happen to visit the corridors of primary classes the most oft- repeated word is - keep silence... शांत रहें ... बातें मत करो...etc. The teachers literally struggle to control the class and it is needless to say that they miserably fail. And, even if silence is procured it is not conducive for learning and least it is not joyful and child centric which is a prerequisite for a good primary class.

I entered into a class, where from outside one could hear some noise but a lot of systematic interaction between students and teacher. It was class 5 and she was narrating a story from English textbook 'Flying Together'. It's a story adapted from Panchatantra. The story is about the flock of wild geese that lived in very tall and strong tree inside the deep forest. The story highlighted the fact that the birds are not paying any attention

to the advice of old wise bird, due to procrastination and laziness. Later these geese birds were trapped by the hunter but finally they overcome the problem by paying attention to the advice of the old wise bird. Thus, they could save their lives. The most interesting part was the amount of discussion that she could generate with students. They were very vocal and expressing their ideas freely. She discussed quite interesting anecdote by asking the students how we can pretend to be dead as it had a reference in the story. The entire class was breathless and silent for a moment and then there was the release of energy with lot of halla-gulla. She was very quick to utilise the opportunity to encourage the students for role play and motivated the students to frame their own dialogue. She also used tongue twisters and riddles in her class to make it lively. It is said that nine-tenths of education is encouragement. She is an excellent motivator and knows how to involve students for various activities.

Very often we emphasize upon improving communicative English by allotting separate period with a dedicated teacher for the purpose- but it's a well-known fact that wherever the classroom interactions are rich and students are encouraged to speak actually, it helps to improve the communication skills. And, it is the natural way. She says that "I have always encouraged mass participation of the students as it gives platform to those students who were shy and very introvert to participate in the activities." Reading for pleasure and reading aloud with the students has been a regular activity which she undertook with the students and it has resulted into a great success, as majority of the students are very good readers and their comprehension levels are also quite satisfactory. She uses class library books for supplementary reading. She is also the in charge of Primary wing and keeps conducting workshops for further strengthening the Primary wing. Her Principal says - "her enthusiasm



and dedication inspire all of us." Such teachers are role models and worth emulating.

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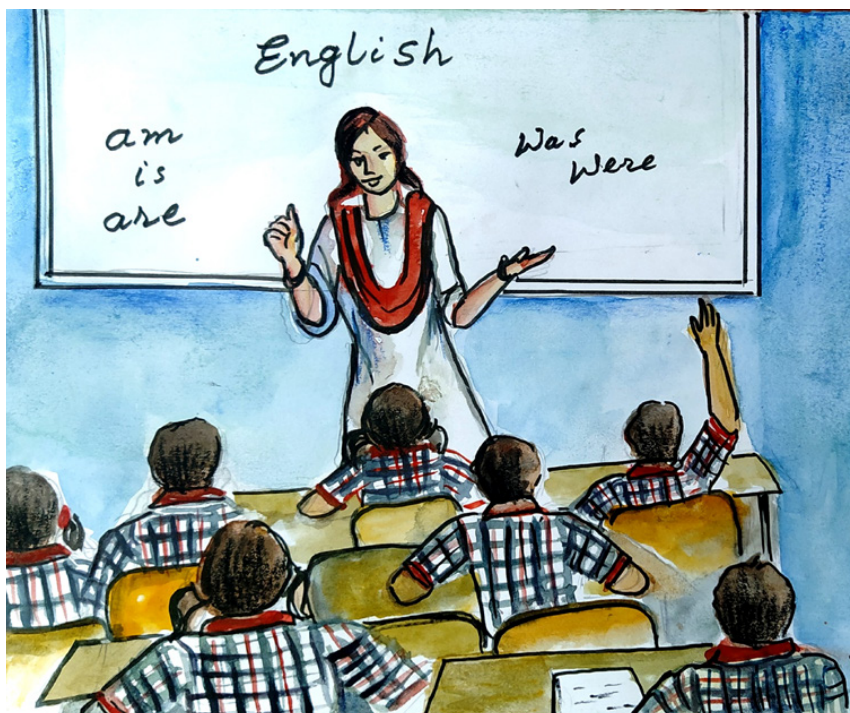
**Jaideep Das**

**Joint Commissioner (Admin)**

**KVS (HQ)**

## A Teacher Who Inspires Through Teaching

3



Illustrations: P.S. Mishra, TGT (AE), KV No. 1 Gurugram

It gives me immense pleasure to pen my thoughts about a fervent, competent and vibrant teacher of my Vidyalaya. 'Know Your Learner' is her key to contribute to the holistic development of her students. She is an active listener, thinks before she speaks, a voracious reader and a confident writer who imparts knowledge effectively across a spectrum of



learners. She plans and executes lessons with such learning outcomes that not only help the learners to achieve short term goals like scoring well in examinations, but also long-term progress to achieve their goals. She is a magnet who attracts by connecting the lessons in curriculum to life lessons. Questioning is indeed a part of teaching, but I have seen her motivating the learners to question and enabling them to climb the ladder of high order thinking resulting in honing the cognitive, critical and creative skills in them. As a facilitator, she assigns group activities encouraging teamwork and peer learning. Her enriching reciprocal teaching sessions inspire them. With her interdisciplinary approach, she takes the learners beyond the textbook from what they know to what is unknown, collaborating other subjects and integrating with her lessons. There is no class of hers wherein she doesn't assess her students.

She uses various methods to get meaningful feedback through verbal inputs in real classrooms to instant chat box adjectives from the learners in Virtual meets. Every opinion, view, suggestion and criticism from colleagues and students is valuable to her. Being in constant touch with their parents and concerned about the learners' progress moulding them for a bright future is what I have seen in her. She is an unbiased counsellor and an affectionate guide and because of this trait, they confide in her. She also integrates vocational guidance in her English lessons to make them aware of the galaxy of career options. She stays updated through various webinars and uses excellent ways to integrate Information and Communication Technology into her teaching to make the flipped classrooms and blended learning riveting. She experiments with her teaching methodologies and now post-pandemic; she tries her hand at every available online tool like gamification and making puzzles apart from quizzes to keep up the learning spirit of her learners and give them the best learning experience.

She is a person who focuses on developing the personal social qualities through storytelling, narrating real life experiences, podcasts and demonstrating them herself in the teaching learning process. The learners are triggered with questions which prompt them to observe, explore and even research, widening their experiences resulting in experiential learning. This is also done through encouraging the learners to share their experiences fearlessly in verbal or written form. Belief in self is carved out in each learner by her as every child is unique and possesses talent. She has a good sense of humor and wit and laughs with her students which is the need of the hour to uplift the spirit of the students amidst stressful situations like the Pandemic. She stimulates the learners to participate in extra-curricular activities assuring help and guidance at every stage resulting in developing their life skills. She is an exemplary teacher who participates in every event and opportunity coming her way.

She makes the teaching learning process enjoyable for her learners who in turn love and respect her for her endless efforts. Seeing her involvement with students reminds me of a sharpener striving to sharpen each pencil (student) meticulously with patience and time. Lucky are those who have such a teacher to sculpt them and KVS is indebted to her for vivifying and preparing the future citizens for life. On this Teachers' Day, I wish her a very Happy Teachers' Day. May God bestow her with good health to continue her journey in this noble profession and achieve success in all her future endeavors!

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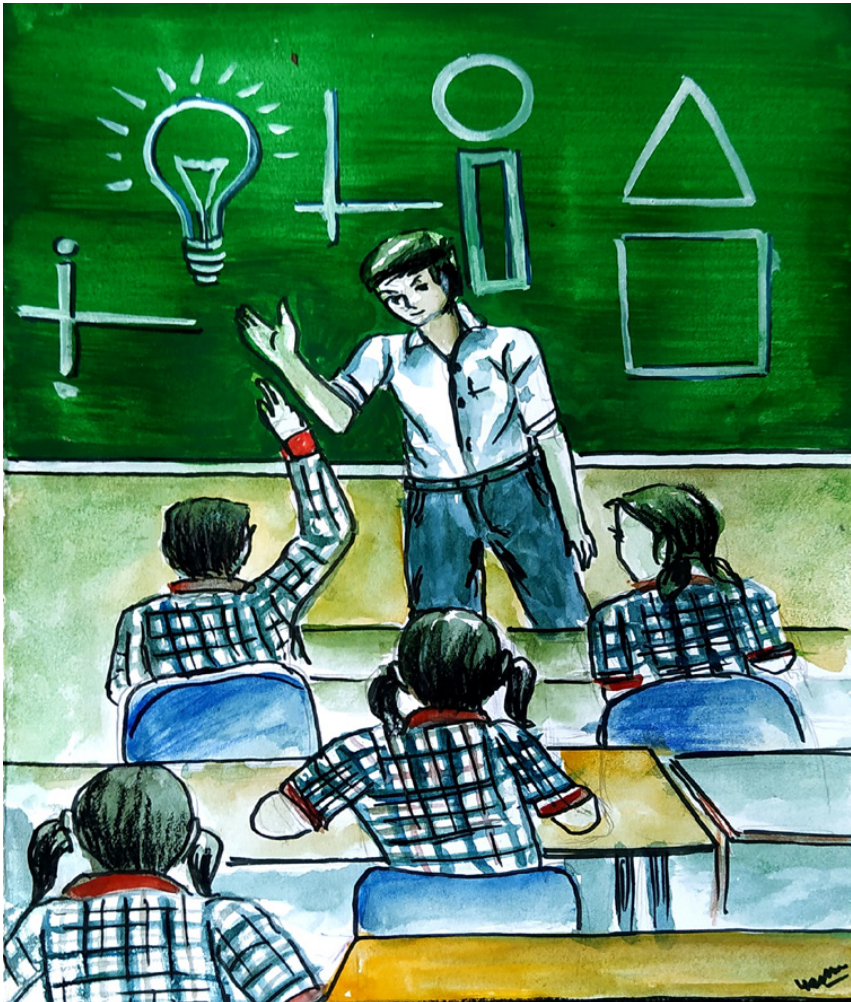
**Sunita Diwakar**

**Principal**

**KV EME Baroda**

# 4

## Art- An Interdisciplinary Tool



Illustrations: P.S. Mishra, TGT (AE), KV No. 1 Gurugram

Let me tell you about a teacher who is very resourceful in inculcating an everlasting aesthetic sense and a positive attitude among students for art and drawing. The students feel delighted to learn skills of art and drawing from him and apply them during art & drawing classes, preparing projects & assignments for other subjects and on numerous other occasions such as decorating the Vidyalaya as and when there are any celebrations, cultural activities etc.

He has embraced the challenge to instil love for art among the students, and poured himself into it, to give the gift of creative expression to a generation of students in varied forms of art and drawing such as pencil drawing, chalk drawing, crayon drawing, rangoli drawing etc. He always tries to improve motor skills, simple things like mastering a paint brush or using crayons and pencils.

Students take keen interest in decorating their classrooms, Vidyalaya building & premises. The viewers just get fascinated by the work of the students. The decorations are entirely different from one place to the other suiting to the place of decoration i.e. classrooms, walls or fences of the building. His artwork is prominently displayed around the school which communicates the importance of art. His every drawing is so lively that it leaves an impact on the minds of the students. Even parents and visitors happen to read and comprehend the message of his artwork displayed in the Vidyalaya premises. During his classes, the students come up with different themes and reflect their themes in the form of art using their imagination and creativity. He has been a guiding force behind students' theme, imagination and creativity.

He engages the students and lets them be active participants in their learning of art. During his classes, the students are carried away to the

world of imagination and become the contributors in his art and drawings, which are based on different themes carrying specific messages and the young minds open up to creativity and fantasy.

The students enjoy his art and like learning from him. He puts his best effort to enhance their artistic endeavours, generate habits and perspectives useful to learning art. The students seek inspiration in the rich contexts of his art. He has instilled creativity and innovation among the students in the field of drawing and painting and has made his teaching learning a pleasurable experience for the children.

His art encourages students to seek out meaning in his works. He has transformed his classrooms into an art studio, profusely displaying the art projects of students. He spends countless hours displaying students' work.

He has expanded what is considered possible in the classroom and given the students access to different approaches, focusing on comprehending the art more than on materials and technique. He has always wanted his students getting charged into the art room with fun lessons. An attitude of “can do” is developed among students in his classes. They take up any art project as a challenge and put in their heart and soul while doing it.

With the help of his guided artistic insight students have improved in academic performance in areas like Math and Science as well as the literary field. The visualization of activities just by an ordinary pencil in science and mathematics seems to be much more vivid, clear and attractive than done in the textbooks. By doing so, it seems, as if, they have learnt and understood better and as expected from them.

The projects and assignments prepared by students in languages like English, Hindi and Sanskrit have been found blended with art and drawings which states well that the language items are understood deeply by them. Students of the Vidyalaya have been much successful in art based projects in the main subjects. The picturisation of textbook lessons by the students with the help of art and dialogues has made them comprehend the theme, message and ideas behind lessons.

The students are found to be very keen and enthusiastic in reflecting their art and drawing skills on numerous occasions and as a result every year many students get prizes in drawing and painting competitions organized at different levels. He himself has received many awards and recognitions in his field.

To sum up, he has been a guiding force behind the success of students in various competitions. The way students take their Science and Math activities, the way they take up their projects of languages and other, it seems as if he helps the core subject teachers to optimise the concept of inter - disciplinary approach in teaching learning process.

His contribution during different Vidyalaya functions and celebrations has been commendable. He is a silent worker and a down to earth personality. He holds high esteem among students, parents and his colleagues. It is not hyperbolic to say that he is an asset to Kendriya Vidyalaya Sangathan, a prestigious organization.

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**Jitendra Kumar Daroch**

**Principal**

**KV V V Nagar**

# 5

## You Touch the Future



Illustrations: Sandhya Jaiswal, TGT (AE), KV Manesar

A teacher is a beacon in the darkness and a hope that gives the students courage and strength to lead their life. Students can never repay the valuable contribution of their teachers who arouse their hearts with the light of knowledge by removing all sorts of ignorance. Teachers are the source of inspiration to the students which help them to go ahead and



be successful.

Teachers are the backbone of any academic institution and always play a big role in shaping the life and career of students.

As we adopted the online mode of teaching during the COVID-19 pandemic, our teachers attempted several new methods to engage with their students.

Though the teaching fraternity of KV CRPF Yelahanka is exemplary, I would like to record a few of my observations hereunder.

Let me begin with the primary section. Keeping the students engaged during the online class is a big challenge especially in the Primary section. A Primary Teacher tried to address this issue. She used colourful Power Point Presentations. The fonts of her PPTs are always big and bold. She would make more engaging materials that capture the child's attention. The use of animation, in her Power Point Presentations keeps the children engaged and it also facilitates interesting interactions. I have also observed the way she conducts some of experiential learning in the class. Since the children are at home, they have access to several raw materials. She takes advantage of the same and makes them perform via video conferencing. Parents have also given a very positive feedback about such experiential learning. They have conveyed that the children enjoy such activities and are able to retain the concepts better. Apart from these, she also uses tools like live worksheets from websites viz. Testmoz.com and Quizlet.com which has added a new dimension in the class. The children are able to test their skills through methods other than the pencil-and-paper method which is usually employed in classrooms. She uploads editable worksheets and assignments for parents and



children to access as per their convenience.

Next, I move on to Secondary classes. One of the Math teachers whose class I enjoy observing, is an outstanding teacher, who has also been a Resource Person for training teachers from Hyderabad, Chennai, Ernakulum, Kolkata and Bengaluru regions in 'Usage of Multimedia' in online class room transactions.

He uses writing board software such as 'Active-Inspire and jam board' which is very useful in solving mathematical problems. He generates an impression of a live classroom environment even in online classes with such software. He also makes use of 'Microsoft Edge' to present documents/notes in PDF format and explains to them on it by using all the tools available such as pen, eraser, highlighter etc.

He has acquired mastery in using 'Graspable Math app' for teaching Algebra and Geogebra for Geometry. He uses Mathtools and Robocompus in explaining geometrical constructions.

He has his own channel for videos on YouTube and students watch his videos quite frequently. He makes his own videos using SCREENCAST-O-MATIC and OBS Studios.

Now moving on to Senior Secondary classes, let me introduce to you all one of our English Teachers. While observing his classes, I found that he is able to relate his lessons to the students. He is able to give relevant anecdotes which enables apposite understanding of the lesson. He also motivates the students to narrate their own experiences related to the lesson being dealt with and in this way, they are able to connect themselves with the lesson. He always makes the lesson interactive.

He does not maintain a monotonic voice, rather plays with the tone and tenor of his voice which makes the listeners more attentive.

His teaching learning process is inclusive of speeches by students. They energetically participate in group discussions. Such sessions always encourage mass participation and it helps him set clear learning objectives and achieve the learning outcomes. It also helps him assess each and every student of his class based on his participation in such activities. He organizes online interdisciplinary debates in the classroom and the students very enthusiastically participate in the debates. One of the debates that the students of science class participated was on 'Artificial Intelligence'. There had been an intense argument in the class about its advantages and disadvantages. He makes his classes more interesting by conducting quiz in his online classes after completion of almost every chapter thereby guaranteeing suitable understanding of the text.

Now I must mention the next highbrow, another teacher who has explored the materials available and equipped herself to keep the students engaged and stimulated in her Online classes. She has developed concepts using advanced media, devices and techniques and involved a wide range of activities to provide a meaningful learning experience to students to experience scientific concepts than to just have an audience view.

She has given me an impression that concepts of Physics are conveyed better with animations and animation videos. She uses most frequently PhET simulations, to provide a wide range of activities to provide a meaningful learning experience. She uses DIGI board and split screen option of google chrome animated video and theory parts with



simultaneous discussion to have a classroom experience. She also uses virtual science lab available online to give hands on experience of learning the subject without much expense. For short-term progress checks, she makes sure to build continuity between lessons by conducting quizzes on previous topics which the students find interesting and keeps them motivated for learning.

All the efforts and hard work that our teachers have invested to bring out the best can never be repaid in mere words.

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**Parvez Husain**

**Principal**

**KV CRPF Yelahanka, Bengaluru**

# An Incredible Teacher

6



Illustrations: Sandhya Jaiswal, TGT (AE), KV Manesar

Well begun is half done - is how i should put her work culture. Here I bring to you the story of one such teacher.

A Post-Graduate Teacher who has contributed to the growth of her students through sustained, dedicated hard work and unwavering

commitment. She inspires her students towards improvement of communication skills in English among the students, in both spoken and written forms through various activities designed as inter and intra-class co-curricular competitions like article writing, team-debates, slogan and speech writing. These activities conducted for brain storming, collection and organising of ideas and presentation empower the students to be better communicators in English as the real-life situations are simulated through both online and offline modes and they get a taste of the actual world. The year of the pandemic has encouraged her for re-invention of skills of teaching and learning English, as learning the language has now shifted to the online mode. The pedagogical skills for a teacher of English are tailor-made to suit the requirements of the online mode of teaching as well. The lesson plans have more technology-oriented content in the form of eye-catching and comprehensive text unravelled through power point presentations. This is followed by video presentations of the textual poems. Recapitulation is conducted in the form of a novel, interactive-on the spot self-devised quizzes, where the students answer through the chat box to the questions posed on the basis of visual stimuli. They score points for the correct answers and the student who gets the maximum points gets a virtual certificate of excellence.

The students train themselves to learn at their own pace, to explore their innovative and creative faculties and to actively participate and at times even lead the learning process through various curriculum integrated activities like online group work, just-a-minute speeches, panel discussions held in online classes. Group presentations by students involve self-made videos and power point presentations which are prepared and presented by the students on the topics assigned to them. These include textual content, writing skills and listening & speaking skills. Virtual classrooms have been converted into research-

based, explorative project works that require student involvement and participation at all levels in a team. As the students present their work to their classmates, peer learning is reinforced. Even Class work and homework assignments are so chalked out to supplement the learning acquired in the class through analysis, creative interpretation and research. They are submitted through Google classrooms and students receive grades and feedback from the teacher.

Incorporating anecdotes from familiar day to day experiences in the teaching learning enable students to relate to the chapters. These are in the form of memes and humorous references from movies which students find as stress busters and they approach the learning with spontaneity. The classroom interactions with the students are planned out to elicit the required responses and hence are lively and involve student's participation even in the online mode. The integration of the concerns and expectations of the adolescents through actively pursuing activities of Adolescence Education Programme in teaching learning strategies has also worked as an innovative practice as the activities designed in the AEP Manual are deftly incorporated in the textual content. These well-trained students have exhibited their oratorical skills by speaking and engaging in multiple Webinars like the National Youth Day.

What has been the most productive outcome - is how teaching and learning of English has been intertwined with the co-curricular activities and various events held in the Vidyalaya in a planned and phased manner. Students have been inspired in creative expressions either through art and craft activities like drawing and painting, Rangoli or mask-making as well as in performing arts like dramatics or singing and dancing during these trying times. They have tapped into their artistic and creative faculties to produce unique creations.

Mental wellness of the students is also being taken care of through such inter and intra-class activities that engage their senses constructively and innovatively. The literary inclinations of the students are also harnessed through original compositions of poems, short stories, articles and write-ups and are published through the virtual mode.

Even at times as these when assessing the target learning outcomes is restricted to the online evaluation tools, employing Google forms, online quizzes and other evaluation methods elicits responses from all the students, irrespective of their academic performances ensuring the achievement of target learning outcomes. Removing impediments in the path of learning of the students; be it by providing financial assistance or emotional support in the form of counselling are all readily given by the teacher to ensure the continuum of learning . I believe that when a teacher instils such confidence in her students that they develop faith in themselves, which is the true measure of how “destiny is being shaped in the classrooms of Kendriya Vidyalayas.” And that’s why I find this teacher setting new standards of excellence with her teaching.

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**Dr. Ritu Pallavi**

**Principal**

**KV No.3 Bhopal**

## A Devoted Teacher

7



Illustrations: Sandhya Jaiswal, TGT (AE), KV Manesar

It is a matter of great pleasure to share with you about one of our school teachers who has been pursuing an approach which triggers the thought process in student's mind and students are becoming self-directed learners gradually. My observation is based on what I have been witnessing over 5 years and 7 months as principal in Kendriya Vidyalaya,





Vidisha. He is an exemplary teacher in our school who adopted new methodologies for academic transactions and also adapted as per changing demand of students. I saw a great transformation in him from 2019 onwards when he realized that --**he alone cannot give quality result every year through traditional teaching through chalk and talk method.** He realized that student's quality performance in academics is not only limited to class room teaching and then he tried to inspire students **to own their learning** with necessary handholding.

He used to give quality result before 2018 AISSCE (Performance Index between 70 to 75) and suddenly in 2018 his performance Index in class –XII Biology came down to 50.5. He got convinced through series of capacity building workshop in school, that he needs to change his approach so as to get the good quality result perennially irrespective of any impediments. That was the turning point in his approach and he started analyzing the poor quality result through open minded approach.

He adopted various types of methods to facilitate students to improve their scores in CBSE class-XII exam. He understood that teaching in the present scenario is pupil centric. He realized that our blame shifting mechanism like-- apathetic attitude of students, parents and allied things would not help to achieve desired goals rather the positive approach will do.

He understood that --student's unorganized study leads to poor result. Some students cannot manage themselves in the studies, they are to be constantly monitored by the teacher concerned with the specially designed hand holding scheme for each category of students .

He undertook an action research where he wanted to know his students

from various angles by developing a tool called “Reality Check- Know Your Student (KYS)”. Reality check is a self-reflection tool for students to collect student’s self-appraisal data of various concepts of topics and subtopics through a format (now collected through google forms) after every chapter in cumulative fashion. He also developed a student’s scanner to collect information about student’s time management, interests, habits, core strengths and various behavioral aspects. Students were trained to identify their strengths and weaknesses as per the rubrics framed in the form of 'Reality check tool' about their academics and other aspects that help in learning. He worked on the fact that --understanding students is more important than teaching in the class. Once he understood the student’s academic status and learning attitude then it became easy for him to devise hand holding support to guide students and make them self-directed learners.

He used to analyze data from the response sheet in numerical and graphical format. Here every student is decoded after analysis on the basis of learning status, future plan, time required to reach desired goal etc. He always remains in touch with parents and believes in counselling students and parents. He evolved himself during Covid-19 and subsequent lock down and digitized many things he used to follow in manual mode. He quickly transformed his work culture in online mode and prepared repository of video lectures and e-content for student's quick reference in a compiled link sheet and that was kept in public domain.

He employs “Flip Teaching Model” in his class which reinforces the objective of making students self-directed learners. It was observed in his subject that students would do some research on the subtopic and volunteered to present his/her assigned topic in seminar and webinar

very often. He uses various online mode to explain lab activities and assess student' performances by using various apps and software developed by him. Preparation of graded questions in each chapter for his students worked wonders when he reached out to students on the basis of multiple diagnostics tools like – MRAP, reality check tool and daily class performance. He adopted various modes of managerial job to ensure that graded questions are solved by each and every student as per the pace and standard of student for quality result. Collaborative learning was also seen during class inspection. Now I see less teaching and more of managing student's academic affair as a coach where students are being inspired to become self-directed learners. They are being trained to frame questions and search from various sources. It is gratifying to see that students are engaged in groups and sub groups to meet the target.

He gives time for sorting out student's problem on a personal note. He participates in academic planning, organizing study material, various types of testing and monitoring in his class. Student's trust level is high with him. It is with his efforts that students are excelling consistently in competitive exams and he achieves a high performance index (above 90 always) in his subject. The efforts made by him is to make learning process unique, meaningful, enjoyable for students with perfect time bound training to make students lifelong learners.

I wish him all the best in his future endeavor.

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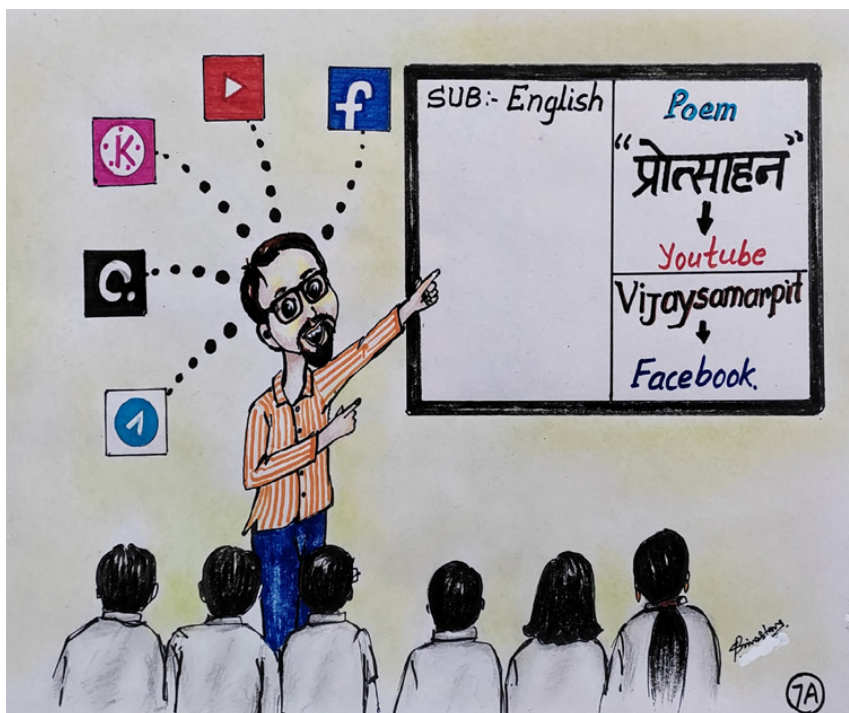
**A. K. Panda**

**Principal**

**KV Vidisha**

# A Techno-savvy Teacher

8



Illustrations: Sriprakash Srivastava, TGT (AE), KV Rohtak

This is based on my observations about a techno savvy teacher who has taken steps to make the learning process unique, meaningful and enjoyable, focusing on pedagogy.

Right from the start of the session 2020-21, the teacher took initiative to

learn the use of teaching learning apps for effective online transaction and also shared the ideas with his colleagues. The very first video on motivating and counselling the students and parents focusing on effective, enjoyable learning with physical, mental and emotional well-being during the lockdown period was created by the teacher in an effective way and the same was shared with all the students. The teacher composed a poem entitled '**प्रोत्साहन**', created a video on the same and shared it through YouTube channel with all the students to convey the message and to convert the negative feelings of pandemic into an opportunity to learn and grow, resulting in creation of an optimistic environment. The teacher has also developed a video on 'Digital Inequality & Learning Acquaintance' as per the assigned task and has come up to the expectations. In addition to these, the teacher has created more than 80 lessons on YouTube effectively utilizing various learning apps in order to make the transaction interesting and learner-oriented. Such videos provide the opportunity to the learners to learn at their own pace with interest, maintaining an optimistic view during the pandemic. The students utilize these videos for recapitulation as per their convenience, the learning-interest develops and learning outcomes are achieved to a greater extent. The teacher has utilized the assessment platforms viz., quizizz.com, Google form, Telegram Channel, Google classroom etc. sending materials, monitoring students' progress, providing supportive feedback and necessary assistance to the students as per their needs. The Telegram Channel provided the opportunity to the late joiners to access the materials sent earlier. The teacher has created a Facebook page on English and motivation, the efforts made clearly indicate the concern of the teacher to make the learning process accessible and enjoyable. The teacher has conducted online quiz contest, drawing & painting contest and essay writing contest on various events. The attendance position in the online classes increased to a greater extent.

The teacher has shared the ideas of utilizing useful apps viz. Kinemaster, X recorder, Easy teach, Teach everything etc. with the fellow teachers for effective video preparation and interesting online teaching. The teacher uses multiple 'devices & apps' for effective transaction and to facilitate the students in various ways such as allowing students during ongoing online class, to monitor the students' activity and to ensure that the transaction is error free.

I acknowledge and appreciate the commendable efforts of the teacher as an asset and expect the same from others.

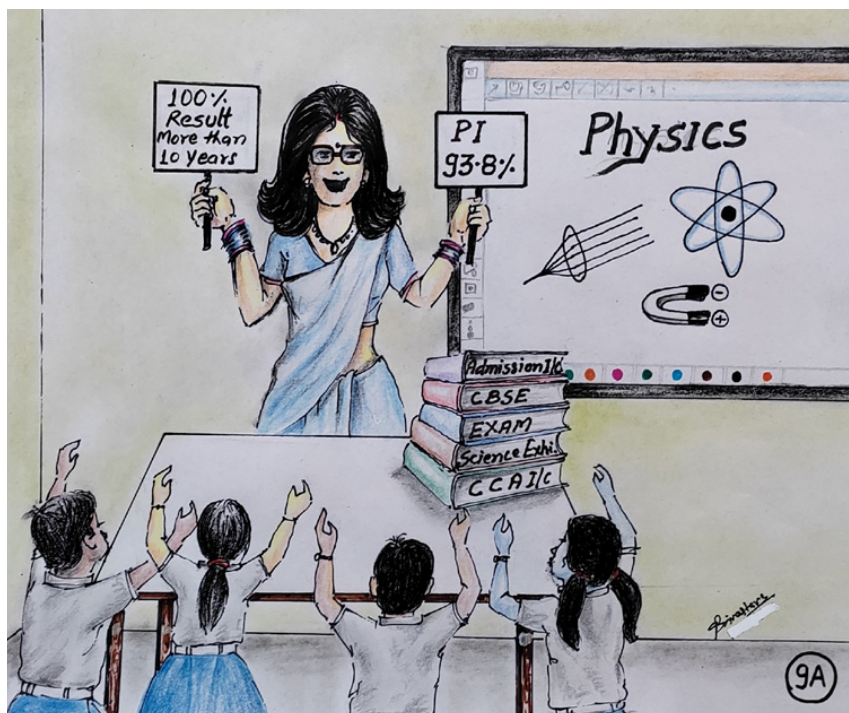
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**Laxman Singh**

**Principal**

**Kendriya Vidyalaya Ratlam**

## A Teacher Who Inspires Through Her Work



Illustrations: Sriprakash Srivastava, TGT (AE), KV Rohtak

Let me speak about an educator who makes transformation from general education to discipline-based learning easy and effective for students. The teacher has adopted a variety of approaches for making teaching of Physics to reach the comprehension level of learners. There are many strong aspects in her teaching. The teacher, through

several effective illustrations, consolidates the understanding of concepts, which are building blocks of learning. Another key feature of the teacher's pedagogy is her ability to link concepts for greater comprehension and thus better learning. The teacher is keen to develop firm foundation in her learners and her interactions and demonstrations are explicit.

During one of the monthly observation of the teacher's teaching sessions on "Electric Potential", for class XII, she introduced the concept of Electrostatic Potential, quoting and eliciting examples from real life situations. Later, the teacher shared relevant videos on the concept. This was followed by a Quiz activity, well participated by students. The session was a wholesome experience of Physics subject.

The teacher, further, emphasizes and successfully attempts to correlate Mathematics and Physics. She encourages learners to solve numerical questions on the topic. She simultaneously discusses Board exam questions and assigns worksheets to the students.

On another instance, the teacher expounded Oersted's Experiment and Right-hand thumb rule. The objective was to establish the relationship between electricity and magnetism. The teacher set up a compass needle near a wire carrying an electric current and the learners observed that moving electrons can create a magnetic field. She created a route map of what students should know, what they already know, and how they should apply what they know into the experiment and the activity was an instantaneous success. The tenets of the NEP which emphasizes on practical based learning was effectively brought out in this class.

It is evident that she exposes her learners to interesting phenomenon





of Physics that can be seen in every-day life. The teacher discusses application of Physics in industries and technology and thus keeps her learners curious, with the result that her learners are competent to understand and relate the subject with other disciplines of learning and life.

She takes keen interest to share knowledge and reinforce learning by doing. This is evident in her activity-centered sessions (Projectile motion, Faraday's experiment, Doppler's effect, Zener diode- voltage regulator etc). Her students are engaged in meaningful activities which promote their power to observe, explain, and interpret principles. Thus, her classes become an ideal space for the formation of ideas and realization of concepts. The teacher encourages independent thinking and has a great reservoir of patience and avoids giving direct solutions to problems.

The teacher aims that her students acquire a critical and constructive outlook to use technology for their project work. She effectively uses ICT resources especially in assessment, and designing teaching-learning experiences for learners. Visual aids as a teaching-learning aid, serve as a more concrete referent to the object being discussed in the class. When the object being discussed is not at hand, then the best referent is a visual representation of it.

Practical sessions under her supervision is a bonanza for students. For instance, the students get to see the teacher dismantle the parts of instruments (Galvanometer) and explain about the individual parts which enable the students to have a thorough knowledge about the device. Students state that such sessions help them in their preparation for competitive examinations.

She has also made exemplary contribution towards digital education. Four chapters of her e-content in Physics had been approved and placed on DIKSHA portal. Her e- content has been rated “fivestar”. She has prepared a booklet titled “Physics in a Nutshell”, which gives all the concepts in a quick reference style. This she deems as a gift to her students, and they value it as an encyclopaedia, customized to meet their examination related preparation.

Her service as a teacher has been for the students, who fondly remember her as a source of inspiration. She is undoubtedly a teacher ‘class apart’. “It is the small ‘dx’ of effort that you put in every day, that shows at the end, as a ‘delta’”. The teacher’s efforts exemplify this. The teacher is an asset to this Vidyalaya.

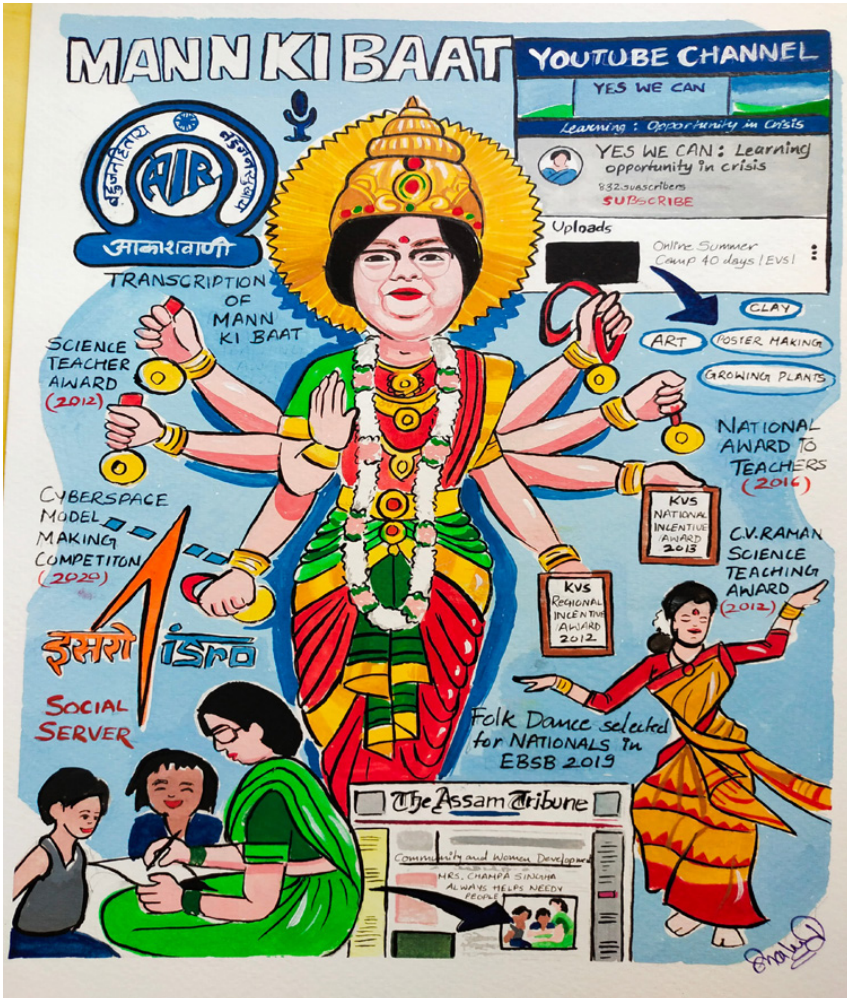
I take pride in stating that she has contributed immensely in all fields of Vidyalaya activities. Her sincerity and subject knowledge has benefited the students to a greater extent. Further her dedication and devotion to duty has helped in imbibing highest moral values in the hearts of the students. She is a teacher of great insight and clarity, substance and vision and she is very much respected by her students and colleagues. The teacher has been producing 100% results in Board Examination for a decade and had received the highest P.I. in Physics of 93.8 in 2019.

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**Chitra Mukundan**

**Principal**

**K.V. Minambakkam**



Illustrations: Shahid Ali, TGT (AE), KV No. 2 Faridabad

A Primary teacher of Kendriya Vidyalaya IOC, Noonmati has not only made a remarkable contribution to the KV but also KVS . She was awarded with National Teachers Award 2016. She is a devoted, dedicated and committed teacher of KVS enlightening children's life with education and hence the country as a whole. She has the honour of appearing in 'Teachers from India' on the KVS Website during Shikshak Parv 2020.

She is an outstanding and passionate teacher at the Kendriya Vidyalaya IOC, Noonmati, Guwahati. A skilled Primary Teacher, she is committed to achieve the learning outcomes of her students. She does this by setting high standards, catering to different learning styles and implementing effective assessment strategies. Students seek her as their teacher and parents recognize her contribution as an exemplary primary teacher. Her extraordinary ability translates into professional excellence, revealed by her performance in multiple areas.

She was awarded and honoured with many awards .They are National Award to teachers in 2016, KVS National Incentive Award in 2013, KVS Regional Incentive Award in 2012, C.V Raman Science Teaching Award of Department of Science and Technology, Ministry of Science and Technology, Govt. of India in 2012, Science Teacher Award in 2012 in Guwahati Region. The above recognitions show that she is one of the rarest teachers of KVS. She has successfully worked as Resource Person, Master Trainer and Internal Speaker for a number of training programmes and workshops.

During the pandemic she has made extraordinary efforts to transform the pandemic crisis into learning opportunities by reimagining and revitalizing education and tried to find probable solutions for constraints



faced with regard to online teaching by building a personal connection with her students, motivating her students, helping students maintain focus, making discussions meaningful, increasing student engagement, identifying and supporting struggling students.

With regard to online classes, she succeeded in improving adaptability to a new way of learning, improved technical knowledge of students, equipped with tools and platforms of online teaching-learning, conducted many online experiments and activities in teaching of Environmental Studies, conducted online Assessment Tests for each chapter, specially designed online worksheets for slow learners, shared textbooks and supporting materials online, provided links of useful resources, reaching out to children through voice call and text messages, WhatsApp, E-content and created her own YouTube Channel “YES WE CAN ..... LEARNING: OPPORTUNITY IN CRISIS” wherein explanatory video lessons have been uploaded.

To bridge the learning gaps she has organized online Summer Camp for 40 days in Environmental Studies through an integrated approach of origami, art, clay modelling, experimentation, growing plants, making posters and developing digital skills during the summer vacation for Classes III, IV and V. She has also received Appreciation letter from the Women Development Centre and also greetings via e-mail from Kathmandu.

She has the unique ability to motivate both weak and outstanding students. She regularly organizes meetings with parents of weak students. Weekly planning of activities based on expected learning outcome, assessment strategies, resources are being shared with the stakeholders.

Her contribution in administrative work is greatly appreciated. She is proactive in conducting school events and is timely and efficient with addressing issues via email etc.; and preparation of reports on various occasions. She is recognized for her exceptional contribution in a number of areas i.e. Music, Art, Decoration and cultural activities of the Vidyalaya. Folk Dance prepared by her was selected for Nationals in EBSB 2019. She has compiled, edited and designed many CMP Newsletters.

Her notable services and contribution to Akashvani is sincerely appreciated by All India Radio, Guwahati. Many programmes have been aired over All India Radio Guwahati. She has also proved her excellence in doing precise and accurate transcription of Prime Minister Narendra Modi's first radio address to the nation 'Mann Ki Baat' aired on All India Radio. Her creative writings are also appreciated and published as articles in newspapers.

She stands out as a teacher who has never wavered in her commitment to excellence. Her professional commitment to quality is obvious in everything she does. It's her careful attention to detail which makes her so special. Her extra efforts, dedication, insights, opinions and outstanding contributions are all extremely valuable for the organisation.

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**Dolly Das**

**Principal**

**KV IOC Noonmati, Guwahati**



## When Teaching is a Life Style



Illustrations: Shahid Ali, TGT (AE), KV No. 2 Faridabad

This is about a Primary Teacher who got selected to be a teacher in KVS in 2017. However, like every selected candidate, she was also nagged by that gnawing anxiety - what the place of posting was going to be since our country is so vast.

She was posted at KV Barpeta in Assam. She looked the school up by logging onto the school's website. She found out that the school, a single section one, ran in a temporary structure and lay a hundred kilometers to the west of Guwahati.

In spite of that when she reached the school with her brother, she was accompanied with her fundamental positive outlook, the zeal for work, her connectedness with children and her beaming smile. Equipped with those, within the next three years, she has caught the school by storm and revolutionized teaching, especially primary class teaching in the school, bringing purpose, fruitfulness, satisfaction, in children and parents, turning into not less than a celebrity in the small town.

She was the first of a group of six teachers who joined the school in the month of October, of 2017, replacing another group of teachers who got transferred out en-masse the previous month. It did not take long for her to adjust to the wholly new environment in her new place of posting- the humidity, the eternal rains, the quietness, the simplicity of the people and the children, and their speaking a different tongue, their inadequacy in communicating in Hindi and English fluently.

In spite of owning the spontaneous capacity to teach, she would not take things for granted and would make it a point to go to each class she taught with full preparation. Every class that she started taking every day had a purpose, preparation, sincerity, warmth and control.



Teaching learning materials, teaching aids would govern her every class in such a way that even the quietest of the children would try to express himself or herself in that glittering and joyful environment. Every lesson that she takes up is an experiment in novel approaches to bring home to the children all the aspects of new learning. Visual aids which she herself painstakingly prepares, take the children for joyrides of knowledge and thorough understanding.

At the same time, it is not that she would let her stupendous command over both Hindi and English go waste or take the second fiddle. Her explanatory skill is a reward for the children. She makes the most introverts come out with responses. What serves as wheels in her pedagogical approach is her connectedness and pure love for the children, each and every child of course. In spite of the classes being large, having close to 50 students in each, she would spend so much time with each and every child that very soon she would be an authority on the ways, strengths and weaknesses, behavioral approach, family background of each of them which help her abundantly in having a thorough command over the learning atmosphere of her class, in having a one to one approach for the slow bloomers. Her anecdotal records of the children are like case studies.

She has never been seen to get angry or lose patience even once during her tenure of 3 and a half years in the school. Her handling of the restless, naughty, noisy children of the class is suggestive of her unfathomable patience and genuine love and concern for them and her expertise of the same. Her impartial approach to all the children, which is a hallmark of all true teachers, is sheer whiffs of fragrance.

She is the senior-most teacher in the Primary Section and in that

capacity, she shows a motherly concern for all the other seven primary teachers of the school, helping them in their work, volunteering herself to take their classes if there is a need, preparing minutes of meeting, distributing them, conducting small meetings among them from time to time, explaining academic circulars.

However, the pandemic period turned out to be another opportunity for showcasing her talent in another aspect of teaching - this time online teaching. Even in the months of April to June, during the initial stage of the lockdown last year, along with all other teachers of the school, she started teaching through YouTube through the school's YouTube Channel, engaging not only most of the children of her classes during that very difficult period of time, but also many other children studying in other schools across the country. Later on, from the month of late June, when online classes were prescribed officially by KVS RO Guwahati through Google GSuite, she started taking her online classes, transforming them into learning opportunities for the children, keeping them engaged en-masse, keeping them spellbound.

During that difficult phase she felt that her online approaches must not be limited to merely the children of one school, but should take in other needy children. She opened her own YouTube Channel - 'EduFi India' to help students in virtual learning.

It was on 17th January this year, she had applied for maternity leave and went to her hometown. However, lest her school children suffer that late in the academic session, in spite of advancing pregnancy, she continued taking her online classes from New Delhi till the very day in the month of March when she went into labour and gave birth to a child. But by then not only her academic lesson were completed; she had



administered the exams and evaluated the answer papers too. After 6 months, she joined back on her duty in the school, never asking for any compensation for those two months she had worked so passionately from home. In the town of Barpeta in Assam, she has turned into a symbol of all the supreme qualities of a teacher- high level of subject knowledge, sincerity, dedication, hard-work, patience, impartiality, positive attitude, punctuality, connectedness with children & parents and a lot of obedience to her higher authorities. And no wonder that for her children, she is a real hero, a role model to follow.

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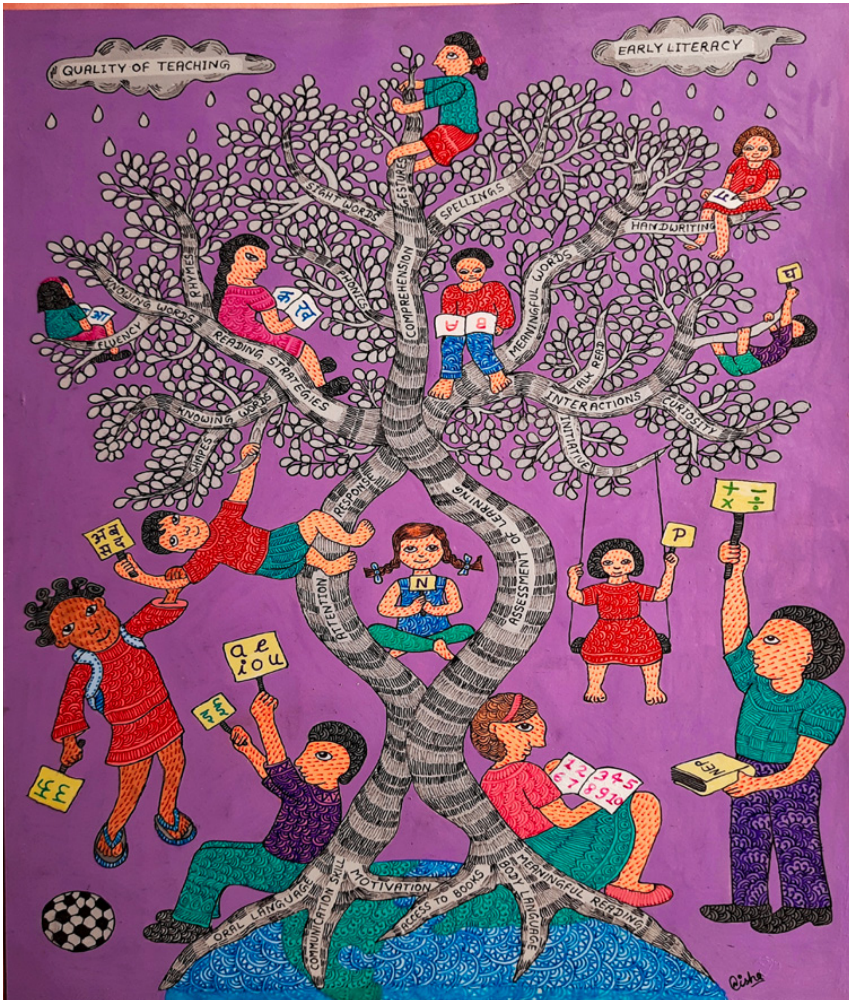
**Kanja Lochan Pathak**

**Principal**

**KV Barpeta, Guwahati**

# A Teacher knows No Boundaries

12



Illustrations: Nisha Agarwal, TGT (AE), KV Sainik Vihar

As I am asked to send a write up to my higher authority about an exemplary teacher I have observed, one Primary Teacher's name came to my mind immediately. I thought for a while, why his name has come to my mind! There are many good and capable teachers in my Vidyalaya, but I could not choose any one else except him. I considered the following tools for the selection of his name.

His belongingness to the Vidyalaya is praiseworthy. He is very sincere, systematic and punctual. His attitude towards his assigned duties is always positive. His relationship with parents and public is cordial and responsive. He commands high respect among students, staff and the parents. He works with a missionary zeal and fatherly care to children. He established the cub wing in the Vidyalaya and is nurturing it successfully.

As a primary teacher he was asked to teach different subjects during different academic sessions. I was stunned to observe him teaching EVS, Mathematics and English as a master. He has a mastery over the subjects he taught, aims and objectives reflected in his lesson plans and the interactions in the classrooms. He asked questions to get desired answers. His English pronunciation, intonation and fluency help the students greatly to learn the subject effectively.

My observation about him reveals that he has great expectations from the students that they learn and gain knowledge. His lesson plans and classroom activity flowchart is indicative of this. He is of the view that the students are hungry and thirsty for knowledge and the teacher must feed them.

His lessons are well planned to fully use the stipulated time, loaded with proper audio, video and other teaching aids to be used, besides

interactions with the students and recapitulations as well as assessment of the learning outcomes.

He has the merit and skill of involving all the students in his classroom transaction. There is something for every student- the gifted, the average, the child who is slow in learning, everyone. He won't allow any one to go hungry. His bag is full of all kinds of things. But he will never allow a few to dominate the whole class.

Singing a poem, drawing and picturization, dancing and dramatization help enhance memory, understanding, retention as well as enhancing the learning outcome. He is seen happiest when the children go home singing out, dancing out the poem loudly they have just learnt.

In modern day teaching use of ICT is a must. He is excellent in planning and using ICT. After observing his skills in use and handling of ICT devices, he was made in-charge of these gadgets in the primary section of the Vidyalaya. PPT presentations prepared by him have animations and are of high standards and very effective.

Sudden lockdown due to corona pandemic has put the school system in a great trouble. Schools were suddenly closed. People's normal movements came to a sudden halt. Teachers were asked to teach through WhatsApp and Google Classrooms. Problem was that a large number of parents did not have smart phones, contact numbers were not working .

He had to travel a lot enquiring such missing students and ultimately, he was able to trace them out, taught them how to join Google Classroom, how to upload assignments in the google classroom. Now there is

nobody in his class who has not joined the online classes.

He uses facts as a starting point, not an end point; he asks “why” questions, looks at all sides and encourages students to predict what will happen next. He asks questions frequently to make sure they are following. He tries to engage the whole class, and does not allow a few students to dominate the class and keeps students motivated with varied, lively approaches.

He reaches out to parents through conferences, frequent written reports and by making phone calls. He is well aware of various developments regarding school education and implements them.

Throughout his teaching career he had been an excellent performer regarding making the students achieve desired results in academics and cocurricular activities.

All the students he taught passed out successfully. All the cubs he trained for golden arrow, achieved them. His students did well and received prizes in various CCA activities.

I wish him all the best.

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**Kusumanjali Devi**

**Head Mistress**

**KV AFS Borjhar**



## An Inspiring Science Teacher

# 13



Illustrations: Nisha Agarwal, TGT (AE), KV Sainik Vihar

The teacher feels elated and privileged to work in the prestigious, gigantic organisation Kendriya Vidyalaya Sangathan which has given him many wonderful opportunities to grow as a Physics teacher. His ambition to become a Physics teacher was fulfilled by KVS. He is passionate about teaching Physics and derives happiness watching his children learn





it with interest. He acknowledges that he was inspired by his Physics teacher while he was pursuing his graduation. However, he admits that when he started his career as a Physics teacher and also during his initial years of service, he found it very difficult to clarify the concepts in the class room situation. Whenever he heard the remarks of children stating that Physics was difficult and solving numerical was even more difficult, he started interacting with them to know their feelings towards Physics. Some children even expressed that they had a phobia for Physics.

He interacted with Science, Arts and, Commerce children to know their feelings towards Physics and a few of them gave the impressions that their Physics teachers were not able to create any interest and they couldn't understand principles, formulae and, methods to solve the numericals. He carefully examined their feedback and concluded that due to lack of the content knowledge and pedagogical skills, the students' ability to learn and understand was affected.

This enabled him to think how to achieve joyful teaching and learning of the subject and in the next two years he followed different strategies to teach Physics by using simplified experiments with simple articles found around us like thread, scales, small metal sheets, connecting wires, household articles as tools to teach Physics concepts. He developed some experiments so that children can perform on their own to acquire knowledge and understand the concept and secondly he worked on his grey areas in the subject.

He felt that these areas are the concepts which he too had difficulty in explaining. He worked hard to overcome this difficulty by making few simplified models and gradually he could develop interest for the subject in his children. He observed a remarkable change in the performance of

the children and joy on their faces while teaching so he concentrated more on this innovation and designed simplified models for bringing clarity to the concepts.

He remembers that his first model was based on Lenz's law where he used choke coil and light emitting diodes to establish Lenz's law. It was very difficult to demonstrate live the reversal of current when magnetic flux was removed or decreased and breakage of the circuit when current drops suddenly. His students would request him to demonstrate this experiment and after a lot of efforts on his part, he succeeded in developing this model.

He was encouraged by the Principals and officials who observed his classes and gave him an opportunity to work as Resource person at ZIET Gwalior from 2003 to 2007. He also worked at KV Moscow from 2008 to 2011.

The impact of using simplified models in his teaching learning transaction process has great impact on children and helps to achieve teaching objectives. He noticed a remarkable change in the attitude of children towards Physics and it enabled many slow learners to develop their learning skills. During his posting in Moscow, he presented some activities to the teachers of Russian schools under teacher exchange programmes and was highly appreciated for his simplified models.

It was observed that using simplified teaching models in the class room not only elevated his PI but also there were no failures in the subject. In this pandemic situation also, he is preparing and exhibiting models to teach his concepts in the online mode and getting the same response from the children.



He has been honoured by Ordnance factory as the Best Science Teacher and has also received the Best Science teacher award from KVS RO Hyderabad region in the year 2013.

For online classes he uses ipad and it proved to be one of the best methods in the online mode. He hopes to continue his teaching with the same spirit and enthusiasm to attract and motivate the children for better performance and their careers.

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**Dr. V. Gowri**

**Assistant Commissioner  
KVS Hyderabad Region**

# An Outstanding Teacher

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Illustrations: Nisha Agarwal, TGT (AE), KV Sainik Vihar

"A door is much smaller compared to a house; a lock is much smaller compared to the door. A key is the smallest of all but it can open the entire house...!!" Thus a small, thoughtful solution can solve major problems. It is far from an overstatement that our teachers have been those keys in the lives of our students to help them unlock myriads of mysteries and unravel feasible methods for surmounting even the most intimidating challenges.

During my physical as well as virtual visits to Kendriya Vidyalaya No. 1 GCF, Jabalpur, I found how the teachers there were toiling to unburden and de-stress their students in addition to carrying out their teaching-learning responsibilities and curricular activities. I find it a very appropriate occasion to extol the contributions made by a teacher from K V No.1 GCF Jabalpur. When he is in his class, he is a wizard enthraling his students with remarkable pedagogical skills. Being a language teacher, his communication skills captivate the students inspiring them to assimilate those set of skills to empower them. His strategy to deal with any topic from simple to complex has been yielding wonderful results. He believes in outcome based education and exemplifies it by putting learning outcomes at the core of teaching so that during each session the attainment of those outcomes could be ascertained. No class can ever dream of scaling the heights of success sans learning outcomes.

Enunciating expectations from his students, he propels them to be interactive in the class with a high level of engagement and involvement. The use of Information and Communication Technology by the teacher eases the learning of the matter. He uses multiple platforms during his classes to achieve goals seamlessly. In addition to what is being taught in the class, the students need to be given personal attention and care. This gives them a sense of being special which unfailingly assists in

realizing targets. This special feature of his classes separates him from many. The video lessons prepared by him have been extraordinarily effective in demystifying the concept in the chapter. The e-content which the teacher has prepared is quite advantageous for students. As a part of the KVS RO Jabalpur team of teachers, he conducted a session for class XII students of the Region during the initial days of lockdown.

This is absolutely true that it is difficult to hold the students' attention during the online classes. Proper planning for the classes by him keeps students fascinated and engaged. Although there are some limitations in online classes, they offer the ocean of opportunities to the teachers who are ready to embrace these changes. It is quite heartening to mention that his approach towards the application of these methods is appealing and result oriented. He enthuses his students to take the bull by the horn instead of opting for the ostrich algorithm towards the problems they may face in their lives.

Attending his classes is fun as he keeps his students away from stress and angst. The way he conducts classes oozes with energy and animation. He tries to galvanise students to polish their life skills. Stress on honing creative and critical thinking skills makes his students present and future ready. He has provided the much needed scaffolding to his students not only through structured teaching to facilitate consequential learning during the online classes but also by sharing their distress and delight while socialising with them.

Kendriya Vidyalaya Sangathan has always been a trailblazing organisation which has been immensely instrumental in architecting numerous innovations and experimentations in the realm of education owing to which teaching-learning processes have become engaging



and inspiring. He is one of the imperative cogs in the wheel of Kendriya Vidyalaya whose sweat has sweetened the success of our students in all walks of their lives.

In the words of J.R.R. Tolkien "It does not do to leave a monster out of your calculations, if you live near him." Like the mythical bird phoenix, we are rising from the ashes of distress, trauma and setbacks forced by COVID-19.

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**Shahida Parveen**

**Assistant Commissioner**

**KVS Jabalpur Region**

# A Passionate Music Teacher

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Illustrations: Brijesh Mahato, TGT (AE), KV JNU

In March 2020, the COVID-19 pandemic forced schools across the country to close, leading to sudden shifts in ways how educators provide instruction, leadership, and support to their students and families.

The closing of school buildings and the move to distant learning during



the covid-19 crisis has led to changes in the way teachers interact with their students which is not a small change.

In many schools, students rely on their teachers not only for academics but also for overall personality development. But when students and teachers have to depend on technology to communicate, the dynamics is shifting in ways that may concern some teachers.

The challenge and concern noticed were how a Music Teacher would deliver interactive lessons online with his/her students when he/she is not very technically sound or well versed with the new online tools/gadgets/software and has been following an old traditional way of classroom teaching throughout his/her career.

This challenge was addressed, and an initiative was taken by Music Teacher, KV Garha, Jabalpur.

It all started with filming of some short videos on her mobile phone, by placing her phone in front of the harmonium. She designed and recorded the videos which were related to the poems from the syllabus. She composed melodious music for many Hindi Poems which were from the textbooks of classes 1- 10. These videos were widely shared on various WhatsApp groups of the students.

After seeing positive responses from her students, parents, and fellow teachers, the thought that came to her mind was "Why should only the students from 'My School' be benefited from these videos? The learning should not be restricted". Therefore, she recorded these songs, created videos, and added crafts, actions, music, drama, etc. to them. She also opened her Youtube channel "Sur" and started posting these videos

online. She also shared the links of these videos on various online platforms like Facebook, WhatsApp, etc. Currently, there are 89 videos available on the channel.

The initiative has been very successful as not only the students from her school are getting benefitted from these videos but also it has helped the students and teachers from other schools too (not restricted to KV). These interactive videos have helped the students to be more creative. Fellow teachers have also been benefitted from the videos and the learning got simplified as they refer to the videos to teach the Poems in form of melodious songs and actions. Parents, fellow teachers, and students have really found this method helpful and they have loved it and have given excellent feedback.

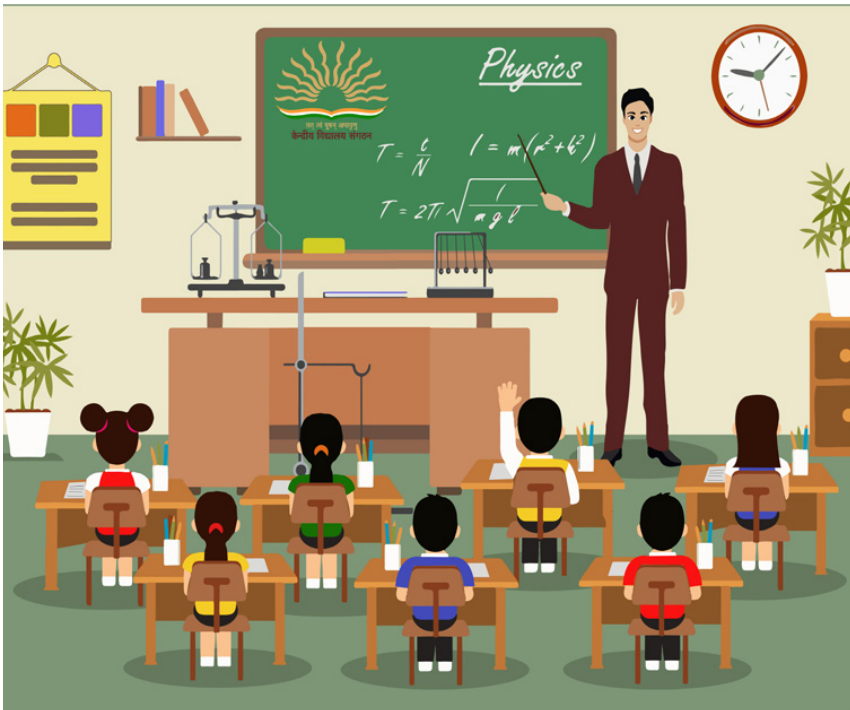
She came up with many other creative techniques to interact with her students and increase their participation and interest in her online classes. She dramatized many Hindi stories from the text book where the students played the characters from the stories. She personified the musical instruments in characters who gave their self-introduction and presented the sound which they produce. She also helped the Primary Teachers in making activity-based teaching plans for the chapters from the syllabus to make the students either connected to their teachers or their books or with the various pictures from their books. Every Sunday, she also records and sends short stories to her students to keep them motivated in these tough times.

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**S.K.Soni**

**Principal**

**KV Garha, Jabalpur**



Illustrations: Brijesh Mahato, TGT (AE), KV JNU

Teaching is not just engaging your class with the syllabus, completing it timely and getting rid of a batch of students. It is challenging indeed, challenges which may crop up from nowhere and become huge obstacles on the road ahead. The same happened this time around when novel corona virus spread like a wild fire and engulfed the entire humanity

most shockingly with no cure available.

But as there lies always an opportunity in every adversity, a teacher of my Vidyalaya rose to the occasion. He is the Physics Teacher of the Vidyalaya who came up with all his capabilities, professionalism, dedication, skills and acumen to square up real difficulties and challenges seemingly unsurmountable that germinated like monsters, due to the lockdown, which was imposed due to the spread of covid-19 virus in the entire nation. The entire nation had come to a standstill. But just in a few days I could see my Vidyalaya shaping up again to fight this menace. And it all started like a refreshing stream from him. In no time he could create a team spirit among the teaching fraternity of the Vidyalaya and got WhatsApp groups created for each and every class, of course with prior permissions and deliberations held with me over phone, which was to become the spine of the teaching and learning pretty soon. In the times to come, this was the first baby step towards the successful conduct of the classes in the Vidyalaya in the online mode. ID's of all the learners were created in the Microsoft Team link software and the classes were quickly found in the motion.

Talking about him makes me realize how he makes a difficult subject like physics an easy one to understand even for the students staying constantly at the bottom of the award lists.

In order to create a flip classroom, he created quite a bit of E-stuff and uploaded it on his YouTube channel so that students may access that at their own convenience and learning speed and style.

After his classes, on a regular basis, he shares a very colourful board prepared with all the students on Apple notebook which helps them



comprehend and remember all the complexities of the subject and revise it as well.

Not only this, he shares excellent notes with the students which helps them learn physics easily and it may help them crack competitive exams even during online system of education.

He was the first teacher of the Vidyalaya to use Google forms for taking attendance of the students. No wonder he is the recipient of Regional Level best teacher award in 2018. He remains in constant touch with the children with a smile. That is why it has been observed that 95% to 100% of the students do attend his class on time and stay till the very last minute.

He has also done a one-year regular 'Diploma in Guidance and Counselling' course from the Regional Institute of Education Ajmer in 2016. This makes him the best choice to counsel not only the students but the parents, especially during pandemic of covid-19. Teaching also includes preparations of results. This teacher stood apart and helped a number of schools not only nearby but far off also in order to prepare CBSE results of Class X and XII Board Examination, strictly as per the CBSE norms, through the videos he prepared.

His dedication is praiseworthy and he is always geared up for all the tasks and challenges while teaching in a fruit bearing way. Whenever power failures or internet loss hinders his scheduled classes, he steals time away from his evening family time and engages the students that too without fail and more importantly without any airs to his devotion.

As a consequence, he has been entrusted more responsibilities from

the KVS Regional Office Jaipur as well. He was given an opportunity to be the resource person in the in-service course for TGT Science in 2020 held at K V Churu and in the workshop for PGT Physics in 2020 held at K V No 1 Bikaner in virtual mode.

I must not forget to mention that he was honoured with C V Raman award for best practices in teaching Science in Year 2012 and I firmly believe and hope that many more awards may be lined up for him, to be bagged in future.

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**Chitra Bidlan**

**Principal**

**KV Lalgarh Jattan**

## A Versatile Teacher



Illustrations: Brijesh Mahato, TGT (AE), KV JNU

It is the physics teacher of my Kendriya Vidyalaya about whom I have to narrate and express my sincere gratitude through this write up. He joined in Kendriya Vidyalaya Sangathan in 2019. But he has already proven to be a worthy teacher with exemplary performance standards and steady fast growth in areas like student management tactics, integration of technological elements in everyday teaching, sensitive handling of parents and moreover, content delivery in versatile styles to achieve the desired effect. Physics, being a difficult subject, needs a higher level of intelligence to comprehend and definitely making others understand it, especially a heterogeneous class, is a hard nut to crack; but he seems to enjoy it, tackling the ever emerging hurdles with confidence that's unparalleled and will power that's impressive, typical of a person with subject knowledge at depth and viability in teaching methodologies.

His particular method of making students spend the maximum time of studies in front of work stations has enabled the students to rethink the status of Physics as a theory oriented subject to a practical one. It is noted that he takes extraordinary pains in inventing new methods to integrate theoretical aspects of Physics to the experiment table to sustain the interest of the students. No wonder he has initiated to bring Atal Tinkering Labs under the Atal Innovation Mission to our school.

He belongs to the new generation of educators who depend on technology for easy and smart content delivery. While being active in all online platforms including social media, his YouTube channel by name Physics Drift Academy has grabbed particular attention with subscribers and frequent content seekers across the country. His special delivery style using multiple hardware elements like iPad, mobile phone, drawing pad and netbook as well as usage of actual practical apparatus for displaying experiments make him unique among numerous teachers





using online platforms.

Making students aware that science as a subject exists outside the textbooks, is a prime motive as well as success point. Full credit goes to him who has subject knowledge deep enough to connect the specific scientific principles from the textbooks to everyday aspects of life as well as a versatile imagination to come up with innovative techniques to demonstrate them creatively.

He has exceptional student management tactics. His knowledge in the subject as well as exceptional delivery style is impressive enough to sustain the interest of the multitude of students during classes. He shows a flair in integrating even the last student of the class with his sessions. His precision standards with Google sheets and other digital analytic tools to evaluate the performances of student populous in his classes would rival only his own sensitive handling of the parent community and his colleagues, thus creating a perfect teaching learning ambiance wherever he is.

The teacher in concern, as young as he is, has proven to be a storehouse of ideas and an epiphanic solution provider for the hands-on problems faced by the teaching community whether it's in direct classes or online mode. He has a long journey ahead of him, to be a beacon of unparalleled success, being an inspiration to the students he teaches and the colleagues who work with him.

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**Ummad Singh**

**Principal**

**KV No. 2, Bikaner**



Illustrations: Brijesh Mahato, TGT (AE), KV JNU

Kendriya Vidyalaya Sangathan is a pace-setting Organization, committed to providing world class education and strengthening the synergy between the teacher and the taught. Teaching is a complex phenomenon that draws out teacher's pedagogical knowledge, experience and beliefs, which lead to many best practices in the field of education. Sharing of best practices in an organization is vital for its growth and development. Those practices, which can impact students' engagement in the classroom and contribute to higher learning outcomes can be designation as best practices.

I would like to share a couple of practices of one of the Primary teachers of Kendriya Vidyalaya NO.2, JLA Bareilly, which built a positive environment in the classroom and led to higher student engagement.

1. Creating stories with puppets:-

Story telling through puppets is a wonderful pedagogical technique that brings stories to life, giving immense joy to the student narrating it and to other students listening to it. I saw that children were taught to make small cut-outs from old magazines, newspapers, notebooks, bangles or other waste material. They made finger puppets and narrated well known, much loved stories through these finger puppets.

This technique enhanced the creativity and imaginative power of the students. It strengthened their oral/speaking and communication skills and most importantly, it has been helping them to reach understanding of ideas, emotions, and concepts through personal experience.

RUDRANSH PRAJAPATI (Class 4A)-

<https://youtu.be/2E2OANxvtYE>

NIRVIKAR AZAD (Class 3A)

<https://youtube.com/shorts/5M89Fuk5ML4>

<https://youtu.be/4KW2-WMWDnY>

other videos can be watched at

@CREATIVE CORNER RITU KV JLA BAREILLY

## 2. Word Game Integrating Numeracy :

In this word game or word game puzzle, students make words as in scrabble game, and they get points, as per the number of letters used in making their words. Students can add or multiply the points awarded. So, it is a multi- disciplinary game, which can be played together by any number of students. This game has helped develop important components of language skills like vocabulary and spelling as well as strengthen numeracy skills of students.

I found that, though simple, these techniques employed by her involved students in active learning. The flexible teaching approach, fun and activity based instructional practices, not only delivered the content, but also engaged the students and formed an emotional bond between the teacher and the taught.

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**Preeti Saxena**

**Assistant Commissioner**

**KVS Lucknow Region**

# 19

## Best Creative Practices of a Language Teacher



Illustrations: Prashant Yadav, TGT (AE), KV Saloh

Amidst a diverse group of students with different academic, social and emotional needs, I have teachers in my school who are very capably attending to holistic development of students. One such teacher is a Teacher of English who is a genuine, caring and kind person, who willingly shares the responsibility involved in a classroom, or outside in

the school, to provide meaningful learning experiences for students. She has an enthusiasm for co-curricular activities too. I want to describe the best practices incorporated in teaching-learning by her to make teaching learning meaningful.

Her class normally starts with a motivational thought brought in and the explanation is worked out by students through class discussion. This exercise builds self-confidence in all levels of learners.

She plans her lessons well attending to students with differing abilities and learning styles so that they can understand and participate. The assignments are modified (for some) if they are too difficult. The teacher works as a resource specialist and provides links and sites where these children can find easy to understand content. During normal classes, she moves around the class guiding the students do their tasks by asking questions, dropping hints or providing plain assistance. Finally the students are made to read what they have written. This way not only does the student feel motivated but also is encouraged to prepare the lessons beforehand in order to get appreciation and applause.

**Word Parts:** She employs this strategy to educate new complex words to students. While introducing a new term, students are asked to identify and understand prefix, suffix, and base word, and/or to relate with their meanings, antonyms, and form conversion. **Word Games:** This is a creative strategy to help students experience fun and competitive learning. Spell bee, Puzzles, Hangman, Bingo, Scrabble, Odd One Out, Charades, etc. are the common games. **Word Hunt:** The students search for synonyms and antonyms on the go while reading the text. Other than this, the practice of writing the morning assembly's 'Word of the Day' on the class blackboard with its meaning and Hindi translation is an

everyday practice.

Students love to hear stories and therefore, storytelling is one of the best ways to get the students' attention in class. At the end of every lesson children are invited to tell the class a story or an anecdote on similar theme.

After every lesson or a poem, the teacher asks students to identify the values that the lesson indicates. All the values identified correctly, are noted down on the black-board. Then they have to think of idioms or proverbs that correspond with the lesson. Sometimes it is also done as an MCQ exercise, when they fail to give the correct idiom on their own. This practice enriches students' language/ expression.

In practice, experience-based, project-based, and task-based learning becomes experiential when elements of reflection, support, and transfer are added to the basic experience, transforming a simple activity into an opportunity for learning. She uses it very effectively. For example, a complaint letter to the electricity dept. is shown to the children on the black-board or screen. They, then have a discussion on the format and content. Once the discussion satisfies the teacher, the students are then assigned the task of writing another complaint letter to book-seller/ Amazon online shopping/ civic authorities etc. Students are made to speak and write lot where students need to think reflect and read between lines in the text. Students are made to share experiences from their own lives or from the lives of other real people to kindle the students' interest and imagination for greater involvement.

In the pandemic, the said teacher has adapted well to online teaching requirements. A blend of text, audio, video, still images and quiz

forms are incorporated to teach and take feedback on the level of understanding a topic, and this practice provides students a meaningful learning experience. Almost every lesson or poem is assessed through a Google form quiz in order to map the learning of students. She has been using online platforms like Kahoot and Quizizz very effectively.

There will always be some areas in a lesson difficult to comprehend by some or many. She calls upon her best resource –the students to peer teach. We all know that the best teaching can be done by a person of similar age because they think in the same way. The children perform this task very efficiently and successfully. I have found during my class observations that this practice can bring surprising results. Children love these sessions. To quote her, “Some of my students teach better than I do”.

Twice a month debates, talks, and discussions on post net-search are held in her class. The topics chosen correspond to the thought or idea present in the lesson taught. The ones who are not confident speakers or have problems with retention are allowed to read their content. Sometimes students judge the performances on a 5-point scale under clear instructions of the teacher.

In order to develop an independent, proactive approach to learning, students are allowed to take control and responsibility for their own learning. No teaching is done where the topics are open-ended. The student is set free to draw his/her own conclusions. Here, they are told that there can be more than one correct answer. So, incorporating these types of questions has always been very rewarding not only to teachers but also the students where one gives free reign to one’s imagination and all the answers given are lauded.



She is a good communicator. She speaks slowly and with clarity. She gives the students enough 'wait time' to elicit responses. She understands her students' needs and hence uses multiple modalities in teaching as well as in assessing. The achievements of learners even if they are minor in nature are praised and rewarded generously by her. The tasks assigned are varied- direct, indirect, experiential, independent and interactive.. Each child participates joyfully and his efforts are valued, encouraged and appreciated.

The students and teacher are in harmony with each other. There is a very tangible connect between the students and the teacher. A positive learning environment prevails in her classroom. The students know that they are in good hands. Every individual students who does not report to school is telephoned. This gives the students a sense of protection, care and concern. As a result students share with her, their family problems too.

It won't be an exaggeration to state that she is a careful planner, open-minded, and well-balanced: a great stimulator in bringing a positive change in students' development.

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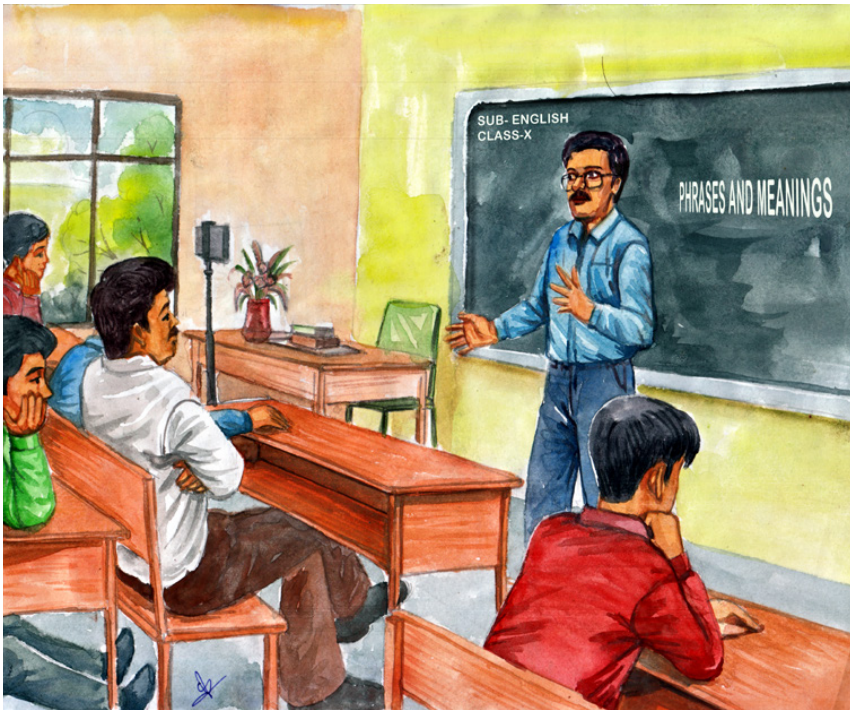
**R.N. Wadalkar**

**Principal**

**KV IIT Kanpur**

## Eulogy to a Dedicated Teacher

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Illustrations: Prashant Yadav, TGT (AE), KV Saloh

During my service as a teacher, I did not get ample chances or opportunities to interact and observe classes or teaching pedagogies of other teachers. However, after becoming Principal I got a plethora of opportunities to observe and witness teaching learning process of many highly committed, devoted, and professionally dynamic teachers in my

Vdyalaya as well as in nearby Vidyalayas during my visits for academic supervision or other such programs.

It reminds me of 2010 when I joined at KV ONGC Agartala as Principal. KV ONGC Agartala being a project Vidyalaya has very high expectations from the society and also from the project authorities, Though the Vidyalaya had a very good basic infrastructural facilities it is undoubtedly the human resource, especially teachers, who really make difference to bring laurels to an educational institution. Teachers are real torch bearers in the life of students because only teachers can show right path, noble approach, right attitude to students to achieve their long term goals of life. In present digital era, various apps, e platforms are available, but as I think the significant and crucial role of the teacher can not be ignored.

During class observation and taking a routine round of my Vidyalaya, I found pin-drop silence in class 10A. Initially I thought that there were no students in class or they had gone to play ground or library but to my utter surprise, when I entered the class, I found entire class with the teacher of English, who was delivering his presentation. It ignited the spark of my curioisuty and I decided to sit and observe the class for some more time. The voice of teacher was a bit low but it was clear. The students were sitting silently and teacher was presenting the topic with awe inspiring way. The topic in an beautifully dramatized and thereafter students were asked present their ideas in groups. Four groups presented their role in turns.

Out of curiosity, after a few days once again I visited the same teacher in some other class and I was happy to see his unque stye of teaching in the class. He has a bit low pitched soft sound but a great command over class. The students were eagerly engaged and engrossed in the

activities being undertaken in the class. His way of teaching English was extremely outstanding. His contribution in other activities of school like annual function, sports day, formation of integrity club and other co-curricular activities made him unique in school.

I am proud of having worked with such a great teacher who has ability to influence and motivate innumerable students.

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**Vinod Kumar**

**Deputy Commissioner**

**KVS Raipur Region**

## The Teacher Who Accepted Teaching as a Lifelong Mission



Illustrations: Prashant Yadav, TGT (AE), KV Saloh

A teacher is a maneuverer of an entire nation. She/he plays a pivotal role in constructing a scholarly society and does away with the umbra of ignorance from a lot of labour in her/his act, according to the need of her audience. A good teacher discovers the cloistered treasure within each student. Indeed, the life style of a teacher is much unornamented

and She/he has no pride or jealousy inside.

I know her as a repository, a transmitter of knowledge, an upholder of value systems and empathetic listener and advisor. She helps in shaping the minds of students. She is a silent and sincere worker. A teacher with vision, she is a role model for others. She is an embodiment of virtues, perfection, dynamism and loyalty. She has everyone around her striving for nothing, but the best.

I came to know about the teacher during my posting as PGT Physics at KV MCL, Dera, Talcher in the year 1992. She was working as TGT English in the neighbouring Vidyalaya where my spouse was working. Since I was staying on the same campus I was getting lot of positive feedback about the teacher from the different stakeholders.

As a teacher and guide, she rendered selfless service to the community and promoted values of national integration and dignity of labour in her students. A teacher with high aesthetic, social, cultural and human values; she inculcated the same among her students inside and outside the classroom.

After completing my tenure as Principal in the North East Region, on my transfer to KV No.1 Cuttack in the year 2006, I had an opportunity to observe her closely. For her, teaching was just a job, not a profession, not a vocation, rather a lifelong mission. She was in the real sense a leader, facilitator, manager, supervisor, caretaker, co-ordinator, organizer and counsellor. It would not be an exaggeration to say that she played multiple roles as a mentor.

As a teacher, she was thorough in her subject, made her teaching learning

process unique, meaningful and enjoyable. With her all-out efforts, unparalleled commitment, enviable work ethics and dedication, she commanded respect and honour from all sections. She was a favourite to her students and parents. She was commended and appreciated by the Regional Office for quantitative and qualitative results.

As her Principal, I recall my experience when I was on my rounds. Those were the days when continuous and comprehensive evaluation was introduced. When I was moving past in one of the class rooms I saw that all the students were silent and had closed their eyes. The teacher was softly narrating something. I stopped and tried to listen- she was narrating the students the beauty of a hill station, the snow-capped mountains, deep floral valleys, colourful birds, springs and so on. I sneaked into the room and settled in the back to observe. After five minutes it was over. The students opened their eyes and were excited to get the knowledge about the hill station and its mesmerising beauty. Later, during interaction, I could learn that the teacher gave them a demo as how to write a creative passage including the use of language and vocabulary. A child asked if he had never been to such place how he could write such passages. The teacher suggested for extensive reading so that he would be able to use it blending his own imagination. This again encouraged the students to use library frequently. Indirectly she trained them in reading and writing skills.

I would like to quote one of her students- “I remember when she taught us a chapter that described rain.....it was beautifully orchestrated but with complex expressions, which when read all by ourselves made us look at the dictionary multiple times. This prevented us from enjoying the very essence of the text. But when our teacher started sharing with us about her experiences at Ooty, the drizzle, and the scenery that made

us appreciate the true beauty of those words and the text as a whole. It did not seem that unpalatable as it looked before.

Another student shared her experience which let her learn a lot from her teacher. It was the poem “Snake” by D.H. Lawrence. She asked questions that needed interpretation of the text. The student rose to answer and just translated into a simpler version explaining the surface meaning. Then the teacher explained the deeper sense of it but the student was too stubborn to accept that. Unlike other teachers she did not make the student shut up and sit down, she explained it in vivid possible manner and the student was awestruck by the meaning those couple of lines conveyed.

Though the surface meaning was simple, deep inside there was a message for humans well woven in meshwork of its bewildering words. The student recalls that day she could learn the meaning of the text and the patience that one requires to handle a loud and mad one like her and importantly dedication that the teacher had for her students. That displays the sense of responsibility of the teacher.

She is a mentor, for whom teaching is a passion that has instilled the art of writing and love for learning in her students.

She is a complete personality who deserves salute from every person who has come in contact with her compassionate behaviour, open mindedness, jovial and approachable nature.

A teacher is not only a teacher but is a beautiful amalgamation of a mentor, philosopher, torch bearer, a friend and above all a surrogated parent to the children.





In my opinion, she is a perfect example of:

“Guru Brahma, Guru Vishnu, and Guru Devo Maheshwara  
Guru Sakshat Param Brahma, Tasmai Shree Gurave Namaha”

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**Ashok Kumar Mishra**

**Assistant Commissioner**

**KVS Raipur Region**

## Accolades to the Motherly Saint

22



Illustrations: Prashant Yadav, TGT (AE), KV Saloh

“Teachers affect eternity. No one can tell where their influence stops.”

-Henry Brooks Adams

Whenever I look back at my own career I ponder over how I would have trodden the paths of success without a guide and a mentor. My



reflections remind me of the teachers of my own life as well as the innumerable others who climb the ladder of success under the guidance of prophetic teachers. Right from the beginning of my student life I have been indebted to the invaluable shaping power of the teachers. Even my present magnanimities of life are all due to the blessings of my teachers.

During my service as a Principal at KV No 3 Mancheshwar Railway I came to know about the teacher, a Primary Teacher who is undoubtedly an embodiment of a teacher. Her teaching methodology, pedagogical approach towards teaching-learning reminds me of a mythological sage who kept on wandering from place to place in search of a great teacher. She could not witness a single human form who would encompass all the requisite virtues of greatness. Her continuous quest for knowledge led her to the realization of her twenty-four different teachers ranging from a spider to a bird to some other animals who taught her one or other life lessons. She envisaged that an inquisitive mind can learn from any one and anything. This story illustrates the pedagogical dictum that 'everything can be learnt but nothing can be taught.' She is such a wonderful teacher.

She is more than an educator. She plays all the roles in the classroom—the role of a friend, counsellor or mentor, a guiding force and so on. She is not someone solely confined to the four walls of a classroom. On the contrary, She is the sum total of wisdom, experience, kindness, discipline and compassion. She would also perform one of the roles in the plays with her students. She would become an animal character in the plays of Jatak Tales or Panchatantra stories. She even plays the role of a classmate for the students. This motivates the small kids and develops in them a sense of belongingness for the school and the society.

During the Mathematics classes she would assign analytical problems to the students and helps them in solving the problems. She would create a scene of market place so that the students would understand the customer and shopkeeper relationship. The students enjoyed the realistic portrayal of day to day life situations.

She has the ability to shape leaders of the future in the best way for society. In fancy dress competitions she assigns the students roles of famous personalities. The students come to school in the attire and make up of their favourite leaders. It instills in them a feeling of positivity and motivation. In reality, she is the most important person in the world for the students of her class.

She acts as a support system that is lacking elsewhere in students' lives. She is a role model and an inspiration for her students to go further and to dream bigger. In Parent Teacher Meetings she is always ready to help any parent and child. The parents see in her their own image and leave the children to her care as if she is the true parent of the children. To her, teaching is not just a job, but it is one where she can make the most impact in her students' lives.

In her class, the teacher-student connection is invaluable for some students, who may otherwise not have that stability. She stays positive for her students even when things may seem grim. One day a child broke the glass window of the classroom. The child had not intended to break it; it was accidentally broken when he was throwing a ball at another child. The matter was brought to her as she was the class teacher. Any other teacher would have complained to the parents immediately. But surprisingly, she went closer to the child and hugged him affectionately. The child had not expected it in his dreams. He forgot all his worries

and started playing with her.

It was the time of Inter-House Sports Competitions. Her students were unable to win in Kho-Kho competition. She went to the students and asked why they were unable to score points. The students answered that they lacked energy and zeal. She immediately brought glucose for the students and started cheering them up. It worked miracle. The students were filled with spiritual energy to win the match. When the result was announced her team stood the winner of the match. I saw in her an unyielding spirit which is never defeated. She never accepts failure, and therefore, her students are more likely to succeed. Whenever she finds the students depressed she sings motivational songs in the classroom and the students happily join her. One of the most important parts of her teaching is her dedication.

Finally, her dedication is shown by 'round-the-clock work habits'. She doesn't stop working when the school bell rings. She is continually busy in grading papers, making lessons, and communicating with parents after school and on weekends. She always arrives earlier than school starts to set up her day and provide extra assistance to struggling students.

I can say with conviction that a teacher takes a hand, opens a mind, and touches a heart. She is such a teacher. Teaching is her passion. In the present world which is full of uncertainties, discords and distresses, we need a teacher like her who is the ray of hope that can guide the children amidst the ocean of challenges.

She has beautifully illustrated the saying that "A teacher is like a candle that burns itself to light others". I extend my deepest reverence and best

wishes to her for her good health, mental peace and happiness.

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**Biraja Mishra**

**Assistant Commissioner**

**KVS Raipur Region**



Illustrations: Mahnaz, TGT (AE), KV Tughlakabad

A teacher who adopts an exploratory and participatory approach in classroom ; a teacher who integrates technology in education whatever work is assigned to him he/she does it with a sense of enthusiasm and bring excellence to the Job. She/He is a very dynamic, cheerful and fully cooperative teacher. He/she has a very strong feeling of belongingness

to the profession as well as to the Institution. He/she effectively use teaching aids, latest teaching methods, innovative practices and pedagogical approaches in his class to achieve his goal.

His/Her journey from Primary Teacher to Trained Graduate Teacher in Mathematics shows his ability to prosper and grows in this noble organization. He has a tremendous willpower to succeed and symbolizes consistency, proficiency and perfection. Creativity and Innovation are his hallmarks He has promoted excellence in his class and took pride in the locality. He served with dedication and took care of the children of all ability groups namely the late bloomers, the average and the gifted. As a Math teacher, he has shown immense interest in encouraging the creativity in children through activities like puzzle, sudoku, kakuro, role play, quiz and framing questions etc.

During his class observation I have experienced two kinds of pedagogical approaches used by him for mathematics instructions as skills-based instruction and concepts-based instruction. In skills-based instruction he focuses exclusively on developing computational skills and quick recall of facts. In concept- based instruction he encourages students to solve a problem in a way that is meaningful to them and to explain how they solve the problem, resulting in an increased awareness that there is more than one way to solve most problems.

I have seen him showing his students step by step solution and explanation of how to arrive at the answer. He stimulates students' curiosity and encourages them investigate further by asking them questions that begin with, " what would happen if...?". He is applying constructivist pedagogical approach by which students are conducting an experiment, collecting the data and making predictions. Students are





sharing ideas while working in pairs or small groups. Students of one group act out a problem in front of the class and other group participate in solution of the problem.

Once he was teaching Pythagorus Theorem in class X. First, he explained the theorem and its proof to the students and later on he brought the class outside where he showed them a pointer using a ladder to paint the Vidyalaya building and making use of real life application of the theorem.

Once he was teaching Unit conversion in class VI. The complex concepts of multiplication and division were taught through a role play with great grandfather as KM, grandfather as M, father as CM, and son as MM.

He uses innovative teaching practices during his classroom teaching like teaching through cloud computing, teaching through virtual reality teaching through collaboration, teaching with flipping classrooms and teaching through smart boards. During his class inspection I have seen him teaching effectively through the interactive board and showing various concepts of mathematics like graph, videos. I have inspected his online classes during which he has taught through cloud computing pedagogy and showing vital-classroom resources such as lesson plan, notes, solutions, practice tests, syllabus, time-table, assignments, books, videos, ppts on the classroom cloud, can be accessed by the students from comfort of their homes.

During his class inspection he used flip classroom- an increasingly popular effective teaching method. In this technique, the students are made active participants of the learning process by passing the onus of learning on them, it requires the teachers to relegate to the role of resource providers and the students take the responsibility of gathering

concepts information.

During pandemic he has created a blog dedicated to students by which students can easily access chapter wise NCERT books, Key notes, Video Lectures, Solutions of questions in book, Test in Google Forms, study materials, PPTs, Sample papers, worksheets, Question Banks, MCQs, E resources, Career Corner/Guidance, Entrance exam links, preparation for IIT-JEE/NEET, PISA preparation, Maths Lab, EDUDEL study materials, E-books with solutions, Audio books etc at one platform and with one mouse click.

Overall, he is the gem of our institution and we are proud to have a teacher like him.

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**Vikas Gupta**

**Principal**

**KV Jagdalpur**



Illustrations: Mahnaz, TGT (AE), KV Tughlakabad

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge”.

Effective teaching is the hallmark of every good teacher. The effective teaching of History is a prime area of concern for most History teacher-

educators. This is because most History teachers do not adopt appropriate methods in teaching the subject. Owing to this, most students describe the subject as boring and dull.

My teacher proves to be a different teacher who inculcates just the right mix of qualities in her students and believes that “Instead of learning to memorize facts and figures, students need to ‘learn how to learn’” This is the reason behind her excellent CBSE results. She has been producing 100% result with highest PI in Chandigarh Region for the last three years. While observing her classes, I have noticed that she adopts different methodologies in delivering her lessons.

First technique, she uses, is Question Based Learning. It is a type of inquiry where the learner is guided to frame and refine questions. In this model of inquiry, students are focussed on questions rather than answers. After learning a concept in her class students are asked to frame different types of questions which consist of objective type, short answers type and long answers type questions. The belief is that if a child is able to frame questions that means he has grasped the concept very well. Technique of framing questions to measure the level of understanding has proved very effective. Questions are, indeed, a driving force behind inquiry and pulse of any critically thinking classroom. The source, frequency and quality of questions in a classroom are among the best sources of data about understanding students available to any teacher of any grade and any level. The teacher believes that effective pedagogies involve a range of techniques, including whole-class and structured group work, guided learning and individual activity.

Personalised learning-The teacher is well connected with the students. Each child is addressed with his/ her proper name in her class which



strengthen a bond between the teacher and the student. Starting from home assignments to regular evaluations, teacher always ensures to accommodate the individual needs of every student and does not leave the onus on the children to figure their strengths out. With personalisation, students get matured faster, engage with learning better and develop an increased level of confidence in this competitive world. Personalised learning is probably the best development in modern pedagogy.

Multiple instructional methods and resources in conveying content- the teacher does not employ lecture method but uses various instructional methods and resources to convey content. Properly marked PDFs and PPTs help the students comprehend the key points in the lesson well. In order to have a constant check on the students, quizzes and question answer rounds are arranged which encourage the students to interact and be involved in the class.

Learning skills and presentation skills- While teaching, the teacher reiterates the importance of learning and presentation skills to the students which help them gear up for the examination which is an integral and vital evaluation tool for teaching learning process. History teacher demonstrates mastery over content, shows enthusiasm, relates lessons to students' prior knowledge, uses and creates a supportive learning environment, alternative assessment techniques and is open to students.

Virtual tours in History provide the students with the opportunity of learning through travel especially to the places that they may not be able to visit in reality. Virtual tours are engaging. The teacher organised virtual tours to Harappan culture and Stupa of Sanchi. The students get authentic information about artefacts and explored places. This exercise is very

vital for her subject and correspond with the individual learning needs. It also give them a thrilling experience of watching three dimensional effects in virtual tour which ultimately facilitates their understanding of historical events. The students exhibited a lot of interest and the online class gives an experience of an excursion. These types of innovations in teaching leave indelible imprints on the minds of the students which is very appreciable.

She is a very successful teacher.Her approach is student centred where the teacher acts as a facilitator so that student can use prior knowledge and new experiences to create knowledge and the outcomes can be seen in her results.

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**Subhash Chander**

**Principal**

**KV Sector 31 Chandigarh**



Illustrations: Mahnaz, TGT (AE), KV Tughlakabad

”There is one duty that is unique to India under Article 51 A(h) that encourages the citizens to develop the scientific temper, humanism, and the spirit of inquiry and reform.”

How does Headmaster of Kendriya Vidyalaya, amplify students’ voice

in her classroom? In Dewey's words, 'If we were ever to be governed by intelligence and not by things and by words, science must have something to say about what we do, and not merely about how we may do it most easily and economically.' What is it that Dewey means by 'what we do' in science or Environmental Studies?

An Environmental Studies classroom includes opportunities to seek out trustworthy information, develop positions concerning controversial issues, practice defending those positions using scientific evidence and respectfully evaluate alternative positions held by others.

Amplifying students' voice in the EVS Classroom, teaching EVS in a manner that leans on evidence helps prepare students for the responsibilities of democratic citizenship which, while strengthening their content knowledge, helps them see both the benefits and the limitations of scientific inquiry, and gives them opportunities to practise robust argumentation and develop reflective judgment.

The classroom communities that support thoughtful questioning and attempt to critique the ideas related to EVS concepts. This builds muscle in children to ask their peers difficult questions, challenge different interpretations of experimental results and understand that questioning and critiquing can lead to productive discourse and learning. However, before providing opportunities to delve into socio-scientific issues, it would help an EVS teacher to look closely at how she could inculcate some basic democratic practices in the classroom, for example, the usage of common resources provided in the environment.

Thus, she has established an important tenet of freedom with responsibility, and respect. She walks in and absorbs all the excitement



that she sees in the twinkling eyes and bright smiles of young dynamic eager to learn students. To align the interest of all stakeholder -parents , students, she conducted online Cisco WebEx meets in the session 2020-21 and made a group of volunteer parents who were willing to learn the mode of online classes and related technical issues .They build a rapport with her and successfully helped other classmates to learn and navigate in portals like Zoom , Cisco WebEx, Google meet, Skype .She used her evening time to tutor the parents in Web conferences and other supported apps needed for maneuvering the online lessons. Together they mastered pdf making, Google class room, Whatsapp, Flip Grid, screen sharing, etc. A class of 40 Students and their parents formed a strong cohesive force, ready to overcome all the challenges in online classes.

She motivated her students to unite via Google class room. Sharing the class code did wonders. It turned students into young publishers and they were so excited. Accelerated learning with differentiated learning paths for each student with Google Classroom- A free tool helping educators easily manage and deliver performance assessments was like publishing their own assignment in their own handwriting. Her students had free access to all her work, pdf files of each chapter, video lesson, and Media coverage.The media coverage on burning issues like Diseases in rainy season, Earthquake in the area, forest fire, about environmentalist Sunder Lal Bahuguna, Medha Patekar, Pin Hole camera image of Solar Eclipse was an added advantage.

Her students were connected 24x7 with her. She was just a click away for her students.

Her 40 young Publishers were given a platform of Flip grid to amplify

their voice. Her grid is like a message board where she posted questions, called "topics," and her students posted video responses that appear in a tiled grid display. This spread like a fire among the students. Creating own videos and getting remarks by peers was a 'wow' factor in the class. She creates gamified quizzes, lessons, presentations and flashcards for students, workshops and Teacher Training Programs. class, group works, pre-test review, exams and the most favourite Live Quiz sessions is favourite of her students. It allows students and teachers to be online at the same time.

She has online resources for all 22 chapters of EVS for Class V which gives ample opportunities to students to practise in their leisure time and be Live online.

She used mixed reality apps to teach about 3D Globe, Solar System to her students while interacting on the chapter "Sunita in Space" of Class V NCERT Text book. Students in her class were able to hold the Mightiest Sun in their hands, experience themselves touch the celestial bodies with hand. Thus, they never missed her class. As a result, this learning strategy of hers could find a place in Innovation in Pandemic showcase of KVS Chandigarh Region on 29 September 2020 and "Shiksha Parv "2020-21 Video show case at KVS HQ New Delhi.

She was one of the FIVE teachers all over KVS who got a chance to go live and show case this practice of hers on 20th July 2020 to Hon'ble KVS Commissioner then.

In the pandemic she took her class to trip of celestial abode through Star walk 2, she and her young explorers on top of Mount Everest, Golconda fort via Google Earth. What an expedition! She also gave her class a

simulation of Earthquake and record the reading on Richter scale using Vibration Meter. Jam Board is a mirror to her work in class. She uses all features to bring live a black board in her class room. She says that it is used as an inexpensive digital pen tablet, scribble, draw, annotate etc.

To conclude, I put it that powerful pedagogies used by her have made her classroom a workshop for young students. She considers these powerful pedagogies and how these approaches align with important goals of education & sustainability. This echoes in our education system. A journey from books to bytes is so skillfully handled by her. Last but not the least she is a 'National ICT Awardee 2010'.

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**T. Rukmani**

**Assistant Commissioner  
KVS Chandigarh Region**

## A Teacher with a Difference

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Illustrations: Mahnaz, TGT (AE), KV Tughlakabad

An incredible and unique teacher of KV ITBP, Dehradun has now retired but till her last day in school she was loved and appreciated by her students, many of whom grew up to become excellent teachers themselves. As a part of my supervision duties, I attended one of her classes and it was everything a language class should be and more.

Most teachers would find it difficult to conduct continuous and comprehensive evaluation activities in a class of sixty students and that too in a language classroom but she had divided her class into four teams of fifteen students each. Team A and B were given a topic to debate for and against (all students had to present one point atleast) Team C were the judges who had to assess the members of team A & B on the rubrics decided by the class previously and Team D was given the task of assessing and evaluating the other three teams on language used and whether they followed the rules or not.

All sixty students were involved in the activity, all had a chance to speak during a block of two 40 minute periods and assessment was of self, peer and as a group. Students not only enjoyed participating in the activity but had even prepared the rubrics for assessment, rules for speaking, time keeping, marking etc. themselves in consultation with her. This was a class that most teachers found “difficult to handle” and “indisciplined”, but not in her period. I had attended her class with the intention of classroom supervision but ended up participating in the class as an assistant teacher!

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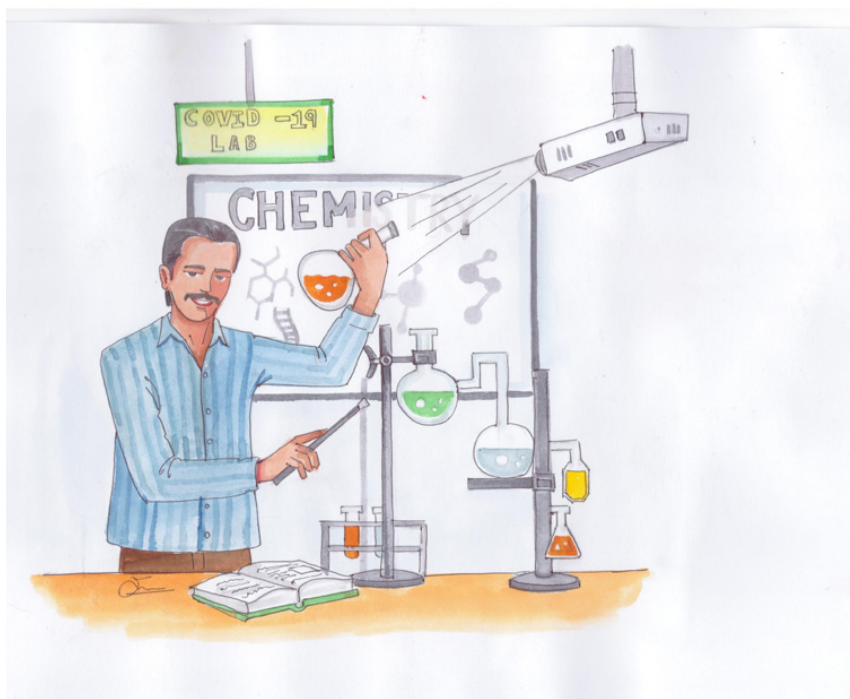
**Menaxi Jain**

**Deputy Commissioner**

**KVS Dehradun Region**

## Chemistry in Kitchen

27



Illustrations: Sat Prakash, TGT (AE), KV Sandhole

Good education is not just transfer of information from teacher to the student but should also address the three key elements of effective learning i.e. purposeful motivated engagement, resourceful knowledgeable representation and strategic goal direction action. To achieve the same, PGT Chemistry of K V AFS Manauri Prayagraj uses



a blended teaching and learning approach that provides a combination of face-to-face learning and interaction by developing dynamic digital activities and content that facilitates the learner anytime at anyplace for learning in an online mode. He has put his knowledge related to imparting online education and experience which he gained while designing and developing E-Ganesh, and ICT based interactive and compact all-purpose system for teaching, learning and management of daily school activities was put to good use during the pandemic. Since 100% online teaching was a completely new concept for the students, he made special efforts to understand the resources and skills that his students must have before designing the online curriculum. Doing this the teacher and taught were on same page and helped in the selection of the right communication tools and made the teaching process healthy and fruitful. During the pandemic special efforts were made by him to deliver the practical knowledge and lab experiments to the students in the best possible way. He has developed a mini lab named Covid-19 Lab at home to demonstrate all the experiments to the students, and interactive one-to-one sessions were held with each student to assess their performance and understanding. To replace the classical classroom teaching, he organised group discussions, utilized real life examples to simplify the theoretical topics, and used common household items to help the students visualize difficult concepts so as to minimize the differences between the teaching environments and make the online teaching as interactive and interesting as possible. From time to time, he was also holding counselling sessions so as to bring out the students from the stress of pandemic and online teaching.

While observing his classes, I found that he is doing Hybrid teaching in online mode very effectively using the Interactive Boards and i-projection software for Projector provided by the KVS. The best part

of his teaching through online mode is that before starting with theory he first does practical for that topic by setting of apparatus for the experiment and performing the Practical online and asking students to observe. To test the students' knowledge on the topic in between the conduct of practical he asks questions randomly. He performs the Practical and asks the students to write the value (using his high power camera by which even students can see the values and write for calculation) and do the calculations and immediately ask them to submit the calculation online by clicking the photo and uploading on WhatsApp group. Chapters of Chemistry like Solid, Solution, Surface Chemistry etc are taught using mostly things present in kitchen. He asks students to be in their kitchen and using his Kitchen items as salt (Sodium chloride), sugar, vinegar, lemon, mustard seeds, flour, milk, Tea, detergents, meetha soda (sodium hydrogen carbonate), he explains the concepts of Chemistry like elevation in boiling point, depression in freezing point, properties of carbohydrates etc. Also, for explaining the interdisciplinary concepts like colloidal solution, solid shapes, concept of concave and convex mirror, concept of holes in solid state and many more are explained through items used in kitchen.

Other than concepts discussed above he teaches Chemistry by using the daily activity of student right from brushing the teeth (for explaining concept of Polymers because brushes are made up of Nylon and paste is of gel as colloidal solution), use of soap and detergent while taking bath (Concept of types of soaps and detergents) then taking the breakfast (like Milk using for colloidal solution as milk is an emulsion), taking lunch where he learns the concept of carbohydrates (concept of types of starch like amylose and amylo pectin) and lastly before going to bed taking vitamins like Vitamin C, B and Zinc (Concept of biomolecules). Further, laws like Henry's Law were explained through taking of cold





drinks.

During online teaching he also uses his self made teaching aids to explain the topics. In lower classes like VII or VIII the concept of light, electricity is explained by showing the activities by using mirror and pin, battery, comb, LED etc and then he asks the children to perform same at home.

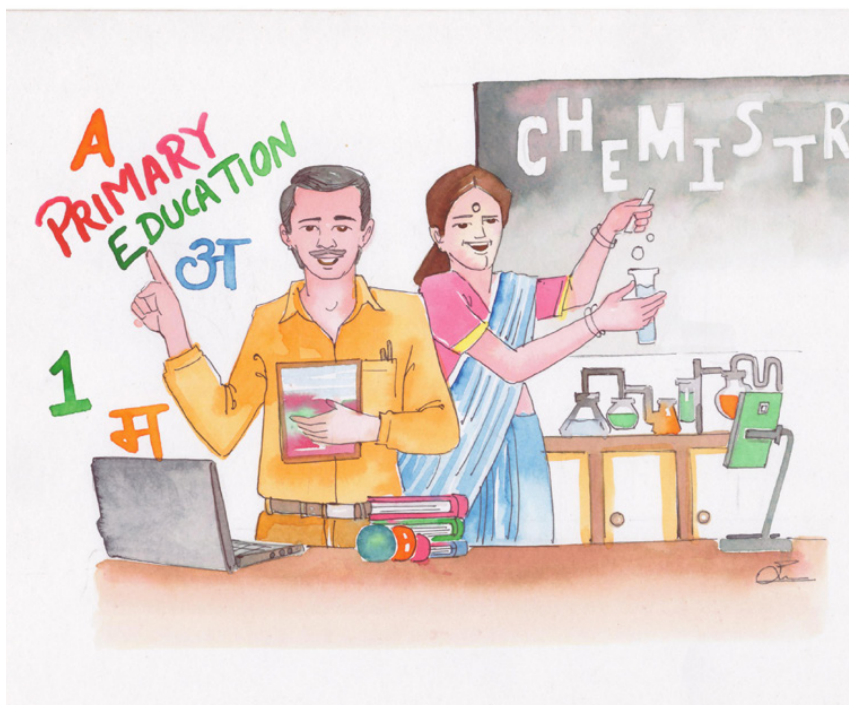
The way of teaching learning process by him especially during CoVID19 has generated so much interest in children that students of other Vidyalayas also approached the undersigned through their Principals to allow them also to attend the Online classes of Chemistry with students of K V AFS Manauri.

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**Shalini Dikshit**

**Principal**

**KV AFS Manauri, Prayagraj**



Illustrations: Sat Prakash, TGT (AE), KV Sandhole

A teacher is one who instills in the learner an inspiration to learn and to be good. Her friendly approach and the way she makes the students understand the subject develop a passion for learning. Her expertise in teaching is an asset to the school and students' community. She is none other than PGT Chemistry of my Vidyalaya.

She is one of our most treasured teachers. She is the favourite teacher of many students mainly due to her calm and friendly nature. I always receive good feedback from many of parents about her. I praise her ability to communicate with the students and the parents as well.

Once I observed her class where she was teaching the concept of absorption with the help of a well-planned activity using chalk, ink and water. The students were enjoying the class and at the same time were understanding the concept very easily.

There is one more incident which I remember, in which the concept of Tyndall effect was very well explained with the help of activities planned with shampoo, chalk dissolved in water, clear water and at the same time using air as one of the teaching aids. Her burning magnesium strip activity, ph paper activity, using turmeric and soap in explaining the concept of indicators and acid , base was very effective .She put a lot of efforts in teaching and nurturing the children during the online classes. Even though it is difficult to keep them focussed, I could notice her kind attention for each and every child . She encourages them whenever they need it and is strict whenever required .

Since the outbreak of Covid - 19 pandemic and shift of physical class room to virtual class room in online teaching , she continuously tried to meet the demand of online classes by making videos on her YOUTUBE channel, preparing PDF of notes and questions, making PPT, using different online platforms like Google Meet, Zoom, Whatsapp, Google Classroom and currently using Teachmint App for online teaching and learning process. She is continuously giving good results especially in board classes .

She has all set of principles and qualities which are essential to make teaching effective. Good teaching is founded on qualities and values. A teacher is one who is an ideal for the society and role model for every learner.

In addition to PGT Chemistry, another primary teacher also gets lavishly praised by all and is known for communication skills and tech savvy approach. He is one of the most treasured teachers. He is very soft spoken, energetic and team person. He is the favourite teacher of the many students mainly due to his calm, entertaining and friendly nature. He pays equal attention to every student and attends to all their doubts. Currently he is teaching Hindi in class IV and V. I praise his ability to communicate with the students and the parents as well.

In the beginning of virtual classes I wished to observe his class, he was teaching Hindi in class 4 Chapter-1 'Man Ke Bhole Bhale Badal'. He was taking his class on Google Meet app. There were 35 students present in the virtual class out of 42. The whole class was well disciplined. The class started with sensitizing about health, hygiene, precautions and well being. He had prepared a video about ideal recitation of poem. (Video link <https://youtu.be/ainjFo9ptuE>). It was impressive with perfect intonation, action, and animation and editing. After that video, students were asked to recite poem. Students were energetic, joyous to perform in front of camera. He used Google Jamboard (<https://jamboard.google.com/d/14wkThA63YP2HMB0FAwEZ5L3xa0m3zSLRD31qYdzQPVU/edit?usp=sharing>) to draw various shapes of cloud, Rhyming words, wrote new words with their meaning. He used WhatsApp for homework and feedback. I was highly impressed by balanced integration of so many apps in just one class. He was using every simple platform available for teaching learning process. Students were accustomed to this new way



of learning. When I enquired about assessment of students he explained that he had planned a worksheet on Google form. I appreciated his planning and good work.

In my opinion he puts a lot of efforts in teaching and preparation of digital teaching learning material as well as nurturing the children during the online classes.

He is also eager to learn new concepts and techniques; I recommended his name for various trainings last year. He participated actively there and got a place in the list of good learners. He has set the standards high for all colleagues. This makes a healthy competitive environment among our staff.

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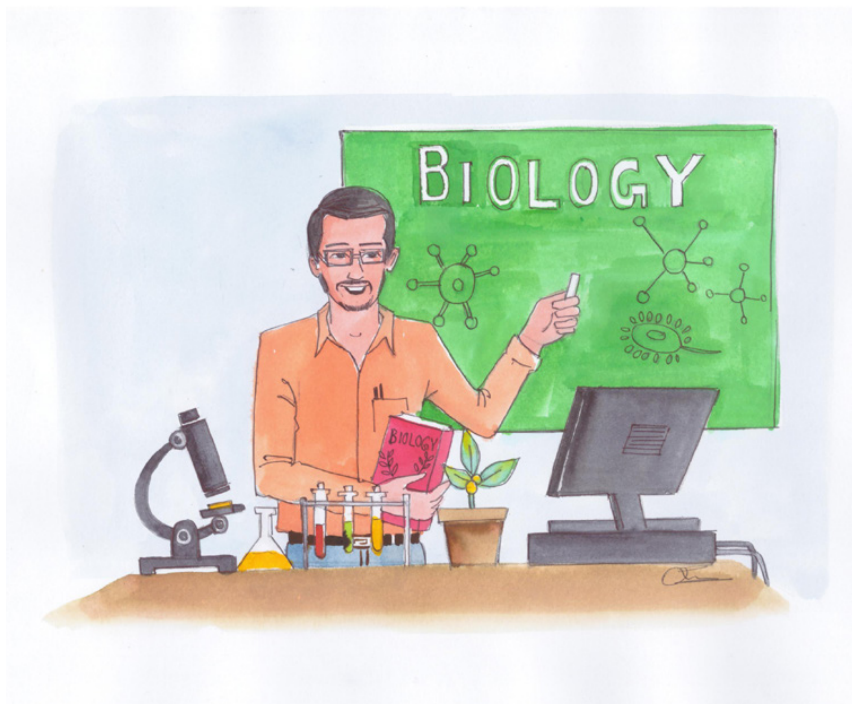
**Prem Kumar**

**Principal**

**KV Ballia**

# Hello Biology Sir!

# 29



**Illustrations: Sat Prakash, TGT (AE), KV Sandhole**

A teacher is the backbone of a society. A doctor trained by a good teacher remains sympathetic to his patients, an engineer influenced by his teacher is loyal to his work and a leader guided by his teacher becomes committed to the nation. So, a teacher plays a vital role in shaping a society. I am privileged that my Vidyalaya also has such a



teacher who is a boon for the students. I came to know about him when I joined this Vidyalaya. It was 11th July 2017. I was very happy since I was going to join a K V close to my home town. Suddenly, I saw a group of students walking towards the Vidyalaya. I started walking with them and conversing about their studies and their favourite teacher and the school without telling anything about myself. Almost all of them said in unison “Biology Sir.” is their favourite teacher. It aroused my curiosity and I asked “Who is your Biology Sir and what is special about him?” Their words go like this.

“Everthing about him is special, everything is unique. He has a pleasant personality. He is very punctual. We have never seen him coming late. The way he teaches and develops knowledge is excellent. He helps us wherever we need. He is not limited to class room transactions only. Whenever we face any problem we approach him. He listens to us sympathetically and gives us suggestions”

I planned to observe his class without telling him anything about it. The memories of that very class are still fresh in my mind. He was teaching about the basic structure and composition of DNA that day.

His way of teaching with the help of interactive board and other teaching aids was appreciable. Even I felt the need to learn how to make the best use of interactive board and other audio- visual aids. It was a pleasant surprise to see that he had removed the DNA strands from an onion peel.

This was an apt example of formation of a theory based on the experiment. I had not seen such a class of Biology earlier. The students were participating in the activities with keen interest as if the teacher

had cast a magical spell on them. Now I realised why he was so popular among the students.

Next month there was annual inspection of the Vidyalaya. On the scheduled date, a team of ten Principals headed by the Assistant Commissioner came to the Vidyalaya. In the post inspection meeting the teacher was highly appreciated by the team. The Assistant Commissioner who had observed his lab was very much pleased with the plant specimens, 3D Models, modern instruments and the teacher's approach. The Principal who had observed his class said, "I wish I had a teacher like Biology Teacher !" He was happy with his teaching methodology, peer teaching and use of teaching aids.

The very next day he came to my chamber for getting his lesson plans signed. The lessons were meticulously planned, based on the activities. I could not resist myself and turned over some more pages. I came to know that he had noted down every detail meticulously about workshops as a Resource Person and taking students to CSIR lab under JIGYASA for better understanding of science and technology, the details like guiding students for various competitions like NCSC, JNNMSEE, Olympiads and developing them as winners.

His popularity is prevalent not only in our school but also in partnering school. This I saw when the students of Cantonment Board School had come to our Vidyalaya under "partnership with other government school". I found that the students had an affinity for him. They were talking to him in such a way as if he belonged to their school. This is the quality of a good teacher that he can attract any one with his communication skill and behaviour.





He has been teaching in the Sangathan for more than twelve years and none of his students has ever failed. He has always scored a very good PI. This I knew when I had to write his APAR for the first time and I wanted to know what the earlier Principals had written about him. I went through the APARs of the previous years and found that every Principal had rated him an outstanding teacher.

My Vidyalaya was the venue for an in- service training programme for TGT Science and the then Principal told me that this teacher had participated in that programme as a Resource Person and inspired many teachers with his experimentations and innovations.

He shared his research paper published in a reputed journal on the topic “Importance of Emotional Intelligence to Improve Social and Academic Skill at School Level”. In that research paper he discussed the hurdles a teacher faces and possible solutions also.

When COVID- 19 struck India and the school was closed for safety of the children, we were worried about the teaching learning process, especially for the science subjects, in which conducting practicals in labs was not possible but surprisingly I came to know that practicals in Biology were going on. He had created his own YouTube channel, demonstrating practicals on it.

The herbal garden in front of the school building, which is full of medicinal plants, is a testimony of his interest in his subject and environment too.

A teacher like him is an asset to the Vidyalaya, who has created a wonderful foot print for others to follow. His contribution to the Vidyalaya is admirable. He has been really helpful to the students and the teachers

in all respects. He is appreciated by his students and his fellow teachers for his help and support.

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**Barrister Pandey**

**Principal**

**KV 39 GTC Varanasi**



Illustrations: Sat Prakash, TGT (AE), KV Sandhole

The teachers I have pleasure of working with, have been truly exceptional. Some of them have gone above and beyond expectations and they have even made their subject fun for the students. It is their core characteristic of resilience, a positive mind set and adaptability which makes teachers great and that has never been more apparent than it is now.

The first example I found when I initially joined KVS, as PGT Commerce in 2008. I felt that in my Vidyalaya, Social Science teacher was very popular among the students, parents and staff. Some of my class XII Commerce students were also great fan of her teaching style. They told me that madam had made social science real fun for them. Her teaching lessons and concepts are still afresh in their memory.

I was surprised that class XII Commerce students were talking about their class VI and VII experiences. It was really very surprising that even after five or six years they still remembered her class and her style of teaching. I was very curious and wanted to witness her class to experience that happiness. One day, I was sitting in my room at first floor and saw that she brought class VI students in the playground and asked them to stand in a specific manner. The process appeared very interesting to me. There were two senior students of class VIII who were guiding their young friends to make that shape properly with the help of a paper in their hands. Suddenly they all formed outline of India map. Now the teacher started calling the students by their roll numbers and asked him/her to go to a specific city (like Delhi, Kolkata, Mumbai etc.). The young students were required to run to the right spot where the city was actually located in the map and in case of any problem the other students of the class were helping him/her. It was totally a different style of teaching map work. All the students were happy and wanted to be called again and again. In just one period almost all the students were aware about the locations of major cities of our country in the map.

My second experience of effective teaching was from KV Azamgarh where I joined as In-Charge Principal in February 2021. On the day of my joining, I took a routine round of Vidyalaya building and while visiting the Physics Lab I found that the lab was divided into two parts. The



blackboard side of the lab was maintained like a photo studio equipped with various light diffuser umbrellas, digital camera, a laptop, table fan etc. whereas, on the other side of the lab was full of waste material like old cycle rim, its old spokes. I asked the teacher about the use of those things and he informed me about his way of teaching. It looked interesting. The next day I visited the Physics Lab again and found the teacher was surrounded by some students. Suddenly the teacher switched off all the lights and now there was only a table lamp throwing light on the lab wall. The teacher used the table lamp, old cycle rim, a glass, two stools and a simple optical bench to teach the concept of Simple Harmonic Motion. He adjusted the cycle rim on the optical bench with a glass fixed between its spokes and the light of the lamp projected the image of setup on the wall. When the teacher gave some torque to the cycle rim, its two-dimensional images appearing on the wall and the glass, fixed between spokes, appeared to move left and right on the wall. The teacher then delivered his statement that the “Motion of projection of an object (glass) moving on a circular path with uniform speed is called Simple Harmonic Motion”.

The next day I enquired about him with some senior teachers, they all informed me that the Physics teacher is one of the most dedicated and hardworking teachers of our Vidyalaya. He has created his own youtube channel 'Physics Commune' and has uploaded almost 400 videos of his lectures of Physics concepts for classes VII to XII consisting of his live classes and prerecorded classes. The URL of his YouTube channel is <https://youtube.com/c/PhysicsCommune> .

Teaching a subject like Physics with some household materials (for giving them real life experience) is really good and after the activity the sense of happiness and satisfaction is clearly visible on the face of all the students.

Now the job of a teacher has become more mentally draining, emotionally challenging than ever. Teachers are playing the role of a guardian, a friend and a mentor along with their primary job. Due to the pandemic and temporary shutdowns, there is a turmoil in the lives of students but the teachers, being strong role models, are adapting now new methods to stay in contact with their students through technology. They boldly face the challenges like maintaining decorum in offline and online classes, adjusting their teaching style to suit the changes, getting comfortable with technology. Like good counselors, they help students who need emotional and mental support.

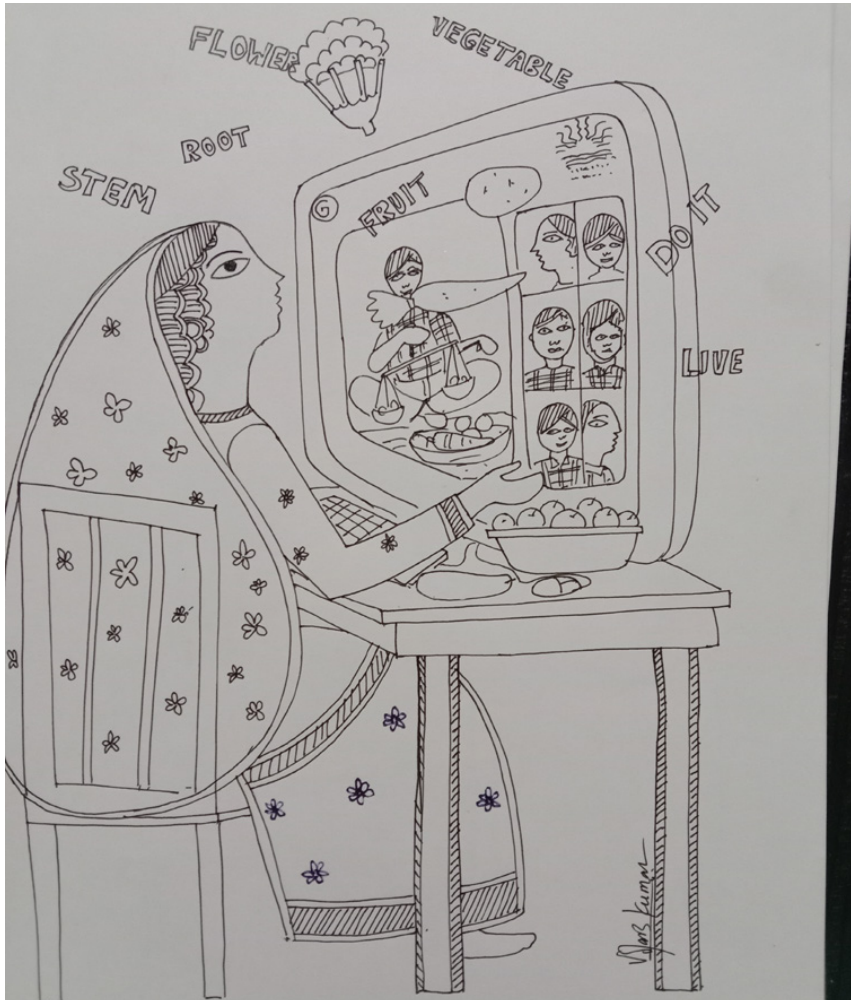
Thank you, teachers .....!

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**Vishal Khare**

**Principal Incharge**

**KV Azamgarh**



Illustrations: Vikash Kumar, TGT (AE), KV Bakloh Cantt.

A foreign journalist remarked about Dr. Sarwapalli Radhakrishnan” I know a professor who studies for eighteen hours in twenty four hours.” Indirectly the intention of this statement is that a good teacher is the best scholar, lover of self-study, worshipper of ‘Shrawan’ ‘Manan’ and ‘Nisidhyasan’ of Vedanta. Teaching learning process demands knowledge as well as methodology during classroom transaction. Although teaching learning process should originate from joy and should end in joy, yet it is a herculean task. In my opinion, it must be coordinated in the form of Gyan yoga -Karm yoga -Bhakti yoga of Bhagwat Geeta. It is that vector quantity which travels from doubt to truth and from empiricism to realism. According to Eeshopanishad, “The face of truth is covered with a brilliant golden lid, that do thou remove, O faster, for the law of the truth, for sight”. A teacher should be like the sun that could expose the undisguised truth.

हरिष्मयेन पात्रेण सत्यस्यापहितं मुखम् ।  
तत्त्वं पूषन्नपातृणु सत्यधर्माय दृष्टये॥

However, in this worldwide Covid-19 pandemic situation, the online teaching has emerged as a new challenge for us, yet it is a matter of pride and happiness that teachers across the country have tried their level best to ensure the academic excellence of learners through online teaching. Of course these seekers and sharers of knowledge are the hidden indoor warriors of Pandemic period who have protected the knowledge while protecting values among students. They have acted as spiritual nutrients that have built, boosted and strengthened the mental, cultural and classical ethos of new generation.

In the midst of all these challenges, it is appropriate to consider TGT Science of Kendriya Vidyalaya AFS, Manauri, Allahabad who has





made the teaching learning process alive with her unique teaching methodology and techniques. She keeps herself organized and planned to help learners absorb new information and concepts. She uses the various audio & visual aids believing that teaching learning process can be made successful through high level interaction with learners. So, she adopts multiple teaching methods in the same class, like discussion method, question - answer method, inductive and deductive method. In her classes, the students become teacher and the teacher becomes a student through interaction. I remember that once, during the observation of the science class of class VI, I saw this science teacher with many types of vegetables and fruits. It appeared as if a fruit seller or a vegetable seller had come to online class. Her costume was also like that of a fruit seller. Children were pleased with such type of pleasant classroom environment. The atmosphere was so light that the curiosity of the children started taking wings. Entertaining the children and by using demonstration method, she taught identifying the vegetables and fruits to cute learners . She communicated all these concepts very easily and fluently.

In senior classes like IX and X, this teacher gives a tour of the anatomy and morphology of plant kingdom and animal kingdom through O Lab during online classes. To improve the reasoning and logical ability and problem-solving ability of the students, she organizes quiz and games in online mode. She has achieved technical proficiency in online teaching as much as is necessary for a teacher to be technically sound. The best thing is that the students are active in their online classes, ask questions, communicate, discuss and stay connected in the WhatsApp academic group made for the purpose of clearing the concepts. The teacher makes and shares Power Point Presentation for clear and distinct transmission of concepts and uses blackboard for revision of the same concepts.

‘Learning by doing’ is the essential and integral part of her teaching methodology. Playing with magnet, reaching the concept of magnetism, access to the concept of electrical circuit through playing with wires and batteries, making of a mini lab for the students from small household things are living testimony of learning by doing. These are the peculiar features of her teaching methodologies. She teaches the scientific terms by connecting it to life situations. Her speciality is to compare very playful energetic students as gaseous state of matter whereas disciplined students turn in to solid state. She traces the changing relationship between the father-son in the Lenz’s law, related to magnetism. She always motivates the students to use low cost learning materials. Her project-based teaching learning also helps students in doing research, in collecting information and data.

All these teaching initiatives opted by her have proven to be very effective and useful during such critical and extraordinary situation. Apart from all this, she provides ample support to the students and also works to reduce their psychological pressure during pandemic.

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**Pradeep Kumar Mishra**

**Vice Principal**

**KV AFS Manauri**

## A Teacher Who Speaks the Language of Learning



Illustrations: Vikash Kumar, TGT (AE), KV Bakloh Cantt.

The responsibility of a teacher is to shape and groom the personality of an individual and to contribute to the development of society and nation. I find one of the primary teachers of KV Mughalsarai does possess the qualities of an ideal teacher. Her diligent efforts and unparalleled commitment made her stand out from the crowd. She is an outstanding teacher with pleasing personality and very much committed to the holistic development of the students.

She accomplishes all the assigned work well in time and is always ready to walk an extra mile to bring laurels to the school. She deals with tiny-tots with affection and compassion to facilitate the teaching learning process. Her classes are nicely arranged where the students (eagerly) participate in quizzes, puzzles and riddles.

During the spread of Covid -19, there was a complete turnaround in the mode of teaching. Shifting from traditional classroom to online platform was a herculean task to accomplish. It brought the new challenges and dealing with the students of class 2 in online mode was a bit cumbersome. All of a sudden new words like Google Meet, Google Suite, Google Classroom and Google Form became talk of the town. She assimilated the required techniques to deal efficiently with the students and learned how to counter the technological glitches.

She has a very good strategy for teaching Mathematics in primary classes. She emphasises on the conceptual understanding by bringing in visuals, which allows students to see how an abstract concept is translated into a physical one. She used concrete objects, spatial reasoning and hands on materials in early operations of mathematics. Her story telling method makes a connection with the real world scenario. Seeing problems in different ways help in brain's neural networks. Her classroom interaction

encourages logical decision making and critical thinking. During her interaction, she promotes values like empathy, respect for others, respect for public property and pluralism. After attainment of NISHTHA training, she has successfully switched to Competency Based Learning. In her class, every student feels welcomed and cared for. She gives autonomy to her students where they are learning at their own pace and grow in knowledge.

While observing Class II Mathematics, I came across the topics like shapes and patterns. The teacher had effectively used the hands on material like scale, books, ball, notebook, sharpener and eraser to construct the ideas of shape. She used a beautiful poem to let them understand side and edges.

I'm triangle, I'm triangle  
Do have pointy little shape  
I have three sides  
I'm Triangle I'm Triangle  
I'm Square, I'm Square  
You can see me everywhere  
I have four sides  
I'm square, I'm Square  
I am Circle, I am circle  
I go round and round...

Later on, she resorted to their daily life experience of taking paratha and various shapes of edibles. This made the class very lively .

She has successfully aligned her teaching with NEP 2020, focusing on Foundational Literacy and Numeracy. She ensures that minimum level of learning is attained by all the students and the learning outcome is

realized. Her altruistic nature has yielded a great dividend to the other teachers as she motivates her colleagues to unlearn and relearn through various in - house training sessions.

Absence of Head Master has never been felt as she successfully bears the responsibility of Head Mistress and through her managing skills, she is a role model for new teachers. Organizing online CCA programmes requires a lot of home work and monitoring the same is being successfully done by her. She bears the responsibility of Examination Incharge for primary and her documentation work is praiseworthy.

She is an asset to the Vidyalaya and such a teacher truly deserves the acknowledgement from the society and nation.

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**Manish Kumar Yadav**

**Vice Principal**

**KV Mughalsarai**



Illustrations: Vikash Kumar, TGT (AE), KV Bakloh Cantt.

Reforms and actions aim to promote high-quality teaching in classrooms. The eagerness to continually improve the educational experience of students has been growing steadily. We are now more aware of how teaching practices help shape the student learning experience and advance motivation and achievement.

One of the biggest challenges for teachers across the ages has been to keep the students in the classroom engaged and attentive to the content that is being taught. As a teacher, to tackle this challenge effectively, one should implement innovative ideas that make the classroom experience much more lovable for the students.

We need to look for new ways in which technology can be harnessed to teach better and have a stronger impact on learning by the students, who are also struggling in isolation, without their peers.

Today, the world is changing once more as work-from-home and learn-from home is the new buzzword in almost every part of the world. In this scenario, every school has adapted virtual classrooms as the new norm and teachers are making valiant efforts to keep educating students.

I would like to present the endeavours of two of my colleagues, one is teaching Computer Science and the other one is a primary teacher. These two teachers often come up with innovative techniques which are very effective in enhancing learning. Here, I shed light on them one by one.

As the Vidyalaya was closed during the pandemic, parents and residents of Kribhco township were often seen playing and working out in the open play-ground of our school. Several students also came with their



parents in the evenings and almost everyone had a mobile phone with them. So we thought that this opportunity can be used to encourage FIT INDIA movement. The idea of QR code was implemented by the CS teacher for FITNESS CHALLENGE which involved several activities under FIT INDIA Program launched by the Government of India. The QR code was formally launched by Our VMC Chairman, on National Youth Day. The QR code was printed on durable and water proof sponge sheets and pasted at several places around the school and township where people come for walk/play.

As the person scans the code, a list of activities is displayed. Any activity can be chosen to take up the challenge. Participant has to fill the basic details and upload a video/picture of activity done by them. Regular performers can be identified and felicitated. The progress of a person in different activities can boost their interest as well as fitness. The QR code generated a lot of interest among students and township residents.

He has not only created awareness about fitness but has put it in practice himself. He has lost significant weight within last 6 months and now he is a fitness guru in our school.

On the academic front, he tries his best to resolve any difficulty faced with respect to IT and ICT by teachers, students and parents. He has also made a blog for the students of Class-XI and XII (Computer Science) where he has uploaded all the important content. The URL of his blog is <https://learn-code-with-fun.blogspot.com/>

The aforementioned primary teacher is very punctual and systematic and is an effective teacher. He is able to elicit quick response from students and parents alike. He has implemented a unique way to teach conversion

of currency (Rupees Vs. Paise in Class V. He has used formulae, charts and flash cards to teach the topic. Real situation was developed as to where they can use it practically, with the help of stalls with price tags. Quick learners were made stall owners and late bloomers were made the buyers. Practical applications were tried with the fake currency children often play with at home and peer assessments were done. Students' responses were accurate and massive in the class.

Parents were roped in for daily assessment at home to reinforce the learning and develop skill of calculation and conversion.

The dedication and passion of teachers bears a long lasting effect on the destiny of a nation. I extend my sincere gratitude to all the teachers.

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**Mamta Singh**

**Principal**

**KV No.2 KRIBHCO, Surat**



Illustrations: Vikash Kumar, TGT (AE), KV Bakloh Cantt.

A teacher is known across the world because he/she is the builder of the nation and moulder of the character of children. I know a Social Science teacher who is well-known for her devotion, dedication, commitment, ethos and work ethic. She is very popular due to her compassion, love and care for the children. She has been a part of KVS for the past 23 years presently teaching at Kendriya Vidyanaya No 2, Itanagar, Arunachal Pradesh and throughout her journey, she has been constantly contributing in the field of Education through her innovative and experimental methods of teaching.

She has adopted various novel methods of teaching students during online classes, keeping into account their academics, mental health, and helping them in transition to digital learning due to the prevailing pandemic situation.

Her online classes are not just theoretical lectures but include conducting live experiments and practical online lessons which emphasize on Joyful learning. She conducts virtual tours for students using Google Earth and other apps to showcase various geographical features and historical monuments which help students conceptualize the topics more effectively and in a more realistic way. Her teaching also includes regular use of educational apps, suggested by the government of India like DIKSHA. Her contributions to the Vidyalaya's YouTube channel include more than 100 videos that are made and uploaded by her, covering the NCERT syllabus along with enjoyable experiments. These videos benefit not only her own school, but have also been shared and viewed in other KVs and schools in Arunachal Pradesh.

She encourages students to work on interactive, virtual methods of learning, rather than the conventional ones. Class assignments are

well suited for online teaching, like various audio-visual quizzes, map tests, Flow-charts tests etc., using power point presentations to explain difficult concepts on variety of topics for students from classes 6th to 10th. Such activities and assignments are not only enriching students in subject content, but also helping them learn ICT in a comfortable and stress-free way.

Online debates, speeches on various topics and current affairs, are regular features in her online classes, keeping them updated on the subject and developing their creative as well as analytical skills through healthy discussions. Virtual workshops on environmental issues and theme of National Integration are being conducted under her supervision on virtual mode. Students present, discuss and even perform live on these workshops which provide a brand-new experience to them.

She has developed different evaluation techniques, well suited for online teaching, keeping the uniqueness of each student in mind. Her evaluation techniques are quite different. She uses the above-mentioned interactive videos, presentations, quizzes etc as her evaluation tools. This method relieves the student from the exam stress, and makes evaluation a joyful and fruitful activity. The advantages of these methods are reflected in their academic performance and personal refinement.

Other than regular teaching, various projects are being undertaken by her. In one of the ongoing innovative projects namely 'Tribes of the Land of Rising Sun', her students are exploring their own culture and making videos on the first-hand information about the rich tribal culture and heritage of Arunachal Pradesh. Her students are also performing exceptionally well in other programs organized by KVS, CBSE and Government of India.

Her dedicated, experimental and student friendly teaching has made, a significant contribution to student welfare and KVS. She is not only an ideal teacher, but also a support system and mentor to her students in the prevailing situation of the Covid 19 pandemic.

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**S.V. Joglekar**

**Assistant Commissioner  
KVS Tinsukhia Region**

## Words from a Disciple to Incredible Gurus

35



Illustrations: Nisha Agarwal, TGT (AE), KV Sainik Vihar

Teaching is not everybody's cup of tea. It is an art, and a craft as well. It is the symbol of passion, trust, faith, perseverance, belief and what not. Since every teacher is unique, it is a Herculean task to judge them. He may be a great and immortal guru, like Socrates who had sacrificed his life for upholding truth and wisdom; Copernicus, who had radically

changed the thoughts about heavenly bodies; Maria Montessori, who had immortalised teaching of the tiny tots; Swami Vivekananda, who had made his teachings surpass the four-walled classrooms by enlightening us to realise the perfection already within us through the practice of spiritualism... so on and so forth. There are and have been many unsung gurus who toil hard to impart knowledge and skills among children right across the globe.

If I attempt essaying on the follies and foibles of gurus, then it will run into pages. But, if I delineate my lavish praise on such incredible teachers, it will be epical. If I praise one teacher, the others might feel utter surprise at why they failed to deserve that. I have witnessed thousands of classes led by top notch teachers, both in my school as a school head and in other KVs as a member of the supervising team or as the supervision head. But, to narrate all of those experiences, one would need years to describe their conscious efforts and amazing works for our children. Certainly, it is a tedious task to write about some incredible gurus. It is easy to narrate about such teachers; but when asked to write, I do not think I can do justice as a writer.

I am a keen disciple, who has the unquenchable thirst to learn aplenty and who has unbound curiosity to explore the votary of truth and wisdom. With every break of dawn, I wake up praying to the Supreme Guru of the world and also recall few gurus of my life who have helped me to reach the crux of life. The list of gurus is long, but a few gurus not only influenced and inspired me but also became an inseparable insignia of my life. Whenever I wanted to erase the imprints of my old teachers to induct new teachers, I fail miserably as they have left indelible marks. There is an inner urge to narrate about them all, but I have been asked to write about some gurus who have enlightened the life of children



of this beautiful organization called KVS and who have made lasting impressions on their lives. They will never repine if it is not written on them. Contrarily, though they are eulogised, they might not be awarded with any great awards. However, praises and extolments will motivate them to do the impossible, to fathom the unfathomable, to tread on the untraded path, and to explore novelty and innovation in their teaching learning process.

Before starting to pen down my experiences, let me confess that neither do I possess rich vocabulary to describe their appearances like great Indian writers of English, nor am I a great psychologist to describe their moods and manners. Undoubtedly, I am an ardent disciple who learns more when I see things happening, who listens and observes with rapt attention when the learning is joyful. I fail to learn if the atmosphere is very sombre and devoid of fun and joy; I fail to learn if the classroom is entrapped in the drudgery of discipline where a child's freedom to express is curtailed. I learn when I witness joy and happiness inside the class. A teacher's smiling face makes me enrapt, but I don't feel the same in a class where one sits with a sullen face. The Chinese proverb goes: "A man without a smiling face must not open a shop". I feel exhilarated to see a teacher teaching with a smiling face free from any inhibition or fear. A fearless teacher is an asset to this noble and gigantic organisation. At times, I have seen a few teachers also carry a lot to give a lot in the class. They carry the burden to unburden the process of learning. I mean, they carry teaching aids to add aroma and flavour to their classrooms.

Once I got an opportunity to witness teaching in class VI in one of the KVs of Assam. I entered the class with a smiling face and to my utter surprise, the class appeared happy and stood up to greet. I could not

understand secret of the unbound joy of the class. I asked the children to have their seats. The teacher started teaching by narrating a story. All of a sudden, I interrupted the teacher like a curious child and asked my young little friends a few mind-boggling questions. The story could not end that day because of the inquisitive and probing child like me who had a bevy of questions. Albeit the questions were simple, but puzzling to answer. Even some of the young friends also stated that nobody had asked such questions like what I had. To add curiosity in the learning process, I invited children to ask a few mind-boggling questions to me. Lo and behold! Questions showered on me like thunder and lightning. To my utter dismay, I failed to answer even a single question. I guess it would have baffled you as well since the questions were not only atypical but also out of the box.

I realised that the small children that day had taught me a great lesson! After listening to a few questions, I exhorted them to stop. They questioned enough to blow my mind away. The teacher was also enjoying my helplessness. Evidently, children are the epitome of knowledge and wisdom if they are given an opportunity to express their fructuous mind. Let me share a few questions that they had asked:

a. How many plants are there in Amazon rainforest? b. How will I know whether I will go to heaven or hell after my death? c. What will we do if the entire planet submerges with water overnight? d. How can we read faster than our mind? e. How many ants are there in the world?

I believe they had asked thirty-two questions within seven to eight minutes. They were the students of class VI. I tried to answer a few questions but most of the questions were left unanswered. I asked the teacher the secret of such curiosity of students. I was utterly surprised



that the students were told that I will be asking many mind-boggling questions and they need to be ready with their answers. Frankly speaking, that day I failed to answer questions of the young friends because the teacher had empowered students to ask questions and motivated them to open up in the class.

The story could not end that day that the teacher was narrating, but the story etched lingering memories and added another leaf of lesson taught by life. It was my inner urge to vent out my awe-inspiring questions that had left me clueless since long. I always wondered why some teachers discouraged questions during classroom transaction. Being enraptured, I left the class with a sense of gratitude and inexplicable contentment for spending nearly an hour in that class. Though I left the school with a smiling face, but somewhere I felt the need to learn more and more to teach and address. That night I lost my sleep not because I could not answer their questions but because their questions smouldered curiosity to search for answers.

My never-ending knack of asking mind-boggling questions to teachers during trainings, questions to principals during VCs and questions to students during inspections got doubled as unanswered questions would not allow me to sleep. Though I knew Google, the 21st Century undisputed search engine guru, will fail to answer, I searched all to my utter disappointment. I salute the teacher who had sown the seeds of curiosity among students and I feel equally elated that those students had taught a great lesson to me that day.

The unwavering thought took a different turn when I entered another classroom of class XII students who were young and matured and belonged to a KV in the State of West Bengal. I knew that almost all

students and teachers were at toes for the academic interactions with the supervisor. When a new face enters the class as a supervisor, students take quick glances at each other in the class and that said a lot.

So much had I wished to put a volley of questions before the children that instead of listening to their teacher, they should answer me. Finally, I went to sit at the back of the class. Students got flabbergasted by my strange behaviour. But the class was unique, so was the teacher. My questions were very simple but tricky. Students did not fail to answer because they were empowered with such skills. A few questions were asked from all subjects taught in class XII science. Strangely students answered all of them satisfactorily. I was surprised to get those answers since many students of other KVs had failed to answer. After interacting with them for nearly twenty minutes, I asked the teacher to teach. The teacher also got completely surprised and taught the lesson with the use of technology.

It was a class of poetry. Teaching poetry with the sole purpose of delight was deeply felt during his interaction with the students. He effectively used technology by showing an amazing PPT, apt questions were asked to empower the students to think and respond. Questions asked by the students were simple and easy, not like the mind-boggling ones of the class I have mentioned earlier.

The class was really amazing because the question on Physics was answered by a student whose score was the lowest in the test and Chemistry questions were answered by the girl whose subject of interest was English. Biology questions were answered by a student who had opted for computer science. You might have imagined that questions were from beyond the textbooks and off the course. Yes, you are

absolutely correct!

It is very interesting to tell you that the fellow teacher could not control his emotions and asked about my subject, and I told him that my subject happens to be English. As a principal we are supposed to know basic concepts of all subjects. I just wanted to tell him how interdisciplinary approach can be adopted during classroom transaction. The teacher asked one of the students to tell a few words about me at the end of the class. I did not resist, knowing that he would shower all words of praise about me. But his words were quite different. He spoke not a single sentence about me but a three-minute speech about his teacher whose class I was observing. He was just flawless and confident! I asked him with utter surprise, “Do you really like your teacher, or are you speaking only for the sake of speaking.” The entire class was unanimous about what he was speaking.

I offered salute and sincere gratitude to the teacher. But the most surprising one was that a student of the class presented me a letter about her teacher in more than 300 words that she wrote during the classroom discussion and interaction.

A few lines from the letter is given to understand the love for the teacher by the student: ***“He comes like a Hitler but with a smiling face, teaches what is in the book and also what is not in the book, shoots questions like a shooter, cracks jokes and makes class fun filled like the theatre stage of Charlie Chaplin, behaves like a friend, assesses like a true examiner, and surprises everyday especially in his introduction to the class. He speaks like a great orator and nurtures like a mother. He teaches the last poem of the syllabus on the first day and asks questions that help me to seek answers from***

***my life, my everyday learning. He is the symbol of a true teacher who can be called a great guru.”***

After reading the letter I became speechless; I left the class saluting the mentor and the students! I am still in quest for such classes and teachers in my life and will share if I chance upon one!

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**B.K.Behera**

**Deputy Commissioner**

**KVS (HQ)**



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केन्द्रीय विद्यालय संगठन

# केन्द्रीय विद्यालय संगठन

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