



Bal Bharati
PUBLIC SCHOOL

Let's have a conversation!



JAN-MAR 2024 | VOL. 1

A quarterly platform for Bal Bharati teachers

Achievements | Initiatives | Insights | Perspectives

THEME FOR THIS QUARTER

**How are some of our award winners
transforming their impact as educators?**



CES Teachers' Excellence Awards 2023

Categories: Skill Enhancement & Innovative Pedagogies

We recognise the important role that our teachers, such as you, play in shaping our students into successful and happy individuals, who are also thoughtful and inspiring community leaders.

It is important that this group of thought leaders articulate and exchange their experiences, learnings and views about important issues related to the field of education.

This platform has been created precisely with this thought, and we look forward to your active participation in making it a vibrant space for illuminating conversations.

THEME FOR THE NEXT QUARTER

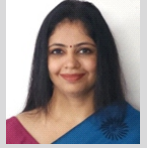
How are you bringing in experiential learning to equip your students with the skills, competencies, and mindset required for success in the 21st century?

INNOVATIVE PEDAGOGIES

I seamlessly blend technology, project-based learning, the flipped classroom model, and gamification techniques in my teaching. These methods aim to foster a dynamic and interactive learning environment. Students actively participate in hands-on projects, encouraging critical thinking and collaborative application of knowledge. By incorporating board games and problem solving activities, we transform lessons into engaging challenges, amplifying student involvement and comprehension.

This integrated approach significantly elevates student engagement, rendering learning more enjoyable and memorable. Students gain from improving their problem solving and critical thinking skills, and develop a deeper understanding of the subject matter.

I plan to refine this blended approach, explore new technologies, and collaborate with educators to create a resource hub for innovative teaching practices.



Divya Grover

BBPS, Dwarka

Science Teacher, Classes VI-X

INNOVATIVE PEDAGOGIES (शिक्षा में खेलौना-आधारित शिक्षण - TOY PEDAGOGIES)



सपना सक्सेना

बी.बी.पी.एस. द्वारका
शिक्षिका, कक्षा 5

शिक्षा का मूल उद्देश्य विद्यार्थी का सर्वांगीण विकास करना है। शैक्षिक नवाचारों में नवीन तकनीकी का प्रयोग होता है जो विद्यार्थियों के सर्वांगीण विकास का मार्ग प्रशस्त करती है। खेलौनाशास्त्र, नाट्यमंचन, संगीत, अभिनय - इससे विद्यार्थियों का हिंदी के प्रति रुझान पैदा हुआ। विद्यार्थी सभी पाठों को आसानी से समझने में सक्षम रहते हैं। खेलौनों के माध्यम से सरलता से पाठ को समझते हैं, खुद करके सीखने की कला विकसित होती है, हर पाठ में कुछ नया करने की प्रेरणा मिलती है व आसानी से शिक्षार्थी कक्षा में जो पढ़ाया जाता है उसे अपने द्वारा अनुभव की जाने वाली कई धारणाओं और वास्तविकताओं से जोड़ सकने में सक्षम होते हैं। खेलौनों की दुनिया से जुड़कर मैं बच्चों के साथ आत्मीयता महसूस करती हूँ, और हर दिन कुछ नया करने की प्रेरणा मिलती है।

INNOVATIVE PEDAGOGIES

My pedagogical approach focuses on integrating animation with the ICT tool 'Stop Motion Studio.' It enhances students' learning experience by emphasising the practical application of animation, connecting it to the real world. This approach aims to develop students' cognitive and motor skills, fostering effective storytelling, and promoting collaboration across multiple disciplines to enhance the overall learning programme. To advance this pedagogical initiative, I intend to conduct workshops for educators, integrate animation into the curriculum, encourage student projects, allocate resources, organise collaborative events, establish a feedback mechanism, and engage the school community.



Nirmalya Banerjee

BBPS, Rohini

Visual Art Teacher

SKILL ENHANCEMENT



Preeti Khanna

BBPS, Pitampura
Computer Science Teacher
Classes XI & XII

I have undertaken the following initiatives to upgrade my skills:

I have received various certifications, including Microsoft Innovative Educator Expert and Google Educator Level 1 and 2, Wakelet Educator, Flipgrid, Certificate Program in the Educators Masterclass Series by AIM and LearnX Singapore, and Adobe Creative Educator. I have also completed School Innovation Ambassador Training Programme initiated by the Ministry of Education's Innovation Cell and AICTE.

The range of certifications has helped me to adapt to different teaching methods and cater to the needs of diverse learners. My involvement with various organisations has helped me to provide deeper understanding of my subject matter, enabling me to teach more effectively, influencing the overall performance of my students in the classroom.

These self-development initiatives have led to my being appointed as a subject expert by esteemed institutions like NIOS, CBSE, and NCERT for curriculum and sample paper development. I was also honoured with the Acharya Award 2022 by Experience Japan, and recognised by Bharat Vikas Parishad in 2022.

In the future, I will share my knowledge and experience by mentoring my peer educators and designing and delivering training programmes, contributing to their professional development. I will continue to innovate my teaching practices by experimenting with new technologies, methodologies, and approaches. This will enable me to teach students, while being aligned with their evolving needs.

INNOVATIVE PEDAGOGIES

I have created grammar games based on the Subjunctive Tense, keeping in mind the large number of students in Indian classrooms, need to prevent misuse of paper, Sustainable Development Goals, and availability of our well-equipped Language Lab (with Ladybug lens). These games include:

- The Subjunctive Balloons: Students are asked to inflate balloons and write any of the six exception verbs in subjunctive on them with a marker.
- Tic-Tac-Toe: All the nine boxes of the tic-tac-toe frames have sentences with blanks and infinitive verbs. Before starting the game, each group is instructed to first conjugate the verb in subjunctive on the handout and then place an 'O' or an 'X', as applicable.
- Sentence Sequencing in a Frame: Three randomly selected students are given a frame with four incomplete sentences, and four answers in subjunctive tense to complete these sentences. The entire class participates, and their responses are displayed on the smartboard. The students' sentences are then shown on the other side, thereby conveying a meaningful picture about one of the G20 goals.
- Dot-to-Dot: Under Ladybug, a sheet having scattered words is placed. Students joined the dots to frame a meaningful sentence in subjunctive. If the sentence is correctly framed, it reveals a meaningful shape or figure.
- The Wish Tree: The subjunctive tense denotes wishes. Students are asked to write their wishes on the leaves given to them and hang them on a Wish Tree placed in the class.

My students are very excited to play these games and practice the tense they find difficult, that too in a ludic way. In the future, I plan to design many more games that are an amalgamation of technology and tradition.



Aarti Singhal
BBPS, Gangaram
French Teacher, Classes VI-X

INNOVATIVE PEDAGOGIES



Sonia Sharma
BBPS, Gangaram
English Teacher, Classes VI-VIII

In pursuit of empowering diverse learners with the essential skills needed to adapt to evolving scenarios, I have conceived innovative initiatives – 'Strokes of a Genius - Puppet Making Activity' and 'Pedagogic Exemplar-Self Profiles,' in alignment with NEP. Students collaborate in intra-class activities integrating art, technology, and literature. They utilise indigenous recyclable resources to create stick puppets, augmenting their understanding of notable poems. They craft acrostic poems, succinctly highlighting their traits and visions in self-profiles, and create e-books for writing tasks, using unique tales. Students demonstrate proficiency in presenting, campaigning, and researching, adeptly articulating insights in varied learning situations. I envision employing these experiential and camaraderie-centred pedagogies to cultivate a lasting passion for learning in students.

INNOVATIVE PEDAGOGIES

I have worked towards introducing activities such as the following in my classroom:

- For assessment while playing: Designed 'Decimal Tambola' to assess the students about their understanding of mathematical operations involving decimals. The idea behind this game is to make assessment a joyful experience and not burdensome for students. The game is being conducted by other faculty members in Class VII, after completion of a topic.
- For storytelling: Created an interactive e-book 'Family of Quadrilaterals' which has been read in more than 25 countries. Also, recapitulated the rules for multiplication and division of integers in the form of a story 'The Integers Island', since stories spark curiosity and make abstract ideas more relatable and engaging for students. The book is available online and is being used for Class VI and IX.
- For breaking monotony: Introduced a fictitious character, 'Remember Aunty', to emphasise important points. This helped to break the monotony in regular mathematics teaching-learning process.
- For bringing art into math class: Introduced similar and congruent figures in Class VII through various examples. To make it fun, I introduce similar and congruent figures with a Bollywood twist wherein I sing songs and then students identify objects in the songs and classify them as similar or congruent. Also, I introduce students to Warli art that uses similar and congruent geometrical shapes. This engages the students, and they enjoy the activity as they are able to apply their understanding of the concept in a different way. They make designs in the style of Warli art on their belongings such as shoes, pencil pouches, etc. The topic has at present been dropped from the curriculum, but I plan to create such an activity for some other concept.



Nidhi Bajaj
BBPS, Gangaram
Maths Teacher, Classes VI-X

INNOVATIVE PEDAGOGIES

Learning, creativity, and intelligence are not merely cerebral functions, but they emanate from the entire being. Integrating movement combinations enhances memory, organisation and sequencing abilities, thereby uplifting self-esteem which is pivotal to learning.

Compared to other disciplines like science, language and arts, dance encompasses content knowledge and disciplines such as culture, history and geography. As a dance educator, I ensure that students use this expressive medium beyond the four walls of the dance room by integrating subjects like maths, history, health, environmental awareness, to name a few. By integrating dance with academics, I nurture holistic skills – social behaviour, critical thinking, communication, creativity, and collaboration – important 21st century skills. Instilling a passion for dance, fostering confidence, building soft skills and unveiling latent talents will always remain my enduring commitment in shaping future individuals.



Dr Shaifali Pawar Das
BBPS, Gangaram
Dance Teacher, Classes I-III

INNOVATIVE PEDAGOGIES



Tannu Sharma
BBPS, Gangaram
History & Political Science
Teacher, Classes X-XII

In my classroom, I have used the following pedagogies:

- Flipped blended learning design
- Hybrid learning with enabled technology
- Use of graphic organisers, energisers, lesson plans based on big ideas
- Incorporating 21st century skills in learning outcomes – skills such as creative thinking, problem solving, critical thinking etc.

The result is that students become more participative, with their formative assessment showing a better understanding of the subject. One of the outcomes is that a Political Science e-newsletter is now being brought out with contributions from all Humanities students. I am also privileged to be chosen as one of the members of the School Innovation Council.

In the future, I plan to focus on becoming a Facilitator/ Co-creator of knowledge and skills for my students.

SKILL ENHANCEMENT

Some initiatives undertaken by me for self-development are as follows:

I have enrolled myself with Generation Global, an educational venture of the Tony Blair Foundation, which gives an opportunity to students to become global citizens and develop effective dialogue skills. Recognising my contribution in effectively executing the programme with my students, the organisation felicitated me with the Generation Global Educator Award (Silver Category). I am a CBSE-certified Competency Based Education E-stag Mentor and Master Trainer, and have worked as a Core Team Member (Paper Setting) for CBSE Reading Challenge.

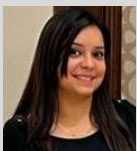
Active participation in these ventures enables skill development, and helps me stay abreast with the ever-evolving educational scenario. It allows me to work with educators from diverse socio-cultural backgrounds and imbibe the best pedagogical practices.

I am now working as a Core Advisory Committee Member for Generation Global. This will enable me to develop and modify their teaching resources to maximise learning opportunities for my students.



Nidhi Wadhawan
BBPS, Pitampura
English Teacher, Class XI

INNOVATIVE PEDAGOGIES



Akansha Sharma
BBPS, Dwarka
French Teacher, Class V-VIII

In recent years, the field of education has seen a paradigm shift towards innovative teaching methods that enhance student engagement, critical thinking, and practical skill development. In my French class, I too uphold innovative approaches to create a dynamic and effective learning environment. These approaches, such as project-based learning, flipped classrooms, gamification, digital learning platforms, experiential learning, art-integrated pedagogy, and multilingual education, are fostering a modern and student-centred learning environment. They play a crucial role in preparing students for the challenges and opportunities of the future.

In the future, children will be provided inclusive exposure to the French language through virtual cultural exchange and tours to various prominent places of France, fest exhibiting food habits, literature, history, art and culture, and documentary making activity on French history.



Monika Kukreja

BBPS, Rohini

English, Hindi, Maths & EVS Teacher
Classes I & II

I have incorporated Toy-based pedagogy, especially Puppet Play, for young learners. My strategy is to associate 'Puppet as a Buddy' for each learner, to help express feelings safely, and to hone their 21st century skills. This connection with Buddy is an initiative to make children Foundational Literacy and Numeracy (FLN)-ready by moving towards active and experiential learning, This becomes a jumping-off point to educate learners with special needs, and fosters diversity and inclusion in the class.

This pedagogy provides a dynamic and creative platform to expand my understanding and teaching repertoire. Now, I plan to integrate puppetry with technology, by incorporating digital elements to add modernity to puppetry.

INNOVATIVE PEDAGOGIES (शिक्षा में रंगमंच - THEATRE PEDAGOGY)

शिक्षा को न केवल बौद्धिक विकास को पूरा करना चाहिए, बल्कि उसे शारीरिक, भावनात्मक, रचनात्मक और क्रियात्मक पहलुओं को भी संबोधित करना चाहिए, जिससे एक सर्वांगीण व्यक्तित्व का विकास हो सके। एक शिक्षिका के रूप में, मैं नवोन्मेषी शिक्षाशास्त्र की अवधारणा को परिवर्तनकारी और गहराई से प्रासंगिक मानती हूँ। ये नवाचारी विधियाँ न केवल छात्रों को अधिक प्रभावी ढंग से संलग्न करती हैं बल्कि उन्हें महत्त्वपूर्ण विचारक और आजीवन अधिगम करते रहने में भी सशक्त भी बनाती हैं।

इसी क्रम में नवाचारी शिक्षण शास्त्र के क्रियान्वयन हेतु अभिनय तथा रंगमंच की प्राचीन व प्रभावशाली कला 'माड्रम शैली' के मंचन द्वारा मैंने कक्षा के औसतन तथा उच्च बौद्धिक क्षमता स्तर रखने वाले प्रत्येक विद्यार्थी में कार्य के प्रति सहभागिता, समूह में कार्य करने की क्षमता, परिस्थिति अनुसार मूक संवादों को अभिनीत करने तथा उन्हें भविष्य की चुनौतियों के लिए तैयार रहने हेतु अभिप्रेरित किया। इस नवाचारी शिक्षण विधि का उद्देश्य एक जीवंत कक्षा परिवेश बनाना था।

शिक्षण दर्शन में इस ढाँचे को अपनाने से मेरे शिक्षा के प्रति दृष्टिकोण और अपने छात्रों के साथ जुड़ने के तरीके में एक सकारात्मक और आदर्श बदलाव आया है। यही नवोन्मेषी शिक्षाशास्त्र विद्यार्थियों के भविष्य निर्माण में मील का पत्थर साबित होगा। अतः मैं अपनी भूमिका सूचना प्रदाता से भी कहीं आगे बढ़ते हुए देखती हूँ।



पुष्पिंदर कौर

बी.बी.पी.एस. द्वारका
शिक्षिका, कक्षा 8



Monika Chawla

BBPS, Pitampura

Business Studies & Accountancy
Teacher, Classes XI & XII

Over the years, my teaching methods have evolved as I have adapted to new technologies, embraced innovative pedagogies, and incorporated modern tools to keep pace with the dynamic learning landscape. I love to connect business concepts related to management, motivation, leadership, delegation of authority, share market etc. with Bollywood and Hollywood movies. I also use various games like logo war, def cards, antechoir etc. for an interesting beginning to the lesson, to practise a topic already taught, or to reinforce important concepts. Use of movie clips helps to provoke discussion and enhance students' learning experience in a fun way. I show such videos to increase the understanding and retention of concepts, and as aid in the development of creative problem solving skills.

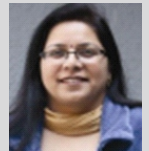
Using games as pedagogical tools gives my students an opportunity to collaborate, communicate, interact and work in teams. Trying out different strategies in the classroom is an interactive process to help us promote learning more effectively and successfully. I plan to incorporate my pedagogies in 'flipped classrooms' to improve student engagement and academic outcomes. The options are infinite and depend on the topic as well as the needs of the learners.

SKILL ENHANCEMENT

I hold a Post Graduate Certification in Educational Leadership from IIT Kharagpur with a Gold Medal, and another in Animal Physiology from IIT Kanpur with a Silver Medal. Additionally, I have completed Pedagogy of Environmental Studies from Swayam, NCERT, and participated in the National Biology Convention at Homi Bhabha Centre For Science Education, Mumbai. As a resource person for COE Noida, I have submitted research papers, authored textbooks, and trained teachers.

Integrating this knowledge, I have created an impactful learning environment, enriching Biology lessons with practical insights from Animal Physiology. My efforts aim to foster scientific curiosity and competence in students, elevating their learning experience.

All my endeavours have not only enhanced my competence as an educator, but have also translated into a better learning experience for my students. By infusing my teaching with practical insights, contemporary knowledge, and a passion for Biology, I aim to contribute to nurturing a new generation of scientifically curious and capable individuals.



Vidhi Oberoi

BBPS, Noida

Biology Teacher, Classes IX-XI



Neerja Bhatnagar

BBPS, Noida
Science Teacher, Classes VI to X

Emphasising SDG 6, 'Clean Water and Sanitation,' we devised an AI-integrated initiative to conserve water by estimating household water wastage. The concept of heat processes is introduced to seventh-grade students through the creation of an Eco Geyser model, fostering connections to SDG 7, 'Affordable and Clean Energy,' and SDG 13, 'Climate Action.'

The ESTEAM pedagogy seamlessly integrates research, critical thinking, creativity, and innovation, incorporating Science, Technology, Engineering, Art, and Maths with a focus on the environment. This approach facilitates experiential learning, instilling in students a problem solving mindset to address local and global challenges. These environmentally-centred scientific projects enable students to comprehend future climate challenges and actively seek solutions.

SKILL ENHANCEMENT

Initiatives undertaken by me include the following:

I expanded my knowledge base by acquiring various certifications offered by CBSE, Microsoft and Google, and won the Microsoft Showcase School Award for the school. I also prepare strategies for my colleagues for acquiring Microsoft certifications. My main challenge is with different sets of children studying my subject, Informatics Practices. It started with one CWSN student opting for it and now almost all CWSN students are selecting it. I try to develop their reasoning and problem solving skills through gamification methods. Inter-disciplinary approach helps the students to correlate the topics with real-life applications, making the learning process interesting.

Artificial Intelligence is being taught with micro:bit. Students are taking various certification courses in IBM. They are also being trained in technology-related skill areas like creation of videos, comic strip creation etc. The knowledge of teachers is being upgraded in the latest skill sets like Scratch Science to create logic-based games. Students are encouraged to explore various relevant softwares and tools to gain practical experience in any subject.

In the future, I plan to introduce AI-powered adaptive learning platforms to transform complex concepts into engaging adventures, fostering a love for learning, igniting problem-solving skills and fostering collaborative lifelong learning.



Beena S Nair

BBPS, Pitampura
Informatics Practices Teacher
Classes XI & XII



Sheuli Ghosh

BBPS, Noida
Classes Pre-school & Pre-primary

In Pre-primary education, I use storytelling as a catalyst for enhancing foundational literacy and numeracy. By immersing young minds in diverse narratives, it lays a robust educational groundwork for building 21st century skills. It sparks curiosity, creativity and imagination. Appropriate language, facial expressions and other aids such as puppets and toys enhance the child's cognitive development, expanding language and thinking skills, and understanding of the world.

In the future, I plan to expand our storytelling initiative by incorporating multifarious storytelling techniques, integrating technology, and collaborating with educators to enhance their pedagogical approaches.

INNOVATIVE PEDAGOGIES

In the ever-evolving landscape of education, I believe that teachers play a crucial role in shaping the future of the society. Traditional teaching methods have served us well for generations, but in a world of rapid technological advancement and shifting paradigms, it is imperative for educators to adapt and adopt innovative teaching methods. These methods not only engage students more effectively but also empower them to become critical thinkers and lifelong learners.

Having this objective in the hindsight, Gardner Theory of Multiple Intelligences was conceptualised to create a diverse and engaging learning experience that meets the needs and preferences of a range of students. The choice of pedagogy is based on the specific learning objectives, the subject matter, and the characteristics of student population such as collaborative learning, experiential learning, hands-on learning, toy-based pedagogy, flipped classroom, inquiry-based approach, art integration activity, wallpaper activity etc. This helps students to understand the concept and its application holistically, resulting in developing a holistic perspective of the subject matter. Preparing students for future challenges is about developing innovation skills and an appreciation of sustainability.



Hema Gupta

BBPS, Dwarka
Social Science Teacher, Classes VI-IX



Neelambar Singh

BBPS, Pitampura
Physical Education Teacher
Classes XI & XII

My upskilling efforts have helped me create a positive impact by understanding the strengths and weaknesses of my students better, and by incorporating consistency in both individual drills and team-oriented exercises. Latest technology has helped me to set goals with a proper training plan, and with various advanced drills, I have been able to guide my students in improving their overall fitness. The courses I undertook have enabled me to enhance my skills and broaden my perspective.

In the future, I plan to undertake continuous reassessment and updation of fitness goals by:

- Incorporating variety into the fitness routine through different types of exercises including cardiovascular exercises, strength training, flexibility exercises, and activities that focus on balance and coordination.
- Scheduling regular health check-ups to ensure that the fitness initiatives align with the overall wellbeing of the students.

INNOVATIVE PEDAGOGIES

I have successfully practised peer-to-peer learning, combined with flipped and research-based learning. Students are encouraged to form groups and research any one major social concern, make a presentation and acquaint their peers with the issue, and how they can overcome it together.

The following outcomes are successfully achieved through the above-mentioned pedagogies:

- Developing research skills
- Enhancing communication and problem solving skills
- Igniting their creativity and developing team spirit
- Preparing them to be better informed, aware and responsible citizens of a global society

In the future, I plan to continue my efforts of adopting a variety of engrossing pedagogies, thereby making the teaching-learning process more enriching for my learners.



Monica Keswani

BBPS, Pitampura
English Teacher, Classes VI-VIII

INNOVATIVE PEDAGOGIES



Neetika Babbar

BBPS, Pitampura
Mathematics Teacher
Classes VI-X

As a teacher, I try to nurture the power of reasoning, creativity, abstract thinking and critical thinking among my learners. This has helped my students overcome their phobia of Maths. I adopted 'Learning by Doing' strategy in my classroom teaching. An activity such as 'Fractions in Kitchen Ingredients' greatly helps students understand how the quantity of ingredients used for making one glass of mojito can be converted to making four glasses of mojito, and so on.

I also engage students in creating a scenery using geometrical shapes, and by representing yoga postures in a cartesian plane and drawing their mirror images, where they learn to plot points with respect to X-axis and Y-axis as mirrors.

I plan to take more of such daily life activities in my classroom to remove the fear of Maths and make my students proficient in utilising their mathematical skills.

INNOVATIVE PEDAGOGIES

In my role as an educator, I craft engaging classes, offering virtual travel experiences and interactive museum exhibitions by leveraging immersive technologies like virtual and augmented reality. I also lead collaborations with industry leaders like Google that add real-world insights to our virtual classrooms. Immersive experiences have proven beneficial, increasing student engagement, fostering empathy, and enhancing knowledge retention across all my classrooms.

My dedication to continuous learning is evident through certifications in technologies such as artificial intelligence, and roles as a Microsoft Innovator Expert, Microsoft Certified Educator and School Innovation Ambassador Coordinator.

Looking ahead, I am excited about embracing emerging technologies such as Metaverse, Digital Humans, and Non-Fungible Tokens in my classroom. This commitment aims to create inspiring, multi-sensory learning experiences, equipping students to navigate the evolving landscape of technology and ensuring sustained educational excellence.



Suchita Joon

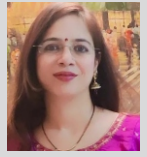
BBPS, Pitampura
Computer Science Teacher
Classes III-V

INNOVATIVE PEDAGOGIES

Amalgamation of the traditional and the modern stories and toys makes for perfect teaching tools! I endeavour to make my classes fun and to break the monotony of regular syllabus completion. I bring back traditional storytelling into my classes – stories that stir mind-boggling imagination. I use humorous and adventure tales, relating them with my lessons, and use toys and puppets to make lessons and concepts more interesting for my students.

Weaving such tales helps students understand the significance of morals and principles in life, in improving their emotional intelligence, and in being empathetic. Overall, it contributes to developing 21st century skills like communication, collaboration, critical thinking, creativity and imagination, problem solving, analytical thinking, ethics, action, and accountability.

Toys and play naturally provide opportunities for practicing different thinking skills, such as imitation, cause and effect, problem solving, and symbolic thinking for learners. This practice of storytelling and play enables me to engage children in meaningful activities, and gives me the motivation to try new and innovative things in class. Co-scholastic subjects like Physical Education, Music, Dance, and Instrumental Music can also be taught using stories, puppets, and toys. I intend to take this amazing pedagogy forward by incorporating other subjects too in all the classes I teach, depending upon the level of students' understanding and age.



Monisha Malik Sabharwal
BBPS, Gangaram
English & Social Studies
Teacher, Class V

INNOVATIVE PEDAGOGIES



Shikha Rattan
BBPS, Pitampura
Economics Teacher
Classes XI & XII

My innovative pedagogical strategy combines comic-based learning, gamification, and technology to create an engaging learning experience. Using digital tools like Canva and Pixton, my students create comics on Economics and Statistics related concepts, presenting and reinforcing their understanding through subsequent quizzes.

I also employ various business lab games to commence, practice, or reinforce lesson topics. The use of challenge and opportunity cards, integrated into formats like the Snakes and Ladder game, or the Tic Tac Toe game, help stimulate critical thinking among students. Picture games like The Why game encourage students to analyse economic visuals and craft narratives. Digital timelines on Indian economic development and Union Budget memes add diversity.

I aim to conduct regular assessments and gather feedback for improvement, organise student competitions, and collaborate with colleagues to enhance my integrated approach.

INNOVATIVE PEDAGOGIES

Being in charge of various clubs and portfolios such as the TED Club, Literary Club and Toy Pedagogy Lab, has compelled me to think out of box. I use new-age strategies like gamified learning, puppetry, collaborative activities such as Adjective Fries Bulletin Board. I have also created a talk show by the name 'Happy Morning Mantra' that we video record in-house, and it has helped me integrate real-world applications into my curriculum. This show has given the students a platform to voice their opinions freely with the help of songs. My role is to facilitate the process for everyone by collaborating with the class teachers.

I have been successful in motivating my students and colleagues to contribute to the Toy Lab by making puppets and board games and using them in the classroom to keep away from the mundane. These hands-on initiatives have helped me transform my classrooms into happy learning spaces.



Kriti Sharma
BBPS, Pitampura
English Teacher, Classes IV & V

SKILL ENHANCEMENT



Bhawna Garg
BBPS, Gangaram
Computer Science Teacher, Classes VI-VIII

For an educator, continuous learning is vital. Google Certification Level 1 transformed my teaching with tools for online education, sparking curiosity and collaboration. Platforms like Flip Grid empowered shy students, Canva enriched art integration, and Google Forms streamlined data collection. Encouraging cloud storage improved management of school records. A Wakelet workshop enhanced teachers' ability to create engaging digital libraries for collaborative learning. Professional development courses have elevated my facilitation skills, creating a positive impact on the effectiveness and accessibility of education in the digital realm.