

## Pedagogical Practices

Ser.	Stages	Pedagogy Used	Implementation
<b>1</b>	<b>Foundational Stage</b>  <b>(PP-III to II)</b>	<p style="text-align: center;"><b>(a) <u>Toy-Based Pedagogy</u></b></p> <p>Toy based pedagogy is being used and will be used to refer local, indigenous, popular toys and puppets which children love to play with, create, listen to and watch, such as tops, dolls, racing cars, rattles, aeroplane, kites, dancing and singing puppets, etc.</p> <p>The word 'Play' used here refers to the child's engagement with toys or games. Using toys and games, one can create a conducive environment for learning in which a child learns without any fear and with much interest and curiosity.</p> <p style="text-align: center;"><b>(b) <u>Experiential Learning</u></b></p>	<ul style="list-style-type: none"> <li>➤ Clay modelling- Animal making</li> <li>➤ Soft toy- Story telling</li> <li>➤ Paper puppets- Story narration</li> <li>➤ Cloth dolls- Role play</li> <li>➤ Shells- Bird figure making</li> <li>➤ Paper folding- Pinwheel and bird making</li> <li>➤ Bangles- Shape making</li> <li>➤ Ludo- Number reading</li> <li>➤ Favorite toy- Public speaking/Show and tell</li> <li>➤ Hopscotch- Drawing on ground and numbering it.</li> </ul> <p><b>Examples of Experiential Learning:</b></p>

		<p>Experiential approach aims at making the educational environment student centered. Students are able to evaluate, think critically, make decisions and master knowledge by constructing it. The teacher facilitates or guides the students. Learning experience may be cooperative, collaborative or independent, encouraging the students to work together and learn how to question and evaluate evidence rather than accepting truths communicated by their teacher.</p>	<ul style="list-style-type: none"> <li>➤ Experiments with shadows- Picture drawing</li> <li>➤ Nature walk- Parts of plant</li> <li>➤ Hand print- Tree making with colours</li> <li>➤ Sponge squeezing- Concept of water and muscle strengthen.</li> <li>➤ Plantation drive- Sowing of seeds and plantation to reduce air pollution</li> <li>➤ Sand tracing- Alphabet and number making</li> <li>➤ Role play- Favorite cartoon</li> <li>➤ Cut and paste- Shape making</li> </ul>
<b>2</b>	<b>Primary stage  (III-V)</b>	<p style="text-align: center;"><b>(a) <u>Joyful Learning</u> :</b></p> <p>Joyful learning is being used/will be used in the academic session in the primary level refers to creating a positive and engaging learning environment where students feel excited, motivated, and happy to learn. The main focus will be on incorporating fun and interactive activities that promote active participation, exploration, and discovery. The goal is to foster a love for learning and create positive associations with education in their early years.</p>	<p><b>Proposed activities to Promote Joyful Learning</b></p> <ul style="list-style-type: none"> <li>▪ Outdoor Experiential learning</li> <li>▪ Integration of story telling</li> <li>▪ Think-Pair-Share</li> <li>▪ Bundling activities</li> </ul> <p><b>Example:-</b>  <b>Subject:-</b> Mathematics  <b>Chapter:-</b> Measurement  <b>Topic:-</b> Capacity</p> <ul style="list-style-type: none"> <li>• <b><u>Fun activities</u></b> - Providing measuring cups, scales and to understand the concept of capacity</li> <li>• <b><u>Gamification</u></b> –Adding game related to the topic Capacity.</li> <li>• <b><u>Visual Aids</u></b>- Visual aids like colorful</li> </ul>

		<p><b>(b) <u>Trans-disciplinary Approach</u></b>          In the primary stage, a transdisciplinary approach is being used/will be used in academic session refers to an educational approach that goes beyond individual subjects and encourages the integration of different disciplines or subjects to explore real-world connections. It <b>focuses</b> on creating meaningful learning experiences that address complex, real-life problems or themes, rather than teaching subjects in isolation. The <b>goal</b> is to promote critical thinking, creativity, collaboration, holistic perspective and a deeper understanding of how different subjects relate to each other and the world around us.</p>	<p>charts and cards and diagrams related to capacity .</p> <ul style="list-style-type: none"> <li>• <b><u>Real Life Connection</u></b> – Asking students to share their experiences where they observed that concept of capacity was used as in measuring milk for purchase or selling or buying vegetables or fruits etc.</li> </ul> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>❖ <b>Subject:</b> Science</li> <li>❖ <b>Chapter:</b> Natural Disaster</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Science:</u></b> Explain the reason behind such Natural Disasters</li> <li>• <b><u>Social Science:</u></b> Events from the History are explained related to Natural Disasters</li> <li>• <b><u>Mathematics:</u></b> Organizing data related to destruction caused by such disasters</li> <li>• <b><u>Language Art:</u></b> Frame essay, paragraphs etc about Natural Disasters and destruction caused by them.</li> <li>• <b><u>Art:</u></b> Make an art project on how the buildings can be built to protect people from Natural Disasters</li> </ul>



		<p style="text-align: center;"><b>(c) कला एकीकरण (Art Integration)</b></p>	<p style="text-align: center;">सहित अंग्रेजी में लिखना।</p> <ul style="list-style-type: none"> <li>छात्रों को चार-चार समूह में विभाजित कर घर से लाई गई मिठाइयों को अपनी-अपनी प्लेटों में सजायेंगे।</li> <li>हिंदी और कला के साथ मिठाइयों के चित्र बनाना।</li> </ul>
4	<p><b>Secondary Stage</b></p> <p>(IX-X)</p>	<p>(a) <b>Conceptual Learning:</b> This practice is being used to develop conceptual skills of students which allows to form a deeper understanding of information and align your actions in right direction.</p> <p>(b) <b>Art Integration:</b></p> <p>By integrating art into various subjects, students are able to make connections, develop critical thinking skills and engage in creative expression.</p>	<ul style="list-style-type: none"> <li>❖ <b>Subject : Mathematics</b></li> <li>❖ <b>Chapter:</b> Number System</li> <li>• Spiral Practice through a well-thought –out scope and sequence.</li> <li>• Connect Concepts instead of teaching math shortcuts.</li> <li>• Help students to make real world connections.</li> <li>❖ <b>Subject : Mathematics</b></li> <li>❖ <b>Chapter:</b> Triangles (Leading to Quadrilaterals and Hexagons)</li> <li>❖ <b>Art Integrated:</b> Mathematics and Tessellation</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• A common real life example of Tessellation pattern would be floor tiles.</li> </ul>