

केन्द्रीय विद्यालय संगठन



KENDRIYA VIDYALAYA SANGATHAN

कार्यशाला / WORKSHOP

**खिलौना आधारित शिक्षण शास्त्र
TOY BASED PEDAGOGY**

स्थल / Venue

आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मैसूर

ZONAL INSTITUTE OF EDUCATION AND TRAINING, MYSURU

दिनांक / Date

11-07-2022 to 15-07-2022



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NAMES OF PARTICIPANTS OF “TOY BASED PEDAGOGY”			
SL. NO.	NAME OF TRAINING PERSONNEL	KV WHERE WORKING	REGION
1	RUMMA RAINA TA (ECONOMICS) ACD	ZIET MYSURU	BENGALURU
2	MARY JOICE ANTHONY RP-1	INS DRONACHARYA	ERNAKULAM
3	RADHA VENKATESAN RP-2	SULUR	CHENNAI
4	MADHUSUDAN INDAVAR TA(PRIMARY) COORDINATOR	ZIET MYSURU	BENGALURU
5	BARUN KUMAR JHA TA(PRIMARY) COORDINATOR	ZIET MYSURU	BENGALURU
SL. NO.	NAME OF THE MASTER TRAINERS	KV WHERE WORKING	REGION
1	K. KALKERI	KALABURAGI	BENGALURU
2	ERESHA BALARAM	SHIVAMOGGA	BENGALURU
3	V KALYANI KALPANA	NAGERCOIL	CHENNAI
4	RAJI B NAIR	ADOOR SHIFT- I	ERNAKULAM
5	M. PRUDHVI KUMAR	PICKET	HYDERABAD
SL. NO.	NAME OF THE PARTICIPANTS	KV WHERE WORKING	REGION
1	P KRISHNA	NO.1 MANGALURU	BENGALURU
2	SUSMITA BANDOPADHYAY	MYSURU	BENGALURU
3	SHAILAJA KARRA	RWF YELAHANKA	BENGALURU
4	AMANDEEP SANDHU	NAL	BENGALURU
5	J. AMUTHA	NO-2 MADURAI	CHENNAI
6	K. P. ANUSUYA	NO-2 TAMBARAM	CHENNAI
7	M. AMUTHA	DINDIGUL	CHENNAI
8	RITU SINGH	DGQA	CHENNAI
9	REJITHA P. R.	RAMAVARMAPURAM	ERNAKULAM
10	BISMI V. S.	KV CRPF PALLIPURAM	ERNAKULAM
11	ANCY M	KANJIKODE	ERNAKULAM
12	REJANI P. N.	NAD ALUVA	ERNAKULAM
13	S. ANAND	NO 1 GUNTUR	HYDERABAD
14	P. S. NAGALAKSHMI	PICKET	HYDERABAD
15	P. GOVINDA	WALTAIR	HYDERABAD
16	B. MADHURI	KNO. 1 TIRUPATI, SH-1	HYDERABAD

GROUP FORMATION

GROUP-1

SL.NO.	NAME OF MEMBER	KV
01	SUSMITA BANDOPADHYAY	KV MYSURU, BENGALURU
02	S. ANAND	KV NO 1 GUNTUR, HYDERABAD
03	M. AMUTHA	KV DINDIGUL, CHENNAI
04	ANCY M	KV KANJIKODE , ERNAKULAM

GROUP-2

S.NO.	NAME OF MEMBER	KV
01	SHAILAJA KARRA	KV RWF YELAHANKA, BENGALURU
02	P. S. NAGALAKSHMI	KV PICKET, HYDERABAD
03	RITU SINGH	KV DGQA, CHENNAI
04	REJANI P. N.	KV NAD ALUVA, ERNAKULAM

GROUP-3

SL.NO.	NAME OF MEMBER	KV
01	AMANDEEP SANDHU	KV NAL, BENGALURU
02	K. P. ANUSUYA	KV 2 TAMBARAM, CHENNAI
03	REJITHA P. R.	KV RAMAVARMAPURAM, ERNAKULAM
04	P. GOVINDA	KV WALTAIR, HYDERABAD

GROUP-4

SL.NO.	NAME OF MEMBER	KV
01	P KRISHNA	KV NO.1 MANGALURU, BENGALURU
02	AMUTHA J.	KV 2 MADURAI, CHENNAI
03	BISMI V. S.	KV CRPF PALLIPURAM ,ERNAKULAM
04	B. MADHURI	KV NO. 1 TIRUPATI, SH-1 HYDERABAD

COMMITTEE LIST

EDITORIAL COMMITTEE

SN	NAME OF MEMBER	KV
01	AMUTHA J.	KV 2 MADURAI CHENNAI
02	P. S. NAGALAKSHMI	KV PICKET HYDERABAD
03	P. GOVINDA	KV WALTAIR HYDERABAD
04	REJITHA P. R.	KV RAMAVARMAPURAM ERNAKULAM

MESS COMMITTEE

SN	NAME OF MEMBER	KV
01	S. ANAND	KV NO 1 GUNTUR HYDERABAD
02	RITU SINGH	KV DGQA CHENNAI
03	AMANDEEP SANDHU	KV NAL BENGALURU
04	BISMI V. S.	KV CRPF PALLIPURAM ERNAKULAM

PHOTOGRAPHY COMMITTEE

SN	NAME OF MEMBER	KV
01	M. PRUDHVI KUMAR	KV PICKET HYDERABAD
02	M. AMUTHA	KV DINDIGUL CHENNAI

RESOURCE COLLECTION COMMITTEE

SN	NAME OF MEMBER	KV
01	SUSMITA BANDOPADHYAY	KV MYSURU BENGALURU
02	SHAILAJA KARRA	KV RWF YELAHANKA BENGALURU
03	K. P. ANUSUYA	KV 2 TAMBARAM CHENNAI
04	B. MADHURI	KV NO. 1 TIRUPATI, SH-1 HYDERABAD

KVS ZIET MYSORE

TIME TABLE

FIVE-DAY WORKSHOP ON “TOY BASED PEDAGOGY” FOR HMs & PRTs 2022-23 AT ZIET MYSORE FROM 11-07-2022 TO 15-07-2022

DAY	OPENING SESSION		SESSION-I		TEA BREAK	SESSION-II	LUNCH BREAK	SESSION-III	TEA BREAK	SESSION-IV	
	9:30-10:00		10:00-11:15		11:15 - 11:30	11:30-01:00		02:00-03:30	03:30-03:45	03:45-05:30	
11-07-2022	9:30-10:00 Inauguration, Objectives of the Course.		SELF PRESENTATION & ACTIVITY :YOGA RV & VKK		TEA BREAK 11:15 - 11:30	COMPARISON OF INSTRUCTIONAL MATERIALS & ACTIVITY : VENN DIAGRAM RBN & RV	LUNCH HOUR	LET'S PLAY-1 & LP FOR TBP KK & EB	TEA BREAK 3 :30-3:45 pm	GROUPING TECHNIQUES, COLLECTION & CLASSIFICATION OF INSTRUCTIONAL MATERIALS MJA & PK	
	9:00-9:15	9:15-9:30	9:30 – 10:15	10:20-11:15		SESSION-II		SESSION-III		SESSION-IV	
12-07-2022	Morning Assembly	DIY-make your own toy EB	LET'S PLAY-2 MJA & RBN	PRESENTATION OF LP & ANALYSIS VKK & PK		HOTS & TBP RBN & RV		IMPLEMENTATION OF TOY INTEGRATION IN INTER - DISCIPLINARY SUBJECTS SMT. C.S. ANUPAMA DMS, RIE, MYSURU			
13-07-2022	Morning Assembly	DIY-make your own toy VKK	PEDAGOGICAL ANALYSIS OF TOYS MJA & EB	TBP – CLASSWISE GROUP WORK VKK, EB, RBN, PK, RV, KK, MJA		RIDDLING TIME (VKK, RBN)		QUALITIES OF A GOOD TOY & ENDEMICITY & ITS VALUE PK & EB & VKK	TEA BREAK 3 :30-3:45 pm	ENHANCING READING THRO' TOYS & GAMES. RV, VKK	
14-07-2022	Morning Assembly	DIY-make your own toy PK	CONCEPTS IN COMMON GAMES GROUP MJA & KK and all MTs			TBP in CUBS & BULBULS Movement		VISIT TO CHENNA TOY FACTORY			
15-07-2022	Morning Assembly	DIY-make your own toy RBN	FORMATIVE EVALUATION WITH TOYS RBN & MJA	LET'S MAKE MUSIC KK & PK	Picture Perception & Project -RV DEMO by participants KK, RV, PK	DISPLAY KAL, EB, RBN, PK, RV, KK, MJA	TEA BREAK 3 :30-3:45 pm	CLOSING SESSION			

RESOURCE PERSONS	ACD	COURSE DIRECTOR
1. MARY JOICE ANTONY HM KV INS DRONACHARYA ERNAKULAM 2. RADHA VENKATESAN HM KV SULUR CHENNAI	RUMMA RAINA TA (ECONOMICS) ACD ZIET MYSURU	Dr. N. VASANTH DIRECTOR ZIET MYSURU
MASTER TRAINERS	COORDINATORS	
1. K. KALKERI HM, KV KALABURAGI ,BENGALURU 2. ERESH BALARAM PRT, KV SHIVAMOGGA,BENGALURU 3. V KALYANI KALPANA PRT, KV NAGERCOIL,CHENNAI 4. RAJI B NAIR PRT, KV ADOOR SHIFT-II,ERNAKULAM 5. M. PRUDHVI KUMAR PRT, KV PICKET ,HYDERABAD	1. SH. MADHUSUDAN INDAVAR TA (PRIMARY) ZIET MYSURU 2. SH. BARUN KUMAR JHA TA (PRIMARY) ZIET MYSURU	
GUEST SPEAKER	SMT. C.S. ANUPAMA WET ART & CRAFT TEACHER, DMS RIE MYSURU	

TOY BASED PEDAGOGY

CONTACT DETAILS OF PARTICIPANTS

SL.NO.	NAME OF TEACHER MR/MS/MRS	DESIGN.	NAME OF KV	NAME OF REGION	WHATSAPP MOBILE NO.	E-MAIL ID OF THE INDIVIDUAL
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11	SHAILAJA KARRA	HM	KV RWF YELAHANKA	BENGALURU	9449809741	shailajakarra@gmail.com
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21	K P ANUSUYA	HM	KV 2 TAMBARAM	CHENNAI	9740155500	anuravia@gmail.com
22	M AMUTHA	PRT	KV DINDIGUL	CHENNAI	9943675060	aschandhan15@gmail.com
23	RITU SINGH	PRT	KV DGQA	CHENNAI	8285574517	ritu2539@gmail.com

प्रतिवेदन /REPORT

DAY-1/प्रथम दिवस

दिनांक/Date - 11.07.2022

दिन - सोमवार/Monday

"अच्छी शुरुआत आधी सफलता होती है। " 11/07/22 से 15/07/2022 को ज़ीट मैसूर में 4 अलग-अलग क्षेत्रों के एचएम और पीआरटी के लिए खिलौना आधारित शिक्षा शास्त्र पर कार्यशाला के लिए यह बिल्कुल अच्छी शुरुआत थी।

उद्घाटन समारोह सुबह 9.30 बजे शुरू हुआ। श्री मधुसूदन, टीए प्राइमरी, ज़ीट मैसूर द्वारा मास्टर प्रशिक्षकों और प्रतिभागियों का हार्दिक स्वागत किया गया। प्रतिभागियों और मास्टर प्रशिक्षकों का आत्म परिचय दिया गया। ज़ीट के संकाय सदस्यों का परिचय दिया गया, जो इस कार्यशाला के सुचारू संचालन और आरामदायक प्रवास के लिए वसंत सर द्वारा अथक प्रयास कर रहे थे। मास्टर ट्रेनर श्रीमती राधा वेंकटेशन, एचएम, केवी सुलूर और श्रीमती मैरी जॉइस एंटनी, एचएम आईएनएस द्रोणाचार्य का परिचय सभी से कराया गया।

मुख्य भाषण में, डॉ. एन वसंत, उपायुक्त और निदेशक ज़ीट मैसूर, ने सामान्य चीजों के बारे में बात की और हमें खिलौना आधारित शिक्षाशास्त्र के सार को आत्मसात करने और बच्चों के लाभ के लिए इसे कक्षा में लागू करने के लिए, सीखने के लिए और मजेदार बनाने के लिए प्रेरित किया।

एसोसिएट कोर्स निदेशक श्रीमती रमा रैना महोदया ने कार्यशाला के उद्देश्यों के बारे में विस्तार से बताया। धन्यवाद प्रस्ताव श्री बरुन कुमार झा, टी ए प्राइमरी, ज़ीट मैसूर द्वारा प्रस्तुत किया गया।

श्रीमती राधा वेंकटेशन, मास्टर ट्रेनर ने प्रतिभागियों को 4 समूहों में विभाजित किया। मैडम ने प्रत्येक समूह द्वारा सभा कार्यक्रम की प्रस्तुति के बारे में बताया। उन्होंने खिलौना आधारित शिक्षा शास्त्र के 5 ई के बारे में समझाया - एंगेज, एनर्जेटिक, एन्जॉय, एनर्जाइज एंड एंडियरिंग।

चाय के पश्चात पहला सत्र क्रिया योग पर श्री दिनेश ,टीए भौतिक शास्त्र द्वारा किया गया था। यह सत्र शरीर और मन और आत्मा के लिए बहुत उपयोगी और राहत देने वाला था। सर ने सरल योग के बारे में बताया जो आसानी से खुद को आराम करने और दर्द को दूर करने के लिए किया जा सकता है।

सभी प्रतिभागियों ने अपने निवास स्थान से एक स्वदेशी खिलौना पेश किया, जो उनके व्यक्तिगत गुणों को उनके द्वारा लाए गए खिलौने से जोड़ता है। यह एक नया विचार था और सभी ने इसका आनंद लिया।

हमें उत्साहित करने के लिए, सुश्री कल्याणी कल्पना ,मास्टर ट्रेनर ने हमें जोड़ी में कुछ खेल खेलने के लिए बोला। सदस्यों में से एक किसी भी दिशा में एक उंगली हिलाएगा और अन्य सदस्य को केवल आँखों की गति के साथ आंदोलन का पालन करेंगे। उन्होंने दोनों हाथों से दो उंगलियों को हिलाकर और दूसरों को एक-दूसरे को छूकर एक ऊर्जावान गतिविधि का प्रदर्शन किया। यह वास्तव में चुनौतीपूर्ण और मजेदार था।

दोपहर के भोजन के बाद, सुश्री राधा वेंकटेशन द्वारा वेन आरेख का उपयोग करके निर्देशात्मक सामग्री की तुलना पर सत्र लिया गया। यह एक सामूहिक गतिविधि थी। प्रत्येक समूह को सांप और सीढ़ी, स्पिन टॉप और एक के मॉडल के बीच समानता और अंतर का पता लगाने के लिए कहा गया था। प्रत्येक समूह ने वेन आरेख के माध्यम से चर्चा के बाद अपने विचार प्रस्तुत किए। यह एक खिलौना, खेल और शिक्षण सहायता के बीच अंतर को समझने के लिए एक उपयोगी सत्र था। मैरी जॉइस मैडम ने अपने अनुभव साझा किए कि कैसे खिलौने छात्रों को कक्षा में सुनने और आलोचनात्मक सोच और ज्ञान विकसित करने के लिए आकर्षित करते हैं।

संख्याओं और अन्य विधियों का उपयोग करके समूहीकरण तकनीकों को सुश्री मैरी जॉइस और द्वारा समझाया गया था।

सत्र मनोरंजक था और प्रतिभागियों को खिलौनों का उपयोग करके स्मृति परीक्षण के लिए एचएम समूह और प्राथमिक शिक्षक समूह में विभाजित किया गया था। फिर प्रतिभागियों को उनके पसंदीदा भोजन के आधार पर समूह में विभाजित किया गया, फिर एक पसंदीदा स्थान चुनने और अन्य सभी को उसी स्थान को चुनने के लिए मनाने के लिए कहा गया। यह समूहीकरण तकनीक उनके संचार कौशल और समूह गतिविधि में भागीदारी में सुधार करेगी।

खिलौनों का उपयोग करके वर्गीकरण कौशल विकास 2 समूहों में किया गया था। प्रत्येक समूह ने अपने खिलौनों को एक मानदंड के आधार पर वर्गीकृत किया और समूह के अन्य सदस्यों को वर्गीकरण के मानदंड खोजने के लिए कहा गया।

पिछला सत्र श्री ईरेशा बी, मास्टर ट्रेनर और श्री के कलकेरी द्वारा फीली बैग एक्टिविटी और कप एंड बॉल गेम का उपयोग करके टॉय आधारित अध्यापन के लिए पाठ योजना पर था। यह एक सामूहिक गतिविधि थी। आकर्षक बैग गतिविधि में, प्रतिभागी खिलौने को छूते हैं और उसके रंग, बनावट, सामग्री का अनुमान लगाते हैं, उसकी लंबाई का अनुमान लगाते हैं और उसका चित्र बनाते हैं। दूसरी गतिविधि में समूह के प्रत्येक सदस्य ने रिकॉर्डर, पर्यवेक्षक, कमेंटेटर के रूप में अलग-अलग भूमिकाएँ निभाईं। खेल काफी चुनौतीपूर्ण था लेकिन सभी ने खूब आनंद उठाया।

इस गतिविधि के माध्यम से पाठ योजना मॉडल पेश किया गया था। खिलौना आधारित शिक्षाशास्त्र पाठ योजना में कुछ लक्ष्यों को प्राप्त करने के लिए एक ऊर्जा, मुख्य गतिविधि और चिंतनशील गतिविधि शामिल है। हमने खिलौना आधारित शिक्षाशास्त्र की गतिविधियों के आकलन पर चर्चा की थी। पहले दिन की गतिविधियां शाम 5.30 बजे समाप्त हुईं।

The Inaugural ceremony of the workshop on “Toy based pedagogy” for HMs and PRTs of 4 different regions at ZIET Mysore from 11/07/22 to 15/07/2022 started at 9.30 am. A hearty welcome was given to the Master Trainers and participants by Shri.Madhusudan, TA Primary, ZIET Mysore. After self introduction of participants and Master Trainers, ZIET faculty and Resource persons Ms. Radha Venkatesan, HM, KV Sulur and Ms. Mary Joice Antony , HM INS Dronacharya were introduced to all.

In his keynote address, Dr. N Vasanth, Deputy commissioner & Director, KVS ZIET Mysore, motivated the participants to imbibe the essence of “Toy Based Pedagogy” and apply it to the classroom for the benefit of children making learning a fun & enjoyable process.

Associate Course Director Ms. Rumma Raina detailed about the objectives of the workshop. Vote of Thanks was presented by Mr. Barun kumar Jha, TA Primary, ZIET Mysore

Participants were divided into 4 groups. Ms. Radha Venkatesan, Master Trainer, explained about 5 E' s of Toy based pedagogy - Engage, Energize, Enjoy, Encourage and Endear.

After the tea break, first session was on Kriya yoga by Mr.Dinesh Kumar Sharma, TA Physics. The session was very useful and a relief for body, mind and soul. He explained about simple yoga procedures which can be performed easily to relax ourselves and relieve pain.

All participants introduced an indigenous toy from their domicile area, connecting their personal qualities with the toy they brought. It was thought provoking and everybody enjoyed it.

To energize us, Ms.Kalyani Kalpana, Master trainer, made us play some games in pairs. One of the members will move a finger in any direction & other members must follow the movement with only eye movement. She demonstrated an energiser activity by moving two fingers from both hands and keeping other fingers touching each other. It was really challenging and fun. She demonstrated how the game can be used to teach several topics in various classes.

After the lunch break, comparison of instructional materials using Venn diagrams was taken by Ms. Radha Venkatesan. It was a group activity. Each group was asked to find out the similarities and differences between snake and ladder, Spin top and model of an eye. Each group presented their ideas after discussion through a Venn diagram. It was a useful session to understand the difference between a toy, game and teaching aid.

Mrs. Mary Joice shared her experiences on how toys attract the students to listen in class and develop critical thinking and gain knowledge.

Grouping techniques using numbers and other methods were explained by Mrs. Mary Joice & The session was playful and participants were divided into groups for memory test using toys. Participants were divided into groups based on their favourite food, then asked to pick a favourite spot and convince all others to choose the same place. These techniques will improve their communication skills and involvement in group activity.

Classification of skill development using toys was done by 2 groups. Each group classified their toys based on a criteria and other group members were asked to find the criteria of classification.

Session was on lesson plan for Toy based pedagogy by Mr. Eresha Balram and Mr. K Kalkari using feely bags activity and Cup & Ball game. In feely bag activity, participants touched the toy and guessed its colour, texture, material, estimated its length and drew its picture. In the second activity each member in the group took different roles in turn as recorder, observer, commentator. The game was quite challenging but everyone enjoyed it.

The lesson plan model was introduced through this activity. In toy based pedagogy lesson plan includes an energiser, main activity and reflective activity to achieve designed targets. A fruitful discussion on assessment of activities of toy based pedagogy concluded first day's activities at 5.30 P.M.

दूसरे दिन की शुरुआत सुबह नौ बजे समूह 1 द्वारा प्रस्तुत प्रार्थना-सभा कार्यक्रम से हुई।

सभा के दौरान डीसी और निदेशक ज़ीट मैसूर, डॉ एन वसंत ने "ईगल स्टोरी का पुनर्जन्म" वीडियो प्रस्तुत किया। इसके बाद समूह 1 द्वारा डार्ट बोर्ड का उपयोग करके पहले दिन की गतिविधियों के आधार पर पाठ योजना की प्रस्तुति दी गई।

दिन का पहला सत्र श्री ईरेशा बलराम द्वारा बनाए गए DIY खिलौने थे। प्रतिभागियों को आपूर्ति की गई सामग्री से गाय बनाने के लिए बनाया गया था। उन्होंने अन्य खड़े जानवरों के खिलौने तैयार करने के लिए भी विचार दिए।

ब्रेन जिम के साथ एनर्जाइज़र गतिविधियों का संचालन श्रीमती कल्याणी कल्पना द्वारा किया गया। दूसरा सत्र मास्टर ट्रेनर श्रीमती मैरी जॉयस एंटनी द्वारा किया गया था। उन्होंने ज़मीन पर खींचे गए संकेंद्रित वृत्तों का उपयोग करके स्थानीय मान की एक बाहरी गतिविधि का संचालन किया। प्रतिभागियों को दो समूहों में विभाजित किया गया और कंकड़ को हलकों में फेंक दिया और स्थानीय मूल्य, जोड़ और संख्या प्रणाली पर प्रतिबिंबित किया। बाहरी गतिविधि के बाद दोनों समूहों के प्रतिभागियों ने स्थानीय मूल्य खेल के लिए दिए गए टेम्पलेट के आधार पर पाठ योजना तैयार की।

अगला सत्र श्रीमती राधा वेंकटेशन द्वारा सुपर मैन, डोरा और मिकी माउस के कार्टून चरित्रों को दिखाया गया था। प्रतिभागियों ने चित्रों के आधार पर रचनात्मक और महत्वपूर्ण सोच वाले प्रश्न दिए। इसके बाद श्रीमती मैरी जॉयस एंटनी द्वारा अनुभवजन्य सिद्धांत की गतिविधि प्रस्तुत किया गया। उन्होंने केन्द्रपसारक बल का उपयोग करके एक हल्की वस्तु द्वारा एक भारी वस्तु को उठाने का प्रदर्शन किया। उन्होंने एक पाइप, स्ट्रिंग, एक भारी खिलौना और एक हल्का खिलौना का उपयोग किया। प्रतिभागियों ने गतिविधि के लिए सीसीटी और हॉट प्रश्न दिए। सीसीटी के लिए गतिविधि यह थी कि प्रत्येक समूह को पूल से एक खिलौना चुनने और पांच सीसीटी प्रश्न तैयार करने के लिए कहा गया जो प्रस्तुत किए गए और उन पर प्रतिबिंबित हुए।

चाय के बाद के सत्र की शुरुआत प्रतिभागियों के आत्म परिचय की गतिविधि के साथ की गई, जिसमें उनके नाम एक क्रिया के साथ, उनकी मातृभाषा में अभिवादन और बाकी प्रतिभागियों ने इसे दोहराया। प्रतिभागियों को उनके नाम के पहले अक्षर के आधार पर समूहों में बनाया गया, इसके बाद सुश्री राधा वेंकटेशन द्वारा पारंपरिक खेल 'पल्लमकुली' का प्रदर्शन किया गया। उन्होंने खेल के नियमों के बारे में बताया और प्रतिभागियों ने खेल का आनंद लिया। प्रतिभागियों के लिए खेल पर आधारित सीसीटी प्रश्न तैयार करने की गतिविधि आयोजित की गई।

दोपहर के भोजन के बाद का सत्र आर आय ई मैसूर की एक अतिथि व्याख्याता और प्रशिक्षक श्रीमती अनुपमा द्वारा किया गया था। कृत्रिम मिट्टी से चीजें बनाने की गतिविधि आयोजित की गई। चार समूहों ने चार श्रेणियों अर्थात् फल, सब्जियाँ, फूल और जानवरों में नमूने बनाए। प्रत्येक समूह ने नमूने प्रस्तुत किए और सभी समूहों के लिए विभिन्न चिंतनशील गतिविधियाँ आयोजित की गईं। गतिविधियों में विभिन्न भाषाओं में नमूने के बारे में लेखों, गीतों और नाटकों का विवरण था।

चाय के विश्राम के बाद प्रतिभागियों को रंगीन कागज और अन्य सामग्री दी गई और उन्हें ओरिगेमी करने के लिए कहा गया। प्रतिभागियों ने गतिविधि के संभावित सीखने के परिणामों पर विचार किया। सभी ओरिगेमी कार्यों का प्रदर्शन किया गया और यह रंगीन था। श्रीमती पी एस नागलक्ष्मी ने श्रीमती अनुपमा, ट्रेनर आर आय ई मैसूर द्वारा लिए गए सत्र पर अपना प्रभाव और प्रतिक्रिया दी। उन्होंने प्रतिभागियों की ओर से अतिथि वक्ता का आभार व्यक्त किया। इसी के साथ टी बी पी कार्यशाला का दूसरा दिन शाम 5.30 बजे संपन्न हुआ।

Second day started off with the assembly programme presented by group-1 at 9.00 am.

After the assembly program, Dr. N. Vasanth, Director, presented the video on “Rebirth of the Eagle Story”. This was followed by the presentation of the lesson plan by the group-1 based on the first day’s activities using a dart board.

The first session of the day was “Do It Yourself” (DIY) toys by Mr. Eresha Balram. The participants were made to make a cow with the materials supplied. He also gave ideas to prepare other standing toys of animals.

Ms. Kalyani Kalpana conducted brain gym Energiser activities in the next session. Ms. Mary Joyce Antony conducted outdoor activity of place value using concentric circles drawn on the ground. The participants were divided into two groups and threw pebbles into the circles and reflected on place value, addition and number system. After the outdoor activity, participants of both groups prepared lesson plans based on the given template for the place value game.

In Creative and Critical Thinking session by Ms. Radha Venkateshan questions on the cartoon characters of Superman, Dora and Mickey mouse weren discussed by the participants. This was followed by Experiential Learning activity by Ms. Mary Joyce Antony. She demonstrated lifting a heavier object using a lighter object by using centrifugal force. The materials used were a pipe, string, a heavier toy and a lighter toy. Participants prepared CCT and HOT questions for the activity. During the activity, the groups were asked to select a toy from the pool and prepare five CCT questions which were presented and reflected upon.

Post tea session started with an activity of self introduction of the participants by saying their names with an action, greeting in their mother tongue and the rest of the participants repeating it. Participants were made into groups based on the first letter of their name, followed by the demonstration of the traditional game ‘Pallankuzhi’ by Ms. Radha Venkateshan. She explained the rules of the game and the participants

had hands on questions to play and enjoyed the game. An activity of framing CCT questions based on the game was conducted for the participants.

Post lunch session was by a Guest Lecturer Smt. C.S. Anupama, Art & Craft Teacher, DMS, RIE Mysore. An activity of making things using play dough was conducted. The four groups made articles in four categories namely fruits, vegetables, flowers and animals. Each group presented the articles and various reflective activities were conducted for all the groups. The activities were descriptions of the articles, actions, songs and skits about the articles in different languages.

After the tea break the participants were given colour papers and other materials and were asked to do Origami. The participants reflected upon the possible Learning Outcomes of the activity. All colourful Origami works were exhibited.

Ms. P S Nagalakshmi gave her impression and feedback on the session taken by Ms. Anupama, trainer RIE Mysore. She Expressed her gratitude to the guest speaker on behalf of the participants. With this the second day of the TBP workshop came to an end at 5.30 P.M.

दिन की शुरुआत समूह-2 द्वारा आयोजित प्रार्थना-सभा कार्यक्रम से हुई। तीसरे दिन टीबीपी का पहला सत्र मास्टर ट्रेनर श्रीमती कल्याणी कल्पना द्वारा जंपिंग क्रो बनाने के प्रदर्शन के साथ शुरू हुआ। प्रतिभागियों ने बड़े उत्साह के साथ जंपिंग क्रो बनाने की गतिविधि में सक्रिय रूप से भाग लिया और सत्र का आनंद लिया।

श्रीमती मैरी जॉइस एंटनी रिसोर्स पर्सन ने सत्र की शुरुआत लिटिल पीटर रैबिट गीत के साथ की और उन्होंने बताया कि खेलौनों का हम जो पाठ पढ़ाते हैं, उससे कैसे संबंधित हैं। मैडम ने हमें विभिन्न विषयों से संबंधित गतिविधियों की योजना बनाने और छात्रों को शारीरिक और मानसिक गतिविधियों में शामिल करने के बारे में भी बताया।

मास्टर ट्रेनर श्री ईरेशा बलराम ने एनईपी 2020 के कुछ महत्वपूर्ण बिंदुओं पर प्रकाश डाला और इसे आज के शिक्षण सीखने की प्रक्रिया में कैसे लागू किया जा सकता है।

उन्होंने यह भी जोर दिया कि निपुण के सभी लक्ष्यों को विकसित किया जाए। छात्रों के स्वास्थ्य और भलाई के विकास के लिए कुछ खेल भी सिखाए गए। फिर हम ग्रुप फोटो के लिए इकट्ठे हुए। फोटो सेशन के बाद हमने चाय के लिए ब्रेक लिया। मास्टर ट्रेनर श्रीमती कल्याणी कल्पना के नेतृत्व में हमारे पास रिडलिंग टाइम था, जिसमें सभी प्रतिभागियों को एक व्यक्तिगत गतिविधि सह समूह गतिविधि में शामिल किया गया था जहाँ हमें फीली बैग का उपयोग करना था और उसी के बारे में पहलियों का निर्माण करना था। सत्र के बाद हम दोपहर के भोजन के लिए गए।

श्री पृथ्वी कुमार, मास्टर ट्रेनर ने दोपहर के सत्र में एक अच्छे खेलौने की विशेषताओं को समझाने के लिए एक गतिविधि का आयोजन किया। उन्होंने यह भी बताया कि कक्षा में किस प्रकार के खेलौनों का उपयोग किया जाना चाहिए।

पाठ योजना सभी प्रतिभागियों द्वारा व्यक्तिगत रूप से स्वदेशी खेलौनों / खेलों के आधार पर लिखी गई थी। चाय के विश्राम के बाद श्रीमती राधा वेंकटेशन, संसाधक ने खेलौना आधारित शिक्षाशास्त्र के माध्यम से पठन कौशल में वृद्धि पर एक सत्र लिया। मैडम ने

शब्दों, वाक्यांशों, वाक्यों आदि को विकसित करने के लिए दिलचस्प गतिविधियों का आयोजन किया। एर्नाकुलम क्षेत्र के प्रतिभागियों ने तोलपावकूतू का प्रदर्शन किया, जो एक छाया कठपुतली शो है, जो केरल और तमिलनाडु में लोकप्रिय है। कक्षावार पाठ योजना और समूह गतिविधि से संबंधित समूह कार्य के साथ दिन का अंत हुआ।

The day began with the assembly programme by Group -2.

The first session on the third day of TBP began with a demonstration of how to make a Jumping crow by the Master Trainer Mrs. Kalyani Kalpana. The participants actively participated in the activity of making the Jumping crow with great enthusiasm and enjoyed the session.

Mrs. Mary Joice Antony Resource Person Started the session with a song “Little Peter Rabbit” and she explained how to relate the toys with the lessons we teach. Madam also enlightened us about how to plan activities correlating with different subjects and also to involve students in physical and mental activities.

Master Trainer Mr. Eresha Balaram highlighted some important points of NEP 2020 and how it can be implemented in our day today teaching learning process using TBP. He also insisted that all goals of NIPUN be achieved in the same method. A few games were also taught to develop the health and wellbeing of students.

Mrs. Kalyani Kalpana involved all participants in an activity, involving participation in groups as well as individually, on Riddle Time, where participants had to use the feely bag and create riddles about the same. After the session we dispersed for lunch.

Mr. Prudhvi Kumar conducted an activity to explain the Characteristics of a good Toy. He also explained what type of toys to be used in the classroom.

Lesson Plan was written based on the Indigenous Toys / Games individually by participants. After the tea break Mrs. Radha Venkatesan, Resource person took a session on “Enhancement of Reading skills through Toy Based Pedagogy”. Madam conducted interesting activities to develop words, phrases, sentences, etc.

Participants of Ernakulam Region demonstrated Tholpavak kooth, a shadow puppetry show which is popular in Kerala and Tamilnadu. The day came to an end with the Group work related to preparation of Class wise Lesson Plan.

DAY-4/चतुर्थ दिवस

दिनांक/Date - 14.07.2022 दिन - गुरुवार/Thursday

शिक्षा जीवन के लिए नहीं अपितु शिक्षा ही जीवन है इसे चरितार्थ करते हुए पाँच दिवसीय खिलौना आधारित शिक्षण शास्त्र कार्यशाला का चौथा दिन विभिन्न उपलब्धियों से भरा रहा |

एक सकारात्मक कार्य का प्रारंभ सदैव ईश वंदना के साथ होता है उसी परंपरा का निर्वहन करते हुए प्रार्थना-सभा का संचालन समूह 3 के द्वारा किया गया |

प्रार्थना सभा के उपरांत प्रतिवेदन एवं खिलौना आधारित शिक्षण शास्त्र पर पारंपरिक खेल कबड्डी पर आधारित पाठ योजना प्रस्तुत की गई | इसके उपरांत दिन के प्रथम सत्र की शुरुआत श्रीमती कल्याणी मुख्य प्रशिक्षक द्वारा ऊर्जा वर्धक गतिविधियों से हुई |

मुख्य प्रशिक्षक श्री ईरिश बलराम द्वारा DIY के अंतर्गत चलने वाले इल्ली (caterpillar) का नमूना बनाना सिखाया गया, जो अत्यंत रोमांचकारी एवं लुभावना था। तदुपरांत उस पर आधारित शिक्षण नीतियों के बारे में भी चर्चा की गई।

इसके पश्चात सभी प्रतिभागी श्रीमती राजी मुख्य प्रशिक्षिका एवं श्री कलकेरी मुख्य प्रशिक्षक के नेतृत्व में विभिन्न पारंपरिक खेलों को खेलने एवं उनका आनंद लेने के लिए मैदान में एकत्रित हुए। दोनों मुख्य प्रशिक्षकों ने एक-एक कर सभी पारंपरिक खेलों गुल्ली डंडा, कबड्डी, पिट्टू, गैलरी, लगोरी, कंचे, लट्टू, रस्सी कूद आदि खेलों को खिलाया। प्रतिभागियों ने बड़े ही उत्साह से सभी खेलों में भाग लिया। प्रत्येक खेल के बाद उस खेल पर आधारित शिक्षण नीतियों पर चर्चा की गई जिसमें बच्चों को खेल के माध्यम से शैक्षिक सिद्धांतों को सिखाने पर जोर दिया गया।

दिन के दूसरे सत्र की शुरुआत श्रीमती राधा वेंकेटेशन संसाधिका खिलौना आधारित शिक्षण शास्त्र पर आधारित पाठ योजना से संबंधित कुछ शंकाओं को दूर किया गया। तदुपरांत श्रीमती मेरी जोइस संसाधिका ने कब एंड बुलबुल पर आधारित क्रियाकलापों पर प्रकाश डाला, जिसमें उन्होंने सिक्सर के निर्माण एवं ग्रैंड सैलूट सिखाया। उन्होंने किम्स गेम खेलना भी सिखाया।

मध्याह्न भोजन के उपरांत के सत्र में सभी प्रतिभागी चन्नपटनम टॉय टाउन के लिए रवाना हुए जहाँ उन्होंने खिलौने बनने की प्रक्रिया का ज्ञान अर्जन किया और अपने विद्यालय के लिए तरह-तरह के खिलौने खरीदे।

इसी के साथ कार्यशाला का चौथा दिन नवीन एवं अविष्कारशील उपलब्धियों के साथ संपन्न हुआ। क्रीडा और भ्रमण से परिपूर्ण यह दिन प्रतिभागियों के लिए काफी लाभप्रद सिद्ध हुआ।

The assembly program was conducted by Group-3.

A lesson plan based on the traditional game Kabaddi based on toy based pedagogy and the report of the previous day's activity was presented. After this, Mrs. Kalyani Kalpana demonstrated a few energizer activities.

A fascinating model of a caterpillar under DIY was developed by Mr. Eresh Balaram. After that the teaching strategies based on that model were also discussed.

Participants gathered in the playground under the leadership of Mrs. Raji B Nair and Mr. Kalkeri Master to play and enjoy various traditional games like Gallery, Lagori, Marbles, Lattu, Jump Rope, etc. After each game, the teaching strategies based on that game were discussed with emphasis on teaching the concepts to the children through playway method.

Mrs. Radha Venkatesan cleared a few doubts on writing lesson plans on the lines of toy based pedagogy. Thereafter, Mrs. Mary Joice Anthony threw light on the activities based on Cubs and Bulbuls, in which she taught the making of Sixer and Grand Salute. She also taught us to play the Kims game.

In the post-lunch session, all participants left for Channapatna Toy Town where they learned about the process of making toys and bought a varied range of toys for their school.

With this, the fourth day of the workshop proved to be very beneficial for the participants.

अंतिम दिन सुबह 9.00 बजे समूह 4 द्वारा प्रस्तुत प्रार्थना-सभा कार्यक्रम के साथ शुरू हुआ। यह समूह 4 के सदस्यों द्वारा एक उत्कृष्ट प्रस्तुति थी। इसके बाद कक्षा 1 के लिए स्वच्छता के बारे में देसी खेल कुत्ते और हड्डी के आधार पर समूह 4 द्वारा पाठ योजना की प्रस्तुति दी गई।

दिन का पहला सत्र श्रीमती राजी बी नायर, मास्टर ट्रेनर द्वारा DIY खिलौने था। प्रतिभागियों को एक स्पंज और रंगीन कागज के साथ आपूर्ति की गई थी

दूसरा सत्र श्रीमती मैरी जॉयस एंटनी, मास्टर ट्रेनर द्वारा किया गया था, जिसमें खिलौना आधारित शिक्षाशास्त्र में मूल्यांकन गतिविधियों की योजना बनाने के तरीके के बारे में बताया गया था। प्रतिभागियों को समूहों में विभाजित किया गया था, और घनाभ के जाल का उपयोग करके एक खिलौना घर डिजाइन करने का निर्देश दिया गया था। बाद में उन पाठों पर चर्चा की गई जिन्हें कक्षा 5 गणित में इस खिलौने के घर में एकीकृत किया जा सकता है। प्रतिभागियों ने सक्रिय रूप से खिलौना घर का उपयोग करके विभिन्न गतिविधियों और मूल्यांकन के रूब्रिक को डिजाइन करने में भाग लिया, जैसे कि एक बिल बनाना, पैटर्न को टाइल करना, खिलौना आधारित शिक्षाशास्त्र पर आधारित मूल्यांकन संरचना पर सुझाव संसाधन व्यक्तियों, मास्टर प्रशिक्षकों और प्रतिभागियों द्वारा दिए गए थे। चाय के बाद का सत्र श्री पृथ्वी कुमार और श्री के कलकेरी मास्टर ट्रेनरों द्वारा एक दिलचस्प सत्र "चलो संगीत बनाते हैं" था। प्रतिभागियों को दो वस्तुओं या खिलौनों को इकट्ठा करने के लिए कहा गया था जो ध्वनियों का उत्पादन करते हैं। प्रतिभागियों ने अपनी वस्तुओं को एक गोला में व्यवस्थित किया। उन्हें दो समूहों में विभाजित किया गया था। प्रत्येक समूह ने ऑब्जेक्ट की पहचान करने के लिए एक ऑब्जेक्ट का चयन किया और अन्य समूह के लिए सुराग को फ्रेम किया। अगली गतिविधि में, प्रतिभागियों ने धुन के लिए एक धुन और बीजगणितीय अभिव्यक्ति बनाई। बीजगणितीय अभिव्यक्तियों के साथ संगीत पर महात्मा गांधी अंतर्राष्ट्रीय स्कूल के वीडियो संदर्भ के लिए सभी के लिए प्रस्तुत किए गए थे।

अगले सत्र में श्रीमती राधा वेंकटेशन ने गतिविधियों की एक तस्वीर दिखाई और नारे लगाने के लिए कहा। प्रतिभागियों ने अद्भुत नारों के साथ आए। उन्होंने कठपुतलियों को बनाने के चरणों को विस्तार से समझाया। दोपहर के भोजन के बाद का सत्र सुश्री राधा वेंकटेशन द्वारा माइंड मैपिंग और प्रोजेक्ट आधारित सीखने पर था। उसने चरणों को खूबसूरती से बुना ताकि हर प्रतिभागियों को माइंड मैपिंग और टीबीपी पर एक स्पष्ट विचार मिल सके। अगले सत्र में चेन्नई क्षेत्र और बंगलौर क्षेत्र के प्रतिभागियों ने खिलौनों के साथ एक मॉडल सबक योजना का प्रदर्शन किया।

समापन समारोह की शुरुआत संसाधकों, मास्टर ट्रेनरों और प्रतिभागियों को प्रमाण पत्र वितरण समारोह के साथ हुई। श्रीमती मैरी जॉयस एंटनी और सुश्री राधा वेंकटेशन रिसोर्स पर्सन ने ज़ीट मैसूर के संकायों, प्रतिभागियों और अन्य मास्टर ट्रेनरों के प्रति आभार व्यक्त किया। 4 अलग-अलग क्षेत्रों श्रीमती बिस्मी वी जे, के वी सीआरपीएफ पल्लीपुरम, श्री गोविंदा पोतनुरु, केवी वाल्टेयर, सुश्री रितु सिंह, केवी डीजीक्यूए और शैलजा कर्रा, केवी आरडब्ल्यूएफ के प्रतिभागियों ने 5 दिवसीय कार्यशाला में अपनी छाप दी।

डॉ एन वसंत, निदेशक ज़ीट, डीसी और पाठ्यक्रम निदेशक ने खिलौने की महत्ता को प्रतिपादित किया और बच्चों और शिक्षकों के लिए पाठ्यक्रम का संचालन करने के लिए यह कैसे उपयोगी होगा। उन्होंने प्रतिभागियों को खिलौना आधारित शिक्षाशास्त्र को अनुकूलित करने और अपनाने से इस प्रशिक्षण को एक सफल बनाने के लिए भी प्रेरित किया।

धन्यवाद ज्ञापन चेन्नई क्षेत्र की मास्टर ट्रेनर श्रीमती कल्याणी कल्पना को प्रस्तुत किया गया। उन्होंने उन सभी के प्रति आभार व्यक्त किया जिन्होंने कार्यशाला के सुचारू संचालन के लिए अथक रूप से काम किया। खिलौना आधारित शिक्षा शास्त्र कार्यशाला का अंतिम दिन शाम 5.30 बजे संपन्न हुआ।

The fifth day started off with the assembly programme presented by Group-4 at 9.00 am. It was followed by the presentation of the lesson plan by the Group 4 based on indigenous game Dog and Bone about cleanliness for Class 1.

The first session of the day was DIY toys by Mrs. Raji B Nair. The participants were supplied with a sponge and colorful paper to make a doll and a frog.

The second session was by Ms. Mary Joyce Antony regarding how to plan Assessment Activities in toy based pedagogy. The participants were divided into groups, and instructed to design a toy house using a cuboid net. Discussion was held on the lessons which can be integrated to this toy house in Class-5 Mathematics. Participants actively participated in designing the rubrics of various activities and assessment using toy houses like make a bill, tiling patterns, volume, etc.

Suggestions on Assessment structure based on Toy Based Pedagogy were listed out. During post tea session Mr.Pridhvi Kumar and Mr.K Kalkari conducted "Let's make music" program. The participants were asked to collect two objects or toys which produce sounds. The participants arranged their objects in a circle. They were divided into two groups. Each group selected an object and framed clues for other groups to identify the object. In the next activity, participants created a tune and algebraic expression for the tune. Videos of Mahatma Gandhi international school on Music with algebraic expressions were presented to all for reference.

In the next session, Mrs.Radha Venkatesan showed a photograph of the activities and asked to make slogans. Later, she explained the steps of making puppets.

Post lunch session was on Mind mapping and Project based learning by Ms. Radha Venkatesan. She took a simple topic " Making Tea " and explained the various steps involved in making tea and how it can be

incorporated into the classroom as an enjoyable activity of learning. In the next session, participants of Chennai region and Bangalore region demonstrated a model lesson plan based on TBP.

The valedictory function started with a certificate distribution ceremony to Resource persons, Master trainers and participants. Mrs. Mary Joyce Antony and Ms.Radha Venkatesan Resource persons expressed their gratitude to faculties of ZIET Mysore, participants and other Master Trainers. Participants from 4 different regions Ms.Bismi V J, K V CRPF Pallipuram, Mr.Govinda Potnuru, KV Waltair , Ms.Ritu Singh, KV DGQA and Shailaja Kharra, KV RWF gave their impressions on the five day TBP workshop.

Dr. N. Vasanth , Director ZIET, reinforced the pleasure of the toys and how it will be useful for children and teachers to bring about conceptual clarity. He also motivated the participants to make this training a successful one by extending the methodology to teachers of their Region in toy based pedagogy to be implemented in each and every KV of the Region.

The final day of the Toy Based Pedagogy workshop concluded at 5.30 P.M with Vote of thanks presented by Ms.Kalyani Kalpana, Master trainer, Chennai Region. She expressed her gratitude to KVS, HQ (Training Wing) for their support and all who worked tirelessly for the smooth conduct of the workshop.

GROUP ACTIVITIES BY PARTICIPANTS

- 1. Assessment format- Suggestions.**
- 2. Lesson Plan suggestions for format.**
- 3. Suggestions for Evaluation.**
- 4. Group Work**
 - a) Comparison of instructional materials.**
 - b) Collection & classification of toys.**
 - c) Place value game and Lesson plan.**
 - d) Creative and Critical Thinking.**
 - e) Clay modeling- presentation on different themes and reflective analysis through skit, gestures and additional activities.**
 - f) Class wise/subject wise identification of toys, co-relation with other subjects and FLN goals.**
 - g) Feely bag game and creating riddles.**
 - h) Outdoor activity- Common indigenous games.**
 - i) Making of a toy in a group and method of evaluation.**
 - j) Making music to get patterns.**
 - k) Writing and presenting day wise LP group wise.**
 - l) Demonstration & display – group wise.**

Lesson Plan on Toy Based Pedagogy

Name of Game: Kanna Dudi

Class : III


Concept: Addition

What?	Who?	What did the children do?	Senses used	TLO/ To learn what?	Resources	Reflection
Starter	Whole class	Form a circle & walk when music is played. As music stops, they should stand on the closest coloured shape.	Auditory Visual	Listening Classification Following instructions	Shapes drawn on the floor.	Shapes Colours
Main activity	Groups of students	One player from each group will throw the dice in turns and move their respective coins as per number displayed on the dice.	Visual	Critical thinking Decision making To reflect on the activity	Board- game Dice Coins	Problem solving ability
Concluding activity	Groups of students	Each student will make a dice. All members of a group will throw the dice once. All group members will add the numbers displayed on the dice.	Visual	Addition	Dice	Problem Solving



LESSON PLAN FOR INDIGENOUS TOYS AND GAMES
NAME OF THE TOY – CHANNAPATNA STACKING TOY
CLASS I – MATHS



WHAT?	WHO?	WHAT DID THE CHILDREN DO?	SENSE ORGANS	WHAT TO LEARN?	RESOURCES
Starter Activity	Children will follow the instructions of the teacher	Children will play the game of fire in the mountains. They will group themselves according to the number called out (from 1 to 10)	Kinesthetic Auditory	To associate the numbers with the number of people/objects	Children
Main Activity	Children	Children will be given the stacking toy and they will be asked to stack the same as per the number written on the disk in any order.	Auditory Kinesthetic	To arrange the numbers in a particular order	Stacking Toy 
Concluding Activity	Children	Children will arrange the flash cards of the numbers given to them	Visual Kinesthetic	To arrange the given numbers in ascending or descending order	Flashcards
Reflection – Children will come out with various arrangements of the numbers with different patterns.					




INDIGENOUS TOY-LESSON PLAN

LESSON:POT MAKING

TOY: THANJAVUR THALAIYATTI BOMMAI



CONCEPT: LOCAL ART

WHAT	WHO	WHAT DID THE CHILDREN DO	SENSES USED.	TO LEARN WHAT TLO	RESOURCES
STARTER	STUDENTS	RAIN CLAP: Children were made to stand in a circle and when the teacher shows one finger they tap the finger in the other hand ,when showed two, they use both the finger and three, four and five to get rain sound ,	Visual, kinesthetic ,auditory ,tactile	Fun and enjoyment	THANJAVUR DANCING DOLL 
MAIN ACTIVITY	STUDENTS	1.Try to fix the body parts correctly. 2. Clay will be given to make body parts of a doll.	Visual Kinesthetic tactile	Learn to make clay toys.	Clay, paints, water, thanjavur dough
REFLECTION	Students	Speak about the traditional and art 2. makes local toys using clay or plasticine	Psychomotor	Pot and toys making	Clay, plasticine,water,paint

TOY BASED PEDAGOGY – LESSON PLAN

CLASS: 3

CONCEPT: ACTION WORDS (ENGLISH: - HOW CREATURES MOVE ?)

Which Activity	Who	What do the children do	Senses used	To learn What	Resources
Starter	Whole Group And Teacher	1. On Teachers instruction children Sing “The animal sound Song” With actions	Visual Auditory	Enjoy and learn Rhythm, action And sounds	Pictures of Animals
		2. Divide in groups of 6-8 children By taking the names of animals Like – lion, deer, wolf, rabbit etc.		Group division	
Main Activity	Each group Of 6-8 children	1. Observe the toys of animals Squirrel, Lion, Monkey, and Bird. They recollect the way that these animals move.		To be able to understand That animals move in different Styles.	Toys of Animals and birds
		2. Children show how these animal Move using the toys with hands And name the movement.		To be able to describe the ways In which animals move differently.	
		3. Children relate the action words Like walk (lion) leap (squirrel) Crawl (fly) wiggle (worm) swing (monkey)	Visual	To be able to speak, read and write action words	
Concluding Activity	Peer group	1. Correlate the movement of creatures With the movements of boys and girls. 2. Asks questions - Why can't we fly Why don't some creatures have no legs etc.		Be able to observe animals in their surroundings and describe their movements in action words.	

Reflection: 1. Identify some other actions that we do with our body on different occasions – leap, dance, run, jump etc. Also recognizes every action done by them for various purposes.



LESSON PLAN: PLACE VALUE (UP TO HUNDREDS), CLASS 3

What	Who	What did the children do	Senses	To learn what	Resources
Starter Fire in the mountain	Whole class	children run around the circle, when teacher shout a number, they make groups.	Auditory kinesthetic	to warm up and bring concentration, interest towards class, for making teams	song
Main activity Game - place value game.	children in groups	Each The group gets a bundle of sticks of different sizes painted in red, green and blue. and values are assigned to it. children make teams in their groups and play.They write numbers and add up.The team who get more points are the winners. Rule : They throw stick and take maximum sticks without moving other sticks Blue - point Red 10 points Green 100 points.	Visual sense	Ability to compute formation of numbers colour Understand place and value Adding numbers Writing numbers Fast calculation	Sticks of different sizes and painted in 3 different colours.
Reflective concluding	Individual	Teacher gives some number cards and asks the children to make numbers. They make numbers and add them up.	Visual sense	Children reflect on How fast they form number tricks for fast calculation Strategy of game answer critical thinking questions of teachers and other students	Number cards




LESSON PLAN BASED ON TBP

CLASS- 4 NAME OF THE TOY -FRUITS AND VEGETABLES

SUBJECT - EVS

CONCEPT - TO LEARN ABOUT THE DIFFERENT FRUITS AND VEGETABLES WE EAT

NAME OF THE CHAPTER- FROM MARKET TO HOME


What?	Who?	What did the children do?	Senses Used	TLO	Resources
<p>Starter Counting the numbers in a circle.</p>	All the students of the class	<p>Teacher gives the demo and students divide themselves into two groups . All the students who are even form a group and all the students who are odd form a group</p>	<p>Auditory Kinesthetic</p>	Learn to count and divide themselves in two groups	
<p>Main Activity Divide the students based on fruits which are soft to touch/ rough to touch. Vegetables which are soft to touch/ rough to touch. Fruits which spoils quickly/which stays for a long time Vegetables which spoils quickly/which stays for a long time</p>	<p>Students in 2 groups. First group is Fruit Second group is Vegetable Group Activity</p>	<p>Children listen to the instruction of the teacher and form different groups based on fruits which are soft to touch/ rough to touch. Vegetables which are soft to touch/ rough to touch. Fruits which spoils quickly/which stays for a long time Vegetables which spoils quickly/which stays for a long time</p>	<p>Kinesthetic Visual auditory</p>	<p>Classify the fruits and vegetables based on texture. Classify fruits and Vegetables based on longevity</p>	<p>Fruits and Vegetables</p> 
<p>Concluding Reflective Activity</p>	Students of the class	Classify the fruits and vegetables based on seasonal fruits/ vegetables and fruits and Vegetables which we get throughout the year.	Visual	<p>Seasonal fruits and vegetables Fruits and Vegetables we get throughout the year</p>	Fruits and Vegetables

Lesson plan on Toy Based Pedagogy Indigenous Game Class 4 EVS - HU TU TU HU TU TU

What	Who	What do the children do	Senses	To learn what?	Resources
Starter SEVEN TILES	Children	Go around and collect Some tiles (flat stone) of nearly same size Divide the children into groups. Children arrange tiles one over the other. First child from team A throws a ball on the pile. Tile will Spread Over, Team A arrange the tile. Team B will hit the ball while arranging.	Visual Auditory Kinesthetic	To arrange the tiles in ascending order of the size in less time To warm up, energize themselves To develop agility and coordination	Tiles, soft ball
Main activity	Whole class divided into 2 teams	Children are divided into two teams, Teacher explains the rules of Kabaddi. Play Kabaddi and learn about its court and rules. Body parts used •Hand Mouth Evs - Hu tu tu	Visual Auditory Kinesthetic Tactile	To develop agility , accuracy, team spirit and strategy of winning a game., to control breath To appreciate indigenous game	Human resource Chalk powder Open space for playing Whistle Toss coin
Concluding reflective activity	Children in groups	Children were asked to draw the kabaddi court and make players using paper and demonstrate the play.	Visual Kinesthetic Tactile	To reflect on Rules and uses of Kabaddi game, Qualities it develops: To answer questions based on games and think critically.	Caart Colour papers

INDIGENOUS TOYS AND GAMES.

Name of the toy: Fish Class :3 Lesson: A Little Fish story

What	Who?	What did the children do?	Senses used	To learn what?	Resources used
Starter	Students	Brain gym activity -moving around a circle.	Kinesthetics	Class readiness and to concentrate	Action and instructions
Main Activity	Students	<ol style="list-style-type: none"> 1. Children are formed 4 groups 2. First group can write different kinds of fishes 3. Second group write how fisher man depends on fish 4. Third group write where fishermen sell fish 5. Fourth group write different sizes of fishes 	<p>Tactile and kinesthetics</p> <p>Auditory visible</p> <p>Kinesthetic</p>	<p>To make a paper toy of fish</p> <p>frame sentences and express it.</p> <p>Learn vocabulary Related fish or fisherman (small fish, net, tiny, boat,)</p> <p>Creative writing with correct spelling and sentence formation.</p>	<p>Chart paper, glue, scissors and colour ..</p> <p>Class work</p> <div style="text-align: center;">  </div>
Concluding activity	<p>Children can observe other aquatic animals. Such as size, shapes ..</p> <p>Learn aquatic animals' names and write a few sentences about them.</p>				

NAME OF THE TOY: KONDAPALLI BOMMALU (MATRUSHKA)

CONCEPT: FOODS WE EAT LOCATION: CLASSROOM

CLASS: III



WHAT	WHO	WHAT DID THE CHILDREN DO?	SENSES USED	TO LEARN WHAT	RESOURCES
Start Activity	Students	Children will stretch their hands, flap them 2 times and 2 times clap their hands over the head	Psychomotor skills	Able to understand that energy is needed to do any activity	Human body parts
Main Activity	Students	Reassemble the toys & arrange the toys according to their height and weight from smaller to bigger size. (A group of 5-6 students can do this activity)	Tactile sense & psycho motor senses	Food helps in growth & keep us healthy	Matrushka toys and chart paper
Concluding Activity (Reflection)	Students	Children write or tell the names of the food taken by the different toys (different aged people)	Auditory senses, oral senses	Able to know that foods we eat depends on the age	Toys and paper

TOY BASED PEDAGOGY

SUB: EVS

CLASS:1

CONCEPT: FARM ANIMALS AND THEIR USES

WHAT?	WHO?	WHAT DID THE CHILDREN DO?	SENSE ORGANS	WHAT TO LEARN?	RESOURCES
STARTER	Entire class	<ol style="list-style-type: none"> 1. Sings rhymes with sounds of animals 2. Wears the mask and enacts (role play) guess the animal 	<p>Visual</p> <p>Auditory</p> <p>Kinesthetic</p>	To be able to identify and classify animals	<p>Music player</p> <p>Masks</p>
MAIN ACTIVITY	Groups of 6-8	<ol style="list-style-type: none"> 1. Students are provided with parts of bullock cart (wheels, bullocks, cart/ cows, pigs, goats, dogs etc) students assemble the bullock cart 2. Each student speaks about his or her experience with the bullock cart where and when they have seen it. Speaks about the uses of goat pigs dogs in the farm 	<p>Tactile</p> <p>Visual</p> <p>Kinesthetic</p> <p>Auditory</p>	<p>Skill development of making a bullock cart</p> <p>Is able to understand the places where bullock cart is used and uses of other animals</p>	<p>cardboard or clay parts of bullock cart, pigs, goats. Goats</p> 
CONCLUDING ACTIVITY	<p>Groups of 15</p> <p>Class is divided into A,B and Cgroup</p>	Picture quiz match with uses	<p>Visual</p> <p>Kinesthetic</p> <p>Auditory</p>	To be able to match the animals and uses	<p>Picture cards</p> 

REFLECTIONS: OTHER CONCEPTS SUCH AS SOME OF THESE ANIMALS ARE USED IN OTHER PLACES EXAMPLE- DOGS TO LOCATE THIEVES, SOME ANIMALS LIKE GOAT PIG ARE USED AS FOOD.

Toy Based Pedagogy

Name of the toy – Sarangi

Class - 2

What?	Who?	What do the children do?	Senses involved?	To learn what?	Resources
Starter Singing song	Whole class	Sings the song “I am the musical man.....’	Vision Auditory Tactile	Warm up	Human resource
Main activity	Group of five	Playing musical instruments .	Vision Auditory Tactile	To learn describing words	Sarangi Doll, tamarind, salt, bitter gourd, sweet
Concluding activity	Whole class	Draw any of their favourite musical instruments and write two describing words.	Psychomotor skill, vision	To develop creativity	Notebook, pencil, crayons

LESSON PLAN-TOY BASED PEDAGOGY -INDIGENOUS GAMES

CLASS – 3 NAME OF THE LESSON-THE MAGIC GARDEN(ENGLISH)

WHAT	WHO	STRATEGY	WHAT DID THE CHILDREN DO	SENSES USED	TO LEARN WHAT	RESOURCES
STARTER- RAIN CLAP ACTIVITY	STUDENTS ALONG WITH THE TEACHER	THE WHOLE CLASS	CHILDREN MAKE RAIN CLAP AS PER THE INSTRUCTIONS GIVEN BY THE TEACHER AND TO RECALL THE SOUNDS OF RAIN, THUNDER, DIPPING OF WATER DROPLETS etc	AUDITORY, KINESTHETIC	TO GAIN CONCENTRATION, AND TO REJUVENATE THEIR PHYSICAL POSTURE IN THE CLASS	RAIN SONG
MAIN ACTIVITY(ACTION WORDS -USING COCONUT SHELL PUPPET)	STUDENTS IN 5 GROUPS	GROUP LEARNING	RHYMING TIME-RAIN RAIN GO AWAY, THEN INTRODUCE 'TARA'-A LITTLE GIRL, WHO WANTS TO DO SO MANY THINGS WHEN THE RAIN GO AWAY. LET THE CHILDREN ASSUME ACTIONS WHICH TARA WOULD LIKE TO DO, AND ASK THEM TO SING IT IN THE SAME RHYME(ACTION WORDS LIKE JUMP, RUN, DANCE etc)	KINESTHETIC AUDITORY VISUAL	TO ENGAGE THEM IN A GAME USING INDIGENOUS TOY AND TO REFLECT ON THE ACTION WORDS	A GIRLPUPPET- (COCONUT SHELL) CHALK BLACKBOARD
CONCLUDING ACTIVITY	STUDENTS	INDIVIDUAL ACTIVITY	STUDENTS DRAW PICTURES RELATED TO THE ACTION WORDS THEY NOTED DOWN	KINESTHETIC AESTHETIC	TO CORRELATE ACTION WITH THE PICTURES	NOTEBOOK COLOURS
REFLECTION-STUDENTS ACTIVELY PARTICIPATE IN THE ACTIVITY, ENACT AND WRITE ACTION WORDS, AND CORRELATE ACTION WITH THE PICTURES.						

LESSON PLAN FOR INDIGENOUS TOYS AND GAME

Name of the toy – Puppet

Class - 3

What	Who	What did the children do?	Sense used	To learn what	Resources	Reflection
Starter	Students	Make any kind of animal, bird etc. with your hands. Make a sound of that animal.	kinesthetics, oratory	Class readiness and to concentrate	hands	To reflect upon what they are making with their hands.
Main activity	Students	Using puppet to play a particular character and explaining the story.	Kinesthetics, auditory	To learn about moral values and how to behave when we face the same kind of situation.	Puppet	They will reflect their view and what they will do if they are in that situation.
Concluding activity	Students	They will create their own story with the same puppet and note it down in a notebook.	Kinesthetics, oratory	Creative writing with correct spelling and grammar and sentence formation.	Puppet	All students will exchange their views and ideas.

LESSON PLAN FOR INDIGENOUS TOYS AND GAME

Name of the toy – Hand Puppet of monkey

Class - 2

What	Who	What did the children do	Senses used	To learn what	Resources
Starter	Teacher & students	Observe the teacher and imitate the teacher and act like a monkey	Kinesthetic Auditory	To enjoy, warm up	Human resources, puppet of a monkey
Main activity	Children	Use the monkey puppet and role	Kinesthetic	listening speaking creative thinking Framing sentences	Puppet of monkey
	Children	Children talk about different types of monkeys	Visual and auditory sense	Oral Vocabulary, identification, description of other types of monkeys, comparison and classification	Puppet of monkey
Concluding reflective activities	Children	Read the story I want from textbook	Visual and auditory sense	Children reflect on the special positive characteristics of each of their friends	Textbook

MATERIAL PREPARATION MAPPING OF THE TOYS WITH THE LESSONS

Class – I

Subject – Hindi

SL No	CHAPTER	TOYS IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	CORRELATION WITH FLN
1.	झूला	तरह तरह के गेम, चेस, कैरम बोर्ड, झूला	EVS-Games Eng – Vocabulary Music	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
2.	आम की कहानी	टोकरी में आम लिए छोकरी का खिलौना, दूसरे जानवरों जैसे कौआ, गिलहरी के खिलौने	EVS- Fruits, birds, animals , Colours Eng - Vocabulary Art	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
3.	आम की टोकरी	गुड़िया, टोकरी, आम,	EVS- Fruits, fruitseller Maths – Numbers English - Vocabulary	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
4.	पत्ते ही पत्ते	कले से बनाए तरह तरह के पत्ते	EVS- Plant parts , soft and hard objects MATHS- Shapes	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
5.	पकौड़ी	रसोई घर के सामान	EVS- Utensils, methods of cooking English – Action words	HEALTH AND WELLBEING छुक EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
6.	छुक छुक गाड़ी	रेल गाड़ी का खिलौना	EVS- Means of transport MATH- Shapes ,numbers	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
7.	रसोईघर	रसोई घर के सामान	EVS- Food, vegetables MATHS- Shapes	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
8.	चूहों! म्याऊँ सो रही है।	चूहे और बिल्ली के खिलौने	EVS- Animals	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
9.	बंदर और गिलहरी	जानवरों के खिलौने	EVS- Animals Math – shorter longer	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

			English - opposites	
10,	पगड़ी	पगड़ी पहने हुए आदमी	EVS – Cleanliness, dresses	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
11.	पतंग	कागज से बने पतंग	EVS- Games	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
12.	गेंद - बल्ला	गेंद और बल्ला,	EVS- Games	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
13.	बंदर गया खेत में भाग	जानवरों के खिलौने	EVS- Animals	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
14.	एक बुढ़िया	बुढ़िया, सूरज, चाँद..इनके कठपुतलियां	EVS- Work Maths - Time	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
15.	में भी.....	मुर्गी, बत्तख के बच्चे, केंचुआ और अंडे के कले से बने नमूने	EVS- Birds and Animals Eng – Action words, Opposites	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
16.	लालू और पीलू	मुर्गी के चूजे की कठपुतलियां	EVS- Birds, Food, Colors	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
17.	चकई के चकदुम	झोपड़ी और नाव के नमूने	EVS- Types of houses, Transport	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
18.	छोटी का कमाल	भारी और हल्की चीजे, सी सो	EVS- Games, Food	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
19.	चार चने	जानवरों के खिलौने	EVS- Food of Animals MATHS- Counting Eng – Animal sounds	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
20.	भगदड़	जानवरों के खिलौने	EVS- Animals' Food	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

21.	हलीम चला चाँद पर	सूरज, चांद, तारे और रॉकेट आदि के कठपुतलियाँ	EVS- Things we can see in the sky Maths - Shapes	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
22.	हाथी चल्लम चल्लम	हाथी का खिलौना	EVS – Animals English – Speak about Elephant	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
23.	सात पूँछ का चूहा	चूहे के खिलौना	EVS – Our Helpers Maths - Numbers	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

Class – I

Subject – English

SL No.	CHAPTER	TOYS IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	CORRELATION WITH FLN
1.	A HAPPY CHILD	HOUSE, BOY, GIRL	EVS- SHELTER OUR SURROUNDINGS MATHS-SHAPES	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
2.	THREE LITTLE PIGS	STUFFED TOYS OF PIGS WOLF DIFFERENT TYPES OF HUTS	EVS- MATERIALS USED FOR BUILDING HOUSES, SHELTERS OF ANIMALS, GAMES, COLOURS MATH- SHAPES, DISTANCE FAR AND NEAR	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
3.	AFTER A BATH	BUCKETS, BOY	EVS- CLEANLINESS WATER AND USES WET DRY WATER ANIMAL; FISH	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

4.	THE BUBBLE THE STRAW AND THE SHOE	FINGER PUPPETS	EVS- SAFETY WAYS, WATER BODIES, LAND FORMS LIGHT AND HEAVY OBJECTS MATHS- COUNTING	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
5.	ONE LITTLE KITTEN	HAND PUPPETS OF ALL ANIMALS MENTIONED IN THE POEM	EVS- ANIMALS MATHS- COUNTING NUMBERS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
6.	LALU AND PEELU	CLAY TOYS OF HEN AND CHICKS OR STUFFED TOYS	EVS- BIRDS, VEGETABLES, FRUITS, GRAINS. YOUNG ONES OF ANIMALS COLOURS MATHS- PATTERNS, NUMBERS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
7.	ONCE I SAW A LITTLE BIRD	PAPER BIRDS- ORIGAMI	EVS- BIRDS AND SHELTER NATIONAL BIRD PEACOCK MATHS- COUNTING AND WRITING NUMBERS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
8.	MITTU AND THE YELLOW MANGO	STICK PUPPETS MANGO TREE AND PARROT	EVS- TREES AND BIRDS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
9.	MERRY GO ROUND	WOODEN TOYS OF MERRY GO ROUND OR CARDBOARD TOY/ CLAY ANIMALS	EVS- ANIMALS MATHS- MOTION: CIRCULAR, ROTATION, COUNTING	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
10,	CIRCLE	ANY INDIGENOUS TOYS OF GRANDMOTHER AND GIRL	MATHS- SHAPES CLEANLINESS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
11.	IF I WERE AN APPLE	STICK PUPPETS OF APPLE TREE	EVS- TREES AND FRUITS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
12.	OUR TREE	HAND PUPPETS/ CLAY TOYS BIRDS, FRUITS, TREES, INSECTS	EVS- TREES, BIRDS AND ANIMALS AND INSECTS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
13.	MURALI'S MANGO TREE	STICK PUPPETS MANGO TREE, BOY	EVS- TRESS AND FRUITS GAMES	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

14.	A KITE	ORIGAMI- PAPER KITE	EVS- THINGS THAT FLY DAY AND NIGHT SEASONS, RAIN CLOUDS MATHS- DAYS WEEKS MONTHS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
15.	SUNDARI	FINGER PUPPETS ORIGAMI- KITE	EVS- SOUNDS OF RAIN, WIND ANIMALS ETC	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
16.	A LITTLE TURTLE	CLAY TURTLE	EVS- ANIMALS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
17.	THE TIGER AND THE MOSQUITO	STICK PUPPETS TIGER AND MOSQUITO	EVS- ANIMALS AND INSECTS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
18.	CLOUDS	STICK PUPPETS	EVS- SEASONS COLOURS SELF INTRODUCTION	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
19.	ANANDI'S RAINBOW	FINGER PUPPETS	EVS- SUN MOON STAR SEASONS, RAIN, CLOUDS, RAINBOW, COLOURS MATHS-CALENDAR, COUNTING	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
20.	FLYING MAN	HAND PUPPETS CLAY TOYS OF FLYING MAN, SUPER MAN, SPIDERMAN ETC OUR HELPERS – CLAY TOYS, FINGER PUPPETS	EVS- AIR TRANSPORT LANDFORMS- MOUNTAINS, HILLS, PLANES ETC OUR HELPERS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
21.	THE TAILOR AND HIS FRIEND	SOCK PUPPETS ELEPHANT, TAILOR	EVS- ANIMALS AND USES ANIMALS OUR FRIENDS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

SL. NO	CHAPTER	TOYS IDENTIFIED	IDENTIFICATION WITH OTHER SUBJECT	CORRELATION TO FLN
1	SHAPES AND SPACE	PUPPETS OF ANIMALS, HOUSES, CLAY POTS, ORIGAMI, SOCKS PUPPETS, SHEEP AND WOLF, DRUM	EVS- SHELTER OUR SURROUNDINGS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
2	NUMBERS FROM ONE TO NINE	OLD LADY, BOY, ANIMALS, BIRDS, FLOWERS, VESSELS, FAMILY MEMBERS-PUPPETS	EVS- CLEANLINESS WATER AND USES WET DRY WATER ANIMAL; FISH	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
3	ADDITION	VEGETABLES, FRUITS, FLOWERS, ANIMALS, CLAY MODELS OF FRUITS AND ANIMALS	EVS- SAFETY WAYS, WATER BODIES, LAND FORMS LIGHT AND HEAVY OBJECTS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
4	SUBTRACTION	VEGETABLES, FRUITS, FLOWERS, ANIMALS, CLAY MODELS OF FRUITS AND ANIMALS	EVS- ANIMALS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
5	NUMBERS FROM 10 TO 20	FRUITS, WOODEN PUPPET, KITCHEN SET	EVS- BIRDS, VEGETABLES, FRUITS, GRAINS. YOUNG ONES OF ANIMALS COLOURS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
6	TIME	WOODEN CLOCK ORIGAMI CLOCK WITH NEEDLES CLAY MODEL	EVS- BIRDS AND SHELTER NATIONAL BIRD PEACOCK	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

7	MEASUREMENT	PUPPETS OR DOLLS OF DIFFERENT SIZE, ANIMALA, BIRDS, CLOWN, HOUSES	EVS- MATERIALS USED FOR BUILDING HOUSES, SHELTERS OF ANIMALS, GAMES, COLOURS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
8	NUMBERS FROM TWENTY ONE TO FIFTY	VEGETABLES, FRUITS, FLOWERS, ANIMALS, CLAY MODELS OF FRUITS AND ANIMALS	EVS- TREES AND BIRDS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
9	DATA HANDLING	WOODEN BLOCKS GEOMETRICAL SHAPE, ANIMALA, FLOWERS, BIRDS	EVS- ANIMALS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
10	PATTERNS	DIFFERENT KINDS OF ANIMALS, FLOWERS, GEOMETRICAL SHAPES, WOODEN BLOCKS	TO NARRATE STORIES IN ENGLISH AND HINDI	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
11	NUMBERS	SNAKE AND LADDER GAME	EVS-TYPES OF ANIMALS	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
12	MONEY	ORIGAMI TOYS, COINS OF DIFFERENT COLOURS,	EVS,-THE MARKET	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
13	HOW MANY?	FRUITS, ANIMALS(DOLLS/PUPPETS)	EVS- THINGS THAT FLY DAY AND NIGHT SEASONS, RAIN CLOUD.	HEALTH AND WELLBEING EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

Class – II

Subject – English

Sl.No.	Chapter	Toy(s) Identified	Correlation with other subjects	Developmental Goals Focused
1	First Day at school	Puppy	EVS - Young Ones	HWB
2	Haldi's Adventure	Giraffe	Maths - Longer Shorter	IL, EC
3	I am Lucky	Stuff toys/Puppets of animals in the Poem	EVS - Wild and Domestic Animals,	HWB
4	I want	DIY of animals with different parts of the body	EVS - Part of the body	HWB
5	A Smile	Smiley faces with clay	Hindi - Emotions	IC
6	The wind and the sun	Clay modeling - Sun, Windmill with paper	EVS –Seasons Hindi - Same story	IL, EC
7	Rain	origami - Boats /Umbrella	EVS - Rainy Season, Maths - My funday Hindi - बहुत हुआ	IL EC
8	Storm in the Garden	snail toy ,Toys which makes different sounds	EVS – Animals,Hindi -मीठी सारंगी	IL EC
9	Zoo Manners	Toys of different types of animals	EVS - Wild Animals	IL EC
10	Funny Bunny	Toys of Rabbit,Hen,Duck,Cock,fox	Animals	IL EC
11	Mr Nobody	DIY Face of boy with paper plate	EVS -Myself	IL EC
12	Curry Locks and the Three Bears	Toy of bear Mama papa and baby	EVS –Family,Maths- Quantity - More and less	IL ,EC
13	On my blackboard I can Draw	House DIY	EVS- Shelter,Maths- Lines and Lines	IL ,EC
14	Make it shorter	Pencil cap	Maths - Longer Shorter	IL ,EC

15	I am the music man	All musical toys	EVS- Festivals Hindi - मीठी सारंगी	IL ,EC
16	Mumbai Musicians	Toys of Donkey,dog,cat,cock	EVS -Festivals	IL ,EC
17	Granny Granny Please comb my hair	Puppet of grandma/ DIY grandma	EVS - Types of family	IL ,EC
18	The magic porridge pot	Clay pot	EVS-Food, Festivals	IL ,EC
19	Strange Talk	stuff toys of frog,pig,Dog,Duck	EVS- Animals	IL ,EC
20	The grasshopper and the ants	Stick Puppets of grassHopper and ants	Hindi -दोस्त की मदद	IL ,EC

Class – II

Subject – Hindi

Sl.No.	Chapters	Toys identified	Integration with other subjects	Developmental goals focussed
1	ऊँट चला	Model of camel	Maths – Footprint	Reading, writing
2	भालू ने खेली फुटबॉल	Football	Maths – What is long, what is round EVS - Animals	Listening, speaking
3	म्याऊँ म्याऊँ	Paper craft - Cat	Maths-How much can you carry EVS - Animals	Listening, writing
4	कौन अधिक बलवान	Craft	Maths- How much can you carry Evs- Seasons	Writing, speaking
5	दोस्त की मदद	Clay model of turtle	Counting in tens	Reading, listening
6	बहुत हुआ	Paper boat	My funday	Art, craft hands on activity
7	मेरी किताब	Story narrating doll	My funday	Reading
8	तितली और कली	Paper craft	Patterns,Parts of plants	Speaking
9	बुलबुल	Leaf craft of bird	Birds come, birds go	Writing

10	मीठी सारंगी	Musical instruments	Tens and ones	Listening
11	टेसू राजा बीच बाज़ार	Puppet show	How much ponytails	Reading, writing
12	बस के नीचे बाघ	Toy bus, model of tiger	Add our points	Listening, writing
13	सूरज जल्दी आना जी	Paper craft	My funday	Listening, writing
14	नटखट चूहा	Puppet	The longest step	Listening, writing
15	एक्की दोक्की	Puppet	My family	Listening, writing

Class – II

Subject – Maths

Sl. No.	CHAPTER	TOYS Identified	Integrated with other Subjects	Developmental Goals Focussed
1	What is Long, What is Round	Ball, Shapes	EVS-Games	EC,IL,HWB
2	Counting in Group	marbles, pebbles, balls	EVS-Fruits	EC,IL,HWB
3	How Much Can You Carry	animals	EVS-animals अधिक बलवान कौन	EC,IL,HWB
4	Counting in Tens	pebbles, marbles	EVS-Games	EC,IL,HWB
5	Patterns	animals, birds, shapes,	EVS- Animals	EC,IL,HWB
6	Footprints	animals	EVS-Animals	EC,IL,HWB
7	Jugs and Mugs	kitchen play set,	EVS-water हिन्दी- बहुत हुआ	EC,IL,HWB
8	Tens and Ones	pebbles stones,	EVS-Animals	EC,IL,HWB
9	My Funday	toys related to festivals, vegetables, fruits	EVS-Fruits	EC,IL,HWB

10	Add our Points	toys of vehicles	EVS-Vehicles	EC,IL,HWB
11	Lines and Lines	stick puppets	EVS-Helpers and animals ,On My black Board I can Draw	EC,IL,HWB
12	Give and Take	Mock shopping - Toys of different types	EVS-Vegetables and fruits	EC,IL,HWB
13	The Longest Step	animals,	EVS-animals Eng- Which is shorter?	EC,IL,HWB
14	Birds Come, Birds Go	Birds	EVS-Birds	EC,IL,HWB
15	How Many Ponytails	animals, birds, vehicles	EVS-vehicles	EC,IL,HWB

Class – III

CLASS WISE GROUP WORK

Subject – Hindi

कक्षा – 3

विषय – हिंदी

CHAPTER	TOY(S) IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	CORRELATION TO FLN
1. कक्कू	पेपर क्राफ्ट के द्वारा पक्षी बनाना	EVS	Health and wellbeing, Effective communicator
2. शेखीबाज़ मक्खी	मक्खी, शेर, हाथी, लोमड़ी और मकड़ी का खिलौना	EVS	Effective communicator, Involved learner
3. चाँद वाली अम्मा	झाड़ू का खिलौना, कठपुतली द्वारा अम्मा को दर्शाना	English	Effective communicator, Involved learner
4. मन करता है	लड़के, मूँछ, डंडा, पतंग, चाँद, तारे, चिड़िया का खिलौना	English	Effective communicator, Involved learner
5. बहादुर बित्तो	शेर, लोमड़ी, गाय का खिलौना	EVS	Effective communicator, Involved learner
6. हमसे सब कहते	सूरज, चाँद, लड़का, आदमी का खिलौना	English	Effective communicator, Involved learner

7. टिपटिपवा	बाघ का खिलौना	EVS	Effective communicator, Involved learner
8. बंदर बाँट	बिल्ली, बंदर, तराजू का खिलौना	EVS	Effective communicator, Involved learner
9. अकल बड़ी या भैंस	रंग बिरंगे कपड़े का नमूना	EVS	Health and wellbeing, Effective communicator
10. क्योंजीमल और कैसे कैसलिया	रसोई में इस्तेमाल होने वाले खिलौने	EVS	Involved learner
11. मीरा बहन और बाघ	पिंजरा, बाघ का खिलौना	EVS	Effective communicator, Involved learner
12. जब मुझे साँप ने काटा	साँप का खिलौना, नारियल का खोल	EVS	Health and wellbeing, Effective communicator, Involved learner
13. मिर्च का मज़ा	मिर्च का मॉडल	English, maths	Health and wellbeing, Effective communicator
14. सबसे अच्छा पेड़	विभिन्न पेड़ों के मॉडल	EVS	Effective communicator, Involved learner
15. पत्ते ही पत्ते	विभिन्न पत्तों के मॉडल	EVS	Effective communicator, Involved learner

Class – III

Subject – English

CHAPTER	TOYS IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	CORRELATION TO FLN
Good morning The Magic Garden		Family – EVS Plants- EVS; Size, length- Maths	Speaking and reading
Bird Talk Nina and Baby sparrows	Birds, sparrow, nest Bird Family	Time, Distance- Maths Bird life- EVS	Narration ,creative writing
Little by Little , Enormous Turnip	Toys of vegetables	Size , shapes – Maths	Speaking and reading
Sea Song A little Fish story	Fish, shells, sea beach	Water animals- EVS Size, shape- maths	Reading and Writing
The Balloon man The yellow Butterfly	Balloons, Butterflies, Birds, Flowers , Insects.	Names of insects and Flies- Evs Height and Distance- Maths	Reading, Writing
Trains The story of the Road	Train, Means of transport (toy), Signal light, Birds , Vegetables	Means of transport – EVS Birds, Vegetables- EVS	Listening, speaking and reading
Puppy and Little Tiger, Big Tiger	Models of Dogs, Animals, Puppies, Tigers, horses etc	Animals and Babies Animal life – EVS Big and small- EVS	Speaking and Creative writing
What is in the Mail boy My silly sister	Post Box, Letters, donkey, baby doll	Means of communication and professions- EVS	Reading and writing
Don't Tell He is my brother	Family – Father , Mother, Brother, Sister, Hill, Temple	Family relation-EVS Hight, tall, distance- Maths	Speaking and reading
How creatures move The Ship in Desert	Animals – Monkey, Squirrels, seals, worms, etc. Camel, lions	Animal life- EVS Big and small- Maths Desert land- EVs	Creative writing

Class – III			Subject – Maths
Chapter	Toy identified	Integration with other subjects	Correlation to FLN
1.Where to look from	Car, bus- to draw different views (Top/side/front)	EVS – means of transport	Speaking and reading
2.Fun with numbers	Rabbit, frog – to make continuous pattern	Animals -EVS	Speaking, counting
3.Give and Take	Pebbles, marbles	Stones and stick -EVS	Counting
4.Long and short	Snake, Lizard,rop scale	Animals -EVS	Measuring length ,numbers
5.Shapes and Designs	Kite, Dice, car	Games - EVS	Speaking
6.Fun with Give and Take	Pebbles, Marbles	Stone and plants-EVS	Counting, subtraction, addition
7. Times Goes on	Calendar, clock	Seasons -EVS	Speak about seasons
8 .Who is Heavier	Sea- saw, balance, Elephant, dog etc	Daily use things and animals-EVS	Measuring weights
9. How many times	Octopus, goat toys	Sea animals -EVS	Numbers , multiplication
10. Play with patterns	Chessboard,	Different games-EVS	Patterns with numbers
11.Jugs and mugs	Toys of Water tank, jugs , pots	Importance of water -EVS	Measuring liquids
12. Can we share?	Pebbles, marbles	Stone and plants-EVS	Counting
13.smart charts	Flower vase- Different colours flowers	Plants and flowers -EVS	Make tables with numbers
14.Rupees and paise	Dummy currency	Different countries currency-EVS	Counting money, speaking

Class – III

Subject – EVS

CHAPTER	TOYS IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	CORRELATION TO FLN
Poonams Day out	Elephant , horse	Animals life – Reading Size, Shapes and weight,-Maths	Reading Writing
The Plant Fairy	Toys of plants, flower s	Short and tall – Maths	Reading
Water ‘o’ Water	Water pots, well and pot	Estimation, Volume – Maths	Reading and writing
Our First School	Toy of Boy and Girl, school , Child	School and school children – English	Reading
Chhotus House	Model of house	Big and small- Maths	Speaking
Foods We eat	Plants , grains	Importance of agriculture- English	Writing
Saying without speaking	Hand signs, boy and girl	Time keeping – Maths	Writing
Flying High	Toys of birds	Time and distance – Maths	Writing
It’s raining	Toys of Clouds	Creating i've writing	Speak
What is cooking	Kitchen utensils	Table manners – speaking	Reading
From Home t o there	Means of transport k	Distance – Maths	Speaking
Work we do	Toys of Professions	People helpers – speaking	Reading
Sharing our feeling	Toys of animals	How to be happy – creative writing	Writing
The story of food k	Food grains k	Size and shapes – Maths	Reading
Making pots	Pots and clay dolls	Size and shape – Maths	Speaking
Games we play	Ball and bat d	Time and distance – Maths	Writing
Here comes a letter	Post box and letters	Means of communications – English	Speaking
A house like this	Model of house	Estimation - Maths	Writing
Out Friends	Friendship Badges, greetings	Population – speaking	Creative writing

Drop by Drop	Water pots, buckets d	Rainy day – creative writing	Speaking
Family can be different	Family toys	Relationship Mother, Father	Reading
A Beautiful cloth	Cloths of different types	People and culture – English	Writing
Left- Right d	Traffic Signals , Road marks	Size and shapes – Maths	Reading
Web of life	Animals , insects and birds	People and relations – creative writing	speaking

Class – IV

Subject – Hindi

CHAPTER	TOYS IDENTIFIED	INTERACTION WITH OTHER SUBJECTS	CORRELATION TO FLN
1. मन के भोले-भाले बादल	ऊँट , हाथी , जोकर , शेर, परी	E. V. S.	Involved learners
2. जैसा सवाल वैसा जवाब	राजा, रानी, मंत्री, भांड, सिपाही, सिंहासन, मुकुट	ENGLISH	Effective Communications
3. किरमिच की गेंद	तरह - तरह के गेंद	P. H. E	Health and wellbeing
4. पापा जब बच्चे थे	किसान, डाक्टर, पुलिस, पायलट, कुत्ता	E. V. S.	Involved learners
5. दोस्त की पोशाक	कागज से बने पोशाक	ART & CRAFT	Effective Communications
6. नसीरुद्दीन का निशाना	धनुष - बाण / डार्ट गेम	P. H. E	Health and wellbeing
7. नाव बनाओ नाव बनाओ	कागज की नाव गुल्लक	ENGLISH	Effective Communications
8. दान का हिसाब	नकली रुपये	MATHS	Effective Communications
9. कौन ?	चूहा	ENGLISH	Involved learners
10. स्वतंत्रता की ओर	बकरी, चरखा , चश्मा	E. V. S.	Effective Communications

11. धप्प रोटी धप्प दाल	गुड़िया, बिल्ली, बर्तन, छींका	E. V. S.	Health and wellbeing
12. पढ़क्कू की सूझ	बैल	E. V. S.	Involved learners
13. सुनीता की पहिया कुर्सी	पहिया कुर्सी	E. V. S.	Health and wellbeing
14. हूदहूद	हूदहूद, तोता, मोर, कौआ, कोयल... आदि	E. V. S.	Effective Communications
15. मुफ्त ही मुफ्त	नारियल, नारियल का पेड़	E. V. S.	Effective Communications, Involved pupil

Class – IV

Subject – English

CHAPTER	TOYS IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	GOAL
WAKE UP	BIRDS & ANIMALS	EVS,ART,CRAFT,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
NEHA'S ALARM CLOCK	CLOCK	MATHS,ART,CRAFT,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING
NOSES	HUMAN DOLL	EVS, MATHS	EFFECTIVE COMMUNICATORS
THE LITTLE FIR TREE	PUPPET	EVS,ART,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
RUN	-	GAMES	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH AND WELLBEING
NASRUDDIN' S AIM	PUPPET	ART,CRAFT,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
WHY?	-	HINDI	EFFECTIVE COMMUNICATORS

ALICE IN WONDERLAND	RABBIT,CLOCK	MATHS,ART,CRAFT,,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
DON'T BE AFRAID OF THE DARK	PUPPET	ART, CRAFT, HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
HELEN KELLER	DIFFERENT TOYS	GAMES,HINDI,	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING
THE DONKEY I HAD A LITTLE PONY	ANIMAL TOY	ART,CRAFT,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNER
THE MILKMAN'S COW	COW	ART,CRAFT,EVS,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
HIAWATHA	ANIMALS & BIRDS	ART,HINDI,EVS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
THE SCHOLAR'S MOTHER TONGUE	PUPPET	HINDI	EFFECTIVE COMMUNICATORS
A WATERING RHYME		ART,EVS,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
THE GIVING TREE	APPLE	ART,CRAFT,EVS,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
BOOKS		HINDI	EFFECTIVE COMMUNICATORS
GOING TO BUY A BOOK		HINDI	EFFECTIVE COMMUNICATORS

THE NAUGHTY BOY	BOY	ART,HINDI,GAMES	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING
PINOCCHIO	BOY WOODEN	HINDI,CRAFT,ART	EFFECTIVE COMMUNICATORS HEALTH WELL BEING

Class – IV

Subject – Maths

Sl.No	CHAPTER	TOYS IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	FLN GOALS
1	BUILDING WITH BRICKS	BUILDING BLOCKS,SHAPES,BRICKS,	Integrated with English,EVSand games Game :brick walk	1.Health and well being. 2.Involved learners
2	LONG AND SHORT	VEHICLE TOYS OF LONG AND SHORT,KITCHEN SET	Sports and games. 1.Running race 2.frog race.	1.Health and well being.
3	A TRIP TO BHOPAL	BEADS,PEBBLES,MARBLES,TOY VEHICLES.CLOCK,	Games:toy shopping	1.effective communicators
4	TICK,TICK,TICK	CLOCK,CALENDAR,SKIPPING ROPE,TOP,TOY	GAMES LIKE SKIPPING ,PLAYING TOP ect.and the timings can be noted and recorded	1.Health and well being
5	THE WAY THE WORLD LOOKS	TOY VEHICLES,KITCHEN SET,TOY FURNITURES, RUBIC'S CUBE	DRAWING Children will be given objects to draw	1.Involved learners
6	THE JUNK SELLER	FAKE CURRENCY,TOY VEGETABLES AND FRUITS,TOY HOUSES AND VEHICLES,TOY PHONES	GAMES: TOY SHOP	1.Involved learners 2.Effective communicators

7	JUGS AND MUGS	KITCHEN SETS,TOY BUCKETS,MUGS,GLASSES.ect.	GAMES: FILLING WATER GAMES.	1 Involved learners 2.effective communicators
8	CARTS AND WHEELS	BANGLES,TOY VEHICLES,RING BALLS,TOPS,	GAMES I.RING BALL THROUGH CIRCLE GAMES etc.	1.Health and well being. 2.Involved learners
9	HALVES AND QUARTERS	SHAPES,TOY VEGETABLES AND FRUITS,MIRROR, TOY BUTTERFLY,BALANCER	COLOURING GAME:Out lines of Shapes will be given for colouring. MONKEY, CAT AND BREAD GAME	1.Involved learners' 2,Effective communicators
10	PLAY WITH PATTERNS	BUILDING BLOCKS,NUMBERS BLOCKS.ALPHABETS ,	EVS,ENGLISH,ART,GAMES AND HINDI	1.involved learners 2.Health and well being
-11	TABLES AND SHARES.	SNAKE AND LADDER,BEADS,NUMBERS,	ENGLISH,GAMES	1.Involved learners
12	HOW HEAVY?HOW LIGHT?	BALANCER,TOY SHOP,WOODEN BLOCKS,MARBLES,TOY ANIMALS ,BIRDS,VEGETABLES AND FRUITS etc	ENGLISH,HINDI,EVS,GAMES	1Health and well being 2.involved learners
13	FIELDS AND FENCES	CARROM BOARD,CHESS BOARD	EVS,ENGLISH,GAMES,HINDI	1.health and wellbeing 2.involved learners
14	SMART CHARTS	COLOUR BEADS,STICKS,BLOCKS,TOYS	EVS,ENGLISH,HINDI,ART,GAMES	1.Health and well being 2.effective communicators

CHAPTER	TOY S IDENTIFIED	INTEGRATION WITH OTHER SUBJECTS	GOAL
GOING TO SCHOOL	DIFFERENT VEHICLES,WELL,BRIDGES	ENGLISH,ART,CRAFT,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
EAR TO EAR	ANIMALS	ENGLISH,ART,CRAFT,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
A DAY WITH NANDU	ELEPHANT	ENGLISH,ART,CRAFT,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
THE STORY OF AMRITA	-	ENGLISH,ART,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
ANITA AND THE HONEY BEES	INSECTS	ENGLISH,ART,CRAFT,HINDI,MATHS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH AND WELLBEING
OMANA’S JOURNEY	TRAIN	ENGLISH,ART,CRAFT,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
FROM THE WINDOW	BRIDGES	ART,CRAFT,ENGLISH,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
REACHING GRANDMOTHER’S HOUSE	DIFFERENT VEHICLES	MATHS,ART,CRAFT,ENGLISH,HINDI, GAMES	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING
CHANGING FAMILIES	PUPPET	ART, ENGLISH, HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
HUTUTU HUTUTU	-	MATHS,ART,ENGLISH,HINDI,GAME S,YOGA	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING

THE VALLEY OF FLOWERS	CLAY MODEL	ART,CRAFT,ENGLISH,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING
CHANGING TIMES	HOUSES	ART,CRAFT,ENGLISH,HINDI,MATHS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
A RIVER'S TALE	-	ART,HINDI,ENGLISH,GAMES	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING
BASVA'S FARM	FARMING TOOLS	ART,CRAFT,ENGLISH,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING
FROM MARKET TO HOME	FRUITS AND VEGETABLES	ART,CRAFT,ENGLISH,HINDI,MATHS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH & WELLBEING
A BUSY MONTH	BIRDS & NEST	ART,CRAFT,ENGLISH,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
NANDITA IN MUMBAI	-	ENGLISH,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING
TOO MUCH WATER AND TOO LITTLE WATER	-	ENGLISH,HINDI	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING
ABDUL IN THE GARDEN	VEGETABLES	ART,CRAFT,ENGLISH,HINDI,GAMES	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING
EATING TOGETHER	POT	ENGLISH,HINDI,DANCE,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING

FOOD AND FUN		ENGLISH,HINDI,MUSIC	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING
THE WORLD IN MY HOME	PUPPET	ENGLISH,HINDI,DANCE,MUSIC,ART	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
POOCHAMPALLI	CHARAK	ENGLISH,HINDI,CRAFT,MUSIC,ART	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING
HOME AND ABROAD	TOYS OF KERALA	ENGLISH,HINDI,DANCE,MUSIC,ART	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
SPICY RIDDLES		ENGLISH,HINDI,MUSIC,ART	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS
DEFENCE OFFICER WAHIDA	AEROPLANE SHIP	ENGLISH,HINDI,MATHS	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS HEALTH WELL BEING
CHUSKIT GOES TO SCHOOL	CRUTCHES	CRAFT,ART,HINDI,ENGLISH	EFFECTIVE COMMUNICATORS INVOLVED LEARNERS

Class – V**Subject – Hindi**

पाठ का नाम	खिलौने	अन्य विषयों के साथ एकीकरण	निपुण लक्ष्य
राख की रस्सी	कहानी के पात्रों के मुखौटे, कठपुतली	ईवीएस- लैंडस्केप, जलवायु, विभिन्न प्रकार के जानवरों के प्रकार	प्रभावी संचारक, शामिल शिक्षार्थी
फसलों के त्योहार	मोल्डिंग मिट्टी	हस्तकला या शिल्पकला ईवीएस गणित	प्रभावी संचारक, शामिल शिक्षार्थी
खिलौने वाला	भरवां खिलौने, कागज के खिलौने, लकड़ी के खिलौने	हस्तकला या शिल्पकला ईवीएस गणित	प्रभावी संचारक, शामिल शिक्षार्थी
नन्हा फनकार	मोल्डिंग मिट्टी, लकड़ी के खिलौने	हस्तकला या शिल्पकला गणित भाषा कौशल	प्रभावी संचारक, शामिल शिक्षार्थी
चिट्ठी का सफर	टिकट, पोस्ट बॉक्स, डाक वैन, वाहनों के मॉडल	ईवीएस, अंग्रेजी	प्रभावी संचारक, शामिल शिक्षार्थी
डाकिए की कहानी	हमारे सहायकों के मुखौटे, सहायकों की खिलौना गुड़िया	हस्तकला या शिल्पकला गणित भाषा कौशल	प्रभावी संचारक, शामिल शिक्षार्थी
वे दिन भी क्या दिन थे	अंतरिक्ष यान, अंतरिक्ष यात्री	ईवीएस, अंग्रेजी	प्रभावी संचारक, शामिल शिक्षार्थी
एक माँ की बेबसी	गुड़िया, खिलौने के बर्तन	ईवीएस, अंग्रेजी	प्रभावी संचारक, शामिल शिक्षार्थी
एक दिन की बादशाहत	लकड़ी के खिलौने	ईवीएस, अंग्रेजी	प्रभावी संचारक, शामिल शिक्षार्थी
स्वामी की दादी	छोटे लकड़ी के बक्से, मास्क	ईवीएस, अंग्रेजी	प्रभावी संचारक, शामिल शिक्षार्थी
बाघ आया उस रात	खिलौना बाघ और अन्य खिलौना जंगली जानवर	हस्तकला या शिल्पकला गणित भाषा कौशल	प्रभावी संचारक, शामिल शिक्षार्थी
बिशन की दिलेरी	टॉय बर्ड्स, टॉय गन	ईवीएस, अंग्रेजी	प्रभावी संचारक, शामिल शिक्षार्थी

Class – V**Subject – English**

Sl.No.	Chapter	Toys identified	Integration with other subjects	Correction to FLN
1	Ice cream man	DIY-umbrella, ice cream cone, cart	EVS seasons	Involved learners
2	Wonderful waste	Best out of waste with newspapers, paper cloth, basket ,puppets	Maths	Involved learners
3	Bamboo curry	Bamboo flute	Maths, EVS	Involved learners
4	Team work	Team games, relay race with dandiya sticks	Maths	Health & wellbeing effective communication
5	Flying together	Paper bird	EVS	Involved learners
6	My shadow	Torch light, black paper silhouettes, ball	EVS	effective communication
7	Robinson Crusoe discovers a footprint	DIY-paper boat	EVS	Involved learners
8.	My elder brothers	Kite, tyre rolling catapult	EVS	Health & wellbeing effective communication
9	The lazy frog	Paper frog	EVS	Involved learners
10	Rip van winkle	9 pins indoor game(toy version)	Maths	Health & wellbeing
11	class discussion	Black chart paper, blackboard	Maths	effective communication
12	Talkative barber	Paper puppets of the barber & his brothers	Hindi	Involved learners & effective communication cartoon
13	Topsy turvy land	Paper plate hanger with upside down paper boat, bus	Maths	Involved learners & effective communication
14	Gulliver's travels	Paper doll of Gulliver & farmer child, cat, dart board	EVS	Effective learners & involved learners
15.	Nobody's friend	Doll's, toys	EVS	Involved learners & effective communication

16.	Little bully	Masks of sea creatures	EVS	Involved learners & effective communication
17	Malu Bhalu	Sponge dolls, beans	EVS	Involved learners & effective communication

Class – V

Subject – Maths

Sr.No	Lesson	Toys identified	Interaction with subject	Goals to FLN
1	The Fish Tale	Aquatic Animal (Types of fishes)	EVS and Language classes	Involved learning
2	Shapes And Angles	Wall clock, Scissors body posture	EVS and Language classes	Health and wellbeing , involved learners
3	How Many Squares ?	Ladder And snake Chessboard	Sports and games	Effective communication
4	Parts and wheels.	Toy flag of India. MagicTop, Fruits.	EVS	Involved learners ,health and wellbeing
5	Does it look the same?	Building Blocks, Matchbox	Language classes	Involved learners , effective communication
6	Be my multiple, I'll be Be... your factor.	Beads ,Marbles, Pebbles ,straws	Language classes	Involved learners
7	Can you see the pattern?	umbrella, giant wheel ,Saree Borders	EVS and Language classes	Involved learners
8	Mapping your way	Measuring Tape,Graph sheet,metre scale	EVS and Language classes	Involved learners
9	Boxes And Sketches	Matchbox ,build building Blocks	Language classes	Involved learners, effective communication
10	Tenth And Hundredths	Graph sheet ,30 cm scale	Language classes	Involved learners
11	Area and the Boundary.	Chessboard,snake and ladder	EVS	Involved learners ,effective communication
12	Smart chart	Beads and marbles	Language classes	Involved learners

13	Ways to multiply and divide .	Straw , pebbles	Language classes	Involved learners
14	How Big ? How Heavy?	Jugs and mugs, glass, metre scale	Language classes	Involved learners, effective communication

Class – V

Subject – EVS

Chapter	Toy(s) Identified	Integration with other subject	Correlation to FNL
1. Super Senses	Paper dog, paper tiger, paper elephant	Language	Involved learning and connect with their immediate environment
2. A Snake Charmer's Story	Snake puppet (socks), bean made with coconut shell and bamboo	Language and Maths (Counting)	Health and wellbeing
3. From Tasting to Digesting	Doctor's set, Fat doll, Thin doll	Language	Involved learning and connect with immediate environment Health and wellbeing
4. Mangoes Round the Year	Fruit Seller (doll)	Language, Size	Health and wellbeing
5. Seeds and Seeds	Games played with seeds like Pallanguli, पचीठे, Vegetable sellers, Monkey (Soft toy) with Velcro in hands.	Counting	Involved learning and connect with immediate environment
6. Every Drop Counts	Pot, boat (paper), Wood ship / boat, Kitchen set	Language	Health and wellbeing
7. Experiments with Water			Effective communication Health and wellbeing

8. A Treat for Mosquitoes	Paper mosquito, building set, doll, puppets of people	Language Hemoglobin count (Maths)	Health and wellbeing
9. Up you Go!	Soldier set, Mountaineering doll	Angles (Maths) Language (Vocabulary)	Health and wellbeing
10. Walls tell stories	Pots (mud), paper umbrellas, dolls of Kings and Soldiers	Language, Shapes	Involved learning and connect with immediate environment
11. Sunita in space	Top (Spinning), Giant Wheel, a mouse lifts an elephant, Rocket (paper), Toy set of parks	Shapes, Language	Involved learning and connect with immediate environment
12. What if it finishes?	Toy vehicles, Traffic light (paper), Kitchen set with cylinder, Traditional chulha	Language	Involved learning and connect with immediate environment
13. A shelter so high	Dolls of Ladakh and Himachal Pradesh	Language	Involved learning and connect with immediate environment
14. When the Earth shook	Paper dogs, Police (dolls), Building sets	Language	Involved learning and connect with immediate environment
15. Blow Hot, Blow Cold	Flute (leaf), Bean (Coconut shell and bamboo), Paper whistle	Language	Involved learning and connect with immediate environment Health and wellbeing
16. Who will do this work?	Ambulance (model), Hospital, Fire station, Police station (Building set), Sweeper (Doll), Broom	Language	Involved learning and connect with immediate environment Health and wellbeing
17. Across the Wall	Cricket set, Ball (paper), Kitchen set, Basketball set	No. of team members	Involved learning and connect with immediate environment Health and wellbeing

18. No place for us	Farmer's set (Traditional and Modern)	Language	Involved learning and connect with immediate environment Health and wellbeing
19. A seed tells a farmer's story	Games of seeds	Counting	Involved learning and connect with immediate environment Health and wellbeing
20. Whose Forest?	Model of forest with plants and animals	Language	Involved learning and connect with immediate environment Health and wellbeing
21. Like Father, like Daughter	Russian dolls (male / female)	Language	Involved learning and connect with immediate environment Health and wellbeing
22. On the move again	Bullock cart, Farmer's set	Language	Involved learning and connect with immediate environment Health and wellbeing

MODEL TBP LESSON PLAN

Class/ Section **Subject:** **Chapter/Unit /Lesson:** **No. of Periods:**

Date of Commencement: **Expected date of completion.....** **Actual Date of Completion:**

GIST OF THE LESSON SKILLS / COMPETENCY FOCUSED	TLO/ FLN GOALS	ACTIVITIES PLANNED/ TBP	ASSESSMENT STRATEGY
		TBP: Starter Activity: Main Activity	QUESTIONS ON TLOS/HOTS /CCT QUESTIONS

Reflections:

.....

Date : _____

Signature of the Teacher : _____

Name of the Teacher: _____

SUGGESTED FORMATS OF ASSESSMENT

EXISTING FORMAT						
KENDRIYA VIDYALAYA						
ASSESSMENT RECORD						
NAMES OF STUDENTS	PT	NBM	SEA	MDP	HY	TOTAL
	10	5	5	20	60	100

SUGGESTION 1 : SEA & MDP THRO' TBP					
KENDRIYA VIDYALAYA					
ASSESSMENT RECORD					
NAMES OF STUDENTS	PT	NBM	SEA & MDP THRO' TBP	HY	TOTAL
	10	5	25	60	100

SUGGESTION 2 - TBP INSTEAD OF MDP						
KENDRIYA VIDYALAYA						
ASSESSMENT RECORD						
NAMES OF STUDENTS	PT	NBM	SEA	TBP	HY	TOTAL
	10	5	5	20 (MONTHLY ONCE FOR 5 MARKS)	60	100

SUGGESTION 3 - ASSESSMENT THRO' ONLY TBP & SEA			
KENDRIYA VIDYALAYA			
ASSESSMENT RECORD			
NAMES OF STUDENTS	FA THRO' TBP	SA	TOTAL
	40 (MONTHLY 10)	60	100

SUGGESTIONS GIVEN BY PARTICIPANTS OF TOY BASED PEDAGOGY FOR HMs & PRTs 11-07-2022 to 15-07-2022

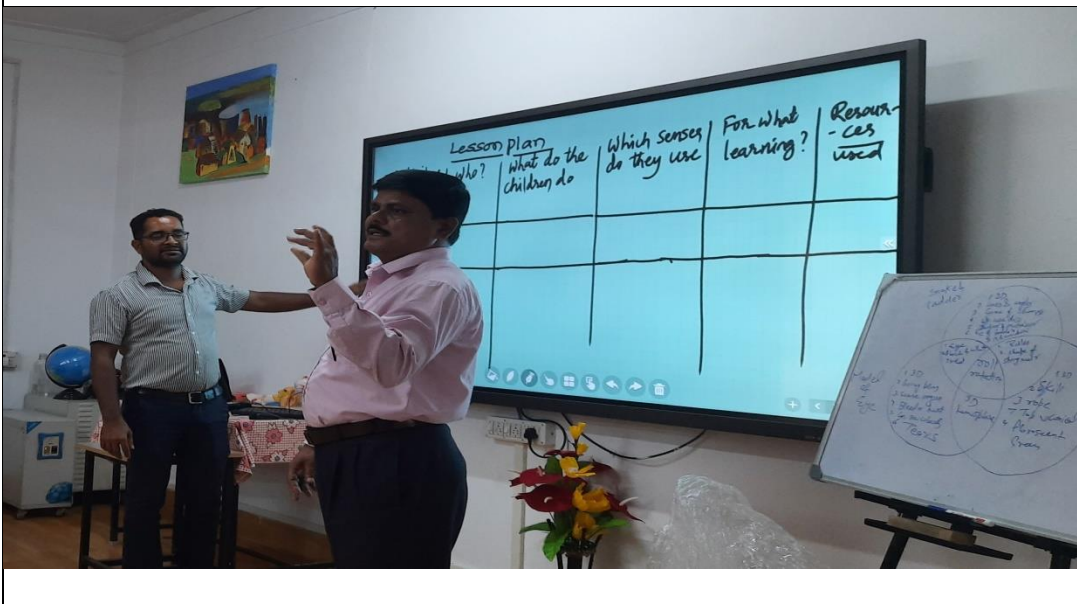
- 1. Support and encouragement are to be given to PRTs to implement TBP at school level. Specific and standard instructions may be issued from higher authorities to continue TBP as a long term practice.**
- 2. Non-scholastic periods may be converted to TBP.**
- 3. Saturdays may function only in the forenoons for the students and the afternoons may be used for guided and monitored planning for TBP lessons with CCT tasks for subsequent weeks.**
- 3. Saturdays may have atleast two TBP periods in the forenoon sessions.**
- 4. Portfolios may include TBP projects.**
- 5. Reflections from TBP may be used as a base for spiral learning.**
- 6. TLM money may be increased for effective planning of TBP.**
- 7. SEA may be assessed through TBP.**
- 8. Syllabus may be planned for a smooth shift to TBP.**
- 9. Funds allotted towards purchase of toys may be enhanced.**
- 10. Teachers may be empowered to connect concepts across the split up syllabus.**
- 11. Children may not be burdened with compulsory number of written assignments in a week.**
- 12. SEA and MDP may be substituted with TBP.**
- 13. More of formative assessment for learning through TBP may be introduced, wherein, teacher autonomy and student autonomy should be given priority.**
- 14. Student's notebooks may reflect their experiential learning of concepts irrespective of its enumeration in the split up of syllabus.**

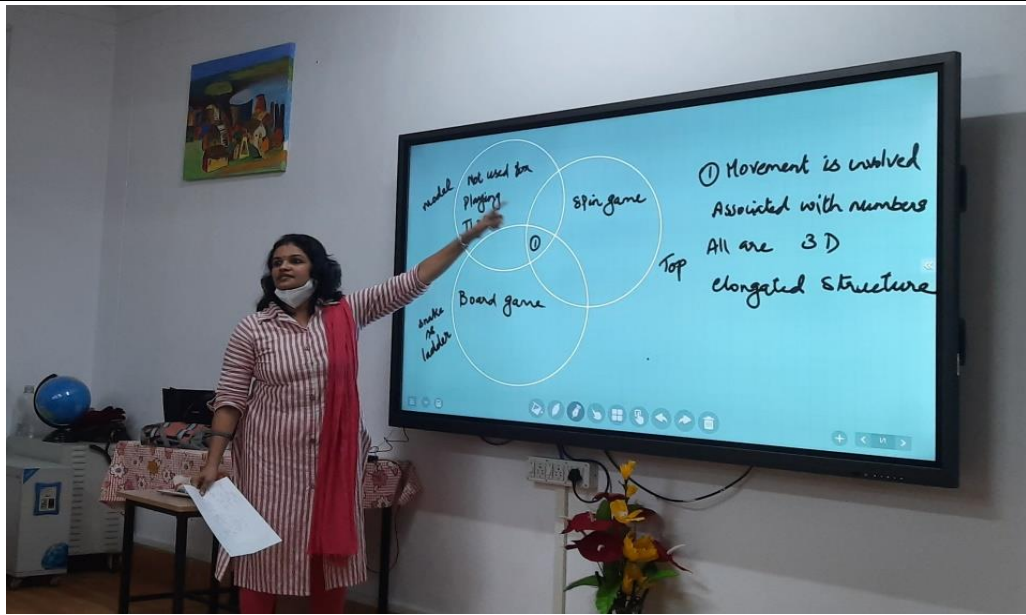
PICTURE GALLERY

DAY- 1











DAY- 2









DAY- 3







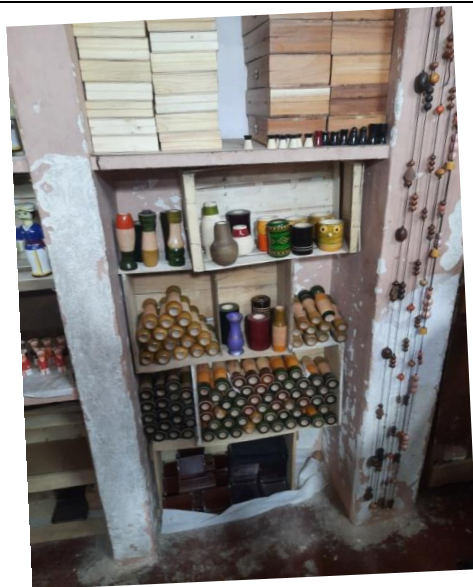
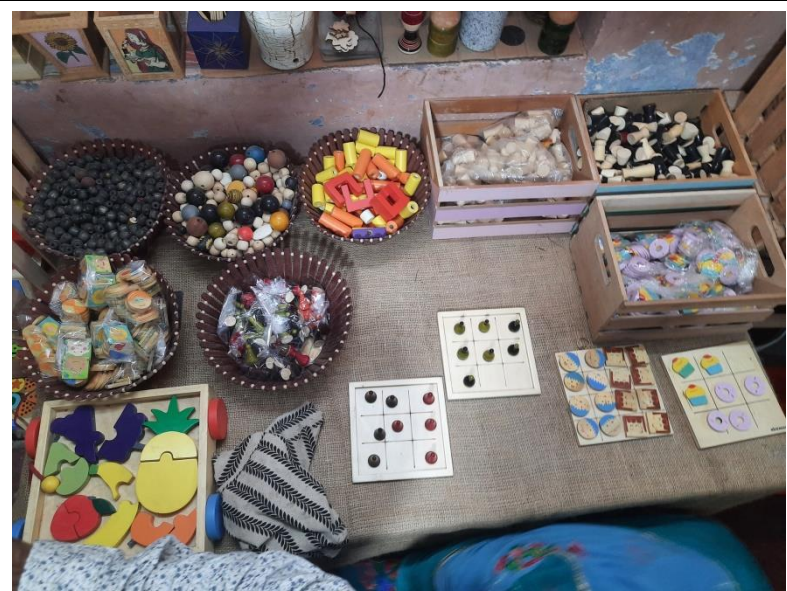


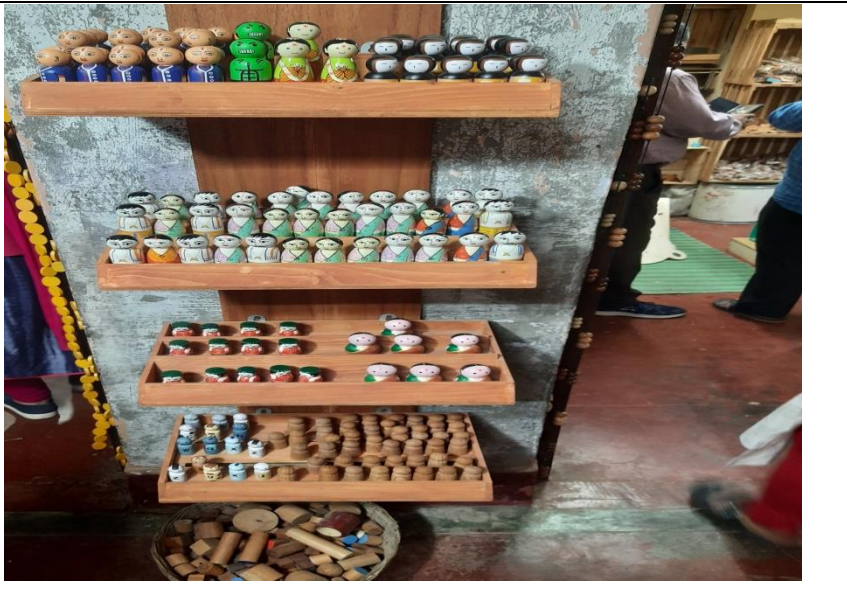
DAY- 4











DAY- 5









GROUP PHOTO



ZONAL INSTITUTE OF EDUCATION AND TRAINING, MYSORE 5-DAY WORKSHOP ON "TOY BASED PEDAGOGY" FROM 11-07-2022 TO 15-07-2022

ROW SITTING (L-R) : 1. SH. D.K. SINGH 2. SH. DINESH KUMAR SHARMA 3. SH. P. SELVAMANI 4. SH. HARISHANKAR 5. SH. BARUN KUMAR JHA TA (PRIMARY) -CC
6. MRS. MARY JOICE ANTONY - R P 7. DR. N. VASANTH, DIRECTOR, ZIET MYSURU 8. SMT. RUMMA RAINA TA (ECONOMICS) -ACD
9. MRS. RADHA VENKATESAN - R P 10. SH. MADHUSUDAN INDAVAR TA (PRIMARY) -CC 11. SH. S. MURUGAN 12. MR. M. RAJENDRAN
13. SH. S. SAKKARAI SAMY

FIRST ROW STANDING (L-R) : 1. MRS. REJITHA P R 2. MRS. SHAILAJA KARRA 3. MR. K. KALKERI - MT 4. MRS. RAJI B NAIR - MT 5. MRS. V KALYANI KALPANA - MT
6. MR. ERESHA BALARAM - MT 7. MR. M. PRUDHVI KUMAR - MT 8. MRS. SUSMITA BANDOPADHYAY 9. MRS. AMUTHAJ

SECOND ROW STANDING (L-R) : 1. MRS. BISHMI V.J. 2. MRS. REJANI P. N. 3. MRS. P. S. NAGALAKSHMI 4. MS. RITU SINGH 5. MRS. M. AMUTHA 6. MRS. B. MADHURI

THIRD ROW STANDING (L-R) : 1. MRS. ANCY M 2. MRS. K. P. ANUSUYA 3. MRS. AMANDEEP SANDHU 4. MR. P KRISHNA 5. MR. S. ANAND 6. MR. P. GOVINDA