

Date: 25th and 26th March 2026

Ramkrishna Mission Vidyapith

Srirampur, Jhargram

Capacity Building of Grade 1 Teachers.

The capacity building programme held at Ramkrishna Mission Vidyapith (Jhargram), proved to be a deeply enriching and enlightening experience for everyone involved. It served as an inspiring space for primary grade educators, where they could reconnect their passion for teaching and methods to engage young minds.

Objectives:

- The two day interactive session aimed at enabling teachers understand the importance of engaging, joyful classrooms in primary grades.¹
- Teachers understand the methodologies required to conduct classes based on books developed by Nanritam for primary grades.

Sessions:

S.No.	Sessions	Facilitator
a.	Session 1: Ice Breaker	Ms. Susmita Saha
b.	Session 2: Culture of Thinking: Marks to Mindset	Ms. Susmita Saha
c.	Session 3: Panchakosha: Five Fold Development	Ms. Tanushree Patra
d.	Session 4: Importance of Rhymes	Ms. Tanushree Patra
e.	Session 5: Competency Based Learning	Ms. Tanushree Patra
f.	Session 6: Holistic Progress Card	Ms. Tanushree Patra
g.	Session 7: Attention Grabbers	Ms. Susmita Saha
h.	Session 8: Classroom Corners	Ms. Susmita Saha
i.	Language Session	Ms. Sunidhi Shukla
j.	Mathematics Session	Ms. Piyali Das

¹ Skills and competencies incorporated in children by age 8 is what makes them independent, responsible adult citizens, which in turn improves the overall socio-economic conditions of the nation. This is the core principle which forms the base of National Education Policy (NEP 2020) and subsequently the National Curriculum Framework (NCF 2022).

Day 1: 25th March 2026

Session 1:

Ice Breaker: The session began with an engaging ice breaker that allowed participants space to engage with each other. The activity, conducted by Ms. Sushmita Saha, was named as 'Introduce your colleague.' Participants were given five minutes to interact and understand their likes, dislikes, hobbies, and interests, apart from just their names and designations. Following this, participants had to introduce their partners.



Ice breaking activity

This was followed by another activity where every participant had to talk about their favourite teacher and give reasons as to why the teacher is still remembered. Participants narrated very fond memories and the key words from the discussion was written on the board. The session was concluded with the idea that children remember teachers based on how teachers made them feel, not what they taught!



Activity on participants describing their favourite teachers.

Session 2:

Culture of Thinking: Marks to Mindset

A crucial question was placed before participants: 'What matters most to teachers?' Children can understand correctly, or children understand concepts?

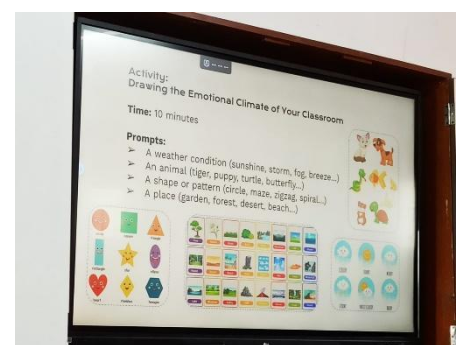


Session Culture of Thinking

Most participants responded that it is crucial children understand concepts over rote learning. This set the background for the session which primarily focused on how to develop a critical thinking mindset among today's young generation. The discussion moved towards setting an emotional climate in classrooms where children can express their feelings in relation to characteristics of any animal, shape or pattern, or place for instance (forest, desert, mountain etc).

Understanding the emotional climate in classrooms

Subsequent discussions aimed at understanding how education has gradually moved away from traditional learning and is leaning towards experiential learning. Classrooms are no



longer teacher centric, instead they are active, playful, layered with observations, questionings, and reasoning. There is hands on learning with real objects where the teacher acts as a guide or a facilitator.

Session 3:

Panchakosha: Five Fold Development

We moved to the next phase of the facilitation, which discussed on Holistic Development Framework or the Five Fold Development. The NEP 2020, and subsequently, the NCF 2022 and 2023², talks in detail about the Panchakosha concept or the five-fold holistic development of every child. The five subparts for this development are:



Panchakosha Concept as given in NCF-FS 2022

a. Annamaya Kosha (Physical Development): The NCF gives great emphasis on physical fitness and development. For Early Childhood Education (ECE) and in primary grades, importance is given on gross motor and fine motor development. Children should be allowed to walk, run, explore; and similarly, for fine motor development, children should play with play dough, flour, rice, wet soil or anything similar available easily and locally, under supervision with utmost importance given to safety and hygiene.

In this context, a brief discussion was held on “Good Touch Bad Touch” for children. The facilitator encouraged the participants that they must talk to children about this issue and ensure that children understand the importance of this. Emphasis was given that no one is allowed to touch children other than parents, and if required, class teachers and doctors. Any touch that makes a child feel scared or sad is a “bad touch” and the child must immediately use prompts like “No/Go/Tell/Yell” which implies that children should be taught to raise alarm.

b. Pranamaya Kosha (Emotional Regulation Skill): This section spoke about the importance of guiding children in understanding their emotions. It emphasized the importance of morning interaction for children in primary grades. Nursery rhymes like “O be careful” are crucial for such morning interactions. Participants were demonstrated on how to transact the rhyme in their classrooms.

c. Manomaya Kosha (Thinking Skill): Thoughtfulness is a crucial 21st century skill emphasized by the NCF 2023.

d. Vijnanmaya Kosha (Critical thinking Skills): The ability to understand and differentiate between “who”, “what”, “why”, “how”; where children are engaged in enquiry based learning; children themselves try to decipher the rationale behind statements and experiments!

² Page 19, section 1.2, NCF-FS 2022 talks about the Panchakosha Concept.

e. Anandamaya Kosha (Wellbeing and Value based skills): Children should be empowered in life skills, behavior, and mental and physical wellbeing. Many times, we witness high performing adults in our professional life, however, they are often unable to develop normal human interactions and relations otherwise. Anandamaya Kosha attempts to address this dichotomy in children and subsequently, adults.

Session 4:

Importance of Rhymes

The next session focused on rhymes, where participants were given demonstrations. These rhymes must be conducted in classrooms on a daily basis because this ensures that children enjoy the process of learning. The rhymes that were focused on were:

- I am H.A.P.P.Y
- God's Love
- O Be Careful³

Importance was given on proper pronunciation as well. The rhymes were shown in YouTube with proper lyrics and pronunciation.



Rhymes Demonstration

Session 5:

Competency Based Learning

The facilitators gave a demonstration on five core skills and seven competencies which are crucial to raise a responsible adult. The 5 Cs of skill development that was discussed were:

1. Communication
2. Creativity
3. Collaboration
4. Critical Thinking
5. Citizenship



Session on Skills and Competencies

The seven core competencies as mentioned in NEP 2020 are:

1. Cognitive Development
2. Language and Literacy Development

³ <https://youtu.be/pqFrXwpTI-w?si=ADfXPfsuromq-UDo>

3. Socio-emotional Development
4. Physical Development
5. Aesthetic and Cultural Development
6. Numeracy
7. Positive Environment

Activities and classroom transactions must be such that every competency must cover each of the 5 skills. For instance in physical development, a simple game of ‘Simon Says’ focuses on communication (teacher/facilitator or someone from the group “communicates” or give instructions and others listen); creativity (how different can the instructions be so that there is physical movement); collaboration (how does everyone perform? Are children helping each other?); critical thinking (is the game a thoughtful one? What are the objectives of the game?); and citizenship (how are children or participants able to take ownership of the game?) The game, ‘Simon Says’ was conducted for better understanding of participants.

Session 6:

Holistic Progress Card

Since HPC has been made mandatory for all CBSE schools, teachers were given a preliminary orientation on the HPC. The Holistic Progress Card⁴ has been developed from PARAKH⁵ which ensures that children are not number graded in any subject, there is always scope for improvement and feedback is always positive. Instead of numbers, grading is done as ‘Stream’ or just learning; ‘Mountain’ or progressing, ‘Sky’ or proficient. A subsequent assessment rubric is also provided which will ensure that the child is assessed on awareness, critical thinking, citizenship, sensitivity, collaboration, and creativity. Teachers need to fill in the comments and the report card will be AI generated. There will also be a section addressing parents and the child.

Session 7:

Attention Grabbers

One of the core issues raised by participants were how to ensure children are attentive. Some of the most interesting attention grabbers were demonstrated like “Hocus Pocus:”, “Ready to Rock/ Ready to Roll”, “One Two Three, Eyes on Me”; “Banana Split”

Session 8:

Classroom Corners:

- a. Word Wall: Every new word from every subject can be put up everyday. Children learn by observation.
- b. Eureka Wall: Any new idea can be shared and put up on the wall.

⁴ <https://parakh.ncert.gov.in/hpc>

⁵ *Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH)*

c. **Oops Wall:** A wall where most common mistakes, especially spellings, are put up; one with the incorrect spelling and then with the correct spelling. This will be most useful for language classrooms and also for mathematics classrooms.

d. **Affirmation Wall:** Where children and teachers put up one kind note for anyone in the classroom. Children can affirm children, children can affirm teachers, and teachers can affirm children.



Affirmation wall activity done with teachers

e. **Classroom Constitution:** A chart paper on which the rules of the classroom will be written down, the rules are for both children as well as for teachers and if the rules are not followed, then there will be consequences. The word punishment is deliberately omitted. The constitution is signed by every child and the class teacher.

These activities can be done on chart papers and put up on the classroom walls. The first two days of every new session is spent doing these activities.

Day 2: 26th March 2026

The day began with meeting Principal Maharaj of the school, Swami Vedapurushanandaji Maharaj. A brief discussion was held on the previous day's sessions where the team received a lot of positive feedback. Dates for online training and a second round of physical training has been scheduled for after summer vacations which will tentatively be towards the end of May or beginning of June.

Grade 1 teachers were divided into two groups; those teaching English were facilitated by Ms. Sunidhi Shukla, and those teaching Mathematics were facilitated by Ms. Piyali Das.

Mathematics:

The session began with Ms. Piyali Das discussing about introduction to Mathematics, focused on the book, "My Maths World – Kinder 1". Emphasis was given on going through and understanding the book. There was discussion on the modules provided which teachers need to complete for better understanding.

The first topic discussed was Introduction to Fine Motor Skills; with activities like rice colouring, tearing pasting, play dough, and sand tray been actively demonstrated. Teachers also explained the procedure they use in classrooms. Focus was given on utilizing Low-cost, No-cost TLMs to the extent possible. Some TLMs like blocks were used and participants were encouraged to role play for better understanding of concepts like odd and even numbers.

No books are to be used for the first month of the new session. Number concepts should be introduced through activities which initially focus on gross motor skills, example: "jump once". Teacher enacts and children follow. The next instruction could be jump twice and children follow. This activity thereafter, slowly moves to fine motor activities as discussed above.

Grade 1 book for Mathematics was discussed in great detail. Teachers were given guidance on how to transact the books in their classrooms at least for the months of April and May or approximately till Day 43, which is till page 54 of book 1A. A refresher and continuation of the discussion on the books will be carried out in the next round of capacity building. Book 1A is to be continued till November or December and then teachers are to move into book 1B.

When working with children emphasis was given on creating a mixed group instead of groups centered on aptitude of the children. For every activity, provide verbal instructions in English and enact the activity. Advice has been given to teachers to refrain from using vernacular languages as much as possible. This will ensure, that children learn the language. For instance, for a sorting activity, clearly instruct the children to pick up and keep the smaller objects in another box. Give clear instructions, and enact it for the children to follow.



Activities conducted during mathematics session.

Language:

The session on language was conducted by Ms. Sunidhi Shukla and discussion was done on Sparkle Book 1. For language as well, the no book policy for the first month was focused on. Communication can begin with the children with a simple passing the ball game and asking children to draw anything that comes to their mind. Develop collaborative skills by interviewing your friend, example; “What does your friend like to eat?”, “What is your friend’s favourite colour?” This was followed by the friendship tree activity which was demonstrated by the facilitator and participants took active part in it. Every participant had to write a kind word for their friend on a paper leaf and stick it to a paper tree branch. The entire paper tree would be put up on the wall.

Following these activities, teachers can move into the text books. In Grade 1 since the central character is “Anu”, teachers can make a puppet of Anu. Anu as a character has been deliberately set up in the context of Purulia. Teachers were instructed to slowly read the chapter, develop a word wall and encourage children to speak and write in full sentences.

Moving on to the next chapter, teachers need to understand children’s existing knowledge. Questions like, “Do you like playing?”, “Who do you play with?”, “Where do you play?”; can help teachers bring out the target word “garden” from the children. Teachers can take children for a garden tour, or to a surrounding area which has some greenery, (usually schools have an attached area or a region nearby) to demonstrate what is a garden. Teacher can also ask children to bring in some locally available seeds and plants for their classroom garden.



This activity will also ensure children learn how plants grow and develop a love for nature in general.



Activities conducted during language session.

Feedback:

Participants had a lot of insightful questions for the facilitators for every session. They were reflective with their own classroom transactional experience. The session on attention grabbers were specially included on the request of participants since a major query was on classroom management. Some of the key questions were asked during the session on HPC where questions ranged from the technical point of view to individual perceptions. For instance, a participant had queried that if two teachers are teaching a subject in a grade who would fill in the progress card? Many questions were asked on the textbook especially for language where teachers suggested some alternative activities.

The sessions were received very warmly and positively. The questions that were raised, allowed facilitators space for reflection since some of the topics, like HPC, is a new journey for everyone. Principal Maharaj was very appreciative of the efforts put in by the team and the school assured that they look forward to more such sessions. The will roll in the activities and the book from the new session and will be in constant touch with team Nanritam for support.