



**Capacity Building Program/Leadership Development Program for Primary
Teachers of DOE, GNCTD and DIET/SCERT faculty, Delhi**

Dates: 2nd - 6th December 2025

Duration of the Program: Five Days

Venue Name : Rishi Valley Institute for Educational Resources (RIVER)

Krishnamurthi Foundation India, Rishi Valley,

Madanapalle, Annamayya Dist., Andhra Pradesh

Details of the Program

No. of proposed participants : 30

No. of participants attended : 30 (28 primary teachers + 2 SCERT faculty)

Stakeholders : Primary Teachers, Official of DOE DIET/SCERT faculty.

Transaction Methodology : Field visits, Hands-on experience, Discussion,

Theatre- Puppetry, Art & Craft etc.

Name of Coordinator : Dr. Mukesh Kumar, SCERT.

1. Academic Coordinator SCERT- Dr. Vijendra Kumar

2. Administrative Coordinator SCERT- M K Jayala

Report by : Dr. Vijendra Kumar, Assistant professor DIET Rajiender Nagar

Schedule of Training (Course Design with Session Plan)

Programme Schedule

Day 1	
Time	Session
09:00 -09:30	Inaugural Address <i>Welcome from the RIVER team</i>
09:30 -10:00	The Evolution of an Innovation <i>Overview film on the RIVER Multi-Grade Multi-Level Methodology</i>
10:00 -12:30	Rethinking Language Instruction for a Diversified Classroom and a Deep Dive into Understanding the RIVER MGML Methodology- Telugu <i>RIVER Satellite School Language Classroom observation and discussions</i>
14:00 -16:00	Cultivating Confident Problem-Solvers and a Deep Dive into Understanding the MGML Methodology - Mathematics <i>RIVER Satellite School Mathematics Classroom observation and discussions</i>
16:30 -17:00	Presentation on RIVER MGML Core characteristics and rationale <i>Understand features of child-centered classroom based on RTE and NCF guidelines.</i>
17:00 - 18:30	Local Sightseeing to Horsley Hills (optional) A trip to the nearby Horsley Hills to experience its beautiful landscape, pleasant climate, and breath-taking views of the valley.
20:00 -20:30	Recap

Day 2

TIME	Session
09:00 -09:30	Young Voices Bring Tradition to Life <i>Musical Assembly presented by the students of the Rural Education Centre</i>
09:30 -10:00	Dialogue with RIVER Director/core team <i>Report presentation by participants followed by question & answers</i>
10:00 -12:30	Presentation h discussion on RIVER Package (Hindi Grade 1h2) <i>Familiarizing ‘Apna Path Pitara’ and discussion of steps to take in establishing routines and how to monitor student learning utilizing the Zaddzr oĒ Zzarning and achievement chart.</i>
14:00 16:00	Contextualization of the Teaching and Learning Process and a Deep Dive into Understanding the MGML Methodology – English and Environmental Sciences <i>RIVER Satellite School English and EVS Classroom observation and discussions</i>
16:30 17:00	Assessment in MGML Classroom <i>Understand importance of assessment and recording progression of learners in different subjects.</i>
17:00 -17:30	Recap
20:00 -20:30	Demonstration on use of traditional visual aids in an MGML classroom <i>A traditional shadow puppet show by REC middle school students.</i>

Day 3

Time	Session
09:00 - 09:30	Young Voices Bring Tradition to Life <i>Musical Assembly presented by the students of the Rural Education Centre</i>
09:30 - 10:00	Dialogue with RIVER Director/core team <i>Report presentation by participants followed by question & answers.</i>
10:00 – 12:30	Presentation h discussion on RIVER Package (Mathematics Grade 1h2) <i>Familiarizing ‘Apna Path Pitara’ and discussion of steps to take in establishing routines and how to monitor student learning utilizing the Zaddzr oĒ Zzarning and achievement chart.</i>
14:00 -16:00	Presentation h discussion on RIVER Package (EVS h English Grade 1h2) <i>Familiarizing ‘Apna Path Pitara’ and discussion of steps to take in establishing routines and how to monitor student learning utilizing the Zaddzr oĒ Zzarning and achievement chart.</i>
16:30 – 17:00	Arts h Crafts in RIVER MGML <i>Understand the importance/identify in a RIVER model classroom certain physical features including effective display system, low-cost equipment, use of wall space etc.</i>
17:00 -17:30	Recap

Day 4

Time	Session
09:00 - 09:30	Young Voices Bring Tradition to Life <i>Musical Assembly presented by the students of the Rural Education Centre.</i>
09:30 – 10:00	Dialogue with RIVER Director <i>Report presentation by participants followed by question & answers.</i>
10:00 – 12:30	Community School linkage <i>Field visit to satellite school to observe “Metric mela” - a community maths festival.</i>
14:00 – 16:00	Simulation & discussion on important features of MGML classroom setup <i>Simulations on identifying children’s learning levels, routine establishment, unique RIVER MGML grouping & Assessment in RIVER MGML.</i>
16:30 – 17:00	Presentation on potential of MGML for inclusion <i>A discussion on diversity in Learning: The MGML Model for Inclusion.</i>
17:00 - 17:30	Recap
20:00 – 20:30	Documentary – School without walls <i>A journey of learning, living, and hope in a village school.</i>

Day 5

Time	Session
09:00 - 09:30	Young Voices Bring Tradition to Life <i>Musical Assembly presented by the students of the Rural Education Centre.</i>
09:30 – 10:00	Presentation h discussion on comprehensive Self Learning Support Materials <i>A discussion on identifying children's learning gaps and learning plan.</i>
10:00 – 12:30	Presentation h discussion on RIVER Pre-primary Package <i>Familiarizing 'RIVER Pre-primary Package' and discussion on steps to take in establishing routines.</i>
14:00 – 16:00	Planning, Way Forward and Summing up <i>Discussion on planning and way forward and next steps.</i>
04:00:00 PM	Departure to Bengaluru Airport.

Objectives of the Program

- To equip teachers with practical strategies for implementing innovative teaching practices in their classrooms.
- To develop teachers skill in teaching language skills and elements effectively.
- To foster a collaborative and reflective learning environment among teachers.

Training Program - Brief Overview

(day wise and session wise along with learning outcomes and activities photos)

DAY 1 (2nd December, 2025)

The first day of the visit to River Valley schools began with a formal introduction and welcome by Mr. Anil Duth. He briefly explained the objectives of the educational exposure program and outlined the schedule for the day, which included visits to two rural primary schools and guided reflective discussions.



A documentary on River Valley Schools was presented, highlighting :

Their foundation by philosopher Jiddu Krishnamurti

- The philosophy behind multigrade and multilevel education
- Emphasis on creative evaluation instead of traditional examinations
- Priority to self-evaluation
- Learning environment free from comparison and unhealthy competition

This film prepared participants for the upcoming field visit by showing innovative classroom

structures and student-centered pedagogy.

- **Field Visits to River Valley Primary Schools**

Participants were divided into two groups (1–14 and 15–28) and were escorted by Mr. Anil Duth, Dr. Vijendra Kumar, and Ms. Jayala to two rural Primary Schools: Valmikivanam (Primary School) and Ashokvanam (Primary School).

Visit to Valmikivanam Primary School

At the school, Mr. Anil Ruth discussed several challenges faced: Mixed age groups and first-generation learners, Resistance from the community to send children to school, Limited teachers and scarce resources. Following are the school observations by the participants:

A. Classroom Structure

Participants first observed classes silently and later had a guided discussion with Mr. Ruth to analyze teaching strategies beyond language barriers.

Key Observations:

- Natural learning environment with minimal resources & maximum engagement.
- Students remained focused and unaffected by visitors.
- Classroom arranged to support multigrade learning through four dynamic learning groups: Teacher Supported, Partially Teacher Supported, Peer Support and Independent/Self Work.



B. Competency-Based Learning and Learning Materials

To address different learning levels, teachers :

- Listed competencies for each class.
- Developed flashcards and materials based on LSRW (Listening, Speaking, Reading, -Writing) skills.
- Used colour coding for class identification : Class 1 - pink, Class 2 - green, Class 3 - yellow, Class 4 - silver/ white, Class 5 – purple.

Subject-based sorting used local animal categories: Telugu – Animals, Mathematics – Birds, EVS – Insects, English – Toys

Example: For the lesson gada and valla, Class 1 card had pink colour and an animal symbol.



C. Creative Evaluation & Achievement Ladder

Instead of marks, an achievement ladder was introduced in classrooms and students' workbooks :

- Showed individual progress visually.
- Avoided comparison, competition, first/last positions.
- Encouraged self-monitoring and intrinsic motivation.

D. Classroom Environment

- Child-centric layout
- Students sat on carpets in groups around low tables
- Shared wall space: children had access to blackboard area according to height
- Walls displayed learning materials
- No desks or rigid seating system

Student strength: 22–25 in a multigrade class.



E. Student Activities and Cultural Expression

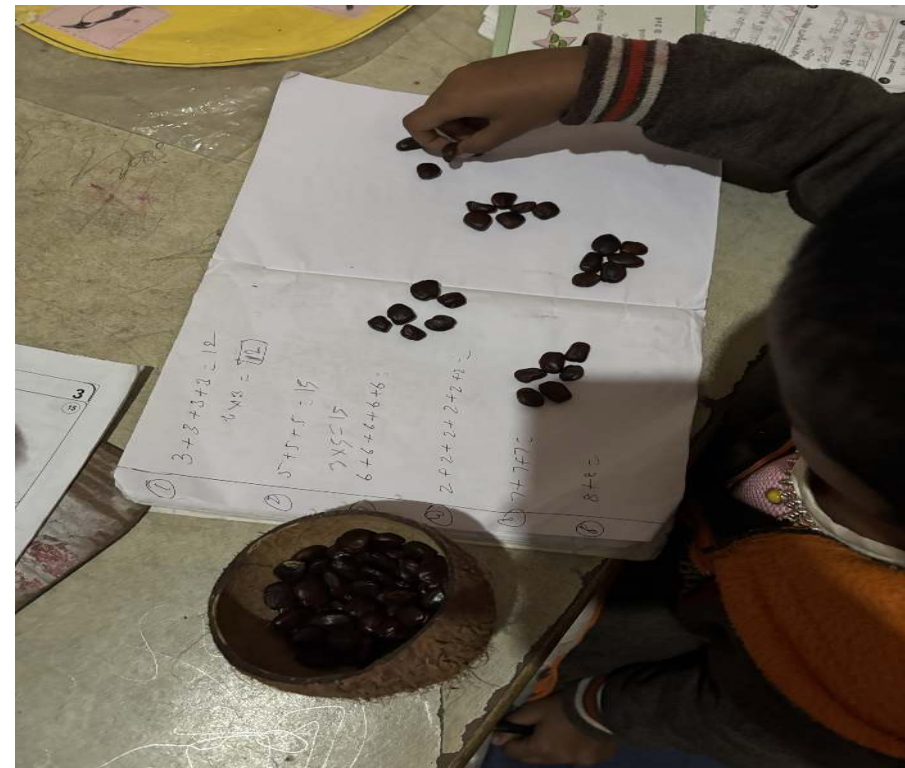
Students presented a puppet show based on “Sher Aur Chuhe Ki Dosti” in Telugu. Despite the language barrier, expressions and performance made the story clear and enjoyable.



Visit to Ashokvanam Primary School – Mathematics

The second school visit focused on Mathematics pedagogy, demonstrating:

- Concrete → Semi concrete → Abstract approach
- Use of natural, local materials such as sticks and tamarind seeds
- Group tasks including: Tracing numbers, Multiplication using sticks and seeds
- Teacher-supported money problems



Engaging Mathematics Activities:

- Addition role play with animal masks ($2+3 = 5$ shown through movement). It was an example of multidisciplinary learning . Where maths and EVV were combined . Students wore face masks for different animals and produced their sounds .
- Subtraction skit, ending at zero through dramatic storytelling



DAY 2 (3rd December, 2025)

Morning Assembly & Day Briefing

Day 2 began with a briefing by Mr. Anil Ruth, who shared the plan for the day and the objectives of classroom observations. This was followed by a musical assembly conducted by students of Classes 6 and 7. The assembly was calm, soothing, and reflective in nature.



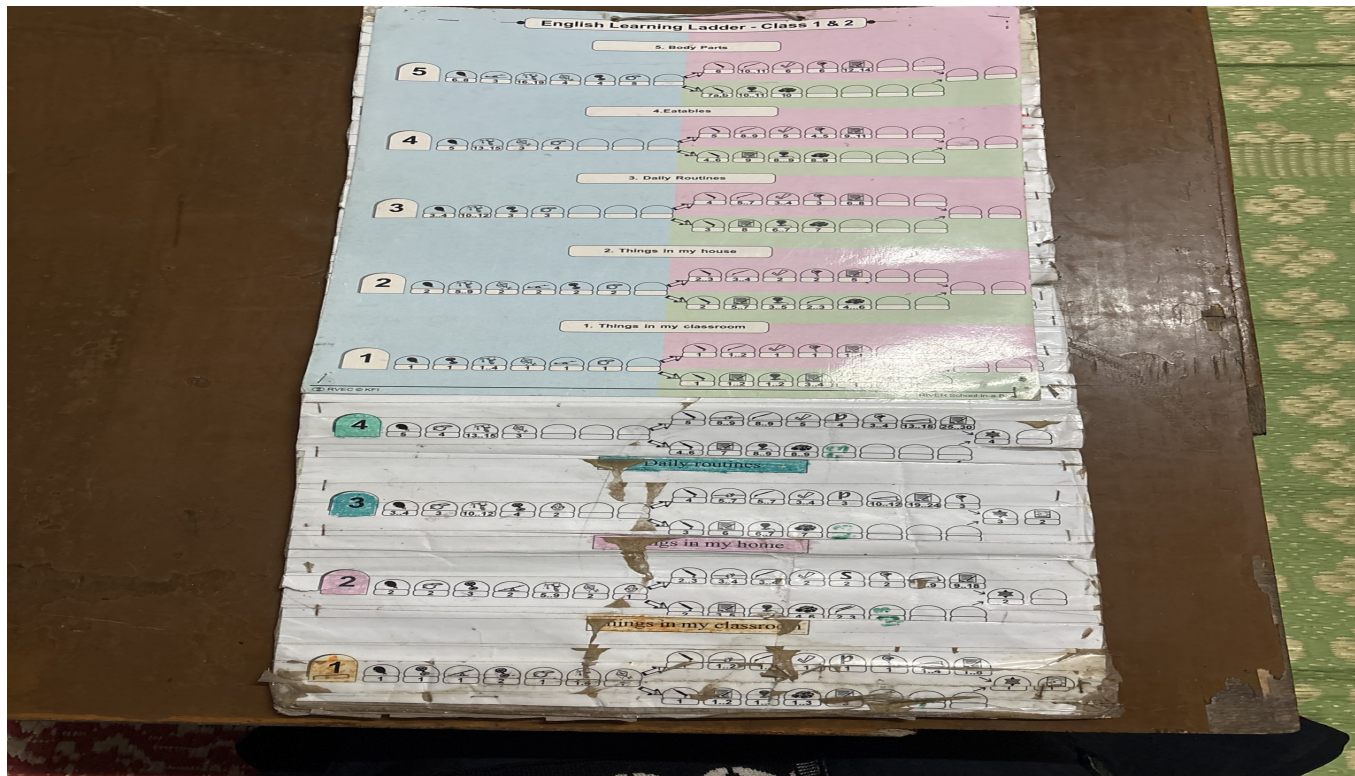
The participants shared their reflections and experiences, and there was an opportunity for interaction with DDE Ma'am, which provided additional insight into the school's educational philosophy.



Observation of English Classroom (Vidyavanam School)

The first classroom observed was English Class, taught by Ms. Kalawati on the topic: Alphabets and Eatables and Total Physical Response teaching approach was used. Opposite words were introduced through Rolly Polly rhyme, words were introduced through actions such as clap, turn around, listen, jump. Students responded with enthusiasm and physical movement

A combined English Achievement Ladder for Classes 1 & 2 was displayed, enabling self-progress tracking without comparison.



Classroom Interaction:

- Students practiced simple English conversations including:
- Favourite flower, colour, food, dress
- Everyday questions such as Did you have breakfast/lunch/dinner?
- Conversation exchanges took place peer-to-peer and teacher-to-student

Observation of EVS Classroom

The next observation was in EVS class taught by Saidabee Ma'am, focused on the theme Insects.

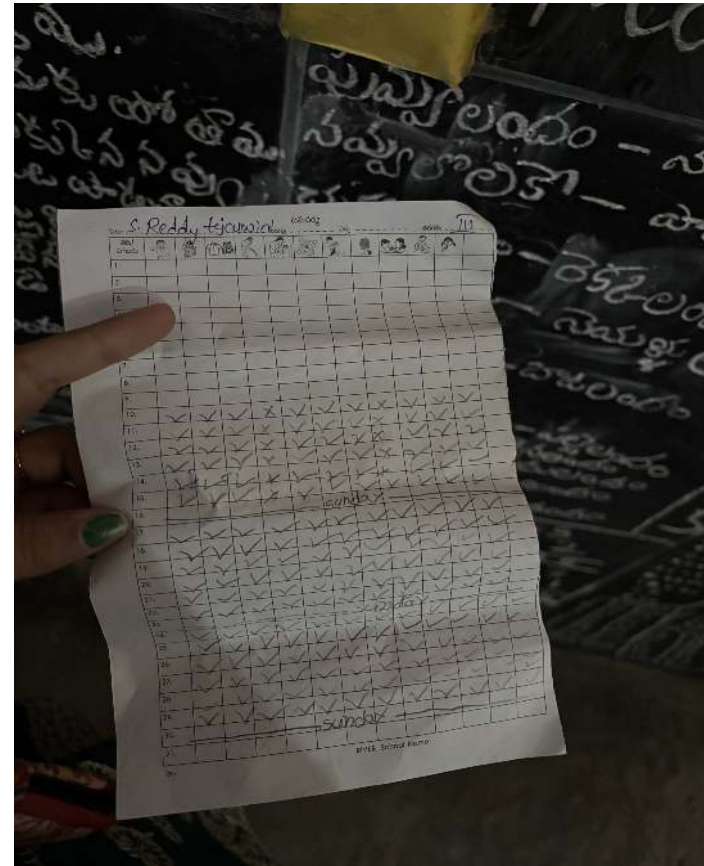
Key Features of EVS Pedagogy :

- Importance of survey-based learning and group discussion activities
- Students presented findings from surveys done in their villages: types of birds found, colours, food habits, domestic animals, benefits of rearing hens, etc.
- A Discussion Album, used as a reflective learning tool . Strong emphasis on expression, communication, and collaborative thinking.

EVS-Integrated Attendance Sheet

Students maintained a personal attendance and hygiene checklist including: Bathing, Brushing teeth, Wearing clean clothes and Completing tasks before school.

This encouraged personal responsibility and cleanliness.



● Hindi Session with Saidabee Ma'am

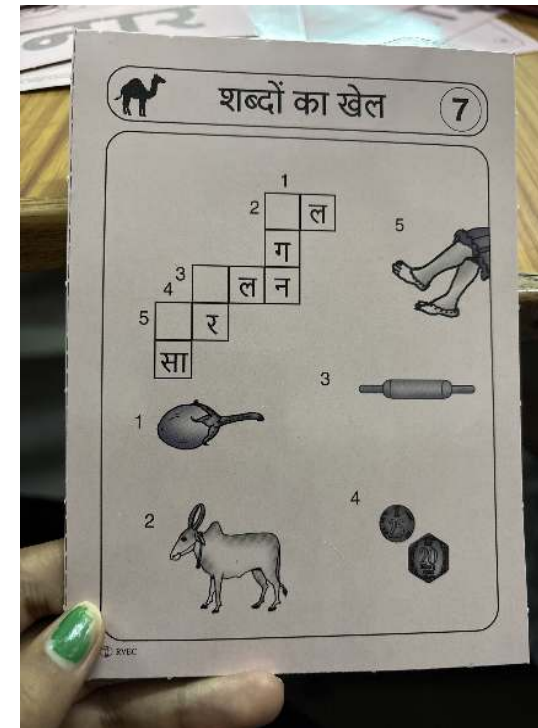
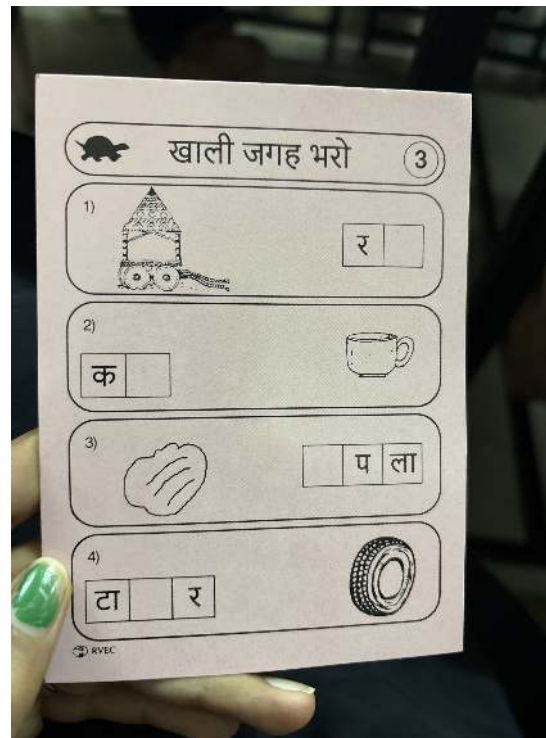
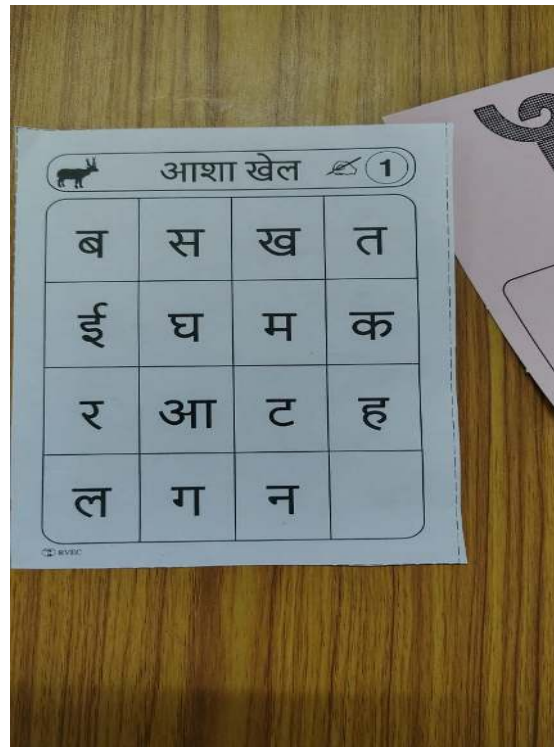
A Hindi learning session demonstrated milestone-based planning:

- One lesson = One milestone
- Each milestone has 5 steps: Introductory, Practice, Evaluation, Enrichment and Remedial

The evaluation step decided the learning path, guiding whether a child received remedial support or enrichment activities.

Teaching Techniques:

- Letter sounds taught through rhymes and listening
- Words read with the help of pictures based on local context
- Students used rubber letters to identify letters physically
- Letter Bingo evaluation: teacher said a word and students covered letters using rubber bands



Peer Support System :

- Children wearing a crown acted as helpers for the day, assisting classmates and developing leadership qualities

Cultural Expression & Creative Presentation

Students presented a puppet show based on a Panchatantra story in Telugu. Even with language differences, visuals helped convey the storyline effectively.



DAY 3 (4th December, 2025)

Morning Assembly & Presentations

The third day began with a morning assembly, followed by reflections and presentations by participants Ms. Ekta and Mr. Amit. A brief interaction with DDE Ma'am offered further clarity on the objectives of the visit and encouraged reflective dialogue among participants.

Mathematics Session (Classes 1 & 2)

Resource Person: Ms. Saidabee

Subject: Mathematics

The mathematics classroom illustrated a structured and well-planned three-tier teaching approach:

1. Field Activities (Outdoor Learning)

- Conducted through games, movement-based tasks, and mask activities
- Supported students' concentration, engagement, and concept internalization
- Seating arrangement was level-based: students who already mastered concepts sat at the back, while those learning sat in front
- The "Penguin Book" serves as a teacher manual for planning outdoor activities

2. Mathematics Milestones

- Class 1 syllabus covers numbers 1–99, addition/subtraction below 19, and basic shapes
- Content is divided into 22 milestones for manageable progression

Addition 1–19 in 5 stages, taught in small segments (1-5, 6-9, introduction of 0, 10-15, 16-19)

4. Semi-Concrete Practice Cards – Bird-Based Categories.

Card	Concept
Sparrow	Story-based number learning using flashcards and rubber numbers
Peacock	Local material based practice (seeds, sticks, balloons, rubber bands)
Swan	Place value
Rooster	Addition
Crow	Revision & community application
Parrot	Subtraction
Kingfisher	Games for addition/subtraction, clocks, dot cards

Woodpecker	Matching
Chick	Asha-khel (Number Bingo)
Owl	Abstract word problems
Crane	Shapes
Duck	Measurement

Achievement System :

Students who complete milestones correctly become “winners” for the day, wear a crown, and help peers—encouraging leadership without unhealthy competition.

EVS Session (Classes 1 & 2)

Resource Person: Ms. Saidabee

Subject: EVS (Thematic Approach)

EVS followed an integrated, practical, and community-connected structure.

1. Survey System

- Conducted once or twice a year
- Represented by Honeybee Card
- Students form survey groups mixing different learning levels

After surveys, students discuss findings and complete information in their sheets, promoting expression and real-life understanding.

2. No Textbook for Classes 1 & 2

Each milestone includes three activities supported by different types of learning cards:

Card	Purpose
Grasshopper	Motivational stories (Prerak Kahaniyan Manual)
Butterfly	Discussion activities using discussion album
Spider	Experiments, projects, hands-on activities
Lens	Field trip observations

Ladybug	Evaluation
Three Huts	Community Application

3. Weather Report Corner

- Monthly chart documenting morning/noon/evening weather using symbols
- End-of-month discussion: comparison of weather conditions, festivals, and observations

4. Health and Hygiene Strategy

Instead of blaming or embarrassing students, teachers use a creative “Health Cycle” (Swasthya Chakra) with words like:

Bathing, brushing, clean clothes, combing hair, cutting nails

- Pointer determines discussion topic of the day
- Encouragement, not criticism

Evening Visit – Rishi Valley International School

The day concluded with a visit to Rishi Valley International School, where students' creative work was displayed:

- Painting, carving, printing, sculpture, and creative writing
- A learning environment built in natural surroundings supporting holistic development
- Clear evidence that learning extended far beyond academics into art, expression, and self-discovery

DAY 4 (5th December, 2025)

Morning Assembly

Day 4 began with attending a musical assembly at Rishi Valley International School. The atmosphere was serene and mesmerizing. Students demonstrated self-discipline, confidence, and musical excellence, performing with a variety of musical instruments. The assembly reflected the school's emphasis on harmony, creativity, and internal motivation rather than external pressure.

Participant Presentations

Following the assembly, there were presentations by participants in the presence of DDE Ma'am. The session encouraged reflection and exchange of learning experiences accumulated so far during the educational exposure.

Metric Mela :

One of the most remarkable events of the day was the Matric Mela organised by River Valley School students, with active participation from parents and community members.

Structure and Process

- The mela began at the registration desk, where two students recorded participant names and issued a report card (bilingual: English & Telugu).
- The report card listed various mathematical and language concepts: Measurement- length, height, Addition, subtraction, Time, Place value, Word building (English & Telugu), Counting and more
- Visitors moved from stall to stall, performed the tasks, and received A/B/C grades—evaluated by students themselves
- Quirky and fun activities were available such as: Measuring nose length, Checking foot size, Measuring weight, Guessing sticks lengths etc.
- Community-made local food was available at minimal rates (₹5–₹10) such as: Sooji ke ladoo, Gujiya, Moong dal pakoda, Bhelpuri with curry leaves twist. The simplicity and authenticity of the food added warmth to the event



మెట్రిక్ మేలా - Metric Mela
A Celebration of Learning

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During the mela, D.E. Ma'am, teachers, parents, and community members interacted and exchanged questions regarding education practices in Delhi and Rishi Valley. The dialogue reflected genuine curiosity and mutual respect.



● **Role Play Session**

After lunch, a Role Play session was facilitated by Ms. Saidabee and Mr. Zafar Basha.

- The activity demonstrated how animal logos are used in teaching first-language Telugu, helping students remember concepts through imagery.
- Participants acted as students; each was given a card with an animal logo printed at the top.
- The resource persons introduced the subject, logos, and learning ladder, and participants mimicked the sounds and actions of animals.
- The session was lively, joyful, and illustrated the power of TPR-based learning (action-oriented learning).

DAY 5 (6th December, 2025)

Interaction with DDE Ma'am

The final day began with an interactive session with DDE Ma'am, where she discussed the vision behind River Valley education initiatives and the progress observed through the program. The conversation centered on strengthening innovative teaching practices and sustaining community participation for long-term educational transformation.

Use of Technology in Education

A detailed presentation was shown highlighting how technology is integrated into teaching and learning processes across River Valley Schools. Key areas where technology has been effectively incorporated include: Attendance tracking, Student evaluation and progress monitoring, Concept building and competency mapping, Tablet-based learning, with one tablet provided for every group of five students. These digital tools help teachers personalize learning and support multigrade and multilevel classroom structures.

International Learning Exchange: Metric Mela

Two presentations showcased Matric Mela models from Germany and Kenya, illustrating how the concept of experiential and marketplace-style learning has been adapted in different countries. The ways River Valley schools localised and improvised the model to suit the needs of rural learners and communities. Importance of culturally relevant content and authentic community participation. The exchange emphasized the universal value of joyful, hands-on learning experiences.

Exhibition of Pre-primary and Primary Learning Materials

Materials used in Pre-primary and Classes 3, 4, and 5 were exhibited, including:

- Learning cards for different subjects
- Activity-based worksheets

- Achievement ladders
- Milestone-based learning tools

These materials demonstrated the systematic planning and structured support provided to learners at different developmental levels.

Certificate Distribution

A short concluding session was held with DDE Ma'am, where:

- Appreciation was expressed for participant engagement and reflective learning
- Certificates were distributed to all participants
- The session served as formal closure to the training and observation program



Feedback from participants:

We were welcomed there wholeheartedly. And were trained for various methods of teaching in very effective way. The mentors were really helpful and available for help whenever we needed.

- Reeta

The five-day exposure programme concluded on a meaningful note, providing valuable insights into MGML (Multi Grade Multi Level) innovative practices, global applicability, and learner-centred education. The academic sessions, field visits to schools, campus environment, and supportive hospitality together made the programme enriching and impactful for all of us.

- Nishtha Gaur

Students are meaningfully connected to the environment and learning by engaging with society and their surroundings. They gain knowledge through hands-on experiences, which enhances their understanding and skills. The campus atmosphere is very pleasant, providing a positive and supportive environment for effective learning.

-Rajveer

It was a great opportunity to experience environment-friendly, low-cost, and regional education. The warm welcome and learning in the lap of nature made the experience inspiring and memorable.

- Sushma

he experience at Rishi Valley was great. The Concept of Metric Mela was very good where the community and school come together where children learn from real time problems. There were so many things like- Morning Assembly, Puppet Shows, Teaching content, Students tracking System etc were very good. There was no extra burden of academic syllabus. Students learn at their own pace.

- Amartanshu Bajpai

Set amidst the green and soothing environment, it was as peaceful inside the classroom as well. It seemed like there was no chaos, no forced learning and everything was in harmony with the child's nature...

- Kritika

The 5 day program introduced us to how to attain the balance between academics and co-curricular activities simultaneously in a classroom. The campus was a gift designed by nature making the program more engaging and enjoyable. The teachers were dedicated and cooperative in making the program accessible, possible and memorable for us.

-Ekta Sharma

It was a new and impressive experience which I have ever received during any training program. I have observed the dedicated teachers as well as students, who were learning with their own pace and self direction. It was an impactful learning methodology i.e MGML that was conducted in the lap of nature. All thanks to the team behind this wonderful training program.

- Sachin

The classroom environment was very child-centric. Every student had a board in their name for their sometimes guided and sometimes independent work. The teacher-student ratio was one of the best aspects. The puppet show was very well presented. The most impressive part of this training was the Metric Mela, which truly showed how a real-life connection between the school and the community looks.

- Sonam

The MGML method helped me understand how to teach children of different levels together and track their progress easily. I also learned how to use simple and low-cost teaching materials to make my classroom more engaging.

-Mohini



Plan for Implementation of Learning Outcomes (by Participants)

The participants got really inspired and motivated for innovative teaching methods with this opportunity to get immersed in the Rishi Valley Schools through this exposure programme. Following are the learnings that the participants wish to implement in their respective schools:

Classroom Strategies

The participants plan to execute a number of effective yet simple classroom strategies that they learned from their field visits at RIVER schools. These include:

- Flexible classroom sitting arrangement
- Differentiated learning activities for the students based upon their learning level
- Making the classroom environment welcoming and engaging through students' blackboards or space for them to express themselves
- By creating a happy learning environment for students rather than forced and fearful etc.

Preparing Teaching Learning Resources

A number of interesting teaching learning resources observed at RIVER schools could be easily recreated for participants' own classrooms.

- Creating simple fun language and mathematical games such as asha khel, crosswords etc.
- Using local material for learning like pebbles, sticks etc. for counting and grouping
- Creating learning ladders for various concepts
- Survey cards to know your neighbourhood etc.

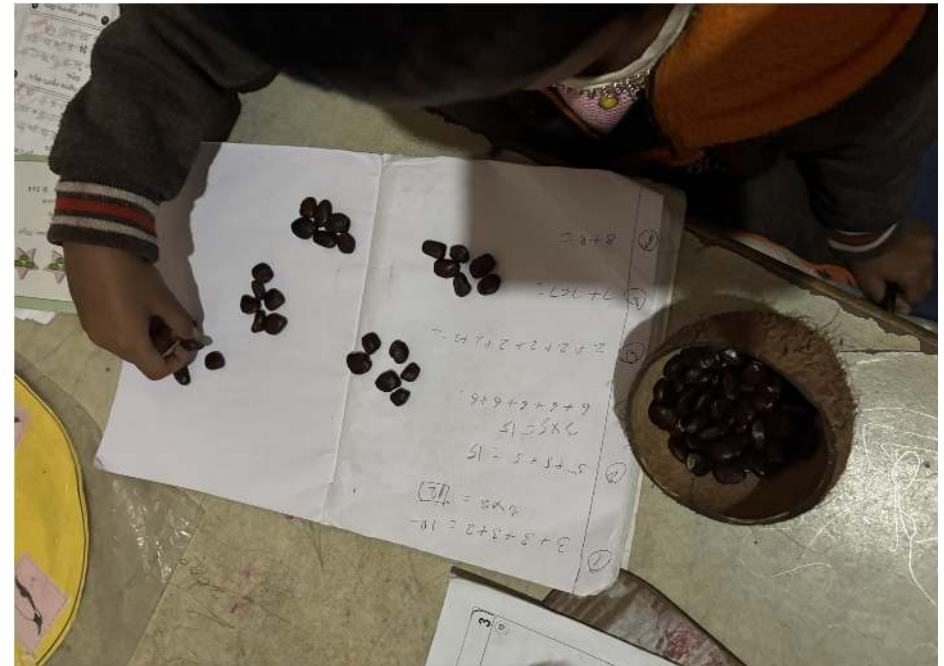
Organising Metric Mela

Attending their metric mela was one of the richest experiences for most of the participants, witnessing students enjoying, engaged to their fullest and also using a number of mathematical concepts they learnt in their classrooms. Such a mela could easily be replicated at participants' schools where students could plan their own mathematical games such as guess how many circles in the given picture?, tower of hanoi, throw at the aim etc. and fake currency could be used to integrate transactions and number operations.

Glimpses of the Capacity Building Program/Leadership Development Program







THANK YOU