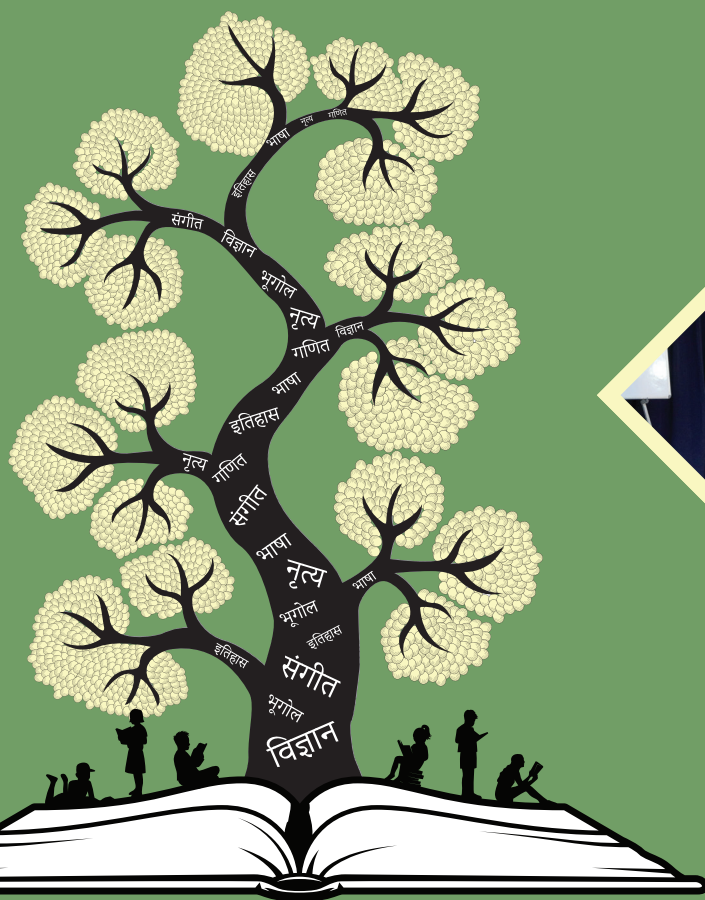


डालांगेवैही

शिक्षकों द्वारा कला समेकित शैक्षिक विधियाँ
Art Integrated Pedagogical Practices by Teachers

Report 2024-25



Samriddhi 2024–25

A Report



May 2025

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Samriddhi 2024-25



INTRODUCTION

In its tenth edition, Kala Utsav has been re-envisioned in view of the implementation of National Education Policy 2020. In this regard, *Samriddhi* has been added for non-art teachers of Secondary Stage. The fourth chapter of NEP 2020, “Curriculum and Pedagogy in Schools: Learning should be

Holistic, Integrated, Enjoyable, and Engaging”, reiterates the need for innovative and joyful learning while incorporating arts and sports in the pedagogical processes at all the stages of school education. To promote art-integrated practices and to make learning of different school subjects joyful, *Samriddhi* has been visualised to encourage and popularise the integration of arts in the day-to-day teaching. The national level competition of *Samriddhi* will be organised every year as a component of Kala Utsav. Like Kala Utsav, *Samriddhi* will be held at school, district, state and national levels.





OBJECTIVES OF SAMRIDHI

- Encouraging teachers to integrate artistic elements into classroom teaching.
- Enhancing student engagement and fostering a joyful learning experience.
- Promoting innovative and inclusive teaching methodologies.
- Creating a repository of best practices in art-integrated pedagogy.
- Recognising outstanding contributions by teachers in implementing these methodologies.
- Strengthening holistic and experiential learning in the education system.





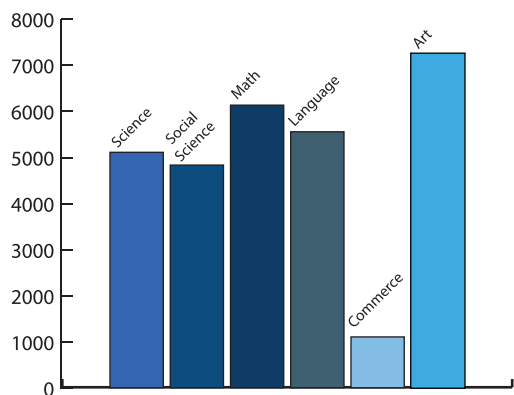
COMPETITION STRUCTURE

Samriddhi follows a multi-tier competition structure, beginning at the district level and progressing to state/regional and national levels. A maximum of two teachers can represent each team, with one primary subject teacher (Grades 9–12) and an optional visual arts/music/dance/theatre teacher. By allowing only non-art teachers to be primary participants in the competition, *Samriddhi* provides them with a platform to demonstrate their innovative teaching strategies and inspire other educators to adopt art-integrated pedagogical techniques. This structure aligns with NEP's focus on continuous professional development for

teachers to improve teaching quality and student outcomes.

DISTRICT LEVEL COMPETITIONS

Though impacted by the ongoing examinations in schools, the District Level Competitions of *Samriddhi* saw an encouraging turnout of 3,400 teachers. The wide range of themes presented at the District Level competitions highlighted the enthusiasm of the teachers across different parts of the country. In terms of subject-wise participation, *Samriddhi* saw the maximum participation from Language teachers at the district level, followed by Science and Social Science. The diversity in themes from different remote parts

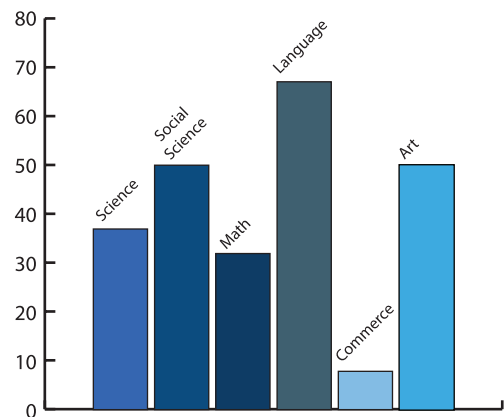


Subject-wise participation of teachers at District level

of the country reflected the event’s objective to encompass all areas of academic disciplines, thereby promoting holistic educational development.

STATE LEVEL COMPETITIONS

The State Level Competitions of *Samriddhi* saw an encouraging participation of 231 teachers from 162 districts across various states and Union Territories, with the majority (217) coming from government schools. This widespread engagement underlines the reach and impact of the event at the State Level Competitions of *Samriddhi* saw the maximum participation from Math teachers, followed by Language and Social Science teachers. The winners of the State level competitions



Subject-wise participation of teachers at State level

shared their videos of transaction of their topics alongwith the written project proposals for national level competitions.

From District Level Competitions to the state level, the enthusiasm and diversity in participation highlighted the commitment of educators across the country to holistic educational development. The wide-ranging involvement of teachers from various subjects, especially from government schools, demonstrates the event’s significant reach and impact. With an encouraging turnout at every stage, *Samriddhi* inspires educators to adopt creative pedagogical techniques, creating a ripple effect that is expected to positively influence teaching methods nationwide.



Glimpses from District and State Level Competitions of Samriddhi



NATIONAL LEVEL COMPETITION

In its inaugural edition, following the successful completion of the District and State level competitions, which saw the participation of 34,137 teachers at the District level and 393 teachers at the State level, the national level competition for *Samriddhi* received an enthusiastic response from educators across the country. 21 teams from 15 states, 4 Union Territories, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Sangathan were represented by 30 teachers at National level Kala Utsav held at NCERT Campus, New Delhi on 6–7 February 2025. All the participants took part in the event with utmost enthusiasm.

INAUGURATION OF SAMRIDDHI

The inaugural function of *Samriddhi*, was held on 6 February 2025 at the NIE Auditorium, NCERT, New Delhi. The event witnessed the presence of distinguished guests, including Dinesh Prasad Saklani, *Director* of NCERT; Sridhar Srivastava, *Joint Director* of NCERT; Amrendra Behera, *Joint Director* of CIET; along with jury members and faculty from various departments.

The ceremony commenced with the lighting of the lamp, a traditional symbol of enlightenment and wisdom. This was followed by an address from Prof. Jyotsna Tiwari, the National Coordinator for *Samriddhi*, who spoke about the



origin and relevance of the initiative. She highlighted how *Samriddhi* aims to promote the integration of art with education, enriching the teaching and learning experience.

Prof. Sridhar Srivastava, in his speech, emphasised the growing need for art-integrated pedagogy in schools. He noted that the inclusion of art in the curriculum helps develop critical thinking, creativity, and emotional intelligence in students, which are essential skills for the modern world.

The event concluded with an insightful address from Prof. Dinesh Prasad Saklani, the *Director* of NCERT, who highlighted the importance of art-integrated pedagogical innovations in line with the National Education Policy

(NEP). He stressed that the NEP encourages creative and experiential learning, and *Samriddhi* aligns perfectly with these objectives by fostering an environment where students can learn through various artistic expressions.

The inaugural ceremony set the stage for a promising future for *Samriddhi*, marking a significant step toward enhancing education through the arts and promoting innovative teaching methods.

During the two days of National Level Competition of *Samriddhi* 21 presentations were made by 30 teachers in different subjects covering a wide range of themes. A brief summary of the presentations is as follows.

Andaman and Nicobar Islands



Name: Shilpi Bhattacharya

School: Govt. Senior Secondary School, Manglutan, Manglutan Village, South Andaman

Subject: Science

The topic focused on the 'Structure of Atom' with Bohr's Model. Art integration methods such as weaving, drama, indigenous hopscotch, and coconut shell handicraft were employed to make atomic structure concepts more comprehensible. The learning outcomes included

understanding atomic structure, drawing electron distribution diagrams, and using scientific conventions. Assessment was based on student participation in weaving, drama, and interactive activities, with a follow-up activity for better comprehension.



Andhra Pradesh



Name: Baddigam Rama Lakshmi and Bailapudi Laxman Murthy

School: Zilla Parishad High School, Aripaka, Sabbavaram (m), Anakapalli

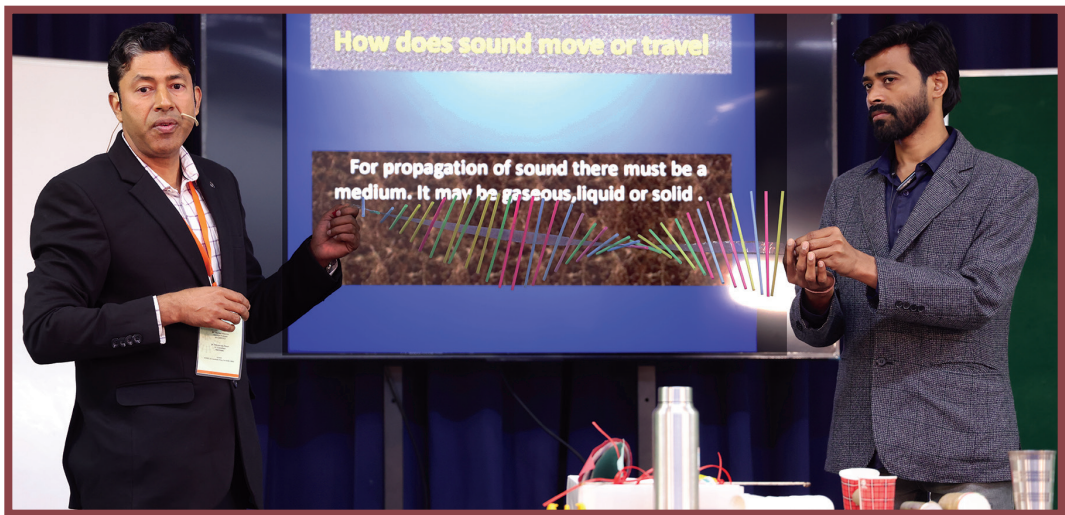
Subject: English

The presentation focused on Carl Sandburg's poem 'Fog'. The integration of art included singing, dancing, acting, and role-play, allowing students to grasp the poem's theme through various artistic expressions. The goal was to appreciate nature's beauty, understand the rhythm, and find the deeper meaning of the poem. Assessment was done through oral interactions, and a follow-up activity allowed students to exhibit the poem through art forms.

In this presentation, art was integrated with poetry to observe the foggy atmosphere in nature. The presentation showed how the students created drawings and models using dry ice to simulate fog, illustrating the poem's theme. The learning outcome was to enhance students' observation skills and their ability to express their understanding through art. Indigenous toys and handicrafts were also used to visualise the poem's theme.



Assam



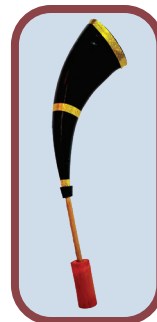
Name: Mrinal Bhagabati

School: Bapuji High School, Abhayapuri, Assam

Subject: Science

The presentation dealt with the origin, propagation, and characteristics of sound. Assam utilised traditional musical instruments like the *pepa* and *gogona*, alongside locally prepared toys, to help students grasp the scientific principles of sound. Art

was integrated by using music to explain the concept and to foster curiosity and creativity. Assessment focused on students' understanding and engagement with the topic, with a follow-up activity aimed at integrating art in further science lessons.



Bihar



Name: Noopur Chakroborty and Manish Kumar Pandey

School: Uchch Madhyamik Vidyalaya Chandipur, Palasi, Araria, Bihar

Subject: English

The presentation highlighted the play '*Dharm Yuddh*', emphasising the themes of women's identity and social justice. Students performed a role-play, integrating acting, dialogue delivery, and music to explore these themes. This drama helped students understand societal gender norms and encouraged critical thinking about identity and equality. Follow-up activities included essay writing and poster-making on women empowerment.

Art integration was used to teach the themes of gender equality

and social justice through the play. The students engaged in creating artwork and posters on women's empowerment, reflecting the play's themes. The lesson incorporated set design, acting, and background music to enhance students' understanding of the subject. Role-play, group discussions, and creative expression were key assessment strategies. The learning process fostered empathy, creativity, and problem-solving skills among the students.

Chandigarh



Name: Ritu Mahajan

School: Govt. Model High School, Sector 34 C, Chandigarh

Subject: Science

Team Chandigarh covered the topic 'Circulatory System in Humans' from Science. Various art integration techniques were employed, including visual aids, music (Heart Rap), and role-play, to improve understanding of the heart's structure, circulatory pathways, and pulse rate measurement. Learning outcomes included tasks such as drawing and

labeling the heart, measuring pulse rate, and suggesting healthy habits for maintaining a healthy heart. Assessment was conducted through heart diagram drawings, notebook responses, and role-play. Follow-up activities involved creating poems, rap songs, comparing pulse rates, and making animated videos or clay models.



Daman and Diu and Dadra and Nagar Haveli



Name: Kihor Pandharinath Dange and Dharmesh Dalvi

School: Govt. Higher Secondary School (EM), Tokarkhada, Silvassa, Dadra and Nagar Haveli

Subject: English

The presentation by Daman and Diu focused on the poem 'The Road Not Taken' by Robert Frost, exploring choices and consequences. The teachers spoke about 'Representation of Life's Choices', using Warli art to illustrate literary themes from 'The Poem'. Art integration focused on using symbols to represent abstract ideas. Learning outcomes included applying Warli techniques to storytelling and visual interpretation. Assessment was based on creativity and clarity in storytelling. Follow-up

activity included exhibiting student artwork. This approach effectively blended creative arts with language learning, helping students understand formal and informal letter writing in an engaging way. The use of skits and games promoted social skills and enhanced the learning experience.



Goa



Name: Sneha Shrikant Yedage and Yogesh Vishnu Kauthankar

School: Shrimati High School, Vandamal Velguem, Goa

Subject: Social Science

The history of Vijayanagara was transacted by team Goa with the help of art forms like clay modeling and the use of local pigments to explore the historical art and architectural styles of the empire. Learning outcomes included understanding the architectural styles of the

Vijayanagara and Kadamba dynasties and their influence on Goa. Assessment was based on research, interpretation of art, and historical significance. Follow-up activities included field visits and studying floral and fauna designs from socio-cultural perspectives.



Gujarat



Name: Ranjanben Laxmishankar Joshi

School: SNDT High School, Khambhaliya Devbhoomi Dwarka

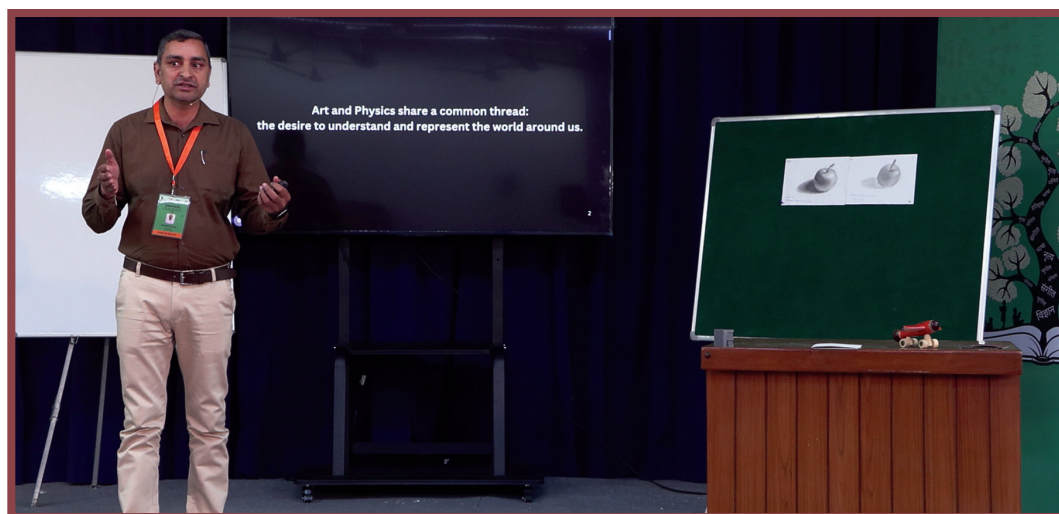
Subject: Sanskrit

The Gujarat team made a presentation on 'Krudant' (Participles) through the lively medium of Gujarati Garba. A mix of creative activities like songwriting, playing the tabla, and performing Garba helped students grasp participles with rhythm and music. By engaging in these methods, the

students achieved mastery over *Krudant* in a fun and interactive way. Assessment was carried out through Garba participation, songwriting, and understanding of *Krudant*. Follow-up activities encouraged students to continue learning *Krudant* through the Garba tradition.



Haryana



Name: Shailesh Kumar

School: PM Shri GSSS Leghan Distt. Bhiwani, Haryana

Subject: Physics

The presentation by Haryana focused on 'Textured Art to Understand Friction'. Art-integration methods included using sandpaper, cloth, and wood to create tactile art while exploring the concept of friction. Learning outcomes included understanding

the frictional force and how it varies with surface textures. Assessment was based on students demonstrating friction principles through textured art. Follow-up activities included designing optimised footwear soles and exploring rubber stamp art to measure friction.



Himachal Pradesh



Name: Poonam Chandel

School: GSSS Pairi, Village and PO Pairi, Teh. Balh Distt. Mandi, H.P.

Subject: English

The subject explored by Team Himachal Pradesh was the 'Pain and Inconvenience Faced by Physically Impaired Persons' with a focus on emotional empathy and communication. Art integration methods, such as a monoact play and costume creation using local crafts, allowed students to portray and understand the challenges faced by impaired individuals.

Learning outcomes revolved around improved communication skills and emotional awareness. The presentation also showed how students were assessed on their participation in the play and their understanding of the topic. For follow-up, students practiced listening and speaking skills in foreign languages through quizzes and presentations.



Jammu and Kashmir



Name: Poonam Sharma

School: PM Shri Govt. Hr. Sec. School, Seri

Subject: Geography

In the presentation by team Jammu and Kashmir, the topic of 'Volcanoes' was explored with a creative approach involving songs and visual arts. The teacher showed how students composed their own songs and used artwork to represent the structure and components of volcanoes. Learning outcomes

included a deeper understanding of volcanic processes and structures. The assessment focused on students' comprehension of the topic and their involvement in creating working models. Further exploration through music and self-created songs followed to deepen their understanding of volcanoes.



Jharkhand



Name: Manisha Dhawan and Sanjay Kumar

School: Public High School Kuju, Datma More Ramgarh and Rajendra High School, Jarangdih, Bermo, Bokaro, Jharkhand

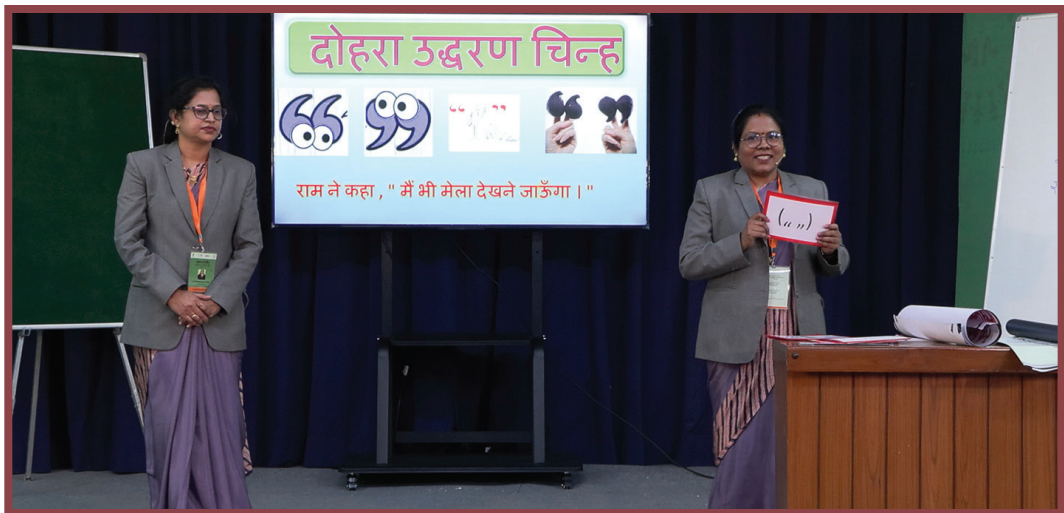
Subject: Chemistry

The topic 'Molecular Structure from Organic Chemistry' was presented by the Jharkhand team through an innovative blend of art and science. The team showed a video on how students sculpted molecular models using clay and bamboo, while Rangoli designs helped visualise chemical structures in a creative way.

Learning outcomes were focused on understanding organic molecules and their bonding patterns. The assessment was based on how well students created molecular models and represented chemical structures through Rangoli. Follow-up activities included making additional models of organic molecules at home.



Maharashtra



Name: Savita Bharat Laveri and Arti Yashwant Thoke

School: Deolali High School, 78, Dhondy Road, Deolali, Nashik

Subject: Hindi

Team Maharashtra presented the topic '*Viram Chinha*' through a dynamic combination of visual arts and performance. The teachers showed in their presentation how students used drawings and visual arts to represent punctuation marks and reinforced their learning through songs, acting, and gestures. The goal was to help students understand punctuation's role in sentence meaning. Assessment was based on students' ability to correctly use punctuation in sentences. Follow-up activities included practicing punctuation through songs and creating visual

representations of emotions. The objective was to help students comprehend how punctuation affects sentence flow. Assessment of this activity was based on how effectively students applied punctuation in writing and performance. For follow-up, group exercises and songs helped reinforce punctuation usage.



Mizoram



Name: Rebek Lalruatfeli and CS Lalrinpuii

School: Govt. Sumsuih High School, Sumsuih Aizawl, Mizoram

Subject: Social Science

'Poverty as a Challenge' was explored by team Mizoram through an interactive mix of art and drama. The teachers spoke about how students used everyday materials like rice, water, and money to symbolise basic needs and acted out scenarios to represent poverty-related struggles.

Learning outcomes included a comprehensive understanding of poverty's meaning and its indicators. Assessment was based on group discussions and quizzes centered around poverty-related issues. Follow-up activities included further group discussions and tests.



Nagaland



Name: Keneile-ü Suokhrie

School: Government Higher Secondary School, Chumukedima, Nagaland

Subject: Zoology and Environmental Studies

The team of teachers from Nagaland enhanced the awareness of 'HIV/AIDS' through art integration using role-play and drama. By personifying biological terms like immune cells and viruses, students gained a deeper understanding of how HIV attacks the immune system. Learning outcomes focused

on understanding the biological processes involved. The presentation showed how students were assessed based on their participation in drama and comprehension of HIV/AIDS. Follow-up activities included peer mentoring and group discussions to further expand their knowledge.



Odisha



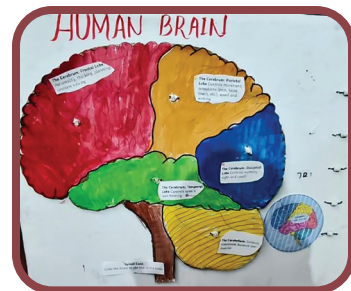
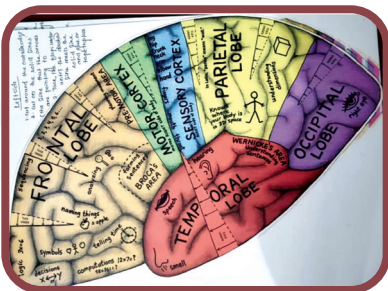
Name: Manisa Mishra

School: Harikrushna Govt. High School, Barty

Subject: Science

The topic 'Control and Coordination' from science was presented by Team Odisha using creative models and visual diagrams to explain the human brain's structure and functions. Online resources were also used to enhance understanding of brain functions. The learning outcomes focused on

a clear understanding of how the brain controls various functions. The teachers showed how students were assessed based on their participation and the quality of their visual representations. Follow-up activities encouraged students to self-assess and explore different brain functions further.



Rajasthan



Name: Amit Kumar Sharma

School: Swami Vivekanand Govt. Model School, Karauli, Rajasthan

Subject: Science

Amit Kumar Sharma from Rajasthan presented the topic 'Development of Joyful Learning for Students (From Superstition to Belief)' with an exciting blend of science, magic, and theatre. The focus was on making scientific concepts accessible and fun, while eliminating superstitions. He showed in his presentation how students engaged in experiments and theatre activities to foster scientific thinking and promote social awareness. Assessment of the activity was planned on student participation in experiments and

theatre. For follow-up, hands-on science experiments were encouraged to help students transition from superstition to belief, making learning more engaging.

The session successfully blended science with creativity, making learning more engaging and helping students develop a scientific mindset while challenging superstitions. Through theatre and experiments, complex scientific concepts were made approachable, ensuring active participation and social consciousness.

Sikkim



Name: Heman Kumar Chettri

School: Kitam Senior Secondary School, Namchi

Subject: English

Team Sikkim made a presentation focused on the theme of Letter Writing, aiming to improve students' communication skills through various forms of writing, such as letters and essays. The event emphasised developing reasoning, argumentation, and 21st-century skills, encouraging students to express their views in different writing styles—narrative, descriptive, expository, and persuasive—while focusing on real-life situations and academic tasks. The teachers showed how students were guided to differentiate between formal and informal letters, understand their proper formats, and confidently write both types. The event also aimed to

enhance interpersonal and social skills through interactive activities.

Shri Chhetri explained that to deepen their understanding of letter writing, students were also engaged in creative activities, such as performing skits on relevant topics like excessive mobile use, health, and global warming, and participating in a hopscotch game that integrated nature and physical movement. He told that the students were assessed through a set of questions on letter writing, with formative assessments conducted throughout to track their progress. A reflection activity, *Panchaadi*, was conducted to assess the overall effectiveness of the event.

Uttar Pradesh



Name: Babita Mehrotra and Manju Devi

School: GHSS Hussainpur Chhirawali Kunderki, Moradabad Prabha Devi
Adarsh Kanya Inter College, Moradabad

Subject: Science

Team Uttar Pradesh made a presentation on 'Chemistry—World of Indicators' with a fun twist using puppets and songs. The presentation included a video on how students learned about natural and artificial indicators, acids, and bases through interactive performance. Learning outcomes focused on understanding the application of indicators. Students were assessed based on their participation and achievement of learning goals. Follow-up activities included reinforcing the concept through a catchy song.

Puppetry was also used, making the lesson visually appealing and adding an element of fun. This hands-on activity allowed students to connect scientific knowledge with real-world applications, while remaining connected to their cultural heritage. The combination of songs and puppetry offered a unique way to learn about chemistry while celebrating their traditions.



Kendriya Vidyalaya Sangathan



Name: Jyothi V N and T R Rajesh

School: PM Shri Kendriya Vidyalaya Adoor Shift 1, High School Junction, Adoor, Pathanamthitta, Kerala

Subject: English

Kendriya Vidyalaya Sangathan's presentation on the topic 'The Adventure' delved into themes of science fiction, alternate history, and the multiverse. The teachers showed how through 3D virtual tours, shadow puppetry, and podcasts, students were engaged in creative exploration of these concepts. Learning outcomes included fostering creativity, critical thinking, and digital literacy. Assessment was based on creativity, originality, and engagement with the topic. Follow-up activities involved discussions, quizzes, and reflective journaling.

The central focus of the presentation was to encourage students to create and interact with alternate realities, pushing the boundaries of their imagination. Various creative activities were conducted to bring this theme to life, including shadow puppetry, which is a traditional art form. Shadow puppetry, in particular, allowed students to experiment with light and shadow. This medium helped them develop both artistic and narrative skills, enhancing their understanding of how alternate realities can be constructed through visual arts.

Jawahar Navodaya Vidyalaya Samiti



Name: Aditi Mahajan

School: PM Shri Jawahar Navodaya Vidyalaya, Niwarsi, PO: Ladwa, Distt.: Kurukshetra, Haryana

Subject: Mathematics

The theme of presentation by NVS was 'Congruence of Triangles Integrated with Warli Art.' Art integration involved creating art using Warli techniques to illustrate mathematical concepts. Learning outcomes included

understanding congruence and applying it to real-life situations. Assessment was based on participation and artistic expression. Follow-up activity included an exhibition and feedback sessions.





VALEDICTORY FUNCTION

The two-day *Samriddhi* competition concluded on 7 February 2025 in a ceremony held at the NIE Auditorium, NCERT, New Delhi. The event was graced by the esteemed presence of Dinesh Prasad Saklani, *Director* of NCERT, along with several faculty members and participants.

The Valedictory Function began with a warm welcome from Jyotsna Tiwari, the National Coordinator for *Samriddhi*, who presented Prof. Saklani with a shawl and a plant as a token of respect and appreciation. Tiwari then presented a detailed report on the competition, acknowledging the exceptional effort put in by all the participating

teams. She commended the teams for their creative and thought-provoking presentations, and took a moment to highlight the unique features of each presentation, which showcased the integration of art into educational practices.

Following this, the jury members were felicitated with a brief snapshot of their invaluable contributions to the field of education. Their expertise and dedication were recognised and celebrated, underscoring the importance of their role in the success of the competition.

The most awaited moment of the event came when the winners were announced and awarded with



trophies and medals, marking the culmination of the competition. The recognition was a proud achievement for the winning teams, symbolising their hard work and innovative thinking.

In his valedictory address, Prof. Saklani emphasised the importance of value-based education, stressing that the focus should not only be on academic achievements but also on nurturing ethical values and social responsibility in students. He encouraged the participants to share their experiences and insights gained during *Samriddhi*, urging them to carry forward the lessons learned into their teaching practices.

The event concluded with a vote of thanks rendered by Sharbari Banerjee, *Assistant Professor and Musicologist*, DEAA, NCERT. She expressed gratitude to all those involved in the success of the competition, including the participants, jury members, and organising teams.

The Valedictory Function brought the two-day *Samriddhi* competition to a fitting close, leaving participants and attendees inspired and motivated to further the cause of integrating arts into education.





JURY

An esteemed panel of five distinguished educationists evaluated the presentations over two days. Three best entries received awards, including cash prizes, medals (Gold, Silver and Bronze), trophies, and certificates. All participating teachers were awarded participation certificates, recognising their dedication and innovation in the field of education.

A N RAMACHANDRA

With over 42 years of experience in education, A N Ramchandra retired as *Joint Commissioner* of Navodaya Vidyalaya Samiti. Currently he is affiliated with National Education Society as Academic Administrator. He taught

Undergraduate students for a decade and also held leadership positions in the National Level Organisations such as Navodaya Vidyalaya Samiti, Ministry of Education, *Registrar* in Indian Institute of Technology (IIT) Ropar, *Registrar* in Indian Institute of Information Technology (IIIT) Bangalore, *Head of Administration and Finance* in Institute for Stem Cell Biology and Regenerative Medicine (InStem) Bangalore and *Advisor* in Sir Ratan Tata Trust.





HUKUM SINGH

Having a vast national and international experience in the field of Mathematics Education, of over four decades, Prof. Singh was former *Dean, Academics; Head, Department of Education in Science and Mathematics, Division of Educational Kits, Planning and Monitoring Division, and Library and Documentation Division at NCERT*. He established the Maths laboratories in NCERT and in various schools and colleges in the country, and had been involved in development of syllabus, textbooks, training materials, teachers' handbooks, and laboratory manuals in mathematics for various stages of school education.



RAJARAM S. SHARMA

R. S. Sharma is former *Joint Director, Central Institute of Educational Technology, NCERT*, specialises in the areas of Science Education, and Educational Technology. In a career spanning over three decades, he has been a teacher, teacher educator, trainer, and researcher. He has explored active methods of learning, helping children become independent learners, enhancing teachers' competency and capacity for innovation, and helping school systems explore appropriate ICT to reach out and bridge divides. In CIET, NCERT, he led initiatives in exploring appropriate applications of ICT in education, including



radio and television, audio and video, web, and interactive multimedia applications. He was closely associated with the development and implementation of the National Policy of ICT in School Education, which guided the states, particularly those who sought funding from the Central Government under the Rashtriya Madhyamik Shiksha Abhiyan for ICT infrastructure and training.

PAWAN SUDHIR

Prof. Sudhir, former *Head* of the Department of Education in Arts and Aesthetics, NCERT, has an extensive experience of over three decades in education as teacher educator, Arts Educator,

Curriculum and Material Developer, Researcher, and Trainer. She has contributed immensely in promoting arts education and introduced Art Integrated Learning for Elementary teacher in different States and schools.





AWARDS

EVALUATION CRITERIA

The evaluation criteria were as follows:

1. Content/Theme: Relevance and effectiveness of the lesson plan.
2. Appropriateness of Art Integration: The extent to which arts and crafts are utilised in pedagogy.
3. Relevance of the Pedagogy: Alignment with educational objectives and learning outcomes.
4. Student Engagement: Level of student participation and interaction.
5. Strategic Processes and Presentation Skills: Execution and delivery of the teaching method.

Content/ Theme (5) Appropriateness of the plan in regard with arts and crafts as a pedagogy (15)	Relevance of the pedagogy (rootedness to environment/ culture/ local arts and crafts)	Students’ Engagement in Art Experience	Strategic Processes	Presentation Skill	Total Marks
20	20	20	20	20	100

Expressions from winners

1st Prize

Shailesh Kumar
Haryana



I am deeply honoured to receive the Gold Medal in the National Samriddhi Award 2025 for Art Integrated Pedagogical Practices by Teachers, conducted by the NCERT Department of Education, Government of India, for my work in Art Integrated Pedagogy for Science Teaching, with a special focus on Physics.

This recognition reaffirms my belief in the transformative power of interdisciplinary learning, where art and science come together to make education more engaging, meaningful, and accessible. I sincerely thank NCERT for this prestigious honour and for promoting innovative teaching methodologies aligned with the vision of Viksit Bharat Abhiyaan, which aims to build a progressive and knowledge-driven India.

I extend my heartfelt gratitude to my mentors, fellow educators, and students, whose encouragement and collaboration have been instrumental in this journey. A special thanks to my family and friends for their constant support and belief in my work. Their belief in me has always been a source of motivation.

This award strengthens my commitment to redefining science education through creativity, curiosity, and experiential learning and supporting the Viksit Bharat Abhiyaan mission by empowering young minds through holistic and innovative pedagogy.

Thank you once again for this incredible honour.

JAI HIND

Shailesh Kumar
PM Shri GSSS Leghan,
Bhiwani, Haryana



2nd Prize

Amit Kumar Sharma
Rajasthan

राष्ट्रीय स्तर पर एनसीईआरटी, नई दिल्ली द्वारा आयोजित “समृद्धि प्रतियोगिता”, जिसमें शिक्षकों के लिए अध्यापन में कला के समावेश पर विशेष ध्यान दिया गया, उसमें विजेता बनना मेरे लिए अत्यंत गर्व और हर्ष का विषय है। यह उपलब्धि केवल मेरी व्यक्तिगत सफलता नहीं, बल्कि शिक्षण पद्धतियों में नवाचार और कला के प्रभावी उपयोग की दिशा में एक महत्वपूर्ण कदम है उक्त प्रतियोगिता में मेरे द्वारा ‘अन्धविश्वास से विश्वास की ओर’ विषय पर अपनी प्रस्तुति दी।

इस उपलब्धि के लिए मैं अपने विद्यालय स्वामी विवेकानंद राजकीय मॉडल स्कूल, ब्लॉक करौली, जिला करौली, राजस्थान के समस्त शिक्षकों, विद्यार्थियों और सहकर्मियों का हृदय से आभार व्यक्त करता हूँ, जिनके निरंतर सहयोग और प्रेरणा से यह संभव हो सका।

साथ ही, मैं एनसीईआरटी, नई दिल्ली और इस प्रतियोगिता के समस्त आयोजकों को धन्यवाद देता हूँ, जिन्होंने शिक्षकों को अपनी प्रतिभा प्रदर्शित करने और नवाचार को बढ़ावा देने का यह अद्भुत मंच प्रदान किया। इस प्रतियोगिता से प्राप्त अनुभव मेरे शिक्षण कार्य को और अधिक प्रभावी व रोचक बनाने में सहायक होगा।

पुनः, इस प्रेरणादायक आयोजन के लिए आयोजकों एवं समस्त सहयोगियों का हृदय से आभार!

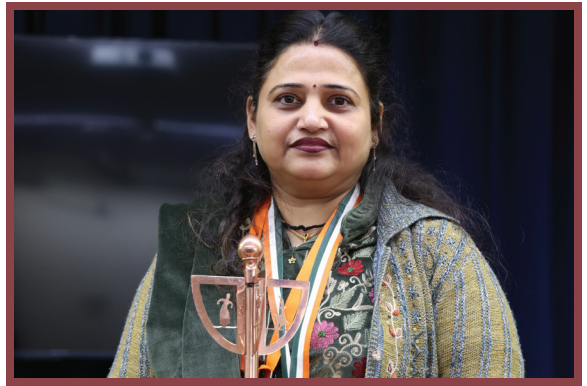
अमित कुमार शर्मा

व्याख्याता,
स्वामी विवेकानंद राजकीय मॉडल स्कूल,
ब्लॉक करौली, जिला करौली, राजस्थान

3rd Prize

Ritu Mahajan

Chandigarh



I extend my sincere gratitude to the NCERT for launching *Samriddhi*.

Winning the Third Prize at the national level in *Samriddhi* 2025 has been an incredibly proud and honourable moment for me. I am profoundly thankful to the NCERT for acknowledging my work and above all for providing me with a prestigious platform where I could showcase my art integrated pedagogical skills reaffirming my passion for innovative teaching.

I am especially grateful to NCERT for recognising the potential of a common teacher like me and for motivating countless educators to innovate, inspire, and elevate their teaching methodologies.

The encouragement and appreciation I have received at the national level through this award has inspired me to aim even higher. I have returned with a renewed mantra — that as a teacher, my learning must never cease; only then can I truly nurture the young minds.

Thank you once again, NCERT, for bestowing me with this prestigious honour, which has profoundly enriched my vision as a teacher. I look forward to continuing my journey of exploration, growth, and service to my students with renewed enthusiasm and commitment.

Ritu Mahajan
GMHS-34, Chandigarh

FEEDBACK FROM PARTICIPATING TEAMS

To participate in *Samriddhi* 2024–25 was indeed a great experience for our teachers. They have got opportunity to showcase art integrated pedagogy at National Level and the experience will definitely motivate them to inculcate the same in real classroom process. Thank you to entire organising team. Next year our teachers will participate with more efforts.

**Asstt Education Director DNH and DD,
Paritosh Shukla**

Thank you *Samriddhi* Team and NCERT for organising this enriching and transformative learning experience. This programme has been an incredible journey, allowing us to explore art-integrated learning.

A special thanks to the organising committee, mentors, and jury members for their invaluable guidance, insightful feedback, and unwavering support throughout this journey. Your encouragement has motivated us to think beyond conventional teaching methods and embrace creativity in education.

Lastly, a sincere appreciation to NCERT and *Samriddhi* Team for providing a platform where we could blend literature, culture, and visual arts making learning a truly immersive experience.

This programme has left us with lifelong learning and inspiration and we look forward to applying these insights in our classrooms and beyond.

Kishor Dange (DNH and DD)

I would like to thank those beautiful minds who conceived the idea of *Samriddhi* and the organising team for materialising *Samriddhi* at the national level. My special thanks to the esteemed Jury members whose feedback will definitely scaffold in our journey towards *Samriddhi*. Change in the form of growth is what I have felt in my very brief stay with you all.

**Heman Kumar Chettri, Team Sikkim
From the Land where Nature Smiles**

I would like to thank NCERT and *Samriddhi* team for providing us a good platform to meet national -wide teacher experts.

Esteemed Jury members feedback inspired us to add better practices.

Our co-participants made us students for some time and taught us many subjects which we left in secondary school stage.

With this programme, we became the members of 'Samriddhi family'.

We would like to visit such programmes again, to learn and share our knowledge and experiences each other.

Andhra Pradesh Team

Thank you NCERT for providing a platform to showcase our innovative teaching practices. This opportunity has been a tremendous source of inspiration, enabling us to refine our teaching methodologies and enhance students learning experience.

A special thanks to all officials and other associated staff for providing a soothing and comfortable environment.

Poonam Chandel, Himachal Pradesh

टीम महाराष्ट्र की ओर से NCERT को सहृदय धन्यवाद!!

समृद्धि कार्यक्रम वाकई अपने आप में अद्भुत अनुभूति है। इस दौरान हमें, कला समेकित शिक्षा की शैक्षिक विधियों की अवधारणा एवं रणनीतियों से अवगत होने का सुअवसर प्रदान किया इसलिए पुनः हम दोनों अध्यापिकाओं की ओर से NCERT को तहेदिल से धन्यवाद ...!!

सविता लवेरी एवं
आरती ठोके (महाराष्ट्र)

A big thank you to NCERT for giving such a wonderful platform, thank you so much to the entire *Samriddhi* team for making such good arrangements and for giving so much love and respect.

Heartfelt thanks to all of you on behalf of Bihar team.

**Noopur Chakroborty,
Bihar**







NOTES

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एन सी ई आर टी
NCERT

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