



Bharat Ram Global School

CBSE Affiliation Number - 2133446 | School Code :61339

Report on two-day CBSE Workshop on Adolescent Education

Dates: 2nd and 3rd May 2025

Venue: Bharat Ram Global School, Indirapuram

The two-day CBSE Capacity Building Workshop at Bharat Ram Global School on Adolescence Education, focused on enhancing awareness regarding mental health issues and providing educators with tools and strategies to support adolescents through their developmental phase. Teachers were trained to develop interactive and inclusive learning environments that empower adolescents to actively participate in their personal and academic growth. The workshop emphasized the need for teachers to be well-versed in recognizing and addressing mental health concerns among students and offered insights into adolescent development, challenges, and educational intervention strategies.

Resource Persons

Ms. Nidhi Rastogi

With over 25 years of experience, Ms. Nidhi Rastogi is an accomplished English educator at Gurukul The School, Ghaziabad. She holds a B.Ed. and Masters in English Literature and Education. Renowned for her systematic teaching and understanding of adolescent psychology, she is also a poet, writer, and editor. Ms. Rastogi has received the Best Teacher Award and international recognition with a Bronze Medal from the Tony Blair Generation Global initiative.

Ms. Pratibha Upadhyaya

Ms. Pratibha Upadhyaya is a Clinical Psychologist with over 15 years of experience, currently heading the Department of Special Education. A registered career counsellor, she has expertise in Past Life Regression therapy and holistic approaches to mental health. Ms. Upadhyaya is committed to supporting adolescents, particularly in emotional and psychological well-being.

Day 1: It commenced with a felicitation ceremony and a welcome address by the school Principal, Ms. Raveen Pande. The first session was led by Ms. Pratibha Upadhyaya, who discussed the significance of mental health among adolescents. She addressed the stigma surrounding mental health, the signs and symptoms of mental health issues, and the crucial role that educators play in identifying and supporting students. Key strategies such as active listening, promoting wellness, mindfulness, relaxation techniques, and self-expression were discussed.



The participants were introduced to the PRASHAST app, a tool developed by CBSE for screening mental health issues in children, which helps in identifying potential concerns and facilitating early intervention. Another important initiative introduced was the Examination Counseling Cell, set up by CBSE to provide psychological support to students during board exams, reducing stress and anxiety.

Session 2: Understanding the issues of adolescents

This session began with a Fish Bowl Activity, where participants were divided into two circles. The inner circle discussed challenges they faced during adolescence, while the outer circle identified challenges faced by adolescents today. This activity encouraged reflection on how adolescence has evolved over time and allowed participants to share personal experiences. The statistical insights around the adolescent and youth population was also presented along with discussing the relevance of their issues. The Bio-Psycho-Social model of mental health was also paid emphasis.

Session 3: Understanding the issues of adolescents

Session 3 began with a role-play activity in which participants were divided into two groups. Each group was assigned different topics related to adolescent issues, and they were asked to present their findings and discuss them in front of the entire group. This interactive session helped participants better understand the challenges adolescents face today. The session then shifted to discussing the physiological changes that adolescents undergo, particularly the onset of puberty and the physical transformations that come with it. This was followed by a discussion on the various concerns that adolescents face, such as stress, juvenile delinquency, relationship issues, and other emotional and behavioral challenges. The session emphasized how educators, caregivers, and counselors can help adolescents navigate these challenges, offering practical strategies and support during this critical developmental phase.

Session 4: Education and Intervention around Sexual Curiosities in Adolescence

A significant part of the discussions focused on body image issues, a common concern during adolescence. Participants discussed the reasons behind body image issues, including societal pressures and media portrayal of idealized beauty standards. The discussion then turned to how teachers and caregivers can help adolescents improve their self-esteem and body image by focusing on internal qualities and personal traits rather than external appearance.



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Participants were involved in an activity where each group was asked to identify a role model, focusing on internal qualities rather than outward looks. The importance of boosting self-esteem was emphasized, with a homework task given to explore eating disorders, their consequences, and case studies related to celebrities with eating disorders.

Day 2: The second day began with a recapitulation of the previous day's discussions and a follow-up discussion on the personal hygiene during adolescents and how can they be guided to maintain hygienic practices during this stage. To practice the same, a case study was provided of two students wherein they were not keeping a good care of their hygienic practices during adolescence and how they were be guided on the same was presented and the groups were asked to perform a role-play on the same.

Session 5: Healthy Relationships

The session began with the participants filling a handout of a relationship circle followed by a discussion on the characteristics of a healthy relationship. Followed by this, insights were shared around the friendship dynamics in adolescence.

Session 6: The Adolescent Life:

This session began with an activity participants explored both positive and negative aspects of peer influence and role-played different peer pressure situations to develop techniques for resisting negative influences.

This led to a discussion on the role of Peer Pressure on the adolescents, where the role peers play in adolescents' lives was examined.

Bullying was a key topic of discussion, with an in-depth analysis of different types of bullying: both direct bullying and indirect bullying. The participants were taught how to identify both the bully and the victim and how to offer support to both. Misconceptions surrounding bullying were clarified, empowering the educators to better address such issues in their classrooms.

Session 7 and 8: Substance Abuse in Adolescence

The session on Substance Abuse explored the increasing prevalence of substance abuse among adolescents, particularly in relation to risk-taking behavior. Discussions included the effects of psychoactive drugs, the impact on dopamine pathways, and the clinical features of drug abuse. The participants also learned how to identify signs of substance abuse in students and the techniques that could help reduce internet addiction, another growing concern among adolescents.



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To conclude the session, participants were tasked with preparing lesson plans that incorporated awareness and value-based content in order to ensure that the mental health awareness and support for adolescent issues were embedded into their classroom practices.

Conclusion

The two-day CBSE workshop covered a broad range of topics related to adolescent mental health and development. Key discussions included understanding mental health issues in adolescents, promoting mental wellness and identifying the signs of mental health concerns. The workshop also focused on adolescent development, including the physical, cognitive, and emotional changes that occur during this critical stage. Participants explored strategies for supporting students in dealing with body image issues, self-esteem, peer pressure, bullying, and substance abuse. Additionally, the importance of fostering healthy relationships and addressing challenges such as juvenile delinquency and stress was emphasized.

We are grateful to CBSE for providing us with this valuable opportunity, which has contributed to enhancing our understanding and approach toward supporting adolescent well-being. We also wish to acknowledge the esteemed contributions of COE Noida and the school management in enabling and facilitating this initiative. This workshop has not only expanded our knowledge but also equipped us with practical tools to address the mental health challenges our students face.

05 May 2025

Report on the Workshop – “Decoding the Productivity- The Roadmap to Extraordinary Life”

Bharat Ram Global School, Indirapuram, had the privilege of hosting an enlightening and transformative workshop titled “Decoding the Productivity- The Roadmap to Extraordinary Life” on Saturday, 06 September 2025. The session was conducted by Mr. Gulshan Memoria, Founder and CEO of Inspired Valley and Principals’ Valley, a highly respected mentor known for his insightful guidance on personal and professional growth. The workshop was specially designed to help educators explore practical strategies to enhance productivity and lead a more meaningful, balanced and fulfilling life.

The day began on an energetic note with a series of engaging ice-breaking activities, which instantly set a lively and participatory tone among the attendees. These activities not only helped teachers to step out of their routine but also allowed them to connect with one another in a positive, relaxed atmosphere. By breaking down initial inhibitions, Mr. Memoria ensured that the workshop became an interactive and collaborative learning experience rather than a passive lecture.

In his address, Mr. Memoria highlighted the three fundamental pillars of productivity—Time, Energy, and Attention—and emphasized that conscious management of these elements can significantly influence both personal and professional growth. Drawing from his own life experiences and real-life examples, he explained how educators can achieve more with greater clarity and focus. The distinction between habits and mere actions was presented in a simple yet powerful manner, making the participants realize how small, consistent efforts can bring about sustainable, long-term change.

The session was enriched with meaningful discussions on breaking mental blocks, overcoming procrastination and adopting a productive mindset. Mr. Memoria also introduced participants to the idea of viewing leisure time as an opportunity for self-growth rather than idle downtime. This perspective particularly struck a chord with the teachers, encouraging them to rethink their time-management habits and realign their priorities for a more balanced lifestyle.

A key highlight of the workshop was the inclusion of hands-on activities and challenges designed to put the concepts into practice. Among these, the "30-Day Challenge" proved especially impactful. It encouraged teachers to identify one productive habit they wished to develop and commit to it for thirty days, thus breaking unhelpful patterns and instilling new, positive routines. Teachers enthusiastically engaged in these activities, openly reflecting on their own routines and areas for improvement.

Throughout the session, the ideas of success, happiness and well-being resonated strongly, reinforcing that true productivity goes beyond work output; it is about meaningful progress, mindful living and personal satisfaction. Mr. Memoria's engaging style, combined with his warmth and relatability, ensured that the session remained interactive, motivating and deeply inspiring for all present.

The workshop concluded with an open-floor discussion where teachers shared their insights, key learnings and personal commitments. Many expressed how the session had rekindled their zeal for self-improvement, provided clarity on their goals and empowered them with actionable strategies to enhance productivity in their personal lives as well as in their classrooms.

Overall, the workshop proved to be an insightful, transformative and inspiring experience, leaving a lasting impression on the educators. It served as a powerful reminder that productivity is not merely about doing more tasks but about doing what truly matters, with focus, energy and purpose.



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Report on CBSE Capacity Building Programme on Science (Secondary)

Dates: 7th & 8th November 2025

Time: 9:00 a.m. onwards

Resource Persons:

Ms. Arpita Mukherjee

Ms. Poonam Verma

Day 1: Understanding Lesson Planning and Blueprints

The first day of the workshop began with an overview of the programme objectives, emphasizing the significance of systematic lesson planning for achieving learning outcomes. Ms. Poonam Verma gave a brief introduction on the mental health emphasizes on common emotional and behavioral problems in children, strategies to support them, and the importance of emotional intelligence and peer support in classroom management. The session also included a brief discussion on identifying at-risk students through indicators like attendance issues, emotional vocabulary, and peer networks.

In the second session of day 1, Ms. Arpita Mukherjee led session on Lesson Planning and Blueprints, explaining the components of a well-structured lesson plan—objectives, teaching aids, activities, and assessment. Teachers were guided to prepare blueprints aligning with Bloom's Taxonomy, ensuring a balance between knowledge, understanding, application, and higher-order thinking skills (HOTS). A hands-on activity allowed participants to design their own lesson plans and blueprints based on selected science topics.

Day 2: Methods and Strategies for Effective Teaching

The second day concentrated on innovative and student-centered teaching strategies to make science learning more experiential and inquiry-based. Ms. Arpita Mukherjee discussed techniques such as activity-based learning, experiential learning, problem-solving approach, and integration of ICT tools in classroom instruction. Participants engaged in micro-teaching sessions, presenting lessons that incorporated these strategies, followed by reflective discussions and constructive feedback from the facilitators.

Key Learnings and Outcomes

- Better understanding of structured lesson planning and curriculum alignment.
- Competency in designing effective blueprints for balanced assessments.
- Awareness of Bloom's Taxonomy and its application in science teaching.
- Improved knowledge of emotional and behavioral management in students.

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- Exposure to innovative pedagogical methods to enhance student engagement.
- Collaborative sharing of teaching ideas and peer learning.

Conclusion

The two-day Capacity Building Programme on Science was an interactive experience. It empowered teachers with practical tools, frameworks, and insights to make classroom teaching more effective, reflective, and learner-centered. Participants appreciated the engaging sessions and expressed commitment to implementing these strategies in their teaching practices.

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Report on two - day CBSE Workshop on Classroom Management

Dates: 6 & 7 February 2026

Venue: Bharat Ram Global School Indirapuram

On 6 & 7 February 2026, Bharat Ram Global School Indirapuram, Ghaziabad, hosted a two-day CBSE Capacity Building Programme on 'Classroom Management' with a Mental Health Lens, to strengthen teachers' understanding of effective classroom practices, discipline strategies, student relationships and the importance of creating a positive learning environment. The programme commenced with a warm and gracious welcome by the school Principal Ms Raveen Pande, who felicitated the esteemed resource persons Ms. Sheetal Sharma, a psychology expert and career coach, and Ms. Harpreet Kaur, an experienced educator. The Principal expressed appreciation for their valuable presence and guidance in enriching the professional learning of the teaching faculty. The session highlighted that classroom management is not limited to maintaining silence, but involves building supportive teacher-student relationships, establishing clear routines and creating a safe, inclusive and engaging classroom climate that supports both academic learning and students' emotional well-being.

Resource Persons:

Ms Sheetal Sharma

The session was led by Ms. Sheetal Sharma, a warm and insightful professional with over 13 years of experience in mental health and student development. An M.A. in Psychology and a Certified Career Coach from the USA, she currently heads the Career Counselling Department at Heritage Xperiential Learning School. With her engaging and empathetic approach, she helped participants understand the psychological aspects of classroom management and the importance of building meaningful teacher-student relationships. Drawing from her rich experience with adolescents, she shared practical, relatable strategies to create supportive and positive classroom environments, making the session both enriching and inspiring for all.

Ms Harpreet Kaur

The session was also led by Ms. Harpreet Kaur, a lively and passionate Mathematics educator with over 16 years of experience across public and government schools. With academic qualifications including a B.Sc., B.Ed., and M.Sc. in Mathematics, she brought both depth and warmth to her interaction with the participants. She encouraged teachers to see Mathematics not merely as a subject, but as a language of discovery and exploration. Through her energetic presence, hands-on activities, and relatable classroom examples, she showed how even abstract concepts can be taught in fun and meaningful ways. Her ideas on making classrooms more creative and student-friendly resonated strongly with the participants, making the session engaging, practical, and truly inspiring.



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Day 1:

The programme commenced with a warm and gracious welcome by the honourable Principal Ms Raveen Pande, who felicitated the esteemed resource persons Ms. Sheetal Sharma, a psychology expert and career coach, and Ms. Harpreet Kaur, an experienced educator, expressed appreciation for their valuable presence and guidance in enriching the professional learning of the teaching faculty.

Session1:

Mental Health

The first session was led by Ms. Sheetal Sharma, who discussed the significance of mental health among adolescents. She addressed the stigma surrounding mental health, the signs and symptoms of mental health issues, and the crucial role that educators play in identifying and supporting students. Key strategies such as active listening, promoting wellness, mindfulness, relaxation techniques, and self-expression were discussed. The participants were introduced to the PRASHAST app, a tool developed by CBSE for screening mental health issues in children, which helps in identifying potential concerns and facilitating early intervention. Another important initiative introduced was the Examination Counseling Cell, set up by CBSE to provide psychological support to students during board exams, reducing stress and anxiety.

Session 2:

Components of classroom management

An interesting activity, in which each group was asked to illustrate and present their ideal classroom on a chart paper. It was then followed by an introduction and discussion on Classroom Management. The session highlighted that effective classroom management comprises three key components—content management, conduct management, and covenant management. Content management focuses on organizing curriculum, time, space, resources, and instructional strategies to ensure smooth and engaging learning. Conduct management involves establishing clear rules, routines, expectations, and positive behaviour strategies to address discipline and maintain a productive environment. Covenant management emphasises building trusting, respectful relationships among teachers, students, and the wider school community, fostering collaboration, social skills, and shared responsibility for learning. Together, these components create a structured, supportive, and learner-centred classroom that promotes both academic achievement and social-emotional growth.

Day 2:

Session 1 – Classroom Management Style:

The first session of Day 2 focused on understanding different classroom management styles



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and their impact on student learning. Participants reflected on their own practices and analysed how clear rules, procedures, and routines form the foundation of an effective classroom. Emphasis was laid on establishing fair and reasonable rules, communicating expectations clearly, and ensuring consistency in implementation. The session highlighted that a balanced management style—firm yet supportive—helps in building positive teacher–student relationships and promotes a disciplined, respectful, and engaging learning environment.

Session 2 – Teaching Style:

The second session explored how teaching style influences classroom climate and student behaviour. She discussed the importance of adopting learner-centred and flexible teaching approaches that cater to diverse learning needs. The session emphasized the use of engaging pedagogies, clear instructions, and active student participation to maintain interest and reduce classroom disruptions. Ms. Sharma also encouraged teachers to reflect on their tone, body language, and instructional strategies, highlighting that an effective teaching style fosters motivation, inclusivity, and a positive classroom atmosphere.

Session 3 – Dealing with Misbehaviour:

This session dealt with practical strategies for handling student misbehaviour in a constructive and respectful manner. Teachers were encouraged to focus on preventive strategies such as building rapport, setting clear expectations, and reinforcing positive behaviour through praise and feedback. The discussion also covered the importance of addressing issues promptly, using assertive communication, and handling discipline with fairness and empathy. Participants learned that focusing on positive reinforcement, consistent consequences, and individual counselling can significantly reduce behavioural challenges in the classroom.

Session 4 – Managing Large Classes:

The fourth session addressed the challenges and opportunities associated with teaching large classes. It highlighted that while large class sizes can be demanding, effective organization, clear procedures, and engaging teaching methods can ensure meaningful learning for all students. Strategies such as group work, peer learning, structured routines, and effective use of classroom space were discussed. The session reinforced that quality of teaching and classroom management plays a more significant role than class size in ensuring student engagement and achievement.

Session 5 – Classroom Management Plan:

The final session, conducted by Ms. Harpreet Kaur, guided participants in designing a comprehensive classroom management plan. Teachers were encouraged to outline clear rules, procedures, reinforcement strategies, and routines tailored to their classrooms. The session stressed the importance of planning for both academic and behavioural expectations, maintaining consistency, and reflecting regularly on classroom practices. Participants worked on creating structured plans that would help establish a safe, organised, and motivating learning environment for students.



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Conclusion:

The two-day capacity building programme on Classroom Management proved to be highly enriching and insightful for all participants. The sessions provided a comprehensive understanding of effective classroom practices, including management styles, teaching strategies, handling misbehaviour, managing large classes, and designing structured classroom management plans. The resource persons shared practical strategies, real-life examples, and interactive activities that encouraged reflection and collaboration among teachers. Overall, the programme strengthened participants' skills in creating positive, disciplined, and learner-centered classrooms. It concluded on a positive note with teachers feeling more confident, equipped, and motivated to implement effective classroom management techniques in their daily teaching practices for enhanced student engagement and learning outcomes.

The training session reinforced that effective classroom management depends on clear expectations, consistent procedures, positive relationships and engaging pedagogy. The workshop aligned with the principles of NEP 2020 by promoting learner-centered classrooms, holistic development and supportive learning environments. Teachers gained practical strategies to create disciplined yet caring classrooms that foster both academic success and emotional well-being among students.