

SALWAN PUBLIC SCHOOL, MAYUR VIHAR
Academic Session – 2025-2026
Report on Capacity Building Program for TGTs

Date: Thursday, 29 May 2025
Venue: SPS, Rajinder Nagar
Teachers Involved: Around 64 Teachers from all Sister Branches of Salwan Schools

Topics:

Session-I: 'Transactional Styles: Unlocking the Human Connection in Classrooms'
Resource Person: Capt Richa Sharma Katyal (Retd), Principal, SPS Mayur Vihar

Session-II: 'Nurturing Nature, Nurturing Self: Creating Positive Connections for Well Being!'
Resource Person: Smt Sunita Madan, Principal, SPS Tronica City

Session-III: 'Inter Disciplinary Approach through Projects- Reference NEP/NCF'
Resource Person: Dr. Usha Ram, Manager, Springdales School, Pusa Road.

Welcome Address:

The session 1 commenced with Smt. Priyanka Barara, Principal of Salwan Public School, Rajinder Nagar, welcoming all participants and highlighting the significance of Professional Development Programme. She encouraged participants to actively interact and share their ideas during the session.

Session 1: 'Transactional Styles: Unlocking the Human Connection in Classroom'



A workshop titled 'Transactional Styles: Unlocking the Human Connection in Classrooms' was conducted by Capt Richa Sharma Katyal (Retd), Principal, SPS Mayur Vihar, focusing on enhancing communication and understanding transactional styles in educational settings. The session began with an engaging game involving envelopes containing broken square pieces. Participants were challenged to form 5x5 squares without any verbal communication. This activity highlighted the critical role of communication, teamwork, time management, and the need to follow instructions while under pressure.

She further emphasised how daily transactions with students and parents shape the classroom environment. The objective was to underline the impact of both communication and its absence. Through the activity, participants observed the importance of clear, timely, and purposeful communication, especially in collaborative environments.

The session delved into various transactional and influencing styles, introducing the ABCD model—Avoidant, Bossing, Competent, and Diffident—each representing different life positions and approaches to interaction. She also elaborated the concept of ego states—Parent, Adult, and Child—and how they influence behaviour and communication patterns.

Transactional Styles Inventory		
Style	Ego States	Items
1. Supportive	OK Nurturing Parent	1, 13, 25, 37
2. Rescuing	Not-OK Nurturing Parent	8, 20, 32, 44
3. Normative	OK Normative Parent	3, 15, 27, 39
4. Prescriptive	Not-OK Normative Parent	10, 22, 34, 46
5. Problem Solving	OK Adult	5, 17, 29, 41
6. Task Obsessive	Not-OK Adult	12, 24, 36, 48
7. Innovative	OK Creative Child	11, 23, 35, 47
8. Bohemian	Not-OK Creative Child	6, 18, 30, 42
9. Confronting	OK Reactive Child	9, 21, 33, 45
10. Aggressive	Not-OK Reactive Child	4, 16, 28, 40
11. Resilient	OK Adaptive Child	7, 19, 31, 43
12. Sulking	Not-OK Adaptive Child	2, 14, 26, 38

Session 2: 'Nurturing Nature, Nurturing Self: Creating Positive Connections for Well Being!'

The session by Smt. Sunita Madan, Principal of SPS Tronica City, aimed at fostering positive connections for the overall well-being of all educators. She emphasised the importance of mental well-being and building positive connections through various practices, such as deep breathing, eating healthily, asking oneself gratitude-based questions, taking nature walks, listening to music, and engaging in meditation, among others.



circumstances.

Smt. Madan highlighted how chronic stress can manifest physically, leading to issues such as itchy skin, insomnia, and stomach upsets. She further elaborated on the brain's functions and its response to well-being. She explained how different parts of the brain release different hormones—Dopamine and Serotonin, commonly referred to as 'happy hormones', enhance our mood, while Cortisol is released in response to stress, depending on life's

The session also underscored the significance of resilience, particularly in the teaching profession. Smt. Madan shared effective ways to cultivate resilience, including yoga, listening to the sound of flowing water, the use of essential oils and perfumes, chimes, indoor plants, and natural aromas such as lavender and lemongrass, all of which contribute to mental wellness.

Topics like hydroponics, microgreens, acetate farming, mindfulness, and the health benefits of natural ingredients such as jackfruit, moringa, mint, aloe vera, tulsi, and ginger were also discussed. The session was lively, engaging, and informative, with active participation from all attendees in the interactive discussions.

Session 3: 'Inter-disciplinary Approach through Projects- Reference NEP/NCF'

A highly informative session on 'Interdisciplinary Approach through Projects' was conducted by Dr. Usha Ram, Manager, Springdales School, Pusa Road. The session began with an inspiring note, encouraging teachers to believe in their strengths and dedication, highlighting that educators are truly unique and committed to shaping young minds.



The session focussed on drawing a comparison between the National Curriculum Framework (NCF) and the National Education Policy (NEP). Dr. Ram elaborated on their purpose, scope, and practical implementation, supported by real-life classroom examples. The core idea was how both frameworks aim to develop holistic, experiential, and student-centric learning.

Detailed insights into the implementation of NCF in classrooms were discussed, particularly the integration of various subjects through interdisciplinary projects. Dr. Ram illustrated how subjects such as Science, Mathematics, Hindi, English, and Art can be meaningfully woven together in project-based learning to make education more relevant and engaging for students.



Teachers were actively encouraged to introduce interdisciplinary projects in their teaching practices, promoting collaboration, creativity, and critical thinking among students. The session concluded with a motivating call to action, urging educators to align classroom practices with NEP goals for nurturing 21st-century learners.

Key Takeaways:

- Effective communication is pivotal in shaping classroom dynamics and fostering meaningful teacher-student interactions.
- The use of non-verbal activities illustrated the impact of communication, teamwork, and time management under pressure.
- The ABCD model—Avoidant, Bossing, Competent, and Diffident—provided a valuable framework for understanding behavioural styles.
- The analysis of ego states—Parent, Adult, and Child—shed light on various transactional behaviours and their influence on learning environments.
- Cultivation of mental well-being through practices such as meditation, mindful breathing, healthy eating, gratitude exercises, nature walks, and listening to music.
- How hormones such as Dopamine, Serotonin, and Cortisol influence mood and stress levels, emphasising the need for emotional regulation in the teaching profession.
- Benefits of an interdisciplinary approach were underscored, with practical examples of integrating subjects such as Science, Mathematics, Languages, and Art through project-based learning.
- Teachers were inspired to act as facilitators of collaborative, creative, and critical thinking experiences in the classroom, aligned with the vision of the National Education Policy.

Conclusion:

The workshop provided a platform for insightful exchange, reflective practice, and renewed professional purpose. Teachers departed with enriched perspectives and a shared commitment to nurturing well-rounded learners through informed pedagogical practices. The sessions reinforced the importance of emotional intelligence, interdisciplinary learning, and personal well-being in shaping the educators of tomorrow.