

M.K. DAV Public School, Daltonganj Brings Academic Improvement and Student Innovation into Focus through PTM and Exhibition

The Institution organised a Parent–Teacher Meeting (PTM) for students from Nursery to Class XII, with a special emphasis on academic improvement. Unlike a routine PTM which often centres on marks and attendance, this meeting focused on the reasons behind students' academic difficulties and the steps needed to overcome them. Teachers discussed individual progress with parents and identified areas that require further attention. These conversations helped parents understand their children's learning needs and consider appropriate measures in consultation with teachers.

A notable feature of the meeting was the display of notebooks belonging to the toppers. These provided parents with a glimpse of the academic standards reflected in the toppers' notebooks. The notebooks also offered useful examples of subject presentation and accuracy. The school announced that remedial classes would begin to help students who need additional academic assistance. Teachers encouraged students to approach their studies with confidence and make a sincere effort to improve their performance.

The PTM was followed by an exhibition of Science Models, Language Projects and Art and Craft. The exhibition gave students an opportunity to present their classroom learning through practical models and visual projects. Parents could see how children had interpreted their lessons and used their knowledge to develop ideas of their own.

Class V presented an impressive range of working science models. The exhibits included a vegetable cutter, a windmill, a model of the Earth's rotation, a solar system, a lift, erupting volcanoes, a vacuum cleaner, a cooler and a water purification system. The models demonstrated how scientific principles find application in everyday life. Each project offered students an opportunity to explain the basic concepts behind their projects.

The exhibition extended beyond science. Students presented models on different Parts of Speech, A Smart City and the Green Revolution. A model of the Digestive system formed another part of the display. These exhibits gave students an opportunity to present concepts from their respective subjects in a visual and accessible form.

The Art and Craft section brought a different character to the exhibition. Children from Nursery to Class to IV displayed paintings, wall hangings and other handmade creations. The exhibits carried

the charm of young learners' efforts and showed their interest in colour, design and craftwork. For many of these children, the exhibition was an opportunity to take pride in their work and introduce it to a wider audience.

MRS. INDRANI CHATTERJEE, the Honourable Principal of the Institution remarked that the true value of a PTM lies in the steps taken after the discussion, as marks alone cannot give a complete picture of a child's learning needs. She emphasised that every student deserves an opportunity to overcome difficulties through appropriate guidance and regular practice. She expressed confidence that remedial classes would help students strengthen their understanding of difficult concepts. She also urged teachers to remain in regular contact with parents so that academic concerns receive timely attention. Appreciating the students' efforts in the exhibition, she observed that education becomes more engaging when children have opportunities to apply what they learn. She noted that exhibitions help students gain confidence in presenting their ideas and develop a better grasp of concepts through practical work. She further stressed that academic guidance must remain responsive to individual learning needs. The school, she affirmed, would continue to pay attention to areas that require improvement while providing students with opportunities to explore their interests and abilities.

The day brought two important aspects of school education into focus. The PTM applauded the academic achievements of students and addressed the need for timely academic intervention while the exhibition gave visible form to students' learning. Together, the two events demonstrated the Institution's emphasis on academic progress and the value of opportunities that allow children to learn beyond the confines of the textbook.



















