

अंग्रेजी : पाठ्यक्रम, शिक्षण-अधिगम एवं आकलन

स्टेट इनिशिएटिव फॉर क्वालिटी एज्यूकेशन-राजस्थान
आदर्श विद्यालय योजना

शिक्षक प्रशिक्षण मॉड्यूल 2016

(खण्ड : दो-अ)

राजस्थान माध्यमिक शिक्षा परिषद्
माध्यमिक शिक्षा विभाग, राजस्थान सरकार

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एस आई क्यू ई कार्यक्रम : सहभागी संस्थाएँ



निदेशालय, माध्यमिक शिक्षा विभाग
निदेशालय, प्रारंभिक शिक्षा विभाग



राजस्थान माध्यमिक शिक्षा परिषद्



राजस्थान प्रारंभिक शिक्षा परिषद्



एस.आई.ई.आर.टी., उदयपुर



बोध शिक्षा समिति



यूनिसेफ, जयपुर

मॉड्यूल निर्माण में तकनीकी सहयोग : बोध शिक्षा समिति एवं यूनिसेफ, जयपुर



स्टेट इनिशिएटिव फॉर क्वाॅलिटी एज्यूकेशन-राजस्थान
आदर्श विद्यालय योजना

शिक्षक प्रशिक्षण मॉड्यूल
2016

(खण्ड : दो-अ)

अंग्रेजी : पाठ्यक्रम, शिक्षण-अधिगम एवं आकलन



राजस्थान माध्यमिक शिक्षा परिषद्
माध्यमिक शिक्षा विभाग-राजस्थान सरकार

प्रशिक्षण मॉड्यूल निर्माण समूह

राजस्थान माध्यमिक शिक्षा परिषद्

1. सुश्री तूलिका सैनी, उपायुक्त-एसआईक्यूई
2. सुश्री ममता दाधीच, राज्य समन्वयक, एसआईक्यूई
3. डा. गोविन्द सिंह, उपनिदेशक, प्रशिक्षण

यूनिसेफ, जयपुर

1. सुश्री सुलग्ना रॉय, शिक्षा विशेषज्ञ
2. श्री साशा प्रियो, राज्य सलाहकार-आरसीएसई

बोध शिक्षा समिति

- श्री योगेन्द्र भूषण (निदेशक बोध शिक्षा समिति) : समूह समन्वयक
- सुश्री कुसुम विष्ट, (सीनियर फैलो-हिन्दी ; ईआरसी)
- सुश्री लेखा मोहन (सीनियर फैलो-पर्यावरण अध्ययन ; ईआरसी),
- श्री राजेश कुमार शर्मा (सीनियर फैलो-गणित ; ईआरसी),
- सुश्री चेतना टण्डन (सीनियर फैलो-कला एवं संगीत ; ईआरसी)
- श्री प्रेम नारायण (बोध सलाहकार, निदेशालय माध्यमिक शिक्षा),
- सुश्री दिव्या सिंह (सीनियर फैलो-शोध ; ईआरसी)
- सुश्री नयन महरोत्रा (सीनियर फैलो-अंग्रेजी ; ईआरसी)
- श्री विनीत पंवार (सलाहकार एसआईईआरटी, उदयपुर)
- श्री उमाशंकर शर्मा (फैलो-ईआरसी)

जिला समर्थक अध्येता (डीएसएफ) – बोध एवं यूनिसेफ

- गणित : • श्री धीरेन्द्र • श्री राजेश शर्मा • श्री जगदीश • श्री छोटू राम
- हिन्दी : • श्री भागचन्द • सुश्री सीमा कुमावत • श्री सन्नी पाल • श्री मनिन्दर (हिन्दी)
- अंग्रेजी : • श्री संजय पंडित • श्री नरेन्द्र शर्मा • सुश्री ज्योति • श्री अभिषेक (अंग्रेजी)
- पर्या. अध्ययन : • श्री पंकज नोटियाल • श्री मनोज • श्री रामकिशन (पर्यावरण अध्ययन)
- कला शिक्षा : • श्री अष्टम नीलकण्ठ

ग्राफिक्स डिज़ाइन व कम्प्यूटर कार्य :

- श्री दीनदयाल शर्मा
वरिष्ठ समन्वयक, बोध
श्री के.के. चौधरी
सहवरिष्ठ समन्वयक, बोध

प्रूफ एडिटिंग (बोध) :

- सुश्री चेतना टण्डन (सीनियर फैलो, ईआरसी)
- सुश्री कुसुम विष्ट (सीनियर फैलो, ईआरसी)
- सुश्री मीनाक्षी अग्रवाल (सीनियर फैलो, ईआरसी)
- सुश्री अपूर्वा रंजन (फैलो, ईआरसी)

6 दिवसीय शिक्षक प्रशिक्षण कार्यक्रम

दिन	सत्र-1	सत्र-2	लंच	सत्र-3	सत्र-4
	9:30—11:15	11:30—1:15		2:15—3:45	4:00—5:30
1	रजिष्ट्रेशन सामग्री वितरण परिचय चेतना गीत उद्घाटन प्रशिक्षण से अपेक्षाएँ	प्रशिक्षण के बारे संक्षिप्त विवरण परिप्रेक्ष्य सत्र-1 (भाग-1) वर्तमान शैक्षिक परिदृश्य एवं बच्चों की गुणवत्तापूर्ण शिक्षा का मूल अधिकार पर संवाद। द्वारा-विडियो / नोट	1:15 से 2:15	तकनीकी सत्र-1 (विषय समूहों में) विषय की प्रकृति एवं सीखने की प्रक्रिया	तकनीकी सत्र-2 (विषय समूहों में) पाठ्यक्रम एवं पाठ्यक्रमणीय उद्देश्य
2	चेतना गीत / बालगीत परिप्रेक्ष्य सत्र-2 (भाग-1) गुणवत्तापूर्ण शिक्षा, उपयुक्त पाठ्यक्रम एवं प्राथमिक शिक्षा की विधियाँ व बालकेन्द्रित शिक्षण पद्धति। द्वारा-विडियो / नोट	तकनीकी सत्र-3 (विषय समूहों में-प्रथम विषय) शिक्षण की प्रमुख चुनौतियाँ एवं विषय में बालकेन्द्रित शिक्षण प्रक्रिया।		तकनीकी सत्र-4 (विषय समूहों में) सीसीई स्कीम एव दस्तावेजों को समझना।	तकनीकी सत्र-5 (विषय समूहों में) शिक्षण नियोजन एवं प्रक्रिया
3.	चेतना गीत / बालगीत परिप्रेक्ष्य सत्र-3 (भाग-1) आकलन एवं मूल्यांकन की प्रक्रियाएँ एवं पाठ्यक्रम, शिक्षण एवं आकलन में संगतता। द्वारा-विडियो / नोट	तकनीकी सत्र-6 (विषय समूहों में) विषय में सतत एवं व्यापक आकलन प्रक्रिया।		तकनीकी सत्र-7 (विषय समूहों में) विषय में रचनात्मक एवं योगात्मक आकलन प्रक्रिया।	तकनीकी सत्र-8 (विषय समूहों में) रचनात्मक एवं योगात्मक आकलन के लिए टूल एवं प्रपत्र निर्माण। प्रशिक्षण का फीडबैक लेना।

नोट- प्रशिक्षण के तीन दिन उपरान्त शिक्षक साथी समूह अनुसार अपने दूसरे विषय का प्रशिक्षण प्राप्त करेंगे।
जिन विषयों के मध्य यह बदलाव किया जाना है वह हैं :- "अंग्रेजी-गणित" एवं "हिन्दी-पर्यावरण अध्ययन"।

दिन	सत्र-1	सत्र-2	लंच	सत्र-3	सत्र-4
	9:30-11:15	11:30-1:15		2:15-3:45	4:00-5:30
4	चेतना गीत/बालगीत परिप्रेक्ष्य सत्र-4 (भाग-2) विषयों में कला एवं संगीत का समावेश	तकनीकी सत्र-9 (विषय समूहों में-द्वितीय विषय) विषय की प्रकृति एवं सीखने की प्रक्रिया।	1:15 से 2:15	तकनीकी सत्र-10 (विषय समूहों में) पाठ्यक्रम एवं पाठ्यक्रमणीय उद्देश्य।	तकनीकी सत्र-11 (विषय समूहों में) शिक्षण की प्रमुख चुनौतियाँ एवं विषय में बालकेन्द्रित शिक्षण प्रक्रिया।
5	चेतना गीत/बालगीत परिप्रेक्ष्य सत्र-5 (भाग-2) प्रारंभिक शिक्षा में बालिकाओं की शिक्षा एवं जेण्डर सम्बन्धित मुद्दों पर संवाद	तकनीकी सत्र-12 (विषय समूहों में) शिक्षण नियोजन एवं प्रक्रिया		तकनीकी सत्र-13 (विषय समूहों में) विषय में सीसीई प्रक्रिया को समझना।	तकनीकी सत्र-14 (विषय समूहों में) विषय में रचनात्मक एवं योगात्मक आकलन प्रक्रिया।
6	चेतना गीत/बालगीत परिप्रेक्ष्य सत्र-6 (भाग-2) दिव्यांग बच्चों के साथ काम करने की प्रक्रिया को समझना।	तकनीकी सत्र-15 (विषय समूहों में) रचनात्मक एवं योगात्मक आकलन के लिए टूल एवं प्रपत्र निर्माण।		तकनीकी सत्र-16 (विषय समूहों में) प्रशिक्षण में किये कार्य का पुनः सिंहावलाकन एवं सीसीपी व सीसीई पर शेष रहे कार्य को पूरा करना। प्रशिक्षण का विषय आधारित फीडबैक लेना।	सामूहिक सत्र प्रशिक्षण का समापन।

नोट : परिप्रेक्ष्य सत्रों का संचालन प्रशिक्षण शिविर की विशेष परिस्थिति के अनुसार किया जा सकता है। अर्थात् उन्हें या तो सामूहिक रूप से एक जगह, दो समूहों में अथवा चार विषयगत समूहों में सम्पन्न किया जा सकता है।

Day - 1

Session-1 : Understanding Language Learning

Pre note

- a) Facilitator will do a small rhyme and will introduce himself or herself to the participants.
- b) Participants would also introduce themselves by adding the name of their favourite fruit/colour/place etc.
- c) The facilitator would share the agenda for the next two days by seeking responses from the participants if they think that something is missing in the agenda. It is suggested to display the agenda on chart.

What this session is about

Young children do not come to the language classroom empty headed. They bring with them an already well-established set of instincts, skills and characteristics which help them learn another language. We need to identify those and make the most of them. As a teacher in class one needs to understand what are those skills and instincts that a child is brings to the classroom. In this session we will understand the nature of language learning.

What will be the learning outcome of this session?

- To understand overall objectives of the subject sessions.
- To understand the process of language learning.
- To understand how mother tongue supports acquisition of second language.

Material Required

Board, laptop, video, projector, chalk

Session Timing

1:00 Hr.

Stage 1

There are two ways of taking this session:

- a) Through video
- b) Explaining with the help of blackboard

Video and Discussion Pointers

Step 1: Discuss that we are going to watch a video on language acquisition while watching video keep taking notes so that we could collectively build an understanding on the process of language acquisition.

Step 2: Play the video

Step 3: Discussion on the video

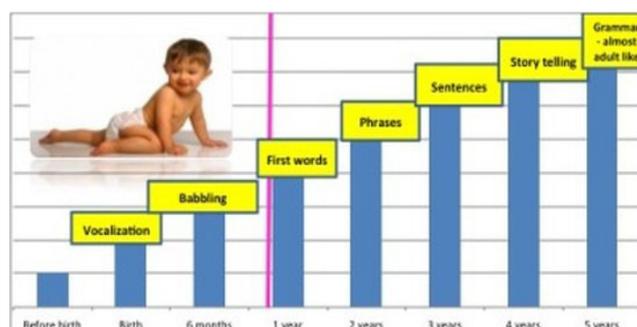
- It is important to reflect how we have acquired or our children are acquiring our mother tongue and what are the important factors which affect acquisition of mother tongue.
- Seek response from the participants and write it down on board.

Expected Response:

- Through Listening
- Through Speaking
- Through Imitation
- Through Gestures and Intonation

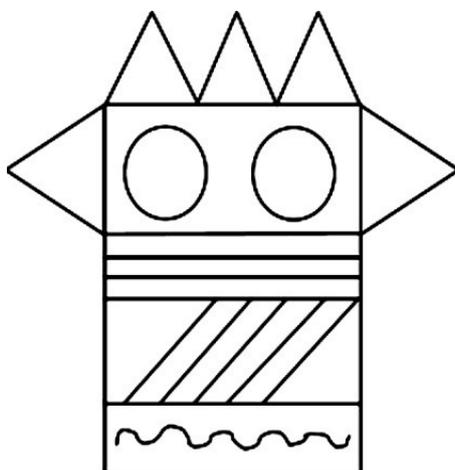
Ask the group to ponder why we were able to communicate in mother tongue.

- We all have a natural instinct to acquire language because we all have a **language acquisition device (LAD)** in us. Children first produce sounds and then single words, after they learn to combine words into phrases and in due course they learn to combine phrases into sentences. This developmental process proves that each one of us is driven by the urge to communicate, which is part of everyone's biological inheritance.
- Since birth babies seek reciprocity – interaction with the people in their immediate environment- first through gaze and eye contact, then through gesture and posture.
- All this happens, due to LAD (Language Acquisition Device) which is already embedded in our brains. It gets input from environment, it builds the language support system (LSS) to acquire the language of interaction through environment.



- When a child enters a school, (s)he brings immense knowledge of language in mother tongue. (S)he can think, feel, react to things and of course can communicate her ideas/thoughts. As a teacher, *we need to see how the acquisition of second language can be supported by first language.*
- Acquisition of second language is directly related to the acquisition of first language. But there arises a question; is second language acquired in the same way as first? If so, what are the implications for classroom instructions? Because first language acquisition is so successfully accomplished, should teachers replicate its conditions to promote second language acquisition? Is so, how?

Step 4: Let us play a back to back game to understand and feel the challenges that a child faces during second language acquisition.



Procedure:

- Facilitator will ask participants to count 1, 2 and thereby divide the class in 2 groups 'A and B'.
- Instructions will be given to participants. Each person from team A has to find their partner in team B.
- Partners will sit back-to-back. One person will give instructions and the second person will draw on the sheets. All instructions should be given in English only and instructor should not repeat an instruction more than twice.
- The person who will be drawing will listen carefully to the instructor and follow the instructions. They should not look into each other's paper and they have to finish the activity in a given time-period.
- Once they finish the activity, partners will share their drawings and their experience of the activity.

- Everyone will come to a common group and first those who drew will share their experience and later those who gave instructions would share their experience.

For those giving instructions	For those who were drawing
Q. Was it difficult to speak in English?	Q. Was it difficult to follow the instructions in English?
Q. In which language were you thinking?	Q. In which language were you thinking?
Q. Why did the drawing not turn out to be the same?	Q. Did the drawing turn out to be the same as per your partner? Why?
Q. What were you thinking while giving instructions?	Q. What were you thinking while drawing?

Expected responses from the participants:

- I was interpreting the picture.
- Made guesses to help partner understand, played with words to make the sentence.
- Vocabulary was limited and that's why couldn't express the words properly.
- Words were coming in mind but I did not know how to make sentences.

Step 5: Discussion on following points:-

➤ What can be done in schools to let second language flourish is to create an environment where children listen to second language and also see it in printed form. This can be done by following:

- a) Labelling things in classroom
- b) Speaking simple sentences in English

If we see in our current scenario acquisition of second language is limited to practise of common drills, grammatical forms and sentence structures. The acquisition of second language also involves imitation and repetition as it was done for the first language. Second language learner creatively constructs the rules of the second language in a manner similar to that observed in first language acquisition. Hence, second language acquisition is similar to first language acquisition.

Conclusion

Acquiring a language is a very natural process and it happens in an environment which gives ample exposure and creates favourable condition for a learner to acquire the second language. Unless a child receives input from the environment, it becomes difficult for him/her to build the communicative competence in second language.

Day - 1

Session-2 : Understanding Curriculum and Learning Ladder

What this session is about

Learning happens at all moments of time, whether a child is at home or at school, engaged or not engaged, they are always learning. Through this learning they develop in various ways. When a child enters school this developmental process is marked with reference to learning objective and assessment indicators for different subjects. Different skills of language learning; listening with understanding, speaking with confidence, reading with confidence and writing are moving in a progressive manner to mark the development as it has been happening before coming to school.

This session aims to understand the progression of objectives under each skill and how the learning of one concept is linked to learning another concept. Facilitator will draw participant's attention to understand core concepts for language development.

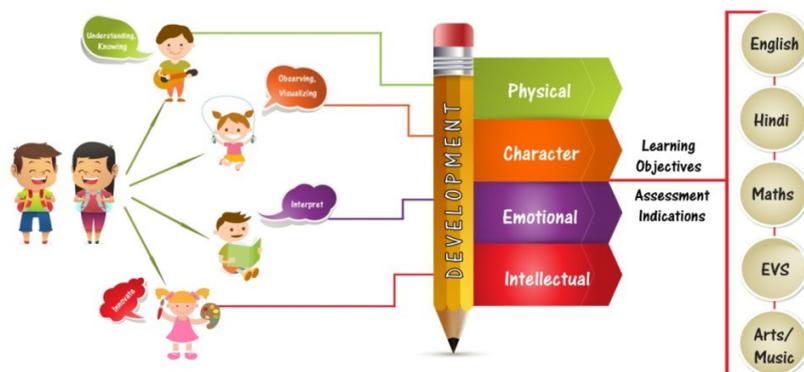
What will be the learning outcome of this session?

- Will be able to understand the broad goals of language teaching and learning as stated by NCF-05.
- Participants will be able to understand the notion of key stage and its objectives.
- Understand the objectives and assessment indicators that are taken out from SIERT textbooks.
- Will be able to understand the core competencies for different stages.

Session Timing:

1:15 Hr.

Step 1: Learning is a continuous process and it happens all the time even when a child is not going to school. Let us understand this with the help of a diagram.



Now when a child enters school this learning journey is recorded and supported by learning objectives and assessment indicators. These objectives and assessment indicators are specified for each subject. Facilitator would first explain the broad goals of language teaching and learning as stated by NCF-05, based on which textbooks are designed defining the learning objectives and assessment indicators.

Step 2: Goals of language learning

Facilitator would explain the general goals of language teaching and learning as stated in NCF 05.

Language is not only a means of communication; it is an integral part of being human. Language learning is not just a matter of acquiring the skills of listening, speaking, reading and writing but it consists of developing a communicative competence where each skill is often used in an integrated manner along with several other abilities that help in communication.

Thus, the goals for language learning are:

- a) Attainment of basic proficiency in language and
- b) Development of language into an instrument for abstract thought and knowledge acquisition.

Facilitator would link how goals of language teaching and learning are inculcated in key stages and the objectives for each stage.

Step 3: Key stages and objectives of Language Teaching

National curriculum is grouped into blocks of years called key stages.

Key stage refers to the sets of skills and knowledge a student is aiming to develop at a certain stage in their education.

a) **Key stage 1 covers classes 1 and 2:** Key stage 1 includes students of class 1 and 2 (usually at the age of 6 to 7 years of age). Students are expected to follow simple instructions, read simple picture and narrate story in home language, follow the sound of letters and take dictation of letter or simple word (with reference to content).

b) **Whereas key stage 2 covers classes 3, 4 and 5:** key stage 2 includes students of class 3, 4 and 5 (usually at the age of 8 to 10 years of age). Literacy skills now move over towards reading for meaning and teaching students to produce paragraphs or stories in writing based on topic or picture.

Step 4: Understanding Objectives with reference to chapters

Participants will play games to understand the objectives and then participants will sit in subgroups to understand the objectives marked for each chapter. They will be given specific chapters to trace the objectives and also to see how assessment indicators are covering chapter-wise indicators.

Activity Name: Let's make a chain	Target Group: Class 1 and 2
Objective: <ul style="list-style-type: none">• To be able to speak letters of the alphabet• To be able to speak the names of things starting with given letter	
Procedure: <p>Step 1: Make a circle and pass the ball randomly to the participants and ask them to speak the letters in sequence. They should say the letters before throwing the ball. The person who receives the ball will say next letter. A-B-C-D.....</p> <p>Step 2: Ask participants to stand in a circle and ask them to say the name of a thing starting with letter in a sequence Aeroplane-Box- Candle-Door- Egg</p> <p>Step 3: Ask participants to stand in a circle and they will say the name of things that start with the ending letter of the previous word. Boy-yak-kite-elephant-train</p>	
Activity Name: Red Letter/Black Letter	Target Group: Class 1 and 2
Objectives: <ul style="list-style-type: none">• To be able to understand and associate the letter with its sound• To be able to follow simple instructions	
Procedure: <p>Step 1: All students will stand in a line and one child/teacher will stand at a distance (facilitator)</p> <p>Step 2: The facilitator will say a letter and student will take steps based on the number of letters in their name.</p> <p>For ex- facilitator says 'n', and then a child named Manan will take 2 steps. When students reach near to the facilitator they will touch the facilitator. They will run without getting caught. The student who gets caught will become facilitator.</p> <p>When the facilitator just says the letter and no "captain says" then one does not move. If one moves then he/she becomes the facilitator.</p>	

Activity Name: Act It Out	Target Group: Class 2 and 3
<p>Objective:</p> <ul style="list-style-type: none"> To be able to express the understanding through acting To be able to speak few sentences on given things based on structure learnt 	
<p>Procedure:</p> <p>Step 1: Divide the class in two groups. Student from team A will go to team B to get the name of a thing. He /she will act it out the name of thing and team A can make maximum 3 guesses.</p> <p>Step 2: Divide the class in two groups. Student from team A will go to team B to get the name of a thing. He /she will have to say 2-3 lines on the name of thing and team A can make maximum 3 guess. Eg- I am a fruit. I am yellow. (Mango)</p> <p>Structure: I am, I have.....I like.....</p>	
Activity Name: Sun Shines on those...	Target Group: Class 3 and 4
<p>Objectives:</p> <ul style="list-style-type: none"> To be able to understand and follow simple instructions. To be able to speak simple sentence using structure. To be able to understand new words learnt and use it in sentences. 	
<p>Procedure:</p> <p>Step 1: Students will stand in a circle and one student/teacher can stand in the middle of the circle.</p> <p>Step 2: Give instructions; First make a small circle around you using the chalk. The person standing in middle will say," <i>sun shine on those who are wearing jeans</i>" then, those who are wearing jeans will run and change their place. The person left in the middle will give an instruction now.</p> <p>Structure: Sun shine on those, who are wearing, Sun Shine on those who have....., Sun shine on those who are.....</p>	

Step 5:Core Competencies

What are core competencies?

- Core competencies have been identified for each class; these are concepts which are critical to the success of every learner at that key stage. If they are left unachieved, for whatever reasons, they will hamper the learning of other concepts.
- Core competencies focus on the individual's mastery of the concepts and are assessed at that level.
- They focus on the progress of the individual students toward the language objectives mentioned below.

Note : If a child is working on core competency of grade 2 then the teacher shall not cover the whole syllabus rather focus on the core of grade 2 teaching and learning. With respect to age/as per the age, the child is growing but due to lack of input or some other reason core concepts were not touched and dealt with properly. So, the teacher has to cover just core concept to bring the child to the appropriate level of the class in which he/she was enrolled.

Core Competency for Classes 1 to 5			
Class	Reading with Comprehension	Writing	Vocabulary
1	Can read small/capital letters of alphabet with sound association and the names of two objects beginning with the letters.	Can write small and capital letters of the alphabets using strokes correctly.	Sight words(name of object beginning with letters), name of fruits, vegetables, body parts, animals and birds.
2	Can read simple words.	Can write three words.	Action words, names of family members, pronouns, vocabulary learnt from stories.
	Can read three letter words.		
3	Can read simple sentences.	Can write simple sentences.	Can use preposition in sentences.
		Can write using pronoun instead of nouns.	Describing words, vocabulary learnt from stories.
		Can frame simple questions.	
4	Can read poems/simple stories, picture.	Can write sentences using correct punctuation marks.	Can write sentences using simple past, present continuous, simple present, simple future.
		Can frame simple question.	Can combine sentences using conjunctions.

Conclusion

Language acquisition is a gradual process. If we follow different theories of development, it is important to understand how curriculum is designed and that syllabus for each class is inter-connected and seeks to develop the knowledge gained from the previous class. It is thus also important to understand that what are the key skills and knowledge set each class/ learning level is seeking to impart to the child in order to ensure that each child, at least, has those basic skills.

Day-1 & 2

Session-3 & 4 : Common challenges and pedagogical approaches

What this session is about

English language teaching and learning is always perceived as a challenging task and being third language in our context it requires intense amount of input. Hence, at present there is a great demand for materials that assists teachers and there arises a possibility that children can acquire English language in a more enjoyable and meaningful way.

The activities or prototypes suggested in the session assume that children may not get input rich environment at home and therefore the list of oral work/reading and writing work through games, stories is mentioned as per class and defined core competency. The session will progress as per language learning skills grade-wise/stage-wise by first focusing on formation of letters and the basic phonic pattern for short vowels sounds then to formation of three letter words and so on.

What will be the learning outcomes of this session?

Participants in the session will experience each activity under a defined skill and will be able to:

- Align current challenges that a teacher is facing in schools and how different activities can address those challenges.
- List activities for grade-wise/stage-wise teaching of different concepts in a progressive manner.

Session Timing

2:45 Hr. - Day 1

1:30 Hr. - Day 2

Step 1: Participants will sit in subgroup and create a map to depict the common challenges faced under each skill and what do they think can be the solution.

Step 2: Sharing in larger group (take common challenges skill-wise) and develop a map for sharing points.

Step 3: Participants will enlist umpteen challenges, it is important to share that we will be discussing about suggested approach for core challenges under each skill, which means that if these core challenges are not addressed then they will lead to a learning gap.

a) Listening with understanding and Speaking with Confidence at key stage 1

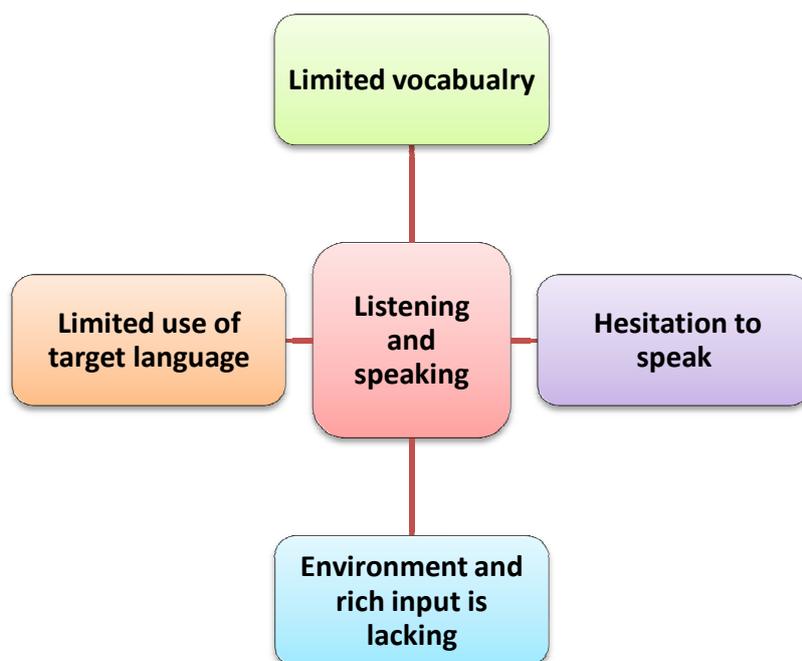
Key points

Language performs various functions in our life. When a child enters school, s/he brings a pool of knowledge. As teachers, our role is to create an environment which permits children to make continuous attempts to link the use of language with experiences and objects.

Let us ponder:

Q. Does our classroom look like this:-

Where children are not doing variety of things with their hands, where they are mostly sitting and listening to the teacher, and where there are no objects to touch, manipulate, break and re-make.



In order to address challenges facilitator would do following activities:-

Activity 1: Sing the rhyme *“This old man”*

This old man, he played one,
He played knick-knack on my thumb;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played two,
He played knick-knack on my shoe;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played three,
He played knick-knack on my knee;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played four,
He played knick-knack on my door;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played five,
He played knick-knack on my hive;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played six,
He played knick-knack on my sticks;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played seven,
He played knick-knack up in heaven;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played eight,
 He played knick-knack on my gate;
 With a knick-knack paddywhack,
 Give the dog a bone,
 This old man came rolling home.

This old man, he played nine,
 He played knick-knack on my spine;
 With a knick-knack paddywhack,
 Give the dog a bone,
 This old man came rolling home.

This old man, he played ten,
 He played knick-knack once again;
 With a knick-knack paddywhack,
 Give the dog a bone,
 This old man came rolling home.

Activity 2: Game to build vocabulary and to understand simple sentence structure.

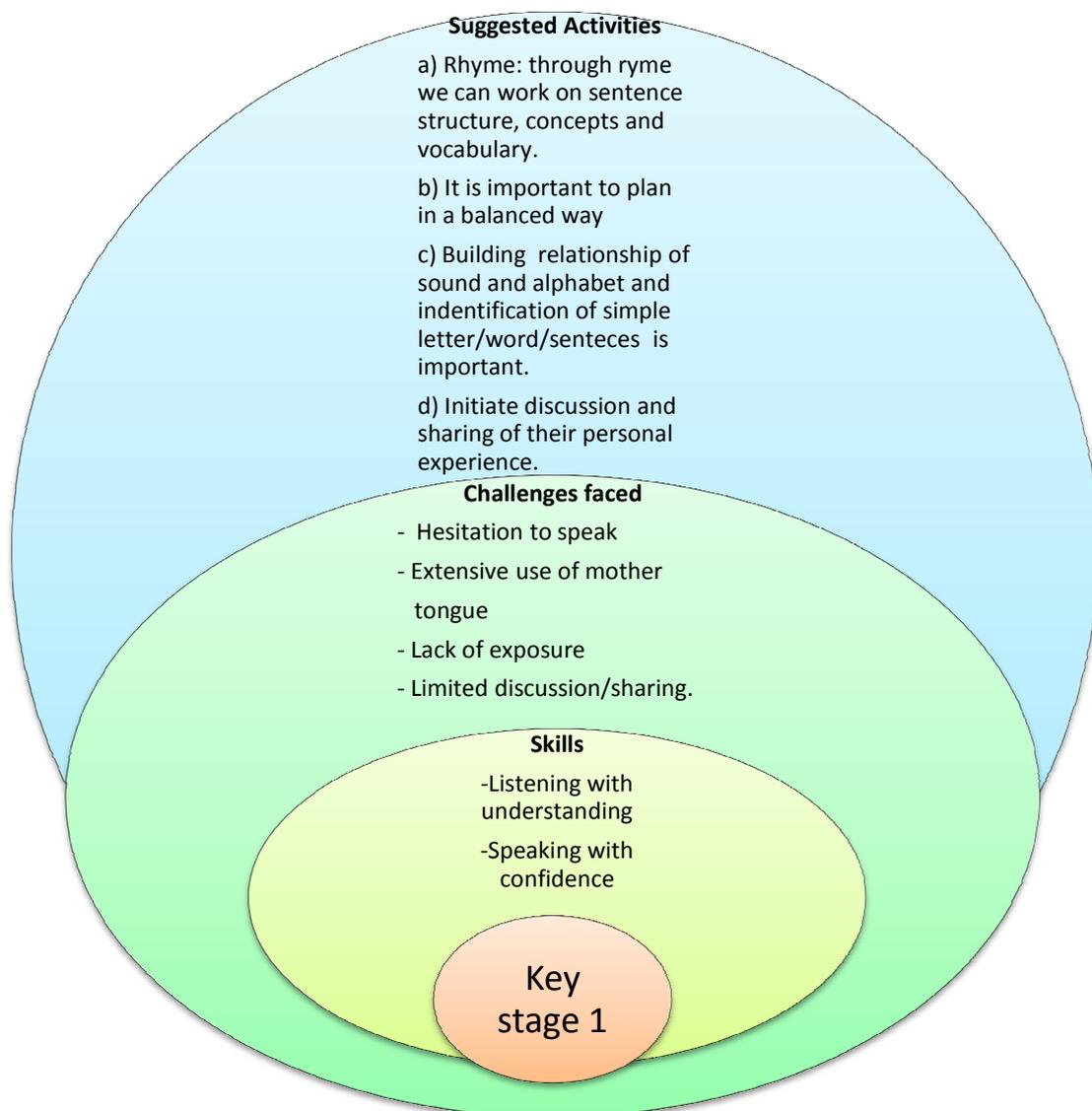
Game Name	Captain says
Children will be able to	1. listen to and follow instructions 2. understand the meaning of key words 3. catch the sentence structure
<p>Procedure: Come up with different instructions for physical actions and ask the students to pay close attention to your instructions. Every time you say "Captain says" and give the students an instruction they are supposed to follow those instructions. . If you don't place "Captain says" before your instruction , the students aren't supposed to follow those instructions. . When a student makes a mistake he or she can become the next instructor (or be dropped out of the game).</p> <p>Variation: Instead of using captain says, whoever gets the ball will say their name instead of saying captain says.</p> <p>Sample Instruction: captain says / Suman says / Rohan says:</p>	
<ul style="list-style-type: none"> • lift your hands • sit down 	<ul style="list-style-type: none"> • Captain says put your hands behind your back • jump three times

<ul style="list-style-type: none"> • put your hand on your toe • put your arm next to your knee • put your thumb inside your mouth • put your hand under your foot 	<ul style="list-style-type: none"> • clap your hands • smile • laugh
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Activity 3: Participants would be divided in subgroups and facilitator would ask them to silently read the picture. After that, facilitator will ask questions on the picture.

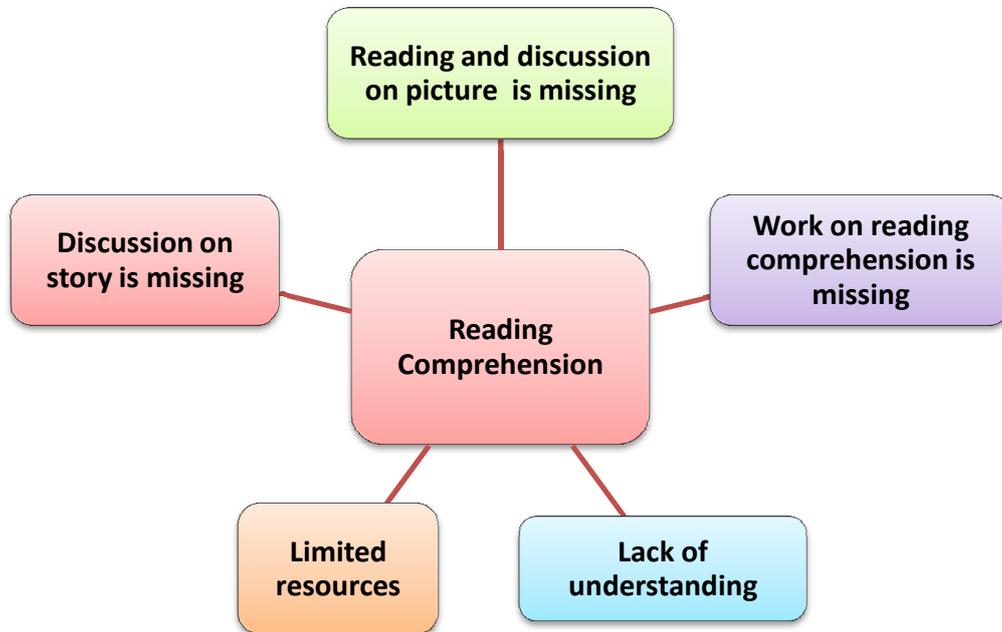
Activity 4: If there are resources available then watch a video on “The very hungry caterpillar”.

After doing the activities draw the chart on board and explain how such activities can help us to address challenges.



Reading with Comprehension at key stage 1

Share the common challenges faced under reading with comprehension skill in key stage 1.



In order to address the challenges, the group will participate in/perform certain activities which can help in addressing those challenges.

Activity 1: Read the picture



a) What are the things that we see in this picture?

- b) Can you point out the television?
- c) Tell me what is happening in this picture?
- d) What are the people in the picture doing?
- e) What is this picture all about?

Activity 2 : Join the letters

Game Name	a) Join the letters
Children will be able to	1. Make simple (three letter) words by joining the letter 2. Can correctly pronounce the name of simple words 3. Can read the simple words
Procedure: a. Make flashcards of letters and give each student one flashcard. You say the simple word and those who have a card for the word will come forward. b. Ask students to come and make simple words by joining letters and then whole class will read the word.	

Activity 3 : Build our house

Step 1: Make flashcards of letters and objects related to letters.

Step 2: Ask participants to close their eyes and tie the letter on foreheads of a few participants and tie the objects on the foreheads of the rest. .

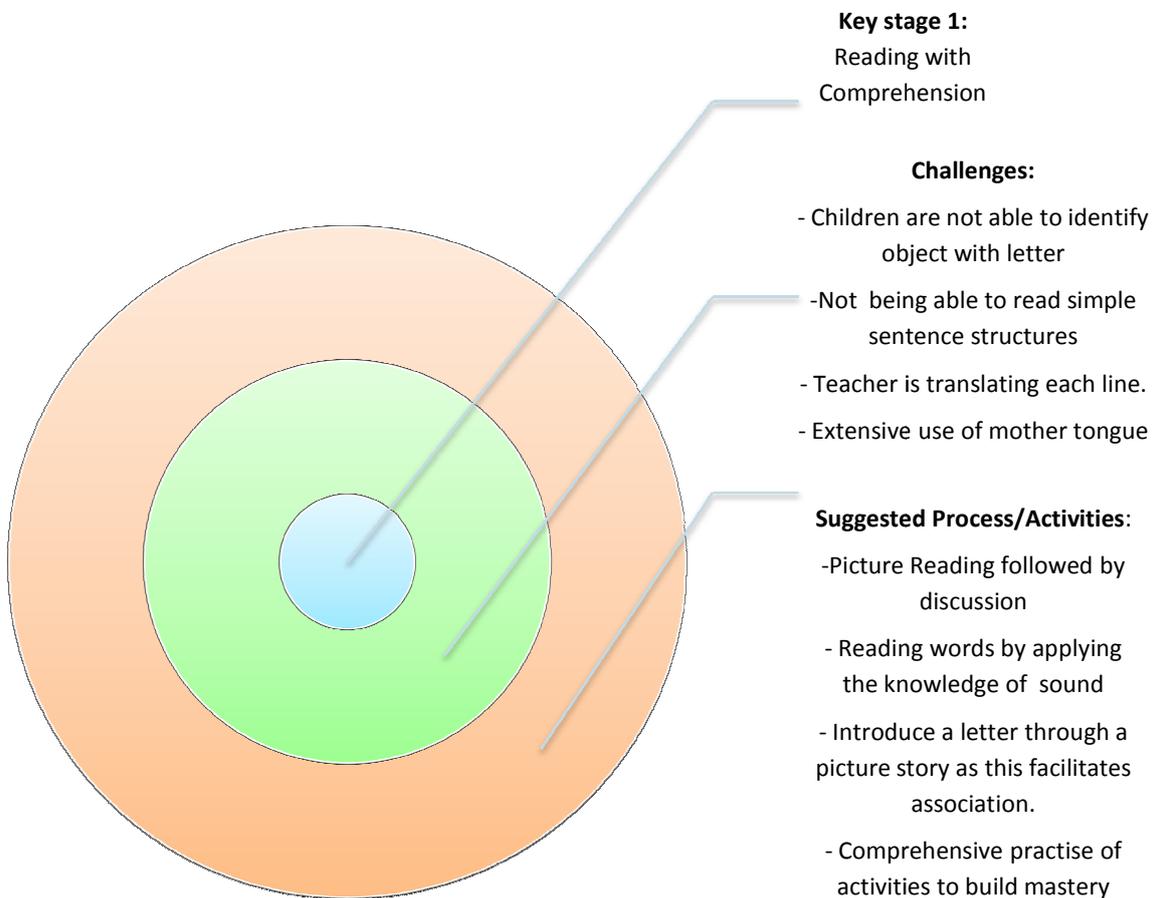
Step 3: Ask them to find their partner and stand together. Once they are done ask them to take off their cards and read the name of the object.

Step 4: After doing the activities, ask participants:

- a) Objectives of doing the activity
- b) Challenges addressed by these activities

Draw a table to consolidate their response.

Activity Name	Objective	Assessment Indicator and type	Classroom Transformation



Listening with understanding and Speaking with Confidence at key stage 2

Step 1: Participants will be asked to share the current challenges in listening with understanding and speaking with confidence for key stage 2.

Step 2: Facilitator will share the challenges at key-stage 2 and conduct activities to address the challenges

Challenges at key stage 2

- Lack of Input-rich environment.
- Limited discussion/sharing and speaking activity

- Simple conversational exercises are missing

Activity 1: Guess What I Saw

One child goes out, stands at the door or at some distance from the class, and selects one of the hundreds of object (s)he sees around (it could be anything --tree, leaf, squirrel, bird, wires, pole, grass, stones). When (s)he comes back, (s)he says just one sentence about the object (s)he has in mind. For example, she might say, 'What I saw is brown.'

Now every child in the class gets one chance to ask more about the object and guess what it was. For example, questioning may go like this:

Child 1: 'Is it thin?' Answer: 'No.'

Child 2: 'How big is it?' Answer: 'It's quite big'.

Child 3: 'Is it as big as a chair?' Answer: 'No, it's smaller than a chair.'

Child 4: 'Can it turn?' ...

Finally when the object has been guessed correctly, some children may object to the answers they got for their questions. For instance, someone may point out that the colour was not brown but clay-like. In such situations, the teacher's role is very important, as someone who can help children establish subtle distinctions between meanings.

Discuss: After the activity the group will share the objectives and assessment indicator that will be covered through the activity.

Activity 2: Humming word

Aim: To read simple sentences, understand the usage of this/that/these/those

Language Skill: Listening, Speaking and reading

Material for the students: Chits

Classroom Management: Whole class/group

Procedure:

Make chits and put it in one box. Call participant from one team to read the sentence except this/that/these/those. Instead of saying this/that/these/those say 'hmmm' and their team member have to make a guess. To explain the usage of this/that/these/those participant has to point also.

Activity 3: Word *Tambola*

In order to revise the vocabulary learnt, teacher will give definition of a word and participants would be given a slip with certain words on it.

Holi	Cricket	Market
	Sunday	
Playground		Table

They have to carefully listen to the definition and strike off the word from the slip. For ex- Holi, Sunday, table, cricket etc.

- a. a festival of colours
- b. a thing to keep your things
- c. a day of the week
- d. a game

Discuss: After the activity the group will share the objectives and assessment indicator that will be covered through the activity.

Reading with Comprehension at key stage 2

Activity 1, Step 1: Facilitator will read aloud the story.

The old woman and the rat

The old woman is sleeping on her mat.

The rat is eating the biscuit.

Now the old woman is not sleeping.

She is shouting.

Cat, cat eat the rat!

Dog, dog chase the cat!

Stick, Stick beat the dog!

White ants, white ants eat the sticks!

Snake, snake eat the white ants!

Peacock, peacock fight the snake!

The peacock said, "Yes I will".

Now the peacock is fighting the snake.

The snake is eating the white ants.

The white ants are eating the stick.

The stick is beating the dog.

The dog is chasing the cat.

The cat is eating the rat.

The rat is IN the cat.

Now the old woman is sleeping on her mat.

Step 2: Divide them in subgroup and ask them to play the buzzer if they know the answer.

a) Name all the animals mentioned in the story.

b) Complete the sentences.

- I. The peacock is fighting the
- II. Theis beating the dog.
- III. The white ants are eating the
- IV. The dog is chasing the
- V. Theis in the cat.

c) Find the animals to rhyme with the words below.

Fox	Goat	Sheep	Dog	Parrot
Hen	Monkey	Pig	rat	Fish

- I. Which animal rhymes with mat?
- II. Which animal rhymes with box?
- III. Which animal rhymes with log?
- IV. Which animal rhymes with pen?
- V. Which animal rhymes with sleep?
- VI. Which animal rhymes with dig?
- VII. Which animal rhymes with carrot?
- VIII. Which animal rhymes with coat?
- IX. Which animal rhymes with donkey?
- X. Which animal rhymes with dish?

Activity 2: Read and Create

Step 1: Ask participants to read the paragraph in subgroups and understand the sequence.

Here is a frog.

Here is a yellow frog.

Here is a small, yellow frog.

Here is a small yellow frog sitting on a log.

Here is a small yellow frog sitting on a big log.

Here is a small yellow frog sitting on a big, brown log.

Here is a small yellow frog sitting on a big, brown log quietly.

Here is a small yellow frog sitting on a big, brown log quietly waiting for flies.

Step 2: Participants will sit in subgroups and will write using the similar structure.

For example:

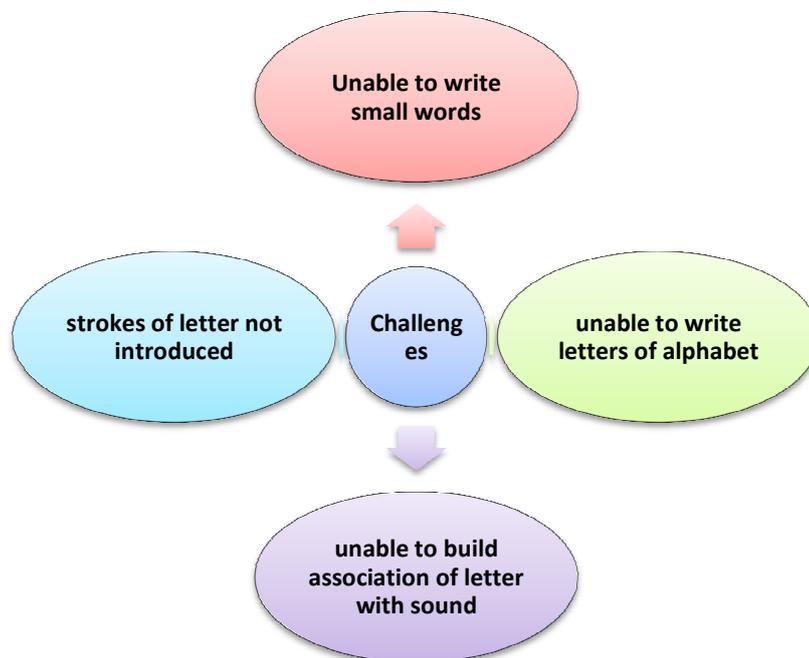
Cat	Black	Big	Lying	mat
Thin	Yellow	Quietly	A mouse	

Writing

Step 1: Participants will be asked to share what are the current challenges in writing.

Challenges	Pedagogical gaps	Suggested Pedagogy

Step 2: Facilitator will share the challenges and will suggest activities to address those challenges.



Activity 1

Session Objective

- Learning the approach of using phonemic awareness to teach the letters of the alphabet
- Learning to make new words on the basis of sounds of the letters.

Step 1: A phonic song “A as in apple, a-, a-, apple” will be done followed by showing a picture (which has bus), and asking following questions and seeking responses from the participants.

- What do you think is going on here?
- Do we come to school in a bus?
- Have you ever sat in a bus?
- What do you think is the first sound of ‘b’?
- Can you think of some words from your language which starts with the sound of ‘b’.
- Can you think of any English word which starts with the sound of ‘b’.

Let’s learn the English names of these pictures and we will also learn how to write it.

Step 2: Write the letter ‘b’ on board and explain how the sound is written and the name of sound ‘b’ is b.

Step 3: Introduce the sound of other consonants and vowel and read different words using the sound mechanics.

Step 4: Facilitator would speak out the letter and participants will ask them to identify the first sound.

Step 5: Facilitator would share how to make new words.

a) sound of b + sound of 'a' = sound of 'ba' + sound of 'd' = bad

b) Sound of c + sound of 'a' = sound of 'ca' + sound of 'b' = sound of 'cab'

Activity 2: Just One Word

Step 1: Form groups of five. Each group will have one piece of paper or copybook to write on, and at least one pencil. Select one child as the 'starter' in each group.

The starter thinks of a sentence but he can only write one word on the paper which now goes to the next child in the group. The child can also contribute just one word-that goes with the first which is already there. The paper keeps going around till the sentence is complete.

Anyone can decide at any point that the sentence has become 'sick' and therefore must be abandoned. If others agree, the group gives the paper back to the starter or selects a different starter to write a fresh word.

Activity 3: Creative Paper

Step 1: Participants will be divided in subgroups and given a sheet of paper.

Step 2: Write their name on the paper. Ask them to draw one thing on their paper. Once they are done with their drawing they will pass their paper to the person sitting on their right hand side.

Step 3: When participants will get their paper with number of drawings (equivalent to the number of people)

Step 4: They will label their drawings and write a story on it.

Conclusion

Working at different skills in balanced manner has always been challenging for teachers. It is important to understand that activities should be conducted in a way that it covers the comprehensive development of a child.

Day - 2

Session-5 & 6 : Understanding CCE Scheme in light of English

What this session is about

Objectives, planning and assessment are aligned and interrelated to each other. Target set for an academic year need to be planned in an organised manner to accomplish the same and assessment need to be done on formative basis to see if the execution of plan is effective enough to raise the learning level of students.

What will be the learning outcome of this session?

Participants will be able to:

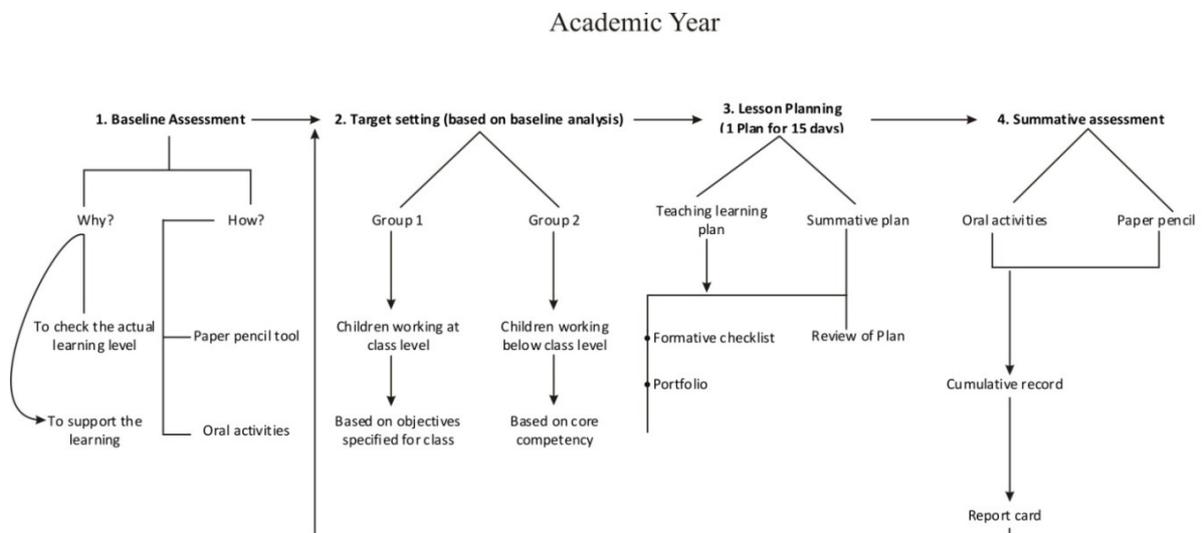
- Understand the documents related to CCE
- When and how to fill the document

Session Timing

2:45 Hr.

Step 1: Understanding overall process

Facilitator will explain the process of filling the documents with the help of flowchart.



Step 2: Understanding the challenges

Participants will be asked to write down challenges with regard to documentation that they have faced. These challenges will then be classified into different categories by the facilitator.

Step 3: Overviewing the documents

Participants will be given documents to overview and discuss in details.

Step 4: Discussion

Facilitator will address the issues marked above (if any) and will clarify their doubts with regard to documentation.

Conclusion

CCE documents are in a way tools to extensively record the teaching-learning progression of both the student as well as the teacher. These documents can create a detailed graph on the student's learning cycle and help the teacher understand the student better. These documents also help the teacher in reviewing his/her teaching plan, ensuring that in the end classroom teaching gives optimum results.

Day - 3

Session-7 & 8 : Planning, formative and summative assessment

What is this sessions about?

Planning is the function that helps teacher determine what needs to be done in advance. It also helps teacher evaluate the performance of children at regular interval. Teachers also evaluate their own performance and make suitable changes in the plan.

What will be the learning outcome of this session?

At the end of the session participants will be able to:

- Mark the important elements of planning and design plan for the concept or chapter
- Create formative and summative assessment worksheets
- Guide teacher in planning by suggesting activities

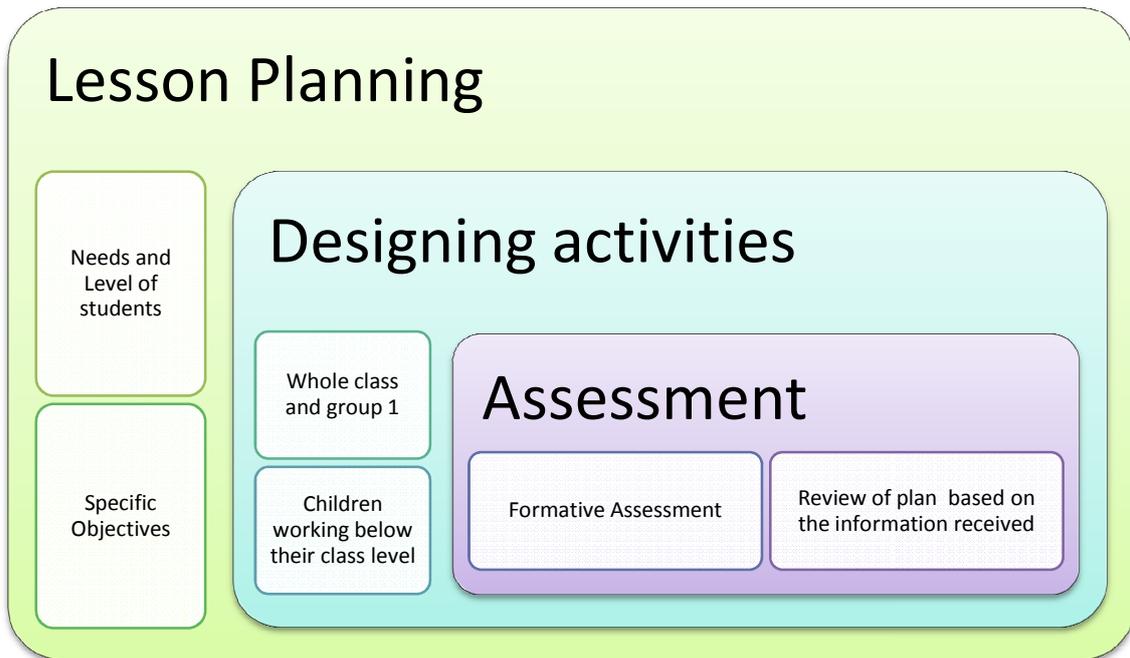
Session Timing

3:30 Hr.

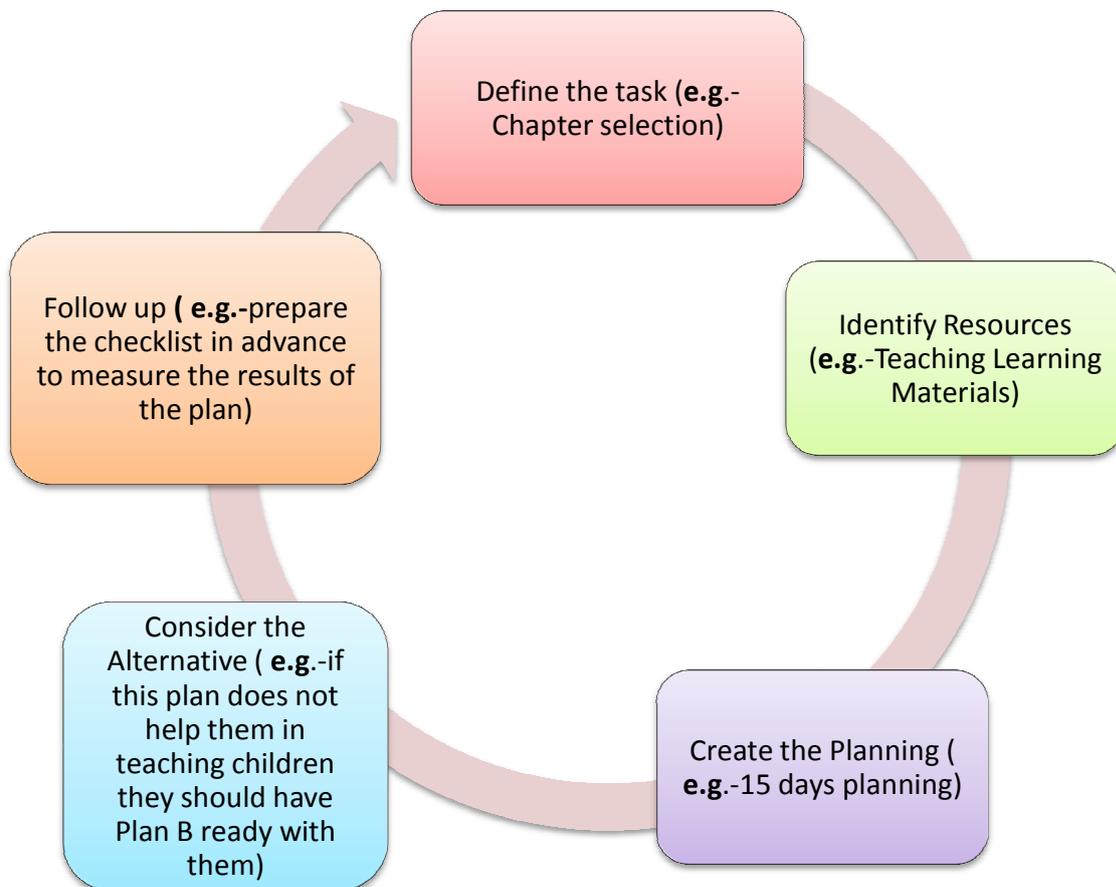
Step 1: Facilitator will ask participants to share the gaps that are currently observed in lesson planning and how do they think it affects the quality of learning. Facilitator will note their response on the board

Step 2: Facilitator will share the key gaps observed in planning.

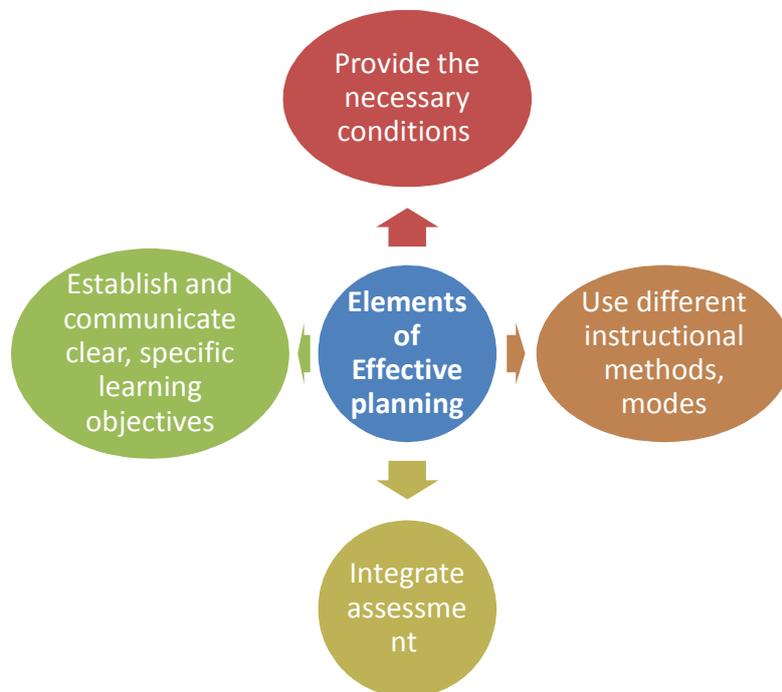
Planning		
- Objectives copied without identifying the level of students	- No difference between objectives and detailed plan. - Assessment is not seen as a part of planning. - Activities based on level of students are missing.	- Review of plan is not done based on the objectives specified. - No linkage between the plan and classroom execution. - Assessment is not done on regular basis.



Step 3: Group will understand the process of planning by referring to planning format and what are important elements of planning.



Elements of an effective plan



Step 4: Facilitator will explain the planning format to the participants followed by video screening of class 2 concept 'pronouns'. After video, group will discuss on following pointers:

- Briefly comment on student-teacher interaction projected in the video.
- What do you think could have been the preparation of teacher?
- Highlight the important aspect of classroom management and participation of students.
- Comment on assessment process that teacher would have followed.

Step 5: Participants will work in subgroup and design plan on new textbooks.

Language Assessment

Step 1: Facilitator will ask participants to share their notion of formative and summative assessment and how they have observed teachers doing it.

Step 2: Facilitator will share the differences and similarities between two types of assessments.

The assessment of teaching and learning can be viewed as two complementary and overlapping activities that aim to benefit both the quality of student learning and effective delivery of plans based on the levels of students. Learners and facilitator assess their performance in various ways as one method cannot indicate the learning levels of children in a

particular subject. There are broadly two types of assessments which are carried out in classroom in number of ways:-

- a) Summative Assessment
- b) Formative Assessment

Formative Assessment is the assessment that is meant to guide both teachers and students towards the next step in learning process. It helps to monitor a student’s progress and modify instruction accordingly. Whereas, **summative assessment** occurs at the end of a semester it reflects the student’s learning with respect to the objectives specified at the beginning of year.

Both formative and summative evaluations are equally important and are integral parts of information gathering in any balanced assessment system. Teacher must note that we don’t have to rely too much on the findings of one or another. These two assessments complement each other.

Formative Assessment	Summative Assessment
Student is aware of the questions throughout the assessment process	Questions are not taken from textbook but added rather to check the comprehensive understanding of children
Timing is flexible	Students complete the tool within time limit
Teacher’s feedback is qualitative to help a child to know the gaps and improvise	Teacher’s feedback is grade and a qualitative comment which reflects on the formative efforts made
Evaluation is used to guide future learning	Evaluation is used to group students based on learning level to provide appropriate input
Considers the student’s zone of proximal development	
Students are also involved in self-assessment, peer assessment	Assessment is done by teacher

Step 3: Read the document on how to make practise sheet and assessment sheet,

Step 4: Post reading the facilitator asks how the assessment tools should be made. He / she invites someone to share their experience of creating assessment tools. The group is then moved to the following story to explain the process of tool preparation.

Step 5 : Let us see how one tests the learning level. Let us carry out an activity.

Activity:

Step 6 : The participants are divided into groups and they read the following story. The participants will be helped by the Bodh members.

The stone soup:

Once there was a traveller who came to a small village, tired and **weary** from his long journey. He did not have anything to eat. He hoped that a friendly villager would give him something to eat. He came to the first house and knocked on the door. A woman opened the door. He asked her if she could **spare** a small bit of food as he was very hungry.

The woman replied, "I'm sorry I have nothing to give you. I can hardly feed my own family." So the traveller went to another door and asked again. The answer remained the same. He went from door to door each time he was turned away.

Undaunted, the traveller went to the **village square** and took a small tin cooking pot from his bag. He filled it with water and started a fire. Then he dropped a stone in the pot. As the water started boiling a villager stopped by; He asked the traveller what he was doing. The traveller replied, "I'm making stone soup. Would you like to join me?" The villager said, "Yes. Do you think carrots would be good in stone soup?" "Sure," said the traveller. The villager went home and returned with carrots from his garden to add to the boiling water.

Soon, another **curious** villager came by and was invited to join them. She went home and returned with some potatoes. A young boy and his mother brought dinner plates from their home and joined the group.

In time a big crowd gathered. Everyone offered their own favourite **ingredient**: Beans, Onions, salt, Black Pepper, **Cauliflower** and Tomatoes. Everyone wanted to be part of the **creation**. Finally, the traveller removed the stone and declared, "The stone soup is ready!" And the whole community joined in the feast.

Step 7: The participants will be asked to guess areas that they think can be tested with the story.

Expected responses of the participants:

1. Remembering
2. Understanding
3. Application
4. Analysis
5. Evaluating
6. Creating

Step 8: The facilitator uses the examples below to support their answers. The facilitator will note the responses on the board and bring the discussion to the above mentioned responses. During this discussion on the story one could use the below mentioned way to reach the areas tested.

Remembering	Understanding	Application	Analysis	Evaluating	Creation
Can you name the characters in the story?	What was the main idea of the story?	If you were old lady in the story, what you would have done?	Why do you think that the villagers contributed to the soup?	Do you think that old lady's response was right?	What is your concept of ideal village?
Who knocked at the door?	Why did the traveller remove the stone?				

Step 9: Connecting with the above points ask the participants, "Can we use these pointers in other concepts as well?" Ask the participants to choose some concepts individually and give example.

All the information that we want to test can be categorized into fact, concept, procedure, Principles, and metacognitive.

Step 10: Participants will sit in subgroups and understand the design of blueprint by referring to reading material.

Step 11: Participants will be divided in six groups and they will prepare summative and formative tool on the given topic.

Formative tools topics :

1. Alphabets
2. 3 letter words
3. Comprehension

Summative tool :

1. Class 1 : Alphabets capital and small, tracing alphabets
2. Class 2 : Alphabets capital and small, tracing alphabets, 3 letter words
3. Class 3 : Alphabets capital and small, tracing alphabets, 3 letter words, use of This and That

Step 12 : Presentation and sharing in larger group

भारत का संविधान

उद्देशिका

हम भारत के लोग, भारत को एक संपूर्ण प्रभुत्व—संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में

व्यक्ति की गरिमा और राष्ट्र की एकता

और अखंडता सुनिश्चित करने वाली वंधुता

बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख
26 नवम्बर, 1949 ई० (मिति मार्गशीर्ष शुक्ला सप्तमी, संवत् दो
हजार छह विक्रमी) को एतद्द्वारा इस संविधान को अंगीकृत,
अधिनियमित और आत्मार्पित करते हैं ।

स्टेट इनिशिएटिव फॉर क्वालिटी एज्यूकेशन

आदर्श विद्यालय योजना-माध्यमिक शिक्षा विभाग, राजस्थान सरकार

सार्वजनिक विद्यालयों में
बालकेन्द्रित शिक्षा-शास्त्र,
सतत समग्र आकलन पद्धति एवं
सामुदायिक सहभागिता के माध्यम से
सभी बच्चों की
समान गुणवत्तायुक्त प्राथमिक शिक्षा में
सफलता सुनिश्चित करने का संकल्प

An Endeavor to Ensure
Successful Completion of
Quality Primary Education
for all Children in Govt. Schools
through the approaches
of child centered pedagogy,
continuous & comprehensive assessment
and community participation

सब बच्चे अच्छा सीख सकते हैं
सभी शिक्षक अच्छा सिखा सकते हैं।



राजस्थान माध्यमिक शिक्षा परिषद्

डॉ. राधाकृष्णन् शिक्षा संकुल,
ब्लॉक-6, जवाहर लाल नेहरू मार्ग, जयपुर-302017