

ENGLISH MEDIUM TEACHERS' TRAINING PROGRAMME - 7 BOOKLET 1: GENERAL SESSIONS



REGIONAL INSTITUTE OF ENGLISH

JNANABHARATHI CAMPUS, BANGALORE -560056

English Medium Teachers’ Training Programme - 7 Booklet 1: General Sessions

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Foreword

The English Medium (Bilingual Model) sections in selected Government schools of Karnataka have grown steadily since their launch in 2019-20. Parents and communities across the State have responded positively, and the increasing demand for these sections reflects the trust they place in this initiative. Much of this success is thanks to the dedication and hard work of our teachers and education leaders.

Teachers have taken on this new responsibility with great enthusiasm. Many have created and shared useful teaching materials, worksheets, and classroom practices to improve learning. Their efforts to keep the focus on students and their progress have been truly inspiring.

To support and strengthen this journey, we are now launching the English Medium Teachers' Induction Programme (EMTIP) -7. This training will focus on Grade VII and will cover all the subjects—English, Mathematics, Science, Social Science, Kannada, and Hindi—making it a comprehensive training programme.

Modules have been designed to support the Master Resource Persons (MRPs) who will play a key role in guiding and training teachers at the district level for six days. I am confident that the training programme will strengthen teaching skills, build confidence, and equip teachers with the most appropriate strategies to support classroom teaching effectively.

This collaborative initiative is the result of the sustained efforts of the Regional Institute of English South India (RIESI), the Department of State Educational Research and Training (DSERT), and SamagraShikshana Karnataka (SSK). Their collaboration has helped in designing and delivering a comprehensive and contextually relevant training programme.

I extend my best wishes to all the teachers, teacher educators and MRPs participating in EMTIP-7. I am confident that this effort will make a meaningful difference in classrooms across Karnataka and help us take quality education forward for every child.


Dr. K V Thirlok Chandra, IAS
Commissioner, Department of School Education
Government of Karnataka

About the English Medium Education in Karnataka

Every child in India has the right to quality education. Today, a common aspiration among parents is for their children to receive good quality English education. Responding to this demand, the Government of Karnataka initiated a program in the academic year 2019-20, opening 1,450 English medium sections from Grade 1 in existing government schools across the state. This initiative aims to empower children from disadvantaged and marginalized communities by providing access to quality English education, thereby reducing educational inequities. Additionally, this move is expected to strengthen government schools, increase student enrolment, and revitalize the public education system in Karnataka.

However, the implementation of this initiative comes with challenges. Children from economically disadvantaged backgrounds may have limited exposure to English at home and in their surroundings, resulting in fewer opportunities to practice English outside the classroom. Moreover, these children often come from diverse linguistic backgrounds, making it essential to create authentic opportunities for learning English within the school environment.

Fortunately, many children in India naturally acquire two to three languages before starting school. A child of five or six years old can do a lot with the languages they know, asking questions and using language in various situations. This natural ability to learn multiple languages can be leveraged to introduce English to young learners effectively.

Despite this advantage, learning English often brings about fear and anxiety among students and teachers. It's crucial to address these emotions to ensure that learning English is a positive experience. The introduction of English medium sections in schools that also offer Kannada, Urdu, or other mediums must ensure that children develop proficiency in all languages. This requires healthy collaboration among teachers and sensitivity to different learning approaches within the same school.

Teacher orientation and development are equally important. Training programs should equip teachers with strategies to teach young learners in English-rich environments and help them facilitate the transition from the child's home language to English. A holistic approach to language learning is essential, focusing on integrating listening, speaking, reading, writing, and thinking rather than emphasizing isolated skills and drill-based routines.

By adopting these measures, Karnataka aims to provide inclusive and equitable quality education, empowering all children to succeed in an increasingly globalized world.

About the Module on EMTIP

The English Medium Teachers' Induction Programme (EMTIP - 7) module is designed to support the initiation of English medium sections in government schools. This eight-day, face-to-face teacher empowerment programme aims to equip teachers with active, learner-centered, and language-supportive pedagogies. Developed from the rich classroom experiences of teachers and the expertise of field resource persons, the module addresses the needs of students, the primary stakeholders.

Objectives of the Training Module:

- Providing experiential learning opportunities for teachers
- Building teachers' confidence and empowerment through reflection and action
- Developing proficiency, perspectives, and meaningful pedagogical practices
- Supporting the practice of language across curriculum and multilingual approaches

The module is structured around 09 themes based on the fundamental principles of language learning:

1. **Foundational Skills in a Multilingual Context:** Emphasize listening and speaking in English, leveraging students' multilingual capabilities to prevent demotivation and to create a more interactive and student-centered classroom.
2. **Gradual Transition to English:** Use activities, games, and other resources to ease the transition from home languages to English.
3. **Communication in English:** Encourage communication in English to be part of classroom activities, promoting a shift from teacher-centered to student-centered dialogue.
4. **Mistakes as Learning Indicators:** Foster an environment where making mistakes is seen as a natural part of the learning process.
5. **Multilingual Learning Capability:** Highlight that everyone can learn new languages, including English, with adequate exposure and a supportive environment.
6. **Rich Classroom Experiences:** Incorporate everyday English experiences such as songs, advertisements, and signboards into lessons to make learning relevant and engaging.
7. **Deliberate Learning Opportunities:** Provide intentional learning opportunities alongside natural language absorption, especially in environments lacking in English exposure.
8. **Language as a Learning Foundation:** Recognize that language learning is foundational for all educational and economic aspirations, facilitating effective communication and analytical thinking.
9. **Meaningful Interaction over Mechanical Learning:** Prioritize meaningful interaction in language learning over the mechanical aspects like grammar, spelling, and handwriting.

Guidelines for Master Resource Persons (MRPs)

Master Resource Persons (MRPs) are tasked with understanding and conveying the perspectives embedded in the module. Their pedagogy should be interactive and reflective, creating opportunities for teachers to:

- reflect on their learning experiences
- experiment with various teaching methods
- prepare teaching-learning materials

The module incorporates NCERT English, Math, Science and KTBS Social Science, Kannada and Hindi textbooks to link theory with practice. MRPs should utilize diverse learning resources such as reading sessions, activities, reflective sessions, and audio-visual aids to create an engaging learning environment.

Creating an Ecosystem of Language Learning

Effective English language learning requires a supportive ecosystem beyond teacher training. To enable this:

1. **Cluster-level Sharing Meetings and Video Conferences:** Organize collaborative forums for teachers to share experiences, challenges, and successes.
2. **Department Functionaries Visits:** Motivate and mentor teachers through regular school visits.
3. **Ongoing Follow-ups:** Identify new training areas and provide continuous support.

Enhancing the School Environment

Schools should foster language learning by:

- Incorporating English activities in school assemblies
- Initiating English clubs with weekly activities
- Creating a print-rich environment with reading corners and school libraries
- Using various resources such as 'Hello English' films, EMTIP kits, and Pratham's Story-weaver

Collaboration among teachers to learn from peers is also encouraged. This approach is relevant not only for English but also for learning other languages like Kannada, Urdu, Hindi, Telugu, Tamil, and Malayalam.

The Regional Institute of English, South India, developed this Module with the assistance of a qualified team of teachers and trainers who have the required knowledge and experience in teaching English, Mathematics, Science, Social Science, Kannada, and Hindi. Their knowledge and expertise have significantly enriched the Module. They worked diligently under the guidance of RIESI faculty and subject experts from the Azim Premji Foundation and Caring with Colour, Bangalore.

We would like to express our gratitude to the entire team for their valuable contributions to the preparation of the module.

We are certain that the induction training will help teachers in English medium sections of Government schools in Karnataka in enhancing their professional competence and pedagogical processes, ultimately contributing to the academic excellence of the children in our State.

Dr Ravinarayan Chakrakodi
Academic Head, RIESI

Shri Krishnaji S Karichannavar
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CONTENT

Unit No.	Units	Page No.
General Sessions on Proficiency and Pedagogy		
Unit 1	Ice breakers	2-5
Unit 2	Journey so far	6-22
Unit 3	Learning gaps	23-42
Unit 4	Learning environment	43-50
Unit 5	Listening and speaking	51-60
Unit 6 and Unit 7	Accuracy in speaking and writing (Tenses)	61-74

ENGLISH MEDIUM TEACHERS' INDUCTION PROGRAMME-7 (EMTIP 7)

General Sessions

Theme description:

Professional development is essential for teachers to update their knowledge, skills and competencies. Without continuous learning and development, teachers risk falling behind and becoming disconnected from the best practices. Teachers are confronted with countless challenges, including changes in subject matter, new teaching methods, technological advancements and student learning needs.

Teachers can make or break the education system. Their proficiency and pedagogy determine the future of young minds. As school systems worldwide are changing, teachers must continually update their skills and knowledge. Teachers should strive for continuous professional development by adopting innovative teaching methods, integrate technology into classrooms and enhance their subject expertise.

The overall objectives of the common sessions are:

- To raise the teachers' proficiency levels to enhance their self-confidence
- To sensitize them to different means of developing English language proficiency and pedagogical competence
- To enable them to adopt effective techniques for improving the learners' language skills (listening, speaking, reading, writing, knowledge of grammar and vocabulary)
- To adapt teaching to suit individual learner needs or different learning situations

Common themes session plan

Day 1

Session 1: Ice breakers 90 minutes	Session 2: Journey so far
Session 3: Learning gaps 90 minutes	Session 4: Learning environment 90 minutes

Day 2

Session 5: Listening and speaking 90 minutes	Session 6: Accuracy in speaking and writing (tenses) 90 minutes
Session 7: Accuracy in speaking and writing	Session 8: Assessment 90 minutes

THEME 1

ICE-BREAKERS

Description of the session:

An Icebreaker is a brief engaging activity used to help students and participants (or students with each other) get to know each other and build rapport, fostering a more comfortable and relaxed learning environment. It encourages the co-participants to talk to each other and share information. It makes them comfortable and connected to each other. It also sets up the environment for learning. It is a kind of bridge between the facilitator and the participants.

Objectives:

By the end of the session, Participants will be able to:

- Share their ideas through active participation.
- Develop interest in engaging oneself in the upcoming activities.
- Build rapport among the fellow participants and make new friends.

Details of the session:

Ice breaking session
Activities 1, 2,3,4 & 5
90 minutes

Activity 1 : One minute Introduction

Time required : 15 minutes

Materials required : Open space to move around, note pad, pen

Procedure :

- Facilitator asks the participants to stand randomly.
- Facilitator sets the stop watch of 1 minute.
- Participants should collect the following information from the co-participants
Name, qualification, place of work, residential place and hobbies.
- After a minute, the facilitator will ask them to stop.
- Participant who collects most number of introductions within a minute will be declared as the winner.

Closure: Facilitator will end the activity through a brief discussion on their experience in knowing the new friends, how quick were they in making new friends, what was difficult? Was it difficult to socialize with unknown people?

Activity 2 : Month Maze

Time required : 15 minutes

Material required : Open space, postcards, and markers

Procedure: Ask the participants to stand in line according to their month of birth.

- Facilitator distributes a chit to each line.
- Chits will be as follows

January	: jump	July	: Join
February	: Fly	August	: Act
March	: March	September	: Swim
April	: Applause	October	: Oppose

May : Meditate

November : Nap

June : Jog

December : Dance

- Facilitator randomly calls out the name of a month and the participants standing in that particular month will do the action given in the chart.
- Participants repeat it until the facilitator calls out next month.
- Facilitator can speed up or slow down the process.

Closure: The facilitator will end the activity with a brief discussion on how they felt. Did they enjoy the maze that was hidden for them?

Activity 3 : Would you rather

Time required : 20 minutes

Materials required : Module, open space

Procedure :

- The facilitator asks all the participants to choose a partner randomly.
 - Each pair is asked to read the questions given in the module and answer them.
 - After the work is done, the facilitator calls out the pairs randomly and asks them to present it to the class.
1. Would you rather work five-days a week or work six days?
 2. Would you rather become a Police Commissioner for a day or a BEO?
 3. Would you rather have chocolates or icecream?
 4. Would you rather work more hours and have a short commute or work less hours and have a long commute?
 5. Would you rather take your child to work or your pet?
 6. Would you rather do bungee jumping or scuba diving?
 7. Would you rather cook for yourself or order food online?
 8. Would you rather go on a trip alone or travel with the family?
 9. Would you rather have a mango or a pineapple?
 10. Would you rather work a job where you interact with people all day or work a job where you are at a desk all day?
 11. Would you rather sit in the forest or the beach?
 12. Would you rather use a laptop or a mobile?
 13. Would you rather dance or do yoga?
 14. Would you rather eat samosa for lunch or chapathi?
 15. Would you rather walk to work or drive?

Closure: Facilitator will end the activity through a brief discussion about their experience in knowing how to ask questions to their pairs to know about their choices. How did they feel about the activity?

Activity 4 : Positive, Negative, and Crazy

Time required : 20 minutes

Materials required : ball, open space to stand in a circle

Procedure:

- The facilitator writes the theme on the blackboard. Eg, Food or nature.
- The facilitator provides a ball and instructs the participants to pass the ball.
- The participants must pass the ball until the facilitator calls out 'Positive, Negative, or Crazy.
- One who gets the ball must make a sentence on the same theme.

Example:

When the facilitator calls out 'Positive' with the theme 'food'

The participant can say:

"I love having dinner at restaurants."

If the facilitator calls out 'Negative'

The participant can say:

"I don't like to eat noodles for lunch."

If the facilitator calls out 'Crazy'

The participant can say:

"I gulped 5 plates of noodles at once."

Closure: With the help of this activity, the facilitator motivates the participants to speak. The participants thus get an opportunity to practice speaking positive and negative sentences.

Activity 5 : Find Me

Time required : 20 minutes

Materials required : Riddle card

Procedure:

- The facilitator writes the riddles on the chits of paper and puts them in a bowl.
- The facilitator calls one of the participants randomly and asks them to pick a riddle.
- The participant reads the riddle to the whole class and tries to answer. If the participants fail to answer, the other participants can help them.

Riddle card

1. Two math books complain to each other, what do they tell each other?
2. A triangle is very rude. What does it say to a circle?
3. I am an odd number but if you take away a letter from my name, I will become even, what number am I?
4. What does a plant grow in a math class?
5. I say that $6 + 7 = 1$. How can that be possible?
6. An old woman dies on her 24th birthday. How can that be?
7. It's the longest side of the triangle, starting with letter H and ending with letter E. what is it?
8. Bees love geometry. What is their favourite figure?
9. This number can be positive or negative and its starts with the letter I and ends with the letter R. what is this number?
10. What takes place once a year twice a week and never in a day?
11. Which chemical doesn't like to follow?
12. What goes up and down without moving?
13. I am a God and the planet. I am used in measuring temperature. What am I?
14. I can be hot. I can be cold. I can run and I can be still. I can be hard, I can be soft. What am I?
15. What is harder to catch the more you run?
16. I am a group of people who care for each other what am I?
17. What two things can never be eaten for breakfast?

The facilitator can conclude the ice-breaker session through the following reflective questions:

- Did the icebreakers help in developing a good rapport with the co-participants?
- Did they become comfortable in the training session?
- Did they get a positive vibe to attend the training enthusiastically?
- Do they conduct such rapport building activities in their classrooms?
- Do they need to do such activities? If yes, why?

Ice breakers are used to create familiarity within the group and ease everyone into the group process. The desired end result is a more open discussion forum and pleasing environment within the group in which the group process can continue.

Support material:

Answers for riddle card

1. I have so many problems.
2. You are pointless.
3. Seven
4. It grows square root
5. I talk about time because 6:00 a.m. + 7 hours is 1:00 p.m.
6. She was born on February 29 in a leap year it occurs once in every 4 years so $24 \times 4 = 96$
7. Hypotenuse
8. Hexagon
9. Integers
10. It's the letter E
11. Lead
12. Temperature
13. Mercury
14. Water
15. Breath
16. Family
17. Lunch and dinner

THEME 2

OUR JOURNEY SO FAR

Description of the theme

The sessions on “Journey So Far” are to cherish our progress in EMTIP journey, reflect on our experiences as MRPs and teachers, share some of our successes and challenges. Here we will get to know about the vision, objectives, teachers’ stories and progress in students’ learning. Participants will also understand the classroom environment, opinion of nodal officers, teachers, and the head of the educational institutions in their journey of EMTIP. It’s a source of inspiration to move ahead in their journey of EMTIP 7.

Objectives:

The participants will be able to:

- Understand the context of EMTIP
- Explore the pathway of EMTIP.
- Share their success stories and challenges.
- Motivate each other and look forward to the journey on EMTIP 7.

Details of the session:

Journey so far
Sharing experiences
90 minutes

Activity 1 : Visual reflection

Time required : 20 minutes

Materials required : Videos, projector, laptop, reflection pad, and pen.

Procedure :

- Facilitator plays the videos on EMTIP 6 journey and involves the participants to reflect on the videos and instructs the participants to make a note of what their takeaways are from these videos.
 1. Video of CRP, his experience in conducting and implementing EMTIP 6 at Cluster level.



https://drive.google.com/file/d/1PPB0VrYS7kGAQQV_s03gDOJdE6d8_8eU/view?usp=drivesdk

2. Video of the teacher sharing her experience on how EMTIP 6 helped her in developing confidence in Children.



https://drive.google.com/file/d/1QdWgNOY6Hxn4AZW__NpNxuLy0mz_NsOX/view?usp=drivesdk

3. Video of the Head of the institution sharing his/her experience on how EMTIP 6 as helped in increasing the strength of the school.



https://drive.google.com/file/d/1_sc0JQTNMsZ-9nrAyjP32svjYz0-HSJ5/view?usp=drivesdk

Closure: Facilitator will end the activity through a discussion on following questions:

1. Are these videos useful?
2. What was their takeaway from these videos?
3. Do they have any such experience where they have brought any changes in their schools/classrooms/children's attitude, etc.?
4. Do they have any such experience where the strength of the school increased because of EMTIP sections?

Activity 2 : Group talk

Time required : 30 minutes

Materials required : Print out of the handouts, Projector, laptop

Procedure :

The Facilitator:

- Divides the class into 5 groups.
- Distributes different topic hand outs to each group.
- Instructs the participants to read the hand outs and make notes.
- After reading, the participants should present their understanding about the hand out.
- Encourages them to speak of such experiences in their respective schools.
- Displays the handout of a particular group on a projector as the group is presenting.
- Ask the participants to add on such experiences during break time.

Hand outs:

1. Journey of a Nodal Officer at District Level.
2. My experience as a member of DRT.
3. My journey as a BRP.
4. My experience as an EMTIP-06 teacher.

Journey of a Nodal Officer at District Level

EMTIP is a synonym for Teachers' CPD

As a Nodal Officer, my experience with EMTIP-6 teacher training program was a delightful one. The MRPs were trained at RIESI-Bangalore under the expert guidance of the RIESI faculty. Six subject wise MRPs were selected and underwent an eight days training program. The training at our DIET-Bangalore North was cascaded in the month of October. The eight day training program included general themes and subject wise themes. Each theme included a number of activities, discussion, presentations, team/ individual tasks etc.

As a Nodal officer, I observed that the participants very actively participated through the sessions, great team work was displayed and interesting discussions took place. It was fascinating to see that most of them were conversing in English. The trainees prepared a variety of charts, teaching aid, session plans and lesson plans.

By the end of the eight-day EMTP-6 training, the following outcomes were observed:

Improved learning outcomes- Training helped teachers improve the quality of learning they deliver to students.

Use of technology- Training helped teachers to use technology (audios, videos, etc) in creative ways to make learning more engaging.

Professional development- All the EMTP trainings were useful in the continuous professional development (CPD) of teachers, it helped in sustaining and enhancing teacher learning.

The eight days of EMTP-6 Training was a successful initiative that helped teachers develop the skills and knowledge necessary to teach in an English medium environment. Moving forward, providing continued support and opportunities for professional growth will be essential to maintain the momentum generated by this training.

Leelavathi.P.S

Nodal Officer- EMTP Program

Bangalore North DIET

My experience as a member of DRT

There is no royal road to success. But after success, every road becomes royal.....

It is a known fact that Karnataka has come up with a very effective method, for dealing with the growing demand for English medium education across government schools in the state. This ambitious effort made by the Karnataka government has been widely welcomed by parents and children. In spite of many challenges since 2019, till date the state has gradually expanded bilingual sections. These schools have witnessed a significant rise in admission, driven by a high demand for English medium sections. To make Bilingual education more accessible and to improve educational outcomes in government schools, every year DSERT, in collaboration with RIESI, is training the teachers. Through these trainings many of our teachers have updated their knowledge and enhanced English communication skills. These trainings help the teachers to adapt their teaching methods, utilize diverse pedagogical approaches, enhance their language acquisition and create activity based learning environment, where more focus is given on Learning Outcomes. These can lead to more engaging and dynamic classrooms, allowing for a deeper understanding of diverse learning needs. Students are also developing the ability to switch between languages, which in turn enhance their efficiency to understand and process complex concepts in subjects such as Maths and Science.

As a part of the DRT member, I got an opportunity to visit 2 EMTP schools in my district. In one of the schools, when the team went for classroom observation, teacher was well prepared with 5E lesson plan, she used both print TLMs and Electronic gadgets as a teaching aid, and student's response was excellent. Students were well disciplined and understood the concept and answered our queries. Totally it was an activity-based learning. Not only that particular class, when the team visited the other EMTP classes, they too were doing well. But in some classes children found difficulty interacting in English. Personally, I learnt so many new techniques to adapt in my classroom.

When the team visited the other school, the classrooms were well organized with subject specific TLMs. When I observed the arrangements of TLM' in the Class - 6, I felt like this is a "Model EMTP Class". At the same time Teacher in that particular class was very

active and cheerful. As every new initiative has its own pros and cons, EMTIP schools are running with shortage of teachers. In some schools single teacher is handling 05 subjects, which is a biggest hurdle for effective learning. I also feel that in spite of all the hard work, dedication and the content knowledge that teachers have, somewhere our teachers need to acquire effective speaking skills in English. During discussions with teachers, they themselves expressed their worry about poor English communication skills.

In our districts we have WhatsApp groups for EMTIP 1-6 teachers, including Nodal officers, DIET lecturers and all the MRPs. The group is active throughout the year, where teachers share their classroom activities/videos, so that innovative ideas can be an inspiration to others also. Teachers also get answers about their queries from the Nodal Officers and concerned MRPs. We also conduct district cluster sharing meetings, where teachers clarify their doubts by discussing with each other and MRPs .

Finally, I conclude saying that all of us have to work together as a team for the transformative step towards elevating the quality of education in our bilingual schools.

Bharati B.C

**Asst.Teacher (GPT-English), MRP/DRT Member
GHPS Kundralli, T : Shirahatti , DIET Gadag**

My experience as an EMTIP-6 teacher

EMTIP is a remarkable journey and it's heartening seeing the improvement among the students of 6th standard. Initially students were struggling to adapt to 06 subjects. Their engagement in the classroom was low as they had only four subjects earlier and grasping power was less. I introduced peer grouping, based on their learning levels; each group was given different sets of activities to achieve the desired learning outcomes. The classroom environmental was designed in such a way where children were exposed to different learning experiences. Experiential learning made their learning concrete. As an English teacher, I made them learn English as a language rather than a subject. Students converse well in English; most of them have achieved the learning outcomes of the respective class.

To conclude, I am very happy to be a part of this EMTIP journey as it's challenging me every day to raise my bar of standard to reach out to children and to bring the best in them.

Shalini.S (GPT English)

GMPS Saneguruvanahalli, Bangalore North 1

Closure: Facilitator will end the activity through a discussion on the following questions:

1. Did these case studies inspire them? If so, how?
2. What was their take away from this group discussion?
3. What are the changes that they would like to bring in their EMTIP-7 journey to make it more successful?

Activity 3 : Matching themes

Time required : 10 minutes

Materials required : projector, laptop, modules.

Procedure :

- The Facilitator asks the participants to read descriptions of the themes.

- After reading, participants should match the themes with their titles.
- One who matches first will be the winner.
- After matching the themes and the descriptions the facilitator should make them read it aloud so that others also get familiarized with the themes of the previous year and description.
- Facilitator should also display it on projector such that it helps them to recall.

Matching activity

Sl no	Theme title	Theme description	Answer
1	Accuracy-based Activities	(a) It plays a crucial role in various social setting including work places, classrooms, conferences and group activities. The primary goal of these activities is to create a relaxed and comfortable atmosphere, encourage engagement and will develop rapport among the participants. It brings in a good collaboration and creates a positive and productive environment for social interaction and learning.	
2	Language across Curriculum	(b) A moment to cherish the journey that English medium sections have come across. Speaks about the objectives, basic principles, learning pathway, success stories and challenges across the journey of EMTIP throughout.	
3	Learning gaps	(c) It explores various kinds of questions and questioning techniques and in the use of various questions in classroom context for transacting and communicating. It also speaks about the importance of conversation skill, how types of conversation will help a teacher to be a professional in the classroom environment.	
4	Journey so far	(d) It's speaks about the importance of developing accuracy in speaking and writing and about the elements of how to speak accurate and write. It also speaks about the activities to develop accuracy in speaking and writing for children in the classroom.	
5	Fluency activities	(e) It is a knowledge or skill gap between what a student already knows and what they should have learnt, it helps in understanding the needs of the children and if those gaps are not filled, how to fill it and what activities could be conducted to bridge the gap.	
6	Assessment	(f) Create awareness about the need and importance of vocabulary. It introduces to the different types of vocabulary, it helps in differentiating the active and passive vocabulary and how to teach vocabulary in a context in a meaningful way	

7	Questioning & Conversational skills	(g) Speaks about the continuous and comprehensive evaluation strategies and it also differentiates the formative and summative evaluation and it speaks about school based assessments.	
8	Developing Vocabulary	(h) It is a concept that foreign or second language should be taught using contextual and content based teaching methodologies. It aims at integration of English into other core subjects. It helps to understand the difficult technical terms related to subject specific concepts. This approach will help the students to learn the language in other subjects as well as the classroom environment.	

Closure: facilitator will end the activity through a discussion on following questions:

1. Did these themes help teachers in their proficiency/professional development? If yes, how?
2. Were they able to integrate these themes into their classroom situations? If so, share a few success stories.

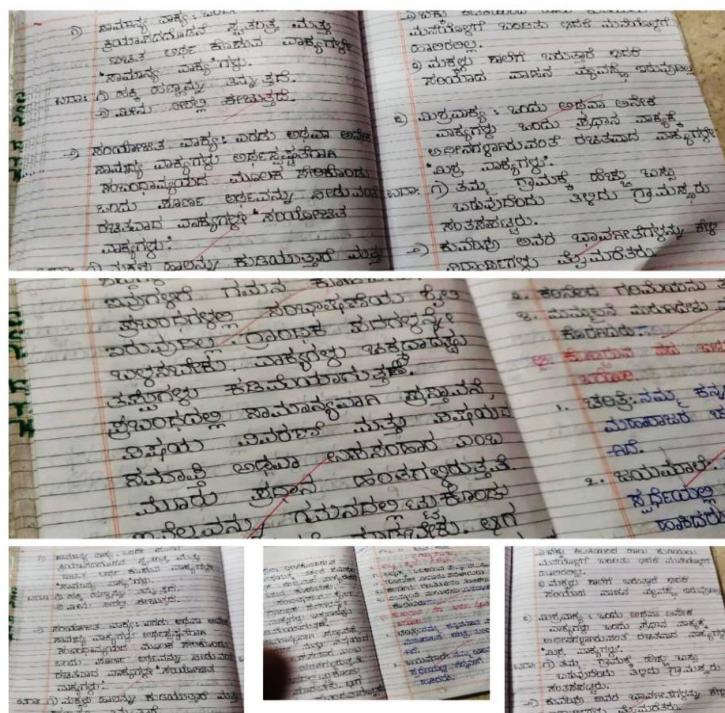
Activity 4 : Gallery of the journey

Time required : 30 minutes

Materials required : Projector, laptop, modules.

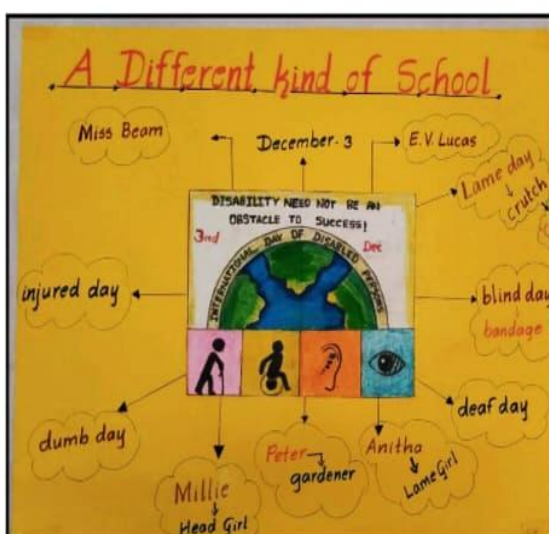
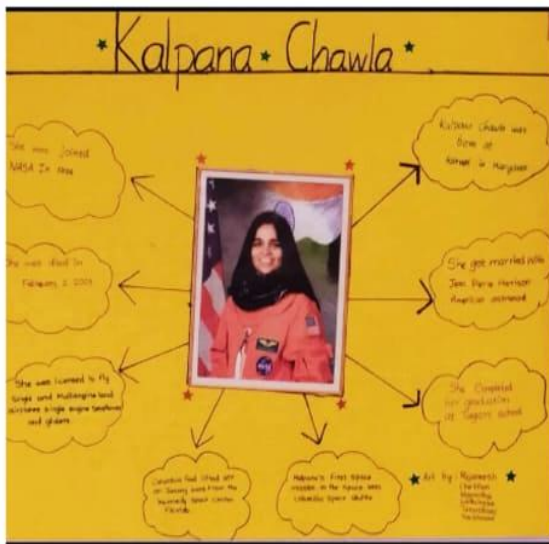
Procedure :

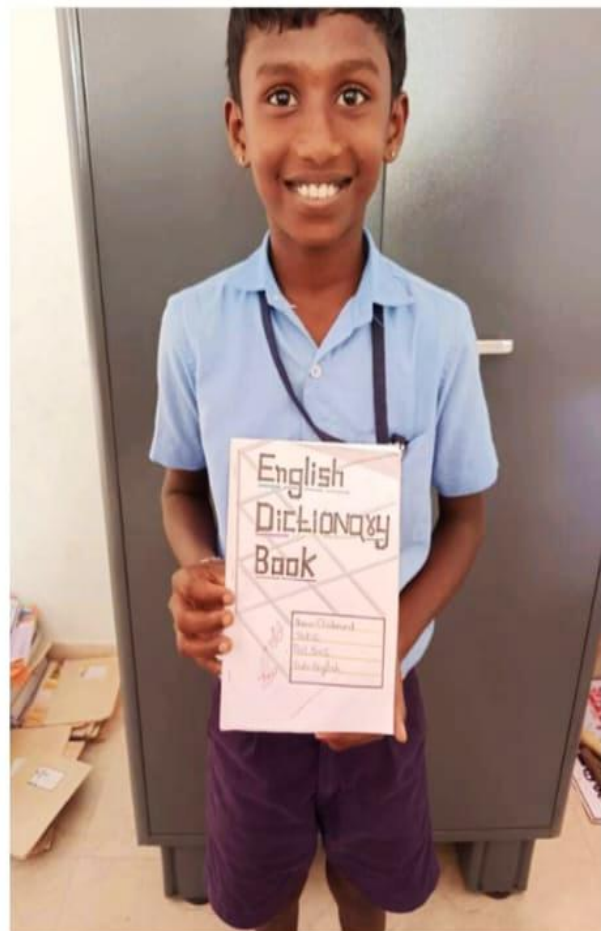
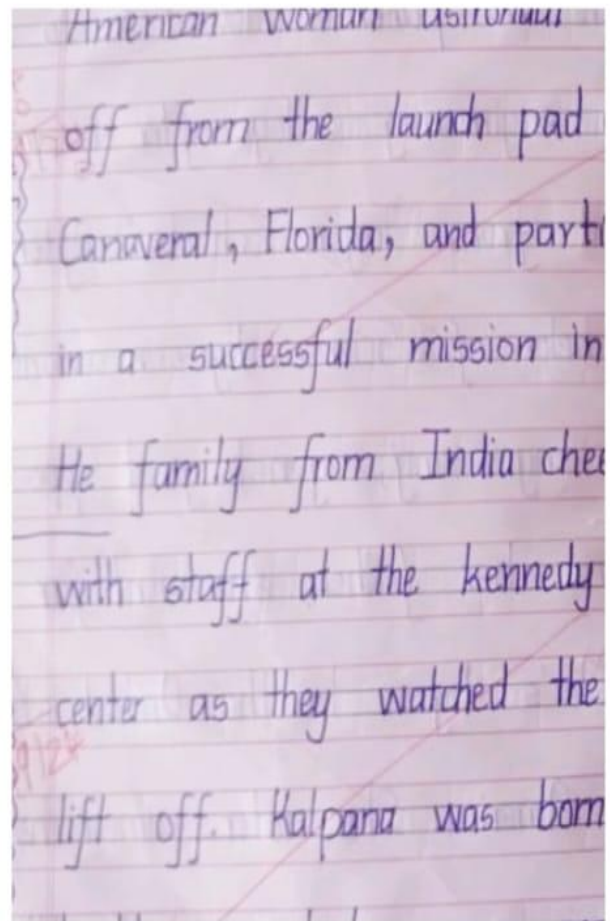
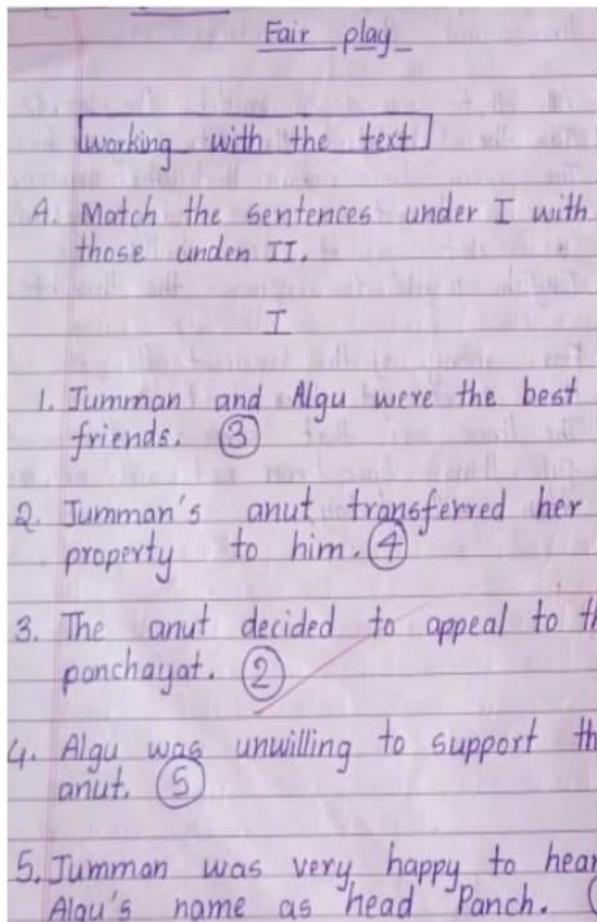
- The Facilitator asks the participants to watch the video of classroom experiences from EMTIP-6.
- They even instruct the participants to note the eye catchy moment in the video.
- The facilitator runs through the various samples of writing of children through a projector.





Who		1. When do you wake up every day? 2. When is the next world cup?
When	Time	
What	Object idea, action	1. What do you want to be? 2. What is your favorite color?
Why	Reason	1. Why do you break the glass? 2. Why haven't you called?
Where	place	1. Where are you going? 2. Where are my shoes?
Which	choice	1. Which book do you like? 2. Which poem do you enjoy?
Whose	Possession	1. Whose book is this? 2. Whose bag is it?
Whom	object of	1. Whom did you see yesterday?







25	२५	पच्चीस			
35	३५	पैंतीस			
37	३७	सैंतीस			
41	४१	इकतालीस			
44	४४	चवालीस			
4. अंक और शब्द भरो :					
21	२१	इक्कीस	26	२६	छब्बीस
33	३३	तैंतीस	30	३०	तीस
44	४४	चवालीस	38	३८	अड़तीस
27	२७	सत्ताइस	46	४६	छियालीस
47	४७	सैंतालीस	34	३४	चौतीस
29	२९	उनतीस	32	३२	कतीस
39	३९	उनतालीस			

खाली जगह भरो :-

क ख ग घ ङ
 च छ ज झ ञ
 ट ठ ड ढ ण त्ठ
 व ध ढ ढ म
 य र ल व श ष स ह
 क ख ग घ ङ

अ आ इ ई
 उ ऊ ऋ ॠ
 ए ऐ ओ औ
 अं अः
 क ख ग घ ङ

ग पेड़ों से छाया मिलती है। ☒

घ पेड़ों से अधिक धक्का होती है। ☒

3. चित्रों को देखा और पेड़ों के नाम लिखो :






आम नीम

4. इन वाक्यों को सुन्दर अक्षरों में लिखो :

क) वृक्ष हमारे मित्र हैं।
 ⇒ वृक्ष हमारे मित्र हैं।

ख) पेड़ों की रक्षा प्रकृति की रक्षा है।
 ⇒ पेड़ों की रक्षा प्रकृति की रक्षा है।

ग) पेड़ों से छाया मिलती है।
 ⇒ पेड़ों से छाया मिलती है।

पाठ - 19

हाती मेरा साती

* अभ्यास

उत्तर लिखो :

क गिलहरी किसकी योजना में निगलती ?
 ⇒ गिलहरी पानी की योजना में निगलती

ख हाथी गिलहरी को कहाँ ले गया ?
 ⇒ हाथी गिलहरी को एक कुएँ के पास ले गया

ग हाथी ने गिलहरी पानी कैसे पिलाया ?
 ⇒ हाथी अपनी सूँठ में पानी भरकर गिलहरी को पिलाया

घ अंत में गिलहरी ने क्या कहा ?
 ⇒ अंत में गिलहरी ने कहा "हाथी, अबसे तु मेरा सात"।

2. सही (✓) और गलत (x) का निशान लगाओ :

2) The lid of a rectangular box of sides 40 cm is by 10 cm. What is sealed all round with tape. What is the length of the tape required?

3) Length of rectangular box

Breadth of rectangular box

The tape all round the rectangular box. The length of the tape required

will be equal to the perimeter of rectangular box

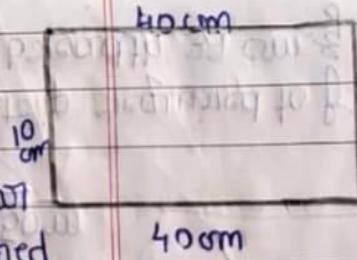
Now, perimeter of rectangular box

$$= 2 \times (l + b)$$

$$= 2 \times (40 + 10)$$

$$= 2 \times 50$$

$$P = 100 \text{ cm} = 1 \text{ m} \quad \therefore \text{So, the length of tape is } 100 \text{ cm} = 1 \text{ m}$$



2) Represent the following numbers as integers with appropriate sign

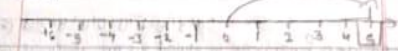
- Increase in weight $\times$ decrease in weight $\rightarrow$ 30 km north $\times$ 30 km south
- Loss of Rs 700 $\times$ profit of Rs 700 $\rightarrow$ 100 m above sea level

3) Represent the following numbers as integers with appropriate sign

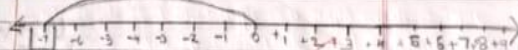
- An aeroplane is flying at a height two thousand meter above the ground. $+2000$
- A submarine is moving at a depth eight hundred meter below the ground. -800
- A deposit of rupees two hundred. $+200$
- A withdrawal of rupees seven hundred. -700

3) Represent the following numbers on a number line

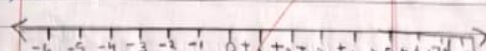
a) $+5$



b) -7



c) $+8$



d) -1



e) -6



4) Adjacent figure is a vertical number line, representing integers observe it and locate the following:

1) $\frac{1}{9} < \frac{2}{9} < \frac{3}{9} < \frac{4}{9} < \frac{5}{9} < \frac{6}{9} < \frac{7}{9} < \frac{8}{9} < \frac{9}{9}$
 2) Show $\frac{1}{6}, \frac{2}{6}, \frac{3}{6}, \frac{4}{6}, \frac{5}{6}$ on the number line. Put appropriate sign between the fraction given.

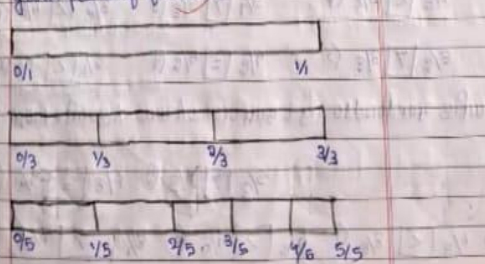
3) Compare the fraction & put an appropriate sign

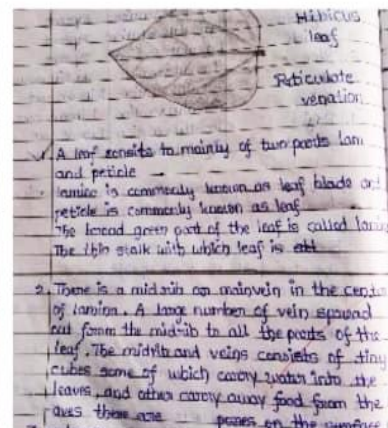
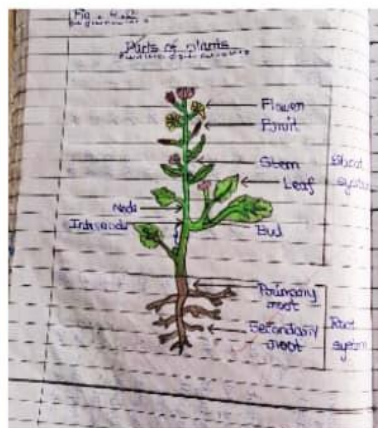
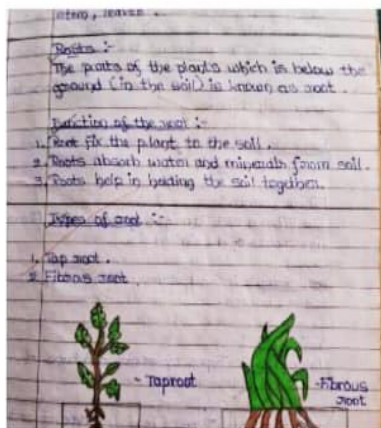
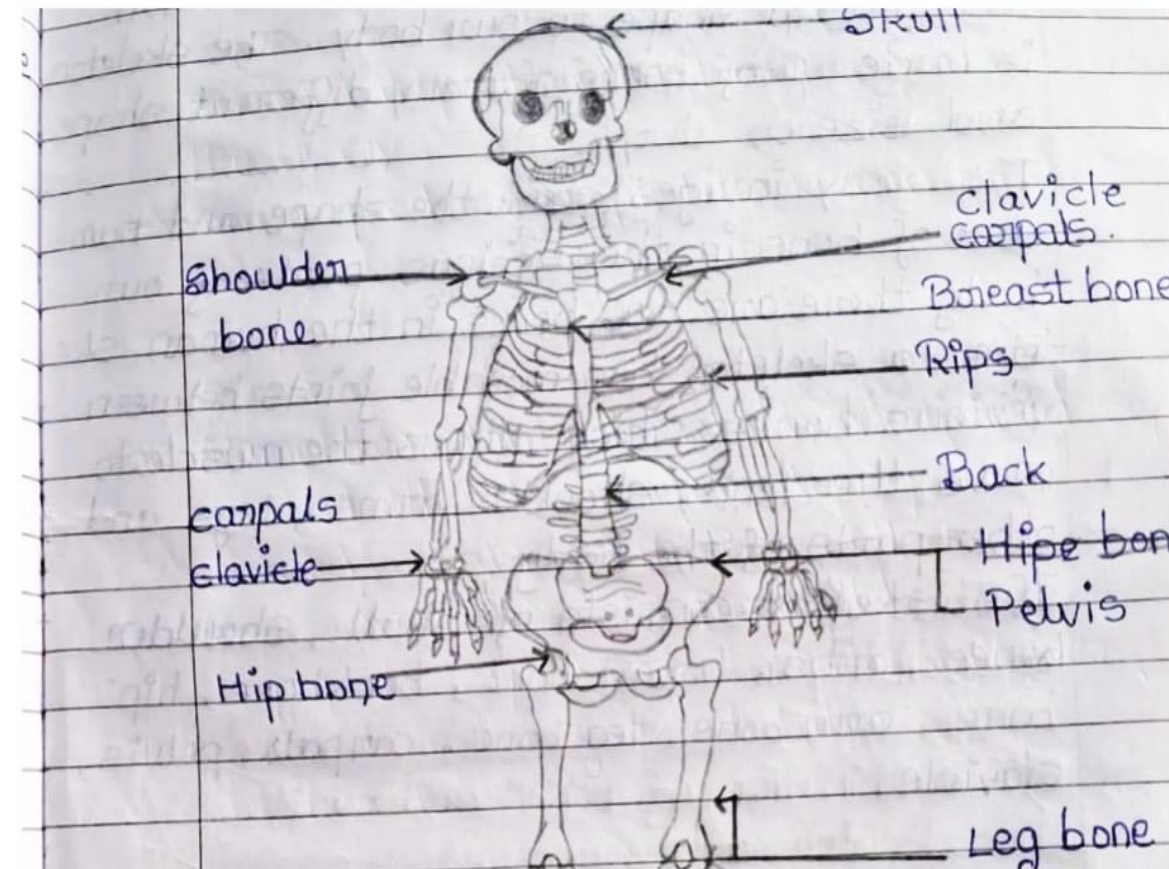
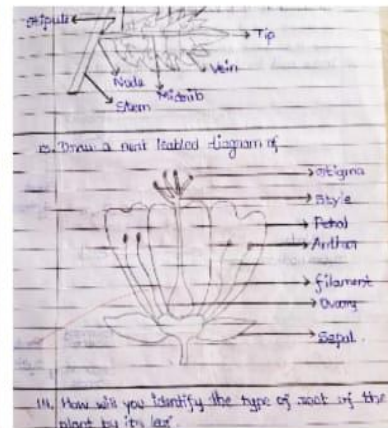
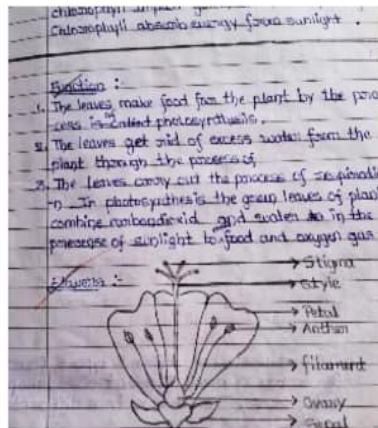
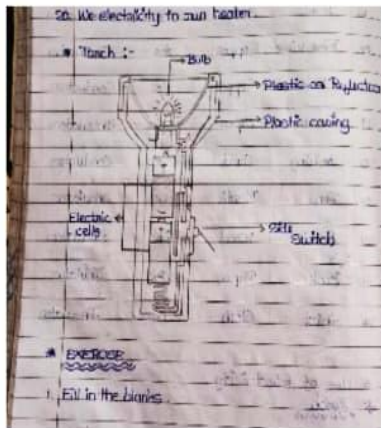
a) $\frac{3}{6} < \frac{4}{6}$ b) $\frac{1}{2} < \frac{1}{3}$ c) $\frac{3}{4} < \frac{5}{6}$ d) $\frac{3}{5} < \frac{2}{3}$

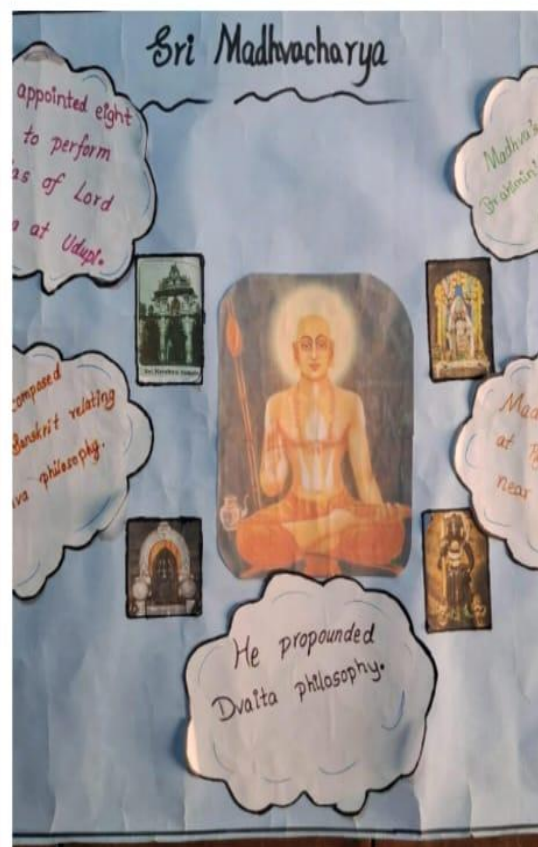
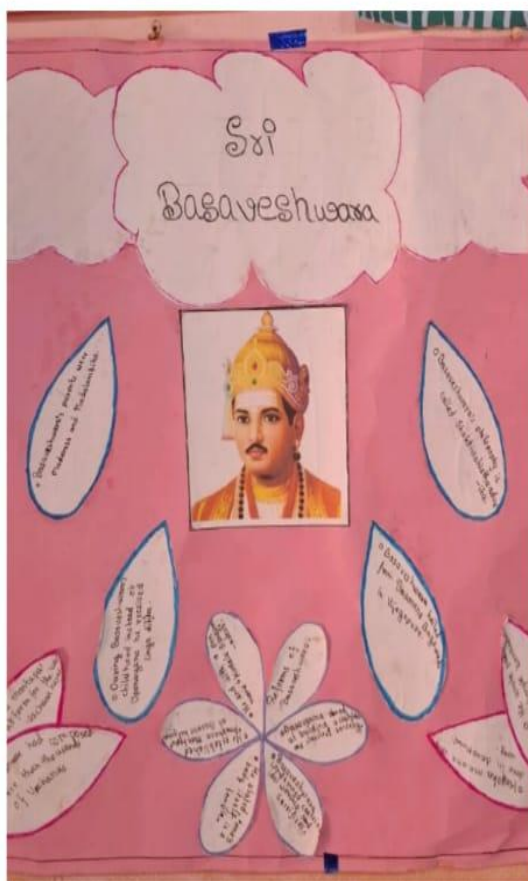
3) make 5 more such pairs and put appropriate sign

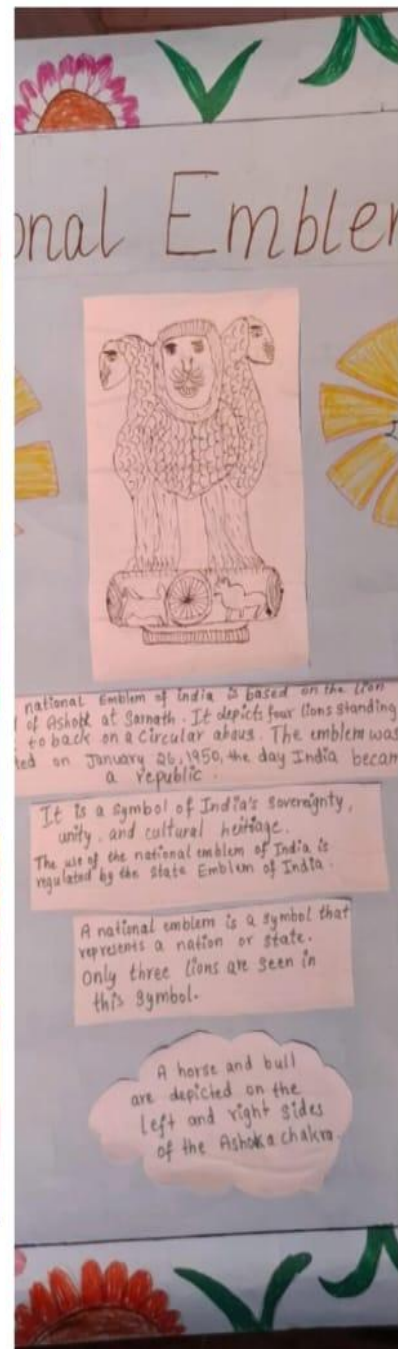
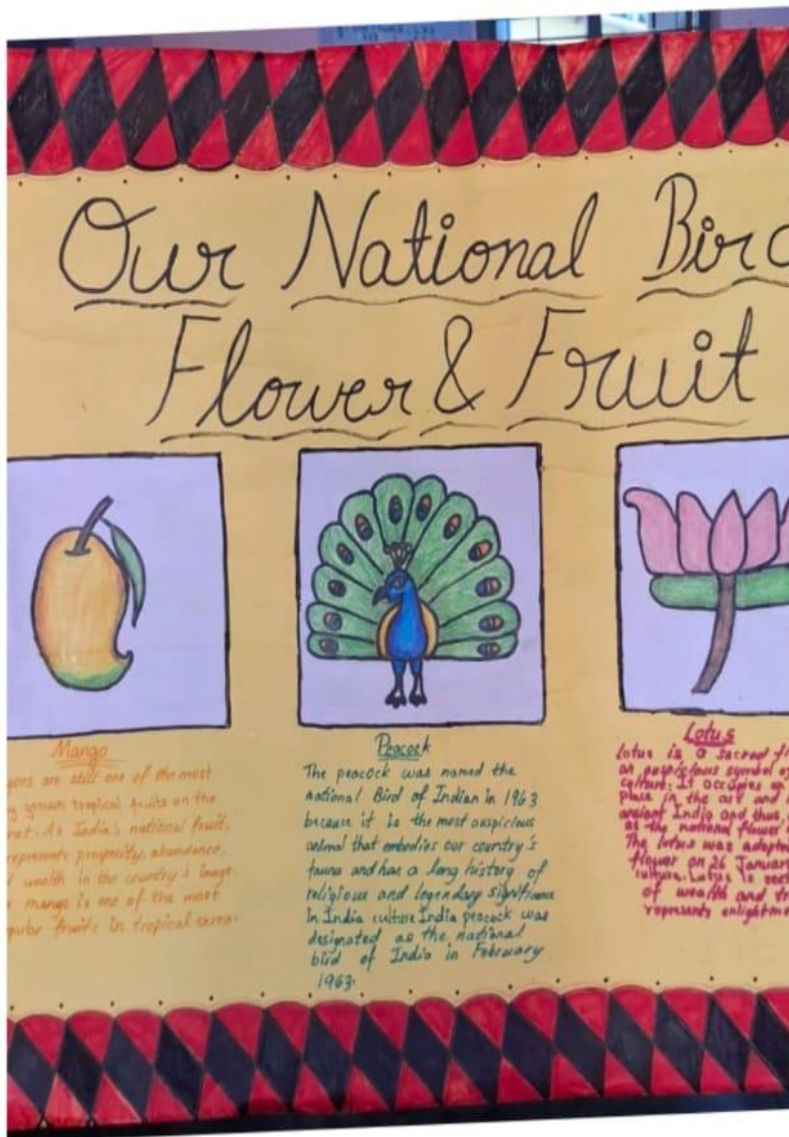
a) $\frac{5}{8} < \frac{1}{8}$ b) $\frac{1}{12} < \frac{10}{12}$ c) $\frac{1}{2} > \frac{1}{10}$
 d) $\frac{1}{3} < \frac{5}{3}$ e) $\frac{3}{3} > \frac{3}{5}$

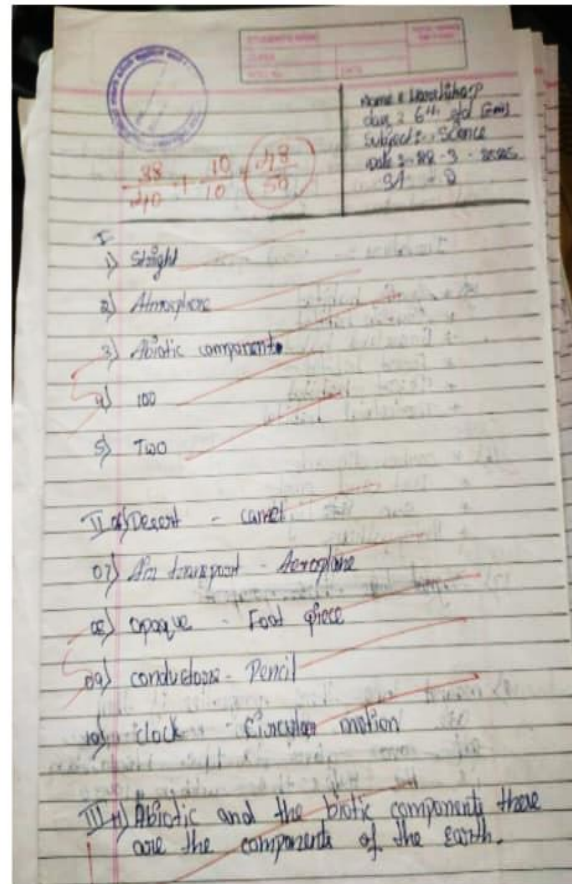
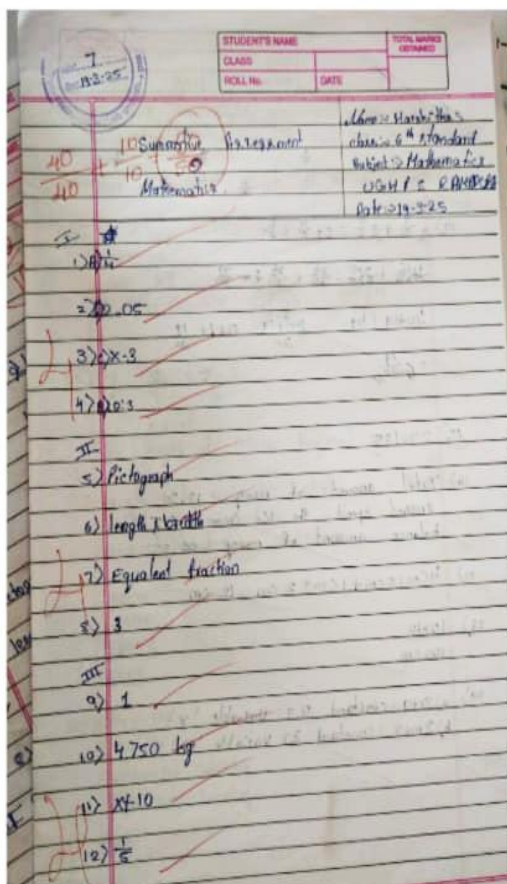
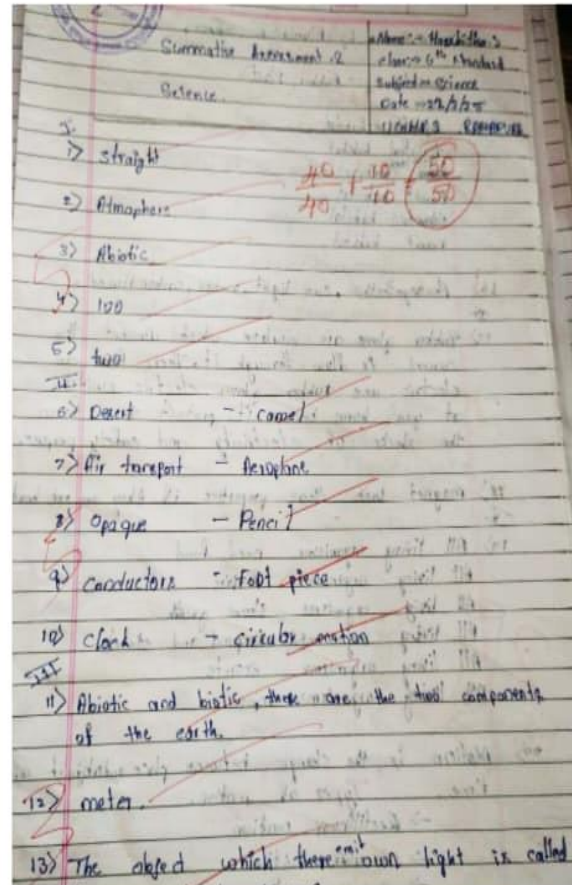
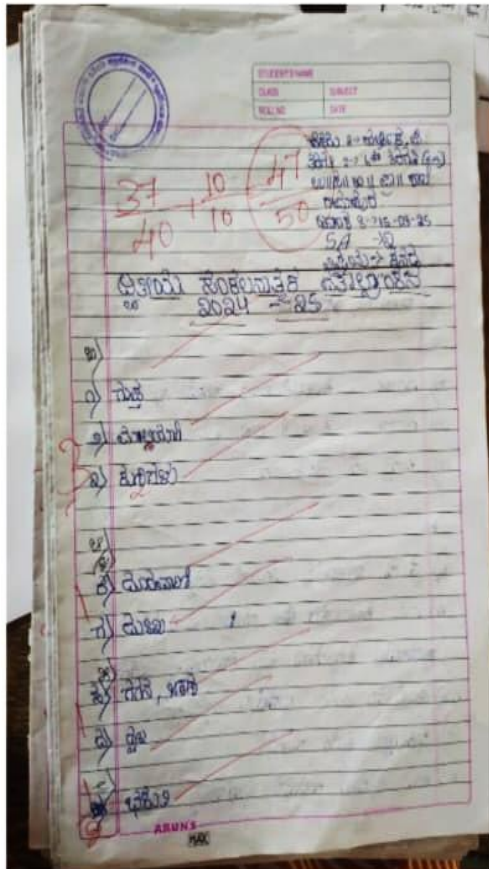
4) Look at the figure & write $<$, $>$, $=$ between the given pairs of fraction.











Video links:



English activity https://drive.google.com/file/d/1b6h3-SOCU7M8R-TYS7h_DB3U8UFjdETt/view?usp=drivesdk



English Conversation <https://drive.google.com/file/d/1QIIUyd-VsBEz1ChaO4sZpaxJ9YK4BMtb/view?usp=drivesdk>



EnglishConversation1
<https://drive.google.com/file/d/1QkY6YJskhmuDR053cqejbaq9ULGowMe/view?usp=drivesdk>



MathsActivity
<https://drive.google.com/file/d/1b945FJyFPGpABBH6Q266rxSL4Z9RMbac/view?usp=drivesdk>



Science Activity
https://drive.google.com/file/d/1ap_pfDpYrkcLODqJdfhms5Kxb086RrXY/view?usp=drivesdk



Science Activity 1
https://drive.google.com/file/d/1bCRIJtzO7mLK7Vm93XVDvnlDoHTX_oDs/view?usp=drivesdk



Journey of Urdu School

https://drive.google.com/file/d/1QnQIuH_j2P45aB3iMzKBA6AQsjw591Gc/view?usp=drive_sdk



Journey of Harshith VH from EMTIP 1 to 6, GHPS Puravara, Madhugiri Taluk

<https://drive.google.com/file/d/1bJezQVy3vduUKRQHOMCbm7TRShwp0g/view?usp=drivesdk>

Closure: Facilitator will end the activity through a discussion on the following questions:

1. How did they feel watching these samples of EMTIP 6?
2. Are they doing anything different from these samples that have helped their children?
If so, please share your experiences.
3. Do they feel motivated looking at such samples to do something more/different/innovative?
4. What efforts of EMTIP have brought this success in the teaching methodology?

THEME 3

ACTIVITIES FOR BRIDGING LEARNING GAPS

Description

A learning gap is the difference between the required learning and the actual learning achieved by the student. The teacher using various teaching techniques and supporting the child effectively can cover the learning gaps of the students. Essentially, the student requires help to understand the concepts/skills in the given subject. Learning gaps can lead to student's overall lagging behind in the class and this will affect the overall morale of the student and may lead to inferiority complex in the child.

Techniques to ascertain learning gaps

Identifying learning gaps in any individual is a highly subjective and challenging task; however, if done systematically manner this can be ascertained. Thumb rule is that previous year assessment scores is not a reflection of the Learning gaps. A detailed analysis of all previous year formative & summative marks, along with standardized assessment and performance-based tasks such as classroom activities, assignments, project work, student participation, presentations, etc. will help in identifying the learning gaps.

Details of the session

Session 1: Learning Gaps
Understand learning gaps and create techniques/activities for LOs
90 minutes

Objectives

By the end of this session, the participants will be able to

- Understand learning gaps and assess the learning gaps in a student.
- Create techniques/activities for bridging the learning gaps.

Learning Gaps - English

Activity 1 : Identify the Learning Outcome that continues from class 5 to class 6.

Required Time : 30 minutes

Required Materials : Handouts of learning outcome, paper and pen.

Procedure: Facilitator provides Learning Outcomes of class 5 and class 6.

- Asks the participants to identify the Learning Outcomes that have continued from class 5 to class 6.

Following are the learning outcomes of English for class 5 and class 6

Class 5 - Learning Outcomes	Class 6 - Learning Outcomes
1) Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar stories, and poems heard or read	1) Recites and shares English songs, poems, games, riddles, stories, and tongue twisters etc .Recites and shares with peers and family members.

2) Recites and shares English songs, poems, games, riddles, stories, and tongue twisters etc., recites and shares with peers and family members.	2) Acts according to instructions given in English, in games/sports, such as 'Hit the Ball!' 'Throw the ring.' 'Run to the Finish Line!', etc.
3) Acts according to instructions given in English, in games/sports, such as 'Hit the Ball!' 'Throw the ring.' 'Run to the Finish Line!,' etc.	3) Uses the dictionary for reference.
4) Reads independently in English storybooks, news items/ headlines, advertisements etc. Talks about it and composes short paragraphs	4) Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar stories, and poems heard or read
5) Conducts short interviews of people around him e.g., interviewing grandparents, teachers, school librarians, gardeners etc.	5) Reads text with comprehension, locates details and sequence of events.
6) Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions	6) Uses synonyms such as 'big/large', 'shut/ Close', and antonyms like inside/outside, light/dark from clues in the context
7) Uses synonyms such as 'big/large', 'shut/ Close', and antonyms like inside/outside, light/dark from clues in the context	7) Identifies kinds of nouns, and adverbs; differentiates between simple past and simple present verbs
8) Reads text with comprehension, locates details and sequence of events.	8) Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
9) Connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences	9) Reads independently in English storybooks, news items/ headlines, advertisements, etc. Talks about it, and composes short paragraphs
10) Takes dictation for different purposes, such as lists, paragraphs, dialogues, etc.	10) Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarians, gardeners, et
11) Uses the dictionary for reference	11) Connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
12) Identifies kinds of nouns, and adverbs; differentiates between simple past and simple present verbs	12) Takes dictation for different purposes, such as lists, paragraphs, dialogues etc.
13) Writes paragraphs in English from verbal, and visual clues, with appropriate punctuation marks and linkers	13) Writes paragraphs in English from verbal and visual clues, with appropriate punctuation marks and linkers
14) Writes a 'mini biography' and 'mini autobiography'	14) Writes a 'mini biography' and 'mini autobiography'
15) Writes informal letters, messages and e-mails	15) Writes in formal letters, messages and e- mails

16) Reads print in the surroundings (advertisements, directions, names of places etc.), understands and answers queries	16) Reads print in the surroundings (advertisements, directions, names of places, etc.), understands and answers queries
17) Attempts to write creatively (stories, poems, posters, etc)	17) Attempts to write creatively (stories, poems, posters, etc)
18) Writes and speaks on peace, equality etc suggesting personal views	18) Writes and speaks on peace, equality, etc. suggesting personal views
19) Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc.	19) Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/heard in narratives/seen in videos, films, etc.
20) 21st century skills focused	

List the Identified learning gaps

Closure: Facilitator will discuss the following questions with Participants:

1. Why do you think this/these learning gap/s are not covered?
2. Do you think these learning gaps create any difference in the student's learning?
3. What steps can be taken to bridge these learning gaps?

Activity 2: Sample activity for Learning Outcome of Class 6.

Learning Outcome: "Attempts to write creatively (stories, poems, posters, etc)".

Time Required : 30 minutes

Materials Required : Teacher's handbook, Pen, Pencil, Sketch Pen, KG Cardboard, Scissors, and Glue.

Procedure:

a) Story Writing:

Facilitator provides jumbled pictures of a story and asks the participants to arrange them sequentially and frame a story with suitable title.





b) Compose a Poem:

Facilitator provides the following sample Poem:

“Rain, Rain go away, Come again another day, Little Johnny wants to play, Rain, Rain Go to Spain”.	“A little Boy has a Toy, He has a Cap on it as a Map, He likes to drive a car, He went to Bake to eat a Cake”.
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Facilitator asks participants to compose a poem using the following rhyming words like “Sun – Bun”, “Day - Way”, etc. and recite the poem.

c) Poster making: Facilitator asks the participants to design postures, which will include pictures and taglines, to create traffic awareness to the general public regarding the importance of following the traffic rules, such as

- Wear a helmet, save your life.
- Do not drink and drive.
- Do not use mobile phones while driving,
- Do not jump the traffic signals, etc.

Closure: Facilitator ends the activity through a brief discussion about their experiences and encourages discussion about challenges in composing, creating the poem, reading and subject matter analysis.

ಕಲಿಕೆಯ ಅಂತರಗಳು-ಕನ್ನಡ

ವಿವರಣೆ

ಕಲಿಕೆಯ ಅಂತರವು ಅಗತ್ಯವಿರುವ ಕಲಿಕೆ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಯು ಸಾಧಿಸಿದ ನಿಜವಾದ ಕಲಿಕೆಯ ನಡುವಿನ ವ್ಯತ್ಯಾಸವಾಗಿದೆ. ಶಿಕ್ಷಕರು ವಿವಿಧ ಬೋಧನಾತಂತ್ರಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಮತ್ತು ಮಗುವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೆಂಬಲಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ಅಂತರವನ್ನು ತುಂಬಬಹುದು. ಮೂಲಭೂತವಾಗಿ ವಿದ್ಯಾರ್ಥಿಗೆ ನಿರ್ದಿಷ್ಟ ವಿಷಯದಲ್ಲಿನ ಪರಿಕಲ್ಪನೆಗಳು/ಕೌಶಲ್ಯಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಸಹಾಯದ ಅಗತ್ಯವಿದೆ. ಕಲಿಕೆಯ ಅಂತರವು ವಿದ್ಯಾರ್ಥಿಯು ತರಗತಿಯಲ್ಲಿ ಒಟ್ಟಾರೆ ಹಿಂದುಳಿಯಲು ಕಾರಣವಾಗುತ್ತದೆ ಮತ್ತು ಇದು ವಿದ್ಯಾರ್ಥಿಯ ಒಟ್ಟಾರೆ ನೈತಿಕತೆಯ ಮೇಲೆ ಪರಿಣಾಮ ಬೀರುತ್ತದೆ ಮತ್ತು ಮಗುವಿನಲ್ಲಿ ಕೀಳರಿಮೆಗೆ ಕಾರಣವಾಗಬಹುದು.

ಕಲಿಕೆಯ ಅಂತರವನ್ನು ಕಂಡುಹಿಡಿಯುವ ತಂತ್ರಗಳು

ಯಾವುದೇ ವ್ಯಕ್ತಿಯಲ್ಲಿ ಕಲಿಕೆಯ ಅಂತರವನ್ನು ಗುರುತಿಸುವುದು ಹೆಚ್ಚು ವ್ಯಕ್ತಿನಿಷ್ಠ ಮತ್ತು ಸವಾಲಿನ ಕೆಲಸ, ಆದಾಗ್ಯೂ, ವ್ಯವಸ್ಥಿತ ರೀತಿಯಲ್ಲಿ ಮಾಡಿದರೆ ಇದನ್ನು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಬಹುದು. ಹಿಂದಿನ ವರ್ಷದ ಮೌಲ್ಯಮಾಪನ ಅಂಶಗಳು ಕಲಿಕೆಯ ಅಂತರಗಳ ಪ್ರತಿಬಿಂಬವಲ್ಲ ಎಂಬುದು ಹೆಬ್ಬೆರಳಿನ ನಿಯಮ. ಹಿಂದಿನ

ವರ್ಷದ ಎಲ್ಲಾ ರಚನಾತ್ಮಕ ಮತ್ತು ಸಂಕಲನಾತ್ಮಕ ಅಂಶಗಳ ವಿವರವಾದ ವಿಶ್ಲೇಷಣೆ, ಜೊತೆಗೆ ಪ್ರಮಾಣೀಕೃತ ಮೌಲ್ಯಮಾಪನ ಮತ್ತು ತರಗತಿಯ ಚಟುವಟಿಕೆಗಳು, ನಿಯೋಜನೆಗಳು ಯೋಜನಾಕೆಲಸ, ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಗವಹಿಸುವಿಕೆ, ಪ್ರಸ್ತುತಿಗಳು ಇತ್ಯಾದಿಗಳಂತಹ ಕಾರ್ಯಕ್ಷಮತೆ ಆಧಾರಿತ ಕಾರ್ಯಗಳು ಕಲಿಕೆಯ ಅಂತರವನ್ನು ಗುರುತಿಸಲು ಸಹಾಯಮಾಡುತ್ತದೆ.

ಉದ್ದೇಶಗಳು

▪ ಕಲಿಕೆಯ ಅಂತರವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಯಲ್ಲಿ ಕಲಿಕೆಯ ಅಂತರವನ್ನು ನಿರ್ಧರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

▪ ಕಲಿಕೆಯ ಅಂತರವನ್ನು ಕಡಿಮೆಮಾಡಲು ತಂತ್ರಗಳು/ಚಟುವಟಿಕೆಗಳನ್ನು ರಚಿಸುತ್ತಾರೆ.

ಚಟುವಟಿಕೆ:- ೫ನೇ ತರಗತಿಯಿಂದ ೬ನೇ ತರಗತಿಯವರೆಗೆ ಮುಂದುವರಿದ ಕಲಿಕಾಫಲಗಳನ್ನು ಗುರುತಿಸುತ್ತಾರೆ.

ಬೇಕಾಗುವ ಸಮಯ:- ೨೦ ನಿಮಿಷಗಳು

ಬೇಕಾಗುವ ಸಾಮಗ್ರಿಗಳು:- ಕಾಗದ ಮತ್ತು ಪೆನ್ನು.

ಕಾರ್ಯವಿಧಾನ:- ೫ ಮತ್ತು ೬ನೇ ತರಗತಿಯ ಕಲಿಕಾಫಲಗಳನ್ನು ಒದಗಿಸಿ ಮತ್ತು ೫ ಮತ್ತು ೬ನೇ ತರಗತಿ ಎರಡಕ್ಕೂ ಸಾಮಾನ್ಯವಾಗಿರುವ ಕಲಿಕಾಫಲಗಳನ್ನು ಗುರುತಿಸಲು ಹೇಳುತ್ತಾರೆ.

5 ಮತ್ತು 6ನೇ ತರಗತಿಯ ಕನ್ನಡ ವಿಷಯದ ಕಲಿಕಾಫಲಗಳು ಈ ಕೆಳಗಿನಂತಿವೆ.

ತರಗತಿ 5 – ಕಲಿಕಾಫಲಗಳು	ತರಗತಿ 6 - ಕಲಿಕಾಫಲಗಳು
1. ತಮ್ಮ ಆಸುಪಾಸಿನಲ್ಲಿ ಸಂಭವಿಸುವ ವಿವಿಧ ಘಟನೆಗಳ ಅಂಶಗಳ ಬಗ್ಗೆ ಗಮನಹರಿಸುತ್ತಾ ಅವುಗಳ ಬಗ್ಗೆ ಮೌಖಿಕವಾಗಿ ಪ್ರತಿಕ್ರಿಯೆ ನೀಡುವರು, ಪ್ರಶ್ನಿಸುವರು.	1. ವಿವಿಧ ಪ್ರಕಾರದ ಧ್ವನಿಗಳನ್ನು ಆಲಿಸಿದ ಅನುಭವಗಳನ್ನು (ಉದಾಹರಣೆಗೆ ಮಳೆ, ಗಾಳಿರೈಲು, ಮುಂತಾದವು), ವಿವಿಧ ವಸ್ತುಗಳನ್ನು ಮುಟ್ಟಿದ ಇಲ್ಲವೆ ರುಚಿ ಅನುಭವಗಳನ್ನು ತಮ್ಮದೇ ರೀತಿಯಲ್ಲಿ ಬರವಣಿಗೆಯಲ್ಲಿ ಅಭಿವ್ಯಕ್ತಿಗೊಳಿಸುವರು.
2. ಭಾಷೆಯ ಸೂಕ್ಷ್ಮಾಂಶಗಳ ಬಗ್ಗೆ ಗಮನಹರಿಸುತ್ತಾ ತಮ್ಮ ಭಾಷೆಯನ್ನು ತಾವೇ ರಚಿಸಿ ನಿರರ್ಗಳವಾಗಿ ಮಾತನಾಡುವರು.	2. ಆಲಿಸಿದ ಅಥವಾ ನೋಡಿದ ವಿಷಯಗಳ ಬಗ್ಗೆ (ಉದಾಹರಣೆಗೆ: ಸ್ಥಳೀಯ ಸಾಮಾಜಿಕ ಘಟನೆಗಳು, ಕಾರ್ಯಕ್ರಮಗಳು ಮತ್ತು ಚಟುವಟಿಕೆಗಳು) ಸಂಕೋಚವಿಲ್ಲದೆ ಮಾತನಾಡುತ್ತಾರೆ ಮತ್ತು ಪ್ರಶ್ನೆ ಮಾಡುತ್ತಾರೆ.
3. ಕೇಳಿದ / ಓದಿದ ಸಾಹಿತ್ಯ (ಹಾಸ್ಯ, ಸಾಹಸ, ಸಾಮಾಜಿಕ ಮೂಲದ ವಿಷಯಗಳ ಆಧಾರಿತ ಕಥೆ ಕವಿತೆ) ವಿಷಯವನ್ನೂ, ಘಟನೆಗಳನ್ನು, ಚಿತ್ರಗಳು, ಪಾತ್ರಗಳು ಮತ್ತು ಶಿರೋನಾಮ ಮುಂತಾದವುಗಳ ಬಗ್ಗೆ ಮಾತನಾಡುತ್ತಾರೆ, ಪ್ರಶ್ನಿಸುತ್ತಾರೆ ಸ್ವತಃ	3. ನೋಡಿದ, ಆಲಿಸಿದ ವಿವಿಧ ಸಾಹಿತ್ಯ ರಚನೆ, ಘಟನೆ, ಪ್ರಮುಖಾಂಶಗಳ ಬಗೆಗಿನ ಮಾತುಕತೆಗಳನ್ನು ತಮ್ಮದೇಯಾದ ರೀತಿಯಲ್ಲಿ ಮುಂದುವರಿಸುತ್ತಾರೆ. ಉದಾಹರಣೆ: ಒಂದು ಕಥೆಯನ್ನು ಮುಂದುವರಿಯಿಸುವುದು.

ಅಭಿಪ್ರಾಯವನ್ನು ಹೊಂದಿ ರುತ್ತಾರೆ. ತಮ್ಮ ಅಭಿಪ್ರಾಯ ಮತ್ತು ತರ್ಕವನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತಾರೆ ಮತ್ತು ಒಂದು ನಿರ್ಣಯಕ್ಕೆ ಬರುವರು	
4.ವಿವಿಧ ರೀತಿಯ ವಿಷಯ ಸಾಮಗ್ರಿಗಳಲ್ಲಿ ವ್ಯತ್ಯಾಸಪರಿಣಿತ ಬಾಲಪತ್ರಿಕೆ ಮಕ್ಕಳ ಸಾಹಿತ್ಯ ಪೋಸ್ಟ್ ಇತ್ಯಾದಿ ಕಂಡು ಬರುವ ಸಂವೇದನಾಶೀಲ ಅಂಶಗಳನ್ನು ಗುರುತಿಸಿ ತನ್ನ ಮಾತಿನಲ್ಲಿ ಬರಹದಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುವರು.	4. ವಿಡಿಯೋ, ಟಿ.ವಿ, ಸುದ್ದಿಪತ್ರಿಕೆ, ಅಂತರ್ಜಾಲಗಳಲ್ಲಿ ನೋಡಿದ, ಇಲ್ಲವೇ ಆಲಿಸಿದ ಸುದ್ದಿಗಳನ್ನು ತಮ್ಮದೇಯಾದ ಮಾತುಗಳಲ್ಲಿ ಹೇಳುತ್ತಾರೆ.
5. ವಿವಿಧ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉದ್ದೇಶಗಳಿಗಾಗಿ ಬೋರ್ಡ್‌ಮೇನ್ ಬರೆದಸೂಚನೆ, ಕಾರ್ಯಕ್ರಮದ ವರದಿ, ಪತ್ರ ಮುಂತಾದವನ್ನಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವ ಉದ್ದೇಶದಿಂದ ಓದಿ ನಕಲು ಮಾಡುತ್ತಾರೆ.	5. ವಿವಿಧ ಸಂದರ್ಭ / ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ಹೇಳಲ್ಪಡುವ ಇತರರ ಮಾತುಗಳನ್ನು ತಮ್ಮದೇ ಆದ ಶೈಲಿಯಲ್ಲಿ ಪುನರ್ ಸೃಷ್ಟಿಸುತ್ತಾರೆ. ಉದಾಹರಣೆ: ತಾವು ಸ್ವತಃ ನೋಡಿದವ ತನ್ನ ಒಡನಾಡಿಯ ಯಾತ್ರೆಯ ಅನುಭವ ಇತ್ಯಾದಿ.
6. ವಿವಿಧ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉದ್ದೇಶಗಳಿಗಾಗಿ ಬೋರ್ಡ್‌ಮೇನ್ ಬರೆದಸೂಚನೆ, ಕಾರ್ಯಕ್ರಮದ ವರದಿ, ಪತ್ರ ಮುಂತಾದವನ್ನಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವ ಉದ್ದೇಶದಿಂದ ಓದಿ ನಕಲು ಮಾಡುತ್ತಾರೆ.	6. ತಮ್ಮ ಪರಿಸರದಲ್ಲಿರುವ ವಿವಿಧ ಜನಪದ ಕಥೆ ಮತ್ತು ಗೀತೆಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುತ್ತ ಸ್ಮರಿಸುತ್ತಾರೆ
7.ಬೇರೆ ಬೇರೆ ಪರಿಚರದ ಮತ್ತು ಉದ್ದೇಶಗಳಿಗಾಗಿ (ಸೂಚನೆ ಸೂಚನಾ ಫಲಕದಲಿ ಹಾಕಿರುವ ಸೂಚನೆ ಕಾರ್ಯಕ್ರಮಗಳ ಪಟ್ಟಿ ಜ್ಞಾನ ಪಡೆದುಕೊಳ್ಳಲು) ಓದುತ್ತಾರೆ ಮತ್ತು ಬರೆಯುತ್ತಾರೆ.	7. ತನ್ನದಕ್ಕಿಂತ ಭಿನ್ನ ಭಾಷೆ, ಉಟ, ಉಪಚಾರ, ವೇಷಭೂಷಣಗಳ ವೈಶಿಷ್ಟ್ಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಮಾತುಕತೆ ನಡೆಸುತ್ತಾರೆ.
8. ತಮ್ಮ ಪಠ್ಯಪುಸ್ತಕದ ಹೊರತಾಗಿ ವಿಷಯ ಸಾಮಗ್ರಿಗಳನ್ನು (ಸಮಾಚಾರಪತ್ರಿಕೆ ಬಾಲಪತ್ರಿಕೆ ಮುಂತಾದವು) ಓದಿ ತಿಳಿಯುತ್ತಾರೆ ಮತ್ತು ಅವುಗಳ ಬಗ್ಗೆ ಮಾತನಾಡುತ್ತಾರೆ ಮತ್ತು ಸ್ಮರಿಸುತ್ತಾರೆ	8. ಯಾವುದಾದರೂ ಹೊಸ ವಸ್ತುವಸ್ತುವನ್ನು ಓದಿ, ಅದರಲ್ಲಿ ಬರುವ ವಿಷಯವನ್ನು ಉಹಿಸಿ. ತಿಳಿದುಕೊಳ್ಳುತ್ತಾರೆ.
9. ಆಲಿಸಿದ ಓದಿದ ಸಾಹಿತ್ಯಗಳ (ಹಾಸ್ಯ ,ಸಾಹಸ, ಸಾಮಾಜಿಕ ಮುಂತಾದ) ವಿಷಯಗಳನ್ನು ಆಧರಿಸಿದ ಕಥೆ ಕವಿತೆ ಮುಂತಾದವುಗಳು ವಿಷಯವಸ್ತು ಘಟನೆಗಳು ಚಿತ್ರಗಳು ಮತ್ತು ಪಾತ್ರಗಳು ಶಿರೋನಾಮೆಗಳ ಬಗ್ಗೆ ಮಾತನಾಡುತ್ತಾರೆ	9. ಯಾವುದಾದರೂ ಪಠ್ಯವಸ್ತುವಿನ ಮೇಲೆ ಕಣ್ಣುಹಾಯಿಸುತ್ತ ಅದರಲ್ಲಿ ಕಾಣುವ ವಿಶೇಷ ಅಂಶವನ್ನು ಕಂಡುಕೊಳ್ಳುತ್ತಾರೆ ಇಲ್ಲವೇ ಉಹಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

ಪ್ರಶ್ನಿಸುತ್ತಾರೆ ಸ್ವತಹ ಟಿಪ್ಪಣಿ ನೀಡುತ್ತಾರೆ ಮತ್ತು ತಾರ್ಕಿಕವಾಗಿ ಚಿಂತಿಸಿ ನಿರ್ಣಯಕ್ಕೆ ಬರುತ್ತಾರೆ	
10. ಅಪರಿಚಿತ ಶಬ್ದಗಳ ಅರ್ಥವನ್ನು ಶಬ್ದಕೋಶದಲ್ಲಿ ಹುಡುಕುವರು.	೧೦. ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ಸಿಗುವ ವಿವಿಧ ಓದುವ ಸಾಮಗ್ರಿಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಂಡು ಓದುತ್ತಾರೆ. ಉದಾಹರಣೆಗೆ: ಸುದ್ದಿಪತ್ರ. ಸಮಾಚಾರ ಪತ್ರಿಕೆ. ಕಥೆ, ತಿಳುವಳಿಕೆ ಪತ್ರ, ಅಂತರ್ಜಾಲದ ಸುದ್ದಿಗಳು ಇತ್ಯಾದಿ. ಇವುಗಳ ಬಗ್ಗೆ ತಮ್ಮ ಆಸಕ್ತಿ, ಇಷ್ಟಪಡಲು ಕಾರಣ ಮತ್ತು ಇವುಗಳ ಬಗ್ಗೆ ಅಭಿಪ್ರಾಯವನ್ನು ಹೇಳುತ್ತಾರೆ./ಟಿಪ್ಪಣಿಬರೆಯುತ್ತಾರೆ.
11. ಸ್ವಯಿಚ್ಛೆಯಿಂದ ಅಥವಾ ಶಿಕ್ಷಕರಿಂದ ನಿರ್ಧರಿಸಿದ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಬರವಣಿಗೆ ಪ್ರಕ್ರಿಯೆಗಳ ಬಗ್ಗೆ ತಿಳಿದು ತಮ್ಮ ಬರವಣಿಗೆಯನ್ನು ಸಂಶೋಧಿಸುತ್ತಾರೆ ಮತ್ತು ಬರವಣಿಗೆಯ ಉದ್ದೇಶ ಮತ್ತು ಓದುಗನಿಗೆ ಅನುಸಾರವಾಗಿ ತಮ್ಮ ಬರವಣಿಗೆಯಲ್ಲಿ ಪರಿವರ್ತನೆ ಮಾಡುವರು. ಉದಾಹರಣೆ: ಯಾವುದಾದರೂ ಒಂದು ಘಟನೆಯ ಬಗ್ಗೆ ತಿಳಿಸಲು ಶಾಲಾಭಿತ್ತಿ ಪತ್ರಿಕೆಗೆ ಬರೆಯುವುದು ಮತ್ತು ಸ್ನೇಹಿತನಿಗೆ ಪತ್ರ ಬರೆಯುವುದು.	11. ಭಾಷೆಯ ಸೂಕ್ಷ್ಮತೆ, ವ್ಯವಸ್ಥೆ, ಶೈಲಿಗಳ ಬಗ್ಗೆ ಗಮನ ಕೊಡುತ್ತ ಇವುಗಳನ್ನು ಮೆಚ್ಚಿಕೊಳ್ಳುತ್ತಾರೆ. ಉದಾಹರಣೆ: ಕವಿತೆಯೊಳಗಿನ ಪ್ರಾಸ, ಲಯ, ಚಂದಸ್ಸು, ಕಥೆ, ಪ್ರಬಂಧಗಳಲ್ಲಿ ಬಳಕೆಯಾದ ನುಡಿಗಟ್ಟು, ಗಾದೆ ಮಾತು ಇತ್ಯಾದಿ
12. ಭಾಷಾಸೂಕ್ಷ್ಮತೆಗಳ ಮೇಲೆ ಗಮನಹರಿಸಿ ತಮ್ಮ ಭಾಷೆಯ ರಚನೆ ಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ ಮತ್ತು ಅದನ್ನು ತಮ್ಮ ಬರವಣಿಗೆಯಲ್ಲಿ ಜಾರಿಗೆ ತರುವರು.	12. ವಿವಿಧ ಸಾಹಿತ್ಯಪ್ರಕಾರಗಳಲ್ಲಿ ಬರೆದಿರುವ ಸಾಹಿತ್ಯ ಸಾಮಗ್ರಿಗಳನ್ನು ಸೂಕ್ತ ಏರಿಳಿತ ಮತ್ತು ಸರಿಯಾದ ರೀತಿಯಲ್ಲಿ ಓದುತ್ತಾರೆ.
13. ಭಾಷಾ ವ್ಯಾಕರಣದ ಅಂಗಗಳನ್ನು (ಉದಾಹರಣೆ: ಕಾರಕ, ಚಿಹ್ನೆಗಳು, ಕ್ರಿಯಾ, ಕಾಲ ವಿರುದ್ಧಪದ ಮುಂತಾದವು) ಗುರುತಿಸುತ್ತಾರೆ. ಅವುಗಳ ಬಗ್ಗೆ ಸೂಕ್ತವಾಗಿ ಬರೆಯುವರು	13. ಕನ್ನಡ ಭಾಷೆಯ ವಿವಿಧ ಸಾಹಿತ್ಯಪ್ರಕಾರಗಳ ರಚನೆಗಳನ್ನು ಓದುತ್ತಾರೆ.
14. ವಿಭಿನ್ನ ಉದ್ದೇಶಗಳಿಗಾಗಿ ಬರೆಯುತ್ತಿರುವ ತಮ್ಮ ಬರವಣಿಗೆಯಲ್ಲಿ ಲೇಖನ ಚಿಹ್ನೆಗಳು ಉದಾಹರಣೆ, ಪೂರ್ಣವಿರಾಮ, ಅಲ್ಪವಿರಾಮ, ಪ್ರಶ್ನಾರ್ಥಕ, ಭಾವಸೂಚಕ, ಉದ್ಧರಣ ಚಿಹ್ನೆಗಳನ್ನು ಸೂಕ್ತವಾಗಿ ಬಳಸುವರು.	14. ಹೊಸಪದ ಪ್ರಯೋಗಗಳ ಬಗ್ಗೆ ಜಿಜ್ಞಾಸೆ ಮಾಡುತ್ತಾರೆ ಮತ್ತು ಇವುಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದಕ್ಕೆ ಶಬ್ದಕೋಶದ ಉಪಯೋಗ ಮಾಡುತ್ತಾರೆ.
15. ಸ್ತರಕ್ಕನುಸಾರವಾಗಿ ಬೇರೆಬೇರೆ ವಿಷಯಗಳು ವೃತ್ತಿಗಳು ಕಲೆಗಳು ಮುಂತಾದವುಗಳಲ್ಲಿ (ಉದಾಹರಣೆ: ಗಣಿತ, ವಿಜ್ಞಾನ,	15. ವಿವಿಧ ಕಲೆಗಳನ್ನು ಉದಾಹರಣೆಗೆ ಹಸ್ತಕಲೆ, ವಾಸ್ತುಕಲೆ, ನೃತ್ಯಕಲೆ ಮುಂತಾದವುಗಳಿಗೆ

ಸಾಮಾಜಿಕ ಅಧ್ಯಯನ, ನೃತ್ಯ, ಕಲೆ, ಚಿಕಿತ್ಸೆ ಮುಂತಾದವು) ಬಳಸಿರುವ ಶಬ್ದಗಳ ಬಗ್ಗೆ ತಿಳಿಯುತ್ತಾರೆ ಮತ್ತು ಪರಿಸ್ಥಿತಿಗನುಣವಾಗಿ ತಮ್ಮ ಬರವಣಿಗೆಯಲ್ಲಿ ಬಳಸುವರು.	ಸಂಬಂಧಿಸಿದಂತೆ ಸಾಹಿತ್ಯದಲ್ಲಿ ಪ್ರಯೋಗಿಸಿದ ಭಾಷೆಯ ಬಗ್ಗೆ ಆಸಕ್ತಿಯನ್ನು ತಾಳುತ್ತಾರೆ ಮತ್ತು ಮೆಚ್ಚಿಕೊಳ್ಳುತ್ತಾರೆ.
16. ತಮ್ಮ ಆಸುಪಾಸಿನಲ್ಲಿ ಸಂಭವಿಸಿರುವ ವಿವಿಧ ಘಟನೆಗಳನ್ನು ಸೂಕ್ಷ್ಮವಾಗಿ ಗಮನಿಸಿ ಅವುಗಳ ಬಗ್ಗೆ ತಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ಬರವಣಿಗೆ ಮೂಲಕ ನೀಡುವರು.	16. ಬೇರೆಯವರ ಮೂಲಕ ಅಭಿವ್ಯಕ್ತಿಗೊಂಡ ಅನುಭವಗಳನ್ನು ಆಲಿಸಿದ ಕಥೆಗಳನ್ನು ಬರೆಯುತ್ತಾರೆ.. ಉದಾಹರಣೆಗೆ: ಸಾರ್ವಜನಿಕ ಸ್ಥಳಗಳಲ್ಲಿ ಅಂದರೆ ನೀರಿನ ನಲ್ಲಿ ಬಳಿ, ಬಸ್ಸಿನಲ್ಲಿ, ನಗರ ವೃತ್ತಗಳಲ್ಲಿ ಇತ್ಯಾದಿ.
17. ಉದ್ದೇಶ ಮತ್ತು ಸಂದರ್ಭಕನುಗುಣವಾಗಿ ಶಬ್ದಗಳನ್ನು, ವಾಕ್ಯಗಳನ್ನು, ವಿರಾಮಚಿಹ್ನೆಗಳನ್ನು ಸೂಕ್ತವಾಗಿ ಬಳಸುವರು	17. ವಿವಿಧ ಉದ್ದೇಶಗಳಿಗಾಗಿ ಬರೆಯುವ ವಿವಿಧ ವಿಷಯ ಲೇಖನಗಳಲ್ಲಿ ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ಸರಿಯಾಗಿ ಬಳಸುತ್ತಾರೆ.
	18. ವಿವಿಧ ಸನ್ನಿವೇಶ ಇಲ್ಲವೇ ಸಂದರ್ಭದಲ್ಲಿ ಹೇಳಲ್ಪಟ್ಟ ಬೇರೆಯವರ ಮಾತುಗಳನ್ನು ತಮ್ಮದೇ ಶೈಲಿಯಲ್ಲಿ ತಮ್ಮ ಬರವಣಿಗೆಗಳಲ್ಲಿ ಬಳಕೆಮಾಡುತ್ತಾರೆ
	19. ವಿವಿಧ ಸಂದರ್ಭದಲ್ಲಿ ವಿವಿಧ ಉದ್ದೇಶಗಳಿಗಾಗಿ ಬರೆಯುವ, ವಿವಿಧ ವಿಷಯ ಲೇಖನಗಳಲ್ಲಿ ಸೂಕ್ತವಾದ ಶಬ್ದಗಳನ್ನು ನುಡಿಗಟ್ಟುಗಳನ್ನು ವಾಕ್ಯರಚನೆಯಲ್ಲಿ ಪ್ರಯೋಗಿಸುತ್ತಾರೆ.
	20. ಅಪರಿಚಿತ ಸನ್ನಿವೇಶ ಹಾಗೂ ಘಟನೆಗಳನ್ನು ಮತ್ತು ಚರ್ಚೆಯನ್ನು ಆಲಿಸಿ, ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವರು. ವಿಷಯವನ್ನು ಆಲಿಸಿದ ಬಳಿಕ ಏಕೆ? ಹೇಗೆ? ಹಾಗಾದರೆ? ಹಾಗಾದಿದ್ದರೆ? ಎಂಬ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವರು.

೫ ಮತ್ತು ೬ನೇ ತರಗತಿಗಳಿಂದ ಮುಂದುವರಿದ ಸಾಮಾನ್ಯ ಕಲಿಕಾಫಲಗಳನ್ನು ಗುರುತಿಸುತ್ತಾರೆ.

ಉಪಸಂಹಾರ:-

ಸುಗಮಕಾರರು ಶಿಬಿರರ್ದಿಗಳೊಂದಿಗೆ ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳನ್ನು ಚರ್ಚಿಸುವರು:

೧. ಈ ಕಲಿಕೆಯ ಅಂತರ/ಅಂತರಗಳನ್ನು ಏಕೆ ಸಾಧಿಸಲಾಗುವುದಿಲ್ಲ ಎಂದು ನೀವು ಭಾವಿಸುತ್ತೀರಿ?

೨. ಈ ಕಲಿಕೆಯ ಅಂತರಗಳು ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯಲ್ಲಿ ಯಾವುದೇ ವ್ಯತ್ಯಾಸವನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ ಎಂದು ನೀವು ಭಾವಿಸುತ್ತೀರಾ?

೩. ಈ ಕಲಿಕೆಯ ಅಂತರವನ್ನು ನಿವಾರಿಸಲು ನೀವು ಯಾವ ಕ್ರಮಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುತ್ತೀರಿ?

ಚಟುವಟಿಕೆ ೨:- ಕಲಿಕಾ ಅಂತರಗಳಿಗಾಗಿ ಚಟುವಟಿಕೆಯನ್ನು ವಿನ್ಯಾಸಗೊಳಿಸಿ.

ಅಗತ್ಯವಿರುವ ಸಮಯ:- ೩೦ ನಿಮಿಷಗಳು

ಬೇಕಾದ ಸಾಮಗ್ರಿಗಳು:- ಶಿಕ್ಷಕರಪುಸ್ತಕ, ಕಾಗದ ಮತ್ತು ಪೆನ್ನು.

ಕರ್ತವಿಧಾನ:-ಸುಗಮಕಾರರು ೬ನೇ ತರಗತಿಯ ಮಾದರಿ ಚಟುವಟಿಕೆಯನ್ನು ಪ್ರಸ್ತುತಪಡಿಸುತ್ತಾರೆ.

ಚಟುವಟಿಕೆ:-"ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ಸಿಗುವ ವಿವಿಧ ಓದುವ ಸಾಮಗ್ರಿಗಳನ್ನು ರೈಸಿಕೊಂಡು ಓದುತ್ತಾರೆ. ಉದಾಹರಣೆಗೆ: ಸುದ್ದಿಪತ್ರ, ಸಮಾಚಾರ ಪತ್ರಿಕೆ, ಕಥೆ, ತಿಳಿವಳಿಕಪತ್ರ, ಅಂತರ್ಜಾಲ ಸುದ್ದಿಗಳು ಇತ್ಯಾದಿ. ಇವುಗಳ ಬಗ್ಗೆ ತಮ್ಮ ಆಸಕ್ತಿ, ಇಷ್ಟಪಡಲು ಕಾರಣ ಮತ್ತು ಇವುಗಳ ಬಗ್ಗೆ ಅಭಿಪ್ರಾಯವನ್ನು ಹೇಳುತ್ತಾರೆ ಟಿಪ್ಪಣಿ ಬರೆಯುತ್ತಾರೆ."

ಚಟುವಟಿಕೆ: ಸಮಗ್ರ ಓದು ಮತ್ತು ಚರ್ಚೆ

ಅಗತ್ಯವಿರುವ ಸಮಯ:- ೧೫ ನಿಮಿಷಗಳು

ಬೇಕಾದ ಸಾಮಗ್ರಿಗಳು:- ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ.

ಕಾರ್ಯವಿಧಾನ: ಸುಗಮಕಾರರು ಒಂದು ವರಾಪತ್ರಿಕೆಯನ್ನು ತರಗತಿಗೆ ತೆಗೆದುಕೊಂಡು ಹೋಗಿ ಅದನ್ನು ಒಬ್ಬರಿಂದ ಗಟ್ಟಿಯಾಗಿ ಮತ್ತು ನಿರ್ದಲವಾಗಿ ಮುಖ್ಯಾಂಶಗಳನ್ನು ಓದಿಸುತ್ತಾರೆ ಶಿಬಿರರ್ದಿಗಳು ಅದನ್ನು ಆಲಿಸಿ ಬಂದು ಮುಖ್ಯಾಂಶಗಳನ್ನು ಕಪ್ಪುಹಲಿಗೆಯ ಮೇಲೆ ಬರೆಯತಕ್ಕದ್ದು.

ಸುಗಮಕಾರರು ಈ ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ಒದಗಿಸುತ್ತಾರೆ ಮತ್ತು ಭಾಗವಹಿಸುವವರು ಅವುಗಳನ್ನು ಸುದ್ದಿಪತ್ರ, ಸಮಾಚಾರಪತ್ರಿಕೆ & ತಿಳಿವಳಿಕಪತ್ರ ಎಂದು ಗುರುತಿಸಿ ಒದಗಿಸಲಾದ ಚಿತ್ರಗಳ ವಿಷಯದ ಬಗ್ಗೆ ಚರ್ಚಿಸಲು ಹೇಳುತ್ತಾರೆ.

ಉಪಸಂಹಾರ:- ಈ ಚಟುವಟಿಕೆಯನ್ನು ಆಯೋಜಕರು ತಂಡದವರಲ್ಲಿನ ಅನುಭವ, ಕಲಿಕೆಯ ಅಂತರಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳಲು ಮತ್ತು ಒಮ್ಮತವನ್ನು ಪಡೆಯಲು ಅವರಿಗೆ ಎಷ್ಟು ಬೇಗನೆ ಸಾಧ್ಯವಾಯಿತು ಮತ್ತು ಕಲಿಕೆಯ ಅಂತರಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಚಟುವಟಿಕೆಗಳನ್ನು ವಿನ್ಯಾಸಗೊಳಿಸುವ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಕೊನೆಗೊಳಿಸುತ್ತಾರೆ..

Learning Gaps – Mathematics

Activity 1: Identify the Learning Outcome that has continued from class 5 to class 6.

Required Time: 30 minutes

Required Materials: Hand out of learning outcome, paper and pen.

Procedure : Facilitator provides Learning Outcomes of class 5 and class 6 and asks the participants to identify the LO's which have continued from class 5 to class 6.

Following are learning outcomes of Mathematics subject for class 5 and class 6.

Class 5 - Learning Outcomes	Class 6 - Learning Outcomes
1. Reads and writes numbers bigger than 1000 being used in her/his surrounding.	1. Solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division)
2. Perform four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers.	2. Recognizes and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc.
3. Divides a given number by another number using standard algorithms	3. Applies LCM or HCF in a particular situation
4. Estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation. For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients.	4. Solves problems involving addition and subtraction of integers.
5. finds the number corresponding to part of a collection	5. Uses fractions and decimals in different situations, which involve money, length, temperature, etc. For example, $7\frac{1}{2}$ meters of cloth. The distance between the two places is 112.5 km, etc.
6. identifies and forms equivalent fractions of a given fraction	6. Solves problems in daily life situations involving addition and subtraction of fractions/decimals
7. Expresses a given fraction $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ in decimal notation and vice-versa. For example, in using units of length and money-half of Rs. 10 is Rs.5	7. Uses variables with different operations to generalize a given situation. e.g., Perimeter of a rectangle with sides x units and 3 units is $2(x+3)$ units
8. Converts fractions into decimals and vice versa.	8. Compares quantities using ratios in different situations. E.g., the ratio of girls to boys in a particular class in 3:2

9. Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.	9. Uses unitary methods in solving various word problems. For example, if the cost of a dozen notebooks is given, he/she finds the cost of 7 notebooks by first finding the cost of 1 notebook
10. Identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.	10. Describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings
11. Makes cube, cylinder and cone using nets designed for this purpose.	11. Demonstrates an understanding of angles by identifying examples of angles in the surroundings classifying angles according to their measure estimating the measure of angles using 45° , 90° , and 180° as reference angles
12. relates different commonly used larger and smaller units of length, weight and volume and converts larger units into smaller units and vice versa	12. Classifies triangles into different groups/types based on their angles and sides. For example, scalene, isosceles, or equilateral based on sides, etc.
13. estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug	13. Classifies quadrilaterals into different groups/types based on their sides/angles
14. applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals	14. Finds out the perimeter and area of rectangular objects in their surroundings, such as the floor of the classroom or the surfaces of a chalk box etc.
15. Identifies the pattern in triangular number and square number.	15. Arranges given/collected information, such as expenditures on different items in a family in the last six months, in the form of tables, pictographs, and bar graphs and interprets them.
16. Collects data relate to various daily life situations, represents it in tabular form and as bar graphs and interprets it.	16. Identifies various (3-D) objects like spheres, cubes, cuboids, cylinders, and cones from the surroundings
	17. Describes and provides examples of edges, 17 vertices and faces of 3-D objects
	18. Demonstrates an understanding of line symmetry by identifying symmetrical 2-dimensional (2-d) shapes that are symmetrical along one or more lines. creating symmetrical 2-D shapes

List the Identified common Learning outcomes continued from Class 5 to Class 6

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Closure: Facilitator will discuss the following questions with Participants:

1. Why do you think these learning gaps are not covered?
2. Do you think these learning gaps create any difference in the student's learning?
3. What steps can be taken to bridge these learning gaps?

Activity 2 : Sample activity for Learning Outcome of Class 6.

Required Time: 30 minutes

Required Materials: as stated under the respective Activity.

Procedure: The facilitator presents sample activity for Class 6

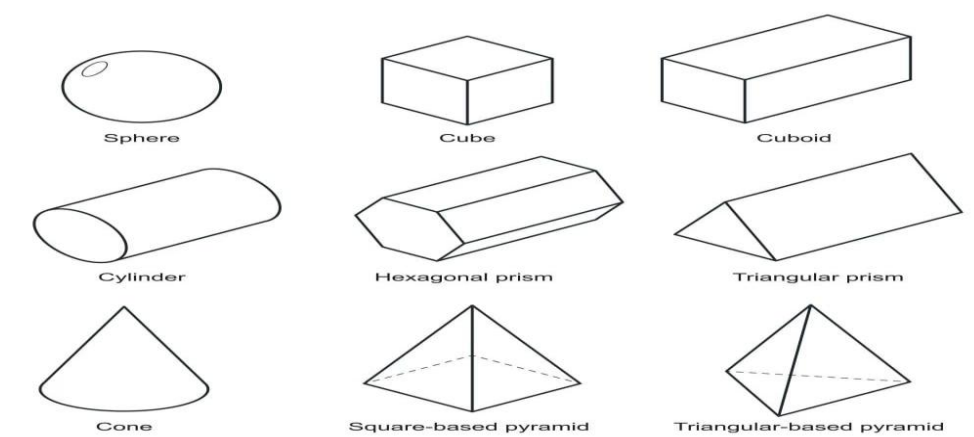
Learning Outcome: "Identify various 3D objects like sphere, cubes, cuboids, cylinders and coins from the surroundings"

Activity : Make the shapes

Required Time: 15 minutes

Required Materials: Teacher's handbook, Pen, Pencil, Cardboard sheets, Scissors and Glue.

Procedure: Facilitator asks the participants to make shapes using the provided materials and name it.



Closure: Facilitator ends the activity with a brief discussion about their experience in preparing 2D models, and discusses real life things based on the shapes.

Activity 3: Design activity for the identified Learning Gaps.

Required Time: 30 minutes

Required Materials: Story, paper and pen.

Procedure: The facilitator asks the participants to design activities based on the identified Learning Gaps.

Participants will present the activities designed to other participants followed by feedback and discussion.

You can refer to the Activity Book of Kalika Bhalavardhane for more activities.

Closure: Facilitator ends activity through a brief discussion about their experience in teamwork, how quick were they able to understand and get consensus on Learning Gaps and design activities according to the Learning Gaps

Learning Gaps – Science

Activity 1 : Read the Learning Outcomes of class 6.
Required Time : 30 minutes
Required Materials : Hand out of learning outcomes, paper and pen.
Procedure : Facilitator provides Learning Outcomes of class 6 and asks the participants to identify the Learning Outcomes that have not been achieved and lists the reason for it.

Following are the learning outcomes of Science class 6

1. Classifies and practically identifies the nutrients in food items and understands the importance of a balanced diet.
2. Classifies substances based on similarities and differences in properties.
3. Explains the method of experimentally separating components from a mixture of substance.
4. Identifies the various changes that occur in daily life and differentiates between reversible and irreversible changes.
5. The plants in their surroundings are classified based on the characteristics of stem branches.
6. Draws pictures of different parts of the plant and explains their functions and designs.
7. Identifies the body parts used by the animals for movement and explains how bones and joints contribute to body movement.
8. Explains the factors required for living organisms to live in different habitats and the adjustment they made.
9. Classifies types of motion.
10. Classifies self-luminous and non-luminous objects and identifies transparent, translucent, and opaque objects.
11. Able to explain that mirrors cause reflection experimentally.
12. Make and explain the working model of a simple circuit.
13. Distinguishes between magnetic and non-magnetic material and knows the properties of magnet.
14. Understanding the presence of Air by performing the activities.
15. Learning the reasons of air pollution and the ways to control it.

List the identified Learning Outcomes that are not achieved in Class 6

Closure: Facilitator will discuss the following questions with the participants:

1. Why do you think this/these learning gap/s are not covered?
2. Do you think these learning gaps create any difference in the student's learning?
3. What steps can be taken to bridge these learning gaps?

Activity 2 : Sample activity for Learning Outcome of Class 6.

Required Time : 30 minutes

Required Materials : As stated under the respective Activity.

Procedure: The facilitator presents sample activity for Class 6

Learning Outcome: "Distinguishes between magnetic and non-magnetic materials and understands the properties of magnet."

Activity : Magnetic/Non-Magnetic differences.

Required Time: 5 minutes

Required Materials: Two Magnets, Pen, Pencil, Paper sheet and sample items.

Procedure:

- Facilitator provides sample materials (both magnetic and non-magnetic) and asks the participants to test them with the provided magnets and keep them separately on the table.
- Facilitator will ask the participant to use the magnets and through practical experience identify the properties of the magnets and list the same.

Closure: Facilitator ends the activity through a brief discussion about their experience in teamwork, and practical testing.

Activity 3 : Design activity for the identified Learning Gaps.

Required Time : 30 minutes

Required Materials: paper and pen.

Procedure: The facilitator asks the participants to design activities based on the identified Learning Gaps. Participants will present the activities designed to other participants followed by feedback discussion.

You can refer to the Activity Book of Kalika Bhalavardhane for more activities.

Closure: Facilitator ends activity through a brief discussion about their experience in teamwork, how quick were they able to understand and get consensus on Learning Gaps and design activities according to the Learning Gaps.

Learning Gaps – Social Science

Activity : Reads the Learning Outcomes of class 6.

Required Time : 30 minutes

Required Materials : Hand out of learning outcomes, paper and pen.

Procedure : Facilitator provides Learning Outcomes for class 6 and asks the participants to identify the Learning Outcomes that have been achieved and lists the reason for it.

Following are learning outcomes of Social Science subject for class 6.

Part – 1

1. Identifies, defines, and classifies the different sources of history.
2. Describes the meaning, uses a globe and maps, and interprets geographic signs and symbols on maps. Classifies different kinds of maps and identify the necessary components for map creation. Eg: scale (measurement) distance, direction, and symbols.
3. Analyzes the Vedic periods and its influence on the social and cultural practices of India.
4. Explains the important geographical concepts, characteristics of key landforms and their origin and other physical factors of a region.
5. Identifies the various dynasties/kingdoms of South India. Describe their contributions to social, political, and economic life and relate them to day-to-day life in the current scenario.
6. Recognizes the Indian achievers in the field of science and explains their eternal values.
7. Explains the concept and characteristics of citizen and citizenship.
8. Explains the teachings of Buddha and Mahaveera and compares their preaching.
9. Identifies the different characteristics of government.

Part – 2

1. Explains the importance and uses of Directive Principles of State Policy for achieving an ideal of a Welfare State.
2. Identifies the various dynasties/kingdoms of North India. Describes their contributions to social, political, and economic life and relate them to day-to-day life in the current scenario.
3. Distinguish between human rights and children's right and understands their importance
4. Appreciates the contributions of the history, culture, and contributions of the Vijayanagara Empire and Bahamani Kingdom.
5. Describes the concepts of national integration, Indian diversity, unity in diversity, and national unity, and reflects on the factors that hinder the growth of national integration
6. Identifies the policies of the sultans, their administration, socioeconomic conditions of the period, and their contributions to architecture and literature.
7. Identifies the contributions of the history, culture, and contributions of the Mughals and the Marathas
8. Appreciates the work of religious reformers and who social revived religion and society on an ideological basis.
9. Explains the characteristics and types of democracy
10. Identifies geographical physical divisions Climate vegetation minerals major features, climatic and agriculture and natural -Important Population growth, distribution, and density of Europe
11. Identifies the uniqueness and importance of the National Flag, National Symbol, National Anthem, and National festivals.
12. Identifies geographical features such as mountains, plateaus, plains of Asia. Describe the Physiographic Major rivers and agriculture Climate and natural –Important.

13. Identifies the uniqueness and importance of the National Flag, National Symbol, National Anthem, and National festivals.

List the Identified learning outcomes not achieved in class 6

Closure: Facilitator will discuss the following questions with Participants:

1. Why do you think this/these learning gap/s are not covered?
2. Do you think these learning gaps create any difference in the student's learning?
3. What steps can be taken to bridge these learning gaps?

Activity 2 : Sample activity for Learning Outcome of Class 6.

Required Time : 30 minutes

Required Materials: as stated under the respective Activity.

Procedure : The facilitator presents sample activity for Class 6

Learning Outcome: "Distinguish between human rights and the rights of a child and understand their importance".

Activity: Human or Child rights.

Required Time: 15 minutes

Required Materials: Cardboard, Pen, Pencil, Marker, Stick pads and open space.

Procedure: Facilitator asks the participants to discuss and categorize the following rights as Human Rights or Child Rights and write them in the cardboard sheet.

1. Right to freedom from torture
2. Right to be born well
3. Right to freedom of religion.
4. Right to your whole some family
5. Freedom of association
6. Right to work right to a well around it development of personality
7. Right to Leisure and rest
8. Right to basic needs for a healthy life
9. Right to participate in cultural artistic and scientific life
10. Right to moral bringing
11. Right to education
12. Right to marry and find a family.
13. Right to own property
14. Right to protection
15. Right to freedom of opinion and information
16. Right to opportunities right to a safe communities

17. Right to Equality before the law
18. Right to remedy by a competent Tribunal.
19. Right to fair in public hearing.
20. Right to a nationality and the freedom to change it.
21. Right to be cared for by the State.
22. Right to grow up as a free individual
23. Right to do participate in government and in free elections.

Closure: Facilitator ends the activity through a brief discussion about their experience in teamwork.

Activity 3 : Design activity for the identified Learning Gaps.

Required Time : 30 minutes

Required Materials : Paper and pen.

Procedure: The facilitator asks the participants to design activities based on the identified Learning Gaps.

Participants will present the activities designed to other participants followed by feedback discussion.

You can refer to the Activity Book of Kalika Bhalavardhane for more activities.

Closure : Facilitator ends activity through a brief discussion about their experience in teamwork, how quick were they able to understand and get consensus on Learning Gaps and design activities according to the Learning Gaps.

हिंदी सीखने में अंतराल Learning Gaps – Hindi

निम्नांकित में परिणामों की पहचान करें जिन्हें 6वीं कक्षा में हासिल नहीं किया जा सका

आवश्यक समय: 30 :मिनट

आवश्यक सामग्री: सीखने के परिणाम, कागज और कलम वितरित करना।

प्रक्रिया: सुविधाकर्ता कक्षा 6 के सीखने के परिणाम प्रदान करता है और प्रतिभागियों से सीखने के अंतराल की पहचान करने के लिए कहता है

छठी कक्षा संबंधी सीखने की प्रतिफल

1. सरल वार्तालाप सुनकर समझते हैं
2. बाल कविताओं और कहानियों को सुनकर समझते हैं
3. परिवेश में प्रयुक्त होने वाली शब्द वाक्यांशों और वाक्य को सुनकर समझते हैं
4. बाल कविताओं को बोलते हैं
5. चित्र देखकर कहानी बोलते हैं
6. स्पष्ट उच्चारण करते हैं
7. सरल शब्दों को पढ़कर अर्थ समझते हैं
8. छोटी-छोटी कहानी पढ़कर अर्थ समझते हैं
9. सरल वाक्य को पढ़कर अर्थ समझते हैं

10. सही ढंग से सरल शब्दों को लिखते हैं
11. सरल शब्दों का श्रुतलेख करते हैं
12. सरल वाक्य की रचना करते हैं
13. उत्तर कुंजउन शिक्षण परिणामों की पहचान करें जो 6वीं कक्षा में प्राप्त नहीं हुए हैं

समापन:

समापन:

सुविधाकर्ता प्रतिभागियों के साथ निम्नलिखित प्रश्नों पर चर्चा करेंगे:

1. आपको क्यों लगता है कि यह/ये सीखने के अंतराल कवर नहीं किए गए हैं?
2. क्या आपको लगता है किये सीखने के अंतराल छात्र के सीखने में कोई अंतर पैदा करते हैं?
3. इन सीखने के अंतराल को पाटने के लिए क्या कदम उठाए जा सकते हैं?

Activity2

कक्षा 6 के सीखने के परिणाम के लिए नमूना गतिविधि।

आवश्यक समय: 30 मिनट

आवश्यक सामग्री: संबंधित गतिविधि के तहत बताई गई है।

प्रक्रिया: सुविधाकर्ता कक्षा 6 के लिए नमूना गतिविधि प्रस्तुत करता है

सीखने की प्रतिफल: चित्र देखकर कहानी बोलते हैं

चित्र वर्णन(Picture Description)

चित्र देख कर नीचे दिए गए वाक्य पूर्ण करें।

(छः सात हिरण बंदर हाथी - बाघ)

१. ऊपर दिए गए चित्र में कुल _____ पक्षी है।
२. चित्र में कुल _____ जानवर है।
३. चित्र में तीन _____ दौड़ रहे हैं।
४. पेड़ पर कौन से जानवर लटक रहे हैं _____।
५. चित्र में एक _____ और एक _____ हैं।

Activity 3: पहचाने गए सीखने के अंतराल के लिए गतिविधि डिज़ाइन करें।

आवश्यक समय: 30 मिनट

आवश्यक सामग्री: कहानी, कागज़ और कलम।

प्रक्रिया: सुविधाकर्ता प्रतिभागियों से पहचाने गए सीखने के अंतराल के आधार पर गतिविधियों को डिज़ाइन करने के लिए कहता है।

प्रतिभागी अन्य प्रति भागियों के सामने डिज़ाइन की गई गतिविधियों को प्रस्तुत करेंगे और उसके बाद फीडबैक चर्चा करेंगे।

अधिक गतिविधियों के लिए आप कालिकाभलवर्धने की गतिविधि पुस्तक देख सकते हैं।

समापन: सुविधाकर्ता टीमवर्क में अपने अनुभव के बारे में एक संक्षिप्तचर्चा के माध्यम से गतिविधि को समाप्त करता है, वे कितनी जल्दी सीखने के अंतराल को समझने और उस पर आमसहमति बनाने में सक्षम थे और सीखने के अंतराल के अनुसार गतिविधियों को डिज़ाइन करते हैं।

THEME 4

LEARNING ENVIRONMENT

Description of the theme:

A learning environment is a place where students experience new things. It can be a classroom, a library, a home or even online. It includes everything around the learners like teachers, books, computers and other students. A good learning environment must make a child feel safe to ask questions and explore new things and thus making the child become more confident in experiencing and learning.

Objectives:**Participants will be able to:**

- Learn greetings as per the situations
- Differentiate good and bad habits
- Follow the simple instructions in the classroom easily
- Learn how to behave in the classroom through participating in role play.
- Express their thoughts clearly and do active listening.
- Build confidence to express their opinions in front of public

Details of the session:

LEARNING ENVIRONMENT
90 MINUTES

Activity 1 : Match and greet
Time required : 5 minutes
Materials required : Flashcards with greetings and replies written on them

Procedure:

- Prepare simple flashcards. Half of them should have greetings written on them (eg. Good morning), and the other half should have suitable replies (eg. Good morning ma'am).
- Shuffle the flashcards and give one to each participant—either a greeting or a reply.
- Participants will walk around the room and talk to each other to find the person with the matching flashcard.
- Once they find the correct match, both the participants come forward and reply loudly to the group.
- Continue the activity until everyone has found their matching pair.

Sample flashcard pairs

A: Good morning, children!

B: Good morning, ma'am!

A: How are you?

B: I'm fine, thank you

A: Nice to meet You

B: Pleasure to meet you too

A: How are you?

B: I am good, Thank you, How about you?

Closure: Facilitator will end the activity through a brief discussion by asking the participants:

- Were they able to greet appropriately?
- Did the activity help them to make new friends?
- How can they implement this activity in their classroom?

Activity 2 : fish mannerism

Time required : 10 minutes

Materials required : i) Colourful paper fish cut-outs with habits written on them,
ii) a bowl or basket to hold them.
iii two labels – “Good Habits” and “Bad Habits” stuck on opposite Walls or boards.



Procedure:

- The facilitator divides the participants in to six groups.
- Now the facilitator distributes three good habits and one bad habit chits to each group.
- Facilitator will ask them to differentiate the good and bad habits.
- Facilitator will give a sheet of paper and ask them to justify why it is good or bad.
- Each group will be given 5 minutes time.
- After 5 min each group will come and present it to the other participants.

Sample Good Habits :

- Brush your teeth every morning
- Saying sorry when you hurt someone
- Keeping your room clean
- Eat your lunch without wasting
- Help your friend when they fall

Sample Bad Habits:

- Throwing toys everywhere
- Not washing hands after using the toilet
- Not obeying the parents
- Skipping dinner
- Excessive mobile usage

Closure: By the end of this activity the participants will differentiate good and bad behavioral patterns. They will have healthy rapport with their peers and people around them.

- Good habits make them be a better people, and it is important to learn good manners and be good to others.

Activity 3 : General Instructions Island

Time required : 10 minutes

Materials required : Small instruction cards with simple everyday rules (one per desk)



Procedure:

The facilitator gathers all the participants and says cheerfully,
“Today, we’re going on a little adventure inside our classroom – to a place called Instruction Island!

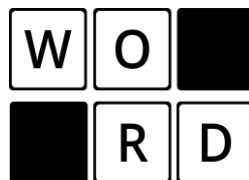
- All the participants are asked to step out of their places and stand in a straight line
- While they’re lining up, the facilitator gently places one instruction card on each desk, face-down like a surprise waiting to be discovered.
- Each participant walks up to a desk, picks the card placed on it, reads it out loud, and performs the action written on it.
- The actions are all simple – they can perform either by standing or sitting.
- The class claps softly or smiles after each turn, creating a happy, encouraging environment.
- Once all participants have done their actions and are seated, the facilitator quickly revisits a few of the instructions, asking the participants to recall and show them again together for fun.

Instruction card:

- Sit like a smart student – back straight, hands on your lap
- Show how you stay quiet in class
- Pretend you are throwing paper in the dustbin
- Pretend to open your book gently and get ready for class
- Show how you greet your teacher with a smile
- Pretend to zip your bag after packing
- Show how you listen carefully (eyes front, ears open!)
- Pretend to drink water and close the bottle
- Show how you clap softly after a performance
- Sit down neatly without making noise

Closure:

This activity adds a little magic to simple classroom instructions, helping participants remember the instructions and learn with joy, movement and a sense of play!



Activity 4 : Word Wall

Time required : 15 minutes

Materials required : Projector/TV for video, chalkboard or whiteboard, chalk/marker

Procedure:

- The facilitator begins the activity by showing a short video related to a theme—like cleanliness, classroom manners, or nature.
- After the video, the facilitator writes keywords from the video randomly on the board (not in order or sequence).
- The class is divided into two teams.

- One participant from each team comes forward at a time.
- The facilitator calls out a word from the video and both participants must quickly find and tap the word on the board.
- Facilitator provides both words and synonyms on the blackboard.
- Facilitator asks the participants to tap on both the word and their respective synonym.
- Whoever taps the correct word and synonym first wins a point for their team.
- The game continues until all words are covered.
- At the end, the team with more points is celebrated. (scan here for video)



Key words:

Tablets, yoga, running, egg, volleyball, play ground, hoops, drawing, group discussion, school, fancy dress, soldiers, craft, students, teachers.

Synonyms:

Computer device, form of exercise, moving, ball game, place where children play, round ring, sketch, conversation, educational institution, armed forces, costumes, children, facilitators and activity.

Closure:

- Facilitator will end the activity through a brief discussion about how they felt after watching the video?
- Were they able to remember the keywords from the video?
- Were they attentive while the video was playing?



Activity 5 : Role play

The facilitator will divide the participants into five groups. Each group will be assigned one situation. Participants will be given five minutes to think, plan, and prepare their role play. After the preparation time, each group will come forward and enact their situation.

Time required : 20 minutes

Materials required : Simple classroom props (lunch box, school bag, stick mic for assembly, map chart, book, etc.)

Situation card:

1. Lunch Time Situation

Two friends start arguing during lunch break—maybe one took a snack without asking or didn't share space. A third child comes in calmly, listens to both, and helps solve the issue by reminding them to share, be polite, and stay friends.

2. Morning School Assembly

Children act out arriving in line, standing in attention, saying the prayer, singing a song, and one child pretending to give a small "thought for the day." Others listen and clap softly at the end.

3. First Period – Ready to Learn!

The bell rings for the first class. One child acts as the teacher entering the room, and the rest are students sitting quietly. They greet the teacher, take out books, and listen to instructions. Someone may even forget their book—what happens then?

4. Finding Places on the Map

A large map is placed on the wall. Children act as a team of young explorers. One becomes the guide, asking others to find places like “Delhi,” “Mysore,” or “the nearest river.” They walk up, point, and say something they know about the place.

5. Lost and Found – Helping Each Other

One child acts like they’ve lost their pencil box or water bottle. Others help by asking “Where did you last see it?”, “Let’s check your bag!”, or even pretending to go around searching until they find it and return it kindly.

Closure:

At the end of the activity the participants

- Think on their feet and find solutions in different situations.
- Speaking in front of others helps build self-confidence.
- It encourages imaginative thinking and expression.
- It helps them apply what they learn in class to real-world situation.



Activity 6 : Group Discussion

Time required : 15 minutes

Materials required : Small chits with discussion topics

Procedure:

- The facilitator divides the participants into small groups of 5–6 members.
- Each group is given one topic written on a chit.
- Participants are asked to discuss the topic given for 5- 10 minutes
- After discussion, each group will present their topic.

Topics:

1. How to make a special child feel comfortable in class?
2. What to do when the class gets noisy during activities?
3. How to help the first literate child feel proud and supported?
4. A North Indian child joins a government school as their parents are working nearby? How can we support them and help them feel included?
5. How to be a good friend to someone who feels left out or shy?

Closure:

At the end of this activity the participants will

- Learn to analyze topics, form opinions and consider different viewpoints.
- They express ideas clearly and listen to others respectfully.
- Sharing thoughts in a group setting helps build self-confidence.
- It encourages active learning and participation.



Activity 7 : Debate

Time required : 15 minutes

Materials required : topic slip, two signs (for / against), bell

Procedure:

- The facilitator introduces the debate topic and explains what it means in simple terms.
- Participants are divided into two groups – one FOR the topic and the other AGAINST.
- Each group is given 5 minutes to prepare their points.

- Participants from each group come forward and speak (limit to 1 minute per person).
- The facilitator ensures that everyone listens respectfully and encourages both sides equally.
- A short reflection discussion follows after the debate is over.

Debate Topic:

“Can AI (Artificial Intelligence) replace the teachers in teaching learning process?”

Closure: Facilitator will end the activity through a brief discussion that conducting debates develop the ability to think and respond on the spot. They learn to handle opposing views calmly and respectfully. They pay attention to opponents’ arguments and respond effectively.

Conclusion:

By the end of this theme, the participants will be able to greet as per the situations. They would comprehend how to behave in the classrooms, children would learn how to follow teachers’ instructions. They would even learn to express themselves in different scenarios.

SAMPLES OF LEARNING ENVIRONMENT





Videos of Learning Environment



School 1

<https://drive.google.com/file/d/1QfoVeBrIOdi10jKgMIs1WKpMKWwPNyM3/view?usp=drivesdk>



School 2

<https://drive.google.com/file/d/1bqvCCwknn3PFAZNXSoi2K6rVnVHf8nXH/view?usp=drivesdk>

THEME 5

LISTENING AND SPEAKING SKILLS

Description of the theme

The sessions on Listening and speaking are vital classroom skills because they enhance comprehension, retention, and communication, ultimately boosting academic success and fostering a more engaged learning environment. Active listening allows students to better understand instructions and lectures, while speaking provides opportunities to practice and reinforce knowledge through discussions and presentations.

Listening is a purposeful and focused activity. It requires attention and concentration from the listener. It is a conscious and voluntary activity. The process of true listening starts with receiving and ends with an appropriate response. Listening is the first of the four skills in communication that initiates the path for the other three skills viz, speaking, reading and writing. Someone rightly said, “Hearing is through ears, but listening is through the mind.” The two activities hearing and listening involve the use of ears, but they are different.

Objectives:

The participants will be able to:

- Understand the importance of listening in the classroom.
- Explore the stages of listening.
- Realise the difference between hearing and listening.
- Understand the importance of speaking in the classroom.
- Explore the techniques to improve speaking skills.

Details of the session:

Listening and speaking skills
90 minutes

Activity 1 : Stand and sit

Time required : 5 minutes

Materials required : List of nouns and verbs

Procedure :

- Facilitator instructs the participants to stand up from their place.
- Facilitator instructs the participants to stand up for a noun and sit down for a verb.
- Facilitator calls out the words given and observes that the participants do it accordingly.
- Initially calls out words slowly, gradually increases the pace of words.
- Those who does it wrong are out of the game.

Words List:

teacher, run, doctor, jump, student, sing, city, talk, park, sit, house, read, book, write, table, jog, chair, freedom, cough, happiness, sleep, justice, walk, bench, shout, nurse, dance.

Closure: Facilitator will end the activity through a discussion on the following questions:

1. Did they enjoy the activity?

2. Were they able to comprehend the noun and the verb?
3. Did they listen to the words attentively?
4. Why did many get confused while doing the activity?

Activity 2 : Listening bingo game

Time required : 10 minutes

Materials required: Bingo card, topic related words

Procedure:

- Instruct the participants to draw 5x5 grids in a sheet of paper.
- Display the words related to any topic. Example: Classroom: bench, desk, books, students, pen, pencil etc.
- Ask the participants to fill in the grid randomly with the displayed words.
- Now place the chits of the same words in front of class, ask random participant to pick the chit and read the word to the class.
- As they read it aloud, other participants should strike it out to make it a bingo.
- The one strikes all the words in the bingo card shouts out as Bingo and he/she is the winner of the game.
-

Bingo words

bench	desk	Pen	pencil	eraser
school bag	black board	Books	charts	attendance
students	paper	Teacher	textbooks	uniform
school bell	lunch box	water bottle	crayons	colours
instrument box	graphs	maps	globe	computer

bench	desk	Pen	pencil	eraser
school bag	black board	Books	charts	attendance
students	paper	Teacher	textbooks	uniform
school bell	lunch box	water bottle	crayons	colours
instrument box	graphs	maps	globe	computer

Closure:

Facilitator will ends the activity through a discussion on following questions:

1. Did they enjoy the activity?
2. Did they listen attentively to the words?
3. Were they able to strike it out as quickly as possible?
4. How important is listening skill to win the game?

In classroom listening instruction, the process is typically broken down into three key stages:

- Pre-listening,
- While-listening,
- Post-listening.

These stages help students build context, engage with the material, and reflect on what they've heard.

1. Pre-listening:

To prepare students for the listening activity and activate their background knowledge related to the topic.

Activity 3: KWL chart

Know-Wonder-Learn (KWL) Charts help educators identify prior student knowledge, build in opportunities for inquiry, and support student learning while measuring mastery and comprehension. These charts can be used to begin a unit, as a reading guide, or as a way to support language acquisition. KWL Charts provide students who are learning English a way to practice writing using content-based vocabulary while also identifying areas of current understanding. Offering opportunities to build language skills while also exploring the content at hand is an important piece of effectively supporting students.

Time required : 10 minutes

Materials required : KWL chart, chits of the famous personalities, marker, and board

Procedure:

- Facilitator will display the KWL chart through a projector and asks the participants to draw it in their notepad.
- Gives the topic to the group. (Eg: Amitabh Bachchan)
- Instruct the participants to write about what they know about the topic in the K column in the chart.
- Instruct the participants to write what they want to know about the topic in the W column in the chart.
- Facilitator reads out the information about the topic to the participants and asks them to write what they learnt about it in the L column in the chart.

K What I Know	W What I want to know	L What I have learnt

Amitabh Bachchan, a great legend was born on 11th October 1942 in Allahabad at Uttar Pradesh. He is known as angry young man, mahanayak, shenshah, Big B. He is an actor, film producer and the television presenter. He is married to Jaya Bhaduri. He has two children named Shweta Bachchan Nanda and Abhishek Bachchan. His father is Harivansh Rai Bachchan and mother is Teji Bachchan. He was awarded with padmashree in 1984, Padma

Bhushan in 2001, Legion of Honor in 2007, Padma vibhushan in 2015 and Dada Saheb Phalke award in 2018.

He is famous for his eye-conic performance and has starred in over 200 films. Beyond acting he is known for his deep voice and has hosted the game show Kaun Banega crorepati. He was initially named as Inquilab Shrivastava. His father was a renowned Hindi poet. He made his Bollywood debut in 1960. Beyond his awards and recognition, he has been a UNICEF goodwill ambassador 2005 raising awareness for various causes. In 2014, he was appointed as a UN ambassador for the girl child. Several books have been written about Bachchan. Few books are Amitabh Bachchan-the legend, to be or not to be Amitabh Bachchan, AB: the legend, Amitabh: the making of a superstar.

Closure: Facilitator will end the activity through a discussion on following questions:

1. How did they enjoy the activity?
2. Was this activity useful?
3. Can they use this activity in their classroom?
4. Share one example how they can use it in the classroom.

2. While-listening:

To focus students' attention to the audio and encourage them to actively engage with the content.

Activity 4 : listening for lyrics

Time required : 10 minutes

Materials required : Speaker, audio, worksheet

Procedure:

- Facilitator will play the audio and instruct the participants to listen.
- Now for the second time facilitator instruct that as they listen they should fill in the blanks of the given worksheet to them.
- Facilitator displays the worksheet and asks the participants to fill in the gaps.
<https://drive.google.com/file/d/1PNmyyW2ucVxtsp4Jg5sd1extZ5CfqQKE/view?usp=drivesdk>



Scan me for audio

Work Sheet

All things bright and beautiful,
All _____ great and small,
All things _____ and _____,
The Lord God _____ them all.
Each _____ that opens,
Each little bird that _____,
He made their _____ colours,
He made their _____ :
The purple-headed mountain,
The _____ by,
The sunset and the morning,
That _____ up the sky:
The _____ in the winter,
The pleasant _____ sun,
The _____ in the garden,

He made them everyone:
He gave us _____ them,
And _____ that we might tell
How great is God Almighty
Who has made all things well.

Closure: Facilitator will end the activity through a discussion on following questions:

1. Were they able to fill in all the gaps?
2. How did they enjoy the activity?
3. Was this activity useful?
4. Can they use this activity in their classroom? Share experience.

3. Post-listening:

To reinforce understanding, evaluate the material, and provide opportunities for reflection and application.

Activity 5 : Listening for comprehension

Time required : 10 minutes

Materials required : Speaker, audio, worksheet

Procedure:

- Facilitator will play the audio and instructs the participants to listen.
 - Facilitator instructs them to listen to the audio carefully as they had to answer the questions that follow.
 - Facilitator plays the audio of Sunita Williams.
 - Facilitator can replay it a couple of times for them to answer the questions.
- <https://drive.google.com/file/d/1PH63QVUQiBbMRC7TkJqGdseKA8d8gcJJ/view?usp=drivesdk>

Worksheet:

1. How long did Sunita Williams stay at the International Space Station?
2. Name the health issues that could be caused due to Microgravity.
3. How old is Sunita Williams?
4. What did Sunita Williams grow in space?
5. Who were the parents of Sunita Williams?
6. How many space walks has Sunita completed?



Closure: Facilitator will end the activity through a discussion on the following questions:

1. Were they able to comprehend the audio?
2. Were they able to answer all the questions?
3. How useful was the activity?

Importance of listening:

In the journey of learning English, listening skills are fundamental. While speaking, reading, and writing are often emphasized, listening is a critical component that underpins the ability to understand and use the language effectively. Here are few aspects where listening skills plays an important role:

1. Comprehension and Communication

Listening is the gateway to comprehension. Students must understand spoken English to engage in conversations, follow instructions, and participate in discussions. Effective listening enables students to grasp vocabulary, idioms, and the natural flow of language, which are essential for real-life communication. Without strong listening skills, students can struggle to interpret the meaning behind spoken words, leading to misunderstandings and communication breakdowns.

2. Pronunciation and Intonation

Exposure to native speakers through active listening helps students to improve their pronunciation and intonation. By hearing how words are naturally pronounced, students can mimic the sounds more accurately. This practice aids in reducing accents and making speech more intelligible to native speakers. Further, understanding an intonation pattern helps students convey emotions and intentions more clearly, making their spoken English more effective.

3. Vocabulary and Grammar Acquisition

Listening to diverse English sources—such as news, conversations, cartoons, movies with subtitles through media—introduces students to new vocabulary and grammatical structures in context. This contextual learning is more effective than rote memorization, as it shows how words and phrases are used in everyday situations. Over time, students can internalize these patterns, enhancing their ability to construct grammatically correct and contextually appropriate sentences.

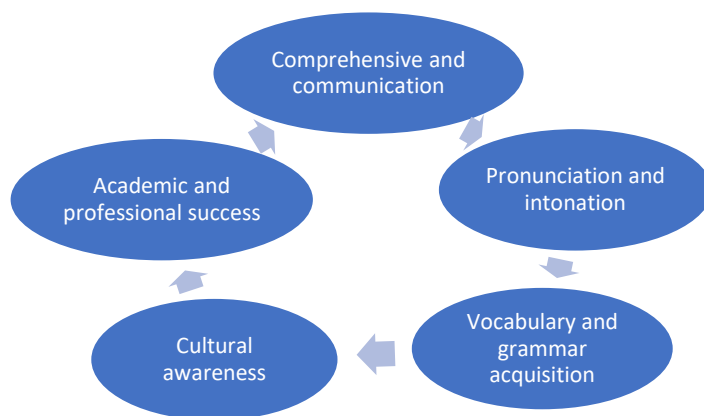
4. Cultural Awareness

Language is deeply intertwined with culture. Through listening, students gain insights into cultural norms, behaviour, attitude, humour, idiomatic expressions, and social etiquette. Understanding cultural context is crucial for effective communication, as it helps students interpret meanings beyond literal translations. This cultural competence enables students to interact more naturally and respectfully in English-speaking environments.

5. Academic and Professional Success

In academic settings, strong listening skills are essential for understanding classes, participating in group discussions, and following oral instructions. Similarly, in professional contexts, listening skills are vital for comprehending presentations, engaging in meetings, and building professional relationships. Students with good listening abilities are better equipped to excel in both academic and professional areas, as they can comprehend better and respond to information accurately.

For students, listening is not just a passive activity but an active skill that enriches their overall language proficiency. By prioritizing listening practice, students can enhance their comprehension, pronunciation, vocabulary, cultural awareness, and academic or professional performance. Therefore, incorporating listening exercises into teaching learning process is essential for developing good English speakers.



Difference between listening and hearing

Hearing and listening, although related, are two distinct processes that shape our understanding of the world around us. While hearing is the physiological ability to perceive sounds, listening involves actively paying attention and interpreting the meaning behind those sounds. In our daily interactions, we often use these terms interchangeably, but understanding the nuances between hearing and listening is crucial for effective communication and building meaningful connections with others. In this article, we will explore the key differences between hearing and listening, examining how they impact our communication skills, relationships, and overall understanding of information. By gaining insights into these distinctions, we can enhance our ability to truly listen and engage in more meaningful and fulfilling conversations.

Sl no	Hearing	Listening
1	A physiological process of perceiving sounds through the ears.	A cognitive process of actively paying attention and making an effort to understand what is being communicated.
2	Passive and automatic. It happens involuntarily when sound waves reach the ears.	Active and intentional. It requires focus and concentration to comprehend and interpret the meaning of the sounds.
3	Limited to the reception of sound stimuli.	Involves comprehending, interpreting, and assigning meaning to the sounds being heard.
4	Can occur even without conscious awareness or understanding of the message being conveyed.	Requires conscious awareness and understanding of the message being conveyed.
5	Does not necessarily involve engagement or response to what is being heard.	Involves actively engaging with the speaker or audio source and providing appropriate responses or feedback.
6	Can happen in various contexts, such as casual conversations, public spaces, or background noise.	Often occurs in specific communication settings, such as meetings, lectures, or interpersonal conversations.
7	Can be a passive activity, allowing distractions to interfere with the reception of the sound.	Requires active involvement and efforts to minimize distractions and focus on the speaker or audio source.

8	Primarily a sensory process that enables the detection of sound.	Involves both sensory and cognitive processes, including comprehension, interpretation, and evaluation of the information being conveyed.
9	Does not necessarily imply understanding or retention of the information heard.	Involves understanding and retaining the information for further processing, analysis, or response.
10	Can be a precursor to listening but does not guarantee effective communication or understanding.	Essential for effective communication and understanding, as it facilitates meaningful interactions and promotes effective dialogue.

Speaking

Speaking skills are a fundamental aspect of effective communication, enabling individuals to verbally express ideas, information, and emotions in a clear and understandable way. They are crucial for conveying messages, engaging in conversations, and building relationships.

Activity 1 : Minute hunt

Time required : 5 minutes

Materials required : Pen, paper

Procedure:

- Facilitator will instruct the participants to write the first letter of their name on the sheet of paper.
- Facilitator then instructs them to list as many words as possible which start with the same letter which they had written in a minute.
- Participants should start writing when the stop watch starts and ends it in a minute.
- Facilitator will make the participants read it as quick as possible.
- The participant who lists more is the winner.

Closure: facilitator will ends the activity through a discussion on following questions:

1. Were they able to list out the words as quickly as possible?
2. Were they able to read it as quickly as they wrote?
3. Can they use this activity in their classroom to teach about a specific topic?

Essentials of good speaking:

- Speaking involves pronunciation, juncture, stress, rhythm and intonation.
- Pronunciation involves the way of producing the sounds of a language.
- Juncture is simply the presence or absence of a pause between utterances, words or syllables that makes a difference to the meaning of what is spoken.
- Stress is the degree of force with which a sound or syllable is uttered.
- Intonation is the variation in the pitch of the voice in connected speech. It may be rising intonation or falling intonation.
- Correct Speech involves the ability to use words, phrases and idioms already learnt with correct pronunciation and knowledge of grammar.
- Effective speaking involves basic courtesy formulas, conventional greetings and other expressions.
- Speaking involves acquiring fluency and accuracy of speech.
- Public speaking is an art which one needs to develop with practice.

Activity 2 : Writing script

Time required : 10 minutes

Materials required : Pen, paper, clue card, projector, laptop

Procedure:

- Facilitator forms pairs among the participants.
- Facilitator instructs to prepare dialogues with the pair using clue card.
- Facilitator asks any 2 or 3 pairs to enact in the classroom.

CLUE CARD

Place	:	Home
People	:	You and your friend
Your Friend	:	Greets
You	:	Return greeting
Your Friend	:	Apologies for being late
You	:	Accept apology, ask for reason
Your Friend	:	Reason given
You	:	Suggest to join a party
Your Friend	:	Agrees
You	:	Offer cookies
Your Friend	:	Thanking
You	:	Responds

Closure: Facilitator will end the activity through a discussion on following questions:

1. Were all the participants able to construct dialogues?
2. Can we improve speaking skill through such activities?

Activity 3 : Interviewing

Time required : 15 minutes

Materials required : pen, paper, projector, and laptop

Procedure:

- Facilitator divides the participants into five groups.
- Each group will be given a topic.
- Participants should prepare the questionnaires for interview and present it.

Topics for the interview:

- TV channel interviewing a Film Actor.
- Radio Jockey interviewing a sports personality.
- Employer hiring an employee for a company.
- Student interviewing a teacher.
- Advertisement agency interviewing the company for advertisement

Closure: Facilitator will end the activity through a discussion on following questions:

1. How was the activity?
2. Did they learn speaking through activities?
3. What were the difficulties that they faced while interviewing?

Activity 4 : role play

Time required : 15 minutes

Materials required : Pen, paper, projector, and laptop

Procedure:

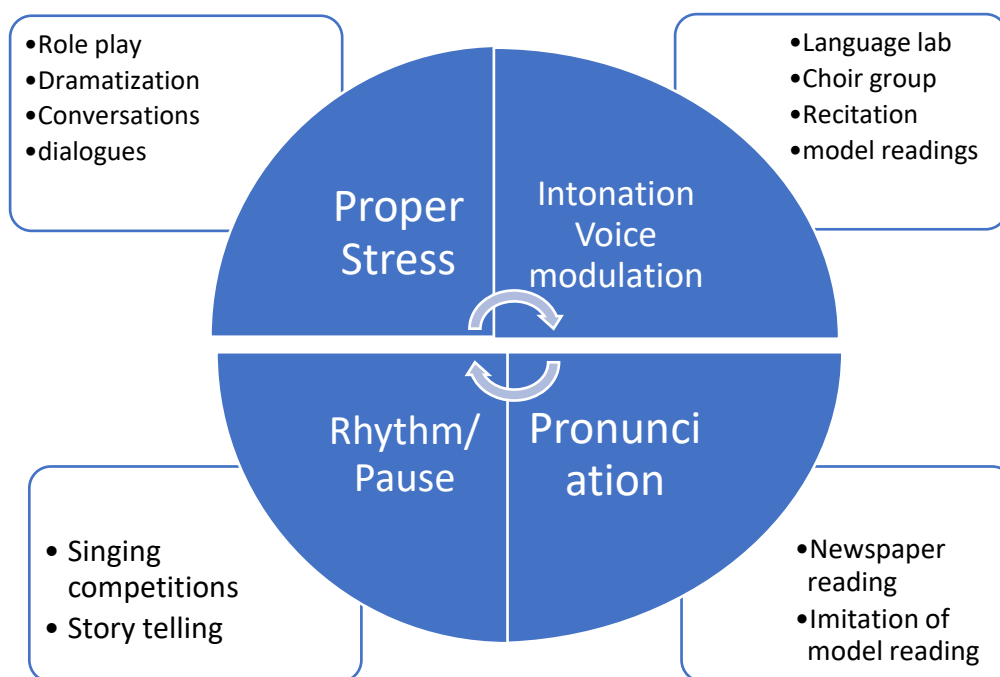
- Facilitator divides the participants into five groups.
- Each group will be given a situation.
- Encourage all the participants to involve in the role play.
- Facilitator can guide them if they want help.

SITUATION CARD:

- A child lost in the bus stand.
- Asking for an opportunity to act in the TV serial.
- Treating a patient in the hospital.
- Police inspector enquiring about the theft last night.
- Children convincing father to send them for a school trip.

Closure: Facilitator will end the activity through a discussion on the following questions:

1. How was the activity?
2. How will these daily life situations help children in speaking?
3. Ask the participants to suggest a few more situations.



THEME 6

ACCURACY IN SPEAKING AND WRITING

Description of the theme

Accuracy refers to the quality or state of being precise, correct, and free from errors. In language, accuracy involves using words, grammar, punctuation, and spelling correctly to convey intended meaning without mistakes.

The key aspects of accuracy include:

- 1. Grammar:** correct use of grammatical structures, verb tenses, and sentence formation.
- 2. Vocabulary:** precise use of words, phrases, and idioms.
- 3. Spelling:** correct spelling of words.
- 4. Punctuation:** accurate use of punctuation marks.

Developing accuracy in language helps convey messages clearly, reducing misunderstandings and misinterpretations. It enables effective expression of thoughts, ideas, and emotions. In these sessions, we'll explore ways to improve accuracy in speaking and writing through various activities.

Objectives

By the end of the sessions, participants will be able to

- Understand what accuracy is in speaking and writing.
- Familiarize themselves with activities that promote accuracy in the English language.
- Enhance their knowledge of tenses through interactive activities.
- Identify the key elements of accurate speaking and writing.

Details of the sessions

Session 1	Session 2
Tenses	Accuracy in Speaking and Writing
90 minutes	90 minutes

Session 1

Tenses: A Ride to conquer Tenses

Do you ever wonder or imagine you speaking and writing in English without any fear of feeling embarrassed?

Do you ever feel like hanging back though you aspire to communicate in English accurately?

Here's a ride you should take to conquer TENSES.

Tenses are an integral part of English grammar. Proper knowledge of Tenses enables an individual to communicate effectively. Tenses indicate when an Action takes place. They denote the time of action; Past, Present and Future.

Activity 01 : Tense Hunt

Time required : 10 minutes

Materials required : paper slips, space to move

Procedure:

- The facilitator divides the participants into three groups: Present, Past, and Future.
- Spread paper slips with phrases/sentences in all three tenses randomly on the floor.
- Calls any 5 participants from each group to play.
- Sets a time limit.
- Participants must pick sentences matching their assigned tense within the time limit.
- The group collecting the greater number of slips matching their tense correctly will win.

Example Sentences:

1. The cook is washing the utensils. (Present)
2. I will be going to the market tomorrow. (Future)
3. She has taken her breakfast. (Present)
4. Last week, Rani visited Mysore. (Past)
5. Raju completed his work yesterday. (Past)
6. Meena will go to school the next day. (Future)

Closure: The facilitator will end the activity through brushing up the concepts of past, present and future tenses.

Activity 02 : Sentence Board- Roll the Dice

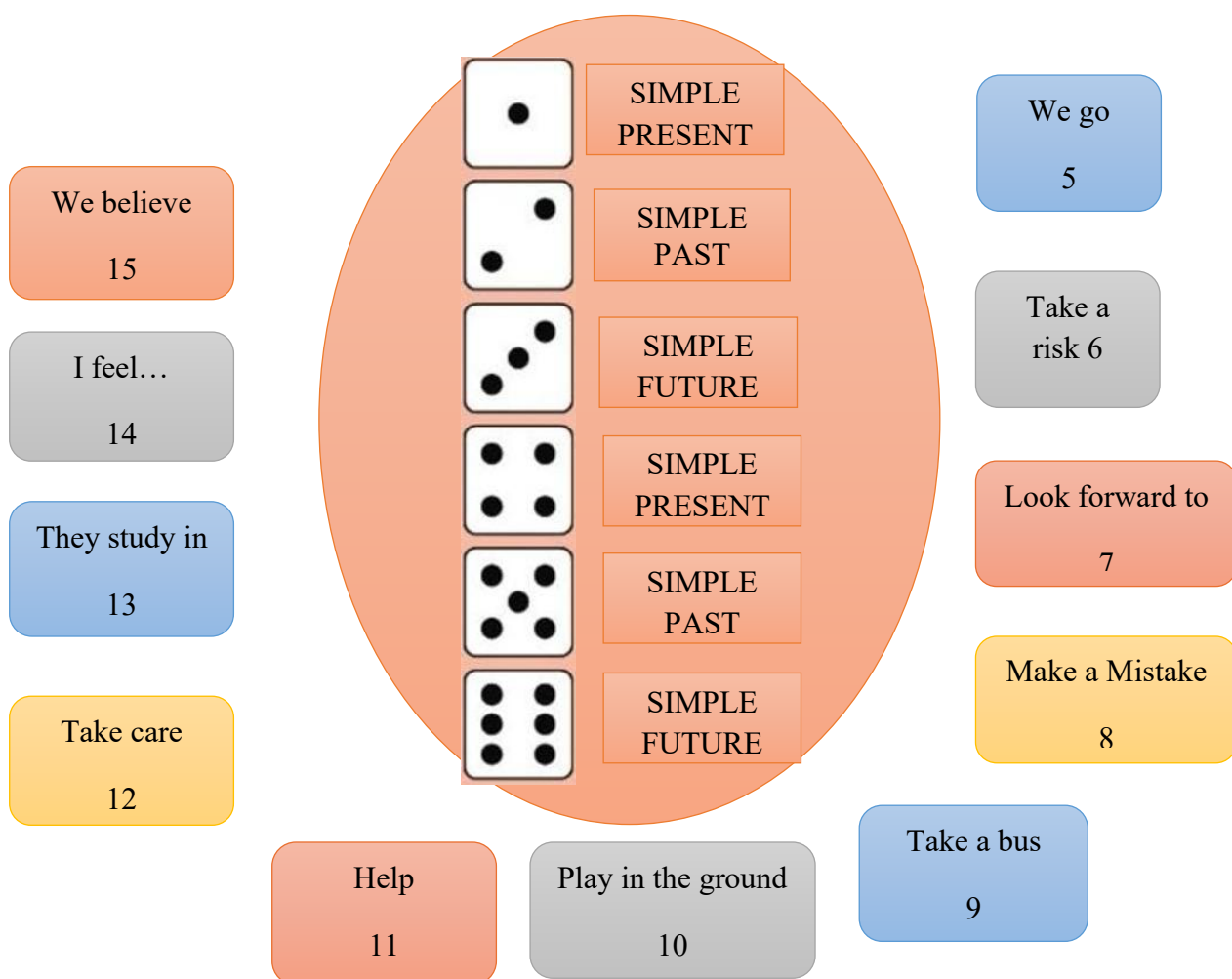
Time required : 20 minutes

Materials required : Dice, chart

Procedure:

- The facilitator divides the participants into 4 groups. Each group will be given a Dice to play the game simultaneously.
- The facilitator asks the participants to look at the Sentence Board given in the module below and roll a number and move on to that space. For each square you land on, make a sentence in the given tense (Simple present, Simple past or Simple future)
- The Facilitator will monitor the groups.





Closure: Facilitator will end the activity by briefing about the different tenses using the sentences prepared by the participants during the activity.

Simple tenses:

Simple tenses are basic Verb forms that express actions or state in the past, present, or future without specifying the time, duration or its progression.

Timeline

Structure: Simple Present

Subject	+ Verb	+Object
I	Eat	a cake

Simple Present Tense

Sl No	Affirmative +	Negative -	Interrogative?
1	I drive a car.	I don't drive a car.	Do I drive a car?
2	We play guitar.	We don't play guitar.	Do we play guitar?
3	You like chocolates.	You don't like chocolates.	Do you like chocolates?
4	They speak English.	They don't speak English.	Do they speak English?
5	She dances well.	She doesn't dance well.	Does she dance well?

Structure: Simple past tense

Subject **Verb** **Object**
 They Visited the Museum

Sl. No.	Affirmative +	Negative -	Interrogation?
1	They played soccer.	They didn't play soccer.	Did they play soccer?
2	We watched a movie.	We didn't watch a movie.	Did we watch a movie?
3	She bought a phone.	She didn't buy a phone.	Did she buy a phone?
4	He climbed a mountain.	He didn't climb a mountain.	Did he climb a mountain?
5	I ate a mango.	I didn't eat a mango.	Did I eat a mango?

Structure: Future Simple Tense

Subject **Verb** **Object**
 Shall we go to Market?

Sl. no	Affirmative +	Negative -	Interrogative?
1	He will write a book.	He will not write a book.	Will he write a book?
2	I will attend the meeting.	I will not attend the meeting.	Will I attend the meeting?
3	They will visit us tomorrow.	They will not (won't) visit us tomorrow.	Will they visit us tomorrow?
4	We will meet again?	We will not meet again.	Will we meet again?
5	You will forget.	You will not forget.	Will you forget?

Closure: The facilitator instructs the participants to go through the structure and examples of Simple tenses given above and practice conversing in groups.

Activity 03 : What are they doing?

Time required : 15 minutes

Materials required : Picture, A4 sheets

Procedure:

- The facilitator instructs the participants to look at the picture given above
- And asks them to make a list of various activities the people are doing in the space provided below and present before the class.

Ex: Raju is flying a kite.



<https://pin.it/6wxCEGvRZ>

Note: Write all the sentences in Present Continuous tense.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 04 : Video time

Time required : 10 minutes

Materials required : projector

Procedure:

<https://drive.google.com/file/d/1PNrWvaQtxiryNIlkh59iQgrzMqjegToG/view?usp=drivesdk>

- The facilitator asks the participants to watch a video.
- After watching the video, the facilitator instructs the participants to complete the activity given below.



Complete the sentences using past continuous Tense:

1. He _____ (play) the guitar when his mother arrived home.
2. The students _____ (fight) when the teacher entered the classroom.
3. Yesterday, it _____ (rain) and it _____ (thunder) all day.
4. Two days ago, I _____ (take) out the trash when I heard a dog barking in the street.
5. Stephen _____ (go) to bed at ten o'clock every night when we _____ (stay) in the hostel.
6. When I _____ (walk) in the park yesterday, I saw a little kitten _____ (sit) under a tree.
7. Last Tuesday at four o'clock, Bob _____ (play) football with his friends.

8. She _____ (write) a letter to her friend when I went to meet her.

9. You _____ (eat) in the kitchen room when the father called.

10. She _____ (give) me a gift on my birthday every year.

Closure: 1. at the end of this activity, the facilitator asks the participants to read out the sentences aloud in the class to check their accuracy.

2. The facilitator then motivates the participants to share their "Happiest moment" in the class using Past continuous.

Activity 05 : My Journal -What will you be doing?

Time required : 10 minutes

Materials required : A4 sheets, pen

Procedure:

- The facilitator instructs the participants to write any 5 things that they will be doing in the next 5 years from now in the space provided below.
- And the facilitator asks the participants to present it before the class.

1. _____
2. _____
3. _____
4. _____
5. _____

The facilitator now asks the participants to go through the timeline of future continuous tense given below.

The future continuous tense is used to describe actions or events that:

- Will be happening at a specific time in the future
- Will be ongoing

Timeline: Structure- Will be + base form of verb + -ing

Example: "I will be attending a meeting at 2 PM tomorrow."

Sl. No	Affirmative +	Negative -	Interrogative?
1	I will be studying tomorrow.	I will not be studying tomorrow.	Will I be studying tomorrow?
2	She will be working late.	She won't be working late.	Will she be working late?
3	They will be playing soccer.	They will not be playing soccer.	Will they be playing soccer?
4	He will be cooking dinner.	He will not be cooking dinner.	Will he be cooking dinner?
5	We will be travelling next week.	We will not be travelling next week.	Will we be travelling next week?

Activity 06 : Let's play-Present Perfect

Time required : 25 minutes

Materials required : A4 sheets, chart

Start →	Have you travelled to any country?	Have you ever tried to learn a new language?	Have you achieved anything you are proud of?	Have you participated in any cultural event?
Have you seen the Taj Mahal?	Have you seen any inspiring movie?	Have you tried bungee jumping?	Have you ever attended any seminars?	Have you made any new friends recently?
Have you met your fav actor?	Have you written a book?	Have you made any promises to anyone?	Have you overcome any challenges in life?	Have you ever played a musical instrument?
Have you won any awards?	Have you volunteered for any cause?	Have you tried any new recipes?	Have you visited any famous historical place?	Have you ever taken a journey by ship?
Finish				

Procedure:

- The facilitator divides the participants into small groups and gives clear instructions on how to play the game.
- The participants will sit in a circle and play the game by asking given questions to the person sitting next in the present perfect tense and replying in the same tense
- Each group will take turns simultaneously. From start to finish.
- The facilitator will monitor the groups.

Example: Group 1

Participant 1: "Have you ever travelled to any country?"

Participant 2: "Yes, I have visited Europe."

Participant 1: "Have you ever tried to learn a new language?"

Participant 2: "Yes, I have tried to learn German."

Participant 1: "Have you ever achieved anything that you're proud of?"

Participant 2: "No, I haven't."

Closure: At the end of this activity, the facilitator asks the participants to self- assess their knowledge of Tenses.

Session 02

Accuracy in Speaking and Writing

Accuracy in Speaking

Activity 01 : Action song Come on move and freeze

Time required : 5 minutes

Materials required : projector, space to move and act

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[XnOnb2xBx5zNi0By9utn107mEvD9a/view?usp=drivesdk](https://drive.google.com/file/d/1PP-XnOnb2xBx5zNi0By9utn107mEvD9a/view?usp=drivesdk)

Procedure:

- The facilitator instructs the participants to watch the video and act accordingly.
- Note: The participants must try to sing the song with correct pronunciation.
- This activity will be fun, and the participants will enjoy.



Activity 02 : Tongue Tango Trouble

Time required : 10 minutes

Materials required : Tongue twister cards

Procedure:

- The facilitator divides the participants into six groups.
- Provides each group with a card containing a tongue twister.
- The six cards feature tongue twisters with various sounds, such as P, R, G, L
- Participants must practice the sounds and add a tune or rhythm to their given tongue twister within the time limit.
- They will then present their tongue twister to the class by singing in a choir.

Using tongue twisters in the classroom has several advantages, including:

1. Improved pronunciation: Tongue twisters help students improve their pronunciation by repeating challenging sounds and sound combinations.
2. Developed phonological awareness: Tongue twisters increase students' awareness of sound patterns, intonation, and rhythm in language.
3. Fun and enjoyment: Tongue twisters can be an enjoyable and engaging way to practice language sounds, helping teachers to actively engage students.

Peter Piper picked a peck of pickled peppers,
A peck of pickled peppers Peter Piper picked,
If Peter Piper picked a peck of pickled
peppers, where's the peck of pickled peppers?

Old oily Ollie oils oily autos.
A lion licked a liger's liver then licked its
lips.
I like to light a night-light on a light night
like to- night.
Listen to the local yokel vodel.

Gray Gaelic geese grazing gracefully in
rugged Greece.
A glimpse of gloomy gutter gorillas
grabbing glittering gravel.
Groovy gum, gravy gum, groovy gum,
gravy gum, groovy gum, gravy gum.

Betty Botter bought a bit of butter. "But,"
she said, "the butter's bitter. If I put it in
my batter, it will make my batter bitter.
But a bit of better butter will make my
batter better. "So, she bought a bit of
butter, better than her bitter butter. And
she put it in her batter. And the batter was
not bitter.

Raise Ruth's red roof.
Really leery, rarely Larry.
Real rear wheel.
Russian rock and roll.
Rolling red wagons.
Roland rode in a Rolls Royce.

Fresh fried fish, fish fresh fried, fried fish
fresh, fish fried fresh.
Try fat flat flounders, try fat flat
flounders, try
fat flat flounders.
Five frantic frogs fled from fifty fierce
fishes.
Five fuzzy French frogs Frolicked
through the
fields in France.

There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,
pulled the fisherman in.
Now they're fishing the fissure for Fisher.

Closure: Facilitator end the activity through reflection questions, how was the tongue twisters? Can they implement such tongue twisters in their classrooms to teach language.

Activity 03 : Build up the sentences

Time required : 15 minutes

Materials required : proper space to stand in circles

- Procedure: The facilitator makes groups among the participants to play the Build-up Activity.
- The facilitator instructs the participants to sit in circles.
- With the help of the Sentence starters, the participants can play.
- Each participant in the group will keep building the sentence.
- The participants must use all the sentence starters given in the module to practice speaking.

Example:

Participant 1: I like

Participant 2: I like to play

Participant 3: I like to play video games

Participant 4: I like to play video games with my brother

Participant 5: I like to play video games with my brother on Sundays.

And so on....

Note: Each sentence uttered must be complete in itself.

Sentence starters:

- 1) We have ...
- 2) You can...
- 3) They must ...
- 4) He doesn't...
- 5) She has...
- 6) We are...
- 7) They will...
- 8) You must...
- 9) I should...
- 10) We will...

Closure: This activity helps participants gain accuracy and fluency in speaking.

Activity 04 : Roll a story - using Dice

Time required : 15 minutes

Materials required : dice, chart.

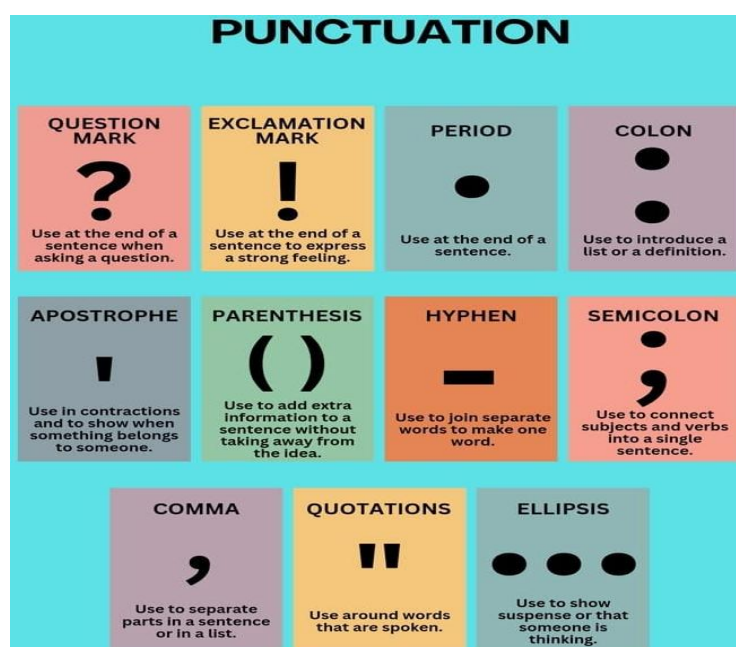
Procedure: The facilitator will divide the participants into groups.

Each group will roll the dice and create a story based on the number they get, using the character, setting, and problem provided in the grid

- Participants can craft a short story and present it to the class.

Roll	Character	Setting	Problem
	A beautiful angel	In a faraway galaxy	Gets vanished by
	An angry lion	In a forest	Gets caught in a net
	An old woman	In a village	Gets bitten by a snake
	A rich businessman	In a big city	Gets betrayed by
	A poor boy	At the office	Falls in love with a rich girl
	A sailor	In an island	Gets caught in a wretched ship

Accuracy in Writing



Punctuation plays a crucial role in language. Punctuation helps convey intended meaning and avoid ambiguity. Punctuation marks, such as periods, commas, and semicolons, separate ideas and clauses to express our thoughts clearly. Punctuation marks like exclamation marks and question marks convey tone and emotions. Punctuation helps structure writing and makes it

easier to understand. Without punctuation, our language becomes meaningless. Effective punctuation enhances communication; ensuring messages are conveyed clearly and accurately. In writing, without proper punctuation, accuracy of language cannot be maintained. Hence, punctuation is an integral part of accurate writing.

The facilitator asks the participants to read the functions of punctuation stated above.

Activity 05 : Pick the Punctuation

Time required : 5 minutes

Materials required : paper, pen

Procedure:

Facilitator asks the participants to pick the correct punctuation for the given sentences from the given circles and shade it.

- | | | | |
|--|-------------------------|-------------------------|-------------------------|
| 1. Wow, that rainbow is beautiful | ☐ ? | ☐ ! | ☐ . |
| 2. Be careful on the stairs | ☐ ? | ☐ ! | ☐ . |
| 3. She loves to read books | ☐ ? | ☐ ! | ☐ . |
| 4. What time does the bus arrive | ☐ ? | ☐ ! | ☐ . |
| 5. Can you tie your shoelaces | ☐ ? | ☐ ! | ☐ . |
| 6. The cat is sleeping | ☐ ? | ☐ ! | ☐ . |
| 7. Can you swim | ☐ ? | ☐ ! | ☐ . |
| 8. We went to the park yesterday | ☐ ? | ☐ ! | ☐ . |
| 9. Why did the chicken cross the road | ☐ ? | ☐ ! | ☐ . |
| 10. The flowers bloom in spring | ☐ ? | ☐ ! | ☐ . |
| 11. My mom makes delicious cookies | ☐ ? | ☐ ! | ☐ . |
| 12. Look at those fluffy clouds | ☐ ? | ☐ ! | ☐ . |
| 13. The sun shines brightly in the sky | ☐ ? | ☐ ! | ☐ . |
| 14. The moon is shining tonight | ☐ ? | ☐ ! | ☐ . |

Activity 06 : Stretch the Sentence

Time required : 10 minutes

Materials required : paper, pen

Procedure:

- The facilitator will divide the participants into two groups: Group A and Group B. A set of criteria will be given to them such as:
- Who ...?
- What ...?
- Where.?
- Why...?

Group A participants will ask questions to Group B participants and vice versa who will respond with imaginative answers.

For example:

Group A participant: "Who?"

Group B participant: "It's my friend Ayesha."

Group A participant: "Doing what?"

Group B participant: "She is cooking."

Group A participant: "Where?"

Group B participant: "In the kitchen."

Group A participant: "Why?"

Group B participant: "To serve dinner."

The respondent will then paraphrase their answers to express themselves more clearly, adding more details if needed.

For example:

"My friend Ayesha is cooking dinner in the kitchen to serve. She is fond of cooking and always wants to serve her family. She's my best friend and a great cook."

Closure:

The activity will help the participants to think of correct sentence.

Activity 07: Spelling- WRITE BOARD

Time required : 20 minutes

Materials required : chart, A4 sheets

- Procedure: The facilitator instructs the participants to write the words as per the grid in the WRITE BOARD.
- After writing all the words, the participants must check the spellings.

W	R	I	T	E
Any 3 words that describe you	Any 3 words related to your favourite sport	Any 3 words related to nature	Any 3 words related to climate	Any 3 words related to space and universe
Any 3 words related to Artificial intelligence	Any 3 words related to health and fitness	Any 3 words related to household articles	Any 3 words that describes your pet	Any 3 words related to transport

Closure: The facilitator concludes, correct spelling and a good vocabulary can significantly help bringing accuracy in language.

Activity 08: Picture Description

Time required : 10 minutes

Materials required : Picture, pen

Procedure:

- The facilitator instructs the participants to look at the given picture.
- The facilitator then instructs the participants to describe the picture in their own words with the help of the clues given in brackets.

Clues: (snowfall, nature, castle, river, boating, snow-covered mountains, beautiful, breath-taking)

Closure: The facilitator concludes the session by asking the participants to check the accuracy of what they have written.



