

জাতীয় শিক্ষাক্রম ২০২২ বিস্তরণ
বিষয়ভিত্তিক শিক্ষক প্রশিক্ষণ ম্যানুয়াল

English

(ষষ্ঠ ও সপ্তম শ্রেণি)

Day ১: (কর্মদিবস-১)

অধিবেশন ১.১: প্রশিক্ষণ পরিচিতি

সময় : ৬০ মিনিট



অধিবেশনের উদ্দেশ্য

আনন্দঘন ও সুশৃংখল পরিবেশ বজায় রেখে প্রশিক্ষণের লক্ষ্য, উদ্দেশ্য, আউটলাইন ও নিয়মাবলীর সাথে পরিচিত হওয়া।



বিষয়বস্তু

কাজ-ক : পরিচিতি, আইস ব্রেকিং ও প্রিটেস্ট

কাজ-খ : প্রশিক্ষণার্থীদের প্রত্যাশা

কাজ-গ : প্রশিক্ষণের লক্ষ্য, উদ্দেশ্য ও আউটলাইন

কাজ-ঘ : প্রশিক্ষণের গ্রাউন্ডরুল নির্ধারণ



প্রয়োজনীয় উপকরণ

আর্ট পেপার, মার্কার পেন/চক, বোর্ড, নেম ট্যাগ, ও প্রিটেস্ট প্রশ্নপত্র, MMP (পাওয়ার পয়েন্ট প্রেজেন্টেশন)- ১.১, প্রজেক্টর, ল্যাপটপ, পয়েন্টার, ফ্লিপ বোর্ড ও চার্ট, নোট বুক, কলম, পেন্সিল ইত্যাদি



প্রশিক্ষকের প্রস্তুতি

অধিবেশন শুরুর পূর্বেই পরিচিতি পর্বের জন্য আর্ট পেপার/ভিপি কার্ড কেটে নিন। অধিবেশনের বিষয়বস্তু বিন্যাস ভালোভাবে আত্মস্থ করে নিন। প্রশিক্ষণের উদ্দেশ্য ব্যাখ্যার জন্য প্রস্তুতকৃত MMP ১.১ পড়ে বুঝে নিন, সফট কপি সঙ্গে নিন এবং প্রদর্শনের ব্যবস্থা নিশ্চিত করুন। প্রশিক্ষণার্থীদের জন্য নোট বুক, কলম, পেন্সিল ও প্রিটেস্টের প্রশ্নপত্র গুছিয়ে নিন।



কাজ-ক : পরিচিতি, আইস ব্রেকিং ও প্রিটেস্ট

১. শূভেচ্ছা বিনিময় করে নিজের পরিচয় দিন। সবাইকে নেম ট্যাগ লাগাতে বলুন।
২. সকল প্রশিক্ষার্থীদেরকে একটি করে কার্ডের টুকরো দিন। টুকরোটি তাদেরকে ভালোভাবে লক্ষ্য করতে বলুন এবং টুকরোর জোড়া দেখে নিজেদের জুটি খুঁজে নিতে বলুন (একজনের হাতের টুকরোর সাথে যার টুকরোর অপর অংশ মিলে যাবে, তাকে নিয়ে জুটি গঠন করতে বলুন)। জুটিতে দু'জনকে পরিচিত হতে বলুন। একাজের জন্য পাঁচ মিনিট সময় দিন। প্রত্যেকে তার জোড়ার সদস্যের সাথে কথা বলে একে অপরের ব্যাপারে নিচের বিষয়গুলো সম্পর্কে জেনে নিতে বলুন
 - নাম
 - কর্মস্থল
 - যে কোনো পছন্দের বিষয়/কাজ
৩. একে অপরের সাথে আলোচনা শেষে প্রত্যেকে তার জোড়ার সদস্যকে সবার সামনে পরিচয় করিয়ে দিতে বলুন।
৪. প্রশিক্ষার্থীদের প্রত্যেকের হাতে প্রি-টেস্ট তুলে দিন। প্রি-টেস্ট শেষ করার জন্য ১০ মিনিট সময় নির্ধারণ করে দিন। এ সময় বিশেষভাবে উল্লেখ করবেন যেন প্রশিক্ষার্থীগণ কারো সাথে আলোচনা ব্যতিরেকে প্রি-টেস্ট এর প্রশ্নমালার উত্তর প্রদান করেন।
৫. MMP ১.১ থেকে উদ্দীপনামূলক ভিডিওটি (the story of chage of an egale) প্রদর্শন করুন, প্রদর্শন শেষে ভিডিও এর ওপর ২/৩ জনের মতামত শুনুন। তাদের মূল বক্তব্য মিলে গেলে ধন্যবাদ দিন; সঠিক তথ্য না পেলে যোগসূত্র টেনে মূল মেসেজটি বলে দিন।
৬. যারা এটিকে সমর্থন করেন, তাদেরকে হাত তুলতে বলুন এবং সবাইকে নিয়ে সমস্বরে উৎসাহমূলক শ্লোগান দিন 'আমরা পরিবর্তনের সাথেই আছি এবং থাকব'।

কাজ-খ : প্রশিক্ষার্থীদের প্রত্যাশা

এ প্রশিক্ষণ থেকে প্রশিক্ষার্থীদের যা যা প্রত্যাশা আছে, তা দুইমিনিট ভেবে সবাইকে নিজ নিজ নোটবুকে লিখতে বলুন। এবার আলোচনার মাধ্যমে তাদের সাধারণ প্রত্যাশাগুলো একত্রিত করে একটি পোস্টারে লিখুন এবং দেওয়ালে স্টেটে দিন এবং তাদেরকে আশ্বস্ত করুন যে আগামী পাঁচ দিনের আলোচনায় এই প্রত্যাশাগুলো পূরণ হবে।

কাজ-গ : প্রশিক্ষণের লক্ষ্য, উদ্দেশ্য ও আউট লাইন

১. তথ্যপত্র ১.১(ক) এর আলোকে প্রশিক্ষণের লক্ষ্য ও উদ্দেশ্য প্রশিক্ষণার্থীদের সামনে উপস্থাপন করুন (পাওয়ার পয়েন্ট /পোস্টার পেপারের সাহায্যে)।
২. এবার লক্ষ্য ও উদ্দেশ্যের সাথে তাদের প্রত্যাশাগুলো মিলিয়ে দেখতে বলুন।
৩. এবার ছয়দিনব্যাপী কার্যক্রম ছকটি সংক্ষিপ্তভাবে প্রশিক্ষণার্থীদের সামনে উপস্থাপন করুন এবং সামগ্রিক কার্যক্রম সম্পর্কে তাদের কোনো জিজ্ঞাসা/প্রশ্ন থাকলে তা নিয়ে আলোচনা করুন।

কাজ-ঘ : প্রশিক্ষণের গ্রাউন্ডরুল নির্ধারণ

১. এই প্রশিক্ষণ চলাকালে প্রশিক্ষণকে আনন্দঘন ও সুশৃংখল রাখার জন্য আমরা সবাই কী কী নিয়ম নীতি মেনে চলব তা প্লেনারি আলোচনার মাধ্যমে একটি স্লিপ চার্টে লিখুন। প্রয়োজনে তথ্যপত্র ১.১ (খ) দেখে নিন।
২. সবার মতামতের ভিত্তিতে তালিকাটি চূড়ান্ত করুন এবং তাদের সহায়তায় দৃশ্যমান (সহজে চোখে পড়ে) কোনো দেয়ালে বা দরজায় লাগিয়ে দিন।
৩. এবার MMP ১.১ থেকে দৃষ্টিভিজির ওপর ভিডিওটি প্রদর্শন করুন এবং মূলকথা প্রশিক্ষণার্থীদের বলতে বলুন। প্রয়োজন মূল মেসেজ “ইতিবাচক দৃষ্টিভঞ্জি সব সমস্যার সমাধানে ভূমিকা রাখে”-এটি বুঝিয়ে বলুন। এরপর সবাইকে ধন্যবাদ জানিয়ে অধিবেশনটি সমাপ্ত করুন।

তথ্যপত্র ১.১ (ক)

প্রিটেস্ট

নাম: জেড্ডার: নারী/পুরুষ/অন্যান্য

পাইলটিং স্কুলের শিক্ষক কি না: হ্যাঁ/না

শিক্ষাপ্রতিষ্ঠানের নাম:.....

ক) জাতীয় শিক্ষাক্রম রূপরেখা-২০২১ এ যেসব পরিবর্তন আনা হয়েছে-

খ) যেসব কারণে শিক্ষাক্রমে এসব পরিবর্তন প্রয়োজন মনে করছি-

গ) অভিজ্ঞতাভিত্তিক শিখন বলতে যা বুঝি-

ঘ) শিখনকালীন মূল্যায়ন যেভাবে করা যায়-

ঙ) সামষ্টিক মূল্যায়ন যে প্রক্রিয়ায় হতে পারে-

চ) পিছিয়ে পড়া শিক্ষার্থীদের যেভাবে সহায়তা করা যায়-

তারিখ

স্বাক্ষর

তথ্যপত্র ১.১ (খ)

প্রশিক্ষণের লক্ষ্য ও উদ্দেশ্য

লক্ষ্য

- জাতীয় শিক্ষাক্রম ২০২২ বাস্তবায়নের জন্য প্রস্তুত করা (সক্ষমতা তৈরি)।

উদ্দেশ্য

- জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ এবং বিস্তারিত শিক্ষাক্রম ২০২২ সম্পর্কে অবহিত হওয়া
- প্রচলিত শিক্ষাক্রমের সাথে নতুন শিক্ষাক্রমের মূল পার্থক্য ও পরিবর্তনসমূহ সম্পর্কে ধারণা লাভ করা

- শিক্ষাক্রম রূপরেখা ২০২১ অনুযায়ী অভিজ্ঞতাভিত্তিক শিখন-শেখানো পদ্ধতি জানা ও অনুশীলন করা।

তথ্যপত্র ১.১ (গ)

প্রশিক্ষণে যে নিয়মগুলো আমরা মেনে চলব (গ্রাউন্ড রুলস, নমুনা)

- প্রতিদিন নির্দিষ্ট সময়ে প্রশিক্ষণ কক্ষে আসা ও বিরতির জন্য নির্ধারিত সময় শেষে ফিরে আসা
- প্রশিক্ষণ চলাকালে মোবাইল বন্ধ রাখা
- কার্যক্রম চলাকালে কোনো জিজ্ঞাসা/মতামত থাকলে হাত তুলে জানানো
- মতামত প্রদানের সময় অন্যের বক্তব্য সমাপ্ত হওয়া পর্যন্ত অপেক্ষা করা
- প্রশিক্ষণ কার্যক্রমের বাইরে অপ্রাসঙ্গিক আলোচনা থেকে বিরত থাকা
- প্রতিদিনকার কার্যক্রম শেষে ব্যবহৃত উপকরণ নির্দিষ্ট স্থানে গুছিয়ে রাখা এবং প্রশিক্ষণ কক্ষ ও কেন্দ্র পরিষ্কার রাখা (যেমন- টিস্যু, পানির বোতল, ওয়ান টাইম কাপ/গ্লাস, মাস্ক ইত্যাদি নির্দিষ্ট স্থানে ফেলা)
- স্বাস্থ্যবিধি যথাযথভাবে মেনে চলা
- কার্যক্রম চলাকালে অনুমতি না নিয়ে ছবি তোলা বা ভিডিও ধারণ করা থেকে বিরত থাকা
- কর্মসূচির ডকুমেন্টেশনের জন্য ছবি তোলা ও ভিডিও ধারণের ব্যাপারে কারো আপত্তি থাকলে জানিয়ে রাখা



অধিবেশনের উদ্দেশ্য

জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ -এর মূল রূপকল্প, পরিবর্তনের প্রেক্ষাপট, শিখন-শেখানো ও মূল্যায়ন প্রক্রিয়া সম্পর্কে সাধারণ ধারণা, এবং চলমান শিক্ষাক্রমের তুলনায় মূল পরিবর্তনসমূহের সাথে পরিচিত হওয়া।



বিষয়বস্তু

কাজ-ক : জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ সম্পর্কে ধারণা যাচাই

কাজ-খ : জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ -এর প্রধান দিকগুলো উপস্থাপন, আলোচনা ও মত বিনিময়



প্রয়োজনীয় উপকরণ

মার্কার পেন/চক, বোর্ড, জাতীয় শিক্ষাক্রম রূপরেখা ২০২১, MMP ১.২ (পাওয়ার পয়েন্ট প্রেজেন্টেশন), প্রজেক্টর, ল্যাপটপ, পয়েন্টার, ফ্লিপ বোর্ড ও চার্ট, নোট বুক, কলম, পেন্সিল ইত্যাদি।



প্রশিক্ষকের প্রস্তুতি

অধিবেশন শুরুর পূর্বেই অধিবেশনের বিষয়বস্তু বিন্যাস ভালোভাবে আত্মস্থ করে নিন। জাতীয় শিক্ষাক্রম রূপরেখা সম্পর্কে ভালোভাবে (MMP ১.২) পড়ে বুঝে নিন, সফট কপি সঙ্গে নিন এবং প্রদর্শনের ব্যবস্থা নিশ্চিত করুন।



প্রক্রিয়া

কাজ-ক : জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ সম্পর্কে ধারণা যাচাই

১. প্রশিক্ষণার্থীদের সাথে কয়েকটি প্রশ্নের ভিত্তিতে আলোচনা করুন, প্রশ্নগুলো এমন হতে পারে-

- জাতীয় শিক্ষাক্রম রূপরেখা-২০২১ সম্পর্কে আপনারা কী জানেন?
- যোগ্যতাভিত্তিক শিক্ষাক্রম বলতে আপনার ধারণা কী?
- চলমান শিক্ষাক্রম ও জাতীয় শিক্ষাক্রম রূপরেখা-২০২১ এর মধ্যে মিল এবং অমিল সম্পর্কে আপনার মতামত কী?
- জাতীয় শিক্ষাক্রম রূপরেখা-২০২১ অনুযায়ী শিখন শেখানো পদ্ধতি ও মূল্যায়ন কৌশল সম্পর্কে আপনার ধারণা কী?
- জাতীয় শিক্ষাক্রম রূপরেখা-২০২১ এর এমন কি কোনো দিক আছে যে ব্যাপারে বিশেষভাবে ধারণা সুস্পষ্ট হওয়া প্রয়োজন মনে করেন? থাকলে সেটি কী?

এ পর্যায়ে প্রশ্নগুলো নিয়ে প্রশিক্ষণার্থীদের নিজেদের মত প্রকাশ করতে এবং আলোচনা করার সুযোগ তৈরি করে দিন। যেসব বিষয়ে দ্বিধা বা প্রশ্ন তৈরি হবে তা নিয়ে তাদেরকেই মন্তব্য করার সুযোগ দিন।

কাজ-খ : জাতীয় শিক্ষাক্রম রূপরেখা ২০২১ -এর প্রধান দিকগুলো উপস্থাপন, আলোচনা ও মত বিনিময়

১. তথ্যপত্র ১.২-এর আলোকে প্রশিক্ষক জাতীয় শিক্ষাক্রম রূপরেখা ২০২১-এর প্রধান দিকগুলো প্রশিক্ষণার্থীদের সামনে উপস্থাপন (পোস্টার/পাওয়ার পয়েন্ট প্রেজেন্টেশন ১.২ এর মাধ্যমে) করুন।
২. উপস্থাপনা শুরু করার আগেই তাদের জানিয়ে রাখুন, যে বিষয়গুলো নিয়ে তাদের প্রশ্ন/জিজ্ঞাসা থাকবে তা নোট নিয়ে রাখতে এবং উপস্থাপনা শেষে জিজ্ঞাসাগুলো নিয়ে আলোচনা করবেন। একইসাথে, শিক্ষাক্রম রূপরেখা সম্পর্কে তাদের কোনো তথ্যগত ভুল ধারণা আছে কি না তা আলোচনার মাধ্যমে বের করার চেষ্টা করবেন ও সঠিক তথ্য প্রদান করবেন।
৩. উপস্থাপন শেষে তথ্যপত্র থেকে সংশ্লিষ্ট ধারণাগুলো নিরবে পড়তে বলুন। পাঠ শেষে এ বিষয়ে তারা কী বুঝতে পেরেছেন তা সামনে এসে যে কোনো দুইজনকে সংক্ষেপে বলতে বলুন।
৪. তাদের ধারণায় কোনো ঘাটতি বা ত্রুটি থাকলে তা সংশোধন করে দিন।
৫. নতুন কোনো প্রশ্ন তৈরি হলে তা নিয়ে আলোচনা করুন।
৬. সবশেষে জাতীয় শিক্ষাক্রম রূপরেখা নিয়ে সাধারণ একটি উপসংহার টেনে , সবাইকে ধন্যবাদ জানিয়ে অধিবেশন সমাপ্ত করুন।

তথ্যপত্র ১.২

জাতীয় শিক্ষাক্রম রূপরেখা ২০২১

নতুন শিক্ষাক্রমে বিবেচ্য বিষয়সমূহ

- শিক্ষার্থীকেন্দ্রিক ও আনন্দময় পড়াশোনার পরিবেশ সৃষ্টি
- বিষয় এবং পাঠ্যপুস্তকের বোঝা ও চাপ কমিয়ে দক্ষতা ও যোগ্যতায় গুরুত্ব আরোপ
- গভীর শিখন (উববঢ় ষবধৎহরহম) ও তার প্রয়োগে গুরুত্ব প্রদান
- মুখস্থ নির্ভরতার পরিবর্তে অভিজ্ঞতা ও কার্যক্রমভিত্তিক শিখনে অগ্রাধিকার প্রদান
- খেলাধুলা ও সৃজনশীল কার্যক্রমের মাধ্যমে শিখনের উপর গুরুত্ব প্রদান
- নির্দিষ্ট দিনের শিখনকাজ যেন শিক্ষা প্রতিষ্ঠানেই শেষ হয় সে ধরনের শিখন কার্যক্রম পরিচালনা এবং আনন্দময় কাজে সম্পৃক্ত করার মাধ্যমে হোম ওয়ার্কের চাপ কমানো
- নির্দিষ্ট সময়ে অর্জিত পারদর্শিতার মূল্যায়ন ও সনদ প্রাপ্তির প্রতি গুরুত্ব আরোপ
- জীবন ও জীবিকার সাথে সম্পর্কিত শিক্ষা

রূপকল্প

মুক্তিযুদ্ধের চেতনায় উজ্জীবিত দেশপ্রেমিক, উৎপাদনমুখী, অভিযোজনে সক্ষম সুখী ও বৈশ্বিক নাগরিক গড়ে তোলা।

যোগ্যতা -

মুক্তিযুদ্ধের চেতনায় উদ্বুদ্ধ হয়ে পরিবর্তনশীল প্রেক্ষাপটে অভিযোজনের জন্য জ্ঞান, দক্ষতা, মূল্যবোধ ও দৃষ্টিভঙ্গির সমন্বয়ে অর্জিত সক্ষমতা

যোগ্যতা নির্ধারণের প্রেরণা হিসেবে

মুক্তিযুদ্ধের চেতনা

জাতীয় শিক্ষাক্রমের মূল ভিত্তি হলো:

মুক্তিযুদ্ধকালীন স্বাধীনতার ঘোষণাপত্রে উল্লিখিত চেতনা

- মানবিক মর্যাদা
- সামাজিক ন্যায়বিচার
- সাম্য

স্বাধীন বাংলাদেশের সংবিধানের রাষ্ট্রীয় চার মূলনীতি

- জাতীয়তাবাদ
- সমাজতন্ত্র

- গণতন্ত্র ও
- ধর্মনিরপেক্ষতা

মূল যোগ্যতা (Core Competency)

১. অন্যের মতামত ও অবস্থানকে সম্মান ও অনুধাবন করে, প্রেক্ষাপট অনুযায়ী নিজের ভাব, মতামত যথাযথ মাধ্যমে সৃজনশীলভাবে প্রকাশ করতে পারা।
২. যেকোনো ইস্যুতে সূক্ষ্ম চিন্তার মাধ্যমে সামগ্রিক বিষয়সমূহ বিবেচনা করে সকলের জন্য যৌক্তিক ও সর্বোচ্চ কল্যাণকর সিদ্ধান্ত নিতে পারা।
৩. ভিন্নতা ও বৈচিত্র্যকে সম্মান করে নিজস্ব কৃষ্টি, সংস্কৃতি, ইতিহাস ও ঐতিহ্যের ধারক হয়ে নিজ দেশের প্রতি ভালোবাসা ও বিশ্বস্ততা প্রদর্শনপূর্বক বিশ্ব নাগরিকের যোগ্যতা অর্জন করা।
৪. সমস্যার প্রক্ষেপণ, দ্রুত অনুধাবন, বিশ্লেষণ, সংশ্লেষণ এবং ভবিষ্যৎ তাৎপর্য বিবেচনা করে সকলের অংশগ্রহণের মাধ্যমে যৌক্তিক ও সর্বোচ্চ কল্যাণকর সিদ্ধান্ত নিতে ও সমাধান করতে পারা।
৫. পারস্পরিক সহযোগিতা, সম্মান ও সম্প্রীতি বজায় রেখে শান্তিপূর্ণ সহাবস্থানের মাধ্যমে পরিবর্তনশীল পৃথিবীতে নিজেকে মানিয়ে নিতে পারা এবং পরবর্তী প্রজন্মের জন্য নিরাপদ বাসযোগ্য পৃথিবী তৈরিতে ভূমিকা রাখতে পারা।
৬. নতুন দৃষ্টিকোণ, ধারণা, দৃষ্টিভঙ্গি প্রয়োগের মাধ্যমে নতুনপথ, কৌশল ও সম্ভাবনা সৃষ্টি করে শৈল্পিকভাবে তা উপস্থাপন এবং জাতীয় ও বিশ্বকল্যাণে ভূমিকা রাখতে পারা।
৭. নিজের শারীরিক-মানসিক স্বাস্থ্য ব্যবস্থাপনার দায়িত্ব নিয়ে নিজ অবস্থান ও ভূমিকা জেনে ঝুঁকিহীন নিরাপদ ও গ্রহণযোগ্য ব্যক্তিগত, পারিবারিক, সামাজিক, রাষ্ট্রীয়, বৈশ্বিক সম্পর্ক ও যোগাযোগ তৈরি করতে ও বজায় রাখতে পারা।
৮. প্রতিনিয়ত পরিবর্তনশীল পৃথিবীতে ঝুঁকি মোকাবেলা এবং মানবিক মর্যাদা অক্ষুণ্ণ রেখে নিরাপদ ও সুরক্ষিত জীবন ও জীবিকার জন্য নিজেকে প্রস্তুত রাখতে পারা।
৯. পরিবর্তনশীল পৃথিবীতে দৈনন্দিন উদ্ভূত সমস্যা গাণিতিক, বৈজ্ঞানিক ও প্রযুক্তিগত দক্ষতা ব্যবহার করে সমাধান করতে পারা।
১০. ধর্মীয় অনুশাসন, সততা ও নৈতিক গুণাবলি অর্জন এবং শুদ্ধাচার অনুশীলনের মাধ্যমে প্রকৃতি ও মানব-কল্যাণে নিজেকে নিয়োজিত করতে পারা।

শিক্ষাক্রম রূপরেখায় মূল পরিবর্তনসমূহ

- ১০ম শ্রেণি পর্যন্ত সকলের জন্য ১০টি বিষয় (প্রচলিত মানবিক, বিজ্ঞান ও ব্যবসায় শিক্ষা বিভাগ থাকবে না);

- পরীক্ষা ও মুখস্থনির্ভর পড়াশোনার পরিবর্তে, পারদর্শিতাকে গুরুত্ব দিয়ে দশম শ্রেণি শেষে পাবলিক পরীক্ষা;
- পরীক্ষার চাপ কমানোর জন্য একাদশ শ্রেণির শিক্ষাক্রমের ভিত্তিতে একাদশ শ্রেণি শেষে এবং দ্বাদশ শ্রেণির শিক্ষাক্রমের ভিত্তিতে দ্বাদশ শ্রেণি শেষে পাবলিক পরীক্ষা;
- পারদর্শিতা অর্জন নিশ্চিত করা ও মুখস্থনির্ভরতা কমানোর জন্য শিখনকালীন মূল্যায়ন
- ৯ম ও ১০ম শ্রেণিতে প্রত্যেক শিক্ষার্থীর জন্য কৃষি, সেবা বা শিল্প খাতের একটি অকুপেশনের ওপর পেশাদারি দক্ষতা অর্জন বাধ্যতামূলক
- সাপ্তাহিক ছুটি দুই দিন প্রবর্তন;
- অভিজ্ঞতাভিত্তিক শিখন কার্যক্রম বিদ্যালয়, পরিবার ও সামাজিক পরিসরে অনুশীলন;
- শিক্ষার্থীর অভিন্ন মূল্যবোধ ও দৃষ্টিভঙ্গি অর্জনের জন্য স্তরভিত্তিক নির্বাচিত বিষয়ের পাশাপাশি মাদ্রাসা ও কারিগরি শাখার বিশেষায়িত বিষয়সমূহের যৌক্তিক সমন্বয়।

Day 1 Session 3

Session: 1.3 Subject Conceptualization: English

Time: (14.00 – 15.00)

1 Hour

Objective: In this session, the trainee will know in which areas students can use English (e.g., in real-life scenarios, in creative writing) and how students can orient themselves with local values as well as democratic skills through the process of learning English.

Content:

- Ideas of competencies
- English subject conceptualization
- Unpacking the diagram of subject conceptualization
- Core dimensions as reflected in English

Teaching learning materials/aids:

- Powerpoint slides
- Poster papers
- Pen
- Marker
- TG

Preparation:

- Firstly, trainers must read the text of English subject conceptualization (referring to 1.3.2) to internalize the concepts in a way that they can deliver the ideas to the trainees in a very simple way with ample examples and analogies.
- Then, the trainer will prepare a PPT slide/poster of a diagram along with other required information
- The trainer must keep soft copies of the PPT and make sure that all the arrangements are okay before the session starts.

Procedures:

Activity 1.3.1:

A short question-answer session with the trainees.

- What is the speciality of the new curriculum?
- Whether it is content-focused or competency-based?
- What do you think a competency-based English curriculum looks like?

Activity 1.3.2:

- The trainer will present PPT slides/poster (ideas of competencies, English subject conceptualization, unpacking the diagram of subject conceptualization, core dimensions as reflected in English)
- He/she has to make sure that everybody has understood the core concept of the competencies (If it's necessary, the trainer can use Bangla for making them understand)
- The trainer will give the necessary feedback based on the responses of the participants.

Activity 1.3.3:

- Divide the participants into groups and assign each group to do poster presentations on different topics such as the diagram of English subject conceptualization, and core dimensions of English subject as reflected in English.

Supportive materials:**1.3.2:****Learning area-based competence statement**

To be able to receive and express by acquiring basic skills (listening, speaking, reading, writing, observing, and feeling) of languages; to be able to appreciate the beauty of literature; to be able to express oneself creatively and artistically using different media; to be able to communicate effectively with tolerance and empathy at the individual, family, social, national and global contexts.

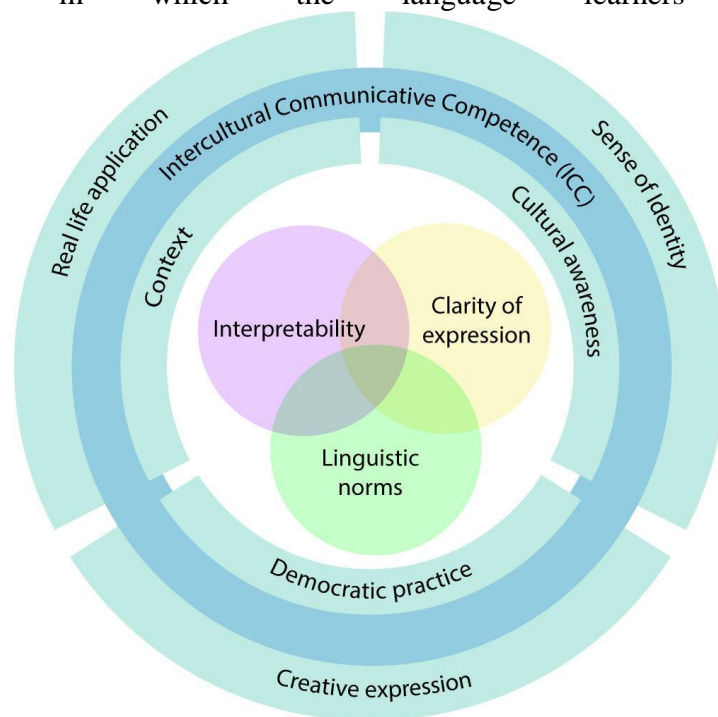
Subject-wise competence statement

To be able to communicate effectively using basic skills of the English language for day-to-day purposes, academic purposes and other specific purposes; to be able to exert creative as well as critical insights to express aesthetically, and to appreciate English literary text; to be able to uphold democratic practice in communication at the individual, social, national and global contexts.

Subject conceptualization

Since English is viewed as a foreign language in Bangladesh, the K-12 curriculum of English needs to maintain a balance of focus between real-life application and a good understanding of the

contexts in which the language learners are going to use



English.

This diagram illustrates how English as a subject is conceptualized in this curriculum framework. The centre of the diagram contains the core knowledge and skills required for a learner. In terms of knowledge, it covers **linguistics rules** along with their **use** relevant for the local and global contexts. One key skill, **interpretability**, taps learners' ability to interpret and understand the literal as well as the intended meaning of a given verbal or non-verbal text. Another skill is **clarity of expression**, and it demands the learners' ability to express clearly, concisely, distinctively, and appropriately in effective communication. However, effective communication does not rely only on any particular knowledge and sets of skills, rather it requires **contextual understanding** and **cultural awareness** along with a **democratic attitude**. These three aforesaid components form a mediating lens which leads to the idea of **ICC (Intercultural Communicative Competence)**.

A context sensitive context-sensitive cultural awareness in communication denotes an empathetic attitude and ensures admiration and appreciation for diverse practices in communication. Consequently, a democratic attitude on part of the language users becomes mandatory as it facilitates a mindset to acknowledge different opinions in communication and the varied ways of expression, as well as the readiness to articulate personal viewpoints.

In terms of English teaching-learning, as a *second* or *foreign* language, the prevalent ideas of communicative competence have been questioned in relation to the notion of sociolinguistic competence. The idea of sociolinguistic competence to an extent celebrates the cultural norms and practices embedded in English-speaking society. As a matter of fact, language is not a value-free media, rather it carries a particular culture which can create a social hierarchy in relation to English and non-English speaking contexts. In accordance with the presentation of the language itself and the culture associated, it is essential for learners from a non-English speaking context to have a critical insight when learning to communicate in that particular language. That leads to the concept

of ICC and it acts like a mediating lens to regulate learners' interpretation and expression following the linguistic norms, and equip them to practice English in a preferred manner.

Through ICC, the core knowledge and skills are mediated for the applications in three major areas which are - real-life **application**, **sense of identity**, and **creative expression**. Real-life **application** covers the practice of English in everyday communication, for academic purposes, as well as for other specific purposes. As language is a medium to exchange thoughts and emotions, learners need to internalize aesthetic value for **creative expression** as well as to appreciate the beauty of literature. Apart from real-life application and creative expression, another field of application is unveiled with the language users' capability to demonstrate a **sense of identity** in their practice. Learners' sense of identity equips them with the ability to participate in logical arguments, and ensure democratic practice in communication using their preferred linguistic norms.

Day 1 Session 4

Time: 15.30 – 17.00 (1.5 Hours)

4. Grade-wise competency and teaching-learning materials

Objectives: In this session, the trainee teachers will know in detail about the competency statements of grade six and grade seven along with the newly designed student book and teachers' guide.

Subject matter:

- Competency statements of grade six
- Competency statements of grade seven
- Student resource book and TG for grade six
- Student resource book and TG for grade seven

Teaching learning materials/aids:

- PPT slides
- Poster paper
- Pen
- Whiteboard
- Markers
- Handouts of competency statements
- The textbooks
- Teachers' Guide

Preparation:

The trainer must make sure that PPT slides/posters and/or adequate handouts are ready at least a day before the session. S/he should ensure that digital media are in working condition. Do not leave anything for the last minute.

The trainer should also calculate the time required for each of the activities to be done during the session. Visualize all the activities the trainees will go through. This will help you to prepare well.

Procedures:

Activity 1.4.1

Firstly, tell the trainees to think of a lesson from any of the existing *English For Today* books and discuss the learning outcomes of that lesson in pairs. Then, ask two or three pairs to share their responses.

Here, tell the trainees that our new curriculum is competency-based and the students will achieve competency through the four stages of the experiential learning cycle (as discussed in the earlier sessions).

Activity 1.4.2

Then, explain the competencies of grade six and grade seven using a PPT slide/poster and tell them to discuss in groups. Address every query they have and make sure that they have understood the competencies.

The competencies of grade six are:

1. Ability to communicate with relevance to a given context.
2. Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.
3. Ability to appreciate a democratic atmosphere in communication, and participate accordingly.
4. Ability to comprehend and connect to a literary text using contextual clues.

Competencies of grade seven are:

1. Ability to repair communication breakdown relating to the contexts
2. Ability to recognize and transform different sentence structures
3. Ability to practice democratic norms by relevant social practices
4. Ability to connect emotionally with a literary text and express personal feelings about it

During the presentation, make sure to discuss that each competency has got its own focal areas. Details are as follows –

Grade	List of competencies	Focus of the competency
Six	1. Ability to communicate with relevance to a given context.	Content-specific communication
	2. Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.	Context -specific use of grammar rule
	3. Ability to appreciate democratic atmosphere in communication, and participate accordingly.	Maintaining a democratic atmosphere in communication
	4. Ability to comprehend and connect to a literary text using contextual clues.	Sense of aesthetics
Seven	1. Ability to repair communication breakdown relating to the contexts	Strategies to minimize communication failure
	2. Ability to recognize and transform different sentence structures	Transformation of sentence structures
	3. Ability to practice democratic norms by relevant social practices	Maintaining a democratic atmosphere in communication
	4. Ability to connect emotionally with a literary text and express personal feelings about it	Articulation of feelings and preferences

Activity 1.4.3

Now state that, to achieve these competencies the students need to acquire some sets of knowledge, skills, and values. For example, to achieve **competency 1** of the grade six English book the following sets of knowledge, skills, and values are needed.

The trainer must explain the grid, given below, in detail to all the trainees. During this phase encourage the trainees to participate in the discussion.

The focus of the competency	Unpacking the competency
	Competency 1: Ability to communicate with relevance to a given context

<p>Content-specific communication</p>	<ul style="list-style-type: none"> • Ability to use context/situation-specific ways of addressing (according to power distance/age/relationship) to peers and adults • Ability to communicate in formal and informal situations • Ability to communicate using verbal and non-verbal clues • Ability to use context/situation-specific expressions/words (formal and informal situation) <p>Required Knowledge:</p> <ul style="list-style-type: none"> • features of interaction (e.g., turn-taking, verbal and non-verbal clues) • Contextually appropriate words and expressions (considering time, place, and types of participants) • features of formal and informal communications <p>Required skills: 4 language skills and alternative communication skills</p> <p>Embedded values and attitude: Politeness, democratic attitude, local values, culturally accepted norms</p>
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Now, divide the trainee teachers into some groups (depending on the number of participants) and distribute handouts of “Unpacking Competencies” of different stated competencies among them. Instruct all the groups to read the handouts attentively to comprehend every knowledge, skill, and value associated with each competency of grade six and grade seven, and then each group will share their understandings with the other participants.

Each group’s presentation will be followed by a question-answer session.

Activity 1.3.4

In this phase, sample copies of some lessons/units of grades 6 and 7 will be distributed among the groups of participants and the participants will reflect to discuss the mentionable features of those lessons/units. In response to their discussion, the trainer must articulate

the mentionable features of those lessons/units or the Student books. The features are as follows –

- The units included in the book cover different grammar items, different types of writing, poems, short stories, play, comic strips, and conversations.
- The lesson/unit of this new book has no learning outcomes.
- The units of this new book are not divided into different lessons like in the previous books.
- For the examination preparation/assessment, the ideas of each unit as well as the competency will be the key to focus on, NOT the content of the units.
- *Instructions, as well as concept notes*, are also written in Bangla
- Every task and activity of each unit is equally important and the tasks and activities of a unit altogether contribute to achieving a particular competency.
- In place of the English 1st paper and 2nd paper, this book comprises both grammar and literature (e.g., prose and poetry).
- And the units with the steps of teaching as well as assessment strategies and answer keys to all the tasks and activities are given in TG.

Now, sample copies of the same lessons/units of grades 6 and 7 from TG will be distributed among the same groups of participants and again the participants will reflect to discuss the remarkable features of those lessons/units. The trainees will also reflect on how TG will help them in implementing the teaching-learning activities.

The trainer will take responses from the trainees. Then, s/he will share the following remarkable features of those lesson/units or the English Teachers' Book.

The features are as follows –

- This TG is self-explanatory as the essential concepts (for example, experiential learning cycle, competency statements), techniques (teaching strategies, assessment strategies, etc) and tools (such as rubrics, grammar correction checklist, etc) required for teaching are included in this TG.
- In the TG, each unit is described with the relevant competency statement and four steps of the experiential learning cycle.
- In the TG, time allocation for each unit is written, which indicates that ideally, a teacher may need that mentioned time (for example, 6 hours) to complete a particular unit. In practice, teachers might need more or less time depending upon students' comprehension and class performance.
- In the TG, instructions for teaching/conducting of particular task activities along with the answer keys of each unit are written.

Assistive materials:

Activity 1.4.3

Grade Six

The focus of the competency	Unpacking the competency
Content-specific communication	<p data-bbox="613 426 1414 499">Competency 1: Ability to communicate with relevance to a given context</p> <ul data-bbox="662 579 1406 926" style="list-style-type: none">• Ability to use context/situation-specific ways of addressing (according to power distance/age/relationship) to peers and adults• Ability to communicate in formal and informal situations• Ability to communicate using verbal and non-verbal clues• Ability to use context/situation-specific expressions/words (formal and informal situation) <p data-bbox="613 993 938 1024">Required Knowledge:</p> <ul data-bbox="662 1035 1414 1220" style="list-style-type: none">• features of interaction (e.g., turn-taking, verbal and non-verbal clues)• Contextually appropriate words and expressions (considering time, place, and types of participants)• features of formal and informal communications <p data-bbox="613 1287 1300 1360">Required skills: 4 language skills and alternative communication skills</p> <p data-bbox="613 1402 1393 1476">Embedded values and attitude: Politeness, democratic attitude, local values, culturally accepted norms</p>
	<p data-bbox="613 1696 1409 1803">Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) and structures in accordance with the context.</p>

Context -specific use of grammar rule

- Ability to use context-specific expressions/words in communication
- Ability to analyze linguistic features of a text
- Ability to analyze the purpose of the text and the target audience

Required Knowledge:

- linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, formation of words, etc)
- different genre/types of text (personal, informative, imaginative)
- purpose of the text
- target audience
- stated grammar items (referring to grade-wise grammar progression)
- reading subskills
- writing subskills

Required skills: 4 language skills and alternative communication skills

Embedded values and attitude: Creative expression, creative and critical thinking, analytical sense

	<p>Competency 3: Ability to appreciate a democratic atmosphere in communication and participate accordingly</p>
<p>Maintaining a democratic atmosphere in communication</p>	<ul style="list-style-type: none"> • ability to understand the values of democratic practice • Ability to use culturally appropriate and socially acceptable norms, gestures/expressions in conversation • Ability to maintain democratic practice during a conversation • Ability to promote democratic norms and values <p>Required Knowledge:</p> <ul style="list-style-type: none"> • features of interaction (e.g., turn-taking) • local values • democratic norms/values • democratic attitude (such as being polite, inviting, and constructive) • inappropriate/rude attitude (such as submissive, authoritative, dominating, etc.) <p>Required skills: 4 language skills and alternative communication skills</p> <p>-</p> <p>Embedded values and attitude: democratic practice, culturally accepted local values, critical thinking, analytical sense, learners' empowerment</p>
	<p>Competency 4: Ability to comprehend and connect to a literary text using contextual clues</p>
<p>Sense of aesthetics</p>	<ul style="list-style-type: none"> • Ability to internalize literary texts (e.g., story, poetry, play, comic strips, etc) • Ability to analyze content as well as literary features of a text • Ability to analyze the plot, setting, character, theme, etc of a literary text • Ability to relate real-life experience (where relevant) with the theme/content of given texts

	<ul style="list-style-type: none"> • Ability to express personal thoughts/feelings <p>Required Knowledge:</p> <ul style="list-style-type: none"> • features of different types of literary texts (e.g., story, poetry, short play, comic strips, etc) • reading subskills • writing subskills <p>Required skills: 4 language skills and alternative communication skills</p> <p>-</p> <p>Embedded values and attitude: a sense of aesthetics, critical thinking, creative thinking, analytical sense</p> <p>Interdisciplinary: aligned with the 6th competency of Bangla and 4th of Art and Culture</p> <p>Intradisciplinary: 2</p>
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Grade Seven

The focus of the competency	Unpacking the competency
	<p>Competency 1: Ability to repair communication breakdown relating to the contexts</p>
<p>Strategies to minimize communication failure</p>	<ul style="list-style-type: none"> • Ability to use different strategic competencies in communication • Ability to communicate using verbal and non-verbal clues • Ability to communicate in formal and informal situations <p>Required Knowledge:</p> <ul style="list-style-type: none"> • features of interaction (e.g., turn-taking, verbal and non-verbal clues, politeness) • Reading sub-skills • Organizational features of different genres in writing

	<ul style="list-style-type: none"> • Contextually appropriate words and expressions (considering time, place, and types of participants) • features of formal and informal communications <p>Required skills: 4 language skills and alternative communication skills</p> <p>Embedded values and attitude: Politeness, democratic attitude, local values, acceptance of diversity</p>
	<p>Competency 2: Ability to recognize and transform different sentence structures</p>
<p>Transformation of sentence structures</p>	<ul style="list-style-type: none"> • Ability to analyze linguistic features of a text • Ability to analyze the purpose of the text and the target audience • Ability to change the verbs in a sentence according to the time of the incidents/facts/actions • Ability to transform speech from direct to indirect or vice versa • Ability to transform the sentences from active to passive mode or vice versa <p>Required Knowledge:</p> <ul style="list-style-type: none"> • linguistic features (in form of vocab, phrases, types of statements, nature of sentence construction, formation of words, etc) • purpose of the text • target audience • stated grammar items (referring to grade-wise grammar progression)

	<p>Required skills: 4 language skills and alternative communication skills</p> <p>Embedded values and attitude: analytical sense</p>
	<p>Competency 3: Ability to practice democratic norms in accordance with relevant social practices</p>
<p>Maintaining a democratic atmosphere in communication</p>	<ul style="list-style-type: none"> • Ability to understand the values of democratic practice required in a particular socio-cultural context • Ability to use culturally appropriate and socially acceptable norms, gestures/expressions in conversation • Ability to maintain democratic practice during a conversation required in a particular socio-cultural context <p>Required Knowledge:</p> <ul style="list-style-type: none"> • local values • intercultural communicative competence • democratic norms/values • democratic attitude (such as being polite, inviting, constructive) • inappropriate/rude attitude (such as submissive, authoritative, dominating, etc.) <p>Required skills: 4 language skills and alternative communication skills</p> <p>-</p> <p>Embedded values and attitude: democratic practice, culturally accepted local values, critical thinking, analytical sense, learners' empowerment</p>

	<p>Competency 4: Ability to connect emotionally with a literary text and express personal feelings on it</p>
<p>Articulation of feelings and preferences</p>	<ul style="list-style-type: none"> • Ability to relate real-life experience (where relevant) with the theme/content of literary texts • Ability to express personal thoughts/feelings and preferences of the literary texts • Ability to internalize literary texts (e.g., story, poetry, play, comic strips, etc) • Ability to analyze content as well as literary features of a text • Ability to analyze plot, setting, character, theme, etc of a literary text <p>Required Knowledge:</p> <ul style="list-style-type: none"> • features of different types of literary texts (e.g., story, poetry, short play, comic strips, etc) • reviewing literary texts • reading subskills • writing subskills <p>Required skills: 4 language skills and alternative communication skills</p> <p>-</p> <p>Embedded values and attitude: a sense of aesthetics, critical thinking, creative thinking, analytical sense, articulative</p>

Day 2 Session 2

A Sample class (by the Trainer)

Time: 10 am to 11 am (1 hour)

2.2 Objective: In this session, the trainers will be exposed to a simulated class following the four stages of experiential learning pedagogy, so that trainee teachers will have firsthand knowledge of how experiential learning theory works in teaching-learning.

Topics/Subject/Content:

- A lesson reflecting the experiential learning cycle
- Assessment strategies

Teaching learning materials/aids:

- Whiteboard
- Markers
- Handouts/flip charts/ Multimedia slides
- The textbook
- Teachers' Guide
- Rubrics

Preparation of the Trainer:

The trainer must make sure that PPT slides and/or adequate handouts (photocopies of *Save Our Home* content and TG part, rubrics) are ready at least a day before the session. S/he should ensure that digital media are in working condition. Do not leave anything for the last minute.

The trainer should also calculate the time required for each of the activities to be done during the session. Visualize all the activities the trainees will go through. This will help you to prepare well.

Procedures:

Activity 2.2.1:

In this activity, the trainer (teacher) will demonstrate a lesson following the four stages of experiential learning theory. The trainer may, for example, choose Unit 16 (Save Our Home) of grade six, **referring to supportive material 2.2.1.**

Before starting the lesson, the trainer (teacher) will illustrate the purpose of this demonstration, that is, trainee teachers will not only follow the lesson but at the same time, the trainee teachers will need to identify the four stages of experiential learning theory from his/her teaching.

Activity 2.2.2:

After finishing the lesson, in this activity, the trainer (teacher) will ask some questions to the trainee teachers and provide feedback to their responses. The tentative questions will be –

- What are the interesting things you see in this class?
- Can you identify the different stages of the experiential learning cycle in this lesson?
- Can you identify the scope of assessment strategies in this teaching?
- Do you have any suggestions to make the class better?

Assistive material:

Session: 2.2.1

A Sample class plan

Unit Name: **Save Our Home**

Competency 3

Teaching plan (2.2.1)

1. Greet the students. **2 mins**
2. Introduce the lesson by asking the trainees whether they feel safe in their surrounding home environment. **8 minutes**
3. Introduce the focal vocabulary/phrases and present them using different techniques. Follow the 4 stages (present the vocabulary, say the word loud and ask them to pronounce it after you 3/4 times, and ask them to infer the meaning of the vocabulary and finally, they will use the word in a real-life situation) in presenting new vocabulary. **8 minutes**
Focal Vocabularies: increase, decrease
4. Divide the class into small groups/pairs of 4-6 and ask them to do activity 16.1. Check students' understanding of the instruction. Then take the responses from 2/3 pairs/groups. Give necessary feedback. **6 mins**
5. Now, ask them to discuss the following questions in the same pairs/groups. Later, tell 2 or 3 pairs/groups to share their findings.
Questions:
 - Are your findings safe for your environment? If yes, why? If not, why?
 - Tell 2 ways to protect your environment. **8 mins**

Ensure participation of all trainees/students during the discussion, and use a rubric to assess student engagement.

6. Tell the pairs/groups to read the “Comic Strip” and do activity 16.3. Then, elicit answers from the whole class.

5 mins

7. Ask them to read the comic strip again and discuss one reason that makes Sifat, the tree, the bird and the fish sad. **5**

mins

Ensure participation of all trainees during the discussion, and use a rubric to assess student engagement.

8. Now, tell them to do activity 16.5. Make sure that they understand the instruction. Provide them sufficient time to think and elicit answers from the whole class. **8 mins**

Ensure participation of all trainees during the discussion, and use a rubric to assess democratic practice.

9. Conclude the class by inviting the trainees to share one of their resolutions to keep their friends (tree, bird, fish) safe and happy.

For activity 2.2.1

Save Our Home

New words/phrases: surrounding, increase, decrease, environment, cultivable land, brick kiln, comic strip, long face, aware, aquarium, awful

1. In the box below, there are some names of your surroundings. Discuss in pairs/groups, which of them are increasing (becoming more) and which are decreasing (becoming less) in your environment. And list them in table A.

rivers, ponds, rain, cultivable land, trees, birds, roads, cars, playgrounds, houses, heat, animals, machines, plastic, market places, dust, fishes, forests, buildings, wastes, rickshaws, floods, chemical fertilizer, brick kiln, crops

Table A

Things that are increasing in your environment	Things that are decreasing in your environment
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1. 2. 3.	1. 2. 3.
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2. Now, see table A again, and discuss in pairs/groups the following questions:

- a. Are your findings safe for your environment? if yes, why? If not, why?
- b. Do you think this change in your environment creates problems for your health? If yes, talk about 2/3 problems.
- c. What can you do to protect your environment? Tell 2/3 of them.

3. In pairs/groups read the following ‘Comic Strip’ and match the following expressions with their meanings.

Comic Strip

Expressions	Meanings
1. Why the long face?	a. It’s time to be happy.
2. If not, why are friends for?	b. It’s very sad!
3. Be done with your sad face.	c. Life in the world isn’t as safe as it was in the past
4. That’s awful!	d. What makes you sad?
5. What this world is coming to!	e. In need, a true friend is always beside a friend.

16.4 Read the comic strip again and discuss in groups/ pairs what makes everyone (Sifat, the tree, the bird, the fish) sad. Write all the reasons you find.

For example, Sifat is sad because his best friend is moving to another city.

The characters in the comic strip	The reasons for being sad
1. Sifat	
2. The tree	
3. The bird	

4. The fish	
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16.5 Now, in pairs/groups, choose one of the ways to make Sifat, the tree, the bird, and the fish happy. You can choose more than one option. Also, explain why you choose that.

- a. If one of your best friends is unhappy. You will-**
 1. spend a good time with him.
 2. offer some gifts.
 3. listen to him attentively
 4. tell a joke
- b. If your friend, the bird, lost his home as someone cut the tree. You will-**
 1. buy a cage for him
 2. plant as many trees as possible
 3. tell people not to cut trees
 4. make a new nest in a tree
- c. If your friend, the tree, lost his family to meet up human needs. You will-**
 1. plant new trees
 2. tell people about the importance of trees
 3. write to newspaper against it
 4. make a long face
- d. If your friend, the fish, lost his home because people are filling the water bodies. You will-**
 1. put him into an aquarium
 2. try to forget it
 3. make posters to make people aware
 4. talk to your friends and make a plan

16.6 Read the comic strip again. In groups, think of some solutions to keep all of your friends (the tree, the bird, and the fish) safe and happy. Then, rewrite/retell the story with the solutions. You can write, draw or create a comic strip for telling the story. Then, share it with the whole class.

Area		Scale
Oral communication	<ol style="list-style-type: none"> 1. SS can communicate with friends in informal settings 2. SS can communicate with friends in formal settings 3. SS can communicate with unknown person in informal settings 4. SS can communicate with unknown person in formal settings 	<ol style="list-style-type: none"> 1. Fully 2. Moderately 3. Partially 4. Minimally
Democratic practice	<ol style="list-style-type: none"> 1. SS demonstrates their ability to listen to others 2. SS demonstrates their ability to respect other's opinion 3. SS demonstrates their ability to argue logically 	<ol style="list-style-type: none"> 1. Fully 2. Moderately 3. Partially 4. Minimally

<p>Student engagement</p>	<p>1. SS participate willingly in discussion</p> <p>2. SS demonstrates their ability to encourage others in discussion</p> <p>3. [1]SS with challenges in verbal communication contribute to discussion</p>	<p>1. All the SS</p> <p>2. Most of the SS</p> <p>3. Some of the SS</p> <p>4. A few of the SS</p> <p>1. Fully</p> <p>2. Moderately</p> <p>3. Partially</p> <p>4. Minimally</p> <p>1. Fully</p> <p>2. Moderately</p> <p>3. Partially</p> <p>4. Minimally</p> <p>5. Not applicable</p>
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SS with verbal communication challenges: students with hearing and speech impairment, students with cerebral palsy, students with autism, and other associated conditions.

Day 2 Session 3: Preparation for Simulation class by the trainee

Time: 11.30 – 1.00 PM

Objectives: In this session, the trainee teachers will know about how they should take preparation for the simulation classes as well as how to use feedback guidelines in a training session.

Content:

- Required teaching competency
- Subject knowledge
- Guideline for simulation

- Guideline for feedback during the simulation

Teaching learning material/aids:

- PPT slides
- Poster paper
- Pen
- Whiteboard
- Markers
- Handouts of Unit and TG parts
- The textbooks
- Teachers' Guide

Preparation of the Trainer:

The trainer must make sure that PPT slides and/or adequate handouts (six photocopies of different Units from grade six and seven books, rubrics) are ready at least a day before the session. S/he should ensure that digital media are in working condition. Do not leave anything for the last minute.

The trainer should also calculate the time required for each of the activities to be done during the session. Visualize all the activities the trainees will go through. This will help you to prepare well.

Procedures:

Activity 2.3.1 - Required knowledge and Skills for Teaching/ Simulation

The trainer will tell the trainees to discuss in groups the required knowledge and skills for teaching as well as for simulation classes and to share their views within the groups.

After the sharing, the trainer will show PPT slides/posters (**Referring to supportive materials 2.3.1**) and explain all the knowledge and skills required for teaching with new English books of grade six and seven.

Activity 2.3.2 - Organising the Simulation Session

Divide the class into 10 - 12 groups. Distribute six units from grade six and six units from grade seven among the trainees. It is to be noted that the 12 units (six each from grades 6 and 7) must cover all the competencies of the English curriculum. Among the groups, all the members need to be prepared to take part in the simulations and the simulation part will be decided through a lottery.

The trainee will do the simulation from class six on day two and 3, and on day 4 they will do the simulation from class seven.

Mention to the trainees that, during the simulations, all other trainees will act as students and a selected group of teachers/trainees will play the role of observers. The observer will give feedback after the sessions along with the trainers.

In providing the feedback, the observer teams will maintain the following steps –

- First, talk about the strength of the sessions/classes
- Second, suggest the areas to improve with examples
- Finally, conclude with a positive note

The trainer will prepare a simulation and observation schedule (**Referring to supportive materials 2.3.2**) and display it on the wall so that every group can see and take part in simulations accordingly.

Activity 2.3.3

Guideline for Feedback

Ask the trainees to use the guidelines included in the supportive materials (Referring to 2.3.3).

Q&A part

Finally, a question-answer session will take place.

Supportive materials

2.3.1

PPT slides/Posters

During teaching/simulation, a teacher must act professionally, and for that he/she must have the following sets of knowledge and skills –

Required Knowledge

- **Different types of writing (e.g., descriptive and narrative texts, imaginary texts, formal and informal letters, formal and informal conversations, persuasive and argumentative)**
- **Reading sub-skills (e.g., skimming, scanning, inferring, guessing)**
- **Features/characteristics of literary texts**
 - **For shorty story (plot, character, settings)**
 - **For poem (rhyme, stanza)**
 - **For play (dialogue, character, act, scene, setting)**

Required Pedagogical Approach

- **Experiential learning**
- **Use of assessment tools**
- **Record of progress**

A teacher must act honestly, professionally, and impartially in teaching as well as assessing the learners.

2.3.2**Simulation and observation schedule**

Teaching group	Observer group
1	12
2	11
3	10
4	9
5	8
6	1
7	2
8	3
9	4
10	5
11	6
12	7

2.3.3 Guideline for Feedback

Feedback guideline	
Name of the teacher observed	
Class	
Lesson Title	
Competency used	
Stage of experiential learning cycle reflected in this lesson	
Comment on the following points: 1. Student engagement	

2. Appropriate use of SB and TG
3. Achieving the required competency
4. SS participation in terms of the stage of the learning cycle
5. Appropriate use of assessment strategy
6. Any other comments

5.1 Assessment and Report card

Day 5 Session 1

Session: 5.1 Assessment

Time: (09.00 – 11.00)

2 Hours

Objective: In this session, the trainee will know about the assessment procedures of the new curriculum and how to record the progress of the students throughout the year.

Content:

- Continuous assessment
- Assessment for learning
- Performance indicators
- Performance standards

Teaching learning materials/aids:

- Powerpoint slides
- Poster papers
- Pen
- Marker
- TG

Preparation:

- Firstly, trainers must read the text of performance indicators (referring to 5.1.2) to internalize the concepts in a way that they can deliver the ideas to the trainees in a very simple way with ample examples and analogies.
- Then, the trainer will prepare a PPT slide/poster of a diagram along with other required information
- The trainer must keep soft copies of the PPT and make sure that all the arrangements are okay before the session starts.

Procedures:

Activity 5.1.1:

A short question-answer session with the trainees.

- What is continuous assessment?
- What is Assessment for learning?

Activity 5.1.2:

- The trainer will present PPT slides/posters on assessment procedures (ideas of continuous assessment, summative assessment, performance indicators, and performance standards).
- He/she has to make sure that everybody understands the new ideas of assessment, as well as how to keep records of the students throughout the year.
- The trainer will give the necessary feedback based on the responses of the participants.

Activity 5.1.3:

- Divide the participants into groups and assign each group to do poster presentations on different topics such as the diagram of English subject conceptualization, and core dimensions of English subject as reflected in English.

Supportive materials:

5.1.2:

Grade Six

Competency 1: Ability to communicate with relevance to a given context.

PI 1: Students interact using words and appropriate expressions according to the specific situation	45%
Expert: Students interact with different age groups using appropriate words and expressions according to the contexts	
Evidence: Appropriate use of greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), refusal (politely refusal), and closing remarks (thank you, bye, take care) in the interactions.	
Intermediate: Students interact and subsequently modify their interaction according to the situations but fail to demonstrate the appropriateness	
Evidence: Changing/modifying greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), and closing remarks (thank you, bye, take care) in the interactions accordingly.	
Elementary: Students interact with people in different situations using their limited vocabulary	

Evidence: Failure of using greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), and closing remarks (thank you, bye, take care) appropriately in the interactions.

PI 2: Students produce written texts following appropriate features of greetings, body and closing remarks in a formal and informal letter	45%
Expert: Students produce formal and informal texts using the features of <i>greetings, body and closing</i> remarks appropriately	
Evidence: Appropriate use of greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), and closing remarks (Best regards, thank you, bye, take care) in writing.	
Intermediate: Students produce formal and informal texts using the features of <i>greetings, body and closing</i> remarks partially	
Evidence: Partial use of greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), and closing remarks (Best regards, thank you, bye, take care) in writing.	
Elementary: Students produce formal and informal texts using the features of <i>greetings, body and closing</i> remarks minimally	
Evidence: Limited/Minimum use of greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), and closing remarks (Best regards, thank you, bye, take care) in writing.	

PI 3: Students interact using appropriate ways of greetings, addressing, refusal, and closing remarks according to the specific culture and context	10%
Expert: Students interact in accordance with different cultural contexts using ways of greetings, addressing, refusal, and closing remarks appropriately	
Evidence: Appropriate use of greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), refusal (politely refusal), and closing remarks (Best regards, thank you, bye, take care) according to different cultural contexts.	
Intermediate: Students interact in accordance with different cultural context using ways of greetings, addressing, refusal, and closing remarks partially	
Evidence: Partial use of greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), refusal (politely refusal), and closing remarks (Best regards, thank you, bye, take care) according to different cultural contexts.	
Elementary: Students interact in accordance with different cultural contexts using ways of greetings, addressing refusal, and closing remarks minimally	
Evidence: Limited/minimum use of greetings (Hi/Hello), addressing (Dear/Sir/madam/by name), refusal (politely refusal), and closing remarks (Best regards, thank you, bye, take care) according to different cultural contexts.	

Competency 2: Ability to use appropriate vocabulary/ expression (in form of synonyms, antonyms, phrases, etc.) in accordance with the context.

PI 1: Students analyse different linguistic features in accordance with the purpose of the texts	30%
Expert: Students, without any guidance , analyse different linguistic features following the purpose of the texts.	

Evidence: Identifying different linguistic features (Capitalization and punctuation marks, Articles, Nouns, Pronouns and Adjectives, Modal verbs, Assertive and Interrogative sentences, Simple Present, Past and Future tenses)
Intermediate: Students, with limited guidance , analyse different linguistic features following the purpose of the texts.
Evidence: Identifying different linguistic features (Capitalization and punctuation marks, Articles, Nouns, Pronouns and Adjectives, Modal verbs, Assertive and Interrogative sentences, Simple Present, Past and Future tenses)
Elementary: Students, with guidance , analyse different linguistic features following the purpose of the texts.
Evidence: Identifying different linguistic features (Capitalization and punctuation marks, Articles, Nouns, Pronouns and Adjectives, Modal verbs, Assertive and Interrogative sentences, Simple Present, Past and Future tenses)

PI 2: Students use different linguistic features according to the context in producing texts	70%
Expert: Students, without any guidance , use different linguistic features according to the contexts in producing texts.	
Evidence: Using different linguistic features (Capitalization and punctuation marks, Articles, Nouns, Pronouns and Adjectives, Modal verbs, Assertive and Interrogative sentences, Simple Present, Past and Future tenses)	
Intermediate: Students, with limited guidance , use different linguistic features according to the contexts in producing texts.	
Evidence: Using different linguistic features (Capitalization and punctuation marks, Articles, Nouns, Pronouns and Adjectives, Modal verbs, Assertive and Interrogative sentences, Simple Present, Past and Future tenses)	
Elementary: Students, with guidance , use different linguistic features according to the contexts in producing texts.	
Evidence: Using different linguistic features (Capitalization and punctuation marks, Articles, Nouns, Pronouns and Adjectives, Modal verbs, Assertive and Interrogative sentences, Simple Present, Past and Future tenses)	

Competency 3: Ability to appreciate a democratic atmosphere in communication and participate accordingly.

PI 1: Students practice democratic skills in different situations	80%
Expert: Students practice different democratic skills on most occasions.	
Evidence: Listening to others attentively, respecting others' opinions and responding logically.	
Intermediate: Students practice democratic skills on some occasions.	
Evidence: Listening to others attentively, respecting others' opinions and responding logically.	
Elementary: Students practice democratic skills on rare occasions.	
Evidence: Listening to others attentively, respecting others' opinions and responding logically.	

PI 2: Students encourage a democratic attitude in different situations.	20%
Expert: Students encourage others to practice democratic skills on most occasions.	

Evidence: Creating scopes for others to share their thoughts/feelings in conversations (turn-taking), inviting, listening to others attentively, respecting others' opinions and responding logically.
Intermediate: Students encourage others to practice democratic skills on some occasions.
Evidence: Creating scopes for others to share their thoughts/feelings in conversations (turn-taking), inviting, listening to others attentively, respecting others' opinions and responding logically.
Elementary: Students encourage others to practice democratic skills on rare occasions.
Evidence: Creating scopes for others to share their thoughts/feelings in conversations (turn-taking), inviting, listening to others attentively, respecting others' opinions and responding logically.

Competency 4: Ability to comprehend and connect to a literary text using contextual clues

PI 1: Students analyse the features of the literary text	30%
Expert: Students analyse almost all of the features of any literary text.	
Evidence: Identifying different literary features (plot, setting, character, rhymes, stanza, dialogue, act/scene) from any literary text.	
Intermediate: Students analyse some of the features of any literary text.	
Evidence: Identifying different literary features (plot, setting, character, rhymes, stanza, dialogue, act/scene) from any literary text.	
Elementary: Students analyse a few of the features of any literary text.	
Evidence: Identifying different literary features (plot, setting, character, rhymes, stanza, dialogue, act/scene) from any literary text.	

PI 2: Students produce texts following the features of the literary texts based on their experience/imagination	70%
Expert: Students, without any guidance , express their experience/imagination which reflects the features of the literary texts.	
Evidence: Using different literary features (plot, setting, character, rhymes, stanza, dialogue, act/scene) in expressing experiences and imagination.	
Intermediate: Students, with limited guidance , express their experience/imagination which reflects the features of the literary texts.	
Evidence: Using different literary features (plot, setting, character, rhymes, stanza, dialogue, act/scene) in expressing experiences and imagination.	
Elementary: Students, with guidance , express their experience/imagination which reflects the features of the literary texts.	
Evidence: Using different literary features (plot, setting, character, rhymes, stanza, dialogue, act/scene) in expressing experiences and imagination.	

Performance Standards

PS1: Students comprehend and interpret the texts according to the contexts.
Expert: Students, without any guidance , comprehend and interpret the texts according to the contexts.
Intermediate: Students, with limited guidance , comprehend and interpret the texts according to the contexts.

Elementary: Students, with guidance , comprehend and interpret the texts according to the contexts.

PS2: Students express their points of view (opinion/imagination/arguments).
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Expert: Students, without any guidance , articulate their points of view.

Intermediate: Students, with limited guidance , articulate their points of view.
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Elementary: Students, with guidance , articulate their points of view.
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Grade Seven

Competency 1: Ability to repair communication breakdown relating to the contexts.

PI 1: Students use various strategies to repair oral communication breakdown	15%
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Expert: Students, without any guidance , apply various strategies to repair and minimize oral communication breakdown.
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Evidence: Using appropriate parts of speech, tenses, and body language in communication.
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Intermediate: Students, with limited guidance , apply various strategies to repair and minimize oral communication breakdown.

Evidence: Using appropriate parts of speech, tenses, and body language in communication.
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Elementary: Students, with guidance , apply various strategies to repair and minimize oral communication breakdown.

Evidence: Using appropriate parts of speech, tenses, and body language in communication.
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PI 2: Students use various reading strategies to infer meaning from the texts	85%
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Expert: Students, independently , use various reading strategies to infer meaning from the texts.

Evidence: Using reading strategies such as rereading the text, using contextual clues (understanding of the title, illustrations, explanations) skimming, and scanning to understand a text.
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Intermediate: Students, with the help of their peers , use various reading strategies to infer meaning from the texts.
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Evidence: Using reading strategies such as rereading the text, using contextual clues (understanding of the title, illustrations, explanations) skimming, and scanning to understand a text.
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Elementary: Students, with the help of their peers and teachers , use various reading strategies to infer meaning from the texts.

Evidence: Using reading strategies such as rereading the text, using contextual clues (understanding of the title, illustrations, explanations) skimming, and scanning to understand a text.
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Competency 2: Ability to recognize and transform different sentence structures.

PI 1: Students use different linguistic features in accordance with the purpose of the texts	40%
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Expert: Students, without any guidance , use different linguistic features in accordance with the purpose of the texts.
Evidence: Identifying different linguistic features (Capitalization and punctuation marks, articles, parts of speech, modal verbs, appropriate sentences, tenses, active and passive forms of sentences, synonyms and antonyms)
Intermediate: Students, with limited guidance , use different linguistic features in accordance with the purpose of the texts.
Evidence: Identifying different linguistic features (Capitalization and punctuation marks, articles, parts of speech, modal verbs, appropriate sentences, tenses, active and passive forms of sentences, synonyms and antonyms)
Elementary: Students, with guidance , use different linguistic features in accordance with the purpose of the texts.
Evidence: Identifying different linguistic features (Capitalization and punctuation marks, articles, parts of speech, modal verbs, appropriate sentences, tenses, active and passive forms of sentences, synonyms and antonyms)

PI 2: Students transform sentence structures according to the situations	60%
Expert: Students, independently , transform sentence structures according to the situations.	
Evidence: Transforming sentences (affirmative to negative, assertive to interrogative, active to passive) tenses (present to past/future and vice versa) synonyms to antonyms and vice versa in writing.	
Intermediate: Students, with the help of their peers , transform sentence structures according to the situations.	
Evidence: Transforming sentences (affirmative to negative, assertive to interrogative, active to passive) tenses (present to past/future and vice versa) synonyms to antonyms and vice versa in writing.	
Elementary: Students, with the help of their peers and teachers , transform sentence structures according to the situations.	
Evidence: Transforming sentences (affirmative to negative, assertive to interrogative, active to passive) tenses (present to past/future and vice versa) synonyms to antonyms and vice versa in writing.	

Competency 3: Ability to practice democratic norms in accordance with relevant social practices.

PI 1: Students practice democratic skills in different situations	80%
Expert: Students practice different democratic skills on most occasions.	
Evidence: Listening to others attentively, respecting others' opinions, and responding logically.	
Intermediate: Students practice democratic skills on some occasions.	
Evidence: Listening to others attentively, respecting others' opinions, and responding logically.	
Elementary: Students practice democratic skills on rare occasions.	
Evidence: Listening to others attentively, respecting others' opinions, and responding logically.	

PI 2: Students encourage a democratic attitude in different situations	20%
Expert: Students encourage others to practice democratic skills on most occasions.	
Evidence: Creating scopes for others to share their thoughts/feelings in conversations (turn-taking), inviting, listening to others attentively, respecting others' opinions, and responding logically.	

Intermediate: Students encourage others to practice democratic skills on some occasions.
Evidence: Creating scopes for others to share their thoughts/feelings in conversations (turn-taking), inviting, listening to others attentively, respecting others' opinions, and responding logically.
Elementary: Students encourage others to practice democratic skills on rare occasions.
Evidence: Creating scopes for others to share their thoughts/feelings in conversations (turn-taking), inviting, listening to others attentively, respecting others' opinions and responding logically.

Competency 4: Ability to connect emotionally with a literary text and express personal feelings on it

PI 1: Students analyse the features of the literary texts	10%
Expert: Students analyse almost all of the features of any literary text.	
Evidence: Identifying different literary features (central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) from any literary text.	
Intermediate: Students analyse some of the features of any literary text.	
Evidence: Identifying different literary features (central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) from any literary text.	
Elementary: Students analyse a few of the features of any literary text.	
Evidence: Identifying different literary features (central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) from any literary text.	

PI 2: Students produce texts following the features of the literary texts based on their experience/imagination	60%
Expert: Students, without any guidance , express their experience/imagination which reflects the features of the literary texts.	
Evidence: Using different literary features (central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) in expressing experiences and imagination.	
Intermediate: Students, with limited guidance , express their experience/imagination which reflects the features of the literary texts.	
Evidence: Using different literary features (central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) in expressing experiences and imagination.	
Elementary: Students, with guidance , express their experience/imagination which reflects the features of the literary texts.	
Evidence: Using different literary features (central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) in expressing experiences and imagination.	

PI 3: Students express their feelings/opinions about the literary texts	30%
Expert: Students, independently , express their feelings/opinions about literary texts.	
Evidence: Identifying the interesting things (in the form of central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) in literary texts and expressing/articulating preferences (liking, disliking) with examples/evidence.	
Intermediate: Students, with help of their peers , express their feelings/opinions about the literary texts. Preference	
Evidence: Identifying the interesting things (in the form of the central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) in literary texts and expressing/articulating preferences (liking, disliking) with examples/evidence.	
Elementary: Students, with help of their peers and teachers , express their feelings/opinions about the literary texts.	

Evidence: Identifying the interesting things (in the form of the central theme, point of view, plot, setting, character, rhymes, stanza, dialogue, act/scene) in literary texts and expressing/articulating preferences (liking, disliking) with examples/evidence.

PS1: Students use different strategies to comprehend the texts according to the contexts.

Expert: Students, **without any guidance**, use different strategies to comprehend the texts according to the contexts.

Intermediate: Students, **with limited guidance**, use different strategies to comprehend the texts according to the contexts.

Elementary: Students, **with guidance**, use different strategies to comprehend the texts according to the contexts.

PS2: Students express their preferences on the basis of evaluating any literary texts.

Expert: Students, **without any guidance**, express their preferences on the basis of evaluating any literary texts.

Intermediate: Students, **with limited guidance**, express their preferences on the basis of evaluating any literary texts.

Elementary: Students, **with guidance**, express their preferences on the basis of evaluating any literary texts.

The summative assessment process for the 1st six months of Grade six

Assessment strategies:

- Problem-solving activities followed by narrative/open-ended writing.

Problem-solving activities such as

- On your way to school, you found a puppy for a kitten or a bird. What are you going to do that **puppy or a bird**? And how you are going to do that? are you going to do it by yourself only or you are going to seek help from your friends? Now write a short text on it.
- One day you found one of your friends was shouting and appeared rude to other friends. In such a situation, how you are going to make your friend understand that what he or she is doing is not appropriate? What are the things that you can tell your friend that will help him to be polite and friendly with others? Write a short text on it.
- Your school has organised a study tour and you are all excited to go. However, you came to know that one of your best friends Ritika is not going as Ritika has got some physical disability or issues (for example, she has got Visual impairment or physical disability, or she could be diabetic). In such a situation, What are you going to do to make your friend comfortable so that she could eagerly go on that study tour and enjoy herself with you all? Write a short text on it.
- A group of teachers from different countries are coming to visit your school and you are asked to give a presentation on your classroom activities, co-curricular activities and how all these help you learn better to be helpful to others. Write a short text on it.

Implementation strategies

- 1. Divide the class into groups consisting of 5-10 students and distribute the topics among them.**
- 2. Students will discuss in groups to find or identify the probable solutions to the given problems. Also, they will note down the points or solutions for further use. (2hours)**

3. Now, with the help of teachers, students will plan a storyline with their findings. (1 hour)
4. Then, they will produce a draft of their stories
5. After that, they will make necessary corrections with the help of peers and the teacher
6. Finally, students individually will produce stories as assignments.
7. As a means of summative assessment, students will be assessed with those assignments.

Tool

- Rubrics to assess oral communication ability
- Rubrics to assess democratic practice
- Grammar correction Checklist
- Checklist reflecting the relevance of content, and organisation as well as literary features

The summative assessment process for the 2nd six months of grade six

Assessment strategies:

- A project-based activity followed by writing/developing a storyline.
- The focus of the activity is to make the SS able to develop a storyline using their experiences and imagination.
- To complete this project-based activity SS, either individually or in groups, will complete a series of activities (such as self-study/research, group discussion, talking to the teacher, presentation, and developing a storyline).
- SS will complete the activity within 4- 6 classes/ in a week.
- This project-based activity will progress under the guidance of the teachers.
- After completing it, SS can submit it in any form.

Implementation strategies:

The activities:

1. Sharing individual experience in groups/class:

Each student will talk about one of the interesting activities/experiences they enjoyed during classroom activities of any subject this year. For example, students can talk about if they made/developed any model, organised an awareness program, arranged a fair, took part in singing/acted out in a play, or went on a study tour.

2. Writing the experience they talked about:

The students will make an outline of their experiences and then write it individually. They will focus on-

- A detailed description of the activity
- The interesting parts and the challenges of the experience
- How they overcame the challenges
- Their learnings from the experience

3. Develop a storyline based on the experience:

Here, the students in groups will talk to develop a storyline in the form they choose based on their experiences. They will talk about the title, the literary and linguistic features of the storyline, and organization, changing some parts of their experiences and adding new ideas from their imagination to make it a better piece of literary writing. They can take the teacher's help and do the necessary research using any sources.

4. Writing the storyline:

After the discussion, they will develop the storyline at home.

5. Revise and edit:

The students will carefully check the storyline and do the necessary corrections with the help of peers and the teacher.

6. Submission:

Finally, the students will submit the storyline following the given guidelines (size of the paper, presentation, design of the paper, etc.) by the teacher.

Tool

- Rubrics to assess oral communication ability
- Rubrics to assess democratic practice
- Grammar correction Checklist
- Checklist reflecting the relevance of content, and organisation as well as literary features

Assessment tools are as follows -

Grammar correction checklist

1. Spelling
2. Articles
3. Number

4. Gender
5. Person
6. Parts of speech
7. Punctuations and capitalization
8. Sentence construction
 - Subject-verb agreement
 - Tense
9. Organization of the text
 - Topic sentence
 - Body of the text
 - Concluding sentence
10. ¹Literary features of text
 - Character
 - Plot
 - Setting

Observation Grid/Checklist

Area		Scale
Oral communication ability	1. SS can communicate with friends in informal settings 2. SS can communicate with friends in formal settings	1. Fully 2. Moderately 3. Partially 4. Minimally

¹ For literary texts (such as poetry, short story, play) Ts must discuss those literary features.

	<p>3. SS can communicate with an unknown person in informal settings</p> <p>4. SS can communicate with an unknown person in formal settings</p>	
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The descriptor of oral communication ability

Fully: SS will maintain/demonstrate/ address **all** the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

Moderately: SS will maintain/demonstrate/ address **most** of the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

Partially: SS will maintain/demonstrate/address **some** of the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

Minimally: SS will maintain demonstrate/address **a few** of the verbal/non-verbal features such as contextually appropriate words, expressions, and types of participants in communication.

<p>Democratic practice</p>	<ol style="list-style-type: none"> 1. SS demonstrates their ability to listen to others 2. SS demonstrates their ability to respect other's opinion 3. SS demonstrates their ability to argue logically 	<ol style="list-style-type: none"> 1. Fully 2. Moderately 3. Partially 4. Minimally
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The descriptor of democratic practice

Fully: SS will maintain/demonstrate/ address **all** the democratic norms such as being polite, inviting, and constructive in communication.

Moderately: SS will maintain/demonstrate/ address **most** of the democratic norms such as being polite, inviting, and constructive in communication.

Partially: SS will maintain/demonstrate/ address **some** of the democratic norms such as being polite, inviting, and constructive in communication.

Minimally: SS will maintain/demonstrate/ address **a few** of the democratic norms such as being polite, inviting, and constructive in communication.