World of Work
Teacher Handbook

Volume IV:

Enabling Learning Cluster

Module 1 and 2: Enabling Learning and Teaching

Led by

World of Work Grade 9 & 10 is a specialised subject in the School of Specialised Excellence, Delhi Board of School Education, designed by **Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai.** The course aims to introduce students to the world of work and develop skills and perspectives through enquiry, projects, and interactions with industry experts. The full set of course material includes lesson plans, teacher professional development guides, students' and teachers' handbooks, and assessments.

Schools of Specialised Excellence are choice-based schools for grades 9 to 12 that allow students to specialise in their chosen fields of study. The Government of NCT of Delhi established Specialised Excellence in 2021 in order to cater to students who have a demonstrated interest and aptitude in specific domains. Schools of Specialised Excellence are affiliated to the Delhi Board of School Education (DBSE). They are designed as per the philosophy of DBSE that centers around moving away from rote memorisation through integrating assessment into the everyday practice of teaching-learning and using assessments for learning rather than restricting them to only being assessments of learning.

The Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences Mumbai (http://bit.ly/cetewebsite) aims to enable Right to Quality Education for all children in India by enabling teachers to respond to diverse and changing needs. Built around the central premise that professional qualified teachers can create lasting impact. The Centre focusses on empowering teachers, improving professional development standards, supporting teachers' education ecosystem and advocating to strengthen policy on teaching and teacher education.

Research at the Centre is on themes of quality in teaching, policy and scaling innovations inclusion, curriculum and pedagogy and Ed Tech. Academic teaching programmes include BEd-MEd (Integrated), MA Education, MA Education (Elementary), MA Education and Technology, doctoral research, short term programmes through blended learning and online offerings to enhance capabilities of teachers and teacher education faculty (www.tissx.tiss.edu). Key field action projects are focussed on improving inclusive teaching learning at schools and employing technology thoughtfully in professional development of teachers. The Connected Learning Initiative (www.tiss.clix.edu) was awarded the UNESCO-King Hamad Prize for the use of ICTs in Education in 2018. CETE received seed support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. Government of India and TATA TRUSTS.

As knowledge partner of the DBSE for the Schools of Specialised Excellence, the CETE has developed the following six clusters of modules for Grade 9th and 10th specialised subject "World of Work". Each cluster comprises a skill/perspective building module and two/one career modules, detailed in a teacher handbook with an accompanying student handbook.

Student and Teacher Handbooks:
Volume I: Transmedia Storytelling Cluster: Transmedia Storytelling, Journalism, and Content Creation
Volume II: Mapping and Visual Representation Cluster: Mapping and Visual Representation, Geographic Information System (GIS) Analyst, and Urban Planning
Volume III: Working with People and Communities Cluster: Working with People and Communities, and Social Work
Volume IV: Enabling Learning Cluster: Enabling Learning, and Teaching
Volume V: Justice and Constitution Cluster: Justice and Constitution, Lawyering, and Public Policy
Volume VI: Research and Critical Thinking Cluster: Research and Critical Thinking, Academic Research, and Marketing Research

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Introduction

I.I World of Work

One of the components of the vision for Schools of Specialized Excellence (SoSE) is increasing exposure of students to various careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9th and 10th grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) 'taster' modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers ('masterclasses'), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is challenging and rewarding. The teacher is not an expert in the subject material, even though there is extensive teacher training. Therefore they act more as facilitators for the students' learning. They do need to stretch their boundaries to familiarise themselves with all the skills and careers in the course. Group and individual projects are an integral part of the course and facilitating these and managing the ambiguity inherent in evaluation of projects is a new skill to be learnt. Classroom discussions are a vital part of the course. The teacher must adapt to all these new formats of running a class. They have to give up their tried-and-tested methods of teaching and try on new ones – a humbling experience. The rewards for the teacher are in the tangible growth and development of the students in areas like confidence, presentation and communication. The teacher will also experience significant personal and professional growth in the process.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of "Knowledge and Understanding", "Inquiry and Exploration", "Critical Thinking and Decision Making" and "Presentation and Communication". Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) 'taster' modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with people and communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will run over.

S.No.	Modules	Suggested time allocation/Instructional days
Grade 9		
1	Unit 1: Transmedia Storytelling	16 hours/12 days
2	Unit 2: Journalism	16 hours/12 days
3	Unit 3: Content Creation	16 hours/12 days
4	Unit 4: Mapping & Visual Representation	16 hours/12 days
5	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
6	Unit 6: Urban Planner	16 hours/12 days
7	Unit 7: Working with People & Community	12 hours/ 9 days
8	Unit 8: Social Work	12 hours/9 days
Grade 10		
9	Unit 9: Enabling Learning	12 hours/ 9 days
10	Unit 10: Teaching	12 hours/ 9 days
11	Unit 11: Justice and Constitution	16 hours/12 days
12	Unit 12: Lawyering	16 hours/12 days
13	Unit 13: Public Policy	16 hours/12 days
14	Unit 14: Research and Critical Thinking	16 hours /12 days
15	Unit 15: Academic Research	16 hours/12 days
16	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, "Working With People and Communities" and "Enabling Learning", there is a single career module associated with the skill module. In these two cases, the Skill module runs for 3 weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students' presentation skills in different modes and media.

I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

Skills: The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

Career Roadmap: The career module will talk about way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

'A Day in the Life': The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

Is this for me?': The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

I.V About this handbook

This Handbook is written to provide you with all information, support and guidance you need as you work through World of Work modules. It guides you through the two modules under the Enabling Learning Cluster to be delivered over a period of 6 weeks. It contains the following:

- An introduction to the cluster which explains the role of the skill in the workplace and how it connects with the career modules
- An overview of each module in the cluster
- Detailed lesson plans for all the classroom sessions including teacher handouts and other materials to be used by the teacher in the classroom
- Description of the project and how they are to be transacted in the classroom by the teacher
- Assessment Rubrics for the project
- Design of the Teacher Professional Development sessions that were conducted by the TISS team the first time the module was transacted in the classroom
- The Student Handbook is also attached for your reference. This student handbook contains the handouts and worksheets that the students will use while going through the modules.

Cluster IV Module 1 and 2: Enabling Learning and Teaching

Credits

Initial Module Conceptualization, Authoring and TPD sessions:

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1.1 Enabling Learning and Teaching: An Introduction

In the "Enabling Learning and Teaching" module, students will embark on a captivating and enlightening journey designed to introduce them to the dynamic world of teaching. This module aims to provide an inspiring glimpse into the field of education and offer essential insights into the art of teaching and learning.

Throughout the module, the students will familiarize themselves with fundamental concepts that underpin effective teaching practices. They will explore the roles and responsibilities of teachers and learners, gaining a deeper understanding of the intriguing dynamics involved in the teaching process. This exploration will enable them to appreciate the profound impact educators have on shaping young minds.

As part of this introductory experience, the students will have the opportunity to glimpse into various skills that contribute to successful teaching. These skills include the art of providing constructive feedback, crafting lesson plans, and engaging in reflective practices. This module will help the students develop an awareness of essential abilities that teachers possess to create meaningful and supportive learning environments.

Additionally, the students will explore the critical importance of planning in teaching. Understanding how thoughtful planning can enhance the learning experience will give them valuable insights into the behind-the-scenes work that goes into creating effective lessons.

As the students progress through this enriching journey, they will also be introduced to various aspects of the teaching-learning process, including classroom management and the use of teaching resources. Becoming familiar with these elements will provide them with a holistic view of what it takes to be an impactful educator.

The main focus of the "Enabling Learning and Teaching" module remains on introducing students to the world of teaching, igniting their passion for education, and encouraging them to reflect on their own learning experiences. The module serves as a stepping stone, setting students on a path of exploration and providing a solid foundation should they choose to pursue a career in teaching or any other field related to education.

Throughout the course, the aim is to inspire curiosity and a deeper understanding of the teaching profession. As students explore diverse concepts and principles, they are encouraged to envision the endless possibilities that come with being agents of positive change in the lives of others.

The focus areas of the module are:

- Understand basic concepts of teaching (teacher, learner, teaching, inclusion, social justice, empathy)
- Identify and experience skills of teaching (feedback, plan, reflect, assessment, scaffold)
- Practices to plan for teaching, teach, reflect on teaching and process of giving feedback.

Prior Knowledge required for this module:

- Prior knowledge of receiving and comprehending instruction
- Prior experience of group work
- Proficiency in grade 5 English language
- Previous classroom experience (in context of having a teacher student relationship)
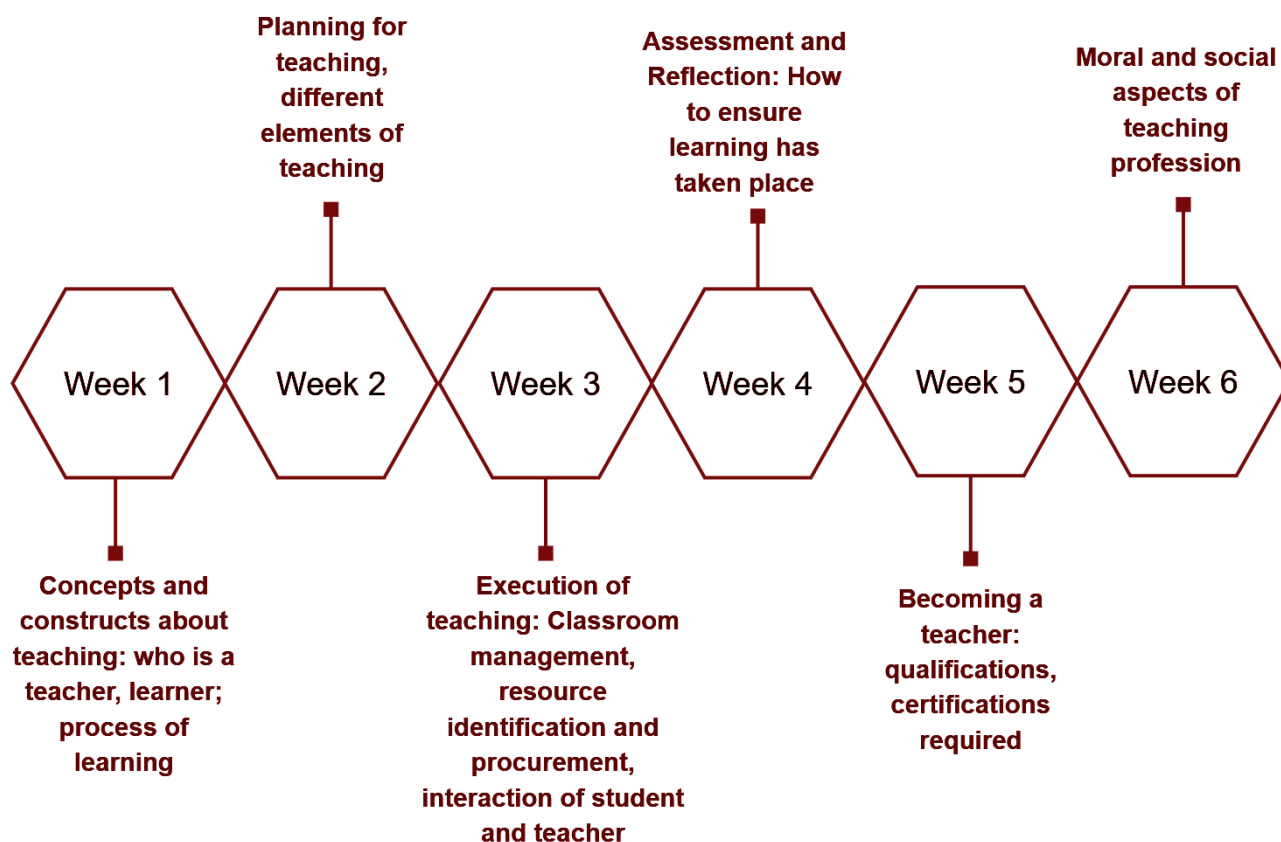
Student Learning Outcomes:

- Explore the basic concept of teaching.
- Explore the basic concept of Learning and Learner.
- Explore the different aspects of learning as the process of meaning-making and knowledge construction.
- Recognize the significance of planning and the various aspects involved in it.
- Experience multiple considerations a teacher has to make while teaching.
- Recognize the different aspects of the teaching process.
- Explain the process of selecting the content.
- Explain the basic concept of assessment.

Concepts in the module:

- Who is a teacher? What do teachers do?
- Who is a learner and how do we understand learning?
- Process of learning
- Need and significance of planning for teaching
- Different aspects of planning
- Classroom management & Teaching resources
- Learn about reflections on teaching
- Understand the issues involved in the selection of a particular text/concept
- Learn to observe different aspects of teaching learning process

Module Overview:

Each week of the module will focus on a different theme. These themes are:

Planning for teaching, different elements of teaching

Assessment and Reflection: How to ensure learning has taken place

Moral and social aspects of teaching profession

Week 1 · Week 2 · Week 3 · Week 4 · Week 5 · Week 6

Concepts and constructs about teaching: who is a teacher, learner; process of learning

Execution of teaching: Classroom management, resource identification and procurement, interaction of student and teacher

Becoming a teacher: qualifications, certifications required

Module Assessment:

We will be assessing students on the following:

- Knowledge, understanding and application of the concepts
- Critical thinking skills based on devising an Assessment plan (involving understanding, analysis, creative thinking etc)
- Organization, presentation and communication of ideas in a coherent manner

Formative (Unit) Assessment of the module will be through the module project, while the Summative Assessment will be through a written exam . The Assessment Objectives for Formative Assessment and Summative Assessment are:

Formative Assessment		Summative Assessment	
Assessment Objectives	Competencies	Assessment Objective	Competencies
1. Knowledge & Understanding	1.1 Demonstrating the ability to include all the details of all elements discussed in class: pre-teaching, during teaching (objectives, students' misconception, description of learning activities with clear instructions, consolidation of the session etc.) and after teaching like describing the assessment plan.	**1. Knowledge & Understanding**	1.1 Demonstrate command of the specialized vocabulary of specific skills and workplaces (Knowledge) 1.2 Summarise concepts about the process of (Understanding)
2.Critical Thinking & Decision Making	2.1 Able to link various teaching approaches like Collaborative learning, Project based learning etc. in learned in class within the lesson plan created. The learning activities should demonstrate the conceptual understanding through using guided, collaborative learning and/or independent practice. 2.2 Ability to iterate and incorporate feedback to improve/refine the work (Iteration) 2.3 Able to adequately describe the learning activities selected.	**2. Inquiry and Exploration**	2.1Able to refer to various sources and collect data 2.2 Demonstrate the ability to inquire and explore the various dimensions of the role of the teacher
		3.Critical Thinking & Decision Making	3.1 Demonstrate command of the specialized vocabulary of specific skills and workplaces (Knowledge) 3.2 Summarise concepts about the process of (Understanding) Demonstrate clear and confident presentation of thoughts and ideas (Coherence)

		4. Presentation & Communication	4.1 Demonstrate the ability to organize contents in a proper structure 4.2 Able to provide proper introduction and conclusion. 4.3 Ability to communicate the ideas clearly and in a coherent manner and be able to provide the connections between different ideas 4.4 Attention is given to details.

*Summative Assessment will assess all the AOs to varying degrees

1.2 Lesson Plan

Week 1: Concepts and constructs about teaching

Objectives of the week

Important Concepts:

- Who is a teacher? What do teachers do?
- Who is a learner and how do we understand learning?
- Process of learning

Learning Standards:

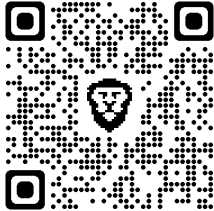During these sessions, students will have the opportunities to:

1. Understand the basic concept of teaching.
2. Understand the basic concept of Learning and Learner
3. Explore the different aspects of learning is the process of meaning making and knowledge construction

Summary:

This segment of the module will introduce students to the basic concept of teaching. Students will explore questions such as the role of teacher, what is a learner and the overall process of teaching. Students will also be thinking about the different ways of learning such as collaborative learning, experiential learning and how a teacher is involved within all these processes.

Lesson Plan: Week 1 Day 1

Understand the basic concept of teaching

Classroom Inquiry Process	Resources
Lesson Aims: ● Students will learn the concept of teaching ● Students will observe teachers discussing the practice of teaching. **Activity Title: Introduction of the module** **(10-15 Min)** **Activity Description:** Teacher will conduct a brief brainstorming session about what is teaching? Teachers can use the following questions for the same. ● What does a teacher do? ● What is the work of a teacher? ● What do we mean by teaching? ● Most influential/best teacher of your life- ● What did you like about her? ● What was the most striking thing about teaching? ● How was her teaching different and unique? **Activity Title: Listening to teachers** **(30 mins)** **Activity Description:** The teachers will show the video to students and ask them to jot down points made by teachers during the video. Teachers will need to help students focus on specific points in the video where teachers are deliberating on teaching. Students will each make notes about teaching. This may include that teachers need to plan for teaching, they need to understand the previous knowledge of the child, understand the context of the child, engage with parents, pay attention to individual learners etc. **Activity Title: Core aspects of teaching. (Group work)** **(20 Min)** Based on the points they have noted, teachers will ask the students to work in groups and come up with the core aspects of teaching. Teacher will moderate the discussion in each group. Helping students grasp the following aspects about teaching. 1. Teaching requires subject Knowledge. 2. Teaching requires ability to work with people	**Link for video:** ▶ Good Schoo… 2:07-3:50 min 4:15 - 6:10 min 7-10 min 11:38 - 14:49 min

3. Teaching requires the ability to communicate complex ideas using probing questions, dialogue, cueing.
4. Teaching has a certain moral aim.
5. Teaching requires knowledge of the learner and her context.

Home Assignment: Read the handout on Teaching.
Students will go through the handout given to them.

Lesson Plan: Week 1 Day 2
Who is a learner and how do we understand learning?

Classroom Inquiry Process	Resources
Lesson Aims: 1. Students understand that learning can take place even outside school. This will help 2. Students will understand the difference between memorizing and learning. **Activity Title: Discussion: Learning can also take place outside the school.** **(15 mins)** **Activity Description:** Teacher will ask the students to list down the things they have learnt outside the school. What skills have you learnt outside the school? How did you learn them? Once students have prepared the list, the teacher will take a whole group discussion focusing on the point that learning is a process of change in the mental habits of the learner or achievement of a skill through constant exposure and practice. Teachers should specifically pick up examples given by students that involve learning a particular game/sport with its rules, any skills like carpentry, painting, gardening, customer dealing etc. **Activity Title: Distinguishing learning from memorization.** **(30 minutes)** **Activity Description:** Teachers will show the video DO flowers fly to students. After watching the video, the teacher will conduct a discussion helping students interpret the symbols shown in the movie. These could include. What is the meaning of wiping off the mouths of the students? What is the meaning of enlarging the ears of students? Why did the students take all the questions from his mind? What is the significance of the stick, key etc. ? How is students' curiosity shown in the video and what is the relevance of it for learning? **Activity Title: Situations for learning.** **(20 Min)** **Handout 2** (1 group can read one episode, teacher will need to print sufficient copies for the number of groups in their class)	 Link to: Do flowers fly? ▶ DO-FLOWERS-F…

Activity Description:
Divide students in groups of 4-5. Give them the handout to go through the 3 situations given and ask them to discuss in which situations learning is taking place? Teacher will need to focus students' attention to the point that creating a learning situation requires teachers to interact with students in particular ways. Like in the 3rd episode, the teacher helps students to reason out the structure of building the house in a certain manner and in Episode 2 the teacher tries to encourage students to share their knowledge about birds.

Help each group identify and reason out the learning episodes.

Close the class with helping students distinguish learning as a process of meaning making. A process in which the learner takes an active role in understanding a concept or a skill. This learning is a gradual process and requires consistent exposure to learning situations.
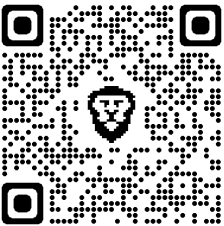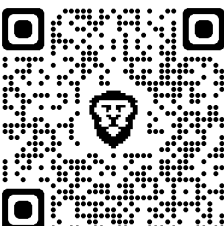
Assignment:
Students will write a dialogue between two people who are arguing whether learning and memorizing are the same things or not?

Lesson Plan: Week 1 Day 3
What is involved in the process of learning?

Classroom Inquiry Process	Resources
Lesson aims: 1. Students will be familiarized with experiential learning 2. Students will notice that learner engagement is significant in the process of teaching and learning. **Activity title: Experiential learning** **(20 min)** **Activity Description:** Give students the handout to read in group and interpret the meaning of experiential learning. Teacher will specifically focus on points Connection with real world Learning through mistakes Learning through solving a problem. Need for student's participation. **Activity title: Project based learning.** **(30 Min)** **Activity Description:** Show the Project Based Learning video to students. Based on this video, they help students formulate an understanding of Project based learning. The previous projects that students have already done can also be used to develop the discussion. There is a need to focus on learning through projects as an interdisciplinary way of going about learning. It involves a higher level of participation from students. **Assignment:** Based on today's class, what do you think the teacher needs to create an experiential learning situation in class? (Write a 500 words note)	Link to handout: Experiential Learning Link to video: https://www.youtube.com/watch?v=eGWqBZSFgxE

Week 2: Planning for teaching

Objectives of the week
Important Concepts

- Need and significance of planning for teaching
- Different aspects of planning
- Instructions
- Classroom management & Teaching resources

Learning Standards

During these sessions, the students will have the opportunities to

1. Recognize the significance of planning and different aspects involved in it.
2. Get exposed to several considerations a teacher has to make while teaching.

Summary

Building on week 1, these sessions will be focusing upon making students understand the aspects of pre and post teaching. Students will understand the need for planning of teaching and its significance. The session plans will also focus on the different elements of planning which include planning, execution, assessment and reflection. In order to implement the concepts acquired, students will also practically conduct the teaching of a craft activity in small groups.

Lesson Plan: Week 2 Day 1
Observation of teaching

Classroom Inquiry Process	Resources
Lesson Aims: Students will learn aspects of pre and post teaching. **Activity Title: Whole class discussion on planning for teaching** Teacher can summarize the points from the last week's activities about teaching and learning. Then to give an orientation towards today's teaching the teacher will conduct a brief discussion on the need and significance of planning for teaching. Do you think we need to plan our teaching? why? **Activity Title: Watching video on teaching (5-7 Min)** Teacher will screen the video by TESS India which shows a classroom interaction between students and teacher in a primary grade language class. **Activity Title: Small group discussion and worksheet (30 Min)** **Material: -** Worksheet needs to be printed for each student. Handover the worksheet to the students, first go through each point and explain to them as to what is to be observed under each heading. Then show the video to the students. If needed the teacher may choose to show the video again. Once the video is over, please divide the students in groups of 4-5. Ask them to discuss each point in detail but each student must write in their own worksheet. **Preparation for the next session** Towards the end the teacher needs to appoint children who will take up the role of teacher for the next session, each group can have two people for planning but only one of them will be doing the actual teaching. The other person can be an observer and support the planning and material development. Teachers can also orient them to plan for a crafts activity/science toy making activity for which they need to plan and procure the needed resources. If the teacher feels appropriate the same activity can be conducted within a group of 4-5 with one person taking the teacher's role.	video link: ▶ Involving all: … Worksheet link: Teaching ObservationsWorksheet

Classroom Inquiry Process	Resources
Lesson Aims: Give students exposure to a planning process. **Activity Title: Planning for teaching** **(10 mins) –** Whole class instruction about today's session and settling of groups in different parts of the class. **(**Teachers are requested to make use of the school corridors or other available spaces to allow groups to sit separately.) **(30Min)** Each pair will choose an activity and plan for it. Teaching will take place in the next session. They can use the given format for planning. As each pair works for their teaching, the teacher needs to visit each group and support their planning and help them think in detail about resources, time, instructions they will use etc. Teacher may use the following points for discussion ● Need to consider students background and diversity of the classroom ● Need to focus on individual student's needs ● Need to consider the previous knowledge of students ● Resources they will need to use ● How will they manage the class? **Closure** To close, the class teacher will inform the students about the sequence for tomorrow.	Link for format: Student Planning Reflection sheet

Lesson Plan: Week 2 Day 3
Teaching

Classroom Inquiry Process	Resources
Lesson aims: Students will practice teaching through a small group activity. **Activity title: Teaching (30 -40 min)** Students who were designated the role of teacher will conduct their teaching today. They will **conduct the teaching of a crafts** activity in their small groups/ Whole class as planned. From each pair one person will be the teacher and the other will be the learner. **Activity: Writing about teaching (10-15 Min)** Once the teaching of each pair/group is over the teacher can ask the students to write a note on their experiences. A follow up activity will be taken in the next session; this note will be used for the same. If the teaching of all groups is not over this can be given as a home assignment.	Link for the note: Student Planning Reflection sheet

Week 3: Reflections, Content Selection and Assessment

Objectives of the week

Important Concepts

- Learn about reflections on teaching
- Understand the issues involved in the selection of a particular text/concept
- Learn to observe different aspects of teaching learning process
- Grasp the difference between different types of assessments

Learning Standards

During these sessions, the students will have the opportunities to -
- Understanding the four aspects of teaching including, planning, execution, assessment and reflection.
- Reflect on the need to select the true knowledge from the domain.
- Understand the basic concept of assessment
- Understand the significance and importance of assessment

Summary

In this week of sessions, students will be reflecting upon the process of teaching they had conducted in the previous sessions. The following week will also focus on the need to select true knowledge from whichever domain the teacher is teaching, for instance the myths and superstitions around several scientific phenomena such as solar eclipse will be discussed. Students will also learn about the basic concept of assessment and its significance in determining the learning of the students.

Lesson Plan: Week 3 Day 1
Observation of teaching

Classroom Inquiry Process	Resources
Lesson Aims: **Lesson Aims:** To be able to reflect on the process of teaching. **Activity Title: Group presentations (30 Min)** Each group will share their thoughts about the process of teaching. Even if it did not go very smooth the needs to reflect on what were the hurdles and what could have been managed well. They will also reflect on the process. What are the components they had to prepare for? What were the things that they did not plan for? The teacher will moderate each group presentation keeping in mind the following points: 1. Clarity of the instructions 2. Participation of the learners 3. Time management 4. How did the teacher use or not use cues and modeling? 5. What did the teacher do with the learner's mistakes? Teacher can also add points from their own sides based on issues which emerged in their classes **Activity Title: Worksheet based on the video (30 Min)** **Material: Worksheet format** Students will go back to the video and this time work on a different worksheet based on their understanding of teaching. This worksheet is more detailed, requiring them to think about several intricacies of teaching.	

Lesson Plan: Week 3 Day 2
What is assessment?

Classroom Inquiry Process	Resources
Lesson Aims: Create awareness among students about the selection processes of the textbook content. And understand the role of a teacher in using the text **Activity Title: Reading the poem and the articles (15 min)** **Material:** Print out copies of the handout for each group Teacher will recite the poem and then give the newspaper article to be read in groups. Teacher will moderate the discussion in each group. **Activity Title: Classroom discussion on the issues with the poem (20 Min)** The teacher will conduct a debate as to why this poem should or should not be included in the classroom. Raising the core concerns of language and the issue of child labor teacher will provoke the students to think deeper. In a similar vein teachers can also raise the issue of myths and stereotypes around Solar eclipse that may get transacted in school curriculum. Teachers can discuss with students the need to particularly raise these issues in science classrooms. Teacher will then emphasize on the need to carefully select the text material and the teacher's role in appropriating the content accordingly. **Activity title: Worksheet (15 min)** Students will read the instances given in the worksheet and write their opinions about the instances.	

Lesson Plan: Week 3 Day 3

Selecting the content and questioning & validating knowledge

Classroom Inquiry Process	Resources
Lesson aims: ● Understand what is assessment ● Learn about different ways of assessment. **Activity title: Teaching (30 -40 min)** **Material:** copies of the samples of the report cards. (copies are given, but teachers are free to also gather and use their own set of report cards) Teacher will give copies of the three samples to each group. Then she will ask the groups to read the report cards carefully and review them. Find out what information each one provides about the learner's progress. Discussion points ● Which assessment format informed you about the learning of the child? Why? ● What evidence do you think the teacher would have used to make each of them? **Activity title: Group Presentations (15 Min)** **Activity Description:** Each group will then make their presentations of the above discussion points.	

Week 4: Assessment and reflection, Teaching in Different Domains

Objectives of the week

Important Concepts

- Different aspects of understanding
- Process and significance of reflections
- Different types of teachers
- Myths and stereotypes of teaching

Learning Standards
- During these sessions, the students will have the opportunities to -
- learn about different aspects of understanding based on Bloom's work
- understand the process of reflection in teaching
- debate on different stereotypes and myths of teaching
- learn about different types of teachers

Summary

The following week will focus upon the different aspects of learning and what are levels of it based on Bloom's taxonomy. Students will also understand the importance of the process of reflections on teaching experience and the various myths and stereotypes that are attached to the profession. Students will also understand how there are different types of teachers such as school teachers, university teachers and will also relate teaching to other related professions that require similar skills.

Lesson Plan: Week 4 Day 1

Understanding Assessment

Classroom Inquiry Process	Resources
Lesson Aims: To learn about the different aspects of understanding **Activity Title: Introduction different aspects of understanding (25-30 mins)** **Material : D 10 _Handout on Bloom Taxonomy** Teachers will introduce the 6 different aspects of understanding that get assessed in an exam. She will explain each category with examples. Refer to handout for the examples and explanation. (W D10_Handout_Bloom's Taxonomy.docx) Remember, Understand, Apply Analyze, Evaluate and Create **Activity Title: Analyze your textbook (Group activity) (30 Mins)** **Material: Textbook** Teacher will divide the students into groups of 3- 4. Each group will analyze questions of any 2-3 textbook chapters. Teachers will ask students to categorize questions as per the different aspects mentioned above. Teacher will take responses from each group. Other groups will also comment whether the group who is presenting, has categorized it right or not. And discuss the reason why or why not. Depending on the interest of the group students can also be asked to create questions pertaining to each type. **Follow up (5-10 mins)** Teachers will give an orientation to students about their projects that will involve creating a lesson plan on any theme of their choice. They must ensure that they keep different aspects of planning in mind and involve different types of understanding discussed in class today. They will be presenting their plans on the last day of the module.	W D10_Hand…

Lesson Plan: Week 4 Day 2

Reflection in Teaching

Classroom Inquiry Process	Resources
Lesson Aims: -Students will understand the process of reflections on teaching experience. -Students will analyze stereotypes and myths about teaching profession **Activities title: Introduction to reflections (20 mins)** Teacher will introduce the idea of reflections on teaching as an integrated aspect of teaching. After a brief introduction by the teacher the students will go through the sample reflections and identify the reflections from the teacher. Then, students will read the reflections of the teacher and discuss them in small groups. Teacher will consolidate the activities by emphasizing how reflections are key aspects of teaching **Activity title– Stereotypes about teaching (35 mins)** **Material : Handout** The teacher will give handouts to the students explaining the stereotypes about teaching. One by one stereotype will be taken up in the classroom, and debate will happen on each of these stereotype: Teaching is for women Teaching is a noble cause Teaching work is limited to classroom only Teaching is social work The debate will provide the students with the opportunity to present different arguments and counter arguments and think through why these stereotypes exist. After debate, the discussion will then be consolidated. The teacher will also discuss how these stereotypes have emerged and consolidate the learning at the end of each debate. For example, Teaching is for women The teacher will share that this stereotype has emerged due to the historical gender roles assigned to women. They are seen as nurturing and supportive figures. It is important to note that these are generalizations, and perceptions about gender roles and professions vary across cultures and time periods. Efforts are being made to challenge and break down these stereotypes, promoting the idea that teaching is a valuable and important profession for individuals of all genders. Encouraging diversity in the teaching profession can help challenge these stereotypes and promote a more inclusive view of education. Such discussion will take place for each of the stereotypes.	W D 12_ Han…

Classroom Inquiry Process	Resources
Lesson aims: - To familiarize students with different routes to become a teacher -Students will know about the procedure of application for teaching posts in different schools - Government and Private -Students will get to know about the professional development avenues **Activity title: Presentation on different types of teachers (20 mins)** **Material:** Presentation P Different types of teachers.pptx Teacher will present the slides to students which will explain different routes to become teachers. They will share different qualifications and eligibility criteria required to become teachers to the students. Another presentation will be given to students through which they will be explained about the procedure of application for different teaching posts in various schools. They will also be informed about certification agencies and teacher education institutes. To make the class more interactive, students can be divided in groups and asked to explore eligibility criterias to take admission in different courses like DIET, B.Ed, B.El.Ed, exams like CTET, NET and for vacancies like DSSSB (PRT, PGT, TGT) etc,	P Different …

Week 5: Paths to become teacher

Objectives of the week

Important Concepts

- Paths of becoming a teacher
- Application process of various teaching posts
- Different recognitions of teachers

Learning Standards:
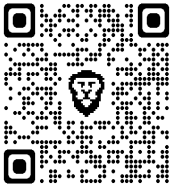
During these sessions, the students will have the opportunities to -

- learn about different paths to become a teacher
- get familiarize about the application process of teaching posts
- get to know about the different recognitions of teachers
- get to know about the avenues of professional development of teachers

Summary

In this week the students will get the opportunity to learn about the overall process of becoming a teacher, the procedure of application for teaching posts in different schools - Government and Private and about the professional development avenues. Students will also interact with different teachers and learn from their experiences. In addition to this they will also be focusing upon the ways in which teachers are recognized, the different awards that are in existence for exemplary teaching practices.

Lesson Plan: Week 5 Day 1
Pathways to become a teacher

Classroom Inquiry Process	Resources
Lesson Aims: To learn about different paths to become a teacher **Activity Title: Different pathways to become teacher (20-30 mins)** Class teacher will ask the students to explore different routes to become teachers. Teachers will ask them to search for different qualifications and eligibility criteria required to become teachers. Teachers will divide the students in 5 groups and ask them to search for qualifications and eligibility criteria required to become: 1. Preschool Teacher 2. Primary School Teacher 3. TGT (Trained Graduate Teacher) 4. PGT (Post Graduate Teacher) 5. University Professor 6. Special Educator 7. Special Educator 8. Music Teacher 9. Dance Teacher 10. Arts Teacher 11. Special Language Teacher (Teacher can also divide the teaching positions into groups, for example, group 1 will search for the positions of Preschool Teacher, Primary School Teacher; group 2 can search for TGT (Trained Graduate Teacher), PGT (Post Graduate Teacher), group 3 can search for University Professor, Special Educator; and so on…) Teacher will ask a representative from each group to share their findings with the whole class. Students will make notes **For teacher's reference:** 🅿 **Different Pathways to become a teacher.pptx** **Activity title- How to apply? (15 mins)** In the same groups, students will be asked to explore online the procedure of application for different teaching posts in various government schools. Teachers will ask the students to visit various government websites in their chromebooks and see the different recruitment notifications. Students will be asked to explore: 1. Official website of Kendriya Vidyalaya Sangathan (KVS): https://kvsangathan.nic.in/ 2. Municipal Corporation of Delhi Official Website: Mcdonline.gov.in 3. Official website of DSSSB: http://dsssb.delhi.gov.in	🅿 Different Pat… Kendriya Vidyalaya Sangathan (KVS) Municipal Corporation of Delhi DSSSB:

Classroom Inquiry Process	Resources

4. Maharashtra Govt. Schools:
    https://edustaff.maharashtra.gov.in/pavitra/users/login?link=5/

5. Official website of WBSSC:
    http://www.westbengalssc.com/sscorg/wbssc/home/index.html

Each group can be asked to visit one website and look for latest job notifications, read the recruitment notification and read the eligibility criteria and instructions.

They will also be informed about certification agencies and teacher education institutes.

Activity title- Presentation on How to apply? (15 mins)

After the students have explored the different government teaching recruitment websites online, a presentation will be given to students through which they will be explained about the procedure of application for different teaching posts in various schools.

Presentation slides:
 How to apply_.pptx

Resources column:

Maharashtra Govt. Schools

WBSSC:

Presentation on How to apply

Lesson Plan: Week 5 Day 2
Professional development

Classroom Inquiry Process	Resources
Lesson Aims: To understand the significance of professional development in a teacher's life **Activities title: Journey of a Teacher (30 -35 mins)** A teacher working in Delhi Govt. school will be invited to the classroom. He/she will share his experiences of becoming a teacher and a mentor teacher. He/she will share his experiences of his professional development specifically. How different professional development programmes have helped him become a better teacher such as MA Education, B Ed, exchange programmes etc. **Q & A session with the speaker 15- 20 mins** After his/her talk about his own journey, a question-and-answer session will be conducted, where students will ask questions from the invited teacher	

Lesson Plan: Week 5 Day 3
Recognition to teachers

Classroom Inquiry Process	Resources

Lesson aims: To know about the different recognitions of teachers provided by the government
 	
Activity title: Recognition of teachers (10 mins)
 	
Teacher will explain about the awards given to teachers. Students will be informed about the International, National and State awards given to teachers to recognize their work.
 	
  1. National award to the Teachers, being awarded by the President of India on 5 September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools in India.
 	
  2. State Awards are also given to teachers, raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Govt./Govt. Aided Primary, Middle, High and Senior Secondary Schools
 	
  3. Nigam Awards are also given to Teachers and Principals working in Municipal Corporation Schools. In this way teachers working in different government bodies get recognized for their outstanding efforts they are putting in their classroom.
 	
  4. The Global Teacher Prize is given by Varkey foundation in collaboration with UNESCO. Throughout the world teachers apply for this award. The Global Teacher Prize is a US $1 million award presented annually to an exceptional teacher who has made an outstanding contribution to their profession
 	
Activity title- Listening to award winning teachers (30- 40 mins)
 	
Material- ▶ National Award winning Teachers | Manu Gulati | Geeta Gangwani …
 	
A video of National Award-winning teachers' interviews will be shown to students. In this interview they are sharing what teaching means to them and how they look at the profession in changing times. At the end of the video hold a discussion-
 	
What is teaching for the teachers shown in the video?
What is the purpose of teaching according to these teachers?
How have they made their teaching meaningful for their students?
How has the teaching profession changed over time?
	Video on National Award Winning Teachers
	
	[QR code]

Classroom Inquiry Process	Resources
Follow up Students can read these newspaper articles about Indian teachers awarded Global Teacher Award Two Indian teachers shortlisted for Global Teacher Prize 2021 | Education News - The Indian Express Indian teacher Ranjitsinh Disale wins $1 million global prize, shares half with other finalists | World News - Hindustan Times	Two Indian teachers shortlisted for Global Teacher Prize 2021 Indian teacher Ranjitsinh Disale wins $1 million global prize

Week 6: Moral and Social aspect of teaching, Assessment of module

Objectives of the Week

Important Concepts

- Teaching has a social and moral aim
- Teaching needs to be inclusionary

Learning Standards

During these sessions, the students will have the opportunities to -
- understand that teaching has a social and moral aim
- understand the significance of inclusion in classroom

Summary

The following week will focus upon the moral and social aspects of teaching, the example of Savitribai Phule will be used to highlight the responsibilities of a teacher, that may not be necessarily academic in nature. Students will also learn about the significance of inclusion within the classrooms. Students will also make lesson plans of their own to consolidate the learnings they have undertaken from the module so far.

Lesson Plan: Week 6 Day 1
Moral and Social aspect of teaching

Classroom Inquiry Process	Resources
Lesson Aims: To explore the moral and social aspects of teaching by examining the historical context through the biography of Savitribai Phule and connecting it with the roles and responsibilities of a teacher according to Paulo Freire's "Pedagogy of the Oppressed." **Activity 1: Historical Context and Philosophical Perspectives (30 – 40 mins)** **Material- handout/article on Savitribai Phule** Savitribai Phule, A social reformer and teacher - VSK Telangana (additional: The Life And Times Of Dnyanjyoti Krantijyoti Savitribai Phule | #IndianWomenInHistory Savitribai Phule: India's first female teacher - Hindustan Times) **handout/article on Freire** *Divide the class into 6 groups: 3 groups will focus on Savitribai Phule's biography, and the other 3 will delve into Paulo Freire's "Pedagogy of the Oppressed."* Group 1, 2, and 3 - Savitribai Phule's Biography: The teacher will provide each group with excerpts from Savitribai Phule's biography and encourage the students to discuss and analyze the historical context, emphasizing the role of teachers in initiating social change. Prompt questions such as: • How did Savitribai Phule contribute to social change through education? • What were the moral and social aspects of her teaching? • How did her work impact communities? Group 4, 5, and 6 - Paulo Freire's "Pedagogy of the Oppressed": The teacher will provide each group with relevant excerpts from "Pedagogy of the Oppressed." and guide students to discuss and understand Freire's perspective on the roles and responsibilities of a teacher. Prompt questions such as:	**Savitribai Phule** W **D 16 _ Tea…**

Classroom Inquiry Process	Resources
● According to Freire, what are the key roles of a teacher in the educational process? ● How does Freire view the relationship between education and social change? ● What moral responsibilities does Freire assign to educators? **Activity 2: Synthesizing Perspectives** The teacher will bring the class together for a whole-group discussion. Each group will be asked to share key insights from their discussions. They will also be asked to reflect on how historical and philosophical contexts shape our understanding of teaching, emphasizing both moral and social aspects. Teachers can conclude that: - Historical events, social movements, and cultural shifts shape the goals and purpose of education. For example, during periods of social change or unrest, educators may play a crucial role in addressing societal issues through teaching, as seen in Savitribai Phule's efforts to bring about social change through education. - Different philosophical perspectives offer distinct views on the purpose of education. For instance, Paulo Freire's critical pedagogy emphasizes the role of education in fostering critical consciousness and social transformation. This philosophical lens shapes how we perceive the moral responsibilities of teachers in promoting social justice.	

Lesson Plan: Week 6 Day 2
Inclusion in classroom

Classroom Inquiry Process	Resources
Lesson Aims: To understand the significance of inclusion in classroom **Activity title: Concept of inclusion** **20- 30 mins** **Material required**- The Animal School story **Activity Description:** Students will read the animal school story. After the students finish reading the story, the teacher will hold a discussion on the following points- 1. What are your views on differences among us? 2. What kind of diversity exists in our society? 3. What does the school need to do in order to address inequality and diversity? 4. How do you understand inclusion? 5. What role can a teacher play? Teacher will consolidate the responses on board and explain the concept of inclusion as- Inclusion in education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers and support staff. It is the process: actions and practices that embrace diversity and build a sense of belonging, rooted in the belief that every person has value and potential and should be respected. **Activity title: Inclusion in classroom (30 mins)** **Material required- Article** https://www.teacherplus.org/making-inclusion-a-habit/ (additional: https://www.teacherplus.org/inclusion-in-practice/) Read the given article and discuss on following points 1. What are barriers which students and teachers face for inclusive education? 2. What should a mainstream school teacher do to ensure inclusive education in the classroom? 3. What is the role of a teacher in ensuring inclusion in the classroom?	**Making inclusion a habit** **Inclusion in Practice**

Lesson Plan: Week 6 Day 3
Assessment of the module

Classroom Inquiry Process	Resources
Lesson aims: To assess and consolidate the learning of students about teaching module **Activity title: Presentations and Closure (30- 40 mins)** Today students will be making presentations of their lesson plans. **Activity title -Assessment (20 mins)** **Material required- Multiple choice question worksheet** An objective type of assessment will be conducted to consolidate the learning of and key take-aways from the modules. **Closure** Students will close the session with the reading of an article from a teacher with the message that 'teaching is about continuously being a learner'. Azim Premji Foundation magazine article- I Am a Teacher Who is Also a Student	**W** Multiple cho… I Am a Teacher Who is Also a Student

1.3 Module Project

For the Enabling Learning and teaching module project, the students are required to do an individual project. They will design a lesson plan for a particular topic and class and will present it in the final session of this module. They can choose any topic and prepare a plan for elementary grade students.

They can refer to the elementary grade textbooks, search the internet to select a topic. While designing the lesson plan, students need to keep in mind the following:

1. Pre-Teaching (what will you do before teaching the session?)
2. During Teaching
   - Anticipated students' misconceptions
   - Centering students' attention (How will you begin the session and what will you do to get students attention?)
   - Resources needed
   - Process of the session (Introduction, learning activities, consolidation)
3. After Teaching (Follow up points-if there are any important points to be discussed in next class, reflection, assessment plan)

The lesson plans can be presented as a pdf, ppt, or handwritten format, making sure all the components are included in the presentation.

In Session 12 of the module the final work will be presented in front of the class The presentation should be a maximum of 5 minutes. Students can use the different concepts that they have learned through this module and try to do a smooth and polished presentation.

1.4 Formative Assessment Rubric

Competency	Descriptors	Level			
		1-2	**3-4**	**5-6**	**7-8**
Knowledge and Understanding	Student have included all the details of all elements discussed in class: pre-teaching (what to do before the teaching), during teaching (objectives, students' misconception, description of learning activities with clear instructions, consolidation of the session etc.) and after teaching (describing the assessment plan).	Some elements of pre-teaching, during teaching and after teaching sections in the lesson plan are answered with limited descriptions and/or examples	Most elements of pre-teaching, during teaching and after teaching sections in the lesson plan are answered with limited descriptions and/or examples	All elements of pre-teaching, during teaching and after teaching sections in the lesson plan are answered with adequate descriptions and/or examples	All elements of pre-teaching, during teaching and after teaching sections in the lesson plan are answered clear and complete descriptions and/or examples are given for each section in the lesson plan
Critical Thinking and Decision Making	The learning activities and the assessment should be aligned to the objectives that the student has framed for the lesson.	The Objective is not well-defined, and the Learning activity and assessment are quite disconnected from the objective.	The Learning Activity marginally meets the Objective, and the assessment does not align well with the objectives	The Objectives are clear and the Learning Activity and Assessment are somewhat aligned with the objectives	The Objectives are clear and Learning Activity and Assessment are well-aligned with the objectives
	The student have done their research and have identified a range of materials relevant for the	Materials and resources are not listed or not	Materials and resources are listed but not appropriate.	A range of resources and materials are listed which are	Materials and resources meet proficient criteria and are selected

objectives of the lesson. Materials and resources are not listed or not appropriate.	appropriate.		appropriate.	and/or designed to meet diverse learning needs
The assessment should be aligned with the objectives. The students have studied concepts like Bloom's Taxonomy. The assessment plan should show the application of the Bloom's Taxonomy levels (remembering, understanding, applying, analyzing, evaluating, creating) studied in class.	Assessment plan is not described	Assessment plan may be described but may not reflect the objectives	The assessment plan is aligned with the objectives and is appropriate to the topic and grade level.	Assessment plan is aligned with the objectives and uses a variety of assessment methods and uses multiple levels of Bloom's taxonomy.
Students have studied various teaching approaches like Collaborative learning, Project based learning etc in class. The learning activities should use guided, collaborative, learning and/or independent practice.	Learning activities to engage students are not included or are not appropriate for the grade level or topic.	Learning activities rely too heavily on lecture or worksheets, and do not give students clear opportunities for group work, independent practice or inquiry.	Learning activities to engage students are included but are mostly teacher-led, but give students some opportunities for group work, independent practice, or inquiry.	Learning activities engage and motivate students with opportunities to demonstrate skills or exhibit conceptual understanding of the learning goals through both guided, collaborative and independent practice or inquiry

1.5 Teacher Professional Development Guidelines

The training for this module is divided into 5 sessions each for about 2 hours.

Objective –
To enable teachers, reflect on their own teaching practice.
To encourage teachers to articulate the strategic practice of everyday teaching.
To identify the key aspects of teaching and develop the conceptual grounding of the profession.

Overview of the training
Session 1 – Focusing on essential skills of teaching.
Session 2 – Focusing on different aspects of teaching.
Session 3 – Focusing on Technological Pedagogical Content Knowledge (TPACK)
Session 4 – Situated Cognition
Session 5 – Critical Pedagogy

Session 1

The session begins with watching the video - Do flowers fly. This video shows how teachers drill students to rote memorize. The essence of this video is that teaching must focus on addressing the student's curiosity and needs. However, in today's time teaching has become a monotonous drilling of information. After this video the teachers are asked to reflect on the following questions:
   a. What is the main point the movie is trying to communicate about, and what is missing?
   b. Is teaching taking place in this video or not?
   This activity highlights the point that teaching has not become helping students memorize

Following up, a group discussion will be conducted and teachers will be allowed to be in breakout rooms to discuss the following.
   c. What do you mean by teaching?
   d. What are essential skills of teaching?
   e. What do you mean by learning?
   f. What all is involved with the process of learning?
Discussion on these will be concluded in the main group by taking points from the teachers.

The second activity will focus on developing the idea of dialogic teaching by developing a clarification on Cueing, Instruction, Dialogue and Scaffolding. This discussion will also cover
The relevance of these kinds of interactions in the process of teaching? The following videos will be used to develop the discussion points. First the video will be shown followed by the teacher's observations and sharing of their own experiences as they engage in their everyday teaching.

1.   Instruction - episode - example of poor instruction https://youtu.be/DJsn7v-Qjak

2.   Dialogue - https://youtu.be/9fPqd_9J1uI - English

Additional material - KK's Text - importance of talking [The Child's Language And The Teacher - A Handbook Krishna Kumar United Nations Children's Fund 1986 Contents What Do We Mean By](#) (page 10 onwards)

3.   Cueing / probing - [सोच को बढ़ावा देने के लिए प्रश्न पूछना: उच्च प्राथमिक विज्ञान](#)

4.   scaffolding
    -https://www.diksha.gov.in/play/content/do_31246528234930176021 5969?contentType=Resource
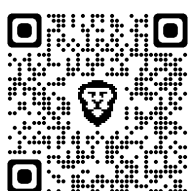
[Scaffolding: Approaches and practices](#)

This session will be closed by an overall reiteration of the point that for the teaching module the teachers need to build on their everyday experience. But most importantly the introduction of professional vocabulary around teaching.

Session 2

This session focuses on different aspects that need to be focused in the teaching process. Well planning of these aspects is essential for effective teaching. These aspects include, Context of the learner, classroom management, subject knowledge and how teachers relate to the individual learner. Teachers will be given 4 different episodes in the form of a text and in small groups they will be asked to reflect whether true

teaching is taking place or not. They will be required to give reasons for the positions they take.

1. **Context of the learner:** A teacher is appointed to a girl's primary school in Bihar, what preparation s/he need to do
2. **Classroom management:** A teacher is planning to teach the concept of place value using concrete material. In what ways will s/he need to be prepared for the class to manage it well?
3. **Subject knowledge** - A lawyer wants to teach a science class as a hobby. What will he need to focus on if he wants to teach science?
4. **Relate to Individual learner:** A teacher is appointed to a KV school, where the students come from different backgrounds (different regions, different linguistic backgrounds). What should she need to keep in mind while teaching this group?

Through a detailed discussion on these points the training session will focus on drawing their attention to the key dimensions that need to be considered in teaching. This list is not exhaustive and a selection of these aspects has been made keeping in mind the aspects that will be focused in the modules with the students.

Session 3

This session is themed around - Technological Pedagogical Content Knowledge (TPACK): the different forms of knowledge that teachers need to understand to teach, especially through integrating technology effectively in their classrooms. Along with it, a Three-part pedagogical model 'Giving-Prompting-Making' to analyze teachers' use of technology for a range of pedagogical techniques will also be explored.

The session will open with a video of PCK: ▶ TPACK & SAMR Model Presentation

While watching the teachers need to think through the following questions:
1. Does mastery over content makes one a good teacher?
2. Does giving the same instructions to all students in a class help in maintaining parity in learning?

This will be followed with a video on TPACK: https://www.youtube.com/watch?v=pTM9rzc-pq8

The focus questions are:
1. How can technology enhance teaching?
2. Which aspects does technology not address?

Both videos will be followed by a general discussion on these different forms of knowledge as well as the rationale behind applying them.

Following this, the pedagogical application of TPACK through the 'Giving-Prompting-Making' model will be discussed through three different exemplar activities. A small activity will be conducted wherein a sample lesson plan will be shared with the teachers and they will discuss the form of knowledge and strategy used in each step.

Thereafter teachers will divide into groups and come up with their own version of TPACK in any topic of their choice.

At last, each group will present their topic followed with discussion and feedback by all participants.

Session 4

This session is focused on the theory of Situated Cognition. It aims to refresh teachers' theoretical knowledge about the importance of the socio-cultural aspect of learning and strives to look at it from different perspectives of a child's life and education like, learning, identity formation, autonomy etc.

We will begin with a recap of the previous session and make a transition to this topic.

Two Videos, first, of a traditional classroom ▶ Skill of illustrations with example in social science

(7:14 min) and second, young historians ▶ Young Historians Video (Hindi)

(7:25 min) will be played out.

A detailed discussion will follow on themes like, nature of knowledge (theoretical/procedural: transferred/created), nature of learning (know that/know how; individual/social), student engagement (active/passive), student autonomy, student identity, skill development, role of teacher (transmitter/facilitator), leading to the idea of situated learning.

The learning theory will be explored further in its entirety with the help of a PPT.

An NCF reading followed by a small reflection on implications of situated cognition in classroom teaching will then be undertaken.

At last, teachers will break into groups and develop one activity based on situated learning. It will be followed by a presentation and reflection.

Session 5

The central theme of this session is 'Critical Pedagogy'. More than being immensely popular in educational discourses, Critical Pedagogy is integral to conceptualizing the 1) agency of the student, 2) role and identity of teachers and 3) aims of education in a democratic society. The session will begin with:

Group activity on understanding Caste: An audio story- Thakur ka kuan (7:43 min)

and Sadgati

followed by discussion on what Critical Pedagogy means.
Teachers can be divided into two groups. Each group will have a facilitator.
Group 1 will watch the video Thakur ka kuan and Group 2 will watch Sadgati which will be followed by discussion in each group.
In both the groups, teachers will be asked to frame a question that motivates the students to question the caste system in its present-day form.

Then the teachers will come together, share their responses and thoughts about the activity, if this activity can be conducted with students in class. The facilitator will then discuss the concept of Critical Pedagogy: its aims, importance: strengthening agency of students + reimagining identity and work of teachers.

Video clip Freedom Writers (6:18 min video)

 followed by discussion on questions about evolving our own Critical Pedagogy in a classroom situation.

After the discussion, reading from Giroux's Teachers as Transformative Intellectuals

and discussion on issues of identity and work of teachers will take place. An extract on deskilling of teachers and the potential of teachers as transformative intellectuals will be given for reading.
Then the facilitator can ask the question:

● How is deskilling taking place?

- Who is a reflective practitioner (critical pedagogue)? How to become one?

Then discussion will take place on recognizing the identity of teachers as transformative intellectuals and reflective practitioners who have to take active responsibility for raising questions about what and how they teach and larger goals of education. These videos can be shown as well:

▶ Henry Giroux: "All education is a struggle over what kind of future you want for young people"

▶ The Heart of Critical Pedagogy with Henry Giroux

At last, brief feedback at the end on furthering reading and reflecting on the issues discussed in the orientation sessions.

1.6 Student Workbook

Introduction

I.I World of Work

One of the components of the vision for Schools of Specialized Excellence (SoSE) is increasing exposure of students to careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The Experiential World of Work (EWOW) course aims to address all the above requirements during the 9th and 10th grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) 'taster' modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers ('masterclasses'), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the Experiential World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material like videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work takes them out of the classroom to engage with the environment they live in. They also demand developing time management, creativity, working collaboratively and good presentation skills at work. All this will nurture students for all round development and at the same time set them up for success in their chosen area of specialization.

The role of the teacher in the Experiential World of Work is challenging and rewarding. The teacher is not an expert in the subject material, even though there is extensive teacher training. Therefore they act more as facilitators for the students' learning. They do need to stretch their boundaries to familiarise themselves with all the skills and careers in the course. Group and individual projects are an integral part of the course and facilitating these and managing the ambiguity in evaluation of projects is a new skill to be learnt. Classroom discussions are a vital part of the course. The teacher must adapt to all these new formats of running a class. They have to give up their tried-and-tested methods of teaching and try on new ones – a humbling experience. The rewards for the teacher are in the tangible growth and development of the students in areas like confidence, presentation and communication. The teacher will also experience significant personal and professional growth in the process.

Assessment is an important part of the Experiential World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalise and apply. The assessment framework has components of "Knowledge and Understanding", "Inquiry and Exploration", "Critical Thinking and Creativity" and "Organisation and Presentation". Assessment of each module of EWOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually

through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

I.II Overview of the curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) 'taster' modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with People and Communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

The table below shows the classroom time allocation for the modules and the number of instructional days they will run over.

S.No.	Modules	Suggested time allocation/Instructional days
Grade 9		
	Unit 1: Transmedia Storytelling	16 hours/12 days
	Unit 2: Journalism	16 hours/12 days
	Unit 3: Content Creation	16 hours/12 days
	Unit 4: Mapping & Visual Representation	16 hours/12 days

	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
	Unit 6: Urban Planner	16 hours/12 days
	Unit 7: Working with People & Communities	12 hours/ 9 days
	Unit 8: Social Work	12 hours/9 days
Grade 10		
	Unit 9: Enabling Learning	12 hours/ 9 days
	Unit 10: Teaching	12 hours/ 9 days
	Unit 11: Justice and Constitution	16 hours/12 days
	Unit 12: Lawyering	16 hours/12 days
	Unit 13: Public Policy	16 hours/12 days
	Unit 14: Research and Critical Thinking	16 hours /12 days
	Unit 15: Academic Research	16 hours/12 days
	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, "Working With People and Communities" and "Enabling Learning" , there is a single career module associated with the skill module. In these two cases the Skill module runs for 3 weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

I.III Objectives of the curriculum

To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.

To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.

To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.

To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.

To develop skills of critical thinking and creativity.

To enhance students' presentation skills in different modes and media.

I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment rather than uncertainty and doubt. While it is not possible to develop a skill in-depth, some engagement with the skill is still useful.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

Skills: The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

Career Roadmap: The career module will talk about way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

'A Day in the Life': The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

Is this for me?': The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, COntent Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

I.V About this handbook

This Handbook is written to provide you with all information, support and guidance you need as you work through Experiential World of Work modules. It guides you through the two modules under the Enabling Learning Cluster to be delivered over a period of two months. It contains the handouts for the modules.

Table of Contents

Cluster Ⅰ Module 1 and 2: Enabling Learning and Teaching

Credits

Initial Module Conceptualization,
Authoring and TPD sessions:

Dr. Poonam Sharma, Assistant Professor, CETE, TISS

Dr. Parul Kalra,Visiting Faculty, CETE, TISS

Designing, conducting TPD sessions:

Dr. Poonam Sharma, Assistant Professor, CETE, TISS

Ms. Shaily Bhadauria, Consultant, CETE, TISS

Research and Coordination:

Ms. Tanya Mittal, Program Manager, CETE, TISS

Student Planner

Session	Topic	Objectives and Description
Week 1		
Session 1	**Who is a teacher? What do teachers do?**	1. Understand the basic concept of teaching. *In the following week we will be focusing upon how teaching is a skill and it requires the ability to work with people and understand their context, fostering a moral aim in guiding students' growth and development.*
Session 2	**Who is a learner and how do we understand learning?**	1. Understand that learning can take place even outside school. This will help 2. Understand the difference between memorizing and learning *In this week we will focus on how learning can occur beyond the confines of school settings, emphasizing the importance of real-world experiences. The session will also help students in understanding the concept of a learner and distinguishing learning as a process of meaning making in which the learner plays an active role.*
Session 3	**Process of learning**	1. Students will be familiarized with experiential learning 2. Students will notice that learner engagement is significant in the process of teaching and learning. *In this session we will be learning about the different types of learning. They will understand that learning can take place through traditional classroom settings, self-study, hands-on activities, visual aids, and collaborative approaches like peer learning and project-based learning. They will also focus on how the engagement of the learner plays a crucial role in aiding the process of learning.*
Week 2		
Session 1	**Observation of teaching**	1. Understand the aspects of pre and post teaching. *In this session we will be learning about the need and significance of planning for teaching. Students will be learning about the various components of pre and post teaching.*
Session 2	**How to plan for teaching?**	1. The need to plan and the different elements of planning. 2. Understanding the four aspects of teaching including, planning, execution, assessment and reflection. *In this session we will be focusing upon the different components of planning by choosing an activity and planning for the same. They will also be learning about the four important aspects of teaching that are planning, execution, implementation and reflection.*

Session 3	Teaching	1. To practice teaching through a small group activity. *In this session, we will be carrying forward the activity prepared in the previous session and teaching it to the entire class. The students designated as teachers will be conducting the teaching of the crafts activity.*
Week 3		
Session 1	**Reflections on teaching process**	1. To be able to reflect on the process of teaching. *In the previous session the students have done teaching and this session will be focused around reflecting on their teaching. We will be focusing on questions such as what are the components they did not focus on, and what did they not plan for. We will also be looking at the several other intricacies of teaching.*
Session 2	**Content Selection**	1. Reflect on the need to select the true knowledge from the domain. *In this session we will be looking at the need to carefully select the text material and the teacher's role in appropriating the content accordingly. Through the means of a poem and a newspaper article, we will also look at how to dispel myths and stereotypes related to natural phenomena such as solar eclipse.*
Session 3	**What is assessment?**	1. Understand the basic concept of assessment 2. Understand the significance and importance of assessment *In this session we will be learning about the basic concept of assessment and its significance in understanding the learning levels of the learners. We will also be looking at the different types of assessments that are required to suit the individual needs of every child.*
Week 4		
Session 1	**Understanding Assessment**	1. To become familiar with different aspects of understanding. 2. To identify different levels of understanding based on bloom's work. *In this session we will be looking at the six different aspects of understanding that are: Remember, Understand, Apply, Analyze, Evaluate and Create. We will also be focusing on the project to be done by individual students that involves curating a lesson plan based on any theme of their choice.*
Session 2	**Reflection in teaching**	1. To understand the process of reflections on teaching experience. 2. To analyze stereotypes and myths about teaching profession

		In this session plan we will understand the significance of reflections and the role they play in understanding and analysing the teaching learning process. We will also be looking at some popular myths and stereotypes that have been associated with the profession of teaching such as " teaching is a noble profession, it is for women only, it is only related to classroom work. Students will be looking and debating around these perceptions and how they influence the profession at large.
Session 3	**Teaching in different domains**	1. To get exposure to different types of teachers. 2. To relate teaching to other related professions that require similar skills. *In this session we will be focusing upon the different types of teachers such as school teachers, university teachers, coaching institute teachers etc. We will also be focusing upon the nuances and skills that are pertinent to teaching and map it with other related professions requiring similar skills. This is to ensure that students understand the variety within the profession and give them opportunity to think about other possibilities*
Week 5		
Session 1	**Different pathways for becoming teacher**	1. familiarize students with different routes to become a teacher 2. To know about the procedure of application for teaching posts in different schools - Government and Private 3. To know about the professional development avenues *In this session we will be focusing on introducing diverse paths to become teachers, covering various educational routes and certifications. This will help students gain insights into the application procedures for teaching positions in Government and Private schools. Additionally, we will also be looking at the available professional development opportunities to enhance their teaching skills and foster career growth.*
Session 2	**Journey of a teacher**	1. To get the opportunity to interact with exemplary teachers *In this session we will be interacting with different teachers and learning about their journey of becoming a teacher and their experiences and learnings from the field so far.*
Session 3	**National recognition of teachers**	1. To learn about teacher recognition in the country. 2. listening to the experiences of the teachers. *In this session we will be focusing upon the different kinds of awards and avenues which are in existence to recognise the exemplary teaching practices and the teachers. We will also be looking at the experiences of teachers through a video and understand what*

		teaching means to them and how they look at the profession in changing times.
Week 6		
Session 1	**Moral and Social aspect of teaching**	1. To get the opportunity to discuss the moral and social aspects of teaching *In this session we will be looking at the teaching profession through a historical context of teacher work and how social change was initiated through teachers. We will also be focusing upon the various social and moral aspects that are associated with the profession.*
Session 2	**Inclusion in classroom**	1. To understand the significance of inclusion in classroom *In this session we will be focusing upon the importance of inclusion within the classrooms and how it is imperative to provide equal learning opportunities to each and every student. We will be looking holistically at the role which schools and teachers play in making the classrooms inclusive and the various barriers which exist while addressing inequality and to ensure diversity.*
Session 3	**Assessment of the module**	1. To assess and consolidate students learning from the module. *In this session we will focus upon consolidating the various leanings and the key takeaways that the students have acquired over the course of the module*

Teaching

Instructions: Read the following note about teaching and think about the points discussed in the class today.

What is Teaching? What does being a teacher mean to you?

When a person engages in the process of creating learning situations for others, they can be identified as a teacher. The process of teaching refers to the actions that a teacher takes to help learners to move to the next level of thinking about a particular concept or a skill. There are certain characteristics of the teaching. Let us read about them:

1. **Teaching is a systematic and structured process:** Teaching can be termed as a process in which both the teacher and the learner engage to bring about some form of learning. The imagination, creative abilities and artistic approach of a teacher creates an environment to enable effective learning.

2. **Teaching requires ability to communicate complex ideas:** Teaching uses various complex techniques and tools for making the learning process better, like the use of questioning or exemplifying to make the learner self introspect a concept. The use of media like audio-visual, human interaction and electronics also makes learning more interesting. In short, teaching requires the ability to select appropriate techniques, methods and media.

3. **Teaching requires knowledge of the learner and her context:** As we saw how approaches and teaching techniques of a teacher affect the learning, in a similar way some qualities of a learner also affect the process like their preferred way of learning, attitude towards learning, how they get motivated and their aptitude. Similarly, the mental state of the learners- whether they are emotionally healthy, also impacts the learning. To summarize, the manner in which teachers teach and the extent to which students learn are interrelated closely. So, teachers' ability to understand the learners and their contexts is an important skill.

4. **Teaching requires subject knowledge:** Teaching requires having a deep knowledge of the subject being taught and that this content is communicated effectively to the students.
Teaching requires a strong understanding of the material being taught, along with an understanding of how students perceive and process the content. A good teaching practice requires that the teacher is aware about the problems students usually encounter while learning a concept, and is able to answer the questions. Teaching requires the ability to evaluate the thinking behind students' own methods, and identify students' common misconceptions.

5. **Teaching requires the ability to work with people:** Teaching requires the ability to empathize with multiple students and situations at the same time. It is a necessary skill for supporting students, but it is difficult to develop. Understanding why a student is acting in a certain way is critical to understanding how to manage that student's behavior. Being able to empathize with students' difficulties helps a teacher create a sense of belonging for all students.

Teaching also requires working with other teachers, staff members. When teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students.

6. **Teaching has an ethical dimension:** Teaching has a dimension of ethical involvement which sets it significantly apart from such standard professions as medicine and law. For example, if a child is sick, it would not matter if the doctor treating the child is, from an ethical point of view, a very nice man or not. However, if parents looking for a quality education for their child discover that the best available in terms of academic knowledge and teaching methods is someone who is personally known to be a liar, disloyal, shifty, sarcastic, and bullying, they may have serious reservations about placing their child in the care of that person, regardless of his or her approved academic knowledge and technical skill as a teacher. So, teaching is inherently an ethical endeavor, and has an ethical influence on the attitudes, beliefs, and behaviour of students.

Situations for Learning

Instructions

Read the following episodes carefully and discuss in your group if these situations will lead to learning or not.

Episode 1

Teacher instructs the class

Teacher – yes, all of you repeat after me.

3 times 1 are 3

3 times 2 is 6

3 times 3 is 9…..

Students continued to recite the tables after the teacher for some time. Then the teacher appointed a child to recite the tables and others were asked to repeat.

After 3 repetitions, the teacher wrote the tables on the board and asked students to copy in their notebooks.

Episode 2

(While discussing about different kinds of birds and the relationship between their claws and the beaks, Surita asked:

Surita- …Sometimes when you come to school early and if you stand quietly, have you seen that there are some birds that come and sit in the ground in the morning? (Children responded together- yes ma'am.)

Surita- What are the birds that come here?

(Few children said pigeons, sparrows, parrots etc simultaneously making it difficult to know who said what.)

Surita- Now let Mehak tell whether she saw any bird sitting in the school ground. (Mehak was sitting quietly, but got up and said:

'One day I saw that there was a blue coloured bird sitting here.'

Other children said very excitedly 'yes ma'am' 'even we saw' etc. and many raised their hands.

Three girls said- Ma'am that bird is called *'neelkanth'.*

Surita- Ok, tell me how did its beak look? One girl said 'it was curved'.

Another girl- No Ma'am, its beak was straight. That bird eats fish. It is called kingfisher. I saw it on TV also.

(Many other children also started shouting that even they have seen it in TV)

Surita- Ok..Ok..It is called Kingfisher...but where do you think it would have come from?

One child responded that it must have come from the lake nearby. Others also immediately started saying *'jheel jheel'.*

Surita- Yes…. There is a lake nearby na, so these birds come from there…. Sometimes the crane *'bagula'* also comes and sits here…. Many children shouted 'yes I saw it'…

(One girl was constantly raising her hand so teacher asked her what she wanted to say)

Girl- ...Ma'am Ji,... one day I saw that some children were hitting the birds with stones when they came to eat the grains....my brother also hits them with stones sometimes.....

Surita- So do you think he should do this?

Other children also said- No ma'am ji...we should take care of them.

Episode 3

Suresh- The walls of the houses in Rajasthan are thick? ...Why do you think they are thick?... Why do people there make such thick walls?... Rahul you tell me....

(Rahul could not answer and the teacher waited.... But then he just changed the question.)

He asked:

Okay, first all of you tell me how you think Rajasthan would be?

Student 1- Sir, it is very hot.

Suresh-...Good

Student 2- ...Sir, there is a lot of sand and it doesn't rain.

Suresh-... Yes. ...So now you think that why would they make thick walls of the house?

Student 3- ...Sir, there is a lot of sand that is why....

Suresh-... So how do you think that will make a difference? Even if the wall is not very thick then also the sand will not come inside.

Student 2- ...Sir they are thick because it is very hot there.

Suresh-... So how do you think that thick wall will protect from heat?

Student 1- ...Sir if the wall will be thick then also it will feel hot and if it is thin then also it will feel hot....

Suresh- Ok...

Student 2- ...Sir no.... If it is thick then it will be cool inside.

Suresh- Bhai (brother)..Now there is a solid confusion. I agree with (Student 1) but not completely, so I will tell what will make it complete. Does someone else want to say something about it? (Nobody said yes). It's okay, if we can't tell then we can listen to what I am saying.

Children together- yes sir.

Suresh- Ok then listen. If the walls would be thin in Rajasthan then the heat will make the bricks hot very soon and they will get hot and the house will get hot. So they cover the walls with multiple layers of mud to make it thick so that the bricks do not become

hot easily and the house remains cool from inside. Earlier in my time, there used to be kutchha houses that were made in a similar way and they remained cool from inside....But concrete houses get hot very fast. Has somebody seen kutchha houses in villages?

Experiential Learning: Newspaper Article

The Hindu

Learning by doing

Geetanjali Khanna   **MAY 08, 2016 17:00 IST**

A student participating in an adventure-based experiential learning camp

Rote learning is passe. Experiential learning is gaining ground.

Albert Einstein once said, "Learning is experience, everything else is information." When my 12-year-old niece wanted to buy a game which has a DIY working model on photosynthesis, I knew that the experiential learning bug had bitten Indian students too.

Though the concept might look new, it was, in fact, embedded way back in the Indian education system. Gurukul is the quintessential experiential learning format — a learning initiated by an interaction between the learner and his environment. In the olden days, the gurukul system imparted key aspects of education to students in the form of various activities undertaken in an open environment under the supervision of a guru.

Experiential learning, in the digital world, is a blended form of learning which essentially has rich content including field trips, DIY experiments, simple videos, robotics and much more. Not a newbie to the world, experiential learning has been in vogue since the 1930s, and was popularized by education philosopher David A. Kolb, who, along with John Fry, developed the experiential learning theory in 1984.

Experiential learning requires a series of experiences in the real-world setup. The experiences involved are not required to be equally educational, with some being more engaging from cognitive, emotional, and physical standpoints. Unlike rote learning or curriculum learning, experiential learning may happen in a wink, or over days, weeks or months, depending on the topic.

The CBSE Board has been making attempts to move away from dependency on rote learning and inculcating more application-based learning. The introduction of Open Text Book Assessment (OTBA) in 2013 for Classes IX and XI, and in 2014 for Classes X and XII, has been received well. IGCSE and IB programmes are known to be application-based and have a broader spectrum of subjects, involving experiential learning in the form of activity-based modules and grasping sessions without books. This has resulted in more challenging situations and put students' knowledge to test, rather than their memory and speed.

Experiential learning is a way of educating based on experience, where skills, awareness and understanding are acquired outside of the traditional classrooms. The activities may include internships, lectures abroad, excursion trips, field study, and service-learning jobs. Some of the benefits of experiential learning are:

Real-world adaptability: There is a general tendency among human beings to take an interest in learning facts that exist in the real world. Experiential learning takes information and data from the real world and makes students aware through hands-on tasks. As the students work with real-life information, it becomes authentic for them. Additionally, each student's learning and understanding will be guided by their past experiences, and thus, each student will approach the task in unique ways, generating different results. Thus, the experience will be real and will have a long-lasting impact.

Increased motivation and commitment levels: The students are provided an option to choose an activity, thus increasing their engagement and commitment. As the student is directly involved in the problem-solving activity or event, the level of commitment is high.

Learning from mistakes: Experiential learning is based on "trial by error." As you undertake the tasks, you find some approaches work better than others. This allows one to get rid of the methods that don't work, but the act of trying something and then leaving it — normally considered a "mistake," actually becomes an essential part in the learning procedure.

Honing leadership skills: Most experiential learning activities require that students work in teams. These team projects foster leadership and team-building skills.

The writer is chief operating officer, Fastudent.

Teaching observation-1

It takes a lot of effort to create situations for learning. In order to create the learning situation in the given video, what do you think the teacher would have done for the following points? Observe the teacher carefully and write your notes for the following points.

What is the teacher trying to teach?	
What is the learning situation?	
Before teaching	
During teaching	
After teaching	
Any other Observation	

Planning & Reflection

The following points may help you plan (Q. 1-7) for & reflect (Q. 8-13) on your teaching.

1. What will you be teaching?	
2. What resources will you need? (plan as per the number of students)	
3. What will be your instructions?	
4. Is there anything in the learner's context that you may need to consider? What is it?	
5. What do you need to know about the previous knowledge of the learner?	
6. What kind of learning situation do you plan to create?	
7. How will you pay attention to those who have difficulty understanding your instructions?	
8. In what ways did you motivate the learner?	

9. Did you do any demonstration or modeling in class?	
10. What kind of questions did the learners ask?	
11. Do you think all learners understood what you were teaching?	
12. How would you change your teaching if you were teaching the same thing to a different age group?	
13. Did you have enough time and resources for your teaching?	

Teaching Observation-2

Watch the video on teaching again and this time, observe the following points carefully and write your thoughts.

What is the objective of the teacher's teaching?	
What resources is she using?	
Has the teacher used any cues/probing questions? Can you share an example?	
Do you think the teacher has considered the learner's context? In what ways?	
Is the teacher paying attention to any individual child? How is she addressing the needs of that particular child?	
Has the teacher taken into account the previous knowledge of the learner?	
What kind of learning situation has she created in her class?	
How is she managing the class?	

In what ways is she motivating the learner?	
What kind of questions was the teacher asking?	
What kind of questions were the students asking?	
Any other observations?	
If you were in place of the teacher, what would you have done to improve the class?	

NCERT issues statement after furore over 'objectionable' language in a poem in Class 1 Hindi textbook

Education

Times Now Digital

Updated May 21, 2021 | 21:49 IST

After a furore over the text of a poem in NCERT Class 1 Hindi Textbook, the council has issued a statement explaining the reason behind the same. It has also stated that new textbooks are being prepared.

National Council of Educational Research & Training, NCERT has issued a clarification regarding the poem included in Class 1 Hindi Text. The council has stated that the poem was included under the NCF 2005 perspective to give students an exposure to local vocabulary. It has also further stated that the process of new NCF (National Curriculum Framework) has been initiated under NEP 2020 and new textbooks would be accordingly created.

In its official reply, NCERT neither agrees or disagrees with the sentiments shared. Taking to the **official handle, NCERT** wrote, 'With reference to inclusion of poems in NCERT textbooks: It is to state that, "in consonance with NCF-2005 perspective and with an objective to provide children an exposure to vocabulary of local languages, these poems were included at that time.'
Adding to the same, it went on to say that 'In the light of NEP-2020, the process of new NCF has already been initiated. New textbooks will be developed based on the principles of NEP and recommendations of new NCF thereafter.'

Earlier in the day the words of a Class 1 Hindi Textbook poem were questioned on social media. The poem refers to a young girl as 'Chokri'. While many have pointed out that the word is common in certain local dialects and not considered derogatory, others countered and called it offensive. Some suggested that the word should have been replaced. The theme has also been criticised for 'promoting child labour'

It was first shared Thursday by Awanish Sharan, a 2009 batch Chhattisgarh cadre IAS officer, who works in the state's technical education department. Sharing a screenshot of the poem from the textbook, he called the literature low quality, questioned the credibility of the poet, and asked authorities to remove it from the syllabus.

छह साल की छोकरी,
भरकर लाई टोकरी।

टोकरी में आम हैं,
नहीं बताती दाम है।

दिखा-दिखाकर टोकरी,
हमें बुलाती छोकरी।

हमको देती आम है,
नहीं बुलाती नाम है।

नाम नहीं अब पूछना,
हमें आम है चूसना।

- बच्चों से बातचीत करें – क्या तुम किसी ऐसे बच्चे को जानते हो जो बाज़ार में कोई सामान बेचता है। पता लगाओ कि वह स्कूल जाता है या नहीं। यदि वह बच्ची/बच्चा स्कूल नहीं जाती/जाता है तो स्कूल में उसका नाम लिखवाने में तुम कैसे मदद करोगे?
- चित्र में लड़की आम बेचने का अभिनय कर रही है। बच्चों से अलग-अलग चीज़ों, जैसे – आम, नींबू, केला, गन्ना, मूँगफली, सेब और दवा की गोली को खाने का अभिनय करवाएँ।
- अभिनय के लिए कुछ और गतिविधियाँ सोचें तथा कक्षा में करवाएँ।

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यह लड़की सिर पर क्या लेकर जा रही होगी? चित्र बनाओ।

Revised Bloom's Taxonomy

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Examples	Recite a poem or a passage from a novel Name any two books written by Jane Austen	Describe in your own words the meaning of "colonialism". Summarize events, theories, paintings, or movie plots.	Construct a model to demonstrate the center of gravity. Carry out pH tests of water samples to check the purity of water.	Compare and contrast two important characters in the story. Use a Venn Diagram to show how two topics are the same/different	Write a letter outlining changes that will be needed in the storybook prepared by your class. Attend a local play and write a critique of the actor's performance.	Develop a business plan, marketing materials, or a website for a fictional organization. Create a new character and explain how they would fit into the story.

Reflection by teachers

Divide yourself in 3 groups. There are three reflections by teachers shared below, each group will be responsible for reading one of them. Discuss how reflection helps teachers in the process of teaching

1. *Iyer, P. (2020) Reflections of an intolerant teacher, Teacher Plus. Available at:* https://www.teacherplus.org/reflections-of-an-intolerant-teacher/

2. *Sagar, P. (2023) Nurturing readers through reading aloud, Teacher Plus. Available at:* https://www.teacherplus.org/nurturing-readers-through-reading-aloud/

3. **Reflection by Teaching Intern**
   (Given on next page)

Read the given reflection by a teaching intern (a student of B.Ed-M.ed integrated course).

Date: 25 August 2021

Contextual Details

Time: 11:20 am

Class details: 6A SCIENCE (30-40 min class)

Subject taught: NCERT Chapter 5 Separation of Substances

Total Strength: 27 (Girls: 12 Boys: 15)

Girls Percentage: 44.4%

Video on by: 16

Interaction percentage of students: 8/27 (29%)

Description of any one critical incident (of what you observe and/or your own teaching): What happened? No judgements; Only descriptions

(Context: In this specific anecdote, one of the students has a doubt, and sir is trying to clarify it)

Teacher: Do you have any doubts?

XYZ: Sir, do we only separate non-useful things?

Teacher: What do you think XYZ? Do you remember the experiment we did in the school lab?

XYZ: Yes sir, (gave an answer)

Teacher: Recall the main aim of separation that we learned in the starting of chapter?

XYZ: Yes sir, we separate harmful things also.

Feelings: What were your reactions and feelings?

Whenever students had doubts, sir didn't address them directly, but told them to recall what practical he showed in the last class and in previous grade, what do you think? Guided him to reach the respective answer. I felt this approach helped the student to think critically, and analyse his own question more deeply. He went through a series of additional questions, which finally landed the student into the answer. As A Result, the student also felt confident and took responsibility for his own learning. If the teacher would have answered him directly, the student wouldn't have gone through so much thinking. With the help of this approach, the understanding may increase and the concept will become concrete, because he has not rote memorized it, but has understood it thoroughly.

Analysis: What sense can you make of the situation? (Link to theory)

Recently, I was reading an article on 'Found ways to help students answer their own questions' and I could relate many of the ideas explained in it. That article said, when we guide students to answer their own

questions through inquiry or problem solving, it imbibes active learning, empowers them in the process of discovery and I feel somewhere an element of metacognition is also present, where students actually undergo the process of thinking about their own notions of understanding.

When students want an answer to a question, there is a certain amount of concept they understand and something they do not know, and that is where the role of metacognition comes in. Even the New Zealand Curriculum (2007) emphasizes metacognition as one of the key competencies that needs to be integrated into the learning process. Thiede (2003) said that metacognition is prone to errors and there are various factors influencing metacognitive accuracy. That is why the teachers need to be skillful and strategic in their instruction. This teaching strategy is not easy, but understanding the approach and applying it in the class, may hone this ability. I cannot appropriately judge if the metacognition method applied by the teacher in this above context is perfect or not, because I could not write the exact conversation (verbatim). But it does have several elements which a metacognition approach should have, like guiding the student with less teacher involvement, telling the child to visualize previously done practical and also asking the student to make links to prior knowledge, which eventually proved to be effective, as the student was able to come up with the answer to that question.

Hence, the teacher's conscious effort had a positive impact on student achievement. So, in simple terms the teacher asked the student to think about what they had done to help themselves achieve this objective!

Conclusions: What general conclusions can you draw? (Link to theory) What specific conclusions can be drawn to your own practice?

To conclude, I would say there are two important things which play a major role, one is the skill-will of the teacher to implement the specific strategy and second is the strategy itself. In the current scenario, when we think about quality teaching, many times people carve for proper infrastructure, digital resources, meanwhile we forget about these simple but strategically effective teaching methods, which can play a major role in quality learning. And we cannot blame teachers entirely for it, because it again goes back to the kind of teacher education we impart to them and the opportunity and freedom to implement such strategies. Hence, this specific method of guided learning, discovery and questioning, was seen in this specific class and I was happy to know that the teacher knew about it and practically implemented it. I am further motivated to know, from where they have got their teacher education, and also what kind of in-service training they are getting on behalf of the school fraternity.

- Smruti Shovna
  (B.Ed-M.ed, Second Year)

Stereotypes and Myths about Teaching

There are stereotypes and myths attached with the teaching profession. Some of them are listed below. Discuss and debate on these issues in your classroom.

1. **Teaching is for women**

P1 : Teaching is the best suited profession for women. It is a half day job and they can go back home & look after their family.

P2: Teaching involves taking care of children therefore women are suitable for this job.

P3: But we know men are also good teachers. Ranjit SIngh Disale who won Global Teacher Prize is male teacher

2. **Teaching is a noble cause**

P1: Teaching is a noble cause- one works for the social upliftment and empowerment of the people.

P2: No! I do not agree; In today's world teacher take tuitions and run their business to earn more money

3. **Teacher's work is limited to classroom only**

P1 : Teachers' work is to teach only. What do they do the whole day? They teach their students in the classroom and come back home.

P2: Teacher' work is much more than teaching some students. They maintain a lot of documents of school related work such as accounts related work, they maintain registers of uniform distribution, midday meal and other schemes also. They perform tasks of maintaining the infrastructure of school, bill payments etc. Specifically in case of government schools

4. **Teaching is a social work**

P1: Teaching is a kind of social work. Teachers go door to door and bring students to the school. If they are not coming to school. Whenever required teachers participate in social awareness programmes and schemes run by the government. Teachers worked a lot and gave duties for COVID related programmes.

P2: But for Private school teachers it is not the situation. They just have to teach and come back home.

Exploring Paulo Freire's "Pedagogy of the Oppressed"

Understanding the Roles and Responsibilities of a Teacher

1. Banking Model of Education vs Problem-Posing Education:

In Paulo Freire's influential work "Pedagogy of the Oppressed," he presents a revolutionary perspective on education. This handout will guide you through understanding the roles and responsibilities of a teacher according to Freire's ideas.

Freire critiques the conventional banking model of education, wherein teachers function as knowledge depositors, and students are passive recipients. This model transforms education into a one-sided process, requiring students to memorize and regurgitate information without fostering critical thinking. According to Freire, this approach dehumanizes learners, relegating them to mere objects rather than empowering them as active participants in the learning journey.

In contrast to the banking model, Freire advocates for problem-posing education. Here, learners actively participate in critical thinking and reflection, posing questions and collaboratively exploring solutions. This approach encourages learners to scrutinize the world around them, honing their analytical and problem-solving skills. Ultimately, problem-posing education equips learners to become catalysts for positive change.

2. Teacher-Student Relationship:

According to Freire, the teacher-student relationship should be characterized by mutual respect and collaboration. Departing from the conventional role of teachers as mere knowledge transmitters, Freire envisions educators as co-learners actively engaged in collaborative knowledge acquisition. Additionally, teachers play a crucial role in facilitating critical thinking skills in students, promoting a more interactive and shared educational experience.

3. Dialogue and Critical Thinking:

- At the core of Freire's educational theories lies the notion of dialogical education. He promoted an interactive and respectful dialogue between educators and learners, fostering mutual learning. In contrast to the conventional "banking" model, where teachers deposit knowledge into passive students, Freire highlighted a more dynamic approach. In this model, learners actively contribute to the creation of knowledge, leading to a learning environment that is both democratic and empowering.

4. Social Transformation:

The impact of Freire's contributions extends to the realms of social justice and transformative action. He posited that education should not remain impartial but should actively oppose oppression and promote social change. Freire's educational approach inspires learners to engage in critical analysis, questioning unjust systems, and striving towards the creation of a just and equitable society. Teachers, therefore, have a responsibility to raise awareness of social injustices and inspire students to become agents of change.

The Animal School

Once upon a time the animals decided they must do something decisive to meet the increasing complexity of their society. They held a meeting and finally decided to organise a school. The curriculum consisted of running, climbing, swimming and flying. Since these were the basic behaviours of most animals, they decided that all the students should take all the subjects.

The duck proved to be an excellent swimmer, better in fact, than his teacher. He also did well in flying. But he proved to be very poor in running. Since he was poor in this subject, he was made to stay after school to practice it and even had to drop swimming in order to get more time in which to practice running. He was kept at this poorest subject until his webbed feet were so badly damaged that he became only average at swimming. But average was acceptable in the school, so nobody worried about that-except the duck.

The rabbit started at the top of her class in running, but finally had a nervous breakdown because of so much make-up time in swimming - a subject she hated.

The squirrel was excellent at climbing until he developed a psychological block in flying class, when the teacher insisted he start from the ground instead of from the tops of trees. He kept attempting to fly until he became muscle-bound-and received a C in climbing and a D in running.

The eagle was the school's worst discipline problem; in climbing class, she beat all of the others to the top of the tree used for examination purposes in this subject, but she insisted on using her own method of getting there.

The gophers, of course, stayed out of school and fought the tax levied for education because digging was not included in the curriculum. They apprenticed their children to the badger and later joined the groundhogs and eventually started a private school offering alternative education.

Source: NCF 2005 position paper on teacher education for curriculum renewal.

Think and discuss in class:

1. What are your views on differences among us?
2. What kind of diversity exists in our society?
3. What does the school need to do in order to address inequality and diversity?
4. How do you understand inclusion?
5. What role can a teacher play?

Making inclusion a habit

by Papiya Ganguli

Reference: Ganguli, P., 2018. Making inclusion a habit. *Teacher Plus*, [online] Available at: <https://www.teacherplus.org/making-inclusion-a-habit/>

I Am a Teacher Who is Also a Student

by Lubna Ahmed

Reference: Ahmed, L., 2017. I am a teacher who is also a student. *Learning Curve*, [online] Available at: <I Am a Teacher Who is Also a Student - Lubna Ahmed>.

Lesson Plan Template

A. Pre – Teaching (what will you do before teaching the session)

B. During Teaching

Session title: Grade: Time period:	**What will students learn?** (Knowledge/skills/values)

Anticipated students' misconceptions
What ideas you think you may need to clarify/invoke before beginning the class

Centering students' attention How will you begin the session and what will you do to get students' attention?	**What material is needed?** (to be attached)

Introduction of the topic What instructions will be given? What probing question will you ask?	What concepts/terminology will be introduced to students today?
Description of learning Activity	**Individual support** How will you support the individual learner?

Consolidation/closing of the session
What activity/instruction will you give to close the session?

C. After Teaching

Follow up points

Reflections

Assessment Plan
How will you assess that learning has taken place ?

Module Project

You will have to do an individual project for this module. You will design a lesson plan for a particular topic and class. You will present the lesson plan in the final session of this module.

You can choose any topic and prepare a plan for elementary grade students. You can refer to the elementary grade textbooks, search the internet to select a topic. While designing the lesson plan, keep in mind the following:

1. Pre-Teaching (what will you do before teaching the session?)
2. During Teaching
   - Anticipated students' misconceptions
   - Centering students' attention (How will you begin the session and what will you do to get students attention?)
   - Resources needed
   - Process of the session (Introduction, learning activities, consolidation)
3. After Teaching (Follow up points-if there are any important points to be discussed in next class, reflection, assessment plan)

You can present it as a pdf, ppt, or handwritten format. Make sure all the components are included in the presentation.

In Session 12 of the module you will present your final work to the class. The presentation should be a maximum of 5 minutes. You need to stick to this strictly.

Use the different concepts that you have learnt through this module. Finally try to do a smooth and polished presentation.
Good luck!