



Learning Enhancement Programme (LEP)

English Teacher Training

April 2016

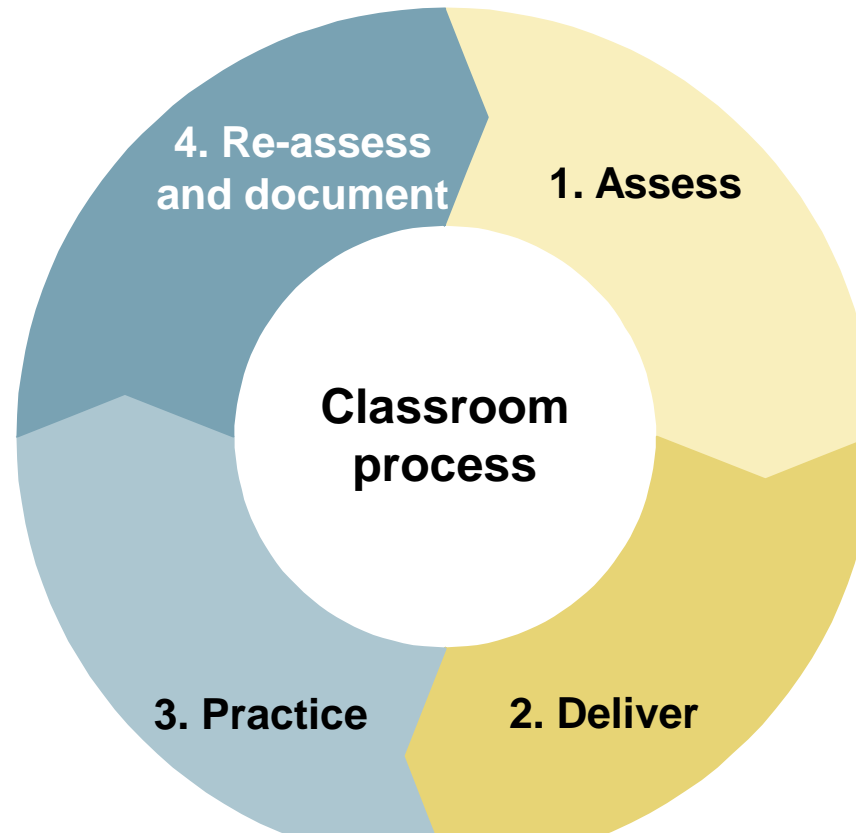
LEP manuals are based on six key principles

Traditional teaching		LEP
Syllabus-focused	➔	Competency-focused
Teacher-centric	➔	Learner-centric
Instructional	➔	Activity-based / participative
Rote learning	➔	Conceptual understanding
One-size-fits-all / standard	➔	Multi-level / differentiated teaching
One-time / rigid examinations	➔	Continuous assessment

LEP teaching methods should ideally be applied in the rest of the school day as well!

These principles translate into the following classroom process for LEP

- Reassess students at the end of every 2-3 chapters and record whether they've understood the chapters competencies in the 'Assessment tracker' given at the end of the LEP books
- Multi-level teaching – activities and worksheets adaptable for different levels of students (not applicable for class 1 and 2) to practice and move up from where they are



- Assess students on competencies of the previous two grades to identify their learning levels at the start of the teaching-learning process (not applicable for Class 1 and 2)
- Activity-based learning to make learning interesting and engaging
- Several group-based activities / peer learning
- *Disproportionate attention by teacher on significantly behind students*

"...need for alternative types of materials to be made available to teachers... with a variety of exercises and activities at different levels for different groups " – NCF 2005

Each chapter has been structured as per the LEP classroom process

Pre-assessment (at the start of the book) – applicable only for class 3-5 manuals

- Assessment tool to gauge students' learning level
- Will enable teacher to broadly identify 2 levels of students, one which is comfortable with competencies of the previous 2 grades (Level 2) and one which is not (Level 1)

Chapter name

- 1. Objectives:** key competencies addressed in the chapter
 - Aligned to Haryana's learning indicators
- 2. Suggested time allocation:** this is the suggestive total time and time for each activity. The teacher could take less or more time depending on the level and number of students
- 3. Teaching-learning materials required:** teaching aids required to deliver the chapter
- 4. Let's Begin:** core teaching-learning process
 - Activities and worksheets to deliver and practice the objectives of the chapter
- 5. Let's know:** post-assessment tool on the key objectives of a unit (combination of 2-3 chapters)

The overall book structure is given below

LEP book structure

1. **Foreword from PSSE and DEE**
2. **Acknowledgments**
3. **"Note to teachers: How to use this manual"** – explains each element of the chapters
4. **Table of contents** – chapter names, objectives, page numbers
5. **Pre-assessment** (only in class 3-5 manuals)
6. **Chapters**
7. **Assessment tracker** for teachers to record at the end of every unit whether students have acquired the LEP competencies or not



Thank you

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