



KENDRIYA VIDYALAYA SANGATHAN



3 DAY WORKSHOP ON Teaching Content with Better Understanding of Pedagogy (XI-XII)

WORKSHOP MANUAL

15.09.2025 - 17.09.2025

KVS ZIET MYSORE

PATRONS

Course Director

Ms. MENAXI JAIN

Deputy Commissioner & Director

ZIET Mysore

Course Coordinator

Ms. VINEETHA N C

Training Associate (English), ZIET Mysore



Associate Course Director

Mr. SUJITH JANARDHANAN

I/c Principal KV Ramavarmapuram

Resource Persons



Ms. MAYA G PILLAI

PGT English

PM SHRI KV PATTOM SHIFT 1



Ms. LETHA SUNUKUMAR

PGT English

PM SHRI AVADI HVF

List of Participants

| S. No | NAME OF TEACHER | NAME OF KV | Region |
|-------|-----------------------------|----------------------------|-----------|
| 1 | MR JINEESH P | PM SHRI KV NILESHWAR | ERNAKULAM |
| 2 | MS DIVYA R | PM SHRI KV KELTRON NAGAR | ERNAKULAM |
| 3 | PREETHY T K | PM SHRI KV KANJIKODE | ERNAKULAM |
| 4 | MR.VIJESH ANAND NARAYAN | PM SHRI KV THRISSUR | ERNAKULAM |
| 5 | MR. SHERSHAD SHAIK C N | PM SHRI KV INS | ERNAKULAM |
| 6 | MRS. SHARIKA S. BABU | DRONACHARYA | ERNAKULAM |
| 7 | MRS.KARUNA PURUSHOTHAMAN | PM SHRI KV IDUKKI | ERNAKULAM |
| 8 | MRS. KAVITA | PM SHRI KV CHENNEERKARA | ERNAKULAM |
| 9 | SH. ATUL KUMAR PANDEY | PM SHRI KV SAP PEROORKADA | ERNAKULAM |
| 10 | MRS. K. MOOKAMMAL | CUDDALORE NLC | CHENNAI |
| 11 | MRS. ARATHI S SUVINDU | MADURAI NO.II | CHENNAI |
| 12 | MRS. MARJARY DEVAGNANAM. P | SIVAGANGA | CHENNAI |
| 13 | MRS. R. RAJALAKSHMI | TAMBARAM NO.II | CHENNAI |
| 14 | MRS. R. KAVITHA KRISHNAVENI | TIRUCHIRAPALLI NO.I (OE) | CHENNAI |
| 15 | SMT. R. KAVITHA KRISHNAVENI | PONDICHERRY NO.I (SHIFT-I) | CHENNAI |
| 16 | MRS. DEVI S R | PORT BLAIR NO.I | CHENNAI |
| 17 | M. RAMESH | BOWENPALLY | HYDERABAD |
| 18 | BOLIMERA NAGESWARA RAO | GOOTY | HYDERABAD |
| 19 | REMYA P | MACHILIPATNAM | HYDERABAD |
| 20 | NOBLE ANTONY | NALGONDA | HYDERABAD |
| 21 | MR K R PRASAD | NFC NAGAR | HYDERABAD |
| 22 | B LAVA KUMAR | SRIKAKULAM | HYDERABAD |
| 23 | K SRIKANTH | TENALI | HYDERABAD |
| 24 | ALPANA GUPTA | TIRUMALGIRI | HYDERABAD |
| 25 | PULLURU LUTHER | TIRUPATI NO.1 SHIFT 1 | HYDERABAD |
| 26 | MRS.A.HEMILA | UPPAL NO.2 | HYDERABAD |
| 27 | VAIJINATH PUJARI | BIDAR-AFS | BENGALURU |
| 28 | VEERABHADRA NAIK S | DAVANGERE | BENGALURU |
| 29 | SHWETA | HUBLI NO.1 | BENGALURU |
| 30 | MRS. BHAVNA SINGH | KV SHIVAMOGGA | BENGALURU |
| 31 | MRS PRITI SHARMA | YELAHANKA-AFS | BENGALURU |
| | RANJANA PANDEY | KV MEG & CENTRE | BENGALURU |



SCHEDULE FOR 3 – DAY WORKSHOP

| DAY | 9.00AM – 9.30AM | 9.30AM - 11.00AM | 11.00AM – 11.15AM | 11.15AM - 1.00PM | 1.00PM- 2.00PM | 2.00PM - 3.30PM | 3.30PM – 3.45PM | 3.45PM - 5.30PM |
|-------------|-----------------|---|-------------------|---|----------------|---|-----------------|---|
| 15.09. 2025 | Inauguration | Language needs and cognitive abilities of adolescents- Bridging gaps from secondary (Class X) to senior secondary level MS.LETHA SUNUKUMAR | TEA BREAK | Language teaching as per NCF-SE 2023 ACD | LUNCH BREAK | Backward Design and Differentiation MS.MAYA G PILLAI | TEA BREAK | Peer teaching and reflective practices for learners MS.LETHA SUNUKUMAR |
| 16.9.2025 | Prayer | Teaching reading, writing , Speaking and Listening skills effectively MS.MAYA G PILLAI | | Use of technology in English teaching MS.LETHA SUNUKUMAR | | classroom Strategies & Techniques- Scaffolding, Questioning techniques and Feedback MS.MAYA G PILLAI | | Assessment and Evaluation in English ACD |
| 17.09. 2025 | Prayer | critical and creative questioning, Strategies for interdisciplinary integration MS.LETHA SUNUKUMAR | | Inclusive and Differentiated Teaching in English for Supporting learners with varying proficiency levels - Remedial and enrichment planning MS.MAYA G PILLAI | | Best pedagogical practices by participants | | ASSESSMENT TEST, FEEDBACK VALEDICTORY FUNCTION |



Group Dynamics

GROUP 1

| | |
|------------------------------|-----------------------------|
| Mr JINEESH P | PM SHRI KV NILESHWAR |
| Ms DIVYA R | PM SHRI KV KELTRON NAGAR |
| Ms PREETHY T K | PM SHRI KV KANJIKODE |
| Mr M RAMESH | BOWENPALLY |
| Mr BOLIMERA NAGESWARA RAO | GOOTY |
| Ms REMYA P | MACHILIPATNAM |

GROUP 2

| | |
|----------------------------|-------------------------------|
| Mr VAIJINATH PUJARI | BIDAR-AFS |
| Mr VEERABHADRA NAIK S | DAVANGERE |
| Mr VIJESH ANAND NARAYAN | PM SHRI KV THRISSUR |
| Mr SHERSHAD SHAIK C N | PM SHRI KV INS DRONACHARYA |
| Mr ATUL KUMAR PANDEY | CUDDALORE NLC |
| Ms K. MOOKAMMAL | MADURAI NO.II |
| Ms. ARATHI S SUVINDU | SIVAGANGA |

GROUP 3

| | |
|------------------------------|--------------------------------|
| Mr K R PRASAD | NFC NAGAR |
| Mr B LAVA KUMAR | SRIKAKULAM |
| Ms SHARIKA S. BABU | PM SHRI KV IDUKKI |
| Ms KARUNA PURUSHOTHAMAN | PM SHRI KV CHENNEERKARA |
| Ms. KAVITA | PM SHRI KV SAP PEROORKADA |
| Ms. MARJARY DEVAGNANAM. P | TAMBARAM NO.II |
| Ms. R. RAJALAKSHMI | TIRUCHIRAPALLI NO.I (OE) |
| Ms R. KAVITHA KRISHNAVENI | PONDICHERRY NO.I (SHIFT- I) |



Editorial....

We are delighted to present this workshop manual, carefully designed to guide participants through an enriching and interactive learning journey. The purpose of this manual is not only to provide structured content, but also to inspire collaboration, critical thinking, and creativity among all learners.

Workshops are more than just sessions—they are shared spaces of growth, exchange, and discovery. Each activity outlined here aims to encourage active participation, promote teamwork, and translate ideas into meaningful outcomes. By working together in groups, sharing perspectives, and engaging with the exercises, participants will not only gain knowledge but also build the courage and confidence to apply it in real life.

We hope this workshop empowers participants to embrace challenges, celebrate diversity and carry forward the spirit of collaboration long after the workshop concludes.

| EDITORIAL BOARD | |
|-------------------|----------------------------------|
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| Mr K SRIKANTH | PM SHRI KV TENALI |
| Ms ALPANA GUPTA | PM SHRI KV TIRUMALGIRI |
| Mr PULLURU LUTHER | PM SHRI KV TIRUPATI NO.1 SHIFT 1 |
| Ms. SHWETA | PM SHRI KV HUBLI NO.1 |
| Ms BHAVNA SINGH | PM SHRI KV SHIVAMOGGA |



SETTING THE TONE: DAY ONE

The first day of the workshop on Teaching Content with better understanding of pedagogy was commenced with the auspicious KVS prayer song led by Honourable Course Director and Deputy Commissioner, Menaxi Jain Madam and respected resource persons and Course Coordinator, Ms. Vineetha N C presided over the programme. Around 32 Teachers across four regions participated enthusiastically in the inaugural program.

Welcome address was delivered by Ms. Vineetha, Course Coordinator and she provided information regarding the course structure and modalities of the workshop.

Subsequent to this, all the teachers introduced themselves and showed their interest in participating in the workshop.

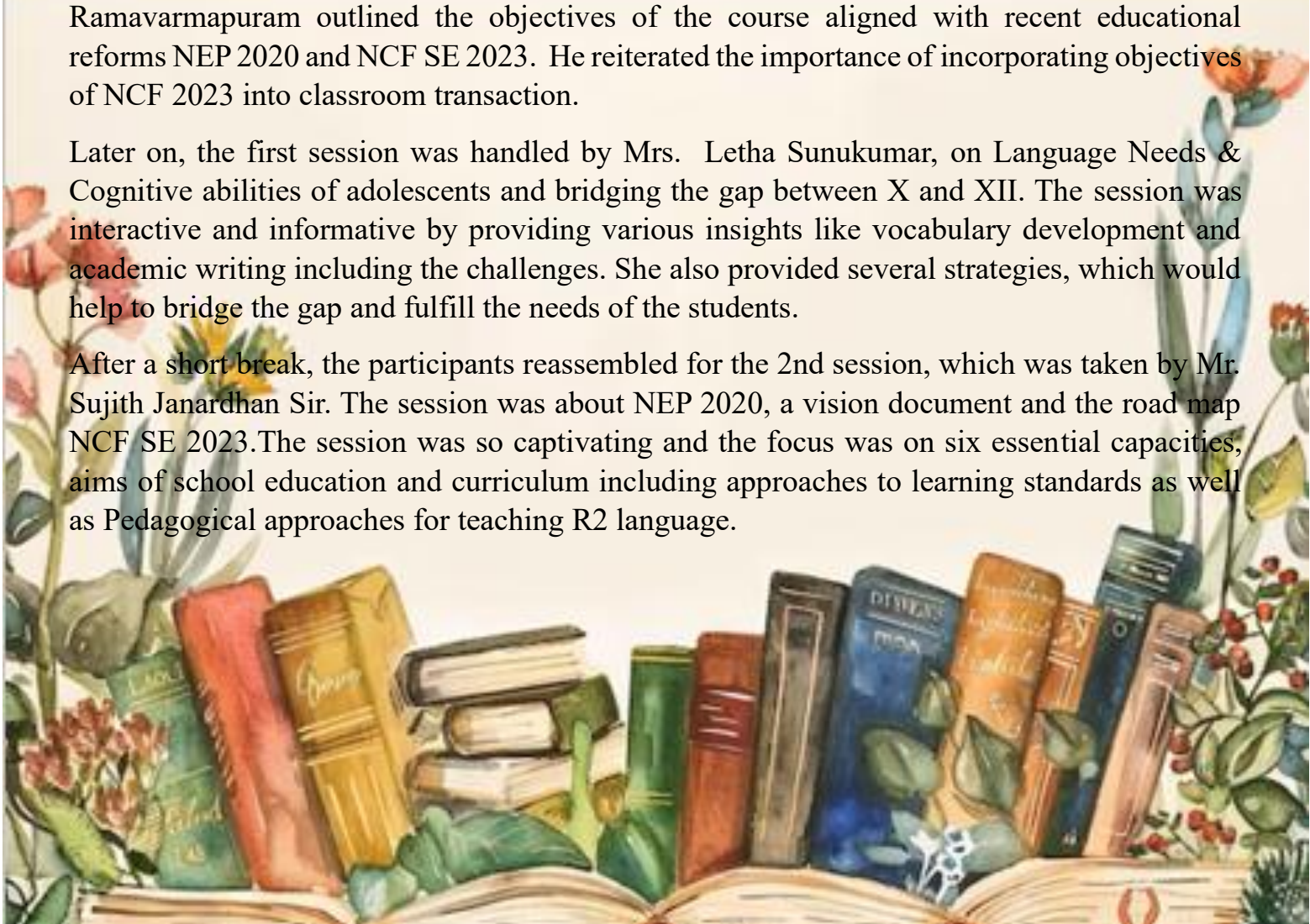
The workshop was organized to offer teachers deeper insight into pedagogical approaches for teaching XI & XII classes. The aim was to assist the teachers to enhance both the content delivery and provide better learning experiences to the students.

The Course Director Ms Menaxi Jain, the Keynote speaker, who envisioned the objectives of the course, emphasized on the role of Communication skills in the 21st Century and also guided and encouraged the participants to enhance their professional skills in order to achieve the professional targets.

In continuation to this, Mr. Sujith Janardhan, ACD & I/C Principal, PM SHRI KV Ramavarmapuram outlined the objectives of the course aligned with recent educational reforms NEP 2020 and NCF SE 2023. He reiterated the importance of incorporating objectives of NCF 2023 into classroom transaction.

Later on, the first session was handled by Mrs. Letha Sunukumar, on Language Needs & Cognitive abilities of adolescents and bridging the gap between X and XII. The session was interactive and informative by providing various insights like vocabulary development and academic writing including the challenges. She also provided several strategies, which would help to bridge the gap and fulfill the needs of the students.

After a short break, the participants reassembled for the 2nd session, which was taken by Mr. Sujith Janardhan Sir. The session was about NEP 2020, a vision document and the road map NCF SE 2023. The session was so captivating and the focus was on six essential capacities, aims of school education and curriculum including approaches to learning standards as well as Pedagogical approaches for teaching R2 language.



In the post lunch Session, Mrs. Maya G Pillai, the Resource Person discussed and elaborated the Backward Design and Differentiation. Her dynamic presentation made every participant involve vibrantly. In connection to this, she conducted an activity on implementation of Backward Design. The participants actively participated and acquired more strategies.

The final session was conducted by Mrs Letha Sunukumar on Peer teaching and Reflective practices, in which she highlighted the various aspects of peer-to-peer learning, Challenges and Benefits of Reflective practices. After that, the teams were assigned different activities in order to test the level of understanding of the participants. The day was concluded with an interesting activity on Jigsaw method.

The brainstorming sessions enabled the participants to recognize the components to be incorporated in the classroom transaction and they acquired extensive knowledge. It was an enriching day where the participants not only learnt different strategies but also honed their skills and gained insights of the concepts dealt.

EXPLORING DEEPER: DAY TWO

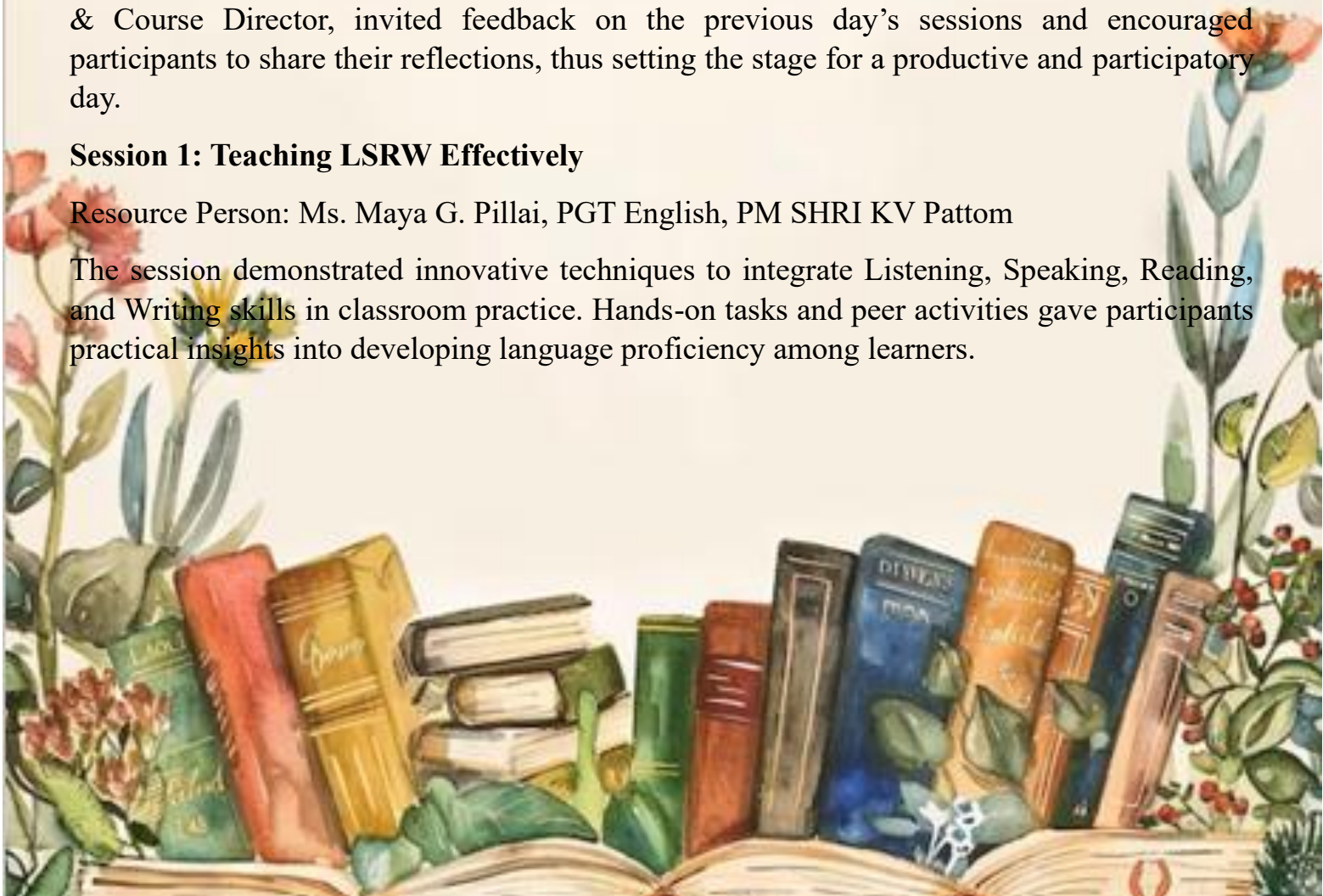
The second day of the three-day workshop for PGT English teachers from the Ernakulam, Chennai, Hyderabad, and Bengaluru regions began on an energetic note with a morning assembly presented by Group 1. The programme created a positive and collaborative atmosphere for the day's academic engagements.

In her address to the participants, Ms. Menaxi Jain, Deputy Commissioner, KVS ZIET Mysore & Course Director, invited feedback on the previous day's sessions and encouraged participants to share their reflections, thus setting the stage for a productive and participatory day.

Session 1: Teaching LSRW Effectively

Resource Person: Ms. Maya G. Pillai, PGT English, PM SHRI KV Pattom

The session demonstrated innovative techniques to integrate Listening, Speaking, Reading, and Writing skills in classroom practice. Hands-on tasks and peer activities gave participants practical insights into developing language proficiency among learners.



Session 2: Use of Technology in Teaching English

Resource Person: Ms. Letha Sunukumar, PGT English, PM SHRI KV HVF Avadi

This session explored digital platforms, tools, and applications that can transform English classrooms into dynamic learning spaces. Teachers engaged in discussions and shared best practices of technology integration.

Session 3: Classroom Strategies and Techniques

Resource Person: Ms. Maya G. Pillai, PGT English, PM SHRI KV Pattom

Focusing on scaffolding, questioning techniques, and feedback, this session highlighted how purposeful strategies can support diverse learners. Through group work and activities, participants practiced ways of applying these methods effectively.

Session 4: Assessment and Evaluation in English

Resource Person: Mr. Sujith Janardhanan, I/C Principal, PM SHRI KV Ramavarmapuram & Associate Course Director

This interactive session dealt with aligning assessments with learning objectives. Participants collaborated in designing rubrics and explored innovative evaluation strategies to make assessment more skill-oriented and learner-friendly.

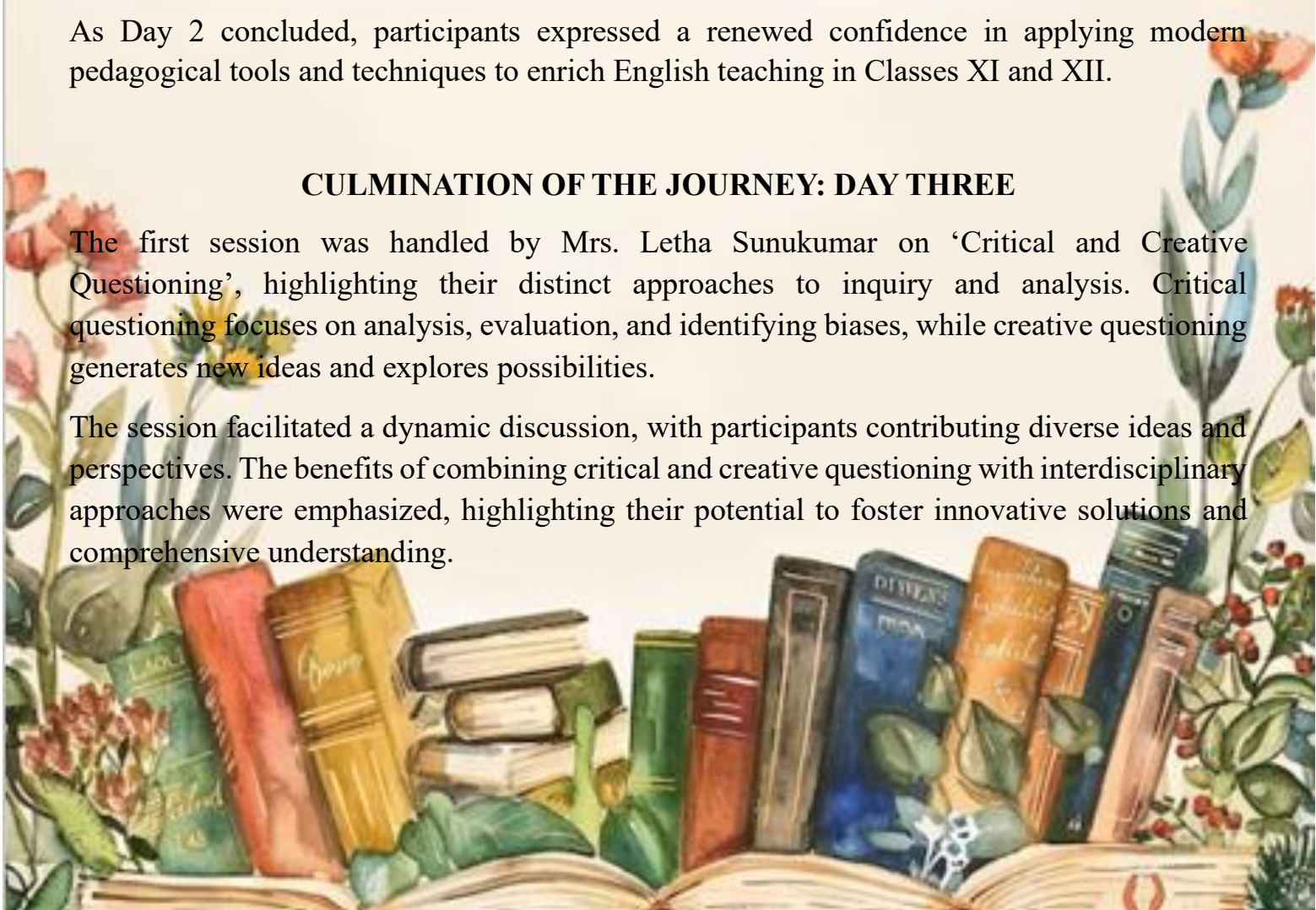
The day was marked by enthusiastic participation, lively discussions, and engaging group presentations, making the workshop not just informative but also collaborative and inspiring.

As Day 2 concluded, participants expressed a renewed confidence in applying modern pedagogical tools and techniques to enrich English teaching in Classes XI and XII.

CULMINATION OF THE JOURNEY: DAY THREE

The first session was handled by Mrs. Letha Sunukumar on 'Critical and Creative Questioning', highlighting their distinct approaches to inquiry and analysis. Critical questioning focuses on analysis, evaluation, and identifying biases, while creative questioning generates new ideas and explores possibilities.

The session facilitated a dynamic discussion, with participants contributing diverse ideas and perspectives. The benefits of combining critical and creative questioning with interdisciplinary approaches were emphasized, highlighting their potential to foster innovative solutions and comprehensive understanding.



The session provided valuable insights into effective teaching strategies and literary analysis. By incorporating these approaches, educators can create engaging and supportive learning environment that cater to diverse needs and promote academic success.

The session concluded with an engaging activity, where participants were invited to craft creative and critical questions based on lessons from Class XI or XII. This sparked a lively discussion, with participants sharing diverse and innovative ideas.

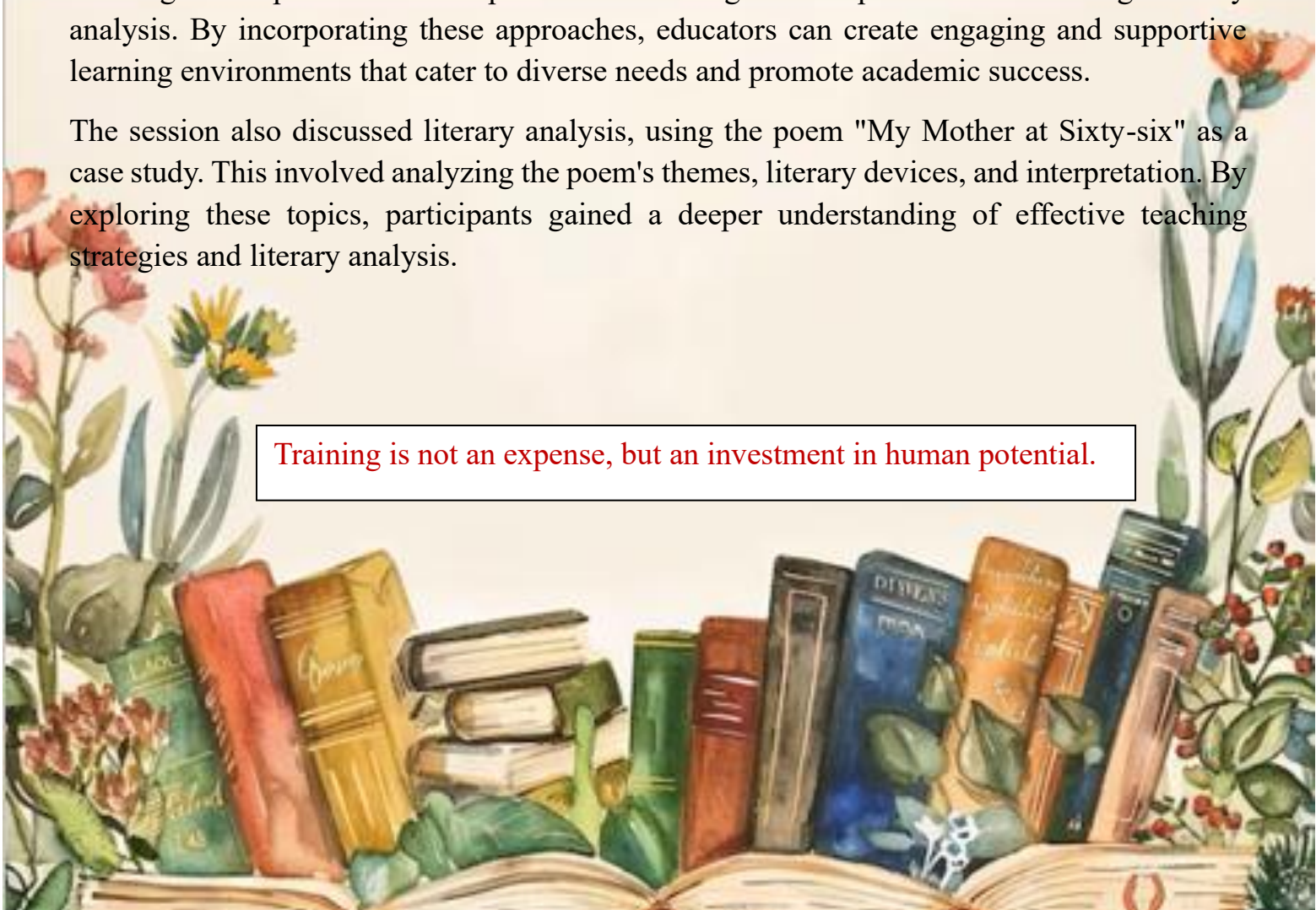
Session 2- Inclusive and differentiated Teaching

The second session was taken by Mrs. Maya G Pillai. The session focused on exploring various teaching strategies, including differentiated instruction, remedial teaching, and enrichment teaching. Differentiated instruction involves tailoring instruction to meet diverse learning needs through flexible grouping, varied instructional approaches, and ongoing assessment. Remedial teaching approaches support students who require additional help, including diagnostic assessment, vocabulary building, and error analysis. Enrichment teaching fosters advanced learning through depth and complexity, critical thinking, and practical applications.

Key takeaways from the session include the importance of tailored instruction to meet diverse learning needs, the value of diagnostic assessment and vocabulary building in remedial teaching, and the benefits of providing opportunities for advanced learning through enrichment teaching. Participants also developed critical thinking and interpretation skills through literary analysis. By incorporating these approaches, educators can create engaging and supportive learning environments that cater to diverse needs and promote academic success.

The session also discussed literary analysis, using the poem "My Mother at Sixty-six" as a case study. This involved analyzing the poem's themes, literary devices, and interpretation. By exploring these topics, participants gained a deeper understanding of effective teaching strategies and literary analysis.

Training is not an expense, but an investment in human potential.



Activity on Listening Speaking Reading Writing

During the activity, teachers from Group 5 discussed different strategies for developing the four language skills among students.

For **Listening**, the group suggested playing the story of *Sudha Chandran*, the celebrity dancer, so that students could listen attentively and comprehend details.

For **Speaking**, they recommended conducting a **group discussion** on the challenges faced by differently-abled persons (visually, mentally, or physically challenged) or children with special needs (CWSN). This would allow students to express ideas, exchange views, and build confidence.

In the **Reading** segment, the teachers proposed a **dramatisation or role play** activity where students read dialogues in turns, making the learning interactive.

For **Writing**, it was decided that students could be asked to write a **diary entry** expressing their thoughts and feelings after meeting *Mr. Lamb*.

Through this integrated activity, the group concluded that all four skills—Listening, Speaking, Reading, and Writing—can be meaningfully developed in a connected manner.

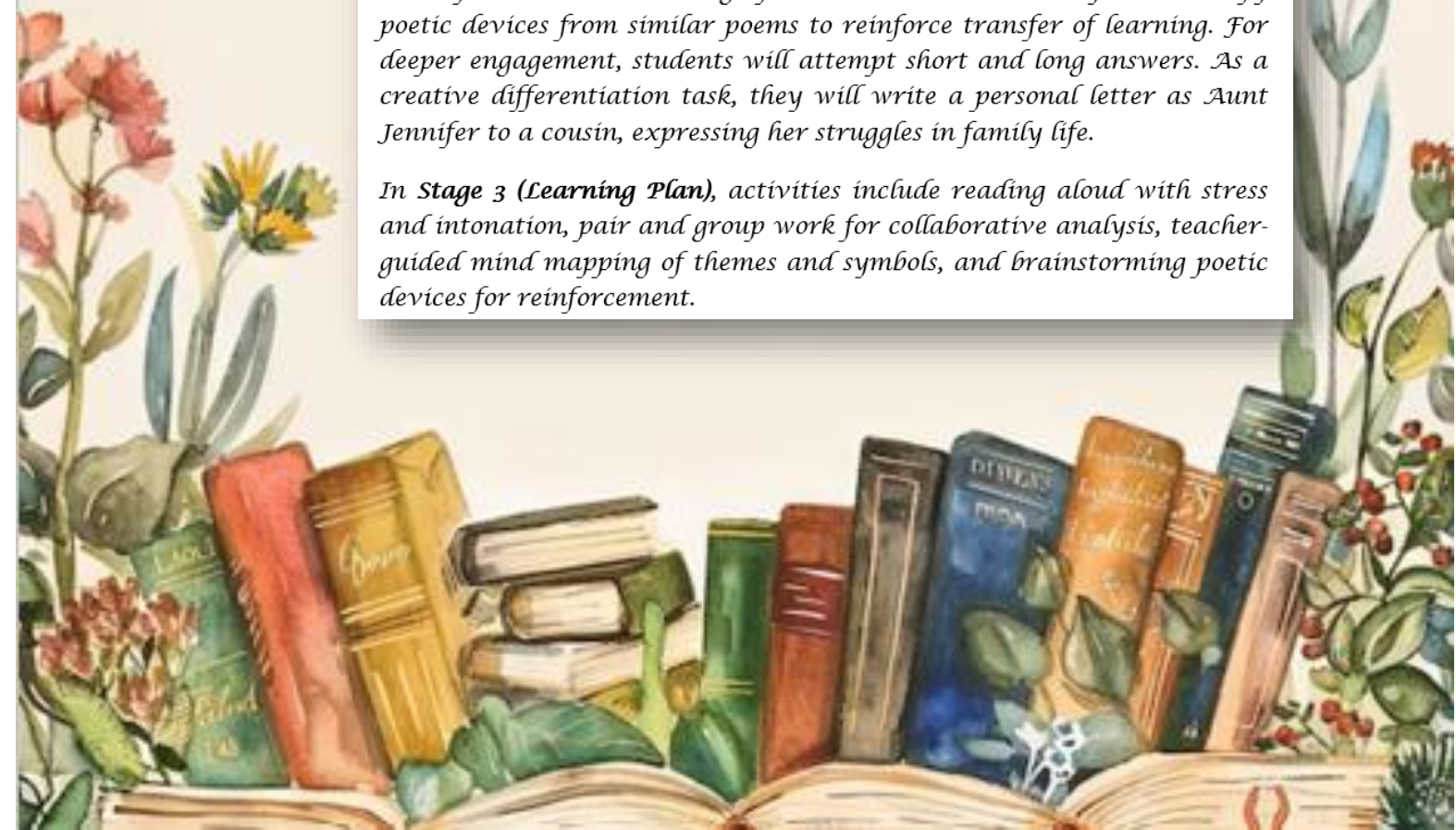
EXPLORING ENGAGING EXPERIENCE

Activity: Backward Design with Differentiation

In **Stage 1 (Desired Results)**, students will explore themes of oppression, male domination, and gender inequality reflected in *Aunt Jennifer's Tigers*. They will recognize poetic devices such as imagery and symbolism while contrasting Aunt Jennifer's submissive real self with her bold artistic expression.

In **Stage 2 (Assessment Evidence)**, students will answer MCQs and CBQs to check factual understanding of themes and devices. They will identify poetic devices from similar poems to reinforce transfer of learning. For deeper engagement, students will attempt short and long answers. As a creative differentiation task, they will write a personal letter as Aunt Jennifer to a cousin, expressing her struggles in family life.

In **Stage 3 (Learning Plan)**, activities include reading aloud with stress and intonation, pair and group work for collaborative analysis, teacher-guided mind mapping of themes and symbols, and brainstorming poetic devices for reinforcement.



Building Stronger Classrooms Together: Visual Galore...



Marking the Beginning....





Guided by our
Resource
Persons:
Deepening
Pedagogical
Understanding.



**Collaborative Session –
Ideas shared, lessons
refined.**





Smart Tools for Smart Classrooms

| | |
|----|--|
| 1 | Kahoot – Vocabulary and grammar games. |
| 2 | Google Classroom – Share vocabulary lists, grammar worksheets, and interactive exercises. |
| 3 | Seesaw – Digital learning journal where students can upload reading responses, written work, voice notes, etc. |
| 4 | Quizlet – Create vocabulary flashcards with audio, images, and games. |
| 5 | Blooket – Gamified quizzes for grammar and vocabulary. |
| 6 | Memrise – Uses spaced repetition and videos from native speakers for vocabulary. |
| 7 | Duolingo – Fun, game-based vocabulary and grammar learning. |
| 8 | British Council LearnEnglish – Grammar and vocabulary resources with activities and games. |
| 9 | FluentU / LingQ |
| 10 | Grammarly Keyboard / LanguageTool – Real-time grammar correction and suggestions. |
| 11 | WordUp – Context-based vocabulary learning using real-world examples. |
| 12 | Flip (formerly Flipgrid) – Video-based reflections and speaking + writing prompts. |
| 13 | Moodle – Create grammar quizzes, vocabulary glossaries, and collaborative tasks. |
| 14 | Powtoon / Animaker – Make animated grammar explanations or vocabulary stories. |
| 15 | Padlet / Jamboard – Collaborative word banks and grammar brainstorming. |
| 16 | VoiceThread / Flip – Students record spoken sentences using new vocabulary or grammar points. |
| 17 | Wordwall – Customizable games like matching, crossword, or word search focused on grammar/vocabulary. |
| 18 | Edublogs |
| 19 | Quizizz |
| 20 | Microsoft Teams |
| 21 | Anki – Flashcards with spaced repetition, great for personalized vocabulary lists. |
| 22 | Genially – Create engaging visual grammar explanations or vocabulary posters. |
| 23 | NoRedInk |
| 24 | Vimeo |
| 25 | Edpuzzle. |
| 26 | Twee.com |
| 27 | Turnitin |
| 28 | Replika |
| 29 | Blogger |
| 30 | YouTube |
| 31 | Vocabulary.com |

For Detailed Coverage, Click Here

https://drive.google.com/drive/folders/1pXspxWazYtXwomZ2l7yTP5xtxsvqE7GW?usp=drive_link





As educators, we don't just teach subjects, we shape futures. Let's empower students with 21st-century skills, infusing values of empathy, kindness, and integrity. By integrating character with knowledge, we create a brighter tomorrow. Let's inspire, motivate, and guide them to become thoughtful leaders and compassionate citizens.

