

केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN



WORKSHOP ON ORIENTATION OF NEW TEXT BOOKS IN ENGLISH

FROM 29/06/2026 TO 03/07/2026

अंग्रेज़ी की नई पाठ्यपुस्तकों के परिचय पर कार्यशाला

29/06/2026 से 03/07/2026 तक

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DIRECTOR'S MESSAGE



The successful completion of the five-day Orientation Programme on the New English Textbooks for Trained Graduate Teachers marks another significant step in the continuous professional development initiatives of KVS ZIET Mysuru. Designed in alignment with the vision of the National Education Policy 2020, the workshop provided participants with a comprehensive understanding of the philosophy, structure and pedagogical foundations of the newly introduced English textbooks. Through thoughtfully planned sessions on learning objectives, progression of competencies, themes and genres, conceptual clarity, experiential learning, competency-based assessment and the integration of digital and AI-supported resources, the programme sought to strengthen teachers' capacity to create meaningful, engaging and learner-centred English classrooms. The demonstration lessons presented by the participants further transformed the workshop into a vibrant forum for reflection, collaboration and professional dialogue.

This manual has been prepared as a post-workshop resource to document the deliberations, key ideas and pedagogical practices explored during the programme. It is intended not merely as a record of the workshop but as a practical reference that teachers can revisit while implementing the new textbooks in their classrooms. I am confident that the knowledge, skills and perspectives gained through this orientation will enable our teachers to nurture critical thinking, creativity, communication and collaboration among learners, while fostering a genuine appreciation for language and literature. I congratulate all the participants on the successful completion of the programme and extend my sincere appreciation to the Associate Course Director, resource persons and the organising team for their dedicated efforts in making this workshop a meaningful and rewarding professional learning experience. I wish every teacher continued success in translating these enriching experiences into impactful classroom practices.

With warm regards,

Mr. P.I.T Raja

Director

ZIET Mysuru

PREFACE

The five-day Orientation Programme on the New English Textbooks for Trained Graduate Teachers was conceived to equip teachers with a comprehensive understanding of the philosophy, structure and pedagogical foundations of the newly introduced English textbooks. **The primary objectives of the workshop** were to familiarise participants with the learning objectives, competency progression, themes and genres embedded in the textbooks; strengthen conceptual clarity regarding competency-based and experiential learning; enhance teachers' capacity to design learner-centred classroom experiences; integrate digital and AI-enabled tools into language teaching; and promote effective assessment practices aligned with the curricular goals envisioned in the National Education Policy 2020. Through expert-led sessions, collaborative discussions and demonstration lessons, the workshop provided meaningful opportunities for professional reflection and pedagogical enrichment.

Expected learning outcomes:

The workshop envisaged that participants would develop the confidence and competence to implement the new English textbooks effectively in their classrooms. By the end of the programme, teachers were expected to interpret curricular expectations with clarity, plan engaging competency-based learning experiences, integrate experiential and technology-supported pedagogies, employ appropriate assessment strategies, and create inclusive language classrooms that foster communication, creativity, collaboration and critical thinking. This manual has been compiled as a post-workshop resource, bringing together the key ideas, deliberations and best practices shared during the programme. It is hoped that this document will continue to serve as a practical reference, supporting teachers in translating the workshop's learning into meaningful and impactful classroom practice.

ACKNOWLEDGEMENT

The successful conduct of the five-day Orientation Programme on the New English Textbooks for Trained Graduate Teachers was made possible through the collective efforts and wholehearted support of numerous individuals whose commitment and expertise contributed significantly to the programme's success.

We express our profound gratitude to the **Director, ZIET Mysuru, Sri P. I.T. Raja , Deputy Commissioner KVS** for his inspiring leadership, constant encouragement and unwavering support in fostering meaningful professional development initiatives for teachers of Kendriya Vidyalayas. We place on record our sincere appreciation to **Ms. Usha M. K., TGT English, PM SHRI Kendriya Vidyalaya Malappuram**, Associate Course Director, whose meticulous planning, effective coordination and dedicated guidance ensured the smooth organisation and successful execution of the workshop.

Our heartfelt appreciation is extended to the distinguished Resource Persons, **Ms. Saravana Sundari, TGT English, PM SHRI Kendriya Vidyalaya Tirumalagiri**, and **Ms. Jabeen Abbas Ali Fazil, TGT English, PM SHRI Kendriya Vidyalaya Bolarum**, for sharing their rich professional experience, subject expertise and innovative pedagogical insights. Their engaging sessions, thoughtful deliberations and practical demonstrations greatly enriched the learning experience of the participants. We also acknowledge the enthusiastic participation, collaborative spirit and professional commitment displayed by all the teachers, whose active involvement transformed the workshop into a vibrant platform for learning and reflection. Finally, we extend our sincere thanks to every member of the administrative and support staff of ZIET Mysuru for their invaluable assistance in ensuring the seamless conduct of the programme. It is through the collective efforts of all these stakeholders that the workshop achieved its objectives and this manual has been brought to fruition as a lasting resource for teachers.

INDEX

PAGE NUMBER	TOPIC
1	TRAINING TEAM AND PARTICIPANTS
2	TIME TABLE
3-7	REPORT OF DAY1
8-12	REPORT OF DAY2
13-14	REPORT OF DAY3
15-16	REPORT OF DAY 4
17	REPORT OD DAY 5
18	A WRITE UP ON THE SESSIONS TAKEN BY MS. USHA MK, THE ASSOCIATE COURSE DIRECTOR
19	A WRITE UP ON THE SESSIONS TAKEN BY MS.SARAVANA SUNDARI, RESOURCE PERSON
20	A WRITE UP ON THE SESSIONS TAKEN BY MS. JABEEN ABBAS ALI FAZIL,RESOURCE PERSON
21	PHOTO GALLERY
22	GROUP PHOTO
23	CHIEF TAKEAWAYS AND USEFUL LINKS

TRAINING TEAM AND PARTICIPANTS

S.NO.	NAME OF THE EMPLOYEE	M/F	SCHOOL
ACD	MS. USHA MK	FEMALE	KV MALAPPURAM
RP	MS. SARAVANA SUNDARI	FEMALE	KV TIRUMALAGIRI
RP	MS. JABEEN ABBAS ALI FAZIL	FEMALE	KV BOLARUM
1	MRS.D GEETALATHA	FEMALE	KV NO1 PONDICHERI SHIFT 1
2	MS. KANIKA PAWAR	FEMALE	PM SHRI KV HVF AVADI
3	MS. PALLAVI K	FEMALE	PM SHRI KV NO. 1 ARRAKKONAM
4	MRS. PRIYA M	FEMALE	PM SHRI KV AFS SULUR
5	MRS. KALYANI T	FEMALE	KV IIT CHENNAI
6	MRS. VINEETHA V NAIR	FEMALE	PM SHRI KV COIMBATORE
7	MR. ROY UMMEN	MALE	KV NO 1 TRICHY
8	HINA SHARMA	FEMALE	EDDUMAIALRAM
9	VANDANA YADAV	FEMALE	NALGONDA
10	SARITHA GOPALA KRISHANAN-	FEMALE	NO1 TIRUPATI(SHIFT-2)
11	PANKAJ PATEL	MALE	SIDDIPET
12	NISSY K PAUL	FEMALE	PM SHRI KV AFS BEGUMPET
13	NILESH ASHOK JADHAV	MALE	PM SHRI KV AFS HAKIMPET
14	P SUNITHA	FEMALE	PM SHRI KVNO 1 UPPAL
15	ASWATHI P K	FEMALE	PM SHRI KV KANHANGAD
16	SOORAJ A K	MALE	PM SHRI KV KANNUR
17	SHELEENA C	FEMALE	PM SHRI KV OTTAPALAM
18	RENJINI V S	FEMALE	PM SHRI KV NAD ALUVA
19	JISMY ABDUL KADER	FEMALE	PM SHRI KV NO.1 NAVAL BASE KOCHI
20	ADARSH R NAIR	MALE	PM SHRI KV ADOOR(SHIFT I)
21	NEETHUMOL U S	FEMALE	PM SHRI KV PANGODE
22	DEVIDAS C C	MALE	PM SHRI KV SAP PEROORKADA
23	DEEPA MANOJ NAIR	FEMALE	KV MEG & CENTRE
24	DAINY DANIEL	MALE	KV NO.1 AFS JALAHALLI
25	A G SREEPRAKASH	MALE	KV MG RAILWAY
26	DEEKSHA	FEMALE	KV AFS YELAHANKA
27	MR.VIJAYNARSIMHA	FEMALE	PM SHRI KV MYSURU
28	P.PURUSHOTHAMA NAIDU	MALE	RWF YELAHANKA
29	C.SARAVANAN	MALE	IISC
30	SAJNA HAMEED K H	FEMALE	DAVANAGERE

TIME TABLE

KVS ZONAL INSTITUTE OF EDUCATION AND TRAINING MYSURU								
TIME TABLE - TGT ENGLISH								
DATE		SESSION 1 (9.30 - 11.00 AM)		SESSION 2 (11.15- 1.00 PM		SESSION3 (1.00 PM - 3.30 PM)		SESSION4 (3.45 PM- 5.30 PM
29/6/26	Inauguration	The learning objectives specified by NEP 2020 for language teaching and how that applies to the textbooks USHA MK	TEA BREAK (11.00-11.15 AM)	Themes and genres explored in the text book (1 session) SARAVANA SUNDARI	LUNCH (1.00-2.00 PM)	Shift from old text book to new-What are the changed expectations from English class rooms? (1 session) USHA MK	TEA BREAK (3.30 PM-3.45 PM)	Demonstration classes by participants using objective based lesson plans
30/6/26	ASSEMBLY	The progression of skills through the different units in the text book JABEEN		Effective pedagogy for developing competencies of - interpreting texts, evaluating ideas, expressing opinions, presenting arguments, writing for authentic purposes, collaborating and discussing. (2 sessions) SARAVANA SUNDARI		Effective pedagogy for developing competencies of - interpreting texts, evaluating ideas, expressing opinions, presenting arguments, writing for authentic purposes, collaborating and discussing. (2 sessions) SARAVANA SUNDARI		Demonstration classes by participants using objective based lesson plans
1/7/2026	ASSEMBLY	Conceptual clarity - theme, tone, perspective, imagery, symbolism, purpose, narrative voice, and characterization in KAVERI (2 sessions) USHA MK		Conceptual clarity - theme, tone, perspective, imagery, symbolism, purpose, narrative voice, and characterization in KAVERI (2 sessions) USHA MK		Demonstration classes by participants using objective based lesson plans		Demonstration classes by participants using objective based lesson plans
2/7/2026	ASSEMBLY	Digital and AI-supported resources to enhance language learning.(1 session) JABEEN		Demonstration classes by participants using objective based lesson plans		Experiential learning for each lesson – Activities that can be conducted (2 sessions) SARAVANA SUNDARI		Experiential learning for each lesson – Activities that can be conducted (2 sessions) SARAVANA SUNDARI
3/7/2026	ASSEMBLY	competency-based assessment tools aligned with learning outcomes. JABEEN		competency-based assessment tools aligned with learning outcomes. JABEEN		ASSESSMENT AND FEEDBACK		VALEDICTORY FUNCTION

REPORT OF DAY 1

The programme began with the prayer, followed by an inspiring inaugural address by the Deputy Commissioner, **Shri P. I. T. Raja**. Drawing upon his vast administrative and educational experience, he shared several practical insights for effective classroom practice. He emphasised that every teacher should prepare individual student profiles to identify learners' strengths and areas requiring support, enabling meaningful and need-based instruction. He encouraged teachers to acquaint themselves thoroughly with the **Foreword** of the Class IX *Kaveri* English textbook to understand its educational philosophy and vision.



He also stressed the importance of reading and explaining the final page of the textbook to students so as to create awareness regarding the **POCSO Act** and the **Child Helpline**, thereby reinforcing the school's commitment to child safety and well-being. He reiterated that English language teaching must consciously develop the four language skills: Listening, Speaking, Reading and Writing, and inspire creativity, curiosity and critical thinking among learners.

Further, he advised teachers to familiarise themselves with the English curriculum from Classes VI to XII to appreciate the continuity and progression of learning outcomes. He encouraged participants to learn from experienced colleagues through professional dialogue and to exchange effective classroom strategies for supporting both remedial learners and advanced learners. His address served as a thoughtful reminder that a sound understanding of **NEP 2020**, pedagogy and the philosophy underpinning the new textbooks is indispensable for every English teacher.

Following the inaugural session, the first academic session was conducted by **Ms. Usha M.K.**, Associate Course Director and Resource Person, on the theme "**The Learning Objectives Specified by NEP 2020 for Language Teaching and Their Application to the Class IX English Textbook – *Kaveri***".

The session commenced with an activity that beautifully illustrated the indispensable role of language in communication. A participant was invited to demonstrate the process of preparing a cup of tea using only gestures, without uttering a single word. The activity generated enthusiastic participation and effectively highlighted that while gestures may convey limited meaning, language remains the most powerful medium for expressing ideas with clarity, precision and purpose.



Building upon this activity, Ma'am introduced the concept of **Learning Outcomes**, describing them as clear statements of what learners should know, understand and be able to do by the end of the learning process. She emphasized that language education today extends beyond the acquisition of grammatical knowledge and seeks to enable learners to speak

confidently, read critically, write effectively, express informed opinions, communicate ideas meaningfully and appreciate literature with sensitivity.

The discussion then focused on the existing challenges confronting English language classrooms, including low language proficiency, teacher-centred instruction, examination-oriented learning, and limited student engagement. These challenges, she explained, necessitated the transformative vision embodied in the **National Education Policy 2020**.

Elaborating on the objectives of NEP 2020, she continued that language education must develop effective communication skills, foundational literacy, multilingual competence, critical and creative thinking, self-expression, literary appreciation and inquiry-based learning while preparing students with essential twenty-first-century skills. She emphasized that the ultimate aim of the language curriculum is to nurture competent, confident and lifelong learners equipped with strong listening, speaking, reading and writing skills.

The session further explored the competency-based framework envisioned by NEP. Learners, she explained, should progress from merely reading the lines to reading **between** the lines by developing the ability to interpret, infer, analyse and evaluate texts critically. Similarly, speaking activities should encourage students to present ideas confidently, participate actively in discussions, engage in respectful debates and narrate personal experiences meaningfully. Writing should evolve into a purposeful and authentic activity directed towards real audiences rather than being confined to examination requirements.

Special emphasis was also laid on cultivating higher-order thinking skills through questioning, comparison, analysis and evaluation. Ma'am demonstrated how the new textbooks consciously integrate multilingual awareness, cross-linguistic learning, creativity and self-expression. She spoke about several classroom practices that promote literary creativity, including writing alternative endings, composing poems, analysing characters and designing posters, thereby making literature an engaging and participatory experience.

The session further highlighted the role of literature in nurturing empathy, inclusiveness, responsibility and respect while enabling learners to connect literary experiences with real-life situations. Explaining the rationale behind the introduction of the textbook *Kaveri*, she observed that the series offers a structured curricular progression across classes and has been meticulously designed in accordance with **NEP 2020**, **NCF 2023**, and competency-based educational principles.

Concluding the session, Ma'am presented the carefully planned developmental progression embedded across the English curriculum, wherein learners are expected to move from **observing** in Class VI, **understanding** in Class VII, **connecting** in Class VIII, **analysing** in Class IX, **reflecting** in Class X, **expressing** in Class XI, and finally **applying** their learning meaningfully in Class XII. This progression aptly reflects the philosophy of gradual cognitive development envisioned in the National Education Policy.

Session II

The second academic session was conducted by **Ms. Saravana Sundari**, Resource Person, on "**Themes and Genres Explored in the Textbook**." The session was thoughtfully designed to familiarize participants with the philosophical underpinnings, thematic richness, and literary architecture of the newly introduced English textbook *Kaveri*.

Ma'am emphasized that the new textbook is firmly rooted in the vision of the **National Education Policy 2020** and seeks to make learning more deeply connected with India's civilizational wisdom, ethical

traditions, and cultural heritage while simultaneously preparing learners for the demands of an ever-evolving global society.

Ma'am explained that *Kaveri* has been developed in alignment with the **National Curriculum Framework for School Education (NCFSE) 2023**, wherein language learning extends far beyond linguistic competence. The curriculum seeks to nurture effective communication through the clear and confident expression of ideas, develop reasoning abilities that enable learners to engage with complex and abstract thought, and cultivate aesthetic appreciation by fostering sensitivity towards the beauty of language, literature, and life itself.

Ma'am further acquainted the participants with the overall structure of the textbook, which comprises **eight prose selections and eight poems** presented as a cohesive anthology. While the prose texts explore diverse dimensions of human experiences, the poems celebrate India's rich cultural heritage, emotional landscapes, and literary traditions. She observed that the textbook has been carefully curated to encourage learners at the secondary stage to develop reflection, reasoning, and the capacity to engage with abstract ideas concerning the self, society, and the wider world.



The session then focused on the significance of identifying themes while teaching literature. Participants reflected on how thematic exploration enables learners to uncover deeper meanings, establish meaningful real-life connections, appreciate the author's craft and style, and develop critical and analytical thinking. The common themes recurring throughout the textbook include **courage and**

determination, freedom and social justice, personal choice and responsibility, kindness, nature, and human relationships, each contributing to the holistic development of learners.

Introducing the concept of **genre**, Ma'am described it as a category of literature distinguished by its style, structure, and purpose. She emphasized that *Kaveri* has been consciously designed to encourage learners not merely to read texts but to question, feel, reflect, and engage meaningfully with the world around them. The integrated units seamlessly incorporate cross-cutting dimensions such as the **Indian Knowledge System (IKS), values and cultural heritage, gender sensitivity, inclusivity, and ethical awareness**, thereby making language education both meaningful and socially relevant.

To illustrate the pedagogical richness of the textbook, ma'am discussed several representative lessons in detail, demonstrating how each unit has been purposefully selected to inspire curiosity, nurture values, broaden perspectives, and encourage learners to connect literature with lived experiences. Throughout the session, ma'am repeatedly explained that the objective of the new textbook is not merely the teaching of literary texts but the holistic development of learners into sensitive, reflective, ethical, and responsible citizens capable of engaging thoughtfully with an increasingly interconnected world.

The session concluded with an enriching interaction, enabling participants to appreciate the thematic coherence, literary diversity, and competency-based design of *Kaveri*, thereby equipping them with deeper insights into its effective classroom transaction.

Session III

The post-lunch session was once again facilitated by **Ms. Usha M.K.**, on "**Shift from the Old Textbook to the New: What are the Changed Expectations from English Classrooms?**" The session offered participants a comprehensive understanding of the paradigm shift envisioned by the National Education Policy 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023 in the teaching-learning process of English.

The session commenced with a thought-provoking visual comparison between a traditional teacher-centred classroom and a contemporary learner-centred classroom. Participants were invited to observe the two contrasting classroom environments and reflect upon the learning experiences they represented. This interactive discussion naturally led to the profound quotation, "**Education is not the filling of a pail, but the lighting of a fire,**" reinforcing the idea that education should ignite curiosity, creativity, and lifelong learning rather than merely transmit information.

Ma'am elaborated on the learning outcomes envisaged under **NEP 2020**, highlighting their alignment with **NCF-SE 2023**, KVS pedagogical practices, and CBSE's competency-based framework. She observed that conventional English classrooms often limited learners to acquiring information, whereas the new curriculum aspires to develop confident communicators, critical thinkers, creative problem-solvers, and competent lifelong learners capable of applying language meaningfully in authentic contexts.

The discussion focused on the transformed expectations from English language education. Participants explored how classrooms are now expected to encourage confident self-expression, foster inquiry-based learning, promote multilingual awareness, build communication skills, and establish meaningful connections between classroom learning and everyday life. The emphasis has decisively shifted from rote memorisation towards meaningful engagement, collaboration, reflection, and competency development.

Ma'am further illustrated this pedagogical transformation by drawing comparisons between traditional and contemporary classroom practices. While earlier classrooms were characterised by teacher talk, note-taking, and answer-oriented instruction, the new approach encourages student participation, exploration, questioning, and experiential learning. Similarly, textbooks are no longer viewed as the curriculum itself but as valuable resources that facilitate learning through carefully designed experiences, activities, reflection, and authentic assessment. In this new framework, the textbook serves not as the final destination but as a pathway towards holistic learning.

A significant part of the session focused on the evolving role of the teacher. The teacher was presented not merely as a transmitter of knowledge but as a **facilitator, learning designer** and **mentor**. Teachers are expected to create meaningful learning experiences, guide discussions, encourage inquiry, model effective language use, and nurture independent thinking rather than simply provide ready-made answers.

The session also highlighted the changing nature of writing pedagogy. Instead of limiting learners to copying and reproducing information, the new curriculum encourages purposeful, creative, and authentic writing that enables students to express original ideas, opinions, and experiences.

To demonstrate the practical implementation of these pedagogical principles, Ma'am shared an extensive range of classroom activities, projects, and competency-based tasks based on various lessons from *Kaveri*. These activities were carefully designed to foster communication, collaboration, critical thinking, creativity,

decision-making, and higher-order cognitive skills while making language learning engaging and meaningful.

Recognising the growing importance of digital literacy, the resource person also emphasized the effective integration of technology into English language classrooms. Participants were introduced to several digital platforms and applications, including **Padlet, Canva, Kahoot, Google Classroom**, and online quizzes, illustrating how technology can enrich classroom interaction, collaborative learning, formative assessment, and student engagement.

The session concluded with a brief reflective assessment, enabling participants to evaluate their understanding of the concepts discussed during the day while reinforcing the principles of continuous and competency-based assessment advocated by the National Education Policy.

Session IV

The final session of the day provided participants with an opportunity to translate theory into classroom practice through **demonstration lessons based on objective-oriented lesson plans**. Six participants presented competency-based lesson plans drawn from various chapters of the newly introduced textbook *Kaveri*, including **How I Taught My Grandmother to Read, Bharat: Our Land, The Potmaker, and Quality**.

Each presentation reflected thoughtful lesson planning, learner-centred pedagogy, and innovative classroom strategies aligned with the principles of **NEP 2020, NCF-SE 2023**, and competency-based education. The demonstrations showcased a variety of engaging methodologies aimed at promoting communication skills, collaborative learning, critical thinking, creativity, experiential learning, and meaningful assessment.

Following every presentation, constructive observations and valuable feedback were offered by fellow participants. It enabled teachers to reflect upon diverse instructional approaches, refine their pedagogical practices, and gain practical insights into the effective classroom transaction of the new English textbook.

The day's proceedings concluded on a highly enriching and collaborative note, leaving participants with a deeper understanding of the pedagogical vision underpinning the new English curriculum. The inaugural day successfully laid a strong foundation for the forthcoming sessions by inspiring participants to embrace learner-centred, competency-based, and value-oriented approaches to English language teaching, in keeping with the transformative vision of the National Education Policy 2020.

REPORT OF DAY 2

Day 2 commenced with a vibrant morning assembly presented by **Group 1**. The special item was based on the **International Day of Social Media**, while the *Thought for the Day* was thoughtfully aligned with the theme of the five-day workshop. An exhaustive report of the previous day's sessions served as a meaningful recapitulation of the Day 1 proceedings and effectively set the tone for the day's learning. The group also delivered an insightful presentation on the **Foreword of the Kaveri textbook**, highlighting its vision, objectives, and the pedagogical approach. The presentation of the Assembly was appreciated by the Training Associate, **Ms. Vineetha N. C.**, and was thoroughly enjoyed by all the participants.

SESSION 1: PROGRESSION OF SKILLS THROUGH THE DIFFERENT UNITS IN THE TEXTBOOK

The first session, titled "**Progression of Skills through the Different Units in the Textbook**," was conducted by **Ms. Jabeen Abbas Ali Fazil**, Resource Person.

The session began with the interpretation of a video, followed by a **Think–Pair–Share** activity. This activity encouraged participants to identify the progression of cognitive skills—from **observation** to **comprehension**, **inference**, and **analysis**. While tracing the competency-based journey through the **Class IX Kaveri** textbook, the Resource Person guided participants to identify the competencies targeted through different units.



An engaging activity on differentiating **skills** from **attitudes** helped participants understand that while **skills improve through practice**, **attitudes reflect one's mindset**. The Resource Person further explained the significance of skill progression and elaborated on how the *Kaveri* textbook follows a **spiral approach** to language learning, where the complexity of learning gradually increases from one unit to the

next.

Using the **Padlet** tool, participants shared their views on why students often struggle to communicate confidently despite learning English for several years. This discussion reinforced the understanding that language proficiency is not acquired through isolated skills but develops through a carefully planned sequence of competency progression. Teachers were encouraged to reflect on an important question: "**At what stage of skill development have my students reached?**"

The Resource Person explained that the **Class IX Kaveri** textbook follows a systematic progression of competencies, with **Units 1 and 2** focusing on building a strong foundation, **Units 3 and 4** developing interpretation and deeper understanding, **Units 5 and 6** enabling students to use language purposefully, and **Units 7 and 8** promoting independent and confident language use.

Participants were then asked to frame questions at all three competency levels. It was observed that **Level 3 questions** demanded higher-order thinking, and teachers were encouraged to devote greater classroom attention to **evaluation-based questions**, which often receive inadequate emphasis. The Resource Person also highlighted that learning outcomes should always be **observable and measurable**.

Detailed discussions were held on the progression of various language skills, including **reading, vocabulary, speaking, listening, grammar in context, and writing**. A writing task enabled participants to experience the challenges learners face while expressing their ideas, thereby making them more empathetic towards students' learning difficulties.

Madam emphasized that teachers should **plan classroom activities in advance**, ensuring that competencies are developed progressively across the academic year rather than attempting to achieve all learning outcomes within a single lesson.

The session concluded with participants being asked to design activities for **differentiated instruction**, enabling them to cater to learners with diverse abilities and learning needs.

Before the tea break, members of **Group 2** presented the first page of the "**About the Book**" section, highlighting the role of language education and the curricular goals envisioned in the *Kaveri* textbook.

Day 2 – Session 2

Topic: Effective Pedagogy for Developing Competencies in Interpreting Text, Evaluating Ideas, Expressing Opinions, Presenting Arguments, Writing for Authentic Purposes, Collaborating and Discussing
Resource Person: Mrs. Saravana Sundari

The second session of Day 2 was conducted by Mrs. Saravana Sundari on **Effective Pedagogy for Developing Competencies in Language Learning**.

The session opened with a thought-provoking video titled "*Do Flowers Fly?*" The video portrayed the dreams of a young schoolboy who longed to learn from nature rather than being confined within the four walls of a classroom. It beautifully reinforced the idea that meaningful learning stems from curiosity, exploration, and real-life experiences.

A fundamental question: **Why Competency-Based Learning? was put up for an open discussion**. Madam explained that competency-based learning moves students beyond rote memorisation. It cultivates critical thinking, analytical skills, effective communication, reasoning, and problem-solving abilities. Most importantly, it prepares learners for real-life situations and nurtures independent, reflective thinkers.

She outlined the key language competencies expected in Grade 9 as per the KAVERI textbook. Students are expected to progressively develop the ability to:

- Interpret information and ideas from a text.
- Analyse and evaluate ideas.
- Express personal opinions confidently.
- Present logical arguments.
- Participate in meaningful discussions and debates.

Understanding Pedagogy

Before delving into strategies, the resource person explained the meaning of pedagogy: the art and science of planning, teaching, and assessing learning in ways that develop the four language skills—listening, speaking, reading, and writing—while simultaneously enhancing thinking and communication skills. The characteristics of **effective pedagogy** includes

- Learner-centred teaching
- Inquiry and exploration
- Collaboration and dialogue
- Connecting learning to real-life situations
- Reflection and constructive feedback

“Good teaching is more about inspiring learners than delivering lessons.”

The discussion then moved over to how we can develop Text Interpretation Skills. Madam shared practical strategies to strengthen students’ ability to interpret texts: such as

- **Close Reading Strategy:** Think – Annotate – Discuss
- **Questioning Techniques:** Using open-ended questions to promote critical thinking
- **Think–Pair–Share:** A powerful strategy that builds confidence, encourages participation, and sharpens reasoning and communication skills

In the present scenario it is important to teach the learners to Evaluate Ideas. It is important because students should learn to:

- Distinguish facts from opinions
- Examine evidence and examples
- Compare different ideas
- Judge the credibility of information sources

Graphic organisers such as mind maps, cause-and-effect charts, and Venn diagrams were recommended to help students organise and visualise their thinking.



The next focus was to encourage Students to Express their Opinions effectively. An effective framework introduced was the **OREO Strategy** for opinion writing:

- **O** – Opinion
- **R** – Reason
- **E** – Evidence
- **O** – Opinion Restated

This strategy was illustrated with examples from the Class X lesson *"The Triumph of Surgery."* Students should be encouraged to state opinions clearly, support them with reasons and evidence, listen to differing viewpoints, and remain open to revising their ideas. The need of the hour is to develop positive argumentation Skills in students. Students should be guided to:

- Make clear claims
- Support claims with textual evidence
- Explain their reasoning
- Address counter-arguments
- Reach logical conclusions

Recommended activities included classroom debates, Socratic seminars, and collaborative learning tasks. The resource person clearly explained the roles of both teachers (as facilitators) and students during these activities.

Madam accentuated the need to understand - Assessment for Learning The session emphasised **continuous formative assessment**. Useful tools shared were:

- Exit Tickets
- Reflection Journals
- Peer Assessment
- Rubrics
- Self-Assessment Checklists

These tools provide valuable insights into student progress and enable timely intervention and support. According to NEP 2020 Role of the Teacher in a classroom is clearly explained. Modern teachers should function as:

- Facilitators
- Questioners
- Mentors
- Feedback providers
- Learning partners

. Rather than merely transmitting information, teachers should guide students to discover, question, and apply their learning. In a language class the teacher to face innumerable challenges such as students' hesitation to answer open-ended questions, unequal participation, passive learning habits, and fear of making mistakes. Madam encouraged teachers to remain patient, flexible, and supportive while creating a safe environment for every learner to participate.

The session concluded with an inspiring message that well-planned competency-based instruction creates confident, competent learners who actively participate in discussions, think critically, collaborate effectively, support their ideas with evidence, and reflect on their learning — skills essential for lifelong learning and success in the real world.

SESSION 3: EFFECTIVE PEDAGOGY FOR DEVELOPING COMPETENCIES

The post-lunch session was conducted by **Ms. Saravana Sundari**, Resource Person, who continued the theme of **"Effective Pedagogy for Developing Competencies of Interpreting Texts, Evaluating Ideas, Expressing Opinions, Presenting Arguments, Writing for Authentic Purposes, Collaborating and Discussing."**

The session focused on the **challenges in language skills development, classroom management, assessment, and competency development**. The Resource Person emphasized that teachers have a greater responsibility to understand the diverse needs of learners and continually **devise and revise their teaching strategies** to meet these evolving demands. She encouraged participants to view challenges as opportunities for innovation and meaningful change in classroom practices. Participants also shared their own classroom strategies, enriching the discussion with practical, time-tested solutions

The Resource Person provided valuable insights into the various activities embedded in the **Class IX Kaveri** textbook, such as **Reflect and Respond, Reading for Meaning, Check Your Understanding, Critical Reflection, Speaking Activities, and Learning Beyond the Text**. Madam stressed that every activity in the textbook serves a specific pedagogical purpose and should be conducted diligently. Teachers were also



reminded to create an inclusive classroom environment where every student's opinion is welcomed, acknowledged, and respected

To reinforce the concepts discussed, participants were assigned a group activity on framing **Reference-to-Context** questions. Each group was allotted a chapter and prepared questions covering **inference, analogy, vocabulary, literary devices, analytical thinking, and content-based**

comprehension, along with appropriate value points. The activity provided participants with practical experience in designing competency-based assessment items aligned with the objectives of the textbook.

SESSION 4: DEMONSTRATION CLASSES

The final session of the day featured demonstration classes by the second set of participants. Each participant presented the assigned lesson/topic using the strategies discussed during the workshop. Constructive feedback from peers as well as the Resource Persons enabled the presenters to reflect on their teaching practices and identify areas for improvement in their lesson planning.



REPORT OF DAY 3

The third day of the five-day orientation workshop on textbooks in English at ZIET Mysuru commenced with the morning assembly presented by Group 2, which was conducted in a disciplined and well-organised manner. The assembly included the prayer, thought for the day, news headlines, and a motivational message, a special item setting a positive tone for the day's proceedings.



The programme was graced by the esteemed presence of the Deputy Commissioner, who appreciated the quality of the assembly presentation and commended the teachers for their sincere efforts. During the interaction session, valuable insights were shared on effective classroom practices. Teachers were encouraged to discuss the challenges encountered during teaching and the strategies adopted to overcome them. The interactive session was highly motivating and provided an opportunity for meaningful professional dialogue.

The training session was led by Ms. Usha M. K, Associate Course Director, who set an inspiring tone for the session with the thought-provoking quote, “A good reader reads the lines, a thoughtful reader reads between the lines, and a great reader reads beyond the lines.” With an interactive approach, she encouraged participants to move beyond surface-level reading and explore the deeper layers of literary understanding. Building on this idea, she presented an engaging video to demonstrate how non-verbal communication can also enable learners to construct meaning, interpret characters, identify themes, analyse perspectives, and infer central ideas without the use of spoken language.



This was followed by an audio-based activity in which trainees listened attentively and analysed the recording to infer the theme, tone, imagery, mood, and the poet's purpose. These activities served as an effective warm-up for the main theme of the session—**Conceptual Clarity in Kaveri, Class IX.**

The session emphasised that texts should be taught beyond factual comprehension by integrating literary concepts such as the central theme and sub-themes, the author's purpose, tone, mood, perspective, narrative voice, characterisation, imagery, and symbolism. It was explained that the integration of these literary elements would enable learners to develop higher-order thinking skills and appreciate literature in a meaningful way.

All the trainees were introduced to the **Read and Respond** approach, encouraging learners to identify emotions evoked by a text and justify their interpretations with textual evidence. The importance of analysing characters through their actions, conversations, decisions, and interactions rather than relying solely on direct descriptions was also highlighted. Teachers were encouraged to help students explore multiple perspectives and appreciate how literary devices contribute to deeper textual understanding.

Special emphasis was placed on using concept maps and mind maps as effective classroom tools for organising ideas and strengthening conceptual understanding. To reinforce the learning, preformed groups were assigned different units from the Kaveri textbook to prepare mind maps incorporating themes, sub-themes, tone, mood, perspective, characterisation, narrative voice, literary devices, and key messages.

Overall, the session was very well received by the participants. It felt engaging, meaningful, and truly useful, leaving teachers with practical ideas to help students understand literature more deeply and clearly.



Following the tea break, each group presented its mind map before the participants. The presentations reflected insightful analysis, collaborative learning, and creative thinking. Each group effectively highlighted the literary elements embedded in the assigned chapter and demonstrated innovative ways of presenting conceptual understanding in the classroom.

The post-lunch session focused on demonstration lessons presented by the participants based on competency-based lesson plans aligned with the objectives of the new curriculum. Teachers

presented various prose and poetry lessons in the Kaveri textbook using learner-centred pedagogical approaches. The presentations successfully integrated language skills, values, creativity, collaboration, critical thinking, and experiential learning.

A wide range of interactive teaching strategies, including brainstorming, audio listening, singing, storytelling, role play, Think–Pair–Share, group discussions, multimedia resources, questioning techniques, and collaborative activities, were effectively incorporated to enhance learner engagement. Each lesson presented by teachers clearly reflected well-planned pre-reading, while-reading, and post-reading activities, along with formative assessment techniques aligned with competency-based education.



The poetry presentations focused on literary appreciation through the analysis of imagery, tone, rhythm, emotions, and poetic devices, while the prose presentations encouraged reflection, empathy, discussion, and real-life connections. Effective use of teaching learning materials, digital resources, and inclusive classroom practices further enriched the presentations. With that the day came to an end.

REPORT OF DAY 4

The day four of the workshop on Orientation of the New Text books 2026 class IX Kaveri began with the soulful rendering of the K V prayer followed by other programmes of the morning assembly. We learnt a new word “Finfluencer” meaning a person who gives financial advices on social media.

The day began with the first session on the topic “**Digital and AI supported resources to enhance language learning**” by the resource person Smt. Jabeen Abbas Ali Fazil. She began the session by giving us a peek into the great possibilities of digital and AI supported resources. She gave us a hands on experience through menti.com by conducting a classroom survey on the AI tool displaying the result in an instant, thus, opening for us the possibilities of AI in facilitating the teacher by reducing the daily rigmaroles appended to teaching and learning.



She introduced to us a whole gamut of AI tools beginning with ChatGpt for lesson planning, Gemini for content generation, Canva AI for posters and presentations, Padlet for collaborative writing, Quizizz AI for assessments, Suno for song generation, Pictory AI for making small videos related to the lessons, BBC learning for pronunciation, vocabulary, listening activities and NotebookLM for study guides. She demonstrated how the teaching and learning process can be divided between the teacher and AI by integrating AI tools into pedagogical process. She spoke of the formula of ACT to be followed while setting prompts to the AI tools, where A- stands for Audience, C-stands for

Context and T-stands for Task.

She demonstrated how AI tools can provide scaffolding, enable critical thinking, and assist professional growth and development. She also cautioned us on the over dependence on AI. She insisted that teachers must follow the pedagogy because AI, though advantageous, have limitations. Many examples of their limitations were trotted out by the resource person. She warned us about the safety measures to be followed while using the AI, she tipped us, never to use our personal email on the AI tool but to create an alternative email address for that purpose. At this juncture honourable Deputy Commissioner Sri P.I.T. Raja attended the session and asked many questions to quench his curiosity that enlivened the session, to the benefit of teachers gathered. He suggested using the question wise analysis tool, describing how it can help the teachers in reducing their burden of totaling the marks and also give an insight to the children in which area they are committing mistakes.

Smt. P Sunita stepped forward when the DC Sir asked if any of the teachers were using some of these tools. She demonstrated how she used the AI tool called Newspaper generator which impressed the DC Sir and everyone alike.

Smt. Jabeen signed off the session by giving us a classroom student charter to be followed in every class where AI tools are used by the students. She ended the session with the prophetic words “AI is not meant to be our substitute, it should always be only our assistant”.

Experiential Learning Activities conducted for each lesson was the topic taken up by the resource person Smt. Saravana Sundari for the second and third sessions of the day. She dwelt at length on the aims of experiential learning, it being student centric, how it develops critical thinking, how it empowers the children and how the teacher acts as a facilitator and guide. She spoke at length on the advantages of experiential learning, how it accelerates learning, provides safe learning environment and bridges the gap between theory and practice. It increases students' engagement and collaboration in learning, the exponential capacity for retaining memory and facilitates personalized learning.

She argued in favour of the experiential learning as she contended that it is the way of learning where it is the learner who guides the learning process, experiences, observation, reflection and implementation.

The resource person wanted the teachers to take extra care while planning the experiential learning. The goals chosen should be realistic, exciting topics need to be picked, teacher should know students' needs and talents, requires a range of teaching approaches, resources and experiences need to be chosen carefully and finally the student should feel that the assessment is fair.

She discussed various strategies to be adapted like role play, portfolios, guest speakers, field trips, films and documentaries and video projects etc. Both the sessions came to an end with teachers practicing experiential lesson plans.



The fourth session of the day was meant for demonstration classes based on the micro lesson plan; Mr. Sreeprakash A G, Ms. Deeksha, Mr. Vijaya Narasimha, Mr. P Purushothama Naidu, Mr C Saravanan and Smt. Sajana Hameed K H presented demonstration classes. They were appreciated by resources persons, other teachers and the honourable DC who had sat through the demonstration classes. In this way a fruitful day ended at 5.30 pm.



REPORT OF DAY 5

The forenoon sessions of the final day of the workshop were conducted by the Resource Person Ms. Jabeen Abbas Ali Fazilon the theme "Competency-based Assessment Tools Aligned with Learning Outcomes." The sessions focused on aligning classroom assessment with the competency-based approach envisioned in the National Education Policy 2020 and reflected in the new *KAVERI* English textbooks. Emphasising assessment as an integral part of the teaching-learning process, the resource person explained how well-designed assessment tasks can provide meaningful evidence of learners' progress in acquiring language competencies rather than merely testing content recall.



The resource person highlighted the importance of constructing assessment tools that measure higher-order language skills such as comprehension, interpretation, critical thinking, communication, creativity and collaboration. Participants were introduced to a variety of assessment strategies, including competency-based questions, rubrics, observation schedules, performance tasks, self-assessment and peer assessment. Practical examples demonstrated how learning outcomes could be

translated into measurable assessment criteria and how assessment tasks could be designed to reflect authentic classroom situations. The sessions also underscored the need for continuous and formative assessment to support learners through timely and constructive feedback.

The remaining sessions of the day were devoted to feedback collection , post- workshop assessment and valedictory function, with which the 5-day workshop came to an end.

A WRITE UP ON THE SESSIONS TAKEN BY MS.USHA M K,THE ASSOCIATE COURSE DIRECTOR

The sessions conducted by **Ms. Usha M. K., TGT English, PM SHRI Kendriya Vidyalaya Malappuram** and Associate Course Director laid a strong conceptual foundation for understanding the vision and intent of the newly introduced *KAVERI* English textbooks. Commencing with an insightful discussion on the learning objectives envisaged by the National Education Policy (NEP) 2020 for language education, she explained how the new curriculum seeks to transform English classrooms into spaces that nurture communication, critical thinking, creativity and collaboration. She highlighted that language learning is no longer confined to the acquisition of grammatical knowledge or textbook content but is expected to develop learners' ability to interpret, express, analyse and engage meaningfully with diverse texts and contexts. Drawing connections between the policy directives and the design of the new textbooks, she demonstrated how the activities, exercises and learning experiences embedded in *KAVERI* are aligned with clearly defined learning outcomes and competencies. Through interactive discussions, she encouraged participants to reflect on the evolving role of English teachers as facilitators of learning who guide students towards inquiry, exploration and meaningful communication rather than mere completion of the syllabus.



In the subsequent session on the shift from the old textbooks to the new, Ms. Usha M. K. elaborated on the significant pedagogical changes reflected in the *KAVERI* series and the corresponding expectations from English classrooms. She compared the traditional content-driven approach with the learner-centred philosophy that underpins the new textbooks, emphasising the need to move beyond rote learning and textbook-based questioning towards competency-based teaching and authentic language use. Participants examined how classroom transactions are expected to become more interactive, collaborative and experiential, enabling learners to actively construct meaning through discussion, reflection, creative expression and contextual learning.. She also discussed the teacher's role in designing inclusive learning environments that cater to diverse learning needs and promote participation by every learner. The deliberations enabled participants to appreciate that the success of the new

textbooks depends not merely on their content but on thoughtful classroom implementation that aligns pedagogy with the broader goals of NEP 2020.

The sessions on conceptual clarity provided participants with a deeper understanding of the literary and linguistic elements that are woven into the *KAVERI* English textbooks. Ms. Usha M. K. examined concepts such as **theme, tone, perspective, imagery, symbolism, purpose, narrative voice and characterization**, illustrating how these elements contribute to a richer appreciation and interpretation of literary texts. Through detailed textual analysis and guided discussions, she demonstrated practical approaches for helping students identify these features and engage with texts at multiple levels of meaning. The sessions emphasised that conceptual understanding enables learners to move beyond literal comprehension and develop analytical, interpretative and reflective reading skills.

A WRITE UP ON THE SESSIONS TAKEN BY MS. SARAVANA SUNDARI, RESOURCE PERSON

The sessions conducted by **Ms. Saravana Sundari, TGT English, PM SHRI Kendriya Vidyalaya Tirumalagiri**, focused on enabling participants to understand the pedagogical richness of the new *KAVERI* English textbooks and to translate their vision into meaningful classroom practice. In her session on **Themes and Genres Explored in the Textbook**, she guided participants through the diverse range of literary and non-literary texts included in the series, highlighting how each theme and genre contributes to the holistic development of learners. She explained that the careful selection of stories, poems, essays and other text forms exposes students to varied perspectives, cultures and experiences while simultaneously strengthening language proficiency and critical thinking. Participants examined the thematic organisation of the textbook and discussed how individual lessons provide opportunities to integrate language skills with values, creativity and real-life learning. The session encouraged teachers to approach every text not merely as content to be completed but as a resource for meaningful engagement and thoughtful classroom interaction.



The subsequent sessions centred on **Effective Pedagogy for Developing Competencies** such as interpreting texts, evaluating ideas, expressing opinions, presenting arguments, writing for authentic purposes, collaborating and participating in discussions. Ms. Saravana Sundari demonstrated how these competencies could be systematically nurtured through carefully planned classroom transactions that actively involve learners in the construction of knowledge. She emphasised the importance of

questioning techniques, collaborative learning, pair and group activities, guided discussions and reflective writing in developing higher-order language skills. Participants explored strategies for encouraging evidence-based responses, promoting critical interpretation of texts and creating opportunities for learners to communicate confidently in both oral and written forms. Practical illustrations and interactive discussions enabled teachers to relate these pedagogical approaches to the lessons in the *KAVERI* textbooks, reinforcing the importance of learner-centred teaching and purposeful classroom engagement.

The concluding sessions dealt with **Experiential Learning for Each Lesson – Activities that can be Conducted**, highlighting the role of hands-on and context-based learning in making English classrooms vibrant and meaningful. The resource person presented a variety of classroom activities, including role plays, storytelling, creative writing, debates, projects, art-integrated tasks, language games and collaborative presentations, demonstrating how these experiences can deepen learners' understanding while fostering communication, creativity and teamwork. She encouraged participants to adapt activities to suit diverse classroom contexts and learner needs while maintaining alignment with the intended learning outcomes. Through collaborative planning and the sharing of classroom experiences, participants gained practical insights into designing engaging lesson experiences that extend beyond the textbook. The sessions concluded with teachers developing greater confidence in implementing innovative pedagogical strategies that transform the *KAVERI* textbooks into dynamic tools for competency-based, learner-centred English language education.

A WRITE UP ON THE SESSIONS TAKEN BY MS. JABEEN ABBAS ALI FAZIL, RESOURCE PERSON

The sessions conducted by Ms. Jabeen Abbas Ali Fazil, TGT English, PM SHRI Kendriya Vidyalaya Bolarum, provided participants with valuable insights into the systematic progression of competencies embedded in the *KAVERI* English textbooks. She explained how the learning experiences across the units have been carefully sequenced to facilitate the gradual development of listening, speaking, reading and writing skills while simultaneously nurturing critical thinking, creativity and effective communication. Emphasising the importance of understanding competency progression, she demonstrated how each lesson builds upon prior learning and prepares students for increasingly complex language tasks. Participants analysed the organisation of the textbook and examined how learning outcomes, classroom activities and assessment practices are interconnected, enabling teachers to plan coherent and purposeful learning experiences that cater to diverse learner needs.



The subsequent sessions focused on the effective integration of Artificial Intelligence-supported resources for enriching language learning. Ms. Jabeen Abbas Ali Fazil introduced participants to a variety of digital platforms and AI-enabled tools that can assist teachers in lesson planning, content generation, language practice, differentiated instruction and learner engagement. She demonstrated practical applications of these resources in developing vocabulary, comprehension, creative writing, speaking activities and formative assessments while emphasising that technology should serve as a pedagogical aid rather than replace the teacher's professional judgement. Participants were encouraged to evaluate digital resources critically, ensuring their relevance, reliability and alignment with

curricular objectives. Discussions also highlighted ethical considerations, responsible use of AI and the importance of maintaining originality, academic integrity and data privacy while integrating technology into classroom practice. The interactive demonstrations enabled teachers to appreciate the immense potential of digital tools in creating engaging and inclusive English language classrooms.

The concluding sessions dealt with Competency-based Assessment Tools Aligned with Learning Outcomes, reinforcing the role of assessment as an integral component of the teaching-learning process. The resource person explained the principles of designing assessments that measure learners' ability to apply language skills in authentic contexts rather than merely recall information. Participants explored the preparation of competency-based questions, rubrics, performance tasks, observation schedules, self-assessment and peer-assessment techniques aligned with specified learning outcomes. Practical activities enabled teachers to redesign conventional assessment items into competency-oriented tasks that encourage higher-order thinking and meaningful language use. The sessions concluded with participants gaining enhanced confidence in planning balanced assessment practices that support continuous learning, provide constructive feedback and promote the holistic development of learners in accordance with the objectives of the *KAVERI* English curriculum.

PHOTO GALLERY



GROUP PHOTO

CHIEF TAKEAWAYS OF THE WORKSHOP

- Enhanced understanding of the philosophy and pedagogical vision of the new *KAVERI* English textbooks, aligned with the objectives of the National Education Policy (NEP) 2020, enabling teachers to adopt learner-centred and competency-based classroom practices.
- Strengthened conceptual clarity regarding the structure, themes, genres and literary elements embedded in the textbooks, empowering teachers to facilitate deeper comprehension, critical appreciation and meaningful engagement with texts.
- Development of effective pedagogical strategies for nurturing language competencies through interactive, experiential and collaborative learning experiences that promote communication, creativity, critical thinking and learner participation.
- Improved proficiency in integrating technology and Artificial Intelligence-supported resources into English language teaching, while ensuring their ethical, purposeful and pedagogically appropriate use to enhance classroom learning.
- Enhanced capacity to design competency-based assessment tools aligned with learning outcomes, enabling teachers to implement authentic, continuous and formative assessment practices that support holistic language development and meaningful learning.

LINK TO RELATED PPTS AND OTHER MATERIAL:

LESSON PLAN PPTS

https://drive.google.com/drive/folders/1ByboGt45lgWZr_Y0spbejLy52mn15mAo?usp=drive_link

REFERENCE TO CONTEXT

https://drive.google.com/drive/folders/1KVm3rcwnpMqkqOYMX4XUfqfYhnpckUvG?usp=drive_link

MIND MAPS

https://drive.google.com/drive/folders/1Q_GWqJD6tSNqT9K58xP7GIPbFVXUnZPa?usp=drive_link

DIFFERENTIATION ACTIVITY

https://drive.google.com/drive/folders/1LawppbfvOHfVTCbXMF1J7EGRSznj0K?usp=drive_link

