

Guidelines for Key Resource Persons

For the Training of the Elementary Stage Teachers

1. Now, we have become Key Resource Persons for the Training of teachers in our state. In the group of teachers we have teachers of age more than us and also teachers who are younger to us or are in our age group only. In this group of teachers at varied age, it is required that we never say that we know more than them or we are expert. We need to say that we are here as facilitator and we together learn how to use NCERT textbooks and how to implement child-centric pedagogy.
2. Two sample time tables are annexed for making plan for the training at the BRC level.
3. On the same venue two training programmes will be conducted, one for primary teachers in the morning session and the other for upper primary stage in the evening session (time will be decided after discussion)
4. All the teachers need to be instructed to get the book downloaded on their mobile and come with proper reading of the books.
5. A team consisting of subject-specific KRPs are allotted to each BRC. This team need to discuss prior how they will make a plan for the Block level training programme. Who will do what? How to cover generic issues? What will be the classroom plan for teaching the subject?
6. In every session hands on experiences to be conducted for equipping them with so many activities for their classroom processes.
7. As is visible from the time table- learning outcomes need to be emphasized. Status of State of Tripura and the concerned district on the results of NAS. There should be emphasis on the discussion on the textbooks of the NCERT and also the on the reading of the books.
8. Sessions on Art-Integrated Learning need to be conducted in every subject area.

9. While conducting sessions in subject area, please ensure integration of concerns related to gender, inclusion, adolescence education, ICT and Learning Outcomes.

9. In every programme, group work need to be conducted and that teachers will demonstrate their planned activities for the transaction of the content.

10. At the end of each training programme, there must be some motivational activities to be conducted by the KRPs so that teachers go to their classes with motivation and required skills to take up the task of preparing creative and thinking children for 21st Century.

Annexure-I
Suggestive Training Schedule for Primary Level Teachers of Tripura on the
Transaction of NCERT Textbooks

Day/ Session	I Session		II Session		III Session		IV Session
1 st day	Briefing about Curriculum & LOs and NAS	Tea Break	Discussion on New textbooks for better learning! Salient features of the textbooks (Teachers are expected to come having read NCERT's Textbooks)	Lunch Break	Group Reading Session of the textbooks (subject wise) and discussion (Group will highlight discussion points which will taken up in the next session)	Tea Break	Linking LOs with , teaching learning strategies
2 nd day	Art Integrated Learning in Language		Pedagogy of teaching Languages (I-V) Topic-wise Activities/ Examples from Language textbook (I-V)		Topic-wise Activities/ Examples from Language textbook (I-V)		Group work on teaching of Languages (I-V); Preparation of Classroom/Learning Plan
3 rd day	Art Integrated Learning in Mathematics		Pedagogy of teaching Mathematics (I-V) Topic-wise Activities/ Examples from Mathematics textbook (I-V)		Topic-wise Activities/ Examples from Mathematics textbook (I-V)		Group work on teaching of Mathematics (I-V); Preparation of Classroom/Learning Plan
4 th day	Art Integrated Learning in EVS		Pedagogy of teaching EVS (III-V) Topic-wise Activities/ Examples from EVS textbook (III-V)		Topic-wise Activities/ Examples from EVS textbook (III-V)		Group work on teaching of EVS (III-V); Preparation of Classroom/Learning Plan
5 th day	Presentation of G/W on language and Discussion		Presentation of G/W on Mathematics and Discussion		Presentation of G/W on EVS and Discussion		Motivational Activities and Valedictory

Suggestive Schedule for the Upper Primary Stage Teachers of Tripura on the Transaction of NCERT Textbooks

Day / Session	I Session		II Session		III Session		IV Session
1 st day	Briefing about Curriculum & LOs and NAS	Tea Break	Discussion on New textbooks for better learning! Salient features of the textbooks (Teachers are expected to come having read NCERT's Textbooks)	Lunch Break	Group Reading Session of the textbooks (subject wise) and discussion (Group will highlight discussion points which will be taken up in the next session)	Tea Break	Linking LOs with , teaching learning strategies
2 nd day	Art Integrated Learning in Languages		Learner-Centred Pedagogies and experiential learning in Languages Topic-wise Activities/ Examples from Language/Science/Social Science/Mathematics textbook (VI-VIII)		Learner-Centred Pedagogies and experiential learning in Languages Topic-wise Activities/ Examples from Language/Science /Social Science/Mathematics textbook (VI-VIII)		Group work and presentation on teaching of Languages/Science/Mathematics/Social Science (VI-VIII);
3 rd day	Art Integrated Learning in Mathematics		Learner-Centred Pedagogies and experiential learning in Mathematics Topic-wise Activities/ Examples from Language/Science/Social Science/Mathematics textbook (VI-VIII)		Learner-Centred Pedagogies and experiential learning in Languages Topic-wise Activities/ Examples from Language/Science /Social Science/Mathematics textbook (VI-VIII)		Group work and presentation on teaching of Mathematics /Science/Language/Social Science (VI-VIII);
4 th day	Art Integrated Learning in Science		Learning-Centred Pedagogies and experiential learning in Sciences Topic-wise Activities/ Examples from Science/Language/Mathem		Learner-Centred Pedagogies and experiential learning in Languages Topic-wise		Group work and presentation on teaching of Mathematics /Science/Language/Social Science

			atics/Social Science textbook (VI-VIII)		Activities/ Examples from Language/Science /Social Science/Mathemat ics textbook (VI- VIII)		(VI-VIII);
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5 th day	Art Integrated Learning in Social Sciences		Learner-Centred Pedagogies and experiential learning in Social Sciences Topic-wise Activities/ Examples from Social Sciences textbook (VI- VIII)		Topic-wise Activities/ Examples from Social Sciences textbook (VI- VIII)		Group work on teachin g of Social Scienc es (VI- VIII); Prepar ation of Classr oom/L earnin g Plan	Motiva tional Activiti es and Valedic tory
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