

**लोक शिक्षण संचालनालय, मध्यप्रदेश, भोपाल**

**नेशनल एचीवमेंट सर्वे (NAS)2021 की तैयारी हेतु**

**टीचर्स हैण्डबुक**

**कक्षा – दसवीं**

**विषय – अंग्रेजी**

## NAS परिचय

NAS विद्यालयों में सीखने के आंकलन के लिए राष्ट्र स्तर पर विकसित एक राष्ट्र व्यापी सर्वेक्षण कार्यक्रम है। इसके तहत कक्षा 3, 5, 8 व 10 के विद्यार्थियों के सीखने के स्तर एवं शैक्षणिक उपलब्धि का मूल्यांकन करने हेतु प्रत्येक 03 वर्ष के अंतराल पर सर्वे आयोजित किया जाता है। पूर्व में यह सर्वे 2017 में आयोजित किया गया था। इस वर्ष NAS सर्वे 12 नवम्बर 2021 को आयोजित होना है। यह सर्वे हिन्दी, अंग्रेजी, गणित, विज्ञान तथा सामाजिक विज्ञान विषयों में किया जाएगा। NCERT द्वारा सभी विषयों के लर्निंग आउटकम्स जारी किए गए हैं। इन्हीं लर्निंग आउटकम्स पर यह टेस्ट आधारित होगा।

### NAS के उद्देश्य :

NAS के अंतर्गत देश/प्रदेशों के शासकीय और शासकीय सहायता प्राप्त अशासकीय विद्यालयों में पढ़ रहे विद्यार्थियों के सीखने की उपलब्धियों का आंकलन किया जाता है। इसके आधार पर भविष्य में विद्यालयों और शिक्षकों की शैक्षणिक आवश्यकताओं को ध्यान में रखते हुए शैक्षणिक नीतियां और कार्यक्रम तैयार करते हुए विद्यार्थियों के सीखने के स्तर में सुधार लाने हेतु निम्नानुसार प्रयास किये जा सकेंगे—

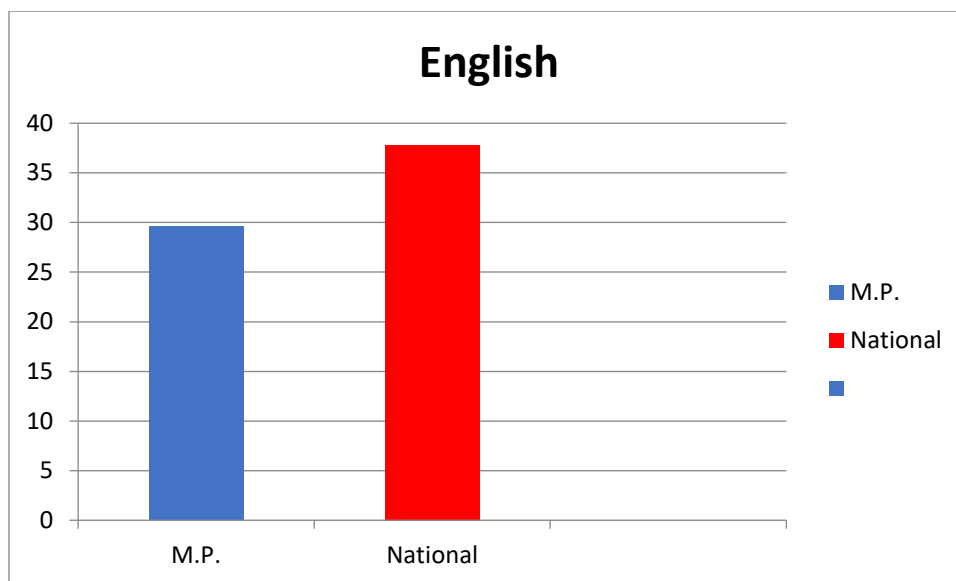
1. विद्यार्थियों के सीखने के अधिगमों की प्राप्ति हेतु
2. विद्यार्थियों के लर्निंग गैप की पहचान करने हेतु
3. शिक्षकों के प्रोफेशनल डेवलपमेंट हेतु
4. गुणवत्ता शिक्षा के लिए कार्यक्रम तैयार करने हेतु
5. कक्षा शिक्षण में सहायता करने हेतु

To provide structured feedback on student learning levels at District, State, and national levels. These inputs are used for policy planning and designing pedagogical interventions to improve quality and ensure equity in learning.

### विगत सर्वे में प्रदेश की स्थिति :

पिछले सर्वे में मध्यप्रदेश की स्थिति आशा अनुरूप नहीं रही। केवल हिन्दी विषय में ही प्रदेश का प्रदर्शन संतोषजनक था। अन्य विषयों में प्रदेश के विद्यार्थियों का औसत राष्ट्रीय औसत से कम था इससे पता चलता है कि प्रदेश के विद्यार्थियों में विषयवार अवधारणाओं की समझ विकसित नहीं हो पायी है। इससे यह भी पता चलता है कि विद्यार्थी सीखी हुई अवधारणाओं का उपयोग अपने दैनिक जीवन की समस्याओं को हल करने में नहीं कर पा रहे हैं।

अंग्रेजी में विद्यार्थियों के स्कोर का प्रदेश का औसत 29.6 था जबकि राष्ट्रीय औसत 37.8 था, जो निम्नानुसार है। मध्यप्रदेश लगभग अंतिम स्थान पर था।



अतः यह जरूरी है कि विद्यार्थियों में निर्धारित लर्निंग कॉम्पेटेन्सी (दक्षताओं) के अनुसार विषयवार अवधारणाओं की सही समझ विकसित की जाए।

इसके लिए जरूरी है कि विद्यार्थियों को इस वर्ष के सर्वे के लिए बेहतर तरीके से तैयार किया जाए।

## **NAS परीक्षा 2021 की तैयारी हेतु प्रैक्टिस टेस्ट की रूपरेखा :**

NAS परीक्षा के आयोजन के पूर्व विद्यार्थियों को NAS परीक्षा के पैटर्न से अवगत कराने हेतु तीन प्रैक्टिस टेस्ट आयोजित कराए जाने के निर्देश दिए गए थे। अभी तक एक प्रैक्टिस टेस्ट दिनांक 11 से 16 सितंबर के मध्य आपके द्वारा करवाया गया होगा। प्रथम टेस्ट में शिक्षकों की महत्वपूर्ण भूमिका थी। आशा है आपके द्वारा संचालनालय के पत्र दिनांक 7.9.2021 अनुसार कार्यवाही की गई होगी। आगामी कार्यक्रम निम्नानुसार है :

### **आगामी प्रैक्टिस टेस्ट का विवरण :**

प्रैक्टिस टेस्ट	टेस्ट की तिथि	प्रत्येक विषय के प्रैक्टिस टेस्ट पेपर में प्रश्नों की संख्या
प्रैक्टिस टेस्ट द्वितीय	07.10.2021 से 12.10.2021	70
प्रैक्टिस टेस्ट तृतीय	28.10.2021 से 30.10.2021 एवं 8 एवं 9 नवंबर	70

## प्रैक्टिस टेस्ट की समय-सारणी :

द्वितीय प्रैक्टिस टेस्ट दिनांक	तृतीय प्रैक्टिस टेस्ट दिनांक	विषय
07-10-2021	28-10-2021	अंग्रेजी
08-10-2021	29-10-2021	गणित
09-10-2021	30-10-2021	विज्ञान
11-10-2021	8-11-2021	हिन्दी
12-10-2021	9-11-2021	सामाजिक विज्ञान

## दूसरा प्रैक्टिस टेस्ट और तीसरा प्रैक्टिस टेस्ट पेपर विवरण :

1. NAS हेतु दूसरा और तीसरा प्रैक्टिस टेस्ट पेपर विद्यार्थियों से हल कराया जाएगा ।
2. दोनों प्रैक्टिस टेस्ट के मुद्रित टेस्ट पेपर विद्यालयों को जिला शिक्षा अधिकारी द्वारा प्रदाय कराए जाएंगे ।
3. विद्यार्थियों के दूसरे और तीसरे प्रैक्टिस टेस्ट पेपर का समय प्रातः 10:30 बजे से दोपहर 12:30 बजे तक उपरोक्त निर्धारित दिनांकों को समय सारणी अनुसार आयोजित किए जाएंगे ।
4. दूसरे और तीसरे प्रैक्टिस टेस्ट पेपर के निर्धारित दिनांकों में कराने के पश्चात दोपहर 1:00 बजे से 4:00 बजे तक संबंधित विषय शिक्षक द्वारा विद्यार्थियों को सही उत्तर बताते हुए उत्तरों की जाँच कराई जाएगी और सही हल करने की विधि समझाई जाएगी ।
5. सभी विषयों के प्रैक्टिस टेस्ट पेपर में सभी विद्यार्थी सम्मिलित होंगे ।
6. शिक्षक और प्राचार्य सुनिश्चित करें कि सभी विद्यार्थी प्रैक्टिस टेस्ट में उपस्थित रहें ।
7. प्रैक्टिस टेस्ट पेपर में सभी प्रश्न वस्तुनिष्ठ (बहुविकल्पीय) होंगे ।
8. प्रश्न पत्र में पूछे गए प्रश्नों के उत्तर प्रश्न पत्र में ही सही विकल्प पर  $\sqrt{\quad}$  (सही) चिन्ह लगाकर दिये जाएंगे ।

## नेशनल अचीवमेंट सर्वे –2021 का स्वरूप

- . NAS के प्रत्येक विषय के प्रश्न पत्र में 35 प्रश्न पूछे जाएंगे । जो विगत 2017 के टेस्ट पेपर से लिए जाएंगे ।
- . पूर्व में प्रेषित प्रथम प्रैक्टिस टेस्ट पेपर और उसके उत्तर (आन्सर की) दिये गये हैं जो NAS 2017 के प्रश्नपत्रों पर आधारित था ।

- ऐसी संभावना है कि NAS 2017 के प्रश्न पत्र से NAS 2021 के टेस्ट पेपर्स में प्रति विषय 07 प्रश्न दिए जा सकते हैं।
- प्रैक्टिस टेस्ट में से प्रति विषय 02 प्रश्न डिजीलेप के माध्यम से भी प्रति दिवस विद्यार्थियों को अभ्यास हेतु अलग से उपलब्ध कराए जाएंगे।
- लर्निंग आउटकम्स पर विद्यार्थियों का असेसमेंट किया जाएगा।

विषय / क्षेत्र	कक्षा 10 के लर्निंग आउटकम्स
हिन्दी	1
गणित	12
विज्ञान	10
समाजिक विज्ञान	12
अंग्रेजी	1
कुल	36

## सीखने के प्रतिफल (Learning Outcomes)

LII1007 - Reads, comprehends and responds to complex texts independently.

## NAS – English के विषय क्षेत्र (डोमेन)

### Domain: Reading comprehension

#### Learning Outcomes

1. Students interpret and reflect on the content and form of texts in relation to their own knowledge of the world.
2. They retrieve information from the text, evaluate and argue their point of view.
3. Students will improve their reading fluency skills through extensive reading.

### Domain: Grammar and Vocabulary.

#### Learning Outcomes

1. Students will understand and review the grammatical forms of English and the use of these forms in specific communicator contexts.
2. Students will enlarge their vocabulary by keeping a vocabulary journal.

## प्रश्नपत्र का स्वरूप

सर्वे के प्रश्नपत्र 5 सेट में होंगे प्रत्येक सेट में 2 विषय होंगे। किसी भी विद्यार्थी को कोई भी सेट मिल सकता है। सेट किस तरह के होंगे यह नीचे दिया गया है। प्रत्येक सेट में प्रत्येक विषय में 7 एंकर प्रश्न होंगे। एंकर प्रश्न का तात्पर्य यह है कि विगत नेशनल अचीवमेंट सर्वे में जो टेस्ट पेपर दिया गया था उस टेस्ट पेपर में से प्रत्येक विषय में 7 प्रश्न रिपीट होंगे। प्रथम टेस्ट पेपर आप सभी विद्यार्थियों को समझाया था। उसी प्रश्न पत्र में से प्रत्येक विषय में 7 प्रश्न आएंगे। अतः यह आवश्यक है कि पूर्व प्रश्नपत्र को विद्यार्थियों को ध्यान से समझाकर हल करवाया जाए। एक सेट में दिए गए 70 प्रश्नों के उत्तर 120 मिनट यानी 2 घंटे में हल करना होगा।

दिनांक – 12 नवंबर 21

समय – 10.30 से 12.30

Class 10	Set 1			Set 2			Set 3		
	Area	New	Anchor	Area	New	Anchor	Area	New	Anchor
Sub 1	Lang- A -Hindi	28	7	Mat- B	28	7	Sci-A	28	7
Sub 2	Mat-A	28	7	Social-A	28	7	Eng-A	28	7
	Total	56	14	Total	56	14	Total	56	14
		70			70			70	

Class 10	Set 4			Set 5		
	Area	New	Anchor	Area	New	Anchor
Sub 1	Social- B	28	7	Lang- B Hindi	28	7
Sub2	Eng-B	28	7	Sci-B	28	7
	Total	56	14		56	14
		70			70	

## महत्वपूर्ण बिन्दु :

1. शिक्षक इस हैण्डबुक में दिए गए निर्देशों का पालन करते हुए अभ्यास टेस्ट कराएंगे। सभी प्रैक्टिस टेस्ट पेपर में वस्तुनिष्ठ प्रकार के ही प्रश्न होंगे।
2. सभी प्रैक्टिस टेस्ट पेपर के प्रश्न में 04 विकल्प होंगे इनमें से सही उत्तर पर विद्यार्थी सही ( ✓ ) चिन्ह लगाकर उत्तर देगा।
3. छात्रों में पूछे जाने वाले प्रश्न उच्च स्तरीय क्षमताओं जैसे विश्लेषण, तार्किक चिंतन और सीखने के प्रतिफल जांचने की प्रकृति के होंगे।
4. सभी शिक्षक लर्निंग आउटकम्स के आधार पर विद्यार्थियों की तैयारी कराएं। विस्तृत लर्निंग आउटकम्स एवं मॉक टेस्ट हेतु प्रश्नपत्र संलग्न हैं। इन्हें अच्छी तरह से पढ़कर पढाए जाने वाले टॉपिक के साथ मेप करके पढाएं।

# LEARNING OUTCOMES FOR THE ENGLISH LANGUAGE

## Introduction

The Learning Outcomes for Classes IX and X are a continuation of the Learning Outcomes for the Elementary Stage. As we know the process of learning progresses in a continuum. The content and teaching-learning strategies vary in terms of complexity and variety as learners enter the secondary stage of education. The focus from familiar and concrete contexts shifts to unfamiliar and abstract contexts for developing the language skills. Learning outcomes cannot be achieved in isolation but are interconnected with the process of learning. The learning outcomes, for example, of reading skills at primary stage can be differentiated from the upper primary and secondary stages but these should be taken as developmental stages of enhancing language skills.

The process of teaching and learning requires a dynamic framework of knowledge and an understanding of cultural, social, and linguistic make up of the learners. Hence the process is neither static nor prescriptive rather it demands flexibility in pedagogical processes. It calls for attention that linguistic and cultural diversity should be used as a resource.

Language permeates all domains of learning. Therefore, strengthening the skills of one language positively supports and influences the learning of second or third language and other subject areas as well. Hence the content should be drawn from other domains of learning.

Language is linked to the thinking process and its manifestation in the forms of speech and writing through exposure to the variety of languages used. Learners assimilate new concepts largely through language. Thus learners while expressing their interpretations and the constructed meanings learn both the concepts and develop understanding of the ways language is used. This requires that the school should provide an environment in which learners are encouraged to explore concepts, analyse and organise information, solve problems, provide solutions, and express their personal ideas. The process should stimulate mutual involvement between teacher and learners.

There is exposure to the English language through ICT, print, and other media as well. Its popularity and demand has made it one of the relevant languages in our context. In this scenario, it is recommended that English should be taught and learnt along with Indian languages. Learning theories suggest that multilingualism should be explored as resource for

teaching and learning of English. In other words learners' own languages should be used as an instrument (not for translation) for learning English. This will have added advantage of bringing into classroom many languages which otherwise might become extinct. Efforts should be made to strengthen learners' own languages so that the skills acquired in their own language are passed on to learning English.

Learning outcomes (LOs) define what learners are expected to know and how to achieve the curricular expectations following the pedagogical processes. The objective of developing learning outcomes is to articulate the fundamentals of language teaching and learning in terms of pedagogy, materials, and assessment. Great care has been taken to capture and encompass all the possible and expected outcomes. However, there is no exhaustive list. One may encounter situations and may find materials and resources which would lead to some achievements beyond what is being outlined. In fact the learning outcomes will facilitate in improving teaching methods and assessment practices in English language learning. The idea of inculcating values among learners is integrated in pedagogical processes.

Assessment is an integral part of learning any language. The practice of continuous comprehensive assessment (CCE) is integrated with pedagogical process. The tools of assessment are meant to promote learning by providing meaningful inputs to the learners. Parents and the community are considered important participants in this process. Hence, they should be aware of the language learning goals and the achievements of their children. Achieving learning outcomes may be looked at as one of the several purposes of CCE.

Learning Outcomes in English address the issues of diversity in language, culture, and multifaceted abilities of learners. In order to provide equal opportunities of learning to learners with special education needs, Braille or other assistive devices should be made available, while for writing, learners should have support of the scribe, etc.

### **Curricular Expectations**

At this stage learners are expected to:

- develop an understanding of what they hear in formal and informal settings.
- develop an ability to speak fluently and accurately in a variety of situations meaningfully.
- understand the verbal and non-verbal clues used by the speaker.
- develop an ability to read with comprehension and not merely decode.





- develop an ability to construct meaning by drawing inferences and relating the texts with previous knowledge.
- develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
- write a coherent piece undergoing various stages and processes of writing.
- develop imagination, creativity and aesthetic sensibility, and appreciation.
- understand the overarching values embedded in the Indian constitution like equality, social justice, equity, scientific temper; imbibe values and apply.
- respond to contemporary social concerns like violence against women, protection of environment, etc., think critically about various issues and concerns.
- use language as a skill for real life purposes.
- attain a level of proficiency in English language to meet the workplace requirements.
- recognise and accept diversity in terms of language and culture.
- be sensitive to people in difficult circumstances, children with special needs, needs of elderly people, etc.
- realise the uniqueness of Indian culture, heritage and its contribution to world knowledge.
- develop global perspective on various issues through literature, ICT, media, etc.
- develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects.
- develop grammatical competencies moving from procedural knowledge (from use or meaning) to declarative knowledge (form).



## Class IX

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learners may be provided opportunities individually or in groups and encouraged to—</b></p> <ul style="list-style-type: none"><li>comprehend audio/video scripts, read aloud texts and answer comprehension and inferential questions by listening.</li><li>use English news, films, songs, dramas, role-play, talks on internet, etc., as a resource to develop listening comprehension and understanding of the use of tone/intonation/stress, etc., in speech.</li><li>meet people and discuss on variety of issues, or listen to record discussions with people from different professions through face to face or electronic media.</li><li>participate in inter and intra school activities like school exhibitions, annual day celebration, debate competitions, discussions, quiz competitions and sports events.</li><li>make announcements during school functions, take interviews of people or personalities by framing questions, introduce a speaker; develop news items and present in class or school assembly.</li><li>organise and participate in discussions, present viewpoints or arguments, express contrasts with logic and reasoning, in the process develop problem solving and reasoning ability; and critical thinking.</li><li>recite poems with proper stress and intonation.</li><li>use audio-video or text materials for writing short skits, role plays, street plays and dramatise to communicate messages.</li><li>refer to dictionary, magazines and periodicals, thesaurus, encyclopedia, electronic media, visit library and consult various resources for improving English language proficiency.</li></ul>	<p><b>The learner—</b></p> <ul style="list-style-type: none"><li>listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly.</li><li>listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret, and appreciate.</li><li>communicates thoughts, ideas, views and opinions verbally and non-verbally.</li><li>speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar.</li><li>listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc.</li><li>reads aloud and recites poems/prose with proper stress, pause, tone, and intonation.</li><li>reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.</li><li>reads silently with comprehension and interprets layers of meaning.</li><li>writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.</li><li>writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails.</li><li>writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like <i>Beti Bachao Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, human trafficking, conservation of environment, child labour, drug abuse, promotion of literacy, etc.</li><li>uses appropriate punctuation marks and correct spelling of words while taking down dictation.</li></ul>



- ask questions on the texts read in the class and during discussions; be patient and respectful and take turns while listening to others and expressing their views.
- share experiences of language used outside the classroom as in the market, post office, etc., and share their experiences such as journeys, visits, hobbies, etc.
- understand different registers/use of appropriate words through a variety of listening and speaking activities on topics such as sports, cookery, music, gardening, riding; use these registers in their day-to-day life and use them wherever necessary.
- read and narrate stories, describe incidents with fluency and in sequence.
- take down dictation by listening, attentively, using appropriate punctuation marks.
- to improve their listening and reading skills by taking down notes from passages read aloud, news on TV, during discussions in the class; understand the processes on how to make/take notes after reading a passage/article, etc., and then summarise.
- use map to understand directions, space, and distance; look at graphs, charts, and tables to know how data has been given and interpreted.
- connect the issues in the texts they read to the world outside and think on possible solutions.
- design advertisements and invitations for celebrations, prepare weather reports, news items and discussions by using audio-video support.
- jot down ideas, develop an outline, write the first draft, edit, revise, and then finalise (for writing short and long passages/paragraphs, notices, and reports, using these processes).
- utilise the given visual input and graphs with the clues provided and write passages/paragraphs.
- takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.
- reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc.
- organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
- interprets map, graph, table to speak or write a paragraph based on interpretation.
- edits passages with appropriate punctuation marks, grammar and correct spelling.
- uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.
- uses words, phrases, idioms and word chunks for meaning-making in contexts.
- understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.
- reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
- explains specific features of different literary genres for interpretation and literary appreciation.
- identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.
- writes short stories and composes poems on the given theme or on their own.
- exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics.



- edit writings of self or peers using appropriate punctuation marks such as capital letters, comma, semicolon, inverted commas, grammar, and correct spelling.
- understand and learn to encode and decode texts of different genre through individual, pair, and group reading.
- understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- familiarise with a variety of vocabulary associated with various themes using these in different contexts through various inputs like collocations, word webs, thematic vocabulary, and word puzzles.
- be acquainted with proverbs, phrases, idioms, and their usage.
- use creativity and imagination and connect the discourse with real life contexts while expressing themselves through speech and writing.
- imagine and describe characters and situations using prompts, flash cards, verbal clues, pictures, and create stories.
- be exposed to a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and notice onomatopoeic sounds, symbols, simile, metaphors, alliteration, and personification, for appreciation.
- identify comparisons, allusions, poet's or writer's point of view, literary devices, etc.
- undertake group or individual project work of interdisciplinary nature on social, cultural, and common themes to work with language—collection, processing, analysing, interpreting of information, and then presenting orally and in writing.
- know and promote core values such as tolerance, appreciation of diversity and civic responsibility, patriotism through debates, discussions, reading
- uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.
- uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up.
- reads poems, stories, texts given in Braille; graphs and maps given in tactile/raised material; interprets, discusses, and writes with the help of a scribe.
- appreciates similarities and differences across languages in a multilingual classroom and society.
- recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.



of biographies, stories of struggles, and episodes of ethics and morality.

- follow the concept of directions on a given map of a locality, town, city, country; tactile or raised material for children with special needs.
- read alternative material such as Braille texts, poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society.
- get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school.
- use bilingual and multilingual ways to exchange ideas or disseminating information by taking the help of ICT, PPT, role play, street play, drama, written scripts, etc.



## Class X

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learners may be provided opportunities individually or in groups and encouraged to—</b></p> <ul style="list-style-type: none"><li>• participate in interactive tasks and activities.</li><li>• take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening to people around.</li><li>• engage themselves in conversation, dialogue, discussion and discourse in peer-peer mode, and with teacher on various themes.</li><li>• participate in role play, short speech and skits; interview personalities, common people for the purpose of collecting views on certain relevant issues, during surveys, project works, etc.</li><li>• give opinion about classroom transactions, peer feedback with clarity, and provide suggestions for improvement.</li><li>• read alternative material such as Braille texts, poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society.</li><li>• develop familiarity with workplace culture and language and terminology for different vocational skills like carpentry, mobile repairing, tailoring, etc.</li><li>• volunteer in organising school functions, assembly, community activities and interactions; prepares schedules, reports, etc.</li><li>• read literature from different countries, and appreciate the ideas, issues, and themes given there.</li><li>• read texts independently, comprehend, and respond to or ask questions on the text.</li><li>• read stories and literary texts—both fiction and non-fiction with understanding for pleasure and enjoyment; discuss on characters,</li></ul>	<p><b>The learner—</b></p> <ul style="list-style-type: none"><li>• listens to announcements, instructions, read-aloud texts, audio, videos for information, gist and details; responds by answering questions accordingly.</li><li>• listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret, and appreciate.</li><li>• speaks with coherence and cohesion while participating in interactive tasks.</li><li>• uses language appropriate to purposes and perspectives.</li><li>• talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.</li><li>• participates in bilingual or multilingual discourses on various themes.</li><li>• reads, comprehends, and responds to complex texts independently.</li><li>• reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.</li><li>• appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view.</li><li>• collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.</li><li>• writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.</li><li>• writes reports of functions in school, family, and community activities.</li><li>• writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.</li><li>• evaluates content presented in print and in different genres/formats</li></ul>



issues, situations; and if there is a problem, work on the solutions.

- appreciate nuances and shades of literary meanings in a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and the literary devices like onomatopoeic sounds, symbols, metaphors, alliteration, etc., understand comparisons, allusions, poet's or writer's point of view, etc.
- use subject, or contexts, and content related vocabulary to express their understanding of the texts and tasks.
- understand writing is a process-oriented skill which requires drafting, revising, editing for punctuation, grammatical accuracy, spelling, etc.
- understand the grammar in context, functions, and usages noting from examples and discover rules.
- write using symbols, tables, graphs, diagrams, etc.
- contribute in building safe and stress-free environment for learning.
- collect and make use of meaningful resources generated by the learners.
- make use of their experiences and relate with their learning.
- use visual aids, and locally developed learning materials to complement and supplement the textbook and supplementary reader.
- frame questions to assess their comprehension.
- promote core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.
- develop critical thinking on issues related to society, family, adolescence, etc. This will lead to develop their abilities for problem-solving, conflict resolution, and work collaboratively.
- use multilingualism and translation as a strategy and resource for understanding and learning and participating in classroom transactions.

and presents content using symbols, graphs, diagrams, etc.

- analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.
- draws references from books, newspapers, internet, etc., and interprets using analytical skills.
- speaks or writes on variety of themes.
- consults or refers to dictionary, periodicals, and books for academic and other purposes; and uses them in speech and writing.
- provides facts and background knowledge in areas such as science and social science and presents view points based on those facts.
- takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.
- takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.
- uses grammatical items appropriate to the context in speech and writing.
- uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.
- uses words according to the context and delineate it in speech and writing.
- uses formulaic and idiomatic expressions in speech and writing.
- makes use of collocations and idioms in speech and writing.
- identifies significant literary elements such as figurative language—metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.
- uses the figurative meaning of words and phrases as given in the texts read.
- assesses one's own and peers' work based on developed rubrics.



- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• participate in interdisciplinary tasks, activities and projects.</li> <li>• connect and apply their learning to activities, routines, and functions at home and in the community.</li> <li>• maintain diary and journal for recording responses and reflections, develop rubrics with the help of the teacher for self-assessment.</li> <li>• work on the teacher and peer feedback and self-assessment to improve their performance.</li> <li>• understand the concept of directions on a given map of a locality, town, city, country, tactile or raised material for children with special needs.</li> <li>• get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school.</li> </ul> | <ul style="list-style-type: none"> <li>• develops questions for collecting data for survey on relevant issues.</li> <li>• writes scripts and participates in role play, skit, street plays for the promotion of social issues like <i>Beti Bachao Beti Badhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation of environment, child labour, drug abuse, and promotion of literacy, etc.</li> <li>• uses bilingual or multilingual ways to exchange ideas or disseminating information with the help of ICT, PPT, role play, street play, drama, written scripts, etc.</li> <li>• recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.</li> <li>• exhibits core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.</li> <li>• learns to use Sign Language to communicate and uses Sign Language with fellow learners with hearing impairment in an inclusive set up.</li> <li>• reads the poems, stories, texts given in Braille; graphs and maps given in tactile or raised material; interprets, discusses, and writes with the help of a scribe.</li> </ul> |
|--|---|

### Suggested Pedagogical Processes in an Inclusive Setup

The curriculum of teaching-learning languages is same for all learners in the classroom. Hence, all learners get opportunities to actively participate in the teaching-learning process. There may be some students who have learning difficulties in language, visual-spatial or mixed processing problems. They may require additional teaching support and some adaptations in the curriculum.

There is variability amongst the CWSN and it requires strategies and approaches that will cater to the needs of all learners in an inclusive classroom. The concept of inclusive pedagogy provides a platform for learning and space to children with mental and physical challenges along with other children in the class. This also focuses on working collaboratively in pairs and groups.





By considering the specific requirements of children with special needs, few pedagogical processes for the teachers are suggested below:

- Use multiple modes of communication (verbal and non-verbal, graphics, cartoons, speech balloons), pictures, symbols, concrete objects and examples to assist in comprehension would help all children.
- Format (for writing letters, applications, etc.) can be verbally introduced by the teacher.
- New vocabulary introduced may be transcribed in Braille with meanings.
- Describe words like minute, huge, near and far away, sea and sky, small organisms and insects, etc., verbally with detailed information.
- Use audio tapes and storytelling for enhancing pronunciation. Different sounds through audio recordings, such as waterfall, wind, waves, thunder, sounds of animals and means of transport can be used to explain various concepts.
- Encourage all the students in the class to interact with each other and use acting, dramatisation, and role play.
- Prepare visual vocabulary sheet on the topics taught (displaying words with pictures).
- Make visual classroom displays with captions and explanations.
- Write footnotes along with examples for comprehension.
- Give repeated exercises on sentence construction so that the child can learn to use words and phrases correctly. Use examples from pictures, news, current events, scrapbook, etc.
- Provide or adapt reading material and resource material at appropriate reading level of the child.
- Illustrate ideas and new vocabulary and make content comprehensible and attractive through the use of cards, colour coding concept maps, hand puppets, use of real life experiences, dramatisation, enacting stories, real objects, and supplementary material.
- Make use of paired reading to promote fluency in reading.

