

Learning Indicators and Learning Outcomes at the Elementary Stage

**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH
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PREAMBLE

Why this document?

India's 12th Five Year Plan (2012-2017) notes that the four main priorities of education policies have been **Access, Equity, Quality and Governance**. The present document also continues to prioritize these four areas, but places greater emphasis on improving *learning outcomes* at all levels. Various educational surveys, achievement data over the years indicate that learning achievements of children in various subjects at the elementary stage such as Languages, Mathematic, EVS, Science and Social Sciences are not up to the expected level. The reports of Joint Review Mission for SSA of last few years also mentioned that the learning levels of children are not up to the desirable level in spite of all the efforts made by the states such as timely availability of textbooks and other learning material, training of teachers and teachers' support material, regular monitoring, etc. It is a fact that many a times, teachers complete the syllabus as per the textbook but they do not have clear idea as to what kind of learning they expect from children in different curricular subjects. Teachers mainly use the textbooks to transact the text, conduct given activities and assess children based on questions given in the textbooks which would perhaps not reflect precise criteria of assessment.

The NPE 1986, revised in 1992 and POA 1992 emphasise that the minimum levels of learning should be laid down and children's learning should periodically be assessed to keep a track of their progress towards ensuring the achievement of NPE goal that all children should acquire at least minimum levels of learning (MLLs). MLLs were developed class-wise and subject-wise for primary stage in 1992 in the form of competencies to put into practice the NPE formulations. However later on it was realised that development of class-wise competencies made this exercise more product and rubric-oriented rather than facilitating overall development of children and improving the quality of learning.

The National Curriculum Framework (NCF-2005) and the syllabi developed as a follow up for various curricular areas for each class consciously do not provide class-wise learning outcomes but inherently discuss stage-wise curricular expectations. Curricular expectations define what each child should know, be able to do and the disposition that should be acquired over a period of time. These are not to be assessed class-wise but need to be achieved by the end of a particular stage as these are long term targets of the curriculum expressed in terms of abilities, attitudes, values, etc. The learning outcomes are generally treated as assessment standards and equated with the expected levels of learning on the part of children. Learning indicators are expected to provide evidences of learning and other changes taking place in child's behavior. These indicators can be used as check points to assess child's learning at different points of time. However learning indicators, when given along with the pedagogical processes, are likely to help teachers and children to achieve these curricular expectations as well as learning outcomes.

The Learning Indicators are expected to help stakeholders in a number of ways such as:

- Understanding that learning is a process.
- Focusing on children's progression on a learning continuum.
- Responding positively to diversity and helping all children to participate fully and achieve well.
- Providing simple guiding points for parents, children and others for understanding the learning by every child.
- Developing a framework for monitoring, learning and reporting the progress of all children.

With the implementation of CCE, teachers need to use CCE as one of the pedagogic tools for providing timely feedback to children by using formative assessment (*assessment for learning*). They are expected to regularly assess children's progress and provide feedback. Field experiences also suggest that using 'assessment for learning' improves student achievement more than the external tests. *Children construct knowledge in their own way and have different learning styles. Thus learning process needs to be seen as a continuum. As we all know in teaching-learning situation whatever we plan (inputs) for intended learning of a child, must be translated and reflected in her behaviour.* However, the path or the teaching learning strategies need to be planned according to the diverse needs of the children. For children with disabilities, sign language, audible books, tactile maps etc are required to address the diverse needs of children. The teacher will have to

determine the needs as she/ he interacts with the child, while drawing her plan from curricular expectations to transaction and from transaction to attainment. The learning indicators would help teachers to understand the learning levels of children in her class individually as well as collectively. In the absence of learning indicators it will be difficult for a teacher or for a system to move further for improving the learning levels. This precisely is the background for developing well defined learning indicators to ultimately meet the *curricular expectations*.

Through RTE Act, 2009 children up to the elementary stage irrespective of their abilities/disabilities, social-economic ethnic background or gender, have been entitled to the Right to Free and Compulsory Education. School needs to support children to develop their knowledge, understanding, skills and dispositions to act in the future life as productive citizens. Children have variations in their abilities, dispositions and personal social qualities. Some children have different special needs (physical, communication, sensory and/or emotional) that affect their learning. Any disadvantage such as gender discrimination at home, developmental delay and limited experiences in early years may influence their learning. Providing appropriate and enriched experiences and modifying the teaching learning strategies help in meeting the identified learning needs of these children. Inclusive approach to education not only addresses the diverse needs of children but also provides opportunities to learn from each other. School programmes/activities may be coordinated with the community services to meet the social, emotional, physical and learning needs of all children.

About the document

The present document contains class - wise learning indicators and stage-wise curricular expectations up to the elementary stage. These have been developed in all the subject areas namely English, Hindi, Urdu, Mathematics, EVS, Science, Social Sciences and Arts Education. Children learn in a spiral way and not in a linear way, Therefore the learning indicators have a broad range across the classes and stages and the aim is to include all children learning at different levels. For each curricular area the document provides an understanding about its nature and approach as envisaged in NCF-2005. It also provides guidelines for users for each curricular area. Some of the guidelines are common but subject specific

guidelines have also been provided. Pedagogical processes and interventions that are required to facilitate achievement of the learning indicators and curricular expectations have also been given for each curricular area along with the learning indicators. These processes suggest examples which would help the teachers to organise their interactions in the classroom. Learning Indicators thus will help teachers and other users to understand the extent and the nature of learning on the part of children in each curricular area.

The present exercise would also encourage the States to lay down class-wise learning indicators and stage-wise curricular expectations through a *joint effort* of the Centre and States. The States have the full liberty to adopt/adapt these indicators as per their needs and contexts. This exemplar document has been made in view of the fact that an important objective of planning in our country has been removal of regional disparities in achieving the objectives of educational planning. This document would provide useful insights into the progression of child's learning in various classes. This would serve as a useful document for teachers, parents and for the system at large for improvising the quality of learning and development of children during the elementary stage of school education.

भाषा सीखने के संकेतक

संकेतक के मायने (शिक्षाशास्त्रीय, मनोवैज्ञानिक, सामाजिक पक्ष)

बच्चा जन्म से सीखना शुरू कर देता है। यह सीखना आजीवन चलने वाली प्रक्रिया है। लेकिन जब हम विद्यालय के वातावरण में कुछ निर्धारित पाठ्यक्रम के ज़रिए सीखने-सिखाने की बात करते हैं तो इस सीखने की प्रक्रिया को चिह्नित करना भी उतना ही ज़रूरी है, जितना कि सीखना-सिखाना। दरअसल ये वे संकेतक हो सकते हैं जिनके ज़रिए न केवल अध्यापक बल्कि विद्यालय, प्रशासन, अभिभावक आदि भी सीखने की प्रक्रिया को समझ सकते हैं।

संकेतकों को समझने के लिए बच्चों के सामाजिक परिवेश, मनोवैज्ञानिक स्वरूप और उससे जुड़े इशारों और अभिव्यक्तियों को भी समझने की ज़रूरत होगी। यदि कोई बच्चा अपने सामाजिक परिवेश से अलग परिवेश का सामना करता है तो शुरू-शुरू में उसकी अभिव्यक्तियाँ हमारी अपेक्षा के अनुकूल नहीं होंगी। सबसे पहले हमें इन दोनों परिवेशों के बीच की दूरी को कम करने के लिए कुछ मिटाने संबंधी गतिविधियाँ करनी होंगी, जैसे- एक-दूसरे को जानने के मौके देने के लिए सामूहिक गतिविधियाँ करनी होंगी। इसी प्रकार अगर कोई बच्चा संकोची है, समझने और जानने के बाद भी अभिव्यक्त करने में हिचकिचाता है, तो उसे अकसर बोलने के मौके देने होंगे (जो वो खुद बोलना चाहे, बिना किसी टिप्पणी के, उसे अपनी भाषा में अपनी तरह से बोलने और लिखने के मौके)। इसी तरह से कुछ बच्चे इशारे से अपनी बात कहते हैं तो कुछ सांकेतिक भाषा में लिखते-बोलते हैं, इसलिए हमें भाषा के संकेतकों को समझने के दौरान सुनने-बोलने, पढ़ने-लिखने जैसे कौशलों को व्यापक नज़रिए से समझना होगा और भाषायी कौशलों को यांत्रिकता के सीमित दायरों से बाहर निकालना होगा। तभी हम सही मायने में भाषिक विविधता बच्चों की सांकेतिक भाषा, ब्रेल(Braille)आदि अपनी भाषा के साथ-साथ भाषा-अभिव्यक्ति के अलग-अलग ढंग, इशारे, संकेत)को एक समावेशी कक्षा में स्थान दे पाएँगे। इस दृष्टि से संकेतक शिक्षाशास्त्रीय के साथ-साथ मनोवैज्ञानिक और सामाजिक भी होंगे।

समावेशी कक्षा

समावेशी कक्षा का अर्थ है - सभी तरह के बच्चों को समाविष्ट करना यानी अंतरों की स्वीकृति, विविधता का उत्सव। समावेशन केवल भिन्न रूप से सक्षम बच्चों तक ही सीमित नहीं है बल्कि इसका अर्थ किसी भी बच्चे का बहिष्कार न होना भी है। सीखने-सिखाने के तरीके और माहौल ऐसे हों कि सभी बच्चे यह महसूस करें कि वे, उनका घर, उनका समुदाय, उनकी भाषा और संस्कृति महत्वपूर्ण हैं। उनकी विविध क्षमताओं को मान्यता मिले। यह माना जाए कि सभी बच्चों में सीखने की क्षमता है।

यह महत्वपूर्ण है कि कक्षा में सभी बच्चों के लिए समावेशी माहौल तैयार किया जाए विशेषकर उनके लिए जिनको हाशिए पर धकेले जाने का खतरा है। उदाहरण के लिए, ये वे बच्चे भी हो सकते हैं जिनमें किसी प्रकार की कुछ असमर्थताएँ हैं या फिर वे बच्चे जो किसी भी सामाजिक-आर्थिक रूप से वंचित वर्ग के हैं। किसी भी बच्चे को *असमर्थ* आदि शब्दों से संबोधित करने से उनमें एक प्रकार की कुंठा और असहाय होने की भावना घर कर जाती है। इसे ध्यान में रखकर हमें विशेष रूप से सचेत होना होगा। हमारी विद्यालयी पाठ्यचर्या में चुनौती वाले बच्चों के लिए पर्याप्त अवसर हों ताकि वे अपनी संभावनाओं का पूर्ण विकास कर सकें। इसलिए सीखने का ऐसा तरीका तथा माहौल बनाएँ जो सभी बच्चों की विशिष्ट आवश्यकताओं के अनुकूल हो। बार-बार समझाने-सिखाने पर भी यदि कोई बच्ची सीख नहीं पाती है तो उसकी ओर विशेष रूप से ध्यान दें। सीखने में कहीं पीछे रह जाने वाले ऐसे बच्चे देखने पर अन्य बच्चों से भिन्न नहीं लगते हैं इसलिए शिक्षक का सतर्क रहना ज़रूरी है, जैसे-यदि कोई बच्ची बार-बार सिखाने पर भी 'त' को 'च' ही लिखती है तो आप सजग हो जाएँ। इस तरह से कई बच्चे वर्णों को शुरुआत में उलटा लिखते हैं लेकिन धीरे-धीरे सही लिखने लगते हैं। लेकिन यदि कोई बच्चा लंबे समय तक इस प्रकार वर्णों को उलटा लिखता रहे तो हो सकता है कि यह 'डिस्लेक्सिया' का लक्षण हो। ऐसे बच्चों को सिखाने के लिए अलग-अलग तरीके इस्तेमाल करने होंगे, जैसे- इन्हें चित्रों के माध्यम से सिखाया जा सकता है। इसी तरह अन्य प्रकार से शारीरिक रूप से चुनौती वाले बच्चों की विशेष आवश्यकताओं का ध्यान रखते हुए योजना बनाते हुए सीखने के अवसर दें। ये अवसर व्यक्तिगत रूप से, समूह में तथा जोड़े में बैठकर सीखने के हो सकते हैं। कक्षा में यदि कोई बच्ची ऐसी है जो देख नहीं सकती तो उसे जोड़े में किसी ऐसे बच्चे के साथ बैठाएँ जो उसे चित्र के बारे में बता सके। जोड़े में बैठाकर गतिविधि करवाते समय इस बात का ध्यान रखें कि जोड़ी के दोनों बच्चों को उस गतिविधि में समान रूप से भागीदारी का

अवसर मिले, जैसे-एक बच्ची जो देख नहीं सकती, उसे दूसरी बच्ची चित्र के बारे में बता रही है तो स्पर्श या महसूस करके बताने वाली गतिविधि में दृष्टिबाधित बच्ची को बोलने के अवसर दें और बोलने या कुछ भी करने के ये अवसर सभी तरह के बच्चों को समान रूप से मिलें और उन्हें गतिविधि करने के लिए पर्याप्त समय भी हो। इस बात का ध्यान रखें कि सिखाने के तरीके सभी बच्चों के अनुभवों का पोषण करने वाले हों, चाहे वे किसी भी समाज-आर्थिक और सांस्कृतिक वर्ग-से आते हों। विभिन्न रूप से सक्षम बच्चे अवसर दिए जाने पर सीखने में प्रगति तो करते हैं, लेकिन अनेक बार इनकी प्रगति नज़र नहीं आती। इनकी प्रगति को समझने के लिए इनका रिकॉर्ड पोर्टफोलियो में रखें। इस समावेशी कक्षा में भाषा के संकेतक क्या हों? इसके लिए पहले हमें यह समझना होगा कि हमें भाषा की ज़रूरत क्यों है?

भाषा क्यों

‘क्यों?’ के जवाब में शायद हम यही कहेंगे कि अपनी बात दूसरों तक पहुँचाने के एक माध्यम के रूप में हम भाषा को पहचानते रहे हैं। इसीलिए हम सब यही परिभाषा पढ़ते हुए बड़े हुए कि भाषा अभिव्यक्ति का माध्यम है; यानी भाषा के ज़रिए ही हम कुछ कहते और लिखते हैं और किसी के द्वारा कहे और लिखे को सुनते और पढ़ते हैं। इसीलिए भाषा के चार कौशलों की बात इस तरह से प्रमुख होती चली गई कि हम भूल ही गए कि कहने-सुनने वाले के पास दिमाग भी है। बर्टोल्ट ब्रेष्ट के शब्दों में कहें तो- *‘जनरल, आदमी कितना उपयोगी है/ वह उड़ सकता है और मार सकता है। लेकिन उसमें एक नुक्स है- वह सोच सकता है।’* बच्चे जो कुछ देखते या सुनते हैं उसे अपनी दृष्टि/समझ से देखते-सुनते हैं और अपनी ही दृष्टि और समझ के साथ बोलते और लिखते हैं। यह दृष्टि/समझ एक परिवेश और समाज के भीतर ही बनती है इसलिए परिवेश और समाज के बीच बन रही बच्चे की समझ को भाषा दे सकने में समर्थ बनाने की कोशिश होनी चाहिए। जबकि हो यह रहा है कि जब बच्चे विद्यालय आते हैं तो घर की भाषा और विद्यालय की भाषा के बीच एक द्वंद्व शुरू हो जाता है। इस द्वंद्व से उच्च प्राथमिक स्तर के बच्चे जो कि किशोर वय में पहुँच रहे होते हैं, को भी जूझना पड़ता है। उनके पास अनेक सवाल हैं, अपने आस-पास के समाज और संसार से जिसका जवाब वे ढूँढ़ रहे हैं। अगर हमारी भाषा की कक्षा उनके सवालों और जवाबों को उनकी अपनी भाषा दे सके तो यह इसकी सार्थकता होगी। इसलिए संकेतकों में दिए गए भाषा-कौशलों को एक साथ जोड़कर पढ़ने-पढ़ाने की दृष्टि भी विकसित करनी होगी। यह भी ध्यान रखना होगा कि भाषा-कौशलों को बेहतर बनाने के लिए बच्चे के परिवेश में उस भाषा की

उपयुक्त सामग्री उपलब्ध हो। खासतौर से द्वितीय भाषा के रूप में हिंदी पढ़ने वालों के लिए यह ज़रूरी होगा। भाषा सीखने-सिखाने के माहौल और प्रक्रिया के अनुसार ही बच्चों में सीखने के संकेतकों को हम धीरे-धीरे विकसित होता देख पाएँगे।

सीखने के संकेतकों के उपयोगकर्ताओं को इस बात का खास ध्यान रखना होगा कि ये संकेतक पाठ्यचर्या, पाठ्यक्रम, पाठ्यसामग्री तथा सतत् और समग्र आकलन एवं मूल्यांकन संबंधी प्रक्रिया की अगली कड़ी हैं। इसलिए इनका उपयोग करने से पहले इनके प्रारंभिक दस्तावेजों (पाठ्यचर्या, पाठ्यक्रम, पाठ्यसामग्री) को देखना-समझना रूरी होगा।

भाषा संबंधी संकेतकों को कक्षावार तीन स्तरों पर तैयार किया गया है। पहला स्तर पहली से तीसरी कक्षा, दूसरा स्तर चौथी और पाँचवीं कक्षा तथा तीसरा स्तर छठी से आठवीं कक्षा तक के बच्चों के भाषा सीखने संबंधी संकेतकों की चर्चा करता है।

संकेतकों के बारे में चर्चा करने से पहले आइए, भाषा-कौशलों के बारे में कुछ ज़रूरी बातें समझ लें। आम तौर पर भाषा संबंधी कौशल हैं - सुनना-बोलना, पढ़ना और लिखना। यहाँ यह भी समझ लेना होगा कि भाषा के ये कौशल परस्पर एक-दूसरे से जुड़े हुए हैं तथा समझ कर सुनने-बोलने या पढ़ने-लिखने की गतिविधियाँ भी साथ-साथ होती रहती हैं न कि अलग-अलग।

- सुनना-बोलना

सुनने और बोलने के कौशल में दक्षता से आमतौर पर हम यही चाहते रहे हैं कि बच्चे पढ़ें और सुनें जो ज्यों का त्यों बोल दें। सुनने और बोलने में 'समझ' की भूमिका को हम भूलते चले गए। जबकि किसी बात पर प्रतिक्रिया न करने वाले (न सुनने वाले के अर्थ में) को हम यही कहते हैं 'अरे भई तुम सुन ही नहीं रहे हो' ज़ाहिर है कि यहाँ 'समझ' के बिना सुनने का और बोलने का कोई मतलब नहीं लिया जा रहा है। पर हम पढ़ने-पढ़ाने की दुनिया में सुनने और बोलने के कौशल में 'समझ' की इस अहम भूमिका को भूलते चले गए। यह समझ ही है जो सुनने और बोलने को सार्थकता प्रदान करती है।

- पढ़ना

भाषा-संकेतकों संबंधी आगे की चर्चा में पढ़ने को लेकर जो शिक्षण बिंदु दिए गए हैं, वे पढ़ने की स्थापित संस्कृति जो पढ़ने को एक यांत्रिक कौशल के रूप में विकसित करने का समर्थन करती है, के विपरीत दिशा में जाते हैं। 'पढ़ना' मात्र किताबी कौशल न होकर एक तहज़ीब और तरकीब है। पढ़ना-पढ़कर समझने और उस पर प्रतिक्रिया करने की एक प्रक्रिया है। दूसरे शब्दों में हम यह कह सकते हैं कि पढ़ना बुनियादी तौर से एक अर्थवान गतिविधि है। हम ऐसा भी कह सकते हैं कि मुद्रित अथवा लिखित सामग्री से कुछ संदर्भों व अनुमान के आधार पर अर्थ पकड़ने की कोशिश 'पढ़ना' है।

- लिखना

लिखना एक सार्थक गतिविधि तभी बन पाएगी जब बच्चों को अपनी भाषा, अपनी कल्पना, अपनी दृष्टि से लिखने की आज़ादी मिले। बच्चों को ऐसे अवसर मिलें कि वे अपनी भाषा और शैली विकसित कर सकें न कि ब्लैकबोर्ड पर लिखे या किताबों की इबारत या फिर अध्यापक के लिखे हुए की नकल करते रहें।

भाषा अर्जित करने और सीखने की प्रक्रिया सतत रूप से जारी रहती है, बशर्ते, बच्चों को एक बेहतर भाषिक परिवेश उपलब्ध हो। भाषा अर्जित करने की इस प्रक्रिया में बच्चे अनेक तरह के अनुभवों से समृद्ध होते चलते हैं। सामाजिक अनुभवों के साथ-साथ वे विविध भाषा-प्रयोगों से भी परिचित होते जाते हैं और इन सबके परिणामस्वरूप वे भाषा सीखने की किसी भी औपचारिक प्रक्रिया में दाखिल होने से पहले ही उनमें अपनी बात को कहने-सुनने की क्षमता होती है। बच्चों की भाषा सीखने संबंधी क्षमताओं के बारे में हमारी समझ सीखने-सिखाने के तरीकों को प्रभावित करती है। अतः यह ज़रूरी होगा कि हम बच्चों की इन क्षमताओं, भाषा सीखने-सिखाने संबंधी अपेक्षाओं और कुछ बेहद महत्वपूर्ण बिंदुओं को भी समझ लें। जैसा कि पहले कहा जा चुका है कि **भाषा संबंधी संकेतकों को कक्षावार तीन स्तरों पर दिया गया है।**

इन तीनों स्तरों पर भाषा सीखने-सिखाने के परिदृश्य को भी समझ लेना ज़रूरी होगा। आगे की चर्चा इसी परिदृश्य को विस्तार देती है -

कक्षा तीन तक

बच्चे घर-परिवार एवं परिवेश से प्राप्त बोलचाल की भाषा के अनुभवों को लेकर ही विद्यालय आते हैं। पहली बार विद्यालय में आने वाला बच्चा शब्दों के अर्थ और उनके प्रभाव से परिचित होता है। लिपिबद्ध चिह्न और उनसे जुड़ी ध्वनियाँ बच्चों के लिए अमूर्त हैं, इसलिए पढ़ने का प्रारंभ अर्थ से ही हो और किसी उद्देश्य के लिए हो। यह उद्देश्य कहानी सुनकर, पढ़कर आनंद लेने के रूप में भी हो सकता है। धीरे-धीरे बच्चों में भाषा की लिपि से परिचित होकर अपने परिवेश में उपलब्ध लिखित भाषा को भी पढ़ने-समझने की जिज्ञासा उत्पन्न होती है। भाषा-शिक्षण की इस प्रक्रिया के मूल में बच्चों के बारे में यह अवधारणा है कि बच्चे दुनिया के बारे में अपनी समझ और ज्ञान का निर्माण स्वयं करते हैं। यह निर्माण किसी के सिखाए जाने या ज़ोर-ज़बरदस्ती से नहीं बल्कि बच्चों के स्वयं के अनुभवों और आवश्यकताओं से होता है। इसलिए बच्चों को ऐसा वातावरण मिलना ज़रूरी है जहाँ वे बिना रोक-टोक के अपनी उत्सुकता के अनुसार अपने परिवेश की खोज-बीन कर सकें।

यही अवधारणा बच्चों के भाषिक कौशलों पर भी लागू होती है। विद्यालय में आने पर बच्चे प्रायः स्वयं को बेझिझक अभिव्यक्त करने में असमर्थ पाते हैं, क्योंकि जिस भाषा में वे सहज रूप से अपनी राय, अनुभव, भावनाएँ आदि व्यक्त करना चाहते हैं वह विद्यालय में प्रायः स्वीकृत नहीं होती। भाषा-शिक्षण को बहुभाषी संदर्भ में रखकर देखने की आवश्यकता है। कक्षा में बच्चे अलग-अलग भाषायी-सांस्कृतिक पृष्ठभूमि से आते हैं। कक्षा में इनकी भाषाओं का स्वागत किया जाना चाहिए और उनमें बच्चों से सहज अभिव्यक्ति क्षमता का उपयोग करते हुए हिंदी पढ़ाई जानी चाहिए। शिक्षक बहुभाषिकता की महत्ता को समझकर कक्षा में उसका उपयोग करे, तभी वह बच्चों को अपने परिवेश में स्थित सांस्कृतिक और भाषिक विविधता के प्रति संवेदनशील बना सकता है। आज बहुभाषिकता को बच्चे के व्यक्तित्व विकास के लिए संसाधन के रूप में विकसित करने की आवश्यकता है।

कक्षा पाँच तक

चौथी कक्षा तक आते-आते बच्चे विद्यालय से परिचित हो जाते हैं और वहाँ के वातावरण में घुलमिल जाते हैं विद्यालय का वातावरण और दूसरे बच्चों का साथ उन्हें हिंदी भाषा में निहित स्थानीय, ऐतिहासिक, सांस्कृतिक विविधताओं से परिचित कराता है। इसके अतिरिक्त वे अन्य भाषाओं के प्रति संवेदनशील भी हो जाते हैं। इस स्तर

पर बच्चे की भाषा से जुड़े कौशलों की प्रकृति में गुणात्मक बदलाव आएगा। उनमें स्वतंत्र रूप से पढ़ने की आदत विकसित होगी। पढ़ी हुई सामग्री से वे संज्ञानात्मक और भावनात्मक स्तर पर जुड़ेंगे और उसके बारे में स्वतंत्र और मौलिक विचार व्यक्त कर सकेंगे। यहाँ तक आते-आते लिखना एक प्रक्रिया के रूप में प्रारंभ हो जाता है और वह अपने विचारों को व्यवस्थित ढंग से लिखने लगते हैं।

कक्षा आठ तक

छठी से आठवीं कक्षा के बच्चे किशोरावस्था में कदम रख रहे होते हैं। यह दौर मन, मानस और शारीरिक परिवर्तन की दृष्टि से संवेदनशील होता है। इस नए संधि काल में विद्यालय, कक्षा और शिक्षक की सकारात्मक भूमिका छात्र-छात्राओं की ऊर्जा और जिज्ञासा को सार्थक स्वस्थ दिशा दे सकती है ताकि मननशील और संवेदनशील व्यक्ति के रूप में उनका विकास हो सके। इसके लिए ज़रूरी है कि वे कक्षा के साथ भावनात्मक और बौद्धिक जुड़ाव महसूस कर सकें।

सौंदर्यबोध, साहित्यबोध और सामाजिक-राजनीतिक बोध के विकास की दृष्टि से स्कूली जीवन का यह चरण अत्यंत महत्वपूर्ण है, क्योंकि इस चरण में कई किस्म के बोध और दृष्टियों के अंकुर फूटते हैं। चाहे भाषायी सौंदर्य हो या परिवेशगत, कोई चीज़ सुंदर है तो क्यों है? यदि कोई वस्तु, रचना, फिल्म आदि अच्छी है तो वे कौन-से बिंदु हैं जो उसे अच्छा बनाते हैं, उनके बारे में स्पष्ट सोच होना बहुत ज़रूरी है।

प्रारंभिक कक्षाओं में समझकर पढ़ना सीख लेने के बाद अब छात्र-छात्राएँ पढ़ते समय किसी रचना से भावात्मक रूप से जुड़ भी सकें और कोई नई किताब या रचना सामने आने पर उसे उठाकर पलटने और पढ़ने की उत्सुकता उनमें पैदा हो। समाचार-पत्र के विभिन्न पन्नों पर क्या छपता है, इस बात की जानकारी उन्हें हो। समाचार पत्र में छपी किसी खबर, लेख या कही गई किसी बात का निहितार्थ क्या है? छात्र-छात्राएँ उसमें झलकने वाली सोच, पूर्वाग्रह और सरोकार आदि को पहचान पाएँ। कुल मिलाकर प्रयास यह होना चाहिए कि इस चरण के पूरा होने तक छात्र-छात्राएँ किसी भाषा, व्यक्ति, वस्तु, स्थान, रचना आदि का विश्लेषण करने, उसकी व्याख्या करने और उस व्याख्या को आत्मविश्वास व स्पष्टता के साथ अभिव्यक्त करने के अभ्यस्त होने लगें।

सीखने संबंधी संकेतक सीखने-सिखाने से जुड़ी अपेक्षाओं यानी पाठ्यचर्या संबंधी अपेक्षाओं की ओर ध्यान आकृष्ट करते हैं। भाषा सीखने के संकेतकों को गहनता से समझने और उसके अनुरूप अपनी कक्षा की प्रक्रियाओं को निर्धारित करने के लिए यह ज़रूरी है कि विभिन्न कक्षाओं में भाषा-पाठ्यचर्या की अपेक्षाओं को जान-समझ

लिया जाए। पाठ्यक्रम संबंधी इन अपेक्षाओं को पूरे देश के बच्चों को ध्यान में रख कर (प्रथम भाषा के रूप में हिंदी पढ़ने वाले और द्वितीय भाषा के रूप में हिंदी पढ़ने वाले दोनों) तैयार किया गया है।

भाषा - हिंदी (कक्षा एक से तीन तक)

पाठ्यक्रम संबंधी अपेक्षाएँ

सुनना और बोलना

- दूसरों की बातों/आवाज़ों को ध्यान से सुनना।
- अपनी बात कहने की कोशिश करना (बोलकर/ इशारों/ 'साइन लैंग्वेज'/चित्र बनाकर)।
- दूसरों की बात समझकर अपने शब्दों में कहने की कोशिश करना।
- छोटी कहानी, कविता आदि को ध्यान से सुनना।
- छोटी कहानी, कविता आदि को हावभाव के साथ सुनना।

पढ़ना और लिखना

- चित्र देखकर अनुमान लगाते हुए पढ़ना।
- लिखित और मुद्रित सामग्री को पढ़ना।
- पढ़ी गई बातों को समझकर अपने शब्दों में कहने और लिखने की कोशिश करना।
- विभिन्न स्रोतों (रीडिंग कॉर्नर, पोस्टर, दवाइयों के रैपर, होर्डिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) से अपनी पसंद की सामग्री ढूँढ़कर पढ़ना।
- अपनी बात को लिखकर कहना।

- अपनी कल्पना से छोटी कहानी, कविता आदि लिखने की कोशिश करना।

परिवेशीय सजगता

- आसपास की प्रकृति (पेड़-पौधे, मौसम, घरेलू पशु-पक्षी आदि) को देखना और अपनी राय बनाना।
- घर की भाषा और हिंदी के बीच संबंध बनाने की कोशिश करना।

सीखने के तरीके तथा माहौल

सभी बच्चों के समावेश (inclusion) को ध्यान में रखकर

अपनी भाषा में बातचीत करने की आज़ादी और अवसर हों, जैसे- समूह में एक-दूसरे के बारे में बातें कहना और सुनना।

- अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए प्रोत्साहित हों।
- अपनी भाषा गढ़ने (नए शब्द बनाने) और उनका इस्तेमाल करने के अवसर हों, जैसे- 'खाना' शब्द से मिलते-जुलते दूसरे लयात्मक शब्द।
- छोटी कहानियाँ, कविताएँ अथवा/बाल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होर्डिंग, अखबारों की कतरनें उनके आस-पास के परिवेश में उपलब्ध हों और उन पर चर्चा करने के मौके हों।
- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो-वीडियो सामग्री के उपयोग के अवसर हों।
- हिंदी में सुनाई गई छोटी कविता, कहानी आदि पर अपनी भाषा में सवाल पूछने के अवसर हों।
- हिंदी में सुनी गई छोटी कविता, कहानी आदि को अपने तरीके और अपनी भाषा में सुनाने के अवसर हों।
- विभिन्न प्रकार की सामग्री (रीडिंग कॉर्नर की किताबें, पोस्टर, दवाइयों के रैपर, होर्डिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) पढ़ने के अवसर हों ।
- स्तरानुसार रोचक बाल साहित्य, बाल पत्रिकाएँ, अखबार, ऑडियो-वीडियो सामग्री उपलब्ध हों।
- पढ़ी गई रचनाओं पर अपनी भाषा में बात करने, अपनी राय देने, सवाल करने की आज़ादी हो।

- अपना परिवार, विद्यालय, मोहल्ला, खेल का मैदान, गाँव की चौपाल जैसे विषयों तथा अपने अनुभवों पर लिखकर एक-दूसरे से बाँटने के अवसर हों।
- अपनी बात को अपने अंदाज़ में लिखकर अभिव्यक्त करने की स्वतंत्रता हो।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से बार-बार लिखने के अवसर हों।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए।
- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आज़ादी हो।
- आस-पास होने वाली गतिविधियों/घटने वाली घटनाओं (जैसे- मेरे घर की छत से सूरज क्यों नहीं दिखता?, सामने के पेड़ पर बैठने वाली चिड़िया कहाँ चली गई?) को लेकर सवाल करने के अवसर पर बच्चों से बातचीत या चर्चा करने के अवसर उपलब्ध हों।
- कक्षा में अपने साथियों की बोलियों पर गौर करने के अवसर, जैसे - आम, रोटी, तोता आदि शब्दों को अपनी-अपनी बोली में कहे जाने के अवसर हों। या गतिविधि शब्दों की लेन-देन/आपसदारी की गतिविधि के रूप में की जा सकती है।
- पाठ्यपुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।

सीखने के संकेतक

सभी बच्चों के समावेश (inclusion) को ध्यान में रखकर प्रतिक्रियाएँ, भाषिक और सांकेतिक - दोनों हो सकती हैं

कक्षा एक	कक्षा दो	कक्षा तीन
सुनना और बोलना <ul style="list-style-type: none"> • बच्ची/बच्चा अपने आसपास की आवाज़ों (लोगों, बस, रेल, बैलगाड़ी, पशु-पक्षी आदि) 	सुनना और बोलना <ul style="list-style-type: none"> • दूसरों की बातों को सुनकर अपनी प्रतिक्रिया व्यक्त करती/करता है। उदाहरण के लिए, रोज़मर्रा 	सुनना और बोलना <ul style="list-style-type: none"> • सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत/सवाल

<p>को पहचानती/पहचानता है।</p> <ul style="list-style-type: none"> • कही जा रही बात को ध्यान से सुनने की कोशिश करती/करता है। • दूसरों की बातों को सुनकर अपनी बात कहने की कोशिश करती/करता है। • अपनी, अपने परिवार, परिवेश की बात को कहने में दिलचस्पी दिखाती/दिखाता है, जैसे- मेरी बहन का नाम भी सबीना है। • अपने घर और परिवेश की चीजों से जोड़कर चित्रों और रचनाओं पर अनुमान लगाने की कोशिश करती/करता है, जैसे- ये तो मेरे घर के सामने वाले नीम के पेड़ जैसा है। • हिंदी में सुनी गई बातों को अपनी भाषा में कहने की कोशिश करती/करता है। • अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देकर उस पर सवाल करती/करता है, जैसे- पेंसिल पर दोनों किनारों पर ये बच्चे कैसे बैठ गए। 	<p>की घर, खान-पान, खेलकूद, विद्यालय और साथियों की बातें, जैसे- मेरी मम्मी भी मेरे लिए नया लंच बॉक्स लाई, मेरे घर भी कबूतर ने बच्चे दिए आदि।</p> <ul style="list-style-type: none"> • अपनी भाषा में अपने परिवार और परिवेश की बात को कहता है। • चित्रों और रचनाओं पर अनुमान लगाते हुए अपनी प्रतिक्रिया व्यक्त करती/करता है, जैसे-घोंसले में चिड़िया के बच्चे अकेले हैं। चिड़िया ज़रूर दाना लेने गई होगी। • हिंदी में सुनी गई बातों को अपनी भाषा में कहती/कहता है। • अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देकर उस पर सवाल करते हैं, जैसे-इस पत्ते का रंग लाल क्यों है। • सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, आदि के बारे में बातचीत करती/करता है, जैसे-भालू ने खेली 	<p>पूछती/पूछता है, जैसे- इस चित्र में मछली उड़ क्यों रही है?</p> <ul style="list-style-type: none"> • सुनी गई ऑडियो-वीडियो सामग्री पर बातचीत करता है, जैसे- बूढ़ी अम्मा ने झाड़ू मारा तो चाँद ऊपर आसमान में जाकर बैठ गया। • अपने मन से कहानी/कविता आदि बनाने का प्रयास करती/करता है। • कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ती/जोड़ता है।
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<ul style="list-style-type: none"> • सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, आदि के बारे में बातचीत करने में रुचि प्रदर्शित करती/करता है। • कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहने की कोशिश करती/करता है। • आस-पास मौजूद परिस्थितियों के बारे में बातचीत करती/करता है, जैसे- सूरज कहाँ चला जाता है? 	<p><i>फुटबॉल कहानी में जब भालू के बच्चे ने किक लगाई तो बड़ा मज़ा आया।</i></p> <ul style="list-style-type: none"> • अपने मन से कहानी/कविता आदि बनाने का प्रयास करती/करता है, जैसे-आज परी के पापा आए, साथ में वो गुब्बारे लाए। • कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हैं। 	
<p>पढ़ना और लिखना</p> <ul style="list-style-type: none"> • पढ़ने के प्रति इच्छुक रहता/रहती है। • रचनाओं को आनंद लेकर पढ़ती/पढ़ता है। • पढ़ते समय चित्र के आधार पर अर्थ का अनुमान लगाने की कोशिश करती/करता है, जैसे- हाथी बहुत खुश है और शेर को गुस्सा आ रहा है। • अपनी पाठ्यपुस्तक से इतर सामग्री (पोस्टर, बाल पत्रिका, होर्डिंग्स आदि) को पढ़ने की 	<p>पढ़ना और लिखना</p> <ul style="list-style-type: none"> • रचनाओं को आनंद लेकर पढ़ती/पढ़ता है। • चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाती/लगाता है, जैसे- अब वह लड़की ज़रूर फिर से स्कूल जाना शुरू करेगी। • अपनी पाठ्यपुस्तक से इतर सामग्री (पोस्टर, बाल पत्रिका, होर्डिंग्स आदि) को पढ़कर समझती/समझता है। • देखी/पढ़ी लिखी सामग्री पर बातचीत करता/करती 	<p>पढ़ना और लिखना</p> <ul style="list-style-type: none"> • रुचिकर रचनाओं को आनंद लेकर पढ़ती/पढ़ता है। • चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाती/लगाता है। • अलग-अलग तरह की रचनाओं को समझते हुए पढ़ने की कोशिश करती/करता है। • अपनी पाठ्यपुस्तक से इतर सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को पढ़कर समझती/समझता है। • देखी/पढ़ी लिखित सामग्री पर अपनी राय देती/देता है,

<p>कोशिश करती/करता है, जैसे-फिरकी(बाल पत्रिका फिरकी बच्चों की)।</p> <ul style="list-style-type: none"> • पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनते हैं, जैसे-अरे, मेरी लालू पीलू वाली किताब कहाँ है? मैं तो वही पढ़ूँगी। • कविता या कहानी पढ़कर उसके बारे में पूछे गये प्रश्नों का मौखिक जवाब देते हैं। 	<p>है, जैसे-ऊँट चला भई ऊँट चला कविता खूब अच्छी है। ऊँट का चित्र भी देखो कितना सुंदर है।</p> <ul style="list-style-type: none"> • पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ता है। • पढ़ी गई कविता या कहानी के बारे में पूछे गए प्रश्नों का मौखिक जवाब देते हैं। • अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाने की कोशिश करते हैं। • अपनी बात /कविता /कहानी को सृजनात्मक तरीके से लिखता है। 	<p>जैसे-मुझे यह कहानी अच्छी नहीं लगी।</p> <ul style="list-style-type: none"> • पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ता है। • अपने सामान्य और विशेष अनुभवों को लिखता है जैसे-घर से स्कूल के रास्ते में क्या-क्या देखा?, गरमी की छुट्टियों में क्या किया आदि। • कविता या कहानी पढ़कर उसके बारे में पूछे गए प्रश्नों का उत्तर लिखना। • अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाते हैं, जैसे-मन करता है कोयल बनकर कुहू-कुहू मैं भी गाऊँ। • आस-पास मौजूद परिस्थितियों के बारे में सवाल करती/करता है, जैसे- मेरे घर के पास कूड़ा क्यों है। • पाठ्यपुस्तक के विभिन्न पाठों में आए संवेदनशील मुद्दों पर अभिव्यक्ति (मौखिक, लिखित और सांकेतिक) करता/करती है। • अपनी बात/कविता/कहानी को सृजनात्मक तरीके से लिखते हैं।
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		<p>परिवेशीय सजगता</p> <ul style="list-style-type: none"> • अपने आस-पास होने वाली घटनाओं के प्रति जिज्ञासा को लिखने की कोशिश करती/करता है, जैसे- <i>कोहरे का बादल आ गया।</i> • पाठ्यपुस्तक में और कक्षा में विभिन्न गतिविधियों/बातचीत के दौरान अवसर मिलने पर अपने घर की बोली में अपनी बात कहती/कहता है, जैसे- <i>मम्मी कौ रई कि वाके झौरै मत बैठियो।</i> (ब्रज भाषा) • विभिन्न प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों पर अवसर मिलने पर बातचीत करती/करता है, जैसे- <i>बाढ़ आने से हमारे मोहल्ले में भी पानी भर गया है।</i>
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भाषा - हिंदी (कक्षा चार और पाँच)

पाठ्यक्रम संबंधी अपेक्षाएँ

सुनना और बोलना

- दूसरों की बातों को ध्यान और धैर्य से सुनना।
- अपनी बात आत्मविश्वास से कहना।
- दूसरों की बात समझकर अपने शब्दों में कह पाना।
- कहानी, कविता आदि सहज रचनाओं को ध्यान और धैर्य से सुनना और सुनाना।
- स्वतंत्र एवं सृजनात्मक रूप से अभिव्यक्त करना।

पढ़ना और लिखना

- लिखित और मुद्रित सामग्री को पढ़कर समझना।
- दूसरों की बात पढ़कर, समझकर अपने शब्दों में कहना।
- पुस्तकालय आदि विभिन्न स्रोतों से अपनी पसंद की किताबें पढ़ना।
- नए शब्दों को शब्दकोश में देखना।
- अपनी बात और अपने भाव को अपनी भाषा में लिखकर कहना।
- पढ़ी, सुनी, देखी रचनाओं/घटनाओं पर मौखिक और लिखित रूप से अपनी राय व्यक्त करना।
- अपनी कल्पना से कहानी, कविता आदि लिखना।

परिवेशीय सजगता

- प्राकृतिक और अन्य घटनाओं का अवलोकन कर अपनी राय बनाना।
- अपने भाषायी परिवेश के प्रति सजग और संवेदनशील होना।

सीखने के तरीके तथा माहौल सभी बच्चों के समावेश (inclusion) को ध्यान में रखकर

- अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए प्रोत्साहित हों।
- अपनी भाषा में बातचीत करने की आज़ादी और अवसर हों, जैसे - समूह में एक-दूसरे के बारे में दो बातें कहना और सुनना।
- प्रयोग की जाने वाली भाषा पर ध्यान देते हुए अपनी भाषा गढ़ने और उसके इस्तेमाल के अवसर हों।
- अलग-अलग तरह की कहानियों, कविताओं अथवा अन्य रचनाओं की किताबें/बाल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होर्डिंग, अखबारों की कतरनें उनके आस-पास के परिवेश में उपलब्ध हों और उन पर चर्चा करने के मौके हों।
- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो-वीडियो सामग्री के उपयोग के अवसर हों।
- हिंदी में सुनी-पढ़ी सामग्री के बारे में अपनी भाषा में सवाल पूछने के अवसर हों।
- सुनी, देखी और पढ़ी गई ऑडियो-वीडियो सामग्री पर चर्चा करती/करता है।
- सुनी और देखी गई बातों को स्वतंत्र और सृजनात्मक तरीके से अभिव्यक्त करने के अवसर हों।
- विभिन्न प्रकार की सामग्री पढ़ने के अवसर व्यक्तिगत रूप से, जोड़े में तथा समूह में हों।
- स्तरानुसार रोचक बाल साहित्य, बाल पत्रिकाएँ, अखबार, ऑडियो-वीडियो सामग्री उपलब्ध हो। सामग्री ब्रेल में भी उपलब्ध हो, कमज़ोर दृष्टि वाले बच्चों को दृष्टिगत रखते हुए कुछ सामग्री बड़े अक्षरों में छपी हुई हो।

- पढ़ी गई रचनाओं पर बात करने, अपनी राय देने, सवाल करने अथवा प्रतिक्रिया व्यक्त करने की आज़ादी हो।
- पढ़ी गई रचनाओं पर समूह में चर्चा करते हुए उसे बार-बार लिखने के अवसर हों।
- अपनी बात को अपने अंदाज़ में लिखकर अभिव्यक्त करने की स्वतंत्रता हो।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से बार-बार लिखने के अवसर हों।
- अपनी भाषा गढ़ते हुए लिखने की स्वतंत्रता हो।
- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आज़ादी हो।
- आस-पास घटने वाली घटनाओं पर बच्चों से बातचीत या चर्चा करने के अवसर उपलब्ध हों।
- पाठ्यपुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।
- भाषायी परिवेश पर चर्चा के अवसर हों।
- अपने मोहल्ले और स्कूल में प्रयोग हो रही तरह-तरह की बोलियों, खान-पान आदि पर ध्यान देने संबंधी गतिविधियों (जैसे- एक दूसरे की भाषा में खान-पान से जुड़ी शब्दावली को इकट्ठा करना और उसको प्रयोग करना) के अवसर हों।

सीखने के संकेतक

सभी बच्चों के समावेश (inclusion) को ध्यान में रखकर प्रतिक्रियाएँ, भाषिक और सांकेतिक - दोनों हो सकती हैं

कक्षा चार	कक्षा पाँच
<p>सुनना और बोलना</p> <ul style="list-style-type: none"> दूसरों द्वारा कही जा रही बात को ध्यान से सुनने में दिलचस्पी दिखाती/दिखाता है, जैसे-सिर हिलाकर समझ की अभिव्यक्ति करता है। दूसरों की बातों को सुनकर अपनी प्रतिक्रिया व्यक्त करती/करता है। जैसे- उदित, तुम्हारी कॉपी भी तो फट गई है।/ कल तो छुट्टी है, दादी के साथ पार्क में झूला झूलूँगा। अपनी और अपने परिवार की बात को कहने में दिलचस्पी और आत्मविश्वास दिखाती/दिखाता है, जैसे- मेरी मम्मी के पैर में चोट लग गई है।/ मेरे भाई के पास भी नए रंग हैं लेकिन वो देता नहीं है। भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ता और उसका इस्तेमाल करता है। हिंदी में सुनी गई बातों को अपनी भाषा में आत्मविश्वास से कहती/कहता है। चित्रों और अपने पूर्व अनुभवों के आधार पर अनुमान लगाते हुए रचनाओं पर अपनी प्रतिक्रिया व्यक्त करती/करता है। 	<p>सुनना और बोलना</p> <ul style="list-style-type: none"> दूसरों द्वारा कही जा रही बात को धैर्य तथा ध्यान से सुनने में दिलचस्पी दिखाती/दिखाता है, जैसे-प्रश्न करके समझने की कोशिश करता है। दूसरों की बातों को सुनकर अपनी प्रतिक्रिया तथा अपना मत व्यक्त करती/करता है। अपनी, अपने परिवार और अपने परिवेश की बात को कहने में दिलचस्पी और आत्मविश्वास दिखाती/दिखाता है, जैसे-अरे! यहाँ पानी भी बोतल में बिकता है। हमारे गाँव में तो नदी है। भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ता और भाषायी खेल करती/करता है, जैसे-अपने साथियों से कहता है कि जल्दी-जल्दी बोलकर दिखाओ-राजा गोपगपंगमदास। हिंदी में सुनी गई बातों को अपनी भाषा में आत्मविश्वास से कहती/कहता है। चित्रों और अपने पूर्व अनुभवों के आधार पर अनुमान लगाते हुए रचनाओं पर अपनी प्रतिक्रिया व्यक्त करती/करता है, जैसे-इस बाज़ार में आइसक्रीम भी मिलती होगी। अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देते हुए उसे समझने और उस पर बातचीत करने की कोशिश करती/करता है, जैसे-बहन को पोलियो की दवा पिलाते

<ul style="list-style-type: none"> • अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देते हुए उसे समझने और उस पर बातचीत करने की कोशिश करती/करता है, जैसे- <i>पोलियो की दवा पिलाने वाले कल हमारे मोहल्ले में भी आए थे। मेरी छोटी बहन को भी दवा पिलाई थी।</i> • सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत/सवाल पूछती/पूछता है, जैसे-<i>अब तक हमने जो कविताएँ पढ़ी थीं, उनमें हर पंक्ति का अंतिम शब्द मिलता-जुलता था। लेकिन 'बाघ आया उस रात' कविता अलग तरह की क्यों है?</i> • कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ती/जोड़ता है। 	<p><i>देखकर डॉक्टर से अपने सहपाठी मनजीत (जो एक पैर से चलने में असमर्थ है) के लिए दवा माँगता है- इसके लिए भी दवाई दे दीजिए ना।</i></p> <ul style="list-style-type: none"> • सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत/सवाल पूछती/पूछता है। • कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ती/जोड़ता है, जैसे-<i>फिर मंगू ने रुपये वापिस कर दिए।</i>
<p>पढ़ना-लिखना</p> <ul style="list-style-type: none"> • पढ़ने के प्रति उत्सुक रहती/रहता है, जैसे-<i>'मिठाई' कहानी तो मैं भी पढ़ूँगा।</i> • रचनाओं को आनंद के साथ पढ़ती/पढ़ता है, जैसे-<i>पढ़ते समय रचना के अनुरूप भाव आ रहे हैं।</i> • चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाती/लगाती है। • विभिन्न प्रकार की (हास्य, साहसिक आदि) कहानियों, कविताओं 	<p>पढ़ना-लिखना</p> <ul style="list-style-type: none"> • उत्साही पाठक है, जैसे-<i>चल अबकी बार पुस्तक मेले से मिलजुल कर किताबें खरीदें।</i> • रचनाओं को आनंद तथा आत्मविश्वास के साथ पढ़ती/पढ़ता है, जैसे-<i>पढ़ने के अपने अनुभवों को साथियों के साथ बाँटता है।</i> • चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाने के साथ ही काल्पनिक पात्रों को भी जोड़ती/जोड़ता है। • विभिन्न प्रकार की (हास्य, साहसिक, सामाजिक आदि) कहानियों, कविताओं आदि

<p>आदि रचनाओं को समझते हुए पढ़ती/पढ़ता है।</p> <ul style="list-style-type: none"> • पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ती है। • अपनी पाठ्यपुस्तक से इतर सामग्री (बाल पत्रिका, होर्डिंग्स आदि) को पढ़कर समझती/समझता है। • लिखते समय अपनी ओर से कुछ नए शब्द गढ़ने का प्रयास करती/करता है। • विभिन्न स्थितियों और उद्देश्यों (बुलेटिन पर लगाई जाने वाली सूचना, कार्यक्रम की रिपोर्ट आदि) के अनुसार लिखती/लिखता है। • व्यक्तिगत, कक्षा या विद्यालय के स्तर पर अपनी बाल पत्रिका, बाल समाचार पत्र तैयार करती/करता है। • अपनी पसंद के चित्रों, कहानियों, कविताओं (परिवेश से जुड़ी)आदि की कतरनों को चिपकाकर स्क़ैप बुक तैयार करती/करता है। • अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाती/बढ़ता है। 	<p>रचनाओं को समझते उन पर पर स्वतंत्र टिप्पणी (reflection) देती/देता है।</p> <ul style="list-style-type: none"> • पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ती है। • विभिन्न उद्देश्यों (सूचना, जानकारी आदि प्राप्त करने के लिए) के लिए पढ़ती/पढ़ता है। • अपनी पाठ्यपुस्तक से इतर सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को पढ़कर समझती/समझता है। • अपरिचित शब्दों के अर्थ शब्दकोश से खोजती/खोजता है। • सुनी, देखी गई बातों को अपने शब्दों में लिखकर अभिव्यक्त करती/करता है। • लिखते समय नए शब्द गढ़ने का प्रयास करती/करता है, <i>जैसे-मेरे पैर में चकबक हो रही है।</i> • विभिन्न स्थितियों और उद्देश्यों (बुलेटिन पर लगाई जाने वाली सूचना, कार्यक्रम की रिपोर्ट आदि) के अनुसार लिखती/लिखता है। • व्यक्तिगत, कक्षा या विद्यालय के स्तर पर अपनी बाल पत्रिका, बाल समाचार पत्र तैयार करती/करता है। • अपनी पसंद के चित्रों, कहानियों, कविताओं (परिवेश से जुड़ी)आदि की कतरनों को चिपकाकर स्क़ैप बुक तैयार करती/करता है। • अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाती/बढ़ता है।
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परिवेशीय सजगता	परिवेशीय सजगता
<ul style="list-style-type: none"> • अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए अपनी प्रतिक्रिया व्यक्त करती/करता है। • आस-पास मौजूद परिस्थितियों के बारे में सवाल करती/करता है। • पाठ्यपुस्तक के विभिन्न पाठों में आए संवेदनशील मुद्दों पर अभिव्यक्ति (मौखिक, लिखित और सांकेतिक) करती/करता है। • पाठ्यपुस्तक से इतर सामग्री में पशु-पक्षियों, पेड़-पौधों, भिन्न रूप से सक्षम व्यक्तियों आदि से संबंधित रचनाओं को पढ़कर इनके प्रति अपनी ज़िम्मेदारी का भाव अभिव्यक्त (मौखिक, लिखित और सांकेतिक) करती/करता है, जैसे-<i>सुनीता की पहिया कुर्सी कहानी को पढ़ने के बाद टिप्पणी-सुनीता जैसी कोई लड़की हमारे विद्यालय में हो तो उसे सीढ़ियाँ चढ़ने में कितनी दिक्कत होगी!</i> • आसपास मौजूद पेड़-पौधों, पशु-पक्षी आदि की देखभाल के प्रति सजग है, जैसे-<i>दवा लगाने से कुत्ते के पंजे का घाव ठीक हो रहा है।</i> • घर, कक्षा, विद्यालय एवं आस-पास होने वाले चीज़ों के व्यर्थ इस्तेमाल को रोकते हैं, जैसे-<i>रेखा, नल बंद कर दो। पानी बेकार बह रहा है।</i> 	<ul style="list-style-type: none"> • अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों और उसकी अभिव्यक्ति की भाषा पर ध्यान देते हुए अपनी प्रतिक्रिया व्यक्त करती/करता है। • आस-पास मौजूद परिस्थितियों के बारे में सवाल करती/करता है, जैसे-<i>हमारे मोहल्ले में तो सब मिल-जुलकर रहते हैं। फिर शहर में दंगे क्यों हो रहे हैं?</i> • पाठ्यपुस्तक के विभिन्न पाठों में आए संवेदनशील मुद्दों पर अभिव्यक्ति (मौखिक, लिखित और सांकेतिक) करती/करता है। • पाठ्यपुस्तक से इतर सामग्री में पशु-पक्षियों, पेड़-पौधों, भिन्न रूप से सक्षम व्यक्तियों आदि से संबंधित रचनाओं को पढ़कर इनके प्रति अपनी ज़िम्मेदारी का भाव अभिव्यक्त (मौखिक, लिखित और सांकेतिक) व्यक्त करती/करता है, जैसे-<i>ईदगाह कहानी पढ़ने के बाद कहती है-मैं भी अपनी दादी की खाना बनाने में मदद करती हूँ।</i> • घर, आसपास तथा विद्यालय परिसर में मौजूद पेड़-पौधों, पशु-पक्षी आदि की देखभाल के प्रति सजग है, जैसे-<i>पौधा तो हमने लगा दिया अब रोज़ इसमें पानी भी डाला करेंगे नहीं तो पौधा सूख जाएगा।</i> • घर, कक्षा, विद्यालय एवं आस-पास होने वाले चीज़ों के व्यर्थ इस्तेमाल को रोकते हैं, जैसे: <i>रोशनी, तुम रोज़ आधा खाना बर्बाद करती हो, ये अच्छी बात नहीं है।</i>

भाषा - हिंदी (कक्षा छह से आठ तक)

पाठ्यक्रम संबंधी अपेक्षाएँ

सुनना और बोलना

- विभिन्न परिस्थितियों में बोली जाने वाली भाषा को सुनकर समझना।
- दूसरों की बातों और विचारों को पढ़कर, सुनकर, समझकर अपने ढंग से कहना।
- अपनी बात स्पष्टता के साथ और खुलकर कहना।
- अपने आस-पास घट रही घटनाओं, समस्याओं, सामयिक मुद्दों और पढ़ी गई रचनाओं पर अपनी राय व्यक्त करना।

पढ़ना और लिखना

- विभिन्न अवसरों (स्वागत, सामाजिक समारोह और मुद्दे आदि) के लिए अपनी बात स्पष्टता के साथ लिखना।
- पुस्तकालय आदि विभिन्न स्रोतों से अपनी पसंद की किताबें पढ़ना।
- अलग-अलग अवसरों पर कही गई दूसरों की बातों और विचारों को पढ़कर, सुनकर, समझकर अपने ढंग से लिखना।
- अपने आस-पास घट रही घटनाओं, समस्याओं, सामयिक मुद्दों और रचनाओं को पढ़ना और उन पर अपनी राय व्यक्त करना।

परिवेशीय सजगता

- प्राकृतिक और अन्य घटनाओं का अवलोकन कर अपनी राय बनाना।
- अपने भाषायी परिवेश के प्रति सजग और संवेदनशील होना।
- विपरीत परिस्थितियों में भी भाषा का शांतिपूर्ण और विवेकपूर्ण ढंग से इस्तेमाल करना।

- विभिन्न परिवेश, कृषि और लोक कलाओं आदि से संबंधित भाषा का संरक्षण और विकास करना ।

सीखने के तरीके तथा माहौल सभी बच्चों के समावेश (inclusion) को ध्यान में रखकर

- अपने परिवेश, समय और समाज से संबंधित मुद्दों और रचनाओं को सुनने और पढ़ने के अवसर हों।
- अपनी भाषा में बातचीत तथा चर्चा करने के अवसर हों।
- प्रयोग की जाने वाली भाषायी बारीकियों पर चर्चा के अवसर हों।
- सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फिल्म, और अन्य ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने और चर्चा करने के अवसर उपलब्ध हों।
- कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों, जैसे - अभिनय, रोल-प्ले, कविता पाठ, कहानी सुनना-सुनाना, विभिन्न स्थितियों में संवाद आदि के आयोजन हों तथा इनमें सभी की भागीदारी के अवसर हों।
- समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो।
- हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने लिखने (ब्रेल में भी) और उन पर बातचीत की आज़ादी हो।
- अपने अनुभवों को स्वतंत्र ढंग से लिखने के अवसर हों।
- अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों।
- अपनी भाषा गढ़ते हुए लिखने की स्वतंत्रता हो।
- सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फिल्म, और अन्य ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने और लिखकर अभिव्यक्त करने की गतिविधियाँ हों।
- कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों, जैसे - अभिनय, रोल-प्ले, कविता पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हों और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों।

- अपने माहौल, अपने समाज के बारे में स्कूल तथा विभिन्न पत्र-पत्रिकाओं में अपनी राय देने के अवसर हों।
- प्राकृतिक, सांस्कृतिक, भाषिक, सामाजिक विविधताओं के प्रति जागरूक करने वाली चर्चाएँ हों।
- संवेदनशील मुद्दों पर चर्चा के अवसर हों, जैसे- जाति-पाति, धर्म, रीति-रिवाज़, जेंडर आदि।
- कृषि, लोक कलाओं, हस्त कलाओं, लघु उद्योगों को देखने और जानने के अवसर हों और उनसे संबंधित शब्दावली को जानने और उसके उपयोग के अवसर हों।

सीखने के संकेतक

सभी बच्चों के समावेश (**inclusion**) को ध्यान में रखकर प्रतिक्रियाएँ, भाषिक और सांकेतिक- दोनों हो सकती हैं

कक्षा छह	कक्षा सात	कक्षा आठ
सुनना-बोलना	सुनना-बोलना	सुनना-बोलना
<ul style="list-style-type: none"> • कक्षा में कही जा रही बातों को धैर्य से सुनते हैं और उसे समझते हुए अपनी टिप्पणी देते हैं। • पढ़ी, सुनी बातों पर बेझिझक बात करती/करता है, जैसे- घर और स्कूल विषय पर केंद्रित बातें। • किसी सुनी, बोली गई कहानी अथवा अन्य रचनाओं को रोचक ढंग से आगे बढ़ाती/बढ़ता 	<ul style="list-style-type: none"> • अपने साथियों द्वारा खेल, फिल्म आदि के संबंध में कही जा रही बातों को धैर्य से सुनते हैं और उसे समझते हुए अपनी टिप्पणी देते हैं। • पढ़ी, सुनी बातों पर बेझिझक बात करती/करता है, जैसे-पढ़ी कहानियों के पात्रों पर बातचीत। • किसी सुनी, बोली गई कहानी अथवा अन्य रचनाओं को रोचक ढंग से आगे बढ़ाती/बढ़ता है, जैसे- नादान दोस्त कहानी पर- जंगल में 	<ul style="list-style-type: none"> • पर्यावरण, सामाजिक मुद्दों से संबंधित कही जा रही बातों को धैर्य से सुनते हैं और उसे समझते हुए अपनी टिप्पणी देते हैं। • पढ़ी, सुनी बातों पर बेझिझक बात करती/करता है, जैसे-चुनावी मुद्दे और आम आदमी जैसे विषय पर बातचीत। • अपने लिखे और बोले पर दूसरों की राय, विचार और प्रतिक्रियाओं को आमंत्रित करती/करता है।

<p>है। जैसे- प्रेमचंद की कहानी नादान दोस्त पर टिप्पणी- अंडों के टूटने पर चिड़िया फिर नहीं दिखाई दी और अंडों की हिफाजत के लिए जंगल में चली गई।</p> <ul style="list-style-type: none"> भाषा की बारीकियों पर ध्यान देता/देती है, जैसे- नए शब्दों को जानने की उत्सुकता जाहिर करना। पानी को छू कर पानी शब्द को जानना। रोज़मर्रा के जीवन से अलग किसी घटना/स्थिति-विशेष पर बातचीत (जैसे- अपने आस पास की चीज़ों के बीच बातचीत की कल्पना- कुर्सी और मेज की बातचीत 	<p>तो पेड़ ही नहीं हैं।</p> <ul style="list-style-type: none"> भाषा की बारीकियों पर ध्यान देती/देता है। जैसे- वाक्य की बनावट पर सवाल करना और उसे दोहराना, छू कर पेड़ आदि वनस्पतियों को समझना, जैसे- पेड़ का तना खुरदरा है, पत्तियाँ चिकनी हैं। रेडियो, टेलीविज़न आदि की खबर को अपने शब्दों में अपने ढंग से कहते हैं। रोज़मर्रा के जीवन से अलग किसी घटना/स्थिति-विशेष पर बातचीत (जैसे- प्राकृतिक तत्वों के बीच बातचीत की कल्पना- आसमान से समुद्र। 	<ul style="list-style-type: none"> सुनी, देखी घटनाओं, कार्यक्रमों, फिल्मों, गतिविधियों पर बातचीत करती/करता है। किसी सुनी, बोली गई कहानी अथवा अन्य रचनाओं को रोचक ढंग से आगे बढ़ाती/बढ़ता है। जैसे- नादान दोस्त कहानी पर- पेड़ कट गए इसलिए अब बादल भी नहीं आते। चिड़िया कहाँ जाएगी। भाषा की बारीकियों पर ध्यान देती/देता है, जैसे- कविता में वर्ण आवृत्ति, वाक्य अपने ढंग से बनाने का खेल करना, परिवेशीय आवाज़ों को सुनकर उनको नाम देना। अखबार, रेडियो, टेलीविज़न पर देखी सुनी खबरों की खबर को अपने शब्दों में अपने ढंग से कहते हैं। रोज़मर्रा के जीवन से अलग किसी घटना/स्थिति-विशेष पर बातचीत (जैसे- आज की किसी घटना पर गांधी से बातचीत, राज्य-विभाजन पर बातचीत)।
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पढ़ना-लिखना	पढ़ना-लिखना	पढ़ना-लिखना
<ul style="list-style-type: none"> पाठ्यपुस्तक के अतिरिक्त नई रचनाओं, जैसे- कहानी आदि के बारे में जानने और उन्हें पढ़ने के लिए उत्सुक है। अपनी पसंद की रचना को पुस्तकालय या अन्य स्थान से ढूँढ़कर पढ़ने की कोशिश करती/करता है। पढ़ी, सुनी बातों पर खुलकर लिखित अभिव्यक्ति करती/करता है। जैसे- हेलेन केलेर जैसे सायरा (जो आँखों से देख नहीं सकती) की बातों को लिख दें तो? दूसरों द्वारा कही जा रही बातों को धैर्य से सुनकर उसे समझते हुए अपनी राय लिखती/लिखता है। अपने अनुभवों, भावों (जैसे- स्कूल का पहला दिन, मित्र से पहली मुलाकात आदि) और दूसरों की राय, विचारों को लिखने की कोशिश करती/करता है। 	<ul style="list-style-type: none"> पाठ्यपुस्तक के अतिरिक्त पाठेतर साहित्य के बारे में जानने और उन्हें पढ़ने के लिए उत्सुक है। अपनी पसंद की अथवा किसी सुनी हुई रचना आदि को पुस्तकालय या अन्य स्थान से ढूँढ़कर पढ़ने की कोशिश करती/करता है। पढ़ी, सुनी बातों पर खुलकर लिखित अभिव्यक्ति करती/करता है। जैसे- हमारा स्कूल तोतोचान के स्कूल जैसा क्यों नहीं है? दूसरों द्वारा कही जा रही बातों को धैर्य से सुनकर उसे समझते हुए अपनी राय लिखती/लिखता है। अपने अनुभवों, भावों (जैसे- अनूठे मित्र से पहली मुलाकात, व्हील चेयर से खेल मैदान तक आदि) और दूसरों की राय, विचारों को लिखने की कोशिश करती/करता है। किसी सुनी, बोली गई कहानी अथवा अन्य 	<ul style="list-style-type: none"> पाठ्यपुस्तक के अतिरिक्त नई रचनाओं (अन्य भाषाओं की रचनाएँ भी) के बारे में जानने और उन्हें पढ़ने के साथ-साथ साथियों से उन पर चर्चा के लिए उत्सुक है। अपनी पसंद की अथवा किसी नई प्रकाशित रचना को पुस्तकालय या अन्य स्थान से ढूँढ़कर पढ़ने की कोशिश करती/करता है और उस पर लिखकर अपने विचार भी व्यक्त करती/करता है। रेडियो और टेलीविज़न पर प्रसारित होने वाले विभिन्न कार्यक्रमों, फिल्म संबंधी समीक्षाओं, रिपोर्टों को पढ़ने के लिए उत्सुक है। पढ़ी, सुनी बातों पर खुलकर लिखित अभिव्यक्ति करती/करता है, जैसे-जहाँ पहिया है पाठ पढ़कर टिप्पणी- मैं लखनऊ गई थी, वहाँ पर भी सरस्वती साइकिल योजना में सभी स्कूल जाने वाली लड़कियों को साइकिल मिली हैं। दूसरों द्वारा कही जा रही बातों को धैर्य से सुनकर

<ul style="list-style-type: none"> • किसी सुनी, बोली गई कहानी अथवा अन्य रचनाओं को रोचक ढंग से आगे बढ़ाते हुए लिखती/लिखता है। • रोज़मर्रा के जीवन से अलग के किसी घटना/स्थिति-विशेष (जैसे- कुर्सी और मेज़ का परस्पर संवाद) में भाषा का काल्पनिक और सृजनात्मक प्रयोग करते हुए लिखते हैं। 	<p>रचनाओं को रोचक ढंग से आगे बढ़ाते हुए लिखती/लिखता है।</p> <ul style="list-style-type: none"> • रोज़मर्रा के जीवन से अलग के किसी घटना/स्थिति-विशेष (जैसे- बिजली की तार पर अटकी पतंग से संवाद) में भाषा का काल्पनिक और सृजनात्मक प्रयोग करते हुए लिखते हैं। 	<p>उसे समझते हुए अपनी राय लिखती/लिखता है।</p> <ul style="list-style-type: none"> • अपने अनुभवों, भावों (जैसे-स्कूल का पहला दिन, मित्र से पहली मुलाकात, बंद आँखों से ये दुनिया, चुनावी माहौल आदि) और दूसरों की राय, विचारों को लिखने की कोशिश करती/करता है। • किसी सुनी, बोली गई कहानी अथवा अन्य रचनाओं को रोचक ढंग से आगे बढ़ाते हुए लिखती/लिखता है। • रोज़मर्रा के जीवन से अलग किसी घटना/स्थिति-विशेष (जैसे- चाँद पर हम) में भाषा का काल्पनिक और सृजनात्मक प्रयोग करते हुए लिखते हैं।
<p>परिवेशीय सजगता</p> <ul style="list-style-type: none"> • आसपास की घटनाओं के प्रति अपनी प्रतिक्रिया व्यक्त करती/करता है, जैसे-रामू काका की बेटी स्कूल क्यों नहीं जाती? • अपने साथियों की भाषा, खान-पान, पहनावा 	<p>परिवेशीय सजगता</p> <ul style="list-style-type: none"> • प्राकृतिक मुद्दों, घटनाओं के प्रति अपनी प्रतिक्रिया व्यक्त करती/करता है, जैसे- मेरे गाँव में बादल फटा उसे सिलें कैसे? • अपने साथियों की भाषा, खान-पान, पहनावा 	<p>परिवेशीय सजगता</p> <ul style="list-style-type: none"> • प्राकृतिक एवं सामाजिक मुद्दों, घटनाओं के प्रति अपनी प्रतिक्रिया व्यक्त करती/करता है, जैसे- मैं तो अपने पैरों पर खड़ी होने के बाद ही शादी करूँगी। • अपने साथियों की भाषा, खान-पान, पहनावा संबंधी

<p>संबंधी जिज्ञासा को बोलकर और लिखकर व्यक्त करती/करता है।</p> <ul style="list-style-type: none"> अपने परिवेश की समस्याओं (जैसे- बिजली बार-बार क्यों जाती है, हमारा स्कूल इतना दूर क्यों है आदि) पर प्रश्न तथा साथियों से बातचीत करती/करता है। 	<p>संबंधी जिज्ञासा को बोलकर और लिखकर व्यक्त करती/करता है।</p> <ul style="list-style-type: none"> रीति-रिवाज़, त्योहार के प्रति सवाल करती/करता है, जैसे- दीवाली पर केक क्यों नहीं बनता? अपने परिवेश की समस्याओं (जैसे- बिजली बार-बार क्यों जाती है, नल में पानी गंदा और इतना कम क्यों दिया जाता है आदि) पर प्रश्न तथा साथियों से बातचीत करती/करता है। 	<p>जिज्ञासा को बोलकर और लिखकर व्यक्त करती/करता है।</p> <ul style="list-style-type: none"> हस्तकला, वास्तुकला, खेती-बाड़ी के प्रति अपना रुझान है तथा इनमें प्रयुक्त होने वाली भाषा को जानने की उत्सुकता, जैसे- अरे बापू, हल इतने सारे काम कर लेता है, पर हमारी अपनी किताबों में इसके बारे में क्यों नहीं पढ़ाया जाता? जाति-पाति, धर्म, रीति-रिवाज़, जेंडर आदि मुद्दों के प्रति सवाल करती/करता है, जैसे-मीना और राजा मिड-डे मील हमारे साथ क्यों नहीं खाते? अपने परिवेश की समस्याओं (जैसे- मेट्रो हमारी गली तक क्यों नहीं? आदि) पर प्रश्न तथा साथियों से बातचीत करती/करता है।
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संकेतकों का उपयोग कैसे करें - कुछ सुझाव

सीखने-सिखाने की प्रक्रिया के दौरान शिक्षकों तथा बच्चों को सिखाने में मदद करने वाले सभी लोगों की सुविधा के लिए ये सीखने के संकेतक विकसित किए गए हैं।
सीखने-सिखाने के दौरान उनका उपयोग कैसे किया जाए? इस संबंध में कुछ सुझाव यहाँ दिए जा रहे हैं -

- भाषा-संकेतकों को ठीक ढंग से उपयोग करने के लिए शुरुआत में दिए गए- संकेतक के मायने, समावेशी कक्षा, भाषा क्यों तथा भाषा कौशलों को समझने के लिए एक प्रारंभिक पृष्ठभूमि दी गई है। उन्हें पढ़े बगैर संकेतकों को उपयोग में लाने पर आप बच्चों की प्रगति को सही ढंग से नहीं समझ सकेंगे।
- सबसे पहले *राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005* के आधार पर विकसित पाठ्यक्रम में से विभिन्न कक्षाओं के लिए हिंदी शिक्षण के उद्देश्यों को दृष्टि में रखते हुए पाठ्यक्रम संबंधी अपेक्षाएँ स्तरवार दी गई हैं।
- इन पाठ्यक्रम संबंधी अपेक्षाओं को विद्यार्थी तभी हासिल कर सकता है जब सीखने के तरीके तथा कक्षा में अनुकूल माहौल हो। इसी को ध्यान में रखते हुए सीखने के तरीके और माहौल पाठ्यक्रम संबंधी अपेक्षाओं के बाद दिए गए हैं।
- यद्यपि हमारी कोशिश यह रही है कि कक्षावार संकेतकों को दिया जाए लेकिन भाषा की कक्षा में सीखने के विभिन्न चरणों को देखते हुए इस प्रकार का बारीक अंतर कर पाना मुश्किल हो जाता है। इस बात का प्रयास भी किया गया है कि सीखने के संकेतक बच्चे की सीखने की प्रक्रिया को ध्यान में रखते हुए दिए जाएँ।
- ये संकेतक सीखने-सिखाने की प्रक्रिया के दौरान सतत और समग्र आकलन में भी आपकी मदद करेंगे, क्योंकि सीखने-सिखाने की प्रक्रिया के दौरान ही बच्चे को लगातार फीडबैक भी मिलता जाएगा।
- इन संकेतकों की अच्छी समझ बनाने के लिए पाठ्यचर्या और पाठ्यक्रम को पढ़ना-समझना बेहद ज़रूरी है।
- यह संकेतक बच्चे की योग्यता, कौशल, मूल्य, दृष्टिकोण तथा उसकी व्यक्तिगत और सामाजिक विशेषताओं से जुड़े हुए हैं। आप देखेंगे कि बच्चे की आयु तथा स्तर के अनुसार संकेतकों में भी बदलाव आता गया है।
- समोवशी कक्षा को दृष्टिगत रखते हुए पाठ्यक्रम की अपेक्षाओं, सीखने के तरीके और माहौल तथा संकेतकों के विकास में सभी तरह के बच्चों को दृष्टिगत रखा गया है।
- सीखने-सिखाने की प्रक्रिया की शुरुआत बच्चे के पूर्व अनुभव तथा परिवेश पर आधारित हो, इसलिए बच्चों को घर की बोली में बात करने के अवसर देने पर विशेष बल दिया गया है।

Curricular Expectations and Learning Indicators for English at the Elementary Stage

Introduction

Language learning progresses naturally with exposure to meaningful contexts. As we understand, children are born with an innate ability to learn languages and develop their language proficiency through interactions with others. They can learn more than one language at a time. The same applies to second language learning as well. If we look around, we would find that English is being used for varied day-to-day functional purposes and is also used along with our first language/regional language e.g. on signboards, advertisements, media etc. Therefore, we can say that English is very much a part of our multilingual environment.

In our schools, English is taught and learnt as a second language (**also known as L2**). The purpose of English Learning is to enrich multilingualism among children and to allow diverse languages to flourish in each other's company. Therefore, English is learnt best if it is learnt along with and not at the cost of other languages. Teaching-learning of English, therefore, needs to be flexible in such a way that children use their first language along with second language to express themselves wherever needed. The teacher can also use the first language to provide background information and then move on to read the lesson with children in English. Another important aspect is to provide children with an input rich communicational environment to facilitate language learning. These inputs can be in the form of textbooks, story books, magazines, newspapers, audio/video material, children chosen texts, etc. as per the interest, age and cognitive level of the children. **All modalities like visual, auditory and kinesthetic can be used in the pedagogic process.**

Language learning is acquiring the skills of listening, speaking, reading, writing, and thinking in an integrated manner. Language learning becomes meaningful when it is connected with the immediate environment of the children. The activities need to be linked to life outside. Language learning does not necessarily take place only in the language classroom. Mathematics or an Environmental Studies (EVS) class is first a language class then a subject class. Therefore, it is not necessary that all the activities conducted in the English class may be based on the English textbooks; textual material from EVS or Mathematics textbooks can very well be selected for organising and conducting activities and assessing children's language skills in any class.

Social harmony in a country as diverse as India is only possible through mutual respect for each other's language and culture. Such respect can only be built on knowledge. At all levels, the materials need to be sensitive to perspectives of equity (gender and societal), dignity of manual work, and peace and harmony (amongst humans) and between humans and nature.

Curricular Expectations

Broadly, the goals of language learning are:

- ♦ attainment of basic proficiency in language for effective communication, and
- development of language for knowledge acquisition.

Knowledge and skills in themselves do not guarantee understanding. Understanding based on the theory of constructivism says that understanding something is a matter of being able to carry out a variety of performances related to the topic.

Language curriculum broadly has 3 domains:

1. Language, knowledge and comprehension
2. Attitude, values (sensitise the children to their environment)
3. Dimensions (skills)

Language and Knowledge

Language is not only a means of communication, it is also a medium through which most of our knowledge is acquired. Language helps us understand the reality around us and it should enhance language proficiency and sensitivity to the world around us for formal as well as informal communication.

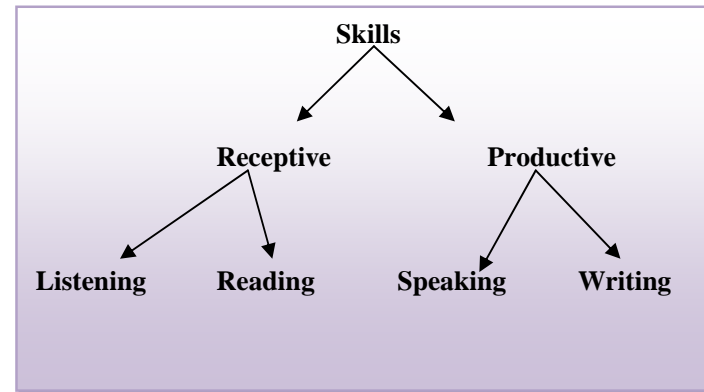
Attitudes

Attitudes and motivation of children and teachers play an important role in all learning, including language learning. When the teacher is positively inclined towards children of diverse needs, linguistic, ethnic and socio-cultural backgrounds, they will also tend to get positively motivated and involved in the teaching learning processes. It is extremely important that teachers begin to appreciate the fact that all languages represented in their multilingual classrooms are equally scientific and should receive equal respect from the teachers and the children. The teachers should also begin to use the multilingual classroom as a resource because languages flourish in each other's company. **Teachers need to construct a range of attractive opportunities through which diverse learners with diverse backgrounds may be encouraged to engage effectively with classroom activities.**

Dimensions/Skills

Under dimensions, we have receptive and productive skills. Listening and reading are receptive skills, whereas speaking and writing are productive skills. The objective is to develop these skills in a holistic manner.

The development of linguistic proficiency in children is needed for the spontaneous and appropriate use of language in different situations.



The Curriculum Expectations

- Listen, understands, and also employs non-verbal clues to make connections and draw inferences.
- Read with comprehension and pleasure, draws inferences and relates texts to previous knowledge; reads critically and develops the confidence to ask and answer questions.
- Employs communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
- Identifies a topic, organises and structure thoughts and writes with a sense of purpose and an awareness of audience.
- Understands and uses a variety of registers associated with domains such as music, sports, films, gardening, construction work, etc.
- Uses a dictionary and other material available in the library and elsewhere, access and collect information through making and taking down notes, etc.
- Uses language creatively and imaginatively in text transaction and performance of activities.
- Develops sensitivity towards their culture and literary heritage, aspects of contemporary life and language in and around the classroom.
- Refines their literary sensibility and enriches their aesthetic life through different literary genres.
- Appreciate similarities and differences across languages in a multilingual classroom and society.
- Cultivates/Develops sensitivity to the inherent variability that characterises language and notice that languages keep changing all the time. It is possible for a student to notice the differences between her/his own speech and the one that of her/his grandparents.

The knowledge, dimensions and values are necessary to achieve the curricular expectations and should be listed clearly. This will allow the desired learning indicators of the children to be described and will eliminate doubts concerning development of expected competencies. Curricular expectations are long-term goals and cannot be achieved in shorter duration. Broadly, these indicate what each child needs to know, is able to do and dispositions need to be acquired over a period of time. Thus, they give a holistic view of the learning.

Learning Indicators show class-wise progression in various dimensions of learning. They facilitate in curriculum transactions/ strategies i.e. pedagogy. Learning Indicators are based on the premise that learning is a process in which the children are actively involved. Teachers also adapt their teaching as per the children's needs. From Curricular Expectations to Learning Indicators, the long-term goal is achieved through

short-term goals indicated as **Learning Indicators**. **This takes care of different learning styles and multiple intelligences. Children generally do not learn the same thing in the same way and they are given multiple opportunities to learn.**

Learning Indicators need to be co-related at three stages:

- The teacher starts by identifying **the Curricular Expectations (Learning Outcomes)** that the children will achieve at the end of the course/stage.
- The teacher plans the teaching-learning process – **(pedagogical process)**.
- The **learning indicators** inform the teacher and the children about the processes involved in achieving the curricular expectations/learning outcomes.

These goals are meaningful to children also, and over a period of time, both the teacher and the children will appreciate and understand how the specific activities/tasks relate to these goals. It enhances collaborative learning. Therefore, the pedagogical tasks designed by the teacher need to be challenging, authentic, integrative and interdisciplinary. The teacher's role in the entire process is that of a facilitator, co-learner and co-investigator.

Listening and Speaking

Listening and speaking are the two dimensions of language which need to be given importance in the teaching-learning process. Though all the four dimensions need to be developed in conjunction, the activities to develop each skill/dimension would be different. However, while the focus would be on one dimension, the other dimensions would also be developed simultaneously. We need to see how each dimension/skill is progressing and is being developed. Therefore, we have developed indicators for each dimension/skill.

➤ **Listening**

Listening is a prime activity in an English classroom. Learning situations need to be created to develop respect and comprehension for listening activities. Listening can include class room activities, school activities, audio/video and beyond the school situations. Listening at this stage is crucial so that the children are able to listen carefully to views put forward, reflect on them, and to respond accordingly. Listening can also play a role in the reception and enjoyment of literary texts; and it is integral to radio, television, film and other media. Appreciation of non-verbal clues also needs to be developed.

➤ **Speaking**

Speaking is a natural part of communication and can be used for learning in pairs, small groups and in large groups. It is a way of expressing feelings and thoughts in a number of different genres, and is linked to writing and reading. It is closely allied to listening. The

role of speaking in elementary education and beyond must continue to be significant. Its value is that it reflects more sensitively than writing the range of regional and local diversity. A wide range of spoken situations is possible, even outside school. School events, arranged and assisted by students, can be encouraged. **Speech can be used as a rehearsal for writing or a follow-up to it.**

➤ **Reading**

Reading covers both seen and unseen types of text. It is closely allied to writing, reading aloud (speaking), speaking and listening. The links between text and image are emphasised, and written texts should be used to allow talk about experiences and feelings as well as about language. Besides the reading of fiction, poetry and play-scripts, information texts, such as maps, guides, menus, advertisements and other 'real world' texts such as newspaper articles and online media should be used. There can be variety in the way reading is introduced and taught, including formal teaching in class; small group exploration of texts; reading for information; reading for pleasure; and reading for other purposes. For learners with hearing impairment, phonics (sounds of language) should be emphasised in the early teaching of reading when school is started.

➤ **Writing**

Writing is not a mechanical skill; it involves a rich control on grammar, vocabulary, content, punctuation as well as abilities to organize thoughts coherently often using a variety of cohesive devices such as linkers etc. The children should develop the confidence of expressing their thoughts effortlessly and in an organized manner. Children must be encouraged and trained to choose their own topic, organize their ideas and write with a sense of audience. This is possible only if their writings are seen as a process and not as a product. They should be able to use writing for a variety of purposes and in a variety of situations ranging from informal to very formal. Teachers should make sure that students build on what they have learnt.

➤ **Concern for Environment**

Language classroom can be an excellent source for familiarizing children with our diverse culture and aspects of contemporary life, including gender equality and inclusive education. Language classes and texts have a lot of scope to make children sensitive towards their surroundings, people and the nation.

LEARNING OUTCOMES

At the end of class III, learners will be able to do the following:

- Talk about themselves, members of the family and the people in their surroundings.
- Follow simple instructions, requests and questions, and use formulaic expressions appropriately.
- Enjoy doing activities (including singing a rhyme or identifying a person, object or thing) in English.
- Recognize whole words or chunks of language.
- Recognize small and capital forms of English alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them.
- Write simple words/phrases/short sentences.

➤ **Listening**

❖ **Curricular Expectations**

- Understand simple English words and sentences spoken in their immediate environment.
- Develops enthusiasm to listen to English with understanding.
- Appreciates non-verbal clues and respond through speaking / body language.

❖ **Pedagogic Processes**

(Clear lip movement for children with hearing impairment to lip read)

- Familiarizing children with day-to-day spoken English (small sentences and phrases) in class, assembly, playground, etc. with peers/groups.
- Creating learning situations for using greetings and polite forms of expression.
- Using formulaic expressions such as ‘Sit in a circle’ and helping children become familiar with these expressions and use them.
- Familiarizing children with the sound system of English through chunks of language such as “an apple” and connecting it with visuals/realia.
- Giving oral input for games/activities in simple English.
- Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Encouraging children to watch English cartoons (listening and speaking are developing in conjunction) and speak about it.
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Facilitating pair/group work where children share their experiences.
- Providing learning situations such as role play to listen and communicate messages.
- Using picture clips, photos, singing, story-telling, effective questions, music, etc.

- Narrating variety of stories from the textbook and beyond, helping children to talk about the main idea. Using a number of facial expressions, dramatizing and picturising stories.
- Asking questions based on the texts, using mother tongue and scaffolding wherever necessary using role play.
- Reading aloud, action songs/poems, encouraging children to sing collectively using gestures (listening and speaking are connected).
- Giving dictation of a few simple sentences to enable children to listen and write (listening is linked with speaking/writing).
- Playing music (non-verbal) and encouraging children to express themselves through speech, action, dance, etc.
- Using photographs, film clips, puppets, comics, etc. and encouraging children to express themselves.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r. etc. and creating rhymes around this and ensuring total physical response after listening.

❖ Learning Indicators (Progression)

▪ Listening

Class I	Class II	Class III
<ul style="list-style-type: none"> • Listens to English words and sentences used in class/school, and responds in home language/English. <i>e.g. Self, family, friends, fruit and vegetables, names of animals, etc. and e.g. recites the poem with others, etc.</i> • Follows simple greetings and polite forms of expression in English / home language/facial expression/ body language. <i>e.g. How are you? What is your name? etc. (simple 3-4 words sentences).</i> • Follows different sounds of English language through repetition and indicating. <i>e.g. Reciting the poems with actions along with the teacher, also indicating at the pictures.</i> 	<ul style="list-style-type: none"> • Listens to English words and sentences used in class/school, and responds in home language/English. <i>e.g. Neighbourhood, school, market, playground, etc. and e.g. let us sing the song together. Draw a picture of a house and colour it, etc.</i> • Understands simple greetings and polite forms of expression in English/home language/facial expression/ body language. <i>e.g. Please give me your book. Can you give me a piece of chalk? etc. (simple 5-6 word sentences).</i> • Understands different sounds of English language through repetition and indicating. <i>e.g. Singing songs with actions, looking at the pictures/visuals and singing with the teacher.</i> 	<ul style="list-style-type: none"> • Responds to English words and sentences used in class/school, in home language/English. <i>e.g. Mode of transportation, post office, other sources, etc. and reads the poem aloud and enact, etc.</i> • Responds to simple greetings and polite forms of expression in English/home language/facial expression/body language. <i>e.g. Please work with your friend, etc. Let us tidy the place.(simple 6-8 word sentences).</i> • Follows rules of games/activities. <i>e.g. Today we will play 'relay race'. Do you know how is it played? I'll tell you the rules and we'll play.</i> • Engages with English cartoons/ children's films/visuals. <i>e.g. Describe what you saw in the film and other related questions, etc.</i> • Shows interest in listening to experiences of her peers and others in English and home language.

<ul style="list-style-type: none"> • Listens to new words and points/indicates towards objects and persons. Reading familiar words aloud and showing pictures. <i>e.g. Merry-go-round, rainbow etc.</i> • Draws with interest after listening to the input from teacher or elders <i>e.g. follows small and easy steps to draw.</i> • Enjoys rhyme and rhythm of poems and sings aloud. <i>e.g. My house is red- a little house; a happy child am I.</i> • Follows the story and is able to respond to simple comprehension questions in it. (listening and speaking in conjunction) in home language/ English/ sign language. <i>e.g. Three Little Pigs.</i> <ol style="list-style-type: none"> 1. Sonu lived in a ____ house. 2. Monu lived in a ____ house. 3. Govu lived in a ____ house. 	<ul style="list-style-type: none"> • Follows rules of games/activities. <i>e.g. Today we will play Hop Scotch. This is how we play.</i> • Shows interest in listening to experiences of her peers and others in English and home language. <i>e.g. Suman went to her grandmother's place. She is very happy. Suman tells about her experiences.</i> • Listens to new words and points/indicates objects and persons. <i>e.g. Telling a story and identifying characters.</i> • Follows the story and is able to respond to simple comprehension questions in it. (listening and speaking in conjunction) in home language/English/sign language. • Responds to questions asked on textual material/ narrated stories in English/home language. <i>e.g. After listening to a poem/story/narrative respond in one/two words.</i> • Draws with interest after listening to the input. <i>e.g. Draw a flower and colour it.</i> • Enjoys rhyme and rhythm of poems and sings aloud. • Enjoys poems and songs played with music. <i>e.g. Ding-dong Ding-dong All the bells are ringing. . .</i> 	<p><i>e.g. All the students had gone for a picnic and are now sharing their experiences.</i></p> <ul style="list-style-type: none"> • Attends to oral messages/telephonic communications and communicates them in English/ home language. <i>e.g. Receives messages and conveys.</i> • Listens to new words and points/indicates objects and persons. <i>e.g. Listening a story and understanding the meaning of words in context.</i> • Understands the story and tells the main action in it. (listening and speaking in conjunction) in home language/English/sign language. • Shows enthusiasm to listen to English poems, songs, jokes. <i>e.g. Birds sing, phone rings. . . .</i> • Responds to questions asked on textual material/ narrated stories in English/ home language. <i>e.g. Do you enjoy train rides?(Marigold III, Trains).</i> • Takes dictation of chunks of words <i>e.g. describing the classroom.</i> • Draws with interest after listening to the input. <i>e.g. Follows steps and does the task and also listens and writes words/sentences with understanding such as let us make an envelope.</i> • Enjoys rhyme and rhythm of poems and sings aloud. <i>e.g. I found a shell, a curly one Lying on the sand . . .</i> • Appreciates music and expresses in action/speech. • Listens, and co-relates various onomatopoeic sounds; talks about them. <i>e.g. Tak, tak, is anybody there?</i>
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➤ Speaking

❖ Curricular Expectations

- Speaks some words in context and small sentences of English along with the home language.
- Asks questions in home language in response to listening activity or reading text.
- Recites poems, says dialogues, phrases from stories/ plays, etc.

❖ Pedagogic Processes

- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Familiarizing children with new vocabulary as per their context and making them speak. Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- Providing input/ encouraging for participation in class, morning assembly/ programmes, etc.
- Providing situations/ pictures/images/artifacts to help children speak about these in pair/groups.
- Creating learning situations via drama, storytelling, group work, role-play/**mock-telephonic conversations**/conversations between and among family members/ connecting it with the characters from lessons.
- Creating learning situations to speak about hobbies, games, food, etc.
- Giving a prompt to help children speak, “You know, I read a story which goes like this...” “Once my brother told a story.....”.
- Based on the reading of the text, children are encouraged to speak. e.g. comprehension questions, connecting to previous knowledge, etc.
- Encouraging lip reading to understand words even without sound for children with hearing impairment.
- Varying the input as per the special needs of the child with hearing impairment.
- Connecting learning to the real world and encouraging them to ask questions such as: Why can't we play now?
- Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- Encouraging children to raise queries and ask questions through various modalities like visual, auditory and kinesthetic.
- Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).
- Providing stories/plays (from textbooks and beyond the textbooks).

❖ **Learning Indicators (Progression)**

▪ **Speaking**

Class I	Class II	Class III
<ul style="list-style-type: none"> • Talks about self using simple sentences in English and home language/sign language. <i>e.g. I am Janavi. I am six years old.</i> • Uses words as per context. Looks at the objects/pictures and gives the words. <i>e.g. ribbon, feather, shoes, spoon etc.</i> • Talks about situations/pictures/images in English and home language. <i>e.g. Draw your house and talk about it.</i> • Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. <i>e.g. There is a cat in my house (Mere pas ek cat hai).</i> • Expresses her likes and dislikes. <i>e.g. I like to play.</i> • Asks questions about things around her. • Recites rhymes/poems /songs in groups and individually and through acting out. <i>e.g. 'Bow wow, says the dog, Mew mew, says the cat....'</i> • Looks at the pictures and tells the story in her words. <i>e.g. This is a girl. She has an umbrella. It is raining.</i> 	<ul style="list-style-type: none"> • Introduces self in simple sentences in English and home language/sign language. <i>e.g. My name is Rajat. I study in class II. I am seven year old.</i> • Uses words as per context. <i>e.g. Looks at the pictures/visuals and tells the words related to that context such as duck, elephant, tiger, etc.</i> • Speaks about situations/pictures/images in English and home language. <i>e.g. The rabbit is running. The tortoise is slow.</i> • Engages in conversation in English and home language with friends, teachers, and family using simple sentences and responses. <i>e.g. This is a bird. It can fly.</i> • Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. • Makes requests, uses greetings and polite forms of expression. <i>e.g. Can I go and play?</i> • Expresses her likes and dislikes. <i>e.g. I do not want to eat 'puree' and 'subzi'. I want to eat rice.</i> • Narrates stories (imaginary/dreams/actual 	<ul style="list-style-type: none"> • Uses simple sentences to introduce self in English/ home language/sign language. <i>e.g. I am Jagat. I study in class III. I like ice cream and orange juice.</i> • Speaks as per context. <i>e.g. Given a context from the text or real world, gives appropriate words.</i> • Participates in different events such as role-play/ poetry recitation/ drama organized in school from time to time. • Speaks about situations/pictures/images in English and home language. • Engages in conversation in English and home language with friends, teachers, and family using simple sentences and responses. <i>e.g. The kite is flying. The aeroplane also flies.</i> • Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. <i>e.g. My pup is very sweet.</i> • Makes requests, uses greetings and polite forms of expression. • Expresses her likes and dislikes. <i>e.g. I like to jump and skip.</i> • Responds especially to the textual questions

	<p>situations. etc.) <i>e.g. Elephant walks like this. . .</i></p> <ul style="list-style-type: none"> • Asks questions about things around her. <i>e.g. What is in your bag?</i> • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Recites rhymes/poems /songs in groups and individually and through acting out. <i>e.g. Brush, brush, brush your teeth, brush them every day. . .</i> • Says phrases/dialogues from stories/plays. <i>e.g. Play in the park, Have a bath, Comb your hair.</i> 	<p>being asked in both English class and in other subject classes in English/home language.</p> <ul style="list-style-type: none"> • Narrates stories (imaginary/dreams/actual situations, etc.) • Asks questions about things around her. • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Recites rhymes/ poems /songs in groups and individually and through acting out. • Says phrases/dialogues from stories/plays. • Retells main idea of the story/play.
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➤ **Reading**

They recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher-support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their yet developing English proficiency. Gradually by the time they reach class III, they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

❖ **Curricular Expectations**

- Understand the main idea, locates details in the text (seen and unseen).
- Ask questions in home language and gradually in English.
- Understands the form and functions of grammar in context.

❖ **Pedagogic Processes**

- Providing visuals/pointing to illustrations in texts to encourage children to read.
- Familiarizes children with both small and capital letters of the alphabet.
- Facilitating comprehension through various texts/movement/actions.

- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- Introducing stories from L1 and L2 to facilitate comprehension.
- Listening to poems, showing understanding through tone, volume and action.
- Introducing different kinds of texts such as descriptions, stories, folktales and poems.
- Providing beyond the text materials such as advertisements, notices, etc.
- Facilitating reading of children’s magazines and children’s section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- Introducing titles of books, movies, etc.
- Encouraging children to raise questions based on their reading.
- Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. e.g. red rose, the cat is sitting on the table.
- Drawing attention to the use of punctuation through a variety of texts such as use of capital and small cases, comma, full stop.

❖ **Learning Indicators (Progression)**

▪ **Reading**

Class I	Class II	Class III
<ul style="list-style-type: none"> • Reads simple words/sentences with the help of pictures. <i>e.g. House, colour, parts of body etc.</i> • Differentiates between small and capital letters in print and Braille (as per need). • Follows main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher. <i>e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with</i> 	<ul style="list-style-type: none"> • Reads simple words/sentences with the help of pictures. <i>e.g. Big house, small house, happy child etc .e.g. This is a big tree.</i> • Differentiates between small and capital letters in print and Braille. • Reads small texts with comprehension. • Understands main idea, details, the sequence of ideas and events, and draws conclusions based on reading with teacher. <i>e.g. After reading a</i> 	<ul style="list-style-type: none"> • Reads small texts with comprehension. Identifies/locates main idea, details and the sequence of ideas and events and draws conclusions based on reading. • Relates ideas with her personal experiences. <i>e.g. After reading a story on travel, is able to connect with her experience of travelling in a bus/ train etc.</i> • Reads and relates texts of home language (L1) with those of English (L2). • Recognises themes such as triumph of good over evil.

<p><i>a balloon.</i></p> <ul style="list-style-type: none"> • Understands through picture reading. <i>e.g. Look at picture below and tell how a plant grows?</i> • Relates ideas with her personal experiences and raises questions. <i>e.g. How do you make bubbles?</i> 	<p><i>story about balloons, is able to narrate her experience on buying and playing with a balloon.</i></p> <ul style="list-style-type: none"> • Relates ideas with her personal experiences. • Connects with real life, including home language/sign language. <i>e.g. I also have 2 red pencils.</i> • Asks questions based on the reading or out of curiosity. <i>e.g. What happened to all the animals in the end?</i> 	<ul style="list-style-type: none"> • Engages with different kinds of text descriptions, stories, folktales and poems. <i>e.g. She narrates the story that also deals with similar issues and connects with her life.</i> • Connects with real life, including home language/sign language. • Engages in reading beyond the text materials and enjoys reading. • Infers the meaning of unfamiliar words by reading them in context. • Reads titles of books, movies, captions. • Asks questions based on the reading or out of curiosity. • Uses simple grammar in sentences. <i>e.g. Jamala is a good student.</i> • Uses appropriate punctuation. <i>e.g. Jatin is my friend.</i>
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➤ **Writing**

They develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts. They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

❖ **Curricular Expectations**

- Writes short, simple texts.

❖ **Pedagogic Processes**

- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark, etc.
- Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).

- Providing texts (seen and unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentences/ paragraphs.
- Encouraging children to write on self, family, pets and home, etc. (Giving extra time for children writing in Braille).
- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as ‘and’ ‘but’, etc.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.
- Providing a variety of contexts such as going for a picnic, a fair, etc. and helping them develop new vocabulary.

❖ **Learning Indicators (Progression)**

▪ **Writing**

Class I	Class II	Class III
<ul style="list-style-type: none"> • Draws as per the context. <i>e.g. Join the dots and complete the names of the animals.</i> • Uses proper spacing between letters, words and sentences. • Forms letters of right shape and size. • Writes familiar words, phrases simple, sentences in Braille or print. 	<ul style="list-style-type: none"> • Draws as per the context. <i>e.g. Match the words with the pictures. Trace the path of the butterfly.</i> • Uses proper spacing between letters, words and sentences. • Forms letters of right shape and size. • Writes familiar words, phrases, simple, sentences in Braille or print. • Writes rhyming words. <i>e.g. Book – hook, cry-dry, ring-sing.</i> • Contributes for the school magazine (drawing with caption, etc.) 	<ul style="list-style-type: none"> • Draws enthusiastically according to the context and writes a little <i>e.g. name, etc.</i> • Uses proper spacing between letters, words and sentences. • Writes familiar words, phrases, simple, sentences in Braille or print. • Uses capital letters and punctuation marks. <i>e.g. Finally, I dressed up and went to school.</i> • Takes dictation of chunks of words. <i>e.g. items needed for class library. Things needed for class picnic.</i> • Writes answers for textual questions after comprehension (Writing is linked to reading). • Writes words/sentence paragraphs with the help of verbal/visual clues. <i>e.g. Pictures of flowers/ fruit, animals, etc. and writes.</i> • Writes, descriptions/ narratives, 5-6 simple

		<p>sentences on personal experiences. Describing any event/ place/ object. <i>e.g. Look at the fish tank and write three sentences what you see.</i></p> <ul style="list-style-type: none"> • Uses appropriate punctuation forms in a variety of written texts. • Writes rhyming words. <i>e.g. Day-bay; mouse-house, etc.</i> • Makes lists for various purposes. <i>e.g. Prepare a list for class picnic; mat, water bottle, tiffin, towel, bag, etc.</i> • Contributes for the school magazine, e.g. (art work) drawing with caption, etc.
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➤ **Concern for Immediate Environment**

❖ **Curricular Expectations**

- Develops concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

❖ **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing **listening and reading.** *e.g. This is a beautiful flower.*
- Providing input and encouraging expression in the form of short dialogue, paragraph, poem or song.
- Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia, etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in the bin, not tearing paper. etc.
- Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs, etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals, etc. and providing new/related vocabulary.

- Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related words.

❖ **Learning Indicators (Progression)**

▪ **Concern for Immediate Environment**

Class I	Class II	Class III
<ul style="list-style-type: none"> • Observes nature and responds through verbal and non - verbal expression. (body language, speech, drawing and writing/signs) in English/home language/sign language. • Uses new words related to immediate environment while speaking. <i>e.g. rain, plants, trees, learning together.</i> • Shows and expresses concern for environment in English and home language)/sign language. <i>e.g. Let us pick up the bits of paper and throw them in the bin.</i> 	<ul style="list-style-type: none"> • Observes nature and responds through verbal and non-verbal expression (body language, speech, drawing and writing/signs) in English/home language/sign language. • Uses new words related to immediate environment. <i>e.g. garden, leaves, etc.</i> • Understands the ideas in the poem/story on nature/environment. <i>e.g. 'A big wind is blowing. Look, the leaves are flying.</i> • Shows and expresses concern for environment in English and home language/sign language. <i>e.g. Throw peels in the bin.</i> • Shows eagerness to learn together. <i>e.g. Reading from a big book together.</i> 	<ul style="list-style-type: none"> • Appreciates the diversity in nature and responds through verbal and non - verbal expression (body language, speech, drawing and writing/signs) in English and home language/sign language. • Engages with new words related to environment. • Appreciates the ideas in the poem/story on nature/environment. <i>e.g. Let us water the plants.</i> • Expresses feelings, about environment/ social issues through speech/writing in English/home language/sign language. • Appreciates the idea of learning together and sharing with others. • Draws on diverse experiences and makes connections. <i>e.g. I read from this book and my friend reads from Braille book.</i> • Uses role play to express ideas on learning together (inclusive education) and environment.

LEARNING OUTCOMES

By the end of class V, children are settling with English. They begin to communicate with teachers and peers in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom. Through their first language experiences, they understand that different forms of language are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognise the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English.

At the end of class V, children will be able to do the following: (Learning Outcomes)

- Narrate experiences and incidents.
- Exchange ideas with peers.
- Carry out a brief conversation involving seeking/giving information.
- Enjoy reading a story, poem, a short write – up, a notice, poster, etc.
- Take dictation of simple sentences and to practice copy writing from the blackboard/textbook and to use common punctuation marks.
- Write a short description of a person, thing or place – prepare a notice, or write a message for someone.
- Write a short composition based on pictures.
- Take part in group activity, role play and dramatisation.

➤ **Listening**

❖ **Curricular Expectations**

- Understands simple English language spoken in their immediate environment.
- Develops enthusiasm to listen to English with understanding.
- Develops familiarity with English phrases used in specific instructions, directions and requests.

❖ **Pedagogic Processes**

(Clear lip movement for children with hearing impairment to lip read)

- Familiarizing children with the English language (small sentences and phrases) in class, assembly, playground, etc with peers/groups.
- Creating learning situations by using audio-video/kinesthetic support to familiarize children with announcements made at public places.
- Giving oral instructions for games/sports in simple English along with signs. Making children with hearing impairment sit in front for lip reading and identifying signs to understand English.
- Encouraging peer and group activities.

- Encouraging children to watch English skits/ children's films especially those with sub-titles.
- Providing input via audio-video/reading out from material and generating interest through peer and group work/role-play.
- Using picture clips, photos, singing, storytelling, effective questions, music, etc.
- Exposing children to various kinds of spoken texts to familiarize them with tone/stress, etc. (listening and speaking are developed in conjunction).
- Introducing words specific to particular fields through a variety of listening activities, such as sports, cookery, music etc. Children appreciate and use them (listening and speaking are connected).
- Facilitating comprehension through conversation/ interviews with people such as doctors, shopkeeper, etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits, etc.
- Providing learning situations such as role play to listen and communicate messages.
- Using formulaic expressions/instructions such as 'Open your books,' 'How are you?' Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.
- Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood (listening and speaking are connected).
- Providing situations to expose children to narrations, descriptions, speeches and debates on familiar topics. They ask questions/make notes. (listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write (listening is linked with speaking/writing).
- Giving passages for listening comprehension through self-reading/audio-video support and asking them to answer questions such as MCQs, fill in the blanks, etc. (Listening is linked with speaking/writing) using examples from real life situations.
- Playing music (non-verbal) and encouraging children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r, etc. and helping children use them creatively.
- Using non-verbal clues, gestures/comics and responding in speaking and writing.

❖ **Learning Indicators (Progression)**

▪ **Listening**

Class IV	Class V
<ul style="list-style-type: none"> • Follows words and sentences spoken/used in class/school in English and responds in home language/English/sign language. e.g. <i>Words such as puzzled, amazed, puppet, favourite, etc. Do you know a joke in English?</i> • Understands announcements made in school and in the neighbourhood (railway station, market, airport, cinema hall etc). e.g. <i>Listen to your favourite advertisement on T.V. and repeat it. Act, draw and write the advertisement.</i> • Takes interest in English skits/ children’s films with subtitles. • Enjoys listening to English poems, songs, jokes, riddles, stories and tongue-twisters etc. e.g. <i>Wake up 'wake up' It's a lovely day.....</i> • Listens to and engages in conversation with people from the community. e.g. <i>doctor, shopkeeper, etc.</i> • Takes interest in listening to different experiences of her/his peers and others. e.g. <i>Birthday party, festival celebrations, etc.</i> • Follows oral messages/telephonic communications and communicates them in English or home language/sign language. e.g. <i>I am going to buy a book. Please tell mother when she gets back.</i> • Responds to different kinds of instructions/ orders/ requests/questions. e.g. <i>Is there any book-shop near your home? Yes, there is a book-shop near my house.</i> • Understands questions asked on textual material. • Follows excerpts, dialogues, poems read aloud in the class. • Understands rules of games/sports of their age-group. • Takes dictation of small paragraphs, lists of things etc. e.g. 	<ul style="list-style-type: none"> • Listens to English words and sentences spoken/used in class/school, and responds in home language/English/sign language. e.g. <i>Peace, worthy, quite, crash, parade etc.as per the context and on which date was this letter written?</i> • Follows announcements made in school and in the neighborhood (railway station, market, airport, cinema hall, etc). e.g. <i>The train is arriving on platform no. 1. The flight is delayed by one hour.</i> • Follows rules of games/sports of their age-group. e.g. <i>Let us make a group of four and play ludo.</i> • Understands English skits/ children’s films with subtitles. • Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories and tongue-twisters etc. e.g. <i>She sells sea shells on the sea shore.</i> • Appreciates the difference between a question and a statement. e.g. <i>We should walk on the left side of the road. On which side of the road should we walk?</i> • Uses words related to specific fields. e.g. <i>ship, sailor, boat, sail, etc. and other themes as per syllabus.</i> • Listens to and engages in conversation with people from the community. e.g. <i>Dentist: Your filling has been done, you must clean your teeth regularly. Mona: Yes, I will.</i> • Shows interest in listening to different experiences of her peers and others. • Attends to oral messages/telephonic communications and communicates with them in English or home language/sign language. e.g. <i>There is a message from our new teacher for</i>

<p><i>Listens and prepares the list for tomorrow's show (puppet show).</i></p> <ul style="list-style-type: none"> • Responds to queries/questions on a passage for listening comprehension. • Enjoys rhythm, rhyme and expresses in speech/writing. • Picks up onomatopoeic sounds; talks/writes about them; makes use of them in creative tasks. <i>e.g. Tip, tip, tip...I can hear the sound of water. Close the tap.</i> 	<p><i>clay modeling and pottery. She will tell us how to make fruits and vegetables with clay. She has asked us to bring clay from home.</i></p> <ul style="list-style-type: none"> • Follows different kinds of instructions/orders/ requests. • Responds to questions asked on textual material. • Comprehends excerpts, dialogues, poems read aloud in the class. • Takes dictation of small paragraphs, lists of things, etc. <i>e.g. Going for an excursion.</i> • Comprehends narrations, descriptions, speeches, debates. • Replies to queries/questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. <i>e.g. This song is very melodious.. . .</i> • Listens, and co-relates various onomatopoeic sounds; talks/writes about them; makes use of them in creative tasks. <i>e.g. A car came grr grr...and suddenly turned left.</i>
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➤ Speaking

❖ Curricular Expectations

- Uses English as a means of communication.
- Asks questions
- Recites/Uses poems, dialogues, phrases from stories, plays, speeches, etc.
- Expresses herself/himself in English.

❖ Pedagogic Processes

- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Creating learning situations via role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons through peer/group activities.
- Encouraging children to ask queries/questions through multiple modalities.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.

- Providing input/encouraging brain-storming, etc for class discussions, morning assembly, annual day programmes, speech on a given topic, etc.
- Providing opportunities for peer group activities.
- Providing poems (from textbooks and other sources chosen by the teacher/children from children’s magazines/ children’s section in newspapers or composed by children.
- Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations e.g. ‘Two and two make four’, All that glitters is not gold’.
- Creating learning situations to speak about hobbies, games, food preferences, people she likes, places visited, etc.
- Giving a prompt to help children speak, “You know, I read a story which goes like this... , "Once I saw a snake.....”
- Providing situations/ pictures/images. Children learn to describe their locality, talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary.
- encouraging children to speak based on the reading of the text. e.g. *comprehension, inference.*
- Connecting to previous knowledge e.g. “I go for a walk daily”. “Morning or evening”?*elementary*
- Creating learning situations for children to English proverbs, **scaffolding through L1 to reach L2.** e.g. *An apple of one’s eye (Aankh ka tara).*
- Creating situations of mock-interview to prepare children to interact with their role models.
- Connecting learning to real world and encouraging them to raise authentic questions e.g. : Why don’t we have a park in our locality? Why isn’t there a dispensary in every village?
- Encouraging children to imagine characters and situations and speak about them. Using prompts or pictures to help children create imaginary stories.
- Providing grammatical structures while speaking. e.g. *Talking about weather “It’s very hot today, it wasn’t so hot yesterday”.*

❖ **Learning Indicators (Progression)**

▪ **Speaking**

Class IV	Class V
<ul style="list-style-type: none"> • Introduces self in simple sentences. e.g. <i>I am Ragini. I love reading books and playing.</i> • Talks to friends, teachers, family, others using simple sentences and respond. e.g. <i>One new teacher has come.</i> • Asks questions based on the text/beyond the text/ out of 	<ul style="list-style-type: none"> • Talks about self and surroundings. e.g. <i>I am now as tall as Gunia.</i> • Engages in conversation with friends, teachers, family, others using simple sentences and responses. e.g. <i>I am going for my cousin’s marriage. I will eat sweet and enjoy.</i> • Raises queries based on the text/beyond the text/ out of

<p>curiosity/while engaging in conversation. <i>e.g. Why did the boy enjoys the company of the tree?(Marigold IV, the Giving Tree)</i></p> <ul style="list-style-type: none"> Engages in conversation with community, people from their immediate environment such as salespersons/shopkeepers/ telephone operators/ doctors/ receptionists/librarians/ etc. Takes part in different events such as role-play/poetry recitation/ skit/drama/ elocution/declamation/ competition/quiz organised in school from time to time. <i>e.g. The role play: among the grocer, the policeman, the milkman and the boy (Marigold IV, The Milkman’s Cow).</i> Recites rhymes/poems /songs in groups and individually. <i>e.g. Early in the morning, or the evening hour, Are the times to water Every kind of flower....</i> Makes use of phrases/dialogues from stories/plays. <i>e.g. People who cannot see; read with the help of Braille.</i> Talks about likes and dislikes. Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. My house is at the end of the lane on the right hand side.</i> Gives answers to the textual questions being asked in both English class and other subject classes. Shows interest in speaking to famous people like writers, actors, and sportspersons. Tells stories (imaginary/dreams etc). Uses grammatically correct sentences to describe/narrate. <i>e.g. Come and play with me. I want to buy toys and have fun.</i> 	<p>curiosity/while engaging in conversation. <i>e.g. Why did the barber take so long to shave the Sultan?(Marigold V, The Talkative Barber).</i></p> <ul style="list-style-type: none"> Converses with community people from the immediate environment such as salesperson/shopkeepers/ telephone operators/ doctors/ receptionists/librarians/ etc. <i>e.g. Yes doctor, I will now brush my teeth twice a day.</i> Participates in different events such as role-play/poetry recitation /skit/drama/ elocution/declamation/ competition/quiz organised in schools from time to time. Recites rhymes/poems /songs in groups and individually. Uses phrases/dialogues from stories/plays. <i>e.g. Be happy, smile a lot....</i> Uses lines from poems/quotations/simple proverbs. <i>e.g. Two and two make four.</i> Expresses likes and dislikes. Gives description of the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. The book shop is near the bus stand.</i> Responds especially to the textual questions being asked in both English class and other subject classes. Compares English proverbs and idioms with those in her home language. She enjoys using English proverbs, and connects with her home language/sign language. Speaks to famous people like writers, actors, and sportspersons. <i>If I meet Sachin Tendulkar. I will ask him, “How did you become so good in your game?”</i> Asks questions about things around her: simple, interpretative. Narrates stories (imaginary/dreams, etc.) Uses grammatically correct sentences to describe/narrate.
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➤ **Reading**

At this stage, children are beginning to rely less on teacher support when reading individually and silently. But they still benefit from reading seen texts about familiar topics with support from the teacher. They recognize some common genres and their features. They are able to identify key information in a text with some support from the teacher but comprehension of unfamiliar topics will be limited. They begin to recognize that information can be represented in visual forms. They are beginning to apply their developing reading skills with more confidence and independence.

❖ **Curricular Expectations**

- Understands the main idea, locates details in the text (seen and unseen).
- Understands different literary genres such as prose, poetry, etc.
- Understands the purpose and characteristics of material other than textbooks.
- Understands and uses different reference sources in reading.
- Understands the form and functions of grammar in context.

❖ **Pedagogic Processes**

- Facilitating comprehension through various texts.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and discussions.
- Introducing sources **from L1 and L2** to facilitate comprehension.
- Introducing different kinds of texts such as prose, poetry, play for understanding.
- Providing beyond the text materials such as advertisements, notices, signboards, menus, etc.
- Facilitating reading of newspapers, magazines and children-chosen texts.
- Providing opportunities to interpret tables, charts, diagrams and maps.
- Introducing titles of books, movies, plays, etc.
- Encouraging children to raise questions based on their reading.
- Encouraging children to read texts displayed on TV.
- Enriching the reading habits through exposure to school/ community libraries, reading rooms.
- Providing reference sources such as dictionary, facilitating reading.
- Drawing attention towards the use of grammar in context and explaining it such as tenses, parts of speech, etc.
- Drawing attention to the use of punctuation through a variety of texts.
- Encouraging children to read silently.

❖ **Learning Indicators (Progression)**

▪ **Reading**

Class IV	Class V
<ul style="list-style-type: none"> • Reads texts with comprehension, locates details, identifies/locates the sequence of ideas and events, main idea in print and Braille. <i>e.g. Pinocchio's nose grew longer because he told lies.</i> • Relates ideas with her/his personal experiences. <i>e.g. Yes, I have also seen the film.</i> • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. I have read about Helen Keller in my Hindi text book.</i> • Talks about different kinds of texts/ different forms. • Connects with real life, including home language/sign language. <i>e.g. We also have a pet dog.</i> • Engages in reading beyond the text materials and enjoys reading. • Infers the meaning of unfamiliar words by reading them in context. <i>e.g. Grocer means the person who sells 'rations'.</i> • Elicits information and expresses in speech/writing as per the context. • Reads titles of books, movies, plays, captions. <i>e.g. 'The Arabian Nights'.</i> • Asks questions based on the reading. • Reads news clippings, advertisements, subtitles on T.V. <i>e.g. 'Jago grahak jago'.</i> • Reads books from different sources. • Uses dictionary to look up the words for meaning etc. • Takes interest in setting up class libraries, reading corners. 	<ul style="list-style-type: none"> • Reads texts with comprehension, Locates details, Identifies/locates the sequence of ideas and events, main idea in print and Braille. • Connects ideas with her/his personal experiences. <i>e.g. Yes ma'am, I also have a dog and he wags his tail when he is happy.</i> • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. Flying together, Marigold V. We have read a similar story in Hindi- 'Kabutar aur Bahelia'.</i> • Engages with different kinds of texts/ different forms. <i>e.g. from the text, class library and other materials.</i> • Locates main idea and details. • Gives examples from real life, including home language/sign language. <i>e.g. I enjoy eating Kulfī.</i> • Collects and reads books from different sources. • Takes interest in setting up class libraries, reading corners. • Collects and reads books from different sources. • Reads silently and comprehends. • Refers to the dictionary. <i>e.g. Bear- noun (भालू). This bear is brown. Bear- to tolerate, I cannot bear heat.</i> • Uses appropriate grammar in context. • Uses appropriate punctuation. <i>e.g. Next Wednesday my sister Mita is going to join the State Bank of India.</i>

Writing

At this stage, children are becoming more aware of audience and purpose, but still require significant teacher-support. They are beginning to write texts about familiar topics and experiences which include related ideas. They can develop a simple plan for writing using pictures or drawings.

❖ Curricular Expectations

- Write coherently with a sense of audience.
- Expresses through creative writing.
- Understands and uses technology for writing.

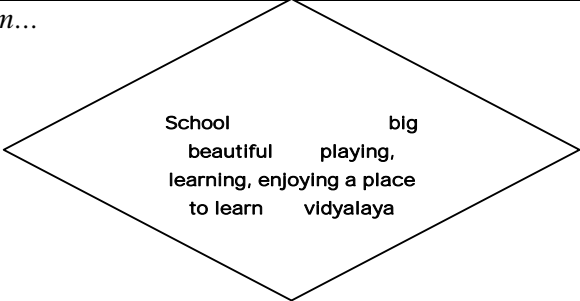
❖ Pedagogic Processes

- Providing texts (seen and unseen) and encouraging writing answers for comprehension/inferential questions.
- Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighbourhood.
- Giving dictation of chunks of language such as timetable, class notes, paragraphs (for listening activities).
- Providing verbal/visual clues to develop paragraphs.
- Giving situations to write letters (informal).
- Creating contexts for utilizing available contexts for making lists such as names for competitions, picnic, and Annual Day programmes.
- Encouraging children to write descriptions/narratives of family picnics, visits to historical places, etc.
- Providing examples of coherent writing such as paragraphs on different topics.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'after' 'next', etc.
- Scaffolding to revise the written material.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories/dialogues and encouraging them to use the content to write dialogues and vice-versa.
- Narrating open-ended stories or providing themes to complete/compose stories. (listening and writing are developed in conjunction).
- Discussing concepts such as rhyme, rhythm, simile in a poem.
- Introducing situations where the same word is used in different contexts/meanings.
- Providing a variety of contexts to develop projects to learn language such as making a scrapbook.
- Creating daily messages with themes like respect, being kind to others, diversity, etc.
- Providing examples for writing SMS and E-mail.

❖ Learning Indicators/Progression

▪ Writing

Class IV	Class V
<ul style="list-style-type: none"> • Writes answers for textual questions after comprehension/ inference in Braille or print. • Describes day- to- day life experiences and connects learning to real life. <i>e.g. Today. I got up very late and I missed my bus. My mother dropped me to school.</i> • Writes sentences and forms a paragraph coherently. • Takes dictation for different purposes. <i>e.g. Prepares a list for sports day, etc.</i> • With the help of verbal/visual clues, writes paragraphs. <i>e.g. Through pictures telling a story.</i> • Writes informal letters. <i>e.g. Write a letter to your friend describing your new school.</i> • Makes lists for various purposes. • Writes descriptions/narratives. <i>e.g. Writes a story of a plant.</i> • Organizes sentences into paragraphs. • Uses linkers to indicate connections. <i>e.g. and, but, then, after etc.</i> • Revises and writes coherently. • Understands the use of appropriate punctuation forms and grammar such as nouns, adjectives in a variety of written texts and is able to follow. • Writes stories from own imagination or memory (English/home language). • Composes short poems (English/home language). • Uses the same word in different contexts. <i>e.g. I <u>can</u> lift this <u>can</u>.</i> 	<ul style="list-style-type: none"> • Writes answers for textual questions after comprehension/ inference in Braille or print. • Expresses personal experience and connects learning to real life. <i>e.g. I also have a kite. It goes up in the blue sky and one day it got caught in a tree.</i> • Writes a paragraph coherently. <i>e.g. 'My Kite', etc.</i> • Takes dictation for different purposes. <i>e.g. Fire safety rules, etc.</i> • Writes paragraphs from verbal/visual clues. • Writes informal letters. <i>e.g. Write a letter to a friend describing about her/his new dog or (anything).</i> • Makes lists for various purposes. • Writes descriptions/narratives. • Organizes sentences into paragraphs. • Uses linkers to indicate connections. <i>e.g. First I took water in a pan, then I kept it on the stove for boiling....</i> • Revises and writes coherently. • Uses appropriate punctuation forms and grammar such as nouns, adjectives in a variety of written texts. <i>e.g. Look at the pictures and discuss what is happening.</i> • Writes role play from a short story, and short story from a role play. • Writes in their own words stories they have read in English or home language. • Writes stories from own imagination or memory (English/home language). • Creates short poems (English/home language). <i>e.g. A Cinquain</i>

<ul style="list-style-type: none"> • Prepares projects/scrapbooks, leaflets, posters, etc. that can be used as resources. • Writes notices for the school notice board and contributes to the school magazine. <i>e.g. Prepare a notice for interclass debate.</i> 	<p><i>poem...</i></p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Uses the same word in different contexts. • Prepares projects/scrapbooks, leaflets, posters, etc. that can be used as resources. • Writes notices for the school notice board and contributes for the school magazine. <i>e.g. poem, story, etc.</i> • Writes messages through SMS and E-mail. <i>e.g. Hi, I will be late today. Reema.</i>
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➤ Concern for Immediate Environment

❖ Curricular Expectations

- Develops concern for immediate environment (social and physical) through observation, which leads to development of language skills in an integrated manner.

❖ Pedagogic Processes

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts (seen and unseen) related to environment such as poems, stories, etc. thus developing reading.
- Providing teaching learning aids like models, **tactual/raised material/ TL materials/audio versions.**
- Encouraging expression in the form of dialogues, paragraphs, poems or songs.
- Providing situations for developing questioning and reasoning ability through topics related to concern for the environment such as throwing garbage in the bin, avoid using plastic bags, etc.
- Providing audio-video input such as posters, film clips, documentaries for facilitating expression for discussion, role play, preparing posters etc.

- Providing opportunities to appreciate social diversity, and providing related vocabulary.
- Providing texts (seen/unseen) related to gender equality and human diversity such as poems, stories, articles, etc. developing sensitivity through reading.
- Encouraging expression in the form of dialogue, paragraph, poem or song.
- Providing situations for developing questioning and reasoning through topics related to concern for social issues, such as girl education, inclusion of differently-abled, etc.
- Providing audio – video input such as posters, film clips, documentaries for facilitating expression for discussion, theater, etc.

❖ Learning Indicators (Progression)

▪ Concern for Immediate Environment

Class IV	Class V
<ul style="list-style-type: none"> • Observes and engages with various issues related to environment, social context and responds through verbal or non-verbal expression (body language, gestures, speech and writing). <i>e.g. Why do all the girls not go to school?</i> • Appreciates the diversity of living forms in English/home language/sign language. <i>e.g. It is important to protect flowers and plants.</i> • Appreciates the writer's/ poet's feelings toward nature/ environment issues such as gender, inclusive education. • Engages with new words/ concepts related to environment. • Expresses feelings, about environment and issues such as gender, and inclusion through speech/writing. Use of expressions. • Expresses feelings/ views on audio /video input. <i>e.g. 'Save trees, save environment'.</i> • Prepares posters on environmental/ social concerns. <i>e.g. 'Do not pluck flowers.'</i> • Uses role play to express ideas on environmental/ social issues. <i>e.g. Switch off the lights, when you go out of the room.</i> 	<ul style="list-style-type: none"> • Observes nature and responds through verbal and non - verbal expression (body language, speech and writing, gestures). <i>e.g. Neat and clean room, beautiful park.</i> • Appreciates the diversity of living forms in English/home language/sign language. <i>e.g. We have a variety of trees in our locality.</i> • Appreciates the writer's/poet's feelings towards nature/environment. • Raises question/ shows concern on situations around her. <i>e.g. Why is there so much of garbage near my school?</i> • Engages with new words/ concepts related to environment. <i>e.g. Conservation, preservation, etc.</i> • Expresses feelings about environment through speech/writing. Use of expressions. • Shows and expresses sensitivity to environment degradation and restoration with immediate surroundings. <i>e.g. We have planted a sapling and we must water it regularly.</i> • Tries to save wastage on things in school, home, etc. <i>e.g. Prepare posters on environmental concerns.</i>

<ul style="list-style-type: none"> • Appreciates the writer's/poet's feelings and engages with new words related to gender equality and inclusive education. • Shows and expresses sensitivity to social issues. <i>e.g. My friend is very good at drawing but does not read very well. So, I explain and she draws.</i> 	<div data-bbox="1514 253 1728 354" style="border: 1px solid black; padding: 5px; text-align: center;"> SAVE WATER SAVE PLANET </div> <ul style="list-style-type: none"> • Uses role play to express ideas on environmental issues. • Engages with social contexts and responds through verbal and non - verbal expression (body language, speech and writing). • Appreciates the writer's/poet's feelings and engages new words related to gender equality and inclusive education. • Expresses feelings about social issues through speech/writing. • Expresses feelings/views on audio /video input. • Prepares posters on social issues. <i>e.g. "SCHOOL FOR ALL"</i> • Uses role play to express ideas on social issues.
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LEARNING OUTCOMES

At the end of class VIII, students communicate in English in routine, familiar, social and classroom situations. They follow and give simple interactions, exchange basic personal information and negotiate known, predictable activities and contexts. They begin to modify their responses and manner of interaction to match the responses of others, and to the context. They use simple sentences and create original utterances by substituting words. Their utterances are characterised by short simple sentences. They use some basic communication and learning strategies to participate in and sustain interaction in English. They recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as pictures, textbooks, newspapers, magazines, and use specific resources such as parents, community members, mentors, note-takers, readers, interpreters, etc. to facilitate learning.

By the end of class VIII, children will be able to do the following: (Learning Outcomes)

- Understand the central idea and locate details in the text (prescribed and non-prescribed).
- Use his/her critical/thinking faculty to read between the lines and go beyond the text.
- Narrate simple experiences, describe objects and people, report events to peers.
- Speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts

- Write simple messages, invitations, short paragraphs, letter, (formal and informal), applications, simple narrative and descriptive pieces, etc.
- Use her/his proficiency in English to explore and study other areas of knowledge through print and non-print media.
- Undertake small projects on a regular basis.
- Develop the skill to listen and understand in a non-linear way and make connections and draw inferences.
- Appreciate non-verbal clues and respond in speaking and writing.
- Acquire the ability to listen with concentration, empathy and understanding.

➤ **Listening**

❖ **Curricular Expectations**

- Understand English language spoken in their immediate environment.
- Listen to English with understanding and enthusiasm.
- Develop familiarity with English phrases used in specific instructions and requests.
- Understand non-verbal clues and respond in speaking and writing.

❖ **Pedagogic Processes**

- Familiarising children with English language. e.g. in class, school assembly, playground, etc with peers/groups.
- Creating learning situations by using audio-video support to familiarize children with announcements made at public places during school celebrations.
- Using English news as a resource to develop listening comprehension.
- Providing exposure via poems/songs to familiarize children with various kinds of English, (listening and speaking are developing in conjunction).
- Encouraging children to watch English serials and films, educational channels especially those with sub-titles (listening and reading are developed in conjunction) (pair a child with special needs with a classmate).
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Exposing children to various kinds of spoken texts to familiarize them with intonation. Children appreciate the use of tone and begin to use it (Listening and speaking are developed in conjunction) (Pair a child with special needs with a classmate).

- Introducing different registers through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (listening and speaking are connected) using audio, visual and kinesthetic mediums.
- Facilitating comprehension through interviews/discourses with people from various professions such as doctors, writers, actors etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits, etc.
- Through role- play, learning situations are created to listen and communicate messages.
- Using formulaic expressions/instructions such as *Water the plants every day*. Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.
- Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood. (listening and speaking are connected).
- Initiating the process of problem solving and reasoning abilities.
- Given situations where children are exposed to narrations, descriptions, speeches, debates, on familiar and unfamiliar topics, they ask questions/make notes (listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write. (Listening is linked with speaking/writing)
- Giving passages for listening comprehension through self -reading/audio- video support and asking them to answer questions such as MCQs, fill in the blanks, etc. (listening is linked with speaking/writing).
- Playing music (non-verbal)/movement and encourages children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r, ding dong, etc. and help children use them creatively.
- Pointing or showing the source of sound for children with hearing impairment.

❖ **Learning Indicators (Progression)**

▪ **Listening**

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Listens to English words and sentences spoken/used in class/school and responds. <i>e.g. I enjoy listening to people and write something based on</i> 	<ul style="list-style-type: none"> • Responds to English words and sentences spoken/used in class/school. <i>e.g. literature, language, personality, etc. and sentence such as 'I love</i> 	<ul style="list-style-type: none"> • Gives appropriate response to English words and sentences spoken/used in class/school. <i>e.g. Compare the programme and sentence such as e.g.</i>

<p><i>that.</i></p> <ul style="list-style-type: none"> • Comprehends announcements made in school and in the neighbourhood (railway station, market, airport, cinema hall, etc) English news on TV/radio and other bulletins. <i>e.g. The metro will leave from platform no. 1.</i> • Enjoys listening to English songs and poems, dialogues of English serials. <i>e.g. "Where do all teachers go when it's four O'clock?"</i> • Listens to English poems, songs, jokes, riddles, stories and tongue-twisters, etc. (Together with comprehension, there is inference). <i>e.g. 'Who I am?' 'We are all interesting people in different ways'. 'We are all good at different things'.</i> • Understands the difference between a question and a statement as per the tone, stress, etc. • Listens to people from different professions/ walks of life with comprehension. <i>e.g. Pilots, sports persons, etc.</i> • Shows interest in listening to different experiences of others. <i>e.g. Friend's visit to her/his grandparents.</i> • Attends to oral messages/telephonic communications and communicates them in English or home language/sign language. <i>e.g. There is a message from</i> 	<p><i>writing letters'.</i></p> <ul style="list-style-type: none"> • Comprehends announcements made in school and in the neighbourhood (railway station, market, airport, cinema hall, etc) English news on TV/radio and other bulletins. <i>e.g. The train is delayed by an hour.</i> • Enjoys listening to English songs and poems, dialogues of English films. • Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories and tongue-twisters etc. (Together with comprehension, there is inference). • Comprehends the difference between a question and a statement through tone, stress, etc. • Listens to and engages in conversation with people from different professions/ walks of life. • Shows interest in listening to different experiences of and others. <i>e.g. Teacher narrating her experience.</i> • Responds to oral messages/telephonic communications and communicates them in English/ home language or sign language. <i>e.g. There will be a mock-drill on fire safety today at 11 a.m.</i> • Responds to different kinds of instructions/ requests/directions. <i>e.g. How was your vacation?</i> 	<p><i>This film is about a teacher.</i></p> <ul style="list-style-type: none"> • Comprehends announcements made in school and in the neighbourhood (railway station, market, airport, cinema hall, etc) English news on TV/radio and other bulletins. <i>e.g. The flight from Udaipur is on time.</i> • Enjoys listening to English songs and poems, dialogues of English films and serials. • Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories and tongue-twisters etc. (Together with comprehension, there is inference). • Responds according to a question and a statement through tone, stress, etc. • Listens to and engages in conversation with people from different professions/ walks of life. • Shows interest in listening to different experiences of others. <i>e.g. Cricket commentary.</i> • Attends to oral messages/telephonic communications and communicates them in English or home language/sign language. <i>e.g. There is a message from the principal that tomorrow we have to perform in the assembly.</i> • Follows different kinds of instructions/ requests/directions. • Responds to questions asked on textual material and responds accordingly.
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<p><i>the sports captain that by tomorrow we must submit our names.</i></p> <ul style="list-style-type: none"> • Follows different kinds of instructions/ requests/directions. • Responds to questions asked on textual material and responds accordingly. • Follows excerpts, dialogues, poems read aloud in the class. • Follows narrations, descriptions. • Takes dictation for listening comprehension. <i>e.g. Preparing a list for a drama.</i> • Responds to a variety of questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. 	<ul style="list-style-type: none"> • Responds to questions asked on textual material and responds accordingly. • Follows excerpts, dialogues, poems read aloud in the class. • Follows speeches, debates. • Takes dictation for listening comprehension. • Responds to a variety of questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. • Listens and identifies various onomatopoeic sounds; she/he talks/writes about them; she/he makes use of them in creative tasks. <i>e.g. Creek...creek, the door opens slowly...</i> 	<ul style="list-style-type: none"> • Follows excerpts, dialogues, poems read aloud in the class. • Follows speeches, debates. • Takes dictation of a passage for listening comprehension. • Responds to a variety of questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. • Listens, identifies and co-relates various onomatopoeic sounds; she talks/writes about them; she makes use of them in creative tasks.
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➤ Speaking

❖ Curricular Expectations

- Use English as a means of communication.
- Ask questions for developing critical thinking.
- Express in English.
- Recite/use poems, dialogues, (phrases from stories, plays, speeches, etc).

❖ Pedagogic Processes

- Creating learning situations for children to introduce themselves to a new student/another teacher/ a visitor/principal.
- Creating situations via role-play/mock-telephonic conversations/conversations between and among family members/classroom games connecting them with the characters from lessons.

- Encouraging children to ask queries/questions.
- Creating groups for taking turns to ask questions from other groups.
- Using alternative materials such as large print, Braille, cartoons, flash cards, puppets, graphic presentations, audio tapes, video tapes, and audio- visuals to motivate them to speak.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.
- Preparing children by providing input/ encouraging brain-storming, etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.
- Providing input through audio-video/role - play to familiarise children with use of tone/stress, etc. in language.
- Giving opportunities for Panel Discussion, etc.
- Using different alternative materials such as Braille texts, providing poems (from textbooks and other sources chosen by the teacher/children from children’s magazines/ children’s section in newspapers or composed by children, e.g. Limerick, Cinquain, Haiku.
- Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations/phrases and idioms, e.g. *Two and two make four; All in all; All that glitters is not gold*, to be able to use while speaking.
- Creating situations to speak about hobbies, games, food preferences, people she/he likes, places visited, etc.
- Giving a prompt to help children to speak “You know, I read a story which goes like this...” “Once my brother played a prank on me ...”
- Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary. Uses tactual/raised material.
- Based on the reading of the text, the children are encouraged to speak. e.g. *comprehension, inference, connecting to previous knowledge* e.g. “*I go for a walk daily.*” “*Morning or evening?*”
- Creating learning situations for children to use English proverbs and idioms and scaffolding through L1 to reach L2. e.g. *All that glitters is not gold (Har cheez jo chamakti hai wah sona nahi kahlati).*
- Creating situations for mock-interview to prepare the children to interact with their role models.
- Connecting learning to the real world and encouraging them to raise authentic questions such as: *Why don’t we have a hospital in our locality? Why water is not clean?*
- Creating situations where grammar in context for question tags is used, connecting it to textual material/beyond the text. e.g. “*You went to her house yesterday, didn’t you?*” “*Yes, I did.*”
- Scaffolding by providing grammatical structures while speaking. e.g. *Talking about weather “It’s very hot today, it wasn’t so hot yesterday”.*
- Encouraging children to imagine and describe characters and situations. Using prompts /flash cards/verbal clues and pictures to help children create imaginary stories.

❖ **Learning Indicators (Progression)**

▪ **Speaking**

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Introduces self using simple sentences. <i>e.g. I am Ragini. My school is very near to my house.</i> • Holds a conversation with friends, teachers, and family using simple sentences and responses. <i>e.g. Can I borrow you storybook for a day?</i> • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Speaks in English with professionals from their immediate environment such as salespersons, shopkeepers, telephone operators, doctors, receptionists, librarians etc. <i>e.g. Can I borrow two books because tomorrow is Sunday and I want to read both the books.</i> • Takes part in different events such as role-play/poetry recitation/ skit/ drama/ debate/ speech/ elocution/ declamation/ competition/quiz organised in schools from time to time. • Recites rhymes/poems /songs in 	<ul style="list-style-type: none"> • Talks about self using simple sentences. <i>e.g. I am Sudesh. This is my house. I want to become a footballer.</i> • Engages in conversation with friends, teachers, and family using simple sentences and responses. <i>e.g. When I grow up, I want to be a pilot. What do you want to be?</i> • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Converses in English with professionals from their immediate environment such as salespersons, shopkeepers, telephone operators, doctors, receptionists, librarian etc. <i>e.g. Could you please reissue the book?</i> • Participates in different events such as role-play/ poetry recitation /skit/ drama/ debate/ speech/ elocution/declamation/ competition/quiz organised in schools from time to time. • Recites rhymes/poems /songs in groups and individually. • Uses phrases/dialogues from stories/plays. <i>e.g. Fire can be a friend</i> 	<ul style="list-style-type: none"> • Engages in conversation about self using simple sentences. <i>e.g. I am Rohini. I love playing computer games.</i> • Holds a conversation with friends, teachers, and family using simple sentences and responses. • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. <i>e.g. Why do you think, Stephen Howkin's message for the differently -abled is inspiring?</i> • Converses in English with professionals from their immediate environment such as salespersons, shopkeepers, telephone operators, doctors, receptionists, librarians etc. <i>e.g. Could you please tell me where is the hall?</i> • Participates in different events such as role-play/ poetry recitation /skit/drama/ debate/ speech/ elocution/declamation/ competition/quiz organised in school from time to time. • Recites rhymes/poems /songs in groups and individually. <i>e.g. Not a crumb to be found on the snow-covered ground; Not a flower could be see, not a leaf on a</i>

<p>groups and individually.</p> <ul style="list-style-type: none"> • Talks about her likes and dislikes. • Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. My school is near the metro station.</i> • Responds especially to the textual questions in English class and in other subject classes. • Narrates her personal experiences/ anecdotes /stories she has read or heard. <i>e.g. A visit to the zoo.</i> • Shows interest in speaking to celebrities like writers, actors, and sportspersons. • Asks questions about things around her/his : based on reasoning and critical thinking. • Uses grammatically correct sentences to describe/narrate. • Narrates stories (imaginary/dreams, etc.) 	<p><i>and a foe also.</i></p> <ul style="list-style-type: none"> • Uses lines from poems/quotations/simple proverbs/idioms and phrases. <i>e.g. Look after, look into, look up, etc.</i> • Expresses her likes and dislikes. <i>e.g. I do not like to eat spicy food.</i> <p>.Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. There is a hospital near our house. It is on the left when you enter the lane.</i></p> <ul style="list-style-type: none"> • Responds especially to the textual questions in English class and in other subject classes. • Narrates her/his personal experiences/ anecdotes /stories she has read or heard. • Shows interest in speaking to celebrities like writers, actors, and sportspersons. <i>e.g. I'll take Sachin's interview and ask; "How did he learn to play so well? Is it good luck or hard work?"</i> • Asks questions about things around her: based on reasoning and critical thinking. • Uses grammatically correct sentences to describe/narrate. • Narrates stories (imaginary/dreams etc.) <i>e.g. A school is a place where children and teachers assemble every morning to learn from one another. I want to describe my school in a different way.</i> 	<p><i>tree.</i></p> <ul style="list-style-type: none"> • Uses phrases/dialogues from stories/plays. • Uses lines from poems/quotations/simple proverbs/idioms and phrases. • Expresses her/his likes and dislikes. <i>e.g. I am fond of watching adventurous movies.</i> • Describes the place/the locality where she/he lives, and shows the way or guides, if anyone asks for directions. • Responds especially to the textual questions in English class and in other subject classes. <p>Narrates her/his personal experiences/ anecdotes /stories she/he has read or heard. <i>e.g. Visit to a book fair.</i></p> <ul style="list-style-type: none"> • Compares English proverbs and idioms with those in her/his home language. She enjoys using English proverbs and idioms, and connects with her home language. • Shows interest in speaking to celebrities like writers, actors, and sportspersons. • Asks questions about things around her: based on reasoning and critical thinking. <i>e.g. Do you think it is right not to give equal opportunity to children with special needs?</i> • Gives short responses using question tags. <i>e.g. There were many obstacles on the way. Weren't they?</i> • Uses grammatically correct sentences to describe/narrate. • Narrates stories (imaginary/dreams, etc.)
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➤ **Reading**

Children read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read in the class. With support, they read a range of topic-related classroom texts. They can read known texts with some fluency. They read back their own writing or sentences written by others. They use texts purposefully, find basic information in texts. They discuss the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They are able to read seen and unseen texts. They are able to do silent reading.

❖ **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Understand and appreciate the language of different literary genres such as prose, poetry etc.
- Understand the purpose and characteristics of materials other than textbooks.
- Understand the form and functions of grammar in context.
- Understand and use different reference sources in reading.

❖ **Pedagogic Processes**

- Facilitating comprehension through various texts in English/home language/Braille/picture clips, etc.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions, discussions and group work.
- Using various sources from L1 and L2 to facilitate comprehension and co-relation.
- Introducing different kinds of texts such as prose, poetry, play, for understanding and appreciation.
- Providing beyond the text materials such as advertisements, notices, signboards, menus through print and audio.
- Facilitating reading/listening of newspapers, magazines and children-chosen texts. Using computers for reading.
- Providing opportunities to interpret tables, charts, diagrams and maps. And using peer and group activities.
- Introducing titles of books, movies, plays, etc. and providing their reviews.
- Encouraging children to raise questions based on their reading.
- Encouraging critical thinking through questions that develop problem-solving and reasoning.
- Encouraging reading texts displayed on TV, computer with speech reading software.
- Providing online material (wherever facilities available) and websites to visit.
- Drawing attention towards the use of grammar in context and explaining it such as narration, voice, tenses, parts of speeches, etc.
- Drawing attention to the use of punctuation through a variety of texts.

- Enriching the reading habits through exposure to school/ community libraries, reading rooms – formats may include Braille books, large print and audio.
- Providing reference sources such as dictionary, thesaurus and encyclopedia to facilitate reading.

❖ Learning Indicators (Progression)

▪ Reading

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Reads prescribed texts in English with comprehension, locates details, and identifies/locates main idea, the sequence of ideas and events. • Relates ideas with her personal experiences. <i>e.g. I also do not like to do home work like Patrick.</i> • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. I have read a similar story in Hindi about 'Shravan Kumar.'</i> • Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing. • Identifies main idea and locates details. • Connects with real life, including home language. • Engages in reading to seek information. • Reads on her own and enjoys reading. <i>e.g. Children's magazines, picture books.</i> • Infers the meaning of unfamiliar words by reading them in context. • Reads titles of books, movies, plays, 	<ul style="list-style-type: none"> • Reads textual material in English with comprehension, locates details, and identifies/locates main idea, the sequence of ideas and events. • Compares and contrasts ideas in the text. • Relates ideas with her personal experiences. • Reads and relates texts of home language (L1) with those of English (L2). • Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing. • Identifies main idea and locates details. • Connects with real life, including home language. • Engages in reading to seek information. • Reads on her own and enjoys reading. <i>e.g. story books, poems.</i> • Infers the meaning of unfamiliar words by reading them in context. • Elicits information and expresses in speech/writing as per the context. • Reads titles of books, movies, plays, 	<ul style="list-style-type: none"> • Reads various types of texts in English with comprehension, locates details, and identifies/locates main idea, the sequence of ideas and events. <i>e.g. Stories, articles, poem, etc.</i> • Compares and contrasts ideas in the text. • Relates ideas with her personal experiences. • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. I have read about Hellen Keller. She had achieved what seemed impossible.</i> • Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing. • Identifies main idea and locates details. • Connects with real life, including home language. • Engages in reading to seek

<p>captions.</p> <ul style="list-style-type: none"> • Asks questions based on the reading. <i>e.g. How did the dog find himself a master?(Honeysuckle, class V)(The Dog found himself a Master).</i> • Reads news clippings, subtitles on T.V/ text on computer. • Identifies the use of grammar in context. • Appreciates the appropriate use of punctuation. • Collects and reads books from different sources. • Takes interest in setting up class libraries, reading corners. • Refers dictionary. 	<p>captions.</p> <ul style="list-style-type: none"> • Reads reviews of books, films etc. • Asks questions based on the reading. • Reads news clippings, subtitles on T.V/ text on computer. • Identifies the use of grammar in context. • Appreciates the appropriate use of punctuation. • Collect and reads books from different sources. • Takes interest in setting up class libraries, reading corners. • Refers dictionary, thesaurus. 	<p>information. <i>e.g. Newspaper articles.</i></p> <ul style="list-style-type: none"> • Reads on her own and enjoys reading. • Infers the meaning of unfamiliar words by reading them in context. • Elicits information and expresses in speech/writing as per the context. • Reads titles of books, movies, plays, captions. • Reads reviews of books, films etc. • Asks questions based on the reading. <i>e.g. What is the cause of earthquakes?</i> • Makes inferences and gives reasons. • Reads news clippings, subtitles on T.V/ text on computer. • Searches for the online materials and engages with it for information/pleasure. • Identifies the use of grammar in context. • Appreciates the appropriate use of punctuation. • Collects and reads books from different sources. • Takes interest in setting up class libraries, reading corners. • Refers dictionary, thesaurus and encyclopedia.
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➤ **Writing**

Children communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modeled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use language with appropriate linkers, etc. They attempt to spell new words, based on known spelling patterns.

❖ **Curricular Expectations**

- Write coherently and with a sense of audience (formal and informal).
- Creative writing.
- Understands and uses technology for writing.

❖ **Pedagogic Processes**

- Providing texts (seen and unseen) and encouraging writing answers for comprehension/inferential questions.
- Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighbourhood.
- Discussing examples of writing with focus on appropriate beginning, middle and end, and linkers.
- Giving dictation of chunks of language.
- Providing verbal/visual clues to develop paragraphs.
- Giving situations to write letters (formal and informal).
- Creating contexts for utilizing available contexts for making lists such as names for competitions, monthly budget at home, Annual Day programmes/ message board, etc.
- Encouraging children to write descriptions/narratives of family picnics, visits to historical places etc.
- Encouraging children to reflect on their day-to-day experiences and write a diary.
- Providing examples of coherent writing such as paragraphs on various topics.
- Providing examples of words/phrases (linkers) to indicate sequence such as ‘after that’, ‘followed by’, etc.
- Scaffolding to redraft and revise the written material.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories and encouraging them to use the content to write dialogues and vice-versa.

- Narrating open-ended stories or providing themes to complete/compose stories.
- Discussing about rhyme, rhythm, simile, metaphor, repetition in poems.
- Introducing situations where the same word is used in different contexts/meanings.
- Providing social and contemporary themes and samples for slogan/notice/poster writing.
- Providing a variety of texts such as autobiography, report, radio script, etc. and pointing their features.
- Creating daily messages with themes like respect, being kind to others, diversity, etc.
- Providing examples of writing SMS and E-mail.
- Facilitating the use of computer for slides/power point presentation.

❖ **Learning Indicators (Progression)**

▪ **Writing**

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Writes sentences and paragraphs coherently in Braille or print. • Organizes sentences into paragraphs. • Writes answers for textual questions after comprehension/inference. Writes personal experience and connects learning to real life. <i>e.g. 'My day out for a picnic.'</i> • Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities). • Writes paragraph with the help of verbal/visual clues. • Writes informal letters. <i>e.g. Letter to a friend/ cousin.</i> • Makes lists for various purposes. • Writes descriptions/narratives. 	<ul style="list-style-type: none"> • Writes sentences and paragraphs coherently in Braille or print. • Organizes sentences into paragraphs. • Writes answers for textual questions after comprehension/inference. • Writes and narrates personal experience and connects learning to real life. <i>e.g. A visit to a historical place.</i> • Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities). <i>e.g. Preparing a list for a dance-drama show.</i> • Writes paragraphs with the help of verbal/visual clues. • Writes formal letters. <i>e.g. Letter to the principal requesting for a new class board.</i> 	<ul style="list-style-type: none"> • Composes sentences and paragraphs coherently in Braille or print. • Organizes sentences into paragraphs. • Writes answers for textual questions after comprehension/inference. • Expresses through writing, personal experience and connects learning to real life. <i>e.g. Visit to a planetarium.</i> • Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities). • Writes paragraphs with the help of verbal/visual clues. • Writes formal letters, <i>e.g. Letter to a book seller placing an order for books.</i> • Makes lists for various purposes. • Writes descriptions/ narratives. <i>e.g.</i>

<ul style="list-style-type: none"> • Writes a personal diary. • Redrafts and corrects before finalising. • Writes coherently with appropriate beginning, middle and end. • Uses appropriate punctuation forms in a variety of written texts. <i>e.g. Renu has bought two pencils, one eraser and a notebook.</i> • Uses appropriate grammar such as nouns, adjectives. • Writes dialogues from a story, and story from dialogues. • Writes stories from own imagination. • Composes poems. • Writes jokes. • Composes slogans, prepares leaflets, posters, etc. that can be used as resources, prepares project, and contributes for the school magazine. <i>e.g. Each drop of water is precious.</i> • Writes notices for the school notice board, <i>e.g. Lost a pencil box or a book.</i> • Creates basic texts in a variety of forms. • Writes messages, letters through SMS, E-mail. • Uses dictionary to find meanings/spellings. 	<ul style="list-style-type: none"> • Makes lists for various purposes • Writes descriptions/narratives. • Writes a personal diary. • Redrafts and corrects before finalising. • Writes coherently with appropriate beginning, middle and end. • Uses appropriate punctuation forms in a variety of written texts. • Uses appropriate grammar such as nouns, adjectives. <i>e.g. Sujata has a melodious voice.</i> • Writes dialogues from a story and story from dialogues. • Writes in their own words stories they have read in English or in any other language. • Writes stories from own imagination. • Composes poems. • Frames crossword puzzles and riddles. • Composes slogans, prepares leaflets, posters, etc. that can be used as resources, prepares project, and contributes for the school magazine. • Writes notices for the school notice board. <i>e.g. Inviting students to give names for participation in annual day celebration of the school.</i> • Creates basic texts in a variety of forms. • Writes messages, letters through SMS, E-mail. • Uses dictionary for understanding the meaning of a given word in context. 	<p><i>Describing pot making, etc.</i></p> <ul style="list-style-type: none"> • Writes a personal diary. • Redrafts and corrects before finalising. • Writes coherently with appropriate beginning, middle and end. • Uses appropriate punctuation forms in a variety of written texts. • Uses appropriate grammar such as nouns, adjectives, passive voice. • Writes dialogues from a story and story from dialogues. • Writes in their own words stories they have read in English or in any other language. • Writes stories from own imagination. • Composes poems. • Frames crossword puzzles and riddles. • Composes slogans, prepares leaflets, posters etc. that can be used as resources, prepares project, and contributes for the school magazine. • Writes notices for the school notice board. <i>e.g. Inviting students to give names for sports day.</i> • Creates basic texts in a variety of forms. • Writes messages, letters through SMS, E-mail. • Learns the use of spell check, thesaurus, <i>e.g. Uses dictionary.</i> • Prepares slides/power point presentation depending on available facility.
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➤ **Concern for Immediate Environment**

❖ **Curricular Expectations**

- Develop concern for physical environment through observation and lead to development of language skills in an integrated manner.
- Develop concern for social environment through observation and lead to development of language skills in an integrated manner.

❖ **Pedagogic Processes**

- Providing teaching learning aids like models, tactual/raised material, TL materials/audio versions.
- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts (seen/unseen) related to environment such as poems, stories, articles, etc. thus through reading developing sensitivity towards environment.
- Encouraging expression in the form of dialogue, paragraph, diary, poem or song.
- Providing situations for developing questioning and reasoning ability through topics related to concern for the environment.
- Providing audio – video input such as posters, film clips and documentaries for facilitating expression for debate, discussion, theatre, slogan etc.
- Providing opportunities to appreciate social diversity and providing related vocabulary.
- Providing texts (seen and unseen) related to gender equality and human diversity such as poems, stories, articles etc. thus developing reading.
- Encouraging expression in the form of dialogue, paragraph, diary, poem or song.
- Providing situation for developing questioning and reasoning ability through topics related to concern for social issues such as girl education, inclusion of differently-abled, etc.
- Providing audio – video input such as posters, film clips, documentaries for facilitating expression for debate, discussion, theatre, slogan, etc.

❖ **Learning Indicators (Progression)**

▪ **Concern for Immediate Environment**

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Observes nature and responds through verbal and non-verbal expression (body language, speech and writing, gestures). • Shows concern for environment through speech/writing, sign language/Braille, <i>e.g. Why are we cutting down trees?</i> • Understands the writer's/poet's feelings towards nature/environment. • Uses new words/concepts related to environment in context. • Describes feelings/ views from audio-video input. <i>e.g. Let us keep our surroundings clean.</i> • Writes slogans to emphasise the environmental issues. • Uses theatre/role play to express ideas on environmental issues. • Appreciates the writer's/poet's feelings and engages with new words related to gender equality and inclusive education. <i>e.g. Each one, Teach one.</i> • Expresses feelings emotions about social issues through speech/writing. • Describes feelings/views from audio– 	<ul style="list-style-type: none"> • Shows concern for nature and responds through verbal and non- verbal expression (body language, speech and writing, gestures). • Expresses feelings, emotions about environment through speech/writing, sign language/Braille. • Appreciates the writer's/poet's feelings towards nature/environment. • Uses appropriately new words/concepts related to environment. • Shows and expresses sensitivity to environment degradation and restoration. • Describes feelings/ views from audio-video input. • Writes slogan to emphasise the environment issues. • Uses theatre/role-play to express ideas on environmental issues. • Engages with social contexts and responds through verbal and non - verbal expression (body language, speech and writing). • Appreciates the writer's/poet's feelings and engages with new words related to gender equality and inclusive education. 	<ul style="list-style-type: none"> • Observes and shows concern for nature and responds through verbal and non-verbal expression (body language, speech and writing, gestures). • Expresses feelings, emotions about environment through speech/writing, sign language/Braille. • Appreciates the writer's/poet's feelings towards nature/environment. • Engages with new words/concepts related to environment. • Appreciates the diversity of living forms; respects the gentle balance in nature. • Shows and expresses sensitivity to environment; degradation and restoration. • Engages with various sources and identifies the ill effects of Man vs. Nature conflict and the benefits of making Nature, Man's friend. • Describes feelings/ views from audio – video input. <i>e.g. Every child should go to school. Inclusive school as the topic for discussion.</i> • Writes slogans to emphasise the environment issues. • Uses theatre/role play to express ideas on environmental issues. • Engages with social contexts and responds through verbal and non- verbal expression (body language, speech and writing). • Appreciates the writer's/poet's feelings and engages with new words related to gender equality and

<p>video input.</p> <ul style="list-style-type: none"> • Writes slogans and posters to emphasise social issues. • Uses theatre/role play to express ideas on social issues. <i>e.g. Appreciating every one's needs.</i> 	<ul style="list-style-type: none"> • Expresses feelings emotions about social issues through speech/writing. • Shows and expresses sensitivity to social issues. • Describes feelings/views from audio – video input. • Writes slogans and posters to emphasise social issues. • Uses theatre/role play to express ideas on social issues. 	<p>inclusive education. <i>e.g. Chairperson, poet, actor, etc.</i></p> <ul style="list-style-type: none"> • Expresses feelings, emotions about social issues through speech/writing. • Shows and expresses sensitivity to social issues. • Describes feelings/views from audio–video input, <i>e.g. Review of the films such as 'Tare Zameen Per, or any other children's film.</i> • Writes slogans and posters to emphasise social issues. <i>e.g. 'Inclusive Education.' 'Education for all.'</i> • Uses theatre/role play to express ideas on social issues. <i>e.g. Prepare nukkad natak to show Inclusive Education.</i>
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GUIDELINES FOR USERS

Curricular expectations/ learning outcomes and pedagogical processes along with learning indicators for classes I to VIII have been developed to facilitate teachers/ other stakeholders with the understanding to undertake this exercise holistically. Some general guidelines for users are as under:

- The curricular expectations/ learning outcomes and pedagogical processes in English have been given stage-wise i.e. classes III, V and VIII. Within each stage, class-wise learning indicators have been identified. Learning outcomes are based on the objectives of teaching-learning of English given in the syllabus prepared as a follow-up to National Curriculum Framework-2005 (NCF-2005).
- Within each stage class wise learning indicators have been identified. These learning indicators overlap from one class to other because learning is a continuum; it is an ongoing process.
- In order to achieve these learning outcomes, the necessary pedagogical processes have been given. As language learning is process-oriented and its content has to be derived from child's real life experience, as per the need and context, pedagogical processes discuss and suggest this aspect at length along with examples.

- Learning Indicators have been given class-wise in columns, covering all the three stages. A conscious attempt has been made not to provide these indicators in the form of rubric or outcomes based assessment standards, as these focus on testing or on product without taking care of child's process of learning which is likely to have 'wash back' effects on curricular expectations. Thus in turn these indicators are not summative in nature.
- The learning outcomes, pedagogical processes and learning indicators are not a one-to-one match. The reason being learning outcomes are to be achieved over a period of time with regular interaction with children, as these are related to child's abilities, skills, values, attitudes and other personal, social qualities. Thus, various processes are needed to achieve the expected learning outcomes. The progress of child's learning on each process can be seen through some indicators. These indicators are suggestive in nature. Thus, for each broad learning process, learning indicators have been given.
- This format would help in implementing CCE more effectively, as in CCE timely feedback needs to be given to children.
- Attempts have been made to present the learning indicators in a logical sequence, keeping in view that learning is spiral and not linear.
- Till stages III and V, you will find that responses in home language/English have been indicated. That holds true for stage VIII as well.
- It is also suggested that learning activities need to be constructed as a common endeavour in which everybody can take part on an equal footing. The assessment procedures for some children may include more objective items, short quizzes, provision of extra time, special aids, simplifying and making the child to comprehend instructions, alternative measures like audio-recording and use of computers for giving answers. Diverse grouping needs to be encouraged so that the peer group develops as a community of learners, who support and increase one another's capacity. Range of alternative opportunities need to be constructed which are accessible to all, with space for learner input to shape experiences and outcomes. Tasks need to be devised for encouraging students to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Use of a number of modalities like visuals (photos, diagrams, pictures, film clips, wall displays), auditory (storytelling, talking, effective questions, clear sequencing, music, singing) and kinesthetic (using movement, role-play, artifacts and use of environment) would help.
- Whenever we initiate teaching-learning process in the classroom, we need to relate it with the children's previous learning experiences in that specific curricular area. Further, the teacher must observe that many of the learners, especially those belonging to linguistic minority groups may find difficulty in responding to, more so on account of shift from home language to school language/sign language/Braille.

Curricular Expectations and Learning Indicators in Mathematics for Classes I to VIII

Curricular Expectations

During the learning of Mathematics from Class I – III, a child is expected to:

- Count and understand the numeration system;
- Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers;
- Perform simple computations in her/his own way up to three -digit numbers and apply these to their day to life activities in different contexts;
- Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits;
- Learn vocabulary of relational words to extend her/his understanding of space and spatial objects;
- Identify and extend simple patterns starting from repeating shapes to patterns in numbers; and
- Collect, represent and interpret simple data/information in her/his daily life activities.

CLASS I

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>SHAPES AND SPATIAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Familiarises with spatial relationships like top- bottom; on-under; inside- outside; ,etc. • Sorts, classifies and describe the objects in her/his vicinity on the basis of shape and others observable properties. 	<ul style="list-style-type: none"> • Interaction is to be done with children on introducing the new vocabulary of spatial terms, for example, telling small stories/poems having the vocabulary related to spatial terms with lot of interaction with the children. Utilising child’s experiences outside the classroom. • Games within groups of children to find hidden treasure by providing clues in spatial terms like on the top of the table but below the book, fish inside the jar,etc. 	<ul style="list-style-type: none"> • Displays understanding of spatial relationships (top- bottom, inside-outside; above-below; big-small; near-far; thin- thick; before-after; above-below,etc.) in given surroundings/situations and uses vocabulary for describing. • Classifies and sorts objects on the basis of some common property. • Names some basic shapes like cube, cuboid, sphere, etc.

	<ul style="list-style-type: none"> • Conduct activities on the finding/identifying similarities and differences in shapes/objects that child sees daily in the classroom, at home, playground, etc. Let children conclude that some objects roll, some slide, some have corners and some do not have edges, etc. 	
<p>NUMBERS AND NUMBER OPERATIONS</p> <ul style="list-style-type: none"> • Counts, recognises, reads and writes numerals for numbers up to 99. • Adds and subtracts single digit numbers. 	<ul style="list-style-type: none"> • Engaging children in activities targeted at manipulation of concrete objects (locally available) to develop pre-number concepts like sorting, classification, sequencing and one-to-one correspondence. • Involving children in reading numbers written on a number chart and others places in and outside the classroom. • Activities and games aimed at associating a spoken or written number with appropriate number of objects, drawn from a collection. • Organising group activities to compare number of objects in two collections by one-to-one correspondence. Children should be encouraged to find their own ways of comparing the collections, e.g. using the sequential order of numbers 	<ul style="list-style-type: none"> • Devises ways of collecting and counting the given number of objects like pebbles, seeds, leaves, etc from her/his immediate environment and expresses the number as per her/his own understanding. • Attempts to read and write any given number (up to 99) and associates a given collection with a number and vice-versa. • Demonstrates strategies of comparing two numbers, e.g. matching one to one, using sequential order of numbers, using size of a number, etc. • Describes ways of combining two collections to find the sum of numbers. • Demonstrates her/his ways of finding difference between two numbers.
<ul style="list-style-type: none"> • Solves problems using addition and subtraction of single digit numbers. 	<ul style="list-style-type: none"> • Involve children in reading given problems and discussing what is given, what is to be found. Let children work out their strategies to find the unknown from the known. 	<ul style="list-style-type: none"> • Analyses and describes simple contextual problems in mathematical terms and finds the given and unknown data. • Finds the strategies to reach unknown from the known. • Solves problems using addition and/or

		subtraction.
Money <ul style="list-style-type: none"> Identifies currency notes and coins 	<ul style="list-style-type: none"> Using child's vocabulary and understanding about money from home and out of school experiences. Involving children in groups and/or individually to make play currency notes of different denominations. A set of such actual notes can be shown to them for the activities. Creating simple selling and buying situations in classroom and let children play with their play money. 	<ul style="list-style-type: none"> Demonstrates use of numbers in identifying and making play currency notes of different denominations. Attempts to make small amounts of play money by using notes of different denominations in different ways.
Measurement <ul style="list-style-type: none"> Idea of length and distance 	<ul style="list-style-type: none"> Organising discussions among children focusing on need to measure various things, including lengths and distances and other quantities. Providing hints during discussions so that children can appreciate that a unit is required for measuring anything. Creating situations when children get opportunities to measure in their own ways and resolve conflicts, if any, aroused due to the use of non-uniform units. 	<ul style="list-style-type: none"> Describes and justifies length and distances of common objects in her/his own language. Attempts to resolve conflicts on lengths/distances by using body parts like hand span, etc.(non-standard units). Devises ways of making uniform units for measuring lengths/distances.
Mass <ul style="list-style-type: none"> Compares objects on the basis of their weights like heavy, light, etc. Appreciates need for standard unit of measuring marks 		<ul style="list-style-type: none"> Describes ways of comparing and quantifying mass(es) of common objects. Uses simple balance to compare weights of common objects. Uses non-standard units like small stones and other such objects available in the child's vicinity. Understands that objects with different shapes and sizes may have same weights.
Volume		<ul style="list-style-type: none"> Estimates capacities of different containers and tries to order them as per their capacities.

<ul style="list-style-type: none"> Idea of more/less capacity of different containers 		<ul style="list-style-type: none"> Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons ,etc.)
<p>Time</p> <ul style="list-style-type: none"> Gets familiar with the days of the week and months of the year. Narrates the sequence of events in a day. 	<ul style="list-style-type: none"> Organising discussions and telling short stories on the vocabulary children have about time and calendar. Creating situations where children are encouraged to describe their experiences in terms of routine activities like from waking up in the morning till sleeping in the night. 	<ul style="list-style-type: none"> Attempts to narrate the activities of a day in sequence, distinguishing time of events using her/his own vocabulary for earlier and later. Shows the understanding of shorter and longer duration of different activities performed or to be performed. Describes the names of days of a week and months in a year.
<p>Data Handling</p> <ul style="list-style-type: none"> Collects, represents and interprets simple data. 	<ul style="list-style-type: none"> Organising activities and providing opportunities to record information in numbers and to draw inferences or make decisions out of it. For example, in organising a New Year party, how many pieces of different types would be required for class decoration. 	<ul style="list-style-type: none"> Attempts to record information in her/his own way. Participates in discussions with others to draw inferences from the recorded information.

CLASS II

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>SHAPES AND SPATIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Classifies shapes on the basis of their properties. 	<ul style="list-style-type: none"> Conducting plays and games with children on identification and classification of shapes around them like round that roll, slide that are slidings, etc. 	<ul style="list-style-type: none"> Displays understanding of 3-D shapes around her/his in terms of their physical properties
<ul style="list-style-type: none"> Sorts, classifies and describes 2-D and 3-D shapes. 	<ul style="list-style-type: none"> Discussing various shapes (2-D and 3-D) 	<ul style="list-style-type: none"> Shows understanding by naming 2-D shapes like square, rectangle, triangle and

<ul style="list-style-type: none"> Identifies basic 3-D shapes such as cuboid, cylinder, cone, sphere by their name. 	<p>available in the surroundings of the children and their characteristics by involving them in identification of the specific characteristics of every shape.</p> <ul style="list-style-type: none"> Conducting individual and group activities on sorting things from a given collection of objects (from NCERT Mathematics kit, if available in the school or taking things from the child's vicinity). The sorting can be done on the basis of observable properties like colour, shapes or size, taking one at a time. Drawing children's attention towards various similarities and differences in two and three dimensional shapes while they are sorting and classifying them. This will help them in associating various shapes with names like squares, rectangles, triangles, cube, cuboid, cone, cylinder, sphere, etc. 	<p>circle, and also discovers their observable properties.</p> <ul style="list-style-type: none"> Indicates understanding of 2-D shapes on the basis of number of sides, corners and diagonals, straight and curved edges, etc. Demonstrates shapes like book, glass, bottle, chalk box, ball as 3-D shapes and gradually attempts to associate them with standard names like cuboid, sphere, cone, cylinder, etc. Explores observable properties of 3-D shapes like flat and curved surface, edges, corners, etc. Groups objects on the basis of shapes (cones, cylinders, cubes, balls, etc.) and other observable properties. Demonstrates her/his ability to differentiate between 2-D shapes (square, rectangle, etc.) and 3-D shapes (cone, cylinder, sphere, etc.)
<ul style="list-style-type: none"> Understands the concept of straight and curved lines. 	<ul style="list-style-type: none"> Children see a lot of straight lines in their surroundings. Conduct group activities to classify lines as sleeping (horizontal), slanting (oblique) and standing (vertical) lines. Children actually draws such lines in their drawings. Giving idea of straightness and curvedness from the objects like edge of a tumbler, edge of a book/notebook, table, etc. Conducting activities involving children in drawing straight and non- straight lines by tracing the edge on paper. Engaging children in making scenery, pictures 	<ul style="list-style-type: none"> Classifies lines as slanting, sleeping and standing. Cites different examples to show the understanding of difference between straight and curved lines. Makes free-hand drawings of horizontal, vertical and slant lines.

	and drawings, focusing on shapes made up of straight and curved lines.	
<p>NUMBERS AND NUMBER OPERATIONS</p> <ul style="list-style-type: none"> Counts, recognises, reads and writes numerals for numbers up to 99 	<ul style="list-style-type: none"> Involving children in reading numbers written on a number chart and other places in and outside the classroom. Organising activities and games aimed at associating a spoken or written number with appropriate number of objects, drawn from a collection, may be organised in groups of tens and ones. Organising group activities to compare number of objects in two collections by one-to-one correspondence. Children should be encouraged to find their own ways of comparing two numbers, e.g. using the sequential order of numbers, number of tens and ones in them, etc. 	<ul style="list-style-type: none"> Attempts to read and write any given number (up to 99) and associates a given collection (arranged in tens and ones) with a number and vice-versa. Demonstrates strategies of comparing two numbers, e.g. matching one to one, using sequential order of numbers, using size of a number, etc.
<ul style="list-style-type: none"> Understands place and face value of digits in a number. Understands zero as a place holder and as a number. Recognises patterns in numbers and shapes. 	<ul style="list-style-type: none"> Engaging the children in activities of counting large number of objects from their surroundings. Encourage them to make equal groups while counting. After building an adequate understanding of grouping objects in tens and ones, involve them in writing the number. Conducting group activities in the class so that children are involved in breaking a number in tens and ones like in 17, the digit 1 shows 10 so $17=10+7$; 20 has two tens and the no units. 	<ul style="list-style-type: none"> Appreciates the place value system as a system of grouping objects while counting Describes her/his understanding about value of digits in a given number. Devises ways of writing a number when a group (tens or ones) is missing. Answers question like what happens when a number is subtracted from itself? When some items are consumed one after the other/his, how many are left when the last is also consumed? Attempts to show that zero is the number representing absence of some item in a group.

		<ul style="list-style-type: none"> • Writes a number in expanded form in her/his own ways like 53 can be $50+3$ or $3+50$ or $40+10+3$, etc. • Uses concrete material like ice cream sticks for grouping numbers in terms and ones and tens.
<ul style="list-style-type: none"> • Adds and subtracts two-digit numbers (with and without regrouping). 	<ul style="list-style-type: none"> • Engaging children in exploring the situations where addition and subtraction of numbers is required like, combining two groups, enlarging a given group by adding some more items, etc. • There are a lot of situations in children's daily life where addition of numbers happens. Involve them in problem solving activities on addition and subtraction of numbers. • Conducting discussions with children so that they explore their own ways of addition and subtraction and should be able to develop their algorithms. Avoid unnecessary emphasis on mechanical application of standard algorithms for these operations. • Creating situations where children can use alternative algorithms to find sum and difference. 	<ul style="list-style-type: none"> • Devises her/his own ways to add two 2-digit numbers. Later on uses algorithms for addition of numbers. • Develops her/his strategies to add and/or subtract a numbers from a two-digit number. • Uses different algorithms to add and subtract numbers. • Adds and subtracts two-digit numbers in daily life situations.
<ul style="list-style-type: none"> • Solves problems involving addition and subtractions of two-digit numbers 	<ul style="list-style-type: none"> • Involving children in reading given problems and discussing what is given, what is to be found. Let children work out their own strategies to find the unknown from the known. • Creating situations where addition and/or subtraction of two-digit numbers is involved in solving a problem. 	<ul style="list-style-type: none"> • Analyses and describes a problem involving addition and/or subtraction in terms of mathematical terms and finds the given and unknown data. • Finds the strategies to reach unknown from the known. • Solves problems using addition and/or

	<ul style="list-style-type: none"> • Organising selling-buying situation in classroom where lot of addition and subtraction of money is involved. • Encouraging children to use alternative strategies for finding total and balance without using pen and paper. • Encourage children to develop questions/problems on addition and subtraction of two-digit numbers. Games can be played within groups of children where in one group designs questions and the other solves the questions/ problems. 	<ul style="list-style-type: none"> • subtraction with and without regrouping. • Uses estimation in verification of sum and difference of two-digit numbers. • Poses meaningful problems and solves them.
<ul style="list-style-type: none"> • Understands the idea of multiplication of numbers as repeated addition. 	<ul style="list-style-type: none"> • Creating situations and context where a number is to be added repeatedly like there are five rows and in each row six children are sitting; 2 cookies to be given to each of 7 friends, etc. • Encouraging children to discover some other/his method of writing repeated addition. • Providing small hints to reach to the situation where child says $2+2+2+2$ can also be called as 4 times 2. • Activities to write multiplication facts (times tables) by repeated addition and later on by observing patterns. • Creating situations of equal sharing/grouping of objects and exploring ways of describing it in mathematical way. 	<ul style="list-style-type: none"> • Shows difficulty in expressing repeated addition and appreciates the use of multiplication for repeated addition. • Explores ways of equal grouping/sharing/distribution. • Understands division as another/his way of equal grouping /sharing /distribution.
<p>Money</p> <ul style="list-style-type: none"> • Identifies currency notes and 	<ul style="list-style-type: none"> • Using child's vocabulary and understanding about money from home and out of school experiences initiate discussion on the money 	<ul style="list-style-type: none"> • Demonstrates use of numbers in identifying and making play currency notes of different denominations.

<p>coins.</p> <ul style="list-style-type: none"> • Puts together amounts of money not exceeding Rs. 50. • Adds and subtracts small amount of money mentally. • Transacts an amount using 3-4 notes. 	<p>transaction to purchase things.</p> <ul style="list-style-type: none"> • Involving children in groups and/or individually to make play currency notes of different denominations. A set of such actual notes can be shown to them for these activities. • Creating simple selling and buying situations in classroom and let children play with their play money. • Providing small hints to solve situations of transacting money and finding balances. • Encouraging children to make estimates of how much money required, what will be left ,etc. and then to actually verify their estimates. Discussions may be held within and across the groups to find out the ways to refine their estimates. • Encouraging children to be critical observers of money transactions while they accompany parents and others for shopping. 	<ul style="list-style-type: none"> • Appreciates the use of money in day-to-day buying and selling situations. • Attempts to make small amounts of money by using 3-4 play notes of different denominations in different ways. • Describes ways to find balance amount out of a given amount after the purchase of about 50 rupees. • Estimates/approximates the money required and money obtained in balance in simple buying situations.
<p>Measurement: Length</p> <ul style="list-style-type: none"> • Measures lengths and distances using uniform (non-standard) units. 	<ul style="list-style-type: none"> • Organising discussions among children to showcase their understanding about measuring various things, including lengths and distances and other measurements. • Providing hints during discussions so that children can appreciate that a unit is required for measuring anything. • Creating situations when children get opportunities to measure in their own ways and resolve conflicts, if any, aroused due to use of non-uniform units. 	<ul style="list-style-type: none"> • Describes and justifies length and distances of common objects in her/his own language • Attempts to resolve conflicts on lengths/distances by using body parts like hand span, etc.(non standard units). • Devises ways of making uniform units for measuring lengths/distances.
<p>Mass</p>		<ul style="list-style-type: none"> • Describes ways of comparing and quantifying mass(es) of common objects

<ul style="list-style-type: none"> • Compare objects by their weight. • Appreciates need for a simple balance and uses it to compare weight of given objects. 	<ul style="list-style-type: none"> • Involving children in devising various units that can remove the confusion and be used by all in a particular context. • Involving learners in using the terminology related to weight as heavy, light, etc. in simple situations/activities of comparing two or more objects. • Encourage them to construct their own balance by using sticks, thread and pans. 	<ul style="list-style-type: none"> • Designs and uses simple balance to compare weights of common objects • Uses non-standard units like small stones and other/his such objects available in her/his vicinity to measure mass/weight of small objects. • Understands that objects with different shapes and sizes may have same weights.
<p>Volume</p> <ul style="list-style-type: none"> • Measures and compares the capacity of different containers using non-standard units. 	<ul style="list-style-type: none"> • Organising discussion to share experiences of shopping where they saw the instruments for weighing. • Conducting activities within classroom so that children get opportunity to compare the quantity of liquid in two or more containers and then arranging these containers in ascending or descending order of their capacities. 	<ul style="list-style-type: none"> • Estimates capacities of different containers and tries to order them as per their capacities. • Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons, etc.)
<p>Time</p> <ul style="list-style-type: none"> • Gets familiar with the days of the week and months of the year • Gets a feel for sequence of seasons varying locally. • Sequences the events occurring over longer periods in terms of dates/days. 	<ul style="list-style-type: none"> • Organising discussions and telling short stories on the vocabulary children have about days in a week and names of months. • Creating situations where children are encouraged to describe their experiences in terms of routine activities like from waking up in the morning till sleeping in the night. • Encouraging children to tell the time elapsed, time required to complete a task, etc. in terms of their own units like number of claps. 	<ul style="list-style-type: none"> • Attempts to narrate the activities of a day in sequence, distinguishing time of events using her/his own vocabulary for earlier and later. • Shows the understanding of shorter and longer duration of different activities performed or to be performed, for example, the time spent in school is shorter than the time spent at home, etc. • Uses her/his experiences and talks of the people around to express sequence of seasons in her/his own way. • Tell time elapsed or time required to

		complete a task in her/his own ways like "I can hold my breath while I count from 1 to 20".
<p>Data Handling</p> <ul style="list-style-type: none"> • Collects, represents and interprets simple data. 	<ul style="list-style-type: none"> • Organising activities and providing opportunities to record information in numbers and to draw inferences or make decisions out of it. For example, in organising a New Year party, how many pieces of different types would be required for class decoration? • Involving children in discussion to highlight the importance of recording of information. • Creating situations such that child uses her/his ways to record and present the information in a meaningful manner. • Giving opportunities to children for exploring ways of recording and presenting data and draw inferences from the data. 	<ul style="list-style-type: none"> • Attempts to record information in her/his own way like number of different types of fruits required on the picnic day. • Participates in discussions with other/hiss to draw inferences from the recorded information. • Devises ways to present the recorded information in such a way that its interpretation can be made simpler.
<p>Patterns</p> <ul style="list-style-type: none"> • Observes and extends patterns in sequence of shapes and numbers • Identifies patterns • Creates simple patterns by stamping, thumb-prints, leaf prints, etc. 	<ul style="list-style-type: none"> • In all learning of Mathematics, recognition and extension of patterns is essentially required and used. However, children come across with many interesting patterns in daily life experiences. These are required to be recorded and interpreted. 	<ul style="list-style-type: none"> • Identifies simple patterns right from school activities to home, like pattern in coming to school to going back, patterns in numbers and shapes, patterns in tiles and designs, etc.

CLASS III

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>SHAPES AND SPATIAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Creates shapes through paper folding, paper cutting. • Identifies 2-D shapes. • Describes various 2-D shapes by counting their sides, corners and diagonals. • Draws some 3-D objects. • Makes shapes on the dot-grid using straight and curved lines • Tiles a given region using a tile of a given shape • Distinguishes between shapes that tile and that do not tile 	<ul style="list-style-type: none"> • Conducting activities with individual child and group of 3-4 children for folding paper of more than two types. Let the children discuss and identify the figures that are formed by the crease on opening the paper. • Discussing various shapes (2-D and 3-D) available in the surroundings of the children and their characteristics by involving them in identification of the specific characteristics of every shape. • Drawing children’s attention towards various similarities and differences in 2-D and 3-D shapes while they are sorting and classifying them. This will help them in associating various shapes with names like square, rectangle, triangle, cube, cuboid, cone, cylinder, sphere, etc. • Giving idea of straightness and curvedness from the objects like edge of a tumbler, edge of a book/notebook, table, etc. involving children in exploring the other/his properties of shapes like edges, corners, etc. • Conducting activities involving children in drawing straight and non-straight lines by tracing the edge of a 3-D shape on paper. • Engaging children in making scenery, 	<ul style="list-style-type: none"> • Child identifies rectangles, triangles and other rectilinear shapes formed by the crease of paper on folding it. • Indicates understanding of 2-D shapes on the basis of number of sides, corners and diagonals, straight and curved edges, etc. • Demonstrates shapes like book, glass, bottle, chalk box, ball as 3-D shapes and gradually attempts to associate them with standard names like cuboid, sphere, cone, cylinder, etc. • Explores observable properties of 3-D shapes like flat and curved surface, edges, corners, etc. • Groups objects on the basis of shapes (cone, cylinder, ball, etc. as they have curved surface) and other observable properties. • Demonstrates her/his ability to differentiate between 2-D shapes (like square, rectangle, etc.) and 3-D shapes (cone, cylinder, sphere, etc.) • Uses different ways of drawing straight line by paper folding, straight edge, straight string with free hand and free ruler. • Cites different examples to show the

	<p>pictures and drawings, focusing on shapes made up of straight and curved lines.</p> <ul style="list-style-type: none"> • Conducting activities with children to draw various shapes using a dot grid. 	<p>understanding of difference between straight and curved lines.</p> <ul style="list-style-type: none"> • Makes free-hand drawing of horizontal, vertical and slant lines. • Draws shapes of her/his liking by using straight and curved lines on a dot grid.
<p>NUMBERS AND NUMBER OPERATIONS</p> <ul style="list-style-type: none"> • Reads and write three-digit numbers. • Expands a number using place value. • Counts in different ways- starting from any number. • Compares numbers. • Forms greatest and smallest up to three-digit numbers using given digits 	<ul style="list-style-type: none"> • Involving children in reading numbers written on a number chart and other places in and outside classroom. • Engaging children in activities of counting large number of objects from her/his surroundings. Encourage them to make equal groups while counting. After building an adequate understanding of grouping objects in hundreds, tens and ones, involve them in writing the number. • Organising group activities to compare the number of objects in two collections (having groups of tens and ones) by one-to-one correspondence. Children should be encouraged to find their own ways of comparing the collections, e.g. using the sequential order of numbers. 	<ul style="list-style-type: none"> • Devises ways of counting the given number of objects by putting them in groups of 2, 3, 4, .. 10 objects from her/his immediate environment and expresses the number as per her/his own understanding. • Attempts to read and write any given number (up to 999) and associates a given collection with a number and vice-versa. • Demonstrates strategies of comparing two numbers using sequential order of numbers, size of a number, place values of digits, etc. • Devises ways of writing a number when a group (hundreds, tens or ones) is missing.
<p>Addition and subtraction</p> <ul style="list-style-type: none"> • Adds and subtracts three digit numbers (with and without regrouping). • Solves problems using addition and subtractions. 	<ul style="list-style-type: none"> • Engaging child in adding and/or subtracting two numbers written vertically or horizontally. Let the children devise their own ways of addition by using their understanding of addition on 2-digit numbers. • There are a lot of situations in child's daily 	<ul style="list-style-type: none"> • Adds and subtracts 3-digit numbers by using different strategies like using the concrete objects in bundles of hundreds, tens and ones or by standard algorithm or by her/his own algorithm but mathematically correct process. • Analyses and describes a problem in

	<p>life where addition and subtraction of numbers up to three digits happens. Let the child analyse the given situation and solve it by addition and subtraction.</p> <ul style="list-style-type: none"> • Involving children in reading given problems and discussing what is given, what is to be found. Let children work out their strategies to find the unknown from the known. • Organising selling-buying situation in classroom where lot of addition and subtraction of money is involved using play currency notes up to Rs. 1000 • Encouraging children to use alternative strategies for finding total and balance without using pen and paper. 	<p>mathematical terms and finds the given and unknown data.</p> <ul style="list-style-type: none"> • Finds the strategies to reach unknown from the known. • Solves problems using addition and/or subtraction with and without regrouping. • Uses estimation in verification of sum and difference of two/three-digit numbers.
<p>Multiplication</p> <ul style="list-style-type: none"> • Multiplies two numbers using standard algorithm and lattice multiplication algorithm. • Understands concept of division. • Applies multiplication and/or division to solve conceptual (daily life) problems. 	<ul style="list-style-type: none"> • Providing small hints to reach to the situation where child says $2+2+2+2+2$ can also be called as 5 times 2. • Engaging in activities to write multiplication facts (times tables) by repeated addition and later on by observing patterns. • Engaging in activities to explore ways of multiplying two-digit numbers. Avoid telling the standard algorithm at the first instance. Children may devise their ways of multiplying first the tens and then units or other/his creative ways. • Solving variety of problems on multiplication to master different 	<ul style="list-style-type: none"> • Appreciates the use of multiplication for repeated addition. • Explores the multiplication facts of 2, 3, 4, 5 and 10 by different ways like repeated addition, skip counting, identifying and continuing pattern. • Develops different algorithms to multiply two-digit numbers. • Finds product of a two-digit number by another/his two-digit numbers.

	algorithms and strategies.	
Division <ul style="list-style-type: none"> Explains the meaning of division from context of equal sharing and grouping Relates division with multiplication. Completes division facts by grouping and using multiplication tables. 	<ul style="list-style-type: none"> Creating situations of equal sharing/grouping of objects and exploring ways of describing them mathematically. Conducting activities to explore division facts in different ways like repeated subtraction, inverse of multiplication, pattern recognition, etc. Involving children in discovering their own ways to solve a problem related to division of two-digit numbers. Conducting practice activities to help children master algorithms and appreciate the standard algorithms given in books. 	<ul style="list-style-type: none"> Explores ways of equal grouping/sharing/distribution. Understands division as another/his way of equal grouping/ sharing /distribution. Performs division by grouping / using multiplication tables. Shows her/his understanding of division of two-digit numbers in equal distribution of money to number of persons. Find quotient of obtained division in two-digit numbers.
Money <ul style="list-style-type: none"> Converts rupee to paise using play money Adds and subtracts amounts using column addition and subtraction without regrouping. Makes rate charts and bills 	<ul style="list-style-type: none"> Involving children in groups and/or individually to make play currency notes of different denominations. A set of such actual notes can be shown to them for the activities. Creating simple selling and buying situations in classroom and let children play with their play money. Providing small hints to solve situations of transacting money and finding balances. Encouraging children to make estimates of how much money required, what will be left ,etc. and then to actually verify their estimates. Discussions may be held within 	<ul style="list-style-type: none"> Demonstrates use of numbers in identifying and making currency notes of different denominations. Appreciates the use of money in day-to-day buying and selling situations. Attempts to make small amounts of money by using notes of different denominations in different ways. Describe ways to find balance out of a given amount after the purchase of about 100 rupees. Establishes relationship between rupee and paise and converts rupee into paise and vice-versa. Devises ways of adding and subtracting

	<p>and across the groups to find out the ways to refine their estimates.</p> <ul style="list-style-type: none"> Encouraging children to be critical observers of money transactions while they accompany parents and other/hiss for shopping. 	<p>amounts in daily life activities.</p> <ul style="list-style-type: none"> Estimates/approximates the money required and money obtained in balance in simple buying situations.
<p>Measurement: Length</p> <ul style="list-style-type: none"> Appreciates the need for a standard unit. Measures length using appropriate standard units of length by choosing between centimetres and metres. Estimate the length of given object in standard units and verifies by measuring. Uses a ruler. Relates centimetre and metre. 	<ul style="list-style-type: none"> Organising discussions among children to showcase their understanding about measuring various things, including lengths and distances and other/his quantities. Creating situations when children get opportunities to measure in their own ways and resolve conflicts, if any, aroused due to use of non uniform units. Providing hints during discussions so that children can appreciate that a unit is required for measuring anything. Involving children in devising various units that can remove the confusion and be used by all in a particular context. 	<ul style="list-style-type: none"> Attempts to resolve conflicts on lengths/distances by using body parts and other non-uniform units like hand span, etc.(non-standard units). Devises ways of making uniform units for measuring length/distances. Uses her/his vocabulary to appreciate metre as a standard (uniform) unit of length. Demonstrates ways of measuring smaller distances using a metre scale. Appreciates the division of one metre into centimetres to measure relatively smaller lengths.
<p>Mass</p> <ul style="list-style-type: none"> Weighs objects using non-standard units Appreciates the conservation of weight 	<ul style="list-style-type: none"> Providing children units of centimetre and metre to measure various objects so that children can relate centimetre and metre. Encouraging children to make out their meaning about the standard units of measurement they have in their vocabulary like a litre of water, kilogram and gram, etc. Let the children appreciate sub units to measure smaller and bigger quantities like 	<ul style="list-style-type: none"> Describes ways of comparing and quantifying mass(es) of common objects. Uses simple balance to compare weights of common objects. Uses non-standard units like small stones and other/his such objects available in child's vicinity to measure mass/weight of different objects. Understands that objects with different shapes and sizes may have same weights.

	<p>metre-centimetre, kilogram-gram, litre-millilitre, etc.</p> <ul style="list-style-type: none"> • Involving children in speaking about their own daily experience of measuring liquids and comparing the sizes of different containers. • Providing opportunities to children to relate various units and sub-units and use their conversion in solving contextual problems. 	
<p>Volume</p> <ul style="list-style-type: none"> • Measures and compares the capacity of different containers using non-standard units. • Appreciates the conservation of Volume 		<ul style="list-style-type: none"> • Estimates capacities of different containers and tries to order them as per their capacities. • Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons, etc.) • Understands general terms of measurement like litre for measuring volume and capacity. • Appreciates the conservation of volume like same amount of liquid seems to be more and less on pouring into narrow and wide containers respectively but is the same in quantity.
<p>Time</p> <ul style="list-style-type: none"> • Reads a calendar to find a particular day and date. • Reads time correct to the hours. • Reads calendar to find a particular date and day. 	<ul style="list-style-type: none"> • Organising discussions and short stories on the vocabulary children have about time and calendar. • Encouraging children to tell the time elapsed, time required to complete a task, etc. • Conducting group/individual activities to introduce the idea of measuring a day in hours, months in days, and year in months. • Providing opportunities for reading a clock and a calendar. • Initiating discussion in the classroom and 	<ul style="list-style-type: none"> • Shows the understanding of shorter and longer duration of different activities performed or to be performed. • Uses her/his experiences and talk of the people around him to express sequence of seasons in her/his own situation/environment. • Attempts to read the clock and tells the time correct to hour. • Demonstrates the skill of reading the calendar to find a particular day and date i.e. finds the day corresponding to date

	encouraging children to find other ways of measuring a day, month and year.	from the calendar.
Data Handling <ul style="list-style-type: none"> Records data using tally marks. Collects data and represents in terms of pictograph choosing appropriate scale and unit for display through pictographs. Draw conclusions from the data by discussing with the teacher/ parents. 	<ul style="list-style-type: none"> Organising activities and providing opportunities to record information in numbers by using tally marks and to draw inferences or make decisions out of it. For example, in organising a New Year party, how many pieces of different types would be required for class decoration. Involving children in discussion to highlight the importance of recording of information. Creating situations wherein child uses her/his ways to record and present the information in a meaningful manner like number of students present in days of a week, number of family members each of her/his friends have, number of children whose name starts with particular letters, etc. Giving opportunities to children for exploring ways of recording and presenting data and draw inferences from the data. 	<ul style="list-style-type: none"> Attempts to record information in her/his own ways. Shows/describes problems in interpretation of information. Devises ways of representing information to make it more clear and easy to understand and interpret e.g. uses tally marks to record large number of data. Participates in discussions with others to draw inferences from the recorded information. Devises pictorial ways of representing information like pictograms and bar graphs.
Patterns <ul style="list-style-type: none"> Identifies simple symmetrical shapes and patterns in her/his surroundings Makes patterns and designs from straight 	<ul style="list-style-type: none"> Involving children in recognition and extension of patterns they come across in daily life experiences. These are required to be recorded and interpreted. For example different number patterns like 	<ul style="list-style-type: none"> Identifies simple patterns right from school activities to home e.g. pattern in coming to school to going back, patterns in numbers and shapes and patterns in tiles and designs, etc.

<p>lines and other geometrical shapes.</p> <ul style="list-style-type: none"> Identifies patterns in the numerals for odd and even numbers and in adding odd and even numbers. 	<p>2,4,6,..., 10,20,30,40,... and patterns of shapes found on tiles and border designs on sarees, shawls, etc.</p> <ul style="list-style-type: none"> Organising group activities where children can create and discuss patterns. Group discussions could be followed by presentation of the patterns that have been found in front of the whole class. 	<ul style="list-style-type: none"> Clarify numbers as even and odd. Understands the patterns of even and odd numbers, commutativity of addition and multiplication of numbers, multiplication of numbers by 1, adding 1 to numbers ,etc.
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Curricular Expectations and Learning Indicators (Mathematics) upto Class V

Curricular Expectations

- Develops a connection between the logical functioning of daily life to that of mathematical thinking.
- Understands shapes and articulates their observable properties as similarities and differences among them.
- Develops own methods of performing operations on numbers in daily life (addition, subtraction, multiplication and division).
- Develops language and symbolic notations with standard algorithms of performing number operations.
- Estimates outcome of operation on two or more numbers and use it in daily life activities.
- Learns to represent part of whole as a fraction and orders simple fractions.
- Collects, represents and interprets simple data from her/his context and uses it in everyday life.
- Identify and extend simple patterns in shapes and numbers.

LEARNING INDICATORS FOR CLASSES IV AND V

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>SHAPES AND SPATIAL UNDERSTANDING</p> <ul style="list-style-type: none"> Identifies centre, radius and diametre of 	<ul style="list-style-type: none"> Utilising child's experiences of drawing a circle by using a rope, fixing one end and moving the other, keeping the rope stretched. The children who do not have 	<ul style="list-style-type: none"> Shows understanding of terms related to circle like centre, radius, diametre and boundary of the circle. Attempts to calculate perimetre and

<p>a circle.</p> <ul style="list-style-type: none"> • Tiles geometrical shapes using one or two shapes. • Explores intuitively the area and perimetre of simple shapes. • Make 4, 5 or 6 faced cubes from a given net. • Explores intuitively the reflection through inkblots, paper cutting and paper folding. • Draws intuitively the plan, elevation and side view of simple objects. 	<p>such experiences can be involved in groups with other and the activities of drawing circular boundary can be performed in the playground. Draw child's attention to the cases when one end is not fixed and/or the rope is not kept stretched.</p> <ul style="list-style-type: none"> • Taking empty chalk boxes and cutting their one face, two faces, etc. Now ask children to cut open the same to make a plan 2-D (flat)shapes. Let the children explore the flat shapes that can make a 6, 5 or 4 faced cubes. Later on the children should be encouraged to draw an appropriate net on a paper sheet. • Organising activities in the classroom where children make different designs by using liquid colours or ink and paper sheets. The activities can also be conducted by getting a fine thread wet in a colour and making beautiful designs by putting the thread on a paper and folding it. • Asking children to look at a solid shape from different positions and draw the way it looks from the top, side, front, etc. 	<p>area of different shapes available in the surroundings (farms, parks, etc) for different purposes.</p> <ul style="list-style-type: none"> • Makes different shapes with the help of easily available material ,e.g. match sticks, ice-cream sticks, etc. • Explores symmetry in figures formed by ink/colour blots on a paper. • Draws different views of an object as it looks from top, side and front.
<p>Numbers and Operations</p> <ul style="list-style-type: none"> • Writes multiplication tables up to 10 and appreciates place, value role. • Multiplies two-or three-digit numbers 	<ul style="list-style-type: none"> • Providing opportunities to children to write down addition facts of a numbers repeated given number of times like 2,3,4,5,6.. 10 each added five times will form multiplication table of five. 	<ul style="list-style-type: none"> • Forms tables of multiplication facts up to 10X10. • Creatively draws tables of relatively higher/his number (say 7) using tables of smaller numbers (say 2 and 5) and

<p>with lattice and standard algorithms.</p> <ul style="list-style-type: none"> • Divides a given number by another/his given number in various ways. • Frames word problems and solves using number operations. • Applies four mathematical operations to daily life situations. <p>Fractions</p> <ul style="list-style-type: none"> • Identifies $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of whole. • Appreciates equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. 	<ul style="list-style-type: none"> • Conducting activities with children to explore the multiplication facts through patterns and skip counting. Do not force children to rote memorize/cram multiplication tables • Encouraging children to develop algorithm for multiplication of numbers and facilitate to decide the best algorithm • Providing opportunities to children to try out different ways of multiplication, for example to multiply 257 by 34, some child may develop a strategy to first multiply hundreds by 34 and then tens and ones. Some other/his child may decide to first multiply ones 34 times and then tens and hundreds • Extending the idea of division of numbers in variety of ways like using equal distribution, as inverse process of multiplication. • Facilitating children to develop their own algorithms for dividing numbers and then to decide the best one. Activities for equal distribution of some amount of money formed by notes of Rs. 1000, 100, 10 and 1 to some number of persons will help in development of algorithms for division of numbers. • Creating and exploring situations from child's daily life to apply number operations in solving problems. 	<p>also of two-digit numbers by using the expanded form of the number.</p> <ul style="list-style-type: none"> • Explores different ways of multiplying two-or three-digit numbers (e.g. using individual digits, place value concept for multiplier, etc.) • Demonstrates understanding of division by dividing a given number by another/his number in a variety of ways, such as by grouping, repeated subtraction, using multiplication facts, etc. • Attempts to develop a word problem using her/his own experiences and solving it by using various operations. • Freely uses four fundamental operations (addition, subtraction, multiplication and division) in day to day activities.
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<p>Money</p> <ul style="list-style-type: none"> • Converts rupees to paise and vice versa. • Adds and subtracts using column addition and subtraction. • Uses four fundamental operations in day to day transactions. 	<ul style="list-style-type: none"> • Providing opportunity to children to plan a shopping and make estimates of money required in different denominations and the balance she/he will get. • The children playing shopkeepers have to get exact amount by using different operations and also will try out their own ways to provide a record of the shopping in the form of a bill. • Let children have discussion with the shopkeepers/hawkers ,etc. to know how do they make quick calculations for transactions. 	<ul style="list-style-type: none"> • Find rupees for given number of paise and paise for given number of rupees. • Shows understanding of finding total amount required or balance given in a transaction. • Uses addition and subtraction mentally for making calculations of small day-to-day dealings like small purchase (vegetables, milk, etc.) from market. • Attempts multiplication and division to find out total cost on the basis of unit cost and vice-versa. • Performs activities of buying and selling role-play situations and uses her/his understanding in transacting money.
<p>Length</p> <ul style="list-style-type: none"> • Converts metre into centimetre and vice versa. • Solves problem involving lengths and distances. • Estimates lengths and distances in metres and centimeters. 	<ul style="list-style-type: none"> • Conducting activities related to measuring lengths of different objects by using a metre scale or a tape. • Involving learners in discussions for the need of writing bigger units into smaller (metre to centimetre) and smaller into bigger (centimetre to metre) by using their understanding of decimal fractions. 	<ul style="list-style-type: none"> • Relates commonly used larger and smaller units of length (metre, centimetre) and converts one to another. • Attempts to calculate length of particular objects (a rod, a piece of cloth, etc) and finds total length of two or more objects. • Estimates distance between two places (school to home, own home to friend's home).
<p>Weight/mass</p> <ul style="list-style-type: none"> • Weighs objects using balance and 	<ul style="list-style-type: none"> • Initiating discussion on weights of different objects like weight of children in the class in order to explore various ways 	<ul style="list-style-type: none"> • Attempts to estimate weight of an object and then verifies it with balance and standard units of weight (grams,

<p>standard units.</p> <ul style="list-style-type: none"> • Determines sums and differences of weights. 	<p>of measuring weight and having idea of its units.</p> <ul style="list-style-type: none"> • Using child's exposure of listening to standard unit of weight like kilogram and gram to relate them. Conduct activities related to observing empty pouches/boxes where weights in kilograms and grams are marked. • Involving children in estimating weights of different objects and to reach to the conclusion that bigger objects are to measured in kilograms and smaller objects in grams. • Conducting activities to obtain weight of two or more objects by adding the number of kilograms/grams in the objects. • Relating the understanding of weights with money and activities of selling and buying situations. 	<p>kilograms, etc)</p> <ul style="list-style-type: none"> • Tries to differentiate between the heavy and light weight objects and calculates the total weight of two different objects (addition) and difference in their weights (subtraction). Out of some given amount some amount, is consumed, what left?
<p>Volume</p> <ul style="list-style-type: none"> • Measures volumes of liquids with the help of a container marked with the standard units. • Estimates volume of a solid object. • Performs addition and subtraction of volumes. 	<ul style="list-style-type: none"> • Relating child's experience of units of measuring capacity like quantity of liquid in a water bottle, soft drink pack, oil ,etc. where child sees the units like litre and milliliter. • Conducting activities to fill a given container by using different shapes like cubes, cuboid, spheres, prisms, etc. and encourage children to decide which shapes can completely fill a given space. • Discussing with children why unit cube is taken as unit of measuring space/volume. 	<ul style="list-style-type: none"> • Attempts to estimate volume of liquids and then verifies it using container marked with the standard units. • Makes one litre by adding several quantities expressed in milliliters. • Devises her/his ways to differentiate between more and less volumes of liquids and calculates difference in volumes. • Applies her/his understanding of addition to find total weight of two or more objects.

	<ul style="list-style-type: none"> • Involving children in measuring volume by counting the number of unit cubes that can completely fill a given space. • Involving children in comparison of volume/capacity of two objects and finding the difference by subtraction and total volume by addition. 	<ul style="list-style-type: none"> • Estimates volume of a solid object by informal measurement intuitively.
<p>Time</p> <ul style="list-style-type: none"> • Computes number of weeks and days in a year, and correlates number of days in a year with number of days in each month. • Reads clock time in hours and minutes and expresses time in 'a.m.' and 'p.m'. • Finds the time intervals in simple cases by using forward counting and using addition and subtraction. 	<ul style="list-style-type: none"> • Putting children in situation where they have to read a calendar to find different days corresponding to dates • Let children explore their own ways of finding number of days between two dates and to decide the methods of finding numbers of days in a month of a year. • Utilising child's experiences gained outside class and within class having exposure to read clock in hours and minutes. Let the child learn the ways of reading different types of clocks with the help of other children. • Providing exposure to find the time lapsed in two events by forward counting and by addition and subtraction. Let the child realize that operations on time are different than the operations on numbers being done by using place value system. 	<ul style="list-style-type: none"> • Attempts to showcase the concept of week, month and year on the basis of number of days and uses this understanding to compute number of weeks in a year. • Shows interest in reading the clock time nearest to hours and minutes and expresses the time using the terms 'a.m.' and 'p.m.' • Explores ways (mental addition and subtraction) of finding time intervals between different familiar events and computes number of days between two dates.
<p>Data Handling</p> <ul style="list-style-type: none"> • Collects quantitative data on two variables and represents it through table 	<ul style="list-style-type: none"> • The collection of information and making out meaningful inferences, out of it, is an activity being done by every child in daily life. Utilising this experience, involve 	<ul style="list-style-type: none"> • Engages her/himself in organising the two- dimensional data in the form of tables, pictographs and/or bar graphs. • Attempts to understand the key points

<p>and bar graph.</p> <ul style="list-style-type: none"> • Draws inferences with the help of teachers. 	<p>children in devising ways of presenting data in different pictorial forms.</p> <ul style="list-style-type: none"> • Involving children in reading data given in various pictures/diagrams from newspapers and magazines. Helping them draw out meaningful inferences out of the data given. 	<p>emerging from the represented data.</p>
<p>Patterns</p> <ul style="list-style-type: none"> • Identifies patterns in multiplication and division : multiples of 9. • Multiplies and divides by 10, 100 etc by using the patterns. • Identifies geometrical patterns based on symmetry. 	<ul style="list-style-type: none"> • Providing opportunities to children to explore patterns in designs and geometrical shapes available in their vicinity and to find ways of extending them creatively • Asking children to explore patterns in numbers and multiplication facts like in multiples of 9 the sum of digits is also multiple of nine, table is formed by writing 9, 8, 7, 6.....0 in ones place and 0, 1, 2,9 in tens place respectively • Ask children to explore similar patterns in multiplication facts of other/his numbers. • There are many such patterns in the Mathematics which child has learnt up till now. Let children explore, extend and generalise these patterns 	<ul style="list-style-type: none"> • Identifies patterns in multiples of 9 and extends them to find more facts. • Engages her/himself in understanding specific pattern of numbers in a series and extends it. • Evolves patterns on sarees, clothes and tiles and extends them.

CLASS V

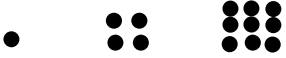

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>SHAPES AND SPATIAL UNDERSTANDING</p> <ul style="list-style-type: none"> • Explores and represents angles and classifies into right, acute and obtuse angles. • Explores reflection and rotational symmetry in familiar 2-D and 3-D shapes. • Makes the shapes of cubes, cuboid, cylinders and cones by their respective, etc. 	<ul style="list-style-type: none"> • Interacting with the children on their earlier understanding of angles and encouraging them to describe what an angle is. Let children compare angles with reference to angles made at the corners of a book, notebook, etc. • Ask children to explore angles they see in their vicinity and to describe whether the angle is smaller/bigger/equal to the angle at the corner of a book or notebook. • Involve children to explore angles in different shapes and to classify them as acute, obtuse and right angle. • Introduce protractor as an instrument to measure angle and conduct activities for its use. • Symmetry lies in many shapes. Children may be asked to fold a sheet of paper and cut a shape on its fold. On opening, we find a shape which is symmetric about the line drawn along the fold. • Providing opportunities to children to reach to the conclusion that a line is said to be a line of symmetry of a shape when • On folding the shape along that line one part completely overlaps/congruent to the other/his part. • On placing a mirror on the line, the image 	<ul style="list-style-type: none"> • Indicates understanding of making angles of different types using the things easily available to the child. • Explores different types of angles existing in the environment around the child. • Demonstrates to differentiate between angles of different types, acute, obtuse and right angles. • Makes different shapes with the help of his/her nets. • Explores symmetry in various objects having 3-D shapes. • Creatively explores reflection and rotational symmetry in 2-D shapes.

	<p>and the visible part of the shape make the complete shape.</p> <ul style="list-style-type: none"> • Allow the children to play with shapes so that children can hypothesize that on rotation some shapes look the same like a circle, a rectangle, an equilateral triangle, etc. and some shapes look the same only after a complete rotation. 	
<p>Numbers and Operations</p> <ul style="list-style-type: none"> • Finds place value in numbers beyond 1000. • Appreciates the role of place value in algorithms for four fundamental operations. • Divides a given number by another/his given number using standard division algorithms. • Explains concept of factors and multiples. • Estimates sum, difference, product and quotients and verifies using approximation. 	<ul style="list-style-type: none"> • Extending the idea of division of numbers in a variety of ways like using equal distribution, as inverse process of multiplication. • Encouraging child to develop her/his algorithms for division of numbers and facilitating to decide her/his best algorithm. • Creating the idea of multiples of number through its multiplication facts, skip counting using number grid and number line. • Providing the concept of factors through division of numbers and multiples. • Creating and exploring situations from child's daily life to apply number operations in solving problems. 	<ul style="list-style-type: none"> • Demonstrates understanding of division by dividing a given number by another number in a variety of ways, such as by grouping, repeated subtraction, using multiplication facts, etc. • Attempts to develop a word problem on multiplication and division of numbers using her/his own experiences. • Participates actively in activities organised in the class for explaining concepts of <i>multiples and factors</i>. • Freely uses four fundamental operations (addition, subtraction, multiplication and division) in day –to- day activities.
<p>Fractions</p> <ul style="list-style-type: none"> • Represents part of a whole as a fraction. 	<ul style="list-style-type: none"> • Involving children in activities related to dividing a whole in equal parts by using paper folding, dividing a given shape like 	<ul style="list-style-type: none"> • Demonstrates understanding of the concept of half and one fourth by completing the incomplete figures or by

<ul style="list-style-type: none"> • Realises fraction as a number. • Compares fractions. • Adds and subtracts like fractions. • Uses decimal fraction in the context of units of length and money. 	<p>square, rectangle, circle, etc.</p> <ul style="list-style-type: none"> • Using child's understanding of half, one-third, etc. to develop her/his the whole. • Providing opportunities to represent a given fraction by shading/colouring parts of whole. • Conducting activities targeting to counting the shaded parts corresponding to given fractions to add them and to recognize and generalise a pattern. • Conducting activities targeting to cutting, removing parts of a whole corresponding to the fraction to be subtracted and counting the parts remained in order to subtract fractions and to recognise and generalise a pattern. • Let children explore the lengths, price, etc. of objects in various documents, like wrappers of packaged objects. Let them come to a consensus that a point(decimal)differentiates number of wholes to part of a whole. With this introduction, let children write fractions with denominators 10 and 100 and write a given fraction in decimal. 	<p>filling colours ,etc.</p> <ul style="list-style-type: none"> • Attempts to write part of a whole as a number called fraction. • Appreciates that a part of a whole can be represented by more than one fraction called equivalent fractions. • Adds and subtracts two like fractions by colouring/shading corresponding parts of a whole. • Generalises the patterns of adding and subtracting fractions and develops her/his algorithms. • Describes the point used in units of length, mass and price as decimal point and that this point divides the number into two parts, wholes and parts of the whole.
<p>Money</p> <ul style="list-style-type: none"> • Uses four fundamental operations to solve problems in day-to-day life activities. 	<ul style="list-style-type: none"> • Providing opportunity to children to plan a shopping and to make estimates of money required in different denominations and the balance she/he will get. • The children playing shopkeepers have to get exact amount by using different 	<ul style="list-style-type: none"> • Shows understanding about addition and subtraction using columns e.g. rupees and paise through their application in daily life. • Uses addition and subtraction mentally for making calculations of small day-to-day

	operations and will also try out their own ways to provide a record of the shopping in the form of a bill.	dealings like small purchases (vegetables, milk, etc.) from market. <ul style="list-style-type: none"> Attempts multiplication and division to find out total cost on the basis of unit cost and vice-versa.
4.1 Measurement: Length <ul style="list-style-type: none"> Converts metre into centimetre and vice-versa. Solves problems involving length and distance. Converts larger fractional units into smaller units. 	<ul style="list-style-type: none"> Conducting activities related to measuring lengths of different objects by using a metre scale or a tape. Then involve children in finding total length, length of the piece remained after cutting a piece from a given rope, thread/cloth, etc. Involving learners in discussions for the need of writing bigger units into smaller (metre to centimetres) and smaller into bigger (centimetre to metre) by using their understanding of decimal fractions. 	<ul style="list-style-type: none"> Relates commonly used larger and smaller units of length (metre, centimetre) and converts one into another. Measures the length of her/his surrounding objects like her/his bed, desk, classroom, etc. Estimates distance between two places (school to home, own home to friend's home) and verifies by either actual measurement (in case of small distances) or from other sources like sign boards, maps, etc. Attempts to use four operations to solve daily life problems related to measurement of length/distance.
4.2 Measurement: Weight/Mass <ul style="list-style-type: none"> Applies sum, difference, product and quotient of weights in solving daily life problems. 	<ul style="list-style-type: none"> Conducting activities to obtain total weight of two or more objects by adding the number of kilograms/grams. Relating the understanding of weights with money and activities of selling and buying situations and encouraging children to find the required amount by using operations on weight and money. 	<ul style="list-style-type: none"> Relates larger and smaller units of weight and converts one to another. Demonstrates her/his ways of finding weight of different objects using actual balance.
4.3 Measurement: Volume	<ul style="list-style-type: none"> Relating child's experience of units of measuring capacity like quantity of liquid 	<ul style="list-style-type: none"> Attempts to estimate volume of liquids and then verifies it using container marked

<ul style="list-style-type: none"> • Estimates volume of a solid object. • Performs addition and subtraction of volumes. 	<p>in a water bottle, soft drink pack, oil, etc. where child sees the units like litre and mililitre.</p> <ul style="list-style-type: none"> • Conducting activities to fill a given space by using different shapes like cubes, cuboid, spheres, prisms, etc. and encouraging children to decide which shapes can completely fill a given space. • Discussing with children why unit cube is taken as unit of measuring space/volume. • Involving children in measuring volume by counting the number of unit cubes that can completely fill a given space. • Activities targeting to exploration by children to derive their formulas to find volume of a cuboid. • Involving children in comparison of volume/capacity of two objects and finding the difference by subtraction. 	<p>with the standard units.</p> <ul style="list-style-type: none"> • Tries to differentiate between more and less volumes of liquids and calculates difference in volumes. • Estimates volume of a solid object by informal measurement and/or intuitively. • Appreciates volume of a solid body intuitively and also by informal measurement. • Finds volumes of objects like cubes, cuboids, etc. by using her/his own intuitive ideas.
<p>Measurement: Time</p> <ul style="list-style-type: none"> • Uses addition and subtraction in finding the time intervals in simple cases. 	<ul style="list-style-type: none"> • Providing exposure to find the time lapsed in two events by addition and subtraction. Let the child realize that operations on time are different than the operations on numbers being done by using place value system. For example, when sum of months becomes 12 or more, it is converted into years, when sum of minutes becomes 60 or more, it is converted into hours, etc. 	<ul style="list-style-type: none"> • Explores ways (mental addition and subtraction) of finding time intervals between different familiar events and computes number of days between two dates, number of minute and hours between two times, etc. • Interprets simple graphs given in newspapers and draws inferences.

<p>Data Handling</p> <ul style="list-style-type: none"> • Collects quantitative data on two variables and represents it through table and bar graph. 	<ul style="list-style-type: none"> • The collection of information and making out meaningful inferences out of it, is an activity being done by every child in daily life. Utilising this experience, involve children in devising ways of presenting data in different pictorial forms. • Involving children in reading data given in various pictures/diagrams from newspapers and magazines. 	<ul style="list-style-type: none"> • Engages her/himself in organising the two-dimensional data in the form of tables, pictographs and/or bar graphs. • Attempts to understand the key points emerging from the represented data.
<p>Patterns</p> <ul style="list-style-type: none"> • Identifies patterns in square numbers, triangular numbers. • Relates sequence of odd numbers between consecutive square numbers. • Makes border strips and tiling patterns. 	<ul style="list-style-type: none"> • Asking children to explore patterns in numbers while doing various operations and to generalise them like patterns in square numbers. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Triangular numbers like <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Ask children to explore similar patterns. • There are many such patterns in the Mathematics which child has learnt up till now. Let children explore, extend and generalise these patterns. 	<ul style="list-style-type: none"> • Observes patterns printed on dress material, tiles on floor and wall or other objects available in surroundings. • Identifies patterns in square and triangular numbers. • Attempts to creatively develop patterns for border strips and tiling by using stamps made by wood, vegetables, bottle caps, etc.

Curricular Expectations and Learning Indicators in Mathematics for Classes VI to VIII

Curricular Expectations

During the learning of Mathematics from Classes VI to VIII, a child:

- Moves from number sense to number patterns;
- Sees relationships between numbers and looks for patterns in relationships;
- Gains proficiency in using newer language of Mathematics like variables, expressions, equations, identities, etc;
- Uses arithmetic and algebra to solve real life problems and pose meaning problems;
- Discovers symmetries and acquire sense of aesthetics by looking around regular shapes like triangles, circles, quadrilaterals, etc;
- Comprehends the idea of space as region enclosed within boundaries of a shape;
- Relates numbers with shapes in terms of perimeter, area and volume and uses them to solve every day life problems;
- Learns to provide reasoning and convincing arguments to justify her/his own conclusions particularly in Mathematics; and
- Collects, represents (graphically and in tables) and interprets data/information from her/his life experiences.

CLASS VI

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>Numbers</p> <ul style="list-style-type: none"> • Consolidates the sense of numberness up to 5 digits in terms of its size of estimation. • Gets familiar with large numbers up to 8 digits. • Solves word problems on large number operations. • Understands the importance of brackets and other symbols like =, <, > 	<ul style="list-style-type: none"> • Through various situations, make children compare numbers up to 5-digits like cost of two houses, number of spectators present in two cricket matches, etc. • Number patterns could be used to extend numbers up to 8-digits and then daily life situations involving 8-digit numbers could be discussed e.g. cost of property. • Involve children in solving daily life problems involving more than one operation and then to 	<ul style="list-style-type: none"> • Creates situations around her in which she finds numbers. • Through situations like money transactions, measuring of height budget, etc. Child uses larger numbers and thus appreciates their use. • Child attempts to construct examples through which she demonstrates the use of divisibility rules. • Classifies numbers in various

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>></p> <ul style="list-style-type: none"> • Formulates divisibility rules of 2, 3, 4, 5, 10 and uses them as and when required. • Appreciates the classification of numbers as even, odd, prime, co-prime, etc. 	<p>appreciate the hierarchy to be decided to carry on different operations.</p> <ul style="list-style-type: none"> • Divisibility rules can be introduced using patterns, and then different division problems could be discussed to show their use. For example, let children form multiplication tables of different numbers like 2, 3, 4, etc and then from the multiplication facts, ask them to identify the pattern like multiple of 3 has sum its digits divisible by 3, multiple of 5 has either 5 or zero in its one's place, etc. • Involve children in classification of numbers on the basis of their properties like even, odd, multiples and factors. 	<p>categories including even, odd, prime, composite, co-prime, etc.</p>
<ul style="list-style-type: none"> • Understands the significance of HCF and LCM and finds them. • Applies prime factorization to find HCF and LCM of numbers. • By observing patterns, identifies and formulates rules for whole numbers. • Evolves the properties of whole numbers like commutative, associative, distributive, additive identity, multiplicative identity, etc. • Appreciates the need for negative numbers. • Through patterns, formulates rules for ordering of integers, their representation on number line, 	<ul style="list-style-type: none"> • Encourage children to create number patterns through which HCF and LCM can be discussed. • Different number operations could be performed by students which through discussions could help to know the different properties like closure, commutative, associative, etc. • Situations could be created and discussed in which numbers are required to be represented for opposite situations, like points/objects in different directions from a reference point, give and take situations, profit and loss, etc. • Daily life situations and pictures could be presented to introduce fractions and decimals like representing part of a whole as number, a dot mark placed to separate rupees and paise, metre and 	<ul style="list-style-type: none"> • Given a fraction child identifies a situation for the given fraction. • Uses divisibility rules to find factors of a number. • Demonstrates her/his ways of finding HCF and LCM of two numbers. • Devises her/his strategies to identify appropriate situations to use the concepts of HCF and LCM. • Creates daily life situations where opposites are involved and represents such quantities by positive and negative numbers. • Makes her own strategies of ordering, adding and subtracting integers.

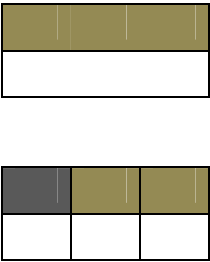
Conceptual Area	Pedagogical Processes	Learning Indicators
<p>addition and subtraction of integers, etc.</p> <ul style="list-style-type: none"> • Represents fractions and decimals pictorially and on number line. • Finds sum and difference of two fractions. 	<p>centimetre, kilometre and metre, litre and millilitre, etc.</p> <ul style="list-style-type: none"> • Encourage children to look at the pictures showing sum and difference of like fractions and to generalize. • Let children evolve that to add or subtract two unlike fractions it is required to convert them into equivalent fractions of same denominators (<i>like fractions</i>). 	<ul style="list-style-type: none"> • Reduces fractions involving larger numbers to simplest (lowest) forms in order to handle the fraction for operations, comparison and other purposes.
<p>Algebra</p> <ul style="list-style-type: none"> • Understands variables through patterns • Classifies quantities as variable and constant • Understanding algebra as generalisation of arithmetic <p>Ratio and Proportion</p> <ul style="list-style-type: none"> • Understands how the comparison of two quantities through ratio is different from comparisons done earlier. • Understands the meaning of proportion • Knows how ratio and proportion are related to unitary method. Solves problems related to daily life using unitary method. 	<ul style="list-style-type: none"> • Situations may be presented before the children that would prompt them to form patterns and feel the need for a symbol in place of number. • Involve children in generalisation of patterns by using letters for numbers called variable or unknown. • Children should be asked to write/describe various daily life situations in mathematical terms using letters and numbers. This will help them in generation of expressions and equations • Discussions may be held to show different methods of comparison of quantities like by taking difference, division and then ratio • Children may be encouraged to create examples to show the difference between ways of comparison of quantities done through operation of subtraction and that through ratio • Examples could be discussed to show the difference between ratio and proportion and to relate them 	<ul style="list-style-type: none"> • Tries to identify and extend a pattern • Attempts to formulate the pattern identified by her and tries to suggest a symbol for a general term of the pattern and then describes a general term of the pattern • Attempt to compare quantities using ratio • Demonstrates her understanding of the concept of proportion by constructing examples • While solving problems on unitary method child tries to understand unit of which quantity is to be found. • Finds rate and the total amount in related context using unitary method

Conceptual Area	Pedagogical Processes	Learning Indicators
	<ul style="list-style-type: none"> Daily life problems related to unitary method could be discussed such as shopping finding the rate etc. 	
<p>Geometry</p> <ul style="list-style-type: none"> Differentiates between different geometrical figures on the basis of their observable properties. Classifies figures as Open and closed Identifies interior and exterior of closed figures. Describes line, line segment, ray, curvilinear and linear boundaries. Classifies angle into different types on the basis of their measurement and describes elements of angle like vertices, arms, interior and exterior. Understands the difference between different types of triangles and the basis on which they are classified. Describes vertices, sides, angles, interior and exterior, altitude and median of a triangle. Classifies quadrilaterals as trapezium, parallelogram, rectangle, square, rhombus. 	<ul style="list-style-type: none"> Activities may be performed in which students can be shown concrete models and pictures of different geometrical shapes. Students can be involved in activities related to identify, angles, triangles and quadrilaterals and nets. A better way of connecting 2-D with 3-D shapes is relating nets of various solids with their shapes. Models and nets of 3-D shapes can be made by students to get an idea of their edges, faces, etc. Discussion can be held after showing objects to the children. Activities can be performed using mirror and children may be made to observe the reflections. The observations can then be discussed. Folding a paper cut out of a shape along specific lines can also be used to show the reflection symmetry in case the two halves exactly cover each other. After discussing the drawing of 60° angle using compasses, the construction of other angles like 30°, 120°, etc. can be discussed with the children. Give them a feel of dividing a circle into equal segments that correspond to angle. For example, a 	<ul style="list-style-type: none"> Classifies triangles in to different groups/types on the basis of their angles and sides. Classifies quadrilaterals in to different groups/types on the basis of their properties. Draws different types of triangles and quadrilaterals using her understanding about the shapes. Generalises that a closed figure divides the surface in to three parts. Attempts to construct solids using their nets. Observes the objects and makes strategies to decide about the symmetry of the object. Observes the reflection of objects in mirror and then attempts to formulate rules about the symmetry of the object. Attempts to reason out the logic behind drawing an angle of certain measure using geometrical properties.

Conceptual Area	Pedagogical Processes	Learning Indicators
<ul style="list-style-type: none"> • Understands circle and its components like centre, radius, diameter, arc, sector, chord, segment, semicircle, circumference, interior and exterior. • Identifies 3-D shapes and their elements. • Identifies 2-D symmetrical objects. • Understands reflection symmetry. • Constructs angles of different measures using compasses. • Draws perpendicular line segments. 	<p>circle can be divided into six equal parts by the chords of length equal to radius of the circle and this actually forms $1/6$th of complete angle i.e. 60° at the centre.</p> <ul style="list-style-type: none"> • Different geometrical figures may be given to draw that involves angles of various measures, line segments, etc. 	<ul style="list-style-type: none"> • After learning to draw an angle of certain measure, child tries to device ways to draw related angles. • Describes the elements of a 3-D shape like its types of surfaces, edges, corners, etc. • Identifies perpendicular lines in her vicinity and draws such lines.
<p>Mensuration</p> <ul style="list-style-type: none"> • Understands the concept of perimetre and area of a shape. • Deals with special case when a rectangle is a square. • Derives general formulae to find perimetre and area of rectangles. 	<ul style="list-style-type: none"> • Different shapes can be shown to the students and through the notion of boundary, the concept of perimetre can be discussed. • Discussion can be held about boundary and region, which can lead to the concept of area. 	<ul style="list-style-type: none"> • Child demonstrates her ways to calculate the perimetre of different shapes given. She/he tries to formulate the perimetre of shapes like rectangle, square, etc. • Child demonstrates her ways and strategies to calculate the areas of rectangle and square by dividing them into appropriate smaller units. She/he attempts to use such smaller units.
<p>Data Handling</p> <ul style="list-style-type: none"> • Understands the use of organizing data. • Uses tally marks to organise data. • Represents data through pictograph, bar graph. 	<ul style="list-style-type: none"> • Daily life situations involving quantitative information can be discussed with the students. • Discussion can be held about why data should be organised. Children can be motivated to use their own ways of organising data. • Children may be asked to explore their own ways of representing the data in picture and in table of numbers. 	<ul style="list-style-type: none"> • Child tries to identify daily life situations in which the information is required to be properly arranged in terms of tables. • Child tries to explore different ways to organise and represent data as pictures, graphs, etc.

CLASS VII

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>Numbers</p> <ul style="list-style-type: none"> • Understands and performs multiplication and division of integers • Evolves properties of integers (including identities for addition and multiplication, commutative, associative, distributive • Word problems including integers. • Solves problems using operations on integers • Multiplies and divides fractions • Understands mixed fractions • Defines rational numbers. • Performs operations on rational numbers • Describes the decimal representation of rational numbers • Multiplies and divides decimal fractions. • Converts units of length and mass from smaller to larger and vice-versa • Solves problem using operations on rational numbers and decimal fractions • Defines exponents and their laws 	<ul style="list-style-type: none"> • The rules for multiplication and division of whole numbers have already been studied by children. Involve children in discussion to find their ways of multiplying integers. Use of patterns in multiplying a negative integer by another integer may be a new idea for children as up till now they have learnt that multiplication is repeated addition or an operator in case of fractions. Give proper time to children to appreciate why product of two negative integers is positive. Similarly, encourage children to explore and using concept of dividing a natural number by another by simply finding the number which when multiplies the divisor gives the dividend as product. So, to find $-4 \div -2$; we have to find the number which on multiplication with -2 gives the result -4. Many children will be able to infer that the required number must be $+2$. Many such examples will help the children to make their own rule like $+ve \div -ve = -ve$, $-ve \div +ve = -ve$ and $-ve \div -ve = +ve$. • Involve children in classification of numbers on the basis of their properties like even, odd, multiples and factors. these numbers can be used to classify numbers in to various categories. • Utilise children's knowledge about describing multiplication of fractions as operator 'of' and explain by paper folding, shading parts of whole, etc. for example $\frac{1}{3} \times \frac{1}{2}$ is one-third of one-half 	<ul style="list-style-type: none"> • Demonstrates strategies to multiply two integers by using patterns and generalises the rules to multiply a positive integer by a negative integer, a negative integer by a positive integer, and two negative integers. • Evolves methods and algorithms to divide two integers by using patterns and forms rules to perform division in integers. • Multiplies fractions by using patterns/paper folding/pictures and generalises the rules • Finds rules to divide fractions by using patterns/visualisation/picture and forms rules. • Develops her own definition of rational numbers as extension of fractions and integers. • Attempts to form rules to add, subtract, multiply and divide rational numbers by using the operations on fractions and integers. • Represents a rational number as decimal fraction and attempts to form rules for operations on

Conceptual Area	Pedagogical Processes	Learning Indicators
	<p>which can be shown as</p>  <ul style="list-style-type: none"> • The double-shaded region is one-sixth of the whole which shows that $\frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$. Let children do lot of such sums and observe the pattern that in all cases the product of fractions can be obtained by multiplying their numerators and their denominators. • $\frac{1}{2} \div \frac{1}{4}$ means the number of one-fourths in one-half. Simple visualisation is required to find that one-half contains two one-fourths. Let children observe pattern and find their own ways of dividing a fraction by another fraction. • Divisibility rules can be introduced using patterns, and then different division problems could be discussed to show their use. For example, let children form multiplication tables of different numbers like 2, 3, 4, etc and then from the multiplication facts, ask them to identify the pattern like multiple of 3 has sum its digits divisible by 3, multiple of 5 has either 5 or zero in its one's place, etc. 	<p>decimal fractions.</p> <ul style="list-style-type: none"> • Provides reasoning to how divisibility rules work. • Uses exponential form and rules to solve problems related to repeated multiplication. • Observes patterns in multiplication tables and forms divisibility rules.

Conceptual Area	Pedagogical Processes	Learning Indicators
	<ul style="list-style-type: none"> • Involve children in exploring their ways of writing repeated multiplication in short form as repeated addition is represented by multiplication. With discussion let the children reach the conclusion of writing repeated multiplication in exponent form. 	
<p>Algebra</p> <p>ALGEBRAIC EXPRESSIONS</p> <ul style="list-style-type: none"> • Generates algebraic expressions • Identifies constants, coefficient, powers, like and unlike terms and degree of an expression • Adds and subtracts algebraic expressions • Forms and solves simple linear equations in one variable (in contextual problems) with two operations. 	<ul style="list-style-type: none"> • Use child's context and encourage them to generate algebraic expressions by proper choice of variable/unknown and operations. • Child's daily life experiences like adding/subtracting a group of 2 notebooks and 5 pencils to/from another group of 3 notebooks and 8 pencils, etc. Let children form their own rule that like terms can only be added or subtracted. • Involve children in groups of three or four to explore situations which can be expressed by simple equations and solve them. Textbooks have many such examples. 	<ul style="list-style-type: none"> • Forms algebraic expressions involving one or two variables/unknowns from daily life problems. • Attempts to add and subtract algebraic expressions. • Expresses real life situations in simple linear equations and solves them.
<p>Ratio and Proportion</p> <ul style="list-style-type: none"> • Extends knowledge of Ratio and proportion and Unitary method continued • Understands percentage as a fraction with denominator 100. • Converts fractions and decimals into percentage and vice-versa. • Understands profit and loss (single transaction only). • Understands simple interest (time period in complete years). 	<ul style="list-style-type: none"> • Children know about many ways of comparing quantity. Utilise their experiences to conclude that ratio is another way of comparing quantities. • Percentages and their applications are also in child's daily life experiences which can be used to form various formulae and solving problems using them. 	<ul style="list-style-type: none"> • Describes ratios as percentage and forms formulae for profit/loss and simple interest using unitary method. • Applies knowledge of ratio and proportion to solve problems related to profit and loss • Derives formula to find simple interest using unitary method. • Finds simple interest given time in complete years and rate of interest per annum.

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>Geometry</p> <p>Understanding shapes:</p> <ul style="list-style-type: none"> • Describes pairs of angles (linear, supplementary, complementary, adjacent, vertically opposite). • Evolves properties of parallel lines with transversal (alternate, corresponding, interior, exterior angles). <p>Properties of triangles:</p> <ul style="list-style-type: none"> • Explores angle sum property and exterior angle property of a triangle. • Concludes that sum of two sides of a triangle is greater than third side of a triangle. • States and uses Pythagoras Theorem (Verification only). <p>Symmetry</p> <ul style="list-style-type: none"> • Recalls reflection symmetry • Develops idea of rotational symmetry, observations of rotational symmetry of 2-D objects. <p>Representing 3-D in 2-D:</p> <ul style="list-style-type: none"> • Identifies and counts vertices, edges, faces 	<ul style="list-style-type: none"> • Diagrams and use of upper primary mathematics kit (developed by NCERT) help children in visualizing the relationship between various pairs of angles when a transversal cuts two lines (parallel and non parallel), angles of triangle and relationship among its sides. • Provide set of any three triangles on a sheet to each child . Ask him/her to measure the angles of the triangle and help them to reach the conclusion that sum of the angles of the triangles is 180° in each case. • Encourage discussion in the class to generalise the above property of triangles. Similarly the activities to be conducted in the class room to explore the exterior angle property of triangles. • The Upper primary mathematics kit developed by NCERT will provide enough data for learners to generalise the properties of triangles, quadrilaterals and transversals to parallel lines. • Involve children in experimentation with measurement of sides of right angled triangles and recognition of pattern to hypothesize the Pythagorean relation. • Conduct activities with children given in textbooks (paper folding and observing diagrams) and encourage children to visualize symmetry and criterion for rotational symmetry of various shapes. • Children working in groups with traced copies of 	<ul style="list-style-type: none"> • Identifies pairs of angles like linear, supplementary, complementary, adjacent and vertically opposite and finds the one when other is given. • Hypothesize the relationship between pairs of angles out of eight angles formed by a transversal with parallel lines. • Verifies angle sum and other properties of triangles and uses these properties to find unknown elements of a triangle. • Appreciates the rotational symmetry of various shapes and figures. • Reads simple maps and forms her own maps like home to school, map of her village, house, etc.

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>and nets (for cubes cuboids, and cylinders, cones).</p> <ul style="list-style-type: none"> • Draws maps of the space around approximately through visual estimation. <p>Congruence</p> <ul style="list-style-type: none"> • Examines congruence through superposition. • Extends congruence to simple geometrical shapes e.g. triangles, circles. • Evolves criteria of congruence (SSS, SAS, ASA, RHS). <p>Construction</p> <ul style="list-style-type: none"> • Constructs a line parallel to a given line from a point outside it • Constructs simple triangles by using ruler and a pair of compasses 	<p>various shapes and superimposing one above the other help them in establishing congruence criterion.</p> <ul style="list-style-type: none"> • Provide practice with ruler and compasses to draw various geometrical shapes. More emphasis be given providing justification and logic on the accuracy of the constructed shape. 	<ul style="list-style-type: none"> • Establishes congruence criterion for triangles and circles. • Appreciates that only three elements of two triangles are sufficient to find their congruence • Constructs simple triangles when three out of six elements are given(like three sides, two sides and included angle, a side and two angles, etc.)
<p>Mensuration</p> <ul style="list-style-type: none"> • Revises perimeter and idea of circumference of circle • Has an idea of pie. <p>Area</p> <ul style="list-style-type: none"> • Develops concept of measurement using a basic unit area of a square, rectangle, triangle, parallelogram and circle. 	<ul style="list-style-type: none"> • Involve children in activities targeted to measurement of region enclosed by closed figures on a plane surface and encouraging them to come to the conclusion that a unit is required. • Conduct activities related to measuring/counting the number of units squares within a figure drawn on a square grid and to compare various regions. 	<ul style="list-style-type: none"> • Measures approximate area of simple, regular and irregular closed shapes by using unit square grid sheet. • Forms formulae to find area of the region enclosed in a rectangle and a square as a better way of counting the number of units, squares that fill them completely.

Conceptual Area	Pedagogical Processes	Learning Indicators
Data Handling <ul style="list-style-type: none"> • Collects and organises data – choosing the data to collect for a hypothesis testing. • Finds mean, median and mode of ungrouped data–understanding what they represent. • Constructs bar graphs. • Gets a feel of probability using data. 	<ul style="list-style-type: none"> • Utilise child’s daily life experiences and contextual problems to test hypothesis by collection and organization of data. Situations like finding a representative value to data help in understanding the idea of finding mean, median and mode of ungrouped data. Starting with small sets of numbers will be easier to visualize and represent it by bar graphs. • Involve children in drawing inferences for future events from the existing data. 	<ul style="list-style-type: none"> • Finds various representative values for simple data from her/his daily life. • Represents data by simple bar graphs and interprets them.

CLASS VIII

Conceptual Area	Pedagogical Processes	Learning Indicators
Number System Rational Numbers: <ul style="list-style-type: none"> • Describes properties of rational numbers. (including identities). Using general form of expression to describe properties. • Applies operations on rational number. • Represents rational numbers on the number line. • Understands that between any two rational numbers there lies another rational number. • Solves word problems using rational numbers. 	<ul style="list-style-type: none"> • Involve children in writing general form of rational numbers and to associate it with rules of algebra. The operations on algebraic expressions will help in describing properties of rational numbers. • Let children use the rules for comparison of integers and fractions to develop their own rules for comparison of rational numbers. • Encourage children to conclude that half of the sum of two rational numbers lies between them and thus a rational number can be obtained between any two rational numbers. Provide hints to the children to reach the conclusion that the process of finding a rational number between any two numbers never stops and thus there lie many rational numbers between any two rational 	<ul style="list-style-type: none"> • Describes properties of rational numbers and expresses them in general form. • Performs operations on rational numbers. • Reaches to the conclusion that between any two rational numbers there lies infinite rational numbers.

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>Powers</p> <ul style="list-style-type: none"> • Describes laws of exponents with integral powers. • Finds square and square roots using factor method and division method for numbers containing (a) no more than total 4 digits and (b) no more than 2 decimal places. • Finds cubes and cube roots (only factor method for numbers containing at most 3 digits). • Estimates square root and cube root. <p>Playing with numbers</p> <ul style="list-style-type: none"> • Writes and understands a two and three digit number in generalised form $(100a + 10b + c)$, where a, b, c can be only digit 0-9) and engages with various puzzles. • Solves and creates problems and puzzles. • Deduces the divisibility test rules of 2, 3, 5, 9, 10 for a two or three-digit number expressed in the general form. 	<p>numbers.</p> <ul style="list-style-type: none"> • Making children see that if we take two rational numbers then unlike for whole numbers, you can keep finding more and more numbers that lie between them. • Make children observe patterns in square numbers and to form their rules for perfect square numbers and square roots. • Likewise let children observe patterns in perfect cube numbers and form rule for cube root numbers • Allow children to play with numbers to find square roots and cube roots using prime factorisation. • Let children practice the division method to find square roots of numbers. • Utilising child's understanding about algebra introduce the generalised form of 2 and 3 digit numbers and prove divisibility test of numbers. 	<ul style="list-style-type: none"> • Finds square, square root, cube and cube root of numbers using different methods. • Provide logic and valid reasoning for divisibility tests of 2, 3, 5, 9 and 10.
<p>Algebra</p> <p>Algebraic Expressions</p> <ul style="list-style-type: none"> • Multiplies and divides algebraic expressions (Coefficient should be integers). • Explores and verifies identities $(a \pm b)^2 = a^2 \pm 2ab + b^2$, $a^2 - b^2 = (a - b)(a + b)$ • Factorises expressions (simple cases only) as 	<ul style="list-style-type: none"> • The multiplication of algebraic expressions based upon the distributive property of multiplication over addition and subtraction of numbers. Moreover children already have the idea that same number multiplied repeatedly can be expressed in powers and the same is true for variables. Let children develop their own results for algebraic identities by using the multiplication of algebraic expressions. This can be further strengthened by 	<ul style="list-style-type: none"> • Multiplies two algebraic expressions and forms algebraic identities for square of binomials. • Factorizes an algebraic expression using identities. • Describes simple contextual situations into linear equations and solves them using different methods.

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>example the following types $a(x + y)$, $(x \pm y)^2$, $a^2 - b^2$, $(x + a)(x + b)$</p> <ul style="list-style-type: none"> • Solves linear equations in one variable in contextual problems involving multiplication and division (word problems) (avoid complex coefficient in the equations). 	<p>using the algebra tiles as mentioned in the textbooks.</p> <ul style="list-style-type: none"> • Continuing the idea of numerical coefficient and factors of a term to evolve methods of writing an expression in terms of product of two or more expressions. This will lead to the factorisation of algebraic expressions. • Give special emphasis to common errors that children commit while learning algebra like $2 + x = 2x$, $7x + y = 7xy$, etc. 	
<p>Ratio and Proportion</p> <ul style="list-style-type: none"> • Solves slightly advanced problems involving applications on percentages, profit and loss, overhead expenses, discount, and taxes. • Differentiates between simple and compound interest (compounded yearly up to 3 years or half-yearly up to 3 steps only. • Understands direct and inverse variations. • Solves simple and direct word problems • Solves Time and work problems– Simple and direct. 	<ul style="list-style-type: none"> • The study of ratio and proportion continues from the class VI and VII. Simple problems related to percentages, profit and loss and simple interest will help learners in recapitulation of the basic ideas of these concepts and algorithms/formulas. Children help children to arrive at the formula for compound interest through patterns and using it for simple problems. • There are many situations and variations in values of two variables which lead to classify them as direct and indirect or inverse variations. Involve learners in deriving the rules to solve problems related to these variations using ratio and proportions. 	<ul style="list-style-type: none"> • Applies the idea of percentage, profit loss and simple and compound interest in her/his daily life. • Derives rules to solve problems related to direct and inverse variations. • Solves problems related to time and work.
<p>Geometry</p> <p>Develops Understanding of Shapes including:</p> <ul style="list-style-type: none"> • Properties of quadrilaterals – Angle sum 	<ul style="list-style-type: none"> • Involve children in activities of measuring angles and sides of shapes like quadrilaterals and parallelograms and to identify patterns in the relationship among them. Let them make their hypothesis on the basis of the generalisation of the 	<ul style="list-style-type: none"> • Generalises sum of angles of a quadrilateral and uses it in solving various problems related to finding angles of a quadrilateral. • Explains properties of

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>property</p> <ul style="list-style-type: none"> • Properties of parallelogram (By verification) <ul style="list-style-type: none"> (i) Opposite sides of a parallelogram are equal, (ii) Opposite angles of a parallelogram are equal, (iii) Diagonals of a parallelogram bisect each other. (iv) Diagonals of a rectangle are equal and bisect each other. (v) Diagonals of a rhombus bisect each other at right angles. (vi) Diagonals of a square are equal and bisect each other at right angles. <p>Representing 3-D in 2-D</p> <ul style="list-style-type: none"> • Identifies and matches pictures with objects [more complicated e.g. nested, joint 2-D and 3-D shapes (not more than 2)]. • Draws 2-D representation of 3-D objects (Continued and extended) • Counts vertices, edges and faces and verifies Euler’s relation for 3-D figures with flat faces (cubes, cuboids, tetrahedrons, prisms and pyramids). <p>Constructs Quadrilaterals given:</p> <ul style="list-style-type: none"> • Four sides and one diagonal. • Three sides and two diagonals. • Three sides and two included angles. • Two adjacent sides and three angles. 	<p>patterns and later on to verify their assertions. Use of Upper primary mathematics Kit will help learners in verifying their assertions/hypotheses.</p> <ul style="list-style-type: none"> • Involve children in expressing/representing a 3-D shape into 2-D from their life like drawing a box on plane surface, showing bottles on paper, etc. • Let children make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. Again from nets let them make the shapes and to establish relationship among vertices, edges and surfaces. Through pattern let them reach to Euler’s relation • Children enjoy constructing various figures by using compasses and a straight edge. But it is also important to involve children to argue why a particular step is required. For example, on drawing an arc using compasses, we find all those points that are at the given distance from the point where the metal end of the compasses were placed. 	<p>parallelograms and tries to reason out how one property is related to the other.</p> <ul style="list-style-type: none"> • Represents 3-D shapes on a plane surface like paper, board, wall, etc. • Makes nets of prisms and pyramids, and forms shapes from the nets. • Identifies relationship among number of edges, vertices and surfaces in various 3-D shapes and generalises it. • Constructs quadrilaterals using compasses and straight edge given <ul style="list-style-type: none"> • Four sides and one diagonal • Three sides and two diagonals • Three sides and two included angles • Two adjacent sides and three angles

Conceptual Area	Pedagogical Processes	Learning Indicators
<p>Mensuration</p> <ul style="list-style-type: none"> • Explores area of a trapezium and a polygon. • Finds surface area of a cube, cuboid, cylinder. • Understands concept of volume, measurement of volume using a basic unit, volume of a cube, cuboid and cylinder. • Volume and capacity (measurement of capacity). 	<ul style="list-style-type: none"> • Children already know the method of finding area of a rectangle. Let children discuss in groups to convert trapezium and parallelograms into rectangles of equal area. This will help them in formation of formulae to find these areas. • In finding surface areas of cubes and cuboids involve children in opening such boxes and realize that all these surfaces are made up of rectangles and squares only. The rest of the job of finding total surface area will only be to add these areas. • Children already have vocabulary related to measurement of volume and capacity through their daily life experiences. Involve them in activities to get a feel of filling a given space and to measure it by just counting the unit items that fill it completely. This will also help them in deciding why a cube is taken as a unit of measuring volume. 	<ul style="list-style-type: none"> • Finds area of trapezium and polygons by using square grid and also by using formulae. • Forms formula to find volume of a cuboid by observing and generalizing patterns of counting units cubes that completely fill the cuboids. • Finds surface areas of cuboids and cubes through their nets and later on by using appropriate formulae.
<p>Data handling</p> <ul style="list-style-type: none"> • Arranges ungrouped data into groups, representation of grouped data through bar-graphs, constructing and interpreting bar-graphs. • Draws simple pie charts with reasonable data numbers. • Consolidates and generalises the notion of chance in events like tossing coins, dice, etc. relating it to chance in life events. 	<ul style="list-style-type: none"> • Conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get large number of individual events. Involve children in making their assumption for the future events on the basis of the above data. Observing the aggregating numbers over a large number of repeated events also help in forecasting the chances of future events. • Comparing with the data for a coin. Observing strings of throws will help children in developing notion of randomness. 	<ul style="list-style-type: none"> • Makes hypothesis on chances of coming events on the basis of its earlier occurrences like after repeated throws of dice and coins.

Curricular Expectations and Learning Indicators in Environmental Studies (EVS) at the Primary Stage

Introduction

1. How do Children Learn EVS?

We all are concerned that every school needs to provide opportunities where each child learns and happily engages in school level activities. This requires that the teaching-learning processes in each Classroom must address the needs of all children - *cognitive/age-appropriate curriculum, conducive and non-threatening Classroom environment, encouraging school-based assessment and reporting practices in the school*. If children find such learning environment they would be able to achieve more successfully. Thus, there is a need to visualise their learning processes holistically rather than viewing child's progress in isolation. We all realise that children learn EVS when they are exposed to real life situations in their surroundings that help them construct, be aware, appreciate and get sensitised towards the environmental issues (natural, social and cultural) prevailing around. *The learning process begins with the child's immediate environment*, i.e. self and family in the early Classes and moving on further to the wider environment beyond neighbourhood and community at large. National Curriculum Framework (NCF-2005) recommends an integrated and thematic approach towards teaching-learning at the primary stage. Thematic approach needs to be followed in EVS in the early Classes and gradually making efforts to make children understand the issues and concerns related to natural and social environment in Class V and onwards. Efforts need to be made to avoid giving direct information, definitions and descriptions as children construct their own knowledge, using varied teaching and assessment strategies. However, this requires ensuring their active participation in learning by exposing them to diverse experiences through a variety of sources within and outside the Classrooms. According to their varied potential we all agree that assessment should be carried out simultaneously, i.e. during teaching-learning and in natural setting. It allows us to identify the learning gaps and modify teaching-learning processes to suit the needs of all children. This would also help to provide timely feedback to the children to improve her/his future learning. A variety of learning situations need to be presented for children to participate. This will ensure that all children (including the differently abled and the disadvantaged children) participate to observe, express, discuss, question, critically think, improvise, analyse, etc.

While organising the teaching-learning of EVS, the following *pedagogical principles* need to be kept in view:

- Each child is unique and has strengths and weaknesses. Children learn and progress at different pace and style. Some children learn best visually, some by questioning, some others by describing and observing. Accordingly, opportunities need to be given to children so that they get exposed to various situations.

- *Active participation of children is crucial* in constructing knowledge, using environment as a learning resource. This would provide meaningful learning as it would relate child's local knowledge with the school knowledge.
- *Classroom processes need to encourage tapping of various sources* besides the textbook. A teacher needs to encourage learning beyond four walls of the Classroom and provide wider perspective of the environment around her/him.
- *Visuals play a major role in EVS learning.* Reading of visuals not only *provides joy and ethos of written material* that develops *critical thinking and analytical skills* but also supplements the text to reduce the content load. Picture reading activities in group with peers improves social interaction and provides more opportunities for construction of knowledge. Care needs to be taken to adapt these visuals for children with visual impairment.
- EVS learning must find suitable ways to *sensitise children to the wide differences that exist within our society* relating to gender discrimination, children belonging to marginalised groups, children with disability, the elderly and the sick.
- *Children enjoy and learn more with hands-on activities*, i.e. creating objects with locally available material , drawing pictures of their choice, and involving themselves in art/ craft activities. Children are very happy and respond with enthusiasm when their creative ventures are appreciated rather than being rejected or left unnoticed by elders.
- Each child has an innate capacity to learn about things owing to the experiences and the information available to her/him. The *child constructs new meanings based on previous knowledge* and builds upon her/his understanding. Also, all the children do not learn in a uniform manner. However, children's unique ways of thinking and learning can become an opportunity as a learning resource in a Classroom. Children's experiences can serve as the beginning to explore multiple facets of ideas in the lesson. Sharing ideas and insights amongst peers provide for rich 'scaffolding' opportunities, rather than arrive at a 'right' answer.
- *Difference of opinions and varied perspectives enrich the learning process and add quality to what is learnt.* Since learning and understanding do not take place in a linear way, children's distant memories and past experiences also add to the process of making sense of things. To facilitate a more meaningful learning, it is essential that teachers/elders encourage children to make critical analysis of their prior work/knowledge and then move on to new concepts to be learnt.

2. What do we Expect from EVS Classrooms?

Recognising the mandate of the RTE Act, 2009 the overall development of a child, i.e., physical, socio-emotional, besides the *cognitive* needs to be focused on. All these aspects can only be nurtured through a whole range of learning experiences that a child participates in and beyond school. To assess all these aspects, a comprehensive picture of a child's personality needs to be constructed which requires information about child's knowledge, comprehension, skills, values, interests, attitude and motivation in response to various learning situations and opportunities, both in and out of the school. We all want children to learn EVS by developing these abilities/skills and dispositions. A wide range of suggestive indicators for learning has been drawn up so that teachers can plan learning tasks/activities to fully cover this range. These would aim to achieve curricular expectation/learning outcomes at the end of particular periods or stages. The

learning indicators have been identified for Classes III, IV and V. *Learning Indicators in EVS are process-oriented.* In Class III, EVS curriculum expects learning from the immediate surroundings while in Class V, curricular expectation need to provide learning related to natural and social environment so that by the time the child enters Class VI, she/he would not face any learning gaps in the curriculum transaction of Social Sciences and Science. The learning outcomes would be achieved through a sound and an effective pedagogical process. Initial attempts of children are stepping stones to learning as they provide a reference point and impetus to explore another way. In a supportive and stress free classroom, mistakes are used as opportunities. *In EVS learning, the children’s response would not be analysed in right/wrong manner; rather it would provide and promote to put her/ his own point of view.* Children make efforts to analyse ‘why’ or ‘how’, they may make mistakes and use their own abilities to correct them. Helping all children, including those with special needs to aim higher, accepting them for what they are and creatively ‘scaffolding’ their learning; all needs to be well-enmeshed together. Process indicators of EVS learning for primary stage are given below:

3. What are the Curricular Expectations/ Learning Outcomes of EVS Learning?

CLASS III	CLASS V
<ul style="list-style-type: none"> • Awareness about immediate surroundings from lived experiences from various themes related to daily life such as Family, Friends, Plants, Animals, Food, Water, Shelter, Travel, etc. (<i>learning about the environment</i>). • Develop various processes/skills through interaction with immediate surroundings (<i>learning through the environment</i>). • Value the immediate resources such as water, food, paper, fuel at home and use them according to the need. • Enhances/promotes curiosity and creativity in relation to the immediate surroundings. • Learns to appreciate the diversity(language, family’s food and habits, family types, variations in plants, animals culture etc.) in the immediate surroundings. • Attempts to develop sensitivity towards elderly/old, differently abled, and disadvantaged groups of the society with a focus on their strengths as well as areas of concern. 	<ul style="list-style-type: none"> • Awareness about natural and social environment from lived experiences from various themes (<i>learning about the environment</i>). • Understands the relationships between natural and social environment through various activities within and beyond classroom. • Develops various processes/skills through the interaction with the natural and social environment (<i>learning through the environment</i>). • Understands the need to conserve and protect the natural resources such as fuel, food, water, electricity at home and in the community and social environment (<i>learning for the environment</i>). • Develops curiosity and creativity about social phenomena (migrations of the families, various local/ traditional art forms, community eating, marriage celebrations etc.) and scientific phenomena (seed germination, breathing process, spoilage and

preservation of food) in the environment.

- Appreciates the variations (diversity) in natural (Plants in different countries) and social environment (tribal life in various places, community eating, etc.) and respects them.
- Develops and reflects sensitivity towards old, people with disability, gender and disadvantaged groups of the society
- Develops awareness and sensitivity towards rights of self, i.e *Right to education, right to food, dignity of labour, etc.*

4. What are the learning indicators of EVS Learning?

Broadly, the EVS encompasses ten processes as mentioned below. Thus the nature of learning indicators in EVS is process based. For Classes III- V, these learning indicators are the same, however, the progression of learning from Classes III- V can be seen through the complexity in the indicators. In order to understand the nature of complexity Class III to IV, IV to V, suggestive examples have been given along with each indicator.

1. *Observation and Reporting* – Explores, shares, narrates and draws, picture-reading, makes pictures, collects and records information, tables and maps.
2. *Discussion* – Listens, talks, expresses opinion, discovers.
3. *Expression* – Expresses through gestures/ body movements, expresses verbally, expresses through drawing/writing/sculpting, expresses through creative writing.
4. *Explanation* – Reasoning, makes logical connections, describes events/situations, formulates one's own reasoning's, makes simple gestures, thinks critically, and makes logical connections.
5. *Classification* – Identifies objects-based on observable features, identifies similarities and differences in objects, sorts/groups objects-based on observable features. Compares objects and classifies them based on physical features.
6. *Questioning* – Expresses curiosity, asks questions, raises critical questions, frames questions.
7. *Analysis* – Defines situations/ events, identifies/predicts possible causes of any event/situation, makes hypotheses and inferences
8. *Experimentation(Hands on activities)* – Improvises, makes simple things and performs simple experiments.
9. *Concern for Justice and Equality* – Sensitivity towards the disadvantaged or people with disability, shows concern for environment
10. *Cooperation* – Takes responsibilities and takes initiatives, shares and works together with empathy.

5. Learning Indicators in EVS for Primary Stage (Classes III, IV, V)

Observation and reporting: Pedagogical Processes	<i>Learning Indicators Class III</i>	<i>Learning Indicators Class IV</i>	<i>Learning Indicators Class V</i>
<ul style="list-style-type: none"> • Providing opportunities to expose children to the immediate surroundings (<i>animals, plants, seasons, shelters, food, water, local transport</i>) and gradually to natural and social environment in Class V gradually to natural and social environment. • Providing opportunities with due consideration for children with visual difficulties for <ul style="list-style-type: none"> – Exploring the immediate surroundings and sharing experiences with others. – Collecting and recording the information. – Visiting different places . • Opportunities need to be given to share experiences based on their observations. <ul style="list-style-type: none"> - Equal opportunities to all children without any discrimination. - Feedback and scaffolding for further improvement - Engaging children in small group for peer learning. 	<ul style="list-style-type: none"> • Observes and explores environmental objects/plants/ animals / local transports in the immediate surroundings. <i>E.g., “identifies names of objects, local plants, animals, means of transport, and shelters, etc., in their own language.”</i> • Shares and reports her/his observations on the collected information/objects/visited place through various ways. <i>E.g., “shares brief details of plants (part), animals, food items eaten in the family, local games, local transport, nearby park, garden/field, post office, market in their own language orally”</i> 	<p style="text-align: center;">Observation and reporting</p> <ul style="list-style-type: none"> • Observes and explores environmental objects, plants, animals, shelters, etc. <i>E.g., “identifies various parts of plants (leaves, flowers), variations in animals (bird’s beak, claws, feather, and nests) mode of transports, and variation in seasons.</i> • Collects and reports her/his observations on the collected materials/ information through various ways : <i>E.g., “reports information about variety of leaves, flowers, various modes of transport to peers/elders through orally as well as written forms, drawings”.</i> • Shares and reports variations in seasons, day night variations oral as well as in written form. 	<p style="text-align: center;">Observation and Reporting</p> <ul style="list-style-type: none"> • Observes and explores the natural and social environment, gradually moving from immediate to the wider environment. <ul style="list-style-type: none"> - <i>E.g., “identifies objects, events, phenomenon in natural and social environment.</i> - <i>locates states on the map”.</i> • Collects and records the details of observed objects/phenomenon/ events of natural and social environment in an organised manner. <i>E.g., “while observing the sprouting of seeds(whole grain i.e. moong, chana), discussing ways how to collect and record the observation of each day(tabular form/ draw) / write”.</i>

<ul style="list-style-type: none"> • Providing opportunities for integrating art activities with EVS learning such as using material for art work and discussing in the Class about the details of the design/drawings. <ul style="list-style-type: none"> - Materials for hands-on activities need to be provided. - Encouraging children about their creations. • Providing opportunities to reflect on the work done by self, peer group through verbal and non verbal ways . 	<ul style="list-style-type: none"> • Draws simple designs/ drawings and patterns that have been seen on different objects at home/school with the support of elders E.g., “draw floral designs, pattern of leaves/circle/square/triangles and colour them.” • Appreciates and reflects on her/his observations, work done by self and others. E.g., “Reading and enjoying signboards, pictures, posters in the locality, school (<i>shops name, posters name, posters related to prevention of disease, notice board, etc</i>) and reflects on them verbally or through gestures”. 	<ul style="list-style-type: none"> • Draws simple designs, drawings patterns that have been seen by her/him or on her/his own E.g., “<i>thumb or creative printing from various materials, rangolis using various patterns of her/his choice, and label them</i>” • Appreciates and reflects on the work done by others and self E.g., “<i>reflecting on work i.e. drawings/ creative work done by self/peer group, enjoying reading posters, sign boards in the locality and reporting through orally/ written forms/ gestures</i>”. 	<ul style="list-style-type: none"> • Shares the details of the observed objects/events/ phenomenon orally/ in a written form/ drawings/any other ways of her/his choice E.g., “<i>in an activity on survey of sources of water in the neighbourhood, to share the process of survey conducted by them, such as how many sources were observed, who provided information,. how information was recorded, (tabular form/ statements),etc.</i>” • Reflects on the observation report of peer group and takes feedback from others. E.g., “reflects on sprouts of various seeds, done by peer and accepts feedback on that.”
<p><i>Discussion: Pedagogical Processes</i></p>	<p><i>Learning Indicators Class III</i></p>	<p><i>Learning Indicators Class IV</i></p>	<p><i>Learning Indicators Class V</i></p>
<ul style="list-style-type: none"> • Creating a conducive environment for group work where children are well aware of each other’s strengths and utilise opportunities to discuss and share personal experiences. <ul style="list-style-type: none"> – Providing equal opportunities to All children to share 	<ul style="list-style-type: none"> • Involves in group discussions related to the problems seen in immediate surroundings. E.g., “<i>wastage of water, littering and throwing garbage, use of plastic bags, food wastage in the family, need for bridges, kind of houses, etc</i>”. 	<ul style="list-style-type: none"> • Engages and participates in discussions on the themes related to her/his day to day life. E.g., <i>discusses on common topics such as "spoilage /wastage of food, causes of noise and water pollution need for bridges and level crossing, how to resolve</i> 	<ul style="list-style-type: none"> • Participates actively in group discussions in the class on the issues related to natural and social environment. E.g., “<i>on a topic defined role in the family and school" asking them (before giving their</i>

<p>personal experiences by devising various ways;</p> <ul style="list-style-type: none"> – Opportunities to listen to other’s point of view. • Providing opportunities to all children for expressing views and ideas in the class, without any discrimination. <i>E.g. creating opportunities for learning from each other’s experiences.</i> • Making comments that relate to the topic being discussed with their daily life situation. • Engaging children in open-ended activities to make the discussion enriching – Opportunities to discuss family experiences, newspaper clippings, other incidents. 	<ul style="list-style-type: none"> • Listens to others experiences/ideas in group discussion on the problems / themes related to immediate surroundings <i>E.g., “from where does their family get water?, who fills water for the family?, does the family members discriminate in the family community/ public places?”.</i> • Shares experiences verbally and accepts feedback given by peers on her/his work. <i>E.g., ‘Water in Our Life’, and narrating one’s own experiences of where she/he has seen people wasting water such as while cleaning the house, cars, utensils, clothes, vehicles, and reflects on her/his views”.</i> • Reflects on others work/views in a group <i>E.g., “suggests how can the use of plastic bags be reduced, how to dispose garbage in the locality”.</i> 	<p><i>disputes in games”.</i></p> <ul style="list-style-type: none"> • Listens to others on the themes related to day to day life <i>such as peer experiences related to food items eaten in the family, ways of cooking in the family, source of water in the locality.</i> • Shares experiences or gives her/his own views in group or individually and accept feedback given by others on her/his work. <i>E.g. , “sharing experiences related to places (mela, festival, historical place) verbally or in written form; giving her own views/ opinions on the problems related to water in her/his day – to- day life, harmful effects of using plastics”.</i> • Reflects on others work/ views/ opinion in a group or asked by teacher individually in the class <i>E.g., “giving feedback to peer on written work/ drawing, giving opinion on ways to reducing wastage of water, reducing use of plastic”.</i> 	<p><i>opinion) to discuss their personal experiences, listen to other’s views on gender discrimination in work/ at home(cooking food, fetching water, cleaning house and utensils). Later asking groups to give their opinion and reflect on this issue”.</i></p> <ul style="list-style-type: none"> • Listens carefully to other’s experiences/ opinions in the group and waits for her/his turn <i>E.g., “on a topic related to animals/ birds in our lives, providing them opportunities to talk to some people who keep animals for their livelihood i.e. snakes, parrot and asking them to express their opinion”.</i> • Shares one’s experiences / opinions on the issues related to social and natural environment. • Reflects on others experiences/ ideas and accepts feedback from others on one’s ideas/ thoughts with openness in group activities/discussion. <i>E.g., “harms in using plastic</i>
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			<p>and suggest ways what can be done”.</p> <ul style="list-style-type: none"> • Finds out from other available sources such as discussions with elders/ teachers/peer groups to get more details <i>on any topic related to day-to-day life.</i>
Expression: (Pedagogical Processes)	Learning Indicators Class III	Learning Indicators Class IV	Learning Indicators Class V
<ul style="list-style-type: none"> • Providing opportunities for sharing one’s own feelings (through various ways), ideas and listening to others in classroom situations; • Providing materials such as clay, paper, other objects or any locally available material for their expressions. • Creating situations to express opinions on issues such as defined gender roles (discrimination seen at home in work done by mother/ father) in family, school, playground; on issues of discrimination of the under privileged. • Using mobility aids like wheelchair, crutches, white cane etc. • Involving all children as active 	<ul style="list-style-type: none"> • Expresses one’s feelings / ideas orally. E.g. <i>in a creative writing exercise on – E.g., “If I could fly like a bird”, she/he can describe her/his own ideas creatively where would I like to go? She/he describes how does she/he interact with family as well as others who cannot see, speak or hear? How does she/he help them with their work?</i> • Uses appropriate language and gestures to show care, respect and accepts people as they are. • Expresses views/opinion on problems related to day- to-day life and misuse of environmental resources. E.g., <i>“ reduce wastage of food, water in school/family”.</i> 	<ul style="list-style-type: none"> • Expresses one’s feelings/ ideas through various ways orally/written /gestures E.g. <i>she could orally express feelings of how she could help elders, differently abled. She/he could creatively express in written form, what work she/he could do if she/he were the police?</i> • Use appropriate language, gestures to show care, respect for others. E.g., <i>“shows concern for animals, respects elders, old people in the family/ locality”.</i> • Expresses her feelings/ideas on any event/ situation / objects through creative expressions by using locally available material. • Creates designs by using variety of material like fallen dry leaves, flowers, clay and pebbles. 	<ul style="list-style-type: none"> • Expresses ideas, feelings of self to others through gestures, body movements, drawings, sculpting (non-verbal expressions). • Uses appropriate language, gestures to show care, respect for others. E.g. <i>“shows concerns for animals, respects elders, old people in the family and locality”.</i> • Expresses/shares one’s own ideas/feelings or of others through writing in a creative manner. • Creates designs by using variety of materials such as fallen dry leaves, flowers, clay and pebble. • Recognises that there can be

<p>participants in all activities and creative play.</p>	<ul style="list-style-type: none"> Creates designs by using variety of material by using fallen dry leaves, flowers, clay and pebbles, etc. 	<ul style="list-style-type: none"> Recognises that there can be more than one possible explanation of an event/activity. <i>E.g., “describes beauty of Taj Mahal, monuments, process of water purification followed at home”.</i> 	<p>more than one possible explanation of an event / activity. <i>E.g., “describes beauty of Taj Mahal, monuments, process of water purification followed at home”.</i></p>
<p>Explanation: (Pedagogical Processes)</p>	<p>Learning Indicators Class III</p>	<p>Learning Indicators Class IV</p>	<p>Learning Indicators Class V</p>
<ul style="list-style-type: none"> Providing opportunities and getting children involved in making guesses/estimates by asking simple questions, creating situations, showing pictures, etc. Providing opportunities to understand one’s relationship with others; <i>E.g. relationship with close and distant relatives;</i> Encouraging children to think of different ways (divergent thinking of any explanation) of solving of any problem <i>E.g. different ways to go to the Principal’s room. Which do they think is the longest/shortest route and explain how/why? Children with no vision should be allowed to use their mobility stick to walk different paths</i> 	<ul style="list-style-type: none"> Makes her/his own guesses and gives her/his own reasoning on any event/situation in day-to-day life. <i>E.g., “how many hand- spans will cover the table/desk?” “Where do animals (other than pets) drink water?” “How many mugs of water are required to fill a bucket?”</i> Explains the relationships of self with other members of the family and depicts through drawings and written language. <i>E.g. makes a family tree(depicting only two generations (father/grandfather)</i> 	<ul style="list-style-type: none"> Makes one's own guesses and formulates her own reasoning’s on any event/phenomenon seen in day-to- day life. <i>E.g., “how much water is required to cook the rice for four people? how much food will be required for two days journey by train for her/his family”?</i> Seeing relationships of self with others. <i>E.g., “she/he explains the relationships of family members with self and also relationships among themselves. She/he can depict this by drawing family tree”.</i>(more than two generations) Using evidences/ information to make simple predictions with the support of elders/ on her/his own. <i>E.g.,” using information about</i> 	<ul style="list-style-type: none"> Describes any event/ phenomenon/ situation in one’s own way (verbally/ written/ non-verbal). <i>E.g., “ tries to reason out why people living in jhuggies/slums are displaced from their homes?; why do we need to keep pickles in the sun during its process of making, etc”.</i> Identifies the reasons of any problem/event/ phenomenon in natural and social environment. <i>E.g., “making logical connections why does food spoil more in summer than in winter season; how do we know that one kind of</i>

<p>beforehand. This will encourage them to participate with other children in the activities.</p>		<p><i>modes of transport she/he could predict fuel consumption in different vehicles".</i></p>	<p><i>food gets spoiled sooner than the others?"</i></p>
<p>Classifications: Pedagogical Processes</p>	<p>Learning Indicators: III</p>	<p>Learning Indicators: IV</p>	<p>Learning Indicators: V</p>
<ul style="list-style-type: none"> • Creating and utilising classroom for group work; activity site by depicting various objects in the classroom to develop discrimination/ identification skills. • Providing materials and objects for grouping to get hands-on experiences; <ul style="list-style-type: none"> – <i>Sorting objects by providing material of various size, colour, texture in small group and giving activities to sort out/group objects, based on one criteria at a time</i> – <i>Gradually (in Classes IV/ V) providing opportunities to classify objects based on two or more than two criteria at a time</i> 	<ul style="list-style-type: none"> • Identifies objects, plants, animals, food items based on their observable features in the surroundings. • Engages actively in sorting the objects by one/two observable features at a time. <i>E.g., “sorting objects on the basis of one/two visible features at a time-</i> (size, colour, shape, texture, etc.,<i>classify leaves on the basis of their smell, colour, shapes, texture)”</i>. • Groups objects/animals/plants according to similarities in relation to their appearance/habitat/food/movement. <i>E.g., “looking for similarities and differences in different ways of cooking – like frying, roasting, steaming;</i> <ul style="list-style-type: none"> – <i>Sorting things that are made from rice and wheat.</i> 	<ul style="list-style-type: none"> • Identifies objects, plants, animals and food items based on their observable features. • Differentiates/ discriminates environmental objects like animals, plants, food items based on their observable features. • Engages actively and sorts/ group objects, plants, animals based on two common features at a time. <i>E.g., “ groups animal’s pictures having beak and claws in one group and animals who do not have these features in the other category”</i>. 	<ul style="list-style-type: none"> • Identifies similarities or differences in various environmental objects, plants, animals, food items based on their observable features. • Sequences / sorts objects by <i>their size, shapes, colours, texture, etc.</i> • Classifies/makes categories of the objects, leaves, pictures of plants, animals, food items, etc. based on two or more than two features at a time. <i>E.g., “groups flowers, stones, twigs, sambhar, tea and then sorting these into solids and liquids”</i>.

	<ul style="list-style-type: none"> Classifies objects/animals/plants according to differences in relation to their appearance / habitat / food/movement. <i>E.g., “Making a list of foods that one often eats such as dals, vegetables, rice, soup, water, roti,, biscuits, sambhar, tea, and then sorting these into solids and liquids”.</i> 	<ul style="list-style-type: none"> Compares objects, plants, animals, modes of transport, food items, shelters of animals based on their similarities and differences as per their observable features. <i>E.g.,” compares various modes of transport having common features i.e. having 4 wheels, driven by petrol, and observes differences in them such as size of wheels (small, big), sounds of vehicles.”</i> 	<ul style="list-style-type: none"> Compares objects, plants, animals, food items based on their similarities and differences as per their observable features minutely. <i>E.g., “list the different materials seen in the buildings nearby- sand, cement, steel, bricks, and aluminum and classifying these in various ways.”</i>
Questioning: Pedagogical Processes	Learning Indicators: III	Learning Indicators: IV	Learning Indicators: V
<ul style="list-style-type: none"> Providing opportunities for <ul style="list-style-type: none"> new ideas/questions to emerge Framing questions for own queries and sharing with peers/elders. Constructing knowledge by using various resources other than the textbook i.e peer group interaction, group work, puzzles, variety of concrete material. Creating supportive climate where children have a freedom 	<ul style="list-style-type: none"> Expresses curiosity on any phenomenon/ event/celebration at home/in the immediate surroundings <i>E.g., “rainbow and cloud formation; customs followed in family.”</i> <ol style="list-style-type: none"> Asks questions that demonstrate a range of thinking skills (what, why, where) <i>E.g. “Why do we not eat all the vegetables throughout the year?” “Why does my four-month old sister</i> 	<ul style="list-style-type: none"> Expresses curiosity on observations on the new objects/ event/ phenomenon (not only of immediate surroundings but also through other sources i.e. T.V, films, newspapers). Asks questions/ frames questions of higher order (not only of what, and where level but want to know why and how level) to know the answer. <i>E.g. “why do we preserve winter (some) vegetables for summers , why do we need to keep preserved food</i> 	<ul style="list-style-type: none"> Expresses curiosity while observing new objects /situations /phenomenon in the natural and social environment. <ol style="list-style-type: none"> Asks and frames questions to find out more details. Asks questions independently or with classmates, to explore a topic further. <i>E.g., “while working cooperatively in a group,</i>

<p>to raise questions.</p>	<p><i>drinks milk only?"</i></p> <p>b. Generates/frames questions on her/his own on familiar objects/animals/plants and events in the immediate surroundings. <i>E.g. "from where do plants get water?" "Where do lizards go in winter? "What happens if there are heavy rains?" "How is rain good and bad for the environment?" "What will happen if birds could not fly but only walk on their feet? "Why dals/seeds are soaked before cooking?; Why round, smooth pebbles are found near the river side?; How do grass and small plants grow on their own, without being planted by anyone?"</i>.</p> <ul style="list-style-type: none"> • Reflects critically on various issues of social and cultural discrimination (related to working children, girls/women, elder person and differently abled people). 	<p><i>items in the sun? Why do only some areas in the locality / colony get regular water supply"</i></p> <ul style="list-style-type: none"> • Expresses her creativity through various ways <i>E.g". asking questions, framing questions in class activities, creates new work, etc."</i> • Reflects critically on various issues related to social/cultural aspects to child's life. <i>E.g. gender discrimination in the family, school, neighbourhood, visit to Ojha's, Bhagats for treatment</i> • Accepts feedback given by peers/ elders on one's own work/ views and gives feedback to others objectively. 	<p><i>plan their flower garden by posing questions (what flowers grow best in the available soil and light conditions?, what materials will be needed to maintain the garden?) and gathering data to address these questions."</i></p> <ul style="list-style-type: none"> • Raises critical questions on the displayed material <i>such as posters/advertisements/news items in school/ neighborhood.</i>
<p>Analyzing: Pedagogical Processes</p>	<p>Learning Indicators: II</p>	<p>Learning Indicators: IV</p>	<p>Learning Indicators: V</p>
<ul style="list-style-type: none"> • Creating situations and encouraging children to predict. 	<ul style="list-style-type: none"> • Describes situation or events in simple language. 	<ul style="list-style-type: none"> • Describes situations/ events/ phenomenon in her/his own 	<ul style="list-style-type: none"> • Reads and analyses pictures, photographs, textual

	<ul style="list-style-type: none"> • Predicts and identifies probable reasons of any event /situation /phenomenon seen /observed <i>E.g., “ predict that a ten spoonful of water would fill a bowl or identifies why do a wet surface would dry more quickly when exposed to wind”.</i> • Makes simple inferences (reasoning); E.g.“ between the shapes and sizes of vessels and the water stored in them. <i>E.g. Taking vessels of different</i> 	<p>language in a sequential manner as seen by her <i>E.g. ,“changes seen in sprouting of seeds, changes seen in various seasons”.</i></p> <ul style="list-style-type: none"> • Summarizes information and opinion about a selected problem or issues <i>E.g., “ What difficulties would we face if there would be no bridge to cross over?”.</i> • Predicts/ identifies probable reasons of any situation/event/phenomenon seen by her/him <i>E.g., “predicting/ identifying why a six month old child cannot eat, why some old people cannot eat hard things, why a river gets polluted?”</i> a) <i>Making a guess of how far she/he can roll a ball along the ground and then measuring how far it actually goes.”</i> b) <i>Thinking of three different ways to go from the classroom to the principal’s room. Which does she/he think is the longest /shortest route?”</i> • Makes simple inferences on any event/ situation / phenomenon seen by her /him <i>E.g., “all things cannot dissolve</i> 	<p>material on her/his own/with support of elders. <i>E.g. “after observing pictures of a fort/visit to a fort to analyses the reasons why kings built huge walls, big gates, huge boundary walls, etc”.</i></p> <ul style="list-style-type: none"> • Predicts the reasons (cause and effect) about different scientific phenomenon seen by her. <i>E.g., “why dal/whole grains are soaked before cooking?; why smooth pebbles are found near the riverside?; why does the curd get more sour in summers than in winters?”</i> • Draws simple inference of any observed event or phenomenon in the natural environment. <i>E.g. “discussing possible reasons and derives conclusion”.</i>
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	<i>shapes and sizes and predicting and testing which one contains more/less water, etc.?</i>	<i>in water, sugar/salt dissolves fast in warm water than in cold water, River's water gets polluted due to cleaning of utensils and clothes; bathing animals, throwing garbage in water or near water".</i>	
Hands on activities: (Pedagogical Processes)	Learning Indicators: III	Learning Indicators: IV	Learning Indicators: V
<ul style="list-style-type: none"> • Providing opportunities for activities and sharing experiences in an unbiased classroom environment to show respect and acceptance of people as they are, such as <i>reading stories/narratives that promote respect, care, empathy, gender sensitivity and problem-solving.</i> • Creating unbiased classroom environment and giving equal opportunities to all; <i>E.g. a child could make a ramp for physically handicapped people in her/his drawing, write a poem for her/his classmate who cannot see but has many other skills.</i> • <i>Developing themes and activities that are inclusive of culture, language and diversity.</i> 	<ul style="list-style-type: none"> • Develops sensitivity towards plants, animals, environment needs of differently-abled children, and learns to express feelings in different ways. • Expresses concern for equality and for justice for disadvantaged group of society, and gives her/his own opinion • Avoids wastage of material and suggests ways for reuse of material in day-to-day life • Shows no biases in behaviour <i>E.g. "while sitting, eating, working, sharing with all irrespective of traditional and cultural biases".</i> 	<ul style="list-style-type: none"> • Reflects sensitivity towards the needs of differently-abled children, and learns to express feelings in different ways towards these children. • Expresses concern for equality and for justice for disadvantaged group of society, and gives her own opinion • Describes in detail how to show respect for the environment and avoids wastage of materials and suggests ways to reduce wastage through reuse of material. <i>E.g., "recycle"; "clean up school premises".</i> • Shows no biases in behaviour <i>E.g. "sitting, eating, working, sharing with all irrespective of traditional and cultural biases".</i> 	<ul style="list-style-type: none"> • Reflects sensitivity towards plants, animals, old, young ones, differently-abled, etc. <i>E.g. "protection of forest , species of various animals, such as poaching of tiger."</i> • Voices opinions and attempts to take initiatives for equality. • Describes and documents the steps involved in supporting actions that positively affect the school environment. <i>E.g. "involved in school cleanup campaign"; "group projects"; "putting used paper in the recycle bins"; "conserving materials", "not to throw</i>

<ul style="list-style-type: none"> Using appropriate words and statements with peers and children when speaking, sharing and taking turns 			<p>leftover food in the grounds”.</p> <ul style="list-style-type: none"> Shows concern in any situation on gender differences/biases with children in family and school such as defined gender roles in the family, caste discrimination and children belonging to marginalised sections of the society, etc. Shows sensitivity towards plants, animals, old, young ones, differently-abled, etc
<p>Concerns for Justice and Equality: Pedagogical Processes</p>	<p>Learning Indicators: III</p>	<p>Learning Indicators: IV</p>	<p>Learning Indicators: V</p>
<ul style="list-style-type: none"> Providing opportunities for activities and sharing experiences in an unbiased Classroom environment to show respect and acceptance of people as they are such as reading stories/narratives that promote respect, care, empathy, gender sensitivity and problem-solving. Creating unbiased Classroom environment and giving equal opportunities to all; E.g. a child could make a ramp 	<ul style="list-style-type: none"> Develops sensitivity towards plants, animals, environment needs of differently-abled children, and learns to express feelings in different ways. Expresses concern for equality and for justice for disadvantaged group of society, and gives her/his own opinion 	<ul style="list-style-type: none"> Reflects sensitivity towards the needs of differently-abled children, and learns to express feelings in different ways towards these children. Expresses concern for equality and for justice for disadvantaged group of society, and gives her own opinion 	<ul style="list-style-type: none"> Reflects sensitivity towards plants, animals, old, young ones, differently-abled, etc. E.g. “protection of forest , species of various animals such as poaching of tiger.” Voices opinion and attempts to take initiatives for equality.

<p><i>for physically handicapped people in her/his drawing, write a poem for her/his Classmate who cannot see but has many other skills.</i></p> <ul style="list-style-type: none"> • Developing themes and activities that are inclusive of culture, language and diversity. • Using appropriate words and statements with peers when speaking, sharing and taking turns. 	<ul style="list-style-type: none"> • Avoids wastage of material and suggests ways for reuse of material in day-to-day life • Shows no biases in behaviour <i>E.g. “while sitting, eating, working, sharing with all irrespective of traditional and cultural biases”.</i> 	<ul style="list-style-type: none"> • Describes in detail how to show respect for the environment and avoid wastage of materials and suggests ways to reduce wastage through reuse of material. <i>E.g., “recycle”; “clean up school premises”.</i> • Shows no biases in behaviour <i>E.g. “sitting, eating, working, sharing with all irrespective of traditional and cultural biases”.</i> 	<ul style="list-style-type: none"> • Describes and documents the steps involved in supporting actions that positively affect the school environment. <i>E.g. “involved in school cleanup campaign”; “group projects”; “putting used paper in the recycle bins”; “conserving materials”, “not to throw leftover food in the grounds”.</i> • Shows concern in any situation on gender differences/biases with children in family and school <i>such as defined gender roles in the family, caste discrimination and children belonging to marginalised sections of the society, etc.</i> • Shows sensitivity towards
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			plants, animals, old, young ones, differently-abled, etc
Cooperation: (Pedagogical Processes)	Learning Indicators: III	Learning Indicators: IV	Learning Indicators: V
<ul style="list-style-type: none"> • Creating situations for group work and whole class activities in the class by <ul style="list-style-type: none"> - Providing opportunities to act as group leaders, as a team member - Giving responsibilities • Creating and utilising classroom environment for group learning • Providing opportunities to identify their own strengths and areas which need improvement with the support of peer group and elders. • Create situations to learn things in a collective manner. 	<ul style="list-style-type: none"> • Engages in group work and shares things with peers. • Accepts responsibility for age appropriate tasks <i>E.g., “turning off the lights when not in use; not wasting paper; throwing litter in the bin”;organising belongings;”</i> • Expresses empathy for others. <i>E.g., “Extends help/support to friends when required.”</i> • Follows rules made for games or other collective tasks undertaken in the school/home. • Works with others to solve problems. <i>E.g., children are asked to turn to the child next to them and work cooperatively in answering a question; solve a problem by working with others, share ideas, and test the solutions.</i> • Shows some responsibility for his/her own health, and the health and well-being of others. 	<ul style="list-style-type: none"> • Engages and cooperates in group work calmly.” <i>E.g.,” collage work, Mural, etc.</i> • Accepts responsibility to lead the group for certain expected tasks, undertaken in the classroom. <i>E.g., “making a to –do list,”; “staying on a given task”.</i> • Shows respect for other children and adults. <i>E.g., “taking turns ; letting others to finish an activity or asks to join them</i> • Follow rules and understands the reasoning behind that. <i>E.g. “listening to others without interrupting.”</i> • Works with others and appreciates contributions of others in class activities. <i>E.g. “works in groups to design a flower garden for their school”.</i> 	<ul style="list-style-type: none"> • Engages and cooperates in group work calmly; listens and works with other children. • Accepts and takes responsibility in a more refined manner. <i>E.g., “learning from mistakes”; “encouraging others to do the things in a right way”.</i> • Recognises and accepts individual differences. <i>E.g. “Describing the problem without blaming”.</i> • Follows rules made by group members for better functioning of the group <i>E.g. “using dustbin, making queue for the Mid Day Meal, follow instruction for not using polythene, avoiding the fire crackers on festivals.</i> <ol style="list-style-type: none"> a. Exercises appropriate

	<p><i>E.g. , “practices good personal hygiene and cleanliness; discusses healthy habits, and practices self-control by abstaining from actions that harm one’s self as well as others”.</i></p> <ul style="list-style-type: none"> • Creating and utilising school environment for group learning <i>E.g., “ takes a pollution walk, gathering litter and trash”.</i> 		<p>control in independent and group activities. <i>E.g., “focuses on group or independent task to completion.”</i></p> <ul style="list-style-type: none"> b. Addresses challenges using appropriate social and coping skills. <i>E.g., “doing things for other people;” changes activity when told ‘NO’ or presented with an alternative by teacher or peer.</i> • Working through challenges in a small group. <i>E.g., “learns to negotiate and appreciate the difference of opinion / view point of other members”.</i>
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GUIDELINES FOR PRACTITIONERS AND OTHER USERS

Curricular expectations or learning outcomes and learning indicators for Classes III and V have been developed to facilitate teachers/other stakeholders with the understanding to undertake this exercise holistically. Some general guidelines for users are as under:

- **The curricular expectations of Environmental studies (EVS) have been developed for Classes III and V.**

The outcomes are identified keeping in view the objectives of teaching-learning of EVS, derived from the recommendations of *National Curriculum Framework -2005*. The learning outcomes for Class III have been identified in relation to child’s immediate surroundings as

children at this stage view the environment in a holistic way rather than compartmentalized into natural and social environment. While the learning outcomes for Class V have been identified, focus is on gradually moving from immediate environment to the natural and social environment.

- **In order to achieve these learning outcomes, the kind of pedagogical processes that are required, have been discussed in Column one.**

As EVS learning is process-oriented its content has to be derived from child's real life suggestive experiences, as per the need and context.

- **The column two – four presents the various learning indicators of EVS**

A conscious attempt has been made not to provide these indicators in the form of rubric or outcome based assessment standards. The reason being, by providing rubrics etc., assessment may focus on testing the product without taking care of child's process of learning. Testing knowledge, skills likely to have 'wash back' effects on curricular expectations. Thus, these indicators are not summative in nature.

- **The learning outcomes, pedagogical processes and learning indicators do not correspond one to one.**

The learning outcomes are to be achieved over a period of time with regular interaction with children, as these are related to child's abilities, skills, values, attitudes and other personal, social qualities. Thus, various processes are needed to achieve the expected learning outcomes. Whereas the learning focuses on the progress of the each child's learning where each process can be seen through some indicators. These indicators have been given class-wise and are suggestive in nature.

- **Learning Indicators for each class includes examples to understand the extension of learning.**

For example, the level of complexity and extension of learning from classes III to V can be understood easily. These examples would help you to understand the length, depth and width of each broad process indicator more easily.

- **Finally, one needs to see that inclusion is an inbuilt component of the teaching-learning process.**

All children need to be treated equally. While devising activities and experiences, teachers need to be sensitive and responsive to the special needs of children and accordingly make adaptations in the classroom environment.

Curricular Expectations and Learning Indicators in Science at the Upper Primary Stage

Introduction

Science is a human endeavour to understand the world by building-up conceptual models on the basis of their own observations of surroundings and connect it to meaningful patterns and relations to interact with nature. It involves processes like observations, making hypotheses, performing activities, collecting and analysing data, drawing inferences and making generalisation.

As consistent with the stage of cognitive development, science is being taken as core subject in the curriculum at the upper primary stage. At this stage, it is a gradual transition from environmental studies of the primary stage to the elements of science and technology. It is important to expand the horizon of the child gradually, and start with the things that are within the direct experience of the child.

In view of *National Curriculum Framework* (NCF 2005), syllabus of the Upper Primary Stage has been developed with following broad curricular expectations:

- At upper primary stage, Science concepts relate to everyday experience of children and are learnt through hands-on activities/experiments utilising local resources.
- The pedagogy of science at this stage reflects an approach that includes tasks such as making simple models, meaningful investigations, surveys, peer interactions, field studies and group activities.
- Child at this stage is encouraged to collect, organise and reflect on the information so that Science learning becomes meaningful in social context.
- Greater emphasis has been laid on learning the process of science (process skills). These skills include observation, hypothesis, measurement, data collection and analysis, drawing inferences, making generalisations that promote analysis, critical thinking and creativity.
- The development of process skills in science enables children to learn by themselves so that they can continue to be creative and develop lifelong learning attitude.
- At the upper primary stage, learners are encouraged to explore and seek varied resources to facilitate conceptual clarity and to establish relationship with day-to-day life applications.

Continuous observation of the child's learning is an essential component of a teaching-learning process. It gives a teacher an idea that as a facilitator what are the necessary requirements to enhance the teaching-learning process. Teacher adopts several parameters through which she assesses continuously, learning progress of the child. These parameters are taken as learning indicators that enable the teacher to identify learning gaps. Thus, Learning Indicators (LI) facilitate strategies to transact curriculum and assess learner's progress continuously with a focus

on curricular expectations. The curricular expectations, pedagogical processes and learning indicators for science at the upper primary stage (Classes VI, VII, VIII) are presented in this document.

I. Curricular Expectations

Science syllabus at the upper primary stage identifies age appropriate content that is being utilised as a vehicle to develop scientific temper and scientific thinking by:

- Developing process skills of science. The process skills include making observation, posing questions, looking for various resources of learning in search of the questions, planning investigations, making and testing hypothesis, using various tools for collecting, analysing and interpreting data, communicating explanations with evidences, justifying explanations, critically thinking to consider and evaluate alternative explanations, reflecting on their thinking by comparing what they think with what scientific community thinks, and engaging in sustained discussion.
- Making generalisation, proving or disproving hypothesis, developing explanation, communicating and applying.
- Imbibing the development of historical perspectives; environmental concerns and sensitivity. Developing respect for human dignity and rights, gender equity, values of honesty, integrity, cooperation and concern for life.

The content consistent with the cognitive development of learner at the upper primary stage includes:

- *Identification of materials on the basis of their properties*
- *Idea/experience about exhaustible and inexhaustible natural resources*
- *Sources and components of food*
- *Nutrition in plants and animals*
- *Useful and harmful micro-organisms*
- *Conservation of plants and animals*
- *Cell structure and functions of animal and plant*
- *Sexual and asexual reproduction in animals*
- *Idea of motion, force and pressure*
- *Electric current and circuit*
- *Reflection and dispersion of light*
- *Ideas about celestial objects*

II. Pedagogical Processes

To fulfil these curricular expectations, the suggested pedagogical processes are given below:

- Observe surroundings, natural processes, phenomena through visuals, touch, smell, feel, etc, individually and in groups.
For example, flower, wooden furniture, metallic lunch-box, spoon, pencil, stones, mirror, magnet, eraser, coal, plants, animals, sea breeze, land breeze, storms, cyclones, lightening, and night sky.
- Share observations with others (peers /adults), discusses, poses questions that can be answered through scientific investigations, seeks information and formulates hypothesis.
- Facilitate children to prove the hypothesis by designing and performing activities, experiments, surveys, etc.
For example:
 - Separating different parts of flower such as sepals, petals, stamens and carpel, etc.
 - Cutting with knife, beating of materials with hammer, to check the hardness of different materials
 - Heating materials to check their conductivity
 - Using electric tester to check electrical conductivity of materials
- Observe the changes/findings during the activity, experiments, surveys, etc.
For example:
 - Distinguishes between different parts of flower on the basis of colour, shape, size, number, etc
 - Some materials are easily cut with knife
 - Some materials change into flat sheets on beating
 - Some materials break down into a powdery mass
 - Some materials heat up quickly while some hardly heat up
 - The bulb of tester glows in case of some materials and does not glow for others
- Analyses data, interpret s results and draws inferences.
For example:
 - Differentiates between different parts of flowers by comparing with figures/ pictures
 - Identifies materials on the basis of hardness, softness, appearance, transfer of heat, flow of electric current
- Communicate explanation and argument with evidence.
For example,
 - Materials which are lustrous, hard, malleable, ductile, conduct heat and electric current, are generally known as metals.

It is expected that the pedagogical processes will also help in inculcating values among learners.

III. Learning Indicators

The learning indicators and their examples corresponding to classes VI, VII and VIII, with respect to the above mentioned curricular expectations and pedagogical processes, are given below:

S. No	Learning Indicators	Examples		
		Class VI	Class VII	Class VIII
1	Explores surroundings and shares experiences with others	<p>Explores</p> <ul style="list-style-type: none"> Plants and animals as sources of food such as wheat, rice, egg, milk, fish, etc. Identifies food ingredients, such as <i>chapati</i> has two ingredients <i>Atta</i> and water; Cooked <i>Dal</i> has more than two ingredients, etc; and food components such as potato is rich source of carbohydrates while eggs and fish are rich in protein, and fat is a component of nuts. Various plant fibres such as cotton, jute, etc Materials on the basis of physical properties such as soft, hard, soluble, insoluble, appearance, transparency, etc Changes as reversible and irreversible such as melting of wax, making of <i>chapati</i>, burning of paper, etc. 	<p>Explores</p> <ul style="list-style-type: none"> Modes of nutrition in plants such as autotrophic in green plants, heterotrophic in non-green plants and in animals Identifies various parts of digestive tract in human such as buccal cavity, oesophagus, stomach and intestine, etc. Process of digestion such as saliva breaks down starch into sugar in buccal cavity. Digestive juices break down the proteins into simpler substances Various animal fibres such as wool, silk, etc Changes as physical and chemical such as dissolving sugar in water, setting of curd from milk, etc. Nature of substances as acidic such as lemon, tamarind, and basic such as baking soda, 	<p>Explores</p> <ul style="list-style-type: none"> Various cropping patterns such as Rabi crops and Kharif crops Various practices of crop production, such as, soil-preparation, irrigation, etc. and animal husbandry Roles of micro-organisms in our life Various synthetic fibres such as artificial silk, nylon, etc Physical and chemical properties of materials Result of application of force on an object such as change in its state of motion or shape Factors affecting friction such as nature of surfaces Pressure exerted by fluids such as water in a bottle, air in an inflated balloon Sources of sound such as stretched strings, membranes, air columns

		<ul style="list-style-type: none"> • Types of movement such as motion of a vehicle on straight road, falling stone, hands of a clock, blades of an electric fan, swing • Behaviour of magnets such as magnets attracting iron, attraction and repulsion between two magnets • Shadow formation of objects of different shapes, sizes and colours • Reflection from surfaces such as water of a pool, mirror • Air and water as a natural resource with focus on components of air, water cycle, loss of water by plants and rain water harvesting • Recycling of waste products, emphasis on recycling of paper and vermi-composting 	<ul style="list-style-type: none"> • soap, etc • Flow of heat such as a metal spoon becomes hot when kept in hot tea • Heating effect of electric current such as electric heater or iron becoming hot after switching on electric current. • Magnetic effects of electric current such as electromagnetic crane, electric bell • Reflection of light from mirrors such as plane mirrors, convex mirrors, concave mirrors • Issues related to Water Management such as treatment of polluted water, arrangement for sewage disposal, sanitation at public places • Forest as a resource, deforestation, soil erosion, various products obtained from forest, forest as a life line for the forest dwelling communities 	<ul style="list-style-type: none"> • Chemical effects of current such as electroplating • Formation of multiple images by mirrors • Ways by which air and water gets polluted, green house effect, ways of purification of water
2	Asks questions leading to investigations	<ul style="list-style-type: none"> • Is chicken curry/honey an animal product? • Are carbohydrates present in plants only? 	<ul style="list-style-type: none"> • Why does pitcher plant feed on insects? • How do animals utilise their food? 	<ul style="list-style-type: none"> • Why is weeding necessary in agricultural farm? • Why is wheat not cultivated during summer?

		<ul style="list-style-type: none"> • Why do living things need food? • What are our clothes made of? • Why are we advised to wear cotton clothes in summer? • How do plants/animals get their food? • How does a torch work? • How is magnet used to find directions? • What will happen if it does not rain or rains heavily? • Can fruit and vegetable peels be reused? 	<ul style="list-style-type: none"> • Do some of our clothes come from animal sources? • What kind of clothes helps us to keep warm? • Why does turmeric stain become red on applying soap? • What gets deposited on a <i>tawa /khurpi</i> if left in a moist state? • How do we know how fast something is moving? • How does a fuse work? • Where and how do you get water for your domestic needs? • What are the products we get from forests? 	<ul style="list-style-type: none"> • How do vegetables and food items get spoiled? • What helps make curd? • Do we use cloth (fabric) for purposes other than making garments to wear? • Why does a burning candle get shorter? • What happens when we push or pull anything? • Why needles are made pointed? • How is sound produced? • Why are ringing bells not made of wood? • What are various activities which make air and water impure?
3	<p>Performs activities</p> <ul style="list-style-type: none"> • Collects information from various learning resources in order to get answers to their questions • Makes hypothesis and plans activities to test the hypothesis • Suggests different ways of doing activities • Selects appropriate materials/tools /instruments 	<ul style="list-style-type: none"> • Finds and lists out various food items, their ingredients and sources such as ingredients of idly are rice, <i>urad dal</i> and water • Performs test for starch, protein and fats in various food items • Identifies materials by doing various activities such as dissolving materials into water, by compressing or scratching materials, by immersing material into water, 	<ul style="list-style-type: none"> • Collects information about plant nutrition from various resources such as newspaper, internet, etc. • Performs iodine test to confirm the presence of starch stored during the process of photosynthesis in leaves of different colours • Collects information on structure of digestive tract via books, posters, news, paper and internet, etc. • Nature of materials in 	<ul style="list-style-type: none"> • Investigates/studies the effect of green manure and fertiliser on plant growth. • Uses ice cream cups instead of earthen pots to germinate seeds • Uses spatula while handling fertiliser • Uses only a little dose of urea at a time • Investigates physical and chemical properties of materials by performing various activities such as beating the material with hammer, burning of metals

	<ul style="list-style-type: none"> • Collects and assembles materials appropriately for performing activities • Improvises materials/tools/instruments as per the need • Follows relevant precautions such as handling objects/chemicals/equipments carefully • Repeats activities to reproduce results 	<p>by looking through materials, by using the available resources</p> <ul style="list-style-type: none"> • Measures lengths using hand span, strings, metre scale, etc • Lights up an electric bulb using electric cell and wires • Using conduction tester, identifies materials as good and bad conductors of electric current • Locates poles of a magnet using iron filings 	<p>surrounding by testing with different indicators such as litmus paper, flower indicators.</p> <ul style="list-style-type: none"> • Studies transfer of heat by conduction, convection and radiation by heating metal strip, heating water and keeping a hand on top of candle flame • Measures time period of a pendulum and speed of a ball • Investigates heating effect of electric current by using some metal wires and battery • Forms images of objects using plane, convex and concave mirrors 	<p>and non-metals in air reactions of metals and non-metals with water, acids, bases and salts.</p> <ul style="list-style-type: none"> • Investigates effect of force on speed and direction of moving object • Performs various activities to study pressure exerted by water on the bottom and walls of the container • Tries out different ways of reducing and increasing friction • Performs activities to establish that a medium is needed for propagation of sound • Makes a conduction tester and uses it to test electrical conductivity of liquids
4	<p>Records, reports and analyses the findings</p> <ul style="list-style-type: none"> • Records findings in different ways, such as table, graph, figure, etc • Organizes scientific findings using appropriate tables, charts, graphs, diagrams and symbols • Identifies relationships in the findings • Applies appropriate 	<ul style="list-style-type: none"> • Records observations of various food items for the presence or absence of carbohydrates, protein and fats. • Draws figures of the collected materials and records their properties in a tabular form. • Draws diagrams of various parts of flower. • Relates the observations with the physical properties of materials and differentiates materials as soluble, insoluble, hard, transparent, translucent, 	<ul style="list-style-type: none"> • Records observations of iodine test with different coloured leaves and variegated leaves for the presence or absence of starch in the tabular form. • Prepares cards/ charts using natural indicators. • Records the observations regarding nature of substances in a tabular form • Makes distance-time graphs • Draws diagram of a simple electric circuit using symbols 	<ul style="list-style-type: none"> • Records names of various tools and their uses in agricultural practices in the tabular form such as plough for tilling and loosening the soil, leveller to level the soil, etc. • Records effect of green manure and urea on plant growth by recording length, number of leaves, etc everyday in seven days • Records observations related to the physical and chemical properties of materials (metals

	mathematical skills to interpret quantitative data	<p>conductor, insulator, etc.</p> <ul style="list-style-type: none"> Counts floral parts Identifies different parts of flowers on the basis of position and structure 	<ul style="list-style-type: none"> Identifies the nature of materials as acidic, basic and neutral by observing different colours with indicators Calculates the time period of simple pendulum Calculates speed of an object 	<p>and non-metals) in a tabular form</p> <ul style="list-style-type: none"> Differentiates between metals and non-metals by observing their physical and chemical properties Records the action of force on the state of motion and shape of objects Measures the angle of incidence and angle of reflection of light Classifies the materials into metals and non-metals on the basis of physical and chemical properties Infers that liquids exert equal pressure at the same depth Draws conclusion that friction depends on the nature of surfaces in contact Infers that sound is produced by vibrating objects Concludes that most liquids that conduct electricity are solutions of acids, bases and salts.
5	Discussion			
5.1	<ul style="list-style-type: none"> Presents logical and explanations and arguments Communicates conclusions clearly 	<ul style="list-style-type: none"> Concludes that most of the flowers have four parts Concludes that rice has carbohydrates in it but ground nut has fat in it 	<ul style="list-style-type: none"> Concludes that starch is synthesised only in the green part of variegated leaves Communicates that starch is synthesised in different 	<ul style="list-style-type: none"> Concludes that urea and green manure enhances growth of plants Concludes that force may change the state of motion of an object or its shape or both

	<ul style="list-style-type: none"> Provides justification in support of evidences 	<ul style="list-style-type: none"> Concludes that hard and lustrous materials are usually metals Concludes that light travels in a straight line 	<ul style="list-style-type: none"> coloured leaves too Infers that material which turns blue litmus red are acidic in nature whereas a material which turns red litmus blue are basic in nature Concludes that warm air rises up Concludes that when electric current passes through a wire, it behaves like a magnet Concludes that white light consists of seven colours 	<ul style="list-style-type: none"> Concludes that metals are usually lustrous, sonorous, malleable, and ductile Generalises that metal oxides are basic in nature whereas non-metals are acidic
5.2	<ul style="list-style-type: none"> Connects scientific concepts to everyday life 	<ul style="list-style-type: none"> Explains that cooking utensils are made up of metals as they are good conductor of heat 	<ul style="list-style-type: none"> Explains that copper vessels are not used to keep acidic materials Explains that convex mirror is used as a side view mirror in vehicles 	<ul style="list-style-type: none"> Explains that metals are used for making aeroplanes, boilers, automobiles, etc. whereas non-metals are used in fertilisers and in water purification, etc. Explains that soles of shoes are grooved for better grip
5.3	<ul style="list-style-type: none"> Makes efforts to acquire further knowledge 	<ul style="list-style-type: none"> Visits a blacksmith, observes and reports how metals are moulded 	<ul style="list-style-type: none"> Visits an electric shop to see various types of fuses and MCB and learns how these work 	<ul style="list-style-type: none"> Visits a commercial electroplating unit to see the process of electroplating Finds out the locations of the deposits of iron, aluminium and zinc in India. Discusses in which form the deposits are found
5.4	<ul style="list-style-type: none"> Displays a sense of interest in science by preparing charts, working models, etc. Participates 	<ul style="list-style-type: none"> Prepares models of pinhole camera, periscope, etc 	<ul style="list-style-type: none"> Prepares models of sun-dial, sand clock, electromagnetic crane, etc 	<ul style="list-style-type: none"> Prepares models of kaleidoscope, solar system, toy telephone, etc Prepares models of fire extinguisher

	enthusiastically in role plays, field trips, science exhibitions, etc.			
5.5	<ul style="list-style-type: none"> • Responds critically to media coverage of issues • Shows innovation and creativity • Shows some problem-solving skills • Engages in sustained discussion on scientific issues 	<ul style="list-style-type: none"> • Initiates and participates in discussion/ role play/ poster presentation on conservation of water • Conducts surveys on waste management. • Discusses issues such as, noise pollution, gender issues • Suggests methods of rain water harvesting • Suggests ways of recycling of paper 	<ul style="list-style-type: none"> • Helps the gardener to find out the nature of the soil and its treatment if required • Discusses judicious use of water • Debates on the effects of cutting down of trees • Discusses the benefits of planting trees and preservation of forests. • Discusses the eco-friendly toilets such as vermi-processing toilet 	<p>Discusses and debates on</p> <ul style="list-style-type: none"> • recycling of paper • different methods of purification of water • hazards of electroplating, noise pollution, disaster management • methods of purification of water • fuel efficiency • harmful effects of agrochemicals in agriculture • precautions to be taken while using LPG • use of fire extinguishers • steps to be taken for conservation of energy • switching off the engine at traffic lights or at a place where one has to wait
6	<p>Demonstrates values imbibed</p> <ul style="list-style-type: none"> • Uses resources/ materials without wasting • Records and reports findings honestly • Takes responsibility and initiative while performing task • Works cooperatively with peers 	<ul style="list-style-type: none"> • Discusses with peers not to waste food • Switches off electrical appliances when not in use, avoids wasting water, chemicals, etc • Attempts to recycle used items • Segregates biodegradable and non-biodegradable wastes • Does not burn waste to avoid air pollution 	<ul style="list-style-type: none"> • Discusses with peers not to pluck flowers, leaves, etc • Uses waste judiciously. • Plants trees • Protects trees • Treats animals with kindness 	<ul style="list-style-type: none"> • Adopts correct practices to save electricity • Avoids creating noise pollution • Walks or uses bicycle for commuting short distances • Washes fruits and vegetables properly before use

	<ul style="list-style-type: none"> • Listens patiently to arguments of others • Advises the ways for conservation of environment so that changes in environmental conditions do not affect the survival of different species 			
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GUIDELINES FOR USERS

- I. The curricular expectations provide learning goals as the child moves from Classes VI to VIII. The content and themes mentioned are perceived as a vehicle to achieve the goals of science curriculum at the upper primary stage.
- II. The pedagogical processes are built along the science content keeping in the mind the cognitive level of a child. It helps in active participation of learner and provides opportunity to construct knowledge utilising multiple resources. The major focus of the process is to create effective learning environment.
- III. The first column in table lists broad learning indicators which reflect the progress of learning. These learning indicators are process-based. These are suggestive and may be adopted or adapted as per the need and context. The examples for learning indicators are given in second, third and fourth columns of the table, for classes VI, VII and VIII respectively.
- IV. Children with special needs require to be taken along with the class and it is desired to design alternate activities keeping in view the learning objectives similar to the others. The teacher should take into account the specific problem of the child and plan alternate strategies for teaching-learning process. A healthy inclusive classroom environment provides equal opportunity to all the students, where those with and those without learning difficulties, can learn together. The measures to be adopted may include:
 - Develop process skills through group activities and use of ICT for simulation, repeated practices and evaluation.
 - Assess learning progress through different modes taking cognizance of the learner's response.
 - Observation of the child's engagement in multiple activities, through varied ways and levels of involvement.
 - Use of embossed diagram in the pedagogical process and learning progress.
 - Use of adapted equipment in observation and exploration (for example: Visual output devices should have aural output and vice-versa)
 - Use of multiple-choice questions to get responses from children who find it difficult to write or explain verbally.

Curricular Expectations and Learning Indicators in Social Sciences at the Upper Primary Stage

Introduction

The Social Sciences have been a part of 'Environmental Studies' before the upper primary stage. Environmental Studies draws the child's attention to the broad span of time, space and life in the society, integrating this with the way in which she/he comes to see and understand the world around her/him. At the upper primary level, we deal with Social Sciences that encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of Geography, History and Social and Political life. Social Sciences help the child to develop social, cultural and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities. This is necessary for understanding the world in which we live.

In an inclusive classroom, strategies have to be planned for teaching-learning according to the need of children as there may be some children with disability in a classroom. Hence, sign language, audio books, tactile maps, etc may be used as learning aids for them.

Curricular Expectations

- At the end of the Upper Primary Stage the child should be able to view contemporary issues from multiple perspectives introducing the child to social and economic problems of society like poverty, illiteracy, child and bonded labour, class, caste, gender, environment, etc.
- Develop a proper perspective related to the environmental issues and development at different levels from local to global.
- Acquire a general idea of development in different periods of History.
- Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation.
- View the perspectives of women as being integral to the discussion of any historical event and contemporary concern.
- Develop the ability to think independently and deal with the social forces that threaten human values, without losing her/his individuality.

The disciplines of Social Sciences have distinct methodologies that often justify the preservation of boundaries. Hence, the discipline-specific curricular expectations, with exemplar pedagogical process and specific learning indicators that may be observable among learners are provided in this document.

SOCIAL AND POLITICAL LIFE

Curricular Expectations

Develop the ability to think independently and deal with the social forces that threaten human values, without losing her/his individuality

- Creates a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity
- Makes learners alert to the social forces that threaten these values
- Produces sensitive, interrogative, deliberative and transformative citizens
- Helps imbibe the ideals of the Indian Constitution

View contemporary issues from multiple perspectives

- Acquires social living skills – exercise self control, social adjustment and social sensitivity, etc.
- Develops desirable attitude towards others (national, racial and gender)
- Grasps the interconnectedness between political, social and economic issues

Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation

- Gains insight into the functioning of Indian democracy; its institutions and processes
- Learns to critically engage herself/himself as an interested citizen of a vibrant and on-going democratic process
- Develops attitudes and skills necessary for effective and responsible democratic citizenship
- Acquires knowledge of different forms of government and the laws and freedoms available to all

Understand the real life functioning of institutions like the family, market and the State

- Grasps the deep inter-connectedness between the political and social aspects of her/his everyday life and its impact in the realm of economic decision-making
- Learns about ways of making a living, inequality in opportunities, market operations, inequity in market, role and functions of the government
- Understands markets and their function to link scattered producers and consumers
- Understands the link between peoples' aspirations/needs and role and functions of government

View the perspectives of women as being integral to the discussion of any historical event and contemporary concern and analyse the everyday experiences in the domain of gender

- Gains an insight into epistemic shift from the patriarchal preconceptions
- Understands the role of gender in creating unequal and hierarchical relations in society
- Recognises the gendered nature of all issues and learns to interrogate gender constructions in different social and economic contexts

Interprets political, social and economic developments from the point of view of the marginalised

- Understands about marginalisation existing in society
- Gains a critical understanding of social and economic injustice
- Analyses situations from the marginalised point of view of the marginalised

GEOGRAPHY

Curricular Expectations

Understands that the earth is the habitat of humankind and other forms of life

- Knows that the earth provides ideal conditions for all forms of life

Acquires knowledge about major realms of the Earth – Lithosphere, Hydrosphere, Atmosphere and Biosphere

- Identifies the major landforms – mountains, plateaus and plains and their effects on human life
- Understands the interdependence of various regions and countries
- Knows her/his own region, state and country in the global context

Acquires basic skills of map reading

- Understands the difference between a sketch and a map
- Knows about the components of a map
- Reads a simple map

Understands the environment and its components – both natural and human-made

- Knows about interdependence of environment's components and their importance in our life
- Appreciates and has sensitivity towards environmental conservation

Acquire knowledge about the resources – their variety, location, distribution, importance and judicious use for sustainable development

- Appreciates the role of human resources
- Develops awareness towards conservation of resources

HISTORY

Curricular Expectations

A general idea of the development in different periods of History

- Political, economic, social and cultural developments in ancient, medieval and modern periods of Indian History
- Identifying similarities and differences in these developments over a period of time
- Understanding how some things change over time and some things remain the same

How historians work?

- *Sources*- Meaning and importance
- Different periods and different kinds of sources
- Interpretation of sources

Understanding what is historical diversity?

- History of different regions, castes, classes, gender, tribal societies, religious groups and ways of life
- Link between the history of different groups and societies

Introduction to timelines and historical maps and their importance

- Locate the developments of one region in relation to what was happening elsewhere

Develop capacity for empathy and imagination

- Concern for justice, equality and preservation of heritage.

Learning Indicators for Social Sciences CLASS VI

Social and Political Life

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Reference to real-life situations to show the diversity that exists amongst people belonging to different regional, cultural and religious backgrounds and how historical factors, cultural influence and geographical reasons lead to diverse ways of living. • Cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. Open-ended discussion on different dimensions of social reality in the class will help in creating increased awareness. • Concepts of discrimination, equality, etc have to be clarified to the students through the lived experiences of individuals (e.g. Dr. B.R Ambedkar) and communities. • Expose learners to the stereotypes existing regarding gender, persons with disability, etc. and how their own feelings and thoughts are quite different. 	<ul style="list-style-type: none"> • Appreciates various forms of diversity in their everyday environment and is aware of its connectedness to inequality. • Develops sensitivity towards pluralism and interdependence. • Empathizes with the stereotype images existing regarding gender, persons with disability/person with disability, marginalised, etc and understands how discrimination denies respect and dignity. • Reacts to situations of any discriminatory activity and does not possess prejudiced feelings. • Expresses divergent views with respect to gender discrimination and positive attitude towards persons with disability, marginalized groups, etc.
<ul style="list-style-type: none"> • Discuss different cases of conflict that occur when people of different cultures, religions, regions do not get along with each other and the role of government in resolving them. • Expose to the key elements which include people's participation, resolution of conflict, equality and justice that influence the working of the democratic government. 	<ul style="list-style-type: none"> • Expresses their views on various issues that arise due to diversity and suggest ways for providing unity and measures the government can take. • Reacts to the unjust practices and discrimination and believes that justice can only be achieved when people are treated equally.
<ul style="list-style-type: none"> • Idea of government is introduced and then elaborated upon through a discussion of the types of government at the local level, as learners are also exposed to the different aspects of their functioning 	<ul style="list-style-type: none"> • Articulates on the working of the government and its various functions in their locality and its links with peoples aspirations/ needs and the role of Gram Sabha in keeping an eye on the elected representatives. • Shows interest in finding the problems faced by people and the

<ul style="list-style-type: none"> Expose learners to the administrative services carried out by the government in rural and urban areas. Provide opportunities for them to trace out the public services and facilities provided by various departments of the government. 	<p>administration with regard to the services and facilities. Puts forth creative and feasible suggestions for bringing about improvements in their functioning.</p>
<ul style="list-style-type: none"> Providing opportunities for sharing own experiences, listening to peers, adults, etc, and collecting information on differences in the living and working conditions of the rural and urban labour. Creating environment for group discussion on the working conditions in the urban and rural context and articulate on why it is so, Why majority of the country's farmers are poor? 	<ul style="list-style-type: none"> Shows understanding of different ways of living, work and activities involved and is able to locate these within her/his own experiences. Articulates on differences in the living and working conditions of the rural and urban labour.

Geography

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> Providing opportunities to observe natural and human phenomenon in the environment. Motivating her/him to ask questions as these reflect on her/his interest and curiosity about the related topic. Explaining to her/him various concepts with activities. Providing opportunities for sharing and expressing the observations made by her/him. Appreciating the observations presented by her/him in various ways. Opportunities for reflecting on work done by self, peer group 	<ul style="list-style-type: none"> Takes interest in exploring her/his surroundings, and observes the details. Knows that the earth is one of the planets in the solar system and that life is possible on earth due to the presence of air and water. Knows about the influence of land, climate, vegetation and wildlife on human life. Develops sensitivity towards the protection of the environment, e.g. conserving natural vegetation and wildlife.
<ul style="list-style-type: none"> Explaining the difference between sketch and map. Encouraging her/him to make a sketch of her/his route from home to school. A visually impaired child may narrate the route instead of drawing. Appreciating her/hi efforts of presenting information. Explaining about components of maps namely distance, direction and symbols. 	<ul style="list-style-type: none"> Identifies directions with the sun as a reference point. Prepares a simple sketch. Differentiates between a map and a sketch. Identifies political and physical map of India. Identifies places, symbols on maps.

<ul style="list-style-type: none"> • Explaining about broad physiographic divisions of India. • Motivating her/him to observe her/his surroundings. • Encouraging her/him to identify the physiographic and some physical features in her/his surroundings. • Motivating her/him to ask questions to satisfy her/his queries. 	<ul style="list-style-type: none"> • Identifies broad physiographic divisions of India. • Knows about broad categories and some physical features of her/his surroundings. • Compares life in one's own surrounding with life of other environmental settings.
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History

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Familiarising the learner with the major developments and significance of geographical terms used during the time frame to be studied. • Introducing the specificities of the discipline, e.g. what are sources, and how different kinds of sources can be used to address different kinds of questions. 	<ul style="list-style-type: none"> • Awareness of significant political, economic, social and cultural developments and the significance of geographical terms used in Indian history from the earliest times. When introduced to the specific nature of the discipline, the learner understands that history is a record of past events and activities written by historians. It tries to explain what is meant by a source and its importance and shows an understanding of different kinds of sources.
<ul style="list-style-type: none"> • Familiarising learners with hunting and gathering as a way of life and its implications. Introduce them to stone tools and their use. 	<ul style="list-style-type: none"> • Appreciates the skills and knowledge of hunter-gatherers. She/he identifies stone artefacts as archaeological evidence and also asks questions during discussions. This shows her/his active engagement.
<ul style="list-style-type: none"> • Introducing them to the diversity of early domestication and discuss with them archaeological evidence for crops, animals, houses, tools, pottery, burials, etc. 	<ul style="list-style-type: none"> • Attempts to relate the lives of the farmers and herders with the lives of hunter-gatherers and making an effort to find out the differences and similarities between these.
<ul style="list-style-type: none"> • Discussing in details the settlement pattern of the Harappan civilisation, its unique architectural features, craft production and familiarising them with the meaning of urbanism. 	<ul style="list-style-type: none"> • Appreciates the distinctive life in cities. She/he is trying to figure out the archaeological evidence of urban centres. The learner is attempting to find out the differences/similarities between her/his own life and surroundings with the one discussed in the chapter.
<ul style="list-style-type: none"> • Motivating children to focus their attention to the different developments that were taking place in different parts of the sub- 	<ul style="list-style-type: none"> • Tries to interconnect different developments rather than see these in isolation. The learner is trying to comprehend passages from primary

<p>continent simultaneously. With the help of an excerpt given in the textbook explain to them how to analyse a text.</p>	<p>sources as given in the textbook. She/he is making an effort to summarise the main points of a given passage and appreciating its basic thrust.</p>
<ul style="list-style-type: none"> • Introducing the concept of the state, its varieties and the concept of empire with appropriate examples. You can have role play activities on -how some men became rulers, dialogue between Vassakara and Buddha, , etc. You can also discuss how present day elections are different from the ways in which rulers were chosen in janapadas. Acquaint them with the importance of inscriptions as a source. 	<ul style="list-style-type: none"> • Tries to understand the working of different administrative units. She/he very enthusiastically takes part in various role play activities. While discussing elections she/he very keenly puts forth her/his points to present the similarity and differences between present and janapada elections. She/he critically reads the excerpt from an inscription and tries to narrate things mentioned there and also attempts to articulate on the reasons behind the writing of certain things.
<ul style="list-style-type: none"> • Outlining the basic tenets of different systems of thought, and the context in which they developed and flourished. Opportunity to work on a comparative study of different systems of thought is given. 	<ul style="list-style-type: none"> • Understands the main ideas of different systems of thought. For example to show a comparative picture of different thoughts she/he decides to prepare a comparative chart and also tries to relate India's past with contemporary developments in other parts of the world.
<ul style="list-style-type: none"> • Demonstrating the variety of early urban centres- coastal towns, capitals, religious centres by discussing at least one example of each urban centre and learners may also be asked to look for some more such present day urban centres. Learners are encouraged to look at coins, sculptures as well as textual sources critically and gauge things to understand the social and economic histories. 	<ul style="list-style-type: none"> • Often attempts to find out the differences/similarities between present days urban centres with the one discussed in the chapter. Learner shows interest in analysing different kinds of sources and many times she/he relates this with those things that are available in her/his surroundings.
<ul style="list-style-type: none"> • Discussing different contexts of contact between distant lands, and the motivating forces (including conquest) and examine the implications of journeys within the subcontinent. 	<ul style="list-style-type: none"> • Takes interest in the discussion and often attempts to look critically at present day contacts between different nations and within nations and the motivating forces behind such contacts.
<ul style="list-style-type: none"> • Introducing the idea that strategies of expansion, and their logic, differ and explain the development of different administrative systems. After familiarising learners with <i>prashasti</i> motivate them to write a <i>prashasti</i>. 	<ul style="list-style-type: none"> • The learner appreciates the diversity of historical experiences. She/he is taking lots of interest in writing <i>prashasti</i>.

Learning Indicators for Social Science CLASS VII

Social and Political Life

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Provide case studies, real life experiences to show different ways of inequality that exists in the society. Allow the learner to find more about such experiences from different parts of the world and discuss them in groups. • Introduce the learner to certain core concepts, such as equality, dignity, rule of law, etc. that influence Democracy as a political system. • Discussions on India's own experiences over time, and the solutions advocated by national governments, as well as the problems they have encountered give learners a firm sense of locality, region and nation in an interconnected and complex manner. • Debates on the intentions of government/political parties that have stimulated policy, the ideals and compulsions that have guided them, provide scope for enhancing critical thinking abilities and argumentation skills. 	<ul style="list-style-type: none"> • Learner is aware of the different aspects of diversity and how it is connected to the inequality. • While analysing the real life situations the learner makes inferences of the inequalities that continue to be practised by various communities in spite of the provisions for equality in the constitution. • Learner articulates the main ideas and concepts in their own words and tries to apply these in different contexts. • Draws upon the main ideas in the text by comparing and contrasting concrete situations. • The learner infers and extrapolates from situations given and poses questions on contemporary issues. • Responds to any situation of discrimination and inequality with regard to caste, religion and gender. • Demonstrates sense of a just society and strives for it.
<ul style="list-style-type: none"> • Provide opportunities to the learners find out from newspapers, articles, etc. on the people's movements around various social and economic issues and how it has resulted in the government's passing of new laws and programmes. • Expose learners to various situations and case studies for understanding the concept of equality, its importance in democracy and how far equality exists in democratic India. Let them imagine themselves to be facing such situations of inequality and write on how they would have done/reacted. • Learners are given opportunity to debate on the various acts, laws, 	<ul style="list-style-type: none"> • Learner shows understanding of equality and democracy as a dynamic concept and reflects on the people's movements around social and economic issues. • Understands that conditions and opportunities for making a living are not equally available to all. • Believes in equality of opportunity for all people. • Appreciates the work done by one-self and others and reflects on them. • Recognises and does activities assuming responsibility to contribute towards solution on social, economic and political problems or issues. • Shows empathy towards the people who are not provided with equal

<p>etc. enacted by the government to provide equality to the citizens and live with dignity, e.g. the Disabilities Act of 1995. Let the learners discuss on why this is essential and how far it is being implemented and successful in allowing persons with disability to live safely and with dignity. Give them opportunities to talk to these individual and find out their views in this regard.</p>	<p>opportunities and thinks for viable solution to lead a life with equal rights and dignity for all.</p>
<ul style="list-style-type: none"> • Expose learners to a wide range of institutions- the government, the bureaucracy and civil society organizations like the Media so that she/he can develop a broad understanding of the relationship between the State and Citizens. • Ask learners to prepare a newspaper in the class where groups of students will act as editors, reporters, etc. 	<ul style="list-style-type: none"> • Demonstrates through writings how media can facilitate interaction between the government and citizens. • Gains a critical sense of the impact of media on people's lives and choices. • Appreciates the significance of people's movements in gaining this right.
<ul style="list-style-type: none"> • Narrating case studies, experiences, etc provide scope for understanding that gender is a social construct and not determined by biological difference. • Provide opportunities to interrogate gender constructions in different social and economic contexts and critically think about the gendered nature of all issues raised. 	<ul style="list-style-type: none"> • Analyses of everyday experiences in the domain of gender enable the learner to understand how these are related to the creation of differences that are discriminatory in nature. • Learner argues for providing equal opportunities to all irrespective of gender and articulates on how lack of facilities like sanitation, transport, water, etc. impact women and girls more acutely. • Expresses concern for gender related issues and reacts against unequal treatment. • Links the concepts learned with everyday practices and questions the practices in case of existence of inequality.
<ul style="list-style-type: none"> • Discuss various types of markets and how people access these. Visit different types of markets in the area and talk to the sellers and buyers to examine the workings of an actual market. 	<ul style="list-style-type: none"> • Understands markets and their relation to everyday life, how it functions as a link between scattered producers and consumers. • Gains a sense of inequity in market operations.

Geography

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Providing opportunities to sensitise them about the environment, encouraging them to observe the surroundings. • Motivating them to observe characteristics of different environments. • Encouraging them to care for their immediate environment. 	<ul style="list-style-type: none"> • Understands the inter relationship between natural environment and human habitation. Correlates the knowledge with daily life experiences with reasoning. • Compares one's own surroundings with other environmental settings. • Appreciates the cultural differences existing in the world. • Knows about four realms of the earth and their relevance. • Appreciates the cultural differences existing in the world which is an outcome of interaction, between human beings and their environment. • Reflects environmental concern in her/his behaviour, e.g. switching off the lights before leaving a room, closing the tap properly, reusing/recycling paper, etc.

History

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Familiarise the students with the changing names of the land and discuss broad historical trends. Give examples of the kinds of sources e.g. buildings, chronicles, paintings, coins, inscriptions, documents, music, literature, that historians use for studying the period. 	<ul style="list-style-type: none"> • Shows understanding of different names used for the sub continent. The learner comprehends passages from primary sources as given in the textbook. Tries to summarise the main points of a given passage and appreciates its basic thrust. The learner attempts to interpret visual material and often tries to find out the differences/similarities between her own life and surroundings with the one depicted in the visual.
<ul style="list-style-type: none"> • Trace the patterns of political developments and military conquests and develop an understanding of the connections between political and economic processes through the exploration of one specific example. 	<ul style="list-style-type: none"> • Shows awareness of significant political, economic, social and cultural developments and also tries to relate India's past with contemporary developments in other parts of the world.
<ul style="list-style-type: none"> • Familiarise learners with the development of political institutions, and 	<ul style="list-style-type: none"> • Shows awareness of major developments and takes interest in

relationships amongst rulers as well as with strategies of military control and resource mobilisation. The learners can be asked to look for any building built by Delhi Sultans in their area and can be motivated to describe these buildings with sketches.	exploring her/his area, preparing a write up and drawing a sketch of the building.
<ul style="list-style-type: none"> Trace the political history of the 16th and 17th centuries and discuss the impact of an imperial administration at the local and regional levels. Motivate students to look at textual sources critically. 	<ul style="list-style-type: none"> Shows understanding of the political history of the period. She/he takes interest in reading textual sources and shares her/his observations with her/his peer group.
<ul style="list-style-type: none"> Discuss the varieties of monumental architecture, range of materials, skills and styles used and resources required for building works. Students can be asked to prepare a collage and monuments showing different architectural styles. 	<ul style="list-style-type: none"> Appreciates the varieties of monumental architecture in different parts of the country and prepares a picture album showing varieties of monumental architecture with a brief description of each.
<ul style="list-style-type: none"> Discuss the varieties of urban centres, trace the origins and histories of towns, and demonstrate the differences between founded towns and those that grow as a result of trade. Traveller's accounts, contemporary maps and official documents are used to give learners an idea of the information they contain. 	<ul style="list-style-type: none"> Attempts to find out the differences/similarities between present day urban centres with the one discussed in the chapter. The learner keenly observes different sources.
<ul style="list-style-type: none"> A discussion on tribes, nomads and itinerant groups can be initiated with a focus on the changes in the caste structure. 	<ul style="list-style-type: none"> Understands that the history of one region or community cannot be presented as the history of the country and appreciates that different regions, people and communities had contributed towards the making of the history of humankind.
<ul style="list-style-type: none"> Indicate the major religious ideas and practices that began during this period. Encourage learners to find out any dargah, gurudwara or temple associated with saints of the bhakti tradition in their neighbourhood. 	<ul style="list-style-type: none"> Shows an understanding of major belief systems and takes interest in exploring her surroundings.
<ul style="list-style-type: none"> Give the learner an opportunity to work on different developments (regional languages, literatures, painting and music) in groups as project work is given. 	<ul style="list-style-type: none"> Takes interest in group work and during group activity, she/he takes responsibility for her/his group. A plan work for her/his and other group members, take turn to coordinate and share in the group, listens to others, negotiates differences, makes rules for better functioning of the group and also takes decisions/initiatives collectively.

- Familiarise them with the developments of the independent and autonomous States in the subcontinent and motivate them to collect popular tales about the rulers of any of these States.

- Likes to explore her surroundings and takes initiative in talking to elders and consulting the library to collect popular tales.

Learning Indicators for Social Science CLASS VIII

Social and Political Life

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Using story boards, case studies, etc. to show how the constitutional values and visions are connected to the reality of contemporary India and to look at the constitution as an inspiring and evolving document. • Leads a discussion on the evolution of Indian Constitution, provisions of the Constitution relating to fundamental rights. 	<ul style="list-style-type: none"> • Demonstrates understanding of the constitutive principles and attempts to make connections of the values imbibed in the constitution to the reality. • Develops awareness of the influence of anti-colonial struggle on Indian democracy and its dynamic nature of evolving. • Attempts to connect constitutional values and vision to the reality. • Understands Constitution as a visionary document and finds out ways to use it to address issues of injustice and oppression. • Expresses respect, values for and defends basic human rights and privileges ensured by the constitution • Takes into consideration the welfare of all, whenever she/he is given opportunity to make choices; decides and accepts the opinion of majority
<ul style="list-style-type: none"> • Discuss on various types of domination within a religion or between religions and let the students using examples narrate how secularism can promote freedom and equality between and within religions. • Let the students conduct debate on issues of religious practices that might lead to discrimination and domination. Let them discuss on how the state can intervene in such matters and whether it has to intervene. 	<ul style="list-style-type: none"> • Expresses views in favour of protecting religious freedom of individuals. • Analyses the religious practices without any prejudice and puts forth arguments for or against abolition of these practices. • Suggests ways of intervention that can be undertaken by the State with due regard to religious beliefs and not hurting anyone, thereby promoting secularism.

<ul style="list-style-type: none"> • Discuss the functioning of parliamentary government and the roles and responsibilities of the various individuals involved in it. Take any law newly constituted and assign students the task to identify how it was enacted, the steps involved in passing a new law and the peoples struggle in formulating the law. • Let them trace out the laws that have been unpopular and find out why it is so and conduct a debate on these laws based on the fundamental rights. 	<ul style="list-style-type: none"> • Understands the political process and importance of democratic process of participation. • Argues for laws even if it is unpopular, keeping in view the fundamental rights.
<ul style="list-style-type: none"> • Reference to day-to-day issues, e.g. the problem of getting water, can be discussed to make them aware of issues related to human dignity and rights. 	<ul style="list-style-type: none"> • Takes interest in exploring her/his surroundings, issues and observes the details. She/he is aware of the basic human needs and expresses concern for making essentials of life available to all. • Engages analytically on local issues and feels connected to people's struggles for justice, equality and dignity.
<ul style="list-style-type: none"> • Elucidate any case, present the structure and process followed by the judiciary. • Trace the case from filing of FIR, movement from lower to higher courts, rationale of the judicial process, difference between civil and criminal cases, etc. 	<ul style="list-style-type: none"> • Understands the main elements of our judicial structure and appreciates the need for the processes followed. • Understands what an FIR is and how to file one.
<ul style="list-style-type: none"> • Engage learners in group discussions on the issues of social justice- untouchability and reservations. • Engage learners in activities for understanding the effect of social inequalities on economic inequalities. 	<ul style="list-style-type: none"> • Understands what is meant by marginalised and expresses critical understanding of social and economic injustices by arguing from the marginalised point of view. • Articulates effectively an argument from the marginalised point of view.
<ul style="list-style-type: none"> • Discuss about various ways by which the government is engaged in developmental activities, especially in infrastructure and social sectors. • Ask students to make a project on the need of the government in their local area, how is the provision done and how does it impact upon people. Encourage learners to trace out the areas which require government intervention from one's own experiences and discussions with peer. • Case studies, newspaper clippings, etc. on natural disasters are provided and opportunities for project work related to these are 	<ul style="list-style-type: none"> • Shows interest in doing the project and takes care of the time target and the other requisites. • Provides logical and systematic information of the local necessities and how the government provides these facilities. • Imagines the life of families after the occurrence of natural disasters, empathises and reacts to the issues it throws up. • Traces out the ways in which government helps in addressing the concerns related to fundamental rights. • Communicates her/his arguments effectively to reason out how government tries to ensure that the unfair practices are kept at minimum.

<p>given to learners.</p>	<ul style="list-style-type: none"> • Articulates on the working of the government and its various functions in their locality and its links with peoples aspirations/needs.
<ul style="list-style-type: none"> • The learners are introduced to social and economic problems of society like poverty, illiteracy, child and bonded labour, class, caste, gender, environment through case studies, story boards, discussions, newspaper clipping, , etc. • Have brain storming sessions to solve problems such that each perspective contributes to shared understanding for all learners • Discussions on comparisons between India’s experiences and global experiences are encouraged with the focus of comparison on social, cultural and political issues • Encourage discussions on India ’s interactions with the world. 	<ul style="list-style-type: none"> • Shows desirable attitudes towards others, national, racial, gender groups. • Expresses ability to read variety of materials purposefully, synthesise information and make inferences. • Discusses debates in groups expresses social adjustment, social sensitivity and expresses self-control.

Geography

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Introducing the meaning of resources by giving examples from their surroundings. • Providing an opportunity to relate the content knowledge with everyday life experiences. • Sensitising them about the gender equality. • Appreciating every human being as a resource, e.g. explaining to them about contribution of every human being as a potential resource of the society. 	<ul style="list-style-type: none"> • Learns about the meaning of resources their variety, location and distribution. • Appreciates the importance of resources in our life. She/he is able to relate it with her/his surroundings. • Develops awareness towards resource conservation and takes initiative towards conservation process. • Appreciates the gender equality and respect for human dignity.

History

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> • Delineate major developments within the time frame and introduce the learner with the changing nomenclature of the subcontinent and regions. • Introduce the learner to the sources of this period. 	<ul style="list-style-type: none"> • Shows awareness of significant political, economic, social and cultural developments. She/he shows familiarity with the new geographical categories and also understands that the sources of study for this period are different from those of earlier periods.
<ul style="list-style-type: none"> • Unravel the story of a trading company becoming a political power and show how the consolidation of British power was linked to the formation of colonial armies and administrative structures. A role play can be conducted on this. 	<ul style="list-style-type: none"> • During role plays presents her/his case keeping in mind the context of the period being taken.
<ul style="list-style-type: none"> • Provide a broad view of changes within rural society through a focus on two contrasting regions. Show the continuities and changes with earlier societies. Discuss how growth of new crops disrupted the rhythms of peasant life and led to revolts. 	<ul style="list-style-type: none"> • Identifies the change over a period of time. For example, the learner is able to understand that with the spread of the railways and printing, life of people has changed and people have come closer and interaction has become easy. She/he appreciates that technologies, economic and social structures, political systems and cultures-all these change with the passage of time.
<ul style="list-style-type: none"> • Opportunity to discuss and debate different forms of tribal societies is provided. 	<ul style="list-style-type: none"> • Appreciates the diversity of historical experiences.
<ul style="list-style-type: none"> • Familiarise students with the processes of de-industrialisation and industrialisation. Give an idea of the technologies of weaving and the lives of weavers. 	<ul style="list-style-type: none"> • Shows concern for weavers and understands their role in the making of history and society. She/he observes her/his surroundings and tries to see the change and continuity in the situation of present day weavers.
<ul style="list-style-type: none"> • With the help of a map show where and how revolts originated and spread. Thereafter, a discussion on changes in colonial rule after 1857 can be initiated. 	<ul style="list-style-type: none"> • Takes interest in making use of maps wherever possible. While locating a place she/he often looks at historical maps and present day maps simultaneously. This helps her/his in knowing the present day names of those places and also relating those places with present day places and states.
<ul style="list-style-type: none"> • Discuss the new education system – schools, syllabi, colleges, 	<ul style="list-style-type: none"> • Shows understanding of how the educational system that is seen as

universities, technical training and provide opportunity to debate the change in the indigenous system.	universal and normal today has a history. During debate she/he communicates her/his arguments effectively.
<ul style="list-style-type: none"> • Discuss why so many reformers focused on the women's question, and how they visualised a change in women's conditions. • Outline the history of new laws that affect women's lives. Debates can also be organised on many topics like sati, widow remarriage, child marriage and age of consent for marriage. 	<ul style="list-style-type: none"> • Shows concern for gender and understands women's role in the making of history and society. She/he observes her/his surroundings and tries to see the change and continuity in the condition of women.
<ul style="list-style-type: none"> • Familiarise students with the biographies and writings of individuals who sought to criticise and reform the caste system. Discuss why the question of caste was central to most projects of social reform. Motivate learners to read one such autobiography or biography to have a better understanding of the working of reformers on this issue. 	<ul style="list-style-type: none"> • Develops familiarity with autobiographies, biographies, other writings and readings of some of the same. Discussions and debates in a class help the learner in appreciating the constitutional values especially those of social justice and equality.
<ul style="list-style-type: none"> • Outline the nature of urban development in the 19th and 20th centuries. Introduce students to the history of urban spaces through photographs. • Show how new forms of towns emerged in the colonial period. 	<ul style="list-style-type: none"> • Attempts to interpret visual material and often tries to find out the differences/similarities between her/his own life and surroundings with the one depicted in the visual.
<ul style="list-style-type: none"> • Creating environment for group discussion on the major development in the sphere of arts and articulate on why did the British history paintings in India reflect the attitudes of imperial conqueror, why some artists wanted to develop a national style of art and why did some artists produce cheap popular prints? What influence would such prints have had on the minds of the people who looked at them? 	<ul style="list-style-type: none"> • Articulates differences in the approach of British and Indian artists. She/he is enthusiastically takes part in the discussion.
<ul style="list-style-type: none"> • Outline the major developments within the national movement and focus on a detailed study of one major event. Opportunity to work on more such case studies is given. Show how contemporary writings and documents can be used to reconstruct the histories of political movements. 	<ul style="list-style-type: none"> • Shows awareness of major developments and also takes interest in preparing case studies. These help her/his in finding out diversity in historical experiences and understands the underlying unity in many such cases. She/he appreciates that different people in different parts of the country were working for the same cause in their own way.

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| <ul style="list-style-type: none"> Debates on the successes and failures of the Indian democracy in the last fifty years, provide scope for enhancing critical thinking abilities and argumentation skills. Illustrate how newspapers and recent writings can be used to understand contemporary history. | <ul style="list-style-type: none"> Present her/his point of view clearly and shows self control during a debate. With the help of newspaper clippings on recent struggle for formation of a new State on linguistic ground, she/he tries to understand the period being discussed in the chapter. |
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GUIDELINES FOR USERS (SOCIAL SCIENCES)

Curricular expectations or learning outcomes, pedagogical process along with learning indicators for upper primary stage (Classes VI to VIII) have been developed to facilitate teachers/other stakeholders with the understanding to undertake this exercise holistically. Some general guidelines for users are as under:

- The curricular expectations of the disciplines of Social Sciences have been presented in the first section. These have been identified keeping in view the objectives of teaching-learning of social sciences, derived from the syllabus prepared following the recommendations of National Curriculum Framework -2005(NCF-2005). The Social Sciences as a part of the EVS from Classes III-V, attempts to draw the child's attention to the broad span of time, space and the life in society, integrating this with the way in which she/he understands the world around her/him in a holistic way, rather than compartmentalised into natural and social environment. In Classes VI-VIII, this process continues, but with a greater attention to specific themes and with an eye to the disciplines through which Social Sciences perspectives have evolved.
- The pedagogical processes that have to be undertaken to achieve these learning outcomes have been discussed in the first column of the table. As Social Sciences learning is process-oriented, its content has to be derived from child's real life experiences, as per the need and context. The column discusses and suggests this aspect at length along with examples.
- The second column shows the learning indicators that will be reflected during the teaching-learning process. A conscious attempt has been made not to provide these indicators in the form of rubric or outcome based assessment standards. The reason being, this will lead to excessive focus on testing of the end product without taking into consideration the various other competencies, skills and aptitudes the learners possess, which can be assessed during the child's process of learning.
- The indicators of learning provide signals of progress towards the extent of achievement of learning outcomes and provide a comprehensive picture of the child's learning. These will guide the teacher for timely intervention, change of transactional strategies, if required, and offer targets of improvement. The indicators provided should be regarded as being suggestive and not exhaustive. The

pedagogical processes that may be undertaken to see the progress of learning is exemplar. Teachers with their professional expertise and knowledge of class dynamics may think of various other activities through which these indicators might be expressed.

- Attempts have been made to present the learning indicators in logical sequence. For example in ‘analysing learning process’, if children are making an attempt, this will be in hierarchy (simple to complex) of its complexity.
- At the end, the learning outcome of the learners after the completion of Class VIII for the disciplines of Social Sciences have been provided.
- These pedagogical processes and learning indicators would help to implement CCE more effectively, as it will enable the teacher and other adults in assessing the learners continuously in a comprehensive manner.
- It is also suggested that the assessment procedures for children with special needs may include more objective items, short quizzes, provision of extra time, special aids, simplifying and making the child to comprehend instructions, alternative measures like audio-recording of answers, taking help of experts in respective disabilities and of parents while assessing them.

Curricular Expectations and Learning Expectations in Arts at Upper Primary Stage

Introduction

At the Upper Primary Level the young children require adequate exposure, space for free expression, appreciation and training on mediums and techniques wherever required in the arts. This will enable to carry the art traditions further on one hand and to develop as a creative individual on the other. This is the basic objective of Arts Education till the Elementary level. After the child completes his/her elementary education, she/he will have a clear understanding of different visual and performing art forms. She/he has been provided with a learning environment in eight years of schooling (classes I-VIII) where she/he has been engaged in a lot of activities in and outside school. The child during this period is exposed to works of different artists, performances of musicians, dancers, actors/actresses etc and participates in varied activities of different art forms. Arts education being a curricular area has been infused across the subjects while giving activity based experimental learning opportunities to the children in primary classes. Art Education has been integrated in learning indicators for classes III and V in all the subjects.

As recommended in NCF 2005, Arts Education in the Upper Primary classes is a curricular area which needs to be evaluated and for that every school should have resources available for appropriate learning environment and for the effective implementation of arts education; this includes qualified teachers, raw materials, reference materials, space/art room and adequate time in the school time-table. The arts education comprises of visual and performing arts including heritage crafts. Schools should assure that every student at this level is given an equal opportunity to participate, experience and express in art activities. The learning environment should be such that it gives the learner adequate exposure of all art forms, including local/ regional cultural traditions so that children understand and appreciate them.

Arts Education curriculum at upper primary stage, emphasises on the use of learner's own imagination, development of his/her own concepts and expression of his/her observation and exploration.

The **objectives** of learning in arts education at this stage are to:

- Familiarise students with basics of visual and performing arts, including different techniques, mediums and its application
- Encourage students for free expression and creativity
- Work together on small and large projects
- Develop an insight towards aesthetic sensibility and appreciation
- Make children understand cultural diversity by recognising different traditional art forms prevalent in the country

1. Understand basics of different art forms

The learner has the previous knowledge/learning experience of different art processes. In the Upper Primary Classes, the learner gets familiar with the basic methods and techniques of various art forms so that at the end of Class VIII, she/he identifies and learns different art forms.

Visual arts and crafts

Learning Outcomes:

- Elements of art and design; Line, colour, form, texture, space, tone, harmony, balance and rhythm
- Techniques of painting, sculpture and other three dimensional art forms

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • An inclusive environment has been provided to the learner which exposes her/him to works by different artists and styles, makes her/him explore arts and traditional crafts in her/him own surroundings and experiment with different types of tools, techniques, mediums and express on subjects related to objects, people, traditions, environment and from her/ his own experiences. • Learners have been taken out of the classroom for sketching, nature study, observation and object drawing. • The art teacher occasionally shows CD/ slides/ plates of Indian 	<ul style="list-style-type: none"> • Through her/his visual perception, she/he differentiates between different lines by drawing again and again to correct them for a desired form/object. • A visually challenged child can differentiate between the already made 3-dimensional (3-D) objects and attempts to make the models. • She/he knows the basic geometrical shapes in mathematics and now utilises that experience to draw and make compositions and patterns from shapes. • Learner enjoys doing 3-dimensional activities and make small objects with paper folding 	<ul style="list-style-type: none"> • She/he enquires/ expresses about the scientific theory of colour and its difference from the artists' understanding and use of colours, hues, tones and pigments. • She/he participates in different individual or group art activities on current social and environmental issues at different levels. • She/he shares her/his ideas with her/his peer and expresses them. • Learner responds enthusiastically when the teacher initiates the topic for discussions before starting the exercise. 	<ul style="list-style-type: none"> • She/he engages in experimenting with water and poster colours and crayons, clay/ plaster of paris/ straw/ paper or any other material easily available. She/he has gathered the prints of paintings/ sculptures by master artists and appreciates the bright colours used by contemporary artists. She/he appreciates the work of self and others. • She/he enjoys drawing and sketching outdoors from real life objects, buildings and figures more than memory drawings. • She/he can easily co-relate with the techniques of works of artists. • Helping attitude specially towards the elderly and differently abled

<p>art and architecture of the past as well as of contemporary artists.</p> <ul style="list-style-type: none"> • Learning takes place individually and in groups where children work together – this gives them opportunities to listen, co-operate and help each other, specially the children with special needs in facilitating different activities. This enhances their inter-personal and social skills. • Alternate activities have been designed for children with special needs, such as for children with low vision or no vision, more activities in three- dimensional work such as clay modelling, collage, wood craft or embroidery have been devised. Qualities of colour have been explained vividly and verbally so that low vision children can understand the contrast of colours and can use limited colours in their work rather than making shades. 	<p>and cutting.</p> <ul style="list-style-type: none"> • Learner is curious to watch films related with art making and slides of works by master artists and art and architecture from the past. 	<ul style="list-style-type: none"> • Learner now can make complex geometrical shapes like a hexagon, octagon, asymmetrical triangles etc. and make compositions and designs by using these shapes. 	<p>has become evident after working in inclusive groups.</p>
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Performing Arts

Music

Learning Outcomes:

- Exposure to many types of Music – classical, semi classical, regional
- Singing and Playing musical instruments in tune and rhythm
- Identifying the diverse type of Music prevalent in the country
- Recognising different time measures /chhand /taal

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Providing opportunity to sing and play all types of songs (National song, film songs, regional songs in different languages, etc.) • The scale selected for singing songs is very important for tuneful rendition. Different scales in both vocal and instrumental have to be selected for a variety of songs. Providing support in the selection of the base note – (identifying the scale suited to the individual’s voice and instrument playing) • <i>{There are various types of songs which are sung on different occasions by people of different regions in our country. The scale is selected according to the range of notes used in the composition,</i> 	<ul style="list-style-type: none"> • Learns varied types of songs and also enjoys singing • Shows interest to listen to songs in different languages • Tries to pronounce words correctly while learning songs in different languages • Claps or taps according to the rhythm and enjoys the rhythm varied types of rhythm • Tries to play Musical instruments • Memorises sargams • Enjoys working in a group • Tries to seek individual attention • Has a knowledge base from the community/ family. 	<ul style="list-style-type: none"> • Learns varied types of songs and also enjoys singing • Shows interest to learn songs in different languages • Tries to pronounce words correctly while learning songs in different languages • Enquires about the word meaning and theme • Memorises and creates <i>sargams</i> • Claps or taps according to the rhythm and enjoys the rhythm varied types of rhythm • Counts the <i>matras</i> of the <i>tala</i> • Tries to understand and bring emotion in the song • Tries to play musical instruments along with the song • Coordinates Singing and playing of musical instruments. • Creates a lot of actions according to the words of the song 	<ul style="list-style-type: none"> • Learns varied types of songs and also enjoys singing • Memorises sargams and raga based small compositions • Shows interest to learn songs in different languages • Tries to understand the expression in the song • Decides the scale according to the range of the piece • Tries to pronounce words correctly while learning songs in different languages • Synchronises the voice naturally to the musical instrument used for accompaniment • The theme of songs is understood along with tune and rhythm which helps in the ‘rasa bodh’ or emotional manifestation • Tries to imbibe the subtle intonations

<p><i>emotion in the context etc. E.g a prayer song or sargam (classical)/notation needs to be rendered in a lower scale and a festival song will be treated differently}</i></p> <ul style="list-style-type: none"> • The visually impaired sometimes have very sharp music sense, they could be asked to lead in small groups. • There should be a lot of emphasis on words and the word meaning should also be discussed in the class. • Any song should be written for the hearing impaired to help the child in understanding and appreciating context and nature of Music. • Actions by the teacher and the body language/ facial expressions help in understanding and appreciating the nature and context of Music. • While playing instruments, they can also be modified for the physically challenged children specially for those who have eye-hand co-ordination problems. They can be encouraged to play musical instruments. 		<ul style="list-style-type: none"> • Enjoys working in a group • Tries to seek individual attention • Has a knowledge base from the community/ family • Tries to sing in different registers • Initiates others to perform better • In spite of physical disability responds to Music • In spite of speech impairment, enjoys and expresses through body language • Connects to themes of songs to curricular areas like language or social sciences 	<ul style="list-style-type: none"> • Claps/ pats spontaneously for rhythm • Follows different time measures in rhythm and Counts the matras of the tala • Understands the rhythm structure immediately on listening to the music • Small sargams are sung and learnt • The different frequencies of natural notes are well comprehended • The voice is capacitated to attain different registers/ saptak and the instrument is also played with dexterity accordingly • Performance level in group activity and individual performance • General awareness in the subject • Participation in groups and action oriented songs/ choir groups for all children (specially of children having communication/ speech difficulties.) • Connects to themes of songs to curricular areas like language or social sciences • In spite of physical disability responds to Music • In spite of speech impairment enjoys, expresses through body language
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<ul style="list-style-type: none"> • Learning and practicing the seven natural notes to recognise the exact placement of the basic notes on a scale which has 22 <i>shrutis</i>. • (<i>identifiable notes in a range of 240 – 480 frequency</i>) • Singing and playing <i>sargams</i> and other musical pieces in three registers (<i>saptak</i> – <i>Mandra</i> (lower than the base note) <i>Madhya</i> (the middle <i>saptak</i>) <i>Taar</i> (the higher registers) • Motivating children to pay attention to different types of <i>taal</i> or rhythm by clapping with the hand or playing any percussive instrument. • Regular practicing of the varied rhythmic structures and the variations in the structure itself (<i>chhand</i>) through different songs • Appreciating the coordination of <i>tala</i>/ rhythm and <i>sur</i> / tune. • Groups to be made to give chance to all in the class and children with special needs (as per their performances) may be included in different groups to participate actively. 			
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Theatre

Learning Outcomes:

Experimenting with different types of sounds and movement from the immediate environment/surroundings to enhance the following skills:

- Observation,
- Listening,
- Comprehension,
- Expression,
- Performance,
- Self Exploration and Movement and
- Mime

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p><i>Inclusive education should apply everywhere. Let all physically challenged children try out all activities and motivate them to participate in all actions.</i></p> <ul style="list-style-type: none"> • Draw attention to sounds produced through the body, through objects found in the immediate surrounding (such as utensils, stones, paper, leaves, drums and whistles and other environmental sounds) • Providing motivation to imbibe and imitate • Motivating children to imbibe and imitate to use the body aesthetically. 	<ul style="list-style-type: none"> • Listens to sounds/ indications and recognises their source E.g. let the children go to an open space and the teacher can pick different objects, rub them and make them hear sounds. Many types of sound will help in identification of different tones of sound. • Develops unique capacity of mimicry of different sounds/ actions • Uses body naturally • Develops flexible movement • Shows spontaneous expressions while listening to sound/ visual indicators and imitation 	<ul style="list-style-type: none"> • Listens to sounds/ indications and recognises their source E.g. as by now they have recognised a few types of sounds. Now they can listen to these sounds and try to analyse how these sounds are used to convey any expression. When there is a rustle or rubbing of leaves they indicate blowing of breeze, something mysterious or trampling on the leaves by people etc. • Develops unique capacity of mimicry of different sounds/ actions • Uses body naturally • Develops flexible movement 	<ul style="list-style-type: none"> • Listens to sounds/ indications recognises their source and also uses them E.g. the children know the source of sounds and also the type of sound . Now these sounds can be used for the background Music for a song or music in between two verses or to make a natural orchestra for a scene • Develops unique capacity of mimicry of different sounds/ actions • Uses body naturally • Develops flexible movement • Shows spontaneous expressions

<ul style="list-style-type: none"> • To create gestures or <i>mudras</i> or any symbolic vocabulary (the hearing impaired could help in creations of some gestures). • Helping to understand the ways of coordination of gestures, body movement and voice. • Creating a scene and motivating to create scripts for enactment from real life situations or chapters of text books. • To look beyond immediate performance by connecting to different incidents • Active participation • Alerting the mind towards observation and imitation. • Include all children by showing through actions in case of hearing impairment and through detailed description in case of visual impairment. 	<ul style="list-style-type: none"> • Listens/ follows others • Performs well in group activity or individual performance • Speaks with confidence • Fluency in expression without fear • Explains with sign language • Observes others actions 	<ul style="list-style-type: none"> • Shows spontaneous expressions while listening to sound/ visual indicators and imitation • Speaks with confidence • Fluency in expression without fear • Explains with sign language • Observes others actions • Connects to renowned personalities known or around • Tries to create characters as she/he is aware of current situations and connects them to varied stories and situations • Develops good vocabulary and creates scenes well. • Listens/ follows others • Performs well in group activity or individual performance • Motivates/ helps others perform well 	<p>while listening to sound/ visual indicators and imitation</p> <ul style="list-style-type: none"> • Connects to renowned personalities known or around • Tries to create characters as she/he is aware of current situations and connects them to varied stories and situations • Develops good vocabulary and creates scenes well. • Listens/ follows others • Performs well in group activity or individual performance • Motivates / helps others perform well
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Dance

Learning Outcomes:

- Warm up movements to prepare the learner for dance
- Alert mind
- Balance of the body for an aesthetic posture required in dance
- Flexible body to be able to create many types of movement
- Use of all parts of the body to express creatively, aesthetically

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>Initiating the following:</p> <ul style="list-style-type: none"> • Inclusive education should apply everywhere. Let all physically challenged children try out all activities and motivate them do participate in all actions. • Random walk/ movements (walking around changing directions without bumping into anyone), stop, check and improve posture. • For improving body balance and grace the following could be tried. <ul style="list-style-type: none"> - Place a book on the head with your hands at your hips. Walk forward slowly reaching from toe to heel, balancing your book on your head all the time. - Stand in one position. Begin with a gentle shake involving arms, legs, heels, head and back. Gradually with an increase the speed with which the child is shaking, the body becomes very active and ready for dance. • Walk around using your limbs and torso to create soft, rounded movements. • <i>Suitable music may accompany the movements. If music is not</i> 	<ul style="list-style-type: none"> • Stylised walking/ movements • Observation and performance • Connect to different things like animals, human expressions, animate and inanimate objects • Enjoys doing the activity • Tries to improve walking style • Connects to people around • Natural talent of using body • Helps peers E.g. the children imitate a table , chair, animal, flower through body movement, non-verbally 	<ul style="list-style-type: none"> • Stylised walking/ movements • Concentration level gradually increases. • Observation and performance • Connect to different things like animals, human expressions, animate and inanimate objects • Copies teachers' actions • Enjoys doing the activity • Improves body posture on his/her own • Natural talent of using body • Connects to people around • Helps peers • Learns from peers E.g. children had fun imitating animate and inanimate objects in the previous class. Now they will try to refine the body posture to express better. Also they may do tabloids to express many subjects 	<ul style="list-style-type: none"> • Stylised walking/ movements • Concentration level gradually increases. • Observation and performance • Enjoys doing the activity • Natural talent of using body • Copies teachers' actions • Improves body posture on his/her own • Connects to people around • Learns from peers • Helps peers connect to different things like animals, human expressions, animate and inanimate objects • Attempts to create scenes or choreograph to express stories or situations from everyday text books , happenings, etc. E.g. different types of posture and body movements are being learnt for the last two years. At this stage a story can be expressed by choreography of different movements thematically.

<p><i>available, the teacher/or a student may create a rhythm using claps/pats. Wherever required support and assistive devices may be provided to facilitate participation of children with special needs.</i></p>			
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2. Develop Artistic Skills

Through her/his journey of experiences, different artistic skills have developed which she/he applies in her day to day chores in classroom, school, home and community. Her/his skills of drawing, painting and making sculptures neatly gives her/him opportunity to display them in the classroom/ artroom, skills in performing arts helps her/him to perform or participate in assembly, celebrations on different occasions and also in annual function. Creating is another trait which has developed.

Visual arts and crafts

- Artistic skills
- Presentational skills

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Activities conducted in and outside the classroom and individually and in groups throughout the year gives learner opportunities for learning fine arts and traditional crafts, practice them and refine the skills to express and present the works of arts in different ways. • All the children in the class, including children with special needs are given opportunity to complete their works and teacher facilitates in refining their 	<ul style="list-style-type: none"> • Learner engages her/himself in art activities and enjoys • She/he likes to draw and shows interest in illustrating on topics relevant to different subjects she/he learns. • Learner enthusiastically participates in group activities where children with special needs, girls and boys all work together. • After listening to stories, learner visualises the story and illustrates 	<ul style="list-style-type: none"> • Learner concentrates on a lot while making art work. The autistic child may be provided enough time to complete her work. • She/he applies her/his artistic skills in presenting her/his art and craft work. • Her/his communication skills and expression are reflected on her/his personality. • All the works of learner has been kept in portfolio and 	<ul style="list-style-type: none"> • Her/his aesthetic sensibility is manifested in her/his organisational skills. She/he takes initiatives and encourages other children to keep the classroom and art room organised and clean. • Learner is happy to participate in workshop for pottery and sculpture making, conducted in the school by the local potter. • She/he also participates in intra and inter-school art activities

<p>techniques by giving them feedback and explaining.</p> <ul style="list-style-type: none"> • After completion of each activity, works of all of them are displayed and they appreciate the works. Works of all children are displayed carefully so that works of differently abled children are not shown separately. • These skills are not only reflected in her/his art work but also she/he integrates art in activities and project works of different subjects. • Learners get the exposure of different skills by working with artists or crafts persons in workshop either organised in school or at their work place. 	<p>with three or four characters. Though her/ his visualisation is very flat and lacks depth, her/ his imagination and observation are considerable.</p> <ul style="list-style-type: none"> • She/he draws a visual map of her/his daily journey from home to school and back. Though there is a lack of proportion but the memories of the visuals indicate observational skills. 	<p>three dimensional works are displayed.</p> <ul style="list-style-type: none"> • She/he shows lot of interest in traditional crafts, specially making kites and terracotta figures and objects. 	<p>of organising exhibitions, displays, keep the school clean, campaigns for different issues etc.</p> <ul style="list-style-type: none"> • She/ he draws and paints with depth as her/his observational skills are refined. This can be seen specially in her/ his perspective drawings and landscape paintings. • She/he makes traditional pots and decorates them, crafts beautiful things with handmade papers and displays in the school.
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Performing Arts

Learning Outcomes

- To realize the vast treasure inherited by the people of our country, exposure to various types of performing arts
- To develop skills, understanding is required on: stage setting, use of lights, microphone setting and handling of sound system, costumes etc.

Music

Knowledge of folk songs and dances to know in details the specific style, pronunciation of words, actions of demonstration etc.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Attending live programmes with children in all possible places. The teacher has to draw attention of the children to the following; <ul style="list-style-type: none"> - Variety and uniqueness of music, dance, theatre traditions, - stage set up, - microphone placement, - costumes during the performance, - presentation skills, - the management of stage lights, - the audience reactions, etc. • Inviting artists to perform in the process of lecture-demonstration for better understanding of the art form • Small workshops with artists – (preferably local or sometimes with well known artists also {with the help of organisations working in this field}) • Peer support groups may be 	<ul style="list-style-type: none"> • Attends different types of Music presentations – live or watches recordings • Enquires regarding different traditional art forms • Appreciates different types of Music • Creates tune, rhythm and rhyming words. • Connects to Music in films • Tries to copy styles by listening to recorded music, live programmes and teacher. • Learns from peers • Knowledge from community 	<ul style="list-style-type: none"> • Listens to many types of Music and observes the special features of the art form • Interprets the theme • Communicates with artists to enquire • Enquires regarding different traditional art forms • Creates tune, rhythm and rhyming words. • Connects to traditional Music and dance in films • Tries to copy styles by listening to recorded music, live programmes, teacher • Learns from peers • Knowledge from community 	<ul style="list-style-type: none"> • Listens and responds to many types of Music and observes the special features of the art form • Enquires regarding different traditional art forms • Communicates with artists to enquire • Concentrates on listening or viewing • Tries to copy styles by listening to recorded music, live programmes, teacher • Creates tune, rhythm and rhyming words. • Connects to traditional Music and dance in films • After identification of different tunes, applies tune to self creation • Improvises on the basis of peer evaluation • Knowledge from community

<p>formed to assist children with special needs while performing. Family participation should also be encouraged. Provide opportunities for all children</p> <ul style="list-style-type: none"> • Listen - Special sessions for listening to recorded music (varied types)- [small sessions of not more than 10-15 minutes] • Learning variety of regional songs --which helps to acquaint children to the different cultural tradition of states • Develop understanding of the technicalities and the expression in a variety of songs • Create music - On a given theme or for different festivals and occasions, the students can be motivated to create compositions in small groups • Attend music programmes in community centres, places of worship (hymns in church, qawwali in dargah, satsang in temples etc.) • The hearing impaired will do actions according to a song and the song can be written. 			
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Theatre

Learning Outcomes:

- Development of Language
- Communication (verbal and non-verbal) abilities
- Modulation in speech/ gestures
- Utilization or management of space

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Provide opportunities to; - Play theatre games for learning drama in play way method - Speak on different topics to improve expression - Comprehend use of Body (extended to mime) - Understand voice modulation for different expressions - Handle materials like paper, stone, twigs etc. - Learn management of space - Narrate with actions or know the art of Story telling • Introduce Puppetry • Children with communication difficulties can express with alternative modes of communication • The visually impaired children can also do actions after the theme is explained intuitively. 	<ul style="list-style-type: none"> • Experiences joy / thrill • Imagination • Power of observation • Speaks at random • Narrates with expression • The body language is positive • Creates puppets • In spite of speech defect tries to explain with actions and expression • Listens carefully and participates in spite of being visual impaired 	<ul style="list-style-type: none"> • Experiences joy/thrill • Power of observation and concentration while listening • Speaks at random but sometimes communicates opinions rationally • Narrates with expression • Imagination to use objects creatively • In spite of speech defect, tries to explain with actions and expression • Listens carefully and participates in spite of being visual impaired • The sense of organization in putting up a thought • Creates Puppets and talks like one • Demonstrates art of scripting • The physically challenged child devises ways to imitate actions and expresses 	<ul style="list-style-type: none"> • Experiences joy/thrill/ appreciation • Narrates with expression • Power of observation and concentration • The body language conveys different expressions • In spite of speech defect tries to explain with actions and expression • Listens carefully and participates in spite of being visual impaired • Organises games, material, dialogues to express a theme • Demonstrates art of scripting • Imagination to use objects creatively • Attempts to do critical analysis of circumstances • Creative applications out of themes from text books, electronic and print media etc. • Intense in role play • The physically challenged child devises ways to imitate actions and expresses

Dance

Learning Outcomes:

- Expressing through hand and finger movement
- Use of gestures or mudras
- Stylish feet movement
- Combining all artistic skills

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Provide opportunities to; <ul style="list-style-type: none"> - Witness dance in school through video recordings or from downloaded you tubes (varied types)- [small sessions of not more than 10-15 minutes] - Learning varied types of Mudras/ gestures and hand, feet and body movement to realize the magic of using one's body parts aesthetically - Practically learning to combine and synchronise different types of movement keeping the base of the warm up movements practiced in all classes - Watching self in a mirror to improve posture and style while performing or else use the mirror game exercise which is very beneficial as it 	<ul style="list-style-type: none"> • Shows interest in watching different dance forms • Appreciates different forms • Natural flair for imitation and expression • Gradually acquires good balance of body • Listens to music being played and follows • Constructs steps along the lines of any given rhythm • Tries to learn from available resources • Performs well in groups • Individual initiatives • Connects to culture in a community 	<ul style="list-style-type: none"> • Observes unique features in different dance forms keenly. • Imitates and expresses • Creates naturally while imbibing body movement • Gradually acquires good balance of body • Tries to improve posture • Listens to music being played and follows • Understands the type of Music and dance step required for any given theme or creating a dance –drama • Concentrates well while watching or doing dance • Performs well in groups • Individual initiatives • Electronic media savvy – acquires knowledge of arts 	<ul style="list-style-type: none"> • Observes unique features in different dance forms keenly. • Natural flair for imitation and expression • Creates naturally while doing body movement • Concentrates well while watching or doing dance • Takes measures to improve balance of body • Tries to improve posture • Listens to music being played and follows • Constructs steps along the lines of any given rhythm • Understands the type of Music and dance step required for any given theme or creating a dance –drama • Understands the various colour schemes used for costumes , stage decoration • Understands the idea of using space

<p>helps in connecting to peers</p> <ul style="list-style-type: none"> • Learning a variety of dances from different states (with the help of pre-recorded DVD's available) which helps to acquaint children to the cultural traditions of different states • Create choreography on a given theme or for different festivals and occasions. The students can be motivated to choreograph in small groups. • Children who have weak legs and are on wheelchairs should be motivated to do actions sitting on wheelchairs. 			<ul style="list-style-type: none"> • Performs well in groups • Individual initiatives • Flair for group choreography by including all • Electronic media savvy – acquires knowledge of arts
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3. Appreciate Different Art Forms

Learner has been given enough **exposure** of different art forms during the 3 years (Classes VI-VIII) through different activities learning, listening and watching different types of music and dance (folk, regional and classical), visits to the monuments, museums, art galleries, artists, crafts persons, exhibitions and fairs, workshops with different artists, dancers, musicians, theatre person and crafts persons from the community. The child should be aware of various art forms and should be able to assess the beauty, creativity, uniqueness of diverse art forms.

Visual arts and crafts

- Identifying different genres of art
- Appreciation of visual arts and traditional crafts

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Learners watch slide shows of arts of different periods and contemporary artists of Indian and western art world. • They are taken to the art fair, exhibition, crafts mela, celebrations of the local festival etc. • Provide opportunities to: <ul style="list-style-type: none"> - Participate in workshops of local traditional craftspersons, visit the local craft fair/ exhibition. - Visit local monument, museum and art gallery, write reviews and interview artists from the community. • Before, during and after the visits, children get a lot of opportunities to develop their organising and leadership qualities. They all have been given different types of tasks to make arrangements and they have to take care of all aspects including arranging for their fellow children who have any special needs. They even request the authorities of places to be visited to make arrangements for wheelchairs and enquire about ramp facility. • During the visit of the monument and museum, there has been an inter- 	<ul style="list-style-type: none"> • Learner enjoys looking at different works of arts. • Learner relates to her day-to-day life experiences with arts, what they see, observe and use. • Learner recalls her/his experiences of festivals and tries to recollect from memory. • Learner loves to interact with the art teacher and asks questions on the topics being learnt. • She/he enthusiastically narrates her/his visits to different places to her/his parents and tries to draw them. 	<ul style="list-style-type: none"> • She/he recognises famous works (what has been covered in the syllabus) of Indian and western artists. • She/he appreciates the unique features of different artists. • She/he expresses her liking for a particular school of art. • She/he is sensitive about the dignity of labour in a work of traditional craft after visits to the crafts fair, interacting with traditional craftspersons and visiting their workshops. • In the local museum she/he co-relates the displayed antiquities with the chapters of history and asks questions about different aspects related to them. • She/he helps visually challenged classmates to move around the galleries and explain patiently about the displayed artefacts. 	<ul style="list-style-type: none"> • She/he has collected prints reproduced in newspapers, magazines, calendar etc. and pasted them in her scrapbook. • She/he is aware of simple vocabulary/ glossary of different arts like the schools and styles, mix-media, relief, texture, etc. She/he is explaining/ describing in simple words a work of art while writing a review. • She/he uses handmade products in day-to-day life, specially stationery and clothes to promote handicrafts and encourages her friends also to do so. • During the visit to the local monument, she/ he enquires from the people settled around about the monument and its importance and takes down notes, make sketches and take photographs. • She/he takes her autistic classmate around on visits and make her enjoy the visit.

<p>disciplinary approach to look at/ explore things from different perspectives. For example, architecture has many elements of science, technology, art, design, aesthetics, history, sociology, political sciences etc.</p> <ul style="list-style-type: none"> • An antiquity too has a lot to say, and above all this, it represents the heritage of the people. • Learners are told sensitively about artists with special needs and their achievements and appreciation for their works to encourage/ inspire children with special needs. 			
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Performing arts

Music and Dance

Learning Outcomes:

- To build up an image of the immense heritage and tradition that has evolved in the country for centuries.
- To orient children that the citizens of the country are the custodians of this culture and have the responsibility to carry it forward for the future generations. There are traditional classical forms and folk/regional forms. Each is unique and connects to the total development in a society.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>Providing opportunities to be aware of Classical forms and folk forms:</p> <p>Classical forms in Music There are two classical forms in Music</p>	<ul style="list-style-type: none"> • Distinguishes between both the forms of music • Appreciates different types of Musical instruments and the sound 	<ul style="list-style-type: none"> • Distinguishes between both the forms of music • Connects to his/her regional traditions • Identifies the tune and 	<ul style="list-style-type: none"> • Distinguishes between both the forms of music • Sings a particular form • Tries to copy styles from recorded music as well as

<p>prevalent in the country- Hindustani Music & <i>Carnatic</i> classical</p> <ul style="list-style-type: none"> • Listening to the forms • Knowing the musicians • Knowing about musical instruments • Knowledge of terms like <i>tillana</i>, <i>thumri</i>, <i>khyal</i> with examples etc. <p>Folk / regional There are many regional or folk music prevalent in the country like <i>Bhatiyali</i> (the songs of Baul in W. Bengal or <i>Bhavai</i> (which is a dance and Music in Rajasthan) and many others.</p> <ul style="list-style-type: none"> • Exposure to different types of music • Explaining the context and the theme <p>Classical Dances</p> <ul style="list-style-type: none"> • Knowledge of classical dance forms • Interaction with local artists (whichever form is available) • Learning about musical instruments used in specific dance forms • Know about artists <p>Similarly the folk or regional dance forms should also be seen.</p>	<ul style="list-style-type: none"> • Enjoys Music even without understanding the words • Connects to the song through film music or festival celebration • Knows about local artists • Connects to his/ her regional traditions 	<p>language, of other state/ region</p> <ul style="list-style-type: none"> • Recognizes musical instruments by listening to audio or viewing video recordings or live performances • Enjoys Music and tries to understand the words • Understands the theme of the composition • Connects to the song through film music or festival celebration • Performs some styles in vocal or instrumental music and dance • Knows about local and national artists 	<p>from the teacher</p> <ul style="list-style-type: none"> • Aware of his/her regional music, costume, dance , other art forms • Identifies the tune and language-- connects to state/ region • Recognizes musical instruments by listening to audio or viewing video recordings or live performances • Enjoys Music and understands the words • Understands the theme of the composition • Connects to the song through film music or festival celebration • Performs some styles in vocal or instrumental music and dance • Knows about local and national artists • Initiates activities for meticulous presentations in functions, assembly
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Theatre

There are different types of theatre prevalent in the country like street theatre, *nukkad natak*, theatre in the auditorium /proper stage.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> The children should be made aware of these by downloading from you tubes, festivals of theatre, theatre during community festivals like Jatra, Ram leela, Krishna leela etc. The costume, music, makeup, set design should be explained as they have a rationale in every scene of dance . Children on wheelchairs should be included by giving important roles in assemblies. The hearing impaired should also be helped by other children by communicating through actions. 	<ul style="list-style-type: none"> Enjoys the story and subsequently understands it Identifies the characters Observes the costumes, stage setting and makeup Understands languages and connects history or current affairs as the situation may be. 	<ul style="list-style-type: none"> Understands the story and critically analyses it Identifies the characters and likes to role play Observes the costumes, stage setting and makeup Understand languages and connects history or current affairs as the situation may be. Creates small plays Interprets characters with people in the immediate surrounding Expresses self-opinion Speaks with confidence Creates scripts Exposure through community celebrations Electronic media savvy and shares information 	<ul style="list-style-type: none"> Critically analyses stories and characters Observes the costumes, stage setting and makeup – implements during school functions and presentations Connects to history, current affairs. Chapters in textbooks Creates small plays Understands the art of script writing Interprets characters with people in the immediate surrounding Speaks with confidence Careful about choice of words. Performs during community celebrations Electronic media savvy and shares information Performs well in groups Peer understanding

4. Awareness of cultural diversity of the country

The cultural fabric of India is woven with diverse colours, forms, shapes and sounds. The uniqueness of every part of each state and region has the spirits of gaiety and celebrations which gets its expression through different languages, music and musical instruments, dances, arts and crafts, costumes, food, fairs and festivals etc. Awareness of this diversity comes through exposure and experiences from different mediums.

Visual arts and crafts

Learning Outcomes:

- Awareness of their state's and regional arts and craft traditions
- Awareness of different arts and craft traditions of other states and regions of the country.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Through slideshows, multi-media programmes, print reproduced in books, calendar, diary etc. interactions with artists from the community, films, visits to the museum and monuments, doing project work in groups and individually etc, learners know about the arts and crafts of her/his own state, region and the rest of the country. • There has been a sensitization among learners regarding the sociological aspects of gender, caste and community involvement in crafts traditions of the country as most of these are transmitted in the family through generations. • Learners get hands on experience of some of the crafts and apply them in school spaces for decoration or utility for school celebrations. • They learn about the resources for crafts and their availability. 	<ul style="list-style-type: none"> • She/he co-relates some of the art forms practiced during celebrations at home or school or community with the cultural heritage. • She/ he enjoys watching multi-media CDs and programmes on different Indian arts and architecture and traditional crafts. 	<ul style="list-style-type: none"> • She/he enquires about different arts (including folk and traditional arts) of different states of India. • She/he is curious to know about the heritage of her/his own state and during the class visit to the local monument and museum, notes all information to document various socio-cultural and historical aspects related to the monument and the artefacts. • She/he also connects the cultural heritage of the country with other subjects such as social sciences. 	<ul style="list-style-type: none"> • She/he distinguishes among folk and traditional crafts like terracotta, woven fabric, woodwork, printing, painting etc. from different regions and places. • She/he identifies period of the monuments and heritage sites of the country as well as her own region. • She/he documents the traditional crafts made by women of her/his state and highlights the role of women in crafts industry.

Performing arts

Musical instruments in India

Learning Outcomes:

Percussion instruments are available in different forms throughout the country

- The names of these instruments
- The material used to make the instrument
- The shape and size
- How it can be used
- Origin of the instrument

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>Providing opportunities to;</p> <ul style="list-style-type: none"> • Identify the percussive instruments (through pictures, videos, live performances etc). • Find out about different percussive instruments in different states of India • Know the material used to make the instrument (clay, metal, wood etc) • Bring local artists who play any percussion instrument where parents of all children including parents of children with special needs may also be invited. • Local artists can be invited to do small workshops for teaching to play musical instruments • Visit instrument makers warehouses to learn details of the art of instrument making 	<ul style="list-style-type: none"> • Listens to sounds of percussive instruments and appreciates • Recognises instruments and the region (The Edakka connects to Kerala temple Music and is also played in Mohiniattam) • Draws sketches of instruments • Likes to play instruments • Observes well while musical presentations • Curious about size and shape • Designs creative folders of percussive instruments 	<ul style="list-style-type: none"> • Appreciates percussive instruments • Attempts to identify sounds of percussive instruments • Recognises instruments and the region (Cholam is a dance form in which khol is played) • Draws sketches of instruments • Displays general awareness of instruments in India • Gradually handles and plays musical instruments • Analyses scientific aspects of making musical instrument • Knows about the raw material used from the natural surroundings 	<ul style="list-style-type: none"> • Shows interest in learning to play percussive instruments • Finds out from the internet about percussive instruments • Recognises instruments and the region • Collects pictures from internet, newspapers, magazines and other sources • Knows scientific aspects of making musical instrument • Knows about the raw material used from the natural surroundings • Interacts with artists to gain knowledge • Appreciates musical instrument makers and also shows concerns about their social status

<ul style="list-style-type: none"> • To make small projects in the classroom with the local artist and also by observing from pictures • Children on wheelchairs should be motivated to make instruments along with other children • The physically challenged children need more time but motivation helps them to participate in all projects • The visually impaired children should be given instruments to feel and play. 			
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Dance

Costumes worn for devotional pieces of dance

- The different designs, colours used for costumes
- Relevance or impact of regional clothes

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Help children know :- • various types of devotional dance in classical and folk forms • names of the dances and to which region they belong to • varied types of music or musical • know the types of costume worn for such dances • the popular colours chosen for the dance • see the method of making the costume or tying a saree 	<ul style="list-style-type: none"> • Pre- knowledge of various types of devotional dance • Knowledge of Music or Musical instruments • Appreciates colours in the costume • Tries to match costume from available clothes 	<ul style="list-style-type: none"> • Pre- knowledge of various types of devotional dance • Knowledge of Music or Musical instruments • Connects to region • Connects to costume style • Enquires about the material of cloth and tries to understand the way the costume is designed or tied 	<ul style="list-style-type: none"> • Pre- knowledge of various types of devotional dance • Knowledge of Music or Musical instruments • Observes dancers live and also on the internet • Appreciates colours in the costume and tries to understand the relevance of colour in any devotional theme • Enquires about the material of cloth and tries to understand the way the costume is designed or tied

<ul style="list-style-type: none"> • The children who cannot speak should see the costumes and write about them or draw 			<ul style="list-style-type: none"> • Understands the variety prevalent in different states
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Theatre

- Plays on freedom movement
 - Knowing personalities in the Indian historical movement
 - Knowledge of theatre making, writers and directors
 - Creates plays from text books and other types of exposure

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Finding out through internet, libraries, community, or theatre artists about such plays • Different types of themes used in such plays • Give opportunity to children to create their own drama • Have interactive discussions with subject teacher on the theme • Children should be motivated to perform their own creation or enact a play written by eminent people 	<ul style="list-style-type: none"> • Engages in searching from different resources on the basis of pre-knowledge. • Attempts scripting with the help of peers. • Finds themes from text books (especially social science) • Mimes characters 	<ul style="list-style-type: none"> • Searches from different resources on the basis of pre-knowledge • Exposed to many types of theatre • Attempts scripting with the help of peers. • Finds themes from text books (especially social science) • Mimes characters • Connects to local theatre artists (directors for exposure) • Interacts well with artists • Participates in school plays, community theatre 	<ul style="list-style-type: none"> • Engages in searching from different resources on the basis of pre-knowledge. • Participates in discussions in the classrooms • Attempts scripting with the help of peers. • Group work • Innovative ideas • Finds themes from text books (especially social science) and analyses them • Imaginative • Mimes characters • Creates scene wise plays • Participates in school plays, community theatre

5. Self expression and creativity

One of the major goals of integrating arts education in the school curriculum in general and in upper primary stage to be specific is that self expression and creativity among the learner are enhanced. This is possible only when the learner has been encouraged to think, act and work differently and creatively, rather than being dormant and only listening.

Visual arts and crafts

- In the classroom activities
- Beyond classroom

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Exposure and experiences in different art activities lead to the expression. Learners get opportunities to express themselves through various artistic activities and skills in day-to-day classroom processes and outside the classroom. • Learners observe their surroundings and are motivated to have their own imagination for creating different designs and patterns, compositions etc. • They are encouraged for application to showcase their creativity on different occasions. 	<ul style="list-style-type: none"> • She/he engages in all activities in the class and gives lot of new ideas on topics to be done in class. • She/ he creates patterns and designs differently. • She/he does not like to copy her/his work. 	<ul style="list-style-type: none"> • She/he motivates her peer, specially children from weaker sections of society to take part in different activities and putting up their works for display in the class/school. • She/he participates in keeping the school eco-friendly and clean with the result that the school looks aesthetically viable. 	<ul style="list-style-type: none"> • She/he is creative and works differently by maintaining her/his individuality and keeping her own style and expressions in her/his art making processes. Her/his creativity can also be seen in her/his day-to-day activities. • She/he participates in all school activities organised on different occasions and tries to be innovative.

Performing arts

Learning Outcomes

- Application of varied forms of art due to the exposure gained through various activities
- Creating own at different levels

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>All the above pedagogy that is applied in classrooms will lead the child to express in different ways evolving to self expression or creation. When she/he is able to understand the aesthetics in different art forms the creation becomes artistic e.g.</p> <p>Music A child is given opportunity to listen to varied types of music and understand the different expressions in the art form (e.g when the theme is of happiness the tune is lively and the rhythm multiplies to <i>Dugun, tigung</i> etc. to express the thrill.) While creating or composing music the child should be inspired to make concentrated effort to bring out the same expression. The hearing impaired should be shown films,</p>	<ul style="list-style-type: none"> • Participates and expresses • Creates story and expresses through varied art forms • Good team work • Express spontaneously • Connects to different regions of India – awareness about festivals 	<ul style="list-style-type: none"> • Creates according to defined patterns • Creates beyond specific patterns. • Connects to different regions of India – awareness about festivals, traditional rituals, social functions etc • Creates story and scripts on varied themes • Incorporates varied art forms in one theme • Good team work • Takes interest in Designing costumes • Creates vibrant sets through simple drawings or use of waste material • Demonstrates leadership qualities by initiating the process and group co-ordination. • Helps peers especially differently abled and tries to involvethem in 	<ul style="list-style-type: none"> • Creates according to defined patterns • Creates beyond specific patterns. • Connects to different regions of India – awareness about festivals, traditional rituals , social functions etc • Good team work • Expresses spontaneously • Creates story and scripts on any incident • Takes interest in designing costumes • Creates vibrant sets through simple drawings or use of waste material • Demonstrate leadership qualities by initiating the process and group co-ordination. • Knows the art of creating space

<p>slides to feel the aspect.</p> <p>Theatre Children can be motivated to create drama related to a social or environmental issue to be enacted where the set design, dialogues, story formation, music, costumes has to connect to the theme. Always inclusion of children with special needs should be kept in mind by involving them and giving important roles.</p> <p>Dance</p> <ul style="list-style-type: none"> • The child has to be provided the following opportunities; • Creating a story line on any celebration, festival etc. • Create scenes for expressing the theme properly • Script writing • Selecting music from CDs or creating music • Movement or dance choreography • Costumes • Set design • Stage for performance- (assembly, classroom, different functions etc) 		<p>all activities</p>	<p>as well as utilization of space</p> <ul style="list-style-type: none"> • Helps peers especially differently abled and tries to involve them in all activities
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<p><i>Example – (The Punjabi festival, Lohri is being celebrated the songs have to pertain to the Punjab region, the costume has to match the scene and as the festival is celebrated in autumn the agriculture has to be depicted as the lohri festival is celebrated for crops in Punjab)</i></p>			
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GUIDELINES FOR USERS

Arts education at the primary level intends to draw child’s attention to the art forms in immediate surroundings, through nature, life in society, family, self etc. The approach is integrated and develops the psycho motor skills to a great extent. Focus is on how the child has come to see and understand the world around her/him in a holistic way, through natural and social environment.

According to the recommendations of National Curriculum Framework -2005 the basic objective of art education in the elementary level is that the young children are exposed to the basics of visual and performing arts, encouraged to free expression and creativity. The cultural diversity of our country is endearing and so recognising different traditional art forms, practicing them and developing an insight towards aesthetic sensibility and appreciation is the most important aspect. The curricular expectations of the disciplines of arts education have been presented in the first section. These have been identified from the syllabus which is very flexible and identifies with every region of the country. We have to understand that the diversity of our country is best understood through arts. These expectations are for basic foundation in arts and are exemplar. E.g. it is important to understand technical aspects in arts but at the same time exposure to simple arts or music, dance , theatre can communicate much more .

In the second section the first column elaborates on pedagogical processes. This is an important part. Often extremely technical pedagogy in arts spoils interest e.g. if a historical monument is shown to the child and connections are drawn to art, architecture, music, history through that context the child gets motivated. From a film song if regional music is discussed which further proceeds to classical music the child accepts it happily. Keeping in view the natural interest and inclination of the learner, the pedagogical processes have been written.

The second column shows the learning indicators that will be reflected during the teaching-learning process. As for upper primary three columns have been shown simultaneously. We realize as the child's moves ahead, the knowledge extends owing to maturity and exposure through a particular span of time. Hence the learning should be gauged stage wise. A concept in theatre will grow effectively if various tactics are employed to improve awareness e.g. the child is made aware of multiple aspects of learning a concept, given ample opportunities to rehearse, practice, present etc. flexibly. The initiative the learner shows of gaining knowledge or improving is the important feature in the indicator of learning. There should be no testing or assessing the end product or emphasis on perfection but the motive should be to enhance the learner's imagination, development of concepts, original expression, exploration etc. The indicators of learning provide signals of progress towards achievement of learning outcomes and gives a comprehensive picture of the child's learning.

The indicators will guide the teacher for timely intervention, change of transactional strategies, if required, and offer targets of improvement. The indicators provided should be regarded as being suggestive and not exhaustive. The pedagogical process that may be undertaken to see the progress of learning is exemplar. Teachers with their professional expertise and knowledge of class dynamics may think of various other activities through which these indicators might be expressed. These pedagogical processes and learning indicators would help to implement CCE more effectively, as it will enable in assessing the learners continuously in a comprehensive manner.

It is also suggested that the assessment procedures for children with special needs may include more objective items, provision of extra time, special aids, simplifying and making the child to comprehend instructions, alternative measures like explaining a landscape to the visually impaired to motivate or using sign language for hearing impaired etc. taking help of experts in respective disabilities and of parents while assessing them. Schools should assure that every student at this level is given an equal opportunity to participate in art activities, take active part in the art making or doing processes and should be encouraged to express themselves. The learning environment should make the child happy, comfortable, confident and motivated.