

Learning Outcomes

at
the Elementary Stage

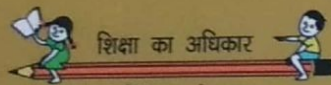


सत्यमेव जयते

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT



शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें



Learning Outcomes at the Elementary Stage



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVERNMENT OF ARUNACHAL PRADESH
ITANAGAR**

ACKNOWLEDGEMENT

The State Council of Educational Research & Training (SCERT), Arunachal Pradesh would like to gratefully acknowledge the resource support of the National Council of Educational Research and Training (NCERT), New Delhi, whole valuable document on **Learning Outcomes at the Elementary Stage** has been adopted for this publication without changing the nature contents of the document for use by the teachers, teacher educators and other stakeholders as the state follows the NCERT curriculum and uses its text books at the elementary stage of school education.

The SCERT heartily thanks Honourable Minister (Education), Secretary (Education), Director of Elementary Education, State Project Director, SSA Rajya Mission, Arunachal Pradesh for their continuous support and guidance in bringing out the document on **Learning Outcomes at the Elementary Stage** in the context of Arunachal Pradesh.

HONCHUN NGANDAM
MINISTER
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MESSAGE

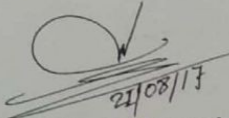
The enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 in the Parliament entitles every child in the age group of 6-14 years to quality education. Although the act provides for quality education for all children at the elementary level with mention of Learning Outcomes, it was not defined in specific terms then. Therefore, the NCERT was given the responsibility of developing the document of Learning Outcomes at the elementary stage.

The Learning Outcomes for Classes I to VIII have been incorporated in the Central RTE Act and the State Governments have been requested to incorporate these with adaptation as per the state situation and needs in their respective state RTE Rules. Accordingly, the Government of Arunachal Pradesh has incorporated the Learning Outcomes at the elementary stage in the state RTE Rules.

As the state follows the NCERT curriculum and textbooks at the elementary stage of School Education, the document of Learning Outcomes at the elementary stage as developed by the NCERT, New Delhi is adopted for use in the state.

The document will be useful for teachers, teacher educators, educational administrators, parents and other stakeholders. It contains not only the learning outcomes in different subjects of different classes; it also includes the appropriate pedagogical processes to be adopted to achieve the learning outcomes.

The National Achievement Survey (NAS) would be conducted on the basis of the benchmark of learning of children in all classes. I am sure it will immensely help the teachers, teacher educators, the officers and officials of the School Education Department to address the learning gaps with need based interventions for promotion of quality education in the state.


(Honchun Ngandam)

FOREWORD

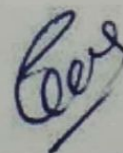
Improvement of the quality of learning has been the focal point of intervention under the Sarva Shiksha Abhiyan (SSA) and the Right to Free and Compulsory Education (RTE) Act, 2009. According to the Global Monitoring Report (GMR) - 2015, even though remarkable progress has been made in access of children to education in developing countries including India, quality of education still continues to be a matter of serious concern. Various reports such as National Achievement Survey (NAS) of the MHRD and the State Level Achievement Survey (SLAS) point to the fact that the learning levels of the children are far from being satisfactory in spite of the efforts being made with educational interventions by the State and the Central Government.

The concept of 'quality education' has been largely vague in absence of the benchmarks of learning at different stages of school education, even though it is commonly understood as all-round development of learners. Now, with the development of the document on Learning Outcomes at the elementary stage by the NCERT, New Delhi which have been incorporated in the Central RTE Act, we have clear definitions of learning outcomes for Classes I to VIII along with pedagogical processes to be adopted for each goal.

As the curriculum and text books in Arunachal Pradesh are same as NCERT curriculum and text books, the learning outcomes as developed by NCERT are adopted and incorporated in the state RTE Rules 2010.

The document of Learning Outcomes would be implemented throughout the State from the academic session 2017-18. It contains learning outcomes, pedagogies and evaluation procedures in curricular areas such as English, Hindi, Mathematics, Science, Environmental Studies and Social Sciences. The document would serve as a useful reference material for the teachers, teacher educators, educational administrators, parents and other stakeholders. The NCERT at the national level and the SCERT in the state will provide academic support in implementation of learning outcomes. Using the document, the teachers would be able to precisely identify the skills and concepts to be developed in children at different stages and in different subjects and devise the ways and means to achieve them.

The Department of School Education, Government of Arunachal Pradesh expresses its gratitude to the Ministry of Human Resource Development (MHRD), Government of India and the NCERT for their support in implementation of Learning Outcomes in the state.



Bidol Tayeng, IAS
Secretary (Education)
Govt. of Arunachal Pradesh

PREAMBLE

Why This Document

The literature on 'Education for All' (EFA), in the last three decades emphasised on quality of education. It has been considered in terms of enrolment, retention and achievement. It further included desirable characteristics of learners, learning processes, facilities, learning materials, contents, governance and management and learning outcomes. Improving the quality of learning has consistently been in focus under the *Sarva Shiksha Abhiyan* (SSA), and the Right to Education (RTE) Act. All the National Curriculum Frameworks developed by the NCERT and other important government initiatives have also included quality as a prime goal. It envisaged that all children learn the basics and have opportunities to acquire the transferable skills needed to become global citizens. This demands setting goals that are clear and measurable. Thus, it is imperative that within a system of education, the national/state educational bodies need to be informed about how well the system is doing to make rational decisions by administrators, planners and policy-makers. Various Assessment Surveys at the National/ State level (NAS/SLAS) are some of the initiatives in this direction. In addition to these, different stakeholders at the school and community level also play a crucial role towards quality improvement in education.

As per the recent Global Monitoring Report (GMR)-2015, impressive gains in access to education have occurred in developing countries including India but improvement in quality still remains a concern. In India, different achievement surveys such as the Annual Status of Education Report (ASER), reported wide disparities in students' achievement of basic skills across states, which was also affirmed by the National Achievement Survey (NAS) of class III, (MHRD, 2014).

Reports of Joint Review Missions for SSA in the past 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/UTs in terms of timely provision of teaching-learning and resource materials, teacher deployment and regular monitoring. These report a decline in outcomes of reading ability as well as numerical/ mathematical ability which is a major concern at present. Keeping this in view, quality as measured by learning outcomes to be achieved by all, especially for literacy, numeracy and essential life skills is crucial. The focus of Twelfth Five Year Plan for basic learning as an explicit objective of primary education and the need for regular learning assessments to make sure quality goals are met. It is also in consonance with the recommendations of GMR-2015 and the Sustainable Development Goals. Thus, monitoring of quality through assessments of learning outcomes at regional, national, and international levels is important. At the same time a vigil at the ground level by different stakeholders such as parents and community, for their accomplishment makes the system informed and accountable to adopt corrective measures at appropriate levels.

Most often, teachers are not clear about what kind of learning is desired and the criteria against which it could be assessed. They use textbooks as the complete curriculum and assess children using questions given at the unit end exercises. The contextual variations in textual material and variations in pedagogy adopted are generally not taken into account, for there are no criteria to assess them. The learning outcomes for each class not only help the teachers to direct their teaching-learning in the desired manner but make other stakeholders especially the parents/guardians, School Management Committee (SMC) members, community and the state functionaries be responsible and alert towards their role for ensuring quality education. So, the learning outcomes defined explicitly can guide and ensure the responsibility and accountability of different stakeholders for the accomplishment by expectations in different curricular areas.

Why the Shift

The National Policy on Education 1986, revised in 1992 and the Programme of Action 1992 emphasised that the Minimum Levels of Learning (MLLs) 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 atleast minimum levels of learning'. The MLLs developed class-wise and subject-wise for primary stage in 1992 in the form of competencies were highly product-oriented and had a limited scope for assessment of the overall development of children. A radical shift came almost a decade ago when the child's capacity to construct knowledge as a natural learner was recognised as central to the transaction of the curriculum and the teacher's role was primarily as facilitator of the learning process. The knowledge, thus gained, is an outcome of their engagement with the world around when they explore, respond, invent, and make meaning out of that. It means that the focus shifted to the process of learning. It envisaged conceptual understanding as a continuous process i.e. the process of deepening and enriching connections acquiring more layers of dispositions, emotions as an integral component of cognitive development, making meaning and developing the capacity of abstract thinking and reflection. The overall development of a child through education, conceptualized as a fundamental right under the Right to Free and Compulsory Education Act 2009, had been a priority of almost all policy documents. The document 'Minimum Levels of Learning at Primary Stage' too recognised this yet expressed difficulty to deal with the psychomotor and affective domains. The reasons for this were mentioned as: difficulty to assess affective qualities with precision and through paper-pencil test, as they are intangible and subjective, influenced by personal preferences and prejudices besides the uncertainty for their full development. The document considered them to be a part of the process of development and change in the students' personality rather than being the final product of specific inputs and processes.

Against this backdrop an exercise was undertaken to relook into the whole process with a fresh perspective and devise learning outcomes for different curricular areas of the elementary stage (Classes I- VIII).

About the Document

The present document includes learning outcomes mentioned distinctly for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the Elementary Stage. The document is meant for all stakeholders especially the parents/guardians, teachers, SMC and community members. Some features of the document are given below:

- To make it user-friendly, simple language has been used as far as possible across the document.
- The section under each curricular area comprises a brief understanding about the nature of the subject, followed by the curricular expectations, which are the long-term goals that students need to acquire over a period of time, and therefore spelt out stage wise.
- The learning outcomes defined class-wise are process-based which provide the check points that are measurable in a qualitative or quantitative manner to assess the progress of a child as per the expected holistic learning for overall development of a child.
- To help the teachers understand and achieve the learning outcomes as per the curricular expectations, some suggestive pedagogical processes are provided in the columns adjacent to that of learning outcomes.
- Using contextual resources and appropriate learning processes, the teachers can design and provide a variety of learning situations/opportunities as per the need of different learners in an inclusive classroom.
- The pedagogical processes are suggestive and do not correspond one-to-one with the learning outcomes mentioned in the adjacent column but may be looked at holistically. The teachers may adopt/adapt and can even design many more as per the availability of resources and local context.
- Care has been taken that the learning outcomes defined in each curricular area are spirally linked in terms of age appropriateness and complexity within and across curricular areas and stages.
- The class-wise section may not be viewed in isolation but a holistic perspective will help accomplish the goal of overall development of a child.

Inclusion is all about providing effective learning opportunities to all students. The learning outcomes are same for all children provided that these are balanced and brought in harmony with the individual needs of each child. The special educational needs (SEN) may emanate from a number of reasons, disability

conditions could be one such reason. Accordingly, they need to be facilitated with different aids such as mobility aids (wheel chair, crutches, white cane), hearing-aids, optical or non-optical aids, educational aids like Taylor frames, the abacus, etc. and modifying the learning situations suiting to their needs, sensitising other children to help them in need, to ensure their participation in learning process, to help them progress like other children. Following are some more points to allow Children with Special Needs accomplish the learning outcomes.

Learning outcomes: Points to be considered for Children with Special Needs

- Additional time and a suitable mode for the successful completion of tests.
- Modification of the curriculum because it presents specific difficulties for them.
- Provision of adapted, modified, or alternative activities in different content areas.
- Accessible texts and materials to suit their ages and levels of learning.
- Respect for home languages and relating to his/her socio-cultural milieu (e.g., traditions and customary practices etc.)
- Appropriate management of classrooms (for example, management of noise, glare, etc.)
- Provision of additional support by using ICT, video or digitized formats.

Some additional subject specific guidelines to address the learning needs of children with varied disabilities are mentioned in each section of learning outcomes for a particular curricular area. The learning difficulties mentioned need to be taken care of to help children with special education needs accomplish the identified learning outcomes under each curricular area. The accomplishment of Learning Outcomes by children with severe cognitive impairments (intellectually challenged) may be kept flexible, if need be.

This exemplar document is a step to overcome regional disparities in achieving the intended/desired objectives of educational planning in our country. The States may adopt/adapt these as per their needs and contexts. It may help them to lay down stage-wise curricular expectations and class-wise learning outcomes. These can be used by the stakeholders at both micro and macro levels to provide insights into the progression of child's learning in various classes and thus will be useful to teachers, parents and the entire system for improving the quality of learning and development of children during the elementary stage of school education.



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Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

**EDUCATION IS NEITHER A
PRIVILEGE NOR FAVOUR BUT A
BASIC HUMAN RIGHT TO
WHICH ALL GIRLS AND WOMEN
ARE ENTITLED**

*Give Girls
Their Chance !*



Learning Outcomes in English - Primary Stage

Introduction

Language learning progresses naturally with exposure and use of language. Language learning becomes meaningful when it is connected with the immediate environment of children. The English language is generally taught and learnt as a second language in India, in varied contexts and resources. At the primary stage, the teacher would need to factor in the pace of learning of children and the opportunities of exposure to English that they may have in their home and school environment.

Broadly, the curricular expectation of English language learning is the attainment of a basic proficiency for meaningful communication. While the use of home language need not be punished or penalised, particularly in Classes I and II, progression towards more use of English needs to be encouraged. The teacher needs to focus on providing learning opportunities to all learners, including the differently-abled and the disadvantaged, and ensure an inclusive environment.

Based on the curricular expectations for English language learning at the Primary Stage, a set of Learning Outcomes for each class has been developed. Teaching letters of the alphabet in isolation, or memorisation without understanding, is to be avoided. Reading corners/class libraries may be developed to provide children relevant, illustrated and age-appropriate children's literature in English/home language. The teacher should observe children for assessment when they are engaged in activities keeping in mind differently-abled children as well.

Errors should be viewed as attempts/stages of learning language. The teacher should facilitate stress-free correction through exposure to language input by through story-telling, input rich environment, and above all, providing a congenial atmosphere. The focus should be on developing interpersonal communication skills in English, and more importantly, a sensitivity towards languages and cultures other than their own.

In most places, children do not have exposure to English outside the classroom. So, teacher's proficiency in spoken English is essential. Students may listen to English and process the new language, before they actually communicate in English.

Curricular Expectations

- Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
- Develop interpersonal communication skills.
- Attains basic proficiency like developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
- Able to interpret/understand instructions and polite forms of expression & respond meaningfully both orally & in writing.
- Develops reference skills both printed & electronic mode.
- Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
- Able to express an awareness of social and environmental issues.
- Ability to read & interpret critically the texts in different contexts-both verbal (including Braille) & pictorial mode

Class I (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ name common objects like man, dog etc. when pictures are shown ➤ use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ draw/scribble pictures/ images from the story as preliminary to writing ➤ respond in home language/English/sign language/non-verbal expressions what he/she has understood in the story/poem ➤ use greetings like "good morning", "thank you" and have polite conversations in English like "what is your name?", "how are you?" etc. ➤ say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. ➤ give examples of common blend sounds in words like '<u>br</u>ick', '<u>br</u>other', '<u>fr</u>og', '<u>fr</u>riend' etc. 	<p>The learner:</p> <ul style="list-style-type: none"> • associates words with pictures. • names familiar objects seen in the pictures. • recognizes letters and their sounds A-Z • differentiates between small and capital letters in print/Braille • recites poems/rhymes with actions. • draws/ scribbles in response to poems and stories. • responds orally (in any language including sign language) to comprehension questions related to stories/poems • identifies characters and sequence of a story and asks questions about the story. • carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others. • listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs. • talks about self /situations/ pictures in English. • uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc. • produces words with common blends like "br" "fr" like 'brother', 'frog' etc. • writes simple words like fan, hen, rat etc

Class II (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/ home language. ➤ ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ respond orally in home language/English/sign language/non-verbal expressions. ➤ write 2-3 simple sentences about stories/poems. ➤ look at scripts in a print rich environment like newspapers, tickets, posters etc. ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. ➤ speak and write English, talk to their peers in English, relating to festivals and events at homes and schools. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc. ➤ read cartoons/ pictures/comic strips with or without words independently. ➤ write 2-3 sentences describing common events using adjectives, prepositions and sight words like “This is my dog. It is a big dog. It runs behind me.” 	<p>The learner:</p> <ul style="list-style-type: none"> • sings songs/rhymes with action. • responds to comprehension questions related to stories and poems, in home language/English/ sign language, orally and in writing (phrases/ short sentences) • identifies characters, and sequence of events in a story. • expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language. • draws/ writes a few words/short sentence in response to poems and stories. • listens to English words, greetings, polite forms of expression, and responds in English/home language like ‘How are you?’, ‘I’m fine, thank you.’ etc. • uses simple adjectives related to size, shape, colour, weight, texture such as ‘big’, ‘small’, ‘round’, ‘pink’ ‘red’ 'heavy' 'light' 'soft' etc. • uses pronouns related to gender like 'his/her/, 'he/she', 'it' and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc. • uses prepositions like ‘before’, ‘between’ etc. • composes and writes simple, short sentences with space between words.

Class III (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing songs/ recite poems in English with intonation. ➤ participate in role-play, enactment of skits. ➤ reads aloud short texts/ scripts on the walls, with pronunciation and pause ➤ listen to and communicate oral / telephonic messages <p>collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.)</p> <ul style="list-style-type: none"> ⇨ read posters, tickets, labels, pamphlets, newspapers etc. ⇨ takes dictation of words/phrases/sentences short paragraphs from known and unknown texts. ⇨ draw and write short sentences related to stories read, and speak about their drawing or writing work. ⇨ raise questions on the text read. ⇨ convert sentences from one tense to another (past and present) ⇨ enrich vocabulary in English through listening to and reading stories/folk tales. ⇨ use nouns, pronouns, adjectives and prepositions in speech and writing. ⇨ use terms such as ‘add’, ‘remove’, ‘replace’, etc., that they come across in Maths, and words such as 'rain', 'build' in EVS. ➤ identify opposites and use in communication, for example ‘tall/short’, ‘inside/outside’, ‘fat/thin’ etc. 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems individually/ in groups with correct pronunciation and intonation. • performs in events such as role-play/ skit in English with appropriate expressions. • reads aloud with appropriate pronunciation and pause • reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English. • expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language. • responds appropriately to oral messages/ telephonic communication. • writes/ types dictation of words/phrases/sentences. • uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. • distinguishes between simple past and simple present tenses • identifies opposites like ‘day/night’, ‘close-open’, and such others. • uses punctuation such as question mark, full stop and capital letters appropriately. • reads printed scripts on the classroom walls: poems, posters, charts etc. • writes 5-6 sentences in English on personal experiences/events using verbal or visual clues. • uses vocabulary related to subjects like Maths, EVS, relevant to class III.

Class IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ listen to simple instructions, announcements in English made in class/school and act accordingly. ➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. ➤ learn English through posters, charts, etc., in addition to books and children's literature. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ understand different forms of writing (informal letters, lists, stories, diar entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences. ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ start using dictionary to find out spelling and meaning. ➤ practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. ➤ infer the meaning of unfamiliar words from the context. ➤ takes dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/ pictures/comic strips with or without words and interpret them. ➤ enrich vocabulary through crossword puzzles, word chain, etc. 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits. • responds to simple instructions, announcements in English made in class/school. • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/ /or personal experiences in English. • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements. • shares riddles and tongue-twisters in English. • solves simple crossword puzzles, builds word chains, etc. • infer the meaning of unfamiliar words by reading them in context. • uses dictionary to find out spelling and meaning. • writes / types dictation of short paragraphs (7-8 sentences). • uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop. • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. • writes informal letters/messages with a sense of audience • . uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing. • reads printed script on the classroom walls, notice board, in posters and in advertisements.

➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.	<ul style="list-style-type: none"> • speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela. • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.
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Class V (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ discuss and present orally, and then write answers to textbased questions, short descriptive paragraphs. ➤ participates in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. ➤ prepare speech for morning assembly, group discussions, debates on selected topics, etc. ➤ infer the meaning of unfamiliar words from the context while reading a variety of texts. ➤ Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. ➤ understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context ➤ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ find out different forms of writing (informal letters, lists, stories leave application, notice etc.) ➤ learn grammar in a context and integrated manner (such as use of nouns, adverbs; 	<p>The learner:</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. • acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs. • conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. • uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events. • connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference

<p>differentiates between simple past and simple present verbs.)</p> <ul style="list-style-type: none"> ➤ use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. ➤ take dictation of sort texts such as lists, paragraphs and dialogues. ➤ enrich vocabulary through crossword puzzles, word chain etc. ➤ look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. 	<ul style="list-style-type: none"> • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs. • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. • writes informal letters, messages and e-mails. • reads print in the surroundings(advertisements, directions, names of places etc), understands and answers queries attempts to write creatively (stories, poems, posters, etc) • writes and speaks on peace, equality etc suggesting personal views • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to- day life, in storybooks/heard in narratives/ seen in videos, films etc
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Learning Outcomes in English Upper Primary Stage

Introduction

Language learning progresses naturally with exposure and use of language in meaningful contexts. Learner needs to notice and use language in and outside the classroom in order to become a proficient user of language. English language is taught and learnt as a second language in varied contexts and resources for teaching-learning in terms of the proficiency of English language teacher, materials (textbook and other supplementary materials), English language environment in the school and so on. Language learning is meaningful when it is connected with the immediate environment of children. The activities / tasks in the textbook and the tasks carried out by the teacher need to take into consideration the lived-in experiences of learners. The English language learning outcomes are intended to be achieved by every child so as to enable them to be proficient users of language in real life situations. Broadly, the goals of language learning which could be achieved include: Attainment of basic proficiency in language for effective communication and development of language for knowledge acquisition. i.e. using language as a tool for learning the content subjects. However teacher should follow flexibility, consider the pace of learning of children and opportunities of learning English at home and in school.

The learning outcomes are listed keeping in view that they are not restrictive or limited; they are the launching pads for developing skills and competencies in learners of English language in classes VI, VII and VIII. Teachers may add activities to achieve the outcomes. Pedagogical

Class VI (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ become familiar with songs/poems/prose in English through input- rich environment, interaction, classroom activities, discussion etc. ➤ listen to English news (TV, Radio) as a resource to develop listening comprehension. ➤ watch / listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond. ➤ participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers. ➤ summarise orally the stories, poems and events that he/she has read or heard. ➤ locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions. ➤ read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions. ➤ raise questions based on their reading. ➤ interpret tables, charts, diagrams and maps and write a short paragraph. ➤ think critically and try to provide suggestion/solutions to the problems raised. ➤ read/ discuss the ideas of the text for critical thinking. ➤ use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. ➤ take dictation of words, phrases, simple sentences and short paragraphs. ➤ understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale) 	<p>The learner</p> <ul style="list-style-type: none"> • participates in activities in English like role play, group discussion, debate, etc. • recites and shares poems, songs, jokes, riddles, tongue twisters, etc. • responds to oral messages, telephonic communication in English and communicates them in English or home language. • responds to announcements and instructions made in class, school assembly, railway station and in other public places. • reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. • reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. • uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. • writes words / phrases / simple sentences and short paragraphs as dictated by the teacher. • uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. • refers to dictionary to check meaning and spelling, and to suggested websites for information. • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • drafts, revises and writes short

<ul style="list-style-type: none"> ➤ understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc. ➤ understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc. ➤ draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc. ➤ look at cartoons/ pictures/comic strips with or without words, and talk/write about them. ➤ visit a language laboratory ➤ write a Book Review 	<p>paragraphs based on verbal, print and visual clues.</p> <ul style="list-style-type: none"> • writes coherently with focus on appropriate beginning, middle and end in English / Braille. • writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience. • visits a language laboratory • writes a Book Review
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Class VII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment. ➤ participate in different events/ activities in English in the classroom, school assembly; and organized by different Institutions. ➤ listen to English news/debates (TV, Radio) as input for discussion and debating skills. ➤ watch / listen to English movies, serials, educational channels with titles, audio-video materials, teacher reading out from materials and eminent speakers. ➤ share their experiences such as journeys, visits, etc. in pairs /groups. ➤ introduce self, converse with other persons, participate in role play/ make speeches, reproduce speeches of great speakers; ➤ summarise orally/ in writing, a given text/ stories,/an event; ➤ learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) ➤ read stories / plays (from books/ other 	<ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts. • reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. • participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; • engages in conversations in English with family, friends, and People from different professions such as shopkeeper, sub- salesperson etc.using appropriate vocabulary. • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station. • speaks about excerpts, dialogues, skits, short films, news / debate on TV and radio, audio –video programmes on suggested websites.

<p>sources in English / Braille) and locate details, sequence of ideas and events and identify main idea.</p> <ul style="list-style-type: none"> ➤ use material from various sources in English and other languages to facilitate comprehension and co-relation. ➤ understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc. ➤ interpret tables, charts, diagrams and maps, and incorporate the information in writing. ➤ think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts.) ➤ refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading. ➤ read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions. ➤ take dictation of a paragraph with a variety of sentence structures. ➤ draft, revise and write with appropriate beginning, middle and end, along with punctuation marks. ➤ Know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc. ➤ attempt creative writing, like stories, poems, dialogues, skits etc. ➤ visit a language laboratory ➤ write a Book Review 	<ul style="list-style-type: none"> • asks and responds to questions based on texts (from books or other resources) and out of curiosity. • reads textual/non-textual materials in English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life. • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. • infers the meaning of unfamiliar words by reading them in context. • refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. • uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc). • organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience • writes formal letters, personal diary, list, email, SMS, etc. • writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity. • writes dialogues from a story and story from dialogues. • visit a language laboratory • write a Book Review
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Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in classroom activities/ school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment; ➤ use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. ➤ watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension. ➤ interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. use formulaic expressions / instructions such as ‘Could I give you...’ ‘Shall we have a cup of tea?’ to develop communication skills ➤ participate in individual activities such as introducing personalities/ guests during school programmes. ➤ learn vocabulary associated with various professions and use them in different situations. ➤ read stories / plays (from different books/magazines in English / Braille) and narrate them. ➤ locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages. ➤ use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues. 	<p>The learner:</p> <ul style="list-style-type: none"> • responds to instructions/announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. • introduces guests in English, interviews people by asking questions based on the work they do. • engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. • uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc. • excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. • asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) • participates in different events such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; • narrates stories (real or imaginary) and real life experiences in English. • reads textual/non-textual materials in English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events while reading. <p>• reads, compares, contrasts, thinks</p>

<ul style="list-style-type: none"> ➤ interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing. ➤ thinkcritically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues. ➤ refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts. ➤ use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc. ➤ notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing. ➤ understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc. take dictation of a passage with specific attention to words pronounced, punctuation and spelling. ➤ attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc. ➤ attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues. ➤ visit a language laboratory ➤ write a Book Review 	<p>critically and relates ideas to life.</p> <ul style="list-style-type: none"> • infers the meaning of unfamiliar words by reading them in context. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc • refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing. • prepares a write up after seeking information in print / online, notice board, newspaper, etc. • communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) • writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing. • writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. • writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. • writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal/ biographical experiences etc. • develops a skit (dialogues from a story) and story from dialogues. • visit a language laboratory • write a Book Review
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For Children with Special Needs (Languages)

- Multilingualism, which is Constitutive of the identity of a child and a typical feature of the Indian linguistic landscape, must be used as a resource and classroom strategies planned accordingly by a creative language teacher. This is not only the best use of a resource readily available, but also a way of ensuring that every child feels secure and accepted, and that no one is left behind on account of her/his linguistic background (NCF, 2005). The hiatus between home language of the tribal child and the state language medium of the school poses a problem of Children from Scheduled Tribes. A transition to regional and other languages including English will be facilitated through learning in the language spoken at home of the child.
- Where there is more than one tribal language used in any area, the use of the regional lingua franca or the majority language is preferred.
- Some children may have specific difficulties in learning languages and may require help in improving their areas of weaknesses and in devising strategies to overcome their difficulties.
- There may be some children who may require alternative communication systems to compensate for the difficulties they face in using spoken language.
- Children having difficulties in writing may need to make use of ICT, while there may be some who may require opportunities to learn and develop a tactile method of interpreting written information. Content related to real-life situations would benefit all children.
- Sign language and Braille may find a place in school education, and this would not only help students with SEN in language learning, but also create awareness and sensitivity amongst children without SEN.

Care may be taken for the following aspects for children with Special Educational Needs for which they may need more time and individualized attention.

For Children with Visual Impairments (VI)

- Long passages and learning from visualized inputs
- Taking more time in interpreting meaning as reading in Braille requires more time and involves great amount of memorizing and synthesizing since wholeness of phrases, sentences etc. is not possible.

For Children with Hearing Impairments (HI)

- Comprehending new vocabulary
- Discriminating between words
- Understanding words with multiple meanings
- Forming connections between ideas or concepts
- Organizing thoughts or composing ideas. Composing ideas involves producing grammatically and semantically correct text at one time which may be difficult for these learners
- Understanding and using phrases

- Grammar usage (past tense, prepositions, active and passive construction)
- Sentence construction

For Children with cognitive Impairments, Intellectual Disability

- Oral language (listening, expressing ideas and / or speaking) and articulation (ability to speak fluently and coherently)
- Reading (including decoding, phonetic knowledge and word recognition). The student may skip words, lose place, mistake one word for another etc.
- Eye hand coordination and writing (illegible handwriting, frequent spelling errors)
- Organizing thoughts, making revisions etc., pronouncing words and/or sequencing a story
- Language comprehension (new vocabulary, sentence structure, words with different meanings and concepts) especially when presented rapidly, leading to difficulty in taking class notes
- Understanding figurative language- idioms, metaphors, similes etc.