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**Diploma in Pre School Education
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Paper- 6

Self Development – II

**(ICT, Yoga, Creative and
Performing Arts, English
Proficiency)**

ICT

1.0 Concept map of the chapter

This chapter helps you in learning what ICT is, how ICT is used to learn any discipline of knowledge, its implications, its role and the role of a teacher in Early Childhood Care and Education (ECCE). It explains the importance of ICT in education and analyses its uses in ECCE curriculum. It states the measures which the government is initiating to advance ICT in ECCE. It focuses on the following two major aspects of ICT.

- Using ICT to learn, not just learning to use ICT
- ICT and the role of teacher in an ECCE setting. How much is too much

1.1 Using ICT to learn, not just learning to use ICT

1.1.1 Objectives

After reading Chapter I, the student-teacher will be able to

- extend the knowledge of ICT
- list the uses of ICT for preschool children
- illustrate the applicability of ICT to learning
- evaluate the role of ICT in an ECCE program

1.1.2 Introduction

Information and Communication Technology (ICT) plays a significant role in the contemporary society. Interesting discussions and debates are held in the national and international conferences regarding its incorporation in the education field. ICT has become an important asset in the process of empowering the individuals to face the striking competition in the world. It helps in broadening student's knowledge by giving wide access to information in the most effective way. Its use in secondary schools, preschools and colleges augments value to teaching and learning. It adds a new dimension to learning which stimulates the students to learn and captivates them while

learning. ICT involves children actively with a purpose of learning and makes them occupy with a passion. Such a practice in learning makes them apply their knowledge and cognitive abilities to create novel ideas and put them into practice. It is here that the teacher can direct them to using ICT to learn, not just learning to use ICT.

ICT has encapsulated children by creating a communication-rich environment around their activities in their day to day life. It has made a deep and subtle effect in their lives that all their activities are influenced by technological tools. The familiarity of the technology of the children helps the teacher to make the concepts clear and easy by using ICT in learning process. Such an effect of ICT makes evident that it will continue to be in learning environments throughout the field of education and all through the life of an individual. However, teachers should be digitally literate and integrate ICT into curriculum to have an impact on student learning.

1.1.3 Definition and Meaning of ICT

Information and communications technology (ICT) refer to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. Bolstad (2004) says that ICT can be defined as “anything which allows us to get information, to communicate with each other, or to have an effect on the environment, using electronic or digital equipment.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and mobiles. ECCE can include any sort of communication tool such as: television, digital cameras and digital video cameras, computers (including desktop, laptop, and handheld computers), electronic and programmable toys, creativity and communication software and tools, the internet, mobile telephones, taperecorders, interactive stories, simulated environments, and computer games, electronic whiteboards and many more devices.

ICT has become an integral part of teaching-learning process in many educational institutions. However, schools use varied set of ICT tools to communicate and create desirable learning. Chalkboards are replaced with interactive digital whiteboards, smart phone and flipped classroom that uses blended learning and interactive exercises. These ICT approaches make the young children comprehend learning in a creative, productive and innovative way.

The recent international literature reviews on ICT have focused mainly on children's use of ICT in early childhood education (Stephen & Plowman, 2002). The literature considers how the role and communication dimension of ICT has assumed a prominence in the field of early childhood

education. Some authors use the term *learning technologies*, while others simply describe it as *technology*.

Introduction of ICT in the early years brings ‘cause and effect’ toys that support children to understand how basic technology works. After they understand these techniques, they apply their knowledge and start using in their everyday lives. They start learning about using remote controlled and programmable toys and computers, mobiles and cameras. They try to recognize the range of technology used at homes and schools. Hence, ICT should be looked at holistically across all areas of learning to enable the children to select and use technology for particular purposes. It has to be planned and creatively used throughout the curriculum and across all areas of learning.

For preschool children, all battery-operated mobiles, toy radios and televisions give access to ICT. These simple ‘cause and effect’ toys help them to investigate how their actions have an effect on the resource, e.g. a button pressed makes a rabbit pop up, or a farmyard door open, or a car go down the bridge or an excavator load the truck. We also have plenty of videos with nursery rhymes that are educative in technology (for example, ‘wheels on the bus go round and round’ where the whole technology involved in the making of a bus and its movements, traffic rules and bus services, language of direction is explained), mechanisms or understanding language and grammar. Remote-controlled toys can help children in understanding of directional language, forward, backwards, sideways, left and right. Giving directions is an important skill in day to day life. Sensory rooms that often have equipment that allows the children to operate the different resources should be provided in schools.

ICT resources can greatly benefit children who have English as an additional language. Many of the resources will support children to learn the language in an interactive way. The need is that the teachers must support children to understand that ICT is a part of everyday life and is normally used to make our life easier.

1.1.4 Importance of ICT

ICT is important in ECCE because it enables children to look for the information they need. Their involvement in finding the information makes them organize their learning in a visionary and productive way. ICT broadens the sphere of learning by acquired mobility with technological tools. It breaks the physical constraints of the classrooms. This makes the children become increasingly responsible for their own learning as they progress through the stages of learning. It trains them to

be independent learners and makes them focus on lifelong learning. The recent development in ECCE includes the use of ICTs widely. The following are the three main reasons for the importance of ICT in early childhood education.

- ICT technologies have importance in ECCE as they already influence the environments that surround young children's learning. The child's early childhood education experiences reflect and connect their experiences in the wider world.
- ICT technologies offer new opportunities to strengthen many aspects of early childhood education that support and enhance children's learning and play experiences.
- ICT technologies develop and integrate curriculum and practice. There is an evidence from school sector that ICT can help children to learn and teachers to teach more effectively (Higgins, 2003). It is widespread into schools and has done a lot to improve or transform teaching practice (Peck, Cuban, & Kirkpatrick, 2002; Reynolds, 2002).

The collaborative co-learning at this vital information age offers specific support in childhood. Therefore, effectiveness of ICT and collaborative learning in preschool education is considered important. Memory problems can also be dealt with the assistance of ICT. ICT, thus, has gained importance because of its

- access to variety of learning resources and online libraries
- immediacy to information
- anytime learning and anywhere learning
- collaborative learning
- multimedia approach to education
- authentic and up to date information
- interesting teaching and learning ways
- communication channels like e-mail, chat rooms, blogs, etc.

Do you agree that children in the present century use ICT to access information, to play toys that represent their thinking? Explain your opinion.

1.1.5 Uses of ICT

ICT is a global phenomenon, and children who are computer literate at an early stage of their lives can cope with the demands of the modern world. A sound knowledge of ICT makes it easier for children to find and organize information. Various studies from the beginning of 21st century identify good practices in the teaching of ICT. Its use in the curriculum contributes to better performance of the young children in some subject areas, especially communication skills and

mathematics. The studies also found that the primary school children love to spend as much time on computers as the curriculum allows. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, (2014) proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education have better knowledge, presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

The use of ICT in classroom helps us in

- making learning a lifelong process
- getting access to information
- meeting the needs of variety of learners
- possessing technological literacy
- motivating teachers and students
- interacting with students continuously
- bridging the gap between teacher and students
- improving confidence of the learner
- promoting learners' autonomy
- improving professional development
- enhancing active learning of teacher trainees
- designing drills, exercises, simulations in interesting way
- using motion picture, animation to give model presentation
- making children organized for their future learning and social life
- designing educational environment
- making the child understand and grasp information in very little time
- identifying creative child in educational institute
- motivating and embellishing the child towards learning
- supporting young children's learning and development
- positive learning experiences between children
- scaffolding children's use of ICT
- assessing children's learning and activities
- strengthening and supporting family involvement in children's learning

ICT technologies help the children illuminate all geographical boundaries as they take next levels of education. When they know the basics, it is possible to use their skills when needed. They can

join various projects around the world. It is also possible to learn about new cultures and languages from their home with no limits on space.

1.1.6 Implications and Applications of ICT

It is believed that ICTs can and will empower teachers and learners, by transforming teaching and learning processes from teacher-centred to learner-centred. This transformation increases learning gains for children, creating and allowing opportunities for learners to develop their creativity, problem-solving abilities. However, there are currently very limited and even in the most advanced schools, ICTs are generally not considered central to the teaching and learning process. The experiences of ICT should reflect and connect with the experiences in the wider world. ICT has already established an effect on the people and the young children’s learning environment. Therefore, ECCE should be critically examined, to guide future development and decision-making in developing the use of ICT.

The Educational Reports of India, from the dawn of 21st century, have recommended ICT practice at all levels of education and recently suggested its introduction at preschool level. The prime objective of the government, to seed and multiply ICT teaching and learning is to bridge the differences among the students, parents and teachers. ICT, certainly, leads to an effective interaction and a transparency among the three. Further, practice of various creative and digital tools and techniques will make the process of learning more collaborative.

Concomitantly, ICT has gained considerable importance in the education sector from teaching-learning to assessment and evaluation. It has changed the education scenario in the last few decades playing a vital role in the curriculum.

The following table explains the framework of how ICT supports all areas of development with children.

Area of learning and development	Aspect	Examples of ICT use
Personal, Social and Emotional Development	Making relationships	Children working together to programme a robot Using simple ICT programmes or

		resources to communicate with each other, eg walkie-talkies
	Self-confidence and self-awareness	Increased self-confidence as their ICT skills develop Provide ICT resources that allow the child to make choice
	Managing feelings and behaviour	Support if children become frustrated when the technology does not respond how they want it to Use cameras with the children to capture feelings
Physical Development	Moving and handling	Fine motor skills develop to use control pads and keyboards
	Health and self-care	Children learning the balance between playing a computer toy and being sedentary, and spending time being physical outdoors
Communication and Language	Listening and attention	Listening to instructions on how the resource works
	Understanding	Being able to follow the instructions
	Speaking	Explaining to the practitioner the sequence the robot has performed

Source: <https://app.croneri.co.uk>

Think of an area of learning and development for preschool children and specify what aspect it will develop among them. Specify the examples of ICT use and define the learning outcomes

1.1.6.1 Role of Central Government in promoting ICT

Issues relating to ECCE have received considerable attention at the national level in the last two decades. The concept of ICT in schools was initially introduced in December 2004. The Central Government later revised it in 2010 to ensure opportunities for students enrolled at the secondary level of education. As early as 1990, the Acharya Ramamurthi Committee made some observations that still hold well. The Committee says that ECCE is concerned with issues relating to the period 0–8 years in a child’s life. It takes the responsibility for all programmes relating to a child’s life from age 3 upwards, as well as for teacher education. Use of ICT is increasingly enabling the standardization of learning in rural areas and has helped bridge the gap of teacher shortage and student drop-out. The government also aims to bridge the digital divide amongst students of various socio-economic and other geographical barriers. Digitization and adoption of ICT is increasingly modernizing the traditional way of classroom learning. Realizing this, the government, in its recent Five-Year Plans invested on ICT and vocational training. Presently, the Central Government has subsumed ICT in schools under Rashtriya Madhyamik Shiksha Abhiyan, a national drive for secondary education.

Accordingly, to achieve complete digitalization and smart education, the Ministry of Human Development has initiated several new initiatives to boost the use of ICT in Education sector. All e-resources are made available through e-pathshala. Rashtriya Avishkar Abhiyan which aim at nurturing the spirit of enquiry and creativity among young learners.

The Central Government has answered to the calls on changing dynamics of education, especially to the importance of bringing ICT to the schools and colleges and improving the contour of classroom teaching and learning, says Vaibhav Kapoor, Principal, Ajanta Public School (Gurugram), adding: “Availability of technical advancements namely e-pathshala, Saransh, Shala Siddhi, Shaala Darpan, of NCERT books on mobile app etc. are commendable.”

1.2 Using ICT to learn, not just learning to use ICT

In this rapidly changing world, basic technological education is essential for an individual to access and apply information. Such ability is possible only by including ICT in education field. The use of ICT in the education has been divided into two broad categories: ICTs for Education and ICTs in Education. ICTs for education refer to the development of information and

communications technology specifically for teaching-learning purposes. The ICTs in education involves the adoption of general components of information and communication technologies in the teaching-learning process.

Conventional teaching emphasized content. For many years, courses were written and textbooks are the media for curriculum transaction. Teachers taught through lectures and presented learning material through tutorials and learning activities designed to consolidate the content. Contemporary settings now favour curricula that promote competency and performance. The recent curricula emphasize capabilities and are concerned more with application of the information rather than with what the information is. Contemporary ICT provides strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the technology (Oliver, 2000). The integration of ICT helps in revitalizing teachers and learners. To achieve the respective objectives of learning, teachers need to be involved in collaborative projects and accept the intervention of changed strategies, which would include teaching partnerships with ICT as a tool. According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce ICT into their classrooms:

- teachers should believe in the effectiveness of technology
- teachers should believe that the use of technology will not cause any disturbance to learning
- teachers should believe that they have control over technology

The use of ICT will not only enhance learning environments but also prepares next generation for future lives and careers (Wheeler, 2001). The teachers should modify their responsibilities and skill sets for future teaching involving high levels of ICT. There is a need for more facilitative than didactic teaching roles (Littlejohn et al.,2002).

However, research studies show that most teachers do not make use of the potential of ICT to contribute to the quality of learning environments. Harris (2002) conducted case studies in three primary and three secondary schools, which focused on innovative pedagogical practices involving ICT. He concludes that the benefits of ICT will be gained “...when confident teachers are willing to explore new opportunities for changing their classroom practices by using ICT.”

1.2.1 ICT and the role of teacher in an ECCE setting

ICT has become one of the basic features and part of modern society. No one can deny the impact that technology continues to be in almost every aspect of our daily lives, and in the speed with

which new developments are adopted by us. The mobile phone is ubiquitous, and not just for anytime anywhere voice communication. Broadband data connectivity brings access to the internet and our personal and business communications. GPS can give us geographical guidance. A camera gives us video as well as image and sound recording capability, and local storage continues to get ever larger and ever cheaper. Many countries now regard ICT as an important aspect of education, along with reading, writing and numeracy. The field of education has been affected by ICTs, which have affected teaching, learning, and research. ICT has the

potential to innovate, accelerate, enrich, and deepen skills. It motivates and engages children and helps to relate school experience to work practices. Hepp, Hinostroza, Laval and Rehbein (2004) have claimed that ICT is utilized in education ever since its inception, but they are yet to be massively used.

Nonetheless, today's children are seen spending more time with smart phones, i pads, cameras, computers etc. (Gutnik et al. 2011; Rideout 2011). According to Siraj-Blatchford and Whitebread (2003), young children are growing up in a world which is increasingly shaped by ICT. Especially, in the last few years there has been a growth in research and use of ICT in ECCE, use of ICT by teachers. There are also positive impacts of learning with ICT in preschool classrooms.

The research evidences show that ICT can contribute to the activities, roles, and relationships experienced by children and teachers in ECCE settings. On the other hand, from the rationalist point of view, use of computers may not be appropriate at early childhood level. But appropriate exposure to these advanced technologies provides opportunities for active exploration and active learning (Primavera, Wiederlight, & DiGiacomo 2001). Besides, there is a significant amount of support and interest in the education sector for incorporating meaningful and authentic ways technology into the curriculum and day-to-day practices. At the same time, it demands the crucial role of teachers in the full development and use of technology in the early childhood classroom (Swan et al. 2002; ISTE 2008; USDOE 2010; NAEYC & Fred Rogers Center 2012).

According to a report of NCERT, 2006, the first 6 to 8 years of a child's life are globally acknowledged to be the most critical years for life long development since the pace of development in the years is extremely rapid. This stage in life is also important as a foundation for the inculcation of social values and personal habits, which are known to last a lifetime. The

importance of investing ICT in these early years to ensure a sound foundation for life is not only the right of every child but also the quality of human capital available for a country. ECCE derives its importance from this rationale. Especially, ICT is the path to be taken by the educational institutions in countries like India as the growth of the country is directly aligned with technology and education.

Addressing the importance of ICT in Early Childhood Care and Education, the ECCE policy of 2013, recommends that all the States in India shall take all necessary measures to provide access to ICT tools for equitable, inclusive and affordable education for all children especially in remote, tribal and hard to reach areas. Integration of ICT in curriculum should be associated with better language and literacy outcomes, such as letter recognition, sequencing, and sounds, listening and comprehension, vocabulary, and understanding concepts about stories and print (Nir-Gal & Klein 2004; Penuel et al. 2009).

The concepts of mathematics like number recognition, counting, shape recognition and composition, and sorting could be understood easily when children use computers with teacher's assistance (Clements & Sarama 2007).

Nevertheless, ICT is not equally approachable by all children especially in the context of India where 48% (75.7 million) of preschool age children go to 'anganwadi centres' run by 'Ministry of Women and Child Welfare'. In addition, another 10 million 0-6 age group children are provided ECCE by the country's estimated 300,000 private sector preschools and NGOs. Rising urbanization, increased proportion of women joining the workforce, rising aspirations for quality education for offspring and improved affordability are factors driving the strong growth in this segment (Anand Rathi, 2011). Parents also prefer their kids to go to a school which is equipped with scientifically supported curriculum, advanced educational materials and equipment, new technology like computers, smart board, music system, overhead projectors that are more fun. There is a widespread belief among educators and parents that children will require technological competencies to succeed in the

workplace. It is this belief that many preschools have included ICT into children's learning experiences along with many other kinds of activities. Not only in schools but these technologies are increasingly being utilized in their homes as well as in classrooms, affecting the ways in which young children interact with the world and with others. Correspondingly, teachers' ICT competencies echo their own beliefs and capabilities to use ICT (Compeau,

Higgins, and Huff 1999). HewandBrush(2007)express that a lack of knowledge and skills has been analyzed as a major barrier to ICT integration. They distinguished three types of knowledge and skills necessary to integrate ICT in the classroom. Those that are

- specific to technological knowledge and skills
- supported by technology and pedagogical knowledge and skills
- related to technology classroom management knowledge and skills

Compeau, Higgins, and Huff (1999) and Sang et al. (2010) conclude that the degree to which teachers accomplish themselves competent in integrating ICT in their class is an important factor related to the use of ICT in primary education. More authors admit that ICT in early childhood education provides multiple possibilities for young children. The current studies aim to get a clearer picture of ICT use in preschools. Two types of ICT uses are distinguished in early childhood education, ‘ICT use supporting basic ICT skills and attitudes’, and ‘ICT use supporting contents and individual learning needs.’ This indicates that professional development is a crucial factor in stimulating ICT use that transcends teaching basic ICT skills and attitudes.

Curriculum tells you what to teach, but doesn't tell you how you have to, make the shift to the 21st century learning environment. – Stacy Behmer

Explain the statement made by Stacy Behmer. Choose an ICT concept and demonstrate how you are going to teach it.

1.2.2 Supporting children's ICT capability and ICT literacy

The curriculum for children aged between 3 and 5 years, according to Becta (2004), reflects the view that children should find out about and identify the uses of everyday technology, and that children should have opportunities to use ICT to support their learning. Similarly, Swedish authors Sheridan and Pramling-Samuelsson argue that: Just as it is every child's right to become literate, he or she should have the right to become a skilful user of ICT. Children should...“experience ICT as a tool with vast possibilities for communication and information retrieval or sharing” (Sheridan & Pramling Samuelsson, 2003).Downes and Fatuoros (1995) make the point that to be effective lifelong learners; children will need to be literate in the communication modes of their culture. They need to be able to make, and make sense of, ‘texts’ (whether these are print-based, electronic, or image-based). For young children, this could mean developing skills in the use of

images and sounds to convey information, ideas, and feelings. Multimedia ICT tools present many possibilities for doing this. Learners in the information age will also need to develop skills to organize and analyze information (Downes & Fatuoros, 1995). However, learners will not only be consumers of information, they will also be producers and creators of information (Downes & Fatuoros, 1995). For young children, this could involve using electronic media to record information, ideas, and feelings about themselves, their activities, their environments, and to share these with others.

1.2.3 Possibilities of ICT in early childhood education

Plowman and Stephen (2005, 2006) indicate that there are 'cultural' differences between learning in the preschool sector and learning in primary schools. There is more emphasis on learning through play and less reference to formal and adult-directed teaching. In this way, integrating ICT into the early childhood curriculum can mean something completely different from integrating ICT into primary or secondary education (Campbell and Scotellaro 2009). Whereas in formal education, it is assumed that ICT can make education more child-centred. Early childhood education is already to a large extent determined by this. In Plowman and Stephen's study (2005), early childhood education translates into the use of the computer as one of many possible activities in free play. During free play, preschoolers can choose if they want to play with the computer.

In a study of Morgan (2010), there is an evidence that the use of an interactive whiteboard does not necessarily lead to playful or interactive learning experiences. The study indicates that, when using ICT, teachers need to be aware of their role in guiding the children. When ICT is merely used as a free activity, children tend to get frustrated and quickly proceed to another activity (Plowman and Stephen 2006). As Terreni (2010) states: "Free play does not guarantee effective or creative engagement or development and there is still a need to support and guide children's interactions in informed ways."

Based on the distinct character of preschools, the ways in which ICT could be used in early childhood education has to be decided. Different authors give an overview of the possibilities of ICT for young children (e.g. Bolstad 2004; Clements and Sarama 2003; Kalas 2010; Siraj-Blatchford and Siraj-Blatchford 2005). These possibilities can be listed in 5 broad categories. First, ICT can add an extra dimension to the play activities of young children (Bolstad 2004). Children can use ICT in realistic and imaginative socio-dramatic role-play, while learning the correct vocabulary and learning to use different forms of ICT. Secondly, ICT can contribute to

both the language development and mathematical thinking of young children, through easy transitions between words and pictures (Bolstad 2004; Kalas 2010). Further, ICT can provide unique opportunities for scaffolding and supporting children with special learning needs, or children from culturally or linguistically diverse backgrounds (Bolstad 2004; Kalas 2010). Next, when ICT is used in spontaneous learning and playing in the classroom, it can be a catalyst for social interaction (Clements and Sarama 2003). Finally, Wood et al. (2008) acknowledge the motivational aspects of ICT. The speed, colours, dynamic presentation and instant feedback attract children. This illustrates that ICT offers multiple possibilities and can be embedded in early childhood education in many divergent ways.

1.2.4 Debate on the use of ICT in ECCE

Use of ICT in early childhood education is sometimes controversial. Some authors view ICT as a threat to play full earning and children's development (CordesandMiller2000;Healy2003). They argue that ICT use leads to lack of exercise, isolated lives, poor concentration, impaired language development, etc. Some believe that young children are highly vulnerable to any fraud on the internet. Children may spend much time on entertainment rather than learning new things and spend less time on home tasks. Instead of learning about subjects in curriculum, they may learn a lot of things that are unnecessary or even harmful to them. It is therefore necessary to strictly instruct children to know the difference between time for entertainment and studying. They should also be provided with guidance on which kind of information they need and which they do not. Thus, the limitations should be overcome as ICT in education is the future for the education of all children around the world. If Indian students would like to compete with other students in the world, they must learn ICT and teachers must implement ICT in their lessons.

Many authors promote the use of technology and argue that technology is a useful tool for learning (Bolstad2004;Hatzigianni and Margetts2012).They point to a growing body of evidence which underlines the positive effects of ICT in early childhood. According to Hatzigianni and Margetts(2012)ICT' presents a new space for exploration and discovery to young children. Bolstad(2004)indicates that ICT already influences the people and environments surrounding young children's learning and that these technologies offer new opportunities to strengthen many aspects of ECCE practices. For example, it can stimulate creativity and play, cognitive development, social interaction, etc.

To ensure the benefits of ICT to children, the following conditions must be met.

- School should provide the minimum acceptable infrastructure for ICT
- Teachers need to target basic ICT literacy skills, ICT use in pedagogical settings, and discipline-specific uses like connectivity, technical support, and software
- Digital content should be developed in local languages and reflect local culture

Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. As said earlier, the report made by the National Institute of Multimedia Education in Japan (2014), proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education have better knowledge, presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

1.3 Conclusion

To summarize, enabling ICT in education and making use of technology in education creates an easy-to-manage learning environment where the delivery of information is much smoother and the learning easier. ICT is the path to take for institutions, especially in countries like India, as our growth is directly aligned with technology and the field of education.

ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquiring the knowledge of ICT, student-teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching-learning process. So using ICT in Teacher Education in 21st Century is essential because teachers only can create a bright future for students.

1.4 Summary

This chapter has explained the meaning of ICT, defined ICT and stated its importance. It has listed various uses of ICT and has drawn its implications for using it in ECCE. It has elucidated the importance of use of ICT to learn. It has also discussed the importance of ICT in ECCE and the responsibility of the teacher to implement it in the curriculum. Discussing the possibilities of learning using ICT, the chapter has supported children's ICT capability and ICT literacy. Finally, the chapter has interpreted different views on introducing ICT in ECCE and concluded with the importance of ICT trend in the contemporary society.

1.5 Activities

- Define ICT and explain its importance in ECCE.
- Explain the role of a teacher in introducing ICT in ECCE.
- Discuss the implications of ICT in the curriculum.
- Do you support ICT in early childhood education?
 - If yes, list your ideas in support of your argument.
 - If no, explain reasons for your disagreement.

ICT Applications: MS Office and Features of Internet

Structure

2.0 Concept map of the chapter

2.1 Introduction to Microsoft Office (Word, Excel and Power point)

2.1.1 Objectives

2.1.2 Introduction

2.1.3 ICT Tools: Teaching and learning processes

2.1.4 MS Office

2.1.4.1 Microsoft Word

2.1.4.2 Microsoft Excel

2.1.4.3 Microsoft PowerPoint

2.2 Introduction to email, net search, copyright issues and plagiarism

2.2.1 Email

2.2.2 Net search

2.2.3 Copyright Issues

2.2.4 Plagiarism

2.3 Conclusion

2.4 Summary

2.7 Activities

2.0 Concept map of the chapter

Chapter II introduces you to ICT applications. The different purposes of MS Office applications are explained. The specific objectives of using these applications in the curriculum of ECCE are illustrated. The Chapter presents a step by step explanation of how to install these applications, and their uses. It directs you to the selection of these tools to teach the young preschool children. It adds up how the lessons through these tools will be interesting to children and how their learning will be enriched. It instructs

you on the use of search engine and develops your skills on internet search. Lastly, the chapter speaks on copyrights, plagiarism issues and patent rights. The Chapter deals with the following:

- Introduction to Microsoft Office (Word, Excel and Power point)
- Introduction to email, net search, copyright issues and plagiarism

2.1 Introduction to Microsoft Office (Word, Excel and Power point)

Microsoft Office is a suite of desktop productivity applications that is designed specifically for office purposes. It is primarily created to automate the manual office work with a collection of purpose-built applications. Microsoft Office is available in 35 different languages and is supported by Windows, Mac and most Linux variants. It mainly consists of Word, Excel, PowerPoint, Access, OneNote, Outlook and Publisher applications.

2.1.1 Objectives

After reading Chapter II, the student-teacher will be able to

- explain ICT Applications and Microsoft Programmes
- plan and monitor the development of children in using ICT
- design some activities for preschool using ICT
- apply their net search skills
- support and appreciate copyright and plagiarism issues
- analyse ICT potential for the personal development of ECE

2.1.2 Introduction

There is a growing recognition of the ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children in early childhood education settings. Many curriculums are now supporting the integration of ICT across the education sector from early childhood to tertiary. Children are already being exposed to ICT tools and it has already an effect on them and on the environment. ICT supports meta-cognition or 'learning to learn'. ICT tools have become an important part of private and work life of most people, including young children. Fortunately, ICT gives many opportunities to the teaching and learning of curriculum of ECCE. ICT applications can

- enhance learning and play experiences of children
- strengthen professional learning of teachers
- reinforce relationships with parents and other people connected to ECCE

The organization of the classroom has an impact on the development of ICT capability. One of the main barriers to ICT capability is access to ICT resources. Computers in a classroom must be arranged in such a way that it would ensure maxim opportunities for curriculum activity.

2.1.3 ICT Tools: Teaching and learning processes

ICT tools are devices that are used in information and communication technology, for example, computers, cell phones, cell phone towers, video conferencing, software, radio, television, laptop, media etc. The potential of each technological tool varies according to how it is used.

Each of the different ICTs — print, audio and video cassettes, radio and TV broadcasts, computers or the Internet — may be used for presentation and demonstration of any concept in teaching and learning processes. Except for video technologies, drill and practice may be performed using the whole range of technologies. On the other hand, network computers and the Internet are the ICTs that enable best interactive and collaborative learning; their full potential as educational tools will remain unrealized if they are used merely for presentation or demonstration.

The following are a few ECCE trending tools that can be successfully used in the classroom to enhance learning of preschool children.

- **Interactive Websites:** There are a TON of engaging websites for early learners that reinforce key academic concepts. **Starfall** is a phonics-based website for children pre-K through first grade that aims to develop and strengthen reading skills. **ABC Ya**, **Cookie** and **Fuel the Brain** feature age-appropriate educational games and activities spanning all subject areas. **Math Magician** and **XtraMath** help children improve their math fluency with addition, subtraction, multiplication and division. **Suessville**, named for Dr. Suess, includes kid-friendly activities as well as information about the author's books and interesting characters. These self-directed sites require little or no teacher assistance and will keep children actively engaged both at school and at home.
- **Enriching Apps:** **Best Apps For Kids** features some of the best apps by age, grade level, and subject matter. **Top 10 Educational Apps for Preschoolers** features reviews

by a mother and former teacher highlighting both free and paid apps for preschool children.

- **Educational Video Sites:** Teachers no longer need to search their school library's archaic VHS or DVD collections when current educational videos are available via the click of a mouse. **BrainPOP Jr.** and **Discovery Education** feature academic videos tailored to learning objectives and specific age groups. **TeacherTube**, a media site similar to **YouTube**, enables teachers to share instructional materials such as videos, audio recordings, and photographs. **SafeShare.TV** is a student-friendly filter that removes the offensive elements sometimes surrounding YouTube clips.
- **Online Organization:** **Symbaloo** is a visual tool teachers can use to gather and organize the most commonly used websites on their computer desktops as graphical tiles. **LiveBinders** is a virtual binder for the web, useful for collecting resources and making them accessible to both students and parents.
- **Interactive Whiteboards:** Electronic touch boards such as the **Promethean board** and **SMART board** allow teachers and students to manipulate items on a large screen using electronic pens, bringing a new level of interactivity to classroom instruction. **Promethean Planet** offers over 60,000 free teaching resources for the Promethean board, while **SMART Exchange** shares a myriad of activities for the SMART board. Teachers can also create their own lessons and broadcast media from the Internet, including academic videos or energizing clips that promote movement like those featured in **20 Brain Break Clips: Fight the Fidgeting**.
- **Digital Storytelling:** Several websites encourage children to tap into their creative imaginations to produce digital stories online. **Story Bird** supports children in creating visual stories with artwork; **Little Bird Tales** provides a medium for students to design and narrate their personal work; and **Zimmer Twins** carries it further by helping kids produce their own animated tales.
- **Collaborative Resources:** Another source of memorable learning experiences for children is communicating with classes in other schools, districts, states and countries. Using **Skype**, children can hold video chats with other students over the Internet. The social platform **Edmodo** connects classes so they can share materials and access information easily and safely. **ePals Global Community** connects over half a million classrooms around the world.

- **eBooks:** In addition to the high-interest texts that classrooms provide, teachers can take advantage of the many sites featuring popular kids' books online, such as **Disney Digital Books**, **TumbleBooks**, and **We Give Books**. **Storyline Online**, a special site run by the Screen Actors' Guild Foundation.
- **Virtual Timers:** Timers can help set a tone of accountability and assist students in self-regulation and completing their work. **Online Stopwatch** offers a range of teacher timers. **Tick Tock Timer**, **Egg Timer**, and **Timerland** are other options for tracking time.
- **Online Behavior Systems:** Behavior management software can help teachers manage their classrooms online. An example is **Class Dojo**, which allows teachers to award points to students for participating, helping others, exercising creativity, showing great insight, working hard, and making a good presentation.

To get the best from the new technology and hold the attention spans of little ones, it's important to avoid technical difficulties. Critical thinking should go into how each tool may enhance your students' abilities to reach their personal goals. If understood properly, technology need not be disheartening; it can catapult its users to new heights. As teachers, we must embrace the technology that shapes our world. To develop life-long learners in our classrooms, we must be life-long learners ourselves.

Source:

<https://www.earlychildhoodteacher.org > blog > ece-technology-10-trendin...>

A teacher should, first, ensure that careful planning and preparation for these situations in order to maximize opportunities in learning.

- identify the educational goals of the apps that can be used for children
- select them and get familiarized with their features
- apply evidence-based ICT instructional teaching strategies
- plan to record data and identify the methods of evaluation

ICT tools in ECCE can be used for:

- literacy
- numeracy and mathematical understanding
- science
- creativity and problem solving
- visual literacy and painting
- media education
- music education

The following table shows some possible ways and roles in which ICT can be a part of ECCE

S.No.	Roles for ICT	Some examples
1.	Children using ICT in their play or learning (alone, with peers, or with adults)	Children using computers to play games, listen to stories, or draw pictures. Children using ICT equipment in games or role-play activities.
2	Children and practitioners using ICT together to scaffold children's learning.	Using the Internet to locate information or resources, sparked by children's interest in a particular topic or idea.
3	Children and practitioners using ICT together to document and reflect on children's learning, or to share children's learning with parents, or other practitioners.	Taking digital photos, videos, or audio recordings of activities in the early childhood education setting and reviewing these together, or sharing them with parents. Practitioners and children using ICT to build portfolios of children's work, to use for evaluating progress in children's learning and development.
4	Practitioners using ICT for planning, administration, and information management.	Teachers developing individual learning plans for children or using computer-based templates to plan or document children's learning (e.g. using learning stories templates, or inserting relevant concepts from Te Whāriki into children's learning records). Creating databases to keep track of important information about children and their families.
5.	Teachers or teachers-in-training learning to use ICT, or learning through ICT.	Teachers-in-training learning to use ICT in their initial teacher education courses. Distance-learning teachers-in-training using ICT to learn to become early childhood teachers. Teachers-in-training learning to use technology with children in their practicum placements. Teachers using ICT to document and reflect on their practice, or using ICT as part of a professional development programme.

6.	Children and practitioners using ICT to communicate or exchange ideas or information with other practitioners, parents, or researchers.	Using videoconferencing, online discussion communities, or email, to communicate with other practitioners, parents, or researchers, or to share news and information about what's happening in the early childhood education centre. Children and practitioners using telephones, email, or fax to keep in touch with parents who are not able to come to the early childhood education centre (e.g. parents who are at work during the day). Using telephones, email, or fax to keep in touch with children and their families in distant or rural communities (e.g. Correspondence School early childhood education programme).
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Source: <https://www.nzcer.org.nz/system/files/ictinecefinal.pdf>

The way of teaching is changing and updating every day. We have to, hence, introduce new technology in ECCE. Give some examples of ICT tools and illustrate how you are going to use them.

2.1.4 MS Office

Microsoft Office is a collection of office-related applications. Each application serves a different purpose that offers a specific service. For example, Microsoft Word is used to create documents. Microsoft PowerPoint is used to create presentations. Microsoft Outlook is used to manage email and calendars, Excel, Publisher etc. MS Office can improve the quality of human life because it can be used as learning and education media. It provides wider knowledge and can help in gaining and accessing information.

Microsoft Office (MS Office) is a software program from Microsoft. MS Office is a set of productivity programs that usually come together in a single package. One can either purchase a copy of MS Office for use on a computer or sign up for the cloud-based Office 365 subscription service. This includes access to regularly updated desktop and browser-accessible versions of the software. It is a cloud-based subscription in which all the applications are included with many other exceptional and advanced features. As it is cloud based, it and can be accessed from anywhere and everywhere.

There are various versions of Microsoft Office. The latest version of Microsoft Office is called Microsoft Office 2019. Various versions have been around since 1988. Most people still refer to any version of Microsoft Office. Businesses also use Microsoft Office. It's the de facto standard among large corporations. The apps included in the business include those that can be used to manage large databases of users, perform advanced spreadsheet calculations, and create powerful and exciting presentations, complete with music and video. Microsoft claims that over a billion people use their Office products. The Office suite is used all over the world.

To access all information, one needs to install Microsoft Office on a desktop computer or laptop. There's a version for Windows and Mac devices. There are apps for Microsoft Office for the iPhone and iPad as well, all of which are available from [App Store](#). Apps for Android are available from [Google Play](#). These do offer access to the MS applications; although they don't offer the full functionality as compared to the access to on a computer. The apps included in a specific Microsoft Office depend on the Microsoft Office package. Here is a short description of the apps and their purpose:

- **Word** – to create documents, flyers, publications
- **PowerPoint** – to create presentations
- **Excel** – to store, organize, and manipulate data
- **OneDrive** – to store data online
- **OneNote** – to organize data you collect including handwritten notes, drawings, screen captures, audio clips, and more
- **Publisher** – to create extensive publications, posters, flyers, menus
- **Outlook** - to manage email and calendars, to do lists, and contacts
- **Access** – to capture and analyze data from computers or networks

The first version Microsoft Office was launched in 1990's with the name MS Office 3.0. The latest version of MS Office is called Microsoft Office 2019. Most people still refer to any version of the MS Office though, distinguishing among editions is difficult. Microsoft claims that over a billion people use their Office products. MS Office suite is application software packaged with one bundle. It smoothens the use of Microsoft Word, Excel, PowerPoint, MS-Access, Publisher etc. It helps to create professional looking documents, charts, calculation, reports, and presentations in high speed and accuracy. MS Office applications are also used to preserve the

data. Its flexible features and easier methods to create and collaborate with the team and official work have made it popular.

2.1.4.1 Microsoft Word

Microsoft Word can be used to create and edit documents such as resume, applications, and letters, school or college assignments. It can be used to create

- an email by using mail merge that helps to send one document to thousands of people with name and address
- all types of official documents, create templates, letterhead sample, bills, and cash memo, joining letter, receipts, letterhead and all various types of accounts management related work
- various educational material, lecture script by using text, question paper, word art, shapes, colors, and images that will explore creativity in students
- a birthday card, invitation card by using pre-defined templates or using insert menu and format menus functions
- a diary for personal use, in which day to day activities can be written
- a text by using various text-formatting options such as paragraph, fonts, styles, e-books or pdf documents etc.
- lots of features like cover page, content, head and footers, image adjustments, text alignment and functionality that can help to organize, write and print a book
- edit, transcribe, and convert pdf documents, transcribe the video into a word file
- enter data and format text in a word file, translate a document from English to any other language like Hindi, Telugu etc.
- an offline/online business or course
- teamwork and collaborate with team members anytime and from anywhere
- a classroom atmosphere to teach students

The following steps are to be followed while introducing MS Word

- model how to open MS Word
- explain the use of some of the keyboarding skills
- introduce the Start Menu and watch them do it step by step
- instruct the children to type some words like bird, tiger etc.
- display the word in a large font on the Smart Board

- model how to insert picture - clip art
- allow the children a few minutes to look through the pictures
- once the children decide on a picture, have them single click the picture
- explain that it will save into their document
- instruct the children to click in front of text and then click on 'OK'
- demonstrate how to drag the picture anywhere in their document
- allow them to print their picture to take home, if they have access to a printer

You can take the help of several websites that are available on the internet to give practice for the children in Science, Mathematics, languages etc. Here is an example for you that is downloaded from e resource.

The children must write what they are going to use or wear and in which climate; for example, woolen cap in winter and umbrella when it rains, hat when it is hot etc.

You can go to any site and download required worksheet for the children. After you become



familiar try making a worksheet on your own. Here are some sites for your reference.

- <https://www.greatschools.org/gk/worksheets/?grade=preschool>
- <https://www.education.com/worksheets/preschool>
- <https://www.education.com/worksheets/preschool/building-vocabulary>
- <https://learningworksforkids.com/apps/microsoft-word>
- <https://www.myteachingstation.com/worksheets/kindergarten/building-words>

2.1.4.2 Microsoft Excel

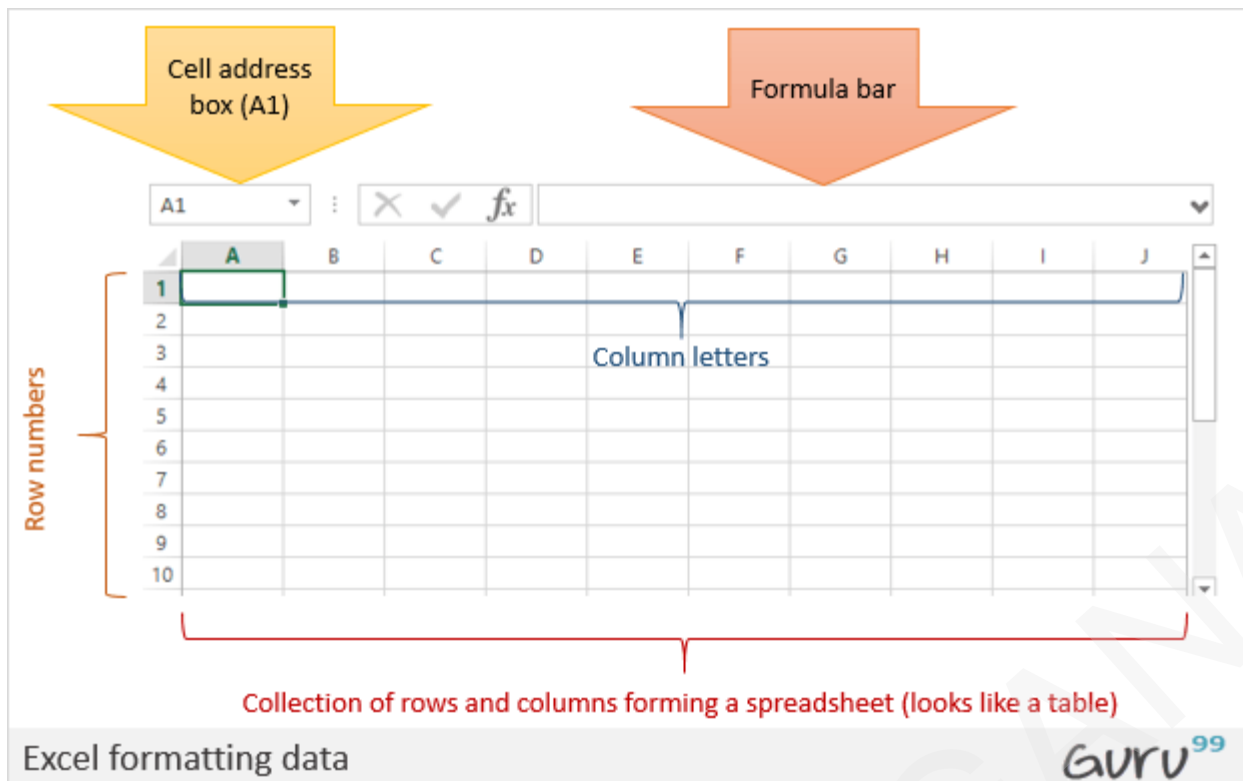
Microsoft Excel is a part of MS Office suite of programs. It is very beneficial in our day to day life. Excel can be used to convert raw data into meaningful information. It is a spreadsheet program which is used to record and analyze numerical data. By using Excel, calculations can be made faster and data can be visualized. Such data can be recorded, analyzed and stored.

Microsoft Excel is a spreadsheet with a collection of columns and rows that form a table. Alphabetical letters are usually assigned to columns and numbers are usually assigned to rows. The point where a column and a row meet is called a cell. Numbers in one way or the other are dealt in our daily life. We all have daily expenses which we pay for from the monthly income that we earn. Microsoft Excel comes in handy to record income and expenditure to make one spend

1. Design Happy Birthday Message by using Word Art by involving your children and print it.

2. Create some fruits using shapes and colours and ask the students to name them.

wisely. Following is the explanation of Microsoft Excel.



Picture showing the details of a spreadsheet

Running Excel is not different from running any other Windows program. Follow the following steps.

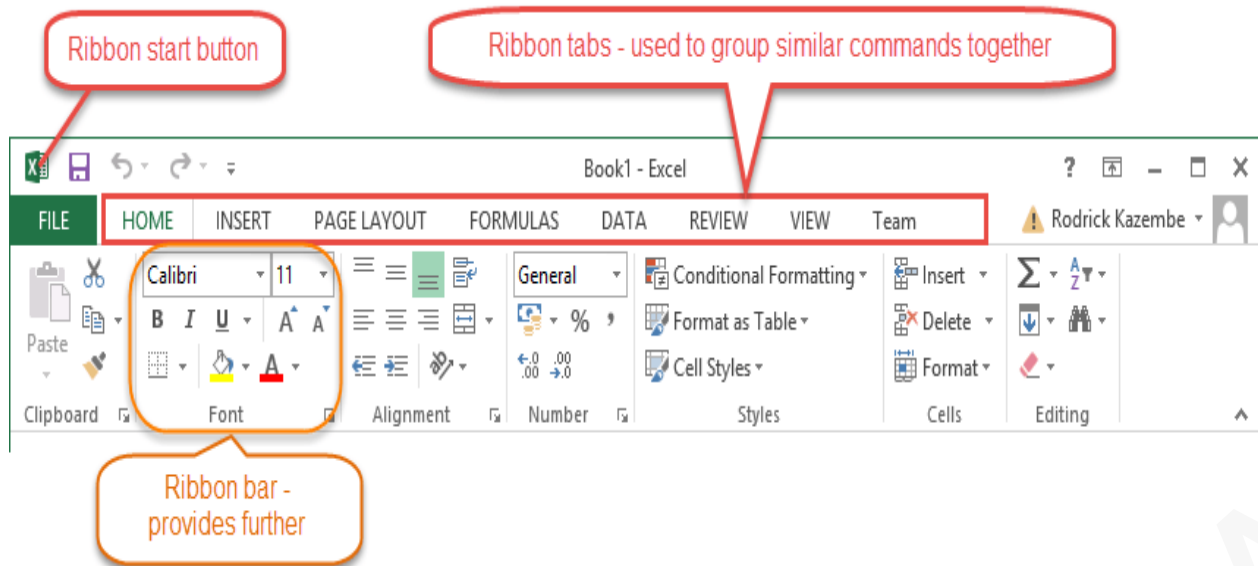
- Click on start menu
- Point to all programs
- Point to Microsoft Excel
- Click on Microsoft Excel

Alternatively, you can also open it from the start menu if it has been added there. You can also open it from the desktop shortcut if you have created one.

➤ **Understanding the Ribbon**

The ribbon provides shortcuts to commands in Excel. A command is an action that the user performs.

An example of a command creates a new document, printing a document etc. The image below shows the ribbon used in Excel 2013.



Picture showing the components of Ribbon

➤ Ribbon components explained

Ribbon start button is used to access commands i.e. creating new documents, saving existing work, printing, accessing the options for customizing Excel, etc.

Ribbon tabs are the tabs used to group similar commands together. The home tab is used for basic commands such as formatting the data to make it more presentable, sorting and finding specific data within the spreadsheet.

Ribbon bar are the bars used to group similar commands together. As an example, the Alignment ribbon bar is used to group all the commands that are used to align data together.

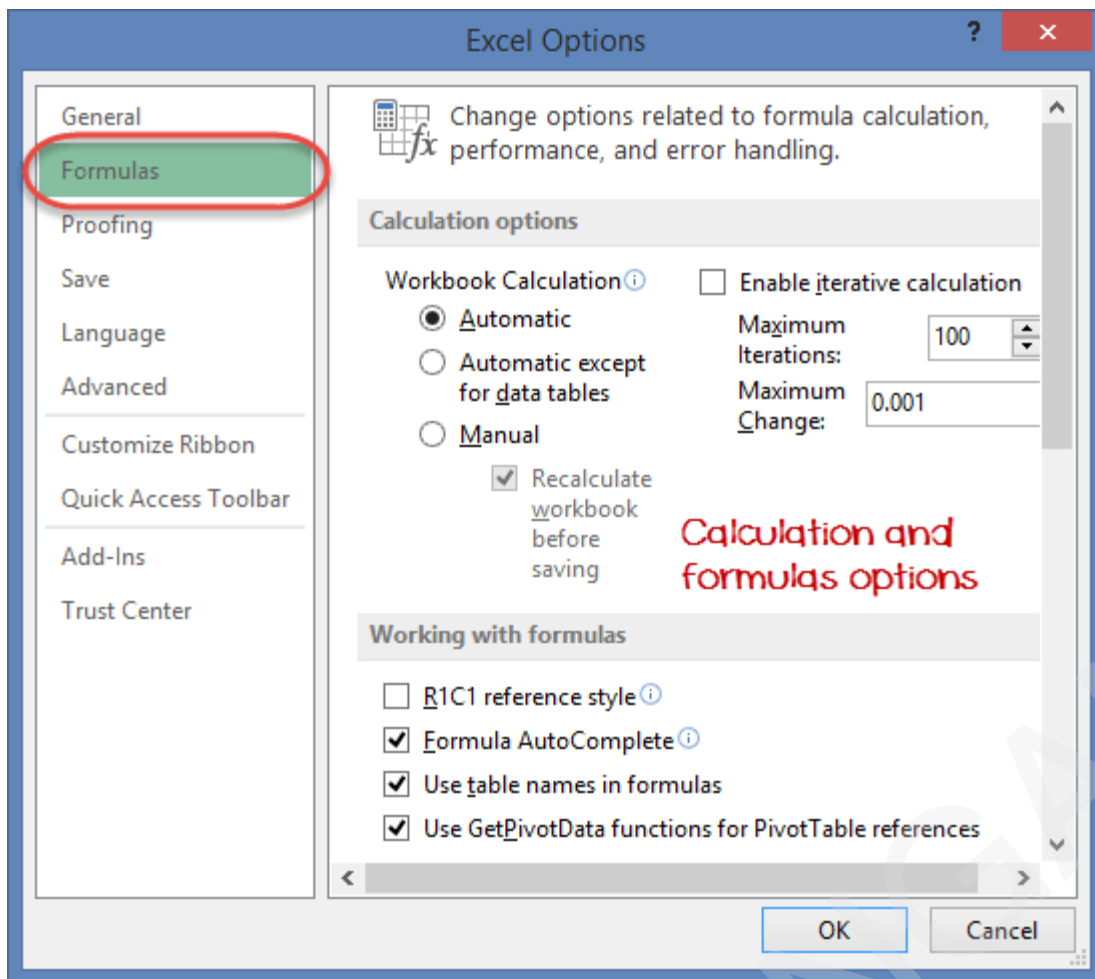
➤ Understanding the worksheet (Rows and Columns, Sheets, Workbooks)

A worksheet is a collection of rows and columns. When a row and a column meet, they form a cell. Cells are used to record data. Each cell is uniquely identified using a cell address. Columns are usually labeled with letters while rows are usually numbers.

➤ Settings for formulas

This option allows one to define how Excel works when one is working with formulas.

You can use it to set options i.e. auto complete when entering formulas, change the cell referencing style and use numbers for both columns and rows and other options.



Picture showing the Excel options for calculations

If you want to activate an option, click on its check box. If you want to deactivate an option, remove the mark from the checkbox. You can find this option from the Options dialogue window under formulas tab from the left-hand side panel.

➤ **Save settings**

This option allows you to define the default file format when saving files, enable auto recovery in case your computer goes off before you could save your work, etc. You can use this option from the Options dialogue window under save tab from the left-hand side panel.

Source: https://www.guru99.com/images/5-2015/050215_0636_Article01In1.png

Microsoft Excel is important in the education system as it enhances data management creativity in students.

- In Microsoft Excel, students can do and learn the fastest way to do the calculation with accuracy.
- Microsoft Excel builds strong analytical thinking and skills.
- Microsoft Excel application explores productive creativity in students mind.
- Microsoft Excel formulas, formatting options, and other data management and visualization tool helps students to perform complex mathematical, logical and financial calculation faster with accuracy.
- Microsoft Excel Tools helps students in skills like conditional formatting, sorting, filters, use of chart and illustration in data visualization.
- Microsoft Excel contains various educational and business tools and features that help in data management and visualization in business.
- Teachers must include Microsoft Excel in mathematics, finance and economics topics practically, so that students can become stronger, powerful in money management and spending habits.

Teaching Microsoft Excel to preschool children is challenging. The children may be introduced to the most preliminary concepts. They may be introduced to both vertical and horizontal columns of a spreadsheet. They may be asked to find some intersection cell point and may be asked to type a letter or colour the intersection cell point.

Following are some sites for your reference.

- [Easiest Microsoft Excel Chart Exercise for Students](#)
- [Uses of Microsoft Excel in our daily life and Excel Basics](#)
- [Microsoft Excel Basics](#)

➤ **Use of Microsoft Excel in the ECCE Curriculum**

Microsoft Excel is the world's most advanced calculator and the most brilliant of all Microsoft products. It has the ability to calculate numbers as well as words. It is like a Mathematics book and a colour book all rolled in to one. It makes Mathematics simpler and easier. With its help, one can even draw graphs within no time. It is an electronic graph paper that allows us to organize stuff by columns and rows. It is a tool for children to learn calculations. It is like a massive sheet of paper, but only a small portion of it is seen. The important aspect is that each

visible portion is linked to the invisible rest. It grows in size when one writes more information, and adds more pages. It can be used as a calculator, graph, text editor, and automate one's work too. It is the most brilliant of all Microsoft products. For kids Excel is a big, really big toy box on this screen. It has many places to hold toys, dolls, books and some stuff put into Excel's toy box. This toy box can hold words like name and numbers like that are learnt at school. It helps to sort and organize information (like lists of toys or friend's birthdays) and play with numbers, words, and pictures. It is a lot like a magic trick. Put something in and something else comes out and it is surprising and entertaining to the children. Chip (2012) says that Excel is a tool that helps keep track of things and summarize them in various ways. For example, one could put a list of all the kids in a class into Excel. Each person would be on one row. Next to their names, other information if the kid like he or she is a boy or a girl can be added. Information about their friends can also be added. If needed, a number could be put on how good a friend they are. The alternative choices vary from 'not a close friend', numerical - 1 to 'my best friend' numerical - 5, and students might mark 1, 2, 3, 4, or 5.

After all this is added, information can be summarized by asking questions like

- How many boys are there in the class?
- How many girls named 'Sandhya' are there in the class?
- How many friends do you have in the class?
- How many of my friends are girls?

Excel can help answer these kinds of questions, and make pretty graphs of it so that other people can see the work and know and learn, but without making their own list. A teacher (Ex-teacherlovesapplesoranges, 2012) says that Excel is a way to show a friend how things around can be sorted and counted in an easy-to-understand way.

If I give an apple to someone, it's easy to remember. But if I give a bunch of grapes, one can remember 2 items, apple and grapes. Very simple, one could write that down on a notepad. But one needs to help sort out apples and grapes according to their color, say one has 2 green apples and 3 red apples. Then you have 2 green grapes and 4 purple grapes. Now, there are so many things to remember. That's here excel comes in. One can write it in notepad, and then it can help remember. Even better, it can rearrange all the things and remember accordingly (like colour, shape, and whatever). Excel is a book where a child can calculate how many chocolates his Dad has given so far and ask for more. Excel is like a bunch of blocks of information.

List all the shortcut keys used in Excel and practice them.

2.1.4.3 Microsoft PowerPoint

PowerPoint is a slideshow presentation which is a part of the Microsoft Office suite of tools. It is a slide show of important information, charts, and images to display during a presentation. It is most often used for business and school presentations. Ideas can be presented with visual impact and appealingly through PowerPoint. PowerPoint is like a word processor, except that it is geared toward creating presentations rather than documents. PowerPoint presentations consist of one or more slides. Each slide can contain text, graphics, and other information. Slides can be easily rearranged in a PowerPoint presentation. They can be deleted if not needed, added if required. The contents of existing slides can also be modified, if necessary. PowerPoint slides may contain only text, or they can include pictures, videos, or animated text and images. Text may be formatted in the same ways as in Microsoft Word, with custom colour, size, and font type.

It includes many optional presentation features, including slide transitions, animations, layouts, templates, and more.

Preschool years are a critical period for learning and development. Preschool and early experiences enhance school success. How quickly children adjust across settings increases their success – so supporting success across the transition is important. Through play, children learn to make sense of and construct ideas about the social and natural world – the people, places, objects and experiences they encounter every day. Often it is described as child-directed, active, with a minimum of rules. Children lead their learning through exploring, experimenting, investigating and being creative in ways that they initiate and control.

PowerPoint may be used to create project presentation, business plan presentation, school assignments, and presentation for seminars etc. There are various uses of PowerPoint that depend on the creativity and imagination of teachers or any users. Teachers can use PowerPoint to teach lessons, in one PowerPoint slide or any minimum number. Each slide can be used to highlight, mention and teach the most important points those that are essential to learn. Presentation and effects on images can make students excited. Teachers must create a slide presentation from their

creativity and knowledge. It may be a cartoon movie, or a hero or a cricketer. If the information and pictures are presented simultaneously, it becomes easy and for the children to record in memory.

There are an incredible collection of images and graphics containing visuals of classrooms, pencils, crayons, school bags and blackboards available on e resource. These templates encourage students to be creative, innovative and fun loving. A great presentation for kids should include a lot of colorful slides containing themes of books, building blocks, alphabet, images, happy birthday templates etc.

Here is an example of certain PowerPoint e resource - <https://in.ixl.com/math/lkg/name-the-shape>. This source gives a list of some of the Mathematics skills for the preschool children. These skills are organized into categories, and one can teach the children to move the mouse over any picture. To start practicing, one must just click on any link. The score is tracked, and the questions will automatically increase in difficulty as the child improves.

In the e resource - <https://in.ixl.com/math/lkg/name-the-shape> different shapes like circles, squares, triangles, rectangles are presented, and the child must see the picture, identify the shape, match with the name and click on the submit button. Appreciation will be followed according to the answer to boost the child. Similarly, counting, counting shapes, comparing shapes, counting dots, counting numbers, counting money and classifying can be practised. The child must decide whether the shape is circle or square and check on the radio activity button and submit.

Some e resource list all the Mathematics skills students learn in preschool. These skills are organized into categories, and the mouse must be moved over any skill name to preview the skill. Score is tracked and the questions will automatically increase in difficulty level. You can try practicing by opening the following e source.

<https://www.slideteam.net/powerpoint-templates/children.html>

<https://in.ixl.com/math/lkg/name-the-shape>

Create a PowerPoint presentation for your students to teach them counting numbers.
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2.2 Introduction to email, net search, copyright issues and plagiarism

Email and net search are very important ICT tools. Email helps us with electronic communication enabling us to contact people immediately and promptly. Net search empowers us with knowledge round the world, from any corner of the world. This part of the chapter educates you with the skills to write an email and net search.

2.2.1 Email

Email is a popular method of electronic communication. It is an electronic way to send or retrieve personal or business-related messages, including text and pictures. It is the most widely used features of the internet. It allows you to send and receive messages to and from anyone with an email address. It has become as necessary as a phone number in the present society. It has become a standard mode of communication with the expectation being that everybody should have an email address. Email started out as a simple communication tool and made human life easier. It facilitates to contact people all over the world for free, communicate with more than one person at a time, document interactions and leave messages any time of the day without bothering people.

To receive email, one must have an account on a mail server. This is similar to your mailing address where you receive letters. We will be using the Gmail mail server. Your email message is sent from your computer to a server (it's like the post office) where the computer looks at the address (like the address on a letter) and then directs the message on to the server associated with the recipient's email account. Once email is delivered at its destination mail server, the message is stored in an electronic mailbox (like your regular mail box) until the recipient retrieves it. You can still receive email while your computer is turned off. The mail server collects and stores your incoming email until the next time you access your email by opening your mailbox and downloading your messages.

When you configure an email account, you must define your email address, password, and the mail servers used to send and receive messages. All webmail services configure the email account automatically. Only password and email address need to be entered.

In the beginning, email supported only plain text messages. Eventually, email evolved to support rich text (fonts, font sizes, and colored text, page formatting options, such as custom page margins, line spacing, and tab widths) with custom formatting. Today, email is supported by

HTML, which allows emails to be formatted the same way as websites. HTML email messages can include images, links etc. Files or ‘email attachments’ along with messages. Most mail servers allow you to send multiple attachments with each message, but they limit the total size to 20 megabytes in size or more.

➤ **Email Netiquette**

Email system is valuable for contact across time and space making it ideal for potentially consolidating positive personal and workplace relationships. It is a convenient mode of communication which is easy and free. It is one of the most pervasive technologies which have become very common in the workplace. It has expanded into nearly every corner of our lives with its ease of use and quick interactions.

When composing an email message, it is important to use good netiquette. For example, you should always include a subject that summarizes the topic of the email. It is also helpful to begin each message with the recipient's name and end the message with a ‘signature.’ A typical signature includes name, email address, and website URL. A professional signature may include your company name and title as well. Most email programs allow you to save multiple signatures, which you can insert at the bottom of an email.

If an email has to be sent to multiple recipients, each email address can be added to the ‘To’ field. However, if the email is primarily intended for one person, additional addresses should be added in the ‘CC’ (carbon copy) field. If an email has to be sent to multiple people who don't know each other, it is best to use the ‘Bcc’ (blind carbon copy) field. This hides the email addresses of each recipient.

Emails can be sent to anyone in the world, as long as you have his or her email address.

Here is an example of an email address. A web address is also given for comparison.

An email address: jdevika@gmail.com

A web address: <http://www.writersdigest.com>

In any email, the user name comes before the ‘@’ sign. The domain name comes after the ‘@’ sign. The domain name refers to the mail server, the computer that stores the electronic mailbox. It is usually the name of a company. Secondly, there is a dot (.) followed by letters that indicate the type of domain. (For example, .com, .edu, .net, .org, .lib, .in, .us etc.)

➤ Uses of email

Emails can be used to

- exchange ideas
- place orders or requests
- provide concise information
- leave messages when people are not available by phone
- keep in touch with coworkers and customers
- do routine tasks
- communicate informally on routine matters

➤ Elements of Emails

- Address

The email address of the person to whom it is addressed should be accurate. Incorrect addresses will revert as 'mailer demon'.

The 'CC' feature allows one to send a copy of the email to other individuals. One needs to be careful in sending copies to several individuals. Only those persons who need the information should be addressed.

- Subject Line

The subject line should be clear, informative, and concise. It should identify the purpose of the email. Receivers of emails who are busy, generally, scan the subject lines to know the content. If the purpose is not conveyed properly, they are chances of not opening the mail.

- Greeting

Greetings do make the message more personal. Depending on your audience and the situation, you may choose a formal greeting, such as 'Dear Mr. Ramesh,' or an informal greeting, like 'Hi Meena.'

- Paragraphs

Paragraphs should be short — three to four lines. Also, remember to double space between paragraphs. One long single-spaced message is not only uninviting to read but also difficult to read.

- Body

The body of the message should be of one topic and should be limited to one screen in length.

- Closing

A formal closing is an option in emails.

- Signature Block

The signature block at the end of the email should include name, title, company, phone number, fax number and email address.

There are different formats for emails. The most common format accepted is the following.

To
Ms Priya

From
Dr.Lalitha

Subject: Assignment due on 16 November 2019

Dear Priya,

Your assignment in Information and Communication Technologies (ICT) is due on November 15. Please submit both a hard copy and an electronic copy to me by November 17. There will be a meeting on November 20 to review your learning.

After the review, there will be a discussion on the choice of places for our educational tour which is going to be organized in the month of December.

All the best
Lalitha

➤ **Developing Email Messages**

- Make emails short and concise
- Avoid flaming
- Avoid abbreviations and symbols, but some are still acceptable

➤ **Managing Emails**

- Develop a system to manage your email communication effectively
- Set aside one or two blocks of time each day to read and respond to emails

- Set up specific files and folders to handle your email.

1. Do you think email etiquette is useful?
2. Suggest a new type of communication technology that you would like to see in a workplace?
3. Give any two examples of innovative ways of using ICT to enhance learning?

2.2.2 Net search

A search engine is a software, usually accessed on the internet, that searches a data base of information according to the user's query. The engine provides a list of results that best match what the user is trying to find. Today, there are many different search engines available on the internet, each with their own abilities and features. The first search engine ever developed is considered Archie, which was used to search for FTP (File Transfer Protocol) files and the first text-based search engine is considered Veronica. Currently, the most popular and well-known search engine is Google. Other popular search engines include AOL, Ask.com, Baidu, Bing, and Yahoo.

: (<https://www.computerhope.com/jargon/s/searengi.htm>)

➤ Accessing a search engine

The user can access any search engine through a browser either on a computer, smart phone, tablet. He may search using a URL or a search query. The user can use an omni, which is a text box at the top of the browser where a URL or a search query can be typed. Large search engines contain millions and sometimes billions of pages. Many search engines not only search the pages but also display the results depending on their importance. The browser must record information may be images, audio, and embedded media on the page so that he can access it whenever a search is performed.

It is not necessary that all search engines should give same information. Every search engine has its own approach to finding what the user is trying to find. Its results may be based on where

you're located, what else you've searched for, and what results were preferred by other users searching for the same thing, for example. Each search engines will weigh these factors in a unique way and offer you different results.

All search engines offer good results, though Google's search engine is popularly known. Microsoft's Bing search engine and Yahoo's search engine are also used by many people.

Search Engines have become a part of our life.

While the Search engines work, they operate by sending robots to scan the internet. These robots index everything they see. So, when one searches the web with a search engine it will not be searching the entire web but searching what that search engine indicates in the web.

Search engines are getting smarter. They learn more about individuals every time whenever they use their smart phone. Mobile search too is on the rise. In near future mobile search may outpace desktop search. Google is the search engine of choice on Android phones. The combination of search and mobile has allowed search engines help us search the web, search our phone and the service connected with our phone. The image below is a screen shot from my phone. Thus, Search engines are currently using that information to make their products better and to make our lives easier.

The following are a few skills one may develop while searching for information.

- Search skills improve as the individual observes his search behavior carefully. It grows with the understanding of the material accessed.
- Scrolling down to other links and moving back and forth helps in gathering some useful information
- Searching is not just copying but it helps in exploring and choosing some relevant information.
- When the information found is of some help, the individual experiences some joy and pleasure in reading it and this becomes an incentive to move forward.
- Students, when assigned some search for information, will accordingly learn through critical observations and this helps them presenting the information with related aspects, with suitable examples, choosing from different sources, and presenting them in cohesive and organized manner.
- With the help of the images they find while searching, they not only document the knowledge gained in words but in drawings, graphs etc.

- Google Search Engine is the best search engine in the world, and it is also one of the most popular products from Google.
- Bing. Bing is Microsoft's answer to Google, and it was launched in 2009.
- Yahoo
- Baidu
- AOL
- Ask.com
- Excite
- DuckDuckGo

1. How do we improve and organize online search results using Google?
2. What is the difference between Educational Technology and ICT in Education?
3. Explain your experiences with net search.

2.2.3 Copyright Issues

A copyright is a right that *is* bestowed to the authors for their work which may be a literary work, song, movie or software. Copyright includes a set of rights like right to reproduce the work, to distribute copies, and to perform and display the work publicly. The copyright owners have the right to keep each right for themselves and to transfer them to others on request.

The basis for copyright protection stems directly from the Indian Constitution. The Copyright Act 1957 is the first post-independence copyright legislation in India and the law is amended six times since 1957. The most recent amendment was in the year 2012.

Copyright is intended to increase and share not to block the knowledge. The intention is to motivate the creativity of authors and inventors for the advantage of the public. It is to reward and encourage authors to create new works to give knowledge and pleasure of reading to the society. Original works like writing, music, drama, art and photography, are protected by copyright. Films, sound recordings, typographical arrangements and broadcasts are also covered if they are not copied from any other earlier work.

Copyright may sound complicated but it is not. It is simply a law which says that if one creates anything, he owns it. And as the owner of the work one must decide how he is going to share his work to the public. One may use someone else's work only if he has the permission by the copyright owner.

There are certain limitations on the rights granted to copyright owners. Under genuine circumstances, one can use a work without taking the copyright owner's permission or paying the

copyright owner to use it. For a work to be protected by copyright, it must be original, creative and of a fixed standard. Generally, a copyrighted work is protected for the length of the author's life plus another seventy years. When the term of protection for a copyrighted work expires, the work enters the public domain.

So, creative writer enjoys copyright rights that protect all his creative work. He is free to decide how other people could use his work while he grants permission to them to use his work without giving away the ownership. When permission is granted for usage of a work it is often referred to as a license. The user needs to agree to certain conditions which include a fee that ensures some certain amount to the author. The right also specifies how and where it can be used, limits on use and the way it must be acknowledged.

Copyright exists in almost all countries, though the law may vary a little around the world. There are also international copyright agreements to provide protection for authors while they may allow their work to be translated, produced and enjoyed by readers worldwide.

1. What are the limitations and exceptions to copyright?
2. How do you protect your works using copyright?

2.2.4 Plagiarism

Plagiarism is presenting somebody else's ideas as one's own. When a person takes an idea that is not his own and represents it for his credit, it is plagiarism. As a research scholar, one is expected to give credit to the sources of ideas that one uses in his own work. Otherwise, it is just robbing other people's creativity without acknowledging them. If the source is not quoted, it becomes an intellectual theft which can be challenged in the court of law.

Unfortunately, plagiarism has been present ever since there has been creativity. But, it has come to be known as a vice only after the advancement of printing press when the ideas and literature started diffusing in the society. In this technological society, innovations and discoveries are

floating many ideas. On the other hand with the advancement of internet, information is available all over making plagiarism easy with the facility of cut-paste. Today, plagiarism is seen a lot in music, art, film industry and academic fields. However, efforts are made to protect individual creative work.

➤ **Plagiarism can be in many forms:**

- using words and phrases from the source text and reproducing them in new sentences
- declining to acknowledge the sources of information
- reproducing or paraphrasing a passage without citing the original author
- borrowing facts or statistics without proper acknowledgement

There are always reasons given for plagiarism. Most of them say that the people have no time, and many are not ready to do hard work. Secondly, there is all information on the Web about everything and this makes plagiarism very enticing and easy. Learning, these days, has become intensive and cumbersome and therefore, the students find it difficult to think and write. Hence, plagiarism is sprouting everywhere.

Plagiarism has been blooming though the universities and academic institutes are trying a lot to prevent it in many ways. In case, this is not put to an end and continues in the present century, even the school children may copy the information and reproduce it without acknowledging the source. This naturally results in intellectual drain.

➤ **Effects of plagiarism**

The effects of plagiarism are very destructive:

- a person may lose his trust and morality
- a person may be taken to court of law and may have to pay some fine
- a person may be expelled in studies for many years and the research conducted may go waste
- people may forego positions of power and authority

Maintaining integrity in the academic work is a sign of professionalism. It is important to maximizing one's own learning and take ownership of one's academic success. These days to prevent plagiarism certain specialized software is used to check suspicious work.

Plagiarism can be avoided by planning and managing research. Here are some suggestions to prevent plagiarism.

- planning with good time provision
- keeping track of the notes of the sources you use
- differentiate between one's ideas and other's ideas
- presenting other's ideas in quotes and paying credit
- documenting or citing the sources by recording all information by using either APA or MLA
- paraphrasing the information in one's own words and not by copying verbatim
- referencing the works in a reference page at the end of the research paper or book

When people do research and writing on their own and produce an original work, such work cannot be separated from the writer. The effects of plagiarism and the basic academic law of education should be made known to the students especially, those who are engaged in research and writing. The educational institutions should take this as a challenge.

2.3 Conclusion

This chapter has introduced ICT as a process to support learning. The ICT tools help the way to plan and build one's own digital library for reference. It creates educational resources in text, image, audio and video formats. It supports you to interact with your colleagues connecting through mobile and email. The chapter also educates you in the possibilities that ICT provides for creating, connecting and learning.

However, this chapter does not give you all expertise of all ICT tools. It is for you to spend some time, exploring the different menus of any application and check how they could be useful for you.

An important objective of the ICT syllabus is to make teachers confident users of technology and to make critical choices about integrating technology in their practices as well as facilitate students' learning of ICT. The teachers are expected to appreciate the possibilities that ICT

provide for bringing about inclusive classrooms. The teachers have the responsibility of establishing meaningful and collaborative participation of the students in the emerging digital society. Developing a critical perspective on ICT integration in education is important for the schools, teachers and students to participate meaningfully in the emerging digital society.

Though professional learning, in online environments and through social networking is yet to be diffused among the teachers, it holds promise. They are as just-in-time promise for learning needs of teachers, and for providing access to expertise.

2.4 Summary

This chapter elucidates a few ICT tools, and explains their use in teaching and learning. It relates the use of ICT tools to all students, especially for preschool and demonstrates how the young kids get attracted to different colours and graphics. It has listed various uses of ICT tools and has drawn its implications for using it in ECCE. It supports the teachers offering rich instruction while they practice and build similar rich learning environments. It makes you sharp and meaningful in formal professional development programs. In short, it testifies how ICT tools help in closing the gap between the new way of teaching and current instruction.

It paves a road for a novel and new vision of teaching and learning in the classrooms that could be changed to the tune of professional learning opportunities for teachers. With simple examples of ICT tools it demonstrates how best a teacher can plan and make a significant transition in the way learning is currently offered in many classrooms.

Nevertheless, there is no tailor made programme to train the teachers individually. It is here that the teachers can pursue their own learning, taking the help of ICT tools and volunteering to participate in curriculum development. However, schools need to be structured to encourage and support ongoing learning for teachers and students.

2.7 Activities

- What ICT tools you think are useful for your children in the learning process?
- Select some content on MS Word to teach your students.
 - Explain how you are going to use them in your teaching? and
 - What would be the learning outcomes?
- Write a detailed Email to your Headmistress explaining the performance of your students in using ICT tools.

- Do you support new learning methods and processes?
 - If yes, explain what your interests are and how you are going to use them in teaching?
 - If no, give reasons supporting your answer.

SCERT TELANGANA

ICT for Activities, Record Keeping and Assessment

3.0 concept map of the chapter

This Chapter demonstrates how digital activities can be planned, and how they can be used in the classroom. It defines how records of the students are to be maintained. It describes how the records of the students help the teachers to interact with the parents. It explains how the records help in changing the instructional methods or curriculum for better results. It examines the notion of ICT-based assessment or e-assessment and its role and practices in education. It analyses the significant factors that schools and teachers should consider improving assessment. It speaks about promoting effective assessment using ICT as a tool to enhance learning. ICT with its several advantages supports educational assessment practices. It promotes testing and builds up tasks. It can be used in administer tests, to mark the score of the tests, to interpret the result and to facilitate teachers in assessing learning outcomes. The following are the different themes dealt in this chapter.

- Preparing Worksheets and Activities
- ICT for Record Keeping and Sharing
- ICT for Assessment

3.1 Objectives

After reading Chapter III, the student-teacher will be able to

- design digital activities
- devise or select tools for testing
- assess and evaluate students' learning
- interpret the scores
- appraise the learning of the students

3.1.1 Introduction

ICT plays an integral part in the present education system. Children are growing up with digital technology. They can be given an experience of a range of educational resources that support ICT knowledge. Their understanding can be enhanced through play. A programmable toy or lessons planned with ICT support can complement the literacy and numeracy skills of children. Such ideas are provided with insights and practical suggestions in this chapter. Directions are given to design interesting activities for teaching and learning. Assessment procedures using ICT are also

demonstrated effectively and efficiently. Computer adaptive tests that can be developed incorporating simulation, interactivity are also presented. It explains how teachers can record learners' activities and problems as feedback.

3.2 Preparing Worksheets and Activities

Technology in education means the use of tools or machines in classrooms. In a preschool classroom, technology can take many forms. The early years are all about knowing and understanding things. Children develop as learners as they investigate the world, and they are naturally curious about everything and explore how things work. Hence, the use of technology to support learning. Young children enjoy listening to songs, books, poems and stories. They can listen on a digital player or electronic device like an iPod.

If the lesson is about the animal kingdom, then pictures, videos of different types of organisms and the environment in which they are found in can be shown very effectively on PPT. If the lesson is about the parts of body, then computers can be of great help. An animated video of different parts of a human body can be shown. Similarly, difficult concepts like digestive or respiratory systems too can be effectively and interestingly taught showing them what happens when we eat or breathe. Such digital presentations augment children's curiosity. Again, such curiosity makes them ask questions and widen their knowledge.

Children like to tell and listen to stories about themselves, other people and things. They like to draw houses, animals, trees etc. They like to play and interact with other people and animals. ICT can help children do these things and deliver content and activities that originate and support strong and productive emotions for children. They can also serve as the environment and the tools for development of a child. If we are to use ICT to support early learning across the curriculum, then the technology should be integrated to support the development of positive approaches and practices towards learning. Children should be encouraged to use ICT tools for their own purposes in their play. Siraj-Blatchford and Siraj-Blatchford (2006) identify four key areas of learning in ECE and reflect on how ICT could support them. These are:

- Communication and collaboration – children learn naturally in collaborative problem solving, drawing and video recording.
- Creativity – to be creative, children need to acquire a repertoire of schemes, and they need the playful disposition to try out such schemes in new contexts. Well-designed on-screen applications assume a wide variety of possible responses from a child.

- Socio-dramatic play – there is an enormous scope for the integration of ICT into young children’s play environments.
- Learning to learn – there is a strong evidence that computers can be applied to help even young children think.

The development of digital technologies has changed the nature of print-based literacy and led to the recognition of multiple literacies. There is a growing recognition of the impact of digital technology on childhood and children’s lives and the need to take account of the child’s perspective of electronic media.

The benefits can be realized within the literacy curriculum and in most of the learning worksheets and activities. ICT helps children observe, fix, memorize, describe and share their impressions with other people, and to find answers to their questions. ICT shift dissolves and eliminates borders between oral and written, between textual and pictorial, and even between internal and external. At the preschool age children usually role play games, and often the role inspires them to write or read something – a doctor’s prescription when playing hospital, a pricelist when playing shopping game, a timetable at travel. So, the activities of reading and writing, how they look like, become familiar to them. Children also like to listen to the same rhymes or stories many times. They look at pictures and follow teacher’s or mother’s finger while the word or picture is pointed.

In these electronic activities a teacher has many options and opportunities to create worksheets and activities.

- A teacher can create a story, a child can listen to it or follow page-by-page when it is read. They can guess what the word means, click on the word and hear how it sounds, or read by themselves in fragments, looking at the pictures.
- ICT environments and tools support speech and literacy development of a child. A teacher can exploit computer to create an object, a picture or an icon, action or an event.

This environment gives a child an opportunity to

- listen to any written word or story, link a picture or a written word
- create a sentence with words which are related to corresponding pictures
- listen to a sentence read aloud by computer and then write it or reconstruct it placing words in the proper order
- record the child’s own oral word or text and hear the recording

- draw new pictures
- make a short performance based on the presented activity
- listen to the story repeatedly to make themselves familiar with illustrations and vocabulary
- listen to the story individually to stop the story and click any word to hear it and understand

Sue Clarke at <https://learnenglishkids.britishcouncil.org/en/short-storiesplans> stories. Here are some tips in brief that can be used and exploited in the classroom.

3.2.1 Activities to prepare children for reading

Illustrations and pictures may be used to help the child understand and visualize the story. They can be used to elicit information about the story, elicit vocabulary, introduce difficult words. To simplify their understanding, 'wh-questions' can be asked. Questions such as 'Who are they?' 'What are they doing?' 'What is this?' 'What is the story about?' etc. make the children think and learn words.

Pre-teaching of vocabulary is one way to make them understand the story. Words related to the animals and pictures that are used in the story may be introduced earlier. You will usually find links to other related exercises on thematic vocabulary which can be taught first and that are available online. For example, you can find related activities to practice the names of farm animals before you read a story about farm animals. To find related activities you may browse the A-Z of Topics on internet. <https://learnenglishkids.britishcouncil.org/en/resources> is one such link.

Activities during reading may be planned. The teacher must vary the type of reading. The teacher could read the whole or parts of the story. Then the learners can read by themselves either silently or loudly that is presented on screen. Some stories could be read with illustrations and then children can watch the movie version. The teacher can stop at convenient points and ask the class 'what happens next?' The children guess and talk about the ending. The teacher can also ask the children to either repeat or mime the story. Some actions may be mimed. A story like '**Cinderella**' could be used for this purpose. The actions of riding a horse, doing household work, trying the footwear are all easy to mime. The stories are available at <https://learnenglishkids.britishcouncil.org/en/short-stories>

Post-reading activities are always good for a quick comprehension check when the children have finished reading the story. Apart from simple wh-questions, questions like 'which character did

they like' and 'why', etc. can be asked. Teachers can also prepare worksheets for follow-up work. **Role-play** can be as simple as a teacher can make it. It starts with miming basic actions, then speaking a dialogue. A teacher needs to be organized about arranging furniture and sometimes may be paint the faces of children; for the children to be motivated. If needed, the teacher can help them with props.

Fairy tales are a rich source of motivating learning content for children. Following are the well-known fairy tales and material to teach them.

- Goldilocks and the three bears
<https://learnenglishkids.britishcouncil.org/en/short-stories/goldilocks-and-the-three-bears>
- Jack and the beanstalk
<https://learnenglishkids.britishcouncil.org/en/short-stories/jack-and-the-beanstalk>
- Little Red Riding Hood
<https://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood>

The teachers can also introduce certain games like Musical Chairs to make their listening sharp; Hide and Seek, to take verbal instruction or identify objects; craft to improve their drawing, colouring, painting and using glue and scissors; creating the puppets to develop fine motor skills, language and communication skills; playing house to make the children pretend to be grownups, going to office, cooking, setting dining table etc. All these activities help them to learn simple life-skills and improve their cognitive and physical skills.

Flashcards are yet another teaching tool that can be used. They are simple, versatile, and very useful resource. They can be used to show words to improve vocabulary. They are a great way to present and practice vocabulary. A teacher can either buy or make flash cards. They can be used to improve their memory and drilling activities.

Design a worksheet to teach living things to your children.

How do you make your children comfortable with digital activities?

3.3 ICT for Record Keeping and Sharing

The use of ICT helps teachers in storing and recording information about how students are developing understanding. Several studies show that interacting with a computer provides feedback that supports better performance. Feedback from the computer during the use of test material helps in improving student performance.

Accountability has become an important aspect in education. Paperwork is mounting for educators, teachers and administrators. The ability to document events, grading or scoring student work, and tracking progress -- all need to be monitored by teachers with a responsibility of keeping accurate records. Tracking student data is vital to their educational careers. Instruction can be easily monitored accordingly.

There are varied methods of recording information. Teachers may use technology to track quantitative data. They may use an Excel Spreadsheet, or even a data-based technology. It makes administration easier for a classroom teacher. This qualitative and quantitative data gives a good picture of a student's testing, achievement and growth.

3.3.1 Types of Instructional Data and Records

There are many systems, that effectively keep accurate student and teacher records. The ability to have all student information in one location supports a teacher's ability to plan strong instruction. Teachers must maintain several academic records pertaining to instruction. Here is a short list of academic records that teachers must keep updated. These records support and help teachers in making instructional decisions.

- Summative instructional data (tests, quizzes, other assessments and project-based learning)
- Formative instructional data (writing tasks, pre-assessments, checklists, performance tasks, surveys, attendance and behavioral data)

The use of formative and summative data, such as the assessments listed above, will be a great source for teachers to track the progress of children. For example, if a teacher is using reading data, she can set comprehension, accuracy, fluency, and vocabulary as individual goals for the record.

Tracking Data

Teachers must use the data to change instruction for individual students, groups, as well as for the whole class. For data to be effective, there must be a quick grading and scoring of student work. The faster they can grade it; the sooner instructional decisions can be made. Changing instructional plans with data helps teachers become more effective and efficient. It may help them to reteach concepts, provide choice in methods. The teacher can choose specific goals like fluency, fix the speed with certain number of words per minute for measuring their speed.

Data is useful to group students according to their achievements. This helps teachers to teach more effectively and efficiently. When multiple students have the same need and level, it will be easy for the teacher to monitor learning. The more precise the groupings are, the higher the achievement and progress of individual students.

Maintaining Accurate Records

Teachers need to be effective communicators. They should understand that parents are the greatest teammates they have in educating the students in their classrooms. Maintaining accurate records helps them to work with all relationships and specially with all parents. Accurate recording supports teaching decisions and illustrates student's progress. It also helps parents to communicate with the teachers about the progress of their children.

Grades and student progress are just one area of communication with parents. Socio-emotional and behavioural issues are part of accurate recording keeping. Maintaining a notebook or a journal for behavioural issues can make a powerful data while communicating with parents, colleagues, and other professionals. For example, if a student is diagnosed with sensory disorders or attention deficit disorders, it becomes easy for both teacher and parents to fix the problem. Tracking such data also helps in addressing several purposes outside of the classroom.

Do you have the practice of maintaining the scores of the students?

Do the feedback records help you in anyway? If so, how do you use them to improve the learning of the children?

3.4 I C T and Assessment for Learning

Schools in the modern day have become more sophisticated in terms of the development of their instruction, infrastructure and facilities. Previously, the school environment was limited to having a class with chairs, tables and a board. Most of the instruction activities were conducted in class with paper and pencil tests. But now, technology has developed very rapidly and has influenced every aspect of life, including education. Technology, computers and the internet are integrated into education to support instruction and assessment processes.

In ICT environment, instructional activities do not have to occur in class all the time. As specified in earlier chapters, teachers and students can communicate through email or online media. Here we will learn how ICT is used to support assessment practices in various ways. Computers can be used as the medium for testing, to score students' tests using automatic scoring software. This phenomenon is considered as a new way of measuring educational outcomes and is well known as technology-based assessment.

ICT to Support Assessment Practice

In education, one aspect that raises much research and study is the importance of ICT use in assessment practice. In many ways, ICT can support assessment practice through formative and summative assessment. ICT can also be used for students to do their assignment. ICT is not only used to assess students' tasks, but also to prepare and complete the tasks.

Testing and ICT

Testing can be defined as a method of measuring a person's ability, knowledge, or performance. Assessment is a broader term, and testing is a part of assessment. Assessment is an ongoing process, while testing has a more formal administrative procedure and occurs at certain times in a curriculum to provide measurement and evaluation. ICT can be used in testing to conduct either in online or offline setting.

Some examples of assessment tools that are used in the online setting given by Dawley (2007) include course surveys, exams and testing tools, internet assessment tools. They are used to create questions such as multiple choice, essay, true/false, matching, fill-in-the-blanks in online testing. When students are required to take tests, internet availability is necessary. For the offline

setting, a set of questions can be designed by using specific software, which can make an offline version of the test as well as generate the score. The testing programs can be accessed on a independently with an internet connection. These tools are very useful for helping to create tests in digital settings.

Computer-based Testing (CBT)

Computer-based testing is used to make the testing process simpler for teachers and administrators. It facilitates to record scoring of students' work by using scanned sheets. The students must perform the test on a computer. The computer analyses the test results to check the test performance. CBT has been an option for many institutes. It is preferred more where tests are delivered by many large-scale, high stakes testing programs.

Most computer-based tests consist of fixed and close-ended responses which are scored by using an automatic electronic scoring machine. However, in some computer-based tests, such as TOEFL, they offer a written essay section and an oral production section. As technologies become progressively more sophisticated, it is possible that in the coming years, computers and technology will have a wider role in assessment practice. There are also some other tests like Computerized Adaptive Testing (CAT), a specific type of Computer-based Test (CBT) that is assisted by a computer program which replaces a human administrator. CBT and CAT are forms of assessment that use a computer as the medium of delivering the test.

While selecting a task for testing, a teacher must select an activity that

- is familiar for the students
- covers big a range of the levels in the class
- suits all levels -- average, less difficult and creative
- enables the students to use the required software
- allows the teacher to rate the task

What are the different ICT tools you use to test your students?

Are your students familiar in using ICT tools?

3.5 Conclusion

The discussions in this chapter suggest that ICT can be applied to support educational teaching, learning and assessment practice in several ways. Computers can help in designing activities, maintaining activities, developing their creativity and measuring the scores. The use of an automatic scoring machine to record score of the tests helps the teachers and makes the marking system easy. There are many ways of incorporating ICT in assessment practices. Schools and other educational institutions can find the most appropriate method that suits their context. Therefore, it is now essential for schools to encourage themselves to strengthen their commitment to developing better assessment practices that may support teachers, students, parents and other stakeholders. Further, a teacher should be aware that in the present education system, the professional growth is closely related to his or her competencies and impact of ICT on teaching and learning.

3.6 Summary

This chapter sketches how ICT is beneficial for the teachers to enhance learning of the preschool children. It discusses how the teachers should use their ICT skills to prepare for teaching, designing digital activities; how they should be competent in using ICT skills, tap the resources from the internet; how they should access and use electronic information and communications resources and communicate with the children, with their colleagues and with the parents; how they should use ICT to improve their professional and administrative efficiency, and to encourage the development of learners' ICT skills.

3.7 Activities

- Design a worksheet to explain different variety of fruits and their vitamin value.
- Explain the advantages and limitations of computer related activities.
- Evolve a score sheet for an ICT test you administer.
- Analyze the impact of recording feedback in education system.

4.0 Concept map of the chapter

This chapter explains how network and linkages with stakeholders should be maintained in a curriculum. It defines the importance of parents' participation in the curriculum. The chapter justifies the need for integrating ICT and involving the children in simple project work. Certain illustrations are given to provide proper understanding in the use of ICT in the curriculum. A sketch of PowerPoint presentation is given with a suitable teaching concept for preschool children. A Worksheet is provided demonstrating suitable examples for learning mathematical skills. The chapter concludes with a support of workshop experiences and rating self evaluation.

- ICT for maintaining network and linkages
- ICT integrated projects for ECCE and early primary programme
- A power point presentation on any concept; innovative activity and worksheet for introduction of numbers to children; writing and analyzing the workshop experiences and reflecting on the course and nature of participation, involvement and self evaluation

4.1 Objectives

After reading Chapter IV, the student-teacher will be able to

- organize and maintain network linkages with stakeholders
- integrate and practice ICT in teaching and learning
- appraise the value and applicability of ICT in preschool
- construct a PPT presentation on concepts related to preschool curriculum
- explain workshop experiences
- self-evaluate, interpret and revise their teaching experiences

4.1.1 Introduction

The use of technology in the classroom is increasing. It plays a positive role in children's development and learning. Many teachers are adopting technical devices in their early childhood classrooms helping them to support each child's learning development. Through the use of technology, teachers have access to more innovative and improved teaching methods that allow them to promote learning and create an active learning environment for children. A new survey examined how teachers use

technology in their early childhood classrooms. The researchers found that a majority of teachers integrate technical devices in their everyday teaching but that there is a need for support to use the devices more effectively.

ICT integration fosters ICT professional development. There are various approaches that have been used to raise skill levels and foster positive attitudes among teachers towards ICT. These approaches believe that learning with technology enables children to feel the joy of creative work and intellectual activity. ICT empowers them to create their own thoughts. It gives the opportunity to feel the strength of their own intelligence. Teachers and parents can play a great role by planning the programmes as per the need and interest of children. They may plan activities on giving preliminary explanation, imposing questions, setting examples from real-life. These activities are to be supported with responsive interaction to facilitate co-operation and collaboration between peers and between children and parents. This chapter will guide you to direct children to utilize ICT by active participation in digital world of play.

In today's dynamic and technological world the impact of ICT has been generating interactions and international relationships, especially in education. Additionally, 97% of information in the world is now digitized, which has led to the emergence of new educational interactions. In this situation, traditional methods seem to lack flexibility, in training the children creatively. A lot of voices are rising today claiming for a transformation in education in order to enhance the diverse skills and talents of every single student to meet the demands of life in the global competitive world. In this connection, new challenges emerge for government, parents, students and teachers toward the building of new ways of learning. Hence, it is appropriate to recognize the use of digital technologies in present education. However, we cannot ignore the other side of using of ICT. Sometimes, the use of ICT could be disadvantageous in terms of social interaction and digital security. We must be very careful in selecting the concepts and new technology. It is here that we need to make parents a part in the process of educating the children. There are several motivations that conduct the family to make the decision to educate their children at home, such as religious beliefs, ethics and values or may be protecting children from adverse or hazardous environments in this 'Net' generation. The parents should know what their children are learning. Hence, there is a need for a curriculum to maintain linkages with all the stakeholders in the field of education.

4.2 ICT for maintaining network and linkages

While students are tending to digital world, parents and teachers are often digital strangers. It is now a question how the relationship among parents, students, and teachers should be regulated through technology and media use. There are advantages and disadvantages identified in online interactions. The use of new technology affects parent-child interactions in ways that have a direct impact on academic as well as social and emotional learning. For example, mother-child interactions when reading a book differ depending on the use of electronic versus printed books. In general, computer use at home is found to be associated with enhanced learning. Specifically, when using an e-book, children are more responsive to prompts by the mother and also initiated discussion about the story they were reading with their mother significantly more times than when reading a printed copy (Korat & Or, 2010). This finding could be attributed to the multimedia nature of e-books that include sounds, music, animations, or read-along features that significantly enhance, sustain, and extend child's interest during this parent-child activity. In turn, use of technology and media by families provides the unique opportunity of fostering the education between school and home. Through school websites, parents can be kept abreast not only of their child's progress, but also made aware of specific topics, activities, and assessments in which their child is involved. They also facilitate parents and students to access assignments, due dates, grades all through 24 hours. The school should provide opportunities for parents to communicate with their children regarding school work and progress and may also allow parents to interact with teachers more frequently. Thus, parent involvement at home supports student-school work. However, government and schools must ensure the facility of technology and also give access to public libraries.

Besides, good parenting helps foster empathy, honesty, self-reliance, self-control, and cooperation. It also promotes intellectual curiosity, motivation, and the desire to aspire and achieve (Steinberg, 2005). These characteristics have not changed with the increased use of technology; if anything, parents need to be even more diligent in observing these principles with the precipitous changes brought forth by technology and media use. Parents should not fail to observe some basic principles of parenting. Following are a few principles that have to be practiced.

- Do not be in front of a screen all the time. Email, text, and browse online only those you would like your children to use.

- Get involved in children's net life. Watch their favorite sites, music videos, etc.
- Prescribe limits for web access and downloading.
- Explain the reasons for blocking content that is not developmentally appropriate.
- Discuss web dangers with children.
- Praise children's positive technology and media use.
- Treat children with respect. Allow them to talk about what is important to them.

A rapidly increasing literature has focused on the integration of technology in instruction and has investigated the best ways to incorporate digital learning in schools (Office of Educational Technology, 2016). Another smaller body of literature examines how home-school communication should be enhanced through technology and use of media to keep parents informed regarding various school-related matters such as school events, homework, learning strategies, and student progress (e.g., Curtiss et al., 2016; Graham-Clay, 2005; Olmstead, 2013; Zieger & Tan, 2012). Schools can play a critical role in apprising parents of relevant stages of development of children and the use of technology. For example, establishing, explaining, applying, monitoring, and enforcing clear rules regarding computer use and web access with children. Schools should not only be part of the school's planning and routine, but also share with parents what they should do at home to reinforce and extend healthy technology and media-use habits. In this way, schools can serve as facilitators of productive parent-child interactions.

4.3 ICT integrated projects for ECCE and early primary programme

Research studies show that an exposure to well informed choices of technology allows learners to access information. Children show more interest in learning with diverse colors, images, text and hyperlinks as compared to learning with books. Books consist of black text on white sheets which may be not attractive for children. Learning with technology develops language and social skills. The usefulness and benefit of using technology during early years proportionally depends on the appropriate selection of technology. Technology should always supplement the essential experiences of fine motor skills. The teachers, however, should engage the children in activities well planned by them. The ICT projects chosen should help the children with limited programmes like colouring, playing games, listening to rhymes etc. This type of exposure to technology facilitates basic level of thinking among children.

Besides, the effective and higher level of integration of ICT in early childhood years is possible only with active engagement of children. Interaction between teacher and children and among

children is very important. Positive feedback from parents or teachers, group participation and connecting technology with the real-life context should be introduced in the curriculum. Responsive interaction, creative play, real-life explorations are very important for holistic development of young children. There are many ways of using technology to teach preschool children. One can teach letters and numbers, promote active play, make them learn about animals, encourage creativity and develop digital skills. At the same time, the teacher should limit the time for exposure to screen and should create a balance with ICT activities.

The use of technology should be integrated into the curriculum of ECCE centre in such a way that it supports the learning of children. This can be possible only if a teacher has a better understanding of developmental needs of children. The ICT projects selected should be cognitively challenging in nature. They should be related to the developmental levels of the children. They should also be related to their individual needs and interests, and to their social and cultural contexts.

Learning with ICT becomes more effective when teachers develop the activity as per the need of the child. They should practice questioning, modeling and encouraging collaboration. Learning should integrate the strength of digital technology with traditional method of information transaction. Teachers can facilitate creative thinking among children by posing some curious situation or a problem. Thus, ICT can be used as a lesson delivery platform to present information to children.

It is amazing to note that the learners of 21st century are curious. Even young children show their willingness to think analyze and evaluate. They can imagine, explore, and experiment with the tools given to them. Therefore, pedagogical considerations should always accompany decisions relating to ICT use. Teachers can utilize the curious, exploring and imaginative skills of children to maximize the learning opportunity of children with technology. They should take a step ahead from the traditional way of teaching and introduce ICT. For example in traditional way, the teacher tells a story by using flashcards, story books, and puppets or by acting. This type of teaching can no more facilitate learning. New dimensions can be added to storytelling by using digital drawing, sounds, words and movement as in the traditional way of storytelling. Learning, to be effective, needs two-way interaction between children and teacher or parents. Teacher can correlate the information given by software with day to day real-life activities or experience.

Information given with technology can be supported by showing slides containing more examples, posing question to children or asking them to correlate the present slide with previous slides.

There are many software applications that are designed to show the results instantly after marking the right answers. Creativity and imagination are the two prerequisites with which these applications are designed. These are mostly designed to capture the interest of the children. They give a sense of completion to the children and encourage them to solve the next level. There are technologies that take into consideration the importance of play in learning, spontaneity, creativity and imagination of the child while designing activities and software. Such an activity can facilitate understanding and problem solving. Teachers can make use of them, in case; they find it difficult to design one.

One of the important factors in teaching is choosing appropriate material at the appropriate level. Learning can be planned with loads of fun by using the following online material Elizabeth Mulvahill (2017).

- using iPads to go on a photo scavenger hunt
- working with music videos to learn literacy skills
- adopting phonics app with manipulatives
- learning to write letters and numbers
- practicing in an interactive word search on smart board
- designing lessons with real-life situation

The integration of information and ICT in the preschool classroom demands skills on the part of teacher to deal with expected and unexpected problems. The problems may be like teaching with a few computers in the classroom, selecting the right software programme, repairing the hardware etc. The teacher has to be well trained to solve these problems. When the activity is not preplanned or organized by teachers, it creates a chaos in the classroom. If children are given a computer for free activity, it fails to engage children effectively and as a result, they get frustrated and quickly jump to another activity (Plowman and Stephen 2006). Therefore, adequate number of computers in the classroom and teacher's competency to instruct with technology is a major concern.

Parents should be concerned about the proper use of their children's computers. Their excess use of computers may be reduced or even eliminated by close supervision and monitoring of activities in which children are engaged. Time limitation for using technology should also be set out. Such supervision and monitoring will encourage the children to use computers to enhance their

knowledge and a zeal for positive social engagement.

Using ICT in the classroom is not only about teaching the children but learning for teacher. List all your experiences of learning ICT.

4.4 A power point presentation

Microsoft PowerPoint is a software application and a useful and successful application of MS-Office since the 1990s. It is used to present data or information by using text and diagrams. The information is presented with animation, images, and transitional effects, etc in the form of slides. It helps people to understand the concepts or information easily as the information presented is visualized.

PowerPoint, with its varied uses is used in every field. The uses of PowerPoint depend on the ability, creativity, and imagination of the users. From learning and exercises, every point of learning can be presented with creativity and imagination. Teachers can use PowerPoint to teach subjects lessons and chapters of any book. It gives the opportunity to the teacher to cover a topic in the different slides. And in each slide, they can mention, highlight, and teach important points. If introduced from early stages of childhood, students can create their own presentation for self-learning. Students can create it for various schools, programs or speeches.

Teachers can use PowerPoint to teach lessons, or concepts by creating slides. For each bit of knowledge, one PowerPoint slide should be created. In each slide, the most important points should be highlighted. The concepts can be explained through charts, shapes, text, and animations. Such presentations and effects on images can make students excited.

Here are a few steps to be followed to create a PowerPoint presentation (PPT).

- Select a concept, a theme or a story. It may be a created one by the teacher or from a book prescribed to the students. If a story is selected present the story in creative ways. The endpoint should be like a climax in a movie. Each slide should be created with digital effects.
- Students have to be kept focused on the screen.
- Ask a few questions and take feedback from the students.

- The presentation should be emailed to their parents for follow up.
- The teacher can save a copy of it, so that the students may access it at anytime at their wish.

Here is an example of ‘Good Habits’ that are to be inculcated among young children. It is a modified version of 10 good habits written by Enozia Vakil, October 21, 2019.

Good Habits

Healthy and good habits need to be practiced from early childhood. The earlier one starts, the lesser is the effort.

➤ **Sleep on time**

- It is very important when you start going to school.
- Maintain a regular bedtime.

➤ **Brush your teeth twice a day**

- Make brushing a fun-filled activity.
- Use a soft brush.

➤ **Table manners**

- Sit at the table for dinner.
- Maintain table manners.

➤ **Eat healthy foods**

- Healthy eating is important.
- Junk foods are harmful for health.
- Eat homemade food.
- Eat fast food and snacks like noodles, pasta and pizza but occasionally.

➤ **Say ‘Please’ and ‘Thank You’**

- ‘Please’ and ‘Thank You’ are magical words.
- They can soften irritated people and situations.

➤ **Sharing is caring**

- Sharing is one of the very important good habits.
- Sharing doubles up the joy.
- Teach the children the art of sharing.

➤ **Play Outdoors**

- Don't allow the child to get glued to the TV screen watching cartoons.
- Encourage him to go for some fresh outdoor activities every day.
- Encourage physical activity.

➤ **Cleaning up the mess**

- Get the child clean up the mess in his room.
- Allot him a span of 10-15 minutes.
- Make sure he sets all his toys and books and places at their appropriate places.
- Reward him with his favourite home-cooked snack for following good habits.

What are the different ICT tools that can be used in teaching young children?

What ICT tools can you use while teaching?

Choose a relevant concept and prepare a PPT for preschool children.

4.5 Innovative activity and worksheet for introduction of numbers to children

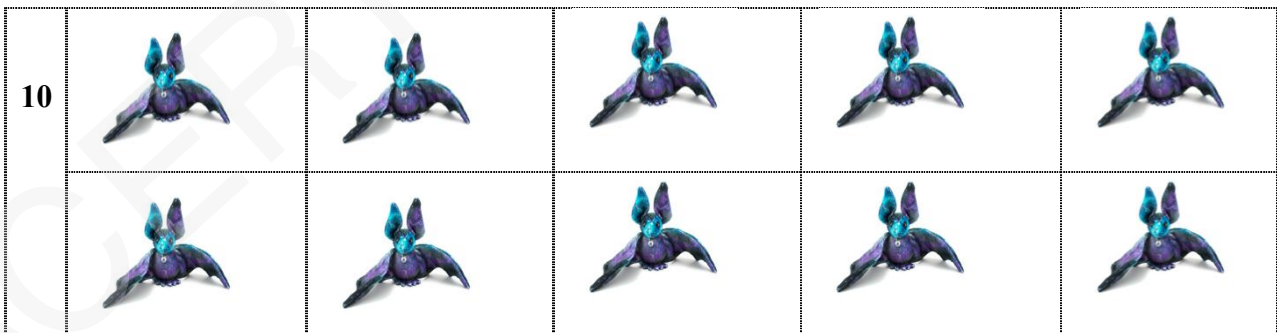
There are many ways of introducing numbers and teaching mathematical skills of counting to the children. There are many rhymes to introduce numbers to the children. Here is one. The teacher introduces the activity by singing a rhyme (one two buckle my shoe). The teacher instructs the children to look at the numbers that will be displayed on the screen. Later, she mixes up numbers and asks them all to pull out the numbers and identify them. The teacher further asks them to put the numbers in correct order. As children put each number in the correct sequence, teacher praises the children by clapping.

Here is a worksheet to consolidate the learning of numbers in children. Worksheets as these help them to practice their learning.

Numbers 1 to 10

1					
2					
3					
4					
5					

6			
			



4.6 Writing and analyzing the workshop experiences and reflecting on the course and nature of participation

Knowledge is expanding by leaps and bounds. An individual, may be in any field of service, must be a life-long learner. One cannot always go back to a school or college for learning. Hence, workshops are organized to fill the gaps in knowledge. Particularly in the area of education, workshops are arranged periodically. They are effective ways to learn modern methods and techniques of teaching and learning processes. Nevertheless, the effectiveness in learning the recent trends in the areas of modern knowledge is yet to be determined. Despite the numerous workshops that have been conducted over the years expected progress in the quality of education is not determined. Self-study and self-evaluation too are other methods of gaining knowledge and learning something new. Hence, this chapter tries to analyze the effectiveness of development of workshops that simulate experiences of knowledge and the process and criteria for self-evaluation.

Workshops are used to explore new knowledge of a subject or specialization. They help in transferring knowledge, solving identified problems, or creating new experiences. Workshops that are organized must be measured and evaluated. Good measurements must be recorded to maintain and support the work that is done. A consistent approach to measuring similar workshops help to draw a comparison and shows improvement in organizing a workshop successfully. Such records always help to bring about a positive difference.

There are three types of workshops -- Exploratory workshops, Learning workshops and Creating workshops. Exploratory workshops are those that analyze ideas, associated problems of a topic selected and offer solutions for problems and future challenges. Learning workshops are those that teach skills, applications, or techniques. The purpose of the workshop is to increase knowledge and competence. These workshops focus on practical exercises so that knowledge gained may be applied to future needs. Creating workshops are those that bring together individuals with a common interest to solve problems with collectively gained knowledge.

Following are the guidelines to conduct workshops and record workshop experiences.

- define objectives and expected outcomes
- design a pre-workshop and post-workshop questionnaire to measure the overall impact and experiences

- estimate the cost of a workshop in terms of time, effort, and money
- create metrics purposefully
- metrics help to make things more comparable, simplify complex information, and create standards that support easier decision-making
- ask questions to support the intended analysis
- understand bias and determine strategies to counteract those biases
- design surveys and gather information, both quantitatively and qualitatively as they help you in evaluating workshops
- evaluate the confidence levels of the participants as workshop could boost their level of knowledge about a subject or technique that may improve confidence
- gather feedback before, during, and after conducting workshop
- Focus on asking about specific skills like if they have understood the purpose of using certain techniques and apply them to teaching and learning situations, if they can describe a process etc.

Asking the participants about the questions discussed here will be helpful to know if the workshop has made a difference for a field, area, or technique. This information is useful for structuring the workshop and adapting the content to align with the needs of the participants. Analyzing the experiences of workshops helpsto measure the impact of workshops. Good measurements and a record of experiences of workshops give support to organize workshops, encourage people to attend workshops that bring a positive difference.

4.7 Self-evaluation

A teacher has to be a lifelong learner. Lifelong learning is possible only if learning areas are identified. These areas can be analyzed only with self-evaluation. Self-evaluation involves examining teaching practices followed by the teacher at the school and identifying the areas of improvement. The self-evaluation process must be according the quality administered by the Education Board. Self-evaluation must identify certain goals that will enhance the quality like evaluating strengths and weaknesses, identifying quality of teaching practices, and objectives that would enhance the quality of teaching.

➤ Guidelines for self-evaluation

- checking if they are meeting the requirements of the Education Board

- evaluating the current practices of every quality area against standards specified
- recognizing the areas of strength
- identifying practices that need to be improved
- reviewing classroom management
- evaluating learning outcomes
- analyzing professional goals
- examining balance of practical work, artistic, and creative play activities
- surveying the creation of warmth and love in the physical environment of the campus
- judging the ways of dealing with disagreement and conflict in the classroom

➤ **Teacher self-evaluation**

Here are a few questions that can be considered for self-evaluation.

- **Teaching Evaluation**

- I have a genuine interest in children
- I have a positive approach towards teaching
- I have patience and understanding while dealing with children
- I follow policies and procedures prescribed by Education Board
- I take classes with good preparation
- I keep updating my learning, methods of teaching and learning
- I apply the learning to real-life situations
- I maintain records and reports of the children
- I observe significant behavior of children as individuals and as a group
- I interact regularly with the children at all times

- **Classroom Evaluation**

- I provide an attractive, warm, stimulating environment in the classroom
- I introduce new material in an organized manner
- I encourage children to keep the classroom clean

- **Personal Evaluation**

- I maintain a positive and professional attitude towards work
- I set goals, plan and work accordingly
- I work according to the timelines
- I attend the meetings regularly
- I attend workshops whenever they are organized
- I interact with parents periodically
- I am flexible to changes

- **ParentRelation Evaluation**

- I negotiate in a polite way with parents
- I respect confidentiality in administration and in relation with children and parents

4.8 Conclusion

Technology gives teachers the ability to design unique learning environments for children. This is because; the use of technical devices allows teachers to bring new resources into the classroom. It provides children with a more interactive experience by using apps or quizzes online. In conclusion, ICT is very important in the improvement of the education of children. ICT provides information to teachers on a global scale. It helps them in all areas of the world to gain knowledge and keep in contact with others. It provides abundant examples and resources for educators, parents and students and gives them an opportunity to improve their career path. Both teachers and parents must keep themselves abreast of the knowledge which is adding to the library.

4.9 Summary

Chapter IV studies the importance Network. It gives a step by step description for maintaining network and linkages with stakeholders in a curriculum. It demonstrates the importance and use of ICT during teaching and learning process by using PPT presentations and worksheets. It emphasizes the need for interaction with parents in a preschool curriculum. It presents a brief idea of workshops, explains how needful they are. It provides an explanation of how to organize and assess a workshop. The chapter justifies the need for self-evaluation and explores the possibilities of lifelong learning to match with the future expectations in educational practice.

4.8 Activities

- Plan a digital storytelling and make a note of the key elements of the story. Justify its relevance to the curriculum of preschool children.
- As an administrator prepare a circular or memo to introduce ICT in the curriculum. It should be convincing to the staff that are hesitant to introduce ICT in their teaching and learning processes.

Write it in four paragraphs discussing the following.

- Justify the introduction of ICT-mediated instruction in your own school.
- Describe useful school-based policies to guide the initiative.
- Explain how you will prepare the staff for the initiative.
- What provisions will you make to monitor and evaluate ICT based teaching?

YOGA

Unit I: Yoga Prayers

The Union of Physical, Mental and Spiritual Faculties

1.0 Introduction

The *Sanatana Dharma*, advocated from the ancient times, has been centered at human being as the focal point as he is the most highly evolved species. Making use of his faculties, man is supposed to take care of nature – including Plants, Animals, Water bodies, Crest of earth such as Mountains etc. It is common knowledge that when men violate this responsibility, nature becomes violent and takes its toll. For example, if human beings harm nature by cutting trees indiscriminately or pollute the gifts of nature such as air, water etc., it reflects on their health in the form of diseases. To lead a healthy and complete life, people should have discipline, both physical and mental. *Yoga* endows such discipline to man to keep his own self under control and take care of his surroundings.

“*Yoga*” has been defined as “a group of physical, mental and spiritual practices or disciplines.” Outside India, it is understood as a posture-based physical fitness, stress-relief and relaxation technique. Whatever is the definition, *Yoga* is the union of all the faculties blessed on human beings. It is the common experience when there is a disagreement between head (thinking) and heart (feeling), intellect and inspiration, with regard to a crucial decision of life, one gets confused. For instance, a teenager is interested in dance or music or painting and yearns to be an artist; and her/his parents want her/him to become a doctor or an engineer. Parents focus on a lucrative career and success for the child as the common feeling of people is that if one has money there will not be any problems in life. The aspiration of the parents is justified; but the person involved is the child. S/He has to live all the life with her/his profession; and without passion and involvement, nobody could achieve success or distinction in whatever they do.

Define “Yoga.” How does Yoga Practice help a person?

1.1 Significance of Prayers in the Practice of *Yoga*

Yoga, it is already stated, deals with all the faculties of human personality. It answers all the demands of physical, mental and spiritual dimensions of man’s life. Prayers form a crucial part of Yogic practice. The meaning of these prayers is very significant; they are not meant for an

individual's wealth or prosperity; they are meant for the peace and harmony of the entire universe where all living beings coexist in total tranquility, enjoying all the blessings of Mother Nature. They are in Sanskrit, the global language of ancient times, and are in the form of lyrics (*shlokas*) to be sung in a specific tune. They are significant not only for the meaning; but they are composed of words with particular sounds, which, when chanted aloud, activate the human anatomical and physiological systems and help in improving physical health, mental peace and spiritual awareness. The sound-meaning sync actually makes them mantras. A mantra is supposed to act as a mental instrument to discipline the mental faculties in order to obtain physical discipline. "Incorporating mantras into practice can help to make it sacred and take it out of the realm of the physical and into a higher state of awareness," say the Yoga masters. These Prayers always begin with *Shanti* (peace) mantra because a sincere call for peace is a powerful means of restoring order in the world. It calms the agitated minds, strengthens the inner resolutions and nurtures the sense of calm and peace that allows people to carry on their activities successfully. The *Shanti Patha* is an invocation of the latent peace hidden in human mind; and, in this chaotic world which is not under the control of one individual, it is essential to endeavour to be calm with the help of one's inner peace. This is the purpose of the *Shanti Patha*. To make life meaningful by being useful to the society, nation and universe as a whole, a call for peace requires inner strength and resolve. Reciting a *Shanti Patha* at the beginning of *Yogic* practice sets a calming effect by invoking the universal forces to bestow peace on the practitioner. In conclusion, it provides a tranquil closing in harmony with oneself and with all other beings in the universe.

In the *Yoga* tradition, peace is invoked by reciting this *Shanti Patha* for "peace," which also means tranquility, welfare, calmness of mind, happiness, prosperity, absence of excessive passion and the reduction of pain. A *Patha* is a recital or recitation. The most familiar phrase "*Om Shantih, Shantih, Shantih*" is the concluding part of *Shanti Patha*. Every *Shanti Patha* (and there are many) is meant to help all the living beings of the entire world avoid pain, conflict, suffering and disorder. Many yogic philosophers of various schools of thought followed this mantra, as the very purpose of every life is the attainment of highest bliss (*ananda*). The opening of Ishvarakrishna's *Sankhya Karika* states as follows: "Due to the torment of the threefold suffering, there arises the desire to know the means of counteracting it." Sage Vyasa's commentary on *Sutra* 1.31 of Patanjali's *Yoga Sutra* reads as follows: "Pain is that, affected by which, beings endeavor to ward it off." Buddha adopted this as the main tenet of Buddhism. He embedded the

point in the Four Noble Truths, the first truth being “suffering,” and as the last truth being that there is a “means of removing” it.

How do *Yoga Prayers* help the practitioners? What role do Prayers play in enhancing the impact of Yoga in promoting physical well being, mental peace and spiritual elevation?

Each sound has a particular vibration and certain mantras can resonate and harmonize that energy. The curator of Exhibitions at the Rubin Museum of Art in New York City, Risha Lee states: “A *mantra* is a much more complex concept than a mere chant.... It unites sound, body and mind in a deeply philosophical experience.” *Om* is said to be the primordial sound heard at the time of the creation of the universe. “The droning sound of ‘*Om*’ is said to unblock the throat chakra, which can lead to more attuned communication with others.” “*Om*” is more than just an invitation to start yogic practice. When done properly, the sound reverberates through the body upward to the crown of the head, filling the body with pulsating energy that simultaneously empowers and radiates tranquility. Hence, all yoga practices include the chanting of “*Om*” as a significant part of *Yogic* activity.

The spirit of all these teachings of *Shanti Pathas* is nothing but an expression of chief human intent as well as the first step along the path leading to peace, which is the highest attainment for human life. Reciting a *Shanti Patha* at the beginning of *Yogic* practice sets smooth path to tread. The end of this *Yogic* journey is the achievement of a contemplative mind and harmonious existence with the other living beings in the lap of Mother Nature.

Suffering is mitigated when consciousness is roused; this is fundamental conviction of *Yoga*. In the chanting of “*Om Shantih, Shantih, Shantih,*” this principle is practised by uttering “*Om,*” which is supposed to be the premier sound in the universe. According to the *Sankhya* teachers, suffering in this world is threefold; so, the word “*Shantih*” is recited three times. The first utterance is to recognise the pain, termed in Sanskrit as *adhidaivika* (meaning it is under the control of the divine or supernatural agencies). Examples of this kind of suffering are natural disasters such as droughts, storms, earthquakes and volcanic eruptions. In this type of pain the human being cannot control or stall it; and, the reality is that the forces of nature themselves struggle here for balance and harmony.

The second source of pain is called *adhibhautika* (meaning beings of all kinds). Suffering at this level is the result of the actions of other beings. In addition to interpersonal conflicts among

human beings, *adhibhautika* pain includes violent attacks of animals. Unpleasant interactions with family, friends, society and co-workers are common experiences of this kind of pain; battles and wars between groups and nations are most devastating examples and inflict the worst kind of pain, as they happen due to misunderstanding or greed of human species. A human being who kills the other human beings is called a murderer by the *Sanatana Dharma*, whatever guise he may wear; any killing is against

the tenets of *Shanti* or unity of the world.

The third type of pain, the most common type of all, arises from within one's self. This suffering is termed as *adhyatmika* (meaning "related to the self"). Physical illness or mental distress surfaces in this type of suffering. This is not only the result of misunderstanding, wrong judgments and negative emotions of anger, greed, selfishness, jealousy etc., but are also amenable to get them under control.

Explain the terms "*adhidaivika*, *adhibhautika* and *adhyatmika*."

Utterance of "*Shantih, Shantih, Shantih*" three times for three levels of suffering could get very apt examples of three kinds of pain in the classic Indian epic, the *Mahabharata*. This great book should not be taken just as a tale of civil war between cousins for the thrown; it symbolizes the struggle between the forces of good and evil in the universe (the *adhidaivika* level), the historical event (conflict at the *adhibhautika* level) and is an allegory illustrating the struggle between attachment and non-attachment within each individual (conflict at the *adhyatmika* level). It is ultimately a war between *dharmic* and *adharmic* forces which is the ultimate reality of the universe. All the incarnations (*Avathars*) of the saviour Vishnu illustrate this eternal conflict between good and evil within and around. Every aspect of life, in fact, showcases a simultaneous intertwining of *adhidaivika*, *adhibhautika* and *adhyatmika* realities. All the Prayers in Yoga Practice are meant to help the individual stand firm in this battle within and outside himself.

The *Yajur Veda* has an outstanding piece of invocation which distinguishes itself for its "cosmic scope, rich imagery and sonorous Sanskrit cadence." At that time, the lives of individual beings were seen as "parallel and interwoven ("As above, So below"). Thus, those "invocations of peace in the cosmos" were also "invocations of peace within the individual soul." The distinction of this *Shanti Patha* is that the human body is symbolized as the universe: from the crown of the head to the throat is considered the heavenly region; the area from the throat to the navel is the sky (the

middle region); and, from the navel to the toes is the earth. The chant, which is usually recited as a conclusive benediction is as follows:

Sanskrit Phrase	Meaning
<i>Om dyau shantir</i>	--- May there be peace in heaven
<i>antariksham shantih</i>	--- Peace in the skies
<i>prithivi shantir</i>	--- And peace on earth.
<i>apah shantir</i>	--- May all the waters know peace
<i>oshadhaya shantir</i>	--- May all the herbs and plants know peace
<i>vanaspathaya shantir</i>	--- May the great trees of the forest know
<i>vishve deva shantih</i>	--- May all the forces of the universe know peace
<i>brahma shantih</i>	--- The immense, transcendent Reality is peace
<i>sarvam shantih</i>	--- May all know peace
<i>shantir eva shantih</i>	--- Peace and only peace
<i>sa ma shantir edhi</i>	--- And may that peace come unto me
<i>Om shantih shantih shantih</i> --- Om peace, peace, peace.	

This *Shanti Patha* stands out for its extraordinarily rich symbolism. The allusions point to the interdependence of the individual and the cosmos. For example, Water is both an element and a symbol. Taken as an element, it reminds one of rain, of flowing rivers, of ponds, lakes and seas. It symbolises the blood of human veins, the fluids filling human cells. And it is distant in clouds and mountain snows. Water pervades every aspect of existence; and it is spoken of as primeval coexistent with the origins of life and time. As a natural symbol, water is the manifestation of a hidden reality. Any water body reminds one of the deep level of human consciousness. The cooling touch of water revitalizes both human body and human spirit. The very taste of water vitalizes not only the physical tongue but the inner spirit too. “Water is life-giving, balancing and transparent; and without it, existence itself becomes arid and evaporates. To invoke peace among all the waters is to recognize water both as an element and as a symbol. In fact, the two are not different. Water is the physical form of the nurturing forces of life.”

Apart from this symbolism, there are various blessings of peace that are offered in this *Shanti Patha*: Peace be showered on every being – animate or inanimate -- that lies under the sky. Peace be given to the atmosphere, which is filled with light and darkness, and animates with the movement of the winds. Peace to the earth and everything born on the earth. Peace to the all pervasive waters. Peace to the plants and herbs that provide food and healing medicines. Peace to

the great trees, towering upright, giving fruit and shading the earth. Peace to all the forces of nature the powerful, the subtle, the pretty and the petty.

What is the significance of “*Shanthy patha*”?

Inspired by the Vedas and with the experience of living a natural life in jungles far from the madding crowd, the Sages (*Rishis*) gave some *Shanti Pathas*, also educating people on the sources of peace. They mention that source as the ultimate Reality called *Brahman*. To put it briefly in a familiar phrase, it is “a peace that passes all understanding and all knowledge.” Real peace does not come from the intellect or information; it is beyond all the human intellect and all information a human could gather. Realising *Brahman* is an experience beyond words. It leads to enlightenment which brings freedom from pain. The Sages always pray as follows: “May all know peace.” By reciting a *Shanti Patha* true peace should be attained. (“And may that peace come unto me.”) The experience of peace has a way of helping human beings in reordering their lives. The goal in reciting a *Shanti Patha* is to actually create harmony with the surrounding environment, with other beings, human and animal, and with the inner faculties one’s own self and forces of outside nature. Comprehending and chanting the words of peace (Prayers) have the potential of gifting the power to face the chaotic world and positivity to find it as a regulated and systematic entity based on natural, humanistic and value based tenets called *Dharma*. A human being thus could be furnished with strength to face the world, solve his own problems and also render help to the others in need. Possession of perfect physical health, mental strength and spiritual awareness carves him into a human being much sought after and admired by others.

1.2 Research regarding the Effectiveness of Yoga and Yogic Prayers

As far as research in yoga is concerned, it was done elaborately by the sages who recommended and propagated it to be included in all the *Gurukula* systems of education from the ancient times. Yoga was taught to every disciple as it was the system that maintained the physical well being and mental strength of people as it also endowed spiritual awareness. With the foreign invasions and rule for about a millennium, India from had been snatched away from many of its great traditional practices. The introduction of the British education particularly had taken the Indians away from Sanskrit, the source language of their culture, science and technology. And, the practice of Yoga too took a back step and was gradually forgotten as a way of maintaining physical health, mental strength and spiritual awakening.

It is again in the last quarter of the 20th century and in the present century that, with some tenacious masters, Yoga has been revived in India and has also been propagated in the foreign countries. Apart from what the Sages had given, India did not do any considerable research in the field of Yoga. It is after the spread of the concept to the western countries and after they had experienced the benefits of practicing Yoga, some research is being carried on Yoga and its benefits.

Yoga has long been practiced as a physical discipline in those countries; but the researchers are now becoming aware of the healing qualities of the *Yoga* and *Yogic* prayers. Luciano Bernardi, with his colleagues of the University of Pavia, found that during the recitation of *Yoga* prayers the rate of breath slowed down. This is actually synchronized with the cardiovascular rate mentioned as the ideal situation. This leads to enhanced heart rate variability and arterial sensitivity. In another study by Cruckoff and Crater in Duke University, it was found that heart patients undergoing critical cardiac procedures fared 50% to 100% better than the control group in terms of blood pressure and heart rate. All of them practiced *Yogic* prayers during the therapy. Further researches are carried on at present; and, the evidence is on the increase that *Yoga* prayers enhance the benefits accrued through the practice of *Yoga*.

What is the scientific significance of Yoga prayers?

1.3 Chanting of *Yoga* Prayers

Yoga prayers are in Sanskrit. It is necessary to know proper pronunciation and intonation of the chant in order to enjoy its full benefits. At the same time, learning the meaning can help raise the level of consciousness that would have been unreachable before learning and chanting these prayers. The *Shanti mantra* is practiced at the beginning of the *Yoga* practice; Prayer endows a sense of peace and good will towards the entire universe and all the beings in it.

1. The premier prayer chanted by all the yoga practitioners is Shanti Mantra:

“Om Sahana Vavathu, Sahanou Bhunaktu Sahaveeryam-Karvavahai Tejaswinaa Vadhitamastu, Ma...Vidvishavahai Om Shanthi Shanthi Shanthi hi!”

The meaning of the above *shloka* is as follows: “Let us be together, Let us eat together, Let us produce the energy together, Let there be no limit to our Energies, Let there be no ill feeling among us, Om..... Peace, Peace, Peace.”

2. The *Surya Namaskara Mantra* is another important yoga prayer. It bows to the Sun – the source of all energy and all life on the surface of the earth:

<i>Hiranmayena</i>	<i>Pathrena,</i>	<i>Sathyasyapi</i>	<i>Hitham</i>	<i>Mukham</i>	
<i>Thatvam</i>		<i>Phooshanna</i>		<i>Paavrunu,</i>	
<i>Sathyadharmaya</i>				<i>Drusthaye</i>	
<i>Dhyeyasada</i>		<i>Savithrumandala</i>		<i>Madhyavarthi</i>	
<i>Narayana</i>		<i>Sarasijasana</i>		<i>Sannivistaha</i>	
<i>Keayoorawan</i>		<i>Makarakundalavan</i>		<i>Kireeti</i>	
<i>Haari</i>	<i>Hiranmaya</i>	<i>Vapur</i>	<i>Drutha</i>	<i>Shanku</i>	<i>Chakraha</i>
<i>Om</i>	<i>Hraam</i>		<i>Mithraaya</i>		<i>Namaha</i>
<i>Om</i>	<i>Hreem</i>		<i>Ravaye</i>		<i>Namaha</i>
<i>Om</i>	<i>Hroom</i>		<i>Sooryaya</i>		<i>Namaha</i>
<i>Om</i>	<i>Hraim</i>		<i>Bhaanave</i>		<i>Namaha</i>
<i>Om</i>	<i>Hroum</i>		<i>Khagaaya</i>		<i>Namaha</i>
<i>Om</i>	<i>Raha</i>		<i>Pooshne</i>		<i>Namaha</i>
<i>Om</i>	<i>Hraam</i>		<i>Hiranyagarbhaaya</i>		<i>Namaha</i>
<i>Om</i>	<i>Hreem</i>		<i>Marechaye</i>		<i>Namaha</i>
<i>Om</i>	<i>Hroom</i>		<i>Aadityaaya</i>		<i>Namaha</i>
<i>Om</i>	<i>Hraim</i>		<i>Savitreye</i>		<i>Namaha</i>
<i>Om</i>	<i>Hroom</i>		<i>Arkaaya</i>		<i>Namaha</i>
<i>Om</i>	<i>Hraha</i>		<i>Bhaskaraya</i>		<i>Namaha</i>
<i>Om</i>	<i>Shree</i>	<i>Savithru</i>	<i>Sooryanarayanaaya</i>		<i>Namaha</i>
<i>Adithyasya</i>	<i>Namaskaram</i>	<i>Ye</i>	<i>Kurvanti</i>	<i>Dhine</i>	<i>Dhine</i>
<i>Ayur</i>	<i>Pragna</i>	<i>Balam</i>	<i>Veeryam</i>	<i>Tejastheshancha</i>	<i>Jayathe</i>
<i>Om</i>	<i>Namo</i>		<i>Bhagavathe</i>		<i>Suryanarayanayaa</i>
<i>Om</i>	<i>Namo</i>		<i>Bhagavathe</i>		<i>Suryanarayanayaa</i>
<i>Om Namo Bhagavathe Suryanarayanayaa Namah</i>					

The above *shloka* is a description of the glory of the Sun and recommends a total surrender to this great source of energy and the giver of life.

3. Another yoga prayer that is commonly practiced is the Bhunamana *mantra*. It runs as follows:

<i>Samudra</i>	<i>vasane</i>	<i>Devi</i>
<i>Parvathasthana</i>		<i>Mandale</i>
<i>Vishnupathni</i>		<i>Namasthubyum</i>
<i>Padasparsham kshemsvame</i>		

The meaning of the above *shloka* is: *Bhudevi*, wife of *Mahavishnu*, Ocean itself

is the clothes you wear, Mountains and Hills are your breasts. I bow to you. Kindly excuse my sin for having stamped you.

4. The Yoga mantra has to be chanted at prescribed intervals for the best results. They run as follows:

<i>Yogena</i>	<i>Chithasya</i>	<i>Padenavacha</i>
<i>Malam</i>	<i>Shareerasya</i>	<i>Vaidyakenam</i>
<i>Yopakartham</i>		<i>Pravarammuneena</i>
<i>Pathanjalinim</i>	<i>Pranjalinirana</i>	<i>Thosmin</i>
<i>Abahu</i>		<i>Purushakaram</i>
<i>Shanku</i>	<i>Chakra</i>	<i>Sidharinum</i>
<i>Sahasra</i>	<i>Shirasum</i>	<i>Shwetham</i>
<i>Pranamami Pathanjali</i>		

The meaning of this mantra is as follows: I bow with folded hands to Patanjali, the greatest of sages, who removed the impurity of mind by his work on Yoga, the impurity of speech by his work on grammar and the impurity of body by his work on medicine.

5. Another prayer is the *Iykya mantra* that runs as follows:

<i>Yum</i>	<i>Vaidika</i>	<i>Manthra</i>	<i>Drusha</i>	<i>Puranam</i>
<i>Indram</i>		<i>Yamam</i>		<i>Matharishvanamahu</i>
<i>Vedanthino</i>				<i>Nirvachaneeyamekam</i>
<i>Yum</i>	<i>Brahma</i>	<i>Shabdena</i>		<i>Vinirdishanti</i>
<i>Shyvayameeshum</i>		<i>Shiva</i>		<i>Ithyavochan</i>
<i>Yum</i>	<i>Vyshanava</i>	<i>Vishnu</i>		<i>Rithisthuvanathi</i>
<i>Buddhasthatharhanithi</i>		<i>Bhouda</i>		<i>Jainaha</i>
<i>Satshri</i>	<i>Akalethi</i>	<i>Cha</i>	<i>Sikkha</i>	<i>Santhah</i>
<i>Shasthethi</i>	<i>Kechith</i>		<i>Kathichith</i>	<i>Kumaraha</i>
<i>Swamethi</i>	<i>Matheti</i>		<i>Pethethi</i>	<i>Bhakthya</i>
<i>Yum</i>	<i>Prarthayenthe</i>		<i>Jagadeshi</i>	<i>tharam</i>
<i>Sa</i>	<i>Yeka</i>	<i>Yewa</i>		<i>Prabhuradwethiyaha</i>
<i>Om... Shanthi... Shanthi... Shanthi hi...</i>				

6. Finally, the *Kara mantra* is chanted as follows:

<i>Karagre</i>	<i>Vasathe</i>	<i>Lakshmi</i>
<i>Kara</i>	<i>madhye</i>	<i>Saraswathi</i>

Prabhathe Kara Darshanam

The meaning is as follows: Goddess Lakshmi, who is staying in the palms, Goddess Saraswathi who is staying in the centre, and Goddess Gouri who is sitting in the birth place, we are having your Darshan in the morning in our hands only.

7. The practice of *Yogasanas* gets concluded with the following *shloka*:

*Om...**Asathoma**Sadgamaya**Tamasoma**Jyothirgamaya**Mrutyorma Amrutangamaya**Om... Shanthi... Shanthi... Shanthi hi...*

The meaning of the above shloka is: “Lead me from Untruth to Truth, from darkness to light, (from ignorance to enlightenment), from Mortality to Immortality, Om, Peace, Peace, Peace.”

Take four lines from any Prayer and explain the meaning.

1.4 Yoga at Present

The discipline of yoga has now acquired worldwide acclaim as a technique for self discipline, a healing art and a union of the faculties of the mind and the body. Yoga endows a holistic sense of wellness. Prayer is an indispensable part of the discipline in the traditional yoga. Certain mantras are chanted at certain postures and poses in order to maximize the effectiveness of yoga. While the western culture has mostly adopted yoga as a physical discipline and not a spiritual route, common experience shows that uttering the prayers in the prescribed form increases the efficacy of the yoga techniques. Scientific researches too have shown that regular prayers certainly have a healing effect.

True yoga need to be learned under the guidance of an experienced yoga teacher and each posture is accompanied by certain prayers and mantras. These are called Yoga Prayers; and, they are chanted at other times too for the practice of spiritual discipline. Breath control is essential for the correct pronunciation of the yoga prayers which are actually an integral part of the discipline of yoga. Practice of both Yoga and Prayers together confer a number of benefits. Hence, prayers must be practiced in the correct form with yoga if one wants to enjoy the full benefits of this holistic discipline.

Unit II -- Aspects of Yoga

2.0 Introduction

Yoga is one of the six main systems of Vedic Philosophy called *Shad-Darshanas*. *Yoga* is a philosophy as well as a practical science. The *Yoga* system of philosophy has existed from ancient times; but it was codified by Sage Patanjali in his classical treatise, known as Patanjali *Yoga Sutras*. This Sage is supposed to have authored treatises on grammar, medicine and *Yoga*. He wrote *Mahabhashya* on Panini's *sutras* on Sanskrit grammar. Sage Patañjali is believed to have lived in the second century BC and attained Samadhi (death) through yogic meditation at the Brahmapureeswarar Temple located at Tirupattur in Tamil Nadu. Jeeva Samadhi of sage Patanjali, which is now an enclosed meditation hall, can be seen near the Brahma's shrine within Brahmapureeswarar Temple complex.

At present, the system of *Yoga* has been recognised worldwide as a way of life to maintain optimum health, fitness of body and positive mind. The United Nations has declared 21st June as the International *Yoga* Day. *Yoga* is not mere physical exercise for maintaining good figure or doing gymnastic feats. It has nothing to do with tricks, magic, psychic powers or gymnastics. *Yoga* is a scientific and systematic method of achieving harmony among the faculties of body, mind and soul. In other words, it is a union of the physical stamina, mental strength and spiritual awareness for living a life of total peace and tranquility.

2.1 Definition of *Yoga*

The word *Yoga* originated from the Sanskrit root word *Yuj* which means to join: “*Yujyate anena iti yogah*” (“That which joins is *Yoga*”). On a purely worldly level, *Yoga* could be defined as the union between physical and mental faculties which is very essential for an individual to lead a successful personal, social and professional life. On the spiritual level, it could be understood as the joining of the individual consciousness (*Jivatma*) with the Universal Consciousness (*Paramatma*).

The subject of *Yoga* has been dealt extensively in many ancient scriptures such as *Patanjali Yoga Sutras*, *Bhagvatgita*, *Upanishads*, *Yoga Vasishtha*, *Hatha Yoga Pradeepika*, *Gheranda Samhita*, *Siva Samhita*, *Puranas* etc. In recent times, eminent spiritual leaders like Swami Vivekananda and Sri Aurobindo have further clarified the concept and purpose of the science of *Yoga*, elucidating the philosophy embedded in it. Swami Vivekananda emphasised the role of

Yoga as a means to accelerate the rate of evolution of an individual soul. Evolution is a natural process. All beings including humans are evolving constantly. But through *Yoga*, one can make a conscious effort to expedite this process of evolution. One can get liberated from the cycle of birth and death in single birth itself if one practises *Yoga* with total understanding and sincere commitment. Sri Aurobindo emphasised that *Yoga* is a conscious method for self-development to bring out the inherent potential of the individual. He focused on all round development of human personality on physical, emotional, mental, intellectual and spiritual levels. Thus, *Yoga* is a systematic process to accelerate the evolution of the individual by nurturing the mind and bringing out an all-round personality development through the experience of higher states of consciousness. Scriptures have given different definitions of *Yoga*. A few of them are given below:

1. ***Patanjali Yoga Sutra*** defines *Yoga* in Verse 2 of Chapter I. According to it, *Yoga* is the control on the fluctuations of the mind (*Chitta*). “*Yogah Chitta vritti Nirodhah.*” The next verse in the book describes the result of practicing *Yoga* which is achieving control over such wavering mind. “*Tada dhrishtuh svarupe avasthanam,*” meaning that the *Yoga* practitioner get established in the inherent natural state of the self which is calm and leveled without any ebb and flow of the thoughts. The first aspect that Patanjali speaks of pertains to the control of the wavering mind and the next aspect speaks of the calmness and awareness achieved by the mind through *Yogic* practice. This state of mind can be reached through the first aspect, that is, the practice. The second aspect is more important as it is the goal of *Yoga* whereas the first aspect is the means.

2. The ***YogaVasishtha*** states that *Yoga* is a skilful method to calm the mind (“*Manah prashamanah Upayah yoga ityabhidhiyate*”). *Yogic* practices are subtle and complex and do not refer to the brutal physical force. It is not working to achieve the goal with mere physical strength; it is to achieve total control over the body making it a vehicle to carry on the orders of the intellect. And, the right knowledge alone can control the mind which has to control other faculties in a skilful way.

3. In the ***Bhagvat Gita*** (Chapter 2, Verse 50) it is said that *Yoga* is dexterity in action (“*Yogah Karmasu Kaushalam*”). This perfect and skillful action is a result of calmness and awareness of the mind. Dexterity also means that the action is done with maximum efficiency. This perfection is also the result of performing actions with detachment without being anxious about the outcome of the action.

Briefly write what some classical texts mentioned about *Yoga*.

2.2 Yoga and the Mind

In the scriptures, *Yoga* is also mentioned as a state of mind. In the process of evolution, man has the ability to act from various higher levels of consciousness. *Yoga* can also refer to those subtle layers of the causal states of mind. A few such references are listed below.

1. In the ***Bhagvat Gita*** (Chapter 2, Verse 48), *Yoga* is defined as equanimity or balance of the mind in all situations. Krishna tells Arjuna: O Arjuna, perform actions, being established in *Yoga*, free from attachments and being even minded in success and failure. (“*Yogasthah kuru karmani sangam tyaktva dhananjaya Siddhyassiddhyoh samo bhutva samatvam yoga uchyate.*”)

It means evenness is true *Yoga*.

2. In the ***Kathopanisad*** (2.6.11) it is said that *Yoga* is a state where the reigns of senses (the *indriyas*) are held steadily. In other words it is the mastery of the mind over the senses which cause temptations (“*Tam yogamiti manyante sthiramindriyadharanam*”).

3. In the ***Bhagvat Gita*** (Chapter 2, Verse 53), Sri Krishna explains the state of a controlled mind (*Sthitaprajna*). He says: When your mind remains steady and unperturbed even on hearing conflicting statements, then you will attain the state of *Yoga*. (“*Srutivipratipanna te yada sthasyati nischala Samadhavacala buddhistada yoga mavapsyasi.*”) Thus, this stable state of mind is called *Sthitaprajna*.

2.3 Aspects of Yoga

Yoga provides the means as well as describes the state of higher levels of consciousness on the path of evolution. As mentioned above, almost all the ancient texts including *Vedas* (whose date and authorship is unknown) have given many definitions and descriptions of the practices of *Yoga*. It was Sage Patanjali who has actually provided a scientific system with a definite procedure for the aspirants of *Yoga*. As per his definition, *Yoga* is a journey in human evolution. Body is the vehicle to carry on this journey and Patanjali provided several steps to fulfill the purpose of the journey, that is, union of the human soul or earthly consciousness (*Jeevatma*) with the Divine soul or universal consciousness (*Paramatma*). *Patanjali Maharshi* classified his method into 8 broad steps or limbs, known as the Eight Limbs of *Yoga* (“*Ashtanga Yoga*”).

2.4 Ashtanga Yoga or the Eight Limbs of Yoga

Man is a social being. He has to effectively interact with the external world. Yet he has an internal life where he can think, reflect and conceptualize the purpose of life. *Ashtanga Yoga* or the eight limbs of *Yoga* addresses the demands of both these aspects and is aimed at creating

harmony in the external as well the internal self of human beings. The eight limbs of Patanjali's Yoga system are: *Yama*, *Niyama*, *Asana*, *Pranayama*, *Pratyahara*, *Dharana*, *Dhyana* and *Samadhi*. A detailed account would further enlighten people on what these terms stand for and how they help in taking the process of evolution forward. These eight concepts are the organs of one system and are not separate entities. Each of them has some more exclusive aspects which ought to be understood and practiced meticulously. The desired result could be achieved only when all of them are practiced in an integrated manner as prescribed by Sage Patanjali.

Name the eight limbs of Patanjali Yoga Marga.

1. **Yama** means "moral discipline." Without enlightening the self on being a totally righteous person and abstain from harming others, no other discipline could be inculcated. In the absence of law or strict social code too, a human being should be virtuous. It means the law should not control him from doing wrong things, his inner spirit should hold the reins of moral code. It helps to harmonize one's inner and outer selves and also interact with the society with total calm and peace. This is the basis of *Sanatana Dharma*. Under this head again there are 5 pronouncements to follow: *Ahimsa*, *Satyam*, *Asteyam*, *Brahmacharya* and *Aparigraha*. They are elucidated in the following paragraphs.

- i. *Ahimsa* – Means not inflicting harm to any living being. This was the concept from *Tejobindu Upanishat*. Non Vegetarianism is recommended not because that species of animals would vanish in due course of time. It was recommended in the Upanishad for the reason of the mental state of the animal to be killed. It would be filled with fear; and, fear is a *tamasik* quality. So the person who kills it and the people who eat that animal would develop *tamasik* qualities and sail in the opposite direction of evolution of the soul. (See the Varna division in *Bhagavadgita* to understand the division of human beings into three main categories based on three qualities: *Tamas*, *Rajas* and *Sathva*.) Again, as all living beings are but small particles of that Universal soul (*Brahman*), inflicting harm to other living beings is inflicting harm to oneself (*Bhagavadgita*, Chapter 13, Verse 29). Buddha had also advocated the concept of nonviolence taking it from the *Upanishat*. So *Ahimsa* or non violence is the most desirable human quality that should be inculcated.
- ii. *Satyam* – Being honest to one's self and to others is recommended as that person will not face any embarrassing or humiliating situations within family, in the society as also in his spiritual

life (*Tejobindu Upanishat*). Real devotion, knowledge and detachment could be developed by being honest. This should be the basic quality of a human being who desires to take his spiritual evolution forward.

- iii. *Asteyam – Steyam* in Sanskrit means stealing; *Asteyam* (recommended by *Tejobindu Upanishat*) means not only avoiding the act of stealing; it is not to get the idea of it even in the remote thinking. Such stealthy thoughts occur when a comparison is drawn with others who are materialistically better placed. So, it is better to be contented with what one has and work for betterment than expecting worldly things or favours from others.
- iv. *Brahmacharya – Kathopanishat* (1-2-15) and *Bhagavadgita* (Chapter 8, Verse 11) recommend the practice of *Brahmacharya* for human beings. Animals act upon their instincts and impulses, whereas man is given the faculty of intellect to critically analyse and make judgments. It is common scientific awareness that human system works as follows: when one system, say for example the digestive system, works sharply after one consumes food, all the systems slow down and all the energy of the inner body is diverted to the digestive organs for that system to work smoothly. Similarly if a man yields to the temptations of the senses (*Indriyas*) and indulges too much in physical pleasures, his spiritual journey will be slowed down. So practicing control over materialistic activities enhances interest in and expedites the spiritual journey through *Yoga*. That is the reason why the *Yoga* practitioners recommend to take the activities of worldly life as responsibilities so that the enthusiasm and aspiration for spiritual evolution would increase.
- v. *Aparigraha* – Man should not expect or take undue favours from anyone. This expectation either makes him a parasite on others or disappoints him gravely when it is not fulfilled. So, not accepting anything from anybody helps keep the calm nature intact. Particularly, the *sanyasies*, who renounce the worldly life, should just take the *bhiksha* for sustaining their physical body and should not expect or accept anything else from others. They should not even talk about any worldly aspect of life but share their spiritual knowledge and guide others.

What is *Yama*? Briefly write about its five aspects.

2. *Niyama* means "moral observance." Taken from *Tejobindu Upanishat* (1-18) of *Sanatana Dharma*, this tenet speaks of the rules to follow, for becoming a practitioner of *Yoga*. Under this head again there are 5 pronouncements to follow: *Sowcham*, *Santosham*, *Tapas*, *Swadhyaya* and

Eswarapranidhanam. A thorough understanding and vigorous practice of each of them facilitate the journey on the path of spiritual evolution.

i. *Sowcham* – As this term is understood, *sowcham* refers to not only physical cleanliness but also internal purity. The physical senses are perception (eye), hearing (ear), smell (nose), taste (mouth) and touch (body). Man should not hurt anyone using these organs. This refers to staring at somebody (called bad looks causing embarrassment); listening to bad talk about others, going to or living in untidy places polluting the sense of smell; talk bad about others or use bad language polluting the mouth; and touching others without their consent. Inner cleanliness is concerned with thinking (*manas*), remembering or recollecting (*chittam*), deciding (*buddhi*), executing thoughts into actions (*ahankara*) and critically observing and analyzing the actions of the above four faculties (spirit).

So, *sowcham* means keeping both the outer senses (*bahyendriyalu or karmendriyalu*) and inner faculties (*antarendriyalu or jnanendriyalu*) clean and pure. A yoga practitioner has to follow these specifications strictly.

ii. *Santosham* – If the above directions are followed, a man always lives in a state of happiness called *santosham*. He has no expectations from anybody, hence no disappointments! He does not compare himself with anybody, hence no dissatisfaction with life! He follows all the above rules passionately. (“*bhajatam preetipurvakam tam dadaami buddhiyogam (Bhagavadgita Chapter 10, Verse 10)*).

iii. *Tapas* – For a common man, *Tapas* does not mean sitting with closed eyes and ignoring the world. Its real meaning is to live very much in the world and carry on the duties but in a systematic way as described above. Activity is done with utmost detachment and without any expectation or anxiety about its results. The purpose of an action should be pure and the means should be as per the rules. Then the result would automatically good, but the doer of the action has neither attachment to the action nor expectation of the result. That is *tapas*. A Yoga practitioner should have this state of mind.

iv. *Swadhyaya* -- A Yoga practitioner should carry on his practice with thorough understanding of the science and purpose behind the rules prescribed. For this he should study the *shastras* concerned and do his activity meaningfully knowing well the reason behind each of his movement. A donkey knows only the weight of the sandal wood he is carrying, but is not aware of the value of it. A spoon used to serve a dish knows only the quantity it carries, but not the deliciousness of the dish. A Yoga practitioner who does yoga blindly without comprehending

the science behind is just like this. So *Swadhyaya* or self study and understanding the value , purpose and goal of doing Yoga is very important.

v. *Eswarapranidhanam* – This is a spiritual (*alaukika*) concept where the Yoga practitioner does all his activities without drawing any difference between himself (human consciousness) and Eswara (Divine consciousness). Every activity is carried on in the name of god and just to attain that oneness with god (*Moksha*). The practitioner should realise that these activities are only a means to reach the real goal of evolving the spirit.

What is *Niyama*? Briefly write about its five aspects.

3. ***Asana*** means "body posture." These are yogic postures which are designed for maintaining optimum health of the body and preparing the body for higher practices. It improves strength, flexibility, stability and balance of the body. Unless man could find a convenient posture to settle and focus all his faculties on the Brahman (meditation) he cannot progress in the process of evolution (*Tejobindu Upanishat*, 1-25).

4. ***Pranayama*** means "control of breath." Heart is one organ which works throughout one's lifetime without any rest; and, it is the supply of oxygen through the process of breathing that keeps it alive. Control of that breath is believed by the science of *Yoga* to decide the longevity of man. The longer the breath the more the length of life. That is why long inhalation and longer exhalation are practiced in *Yoga the process* improves physical as well as mental health.

5. ***Pratyahara*** involves methods to withdraw the senses from the external world to prepare it for meditation or internalization of the mind. *Pratyahara* is the point where the inner journey begins. "*Pratyahara* itself is termed as yoga, as it is the most important limb in yoga sadhana," says Swami Sivananda. It is the key to the relationship between the outer and inner aspects of yoga; it shows how to move from one to the other. "Prati" means "against" or "away." "Pratyahara" means literally "control of *aahara*," or "gaining mastery over external influences." It has been compared to a turtle withdrawing into its shell—the turtle's shell is the mind and the turtle's limbs are the senses. The term is usually translated as "withdrawal from the senses."

6. ***Dharana*** deals with concentration of the mind on the internal faculties. It is the initial phase of all the internal visualization techniques.

7. ***Dhyana*** or meditation naturally follows *Dharana*. When the mind can be absorbed in the object of meditation for a prolonged period of time, it becomes *Dhyana*.

8. *Samadhi* or the super conscious state is attained when the practitioner goes beyond the sense of individuality through the process of meditation and eventually experiences the Cosmic Consciousness. This is the highest state of realization in human life.

Write about 3 to 8 limbs of Patanjali's *Ashtanga Yoga Marga*.

Thus Yoga can be thought of as a scientific method to explore the full potential of a human being. It not only harmonizes one's interaction with the external world, but also balances the internal world, resulting in peace and awareness of the mind, the final goal being experiencing one's oneness with the Cosmic Consciousness.

Yoga has both outer and inner aspects, which consist of faculties on two levels. Right living, right care of the body and enhancement of vital energy which come under *Yama*, *Niyama*, *Asana* and *Pranayama* are all about the outer aspects. *Yama* and *Niyama* build a foundation of right behaviour through such values as nonviolence and truthfulness and such practices as cleanliness and contentment. *Asana* makes the body strong and flexible, and *Pranayama* develops vital energy.

The inner dimensions include meditation or the development of higher consciousness. This is the real purpose of *Yoga*, the focus of *Dharana*, *Dhyana*, and *Samadhi*, which together form a single process *Samyama* or meditation in the broadest sense.

Unit III: Asanas

3.0 Introduction:

Human species is considered unique in the entire creation. It is said in the reincarnation theory that after 84 lakhs of births and deaths we are endowed with this unparalleled and highly intelligent human form, in which we are blessed with discriminative faculty, using which we can reach our highest goal of life called liberation. In the *Vedas*, the highest treatise on human life, a fourfold virtuous (*Dharmic*) life style has been proposed. We are supposed to follow this *Chaturvidha Purushartha* namely *Dharma, Artha, Kama and Moksha*. In order to fulfill any one or all the above four *Purusharthas*, we need to possess good Health; the ancient adage is: “*Dharmartha kama mokshanam, Arogyamulamuttamam.*” In the name of scientific advancement and Technological innovations, this great truth has been forgotten; the life style is totally changed to bad ways. More and more comforts and luxuries being added to it, modern man is living a life consisting of least physical work, but a heavy load of mental pressure. It resulted in bad physical health and worst mental state. The only way left to him in this hectic life is Yoga which is a boon gifted by the great *Rishi Muni Parampara*. Yogic practice helps man enjoy good physical health and highest mental relaxation; this calmness also could make him gain success in the material world and advance in the Spiritual Progress, Even for those busiest persons who claim that they do not have enough time for their day to-day activities, Yoga if practiced will provide extra effective time besides good health and mental peace. Yoga has two fold benefits of Prevention and cure for all acute and chronic diseases, irrespective of caste, creed, religion or sex. It is a boon to the entire humanity as a whole. Let us practice and enjoy the fruits of yoga individually and collectively to convert the earth into a heaven. In order to cherish the essence of our scriptural quotations “*Vasudhaika Kutum bakam*” and “*Sarve janah Sukhinobhavantu*” let us vow to practice and teach Yoga to one and all to make India healthy (*Swasth Bharat*).

3.1 Some Important Guidelines for Practicing Yoga:

1. The best timings for Yoga are: Early Morning between 5 and 7 is the best timing; if it is not possible or missed on any day, Evening 5 between 7 is the next best.
2. Stomach should be relatively empty. A gap is desirable as follows: 4 hours after meals, 3 hours after breakfast and 1 hour after a soft drink or water.
3. The surface of the floor should be neither too hard nor too soft. A Yoga mat or a bed sheet or a blanket should be used.
4. The room should be well ventilated and aerated. The doors of the room should be kept open.

5. For best and long lasting results, a particularly convenient and regular time for practice of Yoga should be fixed.
6. Breath should be controlled like this: In all the forward bending postures breath should be given out and in all backward bending postures, breath should be taken in.
7. Those who are suffering with neck or back problem, should not do forward bending exercises. Instead of those, they should do more of backward bending postures.
8. The Yoga dress should be loose and comfortable, preferably of cotton texture.
9. Pregnant ladies and ladies during monthly periods should not practice Yoga *asanas*.
10. It is advisable to keep the stomach and lungs clean before starting *Pranayama* or *Yoga*. 3 to 4 glasses of water should be taken and a series of body movements should be practiced with focus on stomach.
11. A series of Lung cleansing steps are advised to be practised in order to remove nose blocks, if any. That removes all the Carbon dioxide from the lungs and balances the air flow from both the nostrils controlled by two centers (*Ida* and *Pingala nadis*).
12. *Pranayama* helps to supply vital force (*Pranic* energy) to each and every part of the body and enhances its flexibility. Therefore, it is advisable, for excellent results, to practice *Pranayama* before starting *Yoga asanas*.

3.2 Conventions of Yoga

For an understanding of deeper Definition of *Yoga*, its real meaning should be considered: *Yuz* means to join; here the union is between the finite with infinite, individual soul with cosmic soul (*Jeevatma* with *Paramatma*). It is a composite word comprised of eight parts called as *Ashtanga Yoga* (*Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana* and *Samadhi*), of which *Asana* is the 3rd part. This path has been prescribed by *Patanjali*, a great *rishi*.

A series of static *yogic* postures were designed by our great *Rishis* for overall wellbeing of an individual with complete physical, mental and spiritual health. Each posture is meant to stimulate a particular system or organ of the human body. Though there are innumerable numbers of *asanas*, only a few important and effective *asanas* are advised for all age groups of people. Particularly in the modern times, many new life-style-generated diseases are discovered and many of them do not have treatment or cure. The modern medicines, reared from artificial chemicals, cause a lot of side effects and result in making the natural systems weak and ineffective; as a result the body catches new diseases. These *asanas* help people to have proper digestion, proper assimilation and proper elimination and improve both physical and mental

capacities. Thus, *Yoga* is the only remedy for all acute and chronic physical and psycho somatic diseases.

The traditional *Yoga* practice starts and ends with Prayer. Prayer helps to purify the external environment and mind gains equipoise. It is suggested to start and end *Yoga* sessions with prayers.

Prayer at the beginning:

1. *Om Gurur Brahma Gurur Vishnuhu, Gurur Devo Maheshwaraha
Gurussakshaat Para Brahma, Tasmai Sree Guravennamaha.*

2. *Akhanda mandalakaram vyaptam yena characharam
tat padam darshitam yena Tasmai Sree Guravennamaha.*

3. *Om Sahanavavatu sahanowbhunaktu, Saha veeryam karavavahai,
Tejaswinavadheetamastu Maavidvishavahai, Om Shanti, Shanti, Shantihi.*

Besides the above Sanskrit Prayer one can think of chanting the following English prayer:

“O God! I am grateful to you for the Health, Energy, vitality, happiness, success and peace of mind so far you have given me. I Shall strive hard through *Yoga, Pranayama*, meditation and other good habits to be more healthy, happy, successful and peaceful to enjoy life. Bless me, bless me, bless me.”

Prayer at the conclusion of the session:

*Om Asatoma sadgamaya, tamasoma jyotirgamaya
Mrutyorma Amrutnagamaya Om Shanti, Shanti, Shantihi.*

Sarve Janah Sukhinobhavantu

Harihi Om! (3 times)

3.3 *Yogasanas* in Different Ways:

A broad classification of some important *asanas* is given below. They are practised in Standing, Sitting, Forward bending, Backward bending, Resting, postures and there are some Preparatory movements. Some important and basic *asanas* in the above mentioned postures are given below. The description of how to do them, their importance and role in the improvement the practitioner's health are given in detail.

A. *Asanas* in Standing Postures

i. *Tadasana*: (Stick Posture): It is the most simple and common *asana*.

Practice: Stand straight on the yoga mat with legs about one foot apart from each other and hands stretched straight to the sides. Lift both the hands, interlock and place them over your head.

As you inhale, revert the position of the interlocked palms facing the sky, stretch the whole body slowly and completely with a feeling that your hands are touching the sky and hold the breath as long as possible. Release the stretch, slowly exhaling and put the interlocked hands (palms) facing the head as before. Repeat this 4 to 5 times.

Benefits: Helps to improve body balance, concentration, to overcome sciatica pain and tones up the entire body muscles.

ii. Utthanasana (Padahasthasana): This involves standing and forward bending posture.

Practice: Stand up with the feet together. As you inhale, raise both the hands up; and, slowly bend your body as you exhale. Try to hold your toes, press your head against the knees and draw your stomach inside. Inhale and raise both the hands up, slowly releasing the drawn stomach. Repeat this 4 to 5 times.

Benefits: This asana is very good for tightening the muscles of thighs and calves and in curing varicose veins. Also helps to improve concentration.

iii. Trikonasana: This posture involves bending to the sides and twisting the waist.

Practice: Stretch your legs sideways as wide as possible. Inhale and stretch your hands sideways on par with your shoulders and parallel to the ground. As you exhale, bend the upper half of the body (above the waist) sideways in such a way that your right hand touches the right foot and left hand lifted up pointing towards the sky. Remain in *Shunyaka* as long as you can; and, slowly inhaling, return to the normal position. Repeat the process bending on the other side. Repeat 4 to 5 times.

Variation: Take the 1st position of *Trikonasana*, twist the body to 90⁰ and bend to right and then to left in such a way that you touch the right leg with left hand and left leg with right hand respectively, with the other hand lifted up towards the sky. Exhale when you bend and inhale when you come to normal standing position.

Benefits: This *asana* helps to stretch the muscles of hips, back, chest and shoulders to keep them active and flexible, and keep the spine erect. It strengthens the muscles of thighs, calves and buttocks. It also stimulates spinal nerves and enhances the flexibility of spine.

iv. Vrukshasana (Tree Posture):

Practice: Stand straight with legs together and drop the hands by the side of the body. Now, lift and hold the right leg with both the hands and place it over the inner side of the left thigh firmly, in such a way that the heel is up and toes facing down towards the floor. Do not bend the left leg. Lift both the hands and place them in *namaskara sthiti* over your head and stretch the hands towards the sky while inhaling. Hold the breath for a while, exhale and come down. Repeat the

process of inhaling and lifting the hands up and exhaling and hands down with the other leg. Repeat the process with the other leg, balancing on the right leg. Lift and place the sole of the left foot on the inner side of the right thigh. Do it 4 to 5 times.

Benefits: Strengthens the spine, improves balance and helps to enhance the neuromuscular coordination. Leg muscles are toned up, hip joints loosened, knees become strong. Removes the pain of sciatica and expands hips and chest. Helps to be physically stable and flexible and become mentally patient. The *asana* improves concentration and willpower. Thus, it stabilizes both the body and the mind.

B. Asanas in Sitting Postures

Sukhasan, Ardha Padmasan, Padmasan, Vajrasan, Ardha Matsyendrasan, Gomukhasan, Paschimothanasan and *Ushtrasan* are a few asanas in sitting posture. A few of the important ones are discussed here.

i. Sukhasana (Easy Posture): This is the easiest asana in Yoga practice.

Practice: This is performed in simple cross-legged posture in sitting posture. It is recommended for meditation in Buddhism too. This pose is not advised for people suffering from any severe leg problem. This *asana* should not be practiced if there is any pain in the lower spine or sciatica problem or in the case of any severe knee problems. People suffering from these problems should do it with the permission of the physician and under the guidance of a qualified Yoga trainer.

Benefits: This *asana* strengthens the back, loosens the muscles of knees and ankles and strengthens the hip joint.

ii. Ardha Padmasana: This is easier than *Padmasana* as it is only half of it involving only one leg.

Practice: Sit on the mat and stretch both the legs forward. Now slowly bring the right foot and place it over the left thigh. Press the right knee downwards.

Draw the left leg and place below the right knee. Keep the spine erect.

iii. Padmasana (Lotus posture or Meditative Posture):

Practice: Stretch both the legs forward, hold the toes of the right leg and slowly bring the foot near the left knee. Place the right leg over the left thigh as in *Ardha Padmasana*. Hold the toes of the left leg, bring the foot near and place it over the right thigh. Push the left knee a little lower. Keep the spine erect. Keep both hands straight in chin *mudra* and place them over the respective knees. This *asana* is considered the best one for Meditation.

Benefits: Relaxes the system and calms down the mind; and hence, it is good for Meditation. Very good for spine, it helps to stretch the hips and ankles.

iv. *Vajrasana*: This is a very important *asana* in *Yoga*.

Practice: Fold both legs and sit in such a way that the toes are together and heels are wide apart. Sit comfortably within the V gap between the half folded legs and keep a distance of four fingers between the knees. Keep the spine erect and place both the hands on the thighs. Since the spine is automatically erect in this posture it is excellent posture for *Pranayama*.

Benefits: It is good for digestion and removes constipation. It is a very good remedy for pains in the knee joint and for varicose veins. It improves concentration and will power.

v. *Ardha Matsyendrasana*: (Spine twisting Posture)

Practice: Squat on the mat with both the legs stretched forward. Fold the right leg and bring it below your buttocks and balance the posture. Now bring the other leg, lift it up and place it on the other side of the right thigh in such a way that the entire sole is flat on the ground and the knee is vertically up. Now lift your right hand straight up, moving down towards the left; and, bring it behind the left knee and try to hold the toes of the left leg pushing the left knee towards right. You can balance the posture taking the support of the left hand on the ground. Repeat the above process on the other side (the left leg folded and right leg placed over it on the other side).

Benefits: In this posture, the stomach muscles on either side are pressed; so, it helps to stimulate Liver and Pancreas and is good for diabetic patients. It increases elasticity of the spine and tones it up and relieves the stiffness of vertebrae. It serves as a good massage for the organs of the abdomen.

vi. *Gomukhasana* (Cow-face Posture):

Practice: Sit down with both the legs stretched forward. Fold the right leg and place it below the left thigh, draw the left leg and place it over the right leg in such away that the left knee is exactly over the right knee. The head and spine should be up right. Now, turn your left hand behind the back, palm and fingers facing upwards. Simultaneously, lift the right hand up, turn back and bend behind your shoulders and try to inter lock the fingers of both the hands. Breathe normally throughout the *asana*. Change the legs and repeat the process.

Benefits: This *asana* stimulates the kidneys and is good for diabetic and hypertension patients. It helps cure back ache, sciatica and rheumatoid pains. It also helps expand the chest.

vii. *Paschimothanasana*:

Practice: Sit down with both the legs stretched forward. As you lift both the hands up towards the sky, inhale fully. Now, stretch your hands pointing fingers to the front and bend your and try to hold the toes. Exhale completely. Drawing the stomach completely inside, bend the face so as the fore-head touches the knees. Repeat 4 to 5 times.

Benefits: If this *asana* is practised, stomach muscles get strengthened and digestion is improved. It strengthens heart and increases the facial glow. Liver, spleen and kidneys get stimulated.

viii. Ushtrasana: (Camel Posture):

Practice: Sit in *Vajrasan*. Resting on knees and toes, lift the body, hold the heels with both the hands and push your waist upwards, face upwards, inhale fully and hold the breath (remain in *kumbhaka*) as long as you can comfortably do it. Exhale and come back to *Vajrasan*. Repeat 4 to 5 times.

Benefits: This *asana* strengthens neck muscles, the back and enhances the flexibility of spine. It strengthens digestive system and cures the practitioners from constipation. It expands the chest and increases the capacity of the lungs.

C. Forward Bending *Asanas*:

i. Yashtikasana (Stick Posture):

Practice: Lie down with spine straight on the mat. Bring both the hands over your head in *namaskara* pose. As you inhale, stretch the whole body towards the toes on one side and towards the hands on the opposite side. Remain as it is comfortable to you. Exhale and release the stretch. Repeat this 4 to 5 times.

Benefits: This helps to overcome the problems of the neck and back. It tones up all the muscles and enhances flexibility of the whole body.

ii. Pavanamuktasana:

Practice: Lie down on the back. Lift the right leg to 60 degrees, fold, bend the knee and press it on the stomach and exhale. Remain in *shunyaka* for a while. Release the leg, raise it to 60 degrees with inhalation. Exhale and bring the leg down. Repeat the same process 4 to 5 times with left leg; and do similarly using both the legs at once.

Benefits: This *asana* is good for stomach related problems. All the internal organs get toned-up.

Variation: We can as well learn and practice the up and down movement with single leg and both legs together, without bending the knees. Similarly do cycling in the air, single leg peddling and double leg peddling, making a big circle with respective legs.

Benefits: You can prevent and also cure knee joint pains by practising these movements. Excess fat on the belly, around the waist gets reduced. All the internal organs of the stomach get toned up.

iii. Sarvangasana: As the name implies this *asana* stimulates all the organs of the entire body and contributes to overall health and wellbeing of the individual. It is better for the beginners to learn and do under the supervision of a qualified *Yoga* trainer.

Practice: Lie down on your back with legs together, hands by the side of your body pressed on the floor, palms facing the ground; and, lift both the legs, taking the support of elbows on the ground, hold and lift the waist in such a way that the body assumes a straight line from neck to toes, inverted. Remain in this *asana* for 15 seconds to 1 minute. Come down slowly. Repeat 3 times.

Benefits: This *asana* strengthens all the internal parts of the body and keeps them strong and healthy. It improves the circulation of blood and is good for digestive system.

iv. Halasana (Plough Posture):

Practice: From the posture assumed in *Sarvangasan*, slowly lower the waist and push both the legs behind the head without bending the knees in such a way that the legs touch the floor behind your head, while slowly exhaling the air. Remain in normal breathing state for a while. Slowly take the support of the hands to bring the waist down, followed by both the legs together slowly and without bending the knees. Exhale as you bring your legs down on to the floor.

Benefits: This *asana* increases flexibility of the body, in particular of the spine. It reduces stress and tension, and rejuvenates the spine and the entire body.

v. Nourkasana: (Boat posture):

Practice: Lie down flat on the back, lift both the hands straight up. As you inhale, raise both the ends of the body (head and legs) simultaneously, breathing normally. Repeat 3 times.

Benefits: This *asana* helps to improve flexibility of the spine, rejuvenates the body, reduces tension and maintains balance in metabolic activity.

A. Backward Bending Asanas:

i. Bhujangasana -- Ardha and Purna (Snake Posture):

Practice: Lie down on the belly with legs together and hands by the side of your chest, palms facing the floor. Slowly inhaling, raise your head and chest to the extent possible without the support of your hands. Exhaling, come down. Repeat 4 to 5 times. This is *Ardha Bhujanga*. Repeat as above, but raise your head and chest to the maximum possible extent with full support of your hands pressed on the floor. Repeat this 4 to 5 times. This is *Purna Bhujanga*.

Benefits: This is an excellent *asana* for stomach disorders, spinal problems, cervical spondylosis, respiratory disorders and obesity. It strengthens arms and stomach. This *asana* saves the practitioners from stress and fatigue.

ii. Shalabhasana -- Ardha and Purna:

Practice: Lie down flat on your belly. Close both the fists tightly and place them below your thighs. Inhaling slowly, lift the right leg slowly and fully and hold the breath for a while. You can make up and down movements. Keep the other leg straight on the ground without bending the knee. As you exhale, come down slowly. Repeat the same process with the other leg, and then with both the legs together for 4 to 5 times. You can take the support of your fists pressed on the floor.

Benefits: This is an excellent *asana* for ladies. All problems related to menstrual disorders and stomach pains get cured. It is an excellent remedy for back problems and spinal disorders. It removes unnecessary fat around the waist, stomach, hips and thighs.

iii. Dhanurasana (Bow posture):

Practice: Lie down on your belly. Bend both the legs in such a way that the heels touch your buttocks. Hold both the ankles firmly with respective hands. As you inhale, raise your head and chest; push the hands and legs upwards towards the sky and hold with comfort as long as possible. To get the best results and to reduce the fat over your belly roll front, back and sideways. Release and relax in *Makarasan*.

Benefits: Helps to strengthen the back and the abdominal muscles and makes them flexible. It helps to stimulate the genital organs. Widens and opens up chest, neck and shoulders. Hand and leg muscles get toned up. It is a very good stress buster.

E. Resting or Relaxation Postures:

There are two very important relaxation postures *Shavasana* and *Makarasan*, one practised lying flat on the back, and the other, with face to the floor.

i. Shavasana: (Corpse Posture):

Practice: This is the best relaxation posture which helps the practitioner to overcome fatigue and tiredness. It relaxes both the body and mind. The beginners of Yoga practice should relax in *shavasana* in between the other *asanas* lying down on the back. Lie down straight on the back with legs one foot apart and hands 6 inches away, by the side of thighs, palms facing the sky. There is no tension in any part of your body. Let loose every part of your body with focus on breathing, observing the slow movements of the breath.

Benefits: This *asana* appears to be very simple, but it is not. However, continuous practice helps to gain expertise. Even though practiced for 1 to 2 minutes, it endows relaxation amounting to deep sleep of 3 to 4 hours.

ii. Makarasana (Crocodile Posture):

Practice: Lie down on the stomach. Place hands, with interlocked fingers, below your head in such a way that the right elbow is facing upwards and left elbow downwards. Now bring the left knee upwards to touch the left elbow. The right leg is straight on the floor. Relax as in *shavasana*. The whole body gets totally relaxed. Breathing should be normal and slow. The practitioner should remain in that relaxing pose for 1 to 2 minutes. After the next *asana* one can relax in *Makarasan* on the other side, left elbow facing upwards and right elbow downwards and right knee upwards to touch the right elbow. The left leg is straight on the floor.

Benefits: It is a relaxation pose particularly to relax in between the *asanas* which are performed lying down on belly. It is good for waist and shoulders.

F. Preparatory Movements for Flexibility:

i. Surya Namaskars (Salutation to the Sun): Each *Surya Namaskar* constitutes a series of 12 *yoga* poses which are meant to address Sun, the life giver. Sun is considered a God, being the only source that is responsible for life to sustain and maintain on the planet called Earth. All the other energy forms are derived from Sun's energy. Facing such a powerful deity during the dawn and dusk (*Sandhya* times) with a combination of several body movements in 12 counts, all the nerve centers are charged and activated; it should be done to enjoy total health, happiness and long life. Sun has got several names: *Bhaskara, Ravi, Bhanu, Aditya, Arka, Savitra, Khaga, Prabhakara, Divakara, Dinakar, Savitur, Mitra, Rasmivat, Amshudhar* to mention a few. Each time we chant a name and complete one cycle of *Suryanamaskara* with 12 counts. The 12 poses are given below.

1. Pranamasana: Stand straight with legs together with folded hands (*namaskara sthiti*) placed in the middle of the chest.

2. Urdhva Hastasana: As you inhale, stretch both the hands up above the head. Push your hips little forward, stretch both the hands and chest backwards to make an arch and move both the hands up and backwards as much as you can comfortably.

3. Uttanasana: (Standing and forward bending posture): As you exhale slowly move both the hands forward down and bend at the hips. Keep the back and legs straight. Try to bend to make the chest touch the thighs and head to the knees. Hold your ankle pressing the forehead to the knees. Ideally press both the hands on the floor by the side of your legs. Keep the back as straight as possible.

4. Ardha Uttanasana: From posture 3 above, bring down the hips half the way, push back your left leg fully with toes and knee touching the floor. Lift your chest up with face towards the sky as much as you can and inhale fully. Both the hands should be perpendicular to the floor.

5. **Chaturanga – Adhomukha Swanasana:** Lower the head, take the support of both the hands on the floor, push your right leg also on par with the left, raise your hips to make a mountain pose. Exhale while looking at the feet, fully resting on both the hands and toes. The body assumes an inverted v shape.

6. **Ashtanga Namaskara:** From the above position lower your back such that the body is horizontal to the floor with *ashtanga* namely, both the hands, both the toes, both the knees, chest and chin be touching the floor. The hips are lifted up to make a gap from the floor. You have to remain in *shunyaka* in this posture.

7. **Bhujangasana** (Cobra Posture): From position 6 bring the hips down; and taking the support of both the hands, lift your chest up and head facing the sky as in *Bhujangasana*. Inhale fully.

8. **Chaturanga – Adhomukha Swanasana:** Take the support of both the hands, lift up the body in such a way that the hips are up and the whole body assumes an inverted V shaped posture. Exhale and remain in *shunyaka*, resting the body on both the hands and both the toes.

9. **Ardha Uttanasana:** Resting on hands and toes, lower your back to make a straight line from head to toe. Push forward your left leg fully and bring in between both the hands. The toes of the right leg and the knee touch the floor. While inhaling the air fully, lift your chest with face towards the sky as much as you can and inhale fully. Keep both the hands perpendicular to the floor.

10. **Uttanasana:** From position 9 above, bring your right leg also forward, in-between the hands on par with the left, and lift the waist up and make your head touch your knees and exhale, as in step 3.

11. **Urdhva Hasthasna:** Inhale fully as you lift both the hands up, push your chest up, bend your head backwards and push your hips forward to make an arch from waist above, as in step 2.

12. **Pranamasana:** Bring back the body to the original position of *Namaskara sthiti* and exhale as in step 1.

Thus, by performing the Surya *Namaskar* steps 1 and 12, 2 and 11, 3 and 10, 4 and 9, 5 and 8 get repeated to complete the cycle.

Benefits of Surya Namaskars: These postures are less time consuming and more effective. They reduce stress, anxiety and tension. They help overcome laziness, dullness and keep the followers fresh active throughout the day. They are excellent exercises for weight reduction if combined with good dietary habits. They increase blood circulation, cure asthma and enhance the skin and facial glow. They promote health of vital organs of the abdomen and improve digestion. Stretching of arms, shoulders, hands, wrist, knees and ankles and improves muscle flexibility and

strengthens them. They tone up abdomen. The *Shat Chakras* of the spinal cord (6 very important nerve junctions of the vertebral column) are energized by the *Surya Namaskar* exercises. These *Shat Chakras* are stimulated and activated, which in turn, help the whole body rejuvenate with full health and vitality.

ii. Head to Toe Exercises:

1. Exercise to Eyes: Stand straight, head to toe in perfect straight line with legs together and hands by the side of your body. Lift the right hand on par with shoulders, fist closed but pointing finger free. Turn the pointing finger towards yourself. With focus on the pointing finger, slowly bring it towards yourself until it touches the *bhru-madhya* (space between the eye brows). Having touched *bhru-madhya*, close your eyes and bring back the hand fast. Repeat this process 5 to 6 times. Without any head movements look up and down, left and right sides, cross movements and rotation movements of the eyes on either side. In doing so your eye muscles get relaxed and all sight related problems get rectified.

2. Exercise to the Neck: Keeping the whole of the body straight, move the neck up and down; left and right, bend and twist, do circular movements of the head. Neck muscles get strengthened. Those who are suffering from cervical problem should avoid forward bends of the neck and spine.

3. Exercise to Shoulders: Keep your fists tightly closed, without bending the elbow; make shoulder movements up and down, in circular manner and reverse.

4. Exercise to Fore Arm and Upper Arm: Hold the fist tightly closed and do up and down movements with force. Repeat the same with fist released.

5. Exercise to Wrist: Close the fist tightly and make up and down, circular and movements clockwise and anticlockwise. You can also do the movements with fist released.

6. Exercise to Fingers: Stretch both the hands and fingers fully on par with the shoulders. As you inhale, fold the fingers joint by joint until the fist is closed tightly. Draw the hands on to the chest as slowly as possible and feel the sensation in the small joints.

7. Exercise to the Stomach: From the standing position bend your body as you exhale. Keep both the hands on your knees, pull and push the stomach in and out fast. This is a wonderful exercise to all the internal organs of the stomach namely liver, pancreas, stomach, intestines, gall bladder and kidneys.

8. Exercise to the Waist: Stand straight with 1 foot distance between the legs. Hold the waist with both the hands and make forward, backward, sideways and circular movements both clockwise and anticlockwise.

9. Exercise to Thighs: Strike your feet to the respective thighs with force one after the other about 10 to 12 times.

10. Exercise to the Knees: Stand straight, bend your waist and place both the hands over the respective knees and rotate the knees. In order to be more effective rise on your toes and make 4 to 5 rounds. Repeat the same with rotation on the other side. Make a half rotation and press the knees with both the hands, one round on the right side and the other on the left side.

11. Exercise to the Ankles: Balancing on one leg, lift the other leg to 45 degrees and make ankle movements up and down, circular rotation and reverse.

12. Exercise to the Sole: Lift your body in such a way that the entire body weight is on the toes and heels. Rise on heels, lifting the toes up and make a static walk. Stand on the little finger side and toes side up, make a static walk. Widen the distance between the legs to about 1^{1/2} feet (one and half feet) little finger side up, bring both the knees together. Bend in such a way that both the hands are by the side of your knees. Make a static walk. The entire body weight falls on the big finger side. In these steps, the soles undergo total acupressure, and thus contribute to the overall health and cure some of the body ailments.

Immense acupressure therapy is involved in these head to toe exercises.

Dr. R. Venkat Reddy, Prof. of Mathematics (Retd.), OU, +91 9966812269

Postures for Asanas given in Unit III

I. Standing Postures

1. Tadasana



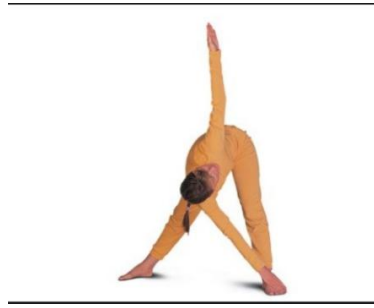
3. Trikonasana

2. Uttanasana



4. Trikonasana II

5. Vrukshasana

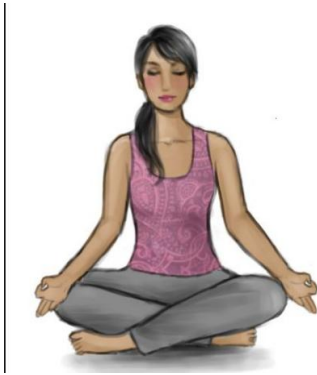


II. Sitting Postures

1. Sukhasana

2. Padmasana

3. Ardha Padmasana



4. Vajrasana

5. Ardha Matsyendrasana



6. Gomukhasana

7. Paschimottanasana

8. Ushtrasana



III. Forward Bending Postures

1. Yashtikasana

2. Pavanamuktasana



3. Ardha Pavanamuktasana

3. Sarvangasana

4. Halasana

5. Noukasana



IV. Backward Bending Postures

1. Purna Bhujanasana

2. Ardha Bhujanasana



3. Purna Salabhasana



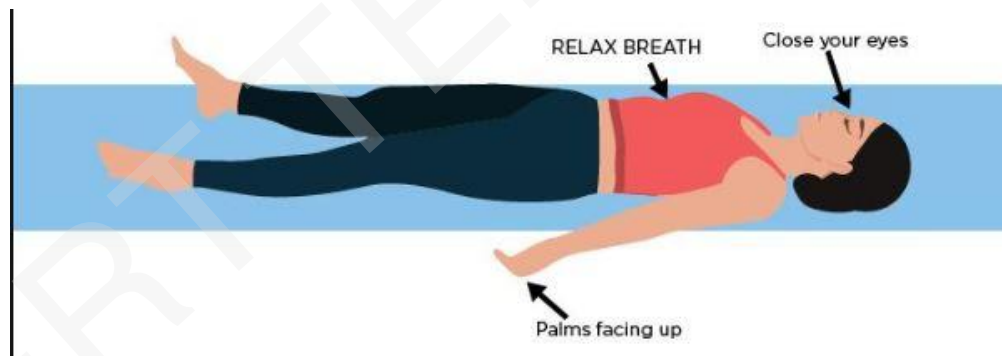
4. Ardha Salabhasana



5. Dhanurasana



V. Resting or Relaxation Posture



VI. Preparatory Movements

Suryanamaskarams

Learn How to do
Surya Namaskar
or Sun Salutation

Yoga



CREATIVE & PERFORMING ARTS

UNIT I - Introduction to Art Education

“We wrote, we sang, we acted, and we poured ourselves out on every side. There was tremendous excitement and cultural richness.”

- Rabindranath Tagore

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1. 1 Concept of Art Education

Since the very beginning of man’s journey on earth, Art has been the vehicle to express his emotions and narrate his stories. Instead of looking at art as something removed from self, it needs to be understood as an extension of the self. Various forms of art cater to the senses and to the consciousness on various levels; but, experiencing any of them leaves one with a sense of solace, a feeling of peacefulness and calmness. Whether visual or performing, art brings the required inner harmony to life, especially if one is creating art. Hence, it is with this wisdom, that the concept of Art Education has been introduced in schools across the world, right from the pre-primary level itself. Owing to sufficient experimental and research data, it is believed that when exposed to concepts of art, creating art and understanding art, a child’s development occurs on more levels and in many ways than it does otherwise. Cognitive skills, lateral thinking, problem solving capabilities, team work, time management, sensitivity to others and numerous other faculties of a child are nourished when Art Education becomes an integral part of the curriculum followed in the school. Moreover, the knowledge that they would be engaging in activities that are not merely dealing with books and listening to texts would make school a more exciting place to be in,

every single day.

Arts in school must be viewed as something that would allow a child to relax and unwind from the other rigorous subjects -- subjects in which a child is supposed to attain a certain level of proficiency at any given age. Art class helps a child not just achieve a calmer state of

mind, but also aids to boost a child's self image and confidence. Not all children excel in all subjects equally; and at times, not being ahead of the class may dent a child's self esteem. More often than not, it is the children who are gifted with practical abilities and have immense energy and spirit that find it difficult to blend into the regular scholastic system. Consequently, they face quite a bit of discrimination owing to what may be perceived as "poor grades" or "inadequate marks." For such children, their childhood itself becomes traumatic because they are being constantly pointed at as failures. To such children especially, art related activities would ensure they get to spend their energies adequately and also enable them to express their "parallel" skills and talents in their peer groups, providing them with opportunities to gain self respect and self trust. Moreover, the domestic atmosphere of all children may not be conducive emotionally, or may be filled with indifference; and, for such children, art classes would prove to be a powerful way of expressing their pent up or traumatic emotions. It becomes an outlet through which they can make peace with the situations at home, by providing them with harmonious spaces to be in.

There is enough research to prove that those children who engage with various art-related activities excel better at subjects like Math, Science and others, when compared to those that aren't. In many cases it was found that they improved in academic subjects after joining art courses. As mentioned above, grasping power, ability to focus for longer durations, keenness in observation and listening are but a few of the positive impact of learning art; needless to say, all of which truly enhance a child's performance in every subject! They become more practical in the way they function in general, aiding ease of living and facing day to day situations more boldly.

Besides helping a child mature into a well-rounded individual, Art Education plays a major role in forging strong connections between the generation-to-be and the land's culture and

heritage. No matter which region or which land a child belongs to, being aware of what constitutes the land's art and culture is crucial for the child to grow up to be an individual with a sense of respect for the history and culture, and with a desire to protect and nourish the native arts. Thus, Art Education not only helps a child in numerous ways, but also aids in creating sensitive connoisseurs of art in the future generations, which is the only way that art and culture of a region can survive, thrive and evolve. Hence, it is imperative that Art Education be imperatively made an integral part of the entire scholastic system, and be given as much importance and value as any other field of study through the years that a child spends in the school.

1.2 Introduction to Different Forms of Art

At its core, art is a means to tell a story -- a story full of characters and their journey through the emotions and experiences they go through; in short, art is story-telling. There are various manifestations of art. In the Indian school of thought, there are 64 identified forms of art; but, of these, there are 5 forms of art that form the sub-category known as the Fine Arts (*LalithaKalalu*). They are, Literature (*Sahityam*), Music (*Sangeetam*), Painting (*Chitralkhanam*), Sculpture (*Silpam*) and Theatre (*Natyam*). It is these 5 forms of art that are referred to when one speaks of story-telling. These 5 are inter-connected and knowledge and exposure to any one increases the understanding of the other art forms.

In the modern context, arts are further divide these into 2 categories – visual arts and performing arts. Though the categorisation between the two is quite hazy, visual arts refer to all those forms of art that are to be appreciated through the eyes and those that do not involve actual artists being present. These art forms are those in which the artist has worked with materials outside his/her physical body and finally creates a product that exists outside of the

self. For example, painting, drawing, printmaking, sculpture, ceramics, photography, filmmaking, videography etc. come under the category of visual arts.

Performing arts are those which demand the artiste's presence while art is being created -- the product does not exist separate from the artiste. Examples of this category are dance, music, theatre, puppetry, movement, mime etc. An interesting difference in the spelling of either must be made a note of – those that are involved in visual arts are known as “artists” while those that are involved in performing arts are known as “artistes.” Though the pronunciation is the same for both words, the difference is indicated by the “e” that is present in one term and absent in another.

As mentioned above, though there are two broad categories, both visual and performing arts greatly depend on each other and draw immensely from each other. For instance, while filmmaking is a visual art, it involves performance of an actor, which is a performing art. The underlying concepts form a common thread to all the above-mentioned forms of art. All of them have as their aim, the story-telling, means that whether a painter creates a painting or a filmmaker makes a movie or a sculptor creates a sculpture, they are basically trying to tell a story.

The advent of technology has given rise to digitisation of art, which means that there is art that is created entirely through the computer. By using the captured images or creating images, software is used to animate or compose art that is finally rendered or printed.

Traditionally, music, dance and theatre are considered the major performing arts. But other art forms such as magic, mime, puppetry, circus also comprise this category. Most of these arts make use of stagecraft, costume and properties. Performing arts involve using the body and training the body in different ways to achieve art. While a singer has to train and gain control over his/her vocal cords, a dancer has to work immensely with muscles and bones and

various other bodily entities to be able to move in the desired manner. Similarly, theatre artistes work with the body too, but more with emoting through the word and expression. Dancing involves acting and also music and various musical aspects such as rhythm and lyric, but theatre involves working with the spoken word.

Art, in short, is a vast arena of expression that diversifies and takes separate forms and shapes, giving rise to numerous genres, each complete by itself.

1.3 Art and Craft of Telangana

Indigenous, intricate and elegant – these are the terms that best describe the arts and crafts of Telangana. These are creations that have been handed down from one generation to the next, and have become a part of the cultural heritage and identity for this land. There are numerous arts that are native to this land, which deserve a discussion of those that have gained national and international recognition. It is imperative that this subject is delved into here, as it is owing to visual arts such as drawing, painting and sculpting that these crafts have come into existence. Other than these, a few instruments and performative arts that are native to this region also deserve attention.

- **Bidri Craft:** This craft got its name as it hails from the town of Bidar. It involves silver that is engrained on metal, through various processes such as casting, engraving, inlaying and oxidising. Products such as jewellery boxes, flower vases, paper weights and others are created in this genre.
- **Banjara Needle Crafts:** Traditional handmade fabrics are enriched with colourful needlework and mirror work. The rich embroidery off-set by delicate mirrors make for exclusive and beautiful home décor products. They get their name as they are made by the Banjara tribe, native to Telangana.

- **Dokra Metal Craft:** A speciality of the Jainoor mandal of the Adilabad district of Telanagna, this is art made through the technique of Lost wax method. Animal figurines like elephants, peacocks, horses, lamp caskets and tribal gods are commonly made through this technique, which is also known as the bell-metal craft.
- **Nirmal Art:** hailing from the Nirmal town of Adilabad district, these artisans are famous for authentic and exclusive articles, displaying vibrant colours, and employing traditional methodologies. Themes from the epics are vividly described through oil paintings that are exquisite in nature. Originating during the Kakatiya rule, the Indian and Moghul aesthetic find a wonderful balance in this art form. Wall hangings, pictures, boxes, furniture etc. are made in this art.
- **Perini Dance form:** Perini is a dance form that has been re-created by a visionary, Dr. Nataraja Ramakrishna, who referred to many texts and drew a lot from the movement patterns and musicality described in them. Perini is a dance form that was practiced by warriors before entering the battlefield so that their adrenaline would be pumped and their bodies would be warmed-up for war. This dance form is gaining recognition in the country in recent times.
- **Kinnera:** a stringed instrument made by hollowed bamboo and dried gourd, this instrument produces melodious music. Objects like the dry fruit or coconut are used to produce sounds from it. It was an instrument that was very popular until fifty years ago amongst certain tribes, but has faded into oblivion. It is now restored, and enthusiasts are making efforts to bring it back into mainstream art of the region.

These are a few of the many arts and crafts belonging to the Telangana region, and have been included in this list as they form a major part of those that are identified. Similarly, each region, in India and also the world have, its own art forms that every region is proud of and believes is apart of their very identity.

1.4 Different Types of Art Forms

The previous section introduced various forms of art that are relevant to the Indian context, and in this, each of the art forms will be dealt with in detail. The aim of this section is to provide an understanding of each form of art in such a manner that the art can be experienced in the best possible way. Also, it will enable the teachers to explain what constitutes each art form and to introduce the concepts to the students in a simple yet impactful manner. Furthermore, designing activities in each of the forms will be easier when these art forms and their nuances are comprehended.

Previously, the common thread connecting any and all art forms has been discussed – that art is a means to tell a story. Being such a case, it is also true that each of them has its own method, methodology, principles, materials, history and also aesthetic. These are the elements that give each art form its uniqueness and distinctive quality. Each of the five *Lalitha kalas* mentioned above will be discussed below, as also those forms of art that have branched out from any one of these five and have taken shape to form an art by itself.

Literature (*Sahityam*): Language is one distinctive characteristic of the human race that differentiates it from other living beings. Each language has its own history, purpose and cultural ethos. Once the spoken word took shape, language developed and followed by the written word. Soon, the practice of writing human experiences and stories in different structures became common; and, this kind of writing is considered one of the major art forms across the world. Generally, written passages are of two major kinds – Poetry and Prose. In the Indian context, both come under the broad category of *Sahityam*. The literature of any civilisation is a result of the history of people, the culture of people and the many changes that have taken place in the lives of people. While Prose is generally transmitted from one generation to the next only through texts, Poetry is more in circulation amongst the populace

through oral transmission. Many songs, verses etc. become a part of daily conversation and their meanings, along with contexts, becomes a part of the people's world-view. Also, another categorisation in literature is fiction and non-fiction. Fiction is sub-divided into Novel, Short-story or Drama. While Novels and Stories are meant to be read, Drama is meant to be staged. These essentially involve characters, their journey through a stipulated period of time, and what they experience within that journey. Drama is a work that is written with an intention for it to be presented on stage as a performing art form. In a school, *Sahityam* as an art form would become the basis for numerous activities that will involve many students and will make participation very exciting for children.

Music (*Sangeetam*): Music is the most ancient of all art forms and also the most powerful. Of all the art forms, it is easiest to judge the quality of music as every ear, by default can assess if the musical notes are in the correct pitch or not – if its not music, it becomes noise. Music manifests in many ways, but essentially is of two kinds – vocal and instrumental. Vocal music is that which is produced by using the vocal chords and instrumental music is that which is produced by playing various instruments in desired manner. Amongst instruments, there are many sub-categories: percussion, string, wind are the main ones. Percussion instruments are those which require striking or hitting on its surface. Generally, it provides rhythmic support and is called the “backbone” or the “heartbeat” of a composition. Examples of percussion instrument are drums, *mridangam*, *tabla*, *pakhawaj*, etc. Stringed instruments are those in which the sound is produced by the vibrations of the strings when the musician plays them in the desired manner. Examples of this kind of instruments are the violin, veena, cello etc. Wind instruments are those that produce music when the musician blows into the specified place in a specific way; for example, the flute, mouth organ etc. In this manner, vocal, rhythmic and melodious sounds produced from different sources are played harmoniously together to form a

composition.

Painting (*Chitrakalanam*): Painting too, along with music, is one of the oldest art forms – cave paintings date back many millennia and become one of the most important sources of human history. Essentially, painting is applying colours on a flat surface in a manner as to form an image. It requires a surface, colours and paints with which to create art and brushes with which the paints are to be applied on the surface. Painting requires extremely keen observation on the part of the artist and demands immense focus, patience and concentration. This is an art that can be found in varied kinds – from painting on cave walls, stone pillars, ceilings to painting on pots, wooden objects to painting on garments. In the modern times, painting also has become the most digitised art – computer painting, otherwise called digital art, is one of the most sought after genres of art today.

Sculpture (*Silpam*): Sculpture is using material like wood/stone/clay to form a three-dimensional object. They may be carved or welded or moulded or built together. In reality, sculpture is removing material very precisely to form a shape that is artistic. The oldest form of sculpture is of stone, and it is the kind that would survive best, as compared to sculptures in other materials. In modern times, sculpture has extended itself out, owing to technological developments, and now has a vast range, from traditional materials like stone, wood and clay to plastic, ceramic and steel. This is the art form that becomes a large part of religious places as idols are almost always sculpted in stone.

Drama (*Natyam*): In the Indian context, *Natyam*, or drama, is considered the highest of all art forms as it makes use of all five *Lalitha kalas*. It is based on a literary work, includes lyric and song, has paintings or moulds as stage properties and is performed through bodily gestures and movements. Hence, it is called the *Panchamavedam* or the fifth *Veda*. Theatre in India is more than two thousand years old, and has an illustrious history of writers,

playwrights, scholars that have carried it through the ages. Over the centuries, it has created regional dialects for itself and in the present day has many avatars in different places across the country. Generally, *Natyam* is understood as dance; but in fact, it refers to drama. Dance forms of India, especially the classical dance forms, have all emerged from regional dramatic traditions.

Other than these broad categories, technology has given rise to numerous other forms of art which make use of the principles of these art forms, but have a grammar of their own. For instance, one of the new forms of art is printmaking, which is creating an image on a matrix, for artistic purposes; it is then transferred onto a two-dimensional flat surface by means of ink. Photography, through the camera, uses the manner in which objects respond to light to capture them onto a lens. There are multiple ways of creating images and objects in today's times, which would either come under *Chitralkhanam* or *Silpam*. Below, are given these two art forms that become the cultural products of a regional place, and hence their identity!

Questions for Self Introspection

1. What is the relationship between man and arts?
2. How does art education help man?
3. Could you name a few fine art forms?
4. How can arts keep one's culture alive?
5. Write about 3 visual arts.
6. Write about 3 performing arts.

Activities

1. Which art pieces can be made at home?
2. Draw a picture to describe a village scene to your students.
3. Prepare a painting using the VIBGYOR colours.
4. Write a short conversation that suits your students and make them enact it in the class.

UNIT II - Visual and Performing Arts: Importance and Planning Activities

The previous Unit dealt with various forms of art, has given a basic understanding of what constitutes each art and how different and how similar they are. This Unit considers the modern categorisation of arts into Visual and Performing types. It attempts to widen the teacher's understanding of these two genres of art, thus making it easier for the teacher to explain, plan and execute activities for their students. While it does so, it takes into account the fact that the target group for the teacher is of pre-primary level, and considers this as an important factor in both the manner in which the arts are to be utilised and also the kind of activities that should be designed. Only if the teacher has a perspective of the content that gives a wide approach, understands the value of what is being done, can a teacher do full justice to the subject. As art itself is a vast, unending subject that can exist on various levels, this Unit is capsuled in a way in which the pre-primary level teacher and student will benefit from.

2.1 Visual Arts – their Importance, Relevance and Value

For this context, visual arts would refer to all those forms of art that will involve working with materials to create products that are aesthetically pleasing and can be placed in a space for decorative purposes. Drawing, painting, printing, paper craft, clay modelling, and other such activity-based arts are discussed here. Before we go into how to design activities and what exactly can be done, let us first delve into why the visual arts are so crucial for a child's all-round development.

Educationists firmly believe that a child's ability to perceive, observe, absorb and analyse begin right from early childhood; and, when these abilities are tapped into and nurtured, they will become a part of the child's personality. It would be much more difficult to begin to teach these skills once children grow beyond five, and would require more effort on either parts to do so.

One of the easiest and effective ways to help a child realise that it has these abilities are working on art-based activities. A child's socio-emotional, cognitive capabilities are heightened when a child is exposed to such processes. Motor skills, which refer to actions that involve children using their muscles, need to be developed. Major motor skills, such as walking, sitting, sleeping come naturally to any being; but subtler skills like using fingers to efficiently wield a brush or model a clay statue would greatly enhance a child's motor skills, by increasing dexterity and control. Reyner, one of the foremost experts in art education made a perceptive statement: "Art is not only about colour, emotion or aesthetics, but also about patterns and problem solving." This tells us how important art can be when a child is attempting to grasp numerical or mathematical concepts or the teacher is attempting to cultivate children's problem-solving abilities. Working real time with objects like beads or balls or balloons would help a child easily understand addition, subtraction or other such principles, rather than working only with pencil and papers, attempting to work only theoretically. As mentioned in the previous Unit, art-based activities immensely help those children who do not have a healthy emotional or economic atmosphere at home; as those activities help them deal better with stress, unhappiness or discontentment. This would take away the child from the toxic atmosphere and create a soothing space that would provide an outlet for pent up or bottled emotions; a child would not even recognise those negative emotions, but is harmed by them. An activity like clay modelling is recommended even for adults, as they are said to have therapeutic benefits. Aesthetic sensibilities for a child would also be developed owing to exposure to visual art activities, especially helping them understand the importance of keeping our surroundings beautifully done with delicate objects. Last but not the least, art activities make a child become active physically, mentally and emotionally, not sliding into passivity, as is the case with most children at present. With gadgets like the TV, video games and videos that they are constantly exposed to, the kind of lifestyle that children are getting accustomed to is one of inaction, and to be in a state of constantly stupor induced impact

of content. In school at least, they need to be made to work real-time, with materials, with objects and to work towards a certain goal or creating a product, so their faculties would not become numb over a period of time. Visual arts come into great use in this context as they would compel children to think creatively, actually employ their hands and minds to work with objects – cutting, pasting, modelling, painting – and also enable them to work in a team, developing imaginative and inter-personal skills. Thus, cultivating visual arts at pre-primary level go a long way in helping a child become aware of the possibilities and engage with his surroundings.

2.2 Visual Arts – Planning Activities

Activities that are done in the visual art class must be created in such a way that it would help children engage themselves completely in it. The activities must be able to grab the interest of the children, make them involve their thought and creativity in it, but also must be easy enough for the children of the pre-primary age group to attempt. They must involve colours, concepts and objects that are easy to handle, and must be such projects that would not require lengthy periods of time. Below given are various activities that could be included in the teacher's list, of which the teacher/head can decide which ones they would be able to implement.

- **Drawing:** This is one of the classic visual art activities. Drawing requires very little material preparation; the basic requirements are a piece of paper and a pencil. Activities concerning drawing could be varied. One could be asking all the students to draw the same object and then compare each other's drawings to see how different they are. Another could be giving the task only to one student and the rest of the students would guess what the object is. If the class is filled with enthusiastic students, the teacher could ask each student to draw once on the blackboard, and the next student could draw another and so on, finally forming one single diagram. Tracing also would come under this category, through which the children's ability to focus would increase. Each child could be given

different images, and each could trace the image on a tracing paper. A day in a week could be fixed, on which the children together must be given the task of decorating the board. Teams could be formed, of five or six each, and they could take turns in doing it. Activities could be planned in such a manner when the art taken up is drawing.

- **Painting:** While this is another of the conventional visual arts, it requires a little more preparation as far as the materials are concerned. Painting can be done with water colours or crayons, and this activity can take off from where the above activity of drawing ends. In the beginning, as at the pre-primary level, the child might not have been exposed to these activities earlier, painting must be done on images that are big, include a lot of paint-able space in between the lines. Also, the teacher must give clear yet simple instructions to the kids on how to begin painting. It is human being's natural tendency to paint in random strokes; but, this would result in uneven and unclear images. For a right handed person, the stroke must begin on the left and go to right and vice-versa. The teacher must also tell them how to take colours onto the brush, if they are using watercolours. Natural tendency again is to put a lot of water on the watercolour, thus making it un-usable after one or two uses. They must be instructed to get water off the brush before dipping it into the colour. By telling them these small tips and tricks, those children who are not instinctively gifted in this art would also be able to create a decent product, which would enhance his/her self esteem a great deal. Teachers might feel it is very difficult to get the students of that age to follow these instructions. But, if following these steps were made a game sort of activity, the children would not feel burdened by them. For instance, Step 1, take the brush. Step 2, dip in the water. Step 3, lift it high. Step 4, flick it twice. Step 5, dip in the colour. They could be made to practice this without the brush a couple of times and then with the brush without water, and then with water. Such a procedure would ensure that neither the class,

nor the child's uniform, nor the drawing is ruined owing to their in-experience. Also, if the child does it at home too, parents would be more than grateful for this kind of training!

- **Paper Craft:** This is one kind of art which has found many extensions in the recent past. There is paper craft done out of charts, newspapers, paper plates, ribbons, colour papers, and other such material. This activity requires the teacher to prepare well, and bring together the material required for that particular activity. Learning through paper craft can be an efficient way of teaching subjects like science or math. However, care should be taken that the child is safe from sharp objects like scissors etc. Instead of giving each child a separate activity, if the children were made into teams and then made to work together, paper craft would be more beneficial, as it does require teamwork. These four or five objects can be displayed in the class and seeing them every day would definitely help boost the children's self-esteem. Activities could be given based on how well they have handled related art-work. It should not be too complicated a design to achieve, but must take considerable time. For instance, creating trees could be one activity. Different teams would utilise the same material in different ways, thus resulting in a variety, rather than everyone replicating exactly the same design.
- **Clay Modelling:** This is one of the most therapeutic activities in the visual art department. There are many kinds of clay available today, and in numerous colours. Working with clay would benefit the children greatly by bursting their stress and providing emotional relief. Also, instead of employing clay modelling just as an activity by itself, if merged with learning other subjects, like names of fruits or vegetables, it would help spread the duration of activity in a typical school day. Making models of things like those mentioned above would not only help the children get accustomed to the names/shape etc. of the vegetables or fruits, but if the sessions are made more personal, they will be encouraged to

express their own opinions. For instance, an activity could be, modelling their most favourite vegetable, and explaining why they like it, to their friends. Such a push to express oneself would cultivate the ability to be able to express one's feelings/emotions/likes and dislikes.

These are but a few of the possibilities in the visual art department, and the teacher could use his/her imagination to extend the range of activity as much as possible. Only care to be taken is that the activity is not an end by itself, but should try to teach the student something more.

2.3 Performing Arts – their Importance, Relevance and Value

While Visual arts help children in numerous ways, as discussed above, Performing arts have equally powerful positive effects on the child's psyche. Performing arts pave way to the exploration of bodily movement, expression of ideas and emotions and producing endorphins – all of which result in a child's stable and stress-free mind and body. Previously, even until a generation ago, children had access to large playgrounds both at school and home, which provided them with the opportunity to run, jump and play, taking care of the requirement of their physical movement. But owing to shortage of space in any and every place a child's time is divided between, this is not a possibility anymore. In such a scenario, especially indulging in different kinds of movement or expression encourages a child to experience mental freedom. Also, any kind of performing art generally involves a story. So delving into characters, emotions and plots would make them active participants rather than passive recipients. Below is discussed each of the performing arts that are possible to explore in a classroom environment.

- **Movement:** This is one of the most basic performing arts, but often, it is confused with dance. Movement is one branch of physical art that does not require music nor is required to be even aesthetic. It just helps in loosening joints, increasing flexibility, strengthening

the muscles and improving balance. One of the most exciting movement exercises could be imitating animal walks. In fact, animal walks have become a very integral part of serious exercise lately. So, introducing children to this not only increases their ability to move in different ways, but also taps into their observational and imitative abilities. As it is quite a fun-filled activity to do, it will be received well by children of that age. And, adding animal sounds while doing this activity would only enhance the excitement. Another major movement exercise could be different kinds of crawling/squatting/leaping/jumping to cover space. This would encourage them to figure out unique ways to move from one point to another and also increase their awareness of space. Movement activity need not all only be physical – using hand gestures and facial expressions while reciting rhymes also comes under this category.

- **Dance:** This activity is probably is one of the most enjoyable of performing arts. Dancing not only helps release stress-reducing hormones, but also increases children’s ability to understand rhythmic patterns and respond to them. Different movements could be put together to form a sequence, and repeating this over and over again helps improve memory and concentration. In the Indian context, it would also be healthy if professional dancers practicing indigenous art forms are brought to class to introduce the art form to the children. This practice would make them appreciative of the cultural heritage of the land, and probably also ignite interest in a few of them to start training in the art form. Folk dances are also catchy and energetic enough for children to learn and perform for their peers.
- **Music:** While music is considered the most impactful of all performative arts, it is sometimes difficult to suddenly get students to perform it. Simple rhymes, *padyas*, folk songs etc. could be taught to help them experience music and to develop a sense of keen listening. Repeating these over a period of time also helps in increasing the memory power

and the retaining ability. If possible, children should be trained in an instrument, as it is said to increase one's ability in mathematical problem solving. Music is said to rectify sleep patterns, induce peacefulness and sensitise a child's inner self to his surroundings. Instead of allowing trendy music to take over the child's taste, if they are also exposed to classical vocal and instrumental music, their ability to appreciate it as grown adults will increase, thus drawing them to their own heritage.

- **Puppet Show:** It is common awareness that children are extremely drawn to stories told through props. Puppet shows date back many centuries, and have become a part of the culture of many regions across the world. While puppet making is a process that requires immense skill and training, for this level, puppets can be made through simpler materials, like charts or thermocol. Puppet making could be an art activity by itself. For instance, a lesson from their Life Science textbook could be chosen and the living beings described in it could be made into actual puppets, thus integrating two different subjects, making it easier for them to learn and understand the content. Such an activity would ensure that they approach their other subjects too with enthusiasm.
- **Mime:** This is an international art form popular and could be universally understood for its silent communication; it has gained prominence in India too. Mime generally requires the artiste to wear black clothes and paint the face with white colour, in order to enhance facial expression. While this is of professional standards, for a pre-primary classroom, it is enough if children are made to enact small skits. One such activity could be to depict a railway station – someone waiting for a train, or running to catch a train. Another could be to depict a playground – how different people are playing and what each one is doing. Many such activities could be created, depending upon the various contexts they are exposed to, one rule for mime, no spoken word!

- **Role Play:** Contrary to the above art form, role play involves a lot of speaking; and, those playing roles primarily recite dialogues. This is an art that enables children to imitate, imagine and enact. They must walk, talk and behave like the character that they are portraying. A story from their English textbook could be chosen and Role Play of the characters in that story could be made an entire activity. The teacher could write dialogues for the characters, be the narrator who reads descriptive passages and leave the dialogue-narration to different students chosen to represent characters. This also aids in increasing interpretative abilities – figuring out who the characters are, how they would look like, what they would wear etc. What to look for when reading a story is a great ability, and this can be enhanced using role play as a tool.
- **Drama:** Traditionally, drama is considered the greatest art form as more often than not, when a production is being created multiple performing arts are employed to achieve the spectacle. It requires costumes, props, music, dance, movement, dialogue and presentation. In fact, for a class to present a drama, all of the above discussed art forms would have to be involved. A drama requires a story that is interesting enough to catch and sustain people's attention, it requires actors who can play the role well; costumes to make the actor look and feel like the character; and, enough props and sets to create an ambience in which different scenes of the play could happen in. Though it would not be possible to create a drama of professional standards for the pre-primary level, it is possible to create one in which everyone could take part in different capacities.

These are various Visual and Performing art forms that need to be introduced in the classes at the pre-primary level itself in order to create a healthy mental, emotional and physical ambience for the child to grow in. It is the best beginning for children who step out of the loving and affectionate ambience of their homes and enter a bigger world called school

where about one and a half decades of time has to be spent by them. It is the responsibility of the education system to fill this long period with happiness along with achievement.

Exercises

1. What are the importance, relevance and value of the Visual Arts?
2. What are the importance, relevance and value of the Performing Arts?
3. Prepare themes for a puppet show.
4. What pictures would you ask your students to draw?
5. What pictures would you ask your students to paint?

Activities

1. Prepare some item of paper craft.
2. Write a small skit for your students to enact in the class.
3. Take a day to day conversation and make your students practice role play.

UNIT III - Art Education at Pre-Primary Level

3.1 Importance of Art Education for Pre-School Education and Teachers

Art education is a subject that has only been recently introduced into the scholastic system in a major way. Art class, which was mostly a recreational class until lately, is now considered a crucial part of a human's childhood. What was called "extra-curricular" or "fun periods" are now recognised for what they are – that these areas of study are as important as content-oriented subjects for the all-round development of a child. Most probably, the teacher who is involved in art education today did not have the same luxury when he/she was a pre-primary level. They are expected to suddenly invent or come up with ideas/activities to help the child in numerous ways at the same time. Hence, it becomes imperative to train the teachers in this branch of education.

Art education, unlike the other subjects, does not come with a textbook – which means that there is no guidance about what exactly should be taught through the year, and how. As is the case with the other subjects, there is a specifically designed path to follow in the class – the teachers know exactly what they are supposed to teach, and by when. But for the art class, there is no such specification; and, this freedom comes with its own set of challenges. This is the area which this Unit attempts to address. Firstly, the teacher needs to appreciate the value of what they are doing in class; and, to understand for themselves what happens in the art education class goes a long way in the child's life; the aim of this Unit is to elucidate this aspect.

There is a certain unsaid hierarchy that is existent in every scholastic system in the world – subjects like mathematics and sciences occupy the top position as the most important areas of study; then follow the subjects like social studies, General Knowledge, and then, the languages; and, below even the languages are the art and craft classes! This has become

ingrained in the scholastic systems, as this has been the world view for the longest time now. But, this has to change, as achieving proficiency in subjects like mathematics is not enough for a child to develop in all dimensions of human personality: physical, emotional, moral, aesthetic, social and interpersonal. It is only through exposure to the arts and through engagement with the arts that a child will understand himself/herself and the world around much better. It is only through understanding emotions and experiences that a child has the possibility of growing into a responsible individual. The fact, that exposure to literary works helps an individual grow into a mature, thinking and sensitive human being, has stood the test of time. Reading as an exercise helps one focus better and also gain an understanding of human nature, behaviour and human thought patterns. Development of aesthetic sensibilities, inculcating personal sensitivities is possible only through art education. Working as a part of a team, helping each other, encouraging each other, gaining confidence in one self and trust in others, standing up for each other and with each other are some of the many positive outcomes of indulging in art-related activities at such a tender age. Thus, it is imperative that art educators first understand and appreciate the value of what they do for a child.

3.2 Art Activities Suitable for Pre-Primary Level -- Dos/Don'ts for an Art Educator

Anything that is capable of a deep impact must also be dealt with extreme care. While subjects like mathematics and science are removed from the self, subjects like the art are very personal; because an art work is an expression of the self and the self identifies itself with a work of art. This is precisely why an art educator should tread with extreme caution while dealing with children and their abilities or even the lack of them. They must keep in mind constantly that not all children are gifted the same way; that one might be good at a certain activity and the others at another activity. At the pre-primary level, it does not really matter if a work of art is extremely aesthetic as compared to another. The most important principle to remember in the art class is: process is important than the product. Hence, an art educator

must develop abilities to help a certain child who is not so good at a certain activity but must make sure her/his involvement is more subtle than obvious and more unnoticed than perceptible. A word or gesture of extreme criticism will scar a child forever and make the child become reclusive in that particular area; highly spirited child may become rebellious even. As a result, both of them might shut off completely from that activity; an activity which would have added to their skills and sensitivities! Bestowing extreme praise on any child is also not healthy as it induces a false sense of superiority in that child. Forget helping the child, this kind of treatment just harms a child's growth in the long run. The praise should always be for the effort and thought, and never for the product. Questions to be asked when a child is unable to participate or perform an activity well could be: What seems difficult/Where would you like to be helped/Would you want to work on something else/What do you like/dislike about this activity? Questions when a child has successfully completed a product could be: How did you like working on this/Which part did you enjoy the most/What else would you like to work on?Also, care must be taken that no child is made to feel more privileged over others in any art-related activity. And hence, designing assignments that would involve a child spending money should be consciously avoided; as a certain child may be able to spend more money than another. Such a happening would only highlight the economic disparities amongst the peers in a classroom, sowing seeds of inferiority/superiority complexes.

Another aspect that needs to be carefully dealt with is the intrinsic competitive nature of human beings – art class should never be a competitive space. In almost all other subjects, students are constantly competing with each other for grades/marks; and, this creates a certain amount of stress even in children of that age. Art class at least must be one space which offers activity that does not create the feeling that they need to be a certain way or do things a certain way. No two children's artwork need to be compared with each other's, nor should

products be praised excessively for their beauty. Each product, and each child, should be made to feel good and beautiful in a unique way, which would encourage a child to do better the next time round. So observing the strong points of each product combined with positive comments on further improvement would help all the children. If a particular child is being really difficult or not participating at all, that may be due to various reasons. He/she might be facing discrimination at home, they may be dealing with the sudden arrival of a younger sibling or being compared to an older one; or may be due to some familial or financial problems; and, the treatment of the teacher in art class should not reinforce these emotions. In fact, art class must be a space which addresses these unfulfilled emotions/discriminatory attitudes towards the child. Dealing with them with extreme care, caution and respect will help them inculcate positive feelings and human values.

Activities must be designed in a way in which they would never induce prejudices, biases or strong dislike towards any particular group of people. Stories that involve looking down upon a certain caste/race/ religion/gender/nationality must be consciously avoided. Often, such discriminatory ideas are not obvious at a first glance, but with intelligent children as audience, one can never predict how a certain piece of information would be interpreted or what idea a child would develop owing to a certain remark. Only those themes which reflect morale boosting ideas, morality inducing plots and being sensitive to all human beings must become a part of art class. Comments on physicality about skin colour or weight or a certain abnormal facial feature must never be a part of class conversation. No child must feel rejected owing to any of the above characteristics and must be able to embrace differences as a result of these art activities. When exposed to such ideologies and thought processes in a class as subjective as the art class, the possibility of the child imbibing these values is much higher.

3.3 Planning Visual Art Activities

Visual art, as has been discussed in all Units until now, provides the teacher with a wide range of possibilities in terms of the students involved – person by person/team-work/entire class. Activities that are done by each student can be more basic and the level of complication can be increased slightly with each kind. It is imperative for the teacher to remember that these activities need to tap into the creativity of a child. Drawing, tracing, building blocks, working with paints, etc. come under this category. Teachers must make sure that the activities are planned in such a manner and that the level of difficulty increases gradually, as pre-primary students might not have any prior experience with such processes. The first activity could be just drawing different shapes, helping them recognise and identify the number of sides of a certain object, its name etc., then names of colours could be introduced in relation with these objects. For instance, all squares must be filled in with pink, all rectangles with blue and so on. In that way two kinds of identification could be taught through a single activity.

Another important factor to consider before planning a visual art activity

is: how feasible it is to execute successfully. If a certain kind of activity requires high proficiency or a lot of material, it might be best to not include it in the syllabus. Firstly, an activity that requires high level of skills would end up being a botched job at the pre-primary grades, which would affect the confidence of the children in a negative way. Secondly, it might be extremely difficult for the teacher to simultaneously monitor each and every student if the material required is huge. This would also mean a lot of wastage. Thus, simple pasting, joining pieces together etc. would be suitable for this level.

An unsaid rule to follow in the pre-primary art class would be to not allow any harmful objects into the class. This includes sharp objects like scissors, blades, knives or substances

which a child could swallow, like toxic glue, fevicol etc. it would be next to impossible for the teacher to monitor the entire class when such objects and substances are available in the class. Instead, when the use of such objects is mandatory, the teacher could keep the necessary equipment with herself/himself, ask the students to work on the steps required to make the product until the use of the object or after the use of the object and then make sure they bring the material to her/him when the cutting or pasting is to be done. This will ensure safety of all the children without much monitoring.

Coming to the activities themselves, they must not be an end by themselves, but must teach them something greater in nature, like a moral or a life principle or love for a blessing of nature like water or air. If combined with simple stories such as *Panchatantra Kathas* or *Jataka Tales*, these activities become very exciting for the child to indulge in; in addition they also teach them values such as the power of unity, value of friendship, need of courage etc. In fact, such an idea could form a central theme around which many activities could be designed. Depending upon the time available, a story could be chosen, which could be discussed in the class, understood well and the characters and plot of the story can be divided into various activities. Drawing the characters, colouring them, making puppets out of them, depicting the scenarios on thermocol, etc. could be done at various stages. In order to make sure the child does not lose interest in a product, these products in progress could be rotated around; what a child draws is painted by another, what a child moulds is coloured by another and so on.

3.4 Planning Performing Art Activities

While Visual art class teaches colour, patterns and working with the hands to the children, Performing art class must make them comfortable with moving in different ways, walking right, leaping, jumping, squatting and falling. It should also introduce them to the freedom of

singing loudly, telling a story and reading out loud. There are numerous methods in which this can be done. But at the same time, it should be handled with care so that no child, whose capability does not lie in this area, becomes withdrawn owing to her/his weakness. A good way to do this could be to blindfold them when starting out to do the activity. At that age -- of always having to be a certain way -- even the youngest child is constantly told by the parents to walk/sit/stand/be right etc. But, the confidence that no one can see them would liberate them in more ways than one. Some children may feel a bit awkward while doing a certain kind of movement. Making sure that no one is mocked at is one of the biggest responsibilities of a performing art class teacher. The culture of laughing at someone or pointing one person out should never be entertained; while at the same time, being able to laugh at one self should be.

Working with space, moving across space, and learning how to make a space one's own are some of the many positive impacts of performing art activities. Learning what is high, what is low, what is side by side and what is one after another -- these can be made exciting by using numbers or even names of the children of a certain class.

An art educator must look at integrating various activities -- in fact, as many as possible. Taking a cue from the visual art class, one assignment for the children could be to draw faces of animals, then learn basic characteristics of each animal, and then enact them for the class. The face of the animal can be first drawn by one, then painted by another; and then once it is cut into a mask, each animal could be assigned to a child, made to learn about the way the animal moves, the food habits, the natural habitat and this can be made a presentation to the rest of the class. This would make sure the parent's involvement in the class activity also occurs.

Another way to integrate other subjects into performing art class could be to make the child read stories from the English textbook. Each passage given to each child must be read out for the peers, once they have explained what has happened until that point in the story. This would enable them to develop skills of comprehension, absorption, retention and expression.

Counting could be learnt through another activity in the performance art class too. Jumping a certain number of times, or mimicking a bird's sound a specific number of times and numerous such actions could help them learn numbers, instead of the routine methods of teaching numbers, addition or subtraction. For instance, an instruction could be, imitating a crow, make a sound the number of $4+7$. Another activity to improve balance could be to stand on one leg, until the teacher counts ten. Though it may seem simple, this is one exercise that is considered one of the best to strengthen foot muscles.

Adopting innovative methods as these, numerous activities could be carried on; that would not only help them gain balance, learn numbers, become familiar with animals, their sounds etc, but would also make them lose shyness and inhibitions of doing new activities in the presence of an audience. It which would go a long way in helping them conquer stage fear or blanking out in a situation.

Last but not the least point! Care should be taken to choose themes that are native to the land and reflect the culture of the region. It is very easy to lose a child to the global culture with exposure to only English language, English movies, music, videogames etc. Art class should be a place which introduces them to Indian myth, mythology, history, culture and language. It is imperative that the teacher herself/ himself believe in these values to spread them amongst the children successfully. Also, they are helping children realise that it's the thought and the sincerity in the effort that matters and not the result. It is important for the teacher to fully

appreciate the various levels of impact that an art class would have on children, and to accommodate various kinds of talents, degrees of involvement and types of personalities.

It is also extremely necessary for the art educator to know that he/she is nurturing a child in numerous ways; is probably sowing a seed for a future profession or a hobby; is helping a child deal with possible emotional/psychological/stress-related issues; and, is creating an ambience for the future generation to be sensitive, art-loving, culturally oriented and in touch with their own roots. All said and done, it is the art of a land that reflects the civilisation of the land, and only if in every single generation there are culture sensitive people does the art of any land thrive. The children who may be stuttering their lines or mixing up colours or forgetting movements today may become cultural ambassadors or artists or art event organisers or civil servants who dictate the path of art in a region. It is the seeds that an art educator of a primary school level sows in the minds and hearts of these children that grow, take shape and strengthen the ideas and ideologies of the individuals to be. Thus, the art educator must know that sensitivity to art and to fellow human beings may begin in the art class, but does not end there. If done well with care, attention and sincerity, their efforts would go a long way in cultivating the art and culture of the region for generations to come. For the future to hold promise not just in industrial development or scientific advancement or software development, but also in areas of art and culture and in telling the great stories of the gone by centuries, it is the art educator of the pre-primary level that has a great role to play. Well, we do know what the famous saying is: “Catch them young!”

Questions

1. What are the Dos/Don'ts to follow for an Art Educator of Pre-Primary Level?
2. Name some resources for Visual art activities.
3. Name some resources for Performing art activities.
4. How do these activities enhance the sense of culture among the children?

Activities

1. Write about two themes you would ask your students to perform in the class.
2. Explain the strategies you would follow to involve all the children in the activities.

SCERT TELANGANA

UNIT IV - Organising and Coordinating Visual/Performing Art Programs

4.0 Introduction

Until now, over three units, we have discussed what constitutes art education, how vital it is for the pre-primary level in the scholastic system and how to go about organising various activities. In this Unit, we will be dealing with an important aspect – that of materials required for conducting these activities in an organised, economic and meaningful way. This Unit is not to prescribe, but only to describe a basic outline. It is up to the art educator's imagination and discretion to choose and decide what to introduce the class to. The important criteria are to help the pre-primary student to engage with, to indulge in and to embrace the process of the activity.

Material is a broad term that encompasses various aspects of an activity. These various aspects, for our understanding are being divided into three main sub-heads: Themes, Materials and Tools. Each is as crucial as the other as one dictates the kind of work that is being done, the other with what to work with and the last one decides what product will be made. For instance, if a horse is being drawn on chart paper with watercolours, horse is the theme, brushes and water are tools and the watercolours themselves are the materials. As far as the pre-primary level is concerned, there are a few criteria that the theme, tools and materials must match. The themes should be appropriate, the tools are not dangerous and safe enough to handle for children of that age and, the materials are non-toxic and easy to use. Also, it must be taken into account that the tools and materials will be handled with utmost care. So they must be arranged in such a manner that they are not extremely expensive, not easily damaged, easy to arrange and also use.

In this Unit, each of the above categories will be discussed in detail. A few suggestions under each head will be able to provide the art educator with a starting point in their work. As to begin any activity, the first step is the idea; we will begin with a discussion on the themes.

4.1 Themes for Visual Art Activities

Visual art demands that the end result be concrete products – children should be made to work towards creating something that is aesthetically pleasing and creative. Themes should have the ability to draw and sustain children’s interest enough for them to give their best to the activity. They should also be in such a way that the child discovers some deeper concept through it. For instance, the concept of an elephant headed god is common in India. But, when one actually works on creating it – especially when one is so young -- one would discover exactly how novel the idea is! Creating something demands that one delves into every minute detail of the idea, imagine and re-imagine it. Also, the more the themes are in sync with the culture and heritage of the land, the easier it is to inculcate those values in the child. Hence, visual art activities must be as much in sync with Indian myth, mythology and culture. It is an added advantage that our heritage offers us more than exhaustible ideas to work with. There are numerous themes that can be drawn from our stories: to prepare the vehicles of different gods and goddesses, to create their weapons, the ten avatars of Lord Vishnu, Sankranthi/Pongal/Bhogi. The art educator can cull out from various stories in our oral history and introduce them to the class.

Another important inter-twining should be with moral-filled tales. If any idea or concept is discussed in class that is aimed at teaching the children of some life value or morals, then it would be very helpful if that same idea is also used in the visual art activity. For instance, the age-old tale of the rabbit, the tortoise and the race between them can be depicted in a series of images, helping the children engaging more with the story than merely listening to it.

Another great way to help boost the child’s self confidence could be to introduce activities that would result in small yet thoughtful gifts for their parents. For instance, making a clay pen stand or a jute thread mirror could be a wonderful gift-based activity around the Mother’s

Day or Father's Day. Some of the smaller projects could be making a tree/fish/clown/tortoise/paper bag etc. The shape, colour and size would totally depend upon the art educator and the ability of the children of the classroom.

In this way, numerous activities can be culled out with inspiration from different quarters. The only aim is that they should be easy, must teach the child something and must give them a sense of satisfaction and confidence.

4.2 Themes for Performing Art Activities

Performance of art activities are somewhat different from their visual art counterparts in the sense that they are not wholly based on materials and do not result in creating a product. Hence, it is the journey that should be engaging enough for children. They need to be excited with the idea and must want to participate. Themes, however, like the visual arts, could be drawn from indigenous sources. If not from mythology as they might be difficult for children of that age to enact, simpler and more relatable themes are found in the *Jataka* or *Panchatantra* tales. As these stories mostly involve animals and their lives, it could be a very engaging process for pre-primary children. Learning to mimic the walks, voices and postures of these animals and learning the short yet meaningful dialogues could be very exciting for them. This in fact, could be made a year-end production, involving all the children in the class in various capacities. This would bring both visual art activities and performance art activities under one big head, and the different talents of the children can be into effective use. That means, in case of a story being depicted properly by employing characters, costumes etc, the masks/backdrops required can be prepared by the children who are more inclined towards visual arts. They could actually create the material that is required for the characters to be portrayed on the stage, which would be used in real time by those students more inclined towards performing art. Just imagine the kind of energy that would be created in a class

owing to such an adventure! However interesting and exciting an activity for the pre-primary class, if the entire activity finishes within a very short period of time, its lasting effects would be less than the experience of working for a large project. This would ensure that they work towards something very big and meaningful and give them an opportunity to experience what it means to be a part of something that's valuable. Certain fears, like that of going onto the stage, or being in the limelight would not manifest themselves in a child's mind when they are made to engage in such activities from a tender age. Parents too would have the chance to learn more about where their child's talents lie, which would help them identify and nurture the child's interests further. Also, if a certain child has issues dealing with relationships with peers or is reclusive or irresponsible, this process might help them overcome those problems; if not, these processes will help the teachers and parents identify where the child's psyche needs to be worked on. From the numerous tales from the Panchatantra or Jataka series, one could be chosen each year and this could be a wonderful year-end production that the class could showcase to the rest of the school and the parents.

A few pointers to remember while introducing such practice for a large project or production:

- No child should feel left out.
- No child should be judged based on abilities/lack of them.
- There should be no reference to a child's physical appearance even while selecting characters. In fact, if popular stereotypes are broken, that would ensure that children grow up to be less judgemental regarding physical appearances. For instance, a fair child being cast as a crow, or a thin child cast as an elephant, etc.
- All children should be appreciated equally regardless of the share of their participation, with no one receiving more praise than the others. It must be ingrained in them that every such project is a team work and each and every participant is equally important.

By creating such an ambience, the art educator can expect to find happy, confident children graduating from the pre-primary level.

Whether for the performing or visual art activities, technology can be a very useful tool for today's art educator. There is an inexhaustible amount of content on the Internet regarding this subject and the ideas that are being implemented in the classrooms across the world. Instead of repeating ourselves each year, the art educator can update the kind of activity with the experiments happening across the globe and make the class interesting – both for the student and the educator too!

Also, various videos depicting various kinds of activities appropriate for the pre-primary level could be brought to class, so that the children would be able to learn directly from the instructional videos. Some of them are made with such care and caution, and in such a manner that it would be easy for the children to grasp, understand and implement. Videos which are movement-based and those that require skills of drawing and working with colours etc. are available online for free and can be utilised to teach various activities. Animal walks, story-telling, colour-based activities too are innumerable on the Internet. This kind of variety would also break the monotony for both the art educator and the student, helping them include other kinds of training within the framework of teaching.

4.3 Materials and Tools for Visual Art Activities

Visual art activities demand the use of a variety of materials – in this context, the term material refers to the raw substances used to create a certain aesthetic object. These are innumerable in number, as art is being extended to every kind of substance found in daily life, including waste material. But for the pre-primary classroom, these materials must be those that are easy to use, safe to provide the children with and aesthetic by themselves, so that not

much work is required. Also, the list of tools that are required to cut/shape/mould/tie is being given here.

Here is being provided a list of raw material that can be used in visual art projects:

- Charts
- Colour papers
- Thermocol
- Bubble wrap
- Sandpaper
- Plastic bottles
- Paper plates
- Plastic/paper glasses
- Ice-cream sticks
- Coagulated paper
- Glass/metal bangles
- Material resultant of pencil sharpening
- Lentils/grains
- Sketch pens
- Crayons
- Watercolours
- Colour pencils
- Buttons of various colours and sizes
- Balloons
- Jute rope
- Glue

- Gum
- Scissors
- Blades
- Pencil Sharpener
- Cardboard sheets
- Colour cloth
- Tape to measure
- Coloured Ribbons
- Glitter pencils
- Cellotape
- Clay
- Brushes
- Chalk

These are a few of the materials that can be used as mini-projects for the

visual art class. As has been mentioned earlier, those objects that can cause minor injuries – such as the blade/scissors – must be kept with the teacher and employed by the teacher. No matter how ambitious the project, safety comes first.

4.4 Materials and Tools for Performing Art Activities

As discussed above, the themes for performing art activities would be varied, and depend upon the kind of enthusiasm displayed by the art educator and students. No matter what the theme, and despite being art that is done with the body, performing art activities too require certain amount of materials to put together. An important point to be mentioned here is that the term material, especially in this context, does not have to mean something that is tangible,

even that which is heard/performed with body comes under this broad category. Below are ideas for some activities that would come under the performing art class:

- Music

- Percussion music to inculcate sense of rhythm

- Melodious music to inculcate sense of pitch and to harmonise energies and sleep patterns

- Thematic music when mounting a production

- Movement patterns

- Animals walks to help understand different possibilities of movement

- Marches/walks/sprints to understand how to move across and utilise space

- Choreographed sequences to fixed musical patterns to be taught each

Year

- Movements indicating meaning of various rhymes/padyas

- Costumes

- Few chosen costumes in standard sizes, according to the thematic stories

- Scarves to be used in exercises for walks etc.

- Masks to be used to depict animals, characters, trees etc.

- Long coloured cloths that can be used in creating shapes such as square, circle etc. in space.

- Curtains/ painted backdrops to be used in thematic presentations

If an end-of-the-year production is being mounted, then certain provisions, such as a stage, a sound system, basic lighting etc. would be required and of a great value-addition to the whole event.

Conclusion

The art educator has an immense responsibility as this class taps into various sensibilities, sensitivities, strengths and weaknesses of the children, who are yet in a very tender age. This process could help them discover their passion and lead them on a certain path all their life. Even otherwise, this process would help a child on various levels as discussed earlier. While those indicators, points and suggestions given here are simple, it is up-to the art educator to take an art class to any level of activity. The only requirement is that the take-away must be carefully considered before introducing an activity.

Art education is a branch of training that yet needs to get the respect and value that it deserves in the scholastic system. The only way to achieve this would be by producing positive effects on the psyche and the skill sets of the students. Proper exposure, education and engagement with various kinds of art at the pre-primary level would result in shaping individuals into sensitive, mature human beings who are confident and able in more ways than one. It is up-to the art educator to ensure a better future with better grown-ups that would in turn result in a better world to live in. Children, the future hope of this globe, could be moulded to be more humane through art education which would ensure peace and harmony in the world.

Questions

1. What kind of Themes, Materials and Tools you would select for your students?
2. Which household objects you can use to make your children create some art pieces using them?

Activities

1. What kind of costumes would your children like? Describe a few of them.
2. What kind of movements you would make your students practice? Describe some of them.

English Proficiency

Unit I: Status of English

1.0 Introduction

English has been the International Language from 1918 replacing French, after the allies emerged victorious in the World War I. Since then it had been used for all the international transactions. As most of the countries lived under colonization and due to their consequent familiarity with English, there was no resistance to the use of English. And, all the higher proceedings and agreements were carried on through English. But, the advent of globalization, helped by the tremendous technological advancement by the western countries, connected the nations closely, creating a need for interdependence for global progress. As this advancement converted the whole world into one single global village, there occurred a need for a common language of communication. English which spread far and wide with the British colonial rule had readily fulfilled this need of the common language for the entire world and assumed the status of a global language. Due to various reasons – Historical (British colonial rule for 3 centuries), Political (victory of the English speaking countries over Asian and European countries in the two World Wars), Economic (increase in the prosperity of the British which plundered the wealth of the colonised countries), Scientific and Technological (advancement made by the English speaking countries with the increased wealth taken from the colonised countries) – English had become the most dominant language in the world from the later half the 20th century. By then, the Great Britain spread its colonial rule in all the continents and there was no domain where English was not used for a transaction. As the English traders entered into these countries as businessmen, the language became familiar to other nations since then, only with the exception of China. So historically, English gained affinity with the entire world by the end of the 19th Century, progressively spread in the 20th century and gained absolute importance from the beginning of the 21st century.

Entering these countries for commercial gains, the British slowly stepped into the internal politics of those countries and cashed on their internal rifts and tiffs; and, over a period of time, gained total control and ultimately became their rulers. Thus the British established their political power through their military strength gathered due to their commercial gains, and carried on their rule for centuries. As their administrative language was English, their subjects had to become familiar with that language for their own sake. Thus, politically, the English language had established

itself as the most dominant language.

Various factors had contributed to the lead role of English which was hardly 200 years old by the time of the British expeditions into the other countries. Most of those countries had innumerable well developed languages and literatures of their own even by the time the British entered their lands. Historically and politically the English race had emerged stronger by the early 20th century. With the wealth amassed due to their political rule, the English speaking countries became powerful economically and commercially, and later, technologically. Even in the countries like America, Australia, New Zealand and South Africa the local aborigines were ostracized, expelled or dominated by the English colonizers who occupied those lands and grabbed their native wealth. This economic superiority opened opportunities galore and attracted the youth of the other nations to look towards greener pastures available in those rich countries. Thus, for them, learning English had become imperative if they wanted to benefit financially. Thus, the economic strength of the English speaking countries made English the most sought after language.

Added to the historical, political and economic power, the latest innovations made in the field of technology and science made the English speaking countries very advanced and thus powerful. Their financial resources help them to be in the lead to conduct experiments on the latest knowledge as also in propagating their might. Recent innovations, particularly the World Wide Web and Internet have closely connected the entire globe together. At present, English has gained the status of the common language of communication – the *lingua franca* – of the world. So, even the countries which were against teaching/learning English within their nations previously are vying with each other at present, to gain the skills of English; and, they are spending huge amounts of money for this purpose.

1.1 English around Us

Due to this shrinking of the globe, no country could remain an island as every happening impacts the entire world. The fast occurring changes have influenced the field of education too. So, the global competition entered the field of education and many countries have opened gates of their universities to the foreign nationals. This phenomenon demanded a common language of communication. The following statement is very perceptive in bringing out the status of English as a global language at present: “The importance of English in the society cannot be undermined because socially it is recognized as not only an important component of our formal education, but also is a mark of education, culture and prestige. The society confers a great value on the learning of English, gives it enormous paying potential thus creating a great

demand for English knowing bi/multi lingual,” says an Indian educationist.

1.2 English as a Global Language

A language is truly considered global when it transcends the boundaries, cultures and economies and helps citizens of different countries interact with each other for communication. David Crystal observes rightly: “A language achieves a genuinely global status when it develops a special role that is recognized in every country.”

Till the end of the last century, Far east countries like China, Japan and Korea were antagonistic to English; Middle eastern countries like Iran, Iraq and Saudi Arabia were indifferent to English; European countries loved their own mother tongues immensely and did not care English; African countries were ignorant of English due to their educational backwardness; almost all the Asian countries removed English from their educational curriculum after they attained independence. Only three countries – India, Pakistan with Bangladesh as an integral of their country and Srilanka retained English as a subject of study in their curriculum. All these countries which were adamant or indifferent about teaching/learning English till recently and stuck to their respective native languages till 50 years ago, joined their voices in the slogan “Bring back English.” All of them have realised that English language is an “all purpose tool” to participate in the global activities and it has become a *sine qua non* and there is no way out.

The present knowledge era, dominated by the inventions in science and technology, and especially after the significant strides made by Information Technology along with the Internet and the World Wide Web, a drastic change is perceived in the use of English. From the level of a common link language among nations and language of science and technology, medium of instruction and official language in some countries, English has risen to the level of a global language. The present-day world status of English is primarily the result of two factors:

- a. Expansion of British colonial power, which peaked towards the end of the nineteenth century; and,
- b. The emergence of the United States as a leading super-power of twentieth century.

The reasons are not far to seek. With liberalization and open markets and new economic policies, the activities of business transactions have gone beyond the national boundaries. Many multinational companies expanded their businesses and opened branches in countries where there is an opportunity to get profits. Some companies out sourced their businesses. All these commercial activities can be carried on only when there is a common language of communication.

For business transactions, international conferences, events and academic purposes, people today travel far and wide. As a result of frequent travel to other countries for various purposes, tourism and hotel industry have become full-fledged businesses. Due to the advancement of IT and widespread use of computers and Internet, people can communicate on various issues. International events of sports and games like Olympics and Commonwealth games, cultural activities and Fashion shows have increased in multiples due to the increased facilities of communication. In all these spheres of political, economic, social and cultural activities, a common language became imperative to facilitate communication. This special role for a continuous interaction in the fields of commerce, science and industry has been taken by English. Today, English is the essential medium of communication as the information technology revolution is dominating the world. This revolution has equated the language to a “global commodity” which is in high demand like petrol or the microchip. However, the language underwent twists and tumults before it settled itself as a global language. David Crystal remarks that English received this global status due to its special role in every country in the world. Portraying English as the window to Science and Technology, A. L. Kohli says: “The rapid progress that has taken place in the field of scientific-research, technology, engineering, medicine, agriculture, commerce, industry, art and literature would require the study of English.”

In his popular book of the day, *English as the Global Language*, David Crystal traces the reason for the increasing popularity and use of English: “English is destined to be in the next and succeeding centuries more generally the language of the world ...The reason of this is obvious, because the increasing population in America and their universal connection and correspondence with all nations will, aided by the influence of England in the world, whether great and small, force their language into general use, in spite of all the obstacles that may be thrown in their way, if any such there should be.” Crystal further supports his statement by providing statistical evidence that English is an official language in around 70 countries of the world. In over 100 countries the language is taught as a foreign language in schools. Due to the “three pronged proliferation” of the language, the three dimensions of it being official, semi-official and foreign language, a majority of population in the world use English for inter and intra national communication. Crystal states that the strength of English speakers among the world population is nearly 25%.

The purposes for which English is used might be many; it is used for international affairs; for research by scientific and technical organizations; by the national and international sports and games organizations such as the African Hockey Federation, the Asian Amateur Athletic

Association and the Association of Oceania National Olympic Committees; by all the international organizations such as UNO; by the mass media, communication and advertising industries; for all kinds of publications – literary reviews, hobby journals, comics, technical reviews, scholarly journals and many more; for global marketing; by industries of Broadcasting, entertainment, music, tourism etc.; for legal transactions; and finally, as the medium of communication in the information technology which has spread English far and wide. David Crystal remarks that English reached this global status due to the special role the language plays in every country of the world. English language achieved a global status as it is being used by the global nations for different purposes.

English has become the language of administration, law, education and most other aspects of public life. The promotion of English beyond social, cultural and geographical boundaries was also made by the field of education which played a major role in transforming English into a global language. A South African writer Hary Mashbela thinks that English plays the double role of unifying the globe emotionally on one hand and spreading the ideas on the other. “Learning and using English not only gives us the much needed unifying chord but will also land us into the exciting world of ideas; it enables us to keep company with kings in the world of ideas and also makes it possible for us to share the experience of our brother in the world.” Prof. N. Krishnaswamy opines: “A language becomes global only because it has the ability to adapt and blend with other culture and can give and take from them” (*The Story of English in India*)

The global status attained by English did not happen in a decade or even in a century; it went a long way historically, politically, militarily and culturally for finding its strength and establishing its popularity among the languages and nations of the globe. Thus today, English has ceased to be the sole possession of the native speakers of English; it has become a world language. It is interesting to note that the number of English knowing people in India alone is 20 times more than the number of native speakers of English living in the USA, the UK, Canada, Ireland, Australia, New Zealand, South Africa and in some Caribbean islands. Crystal mentions that the English language has repeatedly found itself, “in the Right place, at the Right time.” The information accessed from the internet is in English; and so, it has become the language of the information age. The present global scenario provides a platform for the people who have English language proficiency to perform different tasks by using English for communication. Director of the British Council in Thailand, John Whitehead says: “English is an important tool for operating on the world stage.”

People having the ability to speak and understand English certainly have an edge in social, educational and professional arenas in their respective countries, and they can have the advantage of acquiring good jobs on the international level too. In fact, English is so widely spoken that it is referred to as, the “*lingua franca*” of the globalised world. Holmes explains the term: “The term *lingua franca* describes a language serving as a regular means of communication between different linguistic groups in a multilingual speech community.” English is considered as *lingua franca* as it is the preferred medium of communication among various linguistic groups, particularly in a multilingual setting whether national or international. Another factor that contributed for the spread of English all over the world is the worldwide circulation of Anglo-American commercial products. Today an image of English is a symbol of general values such as modernity, globalization, progress and cosmopolitanism. Crystal perceives it as a uniting feature: “Globalisation has become a metaphor for integrating the world, and one of the illustrations of the complex process of globalization is the global pattern of language use. Language is observed to be the principal mediator of cultural, economic and political encounters; and, in the globalizing scenario, has become a means of integrating the world.” Assigning the global status to English, Kachru, an educationist, says: “English has become the linguistic key used for opening borders: it is a global medium with local identities and messages.”

1.3 Constitutinal Provision; English as an Associate Official Language

America, ruled by the British, had been the destination for Europeans who left their languages and cultures behind and migrated to that country for livelihood. And, they accepted the British education system and adopted English language as their mother tongue, though using it with some variations. From then on, English gained new relevance, particularly to the countries like India which achieved independence in the mid 20th century. That is because English has historical associations and has made an impact on Indian social life too, since India is a multi-linguistic country. English has crept into the social life in many respects like adoption of civil and penal laws of the British rule. Higher judiciary and the Union bureaucracy have been transacting in English language due to the plurality of the national languages. English has been continuing as an Associate Official Language of the country, chiefly to create the link among the States which use different vernacular languages for local transactions. There has been a dawning realization that English would help keep pace with the global strides that are being made in different fields. It also helps to exchange technological inputs and international and inter-state relations. The changing perceptions of the role of English in the emerging trends in the technological and scientific advancements around the world proved that India was right to retain

English language even after Independence. The political leaders of the time thought that India should be an

active participator in the global affairs, and so promote English within the country.

After an in depth consideration and deliberation, English has been declared as “Associate Official Language” for India to serve mainly as a Link Language among the States of India, as they have different local languages with their own dialects. Similarly, other countries like Hong Kong, Singapore, Nigeria and Malaysia too use English widely as they too have many different native languages. It is the common link language for them and is widely used for communication. As a result of rapid advancement of commutation and communication technologies, the economies of developing countries like India and China have been growing with an unprecedented speed. A thriving Information Technology industry, which is India’s biggest export earner, is a pointer to the success of globalization in India.

In India, the Language Policy was influenced by many factors; at the time of independence, many scholars, concerned authorities and others argued in favour of Hindi as the official language, for using it in all spheres of administration in all the States. While all the north Indian States had accepted Hindi as the main language, it was not acceptable to the South Indians and intense opposition was faced by the Central Government from them. Finally, the policy makers could not but arrive at the conclusion that a neutral language like English was the best choice as a link language of communication in the country. So Hindi was given the status of the Chief Official Language and English was named as Associate Official Language. In spite of resistance from the supporters of the vernacular languages and prejudice against the use of English in some corners, it has been established as a Semi Official Language for administration and the main link language among the Indian States.

1.4 English as a Second/Foreign Language

At present, English is recognized either as an official language or as a semi-official language by most of the countries and it is imparted to a majority of the learners as a second or a foreign language. There is a difference between the terms “Second Language” and “Foreign Language.”

A **Foreign Language** is one which is not known to the learners. For example, Russian and European languages are foreign languages to the Indians. For a long time English was also called a foreign language. A **Second Language** is a native language of the country which is spoken by a group/community living in the same country. For example, for a Telugu speaker all the other Indian languages such as Hindi, Tamil, Kannada, Malayalam and all other Indian languages are

second languages. As literate Indians are familiar with English and even the illiterate people know more than 100 words of English language, it is now considered as a Second Language.

The promotion of English beyond social, cultural and geographical boundaries was also made by the field of education which played a major role in transforming English into a global language. Almost all the major scientific expeditions took place in English speaking countries. The research and developments in the field of science and technology are preserved through the print and electronic mode in English language. Many countries of the world have chosen English as their second or foreign language for education and to inculcate the spirit of research, and update oneself of the happenings in the field of science and technology.

The three dimensions of English use as an official, semiofficial and a foreign language, a majority of population in the world use English for inter and intra national communication. The colonial period had ended by 1960's in many countries of the world; still, the language remained behind with them as a unifying common language of communication. The emphasis on English increased in the field of education with reputed national universities of some of these countries offering courses through the medium of English to their students of different linguistic backgrounds and foreign students. Thus, English became compulsory at institutions of higher learning with national and international statures. A prophetic statement on the status of English reads as follows: "The global market for English language teaching and learning will increase uninterruptedly." Thus, by the first half of the 20th century English established its ground firmly in almost all vital fields and in almost all nations of the world. English became the leading language of the world affairs be it political, scientific, technological or educational.

A present estimate of English usage is as follows: It is the mother-tongue of 250 million people in the world. It is learnt by about 100 million people as first and second language. English medium schools, colleges, business schools and colleges of technology are on the increase. After the business expansion, the neo rich preferred the schools offering education strictly through the medium of English. The affluent and upper middle classes who aspire for higher education started going abroad for betterment. Their progress and financial advantages brought a tremendous change in the psyche of the people of middle and lower economical rungs of the society. They too have realised that command on and communication skills in English are necessary to enter the lucrative job market and it is a sure key for success in their career. In the past two decades, the number of English medium schools has increased enormously, though English is considered as the second language. The English medium instruction in India and the

job prospects seem to be directly proportional to each other. As the demand for software professionals and salesmen for global markets is on the increase, Indians are able to find jobs in many countries as they have a linguistic edge over the other nationals; and, the demand for English medium instruction too has increased enormously within the country.

In addition to the changed trends in business and commerce and increased number of educational institutions, the advancement of Information Technology is another added factor which brought a significant change in the life style of Indians. Knowledge in many branches is stored on different websites and people download it as per their requirements. Based on all these factors, people are aware of the fact that without the knowledge of English, global participation is not possible. Common people too are aware of the fact that the latest knowledge of science and technology and other subjects is in English, and no one can afford to ignore that language. Due to the impact of globalisation, even the domestic job front is demanding that their employees possess good English language skills to carry on the work and interactions with their clientele more efficiently. This has an adverse impact on these schools and the number of English medium schools is constantly on the rise.

A distinction has been made in the area of language pedagogy, taking English as a typical case because of the world wide use. Distinctions have been made between the teaching a first language (mother tongue) and second or foreign language (the other tongue). The goals of teaching the mother tongue, that is the first language (L1), are different from those of teaching a second, foreign or target language (L2). In this sense, the first language or L1 is not taught, but caught subconsciously; and, the other language or L2 is learnt consciously. Prof. Krishnaswamy explains how the mother tongue is imbibed: “A child picks up the first language from the speakers in the immediate environment and is learnt naturally. Learning the first language is like one of the basic instincts which cannot be suppressed; any normal child will learn how to listen, understand and speak the language that is used in one's social environment” (*The Story of English in India*). There is no formal teaching involved here; but the second/foreign language is taught and the students are trained in using it.

Linguists state that the innate language learning ability of human mind enables the child to learn the language by constructing the grammar of the language in its mind in a natural way. Listening and speaking in the first language are natural processes; only after the child goes to school, reading and writing are taught. But, the goals of learning foreign languages in India are limited; and, the learner has to consciously learn listening, speaking, reading and writing only at school.

But, the case of second language, which is English in India, is interesting. Indians learn it purely for utilitarian purpose: “In the present day context in India, the learners of English may have to use English for the purpose of communication (oral or written), in their day to day life in the offices, market places, banks, and sometimes in the social gatherings. English is used as a secondary vehicle of communication within one’s own culture and social context.” For example, if a Bihari goes to Kerala, he has to converse in broken English at least to communicate, as both of them do not know the language of the other. This is true of any two Indians from two different States. So, English in India has a unique status: it is neither native nor foreign, but stands somewhere between a second and a foreign language. Though every Indian is familiar with at least a few English words, it has to be taught and learnt in a methodical and formal way explicitly. English will continue to be the most important language of higher education, and thus as the Associate Official Language to connect the States in the multi-linguistic scenario. Its use has widened in India as in all the nations, particularly after globalization in all the spheres of economic, social and educational activities.

English Language Teaching (ELT) assumed greater significance in mid-seventies as there was a vast fund of information to be mastered in all the branches of sciences and other subjects – Social Sciences, Medicine, Engineering, Technology, Commerce and Humanities and so on. Educationists in the Central and State governments, along with common men, have become conscious of the fact that unless they have adequate proficiency in speaking, reading and writing in English, it would not be possible to carry on administration or communication efficiently. So, teaching of English as a second language would continue in India and the popularity that English has gained so far would only be on the rise as long as English remains the global language.

Exercises

1. How did English acquire the status of “Lingua Franca” in India?
2. Justify the status of English as an “Associate Official Language” in India.
3. Why is English considered to be a Global language in the current scenario?
4. Illustrate with examples the difference between a second language and a foreign language.
5. Explain in brief the three dimensions of the English Language.
6. How has the English language been impacted by the Information Technology.

Unit II: Understanding Language – Listening and Production

2.0 Introduction

Man is endowed with an innate ability to learn any language he is exposed to. The premier form of this exposure is obtained through listening to that language. As it grows, a child learns the language it is exposed to in the environment. Though the parental language or “mother tongue” is different, the child naturally learns the language it constantly listens to, even if it is not its mother tongue. For example, the children of Indians living in America, if they are born and brought up there in childhood, speak American English more naturally than the Indian language of their parents; and, their emotional affinity is with English which they acquire naturally out of exposure.

A child’s acquisition of language follows the process of catching the sounds (phonemes) first; then the combination of sounds which make meaningful words (lexis) are acquired; and, as the child interacts with the people around it learns to learn structures (Grammar) and coin meaningful sentences (Semantics) based on the context. Finally, after three or four years of exposure, the child will be able to discourse on the topics of its interest. This ability gradually increases with more exposure in different contexts. As the oral communication is always done in a context, the child learns the contextual meanings of the words and the structure of oral utterances with facility. In this manner, the Mother tongue (L1) or the local language is acquired by the child naturally and involuntarily through exposure.

2.1 Discourses

The term “Discourse” is derived from Latin word “discursus,” meaning "running to and from." It is used for any communication in the oral or written form. In other words, Discourse is a “conceptual generalization of communication” carried on in any form between any two or more persons in any context and on any topic. While every act of communication is called a discourse, these acts can be classified into four primary types of discourse; they are **Narration**, **Description**, **Argument** and **Exposition**. Generally, any act of communication includes more than one of these types.

Narration is used to tell stories and to recollect something that happened or happening. Children get exposed to this type of discourse quite early in their lives, if their elders are enlightened about the best ways of bringing up children. Narration endows many soft skills to children. Listening to a story, narrated with a logical flow of events in a chronological order, inculcates the sense of

continuity and concept of logic to children. It enhances imagination as children anticipate the prospective incidents while listening. It gives an understanding of human qualities and emotions displayed in different situations. Listening to a lot of stories sharpens thinking, and enhances vocabulary and creative skills of children.

Description deals with graphically presenting a person, scene or object to others who have not seen the described entity. To do this accurately, a number of adjectives and adverbs have to be used to create an experience of perceiving the presented person, scene or object as they really appear. This discourse needs a sharp sense of perception, memory and command on language to recall even the minute details. If children are exposed to this quite early in their lives, description endows them with skills of keen observation, graphic memory and skill of using appropriate words to use for description.

Argument is another type of discourse that involves an exchange of ideas – sometimes seriously with opposing ideas or ideology – and involves two persons or groups. In ordinary usage, an **argument** is a somewhat heated dispute between/among people. But, in the subjects of Logic and Critical thinking which are on a higher level, an argument is an expression of different, sometimes opposing ideas or concepts. The chief component of argument should be reasoning or logic as the participants should be able to justify the statements they put forward. There are three essential features for argument: Premise, Inference, and Conclusion. **Premises** are one or more propositions which are necessary for the argument to continue; they must be stated explicitly. An **Inference** is a statement about the unknown made on the basis of the known. The common characteristic of inferences is that they are statements about matters which are not directly known, but derived on the basis of what is known. It means an **Inference** is the process of deriving logical conclusions from premises known or assumed to be true. It becomes valid if it is based on sound evidence. A **Conclusion** is a statement in an argument that gives a convincing end to the argument. There should be only one conclusion in a single argument.

Exposition is a type of discourse that helps the audience experience something with their five senses. It is done in relatively neutral language, as it is not meant to persuade or evoke emotion of the audience. For example, for a play/drama it is used to present the story, explain the plot and characters, describe the background and reveal the setting. It makes the ideas in the composition clear to them. Further, exposition defines a term, gives directions and makes something clear to the readers or audience. It is called Narrative **exposition** which is the insertion of background information within a story or narrative; for example, information about the setting, characters'

backdrop, prior plot events, historical context, etc. There are several ways to accomplish exposition. **Exposition** has a feeling of “this happened, then that happened, then this,” and so forth. The following are some more examples of exposition: “You know who I'm talking about; Mrs. Vijaya, the lady who works at the library and always wears her hair in a bun.”

Thus, the four main types of discourse are: Narration, Description, Argument and Exposition. Discourse, as has been said, could be on any level: See how they operate.

Gossip, talk and chat are used for informal talk between two or among more people. Among these expressions, “gossip” has a negative tone as it means talking about imagined or heard rumours about others particularly about negative or low topics.

Chinwag, dialogue, conversation and colloquy refer to friendly and continued oral interaction among known people.

Discussion is meant to have a topic of focus for participants.

Conference and powwow deal with long session of discussion.

Treatise is a formally and systematically written work on a serious subject.

Communion and sermon relate to spiritual discourse.

Communication is a general term used for any of these interactions, oral or written.

Discourse elements include not only written and structurally organized pieces but also expressions of the opinions of the speakers before an audience. There is a difference between spoken and written discourses. Sentences in spoken discourse are short and simple, whereas they are longer and more complex in written discourse. Discourse reflects on how one thinks and communicates with people, things, the social organizations of the society and the relationships among them. To be stated briefly, discourse is the use of spoken or written language in a social context. The definition of discourse is a discussion about a topic either in writing or face to face. An example of **discourse** is a professor meeting with a student to discuss a topic in a text or a book.

Human beings begin their interaction with **Primary Discourse** at home. The **Secondary Discourse** is what they develop once they begin to socialize outside of their homes, at schools, religious spaces and at other places where they meet acquaintances and unknown people. As they grow and interact more and more, people learn the etiquette, suitable expressions, apt vocabulary and formality levels of discourse.

2.2 Listening with Comprehension

Listening is the first among the language skills, and it is a receptive skill. Speaking involves pronunciation; and, acquisition and understanding of the words to be used can happen only when there is enough exposure to the spoken form of that language. Listening comprehension is not just listening to the sounds produced; it is the ability to understand the words and the context. In listening, the heard words and their comprehensive meaning should be understood and while reading the same comprehension happens with the visual form.

Listening comprehension is an important receptive skill and also a useful preparation for listening in the real life. Listening cannot be ignored in the language pedagogy. Listening skills cannot be ignored or cannot be inculcated automatically through the practice of other skills. “Ear Training” as it is called, it should be consciously practiced. It is the ability to listen and comprehend the spoken language and oral texts that decides the command that one can acquire on the target language. Listening is an ancillary skill to Speaking, a productive skill.

Listening demands focus and concentration as it has to follow the spoken word, understanding the meaning of the spoken words relating them to the context. It is the one skill that assures success in everyday life while interacting with people. In education, Listening comprehension is the basis for speaking, writing and reading skills. Learning the techniques to become an effective listener has many advantages. Effective listening makes students sharp and better at understanding the lectures. It helps them become more effective in interpersonal relationships at school and in the society. It makes others to consider such students with listening ability as more intelligent than their counterparts. To be brief, Listening is key to all successful communication. Without the ability to listen effectively, messages can easily be misunderstood. Listening is so important that many employers provide training in the listening skills when they recruit new employees. This is crucial to maintaining productive relationships, and sometimes the only way to establish communication.

2.3 Analysing Discourse Features

We have learnt that Discourse could be spoken or written. Spoken form is the verbal medium which has a social and cultural framework as the backdrop for understanding its meaning and context; and, it has two types of nonverbal cues: visual and vocal. In the case of textual communication too, there would be non linguistic cues such as images, pictures and symbols. That discourse could be understood completely only when all these features: paralinguistic features (visual and vocal), linguistic and non linguistic features are related to the

spoken and written words. Both spoken and written discourses include some more features such as cohesion, coherence, discourse markers, conventions and ways of taking turns in conversations and discussions.

Discourse is one of the four systems of language, the others being vocabulary, grammar and phonology. It is extended language, written or spoken, that has unity, meaning and purpose. For example, whether it is as short as two phrases in a conversation or as long as an entire extended essay, every discourse has various features. It is the analysis of a discourse that reveals whether it is contextually successful or not. Discourse Analysis examines conversations in their social contexts. It is a broad term to study the ways in which language use is carried on by the people, both orally and in writing. Discourse analysis looks at a conversation involving a speaker and a listener (or a writer's text and its reader); individual parts of language, such as words and phrases (grammar) or the parts that make up words (linguistics) are examined. The context of the conversation and the verbal expressions are taken into account. It also examines the ability of understanding the subtle subtext – ability to read between lines – and the skill to interpret information read or communication done. So, it is a critical analysis of a talk or writing. To become such an analyst, one has to have some requisite knowledge of psychology, anthropology, and philosophy. The complex layers of meaning added by the social or institutional aspects at work with reference to aspects like gender, power imbalance, conflicts, cultural background and racism should be comprehended. It could be done very inexpensively watching discourses in political debates, advertisements, television programmes/media, interviews, serials and reality shows.

2.4 Analysing the Supra Segmental Features

Supra-segmental or non-segmental features are those features which are super imposed in the utterance of the small segments of speech such as vowels and consonants; the syllables formed in their combination acquire some super imposed features which are not represented in writing. These could be perceived only in speech. Those features are phonetic, phonemic, grammatical and semantic: aspiration, stress, noun/verb stress, tone, assimilation, elision, etc. They include some other vocal features such as pitch and volume, tone and emotion and the duration of utterance. Supra-segmental or prosodic features used in the context of speech make it more meaningful and effective. Without supra-segmental features superimposed on the segmental features, a continuous speech may succeed in conveying the meaning; but, it certainly loses the effectiveness of the message conveyed. These features are not limited to single sounds; they extend over syllables, words, phrases and even clauses. Supra-segmental features bring in a

difference in voice quality, pitch and tongue posture. Unlike in writing, the forms and functions of supra-segmental features do not form any discrete categories like vowels and consonants. But, they form an important topic of study as they add a musical quality to the utterances.

2.5 Making Oral Presentations and Constructing Different Oral Discourses

Teachers should be trained in their oral communication in the class, as they are role models to their students. So, special grooming is needed on the part of the teachers either through self effort or by trainers in the presentation skills. The teachers have to follow some “dos” and “don’ts” in their oral presentations.

1. While planning the lesson to be taught, a lot of time has to be spent on what to say in the presentation.
2. Important points or topic utterances of the presentation should be noted as points, so that nothing planned is forgotten.
3. It is very essential to use formal language in the classroom presentations.
4. The teacher’s responsibility is to explicate (explain to be understood, giving extra information which is related) in an enjoyable manner. The classroom is meant for making the students learn; and, it is not a place for the show of the teacher’s rich vocabulary or bombard the class with verbosity.
5. The teacher should observe whether the students are following what is presented and if their attention is on the teacher’s presentation. To achieve this target, the teacher should speak slowly, particularly if the presentation is done in English. Small pauses during the presentation and asking questions on it would help get the attention of all the students.
6. Vocal features of discourse such as pitch, volume and clarity in pronunciation should be taken care of; right emotion displaying the involvement of the teacher should fill the tone.
7. The teacher should rehearse the presentation till it is satisfactory for the class.
8. Eye contact should be maintained judiciously by the teacher throughout the presentation.
9. The teacher should write the entire presentation and read it a number of times so that it can be delivered extempore in before the students.
10. Any new words used in the presentation should be thoroughly learnt: stress and pronunciation, spellings and usage, homonyms and homophones if any, derivations and their use in sentences and idioms and phrases related to them.

Some useful tips and relevant expressions for them to say before making good presentations are given below:

1. The topic of presentation and its importance should be given to the students. The introductory language expressions used are: “I’m going to talk about ...” “I’d like to talk about ...” “The main focus of this presentation is ...” etc.
2. When some items are put in order, the following language expressions are used: “First of all, ...” “Firstly, ...” “Then, ...” “Secondly, ...” “Next, ...” “Finally, ...” “Lastly, ...”
3. At the end of the presentation, the following expressions could be used for summarising and concluding: “To sum up, ...” “In conclusion, ...” “Lastly...”
4. To add ideas of similar nature, the following expressions could be used: “In addition, ...” “What’s more, ...” “Also, ...” “Added to this, ...” etc.
5. If opposite or contrary ideas have to be presented, the following expressions could be used: “However, ...” “On the other hand, ...” “Then again, ...”

If topics have to be chosen for presentation or given to the students to present, some relevant subjects as given below could be taken:

1. Violent computer games should be banned.
2. The sale of cigarettes should be made illegal.
3. Homework should be limited to just two nights a week.
4. Should school students be required to wear a school uniform?
5. How to become the most popular teen in school.
6. Cattle should be banned from cities.

2.6 Opportunities to Use Language in Context

The advantage that the language teacher has provides opportunities to benefit the students immensely. While teaching, the lesson in the text is less important than the language to be taught. “A text is a pretext,” says H W Widdowson, a brilliant researcher in English Language Teaching. It means that the text is given only to fix the minimum level of language to be taught. But, even the sky is not the limit for an imaginative, enthusiastic and committed teacher who is passionate about teaching.

The teacher should fill the classroom talk with all kinds of discourses and language expressions to be used in different contexts. “Among different types of discourse, the classroom discourse is a special type of discourse that occurs between the teacher and the students and among the students in the classrooms.” The Classroom discourses largely consist of explanations, elucidations, instructions, descriptions and arguments. The type of students' and teachers' discourse, the types of questions and the patterns of classroom discourse are different in different classrooms and in various learning situations. Kramsch (1985) considers classroom discourse as composed of “a

continuum extending from pedagogic to natural discourse poles.” Pedagogic discourse can happen only under some conditions where the teacher and the students fulfill their institutional roles with a sense of responsibility. The tasks include exchange and reception of information which is controlled by the teacher; in addition, accuracy in the given knowledge is emphasized. Pedagogic discourse has three phases.

1. In the first phase the students are prepared for learning a lesson; in this phase the language expressions used for introducing a topic, motivational expressions can be used and taught to the students. Narration and description discourses could be used and introduced.

2. Phase two is an instructional phase where the exchange of information happens between teacher and students. Discourses of explanation, elucidation, rhetorical questions could be used here. Interaction between the teacher and the students and among the peers should be encouraged. Each student should be asked to give their opinion and its justification to train them in the discourses of discussion and argument. This should be made the most active part of participation for the students in the classroom pedagogical discourses. The main points of the lesson/text are impressed upon the students in this phase and the teacher has the opportunity to use a wide variety of discourses and also train the students in them. Natural discourses occur here through interaction, an equal participation and negotiation of meaning by the students. Therefore, the interaction between the participants of a classroom moves between the two centers, the teacher and the students in this phase which should be the longest in duration.

The third phase is the concluding phase where the teacher should ascertain, through the discourse of questioning and other strategies, how much has been transformed into the student comprehension. If needed, revision of the difficult parts should be made by the teacher. If possible, an objective type of test should be conducted to understand the success rate of the taught chunk of that particular text/lesson.

In the traditional the class rooms, the teachers are dominant; they talk more than the students, control topics and allocation of turns; they usually ask closed questions which leaves very little scope for the students to construct their own discourses. Therefore, in the traditional classroom, the teachers have a great deal of control over the kinds of interactions in the classroom. But, the texture of the classroom has changed mostly, in accordance with the recent researches which have moved the focus of pedagogy from the “teacher-centered” to the “learner centered” stage. The teacher has become a facilitator;

and, teaching a language is to be treated as training. In the modern classrooms, students talk more; peer interaction is encouraged. In the nontraditional classes, the dominance of the teachers is somewhat mitigated by giving students opportunity to participate actively in classroom discourses. It provides an opportunity to them to sharpen their thinking and linguistic skills. Bakhtin (1981) called traditional classroom discourse as “authoritative discourse” and nontraditional classroom discourse as “internally persuasive discourse.”

But, even in the globalised world where there is a high demand for communication skills from the students, English classrooms have not changed as required and expected. In the English teaching pedagogy, the classroom interaction between the teacher and the students includes different patterns, depending on a variety of factors such as teaching style, topic of conversation and L2 proficiency level of the students. The teacher still acts as an expert who guides or directs the interaction and the student plays a role based on the teacher's decisions about who participates, when and how much interaction should take place between the teacher and the students. Therefore, the amount and type of interaction, the language input or learning standard are controlled by the teacher.

Generally, four different types of language can be used in ESL/EFL classrooms. 1. Mechanical (i.e. no exchange of meaning is occurred);

2. Meaningful (i.e. the Contextualization of meaning is focused but no new information is conveyed);
3. Pseudo-communication (i.e. new information is conveyed but the language which is used in the classroom is not like a language which occurs outside the classroom); and,
4. Real communication (i.e. spontaneous speech resulting from the exchange of opinions, jokes, classroom management, etc. is involved).

One of the important factors which can affect the classroom interactions and the affinity of the teacher and the students are the types and manner of questions which are used by the teachers. Questions are potential initiators for triggering discourses. Display and Referential questions are two common types among different types of questions, which are suitable to the classroom ambience. Display Questions are usually used for comprehension checks, confirmation checks or clarification requests. However, Referential questions require more thought and longer responses compared to Display questions. Therefore, different types of questions play different roles in classroom context. Within a socio-cultural theoretical perspective, the teacher's questions should be used for initiating the students into constructing dynamic discourses. The teachers' questions

should not elicit a translation of vocabulary; rather, they should be used in a context to engage the students in meaningful interactions and producing contextual language items that will result in increasing command on the second language.

2.7 Conclusion: Research focusing on classroom discourses indicates that in a classroom context, different factors influence the manner in which the meaning is socially constructed between the teacher and the students. They are: anxiety, students' perceptions of recasts, equality and symmetry in dialogues, students' motivations, pedagogical concerns, theoretical perspectives and assessment techniques. The common ground regarding the research studies is that the language used between the teacher and the students in a classroom context is basically different from the talk that occurs outside the classroom. Additionally, in the classroom context, the meaning is created through social interactions and talk is important to the way in which knowledge is constructed.

Besides, in the second language classroom, that language is “both the mode of interaction as well as the goal of the learning activity and acquiring command on the second language” (Swain, 1997). Therefore, the language which is used in the classroom is not a simple tool for transfer of information; rather, it deals with the complicated social, cultural, economic, political, cognitive and linguistic processes and contexts which are parts of their meanings. Moreover, in the context of the classroom, the teacher and the students mutually build knowledge and simultaneously create an appropriate context for learning. Additionally, “during oral interactions in the classroom, the teacher and the students establish their roles and relationships” (Hall & Walsh, 2002).

Exercises

1. Define the term Discourse and mention the different types.
2. Which type of discourse equips an individual with many soft skills and how?
3. Write a short note on, “Argument”.
4. How is the Exposition, a type of discourse used in a play?
5. “Listening is the key to all successful Communication”. Elucidate.
6. What are the three phases of Pedagogic discourse?
7. How should a teacher use a “Text as a Pretext”?
8. How can “Questions” be a useful tool for the teacher?

Activities

1. Draw a flow chart showing the learning process of a Mother Tongue.
2. Draw a Tree Diagram on Discourse and its types.
3. Make a presentation on any topic of your choice for 5 minutes.

Unit III: Critical Reading

3.0 Introduction

Reading is one of the major skills of any language. While the illiterate acquire spoken ability through exposure, Reading is learnt consciously through schooling, after learning the basics of writing. It is the ability to follow the written information and understand its meaning. Reading is an absorptive skill which triggers and enhances many other language skills. Particularly in the case of learning a Second Language (L2), it plays a major role. It improves the skills of anticipation and imagination and improves the sense of right structures of a language. Another major advantage of reading is acquisition of enormous vocabulary in context. In the absence of exposure to the spoken form – as is the case with English in India – Reading provides that exposure to the target language; and, it is a noteworthy point that it is the least expensive activity as a language could be learnt even by reading old newspapers and library books.

3.1 Reading for Global and Local Comprehension

Every piece of written text is not paid the same attention. Even in a single paragraph, there would be one point which is more important than all other points. The skill of reading lies in locating that important point while comprehending the gist of the entire paragraph. Following the entire write up glancing at it is called Global Comprehension and locating the specific or most important point is Local Comprehension.

Global Comprehension can be expressed as understanding the general meaning of a written text. It is a detailed comprehension, which means understanding everything. This type of reading is used for Extensive reading which is done for gathering general knowledge, wide information or reading for pleasure. Local comprehension is the skill of reading a piece of text closely or intensely for the purpose of extracting specific information from the text. This skill is used for gathering very important and specific points. It is called Intensive reading. Generally in the school curriculum, the text for detailed study is meant for Intensive Reading; and the Supplementary readers are given for Extensive Reading.

To be successful in reading, two strategies are used: Skimming and Scanning. Skimming is a specific reading technique necessary for quick and efficient reading. It refers to the process in which the reader goes through the text extremely quickly, merely to get the summary of it, noting its organization and getting an idea of the tone and intention of the writer. The best example of Skimming is going through a newspaper. The reader just glances the items reading each headline. If he finds any interesting item, he stops and reads it completely. Scanning is a skill in which the

reader goes through a text very quickly in order to find a specific point or important information. Some examples of scanning texts are: indices, dictionaries, maps, advertisements, labels, charts, railway timetable etc. For example, if a person wants to know the time of departure of a particular train, he does not read the entire page. He simply glances through it searching the name or the number of that particular train. This is scanning. Global comprehension happens in Extensive Reading where the text is skimmed through. And, Local Comprehension is used for Intensive Reading where some specific information is searched for and the technique used here is scanning.

Global comprehension is used for understanding of a longer text in its totality. The longer text such as a story or a novel is read for pleasure and minute details are not noted while reading. It is a fluency activity, chiefly aimed at making the general sense of a text. Local comprehension is the skill of reading a piece of text closely or intensely for the purpose of locating some specific information present in the text. This is intensive reading, which is done for accuracy and detailed understanding of the text. Here the question asked by the reader is not just “what” is said in the text; but “how” it is said is more important. This kind of intensive reading activity is mostly concerned with developing reading strategies such as judgments, reasoning, interpretation, appreciation etc. in the reader.

3.2 Extrapolating the Texts through making References, Analyzing and Reflecting

Extrapolation is the process of using facts learnt from a piece of text for another situation. It is a technique of inferring the unknown from the known data. By taking the historical data, it attempts to predict the future data. This information is not given in the text; but, it acts as a source to extrapolations. Extrapolating some given information to use it for another similar situation needs imaginative and linguistic abilities. For example, the story of the popular Telugu movie “Mayabazaar,” produced in 1955, is an extrapolation of the facts available in the classic text the *Mahabharatham*. Protecting the original characters and their qualities without any distortion, the story was cooked up by some imaginative author. It was staged as drama by the then drama companies and was also produced as a movie very successfully.

Extrapolation always depends on the present references. For example, based on the population growth in the last decade, the statisticians try to estimate the population of the country after one or two decades. This would be accurate if there is no drastic change in the trends of the times. Mostly the present references do serve the purpose of extrapolation. At present, the global population is afraid of another world war; because the two world wars, happened in the past (World War I 1914 – 1918 and World War II 1939 – 1945) provide good references for the

irreparable losses incurred by a war on a large scale. One could easily estimate, with the advanced technology, how much more loss it would cause to the entire globe if another war happens unfortunately. Statistical and Mathematical Analyses help estimate the situation through extrapolation. Reflecting is helped by extrapolation as it gives an estimate of the result of the process. An example of reflection is when a mirror shows an image or when a sound bounces off the walls of a room. Similarly, reactions of one's own actions are experienced later in life.

Thus, extrapolating in reading is the process in which the reader combines the information he has read with his previous knowledge and experience and his understanding of what he has read so far.

3.3 Understanding the Theoretical Postulates of Critical Reading

Before trying to understand the concept of Critical Reading, one has to know about comprehension and critical thinking. Unless a person has the ability to think critically, he will not be able to show that skill while reading or writing. In the same way unless the concept of comprehension is understood, one cannot grasp the concept of critical reading. The language teachers should explicitly teach the comprehension skills through examples and practice exercises to the students if they want to make them critical readers later.

Comprehension skills could be taught to the students using the following processes through reading passages: Summarizing, Sequencing, Inferencing, Comparing and Contrasting, Drawing conclusions, Self-questioning, Problem-solving and Relating the background knowledge. "Reading" is the act of reading words and the translating the meaning of the text into comprehended information. "Comprehension" is the skill of deriving meanings of the words read, understanding phrases, clauses and sentences, and relating it to the context. Mere reading just because the language is familiar does not make a reader. Firstly, comprehension skills are needed to make meaning; and, it should be followed by thinking about the comprehended text if a child is to be able to understand a text for becoming a critical reader. Hence, **reading** is a physical act, **comprehension** is a linguistic skill and **thinking** is a cognitive activity. These three together make a person an intense reader. It is **critical thinking** that makes him a critical reader.

To improve students' comprehension, their teachers should introduce the seven cognitive **strategies** of effective **readers**: "activating, inferring, monitoring, clarifying, questioning, searching, selecting, summarizing, visualizing and organizing." This is a complex process with three levels of understanding: "literal meaning, inferential meaning, and evaluative meaning."

The concept of critical thinking should be understood in order to grasp the theoretical postulates of Critical Reading. It refers to the ability to objectively analyze what is read and make a reasonable conclusion. Critical thinking can be developed by extending the search beyond the text that is read. Sources such as data, facts, the phenomena observed and some related research on the topic are important. The first act that good critical thinkers take up is to separate useful, less useful and redundant details in the text; they have the ability not only to draw reasonable conclusions from the text, but can also solve the problem the text poses by thinking beyond it and would be successful in making a decision about the text by evaluating it.

In the globalised world, critical thinking skills are the most valued soft skills by the employers of each industry and every workplace. Employees with critical thinking skills can make their own decisions and find best solutions to the problems encountered. Critical thinking skills are very essential in both Critical Reading and Critical Writing. They manifest through different sub skills as follows:

1. Analytical Skills need certain activities to perform such as “Asking thoughtful questions, Data analysis, Information seeking, Interpretation, Judgment, Questioning evidence, Recognizing differences and similarities” and Skeptical attitude towards sentiments;

2. Communication Skills which mean effective articulation that includes “Asking important questions, Assessment, Collaboration, Explanation, Expressing opinions and ideas frankly and positively, Interpersonal skills, Presentation skills, Teamwork,” good Oral and effective Written communication in the target language;

3. Creative Skills can be used in Critical thinking with originality that is the offshoot of latent creativity and other skills such as “Cognitive flexibility, Conceptualization, Curiosity, Imagination, Making abstract connections, Making inferences, Predicting, Synthesizing and Vision”;

4. Open-Mindedness to objectively analyze the information obtained and skills to evaluate the information without any prejudice or bias one needs special perspectives such as “Embracing different cultural perspectives, Fair minded approach, Humility, Inclusive attitude, Objectivity,” Keen Perception and ability to Reflect.

5. Problem Solving Skills are crucial for critical thinking skill which analyze a problem, generate a solution and implement it. To achieve this, the following skills are needed: “Applying standards, Attention to detail, Clarification, Collaboration, Decision making, Evaluation, Identifying patterns, Innovative approach and Logical reasoning.”

Critical Reading is a form of linguistic analysis that does not consider the text read at face value; it makes a deeper examination of the claims and supporting ideas, arguments and opposing arguments. The skills of interpreting and constructing the texts to add more clarity and readability are also the postulates of critical reading. Ambiguities and flaws in the text and author's reasoning should be located and addressed. Critical reading of a given text infers critical examination of the ideas, concepts and analyses the validity of the arguments and their relevance to the write up. This demands the ability of "reading between the lines" to understand the inferred or implicit ideas and opinions.

To read a text critically, different graded steps have to be followed. Following different meanings of words and understanding the text as a whole is basic reading; and, knowing the social and cultural nuances of the words and expressions is keen reading. In Critical reading the reader follows "certain processes, models, questions and theories" for clarity and comprehension. More understanding is involved in critical reading and it is not mere "skimming" of the text. The reader should be active in order to avoid boredom in reading; he should personally and completely get involved in what he is reading as no topic or subject would be boring if the purpose and tone of the writing is understood. However, the knowledge obtained from pre-reading, prejudices, sentiments and cultural or social constraints should be avoided.

Anybody and everybody cannot do Critical reading; everyone is subconsciously conditioned by rigid and established conventions, which create strong beliefs and common social opinions. This is because every man grows believing his own cultural conventions and traditional beliefs and is not trained to analyse them critically.

Five reading skills needed for converting the general reading ability into critical reading: "Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension." Some critical reading strategies given by language experts are: Previewing, Contextualising, Questioning, Reflecting, Outlining, Evaluation, Comparing and Contrasting. In the process, the reader should be able to distinguish between opinion and fact and between personal idea and truth. Arguments must be based on objective facts and not sentimental feelings. To reach this stage of thinking, one has to follow these processes: Survey, Question, Read, Recall and Review. "Critical readers thus recognize not only **what** a text says, but also **how** that text portrays the subject matter."

Non-critical readers are satisfied by reading the text and just recollect what they have read. But, Critical reading goes two steps further. Having recognized what a text **says**, it reflects on what the text **does** by making such remarks. If the text provides any examples, or argues on a

point, appeals for sympathy or makes a contrast to clarify a point should be found out. Finally, critical readers infer what the text **means** as a whole.

3.4 Understanding the Process of Critical Reading

The process of Critical Reading involves some decisive steps. They are as follows:

1. Analysis of the task
2. Beginning of research
3. Pre-reading activities
4. Making a list of questions
5. Reading deeply
6. Making notes
7. Evaluating the text
8. Mind mapping from memory
9. Consolidating the acquired knowledge

There are three steps of analysis which get reflected in three types of reading and discussion: what a text says is **restatement**; what a text does is **description**; and what a text means is **interpretation**.

There are two tools of critical reading: Analysis (what to look for) and Inference (how to think about the text read). Good readers analyse their sources actively and critically; they do not copy or summarise, but create their own ideas, theories and create a new understanding about the topic of study. This is the process of engaging in active conversation with the writer.

The teachers can train their students in critical reading by asking them to perform some tasks. They are: locating the writer's purpose; understanding the tone and other elements used; and to try to find out the personal opinions or ideas of the writer. That means the reader establishes a relationship with the writer by recognizing his choices of content, language and structure. Only when all these are found out, the real and inferred meanings of the text could be understood by the reader. It is easy for critical readers to become better researchers and better writers too. All readers do not become writers; but, all writers are voracious and critical readers. Reading is the most enjoyable activity of life for them.

In their book *Ways of Reading: an Anthology for Writers*, David Bartholomae and Anthony Petrosky name some key features of the critical approach to reading; they are:

- No text, however well written and authoritative, contains its own, pre-determined meaning.
- Readers must work hard to create meaning from every text.
- Critical readers interact with the texts they read by questioning them, responding to them, and expanding them, usually in writing.

- To create meaning, critical readers use a variety of approaches, strategies, and techniques which include applying their personal experiences and existing knowledge to the reading process.
- Critical readers seek out other texts, related to the topic of their investigation.

Critical reading creates a relationship between the reader and the writer. It offers readers the ability to be active participants in the construction of new meanings for every text; it provides learning and self-fulfillment. However, because of the construction and addition of new meanings by the critical readers, different interpretations get added over time. As the thinking patterns differ even when they are objective, different interpretations of the same texts are possible. Reading and writing, used together, allow people to discuss complex and difficult issues with others, to persuade and be persuaded, and, most importantly, to act. Critical reading involves a reasonable argument which analyses and evaluates the text of study. It advances understanding, the learnt write up and making new interpretations to it without a closed mind.

Students can be trained in Critical reading skill by a special method. It advocates educating the students on the significance of critical reading, and training them by convincing them on the following points:

- Difference between the "passive" unskilled readers and the "active" critical readers.
- Skilled readers don't just read, they interact with the text.
- Critical Reading skills increase the pleasure and effectiveness of reading.
- Strong reading comprehension skills help in all the other subjects and in the personal, social and professional lives.
- Basically highlighting chunked portions of the reading in order to read faster helps in rereading process.
- Students should practice reading the highlighted areas faster until they reach the desired speed in reading and comprehension levels.
- Vocabulary is important to not only reading, but also for writing.
- Studying and utilizing vocabulary helps reading comprehension.

The students could be asked to do the following activities:

1. Identifying the writer's purpose.
2. Analyzing the structure of the passage by identifying its the main ideas.
3. Consulting a dictionary or encyclopedia to understand the vocabulary better.
4. Making an outline of the work or write a description of it.
5. Writing a summary of the work bringing out the new ideas presented in it.

6. Determining the purpose which gives factual material, appeals to reason or emotions or entertains.
7. Evaluating if the writer has succeeded in his purpose.
8. Consider the following questions: How is the material organized? Who is the intended audience? What are the writer's assumptions about the audience? What kind of language and imagery did the author use?

Critical Reading is an important language skill and plays a key role in developing intellectual skills of the students. Once they acquire this skill, they become independent to pursue any study of higher level.

Exercises

1. Illustrate the two strategies in Reading
2. Explain with examples the term Extrapolation.
3. Describe how a teacher can improve the students' Comprehension.
4. Explain how critical thinking can be developed in the students.
5. Why are Employers keen on hiring candidates with critical thinking?
6. Write down at least two differences between a critical reader and a non critical reader.

Activities

1. Select a passage of appropriate length (at least 2 pages) from the text and:-
 - a) Locate the writer's purpose
 - b) Find the personal views and opinions of the writer
 - c) Comment on the content and language of the passage.
2. Make a list of sentences and phrases which you liked.

Unit IV: Creative Writing

4.0 Introduction

Reading and writing are not two separate activities but should be seen as two interconnected parts of the same entity. That is the process of learning through reading and making of new meanings through writing. It may seem that reading and writing are completely contradictory activities from each another. When some text is read, it is absorbed; and when something is written, it is production of texts. Reading is absorptive while writing is productive. But reading is not to be taken as a passive process of reading from the text; it is an active and energetic process of making new meanings, earning new knowledge, imagining, anticipating, thinking and travelling beyond the text. Similarly, impressive and effective writing does not happen in a day; it is churning of influences, ideas, theories, stories heard and read and experiences accumulated over years, in addition to what comes from reading. So, reading books and articles and writing responses and reviews to them is a sort of internship for writing. Writers who do not read and do not actively engage with their reading, have not much to convey to the world.

Both reading and writing are rhetorical processes which coexist and are mutually dependent. The goal of a critical reader is to absorb critical writing and give inputs for its continuation; and the target of a critical writer is to engage the readers with new ideas. Active and Critical Writing instill enthusiasm into reading, and critical reading improves the quality of critical writing.

Reading and writing are inextricably connected. The key to becoming an active, critical and interested reader is the development of varied and effective reading techniques and strategies. Alex Cimino-Hurt, a writer, observes: “Being able to read critically is important no matter what you plan on doing with your career or life because it allows you to understand the world around you.” All readers may not become writers; but, all writers are critical readers.

4.1 Writing for Specific Purposes and Specific Audience and Understanding Writing as a Process

English is not only the International language for India, but also the intra-national language for this country which has a multi linguistic setting. As all the documentation and communication among the States happens through English, writing skills of the language have to be learnt well.

Only if this command is gained, the writers would be able to use English for different and specific purposes to reach the readers with varied needs and interests.

Writing for specific purposes usually refers to using particular vocabulary and specific information that the readers expect. Based on the branch or faculty or vocation – whether it is Technical, Scientific, Medical, Environment, Academics, Business or Aviation -- the language and content suitable to the group is chosen. This selection can have a wide-ranging impact.

The theory of Process and Product is widely known. Writing is acquired over a long period and unless it is treated as a process oriented activity, the ultimate product will not be as desired. If the attention is not on the process and a product oriented approach is followed, the write up will be of a poor quality. Even in teaching of writing, this skill should be treated as an important one and a process oriented approach should be followed. In teaching writing, a product oriented approach emphasizes only on mechanical aspects of writing, such as grammatical and syntactical structures and misses the finer aspects such as choice of vocabulary, tone, style etc. This approach results in giving with correct form but not a scintillating final product.

Writing should be considered a process as it takes time to create and construct new meanings. This process has a number of steps: Firstly, the writer notes down ideas; secondly, he prepares drafts; thirdly he reviews and revises till the final and satisfactory version is arrived at. Teaching of writing must concentrate on training the students to follow this process without hurrying; and, the final product is bound to be excellent. The main focus in teaching should be on the qualities of effective writing and organization of the write up.

Moreover, it should not be forgotten that the writers write for specific readers and with a decisive purpose. This purpose and the requirements of the readers are kept in the mind by the writers when they form their ideas and formulate them during the process of writing. Writing itself is a developmental process that endows self-discovery and construction of new meanings. It is common awareness that the mechanical aspects of writing are important on the basic level; but they should not be taken as the end of the composing process. This composing process requires considerable review, revision and rewriting. It is not the "correctness" that is important even at the basic level; it should be put off until the organization process is completed. Conveying all the ideas and organization of the written message are important at this stage. The writing exercises on mechanical level stop at the sentence-level writing and paragraph-level organization.

Both the content and the form are important for producing good writing pieces. Process-oriented approach concerns itself with the process of how ideas are selected, developed and formulated in

writing. Writing is considered a process through which meaning is created. This approach characterizes writing as following a number of processes: First, a writer starts writing ideas as drafts. Subsequently, he checks to see whether the subject of writing, order of points and the organization makes sense to him. After that, he checks whether the writing will be clear to the readers. This approach focuses on how clearly and efficiently a writer can express and organize his ideas, not on just the correctness of the form. Teaching writing must involve both process and product. But keen focus on process certainly ensures quality of the product. Teachers should first focus on the organization of the writing. As the next step, they should deal with grammatical problems, if any later.

4.2 Experience the Classroom Process of Writing (Individual, Collaborative, Editing)

In the entire process of teaching the language skills, teaching writing is the most difficult part. The other skills have very fixed parameters; but writing, is a productive skill and absorbed by the learner based on his linguistic proficiency, creativity, knowledge and experience. Even after intensive training in writing, the achievement levels of the students may vary widely. However, a suitable methodology, roused enthusiasm, generated inspiration and commitment of the teacher would help a great deal to achieve satisfactory results. As it is a highly productive skill, group work in the initial stages would help immensely. It should be followed by pair work and individual work should be assigned after all the students gain some training in writing.

Collaborative writing is group work in which the students work in teams to complete a writing assignment. Prior to beginning the actual work of the project collaboratively, the teacher should form groups and assign roles to each group, along with setting the deadlines. Providing dedicated class time for working on the task is very important. Collaborative writing involves three or more persons working together to produce a written document. Also called group writing, it is a significant component of work in the business world, and many forms of business writing and technical writing depend on the efforts of collaborative writing teams. The advantage of collaborative writing is that it reduces the load on each individual as they can work in parts and get each person's written part reviewed and revised by others. This type of team work not only inculcates a sense of responsibility in every member in the team but also trains them to become individual writers. One person is declared the senior and has the final say. The editor gives input and expects the writers to fix things and add things. In the classroom, Collaborative writing activities aim at combining the pedagogical inputs derived from the activity of writing *per se*, and the ones associated with the task of learning in a collaborative setting. Collaborative writing encompasses a wide range of activities:

1. The learners can co-construct a written text;
2. Sense of cooperation increases among the learners as they contribute equally to different sections of the draft; and,
3. The learners become not only good writers but also turn out to be good editors and reviewers as they go through the text written by their peers.

After all the learners are trained in the basic mechanical aspects of grammar and get exposure to the organizational aspects through group work, individual projects could be assigned. Once the learners are trained in serious writing through the steps given above, they could be trained in **Critical Writing**. The process of critical writing is given below.

Critical writing involves considering evidence to make reasoned conclusions. One source or some personal assumptions are not sufficient to support the ideas of critical writing; More than one viewpoint and numerous sources should be considered. Hence critical writing uses more than one source for developing a feasible and logical argument. Information gathered from different sources are analysed and evaluated in Critical writing and they are never just accepted as they are given. Thus, Critical writing does not accept any idea or argument on the face value. Evaluating in this context means identifying the strengths and weaknesses of the evidences. Critical reading skills help the writer in this endeavour. What is examined is, whether the source is reliable, relevant, up-to-date and accurate. Analysing means giving reasons why the conclusions of these different writers should be accepted or modified or treated with caution. Once the sources are evaluated and analysed, a clear line of reasoning gets established and it leads to the basis of the evidence. Once this process is through, the steps to be followed are as given below:

1. Deciding the title;
2. Planning the write up by ordering the ideas of the argument;
3. Thinking deeply into each point;
4. Structuring the writing piece;
5. Developing arguments and counter arguments;
6. Selecting relevant evidences for the arguments;
7. Deciding on the writing tone and style; and,
8. Deciding on the presentation.

After the writing is done, it should be revised till it transforms into a satisfactory version. Then editing should be done and proof reading carried on after the content is finalised. After this is done, the final checking should be done on the following lines:

1. The write up has a clear argument.

2. It is well structured and organized.
3. Contains relevant information in support of the argument.
4. Accurate references are used.
5. Has consistent and impressive style.
6. Presentation is professional.
7. The write up is appropriate grammatically and structurally.
8. The write up is thought-provoking or emotionally inspiring
9. Proofreading is perfect and there are no mistakes of any sort.

Thus, a critical writing piece which has right evaluation, deep analysis, reasonable interpretation and effective explanation is ready. The purpose of providing critical writing is to elucidate the writer's opinion and evaluate the existing ideas or arguments worthy of discussion and presentation. The most characteristic features of critical writing are: a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide; recognition of the limitations of written works, argument or appraisal of some writers great work not recognized so far.

A **Critical paper/Essay/Book** is a form of academic writing that analyzes, interprets and/or evaluates a text. In a **Critical essay**, the author makes a claim about how particular ideas or themes are conveyed in a text, then supports that claim with evidence from primary and/or secondary sources.

4.3 Writing texts such as Descriptions, Conversations, Narratives, Biographical Sketches, Plays, Essays, Poems, Screenplays, Letters, Reports, News Reports, Feature Articles, Reviews, Notices, Ads- Matrimonial, Brochures etc. and Identifying their features

1. Descriptions

Description is a style of writing which can be useful for a variety of purposes: to engage a reader's attention, to create characters, to set a mood or create an atmosphere. Description is used in all forms of writing to create a vivid impression of a person, place, object or event to: describe a special place and explain why it is special; describe the most important person in life; describe the animal's habitat in a report. Descriptive writing is usually used to help a writer develop an aspect of their work such as, to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

2. Conversations

Conversations imply that the participants have equal status and participate in it talking about topics of common interest. The characteristics of a good conversation are as follows:

- ❖ The participants are fully present in the Conversation. This requires not only talking, but also listening; it demands right response at the right moment.
- ❖ Each one should realize the meaning of what others say and vocalize the things that one agrees upon.
- ❖ Each one should care to understand others more than trying to be right.
- ❖ Each one should respect the other participants.
- ❖ Each one should be committed to communicate with compassion and empathy for others.

Conversational skills take time to get constructed. Conversations are made in all types of situations: happy, sad, tensed up, angry and tempers roused, insulting situations, involving all shades of human emotions. One may, sometimes, commit mistakes, rarely blunders too. But, the secret of successful conversation is to learn from the mistakes committed by oneself and others. When such a mistake is committed, one should recollect and introspect: “How could I have said this differently?” That would provide an opportunity for improving conversational skills; and, it also enhances understanding of human relationships. Later, one could express the same unpleasant fact in a pleasant way using positive vocabulary. If such pleasure has to be derived from interactions, there are some essential qualities to inculcate; they are courtesy, active listening, knowing when to respond and when to be silent, know what and when to say and share, be enthusiastic and be interested in the talk of others. A good conversation generates a good feeling during and feeling of being enriched after the conversation.

3. Narratives

Narratives are best described as accounts of sequences of fictional and nonfictional events, usually in a chronological order. It could be a story created (fiction) or an account of what really happened in the past (nonfiction), in a constructive format. The main characteristics of narrative writing are plot/topic, characters/people, the setting/scene, the structure/happening and the theme/concern for fiction and nonfiction narratives, respectively.

Usually, narrative writing is categorized as fiction, which is based on imaginative events or stories that did not actually happen or lives of people that lived in ancient times; nonfiction, on the other hand, would be writing based on real facts. It narrates real events true to their happening. Whatever is the type, a narrative has these Characteristics: plot, characters, conflict, setting, action and some point of view (the purpose of its writing). Literary narrative writing includes plays, novels, short stories, comics etc.

Nonfiction narrative usually consists of the writings in newspapers, essays, reports and other informative accounts. When a true story of a person is narrated, with real people and events, it is

called a Biography; and when that story is narrated by the person himself, it is called an Autobiography; these two genres are included in literary narratives and not in nonfiction, as they tell the real story of a person's life.

4. Biographical Sketches

As mentioned in the previous paragraph, **Biographical sketches** usually provide an account of a person's real life and include basic information. Biography generally has the following information: full name, date/place of birth, family background and family details, education, occupation and major accomplishments. These are the features of a biography. It is always written in formal language. It includes compound and complex sentences, containing connectives and many adjectives. Biography is always written in the past tense and usually presented in a chronological order. Its characteristic features are as follows:

- i. Describes and discusses the life of a real person.
- ii. Its information is based on facts.
- iii. Incidents, dialogues and characters are accurate from a reliable source.
- iv. The story is told true to the events of the time in which the person lived.
- v. Develops an understanding of the times, events and people and enlightens the reader about the life of those times.

Enlightening children on the biographies of great people inspires them and subconsciously instills ambition into them to make their lives distinct from other normal people.

5. Plays/Dramas

A **Play** or a **Drama** is a piece of writing, which is artistically presented with real action by characters and dialogues. As it is played on a stage, it is very attractive, impactful and realistic as it presents characters along with natural and credible events. A play is basically meant to be performed on the stage. In short, a drama provides a live setting where the characters are real and demonstrates the story in a natural way. Moreover, it carries more influence and motivates the audiences as it makes a visual impact and gets deeply impressed on the mind. The components of a drama are: **Plot, Characters, Symbols, Melodrama, Dramatic Convention Monologue, Aside, Soliloquy** etc. A drama could be a **Tragedy** with a sad ending, a **Comedy** full of wit and humour, a **Tragicomedy** just like life alternating between happy and sad incidents. From the ancient times Drama, with mythological, historical and social themes has been a popular entertainment of people.

6. Essays

A good **Essay** consists of three elements of composition: content, structure, and mechanics. If the writer deals effectively with each of these, the result will be an essay that expresses the writer's thoughts in an effective, interesting, and organized manner. The content of the essay is the message of the writer. A good essay will have a strong central argument that it progressively develops true to its purpose, in addition to being free of grammar and spelling errors. This central argument is known as "thesis." A good essay introduces its thesis in the opening paragraph and the following paragraphs develop the body. Each paragraph should stay focused on one specific aspect of the main topic, which should be introduced by a topic sentence. The paragraphs should flow in a logical order so that they build on each other organically and reach an effective conclusion. Thus, an Essay has an introduction (in one paragraph), body of the letter (in as many paragraphs as there are aspects) and a conclusion (in one paragraph).

7. Poems:

Poems together constitute the literary genre of Poetry which is an old branch in literature. It has been a popular genre from ancient times. The elements of a Poem are: a central Theme or Idea, Images (mental pictures imagined and presented by the poet verbally), Diction (selection of language), Form (arrangement of words, lines, verses, rhyme etc.), Cadence (flow of words), Meter (the pattern of conventional poetic forms), Rhyme (the scheme of literary convention used), Rhythm (patterns of sounds created) and Verse (a line or groups of lines used in the poem).

Poems could reflect one of the following types: imaginative, creative, descriptive, recollected memory, humorous, delightful, sad or any other human ability or mood or emotion. Poems use figurative language for personification, similes, metaphors etc. Using all these devices, a poet makes his poem very appealing and impressive.

8. Screenplays:

Basic characteristics of the **screenplay** are:

- i. It has a three-act structure: Paragraphs that describe action should be as concise as possible, ideally be one or two lines. There should be considerable white space on each page. Sentences should be short and snappy.
- ii. *Single Motive Line: Two problems are inserted into the storyline: one outer problem obvious and visible, and the second one, an inner problem; one that even the main character may not even know at the start of the story.*
- iii. *Suspense of Disbelief: Set up a series of circumstances that when added together become fantastic for impressive presentation, successfully flowing through each stage of these*

increasingly fantastic constructions and make the audience believe that they are real, when in fact they are far from real.

iv. **Strong Openings Means Strong Screenplays:** Set the time and place and sum up the story through a clear and strong statement of theme. The opening page of an action movie might have three or four short scenes, but a romantic comedy might have an opening scene lasting several pages. Theme is what the story is really about, and is generally expressed through dialogue on the third or fourth page.

v. **Play with Structure:** A story's structure is based on the way the goals of the characters unfold. Stories may, in fact, have a single theme; but, clever and smart story-telling will throw a curve ball and lead the main character onto another goal temporarily. Not every film needs the paint-by-number structure ideas proclaimed by leading screenplay writers.

vi. *Ambition: Great movies are ambitious in their scope and ideas. They try and connect the writer's idea to the member of the audience watching the film, and teach them something they can use for their own life. They may not always totally succeed, but an audience will always allow movie faults, if the ambition is there for everyone to see.*

vii. *Choose Your World: Screenwriters have the choice of two worlds: the one which is familiar to the audience, and the other, that is not known to them. Great movies take them into one of these two worlds; and, either shows something about the world they know or take them into a world they do not know and show them something that they can use in their own lives to become better people.*

viii. **Genre:** Great movies are based on a blend of genres. All stories are blends of genres. The two most popular and commercial successful genre blends today are action/adventure and romantic/comedy. Genre has always been with the audience, be it in classical myths, stage plays or in modern straight-to-video movies. The screenplay writer should study films of the type he would like to write or make and see how past masters of these movies unfold their stories.

ix. *The World at Present: As a storyteller and filmmaker one should get to create one's own version of the world – a world that is populated by movie people doing movie things in movie time. Great movies create worlds that are full of sparkling details and characters in which the writer and filmmaker show their own moral view of life, along with a view of how the details impact and affect the way people live.*

x. *Have Something to Say: A movie with a great message is a great movie. If the movie or screenplay can relate to a theme that is larger or more universal than the story for the movie, it would be a great hit at the box office.*

9. Letters

Basically, the main features of a formal letter include the writer's and the recipient's Addresses. The effective letter is one which possesses the following qualities: Clarity, Correctness, Completeness, Conciseness, Attraction, Coherence, Courtesy and Creativity. Every letter has the following parts: Salutation (addressing the person to whom the letter is written), Body of the content, Leave taking phrase and Signature. Every letter should have from and to addresses, an envelope with both the addresses written again.

10. Reports

Report provides factual information depending on which decisions are made. So everyone should be taken to ensure that a report has all the essential qualities which turn it into a good report. A good report must have the following qualities: Precision, Accuracy of Facts, Relevancy, Reader-Oriented, Simple Language, Conciseness, Grammatical Accuracy Unbiased Recommendation, Clarity and Attractive Presentation. The inclusion of above factors, features or characteristics, make a good report to be effective and fruitful. It also helps to achieve the purpose why the report is written. A reporter, who is making the report, should always be careful about these factors to make his report an effective one.

11. News Reports

News has three basic characteristics namely, authenticity, timeliness and accuracy. Authenticity means reporting the real facts. Through such real facts, people can gain insight into the trends of the current society and the dynamics of present life.

The other characteristics of News are Accuracy, Balance, Precision and Clarity. The factual materials from which news items are made are extremely delicate. They find immediate response from the readers, audience and viewers. News conforms to set the style and pattern which have been developed over a period of time. A lot of reports are written daily. Some of them are intended to document the progress of some activities, feasibility reports, investigation reports,

some of the reports are for monitoring purposes, some are evaluation reports; but, it is clear that all the reports have some objective and purpose behind it. That objective and purpose can only be achieved if a report has the following qualities and characteristics:

- i. Factual: Every report should be based on facts, verified information and valid proofs.
- ii. Clear and easily understandable;
- iii. Free from errors and duplication;
- iv. Should facilitate the decision makers in making the right decision.
- v. Result focused and result oriented;
- vi. Well organized and structured; and,
- vii. Ethical reporting style.

12. Feature Articles

Key features of a **Feature Article** are:

- i. Headlines: usually only four or five words. They try to attract the interest of the readers by telling them what the item is about in a brief and interesting way.
- ii. Introduction: It will set the scene and summarise the main points of the article: who, what, when, where.
- iii. Body text: Having got the readers hooked at the start, should keep them reading.
- iv. Conclusion: Create a satisfactory ending so that the reader understands that the item has reached a conclusion.

Feature articles are detailed pieces of writing which explore a range of issues, opinions, experiences and ideas. The purpose of a feature article varies depending on the media it is meant for. Feature articles should appeal to the particular audience they are targeting. Features are more in-depth than traditional news stories and go beyond providing the most important facts. The purpose of these stories is to provide a detailed description of a place, person, idea or organization.

13. Reviews

The aim of writing **Reviews** is to offer an honest critique of the topic. Writing a review demands a different skill from writing any other type of write up which is objective and balanced.

A literature **review** has three basic functions: to convey to the reader some knowledge and ideas on established topics and what their strengths and weaknesses are. All the related theories and ideas should be referred to.

14. Notices

One important aspect of group communication is **Notice**. Notices are means of formal communication targeted at a particular person or a group of persons. It is like a news item informing such person or persons of some important event. This can be an invitation to a meeting, an announcement of any event, issue certain instructions, make appeals etc. It is generally written and then displayed at a public place, where it is accessible to all. They can be pasted on notice boards. If it is meant for a wider audience it can even be published in a newspaper. When it issues notices, the government must publish it in national and local papers.

Since notices are a formal document they should follow particular formats. Formats used by different people/organizations may have some variations. But it is ideal to follow somewhat similar format for ease of understanding and uniformity. However, the most used format of notices is as follows.

- i. **Name of Issuing Organization/Authority:** Right at the very top, the name of the person or company that is issuing the said notices is written or printed. This will help the reader to identify the notices as important or unimportant to him.
- ii. **Title:** When writing notices, the title is mentioned as “NOTICE” at the top. This helps to draw attention of the intended persons. Notices are generally posted at a public place or published in newspapers. It is important that they do not get lost in a sea of information. So a bold and clear title helps draw the attention.
- iii. **Date:** After the title, the date on which the notices have been published is given. Since this is a formal document, which stays on record, the date is an important feature.
- iv. **Heading:** An appropriate heading should be given to the notice. This heading should make the purpose of the notice abundantly clear.
- v. **Body:** After the heading, very brief and to the point body of the notice is given. This is the main content or the body of the notice.
- vi. **Writer’s Name:** At the end of the notice, the name and designation of the notice-writer are given. The notices have to be signed by the same person to lend it validity.

Notices should cover some important points that are to be communicated to the readers. Five points that the content of the notice covers are the five W’s:

What: What is the notice about?

Where: If the notice is about an event, then the location/venue with details of the event must be written clearly.

When: What is the time and the date of the event or meeting?

Who: Who are intended people that the notice is addressed to?

Whom: Whom to contact or get in touch with for further details.

A Notice is a formal communication which should be written without any errors in content or language.

15. Ads - Matrimonial

Matrimonial Ads are given in the newspapers; of late they are mostly given on the internet and most of the communication is carried online.

Matrimonial advertisements are published to search for prospective and eligible brides and grooms. Hence, the advertisements act as a search medium rather than focusing on promotion and advertisement. While online matrimonial sites are more prevalent with youngsters, newspaper matrimonial ads reach out to seniors in the community who are looking for prospective brides and grooms for their children, grandchildren, friends and relatives.

These advertisements generally mention the important details of the bride or the groom along with their family background and their requirements for alliance. Those who find them suitable contact them through the numbers or emails given for further action.

16. Brochures

Brochures are prepared for advertisement. An effective brochure design should have 7 features in it.

- i. Determine the purpose;
- ii. Know the brochure folds;
- iii. Review the copy;
- iv. Choose the fonts;
- v. Know the paper stock and coating;
- vi. Use high resolution photos;
- vii. Include a call-to-action; and,
- viii. Compelling Message

The **Right Message** will work on the right target. In other words, to make the message work, it should be sent to the right people. Hence, some knowledge understanding and background study of the target clients should be gathered.

Valuable Content to make readers spend time to get acquainted with it should be there. In addition to good design and images, the content would help them make a decision in favour of what is advertised in the brochures.

Attractive Design is one of the elements that gets the readers' attention. **Graphic Images** add beauty and interest, and enhance the impact.

Should contain **Unique and Distinct look** to face the market competition.

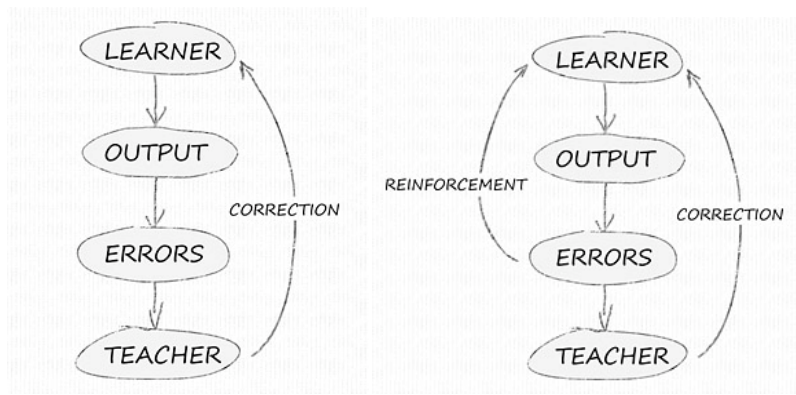
Brochures play a vital part in getting the attention of the targeted groups of people.

4.4 Recognizing Errors as a Part of Learning Process

Of all the pieces of advice, "Do not make mistakes" is by far the most dangerous one for learning in any field, particularly in the language learning field. It is to be noted that, while learning something no one ever makes a mistake voluntarily and that mistakes are an inseparable part of any learning process. If one does not want to make mistakes the only way to avoid language mistakes would be to avoid speaking and writing in a second/foreign language. Making mistakes, and having them corrected, is a good way to learn a language.

One of the most frequently repeated pieces of business advice is that to succeed in business, one has to try many different things, until one of them finally works. Even huge corporations often release unprofitable products, despite spending enormous amounts of money on market research. These examples teach us that in "unknown" areas like scientific research and marketing, mistakes are truly inevitable. Where no one can predict what will work, people who try and fail have a higher probability of success than those who are doing nothing for fear of failure. The best example is Thomas Edison, who had to test over 6,000 unsuitable materials for light bulb filaments until he found one that worked.

With reference to language learning field too, experience proves that making mistakes is a good way to learn a language. Language learning can happen only after making a few mistakes at least. Particularly in learning a second language like English or a foreign language like French, it is just impossible to learn those languages as their sound systems, pronunciation rules and grammar rules are totally different from those of any Indian language. It is learning the rules, combined with adequate practice that helps the learners of other languages. Here is how it works in Feedback-based learning model.



In language learning situation, the learners do not learn only by repeating what the teacher has given them. As language learning is an emotional and natural process for children, they coin their own phrases and experiment with them. If this enthusiasm is absent in the learners, a language is never learnt. In the feedback-based method, the teacher corrects the mistakes and thus the right forms are impressed more firmly in the memory of the children. This requires a highly competent teacher. Before the mistakes are made a number of times, they should be corrected by the teachers at an early age and stage. Continuous reinforcement of the right forms should take place. It is shown in the second picture. Therefore, the output-based learning method actually contains two feedback loops.

However, intensive, long-term courses with competent teachers can give satisfactory results in language learning contexts. If the language is taught from the beginning of schooling, however, the experts recommend that pedagogy concentrates on giving only the right models and not let the students acquire any erroneous language using habits. To achieve this, the language teachers should totally concentrate on language training and not on giving the content to the second language learning students. HW Widdowson says: “A text is a pretext in a language teaching context.”

4.5 Editing the Written Texts in Terms of Discourse Features, Syntax, Morphology and Writing Conventions

Editing is an advanced skill as it requires not only command on the language, but also the ability to replace the unsuitable expressions, correct the wrong usage as also take care of the mechanics and conventions of writing. Some tips are given by the language experts:

- i. Empty Filler Words should be ruthlessly removed.
- ii. The important points described by Action Words should not be weakened.
- iii. Feeble Phrases should be replaced by strong expressions in Descriptions.
- iv. Verbose expressions and bombastic phrases should be trimmed or replaced

by powerful expressions and Dynamic Phrases

v. Unclear expressions should be replaced by Decisive Verbs and Adjectives

vi. Punctuation is an important area that lends readability. It should be made impeccable.

Editing is a stage of the writing process in which a writer or editor strives to improve a draft and prepare it for publication, by correcting errors and by making words and sentences clearer, more precise and more effective. Hence, the process of editing involves additions, deletions and rearrangement of words along with recasting sentences. Transforming the write up into a crisp, precise and coherent piece and mending faults is a remarkably creative activity. To state briefly, editing is a highly thoughtful linguistic exercise which demands all the skills of language use. After editing is completed the following points should be checked: **Authenticity of the content, Spelling, Statistics if any, Grammar and style.** These aspects fall under four headings: **Discourse Features, Syntax, Morphology and Writing Conventions.**

Discourse Features: *Discourse is any written or spoken communication. Discourse can also be described as the expression of thought through language. While discourse can refer to the smallest act of communication, the analysis can be quite complex. So, if editing of these features has to be taken up, every expression should be carefully examined if it suits the type of discourse for which it is used. For example, for description, suitable adjectives of shape, size or quality should be used. Similarly, for argument or exposition the expressions that match the point of discussion should be used. If apt expressions are missing, they should be supplied.*

Syntax: This arrangement of words is syntax; the ordering of words is done to say what needs to be conveyed. Often, syntax is connected to a language's grammatical conventions. Sometimes, grammar rules must be strictly followed, and other times - like in a text message, for example - they do not. Other syntactical considerations include sentence structure, punctuation usage and creative elements like similes and metaphors. A writer uses words to communicate with his readers. After selecting the right words to convey his meaning, a writer must arrange these words to best express his intent, or what he means to say.

The syntax errors can occur in the arrangement of words and grammatical use of words in a sentence. So, editing on this level should examine if right word is used at the right place and with the intended meaning. The syntactical editing peruses if the sentence is conveying the intended message accurately. A syntactical error could occur in missing a semicolon or giving an extra bracket. Without editing such errors, the write up is difficult to understand.

Morphology: Morphology is the study of words, how they are formed, and their relationship to the other words in the same language. It analyzes the structure of words and parts of words, such

as stems, root words, prefixes and suffixes. Editing of morphological features is very important as any deviation could lead to misunderstanding. For example the prefix “in-” is generally used in the negative sense. But for the words “invaluable” and “innumerable” the prefix enhances the positive value. Similarly though both “dis-” and “un-” are negative prefixes, they give widely different meanings for the words “disinterested” and “uninterested.” Such finer aspects of language should be checked in the editing for syntax.

Writing conventions such as spelling, punctuation, capitalization and grammar help make a write up clear and understandable. Editing the errors in this aspect is very essential for making the write up meaningful and appropriate. After mistakes on all these levels are corrected, editing should take care of the style and polish it to be impressive and effective.

These are the responsibilities of Editing which is necessary for any written piece. A writer himself could do editing of his writings. Generally, the publishing houses have their own team of editors who make the submitted texts/books worthy of publication.

Exercises

1. How are Reading and Writing interconnected skills?
2. How does Collaborative writing create individual writers?
3. In the present scenario of mobile slavery describe the art of making a conversation.
4. What are the steps to be followed in Critical writing?
5. What are the qualities of a good report?
6. Describe the importance of errors in learning a language.

Activities

1. Write a short biography of the oldest member in your family.
2. Watch a short clip of two to three minutes and describe the action in a chronological order.
3. Select a piece of writing from the text and enact it.

Unit V: Vocabulary and Grammar in Context

5.0 Introduction

Any language could be learnt successfully by integrated training in all the six skills of language namely, Speaking, Reading and Writing (Major Skills) and Listening, Vocabulary and Grammar (Ancillary Skills). Speaking is the premier skill of any language and it is caught by exposure to Listening. Particularly if it is a Second/Foreign language, considerable listening is needed to catch its right pronunciation. Features of Sounds, Syllable division, Stress, Elision, Assimilation and Ellipsis with allied features like recognition of Silent letters and pronunciation of Double Consonants should be taught to the students and

get them trained at school level. While Listening aids Spoken English, Vocabulary facilitates Reading and Grammar enhances Writing. The term Grammar refers to both Spoken and written English as all the above mentioned pronunciation features are components of grammar of Spoken English.

This Unit deals with enhancement of Vocabulary and understanding of Grammar of Spoken and Written English as these two language skills are absolutely necessary for English learners of India.

5.1 What is Grammar?

Grammar is the basis of any language. Productive skills of Speaking and Writing stand on the firm foundation of Grammar. So, in a Second Language situation, such as learning of English in India, Grammar of both Oral and Written English should be learnt in the initial phases of school education. If the students are trained in the appropriate vocabulary, right use of Lexis (words), Phrases and Clauses (structures) along with the right pronunciation, it would benefit them immensely.

5.2 Problems with Traditional Prescriptive Grammars

There are two reasons for poor standard of English among the Indian students and the difficulties they face in improving it: One, Spoken form, which is very important for articulation is never taught or trained explicitly; and two, the language skills are not taught in an integrated method. One example for this is: the teaching of English grammar is done in isolation without relating it to the other skills of language. In addition, Prescriptive Grammar method of giving the definition of an item and one corresponding example is followed and the use or usage is not practiced with adequate examples. It is an old method followed in the Grammar Translation Method of teaching a language.

As a result of enormous research in the fields of Psycho-Linguistics and English Language Teaching, the language experts of the modern times recommend a Descriptive method of teaching grammar where the learners grasp the concept of the grammatical item through use. Adequate practice follows consolidating the use according to the usage. Grammar of mother tongue is learnt this way. Through oral use of language, the right expressions and structures are acquired by children. In case of the Second Language learning, that exposure to oral form and natural acquisition are absent; so, the grammar of a second/foreign language has to be learnt consciously.

Prescriptive Grammar is taught by giving uses of the language item as follows:

Simple Present Tense (Verb in the original or infinite form) is used in the following contexts:

1. For Daily routine actions: I leave for my college at 8 in the morning.
2. For Universal truths: The Sun rises in the east and sets in the west.
3. For actions happening with regular intervals: We have inspection at school in the first week of every month.
4. For Newspaper headlines: PM inaugurates new express train to Ahmadabad.
5. For very near, very definite future: Our College reopens on Monday.

Again each usage is practiced through ten examples minimum. This is how the students get to grasp in how many contexts the Simple Present Tense form is used. If Tenses, Modal verbs and Parts of Speech are taught integrating spoken and written skills at an early phase of education, students would have a strong

foundation in using English. This is the ideal method of Descriptive teaching.

5.3 Classification of Words (Closed Word Classes and Open Word Classes)

In English, the words are categorized into two groups. One is Open word category which goes on growing with addition of new words; Nouns, Verbs, Adjectives, Adverbs and Interjections fall under this category. Advancement happens continuously in every field and new words are required to represent new ideas, objects and concepts. So, this category goes on adding new words. The other class is: Closed word category which is complete and new words are not added to it. They are: Articles, Pronouns, Helping verbs, Prepositions and Conjunctions. To clarify, some examples could be taken.

1. Live the way you want to be remembered.
2. Open your mouth only if what you say is more beautiful and useful than silence.
3. Your problems do not create troubles for you, as any problem can be solved

if treated as a problem. But, it is your reaction to your problem that complicates the situation. Look at the above three sentences. The First one is shortest; the second one longer than the first one; and the third one is the longest. But, all of them are complete sentences as they have all the parts of a complete sentence. See Sentence 1:

Word	Grammatical Category	Word Class
1. live	verb	open
2. the	article	closed
3. way	noun	open
4. you	pronoun	closed
5. want	verb	open
6. to – conjunction before an infinitive (original form of the verb)		closed
7. be remembered	verb (passive form)	open

In the parts of the above sentence among these words, the article “the” and the conjunction “to” before the infinitive verb do not convey any message, but are used to join the other words in the sentence. They are used as **Structural or Functional words** here. And, all the other words – live, way, you, want and be remembered – convey the actual message of the sentence. These are the actual words which convey the message and are called **Content or Message words**.

Every English sentence contains these two types of words – closed and open types -- for its completion.

Look at Sentence 2. “is” and “and” are Structural words; all other words are Content words and convey the message.

Look at Sentence 3. “for,” “as,” “a,” “to” and “the” are Structural words as they complete the grammatical form of the sentence and all other words are Content words.

In an English sentence, Content words convey the actual message of the utterance and are also called Message words; so, each word has its own meaning. The Structural or Functional words simply make the grammatical structure proper and complete; and, they do not add to the meaning of the sentence. For example, in the expression “a problem” the word “problem” gives the meaning and “a” is used as an article. Note that an article has to be used before a common countable noun. Similarly, in the phrase “troubles for you” the word “for” is used to connect the noun “troubles” and the pronoun “you.” It means the Structural words are used to create a relationship among the Content words and do not add any additional meaning to them. Whether you say “problem” or “a problem” it means the same; but, a common countable noun takes an article in English. So it is appropriate to use the article before the word “problem.”

There is an important difference between the Content (open) and Structural words (closed) in oral communication. Content words are stressed in speech and grammatical words are made weak while uttering them. In Indian languages the stress is indicated in writing; but, as English does not use any symbols to indicate pronunciation, the users of English should learn the feature of **Stress** which could be acquired by listening to the standard English.

Among the Parts of English Speech, **nouns, main verbs, adjectives, adverbs** and **interjections** are **Content words** and are stressed in speech. **Pronouns, articles, helping verbs, prepositions** and **conjunctions** are used as **Structural** or **Grammatical words** and are weak in speech. So, in any sentence, the word stress depends on whether it is a Content word or a Functional word.

5.4 Lexical, Phrasal and Clausal Categories

Lexis indicates the total stock of words in a language. The book used to refer to the lexis is normally called a Dictionary. The components of lexis are only at word level; it gives spelling, various meanings, pronunciation, grammatical category and different derivations of the words. Still it is only at word level. These words are said to be **Lexical** category. It only deals with nouns, articles, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections. In other words, what are generally called Parts of Speech come under the Lexis.

In English, a group of words which make some sense (more than that of a word) but does not make complete sense is called a Phrase. All phrases belong to the **Phrasal category**. Based on their construction and function, the phrases are categorized into Noun phrases, Verb phrases and Preposition phrases. A Noun phrase can be a single word, just the noun with an article or more than these two words. **Noun phrases** can function in several different ways in a sentence: as a subject, an object or a complementary object. Some examples are as follows:

1. **The President** has come for the meeting. – “the president” is the subject.
2. The members met **the President**. -- “the president” is the object.
3. He is elected as **the President**. -- “the president” is the object, complement- ing the subject “he.”

Similarly, a phrase with verb at the center is a **Verb Phrase** and a phrase beginning with a preposition is a **Prepositional Phrase**. The old man got angry and sat in a corner. – “the old man” is a **Noun phrase**; “got angry” is a **Verb phrase**; and, “in a corner” is a **Prepositional phrase**.

A group of words which makes complete sense is called a **Clause**. A clause has a subject and verb of its own. A sentence may have one or more clauses.

1. He **has** two sons. – This sentence has a single clause as it has only one verb.
2. The boy, who **is waiting** outside, **is** my nephew. – two verbs and two clauses.

Here are 2 clauses: 1. “the boy is my nephew” and 2. “who is waiting outside.”

There is one more category called **Syntactic Category** which includes both **lexical categories** and **phrasal categories**. It is a **syntactic** unit that abides by the theories of **syntax**. Word classes, largely corresponding to traditionally termed Parts of Speech (e.g. noun, verb, conjunction, etc.), are **syntactic categories**.

5.5 Elements of a Sentence (Nuclear and Optional)

The two **Nuclear elements** of a complete **sentence** are: Subject and Predicate even for a simple **sentence**. The **Optional elements** are those which are added for either clarification or additional information. For example “She sings” is a complete sentence as it has the essential two elements: “she” is the subject and “sings” is the verb. But, the sentence could be expanded with further information as “She sang superbly and received highest applause.”

There are other **elements** in a sentence such as the direct object, indirect object and subject complement. All of these **elements** get expanded and get further combined to form different types of syntactical sentences such as **Simple, Complex, Compound and Compound-Complex sentences**. Each **syntactic element** performs a particular function, within the sentence structure. All **syntactical** functions are carried on only when relations develop between **syntactical elements**. It means the parts of a sentence are inter-related.

5.6 Classification of Clauses based on Structure, Function and Finiteness

There are 4 types of **Syntactic sentences**: **Simple sentences, Complex sentences, Compound sentences** and **Compound-Complex sentences**.

1. Simple sentences have only one clause; it means it has one subject and one verb. “Geeta has pleasant manners.”
2. Complex sentences have one main clause and one or more subordinate clauses. “The boy, who is waiting outside, is my nephew.”
3. Compound sentences are combination of two or more independent clauses, joined by conjunctions. “Gopal went home, had bath, got ready, finished breakfast and left for office.” This sentence has 5 clauses and all are simple sentences joined together as the subject is common.
4. Compound-Complex sentences have the structure of both complex (one main and one or more subordinate clauses) and compound sentences (two or more simple sentences).

In the sentence “Geeta has pleasant manners” there is only one clause and it is complete. In the sentence 2 “The boy, who is waiting outside, is my nephew” clause 1 (“The boy is my nephew”) is independent and can be understood fully; it is called independent or Main clause. But, clause 2 (“who is waiting outside”) is not complete as the subject is an interrogative word “who” and it is not a question; so, it is called dependent or Subordinate clause. A subordinate or dependent clause depends on the main clause for being completely understood. It contains both a subject and a verb, but cannot stand alone. These are the structures of the 4 types of sentences.

5.7 Auxiliary System (Tense, Modals, Perfective and Progressive Aspects, Passive Voice)

A. Tense

I. Present Tense

1. Simple Present Tense: (verb in present tense); it is used:

- i. For daily/habitual actions: He **goes** to college by bus.
- ii. To speak about the universal truths: The earth **revolves** round the Sun.
- iii. For regularly happening actions: Solar eclipse **happens** once in 100 years.
- iv. To give the headlines in newspapers: Man **kills** wife.
- v. To give commentaries: Kohli **catches** the ball.
- vi. to express very near, very definite future actions: Our college **reopens** tomorrow.
- vii. To express scheduled actions: The train **leaves** at 8.00 pm.

2. Present Continuous Tense: (be + verb + ing); it is used:

- i. To talk about an action happening now: The baby **is sleeping**.
- ii. To talk about an action happening now-a-days: She **is learning** French.
- ii. To talk about personal schedule of near future: He **is going** to Mumbai next week.

Note: The verbs, given below, are not used in the Present Continuous Tense:

- i. Sensory verbs: see, hear, smell, taste, feel (mental condition) etc.
- ii. Verbs used to express opinions: believe, doubt, guess, imagine, mean, suppose, understand etc.
- iii. Verbs which cannot have any continuation of action: agree, appear, belong, care, cost, differ, disagree, disbelieve, equal, fit, forget, hate, have, hold, like, love, owe, own, possess, prefer, realize, recognize, refuse, remember, requisite, resemble, want, wish etc.

3. Present Perfect Tense: (has/have + verb in the participle form); it is used:

- i. for actions just completed, without time word / vague time word:
She **has already completed** her work.
- i. for past actions without specific time word: I **have seen** the movie *Padmavat*.

ii. for actions which may still happen: He **hasn't seen** the zoo so far.

Note: If a specific time word is used, Present Perfect Tense is not used; instead, Simple Present Tense is used.

I have seen the Taj Mahal **before**. (vague time word)

I **saw** the Taj Mahal in 2015. (specific time word)

4. Present Perfect Continuous: (has/have + been + verb + ing); it is used:

i. for long actions which began in the past, continuing at present and likely to continue in the future: The baby **has been crying** for two hours now. (still)

II. Past Tense

1. Simple Past Tense: (verb in past tense form); it is used:

i. For actions that are completed. I **sold** my car last year.

ii. For past habits: He **would study** for 7 hours a day in his student days.

2. Past Continuous Tense: (be [past] + verb + ing); it is used:

i. To talk about an action which continued for sometime in the past.

It **was raining** yesterday evening.

ii. For any continuous action that happened with another past action:

When the boy **was crossing** the road, the truck **hit** him.

3. Past Perfect Tense: (had + verb in the participle form); is used:

i. When there are two past actions in the past, the first past action is expressed in Past Perfect and the second past action in Simple Past.

The train **had left** before we **reached** the station.

4. Past Perfect Continuous Tense: (had + been + verb + ing); it is used:

i. For a continuous action in the past as a result of which something happened. They **had been quarrelling** for ten years before they **took** divorce.

III. Future Tense

1. Simple Future Tense: (will + verb in present form); it is used:

i. For an action that is still to take place. He **will buy** a house in the city.

2. Future Continuous Tense: (will + be + verb + ing); it is used:

For an action that is going on at some point of time in the future.

We **shall be visiting** Kashmir in the summer.

3. Future Perfect Tense: (will + have + verb in the participle form); it is used:

For an action that will be completed before a certain point of time in future.

They **will have completed** B. Tech by April 2020.

B. Modal Verbs: Modal verbs are very important helping verbs in English. They are used most frequently both in Oral and Written English to convey different aspects of the tense. There are 9 Modal Verbs and each of them is used in numerous contexts. They are: **can, could, will, would, shall, should, may, might and must**. For each use of each modal verb examples are given below with the concept it represents in the brackets.

1. Can

Seetha can reach home at 5.30 pm. only if she starts from her office at 4.30 pm. (**possibility**) So, whenever she has some work at home, she goes to her boss and asks him. "Sir, can I leave at 4.30?" (**request**) Usually he says, "Yes, you can." (**permission**) Because, he knows Sita can complete her work the next day. (**ability**)

2. Could

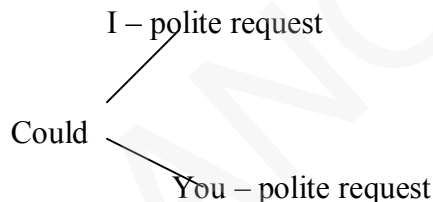
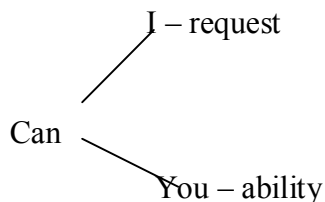
Could you complete so much work today? (**ability**)

You could complete the work tomorrow there is no need to hurry it up. (**concession**)

Could you tell me the secret of your success, please? (**request**)

I could help you in this matter. (**possibility**).

If you are bored, you could go to a movie. (**suggestion**)



I can't swim now, but I could swim for hours when I was young. **Past ability**

3. May

You may leave now. (**permission**) May I have your book. (**polite request**)

It may rain now. (**possibility**) May God bless you. (**wishes**)

You may pay the fee tomorrow as there is a strike today. (**concession**)

4. Might

You might have this book. (**permission**)

He might leave today. (**possibility**)

You might travel by the first class, if you have already reserved your berth.

(**concession**)

You might leave the room at once, not to show me your face again. (**disgust**)

You

might as we I close the shop. (**advice**)

You can go now. (**permission**)

You could go now. (**polite permission**)

You may go now. (**formal permission**)

Can I borrow your book? (**request**)

Could I borrow your book? (**polite request**)

May I borrow your book? (**formal request**)

5. Will

I will see you tomorrow. (**simple intention**)

I'll help you certainly. (**promise**)

I'll be glad to receive you. (**willingness**)

You will not say word. (**order**)

The strike will end tomorrow. (**prediction**)

Will you close the window, please! (**request**)

6. Would

I would receive you at the station. (**willingness**)

Would you mind posting my letter. (**request**)

I'd love to see movies. (**strong liking**)

I'd have missed the news otherwise. (**probability**)

7. Shall

I shall give your book tomorrow. (**willingness**)

Shall we sit here for some time. (**suggestion**)

You shall do your homework regularly. (**order**)

I shall be sixteen next year. (**futurity**)

8. Should

You should help others. (**obligation**) It should rain now. (**expectation**)

You should learn English well to come up in life. (**advisability**)

You should spend money carefully. (**necessity**)

9. Must

Must has only one form. The past tense of "must" is "had to."

You must learn driving. (**necessity**) I must learn English well. (**determination**)

You must not park the car here. (**prohibition**)

You must pay your fee by tomorrow. (**compulsion**)

There is light in his room. He must be at home. (**inference**)

I must go out now. (**present**)

I must leave for madras tomorrow. (**future**)

I had to attend the meeting yesterday. (**Past**)

Note: Modals in Three Tenses: Can, will, shall, may and must are used only in the present and future tenses. Could, would, should and might are used in all the three tenses. So could, would, should and might are used in the perfect tense to indicate the past.

Each of these verbs gives a different meaning:

He **could** have gone if he had money.

possibility

He **would** have gone if he was invited.

willingness

He **should** have gone to avoid the misunderstanding.

advisability

He **might** have gone to avoid the misunderstanding.

Expectation

5.8 Syntactic Devices (Coordination, Subordination, Relativisation, Complementation, Passivisation, Embedding, Agreement)

A. Coordination

Syntax is the set of rules, principles and processes that govern the structure of sentences in a given language; usually it refers to the word order in a sentence. Syntax reflects the decisive grammatical rules that govern the structures. While Syntax governs the structures, Semantics is concerned with meanings obtained by the coordination of different elements of a sentence. **Coordination** is the right use of different parts of speech abiding by the rules of Syntax and its combination with Semantics; these two form structurally correct and meaningful sentences. For example, “The dog is brown” or “The brown dog is there” are correct sentences. While the first sentence gives information about the colour of the dog; the second sentence speaks about the presence of the dog. “Dog” is a noun and “brown” is an adjective. Observe the difference between the structures of the two sentences. In the first sentence brown is in the predicate to complete the incomplete verb “is.” In the second sentence, as the focus of message is on the place, the qualifying adjective is placed before the noun. These two sentences are syntactically and semantically complete.

This is the concept of **Coordination**.

B. Subordination

While Coordination deals with two words, phrases or clauses which have the same status, **Subordination** reflects on the difference between any two of these elements of which one is independent and the other is dependent on it. Among words, the content and structure words have this difference. Read the following sentence: “The **boy** has **gone** to **school**.” Even if only the

content words “boy gone school” are uttered, the message is conveyed, though it is not grammatically correct. But, the words “the has to” do not convey any message as they are just structure words. It means the structure words in a sentence do not have the same importance as the content words and are subordinate to them to become meaningful.

In case of the clauses the distinction is very clear; the **Coordinate** (Independent) clause is distinctly superior to the **Subordinate** (Dependent) clause in a sentence. In a Simple sentence there is only one clause and it is independent; in a Compound sentence there are two or more Coordinate or Independent clauses. Once they are broken into clauses, they have potential to become independent or Simple sentences. But, in a Complex sentence one clause is a **Coordinate** (Independent) clause which is called the Main clause; and, there are one or more **Subordinate** (Dependent) clauses. And, the **Subordinate** clause either **expands or explains a Noun** in the main clause (**Noun clause**); **qualifies a Noun** in the main clause (**Adjective clause**); or **modifies a Verb, an Adjective or an Adverb** in the main clause (**Adverb clause**).

The main and subordinate clauses mentioned above have special functions to perform. The main clause always conveys the most important part of the message. The subordinate clauses help add some more information to the already conveyed message of the main clause. Based on their function, they are divided into 3 categories; and, depending upon which part of speech they are related to, it can be found out what function they are carrying out.

a. Noun Clause: A noun clause explains or expands the meaning/concept of some noun in the main clause.

1. Your **idea**, that we should leave immediately, is right.
2. **What** you say is not true.

In the above sentence, “Your idea is right” is the main clause. And, “that we should leave immediately” is the subordinate clause which explains the noun “idea” in the main clause. In Sentence 2, “what” can be replaced by the pronoun “It.” A Noun clause is related to the noun or pronoun in the main clause. It is joined by the conjunction “that” or “what.” The subordinate clause answers the question “what.”

Sentence 1: “What idea?” – The idea that we should leave immediately.

Sentence 2: “What is not true?” Whatever you are saying is not true.

b. Adjective Clause: An adjective clause is an expanded form of an adjective.

3. Desai is a man who is wealthy.

In the above sentence, “Desai is a man” is the main clause. And, “who is wealthy” is the subordinate clause which qualifies the noun in the main clause. If this subordinate clause is reduced to a word, it becomes an adjective. “Desai is a **wealthy** man.”

c. Adverb Clause: An Adverb Clause modifies a verb, an adjective or an adverb in the main clause.

4. Grapes will not grow where there is heavy and frequent rain fall.

In the above sentence, “Grapes will not grow (there)” is the main clause and “where there is heavy and frequent rain fall” is the subordinate clause. This is related to the verb “grow” in the main clause. “Grapes will not grow, where?” “wherever there is heavy and frequent rainfall.” It indicates the adverb of place.

Note:

- i. A Noun Clause expands or explains a noun in the main clause.
- ii. An Adjective Clause qualifies a noun in the main clause.
- iii. An Adverb Clause modifies a verb or an adjective or an adverb in the main clause.

These three are the subordinate clauses which are used frequently.

C. Relativisation.

There is one more subordinate clause called **Relative Clause**. It gets its name from the pronoun (who, which, that, but, as) or adverb (where, when, why) it uses to connect the subordinate clause to the main clause. This is a type of Adjective clause and it bears some relationship to a noun in the main clause.

1. A man who is afraid of risks can never achieve anything.
2. The spot where Lincoln was buried became famous.

In Sentence 1, the main clause is “A man can never achieve anything.” And the subordinate clause is “who is afraid of risks.” In this clause the relative pronoun “who” refers to “man” in the main clause.

In Sentence 2, the main clause is “The spot became famous.” And the subordinate clause is “where Lincoln was buried.” In this clause the relative adverb “where” refers to “spot” in the main clause.

These subordinate clauses are called **Relative Clauses**.

D. Complementation

Complementation is a process where some words help the other parts of clauses or sentences to complete their meaning. A **complement** is a word, phrase or clause that is necessary to complete the meaning of a given expression. For example, in the sentence “Every bright morning is a gift,”

“every bright morning” is the subject, “is” is the linking verb and “a gift” is the **complement**. It complements an incomplete verb “is” and completes the idea. A complement is any word or phrase that completes the sense of a subject, an object or a verb. There are five main categories of complements: Subject Complements, Object Complements, Verb Complements, Adjective Complements and Adverbial Complements.

1. Subject Complement is a word that adds some more information about the subject. In the sentence “Veena is a good painter” the phrase “good painter” tells something more about the subject “Veena.” It is a Subject Complement.

2. Object Complement adds some more information about the object in a sentence. In the sentence “The President appointed him Secretary” the word “Secretary” tells something more about the object “him.” It is an Object Complement.

3. Complement of an Incomplete Verb, in fact, completes the incomplete sentence. By nature, some verbs are not complete and require some complement to complete the sentence. Some of them are: appear, be-form verbs (am, is, was, are and were, being been), become, feel, grow, look, remain, seem, smell, sound, stay, taste, turn etc. When such verbs are used, an extension of sentence is necessary to complete the sense. In the sentence “He is a writer” without the word “writer” the sense is not complete. Similar sentences are given here. “He appears happy; She looks interested; They remained silent.”

4. Adjective Complement is a phrase or clause that provides information necessary to complete the meaning of an **adjective** or **adjective phrase**. For example, in the sentence “It is important that every child gets education,” the adjective “important” is explained by the part of the sentence that follows. What is important? The answer is “that every child gets education.” Here, this clause explains/expands the adjective used in the main clause.

5. Adverb Complement is an **adverbial** that is required to complete the meaning of a verb, an adjective or another adverb, without which the sentence becomes meaningless and ungrammatical. In the sentences, “Put the money **in the box** at once” and “The program lasted **three hours**” the adverbial phrases in bold print are essential for the completion of the sentences.

As has been illustrated, **Complementation** is a process where a word, a phrase or a clause helps to complete the sense.

E. Passivization

In English grammar, **Passivization** is the transformation of a sentence from an active form to a passive form. It is the process of expressing a message indirectly where the doer of the action is

made the object of the sentence. Normally most of the sentences are active where the doer of the action becomes the subject of the sentence. It is said to be in **Active Voice**. In Passive voice the topic or subject or doer of the action becomes the object of the sentence. Passivization applies when the active sentence contains an object. If the sentence contains two objects -- an indirect object and a direct object – two passive forms are possible as each object can form one sentence playing the role of a Passive subject. For example:

He gave me money. – This sentence is in Active voice.

“he” is the subject; “me” is the indirect object and “money” is the direct object.

This sentence has two passive forms.

1. I **was given** money by him.
2. Money **was given** to me by him.

Passive voice is different from the sentence not only in exchanging the places of the subject and object. In order to retain the meaning as it is, the verb is changed to become passive by adding **be** form verb according to the person. As the doer goes to the place of the object, preposition “by” is added to indicate that the action is done by the object. Thus, through the process of **Passivization**, the object of an active declarative sentence can become the subject of a passive sentence. As a linguistic skill the conversion of a sentence from active form to passive form should be learnt and taught. When the focus of attention is on the object, the action is expressed in the Passive Voice. “Be” is used as a helping verb in the Passive Voice and the participle form of the main verb is used after “be.”

Mohan **killed** a snake. — Active Voice

The landlord **was killed by** a dacoit. — Passive Voice

Note: Tense should not be changed in converting active voice into passive voice.

But it should be realised that there are some definite contexts for using the **Passive Voice**. It is used in the following contexts:

1. When the agent is unknown, unimportant or unnecessary:

The doctor **was sent** for.

Mrs. Indira Gandhi **is praised** for her courage.

Mahatma Gandhi **is called** a saint in politics.

2. The agent is self evident:

The murderer **was sentenced** to death.

The student **was debarred** for being irregular.

3. A deliberate intention to avoid the agent:

If the bill **is not paid** in time, the connection **will be cut off**.

Six lakh rupees **were collected** for the dacoit's head.

4. Greater interest in the object:

The boy **was killed** in the fight.

Roses of different colours **were collected** at the exhibition.

5. To maintain the connection:

Hari appeared for the interview; but, the committee did not select him.

Hari appeared for the interview, but **was not** selected.

In the English courses taught in India only the conversion of the voice is taught and tested. But, suitable contexts for the use of passive voice should be taught as it is more useful in communication. Moreover, there are thousands of sentences (particularly Intransitive sentences without objects) which cannot be converted into Passive Voice. So, more focus should be given in pedagogy to train the students in the contexts where Passive Voice should be used.

F. Embedding

Embedding refers to the inclusion of any linguistic unit as part of another unit of the same type. A major part of embedding activity happens in English in the process of subordination. Embedding is also known as **Nesting**. Embedding can be used when two clauses share a common category and can expand a sentence. It is not effective when optional categories are used to create extensive embedding in a sentence.

In linguistics, there is another process called **Center Embedding** in which a phrase is inserted into the middle of another phrase of the same type. This process is most suitable for embedding a relative clause inside another one as is given below:

1. He loves his wife dearly.
2. He loves his wife dearly who loves the family more dearly.
3. He loves his wife dearly who loves the family more dearly which lives happily.

Embedding serves the following purposes:

1. It is used to expand a sentence through inserting more clauses with related information into it. When two clauses share a common category or related idea or message, they can often be embedded into the existing clause.

1. He went to Chennai for his visa. 2. He got his visa. 3. He is leaving next week.

He went to Chennai, got his visa and is leaving next week.

In these sentences, the common point is the subject. And all the three sentences are semantically related to one another. So, it could be written as above.

2. Embedding particularly helps in converting direct questions into indirect ones.

Where is the station? --- Could you tell me where the station is?

Where does she work? --- I don't know where she works.

Where does she work? --- Where she works is very far.

What happened? --- We are trying to find out what happened.

In fact, it is because of the process of Embedding that different styles of writing could emerge. The only caution to be taken is that the write up should be clear and more readable with impressive style due to embedding.

G. Agreement

Agreement is the concept that different grammatical items used in a sentence should be guised in, to agree with all other grammatical items in that sentence to make it meaningful. It should be observed between any two linguistic parts of a sentence. Agreement is generally talked about between the number and gender associated with nouns.

Nouns: A. Number should agree with the Verb

- i. one table – two tables – between the numerical adjective and the noun.
- ii. The boy **is** studying – The boys **are** studying -- between the number of persons and the verb.
- iii. Gopal, along with his family, **has** gone on a tour. – Singular subject and verb.
- iv. Gopal and his friends **have** gone on a tour. – Plural subject and verb.
- v. One of my friends **has** gone to Europe. – Singular subject and verb.

Nouns: B. Gender should agree with the Noun

- i. **Radha** is a doctor. **She** has gone to visit a village. Moved by the plight of the villagers suffering from viral fevers, **she** has decided to stay back and serve them.

In the above cases, the noun's number (singular or plural) and gender (female, male or neuter) should agree with the verb and pronoun respectively

Agreement is also called "Concord" in grammar parlance. Word Order is as important as the agreement in English as it is fixed in English.

Vocabulary Section

5.9 Word Formation (Prefix, Suffix, Compounding)

A. Affixation

Words are formed in English by **Affixation** (adding Prefixes and Suffixes) as also by compounding two or more words.

The process of fixing Prefixes or Suffixes to generate new words is called **Affixation**. The words take extra syllables either at the initial position or the final position and form extended words. In some cases the grammatical categories of these words change and in some they do not. Attention should be paid to what specific prefixes and suffixes the words accept for affixing as they are fixed and specific. For example, the word danger becomes “dangerous” in its adjectival form. (It does not take the suffix –able to become dangerable.) Similarly, the Adjective serious takes the suffix –ness to form its Noun “seriousness.” (But it does not take the suffix –ity and become seriosity.)

Prefixes: A Prefix is the syllable that is added in the initial position of the word. See the following examples: use+ able = usable; re+ usable = reusable; re + usable + ity = reusability; use+ ed = used; un+ used = unused

If the prefix is negative, the word acquires a negative meaning.

Words take the negative prefix dis+ -- “disability, disadvantage, disagree, disallow, disappear, disbelief, discomfort, discontent, discount, discourage, disregard and disrespectfully.” All these words convey negative sense as they are prefixed by dis- which means “not” or “opposite of.”

Prefix	Meaning	Examples
un-	not	unattractive, unclean, uncomfortable
dis-	-do-	discomfort, disbelief, disappear
im-	-do-	improper, impure
ir-	-do-	irreparable, irregular
il-	-do-	illegal, illegible
in-		inhuman, inadequate
non	-do-	non-cooperation, non-profitable
mis	wrongly, incorrectly	misconduct, misfortune, misfit, mistake misappropriation
anti	against	anti-bacterial

Some Prefixes such as “in-” change the meaning both positively and negatively.

Negative function	Positive function
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inadequate	innumerable
insufficient	invaluable

As had been noticed in the above examples, one must be careful to identify the original words and the derived ones formed by prefixing. There are many more prefixes like auto-, contra-, counter-, extra-, mono-, neo-, pro-, uni-, etc. Note down the new words whenever you come across them in your lessons, newspapers or magazines. Similarly, many words can be formed by the process of **Suffixation**.

Suffixes: One important feature to be noted about suffixes is that whenever a suffix is added to the root/base word, the grammatical categories of the newly formed words change in most of the cases. Mostly, the pronunciation also gets altered. In order to know the correct pronunciation of the derived/affixed words, it is always suggested to consult a standard dictionary. Check the stress.

photo photographer photography photographic photographical

Each suffix has its meaning contributing to the overall meaning of the word. Here is a list of the suffixes with their meanings.

Suffix	Meaning	Example
-cy	state or quality	democracy, accuracy, lunacy
-al	the action or process of	remedial, denial, trial, criminal
-ance, -ence	state or quality of	nuisance, ambience, tolerance
-dom	place or state of being	freedom, stardom, boredom
-er, -or	person or object that does a specified action	collaborator, teacher reader, creator, interpreter, inventor
-ism	doctrine, belief	Judaism, scepticism, escapism
-ist	person or object that does a specified action	scientist, theorist, communist Geologist, protagonist, sexist,
-ity, -ty	quality of	extremity, validity, enormity
-ment	condition	enchantment, argument
-ness	state of being	heaviness, highness, sickness
-ship	position held	friendship, hardship, internship

-sion, -tion state of being position, promotion, cohesion

The following Noun suffixes combine with Noun bases to form concrete Nouns.

-er — as in engineer -r — as in villager -ess — as in actress

-let — as in booklet -ster — as in gangster -hood — womanhood

However, mere knowledge of words in the language does not give proficiency. Hence, it is essential to put them to use either in written or spoken communication. This would help in consolidating the gained vocabulary in terms of spelling, pronunciation and also their contextual use.

B. Compounding

Compounding, as the word means, is combining two or more words to represent the object, person or place exactly as it should mean. Two words combine by compounding and form new words.

after + noon = afternoon break + fast = breakfast

foot + ball = foot ball maid + servant = maid servant

paper + clips = paperclips sun + shine = sunshine

text + book = textbook zip + lock = ziplock

In addition to compounding according to the needs, new words are coined to describe new objects and concepts of inventions and discoveries. These new words are of two types: the existing words are given new meanings when they are used in new contexts; or words, which are completely new, are coined for the requirement that arises.

a. Existing words are given new meanings depending on their use:

mouse, radar, robot, telephone, tele-printer, television etc.

b. New words are coined to serve the purpose:

satellite, chip, calculator, graphics, software, hardware etc.

Words are thus formed through various methods. The best way to learn words and improve one's language is: put the known vocabulary into practice and endeavour to use the right word at the right time. Particularly, the newly coined words should be used appropriately for clarity in the use of language. While learning a second language, as English in India, possessing good vocabulary in English is very beneficial. A rich repertoire facilitates communication whether oral or written. So, all the curricula of the general English courses in India should focus on explicitly teaching and training the students to acquire high count of words in English by the time they complete their studies.

5.10 Synonyms, Antonyms, Homophones, Homographs, Homonyms, Phrasal Verbs and Idioms

A. Synonyms

Synonyms are words of the same grammatical class – Noun, Verb, Adjective, Adverb etc., which have similar meanings. Here are some examples:

- a. **thrilling, exciting, wonderful and enjoyable** can be used as synonyms because their meanings here are similar and all of them are Adjectives.
- b. **fun, frolic, excitement, joy** can be synonymous because all of them are Nouns, and mean similarly.

Note: **Exciting**, which is an Adjective is not a synonym of **fun**, which is a Noun.

Now let us look at a few more words. Certain words may convey the same general idea but are used in different and very specific contexts; for example, the meaning of the words slay, kill, execute, assassinate, slaughter refers to the act of death by force; but, they are used in different contexts; they may be treated as synonyms as the result of all these actions is the same.

Note the specific contexts in which they are used in the following sentences:

Ravana was **slain** on the battlefield. (put to death, used in special contexts)

Major Ramesh was **killed** in an accident. (got killed, used in ordinary contexts)

Ragini was **murdered** in the night. (criminally killed)

The criminal was **executed** in the prison compound. (legally punished)

Mrs. Indira Gandhi was **assassinated** in 1984. (killing of a distinguished person)

Look at the sentence using the word **legend**.

Ramayana is the **legend** of Prince Rama.

Different synonyms of the word legend include: anecdote, fable, myth, narrative, saga, story, tale and yarn.

Now study the difference in the usage of these words. They have a similar, but not the same meaning. So, as you learn more synonyms you should also learn the usage of each word in the specific context. The usage of each word is given here:

1. Anecdote: This can be used for any compact narration – spoken or written, true or fictional. This is shorter and briefer than a story or a tale. It can be used for narrating personal experience. The *Mahabharatha* has a number of anecdotes. A novel can also have short anecdotes in between the narration.

2. Fable: A fable is a short story of imagined characters or persons who are believed to have lived in the past. For example, fables of Tenali Ramakrishna, Aesops Fables etc.

3. Myth: A myth is a narrated piece about the doings of gods, heroes and human beings of the past. The myths of a culture are taken very seriously by people as they are woven round the gods of that culture.

4. Narrative: A narrative is the most general term used for any of these synonyms. It can have any form – prose or poetry. It can have any tone – comic, tragic, humorous, serious, formal or informal.

5. Saga: A saga is an extended narrative which combines myth and legend. It too can deal with demigods and heroes. It can be historical or fictional.

6. Story: A story is the narration of events or incidents of somebody’s life. A story is, generally, an imagined account. For the real life, it is used to infer some more meaning. “The story of Lata is very pathetic.”

7. Tale: A tale is also a story; but it is normally used for an exaggerated version of events, told either to deceive or amuse.

8. Yarn: A yarn is an informal word for story. It is used for colourful story or tale. Normally, a yarn is about exaggerated events or of purely imaginary events.

It is important to know as many synonyms as possible for a word. One synonym cannot be substituted as context decides its appropriacy; they have the same meaning or nearly the same meaning. Learning the synonyms can enrich one’s communication skills.

B. Antonyms

Synonyms help the user of a language to use the right word at the right time; it is equally important to learn the words which provide exactly the contrasting meaning for a word to express any idea or thought clearly. Antonyms provide this facility to express exactly what one wants to say. Learn the opposites of some of the words given in the passage above.

exciting X boring, unexciting; fun X boredom, gloom; wonderful X awful, terrible

The words that express opposite meanings are called Antonyms. Antonyms, like Synonyms are words of the same grammatical class – i.e., Nouns, Verbs, Adjectives, Adverbs etc. Some examples are given here:

Noun		Noun		Verb		Verb
comedy	x	tragedy		cry	x	laugh
beginning	x	ending		remembered	x	forgotten
joy	x	sorrow, sadness		help	x	harm
acceptance	x	rejection		accept	x	reject
Adjective		Adjective		Adverb		Adverb

first	x	last	hopefully	x	hopelessly
wiry	x	flashy	forward	x	backward
thin	x	fat	quietly	x	noisily
clean	x	dirty	earlier	x	later

It is always advisable to learn an Antonym of a word along with its Synonyms. Here is a list of some commonly used words for which both synonyms and antonyms are given for a clear idea about them. Some of the antonyms are independent words giving opposite meaning, whereas others are formed with the help of prefixes.

Synonyms	Word	Antonyms
1. customary, habitual, orthodox accustomed	conventional	unconventional, unusual, novel, modern
2. started, commenced, initiated, instituted	began	stopped, finished, completed helpful
3. dangerous, injurious, damaging, impairing, perilous	harmful	pleasant, acceptable, desirable, good
4. bad, disagreeable, distasteful, objectionable	unpleasant	rough, harsh
5. moderate, mild, soothing.	gentle	opponents, antagonists
6. supporters, disciples, partisan	followers	useless
7. strong, useful	effective	defeat
8. victory, triumph	success	satisfied, contented, gratified, pleased
9. discontent, frustrated	dissatisfied	big, large, massive, tremendous
10. traditional	orthodox	ill, sick, sickly, unhealthy, weak, weakly
11. microscopic, small, miniature, minuscule	minute	different, diverse, contrasting unimportant, trivial
12. fit, hale, hearty, robust, sound, vigorous, well	healthy	insignificant, marginal, disbelieved, distrusted
13. alike, similar, parallel, identical	same	incorrect, inexact, wrong, inaccurate, false, erroneous
14. significant, vital, momentous, weighty	important	
15. trusted, confirmed	believed	
16. accurate, exact, precise,	correct	

right, true, appropriate		
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Learning some Synonyms and Antonyms of every new word enriches one's vocabulary.

C. Homophones, Homographs, Homonyms

There is another interesting feature of English language. It is about the similarity and dissimilarity in words and their spelling, sound and meaning. One can always use one's knowledge of one form of the word in learning/guessing the other related forms of the words in a language. One can also try using them in one's own sentences which, in fact, is the best way of consolidating vocabulary. There are three interesting types of words in English; vocabulary gets improved by learning these words. They are: Homographs, Homophones and Homonyms. The prefix "homo-" at the beginning of these three terms hints that there is some similarity among them.

i. Homophones: Phone means sound. These are pairs of words that sound the same, but have distinctly different meanings and different spellings. Understanding homophones is an essential part of mastering the English language, both for vocabulary building and spelling.

Some common examples of homophones, including the words used in a sentence, are as follows:

brake/break: When teaching my daughter how to drive, I told her if she didn't hit the brake in time she would break the car's side mirror.

cell/sell: If you sell drugs, you will get arrested and end up in a prison cell.

cent/scent: I won't spend one cent on a bottle of perfume until I know that I love the scent.

die/dye: If you accidentally drank a bottle of fabric dye, you might die.

flour/flower: To bake a flower-shaped cake, you'll need some flour.

for/four: I purchased four new pairs of shoes for my upcoming vacation.

heal/heel: If the heel breaks on your shoe, you might fall. However, your injuries will heal over time.

hear/here: I wanted to sit here so I could hear the singer performing without any distractions.

hour/our: We have one hour before our appointment with the real estate agent.

idle/idol: Being idle makes me unhappy, but listening to my idol Taylor Swift makes me happy.

knight/night: The knight is on his way to the castle, but traveling at night is very dangerous.

knot/not: I do not know how she learned to tie the knot of the tie.

poor/pour: I pour drinks at a bar every night to the rich; but I m poor.

right/write/rite: The traditional books describe the rites to be performed in the right way.

sea/see: At my beach house, I love to wake up and see the sea.

sole/soul: I need to get a new sole put on my favourite pair of running shoes for jogging which refreshes my soul.

son/sun: My son likes to spend time in the sun.

steal/steel: As auto parts are made of steel, thefts to steal them are many.

tail/tale: The tail of a cat has magical powers in a fairy tale I am reading.

weather/whether: I haven't brought my jacket and the weather looks gloomy.

Note: Some Homophones that can create confusion are given below:

Some of the frequently confused homophones are as follows:

accept/except: Accept is a Verb that means to take or receive. Except is used as a preposition or conjunction to mean but or exclude.

affect/effect: Affect is a Verb (in most cases) and indicates influence. Effect is both a Noun and a verb, and is the result of an action or change.

compliment/complement: Compliment is praise. Complement is completing. **than/then:** Than is a comparative word between adjectives and adverbs. Then is a versatile word used as an Adverb, Noun or Adjective.

to/too/two: To can be a preposition or infinitive when used with a Verb. Too is an Adverb or a synonym for also. Two is used for indicating number.

you're/your: "You're" is a contraction for you are. "Your" is a Pronoun. **principal/principle:** Our Principal is a man of principles.

ii. Homographs: Graph is what is represented visually. So, Homographs are the sets of words that are spelt in the same way; and the pronunciation and meaning are different. There is a whole class of homographs; here are some: **Word** **Meanings**

content happy or satisfied/all that is contained inside something

contract an agreement/to shrink

desert a hot, arid region/to leave

lead to go first with followers behind/a type of metal

live to have life, not dead/broadcast a program, show, speech which is watched or heard

minute 60 seconds or 1/60th of an hour/extremely small

object a thing you can see or touch/ a Noun that receives the action of a Verb/to be opposed to

produce to create or make/fresh fruits and vegetables

project	a plan or proposal/to throw or hurl forward/to cause a shadow or image to fall upon a surface
subject	under some authority or control/to bring under authority or control/to make liable or vulnerable/a topic/the Noun in a sentence about which something is said in the <u>predicate</u>
tear	to rip/a drop of water from the eye
wind	to turn/moving air
wound	turned/an injury

This is just a small sample of some of the homographs in English. There are many more to master. As language learners, it is necessary to keep adding them to the list.

iii. Homonyms: These are pairs of words which are spelt the same and sound the same but possess different meanings. A simple example of a Homonym is the word pen. This can mean both "a holding area for animals" and "a writing tool." Another example is "book" which can mean "something to read" or "the act of making a reservation." In both the cases, the sound and spelling are the same, and only the meaning changes.

Note that some homonyms have more than two meanings. Here are some more:

Word	Meanings
address	to speak to / location
air	oxygen/express
arm	body part / division of a company
band	a musical group / a ring
bark	a tree's out layer / the sound a dog makes
bat	an implement used to hit a ball / a nocturnal flying mammal
bright	very smart or intelligent / filled with light
circular	taking the form of a circle / a store advertisement
current	up to date / flow of water
die	to cease living / a cube marked with numbers one through six
express	something done fast / to show your thoughts by using words
fair	equitable / beautiful
jag	a sharp, jugged object / a crying spree
kind	type / caring
lie	to recline / falsehood
match	to pair like items / a stick for making a flame

mean	average / not nice
pound	unit of weight / to beat
quarry	a site for mining stone / to extract or obtain slowly
ream	a pile of paper / to juice a citrus fruit
ring	a band on a finger / something circular in shape
right	correct / direction opposite of left
rock	a genre of music / a stone
rose	to have gotten up / a flower
spring	a season / coiled metal
stalk	a part of a plant / to follow or harass someone
tender	gentle / offer of money
tire	to grow fatigued / a part of a wheel
well	in good health / a source for water in the ground

The Table given below can be understood as follows:

1. Homographs and Homonyms are identical in spelling; but are pronounced differently.
2. Homonyms and Homographs are identical in spelling; but are pronounced differently.
3. Homophones and Homonyms are identical in pronunciation; but are spelt differently.
4. The meanings and the origins of Homographs, Homonyms and Homophones are totally different. Their relationship is only the common prefix “homo,” meaning “same.”

Feature →	Lexical	Phonological	Semantic	Etymological
Type ↓	Spelling	Sound	Meaning	Origin
Homographs	Yes	no	no	No
Homonyms	yes	yes	no	No
Homophones	no	yes	no	No

The learners of English as a second language, the students of under graduation courses should possess about 2000 English words to make use of English without facing any difficulty. Learning different grammatical forms, their synonyms and antonyms, homographs, homonyms and homophones and the right use helps them to expand their vocabulary for effective use of English.

The best way to own up a word is to use in oral and written communication till it is added to one's active vocabulary.

D. Phrasal Verbs

Phrasal Verbs of English are used by people in day to day life. Actually learning the phrasal verbs improves speaking and writing skills in English. A Phrasal verb is, as the name shows, is a phrase made up of a verb and either a preposition or an adverbial particle. This preposition or the particle changes the shade of the meaning of the verb. Basic verbs such as “bring,” “call,” “do,” “get,” “go,” “make,” “put,” “take” generate a number of phrases with different meanings to be used in various contexts. See how many phrases could be coined with a simple verb “call,” just by changing the adverb particle or preposition. It is interesting to see how the small word added to the verb could

change the meaning completely. See how many different phrases could be formed with “call.”

1. be called – have a particular name
2. call yourself – name a particular type
3. call names – heckle at somebody unpleasantly
4. call collect – make a telephone call to be paid by the receiver
5. call out – to read out names or numbers
6. call up – to ask order someone/ telephone someone
7. call to order – tell someone to obey rules
8. call round – to stop at a spot for a short time
9. call it – agree to a common solution
10. call to mind – remind oneself
11. call back – return the telephone call
12. call by – to stop and visit someone
13. call down – to pray loudly
14. call for – need a particular action
15. call forth – make something usable
16. call in – phone to tell where you are
17. call off – stop something
18. call on/upon – to visit
19. call out – say something loudly

In addition to these phrasal verbs, there are many compound words using the base word “call.”

Some of them are: **call box, calling card, call collect, call letters, call option, call sign** etc.

Hence, it is always beneficial to learn all the words and phrases related to a known word to enhance word power. Particularly, for a second language learner, it helps gain command on the language.

Some Phrasal Verbs are given below:

There are many phrasal verbs in English language often used. The verb in phrasal verbs changes according to whether it is being used in the present, past or continuous tenses, but the meanings of these Phrasal Verbs always stay the same. It is good to write down the meaning of a new phrasal verbs, refer (look back) to them to ensure to remember them and understand their meanings. There are many useful phrasal verbs in English that you can learn every week and have fun using them:

1. **account for** -- Please account for (clarify) the money you have spent for this.
2. **apply for** -- The student applied for a scholarship at her new school.
3. **black out** -- He blacked out (pass out) when he fell over and hit his head.
4. **break down** -- The car broke down (collapsed) on the return journey.
5. **break up** -- Her marriage broke up (to end) after 10 years of torture.
6. **bump into** -- She bumped into (meet unexpectedly) her old school friend.
7. **bring up** -- He was brought up (raised) by his grandparents.
8. **check in** -- He checked into (enrolled) the hotel at 4 pm yesterday.
9. **come across** -- I came across (found) this book in the library.
10. **count on** -- She counted on (relied upon) her brother for help.

E. Idioms

Idiomatic expressions enrich the expression of language and style of expression of the speaker. An idiom is an expression whose meaning is not the usual meaning of its words. For example, “kick the bucket” does not mean mere kicking a bucket; it means dying or passing away. It is a language, dialect or style specific to a linguistic community. There is a variety of idioms that should be mastered systematically to gain command on the language. Idioms could take any type of word such as from names of animals, colours, parts of human body and others. And, unless how they are used is learnt, there is a possibility of misunderstanding them.

General, Animal and Colour Idioms

Some common idioms and their meanings are given below.

i. General Idioms:

at the drop of a hat -- immediately
by leaps and bounds -- very quickly (used with improvement)
drive a hard bargain -- to make a business deal very advantageous for oneself
full steam ahead -- to continue with full commitment
get jump on someone -- to get the advantage over someone by starting early
know something inside out -- to have expert knowledge about something

pie in the sky -- something very hard to achieve, a dream
play something by ear -- to improvise in a situation, react to it as it occurs
put one's nose to the grindstone -- to work hard and put in many hours
sink or swim -- succeed or fail
start from scratch -- to start from the beginning
start up -- a small company that begins to do business, usually in technology
strike it rich -- to become rich, often by creating a new product successfully
stumbling block -- a difficulty or hurdle that stands in the way of success
take the bull by the horns -- to confront a problem and deal with it

ii. Animal Idioms

copycat -- someone who tries to do things like another person or company

dog eat dog -- very competitive

early bird -- someone who takes advantage of a situation before others

elephant in the room -- a problem or controversial issue that is too big to ignore, but that everyone tries to avoid talking about because it is embarrassing or will cause conflict.

one-trick pony -- a person has only one ability or good quality that he/she is known for, and does not have any other abilities.

lion's share -- something that is the biggest part or portion.

pig-headed -- a stupid and stubborn person (close-minded and rigid).

weasel out of some responsibility -- means one who abandons responsibility or commitment in a way that is sneaky or cowardly.

goes to dogs -- something goes bad or deteriorates or of poor-quality.

let sleeping dogs lie -- not to talk about things in the past that might cause problems.

a hawk is a bird of prey -- means small animals are hunted for food.

watching something like a hawk -- watching extremely carefully.

act as a guinea pig -- to allow test to be performed on someone

ahead of the pack -- to be more successful than other people

alley cat -- a stray cat

as awkward as a cow on roller skates-- very awkward

blind as a bat -- totally blind

busy as a beaver -- very busy

clean as a hound's tooth -- very clean

conceited as a barber's cat -- very conceited, vain

as crooked as a dog's hind leg – dishonest

drunk as a skunk - very drunk

as fat as a pig - very fat

as gentle as a lamb- very gentle

as gruff as a bear- gruff, unsociable

as hungry as a bear- very hungry

as innocent as a lamb- having no guilt, naive

as meek as a lamb - quiet, docile, meek

as nervous as a cat - very nervous

as poor as a church mouse - very poor

as quiet as a mouse - very quiet, shy

as scared as a rabbit - very scared

as sick as a dog - very sick

as sly as a fox - smart and clever

as strong as a horse/ox - very strong

as stubborn as a mule - very stubborn

as weak as a kitten - weak, sickly

as wild as a tiger- very wild

back the wrong horse- to support someone or something that cannot or does not win or succeed

iii. **Colour Idioms:**

Colour idioms are everywhere and many of them are used in everyday English. Here are some common colour idioms!

out of the blue – randomly, without warning, surprisingly

green with envy – to be very jealous, envious.

grey area – something that is unclear, undefined

caught red -handed– to catch someone in the act of doing something

green thumb– to be skilled at gardening

black sheep– to be the outcast, odd one out, unlike the others

once in blue moon- very rarely

the red-eye– a late night flight that arrives early in the morning

white lie- a small lie that is told to be polite or avoid hurting someone's feelings

black and blue- bruised and discoloured

Idioms have their origins in the culture of the linguistic community they belong to. The entire meaning of the idiom is different from the meanings of the words in it, the second language learners should carefully learn the meanings and usage of idioms in order to be able to use them correctly and effectively.

Exercises

1. What are the major difficulties faced by Indian students while learning English?
2. Describe the two groups of words which make up the English Language. Give examples
3. What are the elements of a sentence?
4. Classify the different types of sentences with examples.
5. What are the various Syntactic Devices?

Activities

1. Make a tree diagram on the Classification of tenses on a chart with examples.
2. Make two types of chits with half of them having prefixes and the other half having content words. Distribute them and allow the students to search for the corresponding appropriate word in the classroom.
3. Same activity can be carried out by using affixes.

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