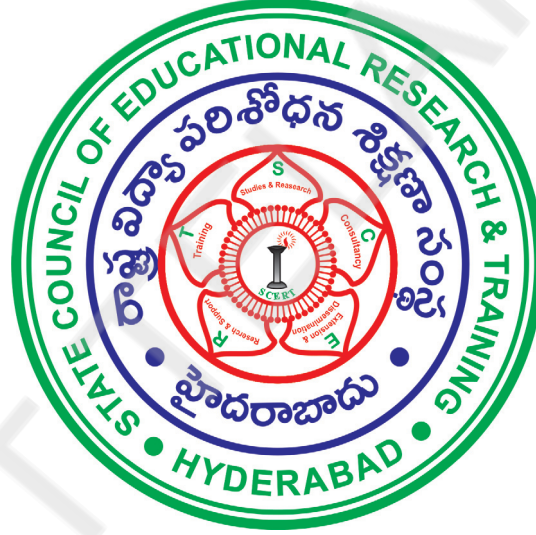# SAMAGRA SHIKSHA ABHIYAN

**5-Day State Level Training Programme
for Secondary School Teachers**

2018-19

COMPENDIUM OF ENGLISH LANGUAGE
ENRICHMENT MATERIAL

STATE COUNCIL OF EDUCATIONAL RESEARCH TRAINING,

HYDERABAD, TELANGANA

Government of Telangana, Hyderabad

PREFACE

The SCERT has initiated Curriculum Framework in 2011. Accordingly, syllabus and textbooks have been revised to cater to the present needs of students. Subsequently, various in-service teacher training programmes have been organized to empower the teachers to meet the expectations of the society. These training programmes have indeed enriched the teaching competencies of teachers by providing them with valid inputs in various academic domains. Teacher handbooks, comprising of various activities have been designed and distributed to the teachers in the State.

The National Achievement Survey-2017 has reflected upon the gaps in teaching-learning process. It has thrown light on certain learning gaps, which have resulted average performance by the learners in some of the Learning Outcomes. It has necessitated this training programme with special emphasis on those language outcomes.

In this context, English Language Enrichment material in has been designed so as to meet the needs of the secondary school English teachers as well as the students in the State. We hope this training material will enable the teachers to take up classroom process effectively. Finally, we appreciate the remarkable efforts undertaken by the SRG members in producing this compendium of English enrichment material.

Happy teaching and learning.

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INDEX

Day-1 : Session-1

NAS 2017 (NATIONAL ACHIEVEMENT SURVEY)

NCERT has been conducting the National Achievement Survey (NAS) since 2001. It has successfully conducted four cycles in Classes 3, 5 and 8 and the 2nd cycle for Class 10 on learning outcomes developed by NCERT.

The major objective of conducting National Achievement Survey is to have a system level reflection of its effectiveness on accurate assessment of the learning outcomes at different stages of education. This can provide important insights as to whether the inputs made into the elementary education system had helped in improving the educational health of the nation.

NAS analysis will facilitate :

- Evidence based planning for ensuring quality in education. As concentrated efforts are being made by the government for bringing in the quality aspects in education, one of the major challenges is to develop competency based learning in the classrooms. This shift in focus needs to be brought about by enabling a competency based learning situation in the classrooms.

- The pedagogical inputs for improving the learning outcome in the districts will also be facilitated by training the State Level Master Trainers (SLMTs), and the District Level Master Trainers (DLMTs). The understanding and implementation of the competency based learning in the classrooms will be supported by the SLMTs, DLMTs

- This entire exercise, which is a child friendly support, is envisaged to bring about a quality improvement in the learning process at the classroom level.

The reports generated through the web application after the conduct of the National Achievement Survey, 2017 is available in the website http://nasslo.ncert.gov.in/.

State level report is available in the website http://www.ncert.nic.in/programmes/NAS/pdf/state/Telangana.pdf

NAS-2017 - Areas of Assessment - Performance of the State

Learning Outcome Class 10

Reading comprehension:

Unseen passages covers different aspects of language; cognitive processes such as location of information, grasping of ideas, interpretation, inference and evaluation were assessed;

(comprehension questions remained the same across states)

Language element:	Grammar was assessed
Districts Above State Average **(38.15)**	
Warangal-urban, Siddipet, Sangareddy, Rangareddy, Peddapalli, Nizamabad, Medchal-Malkajgiri, Karimnagar, Jayashankar-Bhupalapalli, Hyderabad	

Learning Outcome Class 8

Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading.

Average Performance - 53 %

Learning Outcome Class 5

Reads and comprehends independently storybooks, news items/ headlines, advertisements etc.

Average Performance -56%

Reads text with comprehension, locates details and sequence of events.

Average Performance - 57%

LISTENING AND SPEAKING

The art of conversation is the art of hearing as well as of being heard.

-William Hazlitt

If you have heard any audio (via an audio link) and answered the questions related to the audio that means you were able to comprehend the audio you have listened to. Listening to spoken English is an important way of acquiring language. In our classrooms, children get the opportunity to listen to English texts only when it is taught. This is the only way when the learner gets exposure to the target language. However, this exposure is not sufficient. The teacher should think how best s/he can utilize the little time available and plan to provide rich resource. This session focuses on strategies for developing listening and speaking skills.

Introduction:

It's a known thing that vernacular medium students hardly get enough time to listen to various texts that provide rich source of listening. While the time limit is certainly a constraint, lack of attention on the student's part adds to the misery. Who is to be blamed? Don't we need to apply effective listening strategies to improve the concentration of the child in the classroom? It's a known thing that listening is the key towards better communicative skills. That means a rich listening input is essential to make the child communicate using the target language. Though one can't recommend to take up exclusive listening activities, there are certain activities that can focus on listening while dealing with the other language skills in an integrated manner.

Learn to listen:

Learning to listen effectively is a powerful way to build concentration. So, better concentration in turn helps to listen better. When teachers interact in the classroom in English, the learner will be actively engaged in making sense of what they hear and try to generate language to speak.

This session gives a birds-eye view of the authentic listening material in the form of audio, video and model input.

Why Focus on the Listening Skill:

• When exposed to an authentic text for listening, the learner becomes familiar with sounds, intonation and rhythm of English.

- Learner recognizes and understands the language.

- Initially responds non-verbally before they produce something verbally.

- Active listening gives results. We don`t remember things or understand them unless we actually pay attention to them.

- Exposure to language through listening material may familiarize with the meaning-making process than introducing sounds and vocabulary.

Activity 1: MR. Brown's Unlucky Day :

Play the story three times.

https://youtu.be/uzV61QGIVto

While watching the video:

- Concentrate on pronunciation,

- Key words

- Take dictation.

Process:

- Pause the video and ask: What would you do if you're in place of Mr. Brown?

- Mute the video and ask: Narrate the incident.

- Play the audio as well as video and ask the students: Who is the speaker?

Types of listening:

There are two types of listening. They are:

Casual listening: We listen with a particular purpose to find out the required information

- Listen to music while gardening

- Listen to news while working in the hall.

Focused Listening: We listen to a particular purpose and to find out the required information.

- Listen to cricket commentary.

- Listen to election results.

If a facilitator thinks that lack of concentration is the main issue that is hindering the listening and speaking process, s/he needs to relook into the strategies s/he is using in the classroom. Besides classroom interactions related to the pictures given or the text from the textbook, the facilitator needs to use a variety of audio - visual aids to attract the learners.

Activity 2:

Open the following link and listen the audio. Try to answer the following questions.

https://www.youtube.com/watch?v=d9dqU-EDDps

- What is the audio?

- Have you ever heard such audio in your daily life?

- Are you able to follow the audio at first hearing? Why / why not?

- Does this kind of audios have any role in listening skill classroom transaction?

- How such audios are helpful to the learners? Suggest some other audios.

Approaches to listening:

Listening is necessary to develop the speaking skill. Listening prepares the students to understand the language spoken naturally at a normal pace. There are three approaches to listening:

- **Interactive**

- **Non-interactive**

- **Self-talk**

Interactive:

- Listening to message

- Doing something as a consequence

Non-interactive:

- Listening and retaining the message.

- Conversations overheard

- Announcements, recorded messages etc..

Self-talk:

- Internal thinking and reasoning carried out.

- Students imitate and memorize.

Listening strategies

Here are some strategies for improving your listening skills:

- Practice listening for the gist or main purpose.

- Reduce listening barriers.

- Listen for specific details such as problems.

- Listen for speaker bias.

- Make assumptions and predictions.

- Listen to many different accents.

- Listen with noise in the background. Learn to "tune out" other sounds.

- If you ask a question, listen for the answer.

- Practice summarizing and paraphrasing.

- Ask questions you think you know the answer to.

- Recognize pauses and false starts.

- Create your own questions.

- Find English music that you enjoy listening to.

Activity 3:

(Group Activity) Open the following link and watch the video carefully.

https://www.youtube.com/watch?v=SljQC04Q1OY

- What kind of text is it?

- What is it about?

- Summarize the video.

- Are you able to connect with the topic while watching the video?

- Will this video useful in classroom transaction for developing the speaking skill?

- How will you use such videos in classroom transaction?

Learning to speak:

Many students may feel comfortable with English grammar but find themselves at a loss when it comes to speaking in English. In reality, speaking in English is a skill that comes only by practice in real-life situations. The only way to develop fluency in speaking is by exposing the learner to a variety of listening inputs and then giving ample opportunities to speak.

Speaking skills are basically are of two areas:

1. **Interactive:** suggested

   - Ability to interact like 'ask and answer'

   - Ability to converse.

2. **Productive:**

   - Ability to produce language like storytelling, description....

It's important to develop both the areas for effective speaking.

Speaking skill:

Listening and speaking go hand in hand in a classroom scenario. Therefore, it isn't advised to take up listening and speaking activities in an isolated manner. However, focus on the speaking skills following the strategies meant to promote the speaking skill will yield richer output.

There are many ways to promote oral skills in the class room like discussions, speeches, role-plays, conversations, debates, expressing opinions etc.

A few tips for teachers to improve students listening and speaking skills:

- Reduce teacher talk in the classroom

- Give simple and clear instructions

- Ask questions to know if the learners understood the instructions or not

- Ask other students to answer a student`s question

- Increase student's talking time.

- Ask other students to answer a student`s question

- Show pictures related to the topic and elicit students` response.

- Avoid yes/no questions.

- Never correct the learner when s/he is expressing something in speech.

Activities for transacting activities related to listening & speaking skills:

Learning to listen to each other carefully can build the learners' ability and confidence in real-life situations, when they need to focus both on listening and speaking. Here are a few activities to improve the learners' concentration.

- **Predicting and Understanding the Gist:**

  It helps the learners to first predict and then understand the gist of the story. They are involved in the listening process non-consciously.

  Display some pictures of a story and ask the students make a prediction working in pairs. Teacher agrees or denies the prediction. Student interacts within the pair and concludes the story.

- **Dual dictation:**

  Select a topic. Ask students to get into pairs and prepare a dialogue related to the topic. When student A is speaking, student B should record it. When they have finished the conversation, they should check what each other has recorded. It works well for theme based conversations and role-plays.

- **Story telling:**

  In this activity, teacher has to start a story related to a context, with an idea as the beginning and then each student in the classroom adds one idea to the story in turn. Teacher can also use pictures as clues to complete the story.

- **Question:**

  Ask 'why' as often as possible, to give students more opportunities to explain their ideas.

- **Dreams:**

  All of us like to talk about our ambitions and dreams as we have (class IX English, Unit 2). This activity is an open-ended speaking activity. Visuals can be used as input in the early stages. Ex: Display pictures/play video of some professionals and ask…

Look at the given picture or video and say:

  i.   What would you like to become?

  ii.   Where would you like to go?

  iii. What would you like to do?

- **Story telling:**

  An audio is played or a read out of story is done for students. Ask questions not only about the context but also other things as mood, attitude and social status to introduce new vocabulary.

Video links for improving listening and speaking skills:

The following activities are suggested to develop learners` competences in listening and speaking.

Activity 4:

Open the following link to watch the video of storytelling "Two silly Goats" a short story.

https://youtu.be/hjNcMeip-14

Process: Watch the video and observe the expressions, intonation, gestures, body language of the story teller.

- Ask the students to retell the story individually. Observe the voice modulation of the learner.

- Pause the video and ask the learner to work in pairs on conversation between the goats.

- **Group work:** Prepare a script and enact the story of "Two silly Goats"

Classroom transaction:

- Take "The Dear Departed" text of class 10 and workout for listening speaking skill.

- Ask the participants to prepare questionnaire to elicit summary of the one-act-play.

- Prepare a classroom transaction for story telling of "The Dear Departed"

Activity 5:

Open the following link to watch the video of VOA Learning: "Where are you from?" It's a source of learning interview. It contains three different interviews of tourists.

http://learningenglish.voanews.com/a/....

Process:

- Pause the video and ask: What's the video about?

- Play the audio and ask: repeat the questions asked there in the video.

- Pair work: ask learners to take role of interviewer and interviewee and repeat the act.

Classroom transaction:

- Take the task of "The Duck and Kangaroo" from class 9 and prepare a listening skill activity.

- Task: Prepare classroom transaction as per the above mentioned activity.

Activity 6:

Open the following link to listen an audio describing people.

http://Learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describibg-people

This audio is about describing a person.

Process:

- Play the audio with a quick pause.

- Repeat the audio with a pause.

- Pause the video and ask questions.

  1) Who is on the bench?

  2) Who is that girl?

  3) How many brothers does the speaker have?

  4) Who is the speaker`s brother?

  5) How is the girl?

  6) How old are they?

- **Pair work:**
  - Ask the learners to take the role of the person who is describing.
  - Ask them to repeat the talk heard.
  - Ask the learner to describe the person.

Classroom transaction:

- How will you prepare your learners to describe a person?

- Take any character of class 6 to 10 and describe the person.

Activity 7: Display the picture.

Process:

- Predicting the conversation.

- Ask :
  - Why do you think they gathered there?
  - Have you ever seen such gathering in our locality?
  - What do you think they are discussing?
  - What kind of gathering is it?

- **Group work:**
  - Divide the class into small groups and ask them to prepare a passage
  - Ask them to speak a few lines on the topic.(accept students prediction

Classroom Transaction:

- Take a task of discussing on social issues given in our text books.

The teaching-learning strategies used by a facilitator may vary from the strategies used by another. But, it's important to understand that all the language skills are equally important and they need to be transacted in an integrated manner. We need to focus more on the area in which the learners are facing difficulties. The above suggested strategies and activities will help the learner to acquire the language in meaningful situations created in the classroom.

Remember:

- A facilitator must be acquainted with different strategies of listening and speaking to address the learner's individual needs.

- Teachers need the confidence to teach speaking and listening.

Day-1 : Session-3 & 4
UNDERSTANDING READING - STRATEGIES / PROCESSES

Reading should not be presented to children as a chore, a duty. It should be offered as a gift.

- Kate DiCamillo

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is giving meaning to symbols, pictures and letters. In this process a reader associates the sounds with the letters of the alphabet in a meaningful context. We can also say that a reader comprehends the script. It is also a process of getting the message of the written text. Reading is a meaning making process. **It is a kind of interaction where a reader interacts with the text.** While understanding a text or getting the meaning of the text, a reader relates the written information to the previous experiences or information. It means that the experience of the writer interacts with the readers. Reading involves visualising and re-constructing the writer's ideas in the reader's mind.

Adults read with a purpose. Children also read but with a different purpose. The purpose of reading may be put under three broad categories. They are:

Life Skills - one reads instructions, indications, and medical prescriptions.

For pleasure - stories, poems, dramas etc.

For exams & study purpose - textbooks, journals, study materials, guides etc.

Reading involves understanding the meaning of the text and assessment of the text. A reader expresses his/her understanding of the text either using pictures, maps, tables, graphs etc or through writing (answering questions, summary, description etc). While reading a written text (not pictures, graphs etc), a reader reorganizes the information and compares the present texts with other texts. S/he separates the facts described in a text from opinions expressed. A reader tries to understand the writer's intention.

What do we read?

- Novels short stories, essays, diaries, anecdotes, plays.
- Poems, Rhymes.
- Letters, telegrams, notes.
- Newspapers and magazines (articles, headlines, weather forecast, classified ads, etc).
- Accounts, summaries, business letters.
- Manuals, textbooks.
- Recipes.
- Ads, travel brochures, catalogue.
- Rules for games, puzzles.
- Instructions, directions, menus, pricelists, tickets.
- Cartoons.
- Time-tables, maps.
- Telephone directories, dictionaries.

How do we read?

Reading involves understanding the meaning and assessment of the text. A reader responds to a text both verbally and non-verbally. The non-verbal response is expressed using illustrations, mapping the information, comparing texts, using gestures, symbols, pictures etc. While responding to the text verbally, a reader reorganizes the information, compares the present texts with the other texts etc. A reader separates the facts described in a text from the opinion expressed. A reader also tries to understand the writer's intention.

- A reader employs different ways of reading depending on the purpose of reading.

- Quickly runs his/her eyes over a text to get the gist.

- Scans through a text to find specific information.

- Reads to get every detail of the text.

Generally reading involves the following stages :

Survey

Question

Read

Recall

Review

The reader first surveys the text, questions the text, reads the text to get the answer, recalls what s/he has read about the same topic and compares the earlier information with the information available in the present text. In other words, the reader reviews the text.

Now take a look at the example.

'Songs and Games for children'

What can be expected to be present in the book?. Undoubtedly it contains songs and games meant for children. The process involved here is guessing or building expectations based on the information available.

"The ultimate objective of reading is comprehension or the reconstruction of meaning"

A variety of skills are involved in reading (refer: John Mumby's Communicative Syllabus Design):

- Recognizing the script of a language.

- Guessing the meaning from the context.

- Understanding the underlying functions of the sentences.

- Understanding the relationships between the parts of a text using linkers.

- Identifying the main point in a text.

- Selecting, extracting relevant points from a text.

- Transcoding information from verbal to non verbal (pictures, graphs) and vice versa.

- Varying speed according to the purpose of reading (speed and comprehension)

To enhance reading, we need to include a range of comprehension strategies. Comprehension strategies can be defined as the 'mental processes' that good readers use to understand text. These strategies need to be explicitly employed towards developing independent readers who engage meaningfully with text.

The process of comprehension begins before we start to 'read' and continues even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to many strategies they use to make meaning while 'reading'. By dividing instruction into pre-reading, while reading and post-reading, teachers can design activities for each stage to improve student's comprehension. This in turn provides opportunities for teachers to demonstrate strategies that readers can use at each stage (Pardo, 2004).

Strategies should be introduced and mastered individually. However, over a period of time, the child should imbibe a repertoire of strategies which they can independently use while reading. For this reason, comprehension strategies should be developed from the early stages of the primary classes across a range of genres and modalities. Children need opportunities to practice and consolidate these strategies in a cross curricular manner.

List of Reading Strategies

Reading Strategies	Description
Predicting	Helps to activate prior knowledge based on clues in text (Pictures, subtitles, etc.)
Connecting	Connecting prior knowledge to new information
Comparing	Thinking more specifically about connections they are making, e.g. How is this different from...?
Inferring	Taking information from a text and creating their interpretations beyond the literary level.
Synthesising	Piecing information together as students read a text, to keep track of what is happening
Creating Images	Creating sensory images to assist with overall comprehension of a text
Self-questioning	Providing a framework for active learning as students engage with the text to find answers
Skimming	Glancing quickly through material to gain an overall view of text
Scanning	Glancing through a text to locate specific details, e.g. names, dates etc.
Determining Importance	Prioritising most important information from phrase, sentence, paragraph, chapter or whole text
Summarising and Paraphrasing	Reducing larger texts to focus on important elements Re-stating/re-writing text in own words to capture the main focus
Re-Reading	Creating opportunities for deeper understanding, word identification and developing fluency

Reading Strategies	Description
Reading On	Skipping unfamiliar word(s) and reading on to provide sufficient context to determine unknown word/phrase
Adjusting Reading Rate	Adjusting rate where appropriate, e.g. slowing down to comprehend new information, or speeding up to scan for key words
Sounding Out	Using knowledge of letter-sound relationship to decode unknown words
Chunking	Breaking up a reading material into manageable group of words/phrases
Using Analogy	Transferring what they know about familiar words to help them identify unfamiliar words
Consulting a Reference	Using a dictionary, thesaurus, reference chart or glossary to help find word meanings/pronunciations

(Adapted from First Steps Reading Resource Book)

The repertoire of strategies recommended varies. The diagram below places these strategies into 3 levels, ranging from the lower order literal type to the higher order evaluative type.

Evaluative

Synthesising

Determining Importance

Summarising and Paraphrasing

Self Questioning

Inferential

Connecting

Comparing

Inferring

Predicting

Literal

Creating Images

Skimming

Scanning

Self QuestioninG

It is recommended that comprehension strategies are taught using the gradual release of responsibility model (Person and Gallagher, 1983.

Gradual Release of Responsibility

- First, the teacher explicitly describes the comprehension strategy about to be taught and states why good readers use this strategy when reading.

- The teacher explicitly models the strategy by demonstrating and thinking aloud while the children observe the strategy in action.

- Following this, the teacher continues to model the strategy and invites the children to contribute their ideas

- Next, the children engage in collaborative of the strategy through guided practice where the teacher gradually releases responsibility for the strategy to the children through scaffolding instruction and facilitation

- Finally, the children engage in independent use of the strategy in subsequent lessons.

Day-2 : Session-1 & 2

UNDERSTANDING THE NATURE & PURPOSE OF QUESTIONING

Teaching is the art of asking questions

- Socrates

There is no second opinion to the fact that questioning is an integral part of teaching-learning transactional process in a classroom. The facilitator must be aware of the nature of questions and be well equipped with the different types of questions s/he needs to use in a classroom scenario.

Nature of Questioning:

Questioning is an art in itself and the nature of questioning is to initiate an interaction in the form of an answer. A question is a sentence and also is the answer. According to John Dewey, *"Questioning is a way of evoking stimulating response or stultifying inquiry. It is, in essence, the very core of teaching."* This quote better explains the nature of questioning. The quality of a question depends on the purpose.

The purpose of asking questions:

- To check and build on the prior knowledge of the learner

- To interact, create interest and challenge the learner

- To focus thinking on key concepts and issues

Two Broad Categories:

1. **Questioning for Low Level Thinking Skills**

    a. Application

    b. Understanding

    c. Knowledge

    Types of questions in this category:

    a. Closed and Direct questions

    b. Summarising and Reflecting Questions

    c. Clarifying and Guessing Questions

    d. Recall and Process Questions

2. **Questioning for High Level Thinking Skills**

   a.   Evaluation

   b.   Synthesis

   c.   Analysis

Types of questions in this category

   a.   Open Questions

   b.   Probing Questions

   c.   Cognitive Questions (for problem-solving, learning skills, critical thinking)

   d.   Evaluative and Provocative Questions

Key words used for questioning the low-level thinking skills	Key words used for questioning the high-level thinking skills
What, where, who, when, which, memorise, define, identify, repeat, recall, state, write, list, name, describe, distinguish, explain, interpret, predict, recognize, summarize, tell, label etc.	How, why, where might, where may, apply, compare, contrast, demonstrate, examine, relate, solve & use, analyse, differentiate, asses, distinguish, infer, research, create, design, develop, formulate, plan, integrate, organize, critique, determine, construct, justify, evaluate, judge, measure & recommend etc.

Besides the above-mentioned types of questions, we have also have different forms of question types.

   1.   Wh- Questions

   2.   Yes/No Questions

   3.   Alternate Questions

   4.   Question Tags

Activity 1: Read the following story and frame...

   a.   Closed & direct questions

   b.   Open questions

1. The Jackal And The Drum

A hungry jackal set out in search of food and ended up at an abandoned battlefield whence he heard loud and strange sounds. Scared, he thought, "I must disappear from here before the man who is making these sounds gets me." After a while he told himself, "I must not run away like that. Let me find out what really the sounds are and who is making them because whether it is fear or happiness one must know its cause. Such a person will never regret his actions. So, let me first look for the source of these noises."

Warily, the jackal marched in the direction of the sounds and found a drum there. It was this drum, which was sending the sounds whenever the branches of the tree above brushed against it. Relieved, the jackal began playing the drum and thought that there could be food inside it. The jackal entered the drum by piercing its side. He was disappointed to find no food in it. Yet he consoled himself saying that he rid himself of the fear of sound.


Activity 2:

Read the following story and also read the different types of questions given under the passage. Categorize them into low level thinking skills (3 types) and high level thinking skills (4 types)
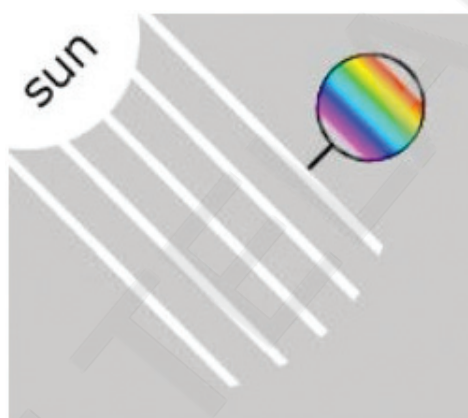
2. How Are Rainbows Formed?

Sunlight is composed of light of varying wavelengths. Short wavelength light appears blue, violet and indigo, and long wavelength light appears red, orange and yellow. When sunlight enters a raindrop in the air, the light splits into a multitude of colors. This light then reflects off the back of the raindrop and re-emerges in the direction in which the light first entered. The light emerging from many raindrops creates a rainbow. Read on for a more detailed explanation.

Fact 1 : Light travels in waves. The light's wavelength determines its perceived color. Short wavelength light, for example, appears blue, and long wavelength light appears red.
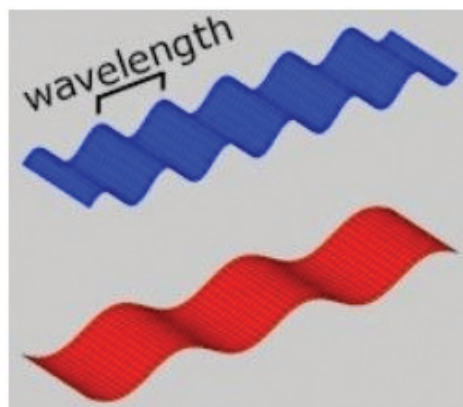
Fact 2 : Sunlight is composed of light of many wavelengths. In the range that we can see, this includes the colors of the rainbow.

Fact 3 : When light enters water it bends (refracts). The amount of bending depends on the wavelength of light. As a result, the light splits into its component colors.
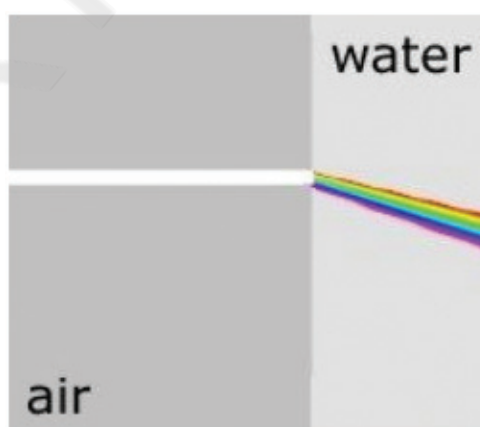
How Are Rainbows Formed?

When a ray of sunlight enters a raindrop it bends (refracts). The light then strikes the back of the raindrop, where some of the light passes through and some is reflected. As the light exits the raindrop, it is refracted again. The angle at which the light emerges depends on the wavelength of light. This path is illustrated in the small box below, where only the bending of two wavelengths (blue and red) are shown.

Consider now the diagram on the left. The sun is behind you (white rays) and there is rain in front of you (black dots). As the sunlight enters each raindrop, the light is refracted and reflected as described above. Because the sun is so far away, the rays of sunlight are nearly parallel to one another. As a result, the angle between the red line and each ray of sunlight striking a raindrop on that line will be the same. So, the light that reaches your eye along this ray will be of the same wavelength (color). The same is true for the yellow, blue and intermediate lines corresponding to each color of the rainbow.

Consider now the diagram on the right which explains why the colors of a rainbow form an arc. The angle between the incoming rays of sunlight (white) and all of the red lines, forming a circular cone, have the same angle. As a result, the light that reaches your eye along these lines have the same wavelength (color). The same is true for each band of the rainbow.
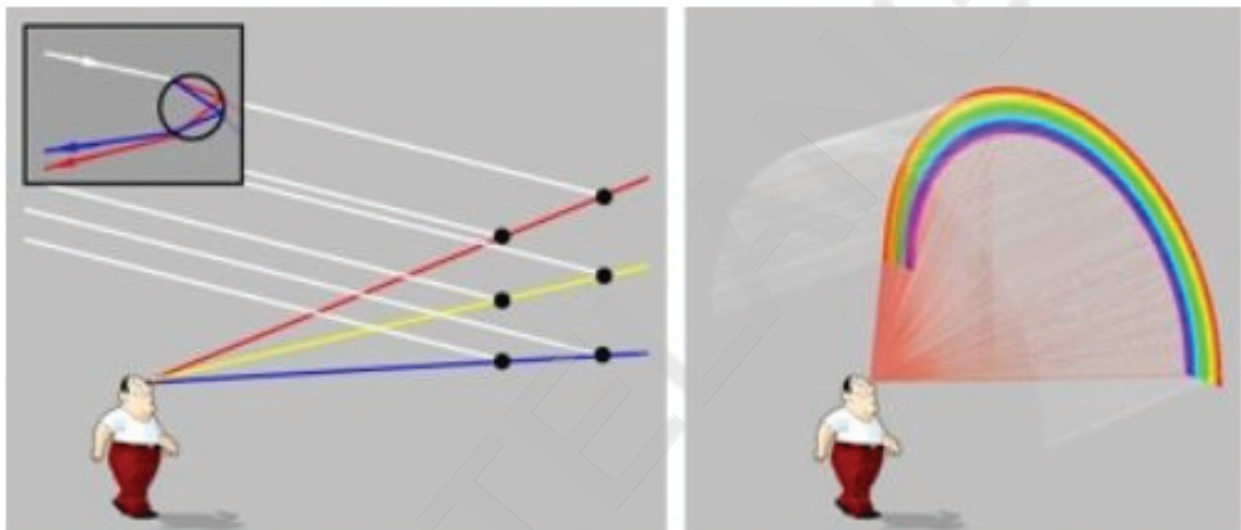
The reason that rainbows are somewhat rare is that you will only see them when there is rain in front of you and somewhat in the distance, and the sun is behind you and fairly low on the horizon.

Read the passage and answer the following questions

1.   1. What is the sunlight composed of?

    A.   light of varying intensity

    B.   light of varying wavelengths

    C.   light traveling at different speeds

    D.   light of a single color

2. What does the author explain in the first paragraph of the text?

    A. why rain causes light to split into separate colors

    B. how a rainbow is formed

    C. how light travels

    D. why rainbows are shaped like an arc

3. What can you conclude based on this evidence?

    "Sunlight is composed of light of varying wavelengths. [...] When light enters water, it bends (refracts). The amount of bending depends on the wavelength of light. As a result, the light splits into its component colors."

    What can you conclude based on this evidence?

    A. Each wavelength of light bends the same amount when it enters water.

    B. When light enters water, its wavelength is altered.

    C. Each component color of light has a different wavelength.

    D. The component colors of light all have the same wavelength.

4. When would you be most likely to see a rainbow?

    A. in the evening on a cloudy, rainy day

    B. at noon on a partly cloudy day

    C. in the morning on a bright, sunny day

    D. in the evening on a partly rainy, partly sunny day

5. What is the main idea of this text?

    A. The colors of a rainbow form an arc because of the angles at which light of different wavelengths reaches your eye.

    B. Rainbows form when sunlight enters raindrops, splits into different color components, and then re-emerges from the raindrops.

    C. You will only see rainbows when there is rain in front of you and somewhat in the distance, and the sun is behind you and fairly low on the horizon.

    D. Sunlight is composed of light of varying wavelengths. Short wavelength light appears blue, and long wavelength light appears red.

6. Why do you think the author chose listing the facts 1, 2 and 3 separately, instead of describing them in one paragraph?

   A. to make the explanation of how rainbows form seem more complicated

   B. to indicate that these facts do not affect the way rainbows form

   C. to show that these facts are not related to each other in any way

   D. to emphasize the importance of these facts to the way rainbows form

7. Choose the answer that best completes the sentence below.

   Light's wavelength determines its perceived color; _____, short wavelength light appears blue.

   A. however

   B. similarly

   C. initially

   D. for instance

8. When light enters water, it bends. What does the amount of bending depend on?

9. For a rainbow to form, sunlight needs to enter and then re-emerge from raindrops.

10. Describe what happens to the light between when it first enters a raindrop and when it comes out of the raindrop. Support your answer with evidence from the text.

11. Why might you only see a rainbow when rain is in front of you? Support your answer with evidence from the text and images.

Activity 3: Read the following write up and frame...

   a. Clarifying and Guessing Questions

   b. Cognitive Questions

3. Louis Braille

Have you ever noticed when you step into an elevator that next to the buttons showing the floor numbers, there are small plates with a series of raised dots and bumps? Did you ever wonder what those bumps and dots mean and why they are there? When you run your fingers over those plates, you feel the ridges. When blind people touch them, they read the floor numbers. In a grid of six bumps, with two across and three down, a configuration of two raised bumps across the top and one down on the right side is the number 4; one dot on the top left side and two across the middle is the number 8.

Who invented this elaborate setup of bumps and dots that comprise an entire alphabet and numerical system that allows blind people to read with their fingers? Was it a distinguished scientist, or a brilliant author, or perhaps a famous artist?

Actually, this system, which is called braille, was created by a blind 12-year-old French boy and was named for him. Louis was not always blind. He became blind by accident. Louis Braille was born on January 4, 1809 in a small country village near Paris called Coupvray. His father was a leather worker who made harnesses and other leather goods. One day, when he was just three years old, Louis was in his father's leather workshop. Like many young children, Louis enjoyed imitating his father. He was fiddling with an awl, a small tool with a round wooden handle and a sharp, pointed metal tip that is used to punch holes in leather. While he was playing, the awl slipped and poked Louis in the eye. A doctor treated the wound as best he could and patched the eye. But the eye became infected, and the infection spread to the other eye. Within a short time, young Louis was totally blind in both eyes.

In those days, many blind people became beggars or performers in sideshows. But Louis's parents refused to allow their son's disability to get in the way of his studies or his life. Louis attended school like his brothers and sisters, relying on his creativity, intelligence, and drive to overcome obstacles. To help him navigate the village, his father made him canes. The local priest taught him to use his other senses to learn: his hearing to distinguish the calls of different birds, and his sense of smell to identify different plants and flowers. Louis was one of the brightest students in his school.

In 1819, at age 10, Louis earned a scholarship to attend the Royal Institute for Blind Youth in Paris, the first school in the world devoted to blind children. For Louis, going to the school meant leaving his family and the village he knew well, where he felt safe. But Louis and his family knew the school offered him the best opportunity to get an education and lead a successful life. There he excelled in studying history, math, science, and grammar, but he proved especially gifted at music. Louis became an accomplished pianist and organist. He even got a paid job as an organist, playing in a small church near the institute.

The students at the school learned most of their subjects by listening to lessons. But there were a few books that the school's founder, a man named Valentin Hauy, had developed by printed raised, or embossed, letters. Reading that way was slow, and the books were large and heavy. But they were the only books available then for blind people. Louis Braille began to wonder: wasn't there a better way to allow blind people to read?

One day Louis learned about the work of a former French army captain named Charles Barbier.

Captain Barbier had invented something called "night writing," a code of 12 raised dots and dashes that allowed soldiers to communicate with one another at night without using lights that would alert the enemy to their location. The soldiers could "feel" the messages with their fingers, and keep safe.

The code turned out to be too complex for the soldiers, but it inspired Louis Braille. Louis simplified the system, reduced the series of dots from twelve to six and eliminated the dashes. By the time he was 20, Louis published his first alphabet for the blind, a system he continued to work on and perfect.

And how did Louis create the dots he used in his revolutionary new system? He used an awl. The very tool that caused his blindness became the instrument that brought the opportunity for reading to Louis and generations of blind people to this day.

The world was slow to accept Louis Braille's innovation. Indeed, during his lifetime, his method was not widely accepted. Louis Braille died at the young age of 43 from tuberculosis, a devastating respiratory disease. He was buried in his home village of Coupvray.

In time, Braille's method became accepted around the world. "Braille" alphabets were created in languages spanning the globe. Today, we find them not only on elevator plates, but also on computers and cell phones. And the name Louis Braille stands for innovation, courage, and determination.

Activity 4: Read the following poem and frame...

a.   Recall and Process Questions

b.   Evaluative and Provocative Questions

4. Be Thankful

Be thankful that you don't already have everything you desire.

If you did, what would there be to look forward to?

Be thankful when you don't know something,

for it gives you the opportunity to learn.

Be thankful for the difficult times.

During those times you grow.

Be thankful for your limitations,

because they give you opportunities for improvement.

Be thankful for each new challenge,

because it will build your strength and character.

Be thankful for your mistakes.

They will teach you valuable lessons.

Be thankful when you're tired and weary,

because it means you've made a difference.

It's easy to be thankful for the good things.

A life of rich fulfillment comes to those who

are also thankful for the setbacks.

Gratitude can turn a negative into a positive.

Find a way to be thankful for your troubles,

and they can become your blessings

Activity 5: Read the following and frame...

a.   As many questions as possible related to low level thinking skills.

b.   As many questions as possible related to high level thinking skills.

5. Showing Data on a Graph

Data is information that you collect. One way to collect data is by asking questions. This is called a survey. Surveys can be written or spoken. When you have collected your data, you can display it on a graph. A graph shows a picture of the information you collected. Sometimes you can use a picture to represent, or stand for, something else. One common way to display data is on a bar graph. This is a graph of the results of an ice cream survey.
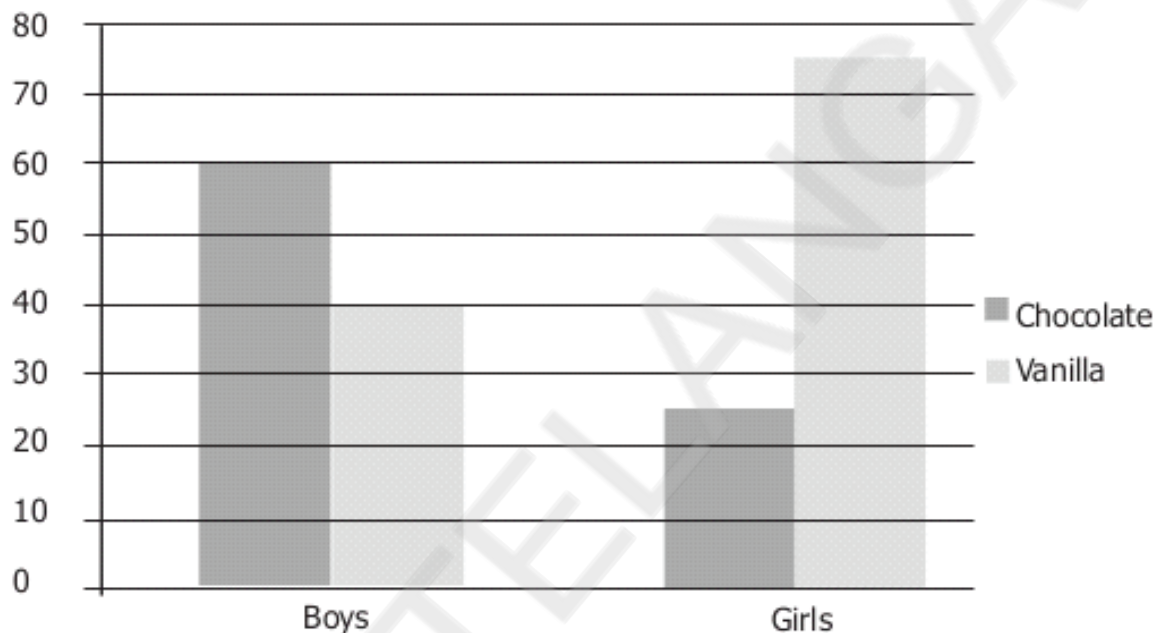
It shows the favorite ice cream flavors of 200 children.

Day-2 : Session-3 & 4
ANALYSIS OF DISCOURSES

Introduction:

We need to follow a method to analyze discourses and practice it in the classroom scenario.

Steps involved in the analysis of discourse :

1) Identifying the genre.

2) Giving a title.

3) Indicators.

4) Identifying discourse markers.

5) Refining the discourse.

6) Assigning tasks on the same genre from the textbook.

7) Expressing views.

Questions we need to ask after assigning the the discourse task.

1) What is the genre of the given text?

2) What title would you like to suggest?

3) What are the indicators of the given text?

4) Identify the discourse markers in the given Text?

5) How can we refine the given genre into a better one?

6) Suggest a new task on the same genre using the contexts from our text books

7) Is analysis of discourse useful in our Classroom transaction? Discuss?

Read the following text and work in groups to answer the above questions:

1) Yahichi, owner of a rice store, came to the court of Ooka, a wise judge of old Japan. He told Ooka that each night some of his rice disappeared. Judge Ooka asked," can your guard be trusted?"

Absolutely, Lord Ooka," Yahichi said. "The guard is Chagoro. He has been with my family for seventy-five years. Also, I stood guard myself with Chagoro these last two nights, and the rice disappeared all the same." "In that case I will watch with you tonight," Ooka said.

That evening Ooka made his way to Yahichi's rice store. He was sure that both Yahichi and Chagoro had fallen asleep and allowed the thief to enter. It was not long before he discovered that he was right. Within an hour both men were fast asleep. Ooka smiled.

A little past midnight, Ooka heard a slight sound and looked out of the window. He saw Gonta, a poor man who had been out of work for some time. Although Ooka had recognized the thief, Gonta had not recognized the judge.

Ooka pretended that he, too, was a thief." Let me help you, "he told Gonta. "We thieves must help each other." Gonta thanked him gratefully, and Ooka picked up a bag of rice and handed it to him.

"This is too much," said Gonta. "I want only a few handfuls." Ooka was amazed. "But if you are going to steal, you may as well take a large amount. After all, you will be punished as much for stealing a single grain as you would for a whole bag."

"That would be dishonest," Gonta replied. "I take just enough to feed my family for a single day. I hope I will find work and not have to teal any more. If I do work I will return all the rice I have taken. He took the amount of rice he needed for his family and gave the bag back to the astonished judge. Thanking Ooka once more, Gonta disappeared into the darkness. Ooka did not try to stop him.

When the shopkeeper and his guard awoke, Ooka told them what happened, "But why did you let the thief go?" Yahichi asked. "Gonta is surely a thief," Ooka replied. "But I am certain that he is an honest one, for he refused to steal more than what he needed."

"But Lord Ooka, how can a man be a thief and honest at the same time?" "I would never have believed it possible, but it is so." Ooka said. "It is the duty of a judge to punish wickedness and reward goodness. In this case we find the same man both wicked and good, so we cannot treat him as any ordinary thief."

But, Lord Ooka…."

"I have decided. Tomorrow I will see that Gonta finds work that is enough to feed this family and still leave him enough to pay back the stolen rice. We will see if he keeps his promise."

The next day Ooka found some work for Gonta. As the judge said, each night Gonta returned some rice to the shop. When the honest thief slipped fearfully into the rice shop for the last time, he was shocked to find the following message from Ooka:" you must pay back ten percent more as interest. Honesty is the best policy."

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2) Swachh Bharat Abhiyan is a Clean India drive and Mission launched as a national campaign by the Indian Government in order to covering the 4041 statutory towns aiming maintained cleanliness of streets, roads and infrastructure of the country. Indian Prime Minister, Narendra Modi has officially launched this mission on 2nd of October (the birth anniversary of the Mahatma Gandhi) in 2014 at the Rajghat, New Delhi (cremation of Bapu). While launching the event Prime Minister himself had cleaned the road. It is the biggest cleanliness drive ever in India when approximately 3 million government employees including students from schools and colleges took part in the cleanliness activities.

On the day of launch of the event PM himself has nominated the name of nine people to participate in the cleanliness drive in their own areas. Schools and colleges have participated in the event by organizing many cleanliness activities according to their own themes. Students of India participated in this event. PM had also requested to all those nine nominees to call another nine people separately to participate in this cleanliness drive as well as continue the chain of calling nine people by each and every participated candidate of the mission until the message reach to the every Indian in every corner of the country to make it a national mission.

This mission aimed to join each and every Indian people from all walks of life by making the structure of branching of a tree. Swachh Bharat mission aimed to construct individual sanitary latrines for household purposes for the people living under poverty line, converting dry latrines into low-cost sanitary latrines, provide facility of hand pumping, safe and secure bathing, set up sanitary marts, construct drains, disposal of solid and liquid wastes, enhance health and education awareness, provide household and environmental sanitation facilities and many more.

Earlier many awareness programmes (such as Total Sanitation Campaign, Nirmal Bharat Abhiyan, etc) about the environmental sanitation and personal cleanliness were launched by the Indian government however could not be so effective to make India a clean India. The main objectives of Swachh Bharat Abhiyan are removing the trend of open defecation, changing insanitary toilets into pour flush toilets, removal of manual scavenging, proper disposal of solid and liquid wastes, bring behavioral changes among people, enhance awareness about sanitation, facilitating the participation of private sectors towards cleanliness facilities.

First nine nominated people by the PM of this abhiyan are Salman Khan, Anil Ambani, Kamal Hassan, comedian Kapil Sharma, Priyanka Chopra, Baba Ramdev, Sachin Tendulkar, Shashi Tharoor and team of Taarak Mehta Ka Ooltah Chashmah (a most famous TV series). Indian film actor Aamir Khan was invited to come on the date of launching of the mission. There are various brand ambassadors who have been chosen by the PM to initiate and promote the abhiyan of Swachh Bharat in various fields. He had also nominated some other people (Akhilesh Yadav, Swami Rambhadracharya, Mohammad Kaif, Manoj Tiwari, Deviprasad Dwivedi, Manu Sharma, Kailash Kher, Raju Srivastava, Suresh Raina) on 8th of November in 2014 and (Sourav Ganguly, Kiran Bedi, Padmanabha Acharya, Sonal Mansingh, Ramoji Rao, etc) on 25th of December in 2014.

To ensure cleanliness in the official buildings of UP, chewing paan, gutka and other tobacco products has been banned by the chief minister of Uttar Pradesh.

Other programmes like Swachh Bharat Run, Swachh Bharat apps, Real-time monitoring system, Swachh Bharat short film, Swachh Bharat Nepal - Swasth Bharat Nepal Abhiyan and so many has been initiated and implemented to actively support the purpose of the mission. In order to continue and make this campaign successful, Finance Ministry of India has started a programme named Swachh Bharat cess. According to this, everyone has to pay .5% more service tax on all the services in India (50 paise per 100 rupees) which will go to this cleanliness campaign.

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3) I don't know where to begin. But first of all, thanks to God for whom we all are equal and thanks to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good wishes cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.

I would like to thank my nurses, doctors and all the staff of the hospitals that have helped me gets better and recover my strength. I fully support Mr. Ban Ki-moon the Secretary-General in his Global Education First Initiative and the work of the UN Special Envoy Mr. Gordon Brown. And I thank them both for the leadership they continue to give. They continue to inspire all of us to action.

Do remember one thing. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand.... one girl among many. I speak - not for myself, but for all girls and boys.

I rise up my voice - not so that I can shout, but so that those without a voice can be heard...........I want education for the sons and the daughters of all the extremists. The wise saying, "The pen is mightier than sword" was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female

teachers and polio workers in Khyber Pukhtoon Khwa and FATA. That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society. Peace is necessary for education. In many parts of the world wars and conflicts stop children to go to their schools. We are tired of these wars. Women and children are suffering in many parts of the world in many ways. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labor and are forced to get married at early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

Today I am focusing on women's rights and girls' education because they are suffering the most. Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world. Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness. We must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one book can change the world.

Education is the only solution. Education First.

Thank you everyone.

<div align="center">***</div>

4) On this day in 2004, an earthquake under the Indian Ocean caused a massive tsunami to strike southern Asia, eventually claiming the lives of over 230,000 people.

The earthquake, measuring at least 9.1 on the Richter scale, occurred at 7.58am local time off the west coast of Indonesia. It is now believed to have lifted the sea floor by as much as 10 metres, displacing hundreds of cubic kilometres of sea water away from its epicentre.

The resulting tsunami formed waves as high as 100ft, which travelled at speeds of up to 500mph before slowing as they slammed into the surrounding land masses.

Whole towns and settlements were washed away by the force of the water. It led to the deaths of an estimated 230,000 people in 13 countries - and more than 128,000 in hardest-hit Indonesia, alone. With tens of thousands more injured, and having caused the displacement of over two million people in the region from their homes, the tsunami is considered the most devastating ever recorded - while the earthquake which caused it was the third largest since measurements began.

A massive international campaign for humanitarian aid began in the immediate aftermath. Six months after the disaster about £7 billion had been pledged from around the world, with UK citizens donating

roughly £330 million - a much larger figure than the British government. Despite this, the effects of the disaster continue to be felt. While local economies are beginning to win the struggle to recover, the environmental damage, and no less the emotional impact on those who survived, remains harder to quantify.

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5) A.P.J. Abdul Kalam, in full Avul Pakir Jainulabdeen Abdul Kalam, (born October 15, 1931, Rameswaram, India-died July 27, 2015, Shillong), Indian scientist and politician who played a leading role in the development of India's missile and nuclear weapons programs. He was president of India from 2002 to 2007.

Kalam earned a degree in aeronautical engineering from the Madras Institute of Technology and in 1958 joined the Defence Research and Development Organisation (DRDO). He soon moved to the Indian Space Research Organisation, where he was project director of the SLV-III, India's first indigenously designed and produced satellite launch vehicle. Rejoining DRDO in 1982, Kalam planned the program that produced a number of successful missiles, which helped earned him the nickname "Missile Man."

From 1992 to 1997 Kalam was scientific adviser to the defense minister, and he later served as principal scientific adviser (1999-2001) to the government with the rank of cabinet minister. His prominent role in the country's 1998 nuclear weapons tests established Kalam as a national hero, although the tests caused great concern in the international community. In 1998 Kalam put forward a countrywide plan called Technology Vision 2020, which he described as a road map for transforming India from a less-developed to a developed society in 20 years. The plan called for, among other measures, increasing agricultural productivity, emphasizing technology as a vehicle for economic growth, and widening access to health care and education.

In 2002 India's ruling National Democratic Alliance (NDA) put forward Kalam to succeed outgoing President Kocheril Raman Narayanan. Kalam was nominated by the Hindu nationalist (Hindutva) NDA even though he was Muslim, and his stature and popular appeal were such that even the main opposition party, the Indian National Congress, also proposed his candidacy. Kalam easily won the election and was sworn in as India's 11th president, a largely ceremonial post, in July 2002. He remained committed to using science and technology to transform India into a developed country. In 2007 Kalam left office and was succeeded by Pratibha Patil, the country's first woman president.

Kalam wrote several books, including an autobiography, *Wings of Fire (1999)*. Among his numerous awards were two of the country's highest honours, the Padma Vibhushan (1990) and the Bharat Ratna (1997).

1. Graphic Organiser

OPTIMISTIC

POSITIVE

LEVEL-HEADED

SMART

SOCIABLE

TRUSTING

GENEROUS

VALIANT

BRAVE

RELIABLE

NICK VUJICIC

BOLD

CONFIDENT

DETERMINATION

CREATIVE

THEIST

COURAGEOUS

PERSEVARANCE

INDEPENDENT

HUMOUROUS

DEPENDENT

2. Graphic Organiser

Trait 1 BRAVE AND COURAGOUS

Proof, page # X-3
Plays football, golf, swims and surfs, despite having no limbs.

Proof, page # X-4
at 18 months- courage to learn swimming

Trait 2 SMART

Proof, page # X-5
beautiful eyes / beauty of my eyes

Proof, page # X-6
a motivational speaker

Character NICK

Trait 3 HUMOUR

Proof, page # X-3
"I call it my chicken drumstick," joked Nick.

Proof, page # X-5
I decided to a 360 in the car seat to freak her out.

BOOK OUR ENGLISH. WORLD - ENGLISH - X

3. Graphic Organiser

HAPPY LIFE

1.

STORY : PEACE AND HARMONY

CHARACTERS: ANIMALS & THE MOON

SETTING : THE FOREST

- THE MOON / SADHU KILLED THE JACKEL

4.

- JACKEL ENTERED
- DISTURBANCE TO
2. HAPPY LIFE

CLASS : VI , ENGLISH

- THE MOON CAME DOWN
- TALKED TO ALL
3. THE ANIMALS
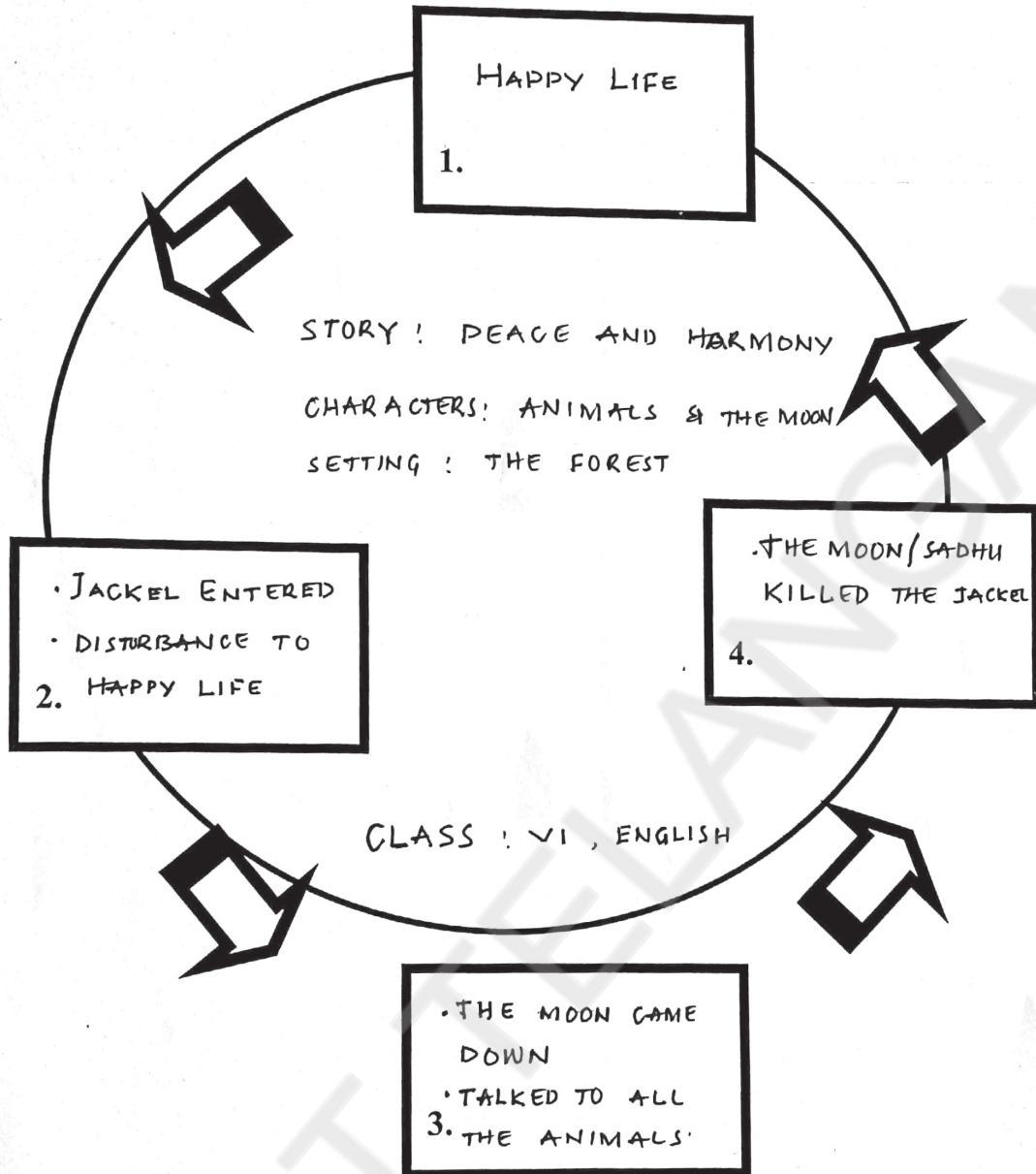
Story Cycle

4. Graphic Organiser

Topic : _____

_____

_____

What are four great questions that could show how much we understand about this topic?

Initial Understanding

Developing An Interpretation

Making Connections

Critical Stance

Generating Questions

5. Graphic Organiser

Concept 1

Concept 2

HOW ALIKE?

HOW DIFFERENT?

With Regard To

Compare and Contrast

6. Graphic Organiser

Feelings

Description

Character

Behavior

Personality Traits

Character Map

7. Graphic Organiser

Title	Main Character(s)	Strengths	Weaknesses	Outcome
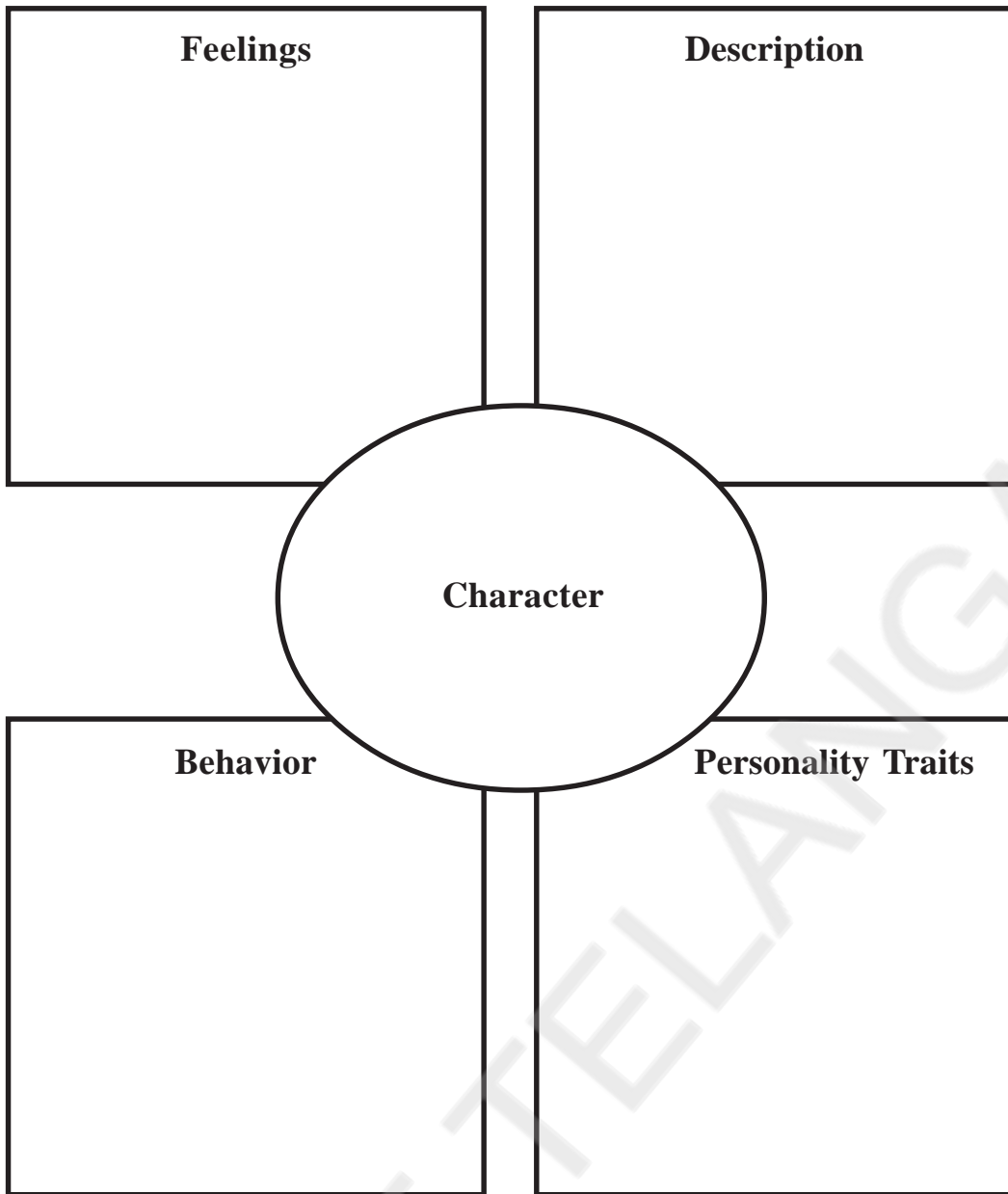
Character Organizer

8. Graphic Organiser

Characters (Who)	Setting (Where?)
First	
Problem	
Solution	
Summary:	

Plot Summary Graphic

9. Graphic Organiser

Sequencing
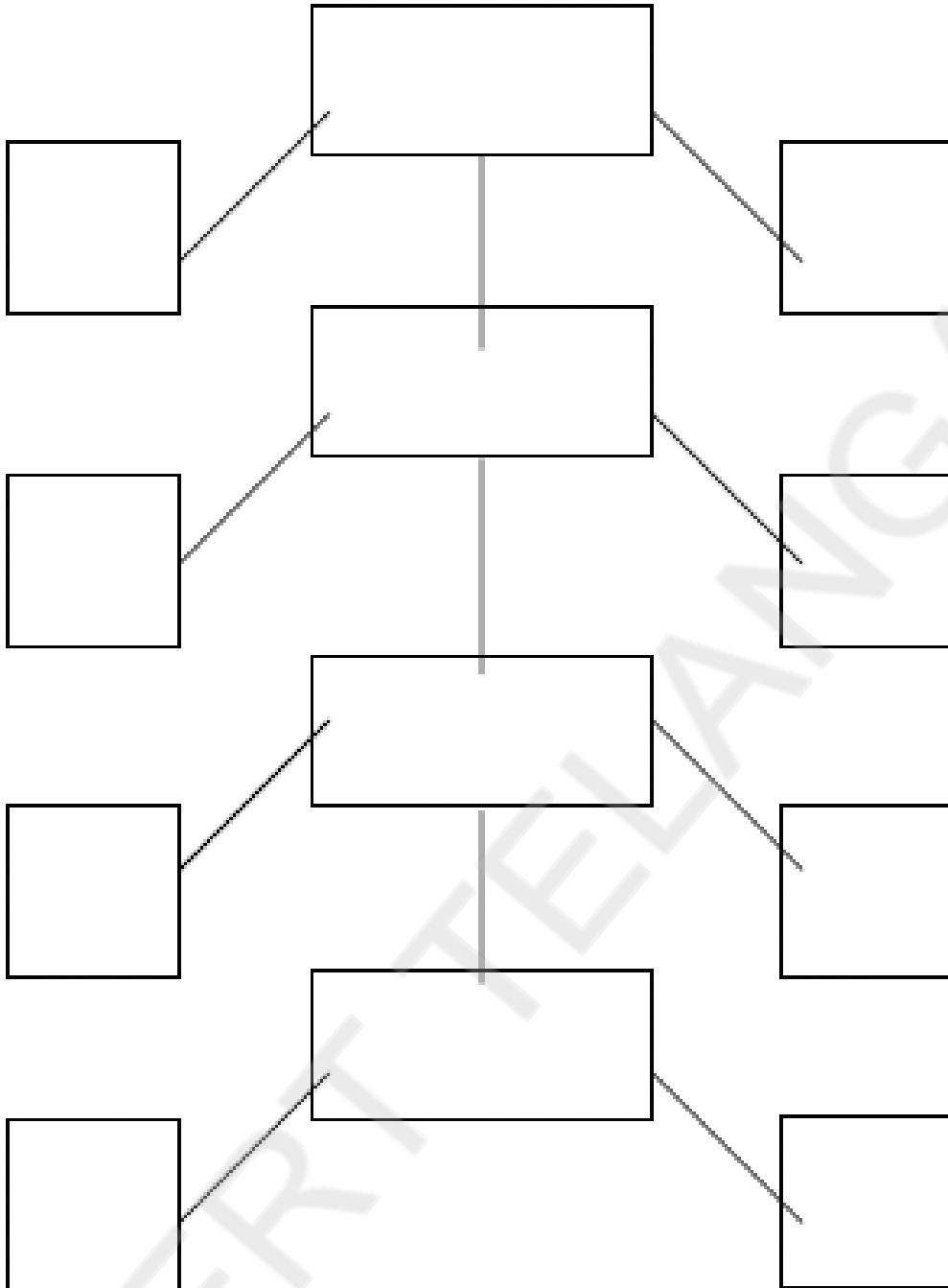
Day-3 : Session-3
LEARNING TO READ

Action Research

Learn to read:

Activity:

Questions :

- What do you see in the picture?

- Who are they?

- What are they doing?

- Can you imagine what happened there?

A picture is worth a thousand words, isn't it?

In the primary classes, the early reading activities are mostly based on picture-interaction, i.e., picture reading. However, after the primary education we expect learners to read simple texts in English. Few students in my school are not able to read the texts in English. I wanted to find out why they are failing to read the text in English. I also wanted to know the different reasons and factors that influence their learning. During this exploration, I have taken the opinions of the teachers working in the same context.

Study on :

Why some students in our class are not able to read a text in English?

Further study on :

- What different factors are affecting their learning?

- According to the students' opinions, what are the reasons for their problem?

- According to the teachers' opinions, what are the reasons for the learners' problem?

- Why can't they read fluently?

A teacher`s reflection :

I work in government secondary school run by Telangana state government. Media of instruction are Telugu and English. The students who participated in this action research are from Telugu medium background. Most of them are labelled that they can't learn (non-achievers), so they are neglected. Their confidence level is also very low and fixed their mindset that they can't learn English. Initially, I have taken two sections, class 8 and class 9 students. Due to lack of time, I dropped the idea of going with the two classes and worked only with class 9 students. I will work with class 8 students when they come to me next academic year. I worked on action research.

I created an online collaboration wall using Padlet to take the opinion of the teachers.

Here is a link to my survey: https://padlet.com/vinayadharraju/strugglingreaders

Certain questions to teachers :

- What do teachers think about this problem?
- " What pressing problems are they facing while handling the struggling readers?

Teachers' voice: Below are the responses of some teachers:

- Students don't have reading material other than textbook to get proper exposure to the reading materials.
- They were not properly motivated.
- Forty five minutes time is not sufficient to address the individual needs.
- Students don't know how to pronounce the words.
- Lack of exposure to reading material.
- No purpose for reading.
- They are not being engaged meaningfully.
- Teacher is busy in completing syllabus.
- Lack of ample opportunities for reading.
- Text has too many unknown words.
- Topic selected or chosen is unfamiliar to them.

Students` opinion :

- When do you learn better?
- How do you learn better?
- List two reasons for not being able to read the text.
- What might be the main reason for not being able to read the text on your own?
- How can we overcome that problem?

Student's Voice : Here are their responses :

- Our Teachers didn't encourage us to read.
- Didn't study in English medium (most of them are from Telugu medium).
- Didn't understand English.
- I didn't try from my childhood.
- I didn't try at my home.
- I didn't read during leisure time or periods.
- I didn't follow the teacher's instructions.

Interesting observation:

Teachers complained about students' behaviour but students never complained about their teachers' teaching or behaviour.

Learn to Read: There are many teaching methods that can help struggling readers. They are…..

Reading strategies….

1. **Peer Tutoring:**
   - Pair work: I asked the students to sit in pairs and read the stories together.
   - Helping each other
   - Underlined the words and prepared a list of words that they can't read.
   - Reading together (collaborative reading)
   - Whenever they couldn't read the words together, I helped them to read the text.

2. **Integrate technology**
   - Used stories with subtitles: Stories with subtitle helps them to listen and read the text together.
   - Asked them listen and read
   - Listen and write
   - Read and write
   - Comprehensible input
   - Meaning making
   - Recorded their reading using mobile phones i.e. audio files
   - <u>BookBox Stories link</u>

3. **Story Books**
   - Used library books
   - Indian stories: Indian stories created an interest among the students. Most of the teachers expressed the opinion that lesson in the textbook are not interesting.
   - Used stories with pictures for comprehensible input.
   - Engage them by assigning tasks like picturing (visual representation through painting, photography and drawing).
   - Creating posters.

4. **Visualising and drawing:**

   I encouraged the students to draw the characters in the story and created a bubble to write the dialogues, this activity helps them to comprehend the given story without of the teacher's help.

5. **Running Dictation**

   Divided the students into two groups
   - 1) Reading group   2) Writing group
   - Asked them to stand in different corners
   - Reader will read the text and runs to dictate the text to other group.
   - This activity helped the students to avoid monotony in the classroom. They enjoyed and repeatedly asked me to conduct this activity.

6. **Learning is transferable**

- Child can transfer his learning to new situations. Almost all the children are able to apply their knowledge to read the text form their textbooks.
- Used their previous knowledge and skills in new situations.
- Audio files
- Link 1
- Link 2
- Link 3
- E-Portfolio link

Findings and What I learned.....

- No shortcut to language learning… it is a continuous process
- Reading is a complex process...it involves continuous efforts from the teacher and students.
- We can't visualize when and how child learn to read a language

  No one will give you a solution to your own classroom problem
- Try…. try…. try... until you get a solution.
- Sharing and networking leads to continuous professional development.
- Create your own personalized learning network.
- Don't teach about the language teach the language.
- Teaching is a profession not a job.
- Don't provide information. Give them real use of language i.e learning experience.
- Doing mistakes is also a kind of learning. Encourage them to do mistakes so that they can learn better..
- Engaging them meaningfully will strengthen their learning.
- Every child has the ability to learn, the teachers role is to find out how and when do they learn better.

References:

E-Portfolio Link https://drive.google.com/drive/folders/1AoMcjI5I572-ZguJ31Ilo7Vcuy4ar2hi?usp=sharing

Explore Action Research Handbook

https://englishagenda.britishcouncil.org/sites/default/files/attachments/30510_bc_explore_actions_handbook_online_aw.pdf

Day-3 : Session-4
VOCABULARY & GRAMMAR

Introduction:

"Words, once they are printed, have a life of their own."

- Carol Burnett

Going by the dictionary definition, vocabulary is the body of words used in a particular language. It's the fundamental tool to communicate in a language. Learning a second language involves many challenges and acquiring an extensive vocabulary for effective communication is one of them. It's very important to integrate the classroom transactional process using vocabulary building strategies.

Vocabulary Development: Using various vocabulary development strategies, the facilitator can widen the vocabulary of the learners. But, these strategies shouldn't be used in isolation. Widening one's vocabulary in meaningful contexts is the key for vocabulary development. Most of the vocabulary development takes place during the early phases of learning a language.

Can you guess what could be the most effective strategy to develop one's vocabulary? It's reading books.

Importance of Vocabulary:

Being rich in vocabulary of a language…

- Gives the ability to express better

- Helps the child to understand what others are saying

- Helps in understanding the reading text better

- Strengthens the child's ability to grasp ideas quickly & think logically

- Uplifts the child's ability to persuade

- Helps the child to gain confidence and impress others

Experiencing words prior to reading texts will not permanently address vocabulary and grammar difficulties for students.

Vocabulary:

There are different models of addressing the vocabulary and grammar issues in the classroom scenario.

Let's see into some common practices (vocabulary):

1. Giving the meanings of new words and then taking up the reading process.

2. Reading the text and explaining the meaning of the new words.

    A. Reading

    B. Glossary

    C. Explaining the meaning of new words.

    D. Make the children write own sentences using the new words.

3. Teaching words in isolation without a context followed by dictation.

4. Using a variety of vocabulary exercises without a pre-reading context.

5. Habit of using the dictionary to know the meaning of a random word and trying to memorize the spelling and definition of the word.

6. Learning a new word by repeating the word again and again.

*A new word is acquired after many encounters with the word in several meaningful contexts.*

Think About the Below Practices:

7. Reading process followed by strategic instruction.

    A. Suggested Reading Process (DOP)

        a. Interaction

        b. Pre-reading process

        c. While reading process

        d. Post reading process

    B. Reading the text aloud and then making a connection with the tentative meaning of the new word and finally arriving at the exact meaning of the word. (To make connection with new words, conceptual understanding of the reading passage is important).

        a. Questioning (asking about the new/target word)

        b. Providing a synonym (provide a known word)

        c. Providing examples (how the target word is related to other words)

        d. Using Pictures (pointing at the illustrations and connecting the target word)

        e. Using facial expressions, sounds and actions

        f. Building on the student's responses

        g. Dictionary

        h. Repeating the target/new word in various other contexts.

        i. Other strategies of instruction you may have chanced upon or invented/ practiced.

    C. Providing supportive-texts for further clarity on the new words.

    D. Word mapping (new/target word).

        Ex: - wrath

        wrath = extreme anger

        1. Can you tell the occasions when you would face the wrath of your elders?
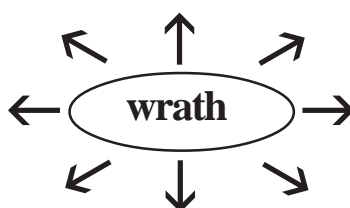
Activity 1:

Read the following passage:

When he arrived unexpectedly at his home in the countryside in his office car and got down at the gate, his mother, who was lying in an armchair on the veranda, made a futile attempt to get up.

'Kamala, there is somebody at the gate,' she said, 'somebody is in a car.'

Kamala, her eldest daughter, a widow, who was sitting huddled up on the thinna on the veranda, her head and ears covered with a thin bath towel, got up reluctantly, walked slowly to the gate and screwing up her eyes peered into the darkness.

The tentative list of the new words & phrases from the above reading passage is:

unexpectedly, futile, huddled, reluctantly, screwing up, peered

Prepare a model for the transaction of the above mentioned new words using multiple strategies of instruction (questioning, providing examples, providing synonyms, illustrations etc.). You may use only one or multiple strategies of instruction.

Components of the Group work:

A. Reading Process as suggested by DOP method

B. Making a connection with the tentative meaning of a word & arriving at the final meaning using different strategies of instruction.

C. Providing supportive texts

D. Word mapping.

Group Presentations and followed by Discussion after every presentation.

Sum Up:

Building vocabulary cannot be segregated from the reading process and needs to be taken up during the reading process. However, the teacher must use various strategies of instruction to make the student understand the meaning of a target word so that the student can make use of the target word in speech and writing.

***

Grammar:

Introduction:

Grammar is the logic of speech, even as logic is the grammar of reason.

- Richard C. Trench

Grammar is the whole system and structure of a language which includes syntax, morphology, phonology and semantics. In general, we say it is like the rule book of a language. In the traditional contexts, grammar was taught first and then vocabulary. Nowadays, we are talking about intelligible English and communicative English. In this scenario, meaning has acquired paramount importance and thus, it is vocabulary & grammar, now. Nevertheless, one must not ignore that they are interconnected.

Grammar Development:

There are many beliefs in existence that give grammar priority over other components of a language. However, one must understand that language is a totality of all the components and accepting the supremacy of grammar over other components of the language will hinder the language learning process.

Importance of Grammar:

Speaking or writing grammatically correct sentences will…

a.   Helps in clear communication

b.   Develops fluency in a language

c.   Boosts the confidence of the learner

d.   Helps the learner to make a positive impression

e.   Make it easier to understand the purpose of the message communicated

Traditional Methods of Teaching Grammar:

Though there are many ways of teaching grammar, the two common methods we've been using since ages were…

a.   Deductive method (Grammar rule — Examples)

b.   Inductive method (Examples —— Grammar Rule)

Questions to ponder:

1.   What is the good thing about the inductive method? And why is it not one among the suggested method for teaching grammar?

2.   Do you think deductive method is a better option? Why? Are there any disadvantages in this method? If yes, what are they?

3.   What different approaches of Grammar are we employing in our classroom transactional process?

4.   What was the process that was suggested to rectify grammar issues in English?

Our Constructivist Approach to Grammar Teaching:

1.   After a rich reading experience, the learner is asked to go back to the text and read certain sentences, again. Then, observe certain similar patterns in those sentences.

2.   Then the teacher applies the inductive method to arrive at a common grammar rule though we aren't stating it in the form of a grammar rule.

3.   Later, when students come up with their writings, teachers take up the editing process and try to make the child realize and correct his/her grammatical errors.

4.   Teacher's version can be aimed at the particular grammar part taken up in that particular unit.

Activity 2:

Read the following. The below is the manuscript of the group work produced by students during the post reading process (The Tattered Blanket).
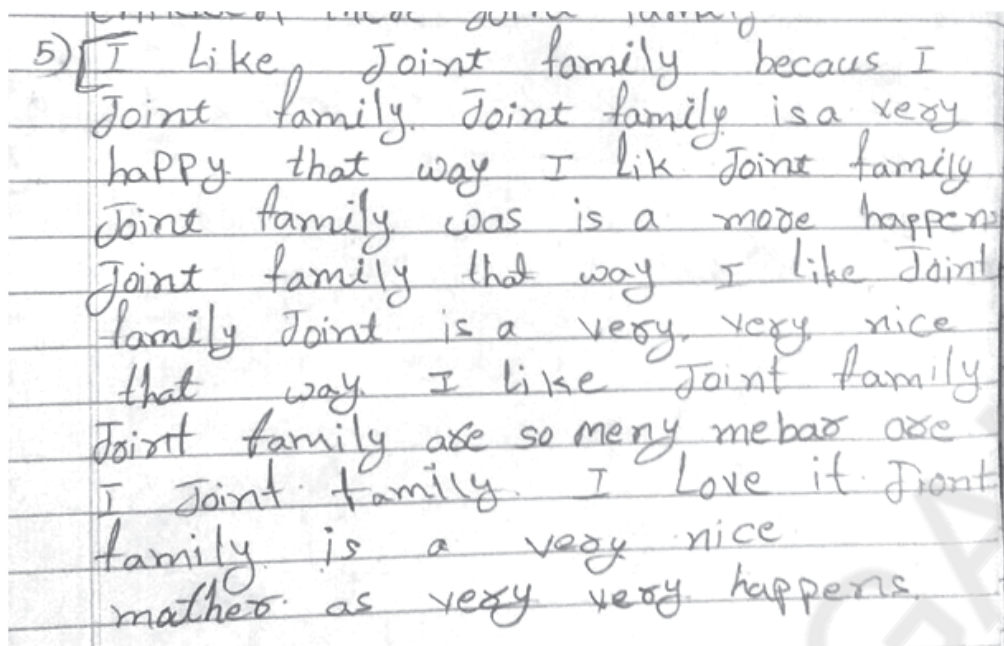
I Like joint family because I Joint family. Joint family is a very happy that way I lik Joint family Joint family was a more happeness Joint family that way I like Joint family Joint is a very very nice that way I Like Joint family Joint family are so meny mebar are I Joint family I Love it. Joint family is a very nice mather as very very happens

- Identify the errors.

- What are the different grammatical errors that need to be addressed?

- Write the questions the teacher needs to ask and try to rectify the errors through negotiation.

- Write the teacher's version and discuss the importance of preparing a teacher's version.

Editing:

1. Discourse Level Editing

   ▪ Thematic Editing: Ask appropriate questions to make sure that the children understood the theme.

   ▪ Discourse features

2. Syntactic Editing (Sentence level editing) – word order, using excess words or missing words

   ▪ "Excess words: The boys are ate banana.

     Ask the question- What is the extra word that is to be removed from the sentence?

   ▪ "Missing word:

     The boys banana.

     One word is missing in sentence, what is it?

     What do you do with the banana?

3. Morphological Editing Aspects:

    ▪ Children commit errors in three areas- progressive, perfective and passive.

      The boys is playing. (Is it 'is' or 'are'?)

      Which sentence makes sense- The boys are playing? Or the boys is playing?

      The story was write by a boy.

    ▪ Error in PNG (Person, Number and Gender)

    ▪ Subject and verb agreement in person, number and gender.

      I is not hungry.

      The boys is playing football.

      She smiled at himself.

      Ask them to give other forms of the word so that they identify their mistakes and correct them.

    ▪ Errors in affixes(Prefixes and suffixes)

      Ex: unproper for improper - for this ask them to check with dictionary.

4. Editing related to Conventions/ Punctuations Spelling

Sum up:

Experiencing words prior to reading texts will not permanently address vocabulary and grammar difficulties for students. Teaching vocabulary and grammar along with rich reading input is believed to be the key.

Day-4 : Session-1
READING - LITERARY SKILLS

Introduction: After completing the secondary schooling, many of the learners are entering colleges with few comprehension skills. Hence, it is necessary for the learners to acquire concrete reading skills in their secondary school days so that it would help in the transitional phase from school to college. Developing literary reading skills in the secondary classes is highly recommended to address this issue.

Why is it important to read literary texts in the English language classes and develop literary reading skills?

- Literary texts are authentic and culturally valued material

- They expand learners' awareness of the language both at usage level (knowledge of linguistic rules) and use level (use rules to communicate effectively).

- They expand learners' vocabulary

- They give opportunity for the learner to become receptive to different cultures.

- They develop learners' interpretative skills.

- They motivate the learners to express themselves creatively.

- Learners who are reading literary texts have access to vast and diverse range of human experience, understand human relationships and understand themselves better.

- Literary texts motivate them to become enthusiastic learners.

Literary Texts - 1

Instruction: Read the texts given below and jot down your thoughts & questions, anything interesting or striking (a phrase, a rhetoric etc.).

Task: Comment on the two texts that have the same theme but belong to different genres.

Text-1.1 :

You ask, what is our policy? I will say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark and lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: victory; victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival. Let that be realized; no survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge and impulse of the ages, that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, "Come then, let us go forward together with our united strength."

Winston Churchill - May 13, 1940

Text -1.2

What makes a nation's pillars high

And its foundations strong?

What makes it mighty to defy

The foes that round it throng?

It is not gold. Its kingdoms grand

Go down in battle shock;

Its shafts are laid on sinking sand,

Not on abiding rock.

Is it the sword? Ask the red dust

Of empires passed away;

The blood has turned their stones to rust,

Their glory to decay.

And is it pride? Ah, that bright crown

Has seemed to nations sweet;

But God has struck its luster down

In ashes at his feet.

Not gold but only men can make

A people great and strong;

Men who for truth and honor's sake

Stand fast and suffer long.

Brave men who work while others sleep,

Who dare while others fly...

They build a nation's pillars deep

And lift them to the sky.

-R.W. Emerson

Now comment on the two texts. While reading them, what strategies do we adopt? What literary elements do we find in them?

You have read two different texts.

- Discuss the thematic similarity
- Despite the thematic similarity, the execution of the theme was different? How?

a. What ideas or questions come to your mind after reading the two texts?

b. Do you agree or disagree with the opinions expressed in the above texts?

c. What do you think is the theme common to both the texts?

d. Was there anything about the style, organization or wording/phrasing of the literary texts that made an impression on you?

Literary Texts-2

There is a common belief that literature is always confined within a rigid framework. On the contrary, literature is quite free from syntax, free from conventional language expressions and not bound by language rules.

Study the poem. List the words/phrases that sound odd to you.

Observe:

- Syntax - Is the text free from the conventional syntax?

- Non-English Expressions

- Is it bound by conventional language expressions?

'Goodbye Party for Miss. Pushpa T.S.'

Friends,

our dear sister

is departing for foreign

in two three days,

and

we are meeting today

to wish her bon voyage.

You are all knowing, friends,

What sweetness is in Miss Pushpa.

I don't mean only external sweetness

but internal sweetness.

Miss Pushpa is smiling and smiling

even for no reason but simply because

she is feeling.

Miss Pushpa is coming

from very high family.

Her father was renowned advocate

in Bulsar or Surat,

I am not remembering now which place.

Surat? Ah, yes,

once only I stayed in Surat

with family members

of my uncle's very old friendhis

wife was cooking nicely…

that was long time ago.

Coming back to Miss Pushpa

she is most popular lady

with men also and ladies also.

Whenever I asked her to do anything,

she was saying, 'Just now only

I will do it.' That is showing

good spirit. I am always

appreciating the good spirit.

Pushpa Miss is never saying no.

Whatever I or anybody is asking

she is always saying yes,

and today she is going

to improve her prospect

and we are wishing her bon voyage.

Now I ask other speakers to speak

and afterwards Miss Pushpa

will do summing up.

1. Goodbye party ————— farewell party

2. Miss Pushpa T.S ————— Miss Pushpa/ Ms. Pushpa……..

Literary Texts-3

English language literature is replete with poetic works of acclaimed writers from Old English Literature period to 21st century literature.

The literary skills help in understanding the literary devices employed by the poet in his/her poem and in analyzing a poem for conscious understanding of the inner meaning and appreciation of the poetic work.

How to analyze a poem:

- Read the poem

- Understand the literal meaning and theme of the poem

- Understanding the title of the poem

- Tone of the poem

- Structure

- Sound and rhythm

- Language and imagery

The various literary elements like imagery, symbols, structure, sound and rhythm, various figures of speech, tone and mood of the poem etc combine to create that magical & musical impact on the reader.

Task: Read the poem and analyze it.

The School Boy

I love to rise in a summer morn,

When the birds sing on every tree;

The distant huntsman winds his horn,

And the skylark sings with me:

O what sweet company!

But to go to school in a summer morn,

O it drives all joy away!

Under a cruel eye outworn,

The little ones spend the day

In sighing and dismay.

Ah then at times I drooping sit,

And spend many an anxious hour;

Nor in my book can I take delight,

Nor sit in learning's bower,

Worn through with the dreary shower.

How can the bird that is born for joy

Sit in a cage and sing?

How can a child, when fears annoy,

But droop his tender wing,

And forget his youthful spring!

O father and mother if buds are nipped,

And blossoms blown away;

And if the tender plants are stripped

Of their joy in the springing day,

By sorrow and care's dismay,

How shall the summer arise in joy,

Or the summer fruits appear?

Or how shall we gather what griefs destroy,

Or bless the mellowing year,

When the blasts of winter appear?

-William Blake

Day-4 : Session-2 & 3
FORMATIVE ASSESSMENT - TOOLS

Guidelines for Formative Assessment

Formative Assessment Tools

1) Reflections (Read & Reflect)

2) Written Works

3) Project Works

4) Slip Test

1. Reflections (Read &Reflect)

Reading is one of the major inputs for language development. If we do not go for some kind of focused interventions to facilitate reading skills, students will be reading their textbooks only. (Earlier, it so happened that students did not read even the text books, but depended upon question banks).There should be a mechanism to ensure that students are reading materials other than textbook, develop their own perceptions on such materials and come out with their own reflections on the reading experience both orally and in writing. Since there is also a question of social auditing, we need to have evidences for the performance of the students in this regard. For the oral performance, what the teacher records in her reflections alone will provide the evidence. In the case of written work the evidence will be available in the notebooks of the students.

How to facilitate reading:

- The teacher is suggested to provide reading materials such as library books, magazines, articles, newspapers etc. to the learners twice during each formative period (there are four formatives in an academic year). There is no limitation for the number of pages for each reading, but it should depend on student ability and interest. Marks may be awarded as per the student performance.

- The students should read any reading material of their choice and write their reflections in their notebook. (Student should maintain a separate notebook for writing reflections, project work and slip test)

- They will also be asked to present their reading experience orally (without looking at the notebook) before the class.

Oral indicators:

Teacher may use indicators such as, stating the context, sequencing of ideas, well-formed sentences, and proper articulation for assessing the oral performance.

- The teacher should check the written notes of the children and award marks for individual writing based on the indicators included the academic standards.

•Written indicators:

We can go for a few manageable indicators such as: states the context, sequencing of ideas, well-formed sentences, personal opinions, punctuations and spelling. The length of write up may be at least 100-120 words or 10-12 sentences.

- Both oral and written performance carry 5 marks each. The teacher should maintain a cumulative record for recording the individual performance. All the oral targeted discourses can also be considered while awarding 5 marks under oral responses.

- The average marks of all performances should be consolidated to 5 marks under read and Reflections.

- Don't discourage the students if they commit some errors in their writing. However, positive feedback may be given. All the written major targeted discourses can be confined as a material for read and reflections. The student has to read the different discourses for every Formative Assessment. The teacher can provide such material for reading or encourage the children to search the material on their own. The following discourses may be considered for read and reflections;

  1. Narratives/ stories   2. Letters   3. Essays   4. Speeches   5. Biographies

  6. Descriptions   7. Skits/dramas

General guidelines for Reflections: A story

- Expectation from child

- Checklist for teacher in awarding marks/ grade——Example/ model for a Story:

1. What is the story about? 2. How many characters are there in the text? 3. Make a list of events 4. Make a list of places that appear in the text. 5. Source? 6. What do you like the most and why? 7. What you don't like and why? 8. How would you end the stories if you were the writer? 9. How would you compare the situation in the text with your real life experience?

Checklist for teachers while assessing the children performance both in oral and written aspects of the text.

- Whether the student understood the text (with details given).

- Whether the student highlighted the features in his/ her presentations (oral/ written).

- How far the student meet the indicators with regard to oral and written aspects.

- Nature of sentence formation (correctness of the sentences) vocabulary, coherence etc.

- Whether the student has given his/ her opinion on the text they read (positive/ negative/ suggestive).

- Whether the students mention the details about the text they have read such as title/ name/ nature of text (discourse) etc.

- They also have to say or write some of the items related to features of the text (discourse features). Ex: If it is the story-theme, character, events etc. If it is biography, about the person, achievements, contribution to society and message etc.

- Follow the indicators related to oral and written in general and other features in specific.

- Appropriateness of the language - meaningful sentences, vocabulary, maintenance of coherence etc.

Here is an example of how we could extract the reading reflection from the given news

Paper clipping.

News Report

By Press Trust of India; Dehradun; Updated: June 4, 2015 12:02 pm.

Uttarakhand has joined the list of states to ban the sale of Maggi with samples of the popular food product failing laboratory tests.

"A decision to ban the sale of Maggi was taken late last night in public interest by the Food Security Department as 2 of a 300 odd samples of the food product failed laboratory tests," Principal Secretary Health Om Prakash said.

The decision was prompted by the presence of monosodium glutamate (MSG) in the samples sent for laboratory tests to Rudrapur in Udhamsingh Nagar district, he said. "As the matter concerns public health we lost no time in imposing a ban on the popular food product in Uttarakhand. An order pronouncing the ban and seeking immediate withdrawal of the product from market places is being formally issued today," he said. However, no lead content was found in the samples tested, the official said, adding that out of the 300 samples sent to Rudrapur laboratory, test results of a majority of them are still awaited. After test results of all the samples collected from different places across the state arrive they will be sent to Kolkata for the final laboratory tests, the Principal Secretary Health said. Big retailers like Big Bazar have already withdrawn Maggi packets from their outlets in the city, he said, adding small retailers may take some more time to do so.

Reflection 1

This news is about government decision to ban the Maggie product in UttaraKhand, the decision was taken by food security department with public interest. A sample was taken and tested in the Kolkata laboratory and found the presence of monosodium glutamate in 2 out 300 samples and no lead was found, even though the ban was imposed on Maggie product from the Uttarakhand. This may be due to BJP government policy to minimize the foreign products from Indian market. Personally I support the government action. The news report also create an awareness among the people about how the Multi National Companies marketing their products in poor countries

Reflection 2

The news I read was about the ban of Maggie product. I was so sad when I read this because this is my favourite breakfast. But I also felt happy because the government is taking care about our health personally. I also felt that the government has taken a hasty decision by banning the product, when only 2 out of 3 samples are found to be positive. Not only that many other test samples send to Rudrapur laboratory are still awaited. The government should have waited till all the samples show the result and then take a decision if more than 50% show positive result of monosodium glutamate presence. This might also be a false propaganda because of the good market reputation that Maggi had. This also may cause a great loss for the big and small retailers. This also effects the house wives who have less time to prepare breakfast.

Reflection 3

Today, when I read the news on the ban of Maggie product, I was astonished to know that we are taking monosodium glutamate without knowing. It is so good that government has taken immediate action against the product without waiting for the results to come. But now that we have to think of the people who are addicted to its taste and flavour which is liked by almost all the people of India. The government should also take steps to promote a good product before launching it in the market. Though, most of the packets from Big Bazar and other market places are withdrawn. This product was in such a use that the drug entered the bodies.

Now the government also should take steps to see that it would be harmless by giving medical support.

Story :

The Tenali Rama and the three dolls

There was a great king called Krishna Deva Raya. One of his great ministers was Tenali Rama. Though extremely wise, he believed in teaching everything through fun. So he was called Vikata kavi-humorous poet.

One day a wealth merchant came to the court of Krishna Deva Raya. He was from some other country. After saluting the king, he told, "Great king, People tell me that you have lot of wise ministers. If you permit me, I want to test them. "The king became curious and agreed.

The merchant then gave the king three exactly similar looking dolls and told him, "Sir, these dolls look same but are different. Please ask your wise ministers to find out the difference. I would come back after 30 days. If none of you can find it, I will assume that you do not have any wise minister." The king agreed and merchant went back.

Then the king called all his ministers except Tenali Rama and gave them each three days time to find out the difference between the dolls. None of them were able to find out. The king started getting worried. Then he called Tenali Rama. When Tenali Rama came, he gave the dolls told him, "Rama, I did not trouble earlier because I thought it must be very simple. But so far none of them have been able to find out the difference. I also tried and I was also not able to find out the difference. The pride of our country now depends on you." Tenali Rama accepted the dolls and spent three days with the dolls. He was also finding it very difficult. But at last he found out.

Next day, he went to the court. The merchant also came that day. Then Tenali Rama told him, "These dolls are different. One is very good, another medium and another bad." The merchant, the king and all other ministers asked,"could you explain in detail". Then Tenali Rama showed them a tiny hole in the ears of the dolls. He took the first doll and put a very thin wire through this hole. The wire came out of the doll's mouth. For the next doll, the wire came out of its other ear. For the third doll, the wire went to his heart and never came out. Tenali Rama told, "The first doll, where the wire came out of its mouth is bad. It represents people, to whom, if we tell a secret, they will tell it to others. The second doll, where the wire came out of the other ear, represents people who do not understand what you say. They are harmless and are medium. Tin case of the third, the secret goes to the heart and is preserved there."The merchant and the king were pleased by Tenali Raman's finding and gave him lot of presents.

Then Tenali Rama told them that his explanation was wrong .He told them, "There is another explanation. The fist doll represents people who hear and teach it to others. So they are good. The second doll represents people who hear and do not understand. So they are medium. The third type of people are those who learn things and do not teach it to any body and keep everything secret. They are bad people." Then the king asked, "Is there any other explanation?" Can you reply him?

Reflection 1:

The story is about Tenali Rama and Three dolls. There are three main characters in the story. They are Tenali Rama, King Krishna Devaraya and ministers. In the story I like the character of Tenali Rama, because, of his humorous nature and witty answers. I am also impressed with the intelligence of the merchant. He wanted to test the intelligence of the ministers in the court of Krishna Devaraya. The ministers failed in the test, but Tenali Rama intelligently explained with his witty nature, how three dolls are different from each other. The merchant and the king also pleased about the explanations given by Tenali Rama. In my opinion Tenali Rama is the best poet and humorous person in the court of Krishna Devaraya.

Reflections 2:

The story is about Tenali Rama and Three Dolls, it reveals the Tenali Rama's wittiness. The merchant asked the King and Tenali Rama to identify the differences among the three dolls, he explained the questions smartly, and here is my perception:

In my opinion first doll is bad because it never keeps the secrets with it. It is go on revealing the secrets to others without any purpose, where as the second doll is not showing any interest on others works that's why it doesn't want to listen, so it is neither good nor bad. The 3rd doll is very good because it listens and keeps the secrets with it i.e. never reveals it to anybody, so it is very good.

2. Written Works

The written works include:

- The discourses written individually as part of classroom process.

- The answers to the analytical questions assigned to the students as home task;

- The textual exercises such as vocabulary, grammar, study skills and also consider self assessment check list from the textbook.

- Teachers have to ensure that students are writing individually and not by copying from others.

Teachers can go for the discourse indicators prioritizing a few distinctive indicators. There are a few indicators that are common for all written discourses. These are: coherence (link between sentences and paragraphs), sequencing of ideas, well-formed sentences and writing conventions.

There is no limitation for written works, whatever happens in everyday classroom process the same can be considered for awarding marks.

3. Project Work:

Transaction of classroom projects

Why project in English?

You have noticed that every unit contains a project work to be carried out by the students; these are also thematically related. Projects help the students to evolve themselves as independent users of language. Project work provides a platform for integrating language skills and various study skills; it also involves higher order thinking skills.

Nature of projects in English: Projects included in class X cover a wide range of themes that are socially relevant. The learners have to explore the theme by collecting data, consolidating it using different formats, write reports on them and make presentations in the whole class. There is space for individual work, pair work and also group work. In addition to the projects suggested in the textbook teachers can go for some more projects related to the theme and sub- theme of the unit.

Project work may be individual or group. While assigning the projects different students and different groups should be assigned with different projects. Students abilities may be considered while allocation of projects.

Process

Projects take place in various stages such as:

- Brainstorming on the nature of the project

- Designing tools for the collection of data

- Collecting the data

- Consolidating the data using different formats

- Analysis and Interpretation of the data

- Report writing

- Presentation

Please remember that sufficient brain storming is extremely important for doing the project as the students have to understand the purpose of the project, its scope and significance without which they will not be psychologically ready to carry it out. At various stages the teacher has to monitor the progress of the work, the involvement of the learners, and should take care of guiding them whenever necessary. Teacher is not supposed to prescribe any tools or formats but should interact with the learners in such a way that these will be evolved in a democratic manner. The interaction will also lead the learners to decide which stage of the project needs to be done individually, in pairs or in groups. We have to be clear about the time that each project work might take. Make sure that the work is manageable within a stipulated time.

Please do not leave out these crucial questions while brainstorming:

1. How will you pool information (Tools such as questionnaire, checklist, observation schedule, interview, referencing etc.)

2. Where will you get the information from? (Resources such as people, books, journals, magazines, newspapers, institutions, internet etc.)

3. Who will collect the information? (Individuals/ pairs/ groups)

4. How will you consolidate the information? (Sharing in groups and recording using appropriate formats)

5. What analysis can be made based on the data?

6. How to write the report (the structure of the report: name of the project, purpose, scope and relevance of the project, tools developed, mode of collection of data, consolidation and analysis, findings with supportive evidences such as photographs etc.)

7. How will you present the findings before others? (Presenting the report- each member has to present one part of the report)

Classroom Process

We have to brainstorm on the nature of the project and evolve the tools required for carrying out the work. The following process is suggested.

Stage I: Brainstorming (One period)

Interaction on the task suggested;

Brainstorming on the information to be collected, tools required, sources, type of work to be done, formats for consolidation, analysis and report writing.

- Let children decide the tools individually

- Sharing in groups and reaching at consensus on the tools

- Building up consensus in the whole class

At the end of this we expect that all children will have a fairly good idea about the nature of the project work and how it is to be carried out.

Stage II: Data Collection (3 to 4 days/a week time – as a homework)

- *Collecting data (Home task which may take one week)*

Once the data is collected we need to go for a classroom process for consolidating the data. This is to be followed by brainstorming on the structure of the report.

Stage III: Consolidating the data and deciding the structure of the Report (one period)

- Let children sit in groups and share what they have collected;

- They have to record the data using a certain format;

- Brainstorming on the structure of the report. Questions may be asked to elicit the following:

Steps in Report Writing

1. Name of the project:

2. Tools for data collection:

3. Consolidated data (using various graphic organizers such as table, pie diagrams, bar diagrams, fish bone diagrams etc.)

4. Analysis – interpreting data and capturing the data in descriptive statements, incorporating supportive evidences like photographs and pictures.

5. Findings.

6. Reflections, suggestions on the project.

- *Write the structure on the chart/ BB*

Stage IV: Writing the report (2 days – as a home work)

Stage V: Refining and Presenting the Report (2 periods)

- Let one or two students present what they have written

- Let them sit in groups and refine the report

- Monitoring the group work by the teacher

- Presentation by the groups

(The report will have various parts in it. Groups can divide these among the members so that each member can present one part of it.)

Total four (4) periods are needed for processing the project in addition to homework.

Evaluation of projects and awarding marks/grades

Any project involves both individual and group work; therefore, assessment has to take care of both. Let us see, the nature of work done by the individuals at various stages:

Individual Writing

1. The tools developed by the individual after the brain storming session.

2. The data collected and how it is entered in the notebook.

3. Individual report.

Individual oral performance

- During the brainstorming stages;

- Sharing in the group;

- Presentation of one part of the report;

We can use the following indicators for the written work:

1. Tools: relevance, well-formed structures

2. Data collected: relevance of the data, comprehensiveness, well-formed structures

3. Report: The same indicators mentioned in the academic standards (appropriate title, objective, scope, relevance- organization-analysis- using well-formed structures- using cohesive devices – coherence – reflections or point of view)

We can use the following indicators oral presentation:

- ideas are conveyed

- properly articulated

- contextually relevant language used

Criteria for awarding marks

Out of the 10 marks, 6 marks for the written work (preparation of tools 2; collection of data and analysis-2, report writing-2), and 4 marks for oral responses during the process and presentation of the report. Consider the indicators (written and oral) holistically and award marks accordingly.

Sample project

Topic: Festivals celebrated in one's neighbourhood (Refer Pg.No: 220 in class 10 text book for the information table)

Tool for the Project work: Questionnaire

1. Head of the family:

2. What is your religion?

3. What are the different festivals do you celebrate in your locality?

4. How do you celebrate ....? (Ex: Diwali etc)

5. Why do you celebrate?

6. What are the special foods do you prepare on the occasion of.............?

7. What are the special clothes do you wear on the occasion of........?

8. What do you do on this special occasion? 61

Step-I

Brainstorming of the project

Brainstorming Questions:

- Why do you want to do the project?

- What materials or resources will you need? (e.g., card, pencils, the internet)

- How will you divide up to work on the project? (e.g. individual, pairs, groups)

- How long will you need to complete it?

- What do you want to produce at the end of the project? (e.g. a poster, a presentation for the rest of the class, a video)

  - Designing the tools (Formal Questionnaire, Tabular form, informal questionnaire)

  - Collection of data: Data can be collected from different resources like News papers, Magazines, Articles, Meeting with the people, Biographies, Internet, Home visits.

Step-II

Consolidating the data

- Let the children sit in groups and share their ideas what they have collected.

- The children have to record the date in different formats like Bar graphs, pie charts, Line graphs and tabular form.

- Analysis and interpretation of data: Children analyze the data and prepare a rough draft with the help of consolidated data, there after he removes and unnecessary information and go for final draft for report writing.

Step-III

- Report-writing: Children write the report based on the data prepared during interpretation of final draft in the previous step with the help of proper discourse markers to construct well formed sentences.

Self-Assessment/ Peer Assessment

- For my next project I will try to... (say what you are going to do)

- I will do this by ... (say how you will do it)

- I will be able to decide if the project was successful because... (say what evidence will show if it worked)

- Presentation: Students presents the prepared project report in group or individually based on their availability of time.

Assessment Indicators:

- Preparation of tools- 2 Marks (For well-formed structures and relevance)

- Collection of data and analysis- 2 Marks (For Relevance of data, comprehensiveness, well-formed structure)

- Report writing- 2 Marks (For appropriate title, scope, relevance, organizations, analysis, well-formed structures, using cohesive devices, coherence, reflections or point of view)

- Presentation- 4 Marks (For Ideas are properly conveyed, properly articulated, contextually relevant language is used) Project Report

Sample Report

Name of the Project: Unity in Diversity in India

Purpose of the project: To Understand the concept of "Unity in Diversity in Indian

Context"

Scope of the project: Around the area of ....

Data collection: Group activity

Sample: Data collected from 20 families of different religions

Report:

The survey was conducted by means of a questionnaire prepared by the students. The first part of the questionnaire dealt with the type of festivals they celebrate and traditional food items, clothes they wear during the occasion.

From the table of data, the most significant items are as follows. The survey data depicts that 81% of the Indian families respect the tradition of other religion and participate in the religion processions irrespective of their religion customs. While 19% remain neutral in their behaviour. The following comments can be made about 75% of families celebrate Diwali and also children of Muslim families buy and burn crackers on the occasion, 25% families remain neutral. 75% Hindu families respect customs of Muslim festivals and like to the dished prepared on the occasion. 76% of Christian and 70% Muslim families respect and participate in Holi festival celebrations. On the other hand, 24% of Christians and 30% Muslims remain neutral.

Not surprisingly, 90% Hindu families celebrate Moharam without hesitation.

If any conclusions may be drawn from the data, they are, perhaps, as follows. The data clearly depicts that most of Indian families respect and honour the customs and traditions of other religions i.e. the evidence of Unity in diversity.

4. Slip Tests

Slip test is more or less similar to summative assessment but it is still different from the former in terms of the following:

- There is no prior notice for conducting the slip test.

- It is done in a limited time (say, in a regular period of about 40 minutes).

- There are only limited numbers of tasks.

- The discourses that have been done in the formative period are considered for slip test.

- There is no printed question paper. The teacher can write the tasks on a chart and display it or write the questions on the BB.

- There should be one discourse, one passage for reading comprehension and one item from Vocabulary & Grammar.

- The slip tests should cover the discourses to prepare the students for summative tests.

- The teacher should record the slip test marks in a register and should consolidate the marks during every formative period.

- Ensure that children do the tasks individually.

- Assess the written performance and provide feedback to the learners.

- Award marks based on indicators that are included in the academic standards relevant to written discourses.

- Record marks in the cumulative record.

The table given below show the marks awarded to a student for each area covered under formative assessment.

Test items for slip test:

- Passage for reading Comprehension - 5 marks

- Vocabulary and Grammar- 5 marks

- Discourse- 10 marks (one from Major discourses)

Or

- Passage for Reading Comprehension - 5 marks

- Grammar- 5 marks

- Vocabulary- 5marks

- Discourse- 5 marks (one from Minor discourses)

Note: 1. Major discourses FA1 and FA3; Minor discourses FA2 and FA4. This is the only suggestive model and the teacher may follow their own test items for FA's. Care must be taken children should expose to written discourses during the formative period so that they will attempt the written discourses in the summative paper.

2. Slip test 20 marks should be reduced to 5 marks for consolidation of formative marks.

Suggestions for identifying Project works

1. Brochures: Students can create brochures on a number of interesting topics. One very popular topic is the tourist brochure. Students choose a city in their country and create a brochure for visitors. They have to include pictures, top touristic spots, climate information, etc. They can create them by hand with paper and glue or design one on the computer.

2. Recipe demonstration: Students write a recipe in English and then demonstrate how to prepare it. (After the whole class presentations, these recipes could be put together a cookbook.)

3. Surveys: Students write a survey on a topic of their choice, collect answers and prepare a poster or presentation of their findings. This is a particularly good project when studying question formation in English. Surveys can be done in class or out of class.

4. Maps: Students create a map of their town/city and label all the parts in English. This is really fun with younger and beginning learners.

5. Group presentations: Students work together to create a presentation on a given topic. Two of my favourite topics are: new invention, a trip to an exotic place, the jatara/festival they have attended etc.

6. Grammar/Vocabulary project: Students choose something in English that they find intriguing, do some research and give a presentation.

7. School redesign: Students re-design some element of the school - the courtyard, playground, lab, classroom, etc. They have to make a visual aid to show what it would look like and discuss why they chose to make those changes and how they would make the school better.

8. Students create a new business (start-up) along with a business plan and advertising (print, radio, TV, online).

9. Students create job announcements, prepare CVs and do interviews to see who gets the job.

10. Students plan a one-week tour for tourists, including sites visited, hotels, restaurants, etc.

11. Students design an advertising campaign to attract tourists to their country.

12. Students rewrite the ending to a story or movie and perform it as a role-play.

13. News paper based: Students may collect different items from news papers and present in classroom i.e, idiomatic expressions, phrasal verbs, news headings, point of view of the letter to the editor, picture interpretations, types of the discourses and their features etc.

Day-5 : Session-1
CONTINUING PROFESSIONAL DEVELOPMENT

CPD stands for Continuing Professional Development. It is operationalized through a system that recognizes and accord professional status for all professional learning acquired formally, non-formally and informally by an individual teacher. Usually, attendance to workshops, seminars, colloquia earns one CPD points which when accumulated, place one at a certain level. The system also allows for informal learning from colleagues and independent studying of books, as long as there are pieces of evidence of such learning. In some cases, portfolios of evidence are used to document one's professional development trajectory after which one is able to apply to a professional body or council. The portfolio is then assessed against the professional standards and criteria of that body and council for professional recognition and placement at a particular level of the CPD framework.

What is CPD?

CPD refers to any activity, formal or informal, that helps you develop your skills and knowledge, and enhances your professional practice. There are many ways, CPD can be accessed and delivered, including:

- through training courses and workshops

- studying for a qualification or accreditation

- online courses/webinars/podcasts

- observation (as either observer or person being observed)

- shadowing a colleague

- mentoring

- peer group exchange, eg via TeachMeets/ Twitter groups/Google groups/professional exchange

- visiting other schools

- attending exhibitions and conferences

- international visits and exchanges

- self-reflection, personal reading or classroom based Action research.

- Networking through Social media and technology.

Features of effective CPD

- Personalised - built on your identified needs and requirements rather than a 'one size fits all' approach.

- Relevant - relates to your teaching theory and/ or subject specialism and the needs of your learners.

- Sustained - New skills and ideas need time to take hold; experimentation and refinement is the best way to embed new ideas into your classroom practice.

- Supported - by coaching or mentoring from experienced colleagues, either from within or from outside your school.

- Collaborative - while teaching could be seen as a solitary profession, collaboration with your fellow teachers and colleagues has been identified as one of the most relevant features required for teacher learning.

- Personnel learning networks.

- Peer tutoring.

Why is CPD important?

Well-crafted and well-delivered CPD is important because it delivers successive benefits at every level within the education system. The education professionals regularly updating their knowledge and skills can help them remain competent, effective and innovative in their role. The opportunity to access structured training and learning based on your needs and the needs of your learners can also:

- enhance your confidence and motivation

- contribute to your career development as you become more effective in your workplace

- allow you to consolidate and demonstrate your professionalism, both to yourself and others; indeed, ongoing CPD can be seen as the hallmark of the professional, learners.

  The quality of teaching is recognised as one of the most important factors in determining learner outcomes. In other words, a good teacher will achieve better results from their learners than a poor one and vice versa. CPD is central to helping you secure high standards of teaching. It also helps you keep your professional practice fresh, up-to-date and stimulating. When your practice has these qualities, you are more likely to feel inspired, inspire others and teach effectively, thus enabling your learners to achieve their best.

  Good workplace CPD, which is built on the factors outlined, also enables you to reflect on what you are doing, try new approaches and, in doing so, improve learning outcomes for your students. Your workplace, if accessible to effective CPD encourages you to be more confident, motivated and inspired, giving you the reward of greater professional satisfaction, then it follows that the more of your colleagues who feel this way, the greater the positive impact will be on the ethos in your school or college. The use of CPD can encourage and promote a learning culture with staff helping to exemplify to students that learning is a valuable, enjoyable, lifelong activity. A more fulfilled workforce can also have a positive impact on staff commitment and retention as people feel valued and invested in.

The education sector and others : CPD can give parents, the wider public, the teaching community and the education sector confidence that teachers, lecturers, trainers, tutors and assessors are continuously improving their skills, knowledge and expertise. It is an entitlement to high-quality training appropriate to their current career stage and professional aspirations is the best way to achieve a self-sustaining education system, which will provide the most effective education for children and young people.

Barriers : We know that there are barriers to education staff trying to access regular, high-quality CPD. Failure to properly identify teachers' needs is one, while lack of funding is another. Perhaps the biggest barrier, though, is workload. The Teachers are too busy to attend a course, find time to reflect on their practice or trial a new teaching method. The irony is that accessing CPD can play a key role in enabling you to adapt positively to changes in your work or the education sector's requirements.

CPD can also help you manage your time better and work more efficiently. Most importantly, the confidence and motivation gained from accessing regular, high-quality CPD can help you engage in informed discussions about what you are expected to do (and not do), enabling you to focus your work on what really matters for students, and reducing unnecessary workload for yourself and your colleagues.

The benefit of CPD for teachers

- To enhance one's teaching practices through keeping abreast of knowledge and developments in one's practice.

- The CPD portfolio development process enables one to reflect on his or her own teaching practices.

- Acceptance by a professional body/council enables one to be accountable for his/her practices.

- The CPD system also gets one to belong to a community of practice.

- This is good for socialization into the ethos of what's considered good practice.

- The CPD system is also good for networking purposes.

Day-5 : Session-1

INFORMATION AND COMMUNICATION TECHNOLOGY

What is ICT and what types are commonly used in education?

ICT stand for information and communication technology and it is defined, for the purpose of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

ICT is the infrastructure and components that enable modern computing.

Components of ICT
The term information and communications technology (ICT) is generally accepted to mean all technologies that, combined, allow people and organizations to interact in the digital world.

CLOUD COMPUTING
SOFTWARE
INTERNET ACCESS
HARDWARE
DATA
TRANSACTIONS
COMMUNICATIONS TECHNOLOGY

What is e-learning?

Although most commonly associated with higher education and corporate training, e-learning encompasses learning at all levels, both formal and non-formal, that uses an information network-the Internet, an intranet (LAN) or extranet (WAN)-whether wholly or in part, for course delivery, interaction, evaluation and/or facilitation. Others prefer the term online learning. Web-based learning is a subset of e-learning and refers to learning using an Internet mainly using a browser (such as Chrome or Firefox or Internet Explorer). It can also be viewed as learning through the use of electronic devices are very important in learning teaching and education.

What is blended learning?

Another term that is gaining currency is blended learning. This refers to learning models that combine traditional classroom practice with e-learning solutions. For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. Or a Web-based training course can be enhanced by periodic face-to-face instruction. "Blending was prompted by the recognition that not all learning is best achieved in an electronically-mediated environment, particularly one that dispenses with a live instructor altogether. Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional and delivery methods. This method is very useful in education/etc.

What is meant by a learner-centered environment?

Learner-centered environments as those that "pay careful attention to the knowledge, skills, attitudes, and beliefs that learners bring with them to the classroom." The impetus for learner-centeredness derives from a theory of learning called constructivism, which views learning as a process in which individuals "construct" meaning based on prior knowledge and experience. Experience enables individuals to build mental models or schemas, which in turn provide meaning and organization to subsequent experience. Thus knowledge is not "out there", independent of the learner and which the learner passively receives; rather, knowledge is created through an active process in which the learner transforms information, constructs hypothesis, and makes decisions using his/her mental models. A form of constructivism called social constructivism also emphasizes the role of the teacher, parents, peers and other community members in helping learners to master concepts that they would not be able to understand on their own. For social constructivists, learning must be active, contextual and social. It is best done in a group setting with the teacher as facilitator or guide.

Uses of ICT in Education:

By using audio, video and AV devices/gadgets in our Teaching-Learning Process:

- A wide range of sources are available.

- Plenty of chances for sharing information and knowledge.

- Permitting teachers and students to continue to re-skill and develop themselves according to needs and challenges.

- Addressing the CWSN

- Scope for capacity building

- Easy updating.

- Students get original perception and real time experience which in turn leads to strengthening the effective learning.

- Teacher can teach only once or twice but Technology repeats N-number of times.

- There is no time bounded and we can learn it whenever we required.

- We are in 21st century, ICT plays a vital role in our Continuing Professional Development.

ICT provides a practical and enabling solution for improving the quality education.

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References

Links for videos, audios and texts used in the module

Here is link to video/ audios / texts….

https://www.youtube.com/watch?v=isgKwnNpoAw

https://drive.google.com/open?id=1HjB7nkDcSpWrMuuxcL6NpNKWH0uMt-07

https://drive.google.com/open?id=1VkZhSxrIgiSrmHrgDBxPxIP8q6ZzvM_F https://drive.google.com/open?id=1JOGQs4zwrGBDh15OP1uTlbfYG5nzHOBa https://drive.google.com/open?id=11S5NQKODSSug81CN29yibn03hYSp8AE4 https://drive.google.com/open?id=1l7UgTg1QgotcEGdXfqnpkwfZFjeUguI7 https://drive.google.com/open?id=1togL6otncnjK-fzPg2edsEn5NUdjAMuN

What is Graphic Organizer video link:

https://www.youtube.com/watch?v=IutSbdYw0Kk

Sample Graphic Organizers:

https://drive.google.com/open?id=1Yl-ste1cKqeKkrd-hrmzbxd9v1My4XxH

 E-Portfolio

Link:https://drive.google.com/open?id=1AoMcjI5I572-ZguJ31Ilo7Vcuy4ar2hi

Compeering:

https://youtu.be/kgGmzLnDf-0

Elocution:

https://youtu.be/DP66J1Ju_h0

Skit:

https://youtu.be/qxVOMCPhVmM

https://youtu.be/q0tuoEPCtvs

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https://youtu.be/uzV61QGIVto

https://www.youtube.com/watch?v=d9dqU-EDDps

https://www.youtube.com/watch?v=SljQC04Q1OY

https://youtu.be/hjNcMeip-14

http://learningenglish.voanews.com/a/

http://Learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describibg-people

https://padlet.com/vinayadharraju/strugglingreaders

Link 1

Link 2

Link 3

E-Portfolio link

https://drive.google.com/drive/folders/1AoMcjI5I572-ZguJ31Ilo7Vcuy4ar2hi?usp=sharing

https://englishagenda.britishcouncil.org/sites/default/files/attachments/
30510_bc_explore_actions_handbook_online_aw.pdf

1.1. Why should schools have a Child Protection Plan?

It is important to understand that the whole ecosystem of child rights and child protection is becoming progressively more comprehensive and more child centric and everybody who is dealing with children is in the ambit of child protection requirements.

School is the only place apart from home, where the child is considered to be safe and happy. Hence every school should have a Child Protection Plan.

1.2. Constitutional and Legal Provisions

Article 21 of the Constitution of India which protects the Right to Life and Dignity includes the Right to Education for children up to 14 years of age.

Corporal Punishment is a violation of RTE: The Right to Education Act of 2009 clearly states that education has to be free from fear and discrimination.

Children cannot learn effectively if their peace of mind is disturbed by lurking fears and adverse situations. The safety of children and realization of the Right to Education, their wellbeing and holistic development is closely linked.

Corporal Punishment interferes with a child's Right to Education because fear of punishment makes children more likely to avoid school or to drop out altogether. Hence, corporal punishment is violative of the right to life with dignity.

1.3. Institutional Commitments on Child Rights

Article 19 of the UNCRC: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) *or any other person who has the care of the child..* The UNCRC also states that it is the right of children to be protected from all forms of abuse and neglect.

Making sure children are safe and protected is a critical part of their education because 12 of their formative years are spent in school. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

1.4. Provisions of RTE Act 2009 on Academic Responsibilities and Child Rights.

Section 29 of the RTE Act, 2009 stipulates that : The academic authority, while laying down the curriculum and the evaluation procedure under subsection (1), shall take into consideration the following, namely:—

♦ Conformity with the values enshrined in the Constitution;

♦ All round development of the child;

♦ Building up child's knowledge, potentiality and talent;

♦ Development of physical and mental abilities to the fullest extent;

♦ Learning through activities, discovery and exploration in a child friendly and child-centered manner;

♦ Medium of instructions shall, as far as practicable, be in child's mother tongue;

♦ Making the child free of fear, trauma and anxiety and helping the child to express views freely;

♦ Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

Implicit in these clauses is the need for the child to be free of fear and any ill treatment and a school ethos which is rooted in promoting all round safety and well-being of children.

2. What is child sexual abuse as per the Protection of Children from Sexual Offences Act (POCSO Act, 2012)?

Child sexual abuse is the involvement of a child in any sexual activity that:

♦ The child does not understand;

♦ The child is unable to give informed consent to;

♦ The child is not developmentally prepared for and cannot give consent to and

♦ Violates the laws or social norms of society.

Child sexual abuse occurs when a child is used by an adult or an older or more knowledgeable child for sexual pleasure. It can be physical, verbal or emotional. This may include:

♦ Sexual touching of any part of the body, clothed or unclothed;

♦ Penetrative sex, including penetration of the mouth;

♦ Encouraging a child to engage in sexual activity, including masturbation;

♦ Intentionally engaging in sexual activity in front of a child;

♦ Showing children pornography, or using children to create pornography;

♦ The adult showing his or her private parts to the child (exhibitionism);

♦ Encouraging a child to engage in prostitution.

♦ Engaging in sexual talk with a child

3. **A Teacher may feel that:**

A) **My responsibility is education not child protection.**

B) **Child abuse is not an issue in my school.**

C) **Why should I know about CSA and related Acts and Rules?**

Educators/Teachers have a legally mandated responsibility for reporting suspected abuse or concerns of risk or ill treatment and also to keep their classrooms free of fear, trauma and anxiety.

Risk and harm, feared or experienced by a child is as much a barrier to learning as going hungry or being in poor health. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Schools and their staff form part of the wider safeguarding system for children working complementarily with social workers, police, persons of legal and health services, both to promote the welfare of children and protect them from harm.

If school personnel have concerns that children with whom they have contact may have been abused or neglected, or are being abused or neglected, or are at risk of abuse or neglect, the matter is advised to be reported without delay to the designated authority.

Section 21(1) of the POCSO Act, 2012 requires mandatory reporting of cases of child sexual abuse to the law enforcement authorities, and applies to everyone including parents, doctors and school personnel. Failure to report a suspicion of child abuse is an offence under the Act. The legislation makes it clear that the reporting obligation exists whether the information was acquired through the discharge of professional duties or within a confidential relationship.

4. **It is a worry to me that I will become involved in complicated procedures and hassles if I report a concern. Is it true?**

You will not be alone in dealing with disclosure. Your role as a teacher is to report the matter to the competent authority if you have a suspicion or concern that a child has been harmed or may be harmed.

In case of disclosure you have to follow the reporting regulations set out in your school.

Usually these are as follows :

♦ Listen to the child, reassure them that it is a good step to disclose and that they are going to be safe.

♦ Do not promise confidentiality but respectfully explain that it is necessary for safety and will be only to those who need to know.

♦ Report to the designated person or school head in your school, the helpline or police.

♦ Keep a record of all conversations and actions taken. Do not delay.

♦ Do not investigate. Your role is to hand over to professionals whose work is to safeguard children.

5. How can I create a safe environment in my school as the School Head / Teacher?

5.1. The basic minimum requirement is as follows:

♦ Ensure that a child protection plan or policy is in place which lays down a clear reporting and response mechanism.

♦ Designate one staff members lead Child Protection in charge and a deputy to fill in whenever required.

♦ Be aware of child protection laws and related guidelines and child protection referral agencies.

♦ Ensure that your students and parents are aware of safety rules and school policies. School Management Committee members must also be familiar with the above.

♦ Establish and promote a school culture where children feel safe, respected and listened to. Personal and emotional learning, behavior programs, anti-bullying awareness, participative activities and student forums will enhance the protective factors in student's personalities like self-confidence, resilience and trust.

♦ Arrange for sessions on Personal Safety for all students on a regular basis. Prevention and early reporting of sexual abuse is far better than detection.

♦ Infrastructural safety, hygienic and clean surroundings in midday meal spaces, classrooms, toilets and playgrounds is also part of school safety.

5.2. How to report the cases of Child Sexual Abuse?

Procedure for reporting of cases, recording of statement of child, under POCSO Act

Who can report?

Any person (including the child) who has an apprehension that an offence under the POCSO Act is likely to be committed or has knowledge that an offence has been committed has a mandatory (does not apply to children) obligation to report the matter. An express obligation has also been vested upon media personnel, staffs of hotels, lodges, hospitals, clubs, studios, or photographic facilities, to report a case if they come across materials or objects that are sexually exploitative of children.

Failure to report is punishable with imprisonment of up to six months or fine or both. This penalty is, however, not applicable to a child.

5.3. Whom should the case be reported do?

A case must be reported to the Special Juvenile Police Unit (SJPU) or the local police. The police or the SJPU must then record the report in writing, ascribe an entry number, read the report over to the informant for verification, and enter it in a book. A FIR must be registered and its copy must be handed to the informant free of charge.

5.4. Language of the report :

If a case is reported by a child, it must be recorded verbatim and in simple language so that the child understands what is being recorded. If it is being recorded in a language that the child does not understand, a qualified translator or interpreter must be provided to the child.

6. What are the amendments made to POCSO Act/Rules in 2018?

Amendments to POCSO Act2012

♦ The ordinance proposes to amend Section 376 of Indian Penal Code. The amended provision proposes to increase the minimum sentence of rape from 7 to 10 years.

♦ The ordinance proposes to incorporate Section 376 (3) which provides that punishment for rape of girl below 16 years shall not be less than 20 years but may extend to imprisonment for life.

♦ The ordinance proposes to insert Section 376AB to provide that whoever commits rape of women below 12 years of age shall be punished with rigorous imprisonment for life and with fine or with death.

♦ The ordinance proposes to punish gang rape of woman below 16 years of age with rigorous imprisonment for life and with fine.

♦ The ordinance proposes to punish gang rape of woman below 12 years of age with rigorous imprisonment for life and with fine or with death.

> *Every single minute matters, every single child matters, every single childhood matters.*
>
> *— Kailash Satyarthi*

7. Children's Body and Personal Safety

7.1. Role of the Teachers

♦ Teachers should make sure that parents begin to teach their children about body safety between the ages of 3 and 5.

♦ Teach children proper names for all body parts, including names such as genitals, penis, vagina, and private parts.

♦ If the parent or educator is uncomfortable with the language or the words, encourage them to use colloquial words like susu place/ potty place, especially when the child is young. As the child grows older, they can introduce proper words. However the colloquial words have to be clearly understood as referring to the genitals and do not convey a sense of shame or dirty – words like flower, parrot, shame-shame, chee-chee etc should not be used.

♦ Teach them that it is not okay for anyone to invade their privacy or boundaries.

- Explain that it is not okay for others to look at or touch their private parts. Explain that these parts are private and need to be kept private.

- Let your child know that saying "NO" is okay and the right thing to do.

- Do not force the child to give hugs or kisses to people they do not want to. Respect their right to tell "anyone" that they do not want to give them a kiss or a hug.

- Let the child know that he or she should tell the parents as soon as possible if anyone attempts to look at or touch their private parts. Assure them that you will listen to them, believe them and keep them protected.

- Reassure the child that most touch are okay touches, but that they can say

"NO" and need to tell parents about any touches that are confusing or that scare them.

7.2. Teach children the three Body Safety Rules

I follow Personal Body Safety Rules

Rule 1 : Clothing rules—I keep my private parts covered in front of others. Though we don't cover our mouth, it is private too.

Rule 2 : Touching rules—I don't touch my private parts in front of others.

Rule 3 : Talking rules— I talk about private parts with Safe Adults. I ask questions and discuss concerns regarding these parts with them.

A Safe Person follows Personal Body Safety Rules for themselves and for others. I am a Safe Person. I follow these rules and I do not touch or talk or behave in an unsafe way with others.

If someone breaks Personal Body Safety Rules, I can say

- '**NO'** to that person.

- **'GO'** away from that person as and when I can/ Go offline if it's happening online/ on phone

'TELL' a safe adult about this person because he/she is doing something unsafe and has to be stopped.

If I have a problem or a damage to my safety I can call 1098 for help.

7.3. Impact / Indicators of Sexual Abuse

Children who have been, or are being, sexually abused may show identifiable physical or behavioural signs.

♦ Act out, displaying aggressive or disruptive behavior;

♦ Be destructive to self or others;

♦ Come to school too early or not want to leave school / home—indicating a possible fear of going school / home;

♦ Be a low achiever (to learn, children must convert aggressive energy into learning; children in conflict may not be able to do so);

♦ Be unable to form good peer relationships;

♦ Wear clothing that covers the body and that may be inappropriate in warmer months (be aware that this may be a cultural issue as well);

♦ Show regressive or less mature behavior;

♦ Dislike or shrink from physical contact—may not tolerate physical praise such as a pat on the back)

♦ Excessive crying

♦ An increase in irritability or temper tantrums

♦ Fears of a particular person or object

♦ Bedwetting or soiling of pants

♦ Unexplained pain, swelling, bleeding or irritation of the mouth, genital or anal area

♦ Sexually transmitted infections (sores, a discharge, frequent itching of the genitals)

♦ Unexplained difficulty in walking

♦ Increase in headaches or stomach ache

8. Jaago! Badlo!! Bolo!!!

The Departments of Police, School Education, Health & Medical, Women and Child Welfare have come together along with NGOs working in the sector and a year long compaign **"Jaago! Badlo!! Bolo!!!"** is launched in October, 2017.

Child Safety & Security is our concern.

Let schools be moulded into Learning Hubs where children lead a Happy and Secure Childhood.

> *"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace."*
>
> *— Kofi Annan*

Abbreviations

CCIs	Child Care Institutions		MLC	Medical Legal Care
CEDAW	The Convention on the Elimination of all forms of Discrimination Against Women		NCPCR	National Commission for Protection of Child Rights
CPCR	Commission for Protection of Child Rights		NFHS	National Family Health Survey
Cr. PC	Criminal Procedure Code		NGO	Non Government Organisation
CRIN	Child Rights Information Network		OP3CRC	Third Optional Protocol to the Convention on the Rights of the Child on a communications procedure
CWC	Child Welfare Committee		OPs	Optional Protocols
DCPU	District Child Protection Unit		POCSO	Protection of Children from Sexual Offences Act
DHR	Department of Health Research		PTSD	Post Traumatic Stress Disorder
FIR	First Information Report		SCPCR	State Commission for Protection of Child Rights
ICDS	Integrated Child Development Services Scheme		SJPU	Special Juvenile Police Unit
ICPS	Integrated Child Protection Scheme		UNCRC	United Nations Convention on the Rights of the Child
IO	Investigation Officer		UNICEF	United Nations International Children's Fund
IPC	Indian Penal Code			
JJ Act	Juvenile Justice (Care and Protection of Children) Act			

United Nations Convention on the Rights of the Child (UNCRC) in 1992 declared the following Child Rights :
Survival rights: include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
Development rights: include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.
Protection rights: ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
Participation rights: encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood.

FEEDBACK SHEET

5-Day Orientation for Secondary School Teachers

Instructor(s):SCERT-Telangana

*Required

1. **Name ***

   _____

2. **Where do you work? ***

   _____

   _____

   _____

   _____

   _____

3. **E-Mail Id**

   _____

4. **Mobile Number**

   _____

5. **Coverage (breadth and depth) of the training topic was sufficient and appropriate.**

   Mark only one oval.

	1	2	3	4	5	6	
Strongly Disagree	◯	◯	◯	◯	◯	◯	Strongly Agree

6. **What areas of training you wanted to be focussed on? What would you like to see less of?**

   _____

   _____

   _____

   _____

   _____

7. **Describe one concept discussed in the training session that you intend to apply in your school.**

_____

_____

_____

_____

_____

8. **Would you like to attend such trainings again? Why or why not?**

_____

_____

_____

_____

_____

9. **Three most important activities or sessions.....**

_____

_____

_____

_____

_____

10. **Your suggestions to improve the training........**

_____

_____

_____

_____

_____

PRE-TEST

Name : _____   School : _____

District : _____   Mobile : _____

Mail ID : _____

1) What do you think about the problems of struggling readers?

2. What are the pressing problems do you face while handling the struggling readers?

3. We can encourage the students to read the text by providing.......

4. Reading is a _____ activity.

5. Reading includes......

6. Reading requires the following....

7. To motivate the child to read we require.....

8. Active Reading Strategies....

9. ICT Stands for......

10. Write some CPD strategies.

11. Wrire the activities for reading and reflections.

12. Formative assessment tools are......

13. Classroom theater means....

14. "Framing questions help us to comprehend the text." Comment on it.

15. "Attending trainings help us to grow professionally." Justfy.