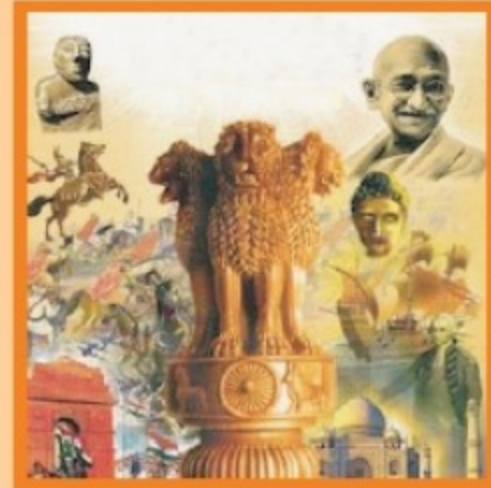


LEARNING OUTCOMES

at

ELEMENTARY STAGE



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Draft Learning Outcomes

The National Policy on Education 1986, and the Programme of Action 1992 emphasised that Minimum Levels of Learning (MLLs) should be laid down and children's learning should periodically be assessed to keep a track of their progress towards ensuring that "all children acquire at least the minimum levels of learning".

Learning Outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class. These outcomes can be used as check points to assess learning at different points of time. The learning outcomes would help teachers to understand the learning levels of children in their respective classes individually as well as collectively. Learning outcomes should be the point of reference for conducting achievement surveys. Hence it is necessary that the defined Learning Outcomes are also shared with parents and community at large.

It has now been proposed to include the defined Learning Outcomes in the Central Rules of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. These Rules will be applicable to all schools including government, aided and private schools.

The NCERT has developed draft Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the Elementary stage. Care has been taken to develop the outcomes following consultations with States, UTs, SCERTs and education experts from organizations including civil society organizations. The Learning Outcomes developed by NCERT are the minimum levels of learning to facilitate the monitoring of students against expected benchmarks.

Comments/suggestions to this draft document are invited by midnight 31st January, 2017, these may be sent to the following e-mail address:

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PREAMBLE

Why This Document

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

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

Reports of Joint Review Missions for SSA in the past few years also mentioned that the learning levels of children are not up to the desirable level in spite of all the efforts made by the States/UTs in terms of timely provision of teaching-learning and resource materials, teacher deployment and regular monitoring. These report a decline in outcomes of reading ability as well as numerical/ mathematical ability which is a major concern at present. Keeping this in view, quality as measured by learning outcomes to be achieved by all, especially for literacy, numeracy and essential life skills is crucial. The focus of Twelfth Five Year Plan for basic learning as an explicit objective of primary education and the need for regular learning assessments to make sure quality goals are met. It is also in consonance with the recommendations of GMR-2015 and the Sustainable Development Goals. Thus, monitoring of quality through assessments of learning outcomes at regional, national, and international levels is important. At the same time a vigil at the ground level by different stakeholders such as parents and community, for their accomplishment makes the system informed and accountable to adopt corrective measures at appropriate levels.

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

Why the Shift

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

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

About the Document

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

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

Inclusion is all about providing effective learning opportunities to all students. The learning outcomes are same for all children provided that these are balanced and brought in harmony with the individual needs of each child. The special educational needs (SEN) may emanate from a number of reasons, disability conditions could be one such reason. Accordingly, they need to be facilitated with different aids such as mobility aids (wheel chair, crutches, white cane), hearing-aids, optical or non-optical aids, educational aids like Taylor frames, the abacus, etc. and modifying the learning situations suiting to their needs, sensitising other children to help them in need, to ensure their participation in learning process, to help them progress like other children. Following are some more points to allow Children with Special Needs accomplish the learning outcomes.

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

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

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

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

हिंदी भाषा

प्राथमिक स्तर पर हिंदी भाषा हेतु सीखने की संप्राप्ति

परिचय

बच्चे अपने साथ बहुत कुछ लेकर विद्यालय आते हैं - अपनी भाषा, अपने अनुभव और दुनिया को देखने का अपना नज़रिया आदि। बच्चे घर-परिवार एवं परिवेश से जिन अनुभवों को लेकर विद्यालय आते हैं, वे बहुत समृद्ध होते हैं। उनकी इस भाषायी पूँजी का इस्तेमाल भाषा सीखने-सिखाने के लिए किया जाना चाहिए। पहली बार विद्यालय में आने वाला बच्चा अनेक शब्दों के अर्थ और उनके प्रभाव से परिचित होता है। लिपिबद्ध चिह्न और उनसे जुड़ी ध्वनियाँ बच्चों के लिए अमूर्त होती हैं, इसलिए पढ़ने का प्रारंभ अर्थपूर्ण सामग्री से ही होना चाहिए और किसी उद्देश्य के लिए होना चाहिए। यह उद्देश्य कहानी सुनकर-पढ़कर आनंद लेना भी हो सकता है। धीरे-धीरे बच्चों में भाषा की लिपि से परिचित होने के बाद अपने परिवेश में उपलब्ध लिखित भाषा को पढ़ने-समझने की जिज्ञासा उत्पन्न होने लगती है। भाषा सीखने-सिखाने की इस प्रक्रिया के मूल में बच्चों के बारे में यह अवधारणा है कि बच्चे दुनिया के बारे में अपनी समझ और ज्ञान का निर्माण स्वयं करते हैं। यह निर्माण किसी के सिखाए जाने या ज़ोर-ज़बरदस्ती से नहीं बल्कि बच्चों के स्वयं के अनुभवों और आवश्यकताओं से होता है। इसलिए बच्चों को ऐसा वातावरण मिलना ज़रूरी है जहाँ वे बिना रोक-टोक के अपनी उत्सुकता के अनुसार अपने परिवेश की खोज-बीन कर सकें। यही अवधारणा बच्चों की भाषायी क्षमताओं पर भी लागू होती है। विद्यालय में आने पर बच्चे प्रायः स्वयं को बेझिझक अभिव्यक्त करने में असमर्थ पाते हैं, क्योंकि जिस भाषा में वे सहज रूप से अपनी राय, अनुभव, भावनाएँ आदि व्यक्त करना चाहते हैं, वह विद्यालय में प्रायः स्वीकृत नहीं होती। भाषा-शिक्षण को बहुभाषी संदर्भ में रखकर देखने की आवश्यकता है। कक्षा में बच्चे अलग-अलग भाषायी-सांस्कृतिक पृष्ठभूमि से आते हैं। कक्षा में इनकी भाषाओं का स्वागत किया जाना चाहिए, क्योंकि बच्चों की भाषा को नकारने का अर्थ है - उनकी अस्मिता को नकारना। प्राथमिक स्तर पर भाषा सीखने-सिखाने के संबंध में यह एक ज़रूरी बात है कि बच्चे विभिन्न प्रकार के परिचित और अपरिचित संदर्भों के अनुसार भाषा का सही प्रयोग कर सकें। वे सहज, कल्पनाशील, प्रभावशाली और व्यवस्थित ढंग से किस्म-किस्म का लेखन कर सकें। वे भाषा को प्रभावी बनाने के लिए सही शब्दों का प्रयोग कर सकें। यह भी ज़रूरी है कि पढ़ना, सुनना, लिखना, बोलना - इन चारों प्रक्रियाओं में बच्चे अपने पूर्वज्ञान की सहायता से अर्थ की रचना कर पाएँ और कही गई बात के निहितार्थ को भी पकड़ पाएँ। भाषा-संप्राप्ति संबंधी आगे की चर्चा में पढ़ने को लेकर जिस बात पर बल दिया गया है उसके अनुसार 'पढ़ना' मात्र किताबी

कौशल न होकर एक तहज़ीब और तरकीब है। पढ़ना, पढ़कर समझने और उस पर प्रतिक्रिया करने की एक प्रक्रिया है। दूसरे शब्दों में, हम यह कह सकते हैं कि पढ़ना बुनियादी तौर से एक अर्थवान गतिविधि है। हम ऐसा भी कह सकते हैं कि मुद्रित अथवा लिखित सामग्री से कुछ संदर्भों व अनुमान के आधार पर अर्थ पकड़ने की कोशिश 'पढ़ना' है। ऐसी स्थिति में हम अनेक बार किसी पाठ्य वस्तु को पढ़ने के दौरान, किसी बिंदु पर ज़रूरत महसूस होने पर उसी को आगे के संदर्भ में समझने के लिए लौटकर फिर पढ़ते हैं। पढ़ने का यह दोहराव 'अर्थ की खोज' का प्रमाण बन जाता है। पढ़ने के दौरान अर्थ-निर्माण के लिए इस बात की भी समझ होनी चाहिए कि अर्थ केवल शब्दों और प्रयुक्त वाक्यों में ही निहित नहीं है, बल्कि वह पाठ की समग्रता में भी मौजूद होता है और कई बार उसमें जो साफ़ तौर पर नहीं कहा गया होता है, उसे भी समझ पाने की ज़रूरत होती है। यह समझना भी ज़रूरी है कि पठन सामग्री की अपनी एक अनूठी संरचना होती है और उस संरचना की समझ रखना परिचित अर्थ-निर्माण में सहायक होता है।

लिखना एक सार्थक गतिविधि तभी बन पाएगी जब बच्चों को अपनी भाषा, अपनी कल्पना, अपनी दृष्टि से लिखने की आज़ादी मिले। बच्चों को ऐसे अवसर मिलें कि वे अपनी भाषा और शैली विकसित कर सकें न कि ब्लैकबोर्ड, किताबों या फिर शिक्षक के लिखे हुए की नकल करते रहें। पढ़ना-लिखना सीखने का एकमात्र उद्देश्य यह नहीं है कि बच्चे अपनी पाठ्यपुस्तक को पढ़ना सीख जाएँ और अपनी पाठ्यपुस्तक में आए विभिन्न पाठों के अंत में दिए गए प्रश्नों के उत्तर लिख सकें बल्कि इसका उद्देश्य यह है कि वे अपनी रोज़मर्रा की ज़िंदगी में पढ़ने-लिखने का इस्तेमाल कर सकें। वे विभिन्न उद्देश्यों के लिए समझ के साथ पढ़ और लिख सकें। पढ़ना-लिखना सीखने की प्रक्रिया में यह बात भी शामिल हो जाए कि विभिन्न उद्देश्यों के लिए पढ़ने और लिखने के तरीकों में अंतर होता है। हमारे पढ़ने का तरीका इस बात पर भी निर्भर करता है कि हमारे पढ़ने का उद्देश्य क्या है। एक विज्ञापन को पढ़ना और एक सूचना को पढ़ने के तरीके में फ़र्क़ होता है। लेखन के संदर्भ में भी यह बात जान लेनी महत्वपूर्ण है कि हमारा 'पाठक' कौन है यानी हम किस लिए लिख रहे हैं। अगर हमें विद्यालय के खेल-कूद समारोह की सूचना लिखकर लगानी है तो इसके 'पाठक' विद्यालय के बच्चे, शिक्षक और अन्य कर्मचारीगण हैं। लेकिन अगर यही सूचना समुदाय और अभिभावकों को देनी है तो इसके पाठकों में अभिभावक और समुदाय के व्यक्ति भी शामिल हो जाएँगे। दोनों स्थितियों में हमारे लिखने के तरीके और भाषा में बदलाव आना स्वाभाविक है। इसी तरह से तरह-तरह की सामग्री को पढ़ने का उद्देश्य पढ़ने के तरीके को निर्धारित करता है। अगर आप स्कूल के नोटिस बोर्ड पर विद्यालय-वार्षिकोत्सव की सूचना पढ़ना चाहते हैं तो इसमें आपका ध्यान किन्हीं खास बिंदुओं की ओर जाएगा, जैसे- समारोह कौन सी तरीख को है, समारोह कहां आयोजित किया जाएगा, समय क्या है आदि, आदि। कोई

कहानी पढ़कर उसके पात्रों और घटनाक्रम के बारे में गहराई से सोचते हैं कि यदि ऐसा हुआ तो क्यों हुआ, कहानी में ऐसा क्या है, जो अगर नहीं होता तो कहानी का रुख क्या होता आदि, आदि। हमारे पढ़ने-लिखने के अनेक आयाम हैं, अनेक पड़ाव हैं और हर पड़ाव अपने आप में महत्वपूर्ण है- इन्हें कक्षा में समुचित स्थान मिलना चाहिए।

प्राथमिक स्तर पर भी बच्चों से यह अपेक्षा रहती है कि वे कही या लिखी गई बात पर अपनी प्रतिक्रिया व्यक्त कर सकें और प्रश्न पूछ सकें। बच्चों की भाषा इस बात का प्रमाण है कि वे अपनी भाषा का व्याकरण अच्छी तरह जानते हैं। पर व्याकरण की सचेत समझ बनाने के लिए यह आवश्यक है कि बच्चों को उसके विभिन्न पहलुओं की पहचान विविध पाठों के संदर्भ में और आसपास के परिवेश से जोड़कर कराई जाए। भाषा के अलग-अलग तरह के प्रयोगों की ओर उनका ध्यान दिलाया जाए ताकि वे भाषा की बारीकियों को पकड़ सकें और अपनी भाषा में उनका उचित रूप से प्रयोग कर सकें। भाषा सीखने-सिखाने की प्रक्रिया और माहौल के संदर्भ में यह बात ध्यान में रखना ज़रूरी है कि एक स्तर पर की जाने वाली प्रक्रियाओं को अगले स्तर की कक्षाओं के लिए इस्तेमाल किया जा सकता है। कक्षावार या स्तरानुसार रोचक विषय-सामग्री का चयन किया जाना चाहिए जिससे बच्चों को हिंदी भाषा की विभिन्न शैलियों और रंगतों से परिचित होने और उनका प्रभावी प्रयोग करने के अवसर मिल सकें। रोचक और विविधतापूर्ण बाल साहित्य का इस संदर्भ में विशेष महत्त्व है। भाषा संबंधी सभी क्षमताओं; जैसे - सुनना, बोलना, पढ़ना, लिखना एक-दूसरे से जुड़े हुए होते हैं और एक-दूसरे के विकास में सहायक होते हैं। अतः इन्हें अलग-अलग करके नहीं देखा जाना चाहिए। यहाँ यह समझना भी ज़रूरी होगा कि हिंदी भाषा संबंधी जो भाषा-संप्राप्ति के बिंदु दिए गए हैं उनमें परस्पर जुड़ाव है और एक से अधिक भाषायी क्षमताओं की झलक उनमें मिलती है। किसी रचना को सुनकर अथवा पढ़कर उस पर गहन चर्चा करना, अपनी प्रतिक्रिया व्यक्त करना, प्रश्न पूछना पढ़ने की क्षमता से भी जुड़ा है और सुनने-बोलने की क्षमता से भी। प्रतिक्रिया, प्रश्न और टिप्पणी को लिखकर भी अभिव्यक्त किया जा सकता है। इस तरह से भाषा की कक्षा में एक साथ सुनना, बोलना, पढ़ना और लिखना जुड़ा है। इन सभी बातों को ध्यान में रखते हुए यहाँ पाठ्यचर्या संबंधी अपेक्षाएँ, सीखने-सिखाने की प्रक्रिया तथा सीखने संबंधी संप्राप्ति को दर्शाने वाले बिंदु दिए गए हैं। पाठ्यचर्या संबंधी अपेक्षाओं को पूरा करने में सीखने संबंधी प्रक्रियाओं की बड़ी भूमिका होगी। सीखने की उपयुक्त प्रक्रियाओं के बिना सीखने संबंधी अपेक्षित संप्राप्ति नहीं की जा सकेगी।

पाठ्यचर्या संबंधी अपेक्षाएँ

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

कक्षा एक से पाँच तक

- दूसरों की बातों को रुचि के साथ और ध्यान से सुनना।
- अपने अनुभव-संसार और कल्पना-संसार को बेझिझक और सहज ढंग से अभिव्यक्त करना।
- अलग-अलग संदर्भों में अपनी बात कहने की कोशिश करना (बोलकर/ इशारों से/ 'साइन लैंग्वेज' द्वारा/चित्र बनाकर)।
- स्तरानुसार कहानी, कविता आदि को सुनने में रुचि लेना और उन्हें मज़े से सुनना और सुनाना।
- देखी, सुनी और पढ़ी गई बातों को अपनी भाषा में कहना, उसके बारे में विचार करना और अपनी प्रतिक्रिया/टिप्पणी(मौखिक और लिखित रूप से) व्यक्त करना।
- सुनी और पढ़ी कहानियों और कविताओं को समझकर उन्हें अपने अनुभवों से जोड़ पाना तथा उन्हें अपने शब्दों में कहना और लिखना।
- स्तरानुसार कहानी, कविता या अनुभव के स्तर पर किसी स्थिति का निष्कर्ष या उपाय निकालना।
- लिपि-चिह्नों को देखकर और उनकी ध्वनियों को सुनकर और समझकर उनमें सहसंबंध बनाते हुए लिखने का प्रयास करना।
- चित्र और संदर्भ के आधार पर अनुमान लगाते हुए पढ़ना।
- पढ़ने की प्रक्रिया को दैनिक जीवन की (स्कूल और बाहर की) ज़रूरतों से जोड़ना; जैसे-कक्षा और स्कूल में अपना नाम, पाठ्यपुस्तक का नाम और अपनी मनपसंद पाठ्यसामग्री पढ़ना।
- सुनी और पढ़ी गई बातों को समझकर अपने शब्दों में कहना और लिखना।

- चित्रों को स्वयं की अभिव्यक्ति का माध्यम बनाना।
- पुस्तकालय और विभिन्न स्रोतों (रीडिंग कॉर्नर, पोस्टर, तरह-तरह की चीज़ों के रैपर, बाल पत्रिकाएँ, साइन लैंग्वेज, ब्रेल लिपि आदि) से अपनी पसंद की किताबें/सामग्री ढूँढ़कर पढ़ना।
- अलग-अलग विषयों पर और अलग-अलग उद्देश्यों के लिए लिखना।
- अपनी कल्पना से कहानी, कविता आदि लिखना।
- मुख्य बिंदु/विचार को ढूँढ़ने के लिए विषय-सामग्री की बारीकी से जाँच करना।
- विषय-सामग्री के माध्यम से संदर्भ के अनुसार नए शब्दों का अर्थ जानना।
- मनपसंद विषय का चुनाव करके लिखना।
- विभिन्न विराम-चिह्नों का समझ के साथ प्रयोग करना।
- संदर्भ और लिखने के उद्देश्य के अनुसार उपयुक्त भाषा (शब्दों, वाक्यों आदि) का चयन और प्रयोग करना।
- नए शब्दों को चित्र-शब्दकोश/शब्दकोश में देखना।
- भाषा की लय और तुक की समझ होना तथा उसका प्रयोग करना।
- घर और विद्यालय की भाषा के बीच संबंध बनाना।

कक्षा-एक (हिंदी)

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|---|--|
| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> ➤ अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर हों। ➤ अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए अवसर एवं प्रोत्साहन हो। ➤ बच्चों द्वारा अपनी भाषा में कही गई बातों को हिंदी भाषा और अन्य भाषाओं (जो भाषाएं कक्षा में मौजूद हैं या जिन भाषाओं के बच्चे कक्षा में हैं) में दोहराने के अवसर उपलब्ध हों। इससे भाषाओं को कक्षा में समुचित स्थान मिल सकेगा और उनका शब्द-भंडार, अभिव्यक्तियों का भी विकास करने के अवसर मिल सकेंगे। ➤ कहानी, कविता आदि को बोलकर सुनाने के अवसर हों और उस पर बातचीत करने के अवसर हों। ➤ हिंदी में सुनी गई बात, कविता, खेल-गीत, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने के अवसर उपलब्ध हों। ➤ प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों। ➤ कक्षा अथवा विद्यालय (पढ़ने का कोना/पुस्तकालय)में स्तरानुसार विभिन्न | <p>बच्चे -</p> <ul style="list-style-type: none"> • विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं; जैसे - कविता, कहानी सुनाना, जानकारी के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना। • सुनी सामग्री (कहानी, कविता आदि) के बारे में बातचीत करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं। • भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं; जैसे - इन्ना, बिन्ना, तिन्ना। • प्रिंट (लिखा या छपा हुआ) और गैर-प्रिंट सामग्री (जैसे, चित्र या अन्य ग्राफिक्स) में अंतर करते हैं। • चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं। • चित्र में या क्रमवार सजाए चित्रों में घट रही अलग-अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं। • पढ़ी कहानी, कविताओं आदि में लिपि चिह्नों/शब्दों/वाक्यों आदि को देखकर और उनकी ध्वनियों को सुनकर, समझकर उनकी पहचान करते हैं। • संदर्भ की मदद से आस-पास मौजूद प्रिंट के अर्थ और उद्देश्य का अनुमान |

सीखने-सिखाने की प्रक्रिया

प्रकार की एवं विभिन्न भाषाओं (बच्चों की अपनी भाषा/एं, हिंदी आदि) में रोचक सामग्री; जैसे- बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री उपलब्ध हो। सामग्री ब्रेल में भी उपलब्ध हो, कमज़ोर दृष्टि वाले बच्चों को ध्यान में रखते हुए कुछ सामग्री बड़े अक्षरों में भी छपी हुई हो।

- तरह-तरह की कहानियों, कविताओं को चित्रों के आधार पर अनुमान लगाकर पढ़ने के अवसर उपलब्ध हों।
- विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों, जैसे - किसी कहानी में किसी जानकारी को खोजना, कहानी में घटी विभिन्न घटनाओं के क्रम को तय करना, उसे अनुभव संसार से जोड़कर देख पाना आदि।
- सुनी, देखी, बातों को अपने तरीके से कागज़ पर उतारने के अवसर हों।
- बच्चे अक्षरों की आकृति बनाना शुरू करते हैं भले ही उनके द्वारा बनाए गए अक्षरों में सुघड़ता न हो- इसे कक्षा में स्वीकार किया जाए।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए।

सीखने की संप्राप्ति (Learning Outcomes)

लगाते हैं, जैसे -टॉफी के कवर पर लिखे नाम को ' टॉफी', 'लॉलीपॉप' या 'चॉकलेट' बताना।

- प्रिंट (लिखा या छपा हुआ) में मौजूद अक्षर, शब्द और वाक्य की इकाइयों को पहचानते हैं, जैसे- 'मेरा नाम विमला है।' बताओ, यह कहाँ लिखा हुआ है?/ इसमें 'नाम' कहाँ लिखा हुआ है?/ 'नाम' में 'म' पर अंगुली रखो।
- परिचित/अपरिचित लिखित सामग्री (जैसे- मिड-डे मील का चार्ट, अपना नाम, कक्षा का नाम, मनपसंद किताब का शीर्षक आदि)में रुचि दिखाते हैं, बातचीत करते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं; जैसे- केवल चित्रों या चित्रों और प्रिंट की मदद से अनुमान लगाना, अक्षर-ध्वनि संबंध का इस्तेमाल करना, शब्दों को पहचानना, पूर्व अनुभवों और जानकारी का इस्तेमाल करते हुए अनुमान लगाना।
- हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।
- स्कूल के बाहर और स्कूल के भीतर(पुस्तक कोना/पुस्तकालय से) अपनी पसंद की किताबों को स्वयं चुनते हैं और पढ़ने की कोशिश करते हैं।
- लिखना सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी-तिरछी रेखाओं(कीरम-काटे), अक्षर-आकृतियों, स्व-वर्तनी(इंनवेंटिड स्पैलिंग) और स्व-नियंत्रित लेखन (कनवैशनल राइटिंग)के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| | <p>लिखने का प्रयास करते हैं।</p> <ul style="list-style-type: none"> स्वयं बनाए गए चित्रों के नाम लिखते (लेबलिंग) हैं, जैसे- हाथ के बने पंखे का चित्र बनाकर उसके नीचे 'बीजना' (ब्रजभाषा, जो कि बच्चे की घर की भाषा हो सकती है) लिखना। |

कक्षा दो (हिंदी)

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर हों। हिंदी में सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों। बच्चों द्वारा अपनी भाषा में कही गई बातों को हिंदी भाषा और अन्य भाषाओं (जो भाषाएं कक्षा में मौजूद हैं या जिन भाषाओं के बच्चे कक्षा में हैं) में दोहराने के अवसर उपलब्ध हों। इससे भाषाओं को कक्षा में समुचित स्थान मिल सकेगा और उनका शब्द-भंडार, अभिव्यक्तियों का भी विकास | <p>बच्चे -</p> <ul style="list-style-type: none"> विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे- जानकारी पाने के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना, अपना तर्क देना आदि। कही जा रही बात, कहानी, कविता आदि को ध्यान से सुनकर अपनी भाषा में बताते/सुनाते हैं। देखी, सुनी बातों, कहानी, कविता आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं। अपनी निजी ज़िंदगी और परिवेश पर आधारित अनुभवों को सुनायी जा रही सामग्री; जैसे- कविता, कहानी, पोस्टर, विज्ञापन आदि से जोड़ते हुए बातचीत में शामिल करते हैं। |

सीखने-सिखाने की प्रक्रिया

- करने के अवसर मिल सकेंगे।
- ‘पढ़ने का कोना’ में स्तरानुसार विभिन्न प्रकार की और विभिन्न भाषाओं(बच्चों की अपनी भाषा/ए, हिंदी आदि) में रोचक सामग्री; जैसे- बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री उपलब्ध हो।
- चित्रों के आधार पर अनुमान लगाकर तरह-तरह की कहानियों, कविताओं को पढ़ने के अवसर उपलब्ध हों।
- विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों, जैसे - किसी कहानी में किसी जानकारी को खोजना, कहानी में घटी विभिन्न घटनाओं के क्रम को तय करना, किसी घटना के होने के लिए तर्क दे पाना, पात्र के संबंध में अपनी पसंद या नापसंद के बारे में बता पाना आदि।
- कहानी, कविता आदि को बोलकर, पढ़कर सुनाने के अवसर हों और उस पर बातचीत करने के अवसर हों।
- सुनी, देखी, पढ़ी बातों को अपने तरीके से कागज़ पर उतारने के अवसर हों। ये चित्र भी हो सकते हैं, शब्द भी और वाक्य भी।
- बच्चे अक्षरों की आकृति को बनाने में अपेक्षाकृत सुघड़ता का प्रदर्शन करते हैं। इसे कक्षा में प्रोत्साहित किया जाए।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का

सीखने की संप्राप्ति (Learning Outcomes)

- भाषा में निहित शब्दों और ध्वनियों के साथ खेल का मज़ा लेते हुए लय और तुक वाले शब्द बनाते हैं; जैसे - एक था पहाड़, उसका भाई था दहाड़, दोनों गए खेलने।
- अपनी कल्पना से कहानी, कविता आदि कहते/ सुनाते हैं/आगे बढ़ाते हैं।
- अपने स्तर और पसंद के अनुसार कहानी, कविता, चित्र, पोस्टर आदि को आनंद के साथ पढ़कर अपनी प्रतिक्रिया व्यक्त करते हैं/प्रश्न पूछते हैं।
- चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं।
- चित्र में या क्रमवार सजाए चित्रों में घट रही अलग-अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं।
- परिचित/अपरिचित लिखित सामग्री में रुचि दिखाते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं; जैसे- चित्रों और प्रिंट की मदद से अनुमान लगाना, अक्षर-ध्वनि संबंध का इस्तेमाल करना, शब्दों को पहचानना, पूर्व अनुभवों और जानकारी का इस्तेमाल करते हुए अनुमान लगाना।
- प्रिंट (लिखा या छपा हुआ) में मौजूद अक्षर, शब्द और वाक्य की इकाइयों की अवधारणा को समझते हैं, जैसे- ‘मेरा नाम विमला है।’ बताओ, इस वाक्य में कितने शब्द हैं?/ ‘नाम’ शब्द में कितने अक्षर हैं या ‘नाम’ शब्द में

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| <p>हिस्सा समझा जाए।</p> <ul style="list-style-type: none"> संदर्भ और उद्देश्य के अनुसार उपयुक्त शब्दों और वाक्यों का चयन करने, उनकी संरचना करने के अवसर उपलब्ध हों। | <p>कौन-कौन से अक्षर हैं?</p> <ul style="list-style-type: none"> हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं। स्कूल के बाहर और स्कूल के भीतर(पुस्तक कोना/पुस्तकालय से) अपनी पसंद की किताबों को स्वयं चुनकर पढ़ने का प्रयास करते हैं। स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत चित्रों, आड़ी-तिरछी रेखाओं (कीरम-काटे), अक्षर-आकृतियों से आगे बढ़ते हुए स्व-वर्तनी का उपयोग और स्व-नियंत्रित लेखन (कनवैशनल राइटिंग) करते हैं। सुनी हुई और अपने मन की बातों को अपने तरीके से और तरह-तरह से चित्रों/शब्दों/वाक्यों द्वारा (लिखित रूप से) अभिव्यक्त करते हैं। अपनी निजी ज़िंदगी और परिवेश पर आधारित अनुभवों को अपने लेखन में शामिल करते हैं। अपनी कल्पना से कहानी, कविता आदि आगे बढ़ाते हैं। |

कक्षा तीन (हिंदी)

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> ● अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर हों। ● हिंदी में सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने, प्रतिक्रिया देने के अवसर उपलब्ध हों। ● बच्चों द्वारा अपनी भाषा में कही गई बातों को हिंदी भाषा और अन्य भाषाओं (जो भाषाएं कक्षा में मौजूद हैं या जिन भाषाओं के बच्चे कक्षा में हैं) में दोहराने के अवसर उपलब्ध हों। इससे भाषाओं को कक्षा में समुचित स्थान मिल सकेगा और उनका शब्द-भंडार, अभिव्यक्तियों का भी विकास करने के अवसर मिल सकेंगे। ● 'पढ़ने का कोना'/पुस्तकालय में स्तरानुसार विभिन्न प्रकार की रोचक सामग्री; जैसे- बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री उपलब्ध हो। ● तरह-तरह की कहानियों, कविताओं, पोस्टर आदि को चित्रों और संदर्भ के आधार पर समझने-समझाने के अवसर उपलब्ध हों। | <p>बच्चे -</p> <ul style="list-style-type: none"> ● कही जा रही बात, कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। ● कहानी, कविता आदि को उपयुक्त उतार-चढ़ाव, गति, प्रवाह और सही पुट के साथ सुनाते हैं। ● सुनी हुई रचनाओं की विषय-वस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया देते हैं, राय बताते हैं/अपने तरीके से (कहानी, कविता आदि) अपनी भाषा में व्यक्त करते हैं। ● आस-पास होने वाली गतिविधियों/घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते, बातचीत करते और प्रश्न पूछते हैं। ● कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी/बात जोड़ते हैं। ● तरह-तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं, अपनी राय देते हैं, शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक/लिखित रूप से) देते हैं। ● अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स |

सीखने-सिखाने की प्रक्रिया

- विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के आवसर उपलब्ध हों, जैसे - किसी कहानी में किसी जानकारी को खोजना, किसी जानकारी को निकाल पाना, किसी घटना या पात्र के संबंध में तर्क, अपनी राय दे पाना आदि।
- सुनी, देखी बातों को अपने तरीके से, अपनी भाषा में लिखने के अवसर हों।
- अपनी भाषा गढ़ने (नए शब्द/वाक्य/अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर हों।
- संदर्भ और उद्देश्य के अनुसार उपयुक्त शब्दों और वाक्यों का चयन करने, उनकी संरचना करने के अवसर उपलब्ध हों।
- अपना परिवार, विद्यालय, मोहल्ला, खेल का मैदान, गाँव की चौपाल जैसे विषयों पर अथवा स्वयं विषय का चुनाव कर अनुभवों को लिखकर एक-दूसरे से बाँटने के अवसर हों।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उन पर अपनी राय देने, उनमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों।

सीखने की संप्राप्ति (Learning Outcomes)

- आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं।
- तरह-तरह की कहानियों, कविताओं/रचनाओं की भाषा की बारीकियों (जैसे -शब्दों की पुनरावृत्ति, संज्ञा, सर्वनाम, विभिन्न विराम-चिह्नों का प्रयोग आदि) की पहचान और प्रयोग करते हैं।
- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्व-नियंत्रित लेखन (कनवैशनल राइटिंग) करते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप (जैसे- दोस्त को पत्र लिखना, पत्रिका के संपादक को पत्र लिखना) को लेकर निर्णय लेते हुए लिखते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|---------------------------|--|
| | <ul style="list-style-type: none"> अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर अपनी प्रतिक्रिया लिखते हैं, पूछे गए प्रश्नों के उत्तर (लिखित/ब्रेल लिपि आदि में) देते हैं। |

कक्षा चार (हिंदी)

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|--|---|
| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> विभिन्न विषयों, स्थितियों, घटनाओं, अनुभवों, कहानियों, कविताओं आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों। 'पढ़ने का कोना'/पुस्तकालय में स्तरानुसार विभिन्न प्रकार की रोचक सामग्री; जैसे- बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री, अखबार आदि उपलब्ध हों। तरह-तरह की कहानियों, कविताओं, पोस्टर आदि को पढ़कर समझने-समझाने, उस पर अपनी प्रतिक्रिया देने, बातचीत करने, प्रश्न करने के अवसर उपलब्ध हों। | <p>बच्चे -</p> <ul style="list-style-type: none"> दूसरों द्वारा कही जा रही बात को ध्यान से सुनकर अपनी प्रतिक्रिया व्यक्त करते और प्रश्न पूछते हैं। सुनी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं। कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हुए उसमें अपनी कहानी/बात जोड़ते हैं। भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका इस्तेमाल करते हैं। विविध प्रकार की सामग्री (जैसे समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका |

सीखने-सिखाने की प्रक्रिया

- विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों, जैसे -किसी घटना या पात्र के संबंध में अपनी प्रतिक्रिया, राय, तर्क देना, विश्लेषण करना, आदि।
- कहानी, कविता आदि को बोलकर पढ़ने-सुनाने और सुनी, देखी, पढ़ी बातों को अपने तरीके से, अपनी भाषा में कहने और लिखने (भाषिक और सांकेतिक माध्यम से) के अवसर एवं प्रोत्साहन उपलब्ध हों।
- ज़रूरत और संदर्भ के अनुसार अपनी भाषा गढ़ने (नए शब्द/वाक्य/अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर उपलब्ध हों।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों।
- अपनी बात को अपने ढंग से/सृजनात्मक तरीके से अभिव्यक्त(मौखिक, लिखित, सांकेतिक रूप से) करने की आज़ादी हो।
- आस-पास होने वाली गतिविधियों/घटनाओं (जैसे- मेरे घर की छत से सूरज क्यों नहीं दिखता? सामने वाले पेड़ पर बैठने वाली चिड़िया कहाँ चली गई?) को लेकर प्रश्न करने, सहपाठियों से बातचीत या चर्चा करने के अवसर उपलब्ध हों।

सीखने की संप्राप्ति (Learning Outcomes)

- आदि) में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझते और उन पर चर्चा करते हैं।
- पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी संवेदनाओं और विचारों की (मौखिक/लिखित) अभिव्यक्ति करते हैं।
- अपनी पाठ्यपुस्तक से इतर सामग्री (बाल साहित्य/समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ ग्रहण करते हैं।
- पढ़ने के प्रति उत्सुक रहते हैं और पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ते हैं।
- पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं।
- स्तरानुसार अन्य विषयों, व्यवसायों, कलाओं आदि(जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली की सराहना करते हैं।
- भाषा की बारीकियों, जैसे - शब्दों की पुनरावृत्ति, सर्वनाम,विशेषण, जेंडर, वचन आदि के प्रति सचेत रहते हुए लिखते हैं।

सीखने-सिखाने की प्रक्रिया

- कक्षा में अपने साथियों की भाषाओं पर गौर करने के अवसर हों; जैसे - आम, रोटी, तोता आदि शब्दों को अपनी-अपनी भाषा में कहे जाने के अवसर उपलब्ध हों।
- विषय-वस्तु के संदर्भ में भाषा की बारीकियों और उसकी नियमबद्ध प्रकृति को समझने और उनका प्रयोग करने के अवसर हों।
- अन्य विषयों, व्यवसायों, कलाओं आदि(जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली को समझने और उसका संदर्भ एवं स्थिति के अनुसार इस्तेमाल करने के अवसर हों।
- पाठ्यपुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।

सीखने की संप्राप्ति (Learning Outcomes)

- किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए और सराहते हैं और शब्दों का उपयुक्त प्रयोग करते हुए लिखते हैं।
- विभिन्न स्थितियों और उद्देश्यों (बुलेटिन बोर्ड पर लगाई जाने वाली सूचना सामान की सूची, कविता, कहानी, चिट्ठी आदि) के अनुसार लिखते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।
- अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं।

कक्षा पाँच (हिंदी)

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|---|---|
| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> ➤ विभिन्न विषयों, स्थितियों, घटनाओं, अनुभवों, कहानियों, कविताओं आदि को अपने तरीके और अपनी भाषा में (मौखिक/लिखित/सांकेतिक रूप से) कहने-सुनाने/प्रश्न पूछने, टिप्पणी करने, अपनी राय देने की आज़ादी हो। ➤ पुस्तकालय/कक्षा में अलग-अलग तरह की कहानियाँ, कविताएँ अथवा/बाल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होर्डिंग, अखबारों की कतरनें उनके आस-पास के परिवेश में उपलब्ध हों और उन पर चर्चा करने के मौके हों। ➤ तरह-तरह की कहानी, कविताओं, पोस्टर आदि को संदर्भ के अनुसार पढ़कर समझने-समझाने के अवसर उपलब्ध हों। ➤ सुनी, देखी, पढ़ी बातों को अपने तरीके से, अपनी भाषा में लिखने के अवसर हों। ➤ ज़रूरत और संदर्भ के अनुसार अपनी भाषा गढ़ने (नए शब्द/वाक्य/अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर हों। ➤ एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों। | <p>बच्चे -</p> <ul style="list-style-type: none"> ● सुनी अथवा पढ़ी रचनाओं (हास्य, साहसिक, सामाजिक आदि विषयों पर आधारित कहानी, कविता आदि) की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं/अपनी स्वतंत्र टिप्पणी देते हैं/अपनी बात के लिए तर्क देते हैं/निष्कर्ष निकालते हैं। ● अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए उन पर मौखिक रूप से अपनी प्रतिक्रिया व्यक्त करते हैं/प्रश्न पूछते हैं। ● भाषा की बारीकियों पर ध्यान देते हुए अपनी (मौखिक)भाषा गढ़ते हैं। ● विविध प्रकार की सामग्री (अखबार, बाल साहित्य, पोस्टर आदि) में आए संवेदनशील बिंदुओं पर (मौखिक/लिखित) अभिव्यक्ति करते हैं, जैसे -‘ईदगाह’ कहानी पढ़ने के बाद बच्चा कहता है-मैं भी अपनी दादी की खाना बनाने में मदद करता हूँ। ● विभिन्न स्थितियों और उद्देश्यों (बुलेटिन पर लगाई जाने वाली सूचना, कार्यक्रम की रिपोर्ट, जानकारी आदि प्राप्त करने के लिए) के लिए पढ़ते और लिखते हैं। ● अपनी पाठ्यपुस्तक से इतर सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझते हुए पढ़ते और उसके बारे में बताते हैं। |

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|---|--|
| <ul style="list-style-type: none"> ➤ आस-पास होने वाली गतिविधियों/घटने वाली घटनाओं को लेकर प्रश्न करने, बच्चों से बातचीत या चर्चा करने, टिप्पणी करने, राय देने के अवसर उपलब्ध हों। ➤ विषय-वस्तु के संदर्भ में भाषा की बारीकियों और उसकी नियमबद्ध प्रकृति को समझने और उनका प्रयोग करने के अवसर हों। ➤ नए शब्दों को चित्र शब्दकोश/शब्दकोश में देखने के अवसर उपलब्ध हों । ➤ अन्य विषयों, व्यवसायों, कलाओं आदि(जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली को समझने और उसका संदर्भ एवं स्थिति के अनुसार इस्तेमाल करने के अवसर हों। ➤ पाठ्यपुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों। | <ul style="list-style-type: none"> ● सुनी अथवा पढ़ी रचनाओं (हास्य, साहसिक, सामाजिक आदि विषयों पर आधारित कहानी, कविता आदि) की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं/अपनी स्वतंत्र टिप्पणी देते हैं/अपनी बात के लिए तर्क देते हैं/निष्कर्ष निकालते हैं। ● अपरिचित शब्दों के अर्थ शब्दकोश से खोजते हैं। ● स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं। जैसे -किसी घटना की जानकारी के बोर में बताने के लिए स्कूल की भित्ति पत्रिका के लिए लिखना और किसी दोस्त को पत्र लिखना। ● भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते हैं और उसे अपने लेखन/ब्रेल में शामिल करते हैं। ● भाषा की व्याकरणिक इकाइयों, जैसे- कारक-चिह्न, क्रिया, काल, विलोम आदि) की पहचान करते हैं और उनके प्रति सचेत रहत हुए लिखते हैं। ● विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न, उद्धरण चिह्न का सचेत इस्तेमाल करते हैं। ● स्तरानुसार अन्य विषयों, व्यवसायों, कलाओं आदि (जैसे- गणित, विज्ञान, |

सीखने-सिखाने की प्रक्रिया**सीखने की संप्राप्ति (Learning Outcomes)**

सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली को समझते हैं और संदर्भ एवं स्थिति के अनुसार उनका लेखन में इस्तेमाल करते हैं।

- अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए उन पर लिखित रूप से अपनी प्रतिक्रिया व्यक्त करते हैं।
- उद्देश्य और संदर्भ के अनुसार शब्दों, वाक्यों, विराम-चिह्नों का उचित प्रयोग करते हुए लिखते हैं।
- पाठ्यपुस्तक और उससे इतर सामग्री में आए संवेदनशील बिंदुओं पर लिखित/ब्रेल लिपि में अभिव्यक्ति करते हैं।
- अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाते हुए लिखते हैं।

हिंदी भाषा

उच्च प्राथमिक स्तर पर हिंदी भाषा सीखने की संप्राप्ति

परिचय

प्राथमिक कक्षाओं में समझते हुए पढ़ना-लिखना सीख लेने के बाद उच्च प्राथमिक स्तर तक पहुँचकर अब शिक्षार्थी पढ़ते समय किसी रचना से भावात्मक रूप से जुड़ भी सकें और कोई नयी किताब या रचना सामने आने पर उसे उठाकर पलटने और पढ़ने की उत्सुकता उनमें पैदा हो - मुख्य रूप से यह अपेक्षा रहती है। यह अपेक्षा भी रहती है कि उन्हें इस बात की जानकारी और समझ हो कि समाचार-पत्र के विभिन्न पन्नों पर क्या छपता है, समाचार-पत्र में छपी किसी खबर, लेख या कही गई किसी बात का निहितार्थ क्या है? इस स्तर तक आते-आते शिक्षार्थियों के पढ़ने-लिखने में यह बात भी शामिल हो जाए कि विभिन्न उद्देश्यों के लिए पढ़ने और लिखने के तरीकों में अंतर होता है। हमारे पढ़ने का तरीका इस बात पर भी निर्भर करता है कि हमारे पढ़ने का उद्देश्य क्या है। एक विज्ञापन को पढ़ना और एक सूचना को पढ़ने के तरीके में फर्क होता है। लेखन के संदर्भ में भी यह बात जान लेनी महत्वपूर्ण है कि हमारा 'पाठक' कौन है यानी हम किस लिए लिख रहे हैं। अगर हमें विद्यालय के खेल-कूद समारोह की सूचना लिखकर लगानी है तो इसके 'पाठक' विद्यालय के बच्चे, शिक्षक और अन्य कर्मचारीगण हैं। लेकिन अगर यही सूचना समुदाय और अभिभावकों को देनी है तो इसके पाठकों में अभिभावक और समुदाय के व्यक्ति भी शामिल हो जाएँगे। दोनों स्थितियों में हमारे लिखने के तरीके और भाषा में बदलाव आना स्वाभाविक है। उच्च प्राथमिक स्तर पर विभिन्न स्थितियों के संदर्भ में अपने आप को लिखित रूप में अभिव्यक्त करना और यह बात और अधिक दृढ़ हो जानी चाहिए और लेखन का उद्देश्य भी यही है। उच्च प्राथमिक स्तर पर यह अपेक्षा भी रहती है कि शिक्षार्थी विभिन्न रचनाओं को पढ़कर उसमें झलकने वाली सोच, पूर्वाग्रह और सरोकार आदि को पहचान पाएँ। कुल मिलाकर प्रयास यह होना चाहिए कि इस चरण के पूरा होने तक शिक्षार्थी किसी भाषा, व्यक्ति, वस्तु, स्थान, रचना आदि का विश्लेषण करने, उसकी व्याख्या करने और उस व्याख्या को आत्मविश्वास व स्पष्टता के साथ अभिव्यक्त करने के अभ्यस्त हो जाएँ। वे रचनात्मक और सृजनात्मक ढंग से भाषा को बरतना सीख जाएँ। इन सभी बातों को ध्यान में रखते हुए यहाँ पाठ्यचर्या संबंधी अपेक्षाएँ, सीखने-सिखाने की प्रक्रिया तथा सीखने संबंधी संप्राप्ति को दर्शाने वाले बिंदु दिए गए हैं। यहाँ यह समझना ज़रूरी होगा कि हिंदी भाषा संबंधी जो भाषा-संप्राप्ति के बिंदु दिए गए हैं उनमें परस्पर जुड़ाव है और एक से अधिक भाषायी क्षमताओं की झलक उनमें मिलती है। किसी रचना को सुनकर अथवा पढ़कर उस पर गहन चर्चा करना, अपनी प्रतिक्रिया व्यक्त करना, प्रश्न पूछना पढ़ने की क्षमता से भी जुड़ा है और सुनने-बोलने की क्षमता से भी। प्रतिक्रिया, प्रश्न और टिप्पणी को लिखकर भी अभिव्यक्त किया जा सकता है।

इस तरह से भाषा की कक्षा में एक साथ सुनना, बोलना, पढ़ना और लिखना जुड़ा है। पाठ्यचर्या संबंधी अपेक्षाओं को पूरा करने में सीखने में उपयुक्त प्रक्रियाओं की बड़ी भूमिका होती है। सीखने की उपयुक्त प्रक्रियाओं के बगैर सीखने संबंधी अपेक्षित संप्राप्ति नहीं की जा सकेगी।

पाठ्यचर्या संबंधी अपेक्षाएँ

पाठ्यचर्यासंबंधी अपेक्षाओं को पूरे देश के बच्चों को ध्यान में रखकर (प्रथम भाषा के रूप में हिंदी पढ़ने वाले और द्वितीय भाषा के रूप में हिंदी पढ़ने वाले दोनों) तैयार किया गया है।

- किसी भी नई रचना/किताब को पढ़ने/समझने की जिज्ञासा व्यक्त करना।
- समाचार पत्रों/पत्रिकाओं में दी गई खबरों/बातों को जानना-समझना।
- विभिन्न सामाजिक-सांस्कृतिक मूल्यों के प्रति अपने रुझानों को अभिव्यक्त करना।
- पढ़ी-सुनी रचनाओं को जानना, समझना, व्याख्या करना, अभिव्यक्त करना।
- अपने व दूसरों के अनुभवों को कहना-सुनना-पढ़ना-लिखना। (मौखिक-लिखित-सांकेतिक रूप में)
- अपने स्तरानुकूल दृश्य-श्रव्य माध्यमों की सामग्री (जैसे-बाल साहित्य, पत्र-पत्रिकाएँ, टेलिविजन, कंप्यूटर-इंटरनेट, नाटक, सिनेमा आदि) पर अपनी राय व्यक्त करना।
- साहित्य की विभिन्न विधाओं (जैसे- कविता, कहानी, निबंध, एकांकी, संस्मरण, डायरी आदि) की समझ बनाना और उनका आनंद उठाना।
- दैनिक जीवन में औपचारिक-अनौपचारिक अवसरों पर उपयोग की जा रही भाषा की समझ बनाना।
- भाषा-साहित्य की विविध सृजनात्मक अभिव्यक्तियों को समझना और सराहना करना।
- हिंदी भाषा में अभिव्यक्त बातों की तार्किक समझ बनाना।
- पाठ विशेष को समझना और उससे जुड़े मुद्दों पर अपनी राय देना।
- विभिन्न संदर्भों में प्रयुक्त भाषा की बारीकियों, भाषा की लय, तुक को समझना।
- भाषा की नियमबद्ध प्रकृति को पहचानना और विश्लेषण करना।

- भाषा का नए संदर्भों/परिस्थितियों में प्रयोग करना।
- अन्य विषयों; जैसे-विज्ञान, गणित, सामाजिक विज्ञान आदि में प्रयुक्त भाषा की समुचित समझ बनाना व उसका प्रयोग करना।
- हिंदी भाषा-साहित्य को समझते हुए सामाजिक परिवेश के प्रति जागरूक होना।
- दैनिक जीवन में तार्किक एवं वैज्ञानिक समझ की ओर बढ़ना।
- पढ़ी-लिखी-सुनी-देखी-समझी गई भाषा का सृजनशील प्रयोग।

| कक्षा छः (हिंदी)सिखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> ➤ अपनी भाषा में बातचीत तथा चर्चा करने के अवसर हों। ➤ प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों। ➤ सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने, लिखने और चर्चा करने के अवसर उपलब्ध हों। ➤ समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो। ➤ हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने की सुविधा (ब्रेल/सांकेतिक रूप में भी) और उन पर बातचीत की आज़ादी हो। ➤ अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों। | <p>बच्चे-</p> <ul style="list-style-type: none"> ● विभिन्न प्रकार की ध्वनियों, जैसे -बारिश, हवा, रेल, बस, फेरीवाला आदि) को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक/सांकेतिक भाषा में प्रस्तुत करते हैं। ● सुनी, देखी गई बातों; जैसे- स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं और प्रश्न करते हैं। ● देखी, सुनी रचनाओं/घटनाओं/मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाते हैं; जैसे-किसी कहानी को आगे बढ़ाना। ● रेडियो, टी.वी., अखबार, इंटरनेट में देखी/सुनी गई खबरों को अपने शब्दों में कहते हैं। ● विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से बताते हैं; जैसे- आँखों से न देख पाने वाले साथी का यात्रा-अनुभव। |

| कक्षा छः (हिंदी)सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| <ul style="list-style-type: none"> ➤ अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ आयोजित हों, जैसे-शब्द खेल। ➤ हिंदी भाषा में संदर्भ के अनुसार भाषा विश्लेषण (व्याकरण, वाक्य संरचना, विराम चिह्न आदि) करने के अवसर हों। ➤ कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों; जैसे-अभिनय, रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हों और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों। ➤ साहित्य और साहित्यिक तत्वों की समझ बढ़ाने के अवसर हों। ➤ शब्दकोश का प्रयोग करने के लिए प्रोत्साहन एवं सुलभ परिवेश हो। ➤ सांस्कृतिक महत्त्व के अवसरों पर अवसरानुकूल लोकगीतों का संग्रह करने, उनकी गीतमय प्रस्तुति देने के अवसर हों। | <ul style="list-style-type: none"> ● अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में जानते हुए चर्चा करते हैं। ● अपने से भिन्न भाषा, खान-पान, रहन-सहन संबंधी विविधताओं पर बातचीत करते हैं। ● सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी विषयवस्तु का अनुमान लगाते हैं। ● किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विषय बिंदु को खोजते हैं, अनुमान लगाते हैं, निष्कर्ष निकालते हैं। ● हिंदी भाषा में विभिन्न प्रकार की सामग्री(समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, राय, टिप्पणी देते हैं। ● भाषा की बारीकियों/व्यवस्था/ढंग पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे- कविता में लय-तुक, वर्ण-आवृत्ति (छंद) तथा कहानी, निबंध में मुहावरे, लोकोक्ति आदि। ● विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उपयुक्त उतार-चढ़ाव और सही गति के साथ पढ़ते हैं। ● हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं। |

| कक्षा छ: (हिंदी)सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| | <ul style="list-style-type: none"> ● नए शब्दों के प्रति जिज्ञासा व्यक्त करते हैं और उनके अर्थ समझने के लिए शब्दकोश का प्रयोग करते हैं। ● विविध कलाओं; जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला आदि से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करते हैं। ● दूसरों के द्वारा अभिव्यक्त अनुभवों को ज़रूरत के अनुसार लिखना; जैसे सार्वजनिक स्थानों (जैसे-चौराहों, नलों, बस अड्डे आदि) पर सुनी गई बातों को लिखना। ● हिंदी भाषा में विभिन्न प्रकार की सामग्री(समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर-पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी को लिखित या ब्रेल भाषा में व्यक्त करते हैं। ● विभिन्न विषयों, उद्देश्यों के लिए उपयुक्त विराम-चहनों का उपयोग करते हुए लिखते हैं। ● विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं। ● विभिन्न संदर्भों में विभिन्न उद्देश्यों के लिए लिखते समय शब्दों, वाक्य संरचनाओं, मुहावरे आदि का उचित प्रयोग करते हैं। |

कक्षा सात (हिंदी)

| सीखने-सिखाने की प्रक्रिया | सीखने की संग्रप्ति (Learning Outcomes) |
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| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> ➤ अपनी भाषा में बातचीत-चर्चा करने के अवसर हों। ➤ प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों। ➤ समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो। ➤ हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने (ब्रेल/सांकेतिक रूप में भी) और उन पर बातचीत की आज़ादी हो। ➤ अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों। ➤ अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ हों; जैसे-शब्द खेल, अनौपचारिक पत्र, तुकबंदियाँ, पहेलियाँ, संस्मरण आदि। ➤ सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और अन्य ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने और लिखकर अभिव्यक्त करने की गतिविधियाँ हों। ➤ कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों; जैसे-अभिनय, रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों | <p>बच्चे-</p> <ul style="list-style-type: none"> ● विविध प्रकार की रचनाओं को पढ़कर समूह में चर्चा करते हैं। ● किसी सामग्री को पढ़ते हुए लेखक द्वारा रचना के परिप्रेक्ष्य में कहे गए विचार को समझकर और अपने अनुभवों के साथ उसकी संगति, सहमति या असहमति के संदर्भ में अपने विचार अभिव्यक्त करते हैं। ● किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक, /सांकेतिक भाषा में व्यक्त करते हैं। ● पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते , परिचर्चा करते हैं। ● अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में चर्चा करते हैं और उनकी सराहना करते हैं। ● विविध कलाओं जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला और इनमें प्रयोग होने वाली भाषा के बारे में जिज्ञासा व्यक्त करते हैं, उन्हें समझने का प्रयास करते हैं। ● विभिन्न स्थानीय सामाजिक एवं प्राकृतिक मुद्दों /घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देते हैं; जैसे- बरसात के दिनों में हराभरा होना? विषय पर चर्चा। |

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|---|--|
| <p>में संवाद आदि के आयोजन हों और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों।</p> <p>➤ विद्यालय/विभाग/कक्षा की पत्रिका/भित्ति पत्रिका निकालने के लिए प्रोत्साहन हो।</p> | <ul style="list-style-type: none"> ● विभिन्न संवेदनशील मुद्दों/विषयों; जैसे-जाति, धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में मौखिक रूप से अपनी तार्किक समझ अभिव्यक्त करते हैं। ● सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी उपयोगिता के बारे में बताते हैं। ● किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिंदु को खोजते हैं। ● पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं। ● विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों को के अर्थ समझते हुए उनकी सराहना करते हैं। ● कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं; जैसे- वर्णनात्मक, विवरणात्मक, भावात्मक, प्रकृति चित्रण आदि। ● किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए ज़रूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री; जैसे- शब्दकोश, मानचित्र, इंटरनेट या अन्य पुस्तकों की मदद लेते हैं। ● विविध कलाओं; जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला आदि से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करते हैं। |

सीखने-सिखाने की प्रक्रिया

सीखने की संप्राप्ति (Learning Outcomes)

- भाषा की बारीकियों/व्यवस्था तथा नए शब्दों का प्रयोग करते हैं; जैसे- किसी कविता में प्रयुक्त शब्द विशेष, पदबंध का प्रयोग-आप बढ़ते हैं तो बढ़ते ही चले जाते हैं या जल-रेल जैसे प्रयोग।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं; जैसे- अपने गाँव की चौपाल की बातचीत या अपने मोहल्ले के लिए तरह तरह के कार्य करने वालों की बातचीत।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री(समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद के पक्ष में लिखित या ब्रेल भाषा में अपने तर्क रखते हैं।
- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं।
- विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं, मुहावरों, लोकोक्तियों, विराम-चिह्नों एवं अन्य व्याकरणिक इकाइयों (जैसे- काल, क्रिया विशेषण, शब्द-युग्म आदि का प्रयोग करते हैं।
- विभिन्न संवेदनशील मुद्दों/विषयों;जैसे-जाति,धर्म, रंग,जेंडर, रीति-रिवाजों के बारे में लिखित रूप से तार्किक समझअभिव्यक्त करते हैं।
- भित्ति पत्रिका/पत्रिका आदि के लिए तरह-तरह की सामग्री जुटाते हैं,

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
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| | <p>लिखते</p> <ul style="list-style-type: none"> हैं और उनका संपादन करते हैं। |

कक्षा आठ (हिंदी)

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|--|--|
| <p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:</p> <ul style="list-style-type: none"> अपनी भाषा में बातचीत, चर्चा तथा विश्लेषण करने के अवसर हों। जीवन से जोड़कर विषय को समझने के अवसर हों। प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों। समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो। हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने (ब्रेल/सांकेतिक रूप में भी) और उन पर बातचीत की आज़ादी हो। अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों। अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ हों; जैसे-शब्द खेल, कविता, गीत, चुटकलें, पत्र आदि। सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और अन्य | <p>बच्चे-</p> <ul style="list-style-type: none"> विभिन्न विषयों पर आधारित विविध प्रकार की रचनाओं को पढ़कर चर्चा करते हैं, जैसे- पाठ्यपुस्तक में किसी पक्षी के बारे में पढ़कर पक्षियों पर लिखी गई सालीम अली की किताब पढ़कर चर्चा करते हैं। हिंदी भाषा में विभिन्न प्रकार की सामग्री(समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट, ब्लॉग पर छपने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी, राय, निष्कर्ष आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं। पढ़ी गई सामग्री पर चिंतन करते हुए समझ के लिए प्रश्न पूछते हैं। अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में बताते/सुनाते हैं। पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बननेवाली छवियों और विचारों के बारे में मौखिक /सांकेतिक भाषा में बताते हैं। |

सीखने-सिखाने की प्रक्रिया

ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने और लिखकर अभिव्यक्त करने की गतिविधियाँ हों।

➤ कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों; जैसे-अभिनय, रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हों और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों।

सीखने की संप्राप्ति (Learning Outcomes)

- विभिन्न संवेदनशील मुद्दों/विषयों; जैसे-जाति, धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में अपने मित्रों, अध्यापकों या परिवार से प्रश्न करते हैं; जैसे-अपने मोहल्ले के लोगों से त्योहार मनाने के तरीके पर बातचीत करना।
- किसी रचना को पढ़कर उसके सामाजिक मूल्यों पर चर्चा करते हैं। उसके कारण जानने की कोशिश करते हैं; जैसे-अपने आस-पास रहने वाले परिवारों और उनके रहन-सहन पर सोचते हुए प्रश्न करते हैं-रामू काका की बेटा स्कूल क्यों नहीं जाती?
- विभिन्न प्रकार की सामग्री, जैसे कहानी, कविता, लेख, रिपोर्ताज, संस्मरण, निबंध, व्यंग्य आदि को पढ़ते हुए अथवा पाठ्यवस्तु की बारीकी से जाँच करते हुए उसका अनुमान लगाते हैं, विश्लेषण करते हैं, विशेष बिंदु को खोजते हैं।
- पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं।
- विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों को के अर्थ समझते हुए उनकी सराहना करते हैं।
- कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं; जैसे- वर्णनात्मक, विवरणात्मक, भावात्मक, प्रकृति

सीखने-सिखाने की प्रक्रिया

सीखने की संप्राप्ति (Learning Outcomes)

चित्रण आदि।

- विभिन्न पठन सामग्रियों को पढ़ते हुए उनके शिल्प की सराहना करते हैं और अपने स्तरानुकूल मौखिक, लिखित, ब्रेल/सांकेतिक रूप में उसके बारे में अपने विचार व्यक्त करते हैं।
- किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए ज़रूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री; जैसे- शब्दकोश, विश्वकोश, मानचित्र, इंटरनेट या अन्य पुस्तकों की मदद लेते हैं।
- अपने पाठक और लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावी तरीके से लिखते हैं।
- पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बननेवाली छवियों और विचारों के बारे में लिखित या ब्रेल भाषा में अभिव्यक्ति करते हैं।
- भाषा की बारीकियों/व्यवस्था का लिखित प्रयोग करते हैं; जैसे- कविता के शब्दों को बदलकर अर्थ और लय को समझना।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं; जैसे- स्कूल के किसी कार्यक्रम की रिपोर्ट बनाना या फिर अपने गाँव के मेले के दुकानदारों से बातचीत।

| सीखने-सिखाने की प्रक्रिया | सीखने की संप्राप्ति (Learning Outcomes) |
|---------------------------|---|
| | <ul style="list-style-type: none"> ● अपने अनुभवों को अपनी भाषा शैली में लिखते हैं। लेखन के विविध तरीकों और शैलियों का प्रयोग करते हैं; जैसे-विभिन्न तरीकों से (कहानी, कविता, निबंध आदि) कोई अनुभव लिखना। ● दैनिक जीवन से अलग किसी घटना/स्थिति पर विभिन्न तरीके से सृजनात्मक ढंग से लिखते हैं; जैसे-सोशल मीडिया पर, नोटबुक पर या संपादक के नाम पत्र आदि। ● विविध कलाओं; जैसे-हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला और इनमें प्रयोग होने वाली भाषा (रजिस्टर) का सृजनात्मक प्रयोग करते हैं; जैसे- कला के बीज बोना, मनमोहक मुद्राएँ, रस की अनुभूति। ● अपने पाठक और लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावी तरीके से लिखते हैं। ● अभिव्यक्ति की विविध शैलियों/रूपों को पहचानते हैं, स्वयं लिखते हैं; जैसे- कविता, कहानी, निबंध.....। ● पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बननेवाली छवियों और विचारों के बारे में लिखित/ब्रेल भाषा में अभिव्यक्त करते हैं। |

Learning Outcomes in English-Primary Stage

Introduction

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

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

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

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

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

Curricular Expectations

- Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.

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

Class I (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|--|---|
| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ name common objects like man, dog etc. when pictures are shown ➤ use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ draw/scribble pictures/ images from the story as preliminary to writing ➤ respond in home language/English/sign language/non-verbal expressions what he/she has understood in the story/poem | <p>The learner:</p> <ul style="list-style-type: none"> • associates words with pictures. • names familiar objects seen in the pictures. • recognizes letters and their sounds A-Z • differentiates between small and capital letters in print/Braille • recites poems/rhymes with actions. • draws/ scribbles in response to poems and stories. • responds orally (in any language including sign language) to comprehension questions related to stories/poems • identifies characters and sequence of a story and asks questions about the story. • carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others. • listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs. |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <ul style="list-style-type: none"> ➤ use greetings like “good morning”, “thank you” and have polite conversations in English like “what is your name?”, “how are you?” etc. ➤ say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. ➤ give examples of common blend sounds in words like ‘<u>br</u>ick’, ‘<u>br</u>other’, ‘<u>fr</u>og’, ‘<u>fr</u>ie<u>nd</u>’ etc. | <ul style="list-style-type: none"> • talks about self /situations/ pictures in English. • uses nouns such as ‘boy’, ‘sun’, and prepositions like ‘in’, ‘on’, ‘under’, etc. • produces words with common blends like “br” “fr” like ‘brother’, frog’ etc. • writes simple words like fan, hen, rat etc |

Class II (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|---|--|
| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ respond orally in home language/English/sign language/non-verbal expressions. ➤ write 2-3 simple sentences about stories/poems. ➤ look at scripts in a print rich environment like newspapers, tickets, posters etc. ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. | <p>The learner:</p> <ul style="list-style-type: none"> • sings songs/rhymes with action. • responds to comprehension questions related to stories and poems, in home language/English/ sign language, orally and in writing (phrases/ short sentences) • identifies characters, and sequence of events in a story. • expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language. • draws/ writes a few words/short sentence in response to poems and stories. • listens to English words, greetings, polite forms of expression, and responds in English/home language like ‘How are you?’, ‘I’m fine, thank you.’ etc. • uses simple adjectives related to size, shape, colour, weight, |

| Suggested Pedagogical Processes | Learning Outcomes |
|--|---|
| <ul style="list-style-type: none"> ➤ speak and write English, talk to their peers in English, relating to festivals and events at homes and schools. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc. ➤ read cartoons/ pictures/comic strips with or without words independently. ➤ write 2-3 sentences describing common events using adjectives, prepositions and sight words like “This is my dog. It is a big dog. It runs behind me.” | <p>texture such as ‘big’, ‘small’, ‘round’, ‘pink’ ‘red’ ‘heavy’ ‘light’ ‘soft’ etc.</p> <ul style="list-style-type: none"> • uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc. • uses prepositions like ‘before’, ‘between’ etc. • composes and writes simple, short sentences with space between words. |

Class III (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|---|--|
| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing songs/ recite poems in English with intonation. ➤ participate in role-play, enactment of skits. ➤ reads aloud short texts/ scripts on the walls, with pronunciation and pause ➤ listen to and communicate oral / telephonic messages ➤ collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, | <p>The learner:</p> <ul style="list-style-type: none"> • recites poems individually/ in groups with correct pronunciation and intonation. • performs in events such as role-play/ skit in English with appropriate expressions. • reads aloud with appropriate pronunciation and pause • reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English. |

| Suggested Pedagogical Processes | Learning Outcomes |
|--|--|
| <p>fairy tales, etc.)</p> <ul style="list-style-type: none"> ➤ read posters, tickets, labels, pamphlets, newspapers etc. ➤ takes dictation of words/phrases/sentences/short paragraphs from known and unknown texts. ➤ draw and write short sentences related to stories read, and speak about their drawing or writing work. ➤ raise questions on the text read. ➤ convert sentences from one tense to another (past and present) ➤ enrich vocabulary in English through listening to and reading stories/folk tales. ➤ use nouns, pronouns, adjectives and prepositions in speech and writing. ➤ use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS. ➤ identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc. | <ul style="list-style-type: none"> • expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language. • responds appropriately to oral messages/ telephonic communication. • writes/types dictation of words/phrases/sentences. • uses meaningful short sentences in English, orally and in writing.uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. • distinguishes between simple past and simple present tenses • identifies opposites like 'day/night', 'close-open', and such others. • uses punctuation such as question mark, full stop and capital letters appropriately. • reads printed scripts on the classroom walls: poems, posters, charts etc. • writes 5-6 sentences in English on personal experiences/events using verbal or visual clues. • uses vocabulary related to subjects like Maths, EVS, relevant to class III. |

Class IV (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|---|--|
| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ listen to simple instructions, announcements in English made in class/school and act accordingly. ➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. ➤ learn English through posters, charts, etc., in addition to books and children’s literature. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ understand different forms of writing (informal letters, lists, stories, diar entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences. ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ start using dictionary to find out spelling and meaning. ➤ practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. ➤ infer the meaning of unfamiliar words from the context. | <p>The learner:</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits. • responds to simple instructions, announcements in English made in class/school. • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/ /or personal experiences in English. • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements. • shares riddles and tongue-twisters in English. • solves simple crossword puzzles, builds word chains, etc. • infer the meaning of unfamiliar words by reading them in context. • uses dictionary to find out spelling and meaning. • writes / types dictation of short paragraphs (7-8 sentences). • uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop. • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. • writes informal letters/messages with a sense of audience. |

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|---|--|
| <ul style="list-style-type: none"> ➤ takes dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/ pictures/comic strips with or without words and interpret them. ➤ enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. | <ul style="list-style-type: none"> • uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing. • reads printed script on the classroom walls, notice board, in posters and in advertisements. • speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela. • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc. |
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Class V (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ discuss and present orally, and then write answers to textbased questions, short descriptive paragraphs. ➤ participates in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. | <p>The learner:</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. • acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. |

| Suggested Pedagogical Processes | Learning Outcomes |
|--|--|
| <ul style="list-style-type: none"> ➤ prepare speech for morning assembly, group discussions, debates on selected topics, etc. ➤ infer the meaning of unfamiliar words from the context while reading a variety of texts. ➤ Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. ➤ understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context ➤ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ find out different forms of writing (informal letters, lists, stories leave application, notice etc.) ➤ learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) ➤ use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. ➤ take dictation of sort texts such as lists, paragraphs and dialogues. ➤ enrich vocabulary through crossword puzzles, word chain etc. ➤ look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. | <ul style="list-style-type: none"> • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs. • conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. • uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events. • connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs. • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. • writes informal letters, messages and e-mails. • reads print in the surroundings(advertisements, directions, names of places etc), understands and answers queries |

| Suggested Pedagogical Processes | Learning Outcomes |
|---------------------------------|--|
| | <ul style="list-style-type: none"> • attempts to write creatively (stories, poems, posters, etc) • writes and speaks on peace, equality etc suggesting personal views • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybook,ks/ eard in narratives/ seen in videos, films etc |

Learning Outcomes in English Upper Primary Stage

Introduction

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

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

Processes are also given along with the Learning Outcomes to emphasise the process of learning, and active participation of learners. The suggested activities/exercises are to scaffold the process of language acquisition. This is mainly to support teachers to create learning opportunities for the learners.

The teacher should observe children for assessment when they are engaged in activities keeping in mind differently-abled children as well. Assessment should be an integral part of the teaching-learning process and not a year end examination only.

Curricular Expectations

- Acquires the ability to listen and respond orally and in writing/Lip reads where necessary.
- Speaks about self, simple experiences; report events to peers, accurately and appropriately make connections and draw inferences.
- Recites poems, dialogues; speak and write language chunks (phrases, sentences from stories, plays, speeches, etc.)
- Understands the central idea and locate details in the text (familiar and unfamiliar).
- Uses his/her critical/thinking faculty to read between the lines and go beyond the text.
- Comprehends and uses the form and functions of grammar in context.
- Writes coherently and with a sense of audience (formal and informal)
- Writes simple messages, invitations, short paragraphs, letter (formal and informal), applications, personal diary, dialogue from story and story from a dialogue / conversation in English and in Braille
- Engages in creative writing e.g. composition of poems, jokes, short stories, etc.
- Develops sensitivity towards their culture and heritage, aspects of contemporary life, gender, and social inequality

Class VI (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|--|---|
| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc. | <p>The learner</p> <ul style="list-style-type: none"> • participates in activities in English like role play, group discussion, debate, etc. • recites and shares poems, songs, jokes, riddles, tongue twisters, |

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

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

Class VII (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment. ➤ participate in different events/ activities in English in the classroom, school assembly; and organized by different Institutions. ➤ listen to English news/debates (TV, Radio) as input for discussion and debating skills. ➤ watch / listen to English movies, serials, educational channels with sub-titles, audio-video materials, teacher reading out from | <p>The learner:</p> <ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts. • reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. • participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary. |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|--|
| <p>materials and eminent speakers.</p> <ul style="list-style-type: none"> ➤ share their experiences such as journeys, visits, etc. in pairs /groups. ➤ introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers; ➤ summarise orally/ in writing, a given text/ stories,/an event; ➤ learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) ➤ read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea. ➤ use material from various sources in English and other languages to facilitate comprehension and co-relation. ➤ understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc. ➤ interpret tables, charts, diagrams and maps, and incorporate the information in writing. ➤ think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts.) ➤ refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading. ➤ read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions. ➤ take dictation of a paragraph with a variety of sentence structures. | <ul style="list-style-type: none"> • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station. • speaks about excerpts, dialogues, skits, short films, news / debate on TV and radio, audio –video programmes on suggested websites. • asks and responds to questions based on texts (from books or other resources) and out of curiosity. • reads textual/non-textual materials in English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life. • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. • infers the meaning of unfamiliar words by reading them in context. • refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. • uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <ul style="list-style-type: none"> ➤ draft, revise and write with appropriate beginning, middle and end, along with punctuation marks. ➤ know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc. ➤ attempt creative writing, like stories, poems, dialogues, skits etc. | <p>adjective, adverb, etc).</p> <ul style="list-style-type: none"> • organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience • writes formal letters, personal diary, list, email, SMS, etc. • writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity. • writes dialogues from a story and story from dialogues. |

Class VIII (English)

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in classroom activities/ school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment; ➤ use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. ➤ watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension. ➤ interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. ➤ use formulaic expressions / instructions such as ‘Could I give | <p>The learner:</p> <ul style="list-style-type: none"> • responds to instructions/announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. • introduces guests in English, interviews people by asking questions based on the work they do. • engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. • uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc. • excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. • asks questions in different contexts and situations (e.g. |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|--|
| <p>you...’ ‘Shall we have a cup of tea?’ to develop communication skills</p> <ul style="list-style-type: none"> ➤ participate in individual activities such as introducing personalities/ guests during school programmes. ➤ learn vocabulary associated with various professions and use them in different situations. ➤ read stories / plays (from different books/magazines in English / Braille) and narrate them. ➤ locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages. ➤ use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues. ➤ interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing. ➤ think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues. ➤ refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts. ➤ use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc. ➤ notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing. ➤ understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc. ➤ take dictation of a passage with specific attention to words | <p>based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)</p> <ul style="list-style-type: none"> • participates in different events such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; • narrates stories (real or imaginary) and real life experiences in English. • reads textual/non-textual materials in English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events while reading. • reads, compares, contrasts, thinks critically and relates ideas to life. • infers the meaning of unfamiliar words by reading them in context. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. • refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing. • prepares a write up after seeking information in print / online, notice board, newspaper, etc. • communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and |

| Suggested Pedagogical Processes | Learning Outcomes |
|--|---|
| <p>pronounced, punctuation and spelling.</p> <ul style="list-style-type: none"> ➤ attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc. ➤ attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues. | <p>tense, active passive voice, reported speech etc.)</p> <ul style="list-style-type: none"> • writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing. • writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. • writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. • writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal/ biographical experiences etc. • develops a skit (dialogues from a story) and story from dialogues. |

پہلی، دوسری اور تیسری جماعتوں کے لیے اردو زبان کا آموزشی ماحصل

(Learning Outcomes of Urdu Language for classes I, II and III)

بچہ اپنے گھر، خاندان اور ماحول سے زبان کے تجربات و تصورات لے کر اسکول میں داخل ہوتا ہے۔ لیکن باقاعدہ طور پر وہ حروف کی شناخت، لفظوں کے معنی اور ان کے استعمال سے اسکول میں متعارف ہوتا ہے۔ چونکہ اس عمر میں حروف شناسی مشکل کام ہے اس لیے کہ رسم خط کے نشانات اور ان نشانات سے جڑی آوازوں کو جاننا اور سمجھنا آسان نہیں ہوتا اس لیے ضروری ہے کہ زبان سیکھنے کی شروعات معنی سے ہو اور اس کے لیے کہانی کا سہارا لیا جائے۔ یعنی زبان سکھانے کے مقصد کو کہانی سے پورا کیا جائے۔ چونکہ کہانی میں لطف اندوزی اور دلچسپی کا عنصر شامل ہوتا ہے اس لیے کہانی کا وسیلہ زبان سکھانے میں زیادہ کارگر اور موثر ثابت ہو سکتا ہے۔ بچوں کو پہلے کوئی کہانی سنائی جائے اور پھر اس کہانی میں استعمال ہونے والے لفظوں سے بچوں کو آہستہ آہستہ متعارف کرایا جائے۔ اور اس طرح انہیں حروف شناسی یا رسم خط کی تدریس کی طرف لایا جائے۔ کوشش کی جائے کہ ان کو ایسی کہانیاں سنائی جائیں کہ وہ آسانی سے انہیں سمجھ سکیں اور اپنی سمجھ سے معنی و مطلب نکال کر لطف حاصل کر سکیں۔ ان کہانیوں میں اور کہانیوں سے باہر بھی بچوں کے لیے ایسے ماحول کا اہتمام ہونا ضروری ہے جہاں وہ بغیر کسی روک ٹوک اور بغیر کسی سہارے کے آزادانہ طور پر اپنی سمجھ کا استعمال کر سکیں اور اپنے طور پر ان کہانیوں سے کوئی معنی و مطلب نکال سکیں اور محظوظ بھی ہو سکیں۔ کیونکہ نفسیاتی طور پر بچے دنیا سے متعلق اپنی سمجھ اور علم کی تعمیر خود کرتے ہیں۔ ان کی یہ تعمیر کسی کے سکھانے یا زور زبردستی سے نہیں ہوتی۔ اس تعمیر میں خود بچوں کے تجربات و مشاہدات شامل ہوتے ہیں۔

زبان سکھانے کے اس عمل میں اس احتیاط کی بھی ضرورت ہے کہ کوئی ایسی صورت حال نہ پیدا ہو کہ ان کے فطری اظہار کی صلاحیت پر قدغن لگ جائے۔ بچوں کی نفسیات کو بھی سمجھنے کی ضرورت ہے کہ عموماً وہ کلاس روم کے ماحول میں اپنی بات کے اظہار میں جھجک محسوس کرتے ہیں اس لیے کہ شروع میں وہ جس زبان میں آسانی سے اپنی بات یا اپنے تجربات و احساسات کا اظہار کر سکتے ہیں اس کو اسکول میں تسلیم نہیں کیا جاتا۔ اسکول کی زبان رسمی یعنی زبان و قواعد کی پابندیوں میں جکڑی ہوئی ہوتی ہے۔ بچوں پر اسکول کی رسمی زبان کا رعب اتنا حاوی ہوتا ہے کہ وہ اپنی فطری زبان میں بات کہتے ہوئے ہچکچاتے ہیں۔ اس لیے زبان کی تدریس کے وقت کثیر اللسانی تناظر کا خیال رکھا جائے۔ کلاس میں جو بچے آتے ہیں وہ مختلف لسانی پس منظر سے تعلق رکھتے ہیں۔ اگر استاد کثیر اللسانی تناظر کو سامنے رکھتا ہے اور کلاس میں سبھی بچوں کو سیکھنے کا یکساں مواقع فراہم کرتا ہے تو وہ زبان کی تدریس کو بہتر بنا سکتا ہے۔ ایسا کرنے سے بچوں کو ان کے فطری اظہار کے فروغ کا موقع مل سکتا ہے اور وہ تہذیبی و لسانی تنوع کے تئیں حساس بھی ہو سکتے ہیں۔ اس لیے کثیر اللسانی تناظر کی اہمیت کو سمجھا جائے اور اس کے پیش نظر ایسا طریقہ تدریس اختیار کیا جائے جو زبان کی درس و تدریس میں بہتر، آسان اور موثر ثابت ہو سکے۔

نصابی توقعات (Curricular Expectations)

- طلبا میں مختلف آوازوں کو سن کر ان میں فرق کرنے کی صلاحیت پیدا کرنا۔
- گروپ میں گفتگو (بات چیت) سکھانا۔
- کہانی کو تصویروں کی مدد سے اندازہ لگا کر پڑھنے کی صلاحیت پیدا کرنا۔
- انفرادی اور اجتماعی طور پر نظم کو ترنم سے اور تحت اللفظ سے پڑھنے کی مہارت پیدا کرنا۔
- کہانی کو اپنے لفظوں میں سنانے کی مہارت پیدا کرنا۔
- ذخیرہ الفاظ میں اضافہ کرنا۔
- آس پاس بولی جانے والی زبانوں کے الفاظ سے روشناس کرنا۔
- گھر اور اسکول میں بولی جانے والی زبان کے درمیان فرق بتانا اور رفتہ رفتہ انہیں معیاری زبان سے روشناس کرانا۔

| سیکھنے کے طریقے اور ماحول (Suggested Pedagogical Process) | آموزشی ماحصل (Learning Outcomes) |
|--|--|
| پہلی جماعت: | پہلی جماعت: |
| <ul style="list-style-type: none"> • کلاس روم اور اسکول میں ہونے والی سرگرمیوں میں طلبا کی شرکت کو یقینی بنایا جائے اور ان کی حوصلہ افزائی بھی کی جائے۔ • اپنے ذاتی تجربوں، کہانیوں کو بیان کرنے کے مواقع فراہم کیے جائیں۔ • گھر، خاندان، اور آس پاس میں ہونے والی گفتگو کو سننے اور اس میں استعمال ہونے والے لفظوں اور آسان جملوں پر توجہ دلانے کی تدابیر اختیار کی جائیں جیسے کتاب، کرسی، پنسل، پھلوں، سبزیوں، درختوں، جانوروں وغیرہ کے نام۔ • مختلف تصویروں، صورت حال وغیرہ کے بارے میں گفتگو کی جائے اور ان کے مدد سے اظہار کے مواقع فراہم کیے جائیں جیسے آج بہت گرمی ہے، ہمارا اسکول بہت بڑا ہے، وغیرہ۔ • بچے گیت اور ترانوں سے محظوظ ہوتے ہیں اور بلند آواز سے گاتے ہیں اس لیے انفرادی اور اجتماعی طور پر گانے کا ماحول بنایا جائے۔ • مختلف قسم کی تصویریں فراہم کی جائیں جن سے اردو آوازوں کی نمائندگی ہوتی ہو۔ | <ul style="list-style-type: none"> • طلبا دوسروں کی باتوں کو توجہ اور غور سے سنتے ہیں۔ آسان اظہار خیال کو سمجھتے اور سوالات کرتے ہیں جیسے آپ کا کیا نام ہے؟ آپ کہاں گئے تھے؟ اٹیے مل کر گائیں وغیرہ۔ • سنی ہوئی اردو کی تمام آوازوں میں فرق کر سکتے ہیں۔ بعض مشکل آوازوں کو بار بار دہراتے ہیں۔ مثلاً ذ ز ض ظ س ش خ ف غ ق وغیرہ۔ • سنی ہوئی باتوں کو اپنی زبان میں ادا کر سکتے ہیں جیسے یہ ایک گل دستہ ہے۔ یہ ام کی تصویر ہے وغیرہ۔ • تصویروں کے ذریعے پڑھنے کی کوشش کرتے ہیں۔ تصویروں کو دیکھ کر ان میں فرق کرتے ہیں جیسے قلم، کتاب، سورج، صراحی، غلیل، کیلا، ام وغیرہ۔ |

| آموزشی ماحصل (Learning Outcomes) | سیکھنے کے طریقے اور ماحول (Suggested Pedagogical Process) |
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| <ul style="list-style-type: none"> • توجہ اور صحیح تلفظ کے ساتھ پڑھتے ہیں۔ • ہم شکل حروف کو پہچانتے اور پڑھتے ہیں۔ • پڑھتے وقت اردو کی تمام آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔ • لفظوں کو اعراب کے ساتھ لکھتے ہیں لکھتے وقت حروف کے سائز اور شکلوں کا خیال رکھتے ہیں۔ | <ul style="list-style-type: none"> • حروف تہجی اور آسان لفظوں کو لکھوایا جائے۔ لکھتے وقت حروف کے سائز اور ان کی شکل، حروف، لفظوں اور جملوں کے درمیان مناسب فاصلے کا خیال رکھنے، مشکل الفاظ کا املا لکھنے کی بار بار مشق کرائی جائے۔ |
| دوسری جماعت: | دوسری جماعت: |
| <ul style="list-style-type: none"> • طلبا چھوٹی چھوٹی نظموں، کہانیوں، لطیفوں اور حکایتوں کو غور سے سنتے اور سمجھتے ہیں۔ • ہدایتوں اور آسان اظہار خیال کو سمجھتے حرکات و سکنات اور چہرے کے تاثرات سے اپنے عمل و ردعمل کا اظہار بھی کرتے ہیں مثلاً آپ مجھے اپنی کتاب دے سکتے ہیں؟ آپ یہ قلم استعمال کر سکتے ہیں؟ • روز مرہ کی زبان کے ساتھ نئے لفظوں کو سنتے، سمجھتے اور گھر، خاندان، پڑوس اور رشتے داروں کے ناموں کو لکھتے ہیں۔ • آزادی کے ساتھ بے تکلف اپنی بات کا اظہار کرتے ہیں۔ اپنی پسند اور نا پسند کے بارے میں بتاتے ہیں جیسے مجھے صاف گھر پسند ہے مجھے اونچی آواز میں گانے اچھے نہیں لگتے، وغیرہ۔ • اردو لفظوں اور آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔ | <ul style="list-style-type: none"> • طلبا کو اساتذہ اور ہم جماعتوں سے بات چیت کرنے کے مواقع فراہم کیے جائیں اور انہیں آزادی دی جائے۔ • اپنے رشتہ داروں، خاندان اور پاس پڑوس کے لوگوں سے خود اعتمادی کے ساتھ گفتگو کرنے کی حوصلہ افزائی کی جائے۔ • اسمبلی میں، دوستوں کے ساتھ کہانی سننا/سنانا اور ایک دوسرے کو اپنے بارے میں، اپنی پسند ناپسند بنانے کا ماحول بنایا جائے۔ • تصویروں کے ذریعے اندازہ لگا کر کہانی سننے سنانے اور بنانے کا موقع دیا جائے۔ • مخصوص ضرورت والے طلبا کے لیے ابھری ہوئی تصویروں کا استعمال کیا جائے تاکہ وہ انہیں چھو کر اپنے محسوسات کے ذریعے سمجھ سکیں اور بات چیت کر سکیں۔ • چارٹ اور تختہ سیاہ پر لکھے ہوئے الفاظ، بنی ہوئی تصویروں اور آس پاس کی اشیا کے بارے میں جاننے اور ان پر بات چیت کرنے کے لیے ان کی حوصلہ افزائی کی جائے اور انہیں مناسب ماحول فراہم کیا جائے۔ • مختلف سرگرمیوں کے لیے پوسٹر، تصاویر، چارٹ، بینڈبل وغیرہ فراہم کیے |

| آموزشی ماحصل (Learning Outcomes) | سیکھنے کے طریقے اور ماحول (Suggested Pedagogical Process) |
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| <ul style="list-style-type: none"> • نظموں، قصوں، کہانیوں وغیرہ کو سمجھ کر پڑھتے ہیں۔ ذاتی تجربات کو کہانی سے ہم آہنگ کرتے ہیں۔ • پڑھی اور سنی ہوئی باتوں کو اپنی زبان میں لکھتے ہیں۔ لکھتے وقت حرفوں، لفظوں اور جملوں کے درمیان مناسب فاصلہ رکھتے ہیں۔ پڑھے اور سنے ہوئے لفظوں کو املا کے اعتبار سے بہت حد تک درست لکھتے ہیں۔ | <ul style="list-style-type: none"> • جائیں اور انہیں پڑھنے کی ترغیب دی جائے۔ ان سرگرمیوں کو انفرادی طور پر، جوڑیوں میں اور گروپ میں کرنے کا موقع دیا جائے۔ • صحیح طریقے سے پڑھنے کا موقع اور آزادی دی جائے۔ معیار کے مطابق قصے، کہانیوں کو پڑھنے کا ماحول بنایا جائے۔ • سمعی و بصری چیزوں، تحریروں اور ٹی وی پر بچوں کے پروگرام دیکھنے اور پڑھنے کا موقع اور آزادی دی جائے۔ • گھر، خاندان، ماحول اور آس پاس کی اشیا کے بارے میں غور کرنے، ان کے ناموں کو یاد کرنے اور انہیں صحیح املا کے ساتھ لکھنے کی بار بار ترغیب دی جائے۔ • مانوس لفظوں، فقروں اور آسان جملوں کے ساتھ آسان ہم قافیہ الفاظ جیسے بَل، نَل وغیرہ کا املا لکھنے کی مشق کرائی جائے۔ • اسکول کی طرف سے تفریحی مقامات کی سیر کا پروگرام بنایا جائے۔ • علاقائی اور ثقافتی امور مثلاً، لباس، رہن سہن، زبان، تہوار اور مختلف پیڑ پودوں پھولوں، پھلوں، جانوروں اور قدرتی و سماجی امور کے بارے میں معلومات فراہم کی جائے۔ |
| تیسری جماعت: | تیسری جماعت: |
| <ul style="list-style-type: none"> • طلبا نظم، قصے، کہانی وغیرہ کو یاد کر کے اور اداکاری کے ساتھ انہیں اپنی زبان میں سناتے ہیں۔ • کسی واقعے، واردات، منظر وغیرہ کو دیکھ کر اپنے تاثرات/اپنی رائے کا اظہار کرتے ہیں۔ گروپ میں بحث و مباحثہ کرتے اور اپنی پسند اور نا پسند کا اظہار بھی کرتے ہیں۔ | <ul style="list-style-type: none"> • طلبا کو درسی اور غیر درسی کتابوں سے چھوٹی چھوٹی نظموں، کہانیوں، لطیفوں اور پہیلیوں کو سننے سنانے کے مواقع فراہم کیے جائیں تاکہ طلبا کی جھجک دور ہوسکے۔ ہم جماعت ساتھیوں کے ذریعے بھی یہ سرگرمی انجام پاسکتی ہے۔ • درسی کتابوں کے ساتھ ساتھ معیار کے مطابق مختلف طرح کا مواد جیسے اخباروں کے تراشے، رسالوں، قصوں، کہانیوں اور کامکس (comics) کی کتابیں وغیرہ فراہم کی جائیں۔ مخصوص ضرورت والے طلبا کے لیے بریل کا انتظام |

| آموزشی ماحصل (Learning Outcomes) | سیکھنے کے طریقے اور ماحول (Suggested Pedagogical Process) |
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| <ul style="list-style-type: none"> • سمعی اشیا کو سن کر اور بصری اشیا کو دیکھ کر اپنی رائے دیتے یا تاثر کا اظہار کرتے ہیں۔ • اپنی بات کو خود اعتمادی اور روانی کے ساتھ اپنی زبان میں کہتے اور لکھتے ہیں۔ • لکھے اور چھپے ہوئے بینڈبل، پوسٹر، چارٹ وغیرہ اور اخبار و میگزین کے تراشے پڑھتے ہیں۔ • نظم و غیرہ کو ترنم سے پڑھتے ہیں۔ • اپنے آس پاس موجود اشیا کے ناموں کو لکھتے ہیں۔ • اپنے دیکھے ہوئے کسی حادثے، واقعے اور سیرو تفریح کے تجربے وغیرہ کو اپنے لفظوں میں لکھتے ہیں۔ • خوش خط لکھتے ہیں۔ • سماجی ماحول کے تئیں بیدار اور حساس ہوتے ہیں۔ | <p>کیا جائے۔</p> <ul style="list-style-type: none"> • سمعی اور بصری اشیا دیکھ کر، ریڈیو، ٹی وی، ٹیپ ریکارڈ وغیرہ کو سن کر ان سے متعلق بات کرنے کے لیے کہا جائے۔ ان کے ذریعے اردو لفظوں اور آوازوں کی صحیح ادائیگی کی مشق ہوسکے گی اور ان کا لب و لہجہ بھی درست ہوسکے گا۔ • قریب ترین ماحول اور آس پاس میں رونما ہونے والے واقعات و مشاہدات سے باخبر رہنے اور ان پر گفتگو کرنے کی ترغیب دی جائے، انہیں ان کے ماحول کے پیش نظر گفتگو کرنے کا موقع دیا جائے۔ • اسکول میں ہونے والی مختلف سرگرمیوں کے ذریعے تحریری مہارت کو فروغ دینے کے لیے زیادہ سے زیادہ مواقع فراہم کیے جائیں۔ اپنے آس پاس کے ماحول سے باخبر رہنے اور رونما ہونے والے واقعات کو آسان لفظوں میں لکھنے کی ترغیب دی جائے۔ • نظموں اور گیتوں کو ترنم اور مناسب لب و لہجے اور صحیح تلفظ کے ساتھ پڑھنے کے لیے مختلف پروگراموں میں شریک ہونے کا موقع دیا جائے اور ان کی کارکردگی کی حوصلہ افزائی کی جائے۔ • پڑھتے وقت عبارت کے اعراب، املا اور خوش خطی پر غور کرنے کے لیے بار بار توجہ دلائی جائے تاکہ صحیح اور صاف ستھری اردو لکھنے کا رجحان فروغ پاسکے۔ • قدرتی مناظر کی تحسین کرنے، ان کی خوب صورتی اور رنگا رنگی کی طرف متوجہ کرنے اور متعلقہ الفاظ کے استعمال کے مواقع فراہم کیے جائیں۔ • ماحول سے متعلق متن، فلم، تصویر، اشتہار، ماڈل وغیرہ بھی فراہم کیے جائیں۔ تاکہ سننے اور پڑھنے کی مہارتیں آسانی اور دلچسپی کے ساتھ فروغ پاسکیں۔ |

| سیکھنے کے طریقے اور ماحول (Suggested Pedagogical Process) | آموزشی ماحصل (Learning Outcomes) |
|--|----------------------------------|
| <p>جیسے واہ کیا خوب صورت پھول ہے۔</p> <ul style="list-style-type: none"> • باہمی گفتگو اور ماحولیات کے موضوع پر لکھی ہوئی کتابوں اور مضامین کے ذریعے ماحولیات کے تئیں بیداری پیدا کرنے اور انہیں ماحول دوست (Eco Friendly) بنانے کی تدابیر اختیار کی جائیں۔ | |

چوتھی اور پانچویں جماعت کے لیے اردو زبان کا آموزشی ماحصل

(Learning Outcomes of Urdu Language for classes IV and V)

تیسری کلاس تک آتے آتے بچے اسکول سے بہ خوبی واقف ہوجاتے ہیں اور وہاں کے ماحول میں گھل مل جاتے ہیں۔ اسکول کا ماحول اور دوسرے بچوں کا ساتھ انہیں اردو زبان میں موجود مقامی، تاریخی اور تہذیبی رنگا رنگی سے متعارف کراتا ہے۔ اس کے علاوہ وہ دوسری زبانوں کے تئیں حساس بھی ہوجاتے ہیں۔ اس سطح پر بچے کی زبان کی مہارتوں کی نشوونما ہوگی۔ ان میں آزادانہ طور پر پڑھنے کی عادت کا فروغ ہوگا۔ جن چیزوں کو انہوں نے پڑھا ہے ان سے وہ جذباتی طور پر ہم آہنگ ہو اور ان سے متعلق اپنے خیالات اور احساسات کا آزادانہ اظہار بھی کرسکیں گے۔ اس سطح پر لکھنے کا عمل بھی شروع ہوجاتا ہے۔ بچے اپنے خیالات کو مربوط طریقے سے لکھنے کی ابتدا بھی کردیتے ہیں۔

نصابی توقعات (Curricular Expectations)

- زبان سے متعلق طلبا میں سننے اور سمجھنے کی صلاحیت کو بڑھانا۔
- زبان کے عملی پہلوؤں پر خصوصی توجہ دینا۔
- روز مرہ کے تجربات اور مشاہدات کو جماعت کے ماحول سے ربط پیدا کرنا۔
- زبان کے معیاری تلفظ اور املا کی صحت پر توجہ دینا۔
- خوش خطی پر توجہ دینا۔
- زبانی اظہار اور غور و فکر کی صلاحیت کو بڑھانا۔
- خاموش اور باواز بلند مطالعے کی صلاحیت پیدا کرنا۔
- نثر اور نظم کے فرق کو سمجھنا۔
- لکھنے کی صحیح مہارت پیدا کرنا۔
- مختلف قسم کی کہانیاں اور نظمیں سننا اور سنانا۔

● بچوں کو لائبریری سے فائدہ اٹھانے کے مواقع فراہم کرانا۔

| آموزشی ماحصل (Learning Outcomes) | سیکھنے کے طریقے اور ماحول (Pedagogical Process) |
|--|---|
| <p>چوتھی جماعت:</p> | <p>چوتھی جماعت:</p> |
| <ul style="list-style-type: none"> ● طلبا نظم، گیت، کہانی، لطیفہ، تقریر، ریڈیو اور ٹی وی پروگرام وغیرہ سن کر سمجھتے اور لطف اندوز ہوتے ہیں۔ ● عام بول چال میں اردو لفظوں کو سن کر ان کی شناخت کرتے اور سمجھتے ہیں۔ ● لب ولہجے کے فرق کو سمجھتے ہیں۔ ● آس پاس بولی جانے والی اردو زبان کو سنتے اور سمجھتے ہیں۔ ● اردو کی تمام آوازوں اور لفظوں کو صحیح طریقے سے ادا کرتے ہیں۔ ● نظموں اور کہانیوں کو صحیح تلفظ اور درست لب ولہجے کے ساتھ سنتے ہیں۔ ● دوسروں کے خیالات کو سمجھ کر اپنے لفظوں میں بیان کرتے ہیں۔ ● لکھی اور چھپی ہوئی تحریروں کو پڑھتے ہیں۔ ● پڑھے ہوئے اور نئے الفاظ کو اعراب اور آوازوں کے فرق کے ساتھ پڑھتے اور سمجھتے ہیں۔ ● اپنے آس پاس واقع اشیا کے بارے میں معلومات حاصل کرنے کے لیے بڑھتے ہیں۔ ● کسی تحریر کو پڑھ کر یا دوسری باتوں کو سن کر | <ul style="list-style-type: none"> ● طلبا کو نظم، گیت، کہانی وغیرہ کی کتابیں، بچوں کا ادب، اخبار کے تراشے، سمعی اور بصری اشیا، ریڈیو اور ٹی وی وغیرہ کو سننے اور سنانے کی پوری آزادی دی جائے۔ ● ہم جماعت طلبا، اساتذہ اور دوستوں کے ساتھ ہونے والی گفتگو میں شریک ہونے اور غور سے سننے کے لیے برابر حوصلہ افزائی کی جائے۔ گھر، خاندان، ماحول اور اردگرد کے افراد سے بات چیت کے مواقع فراہم کرائے جائیں۔ ● جماعت اور اسکول کی مختلف سرگرمیوں جیسے بیت بازی، تعلیمی تاش، گروپ مباحثہ، تقریری مقابلہ وغیرہ میں شرکت کرنے آزادانہ ماحول فراہم کرایا جائے۔ ● نظموں اور گیتوں کو ترنم اور صحیح تلفظ کے ساتھ سنانے کی حوصلہ افزائی کی جائے اور بار بار مشق کرنے کا موقع دیا جائے۔ ● نثر اور نظم کو مناسب لب ولہجے اور روانی کے ساتھ پڑھنے کی اہمیت کا احساس دلایا جائے اور ان کی بار بار مشق کرائی جائے۔ نظم، ترانے، گیت وغیرہ میں موزونیت کی اہمیت کا احساس دلایا جائے اور ان سے لطف حاصل کرنے کے لیے بار بار سمجھ کر پڑھنے کی تاکید کی جائے۔ ● اسکول میں انفرادی طور پر، اور گروپ میں ہونے والی مختلف سرگرمیوں کے ذریعے ایسے مواقع فراہم کرائے جائیں جن سے پڑھنے کے ساتھ ساتھ تحریری مہارت کو فروغ دیا جاسکے۔ ● اردو زبان کے مزاج اور اس کی مختلف آوازوں کو سمجھنے کے لیے مختلف طرح کی تحریریں فراہم کی جائیں اور انہیں پڑھنے کی بار بار ترغیب دی جائے۔ |

| آموزشی ماحصل (Learning Outcomes) | سیکھنے کے طریقے اور ماحول (Pedagogical Process) |
|--|---|
| <p>اپنے لفظوں میں لکھتے ہیں۔</p> <ul style="list-style-type: none"> • دوسروں کی باتوں کو اپنی زبان میں لکھتے ہیں۔ • سبق میں مستعمل الفاظ کا جملوں میں صحیح استعمال کرتے ہیں۔ • پڑھی ہوئی نظموں، ترانوں اور کہانیوں وغیرہ کو لکھتے اور ان پر اپنی پسندیدگی و ناپسندیدگی کا اظہار کرتے ہیں۔ • قواعد کے اصولوں کے مطابق صحیح زبان لکھتے ہیں۔ • صحیح املا اور خوش خط لکھتے ہیں۔ | <p>مختلف قسم کی تحریروں مثلاً نظم، گیت، کہانی، ترانہ، خط، مضمون، حکایت، لطیفہ وغیرہ کو پڑھنے میں دل چسپی پیدا کی جائے، ساتھ ہی ان پر اپنے خیالات کو قلم بند کرنے کا ماحول پیدا کیا جائے۔ اپنے آس پاس کے ماحول سے باخبر رہنے اور رونما ہونے والے واقعات و حادثات پر ان کے رد عمل کے اظہار، موقع فراہم کیا جائے۔</p> |
| پانچویں جماعت: | پانچویں جماعت: |
| <ul style="list-style-type: none"> • طلبا پڑھے، دیکھے اور سنے ہوئے واقعات اور جگہوں کے بارے میں اپنی رائے کا اظہار کرتے ہیں۔ • پڑھے ہوئے سبق کے بارے میں اپنے خیالات کا اظہار کرتے ہیں۔ • نظموں اور گیتوں کو ترنم کے ساتھ پڑھتے ہیں۔ • سنے ہوئے نئے لفظوں کو گفتگو میں استعمال کرتے ہیں۔ • خیالات کو مربوط اور اعتماد کے ساتھ پیش کر سکتے ہیں۔ • قواعد کے اعتبار سے جملوں کو صحیح طریقے سے ادا کرتے ہیں۔ | <ul style="list-style-type: none"> • طلبا کو آس پاس کے ماحول میں رونما ہونے والے واقعات و حادثات اور بولی جانے والی زبانوں کے الفاظ سے روشناس کرنے کے لیے حوصلہ افزائی کا ماحول فراہم کرایا جائے۔ • مختلف پیشوں سے تعلق رکھنے والے افراد جیسے دودھ والا، سبزی والا، مالی، حلوائی، صفائی والا، چوکی دار، ڈرائیور، ڈاکہ وغیرہ کی زبانوں کو سمجھنے اور ان سے بات کرنے کی رغبت دلائی جائے۔ • درسی/غیر درسی کتابوں، رسالوں، سمعی اور بصری اشیا کے ذریعے نظموں، گیتوں، کہانیوں وغیرہ کو سننے اور سنانے کا ماحول بنایا جائے۔ بحث و مباحثے کے ذریعے لب ولہجے کے فرق کو سمجھنے اور استعمال کرنے کے مواقع فراہم کرائے جائیں۔ • درسی اور غیر درسی کتابوں میں نثر کی مختلف قسموں اور نظموں کی شناخت |

| آموزشی ماحصل (Learning Outcomes) | سیکھنے کے طریقے اور ماحول (Pedagogical Process) |
|--|---|
| <ul style="list-style-type: none"> • نثر اور نظم کو درست لب و لہجے اور روانی کے ساتھ سمجھ کر پڑھتے ہیں۔ • نظمیں، ترانے، گیت وغیرہ کو موزونیت، دل چسپی اور لطف اندوزی کے لیے پڑھتے ہیں۔ پڑھتے وقت نثر، نظم، خط، کہانی مضمون وغیرہ کے فرق اور معنی و مطلب کو سمجھتے ہیں۔ • درسی کتب کے علاوہ معیار کے مطابق دوسری تحریروں کو بھی پڑھتے اور سمجھتے ہیں۔ • اپنے خیالات اور تجربے کا اظہار تحریری شکل میں کرتے ہیں۔ • اپنی تخلیقی صلاحیت کا اظہار کہانی، نظم، لطیفہ وغیرہ کی شکل میں کرتے ہیں۔ • رسمی اور غیر رسمی خطوط لکھتے اور دیے گئے موضوع پر چند جملے لکھتے ہیں۔ • ماحول کے تئیں بیدار اور حساس ہیں۔ | <ul style="list-style-type: none"> • کرنے اور انہیں سمجھ کر پڑھنے کی ترغیب دی جائے۔ نئے الفاظ کو سمجھ کر پڑھنے کے لیے لغت کے استعمال کا شعور پیدا کیا جائے۔ • کتب خانے کے استعمال کی حوصلہ افزائی کی جائے۔ اخبارات، میگزین، کامکس، درسی اور معیار کے مطابق غیر درسی کتابیں، پوسٹر، چارٹ، تصاویر وغیرہ سے زیادہ فراہم کیے جائیں اور انہیں پڑھنے اور استعمال کرنے کے لیے حوصلہ افزائی کی جائے۔ اشیا میں بریل بھی موجود ہونا چاہیے تاکہ مخصوص ضرورت والے بچے بھی فائدہ اٹھاسکیں کم زور نظر والے بچوں کے لیے کچھ مواد جلی حروف میں بھی چھپا ہونا چاہیے۔ • والدین، دوست، رشتے دار وغیرہ کو خطوط لکھنے اور دفتری درخواست لکھنے کی مشق کرائی جائے۔ • آس پاس کے ماحول میں واقع چیزوں اور عمارتوں وغیرہ پر سوچنے اور ان پر تحریری اظہار خیال کے مواقع فراہم کیے جائیں۔ • طلبا کے اندر چھپی ہوئی تخلیقی صلاحیت کے اظہار کے لیے مختلف قسم کے پروگرام کرائے جائیں جن میں طلبا کو اپنی تخلیقات لکھ کر پیش کرنے کی اجازت ہو۔ |

چھٹی، ساتویں اور آٹھویں جماعتوں کے لیے اُردو زبان کا آموزشی ماحصل

(Learning Outcomes of Urdu Language for classes VI, VII and VIII)

چھٹی سے آٹھویں جماعت تک کے بچے ذہنی اور جسمانی طور پر کافی حساس ہوتے ہیں۔ اس نئے دور میں اسکول، کلاس اور استاد کا مثبت رویہ بچوں کے تجسس کو صحت مندرست دے سکتا ہے تاکہ ایک حساس فرد کی شکل میں اس کی ذہنی نشوونما ہوسکے۔ اس کے لیے ضروری ہے کہ وہ کلاس کے ساتھ جذباتی اور ذہنی طور پر وابستگی محسوس کریں۔ جمالیاتی حس اور ذوقِ جمال کو ابھارنے اور سماجی و سیاسی ماحول کو سمجھنے میں یہ دور خاصاً اہم ہے۔ کیوں کہ اس دور میں کئی قسم کے ذوق کے بیچ پھوٹتے ہیں چاہے وہ زبان کا حسن ہو یا ماحول کا، کوئی چیز خوب صورت ہے تو کیوں ہے؟ اگر کوئی چیز، تحریر یا فلم وغیرہ اچھی ہے تو وہ کون سے عوامل ہیں جو اس کو اچھا بناتے ہیں۔ ان کے بارے میں صاف، صحت مند اور واضح تصورات کا ہونا بے حد ضروری ہے۔

ابتدائی کلاسوں میں سمجھ کر پڑھنے کی صلاحیت پیدا کرنے کے بعد طلبا اس سطح پر پڑھتے وقت کسی تحریر سے جذباتی طور پر جڑ جاتے ہیں۔ کسی نئی تحریر یا نئی کتاب کی طرف متوجہ ہونے اور اس میں موجود مواد کو پڑھنے کا تجسس ان میں پیدا ہوتا ہے۔ اس سطح پر طلبا کو یہ بات معلوم ہوتی ہے کہ اخبار میں کیا چھپتا ہے، اس میں کسی خبر یا مضمون یا کہی گئی بات میں کیا مفہوم یا معنی پوشیدہ ہے۔ یہ کوشش ہونی چاہیے کہ طلبا لکھنے والے کی سوچ اور اس کے سروکار وغیرہ کو پہچان سکیں۔ اس دور میں طلبا اور طالبات خود اعتمادی کے ساتھ کسی زبان، فرد، چیز، مقام اور تحریر وغیرہ کا تجزیہ و تشریح کرنے کے اہل ہو جاتے ہیں۔

نصابی توقعات (Curricular Expectations)

- سننے، بولنے پڑھنے اور لکھنے کی مہارتوں پر خصوصی توجہ دینا۔
- التجا، شکریہ، معذرت وغیرہ میں استعمال میں آنے والے لب و لہجے کو سمجھنے کی صلاحیت پیدا کرنا۔
- بات چیت کرتے وقت موقع و محل کی مناسبت سے زبان اور مناسب لب و لہجہ اختیار کرسکیں جن سے ان کے ذخیرۂ الفاظ میں مزید اضافہ ہونا۔
- نثر اور نظم کی الگ الگ صنف کی حیثیت سے شناخت کرنا۔
- نصاب میں شامل اسباق کی فنی اور ادبی خوبیوں اور قدروں سے طلبا روشناس ہونا۔
- قواعد کے بنیادی اصولوں کو سمجھنا اور زبان کی ساخت کا انہیں علم ہونا۔
- درسی کتابوں کے علاوہ دوسری کتابوں کے مطالعے کی عادت بھی پڑنا۔
- لغت کے استعمال کا طریقہ سیکھنا۔

- ریڈیو، ٹیلی ویژن وغیرہ پر نشر ہونے والی تقریروں اور مباحثوں کو سمجھنا۔
- آس پاس کے ماحول اور واقعات پر اظہارِ خیال کرنا۔

| سیکھنے کے طریقے اور ماحول (Pedagogical Process) | آموزشی ماحصل (Learning outcomes) |
|---|--|
| چھٹی جماعت: | چھٹی جماعت: |
| <ul style="list-style-type: none"> • طلبا کو اپنی بات کو آزادی سے سنانے کے مواقع فراہم کیے جائیں۔ مثلاً ریڈیو، ٹیپ ریکارڈ کے پروگراموں کو سن کر ان کو اپنے انداز سے سنانے کی آزادی دی جائے۔ • میڈیا، فلم، بازار وغیرہ سے متعلق زبان کے مختلف پیرایوں کو سمجھانے کے لیے گفتگو اور بحث و مباحثے کے مواقع اور ماحول فراہم کرائے جائیں۔ مثلاً پیشہ وروں جیسے اداکاروں، کھلاڑیوں وغیرہ کا انٹرویو سننے کے مواقع اور آزادی فراہم کی جائے۔ جانوروں اور ان کے رہنے کی جگہوں، کھانے کے عادات و اطوار کے بارے میں کسی میگزین سے پڑھ کر سنانے کے مواقع فراہم کرائے جائیں۔ • گروپ میں بحث و مباحثہ کا موقع دیا جائے تاکہ ہر طرح کی اہلیت والے بچے اس میں شریک ہوسکیں اور اپنی صلاحیتوں کا اظہار کرسکیں۔ • اردو کی اچھی اور معیاری کتابیں پڑھنے کے مواقع فراہم کرائے جائیں (اس طرح کی کتابیں اور مواد بریل رسم خط میں بھی مہیا کرائے جائیں)۔ آواز کے اتار چڑھاؤ، لب ولہجہ اور صحیح تلفظ کو ادا کرنے کی بھی سرگرمی کروائی جائے۔ | <ul style="list-style-type: none"> • دوسروں کی باتوں اور خیالات کو توجہ سے سن کر سمجھ کر اپنے انداز سے بیان کرتے ہیں۔ • مختلف موقعوں پر نظم یا کہانی کو اپنے لفظوں میں سناتے ہیں۔ • اپنی بات کو کھل کر اور وضاحت سے بیان کرتے ہیں۔ • انفرادی طور پر اور گروپ میں واقع بحث و مباحثے میں ہر سطح کی اہلیت والے بچے فعال شرکت کرتے ہیں۔ • اخباری خبروں اور دوسری تحریروں کو رموز و اوقاف کے ساتھ پڑھتے ہیں۔ • نظموں اور گیتوں کو موزونیت کے ساتھ ادا کرتے ہیں۔ |
| ساتویں جماعت: | ساتویں جماعت: |
| <ul style="list-style-type: none"> • طلبا کو اپنے دوستوں اور ہم جولیوں کے مختلف تجربات مثلاً ان کے سفر کے مشاہدے اور اس سے حاصل کردہ تجربات کو سننے اور سنانے کے مواقع اور آزادی بھی دی جائے۔ • اخبارات، میگزین، ریڈیو، ٹی وی اور دوسرے سمعی اور بصری اشیا کے | <ul style="list-style-type: none"> • طلبا اردو کے علاوہ آس پاس کے ماحول میں بولی جانے والی زبان کو سن کر سمجھتے ہیں۔ • کہانیوں اور نظموں کو سمجھ کر اپنی رائے ظاہر کرتے ہیں۔ |

| آموزشی ماحصل (Learning outcomes) | سیکھنے کے طریقے اور ماحول (Pedagogical Process) |
|--|---|
| <ul style="list-style-type: none"> • ریڈیو، ٹی وی، اخبارات کو پڑھ کر ان سے متعلق تجزیہ کر سکتے ہیں۔ • کسی تحریر اور تقریر کا خلاصہ اپنی زبان میں بیان کر سکتے ہیں۔ • کسی بھی نظم اور کہانی کو ادا کاری کے ساتھ پیش کر سکتے ہیں۔ • ڈرامائی مکالمات صحیح تلفظ اور مہارت کے ساتھ ادا کر سکتے ہیں۔ | <p>لیے ماحول فراہم کیا جائے۔ سنی ہوئی کہانیوں، نظموں، خبروں اور ریڈیو ٹی وی کے پروگراموں سے متعلق اپنی رائے کو اپنے انداز میں کہنے کی آزادی دی جائے۔ مثلاً پسندیدہ سیریل، اور ٹی وی اور ریڈیو پروگرام سے متعلق انہیں بولنے کے مواقع فراہم ہوں۔ علاوہ اس کے مواد بریل رسم خط میں بھی دست یاب ہوتا کہ مخصوص ضرورت والے طلبا بھی استفادہ کر سکیں۔</p> <ul style="list-style-type: none"> • مختلف مواقع مثلاً کسی کی تقریر کو پڑھنا، کسی واقعے کو اپنے انداز سے پڑھنا، اردگرد ہونے والے سماجی مسائل سے تعلق رکھنے والی خبروں کو سمجھ کر پڑھنا اور اس پر گفتگو کرانا تاکہ طلبا کی جھجک دور ہو سکے۔ کسی اخبار کی خبر، میگزین کی کوئی عبارت، شعری اقتباس یا کہانی پڑھنے اور اس پر بحث کرنے کی آزادی دی جائے۔ • اردو میں لکھنے کے مواقع اور ماحول فراہم کا ماحول اور مواقع فراہم کیے جائیں۔ تاکہ کسی لکھی پڑھی گئی کہانی پر تحریری اظہار ممکن ہو سکے۔ • ریڈیو، ٹی وی کے کسی پروگرام کے متعلق اپنی رائے لکھنے کے مواقع بھی مہیا کیے جائیں۔ • نظم اور کہانی کا خلاصہ لکھوانے کے لیے مواقع فراہم کیے جائیں اور لفظوں کی ادائیگی صحیح طریقے سے یعنی تلفظ کی مشق کے لیے بھی کچھ سرگرمی کروائی جائے۔ جن سے ان لفظوں کو صحیح طور پر ادا کرنے کا موقع بار بار مہیا ہو سکے مثلاً، غ، ش، ق، سے شروع ہونے والے لفظوں کا تلفظ نہ صرف ادا کروایا جائے بلکہ انہیں لکھوایا بھی جائے۔ |
| اٹھویں جماعت: | اٹھویں جماعت: |
| <ul style="list-style-type: none"> • طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | <ul style="list-style-type: none"> • طلبا کو پیغامات سنانے کے مواقع فراہم کیے جائیں؛ جیسے: اتوار کے دن والدین اور اساتذہ کی ایک میٹنگ ہوگی، ساتھ ہی کیسی بات چیت کو سن کر اسے |

| آموزشی ماحصل (Learning outcomes) | سیکھنے کے طریقے اور ماحول (Pedagogical Process) |
|---|---|
| <ul style="list-style-type: none"> • نظموں اور کہانیوں کو مناسب لب ولہجہ کے ساتھ پڑھتے ہیں۔ • پڑھی گئی کہانیوں، نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرسکتے ہیں۔ • سماج میں ہونے والے واقعات اور مسائل کے تئیں حسّاس اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔ • نظم یا کہانی کا مرکزی خیال اور خلاصہ سمجھ کر لکھ سکتے ہیں۔ | <p>اپنی زبان میں سنانے کے مواقعے فراہم کیے جائیں۔</p> <ul style="list-style-type: none"> • مختلف سرگرمیوں کے ذریعے بولنے کے مواقع اور ماحول فراہم کیا جائے۔ مثلاً بحث و مباحثہ ، بیت بازی، نظم خوانی، مشاعرہ کے ذریعے وہ اپنی بات کو بے جھجک کہل کر اور وضاحت سے پیش کرسکیں۔ بلندخوانی میں ان کی آواز، تلفظ، اتار چڑھاؤ، حرکات و سکنات پر نظر رکھی جائے۔ رول پلے، کہانی کو سنانا، اسمبلی اور سالانہ جلسے کے موقع پر پروگراموں میں کسی موضوع پر تسلسل کے ساتھ تقریر کرنے کے مواقع فراہم کرائے جائیں۔ • کسی کہانی یا نظم کو ڈرامے کی شکل میں لکھوانا۔ اس میں بچوں کو پوری آزادی دی جائے کہ ڈرامے کو کہانی کی شکل میں لکھوانا۔ اس طرح مختلف موضوعات پر نظم لکھنے کی ترغیب بھی دی جاسکتی ہے۔ • کلاس میں ایسا ماحول اور مواقع فراہم کرائے جائیں کہ وہ ان پر تقریر کر سکیں۔ تازہ واقعات یا مسئلوں پر بحث و مباحثہ انہیں اپنے خیالات کو پیش کرنے کی آزادی فراہم کی جائے تاکہ وہ آزادانہ طور پر بزرگوں، عورتوں اور بچوں پر ہونے والی زیادتیوں پر اظہار خیال کر سکیں۔ |

For Children with Special Needs (Languages)

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

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

For Children with Visual Impairments (VI)

- Long passages and learning from visualised inputs; and,

- Taking more time in interpreting meaning as reading in Braille requires more time and involves great amount of memorising and synthesising since wholeness of phrases, sentences etc. is not possible.

- **For Children with Hearing Impairments (HI)**

- Comprehending new vocabulary
- Discriminating between words
- Understanding words with multiple meanings
- Forming connections between ideas or concepts
- Organizing thoughts or composing ideas. Composing ideas involves producing grammatically and semantically correct text at one time which may be difficult for these learners.
- Understanding and using phrases
- Grammar usage (past tense, prepositions, active and passive construction)
- Sentence construction

For Children with Cognitive Impairments, Intellectual Disability

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

Learning Outcomes in Mathematics-Elementary Stage

Introduction

Various educational surveys and achievement data over the years show that learning achievements of children in various subjects-especially Mathematics- are not up to the expected levels despite all the efforts made by states in this direction. It is a fact that many a time, teachers complete the syllabus as per the textbook but they do not have a clear idea about the kind of learning they expect from children in various subjects including Mathematics.

‘Curricular expectations’ define what a child should know, be able to do and dispositions that should be acquired over a period of time. Learning outcomes derived from curricular expectations and syllabus may help all the stakeholders in understanding the goals to be achieved. The learning outcomes are generally treated as assessment standards or benchmarks for assessment.

Highlighting the end product of the learning process normally leads to achieving it through rote memorisation without understanding. However the highlighting of the end product in mathematics learning lays emphasis on remembering the facts and using algorithms without understanding. Further it develops a handicap in children about use/applications of mathematical ideas in daily life. Integration of the environmental component with mathematics has been taken up. The teachers are expected to provide learning opportunities while transacting different concepts of maths to help children explore and connect with their immediate surroundings, (self, family, school etc). The suggested pedagogical processes include examples for the same.

Learning is a continuous process. The learning outcomes are impacted by the learning /pedagogical processes used to develop competencies. The learners are expected to realise and use mathematics as an important tool that they can talk about, use and explore as well as understand its structure. Therefore, this document tries to list the learning outcomes in Mathematics for Classes I to VIII along with some suggested pedagogical processes which may be undertaken to achieve the outcomes. These pedagogical processes are not exhaustive. They are suggestive in nature, and may vary according to the learner’s context. An innovative and creative teacher may be able to achieve the learning outcomes through these and many more different pedagogical processes.


Curricular Expectations:

- Develop a connection between daily life contexts and that of mathematical thinking.

- Understand shapes and articulate their observable properties as similarities and differences among them.
- Develop own methods of performing operations on numbers in daily life (addition, subtraction, multiplication and division).
- Develop language and symbolic notations with standard algorithms of performing number operations.
- Estimate outcome of operations on two or more numbers and use it in daily life activities.
- Learn to represent the part of a whole as a fraction and order simple fractions.
- Collect , represent and interpret simple data from her/his contexts and use it in everyday life.
- Identify and extend simple patterns in shapes and numbers.

Class I (Mathematics)

| Suggested Pedagogical Processes | Learning Outcomes |
|--|--|
| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ observe different contexts and situations from the immediate environment such as the things that are inside/outside the classroom. They may be encouraged to use the spatial vocabulary/ concepts like top- bottom, on- under, inside- outside, above- below, near- far, before- after , thin – thick, big- small etc. ➤ identify and draw the things which are near-far, tall-short, thick- thin, etc. ➤ handle concrete materials or models and classify them. For example, objects which are round in shape like <i>chapati</i>,ball, etc and which are not round such as pencil box. ➤ count objects like, students may take out objects up to 9 from a given collection of objects such as picking any 8 leaves /4 beads/6 ice-cream sticks etc, from the given box. ➤ take out objects up to 20 from a given collection of objects. ➤ use words like more than, less than or equal through the strategy | <p>The learner:</p> <ul style="list-style-type: none"> • works with numbers 1 to 20 • classifies objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding. • recites number names and counts objects up to 20, concretely, pictorially and symbolically. • counts objects using numbers 1 to 9. • compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class. • applies addition and subtraction of numbers 1 to 20 in daily life • constructs addition facts up to 9 by using concrete objects. For example to find $3+3$ counts 3 steps forward from 3 onwards and concludes that $3+3=6$. • subtracts numbers using 1 to 9. For example the child takes out 3 objects from a collection of 9 objects and counts the |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <p>of one to one correspondence in objects in two groups.</p> <ul style="list-style-type: none"> ➤ explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts. ➤ evolve different strategies to subtract numbers up to 9 like recounting after taking out objects from a given collection. ➤ use different strategies like aggregation, counting forward, using addition facts, etc. to extend addition up to 20 (sum not exceeding 20) ➤ develop different strategies of taking away through objects/pictures. ➤ count in groups of tens and ones for numbers more than 20. Like, 38 has 3 groups/bundles of ten each and 8 loose (ones). ➤ sort objects based on similarities and differences through their sense of touch and observation. ➤ verbalise the properties of shapes/criterion used by them in sorting/ classifying solids/ shapes ➤ use concrete play money for making amounts up to Rs 20. ➤ finds short lengths in their immediate environment. using non uniform ➤ units like finger, hand span, length of a forearm, footsteps, etc. ➤ conduct classroom discussions on observation of pattern and allow them to describe in their own language. Let children find what will come next and justify the answer. | <p>remaining to conclude $9-3=6$</p> <ul style="list-style-type: none"> • Solves day to day problems related to addition & subtraction of numbers up to 9. • recognizes numbers up to 99 and writes numerals. • describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc. • estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc. • observes, extends and creates patterns of shapes and numbers. For example arrangement of shapes/ objects/ numbers, etc. like <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • (i) • 1,2,3,4,5,..... • 1,3,5,..... • 2,4,6,..... • 1,2,3,1,2,...., 1,....3,..... |

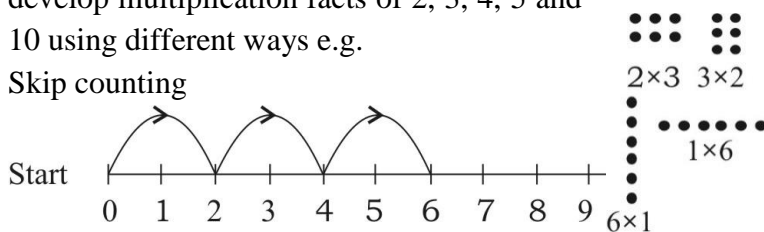
| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <ul style="list-style-type: none"> ➤ observe and collect information from the visuals, contexts/ situations such as number of items. | <ul style="list-style-type: none"> • collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more). • Develops concept of zero. |

Class II (Mathematics)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ identify number naming & number writing patterns, read and write numbers up to 99. ➤ apply the understanding of place value of numbers while grouping & recognising them. ➤ add 2 digit numbers up to 99 by using addition facts up to 9. ➤ develop and use alternate strategies for addition and subtraction of numbers ➤ explore situations in which addition and subtraction of numbers is required. For example combining two groups, enlarging a group by adding more objects. ➤ develop their own contextual situations/questions based on subtraction and addition. ➤ create situation/ context in which a number has to be repeatedly | <p>The learner:</p> <ul style="list-style-type: none"> • works with two digit numbers <ul style="list-style-type: none"> - reads and writes numerals for numbers up to 99. - uses place value in writing and comparing two digit numbers. - forms the greatest and smallest two digit numbers (with and without repetition of given digits). - solves simple daily life problems/situations based on addition of two digit numbers. - solves daily life situations based on subtraction of two digit numbers. - represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations). • describes basic 3D and 2D shapes with their observable characteristics <ul style="list-style-type: none"> - identifies basic 3D-shapes such as cuboid, cylinder, cone and |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>added.</p> <ul style="list-style-type: none"> ➤ trace different faces of 3D objects on paper and naming their corresponding 2D Shapes. ➤ classify shapes based on their physical attributes through cut out/ paper folds of different shapes. ➤ use observations/ sense of touch to describe the shapes and their physical attributes. ➤ add up to numerical value of Rs. 100, by using concrete play money of different denominations ➤ measure different lengths/ distances by using uniform but non standard unit. ➤ discuss and share the experiences of children while they observe different balances for weighing objects. ➤ construct their own balance (simple) and weigh and compare the weights of different things around them. ➤ compare the capacity of two or more containers. ➤ discuss about the special day/ particular day of a week when children share time and house related work with their family members. ➤ verbalise the unit of repeat in a pattern and make ideas about their extension ➤ extend patterns created by using shapes, thumb print, leaf print and numbers, etc. ➤ collect information from people around, record it and draw some inference from it. | <p>sphere by their names.</p> <ul style="list-style-type: none"> - traces 2D outlines of 3D objects. - identifies 2D shapes (rectangle, square, triangle, circle) by their names. ● distinguishes between straight and curved lines. ● draws/ represents straight lines in various orientations (vertical, horizontal, slant). ● estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/spoon/bucket etc. ● compares objects as heavier/lighter than using simple balance. ● identifies the days of the week and months of the year ● sequences the events occurring according to their duration in terms of hours/days, for example ,does a child remain in school for longer period than at home ? ● draws inference based on the data collected such as 'the number of vehicles used in Samir's house is more than that in Angeline's'. ● Identifies the values of currency notes up to 100/coins and performs addition and subtraction operations. |

Class III (Mathematics)

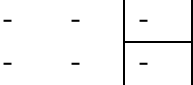
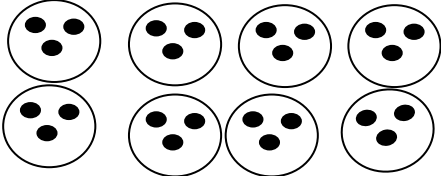
| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ count large number of objects from their surroundings by making groups of 100,10 and ones. ➤ write a number (up to 999) and the other group reads it. ➤ apply place values for writing greatest/ smallest numbers with three digits. (Digits may or may not repeat.) ➤ arrange concrete objects and draw different multiplication facts/ combinations of a given number, For example 6 mangoes can be arranged as ➤ develop multiplication facts of 2, 3, 4, 5 and 10 using different ways e.g. <p>Skip counting</p>  <p>and by using repeated addition</p> <ul style="list-style-type: none"> ➤ experience equal sharing and grouping and connecting them mathematically in their own context. For example, sharing of equal number of sweets among children. | <p>The learner:</p> <ul style="list-style-type: none"> • works with three digit numbers <ul style="list-style-type: none"> - reads and writes numbers up to 999 using place value. - compares numbers up to 999 for their value based on their place value. - solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999 - constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations. - analyses and applies an appropriate number operation in the situation/ context. - explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example $12 \div 3$ as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12 - adds and subtracts small amounts of money with or without regrouping. - makes rate charts and simple bills • acquires understanding about 2D shapes <ul style="list-style-type: none"> - identifies and makes 2D-shapes by paper folding , paper cutting on the dot grid, using straight lines etc. - describes 2D shapes by the number of sides, corners and diagonals. For example ,the shape of the book cover has 4 sides, 4 corners and two |




| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ observe various 3D shapes available in the surroundings and discussions may be held for identification of similarities and differences with respect to their corresponding 2D. Shapes like triangle, square, circle cut outs of cardboard. ➤ make 2D shapes through paper folding/paper cutting activities. ➤ describe the properties of 2D shapes in their own words/languages like number of corners, shape of edges, etc. ➤ discuss their observation regarding various shapes they observe in their surroundings – on the floor, on the footpath, etc., to draw conclusion that all shape do not tile. ➤ conduct role play of seller and buyer in selling/buying situation where lots of addition and subtraction of amounts using play money may be done. ➤ measure the length of objects in their surroundings by using scale/ tape. Students may be encouraged to estimate the length first and then verify it by actual measurement. ➤ use simple balance to compare and find weight of common objects in terms of non-standard units likes small stones, packets of objects, etc. ➤ measure capacities of different containers and describe their experiences of doing so, e.g. finding how many jugs can fill a basket or how many glasses can be filled with one jug of water. ➤ use of vocabulary about time and calendar through discussions/ story telling | <ul style="list-style-type: none"> diagonals - fills a given region leaving no gaps using a tile of a given shape. • estimates and measures length and distance using standard units like centimetres or metres & identifies relationships. • weighs objects using standard units - grams & kilograms using simple balance . • compares the capacity of different containers in terms of non standard units. • adds & subtracts measures involving grams & kilograms in life situations. • identifies a particular day and date on a calendar. • reads the time correctly to the hour using a clock/watch. • extends patterns in simple shapes and numbers . • acquires understanding about data handling. • records data using tally marks, represents pictorially and draws conclusions |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ attempt to read a clock and calendar. ➤ observe patterns both geometrical and numerical and discuss them. (Presentation by the group may be done in front of the whole class) ➤ collect and record data in their own way and use pictograph to represent it. For example flowers of different colours in the school garden or the number of boys and girls present in a class. ➤ to interpret pictographs from magazines and newspapers which can be displayed in the classroom. | |

Class IV (Mathematics)

| Suggested Pedagogical Processes | Learning Outcomes | | | | | | | | | | | | | | | |
|---|-------------------|-----------|----------|---|---|----------|---|---|----------|----|----|-----------|---|---|---|--|
| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ explore and write multiplication facts through various ways like skip counting, extending patterns, etc. For example, for developing multiplication table of 3, children could use either skip counting or repetitive addition or pattern as shown below: <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="border: 1px solid black; padding: 2px 10px; text-align: center;">3</td> </tr> <tr> <td style="padding: 2px 10px;">4</td> <td style="padding: 2px 10px;">5</td> <td style="border: 1px solid black; padding: 2px 10px; text-align: center;">6</td> </tr> <tr> <td style="padding: 2px 10px;">7</td> <td style="padding: 2px 10px;">8</td> <td style="border: 1px solid black; padding: 2px 10px; text-align: center;">9</td> </tr> <tr> <td style="padding: 2px 10px;">10</td> <td style="padding: 2px 10px;">11</td> <td style="border: 1px solid black; padding: 2px 10px; text-align: center;">12</td> </tr> <tr> <td style="padding: 2px 10px;">-</td> <td style="padding: 2px 10px;">-</td> <td style="border: 1px solid black; padding: 2px 10px; text-align: center;">-</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | - | - | - | <p>The learner:</p> <ul style="list-style-type: none"> ➤ applies operations of numbers in daily life ➤ multiplies 2 and 3 digit numbers ➤ divides a number by another number using different methods like: <ul style="list-style-type: none"> ➤ pictorially (by drawing dots) ➤ equal grouping ➤ repeated subtraction ➤ by using inter-relationship between division and multiplication ➤ creates and solves simple real life situations/ problems including money, length, mass and capacity by using the four operations. <ul style="list-style-type: none"> • works with fractions |
| 1 | 2 | 3 | | | | | | | | | | | | | | |
| 4 | 5 | 6 | | | | | | | | | | | | | | |
| 7 | 8 | 9 | | | | | | | | | | | | | | |
| 10 | 11 | 12 | | | | | | | | | | | | | | |
| - | - | - | | | | | | | | | | | | | | |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <div style="text-align: center;">  </div> <p>➤ expand the two digit number and multiply. For example, 23 multiplied by 6 could be solved as follows:</p> $23 \times 6 = (20+3) \times 6 = 20 \times 6 + 3 \times 6$ $= 120 + 18 = 138$ <p>➤ solve and create daily life problems using multiplication like, if a pen costs Rs. 35 what will be the cost of 7 pens?</p> <p>➤ discuss and evolve standard algorithm for multiplication.</p> <p>➤ make groups for division, e.g. $24 \div 3$ means</p> <div style="text-align: center;">  </div> <p>➤ i.e. to find how many groups of 3 can be there in 24 or how many 3's make 24.</p> <p>➤ create contextual questions based on mathematical statements. For example the statement $25 - 10 = 15$ may trigger different questions from different students. A student may create. "I had 25 apples. Ten were eaten. How many apples are still left?"</p> <p>➤ create contextual problem through group activity such as dividing the class in two groups where one group and the</p> | <ul style="list-style-type: none"> • identifies half, one-fourth, three-fourths in a given picture(by paper folding) and also in a collection of objects. • represents the fractions as half, one-fourth and three-fourths by using symbols $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$ respectively. • shows the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ and other fractions. • acquires understanding about shapes around her/him • identifies the centre, radius and diameter of the circle. • finds out shapes that can be used for tiling. • draws cube/ cuboids using the given nets. • shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection. • draws top view, front view and side view of simple objects. • explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit like the number of books that can completely fill the top of a table. • converts metre into centimetre and vice-versa. • estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement. • solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations. • reads clock time in hour and minutes and expresses the time in a.m. and p.m. |



| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>other solves by using different operations and vice- versa.</p> <ul style="list-style-type: none"> ➤ to discuss and co-relate fractional numbers like half, one fourth, three fourths. ➤ represent the fractional numbers through activities related to pictures/paper folding . <p>For example – shade half the picture</p>  <p>Shaded part of which of the following pictures do not represent one fourth ($\frac{1}{4}$)</p> <p>(i)  (ii) </p> <ul style="list-style-type: none"> ➤ draw circles with various lengths of radius, compasses and explores various design with the shape. ➤ discuss observation on tiling (of different shapes) which they see in their homes/ on footpaths / floors of various buildings. ➤ make their own tiles and verify whether the tiles they created tessellate or not. ➤ look at various objects in the classroom from different viewpoints and make a deep drawing of the view. For example: a glass may look like this from the front. Questions like, ‘But | <ul style="list-style-type: none"> • relates 24 hr clock with respect to 12 hr clock. • calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction. • identifies the pattern in multiplication and division (up to multiple of 9). • observes, identifies and extends geometrical patterns based on symmetry. • represents the collected information in tables and bar graphs and draws inferences from these. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>how it would look like from the top?’ Or ‘how it would look like from below?’ may be raised.</p> <ul style="list-style-type: none"> ➤ convert rupees into <i>paisa</i>: For example how many <i>paisa</i> coins you will get in exchange of 20 rupees. ➤ make bills so that the students while making bills will use the four operations of addition/ subtraction/ multiplication/ division. ➤ first estimate the length of an object/ distance and then verify them by actually measuring them. For example, estimating the length of their bed or distance between the school gate and the classroom and verifying it by measuring them. ➤ make a balance and weigh things with standard weights. In case standard weights are not available, packages with standard weights may be used like packets of $\frac{1}{2}$ Kg <i>dal</i>, 200 gm pack of salt, 100 gm pack of biscuits. ➤ innovate use of weights like using two 250 gm packets instead of 500gm packet (or by using stones of equivalent weights, etc.) ➤ make their own measuring vessel to measure capacities of other vessel. For example – a bottle may have capacity for 200 ml and can be used as a measurement unit to know the amount of water in a jug or in a container. ➤ observe and study the calendar and come up with number of weeks in a month/ in a year. Let children explore the pattern in number of days in each month and how days are associated with dates in a month, etc. ➤ utilise their experiences inside/outside the class having exposure to telling time/ reading clock in hours and minutes allowing peer | |

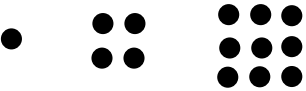
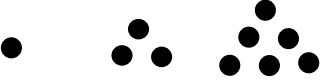
| Suggested Pedagogical Processes | Learning Outcomes |
|---|-------------------|
| <p>learning.</p> <ul style="list-style-type: none"> ➤ discover the time lapsed in an event by counting forward or using subtraction/ addition are created. ➤ explore patterns/ designs in their environment (using shapes and numbers) and can be encouraged to make such patterns and extend them. ➤ collect information and draw meaningful results in their daily life. Using these experiences, the children may be involved in activities focusing on data handling. ➤ read data/bar graphs, etc., from newspapers/magazines and interpret them. | |

Class V (Mathematics)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ discuss on contexts/ situations in which a need arises to go beyond the number 1000 so that extension of number system occurs naturally. For example number of grams in 10 Kg, number of metres in 20 Km, etc. ➤ represents numbers beyond 1000 (up to 100000) using place value system, like extend learning of numbers beyond 9 thousand, how to write number one more than 9999. | <p>The learner:</p> <p>works with large numbers</p> <ul style="list-style-type: none"> • reads and writes numbers bigger than 1000 being used in her/his surroundings. • performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers • divides a given number by another number using standard algorithms. • estimates sum, difference, product and quotient of numbers and |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>➤ operate (addition and subtractions) large numbers using standard algorithm. This may be identified as extension of algorithm for one more place.</p> <p>➤ use variety of ways to divide numbers like equal distribution and inverse process of multiplication</p> <p>➤ develop the idea of multiples of a number through its multiplication facts, skip counting on a number line and number grid.</p> <p>➤ develop concept of factors through division of numbers and multiples.</p> <p>➤ estimate the result through approximations and then verifies it.</p> <p>➤ discuss and use contexts/ situations from daily life in activities to develop understanding about fractional part of the group like, how many bananas are there in half a dozen bananas?</p> <p>➤ compares fractions through various ways like paper folding, shading of diagram etc.</p> <p>➤ develop the idea of equivalence of fractions through various activities. For example</p> <p>➤ By paper folding and shading:</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="text-align: center;">  $\frac{1}{2}$ </div> <div style="text-align: center;">is the same as</div> <div style="text-align: center;">  $\frac{2}{4}$ </div> </div> <p>➤ understand the idea of decimal fractions ($\frac{1}{10}$th and $\frac{1}{100}$th)</p> | <p>verifies the same using different strategies like using standard algorithms or breaking a number and then using operation.(For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients).</p> <p>acquires understanding about fractions</p> <ul style="list-style-type: none"> • finds the number corresponding to part of a collection. • identifies and forms equivalent fractions of a given fraction. • expresses a given fraction $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ in decimal notation and vice-versa. For example in using units of length and money- half of Rs. 10 is Rs.5 • converts fractions into decimals and vice versa. <p>explores idea of angles and shapes</p> <ul style="list-style-type: none"> • classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing. • identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes. • makes cube, cylinder and cone using nets designed for this purpose. • relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa. • estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug. • applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ develop earlier understanding of angles and to describe it. ➤ observe angles in their surroundings and compare their measures. For example, whether the angle is smaller, bigger or equal to a corner of a book which is a right angle; further, classify the angles. ➤ introduce protractor as a tool for measuring angles and use it to measure and draw angles. ➤ explore symmetry by using paper folding/ paper cutting ➤ explore shapes so that they can find out that some shapes look the same only after one complete rotation/ part of a rotation ➤ plan their shopping—to make estimates of money (in different denominations) and the balance money one would get. ➤ conducts role play of shopkeepers/ buyers in which students create bills. ➤ measure length of different objects using a tape/ metre scale. ➤ appreciates the need of converting bigger units to smaller units. ➤ discuss experiences on units of capacity printed on water bottle, soft drink pack, etc. ➤ fill a given space by using different solid shapes, cubes, cuboids, prisms, spheres, etc. and encourage students to decide which solid shape is more appropriate. ➤ Measure volume by counting the number of unit cubes that can fill a given space ➤ explore patterns in numbers while doing various operations | <p>intervals</p> <ul style="list-style-type: none"> • identifies the pattern in triangular number and square number. • collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>and to generalise them like patterns in square numbers.</p>  <p>➤ Triangular number like as shown below also forms a pattern</p>  <p>➤ collect information and display it in a pictorial form. For example, heights of students from their class and represent it pictorially.</p> <p>➤ collect and discuss various diagrams/ bar charts from the newspapers/ magazines may be in the class.</p> | |

Learning Outcomes in Mathematics-Upper Primary Stage

Curricular Expectations

- Moves from concrete ideas of numbers to number sense.
- Sees relationships between numbers and looks for patterns in relationships.
- Understand and applies concept related to variables, expressions, equations, identities, etc.
- Uses arithmetic and algebra to solve real life problems and pose meaningful problems.
- Develops aesthetic sense by discovering symmetries in shapes like triangles, circles and quadrilaterals.
- Identifies space as region enclosed within boundaries of a shape.
- Develops spatial understandings in terms of perimeter, area and volume and uses them to solve day to-day life problems.
- Learns to provide reasoning and convincing arguments to justify her/his own conclusions in mathematical context.
- Collects, represents (graphically and in tables) and interprets data/information from her/his life experiences.

Class VI (Mathematics)


| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ encounter situations having numbers up to 8 digits. e.g. cost of property, total population of different towns, etc. ➤ compare numbers through situations like cost of two houses, number of spectators, money transactions, etc. ➤ classify numbers on the basis of their properties like even, odd, etc. ➤ observe patterns that lead to divisibility by 2,3,4,5,6,8,10 and 11. ➤ create number patterns through which HCF and LCM can be discussed. ➤ explore daily life situations to involve the use of HCF and LCM. | <p>The learner:</p> <ul style="list-style-type: none"> • solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division). • recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc. • applies HCF or LCM in a particular situation. • solves problem involving addition and subtraction of integers. • uses fractions and decimals in different situations which involve money, length, temperature etc. For example, $7\frac{1}{2}$ metres of cloth, distance between two places is 112.5 km etc. • solves problems on daily life situations involving addition and |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ create and discuss daily life situations involving the use of negative numbers. ➤ situations that require the representation by fractions and decimals can be created and presented pictorially. ➤ use different contexts mathematic to appreciate the necessity of representing unknowns by variables (alphabet). ➤ explore and generalise the need of using variables alphabets. ➤ describe situations involving the need for comparing quantities by taking ratio. ➤ discuss and solves word problems that use ratios and unitary method. ➤ explore various shapes through concrete models and pictures of different geometrical shapes like triangles and quadrilaterals, etc. ➤ identify various geometrical figures and observe their characteristics in and outside the classroom environment either individually or in groups. ➤ make different shapes with the help of available materials like sticks, paper cutting, etc. ➤ observe various models and nets of 3-Dimensional (3-D) shapes like cuboid, cylinder, etc. and discuss about the elements of 3-D figures such as faces, edges and vertices. ➤ share the concept of angles through some examples like opening the door, opening the pencil box, etc. Students can be asked to give more such examples from the surroundings. ➤ classify angles based on the amount of rotation. ➤ discuss and draw 60° angle using compasses, the construction of | <p>subtraction of fractions / decimals.</p> <ul style="list-style-type: none"> • uses variable with different operations to generalise a given situation. For example, Perimeter of a rectangle with sides x units and 3 units is $2(x+3)$ units. • compares quantities using ratios in different situations. For example the ratio of girls to boys in a particular class in $3:2$. • uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of 7 notebooks by first finding the cost of 1 notebook. • describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings. • demonstrates an understanding of angles by <ul style="list-style-type: none"> ○ identifying examples of angles in the surroundings. ○ classifying angles according to their measure. ○ estimating the measure of angles using 45°, 90°, and 180° as reference angles. • demonstrates an understanding of line symmetry by <ul style="list-style-type: none"> ○ identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines ○ creating symmetrical 2-D shapes. • classifies triangles into different groups/types on the basis of their angles and sides. For example- scalene, isosceles or equilateral on the basis of sides, etc. • classifies quadrilaterals into different groups/types on the basis |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>other angles like 30°, 120°, etc. can be discussed with the children.</p> <ul style="list-style-type: none"> ➤ observe the reflection symmetry of a shape by using mirror or folding a paper cut out of a shape along specific lines. ➤ identify symmetrical shapes from surroundings like leaves, window, door, etc ➤ draw lines of symmetry when shapes are given. Group activity can be given, in which one group can draw half of the symmetrical shape and the other group can complete the shape. ➤ sort out the given set of triangles based on their angles and sides (group activity), discuss the basis of their classification. ➤ sort out the given set of quadrilaterals into different groups based on their shapes/size, etc. to explain the reason for the classification. ➤ differentiate 2-D and 3-D objects by differentiate the shape of the top of the pencil box and the entire pencil box, to add more examples of this type from the surroundings. ➤ discuss the various aspects of a 3-D object, like edges, vertices, and faces . ➤ introduce the concept of perimeter using different rectangular shapes from the classroom like blackboard, table top, books, etc, through the idea of boundary of these shapes . ➤ develop the concept of areas through measurement of region inside a shape by dividing it into square units. ➤ explain the importance of arranging information in daily life situations involving numbers such as cricket scores in different cricket matches, number of family members in different families. ➤ explore his/her own ways of organising data in pictorial form. | <p>of their sides/angles.</p> <ul style="list-style-type: none"> • identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings with the help of examples from surroundings. • describes and provides examples of edges, vertices and faces of 3-D objects. • finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc. • arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph and interprets them. |

Class VII (Mathematics)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ provide contexts for exploring the rules of multiplication and division of integers. This can be done through number line or number patterns. <p>For example :</p> <p>$3 \times 2 = 6$ $3 \times 1 = 3$ $3 \times 0 = 0$ $3 \times (-1) = 0$ $3 \times (-2) = -6$</p> <p>Same reduce by Numbers three numbers</p> <p>reduce by one numbers</p> <p>So $3 \times (-3) = -9$ means a positive integer multiplied by a negative integer given a negative integer</p> <p>*For example:</p> <p>(a) $\frac{1}{4} \times \frac{1}{2}$ is $\frac{1}{4}$ of $\frac{1}{2}$ is $\frac{1}{8}$ (b) $\frac{1}{2} \div \frac{1}{4}$ means number of $\frac{1}{4}$ in $\frac{1}{2}$ are two</p> | <p>The learner:</p> <ul style="list-style-type: none"> • multiplies/divides two integers. • interprets the division and multiplication of fractions. • for example interprets $\frac{2}{3} \times \frac{4}{5}$ as $\frac{2}{3}$ of $\frac{4}{5}$. Also $\frac{1}{2} \div \frac{1}{4}$ is interpreted as how many $\frac{1}{4}$ make $\frac{1}{2}$? • uses algorithms to multiply and divide fractions/decimals. • solves problems related to daily life situations involving rational numbers. • uses exponential form of numbers to simplify problems involving multiplication and division of large numbers. • represents daily life situations in the form of a simple equation and solves it • adds/subtracts algebraic expressions. • distinguishes quantities that are in proportion. For example, tells that 15,45,40,120 are in proportion as 15/45 is the same as 40/120. • solves problems related to conversion of percentage to fraction and decimal and vice versa. • calculates profit/loss percent and rate percent in simple interest. • classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <div style="text-align: center; margin-bottom: 10px;">  </div> <ul style="list-style-type: none"> ➤ explore the multiplication/ division of fractions/decimals through pictures/paper folding activities /daily life examples. ➤ discuss the situations that require the use of fractional numbers in opposite direction, such as moving $10\frac{1}{2}$ m to the right of a tree and $15\frac{2}{3}$ m to its left etc. ➤ involve children in exploring how repeated multiplication of numbers can be expressed in short form. For example $2 \times 2 \times 2 \times 2 \times 2 \times 2 =$ can be expressed as 2^6. ➤ explore the possible combinations of variables and constants using different operations to form algebraic expressions in various contexts. ➤ provide situations from daily life that lead to setting up of equations and choosing the appropriate value of the variable that equate both sides. ➤ conduct activity of adding /subtracting number of objects of same category from daily life. For example number of notebooks obtained when 3 notebooks are added to a group of 5 notebooks. ➤ discussion can be held to evolve the understanding of the concepts of ratios and percentage (equality of ratio.) | <ul style="list-style-type: none"> • verifies the properties of various pairs of angles formed when a transversal cuts two lines. • finds unknown angle of a triangle when its two angles are known. • explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS) • using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it and triangles. • finds out approximate area of closed shapes by using unit square grid/ graph sheet. • calculates areas of the regions enclosed in a rectangle and a square. • finds various representative values for simple data from her/his daily life contexts like mean, median and mode. • recognises variability in real life situation such as, variations in the height of students in her class and uncertainty in happening of events like throwing a coin. • interprets data using bar graph such as consumption of electricity is more in winters than summer, runs scored by a team in first 10 overs etc. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ provide daily life situations based on profit/loss and simple interest that show the use of percentage. ➤ explore different examples from daily life in which pair of angles are involved with a common vertex.(Scissors, Road Junction, Letter X, T, etc). ➤ verify the properties of various pairs of angles by drawing diagram (One group can give measure of one angle , the other group needs to give the measure of other angle.) ➤ visualise the relationship between various pairs of angles when `a transversal cuts two lines (parallel and non-parallel), angles of triangle and relationship among its sides through diagrams and upper primary mathematics kit (developed by NCERT). ➤ draw different types of triangles, ask them to measure angles of all triangles, and verify. ➤ explore exterior angle property of triangles; and Pythagoras theorem. ➤ identify symmetrical figures from their environment and which shows rotational symmetry. ➤ visualise the symmetry through paper folding activities . ➤ establishing congruence criterion and later on verify the property with the help of by superimposing one above the other. ➤ demonstrate the construction of a line parallel to the given line from a point outside it through students active participation. ➤ construct the simple triangle by using ruler and compasses. ➤ cut out different closed figures drawn on hard boards/ thick papers. | |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>Trace the figures in the given graph sheets.</p> <ul style="list-style-type: none"> ➤ count the exact number of square units occupied by the traced figure (Complete, Half, etc). and find out the approximate area of these figures. ➤ through discussion motivate them to arrive at the formula for area of a rectangle/square. ➤ find a representative value of data i.e. mean , mode or median of ungrouped data. Encourage them to arrange it in a tabular form and represent it by bar graphs. ➤ draw inferences for future events from the existing data. ➤ discuss the situations where the term ‘chance’ can be used, for example, what are the chances of rainy today as chances of getting & while rolling a dice. ➤ sum of two sides of a triangle is greater than the third side. | |

Class VIII (Mathematics)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ explore examples of rational numbers with all the operations and explore patterns in these operations. ➤ use generalised form of numbers upto 3 digits and uses her understanding of algebra to derive the divisibility rules for 2, 3, 4 done earlier by observing patterns on them. ➤ explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents as integer. ➤ provide situations that lead to simple equations and encourage them to solve using suitable processes. ➤ experiences of multiplying two algebraic expressions and different polynomials may be provided based on their previous knowledge of distributive property of numbers and generalise various algebraic identities using concrete examples. ➤ based on their previous knowledge of factorising two numbers introduce the factorisation of algebraic expressions using relevant activities. ➤ situation may be provided that involve the use of percentages in contexts like discount, profit & loss, VAT, simple and compound interest, etc. ➤ provide various situations to generalise the formula of compound interests through repeated use of simple interest. ➤ a number of situations may be given where one quantity depends on the other. Encourage children to identify situations in which both | <p>The learner:</p> <ul style="list-style-type: none"> • generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns • finds out as many rational numbers as possible between two given rational numbers. • proves divisibility rules of 2, 3,4, 5, 6, 9 and 11 • finds squares, cubes and square roots and cube roots of numbers using different methods. • solves problems with integral exponents. • solves puzzles and daily life problems using variables. • multiplies algebraic expressions. • e.g expands $(2x-5)(3x^2+7)$. • uses various algebraic identities in solving problems of daily life • applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g. calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given. • Solves problems based on direct and inverse proportions • Solves problems related to angles of a quadrilateral using angle sum property • verifies properties of parallelograms and establishes the |

the quantities increase together or in which while one increases the other decreases. For example, as the **speed** of a vehicle **increases** the **time taken** by it to cover the distance **decreases**.

- measure the angles and sides of different quadrilaterals and let them identify patterns in the relationship among them. Let them make their hypothesis on the basis of the generalisation of the patterns and later on verify through examples.
- verify the properties of parallelograms and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles.
- express/represent a 3-D shape into its 2-D form from their daily life like , drawing a box on a plane surface, showing bottles on paper, board or wall etc.
- make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. From nets let them make the shapes and establish relationship among vertices, edges and surfaces.
- demonstrate the construction of various quadrilaterals using geometric kit.
- sketch the figure of trapezium and other polygons in the given graph paper and asked student to estimate their areas using counting of unit square.
- derive the formula for calculating area of trapezium using the areas of triangle and rectangle (square).
- identify that surfaces of various 3-D objects like cubes, cuboids and cylinder.

- derive formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles.

relationship between them through reasoning.

- represents 3D shapes on a plane surface such as sheet of paper, black board etc.
- verifies Euler's relation through pattern
- constructs different quadrilaterals using compasses and straight edge.
- estimates the area of shapes like trapezium and other polygons by using square grid/graph sheet and verifies using formulas.
- finds the area of a polygon.
- finds surface area and volume of cuboidal and cylindrical object.
- draws and interprets bar charts and pie charts.
- makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins.

- demonstrate to find volume of a given cube and cuboid using unit cubes.
- collect data, organise it into groups and represent it into bar graphs/ pie chart.
- conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get large number of individual events and make their assumption for the future events on the basis of the above data. Observing the aggregating numbers over a large number of repeated events also help in forecasting the chances of future events.

For Children with Special Needs (Mathematics)

To overcome difficulties for access with respect to learning mathematics, some pupils may require tactile, and others to specialist, equipment for work related to shape, geometry, calculations, etc. Some may require simpler language or more pictures. Others may need help in interpreting the data in graphs, tables, or bar charts. There may be children who may need help in interpreting oral directions or while making mental calculations. Use of ICT may be required to overcome difficulties in quantitative and abstract thinking.

Some specific needs of children with different disabilities are given below which may be taken care of to help them learn with their peers and accomplish the desired learning outcomes.

For Visually Impaired Children

- Development of spatial concepts (concepts related to space) and understanding the relationships between spatial concepts;
- Understanding three-dimensional objects transformed into two-dimensional forms¹;
- Understanding special characters (symbols) used in Mathematics;
- Difficulty in audio recording of mathematical text, for example, equations etc.;

- Difficulty in transcribing and reading mathematical text in Braille because of spatial arrangement and colour codes;
- Learning of Nemeth or any other Mathematical Braille Code².

For Hearing Impaired children

- Delay in linguistic growth, leading to lack of general vocabulary and technical vocabulary of Mathematics (words like reciprocal, linear etc.).
- Understanding the wordiness (use of a number of words to explain meaning or making a point) of mathematical problems.
- Distinguishing words with multiple meanings like interest³, table, credit, angle, rate, volume, power, point.
- Distinguishing mathematical words while student is lip/speech reading (tens and tenths, sixty and sixteen).
- Limited use of cognitive strategies to select the relevant information and approaches necessary for solving problems.

For Children with Cognitive Impairments, Intellectual Disability

- Sequencing, step wise problem solving and difficulty in place value.
- Mathematical calculations (computations), number reversals, copying problems etc Confusion in operational symbols, such as + for x, and difficulty in recalling sequence of operations.
- Identifying different shapes in geometry and directionality.
- Abstract concepts like in Algebra and integers, etc.
- Comprehension of word problems.

Learning Outcomes in Environmental Studies at the Primary Stage

Introduction

Environmental Studies (EVS) at the primary stage envisages exposing children to the real situations in their surroundings to help them connect, be aware of, appreciate and be sensitized towards the prevailing environmental issues (natural, physical, social and cultural). NCF-2005 recommends an integrated and thematic approach towards its teaching learning at the entire primary stage where, in classes III to V, it is introduced as a separate curricular area and in I and II, the related concerns are integrated with language and mathematics. Beginning with child's immediate surroundings (including natural, social, physical and cultural settings) related to self, home, school and family in the early grades and gradually moving on to the wider environment (neighbourhood and community at large), EVS not only helps children to get acquainted with their own environment but it also strengthens their bond with it. Creating learning situations in the context of children is very crucial to learning EVS. Efforts need to be made to avoid giving direct information, definitions and descriptions and instead create situations for children to construct their own knowledge by interacting first hand with their surroundings and with other children, elders and significant others. During this process, they would access various sources of knowledge besides the textbook and explore various learning sites besides the classroom. Real world exposure would lead to opportunities for them to encounter various social issues (such as those of gender bias, marginalization, challenges of the differently abled (including those of the elderly and the sick) and natural concerns (such as those of protection, preservation, conservation of natural resources). Care may be taken to ensure that besides resource material, the classroom environment and the pedagogical processes are inclusive i.e. they cater to the diversity of learners in terms of their abilities, cognitive development, pace, style, etc. It is important to acknowledge and give primacy to children's experiences to help them connect these with the school knowledge while ensuring their active participation. Hence, the learning situations need to include a variety in approaches, strategies and resources to ensure that each learner (including the differently abled and the disadvantaged learners) gets opportunity to observe, express, discuss, question, critically think, improvise and analyse, i.e. gets engaged in various processes of learning involving use of multiple senses in individual and group set-ups.

In order to have a comprehensive view of a child's development and map his/her learning progress in EVS, as per its curricular expectations, a set of learning outcomes in EVS for each class have been spelt out. These require using pedagogical processes to create age appropriate and contextual learning situations and considering learning needs and learning styles of the learners to facilitate teachers/elders to explore their existing ideas and build further on them to enhance their knowledge, skills, values, interests and dispositions. The suggested pedagogical processes given class wise, in the table below, provide different stakeholders especially teachers some clues for the learning situations. These can help them plan and design learning tasks/activities and also assess children for their learning progress in an inclusive classroom.

Curricular Expectations

As per of EVS curriculum, children at the Primary Stage are expected to;

- acquire awareness about immediate/wider surroundings through lived experiences on various themes related to daily life for example Family, Plants, Animals, Food, Water, Travel, and Shelter etc.
- nurture natural curiosity and creativity for the immediate surroundings.
- develop various processes/skills e.g. observation, discussion, explanation, experimentation, logical reasoning, through interaction with immediate surroundings.
- develop sensitivity for the natural, physical and human resources in the immediate environment.
- point out/ raise issues related to equality, justice and respect for human dignity and rights.

Class III (EVS)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> • The learner may be provided opportunities in pairs/groups/ individually and encouraged to: • observe and explore the immediate surroundings i.e. home, school and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/found, habits, needs, behaviour etc.). • observe, explore their home/family for the people whom they live with, what works they do, the relations and their physical features and habits and share the experiences in different ways. • explore the neighbourhood for the means of transport, communication and what works people do. | <p>The learner:</p> <ul style="list-style-type: none"> • Identifies simple observable features (<i>e.g. shape, colour, texture, aroma</i>) of leaves, trunk and bark of plants in immediate surroundings. • identifies simple features (<i>e.g. movement, at places found/kept, eating habits, sounds</i>) of animals and birds) in the immediate surroundings. • identifies relationships with and among family members. • identifies objects, signs (vessels, stoves, |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> • observe their home/school kitchen for the food items, vessels, stoves, fuels and cooking processes. • discuss with elders and find out from where we/birds/animals get water, food (plants/animals, which part of the plant we eat etc.), who works in the kitchen, who eats what, who eats last. • visit different places in the neighborhood e.g. market to observe the process of buying/selling, journey of a letter from post office to home, local water bodies etc. • ask/Frame questions and respond to the peers and elders without any fear/hesitation. • share their experiences/observations through drawing/ symbols /tracing / gestures/ verbally in a few words /simple sentences in their own language. • compare objects/entities-based on differences/ similarities for observable features and sort them into different categories. • discuss with the parents/guardians/grandparents/elders in the neighbourhood and compare their lives in past with that of now for the things of daily use such as clothes, vessels, works done by people around, games, • collect and arrange the objects/material such as pebbles, beads, fallen leaves, feathers, pictures, etc. of their finds from their surroundings and | <ul style="list-style-type: none"> transport, means of communication, transport, signboards etc.), places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighbourhood. • describes need of food for people of different age groups, animals/birds, availability of food and water and use of water at home and surroundings. • describes roles of family members, family influences (<i>traits/features /habits / practices</i>), need for living together, through oral/ written/other ways. • groups objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g. appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.) • differentiates between objects and activities of present and past (at time of the elders). (<i>e.g. clothes /vessels /games played/ work done by people</i>). • identifies directions, location of objects/places in |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>arrange in an innovative manner e.g. heaps, pouches/packets,</p> <ul style="list-style-type: none"> • critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check/verify/test them. E.g. which directions (left/right/front/back) to be followed to reach a nearby object/place, which vessel (of same volume) contains more water, how many spoons of water to fill a mug /mugs to fill a bucket etc. • perform simple activities/experiments to observe/smell /taste /feel /hear using different senses as per their abilities to identify/classify/differentiate between objects/features/entities. • collect observations/experiences on the experiments/activities and shares that orally /gestures /sketches /tables /writing in simple sentences. • manipulate local/waste material, fallen dry leaves/flowers, clay, fabrics, pebbles, colours to create/improvise drawings, models, designs, collage etc. For example using clay to make pots/vessels, animals, birds, vehicles, furniture from empty matchboxes, cardboard, etc. • share experiences of their relationships with pets/domestic animals or other birds animals in surroundings. • participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/contemporary activities and games, carry out projects such as taking care of a plant(s), feed birds/animals, things | <p>simple maps (of home/ classroom/ school) using signs/symbols/verbally.</p> <ul style="list-style-type: none"> • guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.). • records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g. shapes of moon, seasons). • creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc.) and slogans, poems, etc. • observes rules in games (local. indoor, outdoor) and other collective tasks. • voices opinion on good/bad touch , stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school • shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>around them.</p> <ul style="list-style-type: none"> • question, discuss, critically think and reflect on their experiences related to situations at home, school, neighbourhood for stereotypes/discrimination such as roles of male/female members, access to food, health, going to school, needs of elders and the differently abled etc. • explore/read pictures, posters, signboards, books, audio-videos, tactile/raised material/newspaper clippings, stories/poems, web resources, documentaries, library and use other resources besides textbook. | <p>surroundings. (For the diversity in appearance, abilities, choices - likes/dislikes, and access to basic needs such as food, shelter, etc.)</p> |

Class IV (EVS)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learners may be provided opportunities in pairs /groups /individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ observe and explore the immediate surroundings i.e. home, school and neighborhood for different objects/flowers/plants/animals/birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behavior, etc.) ➤ ask questions and discuss with family members/elders as to why some family members stay together and others are away, interact with relatives, friends etc. who stay at places far off about the houses/ transport and life in their places. | <p>The learner:</p> <ul style="list-style-type: none"> • identifies simple features (e.g. shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. • identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals. • identifies relationship with and among family members in extended family. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ visit community/ home kitchen/ mandi/ museum/ wildlife sanctuaries/ farms/ natural sources of water/ bridges/ construction sites/ local industries/ distant relatives, friends/places famous for making special things such as paintings, carpets, handicrafts, etc. ➤ interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel etc.) and share experiences about their work, their skills / tools used by them. ➤ discuss with elders, the situations about changes in family with time, roles of different family members, share their experiences and views on stereotypes/discrimination /unfair treatment to people/ animals/birds/plants in their home/school /neighborhood. ➤ ask/frame questions and reflect on experiences without any fear/hesitation. ➤ share their experiences/observations through drawing/symbols/tracing/ gestures/ verbally and writing in some sentences/para in simple language. ➤ compare objects/entities based on differences/ similarities in the observable features and sorts them into different categories. ➤ discuss with the parents/guardians/grandparents/elders in the neighborhood and compare the life style of past and present (clothes, vessels, nature of work, games), inclusion of children with special needs. | <ul style="list-style-type: none"> • explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), changes in family (e.g. <i>due to birth, marriage, transfer, etc.</i>). • describes different skilled work (<i>farming, construction, art/craft, etc.</i>), their inheritance (from elders) and training (role of institutions) in daily life. • explains the process of producing and procuring daily needs (e.g. food, water, clothes) i.e. from source to home. (e.g. crops from field to mandi and to home, water from local source and ways of its purification at home/ neighbourhood). • differentiates between objects and activities of past and present. (e.g. transport, currency, houses , materials, tools, skills - farming, construction, etc.) • groups the animals, birds, plants, objects, waste material for observable features. (e.g. on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/ vegetable/ pulses/ spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste/, likes, etc.) • guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ collect objects/material from their surroundings such as fallen flowers, roots, spices, seeds, pulses, feathers, newspaper, magazine articles, advertisements, pictures, coins, stamps and arrange them, etc. in an innovative manner. ➤ perform simple activities/experiments to observe/smell/taste/feel/hear using different senses as per their abilities e.g. to test solubility of different substances in water, separate salt and sugar from water, and observe how fast a piece of wet cloth dries up (in sun, in a room, rolled, flattened, with/without fan) blow hot, blow cold. ➤ observe and share experiences of the phenomena, happenings, situations in daily life such as how root, flowers grow, lifting of weight with/without pulley etc. and use ways to check/verify/test the observations through simple experiments/activities. ➤ read train/ bus tickets and Time Table, currency notes, directions to locate places on the map, signboards. ➤ manipulate local /waste material to create/improvise patterns, drawings, models, motifs, collage, poem/story/slogans using variety of material. For example using clay to make pots/vessels, animals birds, vehicles, making train, furniture from empty matchboxes, cardboard, waste material etc. ➤ participation in different cultural/national/environmental festivals/occasions organised in/at home/school/community – e.g. morning/special assembly/ exhibition/ Diwali, Onam, Earth Day, Id etc. in events of celebrations, dance, drama, | <p>standard/local units (kilo,gaj, pav etc.) and verifies using simple tools/set ups to establish relation between cause and effect. . (e.g. evaporation, condensation, dissolution, absorption; for places; near/far, objects; size and growth; shelf life of flower, fruit, vegetables)</p> <ul style="list-style-type: none"> • records her observations /experiences/information for objects, activities, phenomena, places visited (<i>mela, festival, historical place</i>) in different ways and predicts patterns in activities/phenomena. • identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc. • uses the information on signboards, posters, currency (notes/coins), railway ticket/time table. • creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/neighbourhood etc.) using local/waste material. • voices opinion on issues observed/ experienced in family/ school/ neighbourhood e.g. on stereotypes (making choices/ decision making/ solving problems), discrimination practices on caste in use of public places, water, MDM/community eating, child rights (schooling, |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>theatre, creative writing etc. (e.g. diya/rangoli/kite making/ models of buildings/bridges etc. and sharing experiences through stories, poems, slogans, reports about the events narration/creative writing (poem/story) or any other creative tasks.</p> <ul style="list-style-type: none"> ➤ explore/read books, newspaper clippings, audio, stories,/poems, pictures/videos/tactile /raised material/web resources/ library and any other resources besides textbooks. ➤ enquire from parents, teachers, peers and elders at home/community, discuss, critically think and reflect on experiences of children related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and care of the public property, care of different animals, water pollution and wastage, health, and hygiene. ➤ enquire/care about participation of female members in stereotypical activities for play/work, limited/restricted access of some children/persons/families (differently abled, castes, the aged) to common places/resources, etc. ➤ participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/contemporary activities and games, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/differently abled around them. | <p>child abuse, punishment, labour.)</p> <ul style="list-style-type: none"> • suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property). |

Class V (EVS)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> • The learners may be provided opportunities in pairs/groups/ individually and encouraged to: • observe and explore the animals for the unique/unusual sense of sight, smell, hear, sleep, and respond for etc., and their response to light, heat, sound etc. • explore the sources of water in their neighbourhood, and how fruit, vegetables, grains, water, reach their home and kind of processes/techniques employed to convert grain to flour and flour to Roti, purification of water etc. • share experiences and discuss about the information collected/places visited with peers/teachers and elders. • prepare guide routes to reach from one place to another. • collect information from pictures / elders/ books/ newspapers/ magazines/web resources / museums etc. about animals which have very sharp sense of hearing, smell and vision, different landforms such as plain area, hilly area, deserts, etc. and the varieties of flora-fauna, lives of people in such places. • Discuss with teachers/elders and use pictures, paintings, visit museums and collect information related to the lives for food, shelter, availability of water, means of livelihood, etc., practices, customs, techniques, of different | <p>The learner:</p> <ul style="list-style-type: none"> • Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc. • explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. grains to Roti, preservation techniques, storage tracking of water source) • describes the interdependence among animals, plants and humans. (<i>e.g. communities earning livelihood from animals, dispersal of seeds etc.</i>). • explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.) • establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (<i>e.g. life in distant/difficult areas like hot/cold deserts</i>). • groups objects, materials, activities for features/properties such as shape, taste, colour , texture, sound, traits etc. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>regions and different time periods.</p> <ul style="list-style-type: none"> • Visit petrol pumps, nature centers, science parks, water treatment plant, bank, health centre, wildlife sanctuaries, cooperative, monument, museum etc. and if possible to far off places with different landforms, lifestyles and livelihoods, etc. to observe and interact with people living there and share experiences in different ways. • Observe and share experiences for different phenomena such as how water evaporates, condenses, and dissolves different substances under different conditions, and how food gets spoilt, how seeds germinate and the direction in which roots, shoot grow and conduct simple experiments/activities to find out the same. • Conduct activities/simple experiments to check the properties/ features of different objects/ seeds/ water/waste materials, etc. • Observe, explore surroundings and critically think how seeds reach from one place to another, how the plants/trees grow at places where no one plants them e.g. forests, who waters them and who owns them. • Visit the night shelters, people living in camps, old age homes, in surroundings and interact with old/differently abled and who change their means of earning to find out where do people belong to and why they left their places, where their ancestors had been living for ages, migration of people and debate on various such issues in the surroundings. • Enquire from parents, teachers, peers and elders at home/community to | <ul style="list-style-type: none"> • traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g. cultivation, conservation, festivals, clothes, transport, materials/tools, occupations, buildings/houses, practices like cooking, eating, working) • guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc.) and time in simple standard units and verifies using simple tools/set ups. (e.g. floating/sinking/ mixing/evaporation /germination /spoilage /breathing /taste) • records observations/experiences/information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/phenomena (e.g. <i>floating, sinking, mixing, evaporation, germination, spoilage</i>) to establish relation between cause and effect. • identifies signs, directions, location of different objects/landmarks of a locality /place visited in maps and predicts directions w.r.t. positions at different places for a location. • creates posters, designs, models, set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using variety of local/waste material and writes |

| Suggested Pedagogical Processes | Learning Outcomes |
|--|--|
| <p>critically think and discuss to reflect on experiences of children related to situations at home, school, neighbourhood.</p> <ul style="list-style-type: none"> • Discuss freely with peers, teachers and elders about the biases, prejudices, and stereotypes by providing counter examples to one another. • Visit departments/ bodies in the surroundings e.g. Bank, Jal Board, and Hospital and Disaster management body and interact with related people and interpret different documents related with them. • Watch videos on different types of landforms and the variety of life forms found in such places, different institutions which cater to the need of societies, behavior of animals, water scarcity, etc. followed by meaningful discussions and debates on occupations that derive from the peculiar geographical characteristics of different regions • Perform simple activities, record the observations in the form of table/ sketch/ bar graph/ pie chart/ oral/ written form, etc. interpret and present their findings. • Discuss issues of living beings (plants and animals) as rightful inhabitants of earth, animal rights and ethical treatment to animals. • Share experiences of people who work selflessly for common good and what motivates them. • Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different | <p>poems/ slogans/travelogue etc.</p> <ul style="list-style-type: none"> • voices opinion on issues observed/experienced and relates practices /happenings to larger issues of society. (E.g. discrimination for access/ownership of resources, migration/ displacement /exclusion, child rights). • suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived. |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|-------------------|
| <p>indoor/outdoor/local/contemporary activities, games, dance, fine art, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/differently abled around them.</p> <ul style="list-style-type: none"> • Conduct mock drills for emergency and disaster preparedness. | |

Note: For addressing the inclusive aspect in EVS please refer to the Guidelines given for Children With Special Needs under Science and Social Science sections.

Learning Outcomes in Science - Upper Primary Stage

Introduction

Science is a dynamic, expanding body of knowledge, covering new domains of experiences. It is a human endeavour to understand the world by building-up conceptual models on the basis of observations and thus arriving at theories, laws and principles. In a progressive society, science can play a truly liberating role, helping people escape from the vicious cycle of poverty, ignorance and superstition. People today are faced with an increasingly fast-changing world where the most important skills are flexibility, innovation and creativity. These different imperatives have to be kept in mind in shaping science education. Good science education is true to the child, true to life and true to the discipline.

As consistent with the stage of cognitive development, science is being taken as core subject in the curriculum at upper primary stage. At this stage, it is a gradual transition from environmental studies of the primary stage to the elements of science. It is important to expand the horizon of child gradually and start with things that are within the direct experiences of child. The child should be engaged in learning the principles of science through familiar experiences, working with hands to design simple technological units and models and continuing to learn more about the environment and health, including reproductive and sexual health. Scientific concepts are to be arrived at mainly from activities, experiments and surveys. Group activities, discussions with peers and teachers, surveys, organisation of data and their display through exhibitions, etc., in schools and the neighbourhood should be important components of pedagogy.

Curricular Expectations

Science curriculum at the upper primary stage intends to develop:

- scientific temper and scientific thinking
- understanding about the nature of scientific knowledge i.e., testable, unified, parsimonious, amoral, developmental and creative.
- process skills of science which includes observation(s), posing question(s), searching various resources of learning, planning investigations, hypothesis formulation and testing, using various tools for collecting, analysing and interpreting data, supporting explanations with evidences, critically thinking to consider and evaluate alternative explanations, reflecting on their own thinking.
- appreciation for historical aspects of evolution of science.
- sensitivity towards environmental concerns.
- respect for human dignity and rights, gender equity, values of honesty, integrity, cooperation and concern for life.

The curriculum has been organized around the following themes that are cross disciplinary in nature:

- Food
- Materials
- The World of the Living
- Moving Things, People and Ideas
- How Things Work
- Natural Phenomena
- Natural Resources

Class VI (Science)

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <p>The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to:</p> <ul style="list-style-type: none"> ➤ explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing. ➤ pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role | <p>The learner:</p> <ul style="list-style-type: none"> • identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features i.e. appearance, texture, function, aroma, etc. • differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions • classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic • conducts simple investigations to seek answers to queries ,e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction? |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>plays, debates, use of ICT, etc.</p> <ul style="list-style-type: none"> ➤ record the observations during the activity, experiments, surveys, field trips, etc. ➤ analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults. ➤ exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. ➤ internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc. | <ul style="list-style-type: none"> • relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc. • explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc. • measures physical quantities and expresses in SI units, e.g., length • draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc. • constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc. • applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/ drought, etc. • makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc. • exhibits creativity in designing, planning, making use of available resources, etc. • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. |

Class VII(Science)

| Suggested Pedagogical Processes | Learning Outcomes |
|--|--|
| <p>The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to:</p> <ul style="list-style-type: none"> ➤ explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing. ➤ pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. ➤ record the observations during the activity, experiments, surveys, field trips, etc. ➤ analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults. ➤ exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. ➤ internalise, acquire and appreciate values such as cooperation, | <p>The learner:</p> <ul style="list-style-type: none"> ● identifies materials and organisms, such as, animal fibres; types of teeth; mirrors & lenses, on the basis of observable features, i.e., appearance, texture, functions, etc. ● differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic , basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function ● classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes ● conducts simple investigations to seek answers to queries ,e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours? ● relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil ; depletion of water table with human activities, etc. ● explains processes and phenomena , e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants ; heating and magnetic effects of electric current, etc. ● writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc. ● measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc. ● draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups ; life cycle of silk moth, etc. ● plots and interprets graphs e.g., distance-time graph |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>collaboration, honest reporting, judicious use of resources, etc</p> | <ul style="list-style-type: none"> ● constructs models using materials from surroundings and explains their working ,e.g., stethoscope; anemometer; electromagnets; Newton’s colour disc ,etc. ● discusses and appreciates stories of scientific discoveries ● applies learning of scientific concepts in day-to-day life, e.g. dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; suggesting methods for treatment of polluted water for reuse, etc. ● makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc. ● exhibits creativity in designing, planning, making use of available resources, etc. ● exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices |

Class VIII(Science)

| Suggested Pedagogical Processes | Learning Outcomes |
|--|---|
| <p>The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to:</p> <ul style="list-style-type: none"> ➤ explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing. | <p>The learner:</p> <ul style="list-style-type: none"> ● differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions. ● classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; <i>kharif</i> and <i>rabi</i> crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc. |

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| <ul style="list-style-type: none"> ➤ pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. ➤ record the observations during the activity, experiments, surveys, field trips, etc. ➤ analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults. ➤ exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. ➤ internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc | <ul style="list-style-type: none"> ● conducts simple investigations to seek answers to queries ,e.g, What are the conditions required for combustion? Why do we add salt and sugar in pickles and <i>murabbas</i>? Do liquids exert equal pressure at the same depth? ● relates processes and phenomenon with causes ,e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc. ● explains processes and phenomenon ,e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc. ● writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids ,etc. ● measures angles of incidence and reflection, etc. ● prepares slides of microorganisms; onion peel , human cheek cells ,etc., and describes their microscopic features.. ● draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc. ● constructs models using materials from surroundings and explains their working , e.g. , <i>ektara</i>, electroscope, fire extinguisher, etc. ● applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production;using appropriate metals and non-metals for various purposes; increasing/ reducing friction; challenging myths and taboos regarding adolescence, etc. ● discusses and appreciates stories of scientific discoveries ● makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc. ● exhibits creativity in designing, planning, making use of available resources, etc. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> • exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices |

For Children with Special Needs (EVS and Science)

In learning EVS and science, some students may require support with mobility or manipulation skills to participate in experiments or other hands on activities being performed both indoors and outdoors. Students can benefit from adapted or alternative activities, adapted equipment, the use of ICT, adult or peer support, additional time, and support in lessons that may not be accessible to them because of their impairment. Additional care may be taken for some specific needs as mentioned below.

For Visually Impaired children

- Abstract and difficult concepts
- Experiments, especially that involve physical safety
- Requirement of more time
- Understanding visual inputs like chalkboard, demonstrations, presentations graphics and diagrams, etc.

For Hearing Impaired children

- Understanding abstract words and the connections between abstract concepts, knowledge, ideas; (science concepts like photosynthesis, habitat, microorganisms, etc. are difficult for these children to understand without visual representations.)
- Conducting experiments
- Solving problems that involve more than one dimension; For example, comparing objects on the basis of multiple dimensions like number, size, shape, colour may be difficult as compared to single dimension like size only

For Children with Cognitive Impairments, Intellectual Disability

- Understanding the technical language of Science

- Drawing meaningful linkages/relationships between concepts (for example, between pressure and force)
- Planning, organizing, sequencing and generalising
- Understanding abstract concepts
- Conducting or handling science experiments

Learning Outcomes in Social Sciences - Upper Primary Stage

Introduction

Social Sciences at upper primary stage primarily aim at understanding analytically various phenomena in immediate social environment. The learners are introduced to the diversity of people and their practices in different societies, regions and cultures within societies. Social sciences have an important role in generating sensitivity towards human values of compassion, trust, peace, cooperation, social justice, environmental protection and other concerns.

It develops with one's own social environment- self, family, social environment and its interaction with various geographical, historical, social, economic, and political factors. Familiarizing the learner with the dynamics in the evolution process is necessary so that she/he develops sufficient awareness to understand disciplinary values of these interlinked disciplines independently.

Curricular Expectations

It is expected that the learner, by the end of the upper primary stage (Class VIII), is able to meet the following curricular expectations:

- Recognises ways in which political, social and economic issues which affect their daily lives across time and space.
- Understands about the earth as the habitat of humans and other forms of life.
- Becomes familiar with one's own region and realises interdependence of various regions (local to global).
- Understands spatial distribution of resources and their conservation.
- Understand historical developments in different periods of Indian history.
- Comprehends how historians study the past using different types of sources.
- Understands historical diversity to relate developments of one place/region with those of another.
- Imbibes the values of the Indian Constitution and their significance in everyday life.
- Gains a sense of the working of Indian democracy, its institutions and processes at the local, state and union levels.
- Becomes familiar with socio-economic role of institutions such as family, market and government.
- Recognises the contributions of different sections of society to political, social, cultural, and environmental processes.

Class VI (Social Sciences)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ use diagrams, models and audio-visual materials to understand motions of the earth. ➤ observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/elders, etc. to understand astronomical phenomena. ➤ use globe for understanding latitudes and longitudes ➤ use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere ➤ explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc. ➤ discuss superstitions linked to eclipses. ➤ use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India ➤ undertake map activity: for locating important places, sites of hunter-gatherers-food producers, Harappan civilization, <i>janapadas</i>, <i>mahajanapadas</i>, empires, places related to events in the life of the Buddha and Mahavira- centres of art and architecture-areas outside India with which India had contacts. ➤ explore epics, Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc. ➤ discuss: basic ideas and central values of Buddhism, Jainism and | <p>The learner:</p> <ul style="list-style-type: none"> ● distinguishes between stars, planets and satellites e.g. Sun, Earth and Moon. ● recognizes that the earth is a unique celestial body due to existence of life , zones of the earth with special reference to biosphere. ● demonstrates day & night and seasons. ● locates directions on the flat surface and continents & oceans on the world map.. ● identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map, ● locates physical features of India such as mountains, plateaus, plains, rivers, desert ,etc. on the map of India. ● draws neighbourhood map showing scale , direction, and features with the help of conventional symbols. ● examines critically the superstitions related to eclipses. ● identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. ● locates important historical sites, places on an outline map of India. ● recognises distinctive features of early human cultures and explains their growth. ● lists out significant contributions of important kingdoms, |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>other systems of thought- relevance of their teachings today- development of art and architecture in ancient India-India's contribution in the area of culture and science</p> <ul style="list-style-type: none"> ➤ role play: on various historical themes like change of Ashoka after Kalinga War-one of the events, incidents from literary works of the time etc. ➤ undertake projects: on the evolution of state-working of <i>ganas</i> or <i>sanghas</i>- contributions of kingdoms, dynasties in the field of culture-India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on projects ➤ visit to museum: to see the material remains of early human settlements- Harappan and discuss the continuity and change between these cultures. ➤ participate in a discussion on the concepts of diversity, discrimination, government, and livelihood. ➤ observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. ➤ study from the text and direct observation of functioning of a <i>Gram Panchayat</i> or a municipality/corporation (according to the place a student lives). ➤ understand the role of governance in society, and the difference between affairs of a family and those of a village/city. ➤ describe case studies of nearby localities/villages in respect of occupations. | <p>dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.</p> <ul style="list-style-type: none"> ● explains broad developments during ancient period e.g. hunting gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another. ● describes issues, events, personalities mentioned in literary works of the time. ● describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. ● outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. ● synthesizes information related to various historical developments. ● analyses basic ideas and values of various religions and systems of thought during ancient period. ● describes various forms of human diversity around her/him. ● develops a healthy attitude towards various kinds of diversity around her/him. ● recognises various forms of discrimination and understands the nature and sources of discrimination. ● differentiates between equality and inequality in various forms to treat them in a healthy way. ● describes the role of government, especially at the local level. ● identifies various levels of the government – local, state and |

| Suggested Pedagogical Processes | Learning Outcomes |
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| | union. <ul style="list-style-type: none"> ● analyses the functioning of rural and urban local government bodies in sectors like health and education. ● describes factors responsible for availability of different occupations undertaken in rural and urban areas. |

Class VII (Social Sciences)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ engage with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc. using meaningful explanations and appropriate resources. ➤ discuss and share their observations and experiences regarding various aspects of the environment- e.g. components of natural and human made environments, flora and fauna in different ecosystems/climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. ➤ explore globe and maps for identifying historical places/kingdoms, climatic regions, and other resources. ➤ use diagrams/ models/visuals/audio-visual materials for understanding interior of the earth, formation of different types of landforms, movements of water in the ocean, etc. ➤ collect samples and identify different types of rocks from the vicinity. | <p>The learner:</p> <ul style="list-style-type: none"> ● identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram. ● locates distribution and extent of different climatic regions on the world map or globe. ● explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts. ● describes formation of landforms due to various factors/events. ● explains composition and structure of the atmosphere. ● describes different components of the environment and the interrelationship between them. ● analyzes factors contributing to pollution in their surroundings and lists measures to prevent it. ● reasons factors leading to diversity in flora and fauna due to various factors e.g. climate, landforms, etc. ● reflects on the factors leading to disasters and calamities. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ participate in mock drill for earthquakes or other disasters. ➤ discuss factors, both natural and human-made that cause disasters like tsunamis, floods, earthquakes, etc. ➤ discuss similarities and differences in the life of people in different natural regions of the world. ➤ identify different sources of history available in books/local environment e.g. extracts from manuscripts/ maps/ illustrations/ painting/historical monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time. ➤ familiarize with the emergence of new dynasties and prepare a timeline to trace important developments during this time ➤ enact/dramatize key events of a given historical period/personality like Razia Sultan, Akbar etc. ➤ reflect on the changes in society during medieval period and compare it with present day time. ➤ prepare projects: on dynasties/kingdoms/administrative reforms and architectural specialties of a period e.g. Khaljis, Mughals etc. ➤ engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/<i>bhajans</i>, <i>kirtans</i> or <i>qawwalis</i>/ visits to nearby <i>dargah</i>/<i>gurudwara</i>/ temple associated with <i>bhakti</i> or <i>sufi</i> saints and discuss the basic tenets of different religions. ➤ participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising. ➤ prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality and struggles for | <ul style="list-style-type: none"> • shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna. • draws interrelationship between climatic regions and life of people living in different climatic regions. • analyses factors that impact development of specific regions. • provides examples of sources used to study various periods in history. • relates key historical developments during medieval period occurring in one place with another. • explains the relationship between livelihood patterns and the geographical condition of the area inhabited e.g. tribes, nomadic pastoralists and <i>banjaras</i>. • analyses socio-political and economic changes during medieval period • analyses administrative measures and strategies for military control adopted by different kingdoms e.g. the Khaljis and Tughluqs, Mughals, etc. • draws comparisons between policies of different rulers • describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples. • analyses factors which led to the emergence of new religious ideas and movements (<i>bhakti</i> and <i>sufi</i>) • draws inferences from poetry of <i>bhakti</i> and <i>sufi</i> saints about existing social order. • explains the significance of equality in democracy. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>equality.</p> <ul style="list-style-type: none"> ➤ observe assembly constituency map of State/UT. ➤ organise a mock election and youth assembly. ➤ debate about the role of the media. ➤ perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc. ➤ express views, through descriptive and critical writing, about standards of living of girls and women in rural and urban areas. ➤ make oral and written presentations about women who worked for a better society. ➤ prepare newspaper collages about the work being done by the State government on select issues (e.g. health, food, agriculture, roads) and some public works undertaken by the MLA of one's own constituency. ➤ do projects (solo, pair or group) about types of advertisements and create advertisements about the need to save water and energy. ➤ organise awareness drives in one's own locality about sanitation, public health and road safety. ➤ visit any office under the state government / UT Administration (e.g. electricity bill office) in one's own locality to observe its functioning and prepare a brief report. ➤ Undertake case studies and projects about local markets and shopping complexes through field visits. | <ul style="list-style-type: none"> • distinguishes between political equality, economic equality, and social equality. • interprets social, political and economic issues in one's own region with reference to the right to equality. • differentiates between local government and State government. • describes the process of election to the legislative assembly. • locates one's own constituency on assembly constituency map of State/UT and names local MLA. • analyses the causes and consequences of disadvantages faced by women of different sections of the society. • identifies women achievers in different fields from various regions of India. • illustrates contribution of women to different fields with appropriate examples. • explains the functioning of media with appropriate examples from newspapers. • creates an advertisement. • differentiates between different kinds of markets. • traces how goods travel through various market places. |

Class VIII (Social Sciences)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals ,power resources, types of industries in their environs and relate it with India and the world. ➤ explore various farming practices carried out in the neighbourhood/ district/ state ➤ use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/countries . ➤ develop projects on conservation of natural and human made resources ➤ discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures. ➤ use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population. ➤ read <i>stories of lived experiences</i> of individuals and communities of the period. ➤ discuss <i>events and processes in groups and as a whole in the classroom situation.</i> ➤ raise questions on different issues and events like ‘Why the English East India Company felt it necessary to involve itself in feuds amongst Indian rulers?’. | <p>The learner:</p> <ul style="list-style-type: none"> • classifies different types of industries based on raw materials, size and ownership. • describes major crops, types of farming and agricultural practices in her/his own area/state. • interprets the world map for uneven distribution of population . • describes causes of forest fire, landslide, industrial disasters and their risk reduction measures. • locates distribution of important minerals e.g. coal and mineral oil on the world map. • analyses uneven distribution of natural and human-made resources on the earth. • justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas. • analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map. • draws interrelationship between types of farming and development in different regions of the world. • draws bar diagram to show population of different countries/India/states. • distinguishes the ‘modern period’ from the ‘medieval’ and the ‘ancient’ periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement. ➤ undertake '<i>projects</i>' and '<i>activities</i>' like (a) <i>writing an essay</i> on "Gandhiji's Idea of Non-violence and its Impact on India's National Movement", (b) <i>drawing up a timeline</i> on 'Significant Events of India's National Movement', (c) <i>enacting a role play</i> on 'The Chauri Chaura Incident,' and (d) locating on an outline <i>map</i> of India the 'Regions Most Effected by Commercial Crop Cultivation during the Colonial Period'. ➤ familiarise with the sources like <i>vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries</i> and also <i>recent writings</i> to understand and reconstruct histories of various movements. ➤ expose to pedagogically innovative and <i>criterion-referenced questions for self-assessment</i> like 'What were the reasons for the Battle of Plassey?' ➤ participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalisation. ➤ prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism. ➤ debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society. ➤ do projects (solo, pair or group) about the Fundamental Rights | <p>broad developments.</p> <ul style="list-style-type: none"> ● explains how the English East India Company became the most dominant power. ● explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'. ● describes the forms of different tribal societies in the 19th century and their relationship with the environment. ● explains the policies of the colonial administration towards the tribal communities. ● explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it. ● analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period. ● explains the institutionalisation of the new education system in India. ● analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues. ● outlines major developments that occurred during the modern period in the field of arts. ● outlines the course of the Indian national movement from the 1870s till Independence. ● analyses the significant developments in the process of nation building. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>and Fundamental Duties.</p> <ul style="list-style-type: none"> ➤ screen and discuss the Rajya Sabha TV series, <i>Samvidhan</i> and movies such as <i>Gandhi</i>, <i>Sardar</i>, <i>Dr. Babasaheb Ambedkar</i>. ➤ observe parliamentary constituency map of State/UT. ➤ organise a mock election with model code of conduct and Youth parliament (<i>Bal Sansad</i>). ➤ prepare a list of registered voters in one's own neighbourhood. ➤ carry out an awareness campaign in one's own locality about significance of voting. ➤ find out some public works undertaken by the MP of one's own constituency. ➤ examine contents of a First Information Report (FIR) form. ➤ express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants. ➤ conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections. ➤ screen and discuss the movie, <i>I am Kalam</i> (Hindi, 2011). ➤ perform a role play about child labour, child rights, and the criminal justice system in India. ➤ visit any office under the Union Government (e.g. post office) in one's own locality to observe its functioning and prepare a brief report. ➤ share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity. | <ul style="list-style-type: none"> ● interprets social and political issues in one's own region with reference to the Constitution of India. ● illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples. ● applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g. Child Rights). ● differentiates between State government and Union government. ● describes the process of election to the Lok Sabha. ● locates one's own constituency on parliamentary constituency map of State/UT and names local MP. ● explains the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act). ● explains the functioning of the judicial system in India by citing some landmark cases. ● demonstrates how to file a First Information Report (FIR). ● analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region. ● identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability. ● describes the role of Government in regulating economic activities. |

| Suggested Pedagogical Processes | Learning Outcomes |
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| <ul style="list-style-type: none"> ➤ organise a debate why Government be responsible for providing public facilities. ➤ case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation. ➤ group discussion on role of Government in regulating economic activities, e.g. analysing the reason of Bhopal gas tragedy. | |

For Children with Special Needs(Social Sciences)

- In order to achieve learning outcomes in EVS & Social Sciences, some students may require support in the form of prepared tapes, talking books/daisy books to access text; help in writing to communicate their ideas through alternative communication methods such as ICT or speech; adaptation of content and activities; education aids to manage visual information; and/or support to understand various geographical concepts and features and the environment.
- Group activities such as projects and assignments done through cooperative learning will enable students with SEN to participate actively in all classroom activities.
- For children with special needs (CWSN), resources such as tactile diagrams/maps, talking books, audio-visual materials, Braille, etc. may be used. Pedagogical processes and learning outcomes in the document are not exhaustive. Teachers are expected to design and follow appropriate pedagogical processes along with assessment tasks to assess their students to continuously improve learning outcomes.

For Visually Impaired children

- Verbal content including geographical terms and concepts, for example, latitude, longitudes, directions etc.;
- Graphic and visual descriptions like map reading, graphs, diagrams, paintings, inscriptions, symbols and monumental architecture etc.;
- Making observations of environment and space – land, climate, vegetation and wildlife, distribution of resources and services; and,
- Reference material like spelling lists, study questions, important references, and other information students may need to refer can be provided in enlarged, tactile or embossed formats or redrawn with proper contrasts

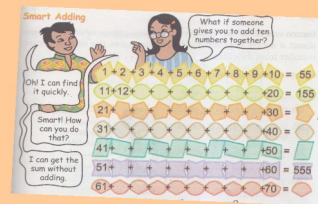
For Hearing Impaired children

- Understanding of terminologies/technical terms, abstract concepts, facts, comparisons, cause effect relationships and chronology of events etc.;
- Reading heavy text (textbooks/source materials) especially in History and Civics;
- Making inferences from the text.

For Children with Cognitive Impairments, Intellectual Disability

- Accessing written work, illustrations, charts, graphs and maps (especially for students with cognitive processing problems – visual spatial/visual processing / perceptual)
- Extracting relevant information from bulk information. Text heavy subjects like History are a challenge for students with reading difficulties
- Remembering the sequence of events and connecting them
- Understanding and interpreting abstract concepts

Generalisation and relating information in the textbooks with the environment or society.



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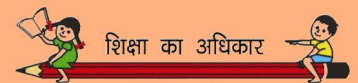


एन सी ई आर टी
NCERT



सत्यमेव जयते

सर्व शिक्षा अभियान SARVA SHIKSHA ABHIYAN



शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें