

Class X

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities individually or in groups and encouraged to</p> <ul style="list-style-type: none">• participate in interactive tasks and activities• take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening to people around• engage themselves in conversation, dialogue, discussion and discourse in peer peer mode, and with teacher on various themes• participate in role play, short speech and skits; interview personalities, common people for the purpose of collecting views on certain relevant issues, during surveys, project works, etc• give opinion about classroom transactions, peer feedback with clarity, and provide suggestions for improvement• read alternative material such as Braille texts, poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society• develop familiarity with workplace culture and language and terminology for different vocational skills like carpentry, mobile repairing, tailoring, etc• volunteer in organising school functions, assembly, community activities and interactions; prepares schedules, reports, etc• read literature from different countries, and appreciate the ideas, issues, and themes given there• read texts independently, comprehend, and respond to or ask questions on the text.• read stories and literary texts—both fiction and non fiction with understanding for pleasure and enjoyment; discuss on characters,	<p>The learner</p> <ul style="list-style-type: none">• listens to announcements, instructions, read aloud texts, audio, videos for information, gist and details; responds by answering questions accordingly.• listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret, and appreciate.• speaks with coherence and cohesion while participating in interactive tasks.• uses language appropriate to purposes and perspectives.• talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.• participates in bilingual or multilingual discourses on various themes.• reads, comprehends, and responds to complex texts independently.• reads stories and literary texts, both fiction and non fiction, with understanding for pleasure and enjoyment and discusses about these.• appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view.• collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.• writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.• writes reports of functions in school, family, and community activities.• writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.• evaluates content presented in print and in different genres/formats



issues, situations; and if there is a problem, work on the solutions.

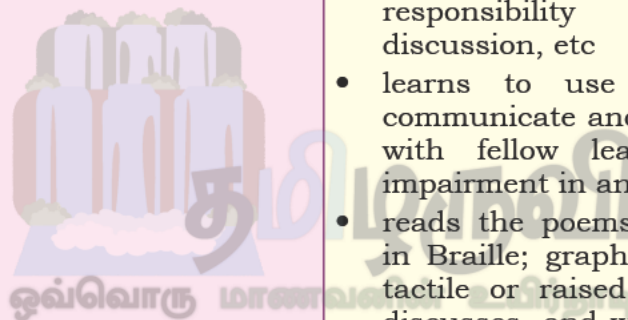
- appreciate nuances and shades of literary meanings in a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and the literary devices like onomatopoeic sounds, symbols, metaphors, alliteration, etc., understand comparisons, allusions, poet's or writer's point of view, etc.
- use subject, or contexts, and content related vocabulary to express their understanding of the texts and tasks.
- understand writing is a process oriented skill which requires drafting, revising, editing for punctuation, grammatical accuracy, spelling, etc.
- understand the grammar in context, functions, and usages noting from examples and discover rules.
- write using symbols, tables, graphs, diagrams, etc.
- contribute in building safe and stress free environment for learning.
- collect and make use of meaningful resources generated by the learners.
- make use of their experiences and relate with their learning.
- use visual aids, and locally developed learning materials to complement and supplement the textbook and supplementary reader.
- frame questions to assess their comprehension.
- promote core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.
- develop critical thinking on issues related to society, family, adolescence, etc. This will lead to develop their abilities for problem solving, conflict resolution, and work collaboratively.
- use multilingualism and translation as a strategy and resource for understanding and learning and participating in classroom transactions.

and presents content using symbols, graphs, diagrams, etc.

- analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.
- draws references from books, newspapers, internet, etc., and interprets using analytical skills.
- speaks or writes on variety of themes.
- consults or refers to dictionary, periodicals, and books for academic and other purposes; and uses them in speech and writing.
- provides facts and background knowledge in areas such as science and social science and presents view points based on those facts
- takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.
- takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.
- uses grammatical items appropriate to the context in speech and writing.
- uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.
- uses words according to the context and delineate it in speech and writing.
- uses formulaic and idiomatic expressions in speech and writing.
- makes use of collocations and idioms in speech and writing.
- identifies significant literary elements such as figurative language—metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.
- uses the figurative meaning of words and phrases as given in the texts read.
- assesses one's own and peers' work based on developed rubrics.



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| <ul style="list-style-type: none"> • participate in interdisciplinary tasks, activities and projects. • connect and apply their learning to activities, routines, and functions at home and in the community. • maintain diary and journal for recording responses and reflections, develop rubrics with the help of the teacher for self-assessment. • work on the teacher and peer feedback and self-assessment to improve their performance. • understand the concept of directions on a given map of a locality, town, city, country, tactile or raised material for children with special needs. • get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school. | <ul style="list-style-type: none"> • develops questions for collecting data for survey on relevant issues • writes scripts and participates in role play, skit, street plays for the promotion of social issues like <i>Beti Bachao Beti Badhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation of environment, child labour, drug abuse, and promotion of literacy, etc. • uses bilingual or multilingual ways to exchange ideas or disseminating information with the help of ICT, PPT, role play, street play, drama, written scripts, etc • recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class • exhibits core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc • learns to use Sign Language to communicate and uses Sign Language with fellow learners with hearing impairment in an inclusive set up • reads the poems, stories, texts given in Braille; graphs and maps given in tactile or raised material; interprets, discusses, and writes with the help of a scribe. |
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Suggested Pedagogical Processes in an Inclusive Setup

The curriculum of teaching-learning languages is same for all learners in the classroom. Hence, all learners get opportunities to actively participate in the teaching learning process. There may be some students who have learning difficulties in language, visual-spatial or mixed processing problems. They may require additional teaching support and some adaptations in the curriculum.

There is variability amongst the CWSN and it requires strategies and approaches that will cater to the needs of all learners in an inclusive classroom. The concept of inclusive pedagogy provides a platform for learning and space to children with mental and physical challenges along with other children in the class. This also focuses on working collaboratively in pairs and groups.



By considering the specific requirements of children with special needs, few pedagogical processes for the teachers are suggested below:

- Use multiple modes of communication (verbal and non verbal, graphics, cartoons, speech balloons), pictures, symbols, concrete objects and examples to assist in comprehension would help all children
- Format (for writing letters, applications, etc.) can be verbally introduced by the teacher
- New vocabulary introduced may be transcribed in Braille with meanings
- Describe words like minute, huge, near and far away, sea and sky, small organisms and insects, etc , verbally with detailed information.
- Use audio tapes and storytelling for enhancing pronunciation. Different sounds through audio recordings, such as waterfall, wind, waves, thunder, sounds of animals and means of transport can be used to explain various concepts.
- Encourage all the students in the class to interact with each other and use acting, dramatisation, and role play.
- Prepare visual vocabulary sheet on the topics taught (displaying words with pictures).
- Make visual classroom displays with captions and explanations.
- Write footnotes along with examples for comprehension.
- Give repeated exercises on sentence construction so that the child can learn to use words and phrases correctly. Use examples from pictures, news, current events, scrapbook, etc
- Provide or adapt reading material and resource material at appropriate reading level of the child
- Illustrate ideas and new vocabulary and make content comprehensible and attractive through the use of cards, colour coding concept maps, hand puppets, use of real life experiences, dramatisation, enacting stories, real objects, and supplementary material.
- Make use of paired reading to promote fluency in reading

