

STD.-9
Sub. English (F.L.)

એકમ/પ્રકરણ	અધ્યયન નિષ્પત્તિ	પાઠ્યપુસ્તકના સ્વાધ્યાયમાં ઉમેરવાની બાબતો
1. The Portrait of a Lady Poem A Photograph	E1101, E1103, E1106, E1112 E1113, E1121, E1124, E1125, E1126, E1129, E1135, E1146, E1144, E1148, E1106, E1111, E1112, E1133, E1142, E1144	
2. "Were not afraid to die...."	E1101, E1103, E1106, E1108, E1110, E1112, E1113, E1121, E1122, E1124, E1129, E1136	
3. Discovering Tat Poem th elaburnum Top	E1101, E1103, E1106, E1107, E1110, E1112, E1113, E1115, E1124, E1127, E1132, E1136 E1106, E1103, E1106, E1108, E1110, E1112, E1113, E1121, E1122, E1124, E1129, E1136	
4. Landscape of the Soul Poem the voice of the Rain	E1101, E1103, E1106, E1112, E1113, E1119, E1124, E1125, E1127, E1132, E1141 E1106, E1111, E1112, E1117, E1133, E1142	
5. The Ailing Plant	E1101, E1103, E1104, E1105, E1106, E1112, E1113, E1117, E1124, E1128, E1138, E1140, E1141, E1150	
6. The Browing Version Poem : Childhood	E1101, E1102, E1103, E1106, E1112, E1113, E1115, E1124, E1127, E1132, E1140, E1141, E1106, E1111, E1112, E1119, E1124, E1133, E1142,	
7. The Adventure	E1101, E1102, E1103, E1106, E1108, E1112, E1113, E1124, E1128, E1130, E1140,	
8. Silk Road Father to Son	E1101, E1102, E1103, E1106, E1112, E1113, E1115, E1118, E1123, E1127, E1131, E1138, E1140, E1144, E1106, E1111, E1112, E1113, E1124, E1129, E1135, E1142, E1144,	

Std. : 9 - ENGLISH (F.L.)

The Learning Outcomes for Classes IX and X are in a continuation of the Learning Outcomes for the Elementary Stage. As we know the process of learning progresses in a continuum, the content and teaching-learning strategies vary in terms of complexity and variety as learners enter the secondary stage of education. The focus from familiar and concrete contexts shifts to unfamiliar and abstract contexts for developing the language skills. Learning outcomes cannot be achieved in isolation but are interconnected with the process of learning. The learning outcomes, for example, of reading skills at primary stage can be differentiated from the upper primary and secondary stages but these should be taken as developmental stages of enhancing language skills.

The process of teaching and learning requires a dynamic framework of knowledge and an understanding of cultural, social, and linguistic makeup of the learners. Hence the process is neither static nor prescriptive rather it demands flexibility in pedagogical processes. It calls for attention that linguistic and cultural diversity should be used as a resource.

Language permeates all domains of learning. Therefore, strengthening the skills of one language positively supports and influences the learning of second or third language and other subject areas as well. Hence the content should be drawn from other domains of learning.

Language is linked to the thinking process and its manifestation in the forms of speech and writing through exposure to the variety of languages used. Learners assimilate new concepts largely through language. Thus, learners while expressing their interpretations and the constructed meanings learn both the concepts and develop understanding of the way's language is used. This requires that the school should provide an environment in which learners are encouraged to explore concepts, analysis and organize information, solve problems, provide solutions, and express their personal ideas. The process should stimulate mutual involvement between teacher and learners.

There is exposure to English language through ICT, print, and other media as well. Its popularity and demand have made it one of the relevant languages in our context. In this scenario, it is recommended that English should be taught and learnt along with Indian languages. Learning theories suggest that multilingualism should be explored as resource for teaching and learning of English. In other words, learners' own languages should be used as an instrument (not for translation) for learning English. This will have added advantage of bringing many languages into classroom which otherwise might become extinct. Efforts should be made to strengthen learners' own languages so that the skills acquired in their own language are passed on to learning English.

Learning outcomes (LOs) define what learners are expected to know and how to achieve the curricular expectations following the pedagogical processes. The objective of developing learning outcomes is to articulate the fundamentals of language teaching and learning in terms of pedagogy, materials, and assessment. Great care has been taken to capture and encompass all the possible and expected outcomes. However, there is no exhaustive list. One may encounter situations and may find materials and resources which would lead to some achievements beyond what is being outlined. In fact, the learning outcomes will facilitate in improving teaching methods and assessment practices in English language learning. The idea of inculcating values among learners is integrated in pedagogical processes.

Assessment is an integral part of learning any language. The practice of Continuous Comprehensive Evaluation (CCE) is integrated with pedagogical process. The tools of

assessment are meant to promote learning by providing meaningful inputs to the learners. Parents and the community are considered important participants in this process. Hence, they should be aware of the language learning goals and the achievements of their children. Achieving learning outcomes may be looked at as one of the several purposes of CCE.

Learning Outcomes in English address the issues of diversity in language, culture, and multifaceted abilities of learners. In order to provide equal opportunities of learning to learners with special education needs, Braille or other assistive devices should be made available, while for writing, learners should have support of the scribe, etc.

Curricular Expectations

At this stage learners are expected to:

1. Develop an understanding of what they hear in formal and informal settings.
2. Develop an ability to speak fluently and accurately in a variety of situations meaningfully.
3. Understand the verbal and non-verbal clues used by the speaker.
4. Develop an ability to read with comprehension and not merely decoding.
5. Develop an ability to construct meaning by drawing inferences and relating the texts with previous knowledge.
6. Develop the ability to express their thoughts effortlessly, confidently and in an organized manner
7. Write a coherent piece undergoing various stages and processes of writing.
8. Develop imagination, creativity and aesthetic sensibility and appreciation.
9. Understand the overarching values embedded in the Indian constitution like equality, social justice, equity, scientific temper; imbibe values and apply them.
10. Respond to contemporary social concerns like violence against women, protection of environment, etc., as well as think critically about various issues and concerns.
11. Use language as a skill for real life purposes.
12. Attain a level of proficiency in English language to meet the workplace requirements.
13. Recognize and accept diversity in terms of language and culture.
14. Be sensitive to people in difficult circumstances, children with special needs, needs of elderly people etc.
15. Realize the uniqueness of Indian culture, heritage and its contribution to world knowledge.
16. Develop global perspective on various issues through literature, ICT, media, etc.
17. Develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects.
18. Develop grammatical competencies moving from procedural knowledge (from use or meaning) to declarative knowledge.

LEARNING OUTCOMES

Std. : 9 - ENGLISH (F.L.)

Suggested Pedagogical Process	No	Learning Outcomes
<p>The learners may be provided opportunities individually or in groups and encouraged to –</p> <ul style="list-style-type: none"> • comprehend audio/video scripts, read aloud texts and answer comprehension and inferential questions by listening. • Use English news, films, songs, dramas, role-play, talks on internet, etc., as a resource to develop listening comprehension and understanding of the use of tone/intonation/stress, etc., in speech. • Meet people and discuss on variety of issues, or listen to record discussions with people from different professions through face to face or electronic media. • Participate in inter and intra school activities like school exhibitions, annual day celebration, debate competitions, discussions, quiz competitions and sports events. • Make announcements during school functions, take interviews of people or personalities by framing questions, introduce a speaker; develop news items and present in class or school assembly. • Organise and participate in discussions, present viewpoints or arguments, express contrasts with logic and reasoning, in the process develop problem solving and reasoning ability; and critical thinking. • Recite poems with proper stress and intonation. • Use audio-video or text materials for writing short skits, role plays, street plays and dramatise to communicate messages. 	E0901	<p>The learner –</p> <p>Listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly.</p>
	E0902	Listens to and discusses literary/ non-literary inputs in varied contexts to infer, interpret, and appreciate.
	E0903	Communicates thoughts, ideas, views and opinions verbally and non-verbally.
	E0904	Speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar.
	E0905	Listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc.
	E0906	Reads aloud and recites poems/prose with proper stress, pause, tone, and intonation.
	E0907	Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.
	E0908	Reads silently with comprehension and interprets layers of meaning.
	E0909	Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.
	E0910	Writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails.
	E0911	Writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like Beti Bachao Beti Padhao, Swachh Bharat Abhiyaan, human trafficking, conservation of environment, child labor, drug abuse, promotion of literacy, etc.

Suggested Pedagogical Process	No	Learning Outcomes
<ul style="list-style-type: none"> • Refer to dictionary, magazines and periodicals, thesaurus, encyclopedia, electronic media, visit library and consult various resources for improving English language proficiency • Ask questions on the texts read in the class and during discussions; be patient and respectful and take turns while listening to others and expressing their views. • Share experiences of language used outside the classroom as in the market, post office, etc., and share their experiences such as journeys, visits, hobbies, etc. • Understand different registers/use of appropriate words through a variety of listening and speaking activities on topics such as sports, cookery, music, gardening, riding; use these registers in their day-to-day life and use them wherever necessary. • Read and narrate stories, describe incidents with fluency and in sequence. • Take down dictation by listening, attentively, using appropriate punctuation marks. • To improve their listening and reading skills by taking down notes from passages read aloud, news on TV, during discussions in the class; understand the processes on how to make/take notes after reading a passage/article, etc., and then summarise. • Use map to understand directions, space, and distance; look at graphs, charts, and tables to know how data has been given and interpreted. • Connect the issues in the texts they read to the world outside and think on possible solutions. 	E0912	Uses appropriate punctuation marks and correct spelling of words while taking down dictation.
	E0913	Takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.
	E0914	Reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc.
	E0915	Organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
	E0916	Interprets map, graph, table to speak or write a paragraph based on interpretation.
	E0917	Edits passages with appropriate punctuation marks, grammar and correct spelling.
	E0918	Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.
	E0919	Uses words, phrases, idioms and word chunks for meaning-making in contexts.
	E0920	Understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.
	E0921	Reads literary texts for enjoyment/ pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
	E0922	Explains specific features of different literary genres for interpretation and literary appreciation.
	E0923	Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.
	E0924	Writes short stories and composes poems on the given theme or on their own.

Suggested Pedagogical Process	No	Learning Outcomes
<ul style="list-style-type: none"> • Design advertisements and invitations for celebrations, prepare weather reports, news items and discussions by using audio-video support. • Jot down ideas, develop an outline, write the first draft, edit, revise, and then finalise (for writing short and long passages/paragraphs, notices, and reports, using these processes). • Utilise the given visual input and graphs with the clues provided and write passages/paragraphs. • Edit writings of self or peers using appropriate punctuation marks such as capital letters, comma, semicolon, inverted commas, grammar, and correct spelling. • Understand and learn to encode and decode texts of different genre through individual, pair, and group reading. • Understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules. • Familiarise with a variety of vocabulary associated with various themes using these in different contexts through various inputs like collocations, word webs, thematic vocabulary, and word puzzles. • Be acquainted with proverbs, phrases, idioms, and their usage. • Use creativity and imagination and connect the discourse with real life contexts while expressing themselves through speech and writing. • Imagine and describe characters and situations using prompts, flash cards, 	E0925	Exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics.
	E0926	Uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.
	E0927	Uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up.
	E0928	Reads poems, stories, texts given in Braille; graphs and maps given in tactile/raised material; interprets, discusses, and writes with the help of a scribe.
	E0929	Appreciates similarities and differences across languages in a multilingual classroom and society.
	E0930	Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.

Suggested Pedagogical Process	No	Learning Outcomes
<p>verbal clues, pictures, and create stories.</p> <ul style="list-style-type: none"> • Be exposed to a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and notice onomatopoeic sounds, symbols, simile, metaphors, alliteration, and personification, for appreciation. • Identify comparisons, allusions, poet's or writer's point of view, literary devices, etc. • Undertake group or individual project work of interdisciplinary nature on social, cultural, and common themes to work with language – collection, processing, analysing, interpreting of information, and then presenting orally and in writing. • Know and promote core values such as tolerance, appreciation of diversity and civic responsibility, patriotism through debates, discussions, reading of biographies, stories of struggles, and episodes of ethics and morality. • Follow the concept of directions on a given map of a locality, town, city, country; tactile or raised material for children with special needs. • 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. • Get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school. • Use bilingual and multilingual ways to exchange ideas or disseminating information by taking the help of ICT, PPT, role play, street play, drama, written scripts, etc. 		

LEARNING OUTCOMES

Std. : 10 - ENGLISH (F. L.)

Suggested Pedagogical Process	No	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. 	E1001	<p>The learner –</p> <p>Listens to announcements, instructions, read-aloud texts, audio, videos for information, gist and details; responds by answering questions accordingly.</p>
	E1002	Listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret, and appreciate.
	E1003	Speaks with coherence and cohesion while participating in interactive tasks.
	E1004	Uses language appropriate to purposes and perspectives.
	E1005	Talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.
	E1006	Participates in bilingual or multilingual discourses on various themes.
	E1007	Reads, comprehends, and responds to complex texts independently.
	E1008	Reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.
	E1009	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.
	E1010	Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.
	E1011	Writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.
	E1012	Writes reports of functions in school, family, and community activities.
	E1013	Writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.

Suggested Pedagogical Process	No	Learning Outcomes
<ul style="list-style-type: none"> • 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, 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. 	E1014	Evaluates content presented in print and in different genres/formats and presents content using symbols, graphs, diagrams, etc.
	E1015	Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.
	E1016	Draws references from books, newspapers, internet, etc., and interprets using analytical skills.
	E1017	Speaks or writes on variety of themes.
	E1018	Consults or refers to dictionary, periodicals, and books for academic and other purposes; and uses them in speech and writing.
	E1019	Provides facts and background knowledge in areas such as science and social science and presents view points based on those facts.
	E1020	Takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.
	E1021	Takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.
	E1022	Uses grammatical items appropriate to the context in speech and writing.
	E1023	Uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.
	E1024	Uses words according to the context and delineate it in speech and writing.
	E1025	Uses formulaic and idiomatic expressions in speech and writing.
	E1026	Makes use of collocations and idioms in speech and writing.
	E1027	Identifies significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.

Suggested Pedagogical Process	No	Learning Outcomes
<ul style="list-style-type: none"> • 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. • 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. 	E1028	Uses the figurative meaning of words and phrases as given in the texts read.
	E1029	Assesses one's own and peers' work based on developed rubrics.
	E1030	Develops questions for collecting data for survey on relevant issues.
	E1031	Writes scripts and participates in role play, skit, street plays for the promotion of social issues like Beti Bachao Beti Badhao, Swachh Bharat Abhiyaan, conservation of environment, child labor, drug abuse, and promotion of literacy, etc.
	E1032	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.
	E1033	Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.
	E1034	Exhibits core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.
	E1035	Learns to use Sign Language to communicate and uses Sign Language with fellow learners with hearing impairment in an inclusive set up.
	E1036	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.

Suggest 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 nonverbal, 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.

