Department of School Education Haryana
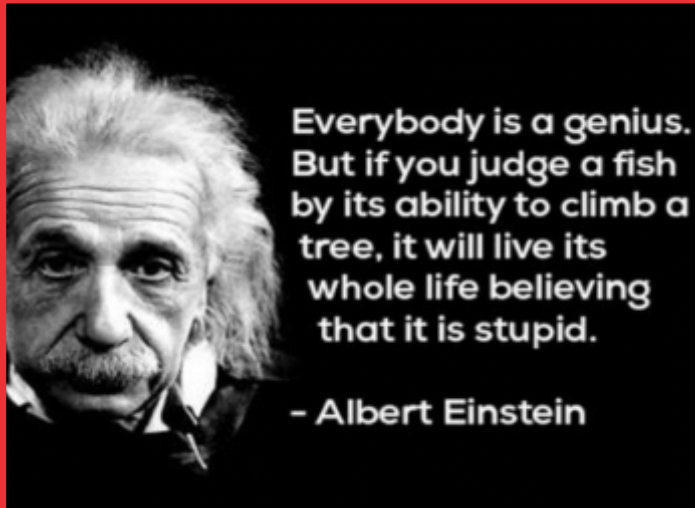
A Module for Trainers of Programme

सक्षम +
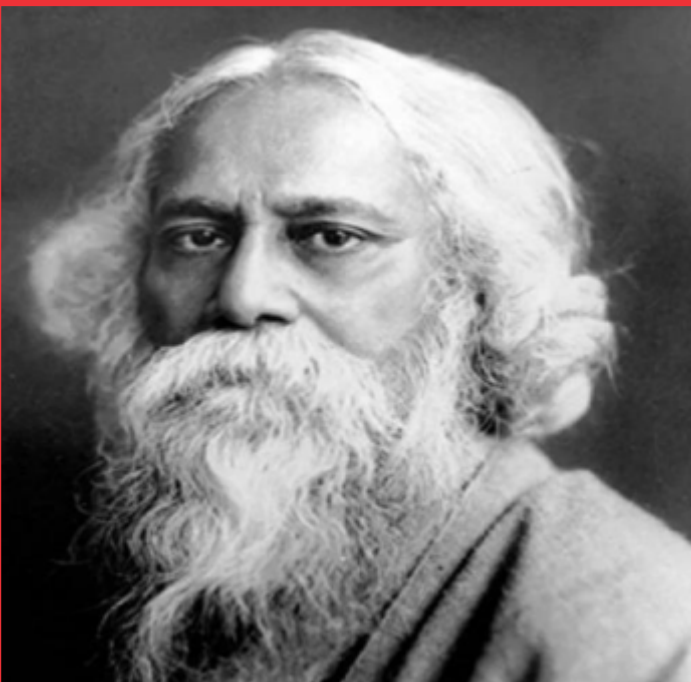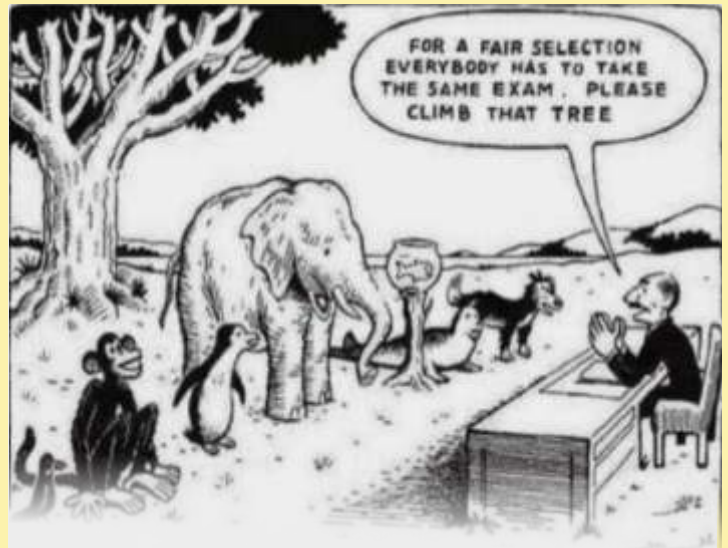
&

PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS

म्हारा हरियाणा, सक्षम + हरियाणा

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

- Albert Einstein

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM. PLEASE CLIMB THAT TREE

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson to his studens, can only load their minds, he cannot quicken them....

शिक्षा का अधिकार
सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें
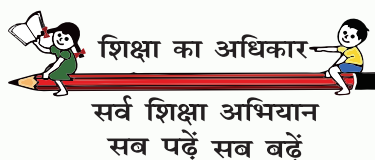
Torch Bearers

Dr. Mahavir Singh, IAS
Principal Secretary to Govt. Haryana
School Education Department

Dr. Rakesh Gupta, IAS
State Project Director
HSSPP, Panchkula

Core Team

Smt. Rajwant Kaur
HES
In-Charge of Programme
Professional Development of English Teachers, Haryana
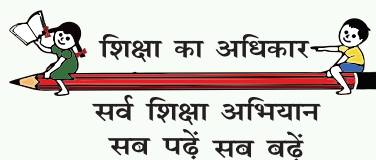
Dr Ajay Balhra
HES
In-charge, Training Management Cell
O/o Directorate of Secondary Education, Haryana

Sh. Rajesh Dager
HES, State Nodal Officer,
Professional Development of English Teachers, Haryana

शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

It gives me immense pleasure to know that the HSSPP is bringing out a module for the "Professional Development Programme for English Teachers" and "The Saksham Plus Campaign" to enhance the English proficiency among the students of Government schools.

Presently, the students of the Government schools are learning English as a second language in the State as it is the language of science, computer, corporate world, and tourism industry during previous years, it was felt that the students face difficulty when they go for job either in the multinational companies or finding some work abroad or during their competitive examinations due to the lack of English proficiency. To address this issue two promising programmes namely "Professional Development of English Teachers" for the elementary and secondary teachers and "The Saksham Plus" for the students up to elementary level were initiated during the academic year 2018-19. During the execution of these programmes, some grey areas were identified and to work upon those, a dire need for this module was felt.

The success of this programme will depend on the ways the teachers in the government school encourage the children to enhance their classroom participation by creative learning. To foster creativity amongs the students, the teachers have to perceive them as the participant in the learning process that will enhance their knowledge in an effictive manner.

The core team has tried to restructure the conventional methodology of teaching English by considering the principles of Child Psychology, the underlying philosophy of the National Curriculum Framework and the research-based findings.

I hope this module will be a helping tool for the Master-Trainers working in the field to impart the subject-specific training to the English teachers in both programmes of "Professional Development of English Teachers" and "The Saksham Plus".

I sincerely hope this will improve the proficiency of our students and the teachers would act as catalyst in friendly ecosystem of our schools.

Dr. Mahavir Singh, IAS
Principal Secretary to Govt. Haryana
School Education Department

Message

Esteemed Nation Builders

At first, I bow my head to all the teachers on this planet. I believe that whatever progress, we, humans have made, in our journey from the 'Caves to endless Galaxies'; the teachers have played the role of 'Torch Bearers' to light the dark paths helping us to explore new horizons.

Since ages, India has been known as the "Vishav Guru" only because of the great sages who have added much to the pool of knowledge, performing the role of teachers. It was the great Panini who gave Sanskrit grammar to the whole world, which helps to understand the basis of grammar of the maximum languages of this world.

Our state has done tremendous progress in almost all fields like sports, education, science & technology and management, etc. and our youth has proved their worth in every nook & corner of the world, bringing laurels to the nation.

Being part of north India, our state has 'Hindi' as our first language. Even our constitution has declared it as the official language of the nation. This way, we need to learn, use and respect Hindi. But this is equally true that learning other languages is not ignoring our mother tongue rather it adds to our knowledge and personality.

When observed minutely, it is seen that English has played a pivot role taking India to new heights of economic stability by earning foreign currency and gaining more and more knowledge of developments in the field of science & technology. Former President and the great visionary Late Sh. A.P.J. Abdul Kalam mentions in his book 'Vision 2020' that India has the potential of becoming the superpower provided our youth gains command over English language along with honing the vocational skills. Learning English, where on one hand, adds to one's personality by increasing his knowledge, on the other it enables the nation to lead the world by learning more about the literature, technologies and recent developments in many fields. This language helps us to get connected with the larger pool of knowledge which is available, to a greater extent, in English.
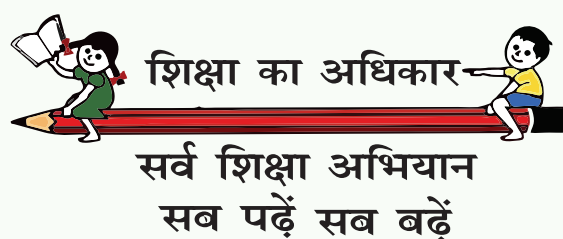
With this noble aim, our state has extended the most ambitious campaign known as "The SAKSHAM PLUS" in which we are working on the key competencies of the English language and this way enabling our students to attain desirable learning levels in the subject.The progress of "Professional Development of English Teachers" has also helped the teachers feeling difficulty with regard to teaching of English using latest technology and pedagogy. It also helped the teachers to make teaching and learning of the second language i.e. English easier, more effective and learning outcome-based, by infusing more fun and activities making the classroom more vibrant and student-centric. We have prepared this module which will enable our teachers, not only in key competencies or sample papers rather it will also help them to understand the importance of English as second language, enrich the understanding of pedagogy of English along with techniques to hone the skills – 'Listening', 'Speaking', 'Reading' & 'Writing'.

I hereby thanks all the concerned officers/officials, resource persons and the whole guild of learned teachers who relentlessly worked together to accomplish this task of preparing this module. I sincerely hope that our teachers will touch new horizons with the help of this module.

Dr. Rakesh Gupta, IAS
State Project Director
HSSPP, Panchkula

Content

शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Acknowledgement
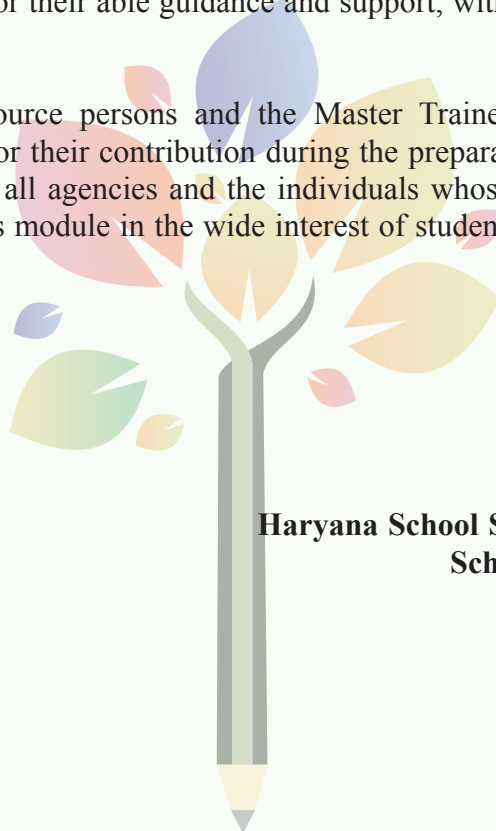
शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

India is the sixth-largest economy of the world and is going to be the 3rd in the coming decade. The present era is the era of a boom in technology and the technological boom is directly proportionate to the economic growth of a nation which in turn depends on the growth of science. Now the growth of science entails the use of English in two ways. Firstly, as the larger portion of scientific developments, so far, is available in English, therefore, the children need to learn this language to access that knowledge. Secondly, new researches, which are indispensable for the advancement of science, require cross-border deliberation and sharing of information, for this, we need to have some such language which is known to all researchers throughout the world.

Not only this, within a nation like ours; all natives do not speak one common language, which makes it difficult to share information, innovations & cultural values, thus leading to lessening the pace of national integrity.

Indian education policies along with the Official Languages Act 1955 make it mandatory for all students to take English as a compulsory subject at all levels of schooling.

Haryana has pioneered in many fields including education because of adoptions of innovative strategies like Class Readiness Program, Enrolment Drives, Girl's Education, Inclusive Education and so on and so forth. Recently very ambitious campaigns known as 'SAKSHAM & Saksham Plus' are launched by the Department of School Education, Haryana to shift from the "Input Based Assessment" of achievement to the "Outcome-Based Approach". The subjects like Hindi and Mathematics were taken on priority, in the beginning, and later, English was taken in Saksham Plus. To enhance the professional skills of English Teachers in government schools,a programme under the title "The Professional Development of the English Teachers" was launched in the last academic year i.e. 2018-19 for the teachers facing difficulty in teaching the subject of English and during the programme it was felt that the English teachers at both levels of TGT and PGT need the latest tools regarding the effective pedagogy of English containing the latest techniques and the use of the technology to popularize the subject among the students making it more understandable and interesting.

Thousands of teachers including DIET faculty are mentoring the teachers working at the elementary level in the state to enable them to work upon each and every competency of all the subjects, covered under Saksham & Saksham Plus with Outcome-Based emphasis on competencies of English subject.

It was observed that the teachers need support for the identification of competencies and the specific pedagogical tools to teach English in an effective manner. With this view, many self-motivated teachers under the able guidance of experts invested time and energy to find out the pedagogical tool, to prepare worksheets for practice and also the underlying philosophical principles to make English teaching as easy and effective as it could be. The authors of this module are very hopeful that this will fulfill the desired need and shall add to the level of learning outcome of English subject provided our teachers take this module with the same zeal and enthusiasm with which it has later.

The authors, besides thanking all torchbearers, the specialist from MHRD, the teachers and the subject experts; wish all the users of this module all success in their professional life. Suggestions and feedback from the readers will be warmly welcomed.

Rajwant Kaur
Dr Ajay Balhra
Rajesh Dager

Authors' Desk

ABC

PART 01

INTRODUCTION

Saksham

Government of India is very much concerned about the uplift of the young generation who is the future of the nation. Overall support and upliftment of youngsters are a true indication that a country is on the path of growth that with the right grooming of youth. Such are the backdrops behind the launch of any of the schemes in India. Their introduction is considered a new leap in the nation's growth and prosperity. Therefore GOI launched an ambitious scheme named 'SAKSHAM'.

Under this umbrella scheme, innumerable sub-schemes have already been started by various departments of the union government as well as by the States.

"Saksham HARYANA":: School Education Department's Initiative

Across all 22 districts in Haryana, there are nearly 20 lakh students studying in government schools. Approximately 1.1 lakh educators teach these students. However, in 2014, Education Initiatives reported that only 40 per cent of all students in elementary government schools across Haryana had acquired grade-level competency.

In July 2017, the state set up the Saksham Haryana Cell in the Chief Minister's Office comprising of professionals from Samagra, a mission-driven governance-focused entity. The 'Saksham Haryana' program was launched with the objective of making 80 per cent of government school students in Haryana grade-level competent.

Officials also felt the need to think of ways to ensure maximum involvement of all parties concerned in their drive to improve the critically sub-par educational standards of the learners.

The Chief Minister's Office, the School Education Department, District Magistrates run district administrations were the key drivers of this programme.

Along with them, the Chief Minister's Good Governance Associates (CMGGA)—talented young professionals recruited by the state government to act as catalysts for change on the ground, became important cogs in the movement too. Under Saksham, one associate oversees a district, two for three districts. Another key element of this programme was to encourage one district to emulate the best innovative practices from better-performing districts.

If a block feels that 80% of its students have achieved grade level competence in Maths and Hindi across Class 3, 5 and 7, it nominates itself under Saksham Ghoshna, and these claims are then assessed by a third party. In the case of Haryana, this third party is an educational assessment company GMI (Gray Matters India).

Initially, 10 blocks had nominated themselves, but only 3 were declared as Saksham back in December 2017-January 2018. A few months later, 26 out of 81 blocks in the state had been declared Saksham.

And finally, in March 2018, a total of 96 out of 119 were declared Saksham by GMI.

Recently State has started "Saksham Plus" "Mega Saksham 2.0" campaign in which the blocks shall make the students achieve the competency level in English subject too.

Why Hindi and Mathematics at Priority in 'SAKSHAM?

At the outset, it may seem quite flimsy that why class 3rd, 5th& 7th were chosen for this program. And moreover, on what basis it might have been decided that only Hindi & mathematics subjects will be covered under the scheme.

But, it should be clear that nothing is decided on flimsy grounds rather a sound logic is always there behind any such selection of class or subject.

If we unfold the history of education a little, we may see that it was considered even half a century back in many reports and policies starting from the Mudaliar Commission 1952-54, Kothari Commission 1964-66 to NPE '68 & 1986 and also was given equal importance in Program Of Action 1992 & NCF 2005.

Let us have a look at the recommendations of some of these reports/policy documents so as to ascertain the importance of this scheme.

8.18, Page 189, Chapter-II, Kothari Commission Report-1964-66

We give below what we believe should be the broad areas of curricular studies for the different sub-stages and shall follow this outline with a discussion of the special features of the curriculum at each sub-stage.

(1) Lower Primary Stage **(Classes I-IV)**
    (a)   One **language**-the mother-tongue or the regional language.
    (b)   **Mathematics.**
    (c)   Study of the Environment covering Science and Social Studies in Classes III and IV).
    (d)   Creative Activities.
    (e)   Work-experience and Social Service.
    (f)   Health Education.

(2) Higher Primary Stage **(Classes V-VII)**
    (a)   Two **languages**- (i) the mother-tongue or the regional language. and (ii) Hindi or English.
        {Note: A third language (English. Hindi or the regional language) may be studied on an optional basis.
    (b)   **Mathematics.**
    (c)   Science.
    (d)   Social Studies (or History, Geography and Civics).

Why Classes 3rd, 5th and 7th?

There is strong logic behind choosing the classes to be covered under the SAKSHAM scheme

Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge but also on understanding the nature of intelligence. Piaget's stages are:

- Sensory-motor stage: birth to 2 years
- Preoperational stage: ages 2 to 7
- Concrete operational stage: ages 7 to 11
- Formal operational stage: ages 12 and up

Piaget believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. As kids interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

The Stages
Through his observations of his children, Piaget developed a stage theory of intellectual development that included four distinct stages:
The Sensorimotor Stage
Ages: Birth to 2 Years
Major Characteristics and Developmental Changes:
- The infant knows the world through their movements and sensations.
- Children learn about the world through basic actions such as sucking, grasping, looking, and listening.
- Infants learn that things continue to exist even though they cannot be seen (object permanence).
- They are separate beings from the people and objects around them.
- They realize that their actions can cause things to happen in the world around them.

During this earliest stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences and manipulating objects. A child's entire experience at the earliest period of this stage occurs through basic reflexes, senses, and motor responses.

It is during the sensory-motor stage that children go through a period of dramatic growth and learning. As kids interact with their environment, they are continually making new discoveries about how the world works.

The cognitive development that occurs during this period takes place over a relatively short period of time and involves a great deal of growth. Children not only learn how to perform physical actions such as crawling and walking, but they also learn a great deal about language from the people with whom they interact. Piaget also broke this stage down into a number of different sub-stages. It is during the final part of the sensory-motor stage that early representational thought emerges.

Piaget believed that developing object permanence or object constancy, the understanding that objects continue to exist even when they cannot be seen, was an important element at this point of development. By learning that objects are separate and distinct entities and that they have an existence of their own outside of individual perception, children are then able to begin to attach names and words to objects.

The Preoperational Stage
Ages: 2 to 7 Years
Major Characteristics and Developmental Changes:
- Children begin to think symbolically and learn to use words and pictures to represent objects.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

The foundations of language development may have been laid during the previous stage, but it is the emergence of language that is one of the major hallmarks of the preoperational stage of development. Children become much more skilled at pretend play during this stage of development, yet, think very concretely about the world around them.

At this stage, kids learn through pretend play but still struggle with logic and taking the point of view of other people. They also often struggle with understanding the idea of constancy.

For example, a researcher might take a lump of clay, divide it into two equal pieces, and then give a child the choice between two pieces of clay to play with. One piece of clay is rolled into a compact ball while the other is smashed into a flat pancake shape. Since the flat shape looks larger, the preoperational child will likely choose that piece even though the two pieces are exactly the same size.

The Concrete Operational Stage
Ages: 7 to 11 Years (Class 3rd to 7th)
Major Characteristics and Developmental Changes
- During this stage, children begin to thinking logically about concrete events.
- They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example.
- Their thinking becomes more logical and organized, but still very concrete.
- Children begin using inductive logic, or reasoning from specific information to a general principle.

While children are still very concrete and literal in their thinking at this point in development, they become much more adept at using logic. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation; and start playing in groups.

While thinking becomes much more logical during the concrete operational state, it can also be very rigid. Kids at this point in development tend to struggle with abstract and hypothetical concepts.

During this stage, children also become less egocentric and begin to think about how other people might think and feel. Kids in the concrete operational stage also begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.

The Formal Operational Stage
Ages: 12 and above
Major Characteristics and Developmental Changes:
- At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems.
- Abstract thought emerges.
- Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning.
- Begin to use deductive logic, or reasoning from a general principle to specific information.

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

The ability to thinking about abstract ideas and situations is the key hallmark of the formal operational stage of cognitive development. The ability to systematically plan for the future and reason about hypothetical situations are also critical abilities that emerge during this stage.

It is important to note that Piaget did not view children's intellectual development as a quantitative process; that is, kids do not just add more information and knowledge to their existing knowledge as they get older. Instead, Piaget suggested that there is a qualitative change in how children think as they gradually process through these four stages. A child at age 7 doesn't just have more information about the world than he did at age 2; there is a fundamental change in how he thinks about the world.

From above, if we carefully look at the stages, we may find that up to the age of 7 years, a child cannot be made to learn literacy skills. What maximum we can do is to let him master his senses and the muscles which s/he will be using throughout the rest of life to learn and do innumerable activities.

As per Piaget, the children in the second stage (7 to 12(6+ to 11+) years- Concrete Operational Stage) can perform CONCRETE operations as opposed to ABSTRACT operations.

Kindly notice that at the age of 7 years the students enter into 3rd class in traditional schooling that prevails in India and are in 7th class at the age of 12 years. Therefore, these two classes are crucial for the students and they need more attention and facilitation from the teachers. Also, this is the age when the students acquire various competencies and skill, at a pace much faster than any other age.
So, the teacher should pay more attention to this phase. The mid-term evaluation may be done in class 5th that falls exactly at the mid of class 3rd and 5th. This is the reason why the class 3rd, 5th and 7th are chosen for SAKSHAM scheme.

SAKSHAM PLUS

We know that the SAKSHAM PLUS is the extension of SAKSHAM scheme. In this phase, we shall work on ENGLISH for the students of the classes 4th, 6th and 8th. Here it is important to notice that the students will be made to acquire competencies of English Language but the syllabus chosen will be of classes 3rd, 5th and 7th. Meaning thereby, the students of classes' 3rd, 5th& 7th classes, who have recently moved up to next classes i.e 4th, 6th& 8th respectively will be facilitated to acquire competencies of their previous classes.

Now let's see why should the state work on the English Language in a country which has been striving to make Hindi as its National Language.

There are many reasons why our students must master this language. We will take some of them hereunder:- Why English?

(Pg. 51, Mudaliar Commission Report)

Place of English: A great deal of controversy also exists about the place of English in the scheme of studies. As a result of historical causes, English has come to be the one language that is widely known among the educated classes of the country. It was stressed by some of our witnesses that much of the national unity in political and other spheres of activity has been brought about through the study of English language and literature and modern Western thought by all educated Indians. They also stated that the present position of India in the international sphere is partly due to the command that educated Indians have acquired over English. Many eminent educationists and scientists have, therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English. They hold that in matters pertaining to education, sentiment should not be the ruling factor and that what was most urgently needed was that our youth acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, the study of English was bound to play an important part.

The above excerpt is from Mudaliar Commission Report that highlights the importance of English in the commission report. Along with this Nandan Nilekani, the Aadhaar Man of India, in his seminal book named as **"Imagining India: Ideas for the New Century"** shares his expirence by emphasizing the importance of english as:

The crowds in our streets speak in a rich and varied tongue, a jostle of hybrid and home-grown languages. But across India's economy - especially in urban India - it is one language, India's 'auntie tongue' English, that seems ubiquitous. In bureaucrat-speak, it is our 'associate official' language, and it is the predominant tongue in which business transactions, boardroom discussions and water-cooler gossip take place. In the early days of Infosys, when we were marketing our services outside India, many of our prospective customers were taken aback when they found that we spoke English. And they were even more surprised when we told them that the seven founders of Infosys between themselves spoke five different languages at home, and English was the only language we shared.

The above excerpt is from the second chapter named **"The Phoenix Tongue: The Rise, Fall and Rise of English".** The same importance Late APJ Abdul Kalam, the Missile Man of India, shared in his legendary book **"India 2020: A Vision for the New Millennium".**

We can conclude our ongoing argument with the final statemnet that Enlish must be core focus area in the school so that the next generation may get the new heights.

QUALITY EDUCATION:
One answer for many questions

The answer is education – quality, relevant education that prepares our young people to participate meaningfully in their own development, both in their immediate communities and in the larger world. Education is a fundamental human right – pledged by the Convention on the Rights of the Child.

Not only do good schools instil basic skills in children, they also educate them about their rights – and shield them from violations of those rights.

Education requires a greater commitment than any other development activity because it is not a one-time injection but a continuous, labour-intensive process. It requires skilled, highly trained staff to dedicate year after year of patient toil.

Harry Sawyerr
Source: The Progress of Nations, 1997, UNICEF

Competencies….? Skills……?? Minimum Levels of Learning …..???*

*Author-Dr Ajay Balhra, [MSc, MEd, LLB, MBA, PhD, DEPA, FOE]
In-charge Training Management Cell, School Education Department, Haryana

Abstract:

Haryana is on the way to achieve the aim of providing 'Quality Education' to its students. While doing so, it has chosen the National Standards of Learning Levels required to be attained by the students to cope up with the requirement of the fast-changing competitive world.

The present paper attempts to clarify the meaning and importance of some key terminologies frequently used by the teachers like Competencies, Skills & MLLs. The teachers find it difficult to understand these terms and get confused while working on them.

The paper says that the 'competencies' are the set of some of the requisite human abilities viz Capacities, Knowledge & Ability to actually perform (Skills).

But can we afford to skip or keep using considerably blurred definitions? Probably not! especially when the time demands concrete steps to be taken in this direction.

In a 'Standard Driven Success Strive', the education enterprise cannot move forward unless everyone here has ample clarity about the meanings, means of approaching and the underlying principles of the 'Standards of Teaching & Learning Processes'.

I would like to start this discourse with a question to the readers.

Suppose a differently-abled student (named Aakash) with zero vision, is walking in a corridor with Ink-pot in his hand. He collides with some obstacle on the way and the ink-pot falls from his hand spilling the whole ink on to the floor. There are other students sitting in the corridor who are participating in a drawing competition. The drawing sheets and canvasses are lying everywhere and students are busy drawing pictures on them. Now let us assume that the ink- pot fallen from the hand of Aakash spills on a drawing sheet and somehow takes a shape of a beautiful flower, while some other students who were trying hard to draw the flower like that one are not able to draw that much beautiful; should the evaluator declare Aakash (the zero-vision student) as the winner of the competition? Here someone may say that the teacher should declare the student, who spilt the ink, as the winner because he is a differently-abled student; but it is not a discussion over 'Inclusion' rather we are trying to reach to the meaning of the above-named terminologies.

Anyway, let's see why Aakash shouldn't be declared as the winner and why some other students who have drawn a flower which is not as beautiful as drawn on the sheet by spilling of ink from Aakash's hand?

Let me ask you a few more question to understand this 'why':-
- ► Would Aakash have participated in the drawing competition when he knew that he can't see?
- ► Did he know that he will win the competition if he spills the ink that way?
- ► Did Aakash draw the flower?

Probably the answer to all the above questions will be large 'NO' because we all know that Aakash would never have intended to participate in the drawing competition. Even if he would have thought of participating; he would not have thought of winning it like this. Even if we assume that he may have thought of winning it;
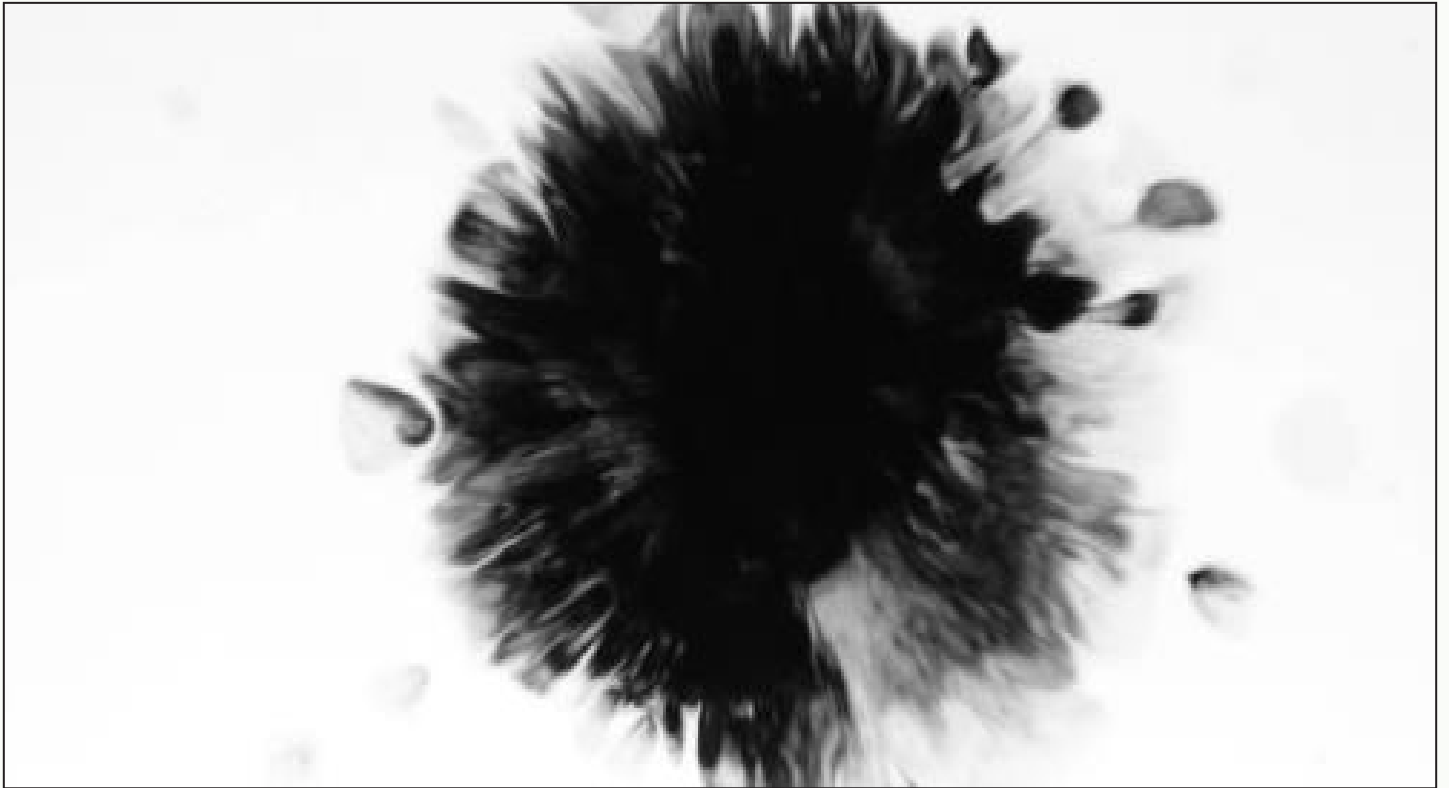
he would hardly have thought of drawing the most beautiful flower. And, lastly, if he would, somehow, have thought of drawing the most beautiful flower; there are no chances that he would have thought/planned that he can do so by spilling the ink.

Here, what I am trying to say is 'it's not about the happening of an event by chance rather its about doing something intentionally. 'To Intend' means 'Being Conscious'. Therefore, if a person 'consciously performs a task, with a clear- cut intention of doing it and has the physical as well as the mental capacity to do so; he/she may be considered to be competent of performing that particular task.

Here, we can see the three key elements of 'being competent' (or having the competency) which are like:-
1. **CAPACITY (Physical/Mental)**
2. **KNOWLEDGE**
3. **SKILL (Ability to perform)**

PHYSICAL CAPACITY
Let us assume that we want someone to learn swimming. What we will be looking for?
I suppose one needs to have the appendages i.e the Arms and Legs because swimming requires the use of limbs (it will be useless to say even snakes can swim and snakes have no limbs, here we are exclusively talking about the Human beings and there too about the beginners who want to learn swimming, not about the experts who can somehow float or even swim without using the limbs to an extent. Therefore having limbs is the PHYSICAL CAPACITY required to learn swimming.

MENTAL CAPACITY
Can all persons having all the four limbs swim? Not compulsorily…!
There may be more than one reason for this. One may have the limbs but still do not attempt learning because of some phobia. There are chances that the mental faculty (Cognitive capacity) of the person is too weak to co-ordinate the limb's movement in a manner necessary to swim. Or simply he may not wish to swim at all.

Here most important is the Mental or Cognitive Capacity which is required to coordinate the limb's movement in a manner necessary to swim, otherwise, even if the one who wishes to learn swimming will not be able to do so.

KNOWLEDGE
Can we think of a human (excluding animals who may acquire such skills by mere instinct) who have no knowledge of 'How to swim'?

I think a human being needs to have knowledge of the process of performing some act to do it. This becomes more important when we talk about the acquisition of literary skill in school education. Therefore, although, we may find some instances where even human beings can acquire some skills without having knowledge; the students cannot be expected to acquire literary skills without having the requisite knowledge.

SKILL
Here, the 'Skill' means the ability to perform. If the individual who has the physical capacity as well as the theoretical knowledge of performing some act; he/she may not necessarily do it, meaning thereby humans need 'ample actual practice to perform an act' in a requisite manner.

When a performer performs some special task which others cannot perform without sufficient practice, the specialized act is called 'Skill'.

Therefore the Skill or the Ability to actually perform is quite necessary for someone to be called as competent or having the 'COMPETENCY''.

This way we can conclude by saying that CAPACITY, KNOWLEDGE &SKIlls are the key elements of a competency. The teachers, thus, need to keep in mind that the students can be called to have the competency for doing something when they have the Physical/Mental capacity, they have the Knowledge that they are doing it & this is done in a particular way, and they can actually do so (Skill).

<div align="center">Why 'MINIMUM' Learning Level instead of 'MAXIMUM'?</div>

Many times when I talk to teachers about the learning levels, they make a very funny but serious statement (in the form of a question on the intention of department/Government).

They say "we doubt that the Department/Govt is really serious about providing 'Quality Education' to the students of government schools. It seems very obvious as the department talks about the "MLLs" i.e the 'Minimum' Learning (Levels) instead of 'Maximum' Learning (Level).

Let us try to resolve this issue. For that, I am bound to take an example similar to that which I took in the discussion above.

Q. When will you say that a girl named 'Dhara' can Swim?
A. When she will prove that she can swim.
Q. "How do you want her to prove?"
- **If she points towards a person who is swimming and says "see this fellow is swimming"? or**
- **Can she give the whole procedure of swimming in writing and you will be convinced that she knows 'how to swim'? or**
- **If her parents, teachers and friends tell you that she can swim?**
A. "No…! it has been already told that we will believe only if she swims in front of us".
Q. "Ok done!!! Dhara will perform it in front of you but I hope you'll not ask her to show backward swimming, butterfly swimming, diving deep or else?"
A. "Come on! We never said so, we just want to see that she can 'at least' float and propagate in the water".
- "Oh!that's great!" "Just see what you just said ….. "At least" … Now, what does it mean?"
You want a performer to show you something which is 'minimally necessary' for him to be categorized as 'possessing that particular skill'.

Likewise, when we talk about the learning achievement of students, we fix a benchmark for every skill and these benchmarks are the minimum required levels of learning known as MLLs (Minimum Learning Levels) You might have noticed that when we talk about the standard quality of some product (Say Milk); there too we ask for minimum fat/protein/calcium content etc. and we do so because there can be 'No Limit for Goodness'. No one stops the teachers to provide any level of teaching on a higher side but the system definitely scolds them if they are not able to make their students to achieve the minimum levels.

I hope it will be clear that the **'MINIMUM'** is the standard benchmark of quality.

Learning of English

In order to make teachers able to teach English effectively two clearly defined aspects, which will be detailed in the following sections, are:

1. Purposes and Epistemological foundations of teaching English in Primary School;
2. Specific competencies, knowledge and skills to be pursued in the tenure of compulsory   English language teaching in primary school.

A. **Epistemological foundation-** The formative value of teaching English in primary schools, in addition to the mother language, assign two specific purposes to the learning of English:

1. Develop multilingual and multicultural competencies within a complex, multi-ethnic and globalized society;

2. Acquire the initial tools to practice active citizenship in the context in which the pupil lives and even beyond the borders of the national territory. On the basis of the   achievement of these objectives, guiding is proposed here:

a. Competences in foreign languages- By coming into contact with other languages, the pupil is able to deepen his/her awareness of global citizenship, thus, developing a diversified repertoire of linguistic and cultural resources becomes a tool to interact with others, even when "the other" belongs to very distant cultural and geographical contexts. In fact, studying different languages, a pupil learns to recognize the existence of different linguistic and cultural systems and experiences the variety of means that every language has to think, speak, communicate and convey emotions.

b. Horizontal and vertical aspects of teaching and learning EFL- To make sure that learning becomes a highly educational activity, to the extent that it contributes to a person's growth and development considering the local and global context of which the pupil is part, it is necessary that teaching EFL is not an episodic event, fragmented, disconnected from the rest of the curriculum; it is essential that it is designed identifying horizontal connections with other subjects and developing vertically the progression of knowledge and competencies needed to pass from one order of schooling to another. The horizontal and vertical aspects of the English Language curriculum must also be read in the perspective of building a synergic connection between the formal learning, that pupil acquires in school, and the non-formal and informal learning, with which (s)he comes into contact with in everyday life. With regard to English language learning, this transversal dimension, that links the contexts of life and the child's learning, is very strong. Indeed, in everyday life (s)he interacts, even unconsciously, with linguistic expressions, terms, phrases, idioms in English, conveyed mostly by the mass media and the Internet, which can be quite very familiar to him/her because they already belong to his/her linguistic heritage. The latter does not represent a linguistic shock for the child, i.e., a refusal for all that (s)he does not fully understand the new language. The habit of using words borrowed from other languages assumes an absolute naturalness and spontaneity, so they are not perceived as "strange" because they are related to the common lexicon used in activities, situations and forms of interaction that are constantly present in everyday life.

3. Interdisciplinary connections and "new humanism". It is important to provide common design spaces between English and other subjects, implementing the concept of "new humanism". This means that the school is called upon to help a pupil recognize the relationships between his/her personal microcosm and the macrocosm of humanity and the planet because what happens in the world affects everyone's life and at the same time every person is responsible for the future of humanity. To educate children to this

awareness and responsibility it is necessary to have a large store of knowledge, which, however, does not coincide with the accumulation of lots of information in many areas, but rather requires full mastery of single subjects and, simultaneously, the ability to process multiple connections at an interdisciplinary level. Common curriculum design, which is easier in the primary school because of the presence of a smaller number of teachers than at other school levels, can become an area of intervention aimed not only, at language development, but also, at cognitive development and the construction of transversal competences. In this sense, it stimulates the development of associational and connectivist thought, through which the child uses knowledge learned in different contexts and subjects to structure and solve problems. It no longer operates within single subjects but in the broader perspective of learning to learn.

4. Build relationships between the mother-tongue and English language: As regards the relationship between the mother-tongue and English, special care must be taken (starting in the first grades) to identify phonological peculiarities and differences in pronunciation, so as not to generate difficulties in understanding and speaking. In this regard, it is appropriate for the teacher to stimulate the child's ability to take control of multiple pronunciation and intonation patterns to activate as naturally as possible a multilingual system.

5. Methodologies for teaching English: Using a communicative approach. From a methodological point of view, the use of a communicative approach to language learning must be favoured, especially in consideration of the different coding systems of phonemes into graphemes which exists between the English and Italian languages. The use of the spoken language should be introduced by the teacher in a systematic way, proceeding gradually according to the complexity of the language structures presented, On the other hand, speaking English for the child has to become a natural activity, preferably integrated with the use of creative and interactive games that can be supported by other nonverbal languages (music, movements, images, etc.) to promote participation and involvement in cooperative learning activities. At the primary school level, the use of a grammatical approach to learning English is not recommended. Such an approach, in addition to compromising the child's learning motivation, may generate confusion between different grammatical and syntactical systems. In fact, grammar knowledge is a task reserved for lower secondary school, where pupils can gradually recognize, rework and internalize modes of communication and rules of a foreign language, being able to understand much more easily the way the new language functions. It is important instead to promote a gradual integration of the elements of the new language in the native language system (or any other language spoken by the pupil) expanding implicitly the ability to manage various language components (phonetic, phonological, syntactic and semantic aspects).

6. The gradual development of writing competences. Correlated to the increasing importance to be given to oral language, special attention has to be paid to the moment related to the introduction of writing. This should be presented in a gradual way and preferably from the third grade onwards. Initially writing will be limited to keywords to include in conceptual maps and diagrams, simple expressions related to the child's experiences to culminate, at the end of the fifth grade, with brief descriptions and presentations. Among the multiple language competences to be pursued, writing is definitely the lowest priority in primary school, also in consideration of specific learning difficulties (dyslexia, dysgraphia, dysorthography) that usually emerge at this school level and that may be, in some way, also increased in the mother-tongue by an approach to English which focuses too much on writing.

a. Teaching English, ICT and international learning experiences. Right from the start of primary school, it is recommended to accompany active and participatory teaching methodologies by the use of ICT (computers, tablets, interactive whiteboards (IWBs), interactive tablets, educational software, etc.), which in many

cases are often used by children at home. These can be useful to expand space and time for learning, creating opportunities to be in contact with the language even out of school and promote informal social interactions between individuals, school groups and local communities. To this end, it is very important for the school to participate in European projects such as Comenius, Erasmus+, E-twinning, etc. that may facilitate the exchange and interaction with schools and pupils who come from other countries, by joining in with activities and partnerships where English is used as a lingua franca, a language to communicate with everybody. Doing so, pupils can move step by step from an 'interaction', centred essentially on their own needs, to 'communication', with other stakeholders, peers and adults, experiencing cultural differences and similarities, the personal habits of others and the traditions of other countries, as well as starting to develop intercultural sensitivity.

7. Reflection on language and self-assessment of English learning. Only in rare cases and especially with pupils who have a high level of competence or in cases where children themselves highlight specific linguistic aspects about language conventions and linguistic rules, syntactic structures, similarities and differences between Italian and English, will the teacher deal with caution and gradually with simple aspects of linguistic reflection. Such activities, in a certain way, may also be used to enhance the ability of self-assessment and awareness about how pupils acquire an ability which is important to develop in all pupils from the start of primary school.

B. **English Language Learning**- Some key strategies, the five basic language skills, at any level, represent someone's capacity to express one's own linguistic competence, according to the mastery that one is able to perform in different communicative situations.

It is possible to point out some helpful methodological guidelines to reach the competencies provided in the Outcomes as well as the knowledge and abilities of LOs (Learning Objectives) for listening, speaking, reading, writing and reflection on language. Such methodological guidelines, here considered as key strategies, may be applied by teachers for their competence-based curriculum design.

1. **Listening**- Listening is the language skill that, at least initially, pupils find most difficult. This often occurs because pupils think or are led to believe they have to understand every single word they hear, which in fact does not happen even in the first language. In this case, the preparatory work on listening tasks, designed by the teacher, is very important. Therefore it is appropriate for the teacher to determine the degree of difficulty of the listening text, to the extent that it must contain words and linguistic structures already known by pupils. Then it is useful to illustrate briefly the context to which the listening task is referred, that in any case has to be close to situations experienced by the child and/or with which (s)he feels familiar. In authentic situations, quite often, listening is supported by a variety of situational stimuli that can be, not only heard but also, visualized, related to familiar places, prior learning, body language, etc. In a school task, even if simulated and rendered as real as possible, all these aids cannot be present so it is important that the teacher promotes the context of listening to facilitate decoding and message comprehension. By explaining what the context is to which the listening text refers, the teacher can ask some questions and simultaneously check the answers given by the pupils as well as the degree of familiarity they demonstrate that they have with the task itself. In this phase, the teacher's questions also help to refresh the vocabulary required for understanding the general meaning of the listening activity. Children must feel at ease, so it is good to repeat the listening activity at least two or three times. During the first listening, pupils will be invited not to take notes, or be distracted by images, drawings or anything else, but just to focus on listening in order to understand at least the context and general meaning. Following what the students have listened can be used to strengthen the understanding of information and in

this case, it may be useful to graphically set out some concepts or words. From mid-3rd. class upwards, once finished the listening activities the teacher can put some questions to the whole class, and confirm the accuracy of the answers, (s)he can write pupils' responses on the board and repeat the listening again, only at the end, will (s)he give the correct answers to the questions posed. In a later lesson, after having repeated the listening another time, some questions can even be put to individual pupils.

2.   **Speaking-** The oral production (Speaking) competence goes hand in hand with pupil's listening and comprehension abilities, these are usually held at a higher level than pupil's ability to communicate orally. So, although the teacher is required to speak orally in a natural way, using also verbal forms and words that the child does not yet know, to enhance speaking it is crucial for the teacher to keep in mind what the level of competence is that the pupil has in this area and consequently proposes speaking activities which may also be conducted starting with a very limited vocabulary. Especially in the first years of Primary School, in many cases (s)he can also make use of supplementary materials such as images, drawings, flashcards, etc. With pupils in the final years of the Primary School cycle (fourth and fifth grade), the teacher can invite children to express themselves in a more personal way, by using independently and spontaneously the linguistic structures they know. In this case, it is important that the correction of any errors in pronunciation, sentence construction, vocabulary, etc. is highlighted in a formative way, in order to increase pupils' ability to express them orally without the worry about having to do everything correctly. At this stage, in fact, mistakes have to be seen as an opportunity to learn and not as something negative to stigmatize, because this would have the immediate effect of restricting or even blocking the child's ability to speak. In instructional activities for speaking development songs, chants, poems, rhymes, preferably fun and rhythmical activities to accompany with body movements, clapping, stamping feet and so on, can be used. Apart from this, the teacher can also work in small groups or in pairs, giving first a model to reproduce and mime, and then leaving more space to spontaneous communicative forms where pupils can choose between different alternatives that the teacher is able to monitor. Speaking activities should not be an end; children are the first to feel the mechanical and stereotyped nature of a task, with the consequence of a decrease in motivation and interest. For this reason, speaking activities should be as authentic as possible, they should be brought to real-life situations in which the child may really need to communicate with other people, asking questions and giving answers. An authentic communicative setting can also be identified starting from the classroom environment, considering situations, events, concrete problems that the class is going through at that time, such as the arrival of a new school mate, a school visit, a holiday, something that all pupils know about, etc. A general recommendation for all activities related to speaking is that pupils speak English as much as possible, avoiding the use of the native language when they are in difficulty. About the use of the mother-tongue with a subsidiary function, there are different points of view, some authors argue that in some cases this could be useful; others are not convinced of its usefulness. The author agrees with this second position, in fact, we believe it is appropriate to limit as much as possible recourse to the mother-tongue whenever the child faces a communication problem, so as not to generate artificial situations, but rather, maintain a high degree of authenticity in relation to the tasks proposed. In case of difficulty, pupils can recourse to other channels of expression, using images, gestures, help signs, etc.

3.   **Reading-** In promoting a communicative approach to foreign language learning, the introduction of reading requires serious attention. Indeed, it seems better to avoid this aspect especially in the early years of primary school when the child is beginning to learn reading techniques in the native language. At this stage, it is appropriate to avoid any form of interference between the two languages especially considering the different decoding rules of graphemes into phonemes present in English rather than other European languages, such as the Neolatin languages (Italian, Spanish, French, Portuguese, Romanian). Quite frequently it happens that children

themselves notice some differences in the way of reading between the mother-tongue and English, therefore, especially in the first grades is important not to emphasize too on much these differences and simply associate the word sound to its written form. Reading, like listening activities, might be boring and in some ways even frustrating to the extent that a pupil feels unable to comprehend what (s)he has just read. It is important to repeat that it is not necessary for primary school pupils to fully understand all the words of a passage, what it is really significant is they grasp "the gist", the main meaning of the phrase, command, short passage, and secondly search for the information needed. To encourage pupils to read it is very important to propose texts that are engaging, funny, able to stimulate their curiosity so that they are urged to read by themselves again. So in choosing a text, even before considering the language difficulties, the choice must be based on the pleasure and interest for reading that the child can find in the passage proposed by the teacher. Also, in this case, pre-reading activities cover a very significant role, because they introduce the child to what (s)he is going to read, providing useful information for text comprehension. In this case, using questions or images, the teacher can provide information on the reading content, call up a few keywords, anticipate some facts or characters from the story, stimulate children's curiosity highlighting some clues that then they will find in the text. Passage choice must be related to simple texts, preferably accompanied by images about the content. According to the objectives established by the teacher, the individual reading may be preceded by his/ her reading aloud, paying attention to intonation and rhythm; during the child's individual reading the teacher will provide all necessary aids so that pupils do not become discouraged and stop reading. In the case of difficulty which extends to a significant number of pupils, additional materials to support the reading and understanding process underway can also be proposed. Another way to stimulate interest in reading is to transform the selected text into a short script, assigning each child a role to play or a situation to mime. In this case, it is important to check that pupils have actually understood what they are playing rather than focusing only on what they are saying.

4. **Writing-** What we have said about the prerequisites for reading is also valid, in many ways, for writing. The child will proceed gradually from copying single words and sentences to writing short texts, descriptions of people and pets, simple stories and dialogues about familiar situations (family, home, school, friends, hobbies, food, pets) etc. In primary school, many pupils are still not able to build a text autonomously, except in the final primary school grades. It is important that the necessary time is devoted to this activity, even starting with a pre-structured model prepared by the teacher that, once decomposed, the children will reconstruct. At a second stage, once children have acquired the model, they will proceed to write a similar text autonomously. Initially, it may be useful to start with drafting collective texts, asking children questions about the characters, what facts to put into the text, why to develop the story in one way rather than another, how to choose the ending, etc. Alternatively, the input for writing a simple story could start from reading an image, a photograph, a drawing to articulate into phrases, sentences, short paragraphs, and so on. With children of the initial grades, it can be useful to combine images and short sentences or reorder a story in sequences through images. With reference to the collocation of reading activities within a teaching unit, it is recommended that these are realized after the pupils have worked orally on language structures and vocabulary thanks to listening and speaking activities. When completed, writing activities probably will have some mistakes, also, in this case, it is important that the teacher does not emphasize the severity or number of mistakes, but (s)he will select the most frequent ones to correct them both individually and collectively. In this sense, it is also advisable to provide some games designed for the whole class where the teacher recovers some mistakes directly from pupils' texts and asking questions about the right solution. Time has to be devoted also to the self-correction of mistakes, by first proposing those made by the single child and then those of other classmates.

5. **Reflection on language and learning-** Reflection on language can be introduced in the last years of primary school starting from the problems raised by the pupils themselves. This is a transversal activity to all the other skills because it provides the child with the conditions to analyse the structures and the way of thinking which underlies the language. In primary school, it is neither required nor recommended that this attention to grammar rules be conducted in a deliberate way, but may instead be treated according to the reflections that children are used to making on language. In this sense, they are able to recognize some linguistic, orthographic and morpho-syntactic differences which exist between the mother-tongue and English very early on, and right from their questions activities aimed at comparing elements of different linguistic systems can be started. At the operational level, many are the fronts on which to work, from the lexical to the semantic, communicative, pragmatic, morphological and syntactic ones. In fact, language games with words that have similar sounds or others that have the same pronunciation but different written forms might be proposed, together with identifying matches between graphemes and phonemes, on written word form, exceptions related to gender, number, meaning etc. From a purely morphological and syntactic point of view, reflections on sentence structure and the position of the fundamental elements of the sentence (subject, predicate, complements), verb declination may be conducted together with activities related to linguistic structures not existing in other languages, differences related to tenses, interrogative and negative sentence construction, position of adjectives, adverbs within the sentence, etc. The analysis of these linguistic aspects can be useful for better use of the foreign language but also for a deeper comprehension of one's mother-tongue. In relation to reflection on learning a foreign language, specific activities focusing on a pupil's self-assessment, aimed at gradually developing a greater awareness of his/ her strengths and weaknesses in learning English can be set. When adopting an approach that emphasizes pupil's successes and acquisition rather than his/her mistakes, it is important that the teacher constantly asks child's opinion on task executions, inviting him/her to support and justify his/her choice of terms, expressions, answers to questions, etc., as well as the reason for some mistakes, the processes that (s)he has used to identify the correct answer among several options, etc. All this information about the cognitive and linguistic processes that the child gives should be recorded by the teacher in order to assess the progress or lack thereof in the long term, as well as to build cognitive biographies which are able to highlight how the child relates to the subject emotionally and rationally.

Conclusion- As highlighted in the preceding pages, there is a close relationship between curriculum design, subject knowledge, and the ability to use different teaching and learning strategies to make language acquisition authentic and meaningful. To achieve this outcome a high degree of specialization in the use of design competences is needed and this must be part of the professional profile of all teachers, both for in-service teachers and trainee-teachers. In fact, it is important for teachers to be aware of the many existing design models, developed both from educational research and practical knowledge acquired over the years in classrooms. Innovation in language education and learning today requires overcoming the teacher-centred face-to-face approach and one-way communication flow of traditional teacher-pupil communication, in which the teacher does the talking and pupils are supposed to listen. We need to move towards an integration of multiple teaching methods, in which the teacher acts as a guide who helps learners explore new cognitive situations. These aspects are part of any "good teaching", but for teaching English as a second language in primary school, the adoption of active and participatory teaching approaches plays an even more important role, in order to improve the quality and effectiveness of the school curriculum on the basis of the learning outcomes achieved by pupils.

ABC

PART 02
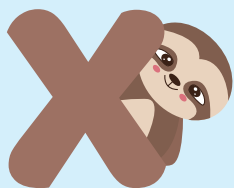
Introduction

The second part of this module contains 7 Chapters for the Master Trainers that they will discuss with the teachers during the training in the field. For the capacity building of the teacher, it is very difficult to select the few articles that are enough to do so. Here it is an attempt to establish an idea about language teaching-learning by selected articles having a similar approach regarding the teaching of English in a classroom. There are the following chapters in this part: -

1. National Curriculum Framework 2005 is a guiding document and only language portion is used here. Chapters 3 talks about "Curricula Areas, School Stages and Assessment." Here the first part of this chapter has been selected that contains:-
    3.1   Language
    3.1.1   Language Education
    3.1.2   Home/First Language or Mother Tongue Education
    3.1.3   Second Language Acquisition
    3.1.4   Learning to Read and Write

2. In the second chapter, an interview of N.S Prabhu by Geeta Durairajan and Deepesh Chandrasekharan has been incorporated. N. S. Prabhu is well known in the field of English language teacher. He is the author of the book "Second Language Pedagogy" and more importantly as a person who conceptualized the widely used approach "task-based teaching". He has worked at the British Council. He is considered the doyen of English Language Teaching (ELT) in India. He has shared his understanding on "What Language is", "How it can be learnt" and "How it can be taught?" on the basis of his experience and finding of Bangalore Project. He talks in details many aspects of language teaching-learning that will be very helpful for a master trainer while providing the training to the various language teachers working from primary to senior secondary level.

3. Chapters 3 is in the form of a review article entitled as "Krishan Kumar on Reading" by Jayshree Murali. Krishan Kumar is the former director of NCERT. He was also the member of the National Steering Committee that prepared NCF 2005. He is considered a living legend in the field of education not only in India but in the international education community too. This article deals with "How should the Reading process happen?" containing following heading:

    a.   What is shared reading?
    b.   What is the process of shared reading?
    c.   Poetry.
    d.   How to read poetry?

4. "क्या समझ से पढ़ना बच्चों को सिखाया जा सकता है?" is the next chapter by Kiriti Jairam. She is an educationist with several years of experience of teaching and working with children. She is one of the founder members of "Origination for Early Literacy Promotion" (OELP) and has been instrumental in developing the OELP methodologies which are rooted in real classroom practice. OELP began as an exploratory search driven by the belief that a meaningful school experience can play a major role in transforming the lives of young children. They look for the ways which the experience of schools can be made more meaningful especially for children who can come from homes in which they don't have

support for school-based learning. In this article, she talks about comprehension strategies. She divides them into three parts:

- Pre-reading strategy
- During-reading strategy
- Post-reading strategy

5. **"बचपन की अवधारणा और बाल साहित्य"** is the next chapters by Krishan Kumar. In this article, he describes the concept of childhood and school in the Indian context. He gives an example of the story "Hare and Lion" and talks in details about how this story can be taught in a good way with a better learning outcome. He also shared his experience of narrating a folk story with the students in a primary classroom.

6. Kirti Jairam and Krishan Kumar have discussed the importance of inferential questions in their respective articles. So the next chapter is "The Importance of Question in the Language Classroom" that deals with why questions are important in a language classroom and what is the rationale behind the questions. "Yes/ No" and "Wh-words" questions are described in details. And this chapter will be helpful for the teachers in refreshing their skills of questioning in the classroom. After understanding the rationale, the teachers will be able to frame more question when required during their teaching in the language class.

7. In the chapter "Recommended Techniques to Hone Four Skills of English Language" is important as it is in form of do's and don'ts for the teachers with the technique recommended for all the four skills – Listening, Speaking, Reading and Writing. These techniques are selected by the forty-four experienced faculties working in various government schools and DIETs in Haryana in the worthy guidance of Key Resource Persons in five days workshop at Morni, Panchkula.

8. The last chapter "Classroom Language" is very important as it provides the commonly used language for the teachers. The chapter has been divided into two parts. The first part contains the language that the teachers use and the second part contains the language that generally the students use in the classroom.

NATIONAL CURRICULUM FRAMEWORK 2005

3.1 LANGUAGE

> 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, classroom strategy and a goal 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 his/her linguistic background.

Language in this document subsumes bi-/multilingualism. And when we talk of home language(s) or mother tongue(s), it subsumes the languages of home, larger kinship group, street and neighbourhood, i.e. languages(s) that a child acquires naturally from her/his home and societal environment. Children are born with an innate language faculty. We know from our everyday experiences that most children, even before they start their schooling, internalise an extremely complex and rule-governed system called language, and possess full linguistic capabilities. In many cases, children come to school with two or three languages already in place at the oral-aural level. They are able to use these languages not only accurately but also appropriately. Even differently talented children who do not use the spoken languages develop equally complex alternative sign and symbol systems for expression and communication.

Languages also provide a bank of memories and symbols inherited from one's fellow speakers and created in one's own lifetime. They are also the medium through which most knowledge is constructed, and hence they are closely tied to the thoughts and identity of the individual. In fact, they are so closely bound with the identity that to deny or wipe out a child's mother tongue(s) is to interfere with the sense of self. Effective understanding and use of languages(s) enable the child to make connections between ideas, people and things, and to relate to the world around.

If we wish to launch any sound programme for language teaching in schools, it is important to recognise the inbuilt linguistic potential of children as well as to remember that languages get socio-culturally constructed and change in our day-to-day interactions. Language(s) in education would ideally build on this resource and would strive to enrich it through the development of literacy (scripts including Braille) for the acquisition of academic knowledge. Children with language-related impairments should be introduced to standard sign languages, which can support their continued growth and development to the fullest. Recognition of the linguistic abilities of learners would encourage them to believe in themselves and their cultural moorings.

3.1.1   Language education

The linguistic diversity of India poses complex challenges but also a range of opportunities. India is unique not only in that a large number of languages are spoken here but also in terms of the number and variety of language families that are represented in those languages. There is no other country in the world in which languages from five different language families exist. Even though they are so distinct structurally as to merit classification as different language families, namely, Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman and Andamanese, they constantly interact with each other. There are several linguistic and sociolinguistic features that are shared across languages that bear witness to the fact that different languages and cultures have coexisted in India for centuries, enriching each other. Classical languages such as Latin, Arabic, Persian, Tamil and Sanskrit are rich in their inflectional grammatical structure and aesthetic value and can illuminate our lives, as many languages keep borrowing words from them.

Several studies have shown that bilingual proficiency raises the levels of cognitive growth, social tolerance, divergent thinking and scholastic achievement. Societal or national-level multilingualism is a resource that can be favourably compared to any other national resource.

Today, we know for certain that bilingualism or multilingualism confers definite cognitive advantages. The three-language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. It is a strategy that should really serve as a launching pad for learning more languages. It needs to be followed both in letter and spirit. Its primary aim is to promote multilingualism and national harmony. The following guidelines may help us achieve this aim:

- Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource.

- Home language(s) of children, as defined above in 3.1, should be the medium of learning in schools.

- If a school does not have provisions for teaching in the child's home language(s) at the higher levels, primary school education must still be covered through the home language(s). It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups'.

- Children will receive multilingual education from the outset. The three-language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.

- In the non-Hindi-speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a Modern Indian Language (MIL) in addition to these languages.

- At later stages, the study of classical and foreign languages may be introduced.

3.1.2 Home/First language(s) or Mother-tongue language: It is clear that through their innate language faculty and interaction with the family and other people around them, children come to school with full-blown communicative competence in their language, or, in many cases, languages. They enter the school not only with thousands of words but also with full control of the rules that govern the complex and rich structure of language at the level of sounds, words, sentences and discourse. A child knows not only how to understand and speak correctly but also appropriately in her language(s). She can modulate her behaviour in terms of person, place and topic. She obviously has the cognitive abilities to abstract extremely complex systems of language-from the flux of sounds. Honing these skills by progressively fostering advanced-level communicative and cognitive abilities in the classroom is the goal of first-language(s) education. From Class III3onwards, oracy and literacy will be tools for learning and for developing higher-order communicative skills and critical thinking. At the primary stage, the child's languages must be accepted as they are, with no attempt to correct them. By Class IV, if rich and interesting exposure is made available, the child will herself acquire the standard variety and the rules of correct orthography, but care must be taken to honour and respect the child's home language(s)/mother tongue(s). It should be accepted that errors are a necessary part of the process of learning and that children will correct themselves only when they are ready to do so. Instead of focusing attention on errors and 'hard spots',

it would be much better to spend time providing children comprehensible, interesting and challenging inputs.

It is indeed hard to exaggerate the importance of teaching home languages at school. Though children come equipped with basic interpersonal communicative skills, they need to acquire at school cognitively advanced levels of language proficiency. Basic language skills are adequate for meeting situations that are contextually rich and cognitively undemanding such as peer-group interaction; advanced-level skills are required in situations that are contextually poor and cognitively demanding such as writing an essay on an abstract issue. It is also now well established that higher-level proficiency skills easily transfer from one language to another. It is thus imperative that we do everything we can to strengthen the sustained learning of Indian languages at school.

> Literature can also be a spur to children's own creativity. After hearing a story, poem or song, children can be encouraged to write something of their own. They can also be encouraged to integrate various forms of creative expression.

do so. Instead of focusing attention on errors and 'hard spots', it would be much better to spend time providing children comprehensible, interesting and challenging inputs.

It is indeed hard to exaggerate the importance of teaching home languages at school. Though children come equipped with basic interpersonal communicative skills, they need to acquire at school cognitively advanced levels of language proficiency. Basic language skills are adequate for meeting situations that are contextually rich and cognitively undemanding such as peer-group interaction; advanced-level skills are required in situations that are contextually poor and cognitively demanding such as writing an essay on an abstract issue. It is also now well established that higher-level proficiency skills easily transfer from one language to another. It is thus imperative that we do everything we can to strengthen the sustained learning of Indian languages at school.

Language education is not confined to the language classroom. A science, social science or mathematics class is ipso facto a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. For some topics, students should be encouraged to consult books or talk to people in different languages or gather material in English from the Internet. Such a policy of languages across the curriculum will foster genuine multilingualism in the school. At the same time, the language class offers some unique opportunities. Stories, poems, songs and drama link children to their cultural heritage, and also give them an opportunity to understand their own experiences and to develop sensitivity to others. We may also point out that children may effortlessly abstract more grammar from such activities than through explicit and often boring grammar lessons.

While many of the differently abled learners may pick up basic language skills through normal social interactions, they could additionally be provided with specially designed materials that would assist and enhance their growth and development. Studying sign language and Braille could be included as options for learners without disabilities.

3.1.3 Second-language Acquisition
English in India is a global language in a multilingual country. A variety and range of English-teaching situations prevail here owing to the twin factors of teacher proficiency in English and pupils' exposure to English outside school. The level of introduction of English is now a matter of political response to people's aspirations rather than an academic or feasibility issue, and people's choices about the level of its introduction in the curriculum

will have to be respected, with the proviso that we do not extend downwards the very system that has failed to deliver.

The goals for a second-language curriculum are twofold: attainment of basic proficiency, such as is acquired in natural language learning, and the development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages. At the initial stages, English may be one of the languages for learning activities that create the child's awareness of the world. At later stages, all learning happens through language. Higher-order linguistic skills generalise across languages; reading, (for example) is a transferable skill. Improving it in one language improves it in others while reading failure in one's own languages adversely affect the second-language reading.

> Within the eight years of education constitutionally guaranteed to every child, it should be possible to achieve basic English-language proficiency in a span of about four years. A multilingual approach to schooling from the very outset will counter possible ill effects such as loss of one's own languages and the burden of sheer incomprehension.

English does not stand alone. The aim of English teaching is the creation of multi-linguals who can enrich all our languages; this has been an abiding national vision. English needs to find its place along with other Indian languages in different states, where children's other languages strengthen English teaching and learning; and in "English-medium" schools, where other Indian languages need to be valorized to reduce the perceived hegemony of English. The relative success of "English-medium" schools shows that language is learnt when it is not being taught as a language, through exposure in a meaningful context. Thus English must be seen in relation to other subjects; a language across the curriculum is of particular relevance to primary education, and later all teaching is in a sense language teaching. This perspective will bridge the gap between "English as subject" and "English as medium". We should in this way move towards a common school system that does not make a distinction between "teaching a language" and "using a language as a medium of instruction".

Input-rich communicational environments are a prerequisite for language learning, whether first or second. Inputs include textbooks, learner-chosen texts, and class libraries, allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio cassettes); and "authentic" materials. The language environment of disadvantaged learners needs to be enriched by developing schools into community learning centres. A variety of successful innovations exists whose generalizability needs exploration and encouragement. Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskyan, and Piagetian principles). Higher-order skills (including literary appreciation and role of language in gendering) can be developed once fundamental competencies are ensured.

Teacher education needs to be ongoing and onsite (through formal or informal support systems), as well as preparatory. Proficiency and professional awareness are equally to be promoted, the latter imparted, where ever necessary, through the teachers' own languages. All teachers who teach English should have basic proficiency in English. All teachers should have the skills to teach English in ways appropriate to their situation and levels based on some knowledge of how languages are learnt. A variety of materials should be available to provide an input-rich curriculum, which focuses on meaning.

Language evaluation need not be tied to "achievement" with respect to particular syllabi but must be reoriented to the measurement of language proficiency. Evaluation is to be made an enabling factor for learning rather than an impediment. The ongoing assessment could document a learner's progress through the portfolio mode. National benchmarks for language proficiency need to be evolved preliminary to designing a set of optional English language tests that will balance curricular freedom with standardization of evaluation that certification requires, and serve to counter the current problem of English (along with Mathematics) being a principal reason for failure at the Class X level. A student may be allowed to "pass without English" if an alternative route for English certification (and therefore instruction) can be provided outside the regular school curriculum.

3.1.4 Learning to Read and Write

Though we strongly advocate an integrated approach to the teaching of different skills of language, the school does need to pay special attention to reading and writing in many cases, particularly in the case of home languages. In the case of second and third, or classical or foreign languages, all the skills, including communicative competence, become important. Children appear to learn much better in holistic situations that make sense to them rather than in a linear and additive way that often has no meaning. Rich and comprehensible input should constitute the site for acquisition of all the different skills of the language. In several communicative situations, such as taking notes while listening to somebody on the phone, several skills may need to be used together. We really wish children to read and write with understanding. Language – as a constellation of skills, thought encoders and markers of identity–cuts across school subjects and disciplines. Speech and listening, reading and writing, are all generalized skills, and children's mastery over them becomes the key factor affecting success at school. In many situations, all of these skills need to be used together. This is why it is important to view language education as everybody's concern at school, and not as a responsibility of the language teacher alone. Also, the foundational role of the skills associated with language does not stop with the primary or elementary classes but extends all the way up to secondary and senior secondary classes as new needs arise in the subject areas. Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/ refusal skills, decision making/ problem-solving skills, and coping and self-management skills is also very critical for dealing with the demands and challenges of everyday life.

The conventionally trained language teacher associates the training of speech with correctness rather than with the expressive and participatory functions of language. This is why talking in class has a negative value in our system, and a great deal of the teacher's energy goes into keeping children quiet or getting them to pronounce correctly. If teachers see the child's talk as a resource rather than as a nuisance, the vicious cycle of resistance and control would have a chance to be turned into a cycle of expression and response. There is a vast body of knowledge available on how talk can be used as a resource, and pre- and in-service teacher education programmes must introduce teachers to this. Designers of textbooks and teacher manuals could also plan and provide precise guidance to teachers regarding ways in which the subject matter can be explored further with the help of small group talk among children, and undertaking activities that nurture the abilities to compare and contrast, to wonder and remember, to guess and challenge, to judge and evaluate. In the orbit of listening, similar detailed planning of activities for incorporation in textbooks and teacher manuals would go a long way in resurrecting the significant skill and value area. It covers the ability to pay attention, to value the other person's point of view, to stay in touch with the unfolding utterance, and to make flexible hypotheses about the meaning of what is being said. Listening, thus, forms as complex a web of skills and values as talking does. Locally available resources include folklore and storytelling, community singing and theatre. Storytelling is appropriate not only for pre-school education but continues to be significant even later. As a narrative discourse, orally told the stories lay the foundations of logical understanding even as they expand the imagination and enhance the capacity to participate vicariously in situations distant from one's life. Fantasy and mystery play an important

role in child development. As a sector of language learning, listening also needs to be enriched with the help of music, which includes folk, classical and popular compositions. Folklore and music also deserve a place in the language textbook as discourses capable of being developed with the help of exercises and activities unique to them.

While reading is readily accepted as a focus area for language education, school syllabi are burdened with information-absorbing and memorizing tasks, so much so that the pleasure of reading for its own sake is missed out. Opportunities for individualized reading need to be built at all stages in order to promote a culture of reading, and teachers must set the example of being members of such a culture. This requires the nurturing of school and community libraries. The perception that the reading of fiction is a waste of time acts as a major means of discouraging reading. The development and supply of a range of supplementary reading material relevant to all school subjects and across the grades require urgent attention. A great deal of such material, though of varying quality, is available in the market, and could be utilized in a methodical manner to expand the scope of the classroom teaching of a subject. Teacher training programmes need to familiarize teachers with such material, and to give them yardsticks by which to select and use it effectively.

Why don't children learn to read?

√Teachers lack basic pedagogic skills (understanding where the learner is, explaining, asking appropriate questions and, an understanding of the processes of learning to read, which range from bottom-up processes such as syllable recognition and letter-sound matching, to top-down processes of whole-word recognition and meaning-making from texts. They also often lack class-management skills. They tend to focus on errors or hard spots rather than on imaginative input and articulation.

√ Pre-service training does not give the teacher adequate preparation in reading pedagogy and neither does in-service training address the issue.

√ Textbooks are written in an ad-hoc fashion, with no attempt to follow a coherent strategy of reading instruction.

√ Children from disadvantaged backgrounds, especially first-generation learners, do not feel accepted by the teacher, and cannot relate to the textbook.

A workable approach to beginning reading
√ The classroom needs to provide a print-rich environment, displaying signs, charts, work-organizing notice, etc. that promote 'iconic' recognition the written symbols, in addition to teaching letter -of sound correspondences.
√ There is a need for imaginative input that is read by a competent reader with appropriate gestures, dramatization, etc.

√ Writing down experiences narrated by children, and then having them read the written account.

√ Reading of additional material: Stories, Poems etc.

√ First-generation school goers must be given opportunities to construct their own texts and contribute self-selected texts to the classroom.

The importance of writing is well recognized, but the curriculum needs to attend to its innovative treatments.

Teachers insist that children write in a correct way. Whether they express their own thoughts and feelings through writing is not considered too important. Just as the prematurely imposed discipline of pronunciation stifles the child's motivation to talk freely, in his or her own dialect, for instance, the demand for writing in mechanically correct ways blocks the urge to use writing to express or to convey one's ideas. Teachers need to be persuaded and trained to place writing in the same domain as artistic expression, and to cease perceiving it as an office skill. During the primary years, writing abilities should be developed holistically in conjunction with the sensibilities associated with talking, listening, and reading. At middle and senior levels of schooling, note making should receive attention as a skill-development training exercise. This will go a long way in discouraging mechanical copying from the blackboard, textbooks and guides. It is also necessary to break the routinization of tasks like letter and essay writing, so that imagination and originality are allowed to play a more prominent role in education.

The Future Classroom
(Classroom Processes)

Traditional classroom	Vibrant classroom
➢ Child feels heaviness in going to school	➢ Feels happiness in going to school, attracted for school, never misses school
➢ Uninteresting class environment	➢ Exciting, stimulating, child-friendly, enjoyable and secure environment
➢ Teacher dominated	➢ Teacher as a facilitator in each child's learning
➢ 'Chalk-Talk-Text'	➢ Variety of activities, child-centred
➢ Passing of information and knowledge	➢ Development of competencies and skills, desire to learn among children
➢ Only textbooks, blackboard	➢ Variety of Teaching Learning Materials (Teaching Aids, Workbooks, Kits, Smartboard)
➢ Lecture method, homework, indiscipline problems	➢ Group work, peer learning, individual attention, children's active participation
➢ Rigid timetable (scholastic focus)	➢ Flexible (Focus on both scholastic and co-scholastic activities)
➢ Lack of facilities for girls, CWSNs	➢ For girls: separate toilets, common room; For CWSNs; ramps, aids, lift, …
➢ Criticism, punishment, too many directions, child afraid, school boring	➢ Happiness curriculum, criticism/ punishment avoided, children's initiation encouraged,
➢ Emphasis on rote learning	➢ Learning by doing, hands on experience, project work, remedial teaching
➢ Yearly examinations	➢ CCE to assess all aspects of child's personality
➢ Emphasis on academic aspects only	➢ Emphasis on all round development (mental, physical, social, emotional, spiritual)

- *Dr. S. C. Mehta*

AN INTERVIEW

Geetha Durairajan (GD) and Deepesh
Chandrase Kharan talks to N. S. Prabhu (NSP)

Dr. N. S. Prabhu is well known in the field of English Language Teaching as the author of the book Second Language Pedagogy, and more importantly, as the person who conceptualized the widely used approach "task-based teaching". He has worked at the British Council and the National University of Singapore. For most of us, he is the doyen of ELT in India.

GD: Good morning, Dr.Prabhu. We are very happy that you have agreed to be interviewed by us. Let me begin with a very basic question. Many years ago, you were one of the people who had very clear views on what language is, and how it can be learnt, and how it can be taught. This is with reference to your Bangalore Project. Today, in 2018, what are your views on what is language first of all, and then, what is language learning for you?

NSP: The Bangalore Project, as I see it now, was a kind of halfway house to where I think I am today. If I were to sort of identify two or three stages or points in where I have arrived in my thinking, the Bangalore Project was definitely a prominent one, in that I was able to try out there a growing feeling I had at the time that we can achieve better results by letting language learning happen than by attempting to cause it. We can let it happen by identifying and creating conditions that might be most favourable to its happening, and I saw the most favourable condition as one where the learner's mind is focused on meaning, content, knowledge, not the language itself. It is as though one is saying that a language is best learnt by the learner when it is least pointedly taught by the teacher. Instead, the classroom activity leads to an effort by the learner to make sense of a piece of language in order to get to a piece of meaning, which is precisely the point of such activity. That was the idea. The Bangalore Project was an attempt to try this out, and the way to get the learner's mind to focus on meaning was what I called task-based teaching. When there is a challenge to the mind in terms of meaning—a puzzle, something to be found out, a problem to be solved—then the mind is on that problem. And there is a sort of natural desire to solve the problem, partly to show that you can solve it, especially in young people but also at all ages. I want to solve the problem if I think I can and even more so if I think the other fellow cannot. It is a legitimate source of enhancing learners' effort. The learner's effort to understand brings about a kind of "intensive exposure" (I am coining this term), that is to say, focus the mind on the meaning, and in the process, more sense is made of the language; and the more you do that, the better the learning. So that was the idea.

GD: You said the Bangalore project was a sort of a half-way house to where you are today. So, what are your views today on what language learning is? Are they the same? Would it be different? For example, in the Bangalore Project, at that point, probably because it was at a time when the structural approach was in vogue, there was this focus that the forms of language need to be learnt. Have you changed from that argument that language learning is learning of form?

NSP: It was a big change to move away from the Structural Approach in the context of the RIE (Regional Institute of English, South India, in Bangalore), because the RIE was the direct successor to the MELT (Madras English Language Teaching) Campaign, which saw the first large scale implementation of the Structural Approach in India. Indeed, the first structural syllabus in the world, written by Dr Jean Forrester, a British lady who was Principal of a Teacher Training College in Madras, was published in the official Fort St. George Gazette of Madras Presidency in 1952. The Structural Approach also loomed large in the Central Institute of English,

which came up in Hyderabad in 1958 and in the state-level ELTIs (English Language Teaching Institutes) that followed. However, I wasn't particularly thinking of questioning the value of that approach while setting up the Bangalore Project. I was interested in seeing how far I can go with my line of thinking that form is best learnt when the mind is on meaning. It so happened that the director of the RIE at the time, Victor Devasundaram, was a close friend of mine and had something of personal faith in me, as it were, and we spent several evenings talking about it and he said: "Why don't you set it up here?" So, it happened there.

GD: If we go back to the argument that we should let the learning of a language happen and not cause it to happen from the outside, how can we get this learning to happen? What should happen to English language teaching?

NSP: What we do as teachers depend on how we conceptualize the learning process. If we see language learning as a matter of habit formation, then we get learners to repeat words or sentences so that the correct pronunciation or grammatical pattern becomes the correct habit. If instead you see learning a new language as a kind of moving over from the known language, then you first discover, through contrastive analysis, what the differences are between the learner's mother-tongue and the language to be taught, and concentrate the learner's practice on those things which are different from the mother tongue. Or if you see language learning as a kind of learning-by-doing, that is rehearsing the use of given expressions, then you do "communicative" language teaching by getting learners to say such expressions in appropriate life-like contexts. You, therefore, have functional syllabuses, not structures, but functions in terms of what you are trying to achieve/do with the language. So it depends on how you visualize the learning process.

Now to answer your question, how do I now see the learning process myself? If you look at whatever has been possible to achieve with several of these pedagogic paradigms, as it were, the results show that there is a fundamental difference between the learning of the first language or mother tongue and the learning that results from these teaching approaches; and it is, once you begin to think about it, such a vast difference, such a fundamental difference, that you are forced to revisit past assumptions. What do I mean by fundamental? Look, the mother tongue is learnt unfailingly by every human child, regardless of what the language is or what the technological, civilizational or cultural level is, etc. It makes no difference. No child fails and if we ignore the literate skills, it is not possible to say that one child has learnt its mother tongue better than another child. Nobody fails and everybody succeeds equally. Put that way, you can see that it is almost an impossible thing. There is hardly any other thing one can say that of. And in contrast, we have all these teaching approaches that we have tried. Typically, the results are varied, different degrees of dissatisfaction, etc. Many fail, some succeed better than others. Hardly anybody seems to succeed fully; typically the opposite of the mother tongue. Now, that is a big puzzle. And, since the Bangalore Project, the one piece of thinking that has occurred to me has to do with it. If we look at L2 being learnt without any teaching, when people migrate to a foreign country, when a child encounters two different languages inside and outside the home or even within the family, when schooling happens in a language other than the mother tongue, even for only some of the school subjects, the L2 that is learnt is, if not at the same level as the L1, always higher than we can expect from L2 classrooms. In all these L2-learning contexts, language is not the principle of organization and the teachers' and learners' minds are not focused on the language. Language learning is not planned or caused, but happens. So what I now think is that a language is best acquired in the process of making sense of meaning or content. When you try to understand something, your understanding carries with it automatically, the language in which it comes to you. That is to say, language encodes knowledge. It is a symbolic system that encodes meaning. Therefore, understanding any piece of knowledge is sorting out the code. Otherwise, you don't understand it. So, the greater the effort and

success in understanding the content, the more (or more thoroughly) you learn the language. People tend to think that, in mother tongue acquisition, the child's language learning begins at about its first birthday, when the first word is likely to be uttered, and the babbling that occurs earlier or later represents L1-learning through repetition and practice. I think it begins much, much earlier and silently, with the child beginning to make sense of this bewildering world, bit by bit, and goes on all the time over a year or so before enough has been learnt to produce a word. Then it takes another couple of years to engage in verbal communication. And the learning is full-time, not one hour a day! So mother tongue knowledge is unique because getting to know a whole new world is unique. Knowledge of a second language begins to approach that level as the experience of understanding new things approaches that level.

GD: To take you further on this statement; you have put together and shown us the differences between the way L2 is taught and L1 is learnt, and spoken about how, when L2 is taught in the ways it generally is, the results are varied but fall far short of not only those of L1 learning, but even the levels reached in untaught L2 learning. Is this then an inevitable difference between taught and untaught language-learning, or do you see some way of closing or narrowing that gap? How would you want English to be taught today in Indian classrooms?

NSP: The aim would be to get the learners'minds occupied with understanding pieces of a new language with effort. The most favourable condition is when learners have a strong desire or great need to make sense of something in a language they don't know. This happens most clearly and completely for new-born children, who have to work out the world by working out the mother tongue. Something less intensive but similar in nature happens when adults have to live and get by in a new language environment, when young people taste the pleasure of stories, games or activities accessible in a new language, or when school subjects are taught in an L2. In all these cases, the effort is to acquire new knowledge by making sense of a new language. The result of such untaught L2 learning may be varied and below the level of L1 proficiency, but it is clearly and uniformly above the achievement of taught L2 acquisition.

At this point, Dr Prabhu spoke at length describing a small project he had been involved in at RIE Bangalore in the 1990s. Based on a government decision, and on the request of Dr.Gayatri Devi, who was then the director of that Institute, he tried to get teachers to tell stories in English to students of classes 1, 2, 3 and 4 as a way of getting them to listen, understand and acquire the language. What is significant here is that for these children, the medium of instruction was their mother tongue. My question to him, at the end of this, was:

GD: You have been talking to us about storytelling as a pedagogic practice to enable students to engage with language in the lower classes and how you used stories in the Bangalore Project, but always like a puzzle where the story ends with a question for the child to answer. If we took this idea to higher classes, what would be other possible practices?

NSP: Every child loves to listen to stories(perhaps because they present new worlds to be comprehended), but the attraction seems to wear out for a majority of them within a few years. Those who retain the interest get hooked on story-book writers such as Enid Blyton, with big gains to their English language ability. I am sure millions of young people in the world have learnt a lot of English from J. K. Rowling's Harry Potter novels, whose world is so vastly different. I think that young people are also attracted by problem-solving as a competitive activity, which was a major assumption in the Bangalore Project, where we used, besides stories leading to a mystery to be solved, various other "tasks", where a problem has to be comprehended (from a linguistic description) and a solution worked out.

I had discovered, while writing the book "English Through Reading" in the 1970s, that reading comprehension work can use inferential questions at different levels of challenge, thus providing similar problem-solving with older learners. I believe now that this is a very desirable activity in L2 instruction (at about the secondary level), for three reasons. First, texts are not just sequences of sentences; they are structured entities of language and logic: chunks of knowledge, reasoning, facts and opinion, with open as well as implied meanings, references back and forth, and so on. Comprehending a piece of text, therefore, has a dimension of depth, from superficial/general to thorough/detailed. There can, as a result, be comprehension questions at different levels of detail and depth, catering to learners of different levels of ability in a class. Second, being led to perceive the less obvious things in a text, such as suggestions, implications, internal cross-references as well as logical relations such as cause-consequence, fact-conclusion, etc., brings about what I would call a more intensive contact with the language than a mere reading with a general understanding, with correspondingly greater value for language-acquisition. Third, such text-based work looks in line with past traditions of schooling and is fully respectable, instead of being threateningly innovative.

GD: Dr.Prabhu, what you are now saying if I understood you correctly, is that instead of making reading easier for learners by explaining, paraphrasing, simplifying or summarizing texts through the "lecture method", teachers should make things more difficult by asking such inferential questions and asking learners to read, re-read, search, weigh and risk giving wrong answers, in the course of "in-depth" reading. This will be a major change from present practice. What kind of training do you think our teachers will need?

NSP: The essence of task-based teaching is to get the learner to make an effort to comprehend. A task is successful when the learner manages to comprehend pieces of text a little more (or better) than he could before. Success in such an effort can result in raising both the confidence and (however slightly) the ability of the learner for the next effort, just as failure can be dispiriting. Therefore, the effort demanded should be neither too low nor too high. It is of course very difficult to judge the right level of effort, as difficult for a teacher as it would be for anybody else. But the teacher has an advantage. She is teaching the same set of learners repeatedly and can learn by trial and error, to judge their ability in relation to the effort called for by a task. Each error of judgement increases the chances of her judging better the next time, and each time she judges right, she becomes a little more confident and competent in making such judgements. The teacher, that is to say, trains herself in the course of her teaching, while the learners are getting used to such effort-making. And the teacher's training is not a one-time preparation for a career-long job, but a career-long process of professional growth from practising the profession, as in other professions such as medicine or engineering.

Dr.Geetha Durairajanis a Professor, Department of Materials Development and Evaluation at the English and Foreign Languages University, Hyderabad, India. She is the series editor for Cambridge University Press England's 'All About Language Teaching', and the author of its first book "Assessing Learners: A Pedagogic Resource".

gdurairajan@gmail.com
Dr.DeepeshChandrasekharan(PhD in ELE, EFL- is currently the Executive Director of the CLIL@India project.
He has taught at schools for eleven years and at the college level for three years.
deepesh.chandrasekharan

REVIEW ARTICLE

"Krishna Kumar on Reading"

JayshreeMurali

Krishna Kumar (1986) begins by defining what reading is. He espouses exposure to books even before children can decipher the alphabet. According to him, unless a child makes sense of what he/she reads, and relates it to something else, one cannot call it reading. He defines reading as "a process of finding meaning in written words" (Kumar: 1986).

This compels us to reflect on the current scenario in our classrooms, where the early years resound with a rote recitation of the alphabet and a choral repetition of the story, breaking every word. One is forced to reflect on how little children learn and whether the individual letters of the alphabet mean anything at all to a child.

To make the initial teaching of reading meaningful, Kumar (1986) advises teachers to begin with books and NOT flash cards/charts or other such aids, as ultimately the child has to be able to read. He adds that it is the context-embedded experiences, exposure and immersion to culturally and age-appropriate children's literature that forms the basis for reading to take place. Kumar (1986) recommends a list of 20 books in English and Hindi, of which Eric Carle's The Very Hungry Caterpillar is one such book. Rich in visuals, this simple text with its universal appeal, kindles the child's curiosity and makes for an exciting engagement with print. After all which child would not want to see what happens to the fat "grub" as it breaks open its cocoon, and then goes on to become a butterfly! One cannot agree more with Krishna Kumar when he endorses the use of the story as a bedrock for language development. Stories help build bridges in our multicultural classrooms. They make learning enjoyable and contextual and allow for natural expression and operation of language.

How Should the Reading Process Happen?
Krishna Kumar (1986) emphasizes that the story should be read to children as they sit around the teacher in groups of 10, so that they are able to see the book as the teacher reads it. Further, the style of reading has to be flowing and with expression, more in the manner of a relaxed storyteller. This naturally calls on the teacher to have a fair degree of ease with the story. While one is in total agreement about the story circles that have been part of children's growing up years, in print-rich homes and also where oral traditions thrive, the small groups of 10 that Kumar advises poses a real situational challenge in country such as India where the ground reality is that there is almost always a higher teacher to student ratio of almost 1 to 40 or 50 in low-income schools, especially in those that are privately run. Krishna Kumar has not talked about using the big book format and shared reading in such situations, which in my experience would perhaps be more apt.

What is Shared Reading?
Shared Reading is an interactive, enjoyable and co-operative reading activity based on the bedtime story experience. Ideally, the text used for this activity is in a large format or a big book. Don Holdaway (1979), aware of the power of reading stories to children, developed the concept of Shared Reading in New Zealand in the 1960s. He exploited the use of Big Books as a method of teaching reading, which has raised literacy standards across the world.1

The stress on syllabi and too much instruction on 'how to read' interferes with the child's natural ability to acquire literacy skills. For many students, learning to read becomes a struggle, a task to be completed rather than an activity to be enjoyed. Consequently, children have little motivation and lose interest. This struggle is compounded for a child who is from a less privileged home, for a child who learns English (as a case in point) as a second language, and for a child with special needs.

Acquisition of reading skills can be as natural a process as learning how to speak, when a tolerant, encouraging and stimulating environment to engage with print is created. The Shared Book Approach, with its motivating, non-competitive and non-threatening environment does just this. '[S]haring does not mean having each student "take turns" in reading the book aloud. Rather, the adult reader shares the enjoyment of reading by facing the book towards the children and allowing them to participate in the reading as the adult reads the text in a fluent, expressive and enthusiastic manner'2. The following process highlights some elements for a successful "Shared Reading" experience3:

Step 1: Pre Reading
Read and talk about the title and illustration.
Point and talk about the author and the illustrator.
Ask children to guess about the story based on the cover.

Step 2: Reading the story
Read with enthusiasm and expression.
While reading, pause and invite predictions from the children.
You may ask some questions to gauge their comprehension.

Step 3: Post Reading
Listen in a relaxed manner to the children's reaction.
Ask the children what their favourite parts of the story were, if there was anything they did not like.
Ask children if they have had similar experiences like the characters in the story, would they have acted in the same manner or differently.
Let the questions be open-ended, this gives children an opportunity to speak and share their own opinion.

Step 4: Reading the story again
This time, you may leave out words from the story for children to fill in; point to the word without saying it.
Choose words that are dramatic and often repeated, like Oh! Plop! Gosh!
Make flash cards with words/ sentences from the story for the children to match.
Engage the children in an activity related to the story, it could be drawing, craft, or clay modelling or drama.
Let the child be free to express in any manner he/she is comfortable with.
Some children may want to write or even copy, the spellings need not be accurate.

(Remember what the child creates is an expression of his/her interpretation of the reading experience.)
Help children label. Their drawing can have a caption in the form of sentences written out as they share about it. This will help children to see the connection between the spoken and the written word.

Sometimes children may come up with simple rhymes or a text after a reading session. These can be compiled into big books or small books, and added to the library.

At the end of the session, the children can be encouraged to look through their favourite storybooks as well as the one that has been read. The idea is to generate interest and curiosity with regard to books. Moreover, when children hold and read a book, it often makes them feel like they are "members of the club of readers".

While Krishna Kumar urges the teachers not to ask any question after the storytelling session, I do not fully subscribe to his view. What he perhaps means is that one should avoid mining for information or facts from the story. However, if one of the aims of language and literacy education is to engage critically with the text, then this must begin in the early years, and children can be encouraged to discuss their lived experiences in a sensitive manner. This will help children to build connections with the text, within the text and between the text and the world.

Krishna Kumar (1986) highlights the plight of how "the alphabet method", and the "look and say" methods have evolved without any knowledge of the reading process. He makes an ardent plea that if children get an opportunity to immerse themselves in a book that is being read to them with expression and enjoyment, their familiarity with the pictures and the story will motivate them to try and read the book themselves. It then falls upon us as teachers to ensure that any phonics/drills must be done only after the story has been explored fully.

Poetry

Kumar (1986) also discusses how poetry can make a wonderful contribution towards developing reading skills. According to him, regular exposure to poetry helps the children to familiarize themselves with basic language patterns. The 3 R's of children's poetry: rhythm, rhyme and repetition help to build the skills of anticipation and prediction, which are the key to reading.

I could not agree more with Krishna Kumar. As infants, our first exposure to language is through the lullabies that our mothers or other adults sing to us. Morag Styles, Professor of Children's Poetry, states:

Children's responses to poetry are innate, instinctive, natural —maybe it starts in the womb, with the mother's heartbeat? Children are hardwired to musical language—taking pleasure in the rhythm, rhyme, repetition and another patterning of language that are a marked feature of childhood.

According to Steinberg (Mckim and Steinberg, 1999):

I see children who are labelled "non-readers" standing up and reading what they have written or what someone else has recorded for them. I see children whose first language is not English wanting to find new words for their poems, feeling freer to mix the music of two languages.

Krishna Kumar's views on poetry are endorsed by Fox (2001) who states that "Experts in literacy and child development have discovered that if children know eight nursery rhymes by the time they are four years old, they are usually among the best readers by the time they are eight".

In an online resource "Why do children love poems?" the author suggests that rhymes are important for the language, cognitive, social, emotional and physical development of a child. We are further told that "[c]hildren are able to learn new words easily due to the rhythmical structure of the stanzas. Recitation also helps in voice

modulation. Helping children understand rhyming is one key skill of phonemic awareness" (Block & Israel, 2005). Poetry aids children in helping identify patterns and through patterns, they recognize sequences.2

The power of poetry to make emotional connections and heal is only too well known. As Robert Frost would say, "Poetry is when an emotion has found its thought and the thought has found words"

However, Krishna Kumar does caution us to choose children's rhymes with care and recommends traditional rhymes.

How to Read Poetry

Krishna Kumar and Children's Laureate Michael Rosen's thoughts (n.d.) seem to corroborate the following: The best thing you can do with poetry is just enjoying reading it together with the children. This has to be the starting point. According to Rosen, just before playtime or home time, you could gather the children together and say "Hey listen to this" and read them a poem.

Most importantly, Rosen (n.d.) recommends that the teachers should ask open-ended questions. Some examples of such questions are: Does this poem remind you of anything you've ever done? Does this poem remind you of anything you've ever seen on TV, film, play or music? If you could ask a question from any object/thing in the poem, what would you ask? Pool every answer. Try and get every child to say something. Treasure what each child says. Put the answers down on big sheets of paper so that the children understand that you value their thoughts and feelings.

Find poems that move you, interest you and amaze you. Share them with the children. Enthusiasm for poems is infectious.

My personal experience in working with children in both the use of prose and poetry has been immensely encouraging. In fact, the Shared Reading Methodology is an intrinsic part of the VIDYA reading program. My work in this area has been with Sangeeta Gupta, who has studied under Sir Don Holdaway, Father of Shared Reading. Together we have nurtured the practice of Shared Reading at VIDYA (www.vidya-india.org). The Reading Corners in our Beyond School Program, be it in the local community or in school are vibrant places where teachers are actively engaged in promoting reading. The reading corners have in their collection exciting, age and culturally appropriate titles, both in the native language and English. Children read and are read to with enthusiasm, sometimes by peers and sometimes by teachers. As for poetry, it has become a part of our organization, especially when we discovered the joy that it unleashed when teachers and children celebrated it. In fact, our Annual Children's LitFest in 2016 resulted in a book of poems in three languages English/Hindi/Marathi, written and illustrated by the children of VIDYA. This book comprising of thirty poems is an ode to the joy of learning as we commemorated three decades, and is aptly titled "My Voice, My Verse", for children's voices must be heard.

Finally, I would like to conclude by saying that "The Story/Poetry/Art" is here to stay, for indeed all children shall have their way!

क्या समझ से पढ़ना बच्चों को सिखाया जा सकता है?

लेखक: कीर्ति जयराम

बच्चों को अर्थपूर्ण तरीकों से पढ़ने की प्रक्रिया से जोड़ने के लिए हमें यह समझना चाहिए कि पढ़ने से पहले, पढ़ने के दौरान और पढ़ने के बाद हम कई ऐसी चीज़ें कर सकते हैं जो बच्चों को सक्रिय, उद्देश्यपूर्वक और सार्थक ढंग से पढ़ने में मदद दे सकती हैं। इन्हें समझ से पढ़ने की रणनीतियाँ (comprehension strategies) कहा जाता है। इनके प्रयोग से बच्चों को सक्रिय रूप से समझ से पढ़ने की विविध रणनीतियों का इस्तेमाल करना सिखाया जाता है। शोधकार्य द्वारा यह साबित किया गया है कि ये रणनीतियाँ पठन सामग्री की समझ बढ़ाने के लिए बहुत फायदेमन्द हैं। हमारे देश में अधिकतर बच्चे यांत्रिक रूप से और बिना समझ के पढ़ते पाए गए हैं। इसलिए हमें चिन्तन करने की आवश्यकता है कि इन रणनीतियों का उपयोग हम अपने सन्दर्भ में कैसे करेंगे।

इन तरीकों से पाठकों को किसी पाठ के साथ ज़्यादा गहराई से और सोच-समझ कर जुड़ने में काफी मदद मिलती है। अध्यापक भी चाहें तो ऐसे तरीकों की तलाश कर सकते हैं जिनसे शब्दों के स्तर पर या पाठ के स्तर पर समझने की क्षमता विकसित करने में मदद मिलती है।

पढ़ने से पहले की रणनीतियाँ

पढ़ने का उद्देश्य तय करें

बच्चे किसी पाठ या कहानी को पढ़ना शु डिग्री करें, इससे पहले उन्हें यह सोचने में मदद की जा सकती है कि वे क्यों पढ़ रहे हैं। हर बच्चे को यह बात अच्छी तरह समझ में आनी चाहिए। इससे उन्हें उस पाठ को ज़्यादा दिलचस्पी के साथ और ध्यान से पढ़ने में मदद मिलती है। शुरुआत में अध्यापकों को खुद पढ़ने का एक उद्देश्य तय करना चाहिए और उसे स्पष्ट रूप से बच्चों को बताना चाहिए ताकि धीरे-धीरे वे स्वयं ही अपने पढ़ने के उद्देश्य तय करना सीख जाएँ। उसके लिए बच्चों से ऐसे कुछ सवाल पूछे जा सकते हैं:

* क्या तुम यह जानने के लिए पढ़ रहे हो कि इस कहानी में क्या होता है?
* क्या तुम यह देखने के लिए पढ़ रहे हो कि यह कहानी तुम्हारे अनुभवों या भावनाओं से जुड़ी हुई है या नहीं?
* क्या तुम खास जानकारियाँ हासिल करने के लिए पढ़ रहे हो?
* क्या तुम लेखक द्वारा दिए गए ब्यौरों का मज़ा लेने के लिए पढ़ना चाहते हो?
* क्या तुम पढ़ने के बाद कोई अभ्यास या टास्क पूरा करने के लिए पढ़ना चाहते हो?
  इसके अलावा भी पढ़ने की बहुत सारी वजहें हो सकती हैं।

पाठ (संरचना) पर नज़र डालना

बच्चे पढ़ना शु डिग्री करें, उससे पहले उन्हें उस लेख के शीर्षक, तस्वीरों, विषय सूची, रेखाचित्रों, चित्रों के नीचे लिखे कैप्शन्स, शीर्षकों, गाढ़े अक्षरों, मुख्य शब्दों और अन्य चित्रात्मक चीज़ों को अच्छी तरह देखना चाहिए। विशेषतौर से जब बच्चे कोई जानकारी-युक्त पाठ पढ़ते हैं तो इन सब से बहुत मदद मिलती है। छोटे बच्चे तेज़ी से यह बात सीख लेते हैं कि पाठ संरचना का जायज़ा लेने से उन्हें उसकी विषयवस्तु को जानने में मदद मिलती है। इससे उन्हें यह पता लगाने में भी मदद मिलती है कि उस लेख में कौन-सी जानकारी कहाँ मिल सकती है। अगर वे कोई कहानी पढ़ रहे हैं तो उसकी बुनावट या तस्वीरों को देखने से उन्हें कहानी को सुनाने में काफी मदद मिलेगी।

अपने पूर्वज्ञान को सक्रिय करना

सामान्य पाठक लिखे हुए शब्दों को अपने अनुभवों और ज्ञान के साथ जोड़ कर ही उसका अर्थ गढ़ते हैं। सबसे पहले बच्चों को यह समझाना फायदेमन्द रहता है कि जब हम पढ़ी जा रही चीज़ को अपनी पहले की जानकारियों और समझ के साथ जोड़ते हैं तो इससे हमारी समझदारी में कितना इज़ाफा होता है। उन्हें इस बारे में सोचने के लिए प्रोत्साहित करें कि वे जो चीज़ पढ़ने जा रहे हैं, उसके बारे में या उससे मिलती-जुलती चीज़ों के बारे में वे पहले से क्या जानते हैं और उससे जुड़े विभिन्न प्रकार के शब्दों और अर्थों के बारे में उनकी जानकारी कितनी है। पृष्ठभूमि ज्ञान को सक्रिय करने के लिए अध्यापक बच्चों से इस तरह के सवाल पूछ सकते हैं: "तुम ... के बारे में क्या जानते हो?", "यह तुम्हें किस चीज़ की याद दिलाता है?" या "क्या तुमने पहले भी कभी यह शब्द पढ़ा या सुना है?", "तुम्हारे हिसाब से... का क्या मतलब है?"

पढ़ने से पहले इस तरह की चर्चा या सोच-विचार से ऐसे बच्चों को भी काफी मदद मिलती है जिनके पास उस विषय के बारे में पहले से कोई जानकारी नहीं है। इस चर्चा में उन्हें दूसरे बच्चों की बातें सुनकर नया ज्ञान मिलता है और इस तरह उनके लिए भी उस लेख को समझना आसान हो जाता है।

अन्दाज़ा लगाना

बच्चों से यह सोचने के लिए कहा जा सकता है कि आगे कहानी में क्या कुछ हो सकता है, कौन-से शब्दों का इस्तेमाल हो सकता है, या लेख के शीर्षक से उन्हें क्या लगता है कि उसमें किस तरह की जानकारियाँ होंगी आदि। बाद में जब वे पढ़ने लगें तो उन्हें यह जाँचने के लिए कहें कि उनका अन्दाज़ा सही निकला या नहीं। बच्चों को ध्यानपूर्वक पढ़ने की आदत सिखाने के लिए यह एक बहुत ही उपयोगी रणनीति है।

सवाल पूछना

बच्चों को किताब या कहानी के शीर्षक, कवर पेज और तस्वीरों को ध्यान से देखने के लिए कहा जा सकता है। इसके बाद इनसे जुड़े मन में उठ रहे सवाल पूछने के लिए उन्हें प्रोत्साहित किया जाता है। बेहतर यह है कि वे इन सवालों को या तो कहीं लिख लें या उन्हें अच्छी तरह दिमाग में सुरक्षित कर लें और फिर पढ़ते समय देखें कि उनके क्या जवाब मिलते हैं।

पढ़ते समय की रणनीतियाँ

शब्दों की बुनावट और अर्थ

बच्चों को अकेले या जोड़ों में पढ़ते समय अनजाने या कठिन शब्दों को पहचानने के लिए प्रोत्साहित किया जा सकता है। पढ़ने के साथ-साथ वे ऐसे शब्दों के नीचे लकीर खींच सकते हैं। अगले दिन उन्हें इन शब्दों को गौर से पढ़ने और समझने के लिए मदद दी जाती है। पहले उन्हें शब्द के अलग-अलग हिस्सों का उच्चारण सिखाया जाता है और फिर इन्हें आपस में जोड़कर पूरे शब्द को पढ़ना। शब्दों को समझते हुए पढ़ने के लिए प्रवाह बहुत आवश्यक होता है। फिर बच्चों को उनके द्वारा रेखांकित शब्द का अर्थ स्वयं खोजने में मदद दी जाती है। वे वाक्य में दिए गए दूसरे शब्दों के आधार पर अनजान शब्दों का अर्थ समझने की कोशिश करते हैं। उन्हें अपने दिमाग में सूझ रहे अर्थों को जाँचने में मदद देने के लिए शिक्षक कुछ इस तरह के सवाल पूछ सकते हैं: "क्या यह शब्द यहाँ सही लग रहा है? इससे वाक्य का क्या अर्थ स्पष्ट हो रहा है?" बच्चों के लिए अहम बात यह है कि वे अनजान शब्दों को पहचानने और उनका अर्थ जानने की पूरी समस्या-समाधान प्रक्रिया में सक्रिय हिस्सेदार बनें। यह ज़रूरी है कि इस तरह की शब्द अध्ययन की रणनीतियों का उपयोग पाठकों की ज़रूरतों को ध्यान में रखते हुए शिक्षिका द्वारा कराया जाए। हर बार कराने से यह एक नीरस, बेजान और यांत्रिक प्रक्रिया बन सकती है।

अन्दाज़ा लगाना और उसकी पुष्टि

पढ़ने के दौरान समय-समय पर ठहर कर बच्चों को इस तरह के सवाल पूछने के लिए प्रोत्साहित किया जाता है: "अब आगे क्या पढ़ने को मिलेगा?", "मेरे खयाल से अब क्या होने वाला है?", "ऐसा क्यों हुआ है?" या "क्या मुझे मेरे सवालों के जवाब मिल रहे हैं?" जब बच्चे पढ़ रहे हों तो उनके अब तक के अन्दाज़ों को वे जाँचते हैं जिससे यह पता लग सके कि कौन से अन्दाज़े सही निकले

और कौन से सही नहीं रहे। वे एक-दूसरे के अन्दाज़ों को भी जाँचते हैं। इससे लिखित सामग्री में उनकी दिलचस्पी बढ़ेगी; वे एक-दूसरे की अलग-अलग सोच से परिचित होते हैं और साथ में वे ज़्यादा गौर से पढ़ने लगते हैं।

कल्पना करना

बच्चों को कोई कहानी पढ़कर सुनाते समय बीच में किसी रोचक बात पर रुककर शिक्षक बच्चों से पूछ सकते हैं कि उस कहानी के बारे में उनके दिमाग में क्या चल रहा है या कौन-सी तस्वीरें बन रही हैं। पढ़ने के पश्चात् उनकी दिमाग की नज़र से दिखाई दे रही चीज़ों की तस्वीर बनाने और एक-दूसरे की तस्वीरों की तुलना करने के लिए भी कह सकते हैं। बच्चों से अपनी भावनाओं और सोच पर चर्चा करने के लिए भी कहा जा सकता है। इस तरह कल्पनाएँ करने से बच्चों को उन चीज़ों के साथ और गहरे सम्बन्ध बनाने में मदद मिलती है जिनके बारे में वे पढ़ रहे हैं। उनसे कल्पना करते हुए अपनी अलग-अलग इन्द्रियों का प्रयोग करने के लिए कहा जा सकता है -- आपको मन में क्या दिख रहा है? कैसा महसूस हो रहा है? किस तरह की खुशबू आ रही है? सही समय पर इस प्रकार के सवाल पूछकर कहानी, कविता या चित्र-पुस्तक आदि को पढ़ते समय बच्चों के लिए जीवन्त बनाया जाता है। कल्पनाशीलता का बहुत असरदार ढंग से इस्तेमाल किया जा सकता है। परन्तु यह ध्यान में रखा जाए कि किसी भी रणनीति का उपयोग इतना बार-बार न किया जाए, जिससे वह बच्चों के लिए बोरियत पैदा करने लगे।

आगे बढ़ना, पढ़ते रहना, पीछे लौटना

बच्चों के समझते हुए पढ़ने के सामर्थ्य में सुधार लाने के लिए ज़रूरी है कि उन्हें पढ़ते समय अपने ऊपर नज़र रखना सिखाया जाए ताकि वे रह-रहकर खुद पूछते रहें कि "मैं जो कुछ पढ़ रही हूँ, उसका कोई मतलब निकल रहा है या नहीं?" बच्चों को यह बात समझ में आनी चाहिए कि जब उन्हें कोई सामग्री बेतुकी दिखाई देती है तो वे क्या कर सकते हैं। अगर उन्हें कोई शब्द समझ में नहीं आ रहा है तो उसे ऊँची आवाज़ में बोल कर देख सकते हैं। या, जहाँ उन्हें भ्रम हो रहा है उस हिस्से को वे दोबारा पढ़ सकते हैं। इस तरह, जब वे समस्या को पहचान लें तो उन्हें यह मालूम होना चाहिए कि अब उन्हें समस्या से निपटने के लिए क्या करना है (जैसे, समस्याप्रद शब्दों को दोबारा बोलने की कोशिश करना या दोबारा पढ़ना)।

अलीबाबा चालीस चौर

हमें अच्छी लगी जो सुरंग कि मंत्र से खुलती है छोटे भाई सुरंग कि बात बड़े भाई को बता देते है जिसे वो सुरंग के अदर चालीस चौर के हाथो मारा जाता है क्यों कि अली बाबा का बड़ा भाई लालची था उस बजे से मारा जाता है। इसलिए कहते है कि लालच बुरी बला है।
-- अनिल कहार, आठवीं, शुक्करवाड़ा फार्म

कभी-कभी जब समस्या पैदा होती है तो बच्चे उस अनजान शब्द को बिना समझे पढ़कर आगे भी निकल सकते हैं। उस वाक्य या पैराग्राफ के आखिर तक पढ़ते जाएँ और सोचते रहें कि उस वाक्य या पैराग्राफ का क्या मतलब निकल रहा है। इसके बाद वे दोबारा उस वाक्य या पैराग्राफ की शुरुआत में जाएँ और फिर से उसे पढ़कर उस शब्द को समझने की कोशिश करें जो पहली बार उन्हें समझ में नहीं आया था। अगर वे अभी भी उस हिस्से को नहीं समझ पाते हैं तो उन्हें अपने किसी संगी-साथी, अध्यापक-अध्यापिका से उसके बारे में पूछना चाहिए।

अपनी पढ़ाई पर नज़र रखने के लिए पाठकों को दोबारा पढ़ने के दौरान रुक-रुक कर यह सोचना चाहिए कि अभी तक कहानी में क्या हुआ है या अभी तक इस पाठ में क्या जानकारियाँ मिल रही हैं।

लिखित सामग्री से पूर्वज्ञान का जुड़ाव

पढ़ने के दौरान, खास तौर से अगर कोई लिखित सामग्री लम्बी है तो उसे पढ़ने के दौरान, अध्यापक कुछ बिन्दुओं पर रुक कर बच्चों से इस बारे में सोचने के लिए कह सकते हैं कि यह सामग्री उन्हें किन चीज़ों की याद दिला रही है। उनसे यह सोचने के लिए कहा जा सकता है कि उस विषय या कहानी के बारे में वे पहले से क्या जानते हैं या यह लेख उन चीज़ों से किस तरह मिलता-जुलता लग रहा है जिसे वे पहले से जानते हैं या, क्या इसमें उन्हें कोई फर्क दिखाई दे रहा है। व्यक्तिगत स्तर पर कहानी, कविता या कोई अन्य लेख को अपने अनुभव और ज्ञान के साथ जोड़ने से हर पाठक के लिए वह पाठ और अधिक अर्थ-भरा बन जाता है। धीरे-धीरे अभ्यास के ज़रिए बच्चे इस रणनीति को अपने आप भी इस्तेमाल करना शु डिग्री कर देते हैं।

लेख में छुपे निष्कर्ष

बच्चों को यह सोचने के लिए भी मार्गदर्शन दिया जाता है कि वे जो कुछ पढ़ रहे हैं उनमें कौन-सी जानकारियाँ प्रत्यक्ष रूप से दी जा रही हैं। फिर उन्हें इस बारे में सोचने के लिए मदद दे सकते हैं कि इस चीज़ को पढ़ने से उनको जो जानकारी मिली है उनमें से कौन-सी बातें हैं जो सीधे-सीधे शब्दों में नहीं कही गई हैं। मिसाल के तौर पर, किसी पात्र की हरकतों से उसकी भावनाओं का क्या पता चलता है या लेखक द्वारा दिए गए संकेतों के आधार पर कौन-सी घटना की क्या वजह रही होगी। इस तरह की प्रक्रिया में जुड़ने से छोटे बच्चों को लिखे हुए शब्दों के पार जाने और सोचकर निष्कर्ष निकालने में मदद मिलती है जो उस लिखित सामग्री के अर्थ को और बढ़ा देते हैं। उदाहरण के लिए, निम्नलिखित दो वाक्यों को लीजिए:
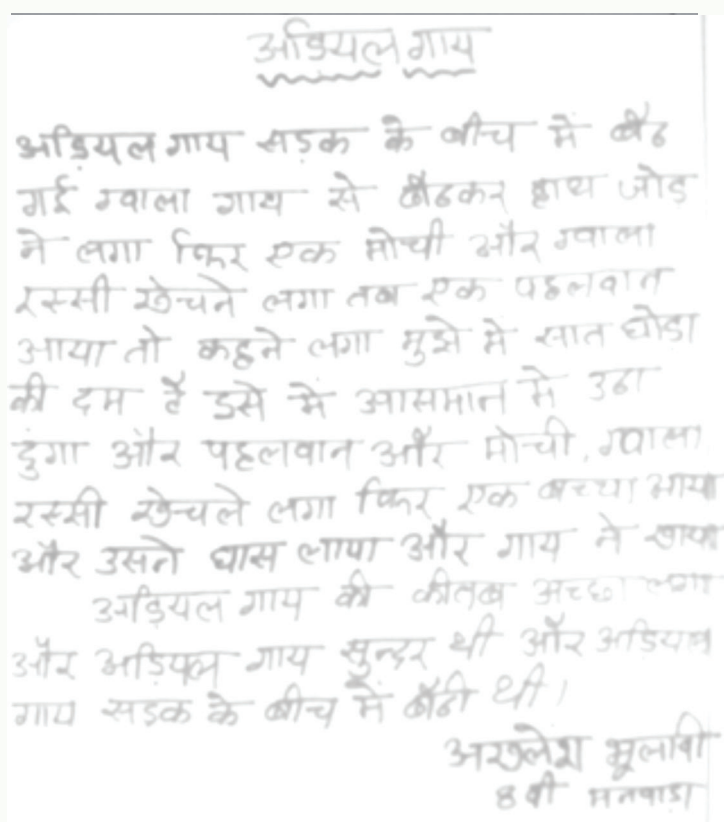
"वहाँ बहुत कीचड़ था। बहुत सारे लोग छाता लेकर चल रहे थे।"

हालाँकि, सीधे-सीधे नहीं कहा गया है मगर समझदार पाठक इन वाक्यों के आधार पर आसानी से निष्कर्ष निकाल सकते हैं कि यहाँ बारिश का ज़िक्र किया जा रहा है।

पढ़ने के बाद

अपने शब्दों में सुनाना

बच्चों से कहा जाए कि कहानी में जो कुछ हुआ है वे उसे किसी को सुनाएँ या अपने शब्दों में लिखकर देखें। इसमें उन्हें महत्वपूर्ण पात्रों, कहानी के प्लॉट और अहम घटनाओं, सबके बारे में बताना या लिखना चाहिए। अगर बच्चों ने कोई गैर-कथा साहित्य रचना पढ़ी है तो इस बात की समीक्षा करना फायदेमन्द रहता है कि उसमें क्या मुख्य जानकारियाँ पेश की गई हैं।

सार-संकलन करना

पाठकों को किसी पाठ में दिए गए सबसे महत्वपूर्ण विचारों को पहचानने और उन्हें अपने शब्दों में व्यक्त करने का हुनर सिखाना ज़रूरी है। सार-संकलन करते हुए बच्चों को गैर-ज़रूरी जानकारियों को छोड़कर सिर्फ प्रमुख बिन्दुओं को इकट्ठा करने का कौशल सिखाया जाता है।

चित्र संयोजक यानी ग्राफिक ऑर्गेनाइज़र

पढ़ाई खत्म करने के बाद बच्चों को एक कथा-मानचित्र (स्टोरी मैप), जीवनी चक्र (बायोग्राफी व्हील), वेन डायाग्राम, शब्दार्थ चित्र (सीमेंटिक मैप) या फ्लो चार्ट अथवा कोई और ऐसा डायग्राम दिया जा सकता है जिसमें बच्चे यह दिखा सकें कि अभी उन्होंने जो पढ़ा है उसमें क्या-क्या बातें शामिल थीं।

निष्कर्ष निकालना

बच्चों से इस बारे में सोचने के लिए कहा जा सकता है कि उन्होंने पढ़ने से पहले और पढ़ने के दौरान क्या अन्दाज़े लगाए थे। यहाँ वे इस बारे में विचार कर सकते हैं कि उनके सवालों के जवाब मिले या नहीं अथवा उनके अन्दाज़े सही निकले या नहीं। उनसे यह भी पूछा जा सकता है कि क्या उनके पास उस विषय में अभी और भी सवाल हैं।

दोबारा पढ़ना

किसी भी लिखित सामग्री, चाहे वह कहानी हो या जानकारी-युक्त लेख, उसको और अच्छी तरह से समझने के लिए बच्चों से उसे दोबारा पढ़ने के लिए भी कहा जा सकता है। अगर वे चाहें तो उस सामग्री के केवल किसी खास हिस्से को ही दोबारा पढ़ लें।
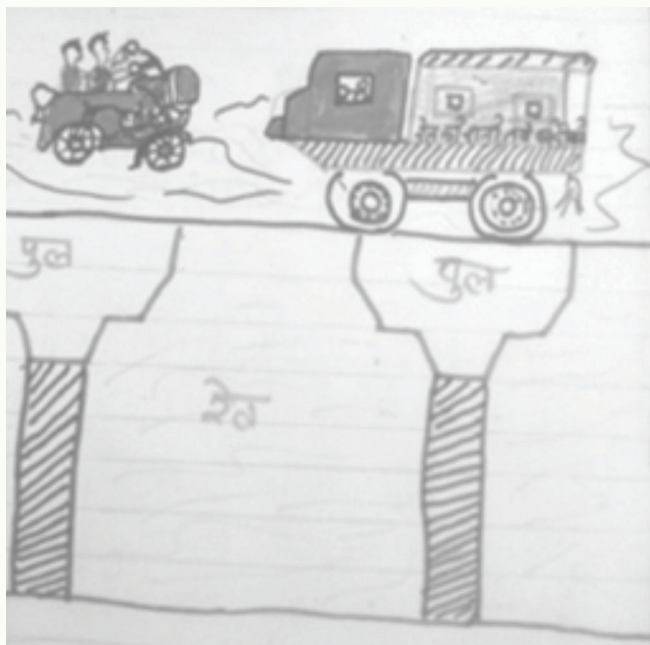
दुर्घटना

एक बार की बात है कि पिछले सप्ताह हमारे सर रामकरन के साले अमित उनके घर आए थे जब वह लौटकर उनके घर मालाखेड़ी जा रहे थे तब बीच तवापुल पर उनका एक्सीडेंट ट्रक से हो गया। वह दो आदमी थे उनका एक्सीडेंट ट्रक से टकराकर हो गया। और उनकी मृत्यु हो गई और दूसरा भाग गया, उसका अभी तक पता नही है, ट्रक बाला भी भाग गया उनकी सरकारी नौकरी थी तो उनको क्रिया-क्रम के लिए अस्सी हजार रुपए मिले।

-- चंदन यादव, आठवीं, नसीराबाद

चर्चा करना और जवाब देना

बच्चों ने जो पढ़ा है, उसके बारे में उन्हें अपने आसपास किसी-न-किसी से बात करने के लिए कहें। उनको एक-दूसरे से सवाल पूछने और अपने जवाब या राय की हिमायत में किताब से मदद लेने के लिए भी प्रोत्साहित किया जा सकता है।

पढ़ने के उपरान्त सोच-विचार

पाठक इस बारे में लिख सकते हैं कि उन्होंने क्या पढ़ा है। इस प्रक्रिया में वे अपनी प्रतिक्रिया दे सकते हैं, यानी यह बता सकते हैं कि उस सामग्री से उनके दिमाग में क्या ख़्याल आए; पढ़कर उन्हें कैसा महसूस हुआ; कौन से हिस्से थे जो उन्हें अपनी ज़िन्दगी जैसे लगे और कौन से हिस्से थे जो उन्हें पसन्द नहीं आए या जो उन्हें समझ में नहीं आए। जवाब देते समय पाठक जैसी चाहे राय दे सकते हैं। उन्हें उस सामग्री को अपनी सोच, विचारों और अनुभवों के साथ किसी भी तरह जोड़ने की आज़ादी दी जाती है। सूचना आधारित सामग्री के मामले में वे यह भी लिख सकते हैं कि उस सामग्री से उन्होंने क्या जाना या वह पाठ किन मायनों में उनकी अब तक की जानकारियों से अलग था। साहित्यिक और सूचना आधारित, दोनों तरह की सामग्रियों के मामले में पाठकों को अपने निजी अनुभवों, सोच और भावनाओं से जोड़ने के लिए प्रोत्साहित किया जाता है ताकि वे उस पाठ के साथ अपने ज़हन में कुछ सम्बन्ध बना सकें, और उसे अपनी सोच में उतार लें।

पढ़ने के बाद लिखकर या चित्र बनाकर प्रतिक्रियाएँ भी व्यक्त की जा सकती हैं।

बबूल का पेड़

हमारे घर के साम ने एक बहुत प्यारा बबूल का पेड़ है रात में सोजाता है और सुबह सब से पहले उठ जाता बबूल का पेड़ छाया देता ठंडी ठंडी हभा देता है।

-- संजू मीना, आठवीं, मुढ़ापार

दूसरो की भलाई

एक दिन बहुत ठंड थी तब हम को एक चिड़िया ठंड से अकड़ी हुई पड़ी मिली हमने उस चिड़िया को घर पर ले आए हम ने चिड़िया को आग के पास बिठाल दिया उसकी धीर धीरे ठंड दूर होती गई फिर वह चिड़िया फुर से उड गई इस कहानी से हमे यह सीख है कि दूसरों की भलाई करना ही सच्चा धर्म है।

-- अमित मीना, मुढ़ापार

कुछ महत्वपूर्ण अर्थ-ग्रहण रणनीतियाँ

नैशनल पैनल फॉर रीडिंग रिपोर्ट, 2000 में कुछ अर्थ ग्रहण रणनीतियाँ सुझाई गई हैं। इनमें से कुछ महत्वपूर्ण रणनीतियाँ इस प्रकार हैं:

* अन्दाज़ा लगाना/पूर्व ज्ञान को सक्रिय करना (जुड़ाव पैदा करना)
* खुल कर सोचना और अपनी सोच को प्रकट करना
* पाठ संरचना का प्रयोग करना
* ज़हन में छवि बनाना
* ग्राफिक आर्गेनाइज़र्स का प्रयोग करना
* सार-संकलन करना
* सवाल/पूछना

साथ ही यह समझना फायदेमन्द होगा कि इनमें से कोई भी रणनीति एक-दूसरे से अलग-थलग नहीं चलती। जब हम पढ़ते हैं और किसी लिखित सामग्री के साथ गहरा सम्बन्ध विकसित कर रहे होते हैं तो इनमें से दो या तीन अलग-अलग रणनीतियाँ एक साथ काम करती हैं। इसका मतलब है कि पाठकों को किसी भी लेख या कहानी को देखकर पढ़ने से पहले उस पर सवाल पूछना या अन्दाज़ा लगाना सुझाया जा सकता है। पढ़ते समय उन्हें किसी सम्बन्धित अनुभव या मिलती-जुलती कहानी या पाठ के साथ जुड़ने के लिए भी प्रोत्साहित किया जा सकता है जिसे वे पहले पढ़ चुके हैं। अन्त में, बच्चों को इस बात का एहसास कराया जाना चाहिए कि सवाल पूछने और उस सामग्री के साथ खुद को जोड़ने से उन्हें कहानी या पाठ की गहरी समझ हासिल करने में किस तरह की मदद मिलती है।

विकसित क्षमताएँ

अर्थ ग्रहण रणनीतियाँ सिखाने से पाठकों को कुशल और स्वनियमित पठन क्षमता विकसित करने में मदद मिलती है। इसका मतलब यह है कि वे अपनी अर्थ-ग्रहण प्रक्रिया पर नज़र रख सकते हैं। इससे उन्हें यह पता रहेगा कि कब उन्हें पढ़ा हुआ समझ में आ रहा है और कब पढ़ा हुआ समझ में नहीं आ रहा है। इस तरह के पाठक समझने की कोशिशों में समस्या पैदा होते ही समस्या को 'हल' करने की रणनीतियाँ ढूँढ़ने में भी सक्षम होते हैं। प्री-स्कूल या शुरुआती कक्षाओं के बहुत छोटे बच्चों को भी अपनी अर्थ-ग्रहण क्षमता पर नज़र रखने के लिए मदद दी जा सकती है।

जब बच्चे समझने की अपनी दक्षताओं पर नज़र रखना सीख जाते हैं तो उनके पास ये क्षमताएँ हो सकती हैं:

* जो समझ में आ रहा है, उसके प्रति सचेत रहना।
* यह पहचानना कि वे क्या नहीं समझ पा रहे हैं।
* कठिन वाक्यों या पाठों को अपने शब्दों में कह पाना।
* पाठ में पीछे लौट कर देखना।
* पाठ में आगे जाकर ऐसी जानकारियाँ ढूँढ़ना जो उनकी कठिनाई को दूर करने में मददगार हो सकती हैं।
* समझ से पढ़ने की समस्याओं को हल करने के लिए उपयुक्त रणनीतियों का प्रयोग करना।

अर्थ-ग्रहण रणनीतियाँ सिखाने से पाठकों को यह सोचने में मदद मिलती है कि वे किस तरह पढ़ते हैं और अपनी पढ़ने की प्रक्रिया को कैसे सम्भाल सकते हैं। पढ़ने के बारे में सोचना, पढ़ते समय सोचने से अलग क्रिया है। पढ़ने के बारे में सोचने के समय पाठक पढ़ी जा रही सामग्री के साथ अपने सम्बन्धों के प्रति सचेत होता है; वह सवाल पूछने और जवाब ढूँढ़ने तथा उस पाठ को और गहरे स्तर पर समझने के तरीके ढूँढ़ने की सचेत चेष्टा करता है। इससे पाठकों को अपनी पढ़ने की क्रिया पर नियंत्रण मिलता है। इस तरह 'सोचने के बारे में सोचना' मैटाकॉगनीशन या परा-संज्ञानात्मक क्रिया कहलाती है।

अर्थ-ग्रहण रणनीतियाँ कैसे पढ़ाना?

अर्थ-ग्रहण रणनीतियाँ पढ़ाने का सबसे अच्छा तरीका यह है कि अध्यापक उच्चारित पठन और अपनी देखरेख में पढ़ाने (गाईडड पठन) की गतिविधि के दौरान अलग रणनीतियों को स्वयं दर्शाएँ और समय-समय पर इन पर बच्चों से चर्चा करें और इन्हें अपनाने के लिए प्रेरित करें। पढ़ने के एक ही सत्र के दौरान अर्थ-ग्रहण प्रक्रिया पर नज़र रखने की अलग-अलग रणनीतियों का सहारा लिया जा सकता है। पाठकों को पहले से ही कुछ सवाल खड़े करके पढ़ना और उसके बाद उन सवालों के जवाब ढूँढ़ने के लिए पढ़ने का प्रशिक्षण दिया जा सकता है। पाठकों को बताया जा सकता है कि पढ़ने से पहले पाठ के बारे में सवाल खड़े करने के लिए क्यों, क्या, कहाँ आदि शब्दों का कैसे प्रयोग किया जा सकता है। उदाहरण के लिए, कहानी को यही शीर्षक क्यों दिया गया? या, कहानी हमें कहाँ लेकर जा रही है? या, कवर के चित्र में कुत्ता क्यों खुश था? पढ़ने से पहले किताब में दी गई तस्वीरों को देखने यानी 'पिक्चर वॉक' से तस्वीरों के आधार पर भी सवाल खड़े किए जा सकते हैं।

जिस समय पढ़ रहे हों, उस समय पाठकों को सक्रिय रूप से उन सवालों के जवाब ढूँढ़ने के लिए प्रेरित किया जा सकता है जो उन्होंने पढ़ने से पहले पूछे थे। पढ़ने के दौरान पाठकों को पाठ के कठिनाई स्तर के अनुरूप पढ़ने की रफ्तार को कम या ज़्यादा करके अपनी समझने की प्रक्रिया पर नज़र रखना भी सुझाया जा सकता है। उन्हें ये भी सलाह दी जा सकती है कि वे वापस जाकर उन हिस्सों को दोबारा पढ़ें जो उन्हें अच्छी तरह समझ में नहीं आ पाए हैं और उन्हें समझने में जो समस्याएँ रही हैं उन्हें 'हल' करने की कोशिश करें। पढ़ने के बाद पाठकों को अपने शब्दों में उस पाठ पर चर्चा करने या उसके अपने शब्दों में सुना कर अपनी समझ को जाँचने में भी मदद दी जा सकती है।

अन्त में

हर बच्चे में सीखकर खिलने की सम्भावना छुपी रहती है। बच्चों के लिए लिखना-पढ़ना तब मायने रखता है, जब वह उनके लिए अर्थपूर्ण, उद्देश्यपूर्ण और रोचक हो। साथ में पढ़ने-लिखने की गतिविधियों को बच्चों की बोलने की भाषा और घरेलू जीवन की बातों से जोड़ने के कई प्रकार के सक्रिय मौके मिलें। जितना ज़्यादा बच्चे मन लगाकर और समझ से पढ़ें और लिखें, उतना ज़्यादा उनकी पठन-लेखन की नींव मज़बूत बनती है। जिस तरह शुरुआती बालावस्था में नन्हे बच्चे अपने परिवार के सदस्यों से, और अपने आप से आदान-प्रदान करके खुद ही बोलना सीख जाते हैं, उसी तरह से यह देखा गया है कि बच्चों को जितने रोचक और उद्देश्यों से जुड़े लिखने-पढ़ने के मौके मिलते हैं, उतनी ही गहराई से वे इन प्रक्रियाओं से जुड़ जाते हैं। जिन बच्चों को शुरुआती बाल्यवस्था में घर पर लिखित माहौल नहीं मिलता है वे इस लाभ से वंचित रहते हैं। इस से उनके लिए स्कूल के लिखित माहौल से

जुड़ना एक बहुत बड़ी चुनौती बन जाती है। इसके साथ इन बच्चों के घर और स्कूल के परिवेश और भाषा का अन्तर भी उनके लिए एक बहुत बड़ा फासला बन जाता है, जिसको पाटना काफी मुश्किल होता है। इन सब कारणों से उन्हें कक्षा के भीतर विशेष ध्यान की ज़रूरत रहती है।

इन सभी बातों को मद्देनज़र रखते हुए, राजस्थान के ग्रामीण क्षेत्र में चलाई जा रही प्रारम्भिक साक्षरता की परियोजना के दौरान हमने पाया है कि इस प्रकार की अर्थ-ग्रहण रणनीतियाँ बहुत ही उपयोगी साबित हो रही हैं। हमारी सोच है कि आगे चलकर कुछ छोटी फिल्मों द्वारा हम अपने इन अनुभवों को आप सबसे बाँट सकें।

कीर्ति जयराम: ऑर्गेनाइज़ेशन फॉर अर्ली लिट्रेसी प्रमोशन (ओईएलपी) की सचिव और अर्ली लिट्रेसी प्रोजेक्ट (ईएलपी) की डायरेक्टर हैं। प्राथमिक शिक्षा और प्रारम्भिक साक्षरता के क्षेत्र में शिक्षक, शिक्षक प्रशिक्षक के रूप में काफी लम्बा अनुभव है। अँग्रेज़ी से अनुवाद: योगेन्द्र दत्त।

बचपन की अवधारणा और बाल साहित्य

कृष्णकुमार

एकलव्य द्वारा प्रकाशित बाल साहित्य पत्रिका 'चकमक' के 300वें अंक के विमोचन के अवसर पर आयोजित कार्यक्रम के दौरान 'शिक्षा में बाल साहित्य की भूमिका' विषय पर कृष्ण कुमार द्वारा दिए गए वक्तव्य का दूसरा हिस्सा पढ़िए।

अब कुछ समय हम उस दूसरे वाले शब्द पर बात करें, 'बाल साहित्य', बच्चों का साहित्य। क्या ज़रूरत है हमको बच्चों के अलग से साहित्य की? इस प्रश्न पर दरअसल हमने अपने परिवेश में विचार नहीं किया। हम लोगों ने सोचा कि दुनिया के और देशों में बाल साहित्य होता है तो हमारे यहाँ भी होना चाहिए। उससे बाल साहित्य की शक्ल भी कुछ इस तरह से बन गई है कि जैसा वहाँ होता है वैसा हमारे यहाँ होना चाहिए। इस पर बहुत कम लोगों ने गौर किया है कि दरअसल बाल साहित्य दुनिया के हर देश में नहीं लिखा गया।

अगर आप यूरोप के दो प्रमुख देशों पर ही विचार करें, ब्रिटेन और फ्रांस। दोनों ही बहुत बड़ी औपनिवेशिक शक्तियाँ रही हैं। दोनों ही भाषाओं के साहित्य के साथ कुछ समय बिताएँ या उनकी किताबें देखें तो आप थोड़ा हैरत में पड़ जाएँगे। जहाँ एक तरफ 19वीं सदी का ब्रिटेन बाल साहित्य के विषय की दृष्टि से बहुत ही उर्वर सिद्ध हुआ, वहीं फ्रांस में बाल साहित्य के नाम पर कुछ विशेष नहीं हुआ। बल्कि 20-25 वर्षों से बाल साहित्य को लेकर फ्रांस में एक विमर्श चल रहा है और कुछ लोग कोशिश करते रहे हैं कि हम बच्चों के लिए अलग से कुछ लिखें। आज भी फ्रांस में उस तरह से बाल साहित्य का कोई लम्बा-चौड़ा विस्तार नहीं है, न ही कोई इतिहास है। बच्चों के लिए किताबें हैं लेकिन अगर इनकी तुलना ब्रिटेन के बाल साहित्य से करेंगे तो आप उसे विपन्न पाएँगे, भले ही फ्रांस के लोग कभी नहीं मानते कि हम किसी भी दृष्टि से विपन्न हैं। लेकिन अगर आप बाहर से तुलना करेंगे तो ऐसा लगेगा। बहरहाल मेरा उद्देश्य इन दोनों समाजों के बीच तुलना करने का नहीं था। मेरा उद्देश्य यह था कि हम इस पर विचार करें कि बाल साहित्य किन परिस्थितियों में जन्म लेता है। क्यों जन्म लेता है। इस तुलना से शायद हमें इस प्रश्न का उत्तर देने में कुछ मदद मिले।

कुछ और देशों की तरफ गौर करें तो आप कुछ और पाएँगे, जैसे रूस में रूसी क्रान्ति के बाद बाल साहित्य को एक तरह की मुहिम बनाया गया। और उस मुहिम के ज़रिए बहुत सारा बाल साहित्य लिखा गया। उसमें से काफी बाल साहित्य हमारे देश में भारत-सोवियत मैत्री के तहत आज़ादी के बाद के लगभग तीन-साढ़े तीन दशकों तक, बड़े पैमाने पर प्रसारित किया गया जब तक सोवियत संघ का विघटन नहीं हो गया। अगर कोई भारतीय बाल साहित्य प्रकाशन उद्योग की अर्थ-व्यवस्था का अध्ययन करेगा तो वह ज़रूर यह महसूस करेगा कि इस अर्थ-व्यवस्था में खेलने के लिए समतल मैदान नहीं था। कोई कितना भी अच्छा बाल साहित्य का प्रकाशक होता वो सोवियत संघ से आई सरकारी सबसिडी प्राप्त, रंग-बिरंगी, अच्छे कागज़ पर छपी हुई किताबों की कीमतों का मुकाबला नहीं कर सकता था। और इसलिए 50 के, 60 के और 70 के दशकों में आज़ादी के पहले से

विकसित हो चुका बाल साहित्य का हिन्दी उद्योग, पल्लवित होने की बजाय मुरझाता चला गया और एक के बाद एक पत्रिकाएँ बन्द होती चली गईं। कई प्रकाशन समूह तो बिलकुल ही बन्द हो गए या बाल साहित्य को छापना उन्होंने बन्द कर दिया। शायद सबसे मशहूर किस्सा इंडियन प्रेस, इलाहाबाद का है। और यह क्रम चलता रहा।

इस बीच सोवियत साहित्य फैला, प्रसारित हुआ। बहुत-से लोगों ने उसी को बाल साहित्य के प्रसार का मानक बना लिया। चूँकि उसके साथ कई और चीज़ें जुड़ी हुई थीं; प्रगतिशीलता की अवधारणा जुड़ी हुई थी, बहुत-सी प्रेरणा का स्रोत भी सोवियत संघ था, उन कारणों से ही उस साहित्य का प्रसार हुआ। पर कीमत भी एक बहुत बड़ा कारण था। फ्रांस, जर्मनी आदि देशों की तुलना में ब्रिटेन में 19वीं सदी व उसके बाद से लगातार और सोवियत संघ में मुख्यत: 1920 के बाद, बाल साहित्य के लिए सबसे उपयुक्त समय सिद्ध हुआ।

बच्चों का बचपन
इन तमाम चीज़ों पर विचार करने से हमको कुछ लाभ मिलेगा। इसलिए क्योंकि जिसको हम 'बाल' कह रहे हैं उसकी सामाजिक व्याप्ति, उसका जन्म दरअसल हमारे बीच अब हो रहा है। अभी भी उसमें बहुत-सी बाधाएँ हैं। जिसको हम बालक या बालिका कहते हैं, बच्चा कहते हैं, भारत वर्ष की बहुत लम्बी सभ्यता के इतिहास में उसका सामाजिक जन्म अभी पूरी तरह होना बाकी है। बहुत बड़े मनोवैज्ञानिक सुधीर कक्कड़ अपने ढंग से इस बात को कहते रहे हैं कि दरअसल हमारे समाज में शैशव की अवधारणा तो है, लेकिन बचपन की नहीं है। और किशोरावस्था की तो लगभग नहीं के बराबर है। अभी ये केवल शब्द हैं जिनको शिक्षा शास्त्र का हिस्सा बनाया जाता है।

तीन-चार वर्ष की आयु बीतने के बाद से हमारे समाज, हमारे परिवार में बच्चे से की जाने वाली अपेक्षाएँ दरअसल उसे वयस्क बनाने की तैयारी होती हैं। वे बचपन को स्वीकृति नहीं देतीं। लड़कियों के बचपन को तो उस समय भी स्वीकृति नहीं देतीं जब वे शैशव काल में होती हैं। तो उसके बाद से तो खैर उनका बचपन होता ही नहीं है।

बांग्ला में बचपन के लिए ऐसा कोई शब्द ही नहीं है जो लड़कियों को भी शामिल कर सके। छेले बैला जो शब्द है वह मुख्यत: लड़को के लिए है, "लड़कों का यह बचपन होता है।" अन्नपूर्णा देवी के उपन्यास आपको याद दिलाते हैं कि लड़कियों का तो कोई बचपन होता नहीं है। बाल विवाह की दृष्टि से देखें तो हमारे सामने तकलीफ का, उत्पीड़न का एक बहुत भयानक इतिहास है जो भारत की संस्कृति का, आधुनिक युग की संस्कृति का भी इतिहास है, जिसके ज़रिए आधा बचपन तो गायब हो जाता है। जहाँ तक लड़कों का सवाल बचता है, उसको लेकर भी ये जो वर्ष हैं उनको पश्चिमी दुनिया में खासकर ब्रिटेन और अमेरीका की अँग्रेज़ी भाषी दुनिया में बाल साहित्य के वर्ष या सबसे सुनहरे वर्ष बताया जाता है।।

इन्हें हमारे समाज में सामाजिक रूप से गढ़ा जाना शु डिग्री हो सका है, परन्तु यह अभी बहुत विकसित नहीं हो पाया है। ये वर्ष हैं 5 से 11 या 12 वर्ष - जिनको लेकर मनोविज्ञान में अनेक व्याख्याएँ की गई हैं कि ये वो वर्ष हैं जिनमें जीवन के शैशवकाल की यौनिकता नीचे चली जाती है। और एक उद्यमी बच्चे का उदय होता है जो हर चीज़ छूना, उलटना-पलटना, दुनिया को समझना चाहता है। उसके बारे में बोलना चाहता है, सुनना चाहता है। तरह-तरह का वह विस्तार कर रहा होता है। वह अपनी गति बढ़ाना चाहता है। नए-नए यंत्रों के ज़रिए वो दुनिया पर काबू पाना चाहता है। यही वो वर्ष हैं जिन वर्षों में स्कूल शु डिग्री होता है और स्कूल अपने ढंग से बच्चे को सम्भालना शु डिग्री करता है।

बचपन की अवधारणा और स्कूल
अगर आप प्राथमिक स्कूल के इन वर्षों पर विचार करें जो 5-6 वर्ष से शु डिग्री होते हैं, आजकल तो प्राथमिक से भी पहले ही स्कूल शु डिग्री हो जाता है। इसलिए बहुत-से लोग कहेंगे कि आप तीन साल से शु डिग्री करिए, फिर भी अगर आप 4-5 साल से भी शु डिग्री करें और गौर करें कि इन वर्षों में क्या समस्याएँ हैं शिक्षा के सामने, तो आप पाएँगे कि सबसे बड़ी समस्या ही यही है कि

प्रशिक्षित शिक्षक भी नहीं समझता है कि इन वर्षों से गुज़रा हुआ बालक इन वर्षों की विशेषताओं में बहुत वर्षों तक नहीं रहता।

ये एक तरह का ऐसा दौर है जिससे बच्चा गुज़र रहा है। दरअसल उसका जीवन इसके बाद शुडिग्री होगा। इसलिए इन वर्षों में जो लक्षण, जो समस्याएँ प्रकट हो रही हैं, इनको बहुत ज़्यादा गम्भीरता से देखना उचित है क्या? क्या अर्थ है इसका? इन वर्षों में बच्चे सब कुछ करना चाहते हैं। हरेक अनुभव से गुज़रना चाहते हैं। लेकिन हमारे समाज में इन वर्षों में जब कोई बच्चा किसी चीज़ में बहुत ज़्यादा रुचि लेता है, तो हम सोचते हैं कि वो वैसा ही कुछ बनना चाहता है जिस चीज़ में वो रुचि ले रहा है। जबकि वो केवल उन चीज़ों से गुज़रना चाहता है। हो सकता है एक-दो साल के लिए चित्रकला में बहुत रुचि ले, तो हमें लगने लगता है कि यह चित्रकार बनने जा रहा है तो हम उसे चित्रकला में आगे बढ़ाएँ। और हम देखते हैं कि बच्चा छह-आठ महीने बाद चित्र बनाना छोड़ देता है। हम निराश होते हैं कि हमने इतना पैसा खर्च किया। उसके लिए ब्रश लाए, रंग लाए, कागज़ लाए - ये सब हुआ लेकिन उसने इस चीज़ को भी छोड़ दिया। बच्चा एक क्रम से गुज़र रहा है जिसमें वो अनेक मनोदशाओं से गुज़रेगा। क्योंकि वो जीवन के तमाम आयामों को अपने स्तर पर छू रहा है।

इसके ज़रिए ही संज्ञानात्मक विकास होगा। राष्ट्रीय पाठ्यचर्या की रूप रेखा जब लिखी जा रही थी तो इन वर्षों के बारे में भी कुछ पंक्तियाँ लिखना थीं। बहुत-से लोग तो इन पंक्तियों को शुडिग्री से ही विवादग्रस्त वातावरण में महसूस कर रहे थे। विशेषज्ञों ने यह लिखा कि कक्षा 1 से लेकर 4 तक मेहरबानी कर के बच्चे की किसी गलती को मत सुधारिए, न ही उसको बताइए कि वर्तनी में ये गलतियाँ हो रही हैं, उच्चारण में वो गलतियाँ हो रही हैं। या वाक्य विन्यास में यह गलती हो रही है, कुछ भी मत बताइए। उसको लिखने दीजिए, बोलने दीजिए, पढ़ने दीजिए, सुनने दीजिए। चौथी कक्षा से जब वो गुज़र जाए तब फिर इन सब चीज़ों के बारे में समय निकालिएगा और वो भी एक-एक करके, इकट्ठा मत ठीक कर दीजिएगा कि बिलकुल आप उसको रीडर की जगह प्रूफ-रीडर बना दें।

कुछ इस तरह का मामला हमारे स्कूलों में होता है। आप जाते हैं कक्षा 1 में, बच्चे स्कूल में आकर अभी-अभी बोलने की कोशिश कर रहे हैं लेकिन सबसे पहले हमारा ध्यान उनके उच्चारण पर जाने लगता है। बड़ी मुश्किल से दो-दो, तीन-तीन अक्षरों के शब्द बना रहे हैं और अभी से अक्षरों की आकृतियों को लेकर हम चिन्तित हैं या मात्राओं के सहीपन को लेकर चिन्तित हैं इत्यादि। ये सब चीज़ें दिखाती हैं कि समाज में बच्चे के इन वर्षों को लेकर ऐसी कोई व्यापक समझ नहीं है। और न ही शिक्षकों में ऐसी समझ है कि ये वर्ष दरअसल उगने के वर्ष हैं। फलने, फूलने, फैलने के वर्ष हैं। इन वर्षों में बच्चों में क्षमताओं का विस्तार होगा। और जब वह विस्तार होता है तो ज़ाहिर है कि गलतियाँ होती हैं, चोटें भी लगती हैं। तरह-तरह की विकृतियाँ भी उत्पन्न होती हैं। पर भगवान ने उन्हें बहुत समय दिया है, इन्हें ठीक करने के लिए।

अब अगर हम विश्वासपूर्वक इन वर्षों में बच्चों को उगने दें, इस दृष्टिकोण से अगर देखें तो आप पाएँगे कि जिसको हम बचपन कहते हैं दरअसल हमारे समाज में अभी उसका आविर्भाव हो रहा है। हम किस तरह का उसका आविर्भाव कर रहे हैं? फिलहाल उसका आविर्भाव केवल कानूनी मदद से कर पा रहे हैं। यह अपने आप में एक बहुत बड़ा चिन्ता का लक्षण है कि कानून से जब किसी चीज़ की शुरुआत होती है, तो वो चीज़ समाज में, संस्कृति में व्यापकता पाते-पाते बहुत समय लेती है। यह चीज़ हमने कई माध्यमों से जानी है। जैसे कि हमने देखा कि 19वीं सदी के उत्तरार्ध में एक कानून बना था कि छोटी बच्चियों की हत्या नहीं करना चाहिए। लेकिन आज, सौ वर्ष बाद छोटी बच्चियों की भ्रूण में ही हत्या नए सिरे से जन्म ले रही है। वो कानून कभी सफल नहीं हो पाया।

इसका मतलब समाज और संस्कृति में वो व्याप्त नहीं हो सका। बाल विवाह के खिलाफ कानून का भी यही इतिहास है। 1929 के बाद तीन बार बदला गया है। सबसे हाल में 2006 में बदला गया। 2006 वाले कानून में लिखा हुआ है कि हर ज़िले में एक अधिकारी नियुक्त होगा जो बाल विवाह पर नज़र रखेगा और इस तरह की एक सूची बनाएगा। देश के किसी ज़िले में अभी तक वह अधिकारी नियुक्त नहीं हो सका।

ज़ाहिर है कि कुछ ऐसे मसले हैं जिन पर संस्कृति या समाज और राज्य के बीच एक संघर्ष चल रहा है। यह संघर्ष स्वतंत्रता आन्दोलन में बहुत बड़े पैमाने पर चला। कई मुद्दों पर चला। यहाँ तक कि लोकमान्य तिलक ने भी बाल विवाह को नियंत्रित करने वाले कानून का विरोध ही किया था। इन तमाम चीज़ों को हमें इसलिए सोचना होगा क्योंकि हम जिस चीज़ को आज थोड़ा-बहुत अपने बीच पा रहे हैं यानी बचपन की अवधारणा, उसको लेकर हमें स्वयं सोचना है कि अभी यह बहुत ही नाज़ुक पौधा है जिसके इर्द-गिर्द बाड़ लगानी होगी तब जाकर वो किसी हद तक पल्लवित हो पाएगा।

बचपन की अवधारणा के हिसाब से अगर भारत के आज के समाज पर गौर करें तो आप देखेंगे कि उसकी सम्भावानाएँ ही देश के करोड़ों बच्चों के लिए बहुत ही क्षीण हैं। कुपोषण की दुनिया में अगर चलें, आप लोगों से पूछें कि भाई भारत में कुपोषण के आँकड़े क्या कहते हैं तो आप पाएँगे और ये आँकड़े बताते हैं कि 75 प्रतिशत से ऊपर बच्चे 6 से 8 वर्ष की आयु में कुपोषित पाए जाते हैं। लड़कियों में यह आँकड़ा 85 प्रतिशत से ऊपर है।

ऐसी स्थिति में जब बच्चे के स्वास्थ्य को समाज इतनी उपेक्षा की दृष्टि से देखता है, खासकर गरीबों के बच्चों को, तो ज़ाहिर है कि हमें मानना पड़ेगा कि बचपन के वर्ष अभी हमारे लिए राष्ट्रीय चिन्ता के वर्ष नहीं बने, केवल कानूनी चिन्ता के वर्ष बने हैं। वो भी इसलिए क्योंकि यह कानून अभी हाल में पास हो सका है और वो भी लम्बे संघर्ष के बाद, उसको पास होने में भी करीब छह साल लग गए। कानून कहता है कि 8 वर्ष की स्कूली शिक्षा हर बच्चे का बुनियादी अधिकार है। इस कानून को लेकर भी तमाम तरह की बहसें अभी भी चल रही हैं, लेकिन इस कानून के ज़रिए कम-से-कम यह स्वीकारा गया है कि हाँ, बच्चे का भी कोई अधिकार होता है। उसके लिए कुछ और लोग लड़ सकते हैं, बच्चा स्वयं भले न लड़ सके।

आशय यह है कि यह एक तरह का उषा काल है। इसमें बहुत-सी चीज़ें साफ दिख रही हैं, बहुत-सी चीज़ें साफ नहीं दिख रही हैं। जिस तरह सुबह का समय होता है, स्पष्टता से कोई चीज़ नज़र नहीं आती। इसलिए हमारे जो साथी बाल साहित्य की व्याप्ति को लेकर चिन्तित हैं, परेशान हैं कि शिक्षा के साथ इसका रिश्ता क्यों नहीं बन पा रहा ठीक से, उनको यह ज़्यादा बृहत्तर दृश्य देखकर कुछ-न-कुछ सांत्वना और प्रेरणा भी ग्रहण करना चाहिए कि यह एक शुरुआत है बहुत बड़े समाज में, जहाँ अभी बहुत-सी बुनियादी समस्याएँ हैं। उस समाज में बच्चे की अवधारणा बहुत आहिस्ता-आहिस्ता तमाम तरह के अवरोधों के साथ आगे बढ़ रही है। एक जैविक अवधारणा सामाजिक अवधारणा में तब्दील हो रही है कि बच्चा सिर्फ एक जैविक छोटा प्राणी नहीं है जो कि बड़े का एक छोटा संस्करण हो, उसका अलग व्यक्तित्व है। प्लेटो ने दो सहस्राब्दि पहले कहा था कि बच्चा दरअसल बड़ों के बीच एक विदेशी की तरह होता है, जैसे आप किसी विदेशी से जिसकी भाषा आपको न आती हो जब बात करते हैं तो आपको मालूम होता है कि मेरी कई बातें वो ठीक समझेगा, कई नहीं समझेगा या गलत समझ जाएगा और जब वो कुछ बोलता है, अपनी भाषा में बोलता है और हमको उसकी भाषा नहीं आती तो हम भी उसकी पूरी बात नहीं समझ पाते। कुछ समझते हैं, कुछ नहीं समझते हैं, और इस तरीके से जो आदान-प्रदान होता है वह आधा-अधूरा ही रहता है।

प्लेटो ने ज़रूर इस रूपक को यह सब सोचकर रखा होगा कि जब बच्चों से लोग बात करते हैं तो केवल इस कारण कि ये बच्चा मनुष्य जैसा दिखता है, ये न सोचें कि ये मेरी बात को समझेगा और मैं इसकी बात को समझूँगा। उनके बीच में ये गुंजाइश रहे कि वे दोनों ही एक-दूसरे की बात को नहीं समझ पाएँगे। सम्प्रेषण का एक बहुत बड़ा क्षेत्र रहेगा जो अँधेरे में रहेगा। ज़ाहिर है, उस समय इतना मनोविज्ञान विकसित नहीं हुआ था कि प्लेटो यह समझ सकता कि क्यों अँधेरा रहता है। लेकिन उसने फिर भी एक बहुत बड़ी बात कही थी और इस आधार पर यह अनुशंसा भी की थी कि अपने बीच में जैसा सम्मान हम विदेशियों को देते हैं, वैसा ही सम्मान हमें बच्चों को भी देना चाहिए। अभी तो समझ में नहीं आ रहा है, लेकिन क्या पता बाद में वही सही निकले। वैसे भी बाद में वही रहेगा, हम तो रहेंगे नहीं। तो इस नाते कम-से-कम एक संस्कार रखने की कोशिश प्लेटो ने की थी।

और पिछले 2000 सालों पर गौर करें तो ऐसे कई लोग हुए जिन्होंने हमें याद दिलाया कि बच्चों को गम्भीरता से लेने की ज़रूरत है। हमारे देश में भी ऐसे लोग लगातार होते रहे हैं। अगर सूर के शब्दों पर विचार करें जिन्होंने अपने पदों के ज़रिए बच्चों की झूठ

बोलने की प्रवृत्ति पर, बहाना बनाने, छिपने की प्रवृत्ति पर विचार किया था और यशोदा को एक ऐसी माँ के रूप में स्थापित किया जो ये सब सहन करती हैं और बहाना सुन के कहती नहीं हैं कि मुझे पता है कि ये तुम्हारा बहाना है बल्कि गले लगा लेती हैं, तो सूर कौन-सा रूपक रच रहे थे। वो वही रूपक रच रहे थे कि बच्चों की दुनिया में लोकपाल बनने की कोशिश मत कीजिए। उनको छिपने की जगह दीजिए। उनको झूठ बोलने की जगह दीजिए। उनको बहाना बनाने की जगह दीजिए। उनको अपनी कल्पना की दुनिया में रहने का मौका दीजिए। इसको लेकर अनेक परम्पराएँ हैं, लोक आख्यान हैं, कोई कमी नहीं है।

एक कहानी - कुछ विचार

मिसाल के तौर पर आप 'खरगोश और शेर' की कहानी पर विचार करें जो कि पंचतंत्र की सबसे लोकप्रिय कहानी में गिनी जाती है। मूल रूप से इसमें क्या होता है? खरगोश वहाँ एक बच्चे की तरह से है। बहुत छोटा खरगोश है जिसके लिए यह तय कर दिया गया है कि आज वह शेर के हाथों मारा जाने वाला है। क्योंकि शेर बूढ़ा हो चुका है उसको खाने के लिए रोज़ जानवरों ने कुछ-न-कुछ भेजने का निर्णय लिया है। खरगोश को यह पता लगता है कि आज तो उसे जाना है। खरगोश के पास अनुभव नहीं है। क्या होता है शेर और शेर के सामने जाना, ये सब उसको नहीं पता है। ज़ाहिर है, माता-पिता उस दिन मायूस होंगे। हम तो अपने बच्चे को भेज रहे हैं। सोचा होगा क्यों उसे नाश्ता खिलाएँ, बरबाद करें। उसको तो मरना ही है। माँ सोच रही होगी कि कैसा क्षण है। लेकिन खरगोश चूँकि उस अनुभव से मुक्त है, जो कि शेर के सामने जाने पर होता है, इसलिए उसके मन में उस तरह के भाव नहीं हैं। वह देख रहा है कि माता-पिता बहुत घबराए हुए हैं। ज़ाहिर है कि कुछ-न-कुछ संकट होगा। वह रास्ते में क्या करता है, पंचतंत्र की कथा हमें नहीं बताती, हालाँकि हमें सिर्फ इतना बताती है कि जब वह पहुँचा दोपहर में, तब उसने क्या किया।

ये बताती है कि उसने शेर से कहा कि रास्ते में इसलिए हमें देर हो गई क्योंकि रास्ते में आपके जैसा एक और प्राणी हमें पानी में दिखाई दिया। आप जानते ही हैं कि शेर होने का अर्थ ही यही होता है कि प्रतिद्वन्द्विता स्वीकार न हो, इसी को तो शेर कहते हैं। इसलिए शेर ने कहा, "पहले उससे निपट लूँ फिर मैं अपनी भूख शान्त करूँगा।" इस बहाने खरगोश उसको ले गया उस कुएँ के पास जहाँ शेर को अपनी आकृति दिखाई दी, ठहरे हुए पानी में। और वह कूद पड़ा पानी में और मर गया, ये कहानी है।

जो इस कहानी को किताब के रूप में छापते हैं, नीचे लिखते हैं कि इस कहानी से आपको क्या शिक्षा मिलती है। तो उत्तर यही होगा कि इस कहानी से हमको यह शिक्षा मिलती है कि झूठ बोलकर जीवन की रक्षा की जा सकती है। लेकिन अगर आप थोड़ा और गौर से विचार करें, थोड़ा और आगे चलें कि क्या किया होगा इस खरगोश ने, तो दो सम्भावनाएँ बनती हैं। या तो उसने देखा होगा कि जब भूख लगती है और भूख बहुत समय तक लगी रहती है तो लोगों का अपने ऊपर से नियंत्रण खो जाता है। उसने घर में ज़रूर ये देखा होगा कि पिताजी खासकर आग बबूला हो जाते हैं अगर खाना थोड़ी देर से बने, या ठीक से न बना हो। तो उसने यह सोचा होगा कि मैं और कुछ तो कर नहीं सकता। मुझे बता रहे हैं कि शेर ने मुझे खाने के लिए बुलाया है तो क्यों नहीं मैं थोड़ा देर से जाऊँ।

क्योंकि खरगोश के लिए, आपको पता है कि देर से चलना बड़ा मुश्किल काम है। स्वाभाविक गति उसकी बड़ी तेज़ है। तो उसने अपने ऊपर नियंत्रण किया होगा कि मैं किसी तरह से देर से पहुँचूँ जिससे शेर इतना क्रोधित हो जाए कि क्रोध में आपा खो बैठे। और फिर मैं उनसे कुछ भी नहीं कहूँगा, देखा जाएगा। या तो उसकी कुछ यह रणनीति रही होगी कि भई सुबह-सुबह न पहुँचें, दोपहर में पहुँचें। थोड़ी गर्मी भी हो जाएगी तब वह भूख के मारे पागल भी हो जाएगा।

या मेरी एक और थीसिस है इसको लेकर। मेरा एक अनुमान है कि इस खरगोश को, जैसा कि बच्चों का स्वभाव होता है कि आसपास डोलते रहते हैं, मण्डराते रहते हैं, चीज़ों को देखते रहते हैं तो जंगल का ज्ञान खूब था कि कहाँ क्या है और ज़रूर रास्ते में ऐसा कोई सूखा हुआ या बहुत कम पानी वाला कुआँ उसने कई बार इधर-उधर मण्डराते हुए देखा होगा। ऐसे अवसरों पर जब आदमी थोड़ा चिन्तित हो, ऐसी जगह पर जाता है। तो हो सकता है यह खरगोश उस दिन वहाँ गया हो। और वहाँ यह देखकर कि इसमें कुछ पानी है, अचानक उसके मन में आर्किमिडीज़ की तरह यह सिद्धान्त आया हो कि अपनी छाया अपने जैसी दिखाई देती है और अपनी छाया से बड़े-बड़े भी मोहित हो जाते हैं।

पंचतंत्र के समय नार्सिस का जो आख्यान है, ज़रूर जीवित रहा होगा। वो विश्व का पहला ऐसा मनुष्य कहा जाता है जो अपनी ही आकृति से मोहित हो गया। हमारे समय में इतनी बड़ी-बड़ी अभिनेत्रियाँ, इतने अभिनेता उस परम्परा में चल रहे हैं। सुबह अपने को आइने में देखते हैं तो अपने से खुश हो जाते हैं। अपने पर मुग्ध हो जाते हैं।

उस खरगोश ने जब उस परिचित पानी में अपने को देखा होगा तो उसको लगा होगा कि यह हो सकता है, यह विचार उसके मन में आया हो। यह विचार उसके मन में आता ही नहीं अगर उसकी दिनचर्या किसी स्कूल से घिरी होती। अगर वह मण्डराने के लिए, इधर-उधर समय बिताने के लिए स्वतंत्र न होता। इधर-उधर यूँ ही घूमते रहने के लिए, आवारा होकर घूमने के लिए समय न होता, तो उसको अन्दाज़ ही नहीं होता कि कहाँ-कहाँ कितने कुएँ हैं। कितने सूखे हुए हैं, कितने में कितना पानी है जहाँ पर ऐसा किया जा सकता है।

बहरहाल, अन्त में उसने क्या किया यह आप सोचते हैं। और इस कहानी से हम अन्त में पाते हैं कि दरअसल कोई ऐसी स्पष्ट शिक्षा नहीं मिलती जिसको हम नैतिक शिक्षा कह सकें। बहुत-से लोग यह कहते हैं कि इसका सार संक्षेप इस तरह का होना चाहिए कि अक्ल बड़ी होती है। शेर बाहुबली था लेकिन खरगोश अक्लमन्द था। तब अक्ल का इस्तेमाल उसने कैसे किया। क्या आपके संस्कारी ढंग से किया? आजकल बहुत सारे स्कूल खुद को संस्कार स्कूल कहते हैं। कुछ लोग संस्कार माउंटेन या संस्कार वैली या कुछ और जोड़ देते हैं। क्या संस्कारी ढंग से उसने यह काम किया? या उसने कुछ गलत ढंग से किया और एक स्थिति पर विजय पाई? जब हम इस तरह के प्रश्नों से जूझते हैं तो हम पाते हैं दरअसल साहित्य हमको कोई ऐसा उत्तर नहीं देता। अच्छा साहित्य वास्तव में मुक्ति की गाथा है जिसका कोई संक्षेप सम्भव नहीं है। उसका लक्षण ही यही है।

इस दृष्टिकोण से जब हम देखते हैं और अपने बच्चों के बचपन पर विचार करते हैं तो हम ज़रूर यह विचार कर सकते हैं कि अगर बाल साहित्य के रास्ते में इतने अवरोध हैं तो ये अवरोध हटाना स्कूल की दैनन्दिनी को लचीला किए बगैर, शिक्षक के दिमाग को थोड़ा-सा खोले बगैर, अफसरों-मंत्रियों की पूरी व्यवस्था के चरित्र को थोड़ा और मानवीय बनाए बगैर सम्भव नहीं है।

इस संघर्ष का यह बृहत्तर स्वरूप हमारे सहज संघर्ष का, हमारे दैनिक संघर्ष का ही हिस्सा है कि हम जहाँ-जहाँ पुस्तकालय की जगह बनाने की कोशिश कर रहे हैं वहाँ-वहाँ दरअसल हमारे ये अतिरिक्त कर्म हैं जो हमें करने ही होंगे। संवाद के स्तर पर, लेखन के स्तर पर, एक माहौल बनाने के स्तर पर हम बच्चे की अवधारणा, खासकर बचपन की अवधारणा का भी विस्तार करते रहें। विकास करते रहें। लड़के और लड़कियों के सन्दर्भ में उसकी अलग-अलग व्याख्या करते रहें, और समाज को याद दिलाते रहें कि अभी यह सपना कितना लम्बा है जिसकी शुरुआत अभी हो रही है। और कितनी तरह के अवरोध इसके रास्ते में हैं जो कि शिक्षा से पैदा किए हुए नहीं हैं, जो संस्कृति के पैदा किए हुए हैं।

तभी इन अवरोधों को थोड़ा-थोड़ा खोला जा सकेगा। इस बातचीत को एक निष्कर्ष की तरफ पहुँचाने के लिए मैं आपको एक कहानी सुनाता हूँ। और उस कहानी का शिक्षा में क्या होगा इसकी कल्पना भी करूँगा आपके बीच जिससे आप समझ सकें, अन्दाज़ लगा सकें कि दरअसल बाल साहित्य की क्या समस्याएँ हैं। इस कहानी को मैंने एन.सी.ई.आर.टी. में काम करते हुए बच्चों को कई बार सुनाया। हर बृहस्पतिवार को, हमारे परिसर में ही एक स्कूल था। वहाँ कक्षा-1 में एक कहानी सुनाता था। कई बार दो-दो, तीन-तीन कहानियाँ सुनानी पड़ती थीं। यह कहानी कई बार मुझे सुनाने का मौका मिला। पर इसको कहने का एक दिन का ऐसा अवसर था जिसे लेकर मैं पहले से बिलकुल तैयार नहीं था। लेकिन जिसके हो जाने पर मुझे लगा कि जैसे भाषा, बच्चों का मनोविज्ञान, साहित्य और दुनिया से इनका सम्बन्ध मेरे लिए एकाएक खुल गए, जो मैंने पढ़ते हुए, रिसर्च करते हुए कभी नहीं सोचा था। तो मैं उस दिन की कहानी आपको सुनाना चाहता हूँ। केवल कहानी नहीं, यह कहानी शंकर की लिखी हुई लोक कथा है।

साहित्य का सम्मोहन

कहानी है 'बुढ़िया की रोटी'। कहानी कुछ यूँ है कि एक गाँव में एक बुढ़िया रहती थी। झोपड़ी के सामने उसने एक चूल्हा बना रखा था। उस चूल्हे पर वह सुबह से रोटी बनाती थी। एक दिन सुबह उठकर जैसे ही उसने रोटी बनाई, उस झोपड़ी के सामने खड़े हुए नीम के ऊपर रहने वाला कौआ अचानक नीचे उतरा और रोटी को झपट के ले गया और जाकर सीधे नीम के ऊपर जा बैठा। बुढ़िया बहुत परेशान हुई। उसने पेड़ के पास जाकर पेड़ से कहा कि तुम अपनी डालियाँ ज़ोर-ज़ोर से हिलाओ कि कौआ मेरी रोटी ले गया। तो पेड़ ने कहा कि माताजी मैं तो अपनी डालियाँ तभी हिला पाता हूँ जब ज़ोर से हवा चले, मैं खुद तो नहीं हिला पाऊँगा। ऐसा कुछ उसने कहा होगा। यह मैं कल्पना कर रहा हूँ। और कौआ तो यहाँ रहता है अगर मैं ज़ोर से डालियाँ हिलाता हूँ तो उसका घोंसला गिर पड़ेगा तो यह तो मुझसे नहीं होगा। माफ कीजिए। बुढ़िया बहुत हैरान हुई कि मैं इसके सामने ही रहती हूँ और फिर भी मेरी बात नहीं मान रहा है। तो वृक्षों के अमर शत्रु हैं लकड़हारे और गाँव में भी एक लकड़हारा रहता था।

बुढ़िया अपनी लाठी टेकती हुई लकड़हारे के घर गई। सुबह का समय था, लकड़हारा अभी-अभी उठा था कि बुढ़िया ने आकर दरवाज़े पर ज़ोर से दस्तक दी। वह आया और पूछा कि माताजी क्या बात है, सुबह-सुबह? बुढ़िया ने कहा कि मैं एक रोटी बना रही थी। रोटी जैसे ही बनी कौआ ले गया और नीम के पेड़ के ऊपर बैठ गया। और मैंने पेड़ से कहा कि तुम अपनी डालियाँ हिलाओ लेकिन वह मेरी बात नहीं मान रहा है। तो लकड़हारे ने कहा कि माताजी मैं क्या करूँ? तो तुम अपनी कुल्हाड़ी लेकर जाओ और पेड़ को धमकाओ कि मैं तुम्हें काट दूँगा अगर तुम कौए से नहीं कहोगे कि रोटी गिराओ। तो लकड़हारे ने कहा कि माताजी इतना प्रचार हो रहा है कि पेड़ नहीं काटने चाहिए, मैं तो बड़ी मुश्किल से अपनी आजीविका चला रहा हूँ। जंगल में जाकर काटता हूँ, ये तो अपने गाँव का पेड़ है, इसे कैसे काटूँगा? ये तो मुझसे नहीं होगा। शंकर ने इतने विस्तार से नहीं कहा है। मैं लकड़हारे का विमर्श थोड़ा फैला रहा हूँ।

पर्यावरण का युग है। इसलिए लकड़हारा चिन्तित हुआ हो। बहरहाल, लकड़हारे ने कहा कि माताजी मैं यह काम नहीं कर पाऊँगा। बुढ़िया और दुखी हुई। बुजुर्गों की बात नहीं मानते हैं। ये लोग बिलकुल ही सीधे-सीधे अवज्ञा पर उतर आए हैं। तो उसको याद आया कि आसपास चूहे का एक बिल है। और चूहे अकसर उसकी झोपड़ी में आया करते थे। तो बुढ़िया चूहे के पास गई, उसने कहा निकलो बाहर, मेरी मदद करो। चूहे ने कहा, मैं आपकी क्या मदद कर सकता हूँ? मुझे तो आप हमेशा ही भगाती रहती हैं। बुढ़िया ने पूरी कहानी सुनाई। मैंने रोटी बनाई, कौआ मेरी रोटी लेकर पेड़ के ऊपर बैठ गया। मैंने पेड़ से कहा कि तुम ज़ोर-ज़ोर से अपनी डालियाँ हिलाओ मगर वो मानता नहीं है। फिर मैं लकड़हारे के पास गई। वो भी नहीं मानता कि पेड़ को काटने की धमकी दे। तो चूहे ने कहा कि मैं क्या करूँ? बुढ़िया बोली तुम लकड़हारे के घर पर जाकर उसकी मूँछ कुतर दो। तो शायद मान जाए। तो चूहे ने कहा, मैं तो पनीर खाता हूँ, कपड़े खाता हूँ, अच्छी-अच्छी रोटी खाता हूँ। लेकिन मूँछ कुतरने की कोशिश करूँगा तो मेरे दाँत ही टूट जाएँगे। तो मुझसे नहीं होगा। तो बुढ़िया और भी ज़्यादा दुखी हुई। उसे ध्यान आया कि मन्दिर के पास एक बिल्ली रहती है। वो वहाँ पहुँची, तो बिल्ली उस समय मुण्डेर पर बैठी हुई थी। बुढ़िया ने उसके पास जाकर पूरी

कहानी सुनाई कि मेरी रोटी कौआ ले गया। पेड़ अपनी डालियाँ नहीं हिला रहा है। लकड़हारा पेड़ को धमकी देने को तैयार नहीं है। चूहा उसकी मूँछ कुतरने के लिए तैयार नहीं है। तो तुम चूहे को खा जाओ। चूहे के पीछे भागो। तो वह मान जाएगा। तो बिल्ली ने कहा, चूहा जिसकी तुम बात कर रही हो, बीमार-सा है, छोटा-सा है। और अभी सुबह का समय है तो इतनी जल्दी नहीं कर पाऊँगी। इस तरह उसने कुछ बहाना बनाया और माताजी को उसने भी निराश कर दिया। इस समय बुढ़िया को याद आया कि मन्दिर के पीछे एक कुत्ता रहता है। कुत्ते को वो कभी-कभी रोटी भी देती थी। तो वह कुत्ते के पास गई। और उसने कुत्ते को पूरी कहानी सुनाई।

देखिए, अनहोनी वफा का मामला है। कुत्ता मान गया और कुत्ता बिल्ली के पीछे भागा। बिल्ली चूहे के पीछे भागी। चूहा लकड़हारे के घर में घुसने लगा। पीछे-पीछे माताजी आ रही थीं। लकड़हारा समझ गया कि यह वही चूहा है जो मेरी मूँछ काटने आ रहा है। लकड़हारे ने अपनी कुल्हाड़ी उठाई। और वह पेड़ की तरफ गया। पेड़ भी हैरान हो गया कि लकड़हारा अपने गाँव का पेड़ काटने आ पहुँचा है, पता नहीं क्या होगा। तो उसने ज़ोर-ज़ोर से अपनी डालियाँ हिलाईं। और कौए को डर लगा, सचमूच में ये घोंसला नहीं गिर पड़े। कौए ने रोटी नीचे गिरा दी। रोटी सीधे बुढ़िया की थाली में गिरी। बुढ़िया खुश हुई और उसने खा ली।

ये कथा कुल मिलाकर कुछ इस तरह की है। अगर आप इस कथा के ज़रिए कुछ विचार आरम्भ करें, अब साहित्य की कुछ परिस्थितियों पर खुद नज़र डाल सकेंगे तो आपको दिखाई देगा कि साहित्य दरअसल क्या करता है। और कैसे करता है। आप इस बात पर विचार करें कि इस बीच में जबकि बुढ़िया तरह-तरह के लोगों के पास जा रही है, अपनी रोटी को वापस लेने के लिए, उस बीच में कौआ रोटी खाता नहीं है। पर कौए का यह स्वभाव नहीं है। कौआ इस पूरे नाटक के दौरान, जो समय बीत रहा है उस दौरान एक तरह से धैर्यपूर्वक इसके परिणाम की प्रतीक्षा करता है। हम देख रहे हैं कि कुछ हुआ नहीं, कौए के पास उसकी चोंच में रोटी सुरक्षित है। यानी कि समय के दो फलक चल रहे हैं एक समय जिसमें हम बुढ़िया के साथ आगे बढ़ रहे हैं। गाँव के तमाम चरित्रों से गुज़र रहे हैं। बुढ़िया के अनुभव जगत से, बुढ़िया के जज़्बातों से पेश आ रहे हैं। दूसरी तरफ कौआ, उसका एक और समय है जिसमें वह बैठा हुआ है। यह समय साहित्य ने पैदा किया है। यह समय संसार में नहीं है। वरना कौओं का स्वभाव होता है कि जो भी उन्होंने छीना है, झपटा है वह तुरन्त खा लेते हैं। साहित्य ने यहाँ पर संसार का एक तरह से पुनर्सृजन किया है। ये केवल साहित्य की छवि नहीं है, साहित्य ने संसार की यह छवि बनाई। उसका एक प्रतिबिम्ब है या उसका एक दर्पण है, इस तरह की बातें लोग करते हैं। यह भूल जाते हैं कि साहित्य संसार का नए सिरे से प्रबन्धन करता है तब जाकर पूरी कहानी बन पाती है। वरना यह कहानी बनना सम्भव ही नहीं है। जब तक ये तमाम चक्र हुआ कि इतना बड़ा मंत्री बिल्ली के पीछे दौड़ा। बिल्ली अधिकारी के पीछे दौड़ी, अधिकारी ज़िले स्तर के पटवारी के पीछे दौड़ा, ये तमाम चेन जब जाग्रत हुई और अन्त में कौए को डर लगा कि पेड़ मेरा घोंसला गिरा देगा।

यह मामला सिर्फ अगर इतना ही होता तो आप समझ सकते हैं कि जब पेड़ हिलाने का समय आता तब तक कौआ रोटी खाकर उड़ चुका होता। और इस रचना के ज़रिए जिस चीज़ की भी रचना हो रही है वो नीति है, या वह अनुभव है, या वो एक विचार है। जिस किसी की भी रचना हो रही है यहाँ पर, वह रचना सम्भव ही नहीं थी अगर कौए को इस मंच के एक हिस्से में रोक कर नहीं रखा जाता कि तुम अपनी प्रकृति के विपरीत कुछ देर धैर्य रखो, देखो इस बीच में क्या हो रहा है दुनिया में।

कौआ ऊपर से बैठकर एक तरह से यह सब देख रहा है। साहित्य के ज़रिए यह सम्भव होता है लेकिन हमारी निगाहें उस पर नहीं होतीं। इसलिए क्योंकि साहित्य एक तरह का सम्मोहन भी रचता है। और दरअसल हम इसीलिए इसको अपने ध्यान में नहीं ला पाते हैं कि ये कितनी अस्वभाविक बात है कि कौआ न खाए। अगर आप महाकाव्य पर गौर करें तो खलनायक भी किसी मर्यादा से संचालित होता है। हम यह देखते हैं रामायण, में बहुत बड़ी चीज़ है। नन्द दुलारे वाजपेयी बहुत बड़े समालोचक हुए जिन्होंने कहा कि रावण स्वयं एक मर्यादा से संचालित है तब रामायण सम्भव हो पाती है। और उसका जो भी नीति शास्त्र है तब उभर पाता है। लोक साहित्य में हम लगातार देखते हैं कि साहित्य केवल बने बनाए संस्कारों, नियमों के आधार पर नहीं चलता है। वो नए संस्कारों को गढ़ता है। किस तरह गढ़ता है? इसी तरह गढ़ता है कि वो स्थान को, समय को, और ज्ञान को - इन तीनों को अपने ढंग से प्रबन्धित करता है।

शेर को क्या पता है और खरगोश को क्या पता है, दोनों का ज्ञान जगत थोड़ा-थोड़ा भिन्न है। और अलग-अलग स्तरों पर चल रहा है। तभी यह प्रबन्धन सम्भव होता है कि छोटा-सा जानवर, दुनिया का सबसे कमज़ोर जानवर, दुनिया के सबसे शक्तिशाली जानवर को मारने में समर्थ होता है। यह मामला सिर्फ अति का नहीं है। यह मामला कहानी के द्वारा समय, स्थान और ज्ञान के प्रबन्धन का है।

ये सारे विषय दरअसल शिक्षा के लिए बड़े उपयोगी हैं, लेकिन स्वयं शिक्षा इनको लेकर एक प्रकार से, आप कह सकते हैं कि अन्धी है। या शिक्षा में अभी इस बारीक विमर्श की गुंजाइश नहीं पैदा हुई है कि इसके ज़रिए हम शिक्षकों को, माता-पिताओं को आश्वस्त कर सकें कि बाल साहित्य का या साहित्य मात्र का बच्चे के हरेक पक्ष से सम्बन्ध है। बच्चे की कल्पना से, उसके संज्ञान जगत से, उसके बुद्धि जगत से, उसके निर्णय जगत से - इन सभी से सम्बन्ध है और उसको किसी एक चीज़ में घेर देना उसको अनिवार्य कर देना है। ये बहुत बड़ी भूल होगी। इसके ज़रिए साहित्य का जो नुकसान हो रहा है वो तो होगा ही, बच्चे का सबसे ज़्यादा नुकसान होगा। यह आपके लिए चिन्ता का विषय होना चाहिए। साहित्य के विमर्श को अगर हम शिक्षा के विमर्श के साथ जोड़ते हुए दोनों को फैला सकें तो मैं समझता हूँ कि वो अवरोध किसी हद तक घटेगा। इस कहानी में और भी बहुत कुछ आप देखते हैं। आप देखते हैं कि समाज की रचना में हर स्थान, हर जगह का किस तरह का महत्व है। अगर बुढ़िया आज के समय की एक पात्र होती तो कहती कि मैं तो मुख्यमंत्री को जानती हूँ, क्यों बीच वालों के पास जाऊँ। मैं सीधे कुत्ते के पास जाती हूँ। आप समझ सकते हो कि तब यह कहानी ही नहीं होती।

मैं जब एन.सी.ई.आर.टी. में था तो कई बार लोग, मैं चूँकि उनका परिचित हूँ, सीधे मेरे पास आते थे कि साहब मेरे साथ अन्याय हो रहा है। जब मैं कहता कि आपके यहाँ एक सेक्शन ऑफिसर है, एक डिप्टी सेक्रेटरी है, एक हेड ऑफ द डिपार्टमेंट है - उन सबसे आपकी फाइल गुज़री है। तो कहते थे कि आप भी अफसर हो गए, आप भी उसी तरह की बातें करने लगे। ये जो लाल फीता है मैं उसको कटवाने के लिए आपके पास आया हूँ। मुझे इच्छा होती थी कि उनको बैठाकर 'बुढ़िया की रोटी' सुनाऊँ। आप समझिए, देखिए कि मैं कुत्ते के स्थान पर हूँ। अगर आपका काम कुत्ते ने कर दिया तो यह कहानी समाप्त हो जाएगी। और कहानी के ज़रिए यह जो संसार रचा गया है, यह बड़ा रोचक संसार है।

इस संसार को जीवित रखने के लिए पेड़ की भी ज़रूरत है, लकड़हारे की भी ज़रूरत है, चूहे की भी ज़रूरत है और बिल्ली की भी ज़रूरत है। और अगर आप चाहते हैं कि उन्हें शिक्षित किया जा सके, तो इनके ज़रिए गुज़रिए। बुढ़िया की तरह अपनी लाठी टेकते हुए उन अनुभवों से गुज़रिए, गुस्सा महसूस कीजिए। देखिए कि गाँव का क्या हाल हुआ है। उस गाँव का लकड़हारा सबसे
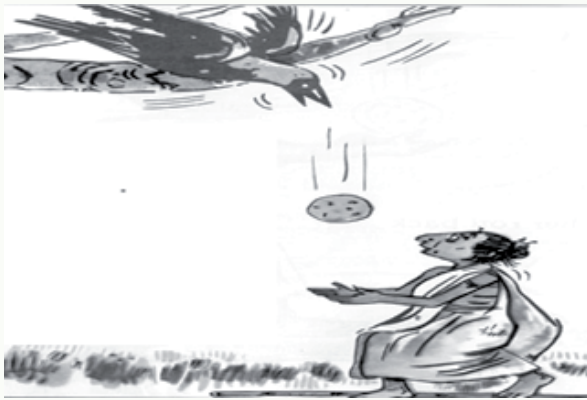
बुज़ुर्ग औरत की बात नहीं सुन रहा है। उस गाँव का चूहा छोटा-सा काम करने के लिए, नाटक करने के लिए भी तैयार नहीं है। बुढ़िया जिस पेड़ के सामने रहती है वह पेड़ भी कुछ नहीं सुन रहा है। इसके ज़रिए कुछ सीखिए, बुढ़िया के अनुभव को इतना त्याज्य मत मानिए, इतना बेकार मत मानिए कि अब आपको उस अनुभव से गुज़रने की ज़रूरत ही न हो।

संसार का, लोक जीवन का एक रूप जब कोई भी साहित्यक रचना देता है, बहुत गहराई से देता है। अगर वो एक सच्ची रचना है। और उस रचना के बारे में अगर आप उसका मूल रूप देखेंगे जो शंकर ने लिखा है तो आप स्वयं ही देखेंगे कि किताब के रूप में कुछ मानक तय होते हैं जिसकी मदद से हम अच्छा बाल साहित्य क्या है, उसको लेकर एक विमर्श चला सकते हैं।

एक विलक्षण पल

देखिए मैंने आपसे वायदा किया था कि मैं उस दिन की कहानी आपको बताऊँगा जिस दिन यह कहानी मेरे लिए शिक्षा, मनोविज्ञान, बचपन - तमाम चीज़ों के बारे में नए सिरे से सोचने का माध्यम बनी। उस दिन क्या हुआ। मैं इस कहानी को आठ-दस बार सुना चुका था। फिर भी यह कहानी उन बच्चों के बीच काफी लोकप्रिय रहती थी। और इसके साथ वे कई तरह के अभिनय भी करने लगे थे। जैसे कि बुढ़िया रोटी बेलती है तो वे बेलते थे। अन्त में जब रोटी बिल जाती है तो किस के साथ खाई होगी उसको लेकर चर्चा होती थी कि अचार के साथ खाई होगी, कोई कहता था नहीं उसने सब्ज़ी बनाई होगी या कहीं से ली होगी इत्यादि। इसके बाद बुढ़िया ने क्या किया होगा तो बच्चे कहते थे कि सो गई होगी। थोड़ी देर के लिए वो सो भी जाते थे वहाँ पर।

तो कई तरह से वे इस कहानी से जुड़ चुके थे। और उनके मानस में बुढ़िया और इन तमाम अन्य चरित्रों की बहुत गहराई से जगह बन चुकी थी। और वे इससे संतृप्त हो चुके थे, जैसा रसायन शास्त्र में कहते हैं। उस दिन सुबह चलते समय कुछ ऐसा ही दिमाग मेरा चला कि मैंने अपने साथ एक रोटी ले ली। रात की बची हुई थी। सुबह जब मैं आठ बजे घर से निकला तो डब्बा खोल के एक रोटी अपने साथ रख ली, प्लास्टिक की थैली में। और जब कहानी समाप्त होने को हुई यानी कि जब कौए ने घबराकर रोटी गिराई और वह रोटी सीधे बुढ़िया की थाली में गिरी, उस समय मैंने कहा, "बच्चों वह रोटी मेरे पास है। आप देखेंगे?" तो मैंने वह थैला खोल के रोटी दिखाई। आप कल्पना नहीं करेंगे, उस क्षण की कल्पना कर नहीं सकते कि वहाँ क्या हुआ होगा। अव्वल तो उस क्लास में हमेशा ही चार-पाँच बच्चे कुछ-न-कुछ शोर मचाते ही रहते थे। एकदम सन्नाटा छा गया और उसके बाद हरेक बच्चा उस रोटी को छूने के लिए लालायित हो रहा था। बाद में जब मैं निकलने लगा तो कई बच्चों ने पूछा कि "सर, आपको यह कहाँ से मिली?" यानी कि वो रोटी इस कहानी के द्वारा छू ली गई थी। और उनको विश्वास हो गया था। हालाँकि, वे आधुनिक युग के बच्चे हैं। टेलीविज़न देखते हैं। केन्द्रीय विद्यालयों में इंटरनेट भी आ चुका है। सब कुछ है लेकिन उनके ऊपर यह सब जादू और दुनिया और सम्मोहन - यह रहस्य खतम हो चुका है। फिर भी वे कुछ क्षणों के लिए यह मानने के लिए तैयार थे कि वो रोटी वही है जो कौए के मुँह से गिरी थी। और किसी-न-किसी प्रकार से मेरे हाथ में पहुँच गई है, और सर हमारे लिए लाए हैं वो रोटी। एक साधारण रोटी थी, इसमें जगह-जगह कुछ इस तरह के छेद बने हुए थे कि लगे हाँ, कौए की चोंच लग गई है। इसलिए एक बच्चे ने पूछा भी कि

क्या यहीं पर उसने चोंच गड़ाई थी। और पूरी क्लास में हर बच्चे के हाथ से वह रोटी गुज़री। उन्होंने उसको छूकर देखा जैसे कि कोई बहुत बड़ी निराली चीज़ जो किसी संग्रहालय से लाई गई हो।

मैं उस दिन बहुत ही विचलित-सा महसूस कर रहा था कि यह जो चीज़ आज हुई है इस कक्षा में, इसकी किस तरह की मीमांसा करें। तो, उस शाम मुझे एहसास हुआ कि दरअसल यहाँ साहित्य ने एक ऐसा काम किया जो साहित्य का सबसे बुनियादी कर्म है। और यह है कि वो भाषा और संसार के बीच जो पुल भाषा ने बनाए थे, उनकी मरम्मत करता है। रोटी शब्द से जो चीज़ व्यंजित होती है उस रोटी शब्द को दोबारा इस कहानी ने कहीं जाग्रत किया, दोबारा उसको सेंका। और उस रोटी में, उसको छू सकने में एक विलक्षणता का बोध इस कहानी के ज़रिए पैदा करना सम्भव हो गया। वरना रोटी इतनी साधारण चीज़ है। बड़ी मात्रा में जगह-जगह फेंकी जाती है, स्कूलों में भी फेंकी जाती है यदि अच्छी न बनी हो तो।

रोटी को लेकर आज की दुनिया में इस तरह से कोई नहीं सोचता जैसा नज़ीर ने सोचा होगा कि उन्होंने रोटियों पर एक पूरी कविता लिख डाली। रोटी एक साधारण चीज़ है लेकिन उस साधारण चीज़ को इस कृति ने एक असाधारणता थोड़ी देर के लिए दी। और निश्चित रूप से अगर आप तकनीकी सन्दर्भ में भी देखें तो वो सम्मोहन का समय था। अँग्रेज़ी में जिसे हम हिप्नोटिज़्म के नाम से जानते हैं। जो हमारे सामने होता है वो हमें नहीं दिखता, जो नहीं होता वो दिखता है। अगर जादूगर कहता है कि गुलाब का फूल तुम्हें सुंघा रहा हूँ, भले ही वह फूल कागज़ का हो उसमें भी हमें गुलाब की गन्ध आती है। इस कहानी में बहुत सहज ढंग से इसको सम्भव बनाया। एक तरह का चमत्कृत होने का वह क्षण था जिसमें एकदम समझ में आया कि यह जो तमाम मनोविज्ञान में कहा जाता है कि जब कोई बच्चा किसी चीज़ को नाम देता है कि यह बिल्ली है, कि यह मेज़ है तो वह बिल्ली या मेज़ एक पूरा जगत होती है उसके लिए। और उस शब्द में जगत व्यंजित होता है लेकिन कालान्तर में शब्द घिस जाता है। शब्द रचनाएँ, शब्द विन्यास घिसते-घिसते वहाँ पहुँचते हैं जहाँ हम भयानक-से-भयानक शब्दों का प्रयोग बिना इस बोध के करते हैं कि इससे किसी को चोट पहुँच रही होगी। हिंसा का पूरा रास्ता ही इसी तरह बढ़ा है दुनिया में। जहाँ शब्द पराजित होते हैं वहीं शस्त्र हमसे जीतते हैं और हम देख रहे हैं हमारे चारों तरफ अच्छे-से-अच्छे शब्द भी घिस गए हैं। उनमें अब जीवन नहीं बचा। वे केवल शब्द कोष में रह गए हैं। और हम इसका इस्तेमाल अच्छे, बुरे, गंदे ढंग से करते रहते हैं।

इस स्थिति में साहित्य इस बात की आशा जगाता है, साहित्य इस बात की सम्भावना जगाता है कि शब्द को दोबारा जाग्रत करना सम्भव है। जब कोई कवि, कहानीकार, कोई नाटककार अपने ढंग से किसी शब्द को खर्च करता है तो वो शब्द में नई जान डाल देता है। तब वो इस शब्द में जान ही नहीं डालता बल्कि वो शब्द के द्वारा व्यंजित किए जाने वाली चीज़ और उस शब्द के बीच सम्बन्ध को नए सिरे से स्थापित कर देता है। उसकी पुताई भी करता है, उसकी मरम्मत भी करता है। वो हमारे लगातार टूटते हुए जीवन को, लगातार टूटते हुए संसार को, लगातार खण्डहर बनते हुए अनुभव जगत को मरम्मत का सुख देता है। और यह एहसास भी दिलाता है कि यह मरम्मत सम्भव है। तो भाषा का यह बहुत महत्वपूर्ण काम एक तरह से भाषा की संजीवनी शक्ति है, यह जिसको साहित्य के ज़रिए भाषा करवा पाती है। यह साहित्य भाषा का ही एक सेवक है। भाषा संजीवनी तभी तक है जब तक साहित्य का योगदान उसको मिल रहा है। लेकिन साहित्य की अपनी दशा हमारे बीच, हमारे शिक्षा जगत के बीच, हमारे बच्चों के बीच, बड़ों के बीच भी हमारी चिन्ता का विषय है अगर यह बृहत्तर परिप्रेक्ष्य में बने। हम तब बाल साहित्य की एक ऐसी शुरुआत कर पाएँगे जब हमें पश्चिम जैसा बाल साहित्य लिखना है, वाले अन्दाज़ की जगह अपने सन्दर्भ में बाल साहित्य क्या होगा, यह सोचने की दिशा में कदम उठाएँ। क्योंकि हम देखते हैं कि अगर हम बाल साहित्य के इतिहास पर गौर करें तो न तो बहुत बड़े नाम मिलते हैं और थोड़े-बहुत जो बहुत बड़े नाम हुए भी हैं जिन्होंने कुछ रचनाएँ ऐसी दी हैं, उन नामों की आगे जाकर कोई परम्परा नहीं बचती या मिलती।

थोड़ी हवा नाक में घुस गई

जैसे हम देखते हैं कि 'इब्न बतूता का जूता' एक बहुत बड़ी रचना है जो सर्वेश्वर ने आज से करीब 30-35 वर्ष पहले लिखी थी। लेकिन आप गौर करें कि उसके बाद क्या 'इब्न बतूता' जैसी और कोई रचना कोई लिख पाया जिसमें एक-एक जगह का, एक-एक शब्द का इस तरह से स्थान निर्धारित किया गया हो कि उसके ज़रिए जगत भी बनता हो - कि थोड़ी हवा नाक में घुस गई, घुस गई थोड़ी कान में? एक बार सर्वेश्वर जी के साथ ही मैं था जब किसी ने कहा कि थोड़ी हवा नाक में घुस गई, और दूसरी पंक्ति में, थोड़ी घुस गई कान में। यह सुनकर सर्वेश्वर जी बहुत आहत हुए। उन्होंने कहा कि आप समझ रहे हैं कि यहाँ थोड़ी-थोड़ी है। यानी थोड़ी नाक में घुस गई और थोड़ी कान में। आशय यह था उनका कि यह जो दूसरी पंक्ति है इसमें घुस गई पहले इसीलिए है कि जिससे आपको यह लगे कि यह बची हुई हवा नहीं है। जो कि नाक में नहीं घुस पाई थी, इसलिए कान में घुस गई। उसमें भी उतना ही वेग था। कवि इस तरह से सोच सकता है। सर्वेश्वर जी की इस कृति की परम्परा को आगे बढ़ा सकने वाले कवि या कविताएँ नहीं दिखाई देतीं।

हिन्दी साहित्य में अगर बाल उपन्यासों पर गौर करें तो 1958 में सत्य प्रकाश अग्रवाल नाम के एक उपन्यासकार ने पराग में एक पाठ लिखा - 'एक घर पाँच निघर'। अगर उसे आज भी गौर से पढ़ें तो आप महसूस करेंगे कि यह उपन्यास क्यों एक परम्परा नहीं बन सका। एक मील का पत्थर बन गया। लेकिन उसके बाद हम कोई कोशिश भी नहीं करते कि हम उस उपन्यास से सीखें कि बच्चों का उपन्यास क्या होता है या उसमें किस तरह की रचनाएँ सम्भव हैं - उस विधा के भीतर जो उसे खोलेंगी, फैलाएँगी। वैसे भी आप जानते हैं कि उपन्यास अभी भी हमारे समाज में एक विधा के रूप में स्थापित नहीं हुआ है।

अभी हमारा साहित्य का लेखक कभी इधर, कभी उधर झाँकता है। कभी उस जैसा लिखे, इस जैसा लिखे इस तरह से सोचता रहता है। बाल साहित्य के क्षेत्र में भी यही स्थिति है। बल्कि इससे भी बद्तर स्थिति है इसलिए हमें उत्कृष्ट रचनाओं पर विचार करके सोचना होगा कि हम बाल साहित्य के क्षेत्र में एक परम्परा का विकास कैसे कर सकें। इस परम्परा का विकास ज़ाहिर है कि हमारे बीच बाल साहित्य की समालोचना की परम्परा का भी आविर्भाव करेगा।

और इस विकास के चलते बाल साहित्य और शिक्षा के बीच के सम्बन्ध के खोए हुए, टूटे हुए अविकसित विमर्श का भी कुछ भला हो जाएगा।

कृष्णकुमार: प्रसिद्ध शिक्षाविद एवं लेखक। शिक्षा के मुद्दों पर सतत चिन्तन एवं लेखन। राज, समाज और शिक्षा; बच्चे की भाषा और अध्यापक आदि चर्चित कृतियाँ हैं। एन.सी.ई.आर.टी. में कुछ साल निदेशक के रूप में कार्य किया है।
लिप्यान्तरण: धुलेश्वर रावत: भोपाल की समावेश संस्था से जुड़े हैं।
चित्र: पुस्तक 'बुढ़िया की रोटी' (लेखक: शंकर, चित्र: सुबीर राय, प्रकाशक: सी.बी.टी., नई दिल्ली)।

The Importance of Questions in the Language Classroom

One of the ancient methods of teaching is 'Socratic' that uses 'questions' for better learning of students in a classroom. A good question may be sometimes hard to answer but it never ends up with a deadlock. It stirs thoughts of students and always leads to thinking in different ways to reach up to the solution. A good question has its worth irrespective of class, grade, subject and type of course. It is just like a magic wand in the hands of the teacher if used properly. When we talk about subjects like language and philosophy, its significance instantly goes very high. In the context of language teaching, it will be difficult to even imagine a language class without a frequent flow of inferential questions. Following are the points clarifying 'why it is necessary for a classroom':

1. It develops interest and motivates the students to become actively indulged in the lesson.

2. It develops the critical and rational thinking skills among the students as it gives time and space when students can think out of the box and relate his ongoing topic with his personal experiences, knowledge and environment.

3. It is used to assess the knowledge of any topic, already acquired, so helps to review the previous learning of students. So it can be used as an assessment tool to know the requirement of further lesson planning.

4. It also helps to draw the attention of students and maintain discipline & decorum in the classroom.

5. A good question fosters the imagination of students beyond the text given in the textbooks.

6. Learning also becomes more interesting and involving when relevant question initiates long discussion among the teacher and students. It casts permanent learning of the discussed topic.

7. Questioning always helps to make the learning environment more democratic and comfortable for students. Different opinions, answers and experiences of students help to enrich the knowledge and relevance of the topic.

8. An uninterrupted lengthy lecture of teacher brings boredom among students but the questions asked in between asked to keep this boredom away from the classroom, creating interest in the text.

9. The motivation for students to ask the questions gives them a chance to speak and it directly improves their speaking skills making them more confident to face the examination.

10. It helps to curb the rote learning and helps to acquire knowledge by way of discussions and interaction happing in the classroom.

11. When a teacher puts a question in the classroom and asks the students to raise their hands, it stimulates the minds of students because while questioning of teacher, a student undergoes the following processes:-

I.   Attending to question (Thinking)

II. Deciphering the meaning of that question   (Understanding)

III. Creating a covert response (Forming the answer in their own minds)

IV. Generating an overt response (Raising his hand and then speaking the answer)

Keeping in view the significance of questioning, a methodology to frame the question is given below. It will help the teacher to develop enormous question out of text being taught in the class.

There are mainly four types to frame the questions --- (1) Yes/No (2) 'Wh' questions (3) Tag questions (4) Miscellaneous questions.

Generally, the first two types of questions are used, so here we will try to understand the rationale of these two types of question framing:

(A) Yes/No question—When a declarative sentence contains an auxiliary verb like -- Have or Be, a modal auxiliary like – may or might or the copula form of 'be', the Yes/No questions are framed by the rule of subject-auxiliary inversion. The subject-auxiliary inversion, verbal elements shifts before the subject as:-

(1)	(a) His father is a farmer. (b) Is his father a farmer?	Copular be
(2)	(a) Bharti can understand English (b) Can Bharti understand English?	Modal can + verb
(3)	(a) My friends are playing football. (b) Are my friends playing football?	aux is/am/are + verb (present + ing participle?)
(4)	(a) Ramesh's grandfather has read the Gita. (b) Has Ramesh's grandfather read the Gita?	aux has +verb (past participle)
(5)	(a) I should have completed the revision. (b) Should I have completed the revision?	Modal should + auxiliary Have + verb (past participle)
(6)	(a) My mother could have been working then. (b) Could my mother have been working then?	Modal could + auxiliary have + been + verb present participle

In case of simple present and simple past, we don't have an auxiliary verb, so we take the help of 'do insertion' or 'do support' as:-

(7)	(a) (b)	You come to school every day. Do you come to school every day?	(Simple Present Tense)
(8)	(a) (b)	They went to the temple yesterday. Did they go to the temple yesterday?	(Simple Present Tense)

If a declarative sentence has 'have' as the main verb, (not the auxiliary verb have) there are the ways to frame a question as:-

(9)	(a) (b) (c)	Charu has a new book. Does Charu have a new book? Has Charu a new book?	British English American English

The problem that students English as Second language or English as a Foreign language have with Yes/ No question:-

(10) (a) Does my brother wants a new pen?*
       (b) Does my brother want a new pen?
(11) (a) Did my mother cooked dinner last evening?*
       (b) Did my mother cook dinner last evening?
(12) (a) Did your teacher had an old car?*
       (b) Did your teacher have an old car?

13. (a) Does the clerk have been working in the office?*
     (b) Has the clerk been working in the office?

14. (a) Does my friend could have written an essay?*
     (b) Could my friend have written an essay?

15. (a) Is it was raining yesterday?*
     (b) Was it raining yesterday?

*Note:- The questions that have * are grammatically incorrect.*

B)   Wh-questions are formed with an interrogative word or wh-fondu words (what, who, whom, whose, which, when, where, why, how)

Let's have a look at how Wh-questions are framed:-
16. (a) **Your brother**   got   **the first prize.**
          Subject   Verb   **Object**
          Noun Phrase   Verb Phrase   **Noun Phrase**
     (b) Who got the first prize?   [Subject-Non Phrase]
     (c) What did your brother get?   [Object-non phrase]

17. (a) **You**   are reading   **a novel.**
          Subject   Verb   **Object**
     (b) What you are reading _____?   [Wh-moments]

| | (c) | What are you reading? | [Subject auxiliary invasion] |
| 18. | (a) | **Sonu** met **Ajay.** | |

		Subject	Verb	**Object**
		Noun Phrase	Verb	**Noun Phrase**

	(b)	Sonu met someone.	
	(c)	Who Sonu met _____?	[Wh-moments]
	(d)	Whom did Sonu meet?	[Do insertion, met becomes meet]
	(e)	Someone met Ajay?*	
	(f)	Who met Ajay?	[Wh-moments]

19.	(a)	My teacher went to consult with the Principal.	
	(b)	My teacher went to consult with someone.	
	(c)	Whom my teacher want to consult with _____ ?*	[Wh-moments, Use of 'Whom']
	(d)	Whom did my teacher go to consult with?	[Do-insertion, went become go]
	(e)	With whom did my teacher go to consult?	[Wh-moments, Use of Preposition with Whom]

20.   "How" combines with adjectives and adverbs to form question beginning with How may, How long, how often, and so on.

	(a)	The function lasted till 3 'o' clock.	
	(b)	The function lasted _____?	
	(c)	How long the function lasted _____?	[Wh-moments]
	(d)	How long did the function last?	[do insertion, lasted becomes last]

21.	(a)	Dinesh takes two chapattis.	
	(b)	Dinesh takes _____?	
	(c)	How many chapattis Dinesh takes?	[Wh-moments]
	(d)	How many chapattis does Dinesh take?	[do insertion, takes become take]

Question:- Problems that English as Second Language (ESL) or English as Foreign Language (EFL) student have with Wh-question.

| 22. | (a) | Why you threw that?* |
| | (b) | Why did you throw that? |

23.	(a)	Whom he gave his book to?*
	(b)	Whom he did give his book to?*
	(c)	Whom did he give his book to?

24.	(a)	How much the book costs?*
	(b)	How much do the book cost?*
	(c)	How much does the book cost?

| 25. | (a) | How many pens your sister needs?* |
| | (b) | How many pens your sister does needs?* |

(c)   How many pens does your sister need?

If we have understood the underlying pattern of framing the questions that students of ESL or EFL face, then we can have a look at the question in all the Wh-family words the similar pattern.

26.   (a)   Umesh is my favourite teacher.
       (b)   Who is your favourite teacher?   [Wh-moments, My becomes Your]
       (c)   Who is Umesh?

27.   (a)   Sonu and Tinu are my best friends.
       (b)   Who are your best friends?
       (c)   Who is Sonu or Tinu?

28.   (a)   My grandfather plays the flute.
       (b)   Who plays the flute?
       (c)   What does your grandfather play?

29.   (a)   The boys are playing cricket on the ground.
       (b)   Who are playing cricket in the ground?
       (c)   What are the boys playing in the ground?
       (d)   Where are the boys playing cricket?

30.   (a)   My pet broke this cup.
       (b)   Who broke this cup?
       (c)   What did your pet break?

31.   (a)   Rohit called Reena.
       (b)   Who called Reen?   [Wh-question on the subject]
       (c)   Who did Rohit call?   [Wh-question on the object]

32.   (a)   I keep my school bag in my locker.
       (b)   Where do you keep your school bag?
       (c)   What do you keep in your locker?

33.   (a)   We will get our exam results next Monday.
       (b)   When will we get our exam results?
       (c)   What will we get on next Monday?

34.   (a)   My uncle lives in Delhi.
       (b)   Where does your uncle live?
       (c)   Who lives in Delhi?
       (d)   What does your uncle do in Delhi?

35.   (a)   The bus stand is about three kilometres from here.
       (b)   How far is the bus stand from here? (Distance)

36. (a) My grandfather is 80 years old.
    (b) How old is your grandfather? (Age)

37. (a) My friend is 4" inch tall.
    (b) How tall is your friend? (Height)

38. (a) The last exam was three hours long.
    (b) How long was the last exam? (Length of the time)

39. (a) Our house has four bedrooms and three bathrooms.
    (b) How big is his house? (Size)

40. (a) We need two hours to complete my homework.
    (b) How much time do you need to complete your homework?

41. (a) Six students are interested in music in my class.
    (b) How many students are interested in music in your class?

42. (a) I missed my class yesterday.
    (b) Why were you absent yesterday?

43. (a) Yesterday I woke up late.
    (b) Why did you miss the bus?

44. (a) My grandfather walked for an hour.
    (b) Why was your grandfather tired?

45. (a) Today is Sunday.
    (b) Why is the market not opened today?

46. (a) Ramesh was angry with his brother.
    (b) Why was Ramesh shouting?

47. (a) I did not sleep well last night.
    (b) Why are you feeling sleepy?

48. (a) We do not homework together.
    (b) Why do you go to Soni's house?

49. (a) Rohtak is in Haryana.
    (b) Where is Rohtak?

50. (a) She is working in her room.
    (b) Where is Savita?

51.   (a)   I am going to meet my friend.
       (b)   Where are you going?

52.   (a)   I live in Panchkula.
       (b)   Where do you live?

53.   (a)   My English book is in my beg.
       (b)   Where is your English book?

54.   (a)   I come here at 8 'o' clock.
       (b)   When did you come here?

55.   (a)   I get up at 6 'o' clock.
       (b)   When do you get up?

56.   (a)   India got freedom on 15th August 1947.
       (b)   When did India get freedom?

57.   (a)   I will come on your birthday.
       (b)   When will you come back?

58.   (a)   I visited the temple last week.
       (b)   When did you visit the temple last night?

59.   (a)   My birthday will come on 26 December.
       (b)   When will your birthday come?

60.   (a)   We will go to the fair in August.
       (b)   When will you go to the fair next time?

Note:- This chapter is meant to be studied and practised by the teacher to hone the skill of questioning. These questions are only to make the teacher understand the rationale of the formation of questions. For the practice, she should use her concerned classroom text so that she can ask maximum questions to ensure better learning with the same efforts. Along with this student should also be encouraged to ask maximum questions or to answer as well.

Chapter 07

Recommended Techniques to hone Four Skills
LISTENING SKILLS

A language has four skills- listening, speaking, reading and writing. The listening skill involves the following:-

The students:-
I.   Understand the meaning of words.
II.   Follows the command/directions given orally.
III.   Interpret elementary information pattern.
IV.   Understand the questions.
V.   Understand simple narration/descriptions.
VI.   Can respond orally or written after listening to those words intensively.
VII.   Enjoy listening to the English Language.
VIII.   Understand what the teachers say through the technique used namely teaching aids, gestures, student's activities, blackboard, drawing etc.

The following are the techniques that a teacher can use in the classroom to hone the skills of listening:
1. A **story** is a powerful tool in the hand of a teacher. She can narrate the stories in the classroom – real or imaginary. There should be a variety of stories. A teacher can choose the stories according to the interest of the students. He can select the stories from newspapers storybooks, internet. A teacher should ask inferential questions during the story and ask them to anticipate too.

A teacher should practice 'Story-telling' before she goes into the classroom with pauses, hand movements, gestures, voice modulation, facial expression etc. Story-telling can be a mesmerising for the students.

Read the article*"Bachpan ki Avdharana* or *Bal Sahitya"* **by Krishan Kumar.**

2.   The situational conversation is a good technique. In situational conversation real life like situations are created in the classroom and various dialogues can be given to the students. The details of the situation, time and characters can be given to students. Related vocabulary and sentence structures can be given to the class. In the starting, the written dialogues can be given for conversations to the students and at a later stage, they will start taking part in the composition of dialogues too. In this technique, formal or informal conversations can be given. The students take part in it because it is a sort of fun exercise for them. Freedom should be given to students to choose the dialogues they like most.

3.   Role play is next to the situational conversation. In situational conversation, students only talk whereas in role-play physical movements are also involved. The later demands more involvement on the students' part. They move and walk in the performance area. More space is given to gesture, posture, hands movements, facial expressions, voice modulation in role play. Like a situational conversation, a formal or informal real-life situation can be given to students in the classroom. For the 'role-play' teacher gives the details of the situation, or incident, add required details, assign roles, give some structure and related vocabulary to the students.
The participation of every student should be ensured to make it more interesting; the student can make masks according to the need of assigned role

Situational conversations and role play can be used to hone up both skills of listening as well as speaking.
Situational conversions and role play are among the strongest techniques as they give better learning outcomes. In both techniques, the emphasis is on the meaning of the conversion and not on the language. In his interview with Geeta Durairanjan and Deepesh Chandrasekharan, N.S. Prabhu has also pointed out, "We can achieve a better result by letting language learning happen then by attempting to cause it. We can let it happen by identifying and creating conditions that might be more favourable to its happening, and I saw the most favourable condition as one where the learners' mind focused on meaning, content, knowledge, not the language itself." In the interview - ask talk to N.S. Prabhu.

4.   **Audio** can be used in the classroom by the teacher. She can use audio clip and segments of the radio programme, online podcasts, international lectures, poetry, stories or cartoons according to the level and interest of the students. She can also provide the text of the audio clips. Questions, based on the audio clip, can be asked. Later some time can be given for discussion.

5.   **Video** resources can be used in the classroom. Video resources are more powerful than the audio resources. A teacher can play short videos, short sketches, news programmes, documentary, films, educational clips, interviews, songs, poetry, stories or cartoons.

Audio and Video clips should be played many times so that every student can enjoy and participate in the class. Text or subtitles should be provided in the last for a better understanding of the clip.

6.   Dictation: In this technique, a teacher reads a text and asks the students to write. It is very useful as it is later on helpful to hone both the skills of listening and writing. A student can write only when she is able to understand the text. So it should be used in every class according to the need of the students.

Dictation is generally used in primary section but a teacher should use it judiciously as the frequent use of it can make it mechanical and the students lose their interest in it.

SPEAKING SKILLS

The main aim to learn a language is to communicate and when it comes to our mind we think of speaking a language. Generally, we learn any new language to communicate in with the user of that language or to that community. But, in school, this is sometimes considered as the most ignored skill next to listening. When we think of teaching 'speaking skill'; two things should be kept in mind. Firstly in a language class, no student speaks in the target language until and unless there is a need felt by the student. If she doesn't feel a need, she will follow the instructions in class but participate half-heartedly and will not learn to speak. Secondly, only asking the student to speak doesn't motivate the students to speak in English. The teacher, in class, must use the English language when she is giving the instructions, or discussing any topic or delivering any lecture.

Listening and speaking go hand-in-hand. If the teacher is planning an activity for 'listening', generally it also serves the purpose of speaking or vice versa. For example, situational conversation serves the purpose of both activities.

Before we move to the techniques for 'Speaking skill', let's answer the following questions:-How can a teacher organize the students so they can take part in an activity for speaking?
There can be the following organizational types in the classroom:

(a) Individual: In this organizational setup, a teacher interacts with the students individually. It is an important type but in case of a large classroom or only in 40 minutes lecture, it is less fruitful as other students feel get bored when the teacher focuses on a single student.

(b) Pair work: In this organizational set up a teacher allows two students to work in a pair. This is a good technique to use as at the same time all students can participate, but the teacher should ensure the participation of every student.

C) Group work: In this organizational setup, a teacher allows the students to work in a group of 3 to 5 students. Teacher can keep checking all the groups and can take notes to rectify organizational common mistake instead of pointing out the individual student. But this technique has a limitation, like the next technique of the whole class, as some students participates very actively while others do not which may hamper the growth of speaking or listening in those students.

(d) Whole class: In this organizational setup, a teacher treats the whole class as a single unit. It is a good while for teaching the listening skill but less effective for speaking skill.

Following are the few techniques which a teacher can use in her classroom to home the speaking skill:-

(1) Storytelling: Everyone loves stories as we have a natural inclination toward it. We cannot imagine a language class without the storytelling as it caters the need of all the four skills of a language. While teaching speaking skill a teacher can use this technique in many ways:

(a)   A teacher can start the story and ask the students to complete it in pairs or groups. #1: A Teacher can ask to complete story:-

Once there was a boy. He was very poor. He was a kind fellow but he did not……

(a)   A teacher can ask to develop a story by giving the clues about the characters, time, setting etc. according to the need of students.

 # 2: A teacher can give the following clues:-

Today we will write a story and it should include five characters Raju, Ajay, Hemant, Heena and Geeta. They are school going children. There should be three places in the story- jungle, school and playground. There should be a tiffin, bags, cycles, story books in the story. We will work in pairs. And You can draw some sketches of the characters. Please give the title to the story and design a cover page too. They will make and present in the class.

Students will take interest and the teacher can help them if they. It enchance the imaginations of the students.

C)   A teacher can ask only to add the middle of the story or ending in the story:
(d)   A teacher can ask to discuss the story after storytelling. It also gives them a chance to speak.
(e)   A teacher can ask to draw some sketches of the story, and one student presents it and other students may ask a question on it.

We will discuss the two important techniques of situational conversation and role play under the title of listening skills. As both techniques served the purpose of both skills- of listening and speaking- equally.

4.   A teacher can take the help of questionnaires to engage the student in speaking. The questions can be framed either by the teacher or the students and can be given to students. They will question in pairs and groups. Make it sure that every student gets the maximum chance to speak. Or questions can be framed in the classroom on the basis of experiences of the students so that they can respond well

Sometimes the teacher takes the help of the internet and books to frame the questions for the questionnaires, and forget to reframe them according to the local need. For example:-

(I)   Have you ever been to a foreign country?
(ii)   What did you do there?
(iii)   What did you do last Sunday?
(iv)   How did you spend your last evening?

If we closely look at the question (i) it is a 'yes/no' question and a student doesn't need to talk a lot in response. In question (ii), if a student has negatively responded to (i) question then she doesn't have anything to answer. In question (iii) and (iv) she has some personal experience and has something to say in her response. So 'wh-family' questions should be used instead of 'yes/no questions'.

5.   Debate:- It is a good technique and very useful in a language classroom. We can ask the student to talk on simple topics like exams, school etc. It can be done in pairs or teams of 3 to 5 students. A teacher should help the students to think and express. At the beginning of early classes, students can ask the right words from the teacher for their expression. In a debate, the main focus of the student is to make the others understand and speaking fluently she speaks with fluency and less attention is paid to grammar and accuracy. So, this technique is very useful for the fluency in speaking.

6.   Students' Presentation: It is another good technique for language learning. A teacher can ask the students to present and can give them a chance to speak. It can be done in different ways. For example:

(1)   A teacher can ask the students to describe the things around them. For example – a bus, a school, a teacher.
(2)   A teacher can ask students to talk about their expression like a visit to fair or somewhere, birthday party etc.
(3)   A teacher can ask the student for a presentation on any current topic/happening in the village, state or nation.
(4)   A teacher can even ask the student to present on the topic of social issues, history, science, game etc.

In a presentation, a teacher should keep in the mind that:-
(I) The students should be given time to prepare the topic.
(ii)   They should be given the topic of their choices.
(iii)   They should be allowed to use any chart, paper, card etc.
(iv)   A teacher should motivate the students who feel shy to participate in the class.

A Team Committed For Enhancement Of The Outcomes Wrt Subject Of English In Govt. School Of Haryana.

READING SKILLS

Reading can be defined as a process that helps a reader to decode, decipher and identify the words in print, articulate, speak and pronounce the words in print, understand, interpret and sense the meaning of the words in print. The main aim of reading is to make the students life long readers so that they can enjoy reading any text along with their textbooks. To develop reading skills we first have to understand only the main types of reading as-loud, silent, intensive and extensive.

(a) Loud Reading: In loud reading, a teacher reads aloud any selected text, paying attention to correct programmed the articulation shy them etc

> The selected text can be different from the textbooks also but it must be kept in mind that the selected text should be according to the level of students. Every student should have either a copy of it or it should be visible on the board.

Then it is followed by the students reading aloud the same text. The teacher should take notes on the mistakes of pronunciation after the students have finished. She will not correct individually but will give a demo of words or sentences which many students have read incorrectly to the whole class. This helps to read with the correct pronunciation and increase reading proficiency and speed.

(b) Silent Reading:- In silent reading, a teacher asks the students to read without producing the sound. It comes after the loud reading. It mainly emphasises on the reading with comprehension.

It makes the students independent readers. In silent reading, a teacher will ensure by taking rounds in the class that students are reading. After the silent reading, few questions must be asked to the students to make it ensure that the students have read with the comprehension.

> Some time should be given every day to students to practise silent reading. It doesn't only help them learning of language but also in other subjects.

(c) **Intensive Reading:** -Intensive reading occurs when the students especially focus on language. For example, students may be answering comprehension questions, learning new vocabulary, studying grammar in the text. For the new words, they consult a dictionary. Intensive reading can be done after extensive reading. As sometimes it is considered as a hindrance because the students read very slowly and flow is broken. It also spoils the joy of reading. But it is a necessary part of reading as for informative text we use this type of reading.

(d) Extensive Reading:-In extensive reading, a student reads smoothly and quickly without looking up words or translating the English text. It is always meant for joy and pleasure. In this reading, a student can skip over the parts that she doesn't understand. She has the choice to change the text. Extensive reading is very important as it increases the proficiency and speed of reading and makes the students independent readers. Through this reading, the student can widen their area of reading as they have the choice to change the text. A teacher always plays a significant role in it as it requires regular time slot in the time

table and availability of text but if once the students inculcate the habit of reading, their competence in all the four skills will be increased.

Keeping in the view of all the four types of reading, a teacher should give the proper time to practise in the classroom so that the student can become the independent readers.

How to read a text with a better understanding is answered and discussed in the article "Kya Samaj Se Padhana Bachho ko Sikhaya Ja Sakata hai?" by Kiriti Jairam and in the Review Article "Krishan Kumar on Reading" by Jayshree Murali.

Aftermath Discussion To Conclude The Areas Of Focus And Contant Of Module For The Training.

Writing skills

Reading and writing skills are learnt very late among all the fours skills of any language. Earlier Human beings were using language only with two skills -listening and speaking, but with the advancement of civilization, we need to write and then reading came automatically. In the present educational setup, we focus on writing and reading ignoring listening and speaking. There are many reasons behind it but one of the major reasons is our existing examination pattern where a student is evaluated on the basis of what she has written in the final examination, creating a compulsion to increase the habit of cramming the answers from the notebook as per the guidance of her teacher. This process starts with grade one and continues up to the last class a student attends. Now a question arises that -Does a student get a chance to write independently out of the notebook or do we ever teach the student how to write? In the response of it, we can have few answers like due to voluminous syllabus we don't have time or we can't afford the freedom of students writing with lots of errors or grammatical incorrectness which leads to the poor performance in the final exams. In answer to the first response, the teacher should spare some time to teach the students "how to write" in 12 years of her schooling. If we want to teach a student how to write then we should give them space to write their own views regarding the given topic to prepare a rough draft of answer independently. Then students may be asked to consult each other to improve their drafts for final submission because interaction with each other helps to build the confidence to write better words, phrases & sentences. Teacher's role is only to help, check and edit the drafts at the end. At the initial stage of this practice, the students may hesitate to write independently, so it may be overcome by showing some pictorial material and framing small simple sentences on the given material. It may be repeated for some weeks to implicit the learning of complex sentence making from simple sentences.

What should a teacher do?

- Show some pictures or give any easy topic to the students and ask them to speak a few sentences about it and let them speak freely about the picture or the topic
- Now ask them to write a given number of sentences according to the level of the learners.
- Ask them to sit in groups and discuss with each other.
- Let them make errors. Don't tell them their mistakes directly but only give hints to improve.
- For spelling mistakes ask them to consult a dictionary or the textbook.
- To correct a sentence written by the student, give the demo with some other sentence and ask the student to rectify mistake herself.
- Encourage the students to present their draft in front of the class and later in the morning assembly.
- Provide the space to display their work in class or in the library on the walls or on the display boards.
- Use the same text while teaching grammar because the text under the consideration is made by the students themselves and they are more emotionally connected with the text in comparison to the alien text from a grammar book.

The following are the do's and don'ts for the teacher to hone the skill of writing:

Writing Skill
1.   To see the picture and write their names:-

A Girl	**Aeroplane**	**A Pen**

In the early stage of primary, this technique can be used to count the students' experience in the classroom; and students' work on the individual works and become aware of graphemes/spellings.

2. Fill in the blanks:-
(I)   Farm...r
(II)   P....ncil
(III)   Flow....r
(IV)   ...hair
(V)   Pape...
(VI)   S...hool

This technique is very important at the primary level. It makes the students aware of spelling and the missing letters at starting, middle or end of a word.

A teacher can identify and use 'frequently used words' for practice by this technique at the elementary level. At the primary level, new words can be taught in this way.

Jumbled letters technique to make meaningful word is very important. It develops the ability to make the correct spellings. It is very useful in converting new words into sight words. It can be used in every class and accordingly the level of difficulty can be maintained.

3.   This technique can be used to describe the things and people in the surrounding of the students. After practice, it can be given as a fine exercise in pairs or groups to enhance the vocabulary of the student.

(a)   A man who teaches us is called – A Teacher

(b)   A man who cures us is called – A Doctor

(c)   A place where we come to study – A School

(d)   A place where we go to worship – A Temple A Gurudwara, A Masjid, A Church

(e)   A place where we buy items for our daily use – A Super Market

4.   Story Competition:-

A teacher can give the main idea that helps to develop a story along with the vocabulary. It can be given in the group or in pairs at the elementary level and to the whole class at the primary level. This is a strong technique to develop the interest of the students as a story is closer to the students as they have made it. They will feel more emotionally connected. Let the students name the characters, or place or setting and the teacher will help to develop the story.

5   Change the forms of verbs, change in the number or gender-all these are very important to enrich the vocabulary of the students. But a teacher should not always give it in the form of a single list as it demands more cramming than understanding the very concept of either verbs or gender or number.

I.   The doctor came to check my grandfather. (Change in Present)
        The doctor comes to check my grandfather.

II.   We went to Delhi to visit the zoo.   (Change in future)
        We will go to Delhi to visit the zoo.

III.   His father gave a new pen to his grandfather.   (Change the gender)
        Her mother gave a new pen to her grandmother.

IV.   One horse and two cows are grazing in the field. (Change the gender)
        One mare and two bulls are grazing in the field.

V.   A student is going with his teacher. (Change the number)
         Students are going with their teacher.

VI.   Yesterday, I bought a new pen, a pencil and a book. (Change the number)
        Yesterday, we bought pens, pencils and books.

In this technique, we consider the sentence as a unit and work upon it. We should not practice in the one-word list. Later this technique makes the students compose their own writing. This technique helps to boost the confidence of the students to write independently.

6.   Draw pictures and ask the students to write a few sentences on it. New words required to describe the picture can be given in the box. For example:-

Picture	Picture	Picture	Picture

Words given by the teacher

In class first, second and third, a sentence can be given and only a few words can be asked to fill in blanks. In the third and fourth classes, students can be asked to write the only sentence of given structure for example only "but, and, so that etc." In 5th, 6th, 7th and 8thclasses students can be asked to compose a story with a proper starting, middle and ending on the given picture, or it can be vice-versa.

This technique is most important from the early classes as it hones the skills of reading the pictures and illustration given in the textbook.

To see its importance, take the examples of two classrooms. In 'X' classroom, one teacher is teaching only the text, making its translation and paraphrasing and directly coming to question-answer at the end of the lesson. And in 'Y' classroom, one teacher is talking about the illustration and picture given in the lesson along with the text. She is giving equal weightage to pictures and time to students to discuss characters, setting etc. It is expected that the learning outcomes of the 'Y' classroom will be better than 'X' classroom.

7.   Rearrangement of words to form meaningful sentences is an important technique for writing skill. It is widely used in the early grades of primary level because at this level students are not able to write their sentences. For example:

a   rising the is sun
        The sun is rising
b   love TV I watching
        I love watching TV.

Complete the following sentences:-

a   Tomorrow I will not come to school because there is a function at my home.
b   Mukesh is my favourite teacher, and he teaches us English.

Sentence completion also gives freedom to students to complete the sentence in their own way. The students will also enjoy the reading of sentences of other students in the classroom. It makes the classroom environment more light and learning more joyful.

8   Ask students for the role-play in the classroom. They can be asked to play the role of tree, house, bag, school etc. In this technique, they can be asked to write a few sentences according to the level of the class. A teacher should help the students by giving them a model for it. The physical properties, dimensions, characteristics, uses can be described in the role play. This technique is very unique as it always provides opportunities to the students to learn a language without the help of the textbook. The situations can be created to make it more interesting. The students have the freedom to write what they think about any place, object or person. It is full of joy.

Up to 3rd class, students should be asked to write only 2-5 sentences and the structure can be given with the vocabulary. Up to 5thclass, the students should be asked to write only 6 to 8 sentences and structures can be given with the vocabulary.

In 7th and 8th classes the students should be asked to write sentences lines and structures can be given with the vocabulary.

Pen
I am a pen.
I am in different colours.
I write in blue, black or red.
Everyone uses me to write.

Chair
I am a Chair.
I am made of wood, plastic and metal.
I am of different shapes and size.
I am lighter than a sofa.
Everyone uses me to sit.
I have four legs.
I am in different colours and texture.
Sometimes I am hard and sometimes soft to sit.

A teacher can help the students by asking a few questions and students will answer these questions. For example following questions can be framed on a 'Pet':

<center>Describing Pet</center>

Name of the Pet
Whether it is a dog, a cat, a parrot etc.
How old is it?
What colour is its fur/skin?
Whether it plays with you?
What does it eat?
Where did you get it?
How did you get it?
How much do you love it?
Why do you love so much?

Now the teacher will ask the students to write about their pets on the basis of the question asked. It also gives a variety of subject matter in the classroom.

Part 1
CLASSROOM LANGUAGE
(For Teacher)

Teachers have to say so many things simply to organize the lesson, to start or stop an activity, to get students to do or not to do things. Much of this language consists of simple commands and instructions which are repeated class after class. Very soon, the students get to see what they mean. Classroom English is the English used by a teacher in a classroom situation. It has a specific purpose and therefore needs special attention.

Selection 1:- Basic expressions for the class

1.   Starting the day

The teacher usually greets his audience and says a few words to establish contact.

Greetings
- Good morning, everybody
- Good afternoon, everybody
- Hello, everyone.
- Hello there, Ajay.

How are you?
- How are you today?
- How's life?
- How's everybody?
- How are you getting on with life?
- How are things with you, Anu?
- Are you feeling better today, Sonu?

2.   Introductions
- I am Anurag Kumar.
- I' m your new English teacher.

3.   Waiting to start
- Settle down now so we can start.
- I'm waiting for you to be quiet.
- We won't start until everyone is quiet.
- Stop talking and be quiet.

4.   Time to Begin
- Let's begin our lesson now.
- Is everybody ready to start?
- I hope you are all ready for your English lesson.
- I think we can start now.
- Now we can get down to working.
- Rup the blackboard clean.

5.   Maintaining Discipline in a Class
- Could I have your attention, please?
- Not so much noise, please.
- Silence, please.
- Quiet. Pay attention to your work.
- Get on with your work quietly.
- Don't keep turning around.

6.   Group Work
- Get into groups of three.
- Find a partner.
- Let's work in pairs.
- I'll divide the class into groups.
- Here are some tasks for you to work on in groups of three.

7.   Individual Work
- Work on your own/by yourselves/individually.
- Try to work independently.
- There is no need to discuss it with your neighbour.
- No cheating.

8.   Blackboard Activity
- Go up to the blackboard.
- Step up to the blackboard, please.
- Come and write the work on the board.
- Write it next to/above/below that word.
- Take a piece of chalk and write the sentence on the board.
- Here's a piece of chalk; go write it on the board.
- Try and keep your writing straight (level).
- Move to one side, please, so that we can all see what you have written
- I've run out of chalk.
- Go and fetch some chalk from the office.
- Would you go and look for some chalk for me, please.
- Do you know if there's any coloured chalk?

9.   Classroom Instructions
- Come in.
- Go out.
- Stand up.
- Sit down.
- Come to the front of the class.
- Put up your hands if you know the answer.
- Put your hands down now.
- Pay attention, everybody.
- You need to bring pencils/rulers.

- We'll learn how to…
- Are you ready?
- Open your books at page…
- Turn to page…
- Look at Activity Five.
- Listen to this tape now.
- Repeat after me.
- Once again.
- Everybody…
- You have five minutes to do this.
- Who's next?
- It's better to do it this way.

10. Sequenced Instructions
- First
- Next
- After that
- Then
- Finally

11. Checking Understanding
- Do you follow me?
- Do you get it?
- Are you with me?
- Do you understand?
- Ok so far? Could you repeat what I said?
- I can't hear you. Say it again, please.

12. Offering Encouragement
- Good. That's the way.
- Excellent.
- Remarkable.
- That's correct.
- You've got the idea.
- Well done.
- Good Job.
- That's a lot better.
- You are improving.
- You have made a lot of progress.
- Not quite right. Try it again.
- You almost got it.
- You're half way there.
- Not to worry, it'll improve.
- Do I give you a clue?
- I can help you if you get stuck.

13. There's still time
- The bell hasn't gone yet.
- We still have a couple of minutes left.
- The lesson doesn't finish till five.
- Your watch must be fast.
- We seem to have finished early.
- We have an extra five minutes.
- Sit quietly until the bell goes.

14. Closing of the Session
- It's time to finish.
- Have you finished?
- Let's check your answers.
- Any questions?
- Collect your work please.
- Pack up your books now.
- Are your desks tidy?

15. Time to Stop
- It's almost time to stop.
- Stop now.
- Let's stop now.
- I'm afraid it's time to finish now.
- We'll have to stop here.
- There's the bell. It's time to stop.
- That's all for today. You can go now.

16. Wait a Minute
- Just a moment, please.
- Hang on a moment.
- Hold on a moment.
- Stay where you are for a minute.
- One more thing before you go.
- Back to your places for only a minute.

17. Next Time
- We'll do the rest of this chapter next time.
- We've run out of time, so we'll continue in the next class.
- We'll continue with this chapter next Monday.

18. Homework
- This is your homework for tonight.
- Don't forget to bring your homework tomorrow.
- Do exercise 10 on page 23 for homework.
- Prepare the next chapter for Monday.

- Remember you homework.
- Take a worksheet as you leave.

19. Goodbye
- Goodbye, everyone.
- See you again next Wednesday.
- See you next month.
- See you in room 7 after the break.
- Have a good holiday.
- Enjoy your vacation.

20. Leaving the Room
- Form a queue and wait for the bell.
- Everybody outside!
- All of you come outside now!
- Hurry up and come out!
- Try not to make any noise as you leave.
- Be quiet as you leave. Other classes are still working.

Section 2: Organizational Expressions
1. Greeting and Establishing rapport
- Happy Birthday
- Many happy returns (of the day).
- It is Bharti's 12th birthday today. Let's wish her a happy birthday.
- I hope you all have a good Diwali.
- Happy New Year!
- All the best for the New Year.
- Happy Holi.
- Wish you a Happy Id.
- Best of luck.
- Good luck.
- I hope you pass.
- Congratulation!
- Well done!
- Hard lines!
- Never mind.
- Better luck next time.
- Who's not here today?
- Who isn't here?
- What's wrong with Anand today?
- Have you been ill?
- Do you feel better today?
- Are you better now?
- What was the matter?
- I'm sorry (about that).
- Sorry, that was my fault.

- I'm terribly sorry.
- Excuse me for a moment.
- Carry on with the exercise while I'm away.
- I've got to go next door for a moment.
- Excuse me.
- Could I get pass please?
- You're blocking the way.
- Get out of the way, please.
- I'm afraid I can't speak any louder.
- I seem to be losing my voice.
- I have a sore throat.
- I have a headache.
- I'm feeling under the weather.
- Do you mind if I sit down?

2. **Classroom Organization**
- Make groups of four.
- Move your desks to form groups of four.
- Turn your desks around.
- Make a horseshoe shape with your desks.
- Make a circle with your desks.
- Make a line of desks facing each other.
- Make groups of four desks facing each other.
- Sit back to back.
- Work together with your friends.
- Find a partner.
- Work in pairs/threes/fours/fives.
- Work in groups of two/three/four.
- I want you to form groups.
- Form groups of three.
- Here are some tasks for you to work on in groups of four.
- There are too many in this group.
- Can you join the other group?
- Only three people in each group.
- I asked for four people to a group.
- Everybody work individually.
- Work by yourselves.
- Work independently.
- Ask your neighbour for help.
- Work on the task together.
- Ask other people in the group.
- Ask other in class.
- Interview someone else.
- Ask everyone in the class.
- Stand up and find another partner.

- Have you finished?
- Do the next activity.
- Move on to the next activity.

3. **Giving instructions**
   - Open your books at page 52.
   - Come out and write it on the board.
   - Listen to the tape, please.
   - Get into groups of four.
   - Finish off this song at home.
   - Let's sing a song.
   - Everybody, please.
   - All together now.
   - The whole class, please.
   - I want you all to join in.
   - Could you try the next one?
   - I would like you to write this down.
   - Would you mind switching on the lights?
   - It might be a good idea to leave this till next time.
   - Who would like to read?
   - Which topic will your group report on?
   - Do you want to answer question 3?

4. **Sequencing**
   - First of all, today,…..
   - Right. Now we will go on to the next exercise.
   - Have you finished yet?
   - This is the last thing we'll do today.
   - Whose turn is it to read?
   - Which question are you on?
   - Next one, please.
   - Who hasn't answered yet?
   - Let me explain what I want you to do next.
   - The idea of this exercise is for you to…….
   - You have ten minutes to do this.
   - Your time is up.
   - Finish this by twenty to eleven.
   - Can you all see the board?
   - Have you found the place?
   - Are you all ready?

5. **Supervision**
   - Look this way.
   - Stop talking.
   - Listen to what Rahul is saying.
   - Leave that alone now.
   - Be careful.

6. **Interrogation**
   - Where's Nisha?
   - Is Nisha in the library?
   - Tell me where Charu is.
   - What was the house like?
   - What do you think?
   - How can you tell?

7. **Responding to Questions**
   - Yes, that's right.
   - Fine
   - Almost. Try again.
   - What about this word?

8. **Explanation**
   - What's the Hindi for "doll"?
   - Explain it in your own words.
   - It's spelt with a capital "J".
   - Can anybody correct this sentence?
   - Fill in the missing words.
   - Mark the right choice.

9. **Reference**
   - After they left Punjab, they move...…
   - This is the picture of a typical Rajput fort.
   - In the background you can see…
   - While we're on the subject….
   - As I said earlier…
   - Let me sum up.

10. **Interaction**
   - That's interesting!
   - That really is very kind of you.
   - Don't worry about it.
   - I was a bit disappointed with your effort.

11. **Social Ritual**
   - Good Morning.
   - Good bye.
   - God bless!
   - Have a nice weekend.
   - Thanks for your help.
   - Happy birthday!
   - Happy Diwali!
   - Merry Christmas!

12.   The Language of Giving Feedback
- Very good.
- That's very good.
- Well done!
- Very fine.
- That's nice.
- I like that.
- Marvellous!
- You did a great job.
- Magnificent!
- Terrific!
- Wow!
- Jolly good!
- Great stuff!
- Fantastic!
- Right.
- Yes.
- Fine.
- Quite right
- That's right.
- That is it.
- That's correct.
- That's quite right.
- Yes, you've got it.
- You've got the idea.
- It depends.
- You may, I suppose.
- In a way, yes.
- Sort of, but not quite.
- That's more like it.
- That's much better.
- That's a lot better.
- You've improved a lot.
- Not really.
- Unfortunately not.
- I'm afraid that's not quite right.
- You can't say that, I'm afraid.
- You can't use the word here.
- Good try, but not quite right.
- Have another try.
- Not quite right. Try again.
- Not exactly.
- You were almost right.
- That's almost it.
- You're halfway there.
- You've almost got it.

- You're on the right track.
- There's no need to rush.
- There's no hurry.
- We have plenty of time.
- Go on. Have a try.
- Have a guess.
- There's nothing wrong with your answer.
- What you said was perfectly all right.
- You didn't make a single mistake.
- That's just what I was looking for.
- Don't worry about your pronunciation.
- Don't worry about your spelling.
- Don't worry, it'll improve.
- Maybe this will help you.
- Do you want a clue (A hint)?
- You have good pronunciation.
- Your pronunciation is very good.
- You are communicating well.
- You speak very fluently.
- You have made a lot of progress.
- You still have some trouble with pronunciation.
- You need more practice with these words.
- You'll have to spend some time practising this.
- You're getting better at it all the time.
- You've improved no end.

Teachers Are Seen Engrossed To Study Aftermath Results Of The Training Programme.

Part 2
CLASSROOM LANGUAGE
(For Students)

To encourage students to speak only in English in the classroom, make it that sure they know simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it's difficult to break the habit. To help everyone learn and remember this, make a list of these phrases on the board or put them on a poster in the classroom or it is better to make wall calendars with them, and keep adding additional phrases as the need arises.

1.   **The Magic Words**
   - Excuse me.
   - Pardon?
   - No, thank you.
   - Thank you.
   - You're welcome.
   - Please.
   - I'm sorry.

2.   **Greetings/Small Talk**
   - Good morning everybody.
   - Good afternoon everyone.
   - See you tomorrow/Friday/next week.
   - How are you today?
   - Fine.
   - What's up?
   - Have a nice/good day!
   - Have a pleasant day!
   - Have a pleasant weekend!
   - Have a pleasant vacation!

3.   **Student to Teacher**
   - Can I come to your office?
   - How should I pronounce 'deprivation'?
   - How do you pronounce this word?
   - Would you, please, pronounce the word 'conscious'?
   - How do you spell 'rendezvous'?
   - What does MLA stand for?
   - Would you give us an example?
   - How do you spell that?
   - Could you explain that a little more?
   - What do you mean?
   - What is the difference between "a" and "b"?
   - I didn't understand today's lesson.

- I don't understand the homework.
- Just a minute/second.
- When is the homework due?
- Excuse me. Can I talk to you for a minute?
- I'm sorry, I am late.
- Can I go to the restroom?
- Can I change my seat?

4. **"Asking" In Classroom.**
   Asking for something
   - Can I have a pen, please?
   - Do you have a pen for me?
   - May I have a pen, please?
   - Can I borrow your pen please, just for two minutes?

   Asking about words
   - What's 'darwaja' in English?
   - What does 'audio' mean?
   - How do you say "maaf Karna" in English?
   - How do you spell 'neighbour'?
   - How do you pronounce 'Pleasure'?
   - Where's the stress in "occupation'?

   Asking to repeat
   - Could/can you repeat that, please?
   - Could/can you say that again, please?
   - Pardon me.

   Apologizing
   - Excuse me, please.
   - I'm sorry.
   - Please forgive me.
   - Can you please overlook this mistake of mine?
   - Sorry about that.
   - Sorry, I'm late.

   Asking for help
   - I don't understand.
   - Can you help me, please?
   - Is this right/wrong?

ABC

PART 03
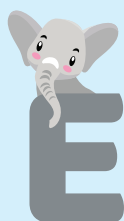
Introduction

So far, in the two previous parts, the underlying principles, need, and the importance of the Saksham Campaign and the learning of the second language, have been disussed in detail. The selected readings are also given in part two, which will enable teachers to make a deep understanding of the strategies and methods of teaching language in general, and English in the particular. It is assumed that the teachers will be able to understand, identify and develop the key competencies of the learning of the English language of their own after going through the two parts of this module. Now in part three, the competencies of classes 4th, 6th and 8th along with the weekly syllabi and the model papers developed by Grey Matter India have been shared for the help of the learned teachers. The teachers are advised to take the help of the practice papers/ worksheets developed by SCERT and alos designed more test-paper to be practised by the students for better learning outcomes.

Class 4th

VOCABULARY BUILDING

Parts of body	Me & Myself	Family Relations
Good Habits	Domestic Animals	Wild Animals
Water Animals	Birds	Fruits name
Vegetables name	Colours name	Objects Identifications
Action Words	Days of week	Months of year
Rhyming words	Seasons	
Counting (Spellings)	Means of transport	Traffic Rules
Professions	Making words (CVC, VCC)	Sight words

GRAMMAR

Noun (types & identification)

Number, Gender, Articles, Prepositions

Helping verb (is, am, are, has, have, was, were, has, have, had)

Jumble sentences, Simple sentence structure (S+V+O),

Noun (Countable/ uncountable), Pronoun, Adjective,

Punctuation (all pun marks and Capital letters)

COMPREHENSION

One word questions, MCQ, Fill in the blanks

Match it, True and False, Opposite words, SAQ
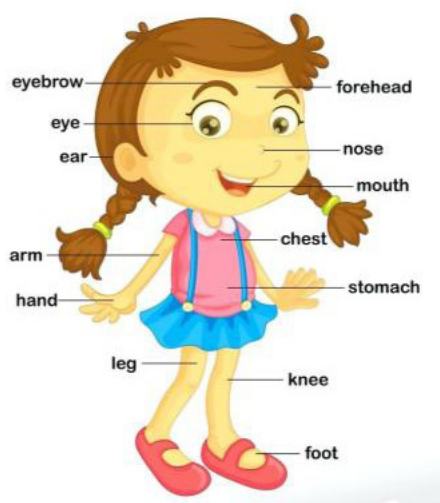
Class 6th

VOCABULARY

Antonyms words	Synonyms words
Word Building	Animals and their babies and living palace
Opposites	Words Festivals
Using of homophones, compound words and twin words	
One word substitution	Name of sports with their pictures
Puzzle on profession	Rhyming words
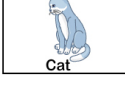
GRAMMAR

Noun (types & identification)	Pronoun	Preposition
Article Number	Gender	Suffix and prefix
Sentence structure		
Use of is, am, are, has, have, was, were, will, shall, with short forms		
Conjunctions (but, also, if etc)		
Punctuations Modals	Adjective Degree	
Adverb Simple Present, Past, Future tense		

COMPREHENSION

One word questions	MCQ	
Fill in the blanks	Match it	
True and False	Opposite words	SAQ

Match the animals with their youngone.

Chicken	Foal
Goat	Kitten
Goose	Chick
Cat	Kid
Horse	Gosling

Matching words that rhyme
Kindergaden Rhyming worksheet

Draw a line between the words that rhyme.

back   rat

cake   tank

bank   sack

jar   late

cat   bake

gate   far

Place an ✗ on the line if the answer is incorrect.
Put a ✓ on the line if the answer is correct.

1. Cat, Bat _____
2. Star, Car_____
3. Dog, Cow_____
4. Mad, Sad_____
5. Far, Jar_____
6. Lamp, Plate_____
7. Cup, Pup_____
8. Book, Frog_____
9. Pan, Can_____
10. Rain, Train_____

Class 8th

VOCABULARY

Antonyms words	Synonyms words
Using of homophones	Rhyming words
Use of questions words (Wh words)	
Use of Prefix	Use of suffix
Jumbled sentences	Use of phrases in sentences
Dictations (Correct spellings)	Conditional sentences
Complex and compound sentence structure	

GRAMMAR

Noun (types & identification)		Pronoun
Preposition	Article	Number
Gender	Adjective	Modals
Use of is, am, are, has, have, was, were, will, shall, with short forms		
Conjunctions (but, also, if etc.)		
Degree (Comparative & Superlative)		Adverb
Tenses	Narrations	Punctuation

COMPREHENSION

One word questions	MCQ	
Fill in the blanks	Match it	
True and False	Opposite words	SAQ

Week-wise syllabus/ competencies

Class 4th

VOCABULARY BUILDING	GRAMMAR	COMPREHENSION
	Week 1	
Parts of body,	Noun (types &	One word questions,
Me & Myself,	identification)	MCQ,
Family Relations	Number,	Fill in the blanks
Good Habits	Gender,	Match it,
Animals	Articles,	True and False
Fruits name	Prepositions	Opposite words,
Vegetables name		SAQ
Colours name		
	Week 2	
Birds name	Helping verbs	Teacher have to
Object	(is, am, are, has,	practice at least one
Identification	have, was, were,	comprehension from
Days of week	has, have, had)	each lesson
Months of year	Jumble sentences	
Rhyming words		
	Week 3	
Seasons	Simple sentence	Teacher have to
Counting	structure	practice at least one
(Spellings)	(S+V+O)	comprehension from
Means of	Noun (Countable/	each lesson.
transport	uncountable)	
Traffic rules	Pronoun	
Professions		
	Week 4	
Opposite words	Adjective	Teacher have to
Jumble words	Punctuation (?, ,	practice at least one
National symbols	Capital letters)	comprehension from
Shapes		each lesson.

Class 6th

VOCABULARY BUILDING	GRAMMAR	COMPREHENSION
	Week 1	
Antonyms words	Noun (types &	One word questions,
Synonyms words	identification)	MCQ, Fill in the blanks
Word Building (CVC,	Pronoun, Preposition	Match it, True and
VCC, CCV, VCV)	Article	False, Opposite words
		SAQs
	Week 2	
Animals and their	Number, Gender,	Teachers have to
young ones and living	Sentence structure,	practice at least one
palace, Opposites	Use of is, am , are, has,	comprehension from
Words, Festivals	have, was, were, will,	each lesson
	shall, with short forms	
	Week 3	
Using of homophones,	Conjunction (but, also,	Teachers have to
Compound words of	if etc.)	practice at least one
twin words,	Punctuations,	comprehension from
One word substitution,	Modals Adjective	each lesson.
Name of sports with		
their pictures		
	Week 4	
Puzzle on profession	Degree, Adverb	Teachers have to
Rhyming words	Simple Present, Past,	practice at least one
Suffix and prefix	Future tense	comprehension from
		each lesson.

Class 8th

VOCABULARY BUILDING	GRAMMAR	COMPREHENSION
Week 1		
Antonyms words	Noun (types &	One word questions
Synonyms words	identification)	MCQ
Using of	Pronoun	Fill in the blanks
homophones	Preposition	Match it
	Article	True and False
		Opposite words
Week 2		
Rhyming words	Number	Teachers have to
Use of questions	Gender	practice at least one
(Wh)	Use of (is, am , are, has,	comprehension from
words	have, was, were, will,	each lesson.
Use of Prefix	shall) with short forms	
	Conjunction	
	(but, also, if etc.)	
Week 3		
Seasons	Modals	Teachers have to
Counting	Adjective	practice at least one
(Spellings)	Degree	comprehension from
Means of	(Comparative	each lesson.
transport	& Superlative)	
Traffic rules	Adverb	
Professions		
Week 4		
Dictations (Correct	Tenses,	Teachers have to
spellings),	Narrations	practice at least one
Complex and	Punctuations	comprehension from
compound sentence		each lesson.
structure,		
Conditional sentences		

GRAY MATTERS INDIA STANDARDISED TEST
SUBJECT: ENGLISH FOR CLASS 3rd
SET-1

NAME: ....CLASS: ....

SCHOOL NAME: ....

GENDER: MALE ☐   FEMALE ☐

DURATION: 60Minutes

1.   P for _____

A.	**B.**
C.	**D.**

2.   A for _____

A.	**B.**
C.	**D.**

3. Match the word with the correct picture.

Fish

A.	**B.**
C.	**D.**
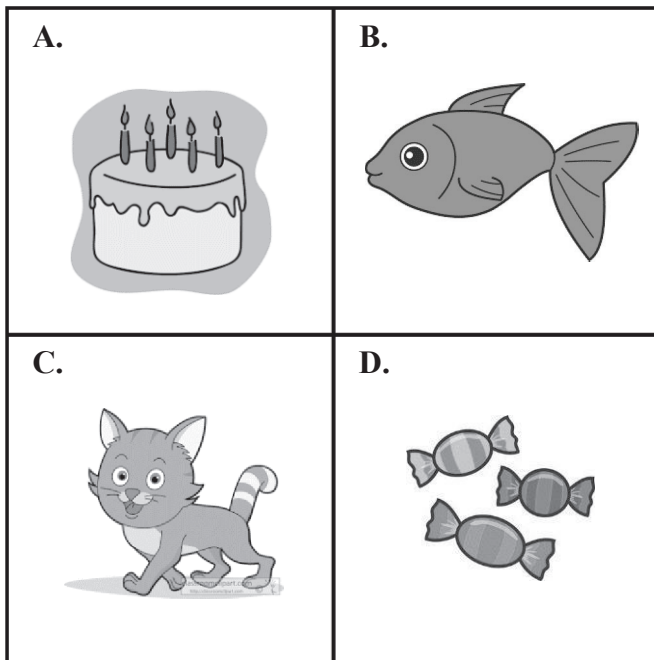
Fill in the blank with the correct letter.

T _ e e

A. c   B. a   C. r   D. e

5.   Match the word with correct word below.

Apple

A. Place   B. Fruit   C. Vegetable   D. Animal

6. **See picture and choose the correct missing letters.**

H_ _ _

A. a n d

B. e n d

C. a st

D. e st

7. **Ears are to .**

A. see

B. smell

C. hear

D. taste

8. **Match picture to sentence.**

A. The boy is reading.

B. The boy is dancing.

C. The boy is running.

D. The boy is eating.

9. **Choose the word that rhymes with car.**

A. Hat

B. Cast

C. Bear

D. Star
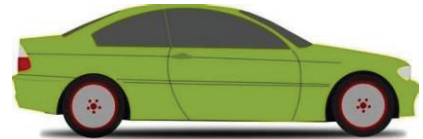
10. **Kamal is my brother. is a good dancer.**

A. He

B. She

C. We

D. Me

11. **Form the correct sentence with given words.**

hair my is black

A. Is black my hair.

B. Hair my is black.

C. Black hair is my.

D. My hair is black.

12. Who will you go to when you have fever?
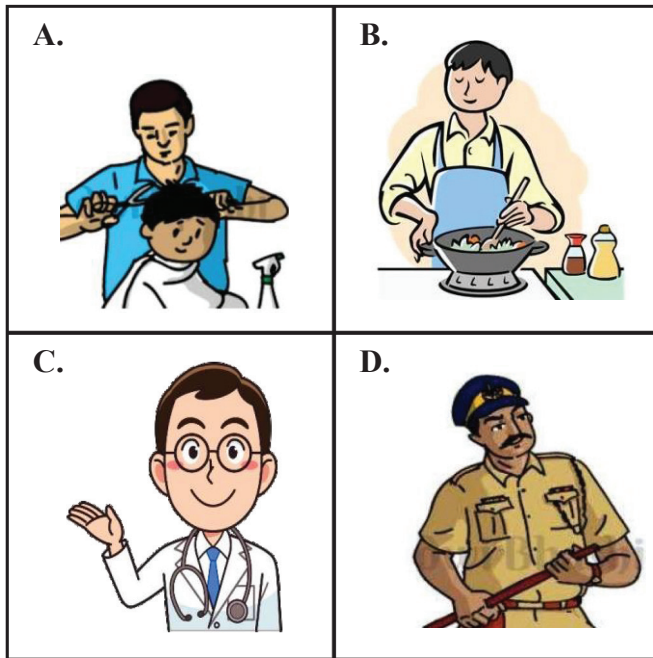
13. **The book is the table.**
   A.   behind
   B.   on
   C.   under
   D.   if
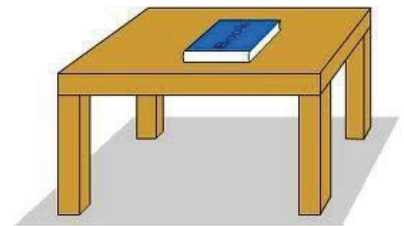
14. **did you not come to school today?**
   A.   Where
   B.   Who
   C.   What
   D.   Why

15. **The cows eating grass.**
   A.   are
   B.   is
   C.   was
   D.   they

16. **Find the opposite word.**

Slow

A.   Big

B.   Long

C.   Fast

D.   Tall

17. **I saw spider on the wall.**

A.   an

B.   a

C.   the

D.   this

18. **Choose the correct mark to fill the blank. When are we going to the beach**

A.   .

B.   ?

C.   !

D.   ,

19. **Choose the correct sentence.**

A.   I play in the park.

B.   Me play in park.

C.   I playing in park

D.   I is play in the park.

20. **See picture and complete the sentence. The boy is .**

A.   Happy

B.   Fast

C.   Angry

D.   Sad

21. **Seema loves chips. Seema and her family went to a shop in Moti Nagar on Friday. She ate potato chips in the shop.**

Where is the shop that Seema went to? A.With her family

B.   Moti Nagar.

C.   On Friday

D.   Potato chips

Saira is a little girl. She lives in Kashmir. It is a very beautiful place. In winter it snows a lot and it is very cold. Her house is near the Dal lake which is surrounded by mountains and trees. Saira loves her home.

22.   Where is Saira's house?
    A.   In winter
    B.   Near Dal lake
    C.   Near bus stand
    D.   In the trees

23.   Which of these is true about Saira?
    A.   She lives in a hot place.
    B.   She is a big man.
    C.   She does not like her home.
    D.   She is a little girl.
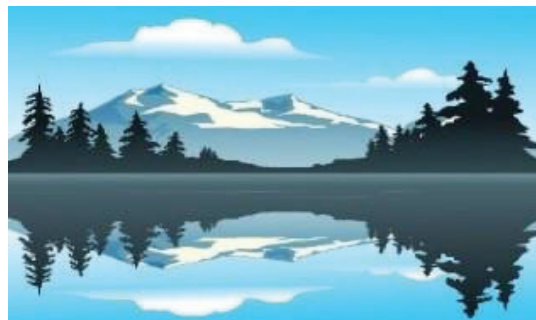
Read the paragraph below and answer the following questions.

Last Sunday, Rani went to the zoo with her parents and her little sister, Nandini. It was a hot day, but Rani and Nandini were very excited to go to the zoo.
The lions were roaring, and the monkeys were naughty. The elephants were bathing, and the deer were eating grass.
The family returned home in the evening, having made some wonderful memories

24.   How did Rani and Nandini feel about going to the zoo?
    A.   Excited
    B.   Sad
    C.   Bored
    D.   Lazy

25.   Who is the bigger sister in the family?
    A.   Nandini
    B.   Rani
    C.   Parents
    D.   Krishna

26. **Which of the following statements is false according to the passage?**

    A.   Rani and Nandini went to the zoo.

    B.   There were many animals in the zoo.

    C.   Rani and Nandini were feeling cold.

    D.   The family came home in the evening

Read the paragraph below and answer the following questions.

Last Tigers are wild animals. They are orange in colour with black stripes all over their body. Tigers have long and sharp claws. They live in forests and like to climb trees. During summers, tigers like to swim in the water. They hunt during the night. Tigers can see very well in the dark. They have sharp teeth which help them in eating meat.
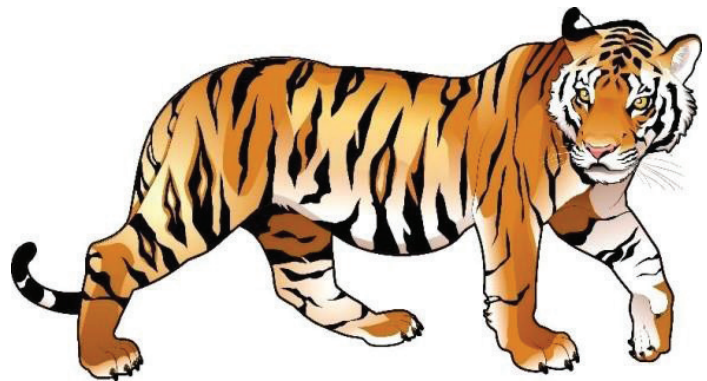
27. **When do tigers swim in the water?**
    A.   In summer
    B.   In winter
    C.   In the forest
    D.   In the dark

28. **Which parts of the tiger are sharp?**
    A.   Body and stripes
    B.   Claws and teeth
    C.   Claws and legs
    D.   Eyes and body

29. **Tigers can hunt during the night because .**
    A.   they live in forests and climb trees
    B.   they have long and sharp claws
    C.   they can see clearly in the dark
    D.   they are wild animals

The King and the dog

There was a fat king. He lived in a big palace and ate a lot of tasty food. Every day he became fatter as he did not exercise at all. The fat king had a thin dog. One day, the king and the dog went for a walk. In the garden the dog saw a bird and ran after it. The king ran after the dog. They ran and ran. They ran and ran for many days. Finally, the king caught the dog. The fat king became thin.

30. **What did the dog see in the garden?**
    A.   King
    B.   Walk
    C.   Bird D.Run

31. **"The fat king had a thin dog." In the sentence find the opposite word for fat.**
    A.   King
    B.   Had
    C.   Thin
    D.   Dog

32. **What happens first in the story?**
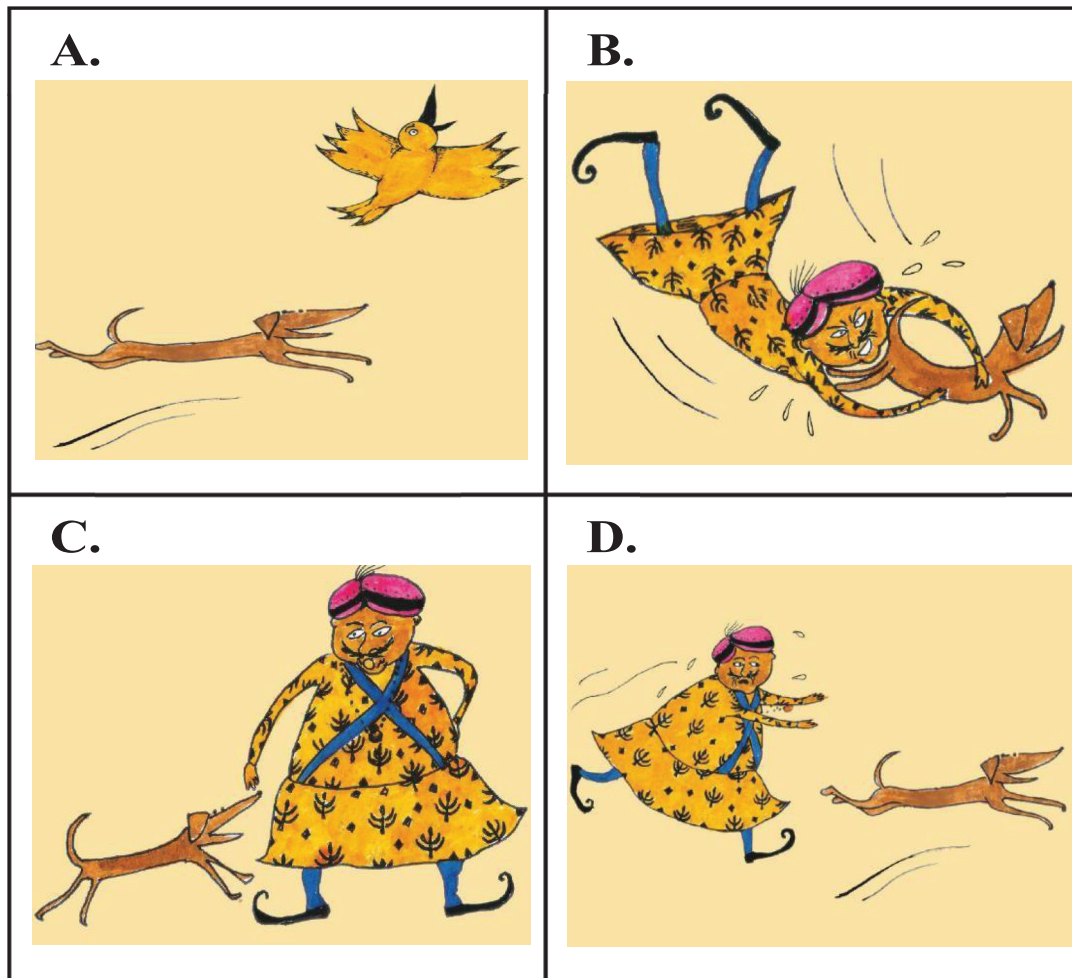
33. **How did the king become thin?**

A.   By playing with the dog.

B.   By eating tasty food.

C.   By exercise.

D.   By running after the dog.

END OF THE TEST

GRAY MATTERS INDIA STANDARDISED TEST
SUBJECT: ENGLISH FOR CLASS 5th
SET-1

NAME: ....CLASS: ....

SCHOOL NAME: ....

GENDER: MALE ☐   FEMALE ☐

DURATION: 60Minutes

1. S for _____

2. Match the word to the correct picture.
   Umbrella
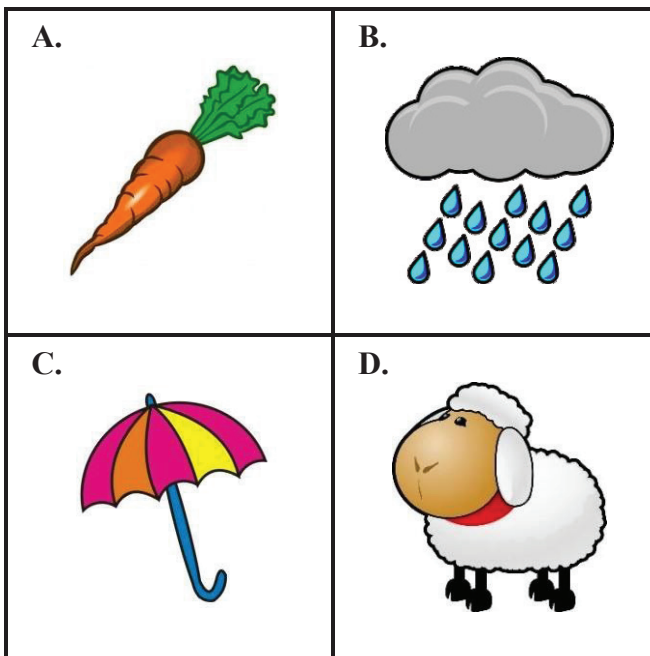
3. **Fill in the blanks with the correct letter.**

A.   r

B.   e

C.   c

D.   v
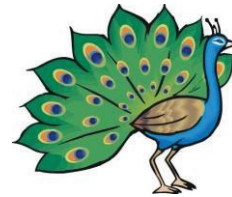
P e a _ o _ k

---

4. **Rearrange the letters to form a meaningful word.**

capekt

A.   Captek

B.   Kettle

C.   Packet

D.   Parrot

---

5. **Match the word with the correct word below.**

Summer

A.   Tool

B.   Season

C.   Vegetable

D.   Place

---

6. **See picture and choose the correct missing letters.**

E_ _ _

A.   e y s

B.   y e s

C.   a s e

D.   a y s

---
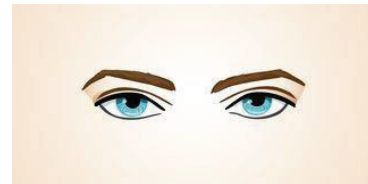
7. **Choose the word that rhymes with moon.**

A.   cook

B.   boon

C.   foot

D.   boat

---

8. **Find the odd word.**

A.   Happy

B.   Laugh

C.   Smile

D.   Angry

9. **Match picture to sentence.**

A. The boy is jumping.

B. The boys are dancing.

C. The boys are sitting.

D. The boy is reading.

10. **Giraffes have long necks that helps _____ see very far.**

A. they

B. them

C. their

D. those

11. **Last month during the festival all the children flying kites.**

A. was

B. is

C. are

D. were

12. **_____ did you not come to school today?**

A. Where

B. Who

C. What

D. Why

13. **Choose the correct sentence.**

A. Drink I milk night at.

B. I drink milk at night.

C. At night I milk drink.

D. I milk at drink night.

14. **Match the picture with the correct sentence.**

A. The flowers are of the basket.

B. The flowers are in the basket.

C. The flowers are under the basket.

D. The flowers are behind the basket.

15. **The bees are _____ around in the garden.**
- A. chirping
- B. meowing
- C. buzzing
- D. quacking

16. **The lake has _____ fishes.**
- A. much
- B. many
- C. one
- D. a

17. **How does the boy feel?**
- A. Happy
- B. Sad
- C. Afraid
- D. Angry

18. **Tomorrow is my mother's birthday. I _____ a gift for her.**
- A. buy
- B. was buying
- C. will buy
- D. is buying

19. **The doctor asked me to take the medicine _____ eating food.**
- A. between
- B. with
- C. above
- D. after

20. **Ajay had fever. He was too to go to school.**
   A.   week
   B.   late
   C.   weak
   D.   work

21. **Radha loves ice-creams. Radha and her family went to the ice-cream shop in Lal Nagar on Friday. She ate vanilla ice-cream in a cone**
   Where is the ice-cream shop that Radha went to?
   A.   With her family
   B.   Lal Nagar
   C.   On Friday
   D.   Vanilla ice-cream

22. **Delhi and a few other cities are seeing a sudden spike in temperature. It is hotter than last week. What does 'spike' mean?**
   A.   Thorn
   B.   Decrease
   C.   Increase
   D.   Change

Read the text below and answer the following questions.

A Scientist is someone who...
observes and wonders
shares their ideas and discoveries
Listens to the ideas of others
Explores the world around them
Asks questions
conducts experiments
uses tools to solve problems

23. **What does a scientist conduct?**

    A.   Ideas

    B.   Tools

    C.   Experiments

    D.   Questions

---

24. **"A scientist is someone who explores the world around them".**

    What does the word explore mean?

    A.   Break

    B.   Listen

    C.   Search

    D.   Talk

Read the paragraph below and answer the following questions.

My Cap

My family went to the Dasara mela. Father bought Chintu fancy glasses. Mother bought me a bright blue cap. My little sister got sweets. On the way home, a very strong wind came. It blew my cap away. My cap got stuck on a branch of the old Pipal tree. I cried a lot. And I did not eat my dinner. After school the next day, my mother gave me a shiny new red cap. I wore the cap and smiled. I was happy.

25. **Who bought fancy glasses for Chintu?**

A.   Mother

B.   Father

C.   Chintu

D.   Sister

26. **Where did the cap get stuck?**

A.   Dasara fair

B.   At home

C.   On pipal tree

D.   On the boy's head

27. **What happens first in the story?**
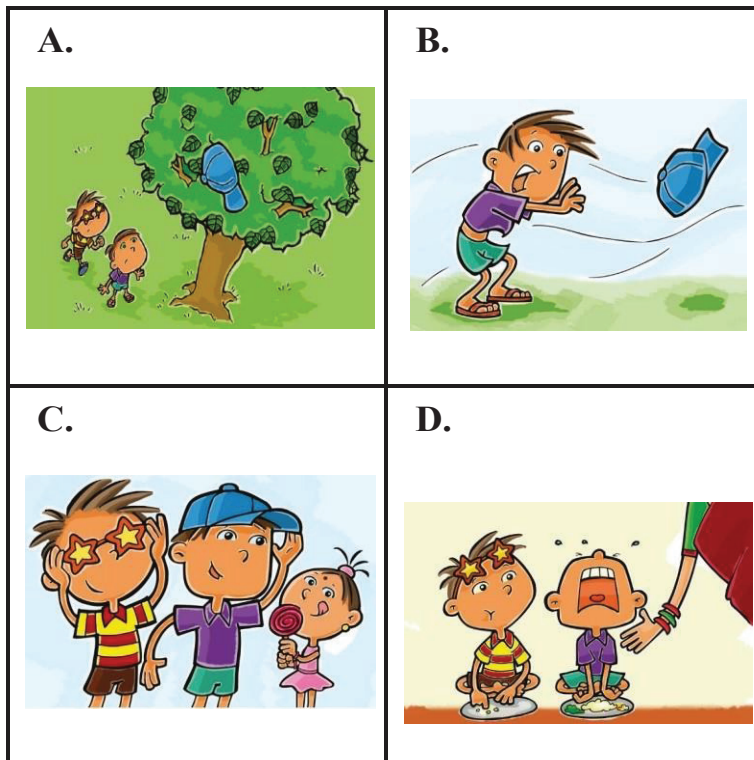
28. **Where did the cap get stuck?**

A.   Dasara fair

B.   At home

C.   On pipal tree

D.   On the boy's head

How to make mango pickle?

1. Take raw and fresh mangoes.
2. Wash and dry the mangoes.
3. Cut the mangoes in small pieces.
4. Keep the mangoes out in the sun to dry.
5. Put the mangoes in a bottle with chilli powder and salt.
6. Add oil in the bottle and mix well.

29. **The text above shows us how to make** ___.
    A. mangoes
    B. mango pickle
    C. chili powder
    D. mango oil

30. **What type of mangoes are used to make pickle?**
    A. Yellow and green
    B. Cooked and fresh
    C. Raw and fresh
    D. Old and uncooked

31. **What should you do after washing the mangoes?**
    A. Eat them
    B. Add oil
    C. Add salt
    D. Dry them

32. **What is added to the bottle with mangoes?**
    A. Chilli powder and salt
    B. Hot water
    C. Mustard powder
    D. Tomato and garlic

Chota Bheem is an Indian cartoon series created by Rajiv Chilaka. The story is about a young boy Bheem who lives in the village named Dholakpur. Bheem is a good boy, he is very strong and loves to eat laddus made by Tun-Tun mausi. Bheem's best friends are Raju, Jaggu and Chutki. Raju is a naughty boy. Jaggu is a monkey and is very active. Chutki is Bheem's very good friend.

In this story, Bheem and his friends protect king Indravarma, the king of Dholakpur, and his kingdom from evil forces. King Indravarma has a daughter named Indumati, she is very beautiful and polite. Bheem's enemies are Kalia, Dholu and Bholu, who are always planning to defeat Bheem but never win.

Bheem is very kind, brave and intelligent. He helps all the people who are poor and needy. At the end of each episode, Bheem and his friends always defeat the bad people and win.

33. **Who is the king of Dholakpur?**
   A.   Raju
   B.   Indravarma
   C.   Indumati
   D.   Bheem

34. Bheem has an active friend. Who is he?
   A.   Dholu
   B.   Chutki
   C.   Jaggu
   D.   Kalia

35. Bheem is a brave boy because _____
   A.   he eats other people's food.
   B.   he has enemies in the village.
   C.   he helps people who are in need.
   D.   he harms people in the village.

36. What is the opposite of the word evil?
   A.   Bad
   B.   Good
   C.   Wrong
   D.   Ugly

37. What happens in the end of Chota Bheem stories?
   A.   Slow and steady wins the race.
   B.   Good always wins over the bad.
   C.   Eating laddus makes you strong.
   D.   Friends fight with each other.

END OF THE TEST

GRAY MATTERS INDIA STANDARDISED TEST
SUBJECT: ENGLISH FOR CLASS 5th
SET-2

NAME: ....CLASS: ....

SCHOOL NAME: ....

GENDER: MALE ☐   FEMALE ☐

DURATION: 60Minutes

1.   W for _____

A.	B.
C.	D.

2.   Match the word to the correct picture.

Tortoise

A.	B.
C.	D.
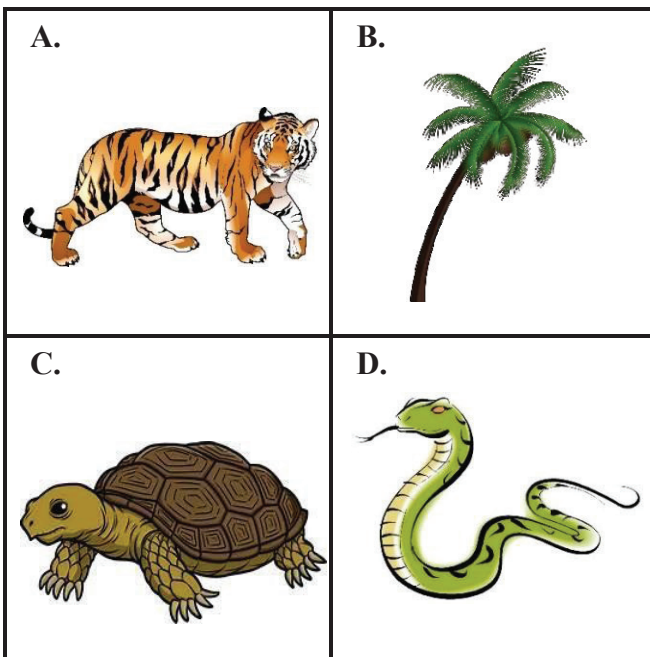
3. **Fill in the blanks with the correct letter.**

A.   l

B.   o

C.   t

D.   p

---

4. **Rearrange the letters to form a meaningful word.**

tolbte

A.   Tooleb

B.   Tolet

C.   Bottle

D.   Button\

---

5. **Match the word with correct word below.**

Shimla

A.   Place

B.   Fruit

C.   Vegetable

D.   Animal

---

6. **See picture and choose the correct missing letters.**

H_ _ _

A.   a n d

B.   e n d

C.   a s t

D.   e s t

---

7. **Match picture to sentence.**

A.   The boy is jumping.

B.   The boys are dancing.

C.   The boys are sitting.

D.   The boy is reading.

8. **Choose the word that rhymes with look.**
   A. Cook
   B. Boon
   C. Foot
   D. Pack

9. **Roli, Simi and Neetu study in the same** _____ .
   A. family
   B. friends
   C. school
   D. shop
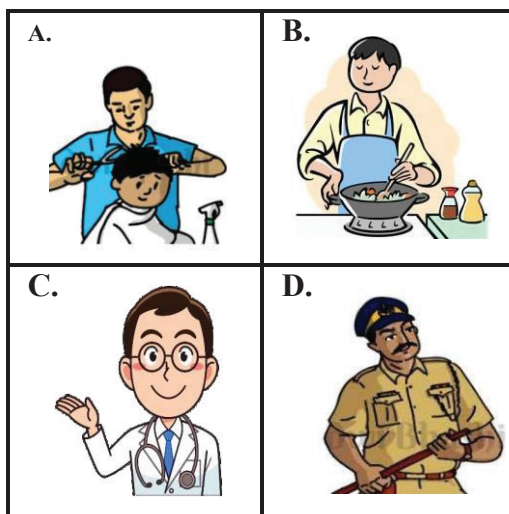
10. _____ **put all the vegetables in the bag.**
    A. Her
    B. His
    C. She
    D. Him

11. _____ **did you not come to school today?**
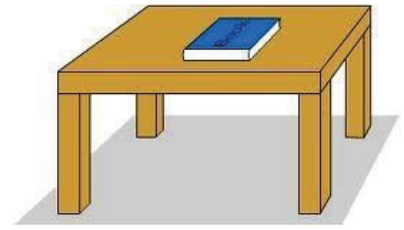   A. Where
    B. Who
    C. What
    D. Why

12. Who will you go to when you have fever?

13. **The book is the table.**

A. behind

B. on

C. under

D. if

13. **I reached the station _____ late. The train had already left.**

A. to

B. early

C. too

D. two

15. **Giraffes have long necks that helps_____ see very far.**

A. they

B. them

C. their

D. those

16. **The bees are _____ around in the garden.**

A. chirping

B. meowing

C. buzzing

D. quacking

17. **Ravi did not come to school_____ he was sick.**

A. also

B. so

C. because

D. if

18. **This is my_____ shirt.**

A. fathers

B. fathers'

C. father's

D. father

19. How does the boy feel?

A. Happy
B. Sad
C. Afraid
D. Angry

---

20. Sonu _____ on a picnic with his friends.

A. go
B. went
C. gone
D. walk

---

21. Seema loves chips. Seema and her family went to a shop in Moti Nagar on Friday. She ate potato chips in the shop.

Where is the shop that Seema went to?

A. With her family
B. Moti Nagar.
C. On Friday
D. Potato chips

---

22. The sun temple in Konark was built 600 years ago. It is an ancient temple.

What does "ancient" mean?

A. New
B. Old
C. Young
D. Latest

---

23. **What does an engineer explore?**
   A.   Observes and wonders
   B.   Tools
   C.   The world
   D.   New things

24. **"An engineer *creates* new things". What does the word create mean?**
   A.   Break
   B.   Make
   C.   Write
   D.   Paint

Read the information below and answer the following questions

The King and the dog

There was a fat king. He lived in a big palace and ate a lot of tasty food. Every day he became fatter as he did not exercise at all. The fat king had a thin dog. One day, the king and the dog went for a walk. In the garden the dog saw a bird and ran after it. The king ran after the dog. They ran and ran. They ran and ran for many days. Finally, the king caught the dog. The fat king became thin.
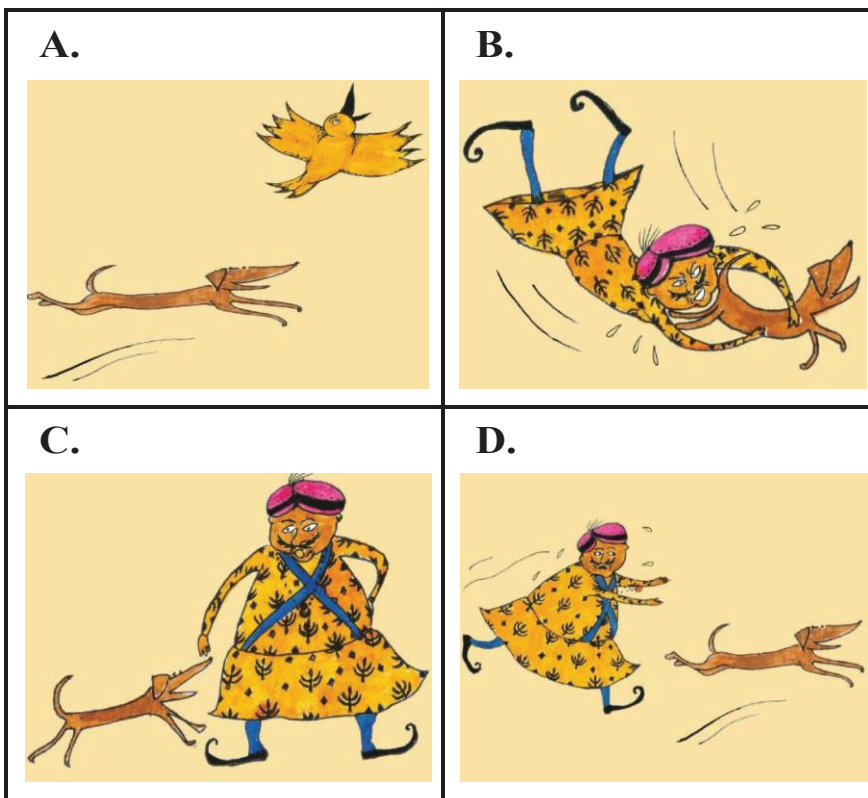
25. **What did the dog see in the garden?**
   A.   King
   B.   Walk
   C.   Bird
   D.   Run

26. **"The fat king had a thin dog." In the sentence find the opposite word for fat.**

   A.   King
   B.   Had
   C.   Thin
   D.   Dog

---

27. **What happens first in the story?**

---

28. **How did the king become thin?**

   A.   By playing with the dog.
   B.   By eating tasty food.
   C.   By exercise.
   D.   By running after the dog.

NOTICE
PET CAT MISSING!

My cat Leo is missing. He is brown in colour with black coloured stripes all over his body. He is wearing a red band around his neck. Leo is small but very intelligent. I like Leo very much. Leo was seen yesterday near the tea shop. If you see Leo anywhere, please call the phone number or bring him home.

Address: House no-20, Preet Vihar, Delhi

Phone: 9876543210

29.   **Where was Leo last seen?**
    A.   In the house
    B.   Near the tea shop
    C.   On the road
    D.   Near the street

30.   **Which of these statements describe Leo?**
    A.   Leo is a big dog.
    B.   Leo is a brown cat.
    C.   Leo has white stripes.
    D.   Leo wears a black band.

Chota Bheem is an Indian cartoon series created by Rajiv Chilaka. The story is about a young boy Bheem who lives in the village named Dholakpur. Bheem is a good boy, he is very strong and loves to eat laddus made by Tun-Tun mausi. Bheem's best friends are Raju, Jaggu and Chutki. Raju is a naughty boy. Jaggu is a monkey and is very active. Chutki is Bheem's very good friend.

In this story, Bheem and his friends protect king Indravarma, the king of Dholakpur, and his kingdom from evil forces. King Indravarma has a daughter named Indumati, she is very beautiful and polite. Bheem's enemies are Kalia, Dholu and Bholu, who are always planning to defeat Bheem but never win.

Bheem is very kind, brave and intelligent. He helps all the people who are poor and needy. At the end of each episode, Bheem and his friends always defeat the bad people and win.

33. **Who is the king of Dholakpur?**
    A. Raju
    B. Indravarma
    C. Indumati
    D. Bheem

34. **Bheem has an active friend. Who is he?**
    A. Dholu
    B. Chutki
    C. Jaggu
    D. Kalia

35. **Bheem is a brave boy because** _____
    A. he eats other people's food.
    B. he has enemies in the village.
    C. he helps people who are in need.
    D. he harms people in the village.

36. **What is the opposite of the word evil?**
    A. Bad
    B. Good
    C. Wrong
    D. Ugly

37. **What happens in the end of Chota Bheem stories?**
    A. Slow and steady wins the race.
    B. Good always wins over the bad.
    C. Eating laddus makes you strong.
    D. Friends fight with each other.

END OF THE TEST

GRAY MATTERS INDIA STANDARDISED TEST
SUBJECT: ENGLISH FOR CLASS 7th
SET-1

NAME: ....CLASS: ....

SCHOOL NAME: ....

GENDER: MALE ☐   FEMALE ☐

DURATION: 60Minutes

1. **Fill in the blanks with the correct letter.**
    A.   r
    B.   e
    C.   c
    D.   v

    P e a _ o _ k

2. **Rearrange the letters to form a meaningful word.**
    capekt
    A.   Captek
    B.   Kettle
    C.   Packet
    D.   Parrot

3. **Match the word with the correct word below.**
    India
    A.   City
    B.   Season
    C.   Country
    D.   State

4. **Seema helps everyone._____ has a kind heart.**
    A.   He
    B.   She
    C.   They
    D.   You

5. **Find the odd word.**
    A.   Excited
    B.   Happy
    C.   Nervous
    D.   Joyful

6. **Akash and his brother love to_____ books.**
    A. reads
    B. reading
    C. read
    D. are reading

7. Giraffes have long necks that helps _____ see very far.

    A.   they

    B.   them

    C.   their

    D.   those

8. Last month during the festival all the children _____ flying kites.

    A.   was

    B.   is

    C.   are

    D.   were

9. The bread was _____ yesterday than today.

    A.   softest

    B.   soft

    C.   softer

    D.   softly

10. Choose the correct sentence.

    A.   Payal won the game if she was not feeling well.

    B.   Payal won the game because she was not feeling well.

    C.   Payal won the game even though she was not feeling well.

    D.   Payal won the game therefore, she was not feeling well.

11. Renu goes_____ karate class every Wednesday.

    A.   in

    B.   at

    C.   to

    D.   on

12. Ravi was helping _____ sister search for _____ keys.

    A.   he, she

    B.   his, her

    C.   his, him

    D.   her, his

13. **The teacher scolded Rani, for making _____ silly mistakes in the exam.**

  A.   more
  B.   one
  C.   many
  D.   much

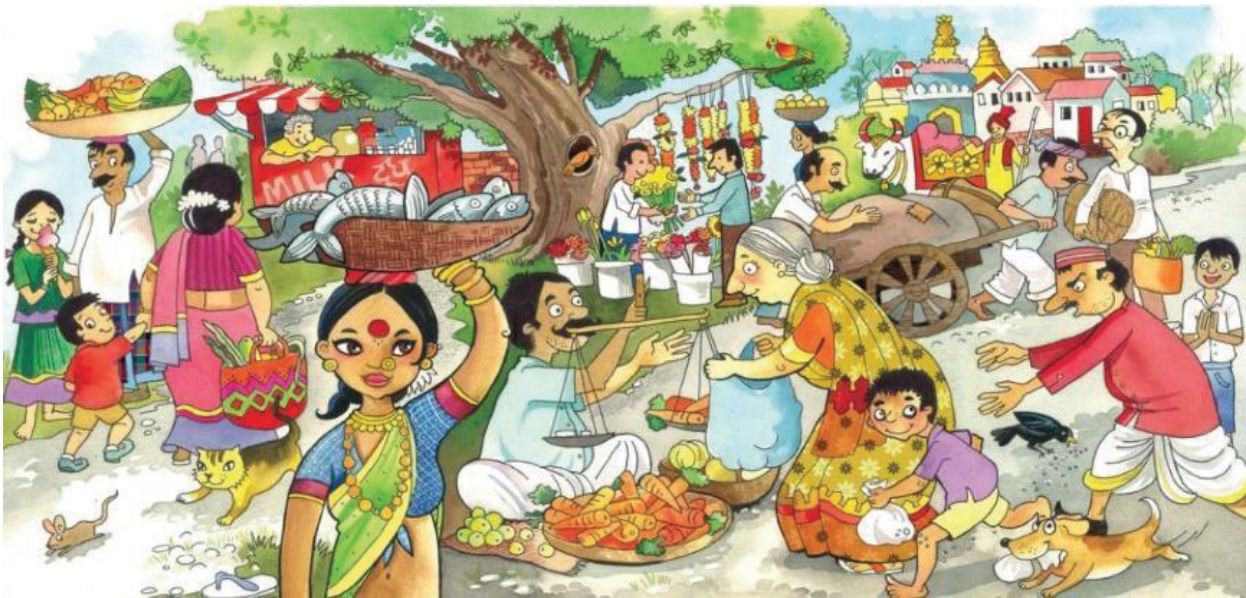**14.** **Tomorrow is my mother's birthday. I _____ a gift for her.**

  A.   buy
  B.   was buying
  C.   will buy
  D.   is buying

15. **The doctor asked me to take the medicine _____ eating food.**

  A.   between
  B.   with
  C.   above
  D.   after

16.   **Choose a word that describes the picture.**

  A.   Lonely
  B.   Quiet
  C.   Crowded
  D.   Peaceful

17. **Ajay had fever. He was too _____ to go to school.**
- A. week
- B. late
- C. weak
- D. work

18. **The shop, _____ opens next month will sell books.**
- A. who
- B. which
- C. whom
- D. whose

19. **The teacher kept all our books neatly _____ the cupboard.**
- A. outside
- B. across
- C. from
- D. inside

20. **Elephants are found in Asia. Elephants are found in Africa. Identify the option that combines the above sentences.**
- A. Elephants are found in Asia and Africa.
- B. Elephants are found in Asia but Elephants are found in Africa.
- C. Elephants are found in Asia, Africa.
- D. Elephants are found in Asia or Africa.

21. **Kho-kho is a popular sport. It originated in Maharastra. It is played by 2 teams with 12 members in each team.**
Where was kho-kho first played?
- A. 12 members
- B. Maharastra
- C. 2 teams
- D. Popular

22. **Akbar, a Mughal emperor was the third and one of the greatest rulers of the Mughal Dynasty in India. How many Mughal emperors ruled before Akbar?**
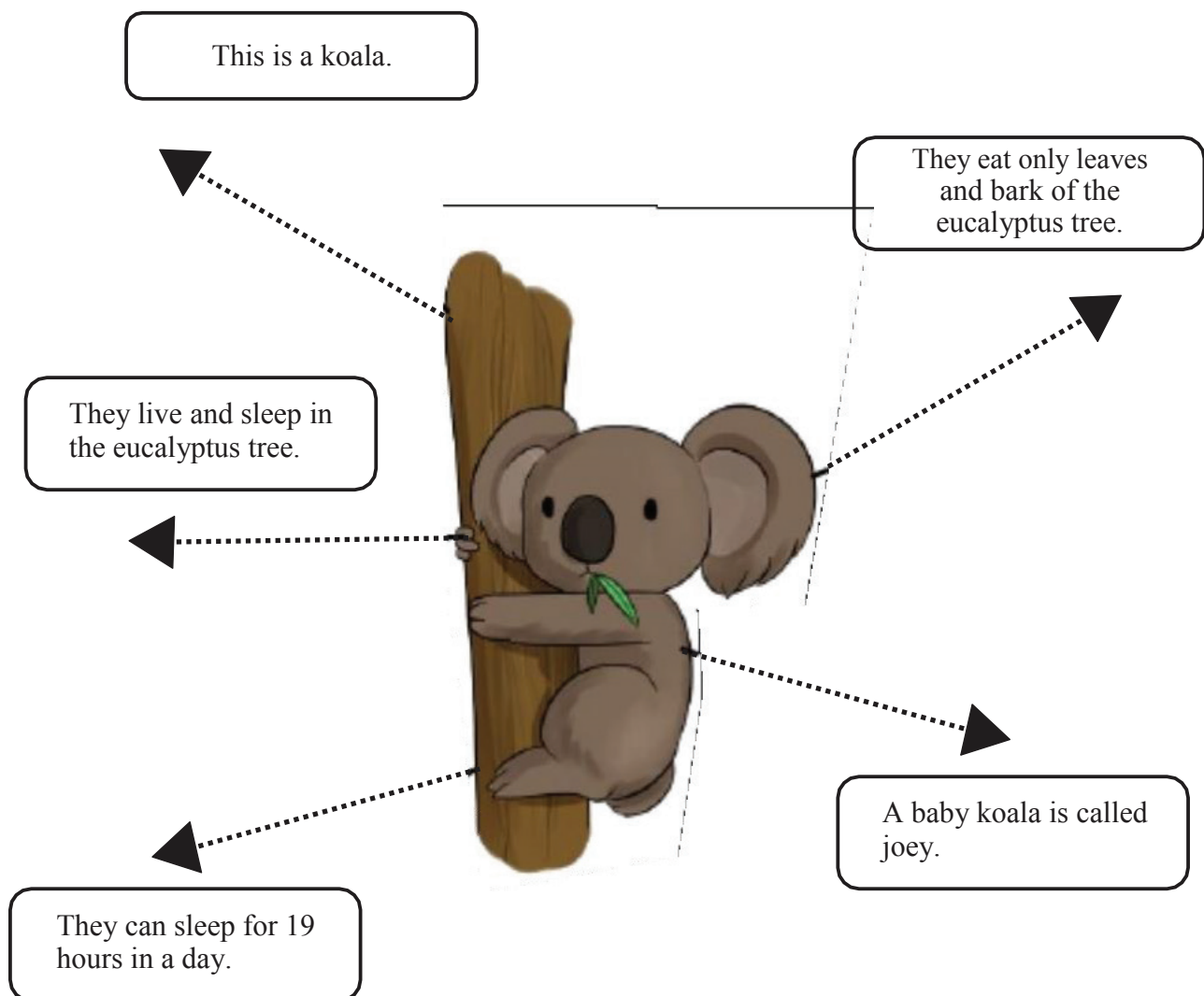- A. 3
- B. 1
- C. 2
- D. 4

23. **The storm obliterated most parts of the coastal city. It will take many months for things to return to normal.**

   A. Construct
   B. Create
   C. Build
   D. Destroy

Read the text below and answer the following questions.

Facts about Koala

This is a koala.

They eat only leaves and bark of the eucalyptus tree.

They live and sleep in the eucalyptus tree.

A baby koala is called joey.

They can sleep for 19 hours in a day.

24. Where do koalas sleep?

A. 19 hours

B. In the cave

C. In the trees

D. On the ground

25. Which of these statements is false about koalas?

A. A young koala is called joey.

B. They sleep more than half a day.

C. They can live in places without eucalyptus trees.

D. They do not eat other animals.

Read the paragraph below and answer the following questions.

Drip Drop

Drip Drop raindrops!

Can I touch them as they plop?

Eyes shut and face upturned,

for silver beads on curling lashes.

Eyes open to see what splashes!

Leaves and branches dripping wet.

Birds shedding little droplets!

Silver sheets on roofs and walls,

I see the rain as it falls!

26. What season is being described here?

A. Summer

B. Winter

C. Rainy

D. Spring

27. Choose a word to describe the text?

A. Information

B. Story

C. Letter

D. Poem

28. **Identify a pair of rhyming words used in the text.**

    A.   roofs, walls

    B.   lashes, splashes

    C.   get, wet

    D.   dripping, droplets

Read the paragraph below and answer the following questions.

THE RAINMAKERS

There lived a singer called Mohan in Rajasthan. He travelled from village to village telling beautiful stories and singing songs that would bring rain. One day, while he was traveling, he came across a skeleton lying in the mud. He had an idea. He decided to bring the skeleton to life by singing the life song. As soon as Mohan finished his song the skeleton came to life. It was a huge dinosaur. The dinosaur gently smiled and licked his hand. Soon they became good friends.

The dinosaur wanted to sing, and asked Mohan to teach him a song. Mohan gladly taught the dinosaur the rain song. Once the dinosaur learned it well, they both began singing it together. The song had such power that the rain bearing clouds gathered in the sky with thunder and lightning. Down came the rain drenching the land with the sky's reward for the duet. The earth and sky rejoiced in happiness. After a long time, it finally rained. The villagers were very happy.

29. **What was the sky's reward for the duet?**
    A.   Clouds
    B.   Thunder
    C.   Lightning
    D . Rain

30. **Which of the following words does not describe Mohan?**
    A.   Singer
    B.   Traveller
    C.   Storyteller
    D.   Dancer

31. **What was the first thing the dinosaur did to Mohan, after coming to life?**
    A.   Became friends with him.
    B.   Smiled gently and licked his hand.
    C.   Learnt the rain song from him.
    D.   Sang a duet with him.

32. **Which of the following events happens last in the story?**
    A.   Mohan and the dinosaur become friends.
    B.   It rains in the village after a long time.
    C.   Mohan teaches the rain song to the dinosaur.
    D.   Mohan and the dinosaur sing the rain song.

33. **Who are referred to as rainmakers in the title of this story?**
    A.   Thunder and lightning
    B.   Villagers of Rajasthan
    C.   Mohan and the dinosaur
    D.   Sky and earth

BULLET TRAINS

Welcome to the world of bullet trains! These trains can be very, very fast. The fastest bullet train goes at almost five hundred kilometers an hour.

People rode the first bullet trains in Japan in the 1960s. They are called Shinkansen in Japan. Shinkansen uses a range of advanced technology compared with conventional rail, achieving not only high speed but also a high standard of safety and comfort. It also produces less carbon dioxide and hence does not cause harm to the environment.

The success of the bullet train has influenced other railways in the world. Many countries in Europe began using high-speed trains soon after that. These countries are small, but they have many big cities that are close together. Bullet trains let people travel easily from city to city. Many other countries are now using high-speed trains, too. Look for a bullet train soon in a city near you!

34. **When did people begin using bullet trains?**
     A.   The 1980s.
     B.   The 1970s.
     C.   The 1960s.
     D.   The 1950s.

35. **Identify two words from the passage that have same meaning.**
    A. Country – City.
    B. bullet train – Shinkansen.
    C. Carbon dioxide – Environment.
    D. Introduce – Influence.

36. **Which of the statements about bullet trains is false?**
    A. They originated in Japan.
    B. They travel faster than 400 kilometers per hour.
    C. They are not very safe.
    D. They balance speed with safety and comfort.

37. **Which of the alternative titles would be suitable for the passage?**
    A. A slow ride.
    B. A modern marvel.
    C. A trip across the country side.
    D. Travel in Japan.

38. **"Look for a bullet train soon in a city near you!" In this sentence, the author is   .**
    A. Stating a fact.
    B. Warning the readers.
    C. Expressing excitement.
    D. Stating an opinion.

END OF THE TEST

GRAY MATTERS INDIA STANDARDISED TEST
SUBJECT: ENGLISH FOR CLASS 7th
SET-2

NAME: ....CLASS: ....

SCHOOL NAME: ....

GENDER:　　　　MALE ☐　　　FEMALE ☐

DURATION: 60Minutes

1. **Fill in the blanks with the correct letter.**
   A.   l
   B.   o
   C.   t
   D.   p

T _ rt _ ise

2. **Rearrange the letters to form a meaningful word. toubtn**
   A.   Ubontt
   B.   Bottun
   C.   Bottle
   D.   Button

3. **Match the word with correct word below.**
   Ganga
   A.   Place
   B.   Ocean
   C.   Forest
   D.   River

4. **Akash and his brother love to   books.**
   A.   reads
   B.   reading
   C.   read
   D.   are reading

5. **Roli, Simi and Neetu study in the same   .**
   A.   family
   B.   friends
   C.   school
   D.   shop

6. **Find the odd word.**
   A.   Rock
   B.   Glass
   C.   Stone
   D.   Pebble

7. ———— put all the vegetables in the bag.
   A. Her
   B. His
   C. She
   D. Him

8. I reached the station _____ late. The train had already left.
   A. to
   B. early
   C. too
   D. two

9. Elephants have long trunks that helps _____ push objects.
   A. they
   B. them
   C. their
   D. those

10. The birds are _____ on the tree.
    A. chirping
    B. meowing
    C. buzzing
    D. quacking

11. Ravi did not come to school _____ he was sick.
    A. also
    B. so
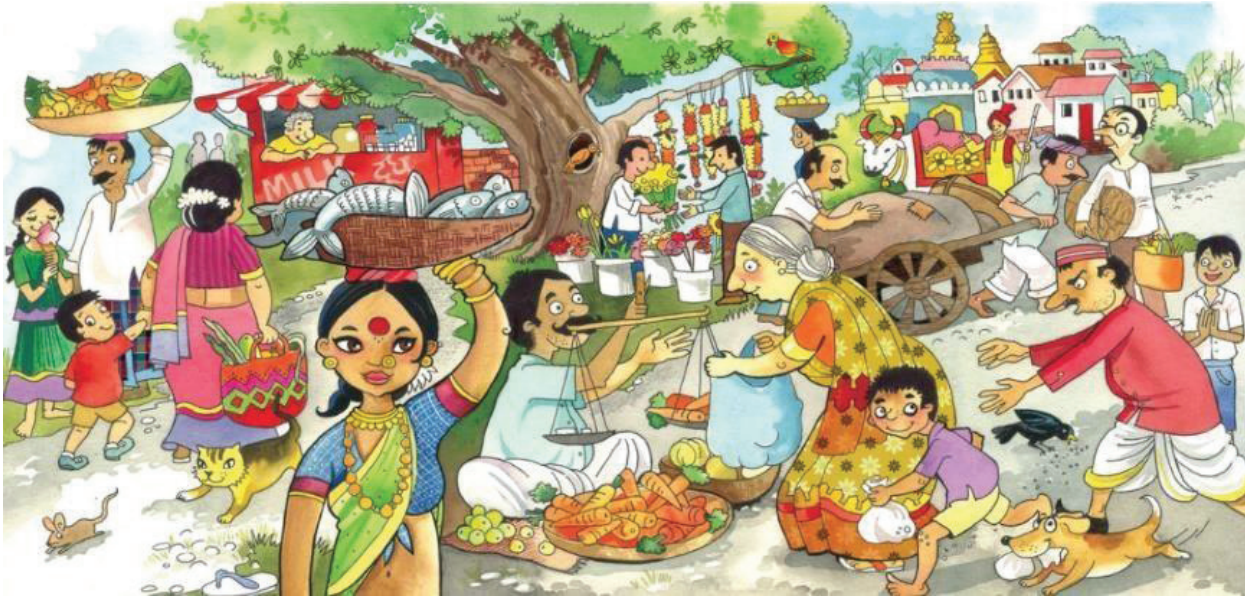   C. because
    D. if

12. This is my _____shirt.
    A. fathers
    B. fathers'
    C. father's
    D. father

13. **Ramu on a picnic with his friends tomorrow.**
    A.   go
    B.   went
    C.   has gone
    D.   will go

14. **Choose a word that describes the picture.**

    A.   Lonely
    B.   Quiet
    C.   Crowded
    D.   Peaceful

15. **There is a bridge_____ the river.**
    A.   outside
    B.   across
    C.   from
    D.   inside

16. **Ravi was helping_____ sister search for _____ keys.**
    A.   he, she
    B.   his, her
    C.   his, him
    D.   her, his

17. Both of us are in the _____ class.
   A.   few
   B.   different
   C.   same
   D.   change

18. Raghav is the _____ boy in his class.
   A.   tall
   B.   tallest
   C.   taller
   D.   more taller

19. The shop, _____ opens next month will sell books.
   A.   who
   B.   which
   C.   whom
   D.   whose

20. Elephants are found in Asia. Elephants are found in Africa. Identify the option that combines the above sentences.
   A.   Elephants are found in Asia and Africa.
   B.   Elephants are found in Asia but Elephants are found in Africa.
   C.   Elephants are found in Asia, Africa.
   D.   Elephants are found in Asia or Africa.

21. There is a beautiful valley in the mountain filled with flowers and trees. The view is picturesque.
   A.   Ugly
   B.   Drab
   C.   Scenic
   D.   Stinking

22. P V Sindhu is an Indian badminton player. She is one of the two badminton players from India to ever win an Olympic medal.
   How many Indian badminton players have won an Olympic medal?
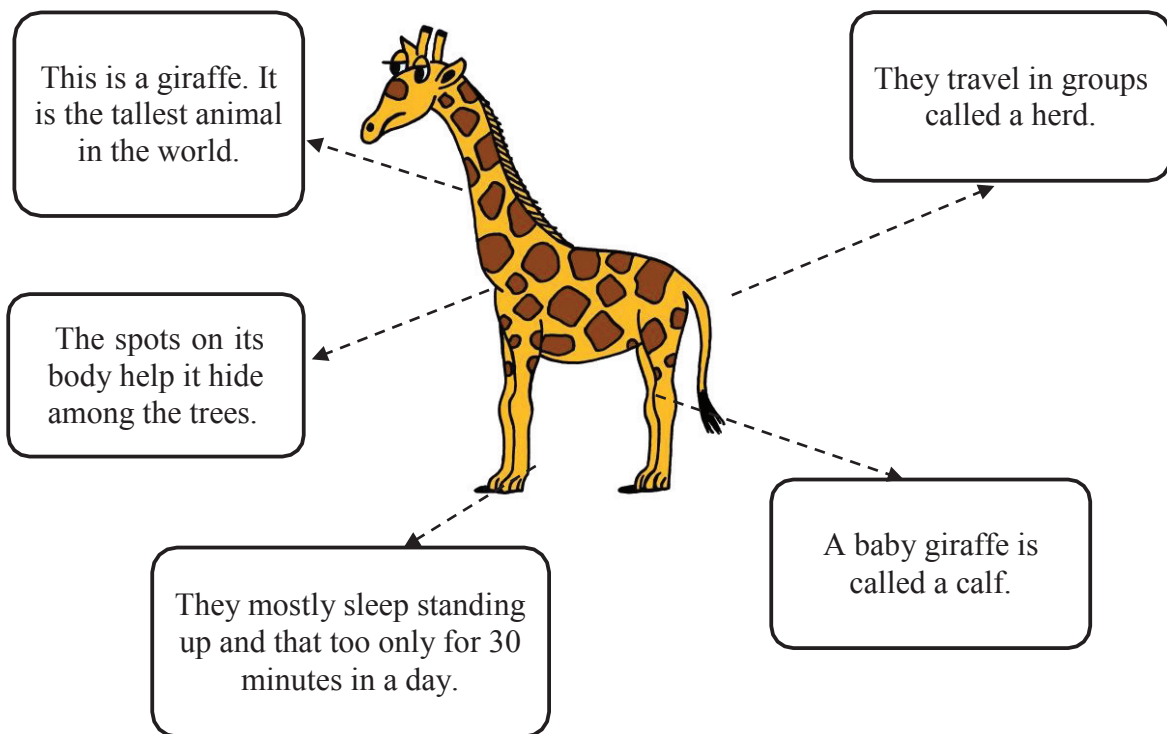   A.   1
   B.   2
   C.   3
   D.   4

23. The storm obliterated most parts of the coastal city. It will take many months for things to return to normal.

Which word could mean the same as "Obliterate"?

A. Construct

B. Create

C. Build

D. Destroy

FACTS ABOUT GIRAFFE

This is a giraffe. It is the tallest animal in the world.

They travel in groups called a herd.

The spots on its body help it hide among the trees.

A baby giraffe is called a calf.

They mostly sleep standing up and that too only for 30 minutes in a day.

24. A group of giraffes is called a _____ .

A. calf

B. spots

C. herd

D. hide

25. **Which of these statements is false about the giraffe?**

    A.   It is the fastest animal in the world.

    B.   A young giraffe is called calf.

    C.   The spots on its body help it hide among the trees.

    D.   They sleep while standing.

Food So Precious!

How about some idli-dosa,

or a nice hot samosa?

Let us eat some sweet mithai,

yummy rabri and malai!

Would you like some poori bhaji, or

fried brinjal bhaaja?

Spongy fresh dhokla is nice,

to gobble up in a trice.

But do not hurry when you eat,

careful not to spill any treat.

Because food is so precious,

and also, so delicious!

26. **Rabri and malai are types of** _____ **.**

    A.   insects

    B.   sweets

    C.   fruits

    D.   vegetables

27. **Choose a word to describe the text?**

    A.   Information

    B.   Story

    C.   Letter

    D.   Poem

28. **Identify a pair of rhyming words used in the text.**

    A.   sweet, yummy

    B.   fresh, gobble

    C.   nice, mice

    D.   precious, delicious

THE RAINMAKERS

There lived a singer called Mohan in Rajasthan. He travelled from village to village telling beautiful stories and singing songs that would bring rain. One day, while he was traveling, he came across a skeleton lying in the mud. He had an idea. He decided to bring the skeleton to life by singing the life song. As soon as Mohan finished his song the skeleton came to life. It was a huge dinosaur. The dinosaur gently smiled and licked his hand. Soon they became good friends.

The dinosaur wanted to sing, and asked Mohan to teach him a song. Mohan gladly taught the dinosaur the rain song. Once the dinosaur learned it well, they both began singing it together. The song had such power that the rain bearing clouds gathered in the sky with thunder and lightning. Down came the rain drenching the land with the sky's reward for the duet. The earth and sky rejoiced in happiness. After a long time, it finally rained. The villagers were very happy.

29.   **What was the sky's reward for the duet?**
   A.   Clouds
   B.   Thunder
   C.   Lightning
   D.   Rain

30.   **Which of the following words does not describe Mohan?**
   A.   Singer
   B.   Traveller
   C.   Storyteller
   D.   Dancer

31. **What was the first thing the dinosaur did to Mohan, after coming to life?**
    A.   Became friends with him.
    B.   Smiled gently and licked his hand.
    C.   Learnt the rain song from him.
    D.   Sang a duet with him.

32. **Which of the following events happens last in the story?**
    A.   Mohan and the dinosaur become friends.
    B.   It rains in the village after a long time.
    C.   Mohan teaches the rain song to the dinosaur.
   D.   Mohan and the dinosaur sing the rain song.

33. **Who are referred to as rainmakers in the title of this story?**
    A.   Thunder and lightning
    B.   Villagers of Rajasthan
    C.   Mohan and the dinosaur
    D.   Sky and earth

Read the text below and answer the following questions.

Incredible Shrinking Technology

Today's communication and entertainment technology is often small enough to fit in your hand or in your pocket. It would be hard for you to imagine how big some of these devices were when they were first invented. Earlier versions of today's useful gadgets were very big. The first computer built in 1946 was big enough to fill an entire 30-foot-by-50-foot room. It had blinking lights and six thousand manual switches. This computer was capable of slower than the smaller laptops we use today.
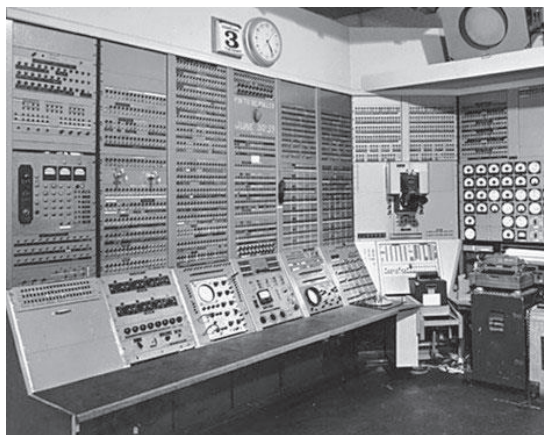
Only 20 years back people used to listen to songs on cassettes and radio. Today people download, store, and carry thousands of songs on gadgets smaller than our hands.

The first handheld cell phones were heavy, awkward, and the size of a shoe. Today's cell phones are tiny and light. It is amazing to think how much gadgets can shrink!

34. **When was the first computer built? A. 1945**
   B.   1946
   C.   1947
   D.   1964

35. **"Earlier versions of today's useful gadgets were very big." Which of these is a gadget?**
   A.   plate
   B.   pencil
   C.   book
   D.   phone

36. **Which of the following statements is false about the first computer?**
   A.   It had blinking lights.
   B.   It was slow.
   C.   It was small.
   D.   It had switches.

37. **"The first handheld cell phones were heavy, awkward, and the size of a shoe." What does awkward mean?**
   A.   Light.
   B.   Not working.
   C.   Difficult to use.
   D.   Colorful.

38. **It is amazing to think how much gadgets can shrink!'. When something shrinks, what happens to it?**
   A.   It decreases in size.
   B.   It increases in size.
   C.   Its color and size change.
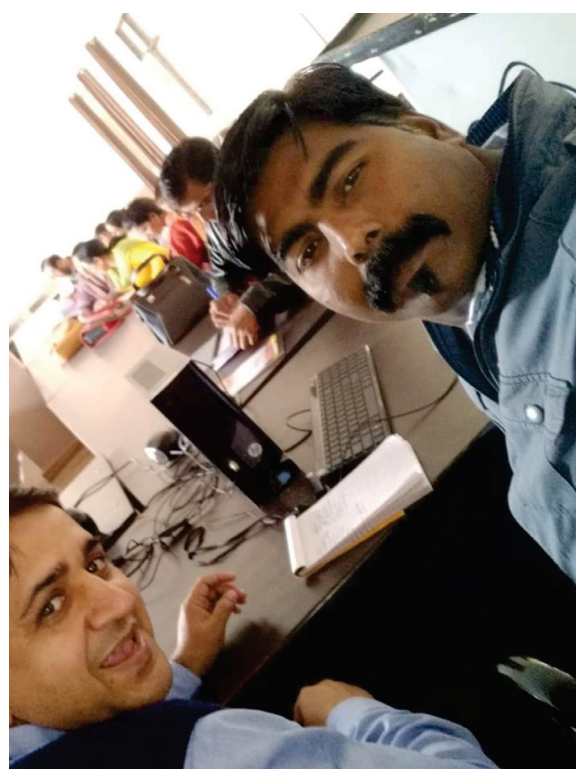   D.   Its size remains same, but color changes.

END OF THE TEST

Important Links for the Online Help

The following links are useful for the Master Trainers. They can use the online material during their trainings and further these can be shared with the teachers so that they can use the online material in their classroom for the better learning outcomes.

https://www.britishcouncil.in/teach/resources-for-teachers/teacher-development-posters
https://www.britishcouncil.in/teach/online-teaching-resources
http://www.teachingenglish.org.uk/article/developing-writing-skills-a-news-report
http://www.teachingenglish.org.uk/article/dictionary-skills-secondary-students
http://www.teachingenglish.org.uk/resources/secondary/lesson-plans/pre-intermediate-a2
http://www.teachingenglish.org.uk/resources/secondary/lesson-plans/intermediate-b1
http://www.teachingenglish.org.uk/resources/secondary/lesson-plans/upper-intermediate-b2
http://www.teachingenglish.org.uk/resources/secondary/lesson-plans/advanced-c1
http://www.teachingenglish.org.uk/resources/secondary/activities?_ga=2.209024276.783102320.1569493665-510100263.1569493665
http://www.teachingenglish.org.uk/resources/primary
http://www.teachingenglish.org.uk/resources/secondary
http://www.teachingenglish.org.uk/resources/primary/stories-poems
http://www.teachingenglish.org.uk/resources/primary/activities
http://www.teachingenglish.org.uk/resources/primary/lesson-plans
http://www.teachingenglish.org.uk/magazine/teaching-four-skills
http://www.teachingenglish.org.uk/blogs/ninamk/listening-skills
http://www.teachingenglish.org.uk/magazine/testing-assessment
http://www.teachingenglish.org.uk/magazine/teaching-grammar-vocabulary
http://www.teachingenglish.org.uk/magazine/methodology
http://www.teachingenglish.org.uk/magazine/teaching-pronunciation
http://www.teachingenglish.org.uk/magazine/classroom-management
http://www.teachingenglish.org.uk/magazine/learner
http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate
http://www.bbc.co.uk/learningenglish/english/course/intermediate
http://www.bbc.co.uk/learningenglish/english/course/upper-intermediate
http://www.bbc.co.uk/learningenglish/english/course/towards-advanced
http://www.bbc.co.uk/learningenglish/basic-grammar
http://www.bbc.co.uk/learningenglish/english/intermediate-grammar
http://www.bbc.co.uk/learningenglish/basic-grammar-guide
http://www.bbc.co.uk/learningenglish/english/course/intermediate/unit-1/tab/grammar
http://www.bbc.co.uk/learningenglish/english/course/upper-intermediate/unit-1/tab/grammar
http://www.bbc.co.uk/learningenglish/english/basic-vocabulary
http://www.bbc.co.uk/learningenglish/intermediate-vocabulary
http://www.bbc.co.uk/learningenglish/english/features/6-minute-english
https://www.bbc.co.uk/programmes/p02pc9wq/episodes/downloads
https://www.bbc.co.uk/programmes/p02pc9xz/episodes/player
https://www.bbc.co.uk/programmes/p02pc9tn/episodes/player
https://www.bbc.co.uk/programmes/p05hw4bq/episodes/player
https://www.bbc.co.uk/programmes/p02pc9zn/episodes/player
https://www.bbc.co.uk/programmes/p02pc9s1/episodes/player
https://www.youtube.com/watch?v=htmkbIboG9Q
https://www.youtube.com/watch?v=ZXN3wROCpfs
https://www.youtube.com/watch?v=NLj72KSNZoo

Glimpes Of Programme, "Professional Development Of English Teachers" At State Hq And Distric Level.

Successful Completion Of The Training Programme At DIET At Distric Level.

Teachers Participating In Training At Distric Level Programme To Hone Their Professional Skills.

QUALITIES OF AN INSPIRED TEACHER

T	- Trained in pedagogy of children as per their age group. - Tries to create child-friendly environment in school
E	- Explores possibilities to upgrade his/ her knowledge and skills - Empowered in latest teaching techniques and effective use of ICT
A	- Ability to handle the classroom problems effectively - Appreciates students' active participation in all activities
C	- Cares students of his/ her class like own children - Command on quality of subject matter
H	- Helps students as per their individual needs - Humane to students, parents and community members
E	- Excellence in conducting activities (scholastic, co-scholastic) - Encourages students on their right actions and good performance
R	- Resourceful and research-oriented - Relates learning to the lives of their students and local context

Vision of Teacher Education and Teacher's role

Regarding vision of teacher education and teacher's role, following statements are given in NCFTE (2009) –
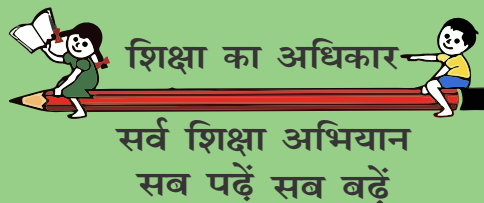
- *Teachers need to be prepared to care for children and to enjoy being with them.*

- *Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge.*

- *Teacher education must engage with theory along with field experiences. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.*

- *Teachers need to be trained in organizing learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.*

- *Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question.*

- *Teacher education should provide opportunity to student-teachers for reflection.*

- *The programme should engage teachers with children in real contexts rather than teach them about children through theories alone.*

- *The programme should help teachers to develop social sensitivity and consciousness and finer human sensibilities.*

Hey!!! We are on the path of "Saksham - Plus"

ABC

HARYANA SCHOOL SHIKSHA PARIYOJNA PARISHAD

HSSPP

शिक्षा का अधिकार
सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

पढ़े चलो, बढ़े चलो
RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

Regd. Under Societies Registration Act, 2012
Shiksha Sadan, Sector-5 Panchkula (Hr.)
Email : hpsppchd@yahoo.co.in