

NISHTHA FLN

National Initiative for School Heads' and
Teachers' Holistic Advancement
(Foundational Literacy and Numeracy)

Course: 06

Foundational Language and Literacy



Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: “By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching -learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding Vidya Pravesh and Balvatika - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

Prof. Suniti Sanwal

Professor & Head, Department of Elementary Education

Coordinator, FLN NISHTHA

Acknowledgement

Programme coordinator:

Prof. Suniti Sanwal, Head, Department of Elementary Education, NCERT, New Delhi

Technical Coordinator

Dr. Angel Rathnabai, Assistant Professor, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Authors

1. **Introduction to FLN Mission** - Prof. Padma Yadav, Professor, Department of Elementary Education, NCERT, New Delhi
2. **Shifting towards Competency Based Education** - Prof. Suniti Sanwal, Head, Department of Elementary Education, NCERT, New Delhi
3. **How Children Learn: Understanding Learner?** - Dr. Reetu Chandra, Assistant Professor, Department of Elementary Education, NCERT, New Delhi
4. **Involvement of Parents and Communities for FLN** - Prof. Sandhya Sangai, Professor, Department of Elementary Education, NCERT, New Delhi
5. **Understanding Vidya Pravesh and Balvatika** - Dr. Reetu Chandra, Assistant Professor, Department of Elementary Education, NCERT, New Delhi
6. **Language and Literacy** - Prof. Usha Sharma, Professor, Department of Elementary Education, NCERT, New Delhi & Prof. Meenakshi Khar, Professor, Department of Education in Languages, NCERT, New Delhi
7. **Multilingual Education in Primary Grades** - Dr. Dhir Jhingan, Director, Language and Learning Foundation
8. **Learning Assessment** - Dr. Romila Soni, Associate Professor, Department of Elementary Education, NCERT, New Delhi
9. **Foundational Numeracy** - Dr. A.K. Rajput, Professor, Department of Elementary Education, NCERT, New Delhi
10. **School Leadership for Foundational Literacy and Numeracy** - Prof. Sunita Chugh, Professor, Dr. Charu Smita Malik, Assistant Professor & Dr. Puja singhal, Assistant Professor, National Centre for School Leadership, NIEPA, NCERT Campus, New Delhi

11. Integration of ICT in Teaching, Learning and Assessment - Dr. Angel Rathnabai, Assistant Professor, Central Institute of Educational Technology (CIET), NCERT, New Delhi

12. Toy Based Pedagogy for Foundational Stage - Prof. Sandhya Sangai, Professor, Department of Elementary Education, NCERT, New Delhi & Dr. Romila Soni, Associate Professor, Department of Elementary Education, NCERT, New Delhi

Technical team

Dr. Arpita Panda, Academic Consultant, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Dr. Varun Ashokan, Academic Consultant, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Mr. Mehraj Ali, Academic Consultant, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Ms. Meenakshi Sharma, Technical Consultant, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Mr. Saurabh, Content Developer, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Ms. Kunica, Junior Project Fellow, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Mr. Lovenish Birhman, Junior Project Fellow (Technical), Central Institute of Educational Technology (CIET), NCERT, New Delhi

Graphics Team

Mr. Ashish Rawat, Graphic Artist, Central Institute of Educational Technology (CIET), NCERT, New Delhi

Mr. Sanjay Yadav, Graphic Artist, Central Institute of Educational Technology (CIET), NCERT, New Delhi



COURSE 06

**Foundational
Language and Literacy**

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COURSE OVERVIEW

Description of the Course

The course on language and literacy will apprise learners about the aspects of the central question – how children learn to read and write and develop their language skills in social and academic contexts.

Keywords

NISHTHAFLN, LANGUAGE, LANGUAGE LEARNING, LITERACY, READING, WRITING, ASSESSMENT, MULTILINGUALISM, LITERATURE FOR CHILDREN, PRINT RICH ENVIRONMENT, SOCIO CULTURAL ENVIRONMENT

Objectives

On completion of the course, the learner will be able to

- Understand the various aspects of language education, such as nature of language, role of multilingualism as a resource, and a strategy, and the role of language in education policy.
- Familiarise with the strategies to develop foundational literacy amongst the learners, for example, the use of a print rich environment, morning messages, picture books, story reading, etc.
- Familiarise with the approach of integrated skills for reading and writing as conceptualised under foundational literacy skills.
- Develop sensitivity and bonding with children.
- Understand the processes and the strategies for assessment and achieving the learning outcomes.
- Understand the role of children's literature in language enhancement.

Course Outline

- Understanding Language and Literacy
- Language – Nature and Functions
- Multilingualism as a Resource
- Language and Language Learning
- Phonological Awareness
- Silent Period
- Engagement with Language and Literacy
- Aspects of Reading
- The Processes and Behaviour Involved in Reading
- Writing as a Thought Process
- Strategies of Writing
- Children’s Literature
- Teaching Learning Process
- Assessment – Understanding Child’s Self-Reading and Writing Efforts



MODULE 01

Foundational Language and Literacy - Introduction

Module 01: Foundational Language and Literacy - Introduction

1.1 Understanding Language and Literacy

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31341569574004326413478

Transcript

Welcome dear Learners to course on Understanding Language and Literacy. The course on language and literacy is about understanding how children learn language and enhance their literacy skills. As we know, the early years of learning are very important and language plays an important role in foundational years of education of young children. Here, it is important to understand that young children even before coming to school develop their own sense of what function language can play and how they can make use of language for different purposes in the social context. Teachers and elders associated with their learning need to understand that the already initiated process has to progress for academics and emotional well being of the young children. The use of children's home language is recommended for their cognitive development and inculcation of values. The familiarity with the context of learning will enable them to strengthen their literacy skills. The use of children's literature will give them opportunities for developing language skills of reading, writing, listening and speaking with the sense of purpose. An enabling environment for self learning and assessment will lead them to become independent readers and writers. In this context, we must look for research based pedagogies, authentic learning materials and above all, a mindset to relate to children and their world. I hope you will deliberate upon the issues which we have raised in the introductory video and you will also find the discussion on these issues in the course on foundational literacy and language.

Thank You!


The curricular system stated in the National Education Policy (NEP) 2020 (5+3+3+4) underscores the importance of the initial stages of learning. It has been strongly felt that children must have a strong foundation in the early years to excel in the later years. These are the most productive years for the development of literacy skills, and cognitive development.

The NEP 2020 recommends preparatory classes or *Balvatika* for all children before they enter a formal schooling system. Global studies too point to the fact that children who receive meaningful Foundational Literacy and Numeracy (FLN) skills have better learning levels in primary grades as well as in later stages of education. However, it is a matter of concern that the practices being followed are not yielding desired results. Nation-wide learners achievement surveys conducted by NCERT and other agencies show that the number of children who cannot read is very high despite completing primary school. The studies are constantly drawing our attention to the grim reality of reading in early classes. We need to draw our attention to some of the realities and the environment being created in schools.

It is increasingly evident, however, that traditional notions of literacy need to be expanded to encompass the literacy of the 21st century. We may say that literacy is the ability to use graphic and visual representations of language to read, write, speak, listen, view and think critically about ideas. The potential of new technologies (web pages, Internet-based class projects, etc.) enriches literacy with wider and varied exposure to resources and greater levels of achievement.

Children come to school with fluency in their mother tongue/home language. Schools should make use of child-centric approaches to expand it into literacy skills. The course on foundational literacy is a culmination of courses on ECCE, numeracy, *Balvatika* and multilingualism.

In the early stages of language learning, the focus remains on the constructive process of making meaning, which unfolds into creativity and developing aesthetics and values among children. The developmental process of enhancing language is based on the cognitive and affective domains. Children are naturally motivated to read and write, listen and respond in relevant, interesting, and age appropriate situations. As children progress in grades, they learn to understand the complexity of text and use of grammar in the context. For a successful literacy programme, it is the skills of comprehension and constructing meaning, which are more important than following the formulaic explanations. The nuances of language unfold to children as they engage more and more with listening, speaking, reading and writing (LSRW) activities.



MODULE 02

Multilingualism

Module 02: Multilingualism

2.1

Use of Mother Tongue and Children's Literature in Learning Language

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_3134157423592898561287

Transcript

Good morning and welcome to our discussion on the use of mother tongue and children's literature in developing foundational literacy skills. We all know that mother tongue and children's literature play a very important role in developing early literacy skills. In fact, children begin their journey of exploration of their surroundings and the world around them in their mother tongue. They develop a perception of this world in their mother tongue. They also develop a bond with family and people in their mother tongue. Their initial reactions are always in mother tongue. So mother tongue plays a very important role in developing early literacy skills. Same goes for children's literature; both are very important ingredients of foundational literacy. We will continue with our discussion on the use of mother tongue and children's literature. Here, I would like to add one more point that since we live in a multilingual society, it is important for us that children should learn more than one language and there is a provision also for learning more than one language in our curriculum. Learning more languages, i.e., being multilingual is an advantage and multilingualism is a resource.

Prof. Meenakshi Khar: Now I will introduce you to my co-panelist, she is Ms. Yachana Gupta and she is senior consultant with the Department of Elementary Education. She has a very wide experience of dealing with children, engaging them with language and in the area of children's literature. Yachana, we would like to

know from you that, how children can be engaged meaningfully with children's literature. Please.

Ms. Yachana Gupta: So as you already talked about mother tongue and how mother tongue is going to help the child inside the classroom to learn language. A child when it enters the classroom, they already have immense knowledge and experience about their surroundings in their mother tongue. So keeping mother tongue as an essential part of learning is pivotal for us. Being a teacher or a facilitator we need to understand that mother tongue is an integral part of a language learning, so we need to consider it and need not to replace it inside the classroom. When a child is speaking or writing or giving the response we should allow the child to use mother tongue inside the classroom and eventually the child will be able to gradually get the knowledge in the standard language and will start using it inside the classroom as it's a process. Now we want to talk about children's literature as Ma'am said already that we have to cover it as well. Children's literature is an integral part of language learning; it helps the child to understand language better. It not only gives you the opportunity to engage with the child inside the classroom but it also allows the teacher and other facilitator to get the knowledge and involve the child inside the classroom with the language process. It helps a child to understand and learn with the language learning process as well as it makes language learning more relatable to them.

Prof. Meenakshi Khar: Well said, Yachana. The emphasis I think is on promoting natural ways of learning language, because as you said that when child comes to the classroom he already has an understanding of the functions of the language. So we have to prolong and proceed on the same lines instead of turnkeying the knowledge they have already acquired. So we would also like to add here the criteria for selecting children's literature like when we have to select children's literature we have to keep in mind some points like it should be age appropriate, it should interest children, they should take interest in reading that literature and you know children are very fond of reading fairy tales, ghost tales, tales of Panchatantra and many other stories. So that should be the part and parcel of the reading corners of our classroom. Another thing is that our children's literature should be authentic, that it should be meant for children. They should see their world in their stories or poems or other literary genre whatsoever they are reading and writing about. So that is very important and another important thing while selecting children's literature is that it should have some universal values, human values. Because we do not want that our literature should send direct messages, didactic messages to the children. We want children to construct their own messages after reading the literature, so the literature which we select for

children should have all these qualities and there should be variety in children's literature. We come to another point of discussion that is how this literature should be transacted in the classroom, you know we have understood the importance of having children's literature, we have understood the importance of having children's literature in mother tongue so that children can reflect over it, can respond to the stories and other genres of literature that we have understood. Now the point is when we bring in children's literature in the classroom, how the teacher should transact it in the classroom so that children can get the opportunities of both learning the language as well as of self assessment. Yes Yachana, please.

Ms. Yachana Gupta: You already talked about the point that we need a lot of variety inside the classroom when we are talking about the children's literature, it should not be limited to only few categories or themes that we are talking. It should be multi thematically arranged as well as the child should get the freedom to choose the books on their own. And it's not just limited to the books inside the classroom, we should have the literature that is there and the child is able to see the posters that is displayed in the classroom, be it a picture poster, be it a picture book or big books where they only have pictures inside the books or the posters on the wall where they can themselves imagine the story and use the creativity and imagination to explore the world of language learning. From this, they will be able to make the creativity work as well as the language learning that they are grasping the language, the words they are grasping from their environment, and from the teachers and the peers, they will be able to use them there inside the classroom as well as outside the classroom. So this is going to be a big opportunity for them to use it by themselves. Now we have big books, we have other story books, picture books and then we have narration part, so when we are talking about language and it's literature, the most important and integral part that language learning should have and should be catered inside the classroom is narration of the story, be it a teacher or a facilitator when they are telling a story it should be more engaging when the child would hear it. When we first want them to get the opportunity to be a part of a language learning, we need to make that more interactive and make them interested towards the language and that part only can be done when they listen to a story, when they engage with the story, and when they explore the world of language with the help of story. The narration part that can be done by the teacher or a facilitator whomsoever is there and with the other students if they want to share a story. So that's how we can build the literature inside a classroom from reading to speaking and vice versa .

Prof. Meenakshi Khar: Other language skills as well.

Ms. Yachana Gupta: Yeah sure Ma'am.

Prof. Meenakshi Khar: So the thing which we would like to emphasize here is that engagement with language is very important. We should engage children meaningfully with language and there is no better resource than children's literature and it should be accessible to children. It should not be, I mean hidden from them. It should not be locked in the boxes, it should be made available to children.

Ms. Yachana Gupta: Not just library corners in one room. It should be inside a classroom where they have their reading corner or a corner where they can themselves go and reach to the corner, pick a book and then read it .

Prof. Meenakshi Khar: Yes and one more thing Yachana I hope you will agree with me that along with the books we also need stationary because researches have shown that there is a very close links between these two skills - reading and writing and the moment children read something or listen to something they would like to draw and drawing is their language. Would you like to say something on this before we wind up?

Ms. Yachana Gupta: Yeah. So, when we talk about the language learning, it not just helps a child to learn the words, listening and vocabulary enhancement, it is also linked with the writing part. A child start their writing with the drawing so when they read or hear a story, the next moment when you tell them to express their self they will draw something related to the story. That's the post activity that we can do after a story or in between a story session but it's an initial part of writing process. So it's very important that we should allow 'n' number of opportunity for them to get immersed in the world of writing and reading together.

Before we wind up, we would like to suggest our viewers and learners that they should form reading clubs, write reviews of children's literature, become members of children's libraries and develop tasks based on children's literature. They should also develop an understanding of how children learn, how children learn to read, write and develop other language skills. It is a pleasure to use children's literature and mother tongue in the classroom provided we have relevant and meaningful and interesting activities for children and we are sure that this will give them good academic results as well. So before we say thank you to our viewers, we would also like them to deliberate upon the issues which we have raised here.

Thank you very much.

Multilingualism as a Resource

In a typical Indian classroom there will be children speaking more than one language. The foundational literacy skills can be developed on the linguistic and cultural resources of children. The natural ways of learning language are based on the fundamental idea that the mother tongue/home language is the best medium of comprehending, and learning. The learning achievements decline if children are restricted from using their language for literacy learning. This happens commonly when the focus remains on teaching learning the dominant language. This situation leads to incomprehension among children. The focus of foundational literacy practices should be on promoting multilingualism for learning in the classroom. The accessibility of a wide range of languages and skills help in negotiating the meaning in different social situations more efficiently.

Multilingualism in the Classroom

- * **Possible Situation 1:** Child's language is different from the school language, and textbooks.
- * **Possible Situation 2:** Child's language and the language of the school is common, but children speak different languages.
- * **Possible Situation 3:** Child's home language is a combination of two or more languages, and the language of the school is different.
- * **Possible Situation 4:** In multilingual families, there can be a home language spoken by other family members, which may sometimes be different from the mother-tongue or local language. (NEP, 2020)

Engaging children in multiple languages for the learning activity paves the way towards varied perspectives and the codified realm of knowledge that exists in various languages. It also acts as a means to promote the significant constitutional values of social harmony and respect. It helps them to negotiate in different social situations more efficiently and equip them for divergent thinking.

Understanding Multilingualism

- * Multilingualism subsumes bilingualism.
- * Multilingualism is constitutive of the Indian identity.
- * Multilingualism is a natural phenomenon, which relates positively to cognitive flexibility and scholastic achievement.

- * Bilingual children not only have control over several different languages but are also academically more creative and socially more tolerant.
- * There is also substantial evidence to show that bilingual children excel in divergent thinking.

Now that we also know of the positive relationship between multilingualism, cognitive growth and educational achievement, there is every need to promote multilingual education in schools.

2.3 Activity 1: Do It Yourself

Reflect on the following questions and write your answers.

- * What do I know about learners in my class?
- * What languages do they speak and understand?
- * Is the language of textbooks relevant for them?
- * Do they understand my language?



MODULE 03

Language and Understanding Literacy Skills

Module 03: Language and Understanding Literacy Skills

3.1 Language and Understanding Literacy Skills

In India, the most critical component of today's discourse in elementary education constitutes questions and challenges such as:

- * How do children learn to read and write?
- * How do teachers teach children to be able to read meaningfully and write for different purposes and expression?
- * How should the teachers teach?
- * What is reading and writing? How does reading and writing develop? What can make children acquire language/literacy skills?

In the context of early literacy skills, language is the major component. Hence, it is important to understand that

- * Language is a medium of expression and self-development.
- * Languages of children are different and knowledge-embedded.
- * Language is not only about alphabet learning but is about its usage in the social context specifically in the early years of learning.

What do we mean by language?

A lot of answers come to our mind. The most common is that it is a medium of communication. No doubt it is a natural human urge to converse and send messages to others. But we tend to forget its usefulness as a means to think, respond and feel. In the formative years of learning, language plays a key role in shaping the perceptions of children about the world. It is a subtle yet strong force to understand their capabilities, interests, values and attitudes. Languages of children are great sources for them to function in social and academic contexts. Their languages are markers of their identity. All languages have a system and knowledge embedded in them. The interesting phenomenon is that languages are learnt in the same way, and proficiency in one language (mother tongue/home language) motivates one to learn more languages. The foundational stage is the most crucial for language learning because development of language skills at this level will determine their academic achievements across the curriculum.

Language is composed of phonology, morphology, syntax, and pragmatics. These components are integrated for the purpose of LSRW activities. Young children learn to develop their language and literacy skills by using language as a whole

and not its individual components because meaning is conveyed when all these components are present, but in an integrated manner. At this stage, we want children to understand the usage of language in various contexts and forms and enhance their already developing language skills.

Children's literature is an effective medium for sustainable language learning competencies. The genres of literature, story, poem, rhymes, drama, etc. engage children in meaningful and relevant ways. Stories are the best medium to develop creativity and critical and reflective skills. Poems and rhymes ignite their imaginative powers and phonemic awareness.

There is a major need to orient teachers and teacher educators to understand that children have the ability to learn language on their own. School/curriculum and pedagogy should create an enabling environment for language learning. It is true that humans have the system as well the capacity to develop their language skills, provided they get the motivation and child centric inputs. Children learn to use language as per their need to communicate or express themselves. Children learn conventional usage of language at their pace and through meaningful inputs, which scaffolds their understanding, for example, text with illustration is easier for them to understand than text without it. Phonemic awareness is crucial for language learning but it should emerge from context, for example, letters and sounds, words often repeated in story can be chosen for learning letter-sound relationship. A letter in a word and word in a story is comprehensible than an isolated letter in the alphabet.

Read and Answer

- * How do children engage meaningfully with language?
- * What are the components of language?
- * Why is context important for understanding text or speech?

Languages in the classrooms play a significant role in developing foundational literacy. The language of the child becomes the medium of learning as well as an expression of thoughts, creativity and innovations.

- * Language is whole and it has to be learnt holistically. Young children learn to make sense of language and its function at a very early stage. Haven't we observed that when children speak they have a message to convey and know how to communicate it?
- * Language learning is a developmental non-linear process. There are no steps for learning a language. While using language, children learn the language skills together at their own pace and capabilities. The so-called errors are

attempts to learn and progress. Children develop into independent learners if they are given autonomy of learning.

- * The essential condition for language learning is that we provide relevant opportunities of producing and generating language. For this, the strategies should be conversation, discussion on stories, asking opinions on stories, and informative texts, appreciating poems, creative expressions, etc.
- * Children learn language to know and understand the world around them. Do we know that they learn if they have interaction with real world objects, familiar surroundings and relationships?
- * Children need to have exposure to language for developing their listening, speaking, reading and writing skills. This has to be in a holistic and an integrated way. Teachers need to introspect that, are we teaching language in parts and one skill after another, believing listening, speaking and other skills will follow or as a meaningful whole?
- * Language learning is incidental. Language acquisition takes place more often outside the classroom.

Read and Answer

- * What do we understand by incidental learning?
- * Describe the terms language acquisition, incidental learning and non-linear process.

3.2 Activity 2: Share Your Thoughts

Do we know that children have a natural inclination for learning language and learning through the medium of language? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

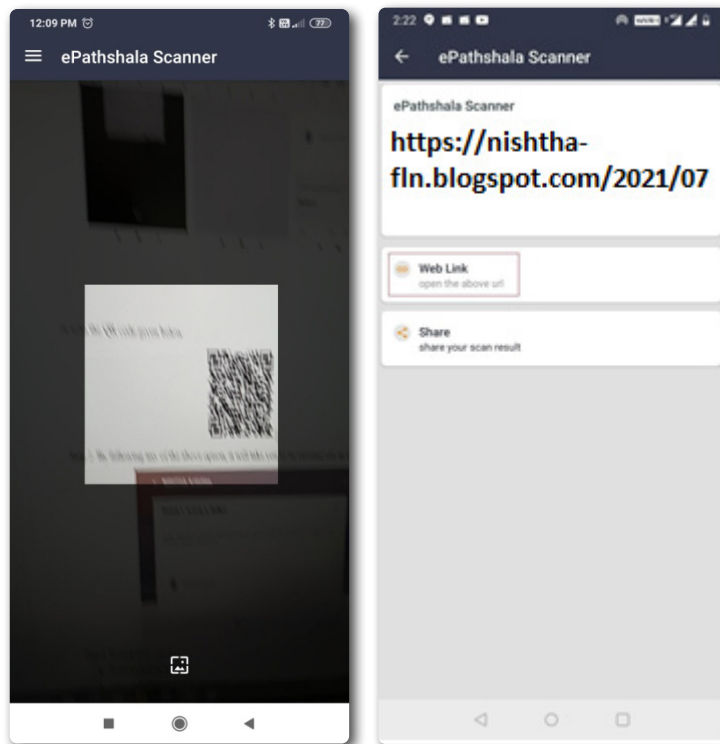
Option 1: Type the URL in a browser <https://tinyurl.com/course6actvy2>



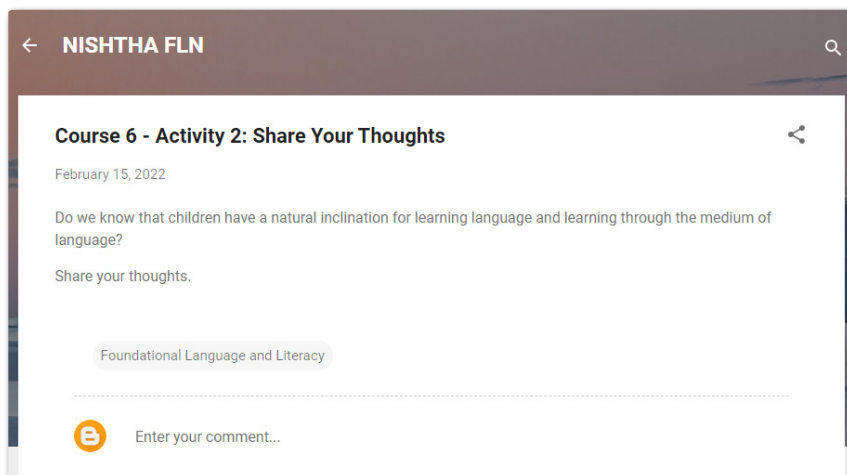
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

<https://nishtha-fln.blogspot.com/2022/02/course-6-activity-2-share-your-thoughts.html>

Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

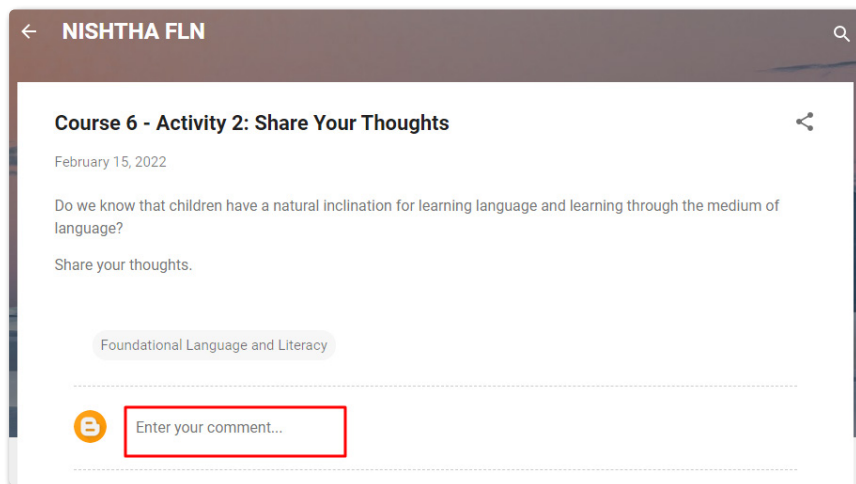


Step 2: Following any of the above option will take to an external site as shown below



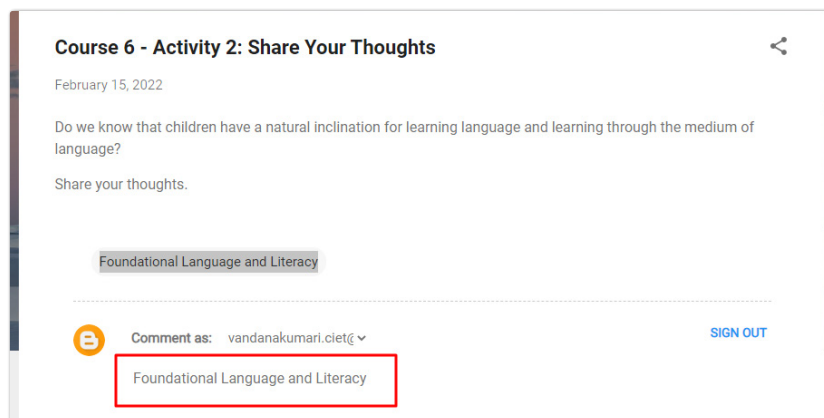
Step 3: Post your response

- * Read the given activity
- * Click on **Enter your comment**



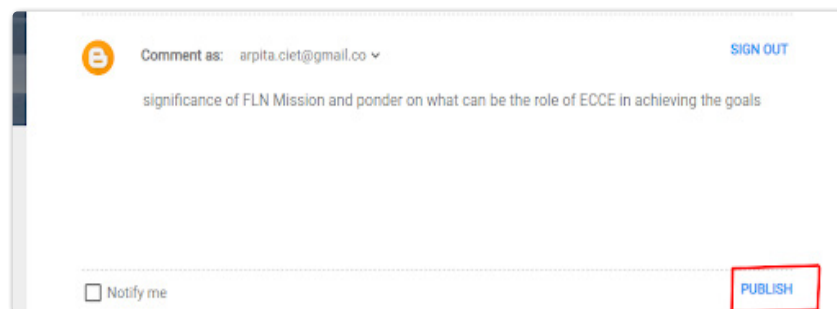
The screenshot shows the NISHTHA FLN interface for 'Course 6 - Activity 2: Share Your Thoughts'. The activity title and date (February 15, 2022) are at the top. Below is the question: 'Do we know that children have a natural inclination for learning language and learning through the medium of language?' followed by the instruction 'Share your thoughts.' A tag 'Foundational Language and Literacy' is visible. At the bottom, there is a text input field with the placeholder text 'Enter your comment...' which is highlighted with a red border.

- * Type your response in the comment box.



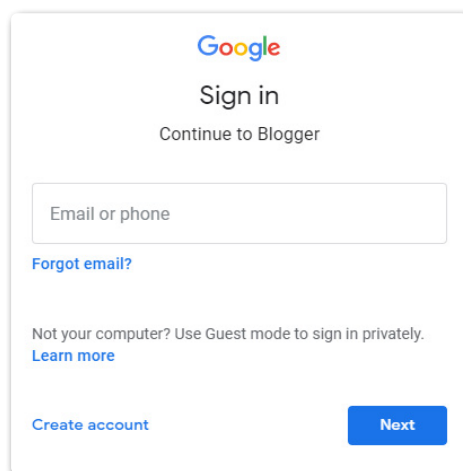
The screenshot shows the NISHTHA FLN interface with the user's name 'vandanakumari.ciet@gmail.com' and the comment text 'Foundational Language and Literacy' highlighted with a red border. The 'SIGN OUT' button is visible on the right.

- * Click **PUBLISH**

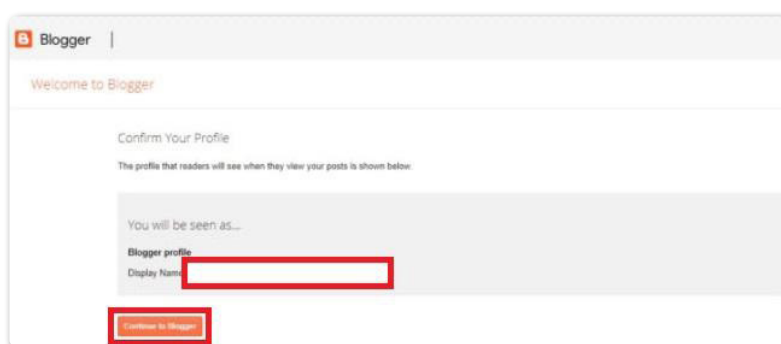


The screenshot shows the NISHTHA FLN interface with the user's name 'arpita.ciet@gmail.com' and the comment text 'significance of FLN Mission and ponder on what can be the role of ECCE in achieving the goals'. The 'PUBLISH' button is highlighted with a red border.

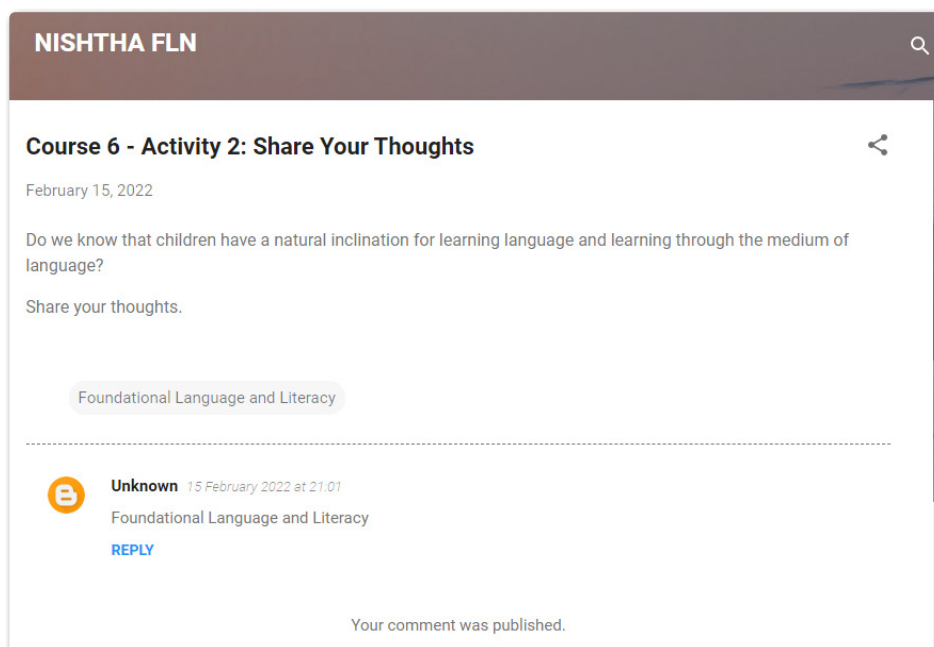
- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- * After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- * Click on **PUBLISH**. The comment will be posted.





MODULE 04

Language Learning – Perspective on Early Literacy

Module 04: Language Learning – Perspective on Early Literacy

4.1

Phonological Awareness: Integration with Learning Process

This is a significant phase in the developmental process of learning to read and write. The transition of children into the developmental stage is non-linear. The methods and strategies of the introduction of phonics are crucial. The reading strategies are motivated by facts that written words have pronunciation; written words are part of a sentence and a sentence has meaning; words are composed of parts, including letters and morphemes; and the ultimate goal of reading is to discover the meaning in the text. Phonics should be meaningfully integrated with phonemic awareness, fluency, and comprehension strategies.

In a literacy rich environment, children are motivated to read with comprehension. They draw support in comprehending the text from the context. The children are guided to think critically, and about the usage of language. At the beginning of the reading stage, it is not suggested to follow introduction to phonics systematically. It should come as and when children are ready to learn the mechanical aspect of language, and when there is already built-up context for reading for meaning. As children attempt to use written language for communication, they will discover naturally that they need to know about letter-sound relationships and how letters function in reading and writing. When this need becomes evident, teachers are expected to respond by providing the instruction. It could be part of invented spelling activities or as a cue (grapho-phonemic) while reading the text. The following is a sample of invented spelling.



- * The message written by the child is an effort to write from what she has learnt and assimilated from experiences of learning language skills holistically.
- * The letter-sound awareness should continue to grow as children learn to engage with language in the context of literacy and numeracy.

- * Phonemic awareness emerges as language skills LSRW develop naturally.
- * There is a close connect between reading and writing skills. The activities based on writing (as given above) are also a reflection on how children are faring in their reading skills as well. Invented spellings are a part of the process of reading-writing and must be seen as an important phase in developing foundational literacy.

Read and Answer

- * Describe with example how children learn language naturally if they find interest in language tasks/inputs, for example, stories, poems, rhymes, language games, meaningful pictures, etc.
- * How can children develop phonemic awareness? Suggest some strategies for developing phonemic awareness and assessment.

4.2 Activity 3: Share Your Thoughts

Do we have to start teaching languages by introducing children to the alphabet? Should children be familiarised with the letters in sequence? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

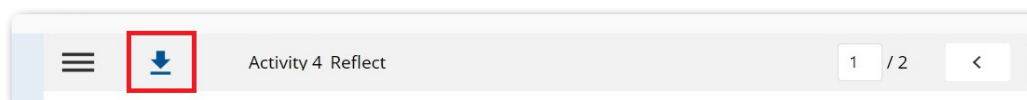
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course6activity3>

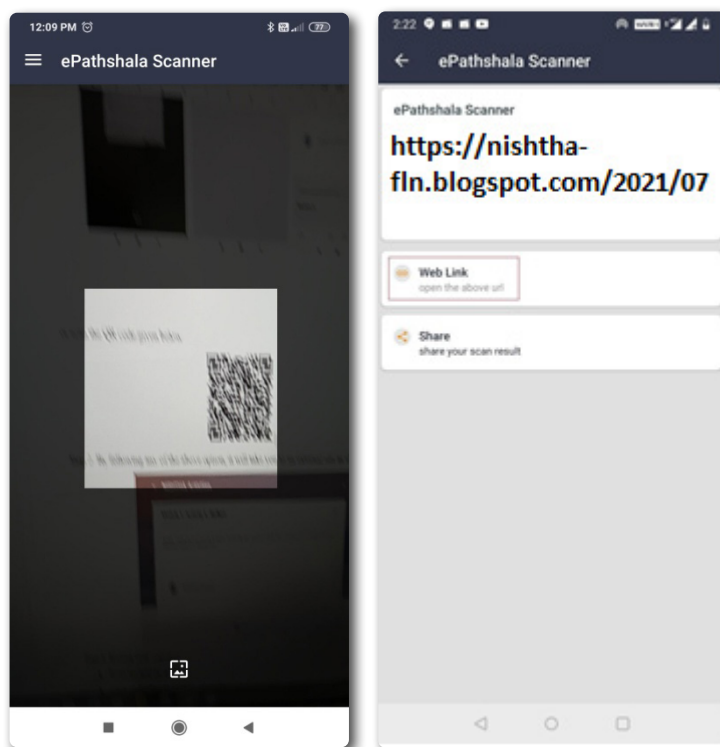


Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

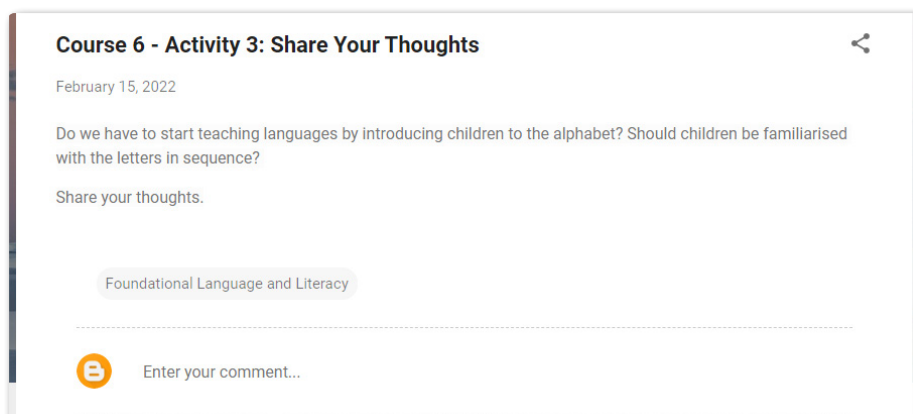
<https://nishtha-fln.blogspot.com/2022/02/course-6-activity-3-share-your-thoughts.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

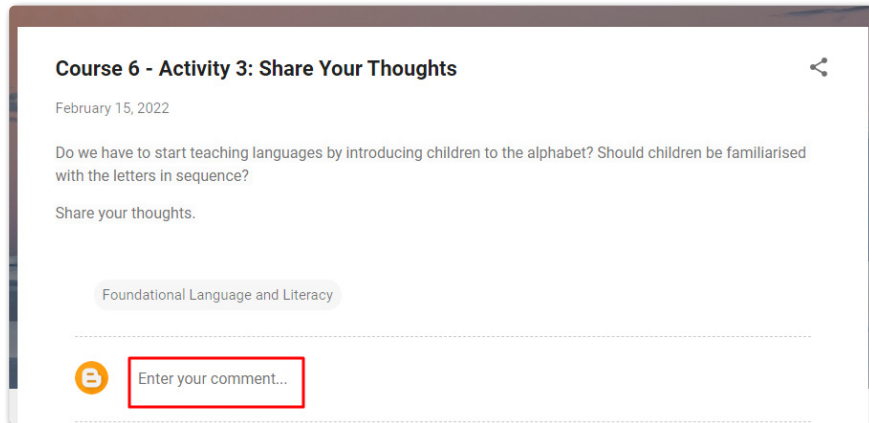


Step 2: Following any of the above option will take to an external site as shown below



Step 3: Post your response

- * Read the given activity
- * Click on **Enter your comment**



Course 6 - Activity 3: Share Your Thoughts

February 15, 2022

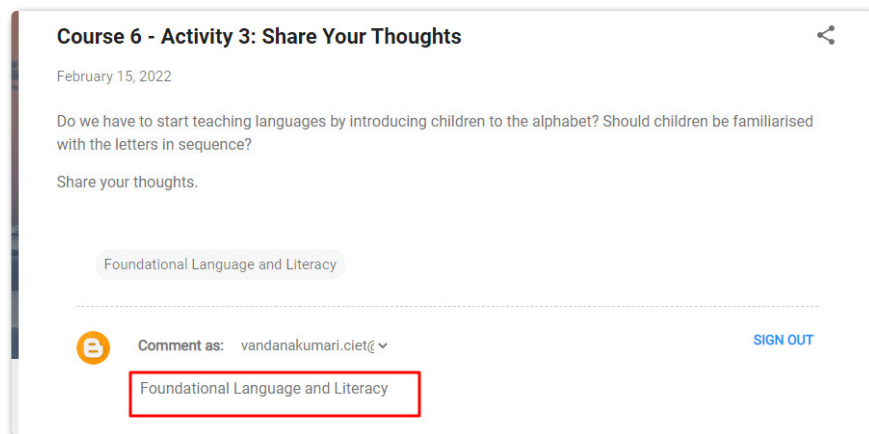
Do we have to start teaching languages by introducing children to the alphabet? Should children be familiarised with the letters in sequence?

Share your thoughts.

Foundational Language and Literacy

Enter your comment...

- * Type your response in the comment box.



Course 6 - Activity 3: Share Your Thoughts

February 15, 2022

Do we have to start teaching languages by introducing children to the alphabet? Should children be familiarised with the letters in sequence?

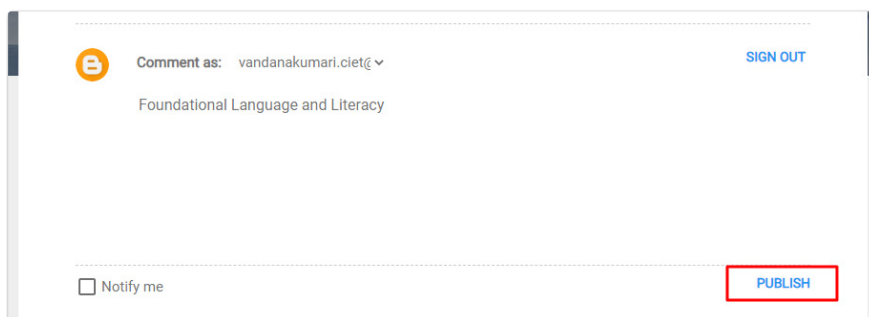
Share your thoughts.

Foundational Language and Literacy

Comment as: vandanakumari.ciet@
Foundational Language and Literacy

SIGN OUT

- * Click **PUBLISH**



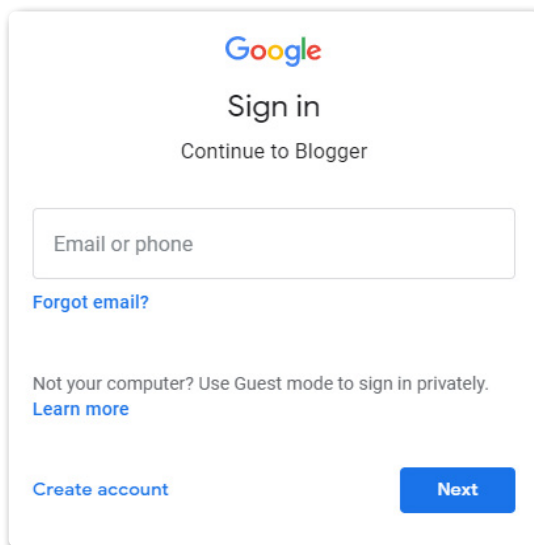
Comment as: vandanakumari.ciet@
Foundational Language and Literacy

SIGN OUT

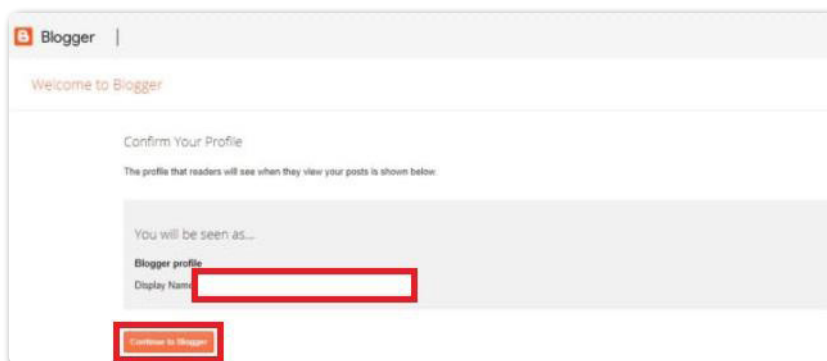
Notify me

PUBLISH

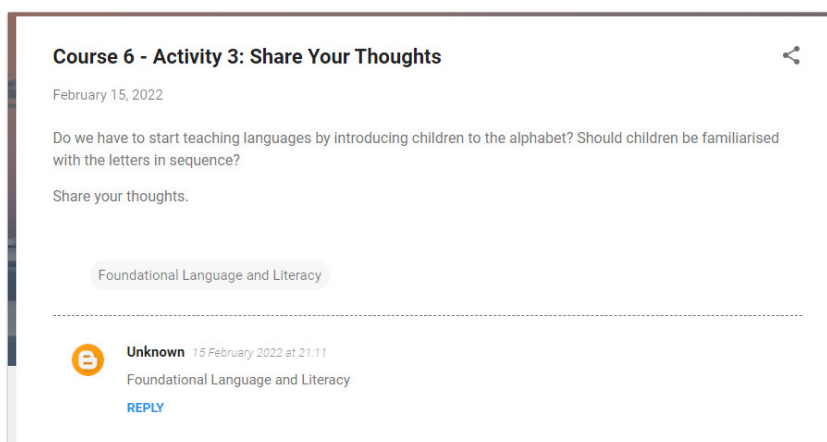
- * If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- * After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- * Click on **PUBLISH**. The comment will be posted.



4.3 Silent Period in Learning

This is a crucial stage in learning a language specifically, other than the mother tongue/home language or the first language of the child. It is observed that children cease to communicate and become silent for a brief spell of time. This period should not be understood as a no-intake or no-learning period. In fact, during the silent period, the child is assimilating information about how peers, teachers, and parents speak or make use of the language/s. This can be considered as a period of self-negotiated learning of the language. Teachers must engage children in a silent period to communicate in alternate ways, for example, they can respond through drawing, gestures, nods, and uttering words.

Read and Answer

- * Do children get enough time and means for self-expression?
- * How will you plan a story-telling activity to ensure language enrichment of learners?



MODULE 05

Language and Literacy



Module 05: Language and Literacy

5.1 Engagement with Language and Literacy

This aspect of language learning is important because it involves the approaches related to learning language. As we know, children have natural abilities of language acquisition and make use of them to the optimum level. The foundational years of literacy are significant for learning, reading, writing and providing relevant opportunities of oral language. It is the time to support the development of childrens' world view, therefore, it calls for creating space for reflection and articulating opinions based on their understanding. Children at this stage are inquisitive and want to explore the world around them. A thoughtful teacher plans literacy classes with lots of input within and outside the classroom. The open-ended instructions allow the learner to expand their knowledge and experiences. Children learn to be constructive using their cognitive skills, provided teachers and parents give them a supportive environment of learning.

What is expected from the school/teacher is to give them comprehensible/familiar inputs so that they can engage themselves in knowing what the input says. Children can be meaningfully engaged with children's literature and authentic experiences. Their lived-in-experiences form a strong basis for learning. The meaningful inputs are important because these pave the way for them to become independent learners. A story/poem/rhyme/puzzle, etc. would make them learn with meaning, provided it has a relevant and familiar context. The familiarity with the language learning material is important for making out the meaning.

Some of the suggestive strategies are:

* **Print-rich environment**

Creating a print rich environment is considered the first priority of a literacy classroom. The engagement with child-centric print will facilitate meaning making process from the selected text. Young readers are highly motivated to read and write provided there is print available to them in the form of books, pictures, paintings, messages, games, etc. Carefully selected children's literature is the first step to build on the literacy practices. The reading corners with children's literature and stationery (paper, crayons, pencils, etc.) should be within their reach to make use of. The print on the walls should be selected and placed appropriately within their sight and of their use and choice. There could be charts or material prepared by them on display. The material should be regularly replaced to ensure its relevance.

* Oral language inputs

▲ Opportunities to talk about oneself

Given the freedom and chance, all children like to talk about their life, things that have happened and things that they anticipate. Teachers should not avoid using children's personal life as a resource during classroom learning and teaching. It is important to engage with children in conversation about their happy and sad experiences, for example, a fight with a friend and their desire to make up, festivals, celebrations, illness of family members, pets, family issues, even their discontentment over something.

▲ Opportunities to talk about objects and experiences at school

Children are interested in conversing about what they are familiar with.

The school's surroundings may have shops, trees, stones, houses, street, fence, soil, gates, bird nests, beehives, flowers, butterflies, open drain, tap and so on. These can be used as a subject for conversation.

▲ Talking about pictures

Pictures are a great resource for creative and analytical talk. Just about any kind of pictures can be used. Calendars, stamps, labels and posters are other sources of pictures that can be found easily. While reading a picture, children demonstrate oral skills and thinking abilities. The teacher can build a collection of sources for use in the classroom year after year, such as reading corners, story books, big books, posters, cartoon strips/children's films, traditional toys, ICT enabled, and resources available in their environment such as pebbles, leaves, flowers, etc.

Read and Answer

- * Describe the activities that would give children opportunities to write/draw for self-expression.



MODULE 06

Reading

Module 06: Reading

6.1 Reading - An Introduction

Reading essentially is a process of meaning making, and comprehension is an integral part of reading. Children in Classes I and II read text with the support of their experiences, gathered phonemic awareness. Based on these they guess the sense and meaning of the text. Beginner readers are involved in:

- * Shared reading – when most help is given by the teacher.
- * Guided reading – when most instructions are given by the teacher.
- * Independent reading – when minimal support is given by the teacher.

It is important that children work on meaningful print using their abilities and knowledge, while the teacher supports without direct instruction. As children learn to read and write, their information processing strategies also grow. They learn to make links between word/letter and their sounds. They also learn what a story or a poem could say.

6.2 Aspects of Reading

Reading is not only the prerogative of language classrooms but is also an integral part of the whole education system. It involves different facets along with language. There are four major aspects of reading.

Cognitive aspect of reading

This aspect majorly focuses on the mental process and strategies, which are ingrained in the process of reading. It involves:

- * Sustained attention – Focus and attention span while reading the content.
- * Visual discrimination – Distinguishing between different letters and their sounds.
- * Sequential processing – Understanding the pattern of words and sentence structure of the text.
- * Visualisation – Creating a mental image of the content which is being read.
- * Planning – The pattern of reading the text according to its nature, for instance the pattern of reading a newspaper is different from reading an invitation.

Linguistic aspect of reading

This aspect focuses on the nature of language, including the sentence structure

and the process of meaning creation. It majorly believes in the development of the following skills.

- * Grapho-phonetic awareness – Understanding the shapes of letters and the sounds associated with them.
- * Semantic understanding – Comprehending the words and their meaning in the sentences.
- * Syntax clarity – Understanding the sentence structure in different forms of texts.
- * Pragmatics – Using context for comprehension.

Social aspect of reading

This aspect visualises reading as a social process and tries to explore language related inputs that the family, school and society provide for the development of reading skills of the learners. It explains that four major aspects affect the process of reading among learners.

- * Family – Opportunities of reading available in the family.
- * School – Space for reading for different purposes in the school.
- * Society – The social and cultural aspects and their influence on children, for example, gender, environment sensitivity.
- * Print-rich environment – Opportunities available for the learner to engage with print and text in different contexts.

Psychological aspect of reading

This aspect of reading is related to the psychological prerequisites for developing reading skills among the readers. There are various theories and explanations to elaborate upon this field.

- * Information processing – The process of visualising the text and creating a mental image of it to comprehend the same.
- * Schematic approach – Human memory is organised semantically and it facilitates the reading process of the learners.
- * Age and psychological development – The age and psychological maturity of the learner also affects the reading ability of the learner.

6.3 The Processes and Behaviour Involved in Reading

There are multiple factors, which make reading a meaningful activity instead of just pronouncing some words. Some of these factors are:

- * Prediction – While reading, the reader predicts the next word or next sentence.

- * Comprehension – The reader tries to comprehend the content of the picture and the text.
- * Self-correction – The reader tries to re-read the content and sometimes correct own pronunciation.
- * Meaning making – The reader tries to understand the meaning of the content, which he or she is reading.
- * Reading for pleasure should be a joyful process.
In addition to these, there are other behaviour that indicate that a person is actively engaged in the process of reading.
- * Reading the written content from left to right (opposite in some languages).
- * Turning the pages after reading the last sentence of the chapter.
- * Repeating the words and sentences to comprehend their meaning.
- * Reading haltingly (facing difficulty) while reading new or unfamiliar words.
- * Movement of eye along with the text to create the image of the same in the mind.
- * Skipping a few words while reading to develop a holistic understanding of text.
- * Using alternate and contextual words while reading a standard text.

6.4 Activity 4: Check Your Understanding

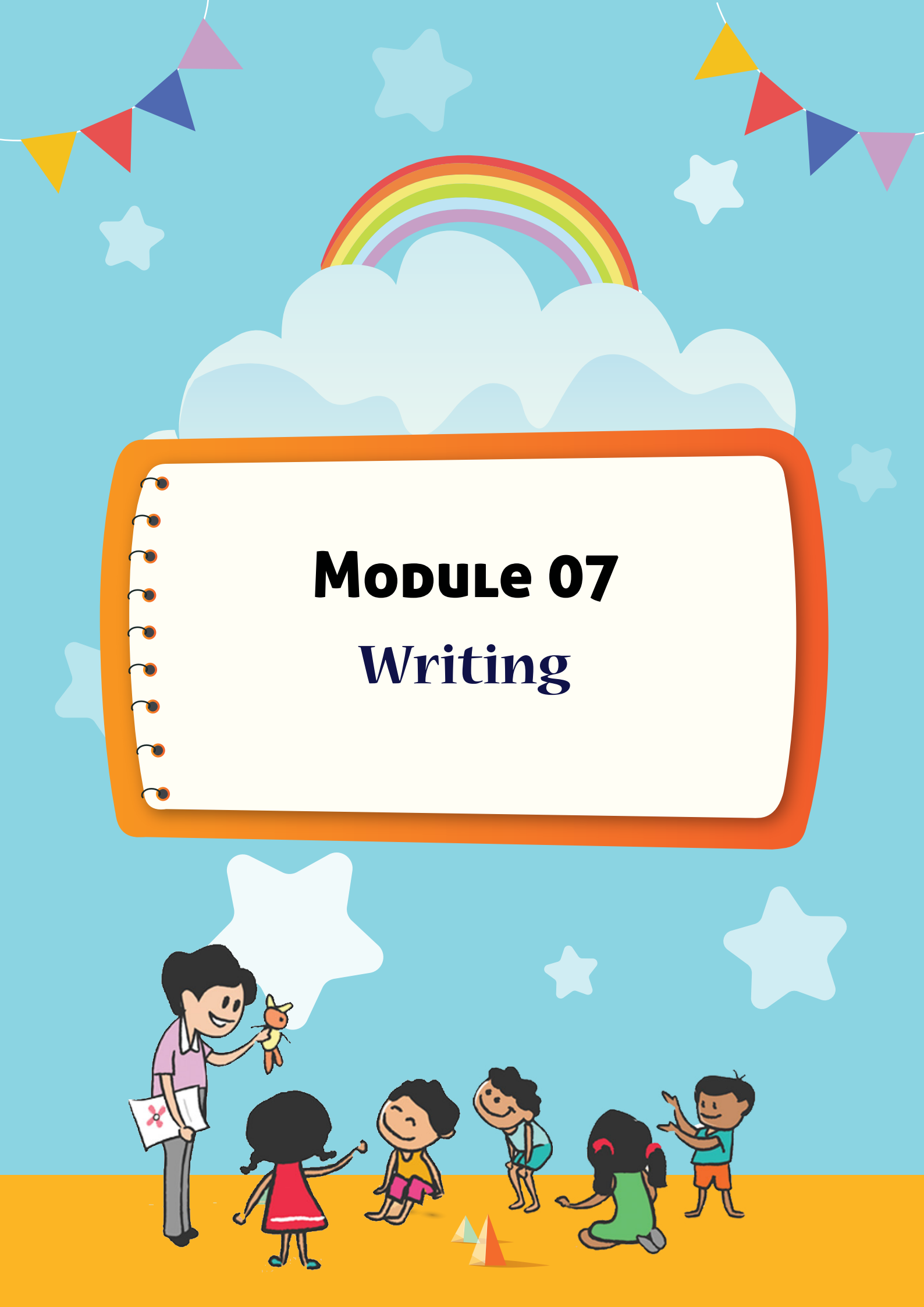
Do the activity by scanning the QR code



or

Click on the link

https://diksha.gov.in/play/content/do_31341574280587673613931



Module 07

Writing

Module 07: Writing

7.1 Writing as a Thought Process

It is time we brought in a research-based understanding of writing in the Indian classrooms, which is 'process approach' to writing. Process approach to writing views writing as a thought process. It is our thoughts that go through several drafts and again, it is our thoughts that we revise to make our writing effective and accurate.

It is observed that teaching how to write has to be focused less on techniques and more on the fundamental insights about how children process information for writing. Writing is a complex cognitive process, and it is important to understand the role and participation of the child as a writer in this process. A writer indulges in analysis and synthesis, which requires the breakup of earlier conceptual connections and the making of a new one, thus, making writing an effective tool for negotiation and development of thoughts.

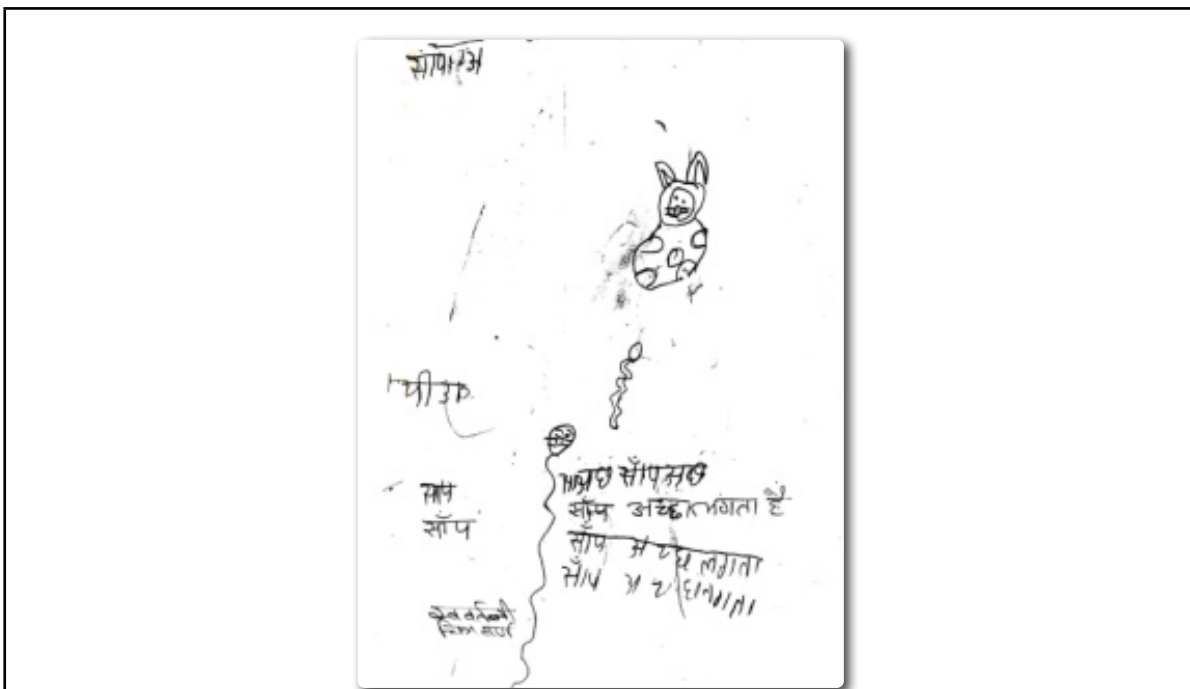
Furthermore, freedom from actual situations, constant evaluation of thoughts, and analysis and synthesis of concepts help the writer to transform their experience into knowledge. Therefore, writing cannot be understood simply as a motor exercise, as encoding or as merely reflecting thoughts, it is also about writing with creativity and imagination.

Writing work should be such that it provides opportunities for children to be active, creative and authentic in their expression. Writing should also be about everyday science and building scientific temper, facts, processes, etc. Another important area is the functional aspect of writing, for example, writing messages, notes, etc. The following points are important to make writing a meaningful and engaging activity for the children.

7.2 Strategies of Writing

- * The activities of reading and writing occur parallel to each other. Therefore, writing should not be delayed until reading is established.
- * The important point here is to give children opportunities for self-expression both in ideas, thoughts, feelings, and the flexibility in using the form, and script of writing. For example, children can use more than one language, draw objects in place of writing words, etc. in their writing.

- * Children entering Class I will have learned different aspects of writing. For example, sentences, letters, words, punctuation marks and images from books and environment. Construct sentences and words with their acquired knowledge of letter and sound.
- * Demonstrate an understanding of spatial features like serial order and spaces between the words.
- * Learn to follow order and sequence rules of print while writing messages, etc.



Can we accept it as writing?

Discuss this sample of writing as an attempt to read and write.



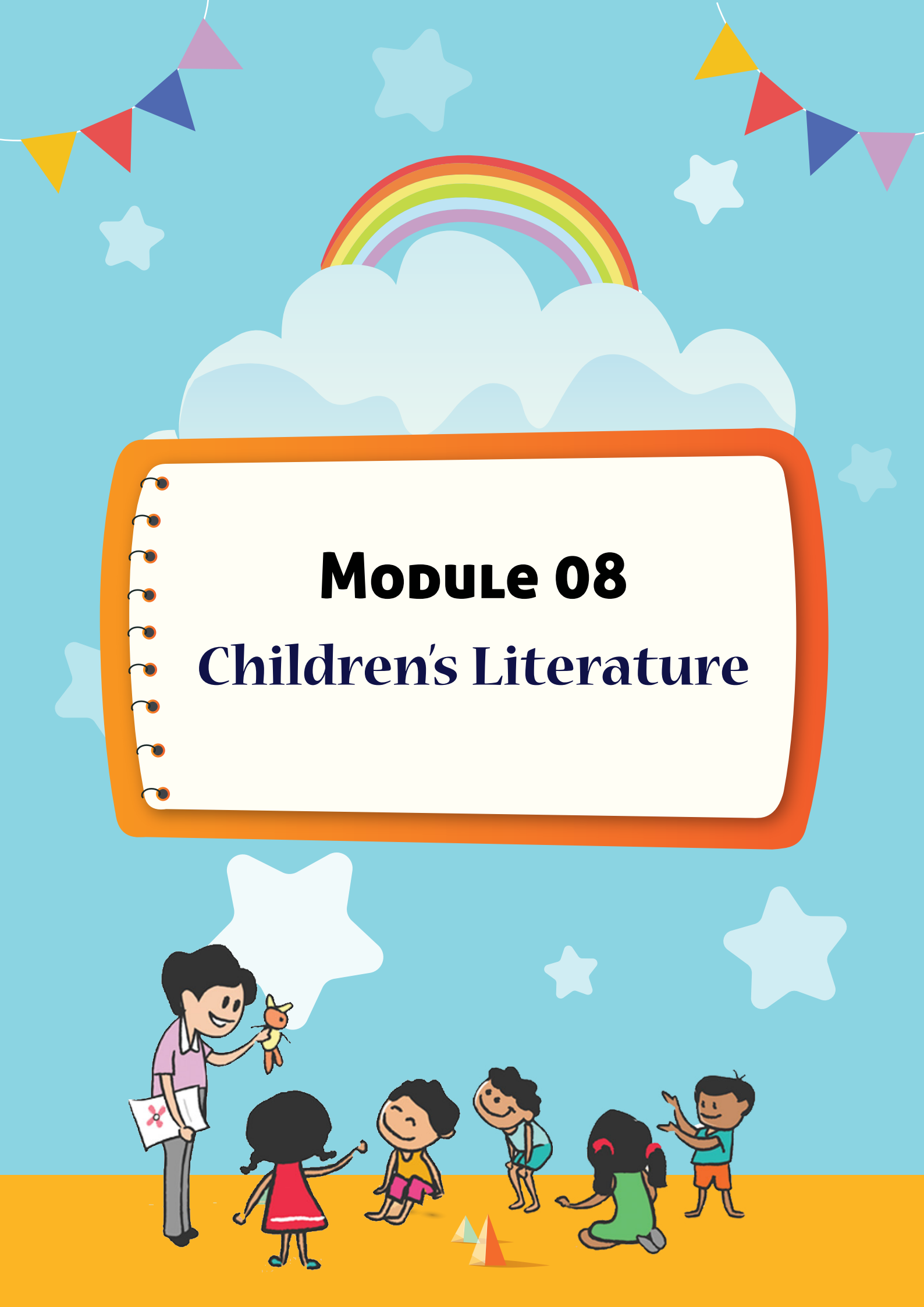
Because:

These pictures not only depict the thought process of the children, but also to convey a message. Such drawings have to be considered as an integral part

of the writing process and must be given space in the trajectory of language learning.

Let Us Reflect - Share Examples

- * Talk time after reading a story is an opportunity for self-expression.
- * It also contributes to incidental learning of vocabulary.
- * Children's language acquisition is a natural part of the whole process of literacy.
- * The integration of reading and writing activities enriches the child's understanding of what one can do with language.
- * Teachers should encourage and support children in their efforts to read and write so that they can learn to expand. They should also supervise their learning.
- * Make a list of authentic children's literature to be used in the classroom for two weeks. Analyse and review some poems, rhymes, stories of children's literature.



Module 08
Children's Literature

Module 08: Children's Literature

8.1

Activity 5: Various Resources of Children's Literature – Explore

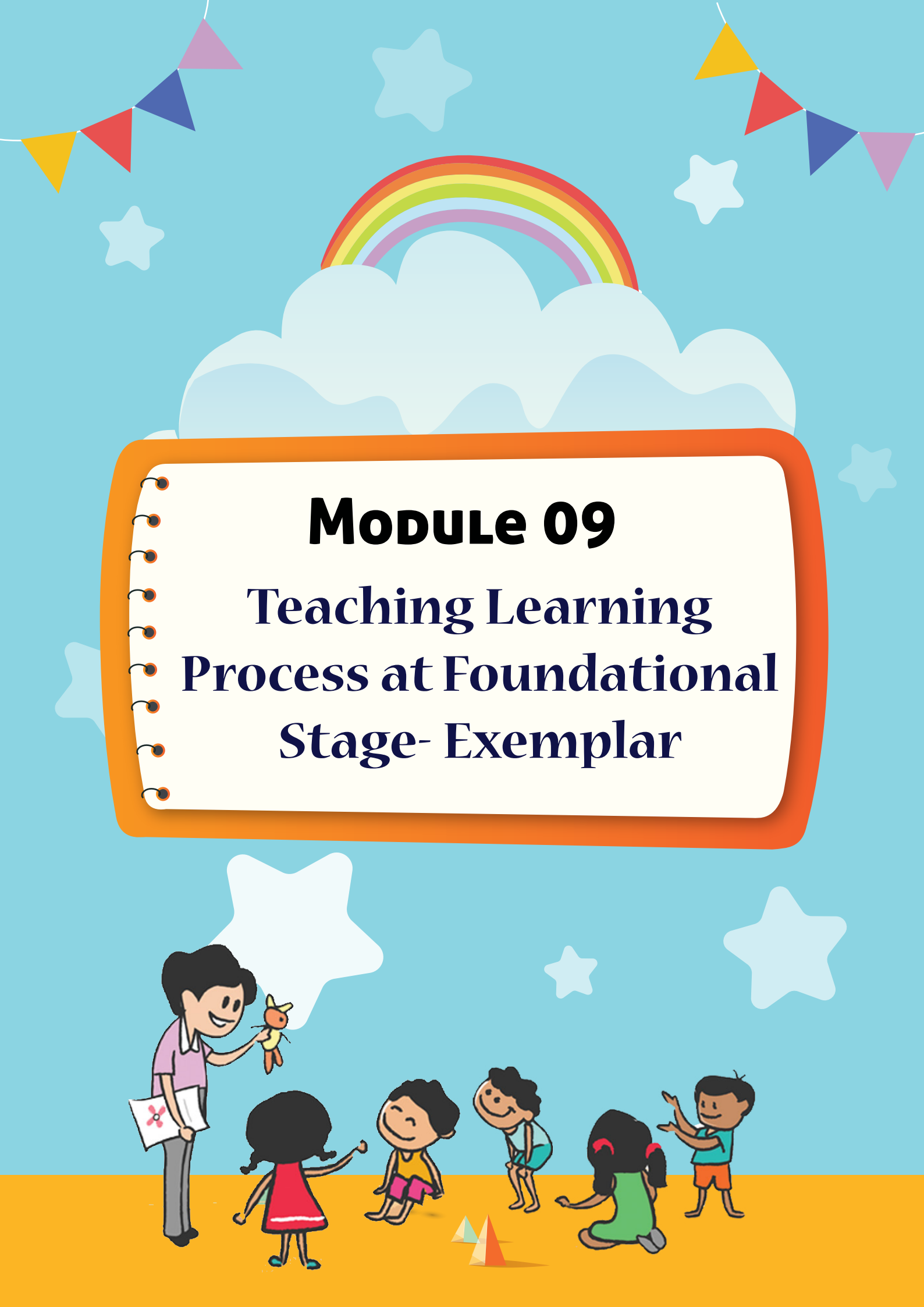
Do the activity by scanning the QR code



or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1616



Module 09
**Teaching Learning
Process at Foundational
Stage- Exemplar**



Module 09: Teaching Learning Process at Foundational Stage- Exemplar

9.1

Additional Reading: Teaching Learning Process at Foundational Stage - Exemplar

Example 1

A Crow's Tale

<https://archive.org/details/ACrowsTale-English-Nbt/page/n17/mode/2up>

Title of the book: **A Crow's Tale**

Writer and Illustrator: **Judhajt Sengupta**

Publisher: **National Book Trust, India**

Classes: **I and II**

Introduction: This is a picture story. The main character in the story is a crow. The crow collects straws and puts them together to make a nest to lay eggs in it. It looked after its young ones till they were able to fly.

Possible activities

Step 1: Weaving a story

- * Teachers should show the cover page of the story to children. Children can be encouraged to give responses, whatever comes to mind: words, phrases, related experiences, etc.
 - ▲ With the help of the pictures given in the book, try to weave a story with the children.
- * Since it is a picture story and children will be introduced to the pictures for the first time, accept their various guesses. Also, give them the opportunity to express the reasons behind their predictions.
- * It is important that the teachers do not try to lead the children towards any pre-determined story. Rather, they should encourage the children to express their imagination and curiosity to guess the next part of the story.
- * Also, encourage children to name the characters in the story. As the story progresses, provide the children with the opportunity to talk about related experiences, eliciting responses to questions, such as Do you have pets at home? Who looks after them and how?, etc.

- * On the bulletin board, develop a list of books to read and keep adding to it. Place the book in the reading corner for children to browse and read.

Step 2: Story writing and reading

Let the children narrate the story and the teacher can write the details on a chart. Then the teacher should read it out to the students, placing a finger under each word while reading.

Step 3: Observation

Provide children an opportunity to talk about their experiences of observing different kinds of birds. This can be an opportunity for children to use their own languages for expression and familiarise them with some of the languages / words. Link the story for exploration; for example: What do birds do? Where do you see birds? Have you seen a nest?, etc.

Step 4: Observation chart

Expanding on the observations, art integrated learning can be introduced. Children can be encouraged to maintain a scrapbook, drawing or pasting pictures of different birds on a chart paper and writing their names in it. This will create a print-rich environment in the class.

After these initial activities, it can be extended further by

- * Talking about the environment.
- * Talking about colours, numbers, size and sounds of the birds.
- * Keeping water and food out for birds.

The teacher can assess children on language skills, communication skills, children's participation and involvement, ability to share experiences with their peers, etc.

Story telling

Storytelling is important for language acquisition. It provides opportunities to engage with language and motivates learners to learn a language. Stories capture the imagination of people of all age groups, particularly children. Reading a story aloud familiarises the learners with the sounds of the target language.

Most stories for children have phrases that are repeated. A teacher should choose, narrate and dramatise a story that has pictures related to the actions in the story. The teacher reads the story, a number of times to provide multiple listening opportunities. This ensures reinforcement, an exposure to variety of vocabulary, phrases, etc. When children repeat, they repeat meaningful chunks of language from the story.

Objectives:

- * To introduce the target language in a meaningful situation
 - * To develop socio-personal qualities
-
- * To inculcate values like sympathy, empathy, fellow feeling, etc.
 - * To help learners express through art, role play, etc.
 - * To develop LSRW skills with understanding; critical and analytical thinking
 - * To enhance creativity and imagination
 - * To assess the learners by observing them when they retell the story; their creativity in retelling, extending the story, likes and dislikes for the characters, use of vocabulary, voice modulation, etc.

Activity 1 (Beginners)

The teacher selects a story with words and parts of the story repeated many times and can lend itself to actions. The teacher reads the story over and over again. After some time the teacher pauses for the learners to extend the story by recall. This is an automatic reflex and will lead to learning chunks of meaningful language.

Activity 2 (Primary students)

Learners will help each other create a story. The teacher or one student will tell the beginning of the story. Each learner will continue the story by adding situations, incidents, new characters, etc. They can add expressions, voice modulation, rising and falling tone, exclamation, wonder, sounds, etc. while narrating. Here, learners can switch code or mix code. There should be no attempt by the teacher to correct the grammar, or pronunciation of the students while they are narrating the story.


This activity will make the learners acquire usage of language in a stress-free environment. They will use their imagination and creativity and add dramatic effects through voice modulation. The teacher can present the story created by the learners in the target language later.

Example 2

कहानी कहना - कक्षा की शुरुआत

सलोनी ने बच्चों के साथ अनौपचारिक बातचीत के साथ 'लालू और पीलू' कहानी को भावपूर्ण ढंग से सुनाया – “एक थी मुर्गी! मुर्गी के दो चूजे थे! एक चूजे का नाम था – लालू और ...!” “और दूसरे का?” – शुभांगी ने जिज्ञासावश पूछ लिया! सलोनी ने कहानी को आगे बढ़ाते हुए कहा – “दूसरे चूजे का नाम था – पीलू! लालू लालू चीजें खाता था और पीलू पीली चीजें खाता था। एक दिन गलती से

लालू ने लाल मिर्च खा ली। तो पता है क्या हुआ?!” सलोनी ने जिस भावपूर्ण ढंग से कहानी कही, बच्चों के चेहरों के भाव भी बदलते जा रहे थे। कहानी सुनाने के बाद सलोनी ने बच्चों के साथ कहानी के बारे में बातचीत शुरू की।

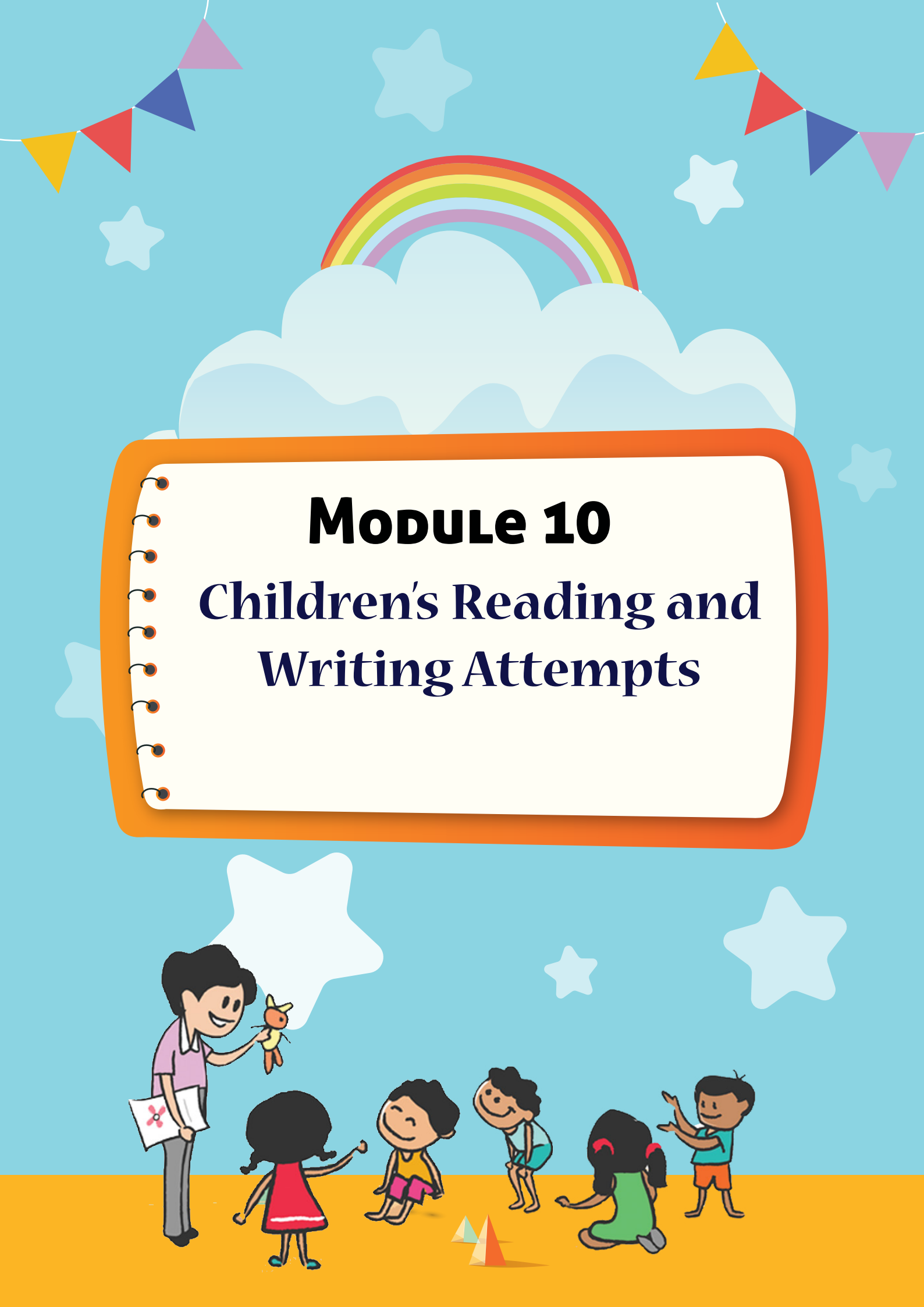
<ul style="list-style-type: none"> * लालू रोने क्यों लगा? * अगर कहानी में मुर्गी का एक और चूजा होता – नीलू तो वह क्या खाता? * क्या लालू की जलन किसी और चीज़ से ठीक हो सकती थी? * अगर तुम्हें मिर्च लग जाए तो तुम क्या करते हो? 	<div style="text-align: center;">  </div> <p>लालू और पीलू एक मुर्गी थी। मुर्गी के दो चूजे थे। एक का नाम था लालू। दूसरे का नाम था पीलू। लालू लाल चीजें खाता था। पीलू पीली चीजें खाता था। एक दिन लालू ने एक पौधे पर कुछ लाल-लाल देखा। लालू ने उसे खा लिया। लालू की जीभ जलने लगी। वह रोने लगा। मुर्गी दौड़ी हुई आई। पीलू भी भागा। वह पीले-पीले गुड़ लाया। लालू ने झट गुड़ खाया। उसके मुँह की जलन ठीक हो गई। मुर्गी ने लालू और पीलू को लिपटा लिया।</p>
<p>भाषा सीखने-सिखाने के दौरान आकलन सलोनी ने देखा कि –</p> <ul style="list-style-type: none"> * चारू और अंकित ने आत्मविश्वास के साथ अपनी बात कही। अपनी बात कहने की पहल और संदर्भ के साथ अपनी बात को जोड़ना बेहतर था। * नयना अपनी बात कहने में थोड़ा संकोच करती है और उसमें थोड़ी झिझक है लेकिन उसे अपनी बात कहने में रुचि है। 	
<p>चिंतन-बिंदु</p> <ul style="list-style-type: none"> * कहानी के इर्द-गिर्द बच्चों के साथ बातचीत के और कौन-से सवाल हो सकते हैं? * इस कहानी पर कोई ऐसे दो सवाल बनाइए जो बच्चों की कल्पनाशक्ति को बढ़ाते हों। * कहानी को विस्तार देने वाले कोई दो सवाल बनाइए। 	

मन की बातें – लिखना

सलोनी ने बच्चों से कहा – “कहानी में जो बात आपको सबसे ज़्यादा पसंद आई हो तो उसकी तस्वीर बनाओ या उसके बारे में लिखो।” बच्चों की ज़रूरत के अनुसार सलोनी ने बोर्ड पर शब्द लिखे और बच्चों ने उन शब्दों को देखकर लिखा। बच्चे जैसे-जैसे लिखने का काम करते गए, वैसे-वैसे उनका काम सलोनी डिस्प्ले बोर्ड पर लगाती गई। डिस्प्ले बोर्ड पर सबसे ऊपर लिखा था – ‘लालू और पीलू’

चिंतन-बिंदु

- * सलोनी ने बोर्ड पर 'लालू' और 'पीलू' शब्द लिख दिए! आपके विचार से यह सही था? क्यों?
 - * बच्चों के लेखन के आधार पर उनका आकलन कैसे करेंगे?
 - * आप अपनी कक्षा में 'लालू और पीलू' कहानी कैसे पढ़ाएँगे?
 - * कहानी पर आधारित बातचीत के और क्या सवाल हो सकते हैं?
-
- * क्या इस स्तर पर पढ़ने के संदर्भ में इतना पर्याप्त है कि बच्चे केवल शब्दों की पहचान कर लें? क्यों?
 - * अगर बच्चे 'लालू और पीलू' को सही तरह से न पढ़ें, अक्षरों को जोड़-जोड़कर पढ़ें तो आप क्या करेंगे और क्यों?



Module 10
**Children's Reading and
Writing Attempts**

Module 10: Children's Reading and Writing Attempts

10.1 Understanding Children's Self-Reading and Writing Attempts

The human brain is best activated when there are tasks from the real world situations. Children in preschool begin to develop their own theories about what they see and experience. Writing and reading in the early years exhibit a child's efforts to engage with the text and construct the meaning with the support of cues gathered from the exposure to the language. These stages should be attended to with an understanding of how children learn language because this determines the language learning trajectory of the child. While reading, children make their best efforts to make use of whatever they know. For example, the child reads *pony* for *horse* in a sentence with a picture of a *horse*. Similarly, while writing a message to the mother, the child may write *mi deri* for *My Dear*. Such examples need to be understood not as errors. These are indicative of a child's cognitive inputs for language learning. These should become part of progressive methods of formative assessment.

There is an interesting phenomenon in learning languages or when children are processing information from more than one language. It is the interregnum period when they develop a self-contained system of expressing themselves. This is discernible in a multilingual context of language learning. Children might

- * extend patterns from the target language.
- * express meanings using the words and grammar from different languages already known.

This stage is understood as the inter-language or trans-language stage of learning language.

Assessment of literacy is also about the teacher's attitude towards the learning of the children. The knowledge about the cultural, social and linguistic background of the children is important for assessment. The knowledge they bring in should have an expression in classroom activities.

Assessment is representational and interpretive – children learn taking support from their past experiences and they have their own pace, style and strategies of learning. Assessment practices should be flexible and accommodative to the needs of children. Researching in the area of how children learn is highly recommended. Learning is a dynamic part of children's social contexts. Acknowledging this

contributes to developing independent thinking and autonomy in their learning. Assessment should focus on certain values, beliefs, relationships, and ways of being literate.

Checklist for Assessing Early Literacy Development

Name:

Date:

Category/item	Always	Sometimes	Never
Attitude towards reading and voluntary reading behaviour			
Voluntarily looks at or reads books, selects books of choice			
Asks to be read to			
Listens attentively while being read to			
Concept about books			
Knows that a book is for reading, and it has illustrations			
Can identify the front, back, top, and bottom of a book			
Can turn pages properly			
Knows the difference between the print and the pictures			
Knows that pictures on a page are related to what the print says			
Knows where to begin reading			
Knows what a title is			
Knows what an author is			
Knows what an illustrator is			
Comprehension of text			

Attempts to read storybooks resulting in well-formed stories			
Retells stories by code mixing and code switching			
Includes story structure elements in retelling story: <ul style="list-style-type: none"> * Theme * Events * Sequences * Resolution/conclusion 			
Responds to text after reading or listening with comments or questions/draws pictures based on the story			
Concepts about print			
Knows print is read from left to right			
Knows that oral language can be written down and then read			
Knows what a letter is and can point one out on a page			
Reads environmental print			
Reads logos, school name, title of the story, cartoon,			
Recognises some words by sight			
Can name rhyming words			
Can identify and name upper- and lower-case letters of the alphabet			
Associates consonants and their initial and final sounds (including hard and soft c and g)			

Associates vowels with their corresponding long and short sounds (a-acorn, apple; e-eagle, egg; l-ice, igloo; o-oats, octopus; u-unicorn, umbrella)			
Knows the consonant diagraph sounds (ch, ph, sh, th, wh)			
Can blend and segment phonemes in word			
Uses context, syntax, and semantics to identify words			
Can count syllables in words			
Attempts reading by attending to picture clues and print			
Guesses and predicts words based on knowledge of sound-symbol correspondence			
Writing development			
Explores with writing materials			
Dictates stories, sentences or words in the class			
Copies letters and words			
Independently attempts writing to convey meaning, regardless of writing level			
Can write own name			
Collaborates with others in writing experience			
Writes for functional purposes			
Check the level or levels at which the child is writing			
<ul style="list-style-type: none"> * uses drawing for writing * differentiates between writing and drawing * uses scribble writing for writing 			

<ul style="list-style-type: none"> * uses letter-like forms for writing * uses learned letters in random fashion for writing * uses invented spelling for writing * writes conventionally with conventional spelling 			
Mechanics for Writing			
Forms uppercase letters legibly in case of English			
Forms lowercase letters legibly in case of English			
Writes from left to right			
Leaves spaces between words			
Uses capital letters when necessary			
Uses periods in appropriate places			
Uses commas in appropriate places			

(Reference: D. Katims, 2000)

10.2 Demonstration - Story telling - CORN

Watch the Video



Scan the QR code to watch the video



or

Click on the link

https://diksha.gov.in/play/content/do_31341571239356825613527

Transcript

Hello Learners,

This is going to be a storytelling session and the story is “CORN”. We all have a story and everyday communication is also about telling, listening and responding to stories. For teachers, a story is a great teaching resource because it captures the listeners fancy and provides an opportunity to children to enrich their language skills.

When used in the classroom, storytelling goes beyond just simple narration and it involves children’s participation in understanding the story, and moving into the realms of creativity and knowing about the world around them.

Before we begin our our story telling session, I would ask you teachers

- ✱ To ensure that you choose the story as per children’s interest and level. And also ensure that children or learners stay engaged and interested in the story throughout.
- ✱ You must also see that the story-text is made available to children in big fonts so that children can easily read.
- ✱ You may also write the story on a chart paper and paste it on the wall; of course, it has to be within their reach so that learners can make attempts to guess the story.
- ✱ Before coming to the written story, you may try to familiarise them with characters and what it could be about.

Let us begin!

Dr. Jaishree Sethi: Hello everyone. How are you all today?

All: Ma’am Hi, and fine, and thank you Ma’am.

Dr. Jaishree Sethi: Wow you all look so happy and excited. Would you play a game with me?

All: Yes Ma’am

Dr. Jaishree Sethi: Very easy game. Fun game. You will do as I say. Ok. See this is a small box, right? If this is a small box, what is this?

All: Big box.

Dr. Jaishree Sethi: Smart of you. So when I say small box you all will show me small box. When I say big box you all will show me?

All: Big box

Dr. Jaishree Sethi: *Shabash*. So shall we begin? Ok. Small box. Big box. Small box. Big box. Small box. Big box. I think this is easy. Let's make it difficult, right? When I say small box you all will show me.

All: Big box

Dr. Jaishree Sethi: When I say big box

All: Small box.

Dr. Jaishree Sethi: You will show me, small box. So you will do an opposite action. When I say big box you all will show me small box, when I say small box you all will show me big box. Shall we begin? opposite action? Ok. Concentrate. Hear me carefully. Small box. Big box. Big box. Big box. Small box. Big box. Big box. Small box. Big box. Big box. Small box. Big box. Big box. Small box. Small box. Big box. You all did a great job. Let's clap for ourselves *Shabash!*

Dr. Jaishree Sethi: So today, I have got a friend with me and I will introduce her to you. But before that tell me how many friends do you all have? How many friends do you have?

Rehan: One.

Dr. Jaishree Sethi: Just one friend. He is your fast, 'bestest friend'. How about you?

Vedanshi: Twenty.

Dr. Jaishree Sethi: Twenty friends she has. What about you?

Parinidhi: One.

Dr. Jaishree Sethi: She has got one friend. How about you?

Ananya: Three, five.

Dr. Jaishree Sethi: You are showing me five and you are saying three. Three or five how many? *Batao na kitne teen ki paanch?*

Ananya: *Paanch*.

Dr. Jaishree Sethi: Sure, *pakka?* And how about you?

Ayaan: Five.

Dr. Jaishree Sethi: Sure? Ok. Would you like to meet my friend?

All: Yes Ma'am.

Dr. Jaishree Sethi: You all have so many friends, he has one friend, she has

twenty friends. I also have a friend and her name is Sujata. Please say Hi to Sujata.

All: Hi.. Sujata.

Sujata: Nice to meet you all. Would you tell me your names? What's your name?

Rehan: My name is Rehan Shahi.

Sujata: What's your name?

Vedanshi: My name is Vedanshi.

Sujata: Wow, nice name. What's your name?

Parinidhi: My name is Parinidhi.

Sujata: What's your name?

Ananya: My name is Ananya Mishra.

Sujata: What's your name?

Ayaan: My name is Ayaan Rawat.

Sujata: *La. La. la. La. la. Kitne acche naam hain tum logon ke.*

Dr. Jaishree Sethi: Sujata lives with her grandparents and he is Sujata's grandpa. Who is a grandpa?

All: *Dada.*

Dr. Jaishree Sethi: Who is a grandpa? Dada or Nana, yeah? And he is a farmer. He grows flowers, watermelon and corn. So there is a story which I am going to tell. And this story is about a thing and you will guess what that thing is. There is a song,

Luk chhip jana, makai da dana, raja ki beti aayi hai

Luk chhip jana, makai da dana, raja ki beti aayi hai

Dr. Jaishree Sethi: What is this?

All: Corn.

Dr. Jaishree Sethi: Corn?

All: Corn cob.

Dr. Jaishree Sethi: *Shabash.* This is a corn cob and when you peel these leaves off you will see yellow, bright, nice corn. So this is a story about corn. Shall we start the story?

Vedanshi: Yes Ma'am.

Dr. Jaishree Sethi: This story is titled CORN. /c/ /o/ /r/ /n/ corn. Golden, yellow, tasty, healthy, nice corn. He is Sujata's grandpa. We just met him, right. Here he is not wearing a turban but here in this picture he is wearing a blue turban. And he is driving a tractor. Grandpa brings home a tractor load of corn cobs.

Vedanshi: Corn cobs

Dr. Jaishree Sethi: You are smart, since you have seen this corn cob before. Yes, he is bringing home a tractor load of corn cobs. Grandpa roast corn for Sujata. You see in this picture Sujata is standing behind her Grandpa and what is grandpa doing?

Vedanshi: Roasted the corn.

Dr. Jaishree Sethi: Yes, he is roasting the corn and roasted means *Bhuna hua*. Sujata likes to eat roasted corn. You see in this picture she likes roasted *yani bhuna hua* corn. There is salt, there is lemon, she is gonna put it on her *Bhutta*, on her corn cob and when she'll take a bite it will be tasty.

Rehaan: *Chatpata*

Dr. Jaishree Sethi: *Chatpata*

All: Spice, yummy, spicy.

Dr. Jaishree Sethi: *Kurkura*, crunchy and then *gui* and soft. Nice. Grandma boils corn. *Vo ubaal rahi hai* and see Sujata is playing with her Grandma. She is hugging her from behind. Grandpa and Grandma, they eat boiled corn. Why do you think they eat boiled corn?

Vedanshi: *unke dant bahut kamzor rehte hai isliye vo boil corn kate hai.*

Dr. Jaishree Sethi: *Acha so Grandpa-Grandma ke dant kamzor ho jaate hai.*

All: Yes Ma'am

Dr. Jaishree Sethi: Why?

Ananya: *Ma'am vo old age ke hote hai na to unke dant kamzor ho jaate hai..*

Dr. Jaishree Sethi: Ok. How about your teeth? Show me.

Vedanshi: Strong.

Dr. Jaishree Sethi: So, your teeth are strong?

All: Yes Ma'am.

Dr. Jaishree Sethi: So I believe you like roasted corn because your teeth are strong. Sujata feeds boiled corn to the birds. Do you see these birds here?

All: Yes Ma'am

Dr. Jaishree Sethi: Sujata is feeding them, giving them boiled corn and birds come to eat the corn. See so many birds are here. And they are here because Sujata is giving them corn, and boiled corns. So in the story we just read that Sujata, her grandpa and her grandma, three of them, they like to eat corn. Grandpa and grandma, they like boiled, *ubalaa hua* corn. What about Sujata?

All: Roasted corns

Dr. Jaishree Sethi: Yes, she likes roasted and who else in this story likes to eat corn?

Rehaan: Birds

All: Birds

Dr. Jaishree Sethi: Perfect, and who feeds these birds. *Kaun inhe khana deta hai?*

All: Sujata

Dr. Jaishree Sethi: *Shabash.* You all have heard the story very well. Now imagine, let's imagine, if the grandpa did not bring corn cobs. He brought home flowers. What do you think Sujata would do with those flowers?

Vedanshi: Necklace and bracelet

Dr. Jaishree Sethi: So she will make a bracelet and a necklace.

Rehaan: Perfume

Dr. Jaishree Sethi: Hmmm Sujata can make a perfume.

Vedanshi: Ma'am Food colour

Dr. Jaishree Sethi: Food colour. Yes.

Ananya: Ma'am *Gajra*

Dr. Jaishree Sethi: *Gajra banayegi aur*

Ayaan: Ma'am *Gajra*

Dr. Jaishree Sethi: You also say *Gajra*. How about, can she make a rangoli?

All: Yes Ma'am.

Dr. Jaishree Sethi: And can she make a *mala*?

All: Yes Ma'am.

Dr. Jaishree Sethi: And a bracelet. Pretty, pretty bracelet. Lovely. Okay. Before I close this session, I have a riddle for all of you. Are you ready for the riddle?

All: Yes Ma'am.

Dr. Jaishree Sethi: Yes, *toh riddle mayne paheli* and the answer of this *paheli* lies in the story. So hear me out carefully. *Taiyar hain aap sab?* Ok.

हरी थी मन भरी थी, लाख मोती जड़ी थी।

हरी थी मन भरी थी, लाख मोती जड़ी थी।

राजा जी के बाग में, दुशाला ओढ़े खड़ी थी।

राजा जी के बाग में, दुशाला ओढ़े खड़ी थी।

All: Corn cobs

Dr. Jaishree Sethi: Yes, corn cob. is the right answer. Now who would eat this corn cob?

All: Ma'am *me, me, me...*

Dr. Jaishree Sethi: Ok, so we will roast it, we'll put some salt and we'll share it and we'll all eat it. Thank you very much. Bye. Bye.

All: Bye Ma'am.

Dr. Jaishree Sethi: Coming to teachers, reading should follow the writing activities. Children love to draw something about the story. You may ask them to draw- what they have liked the most about the story. In the story "Corn", they would like to draw or they may like to draw a corn cob or some flowers or dadaji, grandpa. You may support them in giving titles, captions or some words to their drawings. This will ensure comprehension, and that they have taken interest in the story. Hope you like the session and hope you would take away the relevant learnings from this course.

Thank you!

10.3 Additional Reading: Maintaining Teachers' Portfolio

A teacher's portfolio is

- * a collection of inputs for the process of teaching and learning.
- * a record of reviews and modifications of teaching learning practices.
- * a document of exemplary practices as a part of their professional development.

Maintaining a portfolio gives scope for reflection and brings improvement in pedagogy, and assessment of the learners. It promotes the skills of rational and creative thinking. School heads and teachers can collaborate in maintaining the portfolio by understanding its significance for promoting child-centric ways of learning.

Exemplar

Portfolio Activity 1

Planning for the session

- * Select a story from the textbook/other resources.
- * Read aloud from the big book.
- * If the big book is not available, write the story on a chart paper in big font size with a few illustrations.
- * Classroom arrangement for the read aloud session: some children can be engaged in activities, for example, arranging the reading corner, drawing, etc. if the number of children is large.

Portfolio Activity 2

Engaging children in read aloud activity

- * Discuss the story with the children and gauge their interest.
- * Read aloud with clarity and modulation of voice
- * Plan to bring some deliberate changes in the names of the characters to see their attentiveness and interest.
- * Ask questions, which would lead them to some guesses about the situation, action or the behaviour of the characters.

Portfolio Activity 3

Post read aloud activity

- * Take note of some relevant and thought provoking questions from the children.
- * Write on the board/chart paper some of the responses of the children with their names.
- * Write brief expressions, words which children have said about the character, situation, etc.
- * Leave the read aloud session with some reflective questions.
- * After a gap of a few days the same story can be narrated by the teacher and children.
- * Ask questions that bring children closer to the story's character, situation, action, etc.
- * Ask them to draw their favourite part, character of the story with a brief message, or name of the character, a word of appreciation for the character and story, etc.

Portfolio Activity 4

Assessment

Maintaining a diary

Note down and give feedback on

- * Their responses while reading/narrating the story.
- * The drawings and writings of children in terms of ideas, expression.
- * Taking note of attempts of children in creating grammatical and spelling structures, and building activities on these for the children.

Conclusion

- * The portfolio of the teacher for classroom processes and assessment will depend upon the profile of learners and resources. So, you can always create a portfolio as per the requirements.
- * The most significant aspect is to understand the learning capabilities of children, and focusing on children with special needs.
- * Make a checklist to ensure that all aspects of pedagogy and assessment attempted by you are relevant and children engage and enjoy their classroom and school activities in an inclusive set-up.
- * Reflect and make sure that you are ready to change the methods, and activities as per the demands of children's learning capabilities.
- * Always find ways of bonding well with children, their parents and community to create an enabling learning environment.

10.4 Activity 6: Do It Yourself

Ask yourself the following questions and choose one.

- * Am I a controlling teacher?
- * Am I an autonomy supportive teacher?

Read the following.

Sunanda is attentive, but an average child who is not very enthusiastic about her learning. She has been participating in class activities for some time. Her homework is also not complete, but whatever work she does is good and correct. If you are her teacher what would you do?

Situation 1: Tell her to do her work since it is important for examination.

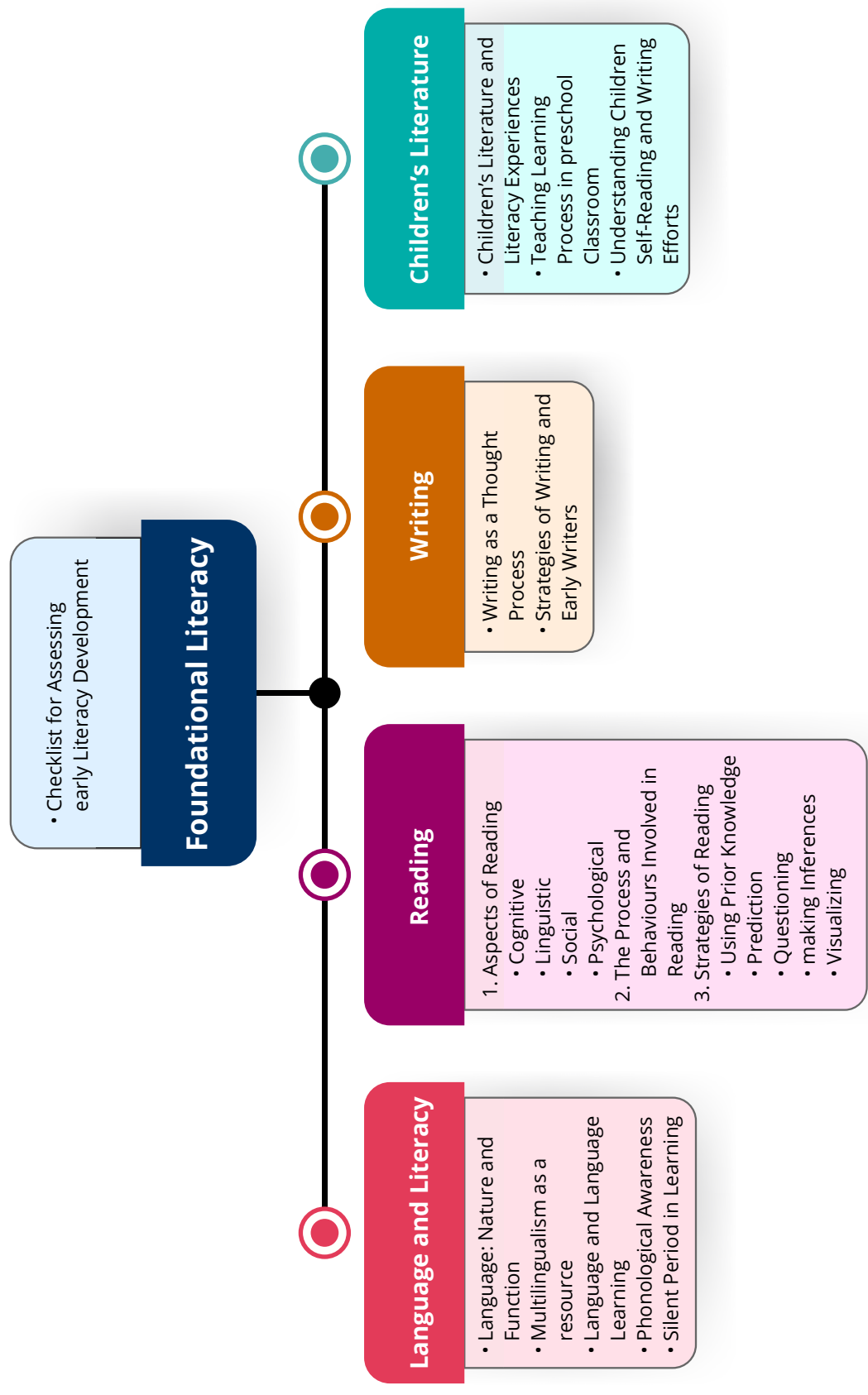
Situation 2: Ask her to stay after school and do her work.

Situation 3: Tell her how others have completed the work and how she will be left behind.

Situation 4: Tell her that she can take more time to complete the work. Talk to her about her everyday life, family, etc.

The answer to these questions will determine the approach and methods of teaching learning literacy.

Summary



Portfolio Activity

Assignment

Develop a comprehensive teaching learning plan for a story-telling activity for Class I children. Ensure that you have:

- * Read the story.
- * Selected a story of children's interest, understanding and preferably on the ongoing theme in the classroom.
- * Developed pre-reading activities/ questions.
- * Developed reading activities and tentative questions.
- * Developed post reading activities and tentative questions.
- * Developed activities with possibilities of writing and enactment (speaking, listening skills) through dance, drama and other art forms.
- * Developed activities to facilitate learning of children with special needs (CWSN).

Additional Resources

References

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- * National Council of Educational Research and Training. Department of Elementary Education, *Likhneki Shuruat – Ek Samwad*. New Delhi 2013.
- * National Council of Educational Research and Training. Exemplar Guidelines for Implementation of National ECCE Curriculum Framework, New Delhi, 2015.
- * National Council of Educational Research and Training. Guidelines for Preschool Education, New Delhi, 2019.
- * National Council of Educational Research and Training. The Preschool Curriculum, New Delhi, 2019.
- * National Council of Educational Research and Training. *Amman Ham Bhi Sath Chalen*, New Delhi. 2018
- * Resource material for literacy –
<https://ncert.nic.in/dee/print-materials-archive.php?ln=>
- * Posters for children –
https://ncert.nic.in/dee/pdf/12poster1_6_16.pdf
- * Children’s magazine – फिर्की बच्चों की (14 issues) –
<https://ncert.nic.in/dee/firkee-magazine.php?ln=>
- * बरखा क्रमिक पुस्तकमाला
<https://ncert.nic.in/dee/barkha-series.php?ln=>
- * Children’s literature-Hindi-2007-08 –
https://ncert.nic.in/dee/pdf/Slctd_BHindi.pdf
- * Children’s literature-English-2007-08 –
https://ncert.nic.in/dee/pdf/Slctd_BEng.pdf

- * Children's literature-English-2013-14 –
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
- * Children's literature-Hindi-2013-14 –
[https://ncert.nic.in/dee/pdf/DDE\(pp\).pdf](https://ncert.nic.in/dee/pdf/DDE(pp).pdf)
- * Children's literature-English-2013-14 –
[https://ncert.nic.in/dee/pdf/DDE\(eng\).pdf](https://ncert.nic.in/dee/pdf/DDE(eng).pdf)
- * Children's literature-English-2012-13 –
<https://ncert.nic.in/dee/pdf/list%20Eng.pdf>
- * Children's literature-Hindi-2012-13 –
<https://ncert.nic.in/dee/pdf/listhin.pdf>

Weblinks

- * Foundational Literacy and Numeracy –
<https://youtu.be/HY7OtDASt-o>
- * Picture Reading and Methods of Storytelling –
<https://youtu.be/3gav6BXih4M>
- * Oral Language Development during Preschool Years –
<https://www.youtube.com/watch?v=S1tSAafINfg&t=497s>
- * Literacy Instruction for People with Mental Retardation: Historical Highlights and Contemporary Analysis
<https://www.jstor.org/stable/23879702>
- * क्या है पढ़ना - <https://youtu.be/-2Wr1tvO3wE> अनुभवों की साझेदारी (मौखिक)
Class II - <https://youtu.be/mnihJ-1DSL8>
- * आम की कहानी "A chapter from *Rimjhim* class I" –
<https://youtu.be/i4hAXmOB63Y>
- * मैंने कुछ लिखा है .. Part-1 (Class I and II) –
<https://youtu.be/YFC-LBfMy9M>
- * मैंने कुछ लिखा है .. Part-2 (Class I and II) –
<https://youtu.be/0f6Z7Mn0miA>



**Central Institute of Education and Technology
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110016**

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