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Activity - 1

Prepare a report on language Policies given in the reports of Kothari Commission, NPE 1986 and PoA 1992.

INTRODUCTION :-

In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through Policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in every Indian history education figured in the administrative policies of the government.

In this unit, we shall focus on one of the important initiatives of the government of India towards democratizing education. This is reflected in the national Policy of education, 1986 and its modified Policy, 1992 which is known as Programme of Action.

NATIONAL POLICY OF EDUCATION 1986 AND PoA 1992 :-

In 1968, when the national Policy of education was formulated for improving the educational scenario was formul. in our country, there it was envisaged that it would be followed by a five yearly review to progress and working out of new Policies and Programmes. Regarding this statement, at the time of formulation of every new five year - plan, a review has been made to assess the drawbacks or shortcomings as well as





achievements of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The national Policy of education of 1986 is the result of the review which was discussed and adopted during the budget session of 1985, when Rajiv Gandhi was the Prime Minister of India. Then central Advisory Board of Education, a Committee was set up in July 1992 under the chairmanship of Shri N. Gopalchari Reddy, Chief Minister of Andhra Pradesh. This Committee submitted its report in January 1992, which is known as national Program of Action of 1992.

OBJECTIVES OF NATIONAL POLICY OF EDUCATION AND POA :-

The main objective of the national Educational Policy of 1986 and Program of Action, 1992 was to establish a national system of education that is irrespective of sex, caste and religion. The objectives of this Policy has divided into several aspects.

- * In relation to elementary education, the major objectives are :-
 - * universal access and enrolment.
 - * free and compulsory education upto 14 years.
 - * To provide quality education to enable all children to achieve essential level of learning.
- * Regarding secondary education, It stressed on the improvement of the quality of secondary education. Efforts to be made to provide computer education in secondary level institutions to make the students equipped with necessary computer skills.





* Regarding higher education; - National Policy of education and Program of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

* The educational Policy also emphasized on enhancing and promoting the vocational educational, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning rural universities, early childhood care and education, Delinking degree from job also one of the basic objectives of national Policy of education of 1986.





—ACTIVITY—2

Report on how, when and why we are going to use various methods in teaching the English language skills.

TECHNIQUES YOU SHOULD KNOW!!!

INTRODUCTION:- Education like every other area of our society, has evolved in leaps and bounds in recent years. Traditional Teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging the students to awaken their curiosity and desire to learn. A number of different teaching techniques have emerged due to this change in education.

6. Teaching Techniques:-

1. Flipped Classroom (Inverting your class)

The flipped classroom model typically involves encouraging students to prepare for the lesson before class.

2. Design Thinking (Case method)

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas.





3. Self-learning :-

→ Curiosity is the main driver of learning.

4. Gamification :-

→ Learning through the use of game.

5. Social media :-

→ A variant of the previous section is to utilize social media in the classroom.

6. Free online learning tools :-

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom.

* Approaches in teaching the English language skills :-

"An approach is a set of correlative assumption dealing with the language and learning. It describes the nature of the subject matter to be taught."

Thus, an approach deals with different theories about the nature of language and how languages are learnt. These theories are based on a set of assumption which deal with linguistic and Psychological factors.

* Techniques in teaching the English language skills :-

A technique is implementation that actually takes place in a classroom. It is a particular trick or stratagem used to accomplish an immediate objective.

Technique is 'how' a thing is done in the classroom. whatever technique we use, it should conform to the method under which it is to be used.





The linguistics of the late nineteenth century sought to improve the quality of language teaching by interpreting general principles and theories related to learning of language, the structure, knowledge and organization in memory. The early applied linguists like Henry Sweet (1845 - 1912), Otto Jespersen (1860 - 1943), and Harold Palmer (1877 - 1949) elaborated these principles and approaches to the design of language programmes, courses and materials. They made a broad definition of approaches and methods based on the philosophy and nature of language and a set of procedures framed to teach a language.





Activity - 3

Enumerate ten activities (5 for listening and 5 for speaking) from the text books of class vi to X. Suggest your own activities using supplementary materials.

Listening and speaking :-
mm. mm. mm

① A LITTLE BOY AND A KIND TREE :- mm. mm. mm. mm

There is a story about a kind tree and a little boy. The little boy played in the shade of the tree everyday. The tree loved him very much. One day the boy sat on the foot of the tree. There were tears in his eyes.

"Why are you crying?" asked the tree. "Because I am ~~very~~ hungry," said the little boy.

"Eat my fruit," said the kind tree and went down one of its branches. The boy ate the fruits and was happy. The boy grew up. One day the boy sat under the tree. He was said. "Why are you sad?" asked the tree. "I am going to marry but I have no house to live in." "Cut down my branches and build a house," said the tree. So he ~~cut~~ built a house. The boy became a sailor. One day he was sitting under the tree and was very unhappy.

When the tree asked him he said that, "My captain is very cruel & bad man. So, I want to have my own ship."

"Cut down my trunk and build a ship," said the tree. After ten years he left his ship. One cold winter day he stood near the stump of the old tree and was trembling with cold. "Make a fire out of me," and warm yourself!" said the stump of the kind tree formed in the life.





ANSWER THE FOLLOWING QUESTIONS:-
 ~~~~~

- 1) Who helped the little boy?  
 (a) mother (b) animals (c) a tree
- 2) "I am going to marry". who said these words?  
 (a) the captain (b) the young man (c) the tree
- 3) What did the young man become?  
 (a) a sailor (b) a doctor (c) a captain
- 4) Who is selfless in the story?  
 (a) the tree (b) the boy (c) the captain

2) Conversation:-  
 ~~~~~

Listen to the Conversation
 ~~~~~

REKHA: Hi! Sudha, welcome to city. How are you?

SUDHA: I am fine, thank you. How about you?

REKHA: Fine. Please come in. When did you return from your village?

SUDHA: Yesterday evening.

REKHA: How was Pongal celebrated?

SUDHA: Great! I wish I could spend some more time in the village.

REKHA: What fascinated you so much there?

SUDHA: Fresh air, fresh water, clear sky ... and what not everything?

REKHA: Oh! That's nice. Why don't you take me there next time when you go.

SUDHA: Sure.





\* Now work in Pairs and talk about your experience of living in a town/village.

### ③ GLEEN CUNNINGHAM:- ~~~~~

Gleen Cunningham was a good runner in Reception School. He ran faster than his friends.

"I want to become the fastest runner in the world."  
He said to himself.

One day there was a fire accident in the school. Gleen was burnt very badly and his legs were burnt more than any other part of his body. The doctors said he would not be able to run again.

"I want to run!" shouted the boy. "I want to run!"

Gleen was in bed for a year. When he got up, he tried to walk. He fell down. But Gleen did not give up. He kept trying. At last, he was able to walk. Then he started running. He could run faster than his friends.

Later, Gleen became the fastest runner of his time and proved that anything can be done if one tries hard.

— ANSWER THE QUESTIONS GIVEN BELOW :-  
~~~~~

1. What was Gleen's ambition?
2. Why was he burnt?
3. How long was Gleen in bed?
4. What was the Gleen's achievement?
5. What qualities of Gleen do you like? Do you have them in you?
6. What would any normal child do if he/she was in Gleen's place?





Activity - 4

Critically analyse the writing activities given in the text book of classes VI to X and report.

To write better, you must learn to read better. Readers and writers already speak the language.

One concern here is not only with knowing the language with vocabulary and basic sentence structure but with facility in the use of the written language. And our concern is not so much with the structure of individual sentences, with the correct and resourceful use of spelling, grammar, and appropriate word choice as with the broader elements involved in constructing an extended discussion.

Writing is traditionally taught in terms of examples. Students are asked to read well-formed essays and mimic their structure. A text might argue by explaining with a description as evidence.

Reading can teach us some things about the language but reading good essays can enable us to become better writers. Seeing how well someone expresses himself or herself does not mean we will suddenly be able to do the same ourselves. Only when we understand how ideas are expressed we can begin to do the same ourselves.

Critically analytical writing attempts to -

* get under the surface of a particular situation or problem.

* discover the possible reasons behind it.





* Break it down into the various facts and questions of which it essentially consists.

* Examine the strength and weakness of different ideas about it and evidence relating to it.

Few Examples for writing activity :-

Imagine that you are the secretary of the environment club of your school. write an announcement suggesting that your school will organise a tree plantation week in the next month.

NOTICE

"Trees are the most useful things in the world" :-

Date: 04/12/2023

This is to inform you that our school is organising "Tree Plantation week" as part of Environment Club in the next month. The Municipal Commissioner of our area, will organise a tree plantation week in the next month. The Programme Schedule is as per given below.

Date: 05/01/2024

Time: 9 A.M

Venue: Z.P High Hospital

For more information contact the undersigned, the leader of Environment Club.

XXX

(Name)

Imagine you are Rip van winkle and narrate what had happened to you 20 years ago.





That day I was walking around with my dog wolf. Suddenly a strange, short looking man called me and signel for help. When I went close to him, he took me to a place where some more strange short men were playing mineping. They frightened and made me drink the contents of a jarredell. As I was thirsty I drank more and more glasses of liquid and fell into deep sleep. I realised that I had slept for 20 year, only when an old women told me about it.

Imagine that you were King Krishnadevaraya. Now give an account of what had happened in your Court.

One day an artist came to my Court and showed me some beautiful Paintings. I liked them very much. Everyone in the Court liked them except Jerali Rama. I was about to give a bag of gold to the artist but Jerali bet me that he could paint better than the artist. So I gave him all the necessary things for the painting and a month leave. I also promised that I would give him a bag of gold if he keeps up his bet. After a month, Jerali came with his painting and asked me to look at the painting. I could not see anything in the painting except the tail. But Jerali Rama cleverly convinced me that the rest of the horse is outside the canvas grazing at some lush green grass. Then, I gave him a bag of gold coins, the elevated man in my Kingdom.





Activity - 5

Analyse the tasks given at the end of any one unit in the text book and check their ~~relevance~~ relevance to Cognitive, affective and Psychomotor domains and predict.

EXPLANATION OF BLOOM'S TAXONOMY:-

Taxonomy means a set of classification Principles or 'Structure'. Domain simply means 'Category'. Bloom's Taxonomy provides an excellent structure for Planning, designing, assessing and evaluating training and learning effectiveness.

Bloom's Taxonomy Definitions:-

Bloom's Taxonomy model is in three parts, but the meanings are simple to understand.

- ① COGNITIVE DOMAIN (Intellectual capability, i.e. knowledge or think).
- ② AFFECTIVE DOMAIN (Feelings, emotions and behaviour i.e. attitude or feel.)
- ③ PSYCHOMOTOR DOMAIN (Manual and Physical skills, i.e. skill or do)

In each of the three domains Bloom's Taxonomy is based on the promise that the categories are ordered in degree of difficulty. An important promise of it is that each category must be mastered before progressing to the next.

The learner should benefit from development of knowledge and intellect and the ability to put physical and bodily skills into effect.





Bloom's Taxonomy over view :-

COGNITIVE KNOWLEDGE	AFFECTIVE - ATTITUDE	PSYCHOMOTOR SKILLS
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. understand	2. Respond (react)	2. Manipulation (follow instruction)
3. -Apply (use)	3. value (understand and act)	3. Develop Precision
4. Analyse (structure elements)	4. organise Personal value system	4. Articulation (combine, integrate to related skills)
5. synthesize (create/build)	5. Internalize value system (adopt behaviour)	5. Naturalization (automate, become expert)
6. Evaluate (assess judge in relational terms)		

Bloom's Taxonomy - Cognitive Domain
(INTELLECT - KNOWLEDGE - THINK)

Behaviour descriptions	Examples of activity to be trained or demonstration and evidence to be measured	'Key words' (Nouns which describe the activity to be trained or measured at each level.)
Recall or recognise information	multiple-choice, test, recounted facts, recall a process, rules, definitions, quote law or procedure	Arrange, define, describe, label list, memorize recognise, relate, reproduce, select, state.





<p>understand meaning restate data in one's own words, interpret, extrapolate translate.</p>	<p>Explain or interpret meaning from a given scenario, suggest treatment, reaction or solⁿ to the given problem.</p>	<p>Explain, reword, classify, summarise translate, review, report, discuss, theories reference example.</p>
<p>use or apply knowledge, put theory into practice, use knowledge in class.</p>	<p>Put a theory into practical effect, demonstrate, solve a problem, manage an activity.</p>	<p>use, apply, discover manage, execute, adv product, construct change + react, role-play</p>

So, if your situation causes 'synthesis' to be more challenging than 'evaluation', then change the order of the levels accordingly, so that you train people in the correct order.

==== END =====

