
ENGLISH

Learning and Teaching of English Language is one of the main priorities of the Technical Special School curriculum, modified and adapted in tune with the curriculum for general schools. The Curriculum, Syllabus, Textbook and Handbook developed for Standard X in the general schools are followed as such in special schools with certain modifications in a few activities, content and evaluation considering the language barriers and special needs of the Hearing Impaired children. The prescribed textbook demands higher level language proficiency, imagination and creative thinking which makes the classroom transaction in special schools comparatively difficult. To overcome this shortcoming the following modifications are made in the prescribed syllabus. Moreover, only four periods are allotted for teaching of English in Technical Special Schools.



Guidelines

Guidelines followed for adapting the Syllabus for the Hearing Impaired Children

Concepts and Ideas

- The issue domains and sub issues dealt within the English Reader shall be retained.
- All the learning objectives envisaged in the Reader shall be realized considering the needs of the learners in special schools.
- All ideas and concepts dealt within the Reader need to be retained.
- Repetition of concepts and ideas if any, can be avoided to lessen the content load.

Process/ Activities

- Process or activities which demand higher level imagination viz. comparison, analysis, arriving at conclusions etc. may be brought to a limit.
- Activities centered around listening skill shall be minimized.
- Transaction strategies of activities shall be adapted considering receptivity, learning level and creative imagination of learners.

Unit/ Topic

- Reading texts which are highly abstract and difficult to transact may be brought to the minimum. E.g. Highly imaginative poems, articles etc.
- Poems that can create a rhythmic sense and appreciation may be retained.
- Texts which have scope for dramatic presentation and visualisation are to be retained.
- Lengthy texts may be edited without draining the concepts and ideas.
- Texts which give more stress on dialogues, screenplays etc. are to be retained.

Evaluation

- All aspects of evaluation may be retained, besides the learning achievements are to be evaluated through performance based activities viz. role-play, skit, mime and drawing as much as possible.
- Scope for editing and self-evaluation should be ensured.
- Continuous and comprehensive evaluation which ensures students' active and stress free participation may be given more importance than written test.
- Textual, vocabulary and language activities in the Reader are to be given importance.

GENERATIONS

Issue domain : Absence of a vision of universal humanism

Sub Issue : Generation gap

Learning objectives

- to make learners aware of the importance of teacher-pupil rapport
- to sensitise learners to the need to foster congenial inter-generation relationship
- to familiarise them with the concept of school-lore as a part of modern folk culture
- to help them identify the uniqueness of diction and style of short stories and the use of different narrative techniques
- to develop in the learners an awareness of devices like rhymes, figures of speech and images
- to enable the learners to analyse various linguistic components of a discourse
- to help them attempt different discourses and engage in vocabulary and language activities
- to enable the learners to reflect on the features of a discourse
- to enable them to edit and refine different discourses

SYLLABUS GRID

Unit : I

Time : 25 hrs

Concepts / Ideas	Process / Activity
<ul style="list-style-type: none"> • The older generation must be given due consideration • Teacher-pupil relation must be cordial and dialogic • Cordial inter-generation relationship should be fostered • School-lore is part of the modern folk culture • The diction and style of short stories have their own uniqueness • Stories are written using various narrative techniques • Poems make use of devices like rhyme, figures of speech and images • Words follow rules of spelling and inflexion • Sentences follow rules of punctuation and syntax. 	<ul style="list-style-type: none"> • Reading and analysing short stories and poems • Preparing write-ups • Conducting seminars • Making presentations using ICT • Writing letters • Collecting and compiling school-lore • Engaging in vocabulary and language activities • Analysing various linguistic components of a discourse • Editing different discourses • Reflecting on how discourses are constructed

THE WORLD OF MYSTERY

Issue domains : Lack of scientific approach to health and public health

Sub issues : Lack of logical thinking and reasoning results in deviant perception.
The alchemy of turning experiences into creative texts.

Learning objectives

- to develop in the learners a proper attitude towards mental health
- to enable learners to read and appreciate literary texts
- to help the learners think and critically evaluate the issues related to lack of mental health and lack of cohesive universal vision
- to develop in the learners an awareness of devices like rhyme, figures of speech, images etc.
- to enable learners to analyse various linguistic elements in a discourse
- to help the learners attempt different discourses and engage in vocabulary and language activities
- to enable learners to reflect on the features of a discourse
- to help them edit and refine different discourses

SYLLABUS GRID

Unit : II

Time : 25 hrs

Concepts / Ideas	Process / Activity
<ul style="list-style-type: none"> • Mental health is as important as physical health • One's experiences can be presented surrealistically to make them more interesting • The air of mystery lends beauty to literary expressions • The diction and style of particular short stories have their own uniqueness • Poems make use of devices like rhyme, figures of speech and images • Words follow rules of spelling and inflexion • Sentences follow rules of punctuation and syntax 	<ul style="list-style-type: none"> • Reading and analysing short stories and poems • Preparing write-ups • Conducting debates • Making presentation using ICT • Writing letters • Engaging in vocabulary and language activities • Analysing various linguistic elements in a discourse • Editing different discourses • Reflecting on how discourses are constructed

REALITY TO REEL

Issue domain: Lack of understanding of the specificities of cultural identity and its need to develop freely

Lack of human resource development

Sub-issue:-Cultural value of cinema

The human effort that goes into the making of films

Learning Objectives

- to make learners aware of the socio-cultural and educative value of films
- to enable learners to view cinema as an archive of culture consciousness
- to sensitise learners on the need to analyse films critically
- to introduce learners to the technical aspects of film-making
- to introduce learners the features of screenplay
- to develop awareness in the learners on stylistic devices like refrain, imagery etc.
- to make them aware of the semantic, syntactic, morphological and phonological structures which are essential for effective oral and written communication
- to enable learners to analyse various linguistic components of a discourse
- to help them attempt different discourses and engage in vocabulary and language activities
- to enable learners to reflect on the features of a discourse
- to equip them to edit and refine different discourses

SYLLABUS GRID

Unit : III

Time : 25 hrs

Concepts / Ideas	Process / Activity
<ul style="list-style-type: none"> • Films have cultural and educative value • Films have to be analysed critically • Films can be subjected to cultural study • There are great film makers who have influenced the world of films • Film scripts have their own style and variety • Discourses can be analysed to know about linking and cohesive devices • Spelling and punctuation rules are to be followed while constructing discourses • Appropriate syntactical structures and inflexions have a crucial role in effective writing 	<ul style="list-style-type: none"> • Reading and analysing articles, poems and songs • Viewing films and analysing them • Preparing write-ups • Conducting discussions • Designs posters • Preparing advertisements • Writing profiles of actors • Engaging in vocabulary and language activities • Analysing various linguistic components of a discourse • Editing different discourses • Reflecting on how discourses are constructed

UPON THE THORNS OF LIFE

Issue domain : Lack of due consideration towards marginalised groups

Sub Issues _: Poverty and suffering
Resistance against exploitation

Learning Objectives

- to sensitise learners to contemporary social issues like poverty and exploitation
- to enable learners to discuss various kinds of exploitation and discrimination that prevail in their society
- to enable learners to think about and evaluate issues critically for social action
- to enable learners to read and analyse one act plays, poems etc.
- to enable learners to engage in theatrical performances
- to develop an awareness in learners of devices like rhyme, figures of speech and images
- to enable learners to engage in vocabulary and language activities
- to help learners perform choreography
- to develop an understanding of relative clauses and complementation
- to enable learners to edit and refine different discourses

SYLLABUS GRID

Unit : IV	Time : 25hrs
Concepts / Ideas	Process / Activity
<ul style="list-style-type: none"> • The pains of those who suffer need to be alleviated • The centres of power that are engaged in exploitation need to be resisted • The theatre is a powerful space for expression • One act plays have distinct writing techniques • Poems make use of devices like rhyme, figures of speech and images • Discourses can be analysed to learn about linking and cohesive devices • Spelling and punctuation rules are to be followed while constructing discourses • Appropriate syntactical structures and inflexions have a crucial role in effective writing 	<ul style="list-style-type: none"> • Reading and analysing one act plays, short stories and poems • Writing short narratives • Preparing write-ups • Collecting and analysing news items • Performing choreography • Engaging in theatrical performances • Engaging in vocabulary and language activities • Analysing various linguistic components of a discourse • Editing different discourses • Reflecting on how one's own discourses are constructed

ART AND ATTITUDES

Issue domain: Lack of understanding of the specificities of cultural identity and its need to develop freely

Sub Issue: Aesthetic aspects of life
Cultural identity

Learning objectives

- to make the learners aware of the fact that art forms of every people have form a cultural heritage
- to sensitise the learners about the various aspects of commercialisation of art
- to familiarise learners with stories and poems on the lives and works of artists from different cultural milieu across the world
- to enable learners to recognise the uniqueness in the diction and style of short stories
- to familiarise learners with various devices employed in poetry
- to enable learners to analyse diverse linguistic components of a discourse
- to help them attempt different discourses and engage in vocabulary and language activities
- to facilitate learners to reflect on the features of a discourse
- to enable learners to edit and refine various discourses

SYLLABUS GRID

Unit : V

Time : 25hrs

Concepts / Ideas	Process / Activity
<ul style="list-style-type: none"> • The art forms of any section of the society are part of its rich cultural heritage • Commercialisation of art results in compromises in the quality of artistic products and performances • There are stories and poems from different cultural contexts across the world depicting the lives and works of artists • The diction and style of short stories have their own uniqueness • Poems make use of devices like rhyme, figures of speech and images • Words follow rules of spelling and inflexion • Sentences follow rules of punctuation and syntax. 	<ul style="list-style-type: none"> • Reading and analysing short stories and poems • Preparing write-ups • Conducting exhibitions of collected art works • Making presentation using ICT • Writing letters • Preparing notices • Collecting and compiles profiles and paintings of great artists • Engaging in vocabulary and language activities • Analysing various components in a sentence structure • Editing different discourses • Reflecting on how one's own discourses are constructed

Adaptation	Reason
<p>Unit I : Generation</p> <p>1. 'Games at Twilight' (Extended Reading) (Excluded)</p> <p>2. 'Once upon a Time' (Extended Poem) (Excluded) Activity - vii Preparing write-up Changed as writing a profile Textual Activities 5 and 8 are excluded</p> <p>Unit II : The Word of Mystery</p> <p>1. The Method of Sherlock Holmes (Excluded) '</p> <p>2. Skimbleshanks - The Railway Cat' (Excluded)</p> <p>Activity - v (Description) Changed as diary entry Textual Activity 4 is excluded</p>	<p>This text for extended reading contains ideas and concepts which is already dealt with in the main prose. The text is rather lengthy and it demands higher level imagination and language competency.</p> <p>The plot and settings is found unfamiliar and also more imaginative for learners of special schools. It demands detailed explanation and interpretation. Scope for self-reading is found difficult.</p> <p>Entries given will help the learners develop ideas into a profile. The activity for preparing write-ups are repeated many times.</p> <p>This extended reading text (novel) is highly descriptive and rather incomprehensible by a single reading.</p> <p>The poem is included in Extended Reading section in the Reader. It is more symbolic and rather abstract. The theme dealt within it is treated in another poem in the same unit.</p> <p>Writing dairy entry is familiar and comparatively simple to the learners. Activity for writing description is found more difficult for this learners.</p>

Adaptation	Reason
<p>Unit III : Reality to Reel 1. Celluloid Heroes (Song) (Excluded)</p> <p>The Wizard of Sound Activity Interview changed as profile writing</p> <p>Activity -iii Short write-up on cinema.changed as preparing a 'poster' using ICT</p> <p>Activity - x Changed as preparing Notices on film festival.</p> <p>Activity - xii Review of film changed as collecting profiles of actors you like</p>	<p>This poem highlights the terminology and techniques of film making. The ideas and theme is addressed in other texts in the same unit.</p> <p>Interview as a language activity cannot be performed meaningfully by the learners.</p> <p>Preparing detailed description is found rather difficult. Visual representation of the idea is required.</p> <p>It is the repetition of the former activity.</p> <p>It is a higher level language activity which demands analysis and comparison. Its application is very limited.</p>

Adaptation	Reason
<p>Unit IV : Upon the thorns of Life</p> <ol style="list-style-type: none"> The Beggar who Opened His Eyes Wide (Excluded) The Bet (Excluded) 'In the country' is treated as the main poem, instead of the poem 'Cactus'. <p>Activity - iii</p> <p>Write a brief note changed as listing out the features of drama</p> <p>Unit V : Art and Attitudes</p> <ol style="list-style-type: none"> Art that Heals (Excluded) The Arrow and the Song (Excluded) 	<p>This is a limerick which is unfamiliar to Malayali students.</p> <p>This extended reading ext is too lengthy and descriptive. Scope for self-reading is limited.</p> <p>'Cactus' is a highly imaginative and complex poem. The theme is rather incomprehensible to learners of special schools. The poem is packed with inner meanings and poetic craft.</p> <p>It will help the learners to understand the features of drama. It is interest sustaining and enthusiastic.</p> <p>This text is centered around the listening which is restricted in Hearing Impaired children. The theme is very complex and demands detailed explanation.</p> <p>The same theme is treated in the main poem in the same unit.</p>

Topics Selected and Activities Changed

Part - 1

Unit I : Generations

Fathers Help
Night of the Scorpion
Activity vii - Writing profile

Unit II : The World of Mystery

The Man who Shouted Teresa
The Blue Bouquet
The Himalayas
The Method of Sherlock Holmes
Activity v - Diary entry

Unit III : Reality to Reel

The Wizard of Sound
Tea-shops in Malayalam Cinema
Sunshine through the Rain
Activity iii - Preparing posters using ICT
Activity x - Preparing notice for film festival
Activity xii - Collecting profiles of actors

Part - 2

Unit IV : Upon the Thorns of Life

The Beggar and the King
In the Country
Activity iii - Identifying the features of drama

Unit V : Art and Attitudes

Balthazar's Marvellous Afternoon
The Master

Topics Excluded

Part 1

Unit I : Generation

Games at Twilight
Once Upon a Time

Unit II : The World of Mystery

Skimbleshanks : The Railway Cat

Unit III : Reality to Reel

Celluloid Heroes

Part 2

Unit IV : Upon the Thorns of Life

The beggar who opened his eyes wide.
The Bet
Cactus

Unit V : Art and Attitudes

Art that Heals
Arrow and the song