

This section lays out Curricular Goals and Competencies for R1, R2 and R3 for the Preparatory, Middle and Secondary Stages; some variations and permutations may certainly occur across R1, R2 and R3, and stages, depending on practical considerations and on the choices offered for the three Languages. Specifically for the learning of languages, it is important to keep in mind that Curricular Goals and Competencies must be attained by students in an integrated manner and not separately, in particular, there should not be separate chapters or units in textbooks for individual Curricular Goals.

As throughout this NCF, Curricular Goals and Competencies have not been given for the Grades 11 and 12 courses and optional courses described above, due to the wide variety and levels of courses that would be on offer for students.

## 2.4.1 Language 1 (R1)

### 2.4.1.1 Preparatory Stage

<b>CG-1</b> Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts C-1.2 Summarises core ideas from material read out in class C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates)
<b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualisation) to understand different texts C-2.2 Understands main ideas and draws essential conclusions from the material read
<b>CG-3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose C-3.4 Uses appropriate grammar and structure in their writing

<b>CG-4</b> Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts
	C-4.2	Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content areas
<b>CG-5</b> Develops interest and preferences in reading	C-5.1	Borrows books from the library regularly to read at home
	C-5.2	Demonstrates interest in reading books from the library

### 2.4.1.2 Middle Stage

<b>CG-1</b> Develops the capacity for effective communication using language skills for description, analysis and response	C-1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
	C-1.2	Listens to, plans and conducts different kinds of interviews (structured and unstructured)
	C-1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, and formal/informal questions relevant to context with sensitivity)
	C-1.4	Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes
	C-1.5	Creates content for audio, visual or both, for different audiences and purposes
<b>CG-2</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices	C-2.1	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
	C-2.2	Identifies literary devices (simile, metaphor, personification ( <i>Alankara</i> ), hyperbole ( <i>Athishayokthi</i> ), alliteration ( <i>Anuprasa</i> ), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
	C-2.3	Express their ideas and criticisms through speech and writing on the various aspects of their social and cultural surroundings
<b>CG-3</b> Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression	C-3.1	Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing
	C-3.2	Writes prose, poetry, and drama using appropriate style and language

<b>CG-4</b> Develops the ability to write reviews and uses the library to find references	C-4.1	Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)
	C-4.2	Uses books and other media resources effectively to find references to use in projects and other activities
<b>CG-5</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language	C-5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
	C-5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable
	C-5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, <i>Antakshari</i> , anagrams, crosswords, etc.)

### 2.4.1.3 Secondary Stage

<b>CG-1</b> Uses language for effective communication through writing in various forms (essays, letters, articles, discussions, interviews, public speeches, etc.) including new media (email, audio, and visual material)	C-1.1	Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate
	C-1.2	Writes in different styles (narrative, descriptive, expository, and persuasive) from their own, as well as others experiences
	C-1.3	Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements, etc.) and for school newsletter/magazine/journal
	C-1.4	Scripts to inform and communicate ideas effectively with the use of technology
<b>CG-2</b> Develops appreciation for the aesthetics in different genres (humour, suspense, tragedy, etc.) through analysis of style (narrative, descriptive, expository, persuasive, etc.) and employs these elements in their writing	C-2.1	Describes characteristics of works of literature from different time periods, such as, early, medieval, and contemporary
	C-2.2	Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings
	C-2.3	Composes literary texts by using appropriate literary devices
<b>CG-3</b> Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material	C-3.1	Analyses and evaluates the different audio and written material
	C-3.2	Argues with proper rationale by carefully evaluating premises

<b>CG-4</b> Appreciates literary and cultural heritage related to the richness of Indian languages	C-4.1	Recognises the multilingual nature of Indian society and richness of its literary works through reading texts and watching content of different genres
	C-4.2	Appreciates the richness of culture and heritage in the different works of regional languages and with each other their connections
	C-4.3	Shows an understanding of the role of language in the formation of our identities and culture
	C-4.4	Demonstrates a basic knowledge of the commonalities among some of the major Indian languages, such as, their common phonetic and scientifically arranged alphabets and scripts, common grammatical structures, origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences
	C-4.5	Demonstrates a basic knowledge of languages spoken in different geographical areas, a sense of the nature and structure of tribal languages, and becomes familiar with a few useful words phrases, and works of literature from a few Indian languages from across the country

## 2.4.2 Language 2 (R2)

### 2.4.2.1 Preparatory Stage

<b>CG-1</b> Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas	C-1.1	Listens to poems, stories and conversations, and identifies important ideas in them
	C-1.2	Comprehends narrated/read out stories, and identifies characters, storyline, and key aspects
	C-1.3	Converses meaningfully and coherently
	C-1.4	Makes oral presentations and participates in group discussions
<b>CG-2</b> Develops fluency in reading and the ability to read with comprehension	C-2.1	Develops further phonological awareness by blending phonemes or syllables into words and segmenting words into phonemes or syllables
	C-2.2	Examines the basic structure of the text and recognises words and sentences in print, and basic punctuation marks
	C-2.3	Reads stories and passages fluently and accurately with appropriate pauses
	C-2.4	Comprehends the meaning of stories, poems, and story posters
	C-2.5	Demonstrates interest in picking up and reading a variety of children's books

<b>CG-3</b> Develops the ability to express understanding, experiences, feelings and ideas in writing	C-3.1	Writes a paragraph to express understanding and experiences
	C-3.2	Creates simple posters, invites, and instructions, with appropriate information and purpose
	C-3.3	Writes stories, poems, and conversations based on imagination and experiences
<b>CG-4</b> Develops a wide range of vocabulary in various contexts and through different sources	C-4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas

### 2.4.2.2 Middle Stage

<b>CG-1</b> Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and shows interest in reading books	C-1.1	Applies varied comprehension strategies (inference, prediction, etc.) to understand different texts
	C-1.2	Identifies main points, summarises after a careful reading of the text, and responds coherently
	C-1.3	Identifies and appreciates the main idea in the various texts
	C-1.4	Shows interest in choosing and reading a variety of books
<b>CG-2</b> Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions, etc.)	C-2.1	Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings, and forming paragraphs with clear beginning, and ending
	C-2.2	Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing
<b>CG-3</b> Develops the capacity for effective communication using language skills for questioning, describing, analysing and responding	C-3.1	Writes different kinds of letters and essays, using appropriate style and registers for different audiences and purposes
<b>CG-4</b> Explores different literary devices and forms of literature	C-4.1	Identifies and appreciates different forms of literature (samples of prose, poetry and drama)
	C-4.2	Identifies literary devices, such as simile, metaphor, personification ( <i>Alankara</i> ), hyperbole ( <i>Athishayokthi</i> ), and alliteration ( <i>Anuprasa</i> ), by reading a variety of literature, and uses them in writing
<b>CG-5</b> Develops the ability to recognise basic linguistic aspects (word and sentence structure), and uses them in oral and written expression	C-5.1	Uses appropriate grammar and structure in their writing

<b>CG-6</b> Develops appreciation the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C-6.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
	C-6.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language to make speech and writing more interesting and enjoyable
	C-6.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, <i>Antakshari</i> , anagrams, crosswords, etc.)

### 2.4.2.3 Secondary Stage

<b>CG-1</b> Uses language for effective communication through various oral activities (discussions, interviews, public speeches, etc.) and writing activities (essays, letters, articles, etc.), including new media (email, audio, and and visual material)	C-1.1	Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate
	C-1.2	Writes in different styles (narrative, descriptive, expository, and persuasive) from their own as well as others experiences
	C-1.3	Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements, etc.) and for school newsletter/ magazine/journal.
	C-1.4	Scripts to inform and communicate ideas effectively with the use of technology
<b>CG-2</b> Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material	C-2.1	Analyses and evaluates different audio and written material
	C-2.2	Argues with proper rationale by carefully evaluating premises
<b>CG-3</b> Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy, etc.) through an analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing	C-3.1	Describes characteristics of works of literature from different time periods, such as, early, medieval, and contemporary)
	C-3.2	Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings
	C-3.3	Composes literary texts using appropriate literary devices

## 2.4.3 Language 3 (R3)

### 2.4.3.1 Middle Stage

<b>CG-1</b> Develops effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas by describing and narrating events and situations	C-1.1	Makes conversations relevant to the context
	C-1.2	Listens to varied texts (stories, poems and conversations) and summarises core ideas of the material
	C-1.3	Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speeches, etc.)
<b>CG-2</b> Develops fluency and the ability to comprehend what they read	C-2.1	Reads stories and passages with accuracy and fluency with appropriate pauses and intonation
	C-2.2	Comprehends the meaning of stories, poems, conversations, posters and instructions, and the main idea in the text
<b>CG-3</b> Develops the ability to express their understanding, experiences, feelings and ideas in writing instructions, invitations and letters	C-3.1	Writes a paragraph to express their understanding and experiences

### 2.4.3.2 Secondary Stage

<b>CG-1</b> Develops reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles and news reports), and uses various strategies to write for different audiences	C-1.1	Identifies main points, summarises after a careful reading of the text, and responds coherently
	C-1.2	Uses strategies to organise ideas and information to write for an intended purpose and audience
<b>CG-2</b> Develops the capacity for effective oral and written communication in different situations (formal and informal)	C-2.1	Listens critically and reads different news articles, reports and editorials to express opinions
	C-2.2	Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, and formal/informal, questions relevant to context, with sensitivity)
	C-2.3	Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form
	C-2.4	Writes different kinds of letters and essays in an appropriate language for different audiences