

**GOVERNMENT OF PUDUCHERRY
DIRECTORATE OF SCHOOL EDUCATION
STATE PROJECT OFFICE, SAMAGRA SHIKSHA, PUDUCHERRY**

No: 217/SS/ CRAWL/2021-22

Date: 15.12.2021

I.D. NOTE

Sub: DSE- SS- Implementation of CRAWL Programme in all Government/
Government Aided/ Private Unaided Schools from Classes IV to IX and XI Std
- Reg.

Ref: D.O No.18-91/2021-IS-15 dated 9th December, 2021 from Secretary to
Government (School Education), Government of India

It is informed that **Compulsory Reading and Writing in Languages (CRAWL)** Programme is proposed to be implemented in all Govt. School students from Classes IV to IX and XI Std in the U.T of Puducherry. The purpose of **CRAWL** Programme is to emphasize the students to enrich their ability of reading and writing skills with much excitement in their mother tongue and English. This Programme will be a baseline for the implementation of Back to Basics Programme for the next academic year 2022-23.

Based on the D.O Letter cited in the reference, the schedule will be followed as mentioned in **Annexure-I** in **all the Government/Government Aided/Private Unaided Schools** across U.T. of Puducherry. The span of this programme will be for **Four Months** i.e from **20th December, 2021 to 20th March, 2022**.

The detailed guidelines/concept/implementation strategies/suggestions are provided in the **Annexure-II**.

All the Head of the Institutions are nominated as **"The Nodal Officers"** of this programme for successful implementation of objectives of **"CRAWL"**. Periodical feedbacks regarding the progress and other aspects are expected from this end.

// BY ORDER //


(N. DINAKAR) 15/12/21
STATE PROJECT DIRECTOR

To

1. The Joint Director, DSE, Puducherry.
2. The Deputy Director (SE), Karaikal
3. The Chief Educational Officer, Puducherry/Karaikal/Mahe
4. The Deputy Director of Education (Women), DSE, Puducherry.
5. The Delegate to DSE, Yanam
6. The ADPC, Puducherry /Karaikal/Mahe/Yanam
7. All BRC Coordinators, Puducherry /Karaikal/Mahe/Yanam
8. The P.S. to DSE, Puducherry.

Annexure-I

- (i) The program will be scheduled for one hour daily for the Classes from IV – VIII.

Schedule:

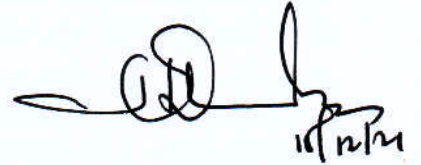
Tamil / Telugu / Malayalam	Monday, Wednesday & Friday
English	Tuesday, Thursday & Saturday

Plan:

½ hr	Reading Practice /Assisted Reading Programme
½ hr	What they read need to be written in notebook and Expression of thoughts on paper for simple topics. Example: Write about Yourself, Family, Village, India, Favourite movie, Favourite Festival, Favourite Place etc.,

- (ii) For the Classes IX and XI, this program will be scheduled for 1 ½ hour on every Tuesday (Tamil / Malayalam / Telugu) and Friday for English Language.

½ hr	Reading Practice /Assisted Reading Programme
½ hr	What they read need to be written in notebook (at least one page)
½ hr	Expression of thoughts on paper for simple topics. Example: Write about Yourself, Family, Village, India, Favourite movie, Favourite Festival, Favourite Place etc.,


11/12/21



सत्यमेव जयते

GOVERNMENT OF PUDUCHERRY
DIRECTORATE OF SCHOOL EDUCATION
SAMAGRA SHIKSHA



Compulsory Reading And Writing in Languages
(CRAWL)

கற்றிலன் ஆயினும் கேட்க....!!

Even if you are not educated..... Just listen....!!

Thirukkural, Athikaram - Kelvi (Listening)



ACTION PLAN
FOR
COMPULSORY **R**EADING
AND
WRITING
In
LANGUAGES
(CRAWL)
PROGRAMME

CRAWL – Concept & Guidelines

Rationale

The methodology in developing Language:

Listening is the basic entry point for acquiring knowledge of any Language. Basically, Listening can be ensured by Reading. Both Listening and Reading will lead to acquiring the skill of Speaking, which ultimately leads to the acquiring of writing skills. Hence, the solution for the language learning problem or addressing the learning loss in language has its crux in making the students exposed to 'Reading'.

The importance of 'Listening' was excellently explained in the Tamil Veda 'Thirukural'. Thiruvalluvar had written a Separate Episode (Adhikaaram) on the Art of Listening which goes by the name "Kelvi". There he says,

கற்றிலன் ஆயினும் கேட்க அ.தொருவற்கு
ஒற்கத்தின் ஊற்றாம் துணை

which means, 'Although a man be without learning, let him listen (to the teaching of the learned), that will serve him in need''

In pedagogy, this is abbreviated as 'LSRW' (Listening, Speaking, Reading and Writing). So, by making students to read and making them listen to the language, the remaining skills of speaking and writing are to be instilled. This is the basic intervention by the school to address the problems like lack of exposure to academic learning of language, learning loss etc. due to prolonged Covid pandemic closure of schools.



Children who read often become better learners, which leads to success in school and other areas of life.

Concept of Compulsory Reading

Here the word compulsory stands for the school/teachers to administer reading practice for the students at the maximum possible ways. This compulsory exposure to reading environment, with the assistance of teacher in comprehending the reading content will gradually make the students to learn or reflect upon what they have previously learnt about the application of language. This practice will also ensure peer learning which benefits both the parties who indulge in the activity.

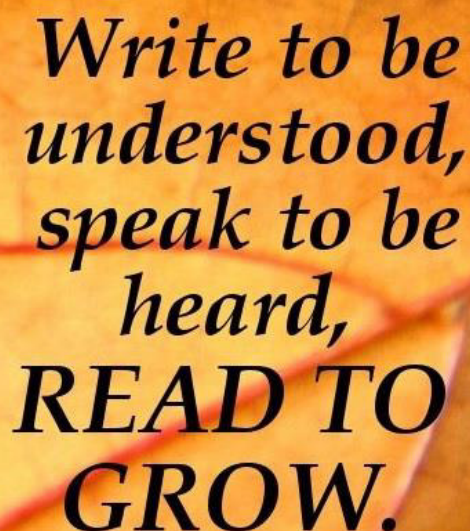
READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, OR A DUTY.
IT SHOULD BE OFFERED
AS A GIFT.

CRAWL

A Special Programme named “**Compulsory Reading and Writing in Languages (CRAWL)**” has been developed by Samagra Shiksha, Directorate of School Education, Puducherry for improving the Reading, Listening, Speaking and Writing skills with more interest and enthusiasm in both mother tongue and English.

“**CRAWL**”ing is an initial activity of movement by a Child. ‘Crawling’ is the mark of stability. **CRAWLING** in Defense is an Indicator to the fitness of Soldier. The students, attending the school after nearly after 500 days of **COVID Vacation**, needs fundamental acquaintance to the language, especially in **Reading and Writing**. **The Children’s learning can be brought back to the track with strong foundations in Reading and Writing activities of the students.**

THERE ARE MANY LITTLE WAYS TO
ENLARGE YOUR CHILD’S WORLD.
LOVE OF BOOKS
IS THE BEST OF ALL.



*Write to be
understood,
speak to be
heard,
**READ TO
GROW.***

Mission:

Improve Reading and Writing Skills at secondary level within four months.

Aim:

Make the students to learn reading and writing with comprehension.

Objectives:

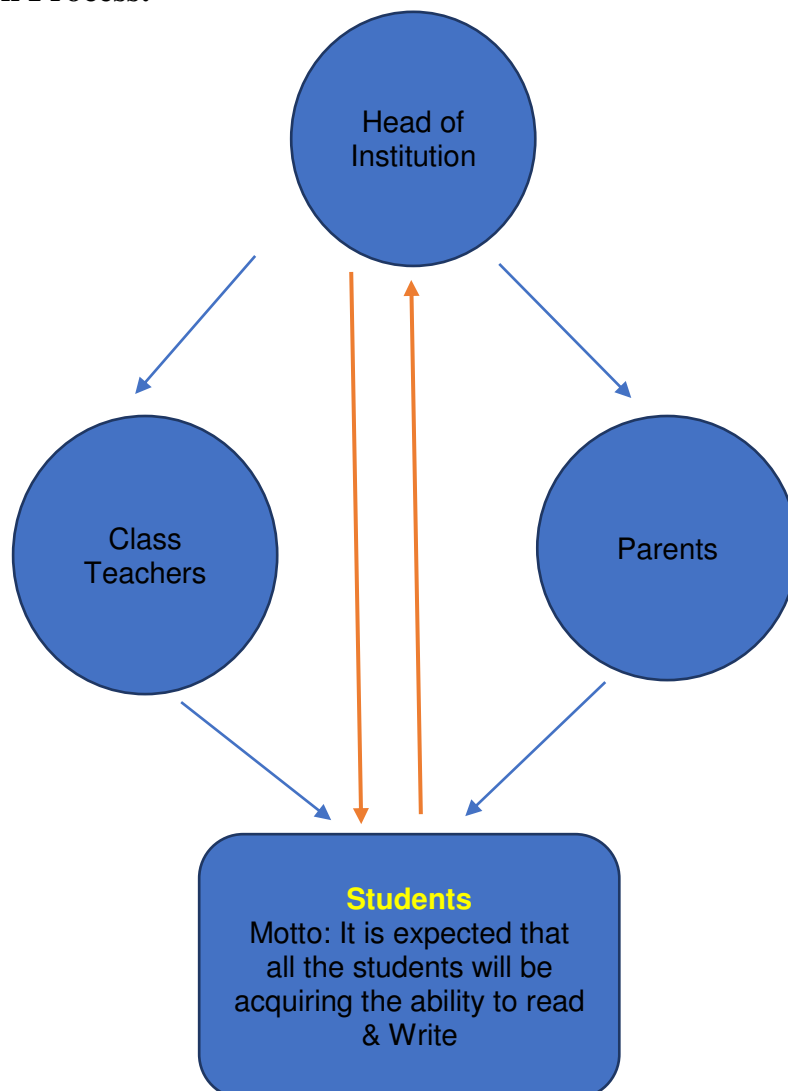
To make the children Read and Write with Comprehension in the Mother Tongue & English.

- Tamil** - In the regions of Puducherry & Karaikal
- Malayalam** - In the region of Mahe
- Telugu** - In the region of Yanam
- English** - In all the regions

Duration of the Programme:

4 Months

Implementation Process:



Implementation of the programme:

1. Goal:

The main goal of the programme is to achieve progress among the students in Linguistic intelligence especially to give them training in reading and writing continuously.

2. Strategy:

The strategy of the programme is to provide the students the maximum exposure to Reading and thereby Listening. The teachers are to use all possible ways and exploit all possible situations to make the students exposed to the situations of Reading and Listening.

3. Head of the Institution:

- 1. Head of the Institution is the Nodal officer in implementing this Programme.**
- 2. Head of the Institution records the Teachers' performance in the assessment register.**
3. The overall responsibility of implementing, executing and monitoring the program lies with the Head of Institution.
4. The Head of Institution will evaluate the innovative Activities/ Best Practices and certify the outcome of those activities.
5. The Head of Institution is also requested to initiate his own best Practices and show the results as the outcome of learning competencies in Students.
6. If the number of Teachers is more than no. of Classes, an additional teacher may be deputed to support the Class Teacher and if there is a shortage of teachers in secondary classes some classes may be merged (with lower strength) and managed efficiently.
7. The expected outcome is to ensure that all the teachers are putting their utmost efforts to achieve a level where all the students should be able to read and write the language to the appropriate level of the class in which they are studying.
8. In order to implement the program effectively, the Head of the Institution shall convene a meeting with the teachers on weekly basis and also with the parents on monthly basis to insist the importance of the Programme to make it as a successful one.

4. Teachers:

Reading even in the initial phase is considered to be of paramount importance because it is the stage where students move from simple to complex i.e. word to phrase, and sentence to paragraph and learn all linguistic items. It is the responsibility of every teacher to look into this matter very seriously and prevent the beginners from ever losing their love for reading. If they meet any strange or unfamiliar word, it can be clarified contextually. If not, in the later standards, they may find it very difficult to comprehend what they read, and as a result, they may develop an aversion towards reading. But once they develop a positive attitude they can flourish their language and become excellent readers. Hence, the teachers must be cognizant and vigilant at this level in leading the change.

1. **The Class Teachers are the Key Performers in this programme.**
2. All the teachers are expected to create maximum possible situations for reading and listening to the students.
3. All the teachers are expected to create a Reading Corner in each class.
4. The activities need to be implemented in such a way that the students are exposed to learn as many words, phrases, applications etc. as possible in each sitting.
5. The activities need to be implemented in true spirit of the programme and also for the benefit of Student's community.
6. The Teachers will be provided with Students assessment register to evaluate the students in Monthly basis.
7. In the meantime, a web portal may be created for digital recording of the performance.
8. This programme will be a baseline for the **Back to Basics** Programme planned for the next academic year 2022-23 for the classes from VI to IX and XI.
9. The Teacher has the independence to initiate **Innovative Activities / Best Practice** in improving Reading and Writing skills among the students.
10. These teachers are recommended for the Teachers award based on their student's performances.
11. The best practices in improving Reading and Writing among the students may be recorded as Case studies or innovative methods in small groups.

12. The expected outcome is that all the students should be able to read and write the language to the appropriate level of the class in which they are studying.
13. *Teacher makes sure that the attendance of the students is regular and has a regular conversation with the parents.*

Suggestions to ensure effective Reading:

In order to ensure effective Reading Practice among the students the teachers are provided with the suggestions to be followed. The teachers are also requested to explore more aspects and indigenous methodologies to ensure effective reading among their students.

Factors Affecting Reading:

Teachers must be careful in avoiding these hindrances and make their wards reading easy and effective.

a) Head movement: The recurrent muscular activity hastens fatigue at the time of head movements while the process of reading is going on. This may lead to ache in the neck. So the students' posture of reading should be scientific.

b) Finger pointing: Instructing the students to point out each word with their fingers will not only mar the rate of speed reading, but also tarnish the habit of good reading. So teachers should better instruct the students to avoid this method of reading a passage.

c) Flexibility in speed: Student should be trained up in such a way that they can accelerate the rate of speed while reading extensively. Good reading will not reflect monotonous plodding.

d) Regression: Teachers are not supposed to insist the students to develop the habit of analyzing each and every word and its origin, structure, either synonym or antonym, or prefixes or suffixes or various forms of vocabulary. Of course students are hardly in need of them to have an excellent language building. But at the same time, it will take the readers away from the main stream of what they have been reading and create diversion and regression.

e) Poor vocabulary: The students may get blocked at a place where they meet an unfamiliar vocabulary. Students may refer it to the dictionary at once. But this will hinder their reading and the chain of thought will be blocked or missed. This practice can be avoided at the time of reading but at the same time the exact meaning of unfamiliar words can be seen in the dictionary after the reading is completed. Acquisition of rich vocabulary helps readers

to have great comprehensive ability. It means that the reader must be familiar with the words and their meaning. Teachers may advise the students to develop the habit of learning at least five new words a day and it will yield a gradual outcome in accumulating their vocabulary and pave a way for a perfect development in reading. Accumulation of vocabulary is not an immediate action, but a gradual activity. It happens throughout one's life.

f) Word by word reading: Reading word by word will damage the very essence of the sentence and obscure its meaning. While reading, the students should be taught to bring a whole phrase or a sensible group of words within their eye span to have a good sense of meaning. Otherwise it will be difficult for them to make out what they read.

g) Loud reading: It's good for the beginners; they should be advised to read silently. But at the same time, it is compulsory to ensure that the process of reading is happening or not. Reading is to be done in a low tone that the other classes are not affected. Reading in an utmost loud voice and tone should be avoided. When students read aloud, they are very soon exhausted out of energy and cannot finish the lengthy material within a short span of time. It will also hinder two things namely comprehension and efficiency. So the teachers should not encourage loud reading.

h) Pronunciation: The pronunciation of words should be correct. A stylish pronunciation with popular accents need not be emphasized. Rather, the reading is suggested to be done with appropriate pronunciation of words in Indian Style.

i) Visual efficiency: Clear vision is a distinctive factor for successful reading. Poor vision leads the readers to regressive eye movement frequently and this will be a handicap in reading. The relation of eye movements to reading efficiency has been extensively studied. Photographic records of eye movements show that the eyes move smoothly across the line of print but in a series of stops and starts. Teachers are expected to check up the eye sight of the poor or slow readers and if they suspect any defect in their vision, they must be advised to get treatment at once.

j) Auditory: One can be an efficient reader if he has good auditory acuity and auditory perception. If the pupils have good ability to hear sounds accurately they can read fruitfully. Testing of auditory for students is essential. If not, they will feel the numbness words while the process of reading is going on. So teachers should shoulder the responsibility to identify such students and recommend for good treatment at the initial stage.

k) Speech Defects: Speech defect is a prominent type of motor coordination often associated with reading in efficiency. There appears to be a reciprocal relation between facility in speech and reading. Imperfect articulation may directly affect reading by presenting confusion in the sounds of words to be associated with written and printed words. So teachers must check whether their wards articulate the letters properly and pronounce the words correctly and if they find any complication with regard to this particular matter, it is better to provide them sufficient speech practice.

Environmental Factors:

Lighting: The eyes of the reader require adequate light. Only sufficient quantitative and qualitative illumination on the reading material can help the reader perceive the printed letters clearly. Quantity of light means the correct amount of illumination for ease of seeing and quality of light means distribution of light and brightness over the task and its environment. If the quantity of light is inadequate for reading, the eye must strain to see the poorly reflected image; what is seen is hazy and indistinct. If too much of light is available on the reading surface, glare may result, and fatigue is almost certain to inhibit reading performance without too much lapse of time. Teachers are expected to provide facility in getting sufficient light for their students either in the library or in the classroom.

5. Students:

- 1) The active participation of the students is expected in this programme for achieving class appropriate competencies.
- 2) **In order to break the monotony**, the students are encouraged to read more books from the reading corner created in the class or the books from the library.
- 3) The students are encouraged to take maximum number of books from the library to **develop** reading habits.
- 4) The students in each class may be **rewarded for reading** maximum books from the library.
- 5) The innovative writing practices may be encouraged among the students (like Post Card writing, Letter writing, essay writing, Article writing etc.) and best performing students will be awarded accordingly.

6. Parents:

Parent involvement in literacy is directly connected to academic achievement. Children need parents to be their reading role models with daily practice in order to navigate successfully through beginning literacy skills. **Since a considerable span of time is to be spent at home by the students, the contribution of the parents is inevitable in addressing the learning loss of the students.** Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills.

The parents/family members should assist the students at home in all possible ways, especially in performing the tasks given by the teacher at home and if possible parents may assign similar tasks to their wards.

Example:

1. Setting aside a regular time to read to children every day. Studies show that regularly reading out loud to children will produce significant gains in reading comprehension, vocabulary, and the decoding of words. Asking children to read the magazine regularly.
2. Asking children to read the text displayed in the name board of the shop.
3. Children may be encouraged to watch the News Channels / Sports / Debates / Science awareness TV Programs under the guidance of the Parents.
4. Wherever possible have a frequent productive discussion with the child on cognitive and emotional areas.
5. The Parents may be issued books from the Library to improve the reading habit among the children.
6. Involve all the parents in reading festivals conducted in the School.
7. Be knowledgeable about children's progress: Find out what reading skills they are expected to have at each age or grade level. Track their progress in acquiring basic reading skills on report cards and standardized tests.
8. Play Time: Read aloud a favorite story or poem as though it is a play or using different voices for the character and the narrator to help your child practice her pacing and expression. A child can also read a book to parents.

Plan and schedule:

For few months, the students will be focused on basic reading and extracting meaning from what they read, along with writing of what they understood.

- a) The program will be scheduled for one hour daily for **the Classes from IV – VIII.**

Schedule:

Tamil / Telugu / Malayalam	Monday, Wednesday & Friday
English	Tuesday, Thursday & Saturday

Plan:

½ hr	Reading Practice /Assisted Reading Programme
½ hr	What they read need to be written in notebook and Expression of thoughts on paper for simple topics. Example: Write about Yourself, Family, Village, India, Favourite movie, Favourite Festival, Favourite Place etc.,

- b) **For the Classes IX and XI**, this program will be scheduled for 1 ½ hour on every Tuesday (Tamil / Malayalam / Telugu) and Friday for English Language.

½ hr	Reading Practice /Assisted Reading Programme
½ hr	What they read need to be written in notebook (at least one page)
½ hr	Expression of thoughts on paper for simple topics. Example: Write about Yourself, Family, Village, India, Favourite movie, Favourite Festival, Favourite Place etc.,

How and when Actual Reading Occurs?

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages. The first is the **pre-reading** stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second stage occurs **during reading**, when the reader makes predictions as they read and then confirms or revises the predictions. For example, a double-entry journal enables the reader to write the text from the reading on one side and their personal reaction on the other side. The final stage occurs **after reading** and allows the reader to retell the story, discuss the elements of a story, answer questions, and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding.

Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing.

Role of Head of the Institution:

1. Depute one teacher along with the class teacher for this programme, if there is a shortage of teachers, class teacher alone takes responsibility for the entire class.
2. Encourage the teachers and students to achieve the goals as prescribed.
3. Monitor the progress of each student growth and proficiency over time on weekly basis.
4. Administer different types of assessments and report the same to State project office, every month.

Role of the Class Teacher:

1. The class teacher plays a major role in this Programme.
2. The class teacher is advised to arrange a reading corner in the class room equipped with simple story books, comic books, and magazines available in the school library.
3. Relate reading to their daily life situations in order to make them comfortable.

4. Make the session most interactive and engage them by giving fun filled word games.
5. To help each student to achieve their goal in reading and writing ability.
6. Maintain a record for every student reading and writing ability and check their progress within the given period and submit the same to the Head of the Institution.
7. If necessary, the class teacher can implement LSRW for improvement in reading.

Assisted Reading:

1. The teacher may help the students in assisted reading. (i.e.) The teacher may read a story first then students may repeat the same by reading.
2. This activity may be continued for all the students initially.

Role of the Assistant teacher:

1. Provides opportunity to every student to focus on both linguistic accuracy and content organisation along with the class teacher.
2. Provide comprehensible, constructive feedback to build a trustful atmosphere among the students to try out their new linguistic behaviour.

Reading Activity:

1. Encourage them to read aloud.
2. Re-read to build fluency.
3. Talk about what they read.
4. Giving fun activities to improve vocabulary.
5. Encourage summary writing.

Suggestions for Writing Activity:

The basic aim is to train the student to write in free expression in Mother tongue and English.

Effective Writing abilities or Skills:

Learning how to write brief paragraphs and essays is one of the terrible experiences for students in school, but it is also one of the essential skills. If kids do not attempt to learn the **skill of writing** at a young age, they will face difficulties in mastering the skill in their later life. However, it's true that a student should be proficient enough to write a sentence together accurately. The clearer the communication

is, the greater will be the chance of a high success rate. Be it any field or any profession, **writing skill is required in some part of the journey in life.** Moreover, writing also facilitates a person to think better. When student learn how to write, he or she becomes more capable of analyzing what they read, interpret and think.

1. Ability to Explain Yourself

Writing is a great way to teach, inform, entertain one's behavior and educate oneself. Some children are natural in writing, while others learn to write. One requires a good sort of knowledge & appropriate experience about the topic which he/ she is writing, required to be natural in this skill.

2. Serves as a Record for Future

Jotting down your ideas & experiences on a paper for future references. For instance, scientific, logical & technological achievement can't be verbally communicated. They must be presented in a composed format, **such as scientific journals, logical diaries and white papers.** Science would not have existed if the researchers had not recorded each experiment in an equitable composed format.

3. Improve Communication Skills

Yes, this eventually increases your communication skills as well. **Writing abilities channelize your knowledge and brain to the point of value.** It about conveys the point that is significant for other people. If you want to be successful in speeches & debates, you'll need effective writing skills. Apart from facts & figures it helps you to present your **ideas & viewpoints to the audience.**

4. Improve focus & connects with yourself

Whether it is an article, essay, travel experience, quotes or whatever you write, one cannot write effectively without connecting his/ her brain to the heart. This is the way you become focused, more conscious & intelligent. **It also reflects the personality of an individual.**

5. Increases your Knowledge, Creativity & Imagination

Effective writing ensures a writer to be smart enough as he/ she writes with his experience as well as creativity.

While writing anything, a human brain uses every part of the brain & cells. If a person is writing his/ her life experiences, travel experience or anything else, all his/her knowledge related to that, memories, incidents, success & failures, present situations & future possibilities, everything comes out of **writing**. This ultimately increases awareness, improve memory, make you sharp and increase your creativity and imagination.

These are desirable traits to be successful in students' life and career.

Tips for good writing

- Make simple, short & precise sentences that are easy to read & understand.
- Stay away from the excessive stuffing of words.
- Avoid the use of jargon while paying attention to grammar & spellings.
- Do not use repetitive sentences as it may confuse the reader.
- Doesn't delay in writing instead get it done now.
- Review your previous work & examine how you've grown up your skills till now.
- Brush up on the basic principles of writing skills by starting writing anything roughly.
- Take your time to analyze what all you've read.
- Develop your skills & abilities by reading more & more.
- Accept your mistakes as first attempt may go wrong.
- Write something every day.
- Ask your friend to read what you've written and also provide you with feedback.
- Do good research on the topic you need to write.
- Do the practice of writing daily.

Monitoring:

1. A Monitoring Format exclusively for CRAWL Programme will be used for providing Academic and Administrative support.
2. The Heads of Schools / In-charge Teachers shall monitor the class room transaction based on the Evaluation Proforma of all classes in Language and English sent to the respective Inspecting Officers.
3. Sub Committees headed by Inspecting Officers constituted by each Inspecting Officer will monitor the activities of CRAWL Programme in Schools under their control.
4. Main Committee under the Chairmanship of Director of School Education will monitor the implementation of CRAWL Programme across all Government School having Classes from IV to IX and for XI Standard.
5. **All the Head of Institutions must note that there will be frequent visits and Academic Inspections by the Inspecting officers, DIET Principal, DIET Faculty, STC faculty and other Officers from Directorate of School Education to verify the performance of the Students regularly and it is expected that all the teachers will co-operate accordingly.**

Monitoring by Head of Schools:

1. The Heads of Schools / In -charge teachers are requested to sensitise their teachers about the CRAWL Programme.
2. The Heads of Schools shall monitor the activities of the Class teacher and Assistant teacher based on the Teacher Evaluation Proforma.
3. The Heads of schools shall download the Student and Teacher Evaluation proforma from email or from the Directorate of School Education website.
4. The Heads of Schools shall explain the Evaluation Proforma to the Class teacher and the Assistant teacher.
5. The Heads of Schools shall fill the name of the student and relevant fields in the evaluation proforma and the same may be sent every month to their respective Inspecting Officer.

Monitoring by Inspecting Officer:

1. The Inspecting Officer shall collect all the Evaluation Proforma received from the Schools and submit to the State Project Office, Samagra Shiksha, Puducherry.
2. The Inspecting Officer shall conduct Orientation Programme about the CRAWL Programme to all the Heads of Schools under their Control.
3. The Inspecting Officer shall communicate necessary information about CRAWL programme to the schools when and where required.
4. The Inspecting Officer should nominate the members of Sub Committee and intimate the constitution of Committee members to the State Project Director Cum Member Secretary of CRAWL Programme. The Composition of Sub Committee is given below.

I. Inspecting Officer	-	Chair Person
II. Principal / Vice – Principal / Headmaster	-	Member
III. Class Teacher and Assistant Teacher	-	Member
IV. BRTE	-	Member

Monitoring by Sub Committee:

1. The Sub Committee shall inspect all the schools under the control of the concerned Inspecting Officer.
2. The members of the Sub Committee shall monitor the performance of the students based on the Evaluation Proforma designed.
3. The Students assessment register and teachers Assessment register will be checked frequently to assess the outcome of the programme.
4. The necessary environment may be created for the fruitful implementation of Reading and Writing activities by proper motivation and providing necessary tools like Books, Auditory resources and Infrastructure.
5. The use of ICT Lab and available resources must be advocated for implementation of CRAWL programme and teachers may be suggested in this regard frequently.

Expectations:

Any language skill can be classified according to its application. They are,

1. Input Skills
2. Output Skills

Listening and Reading may be termed as Input skills and Speaking and Writing may be termed as Output Skills. Output is not at all possible without any inputs. Out of the two input skills of any language, the listening skill needs minimum efforts from the learner to practice. Whoever listens will tend to speak as the *'listening-speaking competency couple'* is found to be effective from childhood.

Hence, this CRAWL Programme, which capitalizes the Reading Skill and thereby Listening Skill and consequently ensures the acquiring of all the remaining skills of language learning, will yield fruitful results. It is also expected that the learning gap in the students' language skills will be aptly bridged.

“Reading is the Gateway Skill.., which makes all other learnings possible...!”

- **Barack Obama**