

# सुझाव आमंत्रण

ड्राफ्ट अंग्रेजी विषय सिलेबस

कक्षा - 1 से 8

कक्षा 1 से 8 तक अंग्रेजी विषय के सिलेबस पर आम समुदाय से फीडबैक एवं सुझाव प्राप्त करने हेतु वेब-साइट पर प्रकाशित किया जा रहा है। यह सिलेबस राजस्थान राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण संस्थान, उदयपुर में अनेक कार्यशालाएं आयोजित कर तैयार किया गया है। इन कार्यशालाओं में राष्ट्रीय व राज्य स्तर के विशेषज्ञों, जिनमें एन.सी.ई.आर.टी, नई दिल्ली व इस क्षेत्र में कार्यरत ख्यातिनाम संस्थान इंग्लिश एण्ड फारेन लेग्वेंज यूनिवर्सिटी, हैदराबाद (पूर्व में सी.आई.ई.एफ.एल) भी शामिल है, का संभागित्व प्राप्त हुआ है। प्रस्तुत सिलेबस को एन.सी.एफ. 2005 व एन.सी.ई.आर.टी. सिलेबस व पाठ्यपुस्तकों के आधार पर तैयार किया गया है। सिलेबस पर आपके विचार व फीडबैक आमंत्रित हैं। इससे पूर्व प्रथम चरण में, राज्य सरकार द्वारा गठित स्टेट स्टेयरिंग कमेटी द्वारा प्रमुख शासन सचिव महोदय की उपस्थिति में इस सिलेबस की समीक्षा की गई। स्टेट स्टेयरिंग कमेटी के सदस्य राष्ट्रीय व राज्य स्तर के विशेषज्ञ हैं।

कृपया आप अपने सुझाव 20 नवम्बर 2011 तक निम्नांकित पते पर प्रेषित करें। आपके सुझाव समीक्षा कर सिलेबस में सम्मिलित किये जायेंगे। तदुपरान्त स्टेट स्टेयरिंग कमेटी को अन्तिम अनुमोदन हेतु प्रस्तुत किया जाएगा।

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# English Language Education at the Elementary Level

## English Language Curricular Guidelines & Syllabus

for Elementary Schools

in Rajasthan State



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राजस्थान सरकार  
स्कूल एवं संस्कृत शिक्षा विभाग



**ICICI Foundation**  
for Inclusive Growth

**Introduction: This English Language Curricular Guidelines and Syllabus for Elementary Schools in Rajasthan have been developed as a broad framework for teaching English Language from classes I to VIII in Rajasthan taking care of state specific needs and contexts of school going elementary stage children.**

The document is structured as follows:

- **Section 1** delineates the background of the exercise of school education and teacher education reform in Rajasthan.
- **Section 2** briefly discusses the context of English language teaching and textbook development in Rajasthan up until the present decision to revise the state textbooks for English language teaching;
- **Section 3** describes the processes which have led to the formulation of the curricular guidelines and syllabus as presented;
- **Sections 4, 5 & 6** delineate the curricular and syllabus guidelines, the syllabus, and guidelines for textbook development, respectively.

## **SECTION 1**

### **Background**

The Department of School Education and Sanskrit, Government of Rajasthan and ICICI Foundation for Inclusive Growth are collaborating on six-year partnership for State School and Teacher Education Reform.

This partnership is committed to promoting universal quality education for children in the age group 6 – 14 years in government schools. It aims to align teaching and learning within state schools with the provisions of the RtE Act and the NCF 2005. Believing that achieving educational quality is a systemic imperative, the partnership is working toward strengthening the institutions for school support, school curriculum and teacher education reform for the sustainable development and inclusive growth in the society and the nation.

The School and Teacher Education Reform agenda is spread across four verticals:

-To improve the teacher preparation along the lines of the new vision and aims of education, vision of learner, teacher, school and the classroom. This will all be encapsulated in the reform of the Diploma of Education, which is an essential pre-requisite for becoming a teacher in the elementary schools.

-Developing syllabi and textbooks incorporating that vision, where the teaching and learning is activity based and links the classroom experience of the child closer to his living; home and community environment.

-Moving towards this orientation in the in-service teacher training programme, and also moving from mandatory participation in training to optionally chosen number of days of learning opportunities as per teacher's interest.

-Strengthening the District Institute of Education and Training is through developing academic support structures for reaching out to the teacher in the classroom on a consistent basis .

The current document focuses on one aspect of the larger programme: the development of new textbooks for English language teaching in grades 1 - 8 in Rajasthan state . It lays out

the curricular guidelines and guidelines for syllabus development, the stage-wise syllabus for English language education in the state and the guidelines for textbook writing. These were evolved and finalised through a consultative process involving teachers, SIERT faculty, national level experts and teacher educators from the DIETs and teacher education colleges from the state.

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## SECTION 2

### English language teaching and textbook development in Rajasthan

#### 2.1 Retrospect

In the early nineteenth century the first schools teaching English were opened in Rajasthan. These were private schools, set up under the areas then under direct British Administration. In 1818 the Resident at the time, Sir David Ochterlony, directed Jabez Carey to open up two Lancasterian schools: one in Ajmer and one in Pushkar. Two more schools were opened soon after (in Bhinai and Kekri, both in 1822), but these did not survive very long due to ‘opposition by the people’.<sup>1</sup>

With Macaulay’s *Minute on Education*, in 1835 the colonial government took the decision to favour the education in and through English over the education in and through local languages. This way (government) schools could aid in preparing a section of the Indian population to work for the colonial government, which had changed its official working language from Persian to English not long before.

The trajectory and history of English teaching in Rajasthan between those early beginnings and 1983, the year that the State Institute of Education Research and Training (SIERT) was established in the state, is blurry. What we do know is that the first English textbooks developed by SIERT were published in 1985 under the name *English Reader*. These textbooks were written for Class VI, VII and VIII. At the time it was thought that this would be the best stage for children to start learning a new language. After two years the SIERT books were rewritten. The new books were called *New English Reader* and these books remained in use until 1993. In that year, new books were published by SIERT for Classes VI, VII and VIII, and for the first time, the Institute also developed English textbooks for Classes I to V. These books were named *Aravali Reader*. The introduction of English in the lower primary classes was done because the government had found by the early 1990s that the competency levels of students graduating from Class VIII were minimal. It was hoped that by exposing the children to English throughout their primary school career a more solid base could be built up and students would be able to achieve the competency levels by the time they graduated from Class VIII.

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<sup>1</sup>N.D. Mathur. 2011. *Rajasthan Adhyayan. Part 2*. Ajmer: Madhyamik Shiksha Board; G.C. Verma. 1984. *Modern Education of Rajasthan. Its Growth and Development (1818 to 1983)*. Place unknown: Publication Scheme.

## 2.2 The Present Exercise:

Over the past several years, the Government of Rajasthan (GoR) has responded in various ways to the challenges of teaching English effectively in schools predominantly serving rural and small town communities, with the added pressure of increasing school enrolment and retention. The *Aravalli Reader* series, first prepared by SIERT around 1994 have been revised a number of times. Efforts to improve teacher training and in-service support have also been made including initiatives under SSA. However, there is evidence that adequate progress towards learning the goals set up in the school syllabus for English is not being made in a majority of government schools. This is a matter of concern, which is reinforced by the growing aspirations of all sections of society relating to gaining an adequate level of proficiency in English by their children. The coming into effect of the RtE Act adds an urgency to this issue.

It has been observed that the curricular approach to teaching English and to teacher preparation in various states including Rajasthan have not kept pace with developments in ELT/TESL field. Further, a vigorous engagement with the vision and practical guidelines provided in NCF 2005 and NCTE 2009 in the specific area of teaching English has not yet gained momentum.

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In the year 2011-2012 the GoR introduced the English textbook for Class VIII developed by NCERT, called *Honeydew*, in all schools of Rajasthan. The initial proposal was to introduce the NCERT textbooks in Class VI, VII and VIII, but this proposal met with strong opposition from several quarters. Critics felt that the NCERT textbooks would be too difficult for the students. Thereupon the GoR decided to introduce them, for the time being, solely in Class VIII. It was also decided to address critique's assumption with research support. It is in this regard a baseline survey was undertaken to discern the status of English teaching-learning in Government Schools of Rajasthan (Annexure I –summary of the report of the survey). Findings revealed the urgent need for revising textbooks for English Language Teaching in Rajasthan. A core group was constituted and held its first meeting in the month of June, 2011 and discussed the issues, concerns and contexts of Rajasthan for moving towards School and Education Reform. Deliberations of the group pointed out the need for revisiting and revising Syllabi at the Elementary Stage in Rajasthan for all the subject areas and also develop textbooks in consonance with that. It is in this context, process of syllabi revision was

initiated for all the subject areas. Now, it is under the proposal of GoR to introduce new English state textbooks for Classes VI, VII and VIII by the new academic year in 2012 and textbooks for the primary grades to be introduced in a phase-wise manner over the next two academic years. The syllabus of English Language of Elementary Stage has been developed on priority under the programme of developing overarching elementary school syllabus.

It is in this context that the need was felt for the initiation of a bold and far reaching programme of action to revamp policies and practices in order to raise the standards of English teaching and learning in the state. It is hoped that the learning at the 'system' level through the planning and implementation of this project which specifically targets classes 1 to 8, will feed into plans for reforms of wider scope relating to teaching English.

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## **SECTION 3**

### **The Process**

Language learning is a complex process and takes time. It is essential to ensure the basic resources and facilities for learning to take place in the school environment including classroom. A well designed curriculum is expected to provide pedagogically sound guidelines in terms of aims and objectives, context and language items to be learnt over a period of time, the methods and approaches including use of context based materials. It calls for a reflective teacher with required skills and attitudes; it advocates that children find settings and experiences that allow stress free language learning at school. The curriculum revision exercise in the state of Rajasthan has kept the above points in mind while revising and developing new curriculum guidelines, syllabus and materials for English language education at the elementary stage.

The process of revision and in particular, developing the syllabus guidelines for English has followed a two-step process. The first involved a baseline study and the second, a series of discussions building upon the study and expertise and experience of the various participants involved. These are discussed below:

#### **3.1 The baseline research**

The revision process began with the conduct of a baseline study for classes VI, VII and VIII. The effort was to review the current state textbooks from the point of student learning and conceptual understanding, besides making an assessment of the teachers' perception about them. The central aim was to gather, based on empirical findings, grounded input for the development of new textbooks. The research consisted of a desk review of current textbooks in use, the status of level of student learning in English language as per the required learning levels of the said grades (based on research literature, consultation with experts, and also taking in cognizance the NCERT's syllabus which enumerates age-appropriate learning levels (as per the Committee on Curriculum and Evaluation Procedure (RtE Act)) and perspectives of students and teachers on their current textbooks and what they would like to see (study) in the new textbooks. The primary data for this study was gathered from 13 schools, which were purposefully selected to obtain a heterogeneous sample. The data was gathered using appropriate tools (developed by the experts drawn from concerned national and state level institutions) with the participation of SIERT/DIET faculty, Unit of Teacher

Education (UTE) members and a team from ICICI Foundation. The findings and recommendations of this study (elaborated in **Appendix 1**) formed part of the deliberations discussed below.

### **3.2 Series of discussions**

A series of discussions were organised to develop curricular and syllabus guidelines, as well as guidelines for textbook development (discussed in section 6). The participants in the exercises include practising teachers, faculty of SIERT, national level expertise from NCERT, linguists and language pedagogues with vast experience. A list of experts and participants is annexed at annexure-II. These included National Level Experts (from NCERT, CIEFL, and Non-Government Organisations) and State Level Teacher Educators and English Subject Experts (from SIERT, IASEs, CTEs and State Universities) and School Teachers from different parts of the state. A comprehensive process of deliberations, discussions and reflections has helped the team with aforesaid membership to evolve these draft guidelines and syllabus in workshop mode. The process was facilitated by the selected members of ICICI Foundation for Inclusive Growth. Following paragraphs and sections present major issues related to English teaching in Rajasthan, the detailed curricular guidelines including syllabus guidelines and syllabus which include guidelines for textbook development.

The major issues discussed included:

- i. Contextualisation of English language education in the state of Rajasthan with reference to content (themes, ideas, text types, etc);*
- ii. Promoting English language learning in rural and most back ward areas where school is the only place for English language exposure;*
- iii. Language proficiency of English language teachers;*
- iv. Creating an enabling environment for language learning in the multilingual context where English plays a complementary and supplementary role; and*
- v. Developing materials that would contextualise English language learning; and*
- vi. Realising the aims of Right to Education Act 2009.*
- vii. To make English reach to every child and to ensure that she/he gains a sufficiently high level of proficiency in it (NCERT, 2006)*

The discussions focused on building a perspective on English language teaching for the state and later, on developing the curricular, syllabus guidelines, syllabus and guidelines for textbooks development.

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## SECTION 4

### The Curriculum Framework

#### 4.1 A perspective on language learning and the objectives of language instruction

Certain principles related to language and language learning provide the conceptual basis for formal language instruction at school. Some of the more relevant ones are listed here.

- Language not only enables us to communicate with one another but also structures our thoughts to a large extent.
- We understand the world around us mainly through language.
- Effective control of the various skills of a given language which is different from knowledge about it, is what helps us function effectively in social and professional domains.
- Every child learns the spoken form of the mother tongue naturally and comes to school with this functional knowledge and the capacity to learn language, and this includes, importantly, other languages. The potential for learning present in all children extends to the development of a high level of proficiency in any language. Laying strong foundations for this long term process should receive primary focus especially in the initial years of school education.
- The knowledge of the mother tongue (and where relevant of other home/community languages) the child brings to school is a major resource to build on when formal language instruction begins. This applies to instruction both in the regional language(s) and in English.
- The multilingual abilities and related multicultural knowledge and sensitivities of children should be used as a resource to supplement and complement learning of different languages. This means that different languages in the syllabus should not be kept in separate compartments. Learning in the content areas can also benefit because skills can be transferred from one language to another and also across all learning areas of a curriculum.
- The wisest strategy that could be adopted today is represented by the whole language teaching pedagogy located in multilinguality. Such a pedagogy involves going beyond

the occasional and isolated use of interlingual translation. Languages and cultures of children become powerful resources for language learning.

- The high status that English enjoys today is a fact, and the pressure from various quarters to expand and upgrade facilities for learning the language is a major issue. The suggestion that high and almost exclusive priority should be given to English in school education is voiced by some. It is important therefore to assert that a focus on English which marginalizes other languages cannot be defended in a rational approach to the school curriculum. The English language has to play a complementary and supplementary role in creating a multilingual ethos in the classroom (NCF – 2005). This will lead to additive bilingualism where different languages are learnt and each contributes to to expand the child's horizons and attitudes. English cannot be learnt effectively by children who do not have natural exposure to English in the home without building on the resources of the home language.
- The changed role of English has a positive aspect from the pedagogical perspective. English is now no more an alien language even for rural remote areas. Messages in the mass media (television, radio, newspapers and magazines) often include some English, and similarly public notices, roadside advertisements, signboards, wrappers on food, medicine, cosmetics, and so on. All this has made the presence of English-in-use in local surroundings vastly more widespread than it was just a decade ago. This is a most valuable resource when developing (redesigning) programmes for English teaching, since exposure to the language is no longer restricted to what the textbook contains

A comprehensive statement of the goals of the language curriculum in public education is found in NCF 2005. It is relevant to recall it here. (see Box 1) It points to the nature of the central language component of high quality school education that RtE promises to all children. It reiterates the common educational goals for all languages and endorses locating English teaching in a multilingual approach rather than treating it in isolation.

## Box 1: National Curriculum Framework - 2005:

### General Objectives of Language Education

**(a) *The competence to understand what she hears:*** A learner must be able to employ various non-verbal clues coming from the speaker for understanding what has been said. She should also be skilled at listening and understanding in a non-linear fashion by making connections and drawing inferences.

**(b) *Ability to read with comprehension, and not merely decode:*** She should develop the habit of reading in a non-linear manner using various syntactic and semantic cues. She must be able to construct meaning by drawing inferences and relating the text with her previous knowledge. She must also develop the confidence to read the text with a critical eye and pose questions while reading. The ultimate test of reading ability is a critical appreciation of an unseen text that is at least one stage above the cognitive level of the reader.

**(c) *Effortless expression:*** She should be able to employ her communicative skills in a variety of situations. Her repertoire must have a range of styles to choose from. She must be able to engage in a discussion in a logical, analytical and creative manner.

**(d) *Coherent writing:*** Writing is not a mechanical skill; it involves a rich control on grammar, vocabulary, content, punctuation as well as abilities to organise thoughts coherently. The learner must be encouraged and trained to choose her own topic, organise her ideas and write with a sense of audience. This is possible only if her writings are seen as a process and not as a product. She should be able to use writing for a variety of purposes and in a variety of situations ranging from informal to formal.

**(e) *Control over different registers:*** Language is never used in a uniform fashion. It has innumerable varieties, shades and colours which surface in different domains and in different situations. These variations, known as *registers*, should form part of a student's repertoire.

**(f) *Creativity:*** In a language classroom, a student should get ample space to develop her imagination and creativity. Classroom ethos and teacher-student relationship should build confidence in her to use her creativity in text transaction and other activities without inhibition.

**(g) *Sensitivity:*** Language classroom can be an excellent reference point for familiarising students with our rich culture and heritage, and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation. (*Syllabus for Classes at the Elementary Level p. 6-7*)

## 4.2 English Language instruction in Indian public education – The changed scenario

Over the last fifteen or so years the status of English in public education at the school level in India has changed drastically. From being a compulsory (and generally feared or /hated) subject with many failures in the matriculation examination it has virtually become the most wanted subject. The gaining of high English proficiency (largely through English medium schools) was always seen as a means of social advancement and the key to better job opportunities via access to technical and professional courses and higher education. But this was open only to a small social segment. For the less privileged youth from government schools a pass in English in the matriculation or +2 examination (helped by guide books) was sufficient for entry to clerical jobs and other vocations of broadly similar status.

- A major change in the role and status of English came with liberalization-globalization and the rapid expansion of jobs in the service sector. This was translated into a recognition of the value of a functional English proficiency (especially in spoken skills) as against pass marks in board examination. High paying call centre and other BPO jobs are a token of a range of reasonably remunerative jobs are available in a range of industries and organizations. The crucial factor now is the opening of access to this sector of the economy (via English proficiency) to all levels of society.
- It is this perception that English is within reach for all that underlies the aspiration of the public today, expressed as a clamour for 'English education'. A majority of states and union territories have made the teaching of English compulsory from class I in response to people's perception of quality education through English.
- It has to be conceded that despite various syllabus reforms and initiatives to improve teacher capacity during the last decade, the level of teaching/learning in government and aided schools, including those in the state of Rajasthan, is far from satisfactory. The poor achievement levels of students especially in English are a matter of serious concern..
- The tendency to opt for fee charging English medium education for children spurning free public education flows from the perception that the pace of learning English as a subject in a regional medium school is too slow or of poor quality..

- This demand for quality in English teaching across the system represents a significant challenge for the state, as the present English curriculum renewal and upgrading gets under way. There is a need for pedagogic strategies embodied meaningfully in new textbooks that are effective in promoting the learning of English by diverse learners. This academic component of quality calls for organizational procedures for orienting/training tens of thousands teachers of English and continuing to support the professional growth

### **4.3 Curricular guidelines**

Keeping in view the perspective on English Language education, the curriculum should:

1. Demonstrate sensitivity to learner groups belonging to marginalized, socially disadvantaged sections and children with special needs and promote equity across gender, caste and class.
2. Inculcate values of social justice, secularism and democratic citizenship.
3. Draw attention to the rich and diverse socio-cultural milieu and heritage of Rajasthan, and its ecological diversity and the need to preserve these.
4. Promote awareness and critical understanding of superstitious and other practices that are inimical to a just social order.
5. Highlight the role of language as a medium for thinking and socialization.
6. Use bilingualism/multilingualism as a perspective and resource for language learning with special emphasis on the use of the mother tongue as a medium for elementary education in the spirit of the directives of the RtE Act.
7. Demonstrate the usefulness of interface between language learning and content learning of other subjects and highlight centrality of language in the curriculum (The Language Across Curriculum (LAC) perspective).
8. Develop an awareness of the role of language in identity formation.

#### **4.3.1 Expected outcomes of language instruction at the end of the elementary stage**

The sections above have covered ideas relating to the nature and possibilities of language learning, pedagogic perspectives and the commitments of public education. These allow the articulation of learning goals for language at the elementary stage that are relevant for the present time. A general statement in keeping with NCF 2005 provided by the NCERT is shown below. ( A more detailed statement for the school syllabus in Rajasthan is given in Section 5)

Children's exposure to language being limited and opportunities for language use being scant, the proficiency level attained at the end of elementary level belies the expectations of desired outcomes. The focus should be more on the process of learning language in meaningful contexts and providing children opportunity to express. This kind of experience through active process of learning for eight years of formal English learning, the learner should be able to use the language both in speech and writing in real-life situations. Rather than wait for someone else to write an application on her behalf for a scholarship or for taking part in a contest, the learner should feel confident to do it herself. The expected learner characteristics (see for eg. Box 2) are provided stage-wise in Section 5

## Box 2: 'Skills to be fostered' (NCERT syllabus)

### After completing the elementary stage the learner should:

1. acquire the ability to listen and understand, and should be able to employ non-verbal clues to make connections and draw inferences.
2. read for information and pleasure; draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions.
3. employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
4. identify a topic, organise and structure thoughts and write with a sense of purpose and an awareness of the audience.
5. understand and use a variety of registers associated with domains such as agriculture, transport, music, sports, films, etc.
6. use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc.
7. use language creatively and imaginatively in text transaction and performance of activities.
8. develop sensitivity towards her culture and heritage, aspects of contemporary life and languages in and outside the classroom
9. refine her literary sensibilities and enrich her aesthetic life through different literary genres.
10. appreciate similarities and differences across languages in a multilingual classroom and society

*(Syllabus for Classes at Elementary Level: Skills to be fostered. NCERT, 2005:p. 60-61)*

### 4.3.2 The pedagogic process

Various aspects of the pedagogic process through which the language curriculum should be transacted have been mentioned in the earlier sections. One central principle is found in the call (made in NCF 2005 and RtE 2009) for a shift in the way our language classrooms operate, from teacher-centered activities to participative and interactive activities where the learner 'constructs' knowledge. The textbooks (under preparation) will provide the essential material for such learning activity, along with some built in guidelines. Further support will be provided in the relevant Teachers Manuals and also through in-service orientation programmes.

One important general component of the (new) pedagogy is the implementation of continuous and comprehensive evaluation as a part of ongoing teaching-learning

activity in the class. The general principles of this new approach to the assessment of learning progress are given in the next sub-section. More detailed suggestions and examples will be provided in the Teacher’s Manuals.

#### 4.3.2.1 Continuous and Comprehensive Evaluation in Language Education

“Language evaluation need not be limited to ‘achievement’ with respect to particular syllabi, but must be reoriented to measurement of ‘language proficiency’”. (NCERT 2006, *Position paper on Teaching of English p.15*).

##### The shift in assessment processes

Conventional Assessment	Continuous Assessment
<ul style="list-style-type: none"> <li>• One-time written test</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment as part of teaching-learning; classroom based assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher is the only examiner</li> </ul>	<ul style="list-style-type: none"> <li>• Learners and teachers together assess the occurrences of learning and outcomes (process and product)</li> </ul>
<ul style="list-style-type: none"> <li>• Mostly knowledge/memory based.</li> </ul>	<ul style="list-style-type: none"> <li>• Application based (language use).</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher knows the purpose of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Both the teacher and the learner know the purpose of assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Very formal - mostly summative</li> </ul>	<ul style="list-style-type: none"> <li>• Informal and a combination of both formative and summative</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on outcome – achievement-based</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on both processes and products</li> </ul>

- The objectives of language assessment should be in line with the objectives of the language curriculum.
- Assessment and its processes have also to be employed as means to provide opportunities for learning the language and being aware of how one learns.
- Assessment is an integrated activity in the processes of the classroom i.e. **assessment while learning**, moving away from the traditional one-time written examination to teaching-learning integrated assessment.

- The happenings in the classroom are language opportunities for learners to learn; and for teachers, they are opportunities for noticing learning taking place and observing the occurrences of learning.
- Listening and speaking are two areas of language learning that have to be given special attention, as these areas have hitherto not found adequate space in the assessment processes.
- **Tools for Assessment:** The choice of assessment tools must be directly related to objectives of the curriculum. Observation schedule, portfolio, (home or group) assignment, group/pair work in the classroom, role play, debates and interviews (for speaking and listening), written tests and group projects can be effective means of language assessment.

### 4.3.3 Guidelines for Syllabus Development

The syllabus should

1. Specify the stage-wise objectives for language learning and acquisition of competencies.
  - a. Stage 1 (Grades 1 – 2): Building familiarity with the English language in common use, with a focus on expression and pre-literacy skills
  - b. Stage 2 (Grades 3 – 5): Focus on expression and basic literacy skills
  - c. Stage 3 (Grades 6 – 8): Focus on vocabulary development, expression, extensive and intensive reading with comprehension and interest, writing skills of a higher order, and elements of formal grammar (introduced in context).
2. Indicate appropriate themes which are suitable for various stages of learning.
3. Directly or indirectly provide a selection and gradation of language items to be learnt/taught that are appropriate to the level or stage.
4. Lend itself to a range of strategies for the teacher to promote language learning.
5. Ensure that the teacher is an active participant in the teaching-learning process as well as in the assessment of children's learning on a continuing basis.
6. Provide room for practicing listening, speaking, reading and writing skills in an integrated and balanced manner at different levels.

7. Provide a non-threatening and learner-friendly continuous assessment mechanism that uses assessment as a device for promoting language learning. Due weightage should be given to oral competencies.
8. Provide scope for teacher-learner, learner-learner learner-surroundings, and learner-material interactions in the learning process.

DRAFT

## SECTION 5

### Stage-wise Syllabus for English Language Education in Elementary Schools

#### 5.1 Stage I - Classes I & II

##### 5.1.1 *Learner Profile*

When children enter school at the age of 5+, they know one language, the mother tongue, very well and in many cases they know one or more languages. The English language classroom should make use of the already existing language knowledge/ability of the learners and build upon it. We need to find ways of transferring the child's abilities in her first language to another language. The child in the Indian context uses many English words in her real-life communication. This is also true in the context of Rajasthan. The number of words a child knows before she comes to school is over 5000 or so (NCERT: 2006). These words are mostly from the mother tongue and other languages the child knows. But the point is that the child is functional in at least one language and knows the or pragmatics of language use. As far as English is concerned, many children get very limited exposure to the language, specifically in the case of first generation learners who do not get much support at home and there is no environment which supports her in the use of that language. The English language classroom should overcome these constraints. This can be done, if the child is given tasks at the right level of difficulty – tasks involving language the child can 'just about' understand; in the course of applying herself to these tasks, the child will construct the grammar of English on her own. (This is the conclusion of current research, cf. Krashen (1985), Prabhu (1987))

##### 5.1.2 *General objectives at Stage I*

- i. To familiarise children with the language primarily through spoken input in meaningful situations (mostly through teacher talk, recorded materials, listening to radio and television news, if possible).
- ii. To provide spoken and spoken-and-written inputs (through various means: mother tongue, gestures, visuals, pictures, signs, sketches, single word questions/answers).
- iii. To help learners build a vocabulary of here-and-now words (also phrases, chunks of utterances, formulaic expressions such as 'May I come in?' 'Close the door').

- iv. To help learners build a working proficiency in the language, both listening with understanding and basic oral production.
- v. To recite and sing rhymes and songs and enact small plays/skits.
- vi. To use drawing, painting and other such activities as precursors to reading and writing.
- vii. To enable children to learn to write the letters of the English alphabet by using strokes and by understanding the mechanics of writing English. (Letters of the alphabet are to be introduced through the teaching of the mechanics of writing, not necessarily in sequence.)
- viii. To become visually familiar with English text (to notice a 'word', what it means, and to notice its constituent letters and the sounds).
- ix. To associate meaning with written/printed language.
- x. To be able to read with understanding words/phrases, short sentences in contexts.

### ***5.1.3 Learning process and outcomes***

At the end of this stage, learners should be able to do the following:

#### *Listening*

- a. To understand verbal instructions, requests and questions, and respond to them.

(The child should be able to understand instructions/tasks which demand visible physical action in a here-and-now situation and respond to them, e.g. Open your bag and take out the English notebook.

Also, the child should be able to understand instructions/tasks that demand mental or linguistic action suitable to her age and demonstrate this fact, e.g. Tell your friends to meet me.)

- b. To understand a question intended for her and demonstrate the fact by answering/responding to it.
  - i. Which toy/book/shirt will you choose? This one with a cat or this one with a cricket bat? (intentions, interest or preferences)

- ii. Where did you go last Sunday? (past or present actions)
  - iii. Rahul, are you happy? Rahim, have you hurt yourself? (feelings, moods)
  - iv. Peter, where is the green bag? (situations, acts or objects in the concrete environment)
- c. To understand a **bilingual verbal account** of picture sequences, stories suitable for the age group
- (The child should be able to follow and understand a story suitable for the age group by acting it out while the teacher narrates it, telling it again in her mother tongue or in English or drawing pictures based on the story).
- d. At the **morphological (lexical) level**, children should be able to understand and use the difference between singular and plural forms (girl-girls, boy-boys, book-books, (we may also include man-men, woman-women)) and understand elementary verbal conjugations (e.g. the difference between present and past forms and negations: such as, 'I am a singer. I am not a teacher').
- e. **At the sentence level** the child should be exposed to and understand (i) short simple sentences, (ii) interrogatory sentences (how, what, why, when, how much, how many), (iii) constructions which indicate tasks and instruction which require action from the child ('Open the door.' 'Bring your notebook.' 'Tell your friend, Ravi, to meet me.'), (iv) negation (none, nothing, am/am not...).
- f. **At the phonological level** the child should be able to understand the significant differences in sound (e.g. contrastive pairs: pen-pin, tin-ten, tap-top).

### *Speaking*

The child should be able to

- a. Answer questions/queries about her own life in the context of here-and-now (e.g. 'What are the things you have in your pencil box? Two pencils, an eraser, a sharpener').

- b. Answer question/queries about her own life outside the context of here-and-now (e.g., ‘Where did you go last week? I went to my uncle’s place.’ ‘What did you do last evening? I played cricket.’)
- c. Answer questions about her feelings, intentions and interest (e.g. ‘What do you like to eat? Apple or Mango? Mango.’)
- d. Answer with the help of gestures and line, curved and isolated figures to give a description of an event in her/his own life. (e.g., ‘What happened to your leg? I was jumping from the wall and fell down. I got a fracture.’)
- e. Talk about themselves, members of the family and the people and things in their surroundings.
- f. Enjoy doing tasks (including singing a rhyme or identifying a person, objects, or things) in English.

### *Reading*

The child should be able to

- a. Understand and apply/use the conventions relating to eye movement in reading a book. (How to hold the book and change eye directions-from left to right, top to bottom, looking at and appreciating the visuals, pictures, reading a picture sequence, etc.)
- b. Understand the basic relationship between the formal aspects of spoken and written language (associating/ linking sounds and letters)
- c. Recognise whole words or chunks of language.
- d. Recognise small and capital letters of the alphabet both in context and in isolation.
- e. Read simple words/short sentences with the help of pictures and understand them.
- f. Read with interest or feel happy about reading words/short sentences.
- g. “Read”, understand and appreciate picture books and cartoon strips.

At the end of class II, children may not be able to read words which require prior familiarity with sound-letter connection or reading words or sentences. (e.g. some children may not be able to read 'know' as 'no'). This can be overcome by providing cyclical<sup>2</sup> activities.

It is important that children (i) discover/understand that words are made up of letters and (ii) letters represent distinct sounds (phonemes).

### *Writing*

The child is able to

- a. set down or record her own messages (with the help of teachers) in a 'primitive written' version (drawing a scene she has seen, visited, or drawing animals, people, etc.).
- b. understand the strokes of letters (pre-writing) and hold the pencil/chalk without much pressure.
- c. learn to write the letters of the alphabet, **not necessarily in isolation** (The child should know how to hold the pencil/chalk and also how each letter of the alphabet is to be written).
- d. write the missing letter in a word - (This will enable them to understand letters as sound sequences.)
- e. write simple words/phrases/short sentences (looking at/or not looking at the printed text).
- f. learn to make guesses and write the word as they hear it (guessing may result in making mistakes, which is acceptable).
- g. recognise the sound patterns (sounds in rhyming words, repetition of words etc.).

#### **5.1.4 Themes and Content**

Our aim is to enable children to understand and use contemporary language to become an effective user of language in real-life situations. The themes and content at stage I may be as follows:

1. Self, family, home, friends and animals, birds, etc.

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<sup>2</sup> Providing opportunities for children to revisit the language items already learnt (through contextualised exercises, tasks/activities).

2. Colour, time, seasons, utensils, vegetables, fruit, flowers, etc.
3. Neighbourhood and Community at large (My neighbours, My street, Market/*bazaar/sabzimandi/haat/school*, etc.)
4. My Rajasthan (The state and its rich heritage (myths/legends/folktales)
5. The Nation – its diversity (socio-cultural, religious and ethnic, as well as linguistic)
6. Travel and Tourism, Knowing traffic rules
7. Adventure and Imagination
8. Sports
9. Art and Culture
10. Personal hygiene
11. Advertisements

#### **5.1.5 Language items**

*Vocabulary:* Needless to say, most learning in the initial years is acquiring vocabulary in contexts and learning formulaic usages and chunks of language. The following linguistic items could be covered at stage I (Classes I - II). No attempt should be made to teach grammar in a formal way. Children should be able to discover the uses and functions of items (as given below) through exposure to spoken and written inputs.

- i. Nouns (naming words), adjectives (describing words) pronouns (words used in place of naming words), adverbs (place and time), preposition (position words)
- ii. Is, am, are, has, have
- iii. Simple verb forms (simple present, present continuous, simple past and past continuous)
- iv. Verbs expressing future (will/be going to)
- v. This, that, these, those (as determiners and empty subjects)
- vi. Question words (who, what, when, which, etc.)

- vii. And, or, but
- viii. Punctuation marks (full stop, comma, question mark)
- ix. Possessive forms of pronouns (my, your, his, her).

Care should be taken to provide the above items through meaningful and contextualised inputs.

#### **5.1.6 Methods and Strategies**

At stage I (classes I and II), children are not fully familiar with the language. Our strategies should focus on providing ‘inputs’ and should allow the silent period (children to observe and internalise language) before asking them to use the language. The following approach should be followed:

- a. An oral-aural approach (with limited focus on reading and writing).
- b. Learner-centered, activity-based approach including a bilingual approach.
- c. Pictures, illustrations, cartoon and toys to be used to arouse the interest of children.
- d. Storytelling, retelling and bilingual story telling as a strategy. (This is different from teaching a story.)
- e. Wall magazines and charts to present pictorial and linguistic aspects to draw the attention of learners to meaning and form of language.
- f. Creating collocations (word clusters), picture dictionaries as group activity for acquiring vocabulary.

#### **5.1.7 Teaching-Learning Materials**

There will be **one textbook** for each class. The book will be in **two colour print** with lots of illustrations (illustration to be exploited for learning in general and language learning too). The book will have directions and notes for the teacher to fully realise language exposure and use by children. An audio support consisting of rhymes and stories for listening activities where children are just listening with interest and pleasure, not overtly doing any language-related work should also be taught.

**Teacher’s manual** (independent of the textbook) should equip the teacher with information about pedagogical aspects and should contain some skill-based tasks/activities to enhance

proficiency. It should also provide a step-wise guide as to how to go about the lessons, exercises and activities with additional supplementary exercises and activities.

### **5.1.8 Time Allocation**

According to the directives of Right to Education Act (2009), classes I to V should have 200 working days of 800 instructional hours. Everyday, one period should be allocated to teaching-learning of English (amounting to 6 periods per week), including one period for reading related activities (story reading, storytelling, etc.).

### **5.1.9 Assessment**

Each learner can be assessed with regard to how she has progressed in her work. Here the teacher **can help in self-assessment wherever possible**. Teacher then can record his remarks/feedback. (They can be bilingual.)

The teacher can record:

*Suresh/Kamini is able to write/say naming words with understanding.*

*She has shown improvement in pronunciation of words and is able to read words/phrases of two words.*

#### *Reporting*

- Language assessment, when it becomes classroom-based and part of ‘while learning’ activities, requires a different way of reporting. We suggest a two-way assessment strategy which takes into consideration the day-to-day learning as well as formative and summative assessment. In order to bring in the day-to-day learning in the assessment processes, (we suggest) the learner’s notebooks be used as learning or learner journals in which the learner writes (in Hindi/native language or in English) with the help of the teacher, and the teacher records the learning progress on a regular basis.
- Session-wise or term-wise reporting. It is suggested/recommended that a set of flexible descriptors (stating the proficiency level) be used to report progress of learners.

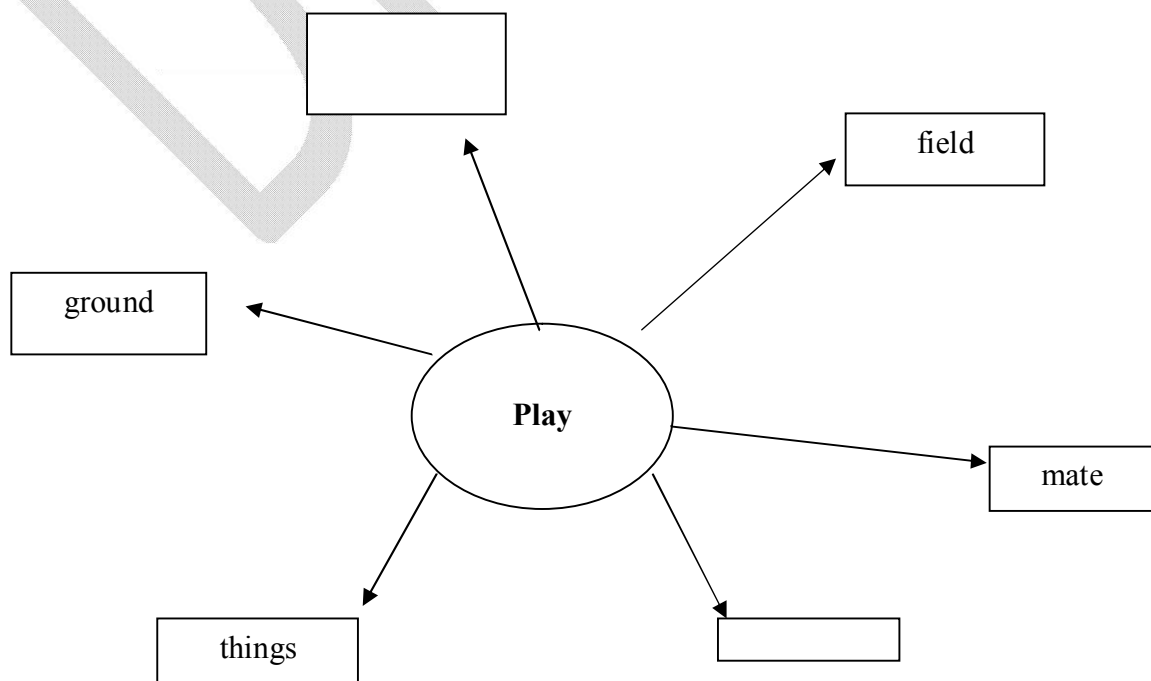
## 5.2 Stage II - Classes III, IV & V

### 5.2.1 Learner Profile

When the learner enters this stage, she is 8 years or 8+ years of age. Her reading in the first language will have attained some proficiency. This skill can be transferred to the second language. Also the child will be comfortable about taking part in the classroom activities that the teacher plans.

### 5.2.2 General objectives at Stage II

- i. To familiarise the learner with the “feel” of the English language (through rhymes, storytelling, exposure to the use of formulaic expressions in contexts)
- ii. To ready the learner to read, i.e. reading readiness.
- iii. To promote the learner’s conceptualisation of printed texts in terms of heading, paragraphs and horizontal lines.
- iv. To enrich the learner’s vocabulary through (i) telling, retelling and reading aloud of stories and folktales in English as well as in the mother tongue and (ii) using mind mapping techniques i.e. clustering of words related to one theme/idea. e.g. Group the words related to ‘play’.
- v. To familiarise the learner with the basic processes of writing.



### 5.2.3 *Learning process and outcomes*

Since this syllabus believes in the recycling of strategies, some of the outcomes mentioned here are repetitions of outcomes of stage I (Classes I & II).

#### *Listening*

- a. Comprehend and respond to instructions given.
- b. Understand and respond to formulaic expressions.
- c. Understand informative statements about concrete events and facts in the context of the here-and-now (e.g. The cow is in the shed./Ramu is playing under the mango tree.); also, outside the context of the here-and-now (e.g. Next week we are all going to watch a magic show./Next week we are all going for a mela.)
- d. Enjoy listening to rhymes, poems, stories in English and be able to say something about them in the mother tongue or in English.
- e. Listen to one's peers with understanding and respond appropriately.

#### *Speaking*

- a. Narrate simple experiences and incidents in English
- b. Exchange ideas with one's peers
- c. Carry out a brief conversation involving seeking/giving information with peers
- d. Describe a picture orally.
- e. Answer questions asked in a formal quiz or interview-like situation.
- f. Recite a poem or make a prepared speech (with the help of teachers) in the morning assembly or to the class.
- g. Read out a text aloud intelligibly.
- h. Ask for help independently (May I come in, sir?/Can I have your pen for a minute?), or for information. (Where is the toilet?)
- i. Take part in group activity, role play and dramatisation.

### *Reading*

- a. Understand and interpret visual language (pictures and signs) suitable for the age group.
- b. Understand different types of texts like poems, short passages (prose), letters, notices, advertisements, graffiti (wall graffiti, T-Shirt graffiti), sign boards.
- c. Read cartoon strips.
- d. At the sentence level: Read with comprehension, short as well as complex sentences (e.g. if clause, when/while clause).

### *Writing*

- a. Practise writing of letters of the alphabet, words and short sentences in the practice book
- b. Practise copy writing from the blackboard and textbook and dictation of simple sentences
- c. Write a short description of a person, thing, place
- d. Learn to use common punctuation marks
- e. Write a short message for someone
- f. Write a short composition based on pictures.

#### **5.2.4 Themes and Content**

Language does not exist in a vacuum. It is a means of conveying ideas and emotions that are expressed through words that can be spoken or written. The English language classroom, or for that matter, any other language classroom, will draw its content from the immediate environment as well as from other sources, that is cognitively suitable to the given stage of learning. The National Curriculum Framework 2005 emphasises the incorporation of the ten core components identified in the National Policy of Education-1986 in the school curriculum. The two-fold aim to enable children to understand and use contemporary language in real-life situations and also to enable them to use language for advanced/creative purposes should be placed at the core of the content the learner deals with. Given below is an inventory of themes the English language materials are expected to embody.

1. Self, family, home, friends and pet animals
2. Neighbourhood and community (My neighbours, My street, Market/*bazaar/sabzimandi/haat/school*, etc.)
3. My state Rajasthan (its rich heritage - food, dress, myths/legends/folktales)
4. The Nation – its diversity (socio-cultural, religious and ethnic, linguistic)
5. Travel and tourism
6. The world – India’s neighbours and other countries.
7. Adventure and Imagination
8. Sports
9. Child rights (My rights)
10. Issues relating to Right to Education
11. Science and technology
12. Peace and harmony
13. Mass media
14. Popular culture
15. Health and Hygiene

#### **5.2.5 Language Items**

Vocabulary: Learning during the initial years consists mainly in acquiring vocabulary (words in contexts) and learning formulaic expressions and their uses and chunks of language. The following language items could be covered during the primary stage (Classes I to V). Teaching of grammar in a formal and isolated way may be avoided. Children should be encouraged to discover the forms and functions of items through exposure to spoken and written inputs.

- i. Nouns (naming words), adjectives (describing words and adjectives of comparison) pronouns (personal and possessive), adverbs (place and time), prepositions (position words)
- ii. Action words (verbs)
- iii. Is, am, are, has, have
- iv. Tense forms (simple present, present continuous, simple past and past continuous)
- v. Expressing future (will and be going to)
- vi. Articles (definite and indefinite article)
- vii. Demonstratives (this, that, these, those)
- viii. Question words
- ix. Conjunction (and, or, but)
- x. Punctuation marks (capital letters, full stop, comma, question mark and inverted commas)
- xi. Possessive adjectives (my, your, his, etc.)
- xii. Kinds of Sentences ( statement, question, exclamatory, imperative)
- xiii. Subject and Predicate

#### **5.2.6 *Methods and Strategies***

At stage I (Classes I and II) children do not know language or have learnt very little of it. The effort should be to provide ‘inputs’, and not expect them to start using the language. (‘The silent period’ is a natural phase in language acquisition.) The following approaches/methods may be used for classroom practices.

- a. An oral-aural approach (with limited focus on reading and writing depending on the level).
- b. Learner-centered, activity-based approach including bilingual approach, non-verbal cues.

- c. Pictures, illustrations, cartoons and toys to be used to arouse and sustain the interest of children.
- d. Storytelling, retelling and bilingual storytelling. (This is different from teaching a story as text.)
- e. Wall magazines and charts, with learner participation, to draw the attention of learners to meaning and form.
- f. Focus on discussion, project work, activities that promote reading with comprehension.
- g. Creating group activities relating to collocations, dictionaries, etc. for acquiring new vocabulary.
- h. Multilingualism (using the languages of children) as a strategy for learning English.

### ***5.2.7 Teaching-Learning Materials***

There will be **one textbook** for each class. The book will be in two-colour print with lots of illustrations (illustration to be exploited for learning in general and language learning too). An audio support, consisting of rhymes and stories for listening activities, where children are just listening for pleasure, not overtly doing any language-related work may also be explored.

**Teacher's manual** (independent of the textbook) should equip the teacher with information about pedagogical aspects and some skill-based tasks and activities to enhance proficiency. It should also provide a step-wise guide as to how to go about the lessons, exercises and activities with additional supplementary exercises and activities.

### ***5.2.8 Time Allocation***

According to the Right to Education Act - 2009, Classes I to V should have 200 working days of 800 instructional hours. Everyday, one period should be allocated to teaching-learning of English (amounting to 6 periods per week), including one period for reading-related activities (story reading, storytelling, etc.).

### 5.2.9 Assessment

Each learner can be assessed with regard to how she has progressed in her work. Here the teacher **can adopt self evaluation as well as teacher assessment**. Learners can also be asked to compare their previous work with the current one and reflect on them. Here they can be asked to say, or write about how they have progressed. Such statements are called ‘can do statements’. (It can be bilingual.)

For example,

Now I can say describing words.

I can spell words like elephant, dog, mother, and father.

I can now write the names of my parents, village/town.

#### **The teacher can record:**

*Sheela is able to write/say describing words with understanding.*

*She has shown improvement in the pronunciation of words and is able to read words/phrases with two words.*

#### *Reporting*

- Language assessment when it becomes classroom-based and part of ‘while learning’ activities requires a different way of reporting. We suggest a two-way assessment strategy which takes into consideration the day-to-day learning as well as formative and summative assessment. In order to bring in the day-to-day learning in the assessment processes, (we suggest) the student’s/learner’s notebooks be used as learning or learner journals in which both the learner and the teacher record the learning progress on a regular basis as given above.
- Session-wise or term-wise reporting: It is suggested that a set of flexible descriptors (stating the proficiency level) be used to report the progress of learners. Reporting could be done in terms of skills viz. Listening and speaking, reading and writing.

### 5.3 Stage III - Classes VI, VII & VIII

The upper primary stage is as crucial as the early years in the matter of language and cognitive development. The curricular concerns at this stage should be about how to benefit from the experiences the learner brings in, and the problems that she would face in the transition to high school. There would be an increase in the content level of the textbooks. The evaluation/assessment at this stage would be much more formal than at the primary

stages. But the children would have developed some proficiency in at least two languages, possibly a good level of proficiency in the (mother tongue) and some ability to understand what is said to them and to read simple texts in English. The English syllabus at this stage should focus on vocabulary development through reading (both intensive and extensive reading) and writing activities of a higher order than hitherto developed (NCERT, 2006). Grammar-in-context activities should also be aimed at in order to enable the learner to discover the rules of the language.

### **5.3.1 Learner Profile**

This is the stage where the learner undergoes the transition from childhood to adolescence. At the cognitive level, the children are gradually able to think logically in terms of the entire hypothetical or imaginary situation related to a particular problem. Their personal identity develops. The schooling should support the process of identity formation and the development of self-esteem. The themes of the textbooks and the curricular activities should attempt to address the above issues. The children should be given opportunities to read and speak on their own, in and outside the classroom. Places like the morning assembly, school competitions and functions should give space to the children, for these are the places where they can gain confidence and develop leadership skills. The reading of newspapers and exploiting the visual media including video games and other e-learning materials may be used as strategies for language enhancement of the learners.

### **5.3.2 General Objectives at Stage III**

The general objectives at this stage are:

- i. To read with understanding texts of longer length (short stories, descriptive and discursive texts) and draw inferences.
- ii. To understand, enjoy and appreciate a wide range of texts representing different cultures, ethnic groups and societies.
- iii. To be able to articulate individual/personal responses effectively.
- iv. To use language and vocabulary appropriately in different contexts and social encounters.
- v. To be able to organise and structure thoughts in writing/speech.
- vi. To develop production skills (fluency and accuracy in speaking and writing).

- vii. To use a dictionary suitable to their needs.
- viii. To understand and enjoy jokes, skits, children's films, anecdotes and riddles.
- ix. To be able to record their experiences and thoughts in coherent writing.
- x. To be able to present an argument on a theme/topic and refute counter arguments.
- xi. To be able to understand and use punctuation marks appropriately.

### ***5.3.3 Learning process and outcomes***

At the end of this stage the learners will be able to do the following:

#### *Listening and Speaking*

- a. Listen with understanding to natural conversation, discussions, narrations, a discourse on a theme, and reflect on them.
- b. Narrate their experiences, describe objects and people, report to peers, teachers and others.
- c. Speak accurately with appropriate pauses and clear word/sentence stress so as to be intelligible in familiar social contexts.
- d. Undertake small projects on a regular basis.

#### *Reading*

- a. Understand the central idea and locate details in the text (both familiar and unfamiliar texts).
- b. Explore and study in English other areas of knowledge through print and non-print media.
- c. Develop critical thinking to read between the lines and go beyond the text.
- d. Read newspapers, magazines, etc. with understanding.
- e. Read short stories, including bilingual texts, and non-prescribed poems.

#### *Writing*

- a. Write simple messages, invitations, short paragraphs, letters (formal and informal), applications, simple narrative and descriptive pieces, etc.

- b. Write personal experiences, reflective pieces and short stories and poems on themes of their choice.
- c. Write short prose pieces/stories/folktales from the mother tongue to English and vice versa.
- d. Do project work involving speaking, listening, reading and writing together to be undertaken.

#### **5.3.4 Themes and Content**

The themes reflected in the content (texts and activities) are the same as recommended for the primary level. The following themes may be added to the list:

- i. Issues related to Right to Information.
- ii. Wild life.
- iii. Environment and Pollution.
- iv. Agrarian Issues
- v. Human Rights.

#### **5.3.5 Language items**

In addition to practising the language items already learnt, the following new items will be introduced through the upper primary level:

- a. Determiners (definite and indefinite article, omission of *the*, each and every)
- b. Prepositions (movement and direction)
- c. Pronouns (relative, reflexive)
- d. Phrasal verbs
- e. Quantifiers
- f. Linking words/Conjunctions (because, as, so, since, though, although, while, until)
- g. Adjectives (comparison of adjectives, the order of adjectives)
- h. Adverbs (manner)

- i. Tense forms (Broadly cover all the tense forms)
- j. Clauses (If clause (conditional clauses), noun clause, adjective clause, relative clause)
- k. Draw the attention of learners to the types of sentences - simple, compound, complex sentences, positive and negative sentences
- l. Cohesive Markers (first, then, and then, next, after, finally, lastly)
- m. Passivisation (with double objects, without an agent)
- n. Modal auxiliaries (can, could, may, might, must, ought, will, would, shall, should)
- o. Reported speech. (Direct and Indirect)

### **5.3.6 *Methods and Strategies***

By now children will have learnt enough language to be able to discover uses of grammar items and other finer intricacies (pragmatics) of the language. All the skills (listening, speaking, reading and writing and also higher order thinking skills) should be given practice in and outside the classroom. The teacher knows what works well in the classroom in getting children engaged with the language. The following methods and strategies are suggested

- Role play
- Dramatisation
- Reading aloud and silent reading.
- Recitation of rhymes, poems
- Telling and retelling stories, anecdotes and jokes
- Discussion, debate
- Short and long projects
- Interpreting pictures, sketches, cartoons
- Activities, tasks, group work and language games
- Pair work, group work and short assignments on familiar subjects both individual and group

- Exploring the electronic media

### **5.3.7 Teaching-Learning Materials**

The teaching-learning materials will consist of **two textbooks** for each class at the upper primary level. The main textbook will have texts for detailed study for reading and language engagement for discovering grammar and language use and the supplementary reader will be for extensive reading. The book will be in two-colour print with lots of illustrations (illustration to be exploited for learning in general and language learning too).

**Teacher's manual** (independent of the textbook) should equip the teacher with information about pedagogical aspects and some skill-based activities to enhance proficiency. It should also provide a step-wise guide as to how to go about the lessons, exercises and activities with additional supplementary exercises and activities.

### **5.3.8 Time Allocation**

According to the Right to Education Act-2009, Classes V to VIII should have 220 working days of 1000 instructional hours. Everyday, one period should be allocated to teaching-learning of English (amounting to 6 periods per week), including one period for reading-related activities (story reading, storytelling, etc.).

### **5.3.9 Assessment**

The learner's progress will be assessed with regard to how she has progressed in her work. **Self evaluation, peer evaluation teacher assessment and portfolio can be adopted as assessment strategies.** Learners can also be asked to compare their previous work with the current one and reflect on them. Here they can be asked to say, or write about how they have progressed. Such statements are called 'can do statements'.

#### ***Classes VI, VII & VIII***

*Learner writes*

*Now I can write a notice in an appropriate format.*

*My letter writing has improved. I have to be careful when using connectors.*

**Teacher writes**

Shruti is able to read a short piece/text aloud without much problem.

She needs to put in more efforts to write a notice in a suitable format.

## 5.4 Formative and Summative Assessments

This syllabus, in line with the directives of RTE-2009, recommends that the continuous comprehensive evaluation should be implemented effectively. The two-way strategy of formative and summative assessment will be adopted. In order to bring in the day-to-day learning in the assessment processes, the syllabus has suggested in each stage/class, the learner's notebooks be used as learning or learner journals in which both the learner and the teacher record the learning progress on a regular basis. For example, a learning journal may be recorded once a unit or a skill (say, writing or reading) is covered. Learners write in them about their capability (i.e. language ability and use). Examples of this reporting are given in each stage under assessment.

Stage I (Classes I and II) will only have formative assessment. Stage II (Classes III, IV and V) will have two summative tests in a year. Stage III (Classes VI, VII and VIII) will have four summative tests (two in a session/semester).

Weightage for formative and summative assessment may be decided when a scheme for CCE is finalised.

### 5.4.1 Descriptors for assessing language learning

At least at the elementary level we need to move away from the system of giving marks, and also from 'grades only'. We need to explain grades (which is given as an overall (cumulative) grade at the end of a term or a semester) with descriptors<sup>3</sup>. These descriptors will explain how the learner has been progressing. We must have descriptors for each strategy we follow in assessment. Teachers, assessment experts and curriculum developers should come together to develop descriptors for assessing learning.

### 5.4.2 Language Learning Record

The language learning record (which could be part of the progress report), we suggest, should be different from the ones which record the learning and achievement in content subjects. The following ways are suggested. **It is meaningful to suggest assessment in terms of skills (listening & speaking, reading and writing) both in primary and upper primary levels.** The record may include the learner's language proficiency level at the time of entering a particular stage and their different level of proficiency at the time of completing the stage. This assessment in terms of skills is reported through descriptors. This may look like this.

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<sup>3</sup> Descriptors are statements used to report the language capability (proficiency) of a learner.

## Language Learning Record

### Part A

<b>School :</b>	
<b>Year :</b>	
<b>Name :</b>	<b>Date of Birth:</b>
<b>Boy / Girl :</b>	
<b>Languages known:</b>	
<b>Understand:</b>	<b>Read:</b>
<b>Speak :</b>	<b>Write:</b>
<b>First Language :</b>	
<b>Second Language :</b>	
<b>Third Language :</b>	
<b>Details of any aspects of hearing, vision or coordination affecting the child's language/learning. Give details.</b>	<b>Names of language teachers and other involved with learner's language &amp; literacy development.</b>
<b>A1 Record of discussion between learner's parent, learner herself and the class teacher and others (To be completed during the beginning of the academic year)</b>	
(This can be about the learner's reading at home, learning opportunities at home, vocabulary, spelling abilities, listening to radio, songs, TV, and also problems in reading or writing)	
<b>Signed by Parents (both father and mother) _____</b>	<b>Teacher: _____</b>
<b>Date:</b>	

### Part B Learner / Child as a Language User

(one or more languages)

**B. 1. Speaking and Listening**

*(Teachers to comment on the learner's development and use of spoken language in different social and curriculum contexts, in mother tongue / first language, English or third language. Evidence of talk for learning and thinking; range and variety of talk for particular purposes; experience and confidence in talking and listening with different people in different settings.)*

**What experiences and teaching have helped / will help development in this area?  
May also record discussions with headmaster / headmistress, other teachers,  
parent(s).**

*e.g. She should be given opportunities to speak in groups.  
Science teacher reports she does experiments well, but needs attention in  
writing / reporting the outcomes.*

## **B2 Reading**

**Comment on the learner's progress and development as a reader in the language(s): the level at which the learner is operating; the range, quantity and variety of reading in all areas of the curriculum; the learner's pleasure and involvement in story reading, individually or with others; the range of strategies used when reading and the learner's ability to reflect critically on what is read.**

*E.g. Rahul is not comfortable when reading aloud, reads well silently. He has awareness about the structure of language. Employs syntactic, semantic and grapho-phonetic cues.*

*He is an experienced reader and can be placed in scale 3 / grade B*

**What teaching / strategies have helped / would help development. Record outcomes of any discussion with other teachers, parents or headmistress.**

*He should be encouraged to read more stories that relate to his interest which is adventure.*

## **B3 Writing**

**Teacher to comment on the learner's progress and development as a writer in the language(s): the degree of confidence as a writer; the range, quantity and variety of writing in all areas of the curriculum; the learner's pleasure and involvement in writing both narrative and non-narrative individual or collaborative writing; the influence of reading on the child's writing; growing understanding of the written language, its conventions and spelling.**

*E.g. Sonia has explored many forms of writing including stories, retelling, letter writing, and notices. She commits spelling mistakes and is able to identify the mistakes when told. She enjoys writing letters.*

**What teaching / strategies have helped / would help development. Record outcomes of any discussion with other teachers, parents or headmistress.**

*E.g. She needs to understand the processes involved in writing to avoid mistakes. She should be made aware of the use of some punctuation marks.*

**Signature of the Headmistress, Parents, Class teacher and any other teacher involved in the language development of the learner**

**Headmistress** \_\_\_\_\_

**Parents** \_\_\_\_\_

**Class Teacher** \_\_\_\_\_

**Other Teachers** \_\_\_\_\_

**Signed by Parents (both father and mother)**

\_\_\_\_\_

**Date:**

**Teacher:**

\_\_\_\_\_

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## SECTION 6

### Detailed Guidelines for Textbook & Materials Development

Textbooks and supplementary materials are a major instrument in the processes of teaching learning. They play a pivotal role in promoting language learning where learners are provided with 'input' through print and other media and to create opportunities for language use in and outside the classroom. English language education in India today has a unique role and place. It is a second language or third language in our school systems. There is an increasing demand for the language from every quarter, while the quality of teaching of English does not present an encouraging picture. (Position Paper- Teaching of English, 2005: NCERT). In most of the school systems in the country today textbook is the only source for the teacher to teach and for the learners to learn the language. There have been efforts to qualitatively improve the textbooks and supplementary materials in English language to contextualise language learning. The textbook development process should itself ensure that the materials bring the experiences of children in the local context, include themes, events and practices which children can connect with their lives to make learning effective. The following guidelines are suggested.

#### 6.1 Content and Language Learning

1. Children learn language(s), a foreign / second language through exposure, interaction and use. They should be given rich language 'inputs' through which opportunities for language use in context are created. This could be achieved only when the inputs can be related with the life of children. Learners' previous knowledge plays a greater role in learning the new ideas and language. The themes / ideas which go into the textbook should not only draw from the life and culture of place where children live or connect with, they should also suit the interests and curiosity of children. So the textbook and materials particularly during the elementary stage should draw themes, which children are familiar with and reflect upon suiting to the age and level.
2. It is suggested to have 'authentic' texts, which will interest the learners and arouse curiosity from the point of view of their cognitive level as well as their real life experiences. Authentic texts will expose children to contemporary language varieties available in different genres and language use in real life situations. When we stress on authentic texts, we need to take care of the language level of learners. This requires adaptation of the text by the textbook developers. The text may be adopted as they are or adapted (with modifications) suiting to the level of the learners. Krashen's

(1985) idea of ‘comprehensible input’ would be of help for materials developers. Krashen advocates that the language classroom may provide slightly higher than the level the learners. This can be explained as: if the language level of the learner is  $i$  a good language classroom should provided  $i+1$ .

3. Good materials / textbook should enable the learners to develop all the skills of language. Promotion of reading and writing is attempted well in most of the textbooks. The other two aspects of language learning viz. listening and speaking are in a way not given their due in the conventional textbooks in India. The textbook should take care of this shortcoming and provide space for these two skills through activities and tasks.
4. English language education has come up a long way in India as also of in other places. Methods of and approaches to language teaching has seen tremendous changes during the last two decades. We are living in ‘post methods era’ where methods are no longer sacrosanct. Teachers are expected to find ways and means of teaching of English language with the purpose to provide opportunities for language use through interactions. Materials in English language teaching should enable the teacher to explore his / her own ways with a sound pedagogical understanding in promoting language learning. Materials, so to speak, should be adopting an eclectic approach to language teaching.
5. The activities and tasks should aim to promote language learning (internalizing the rules of language) through discovery and negotiation for meaning, with the teacher acting only as a facilitator. The authentic tasks and activities where in learners find themselves involved intrinsically would enable them get engaged with language. This makes language learning natural (not conscious), moving from meaning to form as well as raising consciousness towards form of the language later. Materials should provide such tasks/activities that will give learners a chance to experience how language functions in real life situations
6. Coherence within a unit and in the book serves the purpose of making the learner aware of the gradual progression (not very rigidly structured one) of the materials and understand that the texts and activities would gradually pose a challenge which would promote output (language use) by the learner in contexts.
7. Textbook should give scope for the teacher to move beyond the textbook and develop his/her own activities that are in consonance with local conditions / surroundings.

## **6.2 Materials / textbook developers**

8. Materials for teaching-learning of language or any subject has to bring in the immediate context of the learners, letting him/ her to move from known to unknown or familiar to unfamiliar ideas, concepts and do manipulations by engaging oneself with the language and the idea. This tells us the kind of expertise the materials developers should have to produce effective materials. The materials development team should have practising teachers to the maximum extent, university academic and people who have experience of teaching, training and materials development. Teachers (with or without materials development expertise) would help the team in understanding and developing perspective on the ground realities and ‘what will work’ and ‘what will not work’ while the linguist will be able to tell the theoretical rationale for designing an activity, selection of texts, etc. It is important to bring together pedagogues, linguists, teachers, teacher educators and researchers for developing textbooks and supplementary materials.
9. The members of textbook development team would work as one author. This will enable the members to work flexibly and bring in ideas and issues to develop the materials into a coherent whole to serve the purpose of promoting language learning effectively among learners.

## **6.3. The Illustrations**

10. Illustrations can play an effect in the process of learning. Most textbooks do not present the ideas of the texts in the illustrations. Care should be taken to ensure that the illustrations are not alien to the child and make an impact in the affective domain of learners. Materials developers should explore ways to make use of the illustrations in the activities and tasks so as to enable learners spend time with illustrations.

## **6.3 Reviewing of Materials**

11. Materials developed by the team should be reviewed by a group or experts. This exercise should take into consideration the materials in action i.e. how it will work in the classroom. What is meaningful and workable in the local contexts both in terms of themes and texts, as well as language levels has to be kept in mind.

## **6.4 Piloting**

12. It is very important to pilot trialling of materials / textbooks developed. Some units / lessons of the developed materials should be put into trialling. The schools for piloting of the materials should be chosen with care. Schools from remote and

disadvantaged areas as well as schools located in urban areas should be included in the trialling. The feedback received both from teachers and students should be seriously considered and the materials should be revised accordingly.

### **6.5 Layout and printing of the textbooks**

13. It is suggested that the textbook be printed in multicolour (what is known as in printing parlance 'two colour' print) in A4 size layout with good illustrations. Textbook developers should draw the attention of children toward illustration through activities and task.

### **6.6 Teachers' Handbook / Manuals**

14. It is important to develop teachers' manual along with textbooks giving guidelines and directions to the teachers on how to go about and understand the pedagogy behind the materials in use.

### **6.7. Addressing the needs of differently abled**

15. Our classrooms are inclusive ones where in children from disadvantaged groups, physically and mentally challenged learn together with normal children. Materials development exercise should address the need of these children by creating facilities in the classroom to deliver the materials. There should be scope for bringing out the textbooks and other materials in audio form and provide Brail texts to benefit the visually challenged and to create provisions for making use of sign language for learners with the special need. Strategies should be devised to address the needs other children with disabilities.

16. We also need to convert all textbooks (not only English language textbooks, all subject textbooks) into audio books to benefit the visually challenged and also others. The audio books will be of use to teach-learn listening and to encourage children the art of listening from various audio sources (radio, talk, etc).

## Appendix 1

### Summary of research findings and recommendations of baseline report

The analysis for the new textbooks development revealed that in many aspects, ample opportunity for improvement existed to better suit the needs of contemporary students of English in Rajasthan.

*Desk review of the Arrival Reader:* With regard to the thematic content, the State textbooks have a superficial contextualisation wherein the names of persons and places are generally of Rajasthan but mostly based in urban centres like Udaipur or Jaipur. There is no attempt to actually cover the realities of Rajasthan which they are familiar with in a contemporary sense or which adds to their understanding of Rajasthan's heritage. Further, the appearance of the state textbooks has a lot of scope of improvement in terms of the colors and layout.

In the *Aravali Readers* much of the content is arranged so as to inculcate students with moral values. The content is didactic and the books resemble moral science books more than language books.

The area that requires most improvement, our analysis showed, is that of the exercises. In the current *Aravali Reader* the exercises are often presented in isolation from the text; they do not stimulate students to revisit the text. Further, the exercises do not greatly stimulate the students to develop critical thinking, observation and reasoning skills.

An omission in the current textbooks is a proper manual for teachers.

*Results of the empirical study:* The results of the test papers, our interactions with the students, and our observations at the schools informed us that the level of English learning of students in Rajasthan is low with regard to all learning areas: i.e. reading, writing, speaking and listening. For example, only a small portion of the students was able to understand fully a text lifted from the textbook appropriate for their Class. Most students were unable to perform basic tasks such as locating a phrase in a text or responding to factual questions about the text. The application of grammar rules and other rules relating to language form was too difficult for a majority of students. We think this is caused mostly by the fact that students learn grammar in a vacuum so to say, which inhibits the possibility to apply what is learned. Overall they were also far behind in their level of vocabulary development. The pattern in the outcomes for the vocabulary assignments in particular alerted us that familiarity of the situations described is crucial for students to develop their language skills. Finally, we learned from the test papers that students in Class VI, VII and VIII lack the knowledge and

skills to express themselves naturally and freely in English. Neither the classroom practices nor the textbooks stimulate students to use English independently and creatively.

From our interaction with the students we learned that students most liked the stories in the textbooks. They did, however, also have a long list of suggestions for improvements to be made in the textbook. Providing translations or explanations for new and difficult words and including more exercises would be the most important ones. (These and their other suggestions are included in detail below under *Recommendations*).

The teachers informed us that they would like to get more guidance in teaching English to students as well as more supplementary reading material. They felt that the teaching of English should start in Class I and that in all classes remedial classes should be offered to students. With regard to the textbooks teachers stressed that the textbooks should be kept simple. Other recommendations are included in detail in the section below.

In sum, our textbook analysis, the outcomes of the tests we administered among students of Class VI, VII and VIII in Rajasthan and the interviews we held with teachers and students tell us that there is ample scope for improvement of the English teaching-learning process in Rajasthan. It further shows that the textbooks should be included in this reform.

Finally, we found throughout our research that students performed worse when the teaching is unrelated to their daily lives. Although it is valuable and important to introduce students, particularly in the higher classes, to the greater world around them, it is important not to alienate them while doing so in a manner that it impedes on their abilities to learn English.

Drawing from the research, we feel that going forward the following recommendations will be significant to keep in our radar while drawing the up the Syllabus and in the writing of the new textbooks:

- Adjust *language* used in the textbooks to the level that can be justifiably expected of students in the region. In addition, the textbooks should allow for the differences that are found between urban, semi-urban and rural areas. Texts that use very literary and formal language (clinical English–English) should be avoided. Slowly the books should build up the level of language difficulty to a pan-India level. The goal has to be that students in Rajasthan are able to deal with life's day-to-day situations by the time they reach high school level.
- *Indian English* is accepted as a legitimate version of the English language. They should be exposed to popular speech and writing forms one encounters and uses in daily life in India. It

should be our aim to allow learners to develop the requisite language skills they can use in their lives ahead.

- The texts must centre on the learners' *environment* or be connected to things they can easily comprehend. Situations that are too foreign (and that includes the use of literary English-English as mentioned above) make it more difficult for students to develop the required language skills and should generally be avoided. Such an approach will help them gain confidence and encourage them to try using the language.
- Language should be seen as a medium for thinking and socialisation, not merely as a content-loaded subject (*process* rather than product). Any language learning course should, therefore, provide opportunities to associate, differentiate, form patterns, analyse, reason, question, observe and express efficiently. Along with simple, straightforward questions that reinforce knowledge and its application, the text should contain questions that tilt the learner to reason, abstract, associate and express. This will help develop the problem solving, decision making and critical thinking skills of learners, which they can use in real-life situations.
- The *teaching-learning materials* to achieve the learning objectives outlined by the NCF 2005 should include a Main Course Book, a Workbook, a Supplementary Reader and Teacher's Manual. During our discussions with them we learned that students keenly feel the need for a Supplementary Reader containing simple, uncomplicated stories. We think that providing at least five additional stories relevant to the lives of the students will help students to develop a love and enjoyment for all three forms of reading – silent, aloud and with comprehension.
- *Exercises* should be inbuilt in the Reader and the text should relate to the lives of the learners. This way they get a chance to observe how language happens in live situations. There should be ample room to practice listening, speaking, reading and writing skills. Free expression of the learner must be sought at all stages. The independent usage of text and learning of language will be stimulated once students get better in expressing themselves freely.
- In our interviews with teachers we found that most of them have a very limited exposure to English. It is important that the *Teachers' Manual* contains adequate resources and ideas to enable the teacher to become an active participant in the teaching-learning process. It should also support him/her in assessing and reviewing the progress of students at all stages. The manual should be a stage-wise guide with adequate supplementary information wherever and whenever necessary and required.
- Due care should be exercised in producing these books because *production values* impact deeply on students' minds and their learning outcomes. For example, page layout offers a visual experience that develops an aesthetic sense in learners by conveying ideas on the use of space. It would be preferable to have a book of A4 sized paper with as good a quality of paper, as possible.

- *Illustrations* should be alive, expressive and complement the text so that the learner actually uses both media (text and images) to extract meaning from and to form a mental picture. The illustrations should have good colours and should not be distorted or too detailed, as the overall effort is then defeated. The number of illustrations should be increased (in comparison to the current State textbooks).
- A *Glossary* in Hindi or with simple explanations in English should be included for difficult words. Or, alternatively, explanatory boxes next to the lessons in which the new difficult words appear.
- *Study Skills exercises* that require the students to create and maintain their own dictionary with newly learned difficult words.
- The complete English course (from Class I to VIII) should aim at moving away from learning the *alphabet* to learning to speak and write earlier on
- More extensive *in-service* teacher training should accompany the textbooks.

(For the detailed report please refer to the English Textbook Report, October 2011).

## Annexure 2

### List of Participants in the series of Discussions

S.No.	Name	Organisation
1	Ms Laxmi Ninama	Director, SIERT
2	Dr. Poornima Sharma	Deputy Director, SIERT
3	Mr Pradeep Paneri	Lecturer, SIERT
4	Dr. Jyotsna Pandey	Lecturer, SIERT
5	Ms Madhu Ojha	Lecturer, SIERT
6	Ms Aruna Dhawan	Lecturer, SIERT
7	Ms Meenakshi Mehra	Lecturer, SIERT
8	Ms Vandana Galundia	Lecturer, SIERT
9	Ms Sushma Ahari	Lecturer, SIERT
10	Prof Jayaseelan	Emeritus Professor, CIEFL
11	Dr Nasiruddin Khan	Retired Reader, NCERT
12	Dr R P Saxena	Retired faculty, RIE, Bhopal
13	Dr Ranjana Arora	Associate Professor, NCERT
14	Mr R Meganathan	Assistant Professor, NCERT
15	Ms Alethea D Rozario	Consultant, ICICI Foundation
16	Mr Shiv Mridul	DIET, Chittorgarh
17	Mr Anil Thomas	District Centre, Kota
18	Ms Ami Rathore	Professor, CTE, Dabok
19	Mr Satyanarayan Sharma	Teacher, Govt UPS, Badi, Dholpur
20	Mr Rajiv Mishra	DIET
21	Mr Subhash Chandra Mangal	Lecturer, DIET Masuda
22	Mr Prakash Acharya	Retired Principal, DIET
23	Mr Damodar Prasad Kabra	Retired Principal, DIET
24	Dr Anju Saigal	ICICI Foundation
25	Dr Sudhanshu Joshi	ICICI Foundation
26	Ms Gauri Sharma	UTE member
27	Mr Sunil Shekhar	UTE member
28	Ms Neha Parti	UTE member
29	Mr Arvind Sharma	UTE member
30	Mr Mohammad Umar	Consultant, ICICI Foundation

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