

## Secondary Stage (Classes IX-X)

### English Language and Literature

#### Background

Integration of Language and literature beyond the initial stages is a must for proper language learning. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing. The functional aspects of the language structures and items need greater emphasis at the secondary stage. Inclusion of pieces of literature relating to life and living (cultural, social, scientific) is deemed to be very useful in this connection.

It seems in place to mention here that the Secondary stage is the terminal stage of school education. It is at this stage where a learner is set to get a certification that will be recommending her for pre-university level of education. Therefore the attainments in preceding classes along with the learning outcomes of this stage will have to project her in right perspective to enable her to qualify for her vocational/academic pursuits.

English now has been made compulsory for all students at the secondary stage. It is **obligatory for each student to study English at this stage and appear at the examination, though securing pass marks is not compulsory**. The English language and literature paper consists of two books: Main Course Book, and a Supplementary Reader. Altogether they carry 100 marks.

#### Learning Objectives

The **general objectives** at this stage are:

- ❖ To build greater confidence and proficiency in oral and written communication.
- ❖ To communicate appropriately in a variety of formal and informal situations and social settings.
- ❖ To engage in group discussions, expressing opinions and arguing a point of view effectively.
- ❖ To develop the ability and knowledge required in order to engage in independent reflection and inquiry.
- ❖ To build competence in different 'Registers' of English.
- ❖ To develop sensitivity to and appreciation of varieties of English including Indian English and the culture they reflect.
- ❖ To develop an ability to use reference materials (a dictionary/ thesaurus, library, internet etc.) to access knowledge and information.
- ❖ To develop curiosity and creativity through extensive reading.
- ❖ To facilitate self-learning to enable them to become independent learners.
- ❖ To review, organise and edit their own work and work done by the peers.
- ❖ To translate from one's mother tongue into English or vice versa.
- ❖ To express a range of emotions, using appropriate phonological features
- ❖ To encourage one's ability to appreciate a personality, a view, a place, an event etc

#### Language items

The Secondary level course would first consolidate the grammatical items practised earlier. The reinforcement of the following items in the perspectives of specific functions would be the explicit objective of the course at this stage:

- Sequence of Tenses
- Reported Speech in extended texts
- Modal auxiliaries (those not covered at upper primary)
- Non-finites (infinites, gerunds, participles)
- Conditional clauses
- Complex and compound sentences
- Phrases and idioms
- Cohesive devices
- Punctuation (semicolon, colon, dash, hyphen, parenthesise or use of brackets )
- Transformation
- Subject- Verb Agreement

### Learning Strategies

The methodology will be based on a multi-skill, activity-based, learner-centred approach. Care would be taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation the teacher is the facilitator of learning, s(he) presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural –oral teaching and testing is an integral feature of the teaching-learning process. There should be enough scope for interactive learning. The electronic and print media could be used extensively. The evaluation procedure should be continuous and comprehensive. A few suggested activities are:

- ❖ Demonstration and dramatisation
- ❖ Role play and simulation
- ❖ Mining
- ❖ Problem solving and decision making
- ❖ Interpreting information given in a tabular form and schedule
- ❖ Using newspaper clippings
- ❖ Borrowing situations from the world around the learners, from books and from other disciplines
- ❖ Using language games, riddles, puzzles and jokes
- ❖ Interpreting Pictures, sketches, cartoons
- ❖ Debating and Discussing.
- ❖ Narrating and discussing stories, anecdotes etc
- ❖ Reciting poems
- ❖ Working in pairs and groups
- ❖ Using the media inputs – computer, television, video cassettes, tapes, software packages

### Learning Outcomes

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

- ❖ Take part effectively in conversations, discussions, etc. on topics of mutual interest in non-classroom situations.
- ❖ Give a brief oral description of events/incidents of topical interest.
- ❖ Retell the content of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.).
- ❖ Narrate the story depicted pictorially or in any other non-verbal mode.
- ❖ Read and identify the main points /significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- ❖ Respond in writing to business letters, official communications

- ❖ Write without prior preparation on a given topic and be able to defend or explain the position taken/ views expressed.
- ❖ Write a summary of short lectures on familiar topics by making /taking notes.
- ❖ Write an assessment of different points of view expressed in a discussion /debate.
- ❖ Read poems effectively (with proper rhythm and intonation).
- ❖ Grasp the theme of the poem and appreciate the creative uses of language.
- ❖ Gather information from a graph/chart and write a description/report on the information thus gathered.
- ❖ Translate a passage from Hindi into English or vice versa

### **Required teaching competence**

- The teacher should have fluency and accuracy in speaking and writing.
- The teacher should have the competence to devise and conduct various activities related to the text.
- The teacher should have the competence to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learners.
- The teacher should have the competence to reduce his indispensability and encourage learners to become the facilitator of learning.
- The teacher should have a sound working knowledge of the functional grammar, the phonological features and literature.
- The teacher should be able to appreciate the valid individual responses.
- The teacher should be able to encourage critical and analytical thinking on the part of learners.
- The teacher should have the competence to build meaningful environment to elicit responses from the learners.
- The teacher should have the ability to initiate learners to group activities and role play.
- The teacher should be good at role play, dramatisation, discussion, debate etc.
- The teacher should have the competence to handle audio-visual aids.
- The teacher should have the clarity of concepts regarding the process of writing.
- The teacher should have the competence to devise suitable language games.
- The teacher should have the competence to hold language activities for a long time.
- The teacher should have the ability to plan and devise his teaching methods according to the need of the learners.
- The teacher should be able to identify and feed the above-average learners
- The teacher should be able to develop in learners an inclination towards 'self-learning'.

### **Syllabus: Class IX**

| SL No. | Teaching Items                                               | Method         | Objectives                                              | Remarks/ Textual support                                                                                                   |
|--------|--------------------------------------------------------------|----------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1.     | Word Accent and Intonation                                   | Oral exercises | Listening and Speaking skills                           | Sufficient inputs for practice/ drilling                                                                                   |
| 2.     | Group discussions on familiar topics and contemporary issues | Oral exercises | Developing Listening, Speaking and argumentative skills | Topics like the following should be included: "Is selection procedure of Indian team fair?" or Issues like 'Advantages and |

|    |                                                               |                                                  |                                                                      | disadvantages of globalisation."                                                                                                                                                                                                                                                                                 |
|----|---------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Comprehension                                                 | Reading with understanding and writing exercises | Ability to respond effectively in writing                            | <ul style="list-style-type: none"> <li>Unseen passages both factual and literary of varying length</li> <li>Graphs/ charts/ Tables</li> </ul>                                                                                                                                                                    |
| 4. | Reading of tales/ short stories /short plays                  | Extensive Reading followed by writing exercises  | Reading with understanding and imbibing virtues                      | Pieces of native English writers, Indian writers, commonwealth writers and Bihari writers                                                                                                                                                                                                                        |
| 5. | Reading of informative pieces/essays                          | Extensive Reading                                | Reading for understanding and expression                             | Issues relating mass media, conservation of resources, population concern, adolescence, environment, Neighbouring states of Bihar such as UP and MP, and the neighbouring countries of India such as Nepal, Bangladesh etc.                                                                                      |
| 6. | Recitation of poems for enjoyment and understanding           | Oral and Written exercises                       | Enjoying poems and understanding creative uses of language           | Wide ranging themes comprehending different aspects of life and society (4-6 poems)                                                                                                                                                                                                                              |
| 7. | Writing (composition) exercises                               | Controlled, guided and free writing exercises    | Using appropriate format and style of writing                        | Sufficient inputs should be given to encourage <ul style="list-style-type: none"> <li>Letter writing: formal and informal</li> <li>Writing a paragraph on given verbal and /or non verbal (graph, chart etc.) clues</li> <li>Writing postcards and telegrams on given verbal and /or non verbal clues</li> </ul> |
| 8. | Translation from mother tongue based on prescribed structures | Writing exercises                                | Ability to translate from mother tongue into English and vice versa. | Interesting, informative passages of universal or contemporary significance                                                                                                                                                                                                                                      |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |                                                 |                                                                                      |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------|
| 9. | Grammatical items and structures:<br>a) Reinforcement of items like:<br><ul style="list-style-type: none"> <li>Sequence of tenses in connected speech</li> <li>Reported speech in extended texts</li> <li>Modal auxiliaries</li> <li>Passive voice</li> <li>Non-finite (infinites, gerunds, participles)</li> <li>Punctuation marks (semicolon, colon, dash, hyphen, parenthesis or use of brackets)</li> <li>Synthesis using cohesive devices</li> <li>Preposition:</li> </ul> b) Clauses: Relative clauses<br>c) Phrases and idioms | Oral and Writing exercises | Listening, Speaking, Reading and Writing skills | Sufficient examples followed by extensive exercises based on or related to the text. |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------|

### Curricular package

It is recommended that the curricular package for the secondary stage (classes IX-X) will consist of a textbook and a supplementary reader. There may also be a workbook. The textbook should contain 16-20 lessons (stories, poems, biographies, autobiographies, essays etc.) of varying lengths depending on the class. Each lesson/ unit should be followed by extensive exercises so that there is no need of a separate workbook. But if need be, a separate workbook may also be prepared. The workbook will have the same number of corresponding worksheets as the number of the comprehensive units of the textbook. The supplementary reader will have about 6-10 pieces meant essentially for self-study promoting reading for information and pleasure. The supplementary reader should preferably be issue-based.

The learning materials require to be developed keeping in view the different classes so that the learning is 'without any burden on the learners' of the concerned classes. In other words, the quality content and the number of lessons should not appear taxing on them.

The Textbook and the Supplementary Reader will contain Bihar specific issues and topics in abundance. About 50% of the space will be given to the works of other languages used widely in Bihar. The standard translation will be preferred for this purpose

**The recommended weightage in terms of marks is 40% for the textbook, 40% for language work including oral testing and 20 % for the supplementary reader.**

### Suggestions for the selection of textual materials (Secondary Stage)

1. Contents as well as vocabulary of other subjects like science, social sciences and environmental science should adequately be included. This will help reinforcement of learning along with

- meeting the linguistic needs of the child, enabling him to use English in various social contexts or learning situation.
2. Similarly, there should be a meaningful correlation between the teaching of other languages and English.
  3. Representative pieces on the suggested topics should have sufficient Bihar inputs. For example, while dealing with Travel and tourism, places like Rajgir, Nalanda, Lauria etc and topics like Golghar, Patan Devi, Bodhivriksha, Shershah's tomb etc. should be given priority.
  4. Genuine Bihari writers in English or good texts on Bihar should be included with priority in the textbook.
  5. Standard translation from different regional languages/ mother tongues should be given 50% space in the supplementary reader.
  6. Attempts should be made to integrate different skills on a given topic.
  7. The textbook should pinpoint the test to be given and suggest activities at the end of every lesson.
  8. The cultural context should be taken into consideration in which value –education and the guidelines of the preambles of Indian constitution should be suitably incorporated. Among other things, constitutional principles need to be included especially the philosophy of the preamble and the values implied in the chapter on the fundamental rights and the fundamental duties.
  9. Folk tales/fables/ legend/ local history should adequately be included.
  10. Adequate emphasis should be laid on the actual use of language in a variety of ways.
  11. With a view to achieving the objectives laid down in the syllabus textbook and workbook are required to be made for enhancing the levels of learners' competence and performance in English in the light of the syllabus prescribed for the purpose.
  12. Incorporation of important recent event/happenings.
  13. Students should be given some enlightenment on the disaster management plan

#### Time available and coverage of syllabus

The number of working days in schools is over 220 days. However, due to various compulsions, the number of periods available in the schools of the state for actual teaching is not more than 180 days. The syllabus in English is designed in such a way that it can be covered in 100 hours, i.e. roughly five periods of 40 minutes duration per week. The entire session will be divided into three terms with two units each. Emphasis will be laid on the integrated teaching learning of the four linguistic skills in each unit. The lessons, therefore, have to be divided accordingly so that the learners undergo a natural learning process of communicative skills. Pronunciation, stress, intonation and accompanying gestures have to be made an important component of learning English language. This can be presented schematically in the following manner:

| Term        | Unit   | Dialogue hours for covering the prescribed course | Dialogue hours for revision | Total dialogue hours                             |
|-------------|--------|---------------------------------------------------|-----------------------------|--------------------------------------------------|
| First Term  | Unit 1 | 14 hours                                          | 02 hours                    | 33                                               |
|             | Unit 2 | 14 hours                                          | 03 hours                    |                                                  |
| Second Term | Unit 3 | 14 hours                                          | 02 hours                    | 33                                               |
|             | Unit 4 | 14 hours                                          | 03 hours                    |                                                  |
| Third Term  | Unit 5 | 14 hours                                          | 02                          | 34                                               |
|             | Unit 6 | 14 hours                                          | 04                          |                                                  |
| total       |        | 84                                                | 16                          | 100 (roughly 150 periods of 40 minutes duration) |

## Evaluation

Evaluation will be an ongoing and continuous process. Ongoing evaluation becomes meaningful only when teachers and learners, both, are ready to take responsibility for their own progress not paying much attention to external benchmarks (real or imaginary, immediate or ultimate). This entails deeper understanding on the part of the teachers to be able to perceive and appreciate subtle changes in children's language learning and proficiency. This also entails a deep understanding on the part of the learners because learning process is individual and self-regulatory.

Evaluation depends heavily on **how** and **how much**. Experiences tell that learners participate in evaluations with more comfort when the experience is not always a failure and the outcomes can be seen as a legitimate and appropriate way towards the next step in learning.

Evaluations gain in meaningfulness when the children are clear about the immediate role played by current evaluation methods within the learning process. Continuous evaluation has to facilitate and guide teaching by determining the learner's current stage of development or attainment, in order to identify her "zone of proximal development".

For this, the teacher of English is expected to keep individual records of the learners and note down periodically the progress made by individual learners. He/she should also note down the problematic areas of each learner. This will help him plan remedial teaching.

In ultimate analysis, the purpose of evaluation should be an exercise towards 'the discovery of a learner' so that her creativity and originality can find an exposure for her much needed recognition and appreciation. **Such a 'learner' should appear as a 'face in the crowd' instead of being a face lost in the crowd.** This, however, does not, in any sense, mean ignoring the average.

The chief objective of the present syllabus is the harmonious development of the four language skills. However, holding a formal, time-bound examination for all these skills and sub-skills is not practically feasible. This should be done through continuous assessment, in addition to the formal examination.

The overall pattern of the two **modes** of assessment at Class IX is as follows:

|                                 |            |
|---------------------------------|------------|
| <b>1. Continuous Assessment</b> | <b>60%</b> |
| a) Conversational skill         | 20%        |
| b) Assignments                  | 20%        |
| c) Formal testing               | 20%        |
| <b>2. Final Examination</b>     | <b>40%</b> |

It is desirable to pass in continuous assessment and final exam separately. However, a student may be promoted if the aggregate marks obtained by him in continuous assessment and formal testing is 30% of the Full Marks.

### **Continuous Assessment:**

Listening and speaking should be the focal area of the continuous assessment, as these skills are not incorporated in the formal testing pattern for various practical reasons. Unless a way is evolved to assess listening and speaking skills, they will remain neglected and thus the development of the learner's communicative competence will not be proper. These skills, therefore, should be brought under continuous assessment. To ensure independent and creative thinking on the part of the learners, s/he should also be assigned tasks including project works. This should also be an important component of continuous assessment.

It is also to be noted that the continuous assessment of the learner's achievement is made throughout the year, through a variety of activities carried out within each class or school. Such activities may be formal, but in order to assess listening and speaking skills, it is important that a large proportion of the marks allotted should be derived from informal procedures. It is, therefore, recommended that marks should be allotted as follows:

|                                                                                              |            |
|----------------------------------------------------------------------------------------------|------------|
| Conversational skills, debate, group discussion, etc.                                        | 20%        |
| Assignments                                                                                  | 20%        |
| Formal testing ( 1 <sup>st</sup> and 2 <sup>nd</sup> term examinations including unit tests) | 20%        |
| <b>Total :</b>                                                                               | <b>60%</b> |

**Further details:**

**a) Conversational skills (20%)**

Conversational skills- both listening and speaking- may be evaluated either through informal assessment (20 marks), or through a combination of informal assessment (10 marks) and formal assessment (10 marks)

(I) **Informal Assessment (20% or 10%)** Wherever in the course work the students are required to discuss, role play, simulate, express a point of view etc., the teacher should monitor the activities and quietly observe each learner's participation. This process should continue throughout the term. A **Conversation Skill Assessment Scale** is given below. For each skill, a learner may be awarded marks from 0 to 10, but specifications are given only for bands 1,3,5,7 and 9. Using this scale, a teacher can place a learner between the two given bands; for example, a learner falling between bands 3 & 5 would be awarded 4 marks, and more deserving learners could be awarded 10 marks. Learners should be informed at the beginning of the year that their class participation will be assessed in this way:

**Conversation Skills Assessment Scale**

| <b>Listening</b>                                                                                                                        | <b>Speaking</b>                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The learner shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;          | 1. The learner shows ability to use only isolated words and phrases but cannot operate at connected speech level;                                                  |
| 3. S/he has ability to follow short connected utterances in a familiar context;                                                         | 3. In familiar situation, s/he uses only short connected utterances with limited accuracy,                                                                         |
| 5. S/he has ability to understand explicitly stated information in both familiar and unfamiliar contexts;                               | 5. S/he shows ability to use more complex utterances with same fluency in longer discourse; still makes some errors which impede communication                     |
| 7. S/he understands a range of longer spoken texts with reasonable accuracy and is able to draw inference,                              | 7. S/he organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication |
| 9. s/he shows ability to interpret complex discourse in terms of points of view; adopts listening strategies to suit different purposes | 9. S/he can spontaneously adopt style appropriate to purpose and audience; makes only negligible errors.                                                           |

**(II) Formal Testing (10%)**

Informal assessment is preferred to assess conversation skills. However, a school may, if it wishes, reserve 10 of the 20 marks for formal assessment which should be held towards the end of the year. The formal assessment should be conducted as group interviews. Learners should be organised in groups of 4 or 5 and each group in turn should engage in a discussion on the given topic. To discourage rote learning of a speech, the topic should be notified only 10 minutes before the interview takes place. During the discussion, the teacher (preferably together with a colleague) observes the learner's performance and awards each one marks out of 10 according to the assesment scale. A school may opt for individual interviews if the procedure suggested above is not feasible. For this, debates and speech contests may be held.

### b) Assignments (20%)

Based on course materials, a number of activities can be identified as suitable for continuous assessment assignments. These may be in the form of project works. The learner's performance in carrying out these assignments will be recorded and counted towards his final mark for the year. 20 marks have been allotted for these assignments.

Since speaking is not assessable through a written assignment, it chiefly forms the part of conversational skill assessment. Reading and listening can be assessed through course book activities which lead to a written product such as notes, a table or a summary. In view that these assignments are meant for listening and reading skill assessment, learners should be awarded marks as objectively as possible according to the extent to which they have understood, whether through reading or through listening. The learners should not be penalised in such assignments for errors in punctuation, spelling or grammar. Marking of these assignments will be based on the content expected to demonstrate comprehension and for this reason assessment scales will not be necessary.

Assessment of writing skills forms an important and integral part of the overall assessment of the learner's use of English language. A number of assignments, therefore, will focus on writing skills and involve extended writing.

The chosen assignments should vary each year. Throughout the year, the teacher should keep a record of marks awarded for assessments carried out either class or as homework and these marks should be aggregated to provide each learner's final marks out of 20 allotted for assignment. Final examination at the end of the class IX carries 40%.

#### Formal Written Tests:

The questions for the 1<sup>st</sup> Term, 2<sup>nd</sup> Term and the Final Examination will be set as follows. 1<sup>st</sup>

**Term Test:** 100 % questions will be asked from units prescribed for the 1<sup>st</sup> Term.

**2<sup>nd</sup> Term Test:** 30 % questions will be asked from units prescribed for the 1<sup>st</sup> Term and the remaining 70 % from the units prescribed for the 2<sup>nd</sup> Term.

**Final Examination:** 10 % questions will be asked from units prescribed for the 1<sup>st</sup> Term, 20 % from the units prescribed for the 2<sup>nd</sup> Term and the remaining 70 % from the units prescribed for the Final Term.

### Syllabus: Class X

| Sl. No. | Teaching Items                           | Method                                           | Objectives                                              | Remarks/<br>Textual support                                                                                                                                   |
|---------|------------------------------------------|--------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.      | Word Accent and Intonation (contd.)      | Oral exercises                                   | Listening and Speaking skills                           | Sufficient inputs for practice/ drilling                                                                                                                      |
| 2.      | Group discussions on contemporary issues | Oral exercises                                   | Developing Listening, Speaking and argumentative skills | Issues like the justification of the capital punishment in the modern context. Or issues like 'Relevance of teaching literature in the Age of Globalisation.' |
| 3.      | Comprehension                            | Reading with understanding and writing exercises | Ability to respond effectively in writing               | <ul style="list-style-type: none"><li>• Unseen passages both factual and literary of varying length</li><li>• Graphs/ charts/ Tables etc.</li></ul>           |
| 4.      | Reading of tales/ short                  | Reading and                                      | Reading with                                            | Pieces of native English                                                                                                                                      |

|    |                                                                                                                                                                                                                                                                     |                                               |                                                                                      |                                                                                                                                                                                                                                                                                                |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | stories /short plays                                                                                                                                                                                                                                                | Writing exercises                             | understanding and imbibing virtues                                                   | writers, Indian writers, commonwealth writers and Bihari writers                                                                                                                                                                                                                               |
| 5. | Reading of informative pieces/essays                                                                                                                                                                                                                                | Extensive Reading                             | Reading for understanding and expression                                             | Issues related to environment, disaster management, forestry, adolescence, human rights, Adventure and imagination, cultural diversity and unity, health and reproduction etc.                                                                                                                 |
| 6. | Recitation of poems for enjoyment and understanding                                                                                                                                                                                                                 | Oral and Written exercises                    | Enjoying and understanding poems and imbibing human values and/or encountering truth | Wide ranging themes comprehending different aspects of life and society (4-6 poems)                                                                                                                                                                                                            |
| 7. | Writing (composition) exercises                                                                                                                                                                                                                                     | Controlled, guided and free writing exercises | Using appropriate format and style of writing                                        | Sufficient inputs should be given to encourage <ul style="list-style-type: none"> <li>• Letter writing formal and informal</li> <li>• Writing a paragraph on given verbal and /or non verbal clues</li> <li>• Writing notices and messages on given verbal and /or non verbal clues</li> </ul> |
| 8. | Translation from mother tongue (structure based sentences)                                                                                                                                                                                                          | Writing exercise                              | Ability to translate from mother tongue into English and vice versa.                 | Interesting, informative passages of universal or contemporary significance                                                                                                                                                                                                                    |
| 9. | Grammatical items and structures:<br>a) Reinforcement of items like: <ul style="list-style-type: none"> <li>• Sequence of Tenses in connected speech</li> <li>• Reported speech in extended texts</li> <li>• Use of non-finites</li> <li>• Passive Voice</li> </ul> | Oral and writing exercises                    | Listening, Speaking, Reading and Writing skills                                      | Sufficient examples followed by extensive exercises based on or related to the text.                                                                                                                                                                                                           |

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| <ul style="list-style-type: none"> <li>• Sequence of Tenses in connected speech</li> <li>• Reported speech in extended texts</li> <li>• Use of non-finites</li> <li>• Passive Voice</li> <li>• Punctuation marks (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)</li> <li>• Preposition</li> <li>• Synthesis using cohesive devices</li> </ul> <p>b) Phrases and idioms including Phrasal verbs and prepositional phrases</p> <p>c) Clauses: Conditional clauses</p> <p>d) Subject-Verb Agreement</p> |  |  |  |
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## General Overview

### 1. Introduction:

Language, the chief function of which is communication, is the most distinctive trait of human society. The very acquisition of knowledge depends on language. Language is a marker of our identity and is closely associated with power in society. We can hardly do without language in any walk of life.

The knowledge of English is especially very important in the age of globalisation we are living in. The richness of this language and the existing stock of wide knowledge in English make it immensely useful. It is a window on the world and an access to the growing store of knowledge in science, technology and humanities.

We have to acknowledge, whether we like it or not, that English plays an important role in the domains of education, administration, business and political relations, judiciary, industry etc and is, therefore, a passport to social mobility, higher education and better job opportunities.

The mushroom growth of the so called 'English medium' or public schools in every nook and corner of the state and the people's preference to such schools is a testimony to the growing importance and need of English which needs to be addressed in the curriculum /syllabus of the state. The very principle of equality entails that English should not remain associated only with the rich, elite or the upper middle class. Even a rural child of the underprivileged has an equal right to gain a sufficiently good level of proficiency in it so that he should not suffer discrimination for lack of it.

With the changes in the aims and objectives of education, redesigning curricular framework and thereof revision of syllabus becomes a compulsion. This compulsion is the positive strength of a live education system. Unfortunately, this has not been the case with the education system in Bihar. The last

revision took place about 13 years ago and hardly any significant attempt was made in these years to update the syllabus according to the needs and requirements of the learners or the society.

Even the last revision that took place 13 years ago lacked in a very essential element, i.e. socio-economic, cultural political context or what can be termed as 'Bihari input'. It was exclusively based on the recommendations of the NEP 1986.

The neglect of 'Bihari input' in the syllabus has very unhappy consequences. The learners failed to find any substantial link between the life around them and what was being taught in the classroom. Rote learning thus got hold over understanding.

The guidelines of NCF 2005 framed in the light of the well known report "Learning Without Burden" has shifted the focus from the teachers to the learners, confining the former to the role of facilitator only. The NCF 2005 recognises learners as the constructor of knowledge and sees multilingualism as strength in the classroom. It prescribes five guiding principles. These include/imply:

- ❖ Connecting knowledge to life outside the school
- ❖ Ensuring that learning be shifted away from rote methods
- ❖ Enriching the curriculum to provide for over all development of the child rather than remain textbook-centric, and
- ❖ Making examination more flexible and integrated with classroom life
- ❖ Nurturing identity of the learners within democratic polity

The change in attitude to teaching and learning necessitates the revision of the State Curriculum Framework and thereof the syllabus of English language. It is high time we recognised the importance of creating socio-cultural contexts that would encourage children to participate actively in understanding and create appropriate communicative practices. The Bihar inputs and the appropriate use of mother tongue in the classroom will accelerate the pace of learning and thus can help the learners overcome their fear of English. It's time we removed the notion that English is difficult to learn.

The present syllabus owes much to the NCF 2005 and the NCERT syllabus developed in the light of NCF 2005. The attempt has been to accommodate the NCERT syllabus as far as practicable in the context of Bihar. This has entailed, to some extent, the omission, modification and even shifting of many of the objectives, learning strategies and learning outcomes to another class.

It is important to state that, unlike the NCERT syllabus which is only stage wise, the proposed state syllabus is developed both stage-wise and class-wise.

Special emphasis has been laid on oral drilling and building vocabulary of the learners at the primary stage. It appears necessary as the children in the state are mostly of rural background and they lack the exposure to English language or English vocabulary at the initial stage. The children who follow the NCERT syllabus are mostly from urban background and hence they have exposure to English or at least they pick up a fairly large number of English words even before they come to schools. Hence, the NCERT syllabus for Class I and II can expect their children to develop ability to 'enact small plays /skits' and 'talk about themselves, members of the family and the people in their surroundings' but this will be too ambitious an objective for the children with rural background and with little or no exposure to English language and its vocabulary.

Methods and techniques of teaching have been dealt with in details for classes I-II. However, for the rest of the classes this has been done stage-wise rather than class-wise. Attempts have also been made to correlate learning outcomes with the learning objectives at every stage. The NCERT syllabus has been of great help in this connection.

Attention has also been paid to integrate contemporary issues with the core components, prescribed in the National Education Policy and academically accommodate them in the light of the local needs and specialities. This aims at improving the state syllabus knowledge-wise and objective-wise.

The proposed syllabus also recognises the availability of actual time for the classes as an important component of syllabus designing. This has an important bearing on the selection of content materials quantitatively so that the syllabus does not exert any unnecessary pressure on the learners.

The learning of grammar has been visualised as the process of discovery of English usages. Hence, more emphasis has been given on the learning of the functions of the words than on their grammatical terminology. It is hoped that this will enable the learners use structures and vocabulary appropriately in different contexts and social situations both orally and in writing.

A very significant feature of the proposed syllabus is that the continuity of linkage has been maintained at each successive level of learning from class I to class XII. The emphasis has been to ensure the integrated communicative competence by the time the learner passes ten +2 level. It is for this reason that the syllabus recommends measures to assess and evaluate the oral proficiency as well.

## **2. Linguistic, Social and Cultural Features of Bihar**

Bihar presents a complex picture in terms of socio - political and multilingual educational conditions. The urban population, here, is barely 10% of the total population. The remaining 90% have rural background. Agriculture continues to be the mainstay of the state's economy, though there is a note of emphasis on shifting to industries to enrich the existing economy with a view to getting rid of educational backwardness.

However, notwithstanding the illiteracy and socially underdeveloped condition of the people of Bihar, English is widely in demand as a subject of learning in schools. The mushroom growth of so-called English medium schools even in the remote corners of the state is a testimony to the growing demand for English which the state must address to.

Linguistically, Bihar is a rich composite of several local dialects/ languages that serve as mother tongue in different regions. These dialects/ languages include Bhojpuri, Maithili, Bajjika, Bengali, Magahi, Angika and Urdu besides Hindi which is the medium of instruction in the government schools. The linguistic regions of Bihar are like distinctive cultural regions. Bihar is very rich in the stories and verses that have no recorded version as yet, but they are living on the tongues of the people. Along with these stories and verses the folk art forms are both culture preserving and culture transmitting. The cross currents of various cultures transmitted through various languages are very strong and together they make the rich cultural heritage of the state.

## **3. The status of English in India**

English in India is the most powerful medium of official proceedings and files. It serves as the link language in the multi -lingual context of the Indian society and the medium of instruction in the higher education and even in the primary and secondary education as far as public schools are concerned. The status of English as a medium of instruction can be understood from the fact that the English version of the NCERT books on any subjects are more in demand than their Hindi version or for that matter their editions in any other Indian languages.

English is the exclusive choice in the library related works. The cataloguing and all other activities related to libraries are done in English. In other words, English is the medium of accessibility to libraries.

English enjoys a very respectable place in the business circle. Accountancy and auditing depend heavily on this language. In fact, it is the language of international relations, management, commerce, trade and industry as well. Internet, that has become so popular today and has shrunk the entire universe into a small unit, uses English as its medium of operation. The operation of Internet, or for that matter computer, is very difficult without the knowledge of English.

Moreover, Indian novelists, critics, and intellectuals belonging to various fields are creating valuable literature in English. The English knowing sections of the Indian society not only have power and prestige but have also become the opinion makers at the socio - political and cultural levels. There is a great need to learn and teach English to our younger generations because apart from its various usage, English also functions as an integrating force at the intellectual level.

#### 4. The status of English in Bihar

English had been the language of education and administration in Bihar during the British days. After Independence, even though it was made a non-compulsory subject at school level, English did not lose its importance. It continued to enjoy prestige and power at the social and administrative levels. However, a bias against English also prevailed among the average students especially with rural background that "English is a tough subject". The decision did help the students pass examinations without English but they felt handicapped when they went for higher or technical education.

**It is high time we corrected the 'mistake' and incorporated English in the State syllabus as a compulsory subject.** This will be an incentive to the learning of this language. Teaching of English in Bihar has also to keep in mind that **English for an average Bihari is L<sub>3</sub>; Hindi or Urdu is L<sub>2</sub> and language like Bhojpuri, Maithili, Bengali, Magahi, Angika and Bajjika etc are L<sub>1</sub>.** This multilingualism is both strength and a hindrance. It helps the learning of English but it also brings some specific problems with regards to pronunciation of certain words and the use of certain structures. Attempts have been made in the proposed syllabus to redress the hindrances and use multilingualism as a positive help.

#### 5. Language and language learning objectives

Language is used for a variety of purposes ranging from daily discourse to the acquisition of knowledge and power. Even the introspection that helps us define and refine our thoughts depends chiefly on language. How else can we clarify our thoughts if we do not learn to talk to ourselves? In a nutshell, we need language for our qualitative existence.

The ever-expanding horizon of knowledge and the globalisation of society necessitated the need of a language that can be used as a link language globally. Needless to say that in the present context English is the only language that serves this purpose. English serves as a link language also in the multilingual Indian society. In other words, **English brings unity in diversity.**

Learning of language, here English, however, is different from learning subjects like History, Geography or Physics etc. Unlike the content subjects, skill-subjects like English deserve different treatment. Here, **the objective is not to impart information or knowledge but to develop effective communicative competence that again depends on the development of four skills namely listening, speaking, reading and writing.**

The learners must also be equipped with such politeness and powers of persuasion that they are able to negotiate all communicative situations with tolerance and dignity. The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations. Such a development of linguistic proficiency depends heavily on fostering certain skills as mentioned under the sub-head **"The skills to be stressed upon and taught"**.

#### 6. English language learning problems

The first and the foremost problem that comes in the way of English language learning is the preconceived bias that English is very difficult to learn and even more difficult is to secure pass-marks in it. This bias against English is very common even among the teachers for the simple reason that the majority of teachers themselves are not very competent to handle English language classes. This adversely affects the learning process.

**To overcome the learner's 'fear' of English language it is important to produce textbooks that are contextually rich and provide incentive to the innate curiosity and creativity of the learners.** Textbooks of English should be designed in such a way that they enhance children's awareness of their immediate surroundings. The use of the languages of the learners may turn out to be most productive for teaching English. **Attempts should be made to exploit multilingualism as a teaching**

strategy in the classroom. Urdu, Hindi, Bhojpuri, Maithili, Magahi, Angika, Bajjika, Bengali etc. could be rich teaching resources. This will help them arrive at linguistically significant generalizations and overcome their 'fear' of the language.

A practical solution to the teacher's unpreparedness to the task of teaching could be the **preparation of teacher's handbook or manual, spelling out methods and techniques to teach specific teaching items.** The appropriate notes for teachers in the textbook itself would also be of great practical value.

**The learners with rural background are not very familiar with English words. Their vocabulary is very poor even at the Secondary and the Intermediate levels. Hence, special attention has to be given to build their vocabulary from the very beginning.**

It is futile to teach isolated grammatical items to students as this isolated teaching does not generate interest among the learners; it rather appals them. Hence, attempts should be made to ensure that the knowledge of Grammar emerges from an active engagement in communicative practices: the examples of different structures should be given at each stage in a graded order in order to help them develop mechanism to digest and practise it.

### **7. Attitudes to be nurtured**

Language learning depends heavily on the attitudes and motivation of learners and teachers. To ensure the positive motivation and involvement of the learners in the teaching-learning processes, it is important that the teacher is positively inclined towards pupils of diverse linguistic, ethnic and socio-cultural backgrounds. It is high time the teachers appreciated the fact that **all languages represented in their multilingual classrooms are equally scientific and should receive equal respect from the teacher and the taught. Besides, languages flourish in each other's company.** The global standing of English owes much to the extensive borrowings it has made from and the intensive interactions it has had with almost all the languages in the world.

The use of multilingual classroom as a resource can also help in reducing the anxiety levels of learners. It can also help in raising their awareness levels of self-respect, self-discipline, respect and care for others, interdependence and cooperation. Last but not least is the basic attitude to teach and learn so that both the teachers and the learners can grow together. That will also help in promoting admiration for all cultures and all languages. Such an attitude will certainly have an impact on the personality of the teachers and the learners so that they can grow together to make all expressions in language not only cultured but also humane.

### **8. Content and Material**

The proposed syllabus emphasises on the integration of the ten core components identified in the National Policy of Education. Since all contemporary concerns and issues cannot be included in the syllabus of a single class, attempts should be made to select and grade these content and materials keeping in view the age and level of the learners. Some emerging concerns like environmental issues, conservation of resources, population concerns, disaster management, forestry, animals and plants, human rights, safety norms and sustainable development need to be suitably incorporated in the course content. There is also a felt need of incorporating the issues emanating from them. They are detailed hereunder:

- Self, family, home, friends and pets
- Neighbourhood and community-at large
- The nation-diversity (socio-cultural, religious and ethnic as well as linguistics), heritage (myths, legends/ folk tales)
- The world: India's neighbours and other countries (their cultures, literature and customs)
- Adventure and imagination

- Sports
- Issues relating adolescence
- Science and technology
- Peace and harmony
- Travel and tourism:
- Mass media: print media, electronic media
- Art and culture: local heritage, folk literature, folk arts, local history
- Health and reproductive health

The syllabus also emphasises the use of appropriate language for different purposes and functions; for example, greetings, classroom situations, home situation, street scene, bazaar, marketing, shopping, business, sports, games etc which can be expressed through simple dialogues. All structures, patterns, immediate contexts, situations and vocabulary to be used for them need to be selected and graded in view of the age group, level, simplicity and frequency. They should be established through examples and reinforced through drill, practice as well as repetitions. **Care has to be taken not to mention any structure or grammatical item in particular while teaching the young learners so that the learning may be experience-oriented.**

### **9. Continuity for linkage at different levels**

Continuity for linkage at different levels reflects the vision of the teaching plan. It gives a definite direction to teaching learning process in the light of the objectives laid down in the curriculum framework. Continuity helps the learners achieve basic linguistic proficiency without exerting any extra pressure on them. Their progression is guided and purposive. Needless to say that the lack of continuity proves very taxing on the learners who find themselves groping in want of a graded and guided progression.

It would be in the interest of the learners if the syllabus from class I to class XII are prepared with the continuity for linkage from one stage to another.

### **10. The skills to be stressed upon and taught**

Listening, Speaking, Reading and Writing are interrelated. One skill cannot be developed without developing the other. One cannot read correctly unless one knows how to speak well. **Speech is the language.** So, pronunciation should be given priority. It can be taught by a teacher by pronouncing correctly. Some sounds of English don't exist in Hindi or regional languages or mother tongues. Those areas of weaknesses and difficulties have to be kept in mind by teacher while encouraging classroom interactions and participation.

The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations. Such a development of linguistic proficiency depends heavily on fostering certain skills as mentioned below:

- ❖ The learner should acquire the ability to listen and understand, and should be able to employ non-verbal clues (signs, gestures etc) to make connections and draw inferences.
- ❖ The learner should develop the habit of reading for information and pleasure; draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions.
- ❖ The learner should be able to employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
- ❖ The learner should be able to identify a topic, organise and structure thoughts, and write with a sense of purpose and an awareness of audience.

- ❖ The learner should be able to understand and use a variety of 'Registers' associated with domains such as music, sports, films, gardening, construction work, etc.
- ❖ The learner should be able to use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc.
- ❖ The learner should be able to use language creatively and imaginatively in text transaction and performance of activities.
- ❖ The learner should be able to develop sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom.
- ❖ The learner should be able to refine his literary sensibility and enrich his aesthetic life through different literary genres.
- ❖ The learner should be able to appreciate similarities and differences across languages in a multilingual classroom and society.
- ❖ It is important for the learner to notice that different languages and language varieties are associated with different domains and communicative encounters.
- ❖ The learner should become sensitive to the inherent variability that characterises language and notice that languages keep changing all the time. It is possible for a student to notice the differences between her own speech and the speech of her, say, grandparents.

### **11. The role of a teacher: What to be taught and how?**

The role of a teacher is to reduce his indispensability to the minimum and motivate self-learning by provoking students into putting questions, discussing, role playing and concretisation of abstract ideas through a real life situation and audio-visual aids. Hearing takes place effectively if two or more senses are simultaneously employed; one hears, sees, understands and internalises through inference, judgement, drawing conclusion, and making comparison and contrast.

What is to be taught is the language used in daily life-like situation. It is not divorced from life. One way to ensure this is to select themes/sub-themes in conformity with the learners' immediate environment – physical, social and cultural. These should lead to an understanding and practice of the values enshrined in the constitution of India, including the Fundamental Rights and Duties.

Language learning is best facilitated in input-rich communicational environments. Inputs include textbooks, learner-chosen texts, class libraries, parallel books and materials in more than one language, media support (learner magazines/newspapers column, radio/audio cassettes), and authentic materials. The importance of textbooks remains indubitable. However, in addition to textual materials, various other inputs such as cards, charts, advertisements, texts produced by children, brochures, pamphlets, radio, T.V. news, etc should also be brought into the language classroom.

English spelling is not always based on its sounds; it is not spoken as it is written. But Hindi is spoken as it is written. So, English sounds have to be taught repeatedly.

The structure of Question is more difficult than that of a statement. Articles 'a', 'an', 'the' are more difficult than other determiners - 'my', 'your', 'his', 'one'. So first begin with such determiners and then come to Articles 'a', 'an' and 'the'. First 'a', then 'an', and then 'the'. A teacher must keep in mind what structure and pattern of English has no equivalence in the students' mother tongues. Such structures should be taught through repeated exposure. **Exposure should be given through drill and practice.**

### **12. Stages of learning**

To ensure proper progression of learning, four stages of learning have been envisaged. These stages are: Primary, Upper Primary, Secondary and Intermediate or +2. The syllabus has been developed both stage-wise and class-wise. The objectives and learning outcomes are given stage-wise but teaching units with specific objectives have been given class-wise.