CONCLUSION
CONCLUSION

Summing Up

In the last chapter, the lesson plans given are just a model likely to be adopted or adapted to the newly introduced course by the teacher as a ‘learning manager’ (Lewis 2000: 183). In the conclusion initially we will try to sum up whatever has gone before arriving at this point, and finally to look for an overall teacher position along with its future pedagogical and other academic implications, if any. This dissertation has started at a critical stage of ELT development both globally and locally. Rapid changes have been afoot in close sequence, like quick shifts in the language policy of the Government, both Central and State, within a shorter span of time. To concentrate on such a crucial phase in language study, one can find the H. S. stage very significant and special for being just at the centre of total educational set-up. Yet, despite all the efforts and attempts to usher in a lot of changes in it, the actual situation shows little responses to them all. This time it is the first ever major overhaul in the H. S. course since its inception three decades ago in 1976. Other earlier changes including some methodological shift in 1989 were mainly a routine work. The developments this time are hardly negligible, starting with the class-wise split-up of the whole course pattern including examination system, textbooks preparations, etc. (Samsad Parachiti 2005).

The present author has tried to look into the situation from the right/wrong side of the table, that is, the classroom teacher’s perspectives against the backdrop of learner objectives. This is because, above everything else, the plan of implementing a teaching programme ultimately lies with the classroom teacher in the company of a group of learners. But, as any teacher programme cannot be complete without the involvement of learners, a survey among teachers and their students were undertaken to ascertain the validity of the hypothesis about the outlook of both teachers and learners about it. The samples collated and analysed have provided a substantial support to the formulation of a pedagogical approach
which may look after learner needs within the course framework. Further, timely supports have arrived from several research works in the field of vocabulary teaching in recent time. As the course offers a ‘multi-syllabus’, as seen earlier, accommodating a number of teaching items of various sorts, one particular approach initially seemed inadequate to serve them all properly. Depending upon the general outlook of the Council it is mainly the communicative approach that has been extended from the Secondary English teaching course. In addition, other relevant learner-centred research findings for the teaching of language skills, particularly reading and writing, are accessed to realise course objectives. To meet so many diverse ends, say, from intensive reading to extensive reading, that is, reading text pieces as well as the rapid reader, writing from interpretative answers to creative ones, doing grammar works, etc., an overall language-based approach is found workable. It would at least provide a pedagogical structure and framework to actual classroom activities (Widdowson 2003).

For a language course like the H. S. English (Group B), the approach that has a linguistic orientation is found to be more effectual to meet intermediate learner needs more concretely than any prevalent practice here. Of course, to accommodate the diversity of items in the syllabus, it is proposed to allow some other approaches now out of fashion in theory only for the sake of learning expediency due to the long acquaintance of learners and teachers (Chapter 2). As some exercises in the textbooks show some focus on lexical forms and their use as different word classes, the classroom teacher can use her/his own discretion to take to the traditional grammatical approach. If, above all, it proves learner-friendly, it is quite appropriate. Beyond all this, it is again the latest version of lexical approach by Lewis and others which appears to offer a comprehensive look to provide a fitting conclusion to the initial premise of this dissertation. That approach provides an interesting and challenging proposition for teaching practitioners in our context.

The present study is carried out at a transition period between the old H.S. course and the newly revised one. Actually, as the project was brewed up on the ground of strong dissatisfaction with the course plight, the Council’s plan for an overhaul of the course took time to come out into light to justify the necessity of this work. Yet, as the latter has been
greatly drawing upon the existing order, it is felt necessary to have a look at probable consequences of the new one on the basis of some earlier experiences, particularly from the teaching-learning point of view. Reforms, or even drastic ones, are not new in English language teaching in our academic contexts. The modern educational history of India, since the time of Macaulay, can amply prove it. So, when this project is being carried out, the feedback from the new course is a matter of conjecture. Still, its overall prospects cannot be completely unpredictable for one with some experience and understanding in the field. As actually, whatever reforms are envisaged in the programme, their prospects largely rest upon the overall approach of their grassroots implementers. That point may have acted as a drive behind this work which has tried to throw light on this learner or learning issue from teachers’ perspectives.

Alongside the survey on the needs of learners, the other one, as shown earlier, zooms its focus of attention on teacher approach too. It is true that teacher responses are equally student-oriented; it is used to further ascertain learner needs recorded. Teachers’ viewpoints add but another very relevant perspective for the projection of learner needs and views. In other words, most of the inquiries made of practising teachers stem from the viewpoint of learners. While it is a common practice to perform a needs analysis of learners or subjects under focus, here the second set of survey is directed towards the needs analysis of teachers too. The purpose is to address the questions of ELT in the concerned area from the angle of both teachers and their students. First, it is aimed to focus on teacher needs and attitudes to their professional duties. Second, it seeks to get another perspective of study of the learner response in relation to their overall position in the ELT.

The factors of evaluation are kept outside the purview of this paper, as evaluation does not directly form part of classroom teaching methodology (Richards?). Yet, it is pretty well-known to us all that the classroom is very much under the strong impact of examinations all the time. The classroom teaching has often been dictated by the terms of examinations, particularly its question patterns.

This dissertation has started on a hypothesis with fresh attention to vocabulary in the first attempt to improve the current methodology of teaching English (Group B) at the H.S.
level. It is the mostly demanded linguistic item by students in classroom teaching. This glaringly exhibits the acute dearth of confidence among students, and so they would like to start from the crutch. Of course, this is not a good or positive sign. Yet, to provide them with some support through word meanings, the Council’s two sets of Selections can prove themselves to be a timely help. While working with teaching materials selected for teaching and learning, so far all the earlier Selections had made us feel for the acute dearth of a word list or glossary. Rather than taking a cue for simply such a list, those current Selections provide for well-covered annotations against each text piece. So, the current ones are right up to the needs felt by the present researcher. This would prove very handy for classroom teachers to deal with texts. Moreover, it could be equally useful for learners to use them on their own for independence. It has been found to be the basic need for both teachers and learners at this level, particularly in a language with a vast range of lexicon.

Following this hypothesis the survey has sought actual learner responses which supports such a lexical provision. The survey reports stated earlier have supported the hypothesis with one or two added features in the same line. It all proves that the line of direction that the present work follows has finally led to an enlarged area of latest vocabulary researches at a higher level of phrase, idiom etc. (Michael Lewis, et al., 1997; 2000). Those researches have come to a great help here for such a work like this on the particular point of vocabulary. Every language study, as we all know, starts with a search for a set of terms; hence the craze for a word book among our learners and their guardians from early childhood. Incidentally, all wordbooks are invariably bilingual, giving just the SL equivalents of L1 key entries (R&R ). Every language study sets as its first aim the comprehension of what the subjects encounter in learning it. In using a language one needs some command of a minimum set of its vocabulary items or ‘general service’ lexis.

In the latest socio-cultural theory while either the ‘cognitive’ theory of language study is rejected for its view on thinking and speaking as being one and the same, or the communicative one (Carruthers and Boucher 1998, in Lantolf 2000/2001: 7) just looking upon those two as being quite separate. There is a kind of dialectic unity between them in actual use as part of a complex process of language use (Vygotsky, in Lantolf: 7; Bakhurst
To preserve that dialectic unity it is urgent to get a unit of analysis, and in that search Vygotsky posited ‘word’ as that very unit. For him in a word meaning the central core of thought and linguistic form associated with it can be brought together. The ‘micro-cosm’ (Lantolf 2001: 7) of an individual consciousness can be uncovered through words.

Limitations

It had begun with an apprehension that the methodology as a vast subject for such a formal work as this would lead one nowhere. So, we started with a concentrated focus on an elementary area of teaching which could open up the bigger zone of language for learners to explore for themselves. Hence, the hypothesis tries to strike the basic core of learner difficulty, in the belief that once they can have a sound and confident take-off, the rest would take care of itself without much teacher intervention.

Truly enough, the topic of this paper is outwardly very vast. Yet, in order to be specific and particular in approach to meet the huge challenge, the work has gradually narrowed its focus on one of the many features identified in the study. If the work fails to address those issues adequately, which is of course the case here in such a moderate work, it at the least hopes to show them up all in the form of a few statistical data given below (Appendices). Secondly, the data collected and studied here are by nature restricted. They are empirical and representative, though with an inherent drawback of ‘scantiness’ for those vast context variables. For instance, the needs of learners, though earmarked through some objective means, are still likely to be insufficient with regard to the huge number of students (above 400,000 this year). Thirdly, the survey may have some subjective leanings. Because, the topic is prompted by the personal experience of the author. And the area of such a research depends a lot upon the common sense of both the author and subjects. Fourthly, the study is teacher-oriented in the main just for the sake of its ultimate motive of learner-orientedness, though it has set its target at the aspect of teacher performance. And within it the further limitation lies with the hypothesis of working towards the vocabulary-based approach as a basis in classroom pedagogy in teaching English (Group B) at the plus-two level.
Finally, the ground-plan of this paper broadly leaves out from its ambit the prevalent system of evaluation. Evaluation adds the finishing touch to the total context of formal teaching programme. It may be necessary just for the ranking of learners into a handful group for the convenience of their categorization. Yet, this work puts its full faith in the actual classroom performance of both the teacher and the taught. It is of course for the assessment of classroom jobs and achievement that the evaluation is designed. As evaluation is supposed to reflect the classroom performance of both teachers and learners, that much attention is here paid to it so as to return to our ultimate point of vocabulary teaching along with taking care of other course work. So, it ought not lose its focus of search on that major area of learning for the sake of better show-up any particular occasion.

Current Practice: Its Prospects

It may be better to go to the optimal length of involving both sides of the table. That would be an ideal progress for the fruition of the vast project of providing an additional language with an international coverage besides the mother tongue in the H. S. curriculum. That way a proper balance of terms can be made possible between two most intimate and crucial parties in the academic field. And that would hopefully lead one to the new context of ‘learning-centred’ education from teacher-centred through learner-centred (Hedge 2003). In that direction the overall Indian context both within the class and without can immensely support the approach if rightfully applied.

At almost every phase of course planning wittingly or unwittingly it is the teacher position that is taken for granted. It is almost like the age-old view of teachers and common people that the learner learns whatever they are taught (Penflorida, in Richards & Renandya 2003). And teachers are there to deliver the goods the syllabus provides for them. It is this belief that often preoccupies the people concerned with the framing of the language teaching programme (LTP). This general approach about teachers would incidentally leave some free space for them to work in on their own. Theoretically, this area is the area of teaching methodology which is the sole reigning area of an individual teacher. To some extent, it is also true to say that teachers usually enjoy that sort of freedom in their everyday work of
teaching. But, as it is already said, this kind of absolute freedom in teaching for them would be very likely to make them indulge in personal individual choices. This trend, as we all know, would lead to some unplanned, disparate teaching practice at the cost of LTP in general. Of course, as the study has shown here, the individual teacher approach is neither unwelcome nor uncommon. Yet, so far as the LTP is concerned, the individual approach of teaching is to be reconciled to the overall teaching plan.

In that case it would be the proper realization of the target implied by the popular phrase, ‘learner autonomy’ (Scharle and Szabó 2000), though the present work looks at the situation from the teacher position. This is because, above all, the plan of implementation of a teaching programme ultimately lies with the classroom teacher in the company of a group of learners. Whether it is teacher-fronted or learner-centred, it counts to a large extent upon the teacher for success or otherwise. As the trends have been evolving in teaching paradigm, the concept of pedagogy and/or methodology may soon lose the monopoly of teacher obsession. It may better go to the optimal length of involving both sides of the desk. That would be an ideal progress for the fruition of the vast project of providing an additional language with an international coverage besides the mother tongue in the H.S. curriculum.

That is why a fresh teacher attitude and orientation is felt necessary for any consistent results. And the present study is a search towards that direction. So, it is not at all an actual model to be revered and followed with utmost sanctity, which is neither possible nor desirable. Actually, among such huge variables, complete uniformity is a myth. The concept of uniformity is to be matched with that of variability, which is to be the actual complexion of the context. The present dissertation aspires after some workable framework for practising teachers to have a working space within limitations of the present pedagogical ambience. It may help teachers, first of all, to take stock of their general and individual situations, or, to freshly point out their vantage points as well as their disadvantages in facing an unequal challenge of bringing home the objectives of the revised syllabus.

In most of the cases teachers’ once-in-service-time training and/or professional study may have lost its charms, whatever it has, for themselves. Furthermore, the syllabus of such professional course(s), that is, B. Ed., may be incompatible with their professional
challenges. The course may not address their actual teaching conditions all the time; nor is it necessary too. To set it on the right track at some places, say, practice teaching (PT), the course planner as well as the executants ought to revise the current practice of conducting PT only at the Class VIII standard, and would do better to open up the option. In that case, the PG students can opt for a higher class in their practice teaching stint. This paper has rather tried to instil a positive attitude amongst the teaching fraternity to take up their assignments in a challenging spirit.

The Council from time to time have been making appraisals and studies of the course on the basis of official feedback from its own sources. It is more so now when the new syllabus is afoot. The revision work with the current H.S. course is not yet over for over a year after its introduction in 2005-2006 session. Yet, all its endeavour is above all 'top-down' (James 2001: 46) and of course restricted. With the whole shebang of reforms in right earnest the attempt does not pay due weightage to the predicament of classroom teachers there. It is the syllabus first that comes down mainly upon the teachers to shoulder the whole burden in their individual capacity. There are similar other constraints the teacher has to work under. The textbooks are prescribed, the set of students is provided, the time schedules are given, and similar other things are there over which the classroom teacher has got very little control. Yet, to meet this great responsibility properly, teachers need a fresh orientation and approach in spite of their qualifications and adequate first-hand experiences with classroom reality.

This dissertation, in such a circumstance, humbly hopes to meet that need of the teaching community or at least to help them to feel and articulate the need for that purpose. It further aims to raise the level of teacher awareness (TA) for their position and activities. In that case, a model of successful and individual teacher performance can come within the knowledge of the whole English teaching community. We cannot brush off the idea of a professional forum (like the English Lovers' Association of Chandannagar) with them coming up in the future. Or, the Council might come up with some suggestions for their mutual exchange of views and experiences through seminars, workshops or similar other courses on a regular basis. The present condition of arranging occasional and restricted
meetings and workshops is far from satisfactory, and falls pretty short of the need of the hour. The Council even harness some academic body, a professional institute or any agency like the Institute of English to offer the teachers some professional help on a regular basis.

Conceding that the existing professional course(s) are not adequate for the purpose, one can at least feel that they are not totally lost with the trainee-teachers. The teachers may feel frustrated, and show a scanty attention to its value. Yet, when they meet their classes, and find the situation very un congenial, it is that professional education which would indirectly arrive there to bail them out. The 'metacognitive' knowledge of pedagogy cannot be so easily got rid of; ideas once learnt so auspiciously may disappear outwardly, but can stay and work in the subconscious. For instance, training or no training, each and every teacher, does make some kind of lesson plan for their each and every class consciously or unconsciously. The green horns in this profession may not formally frame up their lesson plans for their classroom jobs. In such cases, they can easily consult their senior colleagues, and actually follow their suggestions to overcome some initial hassles. The professional course like other general courses may not be free from the intrinsic flaw in its approach. It ought not to be very rigid in its theoretical niceties. Rather, it should also be flexible and open-ended to accommodate aberrant data from its teacher-participants who can offer actual information and down-to-earth data from their time-honoured experiences. Thus the in-service professional course can render its subjects resistance-free and 'immunity-free' to any further development in their professional field like the current reform. On the other hand, the teaching community should equally develop a fresh temperament to get an interactive mood; of course, the practising teachers there who I met were found quite forthcoming with their views. Just a free and frank outlook on the part of everyone concerned could take it far to make both ends meet together at least for the sake of our learners. Again, as it is natural in all other cases with the top-down approach, this change or orientation should also initiate from the top, that is, the Council itself. It is because of the vastness of the context which may be beyond the capacity of an individual teacher or other organizations or teacher forum. Otherwise, it cannot be possible for a centrally-located body like the Council to pursue the implementation without full co-operation from the grassroots.
A. It is true that our English teachers are not its native speakers, and the learners are exclusively exposed to a non-native variety of regional English. Both teachers and learners are the SL users of English as are those in an EFL teaching contexts in Japan or Egypt today (Cook 2001). Thus, our learners are definitely missing the precious exposure to the native varieties of English, particularly the standard variety. It is again this absence of the native-speaker teachers which is the cause of the restricted exposure to the target language, whatever be the model. Yet, the ESL teaching situation in our country hardly looks for English for integrative purposes as it does in English-speaking countries, or even in mainstream ESL studies (Urquhart and Weir 1998, Cook, et al., ibid.). The other type of ESL teachers, that is, the non-native ones, have their severe limitations as regards their production of the language (Brumfit et al.).

In spite of that, these groups of teachers, who are there in our situations, share a number of advantages unlike their native counterparts. 1. The overwhelming majority of the teachers and the students in the state-aided schools hail from the same cultural and linguistic background, and they all share the same cultural (Richards 2001) and linguistic knowledge. This feature is referred to as ‘cultural assumption’ (Carter and Nunan 2001: 4; Cook 2001; Richards 2003). Classes thus can be monolingual; that’s why both the sections tend to use the mother tongue or their first language, that is, Bengali in the present case. 2. The ESL teachers have come out more or less of the same academic set-up as their students. So, they are well-acquainted with the advantages and limitations of the teaching situation. 3. The non-native teachers have the rare privilege of having mastery in two languages, the target language as well as the mother tongue. The native English teachers have just one language (Cook 2003), definitely a great disadvantage on their part. The insight of the two (or three, the third being Hindi) languages must offer a greater linguistic advantage than those who can use just one language. From this situation stems another benefit for non-native English teachers. They have got a unique opportunity of looking at a second tongue in the light of their L1 learning experience (Deignan 2001: 9). Being bilingual between Bengali and English, teachers can easily feel the learner situation with mutually more or less the same background. Both of the groups share the same L1 and L2. This way the teachers are quite
closer to their students than their native English counterparts in the L2 teaching situation (Carter and Nunan 2001: 4). The non-native Indian teachers (in our case Bengali teachers) of English are better placed to look into the L2 learning problems of their students in the light of their L1 (e.g., Bengali) background (Cook 2001, Richards 2001). Such a position may immensely help the teacher to look into the advantages and disadvantages of learning English from the perspectives of Bengali as their common L1. It is so for the reason that the L1 outlook of the learners, i.e., Bengali in our case, of English as an L2, has had a strong impact on their L2 learning process. That is what non-native teachers of English would have as a privilege to understand and implement necessary changes in their teaching contexts. Yet, it has its own practical drawbacks too. It tends to cripple the use of the target language, and drives both of them inexorably to the overuse of the L1 even in their academic space. Often it is found to be a monolingual affair on the wrong side of the case. Now, to recount a few further advantages.

It is true that for Carter and Nunan the 'authentic' native-speaker version is linguistically preferable for its non-native speakers, which is 'less real/rare'. Pedagogically, however, the latter version can be a better proposition. For other ESL researches abroad the subjects are the immigrants with the integrative purpose in their native English-speaking context. Whereas the majority of learners here, that is, the learners of English as a second language, may need English to interact with other non-native, non-Bengali compatriots in the Indian subcontinent. People like Braj B. Kachru, Kamal Sridhar et al. (1997) have tried to place the special stress upon the localized non-native varieties of English which they have claimed to be as authentic as the standard native model on their own right. They can garner further support in favour of their view from the very recently stated comment by Graddol (2006: 15). There he tries to forecast about the fast growing role of Asia, mainly India and China, in shaping the future of global English.

Whatever approach we may evolve as acceptable for the H.S. English (Group B) course, it can never be an ever-fixed one or a best one for practising teachers. The learning and teaching situations are ever so 'dynamic' and full of variables. In spite of this, the purpose of this kind of study is to develop a pattern adaptable for all sorts of learning
situations prevailing in the state. As the situation is ever fluid and dynamic, any approach to fit into it has to be empirical and pragmatic. And the purpose of such a study as this is to discover a pattern out of it in order to match it with the existing teaching-learning theory. It is of course a two-way process between the theory and the actual practice. As the theory would provide a general framework and specific insights to teachers for all practical activities of teaching and learning, the actual practice may equally in return provide fresh evidence either in support of or in opposition to existing formulae. This would encourage among teachers some sort of action research at the classroom level, and instil confidence (Lewis: 96-7). Such an attitude is to induce willingness in them to have an informed assessment of the prospects of the intermediate English course (Group B). It can at least be hoped to come to the service of the teaching fraternity in the field. It would be in some respect a sort of an operation research in the field of Higher Secondary English teaching. This way it is an ever-going and ever-growing process for the emergence of a systematic and uniform pedagogy among our teaching community.

The actual classroom situations of both teaching and learning would itself be the catalyst for the emergence of some feasible approaches. It really becomes all the more viable, would the working teacher, as is often the case, approach the case with his/her insights for the immediate needs or demands of learners. And this insight is formed out of the inexplicable alchemy of both their knowledge and experience. Teaching is not most of the time just a mechanical step-by-step drill; it is but artful and intuitive (Brown 2003: 10, in Richards and Renandya eds.). Brown conceives of teaching too as a non-linear process at many places, so that it can adequately meet the specific learner needs which are equally non-linear. Linear teaching can never be congruent with non-linear acquisition (Lewis 2000: 170). It is the teacher who alone can predict the ‘micro-behaviour’ of the system, whereas there are many others outside who can easily predict just its ‘macro-behaviour’ (ibid.: 169). The teacher mindset or attitude would be very prompt to meet the learner demands, however petty they may be. This alacrity is a sign of intelligence, and to the students would send the signal of an academic cooperation and consideration. The classroom context would thus make allowances for any kind of activities either by the teacher or by the student(s) or
by both which may promote learning attitude among the learners as well as the teacher.

As the situation is fast changing and fluid in the area of theoretical pedagogy, our earlier attitude may be quite suitable and timely. This vacant phase is really both advantageous for a fresh approach and at the same time vulnerable too. As per Simon Andrews, the communicative methodology has outlived its time in the 1990s itself. And still now no appropriate one has so far come up in its place vacant. That’s why Andrews’s proposal for a still ‘communicative approach’ appears quite applicable in our context. And it is only the informed crops of teachers who can more than hope for their applications. And that position, it can be hoped, would make for the growth of that brand of teachers to be called ‘autonomous’, which we may better call ‘the teacher autonomy’ in line with the popular concept of ‘learner autonomy’. Maybe, the concept of ‘Professional autonomy’ of teacher (Penny Ur 2002, in Richards and Renandya eds. 2002/2003: 389) is meant to denote a deeper understanding of principles of professional action to innovate an individualized approach in order to relate to others’ innovation, not to adopt blindly experts’ messages. It is true to say that as an individual a teacher feels free to enjoy some sort of personal freedom in her/his own way. However, day by day a growing pressure makes a teacher to work under certain severe constrains, both internal and external. Of these two the external one is mainly examinations, technically called ‘extrinsic’ motivation (Lewis 2000; Harmer 1996: 3). The teacher should convert this external constraint into an ‘extrinsic’ motivation or ‘examination-related bonus’ (Hill, Lewis and Lewis 2000: 95). In such a pressing situation, the easy escape is not impossible. So, for a teacher to get her/his own desired respite in the classroom, the individual must have a deeper understanding of the situation or the context of teaching-learning. In that case, the teacher can have her/his time while engaging the learners in a number of fruitful activities. And it would serve her/his in both ways. The exhausted teacher can get the respite while students would get no scope to create a disciplinary problem in the class. As to do is to learn, the teacher must set some task or even a game for young learners to be engaged in something very pleasing and healthy.

Yes, it is true to say that the curriculum has clearly stated its two major goals of reading and writing, and that this paper all through has equally endeavoured to seek and
develop every opportunity to bolster that pursuit. Yet, learning a language is to be a natural process for all purposes. And so to give learners a language may not be a two-sided attempt for its proper acquisition. While focusing on just two of the four major language skills, it is neither possible, nor desirable, to be solely confined to them. The other two skills, i.e. listening and speaking, akin to them, are most likely to intrude. For instance, a learner may even turn her/his reading knowledge to the development of not only writing, but also speaking. If so, if she/he so desires, why not pay some attention to the listening skill too? Now, the question is, how? While reading dialogues in plays, fiction, such as ‘The Bishop’s Candlesticks’, The Story of My Life or ‘Mani and Rajam’, learners may take to role play. Knowing how to transfer knowledge from one area to an unknown area is a common cognitive mode of learning. For instance, students learn through listening too at the initial stage; it is the teacher’s target to turn them from listeners to readers. For Kramsch (2001: 6) good readers can be engaged in a talk with a text. For Lamb teachers talk to show the ways of consciously getting engaged with the reading matter, and this would help students with a ‘smart future’.

The final teacher position, in such a circumstance, seems to be very complex, yet significant. The language teaching theorists in the last decade of the twentieth century are mostly in favour of learner autonomy in the formal teaching context (Mitchell & Myles 1998: 16). Of course, in the SLL situations outside the target language countries, the learners have to heavily depend upon their teachers as well as classroom teaching. The classroom teachers of English in our contexts urgently need to modify their naturally adopted style of autonomy in classroom teaching. The concept of ‘teacher’ autonomy may sound novel and maybe strange. Yet our teachers try to fall upon their own handpicked style of working with textbooks in the classroom, when their theoretical backups, as always/often is the case, fail to do justice to their designs or to meet contextual exigencies. The teacher needs analysis is therefore aimed at the position where teachers can on their own analyse the existing teaching position in general and the newly cropped-up cases in particular in relation to the revamp in the system. That would be the obverse of the usual practice of educational bodies in our country. That is, this is somewhat a bottom-up approach unlike the usual top-down
processes of our educational system. The classroom is the bottom-line of educational setup since the imperial rule in the country. Its impact is not totally absent; it has its furtive presence here and there (Mathur 1995). The total setup of the system comes down from the highest level of policy making through the classroom teaching to the assessment level/feedback for the authority.

Only the matter of dealing with the framed-up syllabus and textual materials is left for the classroom teachers in the company of target learners. Then, at the term of the term the Council, the higher authority, hold the examinations on the basis of the syllabus, irrespective of how it was covered inside the classroom. So, all along, not only the educational policy but the overall structure of the language teaching practice is invested with the authority in the name of uniformity and maintenance of 'standards'. Therewith the basic implementation of teaching is impaired leading to the decline in learning. Such an attempt as this paper may go the whole hog with the teacher's job being well cared for. The guarantee of check against that care for 'standard' would of course materialize through teacher autonomy, if not through class autonomy.

Again, to balance autonomy against anarchy, teachers are to be attached to the Council as its major wing. This attachment is to be mutual, otherwise co-operation will be hampered. It is however for the Council to initiate the process through school authority, and to maintain it regularly. And through consciousness-raising with the use of such work as this would facilitate autonomous growth of teacher within a uniform structure.

The revised mode for the evaluation of the course separately for the two classes of XI and XII, is planned to be held by the Council itself on the basis of its own question papers. It is never the frames of questions the teachers actually set, and encounter in the classroom. So, as any individual effort cannot aspire after framing any new model in place of the official format, this paper may at best suggest the frame from the individual teacher standpoint. If it is the teacher and their practice of teaching that are to account for the final end-of-the-year outcomes in the assessment of learners, the teaching community need to work out a policy of their own. Of course, that evolved mode would hardly go against the basic framework of the Council programme as a replacement, but rather an alternative(s) or
a suggestion. Even within that structure of the syllabus teachers can rightly have their own on-the-spot, which of course they do have, approach and strategies, maybe uninformed and out-of-frame or out-of-date. This is what the author of this paper try to mean by ‘teacher autonomy’, more or less.

As claimed earlier, this kind of field survey, however limited in capacity, is done sincerely, and as such, it seems to be unique in the H.S. English (Group B) teaching situation in the state outside the enterprise of any public agency. Yet, such a store of data collected from the grassroots might come up to some use for any further research in the field in future. Or, even any educational body/bodies including individuals might equally avail of whatever use they would like to make out of it for academic purposes anywhere and at any time. This apart, any other findings and/or insights evolved out of this paper may very comfortably be availed of for the same above-mentioned purposes. This work thus in every way looks forward for any future use of it for the promotion and advancement of the teaching-learning of English and/or thereby any other language-related purpose anywhere at any time. Secondly, the mode of the survey adopted and adapted for its application to the local West Bengal English teaching context too may equally be available for all those varieties of studies and/or monitoring, evaluation, etc. Or even the model designed here to serve the particular purpose of this paper, can also serve any such works in future in whatever modified form(s) of their respective necessities.

Thirdly, this paper can reasonably hope to lead to some fresh areas of research that the paper has just touched at, or has incidentally picked and chosen. The survey reports as well as the overall study can open up some maiden area(s) of study, such as the thorough needs analysis of practising teachers emerging from this survey on teacher aspects, a gender approach to learner position, etc.

The English teachers hold a very crucial as well as critical position in the educational setup. They teach not just a language and its contents. They thereby do not just teach a subject. The methodological insights that this work may provide, would also be open to any further use and pursuit in the ELT set-up.

The teachers’ approach can be outlined from outside like this, but never fixed. Because, wide learner variables and other perspectives demand only an overall flexible
framework for teachers to work in. And the epithet this approach commonly goes by is none other than 'eclectic'. Yet, to save it from its very vulnerable misuse in the name of teaching anarchy, Brown's epithet, 'principled' in relation to the teacher's choices in a pedagogical sequence of techniques can be added to the formulation like eclecticism (Brown 2002: 14). Why is it not simply 'eclecticism'? Or, why not simply 'principled' one? 'Eclecticism', according to the definition of the Oxford Dictionary by A.S. Hornby (2000: 399), is the approach of 'not following one style or set of ideas, but choosing from or using a wide variety'. In other words it may mean the pick-and-choose approach on sheer convenience. The term as such should not mean the selection of the best one. Because in pedagogy there cannot be any such term to be called the 'best'. Even people like Cook (2001:228) dismisses it on the same reason that none of the styles are 'complete'. Willis and Willis (1996/1998: 169) go to the extent of regarding it as 'unprincipled'. 'Eclecticism', once frowned upon, now helps to widen teacher repertoire, essential for effective teaching (Reid, in Carter and Nunan eds. 2001). Eclectic approaches may approve of what Kramsch (1993/2001: 5) seems to have meant by 'everything-goes' attitude both in learners and teachers, and these may relieve the teacher of much of their responsibility. One might better explore various ways in which learners learn to learn (Kramsch: 6).

Such differences are due to the differing notions of the concept of eclecticism. Reid (2001: 32) takes it to mean the use of a variety of approaches, Cook (2001: 228) makes it to denote a contrastive approach to two styles that meet the same issue of L2 learning than different ones. It is rather Marton (1988 cited in) who has preferred to have it mean only certain sequences between various methods. Again, for teachers with 'God's plenty' in their day-to-day job, it may better be qualified further as 'pragmatic' eclecticism. So, the teacher may even find a hackneyed or an outmoded or 'unprincipled' one as appropriate for his/her job for the instant. Widdowson (2003:19), however, dismisses eclecticism as being 'random expediency', or 'ad hoc reaction to immediate circumstances'. He rather prefers choosing from a range of teaching options the teachers get to back up her/his action with reasons from ideas on them. This approach can be supported by the latest studies in the 'post-communicative' era. Like Kumaravidelu, Widdowson too talks in favour of the special type
of classroom settings as being real. The CLT may not allow questions which are not ‘real’, that is, those to which learners genuinely have not got any answers. Yet as a real social setup for learners the classroom settings can equally usher in ‘ritual’ and ‘nonsense’ as the real life does.

This might come up to such a style as adopting a way of immediate and urgent situational needs to be met by the teacher on an exigency basis, a kind of impromptu means to meet the emergency without bothering about any theoretical niceties or rigour. In spite of it all, the teacher, instead of breaking away from any known principles related to it, should have a bent to keep to the norms as much as practicable. For instance, in case of a vocabulary problem where there is the possibility, the teacher may easily offer the learner(s) its L1 ‘alternative’ in translation for semantic causes (Gairns and Redman 1986: 17). Or, even in cases of cultural transfer without any common means, the teacher should encourage learners to ‘export’ (the quote is mine) their own L1 words (e.g. ‘rakhi’, ‘fuchka’), perhaps, with their close translation constructs; in a second language usage this is now approved. Besides ‘communicative efficiency’ (MET July 2005: 6), the look for the correct form, the best form, the most appropriate structure may seize our teachers’ attention in the classroom. It is true to say that besides the learners’ conventional practice of producing correct utterances or sentences their cognitive skills should include the skills of making hypotheses and drawing conclusions based on comparisons between the L1 and the L2. Widdowson’s assertion also comes to meet the same point that a classroom context likely to promote the language learning process must be modelled on the interests and concerns of learners, on the culture of the classroom, rather than on the target.

The seeming lack of educational vision among some language teachers is a sign not of eclectic choices but of uncritical acceptance of the dominant educational ethos of the society (Kramsch 2001: 183). As beliefs hardly match with practice in every field, what teachers have to accomplish as their targets in classroom are often with the help of makeshift methods. Anyway, whatever a classroom teacher accomplishes to meet some instant and/or constant needs of his/her students, should rather fulfil some conditions of pedagogical principles. The non-native L2 situations like those in India and particularly in West Bengal,
are quite unlike those prevailing in native L2 contexts, as in England or in US. And as such, the ESL as a discipline here is in spirit an effort to decolonize the education system (Viswanathan 1989: 3). Here, unlike the native English L2 background, our non-native English setup requires as its basic approach English mainly for its instrumental use, not an integrative one. And eclecticism is that approach which needs this theoretical outlook. To some extent it is true to say that every thing in a controlled context is bound to be eclectic; textual pieces are selected eclectically (Raimes 1983: 11). Only the classroom set-up being greatly controlled is then handed over to teachers who thereafter get it as being open to free manipulation and manoeuvring. As such, the teachers’ duty is bound to be eclectic to match all the odds and ends assembled together even in a controlled class.

Teachers will usher in small changes with the use of some collocational exercises, if not in a great quantity, alongside the word-based ones in the syllabus. This is to help learners to gain confidence and ‘control’ over their own learning, as teachers take them step by step close to a target of some autonomy.

**Learner Autonomy**

The real goal of all sorts of activities associating with a syllabus from top to bottom is learning. And to achieve that end today it needs to develop learner autonomy; in our language learning context this ultimate goal is to be realised with the help of literary texts (Sinclair: 138). For this development there are some tentative strategies to be reviewed and tested for their potentials and efficacy. First of all, it may be assumed that learners need some resources or knowledge. To be autonomous learners must obtain that power to decide for themselves the way(s) as well as sources of the content. For Holec (1981) the more useful view of learner autonomy lies about potential learner behaviour, that is, the capacity and ability to learn independently. On the contrary they may choose to be dependent. While the learners’ high level of autonomy can fail in one setup, it may succeed in other contexts. The teacher must consider the whole personality of learners, encourage them to grow up, to be aware of, follow or articulate their own needs. The teachers have to strike a balance between several options before them in their teaching for some time. So the
teacher at first has to try to help them develop their personal and intellectual potential, and to keep them responsible for their own lot. Learners are to be familiarized with metalanguage like ‘headline’, ‘metaphor’, and ‘genre’ appropriate to their level. They are also to be armed with the methodology used in the classroom for dealing with texts. While providing these to learners the teacher should give public explanations for the learning of certain activities (144).

An instruction for self-direction may include questions to be answered, or for asking students to select some newspaper cuttings, clippings and to bring them to the classroom. In so doing the classroom teacher may go to a good extent of dealing with articles of other types too, outside the syllabus. These may not be simply the reports of public interests, but may be of types like sports, business, politics, culture, etc. These reading exercises may better be integrated to the task of writing in a ‘combined skill’ course like the current one under study (Conzett 2000: 94). On finishing their reading texts readers may be asked to prepare a report on them immediately. The students feel it dull to undergo such a reiterated deed day by day. Paradoxically, too, the very same students feel it formidable to write on their recent reading exercises. Because, while doing that, they constantly feel their responses would be marked and graded (Sinclair: 144). An autonomous learner need to have another quality to select reading texts of their choice for some reading purposes. The one very elementary checking of a book before reading would involve one into counting the number of unknown words a page. If the number of new words not known to the reader go beyond six or ‘seven’ (Woolard 2000: 43), the book would be put aside for the moment. The learner autonomy can be employed to work as a check for the teacher autonomy. The fear expressed over the excess of teacher autonomy turning into teacher autocracy or whim, which is though next to impossible, can be removed by the proper development of learner autonomy. The independent learners would be attentive only if they can follow what their teacher is actually doing in the classroom. Such a state of self-reliance would also ensure the soundness of learner judgement, particularly in the case of the current concept of teacher appraisal by the learners themselves.

Strategy for learning is a hackneyed word without much sense now. Rubin (1975:
43, cited in Carter and McRae eds. 1996: 145) defines them as those which are simply techniques or devices which a learner may use to acquire knowledge. Although teachers use certain learning techniques in their language classrooms, they do so in a generally unprincipled and unsystematic manner (Ellis and Sinclair 1989b, in ibid. 145). Practitioners and researchers in the field of strategy training and learner training seem to agree that the promotion of learner autonomy and learning how to learn needs to be carried out in a systematic way for learners' benefit. Systematic learner training consists of activities and procedures which combine metacognitive with cognitive strategy training. For O'Malley et al. (1985) students minus metacognitive skills are bound to be directionless, and lack the ability to review their progress, accomplishments and future directions. Reading skill would be an asset in that direction. As a skill it is a complex one involving a number of processes like skimming, scanning, recognizing various genres, reading speed, intensive and extensive reading process (Day and Bamford 1998), reading style, etc. The best sign of learner development lies in the learner's proficiency in self-assessment. And the low-proficiency learner on the basis of that result can set out the short-term target for himself/herself. The learner's organising skill would exploit reading resources available to him/her, and would encourage the learner to take a proactive role. With the development of several task responses through cognitive and metacognitive processes the learner can build up a repertoire of techniques and approaches which would help them to read independently. The reader might have to guess or interpret the meanings of unfamiliar words or expressions, and through cognitive processes to identify, and makes use of clues in the text like schemata or knowledge of the world, text genre and so on. The purpose is to promote greater learner autonomy through teaching literatures of all sorts, greater self-direction, etc. The major purpose unlike the popular one now is not just to increase the learner's intellectual potential, but also his/her capacity to take on more responsibility for personal development. Teaching literature can provide a systematic training to learners using two well-known techniques like explicit training by the teacher and a self-questioning approach for the learner. Above all, all the high-flown ideas of Sinclair and others may not be straightaway applicable to our teaching-learning contexts if not modified by experienced teachers and education experts.
This work has at first tried to locate some of the problems lying in the pedagogical situations at the H.S. level in West Bengal.

**Further Forward**

The ELT is an ever-growing area in the present-day world where international communication has been growing fast day by day. It remains an open subject with huge variables as to the status of English and its divergent applications all around the globe. With the ‘inner circle’ remaining more or less static, the other two spheres of the ‘outer circle’ as well as the ‘expanding circle’ are ever expanding. With these bright national and international prospects in sight, the situation in West Bengal too is of course taking a positive turn. Though it is a late start in comparison with the national development, the Council has this time very sincerely tried to bring about drastic changes to suit the outer world. In such a changed context here, the onus of success of these changes in curriculum development, syllabus design, and also in the preparation of the teaching materials (TM), would ultimately fall upon classroom activities of teachers and the taught. As initiators and ushers of it all, the classroom teachers earlier as well as now would be held responsible for the success or failure whatever it may be. And this time the case can be more so, as the Council has at least done at least its minimum share of action in the teaching programme. For this, the needs of teachers now should be to urge the Council and/or other relevant forum to arrange for an intensive training programme as soon as possible. In the survey, the item no. 5 in the questionnaire for teachers has tried to address that need from teachers’ side. It is a kind of recording some of the needs of practising English teachers. Ninety-two per cent of respondent teachers have given an affirmative reply while four per cent has given a negative reply. Another four per cent has kept a mum (Appendix).

In this ever-growing context, the H.S course would be a very crucial stage of growth for New India. The future India would finally peep through the threshold of this intermediate level to a larger canvas. The rapid expansion of higher educations in the country in newly emerging disciplines very urgently needs a strong contingent of engineers, technicians, administrators, managers, et al. And in all these areas English would be a
common factor whose development is an indispensable part of the total programme. At least, in the national context our professionals would succeed depending on their progress in their last compulsory English course at the intermediate level. Even to work within the state with open economy and globalisation at their back the professionals do urgently need a sound communication skill to work in national as well as in international context. To repeat it again, the teachers have got two specific aims, it is to augment a better student performance, in the final H.S. Examination and in personal and professional life to come. The two-way approach that has already been discussed, may provide a structure for them to work in. First, they are bound to deal with the course materials inside the classroom, and along with it they can take the learners into confidence and hand over the key to knowledge. While doing the first job, they can simultaneously accomplish the transfer job at their own ease. At the end their teaching method, that is, the first type of teacher autonomy, is expected to produce the second or target one, that is, the learner autonomy. In other words, the first autonomy is to lead to the second one.

In spite of all these suggestions, the ELT field in the non-native set-up, is a far greater conglomeration than elsewhere. It is very difficult to predict its future fallout for certain at once. It is far more difficult to propose and implement any definitive method(s) for the fast growing subject. At best one can find out some shifts in temperament and attitudes to the whole ELT context in this place. Yet, it would be better to keep the options and the mind open for any future change in it. It is not the end, rather the beginning; rapid and further changes are not unexpected. Within the range of this project with proposals put forth fresh searching can be made learners either to detect any flaw(s) or to enrich it with other complements. The teachers are similarly to be open-minded through their autonomous outlook. Otherwise, chronic ills from the traditional target of integration would still haunt the mindset of us all, particularly teachers. The instrumental approach to teaching English in a non-native background may hopefully come to help classroom mediators to overcome a number of obstacles in teaching the second language. And that would just be there to help their learners in turn. To help teachers in any way is to help their learners in turn, to repeat. This dissertation looks forward to such a direction to be initiated in both top-down and
bottom-up methods, which together in effect is known as the 'interactive’ approach between two ends (Day and Bamford 1998: 12).

The role of a teacher in an L2 English class is extended to be seen not simply just as a mediator or a disseminator of knowledge before her/his learners, but as a researcher too (McDonough and Shaw 1993: 300). For Ramani (1987) it is looked upon as ‘theorising from the classroom’, and he again proposes for a training procedure for the sharing of subjective responses to various kinds of classroom data. Classroom teachers can turn to be the ‘initiators’ of a research and development as well as the ‘recipients’ of external investigation and findings of professional researchers or educational administrators (Hopkins 1985: 128-9). What Hopkins has got to say as regards teachers’ thinking about their classroom activities, would boil down to a sort of teacher ‘cognition’ and ‘metacognition’. With this knowledge and awareness they would improve the present teaching-learning situations, and in that endeavour it can be a better job if they put together their ‘personal theories’ (Tann 1993: 55, in James 2001: 4) and ‘public theory’ (Eraut 1994: 70, in James: 5). In the view of Sancho and Hernández (1994: 92, in James 2001: 19), an ‘independent’ teacher is to be a ‘reformer’. For such a job to be undertaken the teacher would have to reflect in action, in her/his work and in relationship with students. Such an involvement in their job with constant reflections in it would help teachers to find their own individualities. Such an engagement is to encourage them to interact, and set up a good rapport with their participants (James 2001: 4). This much progress can be the humble target of the present study. And from its judicious application in the actual classroom practice can emerge its further modification, if not a fresh approach.

NOTES

1. For the illustration of ‘macro-behaviour’ and ‘micro-behaviour’ Lewis’s instance of meteorology would be very pointed. As in meteorology it is quite simple to predict the general climate of a place at a particular time, it is equally difficult to predict the weather even beyond a week.
ENGLISH -‘B’
(Revised in 2003)

PRELIMINARY NOTES

Objectives of the course

a) to effect a smooth transition from the Secondary to Higher Secondary level and from Higher Secondary to Degree level; to enhance communication skills; to satisfy workplace requirements.

b) to enhance comprehension and writing skills with special emphasis on independent writing. These should incorporate coherent description in logical sequence, handling of information, narration of events, composing reports, short dialogues, letters and paragraphs.

Changes envisaged

To shift emphasis from explanation of texts in classics to development of argumentative skills, through exercises from the text. Selection of pieces on a much wider range of subjects and authors while keeping the length of individual pieces.

Introduction of translation of English for developing vocabulary and skill in using language on one’s own.

Comprehension to be based on passages from Rapid Reader and also short poems and short stories or other prescribed texts.

Objective type questions, precis-writing and note-making to be dropped.

3. The topics marked with asterisk (*) are recommended to be effective from the session 2004-05.

PAPER I

Full marks = 100

1. Prose : 30 marks
2. Poetry : 30 marks
3. Play : 20 marks
4. Textual Grammar : 20 marks

[10 marks for essay type question and 5 (=3+2) marks for short answer type question]

PROSE

At Erection

21. The singing Lesson Katherine Mansfield
22. The Night Train at Delhi Ruskin Bond
31. Raman and Mani R K Narayan
(Mahjodi Days)
1. Packing
   (Three Men in a Boat)
   : Jerome K. Jerome

2. The Last Leaf
   : O. Henry

3. The Best
   : G. K. Chesterton

4. The Murder of Julius Caesar
   (More Tales from Shakespeare)
   : S. E. Paces

5. The Devoured Friend
   : Oscar Wilde

6. To Build a Fire
   : Jack London

7. The Deadly Mission of
   Phineas Snoodgrass
   : Frederick Pohl

8. Further Progress in
   Specialisation
   : Stephen Leacock

B. Non-fiction
1. Meetings with Maharajah
   : Satyajit Ray

2. Our Films Their Films
   : J. Isaac

3. The Struggle Against Dowry
   (The Search for Freedom)
   : Manikuntala Sen

4. Cosmos chapter 1
   : Carl Sagan

5. Robert Frost at 80
   : T. Norgay and Ulman

6. The English We Use
   : J. Isaac

7. Ice helps to Light Fire
   (Physics for Entertainment)
   : Ya Perelman

8. Dream comes true
   : M. K. Gandhi

9. Our Culture, Their Culture
   : Rabindranath Tagore

10. To eradicate Untouchability
    : by School Children (Chelmsford)

11. The School I would like
    : Bertrand Russell

12. Silly Mistakes
    : (Unpopular Essays)

13. Bringing up Baby
    : with Elizabeth David

14. A Zain in My Luggage
    : by School Children (Chelmsford)

15. Insects from Life
    : General Durrell

16. A Woman in Our
    : Civilization
    : Jim Corbett

17. Women in Our
    : Changing Society
    : Violet Markham

191
14) Science and War: J. Bronowski
15) Bhopal: The Lessons of a Tragedy: S. Hazarika
16) "What a piece of work is man... quintessence of dust": (Hamlet) Shakespeare
17) How to Read a Book (Extracts): Virginia Woolf

1) The Divine Image: William Black
2) The Lake Isle of Innisfree: W. B. Yeats
3) Old Familiar Faces: Charles Lamb
4) The Owl: Edward Thomas
5) All That's Past: Walter De la Mare
6) On Television: Rudin Darnell
7) Futility: Wilfred Owen
8) the Negro Speaks on Rivers: Langston Hughes
9) Cities and Thrones and Powers: R. Kipling
10) The Solitary Reaper: Wordsworth
11) One Who Has Been Long in City Pent: Keats
12) The Light of Other Days: Thomas Moore
13) The Bells of Shandon: Francis Mahony
14) June 1915: Charlotte Mew
15) The Old Stone: Emily Bronte
16) The Children of the Poor: Gwendolyn Brooks
17) Thunderstorms: W.H. Davies
18) Uplift: C. O. Russell
19) Sympathy: Paul Laurence Dunbar
20) The Village Song: Sarojini Naidu
21) Because I Could not stop for Death: Emily Dickinson
22) London: Edward Bond
23) The Mount (Two Extracts): H. Shelley
24) Fiddler: Shakespeare
26) Going-Downhill on a Bicycle: I. C. Bacheing
27) The Hero: Herbert Ascherson
28) Where the Mind is Without Fear...: Rabindranath Thakur
PLAYS

1) Arms and the Man First Act
   G.B. Shaw

2) The Bishop's Candlesticks
   Norman McKinnel

3) Hewers of Coal
   L.Carrie

Textual Grammar

Transformation and syntheses of sentences, change of narration, use of prepositions, articles and phrasal verbs, wh-questions.

PAPER II:

Full marks - 100

Comprehension. Rapid Reader : 35 marks
Comprehension. Poem : 25 marks
Letter with or without c.v. : 10 marks
Paragraph Writing : 10 marks
ESP : 20 marks

ESP: Reporting, dialogue, picture description, notice, newspaper advertisement

Rapid Readers:
1. The Kon-Tiki Expedition : Thor Heyerdahl
2. The Adventures of Sherlock Holmes : A Conan Doyle

Note:

a) Literary pieces consisting of prose poetry and one play should be chosen, with an eye to language-oriented exercises to be based on them.

b) The pieces should be short with more emphasis on modern texts, texts by authors of Indian and other non-Western origins and texts by women authors. They should be familiar to students. There should be thematic and stylistic variety. Pieces highlighting scientific and environmental issues, communal harmony and gender issues may be included.

c) One Rapid Reader may be prescribed from which comprehension passages may be given. Comprehension passages may also be taken from poems in the selection which are not necessarily part of the syllabus.

d) Translation exercises may be introduced as an alternative to second comprehension passage.

e) The course should be covered in approximately 120 classes plus 25 tutorials in class XI and 80 classes and 25 tutorials in class XII.

f) The skill in independent writing has to be developed at the U.S. stage. Extensive tutorial classes should be introduced from the beginning of class XI.