There is no denying the fact that today English as a language has come to occupy the foremost position globally. Because of its wide acceptance as a means of communication as well as medium of transmission of scientific thought. It being the language of two superpowers England and America has facilitated the hegemonic role over the entire world. In such a scenario necessity of developing various methods of teaching English becomes imperative. The years 1965-1980 witnessed a major shift in the ideology of language learning.

English which was initially treated as a foreign language in countries which did not have English as a native language but was taught for the purpose of developing the ability to read literature in that language, no longer remained so but became a second language gaining as much importance as the first language itself. With the ideological shift came the shift in teaching strategies and techniques.

From classical models of teaching, modern methods came into existence and in countries like India English was given due recognition and was included as an important language in the education policy of India. English as compulsory language was introduced into the curriculum from the year 1975 where the new Education Policy came into existence.

With the change of purpose of teaching English to the natives of India the methods of teaching English changed too, and in 2006
Communicative Method of teaching English was adopted by the NCERT. All those schools of India particularly those which directly follow the books prescribed and published by NCERT have introduced. Communicative method for teaching English and it is now following this method and it is this which have provided me enough ground for my research to study and analyses the applicability of this method in the primary classes of the various schools selected for the purpose of the study.

As the communicative approach is based on the philosophy of developing communicative competence of the speaker the emphasis was shifted to teaching language rather than about the language i.e. emphasis was laid on developing the four skills namely Listening, Reading, Writing and Speaking.

As it came to be known that speaking proceeds writing, emphasis was laid more on the use of language in proper context rather than learning through practice. CLT emphasizes on creating of situations, so that meaningful communicative interactions may take place.

Devising such a syllabus and integrating the teaching material so that all the principles and theories advocated by the takers of the communicative method are met is indeed a great challenge which NCERT has taken up and wonderfully discharged.
Analyses of the Books Prescribed by NCERT Bring out the Following Objectives:

- To link between content and the living experience of the students.
- To prepare the students to face the challenges of life.
- To link with the different life skills.
- To develop in them generic skills related to a wide variety of areas.
- To generate and promote among the learners language abilities of listening, speaking, reading and writing skills.

Methods adopted by NCERT to meet its objectives

- Intensive care has been taken in developing all the four skills. In the initial level listening skill has been given greater emphasis so that the beginners may learn to recognize distinctive sounds of the language.
- Starting with monosyllabic words in the lessons introduced polysyllabic words are introduced in the latter stage.
- Minimal pairs are used for bringing out distinction in sounds.
- Repetitive use of words help child to memorize them naturally.
- Everyday vocabulary and sentences are used.
Concrete vocabulary is taught through demonstrating cue cards, objects and pictures, association of ideas taught through abstract vocabulary (rustle of leaves).

Correct pronunciation and proper pauses is emphasized upon so as to develop linguistic competence.

Situations are presented to initiate meaningful communicative interaction(group activities).

Simple grammatical categories are introduced initially. Grammar taught inductively.

Language is made to perform both grammatical as well as structural functions.

Simple question-answer forms of sentences help students to not only learn the structure of the language but also its grammatical functions.

Emphasis laid on developing active vocabulary rather than passive vocabulary. For e.g. I clean the house etc.

To induce realistic situation for meaningful conversation, role playing activities are devised.

Activities through role playing help students to use language they know to get meanings across as effectively as possible.
Activities based on question answer forms dialogue and role-playing forms matching activities, picture & picture stories, discussions and decisions have all been adopted foe developing communicative skills.

Prescribed communicative syllabus suggested by Wilkins, is found to have been adopted by NCERT i.e. Situational syllabus, Thematic syllabus and Functional Notional syllabus.

NCERT presents the curriculum with objectives, level, time which are important to the selection process.

Evaluation is also according to the easy to difficult form. In first two classes only oral examinations/tests are taken while written tests and examinations are taken from III class on wards.

But analyses and observation of actual classroom teaching bring to light the fact that, this objective is not fulfilled completely. As teacher's responses show that in classroom teaching, this linking between the things learnt and real life situation is not possible, because of strength of the class and time constraint.

Analyses of text books show that many outdoor activities have been suggested in them but the teachers are unable to conduct all these
outdoor activities because of the lack of time and huge numbers of students in a single class (between 50 to 60 students).

Some of the activities are too imaginative and demand high degree of imagination from the teachers. Such activities based on pure imagination are too demanding and have been found never to be taken up in the class. Such activities remain passive only as printed words in the text books and never get translated into actual class room situation. Table No. 7 prove the fact that maximum number of teachers do not conduct the activities suggested in the text books. The teachers conducting these classes are of the opinion that time constraint of 45 min period do not provide enough flexibility for organizing within the class or outside the class activities. To conduct these activities for a class of fifty and sixty students nothing less than two hours time would be required. There is no such provision of time in the school time table, so the teachers are compelled to complete the course material and resort to the tradition method of teaching i.e. rote-learning, providing answer to the fixed questions, which the students are expected to learn by heart and reproduce in the examination. It has also been found that in majority of cases the teachers assign these activities as homework and thereby absolve themselves of all responsibilities.
In communicative classroom, teachers are the main elements for developing the target language. It has been observed that the prescribed books of primary level have clearly defined objectives for devising activities for learners, and clear directives for teachers about the conduction all those activities mentioned in each units. The objectives of such activities formulated for a holistic development of child and to move beyond the text and engage in developing creativity in the child. Yet survey of actual classroom situation brings to light a completely different aspect which is contrary to the very spirit of the communicative approach of teaching. The teachers are following and adopting the old methods of rote learning for English teaching/learning. The aim of the teacher primarily is to complete the syllabus within the stipulated time given by the school management and not focused on child development as envisaged by NCERT.

In NCERT Books, all the activities are based on "Learning by doing". Children are advised to learn language by making something and teachers are suggested to connect them with real life situations. But teachers fail to do this in a crowded atmosphere. They are unable to manage the children while they are doing their activities. The noise of the class would disrupted the discipline of the school. All the classrooms are adjacent to each other the noise of one class would
disturb the other classes. Thus no such activities are possible within the
class which would result in noise as all activities are group activities and
when sixty children would interact, silence prevalent in the entire
school would break. Teacher work under certain compulsion and have
limitation of their own. Both these factors affects teaching and leaning
of English as a second language.

Though NCERT in the formulation of the formulation of the
syllabus and grading of course material has taken intensive care of
following all the principles and techniques suggested by the advocates
of communicative language teaching yet the survey of the twenty
school conducted in the Saugor District prove that the applicability of
method adopted by the NCERT is not applicable in actual classroom
situation.