Chapter I
Introduction

1.1 Foreword:

English is ‘our window on the world’. It’s a door to knowledge. Today it has become the operating standard for global communication. It is also the dominant or official language in over sixty countries.\(^1\) Today it’s the era of Liberalization, Privatization and Globalization. The world has shrunk into a *Global Village*. The revolution in the field of Science Technology and Telecommunication Technology has brought the people over the world closer to each other.

English has become the contact language throughout the world. It’s the contact language not only in the world but in India, too. According to the 1971 census, India had 1652 languages. Of these 18 were official languages. Hindi is spoken by over 43 per cent of India’s population.\(^2\) But there is strong resistance to Hindi in the south. In the south, English is widely spoken. When communication becomes impossible due to barriers of different regional languages; and the national language can’t serve the purpose of the contact language, not being common in the communication; one resorts to English language. Thus English servers the purpose of contact language in India, too.
1.2 Importance of English Language

English is also called as language of library. English language enjoys the richest treasure of literature in the world. This treasure is open to all those who have acquired the ability of reading. English has literature in every field and every walk of life.

English is the medium in higher education. Especially the higher education in the field of Medical Science, Engineering, Technology, etc. is in English. The terminology used in these fields is not translated in other languages. The medium of instruction in these fields is English.

English is the language of computers. The interface of computers is in English. The high level language of computers is English. Computers have entered every walk of human life. There is not a single field where computers are not used. So in order to keep pace with life one must be able to understand and use English language.

English language is an easy means of communication in the international sphere of life. It is the language which can be easily understood in different parts of the world. Dennis Bloodworth expresses his opinion that near about 300 million people of the world speak English. At present, English has become a language of universal culture which embraces so many departments of knowledge.³
1.3 India and English: Relation

1.3-A Introduction of Modern English in India

Indian History traces the British rule in India. The British entered India for business, established themselves and became rulers. The British intruded India through the East India Company. They ruled India for about one and a half centuries.

It is believed that the English language entered India with the entry of English people. Whether English existed in India, or it was being spoken in India before that, is to be fathomed.

1.3-B Relationship of English with Indian languages

Indian languages belong to the Indo-European family of languages, and so does the English language, as evident from the figure: 1-1: The Indo-European Family of Languages. The Indo-European language is the common ancestor of most European languages, Persian and a large number of Indian languages. Prof. V. V. Yardi suspects the existence of Indo-European language. But at the same time, he gives evidence of inter-relationship between quite a numbers of languages that have a family resemblance.
Figure 1-1: THE INDO-EUROPEAN FAMILY OF LANGUAGES

THE INDO-EUROPEAN FAMILY OF LANGUAGES

Sketch to show the descent of Modern English and its relation to the other members of the family
Indo-European is also called *Indo-Aryan*. David Frawley, a Vedic scholar believed that ancient Indian culture extended far beyond the year 2000 B.C. He believed that the Aryan were not invaders but as much native as the Dravidians.\(^5\) So, being members of the same family of languages, English may have resemblance with many Indian languages.

### 1.3-C Origin of English language

From Indo-European descended a group of languages known as primitive. From these comes West Germanic. English along with German, Dutch, Swedish, etc. belongs to this family. Like Indo-European, Germanic too is a reconstructed language. Some scholars believe that Primitive Germanic was spoken about 2000 to 1000 B.C. English belongs to the West Germanic group.\(^6\)

### 1.3-D Trace of English language in Great Britain

English was brought to Great Britain by Germanic tribes who settled down in the low lands of Great Britain. This was about 1400 years ago. The invading Angles and Saxons implanted their language, Anglo-Saxon (Old English) firmly in Britain. Its growth has been phenomenal. From a tribal language in the 7\(^{th}\) century A.D., it has today become a world language.\(^7\) From English it has become ‘Worldish’.
1.3-E  Existence of Old English in Ancient India

Both, Primitive Germanic and Eastern (Sanskrit), languages belong to the family of Indo-European as evident from the family tree of Indo-European languages. Eastern (Sanskrit) is believed to be the ancestor of many Indian languages. Hence it is quite possible that English (Old English/ Anglo-Saxon) existed in ancient India.

1.4  Scope and Teaching of English in India

1.4-A  Pre-independence Era

In the British rule, English enjoyed the most coveted place. It was the Lingua Franca in the British rule. It was the language of rulers. The East India Company used English for their commerce. Their correspondence and administrative language was English. It was the passport of employment. Those who could speak and understand English got jobs in the British services.

From the pedagogical point of view also English enjoyed the top most position. English was the medium of instruction. The British missionaries establish many schools in India, which imparted knowledge through English. Those were English medium schools. English was taught in the vernacular schools, too.
1.4-B Post-independence Period

India achieved freedom on 15\textsuperscript{th} August 1947, and there was a big controversy about the use and teaching of English language in India. There were two opposite streams on the use of English language. One of the two streams strongly opposed the English language and opined that English language should quit India with the English people. While the other stream advocated the use of English language and opined that English language should continue as it was.

These were two extreme views. Cutting ourselves off English language was just like cutting ourselves off the world. English is the window to peep through to the outside world. The golden mean to the two extreme views was to continue with English language, but not the same as in the pre-independence era. After the independence, English language no more continued to enjoy the same place as it used to do in the British rule. It no more remained the \textit{Lingua Franca}. Neither had it remained the medium of instruction. But it was taught as a third language. In the \textit{Three Languages Formula} English acquired third place.

1.4-B-1 Recommendations of Radhakrishnan Commission

The Radhakrishnan Commission for University Education (1948-49) recommended the study of English language as compulsory for those who pass out from university. “English is a language which is rich
in literature – humanistic, scientific and technical. And so in universities, no students should be allowed to take a degree who does not acquire the ability to read, with facility and understanding, works of English authors.”

1.4-B-2 The Three Language Formula

The Kothari Commission (1964-66) put forward the Three Language Formula. According to it, throughout India, three languages should be taught compulsorily - Regional language, National language and International language. The regional languages should be taught as First Language. The National language, Hindi, should be taught as Second Language. And the International language, i.e. English should be taught as Third Language.

The first language should be compulsory for classes I to IV. Second language should start at higher primary level for V & VI classes. Third language should start from VII to X classes, at secondary education stage. The commission also recommended that English should be an optional language. It should not be compulsory for every student.

1.4-B-3 The First National Policy of Education (1968)

The first National Policy of Education (1968) suggested 10+2+3 diagram of education. The diagram still continues. As per the recommendations of this policy Science and Mathematics were made
compulsory subjects at the primary level. New syllabus of primary education was introduced.

1.4-B-4  The New National Policy of Education (1986)

The new National Policy of Education (N.P.E.) 1986 is a milestone in the educational history of India. Ten core areas of curriculum, special schools, common invariable curriculum, child nutrition, quality of teachers, etc. are the outcome of this policy. This policy recommended compulsory teaching of English language from VI class.

1.5  Teaching of English in Maharashtra

The state of Maharashtra enjoys the honour of being only the second state in the country to take and implement the decision of teaching English as a compulsory subject from class-I in non-English medium schools. Today, Maharashtra continues to teach English successfully from class-I onwards. What was that, which forced the state to take the decision of teaching English from Class-I? Let’s trace the history of teaching English in Maharashtra.

1.5-A  Establishment of the state

The state of Maharashtra was established on 1st May 1960, when the states were reformed on the basis of language spoken by the
people in the region. Maharashtra is the state of Marathi speaking people. The region that is covered under Maharashtra was covered under two different states before the establishment of Maharashtra. They were the state of Mumbai and the state of Hyderabad, which was ruled by Nizam. Western districts and region was included in the state of Mumbai. Eastern region and districts were included in the state of Hyderabad.

The Marathwada region was under the control of Nizam. It was a part of the state of Hyderabad. The state of Mumbai consisted of Mumbai, western region and Gujarat. The main languages spoken in the state of Mumbai were Marathi and Gujarati, while the languages spoken in the state of Hyderabad were Marathi and Urdu.

There was no uniformity in the policy of teaching languages in the state, at the time of the establishment of Maharashtra. There were regional differences in the policy of teaching English. These differences continued till the introduction of the Kothari Commission.

1.5-B Recommendations of the Kothari Commission

The Kothari Commission introduced the *Three Language Formula*. According to this formula, teaching of three languages was recommended throughout the country. The first language to be taught was the regional language. Accordingly the first language in Maharashtra was Marathi. It was taught from class I throughout the state. The second
language was the National language, Hindi. Maharashtra started teaching of Hindi from class V.

The third language was the International language, English. According to this policy, Maharashtra started teaching of English, but not as a compulsory language. It was an optional language.

1.5-C The First National Policy of Education 1968

According to the recommendations of the first National Policy of Education, the curriculum for primary education was reformed in Maharashtra. Teaching of Science, Mathematics, Work Education and Social Service became compulsory. But, for the decision of teaching of English as a compulsory language, Maharashtra had to wait till 1972.

1.5-D The Policy of teaching Compulsory English 1972

It was from 1972 onwards, that Maharashtra decided to teach English as a compulsory subject throughout the state. Maharashtra began to teach compulsory English from class V to X as compulsory third language, as per this policy of teaching compulsory English.9

1.5-E The New National Policy of Education 1986

The New National Policy of Education 1986 recommended teaching of compulsory English form Class VI onwards. But,
Maharashtra didn’t change her policy of teaching English and continued to teach English as a compulsory language from Class V onwards instead of Class VI onwards.¹⁰

1.5-F The Revolutionary Decision

The world is shrinking fast due to economic liberal policy and fast progress in the field of Science and Information Technology. The importance of English is ever growing as a language of International contacts and Science Technology. English is the prime medium in the transaction of advanced technology. The demand for English language and attraction towards English medium schools was ever growing towards the end of the 20ᵗʰ century.

English words and language are soaked in daily life of Maharashtrian and Indian people. However, as students used to begin the study of English late (from class-V); they remained weak in the study of English compared to English medium students who begin the study of English from the beginning of their schooling. Due to inadequate study of English language and the deficiency of confidence in the use of language in daily life, non-English medium students, especially Marathi medium students, tend to lag behind in today's competitive age.¹¹

The Government of Maharashtra recognized the growing importance of English and increasing demand for and attraction towards
English medium schools and took a revolutionary decision of teaching English from class I in all the non-English medium schools throughout Maharashtra, to meet the demand for English language. The Government passed the resolution No. सुमार: १०९९ : १८०/९९/प्राशन-५, on the 30th, December 1999, to begin teaching of English at the Primary Level (Class-I to Class-IV) in the non-English medium schools. And the implementation of the decision began from June-2000 onwards, after the introduction of the syllabus of English for Class I.

In the Introduction to the foresaid G.R., it is said that the tendency of admitting their wards in the English medium schools is increasing among the parents, although the schools are non-granted. It has become necessary to induce English language in the Education System without affecting the place and importance of first language (Mother tongue) and other languages. Every learner, who is entering the 21st century, should get education through his/ her mother tongue. S/He should acquire the National language. And s/he must learn the language of knowledge, i.e. English.12

The Government decided to allot 5 periods per week for the teaching of English. The 5 periods required for English were to be transferred from 9 periods allotted for Work Experience, thus leaving 4 periods for Work Experience.
1.6 Need of the study

English is induced in the curriculum of Primary Education in the state of Maharashtra from Class-I. The Course-books developed by the Maharashtra state Bureau of Text Book production and Curriculum Research, Pune are the means of meeting the aims and objectives stated in the syllabus of English for the stage. That’s why the study of the reflection of the syllabi for classes I to IV in the Course-books of these classes was necessary.

The practicing teacher at the grass-root level is very important in the implementation of any Curriculum. However, besides the syllabi and the books (the instruments to realize the syllabus) being ideal, it is the teacher who has to bring it into practice / reality. After the mass training of teachers in 2000-01, 2001-02, 2002-03 and 2003-04 for the new syllabus of English for classes I, II, III and IV respectively, a follow up programme was conducted as it was very important to check the implementation of the new syllabi at the grass-root level. After a considerable time elapsed after the revolutionary decision was taken and the SMART-PT programme undertaken, it had become essential to see the present status of implementation of the syllabi at the grass-root level. Hence, the investigator decided to undertake this task in Aurangabad district.
1.7 The Problem

1.7-A Broad area of the investigation

The Syllabi of English (L.L.) in Maharashtra and its reflection in the course-books of English at lower primary stage and the present status of its implementation at the stage.

1.7-B The Definite area

A critical study of the Course-books of English (L.L.) at the lower primary stage in Maharashtra with special reference to the Aims of curriculum induction at the stage and present status of the implementation of the syllabi in Aurangabad district

1.7-C The Statement of the Problem

A Critical Study of the Course-books of English (LL) for Std I to IV and Present Status of Teaching Learning of English at the Stage in Aurangabad District.

1.8 Importance of the study

The pre-service & in-service teacher education, pre-service & in-service teachers’ training, follow up of the teacher trainings, critical study of the curriculum, syllabus and text-books, action-research are the part and parcel of the present job-chart of the investigator; since April-2006. While serving as a secondary teacher since September-1994 to
March-2006, he has offered his service as a Resource Person of English in the SMART-PT programme, and in the teachers’ training at the time of induction of new syllabus of English (LL) for Class X in 1995.

During his school visits at the time of follow up of the SMART-PT programme, and during his school visits for the follow up of the in-service teachers’ trainings, he got and gets chances to interact with the primary school students and to observe the classroom transactions in the primary schools. During these visits, he observed some enthusiastic teachers practising innovative activities for the teaching of English including the use of laptop computer, use of cassette players, etc. He also experienced some drawbacks in the classroom transactions.

These visits aroused the curiosity in the mind of the investigator to know the present status of the implementation of the new syllabus of English (LL) at the lower primary stage in the physical area of his work, i.e. Aurangabad district; and to study the curriculum of primary education, to study the background and the need of the induction of the syllabus of English (LL) at the lower primary stage, and to study the course-books, one of the means to achieve the aims and objectives stated in the syllabus. The present study is going to help the investigator discharge his duties in a better way. That’s why he considers the present study very important for him.
English is a foreign language and hence it is taught as second or third language in non-English medium schools in India. But it is not as foreign to us as Russian, Japanese, etc. are. Though it is not the ‘Lingua Franca’ today, one can not deny its importance in today’s science and technology era. And English is the contact language in India today. With the adaptation of L. P. G. policy, the world has shrunk into a global village today. So it is inevitable that each and every person comes in contact with the English language and English people. That’s why English has gained importance in this age of revolution in communication and technology.

Considering this importance of English, the State Government of Maharashtra has taken the revolutionary and praiseworthy decision of teaching English from class I in non-English medium schools in the state, so that our students will be able to meet the challenges of today and tomorrow. At the same time it is also important to see whether the teaching learning of English is being implemented properly at the lower primary stage, i.e., from classes I to IV. That’s why the researcher considered it important to conduct a survey of the implementation of the syllabi of English for classes I to IV in Aurangabad district.

The very Aim of Education is to bring out all-round development of the learner. The needs and aspirations of the people, the need of the hour has to be reflected in the aims of the education. By all-
round development of the learner, we mean, the intellectual, physical,
mental, emotional development of the learner which is evident from the
pupils’ behaviour. Through education a well balanced personality is to be
developed. The Indian citizen should honour values and become human
resources in true sense. He should promote universal brotherhood, feel
proud of nation’s heritage and traditions and develop scientific temper.
All these aims and objectives are reflected in the syllabus and the
instruments to mobilize the syllabus are the course-books.

It was particularly important to know how far the syllabi of
English are reflected in the Course-books at lower primary stage, i.e., at
classes I to IV.

1.9 Scope of the study

The present research study covered the following points:

1. The study of the syllabi of English (L.L.) at lower primary stage in
   the state of Maharashtra with special reference to the aims of
   inclusion of the subject in the curriculum.

2. Analysis of the Course-books of classes I to IV.

3. Analysis of the Course-books with a view of the reflection of the
   recommendations by the syllabus committee and the aims and
   objectives prescribed in the syllabi for the said classes.
4. The present status of the implementation of the syllabi of English for classes I to IV in the academic year 2007-08 in Aurangabad district.

1.10 Delimitations of the study

The survey of the present status of the implementation of the syllabi in the Aurangabad district should have been conducted by the investigator himself through the supervision, but it wouldn’t have been possible for the researcher to conduct the survey in all the schools in the district personally due to the restriction of time and the number of schools in the district.

The researcher couldn’t deploy any agency to conduct the survey, as the objectivity of the research work would have been affected due to the lack of understanding the aim of the survey. Therefore, the investigator used the questionnaires and rating scales to collect the data necessary for the research work.

1.11 Assumptions of the study

1) English language is included in the state curriculum of classes I-IV.

2) The syllabi of English (LL) for classes I-IV, prescribed by the Maharashtra State Council of Educational Research & Training, Pune are followed by all the recognised schools throughout the state.
3) The aims & objectives of teaching English to classes I-IV are stated in the syllabi of English.

4) As a means to achieve the aims & objectives, the teachers in the state use the books of English for classes I-IV, produced by Baalbharati.

5) There is a question mark in the society about the implementation of the syllabi of English in Aurangabad district.

1.12 Objectives of the study

The present study was undertaken with the following objectives in sight:

1) To study the Syllabi of English (LL) for the lower primary stage with special reference to the aims of the inclusion of the subject in the curriculum.

2) To study the course-books of English for classes I to IV critically in the light of the prescribed syllabi (recommendations by the syllabus committee).

3) To study the present status of the implementation of the syllabi of English (LL) for classes I to IV in Aurangabad district.

A. To study the knowledge of the teachers of English about the syllabus of English (LL) for classes I to IV.

B. To study the knowledge and understanding of the teachers about the methods of and approaches to teaching English.
C. To study the efforts the teachers take in the pre-teaching phase for preparation of teaching English.

D. To study the methodology of teaching English deployed by the teachers of English.

E. To know about the awareness among teachers of English about the use of support material in the teaching of English.

F. To know the ways that the teachers of English adopt to manage the classroom.

G. To know the evaluation tools and techniques the teachers use to evaluate the achievement of the students in English.

4) To suggest the better ways of implementation of the syllabi at the stage.

1.13 Hypotheses of the study

The hypotheses of the present study were as follows:

1. The course books of English (LL) for classes I to IV are in tune with the syllabus framed.

2. The teachers of English in Aurangabad district are not well aware of the syllabus and objectives of teaching English to classes I to IV.

3. They have knowledge and understanding of methods, approaches and techniques of teaching English.
4. The support material conducive for teaching English to classes I to IV is available in the schools in Aurangabad district.

5. The implementation of the syllabi of English (LL) for classes I to IV by the teachers of English is not as per the course objectives in Aurangabad district.

1.14 Operational Definitions of important terms

1. **Lower Primary stage / level:** The elementary education of four years from classes I to IV given to the children in the age group of 6 years to 10 years.

2. **Curriculum:** A general outline of course of study and subjects developed by the State Council of Educational Research and Training, Pune, the state level council.

3. **Syllabus:** A specific course of study designed for a particular class, i.e. for classes I, II, III and IV with specific objectives for each class.

4. **Course-books:** The books developed by ‘Baalbharati’ - The Maharashtra State Bureau of Text book production and Curriculum Research, Pune to facilitate the teaching learning process and to realize the objectives of the syllabi of English for classes I, II, III and IV and thereby achieving the Aims of the Curriculum at the lower primary stage.
5. **English (L.L.):** The English Language taught as the third language in non-English medium schools as per three-language formula and the subject is termed as English Lower Level.

6. **Critical Study:** The in-depth study to find out the strengths and weaknesses.

7. **Implementation of the syllabi:** The actual class-room practices exercised by the primary teachers for the teaching of English (L.L.) such as demonstrations, methods adopted, approaches selected, techniques used, class-room management, drill work, etc to realize the class room objectives.

8. **Class-room Management:** The seating arrangement, formation of pairs and groups, assigning roles, class control, conducting practical, blending of teaching skills, etc.

9. **Aurangabad district:** One of the eight districts in Marathwada region in the state of Maharashtra. It is one of the headquarters of the administrative divisions in the state.

10. **Std.:** Standard, also called as class or grade.

### 1.15 Abbreviations:

1. **B.E.O.** : Block Education Officer
2. **C.H.** : Cluster Head
3. **G.R.** : Government Resolution
4. H.M. : Headmaster
5. Freq. : Frequency
6. Percent. : Percentage

1.16  Chapter References:


2. Ibid.


5. Ibid. p.9.

6. Ibid. p.11.

7. Ibid.

8. “इंग्लिश विषय अभ्यासक्रम–इयता पहली ते इयता चौथी (इंग्लिश माध्यमात्मतितक इतर सर्व माध्यमांच्या शाळांसाठी)”, पुणे-३०: महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, २००१, पृष्ठ ६७.

9. Ibid.

10. Ibid.

11. Government Resolution No. सुप्राच १०९९ : १६०/९९/ प्रशिक्ष-५, मंत्रालय विभाग
विभाग, मुंबई-३२: राज्य शिक्षण विभाग, महाराष्ट्र शासन, dated 30th, December 1999.

12. Ibid.