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**AN ANALYSIS OF ENGLISH CURRICULAM IN THE SCHOOLS OF ANDRAPRADESH**

**DR.CH.RAJENDRA PRASAD, DR.GUNJA RAVIKUMAR**

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**Abstract:** The syllabus makes an attempt to define the two-fold goals of language curriculum as (i) attainment of basic proficiency, and (ii) the development of language as an instrument for basic interpersonal communication and later for abstract thought and knowledge. Recognizing the diverse nature of schooling and linguistic environment that prevail in India today, it calls for using meaningful and often multilingual contexts to enrich learning experiences. It recognizes input-rich communicational environment as a prerequisite to language learning.

The objectives are delineated at two levels for primary stage: level I for classes I & II and level II for classes III, IV & V. Upper primary and secondary levels have different sets of objectives. An interesting aspect of the primary level syllabus is that through the objectives spelt out for English medium and Telugu medium or vernacular medium are common, the activities and competencies to be realized through objectives are indicated separately. Sub themes and structures are listed in detail showing which structures are to be learnt / taught through each sub theme. Level I Objectives (classes I & II) seeks to familiarize the child with the spoken language by exposing them to the language in meaningful, interesting and real life situation though the mother tongue, signs, visuals, pictures, sketches, gestures, letters, words, single-word questions and answers, formulaic expression as communicative props. Teacher talk and listening to recorded material are some other suggested ways for exposing learners to spoken language. Use of drawings / paintings as precursors to writing and relating these activities to oral communication and familiarizing the learner with the text (words / phrases/ sentences, rhymes) and playing the roles of birds and animals are included in the objectives. Level II Objectives (classes III, IV & V) move from familiarising the children with the language by exposure to enabling them to read and write, besides listening and speaking. The objectives include too many items in terms of skills and competencies. These are: (i) transforming the silent written / printed language into living speech (ii) readying the learner for reading, discussion and writing (iii) enriching vocabulary through telling, re-telling and reading aloud of stories, folktales (iv) teaching good hand writing and correct punctuation and. (v) helping them speak simple English with correct pronunciation (vi) and facilitating them to recite and appreciate rhymes and poems and classify words nouns, actions (verbs) describing words (adjectives) and linkers (conjunctions). Level III Objectives at the Upper primary (classes VI, VII and VIII) include reading of texts of representing different genres and themes, speaking in a given situation, acquiring production skills ( to develop fluency and accuracy ) in speaking and writing., developing study skills / reference skills and understanding and appreciating jokes, riddles, anecdotes , etc. The first objective will create awareness among learners of 'learning how to learn'. It will help learners know / understand their learning goals and evaluate their own progress. Level IV Secondary stage (Classes IX and X) Higher order skills are introduced here to enable learners to use the language appropriately and to be creative. Learners will acquire greater proficiency and fluency in oral and written communication in different social settings and will shape themselves out as independent learners through self-learning skills

**Keywords:** Curriculum, Proficiency, Reforms, Punctuation, Vernacular.

**Introduction:** The syllabus makes an attempt to define the two-fold goals of language curriculum as (i) attainment of basic proficiency, and (ii) the development of language as an instrument for basic interpersonal communication and later for abstract thought and knowledge. Recognizing the diverse nature of schooling and linguistic environment that prevail in India today, it calls for using meaningful and often multilingual contexts to enrich learning experiences. It recognizes input-rich communicational environment as a prerequisite to language learning.

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The syllabus takes into account the ten core components listed in the National Policy on Education (1986). These components will cut across all subject areas. The course materials as the curriculum makes it clear should draw upon the themes integrated with the core components. The themes listed are the same themes of syllabus and guidelines developed as a follow up to the National Curriculum Framework (NCF) – 2005. However, the themes/listed in the syllabus are only suggestive and at each stage should be in line with learner's cognitive level, interest and experience. A single textbook is recommended for each grade up to class V. The material from class VI onwards as indicated by the syllabi should consists of (i) A Reader (ii) A Workbook and (iii) A Supplementary Reader. The number of lessons/ units in each book has also been suggested. Reader (the main textbook) should contain not more than ten comprehensive units (text, exercises / tasks activities) and five / six poems of varying lengths depending on the

class. The workbook will have as may corresponding worksheets as the number of comprehensive units in the Reader. The Supplementary Reader will have about eight pieces meant for self-study to promote reading for information and pleasure. The material included in the package will be completed in 150 working days.

Allotment of marks in terms of weighting to each book is prescribed; the Reader will have 40%; the Workbook 40% and the Supplementary Reader 20%. Suggested evaluation procedures include what is called periodic, preferably at regular intervals of 4 to 6 weeks of actual instruction. Both oral and written evaluation methods need to be followed and the periodic tests should carry a weighting of 50% of oral and 25% of written testing at the primary level.

The syllabus of Andhra Pradesh does not make an attempt to understand what is language learning i.e. assumptions about language learning. The syllabus reflects (i) attainment of basic proficiency, and (ii) the development of language as an instrument for basic interpersonal communication and later for abstract thought. It does not talk about the learner, nature of learning, language and learning. The place and status of English language is touched formally. The syllabus draws learning upon NCF – 2005. The syllabus moves from learning orally to written i.e. speaking to writing at the primary stage, but is not clear about when to begin writing the alphabets of English. Objectives attempt to bring in many things at the same time. We can notice it in the primary, and in upper primary stages. Though the syllabus advocates multiple methods for teaching / learning the language, it appears that it relies heavily on 'good old' structural approach in the primary classes. The number of structures to be taught / learnt is listed in the detailed syllabus.

Language learning, whatever way it occurs in a naturalistic or in an instructed context, takes time and laborious process (Rod Ellis 1993 & 2008). Learners need to receive exposure to the target language. The language input (comprehensible input) and motivation (Krashen 1985) are essential for learning a language as second or foreign language. The intended curriculum and syllabi of the states analysed above, though attempt to provide a comprehensible package of text material as a major input, are not clear on how and why the learners would be exposed and the teachers' language proficiency acts as a major input in the classroom. They do not talk about development of reading; strategies for reading (like storytelling, story reading, etc.) and integrated approach to learning the language are not clearly understood. The enabling conditions for learning the language as second or foreign language are not even talked about. In other words, the syllabi do not make attempt to understand the contexts of the learners, how learning takes

place in the contexts, while tall statements are made in recognizing the language (English) as a language for access to higher education and employability.

There is lot of confusion in understanding what an activity or a task is in language classroom. The activity / task needs to let the learner use the language, i.e. get engaged with the language. This requires learner initiating, turn taking, suggesting, debating, etc. the syllabi and a cursory look at textbooks shows that the activities are teacher directed and teacher centered. The syllabus does not visualize (except cursorily in the objectives) how activities in the classroom can be organized and what roles learners and teachers have in the classroom. We can notice the paradox of the syllabus aiming to design communicational syllabi and doing the opposite of the same. This is noticed in all the five states syllabi analysed.

Vocabulary list still dominates syllabi of Manipur as it prescribes number of words to be learnt in each class. This obsolete idea of teaching the number of words in each class reveals that the understanding the syllabi framers have and the latest knowledge on language learning. In fact the list as mentioned in the syllabi prepared by CIEFL does not exist. Other states' syllabi too do not throw any light on vocabulary –whether lexical approach would be followed or vocabulary would be learnt in contexts.

Everyone seems to be bothered about teaching of grammar and the rules of language explicitly from the earliest. Most of the states list the grammatical item to be covered in each class and thereby completing the whole grammar of English language by the end of class X. What is worrying is that the idea of teaching of grammar in an isolated manner through single sentence examples and telling the rules followed by example. The PPP (present-practice-proceduralized i.e. automatized) (Rod Ellis) model is aimed at teaching grammar. PPP is against the *zero grammar* (meaning centered) approach- the idea that a grammatical structure should be first *presented explicitly* and then *practiced* until it is fully *proceduralised* (i.e. automatized). (emphasis original) (Rod Ellis 2008) We recognize learner as constructor of knowledge through his / her engagements with the language and encounters, the learner discovers the rules of language. Contrary to the beliefs of constructivism, the syllabi aim to teach grammar explicitly, though attempts are made to contextualise the 'grammar' worksheet / exercises in the workbook with corresponding units/ lessons of the textbook.

Each state analyzed here suggests teaching-learning material for each stage. Rightly all recommend only one book for primary stage. Three textbooks are prescribed from class six onward. They are: a textbook (the main reader), supplementary reader and a workbook. Some states prescribe number of units to be included for each class, number of poem and gram-

matical item. The textbook is aimed at providing comprehensible inputs (Krashen 1985) and the input needs to be authentic i.e. texts which are written not for the purpose of textbook, but written for some other purpose like stories, novels, travelogue, autobiography, etc. The curricular statements on materials do not talk about the authenticity of texts, texts that would provide opportunity to exploit the maximum learning, variety of genres, and translation from Indian languages. The workbook aimed to teach grammar items explicitly need to be introspected further as the recent trends advocate learning-teaching of grammar in context rooting it in the texts of the main textbook, thus connecting it with the experiences of learners.

All the five syllabi in their design for materials or curricular package include a supplementary reader (from class VI) aiming at promotion of reading as a major input for learning the language. The syllabi fail to recognize the distinction between the intensive reading and extensive reading. It appears that the supplementary readers for extensive reading are aimed at for intensive reading as that of a detailed reading text. So the examination specifications suggest testing of the supplementary reader as that of the detailed text. Moreover, the syllabi do not envisage promotion of reading taking the benefit of learner's first language / mother tongue and through storytelling, story reading and creating locally available resources like class library and reading as a continuous strategy for learning the language.

Though much water has flowed through the processes of curricular reform both at the national and state levels, not much progress has been felt in the syllabi of the states in evaluation. Every syllabus talks about continuous and comprehensive evaluation, but it the one time final examination that decides what has been learnt and there has been regret about listening and speaking not tested. The syllabi designers find themselves in a fix when it comes to the two important skills of language learning, i.e. listening and speaking. It is only the written examination that decides all aspects of learning the language. Since there is not much scope for 'teaching' listening and speaking beyond the textbooks, the skills suffer in the tested curriculum too.

If the teaching-learning situation is to be made rural learner centered, the curriculum in language education needs to:

1. Have a holistic approach to language planning where language education is perceived as whole in which English language education find its complementary and supplementary role.
2. Use the languages of children as a resource for teaching-learning of languages and other content subjects (NCF -2005). Adopting the multilingualism as strategy for learning of languages and other subjects will help the rural learner finding their

contexts and connecting their life outside the school with happenings of the classroom.

3. Create (English) language environment in the classroom and attempt to enable the learner to explore finding the language in use outside the classroom. This requires bilingual proficient teachers, who are conformable in the mother tongue(s) of children and in English. The activities and assignments that would demand children to move beyond the textbook and the classroom in finding to use the language. Newspapers, radio, TV and computers could be exploited for the purpose.

English will continue to dominate the school curriculum not only as a language, but as a medium of learning too. Given the important roles to English in education and in the larger society (Tickoo 1996), this will have greater implications for language education, particularly English language education in rural settings. The anti-English spirit or English hatred is dying out and will slowly diminish in coming years as the language is perceived as language of hope and better life. While some of our native languages are losing their battle for survival where English is taking the 'killer' role and the curricular documents calling for collaborative bi-/multilingualism, what in reality felt is subtractive bilingualism. This dangerous trend may lead to mass conversion to English medium instruction in our schools, both urban and rural schools. We must ensure that English as a language in education is fully realised in terms of the basic conditions for learning the language and those educated through native medium schools attain the proficiency that would not hamper them to move forward to higher education and employment any other urban English medium educated child would compete. Much discussed Common School System needs to be taken seriously along with right to education to realise a comprehensive language-in education strategy that would keep our rural learners comfortable

**Conclusion:** The syllabus makes an attempt to define the two-fold goals of language curriculum. The objectives are delineated at two levels for primary stage. Teacher talk and listening to recorded material are some other suggested ways for exposing learners to spoken language. The objectives include too many items of skills and competencies. Learners will acquire greater proficiency and fluency in oral and written communication. The components in the national policy on education be completed in 150 working days. The syllabus reflects (i) the development of Proficiency, and (ii) the development of language. The place and status of English language is touched formally. The syllabus advocates multiple methods for teaching learning the language. Language learning takes time and laborious process. The language input and motivation are essential for learning a language as second or foreign language. The syllabi and cursory look at textbooks shows that the activities are teacher directed and teacher centered. This obsolete idea of teaching the number of words in each class reveals that the understanding the syllabi farmers. Most of the states list the grammatical item to be covered in each class and there by completing the whole grammar of English language by the end of class. The textbook is aimed at providing comprehensible inputs (Krashen 1985) and the input needs to be authentic. The syllabi fail to recognize the distinction between the intensive reading and extensive reading. The processes of curricular reform both at the national and state levels, not much progress has been felt in the syllabi of the states in evaluation. If the teaching-learning situation is to be made rural learner centered, the curriculum in language education. Create language environment in the classroom. This requires bilingual proficient teachers. English will continue to dominate the school curriculum only as a language. We must ensure that English as language in education is fully realized in terms of the basic conditions for learning the language.

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Dr.Ch.Rajendra Prasad/Assoc.Prof of English/S.S.N Engineering College/Ongole/  
Dr.Gunja Ravikumar/Lecturer in English/BVSPM Degree College/Ongole/