

INDIA

# CBSE-ELT PROJECT

(1989-1997)

A REPORT



NIEPA DC



D10933

**CENTRAL BOARD OF SECONDARY EDUCATION**

17-A, Community Centre, Preet Vihar, Delhi-110092

---

CBSE  
500 COPIES

371.102  
CEN - I

**LIBRARY & DOCUMENTATION CENTRE**  
National Institute of Educational  
Planning and Administration.  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
DOC, No ..... D-10933  
Date ..... 04-01-2001

*Published by the Secretary, Central Board of Secondary Education, 'Shiksha Kendra' 2,  
Community Centre, Preet Vihar, Delhi-110092*

*Printed by : **SETHI PRINTERS**, D-18/15, Old Gobind Pura, Som Bazar,  
Chander Nagar, Delhi-110051 Ph. : 2206872*

---

# **CONTENTS**

<b>CHAPTER I- HISTORICAL BEGINNING AND BACKGROUND</b>	<b>Page No.</b>
1. Beginning and background	1
2. The Significant Role of English	3
3. Role of MHRD	4
4. INTAC as Consultants	5
5. The First Project Framework and its Revised Forms	6
6. Resources : BCD and CBSE	6
<b>CHAPTER II : STAGES OF THE PROJECT</b>	
1. Contextualising the CBE-ELT Project	7
2. The Core Group, Training and Implementation of different stages	7
2.1 Group "A" : Syllabus Design and Material Production	8
2.2 Group "B" : Evaluation and Testing	12
2.3 Group "C" : Techniques of Teacher Training	15
<b>CHAPTER III : TRIALLING OF MATERIALS AND PUBLICATION OF BOOKS</b>	
1. CBSE Feedback on Trialling of Materials	22
2. Trialling of Class X textual material and sample tests	25
<b>CHAPTER IV : INSET PROGRAMMES</b>	
1. Introduction	26
2. Concept and Rationale	27
3. Planning and Initiating Action	27
4. Monitoring Inset Workshops	27

4.1	Procedure	28
4.2	Role and Responsibilities of Monitoring Personnel	29
5.	Revision of Inset Training Materials	30
5.1	The Major Recommendations	30
5.2	Procedure for INSET Training Materials Workshop	30
6.	Implications for English Teaching at Secondary & Sr. Secondary Level	31
7.	Implications and findings of the Inset Courses	31
8.	Additional Inset Programmes	32
8.1	Short term Inset Programmes	33
8.2	Specific Outcomes	34
 <b>CHAPTER - V : IMPLEMENTATION OF THE NEW CURRICULUM</b>		
1.	The Curriculum Implementation Study	35
2.	Rationale for the Study	36
3.	Objectives of the Study	37
4.	The Scope of the Study	38
 <b>CHAPTER-VI : SUPPORT PROGRAMMES</b>		
1.	Programmes for Key Administrators and Education Officers (KAEO)	39
2.	Paper Setters Workshop	40
3.	Revision Workshops	41
4.	Main Course Book (MCB)	42
5.	Grammar Work Book (WB)	43
6.	Literature Reader (LR)	45

# Appendices

1.	<b>Appendix - 1</b> .....	<b>1</b>	
2.	<b>Appendix - 2a</b> .....	<b>2</b>	
	i) <b>Appendix-2b</b> .....	<b>3</b>	
3.	<b>Appendix - 3</b> .....	<b>4</b>	<b>- 5</b>
4.	<b>Appendix - 4</b> .....	<b>6</b>	<b>- 14</b>
5.	<b>Appendix - 5a</b> .....	<b>15</b>	
	i) <b>Appendix-5b</b> .....	<b>16</b>	
	ii) <b>Appendix-5c</b> .....	<b>17</b>	
6.	<b>Appendix - 6a</b> .....	<b>18</b>	<b>- 19</b>
	i) <b>Appendix-6b</b> .....	<b>20</b>	<b>- 26</b>
7.	<b>Appendix - 7a</b> .....	<b>27</b>	
	i) <b>Appendix-7b</b> .....	<b>28</b>	
	ii) <b>Appendix-7c</b> .....	<b>29</b>	<b>- 30</b>
	iii) <b>Appendix-7d</b> .....	<b>31</b>	
	iv) <b>Appendix-7e</b> .....	<b>32</b>	
	v) <b>Appendix-7f</b> .....	<b>33</b>	<b>- 34</b>
	vi) <b>Appendix-7g</b> .....	<b>35</b>	
	vii) <b>Appendix-7h</b> .....	<b>36</b>	<b>- 37</b>
	viii) <b>Appendix-7i</b> .....	<b>38</b>	
8.	<b>Appendix - 8a</b> .....	<b>39</b>	<b>- 80</b>
	i) <b>Appendix-8b</b> .....	<b>81</b>	<b>- 95</b>
	ii) <b>Appendix-8c</b> .....	<b>96</b>	<b>- 120</b>

9.	<b>Appendix - 9</b> .....	<b>121</b>	-	<b>126</b>
10.	<b>Appendix - 10</b> .....	<b>127</b>	-	<b>133</b>
11.	<b>Appendix - 11</b> .....	<b>134</b>	-	<b>140</b>
12.	<b>Appendix - 12a</b> .....	<b>141</b>		
	i) <b>Appendix -12b</b> .....	<b>142</b>		
	ii) <b>Appendix -12c</b> .....	<b>143</b>	-	<b>144</b>
	iii) <b>Appendix -12d</b> .....	<b>145</b>		
	iv) <b>Appendix -12e</b> .....	<b>146</b>		
	v) <b>Appendix -12f</b> .....	<b>147</b>	-	<b>148</b>
13.	<b>Appendix - 13a</b> .....	<b>149</b>	-	<b>155</b>
	i) <b>Appendix -13b</b> .....	<b>156</b>	-	<b>163</b>
	ii) <b>Annendix -13c</b> .....	<b>164</b>	-	<b>168</b>

## **FOREWORD**

CBSE has heralded a new era in the teaching and learning of English with its project of Curriculum Renewal of English Course 'A' at the secondary level designed and evolved by the practising teachers for use in the schools affiliated with CBSE.

This has been a collaborative effort involving CBSE, College of St. Mark and St. John Plymouth, U.K. funded by DFID (ODA) through BCD, New Delhi.

The new curriculum came into effect in Class IX in the academic session 1993-94 with the first Board Examination being held in March '95.

The overriding goal of the curriculum has been to develop the four basic skills (listening, speaking, reading and writing) needed for academic study and communication, both written and oral in the real world. The entire course materials have been designed with the basic premise that acquiring a language means above all acquiring competence to communicate confidently and naturally. The *"Interact in English"* package provides ample opportunity for learner's participation and practice. It encourages exploration, self-observation and creativity.

The main role of the text books has been to develop language skills rather than teaching content. There has been an effort to minimise dependence on the text books. The content is meant to act only as a take off point for skill development reinforced by teacher-designed activities and exercises designed on scientific lines seeking the active involvement of learners. The package also contains a Teacher's Book which has been a valuable guide and resource tool for the teacher.

There is also an Audio Cassette which has activities designed to test listening comprehension. It also contains poems for appreciation by learners.

There has been a continuous change in class room methodology to aid in the transaction of materials with increasing awareness of pair work, group work and whole class work which are being used as transaction strategies for achieving objectives of the designed activities.

The teacher's role has also undergone a change from a know-all lecturer to manager and an organiser who is able to motivate and co-communicate with her learners.

The principals and administrators also need to take an interest in the implementation and transactional strategies required for successful curriculum reform.

CBSE in this regard has conducted awareness programmes for key education officers and administrators as well as principals of organisations.

For teacher training mass in-service training has been taken up in 1992 (even before the implementation of the course) 1993 and 1994. The effort has been to cover at least two teachers from each school offering English Course 'A'. There has been an on going and continuous round of additional INSET programmes also which have been organised in the remote areas in various regions.

To keep the project going CBSE has continuously produced support material in the form of Self-Access Package, Question Banks etc.

To monitor and provide continuous feedback a curriculum implementation study had been taken up by CIEFL, Hyderabad and their final recommendations and findings have also been received.

The entire project has covered a span of almost a decade and the success of the reform has been witnessed at every step primarily due to the intense involvement of all the stakeholders, the primary among them being the core group of practising teachers who have been involved with the project from the very beginning.

The report has touched upon the various key developments during the course of the development of the project. The effort has been to focus on the process of curriculum reform rather than on individual activities or workshops.

This kind of curriculum reform would not have been possible without the intense involvement of different agencies and their active collaboration. The Board would like to thank the DFID, (ODA) the BCD, the Consultants from College of St. Mark and St. John. Plymouth UK, the NCERT, the CIEFL, the KV's, NTSA and independent schools for relieving their teachers. We would also like to thank profusely the core group of the project members as well as the motivated and committed practising teachers who have grown to become a part of the ever increasing folds of the CBSE-ELT Project family.

A project of this magnitude would not have seen the light of day but for the persistent efforts of all the officials of the BOARD and especially so the officers and staff of the Academic Branch under the guidance and leadership of the Director (Academic)

**Prof. B.P. KHANDELWAL**

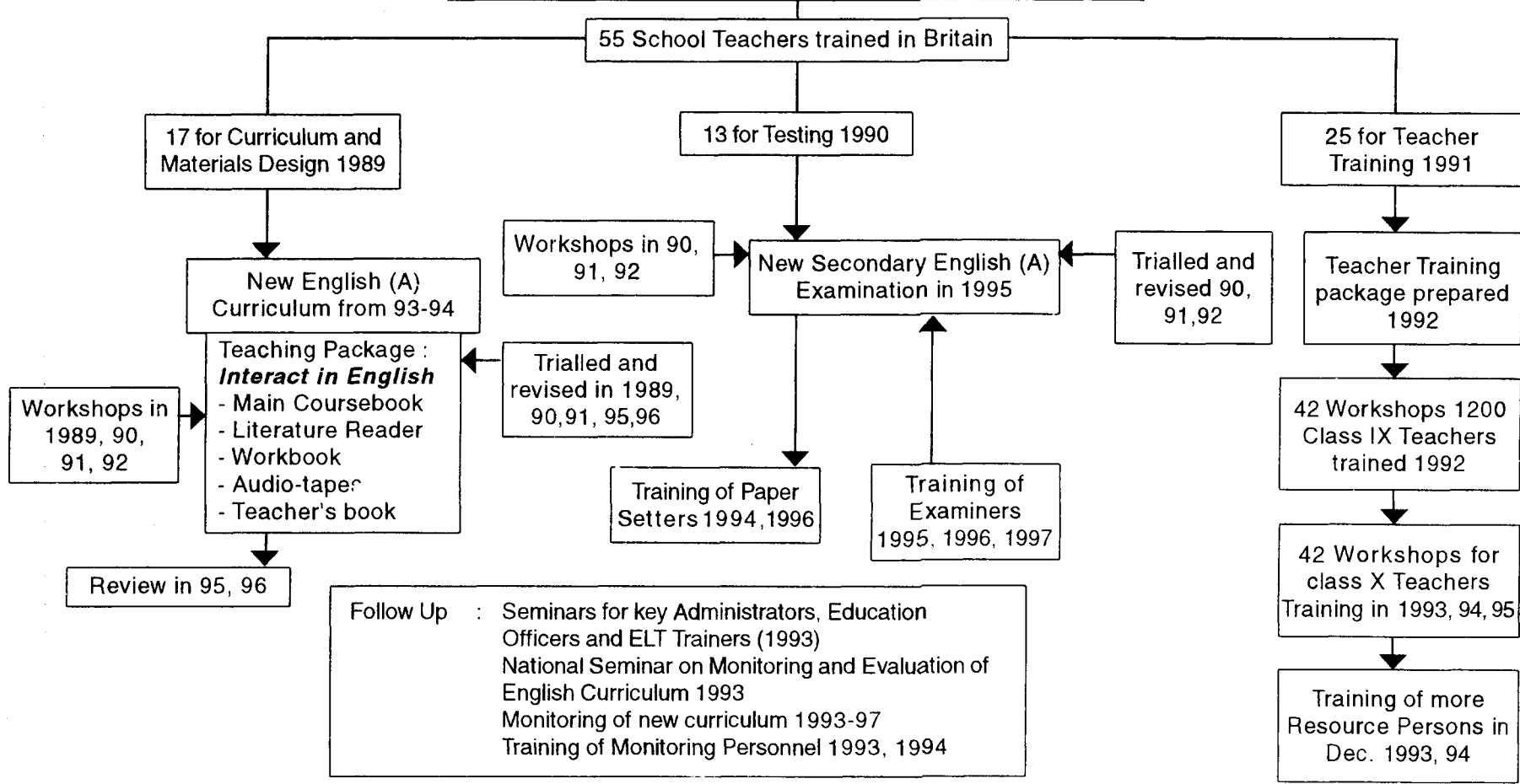
(Chairman)



# CBSE-ELT PROJECT AT A GLANCE

**CBSE SECONDARY ENGLISH CURRICULUM PROJECT 1986-1989**  
 FUNDED BY THE ODA AND MANAGED BY THE CBSE AND BRITISH COUNCIL

**Objectives** : Needs-oriented teacher-centered communication skills course and reliable examination  
**Beneficiaries** : Secondary students in 2600 Schools and Teachers in Secondary Schools





# **CHAPTER-ONE**

## **HISTORICAL BEGINNING AND BACKGROUND**

### **1. Beginning and Background :**

The Central Board of Secondary Education enjoys the distinction of being the second oldest Board of the country. It is the only National Board having an extensive jurisdiction that cuts across the geographical boundaries within the country and abroad. CBSE is a society registered under 'Societies Registration Act' and works under the overall supervision of Controlling Authority vested with the Secretary (Education) MHRD.

From a mere 309 schools in 1962, the Board today has 4843 schools affiliated to it which include 771 Kendriya Vidyalayas, 1343 Government Schools, 2282 Independent Schools, 325 Jawahar Navodaya Vidyalayas and 76 aided schools. It has more than 77 schools abroad. The Board also has under its jurisdiction Union Territories and States that do not have their own Education Boards like Sikkim, Arunachal Pradesh, UT of Andaman and Nicobar Islands, Daman and Diu, Dadar and Nagar Haveli and Chandigarh.

Ever since its inception the Board has been a forerunner in raising the standards of Secondary Education in the country. It has been responsive to the educational needs of different categories of students and prescribes uniform and flexible scheme of studies to suit the needs of students enrolled into formal and distance learning streams like private and Patrachar students. The syllabi and courses prescribed by the Board are especially well suited to the migratory students' population. Beside prescribing and updating the syllabi and courses for class X and XII and conducting annual examinations, the Board also affiliates institutions.

In order to execute its functions effectively and maintain the educational standards, the Board has decentralised its administration. As a result, Regional Offices have been set up in different parts of the country to be more responsive to the affiliated schools. Besides, Ajmer and Chennai, the Board has Regional Offices in Allahabad, Guwahati, Chandigarh and Delhi.

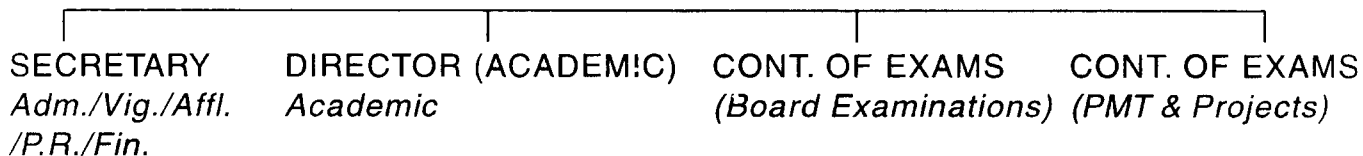
The Board functions under the overall supervision of the Controlling Authority which is vested with the Secretary (Education), Government of India, Ministry of Human Resource Development. The Board has various statutory committees which are advisory in nature. The Governing Body of the Board is constituted as per the rules and regulations. The recommendations of all the committees are placed for approval before the Board of Governors.

The Chairman and the Heads of the Departments are appointed by the Controlling Authority of the Board. Broadly speaking, the Secretary of the Board is the Chief

Administrative Officer and is responsible, for accounts, affiliation and the property of the Board. The Controller of Examinations is responsible for the matters pertaining to the administration and conduct of examinations while the Director (Academic) is entrusted with the renewal of the curriculum, publications of the Board, R & D etc.

The Chairman of the Board is the executive head. He is assisted by four Heads of Departments.

**CHAIRMAN**



**GOVERNING BODY**

Committees



Finance	Exams	Curriculum	Affiliation	Courses	PMT/Advisory Committees
<ul style="list-style-type: none"> <li>* Revision of rates of Fees</li> <li>* Payment for Work pertaining to Exam./ Affiliation</li> </ul>	<ul style="list-style-type: none"> <li>* Appointment of Paper Setters, Moderators</li> <li>* Deciding Maximum/ Minimum pass criteria/marks.</li> <li>* Duration of Exams.</li> <li>* Complaints about Question Papers etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Coordination of the recommendations of Course Committees.</li> </ul>	<ul style="list-style-type: none"> <li>* Granting affiliation to Institutions</li> <li>* Laying down qualifications for teachers, constituting inspection panels.</li> <li>* Suggestions, additions, or alterations in affiliation Bye-Laws.</li> </ul>	<ul style="list-style-type: none"> <li>* Renewal and updating of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* Any policy-decision to be taken with regard to the conduct of All India Pre-Medical /Pre-Dental Examination.</li> </ul>

The CBSE is an autonomous self-financing body which meets its recurring and non-recurring expenditure without any financial assistance from the Central Government. The examination and affiliation fee and the income from CBSE text books and other publications is the only source for meeting its expenses.

Being a Board of national stature, the Central Board provides expertise and interdisciplinary consultancy to other national educational bodies like University of Delhi, Jamia Milia Islamia, Joint Council of Vocational Education, National Council of Teacher Education, Association of Indian Universities, NCERT, KVS, JNV, National Steering Committee on Population Education, implementation of Yashpal Committee report, Standing Committee on Open School, secondary and vocational education and Council of Boards of Secondary Education to name a few. The role of the Board is mainly advisory in nature. Besides these, the Board has also been approached by Education Boards of Nepal, Bhutan and Bangladesh from time to time with the intent of imbibing, adopting and practising the academic and examination modules of CBSE in their respective countries.

The Board conducts the following examinations :

- \* All India Senior School Certificate Exam./March.
- \* All India Secondary School Exam./March.
- \* All India Senior School Certificate (Comptt.) Exam./August.
- \* All India Secondary School (Comptt.) Exam./August.
- \* All India Pre-Medical, Pre-Dental Entrance Exam./May.
- \* Under Graduate Entrance Test (UGET) to Manipal Academy of Higher Education (MAHE)-May.
- \* JNV Selection Test - February & April.

### ***Functions***

Unlike the State Boards, the CBSE has other responsibilities besides being an Examination Body. It plays a very active role in prescribing syllabi for different subjects at secondary and senior secondary level. It also plays a part in curriculum development, the publishing of text books, in-service training of teachers and research orientation programmes for its examiners.

The CBSE has a committee of courses for each subject whose function is to advise and make recommendations on syllabus, teaching materials, examination, in-service training and research etc.

The CBSE-ELT Project is a reflection of the Board's involvement with the concern for the need for curriculum renewal in English Language Teaching/testing especially in view of the Action Programme presented as a corollary of the NPE 1986.

### ***2. The Significant Role of English***

At the National and International levels, English continues to serve as our 'window on the World'. It will continue to be a source language, providing access to the vast and growing knowledge in the fields of science, technology, medicine, social sciences,

management, law and also humanities. Our scientists, technologists, engineers, doctors, economists and other researchers must be able not only to have access to professional literature in English but also be able to contribute to it and to interact with fellow researchers in other parts of the World. This has become very important today because English is the main language of education, research, media and the global work force.

As an associate official language, as the official link between the Central Government and the Government of the non-Hindi-speaking states, as the language favoured by all India institutional systems, trade, commerce and defence, English has important international functions.

It is an important promoter of social mobility for ordinary people; it is also a promoter of geographical mobility. It has been playing an important role in bringing in national unity and integration.

In certain states and certain disciplines English continues to be the main or associate medium of instruction and examination at the tertiary level.

Where the medium of instruction is some language other than English, our students and researchers find English useful as a 'library language' and a 'language of wider communication.'

At the individual level (the level of educated bilinguals), English continues to be 'the language of opportunity', the language of development', and 'the language of upward socioeconomic mobility'. Any individual seeking socioeconomic advancement at the national level will find fluency in English an asset. Jobs that carry status and a good pay packet demand a fairly high level of competence in functional English.

Our success in planning the teaching of English and other languages depends to a very great extent on making our people retain their values, philosophy and way of life, and yet not lag behind the west in the field of Science and Technology, trade and industrial development.

### **3. Role of MHRD**

The Govt. of India (Ministry of Education) vide its circular No. 5.7.3/82-DIVL 30.6.84 entitled "Key English Language Teaching Scheme" (KELT) (*Appendix-1*) of the British Government had invited proposals from various "English Language Teaching Institutions and other institutions interested in the teaching of English", in response to the offer made by the British Government for making available professional support to English improvement projects at Indian Institutions.

The proposal submitted was duly accepted and approved by the MHRD (*See approval Appendix-2a and 2b*)

Thereafter a meeting was held with the British Council Officers. The British Council Officials gave the background of the KELT project. The chairman appreciated the comprehensiveness of the project, but he explained that CBSE finalizes its syllabi and courses in collaboration with the NCERT.

At a meeting of the Committee of Course held in 1987 the Director (Acad) gave the background of the CBSE-ELT PROJECT whereby course A & B of English were to be developed at the secondary level. The British Council also explained that the proposal for the project originally came from the Department of Education, MHRD and CBSE and was finalised after extended discussions with CBSE. The project would run for about five years (1988-1993) and would comprise of field surveys, syllabus specifications, material production, evaluation, exchange of people and training of key persons.

#### **4. INTAC as Consultants**

The Project was entrusted to the College of St. Mark & St. John, a Teacher Training College at Plymouth (U.K.) because the college affiliated to the University of Exeter had substantive expertise in training teachers and developing syllabi and materials for several South-East Asian countries. Their rich experience with other countries such as Malaysia, Indonesia and Sri Lanka etc., it was felt, would be a useful input for the CBSE-ELT Project. A preliminary visit of the British Consultants was scheduled for Sept./Oct. 1988. It consisted of visits to selected schools meeting with students, teachers and principals. (*For excerpts from their Report please see Appendix-3*)

The objectives of the 3-week formulation visit were as sent out in the 'Term of References' (*See Appendix-4*). A further Term of Reference was added by CBSE 'To visit CIEFL and NCERT for full discussion of the project and its implications for teaching of English in India'.

The experts significantly commended 'English teachers'. 'Such command of English was high-perhaps the highest on the part of Secondary Schools teachers, of any country that we have worked in or visited.....'

The experts found from conversation with students that 'they enjoy English and doing things in English (reading novels, writing stories etc.). But they do not enjoy learning English via the present curriculum. As students they are the same as their counter parts in such schools the world over-intelligent, articulate, thirsty for knowledge, seeking variety and challenge. One important question for the CBSE-ELT Project, therefore, is to seek ways of harnessing these student characteristics in the development of their language skills'.

## **5. The First Project Framework and its Revised Forms :**

The first project framework was prepared in 1986 and subsequently revised on 17th June, 1987, 1st Dec. 1988 and 31st Oct., 1990. Both the original and the revised frameworks as well as the funding details are placed in *Appendix 5a-5d*.

Reasons given for Revision :

- The amount of time U.K. trained participants are willing/able to contribute to workshops and seminars needs to be looked into and to be planned in detail.
- The original plan had envisaged tests/examination (Oct. 1989-Jan. 1990) before completion of the second U.K. training programme on testing and evaluation (Jan.-March 1990)
- The original framework had also planned for INSET programmes far too early.

## **6. Resources : BCD and CBSE**

### **BCD**

The BCD through ODA helped to organise resources of men and material for the smooth running of the project. The equipment supplied was :-

1. 14 BPL Sanyo C1 Model two-in-one stereos with detachable speakers
2. 30 C-60 audio cassettes
3. 1 IBM Compatible PC
4. 1 Wipro XT (Computer)
5. Laser Printer
6. Photocopier
7. Kit of Books (For Group members)

### **CBSE**

- The CBSE has also provided manpower and resources through out the running of the programme.
- An Education Officer was associated with the project from the very beginning.
- Trained manpower in the form of two assistants to handle computer related work.
- An AEO was appointed in 1993.
- The cooperative and progressive stance of the Chairman of the Board.
- Director (Acad.) and his unit of Education Officers to help in implementing the project.
- The Committee of Courses which helped at every stage of the Project by coming in with their ideas and suggestions.
- A monitoring Committee which was formed to review the progress of the project.



## CHAPTER-TWO

### STAGES OF THE PROJECT

#### 1. *Contextualising the CBSE-ELT Project*

In the context of ELT in India, this is the first opportunity for the profession to learn from a curriculum development exercise which involves practising teachers on a large scale. This setting is one which could allow empirical data and the voices of teachers to become part of a discourse traditionally permitting only the exalted pronouncements of individuals (Committee members, authors, examiners) in whom power is vested by executive order.

A major contribution of the current project has been towards the development of 'teacher morale'- one of the areas highlighted in the NPE 1986 Programme of Action. The Project has been essentially teacher led. Instead of being "consumers" of syllabi handed to them, teachers have been actively involved in analysing their own academic environment, devising a plan of action, operationalizing it and later through careful evaluation-making suitable modifications.

The CBSE-ELT Project was able to accomplish this by training 55 teachers as a core group and later through a pebble drop phenomena - involving a large number of teachers from a variety of schools across the length and breadth of the country. (See Appendix 12a, 12b, 12c and 12d for list of persons associated with the Project)

This chapter aims to give a brief review of the selection and training of the "Core group" of Resource Persons - and their contribution in terms of "End Product".

#### 2. *The Core Group, Training and Implementation of different Stages.*

Group 'A'	Material Production	- 18(17+1)	(Appendix-12b)
Group 'B'	Testing & Evaluation	- (11+1)	(Appendix-12c)
Group 'C'	Teacher Training	- (25)	(Appendix-12c)

The requirements for applicants for training in U.K. in *English Language Teaching Project* of the British Council (1989) were as follows :-

## **2.1 Group 'A' (Syllabus Design and Material Production)**

Qualification : Essential

- 2nd class M.A. in English and B.Ed. with methods of teaching English or equivalent training.

Desirable

- Certificate/Diploma in teaching English from CIEFL or similar organisation.

Experience : Essential

- Experience of teaching English Course 'A' in secondary and/or Sr. secondary classes for at least five years.

Desirable

- Experience in material production, paper-setting and evaluation.

Age : Less than forty (40) years on 1-1-89

### **Procedure**

A Selection Committee comprised of the following members met to select teachers for Group 'A'

1. Chairman, CBSE
2. Representative of NCERT
3. First Secretary, British Council Division
4. Secretary, CBSE
5. Director (Acad.), CBSE.
6. Convenor of Committee of Courses

At the outset, the Chairman informed the committee about the circular that had been sent to schools/Directorates of Education (UTs)/Kendriya Vidyalaya Sangathan,

inviting applications from teachers who could be considered for training in U.K. under the ELT Project being taken up in collaboration with the British Council.

In all 126 applications were received upto 28th November, 1988. They were screened for short listing by a committee consisting of Controller of Examinations, Secretary, Officers on Special Duty (Acad.) and Director (Acad.)

The selected group 'A' candidates were called for a predeparture briefing session at the British Council New Delhi in January 1989 where they were apprised of the expected outcomes of the training in U.K.

### **Objectives**

On their return to India many of the participants submitted reports also expressing their view of the 3 months training programme (*See Appendix-6*).

The Group 'A' attended 5 workshops for drafting and finalising the course materials. After the first workshop, certain units were taken up for trialling and reports from the trialling influenced the further drafts (*See Appendix 7a-7j*).

At the workshop in 1992 - the class IX materials were finalised. Later, in a workshop the Class X draft materials were prepared.

The materials were used in class IX from the session beginning in April 1993- and the first batch of students to be examined on the material were those appearing for the Board Exams in March 1995.

The objectives and the programme outline of Teacher Training in Syllabus Design and production are as follows :

### ***Training of 'Group-A' in U.K.***

#### ***CBSE Project (1st Stage January-April 1989)***

#### ***Programme Outline :***

#### ***Objectives :***

- i. To examine the role and function of English and of ELT in English medium schools in India, particularly in the light of national language policy.
- ii. To familiarise participants with the concept of needs analysis and its application to syllabus design.
- iii. To familiarise participants with current thinking on syllabus design in ELT.

- iv. To relate the ELT syllabus to broader curriculum needs in English medium schools.
- v. To set appropriate aims and objectives for English Course 'A' Classes IX & X.
- vi. To produce a draft syllabus for classes IX & X
- vii. To draw up a blue print for the organisation and format of Class IX materials.
- viii. To familiarise participants with current materials, format and activity-types for the teaching of English with particular reference to the development of language skills and grammatical competence and to the role of literature in the curriculum.
- ix. To establish criteria for the selection of appropriate texts for classes IX & X.
- x. To produce sample materials for class IX illustrating a variety of exercise-types which can serve as a framework for further materials development.
- xi. To devise and agree on strategies for presenting, trialling and implementing the new syllabus and materials in India.
- xiii. To establish roles and responsibilities for the follow-up work in India.

- ***The Programme***

- ***Shape and Balance***

There would be 14 taught hours per week. The remaining time was for reading and assignment work. In phase one of the programme (weeks 7-8) there was an emphasis on information tasks and assignments. During this phase, some visits to local secondary schools for observation of English Language and Literature classes at CBSE level were arranged. In Phase Two there was an emphasis on output, working from the syllabus specifications to the writing of sample materials.

#### BLOCK 1

- a) ***Principles of Syllabus Design***

- different approaches to syllabus design
- needs analysis; matching syllabus to need
- setting and forming objectives
- grading objectives
- elements of a language syllabus: skills, structures, lexis, topics, learners training and study skills, test-types etc. (balancing and integrating)
- relating syllabus
  - (i) to materials
  - (ii) to assessment objectives

b) **Materials Evaluation**

- exposure to a wide range of course materials
- establishing and implementing evaluation criteria
- carrying out and writing up an evaluation of specified materials.

c) **Preparation of Syllabus**

- drafting a syllabus for classes IX & X
- carrying out an initial evaluation of the draft syllabus

d) **Principles of Materials Writing**

- deriving materials from syllabus objectives
- overview of text types and purpose
- overview of exercise type and purpose
- extending and adapting the course book
- the role of supplementary materials
- stages in the production of materials (drafting, trialling, evaluation, rewriting)
- writing rubrics and instructions
- preparation of a piece of teaching material of a specified objective.

**BLOCK 2**

**Literature in Language Teaching**

- aims of literature teaching in an ESL context
- exposure to a range of extracts from the literature of the English speaking world.
- criteria for the selection of texts.
- exposure to a range of activities and techniques for exploiting literary texts
- cultural aspects of literature teaching
- deriving language work out of literature

**BLOCK 3**

**Methods**

- brief historical overview of ELT methods
- exposure to communicative methodology
- the relationship between materials and methods
- establishing a workable methodological position of course members with Indian conditions in mind.
- teaching grammar.

**BLOCK 4**

**The Management of Curriculum Change**

- preparation of appropriate mechanisms for consultation with colleagues in India

(questionnaire etc.)

- a framework for the trialling and evaluation of the sample syllabus and materials
- initial teacher training implications : need for methodological change.
- an overview of curriculum-led INSET in the U.K. (eg. GCSE)
- action plans : establishment of in-India roles and responsibilities for course members (taking into account other responsibilities, relative seniority, geographical locations etc.)

## BLOCK 5

### ***Preparation of Sample Materials***

- establishment of task group and division of labour.
- setting of interim deadlines (within the course period).
- materials production in task groups.
- trialling, commenting and revising (within the course period).

### ***Course Monitoring and Evaluation***

The course was monitored by a joint committee of staff and participants, which was convened at the end of weeks 3, 6 and 9 of the programme. All participants were asked to contribute to an 'end of course evaluation'.

### ***2.2 Group 'B' : Evaluation and testing***

The second group of teachers were trained in the field of evaluation and testing and the selection of teachers was based on the following criteria:-

Qualifications	:	Essential
		<ul style="list-style-type: none"><li>● 2nd class MA in English and B.Ed. with methods of teaching English from CIEFL or similar organisation.</li></ul>
		Desirable
		<ul style="list-style-type: none"><li>● Certificate/Diploma in teaching English from CIEFL or similar organisation</li></ul>
Experience	:	Essential
		<ul style="list-style-type: none"><li>● Experience of teaching English Course 'A' in Secondary and/or Sr. Secondary classes for at least five years.</li></ul>

### Desirable

- Experience in material production, paper setting and evaluation

Age : Less than forty five (45) as on 1-1-1990

In all 70 (seventy) applications were received, break up of which is given below:-

i) Delhi Administration	13
ii) Kendriya Vidyalaya Sangathan	22
iii) Department of Education A & N Islands	01
iv) Independent Schools	34

### Screening Criteria :

In the case of KVS and Government schools, only those applications were considered which had been forwarded by the organisations.

The objective of the training imparted in U.K. for Group 'B' (Testing and Evaluation Group) were as given below:-

### **Workshop Objectives :**

The following were agreed at the start of the workshop :-

- to acquire familiarity with the overall project-origin goals, timing, phases, participants roles
- to enable participants to bring themselves up-to-date with project developments to date-syllabus, materials, trialling, feedback, revision, workshops etc.
- to introduce current approaches to the teaching of English with particular reference to the CBSE Project.
- to experiment with sample materials design and with peer-teaching
- to consider in the light of draft materials and other documents examined possible implications for student assessment
- to familiarise participants with life and academic work in U.K.

The following objectives had been agreed at the end of the U.K. training programme :-

- to receive feedback in informal trialling
- to meet with the CBSE's Committee of Course for their reactions to the group

proposals with regard to testing and evaluation

- in the light of the Committee's comments, to rework those proposals as appropriate
- to draft Class IX continuous assessment elements for inclusion in the Teacher's Guide.
- to continue building up an item-bank of class IX tests, including the editing of items drafted at Marjons
- to improve the editing/proofreading/proof-marking skills and to decide on a standard layout/numbering system
- to draft an issue of the CBSE's Newsletter, focusing on Testing and Evaluation
- to analyse feedback from trialling of Class IX tests
- to revise and finalise these tests.

#### **Group A : Teaching Materials**

- Finalise the Main Course Book, Literature Book, Work Book, Teacher's Book and tapescript for Class IX materials.
- Review four Class X units for the Main Course Book drafted at the last workshop
- Complete remaining 4 units for Class X Main Course Book.
- Write the Literature Book, Work Book, Teacher's Book and tapescript for Class X materials.

The issues that were resolved/clarified are as given below :-

- The *Literature* component of the curriculum was increased from 20% to 25% for each year. The teaching time for Literature will now be 37 periods (of 150) for Class IX, and 30 periods (of 120) for Class X. Literature will constitute 25% of the Class X examination.
- The Board confirmed their acceptance of the recommendations for *testing* set out in Marjon's October 1990 report, including the range of acceptable item-types.
- It was agreed that the "*fill-in approach*" to the Main Course book should be restricted to activities where such an approach was unavoidable, and that in these instances students be instructed to write in pencil.
- The Board agreed to the constituents of the *Work Book* as grammar activities plus two tests.
- The Board agreed that the inclusion of *simple graphs/statistics* etc in the writing section of the test is acceptable as a "peg" for certain questions, provided such devices do not themselves pose problems of comprehension.



- f) In order to ensure maximum *use of the Main course book*, it was agreed that one writing question in the test should draw on information from a theme or themes from that book.

After the U.K. training of the testing group there was an in-country workshop which ran for two weeks at New Delhi. This was attended by 5 participants from Group 'B'. The procedure adopted through out the workshop was short plenary sessions to establish objectives and to make policy decisions followed by longer sessions in which small groups or individuals worked on specified tasks.

The objectives set on the first day of the workshop were :-

- to analyse the results of the trialling of Class X papers A & B
- to review the feedback on the testing material
- to review Class X Papers A and B in the light of feedback
- to check and edit Class IX Papers A and B in the light of feedback
- to revise the assessment guidelines in the light of feedback
- to prepare guidelines on test design and construction
- to produce more sample test material

### ***Analysis of the results of Class X Paper 'A' and 'B'***

The two sample papers for Class X produced in the workshop were trialled in a number of CBSE schools. Paper A was distributed by the CBSE, and in line with previous recommendations, the schools selected were mainly those outside Delhi. No formal arrangements were made for the trialling of Paper B, but Group B participants were asked to try it out in their schools. Responses were received for Paper A from 17 schools, and for Paper B from 7 schools. The geographical regions were well represented.

The scripts for sample paper A were marked in a workshop organised by the CBSE, in which two members of Group B headed a small team of teachers who had not previously been exposed to the new syllabus or examinations, and ran the marking as if for a regular CBSE examination. Because of the large numbers involved, a sample of 10 scripts from each school was marked.

Paper B was marked by the Group B participants at the workshop; again, 10 scripts from each school were marked, giving a total of 70.

Results on Paper A and B are reasonably close, despite variations on a few individual questions which have now been revised.

### ***2.B Group 'C'- Techniques of Teacher Training :***

25 teachers from various schools from all over the country were selected to be

trained as teacher trainers in the third group of teachers sent to U.K. for training in 1991.

The criteria of the selection of Group 'C' participants was as given below :-

Qualifications	:	Essential
		<ul style="list-style-type: none"><li>● 2nd class M.A. in English and B.Ed, with methods of teaching English or equivalent.</li></ul>
		Desirable
		<ul style="list-style-type: none"><li>● Certificate/Diploma in teaching English from CIEFL or similar organisation.</li></ul>
Experience	:	<ul style="list-style-type: none"><li>● At least 15 years experience of teaching English in Secondary and/or Sr. Secondary classes.</li><li>● Experience of organising/conducting Inservice Education courses.</li></ul>
Age	:	<ul style="list-style-type: none"><li>● Not exceeding 55 years.</li></ul>

***The Procedure of selection of participants for Group 'C' of the ELT Project :-***

The selection was done in two stages after preliminary screening and short-listing of applications. First stage selection was done on the basis of interviews held at Delhi and Madras wherein experts from St. Marks and St. John College, Plymouth U.K. and British Council were associated. The final selection was made out of the candidates short-listed in the first stage by a high-powered committee which included Commissioner, Kendriya Vidyalaya Sangathan, Joint Director, NCERT, and Convener of Committee of Courses besides others. The primary concern of the British experts was that only such candidates should be selected who apart from having high verbal facility could provide effective leadership both in respect of academics and management of the groups while organising the orientation programme for teachers. The third group were to be responsible for acting as Resource Persons in the mass orientation programmes which would be taken up by the Board as part of the Project in May-June, 1992. Hence such qualities were looked for which would make them good Resource Persons.

The emphasis on merit makes distribution of candidates over different regions very difficult. Still at the time of final selection, maintaining the overall merit, necessary balancing was done from the stand point of regional distribution as also agency wise/department-wise distribution as given below .

**Distribution over States :**

Andhra Pradesh	2
Arunachal Pradesh	1
A & N Islands	1
Bihar	1
Delhi	7
Himachal Pradesh	1
M.P.	1
Maharashtra	2
Orissa	3
Sikkim	1
Tamil Nadu	3
U.P.	2
<b>Total</b>	<b>25</b>

**Distribution by Sex :**

Male	5
Female	20

**Distribution by Agencies**

KVS	5
Public Schools	16
Government schools	4

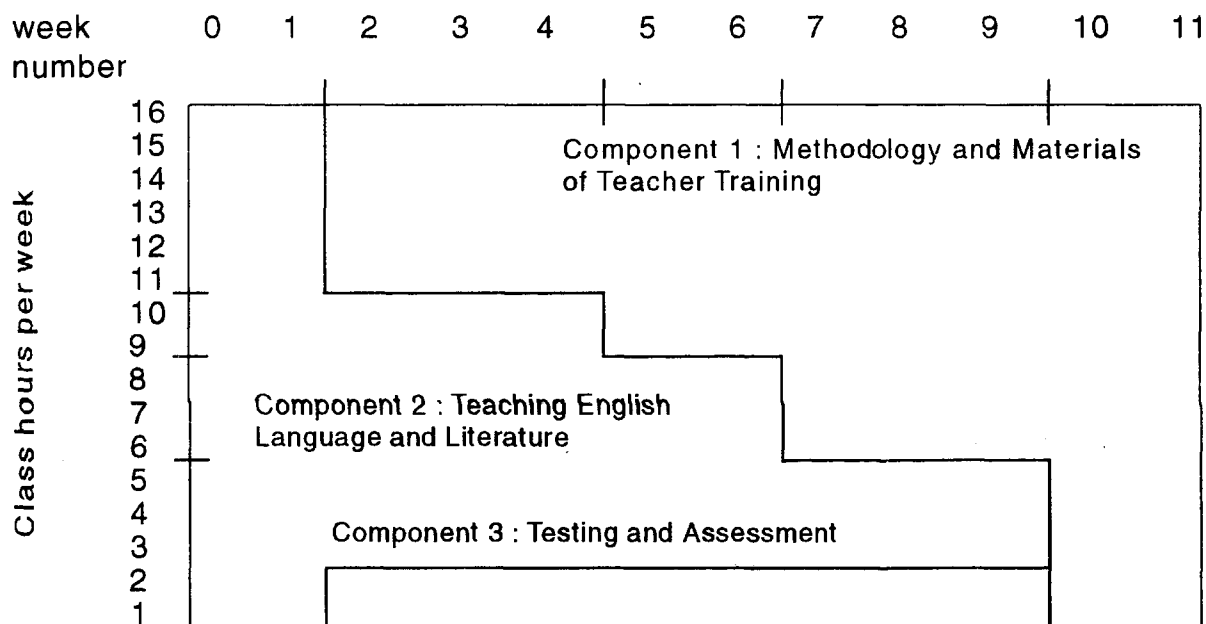
Delhi had the largest representation as it had 1043 CBSE schools out of a total of 2500 Schools offering in English Course-A then.

A decision was taken by the Board on the advice of the ELT experts from U.K. to send two teachers from the previous group, one each from Group 'A' & 'B' in order to provide continuity to the tasks undertaken in the Project. One of them had worked intensively on textual material and the other on testing materials.

The detailed programme of study which was taken up for the Group 'C' members in U.K. is as given below :-

**Group 'C' (Teacher Trainers) U.K. Training Programme, September - December 1991**

● **Shape and Balance**



**Component 1 : Methodology and Materials of Teacher Training (99 hours)**

**Objectives**

As a result of his component, participants will.....

- develop agreed package of training materials, sufficient to resource 2-week INSET workshop in India.
- develop their own skills as trainers, managers of workshops and change agents.

**Contents**

**Teacher Training Methods** : different approaches to input; training styles; roles of trainer and trainees, uses of pairwork, group work, whole class discussion etc; uses of role play, simulation, brainstorming, games and other communicative teaching strategies in teacher training; roles of teacher and trainer compared and contrasted; facilities lesson planning techniques for opening and closing workshops.

**Teacher Training Materials** : evaluative survey of training materials; preparation of appropriate training materials building into training packages; building on the new course books and teachers guide; resource for INSET workshop (display, reprographics etc in difficult circumstances)

**Course Design and Planning for INSET** : a view of framework for curriculum change; management of innovation and change, overcoming resistance, resolving conflict; negotiating objectives; approaches to INSET course design; personal development within the framework of curriculum-led change; per-course planning, administration and needs analysis; post-course follow-up; network and support group; course evaluation and report-writing.

### ***Component 2 : Teaching English Language and Literature (77 hours)***

#### ***Objectives :***

As a result of this component, participants will.....

- have increased awareness of the needs of learner taking English 'A' in Classes IX and X.
- understand and identify a range of appropriate learning objectives
- understand the range of approaches to syllabus and course design, and links with classroom implementation
- understand the reason for and the nature of the Class IX/X syllabus and course design
- identify the learning/teaching principles underlying Project and non Project materials and methodologies, with particular reference to communicative language teaching
- become familiar with the Class IX teaching materials and their intended classroom use

#### ***Content***

***Historical Perspective*** : major trends and developments in language teaching methodology; communicative language teaching and integrating language use with learning process

***Project Familiarisation*** : the Project to date, i.e. origins, CBSE thinking, phase, objectives, constraints, time-frame, Group 'C's role, projected timing of INSET activities

**Teaching Listening and Speaking** : activity-types for developing conversation skills, course material and activity-types for developing listening proficiency, classroom organization, the role of the teacher

**Teaching Reading** : purpose in reading, text-types, reading strategies and pedagogic objectives, word-attack skills, a taxonomy of comprehensive questions, activity-types, phases in a reading lesson, the role of the teacher

**Teaching Writing** : purpose in writing, test-types, activity-types, management of writing activities, guided/controlled/free writing, contexts for writing-text and non-verbal, the role of the teacher, correcting and marking written work

**Teaching Integrated Activities** : the use of written, spoken and non-verbal input as stimulus and content for spoken and written production

**Syllabus Design** : stages and processes in syllabus design and development, language across the curriculum (i.e. course development with English as a medium for other subjects), language syllabus, models and their underlying assumptions, need analysis, syllabus organisation, objectives, syllabus implementation (i.e. the link between syllabus specifications, classroom material, classroom practice and evaluation instruments), the Class IX/X syllabus/course design/attainment targets.

**Teaching Vocabulary** : activity-types in vocabulary development

**Teaching Grammar** : activity-types, classroom procedures, relationship with fluency-based work in speaking and writing

**Teaching Literature** : objectives, activity-types, classroom procedures

**Forward Planning** : Lesson planning, planning a teaching session (a year, a term, a month, a week) so as to ensure balanced coverage of the curriculum

**Classroom Management** : Class and classroom organization, roles of teachers and learners, record-keeping etc

### **Competent 3 : Testing and Assessment (16 Hours)**

Objectives

As a result of this component, participants will.....

- be familiar with principles and practices in ELT testing and assessment
- understand the rationale behind the new assessment system for English 'A' Classes IX and X

## ***Content***

- \* aims of testing
- \* criteria for test design: validity, reliability and backwash
- \* continuous assessment
- \* testing reading
- \* testing writing
- \* testing literature
- \* testing grammar
- \* objectivity and marking procedures

(All those elements will be covered with particular reference to the proposed Class IX/X exams.)

## CHAPTER -THREE

### **TRIALLING OF MATERIALS AND PUBLICATION OF BOOKS**

#### **1. CBSE Feedback on Trialling of Materials**

The **CBSE Project Team** had taken up a momentous task-to draw up a syllabus and produce textual materials for children of as many as 2500 CBSE affiliated schools spread over the length and breadth of the country. Moreover, these would be children drawn from Government schools, Government aided schools, public schools and Kendriya Vidyalayas and thus represent a wide range of socio cultural background and language competence at the entry point.

The first eight units for class IX were produced in June 1989. These were then sent for trialling to 50 CBSE schools, drawing in the comments of 300 students and about 40 teachers. The members held briefing sessions with these teachers before the units were taken up in the actual classroom situation. The students and the teachers were asked to express their reactions, preferences, suggestions both with regard to the methodology and thematic content through two different questionnaires carrying scale type questions. Post-trialling discussions were held wherever possible between the CBSE team and the teachers who had used the material.

The group met again in September 1989 and two working days were spent in analysing the feedback from the trialling. The feedback on the **People** Unit, which incidentally is the unit which has reached the final Class IX materials, with a lot of the original activities and input texts is given below :

Feedback from the students :

1. 12% enjoyed the lessons very much. 33% a little. 0.5% not much.
2. 40% reported they had learnt a lot. 35% a little and 25% nothing.
3. 25% thought all lessons should be taught in this way, 65%- only some, 10 none.
4. 52% found pair/group work very helpful, 35% sometimes helpful, 13% unhelpful.
5. 70% found the exercises interesting, 17% ordinary, 13% boring/18% found them too difficult, 60% just right, 22% too easy.
6. 68% found the task manageable, 27% said too little was expected, 0.5% unmanageable.
7. Besides this the tape component was favourably commented on.



8. The students were asked to mention which section they liked and which they disliked.

The most significant points that emerged from the teachers' comments on this unit was that they found the unit enjoyable and that the listening component was manageable and enjoyable.

On the other hand when one looked at the response to the Unit on **Tradition** which was thereafter dropped, it was found that while the new approach was by and large acceptable, the input texts were found thematically beyond the interest level of Class IX and some of them were too long.

After making similar analysis of each of the eight units, it was decided to revise four of the units with considerable, not fundamental changes. Three units needed fundamental changes e.g. the unit on **Adventure** dealt only with **Trekking** in its different aspects. The same unit in the final draft includes an account of a journey to the South Pole; and a story **Ordeal in the Ocean**. **Trekking** finds a place as one section of **Sports and Games**.

The Second Phase of trialling was carried out between January and May 1990- and at the next workshop (in June 1990), a very productive exercise was carried out analysing the feedback from trialling. The trialling was this time spread over more schools, many outside the towns where the materials production team was based. It was encouraging to note that teachers in schools in the relatively remote towns received the materials with enthusiasm. They approved of the new methodology per se - they were emphatic that teacher orientation would be very helpful.

The changes in the way grammar was to be handled makes an interesting study. Initially it was felt that the traditional emphasis on 'rules' and accuracy, fluency, and hence grammatical items were taken up in contextual situation. A checklist was kept of the grammar area which needed to be revised and reinforced and wherever the input texts or activities naturally lent themselves to exploitation in these areas they were suitably treated. However, through post trialling analysis repeated requests were made by the teachers for a more formal handling of grammar and by the students for more practice in this area. Hence in the Mark II Version of the Class IX material drafts, a Language Review followed after 2 units. Infact this time, each school was asked to trial 2 units and a Language Review Unit. After the feedback from Trialling Phase II it was decided that a separate Grammar Work Book was required and work was started to give it the present shape in the 1990 Workshop. It may be mentioned that although no explicit cross-referencing is made between the Main Course Book and the Work Book, all the activities in

the Work Book contribute to an improvement in the general skills focused on in the Main Course Book and vice versa. Having a separate Work Book is simply a means of consolidating structures being used in the other components of the Course. Only in class X Work Book explicit explanation and structured guidance was provided where needed.

This led to the final or Phase III of the Trialling which was carried out on the Draft materials for Class X. By now it was believed that the thematically interesting areas had been identified and the approach modified as per the suggestions of the earlier Trialling. Hence, the questionnaires which the students and the teachers had found rather lengthy were modified. Teachers' notes' had been made available to the teachers at all stages of trialling.

By now, even schools which had been indifferent to the Trialling and were not willing to let their teachers spend time on materials outside the then current course, were interested that their students be involved in the trialling. They saw it as an exercise in familiarising their teachers with the new materials as it would not be too off the mark to say that even this limited exposure was having an impact on the teaching in the junior classes. The wash back had begun.

Without going into the statistics of the phases of trialling, it would be important to note that this time, the trialling included two units from the Grammar Work Book, two from the Main Course Book and three poems and two stories from the Literature Reader. The latter specially enables us to get an idea of student interest in regard to literature in its traditional form. A fact which emerged, not very surprisingly was that there was a vacuum when students were asked which poems and stories they would like to see in their new reader-most students had read very little outside their earlier course books. 'Again a poem like " Lies" by Yeutoshenko was enjoyed by the students but the teachers felt that as the poet addressed himself to grown up women rather than children, it was not suitable. The views of the teachers were respected.

The Trialling not only had implications for the revision of materials, they also threw up useful areas which needed attention during the In-Service Training Programmes specially in regard to handling pair work and group work. Despite delays caused by the vast distances and the fact that our schools range from Sikkim to the Andamans, trialling during materials production was found to be a very useful exercise.

## **2. Trialling of Class X textual material and sample tests**

The textual material for Class X and the sample tests were trialled in certain selected schools keeping in mind geographical placement and their potential to provide lead in their own regions. (*Appendix 8a, 8b and 8c*)

### **Objectives of the trialling of the textual and test materials :-**

Trialling of the textual materials and the sample tests aimed at obtaining feedback from the users i.e. the students and teachers to see if :

- teaching and testing strategies and the nature of the suggested activities/ exercises adopted by the Project Team in the materials were suitable in the classroom situation and whether the testing strategies were in consonance with the teaching and learning strategies adopted in the textual materials.
- If the overall design of the materials is functional specially with reference to its length, periodicity, marking, reliability and face-validity, unity and objectivity,
- the level of attainment expected in the sample tests are broadly in agreement with the testing objectives stated in the new course.

## CHAPTER-FOUR

### INSERVICE TEACHER TRAINING (INSET)

#### 1. INSET PROGRAMMES

##### *Introduction*

Apart from the task of the development of the new curriculum for Course A, the project also involved the essential component of In-service training (hence forth INSET) to familiarise practising teachers with the syllabus, materials and assessment system. The plan was to hold workshops at a number of regional centres in different areas of the country which have CBSE affiliated schools.

The workshop seminars were conducted by the third group of teachers trained in the U.K. in the techniques of teacher training. The teachers also produced a Resource Manual which is an activity based manual divided into Modules. Each Module focuses on a specific skill in respect of new material and methodology. *(Please see Appendix 9 for a Table of Content and list of Activities included in the Resource Manual)*

The early stages of the project were productive not only in terms of materials; they also provided a framework with which the main stake holders (ODA/BCD/CBSE and Marjons) were able to establish a collaborative working relationship without which this cycle of workshops, and the public launch of new materials would not have been possible.

The second factor which consolidated the project was the sense of pride and 'ownership' which has grown among the trained group of teachers.

The success of the workshops depends to a very large extent on efficient administration planning and implementation. These were taken care of down to the minutest details. Care was taken to :-

- i) select suitable venues
- ii) arrange for books and material to be sent to workshop venues
- iii) plan a working schedule for the run of workshops
- iv) pair RPs and make arrangements for their travel and stay
- v) monitor and coordinate the successful running of workshops

The objectives of the workshop were :-

- to familiarise participants with current approaches to teaching of English Course-A

## **2. Concept and Rationale**

The **Inset** Programmes were scheduled to being held before the piloting of the new course and were to continue throughout the implementation and at least until the initial group of students had taken the class X examination. The rationale was to train teachers who would then act as 'multipliers' and with the filtration of their awareness, information of the new course would get disseminated at an accelerated pace.

### **Planning and Initiating Action :**

The Board organised Inset training for teachers of English (teaching English Course 'A') even before the new curriculum was introduced.

The first round of Inset Programmes were conducted in 1992 at 42 centres/venues all over the country (*Please see Appendix 10*)

The Objectives of the workshop were:-

- to familiarise course participants (henceforth CPs) with the aims and objectives of the Project.
- to develop insight into the new methodology and techniques as propagated in the new materials.
- to familiarise and acquaint CPs with the new materials and enable them to gain competence in handling them.
- to enable CPs identify, develop and use material from other sources to supplement the material provided by the Board for developing the language learning skills of learners.

In overall 104 INSET Programmes were conducted over three years and a total number of about 4000 teachers were trained.

## **4. Monitoring Inset Workshops**

The INSET Programmes of the CBSE - BCD were a unique effort in orientating teachers on a massive scale to the new course materials, even before the materials had reached the classroom. It was imperative therefore that these programmes should be visualized and implemented with the greatest efficiency, to set the right tone for the

introduction of the new materials and methodology into the classrooms. For the number of Resource Persons too it was their first foray into Teacher Training after their Course at Marjons.

Accordingly a schedule for monitoring the Inset workshop was set up with the specific aim of maintaining quality control and improving effectiveness.

The monitoring team comprised of BCD Personnel, CBSE Officers and Marjons Consultants.

Objectives of monitoring were as follows :-

To have two-way feedback between resource persons (RPs) and the monitoring personnel.

Monitoring Personnel collated main points from each phase and communicated to RPs running the next phase of workshops.

At the end a UK consultant produced a consolidated report which fed into the Class X INSET Materials and methods workshop later in the year

Monitoring Personnel generally played a morale boosting and supportive role, troubleshooting where necessary.

#### **4.1 Procedure**

The Monitoring Personnel were introduced to workshop participants on arrival after which they sat in an inconspicuous position.

They did not take any notes while observing lest the participants thought the MPs are assessing or inspecting.

The Monitoring Personnel joined the participants when they were engaged in small group activities and acted as facilitators, at the same time monitoring the process.

Feedback sessions took place in confidence, outside the workshop hours. The RPs gave their feedback first.

The Monitoring Personnel were requested to conduct an 'any question' sessions for the participants some time during their visit.

At the end of each visit the Monitoring Personnel wrote a brief report. A U.K. specialist prepared a summary of main points for feedback to the RPs involved in the

next round of workshops.

RPs prepared their own brief reports at the end of each workshop and sent them to the CBSE Delhi.

#### **4.2 Role and Responsibilities of Monitoring Personnel**

In general workshops were visited for two days.

During the workshop, Monitoring Personnel :

- provided support to RPs
- monitored effectiveness of the training methodology and materials
- monitored effectiveness of individuals RPs (and pairings)
- acted, where appropriate, as a co-facilitator
- monitored CPs' response to method and materials
- conducted post-observation discussions at the end of each day and give oral feed back on RPs work and workshop in general
- conducted question and answer sessions with CPs on different aspects of the project
- met with venue staff and monitored workshop arrangements
- met with RPs, CPs and venue staff on a formal and informal basis as often as possible
- acted as channel of communication of ideas and suggestions between CPs, RPs and Venue Directors and CBSE/BCD
- participated in introductory and valedictory ceremonies at the end of each workshop
- made recommendations for adjustments to training methodology and materials for immediate circulation to RPs in the field
- made suggestions for changes to training manual with a view to improving Class X workshop
- produced report on workshop

At the end of the consultancy visit of the Monitoring Personnel

- provided summary of recommendations for immediate circulation to RPs in the field
- annotated the master copy of Training Manual with recommendations.

Some of the observations of the Monitoring Personnel after 1993 cycle :-

- The RPs displayed professional insight into the art of teacher training and their efforts were well received by the CPs.
- The Course participants were found to be eager to learn. They displayed enthusiasm with regard to effective implementation of the new course and the communicative/interactive class room activities.

The Venue Directors were very supportive and made the task of the Resource Persons easier by providing the required infrastructure for making the stay and work of the CPs comfortable and enjoyable.

Attendance of the course participants had shown encouraging improvement over the previous year.

## **5. Revision of INSET Training Materials**

A workshop was organised in October 1992 with the aim of reviewing main suggestions from the May-June 1992 INSET Programmes Monitoring Reports, and revising the Training materials in the light of the same.

At the same time activities and handouts for familiarising teacher with class X teaching materials in the workshops to be held in 1993, were produced. Two British Consultants (Katy Smith & Diana Lubelska) worked with a team of (about) thirty Indian Resource Persons. The principal task of this workshop was to incorporate into the class X INSET Programmes recommendations arising from the monitoring of the (Class IX) Inset Programmes.

### **5.1 The Major Recommendations were :-**

- to review and develop the module of writing of texts and extend the provision of writing of texts in each of the modules.
- to investigate and develop materials for use by course participants (CPs) in training their colleagues. (the "multiplier effect")
- to provide more opportunities within the INSET programme to reflect on the implications of the new Course 'A' for their classroom.
- to provide for the possibility of a mixed audience where course participants will have attended the Class IX workshop whilst the majority will be new to the approach.
- to ensure that all the materials are sufficiently detailed and user-friendly for less experienced RPs to use.

### **5.2 Procedure for INSET Training Materials Workshop**

The following diagram summarises the procedure for the workshop :-

Revision of INSET Training Materials



Review of class IX INSET PACKAGE

Familiarization with class X materials

Draft module 1-6

Display for comments

Revise Module and prepare for peer training

Peer training and oral feed back.

Final draft of modules 1-6

Repeat 3-7 for module 1-7

Overall revision tasks.

#### **6. Implications for English Teaching at Secondary and Senior Secondary Levels.**

The principles inherent in the revised curriculum were disseminated through the series of Inservice Teacher Training Programmes which have been organised consecutively for three years in 1992, 1993, 1994. A total of 104 courses had been organised at different venues all over the country and abroad and about 4000 teachers have been trained. However the CBSE still needs to reach remote areas and new schools.

The major strength of the Project as well as its sustenance have been the total involvement and commitment of its teachers. The teacher has turned researcher, materials writer, trainer, tester, evaluator, assessor and writer. The demands and pressure on them has increased no doubt but it has yielded results and reinforced the grassroot reality which is that it is the teacher in the classroom who should be addressed for all issues relating to school education.

Question Bank should be prepared

Workshops to prepare sample questions should be prepared.

#### **7. Implications and Findings of the Inset Courses :**

By the end of the training there is visible change in teacher in terms of -

- a) a growing awareness of their own strength and perhaps weaknesses (which can be overcome) and willingness to come to grips with them

- b) more positive attitudes towards themselves
- c) a deeper knowledge of the context of their discipline
- d) the enhancement and sharpening of the skills needed to present, practice and appreciate the language system.
- e) an awareness of how student needs can be effectively translated into classroom practice
- f) developing interest in how theoretical knowledge is reflected into practice.
- g) an interest and motivation in being able to mould the course design to suit specific needs.
- h) an awareness of how course design relates to a general educational process
- i) an awareness of the organisational and managerial problems in the classroom scenario.
- j) the ability to formulate possible solutions to classroom concerns
- k) an awareness of co-relating teaching and learning objectives
- l) an ability to modify existing theory and/or develop new theories as possible solutions to the local environment.

The continuous and ongoing teacher education programmes have empowered the teacher in the class and provided a catalytic stimulus to the teaching learning process.

### **8. *Additional Inset Programmes***

21 Inset Programmes were conducted all over the country and abroad in May-June, 1994 to clear the backlog. There has been an overwhelming response to the programmes with a large number of participants attending (around 75) at some venues.

The objectives of these programmes were :

- to familiarise the teachers with the new methodology of teaching learning and approaches to teaching of English Course 'A'
- to familiarise teachers with the new textual and testing materials prepared by the Project Team for Class IX & X.

- to enable teachers to practice drafting items for testing different skills.
- to clear the backlog of uninducted teachers.

The outcome of the workshop were to the satisfaction of both the CBSE as well as the Course Participants who felt that their testing could be further strengthened by short duration testing workshops which have also been organised now. The other felt need was for CBSE to provide the collection of sample questions in the form of the question bank .

### **8.1 Short-Term Inset Programmes**

a) Some of the short term programmes are given below :

10 day Inset Training by SCERT at DIET Motibagh :

A 10-day Orientation Programme for teachers English Course 'A' belonging to Govt. and Govt. aided schools was organised by SCERT and DIET Motibagh.

The major objectives of these courses were

- to familiarise teachers with new techniques of teaching and learning to handle revised materials i.e. pair/group work, role-play, dramatisation, peer-teaching etc.
- to enable participants to gain an insight into the new pattern of testing and continuous assessment
- to give participants an opportunity to produce test items in the following areas
  - a) Reading    b) Writing    c) Grammar and    d) Literature

The session on "Teaching Poetry" was conducted in a live classroom which was highly appreciated by the course participants.

i) ELT Programmes at Maharishi Vidya Mandir, Noida (U.P.)

A short five day Orientation Programme for the teachers belonging to schools of M.V.M. was conducted at Maharishi Vidya Mandir, Noida, U.P., in October 1994.

b) 10-day ELT Programme for Atomic Energy Central Schools

A 10-day orientation programme was conducted at A.E.C.S. No.4 Rawat Bhatta, Kota. Teachers teaching English Course 'A' in different branches of A.E.C.S. attended the course.

- d) Orientation Programme was held at D.A.V. Model School, Pitampura, to orient post-graduate teachers teaching in different branches of D.A.V.'s all over the country.
- e) 6-day ELT Orientation Programme for KV Teachers was held in Nov. 1994 and a total of 59 teachers attended the course. They were from three regions mainly Madras, Bangalore and Hyderabad.

The main objective of this special 6-days Programme was to orient KV teachers from three regions to the new course A curriculum. This was thought necessary as these teachers were handling class IX or class X or both but had not attended the CBSE's 10-day INSET Programmes. This was especially crucial in view of the fact that these teachers were finding it difficult to prepare their Class X students to write the new Class X Board Examination in March 1995.

Although the course was primarily meant for teachers who did not have prior formal training, it was realised at the start of the course that most teachers had undergone the 21 - day programme of KVS into which the new course methodology and the testing scheme had been incorporated in one form or another. Therefore it was decided to keep the programme flexible in order to accommodate teacher's particular needs and difficulties.

## **8.2 Specific Outcomes**

- Teacher need more hands-on experience of reviewing question papers and preparing them. Problems typical to KV schools such as the report card not incorporating the continuous assessment scheme in all its entirety need to be addressed immediately. More help with assessment of conversation skills needed.
- Since preparation of question-paper is found very time-consuming, teachers would like to prepare common question paper at least for half-yearly and final examinations for testing reading was expressed by all teachers.
- Almost all the teachers have expressed willingness to participate in Implementation study at various levels : working as Field Workers, Working on mini-projects. administering CIEFL Proficiency test to class IX & X students in their own schools and others,
- The response to and the far reaching effects of the CBSE INSET Programme has shown that, well planned and efficiently executed teacher training programmes, go a long way in improving the teaching learning situation at any level.
- Requests are constantly received from schools by the CBSE for training more teachers at different levels, VI, VII & VIII and also at the senior secondary level.

## CHAPTER-FIVE

### IMPLEMENTATION OF THE NEW CURRICULUM

#### 1. *The Curriculum Implementation Study*

##### **Background**

The Central Board of Secondary Education (CBSE) undertook a major curriculum renewal project in 1988, namely the CBSE-ELT Project, for English Course A at the secondary level. The Project was funded by the Department for International Development (DFID) the ODA, UK through the British Council, New Delhi, India. The main objective of the Project was to improve teaching/learning of English in Classes IX and X with a focus on the development of language skills in communicative situations. The special feature of the Project was intensive involvement of teachers from CBSE Schools in all aspects of curriculum development i.e. designing the syllabus, preparation of textual material, the new testing scheme and sample papers, and the training manual for orienting teachers to the new curriculum. The new communicatively oriented package "*Interact in English*" was introduced in Class X in 1993. Before the implementation of the new course, about 2500 teachers were trained through inservice training (INSET) programmes organised in different parts of the country and abroad by CBSE teachers trained for the purpose. The first Class X Board examination on the new curriculum was held in March 1995.

The academic consultants to the curriculum development phase i.e. Phase One of the Project were the staff of the College of St. Mark and St. John (Marjons), Plymouth, England who trained three groups of CBSE teachers (50 in all) in syllabus design and text book writing, test design and evaluation, and inservice teacher training. They also worked with groups of teachers in India to implement successive phases of the Project.

A major responsibility of the Central Institute of English and Foreign Languages (CIEFL), Hyderabad is to improve the standards of teaching English and foreign languages and to conduct advanced training and research in language and literature in India. The national outreach afforded by the CBSE network and its engagement with curriculum renewal was of special interest to the training and research commitments of the Institute. The CBSE-ELT Project with its underpinnings in a bottom-up approach to curriculum development lent itself to a systematic study of the implementation of the curriculum from a new perspective. Further, the heavy investments in terms of funding, teacher-time and effort that this Project had received could be sustained by a monitoring and evaluation phase within both a formative and summative framework. In keeping with this mandate, the CIEFL undertook a national-level study in 1993 to monitor, evalu-

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration.  
17-B, Sri Aurobindo Marg,  
New Delhi-110016 D-10933  
DOC, No.....

ate and support the CBSE's curriculum renewal project. This was funded by the CBSE and the DFID administered through the British Council. The Evaluation Department, CIEFL provided professional expertise with assistance from other colleagues in the Institute. A project cell comprising of a Project Officer, two Project Associates and other administrative staff was set up for the purpose.

### ***Rationale for the Study***

The Curriculum Implementation Study (CIS, also referred to as the Study) was planned as Second Phase of the CBSE-ELT Project. The overall plan to monitor and evaluate the curriculum introduced in 1993 was worked out in the light of the discussions held at a Seminar in Delhi in April 1993 and at a Steering Committee Meeting held at CIEFL, Hyderabad in June 1993. The main recommendations of the Seminar that were of significance to the Study were as follows

- Phase One of the monitoring be got underway as soon as possible.
- In this phase, direct observation of teaching/learning was to be included so as to confirm the data received through other procedures.
- The proposal (**for Study**) should include both qualitative and quantitative approaches to evaluation
- A coordinating group (groups) be set up representing a variety of constituencies and expertise to oversee/coordinate the work
- The original team (of 50 teachers) as well as newly co-opted teachers be trained in monitoring and evaluation procedures.
- Consideration be given to dissemination of the information gathered and about the process itself (through *English Matters*, meetings of principals, participants, etc.)

The notion of teacher-involvement in the first phase of the Project was developed further in the second phase, to enable many more teachers to participate in the monitoring and evaluation of the curriculum collaboratively on the belief that curriculum processes cannot be evaluated without self-monitoring on the part of the teacher and that 'a research tradition which is accessible to teachers and which feeds teaching must be created if education is to be significantly improved.' The new English curriculum of CBSE provided a live context and reason for teachers to monitor and explore their own classrooms in a principled way. With the notion of teacher involvement running through the Study, a proposal was drawn up within a formative-cum-summative framework.

## ***Objectives of the Study***

The main objectives of the study were :

- i) To study the implementation of the different aspects of the curriculum i.e. materials, methodology, testing, teacher training, the impact of the new examination on teaching-learning in the classroom and to provide on-going support for a more effective implementation of the curriculum.
- ii) To encourage and help teachers to become researchers themselves in their own classroom.
- iii) To help teachers become better teachers and develop professionally.

## ***Key Features of the Study***

The Study was essentially insider/teacher oriented in that it involved teachers in studying the different aspects of curriculum-as-reality as opposed to curriculum-as-intention or curriculum-as-product i.e. the language proficiency of students as revealed through end-of-term examinations. Teachers gathered on-going feedback from other classroom teachers, students, principals and parents about the different aspects of curriculum through a variety of procedures i.e. classroom observation, interviews, questionnaire, field notes, informal and formal discussions, examination of student scripts and documents.

The formative orientation of the Study enabled the systematic feedback received to feed into activities and programmes that were devised on an on-going basis. These programmes included, apart from the ones that were scheduled under the first phase of the Project, for example, two workshops on revision of materials, one each for class IX and class X, workshops for paper setters and evaluators, as well as INSET programmes organised by different school agencies.

Therefore the Study of curriculum implementation and the need-based activities/programmes took on a dynamic and flexible character rather than a static and rigid one. Each stage of the monitoring/evaluation phase was built on the previous one based on the evidence collected and 'lessons learnt'. The programmes responded immediately to the needs felt and expressed, in a particular region, for a particular group, for a particular purpose. Therefore the underlying notion of enriching the teaching/learning environment with teachers' active participation was reflected in the project framework that evolved from one phase/year to another.

The model of teacher participation in the process of curriculum research and development employed in the Study is diverse in its orientation. While teachers served as field researchers i.e. gathered descriptive data from different stakeholders through a

variety of means, they also participated in a wide ranging set of tasks related to the different aspects of the study. A few of these, among others are-discussing the observed class with the observer, taking up a mini-study in a relevant area or carrying out a Study which is a spin-off of the CIS with some broad steps outlined, coding and analysing questionnaire data collected on the Study, making meaning of the data, analysing a (transcribed) class observed by another teacher, addressing issues in using evaluation data for effective change, critical examination of the instruments used and suggesting modifications, analysis of the Board's marking scheme and the actual marking done by different examiners, serving as RPs on different need-based programmes and initiating Teacher Development Group (TDG) activities and organising programmes.

These activities were not determined centrally by the Project team at the start of the Study and assigned to willing teachers, but came up on teachers' own initiative and were concretised with the support of the team as the work progressed. The work proved, as could be seen very meaningful and immensely valuable to teachers. Issues arising out of it such as involvement for the duration of the Project seem to be crucial to the Project as well as to the curriculum change. These are discussed in Chapter VI.

The Project framework also provided a framework for teachers to investigate into questions based in their own individual as well as project- experience of the classroom by way of mini-projects. The (unanswered) questions that stemmed from the Project's overall agenda were also made available for indepth study by interested teachers. Thus a network of communication was set up which enabled a direct and free exchange of ideas and experience among all concerned. A Review Workshop in 1994 was the first occasion when CBSE teachers and other researchers involved in the Project not only shared their research experience but also looked critically at the instruments, the data that was collected until then, and discussed issues in the interpretation and the use of evaluation data. The idea of a larger forum for debate between parties who are in direct contact with the classroom and others i.e. academics, experts and specialists in the field, took shape in the form of an International Seminar in August 1995.

### **The Scope of the Study**

The monitoring and evaluation phase was envisaged for a period of three years (1993-96) during which time the following were studied :-

- 1993-94 - Baseline Study of Class X (the last year of old curriculum) Study of new class IX (initial data)
- 1994-95 - Study of Class IX (2nd Year) Study of Class X (1st year, before the new exam)
- 1995-96 - Study of Class IX (3rd year)  
Study of Class X (2nd year, the exam's washback on teaching and learning) Study of Class XI (how are 'new' students coping with the 'old' curriculum?)

**Recommendations** (Please see Appendix 11)



## CHAPTER-SIX

### **SUPPORT PROGRAMMES**

A number of support programmes have been conducted to create awareness, orient the persons involved and for further sustenance. Some of the programmes are detailed below :

#### **1. Programmes For Key Administrators and Education Officers (KAEO)**

In addition to familiarising teachers with the new materials and orientating them in the methodology of material transaction in the 10-day INSET Programmes, the Board also felt that the Key Administrators and Education Officers in various schools also be familiarised with the project.

Under the ELT Project 2 day's Regional Seminars were held at the following four centres :-

The objectives of these workshops were as under :-

#### 1. Familiarisation with the new

- |                            |   |                                                                                             |
|----------------------------|---|---------------------------------------------------------------------------------------------|
| a) Textual materials       | - | <b><i>Interact in English</i></b>                                                           |
| b) ● test materials        | - | sample papers, format, testing, areas, weight to different skills.                          |
| ● Assessment policy        | - | Internal (continuous) as well as session ending exam.                                       |
| c) approach to teaching of |   |                                                                                             |
| ● English Course 'A'       | - | developing communicative abilities with regard to reading, writing, listening and speaking. |
| ● Shift of emphasis        | - | from teaching to learning, more emphasis on learner centred approach.                       |
| ● related intricacies      | - | classroom arrangements, group work, pair work etc.                                          |
| ● Teacher's Role           | - | as a facilitator.                                                                           |

2. The project propagates the new methodology of teaching requiring active participation of students with the object of
  - Development of necessary language skills in a realistic environment and life situation.
  - Development of a sense of confidence among the students to express freely, correctly and logically.
3. Familiarisation with classroom transaction methodology (pair work, group work) which may involve some amount of management in a large classroom.
4. Familiarisation of the participants with the new testing pattern and evaluation patterns.
5. Support of the administrator's needs for the success of the ELT Project.

## **2. Paper Setter's workshop**

The revised curriculum in English Course 'A' was implemented in 1993 and the first Board Exam was held in 1995. Since the examination format, patterns and weightages to different skills was different from the previous years' papers because of the shift of emphasis from content to skill testing, it was strongly felt that the testing group of the ELT Project Team should be involved in the task of paper setting alongwith a few other motivated teachers who have been trained in other areas within the CBSE-ELT Project.

There were two workshops for training of paper setters organised in 1994 and in 1997. The workshops in 1994 were at Delhi and at Madras while the 1997 workshop was at Madras.

### **2.1 The Objectives of the Workshop for Paper Setters are as given below :-**

- Reviewing the teaching and testing objectives.
- Developing guidelines for Paper Setters/Head Examiners and Examiners.
- Developing questions/question bank in each area of testing.
- Developing general format of marking scheme.

- Developing Marking Scheme for each test item of the bank
- Developing sets of full test papers

## **2.2 Recommendations of the Workshop :**

- The paper setters as well as Head Examiners should as far as possible be drawn from those who have received project related Inservice Training.
- All Head Examiners and Examiners should either be teaching or have recently taught the new English Course 'A'.
- Head Examiners should attend the 3-day workshop to train and familiarise the examiners in case the need arises.
- At each spot evaluation centre there should be an initial orientation session of at least half a day to familiarise examiners with the new examination patterns.

## **3 Revision Workshops (See Appendix 12d for list of participants)**

- With the implementation of the new course in 1993 and the First Board Examination in March 1995, it was felt that the materials should be reviewed after they had been in use for two years.
- Thus the revision of Class IX materials was done in 1995 in a 3-week workshop at Shimla while class X materials were revised in a 3-week long workshop at Gangtok in 1996.
- The testing pattern was also reviewed and the guidelines for preparing examination and test questions etc. revised in a testing and evaluation workshop held in Dec. 1995 and Jan. 1996 at Delhi (*Please see Appendix 12a, 12b and 12c for list of participants in all three workshops.*)

### **3.1 Workshop for Revision of Class IX Materials :**

- A-3week workshop to revise and review the Class IX materials was held at Shimla with the following objectives :-

- to look at the collated feedback received from schools on the questionnaire (*copy of questionnaire included in Appendix-3a, b & c*)
- to develop framework or guidelines for revision based on the perceived needs of the users and CBSE
- to revise portions of the text on the basis of feedback received and analysed to rewrite texts if need be
- to reframe activity on each unit/sub-unit in the light of the feedback received
- to increase/decrease/rationalise the number of activities
- to rethink about thematic content of the units on the basis of feedback
- to draw links between the Main Course book MCB and Workbook WB (if possible)
- to update the Teacher's Book in the light of the changes made or feedback received
- to strengthen the writing inputs in the MCB
- to replace certain inputs found unfit because of administrative reasons or because they were not being received well.

The main revisions in the four books were as follows :-

### **2.1.1 Main Course Book (MCB)**

- The plenary in the first week had decided to replace the punctuation exercise with writing tasks to make learning more meaningful. However, the revision plenary decided that some teachers did benefit from the punctuation activity, so it should be retained with more teacher's notes incorporated in the Teacher's Book. It was also decided to retain the punctuation passage in the Audio Cassettes.
- The overview at the beginning of each unit in the MCB was simplified. After a

long plenary it was decided that each activity could not be shown to correspond with its objective in the overview. Each activity also showed the integration between different activities with the help of arrows. This was to address the two issues which surfaced in the feedback (CBSE as well as CIEFL)-that the teachers could not formulate the objective for each activity and that the inter relation between activities from A- to C-10 or D-10 was not self evident.

- Each unit was revised on the basis of feedback received for each section and each activity.
- The Audio Cassettes need to be reordered as per the feedback received and the decision taken by the working group.
- An introduction to the rationale behind the Main Course Book at the beginning of the book was written.

### **3.1.2. Grammar Work Book (WB)**

- The plenary had decided that a cross referencing chart between the Work Book and the MCB would enable teachers to see the linkages. This was also a recommendation made earlier. However, when the chart was drawn up it was found that there were only 16 linkages some of which were tenuous. Thus it was decided to drop the idea of a cross referencing chart.
- All the units were reworked and activities rewritten as well as reordered. The end result was a major transformation in the Grammar Work Book.
- A number of new integrated exercises were designed based on item types of examination pattern. New writing activities were also included in the integrative units.

### **3.1.3. Literature Reader (LR)**

- An introduction to the rationale in the philosophy of teaching of Literature was added in the Literature Reader for students.
- "Mid-Term-Break" was replaced by a popular poem by William Wordsworth. 'The Solitary Reaper' which was exploited by adding a number of integrative

activities. The rest of the poetry section remains the same with a few alterations in the type of activities.

- In the Fiction section new activities were framed for '*The Umbrella Man*' to focus on the issues raised in the text. New activities were added to other places under fiction.
- In addition to the two plays a new play '*To Give a Daughter Away*' by Malini Bhattacharya was taken which focuses on the issues of dowry and is novel in its attempt to represent gender equality.
- Revised record sheet to maintain continuous assessment have been incorporated with a separate one for KVS.

#### **4. *Workshop for Revision of Class X Materials (See Appendix 12c for list of participants)***

A three week workshop to revise and review the class X materials was held at Gangtok with the following objectives :-

- to look at the collated feedback received from schools on the questionnaires (*copy of questionnaires included in the Appendix-13 a, 13b, and 13c*).
- to develop framework or guidelines for revision based on the perceived need of the users and CBSE
- to revise portions of the text on the basis of feedback received and analysed
- to rewrite the text if need be
- to reframe activity of each unit/sub-unit in the light of the feedback.
- increase/decrease/rationalise number of activities.
- to rethink about thematic content of the units on the basis of feedback
- to draw links between the MCB and WB (if possible)

- to update the Teacher's Book in the light of the changes made on the feedback received
- to strengthen the writing inputs in the MCB

**A. Literature Reader (LR)**

1. '*The Rime of the Ancient Mariner*' would need revision or deletion or replacement. (It was revised)
2. Oscar Wilde's '*The Importance of Being Earnest*' would need replacement. (The Play was replaced)
3. '*Games at Twilight*' was a difficult lesson and the language needed to be simplified which was done.
4. Some of the activities and tasks in various lessons needed to be reworked which was completed.

**B. Main Course Book (MCB)**

Some units like *Education*, *Science* and *Mystery* were either from the point of texts or activities. No major revisions were suggested for MCB.

**C. WORK BOOK (WB)**

1. Unit 1 & 2 were completely changed.
2. All the units were rescheduled and revised.





**NO. F.7-3/82-DIV (L)**  
**GOVERNMENT OF INDIA**  
**MINISTRY OF EDUCATION**

NEW DELHI, 30-6-1984

1. The Vice Chancellors of All Universities.
2. Directors of All I.I.Ts.
3. Directors, NCERT, New Delhi.

**Subject : Key English Language Teaching (KELT) scheme of the British Government -**

Attachment of British Specialist in English Language Teaching with the Indian Education Institutions on their requests.

Sir/Madam,

I am directed to state that under the Key English Language Teaching (KELT) Scheme of the Overseas Development Administration of the British Government, British Specialists in English Language Teaching can be made available to educational Institutions in India, on the basis of the proposals/requests made by the interested institutions.

2. The purpose of the scheme is to provide professional support to English-improvement at Indian institutions in the form of attachment of British Specialists in ELT for short durations of about 10 to 12 weeks. It is also possible to ask for a series of attachments (e.g. 3 or 4) over two or three years to assist at different phases of a given project.
3. Requesting institutions will be expected to provide either free, furnished accommodation to the specialists and be expected to make transport on duty available to the specialist while he is on attachment. The rest of the expenditure including the specialist international travel and salary will be met by the British Government.
4. Specific requests for specialists under this scheme have to receive the approval of both the Government of India and the British ODA, but the administration of the scheme is the responsibility of the British Council Division of the British High Commission in India. Interested institutions should therefore get in touch, in the first place, with the office of the British Council Division nearest to them to obtain further details of the scheme including the forms in which proposals are to be formulated.
5. The proposals in the prescribed form be sent to the British Council by the end of October each year. After receipt of the applications from the British Council and the necessary scrutiny thereof, the Government of India will convey its approval to the British Council for its further appropriate action.
6. It is requested that the scheme may kindly be given wide publicity among the various English Language Teaching Institutes and other institutions interested in the teaching of English in your area.
7. Receipt of this letter may kindly be acknowledged.

Yours faithfully,  
Sd/-  
(ADARSH MISRA)  
DIRECTOR (LANGUAGES)

No. F.1-21/87-UT. 2

**GOVERNMENT OF INDIA  
MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
(DEPARTMENT OF EDUCATION)**

...

New Delhi, the 10th September, 1987

To,

The Chairman,  
Central Board of Secondary Education,  
17-B, Indraprastha Estate,  
New Delhi-110002

**Subject :- KELT Project for English Syllabus  
Examination and Teacher Training**

Sir,

I am directed to refer to your letter No. E/01/48773-74 dated 3.8.1987 on the above subject and to say that the proposal to undertake the KELT Project for English Syllabus Revision in collaboration with the British Council has been approved. However, it is felt the while the British Experts may develop the syllabi, the process of finalisation of the syllabi and the text books should remain as it is i.e., it would be decided by the CBSE in consultation with the NCERT. It is accordingly suggested that NCERT may also be associated with the Project at appropriate stages of its implementation.

Yours faithfully,

**(S.K. RAY)**  
Deputy Secretary to the Govt. of India)  
Tel. : 387 235

No. F.7-2/87-D-IV (L)

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
(DEPARTMENT OF EDUCATION)  
SHASTRI BHAVAN**

...

New Delhi, the 17th Feb. 1987.

To  
The First Secretary (Cultural Affairs),  
British High Commission,  
British Council Division,  
AIFACS Building,  
Rafi Marg, Delhi-110001.

**Sub : - Placement of ELT Expert from U.K. at the  
Central Board of Secondary Education, New Delhi.**

...

Sir

I am directed to enclose a proposal in Form A23 (a) received from the Central Board of Secondary Education, New Delhi for placement of British Experts in ELT and to request that this proposal may kindly be considered under the KELT Scheme. It may, however, be ensured that the experts who are selected have the requisite experience producing material and syllabi for different group of learners at the secondary level. The names and the particulars of the British Experts who may be made available for this purpose may kindly be intimated to this Ministry in due course of time for approval.

Yours faithfully,  
Sd/-  
**(O.P. SEHTIA)**  
Desk Officer

Copy for information to the following :-

1. Chairman, Central Board of Secondary Education, 17-B, Indraprastha Estate, New Delhi-110002 with reference to his letter No. E0/01008 dated 8th Jan. 1987.
2. Director, Central Institute of English and Foreign Languages, Hyderabad-500 007.

Sd/-  
**(O.P. SEHTIA)**  
Desk Officer

## ***Extracts from Consultant's Report***

### 5.2 Factors Affecting Revision of the Assessment Procedure

#### 5.2.1 Teachers' Views

The teacher we spoke to were generally concerned that the whole course was very much exam-oriented, and that there was insufficient match between the exam and the syllabus. Since students were tested on their memorisation of the content of set texts, and these were felt to be "scoring" sections of the exam too much class time had to be spent on going through set texts.

Grammar, it was felt, was inadequately tested, and the exam included items from the class IX as well as the class X syllabus. Since only a few grammatical points were tested, the exam did not fairly sample the full range of the syllabus. Although 30% was allocated to 'composition' sections (including the unseen passage), there were no materials for teaching the required skills, which were therefore neglected.

Many teachers felt strongly that the word limits on students' answers were too restrictive, preventing students from displaying their full ability and thus penalising the good students. (This comment may be related to the suggestion noted in section 4.7 that precis-writing should be included in the syllabus.)

There was some dissatisfaction with the reliability of the marking, with teachers commenting that students' results were not in line with their overall performance.

The internal assessment procedure was in some cases considered too heavy, placing a strain upon both teachers and students and preventing any activities other than those specifically geared to the examination. (Internal assessment, however, may vary from school to school.) Some teachers suggested that examination results should include a component reflecting internal assessment

In general, the examination was felt to be too content-oriented and mechanical, giving no scope, to the better students and inadequately reflecting both the syllabus and the students, true ability. Teachers would like it to be more skills-oriented.

#### English across the Curriculum : Teachers' Views

English Course A is designed for schools where English is the medium of instruction from Class I onwards. In independent and government (English medium) schools all subjects are taught through English, whereas in Central (KVS) schools English is used for sciences and the state language for social science. In schools we visited, administration (notices, forms, announcements etc.) was carried out mainly through English, though the state language also featured in displays of student work. We heard a few suggestions that subject teachers occasionally resort to the mother tongue, though we saw no evidence of this. English may of course have been used more prominently because of our presence, but nevertheless there is no doubt that students are exposed to very considerable use of English throughout their school life.

Surprisingly, there was little comment from any of the English teachers on links between English as a subject and as a medium, with most of them claiming that their students had no language problems in other subjects. There seemed to be, very understandably, reluctance to trespass into the subject teachers' territory, and diffidence about their own ability to deal with scientific language (seen largely in terms in specialist terminology). In addition, teachers commented that English for study purposes was covered in classes XI and XII. The syllabus for this level (Core English, attached as Appendix E) includes a component on factual writing, with one of the recommended books being K Moody A Course in Written English (NCERT). This book however, came in for criticism as being "too factual" and boring, although teachers generally agreed with the objectives. These reactions suggest that any attempt to include an EAP element in the new course would need to be undertaken very cautiously to ensure its acceptability to the English teachers.

Subject teachers too had few comments on language problems, with the exception of one Home Science teacher who said that students had difficulty in aural comprehension, so that she had to repeat information to ensure it was understood. One principal, however, reported receiving complaints from subject teachers about students' language ability, and there is some evidence from our observations that language problems may be more widespread than is recognised (see section 6.3 below). There was general agreement that the linguistic demands of social sciences are greater than those of sciences.

**CONTENTS**

<b>1. INTRODUCTION .....</b>	<b>1</b>
<b>2. THE CENTRAL BOARD OF SECONDARY EDUCATION.....</b>	<b>1</b>
<b>3. LANGUAGE POLICY AND THE CBSE ELT PROJECT .....</b>	<b>3</b>
<b>4. THE ROLE AND TEACHING OF ENGLISH IN SCHOOLS .....</b>	<b>5</b>
4.1 Objectives of Visits to Schools .....	5
4.2 Schools Visited.....	6
4.3 Limitations .....	8
4.4 The Current CBSE Curriculum for English Course A.....	9
4.5 English Teaching and Learning.....	10
4.6 Conversations with class IX and X students .....	11
4.7 Views of Teachers.....	13
<b>5. ASSESSMENT</b>	
5.1 Current Practice .....	15
5.1.1 Patterns of Assessment.....	15
5.1.2 Examination Format .....	16
5.1.3 Marking and Grading.....	17
5.2 Factors Affecting Revision of the Assessment Procedure .....	18
5.2.1 Teachers' Views .....	19
5.3.1 Views of the CBSE .....	19
<b>6. ENGLISH LANGUAGE/STUDY SKILLS NEEDS OF CLASS X STUDENTS</b>	
6.1 Destination of class X Leavers .....	19
6.2 English Across the Curriculum : Teachers' Views .....	20
6.3 Teaching and Learning in Other Subjects .....	21
<b>7. REVISED PROJECT FRAMEWORK .....</b>	<b>23</b>
7.1 The Pre-existing Project Framework.....	24
7.2 Proposed Outline Sequence of Activities .....	25
7.3 Proposed Revised Project Framework .....	25
7.4 Comments on the Proposed Revision .....	29

7.4.1	Group Sizes for UK Training Programmes .....	29
7.4.2	Consultancy Costs .....	29
7.4.3	Piloting, 1991/93 .....	30
7.4.4	Contributions of UK-trained Participants to Workshops and Seminars in India.....	30
7.5	Action now Required .....	30

## 8. TRAINING AND INSET

8.1	Role of In-Country Workshops .....	30
8.2	Role of In-Country Seminars.....	31
8.3	Role of the 1989 UK Training Programmes .....	32
8.4	Criteria for Selection of Participants .....	32

## 9. DELINEATION OF ROLES .....

## 10. FURTHER RECOMMENDATIONS .....

10.1	1989 UK Training Programme .....	35
10.2	Liasion between Project Officer (CBSE) and BCD India.....	35
10.3	Equipment .....	35
10.4	Proposals for Revised Project Framework.....	36

## 11. ACCOMODATION AND LOCAL TRAVEL .....

## 12. CONCLUDING COMMENTS .....

### APPENDIX

- A: Paper given by Professor S. K. Verma (CIEFL) at a Conference for British Council Senior Returning Study Fellows, Srinagar, Kashmir, 1-6 September 1988
- B: CBSE 1989 English Course A-Objectives and Syllabus
- C: English Course A Prescribed Books - Lists of Contents
- D: CBSE 1988 (All-India) Class X Examination Paper and Marking Scheme
- E: CBSE Syllabus in English for the Core Course (Classes XI and XII)
- F: Pre-existing Project Framework
- G: Documents Collected, and Accessed-top INTEC Resouce Room

In most states, the State Board of Education is responsible for the design of syllabuses. In CBSE-affiliated schools, however, NCERT prepare the materials for all English courses except Course A, which is the responsibility of the CBSE itself. (Various other Boards deal with English Course A in non CBSE schools, including the India Schools Certificate; the Syllabuses we have seen, however, are similar to that of the CBSE.)

At Senior secondary level, a small proportion of students choose to specialise in English, taking these literature-oriented "English Elective" course; other students take the "English Core" course.

The CBSE ELT project, however, exclusively addresses Course A in classes IX-X (lower secondary, roughly equivalent to British 'O' level). The English medium schools offering this course cater largely for the children of the comparatively prosperous, upwardly-mobile sector of Indian Society. All but a small proportion of these students proceed to tertiary education, and the project is thus targetting potential academic "high fliers" who are likely in their future careers to hold responsible posts in a variety of professions. It is hoped, though, that the project will also have more wide-scale effects. As the CBSE is an influential organisation, the introduction of a new programme for Course A may be expected to affect English language teaching in other areas of the secondary system through the "multiplier effect" of INSET provision within the project. Officers of the CBSE and BCD Delhi have also expressed the hope that further related projects would spring from the present one - both "vertically" (Course A in classes VI and VIII and English Core in classes XI and XII) and "horizontally" (English B for non-English medium streams.)

#### 4. The Role and Teaching of English in School

(TOR 4: "To visit a representative sample of schools taking class IX and X examinations, in order to observe teaching, acquire familiarity with current teaching/learning practices, talk with teachers and students etc.")

##### 4.1 Objectives of Visits to Schools

More specifically, our objectives were :

- \* to gain an overview of the teaching/learning environment of the class IX/X student;
- \* to observe a cross-section of English lessons, and lessons in other subjects taught in English; and
- \* to have informal discussions with English teachers/teachers of other subjects/students/Principals on English - teaching matters-particularly needs, wants and problems in connection with the CBSE course.

##### 4.2 Schools Visited

We visited a total of twelve schools, seven, in Delhi and five in Madras. The majority were independent schools, but we also visited two government and three central (KVS) schools. All but one were Urban/Suburban, but we understand this is typical of CBSE-affiliated schools. The schools catered for class I to XII and in a few cases for kindergarten classes also. Details are shown overleaf.



#### 4.3 The Current CBSE Curriculum for English Course A

##### Class IX

English Reader (1981)  
Enrich your English (Supplementary Reader) (1981)  
English Workbook (1981, to be revised 1989)

##### Class X

English Reader (1982)  
Enrich your English (Supplementary Reader) (1982)  
English Workbook (1981, to be revised 1989)

Essentially, the objectives are skill - based; the readers have a "language-through-literature" orientation; the workbook provides practice in sentence-constrained usage of a mechanical nature; and the assessment system is a combination of discrete-item grammar and usage, composition, and memorization of the content of set texts. This mis-match between elements of the curriculum will be readily apparent; views of teachers and students are set out in 4.6 and 4.7.

English Course A is designed for 210 hours of English per year, out of a total of 1200. Other class IX/X subjects are Hindi, Social Studies, Science, Maths, Physical and Health Education, Art Education, and SUPW (Socially-Useful Productive Work)

#### 4.4 English Teaching and Learning

Jointly or individually, we observed a total of 8 class IX or X English lessons. Average class size was 40-48. (We understand the average size for Government and Central schools is 48-60; 35-40 for Independent schools) Classes consisted of boys and girls sitting as two groups, in a ratio of approx 2:1. We were given to understand that all classes were mixed-ability.

Furniture was normally bench-type with integral seat for a pair (although occasionally occupied by three), facing front. With only one exception, classroom walls were bare.

Except for one, lessons that we observed were text-based, ie. a prose passage or poem from one of the CBSE textbooks. Teaching methodology was confined to a restricted range of techniques. All lessons were teacher centred, with an average ratio of teacher-to student-talking-time of 99:1. Teaching technique was mostly "explication de texte"-students prepared the text in advance as homework assignment; the teacher read (at normal speed); students followed, usually two sharing a book; the teacher asked questions on content or vocabulary (questions were either "ski-slope" ie. intonation-rise as signal of impending question, or full form,); a student stood up and answered, normally in one full "sentence" ; the student was waved down or told to sit down; the teacher continued reading. This technique was sometimes varied. In one lesson, students in turn read aloud (standing up) instead of the teacher- either proceeding linearly through the passage, or with two or three students cosecutively being asked to read the same short extract, with pronunciation corrected. In another lesson, the teacher personalised the

prose passage by relating it to her students' own lives by means of question-and-answer. (This was the liveliest lesson we saw.) In another, three students "dramatized" a playlet from a CBSE book, standing up and all facing front. Questions were almost entirely concerned with understanding of content or a lexical item; questions didn't appear to have a specific language or skills focus.

With the exception of one class ( mentioned above), students were passive - contributing only when called by name. (There appeared to be no attempt on the part of the teacher to involve weaker students.) They were extremely respectful to the teacher, attentive and disciplined. Their role was to listen to the teacher, silently follow the teacher's reading, and answer when asked. They wrote nothing during the lesson; our understanding is that answering comprehension questions is a home-work activity. Student's exercise-book's consisted almost entirely of such answers, with correction and marking by the teachers. Occasionally exercise books contained short essays of the type required by the class X examination. Written grammar exercises- transforming, combining, splitting etc. sentences, according to the examination format-are done in the CBSE-published workbook, or copied from Workbook into exercise book. Many teachers, however, commented that they rarely, if ever, used the work book.

We understand that all students are required to buy the CBSE-published text books , but sharing in class was common. We were told that some students owned dictionaries (English-English), but we had no means of checking the extent of this. Some students also had copies of High School English Grammar and Composition. (Wren and Martin), now in its 123rd edition, or Gopal and Samson's Functional English Grammar and Composition.

The lone grammar lesson we saw was a lecture on the three types of sentence-simple, complex, compound- with students being asked for definitions of "parts of speech", which they duly parroted.

Apart from CBSE text books and occasional use of the black-board, we saw no other form of teaching aid in use. In two or three schools, we were told that there was a tape recorder, but English teachers appeared not to use it. We met no instance of a school owning video equipment. Almost all English teachers that we met said, however, that they would welcome audio visual aids, especially audio-cassette tapes, and would have no difficulty in obtaining a tape-recorder for this.

English teacher's own command of english was very high-perhaps the highest, on the part of secondary school teachers, of any country that we have worked in or visited. With regard to teaching qualification, secondary school English teachers normally have a three- year B.A. + 1 year B.Ed, or a 4 - year, B.Ed. In addition, most schools we visited had a number of postgraduate trained teachers with an MA in English Literature. The more qualified the teacher, the higher the level of class taught.

#### 4.5 Conversations with class IX and X Students

In almost all the schools we visited, we took the opportunity to talk with students. We did this in order to form a rough idea of their oral competence, to hear their views on the current CBSE curriculum, to learn about their interests, etc. Sometimes our conversations had to be with whole class, but mostly we talked with small groups of 6-10, either selected by the class teacher or randomly by us.

On the whole, we were impressed by students' oral proficiency. It will be recalled from section 4.3, however, that we have reservations as to whether we have visited a representative sample of CBSE-affiliated schools. Also - in the case of some schools - we suspect that the more proficient students had been selected to meet with us. Nonetheless, those that we talked with were articulate, and made a number of useful comments with regards to learning English at school, and their use of English outside the school environment

When asked their favourite subject, most answered Science; only a small minority appeared to actually like English as a curriculum subject when pressed, most responded with "uninteresting" or "no challenge". In contrast to learning English, one student put it succinctly by saying, "in Science, we always learn something new". Students found it difficult, of course, to make proposals as to curriculum change in English. As with their teachers, most simply suggested changing particular prose passages or poems. A few, however, did suggest incorporating more modern, Indian and/or commonwealth authors. And some suggested the use of pictures, games, puzzles for added motivation.

Several expressed an interest in writing in English (in the sense of creative writing, as opposed to writing answers to comprehension questions). They appeared to do little of such writing as part of their English curriculum "because it is only a small part of the exam". (Some schools, we noted, produced school magazines of a high standard, containing a wide variety of student writing.) Many students appeared to regard the current CBSE Course A as "very easy". The most common view of the Workbook was that it was "boring" and "more of the same". In one school students commented that although they found English lessons easy, they had difficulty with grammar and writing (the two syllabus areas less well covered by the CBSE materials and thus less frequently taught in English classes).

Most students we talked with appeared to enjoy reading in English for pleasure, although (sadly) several said that the time available was limited because "the English exam takes priority". Their preferred authors ranged wide: Alistair Maclean, Alfred Hitchcock and Agatha Christie were frequently mentioned, and other authors read included Franklin Dixon, P.G. Wodehouse, Sidney Sheldon, Maxim Gorky, Enid Blyton, Conan Doyle, Ian Fleming and Arthur Hailey. Interestingly, no students said that they read poetry outside the English curriculum. Most students regularly read one or more magazines. These included Competition Success Review, Illustrated Weekly, Times of India, India Today, Reader's Digest, Femina, Sunday, Imprint, Woman and Home, Eve's Weekly, Junior Science Digest, Science Reporter, Sportstar, Sportsworld, Sportsweek. (It is interesting to note, of course, the considerable difference between student's personal reading interests in English and the types of reading required by their English curriculum.)

In very general terms, our overriding and lingering impression resulting from conversations with students is that they enjoy English and doing things in English (reading novels, writing stories etc.) But they do not enjoy learning English via the present curriculum. As students, they are the same as their counterparts in such schools, the world over - intelligent, articulate, thirsty for knowledge, seeking variety and challenge. An important quest for the CBSE ELT Project, therefore, is to seek ways of harnessing these student characteristics in the development of their language skills.

### 5.1.2 Examination Format

The examination consists of a three-hour written paper in which candidates are expected to answer all the questions (though several questions allow internal choice). It includes the following components, which may vary slightly in organisation and weighting from year to year.

**GRAMMAR AND USAGE** 20 marks

Discrete-item questions in which sentences are to be transformed according to the instructions given.

**COMPOSITION** 30 marks

1. Letter writing : one letter to be written from a choice of two 10 marks

2. Paragraph-writing : one paragraph of about 100 words to be written on a topic chosen from a selection of four, such as :

The Most Idle Person I Know

My Weaknesses

Simple Living and High Thinking

Colours We See Around Us 10 marks

3. Unseen passage : a text of about 200-250 words followed by five comprehension questions, mostly inferential 10 marks

**DETAILED READER (PROSE)**

1) Two out of three passages followed by short-answer questions to judge comprehension, including drawing of inferences, use of vocabulary etc. 8 marks

2) One out of two essay-type questions to judge critical understanding and appreciation, to be answered in about 100 words 6 marks

3) Four out of five short-answer-type questions to be answered in about 30 words each. 8 marks

4) Four out of five very short-answer-type questions to be answered in one sentence each 4 marks

**DETAILED READER (POETRY)** 9 marks

1) One out of two extracts from the poems in the Reader to test comprehension and appreciation 3 marks

2) One out of two essay type questions based on theme, substance, view-point to be answered in about 10 words 6 marks

**NON-DETAILED READER** 15 marks

1) One out of two essay-type questions on important events, characters, theme etc, to be answered in about 30 words each 6 marks

**DETAILED READER (POETRY)****9 marks**

- 1) One out of two extracts from the poems in the Reader to test comprehension and appreciation  
**3 marks**
- 2) One out of two essay type questions based on theme, substance, view-point to be answered in about 10 words  
**6 marks**

**NON-DETAILED READER****15 marks**

- 1) One out of two essay-type questions on important events, characters, theme etc, to be answered in about 30 words each  
**6 marks**
- 2) Three out of four short-answer-type questions to be answered in about 30 words each  
**6 marks**
- 3) Three out of four very short-answer-type questions to be answered in one sentence each.  
**3 marks**

The total number of possible marks is 100, 50 of which are allocated to the set readers. Most of the questions in these 3 sections involve memory and/or interpretation of the set texts ; the marking scheme for these is specified in terms of content, though there is a note stipulating "Marks to be deducted suitably for poor/faulty expression proportionate to the total marks allocated to a question" The marked scripts we saw suggested that more attention was generally paid to content.

**5.1.3. Marking and Grading**

The examiners are appointed from practising teachers at CBSE-affiliated schools, and attend an Orientation Programme designed to ensure uniformity and objectivity in marking. Scripts are marked question-wise at a Centralised Evaluation Centre following the marking scheme prepared by the Head Examiner and finalised after discussion with the Sub-Examiners.

Marks are awarded out of 100, with the pass mark at 33. Grades are allocated by norm-referencing on the following nine-point scale:

- A1 Top 1/8th of the passed candidates
- A2 Next 1/8th
- B1 Next 1/8th
- B2 Next 1/8th
- C1 Next 1/8th
- C2 Next 1/8th
- D1 Next 1/8th
- D2 Next 1/8th
- E Failed candidates

In 1988 the range of marks in English Course-A in each grade was as follows :

	<b>All-India</b>	<b>Delhi</b>
A1	71-100	71-100
A2	66-70	65-70
B1	62-55	60-64
B2	57-61	54-59
C1	53-56	49-53
C2	47-52	43-48
D1	40-46	36-42
D2	33-39	33-35

(Source : Cenbosec Quarterly Bulletin Vol. XXV no 5, June 1988)



## 7. REVISED PROJECT FRAMEWORK

(Term of Reference 1.2: " To negotiate a revised Project Schedule to accommodate the 'slippage' in the programme thus far")

For ease of reference, we adopt the following conventions in this section:

Participants = Indian teachers attending UK training programmes

18A = the group of 18 participants attending the first UK training programme, scheduled for January - March 1989, and focussing on Syllabus Design and Materials Production

12B = the group of 12 attending the second UK training programme, January - March 1990 on Testing and Evaluation

15C = the group of 15 attending the third UK training programme, January - March 1991, focussing on Teacher Development

Workshop = a meeting in India of participants who have attended a UK Training Programme. The objective is for them to produce / revise syllabuses / materials / tests, under the guidance of UK consultants.

Seminar = a meeting of Class IX / X teachers for purposes of disseminating information about the Project. or prepiloting INSET courses. Seminars will be primarily but not exclusively run by C participants, normally under the guidance of UK consultants.

### 7.1 The Pre-existing Project Framework and Reasons for Revision

The pre-existing Framework is attached as *Appendix-f*. There are, however, a number of shortcomings in this model, and / or matters which appear to have been overlooked:

- Insufficient regard has been paid to the amount of time UK - trained participants are able / willing to contribute to Workshops and Seminars in India. From discussions with CBSE officials, it is now clear that the Project Framework must take account of such understandable constraints.
- The relationship between UK Training Programmes and Workshops / Seminars in India is far from clear. Also not clear are the respective roles of Marjons' consultants and Indian teachers in Workshops and Seminars.
- The pre-existing Framework calls for the initiation of tests / examinations (item 3, October 1989 - January 1990) before completion of the 2nd UK Training Programme on Testing and Evaluation (item 20, January - March 1990).
- The (original manuscript) Framework also starts INSET Seminars far too early.



### 7.3 PROPOSED REVISED PROJECT FRAMEWORK

In the following tabular outline, the following should be noted:

- The DATE column indicates the period within which the proposed activity is scheduled: exact dates will need to be jointly decided (well in advance) by CBSE and Marjons.
- The DURATION IN WEEKS, in the case of Workshops and Seminars, is within the bounds that we are assured by CBSE will be acceptable to participants and their employers, i.e. 3-4 weeks in the May to mid-July long vacation, and 2 weeks release from teaching duties in the September - November period. A 'dash' in this column indicates either no formal Workshop or Seminar (eg. April - May 1989), or that it is too early to specify seminar length (eg. pre-piloting and pre-implementation regional seminars). In the latter case, we assume three weeks' contribution per participant.
- The ORGANISERS column indicates primary responsibility. BCD of course means British Council Division of the British High Commission, India. We must leave it to The Council's decision how much contribution their ESOs can make; such contributions would naturally be most valuable. MJ = Marjons, with the number of consultants concerned in brackets.
- In the PARTICIPANTS column, we sometimes propose employing whole groups, sometimes part-groups, sometimes groups in combination.
- The ACTIVITY column is self-explanatory. IX and X of course refer to class IX and Class X. The final column gives an annual tally of consultancy MAN-WEEKS, and INTERNATIONAL RETURN FLIGHTS for consultants in connection with Workshops and Seminars in India.

The recent formulating stage visit is not included in the revised framework, as we understand that this is regarded as a pre-project Specialist Tour.

### ***How I Have Developed as a Teacher, Trainer and Person***

In 1989 I was selected to be a member of Group 'A' of the CBSE/ELT project team to undertake an intensive three-month course at college of St. Mark and St. John, Plymouth, U.K. in syllabus-design and material production. My selection for a teacher-led and teacher-driven project to prepare a new English language curriculum for the boys and girls offering course 'A' in CBSE-affiliated schools gave a new sense of achievement-motivation to the teacher as well as the person in me. One of the important things that the training in U.K. made me do was to assess my performance as a teacher of English language objectively and I came to the conclusion that quite a bit of my popularity as teacher was because of my being a good speaker and an impressive showman. I realized that I hadn't been doing enough to make the children use the language. Perhaps, large classes, the nature of the syllabus and, most importantly, the existing examination specification had a lot to do with it.

Exposure to various kinds of syllabuses - the structural, the notional-functional, the situational and the communicative helped me gain knowledge about the various theories and principles of language learning, approaches towards the teaching of the skills of language, related classroom procedures and methodologies. Soon I found myself being recognised by the project consultants and my colleagues as an imaginative material writer capable of framing interesting student-friendly tasks and activities that would give the learners opportunities to use the language and thereby enhance their proficiency level. On completion of the course in U.K., the teachers went back to their respective schools but met in a workshop in India to continue writing the textbooks of classes IX and X. In between these workshops I gave myself a lot of practice at devising communicative activities based on the lessons in the existing texts and sincerely endeavoured to make the children learn by doing. Draft materials prepared in the workshops and the activities I have just referred to were trialled in various schools in and around Patna. In one of the feedback questionnaires, a class IX student of Notre Dame Academy, Patna wrote : "Thanks, sir, for treating us children with brains for the first time in the English class". Immediately I felt that the learner-centred approach and classroom procedures (pair work, group work, role play, etc.) would go very well with the children. The teachers will take more time to change their attitude, approach and methods. They will have to be tackled patiently and sensitively.

With the passage of time I learnt to look at the materials created by me more objectively. I was now very open to advice, suggestions, criticism and even rejection of the activities designed by me. In other words, I no longer felt possessive about them. Then came another golden opportunity. The CBSE and the British Consultants to the CBSE-ELT Project recommended my name to figure in the Group 'C' team which was to undergo an advanced course in Teacher Training and Development in U.K. in 1991. For, the revised draft materials were almost ready, a modified examination scheme that would ensure the implementation and the stage was set for teachers to be trained all over the country. And, I had to act as a 'bridge' between the materials and the prospective teacher trainers. It was a heavy responsibility at the age of 35 but my previous training held me in good stead and I was never in awe of the situation. The three-month course for Group 'C' was divided into two distinct parts : (a) to have a close look at the materials drafted by Group 'A' and the revised examination pattern already recommended by Group 'B' and approved by the CBSE. (b) to prepare an In-service Teacher Training package that would ensure a uniformity in the approach towards and method of teacher training when the members would act as resource persons in a series of workshops for teachers of class IX and X throughout India.

I decided to adopt a somewhat low profile during the first half of the training as I felt that my

newly-inducted friends must go through a process of self-discovery with regard to the materials and the rationale behind them without being led on or made biased for or against the materials prepared by Group 'A'. Besides, the materials were being examined for their practicability and feasibility in the Indian classroom situation by a set of experienced teachers and a few principals who could not be possessive about them. I would chip in during the sessions only when they failed to see or understand the logic behind any task or activity. This understanding of my role as a 'bridge' was appreciated by the Project consultants and I had arrived at the conclusion that being unassuming is an important requisite for a teacher-trainer. Then, in a rather unobtrusive manner, my transition from a materials writer to a teacher trainer took place, and I got busy with my Group 'C' colleagues in the task of preparing a comprehensive training manual.

After returning from U.K., I got the opportunity of conducting several ten-day ELT workshops in Orissa, Bengal, Assam, Chandigarh, Bihar, Himachal Pradesh, U.A.E. and Saudi Arabia for the benefit of teachers coming from different backgrounds and different kinds of schools and having different levels of proficiency themselves. Besides time management, organisation of activities and tasks of varied nature, I also learnt the skills of man-management which proved advantageous for me when the post of Principal came my way in 1992. I learnt to be much more patient and understanding with people and to empathise with them. I worked out different ways of handling responses, especially the ones that were apparently incorrect or somewhat off the track, without making that teacher feel small in any way before the other course participants. One of the techniques which I often used was to jot down all the responses in a random way on the blackboard and to circle the response, which showed that the person hadn't quite got hold of the concept or issue under discussion, in a very casual way. Quite often I saw that before the completion of that activity the concerned course participant would either wish to review his stand or change his earlier response. Allowing time for a participant to reflect over his statement or opinion facilitates the process of self-learning or self-discovery, and is, therefore, an important skill for a teacher trainer to acquire. I felt efforts made by me in this direction helped me become more quickly acceptable to the course trainees. If I felt that the process of self-discovery hadn't taken place, I found talking about the issue privately and rather informally over a cup of tea during the break always useful.

Being the only resource person associated with materials writing always appeared to put me on a firmer wicket, if I may use cricketing parlance. It also made me quite flexible and adaptable to situations during the training programmes. In other words, it, gave me the confidence to go beyond the training manual whenever I felt the need to do so. Besides, constant and conscious efforts should be made to make the course participants feel at ease. Working out friendly techniques of intervention if a trainee is off the expected track or has exceeded the time limit, paraphrasing the points made by a trainee, who has the concept but fails to express his views on it with clarity, for the whole group and repeating a valid point made by a very soft-spoken participant for him or her to feel satisfied that the point made has been conveyed to the entire group are some of the things that I, as a teacher trainer, would like to go on practising.

To conclude, the spirit of inquiry, the process of learning by doing, experimenting new ideas that I have tried to instill in the trainees should never be lost sight of by me as well, for together we have to go miles in the endless endeavour to help students all over the country acquire language skills and enhance their language proficiency.

**Amber Banerjee**  
Group 'A' and 'C'  
CBSE-ELT PROJECT

*Extract From Participant's Letter (Group 'A')*

*As far as my course experiences in Plymouth, UK are concerned, I will say that the stay was absolutely fine, comfortable and memorable. I must, for this, thank the CBSE for having given me this unique opportunity. The stay in England was enriching both personally and academically.*

*The village houses were compact and comfortable and we had no problem settling down to our chosen way of life style. After an initiation period of one day we settled down to our course work. The entire training was divided into two phases, the first phase for theoretical grounding and reviewing of various texts and methodology lasted 8 weeks followed by a 4 week practical working period during which resource material had to be tapped and 20% draft lesson plans had to be made. The course proceeded at a normal pace but most of us needed chewing and digesting time for the new theories that we read and discussed through summarised readings. However, our determination and sense of responsibility helped us to forge our way ahead in a clear manner.*

*There were 4 teachers attached to our training programme - Rod Bolitho, Ray Williams, Stuart Mathews and Sarah North. Each one of them was competent in his area of study and each one of them impressed us with their knowledge, friendly nature, helpful attitude and informality. From time to time British Council representatives visited us, observed our lessons and made first hand enquiries about our welfare. As far as the outline to the new syllabus is concerned it must have been received at the CBSE office and reviewed thoroughly. I hope the new material that will be produced as per the new approach will be well received by all schools and that the teachers are able to help students benefit greatly through their own expertise and with the help of school authorities who should be able to furnish all aids required for implementation of new scheme.*

*A Brief Sketch of 12 Week Training in U.K. On Syllabus Designing and Materials Production*

*The training programme for Syllabus Designing and Materials Production conducted at College of St. John was highly relevant and useful. Spread over a span of 12 weeks it was divided into 2 phases. The first phase extended over a period of 8*

weeks during which much of theoretical background as also practical lessons in Methodology were conducted. The second phase consisting of 4 weeks involved us in the production of 20% draft lesson plans for class IX.

The course content was divided up as follows :

- (1) Theories of Syllabus design
- (2) Methodology
- (3) Materials production
- (4) Literature in language teaching

The entire training / teaching was conducted in groups or pairs. Some essential reading texts were provided to us and a number of Sample Text books were provided to us for reviewing.

*Theories of Syllabus Designing* : Apart from some basic concepts behind syllabus designing, the six different syllabus approaches were carefully studied. These included the following

- a) Direct Approach
- b) Functional Notional Approach
- c) Structural Approach
- d) Task Based Approach
- e) Content based Approach
- f) Skill based Approach

It was felt that whereas each approach had its merits, none of them could be followed in isolation. Therefore a syllabus that integrated the merits of all six approaches could alone meet the demands of a proper and meaningful teaching of English.

While the merits and demerits of the present syllabus were discussed at length, the proposals for a new approach at times seemed to be too ambitious. However constant reminders by ourselves about the strength and weaknesses plus resources of our average students kept bringing us back to reality. Extensive brainstorming was done to thrash out the conveniences or inconveniences of new approaches. Finally, there was a consensus on the inclusion of the following

- (i) The new syllabus should emphasise on the communicative element of language. Language use not language form that is more important.
- (ii) It should relate itself to the general day to day requirement of a student.
- (iii) It should carry itself across the entire curriculum.
- (iv) It must be meaningful, challenging and relevant to student's needs.
- (v) It must be intrinsically motivated.
- (vi) It must ensure a balanced approach to the teaching of all the 4 macro skills as well as all the micro skills.
- (vii) It must be activity based so that role play, simulation and transfer of information takes place.
- (viii) It must be able to give each student a sense of active participation and satisfaction.
- (ix) It must lead to self monitoring and independent study habits.
- (x) It must eliminate unhealthy competition and rote cramming.
- (xi) It must have a large component of unassessable element so that skills can be tested without having to depend upon text books for meaningful activities.
- (xii) Sufficient scope should be built into the infrastructure of lesson plans for teaching of grammar, expansion of vocabulary and general language elements.

- (xiii) All items essential to acquisition of language to be recycled for revision and for advancement of information.
- (xiv) Error correction to be minimised in order to develop un inhibited style of writing and speaking. Developmental errors should be identified from conceptual errors. Only these errors to be checked which prevent the free flow of expression.
- (xv) While accuracy should be an essential aim of teaching it should not be made such an overriding factor that it checks fluency of expression. The syllabus should be such that it fosters fluent expression.
- (xvi) The syllabus should provide ample scope for building creativity in students.
- (xvii) It should generate habits of extra reading, exploring and exploiting reference material for extra information.
- (xviii) Text book should not be made a limiting factor but spring boards for enhancement of information.
- (xix) Teacher should now become a facilitator, moderator and co-ordinator of activities. Ample flexibility to be provided in syllabus to help teacher modulate activities as per her needs.
- (xx) Emphasis on authentic material.
- (xxi) All this to be followed up by a new method of evaluation.
- (xxii) A detailed teacher guide to be provided to help teacher come up with the new approach to teaching of English.

*Methodology : Different kinds of activities that could be done in class with students were demonstrated. All activities were done in pairs or groups of various sizes. The chief aim of all these activities was to*

- a) *develop interaction among students*
- b) *develop attentive listening habits*
- c) *encourage every student to speak*
- d) *transfer information*
- e) *consolidate information and be able to analyse*
- organise*
- interpret information*
- make reports*
- sift information*
- write reports, letters, articles etc.*
- role play*
- extend activity to different spheres*
- perform tasks with skill and ease*

*Materials Production* : Many text books were reviewed to study patterns and approaches. A written report was followed by an active discussion in class, chief amongst the series that were reviewed were books using

- a) *skill based approach*
  - b) *integrated approach*
  - c) *combination approach*
- (ii) *Apart from text book review different passages were studied for organisation of information. Flow charts were prepared to classify organisation patterns.*
  - (iii) *Layout patterns as also size of page were taken into consideration.*
  - (iv) *Extensive use of authentic material*



- (v) Important structures and activities to be recycled at intervals though not necessarily at periodic and regular intervals.
- (vi) Grammar and structures to form an important component.
- (vii) Thematic approach to be followed. Each book to have a minimum of 10 themes with 5 or 6 sub texts to each theme to aid in the development of all essential skills.
- (viii) Each lesson not to follow a set pattern of activities. This is to avoid monitoring.
- (ix) A maximum of 15 periods to be used for teaching of one complete thematic unit.

### *Language through Literature*

*It was felt that good selection of passages from interesting classics should be included in each thematic unit because literature is life itself. It exposes students to different styles, ideas and expressions as also helps students to emote with the characters and situations. This generates interest, helps lift boredom produced by unemotive authentic texts, as also helps students to read faster and silently at their own pace.*

- (i) *Vocabulary : new vocabulary should not be taught to the students directly. Instead, they should try to guess the meaning of the word through context. If they are unable to do so then they should be encouraged to view the grammatical usage of the word and then hazard a guess followed by confirmation through use of dictionary.*
- (ii) *Comprehension Questions : Only such questions to be asked which test the global understanding of text followed by a few questions to test specific information or else which test interpretative ability of a student.*

b) Each lesson need not follow the same pattern of questioning eg. at the end of the text. Certain informative articles could have while reading questions glossed at the sides or below each passage.

*Glossary* : Uncommon words or words very crucial to the understanding of text could be glossed on sides for easy reference.

*Preview Activities* : Each lesson may be tackled in different ways. Preview activities would help students draw out their own information about a particular theme and then relate it to the current text.

*Extension Activities* : Each lesson component should be able to provide enough extension activity that could widen the horizon of a student.

*Veena Bhasin*

**Group 'A'**  
**CBSE-ELT PROJECT**

## **Workshop Product**

The product itself constitutes the most complete report on progress in the Project. It can be summarised as follows:

- 6.1 Seven units were revised as agreed after comment and feedback. Teachers notes were revised in line with these modifications.
- 6.2 Three completely new units (5, 9 & 10) were produced.
- 6.3 Five Language Review Units were produced.
- 6.4 The General Introduction to the Teachers Guide was revised and extended.
- 6.5 Briefing notes for Group 'A' participant's use in their role as resource persons were finalised and will be distributed.
- 6.6 Some recordings were made, using participants' own voices. These may suffice for limited trialling purpose, but there is definitely a need for better quality of recording.
- 6.7 Student and teacher questionnaires were revised.

## **7. Workshop Process**

Division of labour on a two-week workshop with a need for considerable output is not easy to undertake. However, participants selected their own priorities and working partners and got down to revision and / or drafting of new units with a great sense of purpose. We were asked not to interfere by changing working groups in 'midstream', and it was also made gently clear to us that we should try not to contradict each other as we circulated and spent time with each group. It was not always easy to maintain a balance between firmness (when we could see clear flaws or shortcomings) and encouragement, but we were absolutely clear that whatever emerged had to be 'theirs' and not 'ours'. Predictably, we were hampered by a shortage of good text material:

**Feedback Summary on Unit 1 : "People"**

**Sample** : 8 schools, 9 teachers, 260 students. (N.B. no Government schools) Questionnaire feedback by telephone.

**Feedback from Teachers :**

1. Activities found to be interesting and well exploited.
2. Visuals found to be overall successful, but some need to be redefined.
3. Listening input enjoyable and manageable.
4. Activities reported to be varied.
5. Teacher's role more challenging.
6. Unit enjoyable, particularly the detective section.
7. Literature adequately treated.

**Feedback from Students :**

1. 62% enjoyed lessons very much, 33% a little.
2. 40% reported they had learnt a lot, 35% a little, 26% nothing.
3. 25% thought all lessons should be taught in this way, 65% some.
4. 52% found pair / groupwork very helpful, 35% sometimes helpful, 14% unhelpful.
5. 70% found the exercises interesting, 17% ordinary, 12% boring, 18% said the exercises were too difficult, 60% just right, 21% too easy.
6. 68% reported the worked expected of them was manageable, 27% said too little was expected.
7. The tape component was favourably commented on.
8. Lessons liked : A1, A3.
9. Lesson disliked : B3.

**FEEDBACK SUMMARY ON UNIT 2 : "TRADITION"**

**Sample :** 10 schools (5 Delhi, 5 Punjab), 6 Private, 2 Aided, 1 Government, 1 KVS, 484 Students (249 boys, 235 girls)

**Feedback From Teachers :**

1. A welcome change; a departure from the existing method of teaching.
2. Teacher's role challenging / more supervisory. But teacher has to be very alert.
3. Input texts - "My Marriage" interesting but difficult and lengthy; "What's a Smart Woman doing at Home"? quite interesting and motivating.
4. Visuals limited and not very clear.
5. Variety - 50% thought limited, 50% reasonable.
6. Student's participation - better involvement; they felt shy, but enjoyed themselves; heightened their sense of participation / active involvement; gave students opportunities to think; they came forward with challenging questions; found the work interesting.
7. Groupwork / pairwork - welcomed and enjoyed by students, who gained a lot from interaction. Class tends to be noisy, but noise is a sign of work going on.
8. Activities enjoyed by teachers.

**Feedback From Students :**

1. Lessons very much enjoyed (70%), enjoyed a little (30%)
2. Majority of students felt they have learnt a lot (82%)
3. Majority (60%) feel all lessons should be taught following new approach.
4. Pair / groupwork considered very helpful (62%) or sometimes helpful (38%).
5. Exercises regarded interesting (70%), ordinary (30%), too difficult (52%), just right (48%).
6. Work expected - too much (48%), manageable (52%).
7. Most disliked section B, esp B2

**Comments From Group 'A' at Workshop :**

1. "My Marriage" text was considered too adult a theme for Class IX students; also too difficult and too long.
2. "What's a Smart Woman ..." more interesting, but still not suitable for Class IX. Indian setting preferable.
3. Visuals need to be clearer, and more added.
4. Rubrics confusing and need to be reviewed.
5. Poem could be added.
6. General recommendation - "My Marriage" to be kept in reserve for Class IX; "What's a Smart Woman ..." to be considered for new unit on Contemporary Issues.

**FEEDBACK SUMMARY OF UNIT 3 : "ADVENTURE"**

Sample : 220 Students in 6 Schools (5 Private, 1 KVS)

**Feedback From Teachers :**

1. Unit as a whole positively received.
2. Good variety of topics and activities, capable of sustaining students' interest, although one teacher felt that reading-matter was too simple.
3. Visuals criticised for being unclear.
4. Skills well integrated through various activities.
5. One teacher felt that exercises were too simple.
6. Rubrics very clear.
7. Five (of the six) teachers were happy with their changed role in classroom management, commenting that it helped them play a more interactive role.
8. The change in approach was seen as a definite departure, and was welcomed by all teachers.
9. Several teachers commented on the need for teacher orientation workshops.
10. Some were apprehensive about their effectiveness in conducting groupwork, largely due to the number of students per class. Otherwise the idea of pair / groupwork was widely welcomed.
11. The treatment of literature was rated adequate.

**Feedback From Students :**

1. 60% found the Unit as a whole very enjoyable; 40% enjoyed it a little.
2. 55% felt they had learnt a lot; 45% a little.
3. 40% considered that all lessons should be taught in this way; 60% thought some lessons.
4. 68% found pair / groupwork very helpful; 32% found it helpful sometimes.
5. 80% found the workload manageable.
6. C.2.1, B.3.1 and B.4.1 were mostly frequently disliked.
7. 75% found the activities interesting.

**FEEDBACK SUMMARY ON UNIT 4 : "RECREATION"*****Feedback From Teachers :***

1. Changed role welcomed.
2. Need for special teacher orientation.
3. No substantial increase in workload.
4. Appropriate difficulty level.
5. Rubrics very clear.
6. Theme interesting, novel, exciting, teachable.
7. A mixed response to groupwork and the teachers role in it.
8. Mixed response also to actual language learning.
9. An interesting departure from current practice.
10. Difficult to sustain students interest due to the sole theme of trekking.
11. Unit does not cater to mixed student ability.
12. Students not sure about feeling of achievement.
13. Groupwork successful and stimulating.

***Feedback from Students (N.B. - 44 only) :***

1. Lessons enjoyed very much 17, a little 25.
2. Feeling of achievement : a lot 20, a little 24.
3. 13 students felt that all lessons should be taught in this way; 31 thought some lessons.
4. Pair / groupwork - 32 felt very helpful, 11 sometimes helpful.
5. 30 found the exercises interesting, 3 too difficult, 40 just right.
6. 7 students found the workload too much, 35 found it manageable.
7. Lessons liked : A1, B3.
8. Lessons not liked : B2, B1.



**Feedback Summary on Unit 5 : "Science"**

**Sample :** No. of Schools 4  
No. of Teachers 5  
No. of Classes 9  
No. of Sections 7  
No. of Students 221 (34 + 27 + 37 + 25 + 25 + 39 + 34)

**Limitations :** All the above schools are urban schools, therefore sampling may be non-representative. Time given was insufficient.

***Feedback From Teachers :***

1. The theme is found to be interesting, texts are interesting, but there should be more variety.
2. Exercises are adequate, manageable but the time allotted is insufficient.
3. Insufficient attention is paid to grammar.
4. The different skills are integrated and balanced well.
5. Difficulty level is appropriate.
6. The layout and organisation are very good, but the visuals are not clear.
7. Intelligent students are comparatively happier.
8. Pairwork and individual work are successful.
9. Groupwork is stated by three teachers to be unsuccessful. This may be because they are not used to it. Two teachers have found it to be successful. This indicates that with a little orientation, teachers could adapt to organizing group work.

***Feedback From Students :***

1. In general, the students like the materials and the exercises.
2. Section D is found to be interesting by many students, especially D5.
3. A12 is liked by the majority of students.
4. In section C, C1 and C5 are considered interesting by the majority of the students.
5. In section A, A1 is disliked by many students.

6. Section B, on the whole, is found to be boring by many students.

However, compared to the existing materials, every part of the Unit is enjoyed both by the students and the teachers. So it is a welcome change, and an improvement.

**Suggestions :**

1. Modify exercise A.
2. Make section B more interesting.
3. Conduct a more ideal trialling.
4. Increase the amount of language revision.

**Feedback Summary on Unit 6 : "Mystery"**

**Sample :** 10 schools (4KVS, 6 Private)

**Briefing :** individually by Mrs. Laxmi, Mrs. Ghokale and Mr. Vasudev; combined briefing sessions also held by Mrs. Ghokale and Mr. Vasudev for teachers at Madras and Hyderabad respectively.

***Feedback From Teachers :***

1. Materials and methodology show a definite departure from that in current use. All of the teachers welcome the change.
2. The materials are rated interesting. (Four teachers rate them highly interesting.)
3. Texts are motivating, with an adequate range coverage; difficulty level is appropriate.
4. Two teachers note that the interest level through the Unit sags, as the same aspect of the theme is pursued in two sections.
5. All the skills are included, integrated and balanced.
6. Teachers are happy with their changed role as classroom manager / facilitator of learning. Seven teachers observe that their changed role is challenging, and leads to more interaction.
7. The student activities are highly interesting and motivating.
8. Organizing pairwork and groupwork is not difficult. Such activities are successful and motivating. Three teachers observed, however, that noise levels tended to increase during such sessions.
9. Language work produced mixed responses from teachers. Four observed that no conscious attempt is made in the Unit to drill structure and vocabulary; they feel that more language work ought to be introduced.
10. Listening activity : In three of the schools, as most of the students had previously read the story, the listening activity which follows the reading passage and resolves the mystery was not found effective.
11. All 10 teachers consider that the new approach leads to more language learning, but that adequate teacher orientation is required to handle the new material.

***Feedback From Students :***

1. 80% were of the opinion that the texts were interesting and highly motivating.
2. 75% found pairwork and groupwork activities very helpful and interesting.
3. 70% found the exercises of an appropriate difficulty level.
4. 35% want only some of the Units to be taught by the new approach, whereas the rest feel that all the Units should be so taught.

**Feedback Summary on Unit 7 : "Human Relations"**

**Sample :** 6 Schools (3 Private, 1 Govt., 2 KVS), 168 Students

***Feedback From Teachers :***

1. Theme found to be very interesting by 4 teachers; interesting by 1.
2. Theme exploitation : very well exploited 1, well 3, reasonably well 1. Suggestion was made that parent-child and teacher-student relationships could be included.
3. All teachers found the texts very interesting / interesting, but there was insufficient written follow-up.
4. Reading texts were of a suitable range (3 teachers), and of an appropriate level (5)
5. Visuals were said to be (very) effective, but were not clear enough.
6. The recorded input was found to be (very) useful.
7. Activities were of an appropriate level, and were (very) effective. The number of activities was adequate, but there should be more variety, including written work.
9. Skills coverage was said to be perfectly integrated and balanced (2 teachers), fairly (2).
10. Rubrics were very clear / not clear.
11. 3 teachers rated the vocabulary at an appropriate level. 2 said it was too difficult/ difficult, especially for students not from an English-speaking background.
12. Treatment of grammar received a mixed response, including one comment that it was hardly treated at all in Sections A and C.
13. Literature coverage was rated average, with one comment that the poem was a little difficult.
14. Level of difficulty was said to be appropriate. B.1.1., however, was considered difficult by one teacher, who suggested adding a couple of examples.
15. Student output in terms of quantity, range and difficulty level was adequate. One teacher suggested limiting output to student's own range of experience.
16. Students response to changed classroom management was (very) good. Pairwork / groupwork was rated (very) successful, with teachers comments such as "Students learnt from each other" and "Shy students made to take part".

17. The teacher's role was seen to be reasonably challenging, and interactive.
18. 4 (of 5) teachers felt that the materials showed a definite departure from the existing course, and would result in better language learning. Teachers welcomed the new materials, enjoyed working with them, and said their students did too.
19. Student activities (pairwork, groupwork, simulation) were not difficult to organize.
20. The listening input did not pose any problems.
21. A few teachers commented that some treatments of the theme were not suitable for children of this level of maturity, e.g. emotional blackmail, depression, loneliness.
22. The materials were said to cater for students of different abilities.
23. Teachers were happy in their changed role.
24. **Suggestions** : Vocabulary in B.1.3 too difficult; there is a need for more grammar exercise (e.g. tenses); there is too much focus on adjectives at the expense of other parts of speech; the poetry is too abstract

***Feedback From Students :***

1. Material interesting and enjoyable to work with.
2. Students found written work insufficient.
3. B.1.1 - difficult to read the story and answer question on their own.
4. Section C identified as the most problematic. C.1 (letter)- difficult. C.2 - an example would clarify the rubric. C.3/C.4/C.4.1 require elaboration and simplification.

**Feedback Summary on Unit 9 : “Environment”**

**Sample** : 7 Schools (3 KVS, 3 Public, 1 Private - 4 Hyderabad, 3 Delhi)

**General Response** : Positive, with a number of encouraging suggestions for improvement.

**Feedback From Teachers :**

1. Sections A, B, D considered interesting and enjoyable.
2. Section C considered a little difficult and uninteresting.
3. Teachers expressed the need for teacher orientation.
4. Indian illustrations preferable.
5. Poems could be exploited further.
6. Lang. Ex. A2.5 to be modified.
7. Map to be made more authentic.
8. Activities could be made more challenging.
9. More activities could be added.
10. Other “green” issues could be incorporated to highlight human attitudes towards animals and plants.
11. Teacher’s Book should give more detailed outlines / guidelines.

**Feedback From Students :**

1. Lessons enjoyed very much 60%, a little 40%.
2. Students felt they had learnt a lot 43%, a little 55%.
3. 55% of students felt some lessons should be taught in this way, 33% all lessons.
4. Pair / groupwork found very helpful 74%, sometimes useful 26%.
5. Exercise interesting 75%, ordinary 23%; too difficult 2%, just right 74%, too easy 24%.
6. Work expected manageable 75%.
7. Tape recorder used in listening task considered helpful 83%.
8. Most liked activities : B2 and A.  
Most disliked : C4, A.2.5, A.2.1

# **INTERIM TRIAL MATERIAL 1991**

## **ENGLISH COURSE 'A'**

**CLASS X**

**MAIN COURSE BOOK**

**UNIT 1 : TRAVEL AND TOURISM**

**UNIT 2 : EDUCATION AND EMPLOYMENT**

**(CBSE-ODA CURRICULUM RENEWAL PROJECT)**

**CENTRAL BOARD OF SECONDARY EDUCATION**

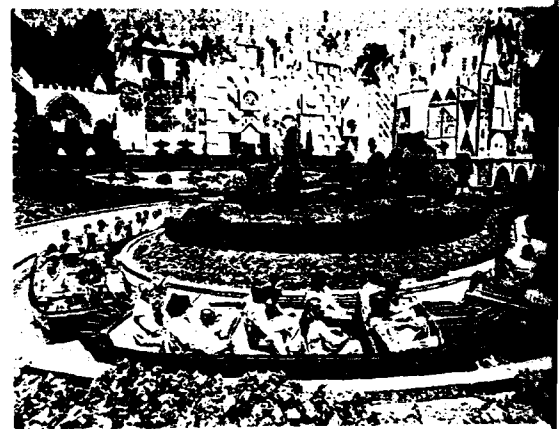
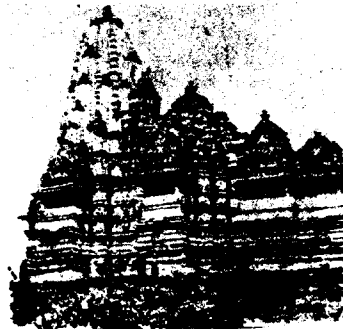
**'SHIKSHA KENDRA', PREET VIHAR**

**DELHI-110092**

## TRAVEL AND TOURISM

### SECTION - A

Preview: Look at the pictures given below:



With your partner discuss:

- a) What monuments are these?
- b) Which city/country are they located in?
- c) Have you visited any of these places?
- d) Can you think of any place that has been of special interest to you? Share your experience of any exciting trip that you have made.



A 1. Read the following extract:-

WHEN I WAS VERY YOUNG AND THE URGE TO be someplace else was on me, I was assured by mature people that maturity would cure this itch. When years described me as mature, the remedy prescribed was middle age. In middle age I was assured that greater age would calm my fever and now that I am fifty-eight perhaps senility will do the job. Nothing has worked. Four hoarse blasts of a ship's whistle still raise the hair on my neck and set my feet to tapping. The sound of a jet, an engine warming up, even the clapping of shod hooves on pavement brings on the ancient shudder, the dry mouth and vacant eye, the hot palms and the churn of stomach high up under the rib cage. I fear the disease is incurable.

When the virus of restlessness begins to take possession of a wayward man, and the road away from Here seems broad and straight and sweet, the victim must first find in himself a good and sufficient reason for going. He has a built-in garden of reasons to choose from. Next he must plan his trip in time and space, choose a direction and a destination. And last he must implement the journey. How to go, what to take, how long to stay. This part of the process is invariable and immortal.

Once a journey is designed, equipped, and put in process, a new factor enters and takes over. A trip, a safari, an exploration, is an entity, different from all other journeys. It has personality, temperament, individuality, uniqueness. A journey is a person in itself; no two are alike. And all plans, safeguards, policing, and coercion are fruitless. We find after years of struggle that we do not take a trip; a trip takes us. Tour masters, schedules, reservations, brass-bound and inevitable, dash themselves to wreckage on the personality of the trip. Only when this is recognized do the frustrations fall away. The certain way to be wrong is to think you control it.

Travels with Charley (In Search of America)  
by John Steinbeck

A.2 Tick the correct answer. In paragraph 1 the author writes about:-

The time when he fell very sick  
 A terrible journey by sea  
 His never ending urge to travel  
 The time when he hated travel

A.3 Steinbeck was assured that he would outgrow his desire for travel as he grew older. For example: when he was young he was assured that maturity would cure him. Pick out other sets of words from Paragraph 1 that develop the same idea and fill the blanks below:

young \_\_\_\_\_ maturity  
 Maturity \_\_\_\_\_  
 \_\_\_\_\_ greater age  
 \_\_\_\_\_

A.4 'Dry mouth' is a combination of adjective+noun. Pick out three other such combinations from paragraph 1. Discuss with your partner why the author has used these words.

A.5 Imagine that you are very scared. Think of other adjective+noun combinations which can describe your feelings vividly:-

\_\_\_\_\_ palms  
 \_\_\_\_\_ eyes  
 \_\_\_\_\_ face  
 \_\_\_\_\_ mouth

A.6 Read the first sentence of paragraph 3. What do you think is the meaning of 'takes over'? Check your answer in the dictionary page given. Note the other verb preposition combination. You will find that each of these has a particular meaning:

**take**

**take aback** If you are taken aback, you are so surprised or shocked that you have to pause for a moment and cannot think or do anything. *as I was momentarily taken aback... Jerry was taken aback by some of the portraits.*

**take after** If you take after a member of your family, you resemble them in your appearance, your behaviour, or your character. *as You don't take after your sister... He'd got a way of his own and I tend to take after him.*

**take against** If you take against someone or something, you develop a dislike for them, often for no good reason. *as William III took against the castle and built Kensington Palace instead.*

**take apart** 1 If you take something apart, you separate it into the different parts that it is made of. *as We encouraged them to explore, invent, take things apart, and put them together... I'll have to take the bike apart.*  
 2 If you take apart something such as an argument or an essay, you analyse it critically and carefully and show what its weaknesses are. *as She simply took apart my chapter with the same techniques that I had used to take apart her essay.*

**take away** 1 If you take something away from someone, you remove it from them, so that they no longer have it. *as A maid came to take away the tray. Nothing seems to take away your appetite... people from whom everything has been taken away.*  
 2 If you take one number or amount away from another, you subtract one number from the other. *as This last amount is then taken away from each annual figure of earnings.*  
 3 If something takes away from an achievement, success, quality, etc. it has the effect of making the

**'take over'** 1 If you take over a company, or are given control of it, for example by means of the agency has... covered its... *over or merge with another company.*  
 2 If someone takes over a country, they get control of it, usually with the help of the army, and replace the government with a new one. *as Genghis Khan the military had taken over.*  
 3 If someone takes over a building, they occupy it and prevent it from being used for its original purposes. *as The television station was taken over and held for some hours.*  
 4 If you take over a job or you take over, you become responsible for the job after someone else has stopped doing it. *as They want me to take over as editor when Harold Evans leaves... You'll probably be taking over my tutorial groups... You can take over now.*  
 5 If one thing takes over from something else, it becomes more important, successful, or powerful than the other thing, and eventually replaces it. *as Microfilms might even take over from libraries one day.*  
 6 See also take over.  
**take to** 1 If you take to someone or something, you are attracted to them and like them, especially after knowing them or thinking about them for only a short time. *as It was impossible to tell whether he had taken to Rose or not... We asked him if the Russians would take to golf.*  
 2 If you take to doing something, you begin to do it as a regular habit. *as He took to wearing black leather jackets... As they grow larger, they take to eating fish.*

A.7 Fill in the blanks with suitable phrasal verbs given under ex 2.3

One day Amit and his friends were discussing plans for doing something unusual and exciting. Amit suggested "why don't we go round the world on our bikes and create a sensation?" Everyone seemed to \_\_\_\_\_ the idea for they all jumped with joy.

Back home when Amit announced his plans to his family they were \_\_\_\_\_ at this sudden and daring decision but no one dared to stop him. Soon preparations were under way. The first thing he did was to \_\_\_\_\_ an old motor to mend. He wanted to fix it to his bike to get extra power. Next he packed all the things he needed for the journey very carefully. In this he had \_\_\_\_\_ his mother.

Amit and his friends were aware of the hardships they would have to face enroute but nothing seemed to \_\_\_\_\_ the excitement on the enthusiasm of the adventure.

MY PLAN WAS CLEAR, CONCISE, AND REASONABLE, I think. For many years I have traveled in many parts of the world. In America I live in New York, or dip into Chicago or San Francisco. But New York is no more America than Paris is France or London is England. Thus I discovered that I did not know my own country. I, an American writer, writing about America, was working from memory, and the memory is at best a faulty, warpy reservoir. I had not heard the speech of America, smelled the grass and trees and sewage, seen its hills and water, its color and quality of light. I knew the changes only from books and newspapers. But more than this, I had not felt the country for twenty-five years. In short, I was writing of something I did not know about, and it seems to me that in a so-called writer this is criminal. My memories were distorted by twenty-five intervening years.

Once I traveled about in an old bakery wagon, double-doored rattler with a mattress on its floor. I stopped where people stopped or gathered, I listened and looked and felt, and in the process had a picture of my country the accuracy of which was impaired only by my own shortcomings.

So it was that I determined to look again, to try to rediscover this monster land I wrote to the head office of a great corporation which manufactures trucks. I specified my purpose and my needs. I wanted a three-quarter-ton pick-up truck, capable of going anywhere under possibly rigorous conditions, and on this truck I wanted a little house built like the cabin of a small boat. A trailer is difficult to maneuver on mountain roads, is impossible and often illegal to park, and is subject to many restrictions. In due time, specifications came through, for a tough, fast, comfortable vehicle, mounting a camper top—a little house with double bed, a four-burner stove, a heater, refrigerator and lights operating on butane, a chemical toilet, closet space, storage space, windows screened against insects—exactly what I wanted.

It arrived in August, a beautiful thing, powerful and yet lithe. It was almost as easy to handle as a passenger car. And because my planned trip had aroused some satiric remarks among my friends, I named it Rocinante, which you will remember was the name of Don Quixote's horse.

Since I made no secret of my project, a number of controversies arose among my friends and advisers. (A projected journey spawns advisers in schools.) I was told that since my photograph was as widely distributed as my publisher could make it, I would find it impossible to move about without being recognized. I was advised that the name *Rincante* painted on the side of my truck in sixteenth-century Spanish script would cause curiosity and inquiry in some places.

Next, I was told that a stranger's purpose in moving about the country might cause inquiry or even suspicion.

There was some genuine worry about my traveling alone, open to attack, robbery, assault. It is well known that our roads are dangerous. And here I admit I had senseless qualms. It is some years since I have been alone, nameless, friendless, without any of the safety one gets from family, friends, and accomplices. There is no reality in the danger. It's just a very lonely, helpless feeling at first—a kind of desolate feeling. For this reason I took one companion on my journey—an old French gentleman poodle known as Charley. Actually his name is Charles le Chien. He was born in Bercy on the outskirts of Paris and trained in France, and while he knows a little poodle-English, he responds quickly only to commands in French. Otherwise he has to translate, and that slows him down. He is a very big poodle, of a color called *bleu*, and he is blue when he is clean. Charley is a born diplomat. He prefers negotiation to fighting, and properly so, since he is very bad at fighting. Only once in his ten years has he been in trouble—when he met a dog who refused to negotiate. Charley lost a piece of his right ear that time. But he is a good watch dog—has a roar like a lion, designed to conceal from night-wandering strangers the fact that he couldn't bite his way out of a *cornet de papier*. He is a good friend and traveling companion, and would rather travel about than anything he can imagine. A dog, particularly an exotic like Charley, is a bond between strangers. Many conversations en route began with "What degree of a dog is that?"

(John Steinbeck's 'Travels with Charley's  
(In Search of America)

- A.9 Read Paragraph 1. Why did Steinbeck decide to tour America? Pick out words or expressions to support your answer.
- A.10 Find out more about Quixote from your library or your teacher. Discuss with your partner why the author called his truck Rocinante.
- A.11 Why were Steinbeck's friends worried about his journey? Give 3 reasons.
- A.12 What were the author's reasons for taking Charley as a companion? Discuss with your partner.
- A.13 Steinbeck chose Charley as his travelling companion. If you were to go on a tour who would you take along? Discuss with your partner reasons for your choice.

Section-B: PLANNING TRAVEL

Preview

B 1 Look at the following picture:



With your partner

- a) Guess the name of the historical personality
- b) What is the name of the horse?
- c) Can you relate the story connected with the two?

Warm up exercise:

B.1 Given below are some difficulties people face while visiting a new place. Indicate with a ( ) how important each one has been for you:

of great importance	of some importance	of no importance
------------------------	-----------------------	---------------------

1. weather
2. food
3. transportation
4. language
5. accomodation
6. entertainment
7. shopping
8. social life

B 2 You are a team of three Tour Coordinators. You have received the following telex from a group of foreign tourists from England who are planning to visit Udaipur and some of the other nearby places. Read the telex carefully.

**TELEX**

**FROM WILLIAMS, PLYMOUTH TRAVEL AGENCY TO ARAVALI TOURS, UDAIPUR**

1. PARTY OF 10 (TEN) BRITISH TOURISTS ARRIVING NEW DELHI 5 DEC, IC 219, 2000 hrs STOP LEAVING NEW DELHI 8 DEC, IC 419 0800 hrs
2. PLS ARRANGE OVERNIGHT 5 DEC DELHI STOP HOTEL ACCOM AT UDAIPUR FOR NIGHTS OF 6,7 AND 8 DEC STOP FOUR TWIN ROOMS AND TWO SINGLES STOP TO BE ON OR NEAR LAKE STOP FOUR STAR OR ABOVE SWIMMING POOL MUST
3. PLS ARRANGE ITINERARY STOP PARTY ARE MOSTLY ELDERLY. SO MAX SIX HOURS PER DAY TOURIG IN TOTAL AND MAX THREE HOURS WITHOUT DRINK AND MEAL STOP AVOID SIGHT SEEING WITH LOTS OF STEPS STOP
4. PLS CONFIRM BY FAX WITH ITINERARY SOONEST

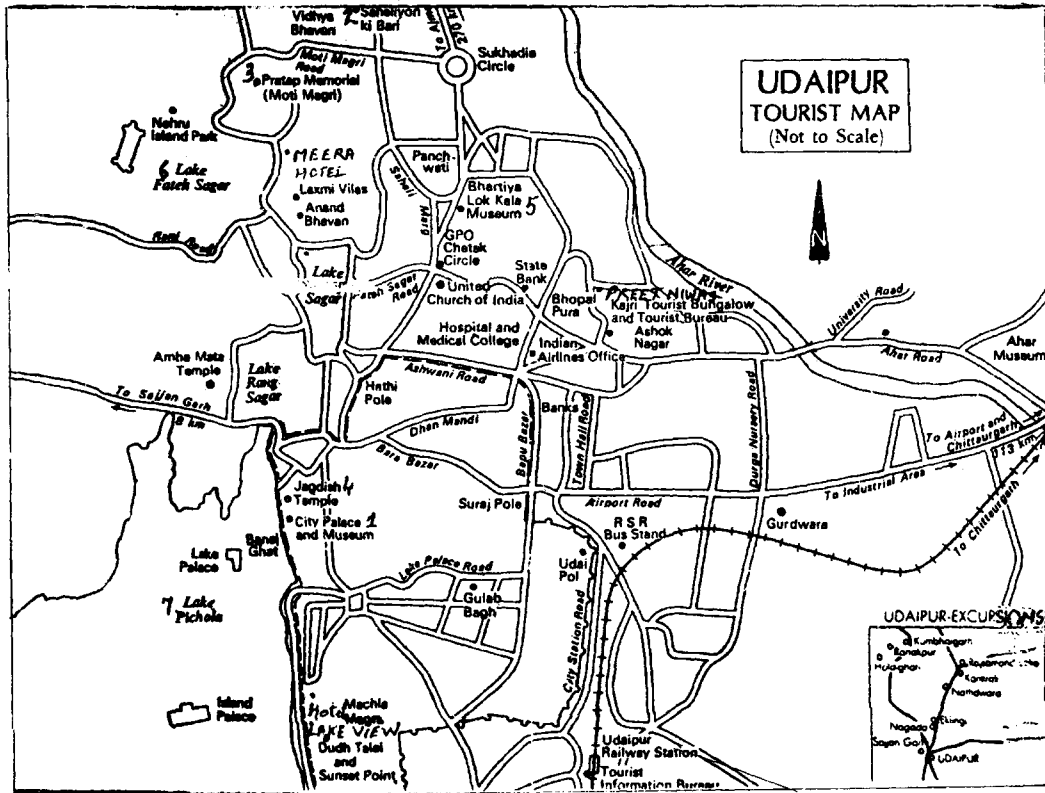
**REGARDS**

**Ray Williams**

B.3 Now study the Brochure and Hotel information given. Each one of you make decisions on the following and jot them down in your note book. Keep referring to the Telex. Also use the map in making choices:

- (a) Choice of Hotel (keep in mind the cost, location accomodation and facilities offered)
- (b) Local sight seeing (Time taken to visit these places and interest level for tourists)
- (c) Sight seeing around Udaipur (Distance from Udaipur and interest level for tourists)





ACCOMMODATION GUIDE

Name	Status	Capacity	TARIFF		Additional Information	Observations
			Single	Double		
Lake View Hotel Phone 2841, 2397, Fax:0134 Telex:	5 Star	27 rooms & suits	US \$ 50 inclusive of all meals	US \$ 80 inclusive of all taxes	Tariff for extra persons US \$ 30.00	Comments of the magazine 'life' may be quoted here 'There is the sort of place tourists search for in Britain often rarely'. American Express and Central Cards accepted here.
Meera Hotel Phone:3014, 3316 Fax: 367	4 Star	25 rooms	Rs.550/-	Rs.1050/- for suite	Rs.350/- for extra bed  <u>Group Rates</u> One complementary for 15 paying guests. Half complementary for 10 paying guests.	Luxuriously furnished rooms overlooking the lake. Fishing for enthusiastic anglers English speaking guide available for conducted tours
Preet Niwas Hotel Phone 2601 2672	3 Star	33 beds	---	Rs.30/- (Standard) Rs.450 (large) inclusive of breakfast and dinners	Breakfast and Dinner compulsory	Comfortable air-cooled and spacious with all modern facilities. Free guided tour of local sights, free transfers

# Udaipur

## a scintillating white wonder

Learning in its abundance of lakes and palaces, this city has been described as "the most romantic spot on the continent of India" by Col. James Todd in his *Annals and Antiquities*. Nestled in a valley among the lush hills of the Aravallis, on the banks of the shimmering Lake Pichola, stands the dazzling marble city of Udaipur.

Udai Singh built his famed magnificent palace on a low ridge at the edge of Lake Pichola.

The palaces hold out a wonder. The architecture whispers the mood of the days of yore. The city soaked in tradition and legends—echoes the bugles and trumpets of kings who stalked these streets.

The rugged sand dunes of Rajasthan recede to the background here. You would not know you are in desert land.

What you will remember is the enchanting lake city, blooming in lush gardens.

### Local Sightseeing

- 1. CITY PALACE MUSEUM** A place where granite and marble have been lent a soul. They seem to breathe a harmonious splendour. The sparkling white filigreed balconies and windows, ornate arches and cupolas atop magnificent octagonal towers. Grandeur and intricacy stroked all over.

The main entrance is through the Tripolia, the triple gate. Eight carved marble arches bow a welcome in their exquisite style.

Entry fee: Rs. 2.50 per head; Timings: 0930 to 1630 hrs (2 hrs)

- 2. SAHELİYON KI BARI** This garden of the maids of honour, brings to the fore the unique life-style of the royal ladies who once lived in these palaces. This spectacular garden has four pools ornate with delicately chiselled kiosks and elephants in marble. Fountains spurring out a beauty surround a lotus pool, a marble throne and a sitting room.

Fountain fee: Rs 2.00; Entry fee: Re 0.50 per head; Timings: 0900 to 1800 hrs (30 mts)

- 3. PRATAP MEMORIAL** Erected in the memory of the brave Maharana Pratap at Moti Magari or Pearl Hillock overlooking Fateh Sagar Lake. A bronze statue of Maharana Pratap is placed on top of this hill. The path lined with trees envelopes you, as you go up to pay homage to the pioneer of freedom—Pratap the Great.

A Japanese rock-cut garden in the vicinity enhances its beauty.

Entry fee: Re 0.50 per head; Car fee: Rs 2.00 per car; Timings: 0900 to 1800 hrs (30 mts)

- 4. JAGDESH TEMPLE** Built in 1651 AD by Maharana Jagat Singh I. Imposing sculptural figures form its character. It offers a glorious view of the city from its main entrance. It is the largest and most splendid temple in Udaipur. The lively hymns ring through the air filling you with a tranquil peace.

- 5. BHARATIYA LOK KALA MUSEUM** This Indian folk art museum displays a rich collection of folk dresses, ornaments, puppets, masks, dolls, folk musical instruments, folk deities and paintings. An interesting tribal art collection will fill you with intrigue.

A puppet show can be arranged on request.

Entry fee: Re 1.00 per head; Timings: 0900 to 1800 hrs (1 hr)

- 6. FATEH SAGAR LAKE** Set up by Maharana Fateh Singh, this elegant lake is wrapped on three sides by hills and the Pratap memorial on the fourth side. You could boat on the rippling waters and row across to Nehru Park—an Island Garden, on a serene afternoon.

The Fateh Sagar drive running along the winding shores of the lake transports you to a different world altogether. A drive you would not like to end.

- 7. PICHOLA LAKE** The legendary lake that entranced Maharana Udai Singh. It is surrounded by hills, palaces, temples, bathing ghats and embankments.

Set splendidly in the lake are two island palaces, Jag Mandir and Jai Niwas (Lake Palace). (1 hr)

### And just a little away

**EKLINGJI** 22 km Chiselled out of sandstone and marble, this temple of Eklingji was built in 734 AD. A complex of 108 temples enclosed by high walls is devoted to this deity of the Maharanas of Mewar. It has an ornate 'mandap' or pillared hall, under the canopy of a huge pyramidal roof composed of hundreds of knots.

**NAGADA** 23 km This ancient place in Mewar, dates from the 6th century AD. The Ses-Bahu temples here (9th-10th century) are resplendent in their intricate carvings. And while you're there, visit the splendid Jain temples of Adbudji.

**HALDIGHATI** 40 km A place of immense historic interest. The memorable battle between Maharana Pratap and the Mughal Emperor Akbar, was fought here in 1576 AD. There is a Chhatra dedicated to the faithful horse of Maharana Pratap—Chetak.

**NATHDWARA** 48 km This simple shrine is one of the most celebrated of the Vaishnava shrines of Shri Nathji or Lord Krishna. It was built in the early 18th century. Thousands of pilgrims from all parts of India visit this shrine during Diwali, Holi and Janmashtami. Foreigners are not permitted inside and no photography of this holy monument is allowed.

**KANKROLI** 65 km Devoted to Lord Krishna, it is an important Vaishnava temple and ranks very high among the temples of the Vallabhacharya sect. It is better known as Dwarakadhish and resembles the famous Nathdwara shrine.

**RAJASAMAND LAKE** 66 km It is situated close to Kankroli. This dam was built by Maharana Raj Singh in 1660 AD. Many exquisite arches and chhatris adorn the embankment.

**KUMBHALGARH FORT** 84 km After the fort of Chittaurgarh this is the second most important fort in Rajasthan. Perched atop the Aravallis it was built by Maharana Kumbha in the 15th century. It is accessible by jeep from Kelwara through the seven great gates.

### General Information

Population : 300,000 Area : 37 sq km Altitude : 577 metres  
Temperature : SUMMER : Mean max 33.3°C Mean Min 23.3°C  
WINTER : Mean Max 28.3°C Mean Min 11.6°C Rainfall : 61 cm  
Season Pleasant throughout the year Clothing : SUMMER :  
Tropical WINTER : Woolens Languages spoken : Rajasthani,  
Hindi and English. (Population as per 1981 census)

### Entertainment

Bhartiya Lok Kala Mandal Near Chetak Circle Tel 24296  
Mewar Kala Mandir City Station Road Tel 83176  
Ship Gram Fateh Sagar Rani Road

### Shopping

Hathipole, Chetak Circle, Clock Tower, Palace Road and Bapu Bazar.

- B.4 In turns, tell your group about your decisions. Make sure you give reasons why you made a particular choice.
- B.5 As a group make the final decision on the choice of hotel, local sight seeing and visit to places of interest around Udaipur. set this down in your exercise book.
- B.6 You will be sending an itinerary to the tourists. Study the skeletal itinerary given. Make a detailed one giving your clients a very clear idea of what exactly they would be doing each day.

Ref: 106002

Itinerary For: INDIA TOUR

Name: RAY WILLIAMS & GROUP (TEN)

1991 ITINERARY

Fri 5 Dec 2000hrs Arrive Delhi by Flight No.IC219  
Transfer to Hotel Overnight at  
Hotel Hyatt Regency, New Delhi

Sat 6 Dec 0730hrs Departure by Flight No IC493 to  
Udaipur  
Transfer to \_\_\_\_\_ Hotel

\_\_\_\_\_ BREAKFAST  
  
\_\_\_\_\_ DAY SIGHTSEEING  
-----  
-----  
----- L U N C H  
-----  
-----  
-----  
-----  
----- EVENING PROGRAMME  
----- DINNER

SUN 7 DEC hrs	BREAKFAST
-----	SIGHTSEEING TOUR
-----	-----
-----	-----
-----	LUNCH
-----	-----
-----	-----
-----	FREE EVENING
-----	DINNER

MON 8 DEC 0430hrs Departure by Flight No IC 326 TO  
Delhi

0800hrs \_\_\_\_\_

B.7 You will now be faxing to your clients a covering letter along with the detailed itinerary that you have prepared (A fax is a letter which you send electronically, through the telephonic system. A fax message is received immediately).

Look at the following letter. It provides you with the opening lines of each paragraph. The headings in brackets tell you what each paragraph is about. Study it carefully:

Aravali Safari and Tours  
City Palace  
Udaipur

Ray Williams  
Plymouth Travel Agency  
Plymouth - (Devon)  
20 November 1991

Dear Sir

In response to your telex dated \_\_\_\_\_ we would like to confirm \_\_\_\_\_ (Hotel Booking). \_\_\_\_\_

You would be met by \_\_\_\_\_  
(Reception at Delhi)

Udaipur is fairly \_\_\_\_\_  
(climate and clothing)

If you have any further \_\_\_\_\_

(Leave Taking)

---

---

Yours faithfully,

Manager  
Aravali Tours

B.8 Now write a covering letter on the lines of the given model to Mr. Ray Williams. Do not forget to enclose the itinerary you have made. Make sure you fax the information.

SECTION - C PROMOTING TOURISM

C 1 You are the Director, Directorate of Tourism of your state. Read the following letter which you have received from the Minister of Tourism of your state.



GOVERNMENT OF PALWAL PRADESH  
Ministry of Tourism

3 May 1991

The Director of Tourism  
Anandpur  
Palwal Pradesh

Sir,

As you are aware, local and international tourism is becoming increasingly important in our state. It is now a major employer, and a very important means of earning foreign exchange, I am, therefore, anxious to promote and develop the State's tourism.

I should like you to study the present trends in tourism and write me a report on their main features with projections for the year 2000. I should also like to receive your recommendations on certain matters. Specifically, your report should deal with the following:

Origin of Tourists

Where are they from?

- Within India or abroad. What do you predict will be the figures in the year 2000?

Accommodation

Who stays where?

Do we have enough accommodation - particularly for young Indian tourists and foreigners? What will be the situation in 2000? What action do you recommend?

Means of Transport

How are the tourists reaching our State?

What proportion are coming by road, by rail, by air?

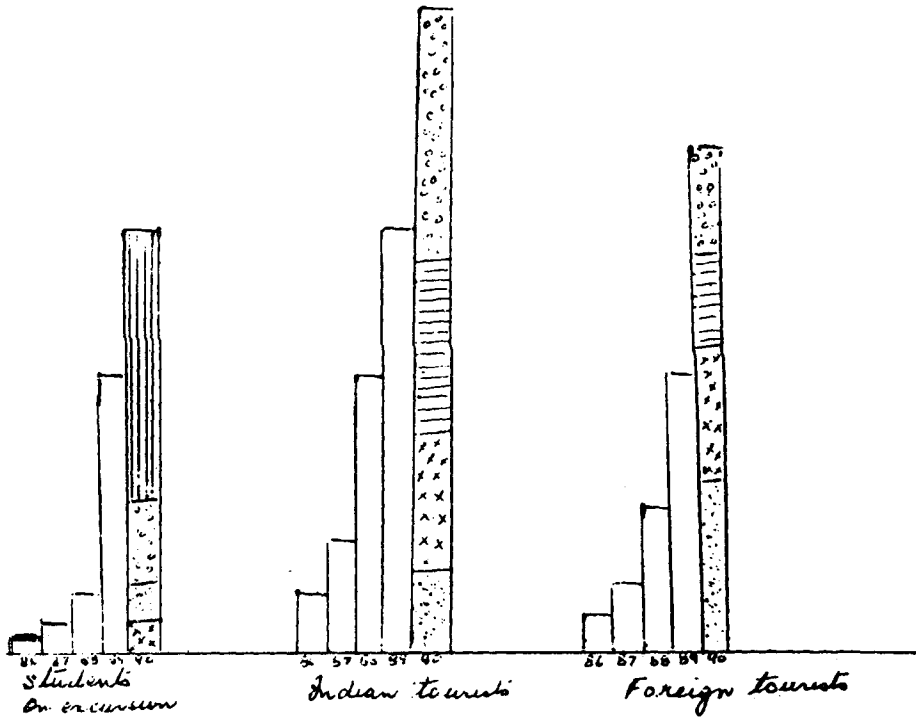
In particular, what are your projection for the year 2000? For instance, will the airport be big enough? What do you recommend we should do with regard to all forms of transport? In particular, what are your projection for the year 2000? For instance, will the airport be big enough? What do you recommend we should do with regard to all forms of transport?

Yours sincerely,

(Krishna Mathur)





3.2 Your department has done a survey on Tourism in your region and has produced statistics on major issues. Study them carefully in the light of the letter you have received from the Minister of Tourism.

No. of tourists and their accommodation preference



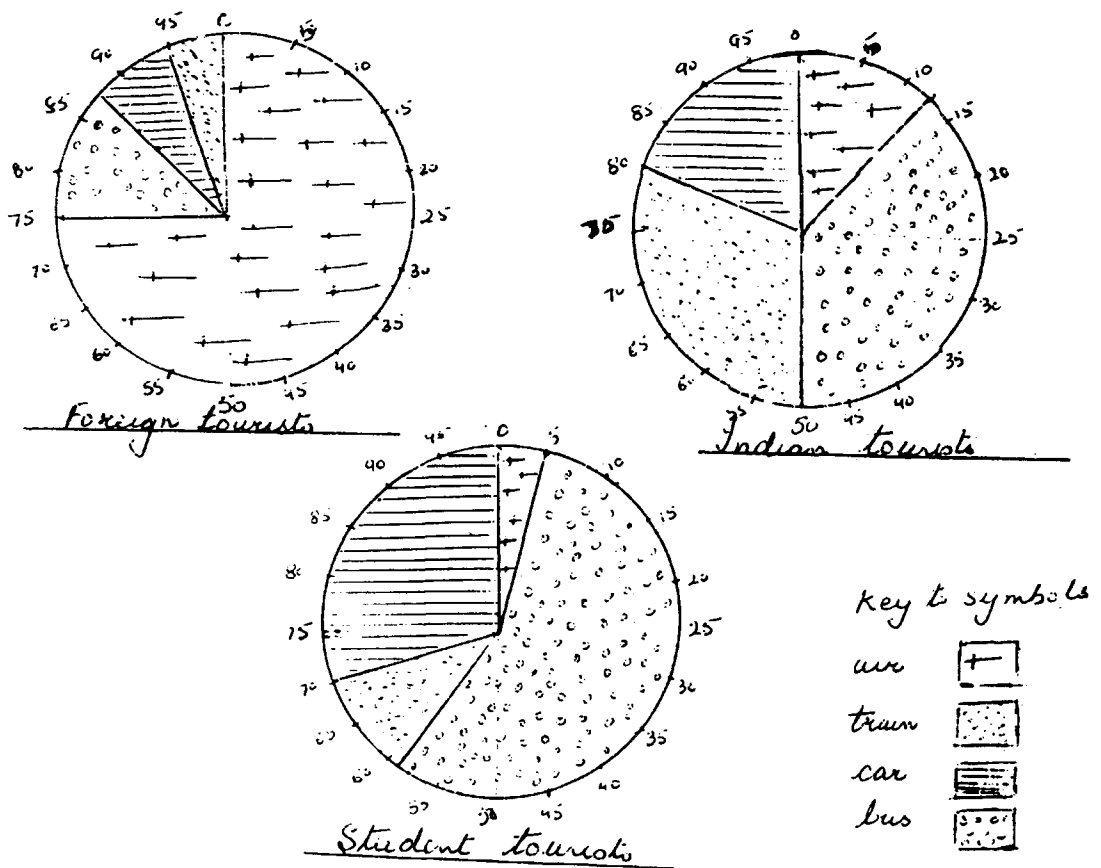
fig(i) Histogram showing percentage of tourists and their accommodation preferences for the years 1986 1990.

Key to symbols for accommodation

- 5 star hotels 
- 3 star hotels 
- hostels 
- holiday homes 
- guest houses 

Type of Accommodation	number	no. of beds in each
5 star hotels	5	200
3 star hotels	10	50
Hostels	10	100
Holiday homes	20	30
Guest houses	30	20

Fig(ii) Chart showing present situation regarding accommodation.



Fig(iii) Pie chart showing general trends in mode of travel (in percent)



C.3 Now fill in the required information in the table given below:

tourist information	foreign tourists	Indian tourists	Student tourists
number of tourists who came in the year 1986			
number of tourists who came in the year 1990			
number of tourists living in 5 star hotels			
number of tourists living guest houses			
percentage of tourists travelling by air			
percentage of tourists travelling by bus.			

C.4 Study the following expressions. They might come in handy when you have to express statistics in words as well as figures while writing a report.

a majority of	a large number of
a small/large percentage of	quite a few
many of	most of the
_(no)_percent of	(no) fold increase in ---
a small number of	some of the

C.5 Look at the formal report given below. Note the various headings under which information is to be given. With the help of the diagrams you have just studied fill in the gaps with relevant information.

**DIRECTORATE OF TOURISM  
PALWAL PRADESH**

To:

From:

DATE: 31 May 1991

Ref: Your letter no. \_\_\_\_\_ dtd \_\_\_\_\_

Subject: Report on Tourism: Year 2000

1. Observations (General)

There are three main types of tourists coming to our state: students on \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_  
From the data and statistics available it can be seen that there seen that there has been an almost \_\_\_\_\_ fold increase in the number of tourists.

- (ii) Accommodation: Almost \_\_\_\_\_ percent of foreign tourists prefer five star hotels, another \_\_\_\_\_ like to stay in \_\_\_\_\_ and the rest choose to live in \_\_\_\_\_.

Only a small percentage of Indian tourists prefer \_\_\_\_\_ living in \_\_\_\_\_ and \_\_\_\_\_. Quite a number of them make their own arrangements with their friends and relatives. By far, the greatest number of students \_\_\_\_\_.

- (iii) Transport: Rail and bus seem to be popular modes of travel with \_\_\_\_\_ and \_\_\_\_\_ tourists. However, quite a few Indian tourists come by \_\_\_\_\_ or by air.

Over \_\_\_\_\_ percent of foreign tourists travel by air.

2. Predictions: In the light of the statistics available, it is predicted that by the year 2000 there will be another \_\_\_\_\_ fold increase in the number of tourists to our state.

Presently we are in a comfortable position with respect to accommodation and transport services but considering the rate at which tourism is increasing I have the following recommendations to make:

3. Recommendations:

(i) Accommodation:

(a) to build a minimum of three, 5 star hotels in the next 5 years.

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(ii) Transport Services

(a) to build an extension to the existing airport.

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(iii) Other recommendations

(a) To promote publicity of places of interest

(b) \_\_\_\_\_

(c) \_\_\_\_\_

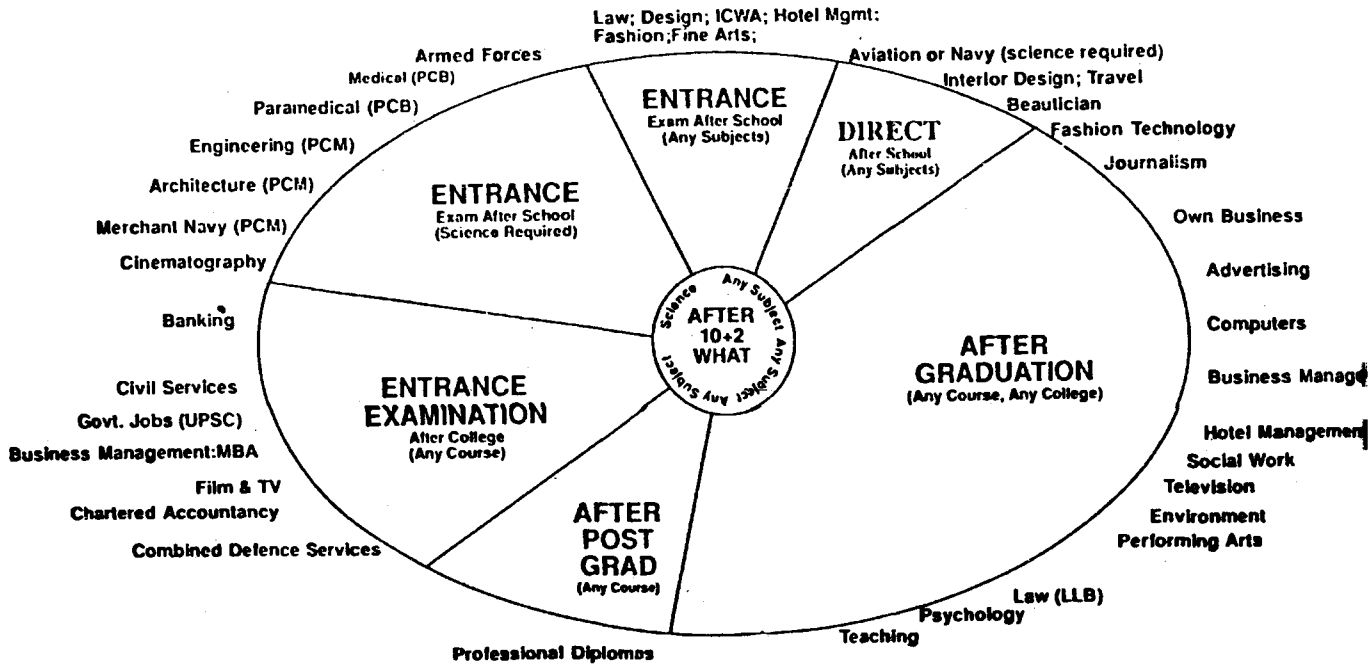
(d) \_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(designation)

Go through this visual carefully.

# AFTER 10+2, WHAT



Now get into groups of FIVE and choose TWO of the professions that you would like to take up. Also, state your reasons for the choice. (Each group will have a secretary to jot down opinions of the group members.)

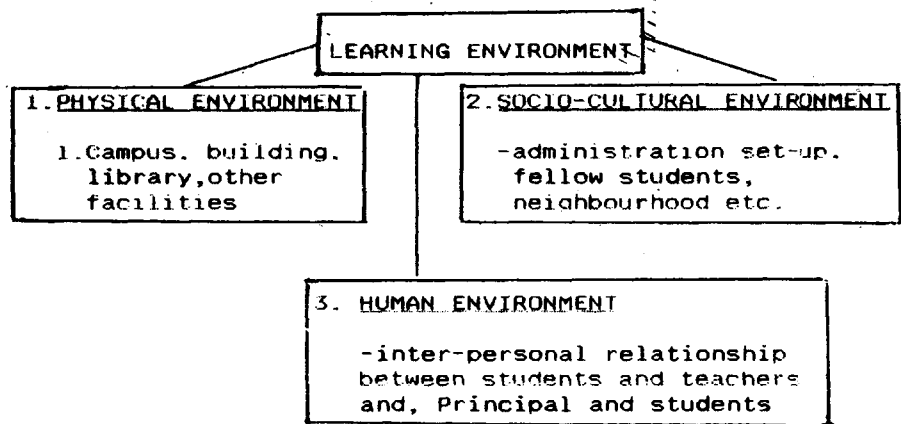
After the groups finish discussing, each group secretary will present group preference before the whole class regarding the TWO most 'popular' professions and the reasons listed out. Your teacher will note down the views expressed on the blackboard.

Finally arrive at a class consensus and fill in the following table:

Profession	Reasons for Selection
1	(i) (ii) (iii)
2.	(i) (ii) (iii)

**A. STUDY ENVIRONMENT**

A 1 After your finish the tenth standard board examination, you will face the problem of choosing a school of your liking for classes 11 and 12. Among the several factors affecting your decision, an important consideration will be the learning Environment of the schools you have to choose from.



A 2 Go through the following prospectuses of two schools offering the "Plus-Two" Courses:

<u>S.D.P. SCHOOL</u> HOSHIARNAGAR (FOUNDED: 1858)	<u>K.R.D. SCHOOL</u> RAMPUR (FOUNDED: 1975)
<p><b>ADDRESS:</b> S.D.A School Shivsagar Pd. Hoshiarnagar</p>	<p><b>ADDRESS:</b> K.R.D School Krishnanaagar Rampur</p>
<p><b>PHONE :</b> 252 450</p>	<p><b>PHONE:</b> 666 543</p>
<p><b>CAMPUS :</b> Large, sprawling, big playgrounds, heart of the city, a lot of traffic</p>	<p><b>CAMPUS</b> small, compact modern building situated in open country-side.</p> <p style="text-align: center;">18kms from the nearest town</p>
<p><b>LIBRARY:</b> generally well stocked, limited seating space</p>	<p><b>LIBRARY:</b> well-stocked with books on social sciences and arts adequate seating space, reference section higher classes</p>
<p><b>LABORATORIES:</b> large, modern, well equipped</p>	<p><b>LABORATORIES:</b> modern, but small quite well-equipped</p>
<p><b>STUDENT ACCOMMODATION:</b> day school non-residential hostel facilities for 100 students</p>	<p><b>STUDENT ACCOMMODATION:</b> residential (two a room), separate hostels for girls and boys</p>
<p><b>MEDICAL FACILITIES:</b> an infirmary with a small</p>	<p><b>MEDICAL FACILITIES:</b> adequately staffed health centre,</p>

sick-room

CO-CURRICULAR FACILITIES  
 auditorium,  
 debating club,  
 photography  
 club, philatelic  
 Association,  
 swimming pool

sickroom with ten  
 beds.

CO-CURRICULAR FACILITIES  
 open air theatre  
 dramatic club,  
 dancing & music  
 lessons, literary  
 association,  
 gymnasium, horse-  
 riding, trekking

A.3 Now fill in the table given below by putting a tick ( ) in the appropriate boxes. It will help you to choose ONE of the two schools.

	the campus	the st. accomm.	the laboratories	the libraries	the Health Centre	the cultural facilities		the campus	the st. accomm.	the laboratories	the libraries	the Health Centre	the cultural facilities
S.D.P School							K.R.D. School						
I really like							I really like						
I like							I like						
I quite like							I quite like						
I'm not sure							I'm not sure						
I like							I like						
I don't like							I don't like						
I hate							I hate						

CONCLUSION : I like \_\_\_\_\_ more than \_\_\_\_\_ because of the former's better physical environment.

A.4 You are quite satisfied with the physical environment of one of the two schools. But before you make a final decision, you should try to get information about the socio-cultural and human aspects of the study environment of the two schools. For this, you talk to a friend who has been studying in that school

Work in pairs. Student A will ask questions about the above aspects of the study environment. Student B will answer those questions. Student A may use the language provided for framing his questions. Similarly, student B may use the vocabulary provided below for responding to the questions.

Note: Refer back to A for information about (a) socio-cultural. (b) human. aspects of the learning environment.

Student A

1. What kind of a person is your Principal?  
(Note: This is a question about the Human Environment)
2. Are the students in your school quite \_\_\_\_\_?  
(Note: This is a question about the socio-cultural Environment)

Student B

healthy, competitive spirit, helpful, friendly, easily approachable, farmers, factory workers, enthusiastic, dynamic, spoon feeding, dynamic strict disciplinarian, originality encouraged, social background, learning by heart, innovative, boisterous personal relationships, authoritative, administrative ability

3. (Frame a question on Human Environment)
4. (Now frame your question on Socio-cultural environment).

Note: In case student B has only negative things to say about the school, repeat the process from A 2 to A 5 talking about another school.

A. 5 Having decided, write to the Principal of the school of your choice to send you an application form for admission to class 11. Bear in mind the following format.

From YOUR ADDRESS
TO ADDRESS
DATE
Dear Sir/Madam/Dear Mr. _____
SUBJECT
Body of the letter 1. State what you want. 2. Next, state why.
Thanking you, yours faithfully



A.6 You have received the application form. Before filling in the form, bear in mind the following steps.

1. Read the entire form once carefully.
2. Pay special attention to the instructions (whether the form has to be written in BLOCK CAPITALS, whether it has to be typed or handwritten and so on).
3. Constantly refer to your testimonials/records while filling in the form.
4. Use N.A. (or N/A) - Not applicable - where certain columns do not apply to you.
5. Use "Yes" or "No" only when the question demands an affirmative or a negative answer.
6. Ensure that you get your filled in application form countersigned and sealed/stamped by the authorised person as mentioned in the form.
7. Get the required copies of your testimonials attested by the right person.
8. Always write a rough draft before making entries in the form.
9. Go through the filled in form checking slips or errors, if any. Then, get it checked by another person.

APPLICATION FOR ADMISSION

Date	Admission No.	S.No.
1.	Full Name of the student _____	
2.	Date of Birth(in figures) _____ (in words _____)	
3.	Age (as on 30th Sept. of the year) (Years) (Months) (Days)	
4.	Nationality _____	
5.	Full Name & Address of father _____	
6.	(a) Occupation of father (Office Address) _____	
	(b) Category of parent: Defence/Central Govt./ Autonomous/others.	
	(c) No. of transfers during the last 7 years _____	
7.	Basic pay of father (as on 1st May of the year) _____	
8.	Name of address of local guardian (if any) _____	
9.	Name of last school attended _____	
10.	Whether it was a Kendriya Vidyalaya/Recognised/ Unrecognised School	
11.	Result of last Examination _____ Percentage of marks _____	
12.	Class to which admission is sought Subjects proposed to offer _____	
13.	Whether the transfer certificate is attached: Yes/No	
14.	No. and date of transfer certificate _____	
15.	Mother tongue _____ Home Town _____	
16.	Whether the student belongs to a Scheduled Caste/Tribe.	

DECLARATION BY THE PARENTS

I hereby declare that the date of birth in respect of my son/daughter \_\_\_\_\_ furnished by me in column No.2 is correct and that I would not demand any change in it at any late stage. I understand that the transfer of my son/daughter to any other local \_\_\_\_\_ can not be claimed.

I shall abide by the rules of the School.

Date \_\_\_\_\_

Signature of Parent \_\_\_\_\_

Please test and report whether the boy/fit for admission to class \_\_\_\_\_

For office use

Subject	Name of teacher	fit/unfit	Sign.	Admit to class
1. English				_____
2. Maths				_____
3.				Principal _____
4.				Dated _____

Admission to class \_\_\_\_\_ Section \_\_\_\_\_ Fee Receipt No \_\_\_\_\_

Dated \_\_\_\_\_ issued

Details of Amt recd.	Admission fee Rs.
	Tuition fee Rs. ....
	Pupil's Fee Rs. ....
	others Rs. ....
	<b>TOTAL Rs. ....</b>

Name has been entered in the class Attendance Register

Dated \_\_\_\_\_ Class Teacher \_\_\_\_\_  
class \_\_\_\_\_

Certified that all the entries have been made in Scholar's Register and the dues have been realised by the class teacher His Scholar's Register No. is \_\_\_\_\_ Vol. \_\_\_\_\_

Dated \_\_\_\_\_ Office Clerk \_\_\_\_\_

NOTED

Class Teacher

Class

FILE

Dated \_\_\_\_\_

Principal

**Section B: Choosing Your Career**

**B.1** Read the following information about Amit and Shalini.

a. Amit was a bright young boy at school. He excelled in his board examinations. He was expected to take the engineering course. He is now an engineer, doing quite well. Unfortunately he doesn't enjoy this. He would have loved to become a journalist.

b. Shalini is a fine young girl with pleasing manners. Her ambition was to become a doctor because that was considered to be the noblest profession by her friends and parents. She failed the entrance test. Her dreams were shattered and now she is depressed and thoroughly disillusioned.

**B.2** Discuss the following with your partner.

- a. Why do you think Amit and Shalini are unhappy?
- b. How do you think they could have averted this unhappy situation?

**B.3** Career planning is a concern of most students. Who can really help the students in choosing the right career?

Now listen to the conversation between a student of Std. XII and Mr. Kapoor, Director Students' Advisory Bureau.

As you listen to the conversation fill in the record maintained by the counsellor for his reference.

**B.4** **Counsellor's Record**

Name of the Student :

**Family Background**

Father's occupation :

Mother's occupation :

Student's interest :

Hobbies :

Student's Academic performance : Excellent

Good

Average

Below Average

Reason for the student's visit :

Counsellor's advice/ suggestions :

Ex 5. Now read the following information about Vineeta.

Vineeta -15 years - taken  
Computer Science Group - weak in  
Maths - sports champion -  
Father - IAS Officer  
Mother - Bank Officer

You are Vineeta and your partner is Mr. Kapoor, the Counsellor. Discuss and write a dialogue that would take place between the two. The following language expressions may be useful in carrying out the task.

I am not sure.....  
Do you suppose.....?  
Could you.....?  
It sounds like.....  
It seems.....  
Do you think.....?  
well.....I think.....

## Section C

### EMPLOYMENT

C 1. In the previous section you dealt with formal counselling. In day to day life too you may receive advice/suggestions/'informal' counselling that may change the whole course of your life.

The following extract from the novel "To Sir, with Love" by E.R. Braithwaite, a famous black writer, is one such example.

Now read the text paying special attention to unfamiliar words. You have already learnt the art of deducing and puzzling out the meanings of words in the Class Nine Main Course Book. If you find a word whose meaning you cannot guess, underline it. If you think you can guess what a new word means, circle it and write your definition or meaning of these words.

I had now been jobless for nearly eighteen months. Disillusionment had given place to a deepening, poisoning hatred; slowly but surely I was hating these people who could so casually, so unfeelingly deny me the right to earn a living. I was considered too well educated, too good for the lowly jobs, and too black for anything better...

1. Which country do you think the story is set in?
2. What sort of qualification do you think the writer had?

Caught like an insect in the tweezer grip of prejudice, I felt myself striking out in unreasoning

retaliation. I became distrustful of every glance or gesture, seeking to probe behind them to expose the antipathy and intolerance which, I felt sure, was there. I was no longer disposed to extend to English women or elderly people on buses and trains those essential courtesies which, from childhood, I had accorded them as a rightful tribute, and even found myself glaring in undisguised hostility at small children whose innocently enquiring eyes were attracted by my unfamiliar complexion.

Fortunately for me, this cancerous condition was not allowed to establish itself firmly. Every now and then, and in spite of myself, some person or persons would say or do something so utterly unselfish and friendly that I would temporarily forget my difficulties and hurts. It was from such an unexpected quarter that I received the helpful advice which changed the whole course of my life.

I had been sitting beside the lake in St. James's Park, idly watching the ducks as they dived for the bits of food thrown to them by passers-by. Near me was seated a thin, bespectacled old gentleman who occasionally commented on the colour or habits of the various species. He sounded quite knowledgeable, but I was in no mood for that sort of thing, and mentally dismissed him as just a garrulous old crank. He did not seem to mind my unresponsive attitude, however, and presently addressed me directly.

'Been in England long, young man?'

I turned to look at him with what I hoped was a sufficiently cutting glance to discourage his overtures; I did not feel at all like conversation, especially on the very painful subject of being in England.

'Big cities are dreadfully lonely places and London is no exception.'

He hitched up his ~~carefully creased~~ trousers and crossed his thin legs. He wanted to talk; some old men are like that. It would not matter who had been sitting beside him. I did not need to reply or even to listen, and if I walked away he would very likely talk to the ducks. Anyway, I could not be bothered to move to another seat. When he got tired he'd stop.

'It's no one's fault, really,' he continued. 'A big city cannot afford ~~to~~ have its attention distracted from the important job of being a big city by such a tiny unimportant item as your happiness or mine.'

This came out of him easily, assuredly, and I was suddenly interested. On closer inspection there was something aesthetic and scholarly about him, something faintly professorial. He knew I was with him, listening, and his grey eyes were kind with offered friendliness. He continued:

'Those tall buildings there are more than monuments to the industry, thought and effort which have made this a great city; they also occasionally serve as spring-boards to eternity for misfits who cannot cope with the city and their own loneliness in it.' He paused and said something about one of the ducks which was quite unintelligible to me. 'A great city is a battlefield,' he continued. 'You need to be a fighter to live in it, not exist, mark you, live. Anybody can exist, dragging his soul around behind him like a worn-out coat; but living is different. It can be hard, but it can also be fun; there's much going on all the time that's new and exciting.'

I could not, nor wished to, ignore his pleasant voice, but I was in no mood for his philosophising.

'If you were a Negro you'd find that even existing would provide more excitement than you'd care for.'

He looked at me and suddenly laughed; a laugh abandoned and gay, a laugh rich and young and indescribably infectious. I laughed with him,

although I failed to see anything funny in my remark.

'I wondered how long it would be before you broke down and talked to me,' he said, when his amusement had quietened down. 'Talking helps, you know; if you can talk with someone you're not lonely any more, don't you think?'

As simple as that. Soon we were chatting away unreservedly, like old friends, and I had told him everything.

'Teaching,' he said presently. 'That's the thing. Why not get a job as a teacher?'

'That's rather unlikely,' I replied. 'I have had no training as a teacher.'

'Oh, that's not absolutely necessary. Your degrees would be considered in lieu of training, and I feel sure that with your experience and obvious ability you could do well.'

'Look here, Sir, if these people would not let me near ordinary inanimate equipment about which I understand quite a bit, is it reasonable to expect them to entrust the education of their children to me?'

'Why not? They need teachers desperately.'

'It is said that they also need technicians desperately.'

'Ah, but that's different. I don't suppose Education Authorities can be bothered about the colour of people's skins, and I do believe that in that respect the London County Council is rather outstanding. Anyway, there would be no need to mention it; let it wait until they see you at the interview.'

'I have tried that method before. It didn't work.'

'Try it again, you've nothing to lose. I know for a fact that there are many vacancies for teachers in the East End of London.'

'Why especially the East End of London?'

'From all accounts it is rather a tough area, and most teachers prefer to seek jobs elsewhere.'

'And you think it would be just right for a Negro, I suppose.' The vicious bitterness was creeping back; the suspicion was not so easily forgotten.

'Now, just a moment, young man.' He was wonderfully patient with me, much more so than I deserved. 'Don't ever underrate the people of the East End; from those very slums and alleyways are emerging many of the new breed of professional and scientific men and quite a few of our politicians. Be careful lest you be a worse snob than the rest of us. Was this the kind of spirit in which you sought the other jobs?'



I felt that I had angered him, and apologised; I was showing poor appreciation of his kind interest. 'Anyway, you try it. No need to mention your colour at this stage, first see how the cat jumps.'

Do you think the writer would have heeded the advice of the elderly gentleman?

Once more I was at ease with him, and talked with pleasure about many things. It was only after we had parted that I realised we had spent over two hours in a very rewarding discussion without being introduced. We had not even exchanged names. I hoped that he may one day read these pages and know how deeply grateful I am for that timely and fateful meeting.

**GUESSING FROM CONTEXT**

C 2. Now look up the words in the dictionary.

Check the meanings given by you by copying and completing the following table (10-15 words)

Difficult words	Your guess	Dictionary Meaning

**C 3. DICTIONARY WORK**

Now look for the meanings of the words you have underlined, in the dictionary (10-15 words).

Underlined words	Dictionary meaning in your own words
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

8. _____	_____
----------	-------

C 4 Given below are some incomplete sentences about the story. Complete each sentence appropriately, according to the extract. Write your answers in the spaces provided.

1. E.R. Braithwaite said that luckily prejudice against the whites did not strike deep roots within him because \_\_\_\_\_

2. The elderly gentleman believed that one tends to feel lonely in a big city because \_\_\_\_\_

3. Comparing a big city with \_\_\_\_\_ the elderly gentleman made a distinction between \_\_\_\_\_ and \_\_\_\_\_

4. The writer thought that he would not get a teacher's job and the reason he gave was \_\_\_\_\_

5. Braithwaite became bitter again when the elderly gentleman advised him to seek a job in the East End of London because \_\_\_\_\_

6. It is clear that the elderly gentleman was not a black for three reasons

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

7. The writer's meeting with the elderly person may be considered a timely and fateful one as \_\_\_\_\_

8. Braithwaite hoped that his 'counsellor' would read this extract someday for \_\_\_\_\_

9. In the extract, the elderly gentleman first tries to draw the attention of the black youngster and then proceeds to advise him in a friendly way. But, the writer, initially suspicious of the older person, responds to the latter's suggestions or remarks either verbally or non-verbally. Go back to the text and fill in the following table:

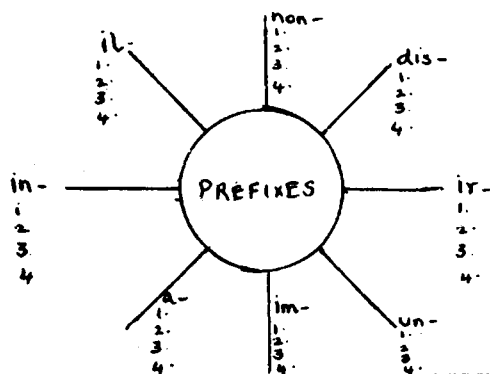
BRAITHWAITE'S RESPONSE

	Non-verbal	Verbal
The old man's remarks		
1.		
2.		
3.		
The old man's advice		
1.		
2.		
3.		

C 6 The writer uses as many as 11 words with the prefix ; un- (e.g. unreasoning) Pick them out.

The prefixes un\_, in\_, il-, im\_, ir\_, a\_, dis-, non-, help to form the 'negatives' of the original words.

Fill in the following word - spider choosing suitable words from the box given below:



technical	adequate	advantage	active	mobile	legal
relevant	proper	contentment	verbal	legible	theist
sexual	vegetarian	logical	responsible	important	
impressive	intelligent	animate	fair	moral	like
political	polite	literate	integration	tolerant	religious
violence	resistable	symmetry.			

Check your answers using a dictionary.

Now look at the words that go with the prefixes 'il' -, 'ir-' and 'im-'. Do you find any definite pattern in each of the above categories?

D. The "Brain Drain"

D.1 Read the following

Upinder was born in 1942 in the village of Rajpur. After obtaining an M.Sc degree from the University of Punjab (Lahore) he went to the University of Lancaster in Britain. He came back to India with a Ph.D in Organic Chemistry, but found he could not get a suitable job. When his application for a teaching post at the University of Delhi was rejected, he decided to go abroad. He now teaches at the University of Reading in England.

Subramanian was born in 1940, in Tanjore. He received his basic education in Madras. He then attended Madras University, where he obtained his BA(Hons) and M.A. He worked in Madras for an American Bank and (as part of his duties) was transferred to the Bank's head office in Washington temporarily for two years. At the end of that period he decided to settle in the US with his family. He now lives and works in New York.

Whole class discussion:

1. What do these two people have in common?

2. Why do you think they both made the same decision?
3. Suggest advantages and disadvantages of that decision.

In groups of four, discuss the following questions:

1. Do you have a friend or relative who has decided to settle in a foreign country?
2. What are their professions?
3. Why did they make that decision?
4. Do they have any regrets?
5. What benefits do they enjoy as NRIs (non-resident Indians)?

## D 2. Read the article.

India's "Brain Drain" - can we stop the flow?

India with the third largest storehouse of scientific and technical talent in the world, faces the colossal problem of being able to retain it. For example, India is the largest "donor" of medical manpower in the world, with over 15,000 Indian doctors working abroad. But within India itself, we have only one doctor for every 50,000 people. Moreover, our country loses not only the services of these doctors, but also the resources invested in their training. We can ill-afford this massive exodus of medical manpower.

The government also spends about Rs 2 lakhs in training every IIT graduate. Yet almost half of them settle in the USA after going there for higher studies. These Indian engineers then develop technology for American firms which India imports at a very high cost. One of the reasons for this "brain drain" is the poor reward offered in India to trained professionals. For example the salary of a research worker is often less than that of a factory worker. As a result, many promising research workers opt for non-technical jobs in banking, commerce or the civil service. The more enterprising among them go for research or teaching assignments in Western countries or the Middle East. For them attraction of high salaries in hard currency, good living conditions, excellent working conditions and better prospects for the family are strong enough reasons to join the brain drain.

It is true that Indians settled abroad (NRIs) remit very large sums of money to their wider families in India. Thus, NRIs are a valuable "export earner" for India as a whole. But such remittances are poor compensation for the serious damage that the brain drain is causing the Indian Economy.

What can be done to stem the outflow of Indian talent? First, the education system must gear itself to producing professionals whose expensive training and qualifications are actually needed by India. At present, many newly -

qualified graduates discover to their surprise that there is no immediate need in India for their particular expertise. So they decide to work abroad. This is an asset for the country of their choice, but a loss of investment for India. The Government should consider an "exit tax" (as in the USA and the Philippines) This would dissuade many professionals from leaving. Further, on being awarded a place from the University (or other institutions of higher learning), students should be asked to sign a contract stating that they will work in India for at least five years after graduation.

Finally, the government must tackle the problem of how to attract back those many thousands of NRIs who have settled abroad. The greatest attraction, of course, would be to significantly improve the conditions of service in India - salaries, promotion prospects, working conditions etc. Another idea would be to assist returning NRIs with the expense of settling back in India. This could be done by offering a cash sum, offering tax incentives for a year or two, and helping with removal expenses. The cost of attracting back these valuable professionals would be high; but the benefit to India would be far higher.

03 Using information from the passage, complete the following chart.

The most important sentence in the paragraph (Topic sentence)		The main idea it conveys	Illustrations
Para 1	India, with the storehouse of scientific & technical talent in the world, faces the colossal problem of not being able to retain it.	India's inability to retain technical talent	Over 15,000 Indian doctors working abroad
Para 2		Reasons for the Brain Drain	The salary of a research scholar less than that of a factory worker.
Para 3	But such remittances are poor compensation for the serious damage that the Brain Drain is causing the Indian Economy.		
Para 4		Measures to prevent the Brain Drain	

Para 5			
--------	--	--	--

D. 4 In group of four, discuss the present Examination System, its merits, demerits, and changes recommended. Jot down your points.

D. 5 Now prepare a table similar to the one on Brain Drain.

	Summary	Illustrations
Para 1		
Para 2		
Para 3		
Para 4		

Now develop your points into an essay of about 150 words. Remember to include a clear topic sentence in every paragraph. Also pay attention to the introductory sentence and the last sentence. (Sometimes they could be the topic sentences!)





# **INTERIM TRIAL MATERIAL 1991**

## **ENGLISH COURSE 'A'**

**CLASS X**

**GRAMMAR WORKBOOK**

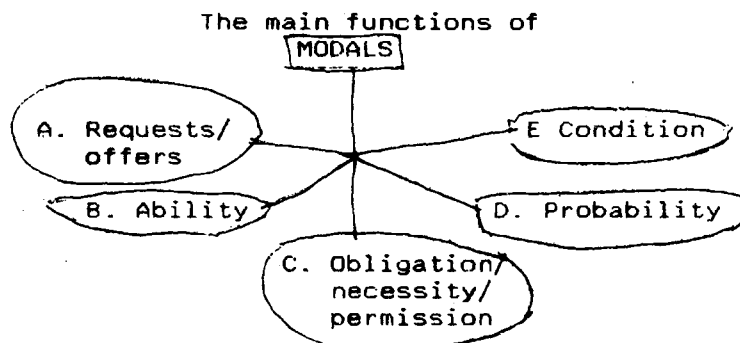
**UNIT 1 : MODALS**

**UNIT 2 : PROFORMS AND ELLIPSES**

**E-ODA CURRICULUM RENEWAL PROJECT)**  
**CENTRAL BOARD OF SECONDARY EDUCATION**  
**'SHIKSHA KENDRA', PREET VIHAR**  
**DELHI-110092**

# 1. MODALS

can/could/be able to, may/might, will/would, shall, should, ought to, must (have to) need



## A. REQUESTS/OFFERS

A.1 ► Convert the following orders into polite requests using

**Could**  
**Would**

E.g.

- a) Buy me some stamps!
- b) *Could / would* you buy me some stamps?
- c) (or very polite)  
I wonder if you could buy me some stamps

1. Open the window!	
2. Clean the blackboard!	
3. Give out the books!	
4. Carry my bag!	

► Decide which type of order/request (a), (b) or (c) you would use with different people.

A.2 One of your friends is having a difficult time and writes to tell you about it. Read the letter. Number the separate problems. The first has been done for you.

28th Dec.

Dear \_\_\_\_\_

Thank you for your lovely letter asking me how I am. I'm afraid I have to say that things are not going well. I have difficulty doing my school work more because the level is too high. I never go out since I'm always trying to do my homework. When I get to school, the older pupils bully me. Money is very short as I have to buy more and more books and stationery.

Sorry to bore you with my problems! Do write and tell me how you are.

With love,

Harjinder

---

► Write to Harjinder offering to help with his different problems.

(use I'll... "or "I can..." or question forms "Shall I..? could.. Could I..?)

Dear Harjinder,

2nd January

I was very sorry to hear about your problems at new school., But don't worry, I'm sure I can help.

Firstly regarding money, I'll lend you as much as you need.

---

---

---

---

---

---

---

---

I'm confident everything will turn out well.

Love \_\_\_\_\_

**B. ABILITY**

B.1

<i>could couldn't</i>	<i>can can't.</i>	<i>will be able to won't be able to</i>
---------------------------	-----------------------	---------------------------------------------

B.2 You interview Ananda Tilaka - a remarkable boy who, though disable, has overcome great difficulties to become an excellent student with many skills. You have made these notes:

Name:	Anand Tilaka
Date of Birth:	22.1.77
Place of birth:	Modipuram
Home:	Meerut
Disabilities:	Deformed legs and spine/blind
Abilities:	Speaks 3 languages Swims Rides horses Sings beautifully Now walks with special frame Writes poetry
Ambitions:	To become a teacher To improve conditions for the disabled

From these notes write a brief feature article on Ananda. (use the words from box B.1 where appropriate.)

□

---

---

---

---

---

---

---

---

---

---

**C NECESSITY/OBLIGATION/PERMISSION**

**Table C.1**

Necessity/obligation	Permission
A i) must (authority) have to " need to " ----- ought to (right or should sensible things to do)	B i) can (less formal) may (more formal)
A ii) must not can not ----- ought not to should not	B ii) need not do not have to

**C.2** ▶ Write the contracted forms (normally used when speaking) Practise saying these forms

ought not to - oughtn't to

1. cannot \_\_\_\_\_
2. need not \_\_\_\_\_
3. should not \_\_\_\_\_
4. must not \_\_\_\_\_
5. do not \_\_\_\_\_

C.3 The following notes come from an army booklet:  
 "Advice to New Recruits". Fill in the blanks (use  
 words from Table C.1 above)

Welcome to Ranor Barracks!

Follow the rules, accept the advice and you will  
 find your life in the army interesting and  
 fulfilling.

You \_\_\_\_\_ have your hair cut very short in the  
 first month. After that you \_\_\_\_\_ grow it longer  
 but it \_\_\_\_\_ never touch your collar. Your  
 uniform \_\_\_\_\_ kept clean and tidy. Boots and  
 buttons \_\_\_\_\_ be polished daily. You  
 \_\_\_\_\_ smoke in any of the working rooms but you  
 \_\_\_\_\_ smoke in the Mess Hall. In the  
 first month you \_\_\_\_\_ leave the barracks  
 but thereafter you \_\_\_\_\_ stay in at  
 weekends. Before joining you \_\_\_\_\_ have a  
 medical check up. You \_\_\_\_\_ also have at  
 least one a year during service.

C.4 Read these notices.

a) Decide where you might see them. Write out the  
 instructions in full, using modals.

Eg.

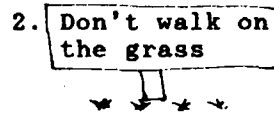
No children

a) A guest house

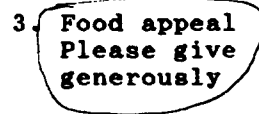
b) Children can't stay  
 here \_\_\_\_\_



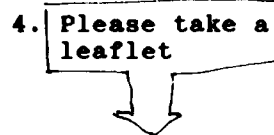
a) \_\_\_\_\_  
 b) \_\_\_\_\_



a) \_\_\_\_\_  
 b) \_\_\_\_\_



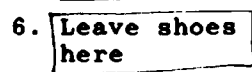
a) \_\_\_\_\_  
 b) \_\_\_\_\_



a) \_\_\_\_\_  
 b) \_\_\_\_\_



a) \_\_\_\_\_  
 b) \_\_\_\_\_



a) \_\_\_\_\_  
 b) \_\_\_\_\_

C.5 ► Imagining you are explaining to a young child how to behave in a park and in a library. Use words from the box.

must, can  
should,  
ought to,  
mustn't  
oughtn't to

In a park you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In a library you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D. PROBABILITY**

D.1

+	-
It could be	It won't be
It will be	It couldn't be
It may be	It can't be
It must be	
It might be	

D.2 ► Put the above in order of certainty

+ Certain		
a) _____	↑	a) _____
b) _____		b) _____
c) _____		c) _____
d) _____		
e) _____	↓	
Less certain		

**D.3 Speculating about the Past**

It	could must etc.	/	have	/	rung been	/	by itself the rainstorm.
Subject + Modal + have			+ past _____				
			Participle				

□ A fire alarm went off in your school at 9 o'clock last night. ► What might have caused this? Write down your ideas using this pattern and different modals.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D.4 The Environment in danger**

1. ► What do you think will happen to the following?  
Choose four and write one sentence about each using  
the model below:

- a) The Ozone Layer
- b) The Taj Mahal
- c) The Maldives)
- d) The rainforests
- e) Weather patterns
- f) Fossil fuels
- g) The Ganges delta

*In my opinion, the hole in the Ozone Layer will  
grow bigger and more people will get skin  
cancer.*

---

---

---

---

---

---

---

E.1 2. ► What do you think we! ought to ! do about these  
! should ! problems \_\_\_\_\_?  
□

I think the Government should ban all  
sprays which destroy the Ozone layer.

---

---

---

---

---

---

---

**E.2 Mixed Modals**

Match the following

A	B
1. You <u>should have</u> taken your keys.	a. It is possible that you left your keys...
2. You <u>could/might have</u> lost your keys at the	b. You are to blame for leaving the keys....
3. You <u>must have</u> left your keys at home.	c. I suggest that you probably left your keys.....

While you were away on holiday your house was burgled.



Write a letter to your friends to tell them about it. Use the underlined expressions in Column A to help you.

- a) how the burglar could have got in,
- b) how he knew you had gone away, and
- c) what you could have done to prevent the burglary.

---

---

---

---

---

---

---

E.3

Look at the following pairs of sentences. Underline the modals and discuss why different ones have been used.



- I must not take those pills. - I'm not allowed.  
- I need not take those pills-It is not compulsory but I may, if I wish.

1. - I ought to visit my mother in hospital.  
- You should go to the doctor.
2. - I can't go to the meeting because I'm not a member.  
- I nedn't go to the meeting if I don't wish to.
3. - I can swim a length of the pool.  
- I can swim in the pool on Saturdays.
4. - You ought to get a nice present for her.  
- You have to get a nice present for her.
5. - Can I go to the toilet?  
- May I be excused?
6. - I may come tomorrow if I have the time.  
- I might come tomorrow but it's going to be difficult.

## 2. PRO-FORMS AND ELLIPSIS

- 1 In a well-written paragraph, sentences do not exist in isolation from one another. Instead, certain words or expressions are used to establish links between the sentences, as shown below with the help of arrows:

Rajiv Banerjee, who is a class ten student of S.M.H.S. School, Calcutta, is the son of Mr. K.B. Banerjee. The 14 year old boy gets up early in the morning and begins his day with some physical exercises. These are the ones that his father used to do when he was a leading athlete of West Bengal. In this way, the captain of the Junior State Football Team prepares himself for the day ahead.

- 2 Now read the passage and show links:-

The forty year old Mrs. Sheela Saxena, who works as a typist in a local private firm, said that the employment situation has changed quite a lot. When she left college, it was very different. Mrs. Saxena, whose husband is a journalist and who has two daughters to look after, said that her advice to any girl leaving college now a days was to get as many qualifications as possible so that she has a fairly wide range of jobs to choose from, or at least, apply for. For, she added that girls must remember that now they are not competing with girls from one area alone but with those from all over the country.

*Note: These words not only provide unity to the entire paragraph, but also prevent it from becoming monotonous and boring due to unnecessary repetition of names and other words or expressions.*

E.g. 'she' -- a pronoun --- is used to avoid repeating the name of Mrs. Saxena (1.2)
'Captain'____ another word (or pro-form) was used as a substitute for Rajiv Banerjee.(1.1)

3 List out the pro-forms that come in place of names/terms/expressions they refer to, in the passage on Mrs. Saxena. (1.2)

SUBSTITUTE WORDS	refer to ---	Names, terms or expressions
e.g.            She	----->	Mrs. Saxena
1.	----->	
2.	----->	
3.	----->	
4.	----->	
5.	----->	
6.	----->	
7.	----->	
8.	----->	

4 Look at the following pieces of conversation. Note how repetitions are avoided in the responses.

- a) George : Are you leaving for Bombay next week?  
           Pritam : Yes, I hope to (*Instead of:* I hope to leave for Bombay next week.)
- b) Geeta : Would you like to have another ice-cream?  
           Yasmin : I would. (*Instead of:* I would like to have another ice-cream.)

5. Now go through the conversation given below, paying special attention to how certain words/expressions are omitted quite naturally while SPEAKING.

- ANAND: Are you leaving for Madras next week?
- BABITA:I hope to.
- A: If you do, could I see you at your place this weekend?
- B: Yes, you may. Do you want me to do something for you there?

A: Yes, I do. Provided it doesn't put you to much trouble.

B: I'm sure it won't. I think you once said your brother was in Madras.

A: I remember I did.

B: What's he doing now?

A: He's working in a private firm.

B: Does he like the job?

A: I'm sure he does. In fact, quite a bit.

B: What sort of a job is it?

A: A well-paid one, I'm sure, if nothing else!

B: All right. What did you want me to do?

A: Could you give him a packet that my mother wants to send him?

B: Yes, sure!

A: Thank you very much.

B: You're most welcome.

Imagine a real-life situation and write a short dialogue. (possible situations: two friends meeting after a long time; classmates talking to one another about an examination just concluded or about films or books.) Pay particular attention to the features we have been discussing. However, try to keep the dialogue as 'natural' as possible.

Rewrite the following so as to avoid repetition of words. (The broken lines indicate the number of words to be used).

Example: Give that book to me. It's my book.

Give that book to me . It's mine.

a) Rashmi looked charming. Rashmi's sister looked charming too.

\_\_\_\_\_ , \_\_\_\_\_  
\_\_\_\_\_.

b) Abhas likes Manisha. The father of Abhas likes Manisha too.

\_\_\_\_\_ . \_\_\_\_\_  
\_\_\_\_\_.

c) The teacher asked me to stop talking and I stopped talking immediately.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d) Sachin Tendulkar started playing for India in 1989. He was sixteen in that year.

\_\_\_\_\_

\_\_\_\_\_

e) She was shrewd but he was decent.

\_\_\_\_\_

f) The cook peeled the potatoes and chopped the potatoes too.

\_\_\_\_\_

\_\_\_\_\_

g) Will you return on Monday? Or, do you hope to be back on Tuesday?

\_\_\_\_\_?

h) Everybody has arrived, only Anju and Reena have not arrived as yet.

\_\_\_\_\_

\_\_\_\_\_

i) You may take my book; I'll take Mridula's book.

\_\_\_\_\_

\_\_\_\_\_

j) He could have come and could have given me the information.

\_\_\_\_\_

\_\_\_\_\_

k) He got a job with a good salary and with good working condition.

-----

-----

l) The teacher has already explained the poem twice; so she won't explain it again.

-----

-----;

m) It is not a highly satisfying job but it is a well-paid job.

-----

-----

n)He may return tomorrow. If he returns tomorrow, I'll talk to him.

-----  
-----

o)I may finish the novel tonight. If I don't finish it tonight, I'll give it to you the day after tomorrow.

-----  
-----

p)He went with his wife and his four children went with him too.

-----

- 8 Read the following passage. Pay special attention to the use of "respectively", "the former" and "the latter". These are used to avoid repetitions in formal writing.

Mr. Md. Azharuddin and Mr. N. Kumar, captains of the Indian cricket and tennis teams respectively, attended the Sports Meet as special guests. The former gave prizes to the winners and the latter delivered a speech in which he encouraged boys and girls to play games in the right spirit.

Now rewrite the following. Use "the former", "the latter" and "respectively" to avoid repetitions.

1. Anand loves History and John likes Mathematics. It is interesting to note that Anand is the son of a Mathematics teacher whereas John's father is a Professor of History.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Seema, the monitor of class nine, and Ramesh, the monitor of class ten, were asked to meet the Principal before they went home.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. India is the most densely populated country in the world after China. But, according to a recent survey, India may surpass China by the turn of the century.

\_\_\_\_\_  
\_\_\_\_\_



# **INTERIM TRIAL MATERIAL 1991**

## **ENGLISH COURSE 'A'**

**CLASS X**

**LITERATURE READER**

**POETRY**

**UNIT 1 : The Rime of The Ancient Mariner**

**UNIT 2 : The Road Not Taken**

**UNIT 3 : Lies**

**FICTION**

**UNIT 1 : A Retrived Reformation**

**UNIT 2 : The Tribute**

**(CBSE-ODA CURRICULUM RENEWAL PROJECT)**

**CENTRAL BOARD OF SECONDARY EDUCATION**

**'SHIKSHA KENDRA', PREET VIHAR**

**DELHI-110092**



FICTION

A RETRIEVED REFORMATION - (O. Henry)

1. Have you ever thought about how a prisoner feels and acts when he is released from prison? Do you know if he or she receives any help in rejoining society? Should such help be available? How easy or difficult, for example, is it for a newly-released prisoner to get a job? to find accommodation? to rejoin his family? **Talk** about these questions - *first* with other students sitting near you then in a class discussion.

*This is a story about a man just released from prison. It is written by O. Henry, one of the world's finest writers of short stories.*

1 A GUARD came to the prison shoe-shop, where Jimmy Valentine was assiduously stitching uppers, and escorted him to the front office. There the warden handed Jimmy his pardon, which had been signed that morning by the governor. Jimmy took it in a tired kind of way. He had served nearly ten months of a four-year sentence. He had expected to stay only about three months, at the longest. When a man with as many friends on the outside as Jimmy Valentine had is received in the "stir" it is hardly worth while to cut his hair.

2. "Now, Valentine," said the warden, "you'll go out in the morning. Brace up, and make a man of yourself. You're not a bad fellow at heart. Stop cracking safes, and live straight."

3. At a quarter past seven on the next morning Jimmy stood in the warden's outer office.

The clerk handed him a railroad ticket and the five-dollar bill with which the law expected him to rehabilitate himself into good citizenship and prosperity. The warden gave him a cigar, and shook hands. Valentine, 9762, was chronicled on the books "Pardoned by Governor," and Mr. James Valentine walked out into the sunshine.

4. Disregarding the song of the birds, the waving green trees, and the smell of the flowers, Jimmy headed straight for a restaurant. There he tasted the first sweet joys of liberty in the shape of a broiled chicken and a bottle of white wine-followed by a cigar a grade better than the one the warden had given him. From there he proceeded leisurely to the depot. He tossed a quarter into the hat of a blind man sitting by the door, and boarded his train. Three hours set him down in a little town near the state line. He went to the cafe of one Mike Dolan and shook hands with Mike, who was alone behind the bar.

5. "Sorry we couldn't make it sooner, Jimmy, me boy," said Mike. "Feeling all right?"  
"Fine," said Jimmy. "Got my key?"

6. He got his key and went upstairs, unlocking the door of a room at the rear. Everything was just as he had left it. There on the floor was still Ben Price's

collar-button that had been torn from that eminent detective's shirt-band when they had overpowered Jimmy to arrest him.

7. Pulling out from the wall a folding-bed, Jimmy slid back a panel in the wall and dragged out a dust-covered suit-case. He opened this and gazed fondly at the finest set of burglar's tools in the East. It was a complete set, made of specially tempered steel, the latest designs in drills, punches, braces and bits, jimmies, clamps, and augers, with two or three novelties invented by Jimmy himself in which he took pride. Over nine hundred dollars they had cost him to have made at--, a place where they make such things for the profession.

8. A week after the release of Valentine, 9762, there was a neat job of safe-burglary done in Richmond, Indiana, with no clue to the author. A scant eight hundred dollars was all that was secured. Two weeks after that a patented, improved, burglar-proof safe in Logansport was opened like a cheese to the tune of fifteen hundred dollars, currency; securities and silver untouched. That began to interest the rogue-catchers. Then an old-fashioned bank-safe in Jefferson city became active and threw out of its crater an eruption of bank-notes amounting to five thousand dollars. The losses were now high enough to bring the matter up into Ben Price's class of work. By comparing notes, a remarkable similarity in the methods of the burglaries was noticed. Ben Price investigated the scenes of the robberies, and was heard to remark:

9. "That's Dandy Jim Valentine's autograph. He's resumed business. Look at that combination knob-jerked out as easy as pulling up a radish in wet weather. He's got the only clamps that can do it. And look how clean those tumblers were punched out! Jimmy never has to drill but one hole. Yes, I guess I want Mr. Valentine. He'll do his bit next time without any short-time or clemency foolishness."

10. Ben Price knew Jimmy's habits. He had learned them while working up the Springfield case. Long jumps, quick get-aways, no confederates, and a taste for good society--these ways had helped Mr. Valentine to become noted as a successful dodger of retribution. It was given out that Ben Price had taken up the trail of the elusive cracksman, and other people with burglar-proof safes felt more at ease.

11. One afternoon Jimmy Valentine and his suit-case climbed out of the mail-hack in Elmore, a little town five miles off the railroad down in the black-jack country of Arkansas. Jimmy, looking like an athletic young senior just home from college, went down the board sidewalk toward the hotel.

A young lady crossed the street, passed him at the corner and entered a door over which was the sign "The Elmore Bank/" Jimmy Valentine looked into her eyes, forgot what he was, and became another man. She lowered her eyes and colored slightly. Young men of Jimmy's style and looks were scarce in Elmore.

13. Jimmy collared a boy that was loafing on the steps of the bank as if he were one of the stock-holders, and began to ask him questions about the town, feeding him dimes at intervals. By and by the young lady came out, looking royally unconscious of the young man with the suit-case, and went her way.

14. "Isn't that young lady Miss Polly Simpson?" asked Jimmy, with specious guile.

"Naw," said the boy. "She's Annabel Adams. Her pa owns this bank. What'd you come to Elmore for? Is that a gold watch-chain? I'm going to get a bulldog. Got any more dimes?"

15. Jimmy went to the Planters' Hotel registered as Ralph D. Spencer, and engaged a room. He leaned on the desk and declared his platform to the clerk. He said he had come to Elmore to look for a location to go into business. How was the shoe business, now, in the town? He had thought of the shoe business. Was there an opening?

16. The clerk was impressed by the clothes and manner of Jimmy. He, himself, was something of a pattern of fashion to the thinly gilded youth of Elmore, but he now perceived his shortcomings. While trying to figure out Jimmy's manner of tying his four-in-hand he cordially gave information.

17. Yes, there ought to be a good opening in the shoe line. There wasn't an exclusive shoe-store in the place. The dry-goods and general stores handled them. Business in all lines was fairly good. Hoped Mr. Spencer would decide to locate in Elmore. He would find it a pleasant town to live in, and the people very sociable.

18. Mr. Spencer thought he would stop over in the town as few days and look over the situation. No, the clerk needn't call the boy. He would carry up his suit-case himself; it was rather heavy.

19. Mr. Ralph Spencer, the phoenix that arose from Jimmy valentine's ashes-ashes left by the flame of a sudden and alternative attack of love-remained in Elmore and prospered. He opened a shoe-store and secured a good run of trade.

20. Socially he was also a success, and made many friends. And he accomplished the wish of his heart. He met Miss Annabel Adams, and became more and more captivated by her charms.

21. At the end of a year the situation of Mr. Ralph Spencer was this: he had won the respect of the community, his shoe-store was flourishing, and he and Annabel were engaged to be married in two weeks. Mr. Adams, the typical, plodding, country banker, approved of Spencer. Annabel's pride in him almost equalled her affection. He was as much at home in the family of Mr. Adams and that of Annabel's married sister as if he were already a member.

22. One day Jimmy sat down in his room and wrote this letter, which he mailed to the safe address of one of his old friends in St. Louis:

Dear Old Pal:

I want you to be at Sullivan's place, in Little Rock, next Wednesday night at nine o'clock. I want you to wind up some little matters for me. And, also, I want to make you a present of my kit of tools. I know you'll be glad to get them-you couldn't duplicate the lot for a thousand dollars. Say, Billy, I've quit the old business-a year ago. I've got a nice store. I'm making an honest living, and I'm going to marry the finest girl on earth two weeks from now. It's the only life, Billy-the straight one. I wouldn't touch a dollar of another man's money now for a million. After I get married I'm going to sell out and go West, where there won't be so much danger of having old scores brought up against me. I tell you, Billy, she's an angel. She believes in me; and I wouldn't do another crooked thing for the whole world. Be sure to be at Sully's, for I must see you. I'll bring along the tools with me.

Your old friend  
JIMMY

23. On the Monday night after Jimmy wrote this letter, Ben Price jogged unobtrusively into Elmore in a livery buggy. He lounged about town in his quiet way until he found out what he wanted to know. From the drug-store across the street from Spencer's shoe-store he got a good look at Ralph D. Spencer.

"Going to marry the banker's daughter are you, Jimmy?" said Ben to himself, softly. "Well, I don't know!"

24. The next morning Jimmy took breakfast at the Adamses. He was going to Little Rock that day to order his wedding-suit and buy something nice for Annabel. That would be the first time he had left town since he came to Elmore. It had been more than a year now since those last professional "jobs," and he thought he could safely venture out.

25. After breakfast quite a family party went down town together-Mr. Adams, Annabel, Jimmy and Annabel's married sister with her two little girls, aged five and nine. They came by the hotel where Jimmy still boarded, and he ran up to his room and brought along his suit-case. Then they went on to the bank. There stood Jimmy's horse and buggy and Dolph Gibson, who was going to drive him over to the rail-road station.

26. All went inside the high, carved oak railings into the banking-room-Jimmy included, for Mr. Adams's future son-in-law was welcome anywhere. The clerks were pleased to be greeted by the good-looking, agreeable young man who was going to marry Miss Annabel. Jimmy set his suit-case down. Annabel, whose heart was bubbling with happiness and lively youth, put on Jimmy's hat and picked up the suit-case. "Wouldn't I make a nice drummer?" said

Annabel. my: наипн, now neavy it is. Feels like it was a full of goldbricks."

27. "Lot of nickel-plated shoe-horns in there; said Jimmy, coolly, "that I'm going to return. Thought I'd save express charges by taking them up. I'm getting awfully economical."

28. The Elmore Bank had just put in a new safe and vault. Mr. Adams was very proud of it, and insisted on an inspection by every one. The vault was a small one, but it had a new patented door. It fastened with three solid steel bolts thrown simultaneously with a single handle, and had a time-lock. Mr. Adams beamingly explained its workings to Mr. Spencer, who showed a courteous but not too intelligent interest. The two children, May and Agatha, were delighted by the shining metal and funny clock and knobs.

29. While they were thus engaged Ben Price sauntered in and leaned on his elbow, looking casually inside between the railings. He told the teller that he didn't want anything; he was just waiting for a man he knew.

30. Suddenly there was a scream or two from the women, and a commotion. Unperceived by the elders, May, the nine-year-old girl, in a spirit of play, had shut Agatha in the vault. She had then shot the bolts and turned the knob of the combination as she had seen Mr. Adams do.

31. The old banker sprang to the handle and tugged at it for a moment. "The door can't be opened," he groaned. "The clock hasn't been wound nor the combination set." Agatha's mother screamed again, hysterically.

32. "Hush!" said Mr. Adams, raising his trembling hand. "All be quiet for a moment. Agatha!" he called as loudly as he could. "Listen to me." During the following silence they could just hear the faint sound of the child wildly shrieking in the dark vault in a panic of terror.

33. "My precious darling!" wailed the mother. "She will die of fright! Open the door! Oh, break it open! Can't you men do something?"

34. "There isn't a man nearer than Little Rock who can open that door," said Mr. Adams, in a shaky voice. "My God! Spencer, what shall we do? That child-she can't stand it long in there. There isn't enough air, and, besides, she'll go into convulsions from fright."

35. Agatha's mother, frantic now, beat the door of the vault with her hands. Somebody wildly suggested dynamite. Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing. To a woman nothing seems quite impossible to the powers of the man she worships.

36. "Can't you do something, Ralph-try, won't you?" He looked at her with a queer, soft smile on his lips and in his keen eyes. "Annabel," he said, "give me that rose you are wearing, will you?"

37. Hardly believing that she heard him aright, she unpinned the bud from the bosom of her dress, and placed it in his hand. Jimmy stuffed it into his vestpocket, threw off his coat and pulled up his shirtsleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place.

"Get away from the door, all of you," he commanded, shortly.

38. He set his suit-case on the table, and opened it out flat. From that time on he seemed to be unconscious of the presence of any one else. He laid out the shining, queer instruments swiftly and orderly, whistling softly to himself as he always did when at work. In a deep silence and immovable, the others watched him as if under a spell.

39. In a minute Jimmy's pet drill was biting smoothly into the steel door. In ten minutes-breaking his own burglarious record-he threw back the bolts and opened the door.

40. Agatha, almost collapsed, but safe, was gathered into her mother's arms.

41. Jimmy Valentine put on his coat, and walked outside the railings toward the front door. As he went he thought he heard a far-away voice that he once knew call "Ralph!" But he never hesitated.

42. At the door a big man stood somewhat in his way. "Hellow, Ben!" said Jimmy, still with his strange smile. "Got around at last, have you? Well, let's go. I don't know that it makes much difference, now."

43. And then Ben Price acted rather strangely. "Guess you're mistaken, Mr. Spencer," he said. "Don't believe I recognize you. Your buggy's waiting for you, ain't it?" And Ben Price turned and strolled down the street.

2. Answer these questions briefly:

2.1 On leaving prison, what advice did Jimmy Valentine receive from the prison warden?

---

---

2.2 Why had Valentine been in prison?

---

---

2.3 What is Ben Price's job?

---

---

2.4 Why did Ben Price believe that Jimmy Valentine was responsible for the burglaries that took place soon after his release from prison?

---

---

---

2.5 (Paragraph 15) Why did Valentine change his name to Ralph D. Spencer?

---

---

2.6 (Paragraph 30) what was the cause of the commotion in the Elmore Bank?

---

---

2.7 How did Valentine save the little girl Agatha?

---

---

3. The day that Valentine arrived in Elmore, something happened that changed his life. What was this? Which sentence tells you what happened?

---

---

---

4. (Paragraph 9) The author describes Ralph Spencer as "the Phoenix that arose from Jimmy Valentine's ashes - ashes left by the flame of a sudden and alternative attack of love." What does this mean? In particular explain the author's use of the words underlined.

---

---

---

---

---

5. (Paragraphs 36 and 37) what is the significance of the rose that Valentine asked Annabel to give him?

---

---

---

---

6. (Paragraph 41) "Jimmy Valentine...walked...toward the front door. As he went he thought that he heard a far-away voice that he once knew call Ralph!. But he never hesitated." What was Valentine planning to do? Why?

---

---

---

---

7. (Paragraphs 42 and 43) Why did Ben Price react in the way that he did? Do you think he acted correctly? (Justify your answer.)

---

---

---

---





## THE TRIBUTE

(DASH BENHUR)

1. Before you read "The Tribute", think about what it means to love someone else in your own family. Your teacher will encourage you to have a class discussion on family love. Talk about :

- .The person you love most in your family.
- .Why you love that person.
- .Whether it is easy or difficult to love.
- .whether loving and feeling loved within a family is important.

1. As I reached my desk in the office, my eyes stopped over a post-card. It contained that familiar, petite handwriting of my elder brother. After a very long time he had written to me. I shrank within for not writing letters home, all these days.

2. In my students days, it was almost a routine affair: I used to go home to that distant village on a rickety bus, caring nothing for the strain of the journey. My home--my village--they used to pull me away from the moribund city life. Now things have changed and I too have changed, a great deal at that! A lot of cobwebs have settled around me. I am swept by that invisible tide of time, and business. I was studying at Bhubaneswar, where I got my job and now for these two years, I have thought of home not even once. Many a time my mother has written letters complaining about my negligence in writing to her. She has even reminded me of those pre-marriage days of mine.

3. Yet I have never been able to break those strands of complacency which have coiled around me. I have kept quiet to prove that I am busy and preoccupied. Now she does not complain, probably, she understands my position.

4. Usually my elder brother does not write to me. He does not need anything from me. He has never sought a token from me in lieu for his concern for me as an elder brother. In those days when I was a student, the only thing that he enquired was about my well-being. During my stay at home, he would catch fish for me from the pond behind our house and would ask his wife to prepare a good dish, for I loved fish. When the catch was scanty, the dish would be prepared exclusively for me. He would say to his wife : "You must make the dish as delicious as possible, using mustard paste for Babuli." Even now, he is the same man with the same man with the same tone of love and compassion. Nothing has changed him-his seven children, father, mother, cattle, fields, household responsibilities. He is the same-my elder brother.

5. I handled the letter carefully. He had asked me to come home. Some feud had cropped up. The two sisters-in-law had quarrelled. Our paddy fields, the cottage and all the movable and immovables were to be divided into three parts amongst us. My presence was indispensable.

6. It was my second brother who was so particular and adamant about the division. He wanted it at any cost.

7. I finished reading the letter. A cold sweat drenched me. I felt helpless, orphaned. A sort of despair haunted me for a long time. Quite relentlessly, I tried to drive them away, yawning helplessly in a chair.

8. In the evening when I told my wife about the partition, that is to take place, I found her totally unperturbed. She just asked me : "When?" As if she was all prepared and waiting for this event to take place! "In a week's time, "I said.

9. In bed that night my wife asked me all sorts of questions. What would be our share and how much would it fetch us on selling it? I said nothing for a while but in order to satisfy her, at last guessed that it should be around twenty thousand rupees. She came closer to me and said, "We don't need any land in the village. What shall we do with it? Let's sell it and take the money. Remember, when you sell it, hand over to me the entire twenty thousand. I will make proper use of it. We need a fridge you know. Summer is approaching. You need have a scooter. And the rest we will put in a bank. There is no use keeping land in the village. We can't look after it and why should others draw benefits out of our land?".

10. I listened to all this like an innocent lamb looking into the darkness. I felt as if the butcher was sharpening his knife, humming a tune and waiting to tear me into large chunks of meat and consoling me saying that there is no better life after death.

11. Gone are those days gone are those feeling when the word "Home " filled my heart with emotion. And that affectionate word "Brother", what feeling it had ! How it used to make my heart pound with love! Recollecting all these things, I feel weak, pathetic.

12. Where is that heart gone? Where are those days? Where has that spontaneity of feeling gone? I just can't understand how a stranger could all of a sudden become so intimate, only sharing a little warmth by giving a silent promise of keeping close.

13. But I became my normal self in two days. I grew used to what had been a shock. Later on, in the market-place, keeping a pace with my wife, I enquired about the prices of the different things she intended to buy. Buying a fridge was almost certain. A second-hand scooter, a stereo set and some gold ornaments. I prepared a list of the prices. She kept reminding me about her intentions, and was showing a lot of impatience.

It was Saturday afternoon. I left for my village. The same bus was there, inspiring in me the old familiar feeling. I rushed to occupy the seat just behind the driver, my favourite seat. In my hurry I bruised my knee against the door. It hurt me. The brief-case fell off and the little packet containing the Prasad of Lord Ganesha, meant for my dear mother, was scattered over the

ground. I felt as if the entire bus was screeching aloud the question: "After how many years? You have not bothered in the least to retain that tender love you had in your heart for your home! Instead you have sold it to the butcher to help yourself become a city Baboo!! Curses be on you!"

15. I boarded the bus collecting the brief-case and the content of the soiled packet, wearing a shameless smile for the cleaner and the conductor of the bus.

16. It was five in the evening when I got down; I had written beforehand. My elder brother was there to meet me at the bus-stop. He appeared a little tired and worn out. "Give that brief-case to me. That must be heavy." He almost snatched it away from me. I forgot even to touch his feet. This had never happened earlier. He was walking in front of me.

17. We were walking on the village road, dusty and ever the same. I remembered my childhood days.

18. I was usually crossing the street alone to go to a teacher in the evening for tuition. It was generally late and dark when I returned from my studies. Unfailingly my elder brother would be there to escort me back home lest I should be frightened. He would carry the lantern, my bag of books and notes. I had to follow him to do so. If I lagged behind, he would ask, "Why! You are perhaps tired. come, hold my hand and walk with me." He sometimes used to carry me on his shoulders while going to the fields for a stroll.

19. The bus-stop was some distance from the village. I had fallen behind him. He stopped and asked the same old question he used to ask.

I just could not speak.

20. The past was sprouting up in me. The childhood days and the days now! Time has coagulated for me. I have changed. But my elder brother? Time could not bring upon him any change. As in those days, he was still walking in front of me, carrying my bag. I felt so small!

21. Hesitatingly I said, "Brother! Give me that brief-case. Let me carry it for a while."

22. "Don't you worry," he said. "It is heavy, and you are tired. Let us quicken our steps. You must be feeling hungry. It is time for the evening meal." I followed him in silence.

23. We reached home. It was already dark, the time for the lighting of wicks before the sacred Tulsi plant. Unlike those days, none of my nephews rushed towards me howling, "Here's uncle." My sister-in-law did not run from the kitchen to receive me. It was all quiet and calm. Only my mother came and stood near me. The second brother and his wife were nowhere to be seen. In the entire house, there was an air of unusualness -- rather the stillness of the graveyard. As if the house was preparing for its ultimate collapse!

24. I tried to be normal with everyone. But there was abominable lull all around. My second brother and his wife, in spite of their presence at home, showed no emotion. They were all set for the partition and they cared for nothing else. I could not sleep that night. And the following morning passed quite uneventfully.

25. It was mid-day. Seven or eight people had gathered in our courtyard to supervise the division. We three brothers were present. Mother was not to be seen anywhere in the vicinity.

26. We were waiting for the final separation, as if ready to slice out the flesh of the domestic body which our parents had nourished since the day of their marriage. And then we would run away in three different directions clutching a piece each.

27. All the household articles were heaped in the family courtyard. These were to be divided into three parts; all the small things of the house, almost everything movable starting from the ladles made out of coconut shells and bamboo to the little box, where father used to keep his beetels. The axe and the old radio set too had been produced. A long list of all the items was made. Nothing was spared, neither the *dhinki* (wooden-rice-crusher) nor the little figures of the family idols.

28. I saw my elder brother rise. He stopped for a moment near the pile of things and unfastened the strap of his wrist-watch and placed it on the heap with the other things. Perhaps a tear trickled down his cheek. With a heavy sigh he left the place.

29. I had often heard him say that father had bought him that wrist-watch when he was in his eleventh class. But I also remember well -- in my M.A. final year he had mortgaged that watch to send me money to go to Delhi for an interview. He had sent me an amount of one hundred and fifty rupees - I remember clearly. No one knows whether the wrist-watch would come back to him or not. His action seemed symbolic of his snapping all his attachment with the past.

30 I was silent. My elder sister-in-law was in the backyard. My second brother was often whispering things into his wife's ears and was there taking his place with us. It was like the butcher's knife going to the stone to sharpen itself. The elder brother was calm and composed. Like a perfect gentleman he was looking at the proceeding dispassionately, exactly as he had done on the day of the sacred thread ceremony of his son and on the day of my marriage. It was the same preoccupied and grave manner, attending sincerely to his duty. While discussing anything with my second brother, he had same calm and composed voice. Not a sign of disgust and regret.

31. I remember, the year father died, we had to live under a great financial strain. It was winter. the chill was at its height. We had a limited number of

blankets. The cold was so biting particularly at midnight that one blanket was not enough for one.

32. That night I was sleeping in the passage room. When I woke up in the morning I found my elder brother's blanket on me, added to mine. Early at dawn he had left for the fields without a blanket on his shoulders. If he had been asked why, he would have surely said in his usual manner, that he did not feel the cold. Now I have a comfortable income. Yet it had never occurred to me to think of buying any warm cloth for my elder brother. He is still satisfied and happy with that old tattered blanket that he had covered me with once. The same blanket was there before me, with all the other things.

33. I shivered with the cold, and my own ingratitude.

The process of division was finally over. Whatever the second brother demanded my elder brother agreed to it with a smile. My second brother proposed to buy the share of land that was given to me and offered eighteen thousand rupees as a price.

34. In the evening, my elder brother took me along with him to show me the paddy fields that were to be mine. I quietly followed him. We moved from boundary to boundary. Everywhere, I could feel the imprints of his feet, his palm and his fingers. On the bosom of the paddy fields sparkled the pearls of my elder brother's sweat. He was showing me the fields, as a father would introduce a stranger to family members.

35. In the morning, I was to leave for Bhubaneswar. I had no courage to meet my elder brother. Before leaving for the bus-stop, I had handed over the same slip of paper to my elder sister-in-law, which had the details about my share. Writing on the blankside of that slip, I had asked her to deliver it to my elder brother and stealthily slipped out of our house. I had written:

Brother,

*What shall I do with the lands? You are my land from where I could harvest everything in life. I need nothing save you. Accept this, please. If you deny, I shall never show my face to you again.*

*Babuli*



4 Write an additional paragraph at the end of the story, starting:

When at last I reached home, my wife was waiting for me, her eyes gleaming with anticipation.

Write about 80-100 words. Your teacher may ask some of you to read out your additional paragraphs to the rest of the class.

---

---

---

---

---

---

POETRY - 1

THE RIME OF THE ANCIENT MARINER

*Samuel Taylor Coleridge*

"The Ancient Mariner" is an arresting narrative poem. It opens with the entry of the old and mysterious mariner to the Wedding Feast. He relates his story to the guests gathered at the Wedding Feast. His story is about a voyage he made with a group of sailors. He describes his experiences as the ship was driven to the colder regions of the South Pole. For many days they were surrounded by ice. One day, an albatross (a large bird) appeared through the fog. The sailors welcomed it and gave it food. For nine days it followed them. Soon a favourable south wind began to blow.

The following extract is Part II of the poem which begins with the ship's entry to the Pacific Ocean. The extract describes the ship's journey northward, until it reaches the Equator.

While describing his experiences at this moment, the Ancient Mariner's face suddenly became horror stricken. One of the wedding guests said:

*"God save thee, Ancient Mariner,  
From the fiends that plague thee thus!  
Why look'st thou so?" — "With my cross-bow  
I shot the Albatross."*

*(Last stanza, Part I)*

1. Using the title and the information given about the first part of the poem, try and guess what the poem is about. Try and give a reason for your guess by using the last stanza given from part I.
2. Now read the poem and see whether you had guessed correctly.

**"THE ANCIENT MARINER"**

PART II

"The Sun now rose upon the right:  
Out of the sea came he,  
Still hid in mist, and on the left  
Went down into the sea.

And the good south wind still blew behind,  
But no sweet bird did follow,  
Nor any day for food or play  
Came to the mariners' hollow!

And I had done a hellish thing,  
And it would work 'em woe:  
For all averred, I had killed the bird  
That made the breeze to blow.  
Ah wretch ! said they, the bird to slay,  
That made the breeze to blow!

Nor dim nor red, like God's own head,



The glorious sun uprist:  
Then all averred, I had killed the bird  
That brought the fog and mist.  
'Twas right, said they, such birds to slay,  
That bring the fog and mist.  
The fair breeze blew, the white foam flew,  
The furrow followed free ;  
We were the first that ever burst  
Into that silent sea.

Down dropt the breeze, the sails dropt down  
'Twas sad as sad could be;  
And we did speak only to break  
The silence of the sea!

All in a hot and copper sky,  
The bloody Sun, at noon,  
Right up above the mast did stand,  
No bigger than the Moon.

Day after day, day after day,  
We stuck, nor breath nor motion;  
As idle as a painted ship  
Upon a painted ocean.

Water, water, every where,  
And all the boards did shrink ;  
Water, water, every where  
Nor any drop to drink.

The very deep did rot: O Christ!  
That ever this should be!  
Yea, slimy things did crawl with legs  
Upon the slimy sea.

About, about, in reel and rout  
The death-fires danced at night ;  
The water, like a witch's oils,  
Burnt green, and blue and white.

And some in dreams assured were  
Of the Spirit that plagued us so  
Nine fathom deep he had followed us  
From the land of mist and snow.

And every tongue, through utter drought,  
Was withered at the root ;  
We could not speak, no more than if  
We had been choked with soot.

Ah! well-a-day ! what evil looks  
Had I from old and young !  
Instead of the cross, the Albatross  
About my neck was hung."

3. Arrange the following events in the right order by writing the correct number in the box.

They removed the cross from round his neck.

The sailors told the ancient Mariner that he had done a terrible wrong in killing the bird.

They hung the albatross around his neck.

They said he was right in killing the albatross which had brought them fog and mist.

4. Below you can see the Captain's record of the journey, which summarises the events described in stanzas 5 - 9. Fill in each of the blanks with one word only.

March 13th

a) The \_\_\_\_\_ continued strong, and we made good speed.

Today we reached the Pacific; ours is the \_\_\_\_\_ ship to sail into this \_\_\_\_\_.

March 17th

b) After several days of fair weather, the \_\_\_\_\_ suddenly ceased, and the ship has come to a \_\_\_\_\_. Our position is worrying, and the men have all become very \_\_\_\_\_.

March 20th

c) At midday I made an observation of the \_\_\_\_\_ and from its \_\_\_\_\_ directly overhead found that we are at the Equator. The \_\_\_\_\_ is becoming very intense.

April 4th

d) We have been becalmed for many \_\_\_\_\_. All this time it has not \_\_\_\_\_ and our \_\_\_\_\_ is finished. Our situation is desperate.

5. Given below are some incomplete statements about the poem. Complete each sentence appropriately, according to the poem. Write your answers in the spaces provided.

a) The poet refers to "a painted ship" in order to stress that

\_\_\_\_\_ (Stanza 8)

b) The boards of the ship started to shrink because

\_\_\_\_\_ (Stanza 9)

c) The poet creates a feeling of heat by using two words which indicate colour; these words are

\_\_\_\_\_ and \_\_\_\_\_ (Stanza 10)

(d) The poet adds a supernatural element to the poem by describing the \_\_\_\_\_ and \_\_\_\_\_ (Stanzas 11 & 12).

(e) The poet describes the thirst of the mariners by using words like \_\_\_\_\_ and \_\_\_\_\_ (Stanza 13)

6. The sailors removed the cross and hung the albatross around the Ancient Mariner's neck because:

(Tick the possible answers)

- a) The ancient Mariner had committed a grievous sin by killing the albatross.
- b) he should at once repent for his sin.
- c) he must accept guilt for his action and bear his own cross.
- d) they accepted the Ancient Mariner as their leader.
- e) They rejoiced at the killing of the bird of evil omen.

7. Now that you have read the poem can you think of possible reasons as to why the Mariner went about telling this tale to people.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. While studying poetry you must have learnt how poets use *repetition* and *simili* to add to the effect of the poem.

Pick out two instances of the following:

Repetition    1 \_\_\_\_\_  
                  2 \_\_\_\_\_

Simile         1 \_\_\_\_\_  
                  2 \_\_\_\_\_

9. Now listen to the poem and note how its rhythm and rhyme add to the beauty of the words.

POETRY-2

THE ROAD NOT TAKEN

*ROBERT FROST*

1. In a few years from now you will graduate. Then you will have to take a decision regarding your future. Imagine that you have two "roads" that you take:

- a. admission to a Postgraduate Course
- b. an offer of appointment from a reputable firm.

Which of the two "roads" would you choose? Give reasons for your choice.

Now read the poem.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveller, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
And leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I--  
I took the one less travelled by,  
And that has made all the difference.

2. Say what you visualize as you listen to the poem.

---

---

---

3. (a) In the first stanza, the poet is unable to make a decision. What is his problem'?

---

---

(b) Read Stanzas 1 and 2. Pick out words and phrases that show that the poet's choice was a difficult one. What reasons does he give for his choice?

---

---

(c) *'Oh, I kept the first for another day!*

Does this line imply that he would some day take the first road? (Read the concluding lines of stanza 3 before you answer)

---

---

---

4. Are the two roads different from each other in any way?

---

---

5. Notice that the poet emphasizes not the road taken but the road not taken. Does this mean that: (Tick the choice and write what you think proper)

i) it is natural to think of things one has missed/ not done in life? or

---

ii) if he had taken the first road things could have been better? or

---

iii) he realised that there was no difference between the two roads?

---

6. Continue the rhyme scheme as shown in the example:

Two roads diverged in a yellow wood,                   a  
And sorry I could not travel both,                   b

---

---

---

7. Poets often use words that represent something else. In short we use these words as symbols. The deeper underlying meaning that we attribute to the word is its symbolic meaning.

For Example. . the word 'tree' is often used as a symbol of life, while 'snake' is a symbol of evil. In the poem you have read, the "road" is not just a path we tread but also something else. What else do you think the word 'road' represents?

---

---

---

Working in pairs, identify the literal and symbolic meanings of the following:

mountain, dove, fence, fire

---

---

---

8. Imagine that you are the poet, Robert Frost. Some years earlier, you took one "road" in your life, which meant that you could not take another "road" that you had been considering. What was that other "road", do you think? And why did Robert Frost not take it? As Robert Frost, write a page in your diary, starting:

Monday

It has been immensely difficult for me, but at long last (have reached a decision....

---

---

---

---

## LIES

- YEVGENY YEVTOSENKO

1. Work in pairs. Do you remember an incident when an adult told you a lie? Can you think why he/she did so? Was the lie justifiable? Tell the rest of the class.

2. Read the poem:

TELLING lies to the young is wrong.  
Proving to them that lies are ~~tyte~~ is wrong.  
Telling them that God's in his heaven  
and all's well with the world is wrong.  
The young know what you mean. The young are  
people.  
Tell them the difficulties can't be counted,  
and let them see not only what will be  
but see with clarity these present times.  
Say obstacles exist they must encounter  
sorrow happens, hardship happens.  
The hell with it. Who never knew  
the price of hapiness will not be happy.  
Forgive no error you recognise,  
it will repeat itself, increase,  
and afterwards our pupils  
will not forgive in us what we forgave.

3. Who is the poet speaking to? (tick one only)

- (i) parents
- (ii) teachers
- (iii) all adults
- (iv) young people

4. Express the advice given by the poet in the following table:

DO'S	DONT'S
(a) Tell..... ..... .....	(a) Don't Tell..... ..... .....
(b) Say..... ..... .....	(b) Don't forgive ..... .....
(c) ..... ..... .....	(c)..... ..... .....

5. Advice is more effective if reasons for following it are also given. What reasons does the poet give with this piece of advice? (Write the answer in your notebook)

*"Forgive no error you recognize..."*

6. When the poet says "The hell with it."  
he means:

(Tick the most appropriate interpretation)

a) I don't care for anything because it is not worth it.

b) Life is full of obstacles and very difficult - so give up"!

c) Life is full of obstacles but we should overcome them.

8. Do you remember a story/incident from history, literature or your own experience, when someone either lied or hid the truth from young people? (if not, make one up.) Write your story in your notebook for homework.

7. What does the poet mean by: "Who never knew the price of happiness will not be happy."?



***Resource Manual***

**CBSE ELT PROJECT**

**In-Service Workshop  
for Revised English Course “A”  
Class IX**

**Resource Persons’ Notes and Teachers’ Handouts**

## CBSE ELT PROJECT

### PROGRAMME FOR A 10-DAY WORKSHOP TO FAMILIARISE TEACHERS WITH THE REVISED CLASS IX CURRICULUM AND RECOMMENDED CLASSROOM PROCEDURES

**MONDAY**

**Registration + Official Opening**

**Module 1 : Introduction to the Revised Class IX Curriculum**

1. Ice-breaker
2. Simulation : "It's time for a change !"
3. Attitudes to English-teaching textbooks
4. Introduction to the Main coursebook
5. Introduction to the Literature reader
6. Introduction to the Workbook (grammar activities)
7. Introduction to communicative language teaching

As preparation for tomorrow's activities, please read Main Coursebook Unit 1. Examine the reading passages and exercises, in order to identify the approach to teaching reading.

**TUESDAY**

**Module 2 : Introduction to the Revised Class IX Assessment System**

1. Desirable qualities of assessment
2. Overview of the new class IX assessment system
3. Overview of the structure of the revised Class IX / X final examination
4. Open forum on the new system of assessment

**Module 3 : Teaching Reading**

1. "What is reading ?"
2. Text-types
3. Text-types in the Main coursebook
4. Reading for understanding
5. Objectives in reading
6. Teaching demonstration

Read section A.5 of the Teachers' Book, particularly the examination specification for Reading. Also, read Section A (Reading) in the two sample examination papers in the Workbook.

**WEDNESDAY**

**Module 3 : Teaching Reading (continued)**

7. Familiarization with reading materials in the Main coursebook
8. Peer teaching
9. Criteria in designing reading test-items
10. Reading assignments as part of continuous assessment
12. Familiarization with text-types and item-types in testing reading
13. Choosing suitable texts for testing reading
14. Drafting items for testing reading
15. Module evaluation

For tomorrow please read Main Coursebook Units 1B, 2B, 3B, 5C, 6D and 7B - listening activities.

**THURSDAY**

**Module 4 : Teaching Listening Skills**

1. The nature of listening and teaching listening skills
2. Real-life listening situations
3. Using a tape-recorder or not in teaching listening skills
4. Demonstration teaching (session 1)
5. Familiarisation with listening activities in the Main coursebook
6. Demonstration teaching (session 2)
7. Listening as part of continuous assessment
8. Feedback

**Module 5 : Teaching Oral Skills**

1. Questionnaire on aspects of teaching oral skills
2. The "two-thirds" rule
3. Information gap activities
4. Role play demonstration

Teachers for peer-teaching - prepare oral lessons.

Study the writing activities in the Main Coursebook - Units 1C, 2B, 3C, 5A, 6B and 7A (Take and complete a copy of Handout W.3)

**FRIDAY**

**Module 5 : Teaching Oral Skills (continued)**

5. Class management of oral activities
6. Familiarisation with oral activities in the Main coursebook
7. Peer teaching
8. Informal assessment of conversation skills
9. Feedback on the module

### **Module 6 : Teaching Writing Skills**

1. Major characteristics of writing as distinct from speech
2. Self-assessment in teaching writing skills
3. Familiarisation with the teaching of writing skills in the Main coursebook

Think about / draft test-items for Section B (Writing) of the Class IX exam.  
(Take a copy of Handout W.9)

### **SATURDAY**

### **Module 6 : Teaching Writing Skills (continued)**

4. Demonstration : teaching writing skills in an integrated manner
5. Demonstration : teaching punctuation
6. Correcting written work
7. Criteria for evaluating written work
8. Continuous assessment of writing
9. Drafting test-items for the Writing Section of the Class IX examination, and preparing marking schemes
10. Feedback

Read Section E.3 of the Teachers' Book. Read Grammar Unit 1 and Integrative Grammar Practice 1 in the Workbook.

Bring newspaper cuttings etc, to help you write questions for Section C (Grammar) of the Class IX exam.

Read the four prose pieces in the Literature Reader (texts only, not questions)

### **MONDAY**

### **Module 7 : Teaching Grammar**

1. Awareness raising
2. The new approach to teaching grammar
3. Experiencing the individual grammar units
4. Experiencing the integrative grammar activities
5. Classroom techniques in dealing with grammar mistakes
6. Writing grammar test-items
7. Evaluating the module

Read the six poems and two dramas in the Literature Reader (texts only, no questions)  
(“Play-readers” for The Mirabai - prepare your parts)

## TUESDAY

### Module 8 : Teaching Literature

1. Familiarisation with the Literature reader
2. Demonstration teaching - fiction ("The Confession")
3. Demonstration teaching - poetry ("For Kalpana")
4. Demonstration teaching - drama ("Mirabai")
5. Assessment in literature - the examination
6. Assessment in literature - continuous assessment
7. Feedback

## WEDNESDAY

### Module 9 : Review of Recommended Classroom Procedures

1. Classroom management - problems and solutions
2. What are "communicative approaches" to language learning ?
3. The role of the teacher in the communicative classroom
4. Learner training
5. Time management (1)
6. Time management (2)
7. Teachers' development groups

Take a copy of Handout TW.1. Think about / make notes for the question you are going to write in tomorrow's Testing Workshop. (If you are writing questions B1, B2, B3, and B4 or questions for Section C, you may wish to bring input texts to help you.)

## THURSDAY

### Module 10 : Testing Workshop

Writing test-items for the Class IX examination paper.

Completion / return of workshop evaluation questionnaires.

Closing ceremony

### **CBSE INSET Workshop : Some Reminders for Resource Persons**

#### **A. Things to Check Before The Workshop**

1. The teaching rooms : adequate furniture, board, chalk, ventilation, fans, noticeboard space, electric points etc.
2. Break times : arrangements for tea, meals etc. If you operate 7.30 - 1.30, you will need two breaks of 15 minutes each.

3. Transport arrangements (where applicable).
4. Resources : location and availability of reprographic facilities, paper, pens, markers, adhesive material (tape, glue etc) Cassette recorder : does it work ? Can you handle it ?
5. Workshops materials : adequate supplies of all the Class IX materials - books and handouts.

**B. Things to take in your own kit-bag**

Copies of all the modules and workshop materials.

Copies of all the draft materials

CBSE have been asked to provide / or ensure the school provides the following :

Chart paper  
 markers  
 stapler + staples  
 pins, clips, board pins  
 sketch pens  
 sellotape  
 gum  
 blutack  
 chalk and duster  
 writing pads for teachers  
 folders for teachers  
 tape-recorder  
 scissors  
 OHT pens and transparencies  
 (where appropriate)  
 Tippex



CBSE will advice you on what will be supplied, including which items you should take with you to the next workshop

**C. Some Advice On Working In Teams Of Two**

- At the end of each day, work out an equal division of labour for the next day, and write down what you have agreed.
- Play to your individual strengths as RP's (eg one may be better at boardwriting, one may be better at talking to the whole group).
- Set aside a short time for review and planning each day : make it clear to participants that you need that time and that it is sacrosanct.
- Never disagree in public.
- Don't compete with each other or interrupt each other : if you are seen to listen carefully to each other and to respect each other, this will have a positive effect on the participants.

**CBSE - ELY PROJECT**

## Details of Inservice Education Programmes for Teachers of English

S.No.	STATE	1992	1993	1994
1.	A.P.	1. BHEL Hr. Sec. School BHEL Township Ramachandrapuram Hyderabad-500 032	1. The Hyderabad Public School Ramanthapur Hyderabad-500 032	1. Kendriya Vidyalaya Trimulghary
2.	A.P.	2. Kendriya Vidyalaya Kanchanbagh Hyderabad-500 036 Hyderabad	2. Shri Hanuman Vyayam Shala Public School Sultan Bazar	2. Hyderabad Public School Ramanathapur Hyderabad
3.	A.P.	3. Bhartiya Vidya Bhavan Public School Jubilee Hills Hyderabad-500 034	3. Kendriya Vidyalaya Golconaal Hyderabad (A.P.)	
4.	Assam	4. Kendriya Vidyalaya Narangi-781 037 Satgaon P.O. Satipura Guwahati	4. Kendriya Vidyalaya Noonmetil O.C. Assam Guwahati	
5.	Assam	5. Sainik School P.O. Rajpara Distt. Golpara (Assam)		

S.No.	STATE	1992	1993	1994
6.	Arunachal Pradesh	6. State Institute of Education Changlang	5. State Institute of Education Passighat	3. State Institute of Education Changlang
7.	Arunachal Pradesh	7. State Institute of Education Lower Sabansiri, Distt. Ziro Arunachal Pradesh	Changlang, State Institute of Education	-
8.	Bihar	8. D.A.V. Public School Sector IV, Bokaro Steel City, Bihar	6. Vikas Vidyalaya P.O. Neeri Vikas Complex, Ranchi	-
9.	Bihar	9. Kendriya Vidyalaya Danapur Cantt. Patna		-
10.	Chandigarh	10. D.A.V. Sr. Sec. School (Lahore) Sector 8C Chandigarh (U.T.)	7. D.A.V. Sr. Sec. School (Lahore) Sector 8C Chandigarh	4. Govt. Model Sr. Sec. School Sector 22A Chandigarh
11.	Chandigarh	11. Regional Institute of English Chandigarh (U.T.)	8. Kendriya Vidyalaya Sector 31 A.F. Station, Chandigarh	5. D.A.V. Sr. Sec. School Sector-8C Chandigarh
12.	Chandigarh	12. Kendriya Vidyalaya Sector 47, Chandigarh (U.T.)		-
13.	Delhi	13. Bal Bharti Pub. School Rajendra Nagar Ganga Ram Hospital Road New Delhi	9. Kendriya Vidyalaya M.M. Road, J.N.U. Campus New Delhi	6. St. Mary's School Safdarjung Enclave B-2 Block New Delhi-110 057



14.	Delhi	14.	Kendriya Vidyalaya No. 1 Sadar Bazar Road Delhi Cantt. Delhi	10.	N.D.M.C Navyug School Sarojini Nagar New Delhi	7.	Rukmani Devi Sr. Sec. School C-D Block, Pitampura Delhi
15.	Delhi	15.	The Air Force School Subroto Park Delhi Cantt, New Delhi	11.	Somer Ville Sec. School D-89, Sector - 22, Noida Ghaziabad	8.	Govt. Composite Girls Sr. Sec. School Ashok Vihar, Phase-I Delhi
16.	Delhi	16.	Govt. Girls Sr. Sec. School Jor Bagh, New Delhi	12.	Govt. Girls Sec. School D-Block, Ashok Vihar, Delhi	-	
17.	Delhi	17.	N.D.M.C. Navyug School Sarojini Nagar, N.Delhi	13.	C.R.P.F. Public School Sector XIV, Rohini, Delhi		
18.	Gujarat	18.	Kendriya Vidyalaya Sector-30, Gandhi Nagar Ahmedabad	14.	Rajkumar College Rajkot Gujarat	9.	Kendriya Vidyalaya Sector-30, Gandhi Nagar Gujarat
19.	Gujarat	-		15.	K.V. Sector - 30 Sector-30, Gandhi Nagar Gujarat		
20.	H.P.	19.	D.A.V. Public School Barmana (174013) Distt.-Bilaspur, H.P.	-		-	
21.	Haryana	20.	Moti Lal Nehru School of Sports, Rai (Haryana) Distt. Sonipat	16.	Sainik School Kunjpora, Karnal Haryana	10.	Kendriya Vidyalaya No. II Ambala

S.No.	STATE	1992	1993	1994
14.	Delhi	14. Kendriya Vidyalaya No. 1 Sadar Bazar Road Delhi Cantt. Delhi	10. N.D.M.C. Navyug School Sarojini Nagar New Delhi	7. Rukmani Devi Sr. Sec. School C-D Block, Pitampura Delhi
22.	Haryana	21. Sainik School Kunjpura Karnal, Distt. Sonipat	17. Moti Lal Nehru School of Sports Rai (131029) Distt. Sonipat	-
23.	Kerala &	22. N.S.S. Public School Karnataka Peruthanni Tiruvanthapuram Trivandrum, Kerala-695 008	18. M.E.S. Raja Residential School P.B. No.-2, Calicut R.L.C. Kerala	11. Bhavan's Vidya Ashram Kakkanad
24.	Kerala & Karnataka	-	19. Sindhi High School Kumar Krup Road Bangalore	-
25.	Maharashtra	23. Atomic Energy Central School, No.-4, Anushakti Nagar Bombay-400 094	20. Kendriya Vidyalaya No. III Sasoon Deck, Colaba Bombay	12. Kendriya Vidyalaya INS Trata Colaba No. 3 Bombay
26.	Maharashtra	24. Kendriya Vidyalaya Colaba III INS Trata Colaba, Bombay-400005	-	-
27.	M.P.	25. B.I.O. Project Sr. Sec. School Kirandeel, Distt.-Baster Madhya Pradesh	21. Daly College Indore-452 011	13. Daly College Indore
28.	M.P.	26. Kendriya Vidyalaya Flour Mills Bhopal-462 011	22. Kendriya Vidyalaya No. 1 Indore	-
29.	Orissa	27. DAV Public School Rourkela-769 012	23. Kendriya Vidyalaya No. 1 Unit-9, Bhubaneshwar	14. D.M.S. Deepika School Sector-4, Rourkela

S.No.	STATE	1992	1993	1994
30.	West Bengal	-	24. Sainik School Purulia (W.B.), P.O. Manguria 723 149 (West Bengal)	15. Kendriya Vidyalaya No 1 Salt Lake Calcutta
31.	Punjab	28. Apeejay School Mahavir Marg, Jalandhar City Punjab- 144 001	25. Apeejay School Mahavir Marg, Jalandhar City Punjab- 144 001	-
32.	Punjab	29. Sainik School Kapoorthala Punjab	26. Sainik School Kapoorthala Punjab	-
33.	Rajasthan	30. Kendriya Vidyalaya No.1 Gandhi Nagar, Opp. Tonk Phatak, Jaipur-302004	27. Alok Sr. Sec. School Hiran Magri, Sector-I Udaipur, Rajasthan	-
34.	Rajasthan	31. Birla Public School Pilani, Rajasthan	28. Kendriya Vidyalaya No. 1 Pratap Nagar, Udaipur	-
35.	Sikkim	32. Tashi Namgyai Sr. Sec. School Gangtok, Sikkim	29. Tashi Namgyai Sr. Sec. School Gangtok-737 103	16. Govt. Sr. Sec. School Namchi, Sikkim
36.	Tamilnadu	33. Thriveni Academy Thriveni Nagar Village Vadakkupattu Chingleput Madras	30. Lalchand Milapchand Dadha Sr. Sec. School 6, Krishnapuram Choolaimedu Madras	17. The Hindu Sr. Sec. School 83, Big Street Triplicane Madras
37.	Tamilnadu	34. Kendriya Vidyalaya Air Force Station Avadi Madras	31. Thriveni Academy Thriveni Nagar Village Vadakkupattu Distt. Chingleput	-

S.No.	STATE	1992	1993	1994
38.		SBOA School & Junior College, Anna Nagar Western Extn. Madras	32. Kendriya Vidyalaya No. 1 Selaiyur - Tambaram Madras-600 073	
39.	U.P.	36. Kendriya Vidyalaya P.O. New Forest Dehradun	33. Kendriya Vidyalaya Aliganj Lucknow	18. Electra Vidyapeeth P.O. Rajputra Mawana Raod, Meerut
40.	U.P.	37. Guru Ram Rai Public School Bombay Bagh Dehradun-248 001	34. Maharishi Vidya Mandir Sitapur Raod P.O. Digurs, Luckn w	-
41.	U.P.	38. Rajghat Basant School Rajghat Fort Varanasi- 221 001	35. Rajghat Basant School Rajghat Varanasi-220 110	-
42.	U.P.	39. Birla Vidya Mandir Nainital Uttar Pradesh	36. Asha Modern School Saharanpur Uttar Pradesh	-
43.	West Bengal	40. Kendriya Vidyalaya 24, Paraganas Barrackpore-745122 Air Force Station West Bengal		-
44.	A. and N. Island	41. State Institute of Education, Port Blair	37. State Institute of Education, Port Blair	19. State Institute of Education Port Blair
45.	Delhi	42. Kulachi Hansraj Model School New Delhi	38. St. Mary's School 'B' Block, Safdarjung Enclave	-

S.No.	STATE	1992	1993	1994
38.	Tamilnadu	35. SBOA School & Junior College, Anna Nagar Western Extn. Madras	32. Kendriya Vidyalaya No. 1 Selaiyur - Tambram Madras-600 073	
46.	U.A.E.	43. Our Own English High School Dubai	39. Indian High School Bahrain	20. The Indian High School Dubai
47.	Arunachal Pradesh	44. State Institute of Education Changiang	21. The Embassy of India School Riyadh	

## Recommendations

The recommendations presented below are based on the Curriculum Implementation Study carried out during 1993-97. They are located within the framework of a learner-centred curriculum and a communicative approach to language education and emerge mainly from two sources : one, inferences drawn from the data on the Study, and two, suggestions made directly by the different stakeholders. These have been collated and presented under different categories.

### A. The Evaluation Scheme

This has two main components : The Board's Final Exam and Classroom-based Evaluation.

#### A1. The Board's Final Exam

1. The class X exam scheme should be revised to reflect a communicative approach to language education i.e. incorporate an oral component and be entirely skill based. The seen-component of the exam paper should be deleted from the paper. This also applies to B3/B4 type tasks which should be open-ended and not require knowledge of particular units in the MCB.
2. The testing of listening and speaking skills should be taken up on a small scale on a trial basis. The results of this study should feed into the decision about the content, modality and the logistics of oral assessment as part of the Board Exam.
3. Different levels of complexity of different abilities / skills should be built into the exam so that the scores reflect the level at which a student has successfully completed the tasks.
4. The design of the question paper should be examined carefully for arbitrary overlaps in the abilities tested. These should be removed to enable a wider coverage of abilities.
5. The different versions of the question paper should be comparable in terms of difficulty level, type and length of passages, abilities / objectives tested, the sequence of tasks, rubrics, the number and nature of tasks, stimulus, the scope of writing tasks, the nature of answer required and the marking criteria.
6. Arrangements must be made to ensure that analysis of exam papers and student performance take place after the administration of each Board exam. The assistance of teachers trained in paper setting and marking as well as of experts in the field would be of crucial importance.
7. The order in which the different sections are presented in the question paper should be analysed in terms of the difficulty it poses for eg. students, after working on the reading section, do not get enough time for other sections and feel fatigued.

8. The formats used in the exam paper should not be a limited and rigidly defined set. The exam scheme should be designed so as to be generative and enable testing through a variety of item types and methods, given the skills and objectives of the paper.
9. The Board should maintain an item-bank for the final exam from which different versions of the question paper can be assembled by trained paper-setters. This should be continuously up-dated. Teachers teaching classes IX / X should be invited to contribute tasks for the item-bank.
10. Teachers teaching classes IX / X should be trained to be paper setters, preferably in specific areas covered by the paper. The training must be an on-going feature of the Board to include more teachers every year who will be required to work on the item-bank to produce different versions of the exam papers.
11. Markers of the Board Exam scripts should not only be trained in the Board's evaluation scheme but also be teachers teaching classes IX / X.
12. The section-wise break-up of marks in the Board exam should be made available to all schools, teachers and students.
13. The question paper should be made immediately accessible after the exam to all the schools and teachers.

## **A2. Classroom-based Evaluation**

1. The classroom based continuous evaluation scheme must be strengthened :
  - (i) Introduce continuous evaluation in class X.
  - (ii) Simplify the scheme and the format of the progress report card.
  - (iii) Orient teachers to the rationale, techniques and procedures of continuous assessment (see C-1 below).
  - (iv) Develop resource books / question banks for testing in the classroom on an on-going basis, with contributions from all the teachers who have trialled the tasks in different contexts. These should be made available to all the teachers.
  - (v) Encourage teachers to use a variety of techniques and formats for testing skills that are not emphasised in the final exam.

## **B. Text Books / Other Materials and Physical Facilities**

1. A revision of text books on a regular basis is not recommended. Instead, the Teacher's Book should provide improved guidance to teachers along with the underlying philosophy of a learner-centred

curriculum and a communicative approach to language education. This also includes grammar within the communicative framework.

2. There should be only one text book instead of three. In addition, a work book for practice of 'grammar in context' should be provided.
3. The teacher should be given the option to supply MCB tasks as loose-leafed worksheets on the day of the task. This will ensure that the book is not used as a prescribed text book to be completed within the given time. They will also help teachers to use unused tasks for assignments / tests.
4. Supplementary exercises / tasks prepared by teachers in different skill areas should be made available to all the teachers. This will cater for bright and weak students in terms of challenge, theme, length, nature of tasks etc.

### **C. Inservice Training**

1. Need-based programmes for teachers should be organised in the following areas:
  - (i) Rationale, techniques and procedures of continuous assessment
  - (ii) Evaluating and modifying test items at different levels of ability for progress testing
  - (iii) Setting and marking of assignments, giving qualitative feedback for improvement, conversation skill assessment (speaking and listening)
  - (iv) Setting tasks focusing on conversation skills, in groups / pairs.
  - (v) Orientation to particular aspects of the curriculum arising out of particular situations / contexts for those who have not had any prior orientation.
2. Short programmes for principals / administrators, parents should be conducted regularly to ensure a more informed involvement of stakeholders in curriculum renewal.
3. The observation instrument, video recordings and the teacher-as-researcher approach used in the Study should be utilised in inservice and pre-service training.
4. A scripted video-programme with excerpts from live classes should be developed to enable teachers to train themselves and others in classroom observation.
5. Teacher training programmes should be broadcast on the Radio in remote areas (e.g. Arunachal Pradesh).
6. The expertise of Resource Persons should be used to organise short need-based programmes to answer local, context - specific needs and in other curriculum development projects.



7. TDGs at cluster-levels should be formed which will meet periodically to share ideas / work and help each other e.g. sharing tasks in different skills areas for teaching and testing.
8. Specific training programmes in paper setting should be organised and only trained teachers should be asked to assemble i.e. select, modify etc. question papers from the Board's item-bank (see A-10 above).
9. English proficiency of English teachers should be improved especially in remote and Hindi speaking regions.
10. Teachers handling classes XI / XII should also be trained in the new approach, especially in modifying the lessons to make them more communicative.
11. Course B English teachers should be trained to modify and try out in their own classes some of the tasks given in the MCB.
12. CBSE-CIEFL-B.Ed colleges should collaborate on pre-service training of teachers.

#### **D. Logistics of Innovation Management**

1. Every effort must be ensured that every English teacher classes IX / X has a copy of the Teacher's Book. The CBSE must make available the Teacher's Book and audio cassettes to all the schools directly.
2. The CBSE must respond effectively to the feedback and recommendations made by the different stakeholders.
3. All materials pertaining to the new curriculum such as English Matters, Teacher as Researcher and other circulars should be sent to schools regularly.
4. Guide books should be banned in the market.
5. Guidelines / directives should be provided by the CBSE to the administrators / principals of schools to provide necessary infrastructural facilities for an effective implementation of the curriculum.
6. A more effective machinery / network to be established for better communication among schools, CBSE and CIEFL.
7. Teachers should be assured that the MCB and WB are resource books. Therefore they are not required to go through all of them as a way of covering the syllabus. Syllabus coverage instead should be seen in terms of the skills / objectives that the tasks underlie.
8. The report cards and the promotion policy at class IX level should be modified incorporating the new evaluation scheme.

9. Teachers should be given a freehand by the management in planning and implementing the curriculum in the classroom.
10. The time required for teaching / testing the new curriculum should be rationalised i.e. teachers workload should take into account the time required for making and marking tests / assignments, maintaining report cards etc. Block periods should be given to English.
11. Teachers who are oriented to the new approach should be asked to teach classes IX / X even when they are transferred.
12. English teachers should have easy access to tape recorders in working condition and should be provided with typing, cyclostyling and other necessary infrastructure.

### **E. Sustainability of the Innovation**

1. The results of the CIS should be made available in the most effective way possible to all the stakeholding audiences. This may mean publishing the results in different forms according to the requirements and characteristics of the readership.
2. A curriculum should be introduced on similar lines for classes I to VIII as well as for XI and XII.
3. Remote areas should have their own training centres.
4. A handbook for Teaching Writing and Teaching Grammar should be developed on the lines of the Handbook for Evaluation in the Classroom for cascade training.
5. A Teacher Resource Centre should be set up to look after the organisation and co-ordination of activities / work done by teachers.
6. An association / forum for teachers should be set up to exchange professional information / activity, research work done, and findings from research.
7. TDGs should be initiated, supported and monitored by agencies outside schools.
8. Mini-project reports should be published and disseminated on an on-going basis.
9. The cadre of teacher-as-researcher and teacher-as-resource person should be further utilised in cascade training as well as other curriculum development projects (see C-6).
10. The class XI books should be changed on the lines of IX / X books. There should be a progression from class X to class XI in the way skills are handled / practised.
11. The Board exam for class XII should include an oral component.

12. Even if the textbooks for classes XI / XII are not changed, there should be a Teacher's Book which will give a few tips on handling the 'old' materials in a 'new' way.
13. Tracer studies (longitudinal follow-up studies) should be taken up to investigate the usefulness and sustainability of the communicative package.
14. Curriculum renewal projects must be initiated in other subject areas including other languages i.e. Hindi, Maths, Science etc.
15. NGOs and other organisations should be involved in reaching out to underprivileged sections of the society to focus not only on English and other languages but also on other subjects in the curriculum.
16. ELTIs should collaborate with State agencies on curriculum projects. Insights from this project could feed into addressing issues in ESL curriculum design in other secondary Boards.
17. Teachers expertise and professional qualifications must be enhanced in areas such as materials production, language evaluation, classroom research, teacher training. Certificate courses should be offered through a multi-media package including audio, video and print inputs and with provision for face-to-face contact and teleconferencing with tutors. Modular courses should be offered by CIEFL, IGNOU with assistance from ELTIs. 'Project-schools' should serve as Study Centres (see F-5 below).

### Follow-up

The results of the CIS i.e. the approach to the Project and the 'Interact Model' should be disseminated to different target groups : ELT professionals, other Boards, B.Ed college teachers.

Data collected on the CIS should be provided for further analysis and for conducting other studies.

The Course B of the CBSE should be developed on similar lines.

CIEFL should develop a prototype 10-day training programme with CBSE's trained resource persons in different areas of the curriculum.

Schools which have participated in the Study should be involved in the following activities :

To function as Study Centres for face-to-face contact on teacher training courses through the distance mode

Teacher Development Group Activities

School-based / cluster-based projects

To serve as training centres for organising need-based programmes. Resource Persons should be drawn from these schools.

6. The CBSE should recommend to the NCERT that the text books from classes I to VIII be revised in keeping with the new approach.
7. The syllabus of the English Methods Course in B.Ed colleges should be revamped.
8. All the principals i.e. with English background and other subjects with in a learner-centred methodology should be made available to all the schools, to help with supervision.
9. Supplementary listening materials should be developed for teaching / testing, oral skills in class.
10. The 'collaboration - model' with faculty from CIEFL and one or two RP'S from schools with experience of teaching classes IX / X should continue for organising teacher programmes at regional / cluster levels. A cadre of Teacher-as-Resource Person should be created.
11. Collaboration between ELTs and CIEFL should be explored for other curriculum projects.

## CBSE OFFICIALS INVOLVED IN THE CBSE-ELT PROJECT

### I. CHAIRPERSON

- |    |                            |           |
|----|----------------------------|-----------|
| 1. | Father T.V. Kunnunkal      | 1981-1987 |
| 2. | Dr. H.S. Singha            | 1987-1991 |
| 3. | Dr. (Mrs.) D.M.De. Rebeilo | 1992-1993 |
| 4. | Sh. Priyadarashi Thakur    | 1994-1995 |
| 5. | Prof. B.P. Khandelwal      | 1995-     |

### II. DIRECTOR (ACAD)

- |    |                        |                  |
|----|------------------------|------------------|
| 1. | Dr. K.D. Sharma        | 1988-1989        |
| 2. | Sh. H.R. Sharma        | 1990-1997 (Feb.) |
| 3. | Sh. G. Balasubramanian | 1997-            |

### III. JOINT SECRETARY (ACAD.)

- |    |                                           |           |
|----|-------------------------------------------|-----------|
| 1. | Sh. H.R. Gupta (Presently C.E. (P and P)) | 1991-1997 |
|----|-------------------------------------------|-----------|

### IV. EDUCATION OFFICERS (LANG.) & ASSISTANT EDUCATION OFFICER (ELT)

- |    |                       |           |
|----|-----------------------|-----------|
| 1. | Sh. D.D. Rao          | 1988-     |
| 2. | Sh. S.K. Gangal       | 1989-1996 |
| 3. | Mrs. Gopa Biswas      | 1997-     |
| 4. | Mrs. Sadhana Parashar | 1993-     |

### V. REGIONAL OFFICERS (CHENNAI)

- |    |                   |           |
|----|-------------------|-----------|
| 1. | Sh. V.J. Williams | 1990-1991 |
|----|-------------------|-----------|

### VII. STENO & ASSTs. who assisted in the Project from time to time

- |    |                           |        |
|----|---------------------------|--------|
| 1. | Mr. Mohan Lal             | Steno  |
| 2. | Mrs. Snigdha Ghose        | Steno  |
| 3. | Mrs. Pushpa Rani Sachdeva | Steno  |
| 4. | Mrs. Savitri              | Asstt. |
| 5. | Mr. Khemchand             | Asstt. |
| 6. | Mr. Sunil Mighlani        | Typist |

## MEMBERS ASSOCIATED IN 1990-1991

### ADVISORY COMMITTEE :

Dr. H.S. Singha, Chairman CBSE.

Mr. H.R. Sharma, Director (Acad.) CBSE.

Members of the Committee of Courses in English

### PROJECT COORDINATOR & DIRECTOR

Mr. Ray Williams, Dy Director (Retd.) INTEC.

College of St. Mark and

St. John, Plymouth U.K.

### MONITORING COMMITTEE :

Prof. V. Sashi Kumar CIEFL. Hyderabad

Prof. (Miss) S.K. Ram, NCERT

Prof. Naseer Khan, NCERT.

### CONSULTANS :

College of St. Mark & John, Plymouth, U.K.

Rod Bolitho, (Late) Stuart Mathews,

Sarah North, Richard Walker and Katy Smith.

### PROJECT OFFICER :

Mr. S.K. Gangal, Education Officer, CBSE

### PROJECT MANAGER :

Mr. Prem Mathur, English Studies Officer,

British Council, New Delhi.

## CONTRIBUTIONS :

### GROUP A-1990

Amber Banerjee (St. Michael's School, Patna), Anuradha Kalia (Air Force Bal Bharti School, Lodhi Road, New Delhi), Beena Gokhale (St. John's Sr. Sec. School, Madras), James A. Bright (Atomic Energy Central School, Bombay), Kiran Bhatt (Modern School, Vasant Vihar, New Delhi), Lalitha C (BHEL Sr. Sec. School, R.C. Puram, Hyderabad), Laxmi Srinivasan (P.S. Sr. Sec. School Mylapore, Madras), M. Vasudeva (Kendriya Vidyalaya, Trimulgherry, Secunderabad), Neelam Naini Katra (Kendriya Vidyalaya, Gole Market, New Delhi), P. Mani (Kendriya Vidyalaya, Hubli Karnataka), Preet Kanwal (Sacred Heart Convent School, Ludhiana), Ponmudi V. (Kendriya Vidyalaya, Kudremukh), P. Rajeshwari (Padam Seshadri B.B. Sr. Sec. School, Madras), Shashi Kochar (DIET, Rajender Nagar, New Delhi), Veena Bhasin (Birla Vidya Niketan, Pushpa Vihar, New Delhi.) Vijaya Laxmi Raman (Shri B.S. Mootha Girls Sr. Sec. School, Madras).

## MEMBERS ASSOCIATED IN 1992-1993

### CBSE-ELT PROJECT

#### CBSE ADVISORS

1. Dr. D.M.de. Rebello, IAS, Chairperson
2. Prof. H.R. Sharma, Director (Acad.)  
Committee of Courses of English
3. Prof. R.K. Agnihotri, Convenor
4. Prof. Nassiruddin Khan, NCERT
5. Prof. V. Sashi Kumar CIEFL
6. Prof. Paul Gunashekar, CIFEL
7. Dr. G.R. Kanwal
8. Mrs. Anjali Dere
9. Mrs. Neelam N. Katara

#### CONSULTANTS :

- The College of St. Mark and St. John  
Foundation, Derriford Road, Plymouth, U.K.
- Rod Bolitho, Dy. Director
- Ray Williams, Coordinator
- Sarah North
- (Late) Stuart Mathews
- Richard Walker
- Katy Smith

#### MONITORING COMMITTEE :

1. Dr. D.M.de. Rebello, IAS, Chairperson
2. Prof. H.R. Sharma, Director (Acad.)
3. Prof. R.K. Agnihotri, Delhi Univ.
4. Prof. Nassiruddin Khan, NCERT
5. Prof. V. Sashi Kumar CIEFL
6. Prof. Paul Gunashekar, CIFEL
7. Miss. S.K. Ram (Prof. NCERT)
3. Mr. Prem S. Mathur, English Studies Officer, BSD

#### PROJECT OFFICERS :

- Mr. S.K. Gangal, Education Officer, CBSE
- Mr. Prem Mathur, E.SO., BCD
- Mrs. Sadhana Parashar AEO (ELT)

## CONTRIBUTORS

### Materials Production Group Group-A

Amber Banerjee (DAV Public School, Sundernager HP), Anuradha Kalia (Air Force Balbharti School, Lodhi Road, New Delhi), Beena Gokhale (St. John's Sr. Sec. School, Madras), James A. Bright (Atomic Energy Central School, Bombay), Kiran Bhatt (Modern School, Vasant Vihar, New Delhi), Lalitha. C (BHEL Sr. Sec School, R.C. Puram, Hyderabad), Lakshmi Srinivasan (P.S. Sr. Sec. School Mylapore, Madras), Louisa Devdas (SBOA School and Junior College, Madras), M. Vasudev (Kendriya Vidyalaya, Hubli Karnataka), Preet Kanwal (Sacred Heart Convent School, Ludhiana), Ponmudi V. (Kendriya Vidyalaya, Kudremukh), P. Rajeswari (Padma Seshadari B.B. Sr. Sec. School, Madras), Shashi Kochar (DIET, Rajender Nagar, New Delhi), Veena Bhasin (Ryan School, Vasant Kunj, New Delhi.) Vijaya Lakshmi Raman (Shri B.S. Mootha Girls Sr. Sec. School, Madras.)

### Testing and Evaluation Group 'Group-B'

Annie Koshi (St. Mary's School, Safdarjung Enclave, New Delhi), Anuradha Kalia (Air Force Bal Bharti School, Lodhi Road, New Delhi), EMU Foning (SIE Gangtok) Indu Chopra (Govt. Girls Senior Sec. School, No.-II, Rajouri Garden, New Delhi), Kiran Kashyap (Kendriya Vidyalaya No.-II Delhi Cantt.), Kusum Sharma (Kendriya Vidyalaya, Janakpuri, New Delhi). Manobi Bose Tagore (Airforce School, Kanpur), Nalini Ravindran (Padma Seshadri Bal Bhawan Sr. Sec. School Madras), Patricia N. Franklin (Hyderabad Public School, Ramanthapur, Hyderabad), P. Mani (Kendriya Vidyalaya, Hubli, Karnataka), Pushpa Chawla (Fertilizer, Sr. Sec. School, Naya Nangal), Reinu Nagarkar (D.P.S. R.K. Puram, Sect-XII, New Delhi), S.K. Gangal (CBSE), Urmila Guliani (Kendriya Vidyalaya, N.M. Road, JNU, New Delhi).

### Inservice Teacher Training Group 'Group-C'

Amber Banerjee (D.A.V. Public School, Sunder Nagar, HP), Anjali Dere (St. Xavier's School, Delhi), B.S. Dashora (Daly College, Indore), Chetna Bhatt (Guru Harkishan Public School, Vasant Vihar, New Delhi.), D. Silva Jennifer (New Era School, Panchgani), Emu Foning (SIE Gangatok), G. Madhav Rao (D.P.S. Haridwar), Indira Srinivasan (LCMCD Sr. Sec. School, Madras), Indramohini (Delhi Administration, Delhi) Kangamani Jairaj (S.I.E. Porblair), Meenu Bajaj (Don Bosco, Alakananda, New Delhi.), Meera Balachandran (Ramjas School, R.K. Puram, New Delhi), M. Kantha (University of Hyd. Campus School Hyderabad), Nalini K. (Kendriya Vidyalaya, Kanchan Bagh, Hyd.), Neelima Sharma (Kendriya Vidyalaya, R.K. Puram, Sector 8, New Delhi), Nirmala Jairaj (Chinmaya Vidyalaya, Madras), Nomita Wilson (Kendriya Vidyalaya, Armapore, No.-II Kanpur), Parvathi Krishnan (DAV Sr. Sec. School, Lloyd Road, Madras), P. Seshubabu (Kendriya Vidyalaya CRPF, Hyderabad), P.U. Chackappan (Kendriya Vidyalaya, Port Trust Cochin), Sarita Manuja (DAV Public School, Barmana), T.R. Doholoya (Govt. Sr. Sec. School, Changlang Arunachal Pradesh), Vijaya Subramanian (Sardar Patel Vidyalaya Lodhi Estate, New Delhi)



**LIST OF PARTICIPANTS OF REVISION WORKSHOP  
AT SIMLA (HIPA)  
MAY-22-JUNE 9 1995**

Sr.No.	Name & Address	Official
1.	M. Vasudev Principal Kendriya Vidyalaya, Oil Duliajan, Distt. Dibrugarh, Assam - 786602, Phone: 037536-5573	BHEL Township School, Hyderabad - 500 032
2.	R. Vakirawal Ponmudi Kendriya Vidyalaya, Kudremukh - 577142 Karnataka Phone : 08269-54185	10. Amber Banerjee Principal, DAV Public School, Sunder Nagar, Distt. Mandi (H.P.) Phone : 09107-62784 (School) 01907-63308 (Residence)
3.	EMU Foning State Institute of Education, P.O. Raj Bhawan, Gangtok-737102 Phone : 22585	11. Sarita Manuja, DAV Model School Middle Bazar, Shimla-171001, (H.P.) Phone : 0177-5480 : 0177-231077
5.	Beena Gokhale, D.A.V. Sr. Sec. School (Boys Wing) Llyod Road, Madras - 86	12. Neelima Sharma Govt. Girls Sr. Sec. School No.1 Jama Masjid, Delhi-110006
6.	Kiran Bhatt, Modern School Vasant Vihar, New Delhi-110057 Phone : 011-674388	13. Rajeshwary P. DAV Sr. Sec. School Madras.
7.	Urmila Guliani, K.V. New Mehrauli Road New Delhi-110067 Phone : 011-667068	14. Ms. Chetna Bhatt, Guru Harkishan Public School Vasant Vihar, New Delhi-110057 Phone : 011-672152 675754
8.	P. Mani, Kendriya Vidyalaya No.I, Bengdubi, Darjeeling District, West Bengal, Phone : 0353-450296.	15. Meenu Bajaj Don Bosco School, Alakhnanda New Delhi-110019 Phone : 011-6417712 6417459
9.	C. Lalitha, BHEL Higher Secondary	16. Anuradha Kalia AFBBS, Lodi Road, N. Delhi Phone : P.P. 011-4691989

## LIST OF WORKSHOP PARTICIPANTS

### Workshop 1:22 DEC-28 Dec

Name	Address
Urmila Guliyani	New Delhi
AnuradhaKalia	New Delhi
Annie Koshi	New Delhi
R Nalini	Madras
Pushpa Chawla	Naya Nagpal, Pb
Reinu Nagarkar	New Delhi
Mani Pattabhiraman	Bengdubi
B. S. Dashora	Indore
T.R. Dohaliya	Changlang, Arunachal Pradesh
Parijat Roy	Sikandarabad, A.P.
Meera Balachandran	New Delhi
Neelima Sharma	New Delhi
S. K. Arora	New Delhi
Bushra Ahuja	Palampur, H.P.
Indrajeet Kaur	Dhanbad, Bihar
Asha Mishra	Jaipur
Rupa Sanyal Bhattacharjee	Calcutta
Rama Kartika	Sundergarh Orisa
K. Raghavendra Rao	Assam
Ramanujam	

**LIST OF PARTICIPANTS FOR THE REVISION WORKSHOP  
AT  
GANGTOK  
(30-09-96 to 18-10-96)**

Sl. No.	Name of Participant	Official Address
<b>Consultants</b>		
1.	Mr. Ray William	International Education Centre College of St. Mark & St. John Derriford Road, Plymouth PL5 8BH, England, U.K.
2.	Mr. Mike Scholey	- do -
3.	Dr. Rajani Badlani	ESO, BCD 17, Kasturba Gandhi Marg, New Delhi
4.	Dr. Rama Mathew	C.I.E.F.L., Hyderabad
5.	Ms. Sadhana Parashar	AEO, CBSE 17 B, I.P. Estate, New Delhi 0091-11-327151
6.	Ms. Nilam Nalini Katara	Deptt. of Hum. & Soc. Sci., India Institute of Tech., Hauz Khas, New Delhi
7.	Mr. Amber Banerjee	D.A.V. Public School Sunder Nagar, Distt, Mandi
8.	Ms. Pema Bhutia	Central School for Tibetans P.O. Topkhana, 11th Mile, Kalimpong-734301 (W.B.)
9.	Ms. Neelima Sharma	Sarvodaya Vidyalaya R. K. Puram, Sector-6 New Delhi
10.	Mrs. Chetna Bhatt	Guru Harkishan Pub. School Vasant Vihar, New Delhi-57
11.	Mrs. Meenu Bajaj	Don Bosco School Alakhnanda, New Delhi

12.	Mr. R.V. Ponmudi	Kendriya Vidyalaya, Kudremukh Karnataka
13.	Mr. P. Mani	Kendriya Vidyalaya Tirupathi, Madras
14.	Ms. R.P. Bhattacharjee	Ashok Hall Girls Higher Sec. School, 5A Saarat Bose Road, Calcutta-700 020
15.	Ms. Kiran Bhatt	Modern School, Vasant Vihar New Delhi-57
16.	Ms. Nalini Ravindran	Padma Seshadri Sr. Sec. School, 11, Alagiri Road, K.K. Nagar, Madra-78
17.	Ms. Vijyalakshmi Raman	Padma Seshadri Sr. Sec. School. Bal Bhavan, 7, Lake I, Main Road, Nungambakkan Madras-34
18.	Ms. Nomita Wilson	Kendriya Vidyalaya Gomti Nagar, Lucknow-226010
19.	Ms. Rajeswary P.	DAV Girls Sr. Sec. School Plot No. R-40-B, 120-H Road, Anna Nagar, (Western Extn.) Madras-600 050
20.	Mrs. Sarita Manuja	DAV Public School, Sector-8-C, Chandigarh-160018
21.	Mr. P.V. Seshubabu	Principal Jawahar Navodaya Vidyalaya Disst. Adilabad, Andhra Pradesh,
22.	Ms. Emu S. Foning	Deputy Director (Acad.) SIE, Deptt. of Education, Gangtok, P.O. Raj Bhawan-737103
23.	Ms. Indira Singh	SIE, Deptt. of Education, P.O. Raj Bhawan, Tathangchen, Gangtok-737103
24.	Ms. T. Yangzum	Syari Jr. H. School P.O. Gangtok

## FEEDBACK ON CLASS X MATERIALS ENGLISH COURSE 'A' FOR REVISION IN 1996

F.44/ACAD/CBSE/

Date : 7.6.96

The Board plans to make required revision to the Class X books and audio cassettes in 1996. The class IX revisions were done in 1995.

To assist us in the revision of the class X materials, we shall be grateful if you will indicate any of the content that you find needs to be revised by completing the following brief questionnaire. If you feel that there is nothing in a particular section that needs to be revised please indicate by ticking the appropriate column and also mentioning the activities/texts that your students found most enjoyable.

Please look at the important note given below before attempting the questionnaire.

NOTE : WHILE MARKING ACTIVITIES YOU COULD THINK OF THE FOLLOWING CATEGORIES :-

1. Enjoyed/didn't enjoy
2. Worked/didn't work
3. Interesting/boring
4. too difficult/challenging/too easy
5. Time consuming
- II. While Thinking of tests (Short extracts/prose/poetry/Grammar etc.)

YOU COULD THINK OF THE FOLLOWING CATEGORIES :-

1. Long/short
2. Interesting/uninteresting
3. Linguistically difficult / too easy
4. Culturally unfamiliar
5. Interesting and could be identified with by students
6. Unrelated to unit
7. Conceptually difficult
8. Exciting/dull
9. Not enough scope for dramatisation
10. Not emotionally appealing
11. Abstract

12. Unsuitable for their level

Please fill in the following details along with the questionnaire, and despatch the completed questionnaire to Mrs. Sadhana Parashar, Asstt. Education Officer, 17-B, I.P. Estate, New Delhi-110002. before 15th July , 1996.

A. BASIC INFORMATION

1. Name of teacher \_\_\_\_\_
2. Age \_\_\_\_\_
3. Qualifications with Teacher's training/Dip./ Certificate \_\_\_\_\_
4. Experience in English teaching                      A) \_\_\_\_\_  
No. of years of level/school/college.                      B) \_\_\_\_\_
5. Name of School and address \_\_\_\_\_  
\_\_\_\_\_
6. Type of Institution : \_\_\_\_\_  
Private/Government/Government \_\_\_\_\_  
aided/KVS Def. \_\_\_\_\_  
\_\_\_\_\_
7. Address for correspondence \_\_\_\_\_  
Telephone No. if any \_\_\_\_\_  
\_\_\_\_\_
8. Suggested activity \_\_\_\_\_  
\_\_\_\_\_

CBSE would appreciate if you as practising teachers could suggest and send in suitable text as alternatives to texts which you feel need revision. Please remember to give complete detail such as author, source, publisher for copyright permission e.g.

Gilbert, Sandra M and Susan Gubar. ed. Shakespeare's Sisters: Feminist Essays on Women Poets. Bloomington : Indiana University Press, 1979.

**Main Course Book**

Please give your opinion on the content (Text and activity) by writing  (meaning retain) or  (meaning replace). If you write  please give your reasons. Also mention the two or three activities that students enjoyed the most in each section. You may suggest a suitable replacement and send photocopies with other details as per instructions given on page.

**I. 'Suggested Activity'**

	Unit 1 (Health & Medicine)	✓	✗	Reasons
	<b>Introduction</b>			
A. A.2-A.6	Life Line Express A.2 _____ A.4 _____ A.3 _____ A.5 _____ A.6 _____			
B. B.1-B.6	First Aid B.2 _____ B.4 _____ B.2 _____ B.5 _____ B.3 _____ B.6 _____			
C. C.1-C.6	Are we guilty of making ourselves ill? C.2 _____ C.4 _____ C.3 _____ C.5 _____ C.3 _____ C.6 _____			
D. D.1-D.6	"Whopping Walter" Hudson D.2 _____ D.4 _____ D.3 _____ D.5 _____ D.3 _____ D.6 _____			

any other notes/suggestions on this unit :

MCB-2

	Unit 2 Education	✓	✗	Reasons
	Introduction			
A. A.1-A.5	Reaching Out A.1 _____ A.4 _____ A.2 _____ A.5 _____ A.3 _____			
B. B.1-B.3	"What will you do at +2" ? B.1 _____ B.3 _____ B.2 _____			
C. C.1-C.7	Swami's New School C.1 _____ C.5 _____ C.2 _____ C.6 _____ C.3 _____ C.7 _____ C.4 _____			
D. D.1-D.3	The 'Brain Drain' D.1 _____ D.3 _____ D.2 _____			
	Unit 3 Science			
A. A.1-A.11	Science Rewrites the past A.1 _____ A.7 _____ A.2 _____ A.8 _____ A.3 _____ A.9 _____ A.4 _____ A.10 _____ A.5 _____ A.11 _____ A.6 _____			

Any other notes/suggestions on this unit :



	Unit 2 Education	✓	✗	Reasons
	Introduction			
B. B.1-B.10	Gadgets B.1 _____ B.6 _____ B.2 _____ B.7 _____ B.3 _____ B.8 _____ B.4 _____ B.9 _____ B.5 _____ B.10 _____			
C. C.1-C.9	Lasers C.1 _____ C.5 _____ C.2 _____ C.6 _____ C.3 _____ C.7 _____ C.4 _____ C.8 _____ C.9 _____			
D D.1-D.14	Letters from the planet Aurigale II D.1 _____ D.8 _____ D.2 _____ D.9 _____ D.3 _____ D.10 _____ D.4 _____ D.11 _____ D.5 _____ D.12 _____ D.6 _____ D.13 _____ D.7 _____ D.14 _____			
	Unit 4 Environment			
	Introduction			
A. A.1-A.3	20 Years' "Progress" A.1 _____ A.3 _____ A.2 _____			

Any other notes/suggestions on this unit :

MCB-3

	Unit 4 Education	✓	✗	Reasons
	Environment			
B. B.1-B.6	A tale of three villages B.1 _____ B.4 _____ B.2 _____ B.5 _____ B.3 _____ B.6 _____			
C. C.1-C.7	'New life for Shanti Nagar City Centre' C.1 _____ C.5 _____ C.2 _____ C.6 _____ C.3 _____ C.7 _____ C.4 _____			
D. D.1-D.4	Letters from the planet Aurigaie II D.1 _____ D.3 _____ D.2 _____ D.4 _____			
	Unit 5 Travel & Tourism			
	Introduction			
A. A.1-A.7	The Mystery of the Easter Island giants A.1 _____ A.5 _____ A.2 _____ A.6 _____ A.3 _____ A.7 _____ A.4 _____			
B. B.1-B.7	Planning a tour to Udaipur B.1 _____ B.4 _____ B.2 _____ B.5 _____ B.3 _____ B.6 _____			

Any other suggestions on this unit :

MCB-4

	Unit 5 Education	✓	✗	Reasons
	Environment			
C. C.1-C.6	Promoting Tourism C.1_____ C.4_____ C.2_____ C.5_____ C.3_____ C.6_____			
D. D.1-D.4	Class X Educational Tour of South-East Assia D.1_____ D.3_____ D.2_____ D.4_____			

Any other notes/suggestions on this unit :

MCB-5

## WORKBOOK

Please give your opinion on the Unit and its activities by writing ( ✓ ) (meaning retain) or (X) (meaning replace). Also mention, the two or three activities that students enjoyed the most in each section. If you write X please give your reason.

	Unit 1	✓	×	Reasons	Mention the Sr. No. of the activity
1	Sentence & Clauses				
2.	Unit-II				
A.1-A.2	Relatives A.1 _____ A.2 _____				
B.	Defining of Non-defining Relative Clauses				
B.1-B.2	B.1 _____ B.2 _____				
C.	Defining Relatives Clauses				
C.1-C.5	C.1 _____ C.4 _____ C.2 _____ C.5 _____ C.3 _____				
D.	"Whopping Walter" Hudson				
D.1-D.4	D.1 _____ D.3 _____ D.2 _____ D.4 _____				
E.	Relatives with prepositions				
F.	Relative Summary				
F.1.-F.3.	F.1 _____ F.3 _____ F.2 _____				

Any other notes/suggestions on this unit :

W-1

	Unit 3	✓	✗	Reasons	Mention the Sr. No. of the activity
	Comparision				
3.A A.1-A.5	Comparision A.1 _____ A.4 _____ A.2 _____ A.5 _____ A.3 _____				
3.B B.1-B.3	Superlatives B.1 _____ B.2 _____ B.3 _____				
3.C C.1-C.	Avoiding Repetition C.1 _____ C.3 _____ C.3 _____ C.4 _____				
3.D D.1-D.2	Comparision of trends D.1 _____ D.2 _____				
3.E E.1-E.2	Proportion E.1 _____ E.2 _____				
3.F	Comparision				
	Unit 4 Revision Section -1, Determiners				
4.A A.1.-A.3.	Articles A.1 _____ A.3 _____ A.2 _____				
4.B B.1-B.2	Determiners with countable & uncountable nouns B.1 _____ B.2 _____				
4.C	Determiners Summary				

Any other notes/suggestions on this unit :

W-2

	Unit 4	✓	✗	Reasons	Mention the Sr. No. of the activity
	Section II Tenses & Future Time reference				
A A.1	Present continuous vs simple present A.1_____				
B	Present Perfect				
C C.1-C.2	Present Perfect vs Simple Past C.1_____ C.2_____				
D D.1-D.3	Simple Past Tense Vs Past Perfect Tense D.1_____ D.3_____ D.2_____				
E E.1	Interpreting Data E.1_____				
F.	Future Time reference				
G.	Tenses-Summary				
1.2.3. 4.5.6.	Unit 4 Section III Subject Verb concord 1._____ 2._____ 3._____ 4._____ 5._____ 6._____				
1.2.3.	Integrated Grammar Practice-I 1._____ 2._____ 3._____				
A.B.C. D.E.F. G.	UNIT 5 Conditionals A._____ B._____ C._____ D._____ E._____ F._____ F._____				

Any other notes/suggestions on this unit :

	Unit 6	✓	✗	Reasons	Mention the Sr. No. of the activity
	Non-finites, infinitives & Participles				
6.A A.1-A.2	Introduction to Non-finites A.1_____ A.2_____				
6.B B.1-B.6	Non-finites used as objects B.1_____ B.4_____ B.2_____ B.5_____ B.3_____ B.6_____				
6.C C.1-C.-4	Non-finites to describe nouns C.1_____ C.3_____ C.3_____ C.4_____				
6.D D.1	Non-finites-summary D.1_____				
6.E E.1-E.2	Proportion E.1_____ E.2_____				
	Unit 7 Avoiding repetition Substitution and omission				
7.A A.1.-A-3.	Articles A.1_____ A.3_____ A.2_____				
7.B	Omission of words and phrases				
7.C	Substitution and Omission-summary 7.C_____				
7.D	Clarity and Style 7.D_____				

Any other notes/suggestions on this unit :

WB-4

	Unit 6	✓	✗	Reasons	Mention the Sr. No. of the activity
	Revision Section-Modals				
8.A	Modals and Tenses 8.A. _____				
8.B	Modals referring to the past 8.1 _____				
8.C C.1-C.2	Modals-summary C.1 _____ C.2 _____				
	Unit-8 Section-ii Active & Passive				
A A.1-A.2	Present Passive A.1 _____ A.2 _____				
B.	Simple Past Passive B. _____				
C	Modals with the Passive C. _____				
D.	Present Perfect Passive D. _____				
E.	Future Pasive E. _____				
F.	Passive-Summary F. _____				
G. G.1-G.2	Clarity & Style G.1 _____ G.2 _____				
1.3	Integrated Grammar Practice-II 1. _____ 2. _____ 3. _____				

Any other notes/suggestions on this unit :

WB



	Unit 9	✓	✗	Reasons	Mention the Sr. No. of the activity
	Nominalisation				
9.A A.1	Introduction A.1_____				
9.B B.1-B.3	Verbs into Nouns B.1_____ B.3_____ B.1_____				
9.C C.1-C.-2	Adjectives into nouns C.1_____ C.2_____ C.3_____				
9 D D.1-D.4	Nominalisation using verb+ing D.1_____ D.3_____ D.2_____ D.4_____				
9.E E.1-E.2	Nominalisation-Summary E.1_____ E.2_____				
	Unit-10 Connectors				
10.A A.1-A.4	Concession A.1_____ A.3_____ A.2_____ A.4_____				
10.B B.1-B.2	Contrast B.1_____ B.2_____				
10.C C.1-C.6	Cause & Result C.1_____ C.4_____ C.2_____ C.5_____ C.3_____ C.6_____				

Any other notes/suggestions on this unit :

WB-6

	Unit 10	✓	✗	Reasons	Mention the Sr. No. of the activity
	Nominalisation				
10.D D.1-D.4	Purpose D.1 _____ D.3 _____ D.2 _____ D.4 _____				
9.E E.1-E.2	Time E.1 _____ E.2 _____				
	Unit-A Direct Speech & Reported Speech (Section-1)				
11.A.2					
11.A.2	Working out rules				
11.A.3	Practising reported Speech				
11.A.4	You said that...				
11.A.5	Reported Speech Summary				
11.A.6	Reading Project				
11.A.7	Verbs of thinking				

Any other notes/suggestions on this unit :

WB-7

	Unit 10	✓	✗	Reasons	Mention the Sr. No. of the activity
	Nominalisation				
A. A.1-A.3	Prepositions and Time Expressions A.1 _____ A.3 _____ A.2 _____				
B. B.1-B.2	Common combinations B.1 _____ B.2 _____				
C.	Formal and Informal Position of prepositions				
D.	Prepositions-Summary				
1-3	Intergrated Grammar Practice-III 1 _____ 3 _____ 2 _____				

Any other notes/suggestions on this unit :

WB-8

### LITERATURE READER - X

Please give your opinion on the Fiction, Poetry and Drama selections by writing (✓) (meaning retain) or (x) (meaning replace). If you write (x) please give your reasons. Also mention the two or three activities that student enjoyed the most in each section. You may suggest a suitable replacement and send photocopies with other details as per instructions on page 1

	Fiction	✓	X	Reasons
F.1 2	The Tribute Text			
3	Activities 3 to 8			
F.2 2	The Lady or the Tiger Text			
3	Activities 3 to 9			
F.3 3	Games at Twilight Text			
4	Activities 4 to 8			
F.4 2	The Ultimate Safari Text			
3	Activities 3 to 9			

Any other notes/suggestions on this Fiction Section :

L-1

	Fiction	✓	✗	Reasons
F.4	The Ultimate Safari			
2	Text			
3	Activities 3 to 9			

Any other notes/suggestions on this Fiction Section :

L-2

	Poetry	✓	✗	Reasons
P.1	This is Going to Hurt Justia Little Bit			
3	Text			
4	Activities 4 to 10			
P.2	Mending Wall			
2	Text			
3	Activities 3 to 9			
P.3	Gulzaman's Son			
2	Text			
3	Activities 3 to 8			
P.4	The Frog & The Nightingale			
2	Text			
3	Activities 3 to 9			

Any other notes/suggestions on this Poetry Section :

L-3

	Poetry	✓	✗	Reasons
P.5	The Rime of the Ancient Mariner			
2	Text			
3	Activities 3 to 9			

Any other notes/suggestions on this Fiction Section :

L-4

	Drama	✓	×	Reasons
D 1	The Importance of Being Earnest			
1	Text			
	Act-1			
	Act-2			
	Act-3			
2	Activities 2 to 6			
D.2	Phoenix			
1	Text			
2	Activities 2 to 5			

Any other notes/suggestions on this Drama Section :

NIEPA DC

L-5

17-B, Sri Aurobindo Marg,  
New Delhi-110015  
DOC, No

D-10933  
04-01-2001

168



D10933