

Chapter –III

**A CRITICAL SURVEY OF AIMS AND
OBJECTIVES, CURRICULUM AND TEXT BOOKS**

3.0 Introduction:

In the previous chapter No. II a brief review was taken about the pre-and post-independence policies of teaching of English in India and Maharashtra. As it has already been stated in chapter I, the Maharashtra Government has introduced a new approach in the form of English at primary level. To understand how this approach is sought to be put into practice, it is necessary to examine the aims and objectives set at the primary level, curriculum provided and textbooks prescribed for std. I to IV by the BalBharati. This will help us to understand and relate the actual classroom pedagogy to the innovations suggested and see whether the new approach is successful or not and to what extent.

3.1 Aims And Objectives:

Objectives may be defined as, “ the purpose of a curriculum or teaching plan”. (Jain,1994, p.108). It provides the first guidelines for determining the learning experiences to be included in the curriculum. Without having a set of objectives clearly in view, teachers and curriculum planners can not make sound professional

judgements. The teacher uses the objectives to guide his planning and those sought by the learners need to be identical.

3.1.1 Broad/ General Aims:

Broad, general goals are used to define the need for various courses, activities and experiences in the community. General goals include four areas. These are education for citizenship, vocation, self-realization and critical thinking . These goals can be headed under two areas- related to the society and its values and related to the individual learners and his talents, needs, interests and abilities in a changing society. In addition to it general goals are related to the social forces, values and needs of that community.

As the present research concentrates at the study of teaching of English at the primary level, the general goals of teaching English at this stage i.e. std. I to IV are analyzed here.

The general goals mentioned in the Government Documentary ""इंग्रजी विषय अभ्यास क्रम (इयत्ता पहिली ते चौथी, SCERT, Pune – 30,2001 P.10-11) are

To enable the students

- i) to create self – confidence about English with the help of sufficient exercise and play way methods.
- ii) to create interest and instinct about learning of English.
- iii) to comprehend simple but natural English when spoken.
- iv) to use phonetics of English.
- v) to sing nursery rhymes in rhythm.
- vi) to speak simple English with fluency.
- vii) to communicate in English according to the respected age group.
- viii) to develop basics of reading and writing skill.
- ix) to use English practically in day to day life.
- x) to read (enjoy) children’s literature.
- xi) to develop lexical knowledge of English.
- xii) to make the students aware and perceive difference between his / her mother tongue and English .
- xiii) to exploit students competence and to enable the student to articulate in English using his/her abilities of articulation in his/her mother tongue.
- xiv) to built a sound base in primary and secondary skills.

Taking into consideration the general goals

mentioned above it is clear that the goals are set for individual as well as social values.

We can divide the general goals into two broad areas – related to the society and its values and related to the individual learners and his talents, needs, interests and abilities in changing society. The goals specified in the book (इंग्रजी विषय अभ्यासक्रम, इयत्ता पहिली ते चौथी, SCERT) in a sense reflect the popular demand for English in the days of globalization, it is argued, the knowledge and practical skills of using English are very essential and the government document, as well as the statement of objectives charted out by the syllabus designers, appear to have reflected this.

i) Goals-Related to society and its values.

H. H. Stern in “ Foreign Languages in Primary Education”

Remarks,

“ The precise determination of aims would in individual cases depend on various conditions – social, political, economic – and the degree of urgency with which the problem is viewed”.

(Stern,1974,p.q)

He again argues,

“ Political, economic, social, cultural historical geographical and other factors must be taken into account in determining any second language policy and particularly so when it is the question of introducing the language into the primary cycle of education.

This, as Stern argues, social and cultural aspects should be reflected while setting aims and objectives for the curriculum at primary level.

Pupils are expected at this level to develop their ability to communicate in English. It is aimed that the pupil should learn English for practical use in the society. Again they are intended to develop sound base in the primary and secondary skills of English. During this period (Std I to IV) they should be able to read children's literature available in English.

In India and especially in Maharashtra we ~~mis~~relate English with self – confidence, prestige and status. Taking into consideration this so called relationship, study of English is enabled for social values.

One of the objectives ^{of teaching} ~~about~~ English is to enable self confidence about English with the help of sufficient exercise and play way methods. In Maharashtra the S.S.C. and H.S.C. results are shocking due to English. Nearly 50% of students get failure in English in Board Examinations (Dastane 2000) one of the major reasons behind it may be the lack of confidence about English in the mind of students. So it is intended that the study of English from the early stage (std. I to IV) will create – self confidence about English. However it is a matter of research whether ~~by~~ increasing span of English teaching can create self confidence.

The aim seems to be vage.

^{Goals}
ii) Related to the Individual Learners :

The study of English at the primary level aims at pupil's sound base in Primary and secondary skills in English. That is why they can communicate and enjoy children's literature and develop their lexical knowledge in English.

It is aimed that study of English at the primary stage is introductory. The students are not expected to read and write in a detailed way. However, it is contradictory that majority of primary schools are not equipped with children's literature.

3.1.2 Specific Aims:

The specific aims are chosen or specified by the curriculum planning committee to ^{स्वतंत्र} its own philosophy of the subject. They are specified for certain age groups as well as for certain subject matter. Specific aims would be the sort of content on which it is fairly easy to test in according to minimum standards of achievements.

Specific aims are needed to be definite and clear cut. These are short term aims. These aims help the teacher to know exactly what the teacher is to do during a particular unit. According to A.K. Jain, “ In terms of educational technology we can say that the specification of objective is the motor that sets the teaching learning process into motion (Jain, 108)

With the help of specific aims proper methods of teaching can be formulated clearly. It enables the teacher and the pupil to concentrate on one aspect of the whole subject and on one language activity.

SCERT has provided specific aims for the std. I to IV (इंग्रजी विषय अभ्यासक्रम , २००१ ,P-15-18). These are as follows.

Aims and specific objectives for standard I to IV

It is expected that the teaching of English to standards I to IV of Non-English medium schools will take place within a specific context which aims at the following :

Specific Objectives for Std I and II**➤ Listening:**

To enable the student to –

1. enjoy listening to songs and poems.
2. Listen so as to repeat the sounds, and the stress and intonation patterns.
3. Understand and respond to commands, requests and instructions.
4. Acquire new vocabulary.
5. Increase his/her span of attention.
6. Listen attentively to short narrations and descriptions presented with the help of visual aids.

➤ **Speaking:**

To enable the student to –

1. learn the distinct sounds of the English language.
2. Become aware of and begin to use features such as stress and intonation.
3. Recite a few poems/songs of his/her choice.
4. Say a few sentences according to a given model.
5. Speak about him self/herself and topics of his/her choice in a few simple sentences (about 5 sentences)
6. Relate a story with the help of pictures and key-words.
7. Be ready for face-to-face interactions with others in familiar situation. (Use of stock expressions, seeking permission, making requests, etc.)

➤ **Reading:**

To enable the student to –

1. identify different shapes and the distinctions between them.
2. name objects and pictures.
3. say a few whole words by looking at them.
4. identify some letters of the alphabet.
5. read the calendar (Std II)

➤ **Writing:**

To enable the student to –

1. hold a pencil / crayon properly.
2. gradually achieve better eye-hand co-ordination.
3. get used to left to right progression in writing.
4. copy different shapes in the proper direction.
5. associate the names of some letters with their shapes.
6. trace the strokes and some letters.
7. copy some letters of the alphabet.
8. learn to write his/her name, names of family members, teachers and friends, name of his/her place.

Specific Objectives for III and IV:

➤ **Listening :**

To enable the student to –

1. listen attentively to note the characteristics of spoken English such as stress and intonation patterns.
2. locate the stress in words of two or more syllables.
3. listen and understand instructions for individual and group activity.

4. listen and respond to a chain of instructions / requests at a time.
5. enjoy listening to songs and poems.
6. get motivated to listen to English on TV, radio and audio cassettes.
7. understand words and phrases from the context.
8. listen to short announcements and understand them.
9. understand a sequence of events.
10. get the gist of a short conversation or narration.

➤ **Speaking:**

To enable the student to –

1. be aware of the stress patterns while saying polysyllabic words and groups of words.
2. be aware of the use of intonation.
3. use greetings, farewells and other polite expressions with ease.
4. say a few sentences with reasonable speed and awareness of features such as stress and intonation.
5. recite poems /songs of his / her choice individually with pleasure.
6. learn the use of body language and gestures that accompany speech.
7. speak a few sentences on a familiar topic.

8. talk about people, occupations, etc. in a few simple sentences.
9. answer simple questions appropriately.
10. make simple inquiries and polite requests.
11. give directions in simple sentences.
12. narrate a sequence of events with the help of pictures and key words.
13. try to report an event.
14. describe things, pictures, etc. in a few simple sentences.
15. participate in a conversation on a familiar topic.
16. know how to use the telephone.
17. tell simple jokes, riddles etc.
18. describe known events, festivals, etc. in a few sentences.
19. communicate one's personal needs, feelings, etc. politely
20. take part in a short skit, play etc.

➤ **Reading:**

To enable the student to –

1. read and identify the letters of the alphabet (capital and small)
2. read and understand simple words.
3. read and understand simple punctuation marks.

4. read aloud groups of words and short sentences with proper pauses, stress and intonation.
5. read aloud simple, familiar and short passages with reasonable speed.
6. read and understand commonly used contracted forms.
7. try to read English signs, hoarding, advertisements etc. seen in the surroundings.
8. read simple maps.
9. read simple narration's, descriptions, conversations, news etc. from authentic sources such as children's books, magazines etc.
10. arrange various words in alphabetical order.
11. find words from a children's dictionary or glossary.
12. read handwritten material.

➤ **Writing:**

To enable the student to-

1. copy the letters of the alphabet properly on four lines. (Print script)
2. write capital and small letters properly.

3. write simple words such as names of parts of the body, personal names, names of birds, animals and other familiar objects.
4. copy sentences from the blackboard and from the text.
5. write to dictation simple familiar words and sentences.
6. use punctuation :
 - apostrophe (')
 - full stop (.)
 - question mark (?)
 - comma (,)
7. write simple phrases and short sentences about self, family, friends, school, pet animals, birds and such other familiar things.
8. (a) write words with proper spacing between letters.
(b) write sentences with proper spacing between words.
9. write related words from given clues.
10. write a continuous, meaningful passage (5 to 7 sentences) on a simple familiar topic with the help of pictorial clues, key words, etc.

The specific aims given above are grouped into two areas. Specific aims for std. (I & II) and (std III & IV). These aims can

be divided into 4 groups. Listening, speaking, Reading and writing. Specific activities for specific skill are discussed .

As H.H.Stern in “ Foreign Languages in primary Education” argues,

~~Argues,~~

“ The learning of a second Language must be regarded as a necessary part of total personality formation in the modern world, since it should enable a person to live and move freely in more than one culture and free him from the limitations imposed by belonging to, and being educated within, a single cultural group and a single linguistic community.”

(Stern,1974,0 P.8)

As Stern argues, the learning of second language (SL here after) is a part of personality formation. Study of English at the primary level enables the student to acquire sound base in primary and secondary schools. Acquisition of the skills in English may help the students to live freely more than one culture. These aims of teaching English at this early stage centers round the use of English in day to day practical life Though it is second language (SL here after) it is expected to

learn naturally. It is far more a development of some innate skill which every human being is equipped to perform.

i) Listening –

Listening skill includes a vast range of situations where the learners are silent receivers of messages directed at them. Listening demands active involvement from the hearer.

While describing the nature of ‘ listening’ skill, W. Littlewood remarks,

“ The nature of listening comprehension means that the learner should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also his nonlinguistic knowledge,” (Littlewood, 1988 ,66)

W. Littlewood mentions three groups of listening activity in “Communicative Language Teaching : A Introduction.”

- 1) Performing physical tasks (Selecting pictures)
- 2) Transferring Information
- 3) Reformulating and evaluating information (Littlewood, 1988,67)

i) Performing Physical Tasks’ –

Here the learner is motivated to look for specific

meanings, related to a task which he must perform . The activities like ' Look listen and act', ' Listen and repeat', identification of shapes, identification of words with the help of pictures, locating specific places, etc. are included in this group.

ii) Transferring Information –

Here also learners are required to look for specific types of Meaning. Activities like ' look and answer, describe the picture, instructions etc are included here.

iii) Reformulating and ^{of} Evaluation Information -.

Activities like information transfer evaluation of speech etc. can be evaluated in this category.

Thus, various activities ^{can} ~~are~~ possible ~~to~~ be provided to the learners of second language.

The learning of English at this stage begins with natural order of learning mother tongue. Listening is the first expected skill to achieve . At the very beginning stage students should be given sufficient ear training. A lot of ear practice without comprehending its meaning is necessary to be given. Keeping this point in view the various activities mentioned in the three

groups above are given in the curriculum. It enables the students to enjoy listening nursery rhymes, understand and react positively to instructions. At std. IV it is expected that the pupil should get the gist of a short conversation or narration.

In the listening, accuracy is adopted which implies conformity with a given standard or model.

ii) Speaking –

As it has been aimed that English should be introduced for Communicative purpose, it is obvious that the students are expected to be introduced to spoken English from the early stage.

According to the communicative point of view, a range of listening and speaking activities at word, phrase and sentence level can be generated from the set of pictures and can be adapted for other topics. They can be used with language that the children have only recently met for the first time. Many of these activities will seem like games – they are fast moving and sometimes have a competitive edge- they are likely to keep pupils' interest. (Camron 2001,P.60). Some activities like identifying and naming the picture, participation in group

conversation etc. In addition to it the students are expected to be able to sing nursery rhymes in rhythm with comprehension, to describe known events, festivals and to communicate one's personal needs, feelings etc. Without mere imitation from the textbooks, the students are expected to express confidently their feelings, answer to simple questions and inquire to get information. In the teaching learning program at this stage, pronunciation, grammatical constituents and correction of errors are to be minimal.

iii) Reading :

Reading and writing which are the secondary skills are actually expected at secondary stage (std. III and IV.) . At the early stage (std I and II) the pupils are expected to identify different shapes, name objects and pictures with the help of association. These activities are introductory to readings skill. At the secondary stage, they are expected to read and understand simple words and sentences, to identify punctuation marks, simple narration, conversations, signs, hoarding, ads. etc seen in the surrounding.

The skill of reading and writing are known as literacy skill. They are used for expressing and sharing meanings between people.

We can not relate reading with saying what is written down but it is ^a way to understand. Reading does link to speaking. The Reading activities should be based on three types of information I) visual information from written symbols, ii) phonological information and iii) semantic information from the conventional meanings associated with the words as sounds and symbols. All these three types provide skillful reading. There are number of activities like identifying different objects, naming the pictures, short conversation etc. based on the three type of information mentioned above.(Cameron 2001, P.125)

There are two types of reading: loud and silent reading. At the primary stage loud reading on sound oral base is expected. The students are expected to read only what they have heard and said and understand.

iv) Writing-

Just like speech, students' active participation is expected in the fourth skill- writing. Writing should begin with students

favorite subjects. At the early stage (std.I & II) sufficient pre-writing activities are provided. It includes drawing lines, circles, copying of different shapes, copying of some letters. The actual writing activity begins from std. III and IV. Students are expected to write their names, names of their friends and other things they like and know, to write their daily diary and various feelings. It does not matter how the students have written but what is written.

The specific aims for English at the primary stage are set for general purpose. Students are expected here to introduce themselves with basic skills. Acquisition of basic skills is not expected in deep. However, when we study the specific aims in detail, at the primary level only introduction of reading and writing is expected. On the contrary it is expected that students should enjoy children's literature. There is sudden jump from preparation of basic skills to reading of children's literature.

3.2. Curriculum: English (For Non English Medium Schools):

The concept of curriculum has a wider application. The term is used to refer not only to what is listed as the domains of

knowledge and belief from which the formal teaching content of the school is drawn , but also to the social process occurring in the classrooms. Curriculum can be used and has traditionally been so employed, simply to indicate the range of knowledge areas upon which learning and teaching in a school is based.

Here for the present research the word curriculum has been used for-

- I) The subject matter of English taught to the students at the primary level.
- II) The planned experiences of English of the learners
- III) The course of English offered in a primary school
(Std. I to IV)

Before discussing curriculum provided at the primary level, it will be logical here to discuss theoretically bases and criteria of curriculum.

3.2.1 The bases of curriculum

There are four bases of curriculum (Glen Hass, 1997,P.6).

These can be discussed in brief as below.

i) Social forces –

When planning curricula the various levels and types of social Forces, pertinent concepts from the social disciplines and future planning should be considered. The social setting of the surrounding community such as cultural, economic, historical , philosophical and political circumstances should reflect in the curriculum.

ii) Human Development –

There are a number of generally accepted stages of human Development including infancy, childhood etc. The human development approach to the curriculum includes a body of knowledge about human growth and point of view with reference to learners. Knowledge of human development helps the curriculum planner provide for both age and individual differences among learners. While planning curriculum one must take into consideration learners nature (age wise) and needs.

iii) Nature of Learning –

An understanding of how learning occurs in human beings is

obviously of central importance for planning the curriculum and for teaching. There are various theories of learning such as the behaviorist's theory, the cognitive theory, the field theory and social learning theory of learning.

a) The Behaviorist's Theory -

The keyword of this theory is 'Experience'. Learning is a conditioning process by which a person acquires a new response. Motivation is the urge to act, which results from a stimulus. A person selects one response instead of another because of the particular combination of prior conditioning and physiological drives operating at the moment of action.

Introduction of new words with the help of models and pictures, situations, identification of words and colours, association of words and scripts etc all these activities are based on the behaviorist theory of learning. Here the students select one response instead of another because of the particular combination of prior conditioning.

b) Cognitive Theory –

Cognitive theory of learning centers round the ‘wholeness.’ According to this theory one should start with the total aspects of a learning situation and then move to particulars in the light of whole. Thus , obtaining an “ overview” is often important in learning. The major idea of these theory is that the whole is always greater than the sum of parts. Cognitive field learning theory emphasizes personal meaning, generalization, principles, discovery learning, coding.

Cognitive theory of learning is applied in teaching of alphabets at the primary stage. Here students proceed from whole to part. The traditional method of learning alphabets from the beginning to the end i.e. a to Z has been dropped here. The sequence of learning alphabets is decided by the frequency of experience of the particularly letter. Secondly words are introduced at first and then letters are introduced

c) Social learning / Communicative Approach

According to the social learning theory, the learning process is primarily social, and learning occurs through socialization. Socialization is carried on by a variety of social agents including

the family, the peer group, the school and religion. It is a communicative approach to learning . It aims at the social development of students. Indian manners, good habits, moral stories like 'lion and mouse' ' Go off pumpkin' Who ate the butter?' etc. these activities one functional activities which reflects socialization.

iv) The Nature of knowledge :-

In the 21st century emphasis was placed on knowledge as a ^Wmajor base of curriculum. According to this base, students should be provided with current knowledge in that subject. The knowledge should be flexible and change according to the situation.

The curriculum introduced at this level (Std. I to IV) includes a number of activities which aims at knowledge experience. Activities like vocabulary learning, sound patterns, use of English words in Marathi language etc. all one based on this level.

3.2.2. Curriculum Criteria:

A criterion is a standard on which a decision or judgement can be based. They are guidelines on which curriculum decisions can be made. The criteria are as follows.

- i) The planned general and specific objectives are the most significant criteria for developing curriculum plan.
- ii) The four bases of curriculum should also be used as curriculum's criteria .
- iii) Other criteria are individual differences, continuity, balance, flexibility, co-operative planning, student-teacher planning, teaching of values, problem solving etc.

While planning curriculum for the primary school for non English Medium schools in Maharashtra the importance was given to the achievement of general and specific objectives. There are various activities mentioned in the curriculum which focuses on acquisition of the four basic skills. Activities like nursery rhymes, short conversation, simple stories, introduction of various words help the students to acquire basic skills in English. There are variety of activities which provide the students with different experience in the community. Students

are motivated on instrumental as well as integrative ground to use English in their practical life.

Flexibility is one of the distinguishing trait of curriculum.

We see the flexibility in respect to time, urban-rural life, individual differences etc. The textbook and material has to have the ability to lend itself to the needs of various individuals. For instance in the text-book (std. II) students are made aware about rural as well as urban life. The textbook makes use of culturally familiar materials. For dramatization, short stories like ‘ The Monkey and a cap seller’, “ Went off pumpkin” etc. are taken from Indian culture. The vocabulary introduced at this level is also prepared taking into consideration the surrounding of India. E.g. Furniture vocabulary, kitchen vocabulary-pot, bowl, dish, glass, sieve, spoon, strainer, rolling pin, grater etc., classroom and home equipment’s, names of family members, animal vocabulary-lion, tiger, cow, goat, monkey, donkey, fruits-orange, apple, pineapple, banana, mango , guava etc.

Thus the curriculum introduced at the primary level can be categorized into two areas- activity based & language based.

i) Activity Based curriculum –

There are many activities mentioned in the curriculum which needs students' active participation. Each unit in the text book begins with an activity " Listen and act" which includes acting songs, instruction , language games etc. Students are given other activities also like match the some words, look and identify, identification of names with the help of pictures, etc.

All these activities help the students to provide whole learning context and allow them to develop their own language texts from the results of practical tasks.

ii) Language Based curriculum –

Solving riddles, lexical development, abilities to use sentence patterns, sound and stress patterns etc. are language skills. Students are introduced with general grammatical constituents like use prepositions, adjectives, verbs, adverbs, interrogations etc.

3.2.3 Time Provided for Teaching English :

The time allowed for second language teaching in the primary school, curriculum is likely to depend on the degree of urgency and the level of expected bilingual command . It is

claimed that the results are better if we provide daily practice even if it is short-spanned. It favors the regular but brief lesson period, lasting 30 minutes or less.

At the primary stage (Std.I to IV) 5 Periods of 30 minutes ^{each} ~~is one~~ reserved for English in a week. The workload of the subject “Work Experience” has been reduced by 5 periods and these periods are given to English. Taking into consideration the vast curriculum and various activities, time reserved for teaching of English (TEL hereafter) is not sufficient. Maximum periods should be given to TEL. At least one period of 30 minutes a day is required.

3.3. Textbook Analysis:

This is an age of computers and satellite communications. In most fields powerful and advanced technologies are found. Yet only the print media is used in the class-room. Though it is an age of computer literacy, only printed textbooks are used.

There are six dimensions of technology of text materials (Patel M. R 11). They are as follows.

- i) Physical Aspect of print Material –

It includes book size, number of pages, paper quality, suitability, superiority, binding, coverage, thickness, attractiveness, title page information etc.

ii) Print Orientation –

It includes line length, type, characteristics, spacing margins layout, spatial and typographic uses to the forms, functions, sequence and content.

iii) Nominal stimulants of text material –

It is the most important constituent of textbook.. It includes content presentation and form..

iv) Mathemagnemic Activities :

It is textbook comprehension process. Fixation of the eyes, material in the inductive and deductive manner, summarizing and review etc. are consisted in it.

v) Reader Characteristics –

Word building activity, framing questions, linking subjects etc. are included in this constituent.

vi) Outcomes of Reading –

It includes mental images, verbal description, drill, exercise, Evaluation process etc.

After a brief review of the dimensions of text technologies, we turn to our topic of subject ‘study of teaching of English at primary Level’. As text-books for std. I, II, III and IV are the most important means for teaching at the primary level, it is necessary to analyze them in brief.

When the study of English was introduced on June 2000, the text book “My English Book One” (मराठी माध्यम) was prescribed from Std.I, II, III & IV. From the second year i.e. June 2001 this text remained only for the std.I. “My English Book Two” was prescribed for Std. II, III & IV on June 2001-2002. “My English Book Three” was prescribed for Std. III & IV on June 2002. April 2003. “My English Book Four” is to introduce for Std.IV on June 2003. So it is not considered in the research work.

3.3.1 “My English Book One”:

The size of the book is not bulky. It is made up of 72 pages, in addition to it, it has cover page, title page and pages containing preface and contents. The quality of the paper is medium. The cover page is thick with attractive and colorful pictures. However

as children from 6 to 7 of age group are handling it, if the cover page was plastic coated it would last for a year long. The thread binding is qualitative.

The typography of the text is skillful. The margin is appropriate.

i) Content Analysis –

The content of My English Book One is made up of 8 units.

Each unit begins with teacher's page where necessary information about the teaching of unit is provided, in Devnagari script (Marathi). The content of the textbook fulfils general as well as specific aims. It provides number of activities like conversations, instructions, vocabulary short stories which emphasize listening and speaking exercise.

There are in all 17 poems. These are 'Two little hands' 'Hickory, Dickory' 'Johny Johny' 'Rain' Rain', 'I Hear Thunder' 'Lazy Mary' 'Baa-Baa, Black Sheep' 'Pat-a-cake,' 'Pat-a-cake', 'Butterflies, Butterflies', "Tall Ears' 'Oh, Look At The Moon", "Twinkle, Twinkle" ' My Grandfather', Meera Had a Little Cat'; 'One, Two,Let's Visit The Zoo', 'Jack and Jill,' 'Thank you ...'. Some of the poems perfectly suit Indian culture. Poems like I Hear

Thunder ..., 'Thank you'... But many poems are from the nursery rhymes used in England. E.g. Johnny Johnny, 'Lazy Mary', Jack and Jill'. These do not suit Indian culture . Whether the students comprehend them by heart or they like ^{the rhythm or} only tone of the poem is again a matter of research.

There are two short stories. Both are famous in regional Language (Marathi). These are " Who ate the butter and 'Jungle Story'. The stories selected at this level are appropriate to suit Indian Culture.

There are 11 pieces of conversation which are prepared on various grounds. e.g. Conversation between student and teacher, conversation in the kitchen etc. These pieces of conversation ^{are intended to} help the pupils to use English in practical life.

There are number of instructions given with the help of pictures. It includes individual & group instructions e.g." Move your head from side to side. Getting ready for school" etc. As all the instructions are given with the help of pictures, it is easy for the students to understand.

There are vocabulary learning exercise and introduction to new words animal vocabulary , kitchen, fruit, name of the body

(body organs), game vocabulary- tipcat, hide and seek, marbles, hopscotch etc. house vocabulary-sofa, tea-poy , chair, table etc. The vocabulary and introductory words selected here are chosen from the pupils' day to day life.

Pictures play a significant role in comprehending the meaning the activities and situations. However some pieces of unit are tried to Indianize with the help of pictures which seems opposite e.g. Jack & Jill.”

In the textbqok instructions for the teachers, pronunciation of the words & poems are provided in Devnagari transcription (Marathi) which the teachers will find it useful. But it is not proper for the English text.

3.3.2. “ My English Book Two ”:

The size of the text is suitable for the child to handle it for a year long period. There are 86 pages and coverage, title page, pages of preface and contents attached separately. The quality of the paper is medium. The coverage is ^{good}~~think~~ with colorful picture. At the same time, ~~the~~ care is taken that it should not be gaudy.

The textbook is child centered, The emphasis is given on learning English Playfully through engaging ^{Here in} different activities.

Content Analysis –

There are five units: the content presents a series of graded activities like ‘ Listen and Repeat’, ‘ Listen and Act’, Listen, sing and Act’ and ‘ Listen and speak’ etc. At the end of the unit exercise are given which tests the comprehension of the students.

At the beginning of the each unit’ teachers’ page’ is given where specific instructions are provided to deal with each part. These instructions are given in regional Language (Marathi) with an opinion that teachers can comprehend it easily.

There are 15 poems prescribed for std. II. These poems are ‘ We thank you God’, ‘Head shoulder, “ Incy wincy spider’, fish fox frog, I am farmer,’ ‘Who are you’, ‘ Five potato wadas,’ Ding dong bell,’ ‘Here is a ball,’ ‘Little miss johar,’ ‘Once I saw’, ‘Where home you been,’ ‘Six little mice,’ ‘ Tony Tinker,’ ‘Girls and Boys,’ These poems are longer comparing ^{ed} to the last years poems. They are ~~tried~~ ^{be} to comprehend with the help of suitable pictures. They are again tried to light on Indian Culture.

The famous short stories in Marathi ‘ The Lion and mouse’ and ‘ The Monkeys and cap seller’ are translated in English and provided in the text. They are simplified with the help of pictures.

The piece of conversation are larger & they tempt the students to observe the surrounding minutely. There are 16 pieces of short conversations variety of subjects in and out side school are discussed here. Conversation between student teacher, friends, family members, telephone conversations are introduced here.

Near 125-150 new words are introduced for the std. II, which includes the objects with in students experience, which they knew.

At this level prepositions, adjectives are introduced directly. Preparation of writing skill includes copying of different shapes.

Pictures are given for the introduction of new words, conversations, instructions and stories. Thus the text prescribed for std. II is very skillfully prepared.

3.3.3. “ My English Book Three”:

The text prescribed for std. III is different from earlier two texts. It is provided with four skills reading and writing are

introduced at this stage. The book is child centered, activity oriented and colorful.

'My English Book Three' is consists of 120 pages which includes 8 units. The activities are given in a graded sequence.

Content Analysis –

The content includes 12 rhymes and 206 activities. The text is pictorial and the principle "Known to unknown" is used with its graded sequence. The script emphasizes use of small letters as it is used always. The capital letters are rarely used.

The rhymes, include in the text are 'Once I met', Hush baby', 'Here we play', 'Little lambs', ' a,b c d e ...' 'Wheat, jowar & bajra grow', 'One, two,' 'Help me, 'I live here', Walk like a soldier', 'Mime-time – Go to sleep', ' I want to grow.' These poems are made up of 3-4 stanzas and comprehension is made in a detailed way. Some poems like 'Wheat, Jowar' are deliberately included in order to introduce Indian culture.

Famous stories in Marathi are translated into English, ~~which~~
 Students are already familiar with its contents e.g. 'Go off
 Pumpkin',
 "The king & Mouse' etc.

There are number of conversations. At this level students are expected to speak individually on their favorite subjects like festival, birthday & engage in short conversation.

Nearly 200 new words are introduced for std. III. ~~Some~~ of the words ^{are repeated from} ~~one revision of~~ last two years, *vocabulary*.

The method of teaching alphabets is not traditional like 'a' for apple, but children learn alphabets naturally with frequency of letters occurrence. At first simple letters are introduced. The letters are introduced according to its sound pattern. e.g. ant, ball, paper. Students are made aware about its various of sound patterns.

Students are introduced ^{to the} ~~with~~ Indian culture with the help of various activities like Indian festivals, stories, rhymes, vocabulary etc.

At the end of each page, instructions for teachers are given with respective medium of instruction.

Thus, an attempt is made in this chapter to survey and analyze in brief the general and specific objectives, curriculum, provided at the primary stage and text books prescribed at this level.

Chapter IV intends to analyze data collected through the questionnaire. We ~~have provided~~^{administered} a questionnaire to the primary teachers in Shirol Taluka and collected their views and opinions ~~about~~ to know what teachers feel about textbook, methodology, their own competence, training programs, policy of Government etc. It is essential to know the primary teachers' opinion about various things mentioned above which play an important role in classroom interaction. Thus, the next chapter is about the data analysis.