

# Curriculum and Assessment of English Language Teaching for Girls Education in India

Alka Sharma<sup>1</sup>, Dr. Saraswati Ghosh<sup>2</sup>

<sup>1</sup>Research Scholar Sanskriti University, Mathura, UP, India.

<sup>2</sup>Professor Sanskriti University, Mathura, UP, India.

Email: <sup>1</sup>alkasharma.phd.2020@sanskriti.ac.in, <sup>2</sup>saraswatig.soe@sanskriti.edu.in

**Abstract:** The check that follows depends to a great extent on a deskwork survey of openly accessible instructive reports, scholastic papers and online data. Some key source interviews were likewise done to enhance the work area work with the voices and points of view of professionals engaged with explicit areas of English schooling in India. These meetings, while not at all generalizable, give the particular reasonable understanding frequently missing in true records and permit holes in the accessible writing to be tended to the report starts with an outline of training in India for the most part prior to zeroing in more detail on a scope of issues of explicit worth to English language schooling. Following a talk of the job of English in India, key instructive strategies that influence English language schooling are featured. The center part of the report looks at the act of English language educating, including a conversation of the polyglot setting for language learning in India, course readings and assets, useful innovation, showing plans and evaluation.

**Keywords:** - NEP, UNESCO, NCTE, ASER, NGO, DIKSHA & SSA

---

## 1. Introduction

This segment, which draws on and refreshes where vital a 2019 examination distributed by the English Gathering (Anderson and Lightfoot, 2019), gives an outline of the schooling system in India (see likewise Emendable and Mukhopadhyay, 2019 and, most as of late, UNESCO, 2021). This is an exceptionally enormous and complex framework, as the markers displayed on the past page propose. It is vital to take note of that while another Public Training Strategy (NEP) was delivered in 2020 (Service of Human Asset Improvement, 2020; for an examination, see Agarwal and Narang, 2021), this has not yet affected fundamentally on instructive practices around the country. Our concentration here, in this manner, is on the circumstance in training and English schooling in India as it presently stands, in spite of the fact that proposed changes that are of specific pertinence will be featured.

### 1.1 Responsibility for education

The Service of Training (previously the Service of Human Asset and Spread) has generally liability regarding training in India. The school system, however, is controlled and overseen by a perplexing scope of boards and foundations at both public and state level (see Anderson and Lightfoot, 2019:38-9 for an organogram). For instance, the Public Chamber of Instructive

Survey and Preparing (NCERT) (for its 2020 yearly report, see Public Gathering of Instructive Exploration and Preparing, 2020) and the Public Committee for Educator Training (NCTE), both situated in New Delhi, assume focal parts in school instruction (especially helpful programs and course books) and opening instructor schooling separately. Schooling inside states, however, is additionally controlled by State Gatherings of Instructive Exploration and Preparing (SCERTs) and upheld at region level by Locale Organizations for Schooling and Preparing (DIETs).

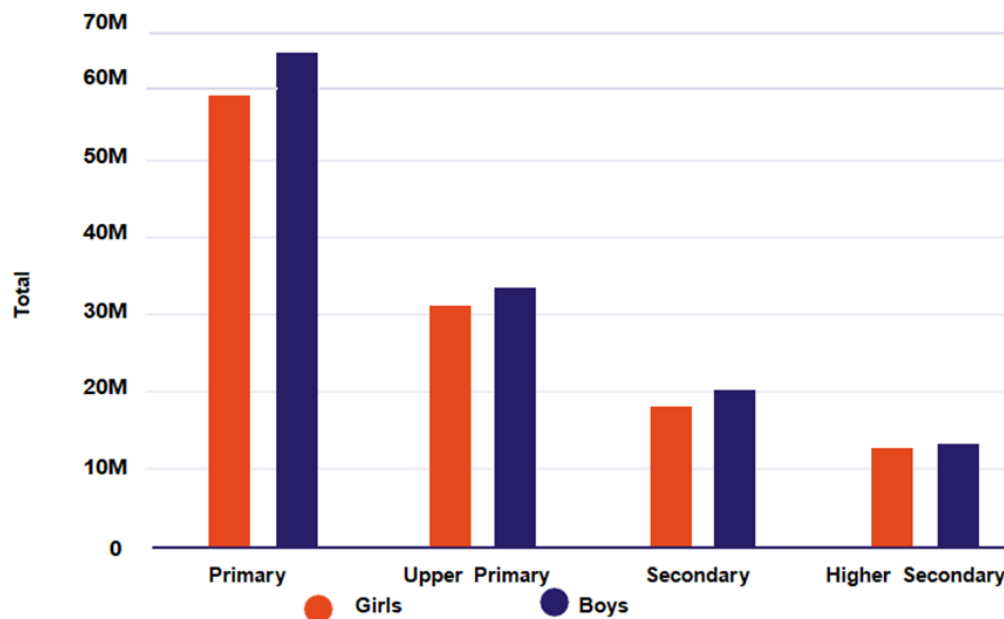


Figure 1: Learners in primary and secondary education in India (Department of School Education and Literacy, 2021b)

## 1.2 Structure

Training in India is separated into pre-essential (ages 3-6), essential (6-10), upper essential (11-14), auxiliary (14-16) and higher optional (17-18). These divisions are not generally reflected practically speaking and varieties in the scope old enough gatherings present in unambiguous grades have been found, especially in rustic regions.

Schools are named either government or private, with the last option being additionally separated into government supported or independent (for example which get no monetary help from the state). Instruction is also given through madrasas and Ancestral/Social Government assistance Office schools. As indicated by the Branch of School Instruction and Proficiency (2021b), understudies are isolated equally among rule and non-government schools. However, class sizes shift deeply the nation over, the normal understudy instructor proportion for grade schools is 27 and for upper essential it is 19 (Division of School Training and Proficiency, 2021c).

## 1.3 Gender

As per 2018 figures, the grown-up proficiency rate is more than 74% (66% of females and 82 percent of guys). Among G20 nations, India has the most elevated portion of grown-ups without essential training (OECD, 2019). While essential enrolment figures for young men and young ladies are both north of 90%, 'the orientation whole in instructive accomplishment stays high [in favor of men] across all degrees of training' (OECD, 2019:02). India partook in

PISA in 2009 however performed gravely (72nd out of 73 countries) (The Print, 2021) and didn't partake in 2012 and 2015. It wanted to partake again in 2021 however this has been delayed until 2022 because of Coronavirus (Tests Day to day, 2021).

#### **1.4 Curriculum and assessment**

The Public Didactic Program System (Public Board of Instructive Exploration and Preparing, 2005) controls training arrangement in the nation and school schedules and course readings are NCERT sees the Public Educational Program System (NCF) as a wide arrangement for doing instructive objectives. It gives an 'educational plan center' that offers a reasonable construction, which shows useful standards to direct the improvement of reading material and instructive practices (Public Committee of Instructive Exploration and Preparing, 2006a). Educational program structures are supposed to be intermittently figured out both at public and state levels. The latest NCF was delivered in 2005 and, on a fundamental level, this fills in as an overall aide for educational plan improvement across subjects, with adaptability and opportunity inside states to adjust the system as needs be and pertinent without decline its essential principles. However, not many states Foster their own unequivocal and autonomous curricular system archives. Much of the time, didactic programs show up as brief blueprints affixed to reading material, summing up the goals, instructive methodologies and evaluation plans to be followed for the given subject. As of now, the rules of the NCF 2005 are in force; however, another NCF is conceived in light of NEP 2020. Previously, State Educational plan Systems (SCFs) followed the NCF and were created based on it. Nonetheless, in the ongoing activity, SCFs are supposed to take care of into the NCF. SCERTs have been entrusted to get ready SCFs of four sorts - school instruction, youth care and mentoring, educator training and grown-up schooling - which will then, at that point, be involved by a Public Guiding Panel for the Advance of Public Educational program Systems, as per a new official statement by the focal Service of Training (Service of Schooling, 2021b).

### **2. Teachers**

As per UNESCO (2021), the labor force in India has a shortfall of more than 1,000,000 coaches. The public authority teacher populace is comprised of additional guys (2.7 million) than females (2.1 million) (Branch of School Training and Proficiency, 2021c), however this orientation hole has been shut significantly as of late. In non-public schools, however, females all out 2.3 million contrasted with 1.3 million guys.

#### **2.1 Pre-service teacher education and qualifications**

As verified above, duty regarding beginning educator schooling in India lies with the NCTE and is directed by the Public Educational plan Structure for Instructor Training (NCFTE) (Public Gathering for Educator Training, 2009). Different educator capabilities are perceived, like the Certificate in Rudimentary Training (D.El.Ed) and unhitched male of Schooling (B.ed). Planned fundamental training educators should likewise finish the Educator Qualification Assessment (Senate of India, 2021) a significant direction report (Service of Human Asset Improvement, 2012) noticed a few issues related with beginning educator schooling in India, including an absence of broadness and profundity because of its brief span. It was likewise noticed that 'one significant weak spot in existing educator schooling programs is the quality and experience of the people who have the obligation of fixing youthful participants to the calling of instructing' (p.21). Because of the primary worry about the length of beginning educator schooling in India, the new NEP praises that a reexamined

(for example with a more prominent spotlight on creating sound showing abilities) Four-year Lone ranger of Instruction (B.ed) be the base showing capability by 2030. The sendoff of another four-year coordinated educator training program lined up with the NEP was truth be told reported in November 2021 (Service of Schooling, 2021a).

## **2.2 Teacher evaluation and performance standards**

A check of educator duty in India (Bambawale, Hughes and Lightfoot, 2018) reasoned that the worth of this cycle was perceived and pertinent apparatuses to help it are accessible however that 'vulnerability exists around its motivation and application' (p.29). Subsequently, for instance, while an aide on educator self-evaluation has been distributed (Public Board of Instructive Exploration and Preparing, 2019a), it is hazy by and by how instructors utilize this to ponder their own skills. In a later examination, Pandey (2021) likewise noticed that different ways to deal with educator evaluation (like APAR - Yearly Execution Appraisal Reports) are applied in India yet with practically no consistency. NEP 2020 has animated nearer regard for educator quality, including instructor examination, and new draft educator norms have been distributed (Public Board for Instructor Schooling, 2021). Four principles are characterized: basic beliefs and morals; proficient information and grasping; proficient practice and skill; and expert turn of events and growth. It will be fascinating to screen how these norms shape educator assessment rehearses in the years ahead; making new systems and devices is significant, yet these should be joined by help and tuition that permits tutors and different partners to change laid out thoughts and works on viewing what considers educator quality and how it ought to be evaluated.

## **2.3 Technology and education**

The new NEP additionally stresses the significance of innovation and states that 'utilization and combination of innovation to work on different parts of schooling will be upheld and embraced' (Service of Human Asset Advancement, 2020:56). Provokes comparable to this objective are additionally recognized, for example, guaranteeing schools approach power (as per the Branch of School Training and Proficiency, 2021d, 83.4 percent of schools in India meet this necessity), equipment and programming. As per UNESCO (2021), most educators in India have uplifting outlooks towards the reconciliation of innovation into their work. Since Walk 2020, Coronavirus has affected significantly on schooling in India (Vegas, Shah and Fowler, 2021).

A new report (ASER, 2020) inspected the effect of Coronavirus in rustic regions, finding, for instance, that 50% of the respondent educators had gotten preparing to remotely uphold instructing. Nonetheless, something like 18% of country understudies, for the most part above Standard 8 and in non-public schools, went to online classes, with the overall end being that, despite the fact that 62% of families had a cell phone, 'the effect of computerized method for arriving at youths isn't noteworthy, whether in government schools or private' (p.10). UNESCO (2021:07) reports that cell phones have been the essential innovation utilized by educators during Coronavirus yet, once more, takes note of, that 'a huge extent of understudies have had restricted or no admittance to gadgets and information'.

## **2.4 NGOs in education**

A white paper on NGOs by Worldwide Administration Drive (GGI, 2020) recognizes four expansive areas of mediation followed by instructive NGOs - foundation, government backing, essential showing administrations and human resources improvement. In light of

reviews with the main 32 NGOs, this report presumes that the last two of these areas are where most NGOs center, while there is less spotlight on foundation and government support. Movement reports from a few driving NGOs demonstrate that, in school training, issues, for example, proficiency, numeracy, access and consideration are given. NGOs working in training likewise mediate in numerous ways, from direct association in educating and figuring out how to backing and examination. The Azim Premji Establishment, for instance, runs its own lower essential 'exhibit schools' in nine locales in four states (Azim Premji Establishment, 2017). It likewise has 'field organizations' in 50 regions across six states and one association domain pointed toward 'further developing the public authority school schooling system at the locale level' through proficient limit working of partners (Azim Premji Establishment, 2017). Another NGO, Pratham, mediates both straightforwardly (its educators showing youngsters in schools and gatherings) and through organizations with government groups, and has a broad arrangement of exercises particularly in essential training. It additionally directs the yearly public study of kids' tutoring and primary advancing across provincial India, prompting Yearly Status of Training Reports (ASERs), which are viewed as key archives on fundamental proficiency and the situation with instruction (Pratham, n.d.). NGOs like Focal Square Groundwork additionally work with the public authority, innovation accomplices and instructive business people to help drives pointed toward working on the nature of essential and fundamental training. A few other notable NGOs working in schooling in India are the Akshara Establishment, Eklavya, Digantar and Educate for India.

### **3. The role of English in India**

The tradition of English in India can be followed back to the mid seventeenth century through the exchange and outreaching missions of the East India Organization and Christian evangelists separately. English started to take a more focal situation with the presentation of public guidance in English during the 1830s and it turned into the authority language of the Organization rule in 1835. It turned out to be additionally dug in as the language of organization and thusly of success, power and advancement with the foundation of the English pioneer rule.

Undecided positions emerged in regards to English during India's battle for freedom; it was gone against as the colonizers' language and a 'Westernizing' impact, yet additionally esteemed for the possibilities of modernization and unification it appeared to offer. These strains proceeded with even after autonomy which proceeded with even after autonomy; the Constituent Get together truth is told endured three years discussing the situation with English in the free India. These clashing positions were accommodated in a 'compromise' status of English as an 'partner language', at first for a long time until 1965, however later endlessly through the Authority Dialects Demonstration of 1963. The way that India doesn't have a particular 'public' language and that English keeps on being officially perceived as a language of organization and schooling, as opposed to the first plans at the Freedom, demonstrate the tremendous socio-social, verifiable, political and monetary intricacies plaguing dialects in India overall and English specifically.

English contacts practically all parts of the social and individual existence of each and every person in India, as it is generally utilized in a scope of fields including government and state organization, regulation and the legal executive, exchange and trade, public administrations, training and virtual entertainment. It likewise has utility as a most widely used language in the boundlessly multilingual scene of India. It is accordingly viewed as the language of



chance, success and social portability. At the end of the day, information on English altogether helps one's social, financial and social capital.

The solid interest for English prodded by the product and ICT enterprises twenty years prior actually stays high, presently on account of the thriving administrations area, where even positions with lower levels of instructive necessities actually request some information on English (Supply, 2021).

English likewise has serious areas of strength for an in the social existence of India, especially in writing and movies, as confirmed by, for instance, a huge English language distribution industry and a significant readership for Indian compositions in English. The boundless utilization of English by famous people and stars from the social world is one illustration of various immaterial yet strong impacts that keep on maintaining the glory status of English (see Gaekwad, 2017 and different conversations on gatherings like Standard, for intriguing bits of knowledge into this peculiarity).

#### **4. Languages and education**

As shown by Graddol (2010), appraisals of the number of Indians that communicate in English fluctuate somewhere in the range of 55 and 350 million, while the 2011 India registration said that 260,000 individuals believe English to be their essential language, 83 million view it as their subsequent language and 46 million as their third. Dependable ongoing figures for the quantity of English speakers in the nation, however, are inaccessible. As far as capability, info is additionally restricted however as indicated by EF's English Capability List, India's position is 48th among 112 nations with a general capability rating of 'moderate' (Schooling Initial, 2021). In any case, the semantic variety of the nation is so rich and complex that 'individuals have multilingualism as opposed to one explicit language', as per Agnihotri (2007, 2014) (referred to in Heugh et al., 2019:18).

##### **4.1 The Three Language Formula**

As far as strategy, language training in India is managed by the three-language recipe, stressing the investigation of something like three dialects in school, one of which has forever been English. Presented by NEP in 1968 and went on by resulting NEPs, the recipe stays in force with English as a steady element the country over, however its execution varies across states and areas. Ordinarily, the state language is viewed as the primary language in this recipe and English as the second, with different choices for the third language, however most states permit standbys to concentrate on different dialects, including English, as the main language. Notwithstanding, in all cases, states demand understudies accepting the state language as one of the three. States as a rule keep schools not partnered to the state board out of this command, however presently there is a rising inclination to demand the required educating of the state language across all schools, regardless of connection, levels or mechanism of guidance. Then again, while all training strategies so far have unequivocally preferred other Indian dialects as the most best vehicle of school instruction, English-medium guidance (EMI) has seen a critical ascent during the most recent couple of years (Nagarajan, 2021). Accordingly, there are disconnected arrangement approaches on advancing Indian dialects and English across various states.

##### **4.2 English as a subject vs as a medium of instruction**

Overall, English is educated for around three hours of the week at the essential level as long as five hours of the week at the auxiliary, with no less than one example consistently. In

specific schools and for explicit subjects, EMI is utilized. For instance, English-medium schools, which are dominating in the confidential area (a point pushed in a prior examination of mode of guidance strategy in India by Erling et al., 2016), begin showing broadly in English from pre-essential years. Different schools are casually known as 'semi-English' medium and in these EMI is presented later, frequently from Grade 5 and commonly just for arithmetic and inherent sciences. Finding schools for certain classes in the local medium and others in the English or 'semi-English' medium is entirely expected. Government schools that normally offer training in the provincial medium are currently progressively obliging EMI by changing over or adding EMI segments in existing schools and all the more seldom switching whole schools over completely to EMI or setting up new EMI schools. This is much of the time legitimized as a reaction to solid parental interest, yet worries about waning enrolments in state-run provincial medium schools are likewise viewed as a significant reason behind this move.

Late factual studies represent the ascent in English-medium schools in contrast with schools with different dialects as a vehicle of guidance in the country. As per 2019 Public Measurable Review information revealed in the press (The Indian Express, 2020), the extent of English-medium understudies at lower essential level (Grade 1 to 5) went up to 23.2 percent in 2017-18 from 22.3 percent in 2014, while it went up to 21 percent from 19.3 percent at upper essential level. With the exception of Karnataka, in all southern territories of India English was likewise observed to be the most favored mechanism of guidance as per one more late study led by the Bound together Region Data Framework in 2019 and revealed in The Government (2021).

Comparable to these strains among English and neighborhood dialects, official reports support equilibrium. For instance, knowing the spot of English in the Indian schooling area, the Position Paper of the Public Spotlight Gathering on Instructing of English (Public Board of Instructive Exploration and Preparing, 2006b:01) depicts English as 'an image of individuals' goals for quality in training and a more full support in public and worldwide life'. In any case, it also focuses on that English can't remain solitary and should track down its place in both territorial medium and English-medium schools alongside other Indian dialects. This is reverberated in the Public Educational plan Structure (Public Board of Instructive Exploration and preparing, 2005:39) also: 'English necessities to track down its place alongside other Indian dialects in various states, where youngsters' different dialects reinforce English educating and learning'. Comparative conclusions are communicated in Jayendran, Raman than and Nagpal (2021:45):

#### **4.3 Language mixing in the classroom**

Of course, the multilingual idea of the general public is reflected in both the educator and double people in research centers. While understudies' semantic assets are considered to play a major positive part in effective learning at school (Heugh et al., 2019), this doesn't appear to get enough academic thought in language homerooms. A little report (Goswami, 2004) in 33 elementary schools on the vehicle of guidance and dialects showed in the grade schools of Assam detailed that more than 60.6 percent of the schools were heterogeneous with regards to understudies' semantic piece and 75.5 percent of the educators involved at least two dialects in their discourse. Two further discoveries from a similar report were that instructors got no preparation to assist them with managing etymologically different homerooms and that educators would in general overlook the phonetic heterogeneity of the study halls. There are

different polls featuring the absence of readiness of educators to manage semantic variety (Borah, 2018) and how instructors urge understudies to act like monolingual speakers (Boruah, 2017). Anderson and Lightfoot (2021:1210) likewise feature coaches' hesitance to energize utilization of different dialects in English language research facilities in spite of overflowing utilization of trans lingual practices in regular routines, and promoter for the 'need for express spotlight on utilization of different dialects in Indian English language educator training' and 'more strong help for trans lingual practices across the school system'.

## 5. English in education structures

### 5.1 Organizational structure for education

The wide hierarchical construction that controls schooling in India, of which English training structures a section, is summed up in Table 1.

Normally, English language schooling falls inside the domain of the organizations recorded in the table regarding their particular jobs. In any case, there is some variety at the state level as far as how these expansive designs are additionally reverted. For instance, separate designs for course reading creation, assessments, preparing and examination or distributions have been set up inside the sheets of schooling.

Table 1: Educational structures and English education

Level	Administrative	Academic	Assessment and Certification
Central	Central Ministry of Education and its various departments	National Council for Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), National Council for Teacher Education (NCTE), Central Advisory Board of Education (CABE), Central Board of Secondary Education (CBSE)	CBSE, National Institute of Open Schooling (NIOS), Council for the Indian School Certificate Examination (CISCE)
State	State Ministries and Directorates of Education	State Council for Educational Research and Training (SCERT), State Boards of Education, Institutes of Advanced Studies in Education (IASEs)	State Boards of Education, State Boards of Open Schooling



District and town/village	District and block education offices	District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), Block and Cluster Resource Centres	
---------------------------	--------------------------------------	---	--

## English Language Teaching In Practice

### 5.2 Textbooks

However, India has a public course, schools are not forced to utilize uniform reading material until Grade 8 and these shifts essentially across states and schools. Numerous running and government-helped schools follow NCERT/SCERT course books for English, while tuition-based schools utilize a more extensive assortment willingly, including, at times, standard ELT reading material delivered by global distributors. To show these varieties, government and government-helped schools in Assam for the most part utilize the reading material series settled by the State Board of Pedantic Exploration and Preparing, Assam (the state scholarly power), while provincial medium non-public schools associated to the Auxiliary Training Leading group of Assam (SEBA) for the most part utilize their own series of course books. Moreover, some CBSE-partnered English-medium private (normally significant expense) schools observe guideline ELT course readings like Snowflakes: Upper east Release (Cambridge College Press), Impart in English (Ratna Sagar Pvt. Restricted) and Collins Advancing English Peruser. Thus, the course readings utilized for English the nation over and inside states contrast considerably as far as happy, design and cost, furnishing understudies with various language opportunities for growth. Mahapatra (2012:14) depicts the 'public authority private gap' as 'maybe the clearest factor with regards to class legislative issues in ELT in India,' and contrasts in the course readings utilized in these two areas are one obvious indicator of this division.

The Position paper of the State Spotlight Gathering on Educational plan, Schedule and Course readings (Public Chamber of Useful Exploration and Preparing, 2006a) required the utilization of 'a bundle of showing learning material' instead of a solitary course reading. Anyhow, Indian homerooms, mainly the ones in the public authority area, are still generally overwhelmed by the utilization of reading material. This reliance on course books has been named a 'reading material snare' by Dutta and Bala (2012).

### 5.3 Other resources

Different assets accessible for English homerooms incorporate language structure books, communicated in English books and different materials, for example, graph paper, pictures and worksheets. However, the accessibility and utilization of these assets change enormously in various schools and is driven by different variables. For instance, one witness working in a non-public school made sense of that, however he needed to draw on different assets for showing sentence structure, he was constrained to return to conventional syntax practices from a solitary language book because of tensions by gatekeepers (who accept that having one punctuation book to learn is more successful) or the school specialists. Then again, a key source (who is an educator in an administration school) made sense of that the course reading was independent and that she didn't feel a lot of need to utilize some other material. It is

additionally ordinarily the situation that materials supplementing and enhancing the course book are not promptly accessible (Meganathan, 2019).

A few non-public schools foster a bunch of TLMs by requesting that instructors present an unequivocal number of TLMs each year, as made sense of by one of our key witness educators. Different offices/foundations are once in a while connected by the SCERTs as well as the public authority to plan materials for educating English. For instance, SCERT Sikkim was upheld by Azim Premji College to change their English reading material for Grades 1 to 5 out of 2018-19. Government schools in Kerala, Tamil Nadu and Karnataka have been consistently utilizing 20 video films named 'Hi English' created by the Territorial Foundation of English South India (RIESI) for learning English at essential level. Government and government-helped schools typically obtain books remembering beneficial peruser for English through library awards given by SSA. Many schools have set up perusing corners for youngsters with such books determined to foster positive understanding propensities.

Materials are likewise evolved in a responsive way. For instance, to address ill-defined situations in learning results recognized by the evaluation reviews and projects, for example, the Public Triumph Study of 2017, Assam has created grade-wise and subject-wise Open Schooling Assets (OERs) for English alongside different subjects at essential level utilizing the skill of asset people from SCERT, subject specialists, SSA, RMSA, CTE and DIET (Administration of Assam, n.d.). These supplies have endeavored to address the learning holes with the assistance of related analyses and incorporate exercises pointed toward doing specific learning results.

In Assam, academic help during the pandemic time frame has included, among others, the stock of learning recuperation bundle for English, worksheets for understudies in adjoining schools ready by DIETs and YouTube recordings (Y-Kiran) for understudies sent off by the SSA.

#### **5.4 ICT in English education**

The utilization of ICT in English educating and learning has picked up speed following the Coronavirus pandemic. The public authority has formed eight stages for the execution of on the web or computerized schooling, to be specific PRAGYATA (plan, audit, organize, guide, Yak (talk), allocate, track and appreciate). One public computerized stage for school training is DIKSHA (Advanced Foundation for Information Sharing), a drive of NCERT sent off in 2017. 32 states/association regions have transferred content on the entrance up until this point. A few states have moved e-assets connected with the reading material substance for different subjects, including English that can be gotten to by instructors, understudies and different partners. For instance, SCERT Assam has transferred e-course readings for English and practice assets alongside intuitive substance for essential level understudies, which the understudies should use with the direction of instructors and watchmen. This content is yet to be coordinated widely in schools and just is by all accounts utilized irregularly. Restricted public data is accessible to date about the degree, way and utilization of such assets for English instructing and learning.

#### **5.5 Classroom practices**

However there are strategy reports and assets open for showing English, study hall rehearses, especially in the public authority area, are generally determined by the reading material matter absent a lot of thought for strategy. Educators working in government schools truly do survey the learning results once in a while during the showing system, however find it exciting to do the results at the separate grades, as revealed by the instructor sources, because

of exceptionally restricted openness of the understudies to the language outside the study hall as well as lacking learning at a lower grade. Then again, our sources recommend that educators working at non-public schools frequently don't think about the learning results and basically follow the course reading exercises and orders of school specialists.

From conversations with the educator witnesses, one might say that a run of the mill illustration in an English class frequently starts with a read-out loud action. At times this is gone before by the educator giving a thought regarding the substance of the text in the school language, in the conviction that doing so will make understudies' advantage in the text. This is trailed by interpretation or potentially clarification of texts in the course books. Troublesome words are composed on the board and implications are examined or reviewed. This multitude of exercises are for the most part instructor drove and understudies are supposed to follow and pay attention to the educator as well as duplicate the educator's composition into their note pads. As opposed to assisting deputies with finishing the language errands or exercises remembered for an design in the course reading, examples frequently center fully on figuring out the substance of texts through interpretation.

A typical issue, likewise voiced by the educator witnesses in this review, is students' creation abilities. Study hall practice is generally overwhelmed by the directing of notes by instructors because of different reasons, for example, restricted time for 'covering' the schedule, strain from school specialists to keep the students' note pads mistake free and low capability of students. Subsequently, students, especially in government schools, are seldom shown the most common way of composing.

## **5.6 Assessment**

As needs be, many learning results for each grade and subject have been figured out by NCERT as reference focuses that appraisal frameworks should use for estimating understudies' progress subjectively or quantitatively. For the subject of English, learning results have been spelt out in light of discrete curricular molds for lower essential and upper essential stages. For instance, one of the Grade 1 learning results is 'recognizes characters and grouping of occasions in a story' (Public Gathering of Instructive Exploration and preparing, 2017:25), while for Grade 8, one is 'describes stories (genuine or dream) and genuine encounters in English' (in the same place: 39).

It isn't clear the way that far these changes have been converted into training in English homerooms. No examinations were found during this work area research exploring how really CCE had been executed in English homerooms at the essential training level. In any case, interviews with key sources (teachers) line up with a perception made in the Foreword of Persistent and Extensive Assessment Rules ready by NCERT (Public Gathering of Instructive Exploration and Preparing, 2019b) that there are no apparent changes at the ground level presumably in light of the propensity for involving tests and assessments as customary evaluation systems. Instructors will generally liken CCE to the unit tests led at standard stretches. Those unit tests really test the students' grip of the prospectus/reading material substance as opposed to estimating their advancement as far as English language level. The educator witness from a non-public school shared a few practices he follows for ceaselessly evaluating linked in English execution of the students in a different class hour. Nonetheless, he had no information about learning results or strategy mandates and just adhered to directions from his school specialists. Then again, the educator working in an administration school knew about learning results and CCE due to directions she got through SSA, however she communicated the must for more direction on teaching method for involving these thoughts in the homeroom.

**Teacher associations**

English educator affiliations (ETAs) are one more well of expert turn of events. Public ETAs, for example, AINET, ELTAI and FORTELL offer a scope of CPD channels including summits, courses, activity research ventures and supplies. AINET, for instance, upholds tutors to create as coaches, analysts, gathering moderators and materials makers anyhow limit working in teaching method and instructive innovation, through different drives. There are additionally various areas, local and college-based ETAs offering amazing open doors for CPD. Be that as it may, there is not really any deliberately arranged information on the number, reach or effect of ETAs.

**6. Conclusion**

Two of our educator witnesses pondered their encounters of CPD in India. One educator who works in an administration school felt that the educational help she got from the public venture (SSA) was extremely lacking and the specialists in the transient preparation gave were not clever. She needed more help as far as procedures of instructing English to students with low financial foundations in a rich multilingual setting. The second key source worked in a tuition based school, which in some cases coordinates preparing programs for their own educators by welcoming outside specialists as asset people. The educator felt that despite the fact that the preparation they get frequently suggests student focused instructional methods, guardians and gatekeepers are believed to favor customary techniques, for example, instructors directing notes that doubles duplicate and school specialists yield to such tensions. This implies that educators can't involve creative thoughts in their training. Two messages from these witnesses' encounters connect with (a) the significance of functional CPD content conveyed by informed instructor teachers, and (b) the requirement for post-preparing support that permits educators to use in their study hall new abilities and procedures they get through CPD.

**7. References**

1. Agarwal, A and Narang, P (2021) National Education Policy 2020: One-time comprehensive evaluation.
2. All Schools in India (2021) How many governments and private schools in India? [Online]. Available from: [https:// allschoolsindia.in/how-many-government-and-private- schools-in-india/](https://allschoolsinindia.in/how-many-government-and-private-schools-in-india/) [Accessed 16 November 2021].
3. Anand, U (2015) India has 31 lakh NGOs, more than double the number of schools. [Online] Available from: <https://indianexpress.com/article/india/india-others/ india-has-31-lakh-ngos-twice-the-number-of-schools- almost-twice-number-of-policemen/> [Accessed 14 November 2021].
4. Anderson, J and Lightfoot, A (2021) Trans lingual practices in English classrooms in India: current perceptions and future possibilities, *International Journal of Bilingual Education and Bilingualism*, 24(8), 1210–1231.
5. ASER (2020) Annual status of education report (rural) 2020 wave 1. New Delhi, India. Available from: [https:// sttar.in/wp-content/uploads/2020/11/Annual-Status-of-Education-Report-Rural-2020-Wave-1.pdf](https://sttar.in/wp-content/uploads/2020/11/Annual-Status-of-Education-Report-Rural-2020-Wave-1.pdf). [Accessed 14 November 2021].
6. Azam, M, Chin, A and Prakash, N (2010) The Returns to English-Language Skills in India. IZA Discussion Papers 4802. Available from: <https://www.journals.uchicago.edu/doi/pdf/10.1086/668277> [Accessed 29 November].

7. Bambawale, M, Hughes, J and Lightfoot, A (2018) Exploring teacher evaluation processes and practices in India: A case study. New Delhi: British Council.
8. Banerji, R and Bobde, S (2013) Evolution of the ASER English tool, in Berry, V (ed) English Impact Report: Investigating English Language Learning Outcomes at the Primary School Level in Rural India. London: British Council, pp. 27–32.
9. Bedi, J (2020) English Language in India: A Dichotomy Between Economic Growth and Inclusive Growth, London and New York: Rutledge.
10. Borah, MP (2018) English for Beginners in Multiple Mother Tongue Classroom Contexts in Primary Schools, in Tomlinson, B and Keedwell, A (Eds) Explorations: Teaching and Culture English in India: Issue 10: Using inclusive practices and multilingual approaches (2).
11. British Council India.
12. Borg, S (2018) Tejas year 2 evaluation report (unpublished).
13. Borg, S (2019) Tejas year 3 evaluation report (unpublished).
14. Borg, S. (2022). COVID-19 and the shift to online language teacher education. Available from: [https:// aqueduto.com/resources/our-research/covid-19-and- the-shift-to-online-teacher-education/](https://aqueduto.com/resources/our-research/covid-19-and-the-shift-to-online-teacher-education/) [Accessed 1 March 2022].
15. Boruah, P (2017) Learning English in a low-cost semi- urban English-medium school in India: Challenges, interaction patterns and domains of use, in Coleman, H (ed) Multilingualism's and Development, pp. 289–306. London: British Council.
16. British Council (2020) Tejas stories of change. Mumbai, Maharashtra. Available from: [https://www.britishcouncil. in/sites/default/files/tejas\\_stories\\_of\\_change\\_english. pdf](https://www.britishcouncil.in/sites/default/files/tejas_stories_of_change_english.pdf). [Accessed 16 November 2021].
17. British Council India (2021a) Our work in English teaching and learning [Online]. Available from: [https:// www.britishcouncil.in/programmes/english](https://www.britishcouncil.in/programmes/english) [Accessed 16 November 2021].
18. British Council (2022) CPD framework for teacher educators. London: The British Council.
19. DATAREPORTAL (2021) Digital 2021: India [Online]. Available from: [https://datareportal.com/reports/digital- 2021-india? rq=India](https://datareportal.com/reports/digital-2021-india?rq=India) [Accessed 30 November].
20. Department of School Education & Literacy (2021a) Right to education [Online]. Ministry of Education, Government of India. Available from: [https://dsel. education.gov.in/rte](https://dsel.education.gov.in/rte). [Accessed 16 November 2021].
21. Department of School Education & Literacy (2021b) Udise+ report 2019–20 [Online]. Ministry of Education, Government of India. Available from: [https://dashboard. udiseplus.gov.in/#/report Dashboard/std Dashboard](https://dashboard.udiseplus.gov.in/#/reportDashboard/stdDashboard) [Accessed 16 November 2021].
22. Department of School Education & Literacy (2021c) Udise+ report 2019–20 [Online]. Ministry of Education, Government of India. Available from: [https://dashboard. udiseplus.gov.in/#/report Dashboard/st Dashboard](https://dashboard.udiseplus.gov.in/#/reportDashboard/stDashboard) [Accessed 16 November 2021].
23. Department of School Education & Literacy (2021d) Udise+ report 2019–20 [Online]. Ministry of Education, Government of India. Available from: [https://dashboard. udiseplus.gov.in/#/home](https://dashboard.udiseplus.gov.in/#/home) [Accessed 16 November 2021].
24. Dutta, U and Bala, N (2012) Teaching of English at Primary Level in Government Schools: Synthesis Report. NCERT and SSA: New Delhi. Available from: [https://ncert.nic.in/del/pdf/English\\_Primary\\_level.pdf](https://ncert.nic.in/del/pdf/English_Primary_level.pdf) [Accessed 16 November 2021].
25. Education First (2021) EF English Proficiency Index. Available from: [https://www.ef.com/wwen/epi/about- epic/](https://www.ef.com/wwen/epi/about-epic/) [Accessed 18 December 2021].



26. Endow, T (2021) Language and learning: English as a medium of instruction in low-cost private schools. *Economic and Political Weekly*, 56(13). [Online].
27. Available from: <https://www.epw.in/journal/2021/13/special-articles/learning-and-language.html> [Accessed 18 November 2021].
28. Erring, E.J. (2014) the role of English in skills development in South Asia: Policies, interventions and existing evidence. British Council. Available from: [https://www.britishcouncil.org.np/sites/default/files/role\\_of\\_English\\_in\\_skills\\_development\\_in\\_south\\_asia\\_inside.pdf](https://www.britishcouncil.org.np/sites/default/files/role_of_English_in_skills_development_in_south_asia_inside.pdf) [Accessed 18 December].
29. Erling, EJ, Adinolfi, L, Holmgren, AK, Buckler, A and Muzorewa, M (2016) Medium of instruction policies in Ghanaian and Indian primary schools: An overview of key issues and recommendations. *Comparative Education*, 52(3), pp. 294–310.
30. Exams Daily (2021) PISA postponed by one year, to be held in 2022 MHRD [Online]. Available from: <https://hindi.examsdaily.in/Pisa-post-phoned-one-year-held-2020-mhrd-notification> [Accessed 29 November 2021].
31. Gaekwad, M (2017) Bollywood has always treated English as a funny language. [Online] Available from: <https://scroll.in/reel/837368/bollywood-has-always-treated-English-as-a-funny-language> [Accessed on 17 December 2021].
32. Goswami, N (2004) A micro study of medium of instruction and languages taught in the primary schools of Assam. Available from <http://www.tezu.ernet.in/project-reports/2021/20-129.pdf> [Accessed on 23 November 2021].
33. Government of India (2021) Teacher eligibility test. [Online]. Available from: [Accessed 30 November 2021].
34. Government of India (2021b) State Council of Educational Research and Training [Online]. Available from: [http://scertdelhi.nic.in/wps/wcm/connect/doit\\_scent/Scert+Delhi/Home/](http://scertdelhi.nic.in/wps/wcm/connect/doit_scent/Scert+Delhi/Home/) [Accessed 30 November 2021].
35. Graddol, D (2010) *English Next India: The Future of English in India*. New Delhi: British Council.
36. Guha, R (2021) English language education in India: How aspirations for social mobility shape pedagogy, *Economic and Political Weekly-EPW Engage*, 23 April 2021. [Online]. Available from: <https://www.epw.in/engage/article/English-language-education-India-aspirations-pedagogy> [Accessed 14 November 2021].
37. Hayes, D and Raman, UK (2013) Needs analysis report: Madhya Pradesh English language teacher training.
38. New Delhi: British Council. Available from: [https://www.britishcouncil.in/sites/default/files/mp\\_need\\_analysis\\_report\\_-\\_combined\\_file.pdf](https://www.britishcouncil.in/sites/default/files/mp_need_analysis_report_-_combined_file.pdf) [Accessed 20 November 2021].