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Assessing the Need of Syllabus Design for English Language for Madrasa Education at Secondary School Level: A Study on West Bengal Madrasas

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Abstract- This study represents the present scenario and shortcomings of syllabus of English language inside the madrasas of West Bengal (WB), which need to be redesigned so as to give an inclusive outlook to the madrasa curriculum. Certain functional aspects of English language can be introduced with the modern teaching methods in madrasas so that they can be brought at par with mainstream or with other students who belong to other boards. Within the context of madrasa education and religious instruction, syllabus on communication skills in English needs restructuring to suit the present day requirements of vocational, technical and professional manpower. As the madrasa students fail in accessing social mobility, through diagnostic test, teachers' interview and textbook analysis (as part of methodology) this paper examines an increasing need for improving English language syllabus as a tool for modernization and bringing the madrasas at par with the educational institutions of national importance and higher learning.

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Assessing the Need of Syllabus Design for English Language for Madrasa Education at Secondary School Level: A Study on West Bengal Madrasas

Umme Salma

Abstract- This study represents the present scenario and shortcomings of syllabus of English language inside the madrasas of West Bengal (WB), which need to be redesigned so as to give an inclusive outlook to the madrasa curriculum. Certain functional aspects of English language can be introduced with the modern teaching methods in madrasas so that they can be brought at par with mainstream or with other students who belong to other boards. Within the context of madrasa education and religious instruction, syllabus on communication skills in English needs restructuring to suit the present day requirements of vocational, technical and professional manpower. As the madrasa students fail in accessing social mobility, through diagnostic test, teachers' interview and textbook analysis (as part of methodology) this paper examines an increasing need for improving English language syllabus as a tool for modernization and bringing the madrasas at par with the educational institutions of national importance and higher learning. It also proposes an alternative model for the design of English syllabus considering the level of English language proficiency and teaching methodology.

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I. Introduction

Muslim community which is one of the major marginalized sections in the country forms 13.4% of population. And within this 13.4% of Muslim population, only 3-4% of Muslim children among the school going age go to madrasas. Madrasas have been significantly contributing to the universalization of education after Sarva Sikhsha Abhiyan (SSA) and plays an important role in socio-cultural and economic advancement of the Muslim community to prepare an increasing number of students from this under-represented group (Muslim community) for higher education (Sachar Committee Report, 2006). The contribution of madrasas towards Muslims in particular and to the national movement of SSA and Universalization of Elementary Education (UEE) in general in no way can be negated. At the same time, madrasas have to realize that they are in the twenty first century and there are deficiencies in the entire madrasa system. Lack of opportunity for accessing education has led to poor quality of learning (Qasmi, 2005a). Therefore, outdated syllabi in madrasas and abysmal quality of education are driving Muslim youth away from the national mainstream. Madrasa learners get distanced from national mainstream and it makes Muslim youth economically unproductive as their degrees are not universally accepted (Rashid, 2018).

There is a need to strengthen the teaching of English in madrasas along with other subjects like Science, Mathematics, Social Studies, Hindi and this way create to further opportunities to students to acquire mainstream education. The syllabus of English language is very outdated as far the market needs are concerned. English language syllabus which runs in these institutions (madrasas) does not facilitate the teachers as well as the students with some functional competence of this language which is necessary in modern life. Besides, most of the teachers appointed to teach modern subjects in madrasas are untrained and inexperienced. Therefore, it seems essential that training programmes, specifically drawn up by NCERT, SCERTs and DIETS need to be mounted as early as feasible and therefore restructuring English language syllabus in madrasas needs a careful consideration. Keeping this in view, at the national level madrasas need to revise and update their syllabi and integrate contemporary knowledge with religious education. Despite various recommendations made by different commissions and reports of Government of India (such as NPE (1986), SPQEM, MOMS, NEP (2019) etc.), concrete strategies are missing for developing syllabus and teacher training procedures in English language curriculum (Nehal, 2011). The present scenario and shortcomings of syllabus of English language inside the madrasas need to be redesigned so as to give an inclusive outlook to the madrasa curriculum. Certain functional aspects of English language can be introduced with the modern teaching methods in madrasas so that they can be brought at par with other students who belong to CBSE, ICSE, any other state board (WB, UP, MP boards etc.), as they 'can have more realistic idea of what can be achieved in the given course and classroom activities can be seen to relate to learners' real-life needs' (Nunan, 1988b: 5).

Syllabus upgradation at the desired level would be one significant step for the madrasa community to play a significant role in educational and socio-economic advancement of the community. This would

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finally add to the development of human indicators in terms of literacy, foundational skills of English language, etc. at the national level. In effect, the increased human development indicators as part of the augmented efforts in English language syllabus designing would make the development visible and would work as useful measures for mainstreaming madrasa education (Sachar Committee Report, 2006).

II. Objectives

i. To analyze the need for restructuring English language syllabus at secondary school level in madrasa education.
ii. To design a model English language syllabus at secondary school level for madrasa education.

III. Methodology

For this present study, diagnostic test was designed on the basis of four basic language skills i.e. Listening, Speaking, Reading and Writing (LSRW) and two other areas i.e. Grammar and Vocabulary for 205 students' samples from secondary level of madrasas of WB. The technique adopted to analyze the data of students' test papers is mean and percentile in excel. Interviews have been conducted with sixty five English teachers of madrasas of WB. Interview sessions were in Bengali language and the key points of each interview has been transcripted into English. The English textbooks of class X prescribed by WBBME has been taken for analysis.

IV. Results and Discussion

a) Students' Response in Diagnostic Test

The figure (shown below) presents the percentage of mean scores of students' performances in Reading skills, Vocabulary, Writing skills, Grammar, Speaking skills and Listening skills.

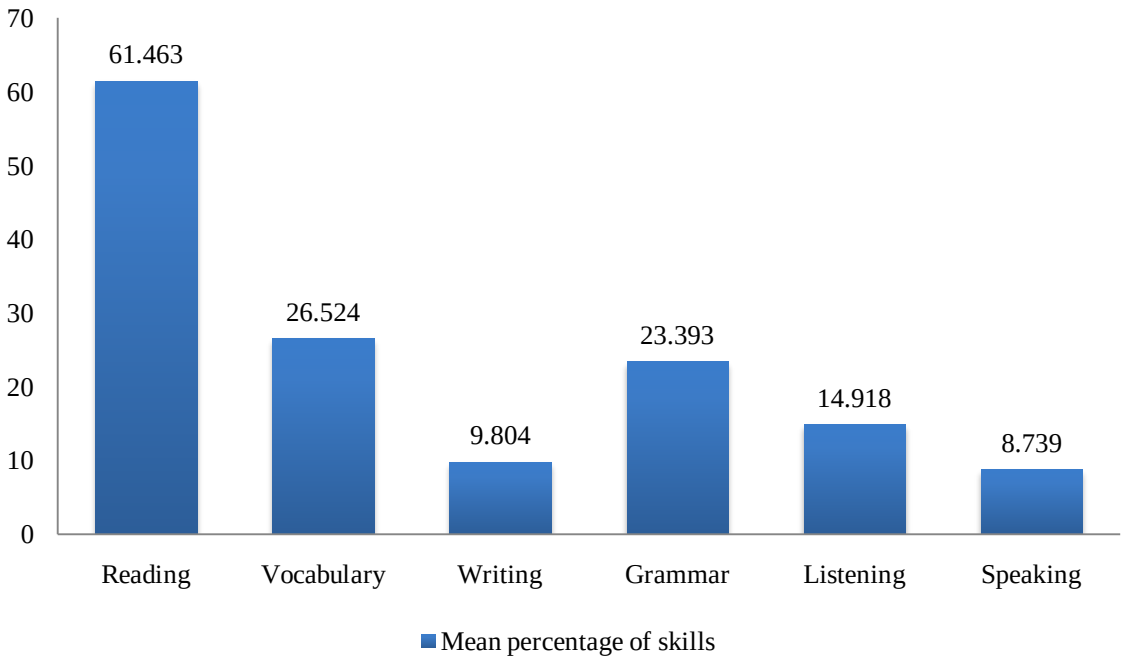

Figure 1

b) Teachers' Interview

Sixty-five English teachers' samples have been taken for interview and they talked about various things of English language teaching in detail. Some key points are mentioned below:

i. Vocabulary of the lessons of English textbook seem difficult to the learners of madrasa. They are unable to comprehend all the meaning of words. Specially, in poem they face the most difficulties.
ii. As the textbook contains literary prose and poem and it is not so picturesque, and students are not keen to learn.
iii. Students are not good at writing skills. They cannot form a simple sentence. Only around 10% of

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students of madrasas can write. They also point out that content of writing task is not real-life based.

iv. In listening and speaking skills there is no extra activity in the textbook and no ICT gadget is used for these two skills for enhancing language skills.
v. Textbook need to be easy and have some activities on productive skills for mainstreaming the madrasa students with soft skills of English language, so that students can learn and use those skills in day-to-day life.
vi. The base of English language of the students is poor. At primary level, in government schools or in madrasas, the status of teaching English is pathetic.
vii. Most of the students pass the examination, although their performance in each skill is not good. Teachers commented that students take English subject only to pass the examination. They also added that in this syllabus to get pass marks is very easy but to learn something is quite unachievable.
viii. GTM is followed in all madrasas where teachers translate the whole content into mother tongue (Bengali).
ix. Lack of English teachers affects the education system. Besides, there is no frequent training programme for teachers.
x. Memorization is very common strategy which is followed by madrasa learners.
xi. Learners belong to economically and educationally poor background. Both parents and students are not serious about education. Drop-outs are also very common after VIII and X.

c) Analysis of English Textbook of Class X

Textbook analysis helps to find out which items of English language has been taught to the learners, whether the textbook is fulfilling the four basic skills of English language or not. The textbook contains prose and poetry and at the end of the each lesson, exercises have been provided to measure and strengthen language skills and practice test are given to encourage students' participation. Some key findings of textbook analysis are:

i. The prescribed textbook focuses on two skills of English language, Reading and Writing.
ii. It does not deal with Listening and Speaking skills. Neither they have any activity on speaking and listening skills in the textbook nor do they practice in the classroom.
iii. In reading section given questions follow both the strategy of reading skills i.e. skimming and scanning.
iv. There are several items of writing skills and grammar. But the sample activities are less in number in the textbook.
v. Vocabulary is quite difficult of the lessons as far as the madrasa students are concerned. Moreover, the meaning of words given in 'word nest' are also very few in the textbook.

d) Summary of Findings

Triangulation of data obtained through diagnostic test, teachers' interviews and textbook analysis came up with some prominent issues regarding English language teaching in madrasas of WB. These are:

i. In productive skills i.e. in writing and speaking learners of madrasas are very weak. They have poor performance in both the skills as the percentage of mean score shows in the figure (Figure 1). The transcript of teachers' interviews also supports the statement that around 10% of students can write. They could not write the letter/application in correct format as the particular writing task which was asked in diagnostic test (see appendix 1). Moreover, they are confused in alphabet like, 'b' and 'd', so it seems impossible for them to write any whole task correctly.
ii. The English textbook of class X of madrasas of WB contains literary prose and poem which is not easy for the students of madrasa. The language and vocabulary of the lessons is very difficult for them, and so they have less interest in learning.
iii. Diagnostic test shows 61% students' performance in reading skills. But this figure relates only seen passages. Students' performance is basically dependent on rote learning and memorization which have factorized high mean scores in reading skills.
iv. It is known from all the area of findings that vocabulary of the lessons in the textbook seems difficult to the madrasa students. As they are not able to comprehend all the meaning of the text they cannot perform well in skimming portion of reading skills in the diagnostic test.
v. Several items of grammar are there in the textbook, but a detailed explanation of grammar instruction or sample activities is lacking. Therefore, the students who are already lacking in basics of English language face difficulty in understanding the activity and as the class becomes higher it seems quite tough to the teachers to make students understand in detail because of the burden of the syllabus.
vi. The methods of this study also show neither there is any separate activity for listening and speaking skills nor they do any extra gadgets in the classroom. Not only students are unaware of using ICT gadgets for these skills but teachers also do not have proper knowledge about it.
vii. GTM is commonly used in all madrasas where teachers use to translate the whole text in their mother tongue (Bengali) to make the learners understand easily and both the teachers and students are comfortable in this way of teaching.

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Moreover, teachers do not converse in English in meetings, discussions or in any talk with colleagues.

viii. All the English teachers have pre-service teaching courses (B. Ed., M. Ed. or D. Ed.) as it is compulsory qualification for teachers' recruitment but there is no regular in-service training programme for teachers or any orientation or refresher course for them; once in a year or two they get a chance to go to any teaching programme.

ix. The number of students in each class X of madrasas is large as compared to the number of English teachers. So, the quality of teaching and learning English is poor due to this varied student-teacher ratio.

x. Though the students of madrasas do not have basic knowledge of English language, most of them pass the examination by following some strategy or depending on rote learning. The teachers commented on pass-out rate that "in this new syllabus, to pass the examination is very easy but to learn the language properly is quite difficult for the students".

xi. The examination pattern is based only on writing. Students study very selectively, memorize those and write the same in the examination.

xii. Students cannot afford any extra facility from their home for learning language because most of them belong to families which are educationally and economically poor and backward. Moreover, drop-outs are very common from class VIII and IX as girls get married and boys go for earning money on daily-wage basis.

Beside the above, students of class X of madrasas only follow rote learning and memorize all the activities and contents of textbook, and they are not able to understand the instructions of questions. They make lots of spelling mistakes and have punctuation problems.

V. Conclusion and Recommendations

The findings are elicited and validated from the triangulation of data obtained through quantitative method (diagnostic test), qualitative method (teachers' interview) and document analysis (textbook). The data came up with some critical issues of context-oriented English language teaching in madrasas. Students' performance is basically dependent on rote learning and memorization. Besides, other issues related to teaching methodology are directly concerned with difficulty level of the textbook content, rote method of learning, dictating question-answer, lack of requisite training programme etc. Moreover, madrasa learners do not get opportunity to learn functional aspects of English language.

Teachers and students in madrasa work under difficult constraints and challenges. They deal with different sets of challenges that are critical to bring things at par with ELT issues practiced in mainstream settings. Compared with mainstream education, madrasas need more introspection and deeper probe. Thus, it is high time for exploring possibilities in terms of an alternative route to the curriculum that can have degree of fit between the needs and aims of learning of madrasa learners and can address the teacher's need to work out a madrasa-friendly syllabus on English language teaching and also to bridge the gap between the existing status of madrasa learners and their concern for gainful employability. An alternate route to the redesigning of English syllabus is being proposed as part of the recommendations.

a) A Skill Based Model Syllabus

i. *Syllabus Description*

In a pluralistic and multilingual society the place of English as a link language cannot be ignored. The study depicted the teaching-learning situation of English language and its 'degree of fit' in madrasa education system. The English syllabus prescribed for madrasas does not fulfill the requirements of higher studies, job market and even in daily usage of English language, so they become 'unappreciated, neglected and rejected outside the classroom and in every move of their life' (Salma, 2017). Hence, this leads to re-look at the syllabus of English of class X and redesign it with modern teaching method.

The objective of this syllabus is to improve their performance in every skill of English language so that they will be able to talk/convey/write their ideas and information appropriately. This syllabus is divided into six sections according to language skills: Listening, Speaking, Reading, Writing, Grammar and Vocabulary. Each section divided into three levels (Beginner, Intermediate and Advanced) and every level has separate objective to categorize and demarcate the exact learning level expected from learners.

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Beginner's Level

Listening Skills	
Objectives	At the end of the lesson students would be able to: i. Listen and write the words. ii. Listen to understand and respond.
Course content	i. Single-word dictation. ii. True and false.
Sample activities	i. Listen to the teacher and write down the words: (a) Mango, (b) Elephant, (c) Winter, (d) Bench, (e) Nose. i. Listen to these statements, understand and mark True/False: a. The colour of your dress is white. b. There is no playground in this madrasa. c. The colour of the blackboard is pink.

Speaking Skills	
Objectives	At the end of the lesson students would be able to: i. Speak out the object shown in picture. ii. Speak a sentence with a given word.
Course content	i. Naming objects. ii. Saying sentence.
Sample activities	i. Speak out the objects given in the picture: (picture sheet will be distributed to the students and teacher will ask them to name those objects aloud)  i. Look at the word on the blackboard and speak a sentence on it (teacher will write words on the blackboard and ask the students to speak out a sentence using that word): (a) Pen, (b) Apple, (c) Dress, (d) Tree.

Reading Skills	
Objectives	At the end of the lesson students would be able to: i. Read a text and comprehend it. ii. Answer questions based on the text. (scanning type questions)
Course content	i. Reading comprehension ii. Scanning
Sample activities	i. Read the following: It is always lovely on the Big Half Moon in summer. When it is fine, the harbour is blue and calm, with little wind and ripples. Every summer, we had some hobby. The last summer before Dick and Mimi came, we were crazy about kites. A boy on the mainland showed Claude how to make them. Back

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	on the island we made plenty of kites. Claude would go around to the other side of the island and we would play shipwrecked mariners signalling to each other with kites. We had a kite that was big and covered with lovely red paper. We pasted gold tinsel stars all over it and had written our names full on it– Claude Leete and Philippa Leete, Big Half Moon lighthouse (Bliss, Class X, P. 40) *Word Nest*: Lovely- **সুদৃশ্য, সুंदर**, beautiful; Harbour- **आश्रय, बंदरगाह**, place of shelter for ships; calm- **शान्त, शांत**, peaceful; ripple- **लहरी, लहर**, small waves; crazy- **उद्यमी, उत्साही**, enthusiastic; plenty- **प्रचुर, खूब**, quite enough; shipwrecked- **ध्वंसप्राप्त जाहाजের, टूटे हुए जहाज़ का हिस्सा**, destruction of ship by storm etc.; mariners- **नाविक, नाविक**, seaman; tinsel- **রাংতা, चमकी**, shiny material used for decoration. ii. Choose the correct alternative to complete the following sentence: 1. In the summer season, the Big Half Moon, an island, is always- a. Boring b. Sultry c. Dull d. Lovely 2. The last summer before when Dick and Mimi came they were crazy about- a. Big half moon b. Kites c. Island d. Harbour 3. The size of the kite, made by them, was- a. small one b. medium one c. extra small d. big

Writing Skills	
Objectives	At the end of the lesson students would be able to: i. Re-order the jumbled words to make sentences. ii. Write complete sentences.
Course content	i. Making sentences. ii. Completing sentences.
Sample activities	i. Re-order the following into meaningful sentences: a. to—am—Kolkata—going—I. b. dress—I—new—have—a. c. your—lessons—study—you—should. ii. Complete the following sentences: When I feel hungry I eat _____. My favourite food is _____ because _____. Some foods I can make by myself are _____. (https://www.education.com/worksheet/article/sentence-writing-2/)

Grammar	
Objective	At the end of the lesson students would be able to use: i. Parts of Speech (noun, pronoun, verb, adjective, preposition, conjunction)
Course content	i. Parts of Speech

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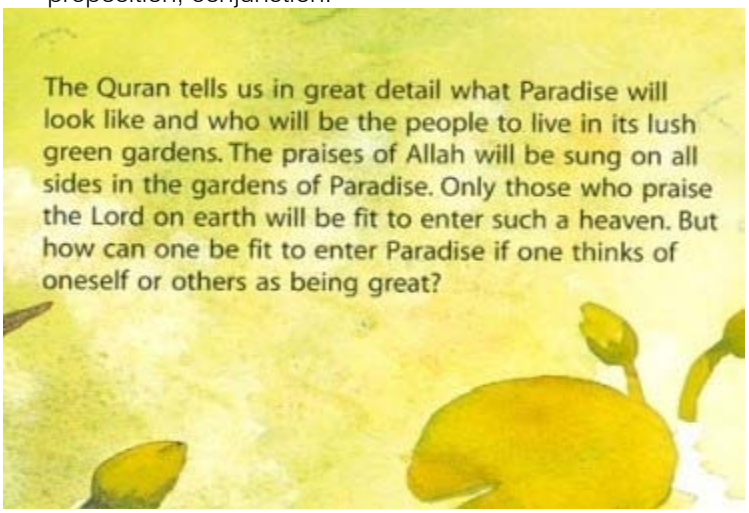
Sample activities	i. Read the following and write down the noun, pronoun, verb, adjective, preposition, conjunction.  ii. Write down the suitable word in the blanks: a. The cat is _____ (under/in) the table. b. I am a student. _____ (her/my) name is Umme Salma. c. He is poor _____ (but/or) he is honest.

Vocabulary	
Objectives	At the end of the lesson students would be able to: i. Make words by re-arranging letters. ii. Pick out words from the text for the meanings listed out.
Course content	i. Word-making. ii. Word meanings.
Sample activities	i. Re-arrange the following words: a. wco- _____ b. tgeri- _____ c. mnkeoy- _____ i. Read the following text, pick out words and listed out the meanings: We had to hurry to fix the kite if we wanted to send it up before the wind fell. We rushed into the lighthouse to get some paper. We knew there was no more red paper. We took the first thing that came handy- an old letter lying on the bookcase in the sitting room. We patched the kite up with the letter, a sheet on each side and dried it by the fire (Bliss, Class X, P. 42).

Intermediate Level

Listening Skills	
Objectives	At the end of the lesson students would be able to: i. Enable them to take the dictation of a passage properly. ii. Enable them to identify the main idea after listening a story/event.
Course content	i. Dictation ii. Listen for main idea.
Sample activities	i. Dictation: (teacher will read aloud the following passage for dictation) Most people think that the cat is an unintelligent animal, fond of ease and caring little for anything but mice and milk. But a cat has really more character than most human beings, and gets a great deal more satisfaction out of life (Bliss, Class X, WBBSE, P. 53). ii. Identify the main idea of the story: (teacher will tell the story to the students and after listening they will identify the main idea)

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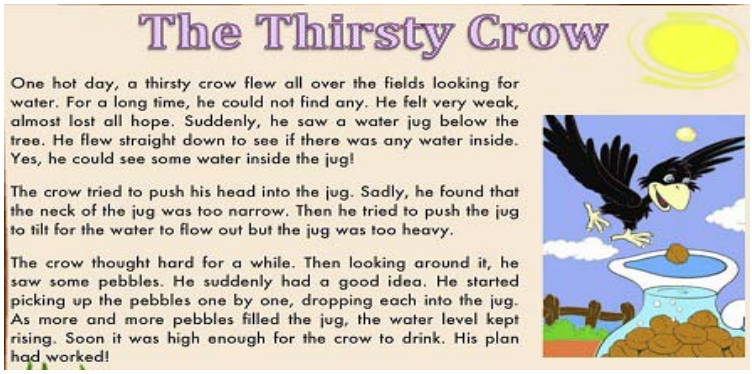

(https://juzkidzdotme.files.wordpress.com/2012/10/the-thirsty-crow-pic.jpg)

Speaking Skills	
Objectives	At the end of the lesson students would be able to: i. Greet ii. Ask and respond. iii. Make request using modals (can, could)
Course content	i. Greetings ii. Dialogue. iii. Making request.
Sample activities	i. How do you greet to the following: a. To your class teacher. b. To your friend. ii. Complete this conversation between Ali and Aleya: Ali: Hi! Aleya: _____ Ali: What's your name? Aleya: _____. And yours? Ali: _____. What's your favourite subject? Aleya: _____. iii. Use can/could to make the following requests: a. To your friend—borrow his/her pen. b. To your madrasa principal—go home early as you are not feeling well. c. To your mother—visit your friend's home.

Reading Skills	
Objective	At the end of the lesson students would be able to: i. Answer questions based on the text. (skimming type questions)
Course content	i. Skimming
Sample activities	i. Answer the following questions (from the text of Reading skills of Beginner's level): a. How does the harbour look when there is a fine summer season on Big Half moon? _____ b. What did a boy on the mainland show? _____ c. How did the narrator and others decorate the kite? _____

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Writing Skills	
Objective	At the end of the lesson students would be able to: i. Write short paragraph.
Course content	i. Paragraph writing.
Sample activities	i. Describe the picture given below (picture will be shown to the students):  i. Describe your family/home/surroundings/madrasa briefly. ii. Write ten sentences on what Raghu saw on his way to school. Use the phrases and pictures as hints.  Raghu walking, saw smoke rising, people rushing out, fire engines coming down the road, fire-fighters putting out fire, helping people come out of the building, fire put out, no one hurt. Begin like this: When Raghu was walking to school, he_____ _____ (Khanna et al., 2005: 47 in class 2, term 3)

Grammar	
Objectives	At the end of the lesson students would have basic knowledge of: i. Articles (a, an, the) ii. Singular/plural iii. Tense (Present, Past and Future).
Course content	i. Articles ii. Singular/plural iii. Tense
Sample activities	i. Write down the appropriate article (a, an, the): a. Can you turn on _____ radio? b. Can I ask _____ question please? c. I have _____ umbrella. ii. Write down the correct words before images:

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iii. Underline the present tense of verb in the following paragraph:
I normally wake up at 7:00 A.M and then I take shower and eat my breakfast. I don't like eating omelette in the breakfast; I prefer taking two slices of Dawn bread, one glass of milk.

My sister has been sitting at the table for fifteen minutes and waiting for me to make her breakfast, but I can't do it. My sister has never prepared breakfast for herself and I do not like it. (https://www.tolearnenglish.com/forum/lire.php?num=6&msg=69037&titre=Present+tense%2Fstory)

iv. Underline the Past tense of verb in the following paragraph:
I woke up around 8:30 am in the morning yesterday. It was not the first time for me to be late for the class Anyway, I brushed my teeth and put on my clothes immediately and went to catch my bus. As soon I reached there, I was shocked to see that the bus had already left taking all the passengers from the bus stop. I sat on the bench and I was very worried. I had been waiting there for the next bus for an hour, but there was no sign of it. (https://www.tolearnenglish.com/forum/lire.php?num=6&msg=68843&titre=Past+tense%2Fmy+story)

v. Underline the Future tense of verb in the following paragraph:
On Saturday, Mimi will be one year old. Mimi's parents are going to have a birthday party. Many people will be at the party. She will have so much fun! Mimi's aunt is going to bake a cake. It will be a chocolate cake. Mimi will love her cake! All of Mimi's relatives will bring presents. Then, everyone will eat cake and ice cream. (https://www.lingq.com/lesson/simple-future-story-1-626229/)

vi. Tick out the correct form of verbs and give reasons:
   a. Akhter (rise/ rises/ rising/ rose) at 6 a.m. daily.
      Explanation:
   b. She (has been/ is/ was/ had) living in Kolkata since her birth.
      Explanation:
   c. Last Monday, while we (was watching/ have been watching/ were watching) the television, the electricity went off.
      Explanation:

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Vocabulary	
Objective	At the end of the lesson students would be able to: i. Learn synonyms and antonyms of words.
Course content	i. Synonyms ii. Antonyms
Sample activities	i. Give synonyms of the following words: Tell- _____, Good- _____, Large- _____ ii. Give antonyms of the following words: Good- _____, Day- _____, Happy- _____

Advanced Level

Listening Skills	
Objectives	At the end of the lesson students would be able to: i. Follow one-step direction in a familiar context to complete a simple task. (listen to audio-clip for the task) ii. Follow simple instructions for filling up forms, applications etc. (listen to audio-clip for the task)
Course content	i. Listening direction. ii. Listen and fill forms.
Sample activities	i. Follow one-step direction. (the audio-clip of the following text will be provided): a. Go to the door and shut it. b. Go to the door and open it. c. Come to the blackboard- write your name on it- write a sentence about yourself- give the chalk to your friend- and sit down on your seat. ii. Fill in this form with your personal details. (the audio-clip of the following form will be provided)

COLLEGE ENROLMENT FORM (Remember to write in capital letters)	
Title	
First name	
Last name	
Address	
Postcode	
Date of birth	
Nationality	

(https://esol.britishcouncil.org/sites/default/files/Your_form.pdf)

iii. You will hear some information about a language school. Listen and complete the following gaps: (https://www.examenglish.com/KET/ket_listening_part5.htm)

Star Language School		
First Floor:	Library	You can borrow reading books and _____for 2 weeks. You cannot borrow _____.
Second Floor:	Computer	Room The booking form is on the _____.
Basement:		_____
Trip:	Saturday	Visit a _____ in Warwick.

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Speaking Skills	
Objectives	At the end of the lesson students would be able to: i. Describe anything (any picture/classroom etc.) orally. ii. Make connected sentences aloud.
Course content	i. Oral description ii. Saying connected sentences.
Sample activities	i. Tell about the picture:  ii. Tell me about your daily routine: For example: When do you wake up, after that what do you do, when do you have your breakfast and then what are the other activities you do daily?

Reading Skills	
Objective	At the end of the lesson students would be able to: i. Answer questions in their own words.
Course content	i. Intensive reading
Sample activities	i. Answer the following question in your own words (from the text of Reading skills of Beginner's level): a. Describe the harbour in summer season. _____ b. Write down the theme of the text. _____

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Writing Skills	
Objectives	At the end of the lesson students would be able to: i. Write a formal letter/application in proper format and in a meaningful way. ii. Write a newspaper report.
Course content	i. Letter writing (formal) ii. Report writing.
Sample activities	A. Letter Writing i. Identify the different parts of formal letter given below: The Headmaster (1) (2) Date: 11.08.2018 K.C.K. High Madrasa Bhagwangola Sub: Application for School Leaving Certificate.(3) Sir, (4) (5) I inform you that I had been a student of your madrasa for six years and passed 10th in 2010. Now, I want to get admission in Bhagwangola High School in class XI and for that I need school leaving certificate from you. Therefore, kindly issue me the certificate so that I can continue my education. Thank you, Yours sincerely,(6) Umme Salma (7) (1)- The name, designation and address of the person to whom you are addressing the letter. (2)- Date of writing. (3)- Subject of the letter in brief. (4)- Greeting/salutation. (5)- Body of the letter. (6)- Subscription. (7)- Signature/name of the person writing the letter. ii. Fill in the blanks of the letter given below: _____ _____ _____ _____ Sub: _____ for short leave. _____, With due respect I _____I have to go to doctor_____ for _____. Therefore, I am _____ in the class _____. So, here is _____to you to _____ leave for _____. Thank you. _____ Umme Salma. _____ _____

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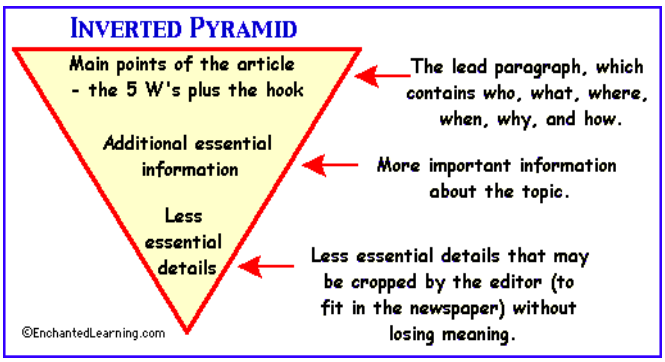
Hints for body of the letter: at 2 p.m., want to state that, unable to stay, for my illness, a humble request, for remaining periods, for those periods, grant my.

iii. Write a letter to the Headmaster/Headmistress complaining against 'no books in the library' of your madrasa.

B. Report writing

i. In writing a newspaper report the following points must be kept in mind:



Cyclone Hits Coastal West Bengal(1)

-By a Staff Reporter(2)

Kolkata, May 4, 2019: (3) [A severe cyclone with a speed of 90 km. per hour hit the coastal areas of West Bengal yesterday evening at about 6.45 p.m. It is caused by a deep depression in Bay of Bengal.](4) [The cyclone ripped through the state resulting in huge damage to life and property. 10 persons have died and hundreds have been rendered homeless. Train services have been disrupted leaving a number of people stranded.](5) [The state government has taken immediate steps to provide relief to the victims. The Chief Minister has reviewed the situation and assured the people of all help.](6)

(1)- there must be heading, (2)-write 'by a staff reporter' either at the top right hand corner below the heading or at the right hand corner below the report, (3)- place and date must be mentioned, (4)- there must be a lead paragraph, (5)- additional important information, (6)- other details.

Note: Past and present forms of verbs are generally used.

ii. Write a newspaper report within 100 words on a boat capsize. Use the following hints:

Place—date—number of people in the boat—cause— casualties—rescue operation—steps taken by the government.

Grammar	
Objectives	At the end of the lesson students would be able to: i. Join sentences to make complex/compound sentence (with which/ when/that/because/as/and/but etc.). ii. Transform sentences into interrogative/assertive. iii. Make simple WH questions (affirm./neg.). iv. Change voice and narration.

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Course content	i. Joining sentences (make complex/compound) ii. Transformation of sentences iii. 'Wh' question iv. Voice and narration change.
Sample activities	i. Joining sentences: a. Amin is an intelligent boy. (Change the sentence into complex and compound sentence) ii. Make interrogative/assertive: a. This is an English book. (Make it interrogative). b. Isn't he a good person? (Make it assertive). iii. Make 'Wh-' questions: a. The pen is red. iv. Change the mode of voice and narration: a. I buy a pen. (Change into passive voice) b. Umme says to me, "Are you going to Agra?" (Change the mode of narration) v. Join the following pairs of sentences using <u>when</u>, <u>before</u>, <u>after</u> or <u>although</u>. a. We reached home. We found that my younger sister had fallen asleep. b. I had sung in the competition last year. I was invited to sing in several concerts. c. We came out of the cinema hall last Tuesday. We found that someone had punctured the tyres of several cycles. d. My mother bought me a new water bottle. My old one had broken. e. (Khanna et al., 2005: 58 in class 4, term 1)

Vocabulary	
Objectives	At the end of the lesson students would be able to: i. Form new words using prefix and suffix. ii. Make compound words. iii. Use any word in a sentence.
Course content	i. Prefix and suffix. ii. Compound words. iii. Make sentences.
Sample activities	i. Change the words adding –ly/-ous/-ment/-ing: Govern- _____, Continue- _____, Interest- _____. ii. Match the words in column A with column B to make compound words:

A	B
a. Ice	i. Light
b. Foot	ii. Office
c. Moon	iii. Cream
d. Grand	iv. Ball
e. Post	v. Mother

iii. Make a sentence with the following words:
Small- _____
Write- _____
School- _____

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Appendices

Appendix 1

Diagnostic Test Paper for Students

Duration- 1 Hour
Total Marks- 50

Test: (Reading Skills)

Read the following passage and answer the questions (1- 10):- [10×1]

It is always lovely on the Big Half Moon in summer. When it is fine, the harbour is blue and calm, with little wind and ripples. Every summer, we had some hobby. The last summer before Dick and Mimi came, we were crazy about kites. A boy on the mainland showed Claude how to make them. Back on the island we made plenty of kites. Claude would go around to the other side of the island and we would play shipwrecked mariners signalling to each other with kites.

We had a kite that was big and covered with lovely red paper. We pasted gold tinsel stars all over it and had written our names full on it— Claude Leete and Philippa Leete, Big Half Moon lighthouse.

One day there was a grand wind for kite-flying. I'm not sure how it happened, but as I was bringing the kite from the house, I tripped and fell over the rocks. My elbow went clear through the kite, making a big hole. We had to hurry to fix the kite if we wanted to send it up before the wind fell. We rushed into the lighthouse to get some paper. We knew there was no more red paper. We took the first thing that came handy—an old letter lying on the bookcase in the sitting room. We patched the kite up with the letter, a sheet on each side and dried it by the fire. We started out, and up went the kite like a bird. The wind was glorious and it soared. All at once—snap! And there was Claude, standing with a bit of cord in his hand, looking foolish. Our kite had sailed away over to the mainland.

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I. Choose the correct alternative to complete the following sentence:-

4. In the summer season, the Big Half Moon, an island, is always -
   a. Boring
   b. Sultry
   c. Dull
   d. Lovely

4. The last summer before when Dick and Mimi came they were crazy about -
   a. Big half moon
   b. Kites
   c. Island
   d. Harbour

5. On returning back to their favourite island, Claude and the narrator used to make plenty of
   a. masks
   b. kites
   c. envelopes
   d. Puppets

6. The size of the kite, made by them, was
   a. small one
   b. medium one
   c. extra small
   d. big

7. Claude and the narrator while making it, covered with
   a. lovely green paper
   b. lovely golden paper
   c. lovely red paper
   d. lovely silver paper

8. Claude and the narrator pasted
   a. silver tinsel stars all over it
   b. gold tinsel stars all over it
   c. green tinsel stars all over it
   d. blue tinsel stars all over it

9. The theme of this paragraph is -
   a. About a lovely big half moon
   b. About an island
   c. About the value of relationships
   d. About a kite.

II. Answer the following questions:

11. Describe the harbour in summer season.

_____

12. What happened when the narrator fell over the rock?

_____

13. How did the narrator fix the kite when it torn by his elbow?

_____

Test: (Vocabulary) [4×1]

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14. Do as directed:

a. Big- (Give the opposite word and use that word in a sentence)

_____

b. Tinsel- (Write down meaning of this word)

_____

c. Change the words adding *–en/ -ing/-ly/-ous*

i. Sit-
ii. Glory-

Test: (Writing Skills) [10]

15. Write a letter (within 100 words) to the Headmaster/Headmistress complaining against 'no books in the library' of your madrasa.

_____
_____
_____
_____
_____
_____
_____
_____

Test: (Grammar in Use) [14×1]

16. Do as directed:-

a. The bank has been robbed. (Change into active voice)

_____

b. The Ganga is the longest river in India. (Change the degree of comparison)

_____

c. She said that she liked classical dance. (Change it into simple sentence)

_____

d. What a nice flower it is! (Change it into an assertive sentence)

_____

e. She finished her home task. She went to bed. (Join the sentences)

_____

f. Hena said to me, "Are you going to Agra?" (Change the mode of narration.)

_____

g. You can do the work. (Change it into an interrogative sentence)

_____

h. I felt happy because I got a new book. (Split the sentence)

_____

i. I will meet you _____ (on/ at/ in) 12 p. m.

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j. His proposal was rejected (put up with/ turn down). (Replace the underlined word with suitable phrasal verb given in bracket)

17. Tick out the correct alternatives:
    d. Akhter (rise/ rises/ rising/ rose) at 6 a.m. daily.
    e. She (has been/ is/ was/ had) living in Kolkata since her birth.
    f. If my uncle (come/ comes/ will come/ has come) from London, he will bring a lot of gifts for me.
    g. Last Monday, while we (was watching/ have been watching/ were watching) the television, the electricity went off.

Test: (Listening Skills) [6]

18. Dictation.

Dictation Passage:

Swami went to school feeling that he was the worst boy on earth. His conscience bothered him. He wasn't at all sure if his description of Samuel had been accurate. He felt he had mixed up the real and the imagined.

Swami stopped on roadside to make up his mind about Samuel. Samuel was not such a bad man after all. Personally he was much more friendly than the other teachers. Swami also felt Samuel had a special regard for him.

Test: (Speaking Skills) [6]

19. Ask the student to introduce himself in English.

Appendix 2

Teacher's Interview Questions

Interview Questions for Teachers on the following points

(*Interview questions were reframed in English and Bengali as per sample population in the given area*)

1. Name of the teacher:
2. Gender: (a) Male [ ] (b) Female [ ]
3. Name of Madrasa?
4. Year of establishment?
5. Number of students in class 9th & 10th?
6. Number of English teachers (do other subject teachers take English classes?)?
7. Background of the teacher (board they pass-out, medium of instruction, distance mode/regular etc)?
8. Do you have teaching courses like D. Ed., B. Ed., M. Ed.?
9. From which class English has been taught?
10. Level of familiarity of English syllabus (lesson, exercise, items)?
11. Level of familiarity of English textbook?
12. What would you like to include in English syllabus to modify and why (analyze the syllabus)?
13. Number of madrasa students getting admission in college/university?
14. Factors that influence people to go for madrasa education?
15. What kind of employment does a Madrasa pass-out seek?
16. Familiarity of Information and Communication Technology (ICT) gadgets?
17. Do you use or need to use English in other situation (meetings, discussions, telephone calls, messaging, e-mails)?
18. Is the textbook helpful to you to teach the English language skills (LSRW)?
19. Teaching- learning situation (medium of instruction, learner centred or not)?

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20. Percentage of madrasa pass-outs in English examination?
21. Percentage of students who can read English text?
22. Percentage of students who can write simple sentence?
23. Any activity on listening and speaking skills?
24. If you prepare a model syllabus for English for class 10th, how it would be like?
25. Previous years results (if possible)

Appendix 3

English Textbook

Textbook for Class 10th (Bliss), published by Prof. Nabanita Chatterjee (Secretary), WBBSE, 77/2, Park Street, Kolkata- 700016, printed at- West Bengal Text Book Corporation Limited.

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