

## CHAPTER 4

### CURRICULUM AND SYLLABUS DESIGN

#### **4.0. Curriculum and Existing Syllabus of Secondary Schools**

In this chapter an attempt has been made by the researcher on prospect of curriculum and syllabus of secondary schools (10<sup>th</sup> standard) of Silchar subdivision and how far this syllabus apt them. The fundamental part of teaching-learning process is Curriculum and Syllabus design. Curriculum design is planning of the course about what to teach, why to teach, and how to teach. The curriculum and the syllabus is the link between teachers and students, the way to communicate the goals of teaching and learning. However, 'curriculum' and 'syllabus' are the terms used interchangeably in the informal situation; there is a distinct difference between the two. According to Richard (2001) "curriculum includes the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs..." The syllabus on the other hand, is "a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself" (Shaw 1977) Hutchinson and Waters (1987:80) define syllabus as follows: "At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance." However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden.1987: 87). Of course, curriculum design ultimately depends on the purpose of the institution which provides the curricula. Along with time, position and situation, curriculum and syllabus keeps on changing and this change is most expected to cope with the present need. The syllabus is prescribed keeping in mind the need of the learners, the objective of learning, the nature of learning as well as the teaching and

learning conditions. The local conditions and constraints may affect and influence in the designing of the syllabus (Susmita 2016).

The present syllabus of 10<sup>th</sup> standard is of local atmosphere and practical knowledge about the surrounding. The maximum chapters are written by the Indian writers, which are very informative. The oral practice lessons are very beneficial for the students as it develops their communicative skill. The materials are presented in a very interesting manner with necessary illustration and the variety of exercises after every lesson makes their learning more effective. It tries to develop the four language skills and the harmonious development communicative capacity within the students.

But the present syllabus is not completely free from faults. The syllabus cannot fulfil all the objectives that it is meant for. It does not develop all the skills of language learning in real sense. Though language learning is based on four skills- Listening, Speaking, Reading and Writing; but the syllabus does not encourage the first two skills. The listening skill is practice only for a limited period in the classroom. The oral practices prescribed in the syllabus are not sufficient for them. The teachers are often found confused, as they cannot decide which should be given prime importance- the completion of syllabus within the time limit or development of skill among the students. The text book does not provide any guideline to the teachers.

#### **4.1. The place of English in School Curriculum: The Curriculum and the syllabus of English language**

The state policy on language education, curricular statements and syllabi and materials for teaching-learning of English along with teacher inputs decide the quality of education in schools more so in rural schools. Any curricular reform ought to take into consideration the fact that whatever appears relevant and essential today may not be suitable for tomorrow. Curriculum in

countries like India bases itself on the diverse characteristics of the nation with its multiplicities. As John L. Clark (1987) remarks, a curriculum addresses the common as well as the individual aspirations. Given the diverse and conflicting values that exist within any large social group, and given a democratic concern for the valuing of such diversity, it would seem necessary for any contemporary curriculum to attempt to embody what are agreed to be common aspirations, and yet leave space for individual interpretation within and beyond these, to accord with the individual characteristics of each teaching and learning context. Goals for a comprehensive language curriculum needs to bring in aspects of language, culture, practices of people in the learning process in accordance with the local needs and concerns so that learners are able to connect with real life situations. A national curriculum (in language education) should aim for (Position Paper in Teaching of English NCERT – 2005) ... *a cohesive curricular policy based on guiding principles for language teaching and acquisition, which allows for a variety of implementations suitable to local needs and resources, and which provides illustrative models for use.* (p .3)

A syllabus, which is a medium to realize the aims of language education, is driven by various needs and concerns that a curricular framework aims to achieve. We expect a syllabus to present textbook developers for designing such materials that would give scope and space for teachers to exploit the perspective to maximum extent and to go beyond the textbook to engage the learners with their peers and immediate surroundings. The main objective of a good syllabus is to enable the learner to achieve proficiency in the language in different domains. The syllabus should reflect.

- (i) Assumptions about language learning
- (ii) Appropriate themes the texts embody
- (iii) Objectives of teaching-learning English.
- (iv) Knowledge of methods expected of teachers who use the textbooks

(v) Ideas on how learning materials will be constructed (What? and How?)

(vi) Ideas on how learning is to be evaluated

The state run schools which mostly fall under the fourth category of schools mentioned above would need to provide a curriculum for that ensures at least minimum level of exposure to the language, materials (receive inputs) that would present the language in contexts through authentic texts (Krahsen 1985), tasks and activities where children would engage with the language and interact and develop communicational skills, proficient teachers who would ensure enabling conditions for learning the language in meaningful contexts, and an examination system that would not threaten the rural learner and declare him a failure because s/he could not pass the mark of 33% in the subject as that of a content subject. But a question still remains if our state curricula provide such conditions so that the rural learners feel comfortable being in school, particularly in learning English language.

Nobody can deny the fact that it is through English that we are able to keep ourselves updated with recent developments around the world. English is also of utmost importance in case of higher studies and research in the field of science and technology and for those who want to find a good livelihood in this competitive environment. Here lies the inclusion of English language teaching from the early years of education. English, as it serves as the common medium for political historical and scientific thought for the people of the world, has found a place of interest in the school curriculum. Manoj (2015) stated that The secondary education commission 1952-53 gives emphasis on the retention of English in school curriculum as it is thought that English language and literature would help in bringing unity in the political and other spheres of activity in India. The Indian education commission 1964-66 also recommended the continuance of English in the interest of national integration or for higher academic work. The three language formula first suggested by the National Integration Commission

1962 and later recommended by the Indian Education commission 1964-66 contemplated compulsory study of English either as a second language  $L_2$  or as a third language  $L_3$  for a duration of six years or three years respectively in non Hindi speaking areas and as a second language for six years in Hindi speaking areas. Even when the different educational commissions and committees at different times recommended the adoption of the mother tongue or the regional language as a medium of instruction English finds its due place in the curriculum. Though most of the universities including Gauhati University and Dibrugarh University in Assam have switched over to regional languages as medium of instruction up to graduate level they have retained English as a compulsory subject of study upto the graduate level.

#### **4.2 The Description of the Course**

The schools of Assam can be broadly divided into two broad divisions; both the groups follow the government education pattern designed by Axom Sarba Siksha Abhiyan. The first group of schools consists of government or provincialized schools and private schools while the second group consists of private schools only. In both the type of schools, now a day's English is treated as a compulsory subject right from the beginning. Though the different institutions adopt different syllabuses depending on their affiliating board, at the high school level, i.e. at class IX and X, all vernacular medium schools as well as English medium schools which are affiliated by Board of Secondary Education, Assam (SEBA) have to follow the same syllabus, therefore the same textbook. In the High School Leaving Certificate Examination (HSLC) too all the students of both English and vernacular medium have to answer the same question paper. All the Bengali medium schools of Silchar subdivision is affiliated by Board of Secondary Education, Assam (SEBA) and the syllabus of 10<sup>th</sup> standard is also prepared by the same. English is introduced in the syllabus of govt. schools from class I.

#### **4.2.1 The present English Syllabus of Class X (2010-2013)**

The present syllabus of English for 10<sup>th</sup> standard was introduced In the year 2010. The syllabus designed for class x is a one year course where the material provided is a main textbook named *New English Reader*. The communicative approach has been adopted while preparing the syllabus, so that students are equipped with the best knowledge of the language, which they can use in their real life situation. The syllabus of class x itself is an effort to give maximum knowledge of the language coming out of the barrier of content study.

#### **4.2.2 The Materials Provided**

The SEBA Board provides the course materials for class X named as *New English Reader*. The textbook has been designed to enable the students of this level to attain a proficiency in the language so that they can develop an ability to use language both orally and in writing appropriate to a context or situation. The course introduces the students to a variety of reading texts for developing both intensive and extensive reading skills, and to provide rich reading experience. A detailed discussion of the English syllabus of class X of SEBA affiliated schools of Assam are mentioned below:

Text book: *New English Reader* for class X

Prepared by: Board of Secondary Education Assam

Published by: The Assam State Textbook Production and Publication Corporation limited Guwahati. First Publication: 2009

	Unit Sub-unit / lesson	Marks
1. Prose	Father's help	10
	Earthquake in Assam Preparation for England	10
	A child speaks The ant community	5
2. Poetry	Lucy poems In the bazaars of Hyderabad	8
	The light of other days The professor	7
3. Extensive Reading	The Bishop's candlesticks	6
	The Kabuliwallah	4
4. Grammar	Determiners, Tense Forms, Direct and Indirect Narration, Vocabulary, Voice, Sentence Correction, Synthesis of Sentences, Sentence patterns, Use of Prepositions, Verb phrases.	20
5. Composition	a. Translation/ Substance writing of an unseen prose passage or poem	8
	b. Essay writing/Story writing	6
	c. Letter writing- formal or informal/Report writing	6
6. Oral English	A morning walk Weak forms An excursion: A dialogue Minimum pair drills (1) Telephone skills (1) Minimum pair drills (2) Telephone skills (2) Practice sheet: Short responses	10
	total	100

### **4.3. Objective of the syllabus**

The syllabus of English for class X is prepared keeping in mind certain objectives which the students are expected to learn after the completion of the course.

#### **4.3.1. Teaching Reading**

The course introduces learners to a variety of reading texts to provide a rich reading experience:

- (i) A story by R.K. Narayanan to exhibit a deep understanding of child psychology
- (ii) Experiences by Ruskin Bond to make them acknowledge the supremacy of nature,
- (iii) An extract from Gandhiji's autobiography to provide the knowledge of Gandhiji's life,
- (iv) Environmental awareness by Severn Suzuki,
- (v) Natural life by C.R.Rutley, to make them admire the organized way of life parallel to the community life of man.

The course also includes a beautiful selection of all time favorite poems like Wordsworth's 'Lucy poems,' Sarojini Naidu's 'In the Bazaars of Hyderabad', Thomas Moore's 'The Light of other Days' and Nissim Ezekiel's 'The professor' respectively. The lessons provide a rich fare of reading experiences to the students for the development of different language skills. The poems that are given mainly aim at providing enjoyment and appreciation of the language.

The course also included two stories for extensive reading 'The bishop's candlesticks' by Norman Mckinnell and 'The Kabuliwallah' by



Rabindranath Tagore i.e. the reading texts included in the reader are meant for both intensive and extensive reading skill development. Intensive reading is generally defined as reading for information. It involves an understanding of the main idea as well as the specific details related to the text i.e. global and local comprehension. A global comprehension question requires learners to demonstrate their understanding of a passage as a whole or large part of it. Thus global comprehension generally focuses on the main gist or idea of a passage or a poem.

A local comprehension question requires learners to show how well they have understood specific details that have either been mentioned explicitly in the passage or that need to be inferred from information available in the passage.

Extensive reading means reading in quantity in order to gain a general understanding of what is read. It is intended to develop good reading habits to build up knowledge of vocabulary and structure of the English language and to encourage a liking for reading. In extensive reading comprehension questions are main tool to find out how well the learners have understood the text. The course content in the text has been selected keeping in mind the following objectives i.e. by the end of this course, a student is expected to,

- Read in a considerable speed depending on the purpose of reading.
- Identify and analyze the main points of a text.
- Develop the power of skimming so that going through the reading material; they can get the gist of it, to know how it is organized, or to get an idea of the intention of the author.
- Develop the power of scanning so that he is able to locate specific information and find out what he is looking for.
- Read extensively for pleasure.
- Read with correct pronunciation with proper stress and intonation pattern.

### **4.3.2. Teaching Writing**

Writing at this level stresses upon the learners ability to work in the following way i.e. by the end of this course, a student should be able to,

- Express his ideas clearly without grammatical errors.
- Organize a topic with proper introduction and conclusion.
- Use an appropriate style and format while writing a story, letter (formal and informal), report, paragraph, substance etc.
- Expand notes into a piece of writing.
- Reduce a given text into a summary.
- Recode information from one text to another (advertisement to report, diary entry to letter etc.)

### **4.3.3. Teaching Speaking**

The textbook for class X also includes a section entitled ‘Oral English’ with the objective of developing in students the skill of speaking English so that they can participate effectively in oral communication in real life situation. It is hoped that oral English section of the book will address adequately the development of communication skills and also enable them to acquire the strategies for interpersonal communication in English. It is expected that by the end of this course, a student should be able to

- i) Speak intelligibly with proper use of stress and intonation.
- ii) Convey a message in person or over phone.
- iii) Narrate incidents or events in a logical sequence.
- iv) Take part in a discussion and express ideas clearly.
- v) Express and argue a point of view clearly and effectively

#### **4.3.4. Teaching Listening**

The listening of lessons attempt to enhance the learners' listening skill. The course requires learner centered activities having frequent and lively interaction among teachers and students in pair work and group work activities. The teacher will act as a facilitator to stimulate learners' responses. There should be ample scope for the students for listening before the actual production of words and sentences by them. Audio visual aids providing speech practice used as and when practicable with ample focus on presentation of the teacher and active participation of the learner. There should also be an evaluation of performance of the learners at the end of each lesson through individual oral performance which could include an ability to form meaningful utterances in an appropriate context besides demonstrating an ability to-

- Listen to a talk or conversation and understand the topic
- Understand and interpret a conveyed message.
- Distinguish the relevant information from irrelevant one.
- Understand and respond appropriately to the to the directive language ( advice, instruction, order, request, warning etc.)
- Listen for information for specific purpose e.g. radio broadcasting, announcements, commentaries, news reading etc.

#### **4.3.5. Grammar**

In this section some grammatical categories are given so that the basic grammar can be used by the students accurately and appropriately in context.

→ Verb forms:

→ Tenses

Present/Past forms

Simple/Continuous forms

Perfect forms

Future time reference

→ Modals

Active and Passive voice

Use of Determiners

Direct and Indirect narration

Sentence patterns

Correction of Sentences

Synthesis of Sentences

Verb phrases

Use of Prepositions

Phrases and idioms

Noun and verb forms of a word

#### **4.3.6. Literature**

In this section, a student is expected to be able to understand, analyze, appreciate and respond to a literary text.

(a) Able to understand the plot/theme/story as emerging through the main events and progression of the incidents.

(b) Able to understand the feelings and emotions of the poet/writer.

(c) Able to understand the character portrayal as revealed through the description of main events, speech and dialogue

(d) Background setting as revealed through the story.

Understand the rhyme and rhythm of poetry as well as other rhetorical devices like simile, metaphor, pun, alliteration etc.

The objective itself proclaims how the syllabus is designed to fulfill the students' present and future need so that they are able to use the knowledge in their real life situation. If the objectives are achieved successfully, it will

not only make them an independent learner, but also equip them with knowledge to face the world with better understanding.

#### **4.3.7. Homework and assignments**

Throughout the year, the students are engaged in various tasks and activities like homework, projects and assignments. The students' understanding is tasted through written activities like class work or homework, which are made them to do after each lesson. Except these, they are also given projects and assignments, which are guided by either the teacher or free kind of task. The teacher gives them some information on a topic and students are required to write a letter, report, essay or compose a story on it. Sometimes they are given to collect an information by themselves are asked to prepare some projects and assignment on it. There is no fixed number of assignments and projects given to them, but it ranges from 2-5 from each unit of the syllabus.

#### **4.3.8. The Examination Scheme**

In order to assess the students' level of achievement, a continuous assessment policy is adopted along with the formal examination. In the class tests, understanding of the students is tested which is conducted after each lesson. Unit Tests, which are conducted twice in a year, follow class test and each unit test carries 25 marks. Again Half Yearly exam is conducted in the middle of the academic year. As after the completion of the course, students have to face board exams, so their knowledge is filtered through a selection test to be held before the Final Board Exam.

The Final Board Examination is held after the completion of the course at the end of the academic year. The final examination is conducted by the board itself and a certificate is issued after successful completion of the course.

The format of final examination paper is as follows-

Section	Unit	Marks
Section A	prose	25
Section B	poetry	15
Section C	extensive reading	10
Section D	grammar	20
Section E	composition	20
Section F	Oral English	10
Total		100

#### **4.3.9. The Qualifying Criteria**

The examination that is held after the completion of the course is known as H.S.L.C. (High School Leaving Certificate) Examination. The total marks allotted in this Exam for each subject is 100. In English subject, 90 marks is written exam and rest 10 is marks is oral which evaluated separately. Out of total 100 marks, a student has to secure 30 or more to be qualified in the subject.

#### **4.4. The Earlier Syllabus and the Changes made**

The syllabus prescribed until 2009 spread over two academic years. The syllabus of class ix and x was prescribed in a single textbook without any clear-cut distinction. The main objectives of the course were:

- (i) Enlarging the vocabulary of the students so that they can understand a piece of work in the language.
- (ii) Developing the skills like reading with proper apprehension.

(iii) Developing the written skills so that students can write independently and accurately.

#### **4.5. Creating an interest to read for pleasure**

Considering the objectives, we can realize that the previous syllabus concerned mainly on two skills reading and writing. The listening and speaking skills were not given so much importance. The textbook that was prescribed for the course were *Learners' English* where the course for both class ix and x was included. The examination was held after one year and questions are asked which were content based items and grammar no importance are given on listening and speaking.

#### **4.6. Comparison between the Two Syllabuses**

The old syllabus was teacher centric, who was of prime importance in the whole teaching learning process. Students had to follow only the teachers' instructions and act accordingly. Students were the passive participants and teachers used to explain the contents in the textbook making the students only learn and write in the exam. However, the new syllabus is learner centric and activity based where the students have to take active part in the teaching learning process. The students have to take part in oral practices and drilling as well as group discussion etc that make them actively involved without simply depending on the teachers.

The earlier syllabus was exam centric. Teachers taught and students learnt just to pass out the exams. Whatever little language learning was possible, that was only incidental. But the recent syllabus helps them in language learning.

#### 4.7. The Present Syllabus: An Analysis

The teachers' questionnaire was used to elicit data from the survey of various information of the syllabus. It is found that a large number of teachers believe that all the objectives of teaching English cannot be achieved by the present syllabus. 80% of the teachers believe that speaking and listening skills are not given so much importance in the present syllabus where the exercises given in the text book also can develop only reading and writing skills. 90% of the teachers believe that it is not possible to achieve the objectives as they are confused between completing the syllabus and focusing on skill development.

4.7.1 Percentage response of the teachers about objectives of the present syllabus as shown in the following table:

<b>objectives of the syllabus</b>	<b>Total response</b>	<b>percentage</b>
To develop and integrate four language skills	8	80%
To give the students the opportunity to express their ideas	1	10%
To enable the students to face real life situations	1	10%
To make them appreciate the language	nil	0%

**Table 4: Analysis of Present Syllabus**

Developing and integrating four language skills is the prime objective of the present syllabus which is well reflected in the responses of the teachers where 80% of them reply in favor of it. Most of the teachers believe that if this aim is not fulfilled the other objectives like facing the real life situation or developing inner quality of the students etc are not fulfilled. They won't



be able to appreciate the language nor even be able to communicate in the target language.

4.7.2. The objectives of the syllabus which can be achieved in real sense are presented in the table:

<b>objectives achieved in real sense</b>	<b>Total response</b>	<b>percentage</b>
Only reading and writing	8	80%
Reading writing and speaking	nil	0%
Listening and speaking	nil	0%
All the four language skills	2	20%

**Table 5: Shows the achieved objective of the syllabus**

The objectives that could be achieved in real sense present an surprisingly dismal scenario where 80% of the teachers say that only two skills reading and writing are achieved in real sense when other two prime skills like listening and speaking are generally neglected as they are not tested through examination. The students get the scope of listening only in the classroom which is not at all sufficient for them.

4.7.3. All the objectives of the syllabus cannot be achieved because:

<b>Reasons for not achieving the objectives</b>	<b>Total response</b>	<b>percentage</b>
Time consuming lessons and activities	nil	0%
Importance given on completion of syllabus rather than focusing on skill development	9	90%
Lack of cooperation of the students	nil	0%
Difficult syllabus	1	10%

**Table 6: Shows the unachieved syllabus**

#### 4.7.4. Merits of the syllabus

<b>Merits of the syllabus</b>	<b>Total response</b>	<b>percentage</b>
Useful for real life situation	2	20%
informative	4	40%
Develops all the skills to some extent	1	10%
All the above	3	30%

**Table 7: Merit of the syllabus**

#### 4.7.5. Drawbacks of the syllabus in short

<b>Drawbacks of the syllabus</b>	<b>Total response</b>	<b>percentage</b>
No sufficient guideline to the teacher	1	10%
Examination oriented syllabus and therefore importance given on completion of syllabus	1	10%
All the skills are not given equal importance	1	10%
All the above	7	70%

**Table 8: Drawbacks of the syllabus**

### **4.8. The Innovative Features of the Present Syllabus**

The class X syllabus is based on Communicative English, which has objectives of developing the four language skills. The lessons included in the syllabus give a detail about the local atmosphere and practical knowledge about the surroundings. Most of the lessons included in the syllabus are written by Indian writers which are easy to understand by the learners and very informative. The oral practice lessons are very beneficial for the students as it develop their communicative skills. Some of the important features of the new syllabus are:

- (i) The materials are presented in a very interesting manner with necessary illustrations.
- (ii) All the four language skills are given importance.
- (iii) The word notes after every lesson improves the students' vocabulary.

(iv) The variety of exercises after every lesson makes their learning more effective.

(v) The lessons included in the syllabus are very informative which is useful in real life situation.

The new course book also aims to follow the communicative approach. It tries to develop the four language skills and also the harmonious development of communicative capacity within the student.

#### **4.9. The Drawbacks of the Syllabus**

The main objective of the present syllabus is meant to fulfill all the necessary needs of the students, but it is not completely free from faults. The following drawbacks are found in the present syllabus of class X.

(i) The syllabus cannot fulfill all the objectives that it is meant for, it means, it is limited to blue printed.

(ii) Syllabus does not develop all the skills of language learning. Though language learning is based on four skills- listening, speaking, reading and writing; but the syllabus does not encourage the first two skills in real sense. The listening skill is practiced only for a limited period in the classroom. The oral practices prescribed in the syllabus are not sufficient for them.

(iii) The teachers are often found confused as they can't decide which should be given prime importance- the completion of the syllabus within the time limit or development of skills among the students.

(iv) The basic knowledge of some of the students in certain areas is very poor that it is not possible to uplift them to cope up with the syllabus of class X.

(v) There is a huge gap between the syllabus of class IX and X with the syllabus of class I to VIII. There is no coordination found between the syllabuses of these two sections. It is because the syllabus from class I to

VIII is prepared by NCERT while syllabus of class IX and X is prepared by SEBA.

(vi) The materials provided in the course are not sufficient. The textbook does not offer enough guideline to the teacher. There is no specific guideline for the students which grammar book should be followed.

#### **4.10. Suggestive Measures and Conclusions**

To sum up, we can finally come to the fact that the present syllabus is quite innovative and practical fulfilling the need of the students. However it needs some sort of development which will help the students in their all round development fulfilling present and future needs and also helping them in their professional areas.

(a) Since the syllabus has become learning oriented, the task of the teachers must be increased. The teacher has to play various roles in the classroom. He is a role model for the students while learning the language. He is also a moderator in the group activities, a classroom organizer, a practical adviser and a co-communicator. To perform all the above-mentioned tasks, he/she needs to be quite active, up-to-date with all the methods, skills and procedures of language learning. To fulfill the above-mentioned criteria, they must be given sufficient training. Orientation classes are also to be provided to the teachers.

(b) The teachers have to complete the syllabus within the limited period of time because of the examination-oriented process rather than teaching the language in true sense. So the language learning period should be expanded so that teachers and students get enough time for proper teaching and learning of the language.

(c) It is noticed that most of the teachers are also not perfect in pronunciation; hence wrong pronunciation of the teachers affect the learning of the students. Therefore, I would like to suggest having the provision of

audio-visual cassettes for the language learning process to get the perfect pronunciation of the language.

(d) The acquisition of language means the ability to use the language correctly and confidently. The confidence is built only when a speaker gets enough scope to use the language. Therefore, it is my personal belief that if the oral English part in the syllabus from class 1 onwards, the students could be more helpful from it.

(e) The syllabus should equip the students with sufficient knowledge so that they can be adjusted with the present society.

(f) Since the syllabus is examination oriented and the students are tested through marks, it is often noticed that writing skill gets more importance. Listening and speaking skills are most of the time neglected due to the lack of environment, which makes their language learning process incomplete. Therefore listening and speaking skills are also should be given as much importance as writing. Specially speaking skill should be more encouraged.

(g) The English language teacher must know the importance of English and he must teach in such a way that may help in their professional life and interviews in future. It also must prepare the students for higher education in different fields of study.

(h) In every secondary school level spoken English should be made a compulsory subject.

It is a noticeable fact that, the students from various parts of the country go for similar higher education program as well as competitive exams after class x so the syllabus of class x has to be perfect enough to lead the students for higher education as well as various competitive exams. So the syllabus of different states has to be quite uniform lacking a serious gap. A syllabus can be fruitful in true sense, if it cares all the above-mentioned aspects and may produce a good number of students of English.