



A Critical Study on Syllabus and Curriculum of English at the Primary and the Secondary Levels of Rohilkhand Region (Uttar Pradesh)

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How to cite this paper: V Pal, M. S. Sharma, "A Critical Study on Syllabus and Curriculum of English at the Primary and the Secondary Levels of Rohilkhand Region (Uttar Pradesh)," *Journal of Applied Science and Education (JASE)*, Vol. 05, Iss. 02, S. No. 110, pp 1-10, 2025.

<https://doi.org/10.54060/a2zjournals.jase.110>

Received: 15/02/2025

Accepted: 19/06/2025

Online First: 14/07/2025

Published: 14/07/2025

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Abstract

English pedagogy in India at primary and secondary levels sets a milestone for the forthcoming learners of the 21st century. This is a challenging task for a certain reason for the teachers as well as the students. As mother tongue is incorporated as a medium during the delivery of English content by most teachers in the classrooms, the social and cultural contexts also play a crucial role to affect English pedagogy along with many more linguistic factors. We are well acquainted that the system of mother tongue and its counterpart English entirely differs (SOV and SVO). The objectives of the study are to examine teaching methodology of English as practiced by English teachers at primary and secondary schools of Rohilkhand region of Uttar Pradesh in India.

Keywords

English teachers, English teaching, pedagogical approaches



1. Introduction

David Graddol, (2006), in his book “English Next India, predicted that English in India shall be playing a unique role in the lives of all natives though English as earlier placed the language of aristocrats in India. In his book he mentioned that English learning and teaching is now progressively required for higher education and employment. Consequently, English has become a symbol of people’s aspirations for quality in education and a robust participation in national and international life. NCERT (2000) report stated that students at school level should develop their ability to use their knowledge, understanding and skills. At this school level they should be able to look for sources of information and analyze problems and issues radically and scientifically. The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling. The child’s mother tongue is a medium of learning at the primary level but in India mother tongue generally of a student is not as the medium of instruction in schools. The English teaching profession has consistently recommended a relatively late introduction of English at the primary level, and this is reflected in spirit in policy documents. The dissatisfaction with this recommendation is evident in the mushrooming of private English medium schools and the early of English in state schools. The level of introduction of English has now become a matter of state policy to respond to people’s aspirations, making almost irrelevant an academic debate on the merits of a very early introduction.

As per the published report of NCERT (2012), a change in the curriculum affected which introduced English at the primary level in Uttar Pradesh (Class I & II oral, Class – III written). Consequently, all rural areas are also covered with these state board schools as providing education to all sections of the society is one of the primary responsibilities of the government. Here, English is introduced as a subject in class I. The teaching and learning of English today is characterized by the diversity of schools, classroom procedures and teaching of textbooks for the purpose of passing the examination. At the national level there is need for studying the nature of textbooks being used for English teaching, teacher preparation for teaching English as a subject or through English medium and the methodology used in the classroom. In 1997 David Crystal reported ‘English Language achieves a genuinely global status when it develops a special role that is recognized in every country’ in his book ‘English as a Global Language.

2. Research objectives

- To study the status of teachers’ teaching English at the primary & secondary schools
- To find out what the methodologies have been used at both the school levels of the teachers training
- To observe the training programmes for teachers of English and to assess their competence in teaching English at both the levels.

3. Methodology

- Since the study is exploratory in nature and is based in a naturalistic setting, a qualitative procedure has been employed to collect data. Observing their teaching practice, capturing their beliefs and their attitude, and identifying their strengths and weaknesses with the new curriculum the need for the use of more than one research tool. The research tools included in the present study are a) Questionnaires, b) Classroom observation, c) Interviews, and d) Recording, etc.
- To the research study, questionnaires were first administered to the entire primary and secondary school teachers individually. Classes in progress were observed without any interference. Then, an interview was conducted with all the teachers individually. Thus, the data was collected for the validation.



4. Analysis of the teachers' questionnaire

This questionnaire research data collection, collected from different schools of Rohilkhand region U.P, the teachers those are teaching at the primary and the secondary levels having good experience. Researchers visited many schools and met the teachers who are affluent in teaching with ten years' experience or more than it, to know their views only about the syllabus and the curriculum, which is being run at school levels by the SCERT. He wants to know the perception of the teachers they think about it and how it is going to help of the teachers in teaching English at both the levels. Researcher is thankful for the cooperation of the teachers; they gave their good time to the researcher to discuss freely on the specific problems, learners are facing, now a days in learning English. Researchers divided questionnaires into two groups at the primary trained teachers and the secondary trained teachers. They put up their views in questionnaire based on present condition of the teaching English in schools.

4.1. Tools were used in data collection

Questionnaires:

Questions were prepared for two categories of respondents:

- a) In service primary trained teachers, and
- b) In service secondary trained teachers

The questionnaire contains 15 (fifteen) questions each was designed to elicit their perceptions about the methods and materials adopted in DIETs by SCERT in making teachers trained at both levels.

The following table shows the details of the actual sample and research tool used in the data collection:

Table 1. details of sample and tool used.

No.	Tool for the data collection	No. of the respondents
1.	Questionnaire	8+8, 8/10= 12.5

(The number of respondents indicates primary trained teachers and secondary training teachers in service respectively)

4.2. Methodology

The study is based on the data and information collected by questionnaire source. It comprises of primary trained teachers and secondary trained teachers. The data thus collected was analyzed to determine the effectiveness of DIETs programmes in teaching English at both the levels in Rohilkhand region, U.P.

4.3. Analysis of the questionnaires

The section begins with primary trained teachers' and secondary trained teachers' questionnaire. The analysis of responses collected from primary trained teachers and secondary trained teachers were made simultaneously. Because the nature of the questions meant for these two categories of respondents were similar.

The primary trained teachers and secondary trained teachers were the major source of data here. Their views and reactions as trainees and trained teachers respectively provide research with valuable feedback and help in determining the effectiveness of a teacher training programme.

4.4. Description

The questionnaires for the primary trained teachers and secondary trained teachers contained 28 (twenty-eight) questions. There are both Yes/ No, questions and open- ended questions. Some of the questions are followed by a set of alternative answers with a blank next to each of them.

The respondents are supposed to tick the relevant one which they think is right.

There are also questions in blank spaces where they can write their views, they agree with.

4.5. Administration

The questionnaires were administered to 16 (sixteen) for primary trained teachers and secondary trained teachers from different schools at Rohilkhand region, U.P.

The questionnaires were distributed among both the levels of the teachers and sufficient time was given to complete the questionnaire. Firstly, the researcher explained the format of the questionnaire. Both the levels of trained teachers were encouraged to feel free to express their comments and views. It was noticed that most of them were able to complete their responses at their schools, while some of them took the questionnaires home to complete it.

4.6. Data analysis

This section is divided into two stages

- a. Introduction to the questionnaires, and
- b. Evaluation of the responses

A. Introduction to the primary trained teachers' and secondary trained teachers'

4.7. Questionnaires

The questionnaire for the primary trained teachers and secondary trained teachers is of a similar nature. The questionnaires are framed to elicit their views on different aspects of training programmes in general and English syllabus & curriculum in particular. The questions basically focus on the English course contents; the methods and materials used in training courses.

B. Evaluation of the responses of the primary trained teachers and the secondary trained teachers'

The tables of each set of responses are presented in this section with a summary statement of the findings. The frequency of similar responses collection is given in figure first in the table and then they are converted into percentage (%) each question is given as it is mentioned in the questionnaire.

Table 2. Table shows the results of the respondent of the primary trained teachers' and the secondary trained teachers.

Q. No.1: Do you think English is an important language for the communication?

Responses	Primary trained teachers	Secondary trained teachers
Yes	(07) 87.5%	(08) 100%
No	(01) 12.5%	(0)

Most of the primary trained teachers and the secondary trained teachers gave positive responses to the question. They think, English is an important language for the communication. Therefore, every teacher at the school's level should communicate in English among the learners. So that learners can come close easily to learn more English.

Few primary trained teachers put their negative views to say that, not only English is more relevant language to communicate but Hindi also exists at the same place in communication. Moreover, both the levels of teachers are moving for-



ward in a right direction in responding to the question. Somewhat, primary trained teachers didn't have their positive views with English as such secondary trained teachers had.

The table shows that the secondary trained teachers are more positive than the primary trained teachers.

Table 3. Table showing the opinions of both the levels of the teachers

Q. No.2: The SCERT syllabus is going to help the learners to learn English at the primary and the secondary levels. Please tick the option for which you agree with.

Responses	Primary trained teachers	Secondary trained teachers
Agree	(06) 75%	(07) 87.5%
Partially agree	(01) 12.5%	(01) 12.5%
Disagree	(01) 12.5%	(0)
Partially disagree	(0)	(0)
Can't say	(0)	(0)

A majority of both the levels of teachers are agreeing with the SCERT syllabus, which is helpful to the learners to learn English. Only a few of the teachers at both levels were partially agreed and disagreed with the primary group of teachers, with the syllabus designed by the SCERT. Most of the teachers at both the levels mark their positive attitude towards the syllabus which could be more in favor of learners to learn English.

Table 4. The table shows the objectives of the SCERT syllabus and curriculum.

Q. No.3: Does the SCERT syllabus and curriculum specify the learning objectives at both levels?

Responses	Primary trained teachers	Secondary trained teachers
Yes	(08) 100%	(08) 100%
No	(0)	(0)

Most of the teachers at both levels agree with the SCERT syllabus and curriculum which specify learning objectives.

Researchers get feedback on the syllabus and curriculum by the respondent, is positive and going in favor of the learners if they feel to get it. Teachers shared their views about the learners' guardians and what the image they have regarding the education system in their minds. They believe that education is made only for the elite group of people who have proper money and sources to fulfill the requirements they need in their education period.

Table 5.

Q. No.4: The SCERT syllabus and curriculum is well equipped to develop the ESL learners' listening, speaking, Reading and writing skills at the primary and the secondary levels.

Responses	Primary trained teachers	Secondary trained teachers
Agree	(06) 75%	(06) 75%
Partially agree	(01) 12.5%	(02) 25%
Disagree	(01) 12.5%	(0)
Partially disagree	(0)	(0)
Can't say	(0)	(0)

A majority (75%) of the primary trained teachers and (75%) of the secondary trained teachers find that syllabus & curriculum is well equipped to develop the ESL learners' learning. They put their views that English classes were suitable for en-

hancing their teaching and learning skills. On the other hand, few of them at both levels partially agreed and (12.5%) disagreed. Secondary trained teachers partially agree.

The table shows some differences between the primary trained teachers and secondary trained teachers in the reference of LSRW skills

Table 6.

Q.No.5: What are the techniques and approaches you use in the classroom at the primary and the secondary levels?

Responses	Primary trained teachers	Secondary trained teachers
Grammar- translation	(01) 12.5%	(04) 50%
Bilingual	(01) 12.5%	(03) 37.5%
Communicative	(05) 62.5%	(0)
Any other (please mention)	(01) 12.5%	(01) 12.5%

Here, majority of both levels show a huge difference in their responses. Majority (50%) of the respondents from the secondary trained teachers were in favor of the Grammar translation method. They considered that grammar translation is a good method to teach English language to develop learners' reading ability at both the levels where they can read literature in the target language and other is to develop learners' general mental discipline. On the others hand, same group (37.5%) of the teachers think that bilingual method is good to make them understand English lecture with the help of their native language. while they come to 5th or 7th level, they didn't get such competent in English to understand it, without their mother tongue.

Few (12.5%) of them think, no, they can apply any other methods and approaches to make them understand English. Here, the majority (62.5%) of primary trained teachers were in favor of communicative methods, they say that it is very important in our daily lives. Nothing can take place without it. It has expressed us whatever purposes. Few (12.5%) of primary trained teachers were in favor of grammar translation methods, (12.5%) of bilingual and (12.5%) with any other methods. They said that the teacher knows only which method will be learning oriented and fruitful for the learners.

Table 7.

Q. No. 6: Do you use any additional teaching- learning material?

Response	Primary trained teachers	Secondary trained teachers
Yes	(07) 87.5%	(06) 75%
No	(01) 12.5%	(02) 25%

Here, (87.5%) of the primary trained teachers were in favor of additional teaching- learning materials, while (12.5%) of the teachers maintain that the designing of the material is such, in that, there is no need to use more additional material. Because of the way it was designed, all necessary things are given in it.

Only, they must know it willingly. 75% of the secondary trained teachers mentioned their positive attitude towards the material, on the other hand, the same group (25%) disagreed with follow it.

Here, the table shows a difference in the responses given by the two categories of respondents on the use of any additional teaching- learning materials.

Table 8.**Q. No. 7: Do you use any activity to motivate learners and facilitate their learning?**

Response	Primary trained teachers	Secondary trained teachers
Yes	(08) 100%	(07) 87.5%
No	(0)	(01) 12.5%

A majority (100%) of the primary trained teachers were agreed and ready to use activity to motivate learners and facilitate their learning. They think that motivation and facilitation are taking learners forward in a right direction to enhance their learning. In the same way, (87.5%) of the secondary trained teachers also were ready to follow, while few of them, (12.5%) disagreed with the motivation and facilitation.

Table 9.**Q. No.8: Does the SCERT syllabus include such activities to motivate learners and facilitate their learning?**

Responses	Primary trained teachers	Secondary trained teachers
Yes	(08) 100%	(06) 75%
No	(0)	(02) 25%

A huge majority (100%) of primary trained teachers feel that SCERT syllabus contains all learning activities which are required to motivate and facilitate their learning. While (75) of secondary trained teachers agreed with the syllabus to follow all the relevant activities, and (25%) of the secondary trained teachers fully disagree with following SCERT syllabus in learning.

Q. Nos. 9, 10: Seek, how do they impart listening and speaking skills in English to the learners?

Please mention two- two methods for each skill

Here, respondents gave different their own created views on the listening and speaking methods which don't match any specific skill. Researchers made good efforts among the respondents to know more about their approaches they use to impart listening at schools' levels. Both the levels of teachers intended that they applied methods which they find are relevant to the level of the learners. Few of them viewed that they use direct methods for speaking, and recording, repetition for listening etc.

Table 10.**Q. No.11: To make the learners develop reading and writing skills in English, you make them**

Responses	Primary trained teachers	Secondary trained teachers
Read in the classroom	(06) 75%	(05) 62.5%
Write in the classroom	(02) 25%	(02) 25%
Give them homework	(0)	(01) 12.5%

Most (75%) of the primary trained teacher feel that the text reading should be in a classroom to improve learners' pronunciation, accent and time to influence their fluency in reading and writing, few (25%) of them commented that to improve writing skill of the learners, teachers must give writing work in classroom as well as homework too, for developing both skills.



Comparatively of primary, (62.5%) of secondary trained teachers considered that to enhance reading skill, teachers should allow the learners to read a text in the presence of teachers carefully so that they may improve their weaknesses. Some (25%) of them, followed primary teachers for writing. (12.5%) of secondary teachers agree with the homework. Teachers should allow the learners to complete their exercises work at home.

Table 11.

Q. No. 12: Are cartoons or audio/ video aids used in the primary and secondary classes?

Responses	Primary trained teachers	Secondary trained teachers
Yes	(05) 62.5%	(04) 50%
No.	(03) 37.5%	(04) 50%

Here, (62.5%) of respondents said that they use cartoons, audio and video aids to make learning effective and interactive for the learners. (37.5%) of the primary teachers disagree with accepting it. They said that the government doesn't provide such tools which can be used at the school levels, further they mentioned that if a new tool comes at, then teachers are not eligible to use it. For that, they never had been interacted with such techniques in their training period which could make them to know. Most secondary trained teachers is divided (50-50) % in favor and not in favor.

Table 12.

Q. No. 13: You informally interact with each learner in the classroom

Responses	Primary trained teachers	Secondary trained teachers
Always	(05) 62.5%	(06) 75%
Sometimes	(03) 37.5%	(01) 12.5%
Never	(0)	(01) 12.5%

A majority of both the teachers (62.5%), (75%) say that, always they interact with learners to know their progress of learning. On the other hand, (37.5%) of primary trained teachers say they interact but sometimes, due to the class time only. (12.5%) of secondary trained teachers share sometimes they interact, and (12.5%) responded never.

Table 13.

Q. No.14: On the completion of four years of studies in English, the learners can

Responses	Primary trained teachers	Secondary trained teachers
Recognize the letters of English alphabet	(04) 50%	(05) 62.5%
Read story books/ comics	(04) 50%	(03) 37.5%
Any other text (please mention... ..)	(0)	(0)

This table shows that (62.5%) of secondary trained teachers and (50%) of primary trained teachers feel that on the completion of four years of studies in English, learners only be eligible to recognize English alphabets. While (50%) of primary and (37.5%) of secondary teachers say that learners can not only eligible to recognize English alphabets but can read story books/ comics also.

Table 14.**Q. No.15: on completion of four years of studies in English, the learners can**

Responses	Primary trained teachers	Secondary trained teachers
Write letters of English alphabet	(0)	(01) 12.5%
Write short sentences	(08) 100%	(07) 87.5%
Any other text (please Mention)	(0)	(0)

This table shows (100%) of primary trained teachers and (87.5%) of secondary trained teachers are agreeing to accept that on completion of four years, learners may write short sentences, while (12.5%) of secondary teachers feel they can write only English alphabet not more than that.

Table 15.**Q. No.16: On completion of four years of studies in English, learners can**

Responses	Primary trained teachers	Secondary trained teachers
Greeting people in English	(0)	(01) 12.5%
Ask a small question in English	(04) 50%	(01) 12.5%
Follow order/ command in English	(04) 50%	(02) 25%
All of the above	(0)	(04) 50%

Here, this table shows that (50%) primary trained teachers are agreeing to accept that their learners can be able to ask small questions, on completion of four years of studies in English and (50%) say that theirs' can't ask small questions but can follow order/ command in English.

On the other hand, secondary trained teachers are divided into small groups, (50%) say that their learners can follow all commands which are mentioned in questionnaires. While (25%) consider that theirs' can follow order and command in English, few of them, (12.5%) say that their learners can greet the people in English, (12.5%) say that their learners can ask small questions.

Table 16.**Q. No.17: You evaluate your learners' performance in English**

Responses	Primary trained teachers	Secondary trained teachers
Through test	(03) 37.5%	(02) 25%
Through assignment	(0)	(0)
Through interaction	(0)	(02) 25%
Through the classroom participation	(05) 62.5%	(04) 50%

Here, the table shows that a majority (50%) of secondary trained teachers evaluate their learners based on their classroom participation and performances, while (62.5%) of primary trained teachers are following the same thing. (25%) of them agree that they evaluate their learners through the interaction of the learner whether it is in classroom or outside the class-



room. (25%) teachers of secondary levels evaluate their learners through test. While (37.5%) of primary trained teachers also evaluate their learners through tests.

5. Findings

- a) The study shows that the primary and secondary trained teachers are satisfied with the teaching- learning situation of the primary and secondary learners. Teachers state that SCERT syllabus in English is interesting and good for enhancing their teaching and learning skills. They further add that English syllabus is good, but it should be a core component of the learners at both the levels.
- b) In the areas of teaching of the four skills, listening, speaking, reading and writing, responses are varied. Most of the teachers are satisfied with the SCERT syllabus and curriculum, while others partially agree & disagree with it. Some of teachers at both the levels say that the medium of instructions of teaching should be in English language. So that learners may interact in English.
- c) Data indicates that modern instructional aids such as OHP, Power Point, radio etc, never been used in the classes.
- d) As for as the teaching of various approaches and methods are concerned, the communicative and Grammar translation methods are more talked about. Others such as bilingual, audio lingual are also discussed with a little weightage.
- e) Study shows that micro & macro- teaching are dealt with by teachers training and they are not taught in their training period by which desired teaching strategies and behaviors are demonstrated.

Conclusion

Here, researchers were very much confused to get data from respondents at both the levels, they have been exposed in their answers, that, they are satisfied with the syllabus, and curriculum has been designed by the state government, but here, they mentioned just opposite responses as researcher explained briefly above.

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