

Strategies of Directorate of Education Delhi to improve level of English learning in Delhi government schools

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Abstract

English is considered as a second language in India. It is most widely used language in every field. From merely a small office to proceedings in court, there is English and everything is done in English. The world is connected globally, people across the world are also connected with one another. English language is an international language it has emerged as the connecting link between the people of all the countries, people often called English as the international language of business. In India it also bridges the gap between different states. English also play decisive role in career formation of students. Parents are attracted by the schools, which have English as a medium of instruction. English is not our first language neither conversational language in Indian families. So, Indian student did not have any scope to learn English language at home or from surroundings. For our students it is difficult to learn English language because it is only taught as a subject in school. It is only a part of academic syllabus and a medium of learning a subject, to be a part of global economy students must be proficient in speaking English language because English is the global language. If any person want to achieve heights in career then proficiency in speaking skill is must. When we see the students of government schools in Delhi, there is a lacuna of English speaking skills. Students are not proficient in communication in English, to bridge this gap of learning special strategies are needed to be taken. Education department of Delhi is taking some special steps to bridge this gap. Some of the steps are; spoken English course, Inclusion of English in mission Buniyad, summer camps, International Exposure, PDET, Reading Mela, Library weeks, Tesol core certificate programme for English teachers. These programs are need of hour to bring our students to the threshold of word economy and open gates of bright future for them.

INTRODUCTION

English is an extensively used language, It is a common language of the world full of different countries and languages. People of different descents use English to communicate with each other, without a common language it is not possible to communicate with people of different countries. If a person want to be a part of global economy, he/she must have effective communication skills in English. Even if a non native speaker of English wishes to enroll in foreign universities he has to clear TOEFL: TEST OF ENGLISH AS A FOREIGN LANGUAGE. In India also there is an extreme language diversity, North Indian person can't understand language of south India and vis a vis. We can say that English is playing a prominent role in our country as a national link language besides Hindi and as an international language in the world and medium for science and technology. We are teaching and learning English in our schools from a long time i.e. before independence. English had been an integral part of our education system. Later on it was also introduced as a medium of learning other subjects also. We can see many English spoken classes in our neighborhood. Market is full of books of spoken English books but still students of our government schools are unable to communicate in English. Every student want to study in English medium but when we talk about their skills of English even after 12 years of schooling, we feel quite disappointing. Government school students are unable to clear interviews in big firms because of lack of communication skills. It doesn't matter how much knowledge he/she possess. This is a sad truth that even after so many years of independence we are unable to capture this language in our claws. Why? What's the reason? Where are we lacking? What measures we should take? What measures Delhi education department is taking? These are questions which we need to answer immediately.

Status Of English In India

Britishers came to India for business, so people of India had an exposure to English language. English spread its roots because of Lord Macaulay's educational policies. Macaulay's motive in spreading English in India was to create a group of peoples who will work as interpreter between the rulers and ruled. His aim was to produce such peoples who were Indians in blood and color but English in taste, in opinions, morals and intellect. Macaulay's educational policy was very restrictive and its aim was to produce clerks for Britishers for smooth conduct of their business. English then gradually gained its root and became part of education system of India. Since independence, English language continued to be taught in schools and colleges. A large group of native Indians emerged whose social status was dependent on their good acquisition of English. Proficiency in English language was considered instrumental in fetching well paid jobs. Due to this increased importance of English language it was made compulsory part of educational setup. After independence from the British Raj in 1947 English

remained an official language of the new dominion of India and later on 100,000 Indians or less than 0.1% of total population speak English as their first language and around 30% of Indian population can speak English to some extent. Most countries with colonial past have a great impact of English language but mother tongue is different. As per the census record of 2001 only 12.18% of Indian knew English at that time of those approximately 2,00,000 reported that it was their first language. According to 2005 Indian human development survey of 41,554 people. It was reported that 72% of men spoke no English, 28% of them spoke at least some English and 5% of them, who spoke fluent English of women 83% spoke no English, 17% spoke at least some English and 3% spoke English fluently. According to the statistics from the District Information For Education (DISE). Of national university of educational planning and administration under the ministry of human resource development Government of India enrolment in English medium school increased by 50% between 2008-09 and 2013-14 the number of English medium school students in India increased from over 15,000,000 in 2008-09 to 29,000,000 by 2013-14. According to 2011 census 129 million Indians spoke English. It concluded that approximately 83 million Indian reported English as their second language. India ranks 50 out of 100 countries in the 2021 EF English proficiency index published by the EF Education First. The index gives the countries score of 496 indicating low proficiency. India ranks 8th out of 24 Asian countries included in the index. Among Asian countries, Singapore and Philippines, Malaysia South Korea and China received higher scores than India. In New York Times journalist Manu Joseph states that due to prominence and uses of the language and the desire for English language education English is the de facto national language of India it is a bitter truth. According to the Indian constitution English is the language of India Supreme Court and of all the high courts of India. Even after attaining such a high status before so long our students are struggling to learn and speak English properly this is very disappointing. Condition is better in private schools but government schools are far behind in this race. This is sad but bitter truth. In developed cities students have many opportunities to learn English but in villages and small towns condition is worse and not acceptable.

LITERATURE REVIEW

R Abhilasha and M Ilankumaran published a paper on English language Teaching :Challenges and strategies from the Indian perspective stated that English ,an extensively used language of today has mentioned English as a global language .It also stated that in India people have been crazy about learning English. It also stated what are the difficulties Indian students are facing in learning English and what are the possible strategies which can help in learning English in Indian perspective. It also stated that since independence Indian Educational system has encouraged a large number of committees and commissions for reforms in Indian Educational system. It concluded that English Language teaching and learning can be promoted through the cultivation of level-wise skill based habits such as Discussion and conducive Environment at home. Directorate of Education through its brochure ;2015 and beyond Delhi Education Revolution the Government has done a lot of work in improving education system .This document stated that govt has started Mega Ptm ,Reading Mela ,Three Tier Library system etc. Govt also established Core Academic unit to promote Research and Development in Education and SMC's to strengthen role of community in school. Govt. also started TDC program to communicate better and in effective way with teaching fraternity. British council of India with Macmillan Education and Delhi Government launched Project spoken English in 2018 It stated that this project will work for developing the English speaking proficiency and communicative competence of class 11 students. The Delhi Directorate of Education has a model of delivery, which also embeds teacher support, to develop students. It stated that in 2018, an internal evaluation showed 63 percent of students completed both pre and end of course assessment showed improvement of one full CEFR level. In 2019, it was 70 percent .in 2018, over 80 percent of students reported an increase in confidence in speaking English at the end of the course .In 2019 it was over 90 percent. RELO (regional English Language Office ,United states of America) states that RELO New Delhi's mission is to support the effective Teaching and learning of English in Afghanistan, Bhutan and India ,while enhancing mutual understanding between the United states and these nations. RELO New Delhi collaborates with state Government, Directorate of Education ,colleges and Universities in supporting in Teacher Education,Teacher Training ,and Teacher professional Development program as well as curriculum and language teaching material development , and other English language teaching Projects. RELO New Delhi is committed to support effective pre and in-service training opportunities for English language teachers throughout the region.

Steps taken by Directorate of Education :Delhi and their impact

Directorate of Education Delhi is doing reforms in education system at a tremendous level .New programs are being introduced on regular basis .for improving physical ,mental, emotional and educational well being of students Initiatives like Happiness ,Deshbhakti ,EMC etc. During summer vacations mission buniyaad is there for improving reading and writing skills of students .Earlier only Hindi and Maths were introduced in Mission Buniyaad but now English is also an integral part

of it .To improve reading skills of students mission buniyaad is now being extended during regular school days also .This program is really very helpful for non readers and slow learner students .An assessment is being conducted on regular basis to see the progress of students , as per records it is improving day by day .Everyone is trying hard to bring results .This program is for Students of 3rd to 8th class .These programs help in improving foundation of learning process.

Directorate of Education Delhi introduced SPEAKING ENGLISH COURSE for students who are above 18-35 years of age with MacMillan and wordsworth. Those who are studying or have passed out from Delhi government schools or doing any job can enroll by paying a nominal fees of 950 Rs .The program timings were evening and morning both .The fees is also refundable once you complete the program successfully. This program is also very helpful for students after regular schooling. Students can take admission in different courses and universities .where speaking skills help them boost their confidence .

Professional Development course for English teachers : on regular basis government is organizing Professional development courses for language teachers .These courses are being conducted in association with RELO (Regional English language office ,US).This program was introduced by Delhi Government to enhance skills of English language teachers .RELO New Delhi collaborates with state governments, Directorates of Education, colleges, and universities in supporting teacher education, teacher training, and teacher professional development, as well as curriculum and language teaching materials development, and other English language teaching projects. RELO New Delhi is committed to supporting effective pre- and in-service training opportunities for English language teachers throughout the region.

RELO New Delhi is also committed to supporting the teaching and learning of English communication skills in a wide variety of specialized fields such as Communication Skills for Disaster Management Professionals, Interviewing Skills for Journalists, Presentation Skills for Public Policymakers, Communication Skills for Gender-sensitive Policing, Presentation Skills for Advocacy, Negotiation Skills for Entrepreneurship, Writing for Academic Publication, English for Health Care Professionals, and more.

Delhi Board of School Education (DBSE) signed an agreement with Burlington English on , August 4, 2022 to provide support to the students and teachers of Delhi Government's Dr BR Ambedkar Schools of Specialized Excellence to develop global competencies in the English language.

The program named as "innovation in communication" (Innovation in Communication) will focus on strengthening the schools' efforts to develop an immersive English language learning environment by also building capacity of the respective school teachers through digital and offline interventions.

As a part of this partnership, more than 200 students will get all-round support for developing English language communication, which will be powered by deep technology. A wide range of learning options will be provided to students of Classes 1 to 12 in other Delhi government schools as well, that are not yet affiliated to DBSE.

The agreement with Burlington English seeks to provide support to the students and teachers of Delhi Government's Dr BR Ambedkar Schools of Specialized Excellence to develop global competencies in the English language.

Project spoken ENGLISH: This was an ambitious project of Delhi government with Macmillan Education, India to reach 40,000 students of class 11 and provide them skill needed to improve their English-speaking skills. The goal of this project was to develop the English-speaking proficiency and communicative competencies of class 11 students. It will help students in improve employability of students and enhance their job readiness. The 160 hour spoken English course was delivered in three phases, across 182 centers in NCR, Delhi in 2018 and 921 centers in 2019. The British council recruited and trained 18 senior teachers in 2018 and 72 senior teachers in 2019 in teacher management skills, understanding project objectives and the pedagogic knowledge and skills required for course delivery.

The aim of the 160 hours spoken English course delivered to class 11 students during the Delhi English Project was to improve their spoken English by one full level on the common European Framework of reference for language (CEFR). To achieve this aim ,a workbook ,Let's talk ,was specially designed by Macmillan Education to meet the interest of students and maximize opportunities to speak in English during the lesson .In these classes students spent most of the time in speaking , English workbook comprised of three key components which formed the basis of the delivery model. The internal assessment of British council stated that 63% of students who completed both the pre and post course assessment showed improvement in one full CFR .

Current scenario

When we try to see the result of above policies we find a significant change in the condition. now students have interest in learning language and they want to be a part of global economy. students have awareness about importance and need of English in their growth and development. students understand that they need English for higher studies and a growing need of each and every field. We need English in order to make our knowledge and skills in science and technology up to date .so there are many requirements of English language not only in for India, it is helpful and required for global development.

communication is the key to enter in world of business. communication is successful when a communicator is sufficiently able to interact with integrity, clarity, frankness and dynamism. Communication is necessary for close relationship of empathy in society .so we need to focus on communicative aspect of a language. If a person is working globally and is not able to communicate properly he will be out of place soon. But due to some challenges in India even after 75 years of independence we are unable to provide proper infrastructure, proficient teachers in our schools . Teacher pupil ratio is also a big barrier in achieving our goals of education. There are some other reasons also infrastructural reason ,lacuna in policies and proper implementation of policies ,family background ,first generation learners and lack of opportunities of learning. This is the time that maximum problems should be catered and focus should be on achievement of our goals.

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