

## ENGLISH IN PRIMARY SCHOOL EDUCATION IN INDIA: A FEW OBSERVANCES

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### Abstract :

India is striving towards achieving universal elementary education. Sarva Siksha Abhiyan and National Council of Educational Research and Training have started many initiatives. These initiatives have yielded positive results. But, in heavily populated urban areas there arise many problems since the number of migratory students is very high. Children of unemployed migratory people are frequently relocated and dwell on pavements. Where hunger and housing are major concerns, education takes a backseat and the school becomes a place for sustenance. Language also becomes a barrier. Migratory children have to learn the local language and also the language of the school in a very short span of time. This paper highlights these problems and recommends solutions.

**Keywords:** first-generation learners, language load, migratory students, and universal elementary education

### Introduction :

In the present economic system, proficiency in English is vital for employment in India as well as the global economy. The school is the chief means of English language acquisition for most Indian students. This study arose from the need to examine the level of proficiency of primary school students in the language. And, primary school is where students form their base in the language.

The Status Survey was conducted on class IV students in West Bengal and Jharkhand. The English language is a colonial heritage in India but it was largely restricted to the elite and middle class. In Post-Independent India, English education has spread, crossing all divides. Language Proficiency levels have correspondingly dipped due to several factors.

It should also be noted that all English language tests in India are Achievement tests based on syllabi prescribed by the Boards. There is so far no National level or State level Proficiency Test at any level. Only students aspiring to go overseas have to pass IELTS or TOEFEL which are the only proficiency tests available. Thus, the different language skills which ensure proficiency are seldom evaluated adequately. A Status Study such as this, based on the designing and administering of a proficiency test across different schools yields valuable information about the level of language acquisition in a region and the factors which enable and impede it. English language teaching has been a matter of government policy in the States; hence, the Study also includes a discussion of such determinations.

### Migratory Pupils and their Problems in Particular :

Since my field work was undertaken in West Bengal and Jharkhand, the issue of migratory children was studied in reference to these states in particular. Kolkata is a big metropolitan city. Here many people come with their families from the neighboring states of Bihar, Jharkhand and Orissa in search of work when there is no farm work available in their villages. The poor children often do not have even permanent dwelling areas. They are basically pavement dwellers. Their fathers work as daily wagers such as rickshaw or van pullers. When they are

driven off the pavements, they move to other pavements; often to the city's outskirts. Children of such families often do not enroll themselves in schools when they relocate from place to place and language acts as a huge barrier. But, SarvaSikshaAbhiyan mandates that all children of India must be educated till 14 years of age.

Even when these children enroll themselves in schools, they do so basically for food and uniforms which they use as clothes. They even enroll themselves in morning and day government/government-aided schools and evening tuition schools run by voluntary organizations for securing meals throughout the day.

Children who study in Hindi-medium primary schools in Kolkata often do not have Hindi as their mother tongue. Their mother tongues are Bhojpuri, Maithili and others. They have to learn to speak in Bengali to communicate in Kolkata, and learn Hindi as well as English. Teachers have Bhojpuri, Maithili, Bengali or others as their mother tongue and have difficulty in communicating with the pupils.

The children are also employed as farm hands, and while in cities, they engage in short-term business activities, such as making and selling of gulal during the holi festival.

In such a situation, their proficiency level in English is very poor.

### **Sarva Siksha Abhiyan (SSA)**

SSA was initiated by the Government of India in 2000-01. The aim of SSA is to provide proper free and compulsory elementary education in a time-bound manner. To this end, the -

1. SSA has started programmes for pre- and in-service training of teachers, as follows: regular 20-day in-service training for every teacher every year, 30-day training for newly-recruited teachers, and 60 day training for teachers that have not received pre-service training.
2. It lays emphasis on an optimum pupil-teacher ratio.
3. It provides grants to schools and teachers to develop teaching-learning materials.
4. SSA also provides free textbooks for all children without discrimination.
5. In accordance with the objectives of SSA, the National Council of Educational Research and Training (NCERT) has developed the National Curriculum Framework (NCF), 2005 to reduce the curriculum load and make learning more enjoyable for children by revising and reviewing textbooks.
6. It has helped in the establishment of Block Resource Centres to provide decentralized professional support to teachers, and textbooks, teaching-learning materials, etc.
7. SSA also supports remedial teaching of students.
8. Additionally, SSA also maintains data on teacher absenteeism, pupils' attendance, 'time on task' of pupils and teachers, professional competency, para teachers, etc.
9. Alongside, NCERT also administers periodic achievement tests to students. To facilitate capacity building in states, the NCERT as well as SSA provide academic and technical support.

With the help of SSA, several states have started successful quality improvement initiatives like the Integrated Learning Improvement Programme in West Bengal. Jharkhand has also initiated SSA and conducts its activities through Jharkhand Education Project Council (JEPC).

However, problems remain which need to be addressed.

### **English Teaching in West Bengal**

In pre-Independent India, Bengalis were in favour of English education.

Since Independence, English continued to be taught from class I in West Bengal. Thereafter, many educational committees were set up in the state to decide upon the best stage in which to introduce English to pupils in schools. The **Harendranath Roy Chaudhuri Committee**

(1948) decided that 'English should not be taught in the primary classes (I-V)'. But in reality, most of the standard Bengali schools introduced English teaching from class I and made English a compulsory paper in the selection tests for admitting scholars in class I. English shifted to Class VI in 1983 based on the recommendations of **Himangshu Bimal Mazumdar Committee (1975)** as the committee said the teaching of two languages to children till Class VI would be tortuous and unscientific. The committee advocated the teaching of English through the functional communicative method instead of the traditional grammar-translation method. By accepting this method, West Bengal became the first state in India to introduce such a syllabus based on an eclectic approach by the name of Structural Functional Communicative syllabus. The **Ashok Mitra Commission (1992)** recommended the teaching of English in government and government-aided institutions may commence from class V. **Pabitra Sarkar Committee (1998)** recommended that English language learning would be formally reintroduced into state (government) primary schools, and it would be taught from class III onwards from the year 2000. Some informal arrangement of teaching the alphabet and combination of letters to form simple, monosyllabic words may be made after the first semester of class II. Children should not be asked to write them in class II. Beginning once again from **May 2004**, English teaching was once again introduced from class I in West Bengal. In taking the decision, the government set aside the recommendation of Ranjugopal Mukherjee Committee (December 2002) and advocated abolition of English teaching at the primary level. English teaching, thus, once again began from class I in West Bengal before the National Knowledge Commission put forth its recommendation for the same in 2007.

Running parallel to, and along with the Government-run schools are private schools. Most of the private schools in the state are affiliated to the Council for the Indian School Certificate Examination which conducts the Indian Certificate of Secondary Education (ICSE) examination or Central Board of Secondary Education (CBSE) Boards. ICSE is based on the curriculum that evolved out of the "convent school" system of British India. Whereas CBSE is based on the curriculum promoted by NCERT as a common platform for the wards of Central Government employees of India who get posted all over the country, and cannot cope with the changing levels of the State Boards.

As per National Council for Teacher Education (NCTE 2016), Diploma in Elementary Education (D.El.Ed.), which is required for teaching in primary school, is offered by 437 institutions in West Bengal.

D.El.Ed. in the distance mode is also offered by National Institute of Open Schooling (NIOS).

### **Jharkhand :**

Jharkhand was a part of Bihar when India attained Independence. But the people of the region wanted a separate state of their own given the poor economic development of south Bihar.

This dream was realized on 15<sup>th</sup> November, 2000. Jharkhand was carved out of the relatively 'backward' 18 districts of the southern part of Bihar. According to the 2001 census, the state has a population of over 26 million out of which 26.3% is tribal. As per 2001 census, there are 30 scheduled tribes in Jharkhand, belonging to the Indo-Aryan, North Dravidian and Austro-Asiatic families. The Scheduled Tribes are primarily rural as 91.7% of them reside in villages.

### **English Education in Jharkhand :**

In Bihar, after Independence, English continued to be taught from class I. However, a major chapter unfolded in the history of Bihar when in 1967, the state government, with Karpoori Thakur as the Education Minister, brought into vogue a scheme of pass without English at the Secondary and Higher Secondary examinations. The last English book for school written in Bihar before Jharkhand was carved out was in 1977.

**After 2000, when Jharkhand became a separate state,** Jharkhand has shown remarkable

improvement in the field of education.

The Babulal Marandi government set up the Jharkhand School Examination Board, which decided to adopt the CBSE's syllabus on April 12, 2000. The CBSE issued a no-objection certificate in regard to the implementation of the CBSE curriculum in Jharkhand. Even the Council of Boards of School Education in India (COBSE) granted recognition to the examinations conducted by the Council and as a result of this other Boards / Councils in India have started recognising Jharkhand Academic Council Examinations. In order that teachers do not have any difficulty in teaching CBSE courses, some Orientation Courses and Workshops were conducted in collaboration with some eminent publishers.

It also decided to introduce English from class I in all government run primary schools instead of class VI which was the practice prior to this.

A State Council for Educational Research and Training is not yet fully functional in Jharkhand. The Jharkhand Education Project Council (JEPC)(a registered society and nodal agency for the government of Jharkhand) looks after matters pertaining to school education and training. JEPC functions as the State Implementation Society (SIS) to pursue the goals of Universalisation of Elementary Education (UPE) which has received weightage under the National Policy on Education (NPE) adopted in 1986 and consequently updated in 1992.

The state-run schools in Jharkhand are affiliated to the Jharkhand State Board of Secondary Education, which follows the CBSE's syllabus since April 12, 2000. Private schools are affiliated to either the CBSE or ICSE Board which use English to impart education to their students.

The state-run schools in Jharkhand use Hindi as the medium of instruction. In keeping with its intention to spread English education, in November 2010, the state government announced that it would open English medium schools in 203 blocks soon. Many model English-medium schools have already been opened in various districts.

The elementary teachers' training institutes, including the DIETs, are governed by Jharkhand Academic Council. As per NCTE (2016), D.El.Ed. is offered by 52 institutions in Jharkhand. NIOS is also conducting D.El.Ed. courses in distance mode.

Jharkhand is suffering from lack of educational investments in erstwhile Bihar. It does not have the required Teacher Education Institutions and systems and Teacher Education cadre. It does not have a Department or Directorate for Teacher Education and Institute of Advanced Studies in Education (IASE). Even the SCERT is not functional. Some activities under the SSA are being organized under the banner of SCERT.

#### **Problems regarding ELT in Jharkhand :**

- Most of the population is tribal. Tribal students are not able to communicate well even in Hindi. Teachers report they have to teach even Hindi through the vernacular. Migratory pupils find it extremely difficult to learn anything, leave alone English.
- The introduction of English from class 1 is problematic as teachers find it difficult to cope with the textbooks and help children who don't even have a basic knowledge of English. Teachers need an orientation to the NCERT textbooks and some readiness material for the children before using them.
- Jharkhand Board has introduced English as a subject from class I like CBSE but the medium of instruction is Hindi unlike CBSE.
- Also, the recruitment written tests for primary schools teachers conducted by JPSC not even a single question was asked in English and there was no test for English. It is a matter of concern that while English is introduced from class I itself, there is no test to access proficiency in English before appointment.

#### **Objectives of the Study :**

In this paper, I have tried to analyse the English proficiency level of class 4 students in the state

of West Bengal and Jharkhand based on the variables of

1. Location of school: rural versus urban;
2. Medium of school: regional language versus English medium;
3. Board: WBBPE versus CBSE versus ICSE for West Bengal; Jharkhand Board versus CBSE versus ICSE for Jharkhand;
4. Gender: boy versus girl; and
5. Socioeconomic factors: income, education and profession of parents.

### Research Methodology and Tools used :

Questionnaires were given to students for assessing their English language proficiency and their attitude towards English both inside and outside of the classroom.

CBSE syllabus, developed by the NCERT, was the basis of the test for assessing the pupils' English language proficiency.

Sample design for students' English proficiency test

The sample consisted of 160 samples in class 4. A stratified sample of 2x2x2x2 factorial design was used. The factors of stratification were as follows:

- ✚ Two factors of state – West Bengal and Jharkhand
- ✚ Two factors of place of residence – urban and rural
- ✚ Two factors of gender – boy and girl
- ✚ Two factors of medium of instruction – English and regional language

For each stratum, 10 cases were selected randomly, making a total of 80 students. The sample design is presented in following table. The sample in each stratum was assessed in terms of parental education, occupation and income.

### Sample Design for Students' English Language Proficiency Test :

State	Place of Birth	Medium of Instruction	Boys	Girls	Total
West Bengal	Urban	Eng. Med.	10	10	20
		Reg. Med.	10	10	20
	Rural	Eng. Med.	10	10	20
		Reg. Med.	10	10	20
Jharkhand	Urban	Eng. Med.	10	10	20
		Reg. Med.	10	10	20
	Rural	Eng. Med.	10	10	20
		Reg. Med.	10	10	20
<b>Grand Total</b>			80	80	160
Eng. = English, Reg. = Regional, Med. = Medium					

### Tools for Collecting Data :

For collecting data from the students the following tools were used:

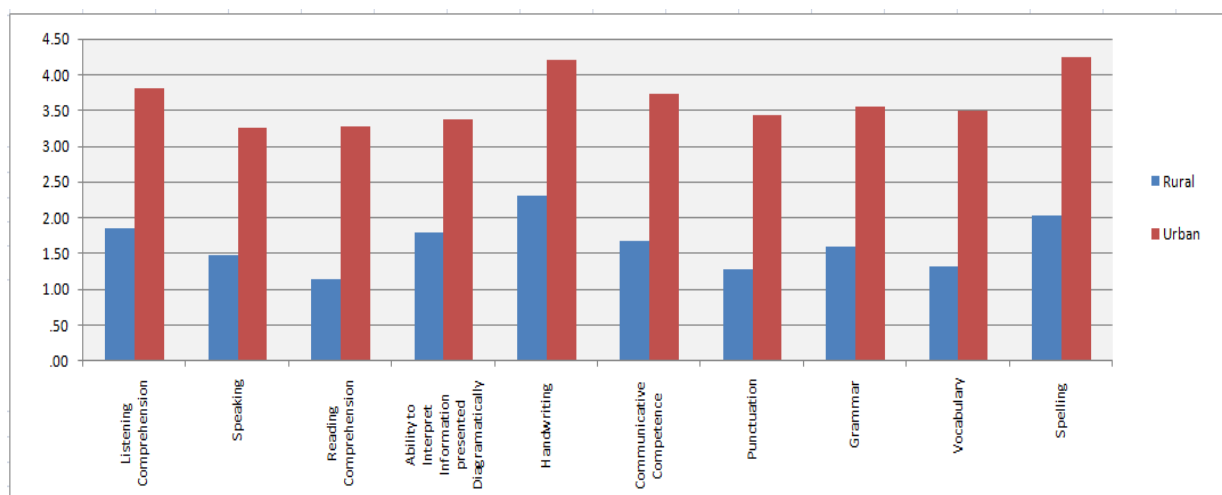
- Personal data questionnaire for students – for gathering information about their attitude to English, socio-economic background
- Questionnaire for assessing students' proficiency in the four skills of the English language
- Interval scale – for grading students' proficiency level in the four English language skills the data collected was marked on a 5 point scale:
  - 1 – No competency
  - 2 – Sufficient
  - 3 – Good
  - 4 – Very Good
  - 5 – Excellent
- Statistical Package for Social Sciences (SPSS) – for evaluating the data collected

- Questionnaire for obtaining feedback from teachers in students’ English language proficiency

**Data Analyses :**

**Factor of Location :**

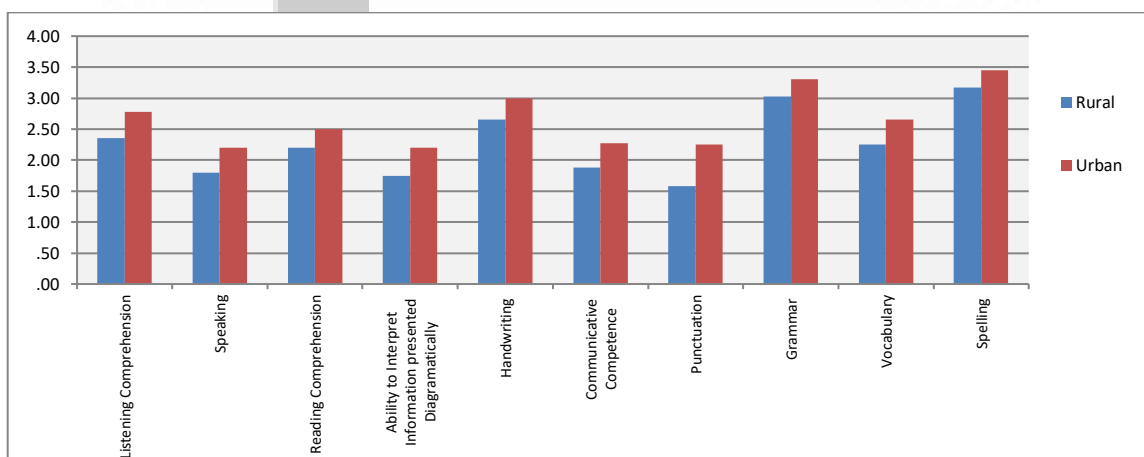
**1. West Bengal**



As per the interval scale, 2 means ‘sufficient’. As per the chart above, rural pupils achieved 2 in only handwriting and spelling.

On the other hand, urban pupils achieved more than 3 in all items tested and handwriting and spelling, they achieved more than 4.

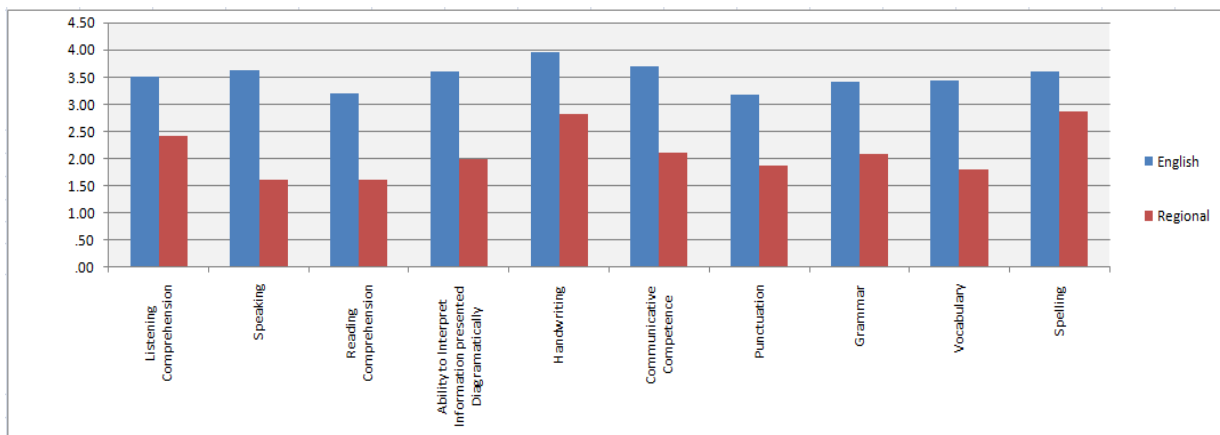
**2. Jharkhand**



Similar to West Bengal, urban pupils’ performance in Jharkhand was better consistently than their rural counterparts.

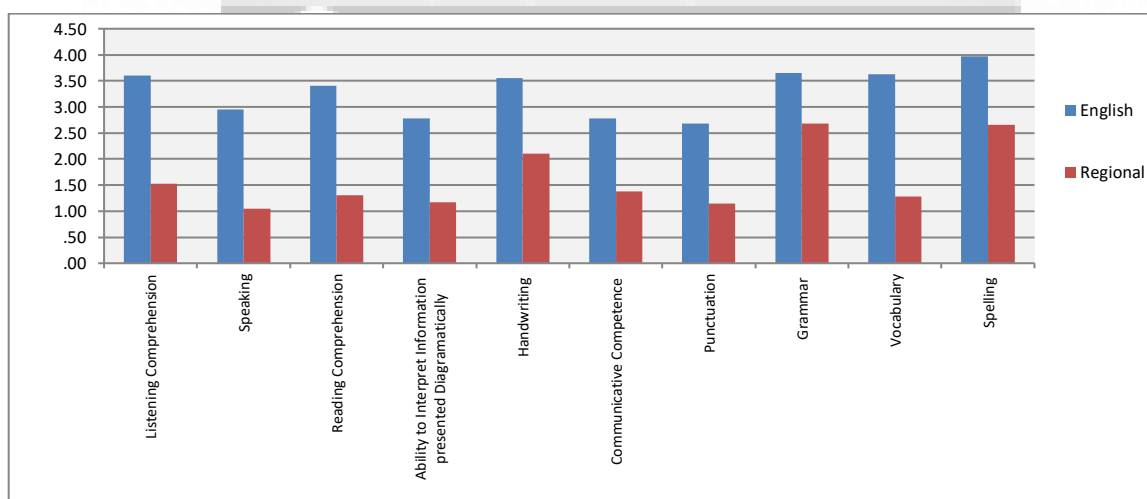
**Factor of Medium of Instruction :**

**1. West Bengal**



Speaking, reading comprehension, punctuation and vocabulary are the weakest points for regional medium students. They did not get 2 in these items. In all the other items tested, they achieved 2, but they did not get 3 in any item. In comparison, English medium students achieved 3 in all the items tested.

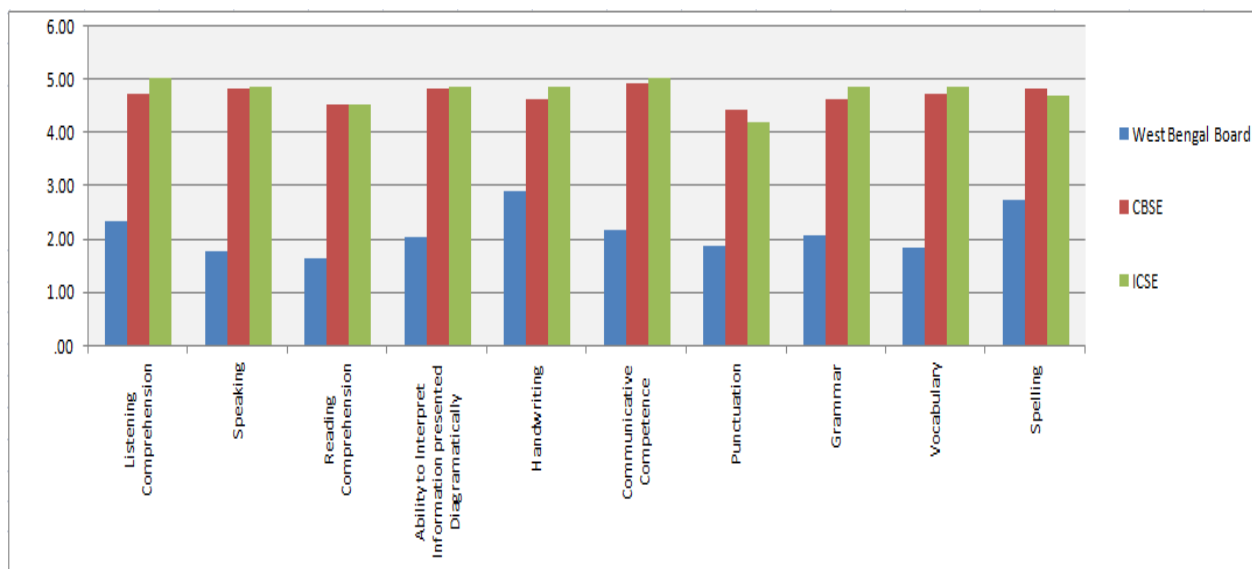
**2.Jharkhand :**



English medium students outperformed regional language medium students in all aspects of English language. In grammar, spelling and handwriting, the performance of regional medium students was better than in the other items; they achieved ‘2’ in these items.

**Factor of Board :**

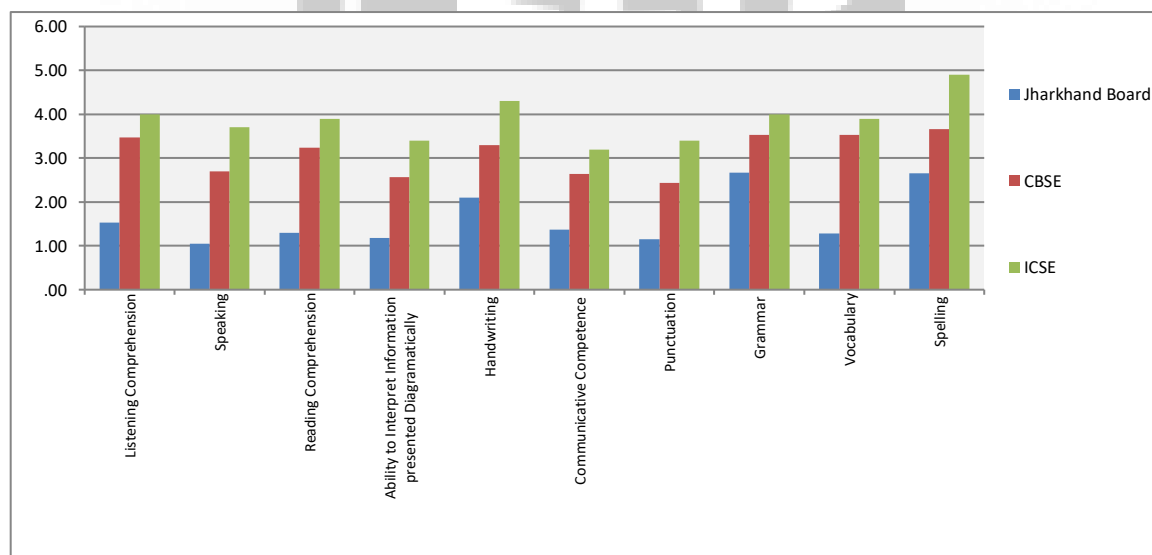
**1. West Bengal**



West Bengal Board students got ‘2’ (meaning ‘sufficient’) in 6 items: listening comprehension, diagram interpretation, handwriting, communicative competence in writing, grammar and spelling. In the remaining 4 items they were ‘insufficient’.

ICSE and CBSE board students were nearly at par with each other. In all the tested items, students of both the boards attained more than 4. In spelling and punctuation, CBSE students were ahead of ICSE students. While in listening comprehension and communicative competence in writing, ICSE students scored 5.

## 2.Jharkhand :

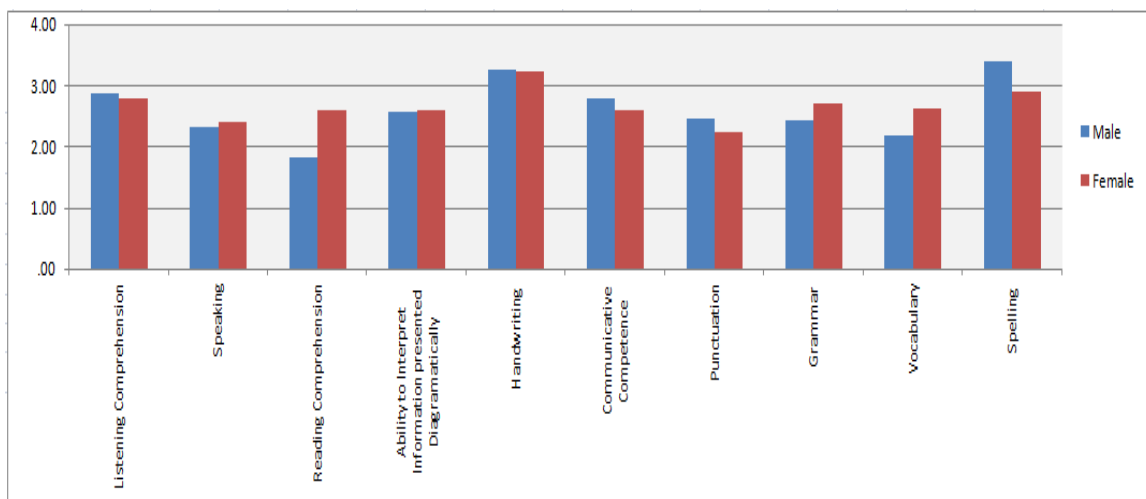


The performance of ICSE board pupils was the best, followed by CBSE and pupils of Jharkhand Board. Jharkhand Board pupils achieved ‘2’ in only three items – handwriting, vocabulary and spelling.

## Factor of Gender :

### 1. West Bengal:

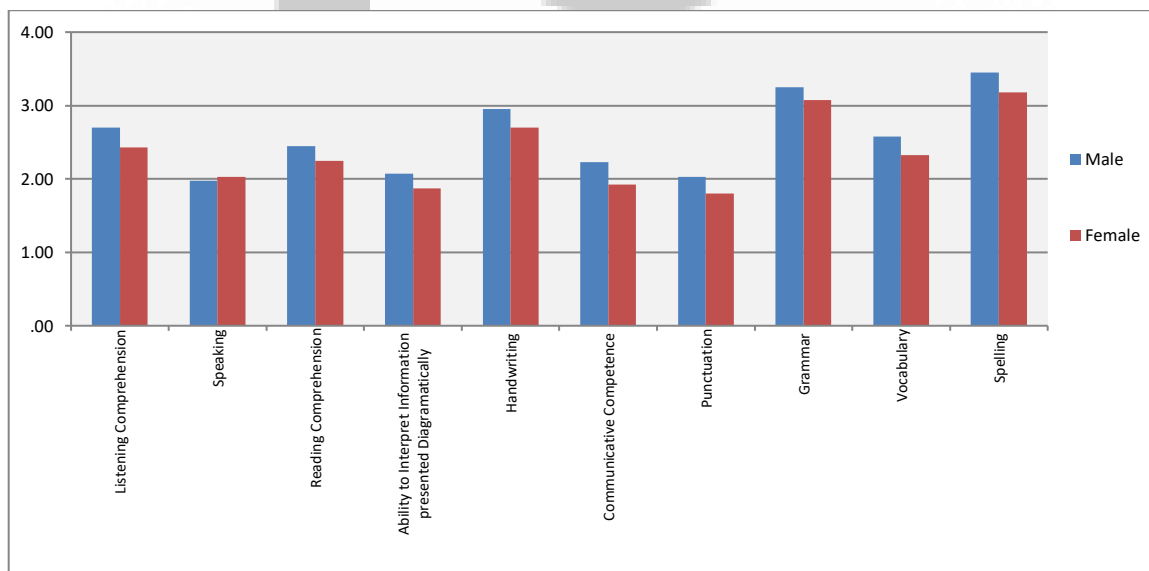




Boys outperformed girls in 5 items – listening comprehension, handwriting, communicative competence, punctuation and spelling. In the remaining 5 items i.e. speaking, reading comprehension, diagram interpretation, grammar and vocabulary, girls performed better than boys.

In spelling, boys surpassed girls by a wide margin - boys got 3 while girls got 2. In reading comprehension, boys got 1 while girls got 2, implying girls were ‘sufficient’ in this ability while boys were found ‘insufficient’. Reading comprehension was the only item in which both boys and girls were found ‘insufficient’. In the other items, the performance of boys and girls were in the same number in the interval scale, though boys outdid girls in some items and girls outshone boys in others.

**2.Jharkhand :**



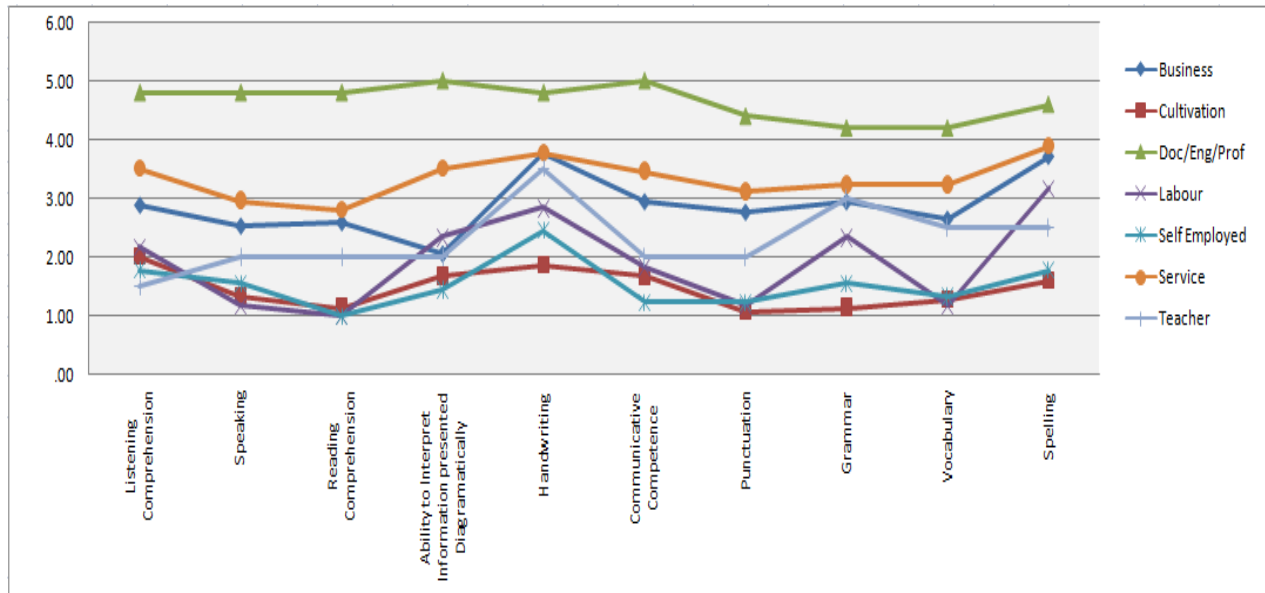
Unlike West Bengal, in Jharkhand, the performance of boys was consistently better than that of girls. In ability to interpret diagram diagrammatically, communicative competence and punctuation girls were ‘insufficient’.

In ‘speaking’, boys and girls were found to be at par with each other; boys and girls achieved ‘2’.

**Socio Economic Factors :**

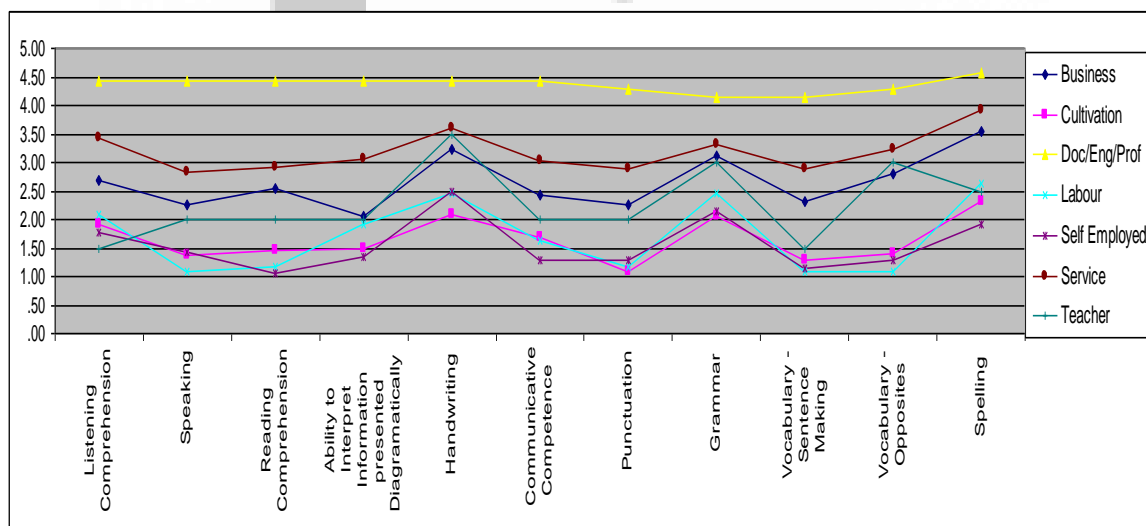
Socioeconomic factors like income, education and occupation of parents plays a vital role in the educational motivation and proficiency level of pupils.

**Factor of Occupation of Father :  
1 West Bengal**



From the above chart we can see that children of fathers who are in professions that are better paying and require educational expertise, performed better than their counterparts.

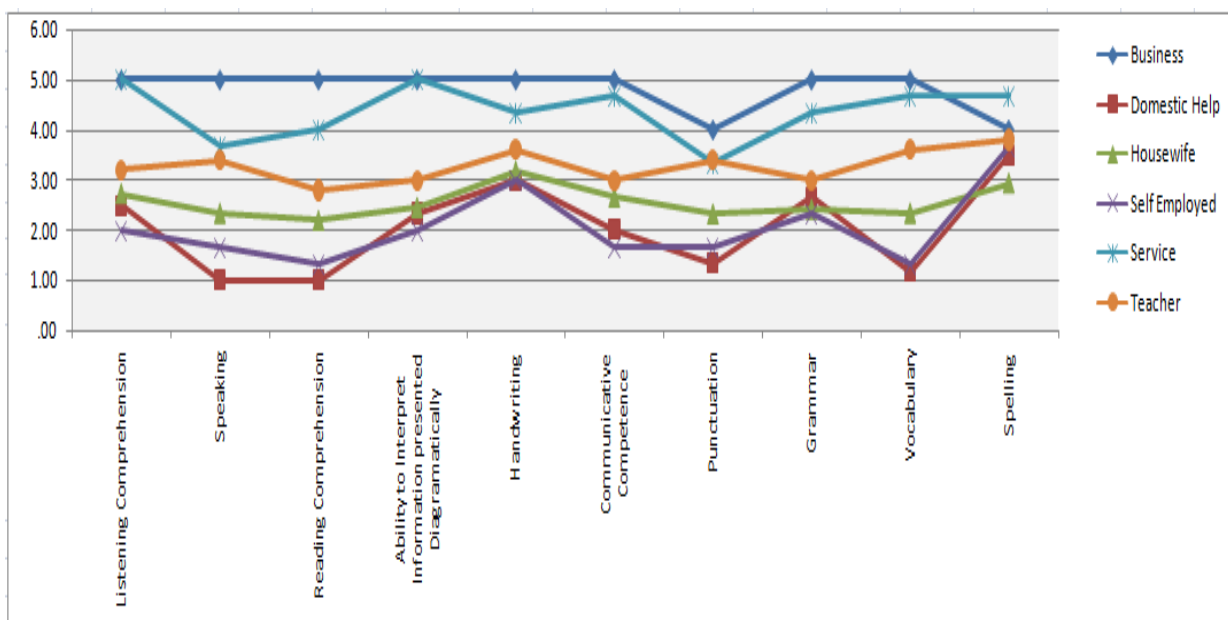
**.2 Jharkhand :**



Better paying jobs require better education, and, as in West Bengal, children of such fathers performed better in the test, given the parental guidance available.

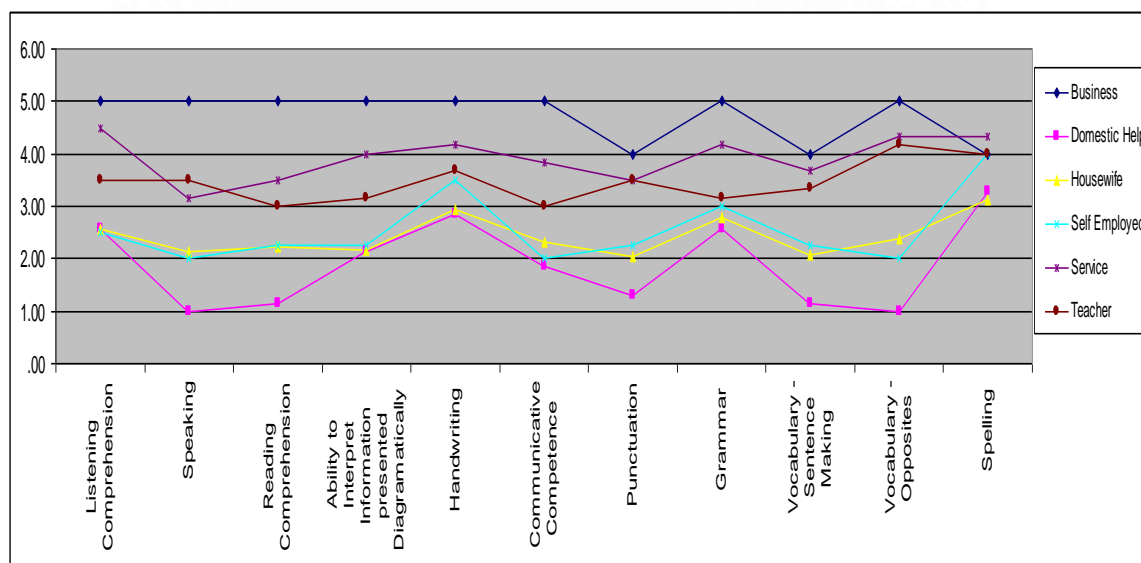
**Factor of Occupation of Mother :**

### 1 West Bengal :



As in the case of fathers, so also in the case of mothers, pupils of mothers who are in jobs that are better paying and require educational expertise, performed better than their peers. One notable case is that of the ward of a businesswoman who outperformed all others. The lady was educationally qualified.

### 2 Jharkhand :



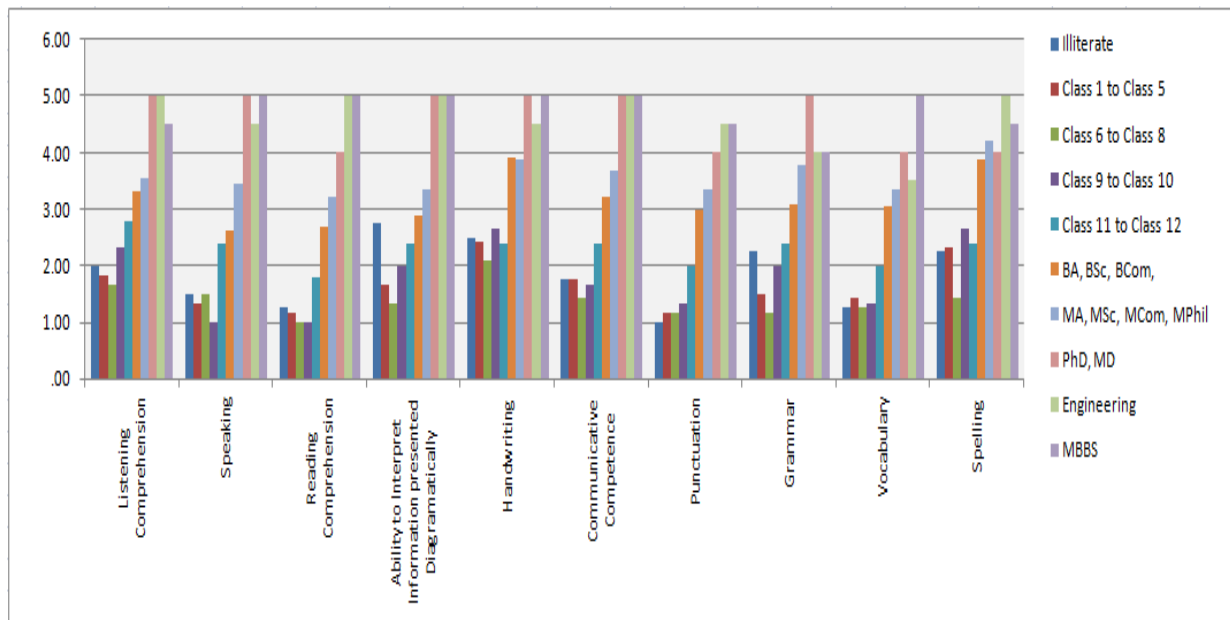
The performance of wards of mothers who are in educated professions are better than their counterparts.

The performance of children of teachers, which includes one SSA teacher, and service holders criss-cross each other and range between 3.00 and 5.00.

There was only one business woman in the sample and she belonged to the affluent section. Her child studies in an elite ICSE English medium school. Hence her child’s performance is at the highest end of the spectrum.

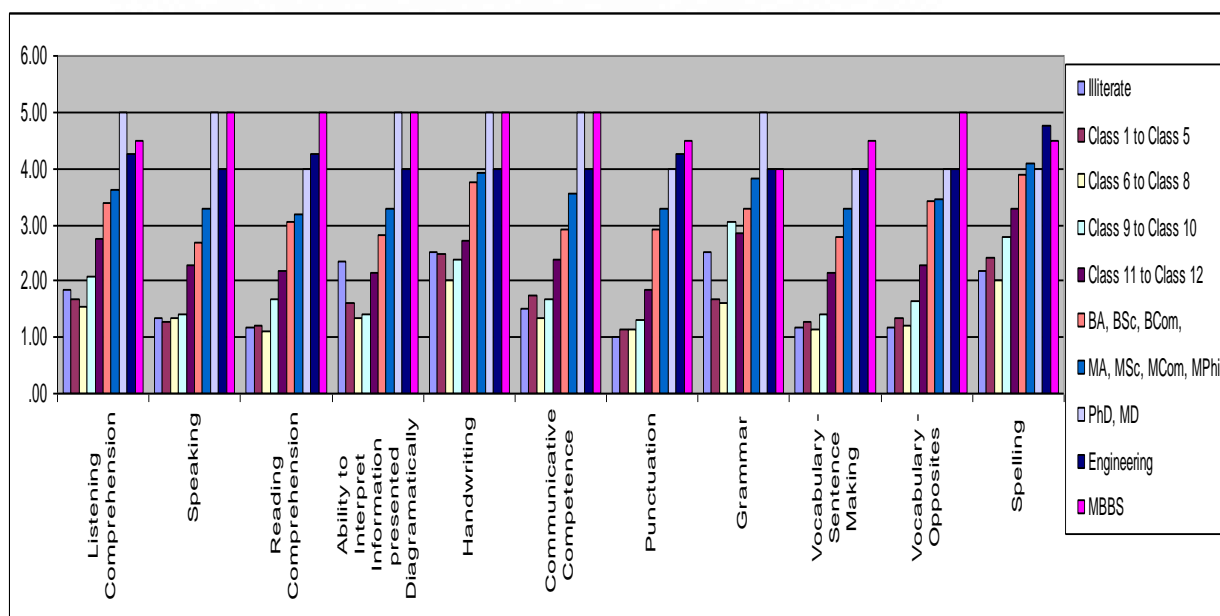
**Factor of Education of Father :**

**1 West Bengal :**



Educational level of fathers is positively correlated with the performance of their children. The performance of pupils whose father’s educational level was Ph.D., Engineering or MBBS, was the best. But, we can see a lot of competition among this group.

**2 Jharkhand :**

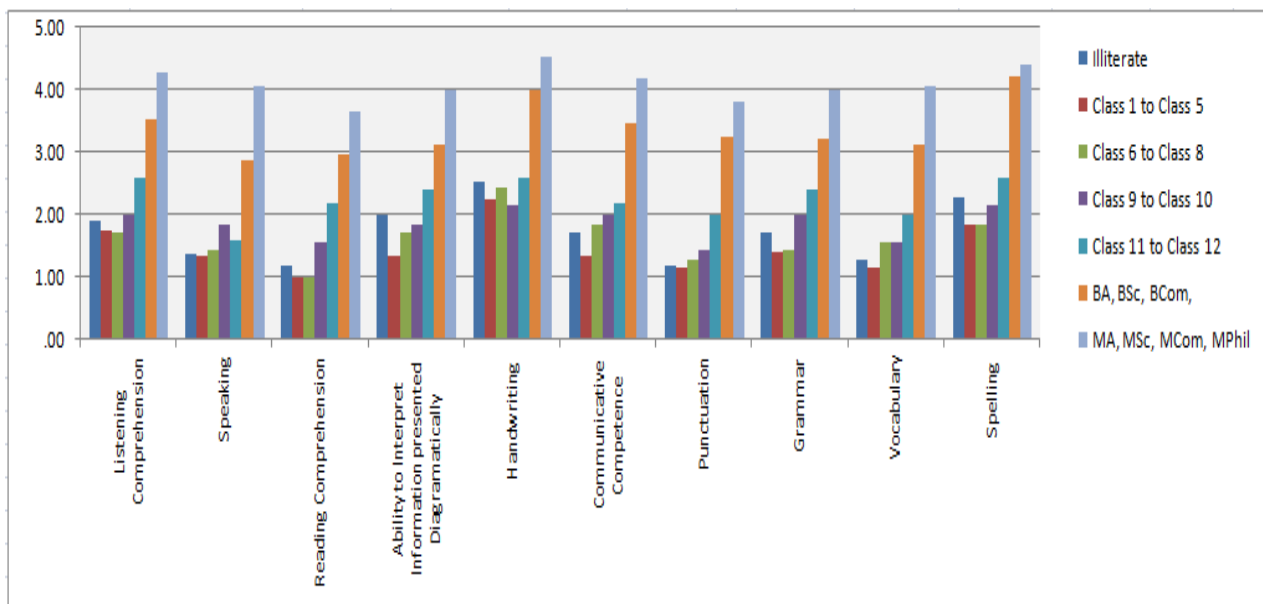


We can see that children of fathers with lesser qualification have performed relatively poorer while the performance of children with more educationally-qualified fathers is better. However, there is mutual overlap in the two groups.

There was only 1 father in the PhD/MD category, 4 in engineering and 2 in MBBS. The number of illiterate fathers was also quite low at 6.

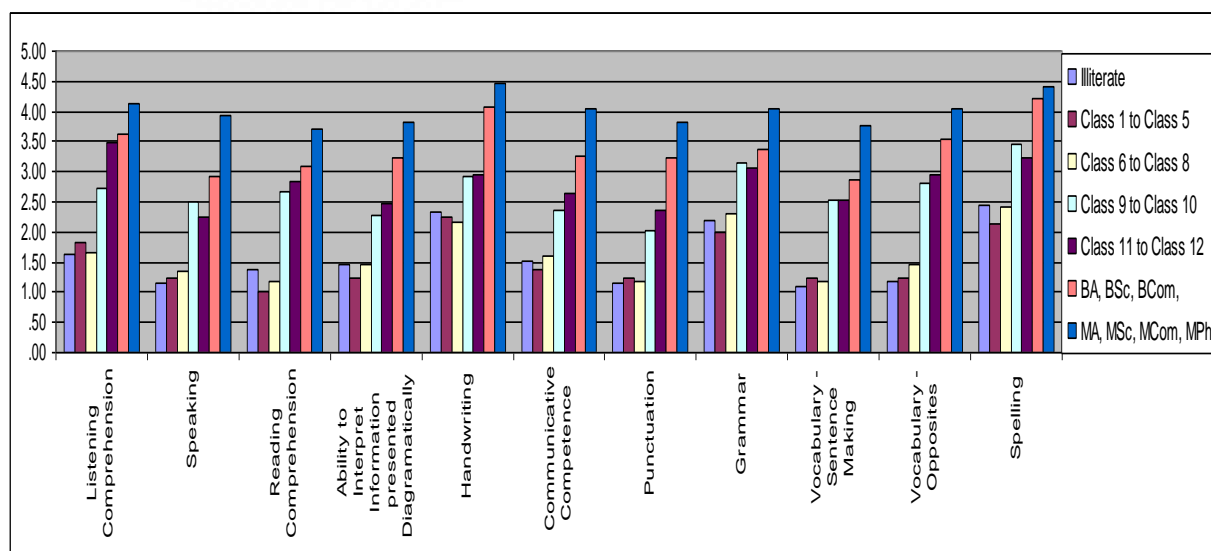
**Factor of Education of Mother :**

**1 West Bengal :**



Educational level of mothers is positively correlated with the performance level of their wards. We can see clear differences in the performances of the wards of mothers whose highest education is class 11 to 12 compared to BA / BSc / BCom and further with those compared with MA / MSc / MCom / MPhil.

**2 Jharkhand :**

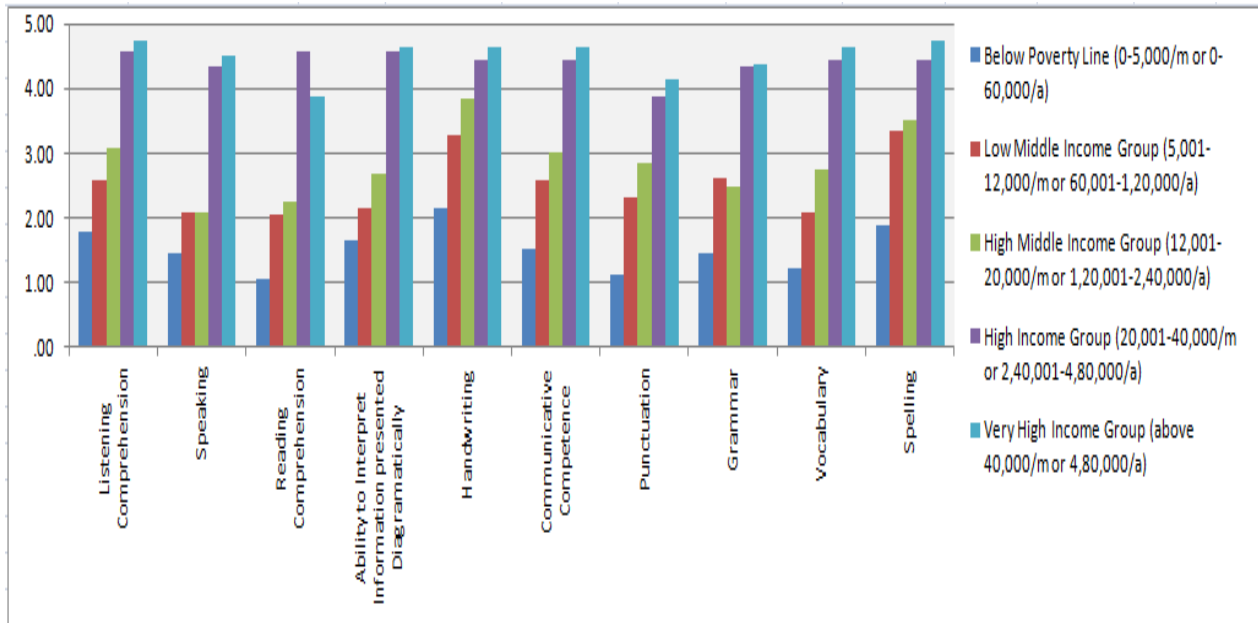


The number of illiterate mothers in the sample was the highest at 33, followed by 30 each in “class 9-10” and “graduation” categories.

The performance of children of more educated mothers was better, with a few exceptions. Better educated mothers are generally well placed socially and are able to help their children in studies.

**Factor of Income of Parents :**

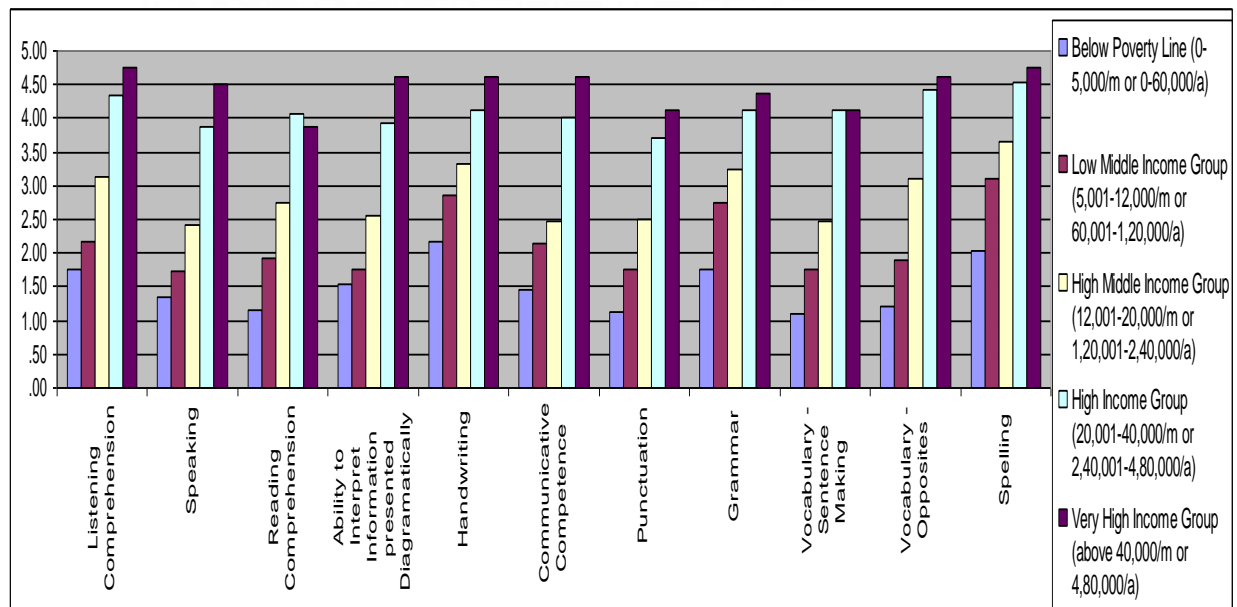
**1 West Bengal :**



We find that children of parents who have more income have performed consistently better than children of parents who are not so well off.

This shows that income has a positive effect on educational outcomes.

**2 Jharkhand :**



There is a steady improvement in the performance of children corresponding with an improvement in the income of their parents.

The better the income of the parents, the better English learning atmosphere they can provide for their wards in the home and the school.

### **Conclusions:**

Classroom teaching is mostly based on textbooks and the curriculum is more examination oriented where the emphasis is on grammar and rote learning. Hardly any time is devoted to listening and speaking. Pupils of all boards are weaker in these items as compared to the other tested items.

Students in urban areas are considerably more proficient in English language. This can be attributed to the better socioeconomic position of urban students, greater exposure of urban students to English both inside and outside their homes, and the greater number of English medium schools in urban areas. In rural areas, most schools are regional medium schools where students learn English as a third language.

Students reading in English medium schools are better in English than their regional counterparts. English medium schools generally cater to the more affluent sections of the society who are better-educated, English-knowing class.

ICSE and CBSE students scored 4 and more in all items in West Bengal. The same cannot be said for ICSE and CBSE pupils in Jharkhand, but still, their performance was much better than Jharkhand Board. In contrast, pupils of WBBPE and Jharkhand Board pupils were barely 'sufficient' in some items and 'insufficient' in the rest. WBBPE and Jharkhand Board pupils come from the most socially deprived families and this is reflected in their English proficiency. WBBPE and Jharkhand Board schools enroll the migratory pupils. Children are periodically absent from schools. While they are absent, they unlearn everything. A class IV student still does not know the alphabet either in English or Hindi.

In West Bengal, boys and girls outperformed each other in equal number of items: 5 versus 5. In reading comprehension, boys got 1 while girls got 2, implying girls were 'sufficient' while boys were 'insufficient'. Reading comprehension was the only item in which both boys and girls were found 'insufficient'. In speaking, reading and vocabulary girls were better than boys. Girls value reading as an activity more than boys, mature biologically faster than boys and use more strategies while learning a language like speaking. This is reflected in the items in which they have excelled.

In Jharkhand, girls were at par with boys in only speaking where they both were 'sufficient' achieving '2'. In all the other items, boys were better than girls. In ability to interpret diagram diagrammatically, communicative competence and punctuation girls were 'insufficient'. So, the situation in Jharkhand is different from that of West Bengal in regard to gender.

Children whose parents have more education and income are better in English. These parents are able to send their wards to English medium schools and are also able to provide English-learning atmosphere in their homes and can help the pupils in their studies.

## Recommendations

- *In primary section, teachers who have English in their graduation or higher education do not teach English. The highest educational qualification for teaching in primary section in government schools is Higher Secondary. Therefore, English classes must be included in in-service trainings. Spoken English training must also be given to teachers.*
- *For Jharkhand, given the mutually unintelligible many tribal languages, Sadri is a means of communication. Sadri is similar to Hindi. In such a situation, at the pre-primary level, pupils can be given introduction to Hindi at the primary level which would make explanation of English easier in class 1. North Eastern states have adopted English as the medium of instruction to solve this type of problem. For tribal languages without a script, primers can be written in Devnagri or Roman script (as has been done in the North Eastern states of Arunachal Pradesh, Meghalaya, Mizoram, Nagaland and Sikkim).*
- More teachers should be recruited to bring down the student teacher ratio, at least for English classes, where listening and speaking exercises require individual attention.
- *Introduction of English, alongside regional language which is the medium of instruction, from class 1, is problematic. English takes a backseat. Some orientation to and preparation in English must be done beforehand. This is true for all the states of India. Primers which will help pupils to understand spoken Hindi and English first before they are introduced to the alphabet must be made available. This is extremely important for migratory children who often do not speak the language of the place they relocate to.*
- Use of parallel texts in English and Indian languages would facilitate self reading and understanding.
- *More institutions offering D.El.Ed. (which is necessary for teaching in primary school) must be set up. Particular attention must be given to the fact that there are various mediums of school operating in India viz. Bengali, Hindi, Santhali, Nepali, Oriya, etc. More institutions offering D.El.Ed. in these languages must be set up.*
- *Teachers speaking the regional language must be recruited as teachers as mother tongue may be necessary in teaching in primary sections. This is especially true for tribal areas. If, this is not possible, teachers must make an effort to learn the local language.*
- Some temporary or permanent staying arrangement must be made available for children if and when their families have to relocate.
- Even if the children relocate, it should be ensured that they continue their studies in school. For this reason, basic knowledge of English and Hindi must be ensured.
- For Jharkhand, especially, more intensive orientation courses to the NCERT textbooks must be made.



- *Small tutorial classes should be conducted after school hours to address the individual problems of underachieving pupils. This will alleviate the private tuition problem to a great extent.*

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**Classroom :**

- *Teachers must make every effort to remove English phobia from students.*
- *Duration of English classes must be increased.*
- *More teaching-learning material must be made available, especially audio-visual aids.*
- *Handwriting practice in cursive must be taught from the beginning itself.*

**For encouraging student's participation in English, teachers should :**

- *Talk slowly and more often in English to students.*
- *Talk with physical gestures.*
- *Give instructions to students in English.*
- *Encourage students to communicate in English*
- *Encourage their verbal efforts.*

**Don'ts in English classroom:**

- *Students should not be passive listeners*
- *Discourage students when they are wrong*
- *Do not focus on correctness at the very beginning*

**Improve reading in boys**

Boys are more inclined to read –

- *informational texts, magazines, and newspaper articles,*
- *graphic novels and comic books,*
- *about sports, hobbies and things they do or are interested in doing,*
- *escapism, fantasy and humor*
- *and science fiction.*

Moreover,

- *boys read less fiction than girls and do not like to read stories about girls while girls do not resist stories about boys;*
- *prefer problem solving to repetitive homework assignments; and*
- *like to collect things, including series of books. The Harry Potter series has been*
- *particularly interesting to boys.*

Boys' interest in such reading material should be encouraged. Such material can be used for comprehension exercises in class as well as homework tasks.

*An illusory positive conception regarding English-medium schools has grown in the minds of people. This can be mitigated by developing an English friendly atmosphere in schools and homes. Primary school is where pupils develop their base in languages and other subjects. English is primarily learnt in the school setup. Every effort must be made to improve the proficiency of pupils in English at this level overcoming all barriers.*

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