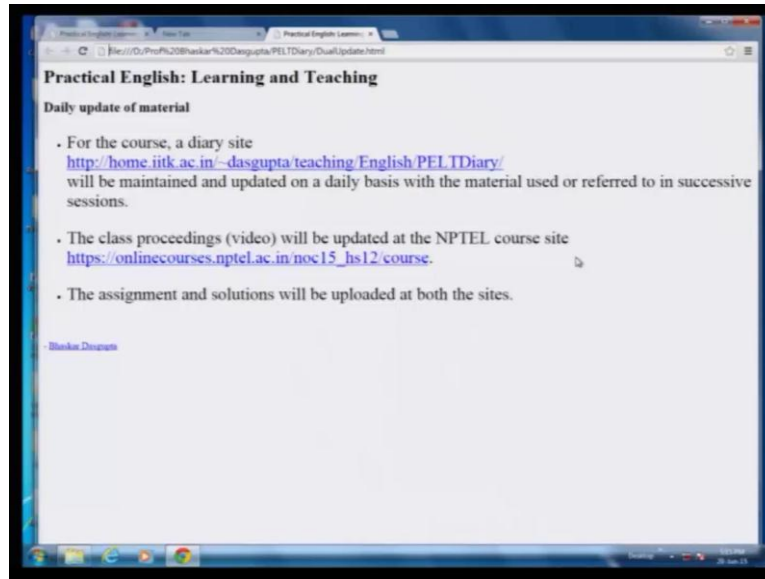


Practical English: Learning and Teaching
Prof. Bhaskar Dasgupta
Department of Mechanical Engineering
Indian Institute of Technology, Kanpur

Lecture - 30

(Refer Slide Time: 00:09)



Good morning.

(Refer Slide Time: 00:17)

	Connecting Words and Connecting Patterns	Discussion	Notes
27	Compound Words You need an set of verbs here here + 5th Item Heads and Tails	Convert the given sentences, beginning reading as given, so that the meaning remains the same.	Practice of compound words. Exercise of perfect continuous tense (here + 5th Item)
28	Hyphenated Words Suggesting Action of Special Verbs Subject-Verb Agreement Short versus Long Sentences	Work with long and short sentences in interpretation and expression.	Practice of hyphenated words. Exercise of changing the subject 'under cover'
29	Summary of Special Verbs One final set of verbs Main Forms of Sentences	Frame 20 sentences in the given structures and write their intended meanings in Hindi.	Practice of Main Forms of Sentences. Study of defective verbs.
30	EPP teaching scheme use a teaching guide that a textbook. Quartz (Module) it will show further answers.	Write a short essay (30-40 sentences) on your thoughts and opinions about what an educated progressive Indian can do to promote teaching and learning of English.	A brief history of EPP
Quarter 3 ends here.		Some suggestions on good and gripping authors.	Additional exercise for teachers.
31			
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Today, we are completing quarter three of the course. At this point I would like to spell out, that original EPP teaching scheme was planned to be up to this point. Because, the

idea of EPP was to bring students to that level, till with they need the teacher essentially. From this point onwards we believe, that if sincere student gives enough time and make his own strategy, then he can go on improving his English, till this point he needed the help of teacher.

In any case by the time we really completed building the subject matter, a little before that we started feeling first that if you think could not be covered in module 1, 2, 3 or quarters 1, 2, 3 and therefore, perhaps it should be continued a little and those issues should be covered. Even though we still feel that those issues a student can cover on his own without a teacher help, still it cannot be say that English teaching is completed without those issues.

So, therefore, till this point even though originally EPP scheme gets completed, yet the purpose really does not get served completely, that was one thing. Besides, even if we say that from which point onwards a sincere student can improve his English up to any level on his own initiative, still it would not be a bad idea to show him some avenues. So, quarter 4 or model 4 has been planned to show those further avenues and we will open many channels and not complete any of them, because those channels go far away.

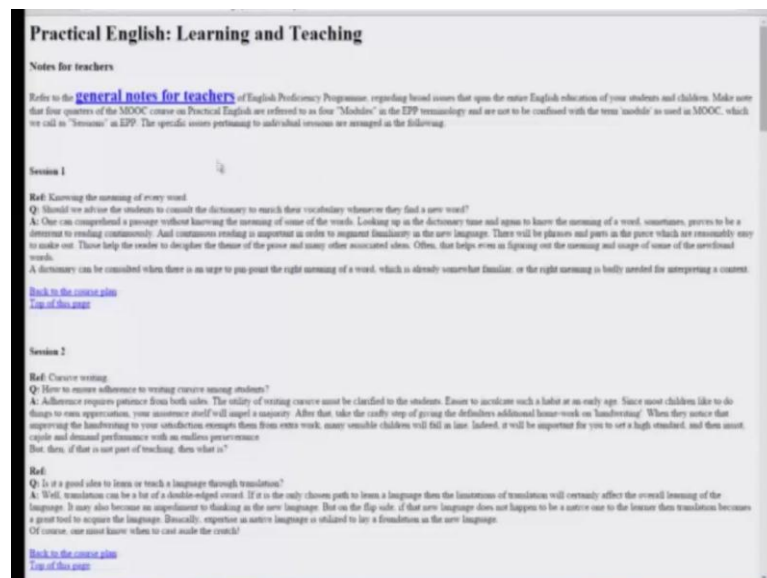
So, in module 4 we will show those avenues whatever comes to our mind, that yes this also would benefit a student, yes that also will benefit a student, so all those techniques and tricks we will show here for the next ten sessions. And as you know, it has been our typical practice of running this program, running this course that, at that end of every quarter or module we have a few special things. For example, this segment is typically related to literature and this segment is typically related to additional exercise for teachers.

(Refer Slide Time: 03:26)

This segment will be included in the next session.

Then, regarding teachers ((Refer Time: 03:33)) EPP scheme is basically a teaching kind and not so much of text book, so it addresses actually the teacher. Because, our interest is not just in teaching English to a few people, who want to improve their English. We want to put in place a mechanism to continue teaching English well in this country. And therefore, I quite often try to give some tips and comments about how English teaching should be done. Those who want to imply EPP scheme in their class rooms, for those teachers I try to put some notes here and there.

(Refer Slide Time: 04:28)



Practical English: Learning and Teaching

Notes for teachers

Refer to the [general notes for teachers](#) of English Proficiency Programme, regarding broad issues that span the entire English education of your students and children. Make sure that four quarters of the MOOC course on Practical English are referred to as four "Modules" in the EPP terminology and are not to be confused with the term "module" as used in MOOC, which we call as "Sessions" in EPP. The specific issues pertaining to individual courses are arranged as the following.

Session 1

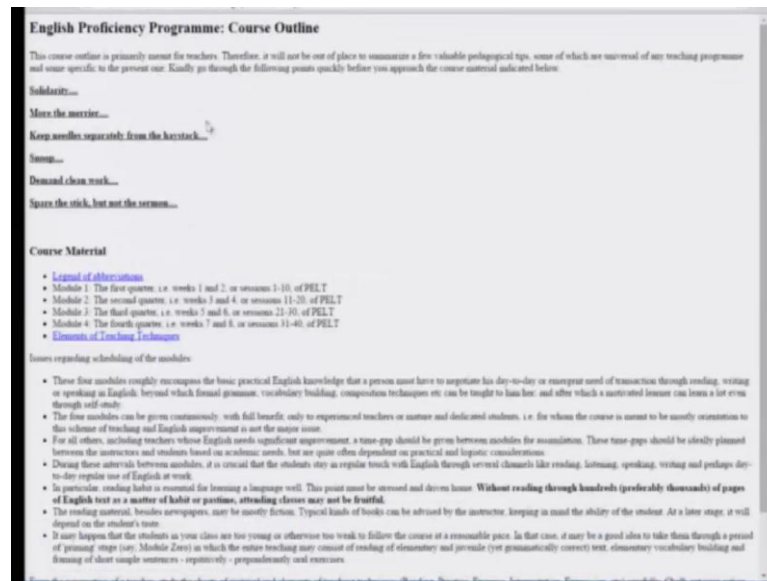
Ref: Knowing the meaning of every word.
Q: Should we advise the students to consult the dictionary to search their vocabulary whenever they find a new word?
A: One can comprehend a passage without knowing the meaning of some of the words. Looking up in the dictionary time and again to know the meaning of a word, sometimes, proves to be a deterrent to reading continuously. And continuous reading is important in order to acquire fluency in the new language. There will be phrases and parts in the piece which are reasonably easy to make out. These help the reader to decipher the theme of the piece and many other associated ideas. Often, that helps even in figuring out the meaning and usage of some of the unfamiliar words. A dictionary can be consulted when there is no urge to pin-point the right meaning of a word, which is already somewhat familiar, or the right meaning is badly needed for interpreting a context.

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Session 2

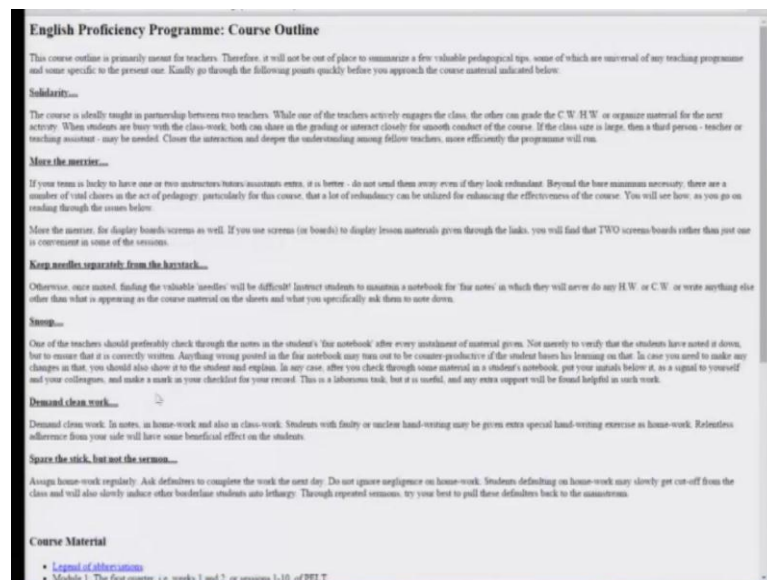
Ref: Course writing.
Q: How to ensure adherence to writing course among students?
A: Adherence requires patience from both sides. The utility of writing course must be clarified to the students. Emphasize to accustom such a habit at an early age. Since most children like to do things to earn appreciation, your assistance itself will spark a necessity. After that, take the ready step of giving the definitive additional home-work on handwriting. When they notice that improving the handwriting to your satisfaction emerges from extra work, many sensible children will feel in love. Indeed, it will be surprising for you to set a high standard, and then assist, capable and demand performance with an endless perseverance. But, then, if that is not part of teaching, then what is?
Ref:
Q: Is it a good idea to learn or teach a language through translation?
A: Well, translation can be a bit of a double-edged sword. If it is the only chosen path to learn a language then the limitations of translation will certainly affect the overall learning of the language. It may also become an impediment to thinking in the new language. But on the flip side, if that new language does not happen to be a native one to the learner then translation becomes a great tool to acquire the language. Usually, expertise in native language is obtained by a foundation in the new language. Of course, one must know when to cast aside the crutch!
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And in these pages, initially I have told you, how to set up a class in these details; how to set up a class and how to conduct a class and then, I talk about the material and then, I talk about other issues. So, in today's lecture in today's class we will discuss a few of those issues, but then in this I have written, what I think a teacher should be doing.

(Refer Slide Time: 04:40)



But, everything exactly in that manner may not be practicable for every teacher. So, then you will perhaps ask me, when we teach these things do it the way you are doing, not necessarily. You will adapt the program according to your class room, your convenience, your test and yours time. And then, if you think you will say that, this is not very easy this is difficult for me to do. Individually answering every question like that, even those

questions, which have not been asked is difficult.

So, therefore, what I will do is today in the class I will not try to make prescriptions, rather I will share with you, but we have gone through in bringing EPP up to this level.

(Refer Slide Time: 06:09)

Lesson	Topic	Activity	Notes
16	Word Families: "to be", "is", "am", "are", "was", "were", "be", "been", "being"	Convert the given sentences as required so as to retain the meaning.	Exercise of voice (active-passive) conversions with word families: "to be", "is", "am", "are", "was", "were", "be", "been", "being"
17	Word Families: "to do", "does", "is doing", "was doing", "is done", "was done", "do", "does", "done", "doing", "done", "doing", "done"	Form sentences and paraphrase them with additional details, as required.	Practice of words from the present word families. Exercise of continuous tense (be + V-ing)
18	Word Families: "to change", "changes", "is changing", "was changing", "is changed", "was changed", "change", "changes", "changing", "changed", "changing", "changed"	Convert the given sentences as required so as to retain the meaning.	Practice of words from the present word families. Exercise of active-passive conversions (same meaning) in continuous tense with old word families: "to do", "is", "am", "are", "was", "were", "be", "been", "being"
19	Word Families: "to read", "reads", "is reading", "was reading", "is read", "was read", "read", "reads", "reading", "read", "reads", "reading", "read", "reads", "reading"	Read the given passage and answer the following questions.	Active-Passive conversions on different types of sentences with old word families: "to do", "is", "am", "are", "was", "were", "be", "been", "being"
20	A hundred verbs: Objects, uses, use or reuse? Alternative meanings?	From the internet: find a fresh story and write its summary in 30-50 sentences (use or reuse pages).	Reading and summarizing. Example: a novel of 252 pages.
Quarter 2 ends here:		Thousands of stories live in the art.	Additional exercise for teachers.
21	Letters and reading style: Recognizing: Words and Sentences. Verbs and their uses: Sentences in 10 lines: Interpretation and Expression.	Translate the given English passage into Hindi and the given Hindi passage into English.	Compare between two tenses on active to passive conversion and vice versa.
22	Word Families: "to use", "uses", "is using", "was using", "is used", "was used", "use", "uses", "using", "used", "using", "used", "use", "uses", "using", "used", "using", "used"	Make 50 sentences: 40 in 10 pages, three with "have had to" and one with "used to", using 50 verbs from the Second List.	Practice of words from the present word families, preferably using two objects or "have to"/"used to" structures.

And of course, in one of the sessions in between we also share with you some details about, what we did for building up the basics of students, whose English to begin with is very poor.

(Refer Slide Time: 06:15)

Strategic build-up of background for EPP/PELT course
EPP Module Zero

Day 1: A benchmarking through a simple checklist.
Letters.

Activities from second day onwards

Activity	Duration
1 Reading and oral interpretation.	20
2 Learning a new page of words.	20
3 Learning a type of sentences.	10
4 Eng2CLL of the type learnt - oral.	10
5 CLL2Eng of the type learnt - oral+board.	20
6 CWa: CLL2Eng of the type learnt - written.	10
7 CWb: Making sentences with given words.	10
8 Corrections of 'notes' (primarily item 2).	10
9 Consulting, editing or repeating, as necessary.	...
	110 min

So, that was our design of EPP module zero, so this we share in between one day.

(Refer Slide Time: 06:31)

Exercise No.	Topic	Type	Instructions	Practice Instructions	Notes
22	Word Families "to" & "able" form.	Discussion	Make 50 sentences: 40 on 10 topics, three with "have been had to" and one with "used to"; using 50 verbs from the lexical list.	Practice of words from the present word families, preferably using two objects or "have to"/"used to" structures.	Notes
23	Word Family "to" form.	Discussion	Form sentences and extend them with additional details as required.	Practice of words from the present word families. Exercise of perfect tense with old word families "to" & "able form" and "to" & "able form".	Notes
24	Word Family "to" form.	Discussion	With more relation markers, construct phrases and use them in sentences.	Practice of words from the present word families. Exercise on using relation markers and phrases with old word family "to" & "able form".	Notes
25	Word Family "to" form.	Discussion	Form sentences and extend them with additional details as required.	Practice of words from the present word families. Exercise on active-passive constructions in perfect tense with old word families "to" & "able form" and "to" & "able form".	Notes
26	Word Family "to" form.	Discussion	Expand the idea in the quotation in 15-20 sentences.	Practice of Word-Rich Words. Exercise of connections with words of the SEEN club.	Notes
27	Compound Words	Discussion	Convert the given sentences, beginning reading as given, so that the meaning remains the same.	Practice of compound words. Exercise of perfect continuous tense (have been + ing form).	Notes
28	Highlighted Words	Discussion	Work with long and short sentences in interpretation and expression.	Practice of highlighted words. Exercise of changing the subject "under cover".	Notes

So, today through a brief historical tool ((Refer Time: 06:33)) I will share with you how EPP originated and how it has come up to this level. And there you will notice, that in different circumstances in different situations, what we have, what measures we have taken and how it has come and from that, you can extrapolate for your situations and your plan, your objectives and accordingly adapt your methodology, your plan.

(Refer Slide Time: 07:00)

English Proficiency Programme: A Brief History
 from 9-10 students (2013) to 11,032 registrants (2015),
 continuing to 12,34,567 registrants/associates (2018)?

Period	Status	Replicable?
Aug 1997	I formally started as a teacher.	
1997-2006	Complaints and Lamentations.	
Regular gibe A huge majority of engineering graduates are not employable. [from industry tycoons]		
2006-2008	My own problem. Tentative plans and trials.	
2008-2010	Realization: I did not have the license to complain. Admission: Rather, I could be blamed as partly responsible. Question: Is it an unsolvable problem? What can the government/society do? What can schools do? What can the system do? What can I - a mere human being - do? Is it an unsolvable problem?	
In our lifetime, we have seen great problems solved.		
2010-2012	Definite intention to make a contribution. Abortive plans to select a school for the purpose. Concrete resolution to set up a classroom.	

First, I start the story a little earlier and put that earlier part in relatively smaller letter. In 1997, 18 years back I formally started as a teacher and then, for 9 years and just like everybody else I also complaint lament, that the English level of our student extremely poor and it is such a big problem. So, we had a lot of difficulty in correcting these,

correcting that and then, we are not satisfied with what they write.

And since many of the students are coauthors with us in our authorship, it becomes a problem. So, many of my colleagues also lament and complain, I also did that for 9 years. And you know that there is a regular gibe from industry tycoons, who say a huge majority of engineering graduates of India are not employable. Why they are not employable? Because, they cannot understand instructions, because, what they want to tell they cannot communicate. If they need to write a report, they enumerate a mistake. So, they are not reliable they do not have communication.

Some places and some people try to put in that stuff in the name of communication skills, where you are taught styles of communication, but what communication one can do would does not know the language. After telling a huge majority of Indian graduates are not employable, additional things you can say that, even larger majority of graduates are no good and you can say that those who pass school, a large majority of them really do not get educated and so on.

Poor English is one of the real impediments, this issue we have discussed in the first lesson also, first class also. In any case, so to begin with I also complaint like many others, but then during these 9 years I aged a little, I became a little more experienced and I had made some significant contributions in the education here as well as in the overall scheme of the country, little bit of my contribution whatever, what I am expected to make anyway.

And then, around 2006 to 2008 the problem did not remain as a problem or society's problem or some others problem, I felt the problem as my problem own problem, I felt that o. So, the system does not guarantee, that you will learn good English by the time you are an adult. If I ended up learning a reasonable amount of English, that was accidental. So, the system does not guaranteed, system has made no preparation to ensure that. What will happen if a few others do not learn? So, it was my problem then.

And since it was my problem I had to make some tentative plans and trials to see, how it can be ensure that somebody learns English. And I started realizing slowly after this change for next 2 years some more changes came, I started realizing slowly that I do not have the license to complain. Because, the question arise is, that if this is a situation, then who is supposed to guaranteed, then who is supposed to correct it, I am a teacher. Indeed, my area is not English my area is something else.

Still if my student does not know a subject, which is in a way background, then it is not my responsibility to ensure, that he learns it and here, how does it suit, how does it look if I being a teacher do not correct it and go on complaining. So, I felt that I do not have a license to complain, rather part of the complaint can be directed against me; else it can be directed against everybody who claims to be a teacher.

And then, another question came to my mind, is the problem unsolvable, how to solve this problem and what exactly the government or the society can do. Typically, we say that government should do this. So, whatever problem we cannot solve, we feel that government should solve, but we need to also think, how, through what steps, what are the logistics, society makes progress, but it is individuals who think.

So, what really can schools do, what that particular principle do, what can the system really do at the ground level through what steps, what can I a mere human being do to solve this problem. Is it an unsolvable problem, I am not ready to accept a problem as unsolvable so easily.

Because, in our life time we have seen great problems solved. 20 years back, you could not expect a course to run like this, I also could not expect; within 20 years this is possible. 30 years back we did not have many things here, forget about computers forget about mobile phone, we did not have wheat, rice. The first necessity of a child, milk we did not have; we have solved those problems.

(Refer Slide Time: 13:08)

Milk Problem solved

—
 कब्र-कब्र में अबुध बालकों की भूखी हड्डी रोती है।
 “दूध, दूध!” की कदम-कदम पर सारी रात सदा होती है।
 “दूध, दूध!” ओ वत्स! मंदिरों में बहरे पाषाण यहीं हैं।
 “दूध, दूध!” तारे, बोलो, इन बच्चों के भगवान कहीं हैं ?
 —
 हटो ज्योम के मेघ, फंघ रो, स्वर्ग लूटने हम आते हैं,
 “दूध, दूध!” ओ वत्स! तुम्हारा दूध खोजने हम जाते हैं।

The call succeeds. An angel descends from heaven.

Verghese Kurien (26 November 1921 – 9 September 2012)		
Known as	Milkman of India	Father of the White Revolution in India
Could even be recognized as	A Gem of India	Godfather of millions of Indian children

The milk problem was so big, that my favorite poet made this hard lines and cry and his

call to heaven gets responded, a call succeeds and an angel descends from heaven. Do you know the name of this angel? Verghese Kurien and milk problem is solved and around 97, 98 India became the top producer of milk in the world. So, Verghese Kurien is also... Verghese Kurien is known as the milk man of India. If the grateful country had gone one more step ahead, then he could have been called a Gem of India.

He is also known as the father of white revolution in India and I say that he is providing milk to millions of children. So, he can be also called godfather of millions of Indian children, milk problem he has solved.

(Refer Slide Time: 14:21)

English Proficiency Programme: A Brief History		
from 9-10 students (2013) to 11,032 registrants (2015), continuing to 12,34,567 registrants/associates (2018)?		
Period	Status	Replicable?
Aug 1997	I formally started as a teacher.	
1997-2006	Complaints and Lamentations.	
<p><u>Regular gibe</u> A huge majority of engineering graduates are not employable. [from industry tycoons]</p>		
2006-2008	My own problem. Tentative plans and trials.	
2008-2010	Realization: I did not have the license to complain. Admission: Rather, I could be blamed as partly responsible. Question: Is it an unsolvable problem? What can the government/society do? What can schools do? What can the system do? What can I - a mere human being - do? Is it an unsolvable problem?	
<p>In our lifetime, we have seen <u>great problems</u> solved.</p>		
2010-2012	Definite intention to make a contribution. Aboetive plans to adopt a school for the purpose. Concrete resolution to set up a classroom.	

So, that looks like an unsolvable problem, it has been solved. Many such problems have been solved in our life time. So, we should not accept any problem as unsolvable very easily.

(Refer Slide Time: 14:33)

In our lifetime, we have seen <u>great problems</u> solved.		
2010-2012	Definite intention to make a contribution. Abortive plans to adopt a school for the purpose. Concrete roadmap to set up a classroom.	
Jul 2013	A classroom: earthen walls, tin shade, cheapest possible furniture and blackboard, no fan, thrice a week, 2-3 pm. 9-10 students. Assistance: Govind, Sarthak, Srijan, Anurag, Namita.	Perhaps.
Jul-Sep	Realization: Logical flaws. Psychological bottlenecks. Lots of debris to be cleaned up. A lot to unlearn. Original lesson plan grossly inadequate. Intelligence cannot be inadequate. <i>A language cannot be difficult.</i>	Done.
Sep-Nov	Classroom shifted: solid walls, solid green board, tea. And, a surprisingly elaborate lesson plan , spread over three modules. Module 1 delivered completely - and thereby defined.	Done. Yes.
Nov-Jan	Yet another classroom: twice a week, around 40 children from class 3 to 6! Very limited time to make a coverage. To save time and facilitate re-runs, EPP Module 1 material appeared on A2 sheets. Module 1 delivered second time.	Perhaps yes.
Jan-Mar	A fourth classroom elsewhere: Third delivery of Module 1.	Perhaps.
Jan	Seed funding from Alumni funds of IIT Kanpur under Community Initiative.	Not an

And if you do not accept a problem to be unsolvable, then we should try to solve it.

(Refer Slide Time: 14:39)

2010-2012	Definite intention to make a contribution. Abortive plans to adopt a school for the purpose. Concrete roadmap to set up a classroom.	
Jul 2013	A classroom: earthen walls, tin shade, cheapest possible furniture and blackboard, no fan, thrice a week, 2-3 pm. 9-10 students. Assistance: Govind, Sarthak, Srijan, Anurag, Namita.	Perhaps.
Jul-Sep	Realization: Logical flaws. Psychological bottlenecks. Lots of debris to be cleaned up. A lot to unlearn. Original lesson plan grossly inadequate. Intelligence cannot be inadequate. <i>A language cannot be difficult.</i>	Done.
Sep-Nov	Classroom shifted: solid walls, solid green board, tea. And, a surprisingly elaborate lesson plan , spread over three modules. Module 1 delivered completely - and thereby defined.	Done. Yes.
Nov-Jan	Yet another classroom: twice a week, around 40 children from class 3 to 6! Very limited time to make a coverage. To save time and facilitate re-runs, EPP Module 1 material appeared on A2 sheets. Module 1 delivered second time.	Perhaps yes.
Jan-Mar	A fourth classroom elsewhere: Third delivery of Module 1.	Perhaps.
Jan 2014	Seed funding from Alumni funds of IIT Kanpur under Community Initiative. EPP officially launched.	Not an issue.

Five years back I started with these things I made my intention very clear, that whenever I get the time and opportunity I will try to tackle this problem I will get my team I will call others and I will try to see, how for the solution can be attempted. And of course, the easiest thing that I could think of is to get hold of a neighboring school, where I try to put in some effort and see how it works those plans did not work. So, then I want to set up a class room, so I made a complete plane to set up a classroom.

In July 2013 we did have a class room earthen walls tin shade cheapest possible furniture

that black board that black board, which you roll and when you put that rolling black board on in earthen wall it is no fun writing on it with write thrice a week we were meeting 2 to 3 pm. Because, the students, who join for that add only the time free I have mentioned no fan I mentioned July, now I mentioning 2 to 3 pm still we did it for some time and we had 9, 10, 9th to 10th students.

And in assistants, where there some it students very bright made of 24 carat gold these people. One of them would certainly land up at that place at 2 o clock or 2:30 or 2:15 in order to grate the home work in order to enumerate the home works may corrections, Because, that was something, which could not handle, because I was handling the class. Through the experiment with these 9, 10 students initial students of EPP 4, it was called EPP I realized that there are lots of logical and physiological bottlenecks, because of, which learning is difficult and teaching is difficult lots of debris need to cleaned up first and a lot to unlearn if this.

So, make note that, I am pointing out to two key words logical and physiological human beings think and learn and communicate through logic and through illogical physiological connections adults particularly try to learn everything through some patterns, through some rules, through some logic. But, everything in human knowledge does not come with logic language in particular does not come completely through logic.

But, in language also there is something, which is logical something else, which is not logical on one side people try to capture things, capture try to understand things, through logic and on the other side physiological factors play a lot of role. So, we needed to make a balance of capturing the logic wherever it is possible on the other hand putting patterns and patterns with practice wherever logic phase and pattern will perhaps teach.

So, my original lesson plan in which, I decided to quickly summarize the sentence patterns and sentence rules that did not work, because people could not graph, so many rules at the same time. So, even after this initial failure I was not ready to abandon two of my core believes one is set a language cannot be difficult and to human intelligence could not be inadequate. So, I am not ready to accept it that this particular person cannot understand or cannot learn a language I will always believe that if he puts in enough effort and if he is guided properly, then he will learn in fact, I will say he shall learn.

Now, it is possible that he cannot find the time to put in a effort it is possible, that he did not get good guidance, but I am not ready to accept that he cannot learn a language,

which millions and millions of others have done. So, I have to do something about it, so I started making plans for revising my strategy my lesson plane in between we shifted the class room, now we had solid rules solid green wood we spend some money also and I was getting tea during class sessions.

So, it was in somebody's house and the idea was that the child in that house, who was in second standard he would apparently be benefited if the class held in house and he sits through it. Well second standard child studying in a normal Indian school has a difficulty in picking up English very fast. So, in sentences he could not do a very good job, but, so for as word families is concerned he was marvelous and in this class he set through and in the next class also set through.

And after that in this second standard in final transcript there is a curious thing that the teacher has written can you imagine this statement in the transcript of a second standard child of average merit academic merit has a very deep sense of phonetics, so this was the magic of word families. So, when I saw that note in the transcript I set, so word families have something in them it words.

And now, after this lesson when I started planning the actual lesson, then it turn out that I had an elaborate lesson plan, which had enormous amount of logic, which you have gone through in last thirty sessions in building proficiency in words and sentences and in that class room we delivered module one completely help by Govind and Namita.

(Refer Slide Time: 21:43)

Jul-Sep	Original lesson plan grossly inadequate. Intelligence cannot be inadequate. A <i>language</i> cannot be difficult.	Done.
Sep-Nov	Classroom shifted: solid walls, solid green board, tea. And, a surprisingly elaborate lesson plan , spread over three modules . Module 1 delivered completely - and thereby defined.	Done. Yes.
Nov-Jan	Yet another classroom: twice a week, around 40 children from class 3 to 6! Very limited time to make a coverage. To save time and facilitate re-runs, EPP Module 1 material appeared on A2 sheets. Module 1 delivered second time.	Perhaps yes.
Jan-Mar	A fourth classroom elsewhere: Third delivery of Module 1.	Perhaps.
Jan 2014	Seed funding from Alumni funds of IIT Kanpur under Community Initiative. EPP officially launched.	Not an issue.
2014	EPP material started appearing on large A1 and small A3 sheets. EPP Module 1 delivered thrice under IITK banner at KV IITK classroom in March, April, May -- aggressively targetting teachers of schools in Kanpur. EPP receives patronage of one generous alumnus and a number of other donors. EPP Module 2 course material gets prepared. Module 3 material chalked out. Need of a Module 4 felt. But, two attempts to deliver Module 2 fail to take off.	Done.
2015	EPP Module 3 material gets prepared. EPP team develops a respectable size and presence.	Done. Crucial.

Next we had another classroom twice a week and this class room we got by flew there

was a class room running in it through students in initiative called priors, where during November to January there was a lean period because the people, who teach there were busy there in exams. So, we were given the option of taking some of the time and running it.

And then, to time to save time and facilitate returns we say that we will have to put the material on some sheet, so that we save the time that get spend in writing, so many things on the board. And that was the first time when EPP module one material appeared on a two sheets in this last column I have been mentioning, what are things that you can replicate, so this perhaps you can replicate perhaps I mention writing, because everybody may not be ready to take much of trouble this one this realization part we have done and through the material of EPP we have convinced you that it is, so through the material and you are to sessions.

And here, again this elaborate lesson plan that has been made and this one module 1 delivered completely this you can replicate this also perhaps you can replicate, because for that you will need two I mean if you want to do it over such a short time and to such a in a mixed group of audience, then you will replace some material preparing that is easy we will show some of the material.

And then, we organized a fourth class room elsewhere and deliver module one once more in every place we were delivering a module 1 reason one is that is, what we had at the time and more important is in two was in that every time it was a new batch of students. So, we have to give them module 1 first, so this also perhaps you can do I am saying perhaps, because in this particular class room we ended up some spending some money from pocket, because we were ending that place.

(Refer Slide Time: 24:11)

Nov-Jan	Yet another classroom: twice a week, around 40 children from class 3 to 6! Very limited time to make a coverage. To save time and facilitate re-runs, EPP Module 1 material appeared on A2 sheets. Module 1 delivered second time.	Perhaps yes.
Jan-Mar	A fourth classroom elsewhere: Third delivery of Module 1.	Perhaps.
Jan 2014	Seed funding from Alumni funds of IIT Kanpur under Community Initiative. EPP officially launched.	Not an issue.
2014	EPP material started appearing on large A1 and small A3 sheets. EPP Module 1 delivered thrice under IITK banner at KV IITK classroom in March, April, May -- aggressively targeting teachers of schools in Kanpur. EPP receives patronage of one generous alumnus and a number of other donors. EPP Module 2 course material gets prepared. Module 3 material chalked out. Need of a Module 4 felt. But, two attempts to deliver Module 2 fail to take off.	Done.
2015	EPP Module 3 material gets prepared. EPP team develops a respectable size and presence.	Done. Crucial.
Jan-Apr	Modules 1 and 2 are offered over 22 weekend sessions of two-and-half hours. Registration reaches three digits. First successful delivery of EPP Module 2.	Certainly.
Feb-Apr	EPP Module Zero conceived, prepared and delivered over twenty 2-hour sessions.	Important.
April	"Test of English as a Functional Language" conceived, designed and tested.	Perhaps.

So then, the real good time came in EPP we had a seed funding in alumni funds of IIT Kanpur under commutative initiative. But, anyway funding is actually not a variation, because this kind of a thing can be done to a very good extend with very little money and some many any of you can organize.

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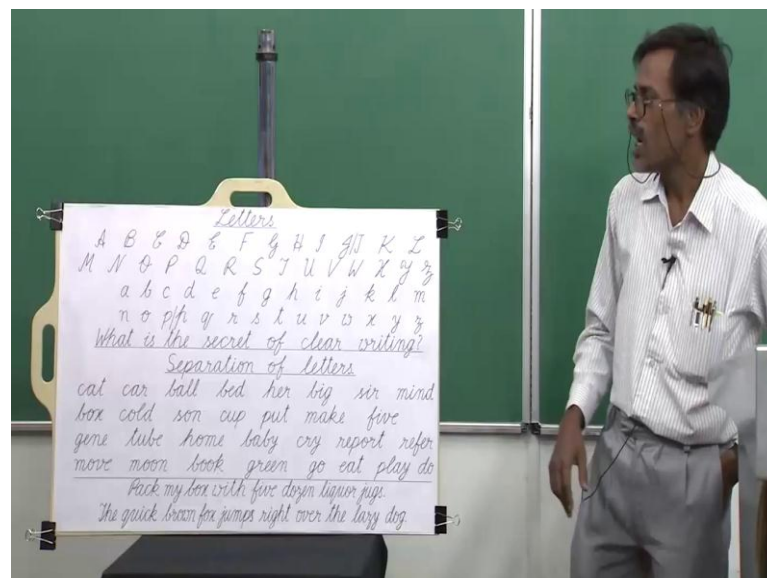
So, with this we officially launched EPP is the page, where you find ongoing events this course, then general information team of the program and how to contribute to this program and outline it was based on the presentation a seminar that I gave on ninth may 2014 and then, some of the recent events and earlier events.

(Refer Slide Time: 25:04)

Nov-Jan	Yet another classroom: twice a week, around 40 children from class 3 to 6! Very limited time to make a coverage. To save time and facilitate re-runs, EPP Module 1 material appeared on A2 sheets. Module 1 delivered second time.	Perhaps yes.
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So, this is the portal, where we announced all EPP illustrate events, and now that it was officially launched we were targeting teachers, because that was our mission. So, and we were targeting a little larger class room for which, a two sheet could not be sufficient and we wanted to accomplish our task in less time. So, we started organizing EPP material on even sheets Dhurka bring that even in a village in the evening in open air if you want to learn it getting this kind of even ply board is very easy and getting these sheets and writing on them and neat hand writing with a black ink is not very difficult.

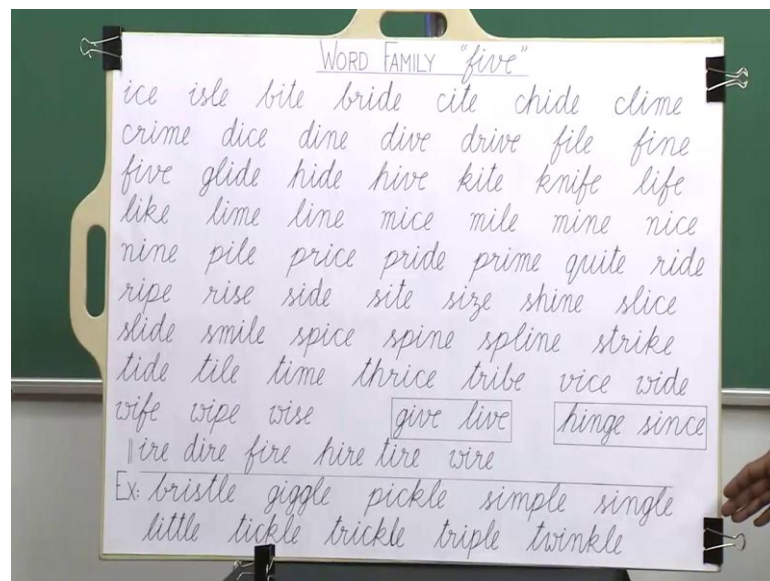
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So, putting these up and taking a stick as pointed you can teach a group of students and all your listen plan of the day can be put up here one after the other and then, as you

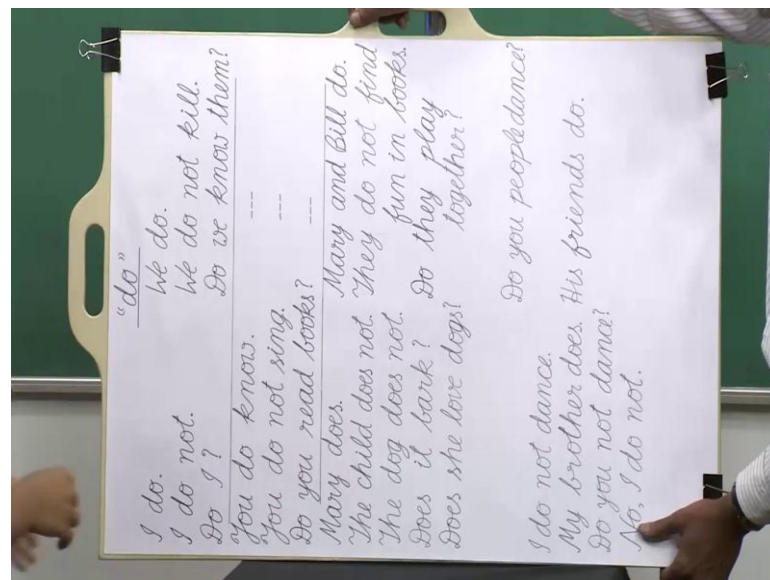
continue suppose you have finished teaching letters.

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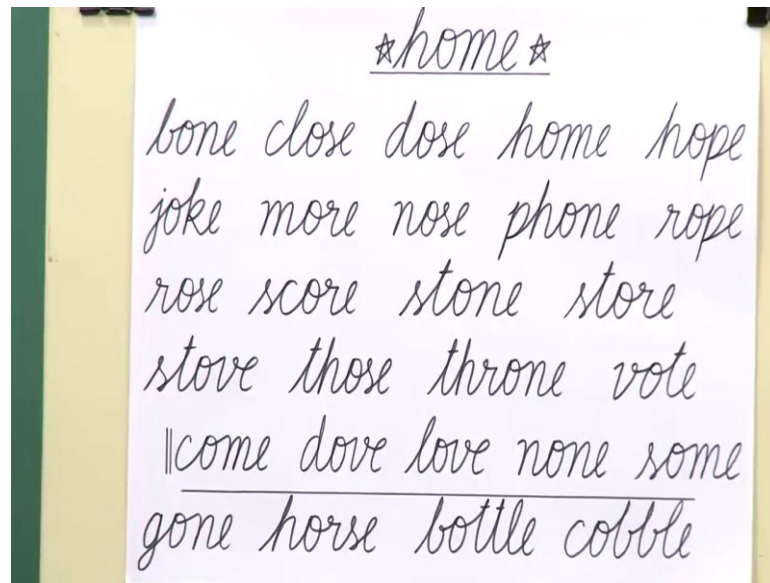
And then, suppose you teach these words to students and after this, these words otherwise then, you want to teach more your students are not yet tired.

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So, then you start you see the handles the carpenter is our carpenter ((Refer Time: 26:44)), so two sheets out of all EPP sheets are in portrait rather than landscape. So, for that we have a handle on this side and handle on this side. So, whether it is portrait or landscape you can put it.

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And then, our short listed word families, which we prescribed as the collection of those words with every students must know full prepared those notes on this small a three sheets. So, these a one and a three sheets you can prepare and run and again even without computers without network without electricity anywhere you can run and we wanted even after he did not needed any more you can remove this.

Even after we did not need it any more we continue this practice for some time in order to emphasis to the audience that it is not that we can do it here, because we are in IIT it is not that aided by technology only we can do it you can do it any of them it you can do it power does not come, where internet does not come, where you do not have ms power point you can do it. So, and then rather than printed letters you also wanted to make an example of smooth cursive writing.

So, these are examples of smooth cursive writing it if you are instructed 10 show your students that you are ready to write 100 sheets like that in order to teach them you can claim you can demand that you are students should put in enough effort, so that they write clear logical cursive. So, these things we did and these sheets actually we used in our classes during 2014, because when we targeted school teachers in a big way, which we A 1 and A 3 sheets as are material we delivered EPP model one thrice under IIT k banner, IIT Kanpur banner at Kendriya Vidyalaya IIT Kanpur class room in March, April, May in 2014, 3 rounds and easily targeting teachers.

And in those classes who are using these sheets, because those class rooms are such that

you cannot really project anything in that through LCD projectors the voice or not appropriate for that purpose and black board comes into picture. So, it was difficult to projecting LCD or projector and we did not need it we want to make an example with these and these look cute actually class room fine, around this time EPP receives patronage of one ((Refer Time: 29:55)) at IIT Kanpur and number of other towards.

So, one year we could join the program without much of financial enhance in between during this period EPP module 2 course materials prepared and module 3 material got that and we felt the meant of module 4 the need that I had to earlier. However; during this time two attempts to deliver module 2 failed to take off, because we made a rule that we will not offer module 2 to anybody, who has not done in module one before that and it is very difficult to get that same set of people back again into the class room, because adults are not free of the time all the time, so there are lots of responsibility in adult life.

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Jan-Mar	A fourth classroom elsewhere. Third delivery of Module 1.	Perhaps.
Jan 2014	Seed funding from Alumni funds of IIT Kanpur under Community Initiative. <u>EPP officially launched.</u>	Not an issue.
2014	EPP material started appearing on large A1 and small A3 sheets. EPP Module 1 delivered thrice under IITK banner at KV IITK classroom in March. April, May -- aggressively targetting teachers of schools in Kanpur. EPP receives patronage of one generous alumnus and a number of other donors. EPP Module 2 course material gets prepared. Module 3 material chalked out. Need of a Module 4 felt. But, two attempts to deliver Module 2 fail to take off.	Done.
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April	"Test of English as a Functional Language" conceived, designed and tested.	Perhaps.
May	Modules 1 and 2 course (of 22 sessions) repeated over a span of two weeks.	
Jun-Sep	We proposed this MOOC under NPTEL. 11,032 registrations. Module 4 chalked out. Module 3 executed first time.	In principle, yes.
What next?		

In any case in 2015 this year on one side EPP model 3, what material, what prepared and EPP in develops to this size and presence in the campus. The first one is already done you do not have a good one you can adapt for your purpose the second one may be crucial for your purpose without a good team it become difficult at times even with a team sometimes it is difficult, because the work is difficult.

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2015	EPP Module 3 material gets prepared. EPP team develops a respectable size and presence.	Done. Crucial.
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Jun-Sep	We proposed this MOOC under NPTEL. 11,032 registrations. Module 4 chalked out. Module 3 executed first time.	In principle, yes.
What next?		
	What can you do? What do you intend to do? Why should we do anything?	
2016	Perhaps we succeed in one classroom round and one more online version? Perhaps 20 of you succeed in replicating the programme? Perhaps EPP versions are developed with three or four other languages as CLL?	
2017	Perhaps a total number of 40 centres of EPP develop at several places? Perhaps improvements and better alternatives emerge? Perhaps many teachers and schools - and coaching classes - implement EPP versions and its alternatives regularly in their classrooms?	
2018	Perhaps there will be some 12,34,567 registrants/associates in EPP	

So, then our 22 weekend sessions Saturday and Sundays of two and half an hours each word those 22 sessions we executed a course, which combine module 1 and 2 from generative place and for the first time registration in a course in these three digit in the history of EPP. And this was the first time that EPP module 2 was delivered first time successfully in between we did two more things February, April we conceived prepared and delivered EPP module 0 over 22 our sessions and this may be important for any of your class rooms, where you should start with module 0 if it is required.

In April we did another little thing we developed a pattern for a test of English as a functional language practical English how much practical English somebody knows we designed test for that. In order to convey the people they are own level of English based on which, they can decide whether the need any material course or the English is fine because many people do not know how good is the English or how bad is the English.

So, it was designed and tested and now, we know that whenever needed 300 or 500 people we can conduct this test and come up with diagnostics in may we repeated this course module one and two over a period of two weeks this time not weekends actual week days and morning afternoon morning afternoon either 20 sessions we got within two weeks, so twice module 2 is run.

And then, we came to know of this MOOC and NPTEL and we proposed it the result is that the registration have caused 11000 people you see in 2010 I was near a human being today I am not today I am a human being in full glory of that term connected with eleven

thousand of you my voice reaches you and my message stays. Even after a few months I stop functioning like the way I am doing now the message does not get killed the message remains, because of your decision to me and get convinced.

So, even if I stop at this point out of those eleven thousand minds out of which, perhaps a fraction a good fraction is listening to this lecture and is getting the entire message out of them even if 100 remind to propagate the same the scheme survives even if individual efforts good. So, what next ((Refer Time: 34:54)) and in this assignment I am asking you to write a short essay of say 30 to 40 sentences on your thoughts and opinion about quite and educated or prosperous Indian can do to promote teaching and learning of English.

Through assignment one, we have already assured ourselves that A English is essential and B the English education in India is not adequate these two things we have sort of accept it. Now, in assignment thirty I am asking you to write down what do you think of the possible steps than an educated Indian or prosperous Indian can take in order to promote the teaching and learning of English. So, this is what you expect as assignment 30. So, I stop here and we continue in a next class from quarter four or module 4.

Thank you.