

MAH/MUL/ 03051/2012

ISSN :2319 9318



April To June 2016
Issue-14, Vol-08

Editor

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विद्येविना मति गेली, मतीविना नीति गेली
नीतिविना गति गेली, गतिविना वित्त गेले
वित्तविना शूद्र खचले, इतके अनर्थ एका अविद्येने केले

-महात्मा ज्योतीराव फुले

❖ विद्यावार्ता या आंतरविद्याशाखीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड

❖ 'विद्यावार्ता' हे त्रैमासिक मालक व प्रकाशक अर्चना राजेंद्र घोडके यांच्या हर्षवर्धन पब्लिकेशन प्रायव्हेट लिमिटेड, लिंबागणेश, जि. बीड महाराष्ट्र येथे मुद्रित करून संपादक डॉ. बापू गणपत घोलप यांनी मु.पो. लिंबागणेश, ता.जि.बीड-४३११२६ येथे प्रकाशित केले.



Marshwardhan Publication Pvt.Ltd.

Limbaganesh, Dist. Beed, Pin-431126

Mobi. 09850203295, 07588057695

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Issues and Problems of English Education India

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Indian Colonialism does not end with formal political freedom. It presents a certain cultural continuity and carries a certain cultural baggage. English language is also one of them. By the end of 1920s, English had become the language of political discourse, intra national administration and law. It was the language associated with liberal thinking. The first conference of Basic National Education at Poona in October 1939 noted the ill effect of introducing English in the course of studies. Realizing the disadvantage of a foreign language as a vehicle of instruction it recommended the teaching of English only after a regular education for seven years through the mother tongue.

With the British leaving India in 1947, the problem of English education attained new dimensions. The government of India Act, 1935 was replaced by the constitution of India. In the post-independence era, effort was made to make a break with existing system. However, as Jawaharlal Nehru observed at the All India Educational Conference in 1948, any plan for education in India tended to maintain the existing system with slight modifications. The University Education Commission 1948-49, under the chairmanship of Dr. Radhakrishnan, made recommendations to facilitate the timely

switchover to a national medium. They recommended the development of:

- 1) A federal language through the assimilation of words from various sources;
- 2) Development of international and scientific terminology;
- 3) Replacement of English as the medium of instruction by an Indian language;
- 4) Development and promotion of regional languages, and
- 5) At the same time retaining English to "keep ourselves in touch with the living stream of ever-growing knowledge" (Sareen, 1991., p. 132)

After independence English continually used as a language of administration. The problem is to choose between English and regional language which is still in its earlier stages of development. In order to resolve the controversy regarding Hindi as a national language, the Central Advisory Board of Education devised a three language formula in 1956. This formula was accepted by the conference of Chief Ministers in 1961 provided for the teaching of the regional language and mother tongue when the latter is different from the regional language.

Though English continued as a language of administration; in educational field and especially at school level the confusion was of the introduction of language. The Education Commission of (1964-66) recommended study of mother tongue or regional language at primary level, introduction of Hindi and English at standard V and thereafter from VIII standard the study of three languages viz. regional languages, Hindi and English.

The Dravida Munnetra Kazhagam (DMK) political party helped to organize the Madras state Anti-Hindi Conference on January 17, 1965-little more than a week before the January 26 date scheduled for Hindi's ascent to the role of sole official language of India. The day before this deadline, students in Madras picketed with

cries of 'Hindi Imperialism' and 'Hindi never, English ever', beginning a two month long period of agitation and repression. During this time, sixty-six people died-two of which were members of the DMK who committed suicide by self-immolation on the street. At the same time, pro-Hindi groups in the north staged demonstrations which attacked 'English imperialism' and urged the Union government to go ahead with the shift to Hindi. "The manifest function of this violence was to help construct a bridge of communication between the leaders in power, who lacked sensitivity, and the sensitive people, who lacked power. This is not to say that the Madras agitation was entirely based on violence. In fact, the magnitude of violence in the initial stage was minimal, and the acts of violence were largely products of the ruling authority's failure to establish communication with the people who had intense feelings concerning the language issue. The effect of violence was to initiate this communication and to open up the subsequent opportunities for compromise" (Das Gupta, 1970, p. 240). A resolution was passed by the Congress Working Committee which stated that, the position of English as an official language would not change unless all states consented to it in February 1965. The Prime Minister Nehru in a speech in the Lok Sabha assured the non-Hindi people that English would continue as an associate language as long as the non-Hindi speakers wanted it. In 1967 a law passed which allowed the use of both Hindi and English for all official purposes and that situation still exists. As a result English continues to be a language of both power and prestige. The Education Commission, 1964-66, recommended a three language formula which include,

- 1) The mother tongue or the regional language;
- 2) The official language of the Union or the associate official language of the Union so long as it exists;

3) A modern Indian or foreign language not covered under (1) and (2) and other than that used as the medium of instruction. (Sareen, 1991., p. 133).

According to Kamal Sridhar (Sridhar, 1989, p. 22) English in Indian Bilingualism, the Three Language Formula is 'a compromise between the demands of the various pressure groups and has been hailed as a masterly-if imperfect-solution to a complicated problem. It seeks to accommodate the interests of group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English).'

Department of Higher Education is the department under Ministry of Human Resource Development, which oversees higher education in India. The department is empowered to grant deemed university status to educational institutions on the advice of the University Grants Commission (UGC) of India, under Section 3 of the University Grants Commission (UGC) Act, 1956. In Indian education system there is pyramidal structure where native Indian languages are progressively eliminated at each succeeding level as one moves upwards, till the apex is reached where there is room only for English.

English stepped beyond its geographical limits stretching across ethnic and cultural diversities. It was English which had finally taken over as the language of self-expression. We may find expression in English more adequate for certain uniquely modern concepts and experimental configurations. The present age is the age of war of languages in which English is aggressor as a language of war that launches war against other languages and wherever war takes place its language happens to be control the network are located in English speaking societies.

English, one of the dominant languages of the world, has assumed a significant role in

the developing multilingual nations including India. Besides being a potent vehicle of communication and a global linguistic mediator, it plays an integral role of a link language as well as linguistic and literary creativity in a pluralistic country.

English in India is not simply a linguistic phenomenon. For many Indians English are rather first language and still their English diverge a lot from the kind of English used by native English speakers. In many parts of the country, especially in metros, English is taken into the fabric of social life. It has acquired a momentum but it has indigenous vitality of its own, developing in ways, which reflect local culture and languages. In any case, English has gone beyond the control of native speakers from Kachru's 'inner circle' lands and has become a user-owned language it belongs to everybody who can gain access and is owed by no one. (Crib 1999: 119).

India can be characterized as one of the rapidly expanding economies of the world. English as a potent vehicle of communication serves a link language in a multicultural and multilingual society like India, and also as a global Linguistic mediator. Indians learnt or had to learn English primarily due to the contemporary political and economic reasons. Apart from being a mother tongue, English is being used as a second language and even as a third language in the world today because of various political, social, cultural, academic, professional, economic and technological reasons. The English literature, the English language culture, the English language and everything in English was showcased as an end in itself and a means to the end as well.

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