

## Indian Education System In The Teaching Of English: Present Scenario

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### ABSTRACT

To learn a language there are four major skills. They are Listening, Speaking, Reading, and Writing. But in India Reading is relegated to the back benches. Because of globalization, there is a lot of focus on the content of learning where English is a *lingua franca*. The paper focuses on the pattern of education in India. The pattern of education in India creates disparity among the students at the school level by providing different syllabi at different levels. However, all the students are equalized at the intermediate or +2 level. The reasons for the disparity in the syllabus are given at the end of the paper.

**Keywords:** rural, urban, English, schools, colleges

### Introduction

Reading plays a significant role in the development of second language proficiency. The ability to read compensates for the lack of exposure in the other areas. It is also a fact that reading is the most comfortable activity even for a weaker student. It has two advantages:

1. It fills the gaps in comprehension, vocabulary, and structures, which the reader can easily absorb.
2. It has the least scope of exposure to the individual weakness. That is why it is easy to make every student begin with the activity of reading before they become proficient in the two productive skills of Speaking and Writing.

Dr. Biswas Ranjan Purkait lists out the ingredients of education:

One of the novel experiments in the field of modern Indian Education is the restructuring of the educational setup or pattern. Pattern and content are the two most important components or ingredients of education.

The above observation deals with the change that has to take place in “pattern and content” to deal with current trends in technology and globalization. The drastic changes brought about by globalization in the world nations are demanding corresponding changes in all walks of life. Any considerable change brought about in human life has a direct bearing on education, as it is the tool that helps men to live quality lives and earn their living to carry on. Hence, the changed situation demands changes not only the content-oriented subjects but also in languages, particularly English which is the *lingua franca* of the world.

India follows the pattern of 10+2+3 up to graduation. The school education and Intermediate or +2 level are under the jurisdiction of the respective State governments. The tertiary education of 3 years, the post-graduation, and research are controlled by the University Grants Commission (UGC). The professional and technical courses are managed by respective professional bodies like the All India Council of Technical Education (AICTE) and the All India Medical Council (AIMC). To understand the role of English in delivering these courses, a detailed

discussion regarding the materials and the methodologies of teaching and testing is imperative.

The basic incongruity of the textbooks about the syllabi of various schools from class I to class X in India is that English is not introduced from class I in some of the States in India. A majority of the schools in rural areas are run by local bodies like village panchayats, Mandal Parishad, Zilla Parishad, and the State governments. These schools offer instruction mostly in the vernacular medium. Thus, English language skills in general, and the most important skill for a second language learner, “reading,” in particular, are neglected up to high school.

Intermediate or +2 in Andhra Pradesh and the Telangana States has both English and vernacular medium instruction. Pupils have a choice to opt for either. After Intermediate, the students opt for courses in the faculty of arts, commerce, or sciences for their undergraduate courses. About 50% of the students go to professional undergraduate courses such as B.E., B. Tech., M.B.B.S., Hotel Management, etc.

The primary, secondary, and high school studies from class I to X are a conglomeration of different curricula, media, and affiliations to the official boards of the respective State and Central governments. Some of the students pursue their education from class I to X through non-English medium instruction. They face innumerable problems with English after class XII as most of the students opt for law, engineering, medicine, commerce, business administration, and computer applications which have market value in the changed scenario of globalization. All these courses are taught in the medium of English. The vernacular media students, though well-versed in Science, Mathematics, and Commerce at school have no option but to switch over to the English medium to pursue their further studies for graduation. Their English language skills are insufficient to comprehend the content subjects in their respective areas of study. The Intermediate course is the bridge course between high school studies and undergraduate courses in various technical and professional colleges.

An attempt is made here to find the anomalies in the educational system from class I and class X and Intermediate course or +2. A discussion on disparities in the system, curricular deficiency in the English language syllabus, and remedial measures are imperative. Not only does the higher education field but also the field of employment pose problematic situations to the students. The English medium students are better equipped for employment than the vernacular media students who lag behind them due to language deficiency. This is not because of their incompetency but due to their lack of exposure to the English language.

### **The Commencement of English Study at Schools in India**

School education is completely under the jurisdiction of the State governments and is controlled by them. So each state offers instruction both through English as well as through the vernacular languages used locally. A few of the schools offer English medium instruction from class I and teach all the content subjects only in the English language. There are also a large number of vernacular media schools, which teach the content subjects in respective vernacular languages and introduce English from class III, IV, or V. This disparity continues up to Intermediate or +2 level.

The teaching of primary, secondary, and high school studies through a vernacular medium has deep historical roots since the advent of modern education in the Indian subcontinent. This aspect has been brought out by the *Hunter Commission Report* (1882). B. D. Bhatt refers to the recommendations of the Commission as follows:

Admitting, however, the comparative inferiority of indigenous institutions, we consider that efforts should now be made to encourage them. They have survived severe competition, and have thus proved that they possess both vitality and popularity.

Hence, to impart education, the Commission strongly felt that the regional language must be used as the medium of instruction to the masses. It was a historical decision taken by the British rulers to herald literacy to large masses in the sub-continent. The Indian Universities Commissions of 1902 recommended that English should not be introduced as a medium of instruction before a child was able to understand what was being taught in that language. Lord Curzon was very impressed by this and the Government of India passed a resolution in 1904 called the Government Resolution on educational policy. That marks the beginning of the revival of vernacular education.

Even today, non-English medium schools are thriving in every part of the nation as vestigial traces of the colonial past. However, from the second half of the twentieth century, English became accepted as the implicit *lingua franca* or the “window of the world” or the gateway to modern knowledge and technology. However, most of the

schools affiliated with the state boards continue vernacular medium and introduce English as a subject only from class V. This is a basic paradox that exists in the country. Because many elite schools of private enterprises a few of the schools affiliated with CBSE and all the schools affiliated with ICSE teach all the subjects in English medium from class I. Students who study in these English schools are also expected to complete a two-year kindergarten course (LKG and UKG). That means these students have a background of 7 years of English study when the students of vernacular media sections begin learning their alphabet. This is resulting in a wide divide in the students' community, with a small percentage of them becoming successful in higher education and employment, whereas the rest of them remain helpless.

The reasons for this sordid affair in the education system are many. A few of them are listed below:

- Lack of sufficient allocation of funds from the Central government and the respective State governments;
- The primary schools in rural areas and slum areas of towns and cities lack infrastructure and adequate teaching professionals;
- A large number of parents in rural and semi-urban areas and a few in cities also do not have the requisite awareness about the importance of the English language and education in the English medium.
- Or they are not able to afford it despite awareness.

### **Filtration Theory of Education**

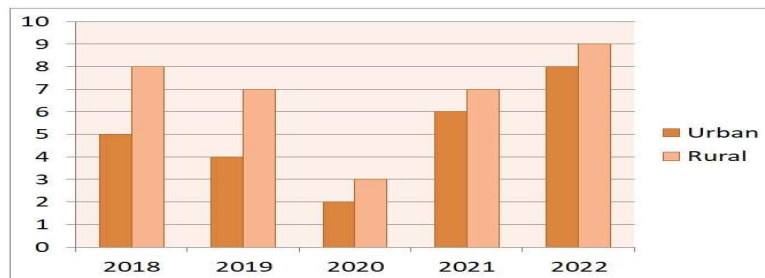
“Filtration Theory of Education” is finely summed up by P. L. Rawat:

Education was to permeate to the masses from above. Drop by drop from the Himalayas of Indian life useful information was to trickle downwards, forming in time a broad and stately stream to irrigate the thirsty plains.

To the fact, that it did not happen in India. In the 21<sup>st</sup> century, the scenario will be changed for example the graph below shows some facts about increase of number of students both in urban and rural.

RANGAREDDY DIST. ANALYSIS OF STUDENT OF URBAN AND RURAL

Y-AXIS : 1000'S OF STUDENTS IN DIST.



### **Analysis**

The above graph is about Ranga Reddy district which is in Telangana State. The number of students' disparity between Urban and Rural decreased compared to 2018 and 2022.

### **Inference**

The inference is people are aware of the value of education and so they are sending the children to schools either in rural or urban.

### **Conclusion**

The researchers expect the readers, question paper setters, academicians, and syllabus designers to bring necessary changes to the Indian education system.

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