



## English Language Teaching in India Problems and Perspective

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**Abstract:** *Our country is a multilingual country. There are 29 states and several union territories with more than two dozen scheduled languages in our constitution. Hindi is not acceptable to all the states. When a student came to college from a regional medium school, his greatest difficulty was in adjusting himself to the medium of instructions, which was English. The students had to resort to the use of guide books when they could not follow lecturers delivered in English. But learning English gives many opportunities to do business with people all around the world.*

**Keyword:** Language Teaching, Problems, Perspectives, Instructions, Kothari Commission.

**Introduction:** The Kothari Commission of 1961 observed: "The adaptation of Hindi as a common medium of education is not possible for some years to come---"

The replacement of English as the medium of instruction at the secondary stage was only one of the factor responsible for the decline one of standards in English. After independence the demand for universal education resulted in the admissions of Vast Numbers of students from all walks, of life to educational institutions naturally they presented a very wide spectrum of abilities in English.

Some students from English medium school were very good at English while students from rural, regional medium school were generally weak in English. Thus unmanageably large classes and wide range of abilities in English together with the accompanying shortage of teacher have all contributed to the fall of standards in English.

Soon after 1948, many states reduced the number of years given to the teaching of



English at the secondary level in the conviction that English would ultimately disappear. Today it has been realised in many cases that English is useful or even necessary, for the development of the country.

As the language of science and technology, English will be important for industrial and Economic development, our scientists, technologists, engineers , doctors etc. must be able not only to have access to professional literature in English but also to contribute to it and to communicate with their counterparts in other parts of world.

While some changes have taken place in education the syllabi, text books and testing procedures have, in most case, remained unchanged. While students are hardly able to make their own sentences on the other hand they cram passages of great lyrical beauty from Milton, Shakespeare and Keats are included in the text books. So, they have to rely on the simplified versions usually given in the guide books. A good crammer secures a first class even though he doesn't understand a word of what he

has read. R. K. Narayana calls it: "A memory without intelligence."

According to R.K. Narayan in our system of education too much emphasis is laid on memory. Students are required to mug up is considered the index once ability.

He gives some interesting examples or instances to prove his point:

A person, long after getting his B.A. degree, met his old teacher he confessed to the teacher that he didn't know if Lady Macbeth was a woman.

Even the teacher is required to modify his teaching according to the demands much aid by the syllabus one the one hand and the examination on the other hand. In circumstances is becomes impossible to teach language in the true sense of the word.

Some of the ways by which the standards of English can be raised we given below:

He should be able to describe interesting anecdotes from history, literature and life. English teaching should be given with humorous internal such that students



should not get bored. The teacher should be well trained in the art of improving standard of English of his students in the process of listening, speaking, reading and writing.

The teacher should as far as possible speak only English in the classroom and encourage the students able to express themselves only in English unless essential otherwise, the teacher should follow the direct method instead of the translation method in the class.

The students should be made participants in the process of speaking, learning and teaching such that they feel important enough to express themselves and bring out their hidden talent, enough and fearlessly.

Different nuances of grammar and language should be explained by the teacher in some interesting way such as acting, making students act. A student should not be insulted in anyway. Minor errors should be ignored or only mildly pointed out.

Jawaharlal Nehru warned against this tendency and said that the changes in the

country must be reflected in the education system. He was revolutionizing the entire basis of education to attain new dimension. The government of India, Act1935 was replaced by the constitution of India. Article 343 of the Indian constitution declared Hindi Devnagari script the official language of the union territories and this officially rendered the trilingual. An integrated language policy became all the more necessary for education, cultural and political reasons. The specific problem was that need to introduce the vernacular and yet retain. English, for a variety of needs, as library language, as medium, as the higher level of language, as a link language and as the official language. The language issue gave rise to diverse controversies and various education commission and language commissions, study groups appointed by the government of India devoted their deliberations to find a solution.

There is mismatch between language policy and language use as far as English is concerned various investigating bodies, commissions and study groups have realized that there is a need to teach



English in India but their recommendations do not match their realizations.

“As a free nation we are committed to the enrichment of Indian languages so that they may serve all those purposes for which we now use English.” (Govt. Of India 1978)

It can be of immense value if adequate numbers and kinds of audio-visual aids are available in all schools. For this the government should provide adequate grants to schools and some enlightened social workers should also come forward in general public interest.

**Conclusion:** At present not much percent of Gross Domestic Production is spent on education in India. Primary education as opened by experts as Amritya Sen. Textbooks written by Experts as Amritya Sen. Subjects special should prescribed books in schools, such as these devised NCERT, CIEFL, CBSE etc. The three factors are mainly responsible for the success or failure of a teaching programming in order importance these three cordial factors MEN, MATERIAL and METHODS.

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