Chapter: 1

Introduction

1.1 Preface
1.2 Story of English in India
1.2.1 Brief History of English in India
1.2.2 Significance of English
1.3 Brief of Navodaya Vidyalaya Samiti
1.4 Statement of the Problem
1.5 Objectives of the Study
1.6 Hypothesis
1.7 Variables
1.8 Definitions of the Terms
1.9 Significance of the Study
1.10 Scope of the Problems
1.11 Delimitations and Limitations
1.12 About Learners, Course and Academic Schedule
1.13 Remedial Methods of ELT
1.14 Outlines of Next Chapters
Chapter: 1
Introduction

1.1 Preface:

In this era of globalization, the role of language has become important in order to be able to communicate with one another and effectively address technological development and information. Without capability of mastering a foreign language, it is almost impossible to communicate with people around the world. World population that is so multifarious and multi cultural has languages of their own. Therefore interaction and communication at international level must be supported by at least one global language like English. In today’s global world, the importance of English cannot be denied, ignored, or undermined since English is the most common language spoken everywhere. With the help of developing technology, English plays a major role in many sectors including medicine, engineering, science technology, education among the others. Under this circumstances as a developing country, India needs to make use of this world-wide spoken language to attain its international compatibility. This can merely be based on the efficiency of tertiary education. Consequently, English is favoured by many as a medium of instruction at universities and institutes of higher education in India for finding a high-quality job, communicating at the international level research material and accessing scientific sources and research material.

Indubitably, 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 and literary creativity in a pluralist country like ours, the position of English as a world language as conjectured by the British Council and other agencies seem to be so entrenched and secure that agonizing over its status and future seems inessential. Moreover, being designated as one of the five official languages of the
United Nations, it has penetrated deeply into various international domains; therefore, apprehension regarding its future seems dubious. English in India is not simply a linguistic phenomenon. According to Shah and Sinroja it has a colonial legacy, which leads us back to our colonial past. History reveals that the breaking up of the British Empire left a linguistic residue not only in India, but in all the newly formed nations, which ultimately will last longer than the Empire itself. (Shah 2006: 35)

Before we probe into the status and significance in English in India, it will not be incongruous on our part to review the advent of English in India and its spread to some extent. It was not, and perhaps is still not possible for these emerging nations to do away with, or subvert the hegemonic language based structures. The number of speakers of English language, though hardly a little over 5% of India’s population, remains dominant in culture and economy, and prompts their counterparts to learn this new language. In this country, where 15 major languages and hundreds of dialects are spoken, the language of commerce, industry, parliament, and the better universities continues to be English. In this regard, English has maintained its indispensable status as a ‘Language of Wider Communication’ (LWC), a link language, or a second language. It is a favoured foreign language.

In India, where many languages are used simultaneously, and as a recent study shows many Indians are not only bilingual but at times tri-lingual, it needs to be recognized that only a marginal number of people indulged in fields of science, technology and international trading or politics of external affairs, require English for communication at the intra/inter-national level. Britishers vied with French and other people to gain supremacy over Indian subcontinent. They not only tried to gain political power in the land, to sustain it, they introduced English education system as well.
1.2 The Story of English in India:

1.2.1 Brief History of English in India:

The first blueprint on English education in India was prepared in 1792 by Charles Grant, a director of the East India Company. Charles Grant described as the Christian Director of the EIC, was also a member of the evangelical party known as the Clapham Class or Sect which had on its roll such men as Zachary Macaulay, the father of Lord Macaulay, and William Wilberforce, a champion of the poor. They were men of religious zeal, keen on spreading Christianity through English, known as the ‘Christian tongue’ in the early stages of its introduction in India. For an Englishman of that period, acceptance of the Christian faith meant not just the acceptance of a religion with a set of beliefs and rituals, but the cultivation of the mind with the knowledge of the cultural, economic and social achievements of the community.

Charles Grant came to India in 1767 and he wrote his treatise called *Observations on the State of the Society among the Asiatic Subjects of Great Britain, particularly with respect to Morals and the Means of Improving it* in 1792. In this text he suggested a policy of bringing about change in the Indian society – moral, social, and mental – through the English language, Western education and Christianity. Naturally, the missionaries found some support in Charles Grant, who came to India as an employee of the company, he is sometimes described as the ‘father of modern education in India’. He says:

In considering the affairs of the world as under the control of the Supreme Disposer, and those distant territories providentially put to us, not merely that we might draw an annual profit from them, but that we might diffuse among their inhabitants, long sunk in darkness, vice and misery, the light and benign influence of the truth, the blessings of well-regulated society and the comforts of active industry? In every progressive step of this work, we shall also serve the original design still so important to this country—the expansion of our commerce. (Ling 1968:35).

The evangelist in Grant equates God with the protector of British commerce. The missionary in him equates truth with the English language,
Western education and Christianity. He stayed in India from 1767 to 1790 with a break during 1771-73. In 1792, he wrote:

The true curse of darkness is the introduction of light. The Hindus err because they are ignorant and their errors have never fairly been laid before them. The communication of light and knowledge to them would prove the best remedy for their children and this remedy is proposed from a full conviction that if judiciously and patiently applied, it would have great and happy effects upon them, effects honourable and advantageous for us. (Syed, 11).

So, with full conviction, Charles Grant recommended:

1. The introduction of English as the medium of instruction, in a Western system of education that included literature, natural sciences, mechanical inventions etcetera, to remove the superstitious beliefs prevalent among the heathens of India.

2. The adoption of English as the official language of the Company and the Government for easy communication between the rulers and the ruled. Grant very clearly stated in Observations that the Christian faith, through the medium of English, is the only remedy for all the evils in Hindu society and for the liberation of the Hindu mind. He states:

   Wherever this knowledge would be received, idolatry, with all the rabble of its impure deities, its monsters of wood and stone, its false principles and corrupt practices, its delusive hopes and vain fears, its ridiculous ceremonies and degrading superstitions, its lying legends and fraudulent impositions would fall. The reasonable service to the only and infinitely prefect God would be established: love to Him, peace and goodwill towards men, would be felt as obligatory principles. (Syed, 1895: 113-14).

The English language and the Western system of education were only the means for a cultural and religious conquest of the Hindus, the ultimate aim being trade and political power. The master and the pastor were to be used as tools to bind the Empire. So, Grant pleaded that the British Government forcefully introduce English in India.

Charles Grant, Zachrarry Macaulay, William Wilberforce and others continued to argue relentlessly in favour of English education. Wilberforce moved the following resolution in 1793 before the British Parliament.
That it is the peculiar and bounden duty of the British legislature to promote by all just and prudent means the interest and happiness of the inhabitants of the British domains in India: and that for these ends such measures ought to be adopted as may gradually tend to their advancement in useful knowledge and to their religious and moral improvement. (Richter, 1908: 149-50)

It had an operation part too that said:

The Court of Directors of the Company shall be empowered and committed to nominate and send out from time to time a sufficient number of skilled and suitable persons who shall attain the aforesaid object by serving as school masters, missionaries, or otherwise. (Richter, 1908: 149-50).

The demand for English and English education gave a new twist to the story of English in India. One could argue that English and English education were not imposed on the natives of India by the rulers and that the Indians themselves asked for it. The Hindu College (1817) in Calcutta was started due to individual initiative to impart English education to Indians. It is ironic that Sir Edward Hyde, the Chief Justice of the Supreme Court in Calcutta, found himself in a peculiar situation when a group of citizens of Calcutta deplored the national deficiency in morals and asked for a college offering European education and imparting English and an English system of morals. Hyde reports that they insisted on receiving a classical knowledge of the English language and literature.

At this stage, looking back, one can say that even great scholars like Raja Rammohan Roy unwittingly played into the hands of the British. The demand by some Indian scholars, like Raja Rammohan Roy, for Western knowledge was conveniently turned into a demand for English as the language of education, the medium of instruction, and the dissemination of Western morals and values. This was also used as a pretext to divert funds allotted for supporting the Indian system of education, educational institutions and the printing of books in Indian languages towards English education.

Raja Rammohan Roy, the father of the Indian Renaissance, a scholar of Sanskrit, Arabic, Persian, Hebrew, Greek, English, and comparative religion, wrote a letter to Lord Amherst in December 1823. He said:

We now find that the government is establishing a Sanskrit school under Hindu pundits to imparts such knowledge as is already current in India.
This seminary (similar in character to those that existed in Europe before the time of Lord Bacon) can only be expected to load the minds of youth with grammatical niceties and metaphysical distinctions of little or no practical use to the possessor or to society. The pupils will there acquire what was known two thousand years ago with the addition of vain and empty subtleties since produced by speculative men, such as is already commonly taught in parts of India. Again no essential benefit can be derived by the student of Meemamsa from knowing what it is that makes the killer of a goat sinless on pronouncing certain passages of the Vedas. (quoted in N. Krishnaswamy 2006: 21).

As Reena Chatterji (1983) rightly points out, Rammohan Roy wanted a more liberal and enlightened system of education, including mathematics, natural philosophy, chemistry, anatomy and other useful sciences as was done in Europe, to raise the position of India. He wanted translations and did not favour the introduction of English as the medium of instruction on a permanent basis. In his zeal to support the cause of utilitarian education, Rammohan Roy was too harsh in criticizing the Sanskrit system of education. That criticism was directed against the orthodox Hindu pundits and their conservatism, and not against the treasure of the Sanskrit language. (quoted in N. Krishnaswamy 2006: 65)

In the mean time, Lord Macaulay came to India in June 1834. He was the first member of the Governor General’s Executive Council, and was appointed President of the General Committee of Public Instruction. There was an impasse between the factions of the Committee—the Orient lists and the Anglicists. So far, the Committee had pursued a policy of compromises, on the one hand patronizing Oriental learning according to the tradition established to Warren Hastings and Lord Minto, while simultaneously fostering the extension of English education. This policy of ‘half-measures’ was becoming increasingly difficult and impractical because of the demand for English and the opening up of employment opportunities in government service.

William Bentinck’s accession to the Governor Generalship in 1828 altered the situation considerably. Bentinck, Macaulay, and Cahrles Grant Jr made a good team. They strongly advocated that only English could be the language in the
meantime, and only from English could the vernacular languages of India be enriched and improved.

William Bentinck appointed Macaulay, Law Member of the Council, President of the Committee of Public Instruction. Macaulay had the casting vote and Bentinck asked Macaulay for a ruling on the debated sections of the Charter Act of 1813. This was the occasion that gave rise to the celebrated Minute of 2 February 1835, the ‘Manifesto of English Education in India’.

Macaulay was the Secretary of the Board of Control in 1832 when Charles Grant Jr. (later Lord Glenelg) was Chairmen of the Board. For Macaulay, education was only a prelude to proselytization and, in 1836, soon after the acceptance of the Minute, he wrote:

No Hindu, who has received an English education, ever remains sincerely attached to his religion. Some continue to profess it as a matter of policy, but many profess themselves pure Deists and some embrace Christianity. It is my firm belief that if our plans of education we followed up, there will not be a single idolater among be affected without any effort to proselytize; without the smallest interference in their religious liberty; merely by the operation of knowledge and reflection. (Mayhew, 1928: 15-16)

Macaulay was a trusted soldier of an imperialist regime that was interested in trade and power. He was loyal to his Government. It was under those circumstances that he wrote his famous (or infamous) Minute on Education that became the Manifesto of English Education in India.

Macaulay’s Minute is very clear and unambiguous about the goals of English education in India:

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern-a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect. To that class we may leave it to redefine the vernacular dialects in the country, to enrich those dialects with terms of science borrowed from Western nomenclature and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population. (Macaulay, 1898: 582).

Macaulay’s attitude was that of a typical colonial administrator-a ruling master. The rulers were in need of a class of English-knowing urban ‘baboos’-
Western-educated bureaucrats who would be loyal to their masters. Educating that class and allowing them to ‘educate’ the masses was the British policy.

Consequently English was made the official language of education in 1837. The Government’s policy was to establish English schools or Anglo-vernacular schools in each district. The Anglo-vernacular schools used the vernacular besides English. Good English schools were given the status of colleges. There were a number of mission schools that taught English. According to some figures presented to the House of Commons in 1845, there were 30,000 missionary schools. The lure of government appointment attracted many young men to English medium schools, especially those run by the Government, because there was a feeling that those educated in government schools would be given preference in government appointments. All funds that were available were directed to English education only.

Thus, English and English education got firmly consolidated by 1850 and some sections of the people ‘the Brahmins and a section of the middle class’ were very enthusiastic about learning English; the greatest desire for English and English education was in states like Bengal and Madras. The Hindu College, Calcutta, started by individuals, was taken over by the Government in 1854 and renamed Presidency College.

However, there was considerable resistance to English as the medium of instruction and Western modes of education. The Macaulayan plan of education envisaged English as the language of administration and trade with a view to creating a class of loyal Indians who would be Indian only in blood and colour but different in everything else and who would help the rulers in administration and business with their competence in English. Secondly, Macaulay’s English education was only for the classes in the urban areas and not for the masses because the masses would be educated in the ‘dialects’ of the country by the classes; under his ‘filtration theory’ knowledge was to percolate and reach the larger section of the natives. He felt that neither the classical languages of India nor the vernaculars had the resources or competent teachers to handle the problem of education in India.
The situation in the Indian subcontinent, however, was very different and was not conducive to the absorption of the Macaulayan plan of education. Even a cursory survey of the history of the Indian subcontinent shows that it is not just one language that was used by the people but always more than one; Sanskrit and Persian were the most prominent ones that were used for long periods of time for various administrative and legal functions. Secondly, in the subcontinent, printing was not involved in education because learning was mostly imparted through the oral mode. The concept of a printed book that could be bought and read did not exist until the Europeans brought the printing press to Indians in the sixteenth century. The written mode offered a new patterning principle in the education of the subcontinent. The subcontinent was entrenched in the oral tradition; even when modern Indian languages were committed to writing, the writing mode was scripts did not lead to mass literacy. This was the environment in which printed books in English were introduced in India. Indian printers were faced with the additional problem of representing Indian languages and their scripts in the written form. Thus, there was no homogeneous field for the vernaculars of India, an advantage that English had.

In all fairness, it must also be stated that expecting the government to provide a system of compulsory education for the masses in a vast country like India would be asking for the moon; it is something that is beyond the reach of any government. At that time, education was not compulsory even in England; education at lower levels was imparted mostly by missionaries and philanthropic bodies, which were run through the system of grants-in-aid. Financial considerations were very important in taking decisions on educational matters; there was not enough money to provide even elementary education for all. There were no trained teachers to teach English. Therefore, in practice, only the classes continued to get the benefits of English education and European knowledge and, ultimately, they replaced the colonial masters.

More and more universities were established where education was imparted through the medium of English. Lahore University (1869), Punjab University (1882) and Allahabad University (1887) came into existence. The
universities were only affiliating and examining bodies on the pattern of the University of London. The result was that English education became more and more city-centered and university-centered around the Presidency cities Bombay, Calcutta and Madras, and other cities like Allahabad and Lahore. A university degree became a passport to sure employment and the school-leaving certificate was a passport to the university. So, English medium schools sprang up in and around the university towns. Wherever there was a demand, there was supply.

In addition, the expansion of the print-media also fanned the growth of English in urban areas. The print-media was used to publish essays—even those of school boys, the annual reports of colleges, write-ups that dealt with influence of English education in Indian youth, proposals for publishing translations of ancient Hindu texts, reviews of plays, critical literary studies etc. This type of ‘creative writing’ in English was induced by English education. Indians were proud of their competence in English.

The introduction of railway lines and telegraph and postal service in select areas encouraged communication in English. The widening urban network with the new communication facilities helped English. Western technology and trade. There was a strong desire to learn English.

The figures given below will show the ground realities; the number of educational institutions imparting education through English continued to grow during the period after the dispatch.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of schools &amp; Secondary Schools</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860-1</td>
<td>142</td>
<td>23,165</td>
</tr>
<tr>
<td>1870-1</td>
<td>3,146</td>
<td>2,06,300</td>
</tr>
<tr>
<td>1881-2</td>
<td>4,122</td>
<td>2,56,242</td>
</tr>
<tr>
<td>1891-2</td>
<td>4,872</td>
<td>4,73,294</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860-1</td>
<td>17</td>
<td>3,182</td>
</tr>
<tr>
<td>1870-1</td>
<td>44</td>
<td>3,994</td>
</tr>
<tr>
<td>1881-2</td>
<td>67</td>
<td>6,037</td>
</tr>
<tr>
<td>1891-2</td>
<td>104</td>
<td>12,985</td>
</tr>
</tbody>
</table>
The political environment and market conditions were favourable to English and the vernacular languages were losing the battle against English. The use of English in India brought a different kind of awareness to the minds of urban Indians. The British Empire was getting established more and more not only as a territorial empire but also in the minds of men as a result of Western education and the English language. It was the Empire of the language through education. The establishment of universities in cities like Bombay, Calcutta, Madras, Lahore, Allahabad and Punjab was a clear indication of this ‘linguistic and cultural empire’.

In the meantime the Crown took over the administration from the EIC in 1858 and the Government of India came under the control of the British Sovereign. Lord Canning, who came to India as the Governor General in 1856, was made the first Viceroy under the new Act of 1858. No action was taken on Wood’s Despatch and nothing much was happening in the field of education, due to political turmoil. It was only when Lord Ripon (1880-84) came that a scheme of local self-government was introduced, on the model of English Country councils and Rural District Boards. Lord Ripon was keen on introducing regulations for ‘the increase and improvement of Primary and Secondary schools’; the commission of 1882 that he appointed emphasized the State’s responsibility to encourage and finance education by encouraging private enterprise through grants-in-aid. But the demand for English and English education was on the increase; indigenous education was slipping into oblivion and primary education was totally neglected.

The British Empire was getting more and more well-established as a territorial empire and English and English education also got established in the minds of men, particularly in urban areas, as the ‘English Empire’. The expansion of communication facilities, the printing press, the railways, the post and telegraph network, and the print media supported both the territorial and linguistic empire. It was at that time Lord Curzon came to India as the Viceroy.

Lord Curzon’s views on education were as strong as those of Macaulay. He convened an Education Conference at Shimla in 1901. Addressing the
conference, Lord Curzon said that of culture or the source of learning but as the *key to employment*, the condition of all national advance and prosperity’

He further added:

We started by a too slavish imitation of English models and to this day, we have never purged ourselves of the taint…. English is the vehicle of learning and of advancement to a small minority; but for the vast bulk it is a foreign tongue which they do not speak and rarely hear. If the vernaculars contained no literary models, no classics, I might not be willing to recommend them. But, we all know that in them are enshrined famous treasures of literature. (quoted in N. Krishnaswamy 2006: 65).

This championship of vernacular education was prompted mostly by his colonial concern that English –educated people had started revolting against the British governing class as a result of Western ideas like liberty, equality and fraternity. So, he felt that English education itself was elitist and dangerous. He advocated the cause of Indian languages and vernacular education for the wrong reasons; he took a lot of interest in drafting the resolutions of the Shimla conference that formed the Government of India’s Resolution on Education Policy (1904).

The Indian Education Commission appointed in 1882 did not take up the matter of university education and left it take up the matter of university education and left it untouched. After the universities were established in India in 1857 and later, there were a number of problems connected with their administration and defects were noticed in the system. Moreover, London University, which served as model to Indian universities was only recognized in England in 1898, and it became necessary for Viceroy Lord Curzon to review the system in India with a view to tightening government control on higher education and the provision of funds.

The Indian Universities Commission was appointed in 1902, resulting in the Indian Universities Act of 1904. The Commission was basically appointed to draft proposal to improve the working of universities in India, and to recommend measures to raise the standard of university education. Unfortunately, the commission’s recommendations merely rehabilitated and strengthened the existing system. The Commission recommended measures to supervise and
control universities and colleges, without recommending any measures to improve the quality of higher education.

The Commission of 1902 made the following observations about the State of English in the Indian educational system:

Notwithstanding the prominent position given to English throughout the course, the results are most discouraging. Students, after Matriculation, are found to be unable to understand lectures in English when they join a college. In some cases, the difficulty is said to disappear after a short time; but it appears to be the case that many students pass through the entire University course without acquiring anything approaching a command of the language, and proceed to a degree without even learning to write a letter in English correctly and idiomatically. Even those who have acquired a considerable felicity in speaking and composition are, as we ourselves had many occasions of observing, lamentably deficient in pronunciation. (quoted in N. Krishnaswamy 2006 : 67).

The Commission blamed school education for the state of affairs in colleges and universities and suggested, as a remedy, the improvement of English at the school level.

The Commission noted that, in most states, the study of modern Indian languages was neglected. But it did not recommend any remedies for the situation. The Commission was somewhat concerned about the development of the Indian vernaculars and not about their use. An argument about the development of Indian languages was repeatedly made in its report. Like all other reports, the content was educationally sound. But, since the intentions were politically motivated, implementation suffered.

Lord Curzon used the Commission’s report to tighten Government control on educational institutions. Lord Curzon was highly bureaucratic and had utter contempt for Indians and Indian opinion. No Indian was invited to the Shimla conference of 1901. He did not give any representation to Indians in policy making. He centralized even school education under a Director-General of Education. He gave the full support of the Government to schools and arranged for grants.

But the ground realities were different. Schools grew and disappeared like mushrooms but literacy among the masses did not improve. In all fairness, it must
be said that the Government established a number of schools to teach the vernacular but the attempt did not meet with any success. In Bengal, one hundred and one native language schools were established, but they failed because the local people were unwilling to support a ‘traditional’ school. All these experiments to improve education in vernacular languages failed because of the rising tide in favour of English coming in great force, particularly from Bengal, Bombay and Madras.

The Indian Universities Commission of 1902 recommended that English 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. The resolution stated:

It is time that the commercial value which a knowledge of English commands, and the fact that the final examinations of the high schools are conducted in English, cause the secondary schools to be subjected to a certain pressure to introduce prematurely both the teaching of English as a language and its use as the medium of instruction; while for the same reasons the study of the vernacular in these schools is liable to be thrust into the background. (quoted in N. Krishnaswamy 2006: 69).

The resolution strongly recommended that ‘this tendency required to be corrected in the interests of sound education.’ That marks the beginning of the revival of vernacular education.

The resolution suggested that the following steps be taken to correct this tendency:

1. English should not be taught as a language until the learner had received a thorough grounding in his/her first language.
2. English should not be introduced as the medium of instruction prematurely; it could be introduced as the medium of instruction only when the learner was able to understand what is taught in English.
3. English should not be introduced as the medium of instruction before the age of 13. Even then, the study of the vernacular should continue till the end of the school course.
All three suggestions were academically sound, and they were implemented. The Government of India Resolution became the policy statement of the Government. So, after 1902, a number of schools introduced English as the medium of instruction only around the age of thirteen the study of vernacular was allowed in the initial stages and only after three or four years of schooling in the mother tongue, was English taught as a language.

Thus, there were schools where a child could continue in the vernacular medium up to the age of twelve or thirteen; there were also schools where a child could study in the vernacular medium up to the age of eight or nine before taking up English as a subject. These streams were available in addition to the English-medium schools. Lord Curzon’s policies had their effect and Indian vernacular languages were used in a number of schools (variously called primary, elementary, middle, upper primary, and lower secondary etcetera in different parts of the country) up to the age of eight or nine, and in some up to twelve or thirteen. This policy gave much-needed impetus to vernacular education. Lord Curzon’s intentions might have been otherwise but the policy had its impact on school education. The Government also felt that students who had been thorough a complete vernacular stream were exceptionally efficient mentally. But English was the medium of instruction at the secondary school level and at the higher levels.

Official policies apart, the demand for English and English education was spreading like wildfire; more and more Indians were asking for English and English education, and the rulers were subtle enough to encourage them. The following table shows the nature of the demand and expansion:

Data for 1901 – 1902
<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>No. of Institutions</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts colleges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>140</td>
<td>17,048</td>
</tr>
<tr>
<td>Oriental</td>
<td>5</td>
<td>503</td>
</tr>
<tr>
<td><strong>Professional Colleges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>30</td>
<td>2,767</td>
</tr>
<tr>
<td>Medicine</td>
<td>4</td>
<td>1,466</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
<td>190</td>
</tr>
<tr>
<td>Teaching</td>
<td>4</td>
<td>865</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3</td>
<td>70</td>
</tr>
</tbody>
</table>

The expansion was highest in the Arts Colleges, which offered subjects like English literature, History, etc. Professional Colleges formed a negligible part of the educational system; there were hardly any takers for Oriental education.

An important feature of the colonial educational system imposed on India by the British was its uniformity, allowing only minor provincial variations at the level of secondary education. The British were interested in making India a viable administrative unit so that they could rule the country as one unit, and university education was used as a powerful tool towards that aim.

The principal of uniformity and control conditioned the scope and character of collegiate education throughout the subcontinent. Oriental colleges were few in number and too weak to alter the educational scenario. Even the Indian Education Commission (1882) had noted the uniformity in higher education. Everywhere, European literature and science formed the core of the curriculum and English was compulsory, English was the medium through which all examinations were conducted.

Noticeably Indians wanted uniformity and financial support in the form of grants-in-aid to all English medium institutions. With all its shortcomings the English education system symbolized the high promise of Western civilization to the impoverished and caste-ridden people of India.
The impressive growth of higher education actually accelerated the growth of secondary level English education; obviously, the maintenance and extension of an efficient system of secondary education became essential for the university system to function properly. Arts colleges and professional institutions depended on high schools to supply the stream of candidates for the university entrance examination. Hence, the secondary schools constituted the base of the English educational pyramid, which was crowned by the university system.

The standards of secondary schools were higher than those of primary schools and there was no clearly defined standard that could cover and control secondary education in all provinces. The standards were determined by the Matriculation standards of the universities, since those were the pre-requisite to a course at the college; the lower limit was not determined. Primary education had no such content or structure.

The uniformity brought about by English education promoted unity, as an unexpected by-product, within the ranks of the educated class. When Indians were dependent on the vernacular of their particular region, there was not much scope for the interchange of ideas even between the educated groups from different parts of the country. Earlier, an educated Marathi or Gujarati from Bombay, for instance, as soon as he stepped beyond his region found himself a perfect stranger, unable to speak or understand the language of another region like Bengal or Madras. But English education and the English language produced a binding value and a common medium of intercourse. The common language and the print media assisted the growth of unity of thought among the members of the widely-scattered English-educated class. The English language was, in a way, beginning to become the lingua franca of India, and the educated class started appreciating the value of the unification as well.

The actual size of the educated class at the turn of the century is a matter of guesswork; it was very difficult to determine the actual size of the English-educated class as accurate statistics of even educational institutions were not recorded. The Hartog Committee (1928) found that were almost a hundred arts and professional colleges in which 9000 students were enrolled; according to
official estimates, 486 secondary and middle schools had an enrolment of more than 60,000 students.

But the size of the English-educated class, who had been instructed in English literature, science, the history of Europe, and Western philosophy was very limited. According to the census of 1881, British India had about 198.5 million inhabitants; this means that proportion of children attending secondary and middle schools out of the entire population was 1: 3,300, while the proportion of students in the arts and professional colleges was only 1: 22,000 of the population. Thus even about sixty or seventy years after the initial steps to introduce English education and European learning, both were limited to a tiny fraction of India’s population. This fraction was steadily growing, but even now it is only an insignificant proportion of the vast population of India.

Thus, on the one hand, English and English education became a unifying factor; on the other hand, they had a destructive effect on traditional Indian values and occupations. The Hindu intellect had been inclined to support the religious and cultural fabric created over the centuries; but English education brought the Indian youth in contact with a body of knowledge that openly questioned many traditional faiths and values; European learning and English education brought about a critical temper. This conflict created social tensions and some felt that English education was the source of all our woes, while some others thought that it was the fountainhead of all our development, prosperity and happiness.

There were also other forces affecting the educational scene in India and the world. At the beginning of the twentieth century the balance of power in Europe was no longer stable. From 1870, Germany had rapidly grown in military and industrial importance and her imperial ambitions were regarded as menacing by other imperialist powers like Britain. The Germans were aspiring to build their empire and they wanted to establish colonies all over the world. This resulted in the two world wars—the First World War (1914-18) and the Second World War (1939-45).

The wars had their effects not only on the global economy but also on the linguistic scene. The English language became a global phenomenon. English-
speaking soldiers were all over the world, and, as a result of the global interaction, a number of new varieties of English came into being. The American variety was heard in different parts of the world and it competed with the British variety for recognition. In India, a number of local varieties like Cantonment English, Butler English, Bearer English and Bazaar English were heard as a result of the interaction with the armed forces, particularly in the military-occupied areas. In the course of the interaction, Indians borrowed English words from the soldiers’ usage and the latter borrowed words from Indian languages.

As a result of the intense military and political activities in India and the rest of the world, there was not much attention paid to education in India. Under the pressure of the university education and the demand for English, English education was fast spreading all over India; at the same time, under the intense pressure of nationalism and anti-British feelings the National Education Movement was also gaining momentum.

In October 1937, a conference of national workers was called at Wardha under the President ship of Mahatma Gandhi. The conference appointed a committee, under the chairmanship of Dr. Zakir Hussain, to prepare a plan for an Indian style of education. A scheme, known as the Wardha Scheme of Education was prepared and it included a seven-year Course of Basic Education. The important features of the scheme were:

1. Free and compulsory education should be provided on a nation-wide scale for seven years.
2. The medium of instruction should be the mother tongue.
3. Education throughout the seven-year period should centre around some form of manual and productive work, largely related to the environment of the child.

After the independents the educated Indian class become considerable in number and emerged as a group in the late nineteenth century and twentieth century. The craze for government service and a university degree also produced a large number of semi-educated Indians who have a miserable existence as quill
drivers in business houses and government officers in the larger towns of India, lacking social position and unable to rise above the status of petty clerk. They formed a kind of rootless ‘educated proletariat’ whose dissatisfaction with their lot was simmering. Intellectually superior Indians, the educated class, who had degrees from British Universities or one of the older Indian Universities also nursed a grievance against the haughty foreigners who had monopolized all the highly paid posts in the government services. Dislike of the British bureaucracy brought about the alliance of the educated and the partly-educated class. Therefore, it was not hard to appeal to the vast majority of Indians with the slogan ‘Indian for the Indians’; political agitations began to bear fruit in the form of more and more enthusiastic native recruits. English, any Indian language or any combination of languages worked in the changed atmosphere. Interaction between various groups of Indians from different parts of the country increased, and the medium or interaction was English: at the same time, the interaction in English with native users of English was getting restricted to certain limited areas like political negotiations; patriotic feeling was, in a way, restricting the interaction with the British.

In short, the English language arrived in India with the East India Company and, later, came to represent the British Empire; it symbolized power and it was promoted more as a culture. It was a language that was meant for mind-training and sophistication. Advocates of Western education and the teaching of English drew on the parallels of acculturation from European history: how Greek antiquity was passed on to Rome and how Rome civilized Europe; advocates of English education were confident of inducing an epicycle of European history in India and some in India shared that belief. The teaching of English as a culture, as a foreign language and the importance attached to English education in modifying an acculturated elite sprang from a long-range imperialistic concern. This picture drastically changed during India’s struggle for independence. The English language was stripped of its culture and class character; the subversion was subtle, and educated Indians used English for a different purpose and made it function in a different register. In the tradition of
India, the English language was absorbed as another tongue in the Great Indian Language Bazaar. It was turned into a second language, one more tongue to project Indian identity and India’s aspirations. Indians, particularly those who were involved in the freedom movement, did not use the English language to learn or express British culture; instead, they used the language to abominate and debunk the white man’s culture. Instead of India getting acculturated, the English language was getting acculturated.

The growth of the print media accelerated the use of English as a second language: there were only thirty-two English dailies in 1937 and the number increased to fifty-one in 1947; there were only thirty – two English weeklies in 1937 and it increased to 258 in 1947. The print media too, which was urban-based, was using English more as a second language.

‘Macaulay’s children’, the English-educated class, took over the English language and started changing its character. The number of Indians using the language and the struggle for freedom stripped the language of its British culture and made it tool for communication and a tongue for projecting national aspirations and sensibilities.

On 15 August 1947, Pandit Jawaharlal Nehru in his ‘Tryst with Destiny’ speech before the Constituent Assembly announcing the rebirth of India as a nation, declared:

At the stroke of midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of the nation, long suppressed, finds utterance. ((quoted in N. Krishnaswamy 2006: 105).

That utterance was in ‘English’ that tryst was in the English of a Cambridge-educated Indian.

1.2.2 Significance of English:

Today, the English language has become a part of the IT revolution. English, a language that came from nowhere, is set to conquer the world. Two thousand years ago, the English language was confined to handful of savages, now forgotten tribes on the shores of Northwest Europe; there was no English in
England. Today, it is used, spoken or written in some form or the other, by perhaps 1.5 billion people around the world; of the English users, three hundred and fifty million use it as the mother tongue, and the rest as a foreign or second language. It is the only language widely used from China to Peru, and more scattered than any other language in the world. It is estimated that there are even more users of English than of the Chinese language, a language spoken in eight different varieties but written in the same way by 1.1 billion people.

David Crystal’s *English as a Global Language* (1957) gives the estimates about users of English taken from various sources. According to these estimates, of the 1.5 billion people who ‘know’ English in some form or the other, about 337 million use English as the first language (L1) and about 350 million use it as a second language (L2) in countries like India, Pakistan, Singapore, Malaysia, the Philippines, Nigeria and Sri Lanka; in addition, there may be about 1 to 1.5 billion people who are actively learning and trying to use English in countries like China, Japan, Russia, and in many other countries in Europe and South America; this will constitute about a third of the human race. Even the European Common Market has resolved to use, what they call’ Euro-English’ as the common language for communication. As a result of all these development, even the USA, the largest English-speaking nation, has only about 20% of the world’s English users, and the UK about 5%.

Another kind of analysis is given by Braj Kachru, an Indian-American linguist teaching in the USA. He classifies the varieties of English in terms of three circles. The ‘inner circle’ refers to the traditional bases of English where it is used as L1. The ‘outer circle’ shows the earlier phases of the spread of English (maybe due to the establishment of colonies, trade etcetera) where the language is an important ‘second language’ (L2 or SL). The ‘expanding circle’ involves those countries and areas where English is recognized as an important international language and is taught and learnt as a foreign language (FL).

The fact that English has become a global phenomenon has resulted in a family of its own with all kinds of varieties (or Englishes, as some people call them) within the family; this is unavoidable, considering the use of English all
over the world. The following figure shows the international family of English and its members.

One can sum up that this global phenomenon called English is a unique case. Even linguists find it difficult to handle this phenomenon, the growth of English. Are they all dialects of English, varieties of English, or as some scholars are Englishes? Americans do not want to consider their English a dialect of English; they call their English, the American Language. Others also would like to call English by different names-Australian English, Canadian English, Nigerian English, Indian English etcetera but they are all English.

The information explosion in the world has happened in the English language, and so it has become the language of the Info-Age. English has become a global commodity like oil and the microchip; without petrol (i.e. gas), computers and the English language, the world will come to a halt. It is no longer the language of one or two nations. As Huntingdon observes, ‘English is the world’s way of communicating internationally and interculturally just as the Arabic numbers are the world’s way of counting, and first as the metric system is, for the most part, the world’s way of measuring. The English language is no longer a language of national or cultural or class identity; it has become a language of technology, of communicational necessity.

The English language is the language of the Internet; it is estimated that nearly eighty per cent of all websites use English and three quarters of the world’s mail, telexes and cables are in English. The USA has far more computers than the rest of the world combined and the USA uses English; English literacy and computer literacy have become inseparable and interdependent. The bulk of software is in English and all the IT giants, like Microsoft and IBM, are based in English speaking countries. Even countries like China and Japan-that are strong in computer technology and hardware-are forced to use English. The world has become not only Euro-centric but also ‘Window-centric’.

English is the language that contains all the knowledge and information regarding all disciplines in the world and it is easier for anyone to learn one language, English, in order to get access to knowledge and information, and get
job opportunities anywhere in the world. English has become the language of capitalism in the present century. Even China has adopted a national policy to make every student literate in English by the year 2008. Singapore has already declared English as its common language. The ‘English tsunami’ is lashing every country in the world.

As a result of the widespread of English, the very character of the English language is changing; it is slowly being stripped of its culture, class, and even race. During the nineteenth century and the first half of the twentieth, English was more of a culture-, race- and class- marked phenomenon. The IT revolution has stripped the language to its bones. Now, English is a tool for international communication. This is something unique; normally, a language goes with its culture; since English has become international, it is not attached to any one culture. Americans, even before the IT revolution, detached it from British culture and made it their own. The same thing is also true of Australia; and a number of African and Asian countries too, though English is used as a second language in these areas, have made English a vehicle of their own culture. Now, English as the language of the Info-Age has, in a way, become culture-neutral. This very apparent neutrality of the English language and its global market value has made it desirable and acceptable to a vast majority of people all over the world.

English during the colonial period-in most British colonies English literature per se-came to be regarded as a culturally marked item whose study was confined to a particular segment of society. Those who were ‘culturally sophisticated’ and educated in English used knives and forks, learnt table manners, used tissue paper, kept dogs as pets and often quoted the ‘bards’ like Shakespeare, Milton, Shelley, Keats and others, like the character Mr. Banerji in Desani’s All About H. Hatter; he says: ‘I am a member of the English Tail Waggers- I have just arrived from dear England…. I do not belong to the backward India…. Arise, awake, advance. I already believe in the European sanitation and the water –closet. Mrs. Banerji and I are also using forks and knives, which is better than eating with sweating fingers in this summer. A decent quality of toilet papers has already been ordered…..’ Even now, in most
university departments of English, only literature in English is taught as a continuation of the colonial legacy.

Though English was introduced in colonies like India basically for the study of literature and culture, the market value for literary studies has gone down steeply in the present-day world. Only effective communication skills in English—both spoken and written—have a market value. All multinational companies, corporations and outsourcing centres ask for competence in communication skills and everyday use of English—out for English literature.

English for professional purpose, like facing interviews, writing resumes, writing reports, conducting campaigns, writing letters, participating in meetings, seminars, conferences, and discussions, is demanded; English for social roles and interacting in social contexts is considered essential. Call-centres are appointing English trainers and conducting accent-sensitizing and accent-neutralizing programmes. The ability to communicate one’s ideas and attitudes—agreeing, disagreeing, convincing, narrating, requesting, ordering, explaining, apologizing—is the expected skill and not the ability to interpret a literary text. It is communication skills in English that have a worldwide market, because English has become the language of business and commerce, trade and technology, journalism and electronic media, the Internet and IT-enabled services. If one is proficient in communicative English and if one’s accent is internationally intelligible, the market is wide open. The gift of the gab in English can take one to all corners of the world. The study of literature has become a specialized field, and only those who are interested in it are taking it up seriously because of their special interest in that area; the market in only for communication skills in English.

This situation has also been aided by the institutionalization of linguistic, applied linguistics, language teaching in its various forms like EFL (English as Foreign Language), ESL (English as Second Language), TWSOL (Teaching English to Speakers of Other Languages) etc.

The majority of people would not have anything to do with scientific and technical discourses and international trade, tourism or market. Their routine
linguistic requirements can be satisfactorily carried out through their respective mother tongues. Most of the political bureaucratic and business functions can be communicated in regional languages. In short, much of what will happen to English one can only speculate about. But let us not oversight a fairly well grounded reality that native speakers of English are already outnumbered by second language and foreign-language speakers, and will be more heavily outnumbered as time goes on. No longer it is the case, if it ever was, that English unifies all who speak it, though the language would continue to enjoy its privileged status in this new millennium, the centre/s from which it operates may change in days to come. Hence, the significance of acquiring proficiency in English can not be over sighted.

The onslaught of English can be met if proper planning is done to handle the teaching of English in post-Independence India. The ‘Great Indian Renaissance’ can be effected in English and the English language and Western knowledge can be turned to our advantage, if we chisel out a new pattern of education to suit a country like India instead of allowing market conditions to take over education. It is well within the power and purpose of the Indian people to fashion a country of their choice, if English can be used as a servant and not allowed to be the master. Local wisdom can be activated in the search for alternatives; the intuition of the ‘Great Indian People’, their traditions and practices, can be used to get ideas and inspiration in planning an alternative educational system.

An educational system, as it is obvious, should meet the aspirations of the people and, at the same time, change society; education must become an instrument of social change and truly educate people. No doubt the systems must produce highly competent professionals-doctors, engineers, managers, teachers, artisans etcetera-but, at the same time, it must also train them to critically examine and question, in a creative way, ‘professionalism without social commitment’.

Another important task in the new educational system is the bridging of the gap between the languages of India, on the one hand, and English and the English-educated Indians, on the other. A proper, matured dialogue based on the
‘yoking’ of the cultural and literary productions of the two systems concerned will narrow the communication gap created by the ‘colonial divide’ and result in a productive ploughing of our fertile field. Such ‘yoking’ will be beneficial to society at large and create a level field for the non-English-knowing population. English-knowing Indians must be made to realize that English literate is no longer central to our educational or cultural enterprise, and that great literature exists even outside English.

Taking into account all the factors mentioned above, the roles assigned to English in contemporary India need to be reformulated, depending on the needs of the changing conditions. Indians need English but it depends on what they are going to do with it. The changing scenario from coloiniality to globality entails a shift in the aims and objectives of teaching English in India. They can be stated as follows:

1. The market-driven utilitarian function (i.e. taking into account the global market, English must be taught for global communication, career opportunities, and mobility)
2. The welfare-driven social function (i.e. using English as a ‘source’ for Indian languages, Indian knowledge systems, and the lives of the vast majority of people who have been marginalized and exploited so far)
3. The ideology-driven identity projection function (translating and projecting India so that becomes a ‘window on India’).

Our discussion on invasion, internalization and significance of English in subsequent pages reiterates that teaching of English should also undergo make over. It is a time to introduce innovative teaching methods and tools to improve the level of English. Not only that, some sort of coaching, practice and drilling should be adopted for young learners to facilitate proficiency in English. Under such circumstances, Jawahar Navodaya Vidyalays a cluster of institutes that play key role in shaping the future of deserving students, mainly from rural and semi rural background decided to play lead role in imparting education in English. It would not be incongruous over part to have a glimpse at the system and its major objectives.
1.3 A Brief on Navodaya Vidyalaya Samiti:

The National Policy on Education – 1986 envisaged setting-up of residential schools, to be called Jawahar Navodaya Vidyalaya, on an average one in each district, during the Seventh Five Year Plan. The scheme started with 2 JNVs in 1985-86 and has now grown to around 600 schools covering as many districts in 34 States and Union Territories with over 1.8 lakhs students on roll. About 35,000 new students are admitted every year. These Vidyalayas envisage identification and development of talented, bright and gifted children predominantly from rural areas that may otherwise be denied opportunities to better education. In order to meet all these challenges, and prepare young minds for local and global demands and competitions, the Naovdaya Vidyalaya Samiti has set the following objectives:

Objectives of the Samiti:

The main objectives of Navodaya Vidyalaya Samiti set forth are:

- To provide good quality modern education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas, without regard to their family’s socio economic condition.

- To ensure that all students of Navodaya Vidyalaya Samiti attain a reasonable level of competence in three languages as envisaged in Three Language Formula; and

- To promote national integration through migration of students from Hindi to non-Hindi speaking state and vice versa.

- To serve, in each district, as focal point for improvement in the quality of school education in general, through sharing of experience and facilities.

Salient Features of the Samiti:

- Good quality modern education for talented children predominantly from rural areas.
• Candidates – Rural of least 75 % Urban utmost 25 %.
• Reservation of seats for the students from SC/ST categories subject to the national minimum.
• Reservation of seats for girls 33 %.
• Co-educational and fully residential up to class-XII.
• Free education including boarding and lodging as well as expenses on Uniforms, Text Books, and Stationery etc.
• Affiliated to CBSE.
• Admission in class- VI only through objective type test designed and conducted by CBSE. And in IX class for limited vacancies.
• Implementation of three language formula.
• 30 % of students in class- IX from a Vidyalaya located in one linguistic area spend one academic year in a vidyalaya in different linguistic region to promote national integration thorough understanding of the diversity and plurality of country’s cultures & people.
• The students since they come from rural areas need remedial teaching in English. It is being carried out since its inception but it needs modification in the light of new development in the field of ELT.

**Jawahar Navodaya Vidyalayas in Saurashtra Area of Gujarat State**

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Teaching of English at Higher Secondary Level in JNVs:

Teaching of English at Higher Secondary level is a complex process. This being the school final stage, the pupils have to be equipped with all the four skills of English, namely listening, speaking, reading and writing skills. Among these Listening, Speaking, Reading and Writing (LSRW) skills only Writing skills are stressed and evaluated. Hence, the pupils and their parents concentrate only on the Writing skills that are tested namely the paragraph Writing or Compositions on trivial topics. More than fifty percent of the learners go for tuitions which cater to solving class work, home work and public examinations. Higher Secondary stage presupposes sound ELT at middle and secondary level. This means mainly improvement in word structure, sentence structure and subject and verb agreement.

Higher Secondary Level constitutes the former Class-XI and XII of Central Schools like Jawahar Navodaya Vidyalyas, Kendriya Vidyalyas and the Missionary Schools in India. The study area is restricted to a homogeneous investigation of the Higher Secondary students of Jawahar Navodaya Vidyalyas of Saurashtra numbering about one thousand students.

1.4 Statement of the Problem:

In the present study researcher has determined the following Statement of the problem.

“Remedial Teaching in English At Higher Secondary Level With Respect To Navodaya Vidyalyas”

The problem areas of this research are about designing remedial special courses or exercises and methods to the slow learning students based on the practical research findings. The suitability of various methods and their appropriateness is measured and reported. This will help in drilling sentence structures and improve their English standards. The problems pertaining to the skills…Listening (L), Speaking (S), Reading (R), Writing (W) are only studied.
The main focus is about providing sufficient practice in Grammar and improving their English besides writing. Before this, their listening and spoken English practice is given to improve their basic ability.

**1.5 Objectives of the Study:**

The objectives of this study is not too ‘abstract’ or ‘theoretical’ but most pro-active in the field regarding English learning. The circumstances and Policy directors of the Government are kept in mind in the designing of the exercises in the course. The policy directors are about the improvement of the educational standards of the students. The English Learners are drawn from the depressed ‘Classes’ as noticed from the Social Welfare Department Directories of the Ministry concerned and certain amenities are being provided to the Learners. Leisure environment is satisfactory and the students are given free ‘lodging’ and ‘boarding’ facilities. Textbooks and other reading facilities are provided. All the English teachers are trained and teaching methods are supervised. And the English teachers are punished if the targeted ‘results’ are not achieved. The statistical pass results and scores are given more importance as it is a ‘Community based Multi-crore Project’. So the ‘stress is to improve the outward scores and figures’ rather than teach or train LSRW skills in English qualitatively. In the present study researcher has determined the following objectives.

1. To develop appropriate programmes of Remedial Teaching in English for students of XI and XII standard
2. To conduct pre test on students’ of XI and XII standard.
3. To implication of Remedial Teaching programme in English on Students of XI and XII standard.
4. To conduct post test on students’ of XI and XII standard.
5. To assess the effectiveness of remedial teaching programme on Students of XI and XII standard.
6. To make the questionnaire of ‘Aptitude of English’.
7. To measure the Aptitude of English in Students
1.6 Hypothesis:

In the present study the researcher has perceived the following Hypothesis.

1. There would be significant difference between the average of score of English Subject Test in pre test and post test of XI Standard Students group.
2. There would be significant difference between the average of score of English Subject Test in pre test and post test of XII Standard’s Students group.
3. The aptitude of students towards English would be improved and their respect scores would be high after undertaking remedial coaching.

1.7 Variables:

In the present study the researcher has determined the following Variables.

1. Independent Variable: Remedial Teaching Programme in English.
2. Dependent Variable: Score of English Subject Test, Score of Aptitude of English Questionnaire.

1.8 Definitions of the Terms:

1.8.1 Remedial Teaching:

Remedial is a multifaceted approach, tailoring remedial intervention plans to a child’s specific needs. It makes use of one-on-one instruction, small group instruction, written work, verbal work and computer-based work. Remedial Therapy focuses on skills rather than on content. These skills include visual discrimination, perceptual organization, laterality, sequencing, abstract reasoning, auditory processing, sound recognition, blending, segmenting, phoneme manipulation, mathematical operations, focusing and eye tracking. Help is offered to pupils who need (pedagogical/didactic) assistance. These are
often children who function at a lower than average level because of a
certain learning-or behavioural problem/disorder, but it can also be offered
to pupils who achieve at a higher than average level, they too can do with
the extra attention and care.

1.8.2 Remedial:

Give a remedy to the students that are slow or low achievers who
did not excel in a certain area. It is intended to correct or improve deficient
skills in a specific subject.

1.8.3 Remedial program:

It refers to procedures intended to correct and improve deficient
skills (The American Heritage® Dictionary of the English Language)

1.9 Significance of the Study:

The task of this research design is not indulged in theoretical discussion.
The main aspect is to design practicable English ‘Course’ which can be taught by
Residential School Teachers i.e. Trained Graduate Teachers (TGTs) and Post-
Graduate Teachers (PGTs). The case studies pertain exclusively to the learners of
these schools. The significance of the Study is of this varied nature. Academically
it is of practical use as stated in the brief note about the Schools. The need for a
special design is because of their “low” qualitative standards of English compared
to that of their counterparts.

1.10 Scope of the Problems:

The scope of this research work is confined to study the academic
problems relating to English studies of students. Appearing for the public
examinations called Secondary School Examinations, conducted by the
Commissioner. The scope further involves the task of designing a ‘Course’ which
comprises exercises.
The main emphasis is on these skills and the above skills are here after referred to as LSRW skills of composite nature. Basis of Spoken English were taught with enough practice in production of sounds. The main aim of Spoken English as L3 level is to speak intelligibly and efficiently. No ‘stresses’ or ‘strain’ was made to enforce R.P. as it is beyond the scope of the study. The students were trained to:

• Speak clearly and softly without any errors.
• Speak with pauses and due attention to punctuation.
• Speak the words correctly and say as they read them.
• Speak and read out from a dictionary.
• Speak in contracted forms e.g. don’t; doesn’t; didn’t.
• Speak with neutral infrastructure but avoiding Gujarati as major infrastructure.
• What to speak and how to speak without any self-consciousness.

1.11 Limitations and delimitations of the Study:

In the present study researcher has determined the following limitations.

1. The study was limited to 73 students of Jawahar Navodaya Vidyalaya, Rajkot.
2. The study was limited to the age group of 16 to 18 years.
3. The study was limited to following independent variables.
   (A) Remedial Teaching Programme in English.
4. The study was limited to following dependent variables:
   (A) Score of English Subject Test,
   (B) Score of Aptitude of English Questionnaire
5. The period of Remedial Teaching Programme in English was limited to Five months.
6. To make the students understand grammatical principles and exercises in Grammar-Translation method used.

7. The study is limited to the Higher Secondary students of Jawahar Navodaya Vidyalaya, Rajkot.

8. The study is restricted to English Studies and the prescribed textbooks are used.

9. No audio-visual equipment is used and no other special practices followed to influence the study to yield results as planned.

10. No effort at Sociological level is made and political statements are not considered at any level of the study and course design.

11. Though Grammar-Translation’ method is considered out-dated, it is fact that, under the circumstances stated before, it can yield results as the learners belong to the ‘First Generation’. Words and meanings in Gujarati facilitate the learners to understand the text better.

12. ‘The alternatives to Translation method do not yield good results. The Middle School and the Secondary School are considered crucial by the learners, teachers, parents and authorities. Hence, the course design is of some importance. In order to ensure homogeneity only Zone-II, wherein this researcher has teaching experience for 20 years, is used as the jurisdiction.

13. The textbooks prescribed are prepared by expert Committees of the Government and so, no special grant or audio-visual equipments is used. This aid is only a moral outlook and there is no provision on day-to-day basis. So only ‘chalk-talk’ method with teacher taught interaction is used.

14. Sociological studies or theories have not used in the study or Course design because they might create inferiority complexes in the tender minds of these ‘First Generation’ learners of Schools. They are considered on par with others and no discrimination is made.
Delimitations of the Study:

In the present study researcher has determined the following delimitations.

1. The subjects of the study came from various different families and areas, certain factors like Parent’s educational level, family background, economical Status etc., which might have an effect on the results of the study could not be controlled after the best efforts and hence taken as a delimitation of the study. The sample of one thousand students is drawn from these schools and all the learners are part of a Residential system. This aspect is not seen as a limitation because all the learners are far from the level of disturbances of home and society. They have conducive and academic atmosphere to improve them. These limitations are stated clearly and their impact is negligence in the study.

2. The teachers are frustrated because of the withholding of increments, departmental punishments and transfers on the ground that their students have not scored in English and failed in Public Examinations.

3. The Pupils feel alienated because they think English textbooks are heavy and ‘incomprehensible’ to them in English.

4. Grammar Translation method is not strictly followed and English is taught mostly through the conversation in Gujarati/ Hindi/ any other Mother Tongue throughout the periods in the academic year.

5. There is no remedial teaching and individual attention disappears because of the ‘burden of stipulated results’ on the heads of the English teachers.

1.12 About Learners, Academic Schedule and Course:

Learners:

The Focus Group identified for research under ELT Studies are comparable with Adarsh Nivasi Shala, Uttar Buniyadi Shala Gujarati Government
established schools. Jawahar Navodaya Vidyalyas have better learning and Service conditions.

During the Pre-submission seminar, ELT researchers are surprised at considering LSRW skills. The practical objectives are stated separately and they point out that these pupils face considerable difficulties in the use of English. These Learners show the following characteristics in English:

- Those who study English as the Third Language.
- They learn better under TESOL (Teaching of English Students of Other Languages) methods than under TEFL (Teaching English as Foreign Language) methods.
- Show very limited vocabulary and ‘speak’ halting English.
- Usually learn by rote memory and think in their mother tongue and translate the same into English.

**Academic Schedule:**

Each and every Residential School is equipped to educate children at Secondary level from Class VIII to XII. In each class 80 students can be accommodated in English medium after satisfying the admission criteria separately for both boys and girls. The school timings are: 8 a.m. to 1 p.m. for teaching, and 3.00 p.m. to 4.30 p.m. and 6.30 p.m. to 8.30 p.m. for study hours as scheduled in the academic manual.

The aims and objectives of this study are:

- To identify academic variables and factors that affect higher secondary learners in the specific situations of JNVs.
- To identify the same factors that affect comprehension, expression, and evaluation of the target group specified.
To test and obtain results regarding certain views, hunches and convictions of PGTs in English, as Hypotheses, and to test their veracity and authenticity.

To identify any other factor/factors emerging form the study.

Comparatively, in the State Government Schools, the pupils learn English from Class VI level itself as the Third Languages; hence these pupils are deprived of five years of instruction. Though their entry level Standard is different but their Final level is Class X like others. This study considers it an anomaly and a deficiency. Recently Gujarat Government started English in 1 Std. itself.

**Course:** There is no need to feel or assume that this ‘Course’ will be ignored by the planners and Policy-makers (a group of IAS Officers) of GSTDREIS (Gujarat State Tribal Development Residential Educational Institutions Society). That is because such a ‘Design’ and ‘Course’ are unprecedented and were demanded in several seminars and workshops of the former State Council for Education Research and Training (SCERT). Thus this course design emerged as the first one on GSTDREIS Learners and Jawahar Navodaya Vidyalayas. If the results have been ‘low’, the English teachers have been punished and disciplinary action was taken-up. This has resulted in a lot of bad blood between Teacher Organization and the Government. Such situations are avoided in the case of Jawahar Navodaya Vidyalayas. An academic Course of research of this nature will act as a ‘Bridge Course’ and suggest ‘strategies’, ‘exercise’ and ‘tasks’ so far not made available to the trained English teachers. The course, briefly started, will be professional and academic contribution to studies. Gaps in deficient instruction will be filled-up positively by this Course besides using TLM and QUIP. Previous investigations on this subject are scarce and mostly inapplicable for teaching at Higher Secondary Level. Professional Journals, media reports are misleading, unprofessional and not backed by expert opinions on the subject. These aspects are studied and examined at the appropriate
stage of this investigation. This study proposes to investigate a regional segment of the student population.

**Content Analysis of the Syllabus from XI and XII:**

The entry level of the students is with below the minimum capacity and cannot be compared with that of the Jawahar Navodaya Vidyalayas that have the Central Board of Secondary Education (CBSE) Scheme devised by National Council of Educational Research and Training (NCERT). But roughly stated, the learners assumed proficiency is as follows:

- The syllabus is designed for such pupils who have studied English Language for more than five years already.
- And for those who have attained a working knowledge of the essential English Structures, Vocabulary, Spoken Skills and Ideas etc.

**Theories and Implications of Course Design using Popular Methods:**

Course design is governed by the principle of curricular development, concept of teaching and testing. Teaching matters are important and useful for learning: The policy maker for Learners is the Society formed by the government. The Government of Gujarat/Andhra Pradesh is committed to the sector of SC student’s development of the society suggested for removal of the poverty, eradication of illiteracy and rural development without going into details of these Pronouncements; facilities are created at the Schools. All these learners are the ‘First Generation’ learners. As such, they do not listen, speak, read and write English at home. So, the classroom is the only place that provides students to speak and write sentences correctly.

The material producer has to be an expert who is aware of these problems. The textbook is prepared by a group of experts on secondary education. But the experienced English teachers and their practices have not been used in producing
the teaching materials. In the cases of Kendriya Vidyalayas and Jawahar
Navodaya Vidyalayas, annual summer workshops and workshops for producing
Teaching Learning Materials (TLM) by senior post graduate teachers are
followed. Prof. Prakash Rao says in his Current Trends of Teaching English by
following the said method and the opinion of the senior teachers through
Questionnaires and materials. This course design helps to bridge the gap between
the curriculum and the learner’s learning as it followed strictly. The number of
exercises proposed is many and ‘trial and error’ method is reduced here. The
course designer must consider the needs and abilities of the learner. He must also
know the nature and functions of English in the school context. In whole
designing the exercises and tasks for practices care has been taken. The teachers
remember as to how the learning happens and teach step-by-step.

The current trend in course design is not teacher-centered but learner-
centered. So the entire course is on the learner as is to have seen in the era of the
seventies and the eighties. This means that there is a shift of emphasis from the
subject to the teacher and later on from the teacher to the learner.

The rationale behind the designing of the tasks is strictly according to the
age and mental capabilities of Vernacular Learners. It is intended to be a major
support to the classroom teacher. The tasks included here have the following
reasons or logic to practice in the class:

- To give stimulus to the learners.
- To provide a framework or a structure to work on.
- To provide material that encourages learners to learn effectively.
  This means that the aim of this study is not to simply produce
  outstanding material but only practical material for JNVs Learners.
- To enable the learners to work on the syntactic structures.
- To make the learners listen, speak and read before writing.
- To drill and substitute models of correct usage of English language.
- To make this course material for acceptance for adaptation.
- To suggest materials for evaluation, adaptation and production as the Third Language level or TESOL.

Learners are stimulated by only questioning which students can do. The below average motivation is assumed here because most of the learners are of the ‘First Generation’ level. They are discouraged to be learning and ‘family conditions’ force them to be child and bonded laborers. It is a fact that these students answer or respond to only such a few questions they can understand or answer through mother tongue only. It means that in the beginning they make mistakes of Tense, Gender, Inflection etc. But sooner, they realize that they are errors and are not acceptable in Usage. Usually the learners do not go through this phase. It is observed as a serious mistake. Those who cannot cope-up this ‘long jump’ or ‘pole-vaulting’ type of exercise, usually fail to learn, consequently they fail in the examinations besides losing language development in their studies. The problem of ‘Wastage’ and ‘Stagnation’ besides ‘escaping’ is traced to this reason. The material that encourages the learners is the prescribed Text book itself. But the exercise is so designed as to make them feel interested. The workbook and guided composition published by several reputed publishers are practical in terms of reading material. But they are far from the realm of the Learners, imagination and experience, culture and content differences exist in this material.

The above structures are drilled and reinforced in the form of substitution and repetition several times in speech and written practice. The difference between the structures in Gujarati and that of English is pointed through ‘Grammar-Translation’ method. ‘Peer-group’ teaching is also used to enhance the understanding of the pupils as they identify with them for development of ‘Reading-skill’; the following are used step-by-step;
• Reading silently for oneself.
• Reading loudly to the class.
• Skipping readers for main details.

Students are taught not to use the ‘Index Finger’ while reading or move lips as they speak Gujarati. This slowly allows less interference of the Learners’ mother-tongue in ‘English Speech’. Models of correct usage are framed and written on the blackboard. The students at choice are allowed to read. This helps in maintaining the students to be attentive and be alert while learning. This type of connection is helpful in creating motivation. This means that the students need not depend upon rote memory for their examination in English or any other subject. This is a difficult job involving patience. As teachers are facilitators in learning, these tasks as communications, help in creating confidence in them.

One of the main aims of this ‘Course design’ is to make it a fit tool of practice at schools. It is not intended to be a guide book for all schools or a source of permanent instruction but it is a ‘bridge-gap’ task material to overcome basic errors in speaking, reading and writing for the learners from class VII to X. Furthermore, this material is intended to be for adaptation for further special Units or resource Units as the case may be a part of using TLM or QUIP of Sarva Siksha Abhiyan (SSA) Plan.

Over the period of some years, and drawing upon the experience of many teachers, it will be possible to suggest further teaching material. This may be for the purpose of evaluation of general type, of the ‘Slow Learners’ and so on. This could be a basic step to improve further teaching and testing as Third Language and can also be tried as the Second Language stage. These possibilities exist in the course design as it built step-by-step, meticulously without any feeling of hesitation or lack of confidence.

The rough draft or the draft course design is tested to a small group. This is done by selecting a small sample. The feedback of their ‘responses’ reveals the shortcomings if any and they are rectified. This practice is repeated until the course design becomes pool proof. It is not to make the Course design standards
for universal acceptance at all Government Schools. But it will be a specified one to be used as a ‘Bridge-gap’ Course to be followed at Schools for one-twenty days in an Academic Year. This researcher is hopeful that he can obtain necessary permission and orders for course implementation. Given the political will and the co-operation of the teachers, this course will be successful as strategy to be pronounced of ELT at JNV Schools.

**Syllabus of English in Navodaya Schools:**

At Higher Secondary level: 11 and 12 is attached. The above syllabus indicates the level of competence of English Skills required. But the shortcomings according to the parents are that the teachers mostly rely on the text book and ignore language exercise at the end of each lesson. Practice, repetition and revision are stressed on the language items tested in the Public Examinations. However, this study and investigation assumes the real difficulties of teaching and learning situations in and outside the class room. This is because Remedial Teaching is the only source to improve the learning situations in the class room.

**1.13 Remedial Methods of ELT:**

The comparative position of JNV with other schools of the same type and nature requires proper methods of teaching Grammar and usage. Keeping this in mind the researcher has deliberated on the existing conditions and what is required.

Analysis:

The basic methods of teaching Grammar are:

- The Deductive Method.
- The Inductive Method.
- The Structural Approach.
- The Grammar – Translation Method.
- The Bilingual Method.
These methods are intended to make students learn Basic English with the following characteristics namely…

- **Quality:** It refers to English that appears to be drilled and not incidental or peripheral. Simply it should not be more transaction of the sentences from mother tongue. Mother Tongue Interference (M.T.I.) is the main challenge of remedial E.L.T.

- **Comprehensibility:** To achieve it thorough translation for the sake of grammatical commentary, simplification and contextualization which are part of it. The teacher has to simplify and repeat often what items he is teaching.

- **Selection:** It depends on general items or on the needs of the learners as present and in the future. This means S.V., S.V.O., S.V.O.A., Structures. (Subjects + Verb + Object + Addition).

- **Systematically:** English is better learnt according to Grammarians through Grammatical/lexical grading and simple sentences are taught at the beginning.

Recent studies recommended sequence/functional sequencing. This means D. H. Howe in this Guided English for India says that the students should be repeatedly exposed and gives sufficient practice in natural sequence of usage.

After studying all the basic methods as applied by the researcher himself and his colleagues in different JNVs Systematic designing of the course in terms of the following was undertaken:

- Grading by Cognitive Content
- Learners who mostly hail from villages
- Learner Controlled Grading
- Effectiveness through the following practices:
  - Repetition/drilling
  - Meaningfulness
  - Interest/enjoyment
- Systematic Corrections
- Simulator or rural life
- Pressured relevance or real life
- Mind-engagement
- Interaction
- Receptive state or mind

While doing so following criteria were kept in mind:
- Selection of the exercises.
- Gradation of the exercises for practice.
- Presentation of the course material. And,
- Repetition for drilling and substitution.

The design for remedial coaching emphasizes the following areas mainly to train minimum languages skills:
- Structure of sentences
- Structure of clauses
- Basic Skills
- Word kinds: Noun, Adjective, Adverb etc
- Special Verbs: Auxiliaries, Gerunds (-ing)
- Sequence of Tenses: Present, Past and Future
- Question forms
- Reported Speech
- Passive Voice
- Determiners
- Sentence connectors
- Composition and
- Other Topics viewed essential
The above grammatical aspects were without expecting knowledge of the Jargon as L3 level. The composition level was to write a paragraph of descriptive nature. It is obvious that these are various issues in ELT. There is no one sure way or a particular system of remedial teaching. The normal and probable arguments are considered from the point of Schools learners.

**Aims and Objectives of Remedial Teaching:**

The Course is designed with the following aims and specific objectives:

- To develop in the pupils the skills of Listening, Speaking, Reading and Writing as per the standards expected of them.
- To develop these skills according to the expectations of the Third Language level.
- To bring the Learners on par with other counterparts in the State.
- To suggest the fit remedial Course measures:
  - Regarding the teaching methodology;
- To suggest, to the Policy makers, Curriculum planners, Material Producers, Classroom Teachers and the Paper Setters, the Problematic areas of English ‘Learning’ and ‘Testing’.
- To focus on Learners and use of English as tool of their social Development.
- To provide to the classroom teacher supporting of LSRW skill training under ELT Studies.
- To use the supporting exercises and create interacting situation in the class.
- To enable the ‘First Generation’ Learners, study English according to their own wishes and goals in a friendly atmosphere.

It must, however, be remembered that the disadvantage positions of Learners are incomparable with that of others. But in a Democracy, the
societies of the ‘Down-trodden’ take a long time to become literate and knowledgeable. ‘Slow Learners’ may be there in ‘Communities’ having certain skills. And there is a conflict in Scholastic Achievements and Social Ascription. This study will not go into the merits of such a debate because this is not a sociological study. However, it assumes that due to colonial part in our country, the depressed sections of our society could not become part of the knowledge society. Abdul Kalam States in his *Ignited Minds* that India represents itself as a knowledge ‘Super Power’ and can become so by the year 2020. This course design is modest, professional effort in this regard.

1.14 Outlines of Next Chapters:

Any research can be risky without proper planning. Researcher has to preplan for research. In present research the plan of next chapters are as…

- Chapter – 2 Review of related literature
- Chapter – 3 Procedures
- Chapter – 4 Analysis of Data and Results of Study
- Chapter – 5 Summary, Conclusion and Recommendations
References:


