Chapter-2

THE STATUS OF ENGLISH LANGUAGE IN INDIA

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References
2.1 Introduction:

English as stated by Timothy J. Scrase “is not only important in getting a better job, it is everywhere in social interaction. If you can’t speak it then you are a nobody”.¹ This view makes it clear that English occupies a place of prestige in our country. People belonging not only to a different language groups but also to the same speech community make use of English in their inter-personal communication.

In big metropolis of India, it is really difficult to come across any educated person who can speak any Indian language well without avoiding the use of English words. Its importance is not just in how many people speak it but in what it is used for. It is the major language of trade and commerce, news and information in this world of globalization. It is the language of higher education and research, maritime communication, international air traffic control and it is used even for internal air traffic control in countries where it is not a native language. Thus it has attained the status of a global language in the ever changing economic context.

It is quite interesting to note that India, a multilingual nation, is the third largest English-speaking country after the US and UK. In India, it is increasingly being perceived as a ‘must-know’ language. It has now become a ladder for upward social mobility and ‘a window to the world’. Such is the demand for learning this language that a variety of English coaching centres and private-tuition shops, English-medium schools which are mushrooming in a large numbers and are easy to spot almost everywhere in our country, even after independence, clearly indicate the respectable position this language enjoys in the minds of the democratic Indians.
Commenting on the increasing popularity which English language enjoys now-a-days Timothy J. Scrase remarks:

“English is an international language. You feel humiliated if you can’t speak English. People think you are dumb.”

The view expressed above makes it clear that English language enjoys a respectable position in the Indian context.

In India English is seen not only to be the key to economic prosperity, but for the social value as well. Parents, especially, those belonging to the upper and middle classes, expect their children to get the best type of education and they think that it is possible only through English medium. On the other hand, people from the lower classes emulate the model-setting behavior of the upper and middle classes. This increasing demand for English has resulted in the mushrooming growth of English-medium schools all over India.

Still, there was a bitter controversy among Indian educationists with regard to the place of English in system of education and there has been due to this a constant change of decisions as to what position English should hold in the present setup. With this backdrop a brief historical preview of the status of English language in India is given below.

2.2 English in India:

2.2.1 Pre-Independence Period:

Due to the British invasion, English language was widely exposed to our country. It is strongly believed that it made its entry when the British first came to India after the incorporation of the East India Company in 1600, and gained roots because of the
educational policies of Lord Macaulay. Timothy J. Scrase explains the growth of English in India in the following words:

“Since the days of the British Raj, English remained the language of domination, status and privilege in India. The hegemonic colonial project in India was to create and maintain a class of administrative officers, clerks and compliant civil servants to carry out the task of ruling the vast and expansive subcontinent”.4

The view expressed above makes it clear that English was the language of the rulers in India, and as a colonial subjects we had no other choice but to learn English. In this way the language started gaining roots in India.

British administrators cared little for the cultural wants of the Indian millions. “It was inevitable that culture should be in jeopardy and civilization at its lowest ebb: no wonder 18th century India was culturally little better than a waste land”.5

Britishers did not want the spread of European type of Education in India. They felt, as has been mentioned in the parliamentary papers (1852-53), that western education would enable Indians to challenge the alien rule as was the case with America. And when they turned to promote the education of Indians, it was a political necessity that made them do so. They adopted orientalism or encouragement of classical learning for their educational policy6 which was opposed by the missionaries like Charles Grant (1746-1823) whose plan was to teach English to the people of India.7
Meanwhile a controversy arose between ‘anglicists’ and ‘orientalists’. It withheld the smooth progress of English in India. The ‘orientalists’ advocated the revival of Sanskrit and Persian learning. But the noted Hindu leaders like Raja Ram Mohan Roy and Christian missionaries like William Carey advocated Western education through the medium of English. This missionary effort, as H.R. James opined, was powerfully supported by those progressive Hindus who symbolized “a new found desire on the part of the natives of India for a share in the knowledge and training which they discerned to be a large part of the secret of the superior efficiency of the nations from the west, and the source of what was strong and admirable in English character”.

Then the people belonging to the middle class advocated and aspired their education in English, which was the language of rulers. They saw that the capacity to speak and write English enables them for lucrative posts under government, which provided a decent income and an important status in the society.

Raja Ram Mohan Roy took the issue with all seriousness. He was against oriental policy of education. When a proposal by General Committee of public instruction for funding a Sanskrit college in Calcutta was put forward, he wrote to Lord Amherst on 11th December, 1913 “the Sanskrit system of education would be the best calculated to keep this country in darkness if such had been the policy of the British legislator. But as the improvement of the native population is the object of the government, it will consequently promote a more liberal and enlightened system of instruction, embracing mathematics, natural philosophy, chemistry and anatomy with other useful sciences which may be accomplished by
employing a few gentlemen of talents and learning educated in Europe, and providing a college furnished with necessary books, instruments and other apparatus”.9

From the view expressed above it becomes clear that Raja Ram Mohan Roy preferred English to Indian languages for academic, scientific and other international reasons.

A still greater attack was made on the work of the committee by the directors themselves. They not only felt the superiority of English education, they even expressed the view that “the teaching of mere Hindu or Mohammedan literature meant the teaching of a great deal of what was frivolous, not a little of what was purely mischievous and a small reminder indeed in which utility was in any way concerned”.10

The statement cited above makes it clear that most of the Indians aspired their education through English medium and, therefore, they opposed to vernaculars or Indian languages.

The sharp differences brought the work of the committee to a standstill and Lord Macaulay was appointed as the president of the committee in 1834. His main contention was that the study of English could be beneficial to those Indians who were pursuing higher studies than Arabic and Sanskrit. He pointed out that there was already an effective demand for English. He argued that:

“since indigenous languages were inadequate and chaotic, and indigenous arts and literature were petty futile things. Only ‘Western’ education with English as the sole medium would deliver the good.”
He further hopefully thought that:

“If our plans of education are followed up, there
would not be a single idolater among the
respectable classes of Bengal.”

From the views expressed above it is evident that Macaulay’s
motives in spreading English in India were just to create a group of
Indians who would be the interpreters between their rulers and the
ruled. He, by spreading English in India, aimed at just creating a
class of persons, Indian in blood and color but English in taste, in
opinions, morals and intellect.

Macaulay’s recommendations got the approval of Lord
Bentick and it was published on the 7th March, 1835; and an official
resolution endorsing Macaulay’s policy of modern education
through English medium was passed. But the teaching of English in
systematic way starts from the promulgation of Wood’s Dispatch of
1854, which has been called the ‘Magna Carta’ of Indian
education.

In Wood’s Dispatch it was declared:

“The English language is to be the medium of
instruction in the higher branches, and the
vernacular in the lower. English is to be taught
where there is demand for it, but it is not to be
substituted for the vernacular languages of the
country. The system of grant-in-aid is to be based
on the principle of perfect religious neutrality.”

From the report cited above it becomes clear that the
beginning of the process of providing English language to the
bilinguals in India was firmly established with the approval of Lord William Bentick to Macaulay’s educational policy of modern education in India.

English then gradually spread wider in India and gained roots in the educational system. In 1857 three universities at the then Bombay, Calcutta and Madras were established. By the end of the 19th century two more universities, one at Punjab and the other at Allahabad were setup. The foundation of these universities marked a new epoch in the history of Indian education. This resulted into the spread of schools and colleges, which ultimately resulted in the increase of more number of Indians who achieved mastery in this language.

When the British government decided to withdraw state aid to higher English education, people from all states reacted. Lord Curzon the then Viceroy of India read these indications and could not overtake them. The proposal was immediately quashed by his orders. He wanted to remove the chaotic condition of educational institutions. At the Shimla Conference he discussed about what a university should be, which is worth quoting:

“It would be a place for the dissemination of knowledge and the encouragement of learning and it further be a human smithy where character was forged in the furnace of experience, and beaten out on the anvil of truth”.

The above statement reveals the roles of the educational institutions. Accordingly, an educational institution should be a place for imparting knowledge to learners, and also a place for character building.
The English educated Indians, now, were demanding their mother-tongue as the medium of instruction. Their emphasis was on the use of mother-tongue as the medium of instruction and on education closely related to Indian culture. On their demand, the government appointed the Calcutta University Commission in 1917 under the chairmanship of Dr. M.E. Sadler, the then vice-chancellor of the University of Leeds. The commission recognized the importance of the mother-tongue. They argued:

“mother-tongue may be used only in high schools; in the higher classes they urged the retention of English”.\(^{15}\)

This system of education was opposed by some great Indian leaders like Gokhale and others. Mahatma Gandhi was against English education. He said:

“The existing system of education is defective, apart from its association with an utterly unjust government in three most important matters: i) It is based upon foreign culture to the almost entire exclusion of indigenous culture; ii) It ignores the culture of heart and the hand and confines itself simply to the head, and iii) real education is impossible through a foreign medium”.\(^{16}\)

Referring to the baneful effects of English education Gandhi further adds:

“...English today is studied because of its commercial and so called political values. Our boys and girls think that without English they cannot get government services. Girls are taught
English as a passport to marriage...I know husbands who are sorry that their wives cannot talk to them and their friends in English. I know families in which English is being made the mother-tongue. All these are for me signs of our slavery and degradation.”17

These statements cited above make it clear that Gandhiji was against English education. He gave a call to castigate everything that was English-language, manners, clothes all. Therefore, English education suffered a serious setback.

But Gandhiji also appreciated the importance of a foreign language especially English. He says:

“I don’t want my house to be walled in all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. I would have our young men and women with literary tastes to learn as much of English and other world languages as they like and expect them to give the benefits of their learning to India and to the world”.18

Thus the above quote shows that though Gandhiji was totally against English education in India, but he appreciated all the foreign languages, especially English.

By 1921, the mother-tongue came to be the medium of instruction in the middle schools and its use was extended to the high schools by 1937. It resulted into the deterioration in the teaching standard.
The Wood Abbot Report (1936-37) recommended an alternative in simplified English in order to keep the flow of education through the medium of English. But the estrangement with English was growing deeper and wider as the struggle for freedom gained more and more momentum. The Government of India Act-1935 was considered to be a prelude to a proposed Dominion status for India. On assuming office in 1937, the ministers busied themselves at once with educational schemes. In these schemes, vernaculars were the natural media of instruction. But at the secondary and university stages, English continued to dominate in the pre-autonomy days. All ventures of life, all avenues of success could be opened only with the keys of English.

Thus the “status of English” in Indian educational system throughout the British rule, as A.K. Sharma observes, “was enviable”.19

2.2.2 The Post-Independence Period:

English, the language mostly of the colonizers during the British Raj became accepted to the higher strata, educationally, economically and socially progressive class of the Indian society during the post-independence period.

English is the language of industrialization and modernization, and now it is the language of globalization. Observing the rapid change in the place of English in India Scrase remarked:

“English is recognized as an important global or international language, essential for professional employment and significantly, a key component of the cultural capital of middle class Indians”.20
The foreign language status of English in India thus appears to have remained for a shorter period initially, and it gradually seems to have acquired the status of a second language.

There are many acronyms in use amongst English teaching professionals and the list seems to be growing daily. ‘ESL’ is usually taught to immigrants to the country of the target language or to natives of a country such as India where English is an officially recognized second language.

Prof. V.V. Yardi gives clear distinction between a ‘foreign’ and a ‘second’ language status as:

“English as a foreign language refers to a situation where it is taught for certain specific purposes viz… reading scientific works, translation, communication at certain levels and for certain purpose only. English as a ‘second’ language refers to a situation where English is used widely for purposes of administration, education and as a common link-language”.21

From the view expressed above it seems evident that initially English in India might have been used by a limited group and that too for very specific purposes. Its use gradually increased with the establishment of universities, schools and colleges and because of the government policies after independence indicating a shift in its status. Prof. Yardi further asserts:

“in India until recently, English was a ‘second’ language. It is now in the process of acquiring the status of a compulsory ‘third’ language”.22
This was the situation in 1990’s. Agarwal points out the status of English in the post-independence period as:

“a link language among the educated people and the few elites. In spite of the introduction of the Hindi as the official language English still played an important role. But in this way, it did not bring about any significant change in the status of English on the contrary, it resulted in the creation of a class of vernacular-educated native to occupy lower position both in education and administration”.23

Thus the statement cited above makes it evident that the formal language teaching in India began with a language controversy.

Since independence, English language continued to be taught in Indian schools, though in limited schools and colleges initially. With passage of time the use of English increased resulting in a shift of its status. A sizeable group of native Indians emerged by the time in India whose higher social status was dependent on their good acquisition of English. Increased English language proficiency was considered instrumental in fetching well paid job opportunities. The language, thus, got recognized as an important link language for national and international purposes. Despite the hard and sincere efforts of the central and the state governments, Hindi could not yet become the link language in India. In view of the strong opposition to Hindi in the southern states, Hindi in ‘Deonagari’ script was declared as the official language of the Union and English also was given the status of the ‘subsidiary’ official language of India in the
Official Language Act 1965. English, the only language used for official purposes in the British Raj, thus, became the subsidiary official language by 1965. It was also decided that either Hindi or English could be used for proceedings of the parliament.

Owing to the increasing importance of English, in the changing times, various states in India gave the language a respectable place by making it a compulsory language in their educational setup.

In Maharashtra, it was made compulsory from the V\textsuperscript{th} class up to X\textsuperscript{th} in Marathi medium schools which greatly outnumber Hindi and English medium schools. A good number of English medium schools also emerged gradually where a child got exposed to the English language prior to his adequate acquisition of the mother-tongue. Preparatory and kindergarten classes are doing well today without any financial support from the government. Similar situation prevailed in almost all the other states where Marathi got replaced by regional languages, the place of English, however, remains that of a second or the third language.

Realizing the ever-increasing popularity which English language enjoys now-a-days in all walks of life, the government of Maharashtra from June 2000 introduced English right from the first standard even in Marathi medium primary schools, indicating a clear shift in the status of this language. The revolution in the field of information technology has also contributed mostly in the wider use of English at the earlier stage of schooling.

English thus became the primary requirement for interconnectedness of people, for free exchange of ideas, cultures and economies and a ‘Lingua Franca’ for communication, business and education.
The wide publication of newspapers, periodicals, and magazines in English clearly indicates its increasing use in India. According to Peri Bhaskarrao the total number of newspaper copies for all languages circulated in 1997 stood at 105,708,191. Of these, a Hindi newspaper had the highest circulation of 1,292,277 copies followed by an English newspaper with a circulation of 1,243,603 copies. In the same year, a total of 41,705 newspapers were published in various languages. Of these 16,864 were in Hindi, and 6,227 were in English. Urdu ranks next after English with a figure of 2,670. The Press in India 2001 document published by the registrar of newspapers for India, New Delhi, gives the following circulation figures (in millions) for newspapers published in various languages within the country for the year 2000 as: Hindi-25.58, English-7.85, Marathi-4.48, Urdu-3.16, Malayalam-2.98, Gujarati-2.81, Bengali-2.46, Oriya-2.06, Tamil-1.74, Punjabi-1.53, and kannada-1.39.²⁴

The same document also shows that during the year 2000 the circulation of newspapers in English increased. It is clear that English newspapers are maintaining circulation figures roughly similar to those of Hindi newspapers.

English even today continues to act as an indispensable ‘Link’ language. English symbolizes in Indian minds better education, better culture and better intellect. It is still freely used in administration, judiciary, in education and even for literary purposes in India.

Verma highlights the theoretical considerations underlying the concept of effective teaching and learning of English in India as a second language in the following words:
“...English in India is what it is because of its functions which are controlled by its socio-cultural setting and by its interaction with the major Indian languages. This socio-cultural approach to English in India is designed to show how the lexico-grammatical systems of a language get shaped and reshaped by its functions. There is, therefore, no feel that English in India is or will be less effective or less efficient as a system of communication, but there is every reason to say that it has and will continue to have a marked Indian flavor”.

It, thus, becomes clear that English by now has become the most significant language in India. This language is not learnt and used now-a-days out of any imposition but through the realization that it has certain inherent advantages. Today the compulsions of learning English are no longer merely political but scientific and technological.

Giving the details of the wider uses of English all over the world, C. Paul, Verghese observes:

“of all languages in the world today English deserves to be regarded as a world language. It is the world’s most widely spoken language. It is the common means of communication between the peoples of different nations. One person out of every four on earth can be reached through
English...In India, English continues to be the medium of instruction in schools, colleges and universities, and is also the language of administration”.

Thus, it becomes clear that English, the language imposed during British Raj has deeply rooted in India, and by now has almost become part and parcel of our day-to-day life.

The importance of English has been fully realized by various education commissions appointed by the government of India.

The University Education Commission headed by S. Radhakrishnan in 1950-51 reported:

“...the English language has been one of the potent factors in the development of unity in the country. In fact, the concept of nationality and the sentiment of nationalism are largely the gift of English language and literature to India”.

The commission further observed:

“...English has become so much a part of our national habit that a plunge into an altogether different system seems attended with unusual risks. It appears to us, however, that the plunge is inevitable. English can not continue to occupy the place of state language as in the past”.

It further recommended that:
“English be studied in high schools and in the universities in order that we may keep in touch with the living-stream of ever-growing knowledge”.

The Secondary Education Commission appointed by the government of India in 1952 found that the teaching of English should continue vigorously. The commission recorded the evidence to the effect that:

“It was through the study of English language and literature that India became united and that she attained freedom”.

It further observed:

“many eminent educationists and scientists have, therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English. They hold that in matters pertaining to education, sentiment should not be the ruling factor and that what was most urgently needed was that our youth acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, the study of English was bound to play an important part”.

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One of India’s Education Commission has emphatically asserted:

“For the successful completion of the first degree course, a student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it, and avail himself of its literature. Therefore, adequate emphasis will have to be paid on its study as a language right from the school stage”.

It further suggested that:

“English should be the most useful ‘library’ language in higher education and our most significant window on the world”. 29

Many other commissions and agencies including – the Kunzru commission, Mudiliyar, Kothari, V.K. Gokak, G.K. Chandramani, the Central Advisory Board of Education, Inter University Board, and Official Language Commission etc., also have reviewed the place of English in Indian Education from time to time. All the reports reflect the strong hold of English on Indian minds and acknowledge its important role in India.

To understand the real picture of English in India it is essential to look at its historical developments which is shown in the following Table No. 2.1
### Table No. 2.1: Table showing the historical review of the development of English language in India

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Aims/ Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600</td>
<td>Queen Elizabeth I granted a charter of monopoly of trade with India to the East India company.</td>
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</tbody>
</table>
| 1823 | English education was introduced in India. | The objectives were:  
   i) To popularize European culture and science among the Indian masses.  
   ii) To consolidate the position of the British Raj in India. |
| 1835 | English was formally introduced as a medium of instruction. | Macaulay’s famous ‘Minutes’ set out the aim of this move. It was “to form a class of people who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and color but English in taste, in opinions, in morals and in intellect”. |
| 1857 | Universities were established in Madras, Bombay and Calcutta. |  |
| 1869 | Lord Napier’s Convocation address at Madras University. | The speech spelt out the objectives of European Education in India:  
   i) to give a new basis for national unity.  
   ii) to give a better knowledge of India.  
   iii) to enable self government.  
   iv) to enable participation in the general, intellectual movement of the world. |
<p>| 1947 | Free India chose to retain English as long as it was needed. |  |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>Maulana Azad’s observation regarding the role of English.</td>
<td>He said, “the position that English is occupying today in our educational and official life cannot be sustained in future. It is but essential that Indian languages should be given their legitimate position.”</td>
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<tr>
<td>1948</td>
<td>The Radhakrishnan Commission - free India’s first education commission- was set up. It was also known as the University Education Commission.</td>
<td>It was recommended that English should continue to be studied in high schools and universities.</td>
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<td>1952</td>
<td>Madras introduced a list of graded structures for teaching English in schools.</td>
<td>The aim was to make learning easier for children. Experts identified the basic structures in English. These sentence structures were then ‘graded’ or arranged from the most easy to the most difficult in terms of learning.</td>
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<tr>
<td>1952-53</td>
<td>The Madras English Language Teaching (MELT) campaign.</td>
<td>The structural syllabus prepared by the institute of education, London, was introduced in Madras in 1952 for the MELT campaign. The scheme involved training 27,000 teachers at the primary level, and was to have a snowballing effect.</td>
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<tr>
<td>1954</td>
<td>English Language Teaching Institutes (ELTI’s) were set up. The first centre was at Allahabad.</td>
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<tr>
<td>1957</td>
<td>The Nagpur Seminar for lecturers in English from training colleges.</td>
<td>It came up with recommendations for a six-year course in English involving the use of 3000 words and 300 structures.</td>
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<tr>
<td>Year</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>1958</td>
<td>The Central Institute of English (CIE, later known as CIEFL) and now EFLU was set up.</td>
<td>The objectives were to train teachers of English to produce teaching material and to improve the standards of English teaching in India.</td>
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<tr>
<td>1961</td>
<td>Jawaharlal Nehru pointed out the need for a link language.</td>
<td>He said, “the tendency of the regional language to become the medium for university education, though desirable in many ways, may well lead to the isolation of such universities from the rest of India, unless there is a link in the shape of an ‘All-India’ language.”</td>
</tr>
<tr>
<td>1963</td>
<td>The Regional Institute of English was set up in Bangalore.</td>
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<tr>
<td>1967</td>
<td>A Study Group Report on the Study of English in India was prepared by the Ministry of Education, Govt. of India.</td>
<td>The aim was to survey the nature of the study of English in India.</td>
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<tr>
<td>1977</td>
<td>The UGC Syllabus Reform.</td>
<td>This was the result of regional and national workshops conducted by the UGC to examine the syllabuses of various universities in order to update and improve them.</td>
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<td>1987</td>
<td>The Curriculum Development Center (CDC), Hyderabad was setup by the UGC.</td>
<td>The aim was to shift focus in curriculum designing from teaching to learning and make it need- based and socially relevant.</td>
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</tbody>
</table>

2.3. Language Policy in School Education:

2.3.1 The Three-Language Formula:

Language planning for school education in India can be seen more as a question of status planning rather than acquisition planning. The language debate in education in the formative years of India’s independence not only brought in awareness among the stakeholders of education, it also enabled the policy makers to fully attempt to realize the constitutional vision of equality of opportunity, linguistic rights of every linguistic and ethnic community and moving towards the goal of achieving universal access to education.

The Three-Language formula which emerged as a political consensus on languages in school education was a strategy to accommodate at least three languages within the ten years of schooling.

The Central Advisory Board on Education (CABE), the oldest statutory body on education in India, initiated the discussion on languages in school education in 1940’s and this continued to be a major concern in their discussions until 1960. CABE identified five major issues which required attention:

- The number of languages to be taught at various levels of school education.
- The introduction of second and third languages.
- The place and role of English.
- The place and role of Hindi.
- The teaching of Sanskrit and minor language(s) in school.\(^{30}\)

The CABE devised the three-language formula in its 23\(^{rd}\) meeting held in 1956 with a view to removing inequalities among
the languages of India. It recommended that three languages should be taught in the Hindi as well as non-Hindi speaking areas of the country at the middle and High school stages and suggested the following two possible formulae:

1(a)  
(i)  mother-tongue or
(ii)  regional language or
(iii) a composite course of mother-tongue and a regional language or
(iv) a composite course of mother-tongue and a classical language or
(v)  a composite course of regional language or a classical language.

b)  Hindi or English

c)  A modern Indian language or a modern European language provided it has not already been taken under (a) and (b) above.

2. (a) as above

(b) English or a modern European language

(c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).  

The three-language formula was simplified and approved by the Conference of Chief Ministers held in 1961 as follows:

- The regional language or the mother-tongue when the latter is different from the regional language.
- Hindi or any other Indian language in Hindi speaking areas, and
- English or any other modern European language.
CABE also deliberated in detail on the study of English as a compulsory subject as recommended by the Education Ministers Conference held in 1957:

- English should be taught as a compulsory language both at the secondary and the university stages, students acquire adequate knowledge of English so as to be able to receive education through this language at the university level.
- English should not be introduced earlier than class V. The precise point at which English should be started at the middle stage was left to each individual state to decide.  

A comprehensive view of the study of languages at school was undertaken and concrete recommendations were made by the Education Commission between 1964 and 1966. The commission having taken account of the diversity of the Indian context recommended a modified or graduated three-language formula:

i. The mother-tongue or the regional language.

ii. The official language of the Union or the associate official language of the Union so long as it exists; and

iii. A modern Indian or foreign language not covered under (i) and (ii) and other than that used as the medium of instruction.

The commission’s observation on the status and role of English is of importance from the point of view of language planning and the way the language was perceived by policy planners. The commission said:

“English will continue to enjoy a high status so long as it remains the principal medium of
education at the university stage, and the language of administration at the central government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university”.

Thus, this brief historical scan of the evolution of the language policy in India tells us how the apprehension about the dominance of English (as a colonial language which signifies the master’s language) has been naturally alleviated by the role which the language has attained. This, inspite of the efforts to contain its spread. Today every child and parent wants the English language.

2.3.2 Medium of Instruction:

The three-language formula envisaged that language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource. Home language or mother-tongue of children should be the medium of instruction in primary schools and that this would lead to harmonious personal development and contribute to a pedagogically sound high quality education.

This vision was proposed by the Education Commission in 1964-66 and was reflected again in the National Curricular Frameworks from 1975, the National Education Policy (GOI 1986), and the Programme of Action (GOI 1992). Following Table No.
Table No. 2.2: Table summarizing the proportion of primary and upper primary Schools teaching through the mother-tongue in India (Percentage)

<table>
<thead>
<tr>
<th>Policies</th>
<th>Primary</th>
<th></th>
<th>Upper Primary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural school</td>
<td>91.70</td>
<td>92.39</td>
<td>89.49</td>
<td>92.71</td>
</tr>
<tr>
<td>Urban Schools</td>
<td>91.32</td>
<td>90.39</td>
<td>86.07</td>
<td>87.37</td>
</tr>
<tr>
<td>All School</td>
<td>91.65</td>
<td>92.07</td>
<td>88.64</td>
<td>91.34</td>
</tr>
</tbody>
</table>

Source: NCERT- 2007 cited in Hywel Coleman (2011), P. 75

From the table above, it is found that in 2002 just over 92 percent of primary schools were teaching through the mother-tongue; ten years earlier the figure was almost identical, just below 92 percent. Rural schools showed an increase of less than one percent in their tendency to use the mother-tongue while urban schools showed a decline of less than one percent over the ten-year period.

Moreover, it also shows that as far as the upper primary stage is concerned, more than 91 percent of schools were using the mother-tongue in 2002, an increase of just over 02 percent points compared to 1993. In 1993 rural upper primary schools were about 03 percent more likely to use mother-tongue compared to urban...
schools. By 2002 the proportion of both rural and urban schools using the mother-tongue had increased, but the rate of increase was slightly higher in the rural schools.

Overall, then, more than 90 percent of schools at the primary and upper primary stages teach through the children’s mother-tongue.

The sixth and seventh survey reported how many schools were teaching through the medium of Hindi and English which are summarized in the following Table No.2.3.\(^{37}\)

**Table No.2.3 : Table showing schools with Hindi and English medium of instructions in India (percentage)**

<table>
<thead>
<tr>
<th>Policies</th>
<th>Primary</th>
<th></th>
<th>Upper Primary</th>
<th></th>
<th>Secondary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi as Medium of Instruction</td>
<td>42.26</td>
<td>46.79</td>
<td>40.93</td>
<td>47.41</td>
<td>33.94</td>
<td>41.32</td>
</tr>
<tr>
<td>English as Medium of Instruction</td>
<td>4.99</td>
<td>12.98</td>
<td>15.91</td>
<td>18.25</td>
<td>18.37</td>
<td>25.84</td>
</tr>
</tbody>
</table>

**Source:** NCERT- 2007 cited in Hywel Coleman (2011), P. 75

The VI\(^{th}\) and VII\(^{th}\) survey, as shown in the above table, found that in 1993 Hindi was used as a medium of instruction in 42 percent
of primary schools, 41 percent of upper primary schools and 34 percent of secondary schools. By 2002 the figures had become almost 47 percent at primary level, just over 47 percent at upper primary level and 41 percent at secondary level. That is to say, there had been an increase in schools offering Hindi medium education at each educational level over the decade; but secondary schools continued to be rather less likely than primary and upper primary schools to do this.

However, the pattern regarding the use of English as a medium of instruction is rather different. In 1993 English was used in 05 percent, 16 percent and 18 percent of primary, upper primary and secondary schools respectively. But in 2002 the equivalent figures were 13 percent, 18 percent and 26 percent. In other words, the tendency of schools to offer English as a medium of instruction had increased at every level over the decade, with the most rapid increases occurring in primary and secondary schools.

It is also interesting to note that the number of states/UTs offering education at primary and upper primary levels through the medium of languages other than the majority language increased. Table No. 2.4\textsuperscript{38} given below shows the languages offered as medium of instruction at each educational level in different states/UTs in India.
Table No. 2.4: Table showing the languages offered as medium of instruction at each educational level by different states/UTs in India

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>State/UTs</th>
<th>Medium of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Primary</strong></td>
</tr>
<tr>
<td>1</td>
<td>Andhra Pradesh</td>
<td>Telugu, Urdu, Oriya, English, Hindi, Marathi, Kannada, Tamil</td>
</tr>
<tr>
<td>2</td>
<td>Arunachal Pradesh</td>
<td>English, Hindi</td>
</tr>
<tr>
<td>3</td>
<td>Assam</td>
<td>Assamese, Bengali, Bodo, English</td>
</tr>
<tr>
<td>4</td>
<td>Bihar</td>
<td>Hindi, Urdu, Sanskrit, English</td>
</tr>
<tr>
<td>5</td>
<td>Chhattisgarh</td>
<td>Hindi, Others</td>
</tr>
<tr>
<td>6</td>
<td>Goa</td>
<td>English, Konkani, Marathi, Urdu, Kannada (dual Medium)</td>
</tr>
<tr>
<td>7</td>
<td>Gujarat</td>
<td>Gujarati, Others</td>
</tr>
<tr>
<td>8</td>
<td>Haryana</td>
<td>English, Hindi, Others</td>
</tr>
<tr>
<td>9</td>
<td>Himachal Pradesh</td>
<td>English, Hindi, Others</td>
</tr>
<tr>
<td>10</td>
<td>Jammu &amp; Kashmir</td>
<td>Dogri, English, Hindi, Kashmiri, Urdu, Others</td>
</tr>
<tr>
<td>State</td>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jharkhand</td>
<td>English, Hindi, Sanskrit, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bengali, English, Hindi, Sanskrit, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bengali, English, Hindi, Sanskrit, Others</td>
<td></td>
</tr>
<tr>
<td>Karnataka</td>
<td>Kannada, English, Hindi, Marathi, Tamil, Telugu, Urdu, Malayalam, Sanskrit, Arabic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kannada, English, Hindi, Marathi, Tamil, Telugu, Urdu, Malayalam, Sanskrit, Arabic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kannada, English, Hindi, Marathi, Tamil, Telugu, Urdu, Malayalam, Sanskrit, Arabic</td>
<td></td>
</tr>
<tr>
<td>Kerala</td>
<td>Malayalam, English, Tamil, Kannada (Dual Medium)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malayalam, English, Tamil, Kannada (Dual Medium)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malayalam, English, Tamil, Kannada (Dual Medium)</td>
<td></td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>Hindi, English, Urdu, Marathi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hindi, English, Urdu, Marathi, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hindi, English, Urdu</td>
<td></td>
</tr>
<tr>
<td>Maharashtra</td>
<td>Marathi, Hindi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Marathi, Hindi, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Marathi, Hindi, Others</td>
<td></td>
</tr>
<tr>
<td>Manipur</td>
<td>English, Hindi, Manipuri, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Hindi, Manipuri, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Hindi, Manipuri, Others</td>
<td></td>
</tr>
<tr>
<td>Meghalaya</td>
<td>English, Garo, Khasi, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mizoram</td>
<td>English, Mizo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Mizo, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Mizo, Others</td>
<td></td>
</tr>
<tr>
<td>Nagaland</td>
<td>Angami, AO, English, Hindi, Lotha, Konyak, sema, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Angami, AO, English, Hindi, Konyak, sema, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Angami, English, Hindi, Others</td>
<td></td>
</tr>
<tr>
<td>Orissa</td>
<td>English, Oriya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Hindi, Oriya, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Hindi, Oriya, Sanskrit, Others</td>
<td></td>
</tr>
<tr>
<td>Punjab</td>
<td>English, Hindi, Punjabi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Hindi, Punjabi, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Hindi, Punjabi, Others</td>
<td></td>
</tr>
<tr>
<td>Rajasthan</td>
<td>Hindi, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hindi, Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hindi, Others</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>State/Union Territory</td>
<td>First Language(s)</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>23</td>
<td>Sikkim</td>
<td>English, Others</td>
</tr>
<tr>
<td>24</td>
<td>Tamil Nadu</td>
<td>English, Tamil (Dual Medium)</td>
</tr>
<tr>
<td>25</td>
<td>Tripura</td>
<td>Bengali, kokborok, English, Others</td>
</tr>
<tr>
<td>26</td>
<td>Uttar Pradesh</td>
<td>Hindi, Others</td>
</tr>
<tr>
<td>27</td>
<td>Uttaranchal</td>
<td>Hindi, Others</td>
</tr>
<tr>
<td>28</td>
<td>West Bengal</td>
<td>Bengali, Others</td>
</tr>
<tr>
<td>29</td>
<td>Andaman &amp; Nicobar Islands</td>
<td>Bengali, English, Tamil, Hindi, Telugu</td>
</tr>
<tr>
<td>30</td>
<td>Chandigarh</td>
<td>English, Hindi, Punjabi, Others</td>
</tr>
<tr>
<td>31</td>
<td>Dadar, Nagar, Haveli</td>
<td>English, Gujarati, Hindi, Marathi</td>
</tr>
<tr>
<td>32</td>
<td>Daman &amp; Diu</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>33</td>
<td>Delhi</td>
<td>English, Hindi, Urdu, Others</td>
</tr>
<tr>
<td>34</td>
<td>Lakshadweep</td>
<td>Malayalam, Others</td>
</tr>
<tr>
<td>35</td>
<td>Puducherry</td>
<td>English, Tamil, Others</td>
</tr>
</tbody>
</table>

**Source:** NCERT- 2007 cited in Hywel Coleman (2011), Pp. 76-77
From the table cited above, it is observed that at least two languages are available as the medium of instruction in each state/UT. While two states viz. Karnataka and West Bengal offer as many as ten. The state with the largest number of medium of instruction at the primary level is Nagaland, with at least seven languages on offer.

There is a general tendency for a wider range of languages to be made available as medium of instruction in upper primary and secondary schools compared to primary schools. Orissa is the state, for example, which offers just Oriya and English as medium of instruction at the primary level but in addition provides Hindi, Sanskrit and others at the secondary stage.

Other states and UTs, however, offer the same number of medium of instruction at all levels. These include Daman and Diu, which provides only Gujarati and English in primary, upper primary and secondary schools.

Yet, other states have a policy of offering a wider range of languages of instruction in primary schools compared to higher levels. Goa provides an illustration here, where five languages-Konkani, Marathi, Kannada, Hindi and English-are used at the primary level but only two- Marathi and English- are available at the upper primary and secondary levels.

Unlike, the rest of the country, three states viz. Goa, Kerala and Tamil Nadu- have a dual medium policy which means that two different medium of instructions are available in the same school.
2.3.3 Stages of Introduction of First, Second and Third Language:

The National Policy on Education (NPE) periodically reviews the position of the three-language studies in Indian states. Table No. 2.5 given below summarizes policies regarding the introduction of the first, second and the third languages in a child’s education.

**Table No. 2.5: Table showing State of the present status of Three-Language Learning in the School System**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of the State</th>
<th>Stages of Learning the three languages</th>
<th>Name of the Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Lang. Cls.</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Lang. Cls.</td>
</tr>
<tr>
<td>1</td>
<td>Andhra Pradesh</td>
<td>I-X</td>
<td>III-X (Telugu) VIII-X (Hindi)</td>
</tr>
<tr>
<td>2</td>
<td>Arunachal Pradesh</td>
<td>I-X</td>
<td>I-X</td>
</tr>
<tr>
<td>3</td>
<td>Assam</td>
<td>I-X</td>
<td>V-X</td>
</tr>
<tr>
<td>4</td>
<td>Bihar</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>State</td>
<td>Class</td>
<td>Languages I</td>
<td>Languages II</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Goa</td>
<td>I-X</td>
<td>V-X</td>
<td>V-VII (English Modern Indian Languages) VII-X Hindi/Marathi Konkani/ Gujarati/ Kannada/ Urdu/ Sanskrit/ Arabic/ Latin/ German/ French/ Portuguese</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st Lang-Hindi/ Urdu/ Marathi/ Konkani/ English 2nd Lang- (Hindi and Classical Lang.) Marathi/ Konkani/ English 3rd Lang- Hindi/Marathi/ Konkani/ Gujarati/ Kannada/ Urdu/ Sanskrit/ Arabic/ Latin/ German/ French/ Portuguese</td>
</tr>
<tr>
<td>Gujarat</td>
<td>I-X</td>
<td>V-X</td>
<td>V-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st Lang-Gujarati 2nd Lang- Hindi 3rd Lang-English</td>
</tr>
<tr>
<td>Haryana</td>
<td>I-X</td>
<td>VI-X</td>
<td>VI-VIII</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st Lang- Hindi/English 2nd Lang- Telugu 3rd Lang-Sanskrit/ Punjabi/ Urdu (Note: In classes IX-X, the students can choose any of the following languages as elective subject: Sanskrit/Punjabi/ Urdu/ Telugu/ Hindi/ English/ Persian/ Tamil/ Bengali/ Russian/ German/ French)</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>I-X</td>
<td>IV-X</td>
<td>IX-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st Lang-Hindi 2nd Lang- English/Urdu 3rd Lang- Tamil/Telugu</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>I-X</td>
<td>VI-X</td>
<td>VI-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st Lang- Urdu/Hindi 2nd Lang- English 3rd Lang- Hindi/Urdu/Punjabi (Optional)</td>
</tr>
<tr>
<td>No.</td>
<td>State</td>
<td>1st Lang</td>
<td>2nd Lang</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>10</td>
<td>Karnataka</td>
<td>I-X</td>
<td>V-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st Lang-Kannada</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd Lang- English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd Lang-Hindi</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Kerala</td>
<td>I-X</td>
<td>IV-X</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>1st Lang-Malayalam</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2nd Lang- English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd Lang-Hindi</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Madhya Pradesh</td>
<td>I-X</td>
<td>VI-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st Lang-Mother tongue at primary stage. Mother tongue or English at middle stage: Hindi, English, Marathi, Urdu, Punjabi, Sindhi, Bengali, Gujarati, Tamil, Telugu, Malayalam (any of them at secondary stage)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd Lang- Sanskrit, Hindi, English (Any one)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd Lang-English, Sanskrit, Hindi, Marathi, Urdu, Punjabi, Sindhi, Bengali, Gujarati, Telugu, Arabic, Persian, French (any One)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Maharashtra</td>
<td>I-X</td>
<td>V-X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st Lang-Marathi, Hindi, Urdu, English, Sindhi, Gujarati, Kannada, Telugu, Bengali,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd Lang- Hindi, Marathi, Urdu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd Lang- Hindi, English</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Manipur</td>
<td>I-X</td>
<td>VI-VIII</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st Lang-Manipuri/ recognized local dialect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd Lang-English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd Lang- Hindi</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>State</td>
<td>I-X</td>
<td>V-X</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>15</td>
<td>Meghalaya</td>
<td>I-X</td>
<td>V-X</td>
</tr>
<tr>
<td>16</td>
<td>Mizoram</td>
<td>I-X</td>
<td>V-X</td>
</tr>
<tr>
<td>17</td>
<td>Nagaland</td>
<td>I-X</td>
<td>I-X</td>
</tr>
<tr>
<td>18</td>
<td>Orissa</td>
<td>I-X</td>
<td>IV-X</td>
</tr>
<tr>
<td>19</td>
<td>Punjab</td>
<td>I-X</td>
<td>III-X</td>
</tr>
<tr>
<td>20</td>
<td>Rajasthan</td>
<td>I-X</td>
<td>VI-X</td>
</tr>
<tr>
<td>21</td>
<td>Sikkim</td>
<td>I-X</td>
<td>N.A.</td>
</tr>
<tr>
<td>No.</td>
<td>State/Union Territory</td>
<td>Class I-X</td>
<td>Class III-X</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>22</td>
<td>Tamil Nadu</td>
<td>I-X</td>
<td>III-X</td>
</tr>
<tr>
<td>23</td>
<td>Tripura</td>
<td>I-X</td>
<td>III-X</td>
</tr>
<tr>
<td>24</td>
<td>Uttar Pradesh</td>
<td>I-X</td>
<td>III-VIII</td>
</tr>
<tr>
<td>25</td>
<td>West Bengal</td>
<td>I-X</td>
<td>VI-X</td>
</tr>
<tr>
<td>26</td>
<td>Andaman &amp; Nicobar Islands</td>
<td>I-X</td>
<td>VI-X</td>
</tr>
<tr>
<td>27</td>
<td>Chandigarh</td>
<td>I-X</td>
<td>I-X</td>
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<tr>
<td></td>
<td>State/UT</td>
<td>Classes</td>
<td>Languages</td>
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</tr>
<tr>
<td>28</td>
<td>Dadra &amp; Nagar Haveli</td>
<td>I-X</td>
<td>1st Lang-Gujarati&lt;br&gt;2nd Lang-Hindi&lt;br&gt;3rd Lang-English</td>
</tr>
</tbody>
</table>
| 29| Daman & Diu | I-X     | 1st Lang-Mother tongue, English, Marathi, Urdu, Hindi  
 2nd Lang-Hindi, Marathi, Konkani, English  
 3rd Lang-in addition to the list of second languages- Arabic, Latin, German, French, Portuguese. |
| 30| Lakshadweep | I-X     | 1st Lang-Malayalam  
 2nd Lang-English  
 3rd Lang-Hindi    |
| 31| Delhi      | I-X     | 1st Lang-generally Hindi  
 2nd Lang-English  
 3rd Lang-Sanskrit, Punjabi (Urdu, Bengali, Sindhi, Gujarati, Tamil, Telugu, Persian, Kannada, Arabic, Marathi are also offered as minority languages) |
| 32| Pondicherry | I-X     | 1st Lang-Tamil, Malayalam, Telugu  
 2nd Lang-English  
 3rd Lang-Hindi    |

**Note:** N.A. : Not Available

**Source:** Kshanika Bose, 1999, P.397
The Table No. 2.5 cited above shows the status of three language formula, reviewed in 1992, in the Indian school system. The table makes it clear that English in 1992 was the first language in around 11 states, the second in 19 states and the third language in 10 states. In many states including Diu and Daman, English could be learnt as the first, the second and/or as the third language. In Nagaland and Orissa it could be learnt as the first or the second language while in Maharashtra English could be learnt at all the three levels.

2.4 English Language Teaching in Maharashtra:

2.4.1 Situations of ELT in Maharashtra:

English language teaching situation presents a mixed picture in the state of Maharashtra. The standard of teaching English varies according to the type and need of the schools in the state. The disparity in the quality of English language education experienced by children further intensifies the already existing divide between English language rich and English language poor children. For the children in the schools in Maharashtra, English is a compulsory subject of study at primary, secondary and higher secondary stages. Hence, it is for the schools to rear up and supply sufficient number of young people with the kind of command of English necessary for communication with the outside world.

Still English holds a place of prestige in our country and in the state of Maharashtra too. Added to it is the hope of better prospects if English is learnt well. Naturally the parents of school going children are eager to send their ward to schools where English is taught well. The medium of instruction in universities as well as
other institutions of higher education in quite a number of states including the state of Maharashtra is English.

In Maharashtra there are ordinarily four different types of schools as far as the status of teaching English is concerned:

i) English medium schools-
   Where mother tongue/or Hindi is taught merely as a subject. They also cater to the need of non-regional language speaking group.

ii) Schools where English is a predominant language. These schools usually have mother-tongue / or regional language as medium of instruction at the primary stage and English as an optional medium at secondary stage.

iii) Schools where English is an equal partner with the mother-tongue. Good teaching of English is necessary in these schools; and

iv) Schools where English is studied merely as a foreign language. When such schools come into being, the regional language will be the medium of instruction for all subjects even at the highest level.

The present situation of English language teaching in the varied context of India is summarized by Kurrien. Kurrien identifies four different types of schools according to the teacher proficiency (TP) and the exposure of pupil to English in and outside school, i.e. the availability of English in the environment of language acquisition (EE) as given below.

i] ↑↑TP,↑↑EE (e.g. English medium private/government- aided elite schools) proficient teachers; varying degrees of English in
the environment, including as a home or first language.

ii] ↑TP, ↑EE (e.g. New English-medium private schools, many of which use both English and other Indian languages): teachers with limited proficiency; children with little or no background in English; parents aspire to upward mobility through English.

iii] ↓TP, ↓EE (e.g. Government-aided regional – medium schools): schools with a tradition of English education along with regional languages, established by educational societies, with children from a variety of background.

iv] ↓↓TP, ↓↓EE (e.g. Government regional-medium schools run by district and municipal educational authorities): they enrol the largest number of elementary school children in rural India. They are also the only choice for the urban poor (who, however, have some options of access to English in the environment). Their teachers may be the least proficient in English of these four types of schools.40

The difference in the teaching-learning situation, learners’ exposure to the language outside the schools and parental support further divides each category into many levels. As Prabhu observes that: “typologies of teaching… should thus be seen as an aid to investigating the extent of relevance of a pedagogic proposal”,41 rather than as an absolute categories.
Thus, a teaching situation decides where a school stands. Most of the schools in Maharashtra especially the rural schools today fall under the fourth category where we have children with almost nil or no exposure to the language, teacher’s language proficiency is in question and here are the parents who cannot support their wards in learning the language.

In Maharashtra as far as the teaching of English is concerned there was no uniformity in the teaching of English before 1960. It was only in 1968 that the uniform syllabus at primary level was implemented and from 1972 English as a compulsory subject was introduced from the fifth standard, when children are about ten-eleven years of age. This age is the most appropriate stage where a child can learn a foreign / second language. In this context W.F. Mackey remarks:

“in the introduction of a second language, practice in schools throughout the world varies from starting at the age of five to the age of fourteen. In some countries, national and social ideas prompt the early introduction of second language. In countries where the native language has no recorded literature, a second language is introduced early enough in the primary school to permit the second language to be used as a medium of instruction. In most European countries, however, a second language has been introduced only after the age of ten.”

It is evident from the statement cited above that there is not the uniform policy regarding the introduction of English language in the school curriculum in Indian context also. It is being introduced
in class I or class III by 26 states or union territories out of 35, and seven states or UTs introduce it in class IV or V.\textsuperscript{43}

In the past the distinction between the rural and urban was being made on the basis of the age factor for teaching English. As a result some of the Indian states began the teaching of English at the age of eleven, at the same time, it was began at the age of fourteen in some of the states. In several Indian states the teaching of English begins at the age of 8-9 i.e at class III.

The demand for English emerges from many factors, as recognized by the Position Paper on the Teaching of English produced by NCERT in connection with the National Curriculum Framework- 2005 as:

“English in India today is a symbol of peoples aspirations for quality in education and fuller participation in national and international life… The level of introduction of English has now become a matter of political response to peoples’ aspirations, rendering almost irrelevant academic debate on the merits of a very early introduction.”\textsuperscript{44}

From the statement cited above it becomes evident that today peoples’ aspiration about the knowledge of English language is increasing day-by-day in India. A working knowledge of English, as it is believed, will be a valuable asset for all students and reasonable proficiency in the language will be necessary for those who proceed to the university. That’s why most of the states are seen interested in the early introduction of this language in the school curriculum.
Realizing the increasing importance which the English language enjoys now-a-days, the government of Maharashtra has introduced the study of English as a subject from the first standard in all the non-English medium schools in the state from June 2000. Thus, it has opened a new horizon to the school going generation of the 21st century.

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune and Maharashtra State Board of Secondary and Higher Secondary Education, Pune has launched a new series of graded textbooks entitled as ‘My English Book’ for the 1st to VIIth standards from June 2013, based on ‘Primary Education Curriculum-2012’ to reflect the guidelines and expectations of the ‘Right of Children to Free and Compulsory Education Act- 2009’ and ‘National Curriculum Framework-2005’ respectively. Based on the recommendations of ‘National Curriculum Frame Work-2005’ and ‘The State Curriculum Framework - 2010’ ‘English Reader: a coursebook in English’ for IXth and Xth standards and ‘Yuvakbharati: A course book in English’ for XIth and XIIth standards were introduced in the state of Maharashtra from June 2012. National Council of Educational Research and Training (NCERT) is making a continuous effort to review and revise the school syllabi from time to time. It draws up the syllabus of English looking on the one hand into the needs of the students and on the other the position of English in the socio-economic and cultural life of the nation.
2.4.2. The Curriculum and the Syllabus of English Language Education in Maharashtra:

Any curricular reform ought to take into consideration the fact that whatever appears relevant and essential today may not be suitable for tomorrow. The curriculum of English in the state of Maharashtra bases itself on the diverse characteristics of the state with its multiplicities. As John L. Clark remarks, a curriculum addresses the common as well as the individual aspirations:

“given the diverse and conflicting values that exist within any large social group, and given a democratic concern for the valuing of such diversity, it would seem necessary for any contemporary curriculum to attempt to embody what are agreed to be common aspirations, and yet leave space for individual interpretation within and beyond these, to accord with the individual characteristics of each teaching and learning context”.

Goals for a comprehensive language curriculum needs to bring in aspects of language, culture, practices of people in the learning process in accordance with the local needs and concerns so that learners are able to connect with real life situations. A curriculum in language education should aim for:

“… a cohesive curricular policy based on guiding principles for language teaching and acquisition which allows for a variety of implementations suitable to local needs and resources, and which provides illustrative models for use.”
A syllabus, which is a medium to realize the aims of language education, is driven by various needs and concerns that a curricular framework aims to achieve. The main objective of a good syllabus is to enable the learner to achieve proficiency in the language in different domains. The syllabus should reflect:

i) assumptions about language learning.

ii) appropriate themes the texts embody.

iii) objectives of teaching learning English.

iv) knowledge of methods expected of teachers who use the text book.

v) ideas on how learning materials will be constructed (what? and How?)

vi) ideas on how learning is to be evaluated.\textsuperscript{47}

The state run schools which mostly fall under the fourth category of schools would need to provide a curriculum that ensures at least minimum level of exposure to the language, materials that would present the language in contexts through authentic texts,\textsuperscript{48} and activities where children would engage with the language and interact and develop communication skills, proficient teachers who would ensure enabling conditions for learning the language in meaningful contexts, and an examination system that would not threaten the learners and declare them a failure because they could not pass the mark of 35 percent in the subject. Do our state curricula provide such conditions so that the learners feel comfortable being in school, particularly learning English language? Let’s see through an analysis of the curricular statements and syllabi of English language teaching in Maharashtra.
2.4.3. Objectives of English Language Teaching in Maharashtra:

The objectives of any English teaching course, as Ram Kumar Sharma opines, are the development of four basic skills—listening, speaking, reading, and writing to the best of pupils ability. In the beginning of his learning the pupil should be occupied with the following pursuits:

i. The acquisition of an intelligible pronunciation.

ii. The acquisition of guided and prompted talking.

iii. The acquisition of a working vocabulary.

iv. Practice in the reading of English.

v. Practice in transcribing and in simple writing.\textsuperscript{49}

According to Sharma “during the first four years of English teaching we should intend to develop in the learners the ability:

i) to understand very simple English spoken at normal speed within the vocabulary and structures laid down in the syllabus.

ii) to speak very simple English with an internationally comprehensible pronunciation and intonation, as far as the environment permits, within the vocabulary and structures laid down in the syllabus.

iii) a) to read aloud fluently within the vocabulary and structural range of the syllabus.

b) to read similar material silently with reasonable speed and to show evidence of comprehension by answering questions either in English or in the mother-tongue.
iv) to build simple sentences and paragraphs within the range of the syllabus without having to provide the ideas themselves.\textsuperscript{50}

The objectives of English language teaching in Maharashtra are delineated at two levels for primary stage. level I for classes I & II, and level II for classes III, IV and V. The objectives spelt out for upper primary stage i.e for classes VI, VII, and VIII are similar to those spelt out for classes III, IV and V with a slight change in the objectives spelt out for class VIII. The objectives spelt out for secondary and higher secondary level are different from each other which are enlisted as:

**Level I:** Objectives for (classes I&II) The course aims at helping children learn English joyfully through graded and engaging activities in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety, and helping the child to express views freely. In the syllabus an attempt has been made to give children the systematic exposure to English, so that gradually, the children get a grasp of the language.\textsuperscript{51}

**Level-II:** Objectives for (Classes III, IV, V and VI, VII) The Course aims at building confidence among students, and at a balanced development of all the four language skills through an activity-oriented, child-friendly, and eclectic approach which made use of a variety of methods and techniques.\textsuperscript{52}

**Level-III:** Objectives for (Class-VIII) The Course aims at building the students’ confidence and proficiency through a number of rewarding experiences. To facilitate this, the students are provided a series of graded activities that encourage them to use English on their own sensitively and creatively. A variety of translation tasks
and many activities that promote self-learning and group work are also included in the book.\(^{53}\)

**Level-IV:** Objectives for Secondary Stage (Classes IX & X): The major objective of teaching English at the secondary level is to consolidate and extend the language abilities already acquired. In the course of two years, students are expected to develop a broad-based conceptual understanding (cognition) of the idiom of English and to learn to make effective use of English in real life contexts (application). The syllabus at this stage envisages the following general objectives of teaching and learning English as a second or third language:

To enable students to:

i) learn to use English appropriately.

ii) understand spoken English used in and outside the school.

iii) speak with confidence using appropriate vocabulary, grammatical forms and acceptable pronunciation.

iv) comprehend written texts in English (both textual and non-textual).

v) write in simple and acceptable and reasonably correct English.

vi) acquire the necessary communication skills required for their day-to-day social interaction.

vii) cultivate a broad, human and cultural outlook.

viii) facilitate self-learning.

The syllabus at this stage also envisages the following skill-wise specific objectives of teaching and learning English as a second or third language as:
a) **Listening Skill :**

To enable the student to:

i) **enjoy and appreciate various types of poems read aloud.**

ii) **understand meanings of words, phrases and sentences in context.**

iii) **guess meanings of new words and phrases.**

iv) **understand statements, questions, commands, requests and other such statements.**

v) **understand and respond appropriately to directive language, e.g. instructions, advice, requests and warnings.**

vi) **maintain his/her attention for a reasonable length of time.**

vii) **listen for a global understanding so as to be able to give main points.**

viii) **follow simple narrative, descriptive and other such prose texts read aloud, so as to answer questions set on them.**

ix) **enjoy and appreciate stories, short plays and short narrations read out in the class.**

x) **take dictation keeping pace with the speed of the speaker.**

xi) **understand and interpret spontaneous spoken discourse in familiar social situations.**

xii) **listen with understanding news, commentaries, short speeches, and such other programmes on Radio/TV/Tapes /CD’s etc.**

xiii) **listen with understanding to telephonic conversation.**
xiv) understand nuances conveyed through stress and intonation.

xv) Infer a speaker’s attitude / intention and the message given in his speech.

b) Speaking Skill:

To enable the student to:

i) enjoy reciting poems with appropriate rhythm.

ii) make meaningful use of words, phrases, and sentences in context.

iii) use a variety of words and phrases in different contexts.

iv) learn to speak fluently and intelligibly on a given topic for a reasonable period of time.

v) answer orally the questions set on narrative and descriptive passages.

vi) produce simple statements, questions, commands, and requests.

vii) converse appropriately in formal and informal contexts.

viii) express his/her ideas coherently and logically.

ix) narrate events, stories, and experiences in brief.

x) describe state and process that he/she observes.

xi) participate in discussions, debates, and conversations.

xii) use variety of expressions for complementing, requesting, apologizing etc.

C) Reading skill -

To enable the student to:

i) read aloud effectively with correct pronunciation, stress and intonation.
ii) read aloud with appropriate pace and pauses showing awareness of punctuation.

iii) read aloud poems with appropriate rhythm.

iv) read silently with reasonable speed, depending on the type of text.

v) read silently textual and non-textual material for overall / global understanding (skimming), for finding specific information (scanning), for detailed understanding (intensive)

vi) guess / predict appropriately while reading.

vii) deduce the meaning of words, phrases with the help of context.

viii) read informative material such as notices, advertisements, road signs, and news headlines.

ix) learn to chunk or group sentences into appropriate sense groups / grammatical groups.

x) learn to use a dictionary and such other reference material.

xi) read to understand themes ideas, emotions, expressed in the text and to respond appropriately.

xii) understand logical sequence of sentences in the text.

xiii) read for pleasure extensively the texts within the range of his/her imagination.

d) Writing Skill-

To enable the student to:

i. master the mechanics of writing including the use of punctuation marks, capital letters, and spellings.

ii. write correctly, neatly and legibly with a reasonable speed.
iii. write grammatically acceptable and situationally appropriate forms of English.

iv. write answers to questions on textual / non-textual reading material.

v. frame statements, questions, commands and requests for their appropriate use in different contexts.

vi. develop a paragraph on a given theme considering coherence, logical sequence and connective devices.

vii. write formal and informal letters with the help of given points.

viii. develop a story with the help of given outline / points.

ix. write short imaginary write-ups e.g. personal essays, compositions, with the help of guidelines.

x. write short reports based on interviews, events, and talks.

xi. write a short conversation with the help of given guidelines.

xii. transfer the information from non-verbal to verbal forms such as from tables, charts and maps to write-ups.

xiii. fill in a variety of forms in given formats such as admission form and bio-data form.54

**Level-V: Objectives for Higher Secondary Stage (Classes XI and XII):**

Higher order skills are introduced to enable learners to:

i) develop his/her language skills to a fair degree of proficiency.

ii) to acquire communication skills in English useful in real life situations.

iii) to enrich his/her vocabulary.

iv) to use English with appropriate grammatical forms.

v) to develop reference skills and inculcate self-study habits.
vi) to use English not only as a library language but also as an important language of communication.

vii) to cultivate a broad, humane, and cultural outlook.\textsuperscript{55}

Thus, in the state of Maharashtra, the teaching and learning of English language aims at the all round development of the student by means of joyful and graded activities; and by giving the student a systematic exposure to the language, enables them to grasp it absolutely. It also enables them to understand and use English sensitively and creatively. The syllabus of English at each level in the school education aims at building students confidence and proficiency to survive in an age of globalization and information technology.

\textbf{2.4.4 Teaching / Learning Approach in the Coursebook Yuvakbharati :}

A glance through the coursebook Yuvakbharati introduced for the 12\textsuperscript{th} class, should make it clear that it is predominantly learner-centered. It is believed that students learn better if they are given an opportunity to participate in what goes on in the classroom. They feel interested if they are allowed and encouraged to get involved in activities and tasks. Learner-centred learning is based on the theory that learners learn better when they are actively thinking, puzzling things out, etc.

The student at higher secondary level is about 16-17 years old. It is an important and delicate stage in his / her life, the stage of adolescence. Both physically and mentally, the student is undergoing a change. It is at this stage of transition that the student needs, on the one hand, to build some 'confidence' to face the challenges of life, and on the other hand, to understand the needs of
becoming humble and modest in relation to the world. The students, therefore, need to deal with the course book in an interactive way. It is through the interaction between the students and students, between the teacher and the students, and between the student and the coursebook that the student is likely to develop some confidence in the use of English.

The focus in the coursebook Yuvakbharati, therefore, is more on 'learning' than on 'teaching.' The student is recognized as the centre of all learning and the responsibility for learning has been placed on him / her. In the coursebook an attempt has been made to encourage the learner to learn independently on his/ her own, adopting the techniques of self-study. This has been attempted through appropriate tasks and through pair/ group work, which is invariably the classroom technique visualized.

The coursebook Yuvakbharati recommends pair/ group work at various stages of learning. In a large class this will be especially useful. This technique provides every student the opportunity of participating in the process of learning and encourage every student to be active in the class. It is true that students read and study individually most of the time. But it is needed that they must think together, and discuss and work together. It is in this sense that a classroom lesson is a social and pedagogic event. Students are expected to work in pairs and groups as and when it is necessary and feasible. Thus pair/group work creates favourable atmosphere in the classroom. It changes the sociology and psychology of the classroom interaction.

A classroom lesson is also a demonstration of a teaching methodology and procedures. According to the philosophy operative
behind the text, the teacher has to remain in the background. It is the learner who should be in the foreground. The teacher has to ensure maximum 'student participation' at all the stages of learning. The teacher's role is that of the 'facilitator' of learning. He should not treat the students as empty bottles to be filled with bits of knowledge and wisdom.

Learning is basically the learner's responsibility and the teacher's job is to motivate and help the learner in developing their reading and writing skills and independent study habits which are the major objectives of the course curriculum.

The coursebook Yuvakbharati uses a three-stage approach in teaching the curriculum.

i) Preparation:

The activities/tasks at this stage introduce students to the general subject of the text. The points of discussion help students to recall what they already know about the topic/theme and arouse their interest. In other words, the tasks at this stage prepare students for reading/listening activity.

ii) Listen to the text/Read the text:

The activities/tasks at this stage focus on the sub-skills of reading and listening, including skimming (reading/listening speedily to get a general idea of the text) and 'scanning' (reading/listening to the text to find a particular piece of information) and saying what is likely to come next. This kind of anticipation is important for efficient reading/listening. As far as reading is concerned, loud reading is discouraged and silent, independent reading is encouraged, because this is the kind of reading skill
required by effective readers in real life. The exercises that precede
the passages are framed with a view to developing the skill of
skimming. Teachers need to know that the texts included under the
title 'Read the text' are meant for student's silent reading and the
texts included under 'listen to the text' are meant for teacher's loud
reading.

iii) Aids to comprehension:

At this stage, both the 'reading texts' and 'listening texts' have
to be read by students silently. Reading sub-skills developed at this
stage include:

a. Guessing meaning from the context.
b. Understanding main ideas.
c. Distinguishing statement of facts from the writer's opinion.
d. Understanding information that is stated.
e. Understanding the type of the text and purpose of the text.
f. Relating the content of the text to the student's personal
   experience.
g. Understanding the tone of the writing.
h. Learning to respond to the text.
i. Learning to relate the text to the unit theme/topic.\textsuperscript{58}

The exercises entitled 'communication skills' are so designed
in the coursebook as to develop the skill of writing. For this students
are required to read between and also beyond the lines. Moreover,
they should think about many things at the same time: handwriting,
spellings, grammar, punctuation and layout, choice of words,
orGANIZATION, title, contents (ideas) and checking and revising what
has been written.
2.5 Conclusion:

In summing up we can say that English language got introduced in India with the intrusion of the British. English in India at that juncture might have been a foreign language, but in recent years it has acquired a distinct identity. Now-a-days there has been a distinct change in the attitude of both Indian and Western people towards Indian English. As the world is getting globalized, there has also been a sense of English language, not just a language of the USA or the UK. Prior to 1947, it was the language politically imposed on Indian minds. After independence, however, it was realized that English had much deeper roots in India, than in the British Raj. Today the anti-English spirit or English hatred is seen diminished as the language is perceived as language of hope and better life. Indians in different contexts are more likely to have witnessed, or experienced benefits of having more competence in English than before. These changes in the functions and benefits have brought about a change in the status of English from that of a foreign language to a compulsory second language in school and college education.

Thus, we have looked at English in India from three perspectives-the pre-independence period, the post-independence period and the present, tracing the history of English from 1600 to the present. Considering the present scenario in Maharashtra, we have examined the major issues like situations of ELT in Maharashtra, attempts at curricular reform and the syllabus of English language education in Maharashtra, and finally objectives of English language teaching in Maharashtra.
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