CHAPTER - I

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ENGLISH
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OBJECTIVES OF TEACHING ENGLISH

English as a 'foreign' language refers to a situation where it is taught for certain specific purposes viz., reading scientific words, trans-
communication of certain levels and for certain purposes only. English as a 'second' or 'third' language refers to a situation where English is used widely for purposes of administration, education and as a common link language.

English is a means of communication in the international sphere of life. It is the language which can be easily understood in different parts of the world. With the growth of trade and commerce, it has spread far outside England. At present, it has become a language of universal culture which embraces so many departments of knowledge.

In India, until recently, English was a second language. It is now treated as 'second' or 'third' language. It is taught as third language in Maharashtra. According to Mr. Nurul Hassan,

"The union Education ministry has made it clear in two circulars to state governments that passing the English Examination is not a must for promotion from class X, although English would
have to be a subject of compulsory study from class VI to X in all schools". (1)

In new scheme of Education, also known as new Pattern of Education viz., (Ten + Two + Three) English has virtually acquired the status of L3. This pattern has already been adopted by a majority of states and union territories of India. According to Deputy Minister of Education, Mr. D.P. Yadav,

"Nineteen states and the union territories had already adopted the new scheme of Education (Ten + Two + Three), seven would adopt it within a couple of years, while five were still considering the matter." (2)

A few days earlier, Mr. J.P. Naik, former Education advisor to the Government of India had told the press that a National Pattern of Education might emerge by the end of the sixth five year plan period.

The justification for describing English as L3 in the present context in India is that it is no longer used as a language of instruction in a majority of schools in the country, most colleges and even a few universities teaching Arts and Commerce subjects in non metropolitan areas have changed over to the regional media. However, English continues to be the language of instruction in the faculties of law, Medicine,
Engineering, Technology, Agriculture and the like. The Indian railways, one of the major national undertakings, has increasingly been using Hindi in place of English.

The teaching of English in India was a direct result of the coming of the British, but they did not concentrate their attention on the teaching of English from the very beginning. They had come as traders and hence their first attention was focused on trade. English was taught as one of the subjects. Howell says:

"Education in India under the British Govt. was first ignored then violently and successfully opposed then conducted on a system now universally admitted to be erroneous and finally placed on its present footing." (3)

This "present footing" was of great importance. In fact, English occupied the most prominent place in the educational system of our country for the following reasons:

1. Language of the rulers: English was the language of our rulers so we tried to learn English when British ruled over India.

2. Policy of the British: The British believed in and followed the policy of "divide and rule". They wanted to create two classes of persons in India.
English speaking and non-English speaking. Their motive in doing so, was to have a control over the later with the help of the former. We all know as to how this new class of persons always supported the foreign rulers.

3. Language of the State:- During the British rule English was the language of the state. All official correspondence had to be done in English. All the administrative jobs and clerical posts were open only for those who had the knowlege of English.

4. Language of the Court:- English was the language of the court. Judges, magistrates wrote and pronounced their judgements in English. Lawyers and Barristers pleaded their cases in English. This was the language in which all the records of all the courts were kept. Even today English occupies an important place in courts.

5. Language of communication:- English was the language of communication during the British rule. To speak in English was considered as a mark of greatness.

6. Language of Trade & Industry:- English became the language of trade and industry. It facilitated their work because their letters could be understood and replied. Even today English occupies a prominent place in trade and industry.

7. Language of international importance:- English occupies a very important place in the international
world. It is a language which is understood in all the countries of the world. This is the language of friendship and political relations. Consequently, Indians tried to master the English language. The same is the case with them now.

8. Language of national importance:— Although English is a foreign language, yet its national importance is acknowledged. It is through this language that Indians maintained and still maintain their social, political, commercial and friendly relations. As such English occupies a unique place in our national life.

9. Language of Western Science and arts:— English was the key which opened the gates of Western Sciences and arts for Indians. By learning English, they not only get a peep into Western Sciences and arts, but some of them also acquired mastery over them. A great scientist like Raman, a great philosopher like Radha Krishnan and a great poet like Rabindranath Tagore, are known throughout world only because of their command on English and the great ideas they expressed through it.

10. Development of Regional languages:— The credit of developing the Indian languages goes to English. By reading English books Indian writers developed their own languages and literature. The development of Indian novels, short stories, dramas and literary criticism is entirely due to the impact of English on
Indian languages.

11. Lingua-Franca of India:- English became the lingua Franca of the whole country. Prior to English no Indian language could claim this position. At different places, different languages dominated. As such there was a great need of one language for our country. This need was fulfilled by English. English was and is a link language even today. These were the reasons that helped English to become an important language in India, and it acquired a prominent place in the educational set up of our country.

OBJECTIVES OF TEACHING ENGLISH AS 3rd LANGUAGE

In the beginning English was the native language of England only. From there it spread to other parts of great Britain and to North America, Australia and New-Zealand where the British people settled. It is still the vernacular of those countries. But it is no longer the only native language of those particular countries and people. By accidents of history and by rapid industrial development, scientific and technological developments, international trade and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence, English has become a world language. It has become means of international communication.
English is now taught as the Second Language in schools in nearly every country in the world; East, West; North; and South;.

Every advancement in science, in engineering, in trade, in politics, thoughts in every branch of human life are discussed, printed, disseminated and made available in English. A traveller who can speak English will find some body who can understand him where ever he may go; any one who can read English can keep in touch with the whole world without leaving his own home. Without the knowledge of English a young man or woman starting on a career is severely handicapped. Whatever the career which one chooses that requires the knowlege of English, then he/she holds the key which will open many doors, that is why English is in the syllabus. It is ladder for one to climb socio-economic status.

The language problem in any country will have a number of dimensions when viewed from educational point of view. The number of languages that a child must study, the relative importance given to each language that a child is expected to study, the level at which the child is initiated to learn the second language or the third language, the purpose for which a language is to be taught and the medium through which instruction and examination takes place are some of the these dimensions. In a country like India which lacks homogenity it is quite natural that the role of
languages should provoke controversy and lead to striking divergence of views. However, there can not be two opinions about the fact that whatever language we teach the students it should serve the needs of communities, which changes so fast. We need to look at them periodically and reshape our language policy in consonance with the changing times. This means that the objectives of teaching the language should be specifically and unequivocally stated so that these facilitate the teaching learning process.

It is necessary to see what the place of English is in this country, what role does this language play in the present situation? What should be our objectives of teaching English today?

These questions demand a brief survey of English language teaching in India from the time it was introduced in our educational institutions and the purpose English language was serving during all these years.

Historical Perspective

The East India company, in the beginning of the 19th Century, attempted to modernize India and sparked off bitter and prolonged controversy regarding the medium of instruction and the content of education as till then there was no well defined policy of education in India. Education was not the responsibility of the government it was because of the fear that interference
with the Indian system of Education would result in confrontation with the natives. They also feared that the spread of education specially of the European type, among the Indian subjects might make them challenge the rule of the company. The experience of the American Colonies was fresh in their minds. John Clarke Marshman (1794-1877) the editor of the earliest Bengali newspaper 'Samachar Darpan' which was founded by Raja Ram Mohan Roy attributed to one of the Directors of the EIC (East India Company) in the 1790's the opinion that:

"We had just lost America from our own folly in having allowed the establishment of schools and colleges and that it would not do for us to repeat the same act of folly in regard to India." (4)

On the other hand nineteenth century advocates of English education believed that the superior civilization of Europe would overcome the civilization of India and would bring it into the fold of modern civilization. The orientalist were keen on Indianization of education and wanted to avoid a conflict of civilization and synthesis of the two civilizations. But they were misunderstood and were branded obscurantist.

Warren Hastings (1773-84), a sort of Indianised Englishman himself, Marquess Wellesly (1798-1805) who founded a college at Fort William and which he intended
to turn into the oxford of the East. Lord Minto, Marquess Hastings and others had instinctive sympathy for orientalism. They supported the cause of the orientalists. The British parliament by setting aside a sum of ten thousand pounds (One lakh of rupees) for education in 1813 for the first time showed its interest in the education of Indians and accepted the responsibility for their education. There was however no indication given regarding the utilization of the amount. The Charter Act of 1813 contains only the directive that the money was to be utilized for the "revival and improvement of the literature and for the encouragement of the learned natives of India, and for the introduction and promotion of knowledge of sciences among the inhabitants of the British territories in India".

James Mill (1820) and his son John Stuart Mill, who entered the Examiners office in the court of Directors were utilitarian and secular in their approach. They believed that the impact of useful learning to modern Europe would ultimately bring about a welcome change in Indian Social attitudes, but they did not support English as the only medium of Indian education. On February 18, 1824 James Mill sent a dispatch to the Bengal Govt. to communicate the importance of the court with the poor results achieved by the orientalist education. Though Mill did not advocate any headlong introduction of English, yet the
fact that the despatch emphasised the teaching of European science, seemed to strengthen the argument for English.

Beginning with the later part of the second decade of the 19th century the government started favouring the spread of English. Gradually a belief was developing that the more the people of India were enlightened by English, the more secure would be the Empire. They thought that an Indian elite receiving its ideas from European civilization would prefer British rule to a return to the feudal past. The demonstration of the urban elite who wanted the Hindu college (1817) at Calcutta to impart English education was a convincing proof which led the government to believe that the Indians were interested in English education.

The Indian desire to learn English was further motivated by the job opportunities. The Government too wanted to have for its practical needs, to have at its disposal translators, clerks and other functionaries. Though some Indians continued to resist English and its cause, it was strengthened by the prevailing progressive social efforts and zeal of missionaries. The man who contributed most to the cause of English education was Raja Ram Mohan Roy. K.K. Chatterjee while discussing the role of Rajaram Mohan Roy in this regard observes:

"Rammohan believed that the citadel of conservatism entrenched in the age old modes of
Sanskrit education must be destroyed and the light of Western science and philosophy must prevail in India so as to deliver his country men from obscurantism and barbarous superstitions."  (6)

He further says:

"......But he realized that England was the leading country in the progress of modern civilization and that Western education would be a liberating force."  (7)

Naik and Noorullah also express similar views about Raja Ram Mohan Roy. They state:

"......He proved that a synthesis of Eastern and Western cultures was possible and although his method of synthesis was not acceptable to many, he could convince his co-religionists that Western education was not always culturally dangerous as it was supposed to be. He thus acted as one of the earliest Indian interpreters of the West to India."  (8)

Gradually English education became an irresistible force. It was not that the native population was undergoing a cultural or idealogical conversion. It was due to the fact that they had little prospect of gainful employment without English Education. Thus until 1835
the government policy was to support the existing oriental institutions. However the Anglicist cause was rapidly gaining ground. The support of a body of English educated natives led by persons like Rammohan Roy and the foundation of Hindu college were a clear proof of the native willingness to accept English education.

The Charter Act of 1833 allowed the missionaries from other countries to carry on their work in India. It also announced that,

"....no native of the said territories nor any natural born subject of - His Majesty's resident therein, shall by reason only of his religion, place of birth, decent, colour, or any of them, be disabled from holding any place, office or employment under the said company." (9)

The Charter increased the educational grant from £10,000 to £100,000 and empowered the Government of Bengal provinces of British India and authorised him to direct the educational policy of the provinces. The charter added a fourth member, to the executive council of the Governor General, Lord Macaulay, the man who is credited with the introduction of English education in India, was appointed as law member of public instruction.

The committee of public instruction, which had ten members, seems to have been equally divided in their
opinion on the vital issues, whether government should continue to encourage schools and colleges in their pursuit on oriental line or whether western education should be given preference. Macaulay gave his whole hearted support in favour of western education. He wrote his famous minute favouring the introduction of English education in India and once for all closed the oriental Occidental controversy in the education.
K.K.Chatterjee remarks:

"..... The orientalists were thus defeated overnight and the vexing question as to the medium of instruction seemed to be answered once and for all ....." (10)

The Minute gave a definite swing to English. K.K. Chatterjee prefers to call 1835, the year in which Macaulay wrote his minute as "The year of inauguration of the era of English education." (11)

The minute had far-reaching effect on the educational policy in India. While emphasising the importance of Macaulay’s Minute, F.E. Key observes:

"The result of this action was that in future the teaching in the schools and colleges would be in English and this momentous decision has had its effect on educational policy in India right down

(14)
to the present time. Today opinions still differ as they did then as to whether this was a step in the right direction. In any case its consequences have been far reaching so far as the educated classes were concerned. It gave them a language which people from all over India could converse with each other and in this way helped towards the unification of India. It would have been difficult at that time, as it is not easy today, to find another language which could be used throughout the country. The rulers of those days foresaw that the introduction of Western education would bring India into closer contact with Western ideas of government, and democracy and lead to Indian nationalism and the demand for self government. But Macaulay himself said that if that day should come he would regard it as the proudest day for English History." (12)

The Governor Lord William Bentinck approved Macaulay's Minute in his minute of March 7, 1835. Bentinck's resolution was followed by enactments which accelerated the spread of English education in India. The Freedom of Press Act (1835) boosted printing and publication of books and thus English books were available at a comparatively low price. The Acts passed between 1836 to 1847 opened out wide opportunities and put greater responsibilities on Indian Judicial
officers. These opportunities gave an incentive to learn English.

In 1837 Persian was abolished as a court language and was substituted by English in higher courts. People realized that Persian was no longer the language of common man or lingua-franca.

From 1853 to the beginning of the twentieth century a number of commissions were appointed. Most of these discussed the problems concerning higher education. Wood’s Dispatch (1857) which is considered by some as the Magnacarta of English education in India, The 1901 University Commission, the Sadlar commission 1919 are among others aimed at education which helped government to produce reliable and capable public servants.

There was considerable dissatisfaction with the educational system as it could only serve the needs of rulers but not those of the people of India. As a result of this, in 1901, at the insistence of Lord Curzon, the teaching of science was introduced as a subject in the curriculum.

The adoption of English as a medium of instruction in higher education had its repercussions in secondary education. Wood’s Dispatch (1854) had expressed the view that English as well as the modern Indian languages should become the media for dissemination of European knowledge at the secondary stage. But as it happened English became the sole medium at secondary stage. English dominated the entire curriculum.
the progress of Education in India (1901,1902) an official publication summed up the situation as follows:

"The English Secondary course aims at giving school education. The teaching of English is the prime object throughout the course and in the higher classes instruction in all the subject is given through the medium of English". (13)

Meanwhile national consciousness was aroused in the country and the attitude towards western civilization had become not only critical but even hostile at times. The Indian national congress, which was founded in 1855 raised the slogan "India for Indians". Religious nationalism was also inspired and specially Hinduism was greatly affected by the three distinct religious movements, viz; Arya samaj (1875), Theosophical society (1878) and Ramkrishna Mission (1897). People started questioning the superiority of European culture. Education naturally formed an important part of all the national movements and politically minded people began questioning the nature of education in the context of national needs. Gokhale, Tilak, Gandhi, Jawaharlal Nehru and most of the Indian leaders rose to the occasion to plead the cause of Indian languages in the educational system of India.

Commenting on Gandhiji’s views on the removal of the domination of English, particularly its use as a medium of instruction,
Naik and Nurullah write:

"....Here the most uncompromising opposition to English came from Mahatma Gandhi even at this early period he put forward the view that Hindustani should be the national language of India and that English should not be a medium of instruction at any stage of Education". (14)

Jain quotes the following line from Gandhiji on English as a medium of instruction:

"our boys think that without English they cannot get government service. Girls are taught English as a passport for marriage. The canker has so eaten into the society that in many cases the only meaning of education is the knowledge of English. All these are for me signs of slavery and degradation." (15)

With the introduction of diarchy at the provincial level in 1921, the political scene began to take a national turn. Education passed into the hands of the elected representatives of the people. Education, during this period, expanded considerably. One of the great achievements of this period of transition was large scale adoption of modern Indian languages as the medium of instruction. English to be continued as the medium of
instruction mainly because of two reasons:

1. English was the sole medium of instruction at the university stage and the secondary stage was an appendage to the university course. Secondly, the medium of examination of government competitive examinations continued to be English and a person with a good command of English generally had greater chance of success in such examinations consequently securing employment under government than one without such command. However the transition was anything but rapid, although it was there.

2. The progress of Education during the period of provincial Autonomy 1937-1947 lasting for about a decade in India is a grim story of stagnation, lack of state enthusiasm and indifference on the part of the government. The popular upsurge for expansion and reform in the sphere of education which marked the inauguration of this era was, however, soon caught up in the waves of war. There was, however one thing which was clear and it was that question of the medium of instruction at the secondary stage had almost ceased to exist as a problem. English had come to occupy the place of a compulsory second language in the curriculum. It is true that there were certain difficulties in achieving the goal completely, but it was realized that those were not unsurmountable. The most formidable was the use of English as the medium of instruction at the university stage. Hence the attention of educationist came to be

(19)
directed to such problems as that of the medium of instruction at the university, the development of national language and the creation of a uniform scientific terminology.

India attained independence in 1947 and the movement for the replacement of English by an Indian language began to gather momentum, particularly after the adoption of the constitution in 1950. One of the provisions of the constitution was that by 1965 Hindi should become the official language of the union. Two distinct reactions could be observed regarding the continuation of English, not only among the politicians but also among educationists. There were many who believed that English should quit with the English. This group wanted the regional languages, the mother tongue of a substantial majority of the students in most institutions to take the place of English. There were, however, others who took a detached view of the whole situation. They firmly held the view that if the study of English was removed in an indecent haste, the work of more than a century would be undone in a few years and would seriously affect the quality of education. The university Education Commission realising the complexity of the language problems sounded a note of warning when they said:

"No other problem has caused greater controversy among educationists and evoked more contradictory
views from our witnesses. Besides, the question is so wrapped up in sentiment that it is difficult to consider it in a calm and detached manner." (16)

The Commission, however, felt that,

"English language has been one of the potent factors in the development of unity in the country, and that English has supplied with the key to the fundamental ideas of modern civilization, to modern Science and philosophy and what is even more important for all practical purposes English will continue to be our principal means of maintaining contact with the outside world." (17)

The commission recommended:

"English however must continue to be studied. It is a language, which is rich in literature humanistic, scientific and technical. If under sentimental urges we should give up English we would cut ourselves off from the living stream of ever growing knowledge unable to have access to this knowledge, our standard of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible." (18)

(21)
The dust which was raised by the controversy gradually settled down. It was accepted that the study of English could not be discontinued in our schools and institutions of higher learning but at the same time it was realized that it could not enjoy the same status in life and education of the country, as it did before independence. Pandit Jawaharlal Nehru, while addressing a meeting of the State Education Ministers, held at New Delhi on September 2, 1956 said that technical training should continue to be given in English in the foreseeable future. If it were given in Hindi, the product would be inadequately trained and therefore unable to do the required jobs, He said:

"It is patent to me that this man power for Industrial, scientific and cultural purposes cannot be trained in any Indian language in the foreseeable future. It is absolutely clear to me and it is not arguable matter that the scientific and technological training has to be given in English." (19)

The Secondary Education Commission (1952-53) reiterated the arguments discussed by the University Education Commission while pleading the cause of English. They also lauded the part which English played in raising Indian morale in the international field.

(22)
They emphasised the importance of English and held the view:

"... under present conditions and taking due note of the development of the regional languages and official language of the center, it is necessary that a sound knowledge of English should be considered a pre-requisite to studies at the higher levels of learning whether in the university or in other institutions. For this reason it is stated that English should be a compulsory subject of study in the secondary school beginning from the middle school stage." (20)

In the year 1956, the state Re-organisation Commission submitted their report according to which frontiers of all the states were clearly defined and determined. This gave rise to fierce boundary disputes in Bombay, Gujrat, Bengal, Bihar and Tamilnadu and its neighbouring parts. In the light of all such developments, the Indian government thought that it was necessary to appoint an official language commission, on all India basis in June 1955 under the Chairmanship of B.G.Kher. The commission stressed the need for the teaching of English principally as a "language of comprehension .... so as to develop in the students learning it a faculty for comprehending writings in the English language more especially those relating to the
subject matter of their specialized fields of study." (21)

The commission further suggested that the change over from English to Hindi at the university stage seemed to be rather hasty in view of acute dearth of suitable text books, both in scientific subjects and in humanities and social sciences. This suggestion of the commission was severely criticized in non Hindi regions and it, therefore, became necessary further to examine this question. The Kunzru Committee was appointed by the U.G.C. This committee, too, recommended that English should be retained as properly studied second language in our universities:

"...For the majority, the primary aim of learning English may be ability to read and to comprehend." (22)

There has been no agreement so far among the various authorities regarding the appropriate medium of instruction in universities. This had a demoralising effect on schools and colleges. The position in the schools was that right up to the matriculation, the mother-tongue or regional language was the common medium. In several states English was either abolished or taught at a very late stage with the result that the students' understanding of English was much too inadequate to follow lectures in English in colleges. The universities had not replaced English as the medium of instruction by regional languages due to non-
availability of books in the regional languages or because the teachers were not used to teaching in the regional languages. This meant that the standard of teaching in colleges and universities automatically declined. Referring to the deteriorating situation then, the study group appointed by the Ministry of Education in 1965, stated:

"Meanwhile the standards of English are deteriorating very fast in our schools and colleges. There are hardly pupils in our regional medium schools who can write a correct sentence in English. If we speak of a group of sentences the statement can be extended with slight modification so as to include our colleges inspite of English being the medium of instruction and examination there." (23)

A still more difficult situation arose when students from the colleges could not get admission to the professional colleges as they stood low in the priority lists either because they had done no English at all or because their knowledge of it was not up to the mark.

To meet such contingencies the Central Advisory Board of Education in 1956 examined at length the complex problem of languages in relation to the needs of the country and the requirements as laid down by the
constitution. It devised a formula known as the 'three language formula' which was somewhat simplified and approved by the conference of the Chief Ministers held in 1961. The formula was the only sensible solution to our language problem. Pandit Jawaharlal Nehru, while speaking at the Central Institute of English and Foreign Languages, Hyderabad, on the language problem in India, was full of praise for the three language formula. He said:

"It is possible to criticise it as it is possible to criticise any formula that you might evolve but it is a good formula keeping in view most of the aspect of this problem and helping to bring about in the political and cultural spheres that sense of unity, common knowledge and common understanding all over India which is so essential." (24)

According to the formula a school student in the non-Hindi region was to learn;

i) The regional language

ii) Hindi and

iii) English

But in the Hindi region he was expected to study Hindi, English and one of the modern Indian languages. Although all the states accepted the formula, its implementation
varied from state to state. The students in the Hindi regions learnt sanskrit in place of the third language which was not in accordance with the spirit of the formula. The Education Commission’s (1964-66) comments on the difficulties in implementing the three language formula are revealing:

"In practice, the implementation of the three language formula has led to several difficulties and it has not been very successful. Several factors have contributed to this situation. Among these are the general opposition to a heavy language load in the school curriculum, the lack of motivation for the study of an additional modern Indian language in Hindi areas, the resistance to the study of Hindi in some non-Hindi areas and the heavy cost and effort involved in providing for the teaching of the second and the third languages for five or six years. The situation was made worse by defective planning and by half hearted way in which the formula was implemented."(25)

The working group appointed by the UGC (1961) to review the medium of instruction issue reported that English should continue as the common medium in the universities. It was to be replaced by Hindi on fulfilment of the conditions that a fair number of books
of a suitable standard for students and teachers covering the whole degree course is available. Arrangements should also be made for the training of teachers in the use of the new medium.

The vice-chancellor's conference held in Delhi (1962) generally accepted the resolution adopted by the National Integration Council (1962) and the Inter University Board of India at its annual meeting held in February 1973 confirmed it and stressed particularly the role of English in the transitional stage as a "link amongst university men and between university and university in respect of exchange of professors or migration of students. (26)

It further hoped that:

"English would thus be an international link at all times and its place as internal link will gradually be taken by Hindi, as it develops.... that regional languages would gradually become the media of instruction at the university stage." (27)

The protagonist of Hindi did not like this solution of the controversial issue. The replacement of English by the regional languages rather than by Hindi as the university medium and designating English "as international link at all times" was not liked by them.

In 1965 the constitution had given lease of 15 years for the continuation of English as an official
language. In 1963 the D.M.K. launched a massive movement against Hindi. The congress administrative machinery was paralysed. Again in 1965 there was agitation and there was great loss of life. The late prime minister Lal Bahadur Shashtri had to interfere and passify the Tamilians and people of other non Hindi states. He gave them assurance by repeating the statement that Pandit Jawaharlal Nehru had given in the lok sabha on Aug. 7, 1959. Panditji had then said:

"I don’t know how long I should have, I would have English as an associate language because I don’t wish the people of the non Hindi areas to feel that certain doors of advances are closed to them. I would have it as an alternative language as long as people require it and the decision for that, I would leave not to the Hindi knowing people but to the non Hindi knowing people" (28)

Lal Bahadur Shashtri added:

"These were the assurance given by Panditji and I wish to reiterate that we stand by them fully and solemnly. They will be honoured both in letter and in spirit without any qualification and reservation." (29)
The last authoritative statement on the subject of English was made by the Education Commission (1964-66). The commission made repeated reference to English as a "library language". The Commission generally endorsed the National Integration Council's recommendation about the use of regional languages as media of Education as a matter of profound importance for national integration and it suggested:

"We suggest that the U.G.C. and the universities carefully work out a feasible programme suitable for each university or group of universities. The change over should take place as early as possible and in any case within about ten years, since the problem will only become more complex and difficult with the passage of time." (30)

The Congress Working Committee on September 2, 1967 accepted the decision regarding language policy taken by the committee in June 1965. Left the matter for the Government to implement it. The resolution adopted by the working committee in June 1965, visualised a four pronged approach (i) Hindi would be the link language of India but the government would bring forward legislation in terms of Nehru's assurances to continue the use of English as long as necessary. (ii) Each state would be free to transact its administrative business in any language it desires. (iii) The medium of education would
be changed to the regional languages at all stages, and the UPSC examinations conducted in all the languages listed in Eighth Schedule of the constitution. (iv) The implementation of the three language formula would be tightened at the school stage and extended to the university. (31)

With the change in the government at the centre and some of the states in 1977, once again we were on the cross road. The Janta government did not for-swear the official policy which clearly states that English will continue to be used as associate link language along with Hindi. This prompted to invite M.G.Ramchandran to invite the Chief Ministers of the four Southern states for informal consultation on adopting a joint approach to the language issue. The actions of the certain Hindi speaking states, statements by certain Janta leaders from time to time and move to extend the use of Hindi as was the case then in the union territory of Pondicherry have combined to make non-Hindi speaking people fear that union government had decided to push Hindi to their disadvantage.

The marxist led West Bengal government’s Chief Minister Mr.Joyoti Basu supported the Chief Minister of Tamil Nadu on this issue and made it clear that his government would make a common cause with Southern states. Both the Chief Ministers considered the language policy of Janta government as indirect imposition of Hindi. (32)
The times of India in one of its editorials on language issue commented:

"The initiative (conference of the non Hindi speaking states) is well timed because, despite the periodic assurance of its leaders, in practice the Janta Govt. has been pushing Hindi (Pondicherry is the latest instance). Moreover Janta ruled states in the north like Bihar, U.P. and Madhya Pradesh have no bones about promoting Hindi while at time devaluing English even though that language is an essential part of the three language formula to which the whole country has subscribed." (33)

CHANGING STATUS OF ENGLISH LANGUAGE

The English language teaching situation is undergoing a significant change since the pronouncement of the education commission as regards the place of English. In the new pattern (10+2+3) that has now emerged, English is L3 for a large number of students. Most states and Union territories of India have adopted the new scheme of Education. Mr. D.P. Yadav the deputy Minister of Education in the Congress party government told the lok sabha on August 16, 1976 that

"Nineteen states and union Territories had already adopted the new scheme of education i.e. (32)"
(10+2+3), Seven would adopt it within a couple of years while five were still considering the matter." (34)

It was expected that sooner or later all the states and union territories would adopt the new pattern of education and ultimately a uniform policy with regard to the teaching of English might emerge.

Until recently English was taught in India as a second language. Now it is in the process of acquiring the status of a compulsory 'third language'. The new situation calls for a reconsideration of objectives, methods of teaching, preparation of materials and testing procedures. Yardi V.V while discussing the theoretical aspects of learning English as a possible third language gives the following justification for using the term 'third' in preference to foreign language.

"There need be no technical objection then to the use of the term 'third' language which so aptly describes the ELT situation in India today. The justification for using the term 'third' in preference to 'foreign' language is that unlike German or Russian it is a compulsory language under the new pattern of education. Although its use is being restricted, it continues to be used in several walks of life. The Indian creative spirit still finds expression in English. For these reasons and for several others it may seem

(33)
most apt to describe English in India as a third language." (35)

It would not be out of place here to discuss the implication of the term 'second' language and 'foreign' language. The more precisely we define these terms, the better it would be for us in formulating our objectives in the teaching of English. The term English as a second language (TESL) and teaching English as a foreign language (TEFL) have been interchangeably or almost so in the U.S.A. In the U.K. they do make a distinction between the two. The editor of the English Teaching Forum while commenting in one of the letters raising doubts on the various acronyms like (TESL), TEFL, AND TESOL comments.

"TESL is generally referred to the teaching of English in a country in which English is an official language or the language of education etc that is where it plays some broadly essential role within the country in which English has no official role or special status." (36)

In U.S.A some times the teachers tend to use terms TESL and TEFL interchangeably mainly to avoid the longer and awkward phrase the teaching of English as a second or foreign language when they mean broader concepts. Moreover, in some American universities and colleges
both categories of foreign students study. It is largely because of this, that now they prefer to use TESOL (Teaching English as second official language.) which includes both TESL and TEFL. The American linguist Marckwardt A.H. explains the term as follows:

"By English as a foreign language they (British) mean English taught as a school subject or on adult level solely for the purpose of giving the student a foreign language competence which he may use in one of the several ways to read literature, to read technical works, to listen to radio, to understand dialogue in the movies, to use the language for communication, possibly with transient English or American —— when the term English as a second language is used, the reference is usually to a situation where English becomes a language of instruction in the schools, as in Philippines, or a lingua franca between the speakers of widely diverse languages as in India." (37)

The British Councils Annual Report for 1960-61 makes a similar point.

"It has been customary to speak of teaching English as a foreign language, often merely to
emphasize that the process is by no means the same as teaching it to those who already have it as their mother tongue. More recently the term English as a second language has been employed to describe English taught or learnt for practical and necessary uses of communication - whether to serve as the language of instruction in Education, for specialized studies, or as a lingua franca among those to whom English is an equal tongue. The distinction is important for example English in France and Germany is still largely learnt for reasons comparable to these for learning French or German in Britain - as a foreign language, as a human discipline and as an introduction to foreign culture. In many countries, however the place of English in Education may be more important, and indeed more fundamentally necessary, because it is either the medium of Education itself or a necessary link with resources beyond the borders of the country where it is learnt." (38)

A second language and a foreign language do not serve the same purpose in the life of a country. The term second language indicates a higher status and a greater use then implied by the term foreign language. Wilkins D.A. distinguishes these terms from the point of their uses and status:

(36)
"The scale and variety of use of the second language differs enormously. It can encompass part or all of government administration, politics, law, medicine, industry, internal trade, newspaper, general publishing and education. As a result it may become the medium of instruction at any level from the primary school upwards." (39)

And about the process of foreign language learning he observes:

"Foreign language learning therefore is like second language learning in that the material and method is designed to give a practical command of the language. But where as the second language learner needs the language for use with his own community, the foreign language learner needs it so that he can form contacts with community other than his own." (40)

In India the social role of English is fast diminishing particularly in non-metropolitan cities and regional languages are taking over. It is now playing a comparatively smaller part than what it did in the past in different walks of life. It is now felt that regional languages can cope up with all aspects of education except technical and scientific subjects at the
university level. Consequently there is a steady reduction in the use of English as a medium. Chib S.N. while discussing the role of and pleading for the cause of Hindi as a link language quotes the Ministry of Education as follows:

"..... according to the education Ministry, universities are using one or more regional languages as the medium of instruction." (41)

English is no longer used as a medium of instruction in majority of schools in India. Most colleges and more than 50 percent of the university teaching Arts and Commerce subjects in non-metropolitan areas have changed over to the regional languages. However, English continues to be the language of instruction in the faculties of law, medicine, engineering, technology and agriculture etc. A few industries have introduced regional languages in certain areas of their routine correspondence. One of the major national undertakings, The Indian Railways, have been increasingly using Hindi in place of English. At public meetings and national level conferences regional languages or Hindi is being used on a large scale. Interstate communication is done in Hindi and Hindi is being used on a significantly large scale in trade and industry. In several states the policy with regard to English has been too frequently changing. This led the
Study Group on Teaching of English (1971) to express its concern. The study group observed:

"During the last five years the situation has changed at much greater speed than ever before. In several states, especially in the north, the most conspicuous feature of the changing policies in regard to English is their speed. We have examples of more than one state where, only a few years ago, English was taught as a compulsory language and however, low the competence attained, pass marks had to be secured in English paper in order to get through the high school examination. Today largely because of the mounting concern caused by an alarming high percentage of failures in the subject at different end-of-the-year and school leaving examination, the Govt. have decided that success in English should no longer be considered essential for admission to the undergraduate courses at university... In a few states English has been made an optional subject and in some it is an optional paper and the marks secured in it do not in any way affect the examination result. In at least one state, if a student chooses to take this paper, the fact is merely recorded on his result sheet." (42)
In southern India however, English remains a second language. It is an official language of Nagaland, Meghalaya, and Mizoram. The use of English is being restricted in most walks of life. It means that English is gradually losing its second language status. At the same time it must be noted that it has not acquired the position of a foreign language like French or Russian. According to Wilkins D.A. a foreign language learning situation is one in which:

".... The target language is not the mother tongue of any group within the country where it is being learned and has no internal communication function either." (43)

Today, in India, English is one of the compulsory languages in Schools and colleges. It has internal communication function to do. It is used in several walks of life. English is used at higher levels of administration and Education. The Education Commission however envisages the study of English as a library language. Once English takes the place of a library language it would tend to acquire the status of a foreign language. Wilkins D.A. while commenting on the status of English in India observes:

"India is a country in transition. English is losing its status as a second language and in
some states has already become a foreign language.... only in Southern India does English remain a second language because it can serve as a more acceptable lingua-franca than Hindi."(44)

Wilkins fails to mention that in Nagaland, Meghalaya and Mizoram English is the official language and therefore L1. It is quite clear from what has been said above that English has neither the status of a Second Language nor that of a foreign language. It has yet to reach the stage of a 'Library language' under the new scheme of education. English for a majority of students is a compulsory 'third' language (L3). English as a third language is a stage between the library and 'second' language stages. The difficulty in the use of the term 'third' language as Yardi V.V;Visualizes, is because

"....Conventionally we speak of 'second' language learning. In English the term bilingualism is generally used even when the subject discussed happens to be multilingualism." (45)

European authors prefer to use the term bilingualism even when they refer to multilingual situation. This is because of the belief that "The problems involved in bilingualism do not seem to be essentially different when a third or further language is added. (46)
Mackey W.F. states:

"The concept of bilingualism has become broader and broader since the beginning of the century. It was long regarded as the equal mastery of two languages....this broadening of bilingualism is due to the realization that the point at which a speaker of a second language is either arbitrary or impossible to determine. It seems obvious, therefore, that if we are to study the phenomenon of bilingualism we are forced to consider it as something entirely relative. We must, moreover, include the use not only of two languages, but of any number of languages. We shall, therefore, consider bilingualism as the alternate use of two or more languages by the same individual". (47)

Catford J.C. expresses a similar view when he says:

"Most people ---that is, all except perhaps bilinguals-- have one L1 but they may have a number of L2s each perhaps being reserved for one particular purpose as for instance reading scientific papers enjoying a Mediterranean holiday, reading the scriptures." (48)

On the contrary some authors use the term 'polyglotism' although usually their subjects are bilinguals. (42)
The view that bilingualism does not seem to be essentially different when a third or a further language is added, it does not seem to be pedagogically very helpful. Learning L\textsubscript{2} in a bilingual situation can not be equated with learning L\textsubscript{3} in a multilingual situation. A learner learning L\textsubscript{2} faces interference stemming from one language i.e. L\textsubscript{1} which can easily be contained but when in learning L\textsubscript{3} he has to struggle against double interference since the learner has already acquired two languages. And the interference could be of a different nature as Yardi V.V. puts it:

"It is unpredictably mixed and may show itself in unexpected context. There is no easy way to measure. This interference, assuming of course that all potential forms of interference do materialize which actually may not be the case." (49)

It is, therefore, necessary that the policy makers, syllabus framers, administrators and class room teachers are conscious and become sensitive to the changing situation. It is time we evaluated our policy regarding teaching of English keeping in view the needs and aspirations of the learners.
TEACHING OF ENGLISH BEFORE THE EMERGENCE OF THE NEW PATTERN OF EDUCATION.

English was introduced in India with the idea of creating an English speaking elite which served the cause of the Raj. The British government soon found favourable circumstances and willing people. English gradually acquired the status of a 'Lingua Franca'. It became the medium of instruction in schools and colleges. The missionaries were the pioneers in establishing educational institutions and presumably taught much in the same way as a British teacher would teach the native speakers of the language. We do not have any record of the methods of teaching English in those days. But the goal set before the students of English gives us an inkling of the methods employed in teaching of English.

"...The goal set before students of English before independence was that of mastering the language for the purposes of knowing English literature. Life and thought of developing a refined sensibility and expression..." (50)

English began to be taught as first language and continued to be taught "as if it was the mother tongue of the candidate". Samuel Mathai, writing on the position of English in India gives us an idea of the method of teaching English used before and after the first world war.

(44)
Samuel Mathai writes:

"English was taught in schools by drilling students in English grammar....After the war the old practice of drilling students in grammar was more or less abandoned and English was taught in schools through the so called direct method." (51)

Until recently there was not much change in the approach. Bruton J.B. in one of his articles on language teaching wrote:

"One of the great difficulties in India is that before independence the methods used for teaching English were by and large the same as those used in England for teaching English children. With the unfortunate consequence that a body of belief and practice was built up that are entirely in appropriate to the present situation." (52)

English continued to be taught as L₁ and the methods and materials suited to the native speakers of language were used. It was never realized that an Indian child is growing in Indian cultural environment where any foreign language could never be the first language. This state of affairs continued until 1958 when the Central Institute of English and Foreign Languages was established at Hyderabad. It stands to the credit of the
Central Institute of English and Foreign Languages that it realized the importance of studying the status of English in India. English began to be considered as second language. This gave a new orientation to the teaching of English in this country. The need for a methodology and materials to teach English as a second language began to be felt. Thereafter, the emphasis shifted from literature to language.

In spite of the fact that English was recognized as a second language and emphasis of our objectives of teaching English shifted from literature to language the teachers of English did not like to stoop low. As late as the year 1961. (53) Mr. Burton Felt:

"In my experience in India the greatest difficulty lies in convincing the teacher of this necessity for the control of the fact that English is a foreign language." (54)

A survey of the school teachers in England by Arnold and Richards has revealed that 70 percent of them do not turn to literature for recreation or appreciation. They rate this point very low on a 15 point scale. (55) But in India we continued to use Victorian English and cherished the hope of developing a refined sensibility, love for English life and literature. In the sphere of ELT, the old methods of teaching continued. Though the
standards of attainment deteriorated day by day, our syllabi, methods of teaching and testing remained static until 1971 the situation remained almost the same. The study group 1971 observed:

"A number of committees and study groups have in recent times given anxious thought to the place of English in our system of education, the teaching of this language at various stages, its role in school and at the university, its share in time tables, and its contribution to the teaching of other subjects form part of problem which has become increasingly important as well as controversial with the passage of time."(56)

The Education Commission (1964-66) envisaged the study of English as a 'library language'. A library language tends to acquire the status of a 'foreign language'. Such an implication is present in the following paragraph of the Education Commission's report.

"It is true that English will be the most important library language to be studied at this stage (VIII to X). We however, think that it is also necessary to encourage the study of other important library languages like Russian, German, French, Spanish or Japanese. Facilities for their
study should be provided in a few selected schools in each state and it should be open to the students to study them, either in addition to or in lieu of English or Hindi". (57)

This virtually implies that English may have the same status as other foreign languages.

It is against such a background that we have to formulate our objectives and adopt a methodology that may help us to achieve the goal. But unfortunately no serious thought has been given to this problem. The conference on Methodology of teaching Indian languages as second language in secondary schools discussed the meanings of the term 'Link language' and library Language' and Second Language' but strangely enough the conference could not offer any positive guidance by way of methods to teach a link language or library language.

OBJECTIVES OF TEACHING ENGLISH

New pattern of Education:

The status that English holds today in India has already been discussed. At present English occupies a place somewhere between L2 and L3 for a large majority of our students. Even in the states where English is L2, the competence of learners, skillwise, is virtually the same as that of the learners for whom English is L3. In
some of the Hindi-speaking states for instance the learner’s competence is poorer than that of his counterpart in non-Hindi speaking states. For convenience we may assign it a place and designate it as L3. The other two languages in most of the states are mother tongue (L1) Hindi (L2) and where Hindi is not the mother tongue, under the new scheme of Education, English has acquired the status of a third language. In Andhra Pradesh, Gurat, Jammu and Kahshmir, Maharashtra and Punjab, (58) where Hindi or regional language is L2 this sequence of three language seems to work well. Where Hindi is L1 English happens to be L2. In these states although English may be L2, formally speaking, it does not have the status of a second language in the sense in which it has a ’second’ language status in countries like Phillippines or kenya. The sequence L1, L2 and L3 perhaps indicates both dominance of the language in a speech community and the chronology of learning it. Chronology and dominance, however, are not necessarily related.

Any approach to the teaching of a language whether second or third must take into account the needs of the learner and the circumstances in which the language is taught. Since needs and circumstances differ not only from country to country but also from time to time and in India from state to state - education being a state subject—the objectives of teaching must reflect this change. Wilga M.Rivers comments,
"With the passing of time, new situations arise for a nation and its people and these establish priorities of objectives for the foreign language teacher, who must be continually aware of such changes if his teaching is to be appropriate to the generation of students before him." (59)

Objectives which are not related to our immediate needs may fail to create the necessary motivation for learning the language. The objectives of teaching a subject do not have any inherent worth of their own so as to make their pursuit worthwhile for their own sake. Objectives lead to specific activities that are to be pursued for enabling the learners to obtain the desired outcome which would equip them for certain specific purposes in life. Well defined objectives are also necessary for pedagogical purposes. Unless the objectives are defined clearly the teaching learning process can not become meaningful and effective. Again, in the absence of proper objectives, proper methods and approach can not be adopted. Testing and evaluation would be meaningless in the absence of precise objectives. Objectives, methods, material and evaluation are interdependent. We can not think of one without the other.

Against this background, when we study the ELT situation in India, we find that the teaching of English has suffered because we have failed to define our
objectives clearly, particularly at the college and post graduate levels. At the school level, upto S.S.C. the objectives are stated clearly in terms of linguistic structures and vocabulary items though these seem to be rather ambitious in the present context. At the college and postgraduate level it is difficult to discover what the objectives of teaching are, J.G.Bruton observes:

"But the real problem and difficulty lie in the fact that from syllabuses and examinations it is usually impossible to discover what the objectives of teaching are. Here again there is a marked difference to be found between school and university practice and belief. Most school syllabuses contain some sort of statement of what the objectives are supposed to be, but at the later stage, no such statement is usual although it would be possible to deduce from examinations that the objective is to teach the subject matter of a certain text and a few irrelevant tricks with the language." (60)

The syllabus at the S.S.C. level is rather ambitious when judged in the context of the pupils achievement. An S.S.C. student will until very recently was expected to master about 250 structures and 2000 vocabulary items by the end of the course. The fact is that the average S.S.C. student hardly can make use of
100 structures and 1000 vocabulary items effectively.

The individuals rating of the reasons for learning English indicated the following order of priorities: (i) getting a good job (ii) coping with university classes (iii) travelling abroad (iv) acquiring new ideas and broadening one's outlook (v) becoming more modern (vi) reading advanced technical literature (vii) getting access to international books, journals, etc. (viii) acquaintance with people to be in touch with the latest trends in thought and behaviour in the West (ix) becoming friendly with English speaking Indians and (x) thinking and behaving like English speaking Indians. (61)

Another study into the motivation of students studying foreign languages conducted by Bhatnagar Y.C. arrives at a similar conclusion. It concludes:

"-----It is in the provincial or regional universities, that the students are guided mainly by instrumental motivations since they would like to break away from their rural associations and to have a better social mobility." (62)

Joshua Fishman while discussing the implications of Bilingualism for language teaching and language learning puts forth a similar point of view. He opines that
pupils learn language other than the mother tongue for two reasons viz. (i) utilitarian (ii) integrative.

He suggests:

"Those students propelled by integrative motives will be most successful in learning by the Direct Method. They will learn a great deal from out of school experience (such as trips and visits and motion pictures). Those whose motivation is instrumental will tend to profit more from classroom instruction. They will do particularly well in connection with formal conjugation, translation and other materials emphasized by the older instructional methods." (63)

The studies mentioned above point to an important consideration which must be kept in mind while formulating the objectives of ELT in India. Foreign language learners are instrumentally motivated and, therefore, their needs are of a practical and functional nature. A heavily literature oriented syllabus cannot serve this purpose. This is not to belittle cultural value of learning a foreign language. Those who are 'propelled by integrative motives' can do so but certainly a large majority of learners would prefer to learn a foreign language for functional and practical purposes. And it would be unfair to impose a heavily
literature oriented syllabus on such students. Until recently English in India was taught for ill defined or undefined cultural ends. Such an approach may be appropriate in L1 situation but it has little justification in an L2 or L3 situation. Yet this was, what was done and still continues to be done in the name of teaching English. The result is a steady deterioration in standard of teaching and learning English.

More than a decade ago, Prof. V.K. Gokak suggested the following five reasons for the study of English in India:

1) As a "language of all important trade and industry," as a "Language of administration at higher levels," as the language of competitive examinations."

2) "For getting access to modern scientific and technological knowledge."

3) "So long as creative thought in every department of knowledge is not as active in this country as in the West, it would be rash to cut ourselves off from a language which keeps us in constant contact with the latest thought in Europe in every field of life and culture."

4) For "discussing English at a later stage."

5) "To interpret India's thought and culture abroad". (64)
All these arguments suggest that we ought to redefine the objectives of teaching English at all the stages of education in the light of the present day needs and realities, we should also decide what our pedagogical strategies ought to be.

OBJECTIVES OF TEACHING ENGLISH AS L3

The discussion above points to the conclusion that today we need English for different and restricted purposes. We also require various types of courses to meet our needs. National interest may require some students to develop all the four skills, a few to cultivate literary excellence, and the vast majority to develop the skills like reading, writing and understanding.

P.Gurrey Says:

"In teaching it is highly desireable to know exactly what one is hoping to achieve as it is in all great understanding. If this can be clearly seen, when the best way of getting to work usually becomes evident, we ought, therefore, to know what we are trying to do when we are teaching a foreign language." (65)

In the new pattern of education the main aims of teaching English is to help students to acquire
practical command of English so that it may be useful to them in everyday life.

Practical command of English means that Indian children should be able to read, speak, write and understand English. They should learn the language for the purpose of utility. In other words, they should acquire command over it for practical purposes. This means that English should be taught as a language, not as literature. It has been well said by Thompson and Wyatt: "To aim at literature is to miss the way to language. To aim at language is to pave the way to literature." (66)

This obviously means that the literature should be excluded from the school curriculum. Its study should be reserved for the university stage. This would give a sense of purpose to our present system of education and would remove its faults and defeats.

**TAXONOMY OF EDUCATIONAL OBJECTIVES**

Dr. Bloom analysed the objectives of teaching in three main domains, namely-cognitive, affective, and psychomotor. The teacher should analyse the objectives of teaching and learning topics included in the syllabus before actual teaching so that towards the end of teaching he may judge whether the objectives have been realised or not. Under each domain are given several educational objectives to be touched and realised during
the course of teaching and learning.

Objectives of cognitive domain are related to the recall of knowledge and to the development of intellectual abilities.

Objectives of the affective domain demand change in a student's interest, attitudes, values and appreciation.

Objectives of the psychomotor domain are related to the areas of motor skills.

Dr. Bloom sub-divided the cognitive domain as consisting of (1) knowledge (2) Comprehension (3) Application (4) Analysis (5) Synthesis and (6) evaluation.

The main points to be borne in mind while stating the objectives are:

1. Objectives should be worded in terms of changes expected in the pupil rather than as duties of the teacher.
2. Objectives should be specified in terms of observable changes in the pupils.
3. Each statement should be unitary containing only one objective.
4. The list of objectives should be in accordance with the mental process such as remembering, reasoning, appreciating etc.
**Instructional objectives:**

In the teaching of English as a second language at school level emphasis would not be on the study of English literature, appreciation of poetry, study of various authors and their style. The pupil is expected to acquire necessary skills for communication. Hence emphasis is given on developing skills in reading, listening, conversing and writing.

Following are the classroom or instructional objectives.

I  
(a) Listening:- To enable the pupil to understand spoken English.
(b) Speech:- To enable the pupil to speak simple and correct English.
(c) Silent reading:- To enable the pupil to read English with comprehension.
(d) Oral reading:- To enable the pupil to read aloud effectively.
(e) Writing:- To enable the pupil to write in correct English.

II- Knowledge and understanding:- To enable the pupil to acquire the knowledge of the elements of the language. This objective is mainly achieved as the pupil gains mastery over the various skills mentioned above.

III- Interest:- To enable the pupil to develop interest in English.

(58)
IV - Appreciation:- To enable the pupil to appreciate.

In the syllabus of Maharashtra State Board of Secondary and Higher Secondary Education we come across the following objectives. (67)

The syllabus for English as the first Language for Standards IX and X should be a natural continuation of the courses from Standards I to VIII. At the end of the secondary school course ordinarily the pupil should have attained such a command of the language skills as will meet his normal needs of adult life, such as reading with speed and comprehension, listening with comprehension and speaking and writing with correct and idiomatic expression.

Language being the medium of communication, content should be so selected as to develop in the pupil proper attitude to social life and a set of human and cultural values.

Objectives:

To enable the pupils:

1. To acquire knowledge of the basic structure of the language (grammar and idiom) enrich their vocabulary and develop the ability of word-building.

2. To develop listening comprehension.

3. To develop reading skills appropriate for understanding literary texts in its various aspects like structure, significance and development of thought etc.
4. To acquire skills of reading aloud with proper articulation and intonation.

5. To acquire the ability to make notes or prepare reports of conversation, interviews and radio talks etc.

6. To develop oral skills to enable them answer questions and narrate incidents and experiences, to take part in discussions and to express ideas and feelings correctly, clearly and coherently.

7. To develop the skills of writing letters, stories essays, and dialogues.

8. To get acquainted with the important works of great writers and poets.

9. To develop the ability to use the language for the development of personality, the building of character and participation in social life.

10. To use dictionaries, encyclopedias etc.

11. To enjoy and appreciate the language and its literature.

In the teaching-learning process the objectives mentioned above can be achieved by using different tools of which the text-book is very important one. It is also necessary to see that the right type of method is adopted in teaching for the fulfilment of these objectives exploiting the class-room situation. Several of these objectives can be tested by means of the written examination though objectives like speaking
ability, taking part in a discussion, etc. will have to be tested by the teacher in the class.

In view of the National Policy of Education, a uniform course of studies for secondary schools has been prescribed in different states all over the country. English plays an important role in scientific as well as technological studies in the country. Moreover, it means the functional (communicative), literary (aesthetic), and cultural (integrative) requisites of the learner. Apart from this, English serves primarily as a 'library language'. It has been more or less an associate official language of the country. It is also an 'International Link Language' which enables us to be in constant rapport with the wider world.

In the State of Maharashtra, English is being taught as a Third Language from standard V. As a corollary, therefore, by the time the pupil completes the Senior Primary Stage (VI to VIII Stds.) and enters Standard IX, he/she should have adequate grounding in English.

Besides these considerations, the syllabus in English (Third language) for IX and X Standards will have to cater for the varying needs of pupils, who, broadly speaking, will fall into two groups:
(1) Those who may terminate their studies after S.S.C. level (Std. X)
(2) Those who may pursue higher studies in different faculties.
Pupils belonging to the first category need a working knowledge of English, which would enable them to understand written and/or spoken English depending on the vocation they select. It is also implied that this ability will be limited to the range of their socio-economic set up and their day to day needs.

In the case of the second category, pupils would require a relatively greater degree of proficiency in both spoken as well as written English.

In secondary schools, our attempt should, therefore, be to lay a sound foundation of linguistic skills in English which would enable the pupils to develop additional and advanced linguistic skills so that they may be able to cope up with the socio-economic and cultural life of the nation.

The syllabus basically aims at providing learning experience and exposure to language so that he/she may develop gradually in the course of two years a broad-based conceptual understanding of the idiom of English with the help of a knowledge of functional vocabulary, grammatical items, basic sentence patterns and usage.

The syllabus for Standards IX and X is designed to be a graded one. It is based on the syllabus already prescribed for the Standard V and VIII so that it may be a natural continuation of what has been taught in the previous classes. Adequate care has been taken to cater for the rural as well as the urban learners with different competencies.
The main thrust of the new syllabus is on equipping the learner with communicative skills with a view to promoting this, a list of communicative skills to be developed is provided in the syllabus. These skills are to be developed through the use of the various linguistic items prescribed for the classes concerned and where necessary, with the help of others.

While framing the syllabus with due emphasis on the structural approach accepted as a policy by the Maharashtra State, the four skills of listening, speaking, reading and writing essential for the learning and teaching of the language, have also been kept in view. The main thrust is on communicative skills.

The language abilities should enable pupils:

a) to understand spoken English within the structures and vocabulary prescribed.

b) to speak freely using the vocabulary and sentence patterns with correct pronunciation.

c) to comprehend written texts in English within the prescribed vocabulary including those which they have learnt in the previous classes.

d) to write in simple and correct English answers to questions on the prescribed text or on topics within the range of their experience.

e) to acquire the necessary communicative skills required for their day to day social interaction. The abilities should range from the elementary to the higher or refined studies in accordance with the
attainments expected at different stages.

Grammatical and lexical items used for developing language abilities may vary from class to class.

The structural items (linguistic items) have been arranged in such a way that the earlier structure facilitate the learning of the later ones.

In order to make learning meaningful, situational, aural, oral and multi-skill approaches are recommended and a balanced development of all the four skills is envisaged. Due emphasis should be given to writing practice. Pupils should also be able to write compositions based on given outlines pertaining to different topics within the range of their experience.

The skill of reproduction, summarising and answering questions on the prescribed text books as well as unseen passages within the restricted vocabulary and structures should be developed.

In the teaching-learning process the realisation of larger goals of education contributing to socio-cultural entity, national unity, human values and scientific and rational outlook will be taken care of. The text-books will help this by including suitable lessons and poems in it.
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