"The Principal mark of genius is perfection and originality, the opening of new frontiers"

- Arthur Koestler
CHAPTER 1

CONCEPTUAL FRAME WORK
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CHAPTER - I

CONCEPTUAL FRAME WORK

1.1 INTRODUCTION

The whole life of students in the school constitutes curriculum and it plays an important role in the development of balanced personality of the students. Since curriculum is the totality of experiences of students and the experiences of each age group are different and curriculum is framed for each standard.

In the curriculum of high schools, languages like Tamil, Hindi, English and subjects like Social Sciences, Mathematics and Science are included. In Tamil Nadu, high school students learn Tamil and English in the State board schools but they learn Hindi along with Tamil and English in Matriculation schools, Central board of secondary education schools and Anglo-Indian schools.

The government of Tamil Nadu has revised the English syllabus to make education more meaningful, purposeful and joyful. To achieve this
objective, the subject matter has been designed in an interesting and informative manner including the use of different forms of writing like dialogues and narratives.

The lessons and poems selected for high schools are designed to deal thoroughly with the different aspects of language learning Viz., Listening, oral practice, reading comprehension, vocabulary expansion, usage and writing.

It is expected that exercises given in the text books of high schools are based on the materials used in the lessons. That is the theory which is to be made meaningful by using it in practical situations. This may be the case with the text books of different boards of education. Hence this study is undertaken to find out what differences and similarities are found in the contents of English curriculum in the State board, Matriculation board, Central board of secondary education and Anglo-Indian board.

1.2 THE SPREAD OF ENGLISH IN THE WORLD

English has grown from being the language of a small community in a small European offshore Island to a language used by the vast world wide
community as a medium of unique, international communication for a comparably wide range of purposes.

Communication is a permanent biological necessity and a precondition for our personal development as individuals and for our collective development as societies. Thus every language is uniquely important to those who possess the language as their mother tongue. In this respect all languages are equally important and precious. The impact of one's language is greater in the development of knowledge. The process of thinking which is the spring of knowledge in itself done through one's language. A small number of people engaged in widely ranging trade or negotiation, have had to learn to communicate with quite a range of other societies, speaking different languages. Of these different languages one or the other was preferred as the common communication medium for the reasons of cultural, commercial or political. The actual linguistic pecking order has changed from time to time. When Magna Carta was signed in 1215 not far from London, none of those present would ever have imagined that English would acquire such high value as it did later. The prospects for English were not much better in Shakespeare's time either. In 1582 Richard Mulcaster, who thought highly enough of the language to hope that there would one day be an English dictionary, nevertheless had to admit that our
English language is of small reach, it stretcheth no further than this land of ours and not over all.

1.3 DEVELOPMENT OF LINGUISTICS

The reach of other languages were greater and over the centuries there have been several that have been used for traffic across frontiers, whether for cultural, commercial or military purposes. French is an outstanding example of such a language. Spanish also developed an even more widespread role in the New World. Chinese character bears witness to the need for communication systems that transcend social, tribal, regional and temporal boundaries. Malay is the lingua franca of trade in South-East Asia, especially in the areas that are now Malaysia and Indonesia. In the Mediterranean and the middle East, it was Greek that fulfilled the role of international language. Latin survived until the fall of imperial Rome by becoming the language of the church and hence of virtually all education, culture and the learned professions. Until the vernacular languages had absorbed-especially during the renaissance of the sixteenth century – vast number of Latin words used in native languages.

Although Francis Bacon was a great writer of English prose, it was in Latin that he chose to write when laying the foundations for modern science.
in such works as the Novum Organum Scientiarum (1620). The triumphs in English of Shakespeare and his contemporaries had no faith in the stability or future reach of English. Isaac Newton published his great work on gravitation and the laws of motion in Latin. When the University of Ghent opened its doors for the first time in 1816, Latin was almost automatically adopted as the medium of instruction and so many great works were published in Latin. Latin has thus had a remarkable value over more than a millennium, without being the native language of those using it.

1.4 THE RISE OF ENGLISH

More recent, in the role of international language than French, Spanish, Arabic, Malay and Latin, has been the rise of English as an international language. The role of English has been vastly more widespread. It came to be used by non-native speakers addressing other non-native speakers. English was by far the leading language. English is used — as a medium of daily newspapers — as a medium of instruction in higher education — as a medium for external broadcasting — named as one of the official languages in the constitution of countries where it is not a native language. English is widely used in many other areas of mass interest. For example, English is more widely used in sports than any other language.
More pop songs are written in English and more films are made in English. Even in judiciously pluri-lingual organizations like the United Nations and the European community, English is used more frequently than any other language. In international conferences, whether scientific, commercial, cultural or philanthropic, such as world meetings of the great charities, it is usually English that is used more than any other language – and many such meetings agree on its exclusive use. Again most of the specialized and learned journals established in recent years are in English, regardless of the discipline, though this is especially true of the sciences and medicine.

1.5 ENGLISH THE LINGUA FRANCA

It is only with the help of knowledge of English we get information about the advancement taking place throughout the world. The United National Organisation has given English the status of being an official language.

Emphasizing the importance of the knowledge of English, The Radha Krishnan University Education commission observed, “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”.

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English is being learnt and used all over the world not out of any imposition but through realization that it has certain inherent advantages. Today the compulsion of learning English is no longer merely political but scientific and technological. No longer is English the language of Great Britain only, it is the language required by the world for greater understanding. It is the most of International languages “The Lingua Franca”.

F.G. French observes that it is only through this language that we have distilled essence of modern knowledge in all fields of human activity. Any one who can read English can keep in touch with the whole world without leaving his own house.

1.6 CULTURAL FACTORS

People are attracted to learn another language because of the access it provides to cultural resources. Latin was the vehicle of the classical and silver age literature of Rome and it became the chief languages of western Christianity. Arabic is the language of Islam and one of the few religions prevailing Christianity in its world spread.
The unsurpassed greatness of literature in English, from Chaucer to James Joyce and beyond is among the powerful incentives to learn English in every country on earth.

In explaining the 'small reach' of English in 1582, Mulcaster says, 'our state is no empire'. But within a few years, England began to establish settlements in the new world. Jameston in Virginia was settled in 1607 and the Plymouth colony in Massachusetts was founded in 1620 – these were small beginnings of what became the greatest single development in the historical spread of English. Between the time of Milton and that of Tennyson, the process went unbrokenly ahead, taking native English speakers to the other continents of the globe, to large parts of Africa, to Asia, especially the Indian subcontinent, to Australia and New Zealand to Hongkong, Hawaii and the Philippines.

1.7 ENGLISH THE MEDIUM OF INTERNATIONAL COMMUNICATION

The second half of the twentieth century saw the explosive growth of the need for an international language. And the need arose at a time when English already had a good deal of world currency on account of other
factors like being associated with power, being the vehicle of a valued culture and the hold critical mass of native speakers exercised, not just numerically but in their strategic location in every part of the globe.

The concept of neighbouring societies has been radically changed by rapid transport systems which enable us to move in ten or twelve hours to the remotest point of the terrestrial globe. Besides, information which could move only at the speed of its human bearer can now be moved instantaneously not only to any individual remote location, but to all remote locations simultaneously. The technological revolution in the means of communication has highlighted and magnified manifold the urgency of communication needs. Electronics and mass transport, along with the international commerce that they enjoin, make international communication on a massive and rapid scale of a social and economic necessity. In this sudden emergent need, the world has seized on English as the obvious language to fit the purpose.

Thus English is accepted for international communication. Lawrence Hilda considers that the kind of English which draws least attention to itself over the widest area and through the widest range of usage. The standard of English is determined and preserved to no small extent, by great printing
houses. Standard English is basically an ideal, a mode of expression that we seek, when we wish to communicate beyond our immediate community.

1.8 STATUS OF ENGLISH IN INDIA

1.8.1 THE HISTORICAL PERSPECTIVE

In terms of language and cultures, the Indian sub-continent may be said to be unique due to the magnitude of its plurality with respect to language and cultures. In ancient India languages like Sanskrit, Persian, Arabic and other vernacular tongues thrived and these languages were considered the languages of the learned and their status was high both from social and educational point of view.

The history of British colonization of India and the spread of English can be considered in three phases. Each phase is independent and all the three are important in understanding the diffusion and impact of English in the country. The first phase or the missionary phase was initiated around 1614 by the Christian missionaries.

During this phase English was independently imposed on the Indians by the foreigners. The second phase involved local demand and has been considered vital by some scholars who believed that the spread of English
was the result of the demand of the local people and their willingness to learn it. The prominent spokesmen for English were Raja Rammohan Roy and Rajunath Hari Navalkar. Their aim was to give instructions in English, since Sanskrit, Arabic and the Indian vernaculars did not allow young Indians to have access to the scientific knowledge of the west.

The third phase was a result of a controversy set off by the ideas of Raja Rammohan Roy about the Indian Education Policy. This phase began after 1765 and resulted in controversy over the merits of different educational systems for India. Two principal groups involved in the controversy were the anglicists and orientalists. The anglicists included Charles Grant, Lord Moria and T.B. Macaulay and the spokesman for the orientalists was H.T. Prinsep. In the beginning the colonial administration did not agree on a simple educational policy, but by 1835, the "Minute of Macaulay" was passed. The Minute proclaimed the need to form a subculture in India "a class who may be interpreters between us and the millions whom we govern, a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect". The Minute was given final approval by Lord William Bentick and an official resolution was passed. This resolution is rightly considered epoch-making and it eventually resulted in the establishment of English firmly as a medium of instruction.
and administration. Even after Macaulay’s Minute had been passed and adopted, the debate about the medium of instruction continued in various commissions and sub commissions.

Through the years, after many controversies and trials and errors, India has settled for the three-language formula which was introduced in 1960. The three-language formula was proposed with the hope that it would satisfy all the three language pressure groups—the pro-English group, the Pro-Hindi group and the pro-regional language group. The three-language formula includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in Hindi speaking areas and Hindi along with the regional language and English in the Non-Hindi speaking states.

English has entrenched itself irreversibly in India’s political, educational and social life. It plays an important role in various fields.

i) English is an official language of administration; the status of Associate official language of the union for an indefinite period has been granted by an act of parliament in 1963.

ii) English as the court language.

iii) English is the language of International trade and Industry.
iv) Important role in social life. The highly educated and sophisticated sections of our country find it more convenient to talk in English.

v) English is considered to be a window of the modern world.

vi) English is a link and library language.

1.8.2 PRESENT POSITION

The commission (Kothari Commission) has said that no student be considered to have qualified for a degree unless he has acquired a reasonable proficiency in English. According to this, the implications of this language are two-fold:

i) All teachers in higher education should be essentially bilingual. They should be able to teach in the regional language as well as in English.

ii) All students, particularly post-graduate students, should be able to follow lecturer and use learning materials in the regional languages as well as English.

Lachru (1985) describes three circles of English users in the world – the inner circle, the outer circle and the expanding circle.
The inner circle of users is the native speakers. The outer circle evolved during the early phases of the spread of English imperialism and the institutionalization of the language in non-native contexts. India is one such member of the outer circle. In India there are as many as 1652 languages and dialects. English acquired an important status in the language policies of our country.

The need for English in our country is determined by the modernization process on one hand and by social, linguistic and political tendencies on the other. Industrial economy, science and technology have taken great strides in the country. Work in these fields has been exclusively in English. The industrial and commercial set-up and educational pattern are such that the language through which the technical know how has reached zenith in the country has been English.

1.8.3 FUNCTIONS OF ENGLISH

In our country English has acquired four major functions—instrumental, regulative, interpersonal and innovative or creative. The instrumental function refers to the use of English as the medium of learning at various stages of education. As the language of the government and the administration, English performs a regulative function. The most important
role of English, however is to provide a code of communication to linguistically and culturally diverse groups for interpersonal communication. In this capacity, English has aided regulation and national mobility for a certain stratum of society. However its use in this role also symbolizes elitism, prestige and modernity and the opponents of English point out to this symbolism as an argument against the continued use of English. As a medium of expression of creativity to writers, poets and playwrights, English performs an innovative function.

Even after fifty years of independence, English continues to be the language of higher education, administration, diplomacy, trade, journalism and tourism. English serves as a test for recruitment to civil services, banking and high income jobs – professional and executive. Only a small percentage (about 15%) of the candidates appears for the civil service examination in Hindi, while the majority opts for English. English is seen as a language of opportunity. Its status as the most commonly used international language motivates people to learn it. More often, education is equated with the knowledge of English.

Channels of mass communication, the press, television, radio have adopted English, Hindi and the regional languages on parallel lines. The
English press has had a wide influence on public opinion and has provided a forum for the exchange of views among the members of the intelligentsia. English newspapers are published in twenty seven of India’s states and union territories and command the highest circulation. Fourteen percent of India’s scientific journals and 83% of the non-scientific journals are published in English. There is an increasing demand for English books. Indo-Anglican writing is becoming an accepted variety of English by a large number of Indian poets and novelists who have taken this language for their writing.

The main thrust of the writings in the English language press pertaining to the language issue is to support the continued pre-eminence of English over all other Indian languages, in modern Indian life. English represents the historical power of a national elite linked with the mobility aspirations of the country’s educated population which is distributed throughout every state of the country. The socio-political situation in the country has radically changed in the post-independence period but the national language issue has not as yet been resolved. Although members of the non-Hindi vernacular elite work assiduously towards reducing the importance of English in their own respective regions, they still wish to
retain it as the only link language. They do not wish to concede any ground to Hindi at the national level, not even as a second link language.

English is not a foreign language in India. It is usually designated as a national language along with indigenous ones. English is primarily a second language in India.

At this stage it is important to bring out clearly the meaning of terms second language and foreign language. The term second language has two meanings. First it refers to the chronology of language learning. A second language is any language acquired, later than the native language. Secondly the second language is used to refer to the level of language command in comparison with a primary or dominant language. In this sense, ‘second language’ indicates a lower level of actual or believed proficiency. Hence second also means weaker or secondary. In the past the term foreign language was most widely used in contrast to native language. In recent decades the term second language has been increasingly applied for all types of non-native language learning. A non-native language learnt and used within a country is a second language and a non-native language learnt and used with reference to a speech community outside national or territorial boundaries is a foreign language. A second language usually has official
status or a recognized function within a country which a foreign language has not.

The institutionalized variety of English used in India displays another peculiarity. Generally in the natural process of language acquisition, speech is picked up first and writing follows. But most people in India pick up writing skills before the speech skills. The first exposure to English for a majority of the educated population is the written word. For most of them the school and the text book are the only areas of exposure to the English language. Hence the phonetic patterns follow the orthography of English.

India is geographically distant from English speaking nations of the inner circle and this factor has serious implications of the learning and teaching of English in India. The religious beliefs, cultural patterns and political systems are quite different from the countries where English is a primary language. The sociolinguistic context of many languages and dialects afford students learning English as the advantage of approaching the language on the basis of their experience with different languages and varied exposure in their own environment but the diversity of language backgrounds complicates the teaching task in the classroom. Linguistic and cultural disparities between the mother tongue and the second language
English present a number of learning difficulties. The socio-cultural factors that affect motivation, the relative status of the first and second languages, the demands in society for the second language, the cultural values it is associated with and the political factors have to be considered while examining the problems of learning and teaching English in India.

1.9 OFFICIAL LANGUAGE POLICY

Curriculum development and the position of a particular language in it, emerge against the background of the language policy a government adopts for its society. The language policy determines the educational policy of the country. Mackey's interaction model placing language learning in its sociopolitical context, taken from fundamental concepts of language teaching is presented below:
MACKEY'S INTERACTION MODEL OF LANGUAGE LEARNING
TEACHING AND POLICY

M = Method and material variables: lexis, tapes, films
(for language teaching analysis, Part II)

T = Teaching variables: what the teacher does
(for language Teaching Analysis, Part III)
I = Instruction variables: what the learner elicits
S = Socio-cultural variables: what the environment does for the students
L = Learner variables: what the learner does to the society

The government is at the apex formulating the educational policy and the language policy. The educational policy subscribes to the language policy and this influences society. The language policy dictates the curriculum. The official language policy of India and its influence on the country's educational policy can be examined against the background of this theoretical model.

With the transference of power from the British to the Indians in 1947, many changes took place in the administrative sphere. The Constituent Assembly had to decide many issues while framing the constitution. The most crucial among them was the national language issue. The necessity of replacing English by an Indian language was felt. Hindi was the obvious choice, but it was not acceptable by the people belonging to Non-Hindi regions.
After a great deal of deliberation the Munshi-Ayyangar formula was tabled in the Constituent Assembly on 12th September, 1949 and after an acrimonious debate for three days, the provisions of the formula were incorporated in the Constitution of India, Under Articles 343 to 351.

The Constituent Assembly unanimously passed a resolution making Hindi the official language of the union. This was incorporated in Article 343 of the constitution. According to Article 343 (1) "the official language of the union shall be Hindi". Article 343 (2) states that for a period of fifteen years from 3H the commencement of this constitution, English language shall continue to be used for all purposes of the union for which it was being used before such commencement.

Under Article 345, "Until the legislature of the state otherwise provides by law, the English language shall continue to be used for those official purposes within the states for which it was being used immediately before the commencement of this Constitution". Article 346 says, "The language for the time being authorized for use in the union for official purposes shall be the official language for communication between one state and another state and between a state and the union". If two or more states agreed that the Hindi language should be the official language for
communication between such states, that language could be used. It was expected that by the end of fifteen years Hindi would be able to replace English.

Meanwhile, official language commissions were to be appointed every five years. The first commission was appointed in 1955 under the chairmanship of B.G. Kher. The commission was to make recommendations to the President of India regarding the following:

a) The progressive use of the Hindi language for the official purposes of the union.

b) Restrictions in the use of the English language for all or any of the official purposes of the union.

c) The language to be used for all or any of the purposes mentioned in Article 348 of the constitution.

d) The form of numerals to be used for any one or more specified purposes of the union.

e) Any other matter referred to the commission by the President as regards the official language of the union and the language for communication between the union and a state or between one state and another and their use. (Constitution of India)
Subsequently, a parliamentary committee was formed to look into the recommendations of the commission. But nothing effective was realized. During this period the use of Hindi in Government offices was permitted by issuance of presidential orders. Meanwhile, fears grew among the non-Hindi speaking groups that they would be at a disadvantage in relation to the Hindi knowing people if Hindi were to become the official language. To allay their fears the Government made reassurances that Hindi would not be imposed on them and that English would be continued as long as they wished it.

At the end of the fifteenth year period again Hindi was not found suitable for replacing English. To avoid a constitutional crisis the Official Language Act was passed in 1963 which extended the use of English beyond the fifteen year period. This provoked protests from the south and amendment to the act was passed in 1967 which provided for the continuance of English in addition to Hindi for all purposes of the union for which it was being used immediately before that day and for transaction of business in Parliament. This Amendment also laid down the following procedure to discontinue English. "English shall continue to be used till the legislatures of all" non-Hindi speaking states pass a resolution to the effect
that they want to discontinue English and further the resolution so passed is approved by each house of Parliament.

Thus the non-Hindi-speaking states were assured that English would never be withdrawn from the country. Nagaland and Meghalaya have adopted English as their official language and it can never be abolished in these states.

In 1976 official language rules were passed by the parliament. These rules enhanced the use of Hindi in Government offices and the offices owned and controlled by the Government. These statutes created a bilingual phase that is the use of Hindi and English simultaneously. Despite all these efforts English continues to enjoy a significant status. The states however, have been more successful in adopting the regional languages for official use. Most states conduct their administrative functions in the regional language choosing either Hindi or English as the link language with other states or the union. A few states have adopted stringent anti-English stands. In recent years there have been instances of linguistic conflicts.

The following observations can be made on the basis of the laws passed and practiced according to the Official Language Policy of the union and the states:
1) For a century and a half English has been the official language of the union and the states.

2) The Switchover to Hindi as the sole official language of the union has not yet been achieved and there are no signs of it taking place in the near future.

3) English has not been totally eliminated in any state. Hindi has not been accepted in the southern states.

4) The period for which English will continue to be “associate official language” has not been decided.

Though an official policy does give direction to the use of languages, it is the society which decides what language or languages are convenient for its functions. The pluralistic nature of Indian society has made it impossible to achieve a viable unanimity in the choice of any one language for its official purposes and until such time, English will continue to be the link language.

1.10 THE TEACHING OF ENGLISH IN INDIA

1.10.1 INTRODUCTION

The basic aim of teaching English, it is believed is to enable the student to develop skills of listening, speaking, reading and writing English.
It is while speaking and writing that the problem of intelligibility and acceptability arises. Correctness based on internationally accepted standards cannot be ignored by us, for today the compulsions of learning English in India arise not only out of political reasons, but also out of need to enhance knowledge, especially in science and technology. The teachers of English should therefore undertake the task of giving a sound knowledge of English to our students, keeping in mind a comprehensive view of the function of English today in India as well as the world. A student must be equipped not only to get information and knowledge from books written in English, but also have the ability to use the language for intelligent discussion and communication. So the student must learn English in a way that the sentences he produces, both written and spoken, must be clearly understood and must be adequate for the context.

It must be conceded that for a good study of any language, some study of the literature of that language is essential. Methods of teaching English as a second language and strategies for implementing those methods on a national scale are being developed in the Central Institute of English and Foreign Languages (CIEFL), Hyderabad and the state and regional institutes of English established in different parts of the country.
1.10.2 METHODS ADOPTED IN THE TEACHING OF ENGLISH

The teaching of English in India has gone through several phases:-

i) The classical Approach

In the beginning, the classical approach to the teaching of a second language prevalent was the grammar and translation method. Teachers used to translate English into the regional language and vice-versa for the benefit of pupils and drill the rules of grammar into them. The children gained command over comprehension and correct expression, because they knew the rules of grammar. English was the medium of teaching in secondary schools.

But it should be remembered that students were made to use the language constantly in the class room and in their homes which helped them to learn English. The rules of grammar also presented a norm to which they could refer when in doubt.

ii) The Direct Approach

The Direct Method of teaching English which advocates that the regional language should be completely avoided which replaced the classical
approach and prospered in schools where it was practiced well. However it
is reported that in a large majority of Indian schools, it was practiced with
disastrous results, because it was not implemented well. This happened
because teachers not certain of their own command over spoken English
were unable to use drills that would have ensured correct expression on the
part of the students. In the mean while, the rules of grammar had been
exiled from the class room because they were considered to be
accompaniments of a dead language. The direct method however did provide
for controlled and graded vocabulary.

iii) The structural approach

The structural approach which followed the direct method, brought in
another advantage based on linguistic research, namely the grading of
structures. But it did nothing to correct the initial deficiency, namely the
individual difference of the teacher which prevented him from training his
students for correct expression. This led many to believe that it may be
better to revive the grammar and translation method of teaching English in
our schools.
iv) The communicative approach

The latest trend in language teaching is the communicative approach. In this approach, the emphasis is on real language in use. Through such concepts as 'communicative' or 'functional' language teaching or 'communicative competence as a goal of language teaching theorists have attempted to bring into language teaching insights which they have derived from speech act theory, discourse analysis and the ethnography of communication. The communicative approach presents the second language in a more clearly specified social context and situation than the formal or the structural approach.

1.10.3 THE EXISTING EDUCATIONAL STRUCTURE

The existing educational structure of 10 + 2+ 3 is diagrammatically represented in the figure below. It was laid down in the National Policy on education, 1968 which reads. 'It will be advantageous to have broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10 + 2 pattern, the higher secondary state of two years being located in schools, colleges or both according to local conditions.
According to this pattern, the higher secondary stage of education, following the broad based general education at the secondary stage, comprises two years of diversified and vocational education. This pattern provides for specialization after 10 years of schooling and the secondary school final tenth standard occupies a very important position in one’s education.
EDUCATIONAL STRUCTURE IN INDIA

The report of the official language commission of 1956 pointed out that against the backdrop of the changed role of English in Independent India, it should be taught more as a language of ‘comprehension’ than as a literacy language. It stressed that English has to be taught in order 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. It should be “mainly a matter of understanding the basic grammar and structure of the language and there after, principally, a question of widening the vocabulary in the desired direction.

(Report C 1956: 78-79)

The report of the Educational Commission of 1964-66 under the chairmanship of D.S. Kothari conceded that while the goal is to adopt the regional languages for the media of education, English cannot be eliminated. In fact English as a library language would play a vital role in higher education. It further stated, “as long as prize posts in administration go to students who have a good command over English, it will not be surprising if a substantial proportion of students continue to prefer education through it”.

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The New Education policy of 1986 analysed the problems and prospects of Indian education at various levels. However the value of language in education was dealt with cursorily. There was only one paragraph devoted to the language issue in the policy document. This pertained to the failure of the three-language formula and the necessity of ensuring that language did not become a barrier to mobility in India. No further changes have been mentioned with reference to the use of English in education, implying that the status quo with all its complications would continue.

There was however a growing awareness among academicians and English teachers that the approach to the teaching of English should be more realistic. They realized that there was a pressing need to develop material suitable to the Indian education system to reorganize teaching programme in English both in literature and in language and to initiate co-operation among scholars and language specialists in Indian Universities. So that theoretical foundations for the teaching of English could be laid to make it goal-oriented and significant to the Indian linguistic, cultural and educational context. It was conceded that special attention would have to be given to the proper teaching of English, especially at the tenth standard and the higher secondary stage.
1.10.4 AIM OF TEACHING ENGLISH AT TENTH STANDARD LEVEL

The course is designed to give the students such competence in English as to enable them to comprehend spoken and written English in various learning situations, to communicate in simple modern English accurately and effectively and to be aware of the basic requirements of competitive examinations in the language.

Objectives

a) **Listening:** The course will enable the students to

   i) Listen with fair comprehension to English spoken clearly about ordinary topics;

   ii) Comprehend English, spoken clearly about a specialist topic of which the vocabulary is known.

   iii) Develop an interest in listening to speeches in English and viewing programmes of educative value in English.

b) **Speaking:** The students will be able to

   i) Make suitable responses, verbal and non-verbal, to utterances in simple and familiar English and to make short and simple contributions to a discussion.
ii) Read aloud original passages (e.g. a fully prepared report on a news item)

iii) Speak coherently.

c) **Reading:** The course will enable the students to

i) Understand the structure of information in a given text,

ii) Determine the role of the lexical structure in it (e.g. how synonyms contribute to the meaning of the text, why particular lexical choices make up the text, what the key-words have in the text),

iii) Develop rapid reading of easy texts,

iv) Acquire the habit of reading texts of general interest,

v) Prepare themselves for the reading of texts important to specialist studies.

d) **Writing:** The students will be able to,

i) Write simple pieces of English of general usefulness (e.g. letters of different kinds, telegraphic messages, reports etc).

ii) Write English for purposes of study (e.g. Note-making, summarizing, describing a process etc),

iii) Express an idea in a single paragraph of reasonable length,
iv) Compose an essay of about 200 words on a given topic of social/personal/scientific interest.

e) **Reference:** The students will be able to use their reference skills by
i) Looking up the meaning and various aspects of words in a dictionary,

ii) Finding out required information from an encyclopedia,

iii) Making notes on a given topic/theme with the help of library books.

f) **Appreciation:** The course will enable the students to
i) Develop their appreciation skills through a few poems within their range of language and experience,

ii) Comment on the ideas expressed in the selected poems given in the text book.

These objectives are basically common for all the boards and the course materials of every board have the objectives as main aims. A written examination is conducted at the end of the year by the boards.
1.10.4.1 PREFERENCE OF ENGLISH IN THE FOUR BOARDS

Introduction

English is taught in India as a second language as well as foreign language. In different states of India English is introduced from class VI and is compulsory up to degree level. But there is little uniformity regarding this language in school curriculum from state to state. The Kothari Commission recommended the three language formula which give rise to two types of English language at the school stage. First type is meant to learn English from class VI and the second type is that from class VIII which is to be learnt as a compulsory subject.

1.10.4.2 POSITION OF ENGLISH IN THE STATE BOARD

In the State board of Tamil Nadu English is a second language. The State board students are mostly Tamil (mother tongue) medium students and English is the only different subject for them. The curriculum framed in the tenth standard level is very simple when compared to the other boards. In this board English is taught as a compulsory subject even though many students face great problem in achieving success in the examination. The reason for this problem is that their medium of instruction is only Tamil and
very less importance is given to the English language which is treated as a subject.

Most of the State board schools are run by the government giving free education and as a result the strength of each and every class in this board is extremely high and for teaching a second language to a class of more than 50 students become strenuous and no individual attention can be paid to students. Lack of audio-visual aids like flash cards, tape recorder etc, also make the standard poor in this board. The topics included in the English book of this board are not challenging and oral work is very much neglected.

1.10.4.3 POSITION OF ENGLISH IN THE MATRICULATION BOARD

In the Matriculation board the medium of instruction of all the subjects is only English. This board has additional subjects like computer education, library work etc. The main aim of this board is shaping every student both in academics and in extra curricular activities. The school has grades from kindergarten to tenth with English as the medium of instruction. The curriculum of Matriculation schools concentrate on language, art, science, social studies and mathematics. The unique environment of most of the Matriculation schools with personalized interaction and co-operative
learning empowers the students’ competence. The students who belong to the parents who are transferred quite often prefer this board, since the same curriculum has been followed in all the Matriculation schools. Third language system is included in this board. The standard of this board is higher than the State board curriculum. The students who are studying in English medium right from the kindergarten prefer this board very much.

1.10.4.4 POSITION OF ENGLISH IN THE CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

Central board of secondary education got a common curriculum throughout India, which is highly preferred by the central government servants’ children. Moral value inculcation is more in this board. The curriculum is focused on child development and it aims at an all-round development of a child. The Central board of secondary education schools is called residential junior colleges and the individual placement in these schools extended to warm intellectual and personal relationship of the students to engage with the lively cultural currents of the country. Social responsibilities are taught and realized by the students. There is change in mark allotment also in this board. 20 marks out of 100 are given for aural oral skills. The students of this board gain an understanding of the literature, art, philosophy and so many in interrelated subjects to their curriculum.
This board gives best training for competitive examinations. Students have the chance to concentrate on specific, academic and research skills. This board is a highly standardised board preferred by the highly educated people.

1.10.4.5 POSITION OF ENGLISH IN THE ANGLO-INDIAN BOARD

Anglo-Indian board is specially constituted for Anglo-Indians, who are always regarded as Indians by virtue of being born in India. They were never accepted as Indians in India itself. They have the practice of living in isolation and within their own Anglo-Indian community in India. Hence the curriculum of this board is specially made for them. They have acquired a certain accent in speaking the English language mainly because they have to speak the regional language among Indians around them. The curriculum is suitably made for this purpose. Although their English is clear, it has a rhythm of the regional Indian language which gives a distinctive accent of the Anglo-Indian pronunciation which is reflected in this board. Qualified special education teachers are appointed in this board to make the objective possible in this board even though high percentage of multi cultural students is maximized here. Most Anglo-Indians immigrated to the western countries
for the better future and being the second land citizens of our country they prefer a separate curriculum for enrichment which is fulfilled in this board.

1.11 ORIGIN OF THE BOARDS

STATE BOARD

Prior to independence most of the Tamil medium schools were not flourished because of the dominance of English medium schools in India, which were affiliated to the Cambridge University Syndicate. Local language medium schools were minimized. After independence the local schools were taken care of by the state governments which are followed even now with a separate directorate which functions under the state government. These schools are called State board schools

MATRICULATION BOARD

In the year 1979 the Directorate felt that it was essential to nurture the talent of the students and the quality of education through well thought out syllabi, a committee was formulated and its members translated all the subjects of State board of books into English started from sixth standard onwards and administer students for English medium which was operated as a separate section in the State board schools itself. In the year 1986 the
members of the committee were called the members of the Matriculation board who implemented separate syllabi for the board which was functioned under state governments. Inspector of Matriculation Schools (IMS) is appointed in every district who has direct control on the schools. In the year 2001, a separate Directorate was started for Matriculation schools which are functioning under the state government.

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

Central board of secondary education was set up by a special resolution of Central government of India in 1929 with a specific responsibility of raising the standard of secondary education and making the services of the board available to various educational institutions in the country. During 1929 the board was named as the “Board of high School and Intermediate Education”.

The board witnessed rapid growth and expansion resulting in improved quality and standard. But with the advent of state universities and state boards in various parts of the country the jurisdiction of the board was confined only to Ajmer, Bhopal and Vindhya Pradesh later. As a result of this in 1952, the constitution of board was amended and extended to various territories and the board was given its present name “Central board of
secondary education”. It was in the year 1962 finally the board was reconstituted. The main objectives of this board are those of serving the educational institutions more effectively, to be responsible to the educational needs of those students whose parents were employed in the central government and had frequently transferable jobs. It is a self financing institute that manages all the financial requirements out of its own funds generated through collection of fees and sale materials brought out by the board.

ANGLO-INDIAN BOARD

Prior to independence most English medium schools in India were affiliated to the Cambridge University Syndicate to prepare students for the Senior Cambridge Overseas School Certificate Examination. After independence there arose in India a feeling that our students should not be doing a foreign examination but one indigenous to India. The Cambridge Syndicate was considering a proposal to hand over the examination to the Indian government. Mr. Frank Anthony, M.P. who had been a member of the constituent assembly of India and who as instrumental in drawing up our constitution, feared that the rights of English speaking children would be eroded. He met with Sir Ivor Jennings, Vice Chancellor of Cambridge
University and persuaded him to hand over the examination system to a body which would be formed under the control of the Inter-state board for Anglo-Indian education. The body formed for this purpose was the council for the Indian School Certificate Examination. Its initial shape consisted of representatives of the central government, of each state government, of the Inter-state board for Anglo-Indian education. Most of the schools in association were Christians and they have elected the members of the 'All India Association of Christian Schools'. Thus the Anglo-Indian board was flourished in India by Mr. Frank Anthony.

1.12 NEED FOR THE STUDY

English holds today the pride of place as a world language. In our country, English continues to be the official language at the centre. It is now an important link-language in a multi-lingual country like ours. English language continues to occupy a prominent place in our school curriculum. Curriculum analysis, methods of teaching, development of language skills and evaluation have all provided areas of investigation for research scholars in recent years. Studies on the resource unit in the curriculum reorganization were undertaken by some researchers. Report of a commission of a National Council of Teachers of English stated broad principles and gave many
illustrations leaving the teachers the job of determining curriculum materials in terms of the needs of youth, but curriculum comparison and evaluations of secondary education in English have been very few.

In India there are four major boards namely State board, Matriculation board, Central board of secondary education and Anglo-Indian board are giving education at the secondary level. The investigator feels that there is a rapid advancement of knowledge in these different boards of study. To make the curriculum updated and useful at the secondary level, the details of the advancement have to be incorporated in the syllabi. For at this level the advanced learning of English would be of help for their future specialization.

In the process of advancement of English the specialized areas like prose, poetry, grammar and non-detailed (supplementary) part like one act plays, stories, dramas, novels etc are to be compared. This comparison of various aspects of the special areas becomes very useful only if it is made to accommodate information on the developments.

Comparison is a recent scientific concept and more comprehensive than mere measurement. It takes into consideration qualitative and quantitative changes in the total being. Comparison is the assignment of symbols to phenomena in order to characterize the worth or value of a
phenomenon, usually with reference to some social, cultural or scientific standards.

In education it is a study designed to determine the effectiveness of instruction in respect of an individual, a group of children or the programme itself taking into account subjective opinion and qualitative changes as well as objectives and quantitative changes. It is not an extra chore imposed upon instruction distasteful task to be completed as quickly as possible. It is an integral part of the process of education to make teaching and learning more effective.

Comparison is a useful term helpful to designate a more comprehensive concept of measurement of different areas. Emphasis in measurement is upon a single aspect where as, the emphasis of comparison is useful in observing broader changes and major objectives of various educational programmes. These include not only subject achievements, but also attitudes, interests, ideal ways of thinking, work habits, personal and social adaptability.

A revised syllabus, new text books and a revised pattern of evaluation of students’ performance have been introduced in most states of India.
recently, in keeping with the latest education policy and recommendations of committees consisting of experts in the field of education.

All the boards' syllabi are revised and printed in the year 2001. The new syllabi of these boards aim at enabling the students to have the practical ability to communicate effectively in English both in speech and in writing. After the tenth stage the students have to select a subject for their life career and the ability to communicate in English is an added asset to the students. It was thought appropriate therefore to undertake a comparative study of the secondary boards of English education, to compare the objectives, syllabi, course materials and outcomes of the course, with the intention to shed light on design development and implementation of English education in these four boards.

1.13 SCOPE AND SIGNIFICANCE OF THE STUDY

The present study aims at comparing the tenth standard English curriculum of various boards like State board, Matriculation board, Central board of secondary education and Anglo-Indian board. The English syllabi of these four boards are compared to observe the quality of education in each board. It also hopes to compare the English text books both detailed and non-detailed which develop the language skills of listening, speaking,
reading and writing of the pupils of these four boards. The present study further aims at the analysis and comparison of the text books and course materials of the four boards, like prose, poetry, grammar and the non detailed portions like short stories, dramas, one act plays, novels, etc. Moreover the study aims on the analysis and comparison of Examination Pattern and evaluation system, analysis and comparison with respect to learning outcomes of these boards, and to compare and analyse the concept of standard in English in these boards.

1.14 STATEMENT OF THE PROBLEM

ANALYSIS OF ENGLISH CURRICULUM OF THE DIFFERENT STREAMS OF SECONDARY EDUCATION

It is hoped that this study will help to analyse all the components of the present curriculum of all the four boards and their utility in catering to the requirements of the society and also the development which it requires to make the curriculum of all the four boards a full-fledged one.
1.15 LIMITATIONS

There are certain limitations of this study.

The text books which are assigned in the syllabi of all the four boards only are taken for analysis.

The schools under these four boards are plenty in number throughout India. The English teachers handling tenth standard only are selected for analysis. An optimum level of 500 English teachers is selected from all the four boards covering 125 English teachers in each board. This optimum sample fulfilled the requirements of efficiency, representativeness, reliability and flexibility of the entire population of English teachers handling tenth standard in all the four boards.

1.16 CHAPTER WISE SCHEME

The chapters presented in this study cover the entire research analysis of the problem selected. The first chapter covers the conceptual frame work of English and its status in India. This chapter widely describes the official language policy of India. It also covers the methods adopted in the teaching of English, the existing educational structure and the aims of teaching
English at tenth standard level. Moreover this chapter describes the preference given to English by the four boards and the position of English in all these four boards.

The second chapter deals with the review of related literature. It focuses on the studies on the performance of English and the studies on methods of teaching English. It also focuses on the studies on correlations of English proficiency. It covers institutional research references, comparative studies on syllabus and text books.

The third chapter deals with the statement of the problem, objectives of the study, the procedure of the study, the sample taken for research analysis, the tools, scores, validity and reliability of the tools used in the research analysis.

The fourth chapter covers the analysis and interpretation of data. The comparison made under the contents of all the four boards like prose, poetry, grammar and supplementary readers are covered. Various skills in these boards are compared here. The chi-square and the rating scores are explained in this fourth chapter which is considered as the main chapter for this research analysis.
The last chapter is the summary and conclusion of the entire research analysis. The reports of comparison, the tools used and the participants of the comparison, the results of the data analysis are explained here. The implication of the study and the suggestions for further research is also given with a final conclusion.