CHAPTER ONE
Introduction and Background
1.0 PRELIMINARIES

This research project is concerned with an analysis of teaching and evaluation of Reading Comprehension at the Higher Secondary Level where English is a third language. This introductory chapter attempts to give a broad overview of the background to the study. It discusses the strategic importance of English in this age of globalization and communication and the relevance of reading in English. It makes a survey of the advent of English in India with special reference to Macaulay’s Minutes and attempts to define the status of English in its socio-academic framework. It also points out the objectives of teaching English in India in the past as well as in recent times. The chapter discusses the role of the teacher and the learner while stating the precise nature of the problem to be investigated, the objectives of the study and the methodology it would adopt. Thus, the introduction presents the broad framework of the study.

1.1 THE IMPORTANCE OF ENGLISH IN INDIA

English has now come to be recognized as a world phenomenon. It is estimated that approximately 1500 million
people in the world speak English. It can be said that English is now used by nearly a third of the world's population, and among the countries using English as an official language, India seems to be the largest. The use of English in India started as a historico-political accident but now has become an economic–academic reality. The need for English as a language of ‘opportunity’ and ‘development’ has been stressed by several educational commissions and expert bodies instituted to examine and define the role of English in India. These experts planned and organized the English curricula accordingly. The fact is that in India English is something more than a foreign language and something less than a second language. It has many more users and many more uses than a foreign language. The remarks of Professor Yardi seem pertinent in this context. He says:

Under the new scheme of education English has acquired the status of a third language in most states and Union Territories of India. In Maharashtra, for instance, which has adopted the scheme, Marathi, the regional language, is now $L_1$, Hindi the union language, is $L_2$ and English, the associate link language, is $L_3$ ... The terms, $L_1$, $L_2$ and $L_3$, and foreign languages are indicative of the range of uses to which languages are put in the life of a speech community... In Maharashtra for instance, three languages are taught at the secondary stage, viz., standards V to X, while at the Higher Secondary (now Junior College) stage only two languages are taught, English being the language at the latter stage. This does not mean
that in Maharashtra English is taught as L₃ at the secondary stage and L₂ at the Junior College stage. At both these stages English is taught as L₃, since the range of uses to which it is put in the life of the community, by and large, is now restricted [Yardi, 1994:11-12].

The question in the Indian context is whether English can be taught through second language teaching methodology when it has acquired the status of a third language. It is felt that second language teaching methodology will be inappropriate to the teaching of all the four skills in the emerging situation. The teaching of English, in fact, now should aim at developing the communication skills and for this recommendation made by the First Study Group [1967] is quite significant.

For the ‘lower level’ teaching will be ‘skill based’ with a distinct emphasis on Reading Comprehension, at the ‘higher level’ there should be greater emphasis on Written and Spoken English[31].

This is given further fillip by the teaching of English as a library language, which reiterates that the skill of reading should be developed and it is commonly accepted as the objective of teaching English in India.
1.2 STATEMENT OF THE PROBLEM

The primary aim of the present study is to make a critical assessment of the teaching and evaluation of Reading Comprehension at the Higher Secondary level. It also describes and analyses the strengths and limitations of the current English Teaching practices of the Junior College teachers. Since the opinions on which method is effective and which is not only tentative, the investigation had to be in the nature of a critical survey of teaching methods used by the Junior College teachers for teaching Reading Comprehension. There is a need for authentic information relating to the techniques of teaching Reading Comprehension in XI and XII classes, which will provide valuable cues to the syllabus / curriculum designers, teachers and educational authorities concerned with teaching English at the Higher Secondary level. ELT programme can be made more relevant and purposeful, mainly by refining teaching strategies in the light of this information.

1.2.1 METHOD OF RESEARCH

The researcher uses Survey Method and characteristics of survey method are discussed.
1.2.2 OBJECTIVES OF THE STUDY

The researcher decided to collect data about teaching Reading Comprehension in Aurangabad District with the following objectives:

i) To investigate teaching methods adopted by teachers of English at the Higher Secondary Level.

ii) To see whether the method adopted for teaching Reading is suitable.

iii) To investigate into the method of teaching Reading Comprehension.

iv) To survey the methods of teaching English language.

v) To suggest measures to adopt suitable teaching strategies.

1.2.3 HYPOTHESES OF THE STUDY

The present study adopts five hypotheses. They are as follows:

i) The methods of teaching English as a third language employed by teachers of English at Higher Secondary Level are not appropriate.

ii) Teaching of English is more examination oriented than objective based.
iii) Reading Comprehension of students in colleges of urban areas is higher than reading comprehension of students from rural areas.

iv) The performance of students depends on the coaching received from parents.

v) The performance of girls in reading comprehension test is better than that of the boys.

1.2.4 SELECTION OF POPULATION AND SAMPLE

Random sampling, Stratified or Quota sampling, Incidental sampling, Purposive sampling and steps in sample survey are discussed.

1.2.5 TOOLS FOR DATA COLLECTION

Questionnaire technique is used because it is supposed to be the most ‘flexible’ technique and a much better and effective tool in comparison with other traditional tools.

1.2.6 PREPARATION OF QUESTIONNAIRE

Two questionnaires were prepared. One was for the teachers of Higher Secondary section, the other for the students of English of Std. XII to collect information regarding personal and professional aspects.
1.2.7 PROCEDURE OF ADMINISTRATION OF

QUESTIONNAIRES

The questionnaires were sent to some selected Higher Secondary Schools and Junior Colleges of Aurangabad district. The researcher tried to contact the schools and colleges personally wherever it was possible. The Questionnaire was sent to remaining colleges by post. The questionnaires were collected during the year 2004-2005. The limitations of the problem of observation of the lessons by the researcher are also dealt with.

1.2.8 ANALYSIS AND INTERPRETATION OF DATA

The analysis of questionnaire for the English teachers of Higher Secondary level and students of Std. XII with interpretation of data and statistics is provided in a tabular form.

1.2.9 FINDINGS AND CONCLUSION

Findings, suggestions and testing of the hypotheses are dealt with at the end.

Researches and experiments have shown that no method can be intrinsically good or bad. The efficacy of a teaching method is, in the first place, related to the objectives of the teaching; the teacher who handles it; and lastly, the learner – his motivation for and attitude to the learning of English.
1.3 THE ADVENT OF ENGLISH IN INDIA: MACAULAY'S MINUTES – A HISTORICAL PERSPECTIVE

To trace the beginnings of English in India it is necessary to cast a glance at the milestones that led English to occupy a prominent place in the curriculum during the pre-independence period.

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 especially 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 the minds. John Clarke Marshman [1794-1877] the editor of the earliest Bengali newspaper ‘Samachar Darpan’, which was founded by Raja Ram Mohan Roy, opined, "We had just lost America from our own folly in having allowed the establishment of schools and colleges and
that it would not do us to repeat the same act of folly in regard to India" [Cited in Chatterjee, 1976: 113].

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 orientalists were keen on Indianization of education and wanted to avoid conflict of civilization and synthesis of two civilizations. But they were misunderstood and were branded 'Obscurantist'.

The Government of India was by no means anxious to force the study of English on Indians. In fact there were influential members of the General Committee of Public Instruction who were deadly opposed to the introduction of English in India, as if it would have been a sacrilege. The idea of Warren Hastings, that it was the duty of the British to keep alive the flame of Sanskrit and Arabic-Persian learning, dominated the educational policy of the Government of India. The credit of raising the issue of English, as possible alternative, goes to Charles Grant, a servant of the Company in India, and afterwards a Director and Member of Parliament. As far back as 1792 in a treatise he pleaded strongly in favour of the English language as the vehicle
for imparting western ideas. At the time of renewing the Charter of the Company he made an attempt to introduce a clause to encourage missionaries and schoolmasters from England, but the Board of Directors resisted it. It was not till 1813 that the East India Company Act provided that “a sum of not less than one lakh of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of learned natives of India” [Clive and Pinney, 1972: 238]. It was an auspicious beginning and then began a new chapter in the history of India, which was to lead India to the high road of freedom. In the meantime the ideas of Charles Grant were gathering some momentum. The General Committee of Public Instruction was prepared, in their Note of 6th October 1823, to introduce in the Hindu college new subjects like Mechanics, Hydrostatics, Optics, Electricity, Astronomy, Chemistry. Once these subjects were introduced the question inevitably arose in what language they had to be taught. Sanskrit and Persian or Arabic were out of question, and no Indian vernacular had books in these subjects. While the English officers were humming and hawing with their characteristic caution, India herself produced in Raja Ram Mohan Roy an intrepid champion of the New Learning. His letter to Lord
Amherst, dated 11th December 1823 is a classic in itself. When it was proposed to establish a Sanskrit School in Calcutta, Roy wrote to Lord Amherst:

...When this Seminary of learning was proposed, we understand that the Government in England had ordered a considerable sum of money to be annually devoted to the instruction of its Indian subjects. We were filled with sanguine hopes that this sum would be laid out in employing European Gentlemen of talents an education to instruct the natives of India in Mathematics, Natural Philosophy, Chemistry, Anatomy and other useful Sciences, which the Nations of Europe have carried to a degree of perfection, that has raised them above the inhabitants of the other parts of the world.

Criticizing the Sanskrit education, Roy further says,

We now find that the government is establishing a Sanskrit school under Hindu Pandits to impart such knowledge as is clearly current in India. This Seminary, [similar in character to those which existed in Europe before the time of Lord Bacon] can only be expected to load the minds of youth with grammatical niceties and metaphysical distinctions of little or no practicable use to the possessors or to society. The pupils will then acquire what was known two thousand years ago, with the addition of vain and empty subtleties since produced by speculative men, such as is already commonly taught in all parts of India.

If it had been intended to keep the British nation in ignorance of real knowledge, the Baconian philosophy would not have been allowed to displace the system of the school men, which was the best calculated to perpetuate ignorance. In the same manner the Sanskrit system of education would be the best calculated to keep this country in darkness, if such had been the policy of the British
Legislature. But as the improvement of the native population is the object of the Government, it will consequently promote a more liberal and enlightened system of instruction, embracing mathematics, natural philosophy, chemistry and anatomy, with other useful sciences which may be accomplished with the sum proposed by employing a few gentlemen of talents and learning educated in Europe, and providing a college furnished with necessary books, instruments and other apparatus [Cited in Wadia, 1954: 6-7].

This historic letter of Raja Ram Mohan Roy marks him out as the Prophet of New India. Chatterjee while discussing the role of Raja Ram Mohan Roy in this regard observes:

Ram Mohan 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 men from obscurantism and barbarous superstitions [1976:16].

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

... He proved that a synthesis of Eastern and Western culture 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 [1974: 13].
Gradually English education became an irresistible force. Till 1835 the government policy was to support the existing oriental institutions. However the Anglicist cause was rapidly gaining ground. The support of the body of English educated natives led by persons like Ram Mohan Roy and the foundation of Hindu college was 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 or any natural subject of – His Majesty’s resident therein, shall by reason only of his religion, place of birth, descent, colour or any of them, be disabled from holding any place, office or employment under the said company [Cited in Rawat, 1970: 152].

The Charter increased the education grants from 10,000 to 100,000 and the Government of Bengal province of British India authorized 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 Instructions, 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 wholehearted 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 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 for all" [1976: 24]. The Minutes gave a definite swing to English. Chatterjee prefers to call 1835, the year in which Macaulay wrote his Minutes as 'The year of inauguration of the era of English Education' [Ibid]. The Minutes had a far-reaching effect on the educational policy in India. While emphasizing the importance of Macaulay's Minutes, 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 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 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 [Cited in Frankey, 1964:202].

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.

The Governor Lord William Bentinck approved Macaulay's Minutes in his Minutes 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 year 1835 was the turning point in the history of Indian education. Three kinds of schools existed at that time: vernacular schools, missionary schools teaching in English and vernaculars and government [Company] schools teaching in English or the vernacular language. These schools achieved remarkable success in their 'anglicizing' policy though the Company Directors wanted to promote only Oriental Education [Sanskrit and Arabic]. The members of the Committee of Public Instruction were personally
inclined to encourage Oriental Education but Macaulay tipped the balance of Anglicists. As legal Member of Council, Macaulay presented his famous Minutes on Indian education on Feb 2, 1835. Macaulay strongly held that Science education was possible through English and not through Sanskrit or Arabic.

He argued that the term 'learned native' in the Legislative Act of 1813 meant learned in Sanskrit or Arabic and in English. Macaulay felt English was the right choice:

*We have to educate a people who cannot at present be educated by means of their mother tongue. We must teach them some foreign language. The claim of own language is hardly necessary to recapitulate. It stands prominent even among the languages of the West. Whoever knows that language has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created [Clive and Pinney, 1972:241-2].*

Macaulay was quite aware of the fact that the majority of the masses did not know both Arabic and Sanskrit. The learning of Arabic and Sanskrit did not enable the learner to earn his bread. On the contrary the Government had to pay the students for learning these languages. He pointed out this fact:

*The people of India do not require to be paid for eating rice when they are hungry, or for wearing woolen-cloth in the cold season. The children who learn their letters and a little elementary arithmetic from the village schoolmaster are not paid by him.*
He is paid for teaching them. Why, then, is it necessary to pay people to learn Sanskrit and Arabic? Evidently because it is universally felt that the Sanskrit and Arabic are languages, the knowledge of which does not compensate for the trouble of acquiring them [Ibid.:245].

He appealed to the orientalists not to enforce the mock-learning which the Indians nauseated. He pointed out that money, which ought not to be given for the propagation of truth, was being lavished on false taste and false philosophy.

Macaulay knew several natives who were quite competent to discuss political or scientific questions with fluency and precision in the English language. He also pointed out that many Hindus could express themselves in English with such felicity and correctness that even the English men could not. According to him English was not so difficult to a Hindu as Greek was to an English man. He felt that less than half the time which enables an English youth to read Herodotus and Sophocles ought to enable a Hindu to read Hume and Milton [Ibid.:249].

While emphasizing the need of English education for the betterment of Indian society, Macaulay made no pretensions to hide the imperialistic designs. He stated, "It is impossible for us, with a limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may
be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour but English in taste, in opinions, in morals and in intellect” [Ibid].

The decision that English should be taught was further endorsed by Lord William Bentinck and Lord Auckland who diverted all funds to the development of English education. On 7th March 1835 the Government issued their Resolution embodying Macaulay’s policy. Within twenty years of Macaulay’s Minutes, on 19th July, 1854 came the famous despatch of Sir Charles Wood to the Court of Directors, who transmitted it to the Governor – General. It has been well described as the Magna Charta of English Education in India, for it led to the foundation of the universities in India, which in spite of their weaknesses have made the India of today free and independent, pulsating with a new life. The Wood Despatch of 1854 made it clear that it was neither their aim nor their intention to substitute English for the vernaculars. But with the founding of Raja Ram Mohan Roy’s Hindu College and Duff’s English College, a missionary institution, at Calcutta in 1830, English became more popular and its social value increased manifold. So the damage had been done to the vernaculars much before the Wood Despatch and this state of affairs continued after the Wood’s Despatch.
Meanwhile a national consciousness was aroused in the country and the attitude towards western civilization had been not only critical but also hostile at times. The Indian National Congress, which was founded in 1855, raised the slogan 'India for Indians'. Religious nationalism was also inspired and especially Hinduism was greatly affected by the three distinct religious movements viz: Arya Samaj [1875], Theosophical Society [1878] and Radhakrishna Mission [1897]. People started questioning the superiority of European culture. Education naturally formed an important part of all the national movements and political minded people began questioning the nature of education in the context of national needs. Gokhale, Tilak, Gandhiji, 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 Noorullah write: "Here the most uncompromising opposition to English came from Mahatma Gandhi 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" [1974:302]. Jain quotes the following lines 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 cancer has so entered 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" [1969:44].

In 1921, with the introduction of diarchy at the provincial level, 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 greatest achievements of this period of transition was large-scale adoption of modern Indian languages as the medium of instruction. English was to be continued as the medium of instruction mainly because:

1. English was the sole medium of instruction at the university stage and the secondary stage was considered as an appendage to the university course. The medium of examination of government competitive examinations continued to be English and a person with good command of English generally had greater chance of success in such an examination, in securing employment under government than one without such a
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 enthusiasm and indifference on the part of the government. English had come to occupy the place of compulsory second language in the curriculum.

India attained Independence in 1947 and the movement for the replacement of English by an Indian language began to gather momentum, particularly after 1930. 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. There were many who believed that English should quit with the English people. There were others who felt that if the study of English was removed in 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 realizing the complexity of the language problem recommended that;

   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 the growing

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 would 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. He said; "It is patent to me that this manpower 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 an arguable matter that the scientific and technological training has to be given in English" [Cited in Menon and Patel, 1969:5].

The Secondary Education Commission [1952-53] reiterated the arguments discussed by the University Education Commission while pleading the cause of English. It also lauded the part, which
English played in raising Indian morale in the international field. It emphasized the importance of English and held the view:

Under present conditions and taking due note of the development of regional languages and official language at the centre, 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 compulsory subject of study in secondary school beginning from the middle school stage [Secondary Education Commission Report, 1952-53:12].

In June 1955, under the chairmanship of B.G. Kher, Indian government appointed an Official Language Commission. The Commission stressed the need for the teaching of English principally as a language of comprehension. So to develop in the students learning as a faculty for comprehending writings in English language more especially those related to the subject matter of their specialized fields of study [Official Language Commission, 1956:57]. The Kunzru 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" [1965: 8-9].

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There has been no agreement so far among the various authorities regarding the appropriate medium of instruction in the universities. This has a demoralizing effect on schools and colleges. In several states English was taught at a very late stage with the result that the student's understanding of English was inadequate. Thus 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 in spite of English being the medium of instruction and examination there" [1965:8].

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 because their knowledge of English was not up to the mark. So the Central Advisory Board of Education 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 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 criticize it as it is possible to criticize any formula that you might evolve but it is a good formula keeping in view most of the aspects 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" [Cited in CIEFL Bulletin, 1963:5]. 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 region 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 of 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 is 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 situation was made worse by defective planning and by half hearted way in which the formula was implemented [1970:333].

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.

In 1965 the constitution had given a lease of 15 years for the continuation of English as an official language. Pandit Jawaharlal Nehru had given a statement in the Lok Sabha. "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". Lal Bahadur Shastri in Prime Minister's Broadcast to the Nation on 11th February 1965 added: "These were the assurances 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" [Report of the Study Group, 1967: 262].

The last authoritative statement on the subject of English was made by the Education Commission [1964-66]. The Commission made repeated references to English as a 'library language'. The Commission generally endorsed the National Integration Council's recommendation about the use of regional language as medium of education as a matter of profound importance for national integration and it suggested that:

The UGC 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 [Cited in Datta, 1967: 76-7].
The Congress Working Committee on September 2, 1967 accepted the decision regarding language policy taken by the Committee in June 1965. It was decided that Hindi would be the link language in India but the government would bring forward legislation in terms of Nehru's assurance to continue the use of English as long as necessary. The Kunzru 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 [Report of First Study Group, 1967:3].

The Second 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 University, its share in the time tables and its contribution to the teaching of other subjects form a part of problem which has become increasingly important as well as controversial with the passage of time [Report of Second Study Group, 1971:5].

These views stirred fresh thinking among the educational authorities, language planners and pedagogues [teachers] on the problems of teaching English at different academic stages in schools and colleges. The teacher of English is now being trained to aim at developing in the students the communication skills.
1.4 **ENGLISH AS AN INTERNATIONAL LANGUAGE**

English is one of the major languages of the world. The importance of English as an international language can be judged from the fact that there is no country in the world where a speaker of English cannot be understood. In the words of F.G. French, "No language ancient or modern can be compared with English in number of geographical distribution of the homes, factories and offices in which the language is spoken, written or read" [Cited in Pahuja, 2001: 2]. Even in countries like Japan, China and Russia where the native languages served the purpose in every sector [also in medicine, science and technology] today English has established its own position. The indisputable position of English in science and technology has further contributed to its worldwide acceptance.

English is a language of international politics. It is one of the six official languages of the U.N.O. It is also the link language of the Commonwealth countries. It is the language of international trade and industry. Commercial correspondence among various nations of the world is conducted in English. It is the language of cultural give and take. It is indeed the most potent repository of world culture. English has enabled the exchange of teachers and students in different parts of the world. It would not be wrong to
say that English has opened worldwide opportunities for employment. It is the language of the international labour market. Knowing English enables to work more or less in the whole world.

English dominates international popular culture and is prominent in the everyday public life of many countries where it is not a primary language. It is the lingua franca of airports and major hotels, of civil aviation and the shipping lines? It is the leading language of science, medicine, technology and academic publication – and its U.S. variety, utterly dominates computer hardware, software, networking, e-mail and the vast creative chaos of cyber space [McArthur, 1998: 38].

The most surprising thing is that English is also used as a decorative language. It is used on jackets, school bags, stationery items which makes them attractive and enhances their value. The means of transportation like trucks and lorries are also found carrying messages in English. Many countries have road- signs in English.

English is also called a killer language. There is a belief that because of English the lesser languages are fading out. Today we can see that several lesser languages and dialects are disappearing and their speakers are switching over to the regional languages. Though the English language is not directly
responsible for the threat to global diversity, yet it is intimately connected with the processes of economic globalization.

A language achieves a genuinely global status when it develops a special role that it is recognized in every country [Crystal, 1998:2]. For some people English is a world language because of its planetary reach. Others give it the status of an International language by accepting the role of other languages and denying the total dominance of the English language. It is often called a global language because of the buzzword status of global and globalization.

Today English is not a single language and there is a lot of diversity within the English language complex. Some linguists present this diversity chronologically keeping the time factor in mind. McArthur [1998: 83] calls it a container model because in it English has been closed off from all other languages and certain aspects of its own. It has no synchronic implications.

The recent trend has been that of differentiating of English based on the geopolitics of English. The British linguist Peter Strevens uses the map – and – branch model, which has both synchronic and diachronic implications. Strevens divides English into a British English Branch and an American English Branch. Further the British English has daughters in Africa, the Caribbean,
South Asia, and Australia, and American English in the Caribbean and Asia [Ibid.: 95].

McArthur has founded his circle of World English. It shows a wheel with hub, spokes, and rim. The hub is called World Standard English, within an encircling band of regional varieties, such as the standard and other forms of African English, American English, Canadian English and Irish English. Beyond these, but linked to them by spokes marking off eight regions of the world, is a crowded fringe of sub-varieties such as Aboriginal English, Black English Vernacular, Gullah, Jamaican Nation Language, Krio, Singapore English, and Ulster Scots [Ibid:95-7].

Braj Kachru’s three concentric circles of English model describes the global distribution of English as a Native Language [ENL], English as Second Language [ESL] and English as a Foreign Language [EFL]. It is a set of three contiguous ovals rising one above the other out of smaller unlabelled ovals belonging presumably to the past. The first and the lowest labeled oval is the Inner Circle, which represents the ENL territories containing the U.S., the U.K., Canada, Australia and New Zealand. The second and larger oval is the Outer Circle, which represents the ESL territories containing postcolonial English-using countries. The third and largest oval, the Expanding Circle,
holds the rest of the world [EFL]. Population statistics are provided for the countries within each oval, adding a demographic dimension [Ibid: 97-8].

Lester [1978: 6-14] says that International English is a contact language made up of contact languages. It has a definable common core educated norm sufficient for sophisticated communication between speakers of different native languages. It doesn't aim at the impossible – acquiring fluency like the native speaker. It provides a more legitimate status for the non-native teacher of English. As long as native speaker competence is the goal, the non-native teacher is always in a self – depreciating position. On shifting the focus to International English, the teacher is in a much more confident position of teaching English.

The role of English as a language of international communication is being emphasized and the idea that English belongs to everyone who speaks it has been steadily gaining ground. With the advance of English as a world language, the whole idea of 'native speaker' has become a myth. In its emerging role as a world language, English has no native speakers. For Rajagopalan [2004:112] World English is a linguistic phenomenon that is all together sui generis. It defies our time-honoured view of language which is structured around the unargued assumption
that every natural language is typically spoken by a community of native speakers, and exceptionally, or marginally by a group of non-natives. Previously the aim of learning English was to be able to communicate with the so-called native speakers of English. Today that is not the case. The vast majority of English learners around the world have no wish to detach themselves from their own cultural and national identity and form a new identity with the people and culture of a specific English speaking country. The great advantage of World English is that it is not identified with a single country.

The native is no longer a model speaker of World English. Rajagopalan thinks that communicative competence in World English is in large measure of an inter lingual or even multilingual nature. A person unable to cope with the Punjabi or Greek accent of the waiter or the taxi driver is communicatively deficient and ill equipped to that very extent. It is World English at work, whether we like it or not. Hence we should be able to communicate as well as understand what the other speakers of English say. Rajagopalan rings the alarm that the day may not be all that far off, when the native speakers of English may need to take crash courses in World English in order to cope with the demands of an increasingly competitive world market. A columnist, [Cited in
Countinho, 2001:10], has wisely put it, 'he knows not English who only English knows'. The words of Quirk seem to be most appropriate to express the status of English in the world. According to him English is, "a language – the language – on which the sun does not set, whose users never sleep" [Cited in McArthur, 1998:xiv].

1.5 STATUS OF ENGLISH IN INDIA

India is a multilingual country. There are as many as 1,652 languages and dialects, which are spoken in India. These languages belong to the Indo- Aryan, Dravidian and Indo-European families of languages. Out of these only 33 languages are spoken by a lakh or so people. The constitution of India recognizes 18 major languages, which are specified in the Eighth Schedule to the constitution. Hindi, which belongs to the Indo-Aryan family of languages, is the official language of India. It is not acceptable to the people of South India who speak the Dravidian languages. The Indian sub-continent is divided into several states on the basis of geographical as well as linguistic features. Every region has its own language with several dialects. India, being a multilingual and multicultural country, English is required to play the role of a ‘lingua franca’ in the context of inter-state mobility.
and communication. The differences in the languages are so acute that it makes communication very difficult within the same country. Given the linguistic diversity and the problem of communication in India, English serves the purpose of a link language in India. English is spoken and understood by many people belonging to different linguistic communities. Hence a Punjabi person is able to communicate with a Tamil person. Had English not been there, this link between diverse linguistic communities would not have been possible. Hence the importance of English in India. Bearing this in mind the Government of India has not regarded English as a foreign language. The founding of the Central Institute of English and Foreign Languages at Hyderabad is ample proof of the Indian Government's policy. On the contrary the Government of India has given English the status of an associate official language. The Government of India framed its language policy in consideration of the recommendations of different commissions appointed by Central Government from time to time. All these commissions have recommended learning of English as a second language or a third language. This has been incorporated in the New Education Policy 1986 which is implemented by all State Governments and Union Territories except UP and Bihar.
Subsequently, the Action Plan, 1992, embodying the pattern of 10+2+3 was introduced. It is English, thus, that has enabled India to emerge as a nation rather than a cluster of provincial states.

The phenomenal popularity of English can be seen in every town and city. The poor are desperate to ensure that their children learn it in school because it represents a passport to jobs and prosperity.

1.5.1 ENGLISH AS A LIBRARY LANGUAGE

Perhaps the most important role that English has to play in India today is that of a library language. The Indian Education Commission [1964-66] popularly known as Kothari Commission has thus underlined its importance:

No student should be awarded a university degree unless he has acquired some proficiency in English. This is as it should be, for English can be rightly regarded as the key to the storehouse of knowledge. Books on all branches of knowledge are available in English. Besides, more than 60 percent of the world's technical journals, newspapers, periodicals etc. are published in English. It might be possible to translate some of the books into the regional languages of the country, but even the richest country with the most sophisticated translating machine can ever hope to cope with the ever-growing knowledge that is being spread through these publications. Therefore, to keep themselves abreast of the latest developments in the field of science and technology our students will have to acquire a reasonable amount of proficiency in English [1964:16].
This seems to be in line with the Radhakrishnan Commission’s recommendation which also emphasises on the indispensability of English:

English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of dark curtain of ignorance. Our students who are undergoing training at schools, which will admit either to university or vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors [1948: 262].

1.5.2 ENGLISH AS A LINK LANGUAGE

English is a link language within India as well as it serves the same purpose for India at the international level. It is responsible for our contacts with the outside world. Today in the age of globalization no country can afford to remain isolated. Every nation requires political, economic and cultural link with the rest of the world. English is the best medium for international business, politics and a means for contact with Western thought and culture. Today at any cost India cannot afford to dispense with English. English can be used to communicate not only with members of a large number of English speaking communities, but
also as 'lingua franca' with people from innumerable other cultures.

The Indian Education Commission [1964-66], has also recommended the continuance of English in the interest of the national integration and for higher academic work. It is therefore apparent that English must continue as international language for quite some time to come [Yardi, 1978:13]. The following comments of Mrs. Jane Johnson, wife of former representative of the British Council of India has neatly summed up the situation: 'Perhaps the French might have ruled India and the unifying language of India might have been French, but in the event it was English which became the means of communication not only in India but with the outside world, but of Indians from the different parts of India [Cited in Pamphlet of the Ministry of Information Broadcasting, 1956:7].

Furthermore, Mr. Morarji Desai confirmed it when he said in Delhi to Mr. Challaghan [The then British Prime Minister] "We will not deny to ourselves the practical as well as cultural benefits of familiarity with English, this most eloquent and popular of languages" [Cited in The Illustrated Weekly of India, 1978:17].
1.5.3 ENGLISH AS A WINDOW ON MODERN WORLD
OF SCIENCE AND TECHNOLOGY

It is only with the help of the knowledge of English that we get information about the advancement taking place throughout the world. Emphasizing the importance of the knowledge of English, Radhakrishnan Commission had observed: "It [English] is a language which is rich in literature. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge" [Cited in Pahuja, 1995:6]. This concurs with the views of F.G.French who opines 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" [Ibid.: 6]. The English language brings to us, as no Indian language can at the present moment, the latest information from every part of the world. It contributes to economic and social advancement. It is the main means of access to high-tech communication and information. It is a key to economic opportunity. In this sense the English teacher by definition is an agent of technological progress, of cultural awakening, and of international understanding. English is a highly
developed language that is best suited for our industrial and scientific progress. Lederer [1990:11] points that half of the world’s books are written in English, and the majority of the international telephone calls are made in English. English is the language of over sixty percent of the world’s radio programme. More than seventy percent of international mail is written and addressed in English, and eighty percent of all computer text is stored in English.

The accelerating progress in the field of science and technology has transformed the industrial, agrarian and commercial sense of the world. Due to faster means of communication and transportation, the distance is being annihilated and the world is rapidly shrinking. This has increased the possibility of the world having one common lingua franca, the status which English has already started enjoying due to its widespread usage throughout the world. Students with access to the World Wide Web have access to text in English on any subject that interests them or that is relevant to their own professional and personal needs. Not only that, but they can listen to English on satellite TV or on video or DVD. Learners can also use their
English productively through e-mail and chat rooms and through easier and cheaper phone connections. Truly, English is a window on the world of science and technology.

From the above discussion it becomes clear that English helps us, keep in touch with the world’s ever-increasing explosion of knowledge and technological advancement, which is an important factor for a developing country like India. If we just look up at space technology we can find that without adequate knowledge of English we cannot understand and absorb the developments in the field. Any attempt of translating technology will have an adverse effect on the Indian space programme which will come to a stand-still in the absence of English educated scientists, technicians and engineers.

For bringing about revolutionary changes in various fields such as that of agriculture, medicines, industry, transport, telecommunication etc. it is essential for us to be in touch with the outside world and it is possible only with an adequate knowledge of English. It is only through English that we can bring various scientific discoveries to our country.
English is very rich in scientific and technical knowledge and so the knowledge of English is the only means of preventing our isolation from the world. Discarding English will amount to closing a window on the world of technology. This will put a brake on the forward momentum of progress, not only that, but this will also reverse the progress, so much so, that it will not be possible to catch up with the developed world. It is not possible to think of taking India into 21st century without capitalizing on English. The study of English will continue in our country for the progress of the country.

1.5.4 ENGLISH AS A LANGUAGE OF CENTRAL ADMINISTRATION, LAW AND MASS COMMUNICATION

The Indian law today in letter and spirit is rooted in the English language and English tradition. For the purpose of good administration it is very essential that the laws be well notified to the people concerned. This can be achieved only through the language spoken by the people concerned. At the outset of their regime the Britishers too, like the Moguls, carried on this administration through Persian. It was only gradually as English came to be more and more studied and understood that it was
employed for administrative purposes. But even if all the original laws and decrees were written in English, notices and notification especially in outlying districts and talukas appeared in regional languages.

According to Wadia [1954: 73] the most crowning achievement of the British has been in the realm of law and with the possible exception of the ancient Romans the world has not seen greater lawmakers than the British. Even Mahatma Gandhi, who was not particularly enamoured of things Western, was constrained to describe the high courts as the finest gift of the British to India. The British law has clarity of expression, impartiality in interpretation and rigidity in execution. The British lawyers and their Indian counterparts have been most concerned with the development of Constitutional Law. The Indian lawyers who had also been political leaders from the earliest days of the Indian National Congress and who had studied law in England maintained the spirit and the high traditions of English law-courts. That spirit in the course of time passed on to the lawyers who had never crossed the frontiers of India, but who imbibed in full the training and the atmosphere of British law.

Before the introduction of the British law the Indian society was based on an aristocratic principle where the law tended to
look upon the status of the people rather than on them as human individual. The Hindu society itself was based on caste implying that some people were superior to others. But the Rule of Law by the British brought the nobleman and peasant on the same level and looked upon them both with an even eye. It spelled something new in the old socially caste-ridden and politically feudal India.

The most interesting part of British Law is the Constitutional Law. It gave the Indians a new insight into their rights as human beings. Indians who talk of patriotism as something to be manifested in ways purely Indian, forget how monarchy, which was the Indian political institution for centuries, had been killed practically overnight and its place had been taken by a Republican Constitution. Many patriotic Indian lawyers have attacked the use of English language in free India and so many other things Western. But it is noteworthy that no lawyer has attacked the legal system in existence.

To do away with English in the law courts might not be easy. There are many legal maxims derived from Roman law e.g. *ignoratio legis non-excusat* [ignorance of law is no excuse], caveat empor [let the buyer beware], and a hundred others. Of course most of them are amenable to translation into Indian languages, but there are certain Latin expressions, which have been bodily,
adopted into legal phraseology, e.g. Habeas corpus, the writ of mandamus, the writ of certiorari, and so many others which have become the very alphabet of legal terminology. How would it be possible to translate them into any Indian language? They will have to remain, unless because of the linguistic difficulty all these writs themselves are to be abandoned.

English as a legal language, like the language of science has a concern for coherence and precision. Like the language of religion, it has respect for ritual and historical tradition. Like the language of science, it is cautioned for its impenetrability and like the language of religion, it is thought willful in its mystique [Crystal, 1998:374]. Gibbons [1999] cites an interesting example of the complexity of the legal language as follows:

Counsel: Is your appearance in court this morning as per the notice, which I sent you?

Mrs. Jones: No, this is how I dress when I go to work.

Plain language is easy to understand and so easy to challenge. The complexity of the legal language is difficult for the common masses to understand and so keeps the lawyers working.

Legal language is always being pulled in different directions. Its statements have to be so phrased that we can see their general applicability, yet be specific enough to apply to
individual circumstances. They have to be stable enough to stand the test of time, so that cases will be treated consistently and fairly, yet flexible enough to adapt to new social situations. Above all, they have to be expressed in such a way that people can be certain about the intention of the law respecting their rights and duties. No other variety of language has to carry such a responsibility. This is the reason why legal language has such a complex grammatical structure. It has lengthy sentences, because it tries integrating several relevant issues in a single statement. It is repetitive, because it needs to make clear, whether a new point applies to everything, which has been previously said, or just to a part of it. It goes in for coordinated phrases and long list of items [debts, dues, bills, accounts, reckonings...] in order to reduce the uncertainty about whether the law applies in a particular case.

Legal language depends a great deal on a fairly small set of grammatical and lexical features. For example, modal verbs [must, shall, may] distinguish between obligation and discretion. Pronouns [e.g. all, whoever] and generic nouns [e.g. vehicle, person] help to foster a law’s general applicability. English as a legal language has a great deal of stylistic idiosyncrasy that distances it from everyday usage. The use of loan words from the legal varieties of Latin and French has created a major barrier
between the professional lawyer and the ordinary person. The reliance on Latin phrasing and French loanwords is supplemented by ceremonial phrasing [signed, sealed and delivered], conventional terminology [alibi, negotiable instrument], and other features have been handed down to form present-day legal language. The need for precision, accounts for a great deal of the character of Legal language. The English language has the precise quality that makes it indispensable for our Indian Law.

Even if the language of drafting and pleading is an Indian language, it has to be heavily dosed with English terminology. It is hard to find intelligible Hindi equivalents of *Habeas Corpus*, *Mandamus*, and *Certiorari*, which even the richness of English language has failed to anglicize. It implies that our lawyers will have to be fairly well up in English, further implying that our Universities will have to provide a proper English basis for the study of laws.

1.5.5 TELECOMMUNICATION

i) Telecommunication has transformed the entire world into a global village. English plays a vital role in CAI-Computer Assessed Instruction and CALL Computer Assessed Language Learning as it enjoys the status of International language.
ii) The International news and information media of radio, television and journalism:

Ever since communication satellites have been positioned over most of the major areas of population, the sheer density of media communication has increased dramatically, and most of it is carried by the vehicle of English; or at least one can say that most of this communication is organised and handled through arrangements made in English.

iii) The international industries of entertainment and pop music:

Since a very long time English has been the principal vehicle for films, musical records and cassettes.

iv) International aid and administration:

The United Nations and its subsidiary agencies, the various international agreements covering air, travel, shipping and international law, the World Bank, the International Monetary Fund—all these and many like them typically operate in and through English.

v) Multi-national business and marketing:

Even in countries where the writing system is completely different from that of English, English-language marketing and sales is increasingly to be seen.
vi) Literature:

Quite apart from the 'Classical' English literature written by the established and recognized native speakers of English, there nowadays exists a sizeable and growing body of literature, of great merit, strength and beauty, written by writers for whom English is not the mother tongue, yet who expect to be read by all users of English, native speakers or not.

1.6 AIMS AND OBJECTIVES OF TEACHING ENGLISH IN INDIA IN THE PAST

English was introduced in India with the idea of creating an English-speaking elite, which served the cause of the British 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, who were the pioneers in establishing educational institutions, presumably taught English much in the same way as a British teacher would teach the native speakers of the language. We do not have any authentic records of the methods of teaching English those days but the goal set before the students learning English, gives us an inkling of the methods
employed in the teaching of English. As Desai remarks: "... The goal set before the 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" [1977: 3]. Arbuthnot observes that English began to be taught as the first language and continued to be taught, as it was the mother tongue of the candidates [1976:10]. While 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. He 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" [1951:97-8].

There was no significant change in the approach until recently. Burton 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 inappropriate to the present situation" [1961:17].
English was taught as L₁ until recently. Consequently the methods and materials, which suited the native speakers of the language, were used for teaching English in India. It was hardly ever realized, that, for an Indian child growing in an Indian cultural environment such an approach was far from satisfactory. This state of affairs continued until 1958 when the Central Institute of English came to be established at Hyderabad. It stands to the credit of the Central Institute of English [and Foreign Languages] that it realized for the first time the importance of the change in the status of English in India. English began to be considered as a 'second language'. This gave a new orientation to the teaching of English. The need for a suitable methodology and materials for teaching English as a second language began to be felt. The emphasis shifted from literature to language.

In spite of the fact that English came to be recognized as 'second' language and that emphasis in the teaching of English shifted from literature to language, the teachers of English in India hardly seemed prepared for such a change. As late as the year 1961, Mr. Burton felt: "In my experience in India the greatest difficulty lies in convincing the teachers of this necessity for the control of the fact that English is a foreign language" [1961:17]. Burton was not the only person who lamented this deplorable
situation. Randolph Quirk who visited India in 1963 also expressed a similar view:

One cannot deplore too strongly this almost universal pattern of ill selected literature for students whose immediate need is for solid linguistic practice and training in the practical use of mid 20th century English. One cannot repeat too often that it is no service to English literature to those who love it, to have such material made the farcical basis of a course to students whose only hope is the cynical bypassing of the educational process by means of bazaar guides and whose incipient interest in the culture conveyed by English is effectively killed [Report on English Teaching in India, 1963:12].

A survey of the reading habits of school teachers in England made 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 [Quoted by Khan A-G. in Journal of Indian Education NCERT: 26]. However in India, Victorian English was used and the hope of developing a refined sensibility, love for English life and literature was cherished. 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 Education Commission [1964-66] envisaged the study of English as a 'library' language. Library language tends to acquire the status of a 'foreign' language. Such an implication is present in the following paragraph of the Education Commission Report:

It is true that English will be the most important library language to be studied at this stage [VII 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 [1964-66:337].

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

Any approach to the teaching of 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. In this regard Burton rightly remarks; "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” [Burton, 1961:20].

For learning a language well-defined objectives are necessary. Objectives lead to specific activities that are to be pursued for enabling the learners to obtain the desired outcome, which would equip them for a certain specific purpose in life. Well-defined objectives are also necessary for pedagogical purposes. Unless the objectives are defined clearly, the teaching learning process cannot become meaningful and effective. In the absence of proper objectives, proper methods cannot be adopted. Testing and evaluation would be meaningless in the absence of precise objectives. Objectives, methods, materials and evaluation are interdependent.

Against this background when the study of the ELT situation in India is carried out, it is found that the teaching of English has suffered because the objectives were not defined clearly.

1.7 AIMS AND OBJECTIVES OF TEACHING ENGLISH IN RECENT TIMES

The aim of language teaching is governed by the purpose for which the language is being taught. The aims of teaching
English in recent times have changed to a considerable extent. Today the purpose of ELT in India is to enable the learner to communicate effectively in the written as well as the oral form. The 21st century being synonymous with globalization and cut-throat competition, the need for communicative competence in an international language like English has become more essential. Today the English language is used for so many varied purposes like business communication, academic conferences, in the field of science and technology, medicine, sports, for journalistic purposes, for day to day communication, as a medium of instruction in educational institutions, for diplomatic purposes, for mass communication as well as a powerful device for literary expression. In all the Commonwealth countries English has gained extraordinary importance in literary art. The various non-native speakers of English of getting [being the recipients of] international awards for writing in English are ample proof of it. English has also emerged as a prominent target language into which literary works of other languages are being translated. In India, English is used for official purposes also. India has reduced its language barriers by promoting English to the status of the associate official language. English is taught as the second language. With the emergence of IT revolution there was no
choice left but to conquer English. English is learnt specially for
the purpose of communication. In this respect fluency and
accuracy are two important abilities to be achieved. In this age of
specialization the ESP courses can be very beneficial. Today the
people are no longer shackled by the rules of language and are
focusing on communicating effectively. With regional languages
shedding their 'vernac', 'verni' and 'vern' labels, the urban young
and young-at-heart are quickly adopting desi-speak [Pathiyan,
2004:3]. Dr. Morparia [2004:3], the Mumbai cartoonist, points out
the 'reverse' trend where Indians facing pressure for a new
identity, which combines various Indian identities with global
trends, are infusing ethnicity into the Queen's English. The scorn
that the educated urban Indian felt toward the language spoken in
his or her home appears to have crumbled in the face of an
attitudinal shift. It has become a fashion to use English with the
generous sprinkling of vernacular accents and expressions. Using
a few Indian words in English helps set a comfortable mood and
enables the communication process. This change in attitude is
quite visible in the corporate world. It is being realized that the
language of communication has to be the lowest common
denominator. Keeping all these various factors in mind the
modern English teacher has to set his aims and objectives.
The aims of teaching English in recent times in India are not to enable the students to appreciate literary works of Shakespeare or Milton. Nor do they aim at acquainting the learners with the English culture and tradition, nor does English language teaching today aim at producing a class of intellectuals to facilitate or mediate on behalf of the colonists. Today, the common man craves to learn English for his own purpose. He wants to use it for his day-to-day communication. He has realized that if he wants to succeed in life then he has to overcome the limitations of the regional language and throw himself in the main flow of international language.

Hence it becomes binding upon the education system to frame the syllabus of the English classes in order to cater to the needs of the modern English learners. The aims and objectives of teaching English at the tertiary level in recent times are as follows:

1. To enable the students to understand others and be understood by others.
2. To take part in discussions, debates etc.
3. To read with understanding at reasonable speed the subject matter from the textbooks.
4. To make notes.
5. To improve their comprehension skills.
6. To enable them to use English confidently, appropriately and accurately.

7. To enhance their English fluency and accuracy for special purposes.

8. To read and understand periodicals and journals relevant to their subjects only.

9. To make them aware of the appropriate usage according to appropriate situation, context etc.

10. To help strengthen composition skills such as letter writing, report writing and essay-writing.

11. To acquire language skills such as punctuation.

12. To acquaint the learners with the modern English usage.

13. To make them aware of the peculiarities of English language such as tense, articles, countable and uncountable nouns.

14. To prepare the students to face the challenges of globalization in an effective manner.

15. To communicate for business purposes.

16. To give ear training to students to help them to listen to sounds which are not there in their regional languages and to give them practice in the articulation of English sounds.
The aims and objectives listed above have been recorded from the syllabi of different universities and boards in Maharashtra, and yet, the testing methods are not in tune with the aims and objectives of the courses. The teachers are expected to cover the portion from the textbook and the students are tested only within the portion that is covered. Krishnaswamy and Sriram [1995:49] point out that question papers are set within the syllabus and degrees and certificates are awarded without any reference to the skills and abilities of the candidates in the area concerned. There is no correlation between a degree and a certificate and what it is supposed to represent.

1.8 THE ROLE OF THE TEACHER AND THE LEARNER

The learner plays a pivotal role in the learning of English. If the language is properly comprehended then the entire personality of the learner is transformed. The learner acquires a membership of the global society. The teacher plays an important role in providing the learner to grasp and comprehend the language.

The aims and objectives of English language teaching can be fully achieved if the teaching is learner centred. Learning takes place best through the learner’s involvement in the process of
learning. The minimal requirement for a learner is that he must be receptive. According to the ancient Indian tradition there had to be complete surrender by obedience on behalf of the ‘shishya’ to the strict training of the ‘guru’ [Yogananda, 1975:91]. Though this may not apply to the modern classrooms, yet the learner has to be receptive. Another requirement in the English classrooms is that the learner must be active in the sense that he must not be a passive learner. For learning and acquiring the communicative skills the learner has to interact in the classroom. While the learner speaks the teacher must not interrupt him. Interrupting is the most common listening offence. Finishing someone’s thoughts or asking too many questions bugs the speaker. After listening to the learner the teacher should let him know the outcome of his ideas. If this is not done the learners may feel they weren’t heard and that they didn’t offer something of value.

The teacher acts as a vehicle to help the student reach to the apex of learning. If both the teacher and the learner work in co-ordination then complete learning of language can take place. Learning a language means mastering all the skills i.e. Speaking, Reading, Writing and Understanding. More exposure to reading helps in proper learning of language.
In a language classroom it is not only the competence of the teacher that matters but also the teacher's classroom performance. Hence these two are a must for a person to become a good language English teacher. The students like to feel that the teacher is an authority, that he is able to answer questions that arise on a variety of subjects. Therefore the teacher must have an aptitude for continuous learning. According to Gurrey [1955:2] a language teacher requires three things: a knowledge of the best and most effective methods to use, an understanding of the purpose and aim of each method he uses and confidence and skill in his handling of them, with perseverance and courage to carry on the work with good humour and enjoyment.

1.9 CONCLUSION

In the light of the foregoing discussion the importance of reading in any programme for the teaching of English in this country should be apparent. Indeed, all the arguments usually advanced for retaining English in India could be arguments in favour of teaching people how to read effectively in that language. Of all communication skills, reading has probably the greatest serviceability or general usefulness. Any user of second language, in a modern society is likely to find that reading is the
skill which is most indispensable and which he is called upon to
use most frequently. Moreover, reading has high 'surrender
value'. This means that in teaching people to read we can
achieve several desired objectives at the same time. First, it can
accelerate the process by which the patterns of a new language
are mastered. The learner has necessarily to be exposed to the
language, and reading is one of the most reliable and effective
means of providing the exposure. It should not, of course, be the
only source, a multichannel, multi-sensory exposure is preferable
to a single kind of exposure. The printed word should be
reinforced and complemented, in a good language teaching
programme, by other kind of sensory experience, tape-records,
pictures, films etc. But too often these complementary teaching
devices and procedures are not available for a variety of reasons
and the language teacher is thrown back as an exclusive reliance
on printed materials. To be sure a surprising amount of language
learning can and does take place through reading alone. It is,
therefore quite appropriate for reading to form the core of the
language teaching programme, and it is believed that with minor
changes and modifications in the present content materials,
modes of testing and educational environment, a motivated
teacher with an appropriate teaching method can significantly
improve the existing shape of the English teaching programme, particularly Reading Comprehension, at Higher Secondary and College Level. How can the teacher achieve it? The research project makes an attempt to study this question in some depth, and so chapter II discusses the process, purposes and pedagogy of reading.