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**A COMPARATIVE STUDY ON THE TEACHING
ENGLISH IN RURAL SCHOOLS OF
AURANGABAD IN INDIA**

A Comparative Study on the Teaching English in Rural Schools of Aurangabad in India

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Abstract – This paper endeavors to get the issues identified with English language education scenario in rustic schools of aurangabad in India, the state strategy on dialect instruction, value inquiries in second / nonnative dialect instruction through a dissection of dialect arrangement drills. The dialect arrangement in school training developed as a political and social accord, however created fairness around the dialects in school training, is some way or another setting out toward an intense bi / multilingualism in which the English language is (observed to be) over taking Indian dialects. Actually the nature of English language instruction in lion's share of Indian schools presents an extremely amazing picture. Instructor's dialect capability, presentation to dialect and materials are major concerns for value English language studying. An examination of curricular comments and syllabi of the Aurangabad locale how getting ready for dialect in instruction is not checked out comprehensively regarding essential presumptions about dialect studying / procurement (how dialect studying happens), learner profiles and the settings in which studying occurs, and the later advancements in dialect studying-educating. Most states decline to move past the great old structural approach of the 1950s and the 60s, while they push for correspondence abilities to help the learner for an upward development. This, actually, discloses the confusing scenarios of an English language instruction which might further spot the provincial learner in an extremely hindered scenario.

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INTRODUCTION

The expanding interest for English— both as a language and as a medium determined by the instrumental inspiration has contrained overwhelmingly legislatures at the state (common) level to present English as a language from class One. The later curricular modification at the national level built up and finally finished in the system for National Curriculum Framework – 2005 (NCF) records the a large part of a century advancement quite impartially when it states, "The level of presentation of English has now gotten a matter of political reaction to individuals' goals rendering generally unessential a scholarly civil argument on the benefits of quite early presentation". English is a regulated subject in the school curriculum. Twenty six out of the thirty five states and union regions (the territories and the exceptionally made districts) present English as a language from class I and the remaining states present the language either from class three or five. There is each probability that the aforementioned states (which don't present English in class I) might cut it down to class I with in a year or two. Imperviousness to spread of English language instruction is countered by bona fide contentions which take a gander at the English language as an apparatus for empowerment. English today is at the same time looked for after and suspected (Tickoo 1996) marvel. The causes, usually, are not just social-political and yet scholastic as well. While the interest builds on the one hand, the nature of English language instruction in

our state run schools, all the more especially in country schools, presents a wretched picture. The 'partition' between the urban and rustic is further donated by the way English language training is making its route as a medium of guideline. The Catch 22 of interest and suspicion (Tickoo 1996) specified above could be further reflected through the oddity of right to gain entrance portrayed by the report of the National Knowledge Commission (NKC 2007), India as it carries out rightly, "There is an incongruity in the scenario. English has been part of our instruction framework for more than a century. Yet English is past the achieve of a large portion of our young individuals, which makes for quite unequal access. Without a doubt, even now, more than one percent of our individuals utilize it as a second language, without taking into consideration a first language Be that as it may NKC accepts that the time has wanted us to educate our individuals, normal individuals, English as a language in schools. Early movement in this circle, might help us fabricate a comprehensive publicly accepted norms and change India into an information society."

The differing English language training scenario in the nation shows both a blushing and a horrifying picture. Schools in distinctive districts and frameworks work in their settings. The Aurangabad area strategy on language training, curricular articulations and syllabi and materials for instructing- studying of English as well as instructor inputs

choose the nature of instruction in schools more so in provincial schools. An examination of language strategy hones and the curriculum and syllabi of Aurangabad area discloses how anticipating language in instruction is not checked out comprehensively as far as essential suspicions about language studying / obtaining (how language studying occurs), learners profiles and the settings in which studying occurs and the later growths in language studying-educating.

PART AND PLACE OF ENGLISH

In spite of the fact that there is an expanding interest for the language, English has gotten a bone of controversy for explanations of social and political, and likewise scholastic. The position paper of the National Focus Group on Teaching of English for NCF – 2005 makes it clear when it addresses the 'English language inquiry'

English is in India today an image of individuals' goal for value in training and a more full cooperation in national and global life. Its pilgrim starting points now overlooked or immaterial, its beginning part in autonomy India, tailored to elevated instruction now felt to be deficiently comprehensive socially and phonetically, the present state of English stem from its overpowering presence on the planet stage and the impression of this in the national stadium.

English is presented in class I or class III by 26 states or union domains out of 35 and seven states or union domains present it in class IV or V (Khan 2005 cb Position paper Teaching of English – 2005 NCERT). The position paper moreover makes an endeavor to discover the spot and part of English in today's connection in India. Stating that 'English does not stand separated from everyone else', the position paper contends that it (English) ought to find its place (i) Along with other Indian languages (an) in local medium schools: in what capacity can kids' different languages reinforce English studying? (b) in English medium schools: by what method can other Indian languages be valorized, decreasing the observed dominion of English. (ii) In connection to different subjects: A language over the curriculum viewpoint is maybe of specific significance to essential instruction. language is best obtained through distinctive importance-production connections and thus all instructing one might say is language instructing. This viewpoint likewise catches the centrality of language in unique thought in auxiliary instruction. English today is a necessary second language in the local / vernacular medium schools and in English medium schools it is contending to the status of first language.

English language educating scenario puts forth an intermingled picture from top to extremely level level as far as educator capability (TP) and the introduction of understudy to English in and outside school, i.e. the accesability of English in the earth of language procurement.

The distinction in the instructing-studying scenario, learners' introduction to the language outside the schools and parental backing further partitions every classification into numerous levels. As Prabhu (1987:3) front-sides that "typologies of educating situation... might as well in this way be perceived as a help to examining the stretch out of relationship of an academic suggestion," as opposed to as an outright classes. The educating scenario chooses where a school stands. The most provincial schools in India today succumb to the fourth classification where we have youngsters with just about nil or no introduction to the language, instructors' language capability is being referred to and here are the folks who can't uphold their wards in studying the language.

ENGLISH LANGUAGE EDUCATION CURRICULUM

Any curricular change should mull over the way that whatever seems related and vital today may not be suitable for tomorrow. Curriculum in nations like India builds itself in light of the assorted qualities of the country with its multiplicities. As John L. Clark (1987) comments, a curriculum addresses the regular and also the unique desires.

Given the assorted and clashing qualities that exist inside any imposing social aggregation, and given an equitable concern for the esteeming of such assorted qualities, little doubt remains indispensable for any contemporary curriculum to endeavor to typify what are consented to be regular desires, then again leave space for single elucidation inside and past the aforementioned, to accord with the distinctive aspects of every educating and studying connection.

Objectives for a thorough language curriculum ought to get parts of language, society, practices of individuals in the studying process as per the neighborhood necessities and concerns with the goal that learners are fit to join with legitimate life scenarios. A national curriculum (in language training) may as well point for (Position Paper in Teaching of English NCERT – 2005) ... an iron curricular approach dependent upon managing standards for language instructing and obtaining, which takes into consideration an assortment of executions suitable to neighborhood needs and assets, and which furnishes illustrative models for utilization.

A curriculum, which is a medium to acknowledge the points of language instruction, is determined by different needs and concerns that a curricular skeleton intends to accomplish. We want a curriculum to introduce textbook visionaries for stooping such materials that might give scope and space for instructors to endeavor the viewpoint to greatest degree and to head off past the textbook to captivate the learners with their companions and instantaneous surroundings. The primary destination of an exceptional curriculum is to empower the

learner to realize capability in the language in diverse areas. The curriculum might as well reflect.

- i. Surmises about language studying
- ii. Fitting topics the writings typify
- iii. Destinations of educating-studying English.
- iv. Learning of techniques wanted of instructors who use the textbooks
- v. Plans on how studying materials will be developed (What? what's more How?)
- vi. Plans on how studying is to be assessed

The state run schools which chiefly succumb to the fourth classification of schools specified above might need to give a curriculum for that guarantees anyhow least level of introduction to the language, materials (accept inputs) that might show the language in connections through legitimate messages (Krahsen 1985), errands and actions where kids might captivate with the language and collaborate and improve communicational abilities, capable instructors who might guarantee empowering conditions for studying the language in astronomical connections, and an examination framework that might not intimidate the provincial learner and pronounce him a disappointment in light of the fact that s/he would be unable to pass the characteristic of 33% in the subject as that of a substance subject. Do our state curricula furnish such conditions with the goal that the provincial learners feel open to being in school, absolutely in studying English language? Gave us a chance to transparent an examination of the curricular explanations and the syllabi of a percentage of the states.

CONCLUSION

The syllabi of the states dissected above update us how language studying is comprehended; the fundamental conditions for studying a language as a second or remote language pointed at and the vital of a great language studying-instructing in a scenario such as the provincial Indian settings. The essentials may be recorded as (i) Proficient language instructor (ii) sum of introduction of scholars to the language (iii) Motivation of youngsters (iv) materials that might give chances for the learner and instructor to act and respond and move past the writings. In spite of the fact that the picture is alerting that the language is taken as a substance subject, certain states have got themselves illuminated of the later infrastructure at the national level, for instance the NCF-2005 and made an endeavor anyhow to accumulate the plans.

The syllabus of Aurangabad region does not make an endeavor to grasp what is language studying i.e. presumptions about language studying. The syllabus reflects (i) achievement of essential capability, and (ii) the advancement of language as an instrument for fundamental interpersonal correspondence and later for unique supposed. It doesn't discuss the learner, nature of studying, language and studying. The spot and status of English language is touched formally. The syllabus draws studying upon NCF – 2005.

The syllabus moves from studying orally to composed i.e. identifying with composing at the essential stage, however is not clear about when to start composing the letter sets of English. Goals endeavor to accumulate numerous things in the meantime. We can perceive it in the essential, and in upper essential stages. In spite of the fact that the syllabus backers numerous systems for educating / studying the language, it gives the idea that it depends greatly on 'great old' structural approach in the essential classes. The amount of structures to be showed / learnt is recorded in the point by point syllabus.

Depending on if the instructing-studying scenario is to be made country learner focused, the curriculum in language training ought to:

- i. Have a comprehensive approach to language arranging where language instruction is recognized as entire in which English language instruction discovery its integral and supplementary part.
- ii. Use the languages of youngsters as an asset for instructing-studying of languages and other substance subjects (NCF-2005). Receiving the multilingualism as method for studying of languages and different subjects will assist the rustic learner discovering their connections and associating their life outside the school with happenings of the classroom.
- iii. Create (English) language nature in the classroom and endeavor to prepare the learner to investigate discovering the language in utilization outside the classroom. This needs bilingual capable educators, who are similar in the mother tongue(s) of kids and in English. The exercises and assignments that might interest kids to move past the textbook and the classroom in finding to utilize the language. Daily papers, radio, TV and PCs could be misused for the reason.

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