FINANCIAL STATUS AS A BARRIER FOR ENGLISH LANGUAGE LEARNING IN INDIA:
CRITICAL STUDY IN MARXIST PERSPECTIVE

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Abstract:

“All human relations are purely economic relations.” (Marx- Das capital, 1867-1883). According to Karl Marx, the matter which is related to society will have direct and indirect relation with money and financial resources. Education is totally made into a money related concept now days. When private institutions had entered in the field of education they made it as the best remunerative business. In India there are many private educational institutions and government institutions. Government is playing a major role in projecting govt. schools as dairy farms and private institutions as standardised educational institutions. Govt. had succeeded in projecting it. It is encouraging private institutions by providing all the kinds of benefits by paying fee re-imbursement to the students and sending all the students to private institutions in the name of providing good education. Students those who can score top will be send to private institutions by paying lakhs of money in the name of fee re-imbursement. When govt. is providing this kind of facilities and making all the students to pursue in the private institutions, it is directly showing the failure of the government role in providing education to its people. Especially govt. is making a slogan that for providing good English education they are making all this business. But the truth is to close all the govt. schools as soon as possible for bringing profits to the private individuals. Govt. had succeeded in making education as a market and a great scope for business. With this, private institutions turned up in to poultry firms and make the students to by hard to get a high score in the examinations. The marks that are scored by the students will be used as advertisements and their standard of education of a school will be shown to the people in the form of marks. Especially in both the Telugu states Andhra Pradesh and Telangana this kind of institutions will be in every street. To make all these kind of changes all these private institutions are using English as a tool to attract the people to get admissions.

Key words: Re imbursement, Remunerative, Private education, public education.

Introduction:

English language had converted into a valuable good in view of today’s business world. It is just a language up to 19th century and with a drastic change in the globalised market it had turned into a source language for the business world as a medium of communication. Before nineteenth century English is treated as second language and it was not having major importance in India. Today, though the status of English is only a second language in Indian schools, it is used as official language because market believes it as a source of creating employability and as a source of income. It plays a major role in deciding the future of the budding young man. Schools made English as a subject and unable to recognise it as a language of communication and made it as the best scoring subject. But according to present economical society and in view of business world English is not just a language it’s a societal status and the core measure to decide a men as a professional. So the present government had introduced English as a common method of instruction in all the government schools. To give importance to English as a medium of instruction in view of people demands to make English education as mandatory in govt. schools government
had introduced English as a medium of instruction in all the public schools. In view of the people who are seriously criticising government’s dual role in escapism and in showing an indirect discrimination on the people, govt. had made few changes for name sake. In the mask of providing English as a medium of instruction in all the schools and colleges in India the government is providing standard less and unskilled Education. Even in the past government had implemented this kind of plan and it clearly resulted that none of the students got pure English education. Even today there is no change and improvement in providing English as method of instruction in the schools. What is the use of the commissions and their recommendations to bring changes in English language teaching? Hence it proved that Indian government is a great beginner and it show much enthusiasm at beginning but gradually it declines in taking care of proper execution of the plan. In the same way all the commissions and suggestions will try to bring changes that are not long lasting and permitted only for the papers. Here the problem is not with the teacher and the learner but by the forces that influences directly and indirectly on education system. We should consider and understand that forces that are acting as obstacles in learning and teaching English (private schools, their marks and rank concepts. Then we can have a chance to clear those obstacles. Financial status plays a major role in categorising students on the basis of economical background and it is in practice in India. The people those are economically sound are able to get good source for acquiring skills by paying huge amount of money and pursuing in top schools. There, English is the medium of instruction and skills oriented language teaching will be mandatory with practical exercises that are incorporated in the syllabus and curriculum (CBSE IGCSE and ICSE schools).

What about the future of the students who are economically weak? What about their career? Do they need to be lifelong working class and to get minimum knowledge and skills? There won’t be any kind of facilities and platform that helps students to transform themselves into resourceful persons and to gain opportunities. If there is standardised English language teaching and English as a medium of instruction in govt. schools, why the parents are looking towards private schools? Why they are taking admissions into private institutions. Even a teacher who works in government school and a lecturer will not take admission into the government school or college for their children. When the employees who are working in government institutions are not joining their children into the institutions where they earn and teach. Then, how a common man can join his ward into a government school? When compared with other, a common man who earns less income will have a dream to give a better and the best to his children. In view of his dream about his children, that they should get a good job and to earn money to lead a happy life. He tries to join his children in the school where he believe that his children will get standardised education even though he is economically poor. A father thinks not only about the present but also about the future of his children. They decide that, the problems that they faced in their life should not be for their children. So parents will wish and dream to join their children into a private institution where he feels that he can get a better English medium and quality in education.

English is not only a medium of communication even it is a medium of teaching all the core subjects to the learners at various level. When we speak about English we are concentrating only on the core English language teaching and learning. But when coming to the reality English language should be taken as the root for teaching all the subjects for the students and it is a basic thing in the schools when they projected that English will be as a medium of instruction. When English language is used as a medium of instruction for teaching other subjects students will learn and gain the knowledge in usage of language and different terminology which varies subject to subject. Every subject is having its own vocabulary, economics, commerce, maths, physics, chemistry, civics, political science, medicine, pharmacy, technical subjects, and separate diction and rules for usage of language terminology. It helps students to gain knowledge and skills in each area with the help of English language. We should understand that teachers who teaches different subjects will use and practice different English diction and rules of English language in teaching their core subject and indirectly they are teaching English language. It’s a mandatory for the students to learn to use professional English when they speak in their work field when they enter into their profession. So here we
should understand that English is not just a language and it is a basic requirement to teach various subjects. So, English language is a root and basic element of the education. In India it is purely different and we cannot find the above ideology in Indian schools.

English education became a costly good in the education market of India. Even government is supporting in establishing many private institutions and there is no restrictions or limits for the fee for the private schools. According to institutional norms a parent have to pay all kinds of fees even if it is in lakhs. Even government is not taking care in controlling the limitless collection of fee by schools even it is aware of it. Parents are also not bothered about the fee in view of education, their children and their transformation by acquisition of skills to rule the working class. What about the parents who are not economically sound? Do their children can get standard education? If they study in govt. school, does that education can give any knowledge to them? Can they acquire any skills that help them to get a job? Every parent wants his ward to study in a good school where he can learn and acquire skills. Especially they look for good schools where there will be English as a medium of instruction. To buy English education money is the matter in India. It’s a great difficulty to the parents to afford lakhs of rupees for their children when they earn in thousands. Even though there are government schools for those people who are economically backward, they will not join in govt. schools because every parent want his kids to speak in English and to get a good job but it is not assured in govt. school. A common man idea will be exactly in the same way they feel that if they join their children in a big school their children can get good education and their children can speak good English. This wish of a parent makes them to join in a private school. Even though they are facing financial problems they don’t bother in fulfilling their dream. They will pay the fee which is double for their monthly income. Even parents see the skin (marks/infrastructure etc.) of the fruit (school) which will be attractive but they are unable to see the inner layers (standards) of the fruit which is not useful to eat which is rotten inside. But the vendors (schools) will try to do make up for the skin with the marks and ranks that are gained by the students (advertisements).

Every common man needs education in the present scenario to have livelihood as well as a means of income. In the present situation the students who are not skilled in English language are not having any kind of opportunities. Even they pursued their education and gone through a medium of English they are not able to gain necessary skills in English language. Majority of the students were seriously not having proper communication skills because they did not gone through a right process of language training even they are graduated. Even though they had communication skills as core subject they are unable to acquire language skills. The reason behind it is they completed their +2 and schooling from private schools where quantity will be given much priority than quality. They did not gained proper basic language skills in their education. They just went through a process of gaining marks and ranks where a language is treated as marks oriented subject. This is a common situation of major students in India. The students those who pursued their schooling probably from a state syllabus schools, they get education at low cost and the parents belongs to middle.

English as a method of instruction in sense is not making students to get marks in the subjects by mugging up to split on the answer sheet. It should focus on enriching the student communication skills and it should help a student to be effective in Writing, Listening, Reading and Speaking. In private schools a student can acquire skills in reading, writing and listening but not in speaking. Because they will have a syllabus which is used to complete the portion within the time and make students to prepare for the year end exams from 6 months before the commencement of the examination. Students were given full fledge knowledge in grammar which is the root for a language but here in this institutions and syllabus only grammar will be taught to the students and tests will be conducted on the grammar but not on the usage of the grammar in a practical approach. When students were not learned, how to use grammar in their daily life how they can speak and how they can learn the language? If they don’t use the grammar or the knowledge what they had learned in their daily interactions with people what will be the use of learning the same thing.
from 1st standard to intermediate. Even in graduation courses which are not professional courses the students learns the same concepts. What they had gone through earlier.

When students are going through the same syllabus, with the change in the title and literary topics and it makes them as an obedient working force. A person who is not having full-fledged knowledge cannot question or demand his superior authority and blindly follows the instructions that are given to him. This kind of syllabus is having in our education system which makes students potential in listening, writing and reading but not in speaking. This is the major drawback of English language teaching to be as a subject but not as a language. There is no syllabus which can make students to be able to speak in a language what they learn and to practice. They are not introduced to any kind of activities or programmes where they can check their language which will help them to correct and to know their mistake for not doing the same mistake when they face the same kind of situation in the future. They should know how to face the situation and how to make a conversation which will be apt for the situation to make them as the important speaker in the group. But here with the syllabus what we is in schools and colleges is quite opposite which focuses on gaining marks and not for improving skills. When there is no syllabus which helps a student to learn a language and to practice it, how it helps a student and in what way? In India professional courses like Engineering, Medicine and Business administration were having a syllabus which helps a student to improve his language skills and even it is not up to the mark. Even it is made for the name sake to show the difference between Professional courses and Non-Professional courses. Professional courses will be related to money and a non-professional course doesn’t need to spend much money. Here with this we can understand easily how money relates to language learning. If we check the syllabus of regional universities in India they are not having minimum standards in producing intellectuals and scholars. Even the syllabus of English language at Post graduation level in a university clearly depicts the level and standards of English language learning and teaching in India. Again they will be the faculty for teaching English language at schools and colleges after completion of their post graduation. There will not be any activities which helps them to learn practical implementation of language what they are learning. If there are no standards for post-graduation syllabus we can imagine the status and level of English language teaching at school level in public and private schools. We never raise our voice against the education system and the rulers who runs education system from the behind the curtain.

When everyone knows that English language is a scale to measure the worth and the content of a graduate, why none of us questions it? The bitter truth is we are bothering about the status that which comes with the marks of our children to say it to all our neighbours and relatives proudly at public meetings and functions. When a group of people meet at a place they will say that the education system should be changed but they never changes themselves and they send their children to the schools where marks are given preference and where skills are least bothered. There will be a lot of problems to everyone but humans are having capability to overcome by adopting new skills for survival. English is not just a language or a subject its beyond. Every subject should be taught to the students in English and it is not confined to a particular subject or matter; it is a common medium of instruction. 75% of the graduates are unable to speak English fluently. When they are not having full-fledged knowledge they cannot trust themselves and cannot perform any work with confidence.

If you take CBSE and ICS syllabus and curriculum schools English will be a common method of instruction and there will be a chance of improving language skills a lot because more importance will be given to the English language. They treat English language as a major source of acquiring skills which further helps to get a job. Every student of CBSE can speak fluently and he will have effective communication skills. CBSE syllabus inculcates all the language skills in the students and they will give a proper training to them especially in speaking. The students are highly talented and intellectual when compared a state syllabus students.
Here when we compare a state syllabus student with a CBSE student in the area of English we can easily understand the dual game of the government what it is playing. The students of CBSE schools will have good financial support and they can join in top schools. But the students those who pursue and pursued from government schools and corporate institutions will not be able to compare themselves with CBSE students in any area and they cannot compete with them. Even the companies will give much preference to CBSE students because they will have practical knowledge in a language and core subjects when compared with private and public school. But the students of state syllabus will not have any practical knowledge even though they have theoretical knowledge. There will be a number of activities in CBSE schools to train students especially in speaking and they will acquire the remaining skills too with utmost effective.

Conclusion:

Why government is not providing common syllabus and curriculum for all the people in India? Why it is not bothering about the above stated situation? By this we can come to a conclusion that they want to implement the same strategy what Britishers had implemented their cruel plan by keeping a mask that they are providing English education for all the Indians to produce a group of labour who works for them. With the same idea government had made these kinds of differences and showing discrimination on poor people and using their need as advantage and producing a labour force for their work. This labour force have to work under someone. A great tragic thing is labour force have to work under ruling class who are from CBSE institutions. The subject that students learns from the teaching will not give a proper knowledge to the students even though it gives basic knowledge it may not be useful at the time of realistic approach. If students are using the knowledge in their classes what they had learnt they can understand how to speak and what to speak at different situation while interacting with various people.

“All social rules and relations between individuals are eroded by a cash economy.”

-Karl Marx

To eradicate this kind of discriminations there should be a common method of instruction, syllabus and curriculum in India to produce a number of young talented graduates. The education should be free and it should be at cheaper cost where a student from a family of below poverty line and should get best education with best standards. Then only we can build a country on the pillars of science and technology which leads to convert a developing country into a developed country. When English is going to be a common method of instruction in Indian schools with common syllabus and curriculum India will rise to great heights and all the dreams of Indians will come true. This is how a language can do miracles. Making everyone financially strong is a mirage but education can make everyone financially, socially and politically strong. Providing financial support is a big problem for the government but for giving moral support it’s not a big problem for any country when it wish to give the best education to its citizens which leads to development of a country. Common education system changes the whole trend of English language teaching directly and indirectly which helps to mould everyone as a professional. Then it results to see a vast change in the development of the nation and it can transform India from developing country to developed country.

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