



TEACHING AND LEARNING ENGLISH IN INDIAN RURAL CLASS ROOMS

SATYAWAN SURESH MANE

Assistant Professor, Gharda Institute of Technology, University of Mumbai, Lavel, Ratnagiri



SATYAWAN SURESH
MANE

ABSTRACT

India is a multicultural country strives for imparting education for the learners of different religions, castes, languages and cultures. Indian classroom are the fine examples for it. Indian classroom is also made up of the learners of different religions, castes and languages and Teachers in India plays an important role in teaching-learning activity to shape the learners where he is regarded as a 'Guru'. Teacher has the divine task to mentor student in case of learning activity. Teachers in Indian classroom have been trying to penetrate English culture as a second language or the language of opportunities.

The present paper is the study of the problems of learning and teaching English in Indian rural classrooms where the classrooms are full of learners' of different religion, caste whose first language is not English.

Key words: Indian rural classrooms, Learners, Teachers, English language

©KY PUBLICATIONS

India, where teaching profession is considered as a noble profession, English has an important value in curricula. Learning a language is a prime aim of education in any classroom of the world. Child, first language, starts learning a language at his home only. His first language always may not say will be useful from the point of possessing the good qualities or excellence in his or her profession. In India, after the globalization concept introduced to the world, English is accepted as a language of profession. It has been studied in each and every field of study as ESP (English for Specific Purpose). But we have observed the huge gap among the learners from different regions in India. Learners from urban region learn fluently rather than we may say master and speak excellent English as compare to the learners from rural villages. Villages where actually number of students require basic education, English is being neglected. It has only documentary importance in curricula. No

actual attention is paid toward the learning of English language so that it is observed that comparatively learners from villages have less opportunities in employment as compare to urban learners and many of the times those learners are the issue of the fun for the society because of their weak English.

LEARNERS ARE SOMEHOW RESPONSIBLE

Learners like graduate students when admit to their respective branches intentionally think about science discipline and Arts discipline gets marginalized. They think to learn science subject they English doesn't play an important role though the subjects are in English language only. They just think the necessity of English only to get clear their subject and regarding their science subjects they only think about mesmerizing the scientific words and concept. They don't care about grammar vice versa Arts discipline students have fear about English subject. They go for their native language

subject or humanities rather than selecting English subject as a special. Very less students think about English as a subject of livelihood.

Learners who select English as their special subject are basically weak in communication. They don't think about getting fluency in English. Learners keep themselves apart from many of the language improving activities. They don't easily and voluntarily participate in such activity. Even they avoid the daily task of reading newspaper, carrying a dictionary for enhancing the vocabulary. They select English subject not because of their passion but attraction. And then as they don't remain with any option, think about getting passing marks in English subjects.

In order to improve communication in English learners should be in a flow of continuous speaking and writing. Learners should make some group of English speakers so as to get the proper environment of improving fluency over English. They may take the help of new technology like TV, mobile or Computer but they don't. Rather than listening English news channels, learners in Indian villages (rural India) are mostly interested in watching TV for entertainments purpose. Mostly learners make the use of computers and Mobiles for social networking like chatting.

MELANCHOLIC ATTITUDE OF TEACHERS

Teachers who are the sources of knowledge in rural classroom may not be fully blamed but somehow they are also responsible for the same. They themselves have melancholic attitude towards education system and learners attending their classes. There is a dearth of competent teachers in Indian villages. Qualified teachers are fascinated by city life so that they move to urban classroom. The rural education system is something different to explain as it is dirty with corruption and negligence.

Teachers don't think positively towards the education system and its pillars like students. Once they get job, they don't look for improving excellence in profession or qualification. They mostly come to the classes, pick up the text whatever they have to teach and leave the class once the contact hour gets over. Usually they themselves are not involved in language improving activities. They have the passive and melancholy

attitude towards the education system. Many of the teachers are unaware of present scenario and realm of English language and literature.

NO PROPER USE OF ELECTRONIC MEDIAS

Media is of immense help in all areas of education filed. Nowadays, there is so much emphasis on media assisted learning. The use of media improves the quality of learner's experience. The use of modern media like internet & computer removes the monotony in traditional teaching method. It is the learning beyond the time & space. A learner gets easy access to language programs with the quality of learning & teaching. Media provides the learner up-to-date learning materials and allows him to learn more autonomously. Hence learners get an opportunity to build their self-esteem & confidence.

The success of language acquisition depends on a pillar of education i.e. teacher. Teacher is expected to bring changes in his teaching methods as per the level of learner's understanding & changing demands of education system. However, it has been discovered that many teachers are yet to upgrade themselves with technological developments in education system. There is a lack of enthusiasm on the part of both the learners & teachers about the use of technology. Most of the Indian classrooms still function without aids like over head projector, film strips, radio, television, LCD projector or even computers etc.

NO EXTRA EFFORTS FROM GOVERNMENT

Neither a state government nor the central government pays much attention toward this kind of serious issue of learning or education. Very few language institutes are being funded by government. Government is more conscious about professional education like MBA, MCA or Hotel Management courses rather than language institutes. It allows educationists to expand the education in traditional way or formats.

Teaching languages institutes that may be of immense help to progress the country is being neglected and ignored. Less efforts have been taken by our Indian government for creating the awareness about the importance of English language and the development of the same. Attitude of government towards language learning

institutes or universities seems to be poor. There is a lack of funding agencies to support the Indian rural classroom. Mostly Indian rural classroom intend to upgrade the educational status of learners belong to agricultural family background. Farmers who are poor financially and always neglected or marginal section of Indian society find week to pay the donation or admission fee for their children select the option of government or granted schools or colleges. But language classrooms or Indian classrooms don't get fund in time.

CONCLUSION

Indian education system should consider such factors in teaching and learning English in Indian rural classroom context and try to overcome the same by employing new strategies in their day today teaching, then we can develop learning competence among Indian rural classrooms (students) and make our education system more effective.

REFERENCE

- Lall, Marie, *"The Challenges for India's Education System"* Chatham House, APRIL 2005, Print,
- Meganathan , Ramanujam, *Language policy in Education and the role of English in India: From library language to language of empowerment*, ISBN 978-086355-659-3, © British Council 2011, Print
- Sindkhedkar , S. D. , *Objectives of Teaching and Learning English in India*, Journal of Arts, Science & Commerce, E-ISSN 2229-4686, ISSN 2231-4172, 2012, Print

Brief Biography of author

Mr. **Satyawan Suresh Mane**, a research scholar in Solapur University, is currently working as the Assistant Professor of Communication Skills in the prestigious Gharda Institute of Technology, Lavel, Dist: Ratnagiri, Maharashtra. The institute is a highly reputed in Maharashtra's Kokan region and is imparting the knowledge over a decade. The author is known for his professional excellence in Communication Skills and keen interest in research. He is interested in expanding his knowledge base in diverse disciplines.
