

Role of English Language for School Adolescents in Rural Areas and their Impact on Higher Education

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Abstract: A study was planned to see the status of the English language for school adolescents in rural areas and its impact on higher education. So, based on observation and different research, it is quite clear that due to the lack of English language Schools adolescents in rural areas are unable to participate in higher education. Consequently, they develop a sense of alienation and dissatisfaction in their life. Moreover, they are incapable of fulfilling their requirements in the age of modernization.

Keywords: English Language, School Adolescents, Rural Area, Higher Education.

The English language is one of the most useful for human communication to express ideas, thoughts, concepts, feelings, and emotions before others. The system of English education was started by the British and it is continuing. Before the attainment of independence, both English and Englishmen were condemned as foreign and hence hostile to the national interests. Mahatma Gandhi, admittedly a good effective writer in English, expressed the view that English education has emasculated us, constrained our intellect, and the manner of imparting this education has rendered us effeminate. He felt that English education put a severe strain upon Indian students' nervous energy and has made us imitators. Many others have also held the view that among the many evils of foreign rule, the blighting imposition of a foreign medium of instruction upon the youth of the country will be counted by history and tradition as one of the greatest.

Besides, nowadays English is a language of higher education. It is a language of computer science. It is a language of research. It is a language of science and technology, so getting a higher education in the age of modernization is more useful. Nobel Prize winner Rabindranath Tagore, whose writings in English won

him international fame, however, paid a deserving tribute to the contribution that English literature. It nourished our mind, and even now conveys its deep resonance to the recesses of our heart. Jawaharlal Nehru, himself a master of the English language, while admitting that we cannot educate millions of people, in a foreign language, contended that English will inevitably remain an important language for us because of our past associations and also because of its present importance in the world.

English cannot become a common all-India communication medium but it is and will continue to be the principal medium for us to communicate with the outside world. English education widened the Indian outlook and horizon. It developed an admiration for the unique English literature for the upliftment of society and educational institutions. It is to English education that the country owes a debt for the emergence of a new class of liberal-minded people in the professions and services.

English is among the world's greatest and richest languages. English is the most popular language in the world. Nearly, two-thirds of the scientific and technical books in the world are published in English. Therefore, the school adolescents in India English is perhaps the easiest foreign language to learn. English has some foundations which would be difficult to establish for any other language. Most of the rural and urban family adapts their mother language and regional language. Consequently, the English language, instead of being gradually discarded and replaced by Hindi and other regional languages, has become more popular. This is evident from the number of students opting for the English medium for school, college, and university instruction. Families belonging to the middle and affluent classes take pride in sending their children to schools where the medium of instruction is English.

They believe and with considerable justification, that the careers of their wards, in government and also in private institutions, can be built only based on education in the English medium. English at present is the language of the elite, who form a small section of the people, and it will continue to be so. The effort to popularize the use of Hindi as a national language for official work has succeeded only partially. As a result, work in the Central Government offices is done in English, which continues to be the only acceptable link language for communication between the Central and the States and among the states themselves. Moreover, there is widespread recognition of the fact that scientific and technical knowledge can be acquired only through books and journals published in English. However, several technical books translated into Hindi and other Indian languages have not proved popular for various reasons.

Therefore, nearly 70 percent people of in India are still living in remote areas without any proper educational facilities, as they have to cover a long distance to reach schools and colleges without any viable means of transport. Moreover, in remote or rural areas parents are unable to provide healthy food, housing facilities, child-rearing practices, quality education, and adequate training of socialization to their children. Consequently, these circumstances of their life produce in them an inability to learn and separation. Several factors namely, family education, economic status of the family, logistic support, less qualified teachers, and adequate books contribute to the differences in the learning ability of the English language between urban and rural adolescents (Hossain, M. 2016).

Generally, rural adolescents rarely get the opportunity the fulfill their ambitions in life, as they are unable to obtain high marks in English in academic institutions, because they are less competent to benefit from teaching in the classroom (Jha, 2005). Thereby they develop alienation in their life. Although, the number of schools and colleges is mushrooming day by day along with the increase in population in remote areas the quality of English medium education has still to improve (Jha, 2005). Moreover, due to fewer competent teachers, educational institutions are unable to draw out the latent spirit and suppressed talent of language ability from adolescents. Consequently, the number of frustrated adolescents has increased to a

great extent and they generate feelings of dissatisfaction in their lives.

Rath and Samant (1975) have reported that socially and educationally disadvantaged children come from families with low income, low parental education, low caste affiliation, and residence in rural areas, while the socially and educationally advantaged children come from families with high income, highly educated father, high caste affiliation and residence in urban areas. Miller (1970) has listed the following characteristics of remote and rural children: economic deprivation, negative parental attitude toward the children, inadequate and overcrowded housing, malnutrition, low parental education, and poor household management.

The rural students suffer from financial troubles, as they are unable to fulfill their basic requirements. The parents of the school students who were asked to take the tests are able to send them to school not because of their academic achievements but due to the Governmental assistance and stipends (Jha, 2005). Owing to economic deprivation and lack of English language students are incapable of facing the challenges of quality education, as they are less competent to take their admissions in Engineering, Medical Science, Computer Science, Information Technology, M B A, Management, Architecture, Fashion design, etc. as compared to urban students.

As far as adolescents in rural and remote areas are concerned, they are leading a very inferior life, and their parents get low recognition in society. They are still living in the hutments away from the cities. Their language and their culture are distinct and different from the culture of larger Indian society. The dilemma of rural students is that can they live nor can they join the majority culture fully.

However, the community of rural areas has remained for centuries impervious to change, and is now, albeit, slowly, beginning to slough off the dead weights of the past and respond to the new winds of change. They want to imitate the modern ways and try to mix up with the upper strata of society and identify themselves more with the upper middle class. Meanwhile, politics keeps on playing its role, and exigencies of election create temporary rifts but soon the unifying force takes over, and the process of assimilation goes on. More and more groups of rural areas are breaking away from their traditional lifestyle and joining the mainstream to

stand in good stead in taking on the challenges of life courageously and scaling new heights.

In our final analysis, it can be said that the English language has a precision of expression, and it has worldwide popularity. While English cannot become India's main language, its use as a second language is beneficial to the country. Although, popular Government provides educational facilities to develop rural areas under the Governmental programs. Besides, training programs should be started under programmed learning so that rural adolescents can participate in national development. Still, the stark fact remains that the vast majority of rural adolescents remain out of the charmed circle of higher education and live in a world of poverty and dissatisfaction in the age of modernization.

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