English Language And Medium In India: An Empirical Study In Visakhapatnam Schools, Andhra Pradesh

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The United Nations celebrates English Language Day on 23 April, the date traditionally observed as both the birthday and date of death of **William Shakespeare.**

"English language is the most universal language in history, way more than the Latin of Julius Caesar. It's the most punderful language because its vocabulary has a certain critical mass that makes a lingo good for punning" …………. **Richard Lederer**

The English language is so elastic that you can find another word to say the same thing.
— *Mahatma Gandhi.*

The English language remains the dominant global lingua franca, influencing communication across business, education, technology, and culture. The world's most spoken languages by total number of speakers in 2025 include English (around 1.53 billion speakers), Mandarin Chinese (around 1.18 billion), Hindi (around 609 million), Spanish (around 559 million), Modern Arabic (around 334 million), French (around 312 million). Bengali (around 284 million), Portuguese (around 267 million), Russian (around 253 million), and Indonesian (around 252 million). English is the most widely spoken language globally, and English is the third most widely spoken first language globally. Englis h is an official language in 58 sovereign states and 17–28 non-sovereign entities, totalling 75–86 countries and territories, depending on classification. One hundred forty-two countries include English as a mandatory part of their national education policy.

English in media and technology: As of February 2024, 54 percent of websites worldwide are in English, 98 percent of scientific and technical periodicals are published in English. English dominates online content, with 25.9 percent of internet users speaking English as their first language, closely followed by Chinese at 25.3 percent. The global business English language training market was valued at $19.7 billion in 2022 and is projected to reach $42 billion by 2031, with a CAGR of 8.8 percent.

How English Spread Around the World:

The English language originated in Britain and the ever-expanding British Empire spread Modern English around the world during the 18th and 19th centuries. This is why many of the countries where English is an official language were former British colonies, including Canada, Australia, South Africa and the United States. English is also widely spoken in India and in parts of Africa. Although Hindi is the most widely-spoken language in India today, English remains an official language in the country and is often used in university education, and within the field of politics. Officially, just 12 percent of Indian people speak English, with many only speaking it as a second language. Nevertheless, the country has an extremely dense population, meaning that this 12 percent cross-section of society exceeds 100 million people. As a result, India has one of the largest English-speaking populations on the planet.

English education in India is vital for accessing global knowledge and resources, enabling effective communication across its diverse linguistic landscape, and opening doors to career opportunities in business, IT, and other fields. Proficiency in English improves access to scientific literature, advanced studies, and online platforms, facilitating both personal and professional growth in an increasingly interconnected world. It serves as a crucial bridge language, fostering national unity and providing a competitive edge in the global economy.

English was introduced to India in the early 17th century with the East India Company and became a prominent language of administration, education, and the elite during British rule, particularly after Macaulay's Minute (1835) and the Woods Dispatch (1854) established English as a medium of instruction. Lord William Bentinck, Governor-General at the time, supported Macaulay's recommendations and passed the 'government resolution of 7 March 1835' (Naik, 1992). Post-independence, it retained its status as a lingua franca and an associate official language, bridging linguistic divides, and continues to be vital for higher education, business, and the judiciary.

History of English Language in India:

The history of the English language in India is a legacy of British colonialism, beginning with trade and evolving into a defining force in education, administration, and modern society. Its introduction was a tool of imperial control, but its subsequent adoption by Indians played a critical role in the country's own development and national integration.

Colonial-era origins (17th–19th centuries)

Early trade and contact: The English language was introduced to the Indian subcontinent in the 17th century with the establishment of the British East India Company. The initial purpose was purely for commerce and to communicate with local traders.

The Anglicist-Orientalist Controversy: In the early 19th century, a major debate emerged within the British administration regarding the educational system. Orientalists supported funding traditional Indian education in languages like Sanskrit and Persian. Anglicists, led by figures like Thomas Babington Macaulay, advocated for a Western-style education delivered in English.

Macaulay's Minute (1835): The Anglicist view triumphed with Macaulay's influential minute. It proposed a system to create "a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect". This policy established English as the official language of government and the medium for higher education, setting the course for its deep entrenchment.

The Downward Filtration Theory: This theory, also supported by Macaulay, proposed that English education would reach the masses by first educating the upper and middle classes. They would, in turn, be able to act as interpreters and filter Western knowledge down to the rest of the population.

1854 Wood's Despatch: This dispatch further formalized the British education policy, expanding English-language instruction to lower levels of schooling alongside vernacular languages.

1857 University establishment: Universities modelled on the University of London were established in Bombay (now Mumbai), Calcutta (now Kolkata), and Madras (now Chennai) in 1857 (Naik, 1992). These universities used English as the medium of instruction, cementing its academic status.

English and the rise of nationalism:

A common link: Ironically, the English language, introduced to divide and rule, became a tool for national integration. It provided a common language for educated Indians from diverse linguistic regions to communicate, mobilize, and organize the nationalist struggle.

Expression of dissent: English became the language of political debate and a platform for Indian leaders and intellectuals to articulate their ideas and challenge the British.

Post-independence status:

Associate official language: Following independence in 1947, the framers of the Constitution debated the future of English. Ultimately, Hindi was declared the official language of the Union, but due to strong opposition from non-Hindi-speaking states, particularly Tamil Nadu, English was retained as an "associate official language" for an indefinite period.

The Three-Language Formula: In 1968, the government introduced the Three-Language Formula for schools, requiring the study of three languages: Hindi, English, and a modern Indian language. This policy aimed to promote multilingualism while balancing regional and national interests.

Enduring prestige: Despite policies to promote regional languages, English has retained its prestige. It is widely seen as the language of economic opportunity, social mobility, and international communication.

"Indianization" of English: Over the decades, the language has evolved into its own distinct dialect, known as Indian English (IndE).

This has involved:

Borrowings: Incorporating words from Indian languages into the English lexicon (e.g., *bungalow, jungle, karma*).

Grammatical features: Creating syntactic features and tag questions that differ from other dialects (e.g., "You're going to the party, isn't it?").

New coinages: Developing unique compounds and new word usages (e.g., *kitty party, prepone*).

English in modern India:

Dominance in key sectors: English remains the primary language of the judiciary, higher education (especially in science and technology), administration, and media.

Lingua franca: In a country with over 22 scheduled languages, English continues to serve as the most effective link language for inter-regional communication.

Global workforce: India's large English-speaking population has been a key factor in its rise as a global player in the information technology and services sectors.

Access to Information and Global Knowledge:

Academic Resources: Most universities and top institutions worldwide primarily use English for teaching and provide the best academic resources in English.

Digital Platforms: English proficiency provides access to online courses, e-learning platforms, and vast digital content, including research papers and tutorials.

Interstate and Global Communication:

A "Bridge" Language: In India's linguistically diverse society, English acts as an essential "bridge" language, facilitating communication between different states and regions.

Global Discourse: English enables participation in global discourse and connection with international communities, which is vital for international business and trade.

Career and Economic Opportunities:

Job Market: English proficiency is a necessity for many jobs in fields like business, IT, research, and tourism, opening doors to diverse career paths and economic growth.

Business and IT: The language of modern business, IT, computer science, and related fields is largely English, making it crucial for success in these sectors.

Online Business: With the rise of online business, English skills are critical for contacting international clients and expanding business reach beyond national borders.

Personal and Intellectual Growth:

Critical Thinking: Exposure to English literature and diverse perspectives through media enhances critical thinking, analytical, and problem-solving skills.

Broader Horizons: Learning English broadens intellectual horizons, allowing for personal growth and a deeper understanding of different cultures.

Review of Literature:
Related Studies Conducted in India:

Anandha Krishnaveni,A.R. and Maheswari, G. (2019): Their research, titled "A Study on Learning Difficulties of High School Students in English Language Learning," involved a draft questionnaire with 88 items. Based on feedback, some items were removed, modified, or added.

Majed Mohamad Hasan Drbseh (2019): In Saudi EFL Learners' Difficulties in Learning English: A Case of Secondary School Students," this study identifies the primary challenges faced by Saudi students in learning English.

Sundari, W. (2018): The study "The Difficulties of Learning English for Beginner English Learners" highlights the various obstacles that novice learners encounter while acquiring English.

Vijaya Kumar T. and Malekar, I.S. (2017): Their article "Difficulties in Teaching English to Rural Students," addresses the challenges of teaching English in rural Indian schools, emphasizing the language policy as both a social and personal issue. The quality of English education in many Indian schools is notably poor.

Menakapriya, P. (2016): In "Challenges in Learning English as a Second Language," the author discusses the historical context of English in India and its current necessity on a global scale.

Saikia (2013): The study is "Challenges of English Teachers in Teaching English at the Secondary Level in Assamese Medium Schools of Assam" involved fifteen schools selected through purposive sampling in the greater Jorhat area.

Vaishali (2011): In "Achievement in English of Standard IX Students of Vadodara District, Gujarat," the

research utilized a descriptive survey method and multistage sampling to gather data.

Related Studies Conducted in Abroad:

Yong Hua Ying et al, (2021): Their literature review, "The Challenges of Learning English Skills and the Integration of Social Media and Video Conferencing Tools to Help ESL Learners Coping with the Challenges during the COVID-19 Pandemic," discusses the significant difficulties ESL learners faced, particularly in speaking skills, due to the pandemic-related closures of educational institutions.

Obiakor, Mariagoretti Ijeoma (2020): The study "Problem of Teaching and Learning of English Language as a Second Language in Secondary Schools in Ankpa Local Government Area of Kogi State" examines the challenges encountered in Nigerian secondary schools regarding English language education.

Mohammad Mosiur Rahman et al. (2019): In "English Language Teaching in Bangladesh Today: Issues, Outcomes and Implications," this review addresses key issues such as the status of English in education policies and factors affecting the implementation of communicative language teaching.

Md. Amir Hossain (2018): The case study "Difficulties of Learning English Language at the Secondary Level: A Case Study of Thakurgaon District" utilized questionnaires and interviews to gather data.

Ashley Rodriguez and Diane Rodriguez (2017): Their analysis, "English Learners with Learning Disabilities: What is the Current State?" reviews 21 articles, highlighting critical areas such as prevention, assessment, and teaching strategies for English learners with learning disabilities.

Logan, Erin Elizabeth (2016): The capstone "English Language Learners and Learning Disabilities" investigates how educators differentiate between typical language acquisition and potential learning disabilities in students.

Hashem and Salem (2015): Their study, "The Relationship Between Saudi English as Foreign Language Students' Attitude Towards Learning English and Their Academic Achievement," employed a survey method with 112 randomly selected English major students from Umm Al-Qura university.

Bell, Douglas, and Bogan, Barry (2013): In "English Language Learners: Problems and Solutions Found in the Research of General Practitioners of Early Childhood," the authors discuss the challenges faced by teachers of English Language Learners in early childhood settings.

Pathan and Shiakh (2012): Their study, "Students' Attitude in English and Vernacular Medium in Secondary Schools," used a survey method to collect data from 360 students across nine schools.

Ahmad et al. (2011): The research titled "The Nature of Difficulties in Learning English by Students at Secondary School Level in Pakistan" employed a survey method, sampling 654 students and 24 English teachers from 24 districts in NWFP.

Hussain et al. (2010): Their study, "Effect of Direct Teaching Method on the Academic Achievement of High and Low Achievers in the Subject of English at the Secondary Level," utilized the Solomon Four-Design pre-test/post-test equivalent group design.

Research Methodology

Rationale of the Study: The primary goal of education is to enhance the learning standards of students. To achieve this, a focus on writing is essential, as the study of writing boasts a long-standing and rich tradition. Over the years, Telugu Medium teachers have amassed significant knowledge in this area.

Scope of the Present Study: This study aims to examine the implementation of English medium instruction for VIII and IX grade students at Chandrapalem High School, Totaguruva High School, and Z.P. High School in Yendada, Visakhapatnam. It will also propose remedial measures to address the challenges these students face.

Statement of the Problem: Traditional teaching methods have often failed to produce the desired behavioral outcomes and learning abilities in students. Familiarity with recent developments can empower teachers to enhance their effectiveness and efficiency in the classroom. This knowledge can help address the challenges faced by Telugu medium students, enabling teachers to organize their teaching activities and apply psycholinguistic principles, such as instructional design and teaching models. The goal is to foster a conducive learning environment for Telugu medium students. Effective teaching relies on the evolution of innovative strategies and methodologies, creating an interactive environment where students become engaged and productive learners. Therefore, the investigator has chosen to explore the topic "Problems of Telugu Medium Students in Learning the English Language at High School."

Research Questions:

1. What is the writing competency level of VII, VIII, and IX grade Telugu medium learners?
2. What are psycholinguistic principles, and how can they significantly enhance the writing skills of Telugu medium learners?
3. What role do psycholinguistic principles play in improving the writing competency of high school learners?
4. Can psycholinguistic principles be further developed to enhance writing competency?
5. To what extent are psycholinguistic principles effective in improving writing competency among Telugu medium students?

Objectives of the Study: The following objectives have been established to guide the investigation:

1. To identify the challenges faced by Telugu medium students in writing English.
2. To assess the writing competency level of Telugu medium high school learners.
3. To analyse the significance of implementing psycholinguistic principles in enhancing writing competency among Telugu medium students.
4. To apply psycholinguistic principles to improve writing competency.
5. To evaluate the impact of psycholinguistic principles on writing competency among Telugu medium students.
6. To determine the relationship between the implementation of psycholinguistic principles and the enhancement of writing competency.

Hypotheses of the Study: The following hypotheses have been formulated for the investigation:

1. To explore the challenges students, encounter while learning English.
2. To identify factors influencing the introduction of English medium instruction in Telugu medium schools.
3. To assess the understanding competency level of Telugu medium high school learners.
4. To evaluate the teaching methods employed by teachers during English instruction.
5. To examine the status and significance of English medium instruction in high schools.

Sample Location: The study was conducted at Andhra University High School, Visakha Municipal High School, Pedda Waltair, and Z.P. High School, Yendada, all recognized by the Government of Andhra Pradesh and located in Visakhapatnam District.

Selection of Sample: The sample for this study consisted of 150 students from the VII, VIII and IX grades, selected from the three government high schools in Visakhapatnam district. Additionally, 50 teachers and 50 parents were included in the study.

Methodology of the Study: This research employs modern methods and approaches from the fields of linguistics and applied linguistics. A questionnaire was developed for teachers and parents, while students were engaged through guided field trials. An interview-scheduled method was also utilized to gather data from both male and female students. To complement these methods, observational techniques were employed to address any gaps identified in the data collected through questionnaires and interviews.

The Introduction of English in India:

Phase One (1800- 1857): The beginning of the nineteenth century Indian economy had become potentially if not actually subservient to British interests. This fact was visible when more and more administrative power started passing into the hands of the East India Company and by proxy to the British regime. the British basked in the glory of their resurgent economy back home and victory over Napoleon in the second decade of the nineteenth century.

In the early phase of its active presence in India, English represented a position of power. I talk of 'active presence' to denote that English came to bear a stamp of authority in the eighteen thirties, the period in which the British could flaunt their influence and define on their authority the parameters suitable to India. Macaulay's famous Minute of 1835 is the case in point. This has been discussed to an extent in the following unit of this block and at length in one of the later units in this course. Here, I draw your attention to the tone adopted by Macaulay in the Minute.

I have no knowledge of either Sanskrit or Arabic. But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanskrit works. I have conversed, both here and at home, with men distinguished by their proficiency in the Eastern tongues. 1 am quite ready to take the oriental learning at the valuation of the orientalists themselves. I have never found one among them who could deny that a single shelfful good European library was worth the whole native literature of India and Arabia.

England had gained the status of a 'super power' around the period she became active in India as an

administrator, reformer and benefactor. Those of us who are conversant with English literature would realise that this period is known in the literary history as the Romantic period, a period when poets such as Blake, Wordsworth, Coleridge, Byron, Shelley and Keats sent across a sharply a critical message against growing bourgeois interests. Romantics were true dreamers wedded to the cause of the simple village folk that were gradually sidelined by the bourgeoisie in the eighteenth century. To grasp the point, we have to separate the dream in Romanticism from everything else and transpose it over the situation existing in India in the same period. In their society the British were engaged in pulling themselves out of medievalism and transforming their thinking along modernist lines. Such was the zeal of dreamers in England. However, away from home in the territory of a colony, the intellectually equipped functionaries of the English state had a different role to play. There is no wonder that a Macaulay would embark on the course of enlightenment and rational thought far away from his shores where around 1835, where an extremely bitter and scathing critique of the English society of the time began to be presented in English fiction. Students of English literature are thus, better placed to see the irony in the situation.

Phase Two (1857- 1880): The momentous happening with which the second phase of English in India is linked was the famous revolt of Indian soldiers against the British in 1857. It was termed 'mutiny' since the British considered it an illegal and unethical act. From point the Indian of view, it was an expression of discontent and anger against a power in the presence of whom the country felt helpless. Without going into the causes of the revolt, we can relate this event to the antagonism developing between a strong force in occupation and a country ridden with insurmountable problems of poverty and backwardness. Be that as it may, the British from 1857 onwards chose a course different from the one they had adopted earlier. English in India in this phase opened a window to western learning and made available to the emergent middle class a number of perspectives, many of them radical and modem. At the same time, it also put on the periphery those languages and dialects that had been forged by ordinary people struggling to evolve their own idioms and devices to articulate their specific experiences. It also clearly made hierarchies that put English on a pedestal and assigned inferior position to things Indian.

Phase Three (1880 - 1947): The evolution in English in India reflects a sharp sense of the events unfolding in India in recent history. The Indian National Movement that began towards the end of the nineteenth century and culminated in the Independence of 1947. We see a peculiar relationship, clearly an antagonistic one, between the nationalist upsurge in India and English. Macaulay's dream of creating a middle class in India that would fight English battles and act as buffer between the administration and the common masses took, it appears, a reverse turn in the nationalist phase in our society. Mahatma Gandhi and Jawaharlal Nehru are particularly educative in that they symbolise the needs of the time. Both stood for the effort of the enlightened sections aimed at creating nationalist consciousness. They stressed that the language of the National Movement was to be an Indian language, a language that ordinary Indians could understand anti speak.

Bankim Chandra deciding to write in Bengali soon after he had written Rajmohun S Wife in English. In English, Bankim was quite proficient. If he continued in that language, there is no reason why he should not have used with good effect the cadences of speech in English. The renaissance of Indian writing in our history, it belongs to this phase of the National Movement. Compare this writing in the Indian languages with that by Sri Aurobindo, Mulk Raj Anand, Raja Rao or R K Narayan in English around the same period and we notice that the substance of Indian life, its down-to-earth appeal emblematise in the fiction of Tagore, Premchand, Sharat Chandra, Nanak Singh, Sadat Hasan Fanto, and many writers of that age at a qualitatively different level.

Phase Four (1947-2024): The post-Independent India, is highly problematic, with the process of efflorescence in Indian languages and literatures getting reversed with the passage of time. The progress and growth of Indian languages and literatures slowed down considerably in this period. This stage has also been witnessing to a great surge forward of English as a language not just of communication but also of creative endeavour. As a medium of instruction at the present time, it has more or less totally replaced Indian languages at the college and university levels.

The influence of English has increased by the day. Elitism and English are inseparable. There is a mushrooming of institutes teaching spoken and written English not just in metropolitan centers but even small towns. The English has been adopted by the Indian ruling class as their language. Power and prestige are associated with it. We notice that a smartly dressed English-speaking individual is the role model of every youth in our country. Indian writing in English has increased in appeal and influence. Study and research in English attract better talent than in Indian languages.

English education in India has a colonial legacy, formalized by Macaulay's Minutes in 1835, and remains crucial for social mobility, access to global knowledge, and economic opportunity, though

debates persist about its role alongside regional languages. While not the sole compulsory language, English is widely used as a medium of instruction in universities and schools, making proficiency essential for career advancement and access to global resources and ideas. There are ongoing discussions on how to integrate English instruction with mother tongues to foster both cultural identity and upward mobility, ensuring equitable benefits across socioeconomic divides.

17th-18th Centuries: Early Introduction

British East India Company: The English language arrived with the East India Company in the early 17th century, initially for trade and the establishment of coastal trading posts.

Early Use: English was primarily used by merchants and in the company's administration.

19th Century: Institutionalization and Anglicization

Charter Act of 1813: The Company's first efforts to fund Indian education paved the way for the inclusion of English, laying the groundwork for English in Indian education.

Macaulay's Minute (1835): Thomas Babington Macaulay's influential minute advocated for English as the primary medium of instruction, aiming to create a class of Indians who were English in thought and culture.

Woods Dispatch (1854): Often called the "Magna Carta of English education," this dispatch promoted a structured education system with English as the language of higher learning, leading to the establishment of universities.

English as Elite Language: English became the language of the elite, administration, and the growing pan-Indian press.

Post-Independence Era: Continued Role and Evolution

Lingua Franca: Despite the achievement of independence in 1947, English persisted as a crucial lingua franca, facilitating communication between different states and communities in a multilingual nation.

Associate Official Language: Parliament designated English as an associate official language of India, a status it still holds.

Indispensable Tool: English is widely used in higher education, business, the judiciary, and media, making proficiency in the language a significant asset for national and international participation.

Indian English: Over centuries, the wide adoption of English by diverse Indian linguistic groups has led to the development of a distinct Indian English with unique vocabulary, grammar, and pronunciation.

Key Aspects of Macaulay's Proposal:

English as the Medium of Instruction: Macaulay argued that English literature and Western learning should be taught to Indians.

Creation of an Intermediary Class: His goal was to produce a class of Indians "in blood and colour, but English in taste, beliefs, morals, and intellect" to facilitate communication and administration between the British and the Indian masses.

Shift from Oriental Learning: He proposed the cessation of government promotion of traditional Sanskrit and Arabic learning in favor of English higher education.

Focus on Upper and Middle Classes: His "infiltration theory" suggested that education would gradually trickle down from the elite to the masses.

The Role of Lord William Bentinck

Lord William Bentinck, as the Governor-General, was the head of the administration that approved and implemented Macaulay's recommendations.

Historical Context:

Early Beginnings: English education in India began with missionaries in the 17th century but gained momentum with the formalization of policies by the British colonial government.

Macaulay's Minutes (1835): Thomas Babington Macaulay's influential memorandum promoted Western learning and the English language as the most effective medium for educating Indians to serve colonial administration. This led to the English Education Act of 1835, which led to the establishment of state-funded English schools.

Role and Importance Today:

Aspiration and Mobility: English education is often seen as a pathway to better opportunities and social mobility, allowing individuals to access a wider pool of knowledge and resources.

Global Link Language: Proficiency in English is crucial for navigating global information, science, and innovation, as many advanced resources are available primarily in this language.

Economic Opportunities: The demand for English-proficient individuals remains high in the job market, enhancing career prospects in various fields.

Challenges and Debates

Language Policy Debates: India faces an ongoing discussion about establishing a balanced language policy that incorporates both English and regional mother tongues to prevent the erosion of cultural identities.

Inequality: The historical and continuing emphasis on English has created a hierarchy, where access to English-medium education has been a privilege, leading to disparities in cultural capital and opportunities.

Teacher Training: There are concerns about the quality of English language teacher training, which sometimes relies on rote learning and lacks comprehensive professional development for instructors.

Moving Forward:

Linguistic Synergy: The future of Indian education involves fostering linguistic synergy, effectively integrating regional languages with English to achieve inclusive growth and strengthen national unity.

Grassroots Dialogue: Addressing the needs of families and fostering a shared sense of purpose through dialogue can help develop policies that support children's cultural identities while equipping them with essential English language skills.

The English Education Act, which was brought into effect by Lord Bentinck's government, was based on the advice and ideas presented in Macaulay's Minute.

Tejaswini Niranjana (1990) wrote:

The introduction of English education in India is inextricable from the process of subjection/subjectification under colonialism. The colonial "subject"; constructed through practices or technologies of power/knowledge, participates willingly ... in his/her insertion into the dominant order. As the historian Ranajit Guha suggests, English did not owe its importance as "an emblem of power" within the education system to official sponsorship alone. English becomes a mark of status through a complex production of the colonial subject within multiple discourses and on multiple sites.

At the societal level, English-medium education has played a critical role in producing what Kothari (1993) calls modernised techno managerial elite that continues to have disproportionate influence in shaping the discursive terrain of development.

Historically, English has been the preserve of the elite and privileged in India. It is a well-known fact that the first people to benefit from English education in India were the privileged and elites, who could send their children to English-medium schools and accumulate cultural capital over time. **—observed Dey (2019).**

S Anand (1999) explained the unique position of English in Indian society, as compared to a language like Sanskrit, which has been historically inaccessible to Dalits. English as a medium of instruction gained importance in India as economic benefits of education through this medium became evident **(Daswani 2001).**

The draft National Education Policy, 2019 put emphasis on the "functionality and fluency" for teaching English language in schools (MHRD 2019). Even in the new National Education Policy, 2020, the home language/mother tongue/local language/regional language has been prescribed as the medium of instruction until at least Class 5.

Even in the new National Education Policy, 2020, the home language/mother tongue/local language/regional language has been prescribed as the medium of instruction until at least Class 5 and the fate of the order is to be determined by the Supreme Court, the question of whether English should be a medium of instruction is pertinent. A promise of instruction in "English medium" pulls parents towards private and away from government schools **(Baird 2009; Sarangapani 2009; Karopady** 2014; All India Federation of Teachers 2008 qtd in Baird 2009).

English Medium Introduced in Andhra Govt. Schools:

English medium in Andhra Pradesh government schools actually began under YS Rajasekhara Reddy's Congress government (2008), not his son Jagan's YSRCP government.

English medium schools: pragmatic or problematic in AP:

The new Chief Minister of Andhra Pradesh (AP), Jagan Mohan Reddy, has announced that English will be introduced as the medium of instruction (MoI) from classes I to VI in all government-run schools in the state while Telugu will remain a compulsory subject on the curriculum. This is much like his predecessor, Chandrababu Naidu's decision in 2016 that with immediate effect Telugu be replaced with English as the MoI in all municipal schools in the state. In response to protests by teachers' unions, however, Naidu relented on the issue and put the controversial move on hold. His successor though has taken it up as part of his Rajanna Badi Bata (Way to School) scheme.

The obsession with English in AP:

During the last 10 years or so, irrespective of the party in power, the Government of AP has been keen on introducing English as the MoI in all schools. In 2008, six years before the state was bifurcated, the government rolled out an interesting MoI policy called SUCCESS, an acronym for Strengthening and Universalizing Quality of and Access to Secondary Schools, for implementation in select schools. In these 6,500 schools identified for SUCCESS, instruction was made available in both English and Telugu, and parents could opt for one of the two languages as the MoI for their children.

The National Education Policy (NEP) 2020, which promotes multilingualism, could be a framework for achieving this balance, ensuring students receive skills for global success while also nurturing their cultural roots.

Andhra Pradesh Set to Introduce English Medium in Govt. Schools:

From Class 1 To 8:

Andhra Pradesh government is set to introduce English medium from class 1 to 8 from 2020-21 academic year. From the next academic year, Andhra Pradesh is set to introduce the English medium from standard first to standard eight in government schools. According to a government order on Tuesday, November 5, 2019, the Andhra Pradesh School Education Department has decided to convert all government, MPP, and Zilla Parishad schools and all classes into English medium.

Teachers Will Be Trained and Equipped to Teach in English:

This will come into existence for standards I to VIII from the academic year 2020-21 and for standards IX and X from the academic year 2021-22. The government has delegated powers to the Commissioner of School Education, Andhra Pradesh, to open parallel English Medium sections in existing high schools for classes VI to X.

Colonial Origins:

British Influence: Lord Macaulay introduced English as the medium of instruction and Western education in India, establishing English-medium universities patterned after the University of London.

Demand for English: In the Madras Presidency, which included Andhra, a public meeting in 1846 petitioned the government for better English education to secure jobs in government offices, which were often held by those with English language skills.

Post-Independence Shift:

De-colonization Efforts: Following independence in 1947, there was a significant effort to replace English with Indian languages to dismantle the power structures associated with the colonial language.

English as an optional subject: For several decades after independence, English remained a compulsory subject for matriculation, though its mandatory status was challenged.

Resurgence of English Medium:

Economic and Social Demand: The growing demand for English in the job market, particularly after economic liberalization and the rise of the IT sector, fuelled a parental desire for English-medium education.

Government Policies: The Andhra Pradesh government has consistently shown interest in introducing English as the medium of instruction, notably with the SUCCESS program in 2008, which allowed parents to choose between English and Telugu as the medium of instruction.

Ongoing Challenges and Debates

Legal Challenges: A government order to make English the mandatory medium of instruction in all government schools was challenged in the Andhra Pradesh High Court, which deemed it unconstitutional.

Implementation Gaps: Efforts to train teachers and implement English-medium policies faced significant obstacles and remained largely on paper.

Parental Choice: The debate continues to focus on the pragmatic benefits of English-medium education for employment opportunities versus the importance of early education in the mother tongue.

History of English Medium in Schools Andhra Pradesh:

A historical overview of English as the medium of instruction (MoI) in Andhra Pradesh shows that its presence dates back to the colonial era, but its widespread adoption in government schools is a recent policy initiative. While it is difficult to find a single PDF detailing this history, the trajectory can be traced through government orders, academic studies, and news reports.

English medium during the colonial period

The first English-medium School in the Andhra Region:

St. Aloysius' Anglo-Indian High School

It was established in Visakhapatnam in 1847 by the British Indian Army.

For a long time, St. Aloysius' was the only English-medium school in the area between Chennai and Kolkata, primarily serving the children of European soldiers.

During this period, English-medium instruction was generally limited to private schools or elite institutions.

Post-independence to the 2000s:

Following independence, many Indian states, including Andhra Pradesh, gradually replaced English with regional languages as the primary MoI in government schools.

In the 1990s and 2000s, as the middle class shifted to private English-medium schools, government schools were increasingly perceived as offering subpar education. This led to a public perception that English-medium education was a key to social and economic mobility.

The Andhra Pradesh government began its first major push toward introducing English medium in state schools around 2000, initially offering it as a choice for students in the sixth grade.

The SUCCESS program (2008)

In 2008, six years before the state was bifurcated, the Andhra Pradesh government launched a policy called Strengthening and Universalizing Quality of and Access to Secondary Schools (SUCCESS).

Under the SUCCESS program, 6,500 high schools were designated to offer parallel sections with both English and Telugu as the MoI, allowing parents to choose.

An SCERT study in 2010 found positive feedback from teachers, students, and parents regarding the introduction of English medium.

Post-bifurcation efforts (2014 onwards)

After the state's bifurcation in 2014, Andhra Pradesh continued pushing for English-medium education in government schools.

In 2016, the government under Chandrababu Naidu ordered the conversion of municipal schools to English medium, but the move was temporarily put on hold after protests.

Universal English medium policy (2019–2020):

In November 2019, the Y. S. Jagan Mohan Reddy government issued G.O. Ms. No. 85, mandating the conversion of government schools to English medium.

The order outlined a phased implementation:

Classes 1 to 6 in all government, Zilla Parishad, and MPP schools were converted to English medium starting from the 2020–2021 academic year.

The policy would be extended to subsequent grades in the following years.

Telugu or Urdu remained compulsory subjects. The government also committed to training teachers for the new medium of instruction.

Though challenged in court, the government proceeded with the plan, citing overwhelming support from parents.

The specific government orders (G.O. Ms. No. 85, G.O. Ms. No. 15) and academic studies cited in the search results are often available as PDFs. The following links provide access to these and other relevant documents:

G.O. Ms. No. 85, Dated 20.11.2019: The Government Order mandating the conversion of classes 1 to 6 to English medium.

G.O. Ms. No. 15, Dated 22.03.2020: An order outlining the conversion to English medium from the 2020–2021 academic year.

PDF on English in Government Schools of Telangana, Andhra Pradesh: A research paper from Azim Premji University covering the history and impact of English-medium education in both states.

Importance of English Medium in Schools, AP:

In Andhra Pradesh (AP), as in the rest of India, English-medium education is highly valued for its potential to improve a student's career prospects and access to higher education. The importance of English medium in AP has been a significant topic of policy and public debate, especially since the state government began introducing it in government schools.

Factors driving the importance of English medium in AP:

Access to higher education: A strong command of English is crucial for students pursuing higher education, particularly in STEM fields, as most advanced textbooks and research are in English. Students from vernacular-medium backgrounds often face a difficult transition to the English-only instruction of professional programs.

Career opportunities: English proficiency is a major advantage for job seekers in both the private and government sectors. Many private companies require a good command of English, while many central government jobs and competitive exams also demand fluency.

Global connectivity: English is the dominant language of business, technology, and international communication. English-medium schooling prepares students to compete in a globalized economy and communicate effectively with people from different countries.

Democratization of education: Historically, English-medium education in India was largely limited to the elite. By making it available in government schools, AP's policies aim to reduce educational inequality and provide students from marginalized communities with the tools for social mobility. This helps close the gap between government school students and their private school counterparts.

Parental aspirations: A vast majority of parents, including those from economically disadvantaged sections, aspire to provide their children with an English-medium education. This is driven by the perception that it is a pathway to a better life for their children. A 2020 government report in AP found that over 96% of parents opted for an English medium of instruction for their children.

English medium schools offer advantages like global communication, better career prospects, and access to international resources and higher education, which can improve critical thinking and IT skills. However, they pose disadvantages such as the neglect of local languages, the potential for cognitive burden on young learners, increased costs, and the exclusion of parents who are not fluent in English from assisting their children.

Advantages:

Global Communication and Career Opportunities:
English is a global lingua franca, crucial for accessing international job markets, technology, and higher education, particularly in science, business, and computing.

Access to Resources: English medium schools often have access to high-quality, internationally-sourced textbooks, better facilities, and a curriculum designed for modern education, which can enhance learning outcomes.

Skill Development: Early exposure to English can build comfort with the language, improving communication, reading comprehension, critical thinking, and analytical skills.

Technological and IT Integration: English is the language of computers and the internet, giving English-medium students an edge in accessing and utilizing information.

Disadvantages:

Impact on Local Languages: The emphasis on English can lead to the neglect and decline of regional and mother tongues, impacting cultural heritage and a deeper connection to local communities.

Cognitive Burden: For children not fluent in English, learning academic subjects in the language can be a significant challenge, hindering comprehension and potentially creating a burden on both students and teachers.

Cost and Accessibility:
English medium schools, especially private ones, are often expensive, making them inaccessible to many families and potentially widening the socio-economic gap in education.

Parental Inability to Support: Many parents, particularly in rural areas, are not proficient in English and find it difficult to help their children with homework or understand school communication, leading to a sense of helplessness.

Curriculum and Teaching Standards: While some English medium schools offer a high standard of education, others may have varying levels of quality and may not always align with the needs and cultural context of local students.

Arguments for English Medium as a Boon (For):

Global Access & Opportunities: English is the universal language of business, technology, and international relations, opening doors to global communication and higher education.

Career Advancement: Proficiency in English enhances employability and access to better job opportunities in a globalized world.

Enhanced Cognitive Skills: English-medium education can foster critical thinking, analytical abilities, and broader communication skills.

Access to Information: A wealth of knowledge and resources, particularly in science and technology, is available primarily in English.

Arguments for English Medium as a Bane (Against):

Cultural and Linguistic Erosion: Prioritizing English can lead to the neglect and potential extinction of local languages and cultural heritage.

Socio-Economic Disparity: Limited resources for quality English education can create or exacerbate the gap between affluent and less affluent students, leading to educational inequity.

Student Stress and Anxiety: The intense pressure to master English can induce significant stress and anxiety, negatively affecting overall academic performance and well-being.

Communication Gaps: Focusing heavily on English can create a divide between generations and within communities if it discourages the use of native languages.

Focus on "Blind Imitation": Overemphasis on Western culture in English-medium schools can lead to a negative tendency for blind imitation rather than original development.

The Importance of Balance:

A balanced approach is crucial, where English is taught effectively without sacrificing the importance and richness of regional languages and cultural knowledge.

Advantages And Disadvantages of English Medium in Schools in India:

In India, English-medium education offers significant benefits for career advancement and access to global resources, but also presents challenges, such as disadvantaging students from rural or poor backgrounds and potentially undermining regional languages. The debate over the medium of instruction involves considerations of economic opportunity, cognitive development, and cultural identity.

Advantages of English-medium education:

Wider career opportunities: English is widely considered the language of business, technology, and science, both in India and internationally. Fluency in English gives students a competitive advantage in the job market, especially within multinational corporations and for higher-paying positions.

Gateway to higher education: Proficiency in English is often a requirement for admission to prestigious universities in India and for standardized tests like TOEFL and IELTS for education abroad. English-medium schooling also provides access to a vast number of academic resources, including research papers and online courses.

Access to global knowledge and communication: The majority of online content, scientific literature, and international news is in English. English proficiency enables students to access this information directly, and also facilitates communication with people from diverse linguistic backgrounds.

Higher teaching standards: Private English-medium schools are often perceived as having better infrastructure, qualified teachers, and more extracurricular activities compared to government-run, vernacular schools. This perception, though not universal, drives parental demand.

Cognitive benefits: Learning in a second language can enhance cognitive skills such as critical thinking, problem-solving, and memory. Studies on bilingualism have shown that it can improve mental flexibility and creativity.

Disadvantages of English-medium education:

Creates social and economic inequality: English-medium education perpetuates a class divide in India. For marginalized groups, particularly those in rural areas, a lack of English proficiency can limit their access to premier educational institutions and high-paying jobs, reinforcing economic injustice.

Undermines native language skills and identity: A focus on English can lead to the neglect of a student's mother tongue and regional languages. Over time, this can cause a decline in proficiency and a sense of disconnection from one's cultural identity.

Learning barriers for first-generation learners: Students from rural and underprivileged backgrounds often have limited or no exposure to English outside the classroom. This lack of environmental support, combined with underqualified teachers in many government schools, creates anxiety and academic difficulties.

Lack of comprehension: For students still developing their English skills, the focus on learning in a second language can prevent them from truly understanding core academic concepts. This can lead to rote memorization rather than deep analytical thinking.

Inability of parents to help: Many Indian parents, particularly in rural or low-income households, are not fluent in English. This makes it difficult for them to help their children with homework or monitor their academic progress, creating a reliance on expensive private tuition.

Brain drain: The emphasis on English education and global opportunities can lead India's brightest graduates to seek employment abroad, especially in countries where English is the primary language, resulting in a significant brain drain.

History of English Medium School in Visakhapatnam:

St Aloysius' Anglo-Indian High School is a Christian mission school in the city of Visakhapatnam, Andhra Pradesh, India. It was founded in the year 1847, during the East India Company rule in India by

the British Indian Army. The school was started for the purpose of educating British Indian Army European soldiers' children.[1] Nobel Laureate C. V. Raman was a student of the school.

St. Aloysius H. School in 1920.

High School Building
St. Aloysius' was the first English medium school in Andhra Pradesh. During the Colonial period, it was the only English-medium education school between Chennai and Kolkata. [2]

History of English Medium in Schools, Ap:
English medium schooling in Andhra Pradesh has a history dating back to the colonial era, but its widespread introduction in government schools has been a series of government initiatives and public debates over the last two decades

Colonial and early history:
1846: One of the earliest documented appeals for more English education in the region occurred in Madras (now Chennai) in 1846. Telugu people joined a public meeting to petition the government for "better English education, free of restraints of religious favouritism".

Colonial period: During the British colonial period, missionary schools and other private institutions were established. St. Aloysius' Anglo-Indian High School in Visakhapatnam, for example, was one of the earliest English medium schools in the region and the only one of its kind between Chennai and Kolkata for a time.

Early government efforts (2000s)

Phased introduction: In the early 2000s, the state government of unified Andhra Pradesh began a gradual introduction of English medium instruction in government schools. Initially, students were given the choice to receive instruction in either Telugu or English in sixth grade.

SUCCESS policy (2008): The government lunder the Y.S. Rajasekhara Reddy administration launched a policy called "Strengthening and Universalizing Quality of and Access to Secondary Schools" (SUCCESS). This policy offered instruction in both English and Telugu in select schools, allowing parents to choose the medium of instruction for their children.

Post-bifurcation era (2014–present):

After the state of Andhra Pradesh was bifurcated in 2014, the efforts to expand English medium education continued, with both the Telugu Desam Party (TDP) and YSR Congress Party (YSRCP) governments pushing for its expansion in state-run schools.

Telugu Desam Party (TDP) government (2014–2019)

English sections: The TDP government continued to expand English medium instruction, often by adding English sections to existing Telugu medium schools as a pilot project.

Implementation challenges: While there were orders to convert SUCCESS schools into full-fledged English medium institutions in 2015–16, these plans often failed to be fully implemented, and proposals for teacher training also remained largely on paper.

YSR Congress Party (YSRCP) government (2019–2024):

Expansion policy (2019): The YSRCP government accelerated the transition, announcing that all government schools would convert to English medium in a phased manner, beginning with classes 1–6 in the 2020–21 academic year.

Government Order (GO): A formal order was issued in November 2019 mandating the conversion of all government, Mandal Praja Parishad, and Zilla Parishad schools to English medium.

Mandatory language: As part of this policy, Telugu or Urdu was to be a compulsory subject, even as English became the primary medium of instruction.

Court challenges: This decision faced strong opposition and was challenged in court, with critics arguing it would undermine the native language and culture. The Andhra Pradesh High Court initially quashed the government's order in April 2020. However, the government was ultimately allowed to proceed with its phased implementation.

Educational rationale: The government cited factors such as preparing students for the global market, competing with private English medium schools, and fulfilling parents' desires for their children to be taught in English as reasons for the policy.

Contemporary situation: The debate over the advantages and disadvantages of English medium instruction in government schools continues. While proponents emphasize the importance of English for economic mobility, critics express concerns about the potential decline of the Telugu language and the pedagogical challenges of teaching in a non-native medium.

"To have another language is to possess a second soul." "Change your language and you change your thoughts." "Learning another language is not only learning different words for the same things, but learning another way to think about things." "Knowledge of languages is the doorway to wisdom."

DATA ANALYSIS:

Table: 1

English Language Fluency, Writing, Medium

(in percent N=150)
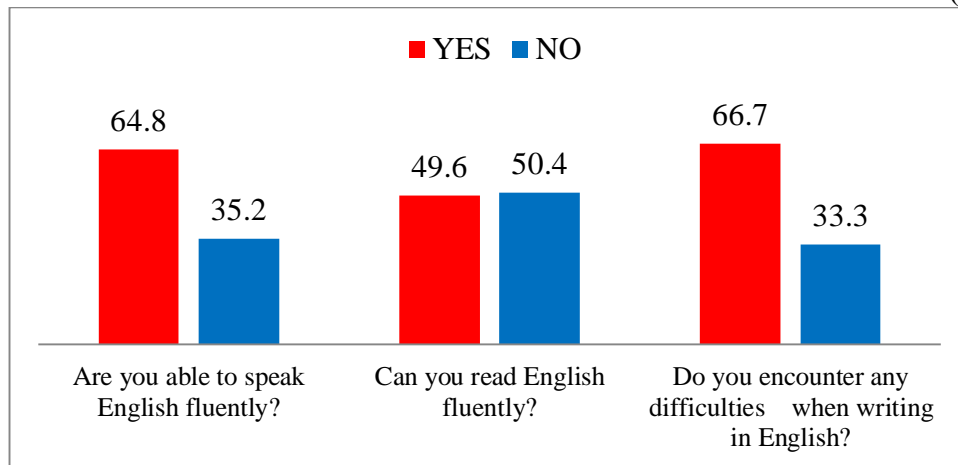
TABLE - 1
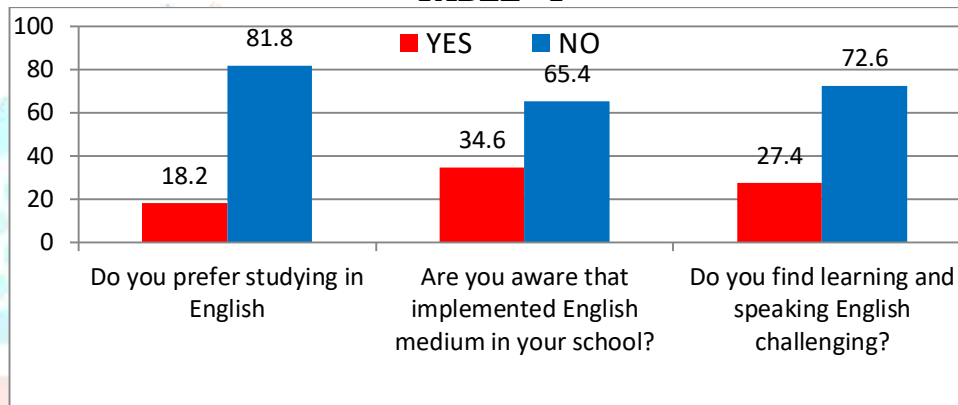
The table - 1 reveals that fluency in speaking, reading, and writing English is important to students, highlighting their preference for and engagement with the language.

Table: 2
Student Seeking Help from Family, Friends, Others

(in percent N=150)
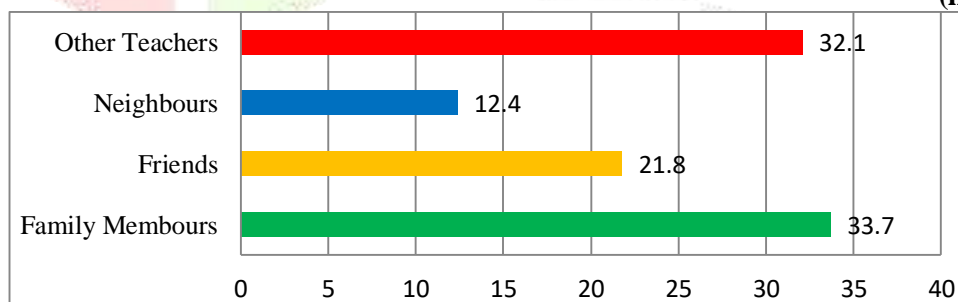
The table – 2, It also shows that students receive homework assistance from family members, friends, neighbors, and other teachers at home, with support distributed across these groups in varying percentages.

Table: 3
English Medium and Opinions

<div align="right">(in percent N=150)</div>
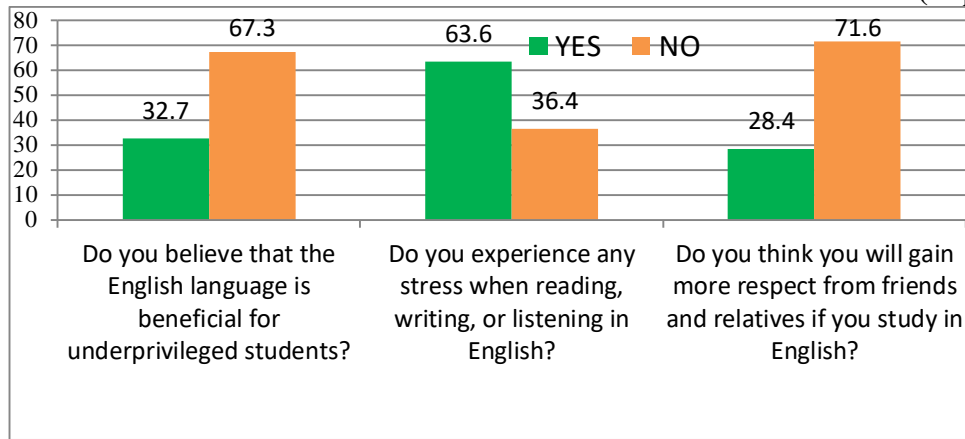
TABLE - 3
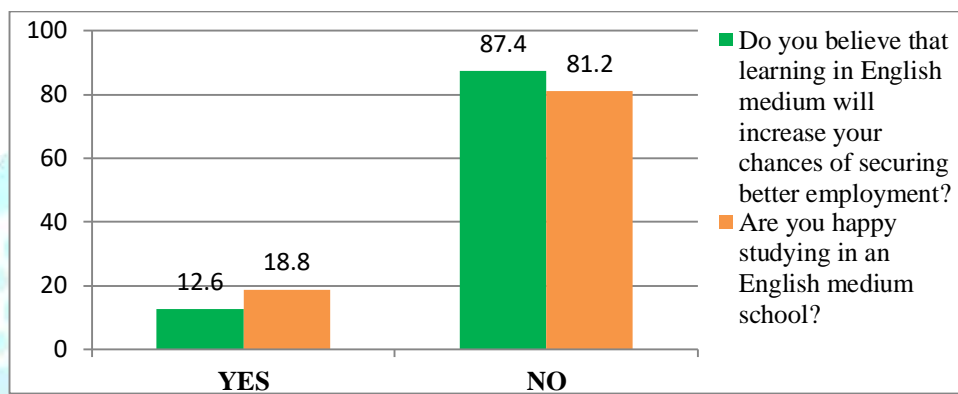
The table – 3, Moreover, the table suggests that English is particularly beneficial for students from poorer backgrounds, who report challenges in reading, writing, and listening in English. It emphasizes that proficiency in English improves their chances of accessing higher education, and that these students express great satisfaction studying in English-medium schools.

Table: 4
English Medium and Problems in Learning Language

<div align="right">(in percent N=150)</div>
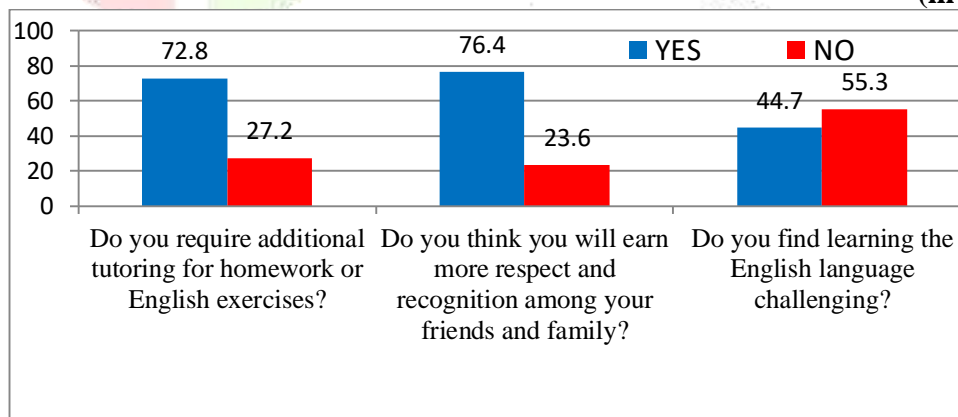
TABLE – 4
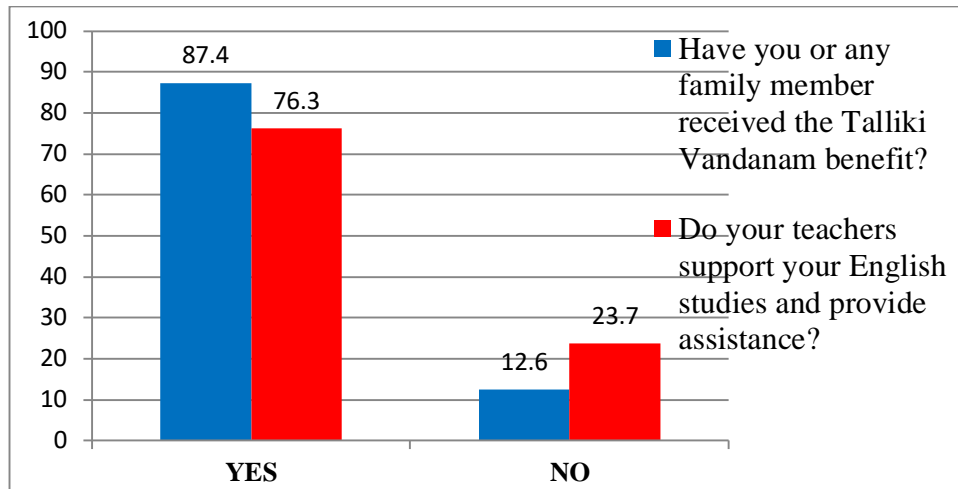
The table – 4, Additionally, the data points to a need for homework help at home, and suggests that studying in an English-medium school brings students respect. Many students have benefited from the Amma Vadi program, and teachers actively encourage enrollment in English-medium education.

Table: 5
Choice of Teaching in English or Other Languages
(in percent N=150)
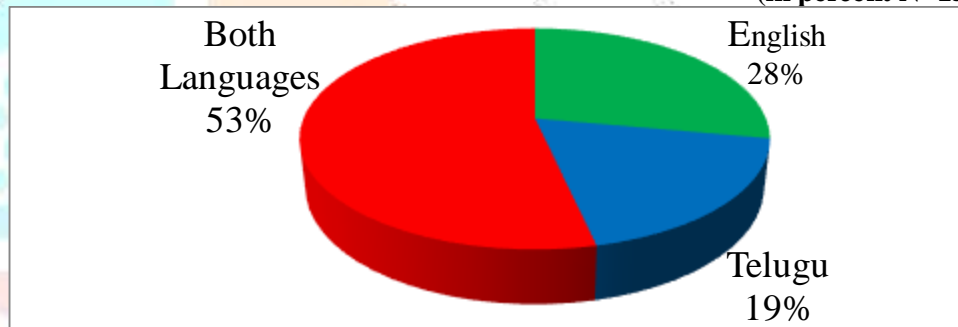
The table - 5 shows those students in schools regard teaching in English medium, mother tongue, or both languages as important.

Table: 6
English Language Benefits and Influence of Media
(in percent N=150)
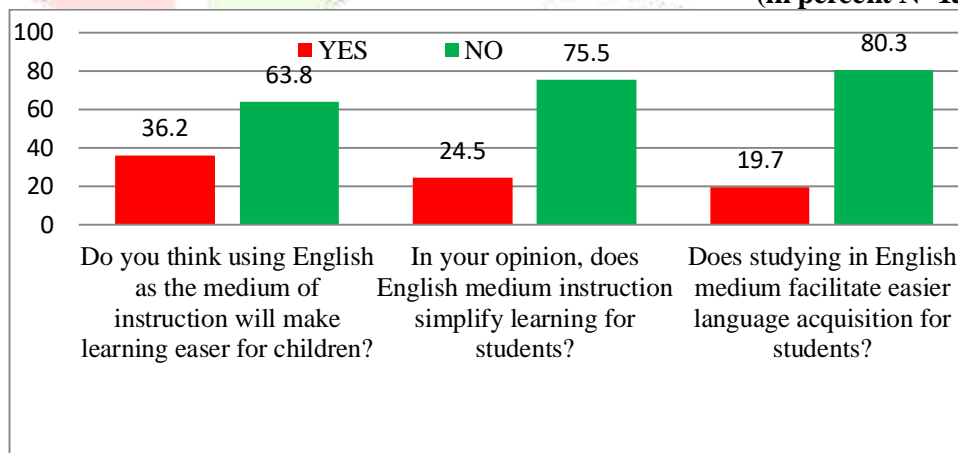
TABLE – 6
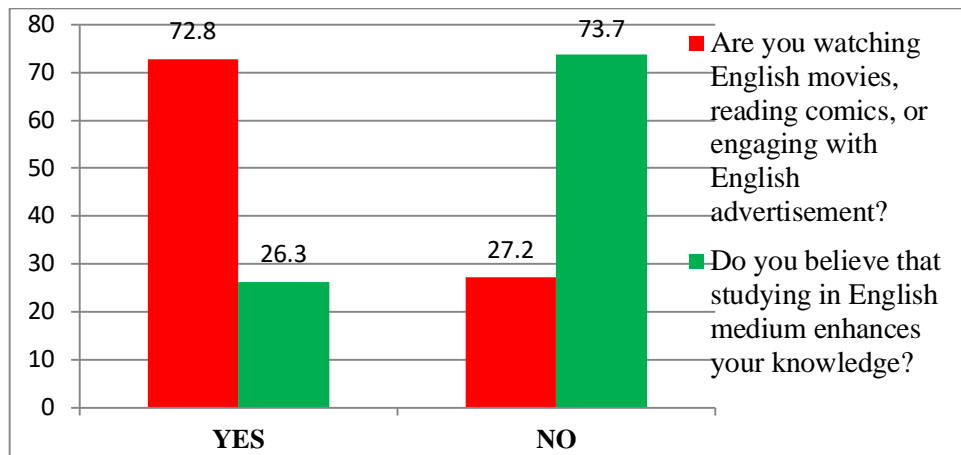
The table – 6, It highlights the benefits of using English as a medium of instruction, suggesting that it facilitates easier English learning. Additionally, watching English programs is seen as a helpful way to improve language skills.

Table: 7
English Medium Language help to Communication

(in percent N=150)
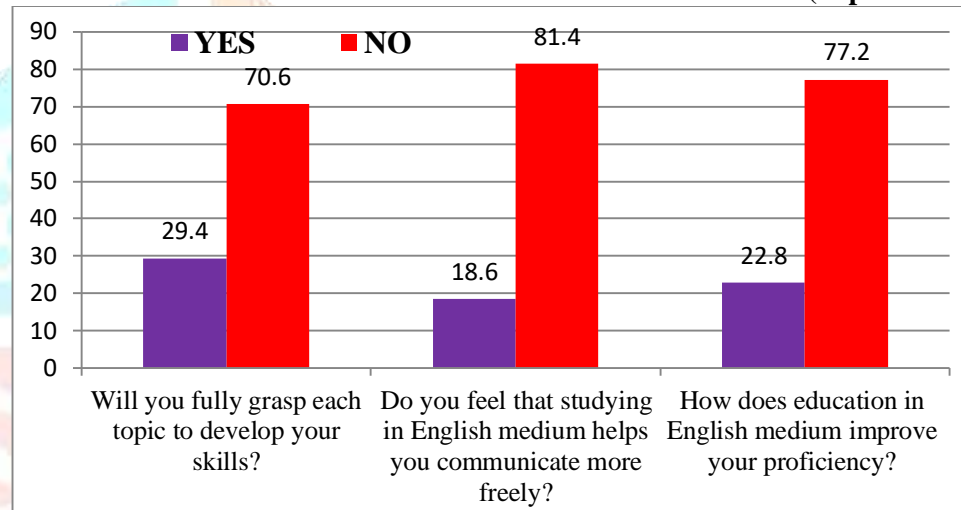
TABLE – 7
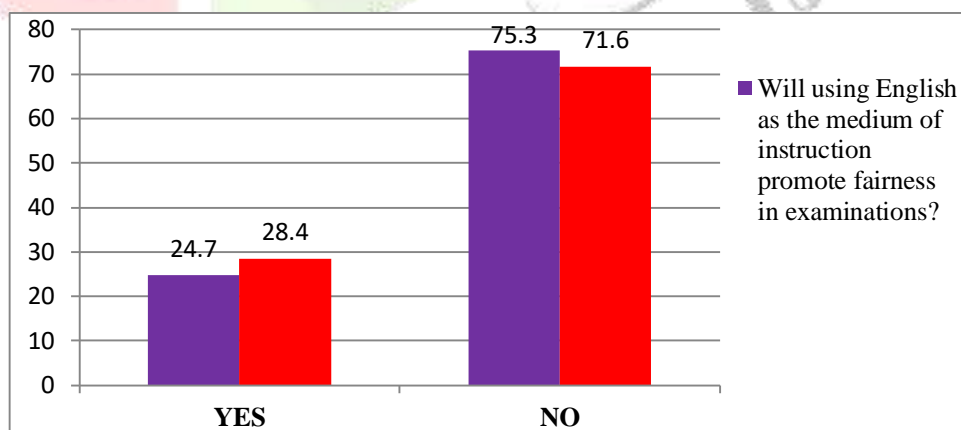
The table – 7, the data also indicates that learning English enhances skill development, communication, and overall proficiency. It emphasizes that providing equal opportunities to all students ensures better access to resources and knowledge.

Table: 8
English Language and Knowledge

(in percent N=150)
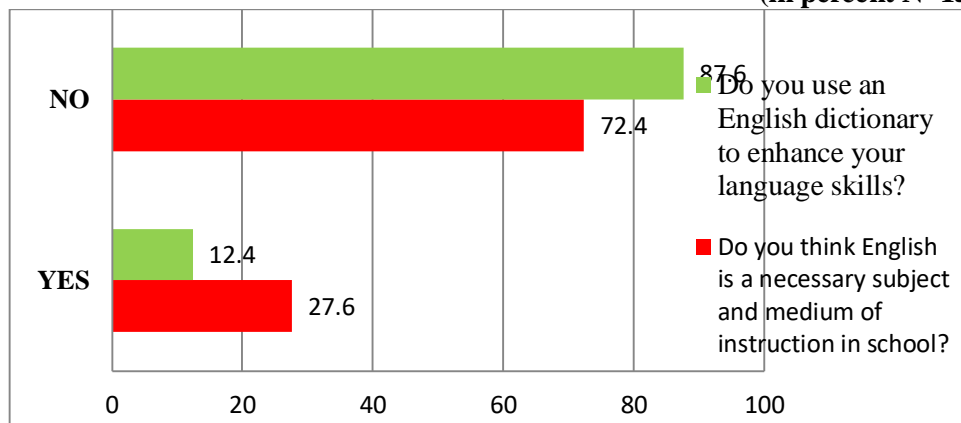
TABLE – 8
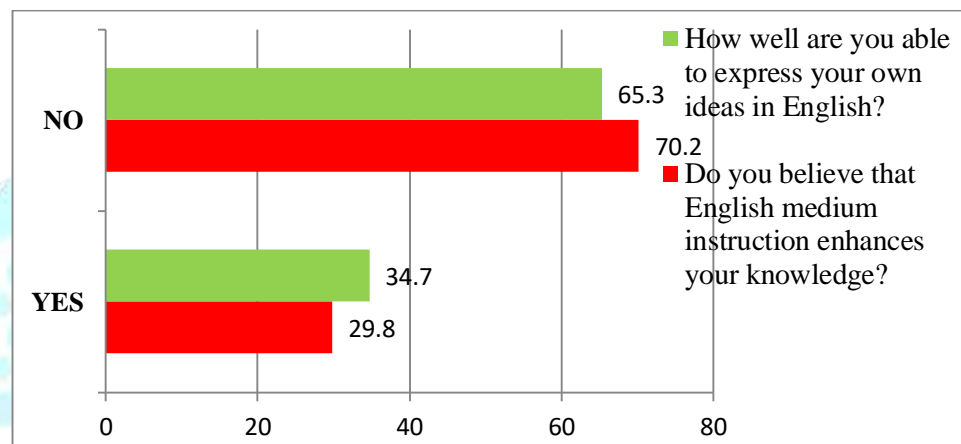
The table – 8, Furthermore, the table reveals that most students believe English should be a compulsory medium and that many use dictionaries to support their learning. This practice aids in expanding their knowledge and developing ideas in English.

Table: 9: Gender

(in percent N=75)
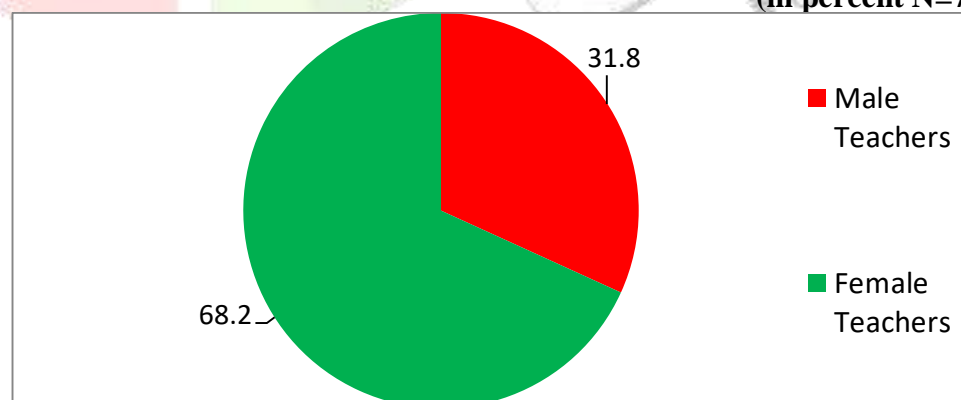
The table - 9 shows the percentage of male and female teachers working in various schools across Visakhapatnam.

TABLE – 10
Teaching Experience in Years

(in percent N=75)
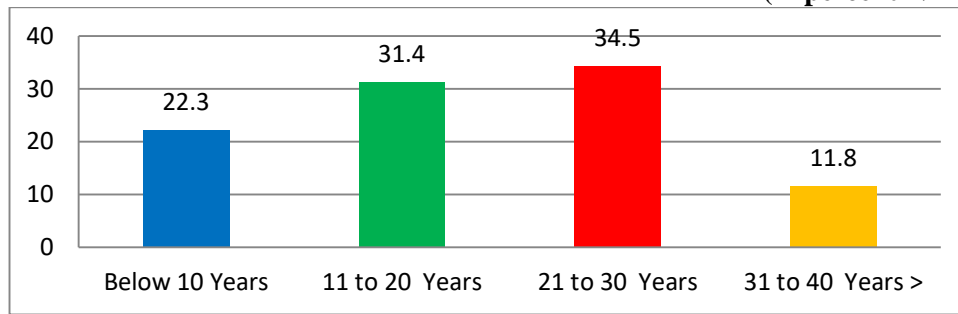
The table – 10, It also highlights that the majority of teachers have between 21 to 30 years of teaching experience and have already completed training in the English language.

TABLE – 11
Do You Think Teaching in English Language is an Art

(in percent N=75)
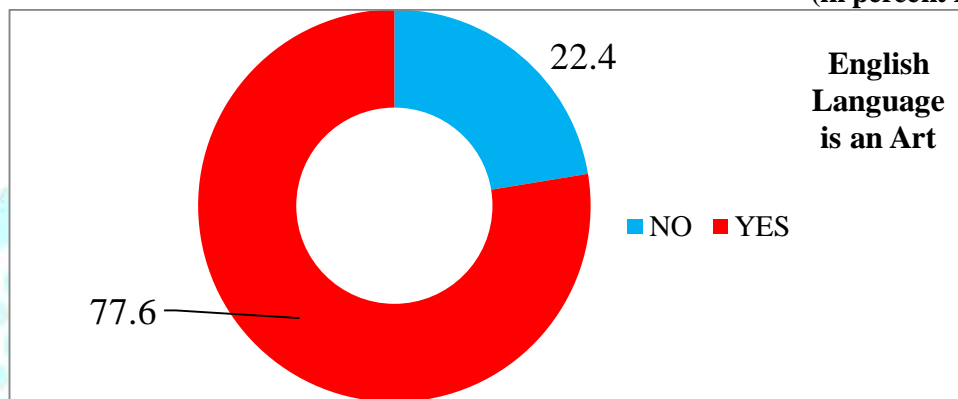
The table – 11, Furthermore, the table reveals that most teachers view teaching, particularly language instruction, as an art form.

TABLE – 12
From Which Class Your English Subject is Taught

(in percent N=75)
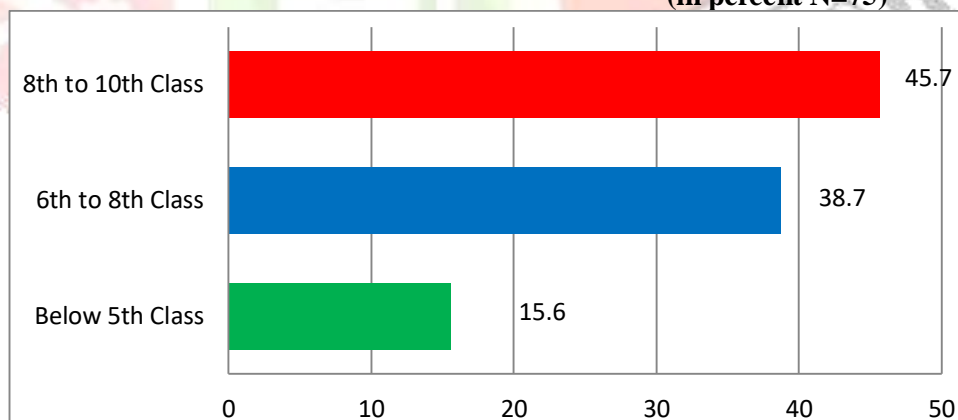
The table – 12, Additionally, it indicates that the majority of teachers begin teaching English to students in grades 6 through 8, followed by those teaching grades 9 and 10.

TABLE – 13
Do You Think Bilingual Method is the Best Way to Teach English
(in percent N=75)
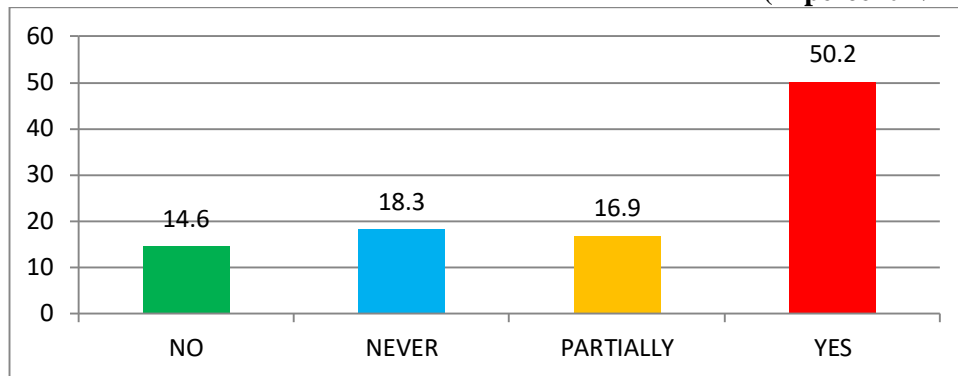
The table – 13, finally, the table suggests that most teachers believe bilingual teaching helps students achieve greater understanding and clarity in certain subjects.

TABLE – 14
What Kind of Skill in Student is the Best Motivate According to
While Learning English Language
(in percent N=75)
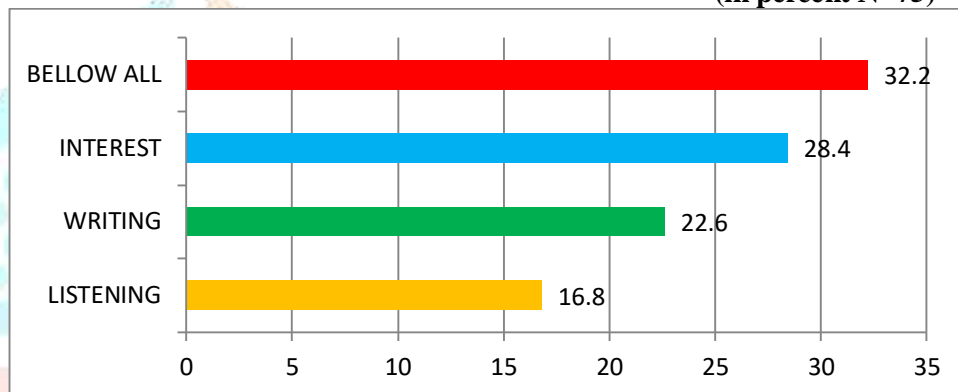
The table – 14, highlights that listening, writing, and interest are key skills for improving effective methods to motivate students.

TABLE – 15
In Interaction with The Students Which Language You Prefer To Speak With Them
(in percent N=75)
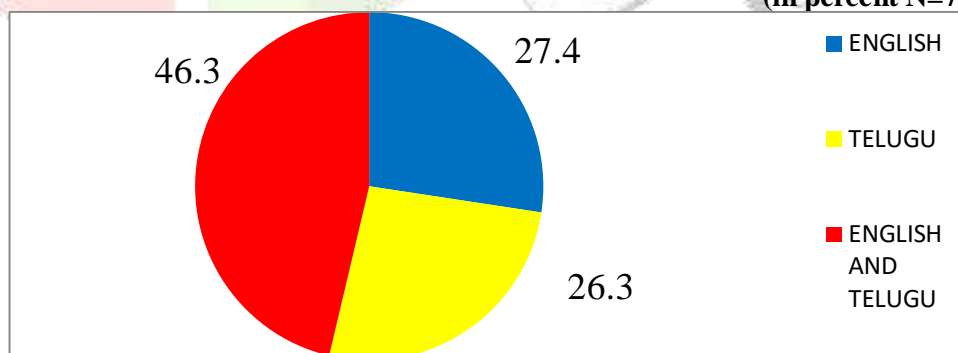
The table – 15, It also shows that both students and teachers communicate in two languages, with many feeling more comfortable expressing themselves in their mother tongue at times.

TABLE – 16
Do you think Mother Tongue Medium Students are Face
Difficult to Understand and Poor in English

(in percent N=75)
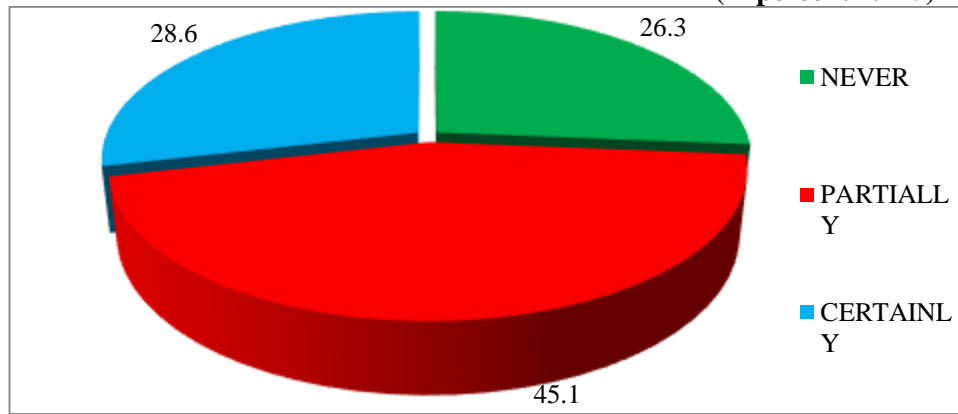
The table – 16, further indicates that while some students have only a partial understanding of English, they are still able to manage their subjects effectively.

TABLE – 17
Do You Think The Parents Of Mother Tongue Medium Students Do Not Take
Proper Care About Their Children Studies Due To Parents Are Poor In English
(in percent N=75)
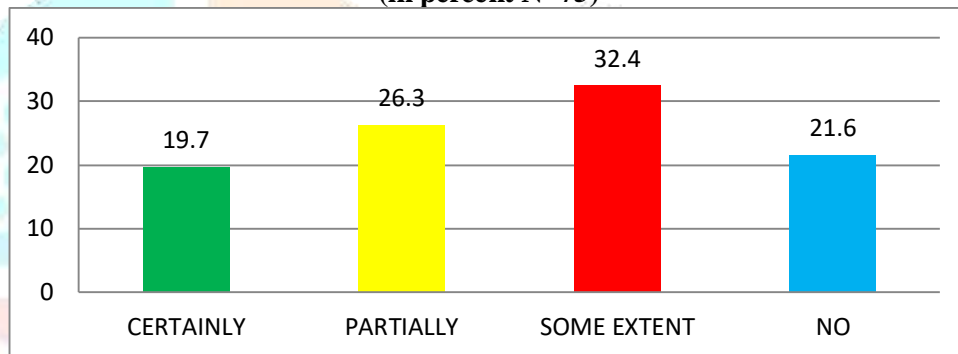
The table – 17, additionally, it suggests that although parents may not be fully involved in their children's education, they do make some effort to cooperate.

TABLE – 18
Do you think you Receive Adequate Training in English Language Teaching
(in percent N=75)
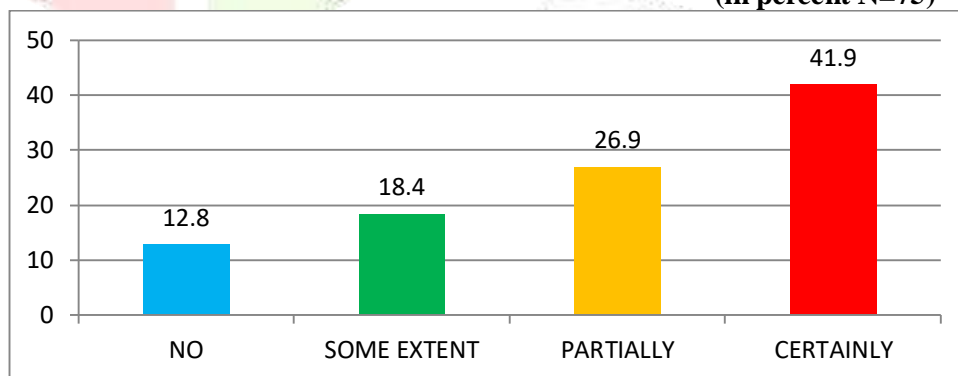
Finally, the tables – 18, reveal that teachers have undergone training for teaching in English medium and are generally satisfied with the quality of the training.

TABLE – 19
**Do you think Due to Poor Background of Students Their Performance
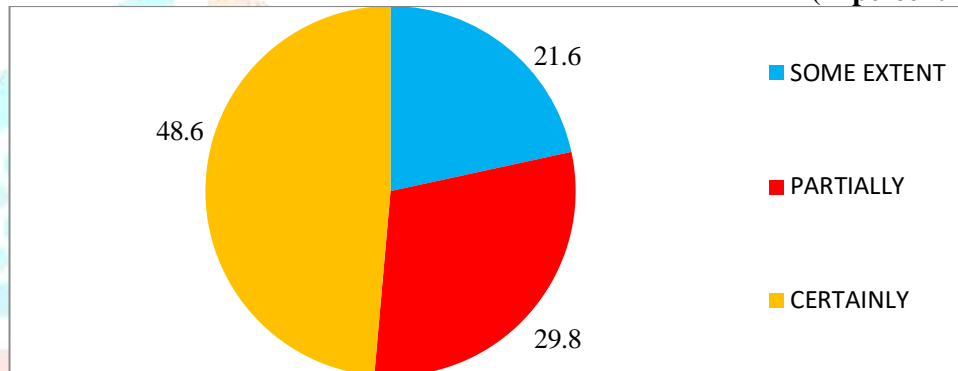is also Weak in Studies**

(in percent N=75)
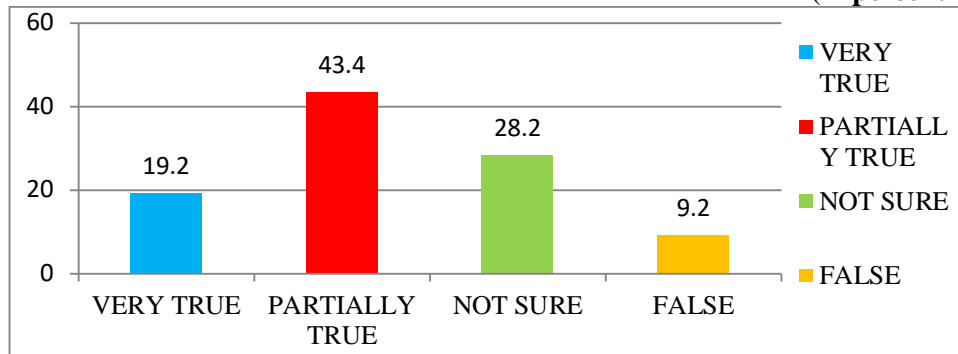
The table – 19, suggests that the impact of family poverty on students' academic performance is considered partially true, highlighting a clear connection between education and poverty.

TABLE – 20
**Do You Think The Present Curriculum English Language
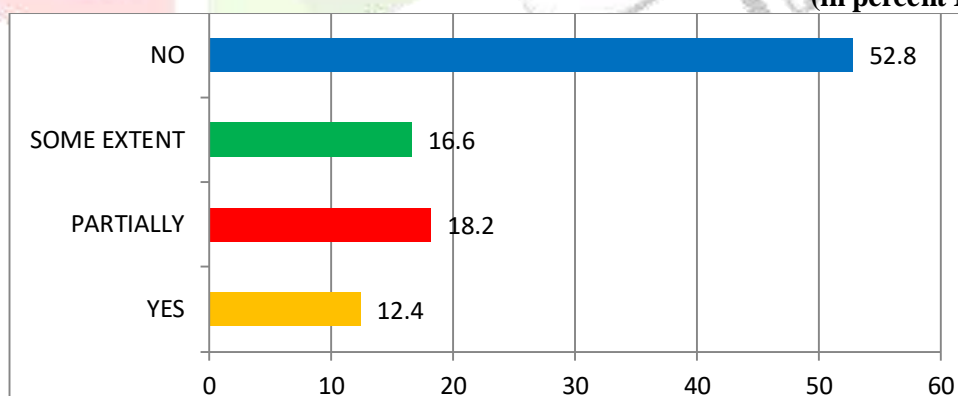Encourages All Skills In English Skills In English Subject**

(in percent N=75)

The table – 20, It also indicates that the current syllabus promotes the English language in a way that helps students develop their English skills.

TABLE – 21
Do You Face Any Problem While Teaching English In Crowded Classroom
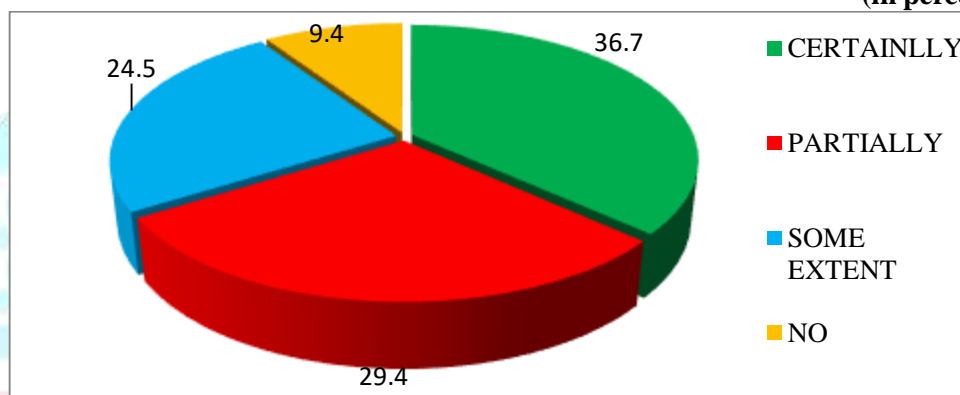
(in percent N=75)

The table – 21, reveals that most teachers do not face difficulties teaching English, even in crowded classrooms.

TABLE – 22
Do You Think New Appointment Of Teachers Should Be Made
Purely On The Basis Of Merit And Fluency In English Language
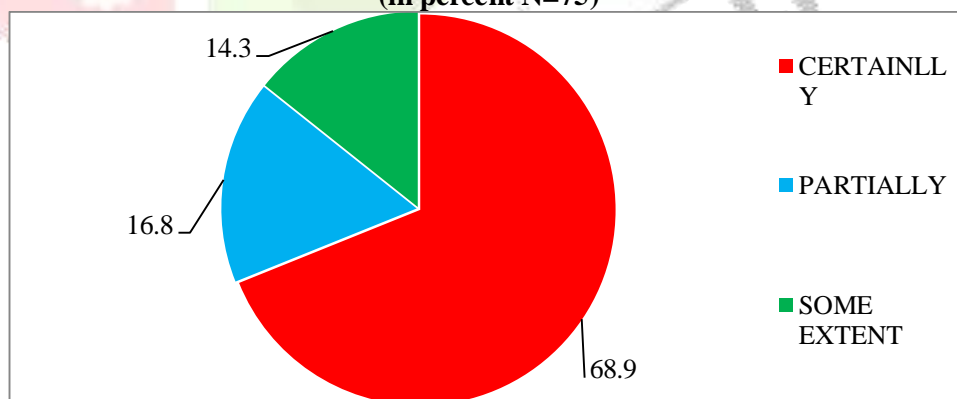
(in percent N=75)
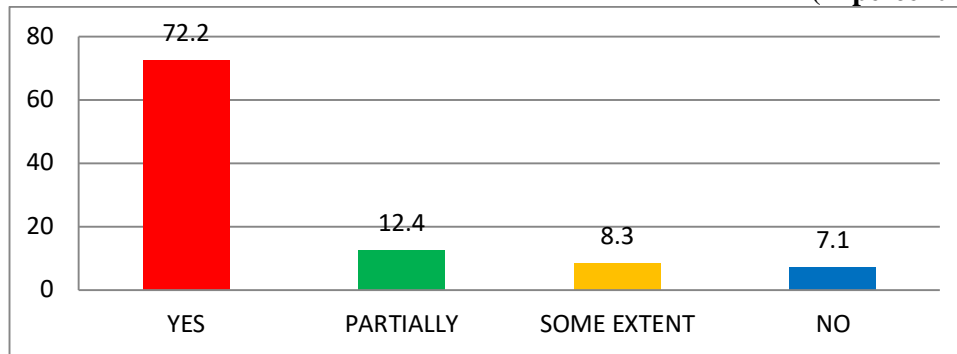
The table – 22, Regarding teacher appointments, the table shows that selections are based solely on merit and fluency in English, with most teachers emphasizing the importance of these criteria.

TABLE – 23
Do You Get Sufficient Extra Hours Or Time To English Language Teaching

(in percent N=75)

The table – 23, Additionally, the table indicates that there is sufficient extra time allocated for learning English, a point that most teachers agree with.
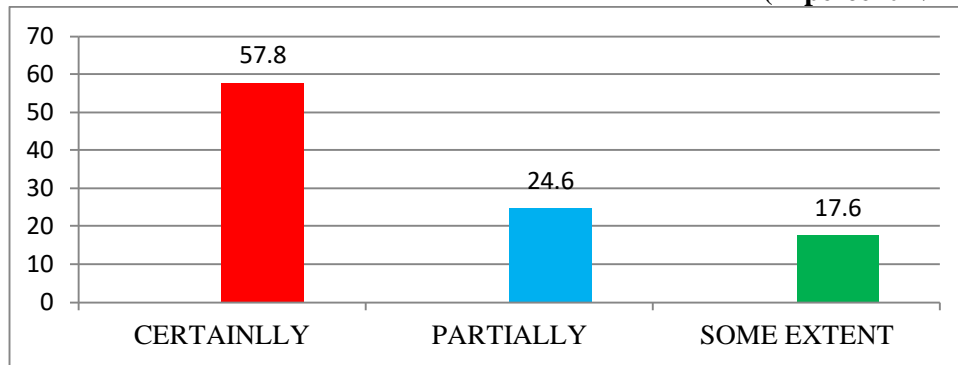
TABLE – 24
Do You Prepare Lesson Plan For English Language Teaching
(in percent N=75)

The table – 24, The data also shows that the majority of teachers prepare detailed teaching plans, with 86 percent confirming this practice.

TABLE – 25
Do You Accept And Encourage The Decision Of Government
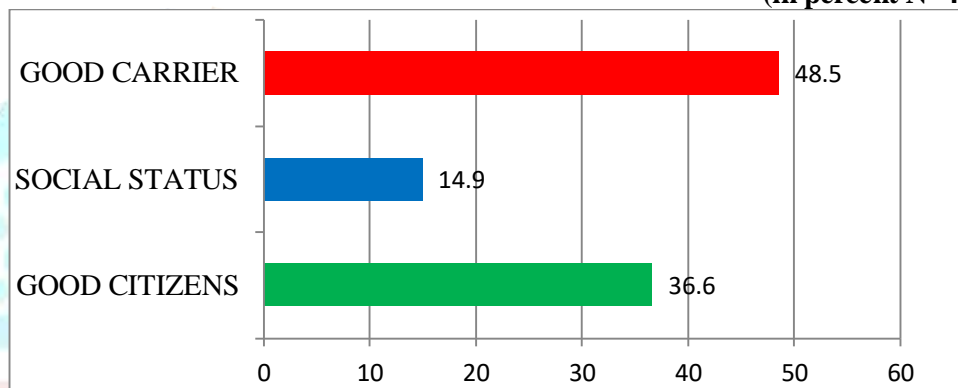**About English Medium In Schools**

(in percent N=75)

Finally, the table – 25, highlights broad support among teachers for government initiatives to introduce English-medium education, with nearly 80 percent endorsing this decision.

TABLE – 26
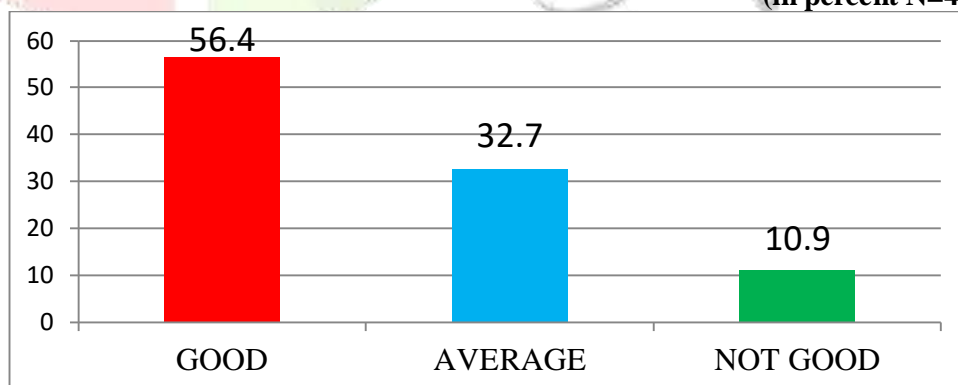**What Are The Benefits Of Education?**

(in percent N=45)

The table – 26, shows that most parents have a positive outlook on their children's future, encouraging them to become good citizens and pursue successful careers. Nearly 90 percent of parents expressed optimistic views about their children's prospects.

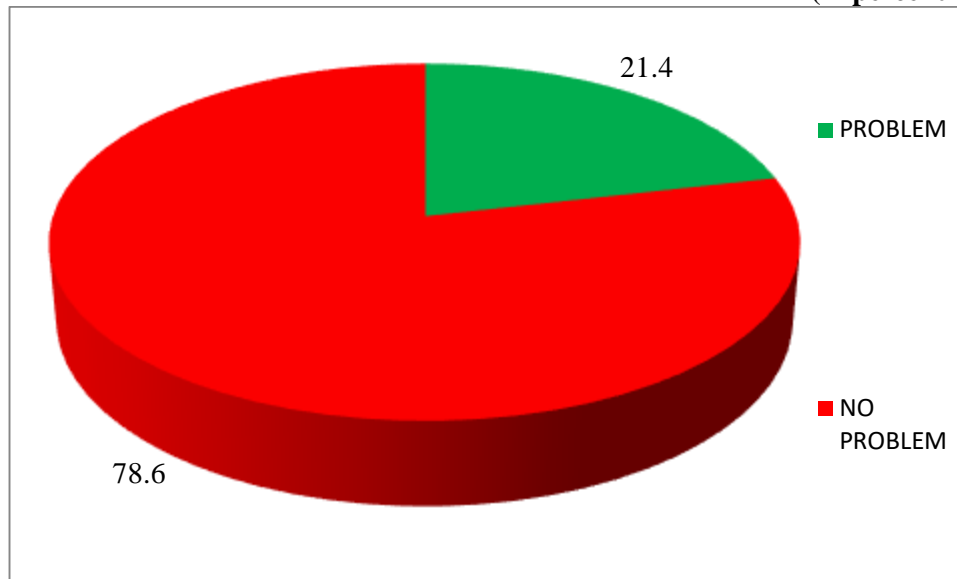**TABLE – 27**
What Is The Quality Of Education?

(in percent N=45)

The table – 27, regarding the quality of education, the majority of parents consider it to be good, while about 30 percent rate it as average.

TABLE – 28
Do You Find Any Problem In English Medium Of
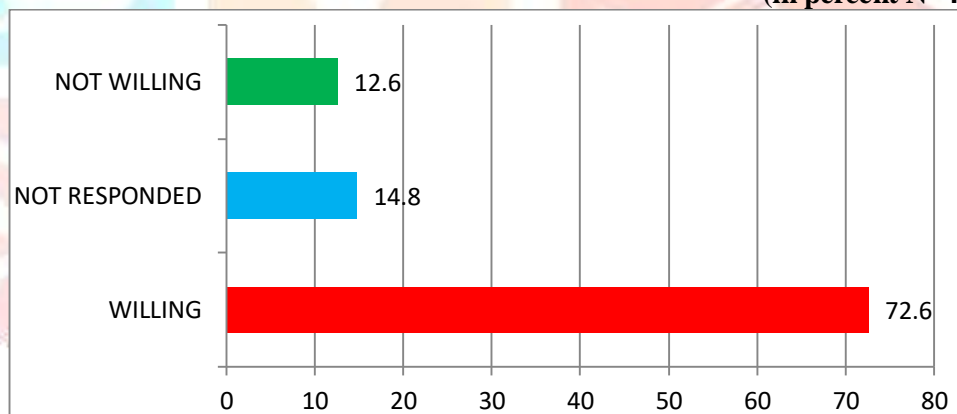**Teaching For Your Children**

(in percent N=45)

The table – 28, Most parents also reported no concerns about the introduction of English as a medium of instruction in schools.

TABLE – 29
Will You Send Your Children To Government School If English
Medium Introduce in Govt. School

(in percent N=45)

Furthermore, the table – 29, indicates that 73 percent of parents are willing to send their children to government schools if English medium education is introduced there.

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