**Medium of Education Leading to Exasperated Youth****Rashmi Pathak
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Introduction

Education is meant for developing confident competitive youth. Instead half of the children at the time of completion of school are confused and who have already accepted their defeat i.e. exasperated from life in general. So these children search their happiness in virtual world and in different addiction (Kuss and Griffin,2011) . Sadly in this new millennium Education is tool to achieve various degrees and not for all round development of oneself.

Many years back, nearest school was the only criteria of parents for choosing a school for their ward. Parents used to provide basic minimum necessity to their children and yet result was an optimistic, enlightened, profound human. In this new millennium, Parents have become choosy with respect to medium, education board, no. of students per class, activities that are taught in school and yet we are dealing with directionless youth (Diwakar, 2016). There are many reasons for exasperated youth but one of the reason I feel is education in other language then mother tongue.

In this new millennium, we have eliminated many Gandhian ways from our life like simplicity, truthfulness, (having life with all comforts and show off is general trend) and BUNYADI SIKSHA (Shriman,1997). The one which is most hurting to our future is not having basic education of our children in mother tongue. Though there are various reasonable reasons which account to craze for English medium such as good schools, CBSE board, competitive exams and on-line learning materials are in English (Pradhan, 2015). The other one can be sending children to abroad for further education.

Children, of the educated parents who can provide environment suitable to English medium or financially strong parents who can afford school with less number of students per class are the privileged ones who do not have to struggle for basic understanding of the content in the

beginning of schooling and so they develop confidence and liking for studies which make their sailing smooth (Ball, 2011). The exasperated youth does not come from these backgrounds.

The scope of this paper are the children who comes from the families where parents are not educated enough to help children with their studies in English medium and financially not strong enough to send their children to schools with 25-35 students in one class or hire personal help for their children. The major reasons that these children end up in English medium school are : 1. migration from native for job and not well verse with local language and Hindi medium school and study material are not easily available so these parents are not left with any other choice 2. Parents dreams of giving their child what they have not got.

Problem in teaching-learning at various level :

Pre-primary and primary level

- Mother is first teacher of any child, so education starts at home. If mother is not able to teach child in English, child cannot connect with teacher easily
- Development of imagination starts at pre-primary level as child cannot understand rhymes completely it generally end up copying action of teacher.
- Morals and values develop during this period through stories in language subjects. Generally story depicts the culture of the area where it belongs to. This may create cultural rift in child's mind.
- In primary section , fundamental of maths and science are developed, if child does not understand due to language, it is accepted as one of the normal thing as maths can be difficult for many students,,
- It is difficult to give personal attention to each child in class of 50 students
- Children can't form answer themselves in this age due to language problem, habit of cramming is developed. So child is baffled if the question in exam is twisted.
- We teach our child to say fine if someone asks 'How are you?' we explain child what does 'how are you mean?' so even if child is not ok it may end up saying fine.
- Reading practice is difficult to give to individual student due to high number student and time constrain.

(source: UNESCO,1953 ; Ball,2011; Barik & Swain 1976)

Secondary and senior secondary level

- By this time child has developed understanding for language but problem in maths and science persist as their basics are not clear from primary
- At this level most of the students goes to tuitions so they are not worried of learning in school class room. They cause problem in class room discipline
- If science project is given most of the student copy from net, so no innovation or creativity. Same thing is with essay writing also.
- Even if a school has two three division of same class each class has Very intelligent students, Intelligent students, average students and below average students together. So teacher has to teach in a way that even below average students understands this leads to boredom of intelligent student and sometimes they disturb class in a way that nobody can study. This is more prominent in maths and science subject where students can be developed for various level of competition but due to this limitation low achievement students are developed.
- At senior secondary level students come in contact with students of other school due to tuitions classes and comparison of school, teachers etc starts which many times result into negative attitude in students. Correcting this attitude and teaching content requires lots of efforts.
- Pressure of winning various prizes for school teacher always vouch for the few students who always perform so development of all other students remains

(source: Barik& Swain 1976a)

How medium of education can be one of the factor that leads to low calibre students

Cognitive development

As discussed in previous section, if family back ground does not provide environment where child can co-relate to school, child cannot grasp easily the content in school. Which leads to initial irregularity in school work and then fetching lower marks in exams. When this is discussed with the parents they start sending their child to tuitions. Five six year old child spends 5-6 hours at school then 2-3 hours in tuitions. Child stops enjoying studies. Which leads to further poor performance in studies.

When a child is getting less mark in maths it's given maths tuition nobody understand that the child might perform well if it understand concept clearly. When these children reach to higher classes they can read and start understanding theoretical subjects like social science.

They may fetch good marks by learning answer. But situation in maths and science remains unchanged as basic remains poor.

Once any child is labelled as poor performer that really damages self-esteem of that child. In such situation normally child does not attempt to come out and break established image. These leads to poor self confidence and low achievement (Baker & Jones, 1998).

Emotional development:

According to encyclopaedia of early childhood development (Saarni,2010), during 2-5 years communication with others elaborates child's understanding of social transactions and expectation for comporment. This reaches to 'awareness of mutual and reciprocal communication of emotions as affecting quality of relationship' in various stages during schooling.

Various emotions like Empathy, moral values, sharing , cultural values could be learned by stories and mutual interaction. If understanding these stories or what teacher is trying inculcate is not clear child may not develop good emotional intelligence(EI). Good emotional intelligence leads better adaptation of environment or situation . And poor EI leads anxiety full youth.

Physical development:

This has no direct relation with medium of education. Only thing that can be corelated child has to work on the subject as well as language so they might get less time to do physical activity. So they is no ventilation for inner unrest.. This makes child frustrated and physically weak.

Examples:

Case I:

A boy who is currently studying in one of the private engineering college. He coming from a family where father is tenth pass and mother eighth. Father works as supervisor in construction firm. They kept both their children in English medium school so that children can be 'saab log'.

I met him first time when he was in eighth during science exhibition. Extremely witty with high grasping power. When I enquired about his academic performance to his teachers They came with negative remarks about his class/home work and exams performance. Only teacher who praised him was gujarati subject teacher.

During one of the interaction with him I asked him which subject do you like and prompt answer was Science. So I taunted him about not answering in the class. His reply was ' sab haste hai'(everyone in class laughs at me)... I asked for reason and he said 'my English not good'.

We worked on his English he got good marks in tenth board exams. But still that fear that whatever he writing in English may not convey the same message hold him back.

Case II

A boy studying higher secondary

Father : works in some factory in production department

Mother : Eighth standard fail

Family migrated from other state so it was compulsion to put their child in English Medium

The boy was doing extremely in good maths but miserable in science subject. This caught the attention of the teacher as this is very strange as both subject requires logic and reasoning developed so if one subject is good then other is supposed to be good.

While analysing his science paper we saw the pattern he has done good in question where minimum language was required or questions those are directly from text book. But failed to understand twisted questions. In maths also direct question were solved perfectly but fumbled in word problem.

We learnt from him that his father used to teach him maths when he was in lower classes. But his father could not manage with English and so could not teach him other subject. While talking to him in Hindi I realise one more thing that he sounded very respectful and sweet but at the same time in English rude or manner less. This may be due to his lack of vocabulary of English.

He is taking special personal tuition for English language improvement and we are hopeful.

Case III

A boy who is 12 years of age now.

Father : Govt, employee transferred here from non-hindi state and mother home-maker

I came in contact with child when he was in third as he threw water bottles and note books of his classmate out during recess. Class teacher was not surprised hearing his name.. She immediately called his parents to school. Father seems to be furious and mother was defending him. Obvious conclusion was his mother spoiling him.. When talked to her separately she started crying and said merabachcha mar jayega...On further asking she said the child is frustrated because of his daily schedule.

His schedule was:

7:30 am – 1:00 pm school timing

3:00pm to 7:00pm tuition

8:00 pm – 9:30 pm homework time

A third standard student studying for 12 hours, where will these lead to ? We assigned the child to psychologist. We don't know today's status as his father pulled him out our school.

Case IV:

This goes back to my schooling days. One of classmate migrated to Maharashtra in seventh standard. Having good academic record till sixth standard I always remembered as scholar. When we met after four five years she was not doing well in studies.. On asking her reason she said she was shifted to Marathi medium after shifting to Maharashtra because it was the only school available in that village.. Though Maharastrian herself, she could not cope with writing part.. That lead to correct understanding but not so correct presentation.. Finally she started believing that she cannot perform in Marathi.

Suggestions:

Most importantly we should develop environment so that parents start opting for vernacular/Hindi medium.. Till that time

- In lower classes, number of students should be less.
- In lower classes, students should be divided in different division on the basis of their family back ground without declaring criteria. So that its easier for teacher to teach as per class's requirement. Class in which children having educated parents or English speaking parents can be taught in English where as children from average background can be taught with the use of little bit of Hindi.
- Standard 1 to 4 should have activity based learning for language development so that if fluency in language is developed than concept clarity in subjects like maths and science would be easy.
- Reading can be facilitated by use of technology like smart class and picture stories. Reading habits should be developed in children and inference should be asked to check understanding.
- English medium school should allow use of Hindi as and when required in subject like maths and science as concept understanding is more important than language in this subject.

- In Vernacular medium English subject level should be kept high enough so that students do not have to suffer in college life.
- Children should be given different platform where they can develop self confidence
- Special books/ workshop should be developed which can be used in remedial classes at different levels in vacation to fill lacuna.
- Where ever a child fails to perform we need analyse route cause and work on that . We might be able to save many children from depression.

Finally in whichever medium child studies it should be able to understand and connect with that medium. As teachers, we should make sure that the child should not suffer because of language barrier. Our youth can be made competitive and optimistic only if they are allowed to express and communicate, irrespective of the language of expression. For such a change, the teachers have to broaden their thinking and whole heartedly accept the new ideas and thoughts. India is known for its spiritual aspect which is integral part of its culture. So it is imperative that we give importance to our own texts and write-ups and little importance to foreign write ups so that we keep our cultural richness intact. Thus language should not be considered a barrier for expression of oneself, especially students. This will enable them to improve their creative thinking and out of the box thinking and thus will develop better communicative abilities and will also connect them to their own rich culture.

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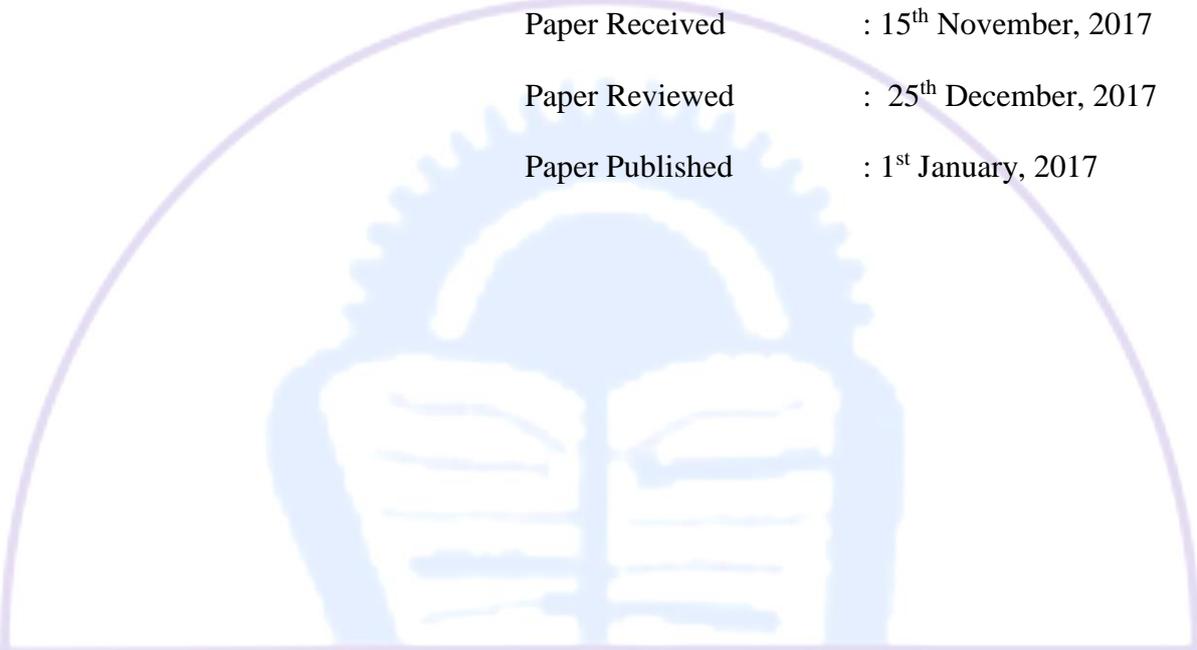
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