CHAPTER IV

ENGLISH TEACHERS’ PERCEPTIVE ON THE NEEDS OF THE STUDENTS

4.0.0 Introduction

In an effort to prove the point that almost all the students of Oriental Colleges are below expected standards opinions of the esteemed teachers in other Oriental Colleges. Questionnaires have been sent to them and had asked them questions on the approach of students towards the subject, their interest, their drawbacks etc. The answers to all those questions coincide with the arguments of the thesis. The students of all Oriental Colleges are equal in all aspects such as background, standard and their drawbacks. The opinions of Oriental College lecturers, to the questionnaires are put in Appendix-IVa and IVb.

They come from very economically poor backgrounds. Their standard in studies is very low, as they come from schools where they do not have the minimum facilities. They are scared of the subject which prompts them from showing any interest in the foreign language. So they lag behind and are weak in vocabulary, spoken English and writing notes on their own. It is a known fact that a student cannot make notes when his vocabulary is weak. So the teachers are forced to give them notes. It is very much spoon-feeding.
Their lack of motivation is due to inadequate knowledge of English. So the teacher needs to motivate them through her friendly approach. The curriculum should also be in such a way that it motivates and inspires the students. Remedial classes help them in overcoming their weakness. The lectures of other Oriental Colleges proposed to improve L. S. R. W. skills among these students. They also stressed the need to introduce English as Second Language (SL) in all Oriental colleges. They lamented that English is not given its due place in spite of its importance in the world scenario.

4.1.0 Background and birth of Oriental College

The languages of ancient birth and eastern origin are categorized into oriental studies. The languages like Sanskrit, Pali, Arabic etc., come under this category. These languages are the treasure houses of great knowledge and needed to be perpetuated. So the resultant is the birth of studies in Oriental languages. The Vedas and other books concerned to rituals, etc. are written in Sanskrit. So it is the intention of the Tirumala Tirupati Devasthanam (T.T.D.) to resurrect the language with the intention of propagation of these ancient languages. Many concessions have been given to Oriental College by Tirumala Tirupati Devasthanam for the propagation of Sanskrit. The students of Oriental Colleges for various reasons do not join the main stream of intermediate and degree courses. The Oriental Board is different in the university where the Dean of Oriental Studies
is the head of the department. The examinations, question paper pattern are different from the main stream. Most of the parents and the students do not know about the subject and its prospects. The students are attracted towards the college because of free boarding, lodging and the parents’ inability to give proper education.

4.2.0 Standard of Students in Oriental College

A student joins the Oriental college after passing his seventh or eighth class. The entry point into Oriental college is either eighth or Pre-Degree Course (P.D.C.). Their knowledge in all subjects is below standard. Their knowledge of English and Telugu is equally below the standards. The method of teaching at their basic levels is also challenging. The students arm themselves with distinction marks. The parents pathetically throw the blame on the school and its teaching. Social background and illiteracy of the parents are the main reasons for the backwardness of education among the students. Though the parents have the urge to educate their children their poverty prevents them from concentrating on the same. The child may sometimes be a bread winner also.

The parents find the residential colleges as blessing in disguise and send their wards to them. They never try to see the progress of their wards though they are intimated from time to time. Another difficulty that is faced with the parents is that they do not give due
importance to discipline and attendance. They give importance to their festivals and they insist on their son’s presence. The students come to this college from all regions of the state. The word of mouth plays a major role in admission of the students. The students who study in this college bring their kith and kin and help in propagation of Sanskrit and also in the development of the college. The T.T.D. advertises in all vernacular newspapers during the month of May every year.

As already mentioned a student gets admitted after passing seventh standard. It has other options like passing tenth class and to get admission into Pre-Degree Course. A student can even join in B.A., first year also but the student needs to have Sanskrit as one of the subject at the intermediate level. Here the students are taught ancient Sanskrit literature in addition to English, Telugu and History. Most of the students of this college feel English as a formidable subject and lack interest in it. They can hardly read or understand a word of it. So the first priority of the teacher is to make them read and try to eliminate the fear of the subject. According to an English Language Teaching (E.L.T.) specialist if a teacher follows the situational approach, he/she creates situations in the classroom to teach words and sentences. The underlying principle or theory is that all people have learnt the first language or mother tongue by listening to it in real life situations and also have spoken in situations. To understand
or learn anything a student needs to know the pronunciation of words. The students of Oriental colleges lack good pronunciation and the following are the reasons behind it.

### 4.3.0 Factors Responsible for Defective Pronunciation among the Students of Oriental Colleges

The main causes for defective pronunciation of English in Oriental Colleges are:

1. **Substitution of 1st language in the place of English sound:** The Oriental College Student is very much used to his or her mother tongue when he/she learns English language. He/she unintentionally substitute his/her mother tongue (L1) sounds to the sounds of English words.

2. **Lack of knowledge of Phonetics:** As the students of Oriental College do not have the basic knowledge of Phonetics, English Language teacher has to begin from the sounds and symbols of vowels and consonance.

3. **Lack of knowledge of intonation and stress:** The learner needs to have proper knowledge of intonation and stress in English language so that his/her pronunciation would be more effective.

4. **Teacher’s defective pronunciation:** It is known fact that the students imitate and take the teacher as role model. So if the
pronunciation of the teacher is defective naturally the student would follow the same sound articulation.

5. **Influence of Mother Tongue (MT):** Mother tongue speech habits train the speech organs in a certain way and it becomes very difficult for the learner to adjust his/her speech organs according to the new sounds. This is known as retroactive.

6. **Lack of speaking opportunities:** Students are more prone to speak in their mother tongue. The opportunities are also lacking. So this is the cause for the retardation in pronunciation.

7. **Ignoring Pronunciation at the Primary Level:** Lack of attention to English pronunciation from the lower level of education. Teachers are more prone to give importance to spelling and ignore pronunciations

8. **Paucity of books on pronunciation:** They help the student and the teacher, so the knowledge on this subject has also taken a back seat.

### 4.3.1 Advantages of Good Pronunciation

1. To inculcate audible and intelligible pronunciation.

2. Helps in production of correct sound with proper stress, intonation, rhythm, fluency and pause.

3. To cultivate the habit of speaking long sentence and speaking for a long time correctly.
4. To develop good speech manners with impressive postures and gestures.

**4.4.0 Importance of skills**

Speech is the language. It precedes reading. The child while learning mother tongue has ample practice in speech before he starts to read. He had already unconsciously learnt sounds and structure of mother tongue but in learning a foreign language and especially English he lacks such practice. So listening and speaking lay the very foundation of learning English language. Both listening and speaking are intimately related to each other. Listening is recognition skill and speaking is production skill. Both the skills depend on the learner’s knowledge of the pronunciation of words and articulation of sounds in the language. Development of skills of listening and speaking has an important role to play in the teaching of second language learning.

**4.4.1 Listening skill to the students of Oriental College:**

According to N. P. Pahuja an E.L.T. Expert, Listening is found to be most effective when it is done in preparation for speaking.

Listening is one of the four skills. It is thought as a passive skill when compared to speaking which is an active skill. Listening can be considered as a passive skill as it involves decoding of message and understanding it. Moreover the listener has to indicate his skill through his response. It has to be developed through systematic and
patience means. Listening can be effective when it is done in preparation for speaking. Oriental College suffer from some weakness that hampers them to become good listeners and speakers.

**Inadequacy of listening skill among Oriental Students:**

1. Lack of adequate vocabulary.
2. Inability to understand pronunciation other than personal regional pronunciation.
3. Distraction due to various reasons.

The above defects can be remedied through the adoption of the following measures.

1. Enrich their vocabulary
2. Practice concentration through various means like listening to news, records or films.
3. Inculcation of correct pronunciation.
4. Teacher’s help.
5. Specially prepared audio visual aids.

In spite of the above remedial measures, the students need to work with positive and determined way. This helps more than other measures.
4.4.2 Speaking Skills of the Students in Oriental College:

According to Kittson, Learning to speak a language is always by far the shortest road to write it.

It is always a known fact that listening should precede practice in speaking. The initiation should be strong. The practice should be started with strong vocabulary. It should start with simple dialogues. Contextualized situation need to be given preference so that the student can understand the situation. The teacher only plays the role of a guide and observer.

Another technique that can be used to the art of speaking is to make them read the text book and bring out the meaning of it. But some object to this technique as it does not interest the remaining students.

Disadvantages of Speaking sessions in English classroom:

1. Student feels very conscious.
2. The material chosen is not connected with the book
3. The practice is random with no specific syllabus.

But in spite of the above draw backs the teacher should continue the initiative and make the student continue the practice. It
is the duty of the teacher to develop the skill of speaking English correctly and fluently.

4.4.3 Reading Skill of The Students in Oriental Colleges:

According to A.V.P. Elliot, the ability to speak, read and write English should be regarded with equal importance. Reading is also a decoding process like listening. But it is a complex process which involves physical, intellectual and emotional output. It is the ability to recognize graphic, symbols and corresponding vocal sounds.

The advantages of teaching reading are:

Lord Bacon said, Reading maketh a full man.

1. Reading indicates the knowledge of language.

2. It helps in knowing the world through the reading of newspaper, journals etc.

3. It brings in contact with great minds and helps in the enrichment of knowledge.

4. It gives the learners full control over words and pattern. This in turn helps in the process of speaking.

Prof. Ghanchi and Trivedi remarks In fact education of a child is imperfect unless he is equipped with the ability to read, to decipher, to interpret and to understand properly the contents
of reading material. The intellectual advancement of the child is strictly limited if he is unable to read.

**Reasons for not inculcating the Habit of English Reading among the Students in Oriental College:**

1. Reading has no place in our examination system.
2. The text books are not useful for reading purpose.
3. Classes are over crowded and not useful for this purpose.
4. Teachers do not give importance due to time constraint and hard work.

**Aims of Teaching Reading in Oriental Colleges:**

1. To read English with accuracy.
2. To read with correct pronunciation.
3. To read with fluency.
4. To read to understand or comprehend the contents
5. To inculcate the habit of reading and for the pleasure.

In the opinion of Michael West, ability to read was of great value to Indian student than the ability to speak and write English.

**4.4.4 Writing Skills of Students in Oriental College:**

According to Lord Bacon, Reading maketh a full man conference a ready man and writing an exact man.
Even Mahatma Gandhi emphasized the importance of writing and said; fair and legible hand writing makes a man prefect in all walks of life.

Writing is different from other skills as it aims at compactness and precision in expression. Writing is the weapon to make us express our feelings.

The main intention of writing is to train the student in expressing himself effectively in good English. A person should be able to express himself through writing letters, preparation of reports and writing articles.

According to Bell, Writing is a difficult art; it requires complete control of the muscles of the hand and wrist and this control a small child do not naturally possess.

**Mechanics of Writing**

1. Make letters of the right shape and size.
2. Giving the proper spacing between letters words and lines.
3. Using capital letters and other punctuation marks.
4. Move the muscles of the finger to write with fluent movements.

**Reasons for Bad Handwriting**

1. Sometimes due to imitation of bad examples.
2. Usage of ball pens or fountain pens at very early stages of writing.
3. Lack of good seating arrangement.
4. Ways of holding pens or pencils.

As already mentioned writing is an art. So according to some graphologists the writing stage should first start with drawing. After having some practice in drawing the child starts learning to write the letters of the alphabets. Posture is an important consideration that has to be kept in mind while teaching writing. Student should be made to adopt good postures during writing. Good hand writing is a great asset which gives pleasant impression and adds charm to one’s writing. The teacher should teach the qualities of good hand writing. Legibility, attractiveness, uniformity, distinctiveness and good style are the characteristics of good writing. The writing skill of L1 can be successfully transferred to L2 specifically in Oriental Colleges.

4.5.0 Importance of Vocabulary

The four skills can be mastered through adoption of good vocabulary. Language is more today a communicative event and only its purposeful and creative use in the classroom can solve problems related to the learning of English in India as a second language. Learning of English and usage is only possible through vocabulary. By the end of class ten, the students are expected to learn about 3000 content words, out of which 2000 words for active use in speech and writing and 1000 words for recognition. But most of the students
including those of the English medium school pass the Secondary School Certificate (S.S.C.) Public Examination with a far less words in vocabulary. These situations stress the importance of teaching vocabulary.

Means of Developing Vocabulary in Oriental Colleges:

1. Names of things that are routinely used while eating, drinking, playing etc.
2. Those of birds, animals and profession.
3. Relation and action.
4. Descriptive words of person, things, action.

The content words can be taught through:

1. Using situational gestures, mimes.
2. Giving definitions, synonyms, antonyms, equivalents in First Language (L1).
3. Using pictures.
4. Explaining at the time of reading the passage.
5. Getting the student to look up the words in a dictionary at home or school.

6. Talking groups of words together.

Students find grouping of words interesting and competitive. So group words like bicycle, scooter, car, van, bus and lorry. In the same way the teacher can encourage the student to play the games of vocabulary and contribute in the development of English vocabulary.

### 4.6.0 Importance of Grammar

A learner learns a language through various means. It is a gradual process. It is more a practical means rather than rule dominated.

According to L.A. Gordon, Language is the vehicle of thoughts and feelings of our stories and grammar is the set in motion.

Every language has its grammar and the grammar of language is important because acceptability and speech depend on the currently followed basic notions and norms of grammar.

In the eighteen century Joseph Priestley a scientist said, Language is a method of conveying our ideas to the minds of other persons and the grammar of any language is a collection
of observations on the structure of it and a system of rules for proper use of it$^{10}$.

Dr Sweet has defined, Grammar as the practical analysis of the language and its anatomy$^{11}$.

In India, grammar is taught in English medium schools. Each class has grammar workbook and a separate grammar class. The schools encourage the speaking of the language. All these contribute in the development of vocabulary and also in the perfection of speech. They compete in debates, oratory, essay writing etc. So the students of English medium schools excel in the learning of English when compared to their counterparts in rural areas and other vernacular schools. Due to gradual and practical learning, the students learn it more effectively and efficiently. There are many merits in learning grammar.

According to an ELT expert, grammar helps in:

a. For correct expression.

b. For logical approach.

c. It provides an insight into the structure of the language.

d. It is systematized knowledge of the language.

e. It provides the criterion for judging the correctness of languages.

f. It is like mathematics which develops the abilities of reasoning, observation and concentration.

g. It helps in writing correctly.
But according to writers like Palmer\textsuperscript{12} and Jesperson\textsuperscript{13} grammar does not help in the development of language and sometimes hinder the spontaneous learning of a foreign language.

**Choice of Method**

A good teacher should be eclectic. He does not follow any one method but selects the best for the purpose of the class room. He should explain and describe the grammatical aspects of structures and lay down certain rules for his students’ guidance and practice. His approach should be based on the synthesis of his knowledge he has acquired from the study of different approaches.

So during the first year, only function of words and the way they are used should be taught. During the second and third years of under graduation, sentence pattern, phase pattern, structural words and the ways in which English uses a few inflexions should be taught. These should be followed coupled with analysis, synthesis, direct narration, transformation sentences, compound and difficult sentences.

**4.7.0 Transformation of Sentences**

**Teaching of Transformation or Translation**- Transformation can be taught as a teaching method or a skill. It involves high
standard of understanding and command over the language. There are different methods of translation.

1. Words translation.
2. Sentence translations.

Both these can be:

1. From English to mother tongue.
2. From mother tongue to English.

Another classification could be:

1. Oral translation.
2. Written translation.

Material for transformation:

I. Structures and sentence with
   1. Different tenses.
   2. Relative pronouns.
   3. Comparative and superlative degree.
   4. Active and passive voices.
   5. Direct and indirect narrations.
   6. Appropriate prepositions

II. Idioms and phases

III. Passages
**Advantages**

1. It helps the pupil to understand.

2. It helps the teacher to test the understanding of the student.

   According to Ryburn, There is no better test of knowledge of English than translation from the mother tongue to English\(^{14}\).

   This develops the skill of translation of the student. This is one of the skills needed for our students. It makes student learn English by understanding its differences from the mother tongue.

   According to Champion, Something of a great value will have been lost if the pupils are not trained in the different arts of rendering one language into another \(^{15}\).

**4.8.0 Composition**

The main intention of teaching English is to make the students improve the skills of reading, speaking and expressing the thoughts. It also helps the students to improve the skills and expressing their thoughts. These thoughts in turn develop in various ways like writing a letter, making notes, writing small paragraphs. These later on develop into an essay and the final stage of writing compositions. The compositions have become a major art of expression. The word ‘Composition’ comes from the word ‘compose’, which means to put together. Composition is an art of expressing the thoughts by
combining words and sentences. It expresses the thoughts and feelings about the things that are observed around.

Thompson and Wyatt expressed the view; the power of expression in a language is a matter of skill rather than knowledge\textsuperscript{16}.

Criterion needed for teaching composition:

1. Fair knowledge of English language by student.
2. Sufficient ideas.
3. Mental development to arrange the ideas in a sequence.

The above characteristics are very necessary for the writing of composition. Then only perfection of composition oral and written can be achieved. There are two types of compositions:

1. Oral.
2. Written.

This, in turn can be divided into two

1. Guided
2. Free composition.
The teacher starts the composition through the oral composition. It is forerunner to written composition. This is the most vital and important form as it inculcates good speech and writing habits. It is through this form that students learn to speak English correctly but it is a known fact that oral composition is not given due importance as that of written form. But both the teacher and student should know the impact of oral composition on the pupils.

1. Oral composition is the best art to start with.
2. It helps in developing the fluency of vocabulary and speech.
3. It gains confidence in students.
4. They get enthusiastic as they gain experience.

**Methods of Teaching Oral Composition while Teaching English:**

The aim of the learner is to develop the four skills i.e. listening, speaking, reading and writing so that the student is encouraged to form the habit of active and attentive listening. This can be done through picture composition or story telling. The duty of the teacher would be only as a guide. She should use direct method and never
allow mother tongue. The teacher may apply question and answer method to derive the points from them and encourage them to express without any hesitation or fear. She can inspire them in coming out from their cocoon through taking interesting programmes. In the next stage special attention is to be given to correctness of expression, logical and thoughtful presentation of topic and usage of idiomatic spoken English. It is better to follow direct method and structural approach. The motive behind this exercise is to make the students speak English fluently without fear.

**Results**

1. It is simple and saves time.
2. Competitive spirit is inculcated.
3. They find it interesting and motivating.
4. It is the foundation to written composition.
5. It develops their speaking skills.
6. It inculcates logical thinking.

According to Grenning, Oral exercises are still the best means of getting result. Writing is at best a slow and laborious process and while a boy is writing one sentence he could say a dozen or so to get a correspondingly greater practice in expressing his ideas. 

Written Composition: The schools and colleges give more importance to written composition. It is so because of the importance given to writing and it gives them scope to improve. This provides an opportunity to express their view. The aims of written composition are:

1. Develops the art of writing correctly and logically improves their vocabulary.
2. Develops them to write correctly and logically.
3. Improves their vocabulary.
4. Motivates them to write correctly.
5. Gain the ability to express freely.
6. Develops confidence.

Writing develops vocabulary and sentence pattern. Oral composition helps as the stepping stone to written composition and enables them to express the thoughts and is as important as the speech itself. Bacon says *writing maketh a man exact*. At an early stage a student might not have the capacity to work fluently with quick imagination. Then it is the duty of the teacher to guide them at every step. First and foremost he should help them by giving controlled composition with some key points. They should be asked to write on those lines with little imagination. The next step would be to write a small paragraph by seeing objects. Letter writing is another aspect which helps the student to write with interest and originality. Originality is the most important factor in writing compositions. The
teacher should show her interest in their writing and correct the same by rectifying the errors done by the student.

4.9.0 Discussion of Oriental Question Papers

When the whole world is developing in various ways and upgrading their abilities from time to time, I lament to say that it is not so with the Oriental College students. In addition to their low standards, the question papers of Oriental College are age old and do not augment to the needs of the student. It is a known fact that the outside world is substantiating itself according to their needs and the result is the introduction of various programmed versions. The students are also practicing according to their needs. The result is the introduction of programs which help in the development of various skills. The college and the universities are concentrating on the sharpening of these skills.

The college and the universities are concentrating on the sharpening of these skills and introducing books on the English Language Teaching (E.L.T.) and English for Special Purpose (E.S.P.) to enhance the communicative skills. The pupils are also motivated towards that goal. So the result is the rush for learning and sharpening of skills. EFLU¹⁸, Ram Krishna Mutt tuitions¹⁹, Cambridge and Oxford press are helping the students in honing their skill. Even the universities and the Boards of Secondary and Intermediate
Education are giving much preference to the development of skills by giving importance to phonetics, morphology, transformations and other forms which help in good expression and originality rather than reproducing the original.

This is where the Oriental Colleges are lagging behind. These students have very low standards due to various reasons given at the beginning of the chapter. In addition to the syllabi prescribed, the question papers set for the oriental students add to their woes. The syllabi are not suitable to the students of Oriental College who study classics in their subjects. The syllabus would be better if it is moulded according to the needs of the students. This has been already discussed in the introductory chapter and also in the beginning of the present chapter. The question papers set by the Oriental Board does not cater to the needs of the present trend. It is a known fact that the students always study from the examination point of view and never budge a bit beyond that. Their aim is only passing the examinations rather than improving their skills and face the competitive world. When the students’ bent of mind is in this manner, how can it be expected of change at Oriental level? The teacher is forced to feed them with all the material needed for passing of the examination. He/she hardly finds any time to deviate to a more meaningful and useful knowledge. The skills of learning can only be gained through rigorous practice of the students.
The importance of system of examinations at all levels has been of great concern. The existence of the problem was highlighted by the Radha Krishnan Committee (viz., The University Education Commission, 1948) and has been endorsed by the subsequent commissions and seminars. This was discussed in great detail by A.L.Mudaliar Commission (viz., The Secondary Education Commission 1952), indicates the extent to which the problems of evaluation procedure and examination reforms have been under investigation. A report of University Grants Commission (U.G.C.)\textsuperscript{20} on examinations reform suggested several principles of the reforms of which the prominent are:

1. The examinations should become an integral part of the teaching process.

2. Continuous assessment rather than terminal examinations should be encouraged.

3. One question paper for the whole of the state at bachelor's level.

4. Question banks to be set up at different universities to help the teachers and students to derive maximum use of the courses of study and the range of knowledge required to achieve the desired standards.

The question paper set for the Oriental Colleges do not help in the development of the skills or in improving their originality. Nearly eighty percent of the marks are for essay questions and this does not
in any way help the pupils in improving their skills. There is very little basic grammar in the question papers of different classes. This proceeds from Pre-Degree Course (P.D.C.) First year. The text book prescribed for Pre-Degree Course (P.D.C.) First year is “Petals and Poetry” published by Telugu Academy. The syllabi are like the regular Intermediate students with ten selections: five in poetry, five from prose and three passages. Section I consists of questions from prose. Here three questions are being asked out of which one needs to be answered. The answer is to be written in three hundred words. The questions from second section are from poetry. Here also three questions are being asked and one is to be answered. This also carries twenty five marks. Section III is about short answers. This has to be written in hundred words and carries ten marks each. Three ought to be written out of five questions. The fourth section has three sub-sections titled a, b and c. Section ‘a’ deals about articles which carry five marks. Next sub-section is for prepositions and it carries five marks. The last sub-section has antonyms which carries ten marks. To prove the point that essay questions are given much importance, the copy of the Oriental University question papers are put at the end in Appendix-V. In addition to that in Appendix-VI Model question papers are also incorporated which according to me would help the Oriental students to improve their skill.
So from the above question paper it is clear that the essay questions are given much importance. This does not in any way help in the development of communicative skills. The essay questions are given much importance and less importance is given to grammar. The next question paper is Pre-Degree Course (P.D.C.) Second Year. Here much importance is given to essays only and most of the marks are allotted to these questions. The question paper is divided into five sections. Section I contains questions from prose selections. Three questions are given in this section. One is to be attempted in three hundred words and it carries twenty five marks. Section II is from poetry. Three questions are asked and one is to be answered. This has to be answered in two fifty words and carries the same marks. Section III is short answers of hundred words each. Two are to be answered out of five and each question carries ten marks. Section IV consists of words and phrases of which any five ought to be written into sentences. This carries ten marks. Section V is sub divided into two parts. Transformation of sentences is given in section ‘a’ and section ‘b’ deals with letter writing. The student has the option of writing any one of the above mentioned as both carry the same marks. The transformation sentence has degree of comparison, question tag, various kinds of sentences and voices. These are the pattern of question papers for Pre-Degree Course First and Second year students. As the students have to hone their skills to become good teachers, orators and researchers and to know the treasures of
Sanskrit subject, they need intensive studying. The present pattern of questioning does not help in their development. These question papers are put in the Appendix-V.

After passing Pre-Degree Course II year, the student enters degree Degree I year. This called B.A. (Languages). The students in this course have English, Telugu, History and two Sanskrit subjects. The English in Degree College is common core and the syllabus for all degree colleges in Andhra Pradesh is same. Three text books are prescribed for 1\textsuperscript{st} and 2\textsuperscript{nd} year degree students. They are prose, poetry and supplementary. The prose, poetry and supplementary text book have selections of renowned authors and poets.

The B.A. first year question paper consists of five sections. Section I has annotated sentences. These are taken from prose and poetry text books. Supplementary text book is exempted for this. Five annotated sentences are given out of which three needs to be answered. Each answer carries five marks. Three questions are asked in section II and one is to be answered. This should be answered in three hundred words and carries twenty marks. Section III is from poetry where three questions are given of which one is to be answered. It needs to have two fifty words and carries twenty marks. Section IV is from the supplementary. Here the question pattern is same and this answer also carries twenty marks. Section V consists of five sub-
sections. Each sub-section has different topics with multiple choices. They deal about synonyms, antonyms, compound words and correction of sentences. The correction of sentences focuses on articles, prepositions, verbs and question tags. In B.A. first year, the grammar studied is better than the other classes but not sufficiently enough to improve the skills of the student of that level. In my opinion the student should have the skills which develop his/her vocabulary, presentation, logical thinking etc. So there is still scope for improving the questioning pattern.

The next question paper will be that of B.A. second year. This class also has three books namely prose, poetry and supplementary text books. This also comes under common core syllabus. The prose poetry and supplementary text book have selections written by renowned writers. The B.A. Second year question paper consists of five sections. Section I consists of annotation. These are from prose and poetry text books. Five annotations from text books are given and four are to be attempted. Each annotation carries five marks. The section II deals with essay questions from prose text book. Three questions are asked and one is to be answered. This carries twenty marks. Section III is from poetry selection. Here also three questions are being asked and one question is to be answered. This carries the same marks. Section IV deals with non-detail and has the same questioning pattern and carries the same marks. Section V deals with
the topics like essay, note making, reporting, description, precise writing and paragraph and is asked to answer any two. Each question carries ten marks. The students write their examination only after reading the notes given by their teachers. They usually mug up and write examination and this does not give them scope to use their intelligence or creativity. There are no other developmental skills in the senior level of Under Graduate (U.G.) level. It is also a known fact that the B.A. final year students do not have English subject. Thus B.A. second year is the final year for English as far as these students are concerned.

Even though the students study English for two years they do not have any grip on the subject before they step out into this competitive world as the students also never try to hone their skills and one year without English is quite a long time for the students to lag behind in English. So by the time they enter the competitive world they end up lagging behind. The B.A. Final year students need to have English as one of the subjects so that they would be in touch with the subject and will be in good stead for their future endeavours. So if English is given Second Language status then there would be more flexibility and importance in teaching of English rather than what has been the practice until now.
QUESTION PAPER PATTERNS

Pre-Degree Course – I Year

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Type</th>
<th>Number of Questions</th>
<th>Questions to be attempted</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Essay (prose)</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>II.</td>
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### Pre-Degree Course – II Year

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Chapter IV

Notes and References


2 Pahuja 164.

3 Pahuja 149.


6 Mahatma Gandhi (1869-1948) was the Father of our nation. He was a great freedom fighter who won Indian Independence through powerful weapons of Non-violence and Non-cooperation.


9 Pahuja 220.

10 Pahuja 217.

11 Pahuja 217.


15 Pahuja 227.

16 Pahuja 205.

17 Pahuja 208.

18 EFLU – English and Foreign Language University.

19 Rama Krishna Matt was an Institute established by Swami Vivekananda with the view of serving the poor. They imparted education at a nominal fee.