CHAPTER V

Summing-Up

5.0.0 Introduction

In view of the importance of English worldwide, the Education Commission has emphatically asserted,

For a successful completion of the first degree course students need to possess an adequate command of English and be able to express with reasonable ease and felicity, understand lectures in it and avail of its literature. Therefore an adequate emphasis has to be laid on its study as a language from the school stage due to its omnipresence as library language in higher education and is the most significant window on the world¹.

The above quote emphasizes the significance of English in the world scenario. For over a century and half Indian intellectuals have been studying English and have enhanced their intellectual talents and brightened their future in a multifarious way. Now it has entered the portals of common man in various disguises.
1. It is a global language.

2. English is the official language of administration in Union Territories. It is associate official language in other states.

3. English is the link between state and countries.

4. It is highly used by the affluent and educated people.

5. It is used in courts.

6. English is the international language of trade and commerce.

7. It is a library language where the works of different languages are translated into English.

From the above distinctive features it may be easily concluded that English has larger importance in the life of man. It was said that English was brought to India due to selfish motives of the British but now it can be emphatically said that it is more important and an all pervading force today than it used to be in the British period.

In view of the importance of English in the world scenario, it is imperative to emphasize the need to improve the standard of general English in India and particularly in Oriental Colleges. It is really mind blowing to see the emphasis given to the needs of various professions by bringing out technical terms in the form of books in accordance with the needs of the same. There are books for every profession whether it is medicine, engineering, computers or any other subject.
This shows the importance of English for Specific Purpose (E. S. P). So I reiterate the importance of bringing the Oriental languages under the purview of English for Special Purpose (E. S. P) and also bestow Second Language status. This would not only help the students to gain perfect understanding of the ancient and modern critical books but also let them compete with the universities world over.

In view of improving the standards of the students in Oriental Colleges, an endeavour has to be made to convince the experts of English language to change the pattern of syllabi and examination pattern of Oriental students. A gist of the previous chapters is given to emphasise the need for giving importance to English Language Teaching (E.L.T.) in Oriental Colleges.

5.1.0 Social, Religious and Administrative Causes for Importing English into India

The British were selfishly magnanimous in trying to import English into India. At that time India was in a very deplorable condition due internal disturbances among the rulers and also due to social and religious causes. The major religion of the country is Hinduism and Islam and both played havoc with the life of the people. Sanskrit and Arabic were the official languages of the Hindus and Muslims respectively. But the commoners were not aware of even the rudiments of those languages as such. There was complete darkness
of the subject matter of the language which later on led to degrading of the language by the British, especially Macaulay\(^2\), who said that Indian culture as *colossal mass of unadulterated superstitions*. Due to *internal bickering* as there was nobody to perpetuate or substantiate their claim. Here I am reminded of the poem of Nissam Ezekiel\(^3\) who summarises the fact that if one is unconcerned of the sorrows of other people and over look them, there would be disastrous results and none to care them in the end.

The foreign Christian missionaries, the British Government and the progressive Indians were responsible for the spread of modern education in India. The Christian missionaries did that with the intention of spreading Christianity among the Indian people. The progressive Indians like Raja Ram Mohan Roy\(^4\), Gopal Krishna Gokhale\(^5\) and Syed Ahmed Khan\(^6\) etc., put in a lot of pressure on the British to convince them of the need to introduce modern education into India. They, on their part established schools and colleges with aim of propagating education to the people of India. They believed illiteracy as the main cause for the growth of social evils like sati, child marriages and superstitions. They believed that education, that too modern education as the means to enlighten the public.

However, the British Government was the principle agent in disseminating modern education into India. It established a network
of schools and colleges in India which turned tens and thousands of educated Indians versed in modern knowledge. The introduction of modern education was primarily motivated by the political administrative and economic needs of the British in India. By nineteenth century a substantial portion of Indian territory was under the British rule. So the British needed an extensive and well ramified state machinery to administer the conquered territory as it was impossible to import educated people who would staff the administrative apparatus to British rule. The British Government entrusted the key post to the British and subordinate posts with the educated Indians. Britishers like Cecil Rhodes\(^7\) and Mounts Stuart Ephistone\(^8\) believed in the superiority of their race and wished to anglicize the entire world and gradually bring about social and political unification of the world. Thus the political and economic necessity of British capitalism in India together with an utmost analytical belief in the role of Britain as the messiah to civilize and unify the world prompted the introduction of modern education in India.

The beginning of the state system of education can be traced back to 1813 when East India Company was forced to accept the responsibility for the education of Indians in the charter act of 1813. Later on Lord Bentick\(^9\) on the advice of Lord Macaulay passed the resolution of 1835 which is a landmark in the history of Indian
education. In 1854 an important revival of education occurred in the name of Wood’s Dispatch\textsuperscript{10} which was the Magna Carta of English education in India. By 1935 there was a lot of change in the pattern of education which not only helped in the eradication of social evils but also brought about the unity among the Indians in India. This paved way to the freedom struggle and ultimate Indian Independence.

5.2.0 Post Independence Era

After Independence the steps towards educational development was the appointment of university education commission under the chairmanship of Dr. S. Radha Krishnan\textsuperscript{11}, a distinguished scholar and former vice chancellor of Banaras Hindu University. The commission gave an extraordinary report covering all fields of education. It advised the universities to awaken the innate ability and self development of the students and train them for democratic way of life. It promulgated for the acquaintance of cultural heritage. Three language formulae were recommended. When the constitution of India came into force on January 26, 1950, a number of important provisions which have direct or indirect bearing on education had been included in the constitution. Though English was not recognized in the Eighth schedule of article 344(1) and 351, they said that the language should continue to be used for all official purposes of the union.
In this manner many new initiatives were taken by the central and state governments to enhance the standard of education and living standards in India. We have certainly succeeded in fulfilling the dreams of our forefathers of freedom struggle.

5.3.0 Teaching Methods

Dr. S. Radha Krishnan said, until and unless we have dedicated and committed teachers who take teaching as mission in their life, we cannot have a good educational system. From times immemorial the dominance of teachers had been in existence in the educational system and the students were always passive listeners. But later on many innovative teaching methods have been introduced from time to time in accordance to the needs and necessities of the learner and the society. In the process of learning many major and minor methods have evolved.

The eight major methods are:

5. The Silent Method.
7. Suggestopedia.
8. Total Physical Response.
The minor methods are -

1. The Direct Method.
2. The Audio Lingual Method.
3. The Reading Method.
4. The Bilingual Method.
5. Communicational Teaching.

Class room convenient methods are also introduced for the encouragement and active participation of learners. They are the seminar method, group teaching method, field placement method, project method, panel discussion and symposia.

The above said methods were successful at varying degree in various circumstances. The methods evolved were instructive and advanced to the previous methods and helped in the enrichment of the learning in all aspects.

5.4.0 Review of Curriculum

The third chapter is the review of the curriculum of Oriental Colleges. In the synopsis and other chapters there have been mentions about the conditions and standard of the students of Oriental Colleges. Effort has been made to analyze the syllabus from their point of view. Due to social, financial and other factors the students are not up to the mark and are at a loss to understand the
subject when they step into the college. They end up very confused, later on loose interest and get discouraged. The present environment expects the all round development through the four skills of the language and get ready to the cut throat competition of the world.

But it is sorry to say that the syllabi catered to the Pre-Degree Course and B.A. (L) students do not in any way help in their improvement. The communicative skills are not at all given any importance. So question of development does not arise. Even the changed syllabus is not of much help. The Oriental Board in the beginning catered to the needs and standards of those students. But later on also it continued the same old pattern in spite of a lot of change in the world scenario.

Another deplorable matter about the Oriental Colleges is the sense of evaluation where only essay questions are given importance rather than the questions concerned to the development of the four skills. These have been discussed in the fourth chapter. The intention and aim is to enhance the skills of the students through practical, interesting and encouraging situations of Oriental Colleges in Andhra Pradesh.

The same chapter points to the details and condition of the students. It also deals about the remedial measures to be taken
through various teaching methods that the teacher should implement in making the learner potent enough to face the situations. Pronunciation which is the chief instrument of English learning lags behind due to various reasons. The next importance is the teaching of four skills of learning which are as important as the four pillars of the house. The audio visual instruments assist the teacher beyond comparison. They not only help in understanding but also contain the distraction of the pupil, more so, in Oriental Colleges as the students have less exposure to English language in their life.

5.5.0 Proposals of the University Grants Commission (U.G.C.)

Grammar, composition and other forms contribute in their own way in all round improvement of the person. The question paper of oriental colleges and new model question papers are put forward in Appendix-VI. The world scenario is fast changing in the name of globalization and many other reasons. The man no doubt has to move along to find his presence felt. In view of this fast change, it is proposed to give two models of question papers. These are given with the intention of developing the communication skills and based on the frame work of objectives suggested by Valletta and Disick\(^\text{13}\). It also includes some of the proposals made by the then University Grants Commission (UGC) National work shop for syllabus reform in English held in March 1977 at the Central Institute of English and Foreign Languages (CIEFL) which was named later as English and Foreign
Languages University (EFLU)]. Though many proposals have been put, it is the one mentioned below would certainly help in development of skills. It is not a detailed curriculum nor is it radical in approach. It provided for flexibility in content and suits within the existing frame of educational curriculum.

The proposal is to have three levels of integrated skill based courses allowing the student to start the course at different points according to their eligibility and proceed as far as possible during the course of three years. These might be named as basic, intermediate and advanced levels. Each course is sub-divided into two parts to avoid unnecessary wastage of time. Thus a degree student would be having six courses in English simultaneously for students of all the three classes at Under Graduate (U.G) level. Every student would be placed in accordance to his performance after an entry level test. So a student would be having five different points of entry level test. Each course would have multi skill units of a particular level and the students are expected to move further only after passing the previous course. These tests would be conducted by the college. The university would hold major examination in English to certify students of having achieved the criteria for intermediate or advanced level. This would be indicated on the result sheet or marks list as an independent and additional qualification. Another advantage is that a person can pursue the English studies even after leaving the college also. The
syllabus and other criteria are fixed accordingly. So a student would have an additional qualification in addition to the Under Graduate degree. Job opportunities are immense for those who have added qualification and proficiency in English.

Life is enriched and has become fruitful owing to all-round achievement and development of the world. The Information Technology (I.T.) has now developed in leaps and bounds. The achievement is mind blowing and astonishing and more can be expected in near future. Really hats off to all these latest means. So a person needs to bloom fully and go along the developments to have a footing in the society. It is astonishing to see the various channels roll out the data and all round advancement simultaneously. Will it not be foolish to only stare and gape at the fast moving advancement without taking a part in it?

A cursory analysis of the curriculum is enough to reveal its inappropriateness in the present context of teaching English at the college level. In spite of the reforms made in resent years the syllabi of Oriental classes continues to be content oriented with the emphasis on literary appreciation. It pre-supposes the existence of a well trained highly motivated and homogenous student body which can cope with the bulky and difficult text as well as the numerous exercises within a short period and can appreciate the nuances of the style and
presentation. The problems and needs of the materials are graded to a certain extent but the subject is so sharp that an average student cannot keep pace with it. Greater part of the text book is concerned with concept situations and attitudes that the students are unfamiliar and this adds to the woes of the students.

As the language exercises are based on the text, the entire course becomes rigid and leaves no scope for the teacher to introduce any variety. The pattern of examination and the ultimate goal of getting through the examination, leave no place for other things. This unduly increases the burden of the students without contributing to the development of their language skills.

As the content of the text books are difficult for the students to handle on their own, the teacher feels obliged to assist them as much as possible and even dictate notes. So much time is spent in covering the text that there is hardly any time for anything. In short a great deal of teaching is done but the output in terms of achievement is very small. Students do not have much opportunity for active participation in class. Most of their efforts are directed towards absorbing the information the teacher and text presents to them. In the name of self study they utilize their time in memorizing the large chunks of notes which is reproduced at the time of the examinations. This sort of exercise neither enhances their interest nor improves their
language skill. As the gap between their competences and the level of expectation increases they get discouraged and give up further efforts of improvement.

The reforms required for the development of skills and enhancement of interest are to be taken care of by introducing methods which are need based or currently needed. The text should not be taught for its sake but should be used for the development of different skills. The students should be given scope to develop on their own rather than be dependent on the teacher. Finally a scheme of formative evaluation need to be incorporated into the programmer of instruction to enable the teacher to get feedback on the work done in class and to ensure that every individual master a course unit in terms of skills before proceeding to the next one.

Here a plea is being made for learner centred approach in the teaching of English in which the teacher and the curriculum maker collaborate to create an atmosphere for learning the language with attainable goals.

5.6.0 Proposals for Future

The present prescribed English textbooks are incomprehensible to the students the only solution to this problem is to prescribe textbooks which are comprehensible and relevant to students.
Otherwise the teachers should make the literary textbooks comprehensible by giving proper explanation to the content. Many books and research papers have been published on English Language Teaching (E.L.T.). Therefore it is opined that the introduction of separate syllabi in addition to the regular text book as mentioned by the U.G.C. would greatly help. In addition to that I have some more ideas which are easier and fast to implement are below:

1. The curriculum should be made interesting, current, enjoyable and student oriented. This should give scope for interaction and provide opportunities for real life needs. It should be informative skill oriented rather than grind in the mill type.

2. The curriculum needs to be designed with the objective of enabling the learner to acquire the ability to use English for day to day communication.

3. It needs to be learner centred curriculum which involves self learning with minimum help from peers.

4. To design two separate courses to meet the divergent needs of the student. One is the functional English with the objective of fulfilling a need based employment oriented programme and the other is the literary pursuit.

5. Adequate teacher education programme is needed.
5.6.1 Prominence of English and Methods of Enhancing Skills

The prominence of English in today’s world is undisputed. There is need to stress the incorporation of suitable curriculum to oriental college due to the reason given below.

1. About 60 of 100 books are published in the world are English.

2. Many professional colleges like medicine, engineering, law, hotel management and others have English as the medium and also as library language.

3. This is the language in which the professors and educated people profess to improve their competence.

4. This is the language of mass media.

5. This is the link language among the provincial state and union and other countries of the world.

6. It is a compulsory second language subject but it is painful to tell that the language is learnt as only a subject to pass the examination rather than as a communicative language or enhancing their language abilities.

7. As 60 of 100 the books are published in this language it is a library language for educated people to enrich their skills and knowledge.

As the student comes from a poor background it would be legitimate to receive the nobility of mother tongue its role in foreign language teaching. The first language is the child’s basic asset and is
also the behaviour communication achievement and fulfilment. It is identified with his personality growth unlike the other languages. It is directly linked to every phase of the child’s psycho sociological development. It does not mean that First Language (L1) can be used as medium of teaching but as only teaching technique. An integrated approach to language skills is an important requirement to make foreign language teaching a success. Though the communicative skills of speaking are essential the other skills like reading and writing also have significance in our country.

There is no use in finding fault with pupils’ present day education. The main reason in my opinion is the tremendous disparity and understanding between policy making on one hand and inadequate implementation of programme on the other seems to be the principal cause for most of the failures. If the learners need to be well equipped with English language the teaching population require adequate training follow up programme and necessary resources to equip the learner. This is where in-service courses come in handy. This helps in polishing of ones skills.

**5.6.2 Contribution of In-Service Courses**

The most important contribution of in-service courses:

1. It helps the teacher in familiarizing the latest trends and developments in English Language Teaching (E.L.T.).
2. He can relate the problems faced by him and confront it with practical knowledge.

3. Access to great experts and exponents of English Language Teaching (E.L.T.). The experience itself is great and mind blowing.

4. It helps in gaining added knowledge with the subjects like phonetics, linguistics, psycholinguistics which were not usually offered before in the instruction of education.

5. Educationalists and others in extension services help in assessing the performance of the teachers in English in aptitude and creative abilities and contribute their might in enhancing the abilities.

The in service courses have many advantages:

1. They help in excelling in his profession.

2. In finding on spot solution to the problems faced in the class.

3. To sympathize with the slow learners in remedying their problems.

4. To be aware of professional life, this is otherwise rendered as routine.

The various in service courses are:

1. Refresher course.

2. Summer institutes.

3. Orientation course.

4. Seminar.

5. Workshop.
5.6.3 Methods TO INSPIRE THE Students

1. Judicious use of first language.

2. The conventional method of lecture to be replaced with a more friendly and systematic way where the learner actively participates in the learning process.

3. A motivated teacher to work along with the students in enabling them to understand the material and being a facilitator.

4. Emphasis on feedback rather than spoon feeding.

5. Teaching the skills gradually with the final goal of language accuracy.

5.6.4 Method of Teaching to be Practiced in Oriental Colleges

The English language teaching has reached a pitiable condition due to the great neglect of the basic principles of language teaching. Care is to be taken to initiate the teaching from the beginning which will provide them with a satisfactory foreign language atmosphere. The atmosphere is to be sustained all through. The pupils should get continual acquaintance with the basic structural items, sentence pattern and vocabulary of English through speech. It should be a gradual process. English teaching at any level should begin with proper oral work and then continue along with reading and writing which can constantly be referred back to the work done in class. While teaching language skills regular sequence is to be maintained.
even in single class period. This is to be worked out to assess the level of the learners and their achievement background. Speech should form the beginning of language work and writing should form the end of it. The text book should be set in such a way that it is resourceful, well prepared and the centre of all language activities in the classroom. The rest of the classroom activities should be organized as experience emanating from the text book. The methodological recommendations made should be within the ability range of the average learner.

Too complex language teaching methods will create learning problems for an average and below average learner. The learner is to be kept in mind while developing foreign language teaching methods. Simplicity of teaching means to avoid undue stress on any particular aspect of learning. Undue stress would result in gross neglect of several aspects of learning. More concentration on speech would pay little or no attention on development of reading and writing skills. Simplicity of method therefore consists in organizing classroom experience in such a way as to achieve maximum benefits by means of maximum techniques.

While teaching it is better to use bilingual method as it is least difficult and most effective method provided. It should be strictly adhered to. Controlled use of First Language (L1) will save much time.
Situation communication is also of value to students’. The function of naming, wishing, promising, asking, excuses, admonishing and directing add a new dimension in the classroom and helps in English teaching. Group work has been thought of as one of the best methods for imitating communicative activities. The objective is to help the learners’ use the new language function in a small group, talk to one another, ask question, find patterns and practice etc.

Pair work, role play, dramatization, miming, reporting an observation, reporting TV scenes, making a guess work on models, work on pictures are some of the things to be done in English classes. Intensive reading lessons aim at helping the learners read and analyse the subject matter in detail and take into consideration all aspect of the language. Extensive reading lessons aim at the development of the fast reading skill and comprehension of material in general. Oral and written composition also helps the student to visualize the material and compose those things into words. The source of written and spoken form is one English language. It is not possible to identity spoken English without written form. There are several features which are characteristic of spoken English.

The first and foremost is the teaching of pronunciation. It is so important that the learning of spoken English means learning of pronunciation of English words, phrases and sentence. Pronunciation
consists of teaching techniques, group work, pair work, role play, 
dramatization, inter questioning, work on pictures, reporting on some 
topic, discussion etc. But foremost the students find the teaching 
lessons interesting if the stress is given to day today experiences like 
the work he does from morning to evening. For example the first thing 
that he does when he goes out to wish and is reciprocated. So if he is 
made to practice on those lines I think the learner feels more 
interested in learning the spoken form rather than make him do the 
drudgery.

After all it is the interest that sustains knowledge. Structures 
are the foremost to be taught. The structural items are articles, 
preposition, conjunction, auxiliary verbs, comparatives, superlatives, 
question tags etc. Sentence patterns, passive voice, adverb clauses, 
adjective clauses, reported speech etc., are next in order.

Vocabulary can be taught through words used in day today 
experience. The register should consist lexical items intimately related 
to one another, for instance, the word ‘hospital’ generates a whole lot 
of words connected to it. Words such as doctor, nurse, medicine, 
patient, operation and injection can be used. So based on the above 
words a learner should try to write and communicate through them. 
This starts with a sentence and goes on to a piece of conversation.
5.6.5 Evaluation

1. Evaluation plays an important role in the academic process. There is a dire need to improve the quality of examination. This includes the quality of question paper and framing of question papers according to the needs of the learners.

2. It is established fact that formative evaluation substantially contributes to the attitude of the student. So external and internal assessment to be implemented.

3. Mandatory passing of both exams.

4. Internal assessment involves evaluation of students involvement in various class room activities like discussion, debates, practical work like charts, role play and seminars to name a few.

5. Oral skill need to be tested.

6. Additional marks for innovative ideas and presentation of new items.

Thus the aim of teaching English in India with special reference to Oriental Colleges is to enable the student to acquire a practical command over English that is, to be able to understand English when spoken or read and to be able to speak, read and write it. This would be more practicable only if Second Language status exists in all the Oriental Colleges in Andhra Pradesh.
Notes and References


2 Lord T.B. Macaulay (1800-1859) was a law member of the British Government was also appointed as president of the General Committee of Public Instruction by Lord William Bentick, the Governor General of India. He presented his lengthy ‘Minute’ to Lord Bentick in 1835.

3 Nissim Ezekiel (1924-2004) was an Indian English poet of modern age.

4 Raja Ram Mohan Roy (1774-1833) was the pioneer of modern education in India. He fought against social evils like sati and polygamy.

5 Gopala Krishna Gokahle (1866-1915) was a freedom fighter and champion of compulsory Primary Education.

6 Syed Ahmed Khan (1817-1898) was a renowned muslim leader. He established the Aligarh University.

7 Cecil Rhodes (1853-1902) was a British administrator in India who believed in the superiority of their race.

8 Mount Stuart Ephistone was a British Administrator in India.
Lord William Bentick (1774-1839) was a Governor General of India and a pioneer in introducing English education in India.

Wood’s Dispatch (1884) was named after Charles Wood, a pioneer in the propagation of mass education and in the establishment of Universities.

Dr. S. Radha Krishnan (1888-1975) was the most distinguished scholar and Chairman of Education Commission named after him. He was a great philosopher and a man of renown.


Valette and Disick. *Modern Language Performance Objectives and Individualization* (Harcourt, Brace and World inc. 1972)