CHAPTER III
PURPOSE OF LEARNING ENGLISH LANGUAGE IN
ORIENTAL COLLEGES

3.0.0 Purpose of Learning A Language

1. Learning A Language: Learning a language helps a reader to know about the happenings in the world thereby extending knowledge and deep understanding. It widens the scope of the learner to learn about politics, business, economics, medical advancements and technological inventions. All this helps the learner to be aware of the dynamic changes in the society. It provides information on many subjects which are of immense importance to the learner.

2. Cultural Information: Language and culture are in inextricably linked. Newspapers, fiction and non-fiction books, news magazines, periodicals on different subjects like economics, fine arts, sports, travel etc reflect the culture of different people in different countries. Usually culture permeates language through references to the people, places, institutions, customs and traditions of that community.

3. Exposure to the nuances of the language: A variety of books, journals and newspapers contain a vast pattern of text types and language styles which are not found in the conventional language
material. Learners become familiar with different language forms through newspapers, novels, biographies and autobiographies which provide a natural source of many varieties of written language.

4. Changes in Language from Time to Time: Language materials reflect changes in the language and help the learner to keep abreast of such changes. Newspapers and magazines are linguistically typical and up to date. They provide a wealth of linguistic data. As language is dynamic it absorbs new vocabulary from ever changing innovations, inventions and discoveries in different fields of human activities.

5. Stimulation of Learners’ Interest: The enormous variety of subject matter in general books and newspapers would invariably contain something of interest and concern to every learner. This makes them interesting and motivating for general studies. Newspapers and news magazines report real life events and this arouses the readers’ curiosity about the world around.

6. Axis To Authentic Information: Non-fictional stream of books deal about national leaders, statesmen and politicians. Newspapers, journals and periodicals are an invaluable source of authentic
material. Indeed many language learners help those students to study or work in language speaking countries.

7. Learning for Pleasure: For countless people worldwide reading fiction and nonfiction, newspapers, journals are an enjoyable past time. Despite the advent of technological material into the entertainment arena such as internet movies, digital videos and disks, the learning materials remain an immense source of pleasure and hobby. Books and newspapers facilitate the readers to get exposed to new places and get familiar with new people. Books are the best companions for many people.

8. Subject-Specific Materials: The diversity of information in general books and newspapers unable readers to learn English for specific purposes. Some of the materials suit the specific needs and interests of the learners, even a cursory glance through the newspapers and non-fiction books would help the learners to find suitable materials for their subject specific interest.

3.1.0 Purpose of Learning Any Language

World is unimaginable without communication. Man in the early ages observed birds and animals making sounds (noise) to communicate their feelings. After much effort he was able to acquire the skill of communication and which later developed into language.
Man is the only one in nature who has complex skill of using language through speech. The arrangement of various speech organs are such that they produce specific sounds, sound clusters, words, phrases and also sentences. The vocal symbols are arbitrary and hence developed large number of languages in the world.

The chief characteristics of most languages are:

I Language is vocal

II Language is arbitrary

III Language is a system

IV Language is for communication

V Language is a skill

VI Language is creative

(I) Language is Vocal: Language is first in spoken form. It is surprising to hear that many languages world over have only spoken form. The spoken form is most commonly used for communication. It consists of sounds, words, and structures of sentences. As time passed the language molded into different patois. The best example is English language itself. There is British English, Indian English and American English, the Received Pronunciation (R.P). Even Telugu is spoken differently in different parts of Andhra Pradesh.
(II) Language is Arbitrary: Language is arbitrary in nature. The language used by the early man evolved arbitrarily and was accepted by the people of that community.

(III) Language is a System: The language at a later stage turned refined and complex with sub-systems. The system developed phonetics, morphology, syntax and semantics. If anyone of the systems is not properly learnt, the communication gets affected. They are interlinked and interdependent.

(IV) Language as a Communication: Language is primarily communicative in nature. Man does it for communicating his feelings, needs to others. Gradually languages are enriched through usage needs and inventions. English Language is enriched with additions of words from other languages like Latin, French, Greek etc., and is growing immensely. But languages like Latin, Greek are being not used as communicative languages and there is every chance that they may become extinct.

(V) Language is a Skill: Learning a language is a skill in itself. It is nothing but learning to understand the language when spoken, read or written. All these can be attained through imitation and regular practice.
(VI) Language is Creative: Language is creative in nature. Hence language grows immensely because of its creative nature. Many poets, critics, writers, incorporated many words according to necessity. Children show interest in learning when the teacher tries to extract words from them and gives scope for their creativity. Learning more than one language is very important in the present scenario. It helps them in excelling their career. The purpose of learning any language is to develop one’s skills. These skills help him in pursuing his higher education. The learner needs to develop his skill according to necessity as there is greater scope for development of his career. There is another purpose of learning that is for cultural interaction. A person should sharpen his skills in connection with globalization. A person should be well versed with the development, culture and other aspects of the world. So for cultural interaction and for other means he has to be well versed with language.

3.2.0 Purpose of Learning English in Oriental Colleges

Oriental Colleges are those which teach the languages of the East. The Tirumala Tirupathi Devasthanam established Sri Venkateswara Vedantha Vardhini Sanskrit College with the intention of propagating Sanskrit. This college gives more importance to Sanskrit as do other Oriental Colleges in their subjects and less importance to English and other subjects.
Significance of English in the world is increasing, particularly in India. Due to the efforts of Jawaharlal Nehru and other educationalist, English had been introduced into India. In the first fifty years of post-independent India the purpose of learning English was to get government job. But later on it was learnt for:

1. To study in foreign countries.
2. To study professional courses.
3. To study English Literature.

But the students of Oriental Colleges have a different purpose

1. To study English for the study of classics in Oriental Literature.
2. Earn English proficiency to teach Oriental Language and literature through English medium.
3. Need a thorough ground in English as it is useful in the translations of Oriental Classics.
4. The student’s vocabulary has to be enriched and widened.
5. Their needs are unlimited and varied as the oriental texts they deal.

3.3.0 Role of English in the World Scenario

The purpose of learning and teaching of languages has assumed a greater importance and urgency than ever before. This is as a consequence of the expansion in international exchanges characteristics of the modern world.
This period has also witnessed an unprecedented intensity of reflection and experimentation in all fields of language teaching. In this respect it can be viewed that language teaching is a social phenomenon and is therefore influenced by the socio-cultural context in which it occurs. The period around the 1960’s witnessed a number of significant changes in the world and in international relations. At the international level, colonial empires were disappearing and a large number of states which had earlier obtained their independence were making all efforts to provide their populations with improved standards of education and to develop their economies in order to be able to compete in the international market. This led to the need for knowledge of foreign languages as a means of gaining access to information in the fields of science, technology and commerce.

English played a significant role in the fields of science, technology, education and business. At the same time, the countries of Europe, which were emerging from the destruction and trauma of the Second World War, were rebuilding their economies and promoting greater mutual understanding and co-operation in both economic and social fields. One of the manifestations of this effort was the setting up in 1963 of the Council of Europe’s Modern Languages Project, an ambitious scheme which was designed to promote language learning throughout Europe.
Increasing prosperity gave greater impetus to this drive. These changes in society influenced language teaching in two main ways. First, they increased the overall demand for language teaching. Second, they altered the nature of this demand. Before this period teaching had been marked by a focus on the language code and by a strong scholastic and literary orientation. They developed the specific competencies in the domains of usage such as basic transactional skills for travel or tourism, the ability to read specialized material in a given domain of activity, oral communication skills in a particular field of economic life and so on.

In response to the changing demand, the language teaching profession had to develop a new set of procedures for establishing of goals. This led towards needs analyzing, functionally based approaches to course design as well as on the development of a new approach to classroom methodology. By about 1980s, the theoretical landscape of language teaching had undergone a significant change, and what came to been known as the communicative approach had established itself as the dominant paradigm in language teaching. According to Radha Krishnan University Education Commission,

It [English] is a language which is rich in literature – humanistic, scientific and technical. If under sentimental urges we should give up English, we should cut ourselves from the living stream of ever growing knowledge.¹
F.G. French, an E.L.T. expert observes, it is only through this language that we have distilled essence of modern knowledge in all fields of human activities. Anyone who can read English can keep in touch with the whole world without leaving his own house.

From the above statement it is observed that English is ever exploding knowledge of science and technology. The development of science in every field can be observed only through the knowledge of English. Otherwise, it is as if the windows of knowledge for any development in that field and the resultant are the underdevelopment and ignorance.

There are revolutionary changes in various fields like agriculture, medicine, industry, transport, telecommunication etc. The development in the field of agriculture, to some extent withstood the onslaught of population explosion. The scientific development helped in the development of agricultural equipments, seeds, fertilizers etc. This development occurred due to the communication between the developed and under developed countries. This would not have occurred without the helpful attitude of the countries.

Medicine is another field, where the development has occurred in all fields like, cardio, physiology, Orthopaedic and other spheres.
The existence of man himself would have been doubtful without this knowledge. It is so immense and mind blowing that this has happened due to communication in English between countries through the means of English journals and English periodicals. It would not have been easy for the advancement of knowledge without the communication between the concerned faculties.

The industrial advancement occurring in India is due to the development of technology and intelligence of individuals. This is possible because of the “meeting of minds” of the individuals of different fields. The means of communication is the major factor in this aspect also.

Telecommunications is another field where the advancements are to its maximum. It is the world media. Its advancement is so immense that is difficult to say the fields it has not touched. In one word it is to say that there is no world without this means and English is the chief weapon for all these.

Hence, English is the link language of the world. India is a multilingual country where there are 22 languages which are being recognized by the Constitution and hundreds which are unrecognized. English is the link language to communicate with one another. The development in various fields of medicine, technology, agriculture can
only be known through some means of communication. It is unimaginable to think the world without the present advancement and this is made possible because of the omnipresence of English.

### 3.4.0 The Views of Educational Pioneers in India

In view of importance of English in the world, the great administrators of post independence era like Pundit Jawaharlal Nehru⁵, Prof. Gokak⁶, and Dr. S. Radha Krishnan⁷ reiterated the importance of English in India also. Our first Prime Minister, Jawaharlal Nehru said,

> We are driven to English principally because we know it a good deal. We have people who can teach it and because it is the most important language of the world today. He further said that in the absence of English at seats of higher education, it would not then be possible to have any meeting of minds. He called English as a window on the modern world and a key that would unlock the vast treasures of all scientific and humanistic fields ⁶.

Dr. S. Radha Krishnan, the philosopher – statesman suggested, English should be studied in high schools and universities to keep in touch with the living stream of ever growing knowledge and it would prevent our isolation from the world and help us take advantage of the wider reach of the English language⁷.
The Education Commission (1964-66) headed by Dr. G.S. Kothari stressed the need for studying, English as a compulsory subject to acquire reasonable proficiency in English or the working knowledge of English for communication and understanding in view of its growing importance.

In the pre-independence era, the British were forced to introduce English in India for their economic development and administrative convenience. But later on in the post independence era there were a lot of discussions among different educationists. Even after independence we could not ignore English language because of its importance at the administrative levels. The various education commissions appointed by the Government of India have recommended for progressive switch over to the mother tongue. Yet the importance of English to the Indian students cannot be ignored. The importance of English for Indian students should be realized on the fact that it is an international language, a link language, a literary language and also as a communicative means for the progress of science and technology.

3.5.0 Role of English in India

In India, English has a place in linguistic structure. Though it is not recognized by the constitution, it is occupying a place of importance in this country. The authors of the constitution said that
English ought to be used as such time when the regional languages would take over. But importance is irrevocable.

In India, English has a special place. It is not only due to the importance of English in the world scenario but also because of historical association and its impact on our culture. Though English is a foreign language it is treated as second language. Though there is all round importance of this language, the condition of it in India is deteriorating. It is in a very pitiable condition where English is only learnt as one of the subjects rather than to improve one’s competence. But the increasing awareness of the importance of English in the world should compel us to learn it for special purposes and for widening our intellectual horizon. That is why there is a basic need for implementing English as Second Language in Oriental Colleges.

3.6.0 Objectives of Learning English

For the accomplishment of goals proper objectives ought to be set. There should be a clear cut idea for everything that is aimed at it. For the teaching of English the teacher needs to follow the objectives. There are various objectives to make the students learn and enjoy the teaching. The objectives are as follows:

For the achievement of goals proper planning ought to be made. There should be a clear cut idea for everything that is aimed at and a plan to achieve it. For the teaching of English the teacher need to
follow some method to reach the objectives. There are various methods to make the students learn and enjoy the teaching.

1. **The Ability to Understand Spoken English:** For the proper understanding of spoken English, the teacher should inspire students to improve or develop their competencies in understanding the words and sentences. They should be able to converse in the classroom by saying dialogues and writing stories.

2. **Ability to Speak English:** They should pronounce the words correctly with good intonation and stress. They should converse with people by understanding, speaking the day to day happenings, answering the questions and greeting.

3. **Ability to Read and Understand Written English:** The students should be able to read silently and understand the content.

4. **Ability to Write English:** The students should master the mechanics of writing by using capital letters and punctuation marks. They should write neatly and legibly. Usage of appropriate words and sentences should be maintained. They should write short paragraphs and short compositions.
5. **Enjoy Reading and Writing Poems:** The students need to read and enjoy the poems with proper rhythm, intonation, and expression. They should even try to write simple poems.

6. **Usage of Study Strategies:** The students should develop their faculties by using all the readymade equipments like dictionaries etc. for improving their intellectual abilities.

   In addition to the above objectives the students should develop their abilities by learning the four skills of listening, speaking, reading and writing. Listening and reading are receptive skills and other two speaking and writing are productive skills. I am going to deal about the above skills in my next chapter.

### 3.7.0 Aims of English Teacher in Oriental College

In olden times in Grammar Translation Method and in other methods, the teacher played a dominant role. It was only the onslaught of teaching irrespective of the reaction of the student. It was as if to exhibit their mastery over language and bombard the students. But later on the teacher changed his position to that of a guide, a facilitator rather than only a teacher.

   English has now evolved into a highly refined communication medium with the people in almost all the countries of the world increasingly using it for a multitude of purposes. It has managed to
become International language and used more and more in world conferences and summit meetings. Its usefulness in the Indian context is beyond question. In this context the experts of Selection Board are taking care to imbibe selection of relevance in the text books. The objective behind the preparation of the book is high. The selections integrate various aspects into the text book as to make it more reader friendly and teacher friendly. As it is reader friendly it synthesises interesting and thought provoking thoughts. Teacher friendly, as it facilitates greater flexibility in teaching with the book. The books are being framed with great motives. I am analyzing the text books of Oriental Colleges with the objectives of the compilers as a back drop.

In spite of high motives and objectives of the Selection Board, the students of Oriental Colleges are not able to take advantage, as most of them come from rural areas. The data regarding the place of origin of the students is given Appendix No. 11

3.8.0 The Students of Rural Areas Lack

1. Infrastructure
2. Lack of Trained Teachers
3. Teaching Material, Poverty and Ignorance
4. In different attitude of the Parents
5. In difference of Students

6. Motivation

1. **Infrastructure**: The school in rural areas are mostly in dilapidated condition. The classes are crowded without proper rooms. Due to lack of rooms, different classes are intuited side by side which results in pandemonium. There is neither proper chair for teachers nor benches to the students. They sit on the ground, which hinders their learning in every aspect. They are unable to see and take the notes properly from the board. Their hand writing also is not proper due to lack of good sitting posture. Due to lack of proper compound wall there is every possibility of external disturbances.

2. **Trained Teachers**: Another drawback of the rural students is the lack of trained teachers. Villages lack educated people. The trained teachers from the cities do not show interest to the employment in rural areas. So there is always lack of trained teachers. This results in the most unsystematic method of teaching. The students lack the basic methods of learning and training. The teachers too lack motivation due to poor salary, lack of teaching material and infrastructure. Some schools lack proper black boards to write.

3. **Teaching Material**: Teaching material like board, chalk piece, charts, Audio, visual aids are the cheap materials which makes the
class interesting and motivating. The teaching materials help in not only containing the concentration of the students but also in the easy understanding of the lessons. Some of the schools do not have good boards, charts, libraries and any other things.

4. **Indifference of Parents Due To Poverty and Ignorance**: The parents of the rural students are very poor that they sometime divert their children to work as an extra hand. They are ignorant of the importance of education in their children’s life. Even if they sent them, they do not bother to scrutinize the development of their children as they themselves are ignorant. The parents give much importance to small festivities and do not bother to send their wards regularly to schools. So when such is the lacksidal view of the parent, what can be expected of their wards?

5. **Motivation**: Motivation plays a major role in the life of human beings. It especially works more in the students. The rural students lack this as they do not have any role models or motivators. They do not have libraries or books, teachers or anybody to motivate them. So they are ignorant of the world and the great prospects that lay in front of them.

There are many other factors which are lacking in the rural students. These students, when they come to city to study in Oriental
Colleges find it difficult to cope with the environment, syllabus and other things and lag behind. This is proved through the statistical data given in Appendix-III.

### 3.9.0 Analysis of Textbooks of Oriental Colleges

The Pre-Degree first year text book is an integrated books of prose selections, poems short stories grammar and communication tasks. This book almost agrees with the objectives of the selection of the Board. The five prose and six poetry collections provide a balance of emotions and reason. The selections are great works of distinction and literature. Each piece is distinct in its own self. The poems have immense wealth of meaning and moral. The first selection of poetry is Sarojini Naidu’s *Night fall in the city of Hyderabad*. Bharatiya Kokila Sarojini Naidu needs no introduction. Her alliteration, similes enhance the lyrical poem. The poem is a musical treat. The next selection is a poem named Mirapakayulu, which depicts the local flavour of a district in Andhra Pradesh. It is a pride for Guntur district to be seen in the world scene. The poem was written by Martin James. The third selection is from the Bard of Avon, Shakespeare whose dirge is the poem *Fear No More* taken from Cymbeline. The poem ends in a series of exhortations where Death liberates us from the worldly woes. *Mirror* by Sylvia Plath depicts the sense of insecurity of poet and shows the temporary nature of life. *Say This City Has Ten Million*
Souls, which is written by W.H. Auden is thought provoking and deals about the atrocities of Hitler committed on the Jews.

The prose selections are equally interesting as they deal about the contemporary issues. The first essay, *Attitude is Everything* provides useful tips to intermediate students, who are at the cross roads of life. The selection deals about positive attitude and positive thinking which are really useful to the present generation, who succumb to pressures very easily. The extraordinary story of Helen Keller points her will power and perseverance that in spite of triple handicap managed to be successful in life and could change the life of others. The *Toasted English* is another modern selection of R.K.Narayan. He summarizes the importance of English in the global scenario and foresees the Indianization of English. It has become a reality as many Indian words are incorporated in modern dictionaries.

The next selection is an essay written by Michael S. Malone, who illustrated the importance and revolution in the field of hard and software. It has almost become indispensable and impossible to live without them. Winston Churchill’s autobiographical account, *Examinations* is about the author’s nightmare while dealing them. It is really a joyful journey of the reader with the great personality. The one-act play *The Path Finder* is an account of the evils of slavery, in
violation of individual’s constitutional rights. Thus the essays and poetry are varied and are practical experiences of life.

Section III is a collection of six interesting inspiring short stories. But we do not have them. The Oriental syllabus has only Prose and Poetry selection. Section IV deals with Grammar, study skills and communication skills. Fundamental grammar is elaborately explained. Comprehension, transformations etc are also taken care of. The Intermediate text book fulfils all the needs of English reading, writing and communication skills. According to Chief Coordinator, the text is compiled with the aim of providing interesting reading maintained to hold the interest of the student. According to my opinion it has fulfilled the aim.

The objectives or the goals of Intermediate Second year text book are to make the students to analyze and appreciate the language and literature. The first year of Intermediate text book makes the students proficient enough to follow and understand the second year text book. They are in a better position to analyze the language and literature. The lessons chosen in this collection are informative and interesting. The book consists of selections from Prose and Poetry, a non-detailed text book and Grammar. The Oriental students do not have the non-detailed text.
The first essay *The Rumbling of the Storm* from the prose text book is a narrative. Mahatma Gandhi was infatuated by the European mode of living. The essay deals about the opportunistic attitude of people where they forget religious differences in the face of common danger and forget when the peril vanishes. The next one is *Principles of Good Writing*. The author extols the rules to be followed while writing an essay. It is very inspiring. *The lost umbrella* is the selection written by R.K. Narayan. It is humorous episode in the life of the author. It is centred on the loss of an umbrella and the author’s philosophy of life. *Saving the planet* is about awareness of the environment and the cautions to be practiced for the welfare of the environment. *The Imp and the crust* is another story of Leo Tolstoy which insists on human values. *The Dear Departed* is a one act play which is comical but there is an underlying element of pathos. The play makes us think about the neglect of the elders and the miserable life they lead.

The next section is the poetry. It is five in number with varied themes. The first one *Virtue*, the most quoted describes the value of virtue and its permanence in this world when everything is reduced to ashes. The next one is W.H. Davies’s collection, *In the country*, where he compares the miserable sufferings of the urban life to that country side. Haunted by poverty and misery he wishes to flee to the country side. Gabriel Okara’s *Once upon a time* is the yearning of the poet to
go back in time where the people were simple, affectionate and straightforward. They were sincere in deed and word. In contrast the present society is full of hypocrisy. So he urges his son who is untouched by this, to teach him so that he would experience the innocent joy of childhood.

*The whiner’s plaint* is the poet’s strong plea for identity. It is greatly concerned about India. Due to India’s rich diversity of languages, culture, relationship, the country is divided. The idea of national unity is longed for. It is heartening to hear that the Government is going in this path by preparing for national identity card which may pave path to the unity of the country. *Somebody’s mother* is an anonymous poem which highlights the pathetic condition and neglect of the old people who are left to their own self. The helpful nature of the boy is like an oasis to the lady and in turn prays God to help him. The present poem depicts the indifference of the people who are selfish.

The Grammar syllabus is very useful and is an integral part of the text book. Other exercises like letter writing, comprehension and report writing enhances the writing skills of the students. Phonetics teaches them the nuances of pronunciation. The other chapters are general topics like advertisement, form filling and others which expose them to the practical world and in gaining confidence. The
The text book prescribed for B.A. I year is a combination of prose, poetry, short stories, one act play and scenes from plays. The book fulfils the objective of the writers. It is a blooming of a new world which is different from the previous course. It is to develop the student's capacity for literary appreciation. They develop the aesthetic and literary sensitivities of the students. The poetry selections are a combination of foreign and Indian poets which depict their sensitivities. They are short and absorbing. The prose is a wide range of subjects. They almost belong to the modern period and very current in nature. Each writer is a world of experience and conveyed the same. Short stories are written by persons of fame are charming and touching. There are scenes from plays written by William Shakespeare and Rabindranath Tagore. They are the stepping stones to the vast treasure of English literature and also to the great renowned dramatists of their age. The B.A. I Year degree students step into cross roads with all sorts of dreams and ambitions. A peep into the treasure house will inspire them to further their goals. The English text book fulfills their taste with a variety of selections. The different poets or authors introduce them to the blooming of spring which is pleasant and colourful.
The poetry selection uncovers the variety with the introduction of John Keats’s *Ode to Autumn*. The Keats’ odes are the finest fruits of maturity. All the qualities of his poetry find full and vivid expression in them. The poem is very original first hand response to experience and delicately balanced mind. *Dover Beach* is the selection of Victorian essayist and poet *Matthew Arnold*. He believes that poetry does not present life as it is, but rather adds something to it. The poem *Dover Beach* depicts the Victorian characteristics of anxiety, spiritual conflict and unrest at the visible materialism and brutality. He laments over materialistic life and loss of faith.

W.H. Auden, a modern poet, was very much influenced by the dark events of the age. He is depressed by the inequality existing in the society. The poem deals about the identity crisis and the lack of recognition. His other poem *Say This City has Ten Million Souls* depict the seamy side of the Jews, who were tortured during Hitler’s regime. The *Insensibility* by Wilfred Owen is a lamentation over the destruction of people and soldiers and the insensibility and futility of the war itself. *Song 36 from Gitanjali* is an excerpt from the world famous *Gitanjali*, written by Rabindranath Tagore. He prays the God to give him strength to love his fellow beings and be subdued to God.

*From Home Coming* is written by an Indian writer, R.Parthasarathy. Here he pours out his experience as he reaches his
home from work. He is tired and battered. Next day he again starts the life with hope and aspirations of the new day. The poem *Myriad – Winged Bird* is written by Aduri Satyavathi Devi, an Indian poet. Here she describes her journey from playful learning to the time when she matures and finds new horizons. *Telephone Conversation is penned* by Wole Soyinka. He is an African poet. In this poem he laments over the racial discrimination and inhuman attitude of the people.

The prose consists of eight selection of varied taste. These are carefully and taste fully selected as introductory stories. These fulfils the goals of the objectives as they are thought provoking. The authors are of national and international renown. The first extract is from the greatest dramatist and critic of the nineteenth century, George Bernard Shaw. According to Shaw, there is nothing like correct English and a foreigner need not force himself to speak perfect English but to speak in such a way as to be understood by the locals.

*Is Progress Real* by Willand Ariel Durant is a thought provoking article which says about the deterioration of values and people turning barbaric. In spite of the development of knowledge human beings are after materialistic happiness and prepared to do anything for that. He concludes saying that there should be continuity of human values from one generation to another for smooth transition of life. *The Conjurer’s Revenge* by Stephen Leacock is a humourous
episode between a conjurer and a quick man who tried to disrupt his performance through discouraging comments. The show ended with a sweet revenge. *The Best Investment I Ever Made* by A.J. Cronin conveys a message that life is precious and should be used for the well being of the society and try to set right as many as possible.

*Prospects of Democracy in India* is another thought provoking article by the great architect of our constitution, Dr. B.R. Ambedkar. Here he discusses the pathetic condition of democracy in India which is run on the basis of caste and religion. According to him inequality exists in society and education of the poor is the only method of eradicating poverty and caste system. *I Have a Dream*, the most inspiring speech of Martin Luther King Jr., was spoken in America to fight against the racial discrimination. Though Abraham Lincoln emancipated the Negros, they did not enjoy the rights. So Martin Luther King fought against the Americans by following the path of Gandhiji. In this essay he dreams of a nation where there are equal rights to everybody and not discriminated on the basis of colour and race.

*Letter to a Teacher* is a lamentation of a student, who was taught in a routine way. Lack of attachment and reality in teaching pains him. According to him the lesson taught in the classes lack reality. He requests the teacher to reward skill and practical
experiences. *Take the Law into their Hands* by I.B. D’Souza is a thought provoking article where the author applauds the role played by the courts in safe guarding the rights of the people. It is also checking the ministers and officials from corrupt practices. But he warns against too much of power to the courts.

The Short Stories is the next section which is written by renowned writers like Leo Tolstoy, Ruskin Bond etc. These are good introductory stories for the students. They have the characteristics of short stories like compactness, simplicity, interesting, delightful etc. The first story, *Little Girls are Wiser than Men* by Leo Tolstoy is a story of two girls who fight over a small incident but forget and play again. Meanwhile the parents of two girls magnify the incident and almost come to blows. When they see the children play together, they feel ashamed of their provocative attitude.

The story, *The Last Clock* by James Thumber is a satire about judicial proceedings, doctors and also about the exhibits in the museum. The writer very satirically points out that the things are made into collector’s items without making proper use of them. Ruskin Bond’s *How far is the River* is about the inquisitiveness of a boy of twelve years, who journeys through rough terrain to fulfil his desire of seeing the river. The story ends on a happy note of reaching the goal.
The B.A. I year book is a combination of different types of literary genres. The next selection is a one act play, *The Boy Comes Home* by A.A. Milne is about the tussle that arises due to generation gap and forced compromises there of.

The next selection is a scene from the world famous dramatist William Shakespeare’s *The Merchant of Venice*. This scene is appropriate to the first year degree students. The famous casket scene is introduced. The scene is about the selection of Portia’s portrait and Antonio’s fate in the hands of Shylock. The scene gives us a glimpse of the conditions, people and other factors of living in those days. The *Sacrifice* is Rabindranath Tagore’s play which depicts the tussle in the royalty and the sacrifice of Jaisingh for a noble cause. The dialogues are direct and are molded in such a way that the scenes before us are crystal clear.

The Grammar which is prescribed in the syllabus starts from the basics like vocabulary, parts of speech, transformations, correction of sentences. These are very helpful in learning the basics of communications and other skills. Thus the book prescribed for the first years is a combination of all the literary genres which transports them to the new world of knowledge.
The selection in B.A. II year is varied in topics and is a blend of English and Indian writers. They have been aesthetically selected. The prose, poetry and non-detail textbooks deal about modern thoughts and psychology of the students. The objective behind these text selections is to visualize the condition of the period and to appreciate the literary aspect. The first selection, *London* written by William Blake is the depiction of the condition of the poor people of London. He can be called as the precursor of the Romantic period. He sensitizes the mind of the reader to the misery of the depressed and down-trodden. *Ode to the West Wind* was written by Percy Bysshe Shelley. He was educated and a revolutionist. This is depicted in almost all his poems. His poetry is full of energy and exhorts the fellow beings to fight for freedom. The famous lines, *If winter comes can spring be far behind* echoes his invincible optimism.

*Ode to a Nightingale* is one of the finest lyrics in English language. He is the most sensuous poet. The world of the nightingale is the world of romance and idealism. He imagines the bird as a symbol of joy, happiness and immortality. It sings powerfully without strain and in ecstasy. The spell of the song cannot last long. Once the charm is broken the poet is left all alone in the garden with melancholic thoughts.
Alfred Lord Tennyson, the greatest Victorian poet was the most admired person of the period. Most of his works represent the spirit of the Victorian period. The hero Ulysses represents the unquenchable spirit of exploration and entrepreneurship of the Victorian period. Ulysses symbolizes intellectual pursuit and adventure. Telemachus, his son symbolizes the conservative people who take a limited view of life in contrast to his father Ulysses who is daring, adventurous and intelligent.

The Last Ride Together is written by Robert Browning, another famous Victorian poet. He is known for dramatic monologue and he perfected it. The setting of a dramatic monologue is always an intense situation. In this one person speaks in the presence of one or more people. The Last Ride Together is a beautiful love lyric and also an exquisite dramatic monologue. In this poem he presents a great lover whose love has not been acknowledged. He over comes his anguish and rides with his love for the last time. He finds fulfilment in the intensity of his love and hopes that the ride would be eternal.

Because I Could Not Stop For Death is the poem of Emily Dickinson. She belonged to the nineteenth century. She was noted for her wit and love. Her lyrics were remarkable for their mystic qualities which represent integrity and originality. Her poem is rich in expression and sympathetic to suffering. The poem is one of her best
known ones. Here she describes life as a journey where she encounters death. Her thoughts ponder over life, death and immortality. She ends with optimism which gives her joy, faith and a new existence.

The next selection is Robert Frost’s *Mending Wall*. Here the poet deals about the common happenings of the world. He propagates the notion of social co-existence in the world. According to him Nature does not want men to be divided. It is men who build walls between one another. Tagore in his *Geetanjali* also visualized of a united world. *The Gift of India* is a patriotic song of Sarojini Naidu where she represents *Mother India*. Mother India pours out her anguish at the death of her dear children who sacrificed their lives in the battle field. She reminds the British to honour her children for their sacrifice.

The last selection *Advice to Fellow Swimmers* is the poem written by Kamala Das. Her poems are remarkable for their power and reality. The poem is philosophical in nature. She emphasizes to overcome oneself with right destination. Even our sages reiterated to overcome the desires of the body with inner discipline, penance and prayer. *The Silent Song* is an anthology of verse is a combination of reform, power, sensuousness, adventure, desire, patriotism, philosophy. The poems are combination of ancient and modern
literature and deals about the present trend. These are motivating and inspiring.

The prose selections in their anthology move on to extended essays which are different from the shorter First Year degree course. The objective behind this text book is to expose the students to the contents across time and cultures and to develop their unity and communicational skills. Each one of them is carefully selected with distinctive flavours of their own.

The first selection *In London* by Mohan Das Karamchand Gandhi is autobiographical. It is taken from his *My Experiments with Truth*. The excerpt gives an insight into the mind of young Gandhi, a student in London. As a youngster he was infatuated by the modern living and tried his hand in singing dancing and elocution. But later on he kept strict watch on himself by constant introspection and trained his mind on his goal.

*Pecuniary Independence* is written by P.T. Barnum, who belonged to nineteenth century. The present extract is taken from his autobiography *The Life of Bernum written by him*. He draws attention to the problems confronting the modern man. He gives excellent advices to de-stress and mitigate the problems of day to day living. He believes that life can be comfortable with rational saving and
discipline. *The drunkard* by W.H. Smith is a play written more than One hundred and fifty years ago. It is even relevant to this time. It is a conversation between a lawyer and an irresponsible drunkard. The lawyer offers the drunkard a lucrative offer to become a rich and socially acceptable person but the drunkard refuses the offer as he thinks that it is against his principle.

*Three Days to See* is a fascinating account of the beautiful world around us. Helen Keller, a triple handicapped lady makes a systematic plan of all the things that she wishes to see if she were gifted with eye-sight for three days and makes us realize how insensitive we are in using the senses. Helen, in spite of her deprivation activates her senses. The essay is powerful and thought provoking and leaves a lasting impression on the reader. *The Knowledge Society* is an extract taken from *Ignited Minds* written by A.P.J. Abdul Kalam. Here he throws light on a significant aspect of modern civilization. Here he stresses on the need for developing societies through acquisition of knowledge and utilization of technology. He also says that poverty can be removed through balancing the past heritage and using the present day knowledge. He visualizes a bright and prosperous future by practicing some principles and applying modern technology.
*Principles of Good Writing* written by L.A. Hill was an expert on English language teaching. He points out the rules and regulations to be followed in sharpening one’s writing skills. He says clarity of thought, logical development of theme, and appropriate use of vocabulary as the appropriate tools of a good essay.

Bertrand Russel’s *Man’s peril* is a radio speech where he analyses the dangers confronting the modern world and the repercussions of atomic warfare. He explains in detail the role of ordinary people in the peace process and regards the general public to be more aware and assertive so that the fate of the nations need not be decided by leaders alone. He is a great master of English prose and won the Noble Prize for literature.

*Shooting an Elephant* by George Orwell was an essayist and novelist of renown. His greatest novels were *Animal Farm* and *Nineteen Eighty-Four*. The extract reveals an incident in the life of the author where he was helpless and was forced to act against his conscious. According to him, he had to suppress his conscience at the altar of British imperialism. *The Day Dag Hammarskjold Rode in My Jeep* was written by Jhan Robbins, the author of a dozen books including many biographies. Here he happened to spend the evening with United Nations (U.N.) Chief, Mr. Dag Hammarskjold. The United Nations Chief believed in friendship between human beings and cooled the
fiery tempers with affection and calm temperaments. The angry journalist and the irate taxi driver would have come to blows but for the benign intervention of the Secretary General.

*Vignettes of life* is a collection of short stories for B.A. II year students. These stories are selected with the intention of providing good reading material to the students. The stories provided an unlimited range of themes and gives illustrating variety of responses to the experience of life. They are not only pleasant past time but also expose the students to the literary genre. With the purpose of initiation to reading the students are supplied with study aids. Reading is the most important quality without which the other senses cannot respond and make it a pleasant able experience. The other intention is to achieve fair mastery of effective communication. They also help in the development of aesthetic and literary sensibilities. The stories help in developing a sense of imagination and sensitivity.

The stories are of universal appeal with stories drawn from various quarters. The first Russian short story, *The Lottery Ticket* was written by the famous Russian dramatist Pavlovich Chekhov. He is renowned for exposing the human weaknesses of which the present story is one of them. Here the author unleashes the selfish and cruel intention of human mind when lured by riches inspite of their near relationship. The story is a depiction of reality as such incidents are
commonly seen in real life. In this story husband and wife develop hatred and dislike toward one another at the prospects of unexpected wealth. Each one of them intends to have it for their own self.

*LA Penny* is a story written by an African writer Alan Paton, the author of the best known novel *Cry the Beloved Country*. The story reflects the author's deep humanism and commitment towards the society. It is a story of a boy in a reformatory, who desired for a family of his own. The story deals about method used by the author in bringing solace in the turbulent life of the boy. *Subha* is the story written by the great genius, Viswakavi Rabindranath Tagore which deals about rural Bengal. The character Subha depicts the condition of ladies in the nineteenth century. Here the author reminds readers the necessity of love and friendship among people and not to take anybody for granted. The protagonist Subha was devoid of love and affection in the family and she experiences love through animals. The family members take her for granted that they did not bother to consult on an important thing like marriage and left her to her fate.

The *Diamond Rice* is the selection written by Ranga Rao, an acclaimed story writer scholar and critic *Diamond Rice* is the story of psychological balance between corruption and redemption. It is about a rice merchant who is corrupt in trade but tries to satisfy himself
through holy deeds. It is a very common factor among traders. Readers are left to ponder over the injustice in the world.

*The only American from Our Village* by Arun Joshi is a psychological story of an Indian who had gone to America in search of dollar dreams. He extends the story to tell about the parents of those people who suffer psychologically and physically with no one to support them. They boast about their children and pine for them in private. Dr. Khanna suffers from a psychological disease as he was not at his father’s side when he needed him the most.

Mark Twain, the most renowned author of America is known for a number of humourous short stories, novels and articles. He is known for his comical and sympathetic portrayal of human nature. The present story, *Luck* is a satirical story of an ineligible young man who get promotions due to sheer luck. Luck favoured him so much that he gained appreciation for every blunder, as it turned in his favour. He was conferred with national and international honours.

*Enriching Your Competence in English* is the course book to enrich the student’s competence in English by enabling them to perform tasks using English more efficiently and confidently. This book is intended for practical purpose and expected to be useful in day today lives. The functional aspect is reflected and the students
need to improve their skill of reading and be in a position to answer the questions critically. They can improve their competencies through regular practice of exercises. The exercises are designed in such a way that they can enhance their four skills listening, speaking, reading, writing and also reference skills.

The five chapters of this book are of practical importance with delightful explanation. Exercises are at the end of each chapter to test their capacity of understanding. Phrasal verbs and idioms is the first chapter with usages of verbal phrases. This is followed by idioms. The author took care to provide the source of idioms.

The next chapter is the reference skills. If a student needs to communicate, it is necessary to have proficiency in language skills. This can be attained through studying and observing. When one does not understand something they refer to various sources like dictionaries, thesaurus, encyclopaedia etc. The knowledge has grown immensely that there are dictionaries for every field of existence. There are various books which give insight into that area.

**Information Transfer:** It is the method through which information is made clear through various forms like charts, graphs, tabular forms, pie chart, bar chart, flow chart and so on. The student
is enlightened by the vast source of information which is of practical use.

The next unit is about note-making and note-taking. Life is moving on a past pace and it is very important to be brief in everything as length is tiring and boring. Nobody has the time to bear that. So while note making and note taking the important component is the ability to use the language effectively. This is effectively presented to the students with examples and usage. The characteristics of note making and note writing are well explained with hints for practical use. The student can enhance his skill with thorough reading. As already mentioned this book is of great practical use. The fifth unit elaborates about essay writing and the types of essays. It points out the method and process of writing an essay with examples. Components of an essay and step by step analysis of the whole thing is put forth.

The dialogue writing is the next unit. It is written piece of conversation which is more planned. The topic elaborates the process, methods of writing it and ways of expressing it. As expressing and dialogue delivery are the most important criteria. Presentation skills are dealt in the seventh unit. According to the author, presentation means to perform a view with the intention of achieving something. Presentation is the most important factor at every place as good
presentation results in good impression, which enhances a person’s confidence. The book presents the students with chief components of good presentation. They are confidence, relevance, language competence, clarity, audibility, modulation, body language and sincerity. The student really can be benefited through this information if practiced.

*Interview* is the last unit of this book. An interview is also a kind of presentation. What ever might be the interview, the interviewee has to perform well in order to create an impression to the interviewers? The book deals about interviews which are of prime importance to the students. The book deals about the parameters on which a person gets selected. The book also deals about every aspect of an interview, starting from applying for the post to the commencement of the interview.

Thus the book *Enriching Your Competence in English* is really an integrated book invoking amalgamation of various skills and sub skills. This book is a guide to students which not only helps them in communicating but also enriches their skills for the future endeavours.

The review of all the text books proves that the books prepared by the great minds are really very inspiring, knowledge oriented and
practical selections. Each one of them is awesome in content and material for self learning. The exercisers are also learner centred as the focus of teaching is the learner. Nowadays so many teaching methods have come up that the role of teacher is that of a guide, a facilitator, rather than only a teacher. In spite of the sweeping changes in the field of education and teaching, students of Oriental Colleges have not been profited by them.

3.10.0 Drawback of the Students in Oriental Colleges

The basic reason behind the poor performance of the students of Oriental Colleges is the social background they have come. The students to this college come from rural background. It is a known fact that the primary schools in the rural areas are in a very bad condition. They lack infrastructure and also standard education. For a good basic foundation of Sanskrit, we give admission into college only after they pass the seventh class. Due to lack of basic education at the primary level they do not have preliminary knowledge of English and Telugu, their mother tongue. So it becomes an uphill task to train them and bring them on the tracks.

Due to the poor educational background the students cannot cope with the common core syllabus prescribed by the university. The final degree class does not have the subject of English and the whole concentration is given to Sanskrit. It may not be a right step. There
should be continuity of the subject as to keep in touch with it. This would be useful to them in the outside competitive world. One year of gap is long enough to ruin their prospects as they lose touch with the subject.

Due to low standards of the students, the teachers in Oriental Colleges are forced to teach in bilingual method so as to make them understand. Except for a very few students there is lack of motivation which is very painful. The analysis of the questionnaires and observation reveal the following views:

1. The teacher is at loss to understand whether the students can follow the lesson.
2. He is not sure whether they can reproduce the patterns taught.
3. Teacher is not sure of their pronunciation.
4. There is no scope to know whether they can use English contextually.
5. There is no scope for the students to improve their speaking, reading and writing skills.
6. Chances are weak for the students to acquire linguistic and communication skills.

The main reason for all these drawbacks is the lack of motivation and the pattern of questioning. Though the common core is adapted all over the Andhra Pradesh, the pattern of question papers is
different from the outside Under Graduate colleges. Essay questions carry eighty percent of the marks and the other twenty percent is for Grammar. So naturally the students mug up the answers. The answers are not innovative as they are mostly dictated by the teachers. Hence the students in Oriental Colleges reproduce answers by learning through rote method.

The students, due to fear, shyness and consciousness do not come out of their own. The teaching is always one sided and the students are mere spectators in the class room. The books prescribed give them a lot of scope to improve. It is a known fact that present day students do not get involved unless they are interested in it.

According to a great writer, the purpose of education is to rationalize attitudes as well as to impart knowledge and skills. Education is for national development and should aim at training the younger generation in the life skills, self reliance, personality development, community services, social integration and political understanding. Today’s students, as we all know are swayed according to winds and this attitude is always exploited by the selfish people. Education must bring out the potentialities of the individual for self development. In the present day education, the teacher is to inculcate the ideals of life in the pupil. The teacher is busy in
preparing them for the University examinations rather than for the future turmoil.

In trying to initiate interest in education or rather studies, in students, it is pertinent to have English under E.S.P. (English for Special Purpose). As already mentioned in my synopsis, the need for English in Oriental students is different from the other under graduate students. So for that purpose and also to make the target books inspiring, I wish to have a separate syllabus for the students of Oriental Colleges.

In addition to articles written by literary and scientific stalwarts, the students of Oriental colleges need to know the literary and scientific advancement of ancient times in India. They should have the experience and the achievements of Pathanjali, Aryabhatta, Susrusha and other great people of Oriental studies and their contribution to the modern world. This would not only be a comparative study but also will have relevance to the subject they are studying. They would not feel the futility of studying an ancient subject. The model of question paper should also change to a more twisting, thought provoking mental aptitude testing. In the same way high standard of evaluation is necessary for the students’ all round development.
Thus, it is to reiterate the need to give English a second place in Oriental Colleges so as to make the education more meaningful and goal oriented to the students of these colleges.
Chapter III

Notes and References


2 Pahuja 6.

3 Pandit Jawaharlal Nehru (1889-1964) was the First Prime Minister of India. He was a great administrator and a man of vision. He considered English education as necessary and tried to abolish illiteracy in India.

4 Prof. Gokak was a great Administrator and person of knowledge. He reiterated the importance of English in India.

5 Dr. S. Radha Krishnan (1888-1975) was the former president of India. He was also the former Vice Chancellor of Benaras Hindu University. A great philosopher and a man of renown in the field of education. He contributed much in the development of education. Due to his immense contribution, his birthday is celebrated as Teacher’s day.


7 Venugopal 12.

8 Venugopal 12.