CHAPTER VIII

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CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

8.1.0 Introduction

As stated in the beginning of this study (Section 1.3.0), the aim of this investigation was to identify the actual English language needs of persons belonging to six different professional and occupational categories and of the students who wanted to choose these professions in Karnataka. Secondly, the Study also intended to evaluate the efficacy of the existing English language teaching programmes at the post-secondary level in meeting these requirements. Thirdly, in the light of the investigation of the needs for English and the assessment of the present ELT programmes, the Study intended to make suggestions and recommendations for the improvement of the English courses at the post-secondary level.

Accordingly, in the first part of this chapter, the major conclusions regarding the English language needs of various professional groups in the State are presented under five different heads:
(i) The actual English language needs of six professional groups, and their attitudes towards English;

(ii) The required levels of proficiency in English for persons belonging to various professional categories and the actual levels of proficiency attained by them;

(iii) Students' awareness of the need for and the importance of English language;

(iv) A general assessment of the proficiency in English attained by students of professional and non-professional courses;

(v) An analysis of the existing English language teaching programmes at the post-secondary level in the light of the assessed English language needs.

8.1.1 The English Language Needs of Six Professional Groups

This Study has investigated the English language needs of six major professional categories - doctors, engineers, lawyers, bank officers/clerks, high school teachers, and first/second division clerks. The investigation
was based on (i) the experience of the holders of these professions, and (ii) the researcher's observation of the use of English language by members of these professions in various professional and social contexts. In fact, the various professions determined the social contacts of the holders of those professions, and thereby, the extent of their use of English.

As hypothesized in Section 4.1.2 of this study, the holders of all these six professions were required to use English with varying degrees of sophistication. Their use of English was largely determined by the nature of their profession. Some professions required more frequent use of English, while some others did not. So it was found that doctors, engineers, lawyers, and bank officers were required to use English much more frequently than were bank clerks and high school teachers. The first/second division clerks were required to use English in a fairly limited sphere of their professional work.

The holders of all the six professions were required to perform certain common language tasks like reading, writing, speaking and listening. However, doctors and lawyers made more frequent use of spoken English, while bank clerks and first/second division
clerks made more frequent use of written English. All the professions had certain routine tasks requiring the use of English. Thus, the doctors were required to write case histories, prescriptions, orders to other subordinate medical staff, and so on. The engineers had to draw plans of various projects, make estimations, and describe the course of action. The lawyers had to draft notices, plaints, affidavits, and argue cases. The clerks serving in banks and other government and non-government offices were required to fill in a variety of forms, to keep records, to interpret rules, to take dictation, and to copy the given material.

The doctors, engineers, lawyers, and bank officers were required to have not only a sound knowledge of the system of English language, but also the ability (i) to make assumptions and prove them; (ii) to express opinions and justify them; (iii) to describe cases, events, procedures, and objects; (iv) to make inferences from the data; and (v) to argue logically and arrive at specific conclusions. They needed these abilities in order to perform certain tasks of a non-routine nature, like the writing of an article on the details of a particular disease by doctors; the preparation of a
special plan to be executed in adverse circumstances by engineers; the presenting of written arguments for and against a case by lawyers; and writing special reports on the new schemes to be introduced for the benefit of the public by the bank officers; and so on.

Evidently, the skills of reading and writing proved to be in general more important than those of listening and speaking. The lawyers were required to make an extensive use of the skill of speaking English and also the doctors, to an equally important extent. Even the bank officers were required to speak English quite frequently. But the members of all these professions and also the high school teachers and clerks assigned greater importance to reading and writing, as elaborated in Chapter V.

As assumed in Section 4.1.2, some language tasks required exclusive use of English. These were — pre-operative and post-operative orders/instructions by doctors, the description of a plan-sum-estimation of a particular project by engineers, and the maintenance of accounts/records/bills and so on by clerks. The members of the supposed-to-be élite professions, like doctors and bank officers, however, performed more number of
language tasks requiring the use of English, while the English language tasks performed by high school teachers and clerks were limited.

Another hypothesis was that those who had a reasonably good proficiency in English would have a positive attitude towards the study of English. The study brought to light that a large majority of doctors and lawyers who had adequate proficiency in English felt that English had a very important role to play in India today. They showed a keen awareness of the utilitarian values of English, and felt that the study of English was essential for a prosperous career, and also for purposes of higher studies in science and technology.

Further, the researcher's observation of the subjects in several social situations showed that often their communication was characterised by code-switching and code-mixing between Kannada and English. The doctors and the lawyers frequently conversed in English, specially while discussing issues related to their professions. The engineers and bank officers switched over to English while describing the structure or working of a machinery, or while discussing the problems encountered by them while implementing certain schemes. The bank clerks and high
school teachers used English only for limited purposes like greeting, thanking, expressing sympathy/sorrow, and while taking leave of each other. But a majority of clerks used only Kannada in social situations. So it could be concluded that although most of the communication in social situations took place in Kannada, switching over to and carrying on in English was an inevitable feature observed in the conversation of the Subjects.

8.2.0 The Required Levels of Proficiency in English for Members of Various Professional Categories and the Actual Levels of Proficiency attained by them.

On the bases of the data collected from the field survey (the details of which were presented in Chapter IV) and the opinions of the professional superiors of the subjects, this Study formulated the minimum level of proficiency in English required of the personnel belonging to six professional categories. Then it also determined the level of proficiency in English actually attained by the subjects.

Since it is generally said these days by the teachers of English that the average levels of proficiency in English at the post-secondary level are quite inadequate,
it would naturally follow that most of the subjects would have an inadequate level of proficiency in English, and would not be able to perform the required English language tasks on their jobs successfully. But contrary to this expectation, nearly 40% of the subjects proved to have attained a higher level of proficiency than the recommended one. The proficiency of about 35% of the subjects was very close to the recommended level. Only about 25% of the subjects required some help in order to perform certain language tasks satisfactorily. Specially while writing articles on technical subjects, while preparing project reports, and while planning a course of action, the subjects felt that they needed some guidance. Otherwise, they were all able to 'manage the show' with whatever proficiency in English they had attained.

The actual requirements in terms of language skills for most of these professions were rather limited in number, and were of a routine nature. The subjects did not need a high level of proficiency in English to be able to perform these tasks. So it followed that if suitable modifications were made in the English courses at the post-secondary level, the students preparing for these professions would be able to attain the required
level of proficiency in English. However, certain professions like Medicine, Engineering and Law called for a definitely higher level of proficiency in English.

During some informal interviews with the professional superiors of the subjects, the researcher was told by some of the professional superiors that a majority of their subordinates did not have an adequate level of proficiency in English. They found fault with the writing of their subordinates, and also with their spoken English. Since most of these professional superiors belonged to the 'Older Schools', they seemed to have a tendency to find fault with the existing systems and standards. But some of the professional superiors did express satisfaction with their subordinates' ability to perform the required English language tasks while on duty. This was, in fact, validated by the observation of the researcher too.

Another finding regarding the subjects' use of spoken English was that although Kannada was the first language of a majority of subjects, due to dialectal variations of their L1, there were some distinctive regional features in their spoken English. In spite of this, a high majority of subjects exhibited quite an
adequate level of proficiency while communicating in
English with members of other parts of the State. This
was because the members of any given profession always
have common topics of communication and a sort of a
common terminology. How far the performance of these
subjects would be acceptable and adequate while
communicating with the members of another linguistic
community outside the State - was, however, not examined
by the researcher; because that kind of an investigation
was not the aim of this Study, and any such attempt would
have been out of the restricted scope of the present
Study. But in general, on the basis of the opinions
of the professional superiors of the subjects and the
experience of some senior members of different professions,
the researcher found that even in contexts of inter-state
communications (in occasions like seminars, conferences,
training programmes, refresher courses and so on), the
performance of nearly 40% of the subjects was absolutely
satisfactory. Their pronunciation did not pose serious
problems of intelligibility, since it did not suffer from
gross regional features.

6.3.0 Students' Awareness of their Needs for English Language

A major concern of this Study was to find out the
students' attitude to the study of English, and it was assumed that a majority of them had a positive attitude. Accordingly, it was proved by their responses to item 13 in Questionnaire III (Appendix III) that they were all fully aware of the various needs for English language. All of them asserted that they needed adequate proficiency in English language in order to read vastly in their special subjects, to get good jobs, and also to go abroad for higher studies. The students of Medicine and Engineering uniformly ranked items 1, 2 and 3 in Question 13-3 very high, indicating that they needed English for a prosperous career and for pursuing higher studies. But the students of Law did not show any awareness of the practical uses of the study of English language. The students of Commerce attached highest significance to item 4 of Question 13-3, saying that they needed English in order to write reports, and also to get the ability to handle business management. The responses of all categories of students to Question 16 showed that they knew the significance of acquiring proficiency in speaking English, and they wanted to improve their broach skill. It was further found out that the students who had a positive attitude towards English had good academic records. They were mostly students of professional
courses. They were aware of the importance of English as a 'service' language. Those who did not show such awareness had no specificity in their opinions about the study of English. This was mainly due to illiterate home background, poor reading habits, and limited chances of exposure to English. So the students' awareness of their English language needs was largely determined by their English language experience.

8.4.0 Students' Proficiency in English

The English language proficiency of students pursuing both professional and non-professional courses was assessed on the basis of their responses to the Questionnaire administered to them, the researcher's personal interviews with them, and the opinions of the teachers of English and the teachers of special subjects.

A majority of students felt that their reading comprehension and written English suffered because grammar was not taught to them systematically, nor were they encouraged to read extensively. In spite of this, 41% of them thought they could cope with the study of their special subjects without much difficulty. However, 31% of them experienced some difficulty in the comprehension of technical terms and difficult grammatical constructions.
The general opinion of the students was that they could manage reading comprehension by themselves, but needed some aid in writing reports of experiments, papers for seminars, and articles for journals and so on. About 50% of them were not confident of their competence in spoken English, and all of them wanted to improve their speech skill.

The students' assessment of their own proficiency in the various English language skills was further corroborated by the opinions of teachers of English on the same. The responses of the teachers of English to item 38 of Questionnaire V proved that an average degree student could read and comprehend books in English, but his competence in written English was not up to the mark. And his proficiency in spoken English was quite inadequate.

The subject teachers felt, as was made clear in their responses to items 9, 10, 11-3, 12 and 13 of Questionnaire IV, that although nearly 70% of their students could very well comprehend spoken English, only about 40% of them had reasonably adequate proficiency in spoken English. Further, they opined that most of their
students could very well read and comprehend books in the subjects of their specialization. About 75% of the subjects were satisfied with their students' proficiency in writing in examinations. But they were not satisfied with their students' ability to write reports, papers on technical subjects and so on. This was because, as the subject teachers felt, the question papers in the University examinations did not require any imagination or originality on the part of the students. They were satisfied with stock responses, testing only the students' ability to recall facts presented in the texts. The students' answers were merely reproductions of texts, guides, and teachers' notes, where there was very little possibility of committing errors. But there was no possibility of such assimilation of facts and their mechanical reproduction while writing reports of experiments or medical cases, or papers for seminars or journals. Here the students were required to write their own comments, arguments, descriptions, and conclusions. For this, a reasonable mastery over English language was essential. Unfortunately many students did not have this ability.
Thus it could be concluded that the existing courses in English could only enable the students to use English for limited purposes in limited contexts. They could not impart to the students the skill to make flexible use of English.

8.5.0 An Analysis of the Existing English Language Teaching Programmes in the Light of the Assessed Needs for English

In order to assess the existing English language teaching programmes in the State, the following factors were taken into account: (i) the opinions of the holders of six categories of professions; (ii) the views of the students pursuing both professional and non-professional courses; (iii) the opinions of the teachers of English and subject teachers; (iv) the researcher's observation of teaching English in college classes; (v) an analysis of English syllabuses, text books and examinations, and (vi) a brief study of the developments in the teaching of English in Karnataka on the basis of archival records and educational reports.

It has been a general assumption in recent years that the existing courses in English at the school and the Pre-University levels do not cater to the needs of students pursuing various courses and fit them into the
occupations they choose to enter. It is often said that these courses do not impart to the students the essential language skills which they would need in order to perform a variety of tasks in their professions. A number of students did express their dissatisfaction with the existing English courses.

But, however, a majority of the members of the six chosen professions (over 60% of them in general), said they found the English courses offered to them satisfactory. They felt the courses offered to them in school and college had enabled them to attain the proficiency in English required for performance of various language tasks while on duty. This required proficiency was imparted to the students although the English syllabuses in the State were mostly literature-oriented until recently. The syllabuses of the University have always been richly literature-oriented, attempting to expose the students to a variety of writings in English, both ancient and modern, and strongly holding that this is the one way of enabling students to learn English well. With her tradition of over one hundred years, this University has continued to insist on a close study of literary works. Although this University has not shown much enthusiasm about the recent attempts of
introducing language-oriented courses, she has been encouraging the study of English in her own way, and has also proved to be successful in her own way. The Karnataka University also had literature-oriented courses till recently, based on the courses prescribed at the Bombay University. But since 1970, both the Karnataka and the Bangalore Universities have been showing an increasing awareness of the recent trends in English language teaching, and attempting to make the courses at the post-secondary level more language-oriented.

On the whole, in spite of the recent decision of the Karnataka Government to use Kannada as the first official language of the State, the general atmosphere in the State is quite favourable to the learning and teaching of English. English continues to be the medium of instruction in a majority of colleges, and students as well as their parents are aware of the significant role of English in the country today. Perhaps this is the right time to make further modifications in the existing English courses and introduce suitable reforms so that they would perfectly meet the needs of students.

8.6.0 Some Implications of the Study

English has an important role to play in the
present educational, social and economic contents in the State. It is the medium of instruction at all stages of post-secondary education. The Karnataka Public Service Commission's competitive examinations are conducted in English. Although the use of Kannada has been allowed in this context recently, a majority of candidates still attempt to write the examination in English. There is still an ever-increasing rush for admission to English medium schools and colleges. Most interviews for Government and non-Government posts are still conducted exclusively in English. It is the major language for most transactions in banks, law courts, and Government offices. It is also used in broadcasts and local newspapers. Even the sign boards of most stores in Karnataka are in English. So proficiency in English ensures social and economic prosperity, high value in the job market, and an all-sided advancement - both individual and social.

Although the existing courses in English are found to be none too unsatisfactory, the findings of this Study reveal the need for reform in certain specific areas. As has been discussed in Chapter VII, it is not advisable to introduce any radical change in the syllabus because, before introducing any reform in the education
system, it is necessary to acquaint the teachers, students and examiners with the details of that reform. Changes introduced in a hurry without such preparation may not prove to be fruitful. The recent admission of the failure of the Semester Scheme is a case in point. Although the Semester Scheme has several inherent merits, it had to face a severe form of passive resistance from the teachers and even more hostile reaction from the students, and so had to be scrapped finally. This so happened because no corresponding changes were made in the syllabuses, and both the students and the parents were never made to realize the intrinsic value of the implementation of this scheme. Besides, the teachers who are used to certain teaching methods and certain syllabuses and text books, are naturally reluctant to accept radical changes such as the introduction of the courses proposed in 1949. In spite of their awareness of the recent attempts at diversification of courses, a majority of (60%) teachers of English still preferred to have a common English course at the Pre-University level for the students of Arts, Science and Commerce. They opined that this transitional stage should be utilized to give the students the requisite ability to read, write and speak English adequately, so that it would help them cope with whatever professional or
non-professional course they might choose next. Under such circumstances, the feasibility of introducing a variety of ESP courses is very much doubtful. Instead, it would be better to introduce a few changes in the existing courses using the main basic tenets of diversified courses.

In Karnataka, the English courses at the pre-University stage do not make any specific attempts to impart to the students adequate language skills. They only try to consolidate and remediate a few areas of language covered in school. Remedial teaching is necessary. But that alone is not sufficient. The Pre-University level is a transitional stage and needs great attention for successful transition. So the syllabus at this level should firstly attempt at a rapid revision of selected areas of language. Secondly, it should specifically define the various advanced language skills and sub-skills which the students need in order to pursue higher studies and in order to take up other vocations. The English courses at this level should primarily aim at enabling the students to make use of English as a 'service' language for academic purposes, and as a useful tool in their future career.
8.7.0 Recommendations

In the light of the findings of this investigation, the problems and implications thereby put forth, some recommendations have been made below in order to improve the existing state of English language teaching in Karnataka.

8.7.1 Suggested Changes in the Pre-University Syllabus

As a majority of teachers have suggested in their responses to item 15 of Questionnaire V in Chapter VII, the Pre-University course should be both preparatory and terminal. In other words, it should aim at imparting to the students the advanced language skills required for pursuing higher studies in the University. And at the same time, it should also be helpful to students who would choose various vocations. The syllabus at this level should be framed keeping in mind these two sets of objectives. It would further help improve matters if only students who show special aptitude for higher studies are admitted to the University.

At the Pre-University level, more attention should be paid to the various sub-skills of reading. About four or five books may be prescribed for non-
detailed study. The students should be systematically taught how to read for local and global comprehension, how to cultivate speed, and how to consolidate the matter. Throughout the year, the reading assignments of the students should be carefully guided and checked. The syllabus should make specific provision for the development of the reading skill.

The students should get a lot of practice in guided composition at this level. The syllabus should mention what sub-skills of writing the students should acquire through this course. They should be able to expand a given idea into a coherent paragraph, to write a brief description/narration of an object/incident/place on the basis of given outlines, and to write short reports and official letters. Besides, part of the syllabus at the Pre-University level should necessarily test the student in the minimum requirements of language skills. This section should, in other words, test the students' ability to make the right use of tense, form, number, prepositions, articles, and other necessary items. The syllabus should specifically mention the minimum number of marks (and this should be fairly high) the student should get in this section if he is to be allowed to go further.
The speech skill also is equally important, although it should be admitted that in the present contexts, with about 100-150 students in each class, it is rather difficult to attempt to improve the students' spoken English. Since most of the colleges do not have the necessary equipments like the language laboratory or other audio-visual aids, the teacher's responsibility is great in this regard. The syllabus should mention that the teachers should emphasize correct pronunciation of words and reading with correct stress.

Some features of the syllabus recently framed by the Central Board of Education for the plus 2 stage of the 10 + 2 + 3 pattern of education may be incorporated into the "U.C." syllabus to facilitate the inculcation of language skills in the students.

8.7.2 Suggested Changes in the B.A./B.Sc./B.Com. Syllabuses

English is taught as a compulsory subject for a period of three years for B.A. and two years for B.Com. and B.Sc. students. At present, these courses are not uniform in the three Universities of the State. Just as the Pre-University Course is common to all the
Universities in the State, it would be better to have common courses at the degree level too. However, this needs understanding, adjustment, and co-ordination on the part of the authorities of the three Universities.

There should be periodical meetings of the Vice Chancellors of all the Universities in which such issues should be discussed and settled. Even if this cannot be achieved in the near future, it is advisable for the framers of syllabuses at the degree level in all the three Universities to keep certain common objectives in view. There should be a common core course for B.A./B.Sc./B.Com. students including remedial teaching as well as further advancement of the skills (such as the skills of reading comprehension of the subjects of specialization, writing essays/essays for seminars, and so on) already incorporated at the Pre-University level. The syllabus at the degree level should aim at enabling the students to read evaluatively, to participate in academic discussions, and to write notes/short articles/reports from a critical point of view. At the final year, the syllabus should provide for acquainting the students with the use of a pronouncing dictionary. In addition, suitable modifications may be made in the syllabuses for the B.Sc. and B.Com. students. The B.Com. students
should have an extensive course in 'Commercial English'; and the S. Sc. students should be acquainted with the reading of various scientific material and be able to write on scientific subjects. The syllabus at the degree level should aim at developing independent study habits in the students. It should specify that the students should be able to take and make notes of books and classroom lectures, to refer to the dictionary, encyclopaedia and other reference materials in the library, and to develop a critical ability. All these items to be taught should be carefully graded through the period of the three years of the degree course.

8.7.3 Suggested Changes in the Syllabuses for Professional Courses

At present there is no systematic framework for the English syllabuses for professional courses. In many cases the English syllabus for the first year B. Sc. course is prescribed for the first year of the professional course too. Thus the students who are to become engineers, scientists, lawyers, agricultural officers and so on, are made to read Wordsworth's poetry or Dickens' novels. For this reason, a majority of students whom the researcher interviewed disliked these courses and felt these were irrelevant. They looked upon English as an
unwanted burden thrust on them thoughtlessly. The teachers of English in professional institutions said it was a humiliating and frustrating experience to teach English to the unwilling students. So instead of prescribing literary texts to professional students, an entirely skill-based course may be prescribed to them. This may include the teaching of several skills such as report-writing, framing of several kinds of drafts/applications/notifications/rules and so on, skim-reading, arguing/speaking coherently on a particular topic, and so on. Specially trained teachers should be appointed to handle these courses.

8.7.4 Suggested Changes in Text Books

A major weakness of the existing English language teaching programmes in our country is that the production and selection of text books and teaching materials is not made on a sound systematic basis. Often it so happens that the members on the Boards of Studies have no first-hand knowledge of the material actually being prescribed and they select the books mechanically. So it is necessary that the Boards should consist of members who have had enough experience of teaching English to that particular level for which the books are to be prescribed, and also of teachers of social and natural
sciences. At the D.U.C. level, they should make a
careful selection of passages from (i) literature,
(ii) social and natural sciences, and (iii) passages
on office correspondence. They should see that these
passages (i) should create in the students an interec;
in learning the English language; (ii) should provide
the students to think originally, and (iii) should
appeal to the students' imagination. The subject
matter should have relevance to our day-to-day life.
It should enable the students to acquire several sub-
skills of reading: such as evaluating arguments, collectin
information, judging the relevance, making inferences,
and reacting to the whole from a critical point of view.
The texts should include a variety of interesting reading
material in various styles. Short stories, plays, essays,
articles and extracts from biographies, magazines, novels,
and poetry may be included. Relevant and interesting
passages/articles from/on scientific subjects also should
be included. In addition, there should be samples of
official letters, minutes, memos, applications,
notifications and so on. The reading material should
be accompanied by a detailed glossary, adequate notes
and explanations to help the student. There should also
be graded language exercises including remedial work.
Such texts would cater to the needs of students of all
categories.
It is recommended that the members of the Boards of Studies should be drawn from different colleges, and the production of text books should be assigned only to those who are specially trained in course-designing.

8.7.5 Recommendations Regarding the Training of Teachers

For the successful implementation of any reform in the English teaching programmes today, an important step to be necessarily taken is to provide for teacher training. Curricular reforms cannot be fruitful if not supplemented by adequate measures for the training of teachers. Therefore, the State Government, the Universities, and the authorities of colleges should - in collaboration - form a systematic project to provide pre-service and in-service training to teachers. The teachers should be encouraged to avail the facilities and training given at the Central Institute of English and Foreign Languages. The Universities should depurate the teachers to receive training in several areas of English language teaching. The teachers should be assured of protection of their salaries and of obtaining leave without difficulties for this purpose.
Besides, short training programmes should be organized in order to enable the teachers to handle the new textbooks, and to give them adequate proficiency in written and spoken English. There should also be courses regarding successful use of several classroom techniques, new teaching methods, and various teacher manuals.

An Association of English Teachers at the junior level should be formed and should have a branch in every full-grade college. It should subscribe for a journal, buy all important ELT publications, and should publish a professional journal. Seminars and conferences should be organized to discuss the problems of English teachers, and other relevant issues of contemporary English language teaching situation.

The Regional Institute of English in Bangalore so far has restricted its activities mostly to the higher secondary level. The scope of the organization of its work should be extended to benefit the post-secondary level of education also. A separate section attached to the R.I.E. should be established to provide training to college teachers, and a short course in general.
orientation from this institute should be made a compulsory requirement for all fresh appointments in colleges.

3.7.6 Recommendations for Reforms in the Examination System

As this study has brought to light, the pattern of examinations in the State has remained more or less unchanged for a long period, suffering from many drawbacks pointed out in Chapter VII. Only in the early seventies there was an awareness of the need to introduce some reforms that were being proposed in other Universities outside the State. The result was the introduction of the 10 + 2 + 3 pattern of education, the Semester Scheme, and short answer and objective type of questions. Unfortunately the Semester Scheme had to be scrapped.

But this should be re-introduced after taking certain precautions and preparing the ground carefully. It would be definitely successful if the following measures are taken: (i) organizing workshops, seminars, discussions to develop an adequate understanding of the system among teachers, students and the management; (ii) co-ordinating the teaching programme in all the colleges; (iii) conducting a summer course for the benefit of weaker students; (iv) conducting research in respect of problems that
crop up; (v) orientation and refresher courses for teachers; and (vi) effectively counterchecking for eradicating or at least minimizing the influences of the evil practices. Adequate staff should be appointed in all colleges to do justice to the full content of the course.

The pattern of question papers needs a thorough change. The questions should test not merely the student's ability to recall and reproduce facts, as they do now, but his skills to make use of English language in a variety of contexts effectively. There should be a number of both seen and unseen reading passages with detailed questions testing local and global comprehension. There should be one section, to be compulsorily answered, including questions testing correct usage of various items in grammar. Provision should be made to test the oral skills also. A brief oral test should form part of the term-end examinations twice a year.

Each University should have a 'Question Library' with an adequate catalogue system. Questions on all aspects of the English Courses at different levels
should be readily available for reference. These questions should be prepared by a committee of experts in testing. Teachers, students, and paper-setters should have easy access to this Question Library.

The concept of "failure" may be removed, as suggested in the guidelines for examination reform presented by the U.G.C. This would allow the student to appear for the examination again and improve his grade.

8.8.0 English for the future

A study of the developments in the teaching of English since Independence and the changing roles of English in the educational, social and economic choice in our country clearly shows that still English is widely used for various purposes by increasing number of people. Although Hindi has since long been accepted as the national language, the importance of English has not been diminished, firstly because today there is a country-wide awareness of the instrumental value of English, and secondly because some Southern States like Tamil Nadu and Kerala are not prepared to accept Hindi as the official language. So, at present, it seems
English will continue to have an important place in our country for many, many years to come, although only 2% of our total population has been able to learn in English. But these are the men that matter: the public life. These days there is an increasing urge in people to give due place to regional languages in the educational system. Large scale attempts are being made to prepare text books on science subjects in regional languages. So English may soon be replaced by regional languages as the medium of instruction at the post-secondary level too. It is, however, desirable also that we should have books on science and technology in our own languages, so that they would reach the masses. One day we may be able to have a scientific and technological revolution through our own languages, as it happened in Japan and Russia. But even then, our top-scientists would require sound knowledge of English, because they cannot dissociate themselves from the main stream of scientific and technical knowledge which is global now in character. Right now, we essentially need English to keep pace with the rapidly progressing outside world in science and technology. Since our regional languages are not yet fully developed to function as languages of higher education or science, English does
have an important role to play in these areas. So English is not likely to be devalued in the near future in our country.

It is advisable to provide for short courses in English to the members of various professions so that they can improve their English language skills. This seems to be necessary for upward mobility in some of the elite professions. It would help people to attain the required proficiency in English, which in turn would make their careers prosperous.

8.9.0 Probable Areas for Further Research

(i) Appropriate courses may be designed to meet the changed needs for English at the pre-university and degree levels, and also for students of professional courses.

(ii) This study has identified specific English language needs of members of various professions. Short term in-service training programmes may be devised for members of these professions to impart to them the necessary skills of English language.
(iii) The English language needs of different professional and occupational categories in different parts of the country may be identified, which may help to specify the roles of English in India today.
CHAPTER VIII

NOTES AND REFERENCES

1. For example, for the verb 'to chase' there are at least three versions in Kannada.
   1) /bennaltet/ standard version
   2) /ettu/ Mysore Kannada dialect
   3) /bennuhantu/ Dharwad Kannada dialect.
